

BRAVE

Building Resilience Against Violent Extremism

Training Course

Belluno, 13-19 December 2017

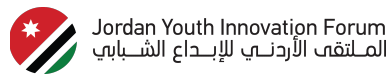


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Introduction

About us

Comitato d'Intesa is a non-profit organization, that can be compared to an umbrella, because it deals with different realities and other associations, among which we can find 176 volunteering associations that are very active in the personal assistance and health care field, and Civil protection assistance. We can say that every associations is independent from each other, but Comitato d'Intesa has the role of coordinating, promoting and raising awareness about volunteering and all their activities. Comitato d'Intesa has also started to operate in the Erasmus+ program since 2014, with many amazing and interesting hosting projects so far. If you want to know something more about our association, you can have a look at the website <http://www.csvbelluno.it>, or you can also check our Youtube channel for some videos about our past projects <https://www.youtube.com>.



About the project

The project “BRAVE - Building Resilience Against Violent Extremism” aimed at preventing the outbreak of extremist violence in multicultural settings by improving the quality of Counter-Violent Extremism (CVE) work and initiatives through capacity building of the practitioners and youth organizations involved in the CVE field. Thanks to this project, a training course for youth workers which took place in Belluno from 12th to 20th December

2017, we wanted to approach the root causes of extremist violence through the do-no-harm methodology used in the peace building field; it helped to think through the short and long-term effects of violent extremism to ensure that well-intentioned programs do not have unanticipated negative consequences to the implementation of counter-violent extremism projects in the youth field.

The overall objective of this project was to produce a CVE training course to make a strong contribution to the fight against violent extremism and hate speech, firmly basing on actions promoting the respect for human rights, gender dimension, democracy participation, peace building initiatives, social inclusion and intercultural dialogue. The project had two main objectives:

1. Reinforce the civil society framework against violent extremism and radicalization:

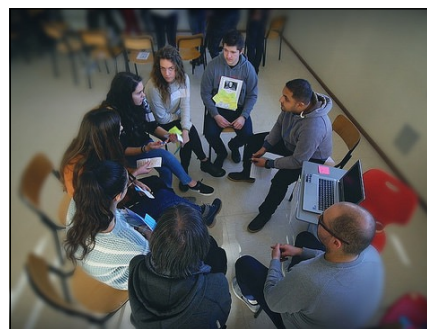
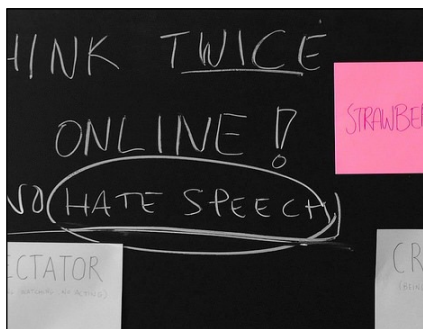
- To enhance effective counter extremism work within the community;
- To promote effective activism and campaigning against extremis.

2. Prevent and reduce extremist violence and hate speech through concrete measure:

- To strengthen the role of youth associations or organization in countering violent extremism;
- To promote the role of gender dimension in countering violent extremism and hate speech.

BRAVE was an innovative channel that facilitated the participation of young people in the process of creating a counter violent extremism and no hate speech agenda. This process included, but was not limited to, intercultural dialogues, inputs to reports and publications, distribution of the no hate speech and CVE campaign materials, advocate for human rights. The project responded directly to the needs expressed by the partner organizations. BRAVE gave them a new opportunity:

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- To build new tools for participants in order to continue communicating the priorities and commitments of youth in countering violent extremism and hate speech in the long term perspective;
 - To acquire new methodologies in order to enhance young people's knowledge on counter-violent extremism agenda and the no hate speech campaign and their challenges;
 - To develop new skills and competences for youth participation in order to better inspire young people's commitments to contribute effective and innovative actions to enhance counter-violent extremism response and no hate speech campaign;
 - To acquire new non-formal learning tools in order to facilitate opportunities for young people to contribute to the global and regional voice of youth in the struggle against violent extremism and hate speech.



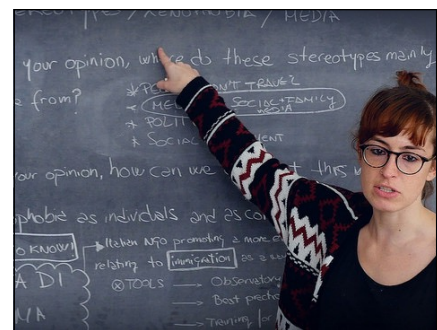
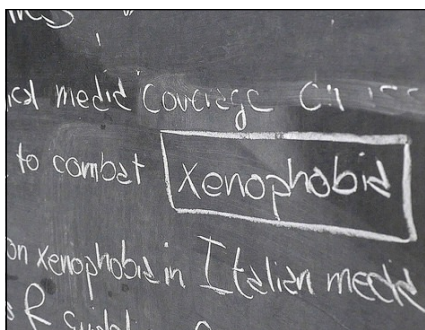
Objectives of the project

Project's approach aimed to identify, explore and develop possible alternative models to improve the overall participation in extremist violence preventions, creating a new network of youth organizations working in CVE field, in order to capitalize each local experience and to increase the own capacity building countering violent extremism and combating hate speech. The project focused on the Open-Ended Consultation methodology, conducting three thematic activities focus on:

- CVE: Peace building Perspective

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- CVE: Gender Perspective
 - CVE: Preventive Perspective

This was a project that transcends cultural, religious and ideological differences, aimed at building bridges to promote dialogue to prevent violent extremism by reflecting on the links between peace, democracy, gender, CVE and human rights. The aim was that of providing a neutral arena for participants to explore the root causes of extremist violence and advocacy of hatred and possible measures and actions to address them from a Young Peace-builder's perspective. The program of the course was based on non formal education, and was conducted using an interactive and participative approach. Active group/team work, role-plays and plenary discussions, as well as theoretical inputs characterized the program of the course in order to cover all aspects of the project themes. Special attention was paid to the fact that the competences and the knowledge gained and transmitted during the course would remain sustainable and transferable. At the end of the project the youth workers, thanks to the new skills and competencies acquired in a non-formal education context, had some knowledge on current challenges of violent extremism and hate speech, and have strong motivation and confidence to take actions to address these challenges. Moreover they were conscious of their role as peace agents, and played an important role in the countering violent extremism and hate speech system at local levels.



Violent Extremism

What is Violent Extremism?

Violent extremism refers to the beliefs and actions of people who support or use ideologically-motivated violence to achieve radical ideological, religious or political views. Violent extremist views can be exhibited along a range of issues, including politics, religion and gender relations. No society, religious community or worldview is immune to such violent extremism. There are three kinds of factors that determine and lead to the emergence of violent extremist terrains. These factors can be categorized in three different groups:

1. “Push Factors” > drive individuals to violent extremism, such as: marginalization, inequality, discrimination, persecution or the perception thereof; limited access to quality and relevant education; the denial of rights and civil liberties; and other environmental, historical and socio-economic grievances. Islamophobia, hate speech, lack of democratization, lack of education and critical thinking, ethnic and religious marginalization and intolerance, poverty, poor justice system, violence in the community, feeling of victimhood, economic-political and social marginalization and discrimination, experience of violence, personal identity crisis¹.
2. “Pull Factors” > nurture the appeal of violent extremism, for example: the existence of well-organized violent extremist groups with compelling discourses and effective programmes that are providing services, revenue and/or employment in exchange for membership, by using charismatic ideologues or extremist narratives. Groups can also lure new members by providing outlets for grievances and promise of adventure and freedom. Furthermore, these groups appear to offer spiritual comfort, “a place to belong” and a supportive social network. They can provide a sense of identity, opportunities of transformation and change for their lives, by giving money, sense of power².

¹ Extremely, “Countering Violent Extremism, A guide for young people by young people”, Kofi Annan Foundation Switzerland.

² Extremely, “Countering Violent Extremism, A guide for young people by young people”, Kofi Annan Foundation Switzerland.

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3. Contextual factors > provide a favourable terrain to the emergence of violent extremist groups, such as: fragile states, the lack of rule of law, corruption and criminality, failure of government, influence of media³.

How to counter Violent Extremism?

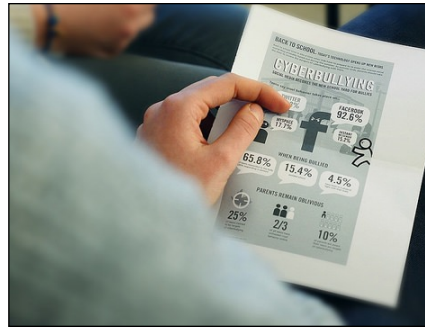
Countering violent extremism is not easy, is not immediate, and it is a long process, which does not include any concrete actions, but rather a series of intervention aiming to raise awareness and reduce the level of violent extremist actions and answers. Everything starts by strengthening individual knowledge and skills, promoting community education, educating providers, fostering coalitions and networks, changing organizational practices, and influencing policy and legislation⁴.

The two most important factors that can help to counter Violent Extremism are education and awareness. These factors are immediate and can have a very powerful influence. Education and raising awareness play an important role in countering violent extremism because able to create multiple effect and influence at different levels. The first level is represented by the local neighbourhood or community institutions such as the school, religious institutions and peer groups, as well as the specific culture within which the family identifies. The second level is an intermediate level of influences, and includes social institutions involved in such activities as transportation, entertainment and various organizations. The third level concerns international region or global changes or even more abstract aspects of culture⁵. This booklet is an attempt to counter violent extremism by creating some tools, whose aim is that of raising awareness about the topic, and making people understanding how important it is to talk and to educate people about this problem.

³ Ibid.

⁴ United Nations Development Programme, "PREVENTING VIOLENT EXTREMISM THROUGH PROMOTING INCLUSIVE DEVELOPMENT, TOLERANCE AND RESPECT FOR DIVERSITY, A development response to addressing radicalization and violent extremism", 2016 UNDP.

⁵ Extremely, "Countering Violent Extremism, A guide for young people by young people", Kofi Annan Foundation Switzerland.



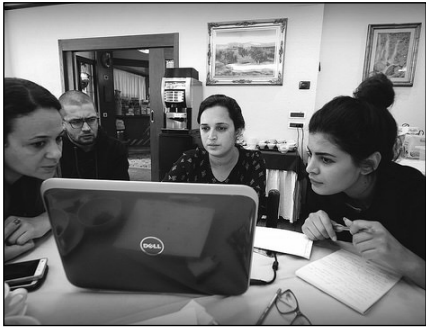
Tools

Introduction

The tools were created during a training course, funded by the Erasmus+ program, that took place in Italy from the 13th to the 19th December 2017. The project BRAVE (Building Resilience Against Violent Extremism). Participants, aged from 18 to 50 years old, were coming from 9 different countries, such as Portugal, Spain, Morocco, Tunisia, Georgia, Croatia, Malta, Italy and Jordan. The outcome of the training course was the creation of a booklet containing five different tools. These tools are related to the topic of violent extremism, but each one focuses on one specific topic. The five topics of these booklet are gender-based violence, hate speech, cyberbullism, domestic violence and xenophobia.

The participants of the training realized the tools divided in five different and mixed groups, and had the chance to test the efficacy of the tools in a local Italian high school. Each tool presents a title, the topic that is being addressed, and the material that is needed for the implementation of the tool. Moreover, each tool is presented and explained through four different steps: introduction, objective, proposed target group and timeline. In the introduction, there is a brief explanation of which problem or phenomenon is addressed by the tools, and the reasons why it is relevant. The second step presents what are the objectives and aims that the tool is expected to reach while being implemented. The proposed target group contains instructions about the the ideal target of the tool, explaining that age and the

number of participants that it needs. The timeline described at the contrary the steps, the things to do in order to prepare the tool, and it also gives instructions on how to structure the activity and on how to implement in the best and most correct way the tool.



Tool # 1

Title: YOU(TH) AGAINST GENDER-BASED VIOLENCE

Topic: Gender-based Violence

Material: No material is needed

1) INTRODUCTION

This is a role play tool, set in the context of a European or Mediterranean youth community, trying to develop and create not only a self reflection, but also raising awareness about the topic of gender-based violence. The overall goal of this role play is to provide participants with a greater understanding of the issue of gender-based violence, and to help participants to gain awareness about the topic. The activity is designed to be useful in the education of young people, and can be adapted according to the particular cultural background of the country where it will be implemented or the profile of the participants.

The problem is the reaction of people when they witness violence against women in public places. In order to gather more information about this topic, a survey was conducted, and the results of this survey show that 63,1% of people who witness a woman being beaten by a man would call the police, 23,7% would talk to them, and 3% would respond with violence against the aggressor. These data show that there is some confusion about what to do in situations like these. Although 85% confirm that gender-based violence is a problem in their country, only 25% of the survey's respondents said that they take action to prevent gender violence in their everyday life.

2) OBJECTIVES

- To promote a broader understanding of global problem of gender-based violence with the participants;

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- To make pupils reflect on the topic of gender-based violence and react to it;
 - To sensitize participants to tackle gender-based violence by taking actions in daily life;
 - To improve their communication, presentation and improvisation skills.

3) PROPOSED TARGET GROUP

Young people between 13 and 29 years. This activity can be applied to groups with at least 4 people.

4) TIMELINE

Overall duration: 20 minutes

Introduction: 5 minutes

Facilitators begin by introducing themselves and very briefly explaining what a role play is. The learning objectives should not be shared at this time, as this may distract participants and their future actions and determine their behaviour. The facilitators should inform that every person must choose a role to play. The facilitators should then introduce the scenario and the roles.

Scenario: in the street, a man is beating a lady (can be his partner or any other woman).

Roles:

1 – the man (aggressor)

2 – the lady being beaten

3 – the first person reacting

4 – another passer-by reacting

5 and 6 – two police agents

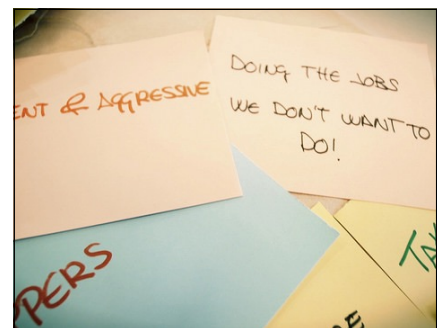
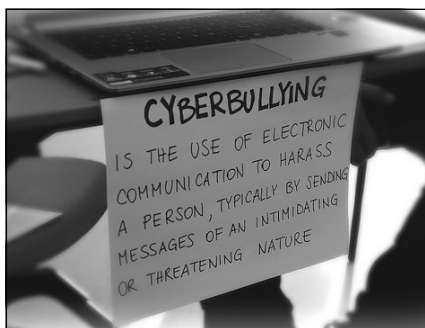
Procedure (Role play): 8 minutes

After choosing the roles, participants would react to this and improvise a text from their own. Facilitators can intervene and guide the participants in case they have some difficulties.

Debriefing: 7 minutes

The last part is the conclusion of the tool, summarizes the dynamic of the role play, and reflects on the activity. Participants will be led by five questions, that will help them to summarize and reflect on the activity. The facilitator, who leads the debriefing, can ask the participants the following questions:

1. How did you feel during the role play?
2. How would it happen in real life?
3. What can be the causes of gender violence?
4. What can be the possible solutions to this problem?
5. What can you do in daily life to prevent this kind of situation?



Tool # 2

Title: È AMORE QUESTO?

Topic: Domestic Violence

Material: Post-its, two papers, pens

1) INTRODUCTION

Domestic violence is a topic that should be discussed more often cause it needs more attention. Every 20 seconds someone becomes a victim of domestic violence. As we are talking to you, somebody is being beaten, punched, slapped or even killed. We are here to raise awareness, give this topic more attention and dedication, make you think about this and realize that it can happen to anyone and if it is happening to you or someone close to you – help them, get help and leave the abuser.

Looking at the results of the survey we made it is possible to conclude that people, mostly young people, have similar opinions on what domestic violence is. The key words are family, house, husband and wife. Most people are aware that there is domestic violence, and that there are some laws regarding that issue, but many are not aware how big and serious this issue is or not even well informed. Everybody is aware that there is an issue but nothing special is being done to solve it.

2) OBJECTIVES

- To promote awareness about domestic violence give this issue the right attention;
- To raise awareness, encourage people to involve in solving this big issue in our society;
- To promote and defend the rights if domestic violence;
- To help students to reflect on their own experiences.

3) PROPOSED TARGET GROUP

Young people between 13 and 29 years. This activity can be applied to groups with at least 4 people.

4) TIMELINE

Overall duration: 20 minutes

Introduction: 5 minutes

The first activity is entitled “What is Family?”. This is the introduction to this topic, and it helps the participants to understand the values of family and relationships.

Participants will be given a post-it on which they have to write what family means for them, what is the first thing that they think of when they hear the word family. The answers could be a word, a sentence or a gesture. After participants have written their answers, they will need to read them out loud in order to reflect on them.

Procedure: 10 minutes

The second Activity called Abusive or not? The aim is to start questioning whether the behaviour is abusive or not. The objective is to recognize the abuse at an early stage, and that there are different types of abuse. This will trigger them, and help them to share their experiences. The activity will last 10 minutes. With this activity participants should realize that violence is not only physical, but it can also be psychological, verbal and that the victim can be raised with a false idea of what love is.

Divide the classroom into two parts. On one side, a paper “abusive” is positioned, and on another side a paper “not abusive” is positioned. At this point, participants are asked to walk to the sign they agree on.

We will read out loud 10 situations, and it is up to the participants to evaluate whether the situations are abusive or not. In this activity, there will be no right or wrong answers, because each one sees the situation from his own perspective. However, when discussing the answers together, one might convince the others, changing their ways of thinking, and going with the other group.

The situations are:

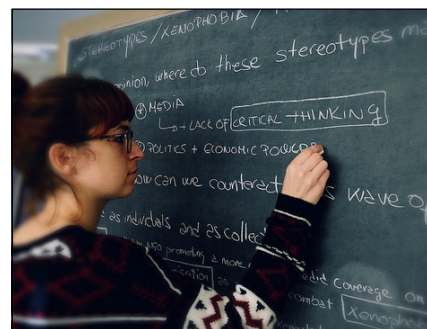
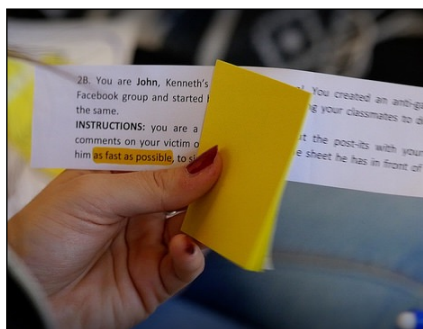
1. A woman slaps her husband because she was angry. She later feels bad and buys him a present;
2. My boyfriend sometimes lets me see my friends;
3. She always goes with me whenever I go out because she wants to look after me and make sure I am safe;
4. He nags at me for eating too much and calls me a fat cow;
5. My ex is always calling me and messaging me that she will hurt herself if I do not go back to her;
6. When my boyfriend is very angry he hits the wall, he hits me and break stuff that belong to me;
7. Whenever we get into a fight, he blames me;
8. He makes me do a lot of things in front of a camera that I'm not comfortable doing;
9. He always checks my phone;
10. Sometimes he lets me chose clothes that I want to wear.

Debriefing: 5 minutes

The last activity is the conclusion of the tool, summarizes the dynamic of relationships, and reflects on the second activity. Participants will be leaded by 4 questions, that will help them to summarize and reflect on questions from the previous activity.

The facilitator, who leads the debriefing, can ask the participants the following questions:

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1. How do you feel?
 2. Did you get the bigger picture of what domestic violence is? If yes, what is it?
 3. Have you changed your opinion about domestic violence?
 4. What is love for you?



Tool # 3

Title: Cyberbullying: ctrl+ alt + delete

Topic: Cyberbullism

Material: A4 paper sheets, markers, post-its, pens, scissors, thread, glue, a laptop

1) INTRODUCTION

Based on the results of a survey, we noticed that one third of the respondents are not sure how cyberbullying can be defined. Another important aspect is related to its consequences: almost all the respondents specified that there is not only a type of consequence caused by cyberbullying, but there are different kinds of consequence coming together at a physical, social and above all psychological level.

This tool focusses on what people can do against cyberbullying as active citizens, providing a precise definition of cyberbullying, and identifying the different consequences (psychological, physical, social) caused by cyberbullying.

2) OBJECTIVES

- To raise awareness about what cyberbullying is, in order to understand the different aspects of the problem;
- To experience and reflect on the individual consequences (especially psychological) caused by cyberbullism;
- To develop a critical thinking on cyberbullying to prevent and take action against it at different levels (personal, community, national).

3) PROPOSED TARGET GROUP

Young people between 13 and 29 years. This activity can be applied to groups with at least 4 people.

4) TIMELINE

Overall duration: 20 minutes

Introduction: 5 minutes

"Cyberbullying: Ctrl + Alt + Delete" is a role playing activity. There are two different stories on cyberbullying. In each story we have a "victim" and one or more "cyberbully". The facilitator gives every participant a paper with a role written on it, a white sheet with the name of their character (it would be better to draw a screen on the sheet because it symbolizes the screen of a computer, a smartphone, a tablet) and the picture of the character (pictures can be random, and can be found online).

Role Plays for the activity:

Situation A

1A. You are **Hannah**, a 14 years old girl. You posted some photos on Facebook and you received sarcastic comments and insults regarding your weight and your skin colour (your mother comes from India).

1B. You are **Samantha**, a 14 years old girl. You posted abusive comments on Hannah's Facebook photos because of her weight and her skin colour (her mother comes from India).

INSTRUCTIONS: you are a cyberbully. You have to put the post-its with your comments on your victim or writing them directly on the sheet she has in front of her as fast as possible, to simulate real life scenarios.

SITUATION B

2A. You are **Kenneth**, a gay high school student. You were bullied by your classmates at school and online, and with death threats by phone. The bullying began with an anti-gay Facebook group, created by your classmates.

2B. You are **John**, Kenneth's classmate at high school. You created an anti-gay Facebook group and started bullying Kenneth, encouraging your classmates to do the same.

INSTRUCTIONS: you are a cyberbully. You have to put the post-its with your comments on your victim or writing them directly on the sheet he has in front of him as fast as possible, to simulate real life scenarios.

2C. You are **Helen**, Kenneth's classmate at high school. You used your mobile phone to text messages including death threats to Kenneth. You also joined the anti-gay Facebook group created by your friend John in order to insult Kenneth more in public.

INSTRUCTIONS: you are a cyberbully. You have to put the post-its with your comments on your victim or writing them directly on the sheet he has in front of him as fast as possible, to simulate real life scenarios.

2D. You are **Ben**, Kenneth's classmate and friend at high school. You are influenced by your classmates, especially John and Helen, who initiated an anti-gay campaign against Kenneth. Despite you are Kenneth's friend, you find difficult to resist the pressure from your classmates and from time to time you insult Kenneth at school and online because of his sexual orientation.

INSTRUCTIONS: you are a cyberbully. You have to put the post-its with your comments on your victim or writing them directly on the sheet he has in front of him but not as fast as the other bullies.

Procedure: 8 minutes

Participants read their paper, but they cannot show it to the others. After reading, they put the sheet with the name around their neck and they start acting. The cyberbullies have to search for their victims and start quickly harassing them using post-its (attaching them on the body of the victim) or writing directly on the sheet of their victims. The victims are free to react as they want.

Debriefing: 7 minutes

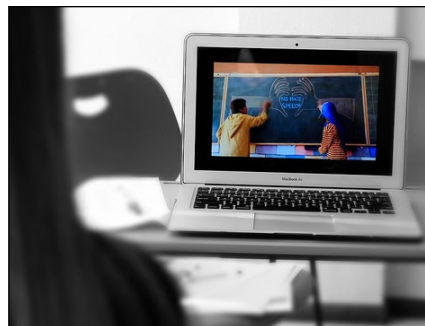
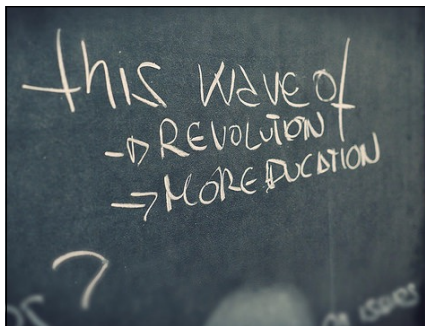
After few minutes, the facilitator stops the activity and makes a circle with all the participants, creating a reflection group. The facilitator guides the debate through questions both for the victims and the bullies, especially based on how they felt, what they thought, what cyberbullying is and how can they act against it. The facilitator, who leads the debriefing, can ask the participants the following questions:

1. How did you feel? What emotions do you have?;
2. Can you think of times in your life when you or someone you know was affected by cyberbullying?;
3. What does it mean to be a bystander (watching someone being bullied without stopping or getting help)?;
4. Why are some people bystanders? Why do people prefer not to intervene?;

5. What should be done by ordinary citizens to act against cyberbullying rather than to be bystanders?.

After the reflection group, the facilitator says that the stories of the victims are real stories that ended with their suicide, and gives a definition of cyberbullying. Moreover, the facilitator shows to the participants one or more videos on cyberbullying. The links of the videos about Cyberbullism can be the following ones:

- Bullying online (Powtoon): <https://www.youtube.com/watch?v=0RpNWKmRv40>
- Unicef anti-bullying campaign: <https://www.youtube.com/watch?v=vWBvXRVMpDU>
- #StopCyberBullying - Cannes Young Lions 2017 Finalist: <https://www.youtube.com/watch?v=KufkHddfXqM>



Tool #4

Title: BAD NEWS - Be Aware of Dangerous Media

Topic: Xenophobia

Material: Papers with nationalities, cultures or groups and main stereotypes linked to them, scotch tape, thread

1) INTRODUCTION

Xenophobia and other types of intolerance pose a high risk for European values, and a step towards marginalization, social fracture and societal violence.

2) OBJECTIVES

- To Counter the effects of media;
- To raise awareness on the power of media in creating and perpetuating stereotypes about people from different countries and cultures;
- To show the positive role they can play individually and collectively in breaking stereotypes and reversing the effects of media (i.e., joining civil organizations, joining social media campaigns, helping others break stereotypes among their environment and communities).

3) PROPOSED TARGET GROUP

Young people between 13 and 29 years. This activity can be applied to groups with at least 4 people.

4) TIMELINE

Overall duration: 20 minutes

Introduction: 5 minutes

The aim of this activity is that students have to link some nationalities, cultures or groups with the most spread and famous stereotypes among their communities or countries. This activity can be adapted depending on the country where the tool will be used and implemented. The nationalities, cultures or groups have to be written in a piece of paper, and hanged on the wall. The stereotypes instead are not hanged on the wall, but are distributed among the participants. The facilitator explains the rules of the activity, and then participants have 2 minutes to hang on the wall every stereotype acceding to the nationalities, cultures or groups they think every stereotype belongs to. During the activity, participants can interact among and help each other.

Nationalities, cultures or groups cards:

Muslims	Refugees
East Europeans	Roma people
Illegale immigrants	Africans

List of stereotypes:

Beggars	Homeless
Less intelligent	Taking our jobs
Mafia	Drug dealers
Prostitution	Violent and aggressive
Halal	Rappers

Smelly	Doing the jobs we do not want to do!
Taking advantage of public aid	Nomads
Terrorists	Thieves
They do not work	Stubborn
Extremist	Low-skilled people

Procedure: 8 minutes

In this part, the facilitator shows to the participants some stereotypes about their country or their culture coming from outside. This activity can be adapted depending on the country where the tool will be used and implemented. The stereotypes can be taken from foreign media outlets.

After having showed the stereotypes to the participants, the facilitator will start a discussion on what stereotypes are, by whom they are created (with a special focus on media) and the impact they have on societies and individual.

Debriefing: 7 minutes

After few minutes, the facilitator stops the discussion and makes a circle with all the participants, creating a reflection group. The facilitator guides a discussion, or a debate, on how young people could counteract the effects on media at the local level by joining civil society organizations, social movements, social media campaigns, and making others understand the negative effects on xenophobia in our societies.

The facilitator, who leads the debriefing, can ask the participants the following questions:

1. If a muslim does something wrong, media highlights the news. If a christian does something wrong, we hardly hear about it. Why do you think this occurs?;

-
2. News are often slightly distorted in order to vehicle the message that being foreigner automatically means being linked to degradation, crime, abuses. What do you think about it?;
 3. Recently many talk shows about politics stimulates a false sensation of 'invasion' pushing people against refugees. How do you feel about it?;
 4. In most cases when a foreigner commits a crime, it is always given more weight than if the crime was committed by a resident. Is it true? Why?;
 5. Media is more interested in "create the news", than report the real news. True or false? Why?;
 6. Do you know what the civil society organization does in your city?;
 7. Have you ever joined a social media campaign?;
 8. Do you think that youth can bring positive role in bringing new ideas, new perspectives on diversity and pluralism?;
 9. What would you do, if you have the power to change this wave?.



Tool #5

Title: Think twice online

Topic: Hate speech

Material: Presentation video, cardboards, flip chart papers, coloured markers, post-its, a laptop

1) INTRODUCTION

Since No Hate Speech is a leading institute in fighting against violence, it was found that this leading institute is not present in many countries, and it is not well-known to everyone. Based on the results of an online survey, more than 50% of the participants would like to know more about hate speech and are not aware of how hate speech can affect people's lives. They are not even aware enough that the amount of exposure given by themselves on the media is increasing hate speech. We would like to encourage people to be more careful about what they post on line, and that encouraging hate speech even in small doses, it would have big repercussions on vulnerable people.

2) OBJECTIVES

- To identify online participation, roles and risks of exposure;
- To learn how to address hate speech;
- To understand what hate speech is and what are its forms.

3) PROPOSED TARGET GROUP

Young people between 13 and 29 years. This activity can be applied to groups with at least 4 people.

4) TIMELINE

Overall duration: 20 minutes

Introduction: 5 minutes

At the beginning, a one minute hate speech video will be showed to participants to introduce the idea of hate speech. The video can found at the following link: <http://bit.ly/2BxSbIt>. After the video, 6 cards are hanged on the wall which represent different online roles. The roles that have to written on a piece of paper, are the following: creator, conversationalist, critic, collector, joiner and spectator.

Procedure: 8 minutes

The aim of the acidity is that each participant has to put him/herself beside one of the six cards, trying to answer to the three questions:

1. What kind of online user you are?
2. How do you feel when you are on line regarding/ reacting to hate speech?
3. How would you like to see yourself on line fighting hate speech in 10 years from now?

Once each participant has placed him/herself close to one of the roles, and after having answered to each questions, they have to look around to see what are the classmates' answers, and where the other classmates have placed themselves.

Debriefing: 7 minutes

After few minutes, the facilitator stops the discussion and makes a circle with all the participants, creating a reflection group. The facilitator guides a discussion, or a debate, on how which actions could be used in order to improve their level of participation on-line fighting hate speech. All participant have to put in common their ideas on the wall at the end of the discussion, writing their answers and solutions on a Flipchart.



Endnotes

Extremely, “Countering Violent Extremism, A guide for young people by young people”, Kofi Annan Foundation Switzerland.

United Nations Development Programme, “PREVENTING VIOLENT EXTREMISM THROUGH PROMOTING INCLUSIVE DEVELOPMENT, TOLERANCE AND RESPECT FOR DIVERSITY, A development response to addressing radicalization and violent extremism”, 2016 UNDP.

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