



## **Guide to running an accessible and inclusive campaign**

All our students are actively encouraged to raising their voice and promoting change in our community, but we acknowledge that some students face additional barriers to being able to get involved.

It is important to consider how, as an activist you can run an accessible and inclusive campaign to ensure that everyone who would like to, has equitable access to getting involved!

### **Accessibility:**

This guide is compatible with screen reading technology.

If you need this guide in alternative format please email [suvoice@aber.ac.uk](mailto:suvoice@aber.ac.uk)

*This guide is inspired by content created by KCLSU.*

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## **Using the correct pronouns**

### **Pronouns 101**

- Never assume someone's pronouns; it can cause real distress to an individual – if you are unsure default to they/them
- Pronouns may be indicative of but do not necessarily denote gender identity
- Pronouns may change, e.g. gender-fluid people may choose a different pronouns across a day
- Some people may be really comfortable with pronouns whilst others may still be figuring theirs out – instigating a conversation about pronouns is important, but don't push it if someone doesn't engage.

### **During campaigning**

- Introduce yourself with your pronouns if you feel comfortable sharing
- If you are unsure of someone's pronouns, politely ask but don't pressure them into sharing
- Encourage people to use pronoun badges or add to their Zoom bio at events
- Do not assume someone feels comfortable sharing their pronouns in all situations

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## **Sharing your campaign**

### **Aims**

- Consider how different groups of students might be impacted by your ideas, your personal experience may not be the same as someone else's



- Think about your language choices, and whether these reflect the students you are hoping to represent – if you're unsure, why not ask some students what they think

### **Social Media**

- Add captions to Instagram stories
- Add image descriptions to social media – for some this is built into the site, but for others such as Instagram you can add to the caption.
- If there a text-only option compatible with a screen reader - you can use ctrl shift U on most pdf documents
- Add captions to Zoom meetings

### **Physical publicity e.g. flyers & posters**

- Consider some text-only posters
- Avoid plain white backgrounds – off-white is more accessible for people with perceptual differences
- QR codes with extra information are also good for people to be able to take information away and read in their own time

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## **Holding events**

### **The planning stages**

- Think about holding a variety of events – some students prefer non-alcohol centred events
- Think about varying the times of your event – is it during the school run or late at night when a disabled student has run out of energy?
- Add a trigger warning for sensitive topic discussions so students can prepare in advance
- Plan in at least 10 min breaks during events where students have the option to get up and move around. Communicate about these at the start of the event.
- Consider simultaneous live streaming of events for students unable to attend in person such as distance learners or disabled students
- Providing a basic agenda for the event in advance will help neurodiverse students know what to expect

### **Physical access considerations**

- Does the venue have step free access or a lift?
- Is there a quiet space for students to go to if they feel overstimulated or anxious?
- Are there gender-neutral toilets available?
- Do you need to book a BSL interpreter or use a hearing loop?
- Music – consider the volume



- Lights – will there be strobe lighting?

Make sure that whatever accessible options are available are communicated to students before the event. Also ensure there is an option for a student to contact you for more information or to request a reasonable adjustment.

Some suggested wording could be *"if you have a disability or any additional needs and require assistance to fully participate in this activity, please email [abc@aber.ac.uk]."*

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## Approaching students

Going out and talking to students is one of the best ways to spread the word about your campaign, but that doesn't mean everyone feels comfortable being approached.

Do not pressure a student to engage with you if they are uncomfortable, and always ask for consent before getting them involved.

Note: some people might use the SU Hidden Disability traffic-light badges or sunflower lanyard to indicate whether or not they feel comfortable being approached.

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## Avoiding Burnout

Campaigning can be emotionally and physically draining, especially for students from liberation groups. It is essential to take time away from your campaign and build a team of likeminded people who can support you.

Campaigning on an issue that impacts you personally due to your identity takes resilience and rest. Remember it's entirely valid to ask other groups to step up and take responsibility for instigating change too.

If you need additional wellbeing support you can contact our independent Advice Team on [union.advice@aber.ac.uk](mailto:union.advice@aber.ac.uk) or call 01970 621712.

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## Reporting

As a student at Aberystwyth, you are bound by the law, university policy and our student charter.

To report an incident please see the university Dignity and Respect policy here [<https://www.aber.ac.uk/en/sscs/student-dignity-respect/form/>]