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Violence Against Women: Using Interactive Performance to Inspire Change

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Abstract

Rates of gendered violence are high in the Australian city of Hume. To help create a shift in generational attitudes towards this problem, we worked with Good People Act Now (GPAN) to create educational materials on this subject, targeting local youth. We researched effective strategies for anti-violence programs, and we chose interactive performance, developing a script on how texting can be used to inflict violence against women. These materials were presented at community events; audience feedback was collected to improve the presentation and to inform a future video production. Additionally, recruitment materials were created and a website updated to disseminate the materials and increase GPAN membership.

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December 14, 2016

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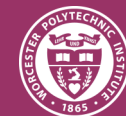Professor Lorraine Higgins

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Sponsor

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Community Services

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Violence against women: A global issue

Violence against women (VAW), as defined by the United Nations Declaration on the Elimination of Violence Against Women, is physical, sexual, or psychological violence targeted against women due to their gender.[1] UN Women reports that VAW affects 37% of women worldwide.[2] Within Australia, one in four women have experienced violence.[3] In the Australian state of Victoria, one third of police work conducted in 2015 was a result of VAW.[4] The city of Hume, where this project was centered, is one of the most disadvantaged areas in Australia and has the highest rate of gendered-violence within the Northern Metropolitan Region (NMR) of the state of Victoria (Figure 1).

Under the category of psychological abuse stems a more recent form of violence: cyber abuse. Cyber abuse is often aimed at women through actions like cyberstalking, sexually explicit posts and messages, exclusion in group messages, public sharing of private information, and masquerading under a different identity to earn trust.[6] These acts of violence often stem from the sense of anonymity that the internet provides. The decrease in human interaction and the lack of accountability for what is posted creates a perceived safe environment for people to get away with violent behavior and creates a different medium on which women can be harassed and abused.

According to Pew Research Center, 95% of teens ages 12 to 17 are actively online, with 81% using some form of social media.[7] With such a high percentage of teens on social media, this demographic is particularly at risk. Based on a 2014 poll conducted by NSPCC, 35% of teens between the ages of 11 and 17 have experienced some form of cyber abuse, compared to just 16% in 2013. In the same poll, 40% said they had witnessed cyberbullying online, almost double the 22% recorded the previous year.[8]

Australia has established laws to address VAW, with much of the legislation regarding cyber abuse coming out within the past three years. The Victorian government has also initiated a new "Respectful Relationships" program that is being taught in every school across the state. This program stemmed from recommendations made by the Royal Commission regarding current laws about VAW as the state and federal laws oftentimes do not have substantial preventative measures to be an effective deterrent to crime. The Respectful Relationships program teaches gender equality and bystander interaction in instances of observed abuse. Prevention of VAW also requires involvement on the city and community level, which can be met by local organizations.[9]

Banksia Gardens' initiatives to prevent VAW

Banksia Gardens Community Services (BGCS), located in Hume, Australia, provides a variety of aid to the local Broadmeadows community. Good People Act Now, or GPAN, is its initiative to combat VAW through youth mentoring and training on issues such as bystander action, changing attitudes on gender stereotypes, advocacy, and more. GPAN consists of 15 people, age 17 and up, who meet weekly. GPAN holds events, attends advocacy and community events, and goes to school districts to raise awareness about violence against women and to educate people on prevention of violence.

Previous WPI project teams have worked with GPAN to create and enhance their training materials. With the help of one past team, GPAN developed four interactive, educational videos that are housed on the group's website. GPAN also gives live performances of these videos at different awareness events. These videos cover aspects of VAW including disrespectful relationships between men and women, gender stereotypes, unwanted advances, and objectification of women. The situational videos promote an interactive environment to help teach preventative measures in a violent situation. Our project follows up to this previous media project.

Project objectives

Our ultimate goal was to assist GPAN in its violence prevention work, particularly cyber abuse against women. In order to achieve this, our team first conducted literature reviews to gather background information, followed by working towards several objectives.

First, we researched the different kinds of violence women experience, particularly cyber abuse. This allowed us to understand the ways in which victims of cyber violence are suffering and also to identify factors that can help predict the likelihood of this violence occurring in a given situation. Next, we studied past approaches to preventing violence against women and how others have used multimedia and live performances to address it. We incorporated successful strategies into our project.

Figure 1. Prevalence of violence against women in the NMR[5]

Once research was conducted, we established our objectives, as shown in Figure 2. First, we set out to build a solid relationship and reputation within GPAN as well as Banksia as a whole. Through an active presence in various programs at the Center, we integrated ourselves into the Banksia family in order to gain an understanding from community members of how VAW affects Broadmeadows residents. The second objective was to create a script and perform it live. The final objective was to enhance GPAN's recruitment materials and publicity.

Upon creating the project foundation, project deliverables were developed. The first deliverable was a scripted scenario focusing on the abuse of women through social media and sexting. GPAN and our team performed this scene live at their youth forum as well as at other awareness events and at school assemblies. The other deliverables that the team produced were a series of new recruitment and publicity tools for GPAN to enhance their presence within the Broadmeadows community and in local school districts. We updated the group's website, and in addition, produced up-to-date pamphlets and infographics, allowing GPAN to remain active in ending violence against women.
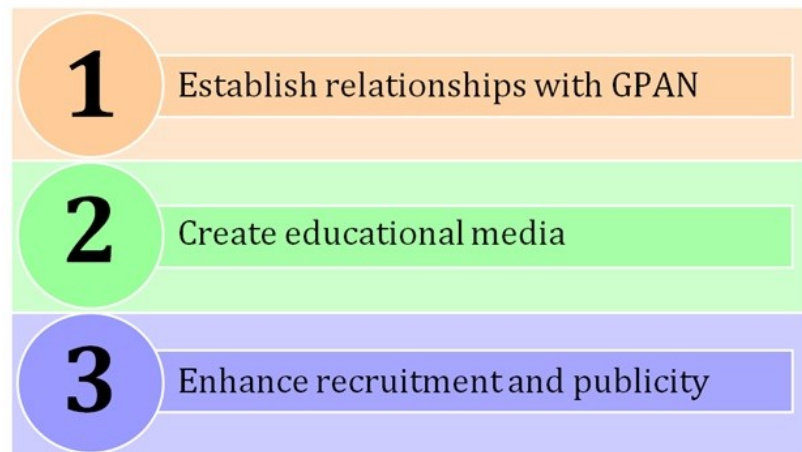

Figure 2. Team objectives

In the next section, we will present the obtained background information on violence against women and programs that address it.

Violence against women in Australia

Within Australia, the problem of VAW persists despite an increase in preventative measures across the country. According to Our Watch, in 2015, 25% of Australian women reported having experienced physical/sexual and/or emotional violence from a current or previous partner (Figure 3). In the same year, reported incident data shows that 33% of Australian women over the age of 15 had experienced physical violence, and 20% had experienced sexual violence, including rape. In 2015, 48 Australian women were killed as a result of gender-based violence.[3]

VAW also affects people beyond the direct victims. Within the city of Hume, where Banksia Gardens Community Services is located, 2204 incidents of family violence were reported in 2012. Of these cases, 75% of the victims were women, 78% of the perpetrators were men, and children were present during the violence in 36% of cases.[10]

Types of violence

Women experience various forms of violence, such as financial abuse, emotional abuse, and even physical and sexual assault.[11] Financial abuse involves controlling someone's finances to keep them in a situation they do not want to be in. Emotional abuse is mental and psychological assault through means of intentional intimidation and verbal bullying which, in some cases, can be far more scarring than physical cuts and bruises from a partner. Physical assault is described as any hurtful physical contact inflicted on another individual. Sexual assault is any type of sexual activity that is not wanted or accepted by the recipient, such as inappropriate touching, indecent exposure, and rape. These forms of violence can be inflicted upon an individual by a current or former intimate partner. However, they are not exclusive to intimate relationships and can occur when the victim does not know the perpetrator.

Based on a variety of studies using different sampling methods, researchers estimate between 25% and 54% of women worldwide have experienced some form of intimate violence in their lifetime.[12] This violence can be sexual violence, with around 120 million women having experienced forced intercourse or other forms of unwanted sexual attention at some point in their lives, most of which were encountered for the first time between the ages of 15 and 19.[13] In Australia, 1 in 5 women had experienced sexual violence as early as 15 years old.[3] In order to understand why violence occurs, it is important to know the possible predictors or drivers that may lead to this violence.

The Australian government organization, Our Watch, identified three main drivers that contribute to VAW: rigid gender roles and stereotypes, unequal gender relations, and the condoning or excusing of violence.[14] Rigid gender roles and stereotypes prevent women and men from acting in ways that do not align with social norms. Environments where there are unequal relations between men and women often lead to women being oppressed. In some contexts, men are viewed as superior to women, which can allow for VAW to occur. In these environments, as well as others, VAW is often dismissed or even excused. As a result, the people who disregard VAW often do not hold perpetrators accountable for their actions.[4] Some

perpetrators may be ignorant of the serious effects of their actions.[3] This can often happen in instances of cyber abuse.

Cyber abuse and sexting

As the internet becomes more ubiquitous, the degree to which offenders may reach a victim expands. Cyber abuse is any type of violence that happens on the web, whether it be through the use of smart phones, social networking sites, or online games. What sets cyber abuse apart from other types is that abusers can contact anyone, particularly children, at any time, no matter where they are. This act can be committed in the form of threatening or abusive messages, fake profiles created with the intent to embarrass the victim, and online grooming[15] -- the intentional befriending of a person in order to develop an emotional connection so that inhibition is decreased and sexual activity occurs.[16] According to Pew Research Center, 60% of internet users have witnessed someone being called offensive names online, 53% have seen efforts to purposefully embarrass someone online, and 19% have witnessed someone being sexually harassed online.[17]

In addition to the aforementioned drivers, anonymity and failure to see the consequences can contribute to acts of abuse online. Without the need for

25%
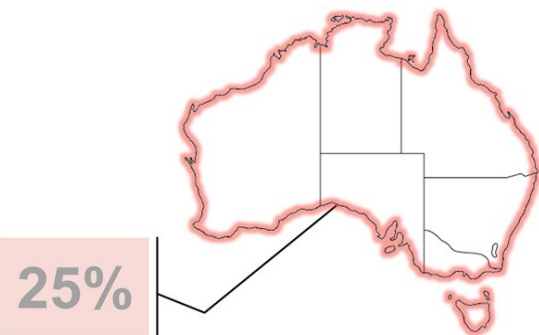
Figure 3. Percentage of women in Australia who have faced violence

direct confrontation and face-to-face interaction, internet attackers feel more removed and anonymous, thus providing the illusion that they will not get caught and will be shielded from repercussions.[18] The National Council on Crime Prevention reports that 81% of teens believe that others commit these acts as a joke.[19] Without having to face their targets, it becomes easier for perpetrators to dehumanize them. This prevents them from realizing how much damage they are doing, and therefore, some may not anticipate any repercussions.[18]

Minors are particularly vulnerable to sexting, which is defined as the "creating, sharing, sending or posting of sexually explicit messages or images via the Internet, mobile phones or other electronic devices, especially by young people."[20] Globally, 39% of all teens have sent sexually suggestive messages via text, email, or instant messaging, while 48% of teens have received such messages.[21] Within Australia, 50% of teens have participated in sexting.[22] More specifically, 40% of teenage girls have sexted.[20] Furthermore, one in seven young people have taken a nude or semi-nude photo of themselves, with 55% going one step further and sending it to another person. Worst of all, 31% of those who sent to another person did not know the person offline.[23] Despite the fact that these acts do not involve face-to-face interaction, legal and social consequences are just as serious as those stemming from other acts of violence. Please refer to Figure 4 for additional statistics on minors and sexting.

Legal consequences of cyber abuse

To combat violence against women within Australia, legislative priority is given to the individual states. The state of Victoria, where our project took place, has multiple laws that govern situations where cyber abuse and sexting occur, such as the Summary Offences Act of 1966 and the Crimes Act of 1958 as well as recent recommendations made to these laws by

the Victoria Parliamentary Law Reform Committee.[26] These laws state that, when involving individuals under the age of 18, sexting can be considered an indecent act. For an indecent act, charges include up to 10 years in jail when involving an individual under 16 and up to 5 years in jail when involving an individual between 16 and 17 years of age.[27] Indecent act charges apply when a sexual act is committed that the average person finds offensive; these include when an individual asks for or sends an unexpected nude photo of themself.[27]

In Victoria, explicit images of children are considered child pornography when the pictures are asked for, taken, received and kept, or sent, posted or passed around using media. Charges for child pornography include up to 15 years in jail as well as placement on the sex offender registry. Charges can also be pursued if pictures are shared of a person who looks like they are under 18, even if they were over 18 when the picture was taken.[27]

Under the newly passed Crime Amendment (Sexual Offences and Other Matters) Bill passed on October 15, 2014, if the individual who sent the image is under the age of 18, they will not be charged if the picture shows themselves alone or with others over 18, or with others within 2 years of their own age as long as there is not a separate crime being depicted.[28] Otherwise, regardless of the perpetrator's age, they can be charged with either indecent act or child pornography charges.[27]

Social consequences of cyber abuse

Even in the face of lifelong legal consequences and years in jail, the social, mental, and emotional consequences of sexting have the potential to be the most scarring and severe. In one case, a young American girl committed suicide after the photos she sent to her boyfriend were released to hundreds of people. This distribution led to the teen being harassed both online and in person, ultimately resulting in the young

girl's death.[29] Beyond this, social consequences of sexting include, but are not limited to, damage to a person's reputation, damage to a person's self esteem, sexually explicit media being sent to unintended audiences, depression in victims, and victims losing valuable relationships with friends, peers, family, and partners. Schools and government are struggling to find an effective solution to provide proper care for those victims that may have social and emotional injuries due to sexting.[20]

Methods to address violence against women

There are many types of programs that attempt to address the issue of violence against women; these include housing programs, counseling programs and educational programs often targeting specific aspects and predictors of the violence. For example, housing programs combat violence against women by trying to end the rates of homelessness and poverty, both conditions that could put them at risk. They also remove women from hostile environments.

On the other hand, the goal of the educational approach is to raise awareness and spread knowledge regarding VAW while trying to teach preventative actions. Some of these educational programs work with youth, as it is easier to change attitudes and beliefs while people are still young.[30] The intention is that socially aware youth will change future generations by being more aware of VAW, aiming to live in a community where it is unacceptable, and instilling these beliefs in their children. By utilizing school curricula and the internet, program leaders can reach young people.

Bystander intervention

Bystander intervention can be used as an effective tool and play a significant role in the prevention of violence against women. The bystander effect occurs when a bystander does not take action in an emergency situation due to a perceived notion that someone better equipped for the situation will step in.[31] This is the opposite of bystander intervention, which occurs when people who are not directly affected by a certain situation take action and step in to help. According to the Australian Institute of Family Studies, "[the] terms 'active' and/or 'pro-social' bystander are commonly used to refer to the individual who intervenes or takes action in response to the observed situation. By contrast, 'passive' bystander refers to individuals who observe a situation and fail to intervene or take action in some way."[32] The goal of bystander intervention training is to turn people who would otherwise be passive bystanders when experiencing an act of VAW into active bystanders.

"Respectful relationships" curriculum

To address VAW at an early age, the government of Victoria has invested $28.1 M over a two year span to implement an education initiative known as the Respectful Relationships curriculum in 2017. The curriculum will be taught in all grade levels across schools and early childhood services. The state of Victoria is utilizing this initiative to mitigate the effects of VAW, gender inequality, disrespectful relationships, and stereotypes on achievement, in order to get more students to continue their education. Beyond new educational practices, this program will include "[taking a] look at staff practices, classroom management, school events, sport programs, formals and other occasions, to ensure all aspects of a school's operation and culture are underpinned by gender equality."[33] As the Victorian Royal Commission into Family Violence noted, in order to promote long-term prevention,

attitudes must change, which can be accomplished by education on a universal platform, such as at school.[33]

White Ribbon

In Australia, the foremost program to prevent violence against women is White Ribbon. White Ribbon is a global movement of men and boys that work to end VAW. The program promotes gender equality and respectful relationships, while working to break down gender stereotypes.[34] White Ribbon's vision is a world where all females are respected, live in safety, and are free of all forms of violence and abuse from men. The White Ribbon program hosts White Ribbon Day in Australia every year on November 25. The Hume City Council collaborates with the community to raise awareness of the White Ribbon campaign by planning various events for the day including guest speakers and advocacy walks and runs. White Ribbon is also present at community festivals, and it partners with other organizations in the greater metropolitan area that act to combat violence against women.[35]

50% of australian teenagers have sexted

88% of images will end up on another site

450 child pornography charges for kids 10-17 in the last 3 years
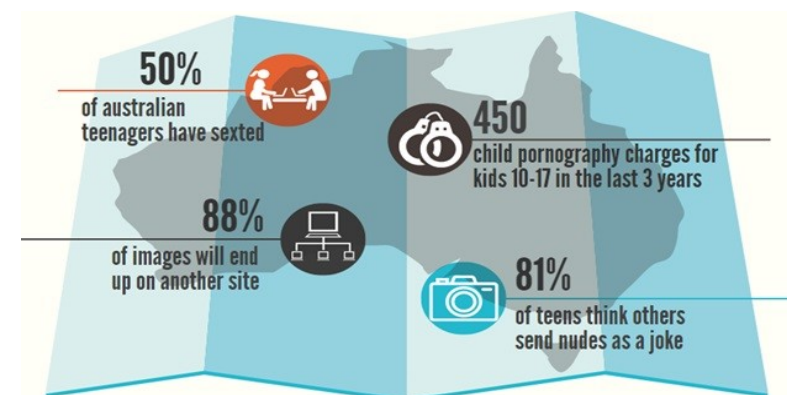
81% of teens think others send nudes as a joke

Figure 4. Cyber abuse/sexting statistics from

Banksia Gardens Community Services

For young people, Banksia Gardens Community Services (BGCS) offers the Boys Zone and Girls Circle programs. Both programs are initiatives in Broadmeadows started due to concern from residents over a lack of constructive recreational opportunities for children after some began committing acts of vandalism out of boredom.[36] Boys Zone and Girls Circle provide children of the respective genders with engaging activities, opportunities to refine social skills, and a safe place where the young people can be themselves and feel supported. These programs also identify proper ways to communicate with others, rather than resorting to certain actions that serve as a gateway to possible violence in the future. Boys Zone teaches about respectful relationships with young men, while Girls Circle builds confidence in girls to become strong and empowered women going into the future.

In addition, Banksia received a $39,000 grant from the government of Victoria to fund a new mentoring project, called Good People Act Now (GPAN).[30] GPAN is the primary program at Banksia dedicated to the prevention of violence against women. GPAN is a group made up of individuals ages 16+ in the Broadmeadows community who work towards a community with equal rights for men and women, and where violence against women is not tolerated. GPAN believes that every person has the ability to be an active bystander. Therefore, their mission is to empower young people to be educated, equipped, and willing to intervene against gender stereotyping attitudes. The main goal of GPAN is to deliver activities focused on the prevention of gender-based violence in the Broadmeadows community.[37]

To accomplish this goal, GPAN uses display stalls, presentations, and multi-media. They provide resources and contact information for a variety of help centers to anyone who has experienced or witnessed violence. GPAN works with community organizations such as Dianella Community Health, Inc., as well as attending White Ribbon events and giving presentations at local schools in order to inform the community about VAW. GPAN helps young leaders become active bystanders by having discussions with various mentors and guest speakers on family violence, gender roles and stereotypes, and methods to challenge sexism.[38] GPAN's website contains Bystander Action tools such as interactive videos (Figure 5) that identify various scenarios where certain acts of violence may appear. In keeping with our second objective, our team assisted GPAN in creating an additional script discussing cyber abuse and the dangers of sexting among the teenage demographic that could later be adapted into an additional video.

Objective #1: Establishing relationships with the community

Our first objective was to establish relationships with GPAN, BGCS staff, and youth at the organization to understand the knowledge they had about VAW and tailor our deliverables to align with their needs.

Methods

Prior to arrival in Melbourne, we conducted an interview with Scott Jiusto in the Interdisciplinary and Global Studies Division at WPI. We discussed Shared Action Learning (SAL), a method of community collaboration for "engaging in partnerships for sustainable community development".[39] This approach would help us build trust and effectively work with our community partners to produce the desired deliverables.

SAL consists of three parts; researching and Sharing information, taking Action within a community, and reflecting and Learning (Figure 6). Researching and sharing occurs when, either individually or collectively, research is conducted on a given topic. Collaborators should be given chances to share research and their prior knowledge, ideas, and resources with one another. Through this, all members can understand one another's personal interests and culture and develop shared expectations about the work being done. Action in the community means doing things for and with others to inspire growth and development. The group should also come together to reflect on the work, analyzing how effective it is, what could be improved.
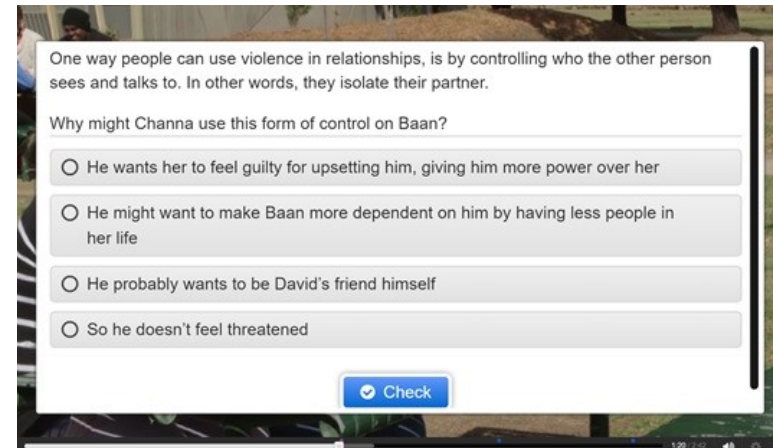
Figure 5. Screenshot of one of GPAN's interactive videos

proved, and what they learn about each other. Through this process, the group learns from the research that was conducted and the actions that were taken, ultimately making the necessary changes and then repeating the continuous process as many times as necessary.[39]

Our group put this into practice while developing our relations with GPAN and BGCS staff and youth. We SHARED our experiences and research about VAW and asked them to share their views and stories through icebreakers and during meetings. Sharing

with GPAN helped us find common ground for collaboration and decide on the aspect of VAW we wanted to focus on — cyber violence. It also helped us understand how to establish relationships with children. We developed common ground through talking with staff and youth at Banksia about common interests and personal goals. During GPAN meetings, we brainstormed ideas and presented everyone with equal speaking time to voice their opinions, while others practiced active listening. We used effective communication, and co-wrote the script for the production, as well as the presentation materials. We took ACTION in the community by hosting a youth forum with GPAN, as well as visiting schools to give presentations on respectful relationships and gender equality. We then reflected on these events, using obtained feedback from the audience as well as personal written reflections, to LEARN from the work that was done. We held debriefing sessions with GPAN after events, during which everyone had the opportunity to voice their opinions while having the full attention of the rest of the group. Everyone's

comments were documented so that they could be addressed once everyone had spoken. These discussions were vital to the process in that everyone's opinions were heard and addressed in order to produce the best possible deliverables.

The team also partook in written reflections followed by discussions with BGCS staff and our advisors. The written reflections and discussions about the community, culture, and backgrounds that the people we met possessed allowed for the team to understand why these events occurred and develop an understanding and respect for the different perspectives. Through these discussions, our team could look at these situations through a different lens and not be so quick to judge, ultimately allowing for relationships to be formed. Refer to Figure 7 for more detailed information on how the team accomplished each aspect of Shared Action Learning.

Figure 7. The team's methods for using Shared Action Learning with GPAN members and BGCS staff and youth

Results

As a result of our shared learning, respectful communication was established and we were able to begin developing the script together. In the process, we continued the Shared Action Learning approach, planning events, taking action in the community, and then reflecting together as a group.

The established relationships with the GPAN members resulted in feelings of trust and a sense of comfortability, so much so that we could share personal experiences, share in jokes and laughter, and attend social events together. For example, upon the commencement of rehearsals, the group participated in a breathing and stretching exercise to center and relax ourselves. This always resulted in shared laughter at how ridiculous we all looked. There were also multiple inside jokes and memories that our

group shares with GPAN as a result of these well-established relationships. The hours spent commuting to events together, attending social events, collaborating on script development and presentation materials, and rehearsing the skit (described in Objective 2), allowed for ample time to be spend together laughing, talking about our personal lives, and singing together. Some of the GPAN members even attended our WPI group's Thanksgiving celebration. Figures 8 and 9 are images from these social events attended together. The comfortability and trust with one another also allowed for us to have respectful conversations during the creation of the deliverables and during the debriefings after events. The relationships established allowed for us to be able to disagree with each other's ideas without anyone getting offended or insulted. Our capability to have conversations like these allowed for the creation pro-

Figure 6. The continuous Shared Action Learning process

Figure 8. Post rehearsal group photo

ocess to run most efficiently, since no one was holding back ideas, comments, or feelings.

The team's written reflections allowed each team member to gather an understanding of the people that we were working with. By having discussions about our experiences with our sponsors, we were able to approach each GPAN member with a better understanding of who they were and why they were this way. We learned about the types lives and upbringings of the children who go to BGCS and information about violent behaviors they might be exposed to at home that influence their personalities and reactions to certain triggers. For example, there is a high prevalence of the use of obscenities within the children's conversations to others. Our team was perplexed as to why this was not addressed by staff at BGCS; however, after discussion with our sponsors, we discovered the reasons behind this. We learned that these children have been raised in an environment where this language is used constantly and that these profanities ac

count for about 30% of the children's vocabulary. The staff, therefore, does not prevent the children from using this type of language, unless it is in the form of disrespect or bullying toward someone, as this is what the children know and what they have inadvertently been taught by their surrounding environment. We also learned that, because of their upbringing, these children are vulnerable. Due to this, BGCS staff do not believe in telling the children that their behavior is unacceptable. This is because, given the children's personalities and self-esteem, there is a possibility that the children will associate the unacceptable behavior with them individually being unacceptable people. Instead, the staff highlights behaviors that are positive instead of negative, using positive reinforcement. Through these interactions, our team learned the role that self-esteem plays in the lives of these children. This understanding allowed for our IQP group to break down preconceived notions that we may have had, ultimately allowing for relationships to be developed.

Objective #2: Creating the script and live performance

The second objective of our project was to create a script to add to GPAN's vignette collection that addressed cyber violence and the dangers of sexting in a live performance. The goal of this objective was to inform the viewers of the skit on the social consequences of cyber violence, and to instill in their minds that everyone has the ability to be an active bystander.

Methods

Using the Shared Action Learning process described in Objective 1, we began brainstorming with GPAN the type of VAW we wanted to focus on in our production. In a collaborative discussion, we analyzed ways in which violence occurs with youth. The group concluded that due to the ease of access to the internet, the pressure placed on youth to look a certain way by the media, and the anonymity of violence behind a screen, we would focus our presentation on cyber violence.

Next, we discussed methods of presenting this information. Research suggested that people are able to learn new and abstract concepts more easily when they are presented through multimedia – when they are simultaneously able to see and hear information.[40] This leads to more engagement and effective learning. With this information, we established that we would be developing a script for a live performance.

Figure 9. The scripting process

We also learned that when media is more relatable, people tend to take action. To make the script more relatable to the viewer, we looked at aspects of other VAW prevention programs that made them successful. A study conducted by Jouriles et al. (2016) found that motivating students to take action to protect friends resulted in more successful outcomes, as opposed to encouraging them to care for others in general. One program to use such an approach is the TakeCARE program, an intervention program using media to end sexual violence on college campuses.[41] In it, a video pauses periodically and asks the student to reflect on the possible outcomes until the narrator resumes speaking and describes other actions that the bystander friends could have taken. An evaluation conducted on the TakeCARE program concluded that the tool demonstrates effective use of a video bystander program.[41]

Once we knew how to make our performance engaging, we began script development. To create the content for the script on cyber violence, we used the following process:

Brainstormed cyber violence topics and scenarios

After selecting cyber violence as our topic focus, together with GPAN, we brainstormed methods of cyber violence. Ultimately, we selected sexting as our primary focus as a result of personal experiences of GPAN members, as well as the overwhelming prevalence of sexting among youth, as noted in the background section. We then began brainstorming who our characters would be; their ages, genders, and attitudes were vital to establish as all of these contribute to the social and legal consequences for the situation. The group decided who the victim and perpetrator would be, the aspect of sexting that would be occurring (sending explicit pictures, acts of morph or parasite pornography — defined in the glossary in

the Supplemental Materials, etc.), and the positive and negative responses bystanders would convey. After establishing the framework for the skit, we began to discuss more specific aspects of the story.

Developed plot

The team first discussed the plot of the story — where this scenario would take place, how the picture would be sent, and additional characters that would contribute to the story. These aspects of the plot were important as the team wanted to create a realistic setting so the youth could relate.

Developed scenes and preliminary script

Having discussed specific aspects of the plot of the story, the team created clear scenes that would outline the story through the first take in which the sexting occurred. We also scripted a series of replay scenes that would show alternate outcomes to the situation if bystander action were involved. This was done during rehearsals and created through a series of improvised takes rather than a paper-based storyboard process. The team felt that using 'improv' rather than a storyboard made the scenes more genuine and believable to teens and young adults. Additionally, we established character motivations and a framework dialogue for the characters. To develop the script together with GPAN, we brainstormed dialogue based on how we felt certain characters would respond to the given situation. This brainstorming process occurred during a round table discussion with note takers documenting what was said. Although the initial script served as a guideline for dialogue, GPAN and our group felt that, again, improvisation would allow for the most realistic conversations to occur.

Added stage direction and revised dialogue

For techniques to accomplish this task, we referred to information gathered from Leslie Dodson, an expert on media production at WPI, about staging skills, including angles, lighting, and sound. From Ms. Dodson, we learned proper techniques for making an adaptable story and ways in which we could present each scene as a live performance, while considering the audience perspective and sight angles. In order to do this, the stage direction and dialogue were improvised during each rehearsal by first discussing what we wanted within each scene and then trying out a variety of approaches and lines until the group agreed on a set of dialogue to place in the script. The story was completed and prepared for the multiple rehearsals held throughout the term.

Rehearsed weekly and finalized script

Throughout the rehearsals, lines and movements were improved in order to prepare for the performance that would be most effective in identifying the dangers of sexting and appropriate bystander actions to the audience.

Prepared for live performance

Upon the completion of the script and story, the team focused on what questions embedded questions would be in the performance to allow the audience to participate in solving the problem presented. Research suggests that using guided questions prior to a media presentation conveys to students what information they should focus on.[40] We also learned that it is effective to integrate embedded questions in the performance to allow students to process, analyze, and reflect on the material.[40] Using this information, we

decided on concepts that we wanted the audience to focus on throughout our performance, primarily bystander action. We scripted an introduction to the performance that would allow the audience to begin thinking about this topic and also created audience interaction questions that would be asked throughout the performance.

Performed at forum day

At the forum, our IQP team assumed our roles in the script and assisted in the performance on sexting and its consequences. Prior to the performance at the forum, our team requested that another WPI group attend to record and take pictures. Having the performance recorded allowed the team to review it at a later date to identify what was done well and to reflect on what could be improved for subsequent performances. This step also allowed us to identify improvements that GPAN could make to the script in order to adapt it for a filmed video production at a later date.

Conducted review of forum and performance

Lastly, the forum included a post performance audience survey to receive feedback on the skit in order to help our team and GPAN further refine the script and story. This Google survey included seven content based questions that evaluated how much information the audience took away. It also included qualitative questions that allowed the audience to add opinionated feedback and suggestions. The main focus of this survey was to understand if the audience found the presentation engaging, if they enjoyed the forum as a whole, and if they

learned any techniques for bystander intervention. The data from this analysis will help GPAN identify ways that they can adjust the script for future presentations, performances, and the future development of the video.

Results

The results for this objective consisted of a final script that was performed live and modified based on audience feedback.

Final script and debut

As a result of the first five method steps, our team helped GPAN create a script that focused on the steps and consequences of sexting. This process can be seen in Figure 10. The script consisted of eight scenes with four primary characters. The first four scenes consisted of the initial progression of the storyline in which the sexting and its consequences, both legal and social, occurred. The final four scenes rewound and reviewed each of the four primary characters and how the sequence could have played out differently if each one had intervened at different times. This sequence of rewound scenes consisted of a series of interactive sessions with a performance MC, in which an audience would be asked before each scene what the characters could have done differently.

Figure 10. Script and performance development

Crucial sections of the script can be seen in Figures 11 -13 (Note: Real names were used in the show; commentary is reflective of the characters rather than the actors.). The entirety of the script can be found in the Supplemental Materials section.

```
            SCOTT:
    Sure, here you go.

Baan decides to take Scott's advice and text Steven.

            BAAN:
    Hey, it's Baan.

Steven looks at the text from Baan and turns to Scott to ask who she is.

            STEVEN:
    Dude, who's Baan?

            SCOTT:
    The girl I was talking to today.

            STEVEN:
    Oh right, the dancing chick.

Steven texts Baan again.

            STEVEN:
    Yo dancing chick, what's up?

            BAAN:
    I saw you whisper to Scott. What was up with that?

            STEVEN:
    I was just impressed. I didn't know you could dance like that.

            BAAN:
    You reckon I have the body for it?

            STEVEN:
    I couldn't tell, you were wearing a jumper. Why don't you send me a picture of
you with less clothes on.

Baan reads the message and instantly begins to take her jumper off. She then
hesitates for a second. She looks at herself in the mirror.

She decides to send the picture, grabbing her phone. She is about to take her shirt
off as she walks off stage. The audience can assume that she's going to take the
picture.

The boys are still playing video games. Steven's phone is sitting on the table next
to them when it goes off. He glances at it and does a double take when he realizes
                            Page 3
```

Figure 11. Steven solicits and Baan sends the explicit text

GPAN Youth Forum

The sexting script created by our team debuted at the annual GPAN Youth Forum on November 29th. This forum took place during the 16 Days of Activism Against Gendered Violence, a time in which all of

Victoria was focusing on family violence through various events, including White Ribbon Day and the International Day for the Elimination of Violence Against Women.

The forum held multiple sessions with the script debut being the final piece of the day. The first half of the forum consisted of three primary speakers. These speakers discussed VAW, and each approached the topic from different angles and experiences. The forum was attended by approximately 50 people including community leaders, such as the past mayor of Hume, city council men and women, health officials, representatives of anti VAW groups, teachers, and most importantly, young students and teens. At the end of the forum, our group introduced the scripted skit we had created in methods 1-4 as shown in Figure 14. The script was approximately 15 minutes and utilized breaks in the story to pause and interact with the audience by asking a series of contemplative questions concerning each character and scene.

Steps 5-8 of the methods describe the process for creating and executing an audience reflection questionnaire. These questions had the audience think about three primary elements of each scene: bystander action, social consequences, and legal consequences. Each rewind scene prompted the audience to provide feedback for these primary elements and how each character could implement their responses into the scenario at hand. After gathering responses from the audience, the characters acted out one such example of how the scene could have been handled differently before moving onto the next scene. With the end of the scripted performance came the end of the overall forum and a period in which audience feedback and criticism was accepted.

Audience feedback and criticism

We handed out Android tablets containing a performance review after the

```
what it is.

He drops his controller and grabs his phone, smacking Scott to get his attention.

        STEVEN:
    No way...

        SCOTT:
    What?

        STEVEN:
    I said less clothes, not no clothes

        SCOTT:
    What?

        STEVEN:
    Dude, the dancing chick sent me something! Look at this!

        SCOTT:
    Dancing chick? What, you mean Baan?

Scott looks at Steven'sphone.

        SCOTT:
    Bro, you can't have that!

        STEVEN:
    Why? She sent it to me.

Scott hesitates to answer. Steven stands up from the couch, with his phone.

        SCOTT:
    But... Steven cuts him off.

        STEVEN:
    Chris would love this!

Steven sends the picture to Chris but soon everyone has it. Other students (GPAN
members) are in the audience with their phones on high volume. Their ringers start
going off as they get Steven's message. They start to show people in the audience
and make their way toward the stage, into the classroom for their exam to begin.
```

Figure 12. Steven spreads the text and it quickly spreads throughout the school

```
SCENE 3

The students walk into the classroom where they are about to take their year 11
exams. They are all talking and showing each other their phones with the picture on
it. Baan walks into the classroom and the rest of the students fall silent. She
takes her seat. Teacher enters stage right, Baan exits stage left.

        TEACHER:
    Alright everyone, the exam is about to start. Put your books and phones away.

The teacher walks around the room to make sure all the students have put their
phones away. He sees that the student sitting next to Baan still has his phone out.
The picture is on his phone.

        TEACHER:
    Regina, I said phones away. You can have it back after the exam.
The teacher takes the phone from the student. As he takes the phone, it's slanted in
a way that Baan can see what's on the phone. She sees the picture of herself and her
eyes go wide.
The teacher walks away from the students and looks down at the phone. He stops for a
second, turns to look at Baan, looks back at the phone, and then back to Baan.

        TEACHER:
    Baan, we'll need to talk after the exam.

Baan looks at the row of people behind her for support. No one makes eye contact
with her. She looks over at Regina and says her name. Regina doesn't respond.

Baan runs out of the room, crying and embarrassed.




Scene 4
Two weeks later.

Two groups of students are standing on either side of the hallway at school, talking
about Baan and the picture. Regina and Belal are on one side of the hallway and
Alyssa and Channa are on the other side. Scott starts walking down the hallway.

        SCOTT:
    It's been 2 weeks since we last saw Baan. I'm worried about her, I know she's
depressed and has been seeing the school counselor but, she won't answer any of my
calls.

        REGINA (TO BELAL):
    I heard her parents pulled her out of school since she was trying to hurt
```

Figure 13. Baan is humiliated in school and social consequences begin to appear

vignette so our team could gather feedback to assist GPAN with future performances and forums. As Figure 15 shows, the forum performance was also videotaped so that the GPAN group could go back and reflect on each scene alongside the feedback from the audience review.

Our initial inquiry was to gather whether or not our audience enjoyed both the forum and presentation

Figure 14. Live performance

and whether or not they found the presentation to be engaging. The questions were based on a one-five scale with a '1' rating meaning the respondent did not think the event was effective and/or enjoyable and a '5' rating meaning that the respondent absolutely thought the event was effective and/or enjoyable. The large majority of this feedback was positive, with all 15 respondents giving a rating of three or higher in terms of the enjoyability of the forum and 14 of the 15 respondents giving a rating of three or higher in terms of the presentation's success at being engaging, as reflected in Figures 16-17.

For the most part, the respondents also felt the show was creative and was a unique way to present both the obvious and unknown consequences of sexting. Many of the comments reflected surprise at some of the consequences as discussed in the vignette and shown in Table 1. Things such as the legality of sexting and punishments for both the victim and perpetrator were discussed in the performance. The audience reflected that much of the facts given were previously unbeknownst to them. For example, one respondent

Figure 15. The forum was taped for review and critique
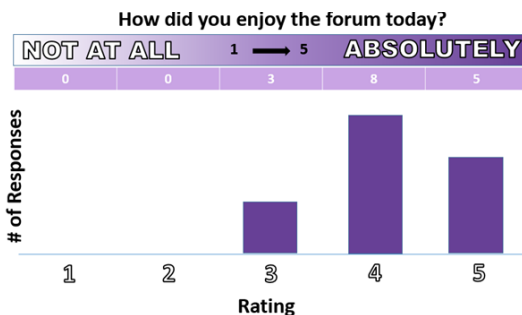

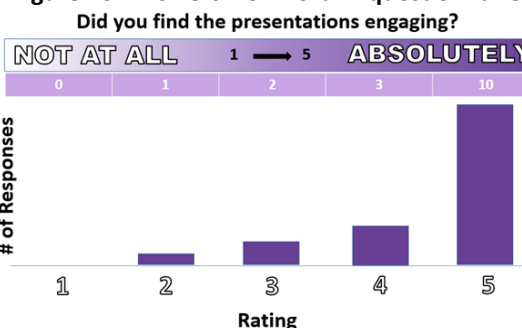Figure 16. Answers from forum questionnaire

Figure 17. Answers from forum questionnaire

was surprised that the perpetrator could still be charged even though the victim sent the photo willingly. Additionally, the respondents identified multiple scenes as being the most impactful, some mentioning the act of sexting itself while others found the audience interaction to be the most important. Many comments, however, reflected the need for a shorter presentation.

Although the presentation was engaging, participants noted that they lost interest after a certain amount of time. In drawing from this constructive criticism, the script can be adapted to allow more audience interaction and perhaps limit the time allotted to guest speakers during the forum.

The feedback in Table 1 suggests that all of the content was there; however, the length and progression of the forum could be reworked for future presentations. This feedback was presented to GPAN at their next meeting, and plans were made to enhance the script to reflect the criticisms of time and audience interaction, as well as making it more adaptive to different audiences. From there, the final script and performance results were presented to GPAN as a final deliverable.

Objective #3: Enhancing GPAN's publicity and recruitment materials

The final objective for our project was to enhance GPAN's recruitment and publicity in the community. At the forum, we realized that GPAN was not reaching out to the right demographic. As a result, our goal was to identify how we could recruit younger people.

Table 1. Answers from forum questionnaire

LESSONS LEARNED	FORUM FEEDBACK
• "Sexting is illegal in Australia"	• "A further step could be to teach kids in schools to then present to their peers"
• "Deleting [the image] is always the answer"	• "It was good but a bit long"
• " I was surprised how Steven could get in trouble even though she willingly sent the picture"	• "Keep speakers to time"
• "That the problem in the play would have been solved in many ways"	• "more interaction and activities with audience – role plays, games, other"
• "What a feminist is"	• It was great perhaps some of the content of the speakers would have gone over the heads of younger people because of jargon"
• "The importance to step in a situation like this"	
• "laws on sexting"	• "Some audience members suggested things but you did not respond or act out their solution"
• "how ramifications can escalate so quickly"	

Methods

To accomplish this, we researched recruitment strategies for young adult volunteers. A study by the Harvard Family Research Project showed important methods for retaining youth participation were providing them with opportunities for leadership, remaining informed about participants outside of the program, holding regular staff meetings, and being community-based. The study also noted that successful programs used peer recruiters and approached organizations in which young people were already associated, such as schools and religious groups. This helped maintain a sense of community, which was identified as the most important retention practice.[42] Another study by Volunteering Tasmania focused on strategies and obstacles in recruiting young people. They found participants placed the most importance on development of skills, particularly in areas that already interested them, and on a sense of community. The major roadblocks to recruitment were matching program times with various extracurricular schedules, addressing the availability of transportation, and communicating using the mediums with which the recruits were familiar.[43] Utilizing these strategies and being wary of different roadblocks allowed our team to move forward and begin working toward our various deliverables for our project.

GPAN wanted to revamp their current recruitment package with a new sign up sheet, new posters, and new pamphlets to distribute. We met with our sponsor to determine what wording and designs needed to be changed or updated and to brainstorm ideas for layout and content. We also researched programs for making promotional brochures, choosing to use a premade template in Microsoft Word and an original design in Microsoft Publisher. We incorporated the information we researched on recruitment strategies into our pamphlets to specifically address the sense of community that GPAN provides. We also modified the communication methods to better match the methods that youth are already using, such as Facebook instead of email.

Additionally, we evaluated GPAN's current website to analyze their current publicity materials. From our findings, we implemented ideas to improve upon what already existed in order to enhance publicity for future events and possible recruitment opportunities. The old website was designed in WordPress, but we decided to build a new website for the group using Weebly. We wanted to create a site that would be sustainable after the end of our project, which required a program with a user interface usable even by people with no previous coding experience. Weebly's user interface consists entirely of drag-and-drop modules, making it very easy for anyone to edit and update a site built using the program. The main problem with the old site was that it was not current and updating was inconvenient, ultimately resulting in the switch from WordPress to Weebly.

Initially, our group transferred content without changing any of the wording. However, we wanted to take advantage of the opportunity to make as many improvements as possible. We therefore recruited peers from the Melbourne Project Center, Project Center advisors, and members of different clubs and organizations at WPI to participate in user testing the old website. Our goal for this survey was to gather ideas for ways to assess and improve: 1) navigation around the site, 2) organization on different web pages, and 3) the functionality of links and videos. Furthermore, we wanted to gather suggestions from users on how to improve the website overall.

Eight questions were created specifically to gather data on these four different areas. We asked users to navigate the website to complete different tasks or find answers to questions using the information on the different web pages (see Table 2). For example, question #5, among others, asked to find out "one in how many women experienced emotional abuse in a relationship in Victoria" and to have them search the website for this information and look at the different web pages. Every task also required users to rate its difficulty, with a rating of one being "easy" and five being "hard." The task-related questions helped us learn how navigable the site was but in some cases also tested functionality of the links and videos, such as question #6 asking how many locally-made awareness videos there were, requiring users to find

Table 2. List of user testing survey questions and tasks

	Goal	Questions and Tasks
1)	Navigation	What organization is GPAN affiliated with?
2)	Navigation	Is the site available in other languages, and if so, which ones?
3)	Navigation	What does GPAN stand for?
4)	Functionality	Add your name to the pledge against violence
5)	Navigation	One in how many women have experienced emotional abuse in a relationship in Victoria?
6)	Navigation, Functionality	How many locally made awareness videos are there and what page are they located on?
7)	Navigation	Describe the latest event that GPAN is holding
8)	Navigation	Name 4 organizations besides GPAN that aid victims of abuse
9)	Navigation	What were the biggest issues you ran into While trying to navigate the site?
10)	Organization	What suggestions would you make in terms of the site's organization?

them and eventually watch them. By providing the task "add your name to the pledge against violence" in question #4, we tested one of the links to an external page.

To conclude the survey, question #9 asked, "What were the biggest issues you ran into while navigating the site?" and question #10 asked, "What suggestions would you make in terms of the site's organization?" This helped us assess navigability and potential functionality problems to elicit suggestions for improvements to the organization of the information on different pages. We were ultimately able to use the various responses to concentrate our efforts on resolving difficulties and incorporating these suggestions.

Part of the revamping process for the old website included updating the information from the old site. As part of switching from the old website to the new one, we brought the calendar up to date and corrected any outdated information within infographics.

Results

The results for this objective culminated in new presentational materials and recruitment tools.

GPAN website

Our group received thirteen responses from the user testing questionnaire and the general averages for the difficulty of performing each task (Table 3). Every user rated how hard it was to answer each question on a scale of one to five. We then added each rating together and divided it by the number of users to find the average difficulty of the task given. From these results, we were able to learn which tasks were harder to complete, giving our team a better idea of what category needs more focus when improving upon the old site. We discovered that no task was generally difficult to complete. However, certain questions rated higher on the difficulty scale than others.

For example, questions #4 and #6, asking to add to the pledge against violence and find the locally made awareness videos, respectively, proved to be the hardest tasks.

In the written responses for the website's biggest issues, the "taking the pledge" page for question #4 did not load correctly, and the video buffering prevented users from being able to watch the locally made clips in question #6. These results indicated a problem with functionality on the WordPress site. Additionally questions #1 and #5, finding what organization GPAN is affiliated with and answering one in how many women experience emotional abuse, respectively, were equally as challenging. These questions were categorized under navigation, telling us that it was more difficult to find this information on the website. The same can be said for questions #7 and #8, as well. Questions #2 and #3 had a rating below 2, indicating that users had an easier time finding this information.

One key element to note is that although the tasks were seemingly easy, many of the answers provided were incorrect. Respondents thought that finding the correct answer was fairly simple even though wrong answers were submitted the majority of the time. For example, when asked what organization GPAN is affiliated with, ten respondents answered some variation of 'Banksia,' but only three respondents answered correctly with 'Banksia Gardens Community Services.'

Table 3. Correct answers, incorrect answers, and average difficulty of task-based questions

	TASK-BASED Survey Questions	# of Correct Answers	# of Incorrect Answers	Average Difficulty (out of 5)
1)	What organization is GPAN affiliated with?	3	10	2.38
2)	Is the site available in other languages, and if so, which ones?	11	2	1.64
3)	What does GPAN stand for?	12	1	1.14
4)	Add your name to the pledge against violence	N/A	N/A	2.38
5)	One in how many women have experienced emotional abuse in a relationship in Victoria?	5	8	2.38
6)	How many locally made awareness videos are there and what page are they located on?	3	10	2.57
7)	Describe the latest event that GPAN is holding	10	3	2.29
8)	Name 4 organizations besides GPAN that aid victims of abuse	12	1	2

Furthermore, "Gandel Philanthropy" and "Victorian State Government" were also given as answers, both of which are incorrect. This shows that although the information on the site is correct, it is often unclear and disorganized.

From the final two questions, the main problems that users encountered when testing the old site can be organized into different areas of possible improvement, as shown in Table 4. It's worthy to note that our survey was not designed to ensure users would discuss improvements to the visual aesthetic of the site. The original questions only aimed to identify problems with navigation, functionality, and organization. However, the final, more open-ended invitation to provide suggestions allowed for any other type of issues to be discussed. After analyzing our responses, we discovered comments that go beyond our original three goals and discuss the visual appeal, thus creating a new category of results that could be utilized when redesigning the site.

Table 4. Concerns and recommendations organized in categories for opinion-based questions

| OPINION-BASED Survey Questions		
Goal	**Comments**	**Number**
Aesthetic Appeal	• No attention-grab on the home page	2
	• Things on the web page can be condensed to fit more on screen	2
Organization	• Pages require a lot of scrolling	3
	• Layout is unorganized, unstructured, and hard to follow	3
	• No "Who we are" page	2
	• Logos fall on top of each other when not in full screen mode	2
	• Bad prioritization of information	1
	• Add a home page button	1
	• Have more simply-labeled page tabs	1
Navigation	• Put all videos in one location	3
	• No context – Didn't know what was on any page I navigated to/info could fit under more than one page tab	3
	• Make locations for those who need help more obvious and accessible	2
Functionality	• "Quick Escape" button is confusing and doesn't lead to anywhere related to GPAN	3
	• Mobile site didn't work right – Menus weren't completely visible	2
	• "Taking the Pledge" page didn't load correctly	1
	• Loading GPAN's bystander videos took too long	1

Unusual prioritization of information and a generally unorganized layout are examples of issues identified at the end of the survey. Uneven spacing throughout different written sections, awkward wording, and weird picture placement additionally contributed to the inconsistent format. GPAN also expressed concern over not having the ability to update their site regularly due to the amount of coding knowledge needed to use WordPress. Only one member of GPAN is capable of updating the current website, though even she has stated the difficulty of doing so. Therefore, by combining responses from user testing, our own design ideas, and GPAN's concerns over the inability to consistently update, the new and improved website officially launched on a new program at gpan.weebly.com.

In regards to the design of the web pages, we eliminated awkward spacing and included dividing lines to provide smoother transitions between different sections on the same page. For example, Figure 18 shows significant white space between sections with a basic page layout on the left. To improve upon this, our group eliminated the white space and inserted dividing lines between sections, while also adding a background to the top portion of the page to add variety to the design on the right. Even little improvements like this go a long way in enhancing the look of GPAN as a whole.

One of the bigger changes between the old and the new website is the structure of the "GPAN Events" webpage. Shown in Figure 19, the old website has a
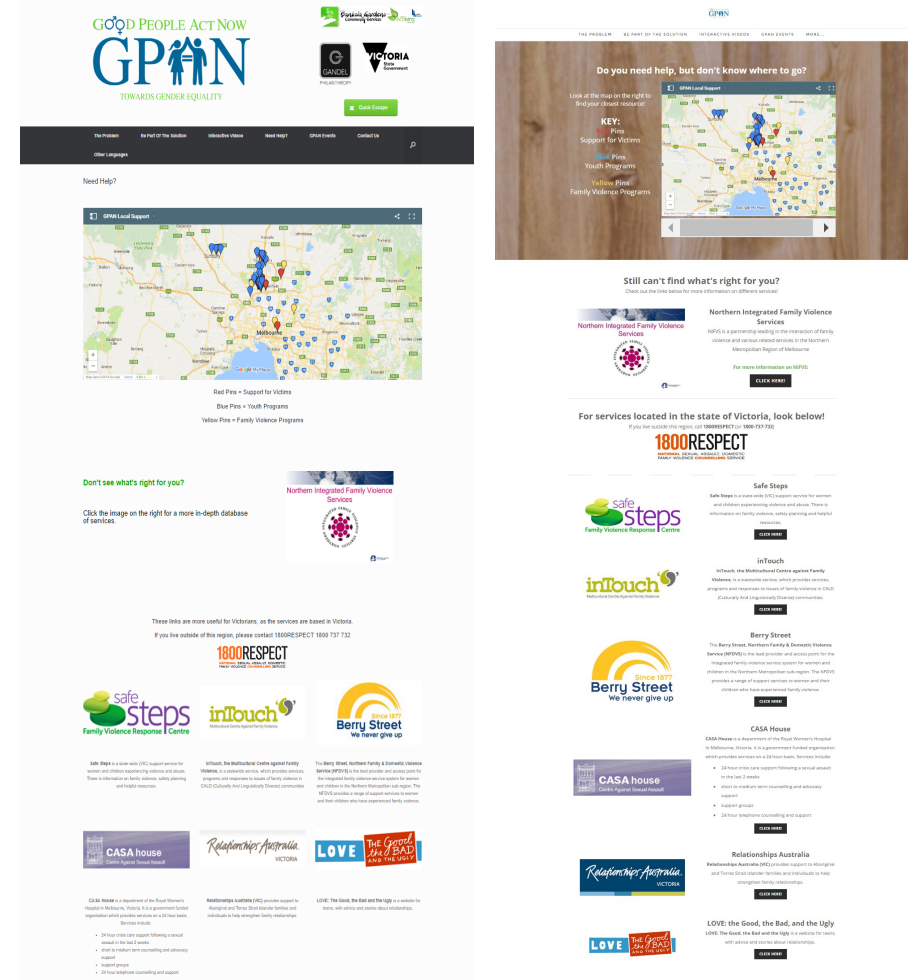
Figure 18. Comparison of "Need Help?" pages—old GPAN website (left) vs. new GPAN website (right)

very unorganized and inconsistent structure. Different event descriptions were written in different font types and sizes, and certain entries are more spaced out than others. Additionally, the dates of the various events posted are out of order. To fix these problems, the new website makes use of a blog post structure, where each
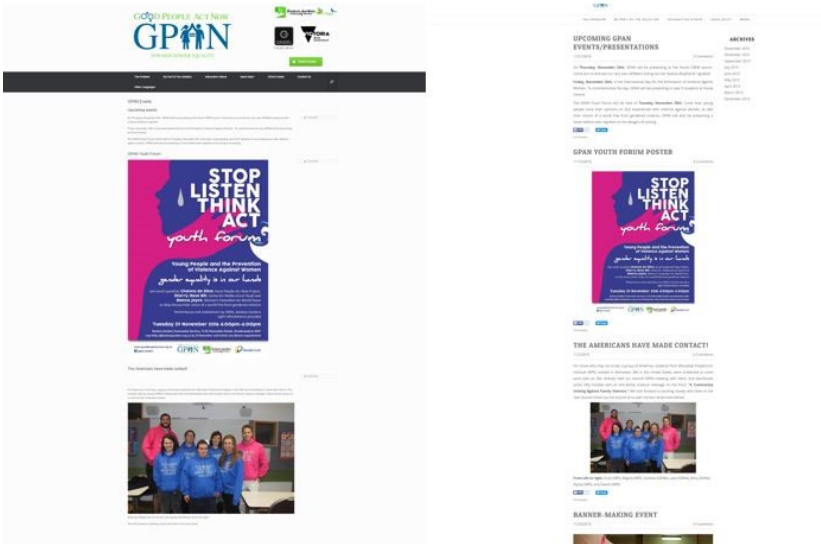
Figure 19. Comparison of "GPAN Events" pages—old GPAN website (left) vs. new GPAN website (right)

event is a new entry. Each post allows for text boxes, pictures, and the like to be dragged and dropped in the same manner as the different web pages, making it just as simple as creating a new page. Weebly automatically organizes blog posts according to the date assigned to the entries, with the most recent posts appearing at the top and the oldest at the bottom. This allows for GPAN's most recent events to be publicized the moment a website viewer clicks on the GPAN Events tab. Entries are also spaced evenly from each other automatically, and the font type and sizes were redesigned so every post has the same format.

This new layout addresses multiple pieces of the forum feedback from our audience: specifically, those critiques concerning organization. Many of our results addressed that the layout of GPAN's current site is greatly disorganized and hard to follow. Furthermore, less important and relevant information was being presented prior to important information. The blog format

corrects the organization of the page while simultaneously presenting the most current and important information first. Not only that, but the organization is implanted within the site's features and will not have to be constantly adjusted by the editor in GPAN.

GPAN infographics

As a part of updating the website, our team redesigned the various infographics to have an overall better visual aesthetic while also updating the information presented in the old designs. The design of the old infographics generally blended in with the rest of the web page and didn't seem to catch the eye at first glance. We therefore created new ways to present the information in our own infographics with the correct statistics, which can be found in Figure 20.

GPAN sign up sheet

Next, GPAN requested a new sign up sheet. The old sign up sheet has a generic design (Figure 21) and only contains two columns for providing a name and an email. Our team decided it would be best for interested community members to provide more information. Therefore, we included columns asking for age, parent/guardian, school/organization, mobile phone, alternative phone, email, and a checkbox for whether or not the corresponding community member would like to volunteer to help GPAN with events and meetings in the future. An added benefit of creating this sign up sheet through

Microsoft Excel is the addition of "rules," as Excel can prevent the entry of incorrect data. This sign up sheet requires valid phone numbers and emails so no false information can be recorded. Additionally, computer entry is more legible than handwritten lists, and the entries can be summarized, searched, or linked automatically to emails for ease of contact.
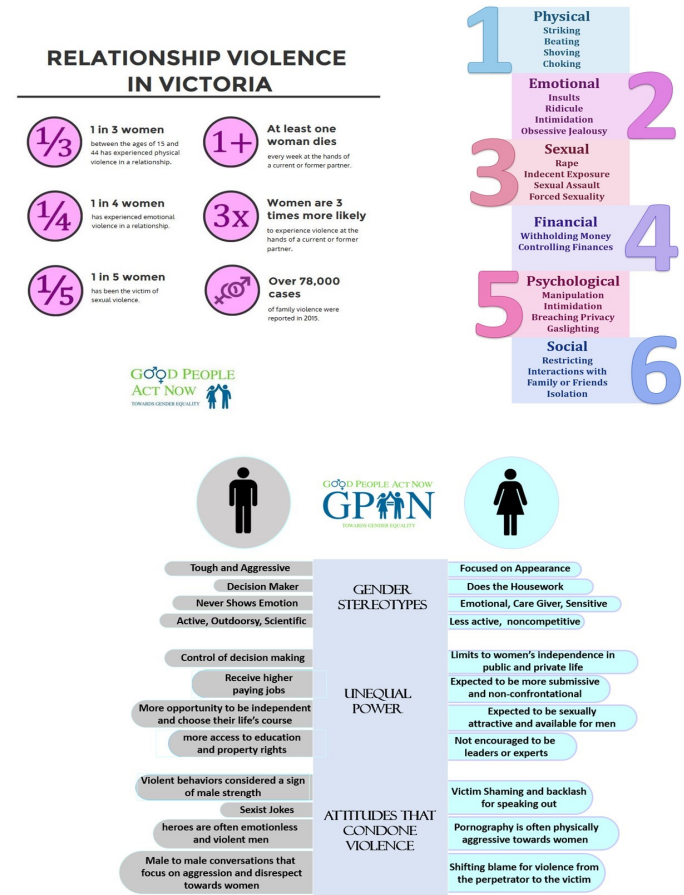

Figure 20. New GPAN infographics

Figure 21. Old GPAN signup sheet (left) vs. new GPAN signup sheet (right)

GPAN PowerPoint presentation

The last recruitment material assembled for GPAN was an informational PowerPoint discussing some of the most poignant statistics regarding VAW in Australia, Victoria, and the city of Hume. The PowerPoint contains slides that pose questions for audience discussion, links to various commercials and short films identifying situations of VAW, and different activities that the audience could participate in to shed some light on how men and women are treated differently in society. Our sponsor created a basic outline, and we rearranged the slides in a logical manner that would effectively communicate the group's purpose. An example of a slide from this PowerPoint can be viewed in Figure 22.

This PowerPoint was used once during the term when GPAN traveled to a nearby public school, Hume Central, to present to year nine students in an attempt to enlighten at least one student on the issue of VAW. In an hour-long presentation, we utilized this slideshow and improvisation to push the message that VAW is occurring all around us, and it's their job to prevent this problem from getting any worse. By the end of the presentation, students needed to step out of the room due to the level of impact the message had on them. Some were so interested in the lesson we were sending that they wrote their information on GPAN's sign up sheet to receive notifications on the group and its various events. The successful outcome of this presentation influenced GPAN to reuse this PowerPoint in additional presentations, with the intent to update as needed.

Figure 22. White Ribbon Day Oath Slide from Hume Central Presentation

Recommendations and conclusions

After establishing relationships with GPAN members, scripting and performing a sexting scenario, and updating the GPAN recruitment package, our team identified recommendations for future improvements. Specifically, we recommend:

Further recruitment efforts
1. GPAN members should enhance community outreach, promoting GPAN in local schools to obtain more youth members.
2. A future WPI team should create additional recruitment and publicity events, targeting the younger demographic.
3. GPAN should host additional community youth events at Banksia Gardens Community Services.

Sustainability
1. GPAN should elect a media manager to update the website weekly and increase interest through social media.
2. GPAN should film the sexting vignette as soon as possible, adding it to the new website.
3. GPAN should create a student governing body to assume some of Kelly's responsibilities; giving young members positions and holding them accountable for the success of the group will create commitment and cement membership status.

Over the course of this project, our group came together to learn more about the dangers of VAW in the context of new technologies, looking particularly at how sexting can inflict harm. GPAN's goal was to stop VAW inflicted through the internet and to teach young people the consequences of sending illicit

photos through sexting. We set out to create a performance illustrating the social implications and consequences of this activity. Our vignette was scripted with GPAN and performed and tested at a youth forum. We learned through audience response and surveys which scenes were most effective, and GPAN is now able to rework other parts for different community events and performances.

Recruitment resources were created to go hand-in-hand with the youth forum. These included updated infographics, new flyers, and redesigned sign up sheets. With membership slowly decreasing over the past months, GPAN can use these resources to enhance recruitment. GPAN's website, created through WordPress, was also updated and transferred to Weebly in order to allow a more user-friendly interface to ease the process of updating the site. New content can be added by any member with access to the new domain. These new materials will allow GPAN to continue with community education and bring in new members in the coming years.

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Supplemental Materials for this project (raw data, research instruments, and additional project references, background, and outcomes) can be found at http://www.wpi.edu/E-project-db/E-project-search/search, using key words from the project title