TAKE IT OUT!

Shaping youth commitment against racism

17th – 23rd February 2016
Poggio Mirteto, Lazio, ITALY
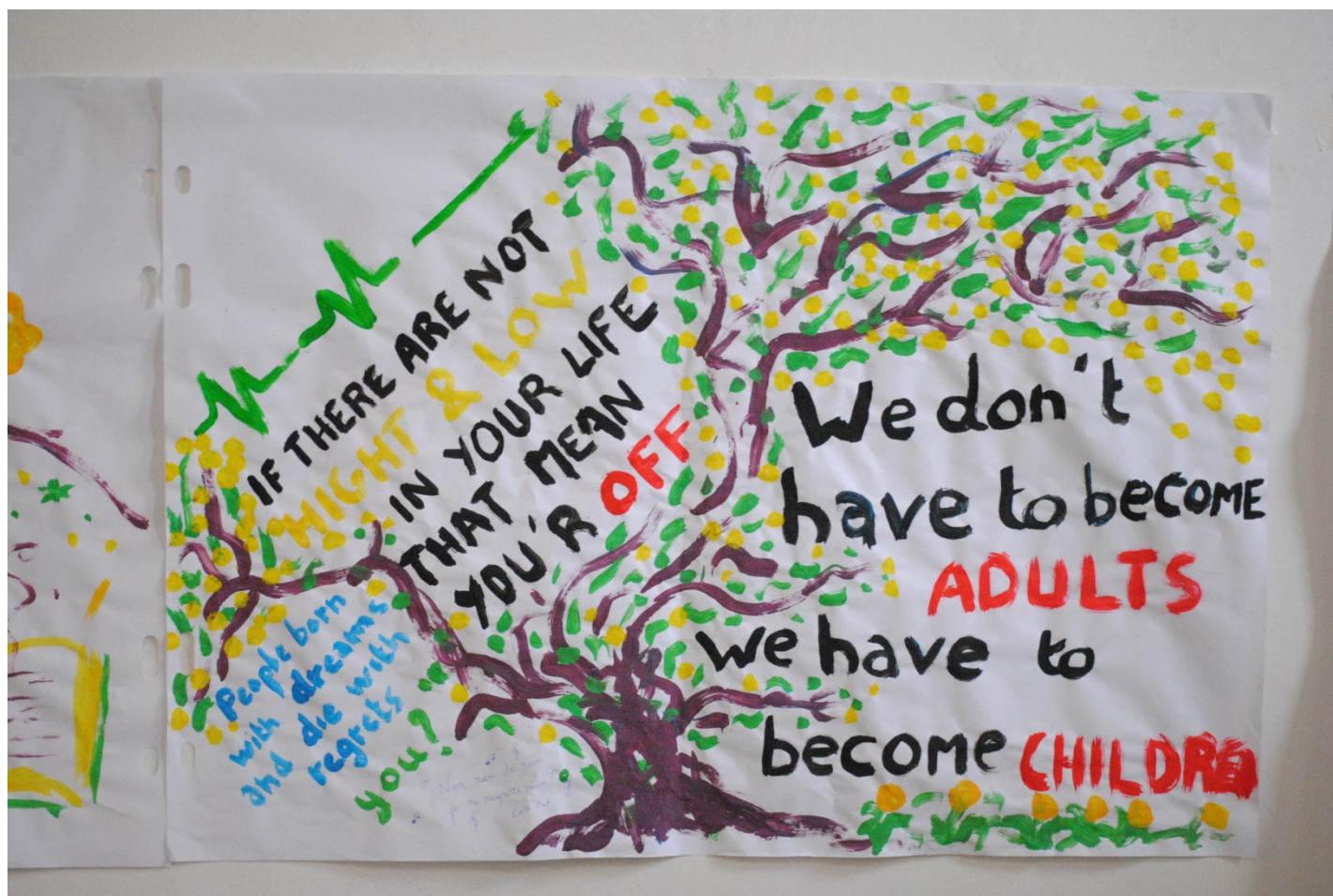
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Shaping youth commitment against racism

17th to the 23rd of February 2016

Poggio Mirteto Scalo (RT), ITALY
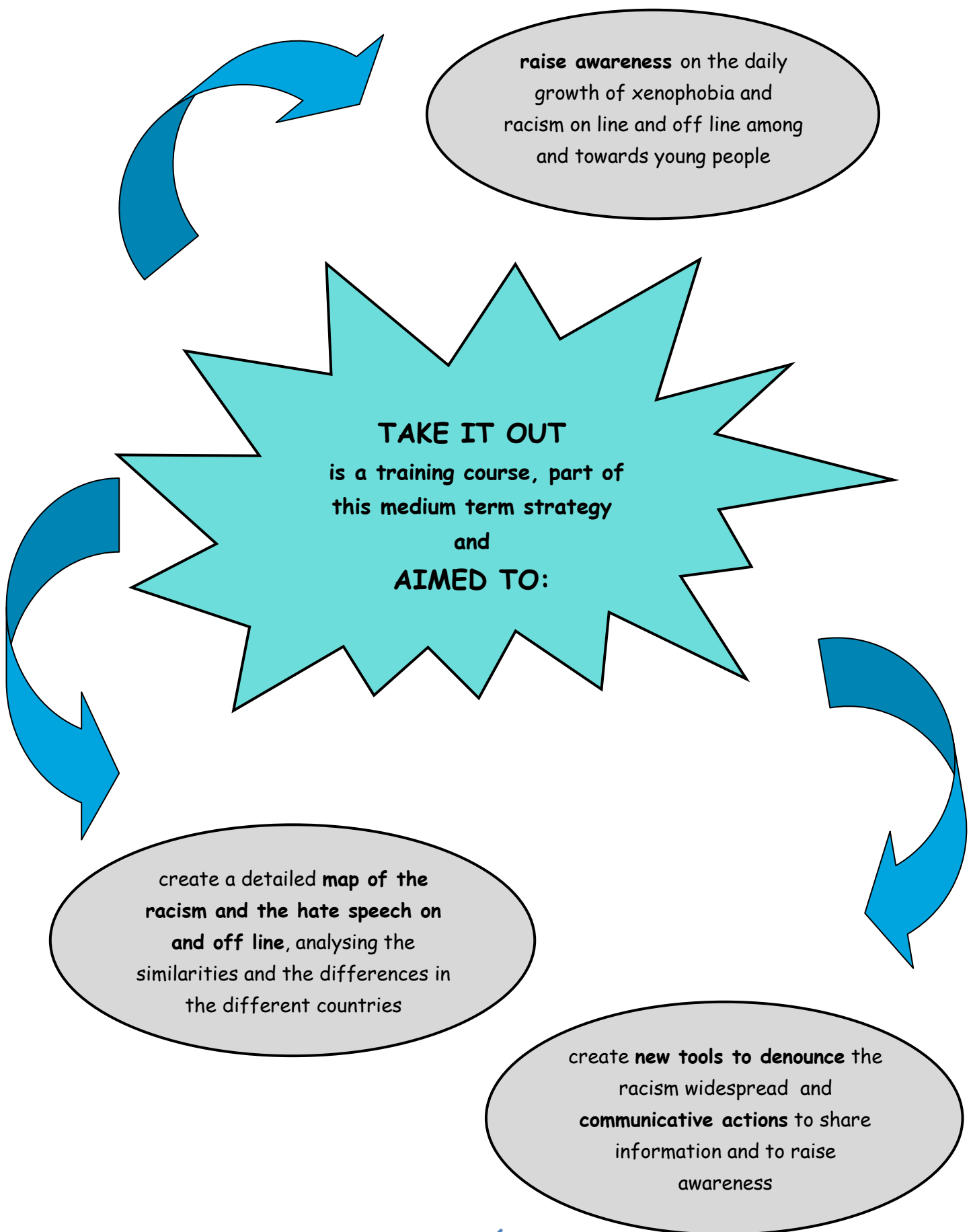
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GENERAL BACKGROUND

In 2013 **LUNARIA** designed and launched a **MEDIUM TERM STRATEGY** aimed at further promoting anti-racism, through the mobility and voluntary service department activities.

The priorities of this strategy were and are:

- to raise **youth awareness** on the daily growth of racism and xenophobia and to share relevant tools to make sensitisation among other peers;
- to provide **youth workers** and **peer educators** with new tools to fight the racism wide-spread and to promote fair, intercultural approaches;
- to provide **local, international organizations** and **NGOs**, with new tools to conceive and implement anti-racism actions and projects;
- to share **good practices** and **working methods** to make more effective the anti-racism action both Europe and world-wide;
- to promote **networking among** different actors and organizations from the civil society, interested in anti-racism, human rights and intercultural exchange.

Within this strategy we have already implemented different projects:

- **WORDS ARE STONES Youth participation against racism: online and offline**
  an Action 4.3 - training course on hate speech on and off line, realized in February 2013:
  http://www.lunaria.org/2014/03/24/parole-come-pietre-giovani-europei-contro-il-razzismo/

- **UNVEILING STORIES Youth Work Against Racism**
  Key Action 1 - training course on migratory flows and antiracism, held in December 2014:
  http://www.lunaria.org/2015/01/27/svelare-le-storie-di-tutti-e-tutte-per-riconoscere-e-combattere-il-razzismo/

raise awareness on the daily growth of xenophobia and racism on line and off line among and towards young people

TAKE IT OUT
is a training course, part of this medium term strategy
and
AIMED TO:

create a detailed **map of the racism and the hate speech on and off line**, analysing the similarities and the differences in the different countries

create **new tools to denounce** the racism widespread and **communicative actions** to share information and to raise awareness

sharing of up-to-dated **information** and development **of tools to identify** the different racism and hate speech display

development of tools, as the stop motion, to raise awareness among youngsters on racism and hate speech wide-spread

TAKE IT OUT
allowed to developed these
MAIN OUTCOMES:

development of the capacity to use **non formal education methods to run and implement workshops** targeted to young people and to raise awareness toward hate speech

HOW TO USE THE TOOL KIT

The Tool Kit is addressed to different **ACTORS:** participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions to fight hate speech wide-spread, using non formal education methodologies.

The project "Take it Out!" and the tool kit, part of it, are conceived as an **OPEN FORMAT** that can be replicated with different shapes and duration in the involved partner countries and not only, to further enhance the fight to any type of racism, xenophobia and discrimination.

The Tool Kit is conceived as a **FLEXIBLE TOOL:** the idea is that the activities presented can be used and readapted accordingly to the needs of the different target groups and local backgrounds. It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an action to raise awareness among young people on the racism and hate speech diffusion.

For this reason, in the case you will decide to pick up some of the activities, to work with youth workers as well as with people coming from different backgrounds and experiences, before to start the activity we recommend you to have a clear picture of the target needs and profiles so to be able to adapt the activities, if needed.

INFO ABOUT METHODS

The activities implemented during the training course "TAKE IT OUT! Shaping youth commitment against racism" are based on non formal education.

NON-FORMAL EDUCATION - NFE is any organized educational activity which takes place outside the formal educational system (schools-university) and outside the formal educational curriculum.

- NFE it's flexible, learner-centred, contextualized and based on the promotion of participatory approaches;
- the basic idea is that there are not teachers delivering the information to students who are receiving them, but facilitators and experts to create a shared learning path, encouraging the exchange of knowledge with and among the learners/experts;
- this approach facilitate the self-esteem raising, the development of the self confidence, the competences and skills development and ensure the personal empowerment.

Non formal education is based on the **LEARNING BY DOING APPROACH,** where specific aims are well fixed and clearly defined in each activity proposed so to ensure a coherent learning process.

Non formal education lies on the idea that human beings never stop learning and developing, that we all learn different things in different moments and in different spheres of our life. For this reason it's important to propose a **LIFE-LONG-LEARNING APPROACH,** to encourage the acquirement of competences, knowledge and to develop new skills all along the life of each human being.

An important element in NFE is the possibility to **RE-ADAPT THE METHODS** during the process, taking into account the needs of participants and of the different actors involved. It brings to the learning experience a great flexibility, encouraging the different learning approaches and the activation of the individual skills.

NFE IS A POWERFUL TOOL

FOR YOUTH WORK because:

* create an **horizontal interaction** among learners and trainees
* encourage the **exchange** of feelings, feed backs, experiences and knowledge
* facilitate the **testing and development** of innovative **methods**
* give value to **different competences and know how**
* enhance the individual and group **learning assessment**
* set the ground for the knowledge and methods **transmission**

AGENDA OF THE TRAINING COURSE

DATE	MORNING	AFTERNOON
DAY 1 17th February 2016	**NAME GAMES** • Circle of names • Alphabetic order • Human Bingo **WELCOME CEREMENONY** • Entering "Take it Out!" **TEAM BUILDING ACTIVITIES** • Babel Tower • Perfect shapes • Touch the sky	**PREJUDICES AND STEREOTYPS** • Along with your character **FIRST STEPS IN THE PROJECT** • Reasons to migrate • Definition and concepts
DAY 2 18th February 2016	**DEFYINING HATE SPEECH** • Brainstorming on definitions **HATE SPEECH ON LINE** • Diamond and ranking • Freedom of speech • No Hate Speech movement and video **IDENTITY** • Mandala	**ME AND RACISM** • The quadrant **HATE SPEECH IN REAL LIFE** • Stories through strip cartoons
DAY 3 19th February 2016	**WHAT DISCRIMINATION IS** • Discriminative breakfast **MIGRATION IN OUR COMMUNITY** • The cafeteria	**HOW TO REACT TO ON LINE HATE SPEECH** • Why is important to react • Reporting and Raising awareness
DAY 4 20th February 2016	**BACKBONES OF THE CAMPAIGN** • The main pillars in a campaign	**STOP MOTION** • Technical session
DAY 5 21st February 2016	**STOP MOTION** • Preparation	**STOP MOTION** • Preparation
DAY 6 22nd February 2016	**THE ROLE OF THE FACILITATOR** • Formal-Non formal and Informal • How to run a workshop	**TRAINING in ACTION – TiA** • Preparation
DAY 7 23rd February 2016	**FEED BACKS** • Feedback rules **TRAINING in ACTION – TiA** • Implementation	**TRAINING in ACTION – TiA** • Implementation **FINAL EVALUATION** • The target • The spider net

TAKE IT OUT!

Shaping youth commitment against racism

TOOL KIT of the TRAINING COURSE

17th February 2016 – DAY 1

NAME GAMES

Circle of names

Title	Circle of names
Tool type	Ice breaker/Name game
Tool topic/s	To learn the names, to get to know each other and to create the group
Aim	To remember the names and to make participants interact
Material needed	/
Duration	10 minutes
Description	Trainer invite participants to stand in a circle, one by one saying his or her name, following the circle order

Alphabetic order

Title	Alphabetic order
Tool type	Ice breaker/Name game
Tool topic/s	Non verbal communication game
Aim	To make the group refresh the names; to demonstrate that there exists several, different types of communication and that there are also many 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 but their feet cannot leave the strip. The first task is to create the alphabetic order of the team from A to Z. The group that suppose to have finished as a 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 suppose to have finished as a first have to raise the arms

Human Bingo

Title	Human Bingo
Tool type	Getting to know each other's activity
Tool topic/s	First step in discovering the group members
Aim	To make participants interact and get in touch in an interactive way
Material needed	An A4 copy of the questions, pens
Duration	30 minutes
Description	In its simplest form each participant is given the A4 and is asked to mix 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, the one who has filled the most questions with names.

NOTE: for the peculiar questions (e.g. "who can touch his nose with his tongue?) we can ask the ones that answered YES, for a demonstration.

Each person can only be answering between one and a maximum of two question in a given A4. (1 name 1 time each A4) |

HAND OUT WITH THE HUMAN BINGO

WHO LIKES TO SING UNDER THE SHOWER?	WHO HAS MORE THAN 3 SIBLINGS?	WHO TOOK PART INTO AN ANTI-RACIST ACTION?	WHO SPEAKS MORE THAN 3 LANGUAGES?
WHO IS A VOLUNTEER IN HIS/HER ORGANISATION?	WHO KNOWS NICE ENERGISERS TO PROPOSE DURING THIS TRAINING COURSE?	WHO PLAYS A MUSICAL INSTRUMENT?	WHO HAS BEEN TO MORE THAN 3 CONTINENTS?
WHO KNOWS HOW TO MAKE A VIDEO?	WHO HAS A STRANGE HOBBY?	WHO HAS A BLOG?	WHO HAS AN UNUSUAL PET?
WHO CONSIDERS HIMSELF/HERSELF AN ACTIVIST?	WHO HAS WORKED WITH MIGRANTS?	WHO CAN SING „MY HEART WILL GO ON"? MAKE HIM/HER PROVE IT!	WHO CAN TOUCH HIS NOSE WITH HIS TONGUE?

WELCOME CEREMENONY

Entering "Take it Out!"

Title	Entering "Take it Out!"
Tool type	Ice breaking, getting to know each other's and team building
Tool topic/s	Group creation and getting to know each others
Aim	To break the ice, to create the proper atmosphere and to make the first steps in the project
Material needed	Black blindfolds, soft music, scarf or cloth, empty bottles, musical instruments with sweet sounds, everyday life objects that can be used to make sounds, a pc to record the sounds, flipcharts, plastic cover, tempera in different colours, plates, brushes, plastic plates, markers in different colours, absorbent paper
Duration	45 minutes
Description	**Setting**: use preferably one big or two smaller rooms. You will need to prepare three stations. The first one should be to reflect on "What is difference? What are differences?" In one room put up a sign with the question and set up the sound recorder with several objects whit what participants can make different kind of sounds. They will need to reflect on the question by recording their voice or random sounds. The second station aims to explore the possible contribution and expectations of the group. Participants are asked to reflect on the question "What would you like to create in the next days?" by drawing and painting on big paper together. The third station uses words as a tool for expression aiming to discover the motivation and the expectations of participants. Create a web of ropes and put out empty pieces of papers and pins so participants can answer the question: "What are you looking for here?" with their words and place it on the web. Participants have to gather outside the workshop room and create a circle, trainers explain that now the project is starting and ask them to close their eyes. All the participants are blindfolded, than they have to turn on their right side and put their arms on the shoulders of the person in front of them. Two lines are created: in the beginning of each line there is a trainer who is moving the line, very slowly. In the middle of the line there is another trainer in charge to check that the line won't be broken. The two lines are moved in the space and after a while, still in line, participants are moved to the entrance of the workshop room. Here there are other trainers who take participants, one by one and accompany them inside the workshop room. Participants are positioned in the space between the three stations.

	Trainers explain to participants to walk freely in the space visiting and re-visiting all three stations using different ways of expression answering the different questions. After a while – when most of the participants have finished, gather in a circle and share the main results of the stations. After showing it, give space to participants to reflect on the experience and on the given answers.

TEAM BUILDING ACTIVITIES

Babel Tower

Title	Babel Tower
Tool type	Construction, communication exercise, group building activity
Tool topic/s	Team Building and Group dynamics
Aim	To make participants interact, to develop the cooperation and to stimulate the active listening
Material needed	Different objects
Duration	30 minutes
Description	The activity is divided in different steps: **Step 1.** participants are divided in 3 groups (approximately 8 people each group). One of the trainers distributes different objects in equal number to each group and deliver to each group the instruction with their task **NOTE:** each group receives different instructions **Step 2.** the competition starts and each group has at disposal ten minutes to create the tower **Step 3.** each group should visit the other group's stations, to see the tower. Then the different instructions of each group are revealed.

HAND OUT WITH THE INSTRUCTIONS

LET'S CONSTRUCT THE HIGHEST TOWER

Your task is to build the highest tower with your group!

You can use all the materials you find, but you cannot speak, use any voice or sounds during the activity. You have 20 minutes to complete the task. Good luck! ☺

LET'S CONSTRUCT THE HIGHEST TOWER

Your task is to build the highest tower with your group!

You can use all the materials you find, but you can only use your mother tongue during the activity.

You have 20 minutes to complete the task. Good luck! ☺

LET'S CONSTRUCT THE HIGHEST TOWER

Your task is to build the highest tower with your group!

You have 20 minutes to complete the task. Good luck! ☺

Perfect shapes

Title	Perfect shapes
Tool type	Work in groups
Tool topic/s	Team Building and Group dynamics
Aim	To make participants interact, to develop the cooperation and to stimulate the active listening
Material needed	xxx meters of long ropes (accordingly to the group size)
Duration	30 minutes
Description	Participants are divided in 2 or 3 groups (each group approximately between 8 and 12 people) and blindfolded. One of the trainer explains that the task of each group is to create a perfect square with the rope. Participants of each group should cooperate and find the way to create this perfect square. When the activity is over participants are asked to check the squares realized by the other groups. **NOTE:** if there is still time at disposal, groups can be asked to create other shapes (e.g. a triangle, a pentagon ...)

Touch the sky

Title	Touch the sky
Tool type	Team Building and Group Dynamics
Tool topic/s	Group creation and analysis of the group dynamics
Aim	To make participants cooperate and to experiment how to take decisions collectively
Material needed	/
Duration	60 minutes (including 15' for "Touch the Sky" and 45' for the debriefing of the 3 activities)
Description	Participants are sitting in circle in the plenary.

They receive a task: they have to find a way "to touch the sky!"

Once the task is assigned, trainers leave the room and leave to the group 15 minutes to fulfil the task.

NOTE: it's very important that the entire group will find a collective way to touch the sky and not sub-groups or persons.

After this last activity it follows the debriefing of the three activities "Babel tower", "Perfect shapes" and "Touch the sky".

Possible **topics** to explore during the debriefing:
- Communication within the group
- Complementarities
- Cooperation
- Leadership
- How decisions are taken in the group
- Consensus

Key-questions for the debriefing:
- What happened during the activity?
- How was the cooperation within the group?
- Did you actively listen at the others advices?
- Did you launch proposals or did you follow the other advices?
- Did someone take the leadership during the activity?
- What are the strategies that you adopted?
- Why did we play this activity?

PREJUDICES AND STEREOTYPES

Along with your character

Title	Along with your character
Tool type	Work in group and plenary
Tool topic/s	Prejudices and stereotypes
Aim	To reflect on prejudices and stereotypes, to raise awareness of the effect of our own behaviours on others, to deepen the effects of stereotyping people and to treat the consequences of labelling people
Material needed	Stickers with characters, scotch tape

Duration	45 minutes
Description	The activity is divided in different steps: **Step 1.** write one character on each label. The character should present the nationality and emphasize the stereotype behind. **Step 2.** different groups are created (approximately 4 or 5 groups). Each group member has to put the sticker with the character on his/her fore head. In this way it's not possible to know what is our character, but the other group members can read it. See the Hand Out below. **Step 3.** the group member have to fulfil a task and must treat each other accordingly to the labels stuck on their fore head hand, without ever using the word on the label and without telling to the person his/her character. The task can be anything simple, but here are a few examples: • Create a map of the place • Write a story of your group • Build a castle of small stones • Collect wood between 30-50 cm and organize it based on how thick they are **Step 4.** run the debriefing in plenary K-questions for the debriefing: • Start by asking people if they could guess their label; • How did you feel during the activity? • It was difficult to treat people according to their labels? • Why to have an activity on labelling in a training on migrants? • What sorts of labels do we put on people in real life? • How these labels may affect the behaves of the people are supposed to be supported by us? **NOTE:** this activity is used for two main aims: 1. to reflect on stereotypes and prejudices; 2. to reflect on the fact that, sometimes, though the use of stereotypes and prejudices we might be not inclusive and express a judgement.

HAND OUT WITH THE CHARACTERS

GREEK SHEPHERD
ORTHODOX PRIEST
ARGENTINEAN TOP MODEL
OLD MUSLIM FROM THE UK
TRANSSEXUAL BRAZILIAN
LAZY GERMAN
THE POPE
ITALIAN FOOTBALL PLAYER
ROMA WOMEN WITH 5 KIDS
SWISS BANKER
ALCOHOLIC ROMANIAN CARPENTER
YOUNG REFUGEE FROM SYRIA
FRENCH POLICEMAN
SPANISH HIPPY VOLUNTEER
DUTCH FEMINIST
AUSTRIAN COMPOSER
UNDOCUMENTED MOROCCAN MIGRANT
HUNGARIAN ERASMUS STUDENT
RIGHT WING POLITICIAN

FIRST STEPS IN THE PROJECT

Reasons to migrate

Title	Reasons 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), ask them to share the results of their answers and to create a common list. 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 and 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 FOOD	TO SEEK SAFETY
CLIMATE CHANGE	EARTHQUAKE	TO LOOK FOR A BETTER LIFE	UNEMPLOYMENT
FLOOD	DISPLACEMENT	DESERTION	POVERTY
JOB SEARCH	WORK REMITTANCE	GENDER PERSECUTION AND INEQUALITIES	FAMILY REUNION
LOVE	STUDY	TRAFFICKING	ADVENTURE /DISCOVERY

Definition and concepts

Title	Definitions and concepts
Tool type	Work in group and plenary
Tool topic/s	Typologies of migration and Migrants "status"
Aim	To work on some useful definition concerning the typologies of migration and migrants "status"
Material needed	Pens, paper, flipcharts, migrant cards – definitions
Duration	60 minutes
Description	The activity is divided in different steps: **Step 1**. 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, migrant without the required documents, victim of trafficking, msna (un - accompanied foreign minors) (30 minutes) **NOTE**: at this stage, there will be groups taking two definitions. Trainers can also decide to create more group, each one receiving only one definition. **Step 2**. ask to each group to briefly present the definitions in plenary (20 minutes) **Step 3**. show them the "official" definitions listed below and check what are the similarities and the differences between the definitions (10 minutes) **NOTE**: while presenting the definitions (step 3. of the activity) never give them as "the universal truth". On the contrary, present them with an "open" approach, asking the group to analyse similarities and differences and asking them if they feel represented by these definitions or not.

HAND OUT WITH THE 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 his/her will for the purpose of exploitation
LABOUR MIGRANT	Someone who migrates for the purposes of employment
MIGRANT WITHOUT THE REQUIRED DOCUMENTS	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 expelled.*

18th February 2016 – DAY 2

DEFYINING HATE SPEECH

Brainstorming on definitions

Title	Brainstorming on definitions
Tool type	Plenary activity
Tool topic/s	Hate speech
Aim	To define, collectively, what hate speech is and to set the ground for the upcoming steps of the training
Material needed	Flipchart, markers
Duration	20 minutes
Description	Participants are sitting in plenary and they are asked to provide their definition of what hate speech is. Trainers will start collecting key words and then will gather the different elements with the group agreement, in order to shape a common definition. NOTE: it's very important the creation of a consensus on the definition. Being this the starting point of the upcoming steps of the project, participants have to feel the ownership of the definition.

HATE SPEECH ON LINE

Diamond and ranking

Title	Diamond and ranking
Tool type	Work in group
Tool topic/s	Internet: tips and tricks
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 sentences examples
Duration	60 minutes
Description	The activity is divided in different steps: **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, Jewish, 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 STATEMENTS

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 Jewish to the gas chamber*

3. A The Guardian interview with Donald Trump

> *'Nothing wrong' with banning Muslims from entering US*

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*******

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

> *Immigrants have, historically, had an evil influence*

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

Immigrants have, historically, had an evil influence

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

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

8. A web-radio interview with the Italian minister of education

Immigrants are uneducated, low skilled and building a permanent underclass

9. An online 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.

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

> *Fucking Migrants stealing my job. Been unemployed for 10 years.*

11. Danish minister twitted in his profile (100.000 followers) a Muhammad cartoon

> *Muhammeds ansigt (means "The face of Muhammad")*

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

> *Comment on a neo-Nazi site, voted up by 576 people*

> *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 labor market controls on people from Romania and Bulgaria indefinitely and not to let these controls expire on December 31 2013 as he currently plans*

Freedom of speech

Title	Freedom of speech
Tool type	Brainstorming in plenary
Tool topic/s	Freedom of speech
Aim	To reflect on the freedom of speech and on the border between freedom of speech and hate speech
Material needed	/
Duration	45 minutes
Description	Participants are sitting in plenary and they are asked to provide their definition of what freedom of speech is. Trainers will start collecting key words and then will gather the different elements with the group agreement, in order to shape a common definition. After that participants are asked to reflect on the border between freedom of speech and hate speech and to bring concrete examples where this border risks to be not clearly defined.

No Hate Speech movement and video

Title	No Hate Speech movement and video
Tool type	Plenary presentation and group discussion
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 and present a short video in stop motion
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/. Furthermore some of the campaign tools are presented and the video "A Story About Cats, Unicorns and Hate Speech" realized with the stop motion

	technique, projected: https://www.youtube.com/watch?v=kp7ww3KvccE
	After the presentation is foreseen some free space for questions and comments.

IDENTITY

Mandala

Title	Mandala
Tool type	Individual exercise
Tool topic/s	Individual, multiple identities and personal development
Aim	To encourage the self-reflection, to enhance the personal openness, to reflect on individual and multiple identities, to reflect on each personal identity has been developed though the life's experiences, to make participants reflect on their roots
Material needed	Paper, pens, rope, sheets and all the materials to create the 4 different settings
Duration	90 minutes
Description	**GENERAL INFORMATION**: the word MANDALA comes from Sanskrit language and means circle. A Mandala can be described as any form of circular geometric design that contains symbols of a person's inner self, guiding principles and values and ideas about the world. **TO DO LIST FOR TRAINERS:** • draw a simple and uncoloured Mandala model (as the one below on the Handout) on a big piece of paper and give one to each participant. The Mandala has to be divided in 4 quadrant: a. **gender**; b. **beliefs**; c. **family/friends**; d. **my role in society**. The 4 quadrants have a common core in the centre, which is the Mandala = self • create the setting in 4 rooms that will represent **childhood**, **conflicts**, **present** and **islands**. Each room need a proper setting and has to be arranged to better describe the 4 different "status". The rooms can be linked through a rope or wool leading from cell to cell. Create the atmosphere with soft music, low light and candles. **ACTIVITY**: after the presentation of the activity, participants. are invited to go though the rooms, one by one, not interacting among each others, finding

| | comfortable space to sit down and reflect, to take notes and comments, taking their individual time. In each room they have to fill their personal Mandala, adding their reflections, thoughts, feelings and comments.

NOTE: usually this activity, since it is run at individual level, is not closed with a final debriefing in plenary. |
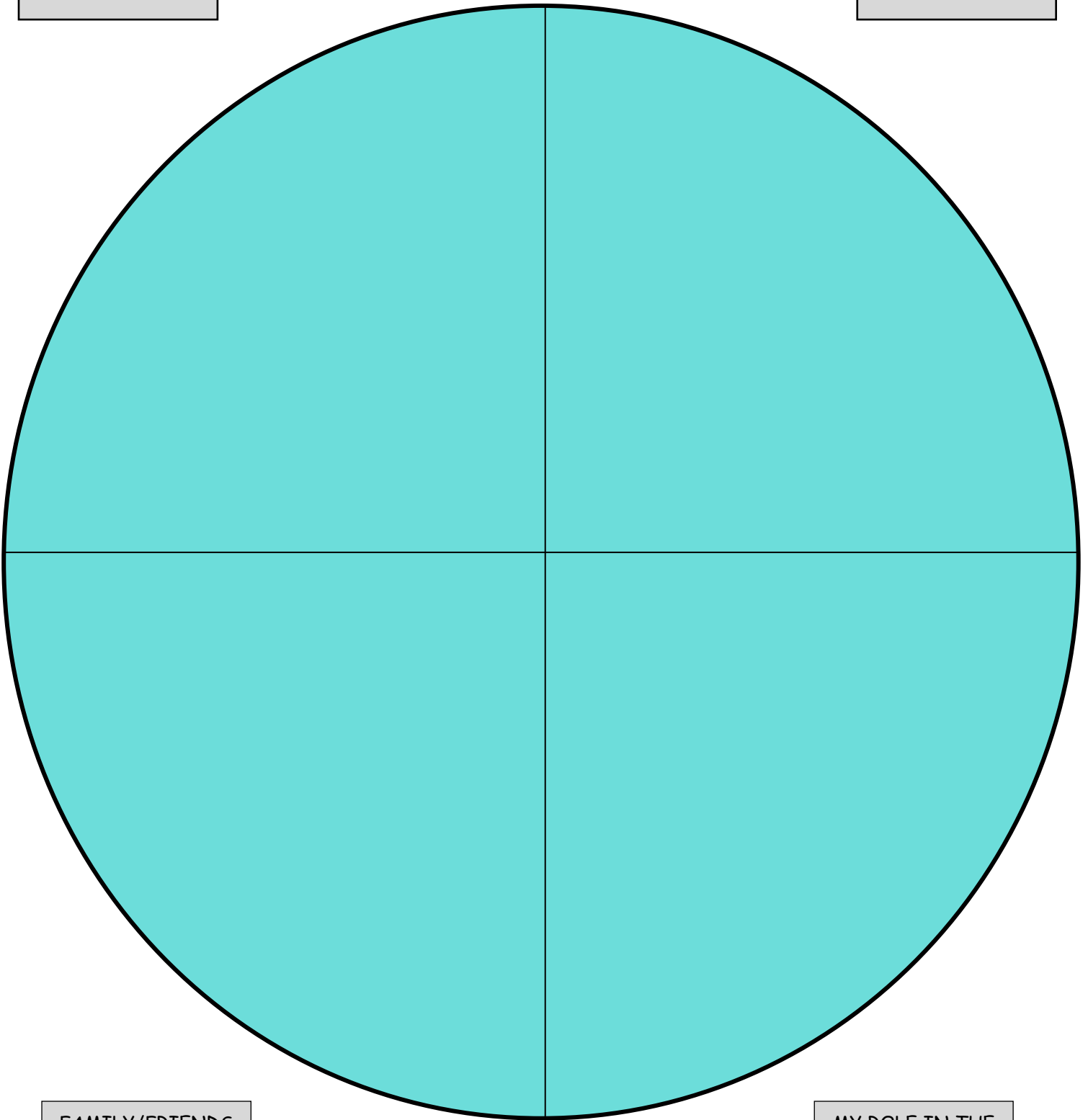|---|---|

HANDOUT FOR THE MANDALA

GENDER

BELIEFS

FAMILY/FRIENDS

MY ROLE IN THE SOCIETY

38

ME AND RACISM

The quadrant

Title	The quadrant
Tool type	Individual work
Tool topic/s	Our "relation" with racism and hate speech and the different roles we might have taken in the events
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	Handout with the Quadrant (one each person)
Duration	60 minutes
Description	**Setting:** plenary room without chairs and tables (we need free space to walk and move in the space) and soft music. The activity is divided in different steps: **Step 1.** participants are accompanied in front of the plenary room, trainers explain them that they have to enter one by one 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 everybody is inside, one of the trainer briefly explain that we might have found our self in different situations where racism and hate speech 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 we did an action with a clear racist bad intension, while it could happen that, in some cases, even if we are with 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 everybody 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 THE QUADRANT

VICTIM	PERPETRATOR

BYSTANDER	INTERFERING

HATE SPEECH IN REAL LIFE

Stories through strip cartoons

Title	**Stories through strip cartoons**
Tool type	Work in group
Tool topic/s	Hate speech, on and off line, in real life
Aim	To make participants share events of hate speech, run the analysis and search for possible solutions
Material needed	/
Duration	120 minutes
Description	**Setting:** suffused light in the workshop room, blanket on the floor and soft music. Participants are waiting outside and are made entering one by one. Once they are inside they can walk a bit and then, when they find their "comfort" space, they can sit down.
	When everybody is inside, a trainer asks participants to reflect on hate speech situation they experimented in their life, or on themselves or as observer. Some time is left passing.
	NOTE: it's very important to create a comfort zone, where participants feel protected and eager to reflect on personal stories and afterwards to share them.
	In case of good weather the location can be also moved outside, e.g. in a garden, but in this case, let try to limit the disturbing elements and sounds to favour the concentration.
	The activity is divided in different steps:
	Step 1. four groups are created (approximately 6 people each) and in each group, participants should share their story
	NOTE: if a participant is not feeling comfortable sharing his/her personal story, he/she can decide not to do it and only to listen at the others
	Step 2. in each group one story has to be selected. It's important to underline that "no stories are the best or the worst", the story should be selected for the fact the group members think it is the most representative of hate speech
	Step 3. is provided a brief explanation of what living pictures are and how the representation through strip cartoons is functioning
	NOTE: draw it on a flipchart!!!
	Step 4. participants are left some time to be back on the story they chose in

each group and to find a way to represent it using the technique of the living pictures and strip cartoons

Step 5. on the stage each group represent the three frames

Step 6: after each representation the group remains on the stage and is done the analysis of the situation with a specific focus on: "ACTORS" and "CAUSES". **NOTE**: in this phase of the activity, each group should only show the hate speech event and identify the actors and the causes, THEY SHOULD NOT think about the possible solutions!!!!

Step 7. after all the representations, it's left some space in plenary to reflect about possible ways to manage the hate speech events shown.

HANDOUT WITH THE STRIP CATOONS MODEL

CONFLICT EXPLOSION FRAME
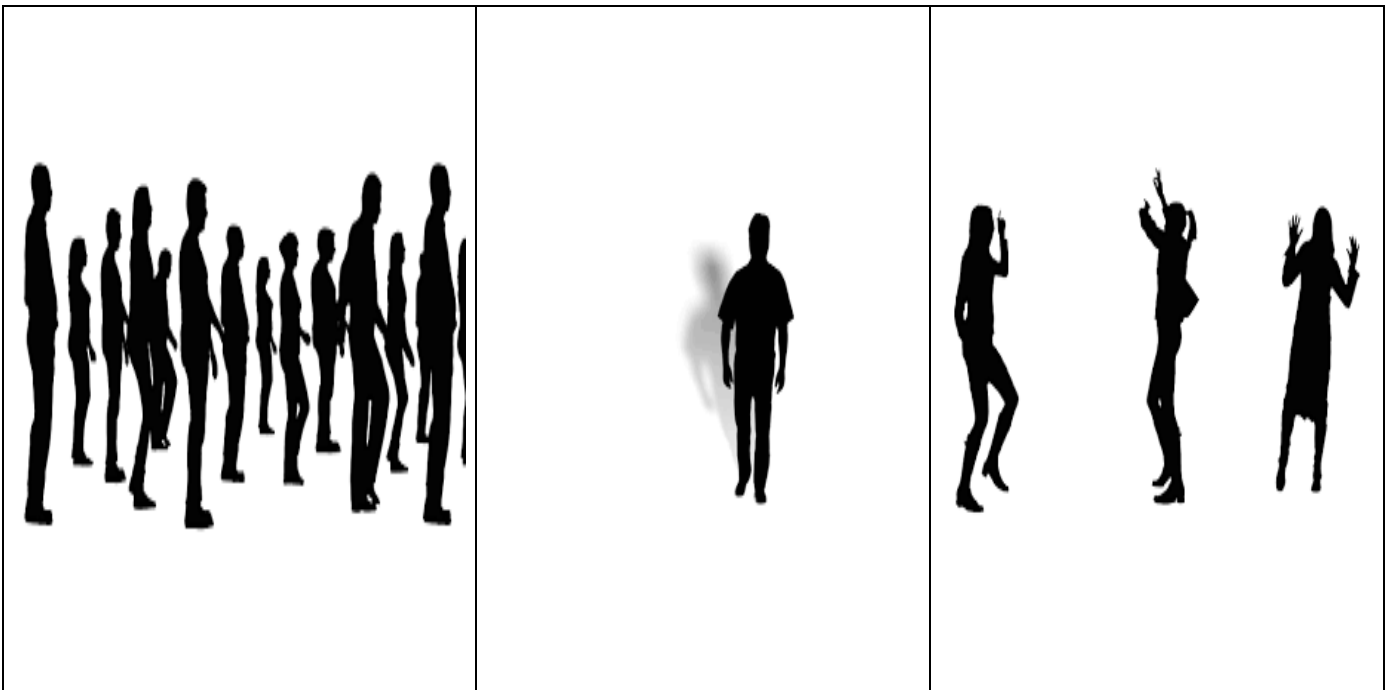
| **SEQUENCE 1** | **SEQUENCE 2** | **SEQUENCE 3** |
| beginning of the action | climax of the action | final display |

19th February 2016 – DAY 3

WHAT DISCRIMINATION IS

Discriminative breakfast

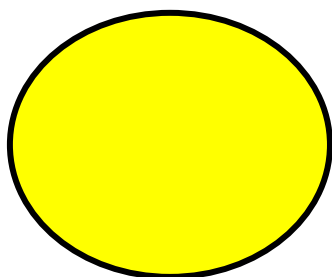| Title	Discriminative breakfast
Tool type	Simulation
Tool topic/s	Migrants, refugees, discrimination
Aim	To sensitise participants toward migrants and discrimination and the disinterest in the issue of refugee and other people in need in general. The activity shows, putting a simple thing (such as having breakfast), as a goal might make everyone competitive and forget about the others
Material needed	Breakfast, tables, at least 3 different rooms, questionnaires in different languages to obtain visa, passports **NOTE:** it's needed a team of at least 5-6 people to run the activity.
Duration	150 minutes
Description	**Setting**: 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, they receive their passport with a stamp in different colours (red, yellow, green) and they are directed to fill out a simple questioner with their personal data. The passports are only valid with the signature of official 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 sanitary check people will yellow passports can enter and to have breakfast. Red passport shell never be allowed to enter. There is also two police officers directing and bothering people during they waiting time in the line. Police and most of the people running the activity should not speak the common language, but they speak their own or anything 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.

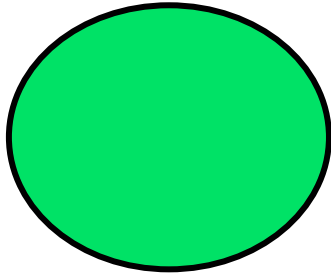|	
	Key questions for the debriefing: • How did they feel? • What happened? • What kind of tactics where you using to get breakfast? • How did you feel about the others? • Did they you to help the others? **NOTE:** make sure that the group is already formed before you play the activity and make sure not to give the passports randomly to participants.

HAND OUT WITH PASSPORT

PASSPORT
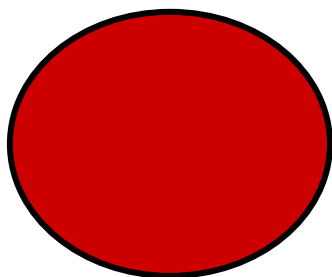
PASSPORT

PASSPORT

MIGRATION IN OUR COMMUNITY

The cafeteria

Title	The cafeteria
Tool type	Work in small groups
Tool topic/s	Migration in our community
Aim	To reflect on the different types of migration we have within our local communities, to search for similarities and differences
Material needed	flipchart, markers, A4 papers, post it, pens and in case we want to "decorate" the cafeteria, all the staff that can evocate a cafeteria
Duration	100 minutes (20 minutes for each table * 4 tables – 20 minutes for the final restitution)
Description	**Setting**: the room is organized as a cafeteria, there are 4 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post it and markers. Trainers and facilitators are dressed up as waitress, possibly with aprons and note books where to take the customers orders. **NOTE**: all the details, being a simulation, are important, so if we want to add flowers, candies or any other staff reminding a cafeteria it's fine. Waitress welcome participants in the cafeteria and explain them what table join. Once all the participants are sitting on their table, it's presented the activity: in each table there is a relevant question to discuss. The questions are not presented in the same time, but the group members discover the new question when they join the new table. While participants are discussing, waitress are joining the tables taking the customers' orders and bring them coffee, tea, biscuit, candies and fruit. In the same time, there is a table host in each table that is keeping track of the main points in the discussions. **NOTE**: after each slot of time, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table. Below the **set of questions** to discuss: 1. What is the attitude of the Government toward refugees and migrants? 2. Actions and projects against racism and xenophobia 3. Discriminative events toward migrants and refugees in your country 4. Hate speech on line and off line – concrete examples In the end of the activity, participants are back in plenary and the table hosts run a small recap of the main points of the discussions.

HOW TO REACT TO ON LINE HATE SPEECH

Why is important to react

Title	Why is important to react
Tool type	Frontal presentation and plenary discussion
Tool topic/s	Reporting hate speech cases and events
Aim	To highlight the importance of reporting, showing it is accessible to everyone
Material needed	Video projector, laptop
Duration	60 minutes
Description	**Setting**: the plenary room is organized for the projection and participants sit in front of the screen. The activity is divided in different steps: **Step 1.** various online hate speech case studies are being projected and the participants are being asked to say what they would do if they had been the victim. **Step 2.** the discussion will be softly driven towards the impact of hate speech, underlining the possibility of degenerating into a hate crime. All the conversation will be supported by real cases prepared in advance from different backgrounds.

Reporting and Raising awareness

Title	Reporting and Raising awareness
Tool type	Work in groups, discussion
Tool topic/s	Reporting, combating hate speech
Aim	To provide participants with useful tools to react against hate speech
Material needed	Handouts with extracts from terms and conditions from popular social networks and platforms such as Facebook, Twitter, YouTube etc.
Duration	120 minutes

Description	The activity is divided in different steps: **Step 1.** participants are split in groups and each one has is given a handout with a different topic – Ex: "Terms and conditions of Facebook". They need to read it and highlight the part about reporting and the relation between hate speech and freedom of speech **Step 2.** they need to present it to the others, also giving the definition of hate speech for each social network **Step 3.** it follows a plenary discussion about the border between hate speech and freedom of speech **Step 4.** in the end, a practical example is being given after finding an actual hate speech case online – how to report step by step.

20th February 2016 – DAY 4

BACKBONES OF THE CAMPAIGN

The main pillars in a campaign

Title	The main pillars in a campaign
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	180 minutes
Description	Short frontal presentation, with the .ppt support, to introduce the campaign footsteps and the project life' cycle. After the presentation it follows a simulation, where participants, divided in 4 – 5 groups, work on the creation of the idea for a campaign. The task in each group is to define: goal, target, message and the main steps. It follows the presentation of the different campaigns proposals.

STOP MOTION

Technical session

Title	Technical session
Tool type	Practical exercise in group to create Stop Motion videos
Tool topic/s	Stop Motion videos creation to raise awareness and spread anti-racist communication messages
Aim	To make participant get new competences on the Stop Motion technique to afterwards design and make a stop motion video. This workshop is preparatory for the upcoming session "Preparation"

Material needed	Photo camera, lights for the photographic studio, computer with a stop motion software, projector, adhesive tape, glue, papers and flip-charts coloured, markers and pencils of different colours, scissors
Duration	180 minutes (30 minutes for the introduction to stop motion technique and photo camera use; 60 minutes for the storyboard and scenic design; 90 minutes to get familiar with the editing programme for Stop Motions
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 to deliver anti-racism, anti-xenophobia and anti hate speech messages. The activity is divided in different steps: **Step 1.** short frontal presentation with the .ppt and some stop motion videos, to introduce the stop motion technique and how to use lights and camera **Step 2.** participants are split into 4 groups (approximately 5 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. **Step 3.** participants are left some time, with the support of an expert, to get familiar with the editing programme for Stop Motions

21st February 2016 – DAY 5

STOP MOTION

Preparation

Title	Preparation
Tool type	Work ion groups
Tool topic/s	Hate speech through stop motion
Aim	To make participants practically experiment how to create a short stop motion video to raise awareness toward the hate speech on and off line widespread
Material needed	Pens, pencils, markers, papers, cardboards in different colours, flipcharts, scissors, post it, colours and markers, camera, lights for the photographic studio, computer with a stop motion software
Duration	360 minutes
Description	The activity is divided in different steps: **Step 1**. Participants are divided in 4 groups. The task is to conceive, draft and create a short stop motion video aimed to raise awareness toward the hate speech on and off line widespread **Step 2**. each group has to identify the title; the sub-topic (if there is); the message **Step 3**. each group has to prepare the story board, with the drawings and the detailed explanation of the different steps of the video **Step 4**. each group has to work on the preparation of the materials needed for the stop motion **Step 5**. each group has to make the shoots for the stop motion and then, with the support of a technician, expert in video editing, make the editing of the short video.

22nd February 2016 – DAY 6

THE ROLE OF THE FACILITATOR

Formal-Non formal and Informal

Title	Formal-Non formal and Informal
Tool type	Work in group and plenary activity
Tool topic/s	Formal, Non Formal and Informal Education
Aim	To make participants define what Formal, Non Formal and Informal Education are, identifying the similarities and the differences among the three
Material needed	Flipcharts and markers
Duration	45 minutes
Description	Participants are divided in three sub-groups, each one receiving the task to define what is Formal, Non Formal and Informal Education. Specifically: **GROUP 1** → FORMAL EDUCATION **GROUP 2** → NON FORMAL EDUCATION **GROUP 3** → INFORMAL EDUCATION The groups are left 20 minutes to discuss and to provide their definitions. They can write, draw or use the way they prefer to afterwards present it. Each group present in plenary the definition/s. It's open the space for questions, doubts and clarifications.

How to run a workshop

Title	How to run a workshop
Tool type	Reflective session, discussion in small groups
Tool topic/s	Role and attributes of a facilitator, teamwork, main steps of how to organize a workshop, how to work with a team

Aim	To reflect on the role of the facilitator and on the dos and don'ts of a workshop
Material needed	Paper, flipchart, pens, printed steps of a workshops cut
Duration	90 minutes
Description	The activity is happening in four groups that are rotating between four stations. In each station they have a task what they complete while reflecting on the different aspects of a being a facilitator or running a workshop. In each station there is a trainer supporting the group work. **Station:** - The group has to organize the different steps of creating a workshop in a chronological order while discussing what each step means - The group has to write 5 dos and 5 don'ts while running a workshop - The group is asked to write a poem about how to work in a team - The group has to draw the perfect facilitator with the main attributes After each groups takes around 15-20 minutes at each station allow space in plenary to present the results, ask questions and highlight the main points to keep in mind.

HAND OUT - HOW TO RUN A WORKSHOP

IDENTIFY THE GENERAL NEEDS OF THE TARGET GROUP
DEFINE THE OBJECTIVES OF THE WORKSHOP
GATHER SPECIFIC INFORMATION ABOUT THE PARTICIPANTS YOU WILL WORK WITH
IDENTIFY THE APPROPRIATE METHODOLOGY
SCHEDULE THE ACTIVITIES (timeline)
ORGANISE THE LOGISTICS (materials, transport, workingspace, etc.)
PLAN AND ENSURE FINANCIAL RESOURCES
CHOOSE THE FACILITATORS
PROMOTE THE WORKSHOP (visibility)
GATHER THE PARTICIPANT'S EXPECTATIONS
DEVELOP THE ACTIVITIES PROGRAMME (each activity within the workshop)
EVALUATE THE WORKSHOP

TRAINING in ACTION – TiA

Preparation

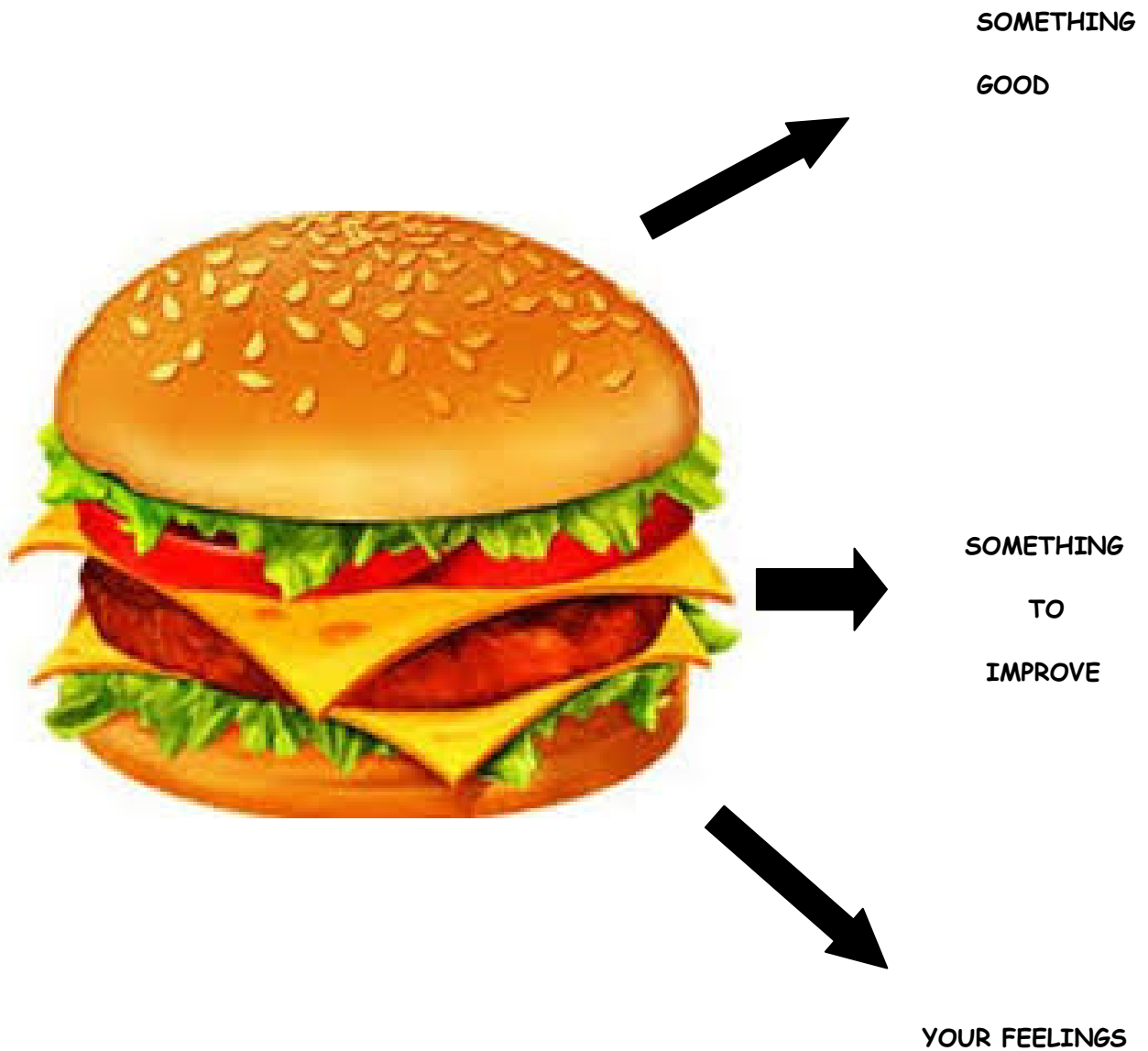| Title	Preparation
Tool type	Work in groups
Tool topic/s	Non formal education activities to create anti-racist workshops
Aim	To make participants practically experiment how to structure a short workshop to raise awareness toward the hate speech on and off line widespread
Material needed	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, cloths …. The material list may vary according to the activity that each group intends to perform
Duration	180 minutes
Description	The activity is divided in different steps: **Step 1.** the same 4 groups that worked on the stop motion creation, are kept **Step 2.** the task of each group is to create a workshop, 70 minutes long, to raise awareness toward the hate speech, on and off line, widespread **GENERAL REMARK**: participants receive a standard template of workshop where the following elements are already defined: 1. Target group: a class of high-school student 2. Micro-topic: to raise awareness about hate speech (towards migrant and refugees) Please, see the **APPENDIX – DESCRIPTION OF THE TiA WORKSHOPS** you can find below, at page 67. **Step 3.** each group has to conceive and structure the workshop that will be delivered the day after **Step 4.** in each group, tasks should be divided, responsibility defined, the logistic check done and the general rehearsal done.

23rd February 2016 – DAY 7

FEED BACKS

Feedback rules

Title	Feedback rules
Tool type	Collective work in plenary
Tool topic/s	Feedback Rules
Aim	To learn how to give and receive feedbacks
Material needed	The Sandwich model draw on a flipchart
Duration	20 minutes
Description	This tool is conceived to make participants reflect on how to give a positive feedback to another person. Participants are walking around the room and look who is there around them. The walking goes on and on until the moment when a trainer says STOP. At that moment each participant has to turn to the person closer, create a couple and take two minutes (each) to answer a question said by the trainer. After spending 4 minutes together exchanging feedbacks, participants should start walking around again, until hearing another STOP and second question. Possible questions: • What was my first impression about you? • What I suggest you to modify? • What did I learn to appreciate about you? It follows a short discussion on how to give feed backs in a constructive way. **NOTE**: the focus is centred on "giving positive feedback". Please bear in mind that all the questions are very personal and we don't want anyone to feel uncomfortable or hurt. But rather to get a chance to think how could we find positive words for people we work with and encourage them to continue working and trying to improve them all the time. After the end of the debriefing is presented a standard model to give feed backs to the activity, not to the individual participant. This model, called "Sandwich Model" consists in the following three steps: 1. **your feelings** 2. **something to improve** 3. **something good.**

HAND OUT WITH THE SANDWHICH MODEL

SOMETHING GOOD

SOMETHING TO IMPROVE

YOUR FEELINGS

TRAINING in ACTION – TiA

Implementation

Title	Implementation
Tool type	Work in groups
Tool topic/s	Non formal education activities to create anti-racist workshops
Aim	To make participants practically experiment how to structure a short workshop to raise awareness toward the hate speech on and off line widespread
Material needed	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, cloths …. The material list may vary according to the activity that each group intends to perform
Duration	360 minutes (70 minutes each workshop + 20 minutes for feedback * 4 groups), as shown below: • 70 minutes of workshop + 20 minutes of feedbacks - group A • 70 minutes of workshop + 20 minutes of feedbacks - group B • 70 minutes of workshop + 20 minutes of feedbacks - group C • 70 minutes of workshop + 20 minutes of feedbacks - group D
Description	The activity is divided in different steps: **Step 1.** the first group should perform the workshop, having as a participants the people of the three other groups **Step 2.** example in the group rotation: group A → B + C + D group B → A + C + D group C → A + B + D group D → A + B + C **Step 3.** After each group performance is left 20 minutes for the feedbacks structured as follow: • feedbacks from the group that realized the activity • feedbacks from those who participated in the activity • feedbacks from the pool of trainers

FINAL EVALUATION

The target

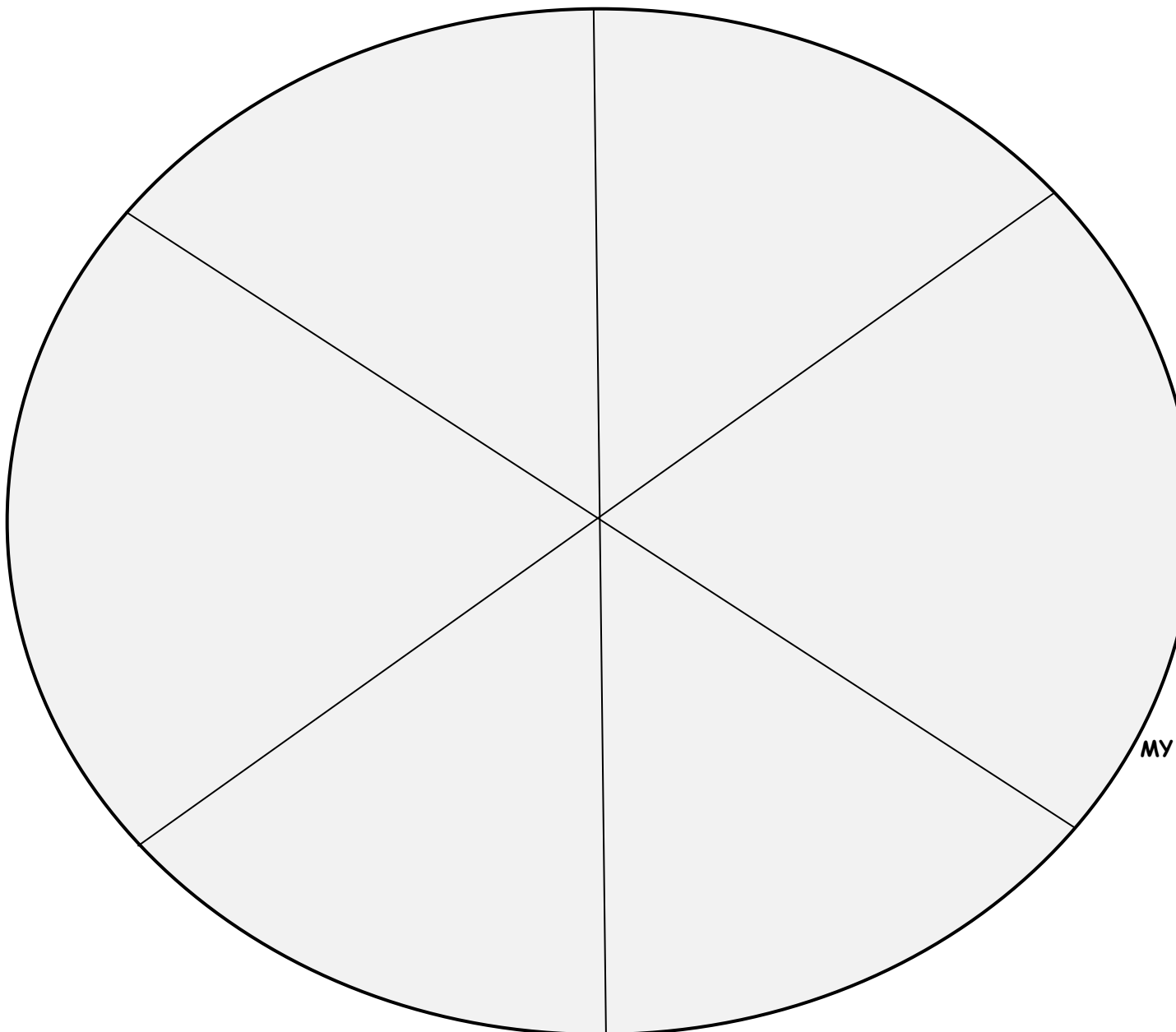| Title	The target
Tool type	Evaluation tool
Tool topic/s	Evaluation
Aim	To run the first step in the final evaluation, having a visual evaluation
Material needed	Flipchart, markers, post it
Duration	20 minutes
Description	The activity is divided in different steps: **Step 1.** Weekly agenda recap: trainers and facilitators, refresh in plenary the training agenda, the activities implemented and the different objectives. This refreshment is to prepare the ground for the final evaluation **Step 2.** the target: in the middle of the room there is a flipchart where is drawn a Target divided in different slices, each one representing one element to evaluate. The elements are: • GROUP – interpersonal relationships within the group • ACTIVITIES • LOGISTIC – preparatory information and infosheet, food, accommodation • MY PARTICIPATION • THOPICS – how we work on the different thematic areas • TRAINERS AND FACILITATORS **Step 3.** participants are asked to take their time to reflect and then to put post it of different colours. More the post it is closer to the centre and better is the evaluation, more is far and more is negative.

HAND OUT WITH THE TARGET

GROUP

ACTIVITIES

TRAINERS AND FACILITATORS

LOGISTIC

THOPICS

MY PARTICIPATION

The spider net

Title	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 everybody 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, the ball of wool is thrown to the other person who showed interest to talk, this person blocks the wool strings on a finger and starts talking. The activity is following in this way, till everybody 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.

TAKE IT OUT! Shaping Youth Commitment Against Racism

- EVALUATION QUESTIONNAIRE -

Please fill in the questionnaire with the ranking you will find below. Please add comments in the free space!!!

Food and lodgement

-    |--|--|--|--|--|--|--|--|--|--|--|--|O|--|--|--|--|--|--|--|--|--|--|--|--| +

Group dynamic

-    |--|--|--|--|--|--|--|--|--|--|--|--|O|--|--|--|--|--|--|--|--|--|--|--|--| +

Working methods

-    |--|--|--|--|--|--|--|--|--|--|--|--|O|--|--|--|--|--|--|--|--|--|--|--|--| +

Activities

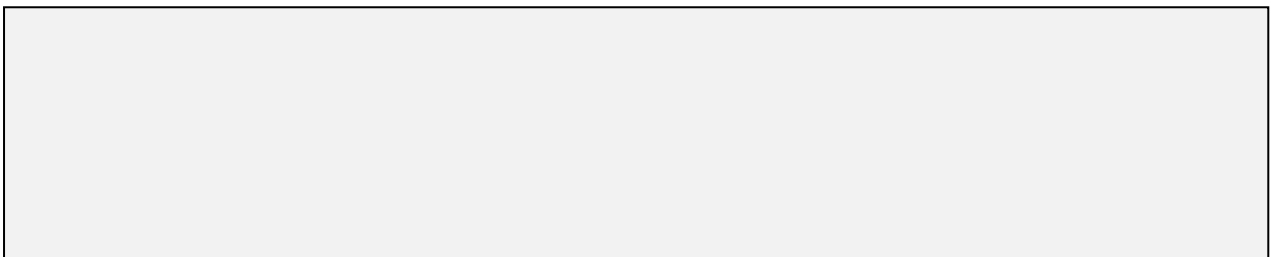- |--|--|--|--|--|--|--|--|--|--|--|O|--|--|--|--|--|--|--|--|--|--|--| +

Trainers team

-     |--|--|--|--|--|--|--|--|--|--|--|O|--|--|--|--|--|--|--|--|--|--|--| +

What I expected before to arrive

-     |--|--|--|--|--|--|--|--|--|--|--|O|--|--|--|--|--|--|--|--|--|--|--| +

What I have found

What I have learnt

How I think to use what I have learnt on my way back

APPENDIX – DESCRIPTION OF THE TiA WORKSHOPS

NOTE: BELOW YOU CAN FIND THE DESCRIPTION OF THE 4 TiA WORKSHOPS PARTICIPANTS RUN DURING THE TRAINING COURSE. Starting from the standard template provided, each group decided how to design the descriptions. For this reason the descriptions you will find below will respect the shape each group decided.

1. TITLE	**PLAY IT AGAIN & TAKE IT OUT**
2. TARGET GROUP	A class of high school student
3. OBJECTIVES	To make students conscious of effects of hate speech
4. MICRO-TOPIC	To raise awareness about hate speech (towards migrant and refugee)
5. SUBTOPIC(S) OF THE WORKSHOP	• Discrimination • Bulling • Exclusion • Hate speech
6. METHODS USED	• Energizer • Stop motion • Role play game
7. ROLES/TASKS OF THE FACILITATORS	Introducing the workshop

8. DETAILED PROGRAM OF THE ACTIVITIES WITH EXACT TIMING	• 5' Energizer sit down/stand
	 • 5' Stop motion
	 • Simulation PLAY IT AGAIN & TAKE IT OUT:
	   o 5' Introduction
	   o 15' First play
	   o Questions:
	   o 15' Second play
	   o 15' Debriefing

9. MATERIALS NEEDED AND SPACE REQUIRED	A warm room chairs and a video projector
10. APPENDICES (HANDOUTS, VIDEOS)	Paper with roles

1. TITLE	OPEN UP TO THE DIFFERENCES!
2. TARGET GROUP	A class of high school student
3. OBJECTIVES	- Curiosity - Information: "get out of the bubble" - Raise awareness towards "not questioning"
4. MICRO-TOPIC	To raise awareness about hate speech (towards migrant and refugee)
5. SUBTOPIC(S) OF THE WORKSHOP	To raise doubts about information
6. METHODS USED	Games; Brainstorming; Stop-motion; Group work; Discussion
7. ROLES/TASKS OF THE FACILITATORS	- Ezg: Responsibility for the 1st activity "Relactivity" - Kitti: Introduction of the workshop and the feedback of the video - Nicole: Responsibility for part of the 2nd activity and support to Kitti for the feedback of the video - Rafael: Responsibility for the puzzle game and time keeper - Petra: Responsibility for part of activity 2
8. DETAILED PROGRAM OF THE ACTIVITIES WITH EXACT TIMING	5' Opening: Who we are, why we come here, introduction of the workshop. 10' Two groups receive part of the same image and they are asked to write keywords related to the pictures in order to create curiosity about the missing information once the words are compared. 30' Four group. Briefing about two topics (keywords) which can be connected with hate speech and stereotypes. Give two questions about getting information and checking the credibility of the sources. Discussion/briefing. 5' Build the puzzle with pieces given to them and recreate the final message.
9. MATERIALS NEEDED AND SPACE REQUIRED	Computer, video projector, flipchart, room (with enough space to divide the groups), pictures
10. APPENDICES (HANDOUTS, VIDEOS)	Picture, video, website of organization

1. TITLE	LOOK BEHIND THE LABELS
2. TARGET GROUP	A class of high school student
3. OBJECTIVES	To aware teenagers about the positive and the negative impact of the labels on the social network and in their speech against migrant people
4. MICRO-TOPIC	To raise awareness about hate speech (towards migrant and refugee)
5. SUBTOPIC(S) OF THE WORKSHOP	Social network, categorizing, discrimination, migration and discussing
6. METHODS USED	Energizer, stop-motion video, role-plying and discussing
7. ROLES/TASKS OF THE FACILITATORS	Lead the discussions, explain the activities and present them, support in the reflection task, dynamize
8. DETAILED PROGRAM OF THE ACTIVITIES WITH EXACT TIMING	1' Presentation explain: who we are, what is the workshop about. 8' Energizer: team building counting numbers 2' Stop-motion video 5' Reflection and discussion of the stop-motion video 40' Role-playing activity: they have to represent in 3 groups 3 different situations facing discrimination and hate speech 5'10' Final discussion
9. MATERIALS NEEDED AND SPACE REQUIRED	A room with chairs, a projector, pens (5), big sheet, the video
10. APPENDICES (HANDOUTS, VIDEOS)	Three different sheets explaining the situations of the role-playing

1. TITLE	OUR VOICE COUNTS!
2. TARGET GROUP	A class of high school student
3. OBJECTIVES	- To gain understanding about what hate speech is; - To raise awareness about different alternatives to hate speech; - To empower to take an action on it.
4. MICRO-TOPIC	To raise awareness about hate speech (towards migrant and refugee)
5. SUBTOPIC(S) OF THE WORKSHOP	- Exploring how different actors respond to hate speech - Everyone can do things about it
6. METHODS USED	Brainstorming (as a whole group); Moving debate (individually within group); Workshop (working in 5 groups).
7. ROLES/TASKS OF THE FACILITATORS	Facilitators - everyone
8. DETAILED PROGRAM OF THE ACTIVITIES WITH EXACT TIMING	15' (10'+5') Icebreaker + intro to the workshop 10' Brainstorming about hate speech 15' Moving debate: hate speech or freedom of expression 5' Stop motion video 10' #Workshop - lets create our own! 5' Presentation of # + closing
9. MATERIALS NEEDED AND SPACE REQUIRED	Paper, flipchart, pens, tape, hate speech definition (A4)
10. APPENDICES (HANDOUTS, VIDEOS)	/

A SPECIAL THANKS TO ALL THE ACTORS:

HOSTING AND COORDINATION - TRAINING COURSE FOR YOUTH WORKERS: Lunaria

POOL OF TRAINERS: Lutca Elek, Sara Mandozzi, Matteo Micalella, Anca Tudoricu

COOKING AND LOGISTIC SUPPORT: Paul Sirejols, Elisa Pellirossi and Massimo Simeoni from the Tenuta Sant'Antonio

PARTNER ORGANIZATIONS: LUNARIA - Italy, ANTIGONE - Greece, INEX-SDA - Czech Republic, ACS - Spain, UNIVERSITUR - Romania, UTILAPU - Hungary, DGD - Turkey, CONCORDIA AQUITAINE - France, XCHANGE SCOTLAND - United Kingdom

A SPECIAL THANKS GOES TO ALL PARTICIPANTS, WHITOUT THEM THE PROJECT WOULD NOT HAVE BEEN POSSIBLE!!!!!!

HERE YOU CAN FIND THE LINK TO THE 4 VIDEOS IN STOP MOTION REALIZED BY THE GROUP:

http://www.lunaria.org/2016/04/21/training-course-take-it-out-denunciamo-la-discriminazione-il-razzismo-e-la-xenophobia/

TAKE IT OUT

	17/02 Wednesday	18/02 Thursday	19/02 Friday	20/02 Sat.	21/02 Sunday	22/02 Monday	23/02 Tuesday
9.00 – 10.30	WELCOME CEREMONY	HATE SPEECH ON-LINE	IN SOMEONE'S SHOES	D A	CREATING WORKSHOPS	WORKSHOP + STOP MOTION	FINAL EVENT GROUP 1
11.00 – 13.00	TEAM BUILDING	MANDALA	SHARING REALITIES		WORKSHOP CONCEPT	WORKSHOP + STOP MOTION	FINAL EVENT GROUP 2.
15.00 – 16.30	US AND LABELS	ME AND HATE SPEECH	REACT TO HATE SPEECH	IN	WORKSHOP + STOP MOTION		FINAL EVENT GROUP 3
17.00 – 18.30	BUILDING A COMMON UNDERSTANDING	CASE STUDIES	STOP MOTION AS A TOOL – STORYLINE	ROMA	WORKSHOP + STOP MOTION	REHEARSAL 4 THE FINAL EVENT	EVALUATION
18.30–19.00	REFLECTION GROUP	REFLECTION GROUP	REFLECTION GROUP		REFLECTION GROUP	REFLECTION GROUP	REFLECTION GROUP

Lunaria is a non profit organization laical, autonomous and independent from political parties born on 1992. Lunaria promotes peace, social and economical justice, equality and citizenship rights, democracy and participation from below, social inclusion and intercultural dialogue.

Lunaria practices and support social change processes at local, national and international level through advocacy, campaigning and networking, communication, non formal education, political-cultural entertainment, training and research.

International mobility and voluntary work, youth policies, migrations and fight against racism, budget and social public policies analysis, sustainable development and fight against inequalities are the focus of its social commitment.

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TAKE IT OUT!

Shaping youth commitment against racism

17th – 23rd February 2016
Poggio Mirteto, Lazio, ITALY

Erasmus+