

Project reference: 2020-3-IT03-KA205-020441

## DESIGN OF THE ACTIVITY SHEET

Title	<b>RE-ACT to hate speech</b>
Topic/issues covered	Hate speech
Target group	Youngsters 14-20 years old
Time needed	2 hours
Aims of the activity	<ul style="list-style-type: none"> <li>- . Widen young people’s perspective on hate speech.</li> <li>- . Raise awareness among young people on how close hate speech is</li> <li>- . Reflect about how young people can prevent and act against hate speech.</li> </ul>
Description of the activities	<p>The youth workers introduce themselves and the workshop, saying that they want to reflect with them on hate speech.</p> <p><b>Creation of safe space (5min):</b>  First we will give each participant a piece of paper with a question to answer in writing and return it to us. To protect whoever writes something down, we'll tell everyone that there's a different question on each piece of paper and they can't show it to anyone.  This is the text of the card: “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 and you would feel uncomfortable hearing about it, write it here so that we can change the examples that we are going to use during this activity. Also, if you think there is other information that we should take into account, write it here as well.”</p> <p><b>Ice-breaker (25min):</b>  Before the meeting to prepare dixit cards/postcards/images on a padlet or physical ones. (20-30 different cards/images)  "On the board you will be able to see cards/images, they are all different. Please take a look and choose the best that fits your emotions when you hear the words "hate speech" , which one of the cards represents hate speach the best for you. Please describe in no more than 5 words.”  For physical cards: (everyone should have a different card)  When the people explain their choices, the youth worker will write the description that was given for this card on a poster or blackboard, so</p>

everyone can see it and this repeats for every participant. If some of the explanations are the same or very similar, the youth worker can just make a "tick" next to it. For online cards: (it will possible to have the same card as someone else) The youth worker will add the participants' name next to the card that was chosen from them on the padlet and the explanation the participant.

In conclusion: The youth worker should make a significant made of all theirs conclusions and ask if they want to add more words, because maybe they have in mind more ideas but they didn't find appropriated cards to match. And after to create a little link to the upcoming activity.

**RE-ACT (60 min):**

The participants are divided into 2, 3 or 4 groups of 2, 3 or 4 people and each group is given a practical situation and a sheet to write down how they would react to that situation. They are given a few minutes to decide how they would react and they write it down on the sheet, then they cover the part of the sheet they have written and pass their situation and their covered answer sheet to another group and they receive another one from another group. Repeat the process until each group has discussed all the situations.

The exact number of groups will depend on the number of people in total, since the maximum time for this activity is 1 hour. If there are only 2 groups (2 situations) we recommend discussing in the groups for 6 or 7 minutes and then having a 15-20 minutes debriefing for each situation. If there are 3 or 4 groups, we suggest giving 5 minutes for discussion in small groups and then a 40-minute discussion in a large group, but not on each specific case, but on the common points of the answers in each situation. It is important to say that they have to answer how do they react and not how should they react.

In the debriefing we should ask questions like the following: if the question had been how you should react instead of how you would react, would your answer have been different? What do you think are the best ways to react? And talk about ideas such as the following: if you want help, ask the victim first, reflect on how sometimes by denouncing a hate message we are spreading it more, freedom of expression, hate crimes, reflect on how complex these situations are and that therefore we as facilitators do not want to judge them, but rather make them think about the consequences of the different reactions so that we try to make the best decision.

These are the four situations:

1-. You are at the bus stop and you see someone put this sticker on a timetable (see annexes).

It means more or less "Prohibition of being homosexual"

How do you react?

2-. You see a group of teenagers on the beach making fun of a person in a wheelchair. They say things like “What are you doing here, you cannot even swim!”.

How do you react?

3-. A girl confides in you that someone wrote “Fat pig” on her locker and then anonymously shared the picture on Instagram, where other students are now making fun of her.

How do you react?

4-. You are in a metro station and you see a propaganda poster from a political party which says: “An unaccompanied minor gets 4700€ per month. Your grandma’s pension is 426€ per month”.

How do you react?

**Final debriefing and evaluation (30 min):**

Following the discussion of the previous activity, we asked them to take a look again to the flipboard of the icebreaker activity. “Do you want to add new words?”. They will say their new words and the youth workers will write them down (5 min).

Then, 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. By the way, would you now add more words to the poster of the initial activity? Allow 5-10 minutes for this part.

Handout (5 min)

“In order for you to follow this path, we have created this handout, in which, first of all, a definition of hate speech appears, of the many that exist, because as we say, it is a complex problem and each country understands it in a different way. In addition, we collect links to some interesting initiatives against hate speech and we also offer brief information about the European project (called TOGETHER to get there )that framed this activity.” (see the handout content in annexes).

Evaluation (15-20 min)

“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

	<p>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”. We can share our ideas in a final pooling and the workshop ends.</p>
<p>Brief summary of active and participatory methodologies used</p>	<p>We will always consider the previous ideas of the participants and facilitate empathy and respect for them. This is basic to be able to really change their attitudes. The methodology will promote the collective construction of knowledge.</p> <p>We have created this activity keeping in mind our “8 tips for youth workers”:</p> <ol style="list-style-type: none"> <li>1. Start the activity by creating a SAFE SPACE and pay attention to the backgrounds of the participants</li> <li>2. ADAPT the exercises to the age and kind of the group and make sure that everyone is on the SAME LEVEL of KNOWLEDGE</li> <li>3. Give the participant some time for REFLECTION</li> <li>4. Don't worry about the PATH, but be clear about the DIRECTION</li> <li>5. Make a SUMMARY after the activity on how to DEAL with hate speech</li> <li>6. Be part of the group, be a partner, but don't forget YOUR ROLE as a moderator</li> <li>7. Lead the workshop with a PARTNER</li> <li>8. Don't make fun of the topic but HAVE FUN!</li> </ol>
<p>Any specific materials and equipment needed?</p>	<p>Safe space: pieces of paper with the question regarding the safe space (as many cards as participants).</p> <p>Ice breaker: dixit cards (reals or digital, un that case we'd need a computer and Internet acces. Link: <a href="https://padlet.com/javisaborido/k36icuzkq37yr2x1">https://padlet.com/javisaborido/k36icuzkq37yr2x1</a>), a flipboard and markers to write down the participants's answers, or a blackboard and chalk</p> <p>RE-ACT: pieces of paper with the situations and blank papers for the answers.</p> <p>Debriefing and evaluation: markers, post-its, handouts, a backpack (or its image), an image of a washing machine and a trash can or paper bin (or its image).</p>
<p>Quality standard of Global Learning</p>	<ul style="list-style-type: none"> <li>□ The activities include a <b>participatory</b> methodology and participatory approach to the ideation and implementation of the activity/tool</li> </ul>

	<ul style="list-style-type: none"><li>□ <b>Respects the dignity</b> of the people it refers to and seeks to present a balanced picture of the reality.</li><li>□ The activities/tools are <b>accessible</b> for everyone and fit for different circumstances</li><li>□ The activities/tools are <b>adaptable</b> to different circumstances/groups (age, background, etc.)</li><li>□ The activities in general respect the Global (citizenship) Education quality criteria.</li></ul>
Comments (if needed)	