

POINT BREAK

SHARING GOOD PRACTICES ON
COUNTER AND ALTERNATIVE NARRATIVE
TO FIGHT DISCRIMINATION

TOOLKIT OF THE TRAINING COURSE

25 – 31 May 2022

Eco-Ostello
Parco Monte Barro
Galbiate (LC)





Key Action 1
Mobility project for young people and youth workers
Mobility of youth workers

POINT BREAK

**Sharing good practices on counter and
alternative narrative to fight
discrimination**

25 – 31 May 2022

Eco-Ostello Parco Monte Barro - Galbiate (LC) - ITALY

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PROJECT DESCRIPTION

POINT BREAK aims to develop tools and working methods, among youth workers, educators and young people, to promote anti-discriminatory approaches in communication, thus creating a new shared model of narration in mainstream media platforms.

More specifically the project foresees to activate the reflection on racism and discrimination, and the unbalanced narrative often portrayed in media, characterized by hate speech and misrepresentation of the marginalized groups. Throughout the project, participants had the chance to develop their own tools to promote a counter narrative in media and to raise young people awareness on the inequalities of our nowadays society.

POINT BREAK is a project realized within the Erasmus+ programs, including:

**TRAINING
COURSE**

**PREPARATORY
VISIT**

**YOUTH
EXCHANGE**

MAIN TOPICS

HATE SPEECH

different kind of discrimination in media were analyzed, focusing mostly on online hate speech in its different forms, developing various strategies to fight the phenomenon and sharing the existing tools and media platforms to promote a fair counter narrative

DISCRIMINATION

new knowledge on the subject, within a European perspective, were enhanced, therefore fine-tuning concrete methods and actions to counteract discrimination and xenophobia, promoting the participation of young people and youth with fewer opportunities

METHODOLOGIES USED

The activities implemented during the training course were set within the non-formal education context.

NON-FORMAL EDUCATION – NFE was defined in 1974 as any organized, systematic educational activity, carried on outside the framework of the formal system (schools-university). Thus NFE is the macro-umbrella including any organized educational activities both outside the formal educational system and outside the formal educational curriculum.

Accordingly to the **Council of Europe**, “Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places ... where young people meet, for example, to undertake projects together ... Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing.”

From: <https://www.coe.int/en/web/european-youth-foundation/definitions>

**Non-formal education
should be also:**

voluntary based
open and accessible to everyone
participatory
learner-oriented
based on active participation and exchange
based on experience and action
holistic and process-oriented

In the NFE, the learning process grounds on specific educational objectives previously identified, then monitored during the process and eventually, modified according to the learners 'needs.

LEARNING

In the Non-Formal Education activities applied during the training, Learning was articulated accordingly to a set of specific pillars:

Learning by doing approach: specific aims well fixed and clearly defined in each activity proposed, in order to ensure a coherent learning process

Learner centred: pedagogical approach centred on the person who is learning and based on the promotion of participatory processes

Life-long-learning-LLL approach: human beings never stop learning and we all learn and acquire different competences and skills in different moments and spheres of our life

Shared learning path: among the learners and within the group, encouraging the horizontal exchange of knowledge within and among the learners/experts

Flexibility: methods to be re-adapted all along the process, taking into account the learning needs of participants and of all the involved actors

**Horizontal
interaction**
among trainees,
facilitators and
trainers

**Personal
empowerment**
enhancement of
the self-esteem and
of the self-
confidence

**Soft skills and key
competences**
analysis and
recognition

KEY WORDS

**Participative
methods**
permanent testing,
development and
upgrading

Exchange
of feelings,
feedbacks,
experiences and
knowledge

Transmission
of knowledge and
methods to other
beneficiaries

**Learning
assessment**
of individuals and
groups

HOW TO USE THE TOOLKIT

The Toolkit aims to show the activities run during the Training Course held in May 2022.

the Toolkit is targeted to the participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions within youth work framework, to promote understanding, intercultural learning and anti-racism.

ACTORS

POINT BREAK project and the Toolkit part of it, are conceived as an “open format” that can be used with different shapes and duration and could be replicated in the involved partner countries and in new ones, not directly participating in the project. Moreover, the Toolkit, thanks to its participative methodologies, can be used in different setting and backgrounds.

FORMAT

the Toolkit is conceived as a flexible tool, by this we mean that the activities presented can be used and readapted accordingly to the needs of the different target groups and local backgrounds.

FLEXIBILITY

It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an event or a project. For this reason, in case you will decide to pick some of the activities to work with youth workers and/or people coming from different backgrounds and experiences, we recommend you to have a clear picture of the target group needs and profiles to be able to bring adaptations, when and where needed.

TRAINING AGENDA

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
MORNING	NAME GAMES Name and gesture Flying Pencil Alphabetic order GETTING TO KNOW Speed-dating PROJECT, AGENDA, METHODS Ginkana	DISCRIMINATION IN DEPTH The Cafeteria DISCRIMINATION The Gallery	HATE SPEECH The Diamond CRITICAL THINKING Canadian Box	WORKSHOPS Open Space	FACILITATOR'S ROLE The perfect facilitator	TRAINING IN ACTION Preparation of the workshops	TRAINING IN ACTION Implementation of the workshops
AFTERNOON	TEAM BUILDING Animal shape Chocolate river DISCRIMINATION IN MEDIA Brainstorming on key words	DISCRIMINATION Discrimination in#realities	INTERCULTURAL LEARNING In my community	FORMAL – NON FORMAL – INFORMAL Moving debate	TRAINING IN ACTION Training in Action - Presentation Preparation of the workshops	TRAINING IN ACTION Implementation of the workshops	FINAL EVALUATION Stations Circle of word



Point Break



SHARING GOOD PRACTICES ON ALTERNATIVE
NARRATIVE TO FIGHT DISCRIMINATION

25th-31st MAY 2022
TRAINING COURSE



23rd-30th AUGUST 2022
YOUTH EXCHANGE

EXPLORE ISSUES of
DISCRIMINATION

SHARE METHODS &
APPROACHES in COMMUNICATION
TO FIGHT DISCRIMINATION
IN MEDIA

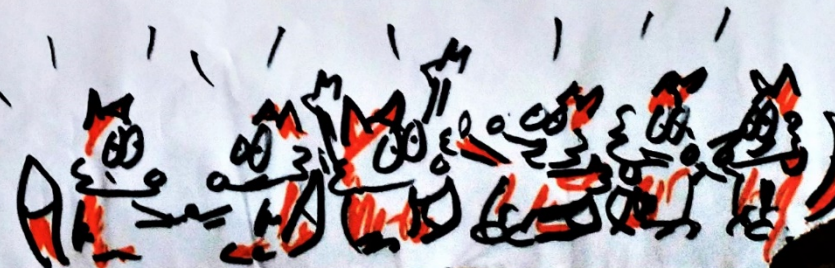
DEVELOP TOOLS TO
PROMOTE ANTI-DISCRIMINATORY
APPROACHES WITH YOUTH

JULY 2022
ADVANCE
PLANNING
VISIT
(ONLINE)

GATHER FUTURE
GROUP LEADERS
TO PREPARE
THE YOUTH
EXCHANGE

RAISE AWARENESS
ON DISCRIMINATION

PROMOTE INTERCULTURAL
LEARNING



ACTIVITIES

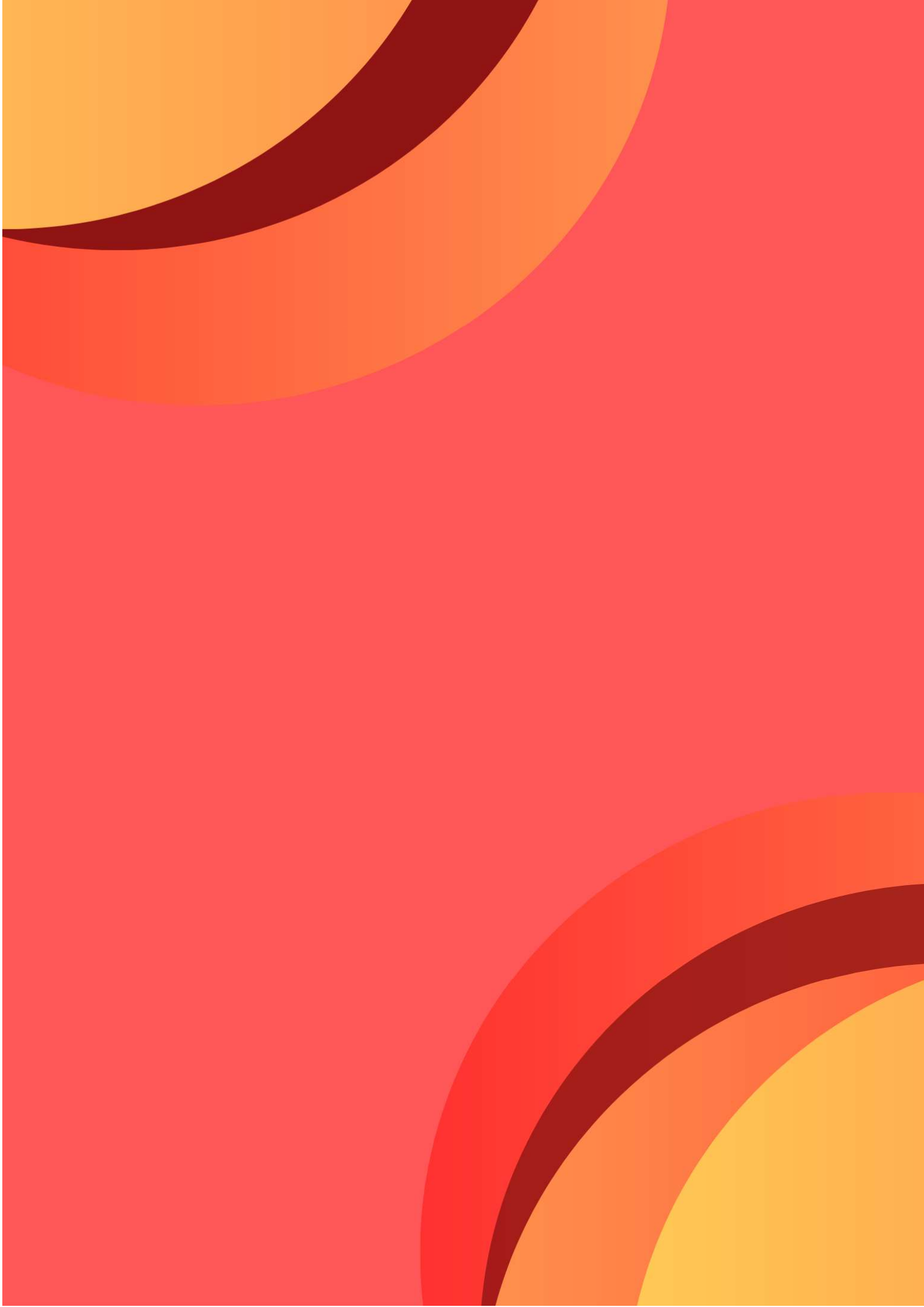
INDEX

The **Index of Activities** is conceived to present the activities not in a chronological order, as in the Agenda at page 11, but in alphabetic order, accordingly to the topic addressed, including the reference page number.

TOPIC ADDRESSED:

- Group Dynamic - indicated with: GD
- Anti-discrimination: AD
- Methodologies Testing and Upgrading - indicated with: TiA
- Final Evaluation - indicated with: FE

ACTIVITY	TOPIC ADDRESSED				PAGE
	GD	AD	TiA	FE	
Alphabetic order	X				17
Animal shape	X				21
Brainstorming on key words		X			23
Canadian Box		X			31
Chocolate river	X				21
Circle of words				X	48
Discrimination in#realities		X			25
Flying Pencil	X				16
Ginkana	X	X	X		20
Implementation of the workshops			X		42
In my community		X			32
Moving debate			X		36
Name and gesture	X				16
Open Space		X	X		34
Preparation of the workshops			X		40
Speed-dating	X				18
Stations				X	47
The Cafeteria		X			24
The Diamond		X			28
The Gallery		X			25
The perfect facilitator			X		38
Training in Action - Presentation			X		39





TOOLKIT

of the

TRAINING

COURSE



NAME GAMES

TITLE	Name and gesture
TOPIC/S	Getting to know each other and group creation
AIM	To activate and facilitate the participants interaction
TOOL TYPE	Ice breaker/Name game
DURATION	10 minutes
MATERIAL	/
DESCRIPTION	<p>Participants are standing in a circle and, one by one, they say their names and show their favourite dance move at the same time.</p> <p>After someone says their name and shows the move, the whole group repeats once before going on to the next person. The game ends once the circle is completed once.</p>

TITLE	Flying Pencil
TOPIC/S	Team building and group interaction
AIM	<ul style="list-style-type: none"> • To make participants interact in a funny and stimulating way • To encourage the group dynamics analysis • To reflect about the different roles inside the group and the importance of communication and cooperation
TOOL TYPE	Getting to know each other and group creation
DURATION	15 minutes
MATERIAL	Pencils, music
DESCRIPTION	<p>Setting: participants stand in the circle and the facilitator groups them in couple and gives to each couple a pencil.</p> <p>The activity includes the following steps:</p> <p>Step 1. Couples Each couple should maintain in equilibrium the pencil, touching it with the index finger, while moving in the space. The facilitator can add different challenges, e.g. speed up the rhythm, stop, slow down the rhythm, jump, freeze in the space as a statue. To add extra challenges we suggest also to add music with different speeds and to ask participants to follow the rhythms while moving in the space.</p>

	<p>Step 2. Merging couples Two couples are merged, in order to form a unity of 4 people. The activity proceeds in the same way.</p> <p>Step 3. Extra challenges The facilitator can decide to add an extra challenge (depending on the group size), which consists in creating one unique circle and to ask participants to move in the space keeping the pencils in equilibrium.</p>
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TITLE	Alphabetic order
TOPIC/S	Getting to know each other and group creation
AIM	<ul style="list-style-type: none"> • To make the group refresh the names • To reflect on the fact there are several, different types of communication and that there are also many other ways to communicate non verbally
TOOL TYPE	Ice breaker/Name game
DURATION	20 minutes
MATERIAL	Two ropes
DESCRIPTION	<p>Setting: the facilitator explains that a competition is starting and participants are divided in two groups. Two long lines are put on the floor and participants are asked to stand in line and to touch the line with their feet. The game has to be played in silence, participants have to find “alternative ways” to communicate. When they move from their position their feet have to keep touching the rope on the floor.</p> <p>The activity includes the following steps:</p> <p>Step 1. Alphabetic order The first task assigned is to create the alphabetic order of the teams from A to Z. The group that believes to have fulfilled the task, has to raise their arms.</p> <p>Step 2. Age order The second task assigned is to create the age order of the team from the younger to the older. The group that believes to have fulfilled the task, has to raise their arms.</p> <p>NOTE: the game can continues for several rounds, asking participants to create a line according different elements (birth day and month, eyes colour from the darkest to the lightest...)</p>

GETTING TO KNOW

TITLE	Speed-dating
TOPIC/S	Group interaction
AIM	To ease the participants interaction and exchange
TOOL TYPE	Getting to know each other activity
DURATION	45 minutes approximately (the duration depends on the number of appointments fixed)
MATERIAL	Questions for the discussion, A4 papers and pens/markers
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Appointments Participants receive an A4 paper and a pen. They are asked to draw on the paper a clock with 12 hours, corresponding to the 12 questions of the Handout below (but it's possible to include how many questions as preferred). Participants are asked to take, for each hour, one appointment with a different person (no more people in the same meeting are allowed).</p> <p>NOTE: the facilitator can include as many hours as the number of appointments they would like to have, accordingly to the time at disposal.</p> <p>Step 2. Meetings When the facilitator says, for example: "it's 1", all the participants should search for the partner in the appointment scheduled for 1 o'clock. During the appointment with the person they can take key words or small notes on the clock, corresponding to the question. Each appointment has a maximum time of 3 minutes. After the time it's over another appointment is called. The activity follows in that way till the end of all the appointments.</p> <p>See Handout below.</p>

HANDOUT - QUESTIONS

LIST OF QUESTIONS	
1	WHERE ARE YOU FROM?
2	WHERE WOULD YOU LIKE TO TRAVEL THE NEXT?
3	STORY OR MEANING OF YOUR NAME, IF THERE IS ONE?
4	IF YOU'D EAT ONE FOOD FOR THE REST OF YOUR LIFE, WHAT WOULD IT BE?
5	WHAT BRINGS YOU HERE / WHY ARE YOU HERE?
6	SEASIDE OR MOUNTAIN?
7	WHAT MAKES YOU UNIQUE IN THIS GROUP?
8	A BOOK, MOVIE/SERIES OR SONG RELATED TO THE TOPIC?
9	LAST TIME YOU DID SOMETHING FOR THE FIRST TIME?
10	THE FIRST TIME YOU HAD AN INTERCULTURAL EXPERIENCE
11	SOMETHING YOU PROMISED TO YOURSELF
12	3 THINGS YOU CANNOT LIVE WITHOUT (NO SPEAKING, BODY LANGUAGE ONLY)

PROJECT, AGENDA, METHODS

TITLE	Ginkana
TOPIC/S	Participation
AIM	To present, in an interactive and stimulating way, the Project, the Training Agenda and the non formal education pillars used as main methodological framework of the training
TOOL TYPE	Ginkana in different stations
DURATION	60 minutes
MATERIAL	Pens & paper/notebook for each participant, post-its, costume for the master of time
DESCRIPTION	<p>Setting: there should be created in advance three different stations (each one with a different decoration) representing:</p> <ul style="list-style-type: none"> • Project • Training Agenda • Methodology <p>The activity includes the following steps:</p> <p>Step 1. Presentation The activity is presented by a facilitator, dressed up as master of time, who divides participants in three sub-groups, explaining the rules of the activity: each team has to go from station to station, searching for the information provided in that station (in each station they have to stay twenty minutes).</p> <p>Step 2. Ginkana The activity starts: groups goes from station to station, gathering in each as much information as possible. During the activity, there is the master of time having the role of time keeper, who gives the time for the group's rotation from a station to another.</p>

TEAM BUILDING

TITLE	Animal shape
TOPIC/S	Team Building and Group Dynamics
AIM	To make participants experimenting group cooperation
TOOL TYPE	Groups creation and group dynamics
DURATION	15 minutes
MATERIAL	Music
DESCRIPTION	<p>Participants walk freely in the workshop room with a background music. Then a facilitator gives the task to represent, with the living pictures technique (using different parts of their body, being frozen in the space), different animals. For e.g. 4 elephants; 6 butterflies, 2 dragons etc.</p> <p>Participants should randomly gather in groups (e.g. 4 elephants = 4 groups) and take a group position.</p>

TITLE	Chocolate river
TOPIC/S	Cooperation, communication, active listening
AIM	To make participants experiment group cooperation, active listening and different ways to communicate
TOOL TYPE	Team building activity
DURATION	90 minutes
MATERIAL	Sheets of paper A4, ropes
DESCRIPTION	<p>Setting: before to start the activity the workshop room has to properly arranged in the following way: there should be two ropes on the ground parallel to each other, about 20 feet apart.</p> <p>The activity includes the following steps:</p> <p>Step 1. Scenario Participants have to line up on one side of the rope, and they are informed that they are looking at a giant hot chocolate river. They must get their entire team across the hot chocolate river, but it is too hot to swim across, and too deep to walk across. Obviously, they cannot walk around the river, since it does not end just because the ropes do. The only way to get across is by using the stones that will be provided by the facilitators (such as carpet squares, poly spots, paper plates or A4 papers).</p>

Participants receive about eight or nine pieces of paper, so that they have enough to get across with one or two left over.

Unfortunately, the stream in the river is so strong that it actually sweeps the stones away if someone is not holding them down (with a hand, foot, or other safe appendage). Also, the stones swell up once they are placed in the river, and they become too heavy to move again, so they must remain where they are placed.

Step 2. Crossing the river

Participants, in a whole group, have to start to play immediately and they have to find their way to arrive on the other side of the river. Voice can be used while crossing.

Step 3. Crossing in silence

In the case all the participants manage to pass to the other side, the activity can start again. But this time the group will have five minutes to think and discuss about a strategy to cross. After that, they start to play in silence, trying once again to cross the river and to pass to other side.

Step 4. Debriefing

It follows a debriefing in plenary, focused on observation, team responsibility and communication among the group members. Below the list of Key questions for the debriefing:

- What did you feel?
- First round: what happened?
- First round: did you manage to find a way/strategy? And if yes, which one?
- First round: do you feel everybody was included?
- Second round: what happened?
- Second round: did you manage to find a way/strategy? And if yes, which one?
- Second round: do you feel everybody was included?
- Second round: when you were in silence, did you manage to communicate? If yes, how?
- What did we play this activity?

DISCRIMINATION IN MEDIA

TITLE	Brainstorming on key words
TOPIC/S	Discrimination
AIM	To have the group brainstorming on discrimination, identifying key words interesting for participants to deepen during the project
TOOL TYPE	Brainstorming
DURATION	30 minutes
MATERIAL	Flipcharts, markers
DESCRIPTION	<p>Preparation: facilitators have to prepare in advance a big flipchart writing on it “discrimination in media”.</p> <p>Participants are asked to write on the flipchart any key word and topic for them related to “discrimination in media”.</p> <p>After 15 minutes, participants are gathered in circle to have an overview of the key words, and they are asked to contribute in their clustering, according to the similarities. This activity is conceived to identify the main sub-topics of interest to be discussed during the training course.</p>

DISCRIMINATION IN DEPTH

TITLE	The Cafeteria
TOPIC/S	Discrimination in Media
AIM	To share what is happening in the different countries, for what concerns discrimination in media
TOOL TYPE	Work in small groups
DURATION	80 minutes (5 minutes for the presentation + 20 minutes for each table * 3 tables = 60 + 15 minutes for the final restitution)
MATERIAL	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the stuff that can evoke a cafeteria
DESCRIPTION	<p>Setting: the room is organized as a cafeteria, there are three tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. Some of the trainers are dressed up as waiters, possibly with aprons and note books where to take the customers' orders.</p> <p>All the details, being a simulation, are important, so if we want to add flowers, candies or any other stuff reminding a cafeteria it's fine.</p> <p>Waiters welcome participants in the cafeteria and ask them to join a table. In order to encourage the active participation, it's important to have groups of equal size per each table. Once all the participants are sitting on their table, it's presented the activity: in each table there is a relevant topic to be discussed. The topics are not presented before in plenary, but the group members discover the new topic when they join the new table. While participants are discussing, waiters are joining the tables taking the customers' orders and bringing them coffee, tea, biscuit, candies and fruit. In the same time, there is a table host in each table, who is keeping track of the main points in the discussions.</p> <p>The activity includes the following steps:</p> <p>Step 1. Rotations</p> <p>Each group starts joining a different station. After each slot of time of 20 minutes, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table. It can be also kept the same group for the rotation to the next table.</p> <p>Below the different spheres/topics to discuss:</p> <ul style="list-style-type: none"> • Discrimination • Media • Actions to counter discrimination • Public opinion <p>Step 2. Restitution in plenary</p> <p>At the end of the activity participants are back in plenary and the table hosts run a small recap of the main elements appeared in the discussion, maximum 5 minutes each.</p>

DISCRIMINATION

TITLE	The Gallery
TOPIC/S	Discrimination
AIM	To encourage participant to reflect on what is discrimination for them
TOOL TYPE	Visual tool, work in group and plenary
DURATION	90 minutes
MATERIAL	Printed photos, post-it, pens
DESCRIPTION	<p>Setting: the room is set as a museum hosting an exhibition (with many photos). Soft music on the background.</p> <p>The activity includes the following steps:</p> <p>Step 1. Looking at the photo exhibition Participants are entering the room, they are invited to move freely in the space, having a look at the different pictures. Then they have to pick up one photo, the one that is for them more representative of the word “discrimination”.</p> <p>Step 2. Plenary and sharing Participants are gathered in plenary and they are asked to present their picture, explaining why they choose it.</p>

TITLE	Discrimination in#realities
TOPIC/S	Discrimination in Media in different countries
AIM	To share the country situations for what concerns discrimination and to analyse causes and consequences of discrimination
TOOL TYPE	Group work
DURATION	190 minutes
MATERIAL	Flipcharts, A4 paper, pens, markers
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Sharing “discrimination in Media” Participants are divided in sub-groups and they are asked to share a case of discrimination in Media happening in their reality (at least one each participant). After everyone shared, they have to select one case that for them is the most</p>

representative of discrimination.

Step 2. Tree Model presentation

It follows in plenary the presentation of “The tree model”: a model to analyse causes and consequences of conflicts. It is explained that the model can be used as a reference point and guidance for the upcoming analysis of the discrimination case picked up.

Step 3. Discrimination case analysis

Back in groups and, with the support of the model as guiding reference,, participants are entering the conflict analysis, detecting the most relevant elements within the conflict picked up. Among the elements to identify:

- What is the original discrimination about?
- What are the actors (primary and secondary, if there are)?
- What are the direct and indirect consequences?

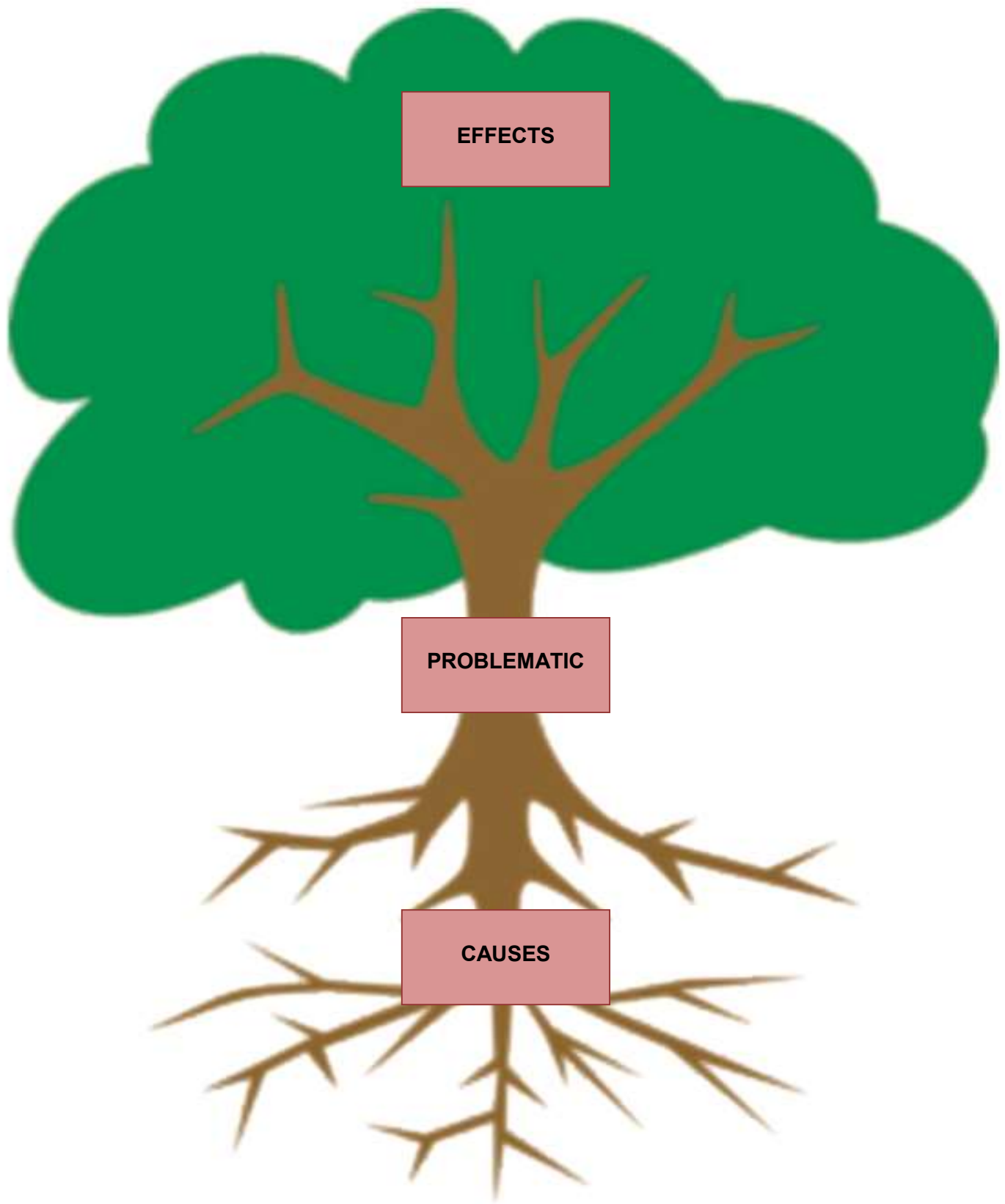
After the analysis, each group has to prepare a brief presentation for the plenary.

Step 4. Plenary

In plenary are shared the different presentations of the work done. After each presentation, it's allocated extra time for questions and answers from the participants.


See Handout below.

HANDOUT – TREE MODEL



HATE SPEECH

TITLE	The Diamond
TOPIC/S	Internet: tips and tricks
AIM	To understand the different forms of online hate speech and assess their impact, to consider appropriate responses to different instances of hate speech online
TOOL TYPE	Work in group
DURATION	80 minutes
MATERIAL	Different copies of the diamond ranking system, different copies of the handout with some sentences examples
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Introduction Five groups, mixed by nationalities, are created. The facilitator asks 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.). The facilitator also asks what did they feel when they come across it and how do they think the victims must feel?</p> <p>Step 2. Hate speech: what is it The facilitator explains that the term 'Hate Speech' is used to cover a wide range of content:</p> <ul style="list-style-type: none"> • 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 behaviours 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. <p>Step 3. Ranking The facilitator presents how the diamond ranking system works and explains that each group is receiving a number of examples of online racist and discriminatory posts and should try to rank these from the 'less bad' to the 'worst'. The 'worst' examples should be those that participants would most like to be completely absent from a future Internet. After the work in group, the different groups present in plenary their own ranking, explaining the reasons behind.</p> <p>Step 4. Debriefing Below the list of Key questions for the debriefing:</p> <ul style="list-style-type: none"> • Did you have any strong disagreements in your group? • Did you notice any significant differences between your diamond and that of other groups? • Did you use any criteria in deciding which cases were the 'worst'? • Do you think statements like these should be allowed on the Internet? • Should any of them 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?
 - What is the border between freedom of speech and hate speech?

See Handout below.

HANDOUT – DIAMOND MODEL

		5		
	4		4	
3		3		3
	2		2	
		1		

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

CRITICAL THINKING

TITLE	Canadian Box
TOPIC/S	Discrimination and media
AIM	To develop the critical thinking on discrimination and media
TOOL TYPE	Debate
DURATION	60 minutes
MATERIAL	/
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Setting Two sub-groups are created and brought in two different rooms (it's better to have no more than 14 people for group, otherwise it can be harder to manage the methodology and it can be less effective and participative). To each group is assigned a facilitator/moderator. The group members are divided in other two smaller groups (with the same number of participants) and two lines are created. Participants are asked to stand in line, one in front of the other. Then the activity implementation follows in the same way for both the groups and with the same timing for each question.</p> <p>Step 2. Canadian Box The first statement is read, the facilitator/moderator is saying in each round who is the group "agree" with the statement and the group "disagree" with the statement. Then the groups are left 60 seconds to gather and to find common statements and arguments to defend or to contrast the statement read. Back on line, other 180 seconds are allocated to defend or contrast the statement. Facilitators can challenge the groups, proposing, for every new round of discussion (after the new statement is read), extra rules for the debate, as the ones below:</p> <ul style="list-style-type: none"> • the group members of the two groups take the speech when and how they prefer • ping pong (one person from a group takes the floor, then one from the second, then the floor goes back to the first and then to the second ...) • ping pong + twenty second speech for each group member • ping pong + body gestures (while augmenting the person, makes a step forward from the line and uses also their body to explain the argument) • the facilitator decides who speak <p>Step 3. Debriefing and Model It follows in plenary the debriefing, with the following key-questions:</p> <ul style="list-style-type: none"> • One key word to describe what you felt during the activity • How was to defend a statement you felt represented by? • How was to defend a statement you did not feel represented by? • Do you see any parallel between what happened during the activity and the everyday life?

INTERCULTURAL LEARNING

TITLE	In my community
TOPIC/S	Intercultural learning
AIM	To have the group practically experimenting, and then reflecting about the feeling of belonging (how it is structured, causes and effects, different manifestation)
TOOL TYPE	Simulation
DURATION	120 minutes
MATERIAL	A4 papers, markers, clothes to costume
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Community building Participants are divided in three different groups and they receive the following task: they need to design their imaginary new community, defining within each group, the following elements:</p> <ul style="list-style-type: none"> • Name of the community • Language • Greetings • Flag • Habits • Social structure • Taboo • Sanctions if the taboo is not respected <p>Step 2. Visitors exchange Once the community is built, each group is left ten minutes to practically rehearse/practice their community (trying out the language, the way of greetings, the habits, and to represent the social structure, the taboos and the sanctions). Then different rounds follow:</p> <ul style="list-style-type: none"> • First round of visitors: from each community a person should be identified, the person should join another community and, spending there three minutes, should try to get as many elements as possible from the hosting community • Visitors reporting: once the time it's over the visitors have to be back to their own community and report to the community's members what was understood from the other community visited • Second round of visitors: from each community a person should be identified (not the same person as before), the person should join another community (not the one already visited) and, spending there three minutes, should try to get as many elements as possible from the hosting community • Visitors reporting: once the time it's over the visitors have to be back to their own community and report to the community's members what was understood from the other community visited. <p>Step 3. Debriefing Then all the three communities are invited to be back in plenary and the facilitators</p>

encourage all the group's members to run a de-rolling.

DE-ROLLING TECHNIQUE: in simulations and role play games, the de-rolling it's a very important technique. In fact it is conceived to have the participants getting out of the role, relaxing, steaming out and calming down. It can be run with simple techniques but also having the facilitators simply informing participants that the first part of the activity it's over and asking them, with a calmed and relaxing voice, to step out from the simulation, taking a profound breathing. The de-rolling allows to avoid confusion, to have the participants answering as themselves, not as the assigned character that were performed and therefore, to have more objective and targeted debriefing.

Below the list of Key questions for the debriefing:

- One word to describe your feelings (from all the participants, possibly)
- Visitors from the first round: what did you notice about the hosting community?
- Visitors from the second round: what did you notice about the hosting community?
- Three community members: please now present the elements of your communities
- How did you build up your community?
- Did you face challenges to build it?
- Did you feel to belong to your community?
- How was to receive visitors?
- How was to visit the other community as visitor?

WORKSHOPS

TITLE	Open Space																		
TOPIC/S	Learning and exchange																		
AIM	To encourage participants in sharing workshops, activities, tools and actions they know and related to the subject of the training																		
TOOL TYPE	Work in smaller groups																		
DURATION	180 minutes																		
MATERIAL	A4 paper, pens, flipcharts, paper, markers, post-it																		
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Preparation Since the day before, participants are asked to share, if they want, some workshops, activities, tools and actions they know and related to the subject of the training. Facilitators leave on the wall a big flipchart with different time slot, where participants can include their proposals.</p> <p>To include a proposal, the following information should be specified:</p> <ul style="list-style-type: none"> • Workshop title • Workshop aim • Synthetic description (in couple of sentences maximum) • Name of the facilitator <p>Step 2. Proposals and organization Then when the activity is finally launched, facilitators read back the different proposals and different slots, run in parallel and of 60 minutes each are created. During the same slot there can be different workshops run simultaneously. Participants can choose, positioning their name on the flipchart, the workshop/s they are interested to join. The person proposing the workshop has to remain all the time in the workshop to present/facilitate.</p> <p>Below an example of time slots:</p> <table border="1"> <thead> <tr> <th>TIMING</th><th colspan="3">WORKSHOPS TITLES</th></tr> </thead> <tbody> <tr> <td>10.00 – 11.00</td><td></td><td></td><td></td></tr> <tr> <td>11.15 – 12.15</td><td></td><td></td><td></td></tr> <tr> <td>12.30 – 13.30</td><td></td><td></td><td></td></tr> </tbody> </table> <p>GENERAL REMARK ON THE TECHNIQUE: the Open Space, is a technique allowing participants to discuss about sensitive topics, to share ideas and proposals about future possible actions and projects. During the Open Space different thematic tables are organized. Participants, following the principles of this technique, are free to move from one to another table accordingly to their interest to</p>			TIMING	WORKSHOPS TITLES			10.00 – 11.00				11.15 – 12.15				12.30 – 13.30			
TIMING	WORKSHOPS TITLES																		
10.00 – 11.00																			
11.15 – 12.15																			
12.30 – 13.30																			

work on one or more thematic areas. Where participants should remain in a workshop for the entire duration of 60 minutes (according to the workshop specificity) it has to be initially specified in the synthetic description.

In the Open Space Technique, the main pillars are:

- workshops have to be proposed by participants - bottom up approach
- workshops are “self-organized” - participants themselves are the workshops’ facilitators
- time it’s time – it’s important to keep attention to the time at disposal for the workshop and respect it
- butterflies and bees - in a group we can be in silent and listen, as we can also speak and share our opinions.

FORMAL-NON FORMAL-INFORMAL

TITLE	Moving debate
TOPIC/S	Formal, Non formal and Informal
AIM	To reflect on the differences among formal, non formal and informal and to go in depth on the links and the inter-relation among the three
TOOL TYPE	Moving Debate
DURATION	60 minutes
MATERIAL	Scotch tape, paper, markers
DESCRIPTION	<p>Setting: the facilitator has to draw on the floor with the scotch tape a big circle, divided in 3 parts. In each section has to put an A4, in one written "Formal", in one "Non formal" and in the last "Informal".</p> <p>The activity starts with participants standing in the middle of the circle. The facilitator starts reading the first statement and asks participants to take position in one of the sections of the circle. The facilitator asks to people placed in different position to comment and to explain why they took the position in the space.</p> <p>IMPORTANT RULES:</p> <ul style="list-style-type: none"> • participants cannot remain the middle of the circle, but have to take a position • participants can choose a position in the space, accordingly to the level of agreement and/or disagreement with the statement • the facilitator should read the statements as much clear as possible. Before to ask the group to take a position, the facilitator has to be sure that everybody has understood the statement • participants can change position moving in the space, after they have listened at each others' opinions. <p>NOTE: the questions in the Handout are intentionally contradictory, Indeed the aim is not just to reflect on formal, non formal and informal but to go in dept on the links and the inter-relation among the three.</p> <p>This activity has to be considered preparatory for the "Training in Action"</p> <p>See Handout below.</p>

HANDOUT – STATEMENTS

STATEMENTS	
1	I MEET A FRIEND IN THE SWIMMING-POOL AND HE TEACHS ME HOW TO SWIM
2	I'M GOING TO MEET A FRIEND TO TALK ABOUT THE ANTI-RACISM WORKSHOP IN WHICH SHE PARTICIPATED
3	WE ARE ORGANIZING AN OPEN WORKSHOP ABOUT GENDER ISSUES IN A SCHOOL
4	WE ARE ORGANIZING A WORKSHOP IN A LOCAL COMMUNITY AND THE FACILITATOR IS PRESENTING A POWER POINT
5	THE MUNICIPALITY OF LECCO IS ORGANIZING AN OPEN FORUM ABOUT THE PARTICIPATIVE POLITICS
6	THE INTECULTURAL EVENING IS A _____ TOOL
7	A SCHOOL DIRECTOR IS ORGANIZING A TRAINING FOR THE TEACHERS
8	I'M READING MATERIALS IN ORDER TO PREPARE A WORKSHOP

FACILITATOR'S ROLE

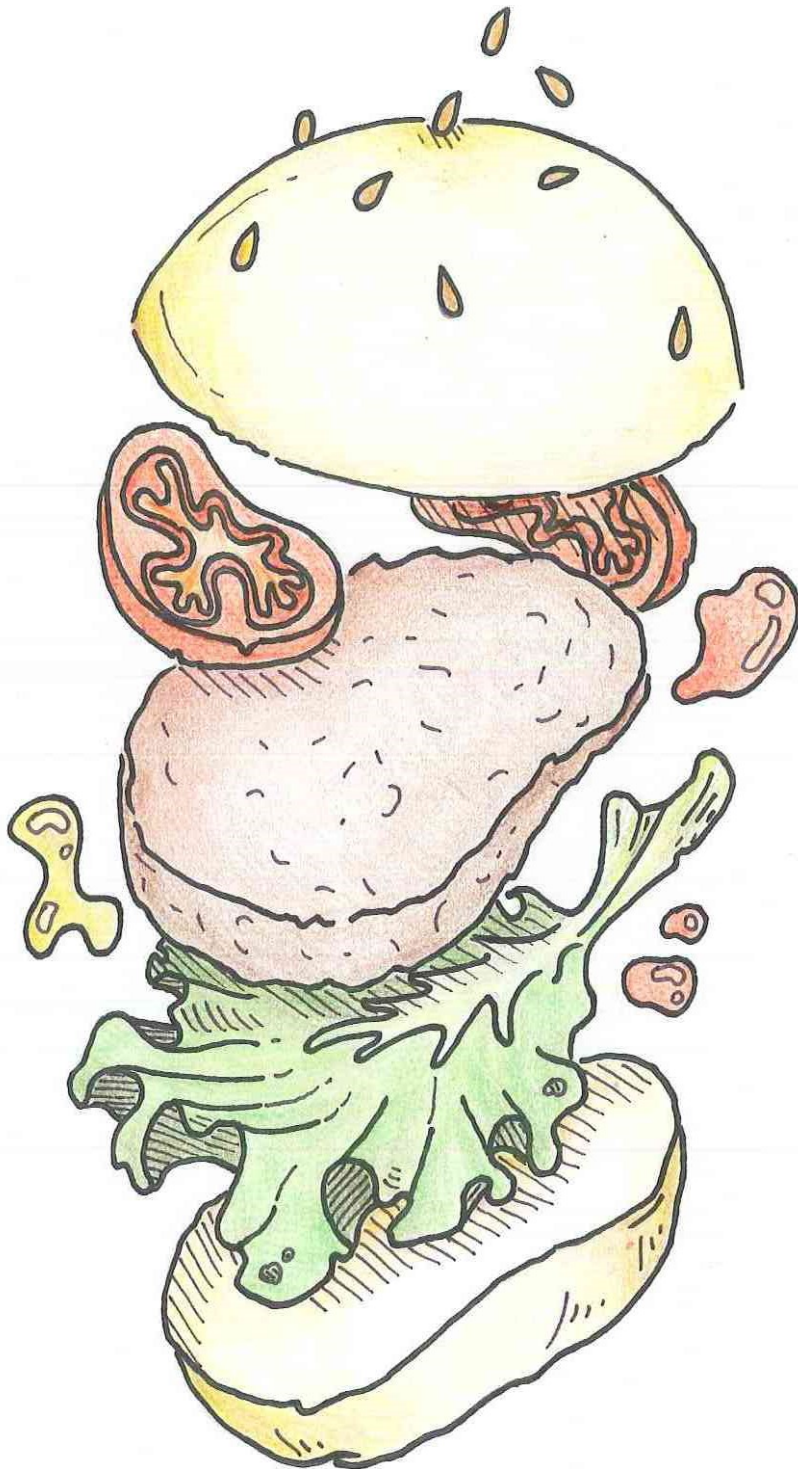
TITLE	The perfect facilitator
TOPIC/S	Role and qualities of the facilitator
AIM	To reflect on the role a facilitator should have and on their qualities
TOOL TYPE	Work in group and plenary presentation
DURATION	45 minutes
MATERIAL	Flipcharts, markers, pens
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Discussion and preparing Participants are divided in groups (approximately 5 people each) and receive a flipchart. They have to discuss within the group the facilitator's role, skills and qualities and they have to give a graphic representation of the main outcomes.</p> <p>Step 2. Presentations Each group has a maximum amount of 5 minutes to present the work in plenary, It's left an extra time for questions and clarification requests.</p> <p>This activity has to be considered preparatory for the "Training in Action"</p>

TRAINING IN ACTION

TITLE	Training in Action - Presentation
TOPIC/S	Interactive methods within non-formal education to run a workshop on the subject
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely important, because participants will create, implement and asses some of the workshops that will be afterwards used during the youth exchange
TOOL TYPE	Plenary and work in groups
DURATION	60 minutes
MATERIAL	Flipcharts, markers, pen, paper A4
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Group division Four groups are created and participants receive in plenary a short presentation about the ratio that brought to the groups' composition:</p> <ul style="list-style-type: none"> • need to mix different countries to provide an intercultural perspective in the group work • need to give value to the different experiences and knowledge • need to insure the heterogeneity in terms of topic coverage • need to insure the heterogeneity in terms of tools and methods <p>Than all the groups receive the following task: they have to create a workshop 90 minutes long, to raise awareness on discrimination.</p> <p>Step 2. Sub-topic selection Different sub-topics related to discrimination are presented to the groups that have some minutes to discuss and pick up the topic they are interested to work on. Once a topic is chosen, it cannot be picked up again, so it's important to discuss and agree within the group, but also to be fast to pick up the topic.</p> <p>Below the list of the proposed topics:</p> <ul style="list-style-type: none"> • Fake news • Cyber bullying • Activism and campaigning • Freedom of expression <p>Step 3. Toolkit outline The Toolkit outline is presented in plenary and it's left space for questions and clarifications.</p>

TITLE	Preparation of the workshops
TOPIC/S	Interactive methods within non-formal education to run a workshop
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely important, because participants will create, implement and asses some of the workshops that will be afterwards used during the youth exchange
TOOL TYPE	Work in groups
DURATION	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
MATERIAL	180 minutes
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Preparation Participants, divided in groups work on the preparation of a short workshop of 90 minutes, using non-formal education working methods. To each group is assigned a facilitator, that joins the group and gives the following tasks to be run in chronological order, during the workshop preparation:</p> <ul style="list-style-type: none"> • Internal sharing: who we are and how do we feel comfortable to work in team • Role and responsibilities: appointment of different group members that will be more focused on time management, learning objectives, group dynamics/atmosphere Group discussion: how to cover the subject • Definition of the workshop specific learning objectives • Workshop preparation: definition of tools and methods for each part and answering the specific learning objectives set • Logistic and practice: space identification, tasks and responsibilities division, materials, rehearsal of the workshop before to deliver it • Fill in the toolkit <p>Step 2. Feedbacks At the end of the preparation it's run a session about feedbacks: this part is shaped to make participants reflect on how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra 30 minutes will be allocated to give feedbacks about the activity organized. The Sandwich model is presented in plenary and participants can ask questions and clarifications. The main elements that have to be analysed are: your feelings, something to improve, something good.</p> <p>See Handout below.</p>

HANDOUT – SANDWICH MODEL



HOW I FEEL



SOMETHING
TO IMPROVE



SOMETHING I
LIKE



TITLE	EXPLORING CYBER BULLYING
AIM	To raise awareness on anti-discriminatory approaches in media among youth
TARGET	Young people and young people of the Youth Exchange (18-25 years old)
TOPIC	Cyber-bullying
LEARNING OBJECTIVE/S	<ul style="list-style-type: none"> To get to know what cyber-bullying is (reasons, consequences , sub-categories) To focus on empathy and emotional outcomes of cyber-bullying
DURATION	90 minutes
MATERIAL	Flipcharts, ropes, blindfolds (1 for each participant), chairs (according to the needs), sticky notes (2 each participant), laptop or Smartphone, speaker, pens, 3 cyber-bullying scenarios
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Draw on my back The group is divided in sub-groups and participants are asked to create a line (having the back of the person in front). The first person in front of the line has the A4 paper and a marker in front of them. The last person of the line receive a word and has to transmit it to the person in front, drawing (not writing!!!) the word on their back. NOTE: make different rounds, starting from more general words to more specific (e.g. zoo, animal, zebra). Once the different rounds have been played, the drawings are put on the wall and participants should try to guess the word.</p> <p>Step 2. Defining cyber-bullying and its categories Participants get 2 sticky notes and one pen each and they are asked to reflect and complete the sentence "For me cyber-bullying is..." on one of the sticky notes. They are asked to stick it on the flipchart titled "cyber bullying". Then, they are asked to complete the sentence "For me an example of cyber-bullying is". After this part, the facilitator introduces 4 flipcharts with the categories (harassment, outing, cyber-stalking, other types) and participants have to decide where to stick their examples. After that, a group discussion starts to reflect on multiple aspects of cyber-bullying with questions like "do you think this categories are interconnected?", "if yes, how and why?".</p> <p>Step 3. The reasons of cyber-bullying Participants are divided into sub-groups and they have to think, discuss and write down why they think cyber-bullying happens in the everyday life. It follows a presentation in plenary from each group.</p> <p>NOTE: two spaces are needed for this activity. Step 2 and 3 should happen in a</p>

different space from Step 4.

Step 4. The Labyrinth

Setting: the room is settled as a path where two different stations are organized as explained below.

Participants enter the room one by one. Their eyes are blindfolded. At the first station they listen to a witness of a victim. At the second station they read a scenario that describes cyber-bullying. After they exit the labyrinth, they are gathered in groups to reflect on the scenarios presented.

It follows a debriefing in plenary.


NOTE: this part can be very touching and emotional (to listen at witnesses of cyber-bullying, as also reading scenarios presenting it, can be quite shaking for many persons). For this reason, we recommend facilitators to:

- Don't play this activity with a group they met for the first time
- To create the proper setting to have the group prepared before to start this part
- To create the proper soft atmosphere to have the participants feeling relaxed and free to express themselves
- Be ready to intervene if someone does not feel well and prefer to leave the activity
- Go with a strong debriefing to steam out and reflect upon the different steps of the activity.



TITLE	FAKING NEWS – CREATE FAKE NEWS
AIM	To raise awareness on anti-discriminatory approaches in media among youth
TARGET	Young people and young people of the Youth Exchange (18-25 years old)
TOPIC	Fake news
LEARNING OBJECTIVE/S	<ul style="list-style-type: none">• To understand how to recognize a fake news• To acknowledge how to disarm a fake news
DURATION	90 minutes
MATERIAL	Papers , pens
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. The broken phone Participants are divided in 2 groups and are asked to form a line, facing the same direction. The last person in the line receive a “gesture” to transmit to the person in front. The transmission continues until the “gesture arrives to the first person in the line. At the end, the first and the last “gesture” are confronted. This energizer is used to introduce in a gradual way the topic of how fake news are created and how messages can be transformed in communication.</p> <p>Step 2. Recognize a fake news Participants are divided in sub-groups. Each group receives a topic within the macro-subject of discrimination (for example racism or sexism, ...) and a type of media (public speech, podcast, news paper, ...). Then each group has to create a fake news on the topic assigned, using the media they received. After 20 minutes, they have to present their fake news in front of all the other groups. They have up to 5 minutes maximum to present. Afterwards, in plenary, it follows a brainstorming on the criteria allowing to recognize a fake news.</p> <p>Step 3. Counter fake news Participants are asked create a tool (poster, a social media picture, meme) that can help youth to recognize a fake news.</p> <p>After that each group bring back its creation the whole group and debate about the tools and tips to help youth to recognize and disarm fake news.</p>

TITLE	HOW FREE ARE WE?
AIM	To raise awareness on anti-discriminatory approaches in media among youth
TARGET	Young people and young people of the Youth Exchange (18-25 years old)
TOPIC	Freedom of expression
LEARNING OBJECTIVE/S	<ul style="list-style-type: none"> To raise awareness on freedom of expression in social network To raise awareness on limitations to freedom of expression
DURATION	90 minutes
MATERIAL	Pens (some of them should not work well), post-it, rope
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Puppet game Participants gather in the middle of the room and are asked to create pairs: one puppet and one puppeteer. The puppeteer has to move the puppet in the room. After a while they exchange roles. After both tried, the facilitator gathers some pairs in order to create 3 sub-groups. It follows a short debriefing on the experience with the purpose to start the reflection upon the control dynamics (as a gradual introduction on the topic of control in media).</p> <p>Step 2. Simulation game The 3 groups, previously created, seat around a table and they receive a statement each. Some examples of statements:</p> <ul style="list-style-type: none"> 1. Women cannot have abortion 2. Homosexual have to go in jail 3. Women don't have the same salary as man <p>Each table have to spread their messages to the others tables, but each team have some restrictions that represents the control of social network exercised by the government. (eg. of restrictions: the groups can only draw without writing words, symbols or flags; one group can use only the opposite hand; one group has to draw keeping the markers in the mouth; one groups can draw with a pen that doesn't work well). It follows a debriefing on the experience.</p> <p>Step 3. Moving debate The room is divided in 2 sides: "freedom of expression" and "hate speech". The participants are gathered in the middle of the room. Facilitator read a statement about the topic. After each statement, participants have to take position from one side to the other, depending their opinion. After everybody took a position, they are asked to explain why.</p>



TITLE	ACTIVISM AND MEDIA
AIM	To raise awareness on anti-discriminatory approaches in media among youth
TARGET	Young people and young people of the Youth Exchange (18-25 years old)
TOPIC	Activism and Campaigns
LEARNING OBJECTIVE/S	<ul style="list-style-type: none"> • To raise awareness and knowledge on media approach towards activism • To explore different tools to promote campaigns • To show discrimination in media and the impact it can bring • To approach the concept of daily activism by creating a campaign
DURATION	90 minutes
MATERIAL	Flipcharts, pens, markers, 3 tablets, 13 piece of paper, printed materials (photos, articles)
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Case study on discrimination Participants are divided in groups and they receive a case study of discrimination (article, social media post, picture...). They are asked to discuss about the case identifying the scenario and the actors.</p> <p>Step 2. Take action! Each group has now to choose a tool/media to create an action to counter the discrimination case they previously analyzed.</p> <p>Step 3. Presentation in plenary Participants are gathered in plenary and each group presents their action to the others. It follows a discussion on the cases presented and are shared different cases and campaigns participants know from their local realities.</p>

FINAL EVALUATION

TITLE	Stations
TOPIC/S	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, analysing all the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
TOOL TYPE	Artistic and interactive session, individual work
DURATION	90 minutes
MATERIAL	All the material needed to arrange the different spaces and settings (accordingly to your fantasy 😊)
DESCRIPTION	<p>Setting: we need or a very big workshop room that can be divided in different spaces or different rooms or spaces outside. In case we are going outside, we need to take care that the spaces are separated but not too much distant. Soft music and good decorations are welcomed to create the atmosphere.</p> <p>The activity includes the following steps:</p> <p>Step 1. Orchestra One of the facilitator accompanies the group in a more silently, cosy and isolated place. Participants are asked to close their eyes. When the facilitator passes and softly touch their head they can start to produce a sound and repeat it. They have to keep attention to their sound but also to the sounds of the others. Thus there will be a moment where all the sounds will compose an orchestra. Then, when the facilitator is passing back, softly touching the head, the person should stop with the sound.</p> <p>Step 2. Storytelling and introduction The facilitator makes a short re-cup of what happened during the week, using the story telling technique. Then it follows a short introduction on the activity' tasks. After that, participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something.</p> <p>Step 3. Stations Space 1 – food and lodgement <u>Instruction:</u> comment with post-it and messages how the accommodation and food was <u>Methodology:</u> drawings representing food and accommodation and post-it to leave comments and feedbacks Space 2 – topics/contents <u>Instruction:</u> draw on the target: more you are satisfied and more the drawing/symbol are closer to the target centre. Less you are satisfied and more the drawing/symbol is closer to the external part of the target <u>Methodology:</u> on a board there is a big flipchart with a target. The target is divided in different areas, according to the specific objectives of the training. On the floor, there are pens and coloured markers to comment</p>

	<p>Space 3 – tools and methods <u>Instruction:</u> leave comment, using the pieces of paper, on what you have learnt and you would like to bring back home <u>Methodology:</u> in one side of the workshop room are gathered the weekly agenda and all the flipcharts produced during the training. Here it's possible, using post-it, to add comments concerning the tools and methods used in the different sessions</p> <p>Space 4 – pool of trainers <u>Instruction:</u> write a feedback, comment, suggestion you would like to leave to the pool of trainers and leave it to their envelopes <u>Methodology:</u> post boxes (represented with envelopes) on the ground with pieces of paper and pens to write down the comments/feedbacks</p> <p>Space 5 – group dynamic <u>Instruction:</u> use drawings, symbols and key words to comment the group dynamics. Try to use fantasy and to be as much creative as possible! <u>Methodology:</u> a big flipchart on a table with coloured pens and pencils.</p> <p>Space 6 – personal learning <u>Instruction:</u> write a letter to yourself, to share the learning achieved all along the training course <u>Methodology:</u> laundry (represented with ropes tied and pieces of paper handed there with cloth pegs), on the ground pens to write the letters.</p>
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TITLE	Circle of words
TOPIC/S	Final, collective evaluation
AIM	To run the final, collective evaluation in plenary
TOOL TYPE	Evaluation tool
DURATION	/ minutes (the time necessary for each person to share, freely, their feelings, impressions, comments and ideas)
MATERIAL	/
DESCRIPTION	<p>Setting: participants are sitting in circle in the workshop room and the facilitator is presenting the activity.</p> <p>Participants have to take the floor one by one and they have to say “something to themselves” and “something to the group”.</p> <p>NOTE: when the turn to speak arrives, if the participant does not feel ready to express, can skip the first round, but then in the second round has to take the floor and express themselves.</p>









Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, non-religious, and autonomous from any political party affiliation.

It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non-formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

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