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TOGETHER

ACTIVITY TOOLKIT

ROLE PLAYING AGAINST HATE SPEECH



Open Education centre



THE PROJECT

The project ***Together - to get there*** is organized by Progettomondo (Italy), in cooperation with Madre Coraje (Spain), CZ-ART (Poland), Suedwind (Austria), Open Education Centre foundation (Bulgaria) and GRYD LTD (UK).

The project aims to provide **youth workers** with **training opportunities** on innovative youth work methods and practice, responding to their need to be better equipped in managing youth programmes for media literacy, prevention of **hate speech** and promotion of tolerance online.

Through **transnational mobility events**, youth workers benefit from an enriching participative learning experiences; they develop and share effective practice and methods, which they can learn and get inspired by.

THE TOOLKIT

This toolkit is one of the outcome of the project. It contains:

- the description of the activities created by the youth workers after two transnational meetings in Verona, Italy and Jerez, Spain;
- the attached files ready to print to reproduce the activities proposed.

BASIC INFORMATION:

Title	<i>Role playing against hate speech</i>
Topic	Hate Speech
Target group	12 - 20 years old
Time	2 hours (120 min)
Final aim	<ul style="list-style-type: none"> - Widen young people's perspective on hate speech - Raise awareness among young people on how close hate speech is - Reflect about how young people can prevent and act against hate speech

ACTIVITY

Introduction 5'	The youth workers introduce themselves and the workshop, saying that they want to reflect with the participants about the topic of hate speech.
Creation of a safe space 5'	<p>Before starting the activities, the youth workers will give to each participant a piece of paper with the main information about the issues that will be developed during the workshop.</p> <p>The participants will have to answer in writing to the question on the piece of paper and return it to the youth workers. To protect whoever writes something down, to everyone is told that there are different questions on every piece of paper and they can't show it to anyone.</p> <p>The text on the piece of paper is available in the attached files ready to be printed at the end of the activities description (Attachment 1).</p>
Ice-breaker 15'	<p>Two truths, one lie.</p> <p>Each participant writes down 3 pieces of information about themselves on a piece of paper, 2 true, one false. Participants then talk to one another (they should go around the room and talk in pairs) and try to guess which information is false. They may ask additional questions.</p> <p>The facilitators can take part in this game.</p> <p>Examples of statements:</p> <ul style="list-style-type: none">• I drink a pot of coffee every morning.• I have never been on a roller coaster.• I don't want to get married. <p>Participants can play for fun or they can collect points for guessing which statement is a lie. For this purpose, on the same sheet of paper, she or he can mark (e.g. with dashes) how many lies they managed to guess.</p>

**Take a step
forward...
10 min**

In this exercise, participants have to be lined up and then have to close their eyes. At this point, the facilitator will read out different hate situations or consequences of hate speech, and the participants should do one step forward if they have ever experienced them. When the reading is finished, participants can open their eyes and see if some participants will be at the far end of the room or not. This exercise pretends to 'break the ice' to start an initial discussion or debate about how everyday these situations are in our lives.

Situations:

Take a step forward if... ever felt lonely.

Take a step forward if... you have ever felt humiliated.

Take a step forward if... you have ever encountered insults/challenges at school.

Take a step forward if ... someone has teased you.

Take a step forward if ... you have ever read offensive comments on the internet.

Take a step forward if ... you have ever knowingly or unknowingly written an offensive comment about someone.

Take a step forward if... you have ever felt inferior to someone.

Take a step forward if... you have ever knowingly or unknowingly made a racist comment.

At the end of this part, the facilitator says: 'You can open your eyes. This exercise shows that hate situations and consequences of hate speech is faced by all of us/almost all of us. It can be encountered in many places, at school, on the internet, in the family, and sometimes we ourselves use hate speech. It touches each or almost each of us because each of you/almost all of you have taken at least one step forward'.

**Theatre against
hate speech.
40/50 min**

Divide participants into groups of four. Participants will have to prepare small plays of 2-4 minutes (5-8 in the longer version) in which they should play different characters experiencing situations of hatred.

The facilitator will give the groups the cases they have to represent (you can choose between suggested cases):

Bullying/ Bullying at school

Character 1: Bully

Character 2: Victim

Other characters: Classmates (passive attitude)

Racial discrimination on the bus

Character 1: Non-white person

Character 2: Person who makes racist comments

Character 3: Person who supports the racist

Character 4: Witness (passive attitude)

Disability at work

Character 1: Disabled waiter/waitress

Character 2: The boss (supporting the waiter/waitress)

Other characters: Customers treating the waiter/waitress badly

Harassment because of appearance in the street

Character 1: Person who stands out because of their clothes or appearance

Character 2: Stranger(s) who offends Character 1

Other characters: Observers (passive attitude)

Hate speech on the internet

Character 1: A person who wants to publish a malicious post about a colleague on the internet

Character 2: A person who objects

Other characters: Colleague (passive attitude)

LGBT-phobia at home – within the family

Character 1: Mother (unsupportive)

Character 2: Father (unsupportive)

Character 3: Sibling (supportive)

Character 4: LGBT person

The aim of this exercise is to promote empathy between participants about how women and men around the world live these experiences on their own. If the participants' actions stem from personal experiences (their own or those of a loved one), they will be better suited to the discussion that follows the scenes.

The success of the exercise will be determined by the discussion, so asking the right questions is very important. Questions must be thought-provoking rather than leading to specific conclusions. Possible questions could be as follows:

- What if the brother (or client, or colleague... depends on the case) was not supportive?
- What if the passenger on the bus was supportive?

We can also introduce other rules, e.g. allow other class members to improvise and enter the scene as new characters.

**Final debriefing
and evaluation
15/20'**

After the discussion, the participants are told the following:
"Hate speech is a problem with many edges and it is impossible to get to know it in depth in just two hours, that is why this workshop simply intended to invite you to think about some of the aspects related to hate speech, that it is everywhere, not only in social media and to think about what we can do to face it.

Evaluation:

*"Now you are going to tell us what has been the use of this workshop. For this we have here a **backpack**, a **washing machine** and a **trash can**. We are going to give you post-its and you have to write on them what you have learned (backpack), what things have made you think or what things you have to keep thinking about (washing machine), and what things (behaviors, attitudes...) you want to get rid of (trash can). Whoever wants can stick the post-its in their corresponding place so that we all read them, and whoever does not want to make it public will deliver it directly to us, so that we can evaluate the workshop."*

The group, guided by the youth workers can share ideas in a final pooling and the workshop ends.

Allow 15/20 minutes for this part.

Images for the evaluation are attached (Attachment 2).

Youth Workers Tips

1. Concentrate on the topics relevant to the age of participants (choose between the proposed situations or suggest new ones, close to the experiences of the participants).
2. The selection of situations shall be made while respecting the dignity of the people we are talking about.
3. Avoid images and messages that may spread stereotypes, sensationalise or discriminate against people, situations or places.
4. Acknowledge your responsibility: the topic is sensitive so if you come across a dangerous situation, you have to report it, even though the minor doesn't want to do it.
5. Try to make connections to media literacy / use of media.

Attachment 1 - Create a safe space

Give to everyone of the participants

In this workshop we are going to talk about sensitive issues such as homophobia, racism, bullying, disability, etc.

If you have been or are now a victim of some type of hate speech or you would feel uncomfortable hearing about it, write it here. This way we can change the examples for this activity. Also, if you think there is other information that we should take into account, write it here as well.



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Attachment 2 - Evaluation Images

