

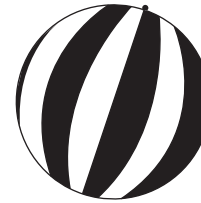
Safety Training for Female Journalists

Exercises and Supporting Materials
Day 1 — 4

Introduction

The materials in this section have been designed to accompany the four-day training curriculum which focuses on integrated physical, digital, and wellbeing strategies for managing risk as a woman journalist. The activities are designed to be learner centred and practical so that journalists are engaged in learning and acquire skills that will be useful for them when they go back to work. Based on real-life situations, the activities reflect the daily challenges that journalists and editors face when thinking about how to best protect themselves and others.

ICEBREAKERS AND WARM UP ACTIVITIES 10–15 mins



PASS THE BALL

Ice breakers and warm up exercises are designed to build rapport among participants and to get them in the mindset to start learning. The following exercises are time-tested techniques that have been adapted for this curriculum and trainers are encouraged to tweak them and bring in their own exercises where appropriate. These exercises can also be used at the beginning and the end of lessons to either warm up the class or to recap on topics learned in class that day.

MATERIALS

Ball

ABOUT

This exercise encourages group participation and allows those who are nervous about speaking in public to focus on passing the ball instead of just waiting for their turn to talk. Pass the ball can also be used at the end of a session to recap what students have learned.

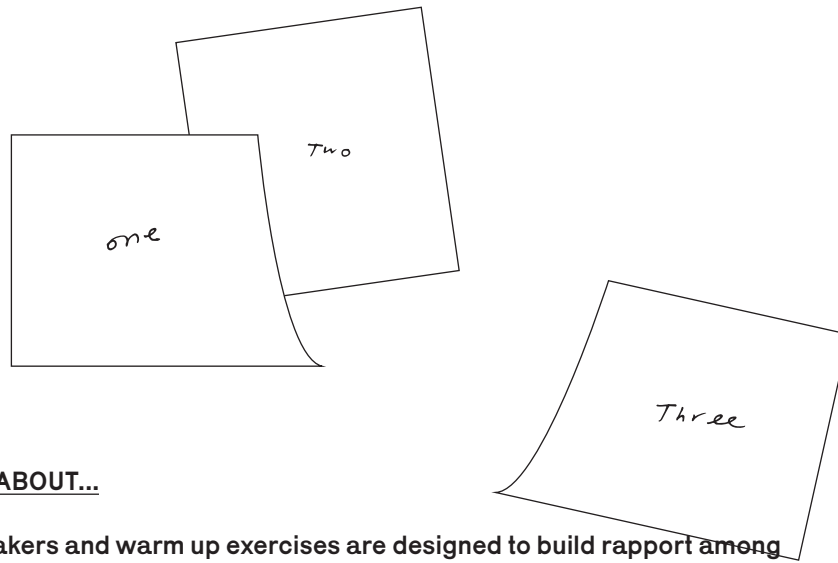
INSTRUCTIONS

This exercise can either be carried out standing or sitting. Ask participants to move to the centre of the room and to form a circle. Once settled, the trainer introduces the exercise giving clear instructions to participants. The trainer states three things about themselves. For example, their name, where they are from, and one thing they would like to learn from the training. The trainer then passes the ball to their right and the participant has to say three things about themselves before throwing the ball to the person on their right. Once everyone has spoken the trainer concludes the exercise.

ADAPT ACTIVITY

A variant of the game involves throwing the ball to a random learner instead of passing it to the right. This ensures that participants will be more focused on the game as they will not know when it is their turn to speak. The trainer can also use this game to help learners wrap up a day's training, for example, instead of passing the ball and introducing themselves, learners can pass the ball and state one or two things that they have learned in the training session.

ICEBREAKERS AND WARM UP ACTIVITIES 20–25 mins



SPEAK ABOUT...

Ice breakers and warm up exercises are designed to build rapport among participants and to get them in the mindset to start learning. The following exercises are time-tested techniques that have been adapted for this curriculum and trainers are encouraged to tweak them and bring in their own exercises where appropriate. These exercises can also be used at the beginning and the end of lessons to either warm up the class or to recap on topics learned in class that day.

MATERIALS

Pens, paper or Post-It notes

ABOUT

This activity helps learners focus on what they want to learn over the training session and to share those goals with others. This activity also helps to build rapport between group members over shared experiences.

INSTRUCTIONS

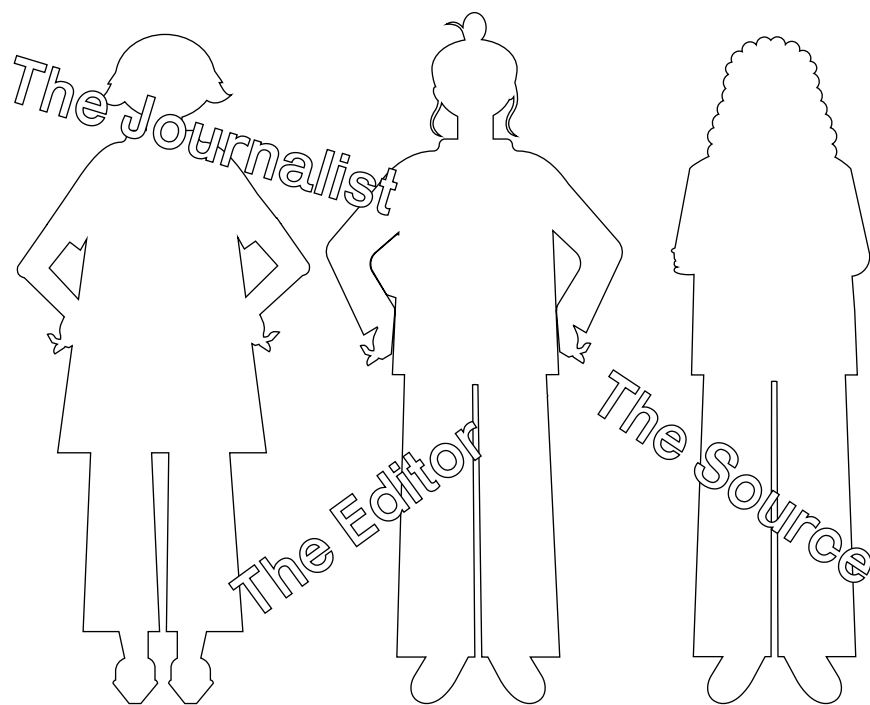
Tell participants that they are going to think about their job and the risks it entails. Tell them that they are going to first work by themselves to write down two to three things that they worry about with regards to risk and their work. They will then write down two or three steps they are currently taking to mitigate that risk and finally, two or three new things they would like to learn. The trainer draws a table on the board with the three categories and fills in each section with an example of their own. Tell learners they have just over five minutes to complete the table for themselves and afterwards they will be put into small groups to discuss their answers.

Once participants have completed the task by themselves move them so they are sitting in small groups. Ask people to introduce themselves and then choose one person from the group to begin the discussion. Participants discuss for around 10 minutes. Trainer that chooses one person from each group to give feedback. The feedback should be written up on the board by the trainer. Trainer then gives an overview of topics discussed and elicits group thoughts and feedback.

ADAPT ACTIVITY

This activity can be used by participants to speak about any topic as long as they are guided by the trainer. can also use this game to help learners wrap up a day's training, for example, instead of passing the ball and introducing themselves, learners can pass the ball and state one or two things that they have learned in the training session.

2.4 Meeting sources Role cards



This extra activity is a role-play designed to talk about the risks associated with meeting sources.

INSTRUCTIONS FOR TRAINER

- One role card per person
- Worksheet

Part one

Put the participants into groups of three. Tell the students that they are going to be given a role card and that they should read it and highlight relevant parts of the text. Give out the same role card to each person in the group, for example, a group of three editors. Participants read and make notes. The group works together to answer the questions on the role card. Tell them that they should each take notes as they will be put in different groups to discuss their answers. The journalists can use the extra worksheet to help them with the task.

Part two

Move the participants so they are in a new group of three, each one containing an editor, a journalist and a source. Participants should tell the other members of the team what their role is and what they have been asked to do. One or two members of the groups give feedback to the group on their answers.

Part three

Wrap up the exercise by having an editor, a journalist, and a source give feedback to the class on their answers. Write up their answers on the whiteboard. Ask the class one thing they have learned from the activity.

Download the role cards and worksheet: <https://safetyforfemalejournalists.org/days/day-2/>

1.6 Digital Security *Scenario Card*



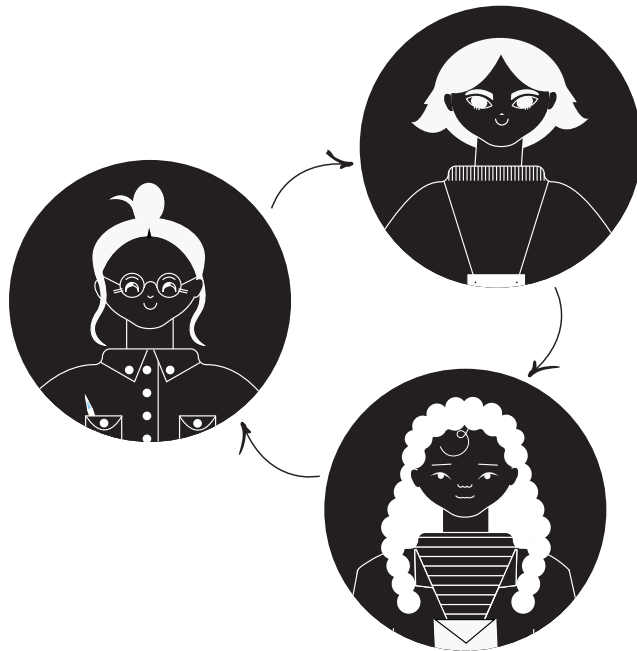
| This scenario is about digital security

The journalists should read the scenario and the questions by themselves and make notes. The trainer should monitor and answer any doubts that might arise.

Ask the journalists to work in groups of two or three to discuss the questions and prepare to present their findings to the class. The trainer then encourages feedback to the class via a presentation. Trainer then summarises the situation and best practice.

Download the scenario: http://safetyforfemalejournalists.org/wp-content/uploads/2021/04/STFFJ_activity1.6.2-04.png

3.5 Preparation before an attack II *Scenario Card*

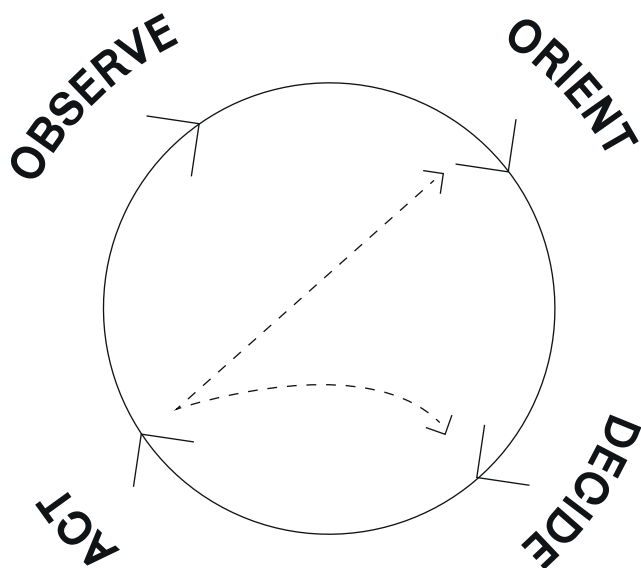


| This scenario is about creating a support network

Participants are put into pairs and asked to read through the scenario. They then work together to map out how the journalist could build a community to better support her with her online abuse.

Download the scenario: http://safetyforfemalejournalists.org/wp-content/uploads/2021/04/STFFJ_rolecard3.5-07.png

4.4 Situational awareness
OODA loop



The OODA loop is a concept and an aid introduced by John Boyd to help improve the decision-making process. The four steps require a person to observe their surrounding, familiarize themselves with their surroundings by making mental notes, and decide on the best action.

The trainer may emphasize that making a timely decision and acting on it can improve one's safety, as well as the safety of their colleagues and family.

Download the OODA loop: http://safetyforfemalejournalists.org/wp-content/uploads/2021/04/STFFJ_OODALoop-05.png