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Butterfly Effect

Butterfly Effect Project

Curriculum for Educational Staff

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SYMBIOSIS

HUMAN RIGHTS HOUSE ZAGREB

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DOKUSTELLE Islamfeindlichkeit & antimuslimischer Rassismus

ZRA ZIVILCOURAGE & ANTI-RASSISMUS-ARBEIT

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Hate speech training - Curriculum for educators

General remarks

This curriculum sets out the basic principles of adult learning for use when conducting capacity building training for educational staff (teachers, educators, trainers, facilitators, after-school caregivers, school psychologists, school doctors, tutors, other school staff etc.). It is intended to strengthen their capacity to understand, recognize and act preventively to hate incidents, including discrimination, hate speech and hate crime, primarily among students and youth but also in the society as a whole. It also has the goal of making them more aware of their own prejudice and sensitivity to others in order to enable them to foster group discussion and initiatives among students and youth focused on combating intolerance and promoting equity.

This curriculum addresses hate incidents, thus all forms of discrimination, which impact the realities of individuals and entire groups through operating via interrelated dimensions: the individual/subjective dimension, historic dimension, institutional dimension, and structural dimension.

"*Those who focus only on the individual dimension of racism justify inequalities by attributing them to single individuals.*"
Emilia Roig (2021)

The proposed training curriculum also encourages the use of exchange of experiences of trainers and participants to produce better outcomes. Where possible, the training can include activities that help participants become more aware of their own prejudices and privileges in order to be able to work with youth and students more efficiently.

The concept and the materials contained herein shall be adapted to country-specific circumstances relating to potential targets of hateful occurrences, as well as to the needs of the target groups.

This curriculum is based on good practices collected during the so far work with educational communities, youth and students on topics related to tackling hate incidents, and inequalities arising from racism, sexism, ableism, queer hostility, classism and other grounds for discrimination. Nevertheless, this curriculum does not represent an all-encompassing comprehensive tool for facilitating work with educators on these topics, but it is rather meant to serve as a basis for creating tailored programmes based on the objectives of a specific training with members of the educational community. It is therefore recommended that users also consult and combine other relevant resources (such as manuals and toolkits listed later in this curriculum) to structure their specific training in line

with the needs, experiences and expectations of the target group.

Learning objectives

Trainings for educational staff that will be composed on the basis of this curriculum will have the following objectives:

- to make teachers and other school staff better acquainted with the growing phenomenon of intolerance, discrimination and hate incidents among youth in schools and on the Internet, including definition, modalities and basic legislative regulation of hate speech and discrimination in their country
- to support teachers and school staff in reacting to manifestations of intolerance, discrimination and hate incidents in their environment
- to enable teachers and other school staff to recognize and address gender discrimination and a stereotyped gender language
- to help teachers and school staff identify key actors dealing with addressing hate incidents in their countries (ombudsperson, civil society organizations, police)
- to help teachers and school staff in the analysis and interpretation of social context related to harmful occurrences that include intolerance and discrimination make them more aware of their own prejudice and sensitive to others
- to empower teachers and school staff to react to such occurrences and incidents and encourage other colleagues and students to do so
- to encourage teachers and school staff to formulate and plan activities to prevent intolerance, discrimination, hate incidents and hate speech in classrooms and in schools.

Terminology - Stereotype, prejudice, discrimination, hate

Participants shall be introduced to the basic terminology including stereotype, prejudice, discrimination and hate speech. The list may be expanded depending on the available time and the participants prior knowledge to include additional related terminology such as marginalization, segregation, racism, hate crime etc. This may be done by using the "pyramid of hate"[1] as a tool to help the participants understand the basic terminology and escalation from prejudice over hate to different forms of violence.

Before sharing the definitions with the participants, they may be asked to share their associations to the selected terms. They might be asked whether they experienced those occurrences in their environment and tell examples if they wish to do so.

Participants may also be divided into groups and tasked with coming up with the definition

[1] Pyramid of hate, ADL, 2005, available at: https://view.genial.ly/5e6767cc45d9ae0fc60d9488/horizontal-infographic-diagrams-pyramid-of-hate

of selected terms in their own words which will be shared with the group and initiate group discussion facilitated by the trainer who will present the summary and “final” definitions to the participants.

Suggestions of the commonly accepted and easily understandable definitions of the basic terminology may be found on the links in the materials section below.

Definition and types of hate speech

There are various understandings and definitions of what hate speech consists of and how it affects the targeted persons/groups. From derogatory phrases, irritating content, incitement to violence, discriminatory or any other speech content harmful to social cohesion - we witness it on social networks, in comments to articles, in the form of graffiti,etc.

For purposes of this curriculum, the broad definitions of hate speech by international organizations and bodies are used that commonly define hate speech as an expression of discriminatory interaction and behavior towards a person based on that person's personal characteristics.

It is important to make the training participants aware of the modalities of hate speech and ways to recognize it. It shall be stressed that hate speech can appear as spoken or written communication or represent certain behavior. Hate speech may manifest in advocating, promoting or inciting hatred or humiliation of a person or group of persons, it may also manifest in harassment, insults, negative stereotyping, stigmatization or threat directed at a person or a group of persons as well as any justification of all said forms of expression - which is based on a non-exhaustive list of personal characteristics or status that include race, color, language, religion or belief, nationality or national or ethnic affiliation, origin, age, disability, sex, gender, gender identity and sexual orientation.

The definition proposed by the Committee of Ministers, Council of Europe in Recommendation no. (97) 20 2.1. may be cited as a good example of a definition of hate speech that may be further used:
(...) the term "hate speech" includes all forms of expression that spread, encourage, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility towards minorities, migrants and people of immigrant origin.

In addition, a typology of hate speech scaled according to its severity as presented through the “hate speech pyramid”[2] developed in line with the UN standards may be explained in order to give the participants clarity regarding the different subcategories of

[2] This approach is based upon that advanced by the UN Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression (Special Rapporteur on FOE) in his annual report to the General Assembly, A/76/357, 7 September 2012 (the 2012 Report of the Special Rapporteur on FOE).

expression that fit beneath the term hate speech, as well as to make it easier to identify appropriate and effective responses. This categorization includes three main categories: “hate speech” that must be prohibited, “hate speech” that may be prohibited and lawful “hate speech” which nevertheless raises concerns in terms of intolerance and discrimination and shall be critically addressed by the state. Additional information is available here.

Legal regulation of hate speech

Overview of legal regulation of hate speech in the respective county shall be provided. This shall include international, European and national legal sources.

Examples of institutional and other actors dealing with hate speech may be provided, including their role in combating hate speech. This may include domestic actors such as relevant ministries, ombuds institutions, civil society organizations etc., but also actors at the international and European level, such as the European Commission against Racism and Intolerance (ECRI), a unique human rights monitoring body of the Council of Europe, and its recommendation of a general policy in the fight against hate speech.

Subjects of hate speech

Participants of the training shall be introduced to different roles that each one of us may have as a witness or target of hate incidents ,as well as with most common targets of hate speech in order to be able to recognize it and adequately react. It shall be explained how hate speech is primarily directed against individuals or entire groups whose position in society is constructed as subordinate to others. It is directed at individuals and entire groups who are confronted with othering processes and thus excluded from a "we" along the lines of constructed dominant societal norms (keyword: 'us' vs. 'the other').

Although anyone can be a target of hate speech, there are several groups in Europe that are the most common targets of hate speech. According to an online survey of the No Hate Speech Movement campaign[3] conducted in 2015 as well as by other similar research and studies, the following groups were identified as regular targets of hate speech: the LGBTQIA+ community, Muslims, women, immigrants and ethnic minorities, Roma, Jews, the poor, people with disabilities, Christians and other religious minorities. Young people are often targets of hate speech, particularly considering the fact that the online sphere is part of their living realities and it often has a deeper impact due to their vulnerability and their growing exposure to online environments.

In relation to the occurrence of hate speech, several main groups of people may be identified. It shall be kept in mind that each role requires a different set of skills when it

[3] Council of Europe, No Hate Speech Movement, WE CAN! Taking Action against Hate Speech through Counter and Alternative Narratives, 2017, available at: https://rm.coe.int/wecan-eng-final-23052017-web/168071ba08

comes to educational and preventive activities[4]:

VICTIMS - people who are either directly targeted by hate speech or who fall into one of the common target groups for abusive or racist expression or cyberbullying. They need strategies to protect themselves and cope with expressions of hate, as well as skills and knowledge which will help them to address the problem (for example, reporting the abuse, encouraging others to take a stand etc.)

HARM-DOERS ("HATERS") AND POTENTIAL HARM-DOERS - this group includes those who spread hate speech or are tempted to do so, either by their own actions/content or sharing the content of others. It should be noted that many people contribute to the dissemination of hate speech online simply by sharing content which they do not recognise as harmful, abusive or fake. They need to develop the ability to perceive prejudice or bias in online content and a greater degree of responsibility in creating or sharing it with others.

BYSTANDERS/OBSERVERS - whenever we come across content that is to some extent harmful to others, we become a participant in the dialogue and we can ignore, spread it further by sharing it, or choose to take a stand against it. Educators shall work towards moving young people from a passive position to a position where they deal with the problem in the most appropriate way, which requires the skills of judgment, critical analysis and awareness of possible forms of action.

ACTIVISTS/CAMPAIGNERS - may be seen as allies, encouraging ‘bystanders’ of hate speech to respond and stand up against hate speech. Campaigning on the Internet demands a particular set of skills, including those of publicising, promoting, building support and constructing different messages and narratives.

(Source: Bookmarks, A manual for combating hate speech online through human rights education, Council of Europe, 2020)

Hate speech on the internet

Particular emphasis shall be made on the topic of hate speech on the internet as well as other forms of online hateful content and cyberbullying including their definition, modalities, ways to recognize them and how to react. This includes different types of harmful behaviour like sending threats, attempting to infect the victim's computer with a virus, flooding the inbox with offensive messages, posting or spreading false information about a person with the aim of harming the person or their reputation, sharing a picture of a person, especially in an embarrassing situation, pressuring others to exclude someone from a community etc.

The participants will be trained to identify and efficiently react to potential dangers, harms

[4] Council of Europe, Bookmarks, A manual for combating hate speech online through human rights education, 2020, available at: https://rm.coe.int/bookmarksen2020-web2/16809e5789

and consequences arising out of the electronic communication intended to harm, threaten, or create an intimidating or threatening educational environment or significantly endangers the orderly functioning of the school.

Modalities of hate speech and harmful content online and ways to recognize, suppress and combat them can be presented in line with some of the manuals listed below under the list of materials (e.g. the Council of Europe's manual for combating hate speech on the internet).

Hate speech in schools

There are numerous possibilities for how the concept of hate speech prevention can be realized through schooling and informal forms of education such as workshops and seminars held by trained experts, teachers, expert teams of schools or civil society organizations.

Considering that human rights are part of the personal or professional sphere of life, emphasizing the importance of human rights is not only an obligation of teachers teaching social or humanities subjects (sociology, politics and economy, history and civic education), but the obligation of all workers in the educational system. Along with experts from the system, civil society organizations that deal with human rights have their role here as well and shall be regarded as valuable partners that could assist the educators in designing and implementing their work with students. Importance of incorporating human rights education and media and information literacy into regular work with students shall be explained and emphasized.

Participants will be acquainted with possibilities, concepts and options to teach about and organize activities for recognizing, reacting and preventing hate speech in schools through examples of educational modules that may be conducted and combined in different ways. This may include a combination of teaching and practical exercises about: prejudices and stereotypes, sanctions for discriminatory acts, learning for human rights, critical thinking, media and information literacy etc.

In order to successfully prevent hate speech among young people, it is necessary to teach them about prejudice and discrimination and to empower and support them in improving their critical thinking skills, as well as media, information and internet literacy. If knowledge and skills from these approaches can be combined, it can be expected that the students will develop adequate internal resources to identify hate speech, be aware of its consequences and not contribute to the further spread of discrimination. In order to be able to work with students to understand and combat hate speech, it is important that teachers and other members of school staff are familiar with and able to convey the key information described above.[5]

[5] Center for Peace Studies, Prevention of Hate Speech on the Internet: Materials for Educators, 2021, available at: https://www.cms.hr/system/publication/pdf/159/Sprecavanje_govora_mrznje__Priru_nik_za_nastavnike_HR.pdf

Human rights education

Participants will be introduced with the importance of teaching about human rights as one of the methods to work on prevention of hate speech. Quality education for human rights includes three dimensions[6]:
Education about human rights - teaches students about their rights, including the right to information (from a diversity of national and international sources), and e.g. right to freedom of religion or belief and to freedom of expression, how individuals' rights may me infringed and about the shared responsibility to defend rights;
Education through human rights - ensures that educational settings protect the human rights of learners, including e.g. the right for Jewish students to a learning environment free of anti-Semitism; and
Education for human rights - empowers students to exercise their rights and defend the rights of others, including standing up to prevent and respond to violations of human rights.

Media and information literacy

Media and information literacy, especially the critical thinking skills that it strengthens, is also recognized as a valuable tool for preventing and teaching about hate speech. According to UNESCO, "...these media and information literacy competencies can enhance individuals' ability to identify and question hateful content online, understand some of its assumptions, biases and prejudices, and encourage the elaboration of arguments to confront it."[7] Therefore, it is important to encourage the educators to foster the development of critical thinking among students which represents a valuable skill that applies to different spheres of social life.

Participants

Participants of the training include educational staff (teachers, educators and other school staff) who in their daily work come into contact with students and youth who are (potential) targets, haters, observers or persons in any other way involved in the occurrence of hate speech and intolerance among youth.

Recruitment of participants can be done using a combination of the following ways: direct contact to school administration or particular members of school staff, publication of open calls on different media outlets including sending email to relevant mailing lists, publication on websites and social media platforms, radio announcements and by involving other civil society organizations active in the community.

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[6] UNESCO and ODIHR, Addressing anti-semitism through education: Guidelines for policymakers, 2018, available at: https://unesdoc.unesco.org/ark:/48223/pf0000263702
[7] UNESCO, Countering Online Hate Speech, 2015, available at: https://unesdoc.unesco.org/ark:/48223/pf0000233231

For the purpose of ensuring a high level of participants' involvement, it is recommended to hold training in a more non-formal environment that allows trainers to interact more closely with participants, such as sitting in a U-shape or in a circle using "experiential learning" elements if the training is held in person. It is also beneficial to organize participants to work in breakout groups (both online and in person), reflecting on their experience with hateful occurrences, discrimination and intolerance.

In order to produce effective outputs, organizers should consider the maximum number of participants to take into account. The number of 20-25 participants is recommended, especially in situations where a participative/experiential learning methodology is used. As it may not always be possible to keep the number of participants per group at a level that allows for productive group dynamics and fruitful exchanges, it is advisable to have two trainers working together with the group or to have two separate training sessions with a smaller group of participants.

The participants' level of expertise on the subject may be assessed through a pre-training questionnaire in case trainers find it necessary. This could help trainers to adjust the content and materials to the target group. The information obtained through a questionnaire could also be reflected upon during the opening session or an ice-breaker in order for participants to share their experiences and obstacles faced when encountering hate speech, discrimination and expression of intolerance.

Trainers

Trainings may be conducted by different professionals with a variety of social standpoints, positionalities, a variety of fields of expertise along the lines of situated knowledge and backgrounds. When it comes to assembling co-facilitating teams of trainers it is often of high importance to consider intersectionality as a lens. Alongside CSOs experts experienced in providing informal human rights education and working with topics of hate speech, discrimination, diversity and inclusion, this may include engagement of other school teachers, non-formal educators, representatives of ombuds institutions, psychologists, social workers and other relevant experts.

When assessed as beneficial, contributions of other experts shall add to the training structure and ensure an interdisciplinary approach to the topic. Involving key experts is especially advised when implementing a full day training. Trainers from CSO background should be responsible for managing the training and group dynamics, making sure that the training environment is adequate and in line with the target group's needs.

The number of trainers per training shall be determined depending on the number of participants. It is advisable to include at least two trainers to achieve better management of the group, easier collection of feedback from breakout sessions, responding to trainees needs while training is in progress etc. An approximate number of trainers and guest

speakers shall be calculated and taken into account in the budget planning phase.

Based on the specific circumstances, the trainer will decide on the preferred way to open the training, such as an icebreaking exercise that allows participants to take turns to introduce themselves. Other forms of introduction may also be chosen. During the course of the training, trainers are encouraged to engage all the participants in the discussion and use various learning methods such as real-life examples, stories, community and impact statements, case studies, role plays, icebreakers, identity molecule activity etc. (more information below).

Materials for educators

Various materials have been developed to support the design and implementation of human rights education, including suggestions of exercises, case studies, quizzes, video clips etc. that may be used throughout the process of composing the training agenda.

The list below includes links to examples of useful materials that may assist in preparation of training and educational activities with educators, students and youth. Many examples included therein may be used and adapted to different target groups and environments.

- ☐ Compass, Manual for Human Rights Education with Young People, Council of Europe, 2020
- ☐ Compasito, Manual for Human Rights Education with Children, Council of Europe, 2009
- ☐ Education Pack "All Different – All Equal", ideas, resources, methods and activities for non-formal intercultural education with young people and adults, Council of Europe, 2016
- ☐ WE CAN! Taking Action against Hate Speech through Counter and Alternative Narratives, Council of Europe, No Hate Speech Movement, 2017
- ☐ Bookmarks, A manual for combating hate speech online through human rights education, Council of Europe, No Hate Speech Movement, 2020
- ☐ Addressing Anti-Semitism in Schools: Training Curricula, OSCE and UNESCO
- ☐ 'Hate Speech' Explained, A Toolkit, Article 19, 2015
- ☐ Game Jam, ADL Mini-Guide to Identity, Bias, and Games, Anti-Defamation League
- ☐ Promoting intercultural competence, Center for International Projects in Education, Zurich University of Teacher Education
- ☐ "26 Mini-Films for Exploring Race, Bias, and Identity with Students", The New York Times, 2017
- ☐ Play for Your Rights! Innovative media education strategies against sexism and

discrimination Toolkit by COSPE (Cooperazione per lo Sviluppo dei Paesi Emergenti), Casa delle donne di Bologna, Centro per l'educazione ai media Zaffiria (Italy), Medien+bildung.com (Germany); Mediterranea Institute of Gender Studies-MIGS (Cyprus); Women's Issues Information Center–WIIC (Lithuania), 2022.

- ☐ BEE. Boosting gender Equality in Education Toolkit and Guidelines by COSPE (Cooperazione per lo Sviluppo dei Paesi Emergenti), Casa della donna di Pisa (Italy), A.L.E.G. (Romania), WOMEN'S ISSUES INFORMATION CENTRE (Lithuania), Mediterranean institute of gender studies (Cyprus), 2022.
- ☐ BIPoC Activist Workbook, Anti-Racism Every Day
- ☐ Teaching Embodied Anti-Racism, Resmaa Menakem, Embodied Anti-Racist Education
- ☐ Facilitator Guide SELF-AWARENESS AND SYSTEMS OF OPPRESSION, Illinois State Board of Education
- ☐ Fumbling Towards Repair, Mariame Kaba and Shira Hassan, Project NIA
- ☐ Allyship at Work , Lean In
- ☐ Allyship in Action, University of Innsbruck (in German)
- ☐ Diskriminierungskritische Perspektive an der Schnittstelle Bildung, Discrimination-critical perspectives at the interface between education and art
- ☐ Rassismuskritischer Leitfaden, Imafredu Projekt (in German)

Training structure

It is recommended that the training includes a set of activities that include self-reflection, aiming to make participants more aware of their own prejudices and more sensitive to others, as well as a set of activities that focus on methods and exercises that may be used and implemented in their work with students on topics concerning human rights, equality and diversity.

A specific training structure shall be created by the respective trainer(s) who will conduct the training in accordance with the needs, experience, expectations of the group and the number of participants.

The training shall be held in person whenever possible in order to motivate the participants to engage more openly in discussion and to get to know each other better. The training may also be organized via an online platform.

The recommended duration of the training is one day, but the agenda and duration may also be adjusted in line with the needs of a specific group. Therefore, the structure below is provisional and serves only as a guide that may be taken into consideration by trainers when working on the concept of the training.

Training for Educators (*draft*)	
	Pre-training questionnaire (optional)
	Welcome to the training - goals and agenda
	Ice breaker exercise
	Pyramid of hate - Introduction to hate speech, hate crime and systems of oppression - definitions, types, actors
	Break
	Exercise 1 & discussion
	Break
	Effects of hate speech on youth (online and offline) Teaching how to react and act preventively
	Exercise 2 & discussion
	Break
	Exercise 3 & discussion
	Conclusion & Evaluation

Examples of exercises

Exercise 1: DEFINITIONS - PREJUDICES, DISCRIMINATION AND HATE SPEECH

Aim	● Introduce participants to the definitions and meaning of the terms stereotypes, prejudices, discrimination, hate speech and related terminology. ● Encourage participants to understand their consequences and effects on individuals, groups and society as a whole. ● Enable and facilitate argumented discussion and analysis of hate speech, intolerance and related topics.

Outcomes	● Understand the terms: stereotypes, prejudices, discrimination, hate speech and related terminology; ● Develop a common understanding of terms used when discussing issues related to discrimination and hate incidents. ● Differentiate stereotypes, prejudices, discrimination, hate speech in daily life. ● Distinguish between different manifestations of hateful behavior. ● Understand the impact of prejudices, discrimination and hate speech on vulnerable groups.
Methods	● Presentation, individual exercise of associations, group exercise of drafting individual definitions of selected terms, comparison of group work and discussion.
Duration	● 45 minutes

Exercise 2: IDENTITY MOLECULE

Aim	● Promotes self-awareness on the concepts of multiple identity and self identification. ● Helps understand the ways our own identity serves as a filter through which we see the world.
Outcomes	● Explore the importance of identity. ● An opportunity to self-identify, rather than be labeled by others. ● The exercise can establish a broad definition of diversity in a seemingly homogeneous group.

Method	• Part 1: Ask the participants to identify themselves using 5 social descriptors (class, ethnic background, gender, sexual orientation,…) and fill the identity molecule handout. The participants then share their molecules in small groups. Questions for the group discussion: Why did they choose those categories? Are these the only identities we have? Are they given or chosen? • Part 2: The participants are asked to individually complete their molecule using as many social descriptors as they can, and to assess if each of the groups described are sources of privileges or of obstacles in the society they live in. Participants again share their new molecules in smaller groups. Questions for the group discussion: What are positive and difficult experiences you have had with these aspects of your identity? What is the link between identity and privilege?
Duration	• 45-90 minutes
Variation	• A variation of the activity can be “the power flower”. The identity is split into different categories and characteristics, which participants can color regarding their positionality in the society. It provides a more intersectional view on identity and allows to identify privileges and discrimination. Available at: http://lgbtq2stoolkit.learningcommunity.ca/training/power-flower/
Sources	• More information and a molecule template available here: SALTO, Identity Molecule Exercise, http://toolbox.salto-youth.net/389

Examples of projects - How to engage students to actively address and react to hate speech

Educators have numerous possibilities to empower students to act in the prevention and reduction of hate speech in their environment and encourage the development of their competencies towards that goal. Students may also be consulted about the suggestions and ideas of activities they would like to implement in their school. This would foster student participation and motivation to actively engage in prevention of hate speech and discrimination in their school. The students' ideas may be collected through conducting surveys among students or putting a “student consultations" board/box where students could write their ideas and contributions etc.

Several examples[8] that may be used as inspiration to design and implement a school project or student action to address hate speech are listed below.

Project idea 1: Hate speech at school - Map and react

Students can do a mapping of hate speech problems in their school using an online tool such as Kahoot or another suitable method. This includes detecting groups/identities/persons most often attacked by haters, kinds of messages and their occurrence, frequency and types of negative messages. They investigate the possible causes for such phenomena and examine what other students and teachers think about how they could effectively contribute to the reduction of hate speech in their community. They can present the analysis to other students, the school board, teachers, school staff etc.

Mapping is followed by designing actions in the school and their community using the resources available to the students (e.g. school newspaper, school Facebook page, radio, flyers, short videos, memes, gifs...). They may also engage in holding additional workshops, presentations, inviting guest speakers such as experts or former students who are active in the community, involving the Student Council, etc.

Project idea 2: Graffiti

Students may be tasked with the analysis of graffiti messages that they encounter in their neighborhood or/and on their way to school. The teacher shall conduct a discussion with the students about the forms of messages on graffiti that represent hate speech.

[8] Center for Peace Studies, Prevention of Hate Speech on the Internet: Materials for Educators, 2021, available at: https://www.cms.hr/system/publication/pdf/159/Sprecavanje_govora_mrznje__Priru_nik_za_nastavnike_HR.pdf

After that, students walk around the city and take photos of graffiti with hateful messages, which they then discuss with the activity leader. This may include selecting the most common messages they have collected and the most disturbing to them and why. The students shall then do a research on how and to whom these messages can be reported. They may also inform other students about the task via social networks or a presentation at school in which they use photos and prepare arguments about the harmfulness and consequences of such messages. If they are particularly motivated, the students, with the support of the activity leader and local authorities, may design and organize the removal of hate messages from the city streets by painting over the hateful graffiti.

Project idea 3: Counter-narratives

A student project may include some type of online action containing positive messages or counter-narratives on social networks used by young people that would promote tolerance, inclusion and equality among their peers. For example, it can be done by sharing affirmative messages using the common hashtag or by organising a Tik Tok challenge among the students.

Evaluation

In addition to the pre-training questionnaire described above, the training shall end with assessment of the immediate impact of the training through an evaluation questionnaire that will be developed in accordance with the structure and context of a specific training. The results will be used to detect strengths and weaknesses of the existing structure and to improve similar trainings in the future.