



TIK TOC WEB CAFÉ

This is Kids Tackling Online Crime

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"Tackling online harm and internet safety are top priorities in keeping young people safe and we were keen to dedicate a Web Cafe series to this focus. We were delighted to support young people to lead the sessions, get involved in the planning and attend as participants. The series aimed to empower young people to speak about topics that affect them, raise awareness and inspire other young people to get involved too! We are grateful to the Office of the Thames Valley Police and Crime Commissioner for their funding support, thank you".

Dot Pritchard, Operations Manager, and TikToc Project Lead, Oxford
Against Cutting

Having attended 2 of the excellent TikToc Web Café Sessions, I feel these were excellent in bringing current topics into an easily accessible public forum. The sessions allowed a safe space for candid discussions and to share concerns and ideas about important issues which are prevalent today. 'Online advertising of cosmetic body alterations' was both informative and valuable as I was previously unaware of the legalities surrounding such advertising. The session was highly engaging and I left with better understanding of the pressures that so many young people face when it comes to enhancing their appearances or delaying the signs of ageing.

(VAWG professional)

Introduction

Oxford Against Cutting (OAC) is an Oxford-based charity working to end harmful practices suffered by girls and women living in the Thames Valley. These include female genital mutilation (FGM), 'honour'-based abuse (HBA) and early and forced marriage (EFM) and female cosmetic genital surgery. Our mission is to end practices that harm girls and women by providing education, supporting survivors, raising awareness of support services and empowering young people to champion initiatives against harmful practices. People from affected communities and young people are at the forefront of our activities.

This summary report describes and evaluates the **'TIK TOC' (This is kids tackling online crime)** web café programme. In early 2023 we were awarded funds from the Thames Valley Police & Crime Commissioner Community Fund to deliver an autumn Web Café series. This particular series was designed to be youth-focused, with young people working behind the scenes on the planning, research and securing appropriate speakers, and the encouragement of young participants (especially under 25s) to attend. Over 25s were also welcomed, with facilitators at the beginning of each session emphasising that younger participants would be given precedence for speaking and asking questions.

Our sessions

The sessions provided an opportunity for open, informal conversations with speakers who have expertise in laws that address specific crimes and issues that affect young people, with an emphasis on the role of the internet and social media. These ran as a series of five webinars across a number of Fridays from 12-1pm during September and October 2023, and covered:

- **What does it mean to be a man? Language around unhealthy masculinities**
- **Revenge Pornography – what does this include and what are the laws?**
- **Barely legal: Botox and fillers – Online advertising of cosmetic body alterations**
- **Match-making platforms – do they enable forced marriage and exploitation?**
- **Using social media to foster good mental health. In conversation...**

Each featured a young facilitator and a guest speaker, with the exception of the final session in which three young facilitators reflected on positive aspects of social media. Details of facilitators, speakers and participants are provided in Annex I. Details of individual team members can be found in Annex II.

Planning, development & dissemination

In preparation for the series, a core planning team met to discuss potential topics and the structure of the sessions. The key aim for all of our webinars has always been to keep them relaxed and informal. They are, though, supported by a structured 'template' with principles to ensure consistency and that participants have clarity around safeguarding and respect for their anonymity/confidentiality.

As the TIKTOC sessions were primarily designed and organised by young people, with the intention to support their development, an additional 'layer' of support was provided and those involved were offered the opportunity to consult or feed back at every stage of the process. Our young facilitators were involved in designing the format, setting the questions and also helping to suggest and obtain speakers for the sessions. For each of the individual sessions, questions were researched and prepared in advance to guide the discussion with the speakers. Example questions are provided in Annex III. These were finessed and finalised in consultation within the team and designed to highlight areas of interest to a young audience.

In terms of format:

- The first part of each session (i.e., discussion between the presenter(s) and facilitator(s) is recorded to keep any useful material to feed into future projects or publicity and for developing into learning resources for schools, etc.
- The second half of the session is not recorded, to allow participants to speak freely.
- Participants are also given the opportunity to communicate solely with the moderator if they wish to raise a point away from the group.¹
- Facilitators are available at the end of the meeting to provide support to participants if needed (and generally remain online for 10-15 minutes to debrief).
- Details for support services were put into the chat box during the session, along with OAC Operations Manager Dot Pritchard's details, in case anyone needed a private conversation after.
- During the sessions, the chat function was used to engage with participants, encouraging them to submit questions throughout for the speakers.
- 'Mentimeter' interactive polls were taken for each session to get a feel for how the content 'landed' with our audience, and where there was input, the results are shown in this report.

Once the content and timetable for the programme was developed, drawing on ideas from our team, a set of flyers was developed for dissemination. The web cafés were advertised, and the Zoom link shared via flyers² using OAC's social media channels, i.e. Facebook, Twitter, LinkedIn and Instagram. They were also shared through OAC mailings, including through the

¹ At this stage, attendees were also informed of OAC's legal obligation to pass on any information about a child or vulnerable adult who may be at risk of harm.

² See front cover and social media examples in this report.

regular newsletter and one-off, focused emails to schools and long-standing web-café supporters including via our organisation's WhatsApp groups.

Risk assessment and safeguarding

We conducted our standard risk assessment procedure, paying particular attention to the involvement of young people as facilitators and participants. Previous webinar series have shown us that the sensitive nature of these types of subjects can lead to possible negative psychological triggers. Our standard set of principles therefore includes an outline of the web café structure, a 'script' and 'ground rules' of the session to protect individuals and maintain as safe a space as possible. Given the younger audience, we included additional requirements, e.g., regarding the use of photography or recording during the session and the need to turn on cameras to show who was in attendance. All speakers confirmed that they were happy for the recordings to be shared in the media we create.

In addition, we ensured that our young facilitators were briefed appropriately, including how to pass on safeguarding concerns, with a debrief after every session where they could feed back on their experiences, and we suggested suitable aftercare. All sessions were moderated by an experienced facilitator.

Participant feedback & outcomes

Over the course of the web café sessions we engaged with 51 participants, averaging around ten participants per session. Of the total participants, ten were known to be or visibly recognisable as under age 25. The sessions were viewed very positively and described in the Zoom 'chat' by participants as *"very informative"*, *"useful"*, and able to help them *"relate to the experience of seeing how this impacts in families"*. A campaigner described the programme as *"brilliant... with such important topics"*, and a support professional said:

I attended your sessions and I learned so much at all of them - they were really helpful. I attended the web cafe on revenge pornography and just a few weeks later I had a client who was a victim of this. Because I had attended the session, I had a better understanding of the issue and was more confident to support my client.

Attendee numbers of young people were lower than we had initially expected. We did receive a very enthusiastic response from teachers prior to delivery, as they were keen to involve their students. One, for example, said that: *"This [the programme] looks amazing. I would love to get some students logging on for these sessions and they fit in with our lunchtimes..."*. Unfortunately, the practicalities of assembling students at this time proved prohibitive. Another school was really keen for their year 9 students to access the web cafés, but their PSHE lessons fall later in the afternoon. A further one had the issue that the timings straddled two lessons and suggested that we move the sessions to later in the day, e.g., 4pm, which was not possible at a late stage in development. We also offered students a certificate for attendance as a potential incentive, though were not taken up on this.

The OAC speakers are excellent – highly engaging, incredibly knowledgeable. It is a valuable resource for bringing such important and real topics into a public space for exploration. I wish it was available to me when I was a young person! (VAWG professional)

‘Revenge Pornography – Asking for it?’ ... left me highly informed. I found the myth busting particularly insightful. The speaker effectively gave the message that whilst this crime sadly impacts many young people today, it is preventable if we are better informed about the realities of online sexual abuse. The session offered advice on how to keep safe online and in relationships and positively, the wide range of support available if revenge pornography does impact you or someone you know. (VAWG professional)

However, we are confident of reaching wider numbers through the use of the online videos and teaching materials as teaching resources. We have posted the web cafes to YouTube and circulated links to our contacts in a follow-up mailing.³ Clipped content was also posted to all our social media accounts to publicise the series. The workshop content will also be used to create short film clips with graphics, to use as training materials in the workshops we deliver to young people. We note that the YouTube videos have already obtained 90+ views as of January 2024, and we publicise these as ‘homework’/further reading in other sessions we run such as our Body Image workshops for schools. The recordings have also recently been used in training for professionals, e.g., around the impact of pornography.



³ see Annex IV for the sample wording and also request for feedback from teachers. YouTube links are in Annex V.

Discussion themes emerging

In order to keep a record of key themes during the sessions, notes were taken of the main points made. Although a detailed analysis is not appropriate, as these were free-flowing and informal discussions, we felt that some of the common and recurring threads were of interest.

- Social media was described by young people as “omnipresent” and “powerful” and that “there is huge pressure to conform”. It was generally seen to be unmoderated. This can exacerbate vulnerabilities, especially because it encourages comparisons with others online and creates a ‘fear of missing out’.
- Social media places pressures on both girls/young women and boys/men. These may appear different, but are often similar, for example, in presentation of unrealistic and unobtainable body shapes or possessions, and depictions of performative masculinity or femininity that can be harmful. Examples for boys and young men, this could encourage aggressive behaviour towards women, and for girls and young women overtly sexual behaviours.
- Language is very important when interacting on social media. We should avoid using phrases such as ‘toxic masculinity’ when talking about particular behaviours or analysing the impact of what is online, which creates negative gender stereotypes, and use words such as ‘limiting’.
- The nature of life online constructs false perceptions of friendship and relationships generally. It also encourages transactional relationships, with an example of young girls becoming hyper-focussed on sharing and gaining ‘likes’ on their social media posts to the exclusion of day-to-day life and a blurring of boundaries with ‘real life’.

Some really positive messages also came across. In particular, social media can help to widen a social circle, especially in new environments such as going to university. It was seen as really helpful for maintaining relationships too, particularly over long distance. It is also a source of inspiration, and a way to become politicised and get active with new interests and causes. Finally, a piece of advice from the final session was that young people should set boundaries around their social media use and spend time offline to keep perspective. They should also take power over their social media feeds. Utilise the block, unfollow or not interested options so you are “... *making the algorithm work for you, not the other way around*”. Awareness of the pros and cons of social media can be a “*powerful tool!*”.

“We can’t expect people to delete social media and go off the grid, we need to work out how we can make it a safer place because that isn’t likely” (Young facilitator)

Young facilitators - learning & experience

In addition to reaching an audience of young people through the web cafés, a crucial aspect of this project was to develop and support our young facilitators.

In order to learn from this project, we checked in with them during the planning stages of the web sessions and also after to ensure that we put appropriate support mechanisms in place. The facilitators were encouraged to give both positive feedback and learning points, so that our ability to help young people

I enjoyed working as a team for this - being in a group with other leads and team members, I felt I got closer with the people at OAC which felt really nice :) (Young facilitator, email feedback)



develop their skills can evolve. Those involved in design and facilitation were approached and given the opportunity to feed back to the Research and Evaluation Director, with assurances that anything they said would be reported anonymously so that they could be confident about sharing their thoughts⁴. We asked them:

- Have there been any highlights or key challenges in preparing for the workshop(s)?
- Do you have a feel for what you would like to learn/achieve by taking part, e.g., developing a particular skill, something more tangible (e.g., endorsement / recommendations on LinkedIn or elsewhere)?
- Is there anything you would change? (*asked after the web cafés had been run*).

The key challenge mentioned was the need for the facilitators to find guest speakers, which some were a little unclear on to start with. This was mainly difficult because, at this stage in their education and career the facilitators did not have a large network to draw on. At first, there were some feelings of helplessness and overwhelm at the task of searching and identifying suitable candidates, for example, for one: *“I found out I would be independently finding speakers and setting up the whole webinar etc. I was excited to be doing it, but I did feel a bit anxious for the preparation for my first webinar as I had been given a task that I had no prior experience for and didn't know if I would execute it correctly”*. Those involved, though, did emphasise that they received a lot of support from the team and so felt really guided in the process.

In terms of changes for the better in future, it was felt more team discussion on arranging the webinar series would have been beneficial. This would have led to a range of different inputs on potential for logistics and timings, which may have led to a larger turnout online.

Finally, we were keen to find ways to support the facilitators in their developing careers. On consultation with them, key areas of interest were to:

- Gain more experience of organising and facilitating events, including presentation skills and public speaking.
- Expand their professional networks.
- Get some advice on sharing and communicating achievements on LinkedIn (e.g., writing posts about their work with OAC)

In response to this, we have offered to link with them on LinkedIn where we can endorse their skills, add a recommendation and/or make introductions to contacts that may be useful for them. All of the facilitators took us up on this offer to some degree. In addition, there are plans to run some internal training, to which the facilitators will be invited, covering social media and blogging skills/support as well as offering them further opportunities to contribute.

⁴ Any aspect of facilitator feedback that may identify the individual has been removed.

I was really nervous, all the support from the team really helped me and I actually really enjoyed myself and being involved in the discussion and with the speaker. Now it's something I know I want to do more of!
(Young facilitator, email feedback)

I have enjoyed experiencing the 'behind the scenes' of work of web cafés ... I feel like I have gained a deeper appreciation for all of the hard work that goes into them!
(Young facilitator, email feedback)

Summary and going forward

These sessions added to our existing successful webinars and web cafés, which remain an important way for our charity to stay connected with our audiences and those who support them. In the case of this series, there was also the opportunity to introduce young minds to new topics, such as match-making platforms. Though we had hoped for higher numbers of participants, particularly the under-25s at the live events, we recognise the difficulty of delivering at a time to suit such a wide audience and the schedules of different schools. We know that there is enthusiasm from teaching staff so a possibility for similar future projects would be to work more closely, perhaps with a pre-selected group of schools with a more bounded project. Through this we might deliver to a schedule that specifically suits their timetable and dovetails with their ongoing studies.

We are heartened by the positive response from some schools who wish to show the videos and use the other learning resources for PSHE lessons, and that we have already had a further reach through YouTube. Based on our experiences and drawing on feedback from our young facilitator team, we now have a template for working with young people and better understanding of how we might support them as activists and in their future career. There have also been a number of more general organisational benefits, which include enrichment and enhancement of our networks, increased knowledge through session discussions and notes and additions to our bank of resources such as websites and helplines.

Finally, the OAC staff team have learned a great deal from working with such an inspiring group of young women and are grateful to them for their hard work and feedback on the process. This helped us produce a set of innovative and thought-provoking web cafés, with content that can be shared and support other young people across a number of platforms. In this way, our organisation can stay in touch with current debates and changing attitudes and needs and stay at the forefront of important conversations.

A special thank you to The Police and Crime Commissioner, Matthew Barber, for joining us.

#CommunityFund



Annex I – Programme details

Date	Topic	Total participants (incl U25 in brackets)	Facilitators/speakers	Moderator
22/09/23	What does it mean to be a man? Language around unhealthy masculinities	7 (2)	Keisy Lin Fong & Imran Manzoor (therapist specialising in working with South Asian men and boys)	Tanya Vyas
29/09/2023	Revenge pornography – what does this include and what are the laws?	12 (1)	Emma Woods & Phoebe Czachur (safeguarding specialist and former police detective)	Dot Pritchard
06/10/2023	Barely legal: Botox and fillers - Online advertising of cosmetic body alterations	13 (2)	Ahd Hassan, Dot Pritchard and Charlotte Kelly (DPhil, Centre for Socio-Legal Studies, University of Oxford)	Tanya Vyas
13/10/2023	Match-making platforms – do they enable forced marriage and exploitation?	8 (0)	Monica Majumdar-Choudhary and Shahzad Younas (founder of Muzz, a Muslim marriage and dating app)	Dot Pritchard
20/10/2023	Using social media to foster good mental health. In conversation...	11 (5)	Keisy Lin Fong, Emma Woods and Ahd Hassan	Emma Woods

Annex II – Meet the team

Keisy Lin Fong – Body Image Facilitator



Keisy is 22 and currently in her second year of University studying Politics and International Relations. She is passionate about the power of consent, female sexual liberty, and bringing about equality for the BAME and LGBTQIA+ communities in all sectors of society. Keisy was introduced to Oxford Against Cutting through volunteering to join an open conversation on the sex education system in the UK and discussing ways to improve it for future students going into secondary school.

Monica Majumdar-Choudhary – Anti-HBA Facilitator



Monica Majumdar-Choudhary is a Facilitator for Oxford Against Cutting, with expertise in body image and social media. She is currently the Director for Stellar Global Ltd and is pursuing a PhD at Queen Mary University of London, specialising in the psychological impact of skin lightening products for South Asian women. Monica is passionate about fighting stigmas in South Asian communities and empowering women and girls.

Ahd Hassan – Trustee



Ahd is a trustee and representative of the Oxford Sudanese community. She has participated in OAC projects since the charity started, won a Volunteer's Award and has helped deliver lessons for her peers at Cherwell School. Ahd, currently studying Law at LSE, is an aspiring commercial solicitor.

Dot Pritchard – Operations Manager



Dot is Operations Manager at Oxford Against Cutting, working to raise awareness of female genital mutilation (FGM), forced marriage and issues around body image through education and conversation. Dot co-facilitates safeguarding training for teachers, as well as workshops for young people on FGM, forced marriage and body image. Dot was previously a mentor with Refugee Resource and a trustee for The Young Women’s Music Project. Dot holds a BA in Philosophy.

Emma Woods – Body Image Facilitator



Emma is a Body Image Facilitator with Oxford Against Cutting, having started as a volunteer with the charity in 2021. She has previously organised fundraisers for the charity Anti-Slavery International, focusing on providing education and awareness surrounding modern day slavery. She is also a member of Oxford City Amnesty. Emma is currently in her first year studying Politics and Social Anthropology at The University of Manchester.

Tanya Vyas – Social Media Communications Coordinator



As a Sikh woman born in Kenya, and having lived in the UK, Tanya has three cultures which she intertwines in her daily life. She has a passion for raising awareness of inequality issues affecting women and the LGBTQ community. She believes strongly that people shouldn’t be judged for their identity and that more compassion is needed within society to make this world a more welcoming place, especially for people who have experienced trauma. She has a BA. Hons in International Marketing and Business and achieved a ‘First’ for her Masters in PR Management.

Annex III – Examples of facilitator questions

Session: What does it mean to be a man? Language around unhealthy masculinities

- What do we mean by unhealthy masculinities?
- Can you give some examples of language that feeds into unhealthy masculinities? Why could this choice of language be unhealthy?
- What can be, or are the effects of using specific language surrounding masculinity on young people identifying as male?
- How can we change the way we approach masculinity today?
- What alternative language can we use when talking about masculinity?
- How can these changes impact those who identify as men?

Session: Revenge pornography – what does this include and what are the laws?

- Will I get in trouble if I tell the Police I sent intimate photographs of myself to someone and I'm under 18?
- Can I share intimate photographs with my partner if they are under 18 and I am over 18?
- Is it ok to show just my close friends intimate images of my partner? What if I am showing them out of admiration?
- What does it mean when the police refer to the "public interest test"?
- What does the new revenge pornography legislation mean in simple terms?
- Is there any support I can access anonymously for revenge pornography?

Session: Barely legal: Botox and fillers - Online advertising of cosmetic body alterations

- What are the regulations on advertising cosmetic procedures (surgical or non-surgical), especially to under-18s?
- New regulations came into force in May 2022 barring advertisements on all forms of media for cosmetic procedures that are aimed at under-18s or are geared to garner an engaged response from that particular age group. Have you noticed a difference since then?
- Are there any loopholes for this?
- One area of particular concern is advertising on social media, because it is harder for regulators to police than traditional media, such as TV ads, and we tend to engage with social media for longer periods of time. Have you ever seen an advertisement on social media for cosmetic procedures?
- Influencers on social media, as long as they are giving an "honest review" are allowed to accept reduced cost cosmetic procedures from cosmetic surgeons/ spas etc even if their core followers are under 18. What do you think about this? Do any of the influencers you encounter on social media promote cosmetic procedures, either explicitly or by promoting a body image which most people could only fit by undergoing cosmetic procedures? Do you feel differently about what an influencer says and does compared to traditional advertising?
- Why do you think so many young people are accessing cosmetic procedures?
- What are the dangers of cosmetic procedures?
- Is it OK to get cosmetic surgery 'for yourself' i.e., to make yourself feel more confident?
- Where can young people get support for body image?

Session: Match-making platforms – do they enable forced marriage and exploitation?

- Who is using the platform?
- Who contacts you / the platform for match making? Parents, grandparents, the prospective husbands and wives themselves?
- How do you check the age?

- Have you ever been aware of a forced marriage taking place through your app? And what policies do you have in place to safeguard against forced marriages?
- In what ways can match making apps be utilised as a platform to educate users about the signs of potential forced marriages and exploitation, promoting awareness and prevention within the online dating community?
- What measures can companies like yourself take to ensure the safety and security of their users, particularly in regions where forced marriages and exploitation are prevalent? Without compromising privacy and user experience?
- How do you address the issue of fake profiles and catfishing, which can lead to exploitation or fraudulent activities?
- Final thoughts, do you have any tips for users? Whether this is protection whilst using the app, or during their dating phase, and after marriage?

Session: Using social media to foster good mental health. In conversation...

- How old were you when you first started using social media, and would you say you had a more positive or negative experience with it?
- How do you think it's shaped your perception of the world around you?
- What effects did having negative vs positive uses of social media have on your mental health (if any)?
- Have you been able to find a safe and healthy space with social media? And if so, how did you find it or get to a place of having a good relationship with it?
- What do you recommend to people to develop a healthy relationship with social media?

Annex IV – Example communications



OAC Back to School Letter

New Tik Toc Web Café Series | Save the Dates!

Please share this flyer with young people in your networks!

This Web Café series is youth led, meaning our young people are working behind the scenes on the planning, the sessions will be facilitated with young facilitators and we are encouraging young participants (especially under 25s) to join the sessions. (The sessions are still open to everyone and over 25s are welcome to join too!)

Follow up email after the series with links to the recordings:

Hello!

I am delighted to share the [recordings](#) (about 20 mins each) from our youth-led Web Cafe series, TIKTOC (This Is Kids Tackling Online Crime). This series focused on harms that are happening online to build young people's confidence and learning.

This was our first ever youth-led series, and we are keen to measure the reach and impact of the sessions. The recordings are **free to use**, but we kindly request that you **please drop us a line to say that you have used them**. For example, 'Showed Revenge Pornography recording to all form groups (approximately x students in total) in year 10 during PSHE lessons.' We would also really appreciate any feedback from the recordings, if you do choose to use them with young people.

Please remember: Our Web Cafes always include 30 minutes for questions and discussion with participants (this section was not recorded). We strongly advise allowing time for students to have their own discussions and dialogue on the topic, facilitated by a teacher, adult or older 'young person'.

We hope you find these recordings helpful! Best wishes, Dot

Annex V – YouTube recording links

What does it mean to be a man? Language around unhealthy masculinities <https://www.youtube.com/watch?v=vPmFkMp6Otg>

Revenge pornography – what does this include and what are the laws? <https://www.youtube.com/watch?v=fEGtHMPfjWc>

Barely legal: Botox and fillers - Online advertising of cosmetic body alterations <https://www.youtube.com/watch?v=bt-YbH-rfso>

Match-making platforms – do they enable forced marriage and exploitation? <https://www.youtube.com/watch?v=0UrNgcoDFk4>

Using social media to foster good mental health. In conversation... <https://www.youtube.com/watch?v=DrZZnL2HpGc&t=5s>



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ProtectingGirls&Women

Acknowledgements: Many thanks to Thames Valley Police & Crime Commissioner Community Fund for supporting these web cafés. Thanks also to all of those who spoke, facilitated or took part in any way and contributed to the discussions, in particular our note-taker Elizabeth Abbott.

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