



Unit 2

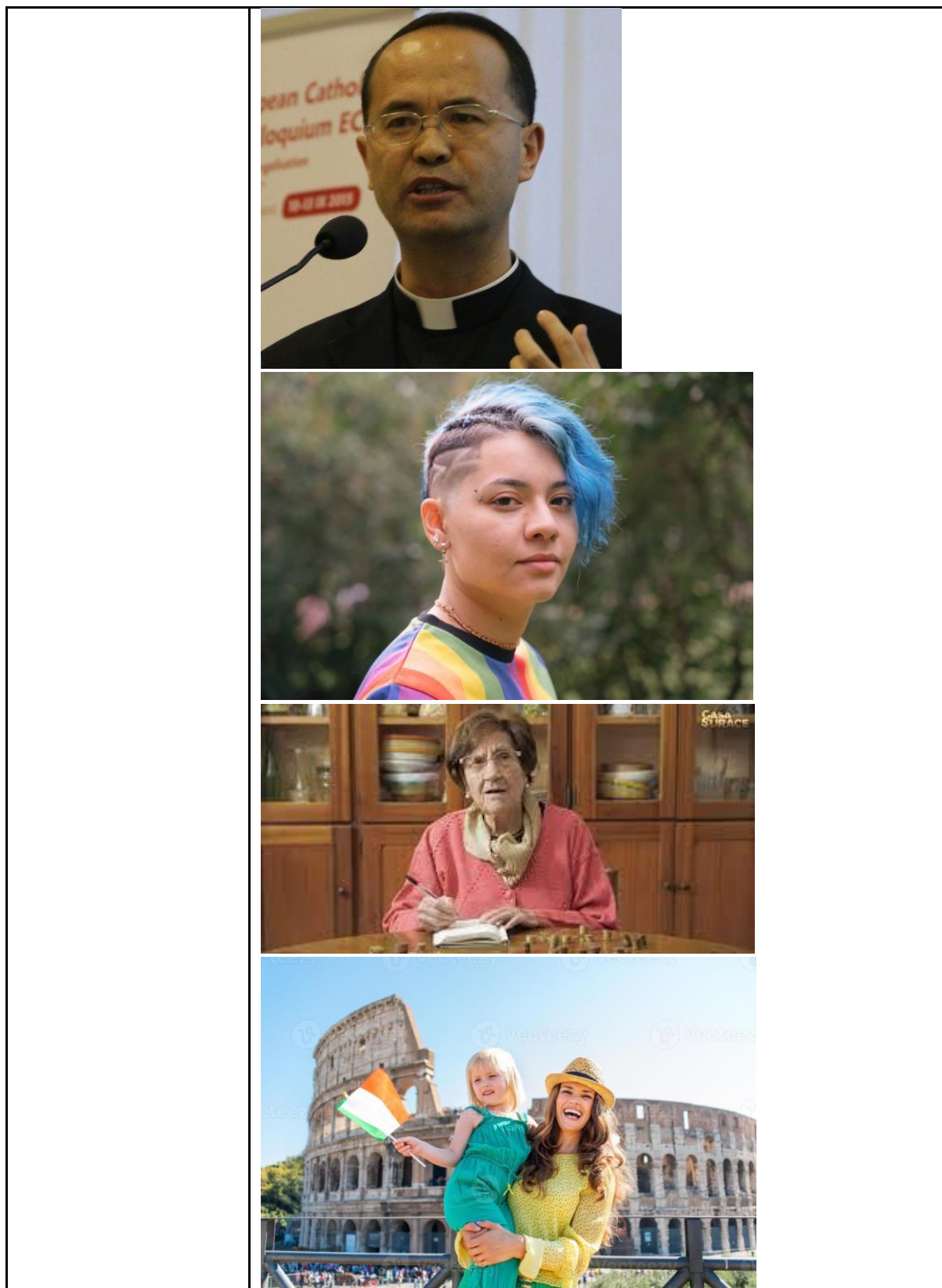
Reflect on unconscious biases that lead to bigotry and hate speech

Activity Name	WhatsAppening??
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	<ol style="list-style-type: none"> 1) The facilitator places all the images cards face up on the table and keep the deck with the sentences all together facing down. 2) Each participant takes turns and picks one card from the sentences deck and reads the sentence to the group. 3) The group has to decide which image cards represent the person who said that sentence and join the two cards together on the table. Each sentence can be attributed to only one person, while each person can be the author of more than one sentence. 4) Once every sentence card has been matched with a portrait card, The group explain the match and assume a plausible context/scenario for each match. <p>Evaluation 15 min</p> <p>When summarising the activity, the facilitator reveals the actual source of the sentences: moms texting in parents chats in WhatsApp and discuss.</p> <ul style="list-style-type: none"> – Have we assumed any aspect while associating images to the sentences? – How often do we witness similar dialogues on chats? – Are there people whom we associate with hating behaviours more often than others? – Why do we do that? – ... <p>Sentences to print:</p> <ol style="list-style-type: none"> 1) But are you sheep or people?

- 2) If he doesn't listen to me, I go to her house, and there we see who is right.
- 3) Still, listen to what she says?! That one doesn't understand anything!
- 4) They shouldn't let this bitch work.
- 5) At my house, you can also eat on the ground, but you wash yourself
- 6) Shut up!
- 7) I do not accept teachings from anyone. I take care of my things.
- 8) You do as you like ... If you trust ...
- 9) It's a scandal. It's a shame.
- 10) Why should those who are behind penalised those who have no problems?

Images to print:







Type of activity

card game



Duration	30 min
Space & Materials	Cards with pictures of various people. Cards with sentences.
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. - 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	Recognising our own contributions to hate speech and bigotry.
Source	Activity adapted from LIFE SKILLS MANUAL, Peace corps 2001, Information Collection and Exchange Publication No. M0063

Unit 3

Facilitate empathy and tolerance

Activity Name	Take a step forward
Goals	<ul style="list-style-type: none"> - To understand the consequences of hate speech - To raise awareness about inequality of opportunity - To foster empathy



<p>Description</p>	<ol style="list-style-type: none"> 1. Ask participants to take a role card out of the hat. Tell them to keep it to themselves and not show it to anyone else. 2. Invite them to read carefully what is on their role card and then ask them to begin to get into the role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives: <ul style="list-style-type: none"> • What was your childhood like? What sort of house did you live in? What kind of games did you play? What type of work did your parents do? • What is your everyday life like now? Where do you socialise? What do you do in the morning, afternoon, or evening? • What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do in your holidays? • What excites you, and what are you afraid of? 3. When everyone is ready, you can ask to position yourself on an imaginary line (like on a starting line) 4. Tell the participants that you will read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move. 5. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and look around to take note of their positions relative to each other. 6. At the end, invite everyone to take note of their final positions. Then give them a couple of minutes to come out of the role before debriefing in plenary, reflecting on which categories hate speech addresses. <p>Debriefing questions:</p> <ul style="list-style-type: none"> - What do you think are the most discriminated categories online? And why? - How do you think hate speech affects these people lives?
<p>Type of activity</p>	<p>Role-play</p>



Duration	60 minutes
Space & Materials	Role cards and an open space
Learning Outcomes	<ul style="list-style-type: none"> - Participants will be able to reflect on the effects of social inequalities - Participants will understand what effect hate speech has on discriminated people
Module	Recognising our own contributions to hate speech and bigotry.
Source	https://www.coe.int/en/web/compass/take-a-step-forward

Sentences

- You feel your language, religion and culture are respected in the society where you live.
- You can go to the cinema or the theatre at least once a week
- You feel that your opinion on social and political issues matters, and your views are listened to
- You have never felt discriminated against because of your origin.
- You are not afraid of being harassed or attacked in the streets or the media.
- You can fall in love with the person of your choice.
- You are free to use any site on the Internet without fear of censorship.
- You have been insulted online at least once because of your sexual orientation.
- You have been called ignorant at least once
- You have been discriminated online at least once because of your ethnicity
- You can go away on holiday once a year
- You have been discriminated online at least once because of your gender
- You have an exciting life, and you are optimistic about your future
- You have been discriminated online at least once because of your medical condition

Role cards

You are an unemployed single mother.	You are the president of a party-political youth organisation (whose “mother” party is now in power).
You are the daughter of the local bank manager, and you	You are the son of a Chinese immigrant who runs a successful fast-food business.



study economics at university.	
You are an Arab Muslim girl living with your parents, devoutly religious people.	You are the daughter of the American ambassador to the country where you are now living.
You are a soldier in the army, doing compulsory military service.	You are the owner of a successful import-export company.
You are a disabled young man who can only move in a wheelchair.	You are a retired worker from a factory that makes shoes.
You are a 17-year-old Roma (Gypsy) girl who never finished primary school.	You are the girlfriend of a young artist who is addicted to heroin.
You are an HIV positive, a middle-aged prostitute.	You are a 22-year-old lesbian.
You are an unemployed university graduate waiting for the first opportunity to work.	You are a fashion model of African origin.
You are a 24-year-old refugee from Afghanistan.	You are a homeless young man, 27 years old.
You are an illegal immigrant from Mali.	You are the 19-year-old son of a farmer in a remote village in the mountains.