

Activity Name	Stand Up Bigotry
Goals	<p>By the end of the activity, participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify hate speech, bigotry and aggressive behaviours. 2. Identify biased mechanisms that lead to stereotyping others
Description	<p>Prepare the role play with peer educators or volunteers from the group before the session. Make sure to give volunteers time to prepare for this role play.</p> <ol style="list-style-type: none"> 1) Explain that we will see two role-plays to help us fully understand the differences between passive, assertive, and aggressive behaviour. Tell the group to watch the first role play and try to identify the story behind the dialogue paying attention to any passive, assertive, or aggressive behaviour. 2) According to the number of characters in the dialogue to play, call for a sufficient number of volunteers. Separate them from the rest of the group and assign one coloured t-shirt for each volunteer. Give them only the dialogue text without the explanation, transfer to each one a speaker role of the dialogue and ask them to create in their head the character behind the speaker they are interpreting without revealing them to the rest of the group. 3) Have the volunteers do the role-play, wearing a T-shirt of different colours (i.e. 1 black,1 white, 1 red, 1 blue...). <p>After the Role Play, discuss the following points with the group:</p> <p>A. Is Red T-shirt behaviour passive, assertive, or aggressive? (i.e. Aggressive)</p> <p>B. Why? What did Red T-shirt do to make you decide its behaviour was aggressive? What did Red T-shirt say? How did Red T-shirt say it? Describe Red T-shirt's body language.</p> <p>C. Is Blue T-shirt behaviour passive, assertive, or aggressive? (i.e. Passive)</p> <p>D. Why? What did Blue T-shirt do to make you decide its behaviour was passive? What did Blue T-shirt say? How did Blue T-shirt say it? Describe Blue T-shirt's body language.</p>

*Ask those questions for each "character/T-shirt."

- 4) Ask the group to describe how they imagine each character and take notes on the charts.

E. Describe who is Red T-shirt. Define its persona with as many details as possible:

Red T-shirt gender:

Red T-shirt nationality:

Red T-shirt colour of skin:

Red T-shirt colour of hair:

Red T-shirt colour of eyes:

Red T-shirt habits:

Red T-shirt favourite music:

Red T-shirt favourite food:

How Red T-shirt spends its day:

...

F. Describe who is Blue T-shirt. Define its persona with as many details as possible:

Blue T-shirt gender:

Blue T-shirt nationality:

Blue T-shirt colour of skin:

Blue T-shirt colour of hair:

Blue T-shirt colour of eyes:

Blue T-shirt habits:

Blue T-shirt favourite music:

Blue T-shirt favourite food:

How Blue T-shirt spends its day:

...

- 5) Compare now their descriptions with the characters created by the actors/volunteers. Discuss any differences or similarities.

- Do the characters personas correspond?
- How comes?

Evaluation 15 min

When summarising the characters considerations, the facilitator reveals the actual source of the dialogue (social media posts or groups) and discuss.

- Have we assumed any aspect while imagining the characters?
- How often do we witness similar dialogues on social media?
- What are the possible scenarios online or on social media in which those dialogues are familiar?
- Are there people whom we associate with hating behaviours more often than others?
- Why do we do that?
- ...

HANDOUT

Dialogue:

Red T-shirt: This stupid my nigga (black man)

Blue T-shirt: He opened with it, I can respect it... still not a woman (black man class of 1974, call of duty player)

Red T-shirt: This is sad, but I know women support trans more than we do but understand. I came out of a woman I love WOMEN, and I refuse to let a group of people feel they are women because they can dress like them. Trans women are men. Don't confuse our GODs (black man, newborn father)

White T-shirt: educate yourself (he/him musician)

Blue T-shirt: fuck you, I can read a birth certificate properly

White T-shirt: Great. Will we learn to read actual books next week, okay?

Blue T-shirt: If only every other person in my mentions was as dismissive as you ... a queen

White T-shirt: Maybe you should've said: "He open with it, I can respect it." which is probably enough so that you can understand

	<p>that a Transgender man is a man and a Transgender woman is a woman. Maybe have some dignity & respect for people who are themselves!</p> <p>Blue T-shirt: Then why can't you just say man or woman if it's the same?</p> <p>White T-shirt: How the hell old are you? 4??? You haven't learned about it in this day and age!!</p> <p>Yellow T-shirt: Transwomen are women. (he/him Settler, digital& cultural historian, analyst, storyteller, trans guy)</p> <p>Green T-shirt: Nope. And it's okay. They just have to accept it. (french Christian, football and F1 fan)</p> <p>Yellow T-shirt: Why should they? Should you have to accept ignorant bigotry thrown your way --- damn skippy, you should NOT.</p> <p>Green T-shirt: ...shut the fuck up</p> <p>Yellow T-shirt: can you be a fucking bigot somewhere else.</p> <p>Blue T-shirt: You didn't have to come to this place tho.</p> <p>Yellow T-shirt: can tell you off, bigot</p> <p>....continues</p> <p>Source: adapted from a real conversation on this post on Twitter</p>
Type of activity	role play
Duration	total 60 minutes: 45 mins + 15 mins evaluation
Space & Materials	<p>Flip charts or board Markers or chalk.</p> <p>T-shirts of different colours.</p> <p>Handouts with Role Play dialogues.</p>
Learning Outcomes	<ul style="list-style-type: none"> - Understand activities that explore the seemingly universal need to feel stronger and safer by excluding or discriminating against others. Understand activities that explore how we exclude others through banter, friendship groups, dress etc. - Understanding and accepting our own contributions to hate speech and bigotry.

	<ul style="list-style-type: none"> - Gain a greater understanding of systemic racism and discrimination in all its forms, for example, sexism, racism, economic discrimination, homophobia and gender discrimination, discrimination concerning religion. To seek knowledge and an understanding of the law... - Models inclusion and acceptance of all. Recognises and shares concerns around unconscious bias in self.
Module	<p>Recognising our own contributions to hate speech and bigotry.</p> <p>Looking at negative reinforcements of stereotypes and how to combat them. Why do we hate/ attack?</p>
Source	<p>Activity adapted from LIFE SKILLS MANUAL, Peace corps 2001, Information Collection and Exchange Publication No. M0063</p>