WORDS ARE STONES

Youth participation against racism: online and offline

16th – 22nd February 2014
Zagarolo (RM), ITALY

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WORKING DAY	DATE	MORNING 09:30 - 13:00	AFTERNOON 15:30 -19:30	EVENING 20:30 - 23:00
	15/02/2014 Saturday	Arrival of participants	Arrival of participants	**Welcome dinner** ICE BREAKING AND NAME GAMES • Map of Europe • Name ball • The Blanket
1	16/02/2014 Sunday	WELCOME CEREMONY • Welcome ceremony: Sensory Pathway FEARS, EXPECTATIONS AND CONTRIBUTIONS • The Laundry TEAM BUILDING • The Best sandwich • Alphabetic order • Human Bingo • Team Building in groups	WHO AM I? • Who am I: the Onion • Individual level – masks PREJUDICES AND STEREOTHYPES - CULTURAL DIFFERENCES AND ICL • In my society	
2	17/02/2014 Monday	DISCRIMINATION AND MIGRATORY EXPERIENCES • Discriminative Breakfast MIGRANTS AND MIGRATORY EXPERIENCES: • Why to migrate? • Who are migrants? • Migrant stories	DISCRIMINATION, XENOPHOBIA AND RACISM • Shaping Stories through strip cartoons HATE SPEECH • Hate Speech: cases and analysis	
3	18/02/2014 Tuesday	RACISM ON INTERNET • ICT: how to use Internet	• Searching Hate speech on Line: national presentations - step 2	**Intercultural evening**

		• Hate Speech Ranking • Searching Hate Speech on line: national presentations - step 1	CONFLICT AND CONFLICT MANAGEMENT • Me and racism: victim, perpetrator, bystander, interfering	
4	19/02/2014 Wednesday	STUDY VISIT IN ROME AND PHOTO MAPPING	STUDY VISIT IN ROME AND PHOTO MAPPING	
5	20/02/2014 Thursday	RACISM AND HATE SPEECH MONITORING • www.cronachediordinariorazzismo.org PHOTO MAPPING • Photo Mapping Presentation NEEDS ANALYSIS AND LOCAL SITUATIONS • The Problem Tree SHARING GOOD PRACTICES AND PROJECTS ABOUT ANTI-RACISM AND ATI-DISCRIMINATION • Sharing good practices and projects about anti-racism and anti-discrimination	COMMUNICATION AND CAMPAIGNS • The campaign footsteps • COE and NO HATE SPEECH MOVEMENT presentation TECHNICAL SESSION • Photo - Stop motion	
6	21/02/2014 Friday	CAMPAIGNS PROPOSALS • Campaigns proposals: launch and selection CAMPAIGNS IMPLEMENTATION • Work on the practical implementation of a campaign – Step 1	CAMPAIGNS IMPLEMENTATION • Work on the practical implementation of a campaign – Step 1	
7	22/02/2014 Saturday	CAMPAIGNS IMPLEMENTATION • Work on the practical implementation of a campaign – Step 2	FINAL EVENT • Final event and campaigns presentation FINAL EVALUATION • Final evaluation – the spider net	**Farewell Party**
	23/02/2014 Sunday	**Departure of participants**	**Departure of participants**	

Saturday 15th FEBRUARY 2014 - ARRIVAL DAY

ICE BREAKERS AND NAME GAMES

Map of Europe

Tool details:

Title	Map of Europe
Tool type	Ice breaker
Tool topic/s	Getting to know each other Creation of the group
Aim	To make participants interact
Material needed	/
Duration	/ minutes

Description	Trainer ask participants to position themselves to:
	   1. where are they from
	   2. what is there dream destination
	   3. where there favourite story comes from
	   4. you can come up with anything)
	
	NOTE: the important is that it is fast and visible and show who comes from where

Name ball

Tool details:

Title	Name ball
Tool type	Ice breaker/Name game
	Getting to know each other

Tool topic/s	Creation of the group
Aim	To remember the names and to make participants interact
Material needed	One ball
Duration	10 minutes
Description	Trainer invite participants to stand in a circle, in the first part of the game, every participant have to throw the ball to another participant saying his/her name. In the second part every participant has to throw the ball to another participant saying the name of the person that is receiving the ball.

The Blanket

Tool details:

Title	The Blanket
Tool type	Ice breaker/Name game
Tool topic/s	Getting to know each other and creation of the group
Aim	To remember the names and to make participants interact among each others
Material needed	A blanket
Duration	20 minutes
Description	Participants are divided in 2 sub groups: the participants of each group will receive a number. The two groups are divided by a blanket kept by trainers. When trainers call a number the persons of the two groups has to get closer to the blanket and when the blanket fall down they have to guess the name of who is standing in front. The fastest win.

Sunday 16th FEBRUARY 2014 – 1st DAY

WELCOME CEREMONY

Welcome Ceremony: Sensory Pathway

Tool details:

Title	Welcome Ceremony: Sensory Pathway
Tool type	Ice breaking and team building + first step in the workshop topic
Tool topic/s	Group creation and getting to know each others
Aim	To break the ice, to create the proper atmosphere for the training, to experiment trust, to introduce the participants to the workshop topics
Material needed	24 Note book; 24 pens; markers; 24 strips of fabric (black); colours; tempera colours; brushes; flipcharts; plastic (to cover the floor); scissors, glue, stapler, elastic, cardboard, music and instruments to produce different sounds
Duration	45 minutes
Description	Setting: the plenary room, the plastic to cover the floor and flipcharts above the plastic. In the middle are set colours and brushes, scissors, glue, stapler, elastic, cardboard and around, on the different sides, 24 positions.

Trainers explain to participants that they have to thinks about one definition (no longer than one sentence) about what does it means for you "racism". Then participants are blind folded and accompanied in the sensorial pathway.
NOTE: this part should not be done in the workshop room.

After the pathway participants are accompanied in the workshop room, they are guided by the trainers and accompanied in front of their position. The blind folder are moved on and they will be asked to take their time, to reflect about their definition and to write the sentence, if they prefer they can also draw the definition.
After that participants are asked to create their own mask with the material they found in front of them. |

FEARS, EXPECTATIONS AND CONTRIBUTIONS

The Laundry

Tool details:

Title	The Laundry
Tool type	Work in group to present and share fears, expectations and contributions
Tool topic/s	Getting to know each other and group creation
Aim	To share within the group the fears and the expectations toward the experience
Material needed	Photos (possibly about the training topics), rope, cloth-pegs
Duration	60 minutes
Description	Setting: the room is prepared as a laundry, there are some ropes and stuck on the ropes there are some photos. Soft music. Participants have to walk in the space and to have a look of the photos, then they have to choose two photos each, one representing their fear, one their expectation. Presentation in plenary, in the circle, one by one, explaining the fear, the expectation and explaining also in which way we think to contribute to the project. NOTE: no more than 3 minutes each.

TEAM BUILDING

The Best Sandwich

Tool details:

Title	The Best Sandwich
Tool type	Ice breaker / Team Building Activity
Tool topic/s	Break the ice Getting to know each other Creation of the group
Aim	To make participants interact
Material needed	/
Duration	15 minutes
Description	Participants are in the circle and on of the trainers ask participants to describe "the best sandwich" they like: each letter of their name is an ingredient they have to put inside the sandwich. There is a round in the circle till every body presents his/her best sandwich.

Alphabetic order

Tool details:

Title	Alphabetic order
Tool type	Ice breaker
Tool topic/s	Non verbal communication
Aim	To make the group refresh the names; to demonstrate that there are different types of communication and that there are also several ways to communicate non verbally
Material needed	Adhesive tape

Duration	20 minutes
Description	Trainers explain that a competition is starting and divide participants in 2 groups, every group representing a team. Two long adhesive tape lines are stuck on the floor and participants are asked to create a line and to touch the line with their feet. The game has to be played in silent, participants have to find "alternative ways" to communicate and when they have to move from their position, they cannot leave the strip with their feet. The first task is to create the alphabetic order of the team from A to Z. The group that is supposed to have finished first have to raise the arms. The second task is to create the age order of the team from the younger to the older. The group that is supposed to have finished first have to raise the arms.

Human Bingo

Tool details:

Title	Human Bingo
Tool type	Getting to know each others activity
Tool topic/s	Getting to know each others
Aim	The make participants interact and get in touch in an interactive way
Material needed	An A4 copy of the questions plus pens
Duration	30 minutes
Description	Each participant receive the A4 with the human bingo questions and is asked to mix with the other participants and try to find the persons (with name) that correspond (if any) to the questions. When the time is over we see who is the winner, that is the one who has filled the most questions with names. NOTE: for the peculiar questions (walking on hands etc.) we can ask the one that answered they can do it, for a demonstration. Each person can only be answering one question in a given A4. (1 name 1 time each A4)

HUMAN BINGO QUESTIONNAIRE

Who has his/her birthday during the workshop?	Who can tell a good joke?	Who has some experience in local projects or initiatives about antiracism?	Who speaks more then 3 languages?	Who likes to and can cook?
Who can move his ears without touching them!	Who travelled more than 10 hours to get here?	Who knows nice energisers?	Who has minimum 3 brothers and sisters?	Who has been in Italy before?
Who knows how to draw?	Who has domestic animals?	Who is experienced in Non formal education?	Who plays an instrument?	Who has past experiences in activities against hate speech?
Who knows the first article of the universal declaration of Human Rights?*	Who has a unique Hobby? And what is it?	Who has already participated in a voluntary project?	Who is employed by his /her organisation?	Who can give a good massage?
Who realizes local activities with young people?	Did you ever use ICT in the projects /initiatives you have implemented?	Who has a tattoo?	Who has already travelled in at least 3 continents?	Have you ever worked with youth coming from migrant families or migratory backgrounds?

* All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
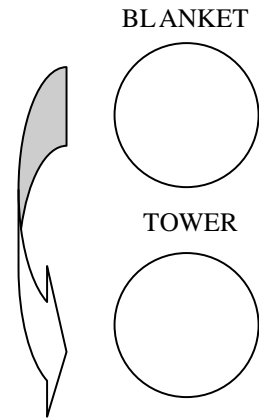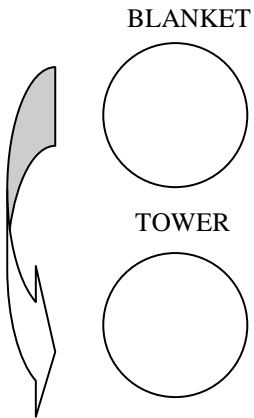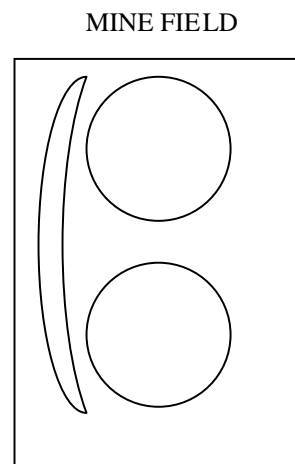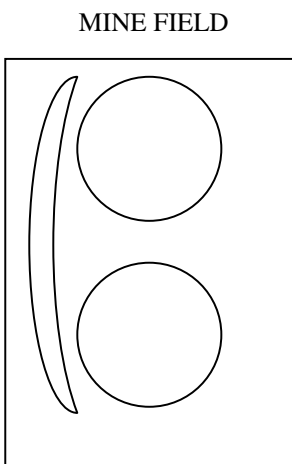
Team Building in groups

Tool details:

Title	Team building in groups
Tool type	Collaborating, working in small and than in bigger groups
Tool topic/s	Getting to know each other and group creation
Aim	To remember the names and to make participants interact in a funny and stimulating way
Material needed	2 blankets 20 plastic cup robbers (for jars) scotch tape paper clips/ long stick
Duration	60 minutes
Description	Step 1. We divide participants in 4 groups and simultaneously they have two different tasks • blanket (they stand on a blanket and have to turn the blanket without anyone stepping out) • build tower from plastic cups – we put 5 little rubber (the one for jars) on one big one and they all have to hold it and build the tower Step 2: We divide them in 2 groups and they simultaneously do the same task: • mine field (we draw on the floor a table 9 long 4 wide, and there is only one way to go through. They have to be silent and always hold each other's hand and go through. Each time they step on the wrong place, they start from the beginning.) Step 3. They work as one big group and they have to do the following task: • pass the rope (NOTE for the rope: you can't touch it (if one does all the group starts over) Key questions for the debriefing: • Why did we play these activities? • What did you notice during the activity? • Did every body equally participate? • Did someone take the leadership? • How was the cooperation? • Do you think the activity could be solved or managed in some other ways?

TEAM BUILDING GROUPS APPENDIX
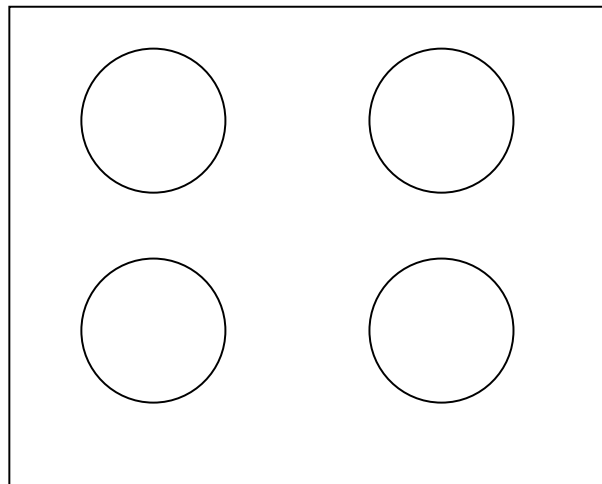
STEP 1

BLANKET   BLANKET
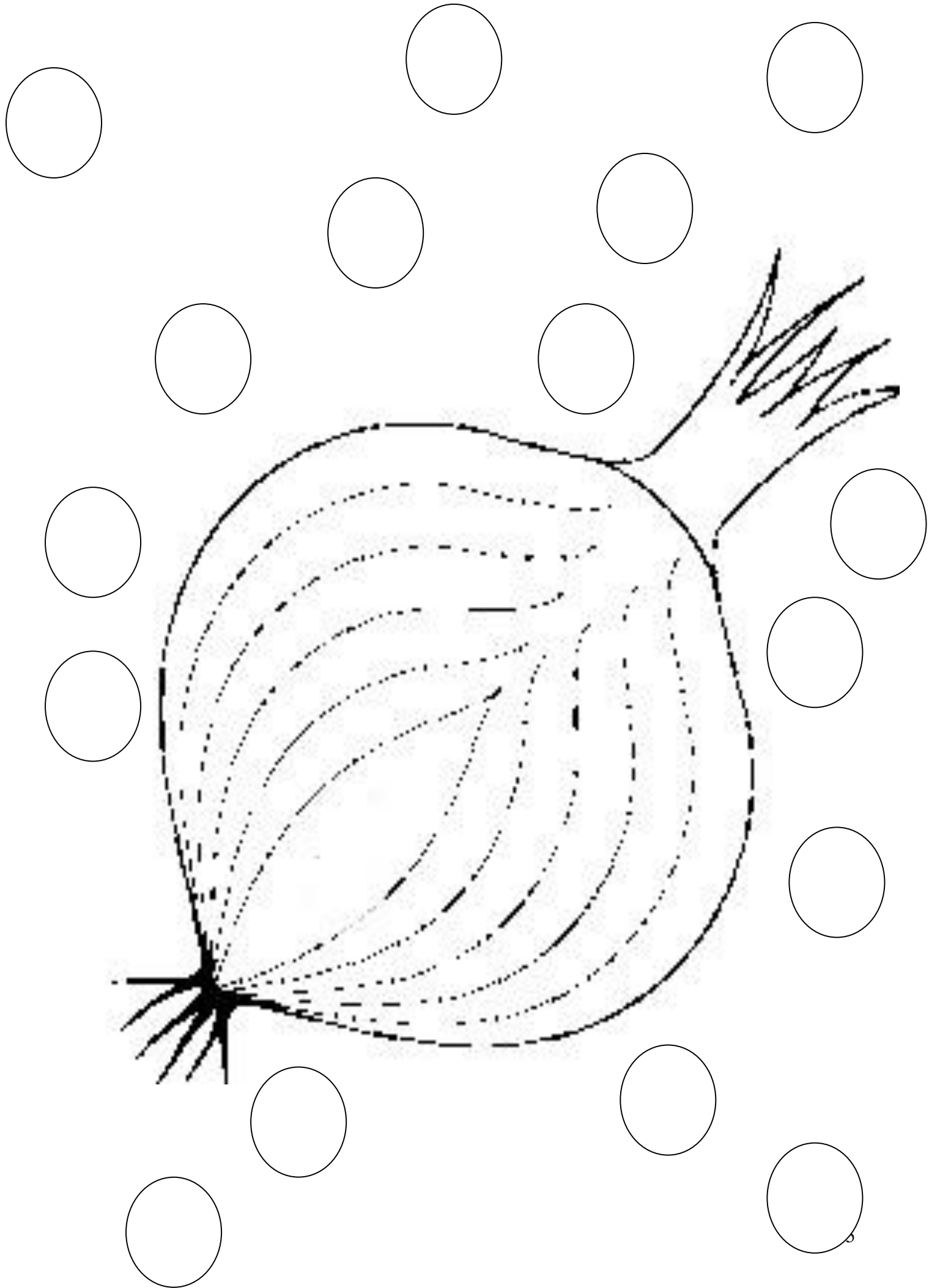
TOWER   TOWER

STEP 2

MINE FIELD   MINE FIELD

STEP 3 – ROPE

Who am I: the Onion

Tool details:

Title	Who am I: the Onion
Tool type	Individual work
Tool topic/s	Self-reflection, talking about identity
Aim	To start talking about identity and create a safer space by working on ourselves and sharing our personal vision of ourselves
Material needed	printed examples of the onion
Duration	40 minutes
Description	Create safe working environment with music, let people to choose their own spot in the room. After explain what is the onion model and ask them to first personally fill out their own onion. Later on ask them to discuss it in groups of 2-3. Inside the onion people should write things that define their identity. We work with the following categories:

Around the onion we created bubbles which are supposed to symbolise the outside world with a special focus on minorities. With this we also tried to stimulate a discussion about the visible and invisible minorities and ask if we are in any ways in contact with them during our everyday life.

Below you can find and example of an Onion Model

Individual level - masks

Tool details:

Title	Individual level - masks
Tool type	Art, self-reflection
Tool topic/s	Self-reflection
Aim	To make participants reflect on their identity and create a physical and symbolic representation of it
Material needed	paper, paint, coloured pencils, pens, markers
Duration	30 minutes
Description	Based on the previous activity about our identity we asked participants to create their own mask that could have any shape and any colour. We did not ask them to share why they chose this mask at this point, but during the training we gave several opportunity to get back to the mask, to finish, redo it and to share what it is with the others.

PREJUDICES AND STEREOTHYPES

In my society

Tool details:

Title	In my society
Tool type	Simulation game
Tool topic/s	Cultural diversity, prejudices and stereotypes, decision making processes within a community
Aim	To deepen the decision making process in a given community
Material needed	/
Duration	120 minutes
Description	Step 1: split in 2 groups – a big one and a small one. Each group represents a community. In the small group community matters the most, while in the big group individuals come first. Decide on: • your community name • the decision-making process in your group • the taboo • the sanction Step 2: exchange of ambassadors Step 3 - the event: due to a natural disaster, there is a shortage of food. However, the big community has more food while the small one is left with nothing. The small community decide to migrate to the big one. The big community has to set the criteria for the acceptance of the migrants. The small community has to think about the limits they are willing to reach in order to be accepted in the big community. Step 4: debriefing. K-questions for the debriefing: • What are the conditions for the migrants? • What are the fears and expectations (on both sides)? • Did you make a best scenario and a worst scenario? • What were the premises you started from? • What about your own culture? What would you be able to give up? • Do you think the other group will affect your identity?

	• What is your main concern?
	NOTE: it's not compulsory to follow all these steps. It depends a lot on the group composition, on how participants are reacting and playing.

Monday 17th FEBRUARY 2014 – 2nd DAY

DISCRIMINATION AND MIGRATORY EXPERIENCES

Discriminative Breakfast

Tool details:

Title	Discriminative Breakfast
Tool type	Role play
Tool topic/s	Migrants, refugees, discrimination
Aim	To sensitise participants toward migrants and discrimination and disinterest in the issue of refugee and other people in need in general. The activity puts a simple thing (such as having breakfast) as a goal and makes everyone competitive and forget about the others.
Material needed	Breakfast, tables, at least 3 different rooms, questionnaires in different languages, passports. NOTE: it's needed a team of at least 5-7 people to run the activity.
Duration	150 minutes
Description	Prepare the space before participants arrive creating a separate space with breakfast (preferably behind a door you can close) and different desks (one for getting passport, two for questionnaires, one for sanitary check). Participants arrive to have breakfast, but they are directed to fill out a simple questioner with their personal data. They can exchange this personal form for a passport. We are handing out red, yellow and green passports. The passports are only valid with the signature of person in charge. People with the green passport can enter and have breakfast, people with yellow and red passports are directed toward the different desks. After being sent from desk to desk and the senator check people will yellow passports can enter as well to have breakfast. Red passport should never be allowed to enter. There are also two police officers directing and bothering people during their wait in the line. Police and most of the people running the activity should not speak the common language, but they should speak

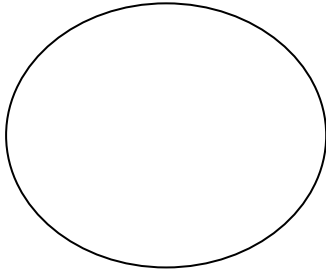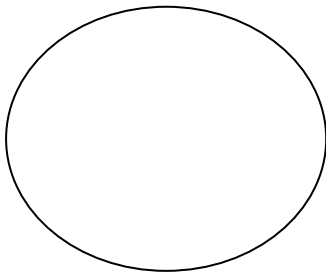|	their own or anything else without meaning.
	After you decide to close the activity, you should invite everyone to get out of their roles, prepare the tables and have breakfast all together.
	During the debriefing you should ask about:
	- how did they feel?
	- what happened?
	- what kind of tactics where they using to get breakfast?
	- how did they feel about the others?
	- did they try to help the others?
	NOTE: make sure that the group is already formed before you play the game and make sure not to give the passports randomly to participants.

HAND OUT WITH PASSPORT

PASSPORT

PASSPORT

Why to migrate?

Tool details:

Title	Why to migrate?
Tool type	Work in group
Tool topic/s	Migratory flows
Aim	To reflect on the reasons that move people to migrate, to analyse the different reasons to migrate, to reflect on "push" and "pull" factors
Material needed	Pens, paper, blank cards and "reasons to migrate" cards
Duration	45 minutes
Description	Give to each participant a set of blank cards and 5 minutes. to mind map the reasons that might make someone to leave his/her home and also the reasons that may attract people to go in a new place. Then create groups (4 people each) and ask them to share the results of their answers. Give to each group a set of "reason to migrate" cards and ask them to cut out and add any that they haven't thought to their own reasons. Then there is the debriefing in plenary. NOTE: introduce the idea of "push factors" (things that push people away from a place) and "pull factors" (things that pull people toward a new place). * Reflect on the fact that sometimes under the same category e.g. migrant workers there are different groups: the very poor and unemployed that is searching for not qualified job and the student with a master degree but unemployed who is searching for a qualified job abroad.

HAND OUT WITH THE BLANK CARDS: REASONS TO MIGRATE

Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?
Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?
Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?
Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?
Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?

HAND OUT WITH THE REASONS TO MIGRATE CARDS

WAR/ARMED CONFLICT	PERSECUTION (politic, religion, ethnic)	FAMINE/SHORTAGE OF FOOF	TO SEEK SAFETY
CLIMATE CHANGE	EARTQUAKE	TO LOOK FOR A BETTER LIFE	UNEMPLOYMENT
FLOOD	DISPLACEMENT	CYCLONE	POVERTY
JOB SEARCH	WORK REMITTANCE	GENDER PERSECUTION AND INEQUALITIES	FAMILY REUNION

These are just some of the reasons to migrate: is possible to add other "reasons to migrate card".

Who are migrants?

Tool details:

Title	Who are migrants?
Tool type	Brainstorming and Work in group
Tool topic/s	Different types of migrants
Aim	To fix the different "types" of migration
Material needed	Pens, paper, flipcharts, migrant cards – definitions
Duration	60 minutes
Description	Create 5 groups of around 5 people and give to each group the task to give a definition of the 6 different types of migrants: labour migrant, asylum seeker (searching for asylum and for getting the status of refugee), refugee (when you formally get the status of refugee), internally displaced person, irregularly migrant, victim of trafficking, msna (un - accompanied foreign minors). (30 minutes) Ask to each group to briefly present the definitions in plenary. (20 minutes) Then show them the "official" definitions listed below and check if the definitions given were correct or not. (10 minutes)

HAND OUT WITH THE MIGRANT CARDS - DEFINITIONS

REFUGEE	A person who, owing to a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country. *The definition of "refugee" has been defined in 1951 in the Geneva Convention – United Nations Convention on the Status of refugee*
ASYLUUM SEEKER	A person who has left their country of origin, since persecuted because of race, religion, nationality, membership of a particular group or political opinion, who has applied for recognition as a refugee in another country, and is awaiting a decision on their application. *The definition of "asylum seeker" has been defined in 1951 in the Geneva Convention*
INTERNALLY DISPLACED PEOPLE (IDP)	Someone who has been forced to leave their home because of armed conflict, violence, violations of human rights, or natural or human made disasters, and who has not crossed an international border *"Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border"*
VICTIM OF TRAFFIKING	Is a person who has been transferred by use of force or other means against their will for the purpose of exploitation
LABOUR MIGRANT	Someone who migrates for the purposes of employment
IRREGULAR MIGRANT	Someone who does not hold the required legal status or travel documents to enter or remain in a country
UN - ACCOMPANIED FOREIGN MINORS	A minor who has left his/her country of origin, without being accompanied by the family. The minor can be with or without documents. Under the DECLARATION OF THE RIGHTS OF THE CHILD, Adopted by UN General Assembly Resolution 1386 (XIV) of 10 December 1959, they have to be protected by the new hosting country and cannot be expel.

Migrants Stories

Tool details:

Title	Migrants Stories
Tool type	Work in group
Tool topic/s	Different types of migrants
Aim	To reflect on concrete migrant stories
Material needed	Pens, paper, flipcharts, migrant cards – definitions and migrant story's handout
Duration	60 minutes
Description	Give to each group one story on migration (below), ask to carefully read the story and to reply to the following questions: • What "type" of migrant is the character of the story? • Which were the "pull and the push factors"? • Had migration been a positive or negative experience for your character and for his/her community? Why? • What difficulties he/she faced? • Has he/she overcame the difficulties? If yes, how? • If you could "wear the shoes" of your character, how you were going to act? (40 minutes) Presentation in plenary (20 minutes)

MIGRANT STORIES HANDOUT

ALDIJANA'S STORY

I was born in Bosnia Herzogovina, which is one of the republics of former Yugoslavia. The war in Yugoslavia started in 1991. In August 1995 we fled Bosnia due to ethnic cleansing. We were given 24 hours to leave our city. We were told we could only take 2 bags with us, so basically we had to put our entire lives in 2 bags. It was just an awful, awful day. Thousands and thousands of people crying around us, trying to climb to get into the bus, trying to climb on top of the bus, surrounded by military.

We were put in a field to wait for another bus to take us to the crossing and you can imagine that a lot of the people through that were just going to be shot there in the middle of nowhere, no houses. I was a child but I could see that my parents were extremely concerned but not wanting to scare the children. It just seemed like a lifetime that we were in that field. Then the buses came to take us to the crossing at the river. And then just seeing my dad, my dad's face. He was just so happy and the first thing he said "I am finally free, I can walk and not worry about being shot at".

So when we crossed the border there was a reception centre. They then put us in buses again and took us to a refugee camp. We were told that the United Kingdom had selected our family to provide us with temporary protection.

When we first arrived in Nottingham we found it extremely difficult because obviously we couldn't speak the language. It was a complete culture shock but we were welcomed with open arms. People used to bring clothes donations, food donations, they were extremely friendly to us. I feel settled in the UK, it feels like home to me now.

How would I define myself? I'm not going to say refugee because I think that is s small part of who a person is. Professionally I would say I'm a solicitor but I'm also a daughter, a sister, a partner, a friend etcetera.

TINA'S STORY

My name is Tina Nebieridze, I'm 61 and live with my family of five people in two tiny rooms in Georgia. I am on e of the 30,000 people from South Ossetia who became internally displaced due to the hostilities between Georgia and Russia in 2008.

We are farmers. All my life I have been growing vegetables and fruits. In our garden in Kekhvi (South Ossetia) we used to grow a lot of apples, peaches and pears. By selling our products we used to earn enough for a living. Wheat flour was probably the only thing we used to buy in the shop. It is all gone now. The garden, the home, the job – all lost.

Provision of proper shelter, heating, water and sanitation, clothing as well as basic health care and psychosocial support remain a matter of humanitarian concern.

Memories of war, financial worries and an uncertain future have placed enormous psychological strain on the adults of our generations and to their families.

This is our status, the status of people who had passed through the horrors of war and now live in hard conditions with a load of those memories and little hope for the future.

FODE'S STORY

I am Fode Camara, I'm 41 year old and I come from Guinea Bissau in Africa, like many sub Saharan migrants, I fled poverty and war in my own country.

I travelled by sea from Africa on a patera, a small, open fishing boat across 100 kilometres to Spain 's Canary Islands and I arrived there on 2003. From that time I worked as day farmer labourer in the fruit filed, moving each season in a different part of the Canary.

I haven't seen my family for seven years and even if I miss all of them I cannot come back because I haven't the legal status of labour migrant. I'm not allowed to work and under Spanish law, I cannot be returned to Guinea Bissau as there's no for mal agreement on the return of migrants between Spain and my country.

We are not criminals but sometimes we are treated like that.

NATASHA'S STORY

Government officials and international organizations in Eastern Europe are warning of a dramatic increase in human trafficking due to the recession. More than 800,000 citizens of Belarus are "missing", presumed to be working – voluntarily or otherwise – in Russia which has an open border with its smaller neighbour.

These are just numbers and information …. But it's also part of my personal story.

I come from Mogilev, Belarus' second-largest city.

I had four children and I was the sole provider for her family. So that I decided to answer an advertisement to work in a factory packing frozen vegetables just outside Moscow. On arrival I handed over my passport and I was told that i had to work off the money I owed to get the job. At the end of a month working 16 hours a day, with three toilet breaks and one meal, sleeping on the factory floor, I went looking for my salary. I got nothing, except threats of sexual violence. It was the same after the second month, when my health was starting to fail due to the intensity of the work and stressful conditions.

After a while and by chance I was able to escape, hidden in a van and to come back home. I went to the police office to denounce the abuse but the police ignored me, treated me like a whore.

Fortunately thanks to the support of a local ngo active on gender issues and human rights, I recovered, I had health checkups as well as psychological support and legal advice. I took part in vocational training that helped me to get back to work and reintegrated into my community.

Now I'm working as a waitress in a busy local bar and I volunteer in this ngo.

ADAM'S STORY

I was a university student in Sudan. After facing serious difficulties as a student with the government I decided to flee the country. I paid an agent to take me somewhere safe but I did not know where I was going.

I claimed asylum in the UK in January2008 and I my asylum claim was accepted a year later in February 2009. From that time I'm trying to look for a job, but nobody wants to employ me. I now spend my time trying to search for food by visiting different people I know. I have no income at all and

no regular source of food or shelter. I eat once a day if friends can spare some food.

I really want to be able to support myself and not rely on handouts from other people. I feel really bad not having a job. I want to be independent and not depend on others' kindness for food. I want to be able to support my family as well.

I know life in the UK is now similar to life in Sudan but the strange similarity is that because in both places I was not able to support myself: in the UK I'm not allowed to work and in Sudan I could not live openly because the authorities were looking for me.

DISCRIMINATION, XENOPHOBIA AND RACISM

## Shaping stories through Strip Cartoons

Tool details:

Title	Shaping stories through Strip Cartoons
Tool type	Work in group
Tool topic/s	Xenophobia and Racism
Aim	To make participants share one or more PERSONAL STORIES related to XENOPHOBIA OR RACISM that they directly experimented (on them or towards other people) in their daily life and/or in their daily work;
Material needed	/
Duration	120 minutes
Description	5 different groups are create (mixing participants from different nationalities). These are the tasks:

Step 1: within each group participants have to present one or more PERSONAL STORIES related to XENOPHOBIA OR RACISM that they directly experimented (on themselves or towards other people) in their daily life and/or in their daily work;
Step 2: participants have to analyse similarities and differences;
Step 3: participants have to chose the personal story that they think is the most representative of racism and discrimination;
Step 4: while they are preparing the presentation (improvisation) they have also discuss about possible ways to "solve" or to "manage" the situation so to transform the discrimination in inclusion or participation;
Step 5: participants have to prepare the improvisation using living pictures and strip cartoons. The improvisation should stop with the discrimination event: the possible transformation of the discrimination in inclusion or participation shouldn't be presented;
NOTE: trainer should provide a brief explanation of what living pictures are and how the representation through strip cartoons is functioning → draw it on a flipchart!!!
Step 6: on the stage each group represent the story;
Step 7: after each representation the group stay on the stage in

	order to analyse the situation and the debriefing.
	Key questions for the debriefing:
	- What did they represent? → to the spectators - What did you represent? → to the actors - What are the actors? → to both - What the actors are doing? → to the spectators - What type of discrimination are we talking about? - Do you think there could be other possible way to "solve" or "manage" the situation? → to both - Do you have other possible solutions? → to both

EXAMPLE OF STRIP CARTOON
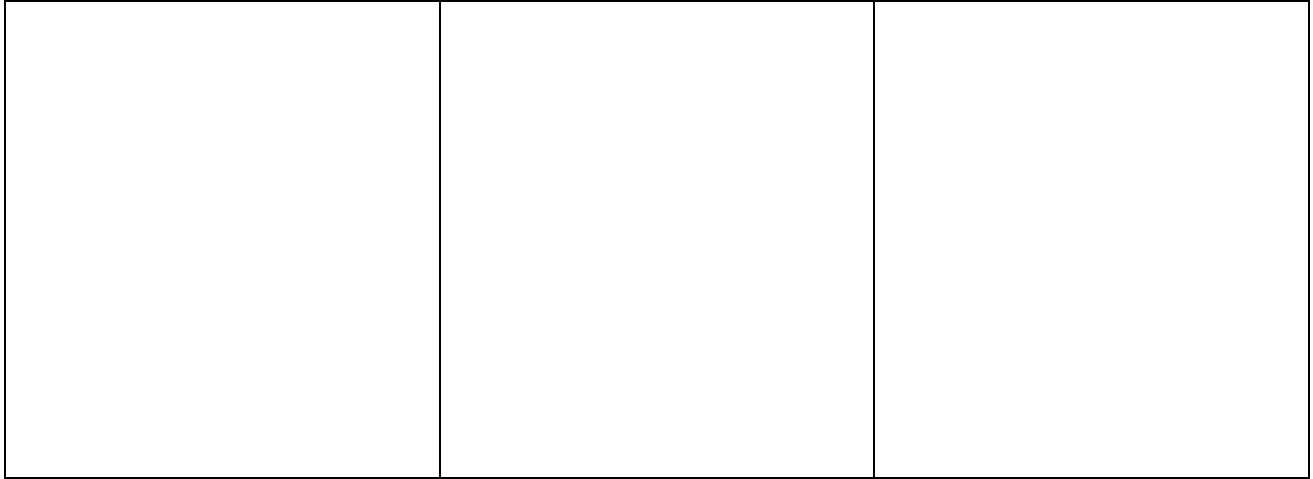
SEQUENCE 1	**SEQUENCE 2**	**SEQUENCE 3**
beginning of the story	climax of the story and of the action	closure(end of the story)

Hate Speech: cases and analysis

Tool details:

Title	Hate Speech: cases and analysis
Tool type	Work in group
Tool topic/s	Hate Speech
Aim	To make participants research their own environment and analyse the situation in their country/community when it gets to hate speech with a strong focus on hate speech toward migrants.
Material needed	Definition of hate speech
Duration	90 minutes
Description	The activity is done in national groups and people are asked to research hate speck toward migrants on the internet in their local languages. After the research they are asked to choose one case that they find specially interested or reflective of their environment. They are asked to present the case and explain why they choose it in plenary. NOTE: make sure that you have a common agreement on what is hate speck before starting the activity.

Tuesday 18th FEBRUARY 2014 – 3rd DAY

RACISM ON INTERNET

ICT: how to use Internet?

Tool details:

Title	ICT: how to use Internet
Tool type	Work in group
Tool topic/s	Internet: tips and tricks
Aim	To share internet tools, tips and tricks to search, monitor and report racism and on line hate speech
Material needed	Computer and projector
Duration	45 minutes
Description	Frontal presentation about how to use internet tools to search and report online hate speech.

Hate Speech Ranking

Tool details:

Title	Hate Speech Ranking
Tool type	Work in group
Tool topic/s	Internet: tips and triks
Aim	To understand the different forms of on online hate speech and assess their impact; to consider appropriate responses to different instances of hate speech online

Material needed	Different copies of the diamond ranking system, different copies of the handout with some examples
Duration	60 minutes
Description	Step 1: 5 groups, mixed by nationalities, are created; Step 2: trainers ask participants what they understand by hate speech online, whether anyone has encountered hate speech online, either directed towards an individual or towards representatives of particular groups (for example, gays, blacks, Muslims, Jews, women, etc.) Trainer also ask what did they feel when they come across it and how do they think the victims must feel? Step 3: trainers explain that the term 'HATE SPEECH' is used to cover a wide range of content: - firstly, it covers more than 'speech' in the common sense and can be used in relation to other forms of communication such as videos, images, music, and so on. - secondly, the term can be used to describe very abusive and even threatening behaviour as well as comments which are 'merely' offensive. There is no universal agreement on what constitutes hate speech but with no doubts it constitutes an abuse and violation of human rights. Step 4: is presented how the diamond ranking system works and explained that each group will receive a number of examples of online posts against migrants and should try to rank these from 'less bad' to 'worst'. The 'worst' examples should be those that participants would most like to be completely absent from a future Internet. Key questions for the debriefing: - Did you have any strong disagreements in your group? - Did you noticed any significant differences between your diamond and that of other groups? - Did you use any criteria in deciding which cases were 'worse'? - Do you think statements like these should be allowed on the Internet? - Should any be banned completely? - If you think some should be banned, where would you draw the line? - What other methods can you think of for addressing hate speech online? - How would you react if you found these kinds of examples of hate speech online?

DIAMOND RANKING SYSTEM

The DIAMOND RANKING SYSTEM is a method used to compare different cases according to 'best' and 'worst' (or less bad, and worst). Cards should be arranged as in the diagram below, according to the following scheme:

- the least bad example should be placed at the bottom of the diagram (position 1) and the worst example should be placed at the top (position 7 in the first diagram, position 5 in the second).

Remaining cards should be placed in the other rows with cards in a higher row worse than those
in the row below (cards in row 4 are worse than those in row 3)

'Criteria' for assessing cases of hate speech, these include the following:

- the **content** or **tone** of the expression: this covers the type of language used;
- the **intent** of the person making the statement, in other words, whether they meant to hurt someone;
- the **target audience**;
- the **context** of the utterance;
- the **impact**, in other words, what effect the statement might have on individuals or on society as a whole.

NORMAL DIAMOND WITH 9 CARDS

		5		
	4		4	
3		3		3
	2		2	
		1		

A "FAT" DIAMOND USING 12 CARDS

		6		
	5		5	
4		4		4
3		3		3
	2		2	
		1		

HANDOUT WITH SOME SENTENCES EXAMPLES

1. Said in a private email to a friend - as a 'joke'

We should just wipe out gipsy!

2. Comment on a Neo-Nazi site, voted up by 576 people

Hitler was right to send Jews to the gas chamber

3. Petition posted on a Facebook page with over 10,000 'friends'

Say NO to the new EU migrants

TARGET: Prime Minister Rt Hon Davis Cameron MP

We petition the Prime Minister to defy the EU and keep in place labour market controls on people from Romania and Bulgaria indefinitely and not to let these controls expire on December 31 2013 as he currently plans.

4. Comment at the bottom of an article that was written by a black journalist

F*** you and f*** your mother. You're a sick b******

4. Post by a 16-year-old on a personal blog, read by very few

Immigrants have, historically, had an evil influence

5. A pod cast by the Prime Minister, posted on all major news sites

Immigrants have, historically, had an evil influence

6. Refrain in a racist song. The online video has had 25,000 views

A nigger is not a human being, it's an animal

7. An interview with the Italian minister of education

Immigrants are uneducated, low skilled and building a

permanent underclass

8. An article phrase posted in a popular blog with 10000 visits per day

Putting women back in their place is as important as getting

niggers out. Men have very few rights in modern niggerised

Ireland.

9. A picture posted on Facebook group page with 3500 participants

Fucking Migrants stealing my job.

Been unemployed for 10 years.

10. A discussion an Scientific internet forum with a lot of comments

> **Published research has shown the genetic makeup of white**
>
> **people make them more reliable for intellectual position**

Searching Hate Speech on line: national presentation – step 1 and step 2

Tool details:

Title	Searching Hate Speech on line: national presentation
Tool type	Work in group
Tool topic/s	Hate Speech on line in the different countries
Aim	To share the different shapes that on line hate speech may take in the different countries; to analyse similarities and differences; to deepen the communication and the language used to deliver hate speech messages
Material needed	Internet connection, pc, paper, printer, markers, glue, scissor
Duration	180 minutes
Description	Participants are divided in national group. Step 1: each group should search on Internet (on the national web sites, bog …..) different articles, messages, blog or contents which are delivering a declared and clear hate speech message; Step 2: each group has to choose minimum 4 cases/messages and analyse them: the place (where it has been published, what web site or blog …), the actors (who said that), the victims, the message, the language use (the type of communication); Step 3: each group has to prepare a flipchart with the collage of what they have found on Internet and with the result of their analysis; Step 4: presentation in plenary; Step 5: debriefing and group discussion in plenary.

CONFLICT AND CONFLICT MANAGEMENT

Me and racism: victim, perpetrator, bystander, interfering

Tool details:

Title	Me and racism: victim, perpetrator, bystander, interfering
Tool type	Individual work
Tool topic/s	Our "relation" with racism and the different roles we might have taken in the process
Aim	To reflect how we acted in front of different racist events that took place in our life and what was our role (victim, perpetrator, bystander, interfering); to share with other people the result of the individual work done
Material needed	masks
Duration	60minutes
Description	Setting: plenary room without chairs and table (we need free space to walk and move in the space) and soft music. Step 1: participants are accompanied in front of the plenary room, trainers explain them that they have to enter one by one, wearing their mask (the one they have prepared during the welcome ceremony) and walk in the room. When they have found a place where they are feeling comfortable, they can stop there and sit; Step 2: when every body is inside, one of the trainer briefly explain that we might have found our self in different situations where racism appeared and that each one of us might have acted in different way, as victim, perpetrator, bystander or interfering. It's important to underline that, when we are talking of "perpetrator" it doesn't mean that we did the action with a clear racist with bad intension. In fact it could happen that, in some cases, even if we are having the best intentions, we might act in a way that is perceived racist, from the other people; Step 3: each participant receive an A4 paper with 4 squares, each square representing a different role, they have to take their time, think about possible events where they acted having different roles and they have to write them down in the different squares; Step 4: when every body finish, small groups (between 3 and 4 people maximum) are created and participants can share within their group their personnel stories. NOTE: no restitution or sharing in plenary of the work done.

HANDOUT VICTIM, PERPETRATOR, BYSTANDER, INTERFERING

VICTIM	PERPETRATOR
BYSTANDER	INTERFERING

Wednesday 19th FEBRUARY 2014 – 4th DAY

STUDY VISIT IN ROME AND PHOTO MAPPING

Photo Mapping

Tool details:

Title	Photo Mapping
Tool type	Work in group
Tool topic/s	Racism and social exclusion
Aim	To analyse within the city of Rome, the current situation concerning racism-social exclusion and anti racism-social inclusion; to reflect of the different, multiple shapes that racism and social exclusion may take; to reflect on the different, multiple shapes that anti racism-social inclusion may take
Material needed	camera
Duration	/ minutes
Description	Participants are asked to shoot some photos, representing racism-social exclusion and anti racism-social inclusion in the city of Rome. Each group should shoot a maximum of 3 photos about racism-social exclusion and a maximum of 3 photos about anti racism-social inclusion and provide an explanation on where they shoot them, the reasons that lead them to shoot the photos and how they have understood the event.

Thursday 20th FEBRUARY 2014 – 5th DAY

RACISM AND HATE SPEECH MONITORING

www.cronachediordinariorazzismo.org

Tool details:

Title	www.cronachediordinariorazzismo.org
Tool type	Presentation
Tool topic/s	Monitoring of the racist events
Aim	To experiment how is important to ensure a wide monitoring coverage of hate speech on Internet and social networks; to share tools to monitor racism and hate speech on Internet, media and social networks
Material needed	Laptop and projector
Duration	45 minutes
Description	Presentation of the website www.cronachediordinariorazzismo.org, a website devoted to the analysis, information and communication on racism. It is managed by Lunaria in cooperation with individuals, associations and movements that fight for equal opportunities and for the guarantee of citizenship rights for all. Presentation on how the website it's working, the different sessions, how to use it and open space for questions from participants.

Photo Mapping Presentation

Tool details:

| Title	Photo Mapping presentation
Tool type	Work in group
Tool topic/s	Racism and social exclusion
Aim	To analyse within the city of Rome, the current situation concerning racism-social exclusion and anti racism-social inclusion; to reflect of the different, multiple shapes that racism and social exclusion may take; to reflect on the different, multiple shapes that anti racism-social inclusion may take
Material needed	Photos, projector
Duration	45 minutes
Description	Each group is asked to present the work done the day after during the activity "Photo Mapping" and to show the 3 photos about racism-social exclusion and the 3 photos about anti racism-social inclusion. Each group should also provide the explanation on where they shoot them, the reasons that lead them to shoot the photos and how they have understood the event.

NEEDS ANALYSIS AND LOCAL SITUATIONS

The Problem Tree

Tool details:

Title	The Problem Tree
Tool type	Work in group
Tool topic/s	Needs analysis and local situation concerning hate speech on and off line and racism
Aim	To deepen the local situations concerning hate speech; to understand the causes and effects of on and off line hate speech; to consider the connections between hate speech online and offline; to define the detailed needs analysis of the different national backgrounds
Material needed	Flipchart paper and markers
Duration	90 minutes
Description	Participants are divided in National groups. Step 1: one of the trainers show participants the 'Hate speech Tree' and tell them that they will work divided in National groups to identify some of the things/causes which lead to hate speech on and off online and racism (the 'roots' of the tree), and some of the effects/consequences of hate speech off line ad racism (the 'branches'). NOTE: it has to be very clear that the ROOTS are representing the causes of hate speech and racism, while the BRANCES are representing the effects. Step 2: each group should define causes and consequences and prepare the problem tree for the presentation; Step 3: presentations in plenary of the different problem trees; Step 4: debriefing in plenary. Key questions for the debriefing: • Do you notice any interesting differences between the trees produced by groups? • Do you have any questions for other groups? • How easy did you find the 'roots' of hate speech? • How easy did you find the 'branches' of hate speech? • Did you find any difficulties or differences in opinion within the groups?

THE PROBLEM TREE EXAMPLE
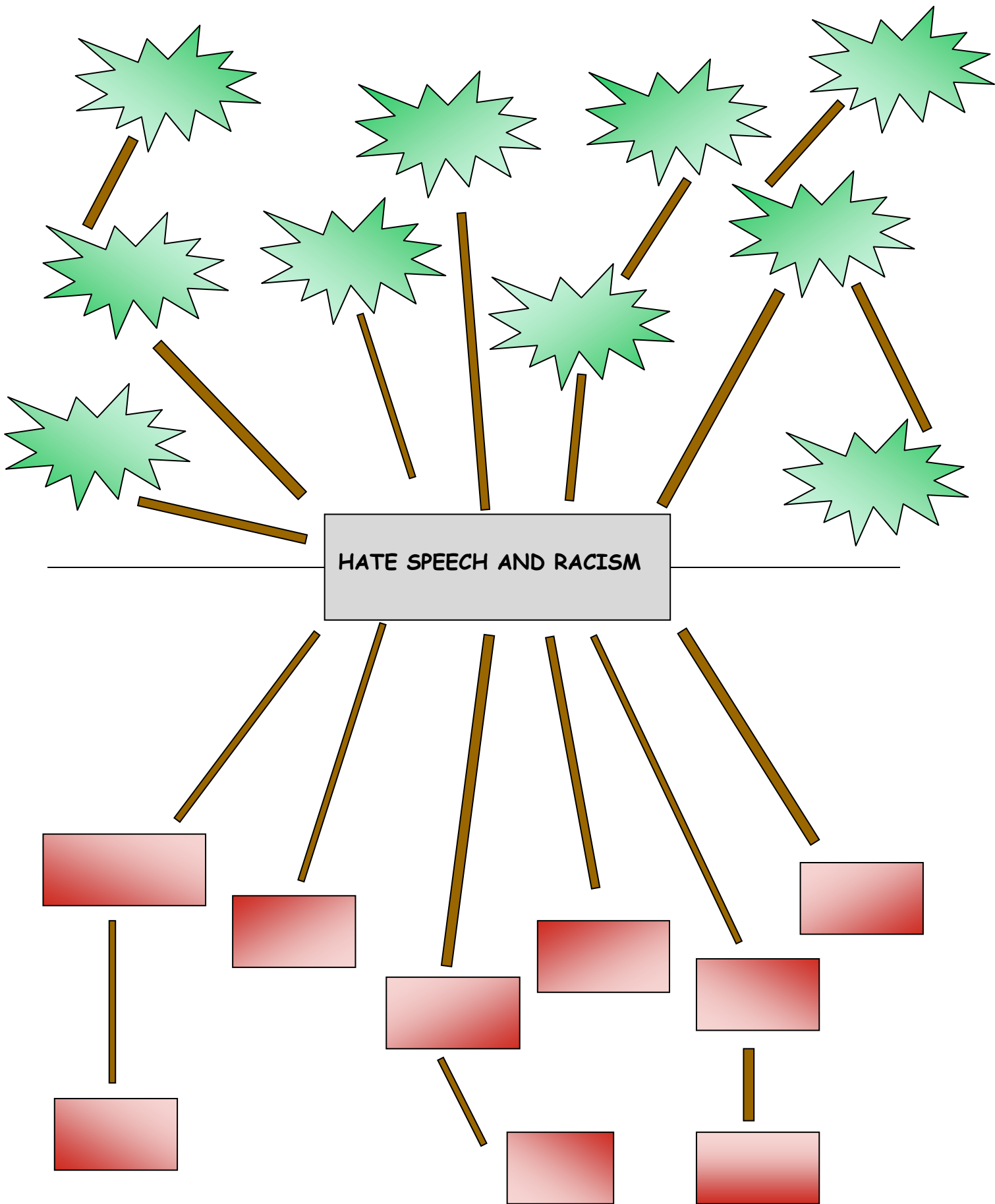
HATE SPEECH AND RACISM

SHARING GOOD PRACTICES AND PROJECTS ABOUT ANTI-RACISM AND ANTI-DISCRIMINATION

Sharing good practices and projects about anti-racism and anti-discrimination

Tool details:

Title	Sharing good practices and projects about anti-racism and anti-discrimination
Tool type	Work in group
Tool topic/s	Good practices and projects about anti-racism and anti-discrimination
Aim	To share the good practices adopted in the different countries and the projects implemented in the filed of anti-racism and anti-discrimination
Material needed	Flipchart, markers, post it, colours
Duration	60 minutes
Description	<u>Step 1</u>: participants are still divided in national groups; <u>Step 2</u>: participants are asked to prepare a short presentation of the good practices adopted in their country and of the projects implemented in the filed of anti-racism and anti-discrimination. <u>Step 3</u>: starting from the work done with the Problem Tree (needs analysis and local situation concerning hate speech off line and racism), each group should present the projects about anti-racism and anti-discrimination implemented in their countries by their organization, defining also the linked good practices.

COMMUNICATION AND CAMPAIGNS

The campaign footsteps

Tool details:

Title	The campaign footsteps
Tool type	Frontal, short presentation about the foot step of a campaign
Tool topic/s	The campaign footsteps
Aim	To introduce participants to the main footsteps of a campaign; to make tem getting new competences to create, design and implement a campaigns that could be afterwards used in their local background
Material needed	.ppt presentation, paper, pens
Duration	30 minutes
Description	Short frontal presentation, with the .ppt support, to introduce the campaign foot steps and the project life' cycle. NOTE: use the .ppt "K-concept for the training CAMPAINING"

CoE and NO HATE SPEECH MOVEMENT presentation

Tool details:

Title	CoE and NO HATE SPEECH MOVEMENT presentation
Tool type	Frontal, short presentation about the foot step of the project
Tool topic/s	No Hate Speech Movement campaign from the CoE
Aim	To share more information within the group about the CoE campaign No Hate Speech Movement; to share some of the tools used in the CoE campaign No Hate Speech Movement
Material needed	Projector, video of the campaign

Duration	45 minutes
Description	The CoE No Hate Speech Movement campaign is presented in plenary, though the official website: http://www.nohatespeechmovement.org/ and some of the videos produced within the campaign. Furthermore some of the campaign tools are presented. After the presentation is foreseen some free space for questions and comments.

TECHNICAL SESSION

Photo – Stop motion

Tool details:

Title	Photo – Stop motion
Tool type	Practical exercise in group to create stop motion video
Tool topic/s	Stop motion videos creation for anti-racist campaigns
Aim	To make participant get new competences to design and make a stop motion video for a campaign about anti-racism, anti-xenophobia, anti hate speech and cyber-hate
Material needed	Photo camera, lights, computer with a stop motion software, projector, adhesive tape, glue, papers and flip-charts coloured, markers and pencils of different colours, scissors
Duration	**40 min**. introduction to stop motion technique and photo camera use; **180 min**. storyboard and scenic design; **60 – 90 min.**(for each group) make a stop motion video
Description	**Stop motion** is an animation technique to make a physically manipulated object appear to move on its own. The object is moved in small increments between individually photographed frames, creating the illusion of movement when the series of frames is played as a continuous sequence. With stop motion, figurines, crafts, or any hands-on materials can be used to tell stories and create videos. In this activity the aim is to create a video for an anti-racist campaign, The activity is made up of three stages: the first step is a short frontal presentation with the .ppt and some stop motion videos, to introduce the stop motion technique and how to use lights and camera. Split the participants in groups (4-6 people for group) . Each group has to create the storyboard, which is a form of graphic composition very important to define the story, the elements and the their animation. When the storyboard is defined, each group has to create all figurines, crafts, or any hands-on material. Take the shots to make the stop motion video. Each group with the assistance of the trainer has maximum 90 minutes to finish this step.

Friday 21st FEBRUARY 2014 – 6th DAY

CAMPAIGN PROPOSAL

Campaign proposals: launch and selection

Tool details:

Title	Campaign proposals: launch and selection
Tool type	Individual work
Tool topic/s	Selection of the campaign ideas participants will work on. **TOPICS OF THE CAMPAIGNS: anti-racism,anti-xenophobia, anti hate speech and cyber-hate**
Aim	To launch different project proposals; to choose 4 campaign proposals
Material needed	Pens, papers, flipcharts (they have to be already prepared with the participants names in the different squares), post it, colours and markers
Duration	60 minutes
Description	Trainers introduce the activity to the group: Step 1: each participant should think about a campaign to promote anti-racism, ant-xenophobia, anti hate speech and cyber-hate and define the following aspects on an A4 piece of paper: • Title; • Topic; • Aim; • Target; • Short description and outputs Step 2: each participant has to stick on the flipchart the paper with the short description of his/her project proposal; Step 3: each participant has to carefully read the different campaign proposals, than he/she will receive 4 post it and has to choose the 4 project proposals he/she is more interested in working on; Step 4: matching and creation of the 4 groups that will work on the campaign implementation.

CAMPAIGNS IMPLEMENTATION

Work on the practical implementation of a campaign – step 1

Tool details:

Title	Work on the practical implementation of a campaign
Tool type	Practical exercise in group to set a campaign
Tool topic/s	Implementation of new antiracist campaigns
Aim	To make participant get new competences to create, design and implement a campaign about anti-racism, anti-xenophobia, anti hate speech and cyber-hate
Material needed	flip charts, paper, card board, pencils, markers, pens, scissors, glues, camera and all the materials for the photographic studio to prepare the stop motion videos
Duration	180 minutes
Description	Participants are divided in 4 groups, each one has the following tasks: Task 1: to design, draft and implement the camping chosen. Task 2: define the massage of the campaign, prepare a story board for the stop motion video and work on the stop motion video. **NOTE: the basic idea is that these campaign could be afterwards implemented by participants, on their way back home, with other potential beneficiaries.**

Saturday 22nd FEBRUARY 2014 – 7th DAY

CAMPAIGNS IMPLEMENTATION

Work on the practical implementation of a campaign – step 2

Tool details:

Title	Work on the practical implementation of a campaign
Tool type	Practical exercise in group to set a campaign
Tool topic/s	Implementation of new antiracist campaigns
Aim	To make participant get new competences to create, design and implement a campaign about anti-racism, anti-xenophobia, anti hate speech and cyber-hate
Material needed	flip charts, paper, card board, pencils, markers, pens, scissors, glues, camera and all the materials for the photographic studio to prepare the stop motion videos
Duration	180 minutes
Description	Participants are divided in 4 groups, each one has the following tasks: Task 1: to design, draft and implement the camping chosen. Task 2: define the massage of the campaign, prepare a story board for the stop motion video and work on the stop motion video. **NOTE: the basic idea is that these campaign could be afterwards implemented by participants, on their way back home, with other potential beneficiaries.**

Final event and campaigns presentation

Tool details:

Title	Final event and campaigns presentation
Tool type	Practical exercise in group to set a campaign
Tool topic/s	Implementation of new antiracists campaigns
Aim	To present to the international group and to a group of local people the antiracist campaigns implemented and the videos in stop motion prepared
Material needed	flip charts, papers, pencils, markers, pens, scissors, glues, projector, videos
Duration	120 minutes
Description	The different campaigns and videos developed by the groups are presented in plenary. After each presentation is foreseen a space for questions and feed backs about the work done.

Final evaluation – the spider net

Tool details:

Title	Final evaluation – the spider net
Tool type	Group activity
Tool topic/s	Final Evaluation
Aim	To make the final evaluation of the project, to reflect about the different learning processes, to share feed backs and comments; to create a free space for participants to make them express their feelings
Material needed	Ball of wool, soft music
Duration	/ minutes
Description	Setting: soft music in the plenary room with candles on the floor and a ball of wool in the middle of the room. Participants are entering the room, one by one, and sit in the circle. When every body is in, the music stops and one of the trainers presents the activity. One person starts, taking the ball of wool, blocking the wool strings on a finger, making his/her comments, feed backs and sharing his/her impressions about the training, the activities, the learning process, the group. When he/she finish, another person should stand, the ball of wool is thrown to the person who wants to talk, the person blocks the wool strings on a finger and starts talking. The activity is following in this way, till every body speaks and a spider net is created. NOTE: it should be clearly explained that this is a "free" moment and space to evaluate the project, so each person can decide what to say (feed backs, reflections and comments about the activities, the working methods, the group dynamics, the personal learning process..). It's very important that when we finish to speak we are not throwing out the ball of wool, but we wait for another person standing and asking to take the word.

A SPECIAL THANKS TO ALL THE ACTORS: