Intellectual Output:	**O3**
Intellectual Output Title:	**"Report Racism" Curriculum and Methodological Guide**
Activity Title:	**A3_Development of a Methodological Guide**

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

**MATE – An Innovative, Student-Centered Approach
to Intercultural Skills Acquisition for Students and Young Migrants**

Coordinated by

Partners

Programme:	Erasmus+
Key Action:	Cooperation for Innovation and the Exchange of Good Practices
Project Title:	MATE – An Innovative, Student-Centered Approach to Intercultural Skills Acquisition for Students and Young Migrants
Project Acronym:	MATE
Project Agreement Number:	2018-1-CY01-KA203-046923
Intellectual Output:	(3) "Report Racism" Curriculum and Methodological Guide

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Table of Contents

3

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Methodological Guide

1. Introduction

This Guide has been developed in order to support the delivery and follow-up of the **"Report Racism" Workshops**. It aims to provide **instructions** on how to conduct **five workshops on Hate Speech** as well as the **curricula and training material** for the workshops. The aim of the workshops is to help the students to comprehend **how dominant discourses, which often carry bias, ill perceptions, and stereotypes (racist/hate frames and anti-migrant discourses), are formed and reproduced**. The main topic of the workshops – Hate Speech – has been divided into five subtopics, comprising the five modules of the "Report Racism" Curriculum and reflecting important aspects of the phenomenon of Hate Speech, as identified by the MATE consortium. Each partner (apart from FH) developed one module for each of the "Report Racism" Workshops (for the allocation of modules, see below).

Through a desk and a field (focus groups and a survey) research conducted in all the 6 countries of the project consortium – Cyprus, Greece, Spain, France, Austria, and Sweden – among young people of both local and migrant backgrounds in the framework of the first intellectual output of the project, the partners drew important conclusions on the common forms of Hate Speech online (on the social media) and offline (in face-to-face communication). The research findings showed many similarities among the 6 countries as well as some significant differences, due to cultural, historical, and demographic disparities, geographical particularities, and the economic and political conjuncture in each of them. Irrespective of whether most of the hate speech cases occurred online or offline or which characteristics of the victims were targeted, it became evident that Hate Speech is deeply rooted in the European societies as well as that people's knowledge around the different dimensions of Hate Speech, the legal framework against Hate Speech, and countermeasures for combatting Hate Speech are limited.

In an attempt to reverse the results of this research and as a way to address the different forms of Hate Speech, the MATE consortium has designed and will implement the "Report Racism" Workshops, covering a spectrum of subtopics related to Hate Speech, such as the causes and consequences of Hate Speech, how to identify and prevent Hate Speech etc.

The "Report Racism" Curriculum comprises of five training modules, as follows:

6

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Module 1:

Hate Speech (developed by EC, France)

Module 2:

Free Speech vs Hate Speech (developed by CUT, Cyprus)

Module 3:

Understanding the Legal Framework of Hate Speech & Reporting Hate Speech (developed by MMC, Cyprus)

Module 4:

Media Literacy (developed by FU, Sweden)

Module 5:

Intercultural Communication (developed by UA, Spain)

7

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]
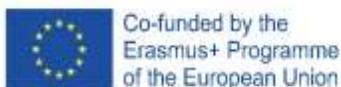
2. "Train the Trainers" and "Report Racism" Workshops

2.1 "Train the Trainers" Workshop

Thirty (30) students will be trained in total, in order to deliver the "Report Racism" Workshops: five (5) from each partner organisation (CUT, MMC, AUTH, UA, EC, FH, and FU). The "Train the Trainers" Workshops will be delivered in each country by the master trainer(s) of the partner organisation, who has/have been involved in the project and the development of this intellectual output.

The workshop will take place in one day (duration of 4-6 hours). The participants should be experienced trainers, in order for the required skills of the trainers who will deliver the "Report Racism" Workshops to be ensured. The individuals to be trained are going to be provided with an overview of the present Methodological Guide (i.e. the curriculum divided into five (5) separate curricula, the training material in the form of PowerPoint presentations, and the methodological tools for each module).

The following evidence should be provided to the Coordinator, when the workshops are completed:

- Signed Registration Forms for Participants;
- Signed Participant List;
- Evaluation Forms (Questionnaires) for Participants;
- National Evaluation Report; and
- Photos**.**

2.2. "Report Racism" Workshops

For implementing the "Report Racism" Workshops, the individuals who have been trained in the "Train the Trainers" Workshop will use the curricula and training material developed on five subtopics related to Hate Speech, included in the present Methodological Guide.

Each workshop will have a minimum duration of four (4) hours and it will include a theoretical part and a practical one, in which three activities (both experiential and action-based activities) will be implemented.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

In total, five (5) workshops will take place in each partner country (one (1) for each module), with the same or different twenty (20) participants – students regardless of cultural background – in each workshop.

By the end of each workshop, both the participants and the trainers will evaluate the workshop and the training material used through a questionnaire containing both closed and open-ended questions.

The following evidence should be provided to the Coordinator, when the workshops are completed:

For each workshop/module:

- Signed Registration Forms for Participants (Students);
- Signed Participant List;
- Evaluation Forms (Questionnaires) for both Participants (Students) and Trainer(s) (Facilitator(s)); and
- Photos.

For all five workshops/modules:

- National Evaluation Report (aggregate).

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]
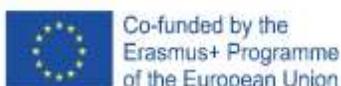
3. Training Steps: Directions to the Trainers

Step 1 (one hour):

Read carefully the Curriculum that you are responsible to deliver. Give emphasis on the aim, learning outcomes, programme, theory, and activities.

Step 2 (one hour):

Ask questions on the Curriculum; make sure you have a clear understanding of it.

Step 3 (one hour):

Read the PPT Presentation for the Curriculum and ask questions on it.

Step 4 (one hour):

Read the Methodological Guide and ask questions on it.

Step 5 (one hour):

Read carefully the provided tips (see below).

3.1 Steps for Delivering a Workshop

• Organise the learning environment and create a positive climate that engages the learners and promotes the achievement of the learning objectives.

10

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

- Explain the purpose of the workshop from the learners' point of view. What is the main value or utility of this workshop? What are the learners expected to do and achieve?
- Ask from the participants to introduce themselves in a way that allows them to explain their background and knowledge.
- List the learning outcomes and explain to the learners how these learning outcomes support the purpose of the workshop.
- Explain to the learners the training methodology.
- Encourage the learners to ask questions.
- Describe to the learners the agenda of the workshop and how the learning objectives will be achieved.
- Begin the presentation of the workshop, give definitions, and the context.
- Go to the first activity of the workshop and ask from the participants to work as described in the guidelines provided for each activity. Explain the activity to the learners thoroughly.
- Distribute the necessary material to the learners and prepare the audio-visual material which is to be used (see directions of the workshop).
- Follow closely all the steps of the activity, provide support to the learners, and encourage them to work effectively and enthusiastically.
- When the first activity is over, give some time to the learners to finish and ask questions.
- Debrief the learning activity (see 3.5 below).
- Do the same for the other two activities.
- When the workshop is finished, hand out the evaluation questionnaire to the learners (Questionnaire for Participants/Students) and ask kindly from them to complete it.
- Then, complete the evaluation questionnaire yourself (Questionnaire for Trainers/Facilitators).
- Collect all the questionnaires.
- Close the workshop (see 3.6 below).

3.2 Checklist of Workshop Delivery Steps

1. List all the set-up requirements for the workshop beforehand. These may include a computer/laptop, a projector, a remote control, copies of the training material etc. (see relevant curriculum).
2. Get to the training room half an hour earlier to set up the room, test the equipment, and make sure that all the material is well-organised and ready for use (bring backup copies of your slides and other training material).

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

3. Find out how to operate the room lighting and adjust the room temperature.
4. Greet participants warmly and welcome them as they arrive, and ask from them to sign the participant list.

3.3 Guidelines for Workshop Delivery Skills

- Remember: You are the message! Your non-verbal communication is very important for creating a positive climate in the workshop.
- Eye contact is a key communication skill. Good eye contact helps you stay focused. Look at each of the learners for one complete thought.
- Pauses are also an effective way of moderating a fast-speaking pace.
- Don't be afraid to be enthusiastic for what you are saying. Remember, your energy projects confidence and makes your presentation more interesting to your learners.

3.4 Guidelines for Conducting a Learning Activity

- Use the title of the activities (see Curriculum) and explain how it relates to the course content.
- Mention a need or issue that the learners face.
- Explain to the learners the benefit of the upcoming activity and how it will help the learners address the need.
- Explain to the learners the steps and the timing for completing the activity.

3.5 Guidelines for Debriefing a Learning Activity

- Start with the learners most at stake (often, the ones practising the skills).
- Ask: "What went well? What could you have done differently? What might you do differently next time?"

3.6 Guidelines for Closing a Workshop

- Provide a summary of the workshop: review the purpose and the agenda which has been followed.

- Encourage the learners with regards to their learning. For example, ask from them to complete a worksheet on their strengths and areas for development.
- Encourage learners to connect with each other after the workshop to build networks and report on their successes and progress.

13

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

4. Ice-breaking Activities for the "Report Racism" Workshops

Each trainer/facilitator has to choose one ice-breaking activity to implement before starting the workshop on one of the five training modules. The ice-breakers provided below are indicative; the trainers/facilitators are urged to implement relevant ice-breakers as well.

Activity 1

1.1 Title of the Activity

The Blind Architect

1.2 Detailed Description of the Activity

In couples, the participants are sited back to back in two lines (A and B). Each person in line A is given a piece of paper with a particular drawing on it (see below), while those in line B are given a white piece of paper and a pencil. A has to whisper in the ear of B and describe the shapes drawn on his/her piece of paper; B has to reproduce the drawing as faithfully as possible. People in line B are not allowed to speak (make questions, ask for clarifications etc.).

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

The activity is meant to show to the participants that communication is never to be considered self-evident, that words matter, that the way we speak can and do impact others.
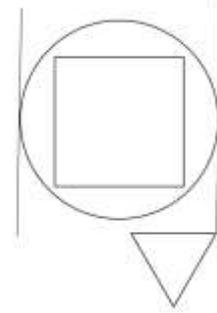
1.3 Required Material and Equipment for the Activity

✓ Sheets of Paper (drawing sheets and white sheets, A4 size);
✓ Pencils; and
✓ Chairs.

Activity 2

2.1 Title of the Activity

The Thermometer of Rights

15

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

2.2 Detailed Description of the Activity

An imaginary line divides the room, with two opposite end points, representing respectively "I strongly agree" and "I strongly disagree". Certain statements are read to participants and they are asked to place themselves along the line/thermometer, according to their level of agreement or disagreement with the statement.

Statements:

-   "It is more important to enjoy an adequate standard of living in terms of food, clothing, housing, and medical care than having freedom of opinion and expression" (Art. 25, UN Universal Declaration of Human Rights);
-   "If a right cannot be guaranteed, then it is pointless to have it";
-   "Some people are born with more rights than others" (opposite of Art. 1 UNUDHR); and
-   "Everyone has the right to freedom of movement and residence within the borders of each State" (Art. 13, UN Universal Declaration of Human Rights).

Activity 3

3.1 Title of the Activity

The Right Choice

3.2 Detailed Description of the Activity

Participants are divided into 3 groups (A, B, and C). If possible, the groups should be equal in number and mixed in gender and nationality.

Group A is asked a question (see below) and needs to choose between 2 possible answers. Group B is given one answer to that question and needs to argue in favour of it, in order to convince Group A (5

minutes of discussion in group, 2-3 minutes of advocacy). Group C is given another answer to the initial question and this group too needs to argue in favour of the given answer, in order to convince Group A (5 minutes of discussion in group, 2-3 minutes of advocacy). Neither Group B nor Group C knows if their answer is the right one.

The aim of the game is to give to both groups a plausible answer. After having heard the arguments of Group B and Group C, Group A needs to answer the question. Then, the trainer announces if Group A has picked the right answer.

Allow, if needed, 5 minutes for debate and questions after the revelation of the right answer. The activity is meant to introduce participants to the legal framework of hate speech and to highlight that reality and practice are not always aligned.

Questions (right answers in green):

Choose only one to implement a 20-minute ice-breaker.

1. How many videos the YouTube Platform deleted in 2018 for reasons of hate speech?

   → **More than 100 000** or More than 1 million?

2. How many comments the YouTube Platform deleted in 2018 over hate speech?

   → More than 500 000 or **More than 500 million**?

3. How many people have been victim of at least 1 racist, xenophobic, or anti-Semitic attack in France in 2017?

   → **1,1 million** or 5,3 million?

4. What percentage of victims actually lodge a complaint for racist slur in France in 2017?

   → **2%** or 20%?

17

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

5. How many racist acts have been committed in France in 2018 according to the French police?

    → 564 or **1137**?

Source for questions 1 and 2:
https://edition.cnn.com/2019/09/03/tech/youtube-hate-speech/index.html

Source for questions 3, 4, and 5:
https://www.cncdh.fr/sites/default/files/essentiels_rapport_racisme_2018_vdef_1.pdf

The trainers can customise questions 3-5 to the reality of their country.

3.3 Required Material and Equipment for the Activity

✓ List of Questions (adapted if necessary); and
✓ Chairs.

Activity 4

4.1 Title of the Activity

Melting Hate

4.2 Detailed Description of the Activity

The facilitator asks from everyone to imagine a situation in which they would be angry enough to say something hateful to the other person.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Then, s/he asks from the participants to make up an empathic response towards themselves, as in the example:

You: *"You never do what I ask you for!"*

Empathic person (response to yourself): *"You feel angry, because I haven't done my job and you had to work for me. Am I right?"*

After that, the facilitator debriefs the exercise with the whole class through a quick group discussion on these questions:

1. What did you feel while thinking about something hateful?

2. What did you feel when you were making up the empathic response?

3. How do you think an angry/hateful person would feel when hearing an empathic answer?

4. Do you agree that hate disappears (even though not immediately) after an empathic response?

Activity 5

5.1 Title of the Activity

"Fishbowl" on Media Influence

a. Detailed Description of the Activity

The "Fishbowl" exercise is explained to the participants: a medium-sized group of students (4-6) is selected to sit in front of the whole classroom and openly discuss for 5 minutes the assigned topic, so that the entire class can hear them.

19

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Once 5 minutes for this group have passed, the remaining participants repeat the activity (so that everyone participates).

As for the topic, the facilitator proposes to the class to discuss how media influence a person and why it is important to have media literacy skills.

To stimulate the discussion, the following figure is displayed on flipchart to provide an initial scenario for discussion:

VALUES that manage...

NEEDS that influence...

INTERESTS that form...

ATTITUDES that manifest in...

OPINIONS that determine...

ACTIONS
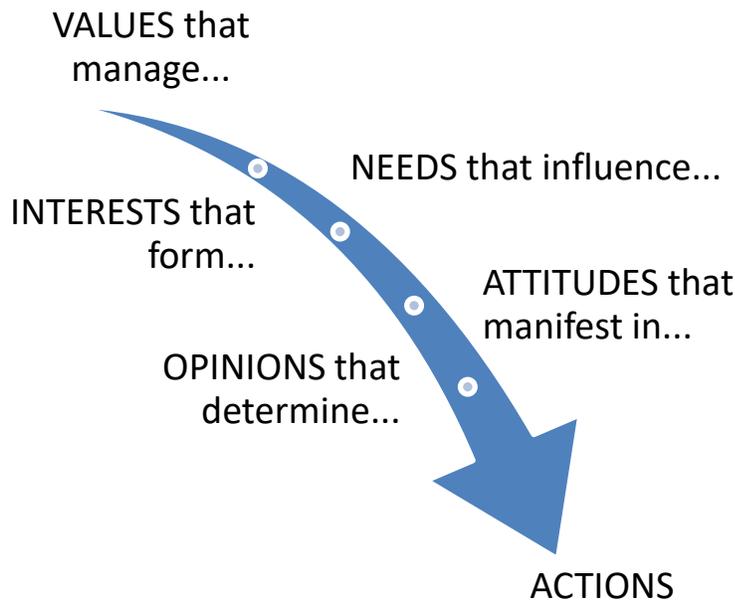
Figure 1. Levels of a personality, subjected to media influence[1]

The facilitator reads the figure for the class: this figure represents different levels of a personality on which media can influence us:

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

- Our VALUES manage our NEEDS;
- Our NEEDS influence our INTERESTS;
- Our INTERESTS form our ATTITUDES;
- Our ATTITUDES manifest in our OPINIONS; and
- Our OPINIONS determine our ACTIONS.

5.3 Required Material and Equipment for the Activity
- ✓ Flipchart;
- ✓ Flipchart Paper;
- ✓ Marker; and
- ✓ Chairs.

Activity 6

6.1 Title of the Activity

Get Culturally Aware

6.2 Detailed Description of the Activity

The facilitator prepares several statements about the local-national culture, such as "Swedes are reserved" and displays them on flipchart all at once.

The participants are asked to evaluate all of the statements/sayings, discussing in group if they are true, exaggerated, completely untrue/misunderstood, or true to just a certain extent.

The facilitator must get the group thinking about how representatives of the local-national culture may come across others and why.

The participants can be either representatives of the local-national culture, have all foreign background, or form a mixed group.

21

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

6.3 Required Material and Equipment for the Activity

- ✓ Flipchart;
- ✓ Flipchart Paper;
- ✓ Marker; and
- ✓ Sayings about the local-national culture (prepared from before).

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

5. Overview of the Five "Report Racism" Workshops: Theoretical-Historical Background, Aim, Learning Outcomes, Training Methodology, Programme, Activities, and Instructions for Implementation

Module 1: Hate Speech

Module 2: Free Speech vs Hate Speech

Module 3: Understanding the Legal Framework of Hate Speech &

Reporting Hate Speech

Module 4: Media Literacy

Module 5: Intercultural Communication
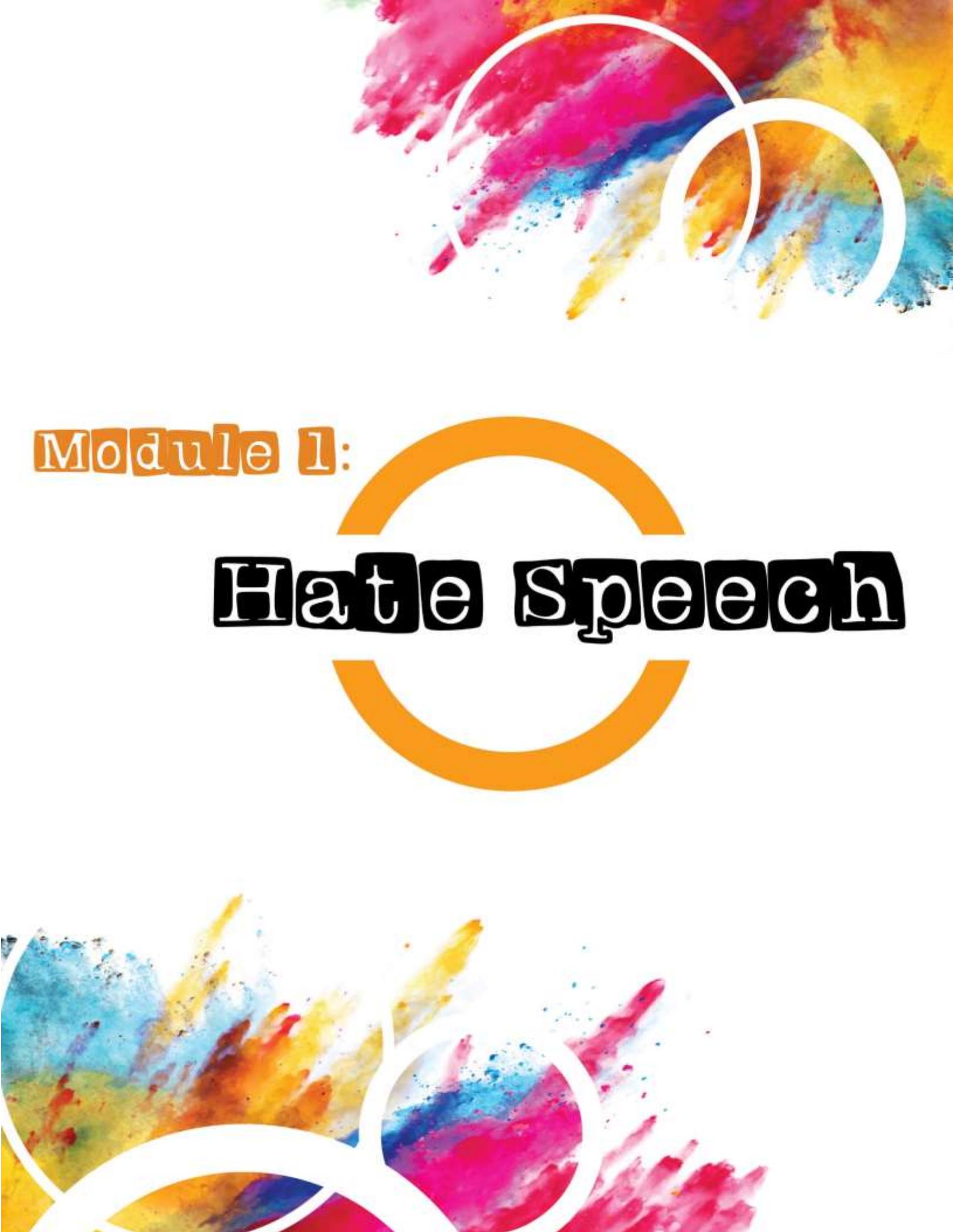
Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Module 1:

# Hate Speech

Module 1: Hate Speech

Theoretical - Historical Background

Hate speech is rooted so much back in time that one could even say that it sorely represents a recurrent feature of human history. Yet, it is crucial to remain vigilant and to recognise that movements which perpetuate xenophobic, racist, and intolerant messages are still on the march. This is particularly salient in nowadays world, where communication has stretched out to the global scale and can fit the palm of a hand every time it holds a smartphone. The emergence of the digital era, in fact, has had unintended consequences for race, civil rights, and hate speech (Daniels, 2008)[2]. As recognised by UN Secretary General Antonio Guterres[3], in fact, social media, as well as public discourses, are often weaponised with incendiary rhetoric which attacks and stigmatises minorities, migrants, refugees, women, and any so-called "other".

However, the international system has not yet agreed on a shared, legal definition of hate speech, leaving the identification of what is "hateful" controversial and blurred. Properly addressing hate speech, in this sense, firstly requires an accurate understanding of its constitutive elements and potential danger prior to the disposal of a holistic response. To this end, this module approaches the notion of hate speech through a set of practical and reflective activities which aim at individuating a comprehensive definition of hate speech, at evidencing some of its expressions, and at analysing the wide spectrum of its potential consequences.

Aim of the Workshop

Through teamwork and self-reflective exercises, this workshop aims at raising awareness on hate speech as a multi-dimensional phenomenon. More precisely, it will entail:

---

[2] Available at: https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1218&=&context=gc_pubs&=&sei-redir=1&referer=https%253A%252F%252Fscholar.google.com%252Fscholar%253Fhl%253Dit%2526as_sdt%253D0%25252C5%2526q%253Dhate%252Bspeech%252Bconsequences%2526btnG%253D#search=%22hate%20speech%20consequences%22

[3] United Nations Office on Genocide Prevention and the Responsibility to Protect, Plan of Action for Religious Leaders and Actors to Prevent Incitement to Violence that Could Lead to Atrocity Crimes, Foreword, 2017.

- Voluntary sharing of personal experience of hate speech, especially on university ground. This will be carried out with the intention to briefly recognise that hate speech can have multiple forms and contents and will serve as an introduction to subtopic 2, namely "Definition of Hate Speech";
- Breakdown of the elements that constitute hate speech, in order to individuate a shared, comprehensive definition;
- Brief analysis of hate crime; and
- Discussion about the root causes and potential consequences of hate speech, with special focus on the relation between hate and the "ten stages of genocide" by G. H. Stanton.

Learning Outcomes

After the end of the workshop, the participants will be able to:

In terms of knowledge:

- Learn the definition(s) of hate speech; and
- Know the different types of hate speech and their consequences.

In terms of skills/competences:

- Identify and recognise hate speech; and
- Approach, analyse, and identify the root causes and the potential consequences of hate speech.

In terms of attitudes:

- Be aware of the existence of hate speech in the university and life in general.

Training Methodology

This workshop will be implemented through classroom learning.

It includes:

- Lectures (through a PPT presentation);
- Discussion;
- Experiential activities; and

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

- Learning-based activities.

Breakdown of the Workshop Programme

No.	Content	Duration
1.	**Approaching Hate Speech** *Activity 1: My Experience of Hate Speech*	**20 minutes**
2.	**Defining Hate Speech** • Subtopic 1: Recognising Hate Crime *Activity 2: The Cloud of Hate Speech*	**60 minutes**
3.	**Evidencing Different Sensibilities Concerning Hate Speech-Related Subjects** *Activity 3: The Thermometer of Hate Speech*	**60 minutes**
4.	**Root Causes and Potential Consequences of Hate Speech** *Activity 4: The Tree of Hate Speech*	**60 minutes**
5.	**Conclusions**	**20 minutes**

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

After the completion of the workshop, both the participants (students) and the trainer (facilitator) will **evaluate the workshop in terms of effectiveness and content quality** (see Appendix 7.2B) (duration: **approximately 20 minutes**).

Instructions on How to Implement the Activities

Activity 1: My Experience of Hate Speech

1.1 Detailed Description of the Activity

1. The participants will seat in circle;
2. The trainer will ask the following question: "Have you ever witnessed hate speech online and/or offline?"; and
3. On a voluntary basis, they will briefly share their experience.

1.2 Activity Duration

20 minutes.

1.3 Required Equipment and Material

Equipment:

- Chairs;
- Tables;
- Papers;
- Pens;
- Computer; and
- Projector.

Material:

- PowerPoint Presentation.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Activity 2: The Cloud of Hate Speech

2.1 Detailed Description of the Activity

1. The activity should be carried out before addressing the theory;
2. The participants are divided in 4 groups;
3. Each group is given a sheet of paper (A2) with the word "Hate" written in the middle;
4. The participants will have 10 minutes to write down key words related to hate speech. Furthermore, they will be given a red marker for words that they all agree on and a blue marker for controversial words;
5. The groups will compare their respective word-clouds;
   [Steps 6-8 are optional]
6. Participant will then be asked to access via their phones the following website: www.menti.com. By using the code 163211, they will access an interactive presentation;
7. Each of them will choose 4 words among those evoked during the activity that they see as core elements of hate speech and type them in the respective space provided in the website (please note that if the code doesn't work, you can easily create your own word-cloud by simply accessing the website and subscribing for free); and
8. The latter will then assemble the words into a comprehensive word-cloud representing the group's definition of hate speech.

2.2 Activity Duration

60 minutes.

2.3 Required Equipment and Material

Equipment:

- Chairs;
- Tables;
- Sheets of Paper (A2);
- Markers (blue and red);
- Smartphones;
- Computer; and
- Projector.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Material:

- PowerPoint Presentation.

Activity 3: The Thermometer of Hate Speech

3.1 Detailed description of the Activity

1. The participants will be read several statements related to hate speech and will be asked to place themselves on an imaginary line which connects two opposite sides of the room identifying, respectively, the highest degree of agreement "totally agree", and the lowest degree of agreement "totally disagree";
2. The statements to be used are: "The government have the responsibility to openly condemn hate speech"; "Internet, social media companies, and multinationals are the only responsible for the monitoring and eventual banning of online hate messages"; "Spreading hate should be a crime"; "There is no limit to freedom of speech"; "'No hate speech' campaigns are inconsistent and represent mere attempts to stop the rising of right-wing parties"; "On average, hate crimes are increasing nowadays"; and
3. The participants will be free to share and explain their positioning after each statement.

3.2 Activity Duration

60 minutes.

3.3 Required Equipment and Material

Equipment:

- Computer; and
- Projector.

Material:

- PowerPoint Presentation.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Activity 4: The Tree of Hate Speech

4.1 Detailed Description of the Activity

1. The participants are divided into 4 groups;
2. Each group is given a big sheet of paper (A2 or bigger) where the trunk of the "hate speech tree" is drawn. Inside each trunk, one of the following hate statements is provided: "Refugees arriving at the coasts of Europe are terrorists and fanatics, rapists, and drug dealers. Chase them out of Europe!"; "Islam is an extremist religion which aims at converting us all and destroying our identity"; "Being homosexual is unnatural; gay people are sick and should be cured!"; "Disabled students slow down the learning process of our children at school. We should divide them in different classrooms"; "Women should not have managerial roles because they are too emotional and impulsive";
3. The participants will draw roots and branches to identify (and write down) some of the things which lead to hate speech (the "roots" of the tree) and some of the effects/consequences of hate speech (the "branches" of the tree). Each root can have a deeper cause ("deeper root") and each branch a further outcome ("higher branch");
4. Then, the groups present their results and display the trees around the room, so that everyone can walk around and look at them; and
5. Debriefing – Subjects to be discussed: "Did you notice any interesting differences between the trees produced by the groups?", "How easy did you find the 'roots' of hate speech?", "How did you identify potential consequences of hate speech?", "Were there any difficulties in the process?".

4.2 Activity Duration

60 minutes.

4.3 Required Equipment and Material

Equipment:

- Chairs;
- Tables;
- Sheets of Paper (A2 size or bigger);

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

- Markers;
- Computer;
- Projector;

Material:

- PowerPoint Presentation.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Module 2:

Free Speech vs Hate Speech

Module 2: Free Speech vs Hate Speech

Theoretical - Historical Background

Hate speech has been the focus of academic research for quite some time; its meaning, its causes, and its consequences have been researched, described, and explained. However, evidence suggests that in recent years Europe is witnessing a significant increase of xenophobic, nationalist, racist, and discriminatory ideas and attitudes. More specifically, it is argued that events like the economic crisis, the 'refugee crisis' in Europe, and the Brexit referendum have resulted in a worrying escalation of hate speech and hate events (Milioni, Spyridou & Vradatsikas, 2015; Siapera, 2018). Hate speech is generally taken to refer to a rather heterogeneous set of manifestations, ranging from hostile rhetoric to unlawful criminal acts (Gagliardone et al., 2014). Simply put, hate speech is not confined to hostile speech, but may also turn into actual violence and abuse against groups and individuals.

Although there is no universally preferred definition of hate speech, some common elements seem to emerge. According to Erjavec and Kovačič (2012) hate speech refers to an expression that is abusive, insulting, intimidating, harassing, and/or incites to violence, hatred, or discrimination. It is directed against people on the basis of their race, ethnic origin, religion, gender, age, physical condition, disability, sexual orientation, political conviction, and so forth (p. 900).

Following the definition of Cohen Almagor (2011) hate speech is defined as bias-motivated, hostile, malicious speech aimed at a person or a group of people because of some of their actual or perceived innate characteristics. It expresses discriminatory, intimidating, disapproving, antagonistic, and/or prejudicial attitudes toward those characteristics, which include gender, race, religion, ethnicity, colour, national origin, disability, or sexual orientation. Hate speech is intended to injure, dehumanise, harass, intimidate, debase, degrade, and victimise the targeted groups, and to foment insensitivity and brutality against them (pp. 1-2).

Although the aforementioned definitions are quite wide-raging, the MATE study showed that the socio-economic status of a person (or racism against the poor) and the physical appearance of a person comprise common targets of racist behaviour (both offline and online). At the same time, the digital public

sphere seems to facilitate hate speech, targeting the political orientation [or conviction in the words of Cohen-Almagor (2011)] of individuals.

Freedom of speech is one of many human rights and is one of the fundamental foundations of a democratic society. Limiting freedom of speech restricts one's ability to participate in society. However, the right to freedom of speech may sometimes be restricted, if it is likely to harm people or endanger society. Thus, the issue of hate speech is inherently linked to freedom of speech and its legal limits.

Freedom of speech is defined as "the right to seek, receive, and impart information and ideas of all kinds, by any means. Also, freedom of speech and the right to freedom of expression applies to ideas of all kinds, including those that may be deeply offensive" (Amnesty International UK, 2018). But there are circumstances when free speech and freedom of expression can be restricted. Any restrictions on freedom of speech and freedom of expression must be set out in laws that must in turn be clear and concise so that everyone can understand them. People imposing the restrictions (whether they are governments, employers, or anyone else) must be able to demonstrate the need for them and they must be proportionate. Additionally, any restrictions imposed have to be backed up by safeguards to stop the abuse of these restrictions and incorporate a proper appeals process (ibid, 2018).

Therefore, it is important to explore the concept of hate speech *in relation to* freedom of speech. To that end, this curriculum includes three activities accompanied by a theoretical framework, delineating the boundaries of free speech and the repercussions of masquerading hate speech as freedom of speech, whilst emphasizing the significance and merits of free speech.

Aim of the Workshop

The workshop's aim is fourfold: first, to provide young people with information and knowledge so as to better comprehend the notion of hate speech, the effects of hate speech and, thus, to delineate the difference between hate speech and freedom of speech. Second, to encourage participants to talk, express themselves, and debate on a variety of related issues. Third, through experiential and learning-based activities, it aims to allow participants to immerse into the notion of hate speech, while encouraging them to reflect on the matter, comprehend the essence of free speech, and present their opinions, based on reasoned arguments and knowledge obtained via the theoretical framework. Finally, the workshop aims to assist participants to develop skills related not only to the identification of hate speech, but also

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

to the formation of an active stance towards combating hate speech within their micro and meso-social environment.

Learning Outcomes

After the end of the workshop, the participants will be able to:

In terms of knowledge:

- Obtain knowledge regarding the notion, traits, and effects of hate speech and freedom of speech; and
- Relate the two concepts and have a deep understanding of the essence and limits of freedom of expression.

In terms of skills/competences:

- Develop skills, such as critical thinking, emotional intelligence, and team working.

In terms of attitudes:

- Show tolerance towards difference, solidarity, and the importance of acting against hate speech.

Training Methodology

This workshop will be implemented through classroom learning.

It includes:

- Lectures (through a PPT presentation and audio-visual material);
- Discussion;
- Experiential activities; and
- Learning-based activities.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Breakdown of the Workshop Programme

No.	Content	Duration
1.	**Introduction to the Basic Concepts: Hate Speech, Free Speech**	**20 minutes**
2.	**Defining Hate Speech and Freedom of Speech** *Activity 1: "Online Hate Speech: What's the Worst?"*	**60 minutes**
3.	**Hate Speech is a Violation of Human Rights** *Activity 2: "Unlimited Freedom?"*	**60 minutes**
4.	**Hate Speech vs Freedom of Speech** *Activity 3: "Right or Wrong?"*	**60 minutes**
5.	**Conclusions**	**20 minutes**

After the completion of the workshop, both the participants (students) and the trainer will **evaluate the workshop in terms of effectiveness and content quality** (see Appendix 7.2B) (duration: **approximately 20 minutes**).

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Instructions on How to Implement the Activities

Activity 1: "Online Hate Speech: What's the Worst?"

1.1 Detailed Description of the Activity

1. Ask participants the following questions:
    a. What do you understand by the term "hate speech online"?
    b. Where did you look for to find hate speech against immigrants and refugees?
    c. Have you ever encountered online hate speech?
    d. How do you feel when you encounter words and expressions indicating hate speech?
    e. How do you think the victims feel?
2. Use the theoretical presentation to address the following:
    a. the definition(s) of hate speech
    b. the forms of hate speech online
    c. the different gravity of each example/case of hate speech
3. Present and explain the ranking system: online hate speech should be ranked from 1 to 10 (1 representing the lightest form of hate speech and 10 representing the worst (presentation use).
4. Divide the participants into 2 groups (5 students per group).
5. Each group has to find 10 examples of online posts/content against immigrants and refugees. Participants should rank them from "less bad" to "very bad" based on the "diamond" ranking system. The "worst" should be those discourses that participants would most like to be completely absent from the Internet in the future.
6. Inform participants that they have 15-20 minutes to discuss the cards (online posts/content) and agree on their ranking.
7. Participants should be allowed to see the ranking of the other group after ranking is finished.
8. Discuss the results.

Questions to discuss the results:

a. How did you find the activity? Was it easy to evaluate the various examples?
b. Were there any significant differences in your team?
c. Did you notice significant differences between your own diamond and the diamonds of the other groups?
d. Did you use any criteria to decide which were the 'worst'?

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Additional Questions:

    a.   Do you think it is fair to treat anyone in this way, whatever our personal views?

    b.   Do you think such statements should be allowed online? What are the arguments for and against?

    c.   Do you think there should be different rules for the 'worst' hate speech? Should anything be completely banned?

    d.   Why do you think people posted/wrote this stuff?

    e.   What other methods can you think of to tackle hate speech on the Internet?

    f.   How would you react if you found such examples of online hate speech?

1.2 Activity Duration

60 minutes.

1.3 Required Equipment and Material

Equipment:

- Sheets of Paper (A4 size);
- Pens;
- Computer; and
- Projector.

Material:

- 20 Sheets of Paper (A4 size) bearing the Numbers 1 to 10 (10x2); and
- PowerPoint Presentation.

Activity 2: "Unlimited Freedom?"

2.1 Detailed Description of the Activity

1. Ask participants the following questions:

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

    a. How would you define freedom of speech?

    b. Does freedom of speech mean that we can say anything we want?

    c. If you think that some "expressions" should not be allowed, how do we decide what should be banned? Who should decide?

    d. Have you ever objected to someone who you felt used hate speech under the idea of free speech?

    e. How did that make you feel?

    f. What was the result of your action?

2. Use the presentation:

    a. to explain thoroughly the notion of freedom of speech

    b. to analyze controversies related to the boundaries of freedom of speech and its relation to hate speech.

3. Use the following videos:

    i. https://www.youtube.com/watch?v=bgpYlq2ERks (Trump)

    ii. https://www.youtube.com/watch?v=WWTRwj9t-vU (social media comments)

    iii. https://www.youtube.com/watch?v=DSr0cmS-JXY (Archbishop) (optional in Greek)

4. Form 2 groups (5 members each).

Questions for Discussion:

1. What do you think of video 1?
2. What do you think of video 2?
3. What do you think of video 3? (optional)
4. Are people in the videos speaking freely or do they use hate speech?
5. Why are they saying these things? Is there a purpose?
6. Should the videos be removed? Yes, why? No, why?
7. Do you think that closing down websites or removing harmful material is an effective way to combat hate speech on the Internet?
8. In Cyprus, are there any restrictions on what people are allowed to say - online or offline? Are the rules for online expression different?

Discussion time: 30 minutes.

40

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

2.2 Activity Duration

60 minutes.

2.3 Required Equipment and Material

Equipment:

- Computer;
- Projector; and
- Speakers.

Material:

- Links to the YouTube Videos; and
- PowerPoint Presentation.

Activity 3: "Right or Wrong?"

3.1 Detailed Description of the Activity

The "Right or Wrong?" Scenario Sheet is distributed to the students, who are asked to choose between "Yes" or "No" as a reply to the provided scenaria.

Questions to Discuss:

a. How did you reach a decision for each scenario? Did you think about whether the action was illegal? Did you think about tradition?
b. Was it hard to choose? In which cases? Why or why not?
c. How do you think the authorities — police officers or judges — decide whether an action should be allowed/punished?
d. Do you think everyone always agrees about whether actions like this should be allowed?
e. Where would you draw the line between what should be protected and what should not?

Discussion time: 30 minutes.

41

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

"Allowed or Not?"/"Right or Wrong" Scenario Sheet
Read each of the following scenarios. If you think that the action described is allowed, circle "Yes" and explain why. If you think the action described is not allowed, circle "No" and explain why

1. An employer has to decide who to employ; there are two finalists, one from Iran and one from Cyprus. Both have significant work experience. The guy from Iran holds a PhD as well. The employer hires the person from Cyprus.
    Is this allowed?   YES   NO
    Why:

2. The government decides to ban all religious indications on the appearance of a person (cross, hijab etc.)

    Is this allowed?   YES   NO
    Why:

3. A group of students opposed to the immigration flows to Cyprus gather in a public park and burn flags of the countries that immigrants come from.
    Is this allowed?   YES   NO
    Why:

4. A newspaper receives completely secret documents showing that a deposit haircut would be imposed. The newspaper does not publish the documents to reveal the truth to the public.
    Is this allowed?   YES   NO
    Why:

5. A big mainstream TV station hosts a famous singer who expresses fascist ideas against immigrants and homosexuals.
    Is this allowed?   YES   NO
    Why:

6. A group of G/C nationalists (people who believe that Cyprus should be annexed with Greece) gather in Nicosia city center and march to the presidential palace. They have a permit for their

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

event and march calmly while chanting and carrying signs that harshly criticise other races, especially T/Cs.

Is this allowed?　　　　　YES　　　　　NO

Why:

3.2 Activity Duration

60 minutes.

3.3 Required Equipment and Material

Equipment:

- Pens;
- Computer; and
- Projector.

Material:

- Copies of the "Allowed or Not?" Scenario Sheet; and
- PowerPoint Presentation.
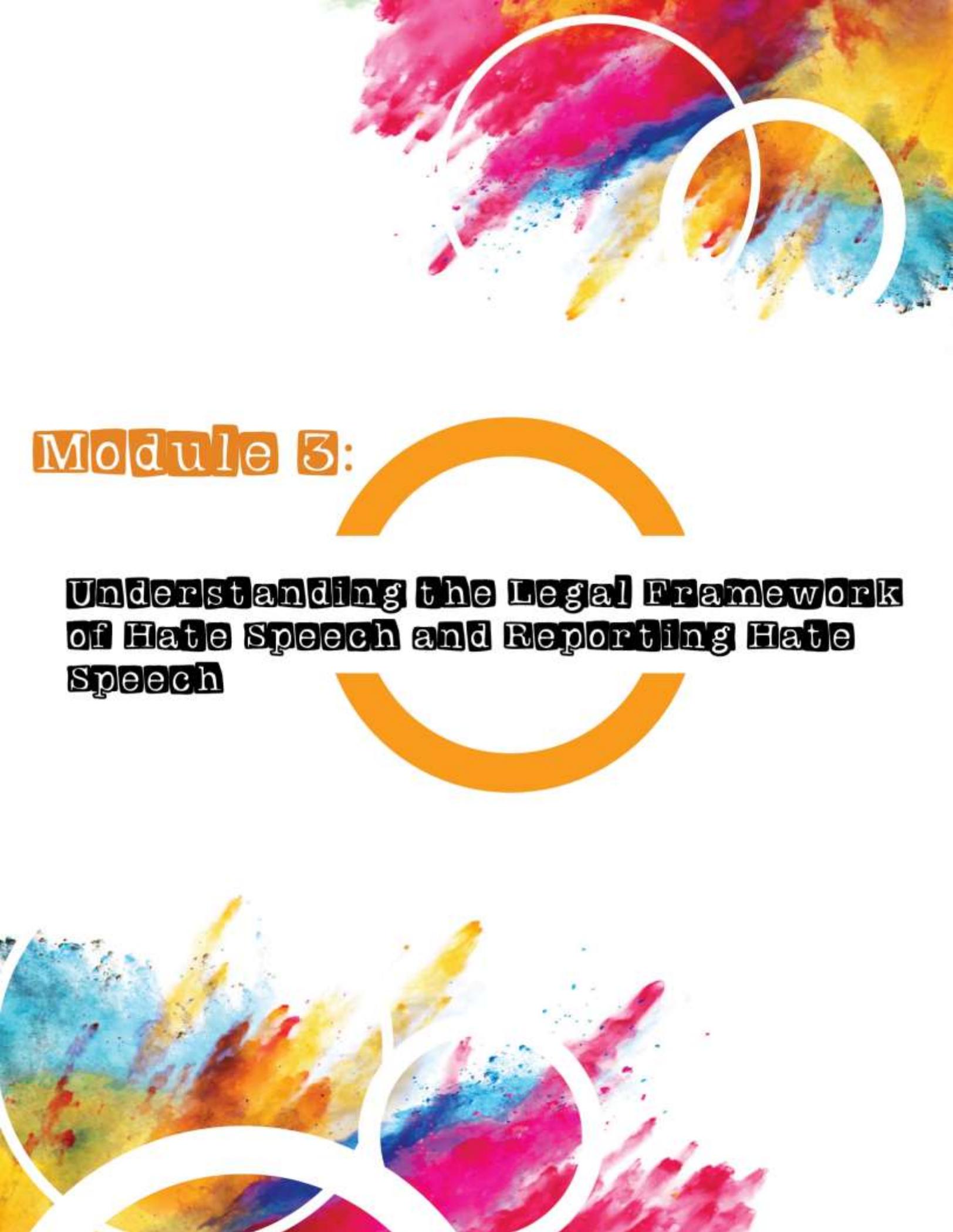
Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Module 3:

Understanding the Legal Framework of Hate Speech and Reporting Hate Speech

Module 3: Understanding the Legal Framework of Hate Speech and Reporting Hate Speech

Theoretical - Historical Background

The *legal framework of Hate Speech* is an aspect of Hate Speech of very high importance, as it conceptualises and deals with the manner in which (severe) hate speech incidents should be treated on a legal basis and how victims as well as witnesses of such incidents can be protected. The fact that there is not a unique, internationally accepted definition of "Hate Speech" though, has turned its legal protection into a quite complicated and controversial issue. By using cruel and derogatory language on the basis of real or alleged membership in a social group, hate speech refers to a person or a group regarding race, religion, ethnic origin, national origin, disability, sexual orientation, or gender identity.

On the international and European level, there has been much debate over the interconnection between freedom of expression, as a fundamental human right protected in key human rights' Conventions and Hate Speech and anti-Hate Speech legislation. Hate Speech incidents had indirectly been addressed through provisions of these Conventions pertaining to the freedom of expression, as racist or discriminatory actions of different forms, exceeding the limits of protected speech. Lately, due to the rapid progress of the Internet and the unlimited use of cyberspace, legislation targeting directly hate speech phenomena has also been developed. Today, in some countries of the world, including the United States, hate speech is constitutionally protected. In others, though, it is not yet even a legal term. A victim of hate speech may seek protection under civil law, criminal law, or both, depending on the national legislation, while, in case that a country is an EU member-state, under also the EU legislation regarding Hate Speech, with whom each national legislation has to be in line.

In this framework, reporting Hate Speech is of equal importance to the *understanding of the legal protection against it*. Most European countries have established national reporting mechanisms and support for victims of cyber bullying, hate speech, and hate crime, provided by national authorities and NGOs.

In order to avoid hate speech incidents, both face to face and online, education and social initiatives are of high importance. The following workshop intents, thus, to educate multicultural populations to recognise Hate Speech phenomena, and, by acquiring knowledge on the existing legal framework, to explicitly report hate speech, in order to limit or even eliminate it in the future.

Aim of the Workshop

This workshop aims to introduce local students and young migrants to the legal framework of Hate Speech on international and European level, while simultaneously informing them on their rights and ways to report hate speech incidents, when coming across them. In order for this to be achieved, the workshop's participants will learn the definition of hate speech, its different forms, how this phenomenon affects individuals, groups, and communities and they will distinguish between freedom of expression (free speech) and hate speech, realising the fine line between the two. Also, they will get familiar with international and European legislation pertaining to hate speech online and offline and they will have an insight into how national legislations address this issue. At the end of the workshop, participants will become sensitised in recognising hate speech in every of its dimensions and able to denounce it and report it.

Learning Outcomes

By the end of the workshop, the participants will be able to:

In terms of knowledge:

- Define the terminology of hate speech;
- Numerate all categories of hate speech;
- Define the difference between protected and prohibited speech (Freedom of Expression/Free Speech vs Hate Speech);
- Define the international and European legal framework of hate speech;
- Define - at a certain level - how national legislations address hate speech;
- Define the online dimension of the 'hate speech phenomenon' and relevant legislation;
- Numerate ways of reporting hate speech; and
- Define the best ways to deal with speech incidents that they find offensive.

46

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

In terms of skills/competences:

- Recognise the difference between protected and prohibited speech (Freedom of expression/Free Speech vs Hate Speech);
- Use speech that has no negative effect on individuals, groups, and communities;
- Recognise how hate speech affects individuals, groups, and communities;
- Recognise hate speech incidents;
- Escalate or de-escalate a conflict by adapting positive ways of using speech;
- Deal with prohibited speech (Hate Speech);
- Use hate speech legislation to report online and offline hate speech incidents;
- Apply ways of reporting hate speech; and
- Recognise the best ways to deal with speech that they find offensive.

In terms of attitudes:

- Reject hate speech of every form;
- Criticise hate speech and the ways in which affects individuals, groups, and communities;
- Be sensitised in recognising hate speech incidents; and
- Be sensitised in reporting hate speech incidents.

Training Methodology

This workshop will be implemented through classroom learning.

It includes:

- Lectures (through a PPT presentation);
- Discussion;
- Experiential activities;
- Learning-based activities;
- Role play activities.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Breakdown of the Workshop Programme

No.	Content	Duration
1.	**Introduction: International and European Protection of Freedom of Expression/Against Hate Speech** • What Hate Speech is and its Limitations • International and European Protection of the Freedom of Expression • Legislative Bodies and Instruments Addressing Hate Speech Directly or Indirectly • Hate Speech and the European Union *Activity 1: "Meeting Up with Hate Speech"*	**70 minutes**
2.	**Hate Speech in EU Countries' Legislation, in the Media and Online** • Hate Speech in EU Countries' Legislation • Hate Speech in the Media, Online, and in the Social Media • EU Directives controlling Racist and Xenophobic Behaviours in the Media and over the Internet • Important Cases of Hate Speech before the ECtHR *Activity 2: "Stranger or Not?"*	**70 minutes**
3.	**Reporting Hate Speech** • Appraising the Impact of Hate Speech • Reacting to Hate Speech • Reporting Hate Speech (Aggregate Diagram) • Useful Sources of Information about Hate Speech *Activity 3: "Try to Walk in My Shoes!"*	**60 minutes**

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

4.	**Conclusions** • Key Points - Conclusions on the Legal Framework of Hate Speech • Possible Actions for Anti-Hate Speech Education and Awareness • Take Action! (Anti-Hate Speech Campaigns) • Review Questions	**20 minutes**

After the completion of the workshop, both the participants (students) and the trainer will **evaluate the workshop in terms of effectiveness and content quality** (see Appendix 7.2B) (duration: **approximately 20 minutes**).

Instructions on How to Implement the Activities

Activity 1: "Meeting Up with Hate Speech"

1.1 Detailed Description of the Activity

The facilitator:

1. Asks from the class to brainstorm for definitions of hate speech and possible related legislation.
2. Writes down their answers and distributes to them worksheets with definitions of hate speech.
3. Presents to the participants, through the PowerPoint presentation provided, the existing legal framework protecting freedom of expression/free speech and compares this right/term with hate speech definitions.
4. Shows to the participants pictures of hate speech incidents/behaviours and discusses with them the different forms hate speech can take (e.g. sexism, homophobia, online hate speech, etc.).
5. Divides the class into groups of 4-5 persons and distributes one set of activity cards representing different forms of hate speech incidents/behaviours in different contexts as well as of examples related to the freedom of expression/free speech to each group. Participants discuss in groups whether the incidents/behaviours distributed to them are examples of hate speech or not.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

6. The participants sort the distributed cards into the two categories explained at a previous stage, "Hate Speech" and "Free Speech".
7. Ten minutes later, the facilitator asks from the participants to inform the class whether the incidents/behaviours distributed to them were all examples of hate speech or not and whether they found any of the examples difficult to categorise. For the cases they found difficult, they can discuss why with the class.
8. Consequently, in the already existing groups, the participants discuss whether they have ever experienced or witnessed incidents of hate speech, as described, explained, and distinguished from free speech incidents at the previous stages of the activity. After fifteen minutes of discussion, the participants share their experience and thoughts with the class.
9. At the end, the facilitator discusses in plenary in what ways the participants think hate speech affects people and then presents to them possible effects of hate speech.

1.2 Activity Duration

70 minutes.

1.3 Required Equipment and Material

Equipment:

- Flipchart Paper;
- Marker;
- Computer; and
- Projector.

Material:

- Worksheets with Definitions of Hate Speech;
- Pictures of Good Quality representing Different Forms of Hate Speech;
- Set of Activity Cards with Incidents/Behaviours of Hate Speech and Free Speech; and
- PowerPoint Presentation.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Activity 2: "Stranger or Not?"

2.1 Detailed Description of the Activity

The facilitator:

1. Gives to the participants some important information about the framework of hate speech in some selected EU countries (at least 6).
2. Presents to them, through the PowerPoint presentation provided, the current legal framework of hate speech in the European Union and some of the findings of a study included in the presentation.
3. Divides the participants into mixed groups (if possible) of 4-6 persons.
4. Provides the participants with a list of EU countries on the flipchart and asks them to predict which 3 countries hold the least accepting and which 3 hold the most accepting attitude towards migrants.
5. Distributes case studies of hate speech incidents/behaviours from these countries - one case study to each group. S/he gives 10 minutes to each group to discuss the case study.
6. Representatives from each group present to the class their group opinion, justifying their choices, based on what they have learnt about cross-cultural similarities and differences at the previous stages of the activity.
7. The facilitator provides the students with real data from selected sources (official websites, databases, graphs, etc.) about the countries of the list and asks them to select again 6 countries (3+3) based on the data that they have received.
8. All the participants discuss how well the results match to their predictions and the reasons for the match or mismatch. They can also discuss the cultural factors that might influence which countries' citizens are most and least accepting of diversity. Also, ways in which they would handle a similar situation.

2.2 Activity Duration

70 minutes.

2.3 Required Equipment and Material

51

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Equipment:

- Flipchart;
- Flipchart Paper;
- Marker;
- Computer; and
- Projector.

Material:

- Worksheets with Selected EU Countries' Framework on Hate Speech (at least 6);
- Worksheets with Hate Speech Case Studies from the Countries of the List;
- Real Data from Selected Sources (Official Websites, Databases, Graphs, etc.) about the Countries of the List; and
- PowerPoint Presentation.

Activity 3: "Try to Walk in My Shoes!"

3.1 Detailed Description of the Activity

1. The facilitator gives to the participants some important information about reporting hate speech and dealing with it, through the PowerPoint presentation provided and other selected sources.
2. Then, s/he separates local students and young migrants into mixed groups of 2-4 persons (if possible) and distributes them worksheets with different case studies/scenaria presenting different hate speech forms (e.g. homophobia, sexism, etc).
3. After reading the case studies/scenarios, the participants proceed with role playing - one of them taking the role of the victim and the other that of the offender. In case of a group of 3 or 4 persons, the other two take the role of the viewers of the incident. All participants of the group have to experience the role play.
4. When all participants take part to the activity, all groups discuss in plenary their experience by taking different roles (of the victim, offender, and viewer). They can also discuss the factors that may influence their behaviour as well as ways of reporting hate speech and dealing with it in similar situations, by these different roles.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

3.2 Activity Duration

60 minutes (10 minutes per couple, in groups of 2-4 persons).

3.3 Required Equipment and Material

Equipment:

- Computer; and
- Projector.

Material:

- Worksheets with Case Studies/Scenaria of Hate Speech; and
- PowerPoint Presentation.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Module 4:

Media Literacy

Module 4: Media Literacy

Theoretical - Historical Background

"*Media Literacy* is the ability to access, analyse, evaluate, and create media in a variety of forms"[4].

People need these skills to question and make judgements about their online environment. This kind of skills are important as they enable us to know when something could be biased or misleading. This is especially actual in the today's era of 'fake news' and growing anti-immigrant discourse, steered by right-wing political parties (as our research revealed).

To guard against being manipulated and influenced by "fake news" and intentional misinformation, we need to adopt and employ media literacy skills. Simply slowing down and taking a more deliberate approach can make us much less susceptible to misinformation. Using a more deliberate approach engages our critical mind, takes more time, and helps us better determine the credibility of the information being presented. The media literacy can be exercised and trained and it can also act as a form of resistance to intentional misleading anti-immigrant discourse. And the current curriculum and training material aim to equip learners with the knowledge and skills needed for that.

Aim of the Workshop

The current workshop aims at improving participants' media literacy skills, providing them with understanding of the media role in the anti-immigrant discourse as well as the technologies employed for that (framing, agenda setting, 'fake news' and intentional misinformation).

Through critical analysis of concrete examples, the participants will learn:

- How the media can influence opinions and perceptions of different groups and form their judgements.

---

[4] https://www.medialit.org/media-literacy-definition-and-more

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

- How to evaluate the relevance, credibility, and purpose of the media source and a concrete message, recognising whether it contains framing, agenda setting, or intentional misinformation.
- How to examine the general media landscape and any given piece of information concerning immigrants for political intentions.

Learning Outcomes

After the end of the workshop, the participants will be able to:

In terms of knowledge:

- Reflect on media power and describe how media can influence opinions and perceptions of different groups and form their judgements.

In terms of skills/competences:

- Evaluate the relevance, credibility, and purpose of the media source and a concrete message, recognising whether it contains framing, agenda setting, or intentional misinformation.
- Examine the general media landscape and any given piece of information concerning immigrants for political intentions.

In terms of attitudes:

- Appraise and argue the impact of how people with foreign background are represented in mainstream media.

Training Methodology

This workshop will be implemented through classroom learning.

It includes:

- Lectures (through a PPT presentation and other material);

Intellectual Output [3] [“Report Racism” Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

- Discussion;
- Experiential activities; and
- Learning-based activities.

Breakdown of the Workshop Programme

No.	Content	Duration
1.	**Introduction**	**10 minutes**
2.	**Media and Their Power** *Activity 1: "Recognising Media Power"*	**60 minutes**
2.	**Agenda Setting** *Activity 2: "Understanding Agenda-Setting"*	**60 minutes**
3.	**Fake News** *Activity 3: "Detecting Fake News and their Harmfulness"*	**70 minutes**
4.	**Conclusions**	**20 minutes**

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

After the completion of the workshop, both the participants (students) and the trainer will **evaluate the workshop in terms of effectiveness and content quality** (see Appendix 7.2B) (duration: **approximately 20 minutes**).

Instructions on How to Implement the Activities

Activity 1: "Recognising Media Power"

1.1 Detailed Description of the Activity

1. The facilitator deliver a lecture on media using material from the provided PPT presentation.

2. The "Fishbowl" experiential exercise's technique is explained to the participants: a medium-sized group of students (4-6) is selected to sit at the front of the whole classroom and openly discuss an assigned topic, so that the entire class can hear. Once this part of the activity is complete, the remaining students repeat the activity (so that everyone participates);

3. The following points (included in the PPT presentation) are displayed to provide the topics and scenaria for discussion as well as to stimulate the discussion:

- Discuss the role of different media channels in forming public opinion and their role.
- Discuss how and why people with foreign background can be framed by media.
- Remember from your own experience if you have been personally victimized by certain media and in what way.
- Elaborate on how you or someone else from your community could influence the media landscape through community media.

1.2 Activity Duration

60 minutes, comprising of:

1. Presentation by the Trainer – 20 minutes; and
2. 2-4 "Fishbowl" Panels – 40 minutes.

58

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

1.3 Required Equipment and Material

Equipment:

- Sheets of Paper (in case someone needs to take notes);
- Pens (in case someone needs to take notes);
- Bottles of Water for the "Fishbowl" Panels;
- Computer; and
- Projector.

Material:

- PowerPoint Presentation.

Activity 2: "Understanding Agenda-Setting"

2.1 Detailed Description of the Activity

1. The trainer delivers a short lecture on agenda setting based on the theoretical material of the Power Point presentation.

2. Then, the article about "Swedish Democrats" political party is suggested for their review: https://www.bbc.com/news/world-europe-29202793.

3. After getting acquainted with the material, the participants are divided into small groups of 3-5 persons.

4. Each group is asked to create a mind map of agenda setting concerning immigrants and refugees in the country. The facilitator should explain that the phrase "agenda setting in (country name)" has to be in the middle, while the branches of the mind map can be: a) specific agenda setting topics that are present in the country's discourse, b) the agents of agenda setting (specific political parties, different media) and their motives, c) agents, channels, and ways to combat such agenda setting, d) other audiences involved and their attitudes (public, policy-makers, different stakeholders) as well as any other relevant content.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

5. To stimulate participants' thinking and help generate ideas, the students are provided with the following questions/points for discussion. The questions/points (included in the theoretical presentation) must be displayed and explained by the facilitator:

- What are the right-wing political parties in the country you live in?
- Discuss and compare how Swedish Democrats and the political parties in your country set the media agenda in the country.
- What type of agenda setting the actions of Swedish Democrats represent? Does the negative attitude towards immigrants come from public, media, or policy-makers?
- Discuss the role of different media channels in setting the agenda regarding immigrants.
- Think how you or someone else from your community could influence the media landscape through community media in order to combat misleading agenda regarding immigrants.

6. When all groups have their mind map ready, one representative from each group must present the results of their work.

2.2 Activity Duration

60 minutes, comprising of:

1. Presentation by the Trainer – 20 minutes;
2. Creation of Mind Maps – 25 minutes; and
3. Presentation of Groups' Results – 15 minutes.

2.3 Required Equipment and Material

Equipment:

- Sheets of Paper (A3 size) for Each Group;
- Sheets of Paper (A4 size) for Notes;
- Markers of Different Colours for the Mind Maps;
- Pens for Notes;
- Computers with Internet Connection; and

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

- Projector.

Material:

- Link to the Suggested Article for Review; and
- PowerPoint Presentation.

Activity 3: "Detecting Fake News and their Harmfulness"

3.1 Detailed Description of the Activity

1. The activity starts with a short group discussion, with the participants being asked to share their understanding of the term "fake news".

2. Use the theoretical presentation to address the following:

   a. Definition of fake news;
   b. Intentions and motivations behind fake news; and
   c. 7 types of fake news.

3. Present and explain the "ladder ranking system": Fake news should be ranked by placing post-it notes in vertical order based on their harmfulness, with the most harmful at the top of the "ladder".

4. The participants are divided into smalls groups.

5. Each group is asked to search online 7 examples of fake news regarding immigrants and refugees that fit into each of the 7 types of fake news. Participants should rank them from the most harmful to the least harmful, based on the ladder ranking system.

6. The small groups are also supposed to argue on the risks and consequences of liking, sharing, and commenting on fake news' posts of different degree of harmfulness; and

7. One representative from each small group is asked to share their group's experience and conclusions.

3.2 Activity Duration

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

70 minutes, allocated as follows:

1. Discussion on the Term "Fake News" – 10 minutes;
2. Reviewing the Theoretical Presentation – 10 minutes;
3. Finding Examples for Each Type of Fake News – 20 minutes;
4. Ranking Fake News and Discussion on Consequences of Interacting with Fake News - 20 minutes; and
5. Presentation of Group Work (Experience and Conclusions) – 10 minutes.

3.3 Required Equipment and Material

Equipment:

-   Post-it Notes (to Write Down Titles of Fake News);
-   Sheets of Paper (A4 size) for Notes;
-   Pens;
-   Computers with Internet Connection; and
-   Projector.

Material:
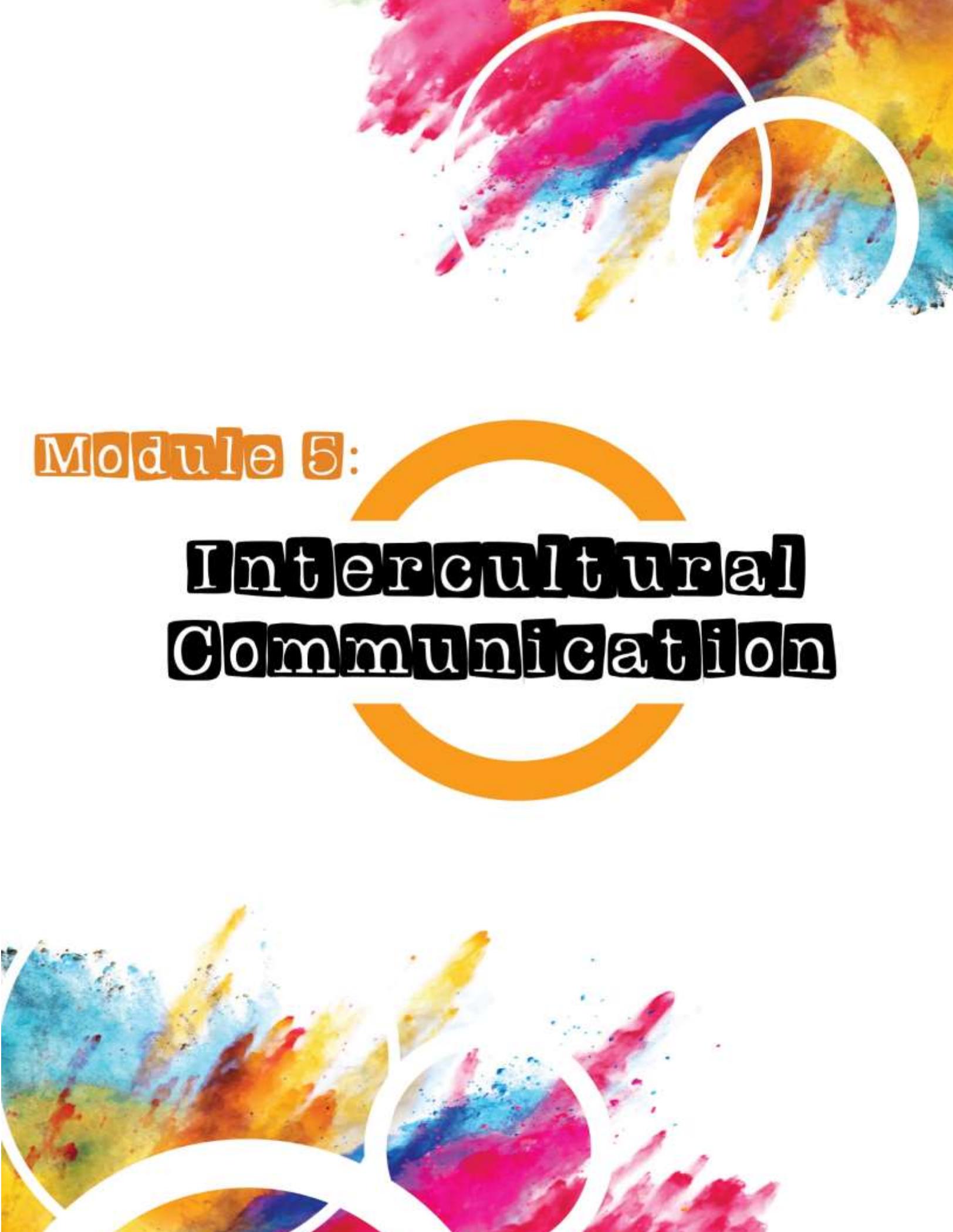
-   Power Point Presentation.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Module 5:

Intercultural Communication

Module 5: Intercultural Communication

Theoretical - Historical Background

Even though it is considered a key instrument to build an inclusive, diverse, respectful, and modern European society, *Intercultural Communication* is barely mentioned in education programmes; neither compulsory education nor tertiary students are familiar with this concept.

In order to get introduced to the topic of Intercultural Communication, it is important to focus on key related concepts, such as the term "Culture" as wells as "Otherness", "Ethnocentrism", "Multiculturalism", "Cross-culturalism", or "Interculturalism". Such objective will be achieved through different activities seeking to raise students' awareness of their own cultural communication specificities and, therefore, of the cultural communication specificities of "others", from different ethnic backgrounds, whether being part of the same society or not.

Intercultural Communication can broadly be defined as any kind of communication between people from different cultures. It is one of the most powerful skills that students and professionals need to learn and even to master in an increasingly complex, globalised, and interconnected world that we are living in.

Indeed, Intercultural Communication is an indispensable instrument to ease communication between people from different parts of the world, to promote cultural empathy, to fight cultural prejudices and, therefore, to refute hate speech and anti-immigrant discourse arguments.

Aim of the Workshop

This workshop aims to introduce participants to the topic of Intercultural Communication. Firstly, participants will be instructed on the theoretical framework of Intercultural Communication through consensual definitions of key related concepts. Secondly, they will learn to distinguish between different typologies of cultural communication in an ethnically diverse society. Finally, they will get familiar with basic notions on how to use Intercultural Communication as a tool to communicate effectively with other people from different parts of the world, essentially in a conflictive situation, involving cultural factors.

From a theoretical perspective, this training will help participants to distinguish between different concepts related to cultural diversity and intercultural communication. The practical part of this training

will put students 'in the shoes' of people with different cultural backgrounds and make them think and debate about the best ways to communicate effectively in a diverse context.

Learning Outcomes

After the end of the workshop, the participants will be able to:

In terms of knowledge:

- Distinguish between multicultural, cross-cultural, and intercultural communication.
- Define typical communication misinterpretations due to regional and cultural specificities (to overcome cultural barriers in communication).

In terms of skills/competences:

- Recognise examples of miscommunication in multilingual and culturally diverse contexts.
- Put into practice basic intercultural communication skills to resolve issues of miscommunication.

In terms of attitudes:

- Be aware, understand, and normalise the differences of communication preferences according to the regional and cultural background of their interlocutors and of themselves.

Training Methodology

This workshop will be implemented through classroom learning.

It includes:

- Lectures (through a PPT presentation and audio-visual material);
- Discussion;
- Experiential activities; and
- Learning-based activities.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Breakdown of the Workshop Programme

No.	Content	Duration
1.	**Introduce Your "Intercultural Self"** *Activity 1:* Intercultural Self-Introduction Game *"I Am You, You Are Me"*	**70 minutes**
2.	**Introduction to Intercultural Communication** *Activity 2: "Different Concepts Related to Intercultural Communication"*	**90 minutes**
3.	**Intercultural Miscommunication** *Activity 3: "You? Me? Him?"*	**90 minutes**
4.	**Conclusions**	**30 minutes**

After the completion of the workshop, both the participants (students) and the trainer will **evaluate the workshop in terms of effectiveness and content quality** (see Appendix 7.2B) (duration: **approximately 20 minutes**).

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

Instructions on How to Implement the Activities

Activity 1: Intercultural Self-Introduction Game "I Am You, You Are Me"

1.1 Detailed Description of the Activity

This activity should preferably take place in an open space, where participants can move freely or form a wide circle.

1. The facilitator will randomly divide the group into pairs of mixed origin and gender (if possible).
2. S/he will explain the rules of the game and the questions already distributed to the participants (point 3 and 4);
3. Rules:
     - You will need to memorise lots of information about your partner, so FOCUS!
     - Written notes are NOT allowed to be taken (except if your partner has difficulty in summarising and you in memorising)
     - Only participants are allowed to answer the questions, the facilitator only "watches the game".
     - Explicit help from partners is NOT allowed.
     - Secretive and "under the table" help is allowed.
     - Made up answers are allowed.
     - Having fun is allowed, too!

4. Between 15 and 20 minutes will be given for self-introduction: Each participant will have half of this time to "interculturally introduce himself/herself" to his/her partner by answering the following questions:
     - What is your name?
     - How would you say your name in… (a foreign language of some of the main (economic) diasporas in your country; the 'more difficult' etc.)? (If you do not know, you can make it up).
     - Where were you born?
     - How would you say your country's name in… (a foreign language of some of the main (economic) diasporas in your country; the 'more difficult' etc.)? (If you do not know, you can make it up).

67

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

- What do/did you study?
- What is your favourite foreign dish?
- One typical thing you know/like about African culture.
- One typical thing you know/like about American culture.
- One typical thing you know/like about Asian culture.
- One typical thing you know/like about European culture.
- One typical thing you know/like about Oceania's culture.
- Which are your top three favourite cultures other than yours?
- How would you describe your own culture?
- Is there any place abroad where you would love to spend some years of your life?
- Do you know any relevant non-migrant renowned people from some of the main foreign (economic) diasporas in your country? (In the case of Alicante, for example, Spanish students should give the name of an artist, politician, author etc. from Algeria, Morocco, Romania, or Ecuador among other origins. For Algerian and Moroccan participants, they should give the name of a Sub-Saharan public figure etc.)

5. Once the 20 minutes have past, every participant will present their partner using first person pronouns (no need to remember every detailed answer and the partner can provide some help "under the table"… Use your own notes only and only if necessary);

6. Once the presentations are done, the facilitator will ask the participants to describe the difficulties they have encountered introducing their "intercultural self". They should mention aspects such as:

- Difficulties to remember all their partner's answers.
- Difficulties to pronounce other languages (name and country).
- How to define "culture" (remember, the trainer does not participate in the debate, s/he is just a facilitator);
- How to define the culture of an entire continent (continents are not culturally homogenous places; in reference to the things that they know/like about different continents' cultures).
- Lack of knowledge about other cultures (in reference to the question about relevant people from third countries).
- Reasons behind such lack of knowledge (why North American renowned personalities are so well-known all over the world, more than French and Germans and far from Ethiopians, Bengalese, or Egyptians)?

68

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

1.2 Activity Duration

70 minutes.

1.3 Required Equipment and Material

Equipment:

- Worksheets with the Questions to be Asked in the Intercultural Self-Introductions;
- Sheets of Paper (A4) for Notes (if necessary);
- Pens for Notes (if necessary);
- Computer; and
- Projector.

Material:

- PowerPoint Presentation.

Activity 2: "Different Concepts Related to Intercultural Communication"

2.1 Detailed Description of the Activity

1. **The facilitator will ask the participants if they are familiar with the concept "*Otherness*":**
   a. Those who are not will, be asked to guess the meaning;
   b. Afterwards, those who are familiar with this concept, will clarify it for the rest;
   c. Once the round of answers is finished, the facilitator will show the definition included in the PPT presentation; and
   d. A debate around this concept should take place.
2. **The facilitator will ask the participants if they are familiar with the concept "*Ethnocentrism*":**
   a. Those who are not will, be asked to guess the meaning;
   b. Afterwards, those who are familiar with this concept, will clarify it for the rest;
   c. Once the round of answers is finished, the facilitator will show the definition included in the PPT presentation; and
   d. A debate around this concept should take place.
3. **The facilitator will ask the participants if they are familiar with the concept "*Culture*":**
   a. Those who are not, will be asked to guess the meaning;
   b. Afterwards, those who are familiar with this concept, will clarify it for the rest;

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

  c. Once the round of answers is finished, the facilitator will show the definition included in the PPT presentation; and

  d. A debate around this concept should take place.

4. **The facilitator will ask the participants if they are familiar with the concept "*Multicultural*":**

  a. Those who are not, will be asked to guess the meaning;

  b. Afterwards, those who are familiar with this concept, will clarify it for the rest;

  c. Once the round of answers is finished, the facilitator will show the definition included in the PPT presentation; and

  d. A debate around this concept should take place.

5. **The facilitator will ask the participants if they are familiar with the concept "*Cross-cultural*":**

  a. Those who are not, will be asked to guess the meaning;

  b. Afterwards, those who are familiar with this concept, will clarify it for the rest;

  c. Once the round of answers is finished, the facilitator will show the definition included in the PPT presentation; and

  d. A debate around this concept should take place.

6. **The facilitator will ask the participants if they are familiar with the concept "*Intercultural*":**

  a. Those who are not, will be asked to guess the meaning;

  b. Afterwards, those who are familiar with this concept, will clarify it for the rest;

  c. Once the round of answers is finished, the facilitator will show the definition included in the PPT presentation; and

  d. A debate around this concept should take place.

7. **The facilitator will ask the participants if, based on the previous information, are in a position to define the concept of "*Intercultural Communication*":**

  a. Once the round of answers is finished, the facilitator will show the definition included in the PPT presentation; and

  b. A debate around this concept should take place.

2.2 Activity Duration

60 minutes.

2.3 Required Equipment and Material

Equipment:

- Sheets of Paper (A4 size) for Notes (if necessary);

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

- Pens for Notes (if necessary);
- Computer;
- Projector.

Material:

- PowerPoint Presentation.

Activity 3: "You? Me? Him?"

3.1 Detailed Description of the Activity

1. **The activity will start with a video available on YouTube about a comical example of verbal miscommunication:** https://www.youtube.com/watch?v=OAVnOz7i-JA.

   The dialogue goes as follows:

   - *"Who are you?"*
   - *"Yu".*
   - *"No not me, you?"*
   - *"Yes, I am Yu".*
   - *"Just answer the damn questions, who are you?"*
   - *"I have told you".*
   - *"Are you deaf?"*
   - *"No, Yu is blind".*
   - *"I'm not blind, you blind".*
   - *"That is what I've just said".*
   - *"You've just said what".*
   - *"I did not say what, I said Yu".*
   - *"That is what I'm asking you".*
   - *"And Yu is answering".*
   - *"Shut up! You!"*
   - *"Yes?"*
   - *"Not you, him! What's your name?"*
   - *"Mi".*
   - *"Yes you!"*
   - *"I am Mi".*

71

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

- *"He is Mi and I'm Yu".*
- *"And I'm about to woop your old ass man because I'm sick of playing games. You! Me! Everybody's ass around here".*

2. **The facilitator will ask the participants to describe the scene. They should mention aspects such as:**
   a. The place where the scene takes place;
   b. The main characters, including the children and the "big man";
   c. The reason why the scene starts with a fight;
   d. The misunderstanding; and
   e. The solution.

3. **The facilitator will ask the participants about the differences between the attitudes of the Americans and the attitudes of the Chinese characters, including the children and the "big man". They should mention aspects such as:**
   a. Temperament;
   b. Respect for the elderly; and
   c. Discipline.

4. **The facilitator will ask the participants how they distinguish between who are the "Chinese" and who are the "Americans". They must mention aspects such as:**
   d. The physical appearance;
   e. The context; and
   f. If they do not mention it, the facilitator can highlight the possibility that an apparently Chinese person can be from other Asian countries, from Peru, or even an American born and raised with American born and raised parents as well, who might struggle speaking Chinese.

5. **The facilitator will ask the participants to analyse the reasons behind the misunderstanding. They should mention aspects such as:**
   a. Prejudices, if there are any (the judgemental way detective James Carter addresses Master Yu);
   b. Linguistic barriers, if there are any (e.g. the use of the personal name as pronoun: *"No, Yu is blind"*); and
   c. Lack of knowledge about other cultures (James does not know that monosyllabic names are common among Chinese people).

6. **The facilitator will ask the participants to analyse the way Chief Inspector Yan Naing Lee interceded to put an end to the misunderstanding. They should mention aspects such as:**
   a. Gestures of respect toward Master Yu;
   b. Did the policemen get answers to what they needed?; and

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

    c.   Was the fact that Yan Naing was - and was speaking - Chinese crucial? (bear in mind that Master Yu and his help, Mi, speak English correctly).

7. **The facilitator will ask the participants how they could apply their knowledge on Intercultural Communication in such situation.**

8. **As a way to apply this knowledge, students will be kindly asked to share in social media the video alongside a comment - or anything that have caught their attention during the session - to disseminate it among their pairs and social circle.**

3.2 Activity Duration

70 minutes.

3.3 Required Equipment and Material

Equipment:

- Sheets of Paper (A4 size) for Notes (if necessary);
- Pens for Notes (if necessary);
- Computer;
- Speakers; and
- Projector.

Material:

- Link to the YouTube Video; and
- PowerPoint Presentation.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

6. Evaluation of the Workshops

6.1 "Train the Trainers" Workshop

After the completion of the "Train the Trainers" Workshop, the partners have to provide the Coordinator with the provided **Evaluation Forms (Questionnaires)**, filled out only by the Participants **(see Appendix 7.2.A)**. The evaluation forms will be distributed by the trainer at the end of the workshop.

Also, the partners have to prepare and provide the Coordinator with their **national Evaluation Report (see Appendix 7.2.A)**.

6.2 "Report Racism" Workshops

After the completion of each "Report Racism" Workshop (for each training module), the partners have to provide the Coordinator with the two provided **Evaluation Forms (Questionnaires)**, filled out by the Participants (Students) and the Trainers respectively **(see Appendix 7.2.B)**. The evaluation forms should be distributed to the participants by the trainer/facilitator at the end of each workshop.

Also, the partners have to prepare and provide the coordinator with their **national, aggregate Evaluation Report**, for all the five workshops that they will implement, including information on each of workshop separately as well as aggregate data **(see Appendix 7.2.B)**.

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

7. APPENDICES

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

7.1 Training Material

MODULE NO	TRAINING MATERIAL
1	PDF Module 1_Hate Speech_EN.pdf
2	PDF Module 2_Hate Speech vs Freedom
3	PDF Module 3_Understanding th
4	PDF Module 4_Media Literacy_EN.pdf
5	PDF Module 5_Intercultural Comr

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

7.2 Evidence Templates

A. "TRAIN THE TRAINERS" WORKSHOP	EVIDENCE TEMPLATE
Evaluation Form (Participants)	Train the Trainers Workshop_Evaluatio
National Evaluation Report	Train the Trainers Workshop_Evaluatio
B. "REPORT RACISM" WORKSHOPS	EVIDENCE TEMPLATE
Evaluation Form (Trainer)	Report Racism Workshops_Evaluati
Evaluation Report (Participants/Students)	Report Racism Workshops_Evaluati
National Evaluation Report (Aggregate, on all 5 Workshops/Modules)	Report Racism Workshops_Evaluati

Intellectual Output [3] ["Report Racism" Curriculum and Methodological Guide, A3. Development of a Methodological Guide]