#B4H8

BEFORE THEY *HATE*

Activities handbook

Before
They Hate
#B4H8

The project *Before they Hate: Tackling hate speech as manifestations of racism and misogyny through prevention in youth work* has received funding from the Icelandic National Agency of the **Erasmus+** Programme under the Grant Agreement

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ACTIVITIES HANDBOOK

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HOW TO USE THIS METHODOLOGY

This methodology is composed of two complementary volumes. On the one hand, one volumen with the theoretical foundations on the subject of hate speech and other cross-cutting themes that allow for a deeper understanding of the subject in order to have the tools to deal with it.

On the other hand, the current volume, an activities handbook that compiles 27 practical activities from the different chapters to be implemented with young people. The main aim of the handbook is to facilitate the trainer's work and have the activities at hand with the specific objectives, materials, duration and implementation steps.

The recommendation is to first get to know the theoretical foundations in order to then apply the activities presented here more efficiently.

PLATFORM BEFORE THEY HATE

This methodology has been designed to be implemented both online and offline by youth workers. For this reason, to promote online usability the *Before They Hate platform* has been developed also as part of this project.

On the platform can be found all the activities collected in this volume, classified by the topic they represent. When looking for an activity, you can filter them according to duration, the level of difficulty for the facilitator and the level of understanding for the participants. In addition, some of the activities have been digitalised by the consortium with the aim of making the learning experience more enjoyable and adapted to the digital age, so that young people feel more comfortable participating in them.

This methodology has as complementary material the platform, so it is possible to use only the material in text format, only the platform or a combination of both. In addition, in each activity of this volume you will find the direct link to the activity on the platform, so that you can easily move from one medium to another.

Therefore, depending on the characteristics of the group you are working with, you will be able to adapt the experience to your needs and make the most of its potential to deal with hate speech with young people.

1. INTRODUCTION ACTIVITIES

Activity 1

Creating a Safe Space

① *Duration:*
60 min

② *Understanding level:*
- 🟠 *Beginner*
- ⚪ *Intermediate*
- ⚪ *Expert*

③ *Complexity for the facilitator:*
- ⚪ *Easy*
- 🟠 *Medium*
- ⚪ *Difficult*

④ *This activity could be done...*
- 🟠 *Online* 🟠 *offline*

⑤ *Content is related to the following topic:*
- 🟠 *Safe Space*
- 🟠 *Human Rights*
- 🟠 *Hate Speech*
- ⚪ *Internet*
- ⚪ *Social Networks*
- ⚪ *Democracy*

⑥ *Short description*

In order to deal with sensitive issues such as hate speech, it is first necessary to create an environment where everyone feels free to participate without fear of being judged or attacked. It is therefore necessary to create a safe space in the group.

For this purpose, different dynamics will be carried out to promote active listening, respect, empathy, equality and equity, in order to create an environment in which everyone feels comfortable to participate.

⑦ *Aims & Objectives*

- To create among the group a good and comfortable environment of work, in order to talk about hate speech and other sensitive topics.

- To promote the implication of all the participants in the group dynamics, to involve them in the educational process.

- To establish an agreement on the basic rules and limits that the group has for the educational process.

⑧ *Instructions*

This session has been designed using an interactive and personal approach, building connections, while also setting rules to make sure everyone feels safe and comfortable, all aimed at creating a supportive and respectful environment.

STEP BY STEP EXPLANATION:

ACTIVITY 1: GETTING TO KNOW EACH OTHER.   **TIME:** **30 min**
SCARS OF OUR LIFE

INSTRUCTIONS:

1. Participants and facilitators stand in a circle, seated on chairs or pillows.

2. One by one, each person will say your name and tell the story of a scar you have. At no point is it specified what type of scar to talk about (physical, psychological, recent, past…), leaving the space free for each person to express yourselves up to the level at which you feel safe.

3. The facilitator will thank the participants for sharing their stories and actively listening to each other's stories, leaving the way open to explain what a safe space is.

ACTIVITY 2: BOUNDARIES AND RULES OF SAFE   **TIME:** **30 min**
SPACE

INSTRUCTIONS:

1. Start by introducing the concept of safe space as an environment in which all people feel free to participate without feeling any fear, judgement or oppression.

2. To create a safe space where everyone feels free and confident to participate, boundaries and rules must be established among the whole group.

3. Each participant will write on different post-its the boundaries and rules they would need to feel in a safe space. They can write as much as they can think of. Participants will stick the post-its on the corresponding «Rules» or «Boundaries» flipchart.

4. Read each of the post-its on each flipchart aloud and, in consensus with the group, write down on a new flipchart the rules and boundaries that will govern the safe space for your working environment.

5. These rules and boundaries can be reviewed throughout the workshop and participants can provide input as needed to make the working environment a safe space.

(9) Material equipment needed

- ● Flipchart paper
- ○ Projector
- ○ Laptop/smartphone
- ○ Internet access

- ● Markers
- ● Pens
- ○ Pins
- ○ Moderator cards

- ● Post-it
- ● Paper
- ○ Moderation board
- ○ Scissors
- ○ Sticky tape

○ Other: N/A

(10) Requirements for facilitators

There may be times when the emotional charge is high. It is therefore important that the facilitator has a strategy to cope with these situations, such as a relaxation and self-control exercise with the whole group, an inspirational message, or that people in the group show their support verbally or the person concerned.

(11) More resources or materials for supporting the activity

N/A

This activity in digital format can also be found in the platform Before They Hate *here*

Activity 2

Introducing Hate Speech

① *Duration:*
1h 30min

② *Understanding level:*
- ⦿ *Beginner*
- ◯ *Intermediate*
- ◯ *Expert*

③ *Complexity for the facilitator:*
- ◯ *Easy*
- ⦿ *Medium*
- ⦿ *Difficult*

④ *This activity could be done...*
- ⦿ *Online*   ⦿ *offline*

⑤ *Content is related to the following topic:*
- ◯ *Safe Space*
- ◯ *Human Rights*
- ⦿ *Hate Speech*
- ◯ *Internet*
- ◯ *Social Networks*
- ◯ *Democracy*

⑥ *Short description*

The aim of this activity is to introduce the concept of «Hate Speech» among young people by first analysing different real situations that occur both off-line and online, and from there to generate a common definition of «Hate Speech» for the whole group. Furthermore, the issue of privilege will be addressed, not as something discriminatory, but as a tool to promote social change.

⑦ *Aims & Objectives*

- To create a common group definition for hate speech to be used as the framework for the upcoming sessions.

- To understand what privileges are by experiencing it with a game and to think about privileges not as something bad, but as a tool to improve things.

The activities designed for this theme are based on the development of young people's critical thinking and analytical skills, as well as the methodology of debate and reflection.

STEP BY STEP EXPLANATION:

ACTIVITY 1:   DEFINING HATE SPEECH   **TIME:** *60 min*

INSTRUCTIONS:

1. Divide participants into groups of 3-4 people.

2. Give each group different clippings from newspapers, magazines or social networks such as twitter and instagram, and a blank flipchart.

3. In each group, ask participants to read the news items and iden-tify if there is any hate speech in them. If so, they should analyse the following and write it on the flipchart:

    • Is it an attack on an individual or a collective?
    • Why is the individual/collective being attacked?
    • What does this news make you feel/think?

4. Once all the news items have been analysed in each group, the large group will form a circle.

5. Start a discussion with the participants about the news they have read and what they thought of it. You can use questions such as:

    • What was the hardest thing about this activity?
    • After doing this activity, has it changed the way you think about any of the issues discussed?
    • What do all the news stories have in common?

6. After the generated discussion, you will propose to the participants to create their own joint definition of «Hate Speech»: On a whiteboard, the trainer will write «Hate speech is...».

7. Participants will intervene with their contribution to the definition and the trainer will take notes and modify, in consensus with the group, until a joint definition is reached that the whole group agrees with.

ACTIVITY 2: **THE BASKET OF PRIVILEGES**   ***TIME:*** *30 min*

INSTRUCTIONS:

1.   Sit the group dispersed around the room, indicating that they will not be able to move during the activity.

2.   Next, ask each person to make paper balls and try to fit them into a cardboard box at the front of the room from their positions.

3.   Once the «basket shots» are over, ask participants to return to the circle to discuss what has just happened and introduce the topic of privileges.

4.   You can use questions such as:

   •   Who was most likely to make a basket and who was least?
   •   How did you feel when you checked your position and that of your teammates?
   •   Were you aware of your advantage or disadvantage compared to the others?

5.   The issue of privilege can then be introduced as something we cannot avoid, but focus on its use as a tool to improve things.

   •   What could we do to ensure that everyone has a fair or equal chance?
   •   What could we do to make opportunities equal?

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⑨ *Material equipment needed*

🟠 Flipchart paper	🟠 Markers	⚪ Post-it
⚪ Projector	🟠 Pens	⚪ Paper
⚪ Laptop/smartphone	⚪ Pins	⚪ Moderation board
⚪ Internet access	⚪ Moderator cards	⚪ Scissors
		⚪ Sticky tape

🟠 Other: Cardboard box, clippings from newspapers or social media.

⑩ *Requirements for facilitators*

As each group has a different background, the work of the facilitator is key at this point. It is important that the trainer, when doing the group reflections, tries to ask questions that will open the minds of the young people to think about forms of hate speech that at the beginning would not be classified as «hate speech», but are.

To facilitate this, you can use the additional material as well as the methodological chapters that refer more deeply to the topic of Hate Speech, both online and offline.
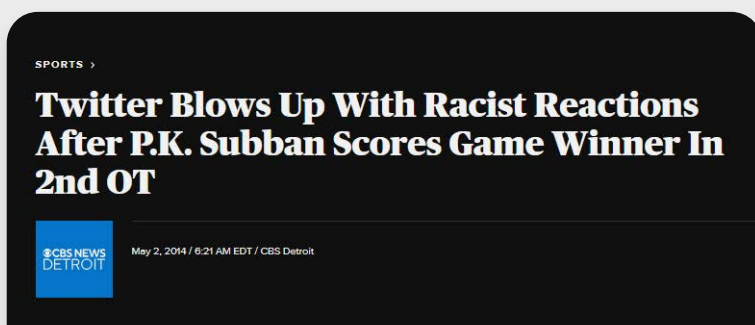
11 *More resources or materials for supporting the activity*

- [Council of Europe's work on Hate Speech](#)

- [Understanding race and privilege](#)

This activity in digital format can also be found in the platform
Before They Hate *[here](#)*

Annex Defining Hate Speech - Newspaper clips

Twitter Blows Up With Racist Reactions After P.K. Subban Scores Game Winner In 2nd OT

CBS NEWS DETROIT May 2, 2014 / 6:21 AM EDT / CBS Detroit

DETROIT (CBS Detroit) Boston Bruins fans blew up Twitter Thursday night following the team's 4-3 overtime loss to the Montreal Canadiens.

P.K. Subban ended up scoring the winning goal in the fifth minute of the second overtime.

Fans showing disappointment would have been completely understandable. But many of them took it to a whole other level, seeming to follow in the footsteps of Donald Sterling.

Because of our corporate policies, we can't put profane language on our website, so here's a summary of just some of the tweets we found:

-- *That stupid n***** doesn't belong in hockey #whitesonly*

-- *F*** YOU N***** SUBBAN YOU BELONG IN A F****** HOLE NOT AN ICE RINK*

-- *PK Subban = F****** N*****

-- *F*** PK Subban. F****** n*****. Wish he got sold*

Tweets you reported:

Zulfikar M Ahmed @ZulfikarMAhm... · Jan 24
ARABS SHUT THE FUCK UP AND KILL ████ ████ IN LAS VEGAS INCOMPETENT FUCKS

Zulfikar M Ahmed @ZulfikarMAhm... · Jan 25
ANTIZIONISTS FOCUS ON KILLING ████ ████ DON'T FUCK AROUND LIVES ARE BEING LOST

This Tweet is no longer available.

Accounts you reported:

Zulfikar M Ahmed
@ZulfikarMAhmed

Tweets from January 2015 urging the killing of a specific person, reported Oct. 24 and 25, 2018, were still up on Oct. 31, 2018 (edited to black out the person's name). Screenshot by Jennifer Grygiel, CC BY-ND

RUBBISH QUALITY
FOOTBALL KITCHEN IDIOT
KITCHEN CRAP NOBODY
SHITE SILLY BITCH
WOMEN FOOTBALL SHIT TEAM SHIT PLAYER
GAY RUBBISH WOMEN FOOTBALL
LESBIAN POOR QUALITY
PATHETIC COMPARISON ENGLAND TITS
SPORTS BITCH SANDWICH
WOMEN SUNDAY LEAGUE FOOTBALL
FAKE ASS BITCH

FIGURE 7

The word cloud in Figure 7 shows the most frequently used words (more frequent equals larger, less frequent equals smaller) across all misogynistic and homophobic hate speech posts. Most prevalent were terms related to criticising the quality of women's football.

2. METHODOLOGICAL CHAPTERS

2.1 Human Rights

Activity 1

Heroines and heroes

① Duration:
60 min

② Understanding level:
- ● Beginner
- ○ Intermediate
- ○ Expert

③ Complexity for the facilitator:
- ○ Easy
- ● Medium
- ○ Difficult

④ This activity could be done…
- ● Online ● offline

⑤ Content is related to the following topic:
- ○ Safe Space
- ● Human Rights
- ○ Hate Speech
- ○ Internet
- ○ Social Networks
- ○ Democracy

⑥ Short description

This can be a very good introduction activity when talking about human rights and personal heroes and heroines, through the gender perspective. This activity involves individual, small and whole group work, brainstorming and discussion about:

- Heroines and heroes as symbols of socialisation and culture
- How gender stereotypes take their roots in our history, culture and everyday life

Related human rights:
- Right to equality
- Freedom from discrimination
- Freedom of opinion and expression

⑦ Aims & Objectives

- To reflect on why there are different perspectives on historical events

- To develop skills of critical analysis for gender stereotypes and history

- To foster curiosity, open-mindedness and a sense of justice and able to discuss with their peers

(8) *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1:   HEROINES AND HEROES   ***TIME:*** *40 min*

INSTRUCTIONS:

1. Give people **five minutes** to think about which national heroines and heroes (historical or living) they particularly admire.

2. Hand out the paper and pens and ask each person to draw two columns. In the first column they should (using the red pen) write the names of three or four heroines plus a brief description of who they are and what they did for their country. Underneath they should write key words to describe the characteristics they associate with heroines in general.

3. Repeat the process (using the blue pen) for three or four heroes. Write this information in the second column.

4. Now ask the participants to get into small groups of between five and seven people to share their choices of heroines and heroes. Ask the groups to come to a consensus on the four most worthy heroines and four most worthy heroes.

5. Now come into plenary and write the names of each group's heroines and heroes in two columns on the flipchart. Add the keywords that describe their characteristics.

6. Discuss the list of characteristics and the use of heroines and heroes as role models and the extent to which they are gender stereotypes. Then move on to the debriefing.

ACTIVITY 2:   DEBRIEFING   ***TIME:*** *20 min*

INSTRUCTIONS:

Start by reviewing the activity and what people learnt about heroes and heroines and then go on to talk about stereotypes and how they influence our perceptions and actions.

•   What kinds of people are heroines and heroes? (Ordinary men and women? Kings?) What did they do? (Fight? Write poems?) How did the participants learn about them?

- What were the differences and similarities between the two lists of characteristics?

More debriefing questions can be found on the link for the activity in point 11

⑨ Material equipment needed

- 🟠 Flipchart paper
- ⚪ Projector
- ⚪ Laptop/smartphone
- ⚪ Internet access

- 🟠 Markers
- 🟠 Pens
- ⚪ Pins
- ⚪ Moderator cards

- ⚪ Post-it
- 🟠 Paper
- 🟠 Moderation board
- ⚪ Scissors
- ⚪ Sticky tape

⚪ **Other:** N/A

⑩ Requirements for facilitators

This is an easy level of complexity of the activity, one trainer is sufficient. In case the activity is done online, using Google Jamboard, this requires a trainer who will stimulate the group to use it, doing a "homework" and facilitating the Zoom discussion afterwards.

⑪ More resources or materials for supporting the activity

- **Activity Heroines and heroes**

This activity in digital format can also be found in the platform
Before They Hate *here*

Activity 2

Where do you stand?

1 *Duration:*
45 min

2 *Understanding level:*
- ⚪ *Beginner*
- 🟡 *Intermediate*
- ⚪ *Expert*

3 *Complexity for the facilitator:*
- ⚪ *Easy*
- 🟡 *Medium*
- ⚪ *Difficult*

4 *This activity could be done...*
- 🟡 *Online*　　🟡 *offline*

5 *Content is related to the following topic:*
- ⚪ *Safe Space*
- 🟡 *Human Rights*
- ⚪ *Hate Speech*
- ⚪ *Internet*
- ⚪ *Social Networks*
- ⚪ *Democracy*

6 *Short description*

Participants log into a premade template of a whiteboard through lucid.app. Premade template is actually a green (I agree) and red (I disagree) space, where participants move their names based on where they stand on given questions. Simulate IRL (in real life) version of a game where participants move to the "I agree" or "I disagree" area by listening to different statements.

7 *Aims & Objectives*

- To understand the differences between civil and political rights, and social
- and economic rights
- To use and develop skills of discussion and argumentation
- To foster respect and open mindedness

⑧ *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1:   WHERE DO YOU STAND?   **TIME:** **30 min**

INSTRUCTIONS:

1. Share a link to participants with the premade **lucid.app** whiteboard.

2. Wait for everyone to join.

3. Let participants create sticky notes with their names.

4. Explain that they should be respectful and are allowed to move just their names.

5. Explain that being far left or far right means that you more strongly agree or strongly disagree.

6. Ask them questions that you have prepared.

7. After every question, wait a few moments for participants to move their sticky notes to positions they are comfortable with.

8. Discuss about the question and why participants are exactly in that position.

ACTIVITY 2:   DEBRIEFING   **TIME:** **15 min**

INSTRUCTIONS:

Begin with reviewing the activity itself and then go on to discuss what people learnt.

• Were there any questions that people found impossible to answer – either because it was difficult to make up their own mind, or because the question was badly phrased?

• Why did people change positions during the discussions?

• Were people surprised by the extent of disagreement on the issues?

• Does it matter if we disagree about human rights?

- Do you think there are «right» and «wrong» answers to the different statements, or is it just a matter of personal opinion?

- Might it ever be possible for everyone to reach agreement about human rights?

- Is there a fundamental difference between the (first) two «generations» of human rights: civil and political rights and social and economic rights? Is it possible to say which of these are more important?

- Do we need any more rights? Could there be a third generation of rights? What?

(9) _Material equipment needed_

- ○ Flipchart paper
- ○ Projector
- ● Laptop/smartphone
- ● Internet access

- ○ Markers
- ○ Pens
- ○ Pins
- ○ Moderator cards

- ○ Post-it
- ○ Paper
- ○ Moderation board
- ○ Scissors
- ○ Sticky tape

- ● Other: lucid.app

(10) _Requirements for facilitators_

This activity is originally face-to-face activity that can be found in Compass One trainer/facilitator is sufficient for this activity.

Step-by-step instructions for the facilitator to do in advance:

1. Login or Register in https://lucid.app/

2. Create a new LucidChart document.

3. From a blank document, just add a block for I AGREE and another for I DISAGREE. For each person to be on one side or the other of the chart, sticky notes with names will be used. Each person will move their own sticky notes. Just the elements with red arrows will be used: The block and the sticky note.

4. Once we have all names and each block prepared, the next step is to lock the blocks, so no one can move them. Press right click under the I AGREE block and select lock.

5. Repeat the same process for the I DISAGREE block.

11 *More resources or materials for supporting the activity*

Statements to be presented to participants (Annex)

This activity in digital format can also be found in the platform
Before They Hate *here*

Annex – Statements to be presented to participants

- It's more important to have a home, food and basic necessities than to be able to say what you like.

- People have a duty to work, but not a right.

- The most basic responsibility of any government is to make sure that all citizens have enough to eat.

- The right to "rest and leisure" is a luxury that only rich people can afford.

- It's not the government's job to make sure that people don't starve – but the people's!

- The way we choose to treat our workers is no business of the international community.

- Poor countries should concentrate on ensuring a basic standard of living for all before worrying about the civil and political rights of their citizens.

- Extreme economic inequality is an infringement of basic rights.

- Social and economic rights express an ideal for the future, but the world is not ready to guarantee them today.

- If rights can't be guaranteed, there is no point in having them.

- Some rights are more important than others.

- Some people have, naturally, more rights than others.

- Some people are homeless because they want to be.

- Rich people are happier than poor people.

- It's impossible to eradicate poverty totally.

- We aren't born with rights; we get them.

Activity 3

Values market

1 *Duration:*
1h 15min

2 *Understanding level:*
○ *Beginner*
◉ *Intermediate*
○ *Expert*

3 *Complexity for the facilitator:*
○ *Easy*
○ *Medium*
◉ *Difficult*

4 *This activity could be done...*
○ *Online*   ◉ *offline*

5 *Content is related to the following topic:*
○ *Safe Space*
◉ *Human Rights*
○ *Hate Speech*
○ *Internet*
○ *Social Networks*
○ *Democracy*

6 *Short description*

This activity is a simulation of a stock market where participants trade values instead of money or stocks. This gives them space and time to talk about their identity and reflect on their main values in life.

7 *Aims & Objectives*

- To reflect on personal values and beliefs.

- To raise awareness about human dignity and equality.

- To exchange the views among the participants about their rights and values and perceptions on what are the most important values for them.

⑧ *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1: VALUES BRAINSTORMING   **TIME: 15 min**

INSTRUCTIONS:

1. Topic is opened by short brainstorming on what identity means for participants. At that moment the issue of values is introduced.

2. Ask participants to think for a few moments about values they think are the most important for promoting and implementing their rights and their identity.

3. Ask them to write down in their note-books or sheet of paper 3-5 values they think are the most important. They should also do this in silence without commenting with their neighbours.

ACTIVITY 2: VALUES MARKET   **TIME: 35 min**

INSTRUCTIONS:

1. Introduce the simulation and present that it will be a Stock-exchange of values and that participants should try and earn values which are important for them and that they can trade with others (negotiating and showing who has what) or with Bank (which is a risk, since they won't know what Banker gives them for the value they offer to the bank). One of the trainers should be the Banker. Participants can trade among each other as much as they like but only 2 times with the bank. *(5 minutes)*

2. Every participant will get three (3) value cards (stocks). They should check and think about how much these values correlate with important values they've written before.

3. At that moment by the bell ringing, the Stock-exchange opens, and it will be open only for *30 minutes.*

Trainers shouldn't influence the trade among the participants and the one who is playing a Banker should take notes, on which values are exchanged. This will be important for the evaluation, debriefing and reflection of the exercise.

ACTIVITY 3: **DEBRIEFING AND EVALUATION**   **TIME:** **25 min**

INSTRUCTIONS:

1. After 30 minutes, invite participants to go back to the circle

2. Asked how they feel now, and if they have achieved what they wanted. How was the trade?

3. After this first round of reflections, they are asked to de-roll, since this exercise can be very emotional for some people and after the de-rolling (different methods can be used for this), next step is evaluation and connecting this simulation to the real life and real values we are promoting and fighting for.

(9) *Material equipment needed*

○ Flipchart paper   ○ Markers   ○ Post-it
○ Projector   ● Pens   ● Paper
○ Laptop/smartphone   ○ Pins   ○ Moderation board
○ Internet access   ○ Moderator cards ○ Scissors
                                              ○ Sticky tape

● Other: values cards (annex), a bell

(10) *Requirements for facilitators*

It would be ideal to have two trainers/facilitators for this activity, where one would actively participate in the simulation in the role of the banker.

(11) *More resources or materials for supporting the activity*

Values cards to be printed and cut in advance and distributed to participants - annex. It is important to stress out that they can also have a joker card where they can write down any value they find important. Facilitators can add some new values that they find relevant for their group.

This activity in digital format can also be found in the platform
Before They Hate *here*

Annex - Values cards

Bodily Integrity	*Physical Integrity*
Quality	*Safety*
Self Determination	*Status*
Work	*Comfort*
Change	*Security*

Control	*Love*
Profession	*Partnership*
Empathy	*Intercultural understanding*
Self Development	*Trust*
Nation	*Mobility*

Friendship	Youth
Citizenship	Integration
Happiness	Reliability
Brotherhood	Visibility
Community	Natural Resources

Authonomy	Influence
Manipulation	Solidarity
Equality	Diversity
Social Inclusion	Partnership
Knowledge	Motivation

Influence	Lifelong Learning
Democracy	Market
Social Inclusion	Partnership
Knowledge	Motivation
Influence	Lifelong Learning

Democracy	Market
Youth Policy	Cunning
Religion	Faith
Help	Humanity
System	Human Rights

Political Participation

Youth Network Possibilities

Development

Curiosity

Choices

Respect

Strategy

Union

Intercultural Dialogue

Youth Rights

Expected Results

Quality Education

Opportunities

Movement

Patience

Unity

Anti Discrimination

Decision- Making

Family

Liberalism

Private Connections

Sustainability

Sensibility

Compromise

Technical Skills

Political Will

Connections

Public Speaking

Co-management

Vision

Mobility

Chairpersonship

Justice

Ambition

Activity 4

Take a step forward

① Duration:
45 min

② Understanding level:
- ● *Beginner*
- ○ *Intermediate*
- ○ *Expert*

③ Complexity for the facilitator:
- ● *Easy*
- ○ *Medium*
- ○ *Difficult*

④ This activity could be done...
- ● *Online* ● *offline*

⑤ Content is related to the following topic:
- ○ *Safe Space*
- ● *Human Rights*
- ○ *Hate Speech*
- ○ *Internet*
- ○ *Social Networks*
- ○ *Democracy*

⑥ Short description

Participants use menti.com to simulate the Take a Step Forward activity by answering questions shown on the screen. After every question, they see the leaderboard with the points, which represents their place in society based on their role/story. This activity relates to the right to equality in dignity and rights, the right to education and the right to a standard of living adequate for good health and well-being.

⑦ Aims & Objectives

- To raise awareness about inequality of opportunity

- To develop imagination and critical thinking

- To foster empathy with others who are less fortunate

(8) *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1:   GETTING INTO THE ROLE   **TIME:** **10 min**

INSTRUCTIONS:

1. Predetermined roles/stories that should be given to participants before the start of the activity (possibly by email or private chat (DM). Tell them to keep it to themselves and not to show it to anyone else and to read carefully what is on their role card.

2. Ask them to begin to get into the role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:

•   What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?

•   What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?

•   What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do during your holidays?

•   What excites you and what are you afraid of?

ACTIVITY 2: TAKE A STEP FORWARD   **TIME:** **25 min**

INSTRUCTIONS:

1. Share the mentimeter code for participants. The code is shown at the top of the page.

2. Tell the participants that you are going to read out a list of situations or events. Every time that they can click **"yes"** to the statement, they are taking a step forward. Otherwise, they click **"no"** and stay where they are. Read out the situations one at a time. Pause for a while between each statement to allow people time to click and "step forward" and to look around to take note of their positions relative to each other. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of the role before debriefing.

ACTIVITY 3: DEBRIEFING   TIME: 15 min

INSTRUCTIONS:

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- How did people feel stepping forward - or not?

- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?

- Did anyone feel that there were moments when their basic human rights were being ignored?

- Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)

- How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?

- Does the exercise mirror society in some way? How?

- Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?

- What first steps could be taken to address the inequalities in society?

---

⑨ Material equipment needed

- ⭘ Flipchart paper
- ⭘ Projector
- 🟠 Laptop/smartphone
- 🟠 Internet access

- ⭘ Markers
- ⭘ Pens
- ⭘ Pins
- ⭘ Moderator cards

- ⭘ Post-it
- ⭘ Paper
- ⭘ Moderation board
- ⭘ Scissors
- ⭘ Sticky tape

🟠 Other: menti.com

⑩ *Requirements for facilitators*

It is important to prepare in advance all the statements using Mentimeter and be ready to send the code to the participants so they can join the activity.

1. Go to mentimeter.com and register or login yourself.

2. Create a mentimeter presentation that includes every situation as a Type - Select Answer .

3. Edit the content. The question should have the situation that participants will answer as YES or NO. Make sure to select with the tick that the correct answer is YES.

4. After editing the question, click the blue button Add Slide to add another slide.

5. Make sure that there's a Leaderboard between each question. Normally this type of slides are added automatically, so you don't have to add them.

6. Create a mentimeter presentation that includes every question planned.

⑪ *More resources or materials for supporting the activity*

Some ideas for the roles for participants and statements/questions can be found in the annex of this activity.

The original activity can be found [here](#)

This activity in digital format can also be found in the platform
Before They Hate *[here](#)*

Annex 1 - Roles for participants

Roles for participants distributed in advance:

- You are an unemployed single mother.

- You are the president of a party-political youth organisation (whose "mother" party is now in power).

- You are the daughter of the local bank manager. You study economics at university.

- You are the son of a Chinese immigrant who runs a successful fast food business.

- You are an Arab Muslim girl living with your parents who are devoutly religious people.

- You are the daughter of the American ambassador to the country where you are now living.

- You are a soldier in the army, doing compulsory military service.

- You are the owner of a successful import-export company.

- You are a disabled young man who can only move in a wheelchair.

- You are a retired worker from a factory that makes shoes.

- You are a 17-year-old Roma (Gypsy) girl who never finished primary school.

- You are the girlfriend of a young artist who is addicted to heroin.

- You are an HIV positive, middle-aged prostitute.

- You are a 22-year-old lesbian.

- You are an unemployed university graduate waiting for the first opportunity to work.

- You are a fashion model of African origin.

- You are a 24-year-old refugee from Afghanistan.

- You are a homeless young man, 27 years old.

- You are an illegal immigrant from Mali.

- You are the 19-year-old son of a farmer in a remote village in the mountains.

Annex 2 - Statements

Statements/questions to be presented in the Mentimeter:

- You have never encountered any serious financial difficulty.

- You have decent housing with a telephone and television.

- You feel your language, religion and culture are respected in the society where you live.

- You feel that your opinion on social and political issues matters and your views are listened to.

- Other people consult you about different issues.

- You are not afraid of being stopped by the police.

- You know where to turn for advice and help if you need it.

- You have never felt discriminated against because of your origin.

- You have adequate social and medical protection for your needs.

- You can go away on holiday once a year.

- You can invite friends for dinner at home.

- You have an interesting life and you are positive about your future.

- You feel you can study and follow the profession of your choice.

- You are not afraid of being harassed or attacked in the streets, or in the media.

- You can vote in national and local elections.

- You can celebrate the most important religious festivals with your relatives and close friends.

- You can participate in an international seminar abroad.

- You can go to the cinema or the theatre at least once a week.

- You are not afraid for the future of your children.

- You can buy new clothes at least once every three months.

- You can fall in love with the person of your choice.

- You feel that your competence is appreciated and respected in the society where you live.

- You can use and benefit from the Internet.

- You are not afraid of the consequences of climate change.

- You are free to use any site on the Internet without fear of censorship.

Activity 5

Race for Rights!

① *Duration:*
60 min

② *Understanding level:*
- ⬤ *Beginner*
- ⭕ *Intermediate*
- ⭕ *Expert*

③ *Complexity for the facilitator:*
- ⬤ *Easy*
- ⭕ *Medium*
- ⭕ *Difficult*

④ *This activity could be done...*
- ⭕ *Online*   ⬤ *offline*

⑤ *Content is related to the following topic:*
- ⭕ *Safe Space*
- ⬤ *Human Rights*
- ⬤ *Hate Speech*
- ⬤ *Internet*
- ⭕ *Social Networks*
- ⭕ *Democracy*

⑥ *Short description*

This activity provides a basic introduction to human rights through a team game. Participants have to depict different rights to members of their team using anything they like – except for words!

⑦ *Aims & Objectives*

- To understand the rights contained in the Universal Declaration of Human Rights (UDHR)

- To think about human rights protections in the online world

- To discuss the links between human rights and hate speech online

⑧ *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1:   GETTING TO KNOW HUMAN RIGHTS   **TIME:** *10 min*

INSTRUCTIONS:

1. Ask participants what they understand by human rights. Write up suggestions on a flip-chart and prompt with further questions, if necessary. For example:

    •   Who has human rights?
    •   Can you name any human rights?
    •   Who has to make sure that human rights are respected?
    •   Where do they come from?
    •   Do human rights apply online?

2. Provide a brief summary of human rights, for example:

    Human rights belong to everyone, and they are 'laws for governments'. Human rights mean that governments have to make sure that individuals are protected from unfair treatment, extreme abuse and violence – amongst other things. Human rights are important because they protect us, and because they mean we shouldn't behave towards others in a way that does not respect their rights.

ACTIVITY 2: RACE FOR RIGHTS   **TIME:** *30 min*

INSTRUCTIONS:

1. Explain that the activity involves a team game to remind participants of the rights contained in the UDHRs. Outline the aim and rules of the game (below)

2. Divide the group into teams of 5-8 people.

3. Hand out the following to each team:

    •   Copies of the UDHR summary
    •   2 Guess cards
    •   Information for Collectors, or write this on a flip-chart.
    •   Sheets of flip-chart paper for each team and markers

If participants are unfamiliar with the UDHR, give them some time to read the articles and ask questions if they do not understand any of the rights.

4. Run through the rules and make sure everyone understands them. Then start the game!

5. When one team has guessed all the rights, or a team runs out of Guess cards, the game is over. Ask for feedback and allow participants to wind down after the heat of the competition!

ACTIVITY 3: DEBRIEFING   **TIME: 20 min**

INSTRUCTIONS:

1. Use some of the following questions to debrief the activity:

   • Which of the rights were most difficult to communicate?Why?

   • What conclusions can you draw about communication: why is it often difficult to understand each other? Is it the fault of the 'communicator' or the 'listener', or both?

   • What emotions do you feel towards your team now? What do you feel towards the other team?

   • Think about competitive games: why do we often attach ourselves to one team rather than another? Is this attachment based on reason?

   • Can you think of any parallels in real life?

REFLECTIONS ON HUMAN RIGHTS:

• Were any of the rights particularly difficult to understand?

• Do you think you could 'do without' any of these rights? If so, which ones? Do you think these rights should apply to the online world as well as the 'real' world?

• Can you think of examples where some of these rights are relevant to online activity?

• Do you think that human rights are respected on the Internet?

REFLECTIONS ON HATE SPEECH:

Explain briefly that hate speech is any 'expression' of hatred towards a group or member of a group which is nasty, hurtful and likely to lead to violent reactions towards members of the group. Ask for a few examples to clarify.

- Which of the rights in the game might be relevant to hate speech? Why?

- If you were a target of hate speech online, which rights would you be most likely to need?

TEAM GAME: RULES OF PLAY

Aim of the game: to guess all the human rights cards before the other team(s) – or to end up with the largest number of remaining Guess Cards.

Rules:

1 person from each team *(the 'Collector')* collects a human rights card from the facilitator. Their task is to convey the right written on the card to the rest of their team without speaking. They are allowed to draw pictures, use gestures or mime, but cannot use any other props to communicate the right written on the card.

The rest of the team has a list of the rights in the UDHR and need to guess which human right is on the card. This should be discussed and agreed by the whole team before an 'official' guess is made. When they have agreed on the team's guess, this should be recorded on one of the Guess cards and given to the Collector. The Collector then responds.

For each right, a maximum of 2 Guess Cards can be used. After that, the right is regarded as 'not guessed' and the next Collector goes to fetch a new card from the facilitator. They should also hand over any Guess Cards they have used.

- If the first guess was correct, the team will be given 2 new Guess Cards.
- If the second guess was correct, they will be given 1 new Guess Card.
- If the right was 'not guessed' *(in 2 guesses)*, no additional Guess Cards are received.

A different Collector should be sent up for each card. When everyone has had a turn, a second round begins.

The game ends when one team has guessed all cards correctly, or when a team runs out of Guess cards.

Remember!

Not all rights are included in the game: there are 30 different rights in the UDHR, and only 12 cards to guess.

Each team starts off with only 20 guesses.They will need to be careful not to waste their guesses!If they run out of Guess Cards first, they will lose the game.

Briefing card for collectors

You are not allowed to speak when it is your turn to be a Collector! You can draw pictures and use gestures or mime to help your team guess what's on the card. Try not to use other props.

If your team makes an 'unofficial' guess – in other words, they don't write it on a card – you must not respond! You can encourage them and nod or shake your head if they ask questions about anything else, for example, 'are you sweeping the floor?', 'are you in prison?', 'is that an ice cream?', but **NO SPEAKING!**

---

(9) *Material equipment needed*

- ● Flipchart paper
- ○ Projector
- ○ Laptop/smartphone
- ○ Internet access

- ● Markers
- ● Pens
- ○ Pins
- ○ Moderator cards

- ○ Post-it
- ● Paper
- ○ Moderation board
- ○ Scissors
- ○ Sticky tape

● Other: Human Rights Cards (annex 1, 1 copy per team) and Guess Cards (annex 2, 5 copies)

⑩ *Requirements for facilitators*

Ideally, 2 facilitators are needed for this activity. The facilitators will need to make sure that Collectors do not respond to 'unofficial' guesses (for example by shaking the head or looking encouraging). Participants could work in pairs to convey the rights. This may be helpful to allow them to discuss what the rights mean, but it may also add time to the activity. The activity could be run purely as a drawing activity, or purely as a drama activity, or both, as in the instructions.

⑪ *More resources or materials for supporting the activity*

- Copies of the UDHR (summary): make enough copies for everyone

- Space for 2 or more teams to work separately, ideally in different rooms

PREPARATION:

- Cut up the Rights Cards and Guess Cards

- You may wish to copy the 'Briefing card for Collectors', or put the text up on a flip-chart

This activity can be found in the [Bookmarks manual](#)

This activity in digital format can also be found in the platform
Before They Hate *here*

Annex 1 - Human Rights cards

Article 1

All human beings have the same human rights

Article 14

Everyone has the same right to ask for asylum in another country if they are being presecuted

Article 2

No-one should be discriminated against

Article 18

Everyone has the right to religious belief

Article 3

Everyone has the right to life

Article 19

Everyone has the right to freedom of expression (to say what they want)

Article 5

Everyone has the right to be free from torture

Article 20

Everyone has the right to join an association and to meet with others

Article 11

Everyone has the right to be considered innocent until proven guilty

Article 21

Everyone has the right to vote in elections and take part in goverment

Article 12

Everyone has the right to privacy

Article 27

Everyone has the right to take part in the cultural life of their community

Annex 2 - Guess Cards

Guess Card
Write your guess here...

Guess Card
Write our guess here...

Guess Card
Write our guess here...

Guess Card
Write our guess here...

Guess Card
Write our guess here...

Guess Card
Write our guess here...

Guess Card
Write our guess here...

Guess Card
Write our guess here...

Guess Card
Write our guess here...

Guess Card
Write our guess here...

Guess Card
Write our guess here...

Guess Card
Write our guess here...

Activity 6

Human Rights quiz

1 *Duration:*
30 min

2 *Understanding level:*
- ⬤ Beginner
- ◯ Intermediate
- ◯ Expert

3 *Complexity for the facilitator:*
- ⬤ Easy
- ◯ Medium
- ◯ Difficult

4 *This activity could be done...*
- ⬤ Online
- ⬤ offline

5 *Content is related to the following topic:*
- ◯ Safe Space
- ⬤ Human Rights
- ◯ Hate Speech
- ◯ Internet
- ◯ Social Networks
- ◯ Democracy

6 *Short description*

This activity is a short and dynamic way to talk about Human Rights and promote the debate and critical thinking among young people with the focus on learning about important aspects and structures that are protecting human rights in the world. Kahoot is a dynamic platform that can make quiz fun and relatable.

7 *Aims & Objectives*

- Raising awareness and knowledge about Human Rights in a game based way, interactive and dynamic.

- Providing the opportunity for participants to re-examine own knowledge.

- Insight into details and facts about Human Rights.

- Promoting social learning discussions and new pedagogical impact.

8 Instructions

STEP BY STEP EXPLANATION:

ACTIVITY 1: HUMAN RIGHTS QUIZ   **TIME:** **15 min**

INSTRUCTIONS:

1. The activity starts with an introduction about Kahoot platform and how the platform functions. The activity is designed to involve all the participants, actively, in its implementation. Some participants might be more enthusiastic than others might, but all should take part in the discussions and exercise.

2. Ask participants to do the quiz (questions in the Annex). The approximate time to do it is 10 minutes.

ACTIVITY 2: DEBRIEFING   **TIME:** **15 min**

INSTRUCTIONS:

1. Ask the following questions:

    •   What did you learn?
    •   Did something surprise you during the quiz?
    •   What did they find challenging or difficult?
    •   How do you feel after the quiz?

2. Connect the results of the discussion to the goal of the activity and encourage participants to create their own Kahoot quizzes and use the platform as a new learning tool in their workshops, classes or other activities.

9 Material equipment needed

○ Flipchart paper	○ Markers	○ Post-it
○ Projector	○ Pens	○ Paper
◉ Laptop/smartphone	○ Pins	○ Moderation board
◉ Internet access	○ Moderator cards	○ Scissors
		○ Sticky tape

◉ **Other:** Kahoot quiz, questions (annex)

(10) *Requirements for facilitators*

Prepared Zoom link and Kahoots quiz link to be shared with participants.

(11) *More resources or materials for supporting the activity*

Kahoot is a free online game-based learning platform. Kahoots are best played in a group setting. Players answer the questions on their own devices (smartphones, laptops or computers), while the quiz is displayed on a shared screen, in this case via Zoom. It creates a 'campfire moment' encouraging players to look up and learn together. Kahoot promotes social learning discussion and pedagogical impact.

Activity adapted from "JustNow – A Toolbox for Teaching Human Rights"

Alternatively, you can use or add questions for the human rights quiz found here.

This activity in digital format can also be found in the platform
Before They Hate *here*

Annex – Questions for Human Rights Kahoot

1. When and where was the Universal Declaration of Human Rights adopted?

    a. 10 March 1946 in San Francisco
    b. 10 December 1947 in New York
    c. **10 December 1948 in Paris**
    d. 10 March 1949 in London.

2. Which of the following are human rights as declared in the Universal Declaration of Human Rights?

    a. **All human beings are born free and equal in dignity and rights**
    b. **No one shall be subjected to arbitrary arrest, detention or exile**
    c. **Everyone has the right to education**
    d. **Everyone has the right freely to participate in the cultural life of the community**

3. Who was the first chairperson of the United Nations Commission on Human Rights?

    a. Charles Habib Malik
    b. Franklin D. Roosevelt
    c. **Eleanor Roosevelt**
    d. John Peters Humphrey

4. Where is the Office of the High Commissioner for Human Rights located?

    a. **Geneva**
    b. New York
    c. Paris
    d. London

5. How many articles does the Human Rights Council have?

    a. 25
    b. 20
    c. **30**
    d. 35

6. How many members does the Human Right Council have?

    a. 35
    b. **47**
    c. 63
    d. 193

7. When was the Human Rights Council established?

   a. 1946
   b. 1948
   c. 1976
   d. 2006

8. When is Human Rights Day observed?

   a. 10 November each year
   b. 10 December each year
   c. 20 December each year
   d. 10 January each year

9. Which was the first country to allow women to vote?

   a. United States of America
   b. Denmark
   c. New Zeland
   d. Switzerland

10. Which was the first country to allow women to vote?

    a. Torture of political prisoners
    b. Violence against women and girls
    c. Discrimination against Indigenous people
    d. Forced child labour

11. Which international peacekeeping organization created the UDHR?

    a. The United Nations
    b. The World Health Organization
    c. The World Bank
    d. The World Trade Organization

12. Who sets out international human rights standards?

    a. The International Red Cross
    b. The goverments of individual countries
    c. The United Nations
    d. Amnesty International

13. What does UDHR stand for?

    a. Unprecedented Declaration of Human Responsibilities
    b. Universal Decree of Human Rights and Responsibilities
    c. Universal Denouncement of Human Rights

14. Where is the European Court of Human Rights situated?

   a. Strasbourg
   b. The Hague
   c. Luxemburg
   d. Brussels

15. How many countries have currently signed the UDHR?

   a. 138
   b. 192
   c. 75
   d. 0

2. METHODOLOGICAL CHAPTERS

2.2 Hate Speech

Activity 1

Online quiz - *Introduction to hate speech*

1 *Duration:*
10 min

2 *Understanding level:*
- ◉ *Beginner*
- ○ *Intermediate*
- ○ *Expert*

3 *Complexity for the facilitator:*
- ◉ *Easy*
- ○ *Medium*
- ○ *Difficult*

4 *This activity could be done...*
- ◉ *Online*   ◉ *offline*

5 *Content is related to the following topic:*
- ○ *Safe Space*
- ○ *Human Rights*
- ◉ *Hate Speech*
- ○ *Internet*
- ○ *Social Networks*
- ○ *Democracy*

6 *Short description*

This activity is a short quiz for youth to increase their knowledge on hate speech.

A short quiz created by us with relatively simple but important questions. As soon as a person answers any question they will see a screen with the statement right or wrong and a short text explaining the answer to the question.

7 *Aims & Objectives*

- To create a common definition for hate speech

- To increase youths' knowledge on what hate speech is and its effects.

- To show different manifestations of hate speech

- To make youth more aware of how hate speech is used purposefully do deceive and manipulate.

STEP BY STEP EXPLANATION:

ACTIVITY 1:   ONLINE QUIZ. INTRODUCING HATE SPEECH   **TIME:** *10 min*

INSTRUCTIONS:

1.   Ask participants to answer this quiz to get to know their knowledge about hate speech. Some of the questions are True or False, whilst in some others they have to choose the right answer among 4 or 5 options.

QUESTIONS:

1.   Hate speech is a new phenomena? True or false?

Answer: False, hate speech has existed for a very long time and has for example been used for political purposes in times of war (war propaganda)

2.   Hate speech is considered a threat to peace around the world?

Answer: True. Hate speech is widely recognized as a threat to peace worldwide because it can fuel discrimination, violence, and conflict, undermining social cohesion and stability. Efforts to combat hate speech aim to promote tolerance, diversity, and peaceful coexistence.

3.   How can social media platforms address hate speech?

   a.   *By allowing all content to be posted freely*
   b.   ***By implementing content moderation and reporting mechanisms***
   c.   *By encouraging more divisive discussions*
   d.   *By sharing users' personal information*

4.   Hate speech is always overt or violent!

Answer: False, sometimes hate speech is more subtle. In such a form is called dog whistling, in the context of hate speech it is the use of coded or suggestive language to attack or spread prejudice about a person or group of people without everyone realising it. Another is gaslighting.

5.   People who engage in hate speech are all bad people!

Answer: False, because of biases that are part of pretty much every culture in the world people sometimes don't even realise that what they say is hateful. The important thing is to listen to those who belong to marginalised groups and to be willing to learn and change

6. **If it's not about me then hate speech will not affect me?**

   Answer: False, Hate speech desensitises people to violence, makes them afraid where there is no need to be and suspicious of others. It can affect the way we talk, where we feel safe, how we vote and more.

7. **What is a common strategy to combat hate speech?**

   a. ***Promoting open and respectful dialogue***
   b. *Encouraging isolation of different communities*
   c. *Advocating for strict censorship of all speech;*
   d. *Ignoring hate speech in the hope that it will fade away*

8. **Even if someone is only joking, it can still be hate speech?**

   Answer: True, people often use "I was just kidding" as an excuse for their behaviour or comments. The truth is that making fun of, humiliating or saying negative things about a person based on their marginalisation is just as harmful when it is played off as a joke.

9. **It's not hate speech if the one who says it doesn't mean it to be!**

   Answer: It's difficult to say. It might not be meant as hate but statements based for example on ignorance or stereotypes can still be just as hurtful. That is true both for the effect on the individuals subject to them and the societal effects.

10. **Which of these groups is best suited to fight hate speech?**

    a. *Young people*
    b. *Teachers, youth workers and others that work with young people*
    c. *The media*
    d. *Politicians*
    e. ***All of the above***

---

⑨ *Material equipment needed*

○ Flipchart paper   ○ Markers   ○ Post-it
○ Projector   ○ Pens   ○ Paper
● Laptop/smartphone   ○ Pins   ○ Moderation board
● Internet access   ○ Moderator cards   ○ Scissors
                                           ○ Sticky tape

● Other: quiz questions

10 *Requirements for facilitators*

N/A

11 *More resources or materials for supporting the activity*

N/A

This activity in digital format can also be found in the platform Before They Hate *here*

Activity 2

In light of history - *Introduction to hate speech*

① *Duration:*
30 - 60 min

② *Understanding level:*
- ○ *Beginner*
- ● *Intermediate*
- ○ *Expert*

③ *Complexity for the facilitator:*
- ○ *Easy*
- ● *Medium*
- ○ *Difficult*

④ *This activity could be done...*
- ● *Online*   ● *offline*

⑤ *Content is related to the following topic:*
- ○ *Safe Space*
- ○ *Human Rights*
- ● *Hate Speech*
- ○ *Internet*
- ○ *Social Networks*
- ○ *Democracy*

⑥ *Short description*

In this activity youth are asked to look at statements of hate speech, some from the last few years, some from various times in history when hate speech has been on the rise.

The youth try to identify the time period the statements are from. A great addition is to ask the youth to try to explain why they think the statement is from that time.

At the end of the activity youth and youth workers should have a conversation on the effect of hate speech in a historical light.

⑦ *Aims & Objectives*

- To increase youths' knowledge on what hate speech is and its effects.

- To show different manifestations of hate speech

- To make youth more aware of how hate speech is used purposefully do deceive and manipulate.

(8) Instructions

TW: *before this activity it is important to include a **Trigger Warning**, some of the content covered is actually hate speech and that needs to be addressed before getting into the activity.*

STEP BY STEP EXPLANATION:

ACTIVITY 1: IN LIGHT OF HISTORY   **TIME: 20 min**

INSTRUCTIONS:

1. Ask youth to look at statements (Annex) of hate speech, some from the last few years, others from various times in history when hate speech has been on the rise.

2. The youth work together to try to identify the time period the statements are from.

3. Ask them to try to explain why they think the statement is from that time to convince each other. The goal of the activity is not to have everyone come to a consensus about the period but rather to have the group think about the way hate speech has manifested through time.

4. So when you feel that all useful reflection on the topic is finished, move the conversation on to the next statement regardless of whether you have reached a decision as a group on what year you think the statement is from.

5. Revealing the time and situation each statement was made. It can be done either after each statement has been discussed or at the end when all have been discussed.

ACTIVITY 2: DEBRIEFING   **TIME: 10 min**

INSTRUCTIONS:

At the end of the activity youth and youth workers should have a conversation on the effect of hate speech and the fact that in these time periods people were not just bad or worse than we are now. They were however heavily influenced by war propaganda or hate speech and how it has been specifically used to influence people and make them afraid of marginalised groups.

⑨ *Material equipment needed*

- ⦾ Flipchart paper
- ⦾ Projector
- 🟠 Laptop/smartphone
- 🟠 Internet access

- ⦾ Markers
- ⦾ Pens
- ⦾ Pins
- ⦾ Moderator cards

- ⦾ Post-it
- ⦾ Paper
- ⦾ Moderation board
- ⦾ Scissors
- ⦾ Sticky tape

🟠 **Other:** hate speech statements (Annex)

⑩ *Requirements for facilitators*

N/A

⑪ *More resources or materials for supporting the activity*

N/A

This activity in digital format can also be found in the platform
Before They Hate *here*

Annex - Examples of statements

A Politician claims none has done more for jewish people than he has, and claims that jews living in _____ "have to get their act together and appreciate what they have in _____ before it is too late."

Stated by Donald Trump in 2022

Politician in Europe calls "homosexual acts" a "sin and shame."

Frequently Stated by Finnish politician Päivi Räsänen in c.a 2010-2020

A _____ officer wrote that Simon (a trans gender woman) was a danger to youth

Stated by a Gestapo officer in Nazi regime Germany

An Author claims trans women are a danger to women

Stated by J.K. Rowling frequently in the last few years

Dylann Roof shot and killed 9 African American people at church. He then claimed his actions were a call to action for whites and was celebrated for those words by some white nationalists and at least one extremist group was formed and named to honour him.

In 2015

Activity 3

Identifying hate speech in media content

① *Duration:*
45 min

② *Understanding level:*
- 🟠 *Beginner*
- ⚪ *Intermediate*
- ⚪ *Expert*

③ *Complexity for the facilitator:*
- 🟠 *Easy*
- ⚪ *Medium*
- ⚪ *Difficult*

④ *This activity could be done...*
- 🟠 *Online*   🟠 *offline*

⑤ *Content is related to the following topic:*
- ⚪ *Safe Space*
- ⚪ *Human Rights*
- 🟠 *Hate Speech*
- ⚪ *Internet*
- ⚪ *Social Networks*
- ⚪ *Democracy*

---

⑥ *Short description*

A project where young people work in small groups or as individuals to Identify hate speech in a film, book, episode or other media content.

The film *Bark*, produced alongside this project, is used as an example Facilitators can use another if they choose. After watching the film the youth are asked to do a reel/story or other social media presentation of how hate speech affects a character they choose in the film.

---

⑦ *Aims & Objectives*

- To gain further understanding of what how hate speech might manifest in the lives of young people

- An increased understanding of the complexity of hate speech

- An increased understanding of the effects of hate speech on those subject to it

- An increased understanding of protective factors

(8) Instructions

STEP BY STEP EXPLANATION:

ACTIVITY 1:   WATCHING THE FILM   **TIME:** 25 min

INSTRUCTIONS:

1.   Watch the film as a group or separately. Depending on the size of the group, ask them to work individually or in small groups of 2-4 youth.

2.   Ask the youth to pick one of the characters in the film and take a closer look at their situation.

ACTIVITY 2:   DEBRIEFING IN SOCIAL MEDIA   **TIME:** 20 min

INSTRUCTIONS:

1.   Reflect on the following questions:

   •   What is the problem they are facing?
   •   How does hate speech manifest in their lives?
   •   How does it make them feel?
   •   What things are people who help them or protect them?
   •   How do they deal with it?
   •   What can be learned from this situation?
   •   Is this something that could happen in the real world?

2.   Ask them to create an instagram reel, tiktok video, story or other social media presentation where they communicate the answers to no less than three of these questions. Emphasise that the presentation should be thought of as for a viewer who has not seen the film and little knowledge of hate speech.

3.   If the group is willing to share, ask them to view each other's presentations and discuss after every one has shared theirs if time allows for it.

9 *Material equipment needed*

- O Flipchart paper
- O Projector
- ● Laptop/smartphone
- ● Internet access

- O Markers
- O Pens
- O Pins
- O Moderator cards

- O Post-it
- O Paper
- O Moderation board
- O Scissors
- O Sticky tape

O **Other:** film to reflect on hate speech *(Bark)*

10 *Requirements for facilitators*

N/A

11 *More resources or materials for supporting the activity*

The short film *Bark* was also created as part of this project. You can find it on the website of the project

This activity in digital format can also be found in the platform
Before They Hate *here*

Activity 4

Hate Speech Bingo

① *Duration:*
1 - 7 days

② *Understanding level:*
- ⬤ *Beginner*
- ◯ *Intermediate*
- ◯ *Expert*

③ *Complexity for the facilitator:*
- ⬤ *Easy*
- ◯ *Medium*
- ◯ *Difficult*

④ *This activity could be done...*
- ⬤ *Online*   ⬤ *offline*

⑤ *Content is related to the following topic:*
- ◯ *Safe Space*
- ◯ *Human Rights*
- ⬤ *Hate Speech*
- ◯ *Internet*
- ◯ *Social Networks*
- ◯ *Democracy*

⑥ *Short description*

A game designed to get youth to think about how often they come across statements that are hateful and to learn to identify them. Youth are given bingo cards with hate speech manifestations and their goal is to check if these manifestations are present somewhere in their environments.

⑦ *Aims & Objectives*

- Learn to identify common forms of hate speech and to create an awareness of them.

- Promote discussion on why these expressions are problematic.

(8) Instructions

STEP BY STEP EXPLANATION:

ACTIVITY 1: HATE SPEECH BINGO   **TIME: 1 DAY – 1 WEEK**

INSTRUCTIONS:

1. Start by explaining the purpose of the game: to identify and understand hate speech.

2. Briefly discuss the impact of hate speech on individuals and communities.

3. Distribute Bingo cards to participants (annex), each containing different hate speech phrases or expressions.

4. Explain that the goal is to identify these phrases in their own environments: can be at school, on tv, during online discussions or social media interactions.

5. Participants study the bingo cards. Instruct them to keep the bingo cards in mind until you meet them again. During that time they try to identify if they have met any of the statements shown in the bingo. Whenever they encounter a phrase on their Bingo card, they should mark it (youth can be asked to do this as it happens or they can also do this once they meet up again, then by reflecting on the time sn-ince they were given the bingo cards).

6. Encourage participants to consider why each phrase is considered hate speech.

ACTIVITY 2: DEBRIEFING   **TIME: 20 min**

INSTRUCTIONS:

1. After the game rounds, gather participants to discuss their experiences. Facilitate a conversation about the hate speech phrases they encountered and why they are harmful. Encourage participants to share strategies for responding to hate speech online.

2. Summarise key takeaways from the game and discussion. Emphasise the importance of recognizing and combating hate speech in online spaces.

3. Encourage participants to apply what they've learned

9 *Material equipment needed*

- ○ Flipchart paper
- ○ Projector
- ◉ Laptop/smartphone
- ◉ Internet access

- ○ Markers
- ○ Pens
- ○ Pins
- ○ Moderator cards

- ○ Post-it
- ○ Paper
- ○ Moderation board
- ○ Scissors
- ○ Sticky tape

◉ **Other:** Bingo cards (Annex)

10 *Requirements for facilitators*

N/A

11 *More resources or materials for supporting the activity*

N/A

This activity in digital format can also be found in the platform
Before They Hate *here*

BINGO

Countering hate speech

N*****	THAT'S SO GAY	FAGGOT	CALLING SOMEONE CURRY	CALLING SOMEONE RICE
CUNT	GASLIGHT-ING	DOXING	STEREO-TYPING	WHERE IS THE HATE / THAT'S NOT HATE SPEECH
THAT'S SO RETARDED	THEY'RE JUST MORE AGGRESSIVE THAN WE ARE	FREE	THIS GENDER SWITCHING IS JUST A PHASE	THEY'RE JUST HAVING BABIES TO GET ON WELFARE AND NOT HAVE TO WORK/THEY STEAL OUR JOBS
WELL, JEWS ARE GOOD WITH MONEY, YOU KNOW	YOUR / THEIR KIND OF PEOPLE	SLUT	FOIDS / FEMOIDS	TR***Y
RELAX, I WAS KIDDING	THEY ARE ALL PODOPHILES	I JUST DON'T WANT THEM BRINGING THEY'RE TERRORISM TO MY COUNTRY	SOMEONE NEEDS TO SHUT HER UP	TROLLING

Click to interact

Activity 5

Shield

1 *Duration:*
60 min

2 *Understanding level:*
- ○ Beginner
- ● Intermediate
- ○ Expert

3 *Complexity for the facilitator:*
- ○ Easy
- ● Medium
- ○ Difficult

4 *This activity could be done...*
- ○ Online ● offline

5 *Content is related to the following topic:*
- ○ Safe Space
- ○ Human Rights
- ● Hate Speech
- ○ Internet
- ○ Social Networks
- ○ Democracy

6 *Short description*

A game designed to encourage reflection on vulnerabilities and what it is that shields us from them or helps us deal with adversity as well as how we can shield others.

7 *Aims & Objectives*

- To increase youths' awareness of how they can counteract the effects of hate speech

⑧ *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1: STRENGTHS AND VULNERABILITIES   **TIME:** *5 min*

INSTRUCTIONS:

1. Introduce the game and the concepts involved to the youth.

2. Emphasise that we all have vulnerabilities and we all have strengths. Strengths can be knowledge, ability, values, skills.

3. Frequently we can use our strengths as well as our privileges as a sort of shield to help us avoid or deal with vulnerable or harmful situations.

ACTIVITY 2: THE SHIELD   **TIME:** *35 min*

INSTRUCTIONS:

1. Give an empty paper to each of the youth and make sure everyone can reach a number of colours of pens/pencils.

2. Ask them to draw a shield on the paper, so that it fills the entire paper. Then split the shield into three areas.

   a. In the first area, instruct them to draw something that represents a way for them to deal with being subject to hate speech, for example being called a bad name or being subject to hate speech. That is something that makes them feel better if that has already happened, this can be anything from speaking up for yourself to spending time with your cat.

   b. In the second area ask them to draw something that represents a way for them to prevent that from happening again. This can be talking to the person who said/did something, reporting, blocking, asking a friend to help or anything they feel is appropriate for the situation they have in mind.

   c. In the third area, ask them to draw something that represents a way for them to use these (or others) to shield others from being subject to hate speech.

ACTIVITY 3: DEBRIEFING   TIME: 20 min

INSTRUCTIONS:

1. After everyone has finished their drawings, ask them to share a little bit about what they drew and why.

2. Start with the first area, each participant should explain and then summarise and discuss briefly after everyone has finished.

3. After that move on to the next area they have filled out. Until all participants have discussed all their drawings.

4. End up with summarising, what you have discussed and that these things can be thought of as a basis for youth activism.

   Some young people want to do very much and reach a lot of people whilst others feel more comfortable with having a positive impact on their closest environments. Knowing how to make yourself feel better when things are difficult is an important skill for activists to know as it can be a way to prevent burn out. Knowing ways of protecting yourself is also important. In discussing that you should also discuss that even if it is possible to utilise ways of protecting yourself a victim of hate speech is never the one who is responsible for it. It is not plausible to think that a person can by themselves prevent any hate speech directed towards them.

   That is why the last one is so important. Because every time you can use your strengths and privileges to defend someone else, it means they were shielded from being subject to it or from having to defend themselves alone.

---

⑨ Material equipment needed

- ○ Flipchart paper
- ○ Projector
- ○ Laptop/smartphone
- ○ Internet access

- ● Markers
- ● Pens
- ○ Pins
- ○ Moderator cards

- ○ Post-it
- ● Paper
- ○ Moderation board
- ○ Scissors
- ○ Sticky tape

○ **Other:** N/A

10 *Requirements for facilitators*

N/A

11 *More resources or materials for supporting the activity*

N/A

This activity in digital format can also be found in the platform Before They Hate *here*

Activity 6

Do your worst

① Duration:
1-2h

② Understanding level:
- ⬤ Beginner
- ◯ Intermediate
- ◯ Expert

③ Complexity for the facilitator:
- ◯ Easy
- ⬤ Medium
- ◯ Difficult

④ This activity could be done...
- ⬤ Online ⬤ offline

⑤ Content is related to the following topic:
- ◯ Safe Space
- ◯ Human Rights
- ⬤ Hate Speech
- ◯ Internet
- ◯ Social Networks
- ◯ Democracy

⑥ Short description

A game designed to get youth to reflect on the effects of bystander intervention. How they might make a situation related to hate speech worse or better with their reactions.

⑦ Aims & Objectives

- To increase youths' knowledge on what hate speech is and its effects.

- To show different manifestations of hate speech

- To make youth more aware of how hate speech is used purposefully do deceive and manipulate.

(8) *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1: DO YOUR WORST   **TIME:** *30 min*

INSTRUCTIONS:

1. The activity consists of 10 micro-stories of incidents/situations involving hate speech.

2. The activity is simple: discuss the Incidents/situations you can find in the Annex.

3. Start by asking the youth to find the worst possible thing to do in each situation, how could they cause more harm to the situation, start a fight, cause friendships to stop or couples to break up. There are many different ways to use scenarios like these but what this approach offers is a good way to start the conversation. Youth tend to find it easier and more fun. In this way, you can start a heavy topic in a lighter and even funny way.

ACTIVITY 2: DISCUSSION AND REFLECTION   **TIME:** *30 min*

INSTRUCTIONS:

1. By looking at and arguing why this advice is bad, the youth also get a chance to start reflecting on communication and thinking about people's reactions to behaviour. Make sure not to stop there though.

2. To deepen the discussion, it is good to also consider how the problem could be solved seriously or what advice could be given that could really help. To deepen the reflection of the young people, it is good for the instructor to lead the conversation with questions.

QUESTIONS TO LEAD REFLECTION FURTHER:

•   Is that hate speech?

•   What is the problem here?

•   Would all people react the same way in that situation? Why? Why not?

•   Would age affect how people would react? How about gender? Popularity? What else could have an effect?

- Are some responses wrong and others right?

- Could it happen that no one responds? Why?

- If faced with this situation what would you find to be the right thing to do? why?

The stories are phrased so that participants are asked to solve a problem for someone else. In this way, the youth get a certain distance from the subject, which can make it easier to see solutions.

Micro-stories like these are frequently used in violence-prevention education. They provide an opportunity to reflect on situations that may arise without personally relating to the material. Their aim is to promote social skills in difficult situations, give the youth tools to react, help others and take care of their own safety.

⑨ *Material equipment needed*

- ⭘ Flipchart paper
- ⭘ Projector
- 🟠 Laptop/smartphone
- 🟠 Internet access

- ⭘ Markers
- ⭘ Pens
- ⭘ Pins
- ⭘ Moderator cards

- ⭘ Post-it
- ⭘ Paper
- ⭘ Moderation board
- ⭘ Scissors
- ⭘ Sticky tape

⭘ **Other:** Hate speech situations (Annex)

⑩ *Requirements for facilitators*

N/A

⑪ *More resources or materials for supporting the activity*

N/A

This activity in digital format can also be found in the platform
Before They Hate *here*

Annex - Hate speech situations

1 A boy in my school is very frequently harassed for being "girly". It's never really bad but he will be called girly, gay, pussy or something like it lots of times every day.

2 I was in my youth center the other day and one of the youth workers told a rape joke. I was afraid to say anything cause he's in charge there.

3 A new girl just started in my class. She is from the Philippines. One of my friends always says really nasty things about her and always about how she looks different and that Asians all look the same. What can I do?

4 A group that attends my local youth centre always talks about a gender queer person that also attends behind their back. I think it's just because they are queer.

5 A group of friends at my school is alway says nasty things about one of their friends. Calling hime curry and lots of stupid references to that he is from india. They say he also thinks it is funny but I really don't think so.

6 A boy in my class is always just called "the Arab". I got to know him a lot last summer and he is really nice. He told me he hates it, what can I do about it?

7 So, I have a disability and recently I found out that one of my classmates often uses the name of the disability to tease others. Sometimes he even uses my name, as if it was super humiliating to call others by my name. I hate it so much but when I talked to him he said it was just a joke and I need to relax.

8   I really like playing video games online. Whenever I play I feel like anytime anyone wants to insult me/some one else they just call them gay, homo or something like that. Im gay and it almost makes me want to stop playing.

9   I made a new friend when I changed schools last year. Before I did not have many friends. Recently he has been talking a lot about how he is an incel and he is starting to say horrible things about, like every one.

10 I love my parents and they are great. Most of the time, they are kind of racist and they always say really nasty things about jewish people. I really like a girl who is jewish and she came to my house but after meeting my parents she doesn't really want to talk to me any more. I think they said something but I don't know what.

2. METHODOLOGICAL CHAPTERS

2.3 Online hate speech
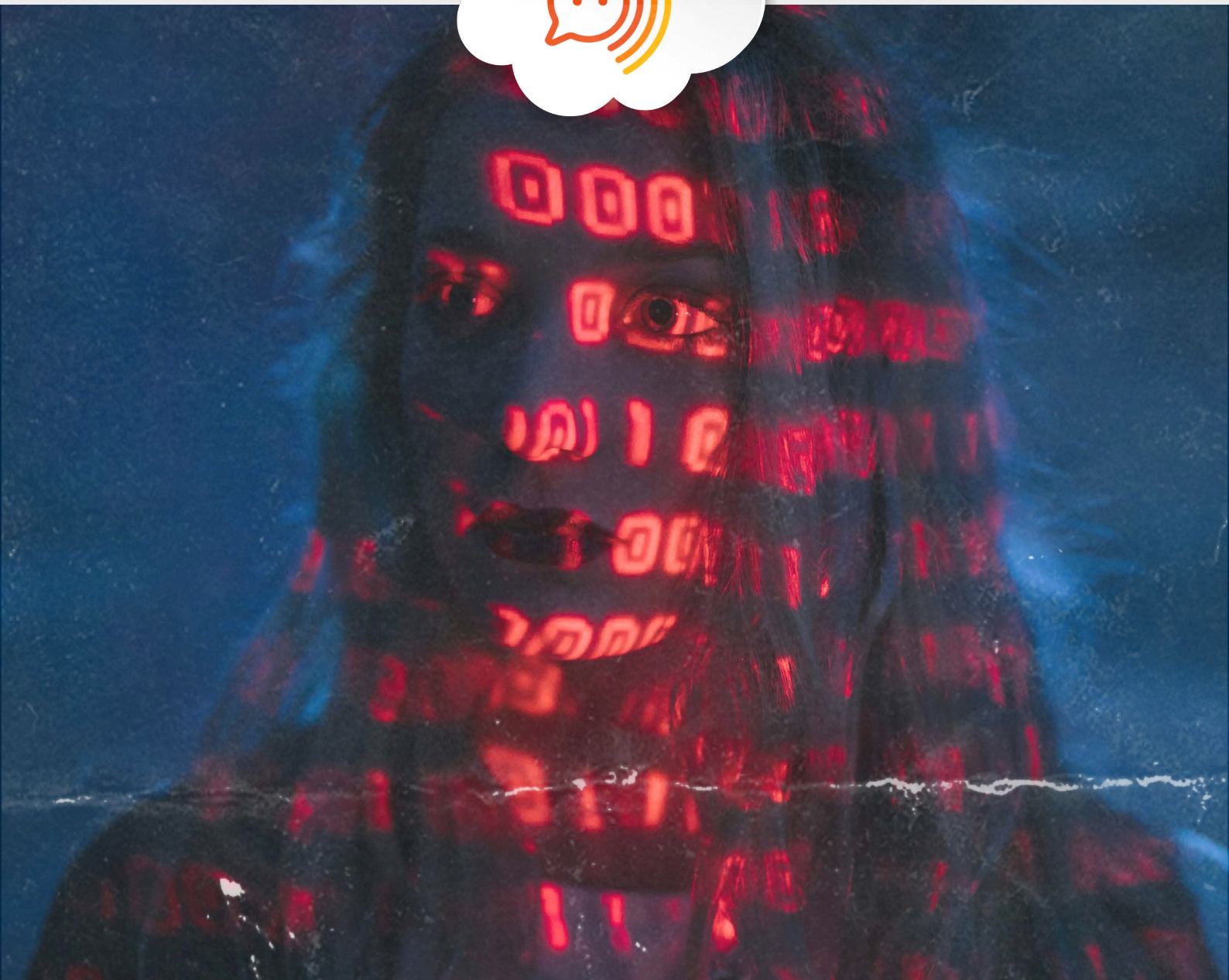
Activity 1

Is it hate speech or not?

① *Duration:*
60 min

② *Understanding level:*
- ⦿ *Beginner*
- ◯ *Intermediate*
- ◯ *Expert*

③ *Complexity for the facilitator:*
- ⦿ *Easy*
- ◯ *Medium*
- ◯ *Difficult*

④ *This activity could be done...*
- ⦿ *Online*   ⦿ *offline*

⑤ *Content is related to the following topic:*
- ◯ *Safe Space*
- ◯ *Human Rights*
- ⦿ *Hate Speech*
- ⦿ *Internet*
- ⦿ *Social Networks*
- ◯ *Democracy*

⑥ *Short description*

This activity is about training one's ability to recognize hate speech online. Use the flowchart below to discuss in groups or in plenum whether the following examples are hate speech or not. Use the three examples to start with, but encourage the participants to apply some of their own from either imagination or experience.

⑦ *Aims & Objectives*

- To train one's ability to recognize hate speech online.

- To start a conversation about what constitutes online hate speech - and distinguish it from other types of harsh language.

STEP BY STEP EXPLANATION:

ACTIVITY 1: ANALYSING THREE EXAMPLES   **TIME:** *40 min*

INSTRUCTIONS:

1. After teaching some of the basic principles of hate speech from the theoretical part, the facilitator displays and explains the dynamics of the chart to the participants.

2. Participants are asked to analyse the following three examples either in plenum or in separate groups:

> **A** After losing a game in CS Go, a 14 year old expresses his frustration through voice chat on a private Discord server: "I f****** hate russians. They should all just die!!"

> **B** In one of his TikTok videos, a famous influencer encourages his followers to adhere to traditional gender roles. At one point he says, with a grin on his face, that women should get back to the pots and pans in the kitchen, and leave the solving of societal problems to men.

> **C** In the comment section of a news article about four friends with Down's Syndrome opening a pizzeria, shared on Facebook, one user wrote: "OMG is that even hygienically safe?!"

ACTIVITY 2: ANALYSE SELFMADE EXAMPLES   **TIME:** *20 min*

INSTRUCTIONS:

1. Participants are asked to apply some examples to the chart of their own imagination or experience.

⑨ *Material equipment needed*

- ⚪ Flipchart paper
- 🟠 Projector
- 🟠 Laptop/smartphone
- 🟠 Internet access

- ⚪ Markers
- ⚪ Pens
- ⚪ Pins
- ⚪ Moderator cards

- ⚪ Post-it
- ⚪ Paper
- ⚪ Moderation board
- ⚪ Scissors
- ⚪ Sticky tape

⚪ Other: N/A

⑩ *Requirements for facilitators*

As the topic of hate speech in general may elevate arousal and spur disagreement, it is important to set a scene of seriousness and empathy.

⑪ *More resources or materials for supporting the activity*

Annex - Chart of decision on hate speech

This activity in digital format can also be found in the platform
Before They Hate *here*

Annex - Chart of decision on hate speech

Choose your example

↓

Are protected characteristics mentioned? — NO → **This is not hate speech** → Even though it is not hate speech, it can still be morally wrong and even illegal

YES ↓

Is it shared in a public space? — NO → **This is not hate speech** → Perhaps it could become if it was moved to a public space?

YES ↓

Is the intention to spread hatred, threaten, harasss or incite violence? — NO → **Is it hate speech...?**

YES ↓

This is hate speech

Activity 2

Where is your personal boundary?

1 *Duration:*
30 min

2 *Understanding level:*
- ⬤ *Beginner*
- ◯ *Intermediate*
- ◯ *Expert*

3 *Complexity for the facilitator:*
- ◯ *Easy*
- ⬤ *Medium*
- ⬤ *Difficult*

4 *This activity could be done...*
- ⬤ *Online*   ⬤ *offline*

5 *Content is related to the following topic:*
- ◯ *Safe Space*
- ◯ *Human Rights*
- ⬤ *Hate Speech*
- ⬤ *Internet*
- ⬤ *Social Networks*
- ◯ *Democracy*

6 *Short description*

This activity is about letting the participants reflect upon their personal boundaries in relation to harsh language. Ask the participants to place the three examples on a continuum from 'This is sometimes OK to say' to 'This is never OK to say'. The aim of this activity is not so much to rate what is worse or that the participants should agree on the positioning of specific examples. Instead, the aim is to make the participants reflect upon where their boundaries go and why while discussing with the others.

7 *Aims & Objectives*

- To let the participants reflect upon their personal boundaries in relation to harsh language.

- To start a conversation about how your boundaries may be different from others'

STEP BY STEP EXPLANATION:

ACTIVITY 1: ANALYSING THREE EXAMPLES   **TIME:** *30 min*

INSTRUCTIONS:

1. The facilitator displays and explains the visual continuum to the participants.

2. Participants are asked to analyse the following three examples either in plenum or in separate groups:

> **A** In a video on his channel, a YouTuber with millions of followers says the following: "The idea that Jewish people are not into money is ridiculous. It's like saying Italians aren't into pizza."

> **B** While playing an online first person shooter game, Pete sees an angry message in the public chat from one of the other players whom he just shot: "I hope your entire family dies in a car accident … or slowly from cancer".

> **C** One of your distant relatives leaves a comment in the comment section on a newspaper article about immigration on Facebook: "Muslims are just here to take over our country and wealth. We need to vote for the political parties that want them out of here before it is too late".

3. As a way to determine how to perceive the different examples, the participants can ask themselves the questions: What is the intention? Who is the recipient? In which setting is it shared?

⑨ Material equipment needed

- ○ Flipchart paper
- ⦿ Projector
- ⦿ Laptop/smartphone
- ⦿ Internet access

- ○ Markers
- ○ Pens
- ○ Pins
- ○ Moderator cards

- ○ Post-it
- ○ Paper
- ○ Moderation board
- ○ Scissors
- ○ Sticky tape

○ Other: N/A

⑩ Requirements for facilitators

As the topic of hate speech in general may elevate arousal and spur disagreement, it is important to set a scene of seriousness and empathy.

⑪ More resources or materials for supporting the activity

This is sometimes OK to say

This is never OK to say

This activity in digital format can also be found in the platform Before They Hate *here*

Activity 3

How do you and others understand this?

1 *Duration:*
45 min

2 *Understanding level:*
- ○ Beginner
- ● Intermediate
- ○ Expert

3 *Complexity for the facilitator:*
- ○ Easy
- ○ Medium
- ● Difficult

4 *This activity could be done...*
- ○ Online
- ● offline

5 *Content is related to the following topic:*
- ○ Safe Space
- ○ Human Rights
- ● Hate Speech
- ● Internet
- ● Social Networks
- ○ Democracy

6 *Short description*

This activity is about reflecting upon the impact of intention and context. The intended and/or perceived meaning of a message can change radically from the context and use of complementary signals such as grammar and emojis. The participants are asked to discuss how they perceive texts differently due to the varying emojis.

7 *Aims & Objectives*

- • To reflect upon the impact of intention and context.

8 *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1: DISCUSS THREE EXAMPLES   **TIME:** **15 min**

INSTRUCTIONS:

1. Ask the participants to discuss how they perceive the following texts differently due to the varying emojis:

    a.   OMG you're so gay 😍

    b.   OMG you're so gay 😂

    c.   OMG you're so gay 🤮

2. As previously, a way to determine how to perceive the different examples, the participants can ask themselves the questions: What might the intention be? Who might be the recipient? In which setting could it be shared?

    How would changes in intention, recipient and setting change the way the participants perceive the messages?

ACTIVITY 2: DISCUSS SELFMADE EXAMPLES   **TIME:** **30 min**

INSTRUCTIONS:

1. Afterwards, let the participants message one another simple texts and discuss how the sender and recipient respectively intended and perceived the message. First, the recipient tells about their perception, then the sender tells about his/her intention. If some of the participants do not feel comfortable taking part, it is fine to be exempted from this activity.

---

9 *Material equipment needed*

○ Flipchart paper   ○ Markers   ○ Post-it
⬤ Projector   ○ Pens   ○ Paper
⬤ Laptop/smartphone   ○ Pins   ○ Moderation board
⬤ Internet access   ○ Moderator cards   ○ Scissors
                                              ○ Sticky tape

○ Other: N/A

⑩ *Requirements for facilitators*

As the topic of hate speech in general may elevate arousal and spur disagreement, it is important to set a scene of seriousness and empathy.

⑪ *More resources or materials for supporting the activity*

N/A

This activity in digital format can also be found in the platform
Before They Hate *here*

Activity 4

How would you feel if it was you?

1 *Duration:*
60 min

2 *Understanding level:*
○ *Beginner*
● *Intermediate*
○ *Expert*

3 *Complexity for the facilitator:*
○ *Easy*
○ *Medium*
● *Difficult*

4 *This activity could be done...*
○ *Online*　● *offline*

5 *Content is related to the following topic:*
○ *Safe Space*
○ *Human Rights*
● *Hate Speech*
● *Internet*
● *Social Networks*
○ *Democracy*

6 *Short description*

This activity is about showing personal stories as a way to engage the participants emotionally. Through the showing of three videos, the participants are presented with real-life stories about hate speech. Afterwards, they are invited to discuss what thoughts and emotions the videos stirred.

7 *Aims & Objectives*

- To engage the participants emotionally through real-life stories.

- To put faces on the consequences of hate speech.

(8) *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1:   WATCH AND DISCUSS VIDEOS   **TIME:** *60 min*

INSTRUCTIONS:

1. Find one or more videos displaying personal real-life stories on online hate speech. For instance, search on YouTube to find a suitable story. It could be about victims and consequences, online gaming culture, etc.

2. Show the participants the video or videos. After the video/videos, let the participants discuss the following questions:

    a. What made the biggest impression on you?

    b. Did you relate to anything?

    c. Did it change how you perceive certain things?

    d. What similarities and differences do you see between the different stories?

(9) *Material equipment needed*

- ⚪ Flipchart paper
- 🟠 Projector
- 🟠 Laptop/smartphone
- 🟠 Internet access

- ⚪ Markers
- ⚪ Pens
- ⚪ Pins
- ⚪ Moderator cards

- ⚪ Post-it
- ⚪ Paper
- ⚪ Moderation board
- ⚪ Scissors
- ⚪ Sticky tape

🟠 **Other:** hate speech videos

(10) *Requirements for facilitators*

As the topic of hate speech in general may elevate arousel and spur disagreement, it is important to set a scene of seriousness and empathy.

11 *More resources or materials for supporting the activity*

N/A

This activity in digital format can also be found in the platform
Before They Hate *here*

Activity 5

Analyse your options before acting

① *Duration:*
30 min

② *Understanding level:*
- ○ *Beginner*
- ● *Intermediate*
- ○ *Expert*

③ *Complexity for the facilitator:*
- ○ *Easy*
- ● *Medium*
- ○ *Difficult*

④ *This activity could be done...*
- ○ *Online* ● *offline*

⑤ *Content is related to the following topic:*
- ○ *Safe Space*
- ○ *Human Rights*
- ● *Hate Speech*
- ● *Internet*
- ● *Social Networks*
- ○ *Democracy*

---

⑥ *Short description*

This activity is about training one's ability to regulate emotions and analyse the best approach whenever encountering online hate speech.

---

⑦ *Aims & Objectives*

- To train one's ability to regulate emotions and analyse options for intervention.

(8) *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1: ANALYSE OPTIONS   **TIME:** *60 min*

INSTRUCTIONS:

1. Present the participants with the following cases. Ask them to imagine they have decided to intervene, but beforehand they are going to analyse their options for acting:

> **A**   When online gaming with a couple of friends and some strangers, you notice on voice chat that one of the players whom you don't know is a girl. One of your friends apparently notices the same and asks her: "How much do you charge for a blowjob?"

> **B**   Below a public video on Instagram depicting celebrations from a Pride Parade, one of your friends tags you while commenting: "F****** freakz 😵👉 "

2. The participants may use the table in the annex to fill in possible gains and risks from particular responses. Also encourage the participants to reflect on ways to avoid or circumvent the possible risks they have designated.

---

(9) *Material equipment needed*

⚪ Flipchart paper   ⚪ Markers   ⚪ Post-it
🟡 Projector   ⚪ Pens   ⚪ Paper
🟡 Laptop/smartphone   ⚪ Pins   ⚪ Moderation board
🟡 Internet access   ⚪ Moderator cards   ⚪ Scissors
                                                  ⚪ Sticky tape

🟡 **Other:** Table actions, gains and risks (Annex)

⑩ *Requirements for facilitators*

As the topic of hate speech in general may elevate arousal and spur disagreement, it is important to set a scene of seriousness and empathy.

⑪ *More resources or materials for supporting the activity*

The activity consists of 10 micro-stories of incidents/situations involving hate speech.

This activity in digital format can also be found in the platform
Before They Hate *here*

Annex - Table actions, gains and risks

ACTION	POSSIBLE GAINS	POSSIBLE RISKS
I'll write my friend in private and tell him/her it's not OK	I'll get to clear the air I'll help my friend, because others might think he's being an idiot	My friend might get angry with me
I'll write a comment myself and confront him/her in the open	I'll get to clear the air I'll signal to everyone that I don't agree	My friend might get angry with me Others might begin to harass or troll me
(...)	(...)	(...)

Activity 6

Counter hate speech through memes

① Duration:
60 min

② Understanding level:
- ⭘ Beginner
- 🟠 Intermediate
- ⭘ Expert

③ Complexity for the facilitator:
- ⭘ Easy
- 🟠 Medium
- ⭘ Difficult

④ This activity could be done...
- 🟠 Online   🟠 offline

⑤ Content is related to the following topic:
- ⭘ Safe Space
- ⭘ Human Rights
- 🟠 Hate Speech
- 🟠 Internet
- 🟠 Social Networks
- ⭘ Democracy

⑥ Short description

This activity is about countering online hate speech through the channelling of creativity related to online meme culture. The participants are asked to imagine they have decided to act on a specific incident of online hate speech. This time they have decided to create a positive meme that counters the offensive online action.

⑦ Aims & Objectives

- To train every-day intervention of online hate speech through meme culture.

(8) *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1: CREATE MEME   **TIME:** *60 min*

INSTRUCTIONS:

1. The participants are asked to imagine they have decided to act on a specific incident of online hate speech. This time they have decided to create a positive meme that counters the offensive online action.

2. Use a meme generator to create your meme. As inspiration the participants can choose to counter some of the examples in the other activities or pick some themselves.

(9) *Material equipment needed*

○ Flipchart paper   ○ Markers   ○ Post-it
● Projector   ○ Pens   ○ Paper
● Laptop/smartphone   ○ Pins   ○ Moderation board
● Internet access   ○ Moderator cards   ○ Scissors
                                                      ○ Sticky tape

● **Other:** meme generator app

(10) *Requirements for facilitators*

As the topic of hate speech in general may elevate arousal and spur disagreement, it is important to set a scene of seriousness and empathy.

(11) *More resources or materials for supporting the activity*

Link to meme generator.

This activity in digital format can also be found in the platform
Before They Hate *here*

2. METHODOLOGICAL CHAPTERS

2.4 Democracy and participation

Activity 1

What is Democracy?

① *Duration:*
10 min

② *Understanding level:*
- ⬤ *Beginner*
- ◯ *Intermediate*
- ◯ *Expert*

③ *Complexity for the facilitator:*
- ⬤ *Easy*
- ◯ *Medium*
- ◯ *Difficult*

④ *This activity could be done...*
- ◯ *Online* ⬤ *offline*

⑤ *Content is related to the following topic:*
- ◯ *Safe Space*
- ◯ *Human Rights*
- ◯ *Hate Speech*
- ◯ *Internet*
- ◯ *Social Networks*
- ⬤ *Democracy*

⑥ *Short description*

This is a short and interactive activity where participants will work together to develop their own group definition of democracy.

⑦ *Aims & Objectives*

- To produce a definition of what democracy is and what it means to us.

(8) *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1: DEVELOPING A DEFINITION OF DEMOCRACY **TIME:** 10 min

INSTRUCTIONS:

1. If you have a group of more than 6 young people, divide into smaller groups.

2. Ask young people to pretend a Martian has arrived in their local community, the Martian has never heard of the word 'Democracy'.

3. Ask young people to discuss and consider how they would explain what democracy is.

4. From this discussion agree on a sentence or short paragraph and write this down on flipchart paper.

5. Nominate someone to present from each group.

6. Once all definitions have been collected and collectively discussed, present them with this definition.

Democracy means everyone should have an equal voice regardless of who they are or where they come from; the colour of their skin, amount of money they have and their status in society. Everyone has a voice that should be equal and an equal opportunity to have their opinion heard. A successful democracy can give every individual the opportunity to make a difference in the way the future is paved. *(Source)*

7. Once all definitions have been collected and collectively discussed, present them with this definition.

(9) *Material equipment needed*

- 🟠 Flipchart paper
- ⚪ Projector
- ⚪ Laptop/smartphone
- ⚪ Internet access

- 🟠 Markers
- 🟠 Pens
- ⚪ Pins
- ⚪ Moderator cards

- ⚪ Post-it
- ⚪ Paper
- ⚪ Moderation board
- ⚪ Scissors
- ⚪ Sticky tape

🟠 **Other:** Blue Tack or equivalent

⑩ *Requirements for facilitators*

The intention of this activity is to establish a baseline of an understanding of Democracy therefore there is no need for any expertise in the subject.

⑪ *More resources or materials for supporting the activity*

The definition used came from a blog post from which can be found here.

This activity in digital format can also be found in the platform
Before They Hate *here*

Activity 2

Exploring and Understanding The Ladder of Participation

① *Duration:*
40 min

② *Understanding level:*
- ◉ *Beginner*
- ◉ *Intermediate*
- ◉ *Expert*

③ *Complexity for the facilitator:*
- ◉ *Easy*
- ◉ *Medium*
- ○ *Difficult*

④ *This activity could be done…*
- ◉ *Online*   ◉ *offline*

⑤ *Content is related to the following topic:*
- ○ *Safe Space*
- ○ *Human Rights*
- ○ *Hate Speech*
- ○ *Internet*
- ○ *Social Networks*
- ◉ *Democracy*

⑥ *Short description*

This activity will explore young people's thoughts and understanding of the well-known community development theory, Hart's Ladder of Participation.

All youth work and youth engagement should ensure young people are fully engaged and involved as much as possible.

This activity will allow participants to understand the meaning of participation and give examples of what participation means to them.

⑦ *Aims & Objectives*

- To understand what participation is

- To understand what tokenism is

- To be able to critically analyse the two and allow participants to learn how to be able to identify the different levels and what the 'rungs' mean in their own spaces.

- To empower young people to have influence in decision-making processes.

(8) *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1: THE LADDER OF PARTICIPATION   **TIME:** *30 min*

INSTRUCTIONS:

1. If you have a group >6 young people, it would be a suggestion to split them into smaller groups.

2. First introduce the ladder of participation, explaining how it was developed to allow workers and community planners to assess genuine 'youth involvement'. By doing this activity they will be able to understand the processes of participation and therefore have a collective understanding of what it is, and more importantly, what it is not!

3. Have the pre-printed cards (annex) ready to give out. The group has to work to order the ladder rung cards, then move on to match the rungs with the examples and definitions.

4. Invite participants to feedback on their ladders and see if they match what is on the pre-prepared flipchart drawing/photocopy of the original.

Depending on the level of knowledge, this activity can be adapted to suit.

Little or no knowledge	1. Have the ladder and rungs already displayed on the flipchart in the order they are originally presented. 2. As a whole or in smaller groups, discuss a short sentence to define what each word on the rung means. 3. Move the activity on by using the pre-prepared examples and match them to each rung.
Well-informed and firm understanding	To ensure an equal understanding and for benchmarking still complete points 1 and 2 as above so the activity can be continued with everyone having the same level of understanding going forward. For point 3, ask participants to think of their own examples for each rung of the ladder.
Adaptation: It may not be necessary to always complete the 'defining' part of this activity.	

ACTIVITY 2: **DEBRIEFING AND TAKEAWAYS**   ***TIME:*** **10 min**

INSTRUCTIONS:

1. After completing the activity it would be a suggestion to facilitate a discussion around the ladder, asking for reflections and thoughts on the activity.

2. Ensure that young people take away the messages for genuine participation and their rights to engage in anything they feel passionate about (within reason, obviously)

The reason for doing this activity is so participants can spot when they are being used and what they can do to make sure their involvement in, for example, democratic processes are meaningful to them and their communities.

⑨ *Material equipment needed*

- 🟠 Flipchart paper
- ⚪ Projector
- ⚪ Laptop/smartphone
- ⚪ Internet access

- 🟠 Markers
- 🟠 Pens
- 🟠 Pins
- ⚪ Moderator cards

- ⚪ Post-it
- 🟠 Paper
- ⚪ Moderation board
- ⚪ Scissors
- ⚪ Sticky tape

🟠 Other: Pre-prepared flipchart with the 'rungs' already written
Copies of the Annex - Rungs and Explanations (cut out and maybe laminated for use again)

⑩ *Requirements for facilitators*

Some knowledge of Hart's ladder of participation would be useful. However, this is intended to be an activity where everyone discusses and learns together.

11 *More resources or materials for supporting the activity*

https://www.trainerslibrary.org/ladder-of-youth-participation/

https://www.mefirst.org.uk/resource/arnsteins-ladder-of-participation/

https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf

https://www.living-democracy.com/principals/democracy/awareness/ladder-participation-trying-honest/

This activity in digital format can also be found in the platform
Before They Hate *here*

Annex - Rungs and Explanations (Print and cut out)

	RUNG	EXPLANATION	EXAMPLE
1	Manipulation (non-participation) _____	Intentionally tricking someone else to gain influence or control. _____	*(General meaning)* Adult-led activities. Young people do as they are told by adults with no understanding of the issues. **Example/s** Young people getting asked for their opinions but are not being informed of any outcomes from them. Asked to make a poster/Tik Tok or be part of a real-life/ social media campaign that young people have little or no knowledge of. Young people are misused. _____

	RUNG	EXPLANATION	EXAMPLE
2	Decoration (non-participation)	Decorated with symbols, flags, clothes/lanyards with colours associated with certain movements/ organisations/ political parties.	*(General Meaning)* Young people are asked to wear T-shirts with slogans which are not understood. **Example/s** Made to protest with no solid understanding of the issues. Eg. Being made to hold a banner/placard with little or no insight or understanding of the meaning. Young people are used. _____

	RUNG	EXPLANATION	EXAMPLE
3	Tokenism (non-participation)	Something is only done in order to try to show that you are including people from minority groups, but not in a way that is really sincere. https://www.oxfordlearnersdictionaries.com/	*(General meaning)* Young people are seen to be given a voice but have no say in what they're being told to say. **Example/s** Involving young people for show or gain. Eg, saying young people have been consulted in a funding application and then not involving them in the spending of funds. Having young people sit on a conference panel and not preparing them for the role. Establishing an LGBTQ+ group to gain accreditation with no policies or practices implemented to genuinely support. _____

	RUNG	EXPLANATION	EXAMPLE
4	Assigned but informed. (Initial level genuine of participation starting to form)	Adults choose a project, young people support/ help/ volunteer. Young people's views are respected.	*(General meaning)* Young people are told and understand what a project is about. Based on this understanding, they have the autonomy to decide whether or not to engage. **Example/s** Young people are asked to help facilitate/ scribe at a conference they have been involved in organising alongside their youth workers. The conference is about a topic the young people are passionate about and are happy to support. --------------------------------------
	RUNG	EXPLANATION	EXAMPLE
5	Consulted and informed (Developing a level of participation)	Adults initiated. young people consulted and informed of outcomes.	*(General meaning)* Adults come up with an idea for a project. Young people are then asked for their opinions of the idea, and then any changes that have been suggested by young people in light of the consultation are put into place. **Example/s** Youth workers create a short advert for promoting trans rights. A clip of the first draft of the advert is shown to a well-established local authority group of trans young people who are interested in activism and promoting trans rights. They add thoughts and suggestions to the youth workers. --------------------------------------
	RUNG	EXPLANATION	EXAMPLE
6	Consulted, informed and suggestions are implemented. (reaching more meaningful levels of youth participation)	Adult-initiated. young people's decisions are shared with young people and changes are made.	*(General meaning)* Adults come up with an idea for a project. Young people are then asked for their opinions of the idea, and then any changes that have been suggested by young people in light of the consultation are put into place. The changes that have been made are shared with the young people who were involved. **Example/s** Developing the clip in this manner increases participation further from the previous rung as the youth workers make all the changes the young people suggested before releasing the final version of the clip to the wider public. Local authority planners are keen to increase more cycle lanes to promote active and sustainable travel to and from school. Students and community members are invited to help plan the routes. Young people find a safer and faster way than what was suggested. Planners change the route in light of the suggestions received. The quicker and safer route is built and recognition is given to all those involved at the opening ceremony celebrations.

	RUNG	EXPLANATION	EXAMPLE
7	Youth initiated and directed. (reaching more meaningful and genuine levels of youth participation)	Young people create an idea and then make the idea happen.	*(General meaning)* Ideas are initiated by young people. They then have ownership, development responsibilities and leadership of the idea. **Example/s** Young people decide that there is a serious concern with homophobic language in their youth club. They feel an awareness-raising campaign would be useful to highlight the harms of hate speech. They discover a community fund that their idea would be applicable for applying for some money. They discuss with their youth worker and are fully supported to apply. Money is received and the young people create an engaging campaign on social media which is shared across the whole of their community. ---
	RUNG	**EXPLANATION**	**EXAMPLE**
8	Youth-initiated, decisions are shared with adults. (High level of participation)	Young people create an idea and then make the idea happen. The idea is embraced by adults who wholeheartedly support the cause.	*(General meaning)* Young people come up with an idea that highlights a need or gap in provisions. They seek adults to help and support their ideas. Adults ensure young people remain leading and don't take over. Making sure young people remain leading the idea, adults help to apply for funding to address the needs identified. **Example/s** After an extremely successful social media campaign which was initiated and led by a local group of young people with the support of their youth club aiming to address homophobic hate speech went viral, local decision-makers released further support to take the campaign national. As well as more funding, young people were able to seek support from a private company to learn more about creating social media campaigns. --------------------------------------

Sources:

Children participation by Roger Hart; From tokenism to citizenship; UNICEF

https://www.trainerslibrary.org/ladder-of-youth-participation/
accessed 7th Sept 2023

Activity 3

Changing the Game

1 *Duration:*
60 min

2 *Understanding level:*
- ◯ *Beginner*
- 🟠 *Intermediate*
- 🟠 *Expert*

3 *Complexity for the facilitator:*
- ◯ *Easy*
- ◯ *Medium*
- 🟠 *Difficult*

4 *This activity could be done...*
- ◯ *Online*   🟠 *offline*

5 *Content is related to the following topic:*
- 🟠 *Safe Space*
- 🟠 *Human Rights*
- 🟠 *Hate Speech*
- 🟠 *Internet*
- 🟠 *Social Networks*
- 🟠 *Democracy*

6 *Short description*

This activity highlights how to identify and positively respond to sexism online, which negatively minimises women and girls spaces and equitable participation online.

7 *Aims & Objectives*

- To explore the problem of sexist abuse online, particularly in the gaming community

STEP BY STEP EXPLANATION:

ACTIVITY 1:   ANALYSING SEXISM ONLINE   TIME: 20 min

INSTRUCTIONS:

1. Show participants the handouts on the annex 1 and ask for their views. Prompt with a few questions, if necessary, for example:

    •   How do you think a woman might feel if she received something like this?

    •   Do you think this kind of abuse is common?

    •   What do you think a woman might feel if she wanted to join a game and saw lots of comments like this directed at other women gamers?

2. Tell participants that abuse against women is extremely common, not only in the online gaming community, but also in other online interactions. You could ask whether anyone has seen examples in their own activity online and whether any female participants have received such abuse.

3. Explain that these are all examples of hate speech online and that hate speech is a violation of human rights. If statements like these were to be directed at women or girls offline, they would often be illegal.

ACTIVITY 2: CREATING ANTI-SEXIST CAMPAIGNS   TIME: 40 min

INSTRUCTIONS:

1. Explain that the activity will explore some ways in which the group can address through online campaigning the issue of sexist abuse against women gamers. Participants will design their own 'mini campaign'. They will work in small groups to explore ways of addressing different target audiences who have some relation to the problem.

2. Show participants the list of 'target audiences' (annex 2) and invite them to select one to work on for the activity. Try to make sure there are roughly equal numbers in each group. – *Group 1: women gamers – Group 2: those who abuse women gamers, or are likely to abuse them – Group 3: other gamers (those who don't necessarily engage in abuse, but allow it to happen) – Group 4: policy makers, local or national parliamentary representatives, Ministries, and so on – Group 5: online service and content providers, as website owners and hosts, online community managers – Group 6: the general public, so that they can understand the seriousness of the problem and help to support the Campaign.*

3. Give each group a piece of flipchart paper and their instruction card.

4. Tell them they have about 20 minutes to think about the specific methods they will use to engage their audience. Remind them that others are working on different audiences: they should try to concentrate on the methods and messages that will be most likely to engage their audience's attention and make a positive contribution to the campaign. A good campaign brings as many people on board as possible!

5. After about 20 minutes, invite the groups to present their suggestions.

6. Allow some time for questions of clarification and comments.

7. Explain to participants that a real campaign strategy needs more than 15 minutes! Very often, initial suggestions are modified or even rejected in favour of different ideas. A good strategy will be worked on by a number of people often over many months, and may be tested out before it is actually implemented. The debriefing will look at participants' views on their 'first draft' of a strategy.

(9) *Material equipment needed*

- ⬤ Flipchart paper
- ◯ Projector
- ◯ Laptop/smartphone
- ◯ Internet access

- ⬤ Markers
- ◯ Pens
- ◯ Pins
- ◯ Moderator cards

- ◯ Post-it
- ◯ Paper
- ◯ Moderation board
- ◯ Scissors
- ◯ Sticky tape

⬤ **Other:** Handouts (annex 1) and target group descriptions (annex 2)

(10) *Requirements for facilitators*

Some knowledge of Hart's ladder of participation would be useful. However, this is intended to be an activity where everyone discusses and learns together.

**11** *More resources or materials for supporting the activity*

Taken from Bookmarks, A manual for combating hate speech online through human rights education (pg. 50-54)

This activity in digital format can also be found in the platform
Before They Hate *here*

Annex 1 - Handouts

(From Bookmarks, A manual for combating hate speech online through human rights education (pg. 55)
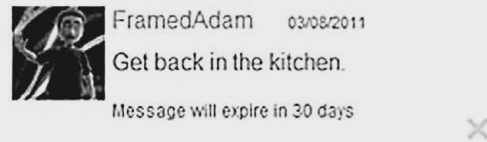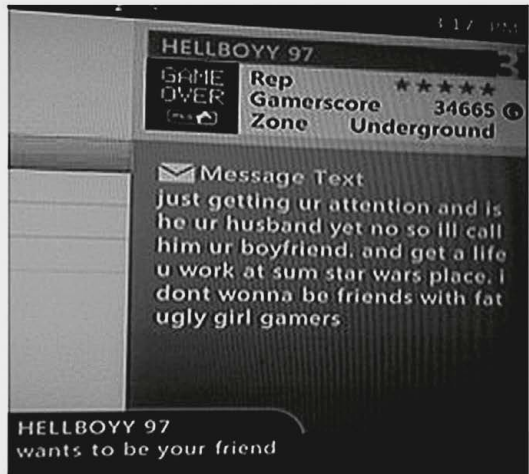
Annex 2 - Target group descriptions

(From Bookmarks, A manual for combating hate speech online through human rights education (pg. 54)

GROUP 1: SUPPORTING WOMEN GAMERS

Your group will concentrate on women gamers, both those who have received abuse and those who may be worried about receiving it.

- What are your key messages?
- How can you make women gamers feel supported?
- What can you suggest they do?

Think about the online tools you can use to build solidarity among women gamers.

GROUP 2: REACHING THE 'ABUSERS'

Your group will attempt to address those who commonly abuse women gamers, or those

- Who may be tempted to do so.
- What are your key messages?
- How can you persuade them to change their behaviour?
- What information do you need?

Think about the online tools you can use to reach as many members of your target audience as possible.

GROUP 3: ENCOURAGING ACTION BY ONLINE GAMERS

Your group will target those members of the online gaming community who witness hate speech against gamers, but don't engage in it themselves.

- What do they need to know?
- What do you want them to do?
- How can you persuade them to do it?

Think about the online tools you can use to encourage action by as many gamers as possible.

GROUP 4: REACHING POLICY MAKERS

Your group will focus on those who may be able to address the problem because they are policy makers or members of your country's government.

- What are your key messages?
- How can you persuade your target audience to engage with the problem?
- What are you recommending as action they should take?

Think about the tools you can use to reach as many members of your target audience as possible.

GROUP 5: REACHING ONLINE SERVICE AND CONTENT PROVIDERS

Your group will focus on those who may be able to address the problem directly, for example website owners, Internet providers, and online community managers.

- What are your key messages?
- How can you persuade your target audience to engage with the problem?
- What are you recommending as action they should take?

Think about the tools you can use to reach as many members of your target audience as possible.

GROUP 6: RAISING PUBLIC AWARENESS

Your group will concentrate on engaging members of the public to address the problem.

- What are your key messages?
- What do you want people to do?
- What information do you need?

Think about the online tools you can use to mobilise people to join your campaign.

Activity 4

Don't drop the ball – On Hate Speech

① *Duration:*
5-10 min

② *Understanding level:*
- ⬤ *Beginner*
- ◯ *Intermediate*
- ◯ *Expert*

③ *Complexity for the facilitator:*
- ⬤ *Easy*
- ◯ *Medium*
- ◯ *Difficult*

④ *This activity could be done...*
- ⬤ *Online*   ⬤ *offline*

⑤ *Content is related to the following topic:*
- ⬤ *Safe Space*
- ⬤ *Human Rights*
- ⬤ *Hate Speech*
- ⬤ *Internet*
- ⬤ *Social Networks*
- ⬤ *Democracy*

⑥ *Short description*

Young people (peer educators) from St. Paul's Youth Forum in Glasgow, Scotland, created this resource.

This is an interactive 'icebreaker' game that can be used to introduce new topics and bring young people together as part of a group lead game.

This resource can either be used as a standalone game or as an icebreaker where participants can discover basic concepts and terminology.

This resource can also be used as an opener to deeper conversations.

⑦ *Aims & Objectives*

- To discover basic concepts and terminology about democracy and participation.

- To bring young people together.

⑧ *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1:   PREPARATION OF THE GAME   **TIME:** **5-10 min**

INSTRUCTIONS:

1. The game takes the form of a large beach ball with pre-printed stickers stuck on it.

2. The stickers present questions, facts, and icebreakers. Some ideas can be found in the Annex.

ACTIVITY 2: DON'T DROP THE BALL ON HATE SPEECH   **TIME:** **5-10 min**

INSTRUCTIONS:

3. The ball is passed to participants in a circle to catch.

4. Once the ball has been caught, the catcher needs to answer the question on the sticker that's nearest their right thumb. If the questions have already been answered, then use whatever sticker is on their left thumb.

5. The gameplay lasts as long as the facilitator or group decides.

---

⑨ *Material equipment needed*

○ Flipchart paper   ○ Markers   ○ Post-it
○ Projector   ○ Pens   ○ Paper
○ Laptop/smartphone   ○ Pins   ○ Moderation board
○ Internet access   ○ Moderator cards   ○ Scissors
                                                   ○ Sticky tape

○ **Other:** Inflatable beach ball with pre-printed stickers. Or a ball with questions and icebreaker suggestions written with a sharpie can be used.

(10) *Requirements for facilitators*

N/A

(11) *More resources or materials for supporting the activity*

Click here to see the facilitator handbook for more details.

This activity in digital format can also be found in the platform
Before They Hate *here*

Annex - General Questions

1. Playing our part in our democracy helps to ensure that you live in a stable and safe society.

   True / False

2. Who has human rights?

   a. **Everyone, no matter age, race, gender ability, or sexual orientation.**
   b. People with blue eyes
   c. no one

3. A set of rights has been specifically made to protect children and young people.

   True / False

   The United Nations Convention on the Rights of the Child came into force in September 1990. It sets out the rights applicable to people under the age of 18. These rights are very similar to those in the UNDHR, but also include children's right to life; their own name and identity; being raised by parents in a family or cultural group; having a relationship with both parents, even if they are separated; having their own opinions; living free from abuse or exploitation; and privacy.

   The UNCRC was developed to combat three big problems that face children around the world: child and slave labour, the conscription of child soldiers, and sexual exploitation.

   (https://www.bbc.co.uk/bitesize/guides/z93ck7h/revision/4) accessed 1/10/23

4. According to a global study by the World Association of Girl Guides and Girl Scouts, 87% of girls think the problem of online hate is getting worse.

   True / False
   More info

5. Online violence is driving women MPs away from standing for election and reelection

   True / False
   More info

6. Promoting open and respectful dialogue is a common strategy to combat hate speech?

   True / False

7. The term democracy comes from the Greek words dēmos ("people") and kratos ("rule").

   True / False

8. Because of low literacy levels in Gambia, they use what to cast their votes.

   a. Birds
   b. Marbles
   c. Nothing; they don't have a democratic system.

   In Gambia, citizens cast their votes by dropping marbles into colour-coded metal drums with pictures of the candidates. Each drum is rigged with a bell, which the marble, after it's dropped in, dings. (If the bell rings more than once, poll workers know someone has broken the rules.)

   More Info

9. The largest democratic country is..

   a. Greece
   b. America
   c. India

   More info

10. In the year 507 b.c., in which country was democracy created?

   a. England
   b. Greece
   c. Egypt

ICEBREAKER ACTIVITIES:

- Name something that makes you feel better when you're down.
- If you could have any superpower, what would it be and why?
- If you could be any kind of biscuit, what would you be and why?
- What's your favourite thing about yourself?
- What part of being a grown-up do you look forward to the most?
- If you could only eat one thing for the rest of your life, what would it be?
- Would you rather have fingers for toes, or toes for fingers?
- Would you rather be a famous tik toker or a famous movie star?
- If you were only allowed to use one emoji for the rest of your life, what would it be?

Activity 5

Pictionary

① *Duration:*
5-20 min

② *Understanding level:*
- ⬤ *Beginner*
- ○ *Intermediate*
- ○ *Expert*

③ *Complexity for the facilitator:*
- ⬤ *Easy*
- ○ *Medium*
- ○ *Difficult*

④ *This activity could be done...*
- ⬤ *Online*   ⬤ *offline*

⑤ *Content is related to the following topic:*
- ⬤ *Safe Space*
- ⬤ *Human Rights*
- ⬤ *Hate Speech*
- ⬤ *Internet*
- ⬤ *Social Networks*
- ⬤ *Democracy*

⑥ *Short description*

This is a short and interactive activity where participants will work together to develop our own group definition of democracy.

One participant will attempt to draw what is written on cards with a mixture of words associated with the topic. The rest should guess what is drawing. Words are not allowed to be drawn!

⑦ *Aims & Objectives*

- To introduce words often associated with hate speech by means of a game.

⑧ *Instructions*

STEP BY STEP EXPLANATION:

ACTIVITY 1:   PICTIONARY   **TIME:** *5-10 min*

INSTRUCTIONS:

1. Pick the first person who will draw; this can either be self-selected or someone chosen by the facilitator.

2. Present the cards (annex) face down so the person drawing cannot see what they are attempting to draw. The person to draw picks a card.

3. Using the flipchart and marker, the person will start drawing.

4. A time limit can be set, or the first person to correctly guess the drawing takes the next turn, repeating the process above.

5. Gameplay can last as long as the group suggests or for a set time.

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⑨ *Material equipment needed*

- 🟠 Flipchart paper
- ⚪ Projector
- ⚪ Laptop/smartphone
- ⚪ Internet access

- ⚪ Markers
- 🟠 Pens
- ⚪ Pins
- ⚪ Moderator cards

- ⚪ Post-it
- ⚪ Paper
- ⚪ Moderation board
- ⚪ Scissors
- ⚪ Sticky tape

🟠 **Other:** Pictionary cards (annex), timer

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⑩ *Requirements for facilitators*

N/A

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⑪ *More resources or materials for supporting the activity*

N/A

This activity in digital format can also be found in the platform
Before They Hate *here*

Annex - Pictionary cards

(Suggested words, taken from some of our glossaries)

Democracy	Human Rights	Participation
Values	Leader	Trolling
Safe space	Internet	Mobile phone
Hate	Love	Speech
Troll	Protest	Group chat
TikTok	Government	Cyberspace

Activity 6

Democracy and participation quiz

1 *Duration:*
15 min

2 *Understanding level:*
- ⬤ *Beginner*
- ◯ *Intermediate*
- ◯ *Expert*

3 *Complexity for the facilitator:*
- ⬤ *Easy*
- ◯ *Medium*
- ◯ *Difficult*

4 *This activity could be done...*
- ⬤ *Online*   ⬤ *offline*

5 *Content is related to the following topic:*
- ◯ *Safe Space*
- ◯ *Human Rights*
- ◯ *Hate Speech*
- ◯ *Internet*
- ◯ *Social Networks*
- ⬤ *Democracy*

6 *Short description*

Quick quiz to ensure everyone has a shared understanding what Democracy means

7 *Aims & Objectives*

- • To have a basic understanding of democracy

(8) Instructions

STEP BY STEP EXPLANATION:

ACTIVITY 1: QUIZ   **TIME: 5 min**

INSTRUCTIONS:

1. Give out the quiz questions sheets (annex) to participants

2. Allow 5 mins to complete on their own.

ACTIVITY 1: DEBRIEFING   **TIME: 10 min**

INSTRUCTIONS:

1. After the time, ask the group to come together to share their answers to the group.

2. Conclude with discussion and reflections. Any surprises? Do they feel they live in democratic society? Are online spaces democratic?

(9) Material equipment needed

○ Flipchart paper   ○ Markers   ○ Post-it
○ Projector   🟠 Pens   🟠 Paper
○ Laptop/smartphone   ○ Pins   ○ Moderation board
○ Internet access   ○ Moderator cards ○ Scissors
                                               ○ Sticky tape

🟠 Other: pre-prepared quiz sheets

(10) Requirements for facilitators

N/A

(11) More resources or materials for supporting the activity

Original online version linked here. This link is from the British Broadcasting Corporation to support the educational curriculum in the UK.

This activity in digital format can also be found in the platform
Before They Hate *here*

Annex - Quiz questions sheet

1. Which of the following is an activity that a local group or association might do?

    a. Sponsor you for a fun run.
    b. Form a political party.
    c. Organise a fete.

2. Which of the following is not an activity that a charity or NGO might do?

    a. Run for political office.
    b. Preserve the environment.
    c. Improve healthcare

3. Which of the following is a way that you can influence the government between elections?

    a. Organising a fete.
    b. Organising a petition.
    c. Playing in the local football team.

4. A boycott is...

    a. a letter that explains a problem with a law or policy.
    b. a public gathering where people express their dissatisfaction.
    c. a choice not to buy certain products.

5. Playing your part in our democracy helps to ensure that you:

    a. won't have to pay university fees.
    b. will get a job.
    c. live in a stable and safe society.

Annex – Quiz Answers

1. Which of the following is an activity that a local group or association might do?

   Answer: C) A local group or association might organise a fete.

2. Which of the following is not an activity that a charity or NGO might do?

   Answer: A) A charity or NGO would not run for political office.

3. Which of the following is a way that you can influence the government between elections?

   Answer: B) You can influence the government between elections by organising a petition.

4. A boycott is...

   Answer: C) A boycott is a choice not to buy certain products.

5. Playing your part in our democracy helps to ensure that you:

   Answer: C) Playing your part in our democracy helps to ensure that you live in a stable and safe society.

3. CONCLUSION

Evaluation activities

Activity 1

Evaluation activities

1 *Duration:*
1h 10 min

2 *Understanding level:*
- ⬤ *Beginner*
- ◯ *Intermediate*
- ◯ *Expert*

3 *Complexity for the facilitator:*
- ◯ *Easy*
- ⬤ *Medium*
- ◯ *Difficult*

4 *This activity could be done...*
- ⬤ *Online*   ⬤ *offline*

5 *Content is related to the following topic:*
- ⬤ *Safe Space*
- ⬤ *Human Rights*
- ⬤ *Hate Speech*
- ⬤ *Internet*
- ⬤ *Social Networks*
- ⬤ *Democracy*

6 *Short description*

Remembering and recalling what has been learned is sometimes a costly process. However, it is essential to assimilate new knowledge, to be aware of it.

On the one hand, the intention is to find out where the young people stand in terms of their knowledge of the subject after the training. On the other hand the purpose is to use the collective memory of the group to recall the details of the personal learning gained and reflect about them.

7 *Aims & Objectives*

- Realise their current position on the topic of hate speech after the workshop.

- Extract and become aware of the key knowledge acquired during the workshop through a collective memory exercise.

(8) *Instructions*

The methodology used is based in experiential learning and self-reflection, both individual and group reflection techniques are used.

STEP BY STEP EXPLANATION:

ACTIVITY 1: EMOTION TREE   **TIME:** **15 min**

INSTRUCTIONS:

1. For this activity you will need one Emotion tree template per participant.

2. Share each participant one template of the Emotion tree and ask participants to colour or mark the character that best represents how they are feeling after the workshop regarding the topic of hate speech, e.g. "I'm feeling confident when combating hate speech", "I am aware of hate speech but feel afraid of combating it"

3. Ask participants to share their selection and explain the reason for it.

ACTIVITY 2: CONNECTING THE DOTS   **TIME:** **40 min**

INSTRUCTIONS:

1. Prepare a large empty flipchart and give a different coloured pen to each participant.

2. In different rounds, each participant should write down key words to answer the questions given. As an example:

    1st round: keywords related to the topics you've learnt about in this workshop (e.g., hate speech, tolerance, human rights...)

    2nd round: things you've experience in the workshop, like activities or things you've tried (e.g.,learning with games)

    3rd round: Things that have changed in you (e.g., more open minded, more tolerant)

    4th round: Things that you've missed

After the last round, ask each participant to connect different words from the flipchart (theirs or others'). They can use their markers to make a line connecting the words or be as creative as they want. They can make as many lines and connect as many words as they want. The words they will select should be relevant in their learning process.

3. Ask the participants to write down a text or a sentence with the words they have connected in 10-15 min.

4. Optional, depending on the group dynamic, you can ask people to share their texts with the rest.

ACTIVITY 3: *GROUP REFLECTION*   *TIME:* **15 min**

INSTRUCTIONS:

After the activity you should ask participants how it was and how it helped in their learning process. You can use questions such us:

- Did it help use the other people's words? How?

- Looking at your text, how do you feel about your learning experience?

- What can you use these learnings for in your daily life?

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9 *Material equipment needed*

● Flipchart paper	● Markers	○ Post-it
○ Projector	● Pens	○ Paper
○ Laptop/smartphone	○ Pins	○ Moderation board
○ Internet access	○ Moderator cards	○ Scissors
		○ Sticky tape

● **Other:** Emotion tree templates (annex)

Requirements for facilitators

This activity can be adapted to do it online in a video call platform. For the Emotion tree, by showing the template, participants can think or write down in the chat which character they select.

For Connecting the dots activity it can be done online by using a platform like jamboard, where every participant can type their own words and see the others, and make the connections.

11 *More resources or materials for supporting the activity*

- Activity based in The blob tree

- "Valued by You, Valued by Others" Handbook for supporting learning reflection.

This activity in digital format can also be found in the platform
Before They Hate *here*

Annex – Emotion tree