Co-funded by the European Union

Butterfly Effect

Butterfly Effect Project

Curriculum for Workshops with Youth

2023

This publication was funded by the European Union's Citizens, Equality, Rights and Values Programme (CERV).

Coordinamento Nazionale Nuove Generazioni Italiane

SYMBIOSIS

HUMAN RIGHTS HOUSE ZAGREB

cospe TOGETHER FOR CHANGE

DOKUSTELLE Islamfeindlichkeit & antimuslimischer Rassismus

ZIVILCOURAGE & ANTI-RASSISMUS-ARBEIT

Table of content

General remarks	**3**
Learning objectives	**4**
Terminology - Stereotype, prejudice, discrimination, hate speech	**4**
Recognizing and reacting to hateful content	**5**
Subjects of hate speech and taking part in its prevention	**6**
How to react to hate speech?	**8**
Importance of affirmative messages and counter/alternative narratives	**9**
Participants	**10**
Trainers	**10**
Materials for preparation of workshops with youth	**11**
Workshop structure	**12**
Exercises: Self-reflection and awareness	**13**
Exercises: Plans and actions to address hate speech	**17**
Evaluation	**18**

Hate speech training - Curriculum for workshops with youth

General remarks

This curriculum sets out the basic principles that shall be taken into consideration when conducting workshops and trainings for young persons (elementary school students, high school students, university students and youth in general) aimed at helping them recognise hate incidents and hate speech, report them and safely intervene in situations when they witness hateful behavior.

It is intended to serve as a guide to structure a workshop designed to get young persons better acquainted with prejudice, discrimination, and the growing trend of hate speech, as well as to enable them to react to such occurrences. It also aims to offer methods and approaches for work with young persons in order to encourage them to report hateful incidents, including discrimination, hate speech and hate crime, and safely intervene.

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 curriculum may be used both by trainers conducting various forms on non-formal educational activities for youth, and by educators working with students at schools, especially those providing lessons on the topics concerning human rights education, media literacy and similar.

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 youth and students on topics of 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 tool for designing workshops on these topics, but it is rather meant to serve as a basis for creating tailored programmes based on the objectives of a specific workshop. 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 and expectations of the target group.

Learning objectives

Workshops with youth that will be structured on the basis of this curriculum will have the following learning objectives:

- to make students and youth better acquainted with prejudice, discrimination, and the growing trend of intolerance, discrimination and hate incidents in schools and on the Internet
- to enable students and youth to recognise and react to discrimination, hate incidents and hate speech
- to enable students and youth to recognize and address gender discrimination and a stereotyped gender language
- to introduce students and youth to channels for reporting discriminatory practices, hate incidents and hate speech and methods to intervene
- to encourage students and youth to report such incidents and safely intervene in situations when someone is the target of hateful behavior
- to empower students and youth to spread affirmative messages and counter-narratives, as well as to encourage their peers to also do so.

Terminology - Stereotype, prejudice, discrimination, hate speech

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, participants age and 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 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 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.

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

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

Recognizing and reacting to hateful content

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, insult, negative stereotyping, stigmatization or threat directed at such a person or 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.

Participants shall be acquainted with different types of situations of hate speech and hateful behavior they can encounter in their communities and how it affects the targeted persons/groups. Examples may include derogatory phrases, irritating content, incitement to violence, discriminatory or any other speech content harmful to social cohesion on social networks, in comments to articles, in the form of graffiti etc.

For purposes of achieving easier comprehension and stronger impressions among the participants, occurrences of hateful behaviour may be presented through use of so-called “community statements” - testimonies, experiences and quotations of real life examples of such behavior experienced by members of vulnerable communities and/or their peers. Each participant may be assigned to read one statement to the group which may be followed by a discussion on how the group felt while reading the statements outloud and whether they see those examples as issues within their communities.

This exercise may also help the participants understand who are the main subject involved in hate speech and hateful occurrences, as well as become aware of the fact that they are

often given a passive role in such situations which represents an opportunity to change their attitude and react, e.g. by sending affirmative messages or being supportive to their peers.

Subjects of hate speech and taking part in its prevention

Participants of the workshop 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 mainly aimed at social groups whose position in society is subordinate to others or whose ideas and behavior are in conflict with one prevailing system of norms.

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[2] 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. They shall be explained to the participants together with the possibilities to react whenever they find themselves in one of these positions[3]:

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.

---

[2] 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

[3] 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

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. Young people shall be taught how to switch 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)

Particular emphasis shall be made on the impact 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 and consequences arising out of the electronic communication intended to harm, threaten, or create an intimidating environment for them or their peers.

There are numerous possibilities for how the concept of hate speech prevention can be realized through informal forms of education such as workshops and seminars held by trained experts, teachers, expert teams of schools or civil society organizations. Workshops shall include a combination of teaching and practical exercises about: prejudices and stereotypes, sanctions for discriminatory acts, human rights, critical thinking, media and information literacy etc. In order to successfully prevent hate speech among young people, they will be taught about harmful effects of prejudice and discrimination and empowered to improve 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 young people will develop adequate internal resources to identify hate speech, be aware of its consequences and not contribute to the further spread of discrimination.[4]

[4] 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

How to react to hate speech?

Participants of the workshop shall be introduced to different ways to react to hate speech and other forms of abusive, disrespectful behavior. They shall be encouraged to take a stand both when they are personally affected by such occurrences or when they are in the position of observers.

Reporting channels and possibilities will vary depending on the country and context, but the participants shall in any case be acquainted with the main tips and suggestions which may help them to adequately react to address hate and contribute to its prevention. Main tips include the following[5]:

- Pause - Do not make any hateful comments yourself and/or relay such content. The United Nations #PledgetoPause campaign can help you find out why it's important to take a moment to pause before you share content online and why it is important to do that responsibly.

- Fact-check - To detect false and biased online information, including hate speech, be sure to check the content's origin with the help of search engines, fact-checking tools and other reliable sources.

- React - Whenever possible, speak up calmly but firmly against hate speech and make clear that you do not agree with the content of the statement. If possible, provide reliable sources to back up your arguments.

- Challenge - Tackle hate speech by spreading your own counter-speech that promotes tolerance, and equality.

- Support - Taking a public stand for people who are the targets of hate speech demonstrates that rejecting hate is the responsibility of every individual.

- Report - Most online platforms and communities have rules regulating acceptable forms of discussion and let you easily report hate messages to administrators or moderators (more information is available in social media platform guidelines). In more serious cases (such as incitement to violence, harassment and/or threats) you can notify organizations fighting hate speech and/or file a complaint with the police (or the public prosecutor). More details shall be provided to the participants according to the specific legal regulation of the respective country.

- Educate and commit - Help raise awareness of hate speech by engaging with your family and friends in conversations about how hateful content can harm societies, advocating for responsible behaviour, sharing public campaigns and educational

[5] United Nations, Hate speech: Engage - how to deal with hate speech?, available at: https://www.un.org/en/hate-speech/take-action/engage

resources, or joining an NGO or other civil society initiative that addresses the issue of hate speech in your community.

Importance of affirmative messages and counter/alternative narratives

Apart from showing participants how to recognize hate speech and why it is important to react, they shall be also told about the importance of sending affirmative messages and the power of counter and alternative narratives in order to combat and prevent hate speech and other intolerances that endanger social cohesion. Using an example, it shall be demonstrated how counter and alternative narratives can work as tools to change and undermine hateful or extremist narratives and reinforce human rights-based approaches by challenging negative stereotypes and discrediting violent messages (for example, by showing other interpretations of the situations and the reality).[6]

This may be done, for example, by reversing roles to expose what it feels to be the target of hate speech and how ridicule some stereotypes can be, by creating a story in which characters behave differently from the way they behave in the narrative we want to discredit etc. Additional information and examples are available in chapters 4 and 5 of the Council of Europe's manual WE CAN! Taking Action against Hate Speech through Counter and Alternative Narratives.
The picture below demonstrates the role and importance of narratives in our society and may be used to explain to the participants the possibilities and power of individual influence on countering intolerance and promoting social inclusion.

Source: Council of Europe,
WE CAN! Taking Action against Hate Speech through Counter and Alternative Narratives, No hate speech movement, 2017

[6] Council of Europe, WE CAN! Taking Action against Hate Speech through Counter and Alternative Narratives, No hate speech movement, 2017

Participants

Participants of the workshop are young people aged 14-19 in secondary schools as well as among different youth groups (e.g. scouts, exchange students, sports groups etc.). When forming a group of participants, emphasis shall be put on achieving a gender balance among the participants.
Participants shall include youth who will be demonstrated that all of them may be (potential) targets, haters, observers or persons in any other way involved in the occurrence of hate speech and intolerance. Special emphasis shall be put on initating discussion that reflects upon gender related discrimination in their environment. Their active participation and creativity shall be fostered and their ideas collected to serve as s guidance for planning further educational and awareness raising activities 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, reaching out to youth organizations and organizations providing activities to youngesters, publication of open calls on different media outlets including sending e-mail to relevant mailing lists, publication on websites and social media platforms, radio announcements and by involving other civil society organizations active in the community.

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. 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 sessions with a smaller group of participants.

Trainers

Workshops may be conducted by different professionals with different expertise, knowledge, and backgrounds. 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 school teachers, non-formal educators, representatives of ombuds institutions, psychologists and other relevant experts.

When assessed as beneficial, contributions of other experts shall add to the workshop

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 workshop environment is adequate and in line with the target group's needs.

The number of trainers per workshop 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 participants' 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 workshop, 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 workshop, 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 preparation of workshops with youth

Various materials have been developed to support the design and implementation of human rights education, including suggestion 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 workshops, training and educational activities with 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)

Workshop structure

It is recommended that the workshop 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 coming up with plans of concrete action addressing the issues of combating hate and promoting equality that students and youth may implement in their school and/or community together with their peers.

A specific workshop 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 workshop shall be held in person whenever possible in order to motivate the

participants to engage in a more open discussion and collaboration. Alternatively, the training may also be organized via an online platform.

The recommended duration of the workshop 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 workshop.

Workshop for Youth (*draft*)	
	Welcome - 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
	How to react and act preventively Sending affirmative messages, counter and alternative narratives
	Exercise 2 & discussion
	Break
	Exercise 3 & discussion
	Conclusion & Evaluation

Exercises: Self-reflection and awareness

Exercise 1: GENDER UNICORN

Aim	● Understanding the social construction of gender. ● Identify reasons why it is helpful and important to recognize different components within gender.

Outcomes	• Understand the difference between gender, sex, and sexual orientation. Participants will be able to understand that there is a difference between gender and sexuality. • Participants will be able to describe the difference between biological sex, gender identity, gender expression, and attraction.
Methods and process	• Explain and frame the activity. Address the difference between the letters of the acronym LGBTQIA+. Using the gender unicorn, map out gender identity, expression, and sex using continua and proper labels. Explain how each aspect of gender is independent of one another and sexuality. • Part 1: Ask the participants to fill out individually or in small groups a Gender unicorn indicating where the following definitions fit: attraction, gender identity, sex, gender expression. The participants share their figures and discuss. It's possible to use a Gender unicorn where the definitions has been eliminated. • Part 2: Show the participants the version of the Gender unicorn template where the captions of gender identity, expression, attraction and sex are indicated. Explaining that it is meant to be a simplification of the complexity of gender identities, it is useful to explain some topics such as the difference between the L,G,B, and T etcetera, the importance of self-determination and the contrast of homolesbobitransphobia. Some questions for the group discussion: what is the difference between sex and gender identity? Do these two dimensions always coincide? What is meant by trans identity? Do only homosexual people have a sexual orientation? Emphasize the centrality of self-determination and how sexuality and gender identity are related but independent one from the other. Facilitators are advised to draw their own 'Gender Unicorn' versions and to ensure that a range of gender(s) and gender expressions, beyond the gender binary, are applied. Furthermore, it is encouraged to refer to gender expressions beyond the gender binary as "further" rather than "other". For facilitators working with young people who are already in the dating life, it is recommended to also be able to differentiate the distinction between "the gender unicorn" and the "dating unicorn".
Duration	• 30 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 and process	● 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
Sources	● More information and a molecule template available here: SALTO, Identity Molecule Exercise, http://toolbox.salto-youth.net/389

Exercise 3: BAROMETER - Taking a stand

Aim	● Help students define and express their own standpoint and to hear other people's views on a certain topic. ● Become aware that there is a range of views on a certain topic, much broader a simple YES or NO. ● Foster critical thinking and layered approach to analysing a specific issue.
Outcomes	● Enables taking a stand about a specific controversial topic using multiple sources and a more layered analysis of a problem. ● Students are more aware of the complexity of societal problems and the importance of taking into consideration other people's standpoints when assessing an issue.
Method and process	● Participants are encouraged to take a stand by using controversial lines or theses that enable polarization, deliberately using generalizations. At one end of the room, put the statement "Yes / I completely agree", and at the other end of the room put the opposite statement: "No / I do not agree at all", whereas the statement "I neither agree nor disagree" shall put in the middle. ● Prepare a few polarizing statements on a topic of your choice (e.g. discrimination, prejudice, hateful behaviour etc.). After reading the first statement, ask the participants to position themselves in the place inside a barometer that matches their standpoint. Let the participants justify their choice and listen to the justification of other participants. Students may stand anywhere between the two extremes, depending on how much they do or do not agree with the statement. ● After the first round of exchange of views, students may be asked to change their standpoint if someone's justification or overall analysis made them change their mind/position. Let them explain why they have changed the position.
Duration	● 45-60 minutes

Exercises: Plans and actions to address hate speech

In order 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, participants shall be engaged in activities that encourage their active contribution and exchange of creative ideas to prevent hate speech and discrimination in their environment.

Several examples of tasks[7] that may be used during the workshop with youth to motivate them to design a project, action or campaign to address hate speech are listed below.

Task 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.

Task 2: Online campaign to counter hate

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.

[7] 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

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.