Hull Hope Hack
- Summary document

Hull Hope Hack

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Violence Prevention Partnership

On Monday 6th February 2023 at the Hull Truck Theatre, over 50 young people aged 16-25 took part in the Humber Violence Prevention Partnership's (VPP) first Hope Hack.

A Hope Hack is a day-long workshop that aims to give young people a voice and focuses on their hopes for the future. This involves groups discussing their thoughts and solutions on issues that affect them, their lives and their communities.

Key topics discussed on the day:

- Mental Health & Wellbeing
- Anti-Poverty
- Access to Opportunities
- Race & Diversity
- Gender
- Media
- Community Safety

This documents summarises the discussions from the various workshop groups.

We have been able to pull direct quotes from a number of set activities. This includes:

- Key thoughts on research (local statistics, headlines and quotes)
- Ideas on solutions to these issues
- Presentation of findings to the wider audience

Mental Health & Wellbeing

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Key thoughts:

"It is difficult to connect with other people if you are not in the right mental state"

"Young males are made to think that they must be strong and not like a girl"

"No one cares about male depression and they tell you to 'stick with it' or 'be a man'"

"With depression one of the most important things you could realise is that you're not alone"

"Statistics show that social media has a bad impact on young women"

"Girls in schools are always targeted for photos because they are young and vulnerable"

"'Male celebrities hide their emotions as the media destroy them for it. It is not spoken about enough and no one is getting the help they need"

Solutions:

- We need better access to information on men's mental health
- Normalise people talking about mental health without being judged
- Remember that social media is glamourized
- Sensor certain comments on social media
- Regulate social media platforms – sites should regulate comments and posts, and there should be governmental regulations
- Do not allow young kids access to phones and social media
- Parental responsibility
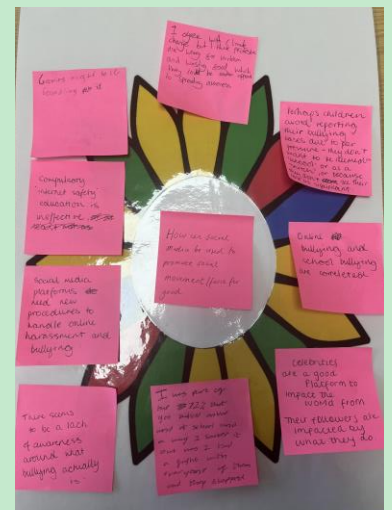
Presentation of ideas:

"We want a social media passport - we want to make the rule that you can only use social media at age 15.

This passport is around governance.

Often, parents allow their children to have devices but do not monitor their usage and do not always understand the emotional abuse that takes places on these unregulated platforms".

Rules to getting a social media passport:

- DBS check
- Age limit (access for 15 year olds and above)
- Birth certificate or passport as proof
- Signature from parent/guardian
- A professional co-signature (non-family member)

Anti-Poverty

Key thoughts:

"Inflation has had a negative effect on people already living in poverty"

"People cannot afford basic necessities"

"All school years should be eligible for free school meals. Just because the child is slightly older doesn't make it more affordable"

"Unnecessary benefit claims leave the needy more desperate"

"Over 50% of Hull is in the top 20% most deprived areas of England"

"It is quite scary that people need to resort to emergency food parcels"

"There is no youth awareness about pensions in education, they don't know what they are or when to start"

Solutions:

- A chance for everyone to step through opportunity doors

- More work experience

- Teach basic money management in schools at a reasonable age

- Make financial education mandatory in Secondary School

- Learning how to deal with things in later life

- Financial education would help the children of the future

- Learn life skills
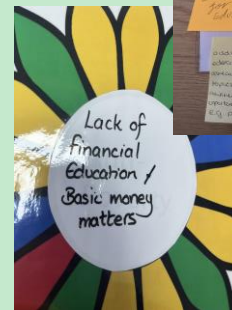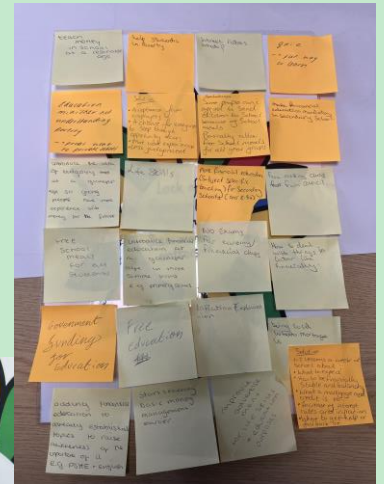
Presentation of ideas:

"What matters most is financial knowledge"

- There are expectations to already know that money matters (e.g. budgets, interest, taxes)

- But we are reliant on our home environment to learn and be taught

- Sometimes our parents/guardians don't know either

- We are left to follow society

- The start-line is different for people from different backgrounds

Weather map: "There are high chances of inflation in Hull, and an increase in poverty if we stay in this climate".

Access to Opportunities

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Key thoughts:

"Schools don't teach for life skills, they teach for exams"

"Allow school children to learn life skills by giving them lessons, for example, tutor time or assembly time can be used to integrate this"

"Lessons should have more focus on employability and general skills"

"Work in houses are often incomplete leading to a rise in cases of mould – council and local authorities need to be more responsible"

"Housing is a large steppingstone to life, a house is needed for most life"

"Young people in Hull are likely to have difficulties with employment"

"22% of people from Hull aged 16-24 are homeless"

"Disjointed support services for homeless young people create obstacles when wanting to progress"

Solutions:

- Change the education system to include life skills

- More specialised support

- Make better use of time in schools

- Re-introduce basic level skills such as woodwork, this gives people skills on how to deal with problems in later life

- Courses on money spending

- Explore more career options and routes in school

- Companies to create educational videos on key issues (e.g. British Gas on how to get electricity)

- Make better use of technologies to education young people on life skills – most of us learn from the likes of YouTube

- Having a go to young people friendly information sources (a dumbed down version of Martin Lewis)
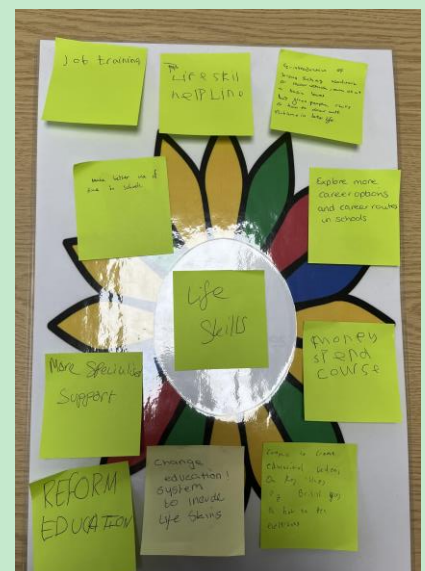
Presentation of ideas:

"We want life skill lessons to be introduced to mainstream education".

We feel like life skills should be further implemented into our everyday lives. We have thought of a few ideas to help us integrate some essentials into the system.

How could schools implement life skills?
- Make use of assembly and enrichment time to conduct activities
- Talk about essential life skills

"There is a lack of campaigners for people with learning difficulties".

Pupils from SEND schools should be given more opportunities in the workplace, via something like a supportive internship, where applications aren't judged by grades but by other skills and potentials.

Race & Diversity

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Key thoughts:

"I want to change the idea of being called 'other'"

"The community needs to defend the person with a disability"

"I was shocked by how much discrimination there is in regard to disability and employment"

"Just because someone is disabled doesn't mean it should lower their chances of being employed"

"Shocked that people work in fear of discrimination. They shouldn't be"

"In 2021 there were 100,000 reported cases of hate crime in England"

Solutions:

- Parents need to be educated
- Start teaching about diversity in primary school
- Bring in regulations that do not discriminate
- Understand why people are angry about racism

- Being allowed to have a voice and tell the impact that discrimination has on our lives
- Everybody should be equal
- More support for victims
- Highlight racism in schools
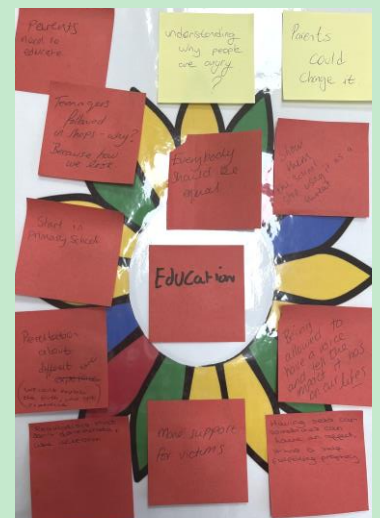
Presentation of ideas:

"We are all in the same box and we need allyship".

Education is needed on...

The importance of not putting people in boxes

Focusing on our similarities

The language used

Changing our mind-set

Education needs to…

Start with this generation

Start at home where young people educate their parents

Be in a safe space, where people can ask questions to others and their communities

"Know the truth. Hate crime affects vulnerable people. Over 50% of people cannot be who they want to be. We are the generation!"

Gender

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Key thoughts:

"Men are more likely to be promoted internally than women"

"Women effectively work for free for nearly two months because of the pay gap"

"Men want more 'manly' jobs"

"Only 2% of women in the UK have never been subject to violence or abuse"

"23% see catcalling as sexist"

Toxic masculinity has a negative impact on boys and men, particularly around emotional resilience

There is a link between gendered roles in schools, including the expectations of masulinity/femininity, and bullying/non-consensual behaviours

Solutions:

- Teaching about healthy relationships – make sure the right professionals deliver sex education within school

- There is separate sex ed provision for girls/boys, but the content is the same and talks about consent, sexism and so on

- De-gender classrooms

- Remove literature and subjects that reinforce gender stereotypes

- Parents and educators are key in changing this


Presentation of ideas:

The group performed a sketch based on the 'Jeremy Kyle Show', with a look back through the life of a male guest, and how early reinforcements of gender stereotypes have impacted his perception of women and girls at each stage of his life.

Stereotypes are reinforced by parents and society from an early age:

"Don't play with dolls, they're for girls"

Gender stereotypes are fostered from an early age through the toys that children are given or not given to play with.

This stereotype continues and develops through that young person's life and into adulthood.

Media
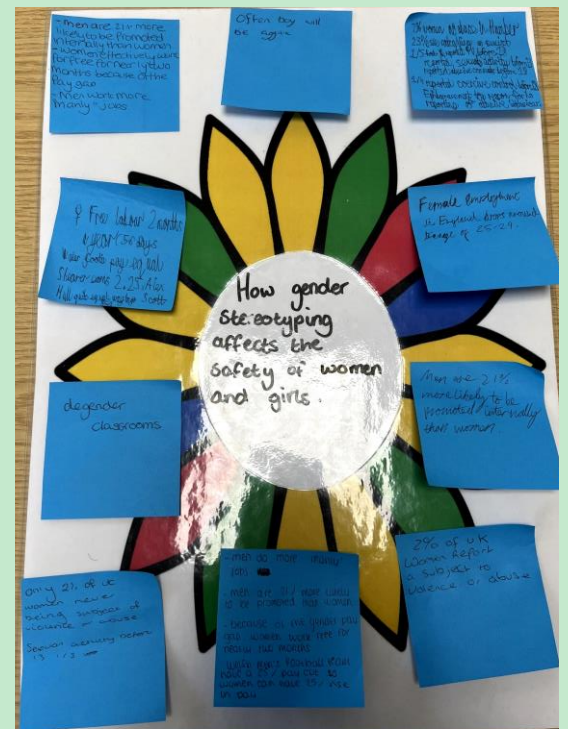
Key thoughts:

"Perhaps children avoid reporting their bullying cases due to peer pressure – they don't want to be deemed 'uncool' or as a 'snitch'"

"I was part of the 72% that got bullied online and at school, and a way I sorted it out was I had a fight with every one of them and they stopped"

"Children may not see their case of bullying as significant"

"Online bullying and school bullying are correlated"

"Compulsory "internet safety" education is ineffective"

"Gaming might be like gambling"

"People use influence for different reasons/motivations"

Solutions:

- Social media needs to be used to promote social movement and a force for good
- Social media is a good way of mobilising people and getting messages to a wider audience
- Celebrities are a good platform to impact the world from. Their followers are impacted by what they do
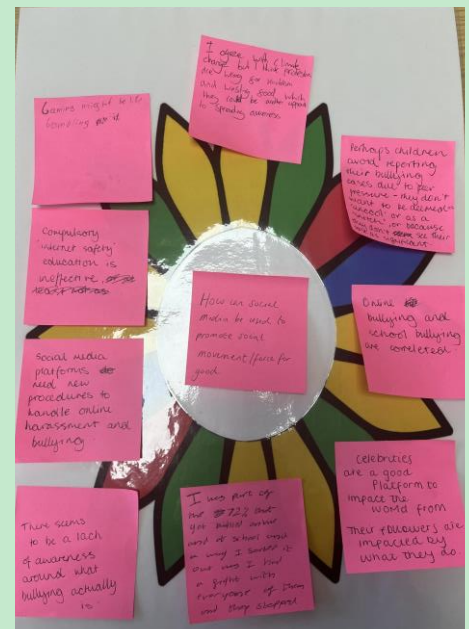
Presentation of ideas:

A Q&A session on the influence of social media on the youth today.

- Should there be more parental control when allowing young people to access social media?
- Does the issue lie within allowing children to prematurely access these devices or the content on the platforms themselves?
- Social media stars and influencers have seen a great rise in popularity. How has their influence impacted modern society?
- How do you hope social media can be utilised in the future to encourage social movement?

Key comments:

Parents encourage their children to use devices and social media, rather than having to engage with them. Ideas on solutions included offering children more creative diversions, such as colouring, drawing, reading etc.

It is important to influence people to do good. Having lots of followers on social media can facilitate this. However, people use their influence for different reasons and motives.

Community Safety

Key thoughts:

"Access to health services" "Clean streets" and "low levels of anti-social behaviour" are most important for locals in our area

"There isn't much encouragement in creating relationships with neighbours, which isn't helped by the lack of community engagement" - affects how people feel in relation to safety/violence

"Victims choose to skip school due to safety concerns"

"If people are not reporting, their voices are not being heard" - some people don't report violence as they don't feel like it is taken seriously or anything is done

"CCTV as an intervention" - the lack of CCTV and the quality were discussed at length

Solutions:

- Move away from tolerance to acceptance

- Educate others on different people's cultures/religions to increase tolerance of beliefs, identities and looks

- Catch crime at its source rather than putting in preventative schemes

- Social media training to reduce bullying, raise awareness of unrealistic standards and attitudes

- We need to be more culturally aware

- More opportunities to safely interact with others

- Youth clubs as a sense of community

- Make communal spaces feel safer without the need for adult supervision

- Improve social skills
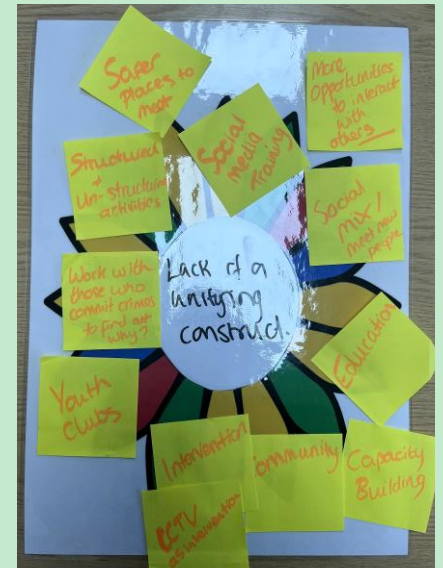
Presentation of ideas:

"We lack a unifying construct" - An element that brings people together despite having individual differences (e.g. religion, demographic, school).
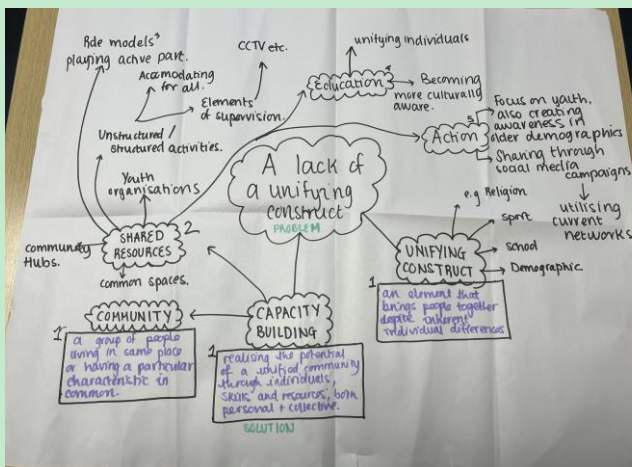
Shared resources are important (e.g., common spaces, community hubs, youth organisations, activities, role models playing an active part).

Education needs to unify individuals and allow everyone to become more culturally aware.

Actions should focus on creating awareness in the older demographic/sharing through campaigns.

Hull Hope Hack

Next steps...

The findings from this event will be collated and analysed within the Humber Violence Prevention Partnership's (VPP) Strategic Needs Assessment.

Hearing the voices of local young people informs our work and helps us to understand what young people think would be the greatest solutions to problems in our local community.
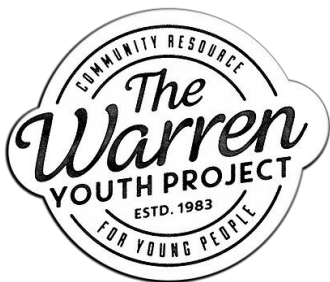
Feedback will also be shared with the Hope Collective, contributing to the national conversation on what a fairer society looks like to young people.

We are going to host a Hope Hack in each of our local authority areas… and next up is Grimsby in North East Lincolnshire!

We will keep you updated about other youth engagement opportunities.

A massive thank you to everyone who attended the Hull Hope Hack, including:

- The Warren Youth Project
- Archbishop Sentamu Academy
- Rise Academy
- Room 42
- Wilberforce College
- St Mary's College
- CatZero
- Tigers Trust
- Hull College Youth IAG