



react

hate hate hate
hate hate hate
hate hate

Educational toolkit
for challenging hate speech
and constructing counter-narrative



With financial support
from the Rights, Equality and Citizenship Programme Programme (2014-2020)
of the European Union



The content of this book does not reflect the official opinion of the European Union. Responsibility for the information and views expressed therein lies entirely with the authors.

Introduction

REACT is the acronym of **Respect and Equality: Acting and Communicating Together**, the title of a project coordinated by ARCI, the lead organisation in the production of this manual. REACT (<http://www.reactnohate.eu/>) sought to counter online hate speech by bringing together 12 associations from 5 different European states (Italy, Spain, Germany, France, United Kingdom), co-financed by the EU as part of the program "Rights, Equality and Citizenship." The first phase of the project aimed to collect and analyse data focused on online hate speech, as well as identifying effective examples of counter-narratives. The next phase involved the creation of educational activities to be carried out in schools with students aged 13 to 18. Students participated in constructing counter-narratives for the purpose of promoting respect and equality on the web. The project aspired to transform them into agents of change, intervening on social media to spread positive posts to counter hostile, racist and discriminatory material. Hate speech is increasingly common on social media and openly hostile and violent contents have sadly become normalised. However, it is also true that the web is a space in which the antidotes to this phenomenon can be spread. Those who once were the users of social media are now also its producers. REACT has sought to educate young people, making them capable of proposing a narrative, an interpretation of reality, that is an alternative to hate.

The educational activities we have developed are directed at encouraging critical reflection and empathy, while developing responsibility and leadership. To achieve this, it is essential to actively involve the students, turning them into the creative producers of counter-narrative materials. In doing so, the young people will become 'antidotes' to hate, 'agents of change,' who will promote values based on cooperation, individual responsibility, active citizenship, and actively combat the social acceptance of racism and hate.

This toolkit is intended to help those who decide to accept this challenge. It is a concise guide covering the organisation of workshops for young people in both formal and informal settings. It explores hate speech, the scale of the problem, its impact, and how young people can actively take a stand and contribute to challenging it through counter-narratives.

The first part of the manual provides an overview of activities against hate speech in Italy, France, Germany, Spain and the United Kingdom. It is based on a comparative report on the studies carried out in the delivery of the project. It covers the definition of key concepts, lessons learned, recommendations and good practices and strategies already effectively being used to produce counter-narratives with examples where available.

The second part describes a range of practical activities that can be used in classrooms or other social contexts and represents a practical guide to working with young people on these issues.

The React project is implemented by a partnership including the following organizations:

Aiksaath (England)

<http://www.aiksaath.com>

Awo (Germany)

<http://www.awo.org>

Carta di Roma (Italy)

<http://www.cartadiroma.org>

Cittalia (Italy)

<http://www.cittalia.it>

La Ligue de l'enseignement (France)

<http://www.laligue.org>

Ldh (France)

<http://www.ldh-france.org>

Rota (England)

<http://www.rota.org.uk>

SOS Racismo Gipuzkoa (Spain)

<http://www.mugak.eu>

UNAR (Italy)

<http://www.unar.it>

Universitat de Barcelona (Spain)

<http://www.ub.edu/web/ub/en>

Uvic (Spain)

<http://www.uvic.cat/en>

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Counter-narratives against online hate speech: definitions and experiences

In the course of the REACT project, we studied the work done in five countries - Italy, France, Spain, Germany and UK - examining initiatives, strategies, lessons learned and good practices used to produce counter-narratives against online hate speech. Research was primarily carried out through data collection and interviews with professionals representing organizations and institutions working against racism, xenophobia and hate speech, as well as with activists, especially those using social media for their activism.

The concept of counter-narrative is very broad, and there is a great diversity in the initiatives and strategies used in the various countries, ranging from top-down campaigns implemented by institutions and EU-funded action projects, to bottom-up initiatives organized by social media activists; from online to offline; from community based to transnational.

1. A few definitions

HATE SPEECH

The definition of hate speech is still the object of debate and various versions have been proposed by institutions and experts. The most complete and recent definition is found in the General Policy Recommendation no. 15 on *Combating Hate Speech* by the European Commission against Racism and Intolerance (ECRI), dated 21 March 2016. In the recommendation, 'hate speech' is defined as «the advocacy, promotion or incitement, in any form, of the denigration, hatred or vilification of a person or group of persons, as well as any harassment, insult, negative stereotyping, stigmatization or threat in respect of such a person or group of persons and the justification of all the preceding types of expression, on the ground of 'race,' colour, descent, national or ethnic origin, age, disability, language, religion or belief, sex, gender, gender identity, sexual orientation and other personal characteristics or status».

As for its forms, hate speech can be divided into the following categories:

- 1.** Explicit hate speech specifically directed at a category of people defined by their belonging to an ethnic community, their gender, their culture or their religion, coupled with the incitation to discrimination or violence towards them. This type of hate speech is the most explicit one and the more liable to legal prosecution.
- 2.** Use of partial, distorted or false information to reinforce prejudices against an entire category of people but without advocating physical violence.
- 3.** Use of apparently neutral speech that insinuate negative stereotypes, i.e. "hidden hate speech," for example by distorting news or history with the aim of fueling hate.
- 4.** Use of hateful non-verbal speech: pictures, photos, memes, photomontages that reinforce negative stereotypes.

In the course of the research carried out during the REACT project, several interviewees discussed stereotyping mechanisms and their relation to hate speech, noting how complexity is often simplified and perception distorted. They also noted how this phenomenon is aggravated by the rapidity of online information which makes it difficult to monitor content. In relation to hate speech, certain particularities of online communication should be kept in mind:

- **PERMANENCE:** when expressed online hate speech remains active for long periods of time and after its initial expression by its authors it can be propagated as long as it is online by



other actors through likes, comments, sharing, etc.;

- **COMEBACK:** hate speech that has been removed from the web can easily be reinserted, if necessary in a different form or with a different title;
- **ANONYMITY:** anonymity encourages users to express hate, in the belief that their identity cannot be discovered (although this is not necessarily true).

Although there are some differences among countries, in general there has been a significant increase in online hate speech in the last few years, favored by the rise of social media, the speed with which information can be circulated, the possibility of anonymity, and the absence of adequate controls. Another factor is the rise, in Europe, of racist and xenophobic discourse in politics, associated with right-wing, populist or nationalist movements, who tend to be hostile to foreigners, migrants and/or ethnic minorities.

In the face of the above, the need to launch contrast and awareness actions has been expressed in all countries at various levels, by educators, association members, journalists, intellectuals and institutions.

COUNTER-NARRATIVES OR ALTERNATIVE NARRATIVES

There is an increasing interest within institutions and organizations in constructing and implementing counter-narratives as a way of combating racism and hate speech. Some organizations have been working on counter-narratives for years, although they do not necessarily use the expression.

Counter-narratives have been described in several ways, but all definitions have in common a reactive aspect, i.e. the counter-narrative as being constructed against something or as a reaction to an event or narrative. A very close concept but indicating a slightly different approach is the one of alternative narrative. In this case the discourse addresses a topic that is not usually covered in mainstream speech. In particular, alternative narratives tell another story from that of discriminatory discourse, hate speech or simply mainstream media, in relation to issues such as diversity, migration and interculturality. In the present study we will not distinguish among the different terms, referring to the one or the other for what they have in common: the intention to dismantle the prevailing narration of reality, characterized by hostility towards specific categories of people.

Nevertheless, it remains difficult to say what we are really talking about when we talk of counter or alternative narratives. These are broad concepts that can be applied to almost any content aimed at countering racism or hate speech, and whatever the media used, from videos, hashtags, memes, social media posts or articles in blogs or newspapers.

Counter-narratives and alternative narratives are, in general, used by the various actors for their dual functionality: that of countering hate and correcting misinformation whilst inviting readers and viewers to consider different views, experiences and perspectives.

The use of counter-narratives springs from the ambition of responding to and possibly changing negative narratives that are becoming increasingly mainstream in the current European context. Counter-narratives do this by providing reliable information or circulating a neglected perspective, de-constructing prejudices and stereotypes, counter-arguing, and giving minority groups the opportunity to speak directly.

2. International counter-narrative good practices

RESULTS OF THE REACT RESEARCH

We present here the main lessons learned, good practices and strategies collected in the five REACT partner countries that are relevant to the aim of the present Educational Toolkit: working with young people in creating counter-narratives. The five national studies on which the present chapter is based are available here:

<http://www.reactnohate.eu/resources/project-research-reports/>

In general, educating children and adolescents in critical thinking is recommended by several interviewees as a key tool to counteract hate speech and to develop the increasingly important skill of distinguishing fake news from trustworthy information.

In this perspective, some of the interviewees, especially from the media, stress the importance of educating both citizens and communication professionals on not reproducing hate speech and fake news. The way the success of online content is measured, i.e. by the number of views, clicks and shares, means that such discourses are spread not only willingly, but often by chance or even by criticizing them. This makes the development of “internal checks,” of stopping and reflecting before sharing anything on social media very important. Also important is verifying the source of the information and comparing the information with alternative sources if the original source is unknown or suspicious.

The French study carried out as part of the REACT project proposes schools as the best place for learning to counter hate speech, and suggests that a school subject could be created centered on the multiple dimensions of the Internet, including its use to convey hate speech. In fact, French *Ministere de l'Education Nationale* (National Education Ministry) has already set up specific learning programs for young people focused on media processing of information. The objective is to teach them how to benefit from a critical detachment and develop their own potential for reflective discernment, i.e. «to give them the tools to distance themselves from what they hear, see and read». Ethics and civics learning has also been set up. However, these learning programs are recent, meaning that they are not yet completely effective and, furthermore, the teachers' training required for their implementation is still to be finalized.

What appears as extremely important is to enable people to dismantle hate speech: it is recommended to give people tools to dismantle hate speech and stereotypes, rather than information focusing on a specific hate narrative. This is one of the key focus of the working tools proposed in the present Toolkit.

Among proposed strategies, there is a general call for innovation with respect to the media used, and especially for the use of visual material, such as short videos, memes or infographics, for easy dissemination on social media. In particular, it is important to use visual material in order to reach a target audience that tends to get their information from YouTube rather than from traditional media outlets and to watch videos instead of reading texts. In this regard, videos with a maximum duration of 1-2 minutes are recommended for social media. This capacity to keep up with new and evolving formats and the ability to relate to younger audiences is also what makes for the success of many online activist initiatives, hence the importance not only of adapting to this type of formats, but also of incorporating and disseminating this type of counter-narratives. A significant example of new formats that contribute to connecting people are the virtual reality videos developed by Sos Racisme Catalunya to counter Islamophobia (more information in the Spanish study - see React website).

A further example of innovative formats are reaction gifs, used by a radio broadcaster mentio-

ned in the German study: to help its moderators in the comments sections, the broadcaster made up its own 'reaction gifs' which moderators can use when needed.

Another element that has emerged in several interviews is the importance of encouraging participation which is especially highlighted in the Italian study. Participation is essential to counter-narratives: getting people on board, especially among the so-called 'silent majority', stimulating them to be active not only in disseminating initiatives, but concretely countering hate speech, starting from the planning phase, both in terms of the selection of the content and of deciding communicative strategies. The social media platforms chosen also need to be carefully considered depending on the target groups.

Regarding the approach, content and values to be communicated by counter-narrative efforts, the more institutional actors, especially in Spain, advocate a human rights approach as a basis for a solid counter-narrative. This approach is in line with the Council of Europe's guidelines in the We Can... manual, referenced by some of the stakeholders interviewed. A human rights approach can be defined as a strategy of appealing directly to people as human beings that share common features and rights.

Several interviewees across the countries argue that counter-narratives should appeal to positive emotions, highlighting that the most successful counter-narrative strategies are those focused on promoting positive messages - reinforcing that human beings are united, which thus strive to break the «us versus them» narrative.

Others (mainly in the Italian study) in general point to objective, documented, verifiable facts as the starting point for any counter-narrative activity, with the aim of disproving simplistic hate messages. Correcting misinformation is seen as one of the most important objectives of counter-narratives in the UK: the content of what is published can focus on replying to hate speech with facts and figures to directly challenge incorrect information and rumors in the mainstream media. At the same time, however, a couple of interviewees highlight that turning to data may sometimes contribute to a polarization of positions.

Whatever the tone of the message, however, it is crucial to avoid generating another discriminatory narrative when constructing counter-narratives, i.e. not to fall into the trap of using against those who hold different views the mechanisms of hate speech, such as discriminatory language, undue generalizing or scape-goats.

A common conclusion across the countries, is that counter-narratives that merely trundle out facts or statistics have limited efficacy. Case studies, first person narratives and stories are important and these need to be developed and tested more widely, as effective alternative narratives.



A SELECTION OF AWARENESS RAISING AND MEDIA EDUCATION ACTIONS IN SCHOOL AND IN JUVENILE CONTEXTS

We present here a description of awareness raising and media education activities organized in schools and in other juvenile contexts in the five partner countries, selected as best practices on the basis of various criteria. One of the most important is the possibility of easily transferring the model to other situations as well as their effectiveness and originality, and other criteria including:

- Effectiveness on a juvenile target, as for example the educational activity produced within the BRICKS project by COSPE, directed at teachers and educators, conceived as a “practical instrument” to be used in classrooms to contrast hate speech;
- Use of effective methodologies, as in the *Debate//de:hate project*, run by the Amadeu Antonio Foundation in Germany through workshops at schools. Based on a three-way educational method - informing/raising awareness, analysing and reacting - adolescents are given recommendations on how to act. In the video *Change your skin*, implemented by the NGO Sos Racisme Catalunya, the tool used to experience islamophobia is virtual reality.
- Use of effective communicative strategies, as in Germany *#nichtegal (YouTube/Creators4Change)*, which involves famous Youtubers every year as “role models” or testimonials or the *No Hate Speech Movement*, which realizes funny but informative short clips for spreading knowledge.
- Humor can also be an effective communicative strategy: in Spain, the Fundación Secretariado Gitano has launched *Payo today*, a “fake” newspaper distributed to all journalists, which reports news on well-known non-Roma people, using the derogatory terms normally used for Roma. Also in Spain, the Proxi project insists on the need to speak to young people using their own language, as well as images, short videos, memes and humor; the topics of the counter-narratives focus on positive emotions and encourage empathy.
- Promoting the active role of young people. An example is the Underadio project of Save the Children Italy, a web radio run by young people for young people, which deals with topics they are interested in. From a methodological perspective, the basic principle is that of «significant youngster participation», «transparent, informed, relevant, voluntary, respectful, inclusive, supported by adults». The promotion of the “active role” of young people in the prevention and combating of online xenophobia and racism is also the goal of the above mentioned COSPE activity.
- Valuing diversity. This is the main strength of the Black Training and Enterprise Group, which defines itself as «a forward thinking organization». For this charity that in UK delivers programs for young black, Asian and minority ethnic (BAME) people aged 11-30 years, diversity focuses on developing the talents of people of different backgrounds, experiences and perspectives. Diversity creates an environment that recognizes values and utilizes the unique skills and abilities of everyone. The goal of diversity is to create an inclusive, respectful and equitable work environment and community.
- Minimizing cost. In Italy, the initiative Task Force Hate Speech organized by Amnesty International Italy is a project accessible to everyone: this monitoring activity only requires an electronic device like a computer or a smartphone and each activist can decide when to work on the project and for how long.
- Creation of complete and accessible online databases. In the case of Cronache di ordinario razzismo the most original aspect is the collection of racist narratives, episodes and experiences. There are no other sites / organization that monitor this type of

episodes from a qualitative perspective.

- Putting together actors belonging to different environments in a single network, so as to forge alliances and encourage exchange. In Germany, the No Hate Speech Movement is a network of partners from the field of political or media studies, human rights organizations, anti-racism and anti-discrimination organizations, which is led by “new German media pundits.” The capacity to network an ample range of subjects is what characterizes also Runnymede Trust in UK.
- Grass-root movements involving volunteers as in the case of Ich bin hier e.V. (#ichbinhier) in Germany.

Among the initiatives carried out in schools or other juvenile communal situations we have selected the following as particularly significant:

1. BRICK - BUILDING RESPECT ON THE INTERNET BY COMBATING HATE SPEECH - COSPE

Among the awareness-raising and media education actions selected, the project carried out in Italy by COSPE NGO called **BRICK - Building Respect on the Internet by Combating Hate Speech** (2014-2016) sounds particularly interesting. Their goal is to fight against hate speech towards migrants and minorities on the Internet, by means of media education and active involvement of users and producers of web contents. The project, supported by the *Fundamental Rights and Citizenship EU program*, was carried out in Italy, Belgium, Germany and the Czech Republic. Among the main activities carried out we draw attention to: study on journalism, migration and hate speech *L'odio non è un'opinione* (Hate speech is not an opinion). European study and handbook for social media and community managers on how to prevent and oppose online hate; training module on hate speech and media education addressed to schools and consisting of educational units (multimedia kit¹); educational workshops in secondary schools and training to journalists with credit recognition for registered members of the Association. In particular the training project for teachers and educators has been successful as a counter-narrative tool and has been translated and used also by others. A new edition was being prepared at the time of the present study.

MAIN STRONG POINTS

- **Dividing into groups the targets of the actions and adapting them to each target, acting on multiple fronts with different messages.**
- **Combining online and offline. For example, the results of the project are presented in the context of existing initiatives with a larger scope than exclusively hate speech, in order to reach a variety of targets.**
- **Interacting and involving experts in various fields (jurists, web marketing experts, educators, activists) in order to be helped to analyze the phenomenon from various perspectives.**
- **Working at the same time with media (especially online media) producers and with schools, trying to exploit the potential of social media rather than considering them solely as a danger.**

1 - https://www.cospe.org/wp-content/uploads/2016/09/Modulo_bricks.pdf

2. DEBATE//DE:HATE – AMADEU ANTONIO FOUNDATION

The combination of online and offline is even more prominent in the *Debate//de:hate*, German project run by the Amadeu Antonio Foundation standing out for the culture of democratic debate. It comprises two main components: the “debate” part, aimed at adolescents and people from their environment (e.g. teachers, socio-educational specialists, etc.) through workshops to train them in handling hate speech and provide them with important tools; and the “de:hate” part, which focuses on the theoretical aspects of the project while continuously monitoring results, fostering a democratic debate culture. The team develops and tests countermeasures against hate speech, in collaboration with interested parties, political actors, and social media operators, in the course of the so-called ‘digital street work’ (online awareness raising). As a result, the first level of prevention occurs in civil society, with special attention for young people and their environment (offline - values & attitude) whereas the second level is that of online prevention (digital streetwork).

MAIN STRONG POINTS

- **Combination of offline & online elements.** The overall focus of the Amadeu Antonio Foundation is on equipping civil society with the necessary skills, both offline and online, through extensive information on its website, in hand-outs etc.
- **Networking:** The project and the entire Amadeu Antonio Foundation, is tied to numerous networks, and a co-founder of Facebook’s Online Civil Courage Initiative.
- **They are currently focused on hate speech and its causes (lack of an adequate public debate culture in politics and media), and are developing ideas on this.**
- **The success of the project is evidenced by its acceptance on social media and the interest of the press, clubs, platforms, politics and publications.**

3. UNDERADIO – SAVE THE CHILDREN ITALY

Another significant project for young people and by young people is Underadio organized by Save the Children Italia. Underadio is a web radio founded in 2011 to offer young people a chance to directly voice their opinions and combat all forms of discrimination. Specifically, the objective is that of involving young people in actions of awareness raising, information and communication using new digital media (webradio and podcasting), promoting human rights, integration, and contrasting discrimination and intolerance in and out of school. The program involves 1,500 junior high school and high school students from 36 schools located in Turin, Rome and Naples. The students work in a webradio news station, help decide on the contents and propose awareness raising actions, all with the support of a team of adults. The context is provided by their school, within which the workshops and awareness raising activities (including teacher training activities) are carried out, but the project extends also outside the school. From a methodological perspective, the basic principle is that of the significant participation by young people. In the present year, on March 21, a radio marathon was organized on hate speech (proposed by the young people), which was accompanied by a campaign on social media entirely organized by the students with the title *#oltreloquio*.

MAIN STRONG POINTS

- **Active involvement of young people:** the young people manage the radio and the *#oltrelodio* campaign has been entirely conceived and elaborated by them.
- **Excellent cost / benefits ratio:** the cost of the project, in relation to the number of direct and indirect targets reached, is low.
- **Sustainability:** the initiative does not depend on external financing.
- **Professional expertise:** use of transversal and specific expertise.
- **Professional training:** the young people learn skills useful for journalism, editing and communication in general.
- **Potential of the webradio experience as an educational container / catalyst.**

4. BLACK TRAINING AND ENTERPRISE GROUP (BTEG)

Finally, among the initiatives aimed at young people, the Black Training and Enterprise Group (BTEG) should be mentioned, a national charity delivering programs for young black, Asian and minority ethnic (BAME) people aged 11-30 years. It is a networking organisation supporting over 1200 voluntary groups and community businesses in England. BTEG now provides programs for young people, national policy development and action research. The organisation continues to collaborate with other race equality and mainstream organisations and has established itself as an important voice on young BAME people and the criminal justice system (CJS). They use counter-narratives in a range of initiatives, including blogs, social media and other platforms. Among their innovative projects there is the *London community role-model program*, that uses a volunteer force of successful men and women of African, Caribbean, Asian, Arabic and mixed backgrounds to inspire young black males and ethnic minority girls and young women aged 11-25 to succeed in education, employment and enterprise².

MAIN STRONG POINTS

- **BTEG's mission is to reduce racial inequalities for ethnic minority young people. Racial inequalities waste the talents of many young BAME: the organisation provides people "the tools to succeed in life", resources, technical and sustainable assistance.**
- **Empowerment:** the organisation aims to motivate and inspire individuals to act on their ideas and to realise their enterprise potential.
- **Capacity to give value to diversity**
- **Networking**

² -<http://bit.ly/1kmk2kH>

3. Working with young people on the construction of counter-narratives: methods used in the workshops of the REACT project

Young people are the most significant target on social networks: they are the ones who use smartphones more intensely, communicating via messages, videos and images, but above that, they represent the future. Raising their awareness today and providing them with the tools for identifying and countering hate speech is an investment towards a conscious responsible adult population in the future. It is to young people that the REACT project is targeted.

STRUCTURE, GOALS AND EXPECTED RESULTS

As part of the REACT project, 29 workshops were organized in as many cities in the 5 partner countries, involving around 720 students aged 14 to 18. Each workshop called for 5-6 two-hour meetings in class over a period of about two months, with a total of 146 meetings.

This structure offers participants a chance to elaborate the work done with the educators and takes into account their school requirements, which did not allow for more hours to be allocated to the project. For this reason, meetings were spaced so as to offer students the opportunity, between one meeting and the next, for reflecting and discussing with teachers the emotions and ideas that had emerged in the last meeting, of further exploring the topics through personal reading, of elaborating what they had learned, in order to be able to re-discuss it with the educators at the next meeting if they wished to do so.

Meetings were organised in two phases: the first was dedicated to reflecting on the possible consequences of prejudices and violent or aggressive online messages; the second was devoted to constructing a counter-narrative campaign together.

The didactic goals of the workshop can be described as follows:

- Teaching critical thinking, helping students become aware of false or partial notions that are taken for granted.
- Helping students become aware of how contents - particularly false, incomplete or discriminatory contents, not to mention violent or hateful ones - are spread by the media, particularly social media, and how dangerous they are to society.
- Building together with the students, ways of countering hate speech and further alternative narratives, in the context of a culture of openness, tolerance and respect.
- Practically experimenting with the topics of the workshop by creating a counter-narrative video.

The skills that students were expected to develop are the following:

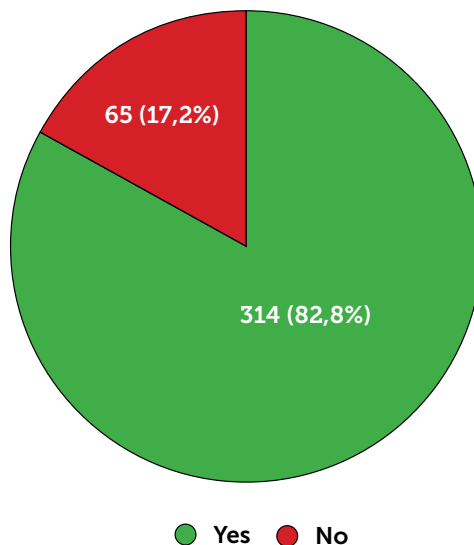
- Capacity to understand the meaning of stereotypes and prejudices.
- Capacity to identify stereotypes and prejudices.
- Capacity to understand the causes and origin of stereotypes and prejudices.
- Capacity to understand how internet and social media are used by individuals and groups to intentionally spread online hate;
- Capacity to learn effective strategies for combating hate speech.
- Capacity to understand what a counter-narrative is and experience of various forms of counter-narrative.

THE IMPORTANCE OF PRODUCING CHANGE

In order to better understand the effect of the implemented activities both on students and on educators, the REACT project was followed by an impact evaluation activity. To collect data on project results, students and educators were provided with ad-hoc designed questionnaires on key aspects of the project (appreciation, opinion, things learned), which were used throughout the workshops. To make it easier to compile them, questionnaires were placed online and participants were able to access them directly from their smartphones. In cases when this was not possible (due for example to school policy which forbid the use of smartphones in class), paper versions were used.

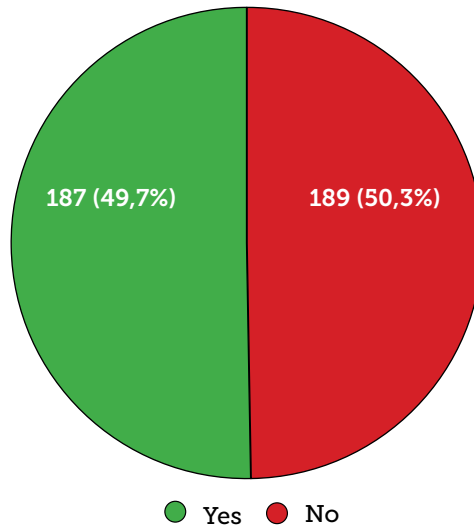
During the first meeting students were given an entrance test to determine their media literacy level and above all their awareness of online hate speech and of possible countering strategies. The majority (82.2%) of the young people stated that they were aware of the existence of online hate speech.

I recognize that in some websites/online spaces there may be manifestations of hatred.
(Green = yes; red = no)



However, there was not the same level of awareness in regards to strategies for combating hate speech. In the test, 50% of the students stated they did not know what a counter-narrative is or how they could contrast hate speech. This information reinforced the belief in the importance of not only studying the phenomenon of online discrimination but also of offering students tools for acting and re-acting themselves.

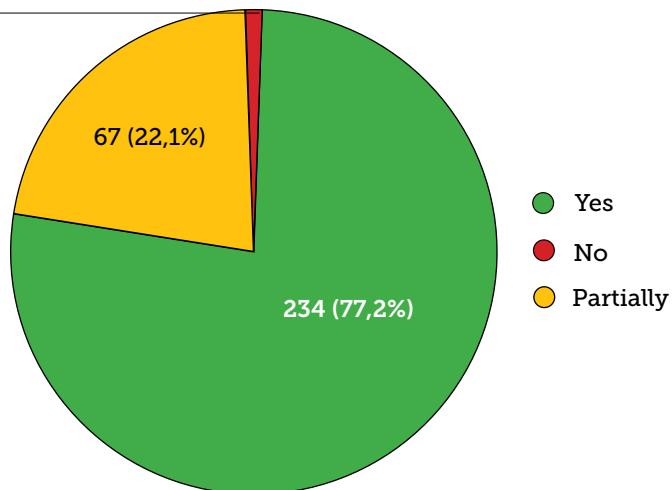
I know what a counter-narrative is and I can give my contribution to a counter-narrative campaign. (Green = yes; red = no)



At the end of the workshop a final questionnaire was distributed to the young people involved³ to verify if what they had learned corresponded to what they expected and what aspects they had found more stimulating. The questionnaire was anonymous and very simple: questions were closed (aside from the last two) and possible answers were codified using a street-light code: green: yes or positive; yellow: don't know or medium; red: no or negative. The first question concerned the overall satisfaction level in relation to the workshop. The results indicated a high level of satisfaction: 77% of the respondents gave a positive answer (green), and almost all the rest gave a medium answer (yellow), while only 0.7% responded negatively.

Overall, are you satisfied with your experience in this workshop?

No
(7%)

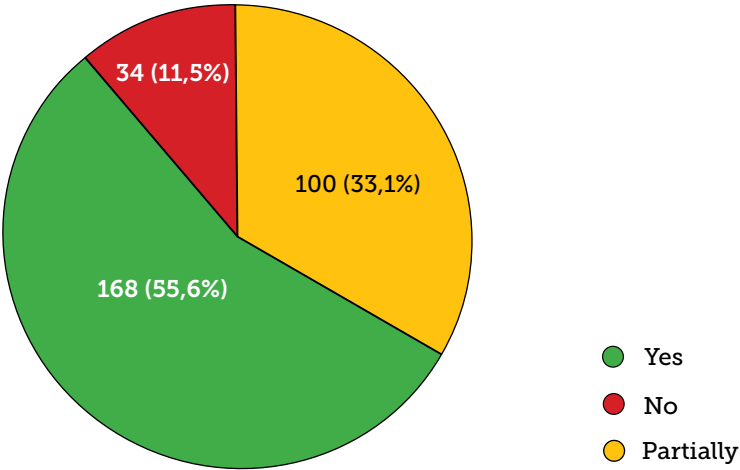


3 - Overall, questionnaires were compiled by 303 participants out of a total of 720, equal to 42%.

More than half the students stated they had found out things they did not know before the workshop; this is a rather significant datum taking into account both the high media literacy level registered at the beginning and the students' familiarity with internet and social media. There are evidently many aspects of the online world that young people still ignore, suggesting the importance of continuing to invest in media education, helping young people to interpret and critically analyze online material.

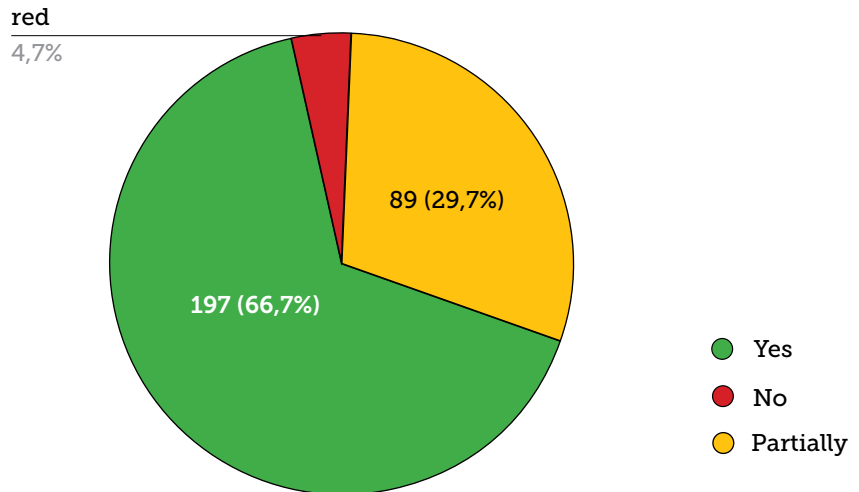
The testimony of the operators helped better understand which topics and methods proved to be more new and interesting to the young people. However, the open questions at the end of the questionnaires already evidence how video making was the top activity, confirming the importance of proposing an experiential educational activity that, by teaching through collaborative work in which students are actively involved, can lead them to better appreciate the final product. Another aspect often mentioned in questionnaires was the importance of the workgroup, not only in making the video but also in the previous phase of analyzing online narrations: many young people appreciated the possibility of discussing together online material and the way hate and discrimination is fostered. The limited timing was pointed out as one of the weak points in the entire activity. To the question «Finally, describe what in your opinion could be improved», many answered that more time would have been needed to produce the video and to further explore the various topics.

Have you discovered things you didn't know before?



Another significant aspect that emerged was the young people perception of the usefulness of the workshop: more than 65% believed the study of the topics could be useful in the future and almost 30% believed it was possible, while only 4.7% did not think so.

Do you think what you learned will be useful to you in the future?

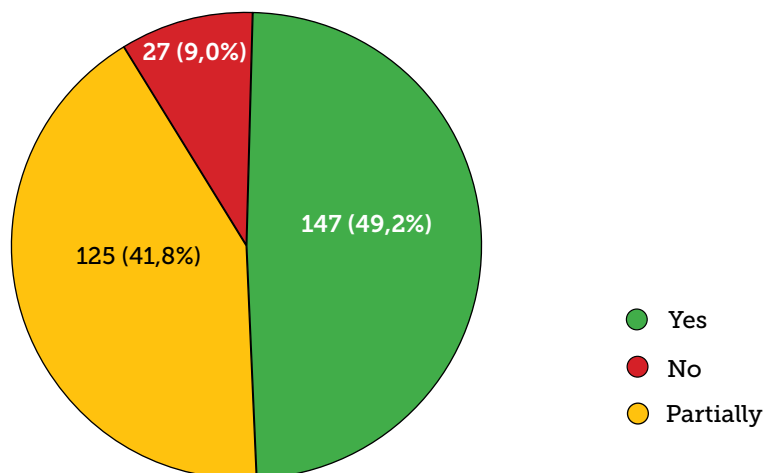


THE ROLE OF YOUNG PEOPLE IN SPREADING OF THE COMMUNICATION CAMPAIGN

An important challenge was having the young people, along with participating in the workshops, actively collaborate to the REACT communication campaign. This proved to be the most complex aspect of the workshops. It was essential, from the perspective of the project, to adopt a strategy that would lead to an actual change in the attitude of participants and the most certain way of measuring this change was to see whether they would become actively involved in promoting the counter-narrative campaign which they themselves had contributed to elaborate with their videos. In other words, the true success of the workshops would be gauged on the extent to which the young people would become emotionally involved in the work done, to the point of becoming the main actors in the communication campaign. The results were good but fell short of the expectations and to what we believe is the potential of the approach.

At the end of the workshops, the questionnaires included a specific question in regards to the young people willingness to help in promoting the communication campaign: While 49.2% of respondents answered yes, 41.8% were undecided and 9% answered no. This suggests that, even when there is a positive view of the activities carried out and the contents learned, the transition from awareness to action remains problematic (as expected by the organizers). It is possible that the limited time prevented organizers from carrying out a specific session on circulating the campaign on social media, which could have stimulated the interest of the young people in furthering the online the impact of their videos.

Do you think you will commit yourself?



In practice, the young people actively collaborated on the campaign only during class activities and the San Sebastian workshop, to which we will return later on. The contribution to the circulation of the online campaign on part of the participants to the workshops occurred in various ways, depending on personal preferences, both in terms of the content of the medium used. The young people' contribution was generally divided in two periods, corresponding to two different moments of the project. The young people documented online their work on the organization and circulation of the campaign.

Phase I: Preparing the videos.

During the actual workshop phase, in which the young people were involved in making the videos for the project, photos were the main contents used. The young people documented extensively on their social media accounts, in particular Instagram and Facebook, the backstage of the videos, posting photos showing them dealing with posters that helped them define the concept of hate speech, brainstorming sessions, sharing of narrative plots, preparing the project for the realization of the video. The sharing of these moments, which were posted on the official social channels of the REACT project, was useful because it associated to the "REACT brand" positive images of sharing, of team spirit, of working together, which were in line with the general message of the campaign. Particularly important was also the role of the school: by sharing posts on the official school accounts, they amplified the message, "telling their story" also to young people who were not directly involved in the project, to their parents, to other teachers and school staff, and to other stakeholders.

Phase II: The meeting in Donostia

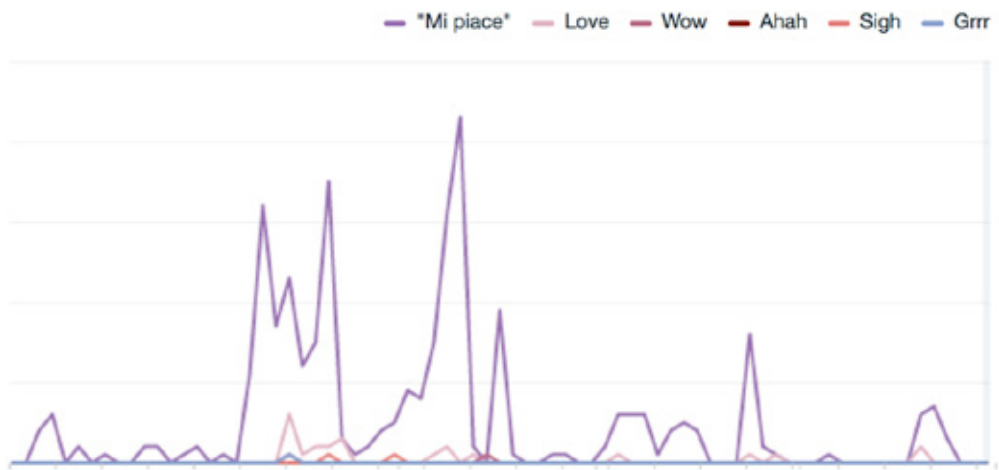
On the occasion of the transnational workshop organized in San Sebastian in April 2019 in the context of the Donostia Human Rights Film Festival (described more extensively in the next paragraph), the main tool chosen by the young people to communicate their participation in the project were videos. Short Instagram stories, live broadcasting, short videos documenting the activities of the young people in San Sebastian, were abundantly posted on Instagram in primis and also on Facebook. The videos were shared on the official accounts of the campaign.

FACEBOOK RESULTS

All diagrams show a peak of activity in April 2019, the month in which some of the students involved in the project activities took part in the *Donostia/San Sebastian International Human Rights Film Festival*. The coverage has been natural (achieved by the regular traffic of users on Facebook) or upon payment (obtained through ad-hoc sponsorships to specific targets).

REACTIONS

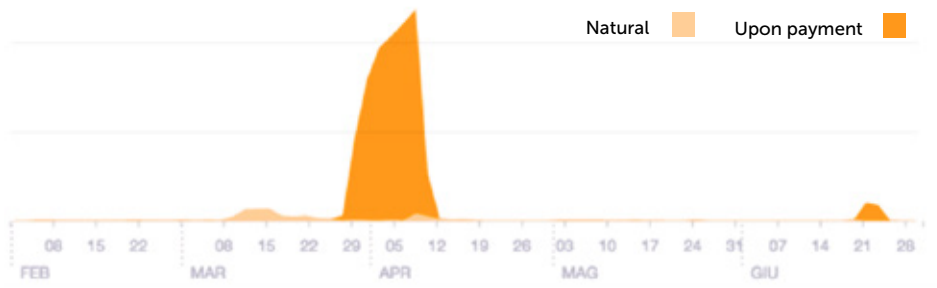
1102 reactions: all the actions users took on the different posts, both positive (e.g "love" and "like") and negative (e.g "sigh" or "grrrr").



3080 people involved: users that have interacted with a specific post, through a click, a reaction, a comment or simply sharing it.



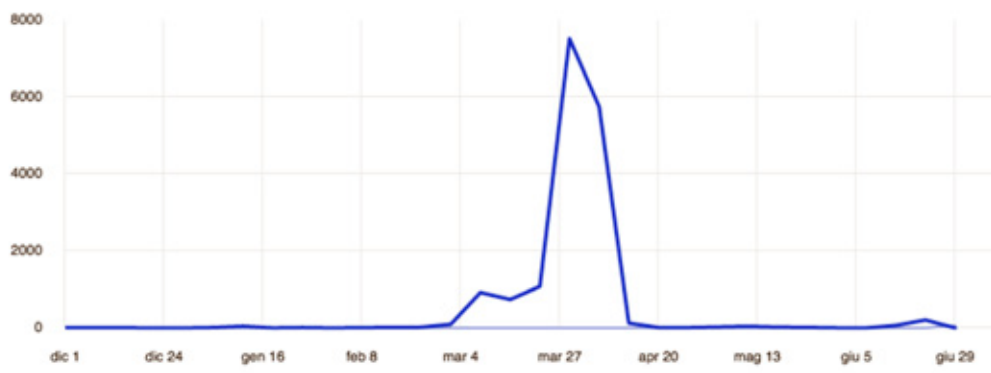
320.572 people reached: fans that have seen the post on their dashboards; friends of the fans that have seen friends sharing the posts on their dashboards; fans or other users that have seen the post while visiting the page.



DATA RELATING TO VIDEOS:

16.945
visualized minutes
▲ +100% compared to the 304 days before

56.518
visualization of the 3" video previews
▲ +100% compared to the 304 days before



VIDEO CONTEST AND PARTICIPATION IN THE DONOSTIA FILM FESTIVAL ON HUMAN RIGHTS

In order to further stimulate the involvement of young people, REACT project required each workshop to produce a video that would have later participated in a national contest. From each country, a video (and the class that realized it) was then selected by a national jury of experts on communication, racism and hate speech. The selected classes presented their video through a delegation of five students accompanied by a teacher at the *Donostia Hu-*

man Rights Film Festival (https://www.zinemaetagizaeskubideak.eus/2019/index.php?option=com_content&view=article&id=174&Itemid=79&lang=en).

At the festival, about 25 students, besides presenting their work to the public, participated in a one-day workshop with European experts in social communication and activist in social media, working together to further develop the campaign and launch it on social networks.

During the workshops, meetings were organized with people with different geographical, ethnic, religious and cultural backgrounds who lived in the city of San Sebastian, people who had just arrived and people who had lived there for a long time. The idea was getting the young people to know their names, their lives, the jobs they did, their experience as migrants and their personality beyond stereotypes.

In order to provide a uniform character to the audiovisual products made during the workshop in Donostia, a number of informational products were prepared using the same graphics and style. This seemed like the easiest and most effective way of harmonizing the videos that the participants were to create during the workshop and it also gave the products an interactive quality that favored the involvement of the young people.



Stickers on which the young people wrote their first and last name.

Used to quickly identify participants and create a sense of belonging (participants were all connected by the same graphic look).



Informative cards with the hashtags used by the project and the partners who implement it on social media.

Used to stimulate students to share their work with people who will contribute in various ways to the project, increasing its visibility.



Clapper board with the graphic image of the project, which can be personalized and used at the beginning of the video, to create a graphic common thread among the videos made during the workshop in Donostia.

The interest and active participation of the young people were excellent. The approach to the activities called for a strong interaction among students from different schools; at the beginning the students tended to remain with the students they already knew. However, during the workshop they themselves expressed the desire to work with others, opening themselves to the interaction with other national groups and making an effort to overcome linguistic barriers. On this occasion, they showed a marked inclination in sharing their ideas, experiences and points of view in an active and positive way.

These new mixed groups, each one supported by an expert, began then working on short counter-narrative videos, which have then been published on REACT social accounts where they are still visible.

The collaboration with the experts was fruitful and stimulated the young people' creative work, giving them the opportunity of working with professionals on social communication and producing works with a greater formal and content quality. But the most unique experience for these young European adolescents, was the encounter with the people who were the object of the campaign: immigrants, who had arrived recently or who had been in San Sebastian for a long time, young refugees, asylum seekers, etc. The personal interaction with people of different backgrounds, the acquisition of direct information and knowledge through a relation of exchange and mutual acknowledgment on an equal basis represented the real added value of this experience. The way the participants in REACT carried out their interviews evidenced their sensitivity and their ability to view reality from a new perspective, which on some occasions differed significantly from the one they had before arriving in Donostia.

A 1'29" video tells the story of the workshop in Donostia:
<https://www.youtube.com/watch?v=eb65AcBIE4A>

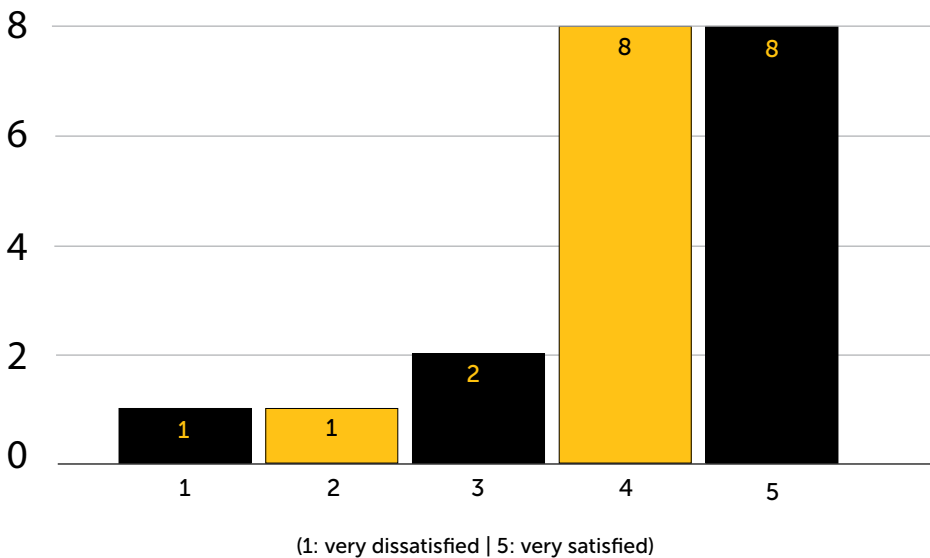
EVALUATION OF THE EDUCATORS

To evaluate the work carried out by the educators two different tools were used:

- A log in which an entry was made by every individual educator after each session to note the didactic techniques used, the strategies adopted and the reaction of the young people.
- A final interview made by the expert evaluator to every educator in which the entire workshop was examined, focusing on the professional acquisitions by the educators themselves and the impact on the young people.

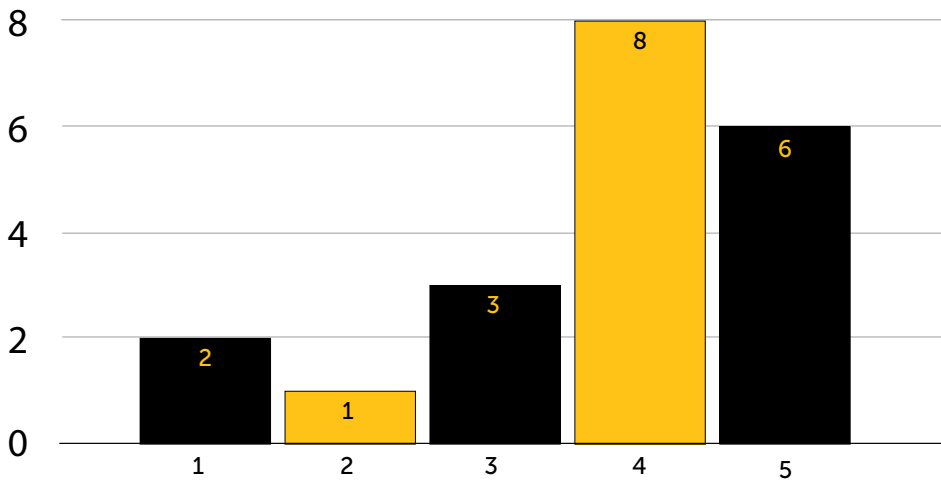
The opinion of the educators involved in the workshops was very positive both in relation to their own professional growth and the impact on the young people: out of 20 interviewed educators, 16 gave the highest marks (4 or 5).

Overall, do you feel satisfied with the work done with the young people in workshops?
total rpl: 20



The majority found that young people had been able to effectively identify the appropriate contents for the campaign and use them for their videos.

Young people were able to effectively identify the contents of a social communication campaign and to process them for video production (1: strongly disagree | 5: strongly agree)



The examination of the logs helped to evaluate also the capacity of the educators of using various didactic methods to achieve the goals of the project.

The tools and techniques described in the logs are many, among these:

- Ice-breaking exercises and games to establish a favorable atmosphere.
- Interviews in the classroom.
- Role games and exercises.
- Active exchanges, collective discussions, brainstorming.
- Theater-therapy, creative writing, exercises in visual imagination.
- Use of audio-visual resources.

According to the educators of all five countries, the workshop was appreciated by the students and described their improvement in critical thinking in the following terms:

- «Participants developed their ability to think critically on all the topics associated with racism, stereotypes and prejudices» **(Spain)**.
- «The training certainly helped the young people to identify with the victims of distorted information and understand the importance of gathering reliable information before circulating it online» **(Italy)**.
- «At the end of the workshop the young people understood the difference between hate speech and cyberbullying, they had learned to identify offensive forms of communication, and acquired techniques for responding which they had begun to use, becoming aware of their ability to have an impact» **(Germany)**.
- «The young people had learned to reason on discrimination in abstract terms, not simply reflecting on personal experiences, but relating the phenomenon to the question of basic human and social rights understanding how these represent the basis for social cohesion» **(Italy)**.

The majority of the educators expressed the opinion that working on this topic was extremely important and believed they had improved their professional skills:

- «Our professional skills increased also thanks to the fact that the group that participated in the workshop was made up for the most part by young people with a migratory background, which led us to rethink and modify, more than once and in real time, the tools, the contents, and the approaches, adapting them to their reality, to their experiences and to their thoughts.»
- «The guide and the tools made available by the project helped develop the expertise in organizing and leading the workshops..»
- «I appreciated the multidisciplinary nature of the approach, the working collaboration between video-makers and educators was very effective».
- «Participating in this project increased, diversified and reinforced our theoretical background and offered us new tools and new activities in addition to those we already used».
- «We learned activities suited to dealing with complex questions in simple ways: we've learned how, starting from listening or watching and then from interpreting apparently banal stories and videos, it is possible to discuss with young people about social constructs, personal dynamics, and prejudices we all have and are not aware of. This allows one to address controversial question without anyone feeling judged and allowing everyone to feel free to express his own point of view.»
- The activities proposed proved very effective in ensuring the active involvement of the participants, even the more problematic ones and the ones with a complex migration background. The experience of making a video was especially useful in helping students play an active role and engage in a concrete experience of story telling. This practical activity was judged very useful to offer a space of 'practical reflection' that would serve to reinforce what had been learned in the theoretical phases of the work, in an easy, fun, fluid and 'visual' way.
- The international dimension of the project encouraged students to get involved and helped them feel part of a larger European community.

The main weakness evidenced both by educators and young people, was the limited duration of the workshops: everyone underlined the need for more time to further develop this type of experience, especially when it is aimed at producing a video, as summarized in the final response by a British educator:

In general the project was very well structured, with a well-defined structure which left however many possibilities of adapting single activities to the needs of the local communities [...]. It would have been useful to have more time in order to give educators a chance of absorbing some of the new proposed activities and including them in a more structured fashion in the daily work with the young people. It would have been useful to organize the work longitudinally to evaluate the impact of the activities and the results of learning with interviews before, at the end, and after 6 months.

Conclusions

Recommendations for producing effective counter-narratives and combating hate speech

On the basis of the interviews and the research carried out, a number of indications can be offered on creating effective counter-narratives and combating hate speech, through national and transnational initiatives involving young people.

DEVELOPING PROFESSIONAL SKILLS

Promoting the development of transversal skills in the young people by involving teams of experts and professionals with different backgrounds / skills / perspectives (sociology of migration, communication sciences, law, pedagogy, social psychology, political science, etc.) to address the phenomenon of hate speech from different angles.

NETWORKING

Uniting and “building bridges” to create a vast network of organizations capable of involving different subjects (including political actors, policy makers and social media operators) so as to amplify the impact of the message.

SEGMENTING TARGET GROUPS

Segmenting target groups to create variously targeted messages.

COMBINING OFFLINE AND ONLINE STRATEGIES

Implementing both offline and online actions, inserting them also in external contexts and larger events, addressed to a larger public.

USING INNOVATIVE AND COOL FORMATS

Realizing “cool” and attractive formats and products addressed to the younger public (short videos, memes or infographs, etc.).

ADOPTING INNOVATIVE COMMUNICATIVE STRATEGIES

Communicating simply and directly, evoking positive emotions and not only facts, stimulating empathy and identification. An effective strategy can be involving people who is attractive to a juvenile public (for example famous youtubers), who speak their language and represent their lifestyles.

ACCURATELY CHOOSING PLATFORMS

Accurately choosing digital platforms, using mainstream media like Snapchat, Twitter and Instagram.

PROMOTING THE ACTIVE ROLE OF YOUNG PEOPLE

Initiatives targeted at a juvenile public should allow young people to express their opinion on current topics close to them and make them the protagonists of the initiative offering desk and remote support.

PROMOTING “SECOND GENERATION” MOVEMENTS AND GIVING VALUE TO DIVERSITY

Re-organizing so-called second generations around an association or movement (online and offline) that will not only be the bearer of their demands but will also promote an awareness of the opportunity they represent for society.

ENCOURAGING GRASS-ROOT PARTICIPATION

To contrast hate speech it is useful to involve grassroots movements or “zero-cost” online movements, capable of involving a large number of voluntary activists, with a high level of internal organization.

IMPLEMENTING THE CONTINUITY OF INITIATIVES

Implementing the continuity of initiative by better exploiting already existing channels that circulate alternative narratives, creating materials that can be used and carried out independently.

USING VERSATILE AND COST-EFFECTIVE TOOLS

Focusing on versatile and cost-effective tools (for example projects that require only access to online platforms), in order to minimize the costs of the initiatives and making them easily replicable in various contexts.

FAVORING THE CREATION OF ACCESSIBLE QUALITATIVE DATABASES

It is important to create qualitative databases for monitoring racist episodes by gathering reports from various sources, in order to have a collection of narrations that can be used to provide real-life examples to one’s arguments.

EDUCATING IN CRITICAL THINKING

Developing the knowledge and strategies needed for checking sources, interpreting news and contrasting fake news.

PREPARING A SET OF COUNTER-ARGUMENTS

Having a set of counter-arguments ready to use when needed to quickly and adequately respond to hate speech.

AVOID:

- Using arguments based on stereotypes.
- Victimizing, producing an identification of the target of hate speech as a victim.
- Replicating hate speech mechanisms, such as generalization, scapegoats, discriminatory language.
- Judgmental or moralistic arguments.





PART 2 WORKING TOOLS

introduction

The educational approach used in REACT workshops is conceived as a dialog in which all participants are directly and openly involved. To do this it is crucial to use the methods and tools of non-formal education, to favor the involvement of participants also on an emotional level, and to activate a learning process based on the capacity for participation and sharing, in which the young people can be the protagonists and appropriate skills and knowledge.

The activities presented here are first of all meeting grounds, centered on exchange and sharing, in which the learning process stimulates the cooperative capacities of participants. Various approaches are used: workshops, role play, case studies, simulations, and guided discussions, helping the young participants to learn by doing.

This approach also facilitates the constant monitoring and evaluation of the quality of the experience undergone by the young people, in terms of knowledge acquired and the level of participation.

For participants, a workshop of this type is a profound experience. Having an experience means having to deal with something that happens and that affects what we know and who we are. From this perspective, REACT attributes a lot of importance to the emotional intelligence of participants and continuously stimulates their capacity to perceive and elaborate emotions. The educational process aims to stimulate the capacity for empathy, sharing, elaborating experiences and constructing a plural educational community that grows thanks to the contribution of all group members.

It is an approach through which participants look at and discuss about the present, as women and men capable of making choices, about their concerns and their potential. At the center of the REACT educational process, emotional intelligence and empathy are found, which are helped to emerge thanks to the construction of a protected

space, inside which participants enjoy the possibility of freely expressing their opinions and emotions.

In the course of the workshop, participants get to know one another and to trust the educational community. In the time together they discover the beauty of sharing, while in the time allotted to themselves they face profound questions and open a path for reflecting on and giving meaning to what they have experienced.

Great importance is also attributed to the evaluation phase. This is the moment in which participants, rethinking their experience and attributing meaning to it, basically construct that very experience. The narration of it they produce is itself a learning process and in narrating the subjects they acquire a new awareness of themselves, of the changes undergone and of the world around them.

To help educators choose the activities suited to their targets, the activity files have been divided into two sections:

- Activities aimed at contrasting stereotypes and prejudices, that is rigidly pre-decided and generalized opinions on people and social groups, which are not based on direct experience, but are nevertheless often profoundly rooted and capable of significantly influencing our judgments.
- Activities aimed at contrasting hate speech and discrimination, that is, attitudes and behaviors aimed at expressing and spreading hate and intolerance, as well as encouraging prejudice and fear towards specific people and social groups.

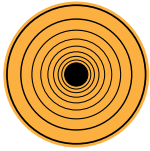




ACTIVITIES FOR COUNTERING STEREOTYPES AND PREJUDICES



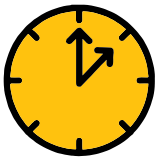
1. WHAT DOES "BEING DIFFERENT" MEAN? LET'S THINK ON THE CONCEPT OF 'DIVERSITY'



OBJECTIVES

- Exploring students' awareness and experiences starting with the analysis of their idea of **diversity**.
 - Introducing a new concept of "diversity", underlying all its possible meanings, both positive and negative.
 - Thinking about the different processes and modalities that make "diversity" a negative and foreclosing concept.
 - Introducing the concepts of **Stereotype** and **Prejudice**.
-

AVERAGE DURATION OF ACTIVITY



20 minutes

TOOLS NECESSARY



- Billboard / Blackboard
- Markers and chalks



IMPLEMENTATION

PHASE 1 - Brainstorming

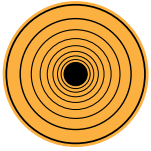
Write on the blackboard the word '**diversity**'. Ask participants to make a list of the first words that spring to their minds. Write on the blackboard what comes up.

PHASE 2 - Group the words and think about them

Debate with participants on how the words and concepts could be grouped based on the following criteria:

- Try to separate the concepts students consider positive from the ones they consider negative.
- How could diversity be positive? How could it be negative?
- Look at the words and find out if they imply different notions of "diversity" (e.g religious diversity, physical diversity, diversity based on what we are or what we do).
- On what basis can someone be considered different?
- What are the consequences of being considered different?
- Have participants ever been considered different from someone else or have they ever considered someone different? How did it make them feel?
- What are stereotypes?
- What are prejudices?

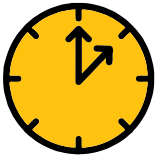
2. "GENOVEFFA"



OBJECTIVES

- Reflecting on stereotypes and prejudices, which are sometimes unconscious.
- Reflecting on the values each one of us has.
- Reflecting on the connection between attitude and judgement and behaviour.

AVERAGE DURATION OF ACTIVITY



60/90 minutes

TOOLS NECESSARY



- Papers
- Billboard
- Markers and Chalks



IMPLEMENTATION

PHASE 1 - Tell the story

Genoveffa is a young girl, very much in love with Tom, who's sitting on the other side of a river. A terrible flood has destroyed all the bridges, leaving only a little boat to cross the river. After a while, Genoveffa asks Ralf, the boat's owner, to get her to the other side of the river so she can meet Tom again.

Ralf accepts, but demands she sleep with him. Genoveffa doesn't know what to do; and asks her mother for advice, who tells her she must make up her own mind.

Genoveffa thinks about it for a while then accepts Ralf's conditions. Once landed on the other side of the river she tells Tom the whole story.

Tom gets really angry and sends her away.

Not far from Tom's house, Genoveffa meets John, a friend of the couple. John, hears the whole story, goes to Tom, slaps him in the face and then goes off with Genoveffa.

PHASE 2 - Make a list

Every participant is given pen and paper and asked to list the 5 people of the story, in order of moral status, from the meanest (1) to the best (5). They must not debate nor ask for advice.

PHASE 3 - Get group lists

Split the group into sub-groups of 4-5 people, giving them about 10 minutes to draft the same list as a group. While participants work, the tutor observes them and notes any emotional dynamics generated.

PHASE 4 - Debriefing

The tutor reunites participants and asks each sub-group to share their list with others, copying it on the blackboard. The subgroup explains how choices were made, and how they reached the final decision.

Let all participants reflect on the fact that the workshop is usually experienced as a particularly emotional activity, because the decision is based on values participants care about; and because it's often connected to prejudices and stereotypes that are typical of our culture but that we may not be aware of.

PHASE 5 - Role-reversal

Tom is a young boy, very much in love with Genoveffa, who's sitting on the other side of a river. A terrible flood has destroyed all the bridges, leaving only a little boat to cross the river. After a while, Tom asks Carla, the boat's owner, to get him to the other side of the river so he can meet Genoveffa again.

Carla accepts, but demands he sleeps with her. Tom doesn't know what to do and asks his father for advice, who tells him he must make up his own mind.

Tom thinks about it for a while then accepts Carla's conditions. Once landed on the other side of the river he tells Genoveffa the whole story.

Genoveffa gets really angry and sends him away.

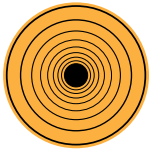
Not far from Genoveffa's house, Tom meets Jane, a friend of the couple. Jane hears the whole story, goes to Genoveffa, slaps her in the face and then goes off with Tom.

PHASE 6 - Sharing reflections

Ask participants to reflect any difference in their opinion of the first and second version of the story. Some of the questions could be: How do you imagine Ralf (young, old, beautiful, ugly, handsome, slimy) and how do you imagine Carla? Do you think it's strange that the father tells the son to make up his own mind? Do you think the story is plausible?

Reflect together on the vision of the society we all have. A vision that defines which role or behaviour is acceptable and which is not. And whether the same action is plausible both for women and for men.

3. VIDEO "FOR THE BIRDS"



OBJECTIVES

- Introducing the concepts of "exclusion" and "discrimination" and connecting them with the concept of "diversity".
- Reflecting on how "prejudices" develop and on their consequences.
- Reflecting on dynamics of exclusion and discrimination.
- Reflecting on group dynamics.

AVERAGE DURATION OF ACTIVITY



30 minutes

TOOLS NECESSARY



- Video *For the birds* (<https://www.youtube.com/watch?v=Wjo-DEQqyTig>)
- Laptop and Projector
- Speakers



IMPLEMENTATION

PHASE 1 - Show the video

Show the video to participants.

PHASE 2 - Working groups

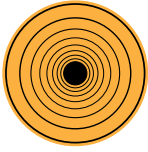
Split participants into small groups and ask them to debate on what mostly impressed them and on the main issues of the video.

PHASE 3 - Sharing

Ask groups to share what emerged in their discussions. Debate together, starting from a few simple questions:

- What happens in this short video?
- How do the little birds act before the big bird comes?
- What happens when the big bird arrives?
- What are the differences between the birds?
- Can the little birds and the big one understand each other?
- Could the little birds act in a different way? What difference would that have made?
- According to you, the dynamic described in the video is common? How often does it happen? Could you make some examples?
- Have you ever experienced or observed a similar dynamic in your life? In what situation? How did that go over? How could it go over in a different way?
- According to you what is the point of the video?

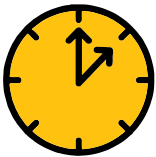
4. WHO IS BEHIND ME?



OBJECTIVES

- Having an empathic experience.
- Debating on the impact that stereotypes and prejudices have on people.
- Reflecting on the connection between stereotypes, prejudices and discrimination.
- Reflecting on the importance of empathy in social relations both real and virtual.

AVERAGE DURATION OF ACTIVITY



90 minutes

TOOLS NECESSARY



- Pictures (as many as participants)
- Tape
- Papers
- Markers



IMPLEMENTATION

PHASE 1 - Game explanation

Arrange participant in a circle. Attach a picture on the back of each participant without letting the participant see what it is. Give each one a sheet and a marker and offer the following instructions:

- Each one of you has on the back the picture of a person or of a group.
- Walk through the room. When you meet someone else, look at the picture on his/her back and say something: a word, a sentence or anything else that could express the general opinion of society on that person or group. Remember to express the opinion while looking the other person between the eyes. The comments can be positive or negative, polite or rude; they don't have to reflect your personal opinion, but only the common stereotypes and labels that society usually adopt towards a specific group of people.
- Note the comments you receive on your sheet.

PHASE 2 - Let's play

Make sure all participants have understood the rules and let the game start.

PHASE 3 - Sharing

When you think all participants have exchanged enough comments, stop the game and make all of them sit in a circle. Ask each one to guess the identity of the person or the group pinned to their back, on the basis of the comments received and to share the comments. Once all the participants finished ask them the following questions:

- How did you feel about the comments you made on others?
- How did you feel about the comments you

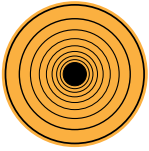
4. WHO IS BEHIND ME?

received?

- If any of them didn't guess right, ask them why they think that happened.
- Have you ever met people like the ones in the pictures?
- According to you did the picture used for you represent a stereotype?
- How are stereotypes made?
- What is the importance of media in creating stereotypes?
- Are stereotypes and prejudices right? Why yes, why not?

Note for trainers/educators: make sure that pictures don't correspond to the participants' actual identity in order to avoid awkward or unpleasant situations.

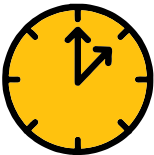
5. VIDEO: DON'T PUT PEOPLE IN A BOX



OBJECTIVES

- Reflecting on labels and categories in which people are “trapped”.

AVERAGE DURATION OF ACTIVITY



20 minutes

TOOLS NECESSARY



- Video “Don’t put people in a box” (<https://video.repubblica.it/mondo/danimarca-noi-contro-loro-l-emozionante-spot-che-ci-fa-riscoprire-le-cose-che-ci-unicano/266697/267076>)
- Laptop and Projector
- Speakers



IMPLEMENTATION

PHASE 1 - Show the video

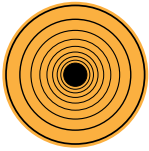
Show the video to participants.

PHASE 2 - Sharing

Ask the groups to discuss the video. Debate together starting from what has been watched:

- What happens in this short video?
- What does this video tell us?
- How represented we feel by certain categories?
- May a certain category/label be too restrictive for us? When?
- May it happen to describe ourselves by using categories and labels?

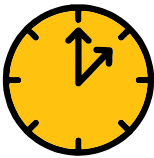
6. VIDEO AND DISCUSSION ON PREJUDICES



OBJECTIVES

- Reflecting on the effects prejudices have on people considered “different”.
- Reflecting on the “categories” considered different.
- Reflecting on discrimination.
- Reflecting on the importance to generate and spread a sense of empathy towards the victims of prejudices.

AVERAGE DURATION OF ACTIVITY



45 minutes

TOOLS NECESSARY



- Videos on situations recalling stereotypes or prejudices.

A selection can be found here:

<https://www.youtube.com/playlist?list=PL6k32X7tgiU7Ha7bLgdbgdKYcu8rCL-r9w>



IMPLEMENTATION

PHASE 1 - Show the video

Show the video to participants.

PHASE 2 - Debating

Divide participants into groups and have them discuss the video.

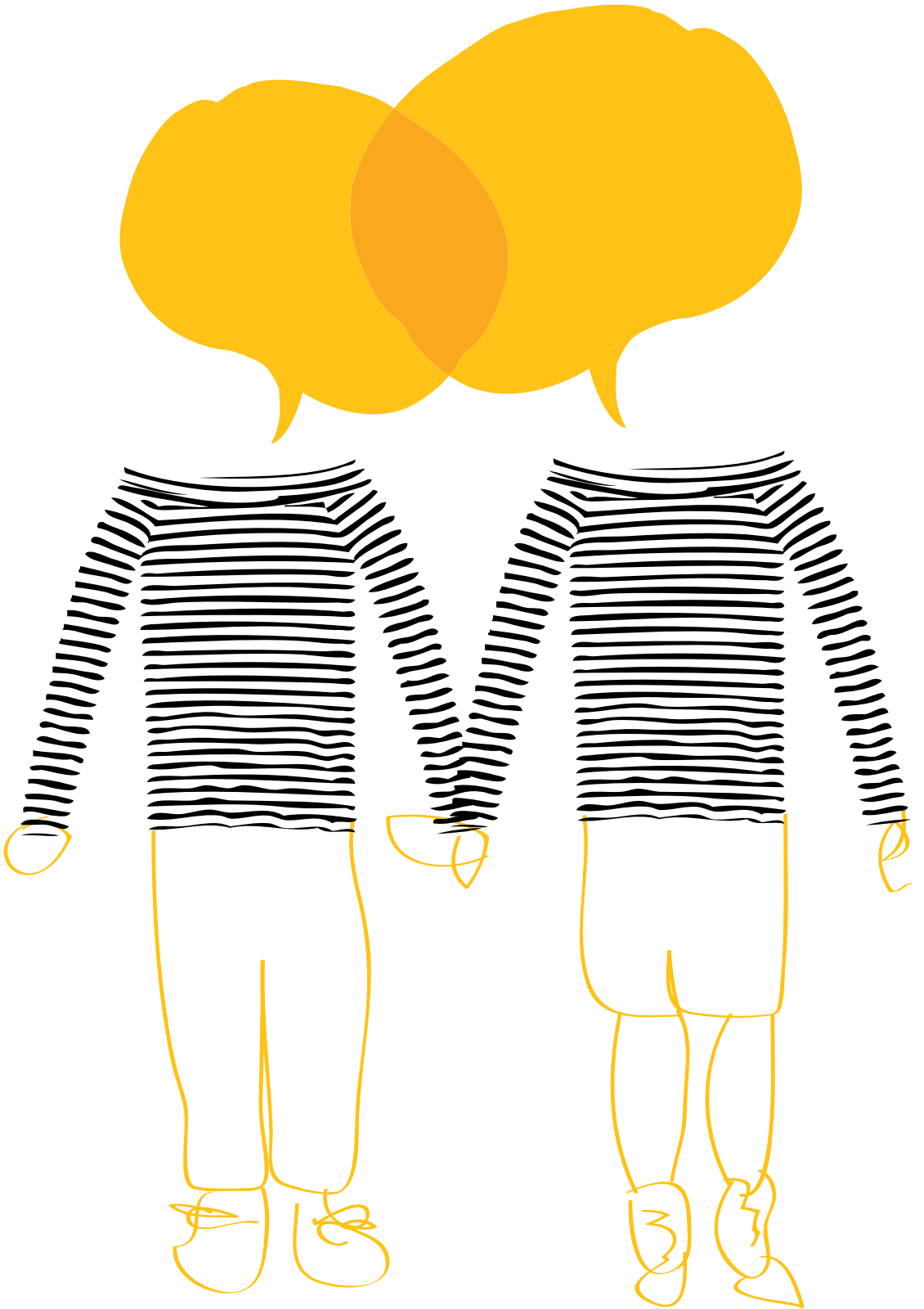
PHASE 3 - Sharing

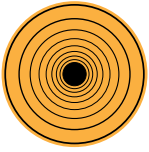
Ask the groups to share what emerged during the discussion. Debate together starting from a few simple questions:

- What impressed students the most?
- What emotions have they felt?
- Have they learnt anything new? If yes, what?
- After watching this video, do they feel they have prejudices? Who do they have prejudices against?
- Have they ever said or heard any of the discriminating sentences/words reported in the video? If yes, when?



ACTIVITIES FOR COUNTERING HATE SPEECH AND DISCRIMINATION





OBJECTIVES

- Reflecting on our behavior in a defined situation.
- Debating and analyzing the dynamics of exclusion from both points of view.
- Reflecting on group dynamics; on causes and consequences of exclusion.
- Sharing personal experiences, reflecting on how the mechanisms of exclusion and of discrimination are part of everyday life and on how everybody can be both victim or aggressor.

AVERAGE DURATION OF ACTIVITY



90 minutes

TOOLS NECESSARY



- Post-it
- Projector
- Pens
- Markers



IMPLEMENTATION

PHASE 1 - Game explanation

Prepare post-its (one for each participant), divide them into 4 types, each with a different symbol and colour: green triangle, blue circle, red square, orange rectangle. Only one of them will show a big black O.

If, for example, the class is composed by 20 people, there will be 5 post-its with a green triangle, 5 post-its with a blue circle, 5 post-its with a red square, 4 post-its with an orange rectangle, and 1 post-it with a big black O.

Tell participants they will no longer be allowed to speak.

Place participants in a circle, with their backs to the tutor, who attaches on each back a post-it. Ask them not to talk nor watch the other people's backs until the game will start. Put a post-it on each student's back: participants don't know what post-its they have on their backs.

Choose wisely the person to which the big black O post-it will be attached; it should be a very calm and emotionally strong person.

Once all participants will have a post-it on their backs, give them the following command: "All people with the same symbol must group together, without speaking". The command is deliberately ambiguous: participants know they have to refer to the post-it on their backs but they don't know how to do that (on the basis of the color? On the basis of the shape?). There is no indication on the fact that people with other symbols can't join a determinate group; there is no indication about the exclusion of someone (it's completely up to their deduction).

Participant don't know that there is only one O symbol.

Observe the generated dynamics: Is the O rejected or accepted? How? Once realized the O is alone, is it mocked and isolated, or is it accepted in a group? If the situation allows it, film them so to show their behaviour during the debriefing phase; otherwise, observe them and note the main aspects of their actions.

PHASE 2 - Debriefing

Place participants in a circle and ask how they felt, how was the experience of being part of a group; if they noticed the different dynamic, and if they had mixed feelings. Ask which choice they made, according to what reasons they made it and how it made them feel. Ask the person with the O how he/she felt, what he/she tried to do in order to be accepted and what was her/his perception of the other participants' attitude.

PHASE 3 - Reflect on group dynamics - Being an 'O'

Explain that in each group there is always a "different element"; there are the Xs (the majority) and the Os (the minority). Os could be different because of their gender, of their clothes, of the food they eat, of their ideology and of many other reasons. The main difference between Xs and Os is their number.

But what happens when an O joins the Xs? The uniqueness of O draws the attention of the Xs. O is carefully observed, more so than Xs. O becomes an attraction and will have all eyes on it.

Xs and Os will be judged differently even when they act equally: O won't be able to hide any mistake as easily as Xs. Furthermore, being the only O, it will be perceived as representative of the entire group of the Os. This way, O feels the weight of its identity and tries to get out of this situation.

O will have 3 possibilities:

A] Trying to become a "Super O", doing

everything better and faster than Xs; it is possible that even if it succeeds its success won't be acknowledged;

B] Hiding itself behind a false identity, trying to become even more X than other Xs... but Xs will most likely not accept an unoriginal X;

C] Working behind the scenes, allying itself with an X and helping it emerge: «behind a great X there is always a little O».

PHASE 4 - Reflecting on group dynamics - working in pairs

Arrange participants in pairs and ask them to carry out a dialogue: have they ever been an O? Tell their experience and how they felt. (5 minutes each).

PHASE 5 - Reflecting on group dynamics - Being an X

Explain what follows: what happens to Xs when an O enters in their group? Prior to the arrival of O, the differences among the Xs were many and evident. The presence of the O makes the Xs feel more similar. Xs increase their awareness of their "X factor". Xs have never felt part of a group like now. The diversity of the O seems capable of erasing all internal differences. Yet, some of the Xs would find out they have things in common with the O if they only had the opportunity of spending some time alone with it.

Xs are worried of what will happen to them when the O joins the group: will they be able to have fun together? Will they have to wait for the O? Should they accept the O will eat, sing, do, think in a different way? Should they change their way of thinking and their culture? Xs need to feel safe in their "Xcity", for this reason they often parade their common culture underlining the diversity of the O. Prejudices arise: Os should be with Os and Xs with Xs. Sometimes Xs no longer accept O; while Xs support each other, O is alone and without help.

Xs will accept O if:

A] O is great! A super O.

B] O learns to think like Xs

C] O proves to be grateful to Xs and criticizes other Os. Xs think they did well in accepting that particular O, since he is an exception: "not all the Os could be accepted in the Xs' group". Both Xs and O are uncomfortable. Some of the Xs would like to help the O but don't know what to do. If more Os see what happens and learn to speak with Xs; and if more Xs understand that there is nothing to fear from Os, they can all together find a way to overcome their embarrassment transforming diversity into a resource.

PHASE 6 - Reflecting on group dynamics - working in pairs

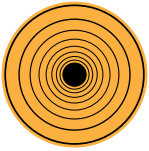
In couples, ask participants to carry out a dialogue: have they ever been an X? Ask them to tell their experience and how they felt. (5 minutes each).

PHASE 7 - Final Debriefing

Ask participants to share their thoughts on the activity. Ask them if it has been easier to act like an X or like an O.

** The workshop is taken from an activity elaborated by Roberto Ceschina*

8. THE PYRAMID OF HATE*



OBJECTIVES

- Debating on the causes and effects of exclusion.
- Reflecting on the steps through which diversity is built and the disdain and hate towards others is increased.
- Sharing personal experiences, reflecting on how the mechanisms of exclusion are part of everyday life.

AVERAGE DURATION OF ACTIVITY



60 minutes

TOOLS NECESSARY



- Post-it
- 2 billboards
- Pens
- Markers



IMPLEMENTATION

PHASE 1 - Game explanation

Build the pyramid of hate together with participants. Draw a pyramid on a billboard or on a blackboard, complete with the different phases. Identify with participants the different attitudes and behaviors associated with the different phases (e.g: what are the attitudes based on prejudice?). Reflect together on each step.

PHASE 2 - Write a post-it on your experience

Once the pyramid is completed, provide each participant with a post-it on which they can report (even just through the use of keywords) a personal experience that could be included in the pyramid of hate (in the role of witness, victim or aggressor).

Post-its should remain anonymous.

Place the post-its on a billboard.

PHASE 3 - Where we are

Take post-its and try together with participants to place them in the right level of the pyramid of hate. By doing that, it is possible to understand how our experiences fill that pyramid.

Place the ones that tell scenes which they only witnessed outside the pyramid, on a level corresponding to the related step of the scheme.

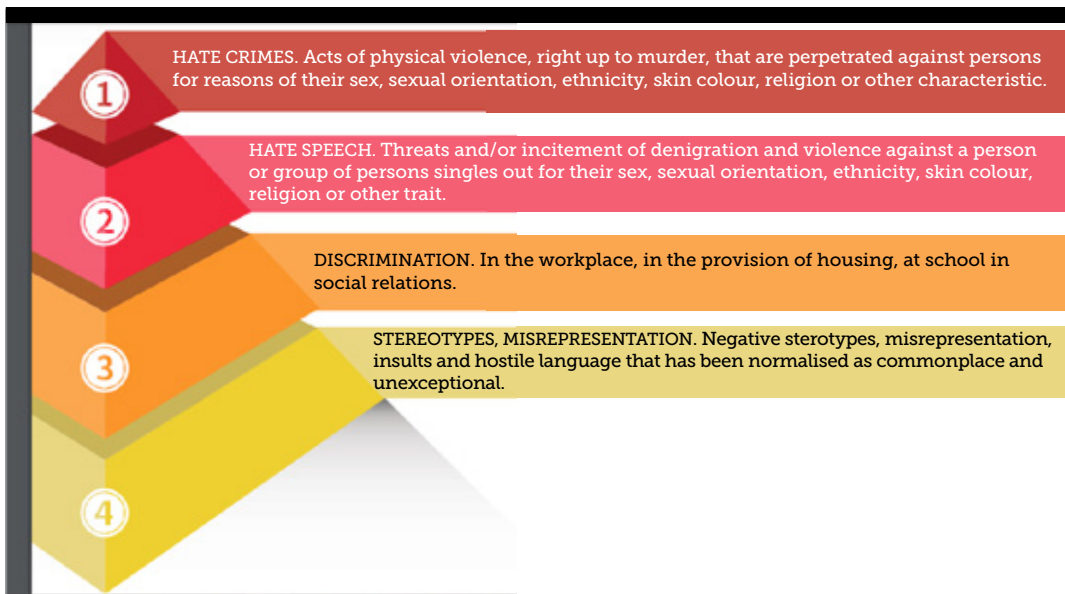
PHASE 4 - Society

Reflect on the fact that the higher the level of the pyramid is, the more the people who are only witnesses there are. Debate with participants on the different levels of responsibility: do people who observe the scene without doing anything have a degree of responsibility?

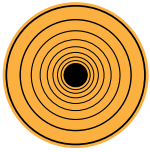
PHASE 5 - Conclusions

How important is to decide to intervene? Organize a focus group on whether changing the language could be a first step against marginalization and to avoid to reach the top of the pyramid.

** Workshop inspired from an educational proposal of the USC Shoah Foundation*



9. "3 MINUTE GAME"



OBJECTIVES

- Reflecting on the importance of giving adequate attention to what we read in order to understand the real meaning of a piece of news.
- Reflecting together on how online news are made and spread.

AVERAGE DURATION OF ACTIVITY



15 minutes

TOOLS NECESSARY



3 minutes game forms,
a copy for each participant.

3 MINUTES GAME FORM

- 1**] Before doing anything else, please read carefully the present form in its entirety.
- 2**] Write your name in the upper right corner of the form.
- 3**] Draw a circle around your name, following the previous instruction.
- 4**] Draw 5 little circles in the upper left corner of the form.
- 5**] Write an X inside each circle.
- 6**] Draw a square around each circle.
- 7**] Write your name under the title of this form.
- 8**] Draw a flower on the right of the title.
- 9**] Write Yes, yes, yes near the title.
- 10**] Draw a circle around instruction n°4.
- 11**] Write an X in the bottom left corner of the form.
- 12**] Draw a triangle around the X you have just written.
- 13**] On the back-side of the form multiply 125×33 .
- 14**] Draw a circle around the word "form" of instruction n°4.
- 15**] Say your name out loud.
- 16**] If you think you followed all the instructions so far, please say YES out loud.
- 17**] On the back-side of the form add $1452 + 3687$.
- 18**] Draw a circle around the calculated number, then draw a square around the circle.
- 19**] Draw a swallow on the back-side of the form.
- 20**] Count out loud, 1 to 5 and vice-versa.
- 21**] Draw 3 little dots on the bottom left side of the form.
- 22**] Draw a line connecting the 3 little dots.
- 23**] Draw a sun and a cloud near the swallow on the back-side of the form.
- 24**] Complete this math operation:
 $\{[(1450 - 50 + 1200) / 36] * 21 =$
- 25**] Now, read again instruction n°1, don't do anything else. Instructions from point n°2 to point n°24 don't have to be followed. Put down the form and wait until 3 minutes have passed.



IMPLEMENTATION

PHASE 1 - Game

Hand out to participants a copy of the “3 minute game” form upside down, so no one can start reading it before the others. Once every participant has the form, let the game start. Before starting the game, inform participants that it is a competition.

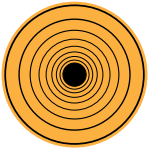
PHASE 2 - Debriefing

Ask all the participants their opinion on the game, share the detected difficulties in finishing the game in 3 minutes and read the whole form together.

Reflect with them starting from a few simple questions:

- Why did they start doing the exercise right away despite point 1 said to read everything first?
- Did the fact that it was a competition mean they focused on finishing it before the others, rather than doing it properly?
- How many times do people read things without paying attention?

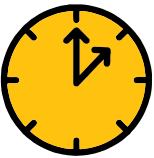
Discuss how one can keep oneself informed, how often we limit ourselves to reading only the titles of online news, without paying attention to the articles. Call attention to the fact that news titles are meant to draw attention and for this reason are often exaggerated or distorted, and for this reason if read in isolation they may foster prejudices.



OBJECTIVES

- Reproducing a real life experience that generates empathy.
- Reflecting on the way we judge people, taking into account the different contexts and situations in which they act, with particular regard to migrants.

AVERAGE DURATION OF ACTIVITY



30 minutes

TOOLS NECESSARY



- No Tools necessary



IMPLEMENTATION

PHASE 1 - "Being Multitasking"

Split participants into 3 groups (group of numbers 1, group of numbers 2, group of numbers 3)

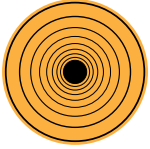
Ask n°1s to stand up, n°2s to stand with their backs in front of n°1s and ask to n°3 to stand behind n°2s facing them.

N°2s will be exposed to different stimuli, to which they will have to answer quickly. N°1s will have to move one hand and N°2s will have to follow and touch it. At the same time, N°3s will have to touch different parts of N°2s body (shoulder, back, head...) and N°2s will have to say their names out loud. In the meanwhile tutors will walk through the groups asking N°2s simple questions, which in that context will be more difficult (e.g what is your name? How old are you? What did you do last summer?).

Every 5 minutes roles will change, so that everyone will experience the "N°2 role".

PHASE 2 - Debriefing

Arrange participants in a circle and ask them if they found the game difficult and how they felt. Explain to them that the exercise is meant to help them place themselves in someone else's shoes. Underline the analogy with the situation of migrants: people that are suddenly thrown in a new world in which they don't know speak language or understand the culture; a world that overstimulates their senses and perceptions.



OBJECTIVES

- Verifying that the workshops' contents have been fully assimilated by participants.
- Evaluating if some prejudices are still present or if they have been overcome.
- Allowing the opinions of all participants to emerge.
- Asking participants to spread a message to their local community, a message that will convey to other young people the key points of their experience.



IMPLEMENTATION

PHASE 1 - Brainstorming

Hand out to each participant a post-it and ask them to write down some keywords, or a sentence, that will sum-up the contents of the implemented activities and the meaning of the work done.

Post-its can be anonymous.

PHASE 2 - Post-its reading

Read the post-its. Share the work done during the workshops so that participants will fully understand the aim of the educational path.

PHASE 3 - Preparing the interviews

Split participants in groups of 4 or 5 members and ask them: «Prepare an interview for your classmates asking them to highlight the main contents of the workshops. Interviews could also be a way to send a message to people who are going to watch them. For this reason try to choose the question on the basis of the contents you would like to share».

PHASE 4 - Sharing the questions

Share with all the participants the questions drafted, adding new ones if needed.

PHASE 5 - Filming the interviews

Once the questions will be ready, each group will find a silent place and start interviewing their classmates. All the interviews should be filmed.

PHASE 6 - Video editing

Once all the interviews have been conducted and filmed, edit a final video through which to disseminate the results and the message of the implemented activities.

AVERAGE DURATION OF ACTIVITY

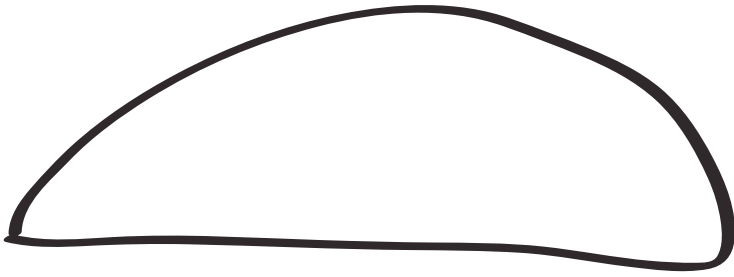


120 minutes

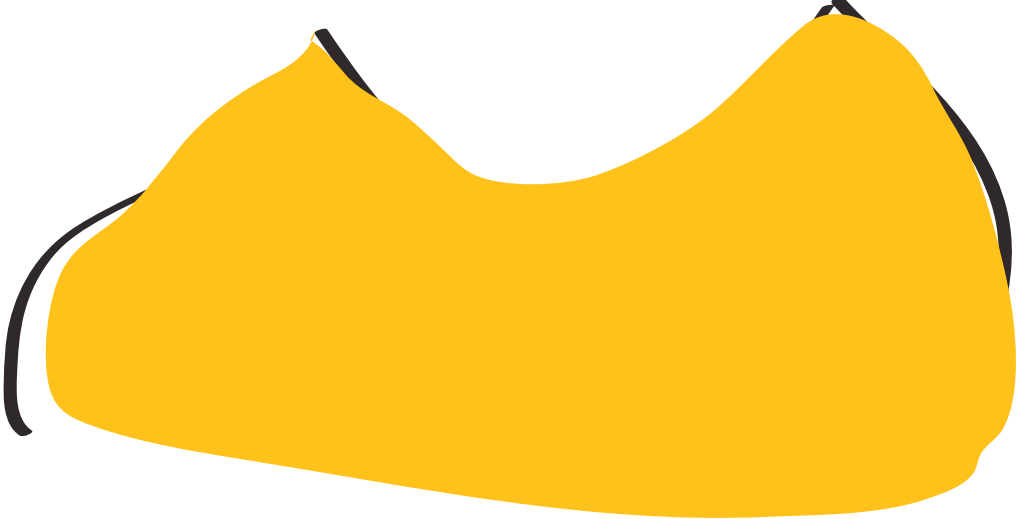
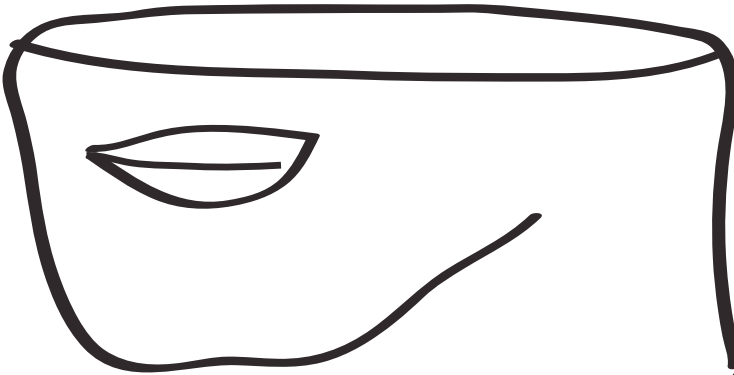
TOOLS NECESSARY



- Papers
- Pens
- Post-it
- Mobile phones to film activities



react



The volume, edited by **Carla Scaramella**, presents in the first part a synthesis of the transnational comparative report and of the five national reports on qualitative and quantitative monitoring on online hate speech and on the best practices of counter-narrative realized by the following working groups:

- **Comparative analysis report**, **Raúl Martínez Corcuera**, University of VIC - Central University of Catalunya, **Anaitze Agirre** and **Edna Gimenez**, SOS Racismo (Part 1). **Olga Jubany** and **Malin Roiha**, Universitat de Barcelona (Part 2).
- **Transferability report on identified best practices**, **Gabriele Guazzo** ed **Emiliana Baldoni**, Cittalia.
- **National Report for UK**, **Race on the Agenda National Report in France**, **Fabienne Messica** et **Françoise Dumont** Ligue des droits de l'Homme.
- **National Report for Spain**, **Raúl Martínez Corcuera**, University of VIC - Central University of Catalunya, **Anaitze Agirre** and **Edna Gimenez**, SOS Racismo (Part1). **Olga Jubany**, **Malin Roiha** and **Alèxia Rué**, Universitat de Barcelona (Part 2).
- **National Report for Italy**, **Gabriele Guazzo** and **Emiliana Baldoni**, Cittalia.
- **National Report for Germany**, **Marina Dirks**, AWO Arbeit & Qualifizierung gGmbH Solingen.

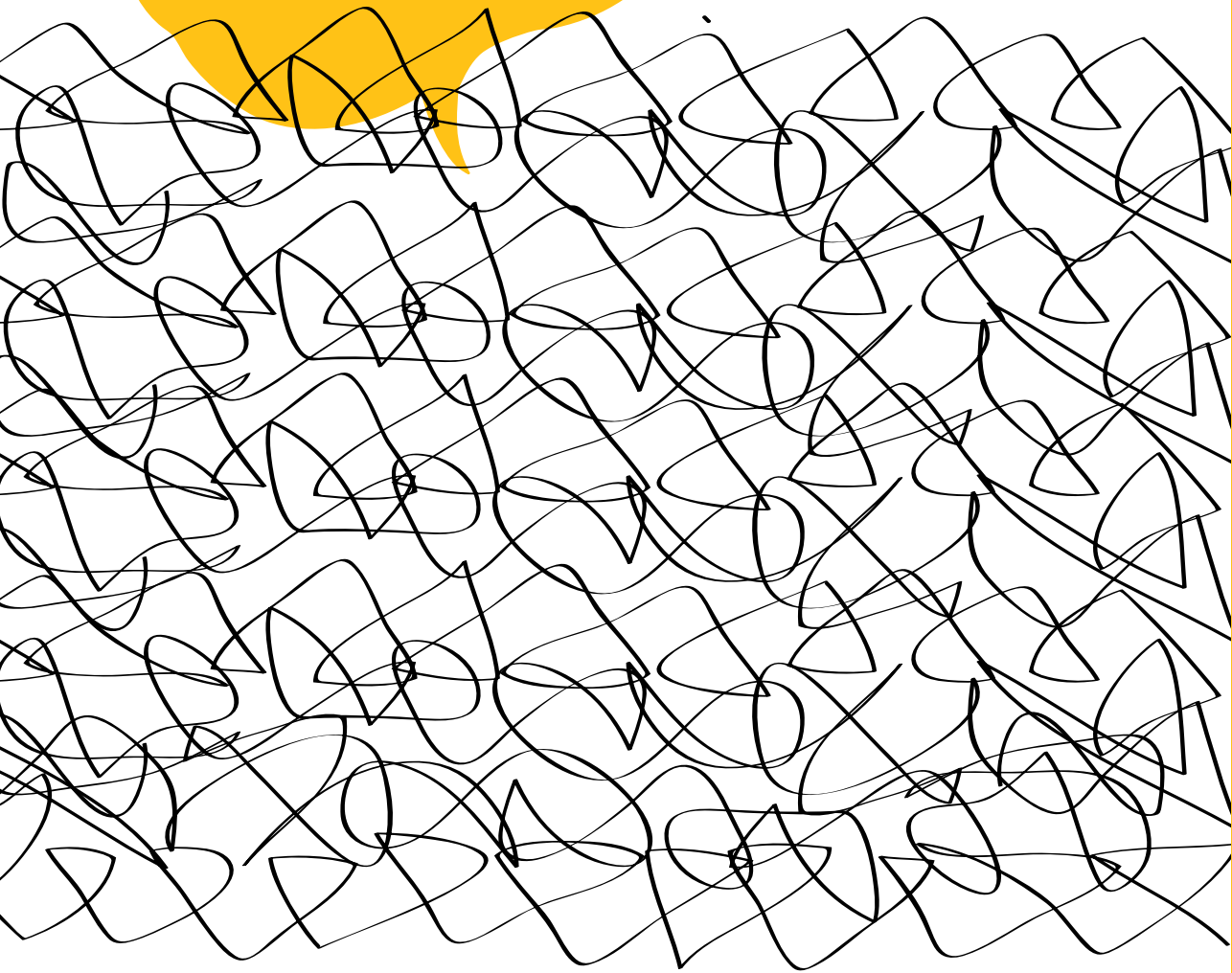
The first part also describes the experimentation of the methodology developed within the project, the participation of students in the Donostia Human Rights Film Festival organized by **Raúl Martínez Corcuera**, **Joana Sarrión** and **Iris V. Estrada** (University of VIC - Central University of Catalunya) and the impact analysis and evaluation of the activities implemented by students and educators, elaborated by **Paola Tola** (Social Hub).

The second part was edited by **Elena Bissaca**, **Francesca Maria Poli** e **Davide Toso**. Their work drew inspiration also from the ideas that came out of the discussion with the other members of the international group in charge of implementing activities addressed to students, in particular:

- **Robert Deeks** in *Aik Saath* (UK),
- **Olivier Magni** in *La Ligue de l'Enseignement* (France),
- **Marina Dirks** in *AWO Arbeit & Qualifizierung gGmbH Solingen* (Germany),
- **Loira Manzani** and **David Arratibel** in *SOS / Zazpi t'Erdi* (Spain).

A special thanks goes to **Francesco Martella** and **Valentina Roversi** for their assistance in coordinating the project REACT as well as to **Annarita Pitruzzella** and **Ortensia Ferrara**, who realized and implemented the communication campaign.

Finally thanks to all the students who took part in workshops, to their teachers and, of course, to the educators and video operators who organized the activities.



Grafic design by
Claudia Ranzani

Cover and Illustrations
Paolo Contaldo

Printed by
Eurolit s.r.l.
via Bitetto 39 - Rome (Italy)
www.eurolit.it



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