OUTSIDE IN
TRANSFORMING HATE

TRANSFORMING HATE
IN YOUTH SETTINGS

Practical Toolkit

An Activities Resource for Youth Workers

OUTSIDE IN

TRANSFORMING HATE IN YOUTH SETTINGS

PRACTICAL TOOLKIT

AN ACTIVITIES RESOURCE FOR YOUTH WORKERS

Participating organisations

This toolkit has been developed as part of a strategic partnership, funded by the European Union Erasmus+ programme, involving youth work practitioners from Irish, Slovenian and Finnish organisations. These organisations work with young people regularly on the topic of hate speech and have combined their expertise to create this practical toolkit.

This project is a continuation of the Outside In project, which had the aim of recognising, tackling and transforming hate speech (www.transformatinghate.eu). This current project was developed by the following transnational partners:

LJUBLJANA PRIDE PARADE ASSOCIATION, SLOVENIA (LEAD PARTNER)

As an association, Ljubljana Pride Parade represents a marginalized social group of young LGBTIQ+ people, and articulates their needs in society. As the organizer of the annual Pride Parade, it also assumes the role of articulating the broader social interests and rights of the LGBTIQ + community in Slovenia. It is positioned as an organization that fights all forms of racism, discrimination, homophobia and other social formations based on subjugation.

www.ljubljanapride.org

RAUHANKASVATUSINSTITUUTTI RY / PEACE EDUCATION INSTITUTE [RKI PEACE INSTITUTE], FINLAND

The Peace Education Institute (Rauhankasvatusinstituutti RKI ry) is a politically and religiously non-aligned non-governmental organization. We support the growth and development of children and youth towards global citizenship, who know their global responsibilities and who promote equality and nonviolence, by supporting educators.

www.rauhankasvatus.fi

NATIONAL YOUTH COUNCIL OF IRELAND

The National Youth Council of Ireland (NYCI) is the representative body for voluntary youth organisations in Ireland. It uses its collective experience to act on issues that impact on young people.

www.youth.ie

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Introduction to the Toolkit

This toolkit has been developed to help youth workers transform hate speech and behaviour in youth settings. Hate expressed by words, behaviour and attitudes is a form of violence that can easily be overlooked or ignored. When it is left unchallenged it can become normalised within our society and escalate into physical violence on a larger scale. Challenging hate when it occurs sends a clear message to young people that these attitudes and words are harmful and it takes the dehumanising impact of hate seriously. With the rapid growth of social media, which provides a willing platform, the ways in which hate speech can impact on people in all areas of society have multiplied. There is no widespread clarity on what hate speech is and how to address it. We intend for this toolkit to meet some of these needs by supporting youth workers to have concrete and adaptable tools to enable them to recognise, challenge and ultimately transform hate speech.

In this context, we refer to hate speech as encompassing all forms of expression which spread, incite, promote or attempt to justify any form of hatred, stereotyping or discrimination based on intolerance. Transformation with young people is a process of change that involves supporting them to become more conscious of themselves both within their youth groups and within society. Working directly with young people to explore hate, and empowering them to name and challenge it, is a crucial way to impact on society as a whole.

On one level the challenge lies with youth workers identifying the most effective and constructive ways to intervene and respond when hate speech happens in the youth space. On another, the challenge centres on how best to support young people in understanding the impact that hate speech can have, to know where it comes from, and to learn and challenge the attitudes that lie behind it. This toolkit seeks to address these challenges in order to create safer and more inclusive youth environments.

The overall emphasis on transformation encompasses:

- the young people as individuals and in groups,
- the youth worker as they develop their practice and self-awareness,
- the youth space in general.

Each one has a specific role to play in the transformative process. The diverse set of activities presented in this Toolkit revolve around the different concepts of:

- self-awareness,
- identity-based hate (including dual and multiple identity-based hate)
- safer space,
- needs based approaches and
- understanding how structures and systems of oppression connect with hate

For information on these concepts, the different forms of discrimination, definitions of specific terminology and explanations of Transformative Practice – including managing youth spaces when hate speech or hateful behaviour happens - please refer to the Transforming Hate in Youth Settings Educational Tool and Practice Manual which should be used as a companion guide to this resource. It is available on the following link:

http://transforminghate.eu/wp-content/uploads/2019/02/outside-in-manual-full.pdf

Throughout the toolkit the word 'youth worker' is used to refer to a person who facilitates the youth group, both formally and non-formally. We want to stress that this is used as a generic term and includes any person working a group of young people; it can refer to youth leaders, facilitators, trainers, team leaders, youth activists and volunteers.

How to use the Toolkit

The activities presented in this toolkit vary by:

- time they take to complete,
- method,
- group size,
- recommended age
- level of advance knowledge needed by both the young people and/or youth workers.

Each activity can be used as a stand-alone activity or be used alongside other activities in the toolkit to form a programme of work over several sessions. Most of the sessions presented in this Toolkit can also be broken up and run over two shorter sessions especially when time is needed to build understanding with the issues being raised. Each activity can be modified to suit different groups. The recommendations set out in this Toolkit are advisory rather than fixed – please adapt them to your group and your context. Transformation is a journey and it can take time.

Each activity sets out:

- The themes covered by the activity (we use keywords to explain the themes used).
- Aim.
- Recommended time needed.
- Recommended group size and recommended age group of participants.
- Materials needed.
- Step by step guide to implement the activity including notes on discussion and debriefing to support the learning.
- Options for the activity to continue and go deeper.
- Tips and tricks to support the youth worker based on the personal experiences of the youth workers who have used it, with some suggestions from their practice.
- Additional reading to gain a better understanding of the theme the activity addresses.
- Level of activity (simple/moderate/advanced) based on advanced knowledge needed by participants/youth leaders.
- Trigger warnings - where an activity may be triggering for participants who have personal experience of things being discussed.

Resources

Materials to implement the activities can be found at the end of the toolkit named by the activity they link with. They can be printed or copied or used as a reference to create your own.

Level of activity (basic/moderate/advanced)

Some activities are marked as "advanced". These will require the youth worker to have previous knowledge before carrying it out. The type of knowledge needed will be made clear within the instructions. When the level of knowledge of young people is not known, it is advisable to use activities from basic or moderate levels or adapt some of the more advanced ones to suit the needs of your group. The level of difficulty of the exercise will be indicated by the following icons. The coloured bars indicate the level of knowledge needed.

Basic   Moderate   Advanced

Triggers

All activities have been developed to be as inclusive as possible and to be used with a large variety of young people with different knowledge and experiences. However, given the subject matter some of the activities can be triggering for some – especially those from affected minority and marginalised identities. These activities have been clearly marked with the following icon and the reason explained more explicitly within the text, for example, this activity contains descriptions of violent incidents.

Trigger Warning

Keywords

To make the toolkit as user friendly as possible, key words for each activity have been used at the start of every activity highlighting the main themes it covers. Several activities also provide additional links to different supporting materials, where relevant.

At the end of the toolkit you can find an index to look up specific themes and find the activity number that covers that theme. For example, the subject of identity comes up in activities 4, 6, 9, 10, 11, 15.

Activities

Activity 1   # Group Agreement

Level

Keywords/themes:
GROUP AGREEMENT,
SAFER SPACE,
NEEDS,
EMPOWERING.

This activity should be introductory to any group process. It can be used as a process for establishing a new group.

Aim:
To create a group agreement that is based on the needs of everyone in the group in order to establish a safer space.

Time:
30-40 mins
- 15 mins introduction and individual work
- 10-20 mins categorising the ideas and making the group agreement
- 5 mins closing

Group size:
5 - 35 people

Who is it for?
Any age

Materials:
Flipchart paper, pens, sticky notes/post-its

Step 1:

Explain why creating a group agreement is important for group dynamics, to feel safe, and for everyone to be able to participate fully.

Step 2:

Ask the group to think about and answer the following questions for themselves as individuals and to write their answers on sticky notes (one response per sticky note). They can have more than answer for each question.

- What do you need to participate/learn well?
- When do you feel respected?
- What do you need to feel included?

Step 3:

The group stick their answers on to 3 flip chart sheets or hands them to the youth worker. The youth worker reads the responses out and places similar responses into themes. For each theme ask: *'How can we all try to meet these needs?'*

Step 4:

Together as a group you create a group agreement as a list of statements that includes all the needs mentioned. If necessary, add some of the most important principles in maintaining a safer space (see additional reading).

Step 5:

Before you finish, read it out together and check if anyone wants to add something. If everyone agrees with the agreement it becomes a common promise for the group and it is expected to be respected by everyone. You point out that things can be added to the list and that the group can refer to the agreement if needed

Step 6:

To make if official symbolically everyone signs the agreement.

Tips and Tricks:

- ❖ The Group Agreement should always be visible in the group space.
- ❖ Every time a new person enters a process it means that is a new group, meaning you should repeat the process and make a new agreement.
- ❖ You should refer to your agreement regularly if you are working with the same group for some time and you can adapt if necessary.
- ❖ This exercise should be done using a non-formal education approach (i.e. sitting in a circle).
- ❖ It's important to be aware that creating and maintaining safer space is a practice that requires more than just this activity. It requires constant work and commitment. This activity can support this process.

Additional reading:

Creating safer space: See Transforming Hate In Youth Settings Educational Tool and Practice Manual http://transforminghate.eu/wp-content/uploads/2019/02/outside-in-manual-full.pdf/ pages 18 - 24

Activity 2

My Need for Safer Space

Level

Keywords/themes:
SAFER SPACE,
NEEDS.

This activity is for a group who will work together for some time and are getting to know each other.

Aim:
To introduce the idea of a safer space through reflection on our own needs and how they can be met in group settings.

Step 1:

The youth worker briefly explains about safer space:

> **"A safer space is where everyone feels comfortable, safe, respected, able to participate and be heard."**

Time:
50 mins
- 5 mins introduction
- 5 mins individual reflection
- 5 mins discussion in pairs
- 10 mins group discussion
- 10 mins presentation
- 15 mins debriefing

Step 2:

The youth worker presents the beehive method of working: first, the young people work individually; then in pairs; then in groups of 4 by joining pairs together. Each time they are given a different question to reflect on.

- Individually, in silence: *'Think about whether you have ever been a part of a space that you feel is comfortable, safe, respected, where you are able to participate and be heard?'*
- In pairs, discuss: *'How do you feel when you are a part of a safer space? If you have never experienced it, how do you imagine it would feel?'*
- In groups of 4, discuss and write down: *'Based on what you have thought and spoken about, what do we need to do as a group for everyone to feel safe? Give concrete examples.'*

Group size:
8 - 24 people

Who is it for?
Age 10+

Step 3:

The groups present back what they wrote down. The youth worker creates a list from all the recommendations. If needed, they add additional suggestions.

Materials:
Flipchart paper, pens.

Step 4:

The youth worker leads a discussion, using the following questions:

- What did we do in this exercise?
- How did it feel to talk about this?
- What did you learn?
- Do you think it is possible to create a space where everyone feels as safe and comfortable as possible?
- Do you think it's important to work on that as a group? How?

Optional continuation of the activity:

This activity can continue with older groups by opening the topic up to explore the specific needs of minority and marginalised groups when creating a safer space: What needs might they have? How might we meet them?

Tips and Tricks:

- ❖ Creating a safer space is a transformative practice that can prevent the occurrence of hate speech and hateful behaviour, as well as a tool that can be used in responding to hate.
- ❖ In order to use this activity effectively the youth worker needs background knowledge about the concept of safer spaces.
- ❖ It is important to be aware that creating and maintaining safer space is a practice that requires more than just this activity. It requires constant work and commitment. This activity can support this process.

Additional reading:

On creating safer space see Transforming Hate In Youth Settings Educational Tool and Practice Manual http://transforminghate.eu/wp-content/uploads/2019/02/outside-in-manual-full.pdf/ Pgs. 18-24

More information about safer spaces:
https://politicsandcare.wordpress.com/2017/03/10/safer-spaces/

https://splinternews.com/what-s-a-safe-space-a-look-at-the-phrases-50-year-hi-1793852786

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Activity **3**

Responding to an incident of hate speech or behaviour and rebuilding safer space

⚠️ **Trigger Warning**

Level

Keywords/themes:
RECOGNISING HATE SPEECH,
IMPACT OF HATE SPEECH,
SELF-AWARENESS,
SAFER SPACE,
GROUP AGREEMENT,
EMPOWERING

The activity focuses on rebuilding safer space with a group who have been working together where an incident of hate speech or behaviour has arisen. Such as:

- an incident has happened, or several smaller incidents have happened that have involved a person feeling marginalised or excluded and less able to participate.
- hate speech has been used against a group/person not represented in the youth space.

Aim:
The aim is to facilitate a proactive group-led response to addressing hate related conflicts within the group.

Time:
60 mins
- 30 mins recognising what hate speech is
- 30 mins on the group agreement

Group size:
5-12 people

Who is it for?
Age 10+

Materials:
Flipchart paper, pens.

Step 1:

Begin the activity with this quote written up:

Hate speech is any form of expression which spreads, incites, promotes or attempts to justify hatred, stereotyping or discrimination that is based on intolerance of a person's group identity.

Step 2:

The youth worker invites the young people to come into the group space and expresses concerns about an incident, or repetition of incidents, where hate speech or behaviour has occurred.

The youth worker explains to the group that the incident was a form of hate speech and that as a group they are going to go through a process to understand what hate speech is and how it has emerged within the group.

Step 3:

Break the participants up into smaller groups. Ask them to reflect on this concept of hate speech. After 10 minutes ask the group to come back together and share their thoughts. The youth worker should facilitate this discussion to support the young people to understand what hate speech and behaviour is and how it impacts on different people and is linked to systematic oppression of people based on their identity. (See longer explanations of hate speech in the links on hate speech given in the additional reading notes).

Ask the group to give other examples of hate speech they have seen or heard about. Explain that hate speech can manifest as words, attitudes and behaviours.

Ask the group if they have seen or heard about hate speech as an act of violence.

Pause and reflect

If you are confident that the young people understand what hate speech is you can move on to the next steps. If not, you may need to continue the process at a subsequent session.

Step 4:

The group is asked to think of how hate speech has occurred within their group. They are asked to name the words, attitudes and behaviours used and need to be made aware that it is not a blaming exercise. Ask the group *how people might be impacted by these words and how would it make people feel?*

Step 5:

The youth worker discusses the impact of these words, attitudes and behaviours and asks how they as a group can create a more inclusive youth space. Ask the group *how does hate speech affect our judgements and beliefs about people and groups?'*

Step 6:

To rebuild a safer safe the group, facilitated by the youth worker, begins a process of creating a new group agreement that directly refers to the elimination of hate within the group, guided by the following questions:
- What do all people need to feel respected?
- What do people need to feel heard?
- What can we do to ensure that everyone in the room is valued?

This may take some time, it can be returned to, added to or changed.

Optional ways of doing this activity

Other creative methods can be used to give more examples of hate speech. This can include drawings, drama examples, moving debates. The youth workers can also do a role-play of an example of hate speech and discuss it with the group.

Tips and Tricks:

- ❖ The more ownership the group takes over creating a group agreement the more likely they are to take it seriously. The youth worker should be a facilitator but not give examples.
- ❖ For the youth worker:
  - ✓ It is important that the youth worker can recognise different forms of discrimination.
  - ✓ You may also need to meet the needs of a person who has been harmed on an individual basis.
  - ✓ Be sure to have a clear understanding of hate speech. See links below on more detailed explanations of hate speech.
  - ✓ You may need to break this activity up into 2 sessions to ensure that there is a clear understanding of what hate speech is,

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Additional reading:

On hate speech:

https://legaldictionary.net/hate-speech/

www.irishtimes.com/news/education/hate-speech-against-immigrants-and-travellers-widespread-online-1.3713762

www.youth.ie/no-hate-speech www.youtube.com/watch?v=w7LQY7Qs9wA

On creating **safer space** see Transforming Hate In Youth Settings Practice Manual Pgs. 18-24

http://transforminghate.eu/wp-content/uploads/2019/02/outside-in-manual-full.pdf/

Personal experiences

"It is very important for the youth worker to practice self-awareness before this activity. It can bring up different emotions for the youth worker which will affect any response. It is important to be able to pause and reflect so you are responding rather than reacting. It is important for the youth worker to talk it through with young people rather than be punitive and defensive with them. To support you in this practice see Transforming Hate In Youth Settings Educational Tool and Practice Manual http://transforminghate.eu/wp-content/uploads/2019/02/outside-in-manual-full.pdf/ Pgs 63-81"

Note: This activity might be triggering to some due to revisiting the hurt that was caused.

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Activity 4

Hurtful Words

Trigger Warning

Level

Keywords/themes:
LANGUAGE,
RECOGNISING HATE SPEECH,
IMPACT OF HATE SPEECH,
FREEDOM OF SPEECH,
IDENTITIES

Aim:
To consider the motives behind and impact of hurtful language,
To understand why some people might react differently.

Time:
45 mins
- 5 mins introduction
- 25 mins discussion
- 15 mins debriefing

Group size:
5 - 35 people

Who is it for?
Age 12+

Materials:
Flipchart paper, pens, sticky notes/post-its.

This activity supports participants to practice responding to hurtful words

Step 1:

Hand out some sticky notes to the young people and ask them to write down some name-calling they have heard in their environment. Write one word per sticky note. Have 3 flipchart sheets with the titles of: Very Offensive, Offensive, and Playful. Ask the young people to place each sticky note onto the flipchart sheets according to which one feels most accurately fits the words. Mark all the sticky notes placed on the 'Very Offensive' list. Note: you will probably find the same words in all 3 categories.

Step 2:

Have a discussion using the following supporting questions:

- Do you find the same words in the 3 different categories?
- Why do you think some put the words under 'Really Offensive' while others thought they were just 'Playful'?
- Does it matter how a word is said or by whom?
- Are hurtful words a form of violence? Why?
- What leads people to use these words?

Step 3:

Ask the young people what identities are being discriminated against in these words (i.e. sexual orientation, ability, gender, ethnic background, class or religion). Ask the group to move each of the sticky notes under this list of identities on a new sheet. (if you prefer you can copy the words out again so that you have both sheets for the following discussion.)
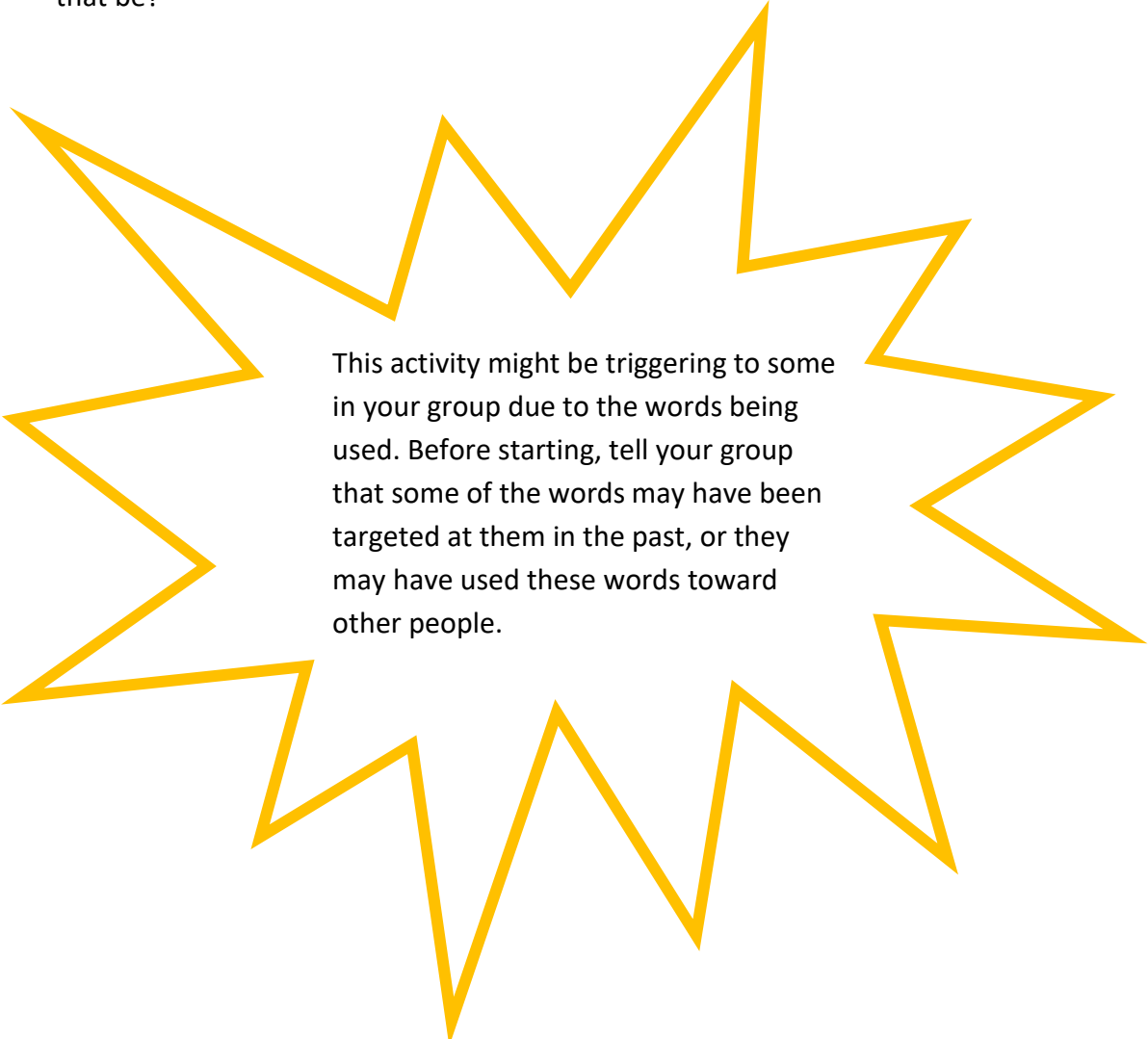
Step 4:

Have a discussion using the following supporting questions:

- Where do you think these words come from?
- Which categories and identities have the most hurtful words? (i.e. which category and identity group has the most sticky notes?)
- What do you think the impact is on people who experience hate?
- Is the hurt different across the 3 categories, Very Offensive, Offensive and Playful

Optional continuation of this activity:

Use the following questions for a discussion on Freedom of Speech:

- Should we always be able to say what we think?
- Should we set boundaries on how we can express our thoughts and beliefs?
- What kind of emotions might it bring up for those that experience hate? What emotions did this exercise bring up for you?
- Can we do something about eliminating discriminatory name-calling? What would that be?

This activity might be triggering to some in your group due to the words being used. Before starting, tell your group that some of the words may have been targeted at them in the past, or they may have used these words toward other people.

Activity 5

Hate Speech from Different Perspectives

⚠️ **Trigger Warning**

Level

This activity will enable participants to become aware of different ways to respond to hate speech

Keywords/themes:
LANGUAGE,
IMPACT OF HATE SPEECH,
BEHAVIOUR,
SELF-AWARENESS,
FREEDOM OF SPEECH.

Aim:
To learn to recognize and reflect on the impact of hate speech from different perspectives.

Time:
30 – 60 mins

Group size:
8 - 24 people

Who is it for?
Age 13+

Materials:
Flipchart paper, pens, paper

Step 1:

Come up with a case study when you've witnessed hate speech. If this is not possible, then use the following case:

"Selma is an immigrant from Bosnia. Because her family moved to a new house, she had to change school. After a few weeks, she found out from a classmate that her school peers had made a Facebook group called 'Selma go back to Bosnia'. They published offensive comments about her and posted pictures of her they secretly took at school. They created offensive memes with her pictures."

Step 2:

Break into 4 groups. Give each group a set of questions (see questions on the next page) to discuss from the following 4 'viewpoints' - i.e. the groups each take on one of the following roles:

1. Those who experience hate speech
2. Those witnessing it
3. Those causing the harm
4. The outside world

Step 3:

Come back together as a whole group and discuss the incident from the 4 perspectives.

4 Viewpoints:

1   Those who experience hate speech:
- How do you feel?
- What can you do in the situation? List where you can get help or who you can go to for support.

2   Those witnessing the harm
- How does it feel to witness hate speech?
- How does it affect your actions as a witness? How can/ should you respond?
    - ✓ Hate speech incidents do not always have to lead to direct action by bystanders: assess the situation and first analyse who is behind the hate speech and what the motives are.
- List public and private ways a witness can help those who experience hate speech.

3   People causing the harm
- What could be your reasons for using hateful language?
- Why do some people use hateful words openly while some do it anonymously (graffiti, posters, online, etc.)?
- What do you hope to achieve through using these words?

4   The outside world
- What are the effects of hate speech on society?
- How does hate speech affect the atmosphere and tone of debate in wider society? For example, how does it affect how we do politics; or how do we discuss issues that impact those targeted by hate?
- What restrictions should apply to freedom of speech?

Tips and Tricks:

- ❖ The groups may need to find additional information online:
    - ✓ Where to find support for those experiencing hate speech
    - ✓ Where you can report hate
    - ✓ Researching the actions that bystanders can take
    - ✓ Reading about Freedom of Speech
- ❖ This can be good for the group to do together as a research project and to put information on reporting and support initiatives publicly in the youth space.

Additional reading: See We CAN! Alternatives www.coe.int/en/web/no-hate-campaign/we-can-alternatives

Note: This activity might be triggering to some as examples used may be similar to experiences of some of the young people in the group.

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Activity 6

Pyramid of Hate

⚠️ **Trigger Warning**

Level

Keywords/themes:
SOCIETY,
POWER,
DISCRIMINATION,
PREJUDICE

Aim:
Enable the understanding of different levels of hate and how it escalates.

Time:
60 mins
- 5 mins introduction
- 40 mins discussion
- 15 mins debriefing

Group size:
6 - 20 people

Materials:
Flipchart paper, pens, sticky notes/post-its, laptop, projector

This activity is good for youth workers as a method of self-reflection and for young people to gain a better understanding of their role in challenging hate.

Step 1:
Show the pyramid of hate image on a big screen (see larger version on Page 53). Explain that you will be looking at the factors that increase hate, mistrust and violence within society. This model will show how violence is fuelled, and how this can lead to an unjust and violent culture.

Step 2:
Split the participants into small groups. Ask them to discuss all 5 levels of the pyramid and ask if these types of hate are present in the communities they come from. What kind of attitudes or prejudices have they come across themselves or seen in the media?

Step 3:
Come back together as a whole group and discuss all 5 levels starting from the bottom up. Ask: *what happened in the cases they were aware of and who were the people involved?*

Step 4:
Split into the same small groups as previously and divide the 5 levels from the pyramid amongst the groups. (If there is a smaller number of participants, they will look at more than 1 level).

Give each person some sticky notes, ask them to think of examples they can take, both as a group and personally take to promote a more just and less violent society. The sticky notes should then be placed on the flipchart sheet on the level they feel it is most relevant to. These examples should be as concrete as possible.

Step 5:

As the whole group, discuss the levels from the top down. Write the title of each level on separate flipchart sheets and place them on the wall. Ask the group to write down on sticky notes all those in society who can influence or prevent the actions taking place on each of the levels, and to place their responses on the appropriate flipchart sheet.
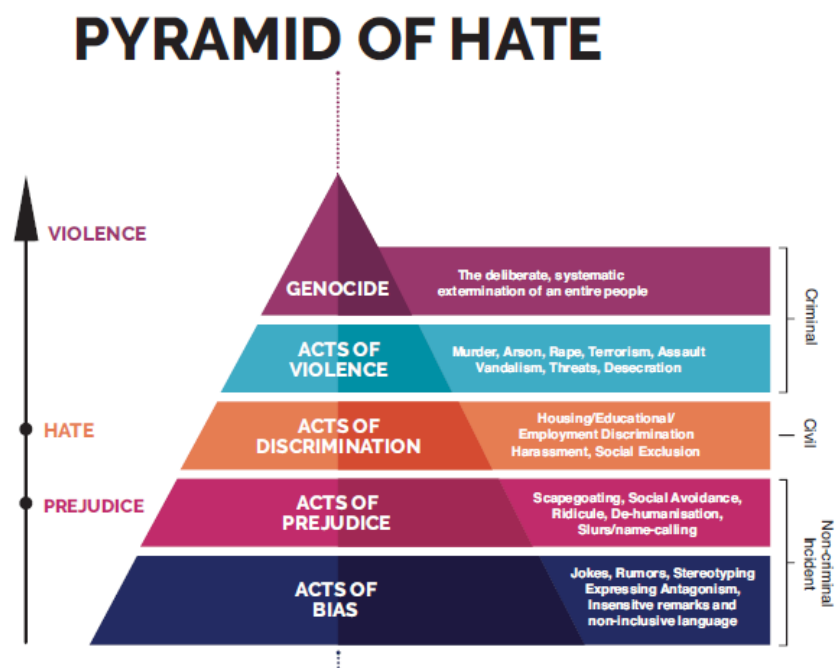
Step 6:

Debriefing:

- *What thoughts or emotions did this exercise bring up?* (The youth worker should highlight the fact there are several opportunities to influence things on the first level, and how important it is to do so. The lower down we are on the pyramid, the greater the chance an individual can influence the outcomes.)
- What are the ways we can change things in our own communities?

Optional advanced level of the activity

For a more advanced level of this exercise, before showing the picture of the pyramid give the group a real-life example of where violence has taken place on state level (e.g. the Holocaust, Rwandan genocide, Rohingya conflict). Then ask the group to work backwards to try to identify what factors led to the violence, after which show them the pyramid.

Additional reading:

See 'What do you need to know to tackle hate' in: Transforming Hate In Youth Settings Educational Tool and Practice Manual http://transforminghate .eu/wp- content/uploads/2019/ 02/outside-in-manual- full.pdf/ Pgs. 27 - 30

PYRAMID OF HATE

VIOLENCE

GENOCIDE — The deliberate, systematic extermination of an entire people

ACTS OF VIOLENCE — Murder, Arson, Rape, Terrorism, Assault Vandalism, Threats, Desecration

HATE

ACTS OF DISCRIMINATION — Housing/Educational/ Employment Discrimination Harassment, Social Exclusion

PREJUDICE

ACTS OF PREJUDICE — Scapegoating, Social Avoidance, Ridicule, De-humanisation, Slurs/name-calling

ACTS OF BIAS — Jokes, Rumors, Stereotyping Expressing Antagonism, Insensitve remarks and non-inclusive language

Criminal — Civil — Non-criminal Incident

Note: This activity might be triggering to some due to possible examples of extreme violence.

Activity **7**   **Systems of Oppression**

Level

Aim:

To become aware of existing societal structures of privilege and discrimination.

Time:

60 mins

- 10 mins filling in the table
- 20 mins discussion
- 15 mins on examples
- 15 mins presentation

Group size:

5 - 35 people

Who is it for?

Age 15+

Youth workers can also use this as a self-reflection tool.

Materials:

Worksheets on Systems of Oppression (see Resources Section on page 55), pens.

Step 4:

In each system of oppression there is an assumed norm constructed by those with privilege in society. However, not everyone fits into these norms and because of this they often face discrimination. In this exercise we identify which groups are outside of norm and we name the discrimination they face.

Step 1:

Give each person the worksheet on different systems of oppression. Ask them, individually, in pairs or in small groups, to fill in the blank squares on the table. Lead them through one of the examples to start them off.

Step 2:

Discuss the responses in the big group. First go through each category (the assumed norm, the groups of people that are outside of the norm, the related discrimination) to ensure that everyone understands. Ask the group:

- How did you feel filling it out? Were you aware of each of the elements in the table? Did you ever think of these things before?
- What impact do these systems of oppression have on our own lives? (clarify that although we can all face hate speech, people who belong to a marginalised or minority groups are more likely to be targeted.)
- NOTE: It is important to highlight the intersectional aspects of discrimination (meaning that people can belong in more than just one identity group and face multiple layers of discrimination).

Step 3:

Ask the participants to form smaller groups and to think of a few concrete examples of how discrimination manifests against people who are not seen as the norm.

To finish, present the list of examples back in the big group.

Optional continuation of the activity

The table can be adapted for specific contexts. For example, we can ask a group to think of their community/school/neighbourhood in order for the young people to reflect more on their own context.

Alternatively, we can ask each person to look at the assumed societal norm and to write down if they align with that norm or not. This is making it personal and allows them to reflect on their own privileges and lack of privileges.

Tips and Tricks:

❖ This activity is good for youth workers to do as a self-reflection exercise.
❖ Important: before the activity choose one of the examples in the completed table [see Resources Section page 56] and add it to the empty table that the young people will be using during the activity to give them a better idea of what they need to do.
❖ This a good opening for a session on power and privilege and it can be followed by a theoretical input about systems of oppression.
❖ The youth worker needs to understand the different elements of systems of oppression and how they reinforce hate.

Additional reading:

On the different forms of **discrimination and oppression** see Transforming Hate In Youth Settings Educational Tool and Practice Manual http://transforminghate.eu/wp-content/uploads/2019/02/outside-in-manual-full.pdf/ Pgs. 31 - 46

On **intersectionality**: .www.thoughtco.com/intersectionality-definition-3026353

Activity **8**

Social Media - Fact or Fake News

⚠️ **Trigger Warning**

Level

This activity will help participants become more aware of the impact of social media on young people

Keywords/themes:
SOCIAL MEDIA,
SELF-AWARENESS,
CRITICAL THINKING,
FREEDOM OF SPEECH.

Aim:
To critically engage with the media and understand the role we play in shaping it.

Time:
90 mins
- 60 mins moving debate
- 30 mins further discussion

Group size:
6 - 20 people

Who is it for?
Age 12+

Materials:
Fact and fake news examples (see links below: add some that fit your own context), sheets of paper saying 'fact', fake news', 'not sure'

Step 1:
Place signs on opposite walls in a room. One says 'fact', the other says 'fake news'. On the floor in the middle put a sign that says ´not sure.'

Step 2:
The youth worker explains that they will read out examples of news seen on social media. The young people individually must decide whether they think the news is factual or fake. They indicate this by moving to either end of the room and stand at the sign they agree with. If they don't know they can stand in the middle of the room.

Step 3:
After reading out the 'news' and everyone has chosen their position ask them why they believed the news or not. Then the youth worker reveals the answer after the discussion.
- You can use between 10 to 20 examples depending on the time you have.
- It is important to discuss freedom of speech with this (i.e. we all have right to have an opinion, but it's not okay to hurt others with hate and spread discrimination and hate).

Step 4:
At the end, bring everyone together to discuss the following:
- Which examples were the most surprising?
- What influenced your decision making?
- Who is impacted by fake news stories and how?

Step 5:

As a group discuss:

- What could you or others do differently in your use of social media?' For example, the group could come up with a positive anti-hate and discrimination message that they could share on social media to empower themselves and others. The messages can come in many forms: video; song; drama; memes etc.

Optional extension of the activity

You can do a follow up session with the young people to explore news versus people sharing their opinion. Do the activity as above using different news articles but have the sheets of paper say: **Fact   Opinion**

This is important to discuss with young people as the people that influence them on their social media feeds may not be using the platform to reproduce fact and it's important to be aware of this. Particularly in relation to hate speech it is important to discuss the difference between freedom of speech and when it is spreading hate.

Tips and Tricks:

- ❖ Make sure your examples of fake news refer to a wide range of groups and people who have been targeted. It's a good idea to include an example that connects to or portrays young people in society.
- ❖ If you don't feel confident in detecting real and fake news, then make sure you use known examples from the media i.e. news stories which have already been exposed as fake or follow guidelines in the links below.

Additional reading:

Related to fake news: www.socialmediatoday.com/news/the-top-10-fake-news-articles-on-facebook-in-2018-infographic/545165/

https://m.youtube.com/watch?v=UQcCIzjz9_s

www.freedomforuminstitute.org/first-amendment-center/primers/fake-news-primer/

www.buzzfeednews.com/article/craigsilverman/facebook-fake-news-hits-2018

http://fakenews.openmic.org/

Understanding news: https://secretldn.com/cheese-protects-causes-death-says-science/?fbclid=IwAR264Wi83xH_qsgXOdx5yUTA-atA-Il0P2G5cM-Ge6Bmht0NU-kRPHaJBUI

www.freedomforuminstitute.org/first-amendment-center/primers/fake-news-primer/

Note: Hearing some of the stories may be triggering to those who belong to the identity groups used as examples in the activity.

Transforming Hate Practical Toolkit

Activity 9   Train Journey

⚠️ **Trigger Warning**

Level

Keywords/themes:
SELF-AWARENESS,
PREJUDICE,
IDENTITIES,
POWER,
EMPATHY,
PRIVILEGE.

This activity explores the possibility of making different choices and building empathy.

Aim:
To raise self-awareness of your own and other people's prejudice.

Time:
40 mins
- 10 mins introduction
- 10 mins deciding and presenting
- 20 mins debriefing

Group size:
5 - 20 people

Who is it for?
Age 10+

Materials:
Train story (it could be written on paper if needed), paper, pens.

Step 1:

Present this story to the group: You are on a train. The train is full, and a lot of people didn't get a seat. You are sitting alone in the last carriage and you can choose who will sit beside you. There are 3 spaces to fill. Who will you invite to sit with you – choose 3? Who do you not want to sit with you – choose 3? The following are possible choices (you can change these as appropriate):

- a lesbian,
- a Roma man,
- a person with visual impairment,
- a woman wearing a hijab,
- a trans woman,
- a homeless person,
- a refugee,
- a young black man,
- an older woman,
- a person with schizophrenia

Everyone is asked to personally make their 6 choices.

Step 2:

Ask the young people to share their choices. Explain that everyone has prejudices because we live in society that is discriminatory and we internalize them. It's important to recognize that and not be ashamed about it. Doing this exercise allows us to think about where the prejudices come from and what we can do about them.

Step 3:

Start the debrief by explaining that you are looking at how we can respond to our prejudices and unconscious biases (for example, learning how to not act on them). Ask the group:

- How do you feel? How did it feel to decide? Was it easy? What helped you to decide? What made you choose who you didn't want to sit with?
- What do you think this activity is about?
- Have you ever met a person(s) from these groups? If you knew someone with this identity would that change your decision?
- How would you feel if someone on the list was from your identity group?
- Would you change any of your choices based on what we just talked about?
- How can you challenge your judgements and beliefs?

Optional addition to the activity

You can add identities (depending on the group size, age, and context) and/or change them to people with 2 or more minority or marginalised identities - (intersectional approach).

Tips and Tricks:

- ❖ It may be difficult for some young people to be totally honest about their choices. There needs to be trust in the group for honest open discussion. If you think the group is not ready to speak personally about their choices they can write them on sticky notes and put them in to 2 'hats' and these choices can be discussed in a more general way without highlighting who picked them.
- ❖ The youth worker needs to challenge the groups assumptions, judgements and beliefs about those people that were rejected to avoid any further stereotyping.
- ❖ This activity can serve well as an introduction to more activities on understanding discrimination and prejudice.
- ❖ Be aware that some people might be triggered by this activity especially if they identify with one/some of mentioned identities. Know your group and change the identities if necessary.
- ❖ If a youth worker identifies with one of examples, they can share their feelings if they are comfortable to do so.
- ❖ You can put the young people in pairs or small groups and ask them to come to an agreement together on who they would choose. If so, in debriefing, ask them about the process of deciding - did they agree? What they agree on? What did they not agree on? How did they decide in the end?

Note: This activity might be triggering to those who belong to the identity groups used as examples in the activity.

Activity **10**   # Game of Life

Trigger Warning

Level

Keywords/themes:
SOCIETY,
POWER,
PRIVILEGE,
IDENTITIES,
EMPATHY,
DISCRIMINATION

Aim:
To learn about different identities and communities and gain knowledge around privilege and power and its impact of different groups in society.

Time:
75-85 mins
- 5 mins set-up
- 5 mins explaining instructions
- 45 mins discussing the terminology and playing the game
- 20-30 mins debrief

Group size:
5 - 12 people (5-6 people per board – you can have 2 groups play alongside each other)

Who is it for?
Age 12+

This activity enables people to build compassion, empathy and understanding for others

Step 1:

Set up the game: put out the Board and place the scenario cards face down beside it. Have the other materials ready.

- Put the identity cards face down and ask each young person to choose one each. [Note: Tell the young people that "If the identity you have is too close to your lived experience feel free to take another card. And if someone else has a card that is too close to your lived experience/identity you can ask for them to be given another identity card."]
- The youth worker and young people begin by discussing the terminology used on the identity cards to make sure they understand it all.

Step 2:

Following this the youth worker opens a conversation on power and privilege. The group decide together which player's identity card holds the most privilege. (See link below if you need more information about privilege to support the young people to have this conversation.)

The group put all the identities in order of privilege. Coins of different value are used as counters with the most privileged given the highest value and so on until the person with the perceived least privilege gets the coin with the least value. (These perceived positions of privilege tend to change over the course of the game as greater understanding emerges. The aim is not to get the order 'right' but to have the discussion with young people of how power and privilege affect people differently depending on their identity.)

Step 3:

Each player is also given a social justice card and a youth work card that they can play on any of their turns to support them to move forward in the game. Explain that social justice changes or engagement in youth work can give people opportunities to move out of a place of discrimination or inequality. If they use this card it happens alongside their turn and when they use it they don't have to stop if they pass a road sign.

Step 4:

The person with the 'most privileged' identity goes first. Each person rolls the dice in turn and moves.

- When someone lands on or passes over a road sign they take a scenario card and answer the question on it in relation to their identity card and they move forward or back accordingly. The scenario card will have a short example of a life circumstance and the player will consider how this circumstance affects them. (for example – a player may read in their scenario that they need medical support and if they have no private health insurance they must move back 2 spaces. If they have a working-class identity card they will move back)

Before moving on ask everyone to answer what their character would do if they had to answer the same question. This allows the group to look at relative discrimination.

Step 5:

After the game is finished, open a discussion with the young people about how they felt about their own person's journey. Talk to them about their understanding of how systems of power and privilege affected the outcome of game.

Debrief questions:

- Were you aware of how life can be different for different people?
- What have you learned? Does this change how you view others in society?
- Was the outcome different for people with intersectional discrimination? – explain intersectionality without using difficult terms (i.e. discrimination because of more than one minority or marginalised identity.)
- Thinking back to the game how can social justice initiatives and youth work support people on their life journey?

Optional addition to the activity

The Youth worker may need to adapt the scenarios to fit their own context and their own knowledge of the impact of discrimination and oppression on different identity groups. Not all the scenarios need to be used and more can be added. These are just a reference.

Tips and Tricks:

- ❖ It would be useful to have internet and a laptop to hand if the group need to find more information in relation to the scenario and how it relates to their identity card. This can be good learning for the group to do together.
- ❖ It is very important for the youth worker to create the environment to support young people on their learning journey. When doing this activity young people express their judgements and need support to explore these and where they came from rather than be penalised or criticized.
- ❖ It is very important for the youth worker to have gone through the game and scenarios previously and ensure they are aware of the terminology and the effects of the scenarios on different identities.
- ❖ It is also important to be aware that at times services and governments will state that services are available, but this is not always the reality on the ground for people. E.g. when legislation is not implemented, hidden discrimination and prejudice occurs.
- ❖ This activity may take longer than the time allocated at the beginning. It is important to go with the process of the group rather than being confined to the time. If you can, have a safe space to put the game away and come back to it in the next session with your group.
- ❖ Or, if you only have one session, explain to the group that you may not have time to finish the full game. Ensure you leave time for the discussion at the end.

Additional reading

On Privilege: http://mediasmarts.ca/diversity-media/privilege-media/forms-privilege

Glossary of terms: See Resources Section pages 67-69
See https://diversityinclusion.wustl.edu/brss/glossary-of-bias-terms/
www.racialequitytools.org/glossary

Note: This activity might be triggering to those who belong to the identity groups used as examples in the activity.

Activity 11   # Worst case - best case scenario

Trigger Warning

Level

Keywords/themes:
IMPACT OF HATE SPEECH,
RESPONDING TO HATE SPEECH,
IDENTITIES

Aim:
To understand the impact of violence.

Time:
85 mins
- 20 mins working in small groups imagining the best ideal scenario
- 10 mins group discussion
- 10 mins imagining the worst scenario
- 15 mins discussion
- 10 mins imagining the best realistic scenario
- 20 mins discussion

Group size:
9 - 20 people

Who is it for?
Age 15+

Materials:
Case studies (see Resources Section page 62), paper, pens.

This activity stresses the importance of responding when hate speech or hateful behaviour occurs.

Step 1:
Divide participants into small groups and give each group a case study [or use examples from experience or news reports]. Ask each group to think about:
- Whose identity is targeted?
- What happened?

Step 2:
In the small groups, together discuss:

- Imagine the best possible outcome for this person?
- How could it happen? (imagine you have unlimited resources.)
- What actions would the people involved have to take?
- Who should respond and how?

Step 3:
Groups present back to the full group. The whole group should decide if there were any unrealistic outcomes imagined.

Step 4:
Participants return to their small groups and are asked to:
- Imagine what would the worst possible outcome could be?
- What actions would the people involved have taken? Name all these for this to be the worst-case scenario?

Step 5:

Groups present their discussions to the whole group. The youth worker facilitates a discussion highlighting the fact that when no one responds when violence occurs it can lead to the worst possible endings. Talk about why it can be difficult to respond and to make change happen. Note: understand that change can happen in small ways.

Step 6:

Young people return to their small groups and are asked to:

- Imagine the best possible ending that is realistic.
- What could you do, taking into consideration your resources and any obstacles you face?
- What actions would the other people involved have to take? Who would respond and how?

Step 7:

The youth worker facilitates a discussion with the whole group focusing on responsibilities:

- Whose responsibility is it to respond when there is an incident of hate?

Ask the young people to name concrete steps that they would take to achieve the best possible outcome. They can think about possible actions that they have never tried before. The youth worker creates a list of all possible actions.

Tips and Tricks:

- ❖ Possible responses include:
    - ✓ Challenging people's views and judgements
    - ✓ Reporting hate
    - ✓ Developing self-awareness on how to communicate
    - ✓ Understanding one's own safety (when an incident occurs)
    - ✓ Building solidarity
    - ✓ Knowing how to be an ally
    - ✓ Developing a campaign
- ❖ The youth worker must understand the necessity of responding to violence, understand how and in what way to respond, and feel empowered to do so. This is the basis of transformative practice.
- ❖ Make sure to talk about the importance of personal safety when responding to violence. Clarify that responding doesn't necessarily mean intervening directly; it could be reporting the violence to someone, and checking in with the people targeted etc. Try to introduce as many ways to respond as possible and stress that they are all are valid and helpful.
- ❖ Case studies in this activity are the same ones that are used in Activity 15 'How Violence Impacts on Emotions'. The activities work well when they are done one after another.

Personal experiences:

"When discussing the best-case scenarios, it can happen that the young people put the responsibility on the person targeted to end the violence. For example, they may suggest that "The person moves to another school where no one is bullying them". It is crucial for the youth worker to explain that the responsibility of stopping the violence does not lie with the person targeted, but instead with the bystanders i.e. teachers, schoolmates, etc.

The young people may also present unrealistic scenarios, for example: "The bullies realise they are wrong and apologise". is important to point out that it is highly unlikely that this wil happen out of nowhere, without someone intervening. Ask the young people what would have to happen for the bullies to realise they were wrong. Would someone have to talk to them? Who should do that and how?"

Additional reading

See Transforming Hate In Youth Settings Educational Tool and Practice Manual http://transforminghate.eu/wp-content/uploads/2019/02/outside-in-manual-full.pdf/ Pgs. 50-82

Note: When discussing the worst-case scenarios, there should be a trigger warning, since the topic of suicide is likely to come up.

Activity **12** How do we come to believe what we believe?

Level
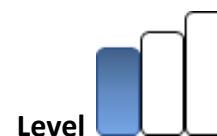
Keywords/themes:
SELF-AWARENESS,
BELIEFS,
INFLUENCES,
SOCIETY

This activity builds understanding on how those seen as outside of social norms are excluded.

Aim:
To reflect on our beliefs and how our affected by life experiences.

Time:
60 mins
- 30 mins creating the agents of socialisation wheel
- 30 mins discussion

Group size:
5- 20 people

Who is it for?
Any age
It is important that the group have built a relationship with the youth worker and others in the group as they are sharing personal details.

Materials:
Flipchart, paper, pens.

Step 1:

The youth worker begins by creating an example to show the young people the process.
- Draw a small circle in the middle of a flipchart page and put the word 'me' inside.
- Draw a circle around this and explain that between these two circles are those who are closest to them. E.g. friends/ family/ etc.
- Draw a bigger circle outside of this to represent their community. Explain that this circle represents those in their community not already mentioned. E.g., school/ work/ faith/ health professionals etc.
- Finally draw an outer circle to represent wider society.

Step 2:

Discuss with the young people the concept of 'these are the people who have influenced what we believe today.' Ask them to give a few examples. For example; 'My parents taught me that education is the most important thing in life.'

Below are some links that provide videos that explain how social conditioning reinforces assumed norms. You can play these to young people to support their learning and awareness of how we think about what is the 'norm'.

Step 3:

Following this give each young person coloured pens and paper and ask them to create the circles model and represent the various influences on their life. (See larger model in Resources Section page 61). Remind them that we each have different people in our lives that we may place in different places on the model.
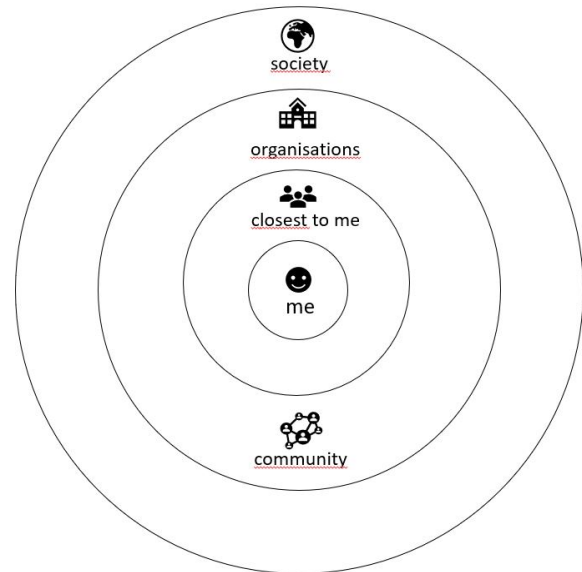
Step 4:

When they have finished divide the young people into small groups and ask them to share their models.

Step 5:

Bring the group back together and discuss:

- Which of the circles has the most influence over us and how do they shape our beliefs?
- Do these influences/beliefs represent what is seen as the 'norm' in society and if so can this exclude others who may be seen as outside the 'norm'?
- How do we become more aware/learn about those who have different influences/beliefs than us?

Optional extension

A follow up session can be done with the young people to further explore how they can challenge the norms.

Tips and Tricks:

- ❖ It is necessary to give young people examples throughout the session to begin the thinking process.
- ❖ If you are stuck for time you may decide not to show the links or video.

Additional reading and videos

On **social norms and socialisation:**

https://examples.yourdictionary.com/social-norm-examples.html

https://courses.lumenlearning.com/sociology/chapter/agents-of-socialization/

www.youtube.com/watch?v=32GPv32hkHE

www.youtube.com/watch?v=G3Aweo-74kY

www.youtube.com/watch?v=nWu44AqF0iI

Transforming Hate Practical Toolkit

Activity 13   # A Walk in the Park

Level
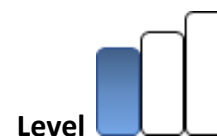
Keywords/themes:
SELF-AWARENESS,
PREJUDICE,
SOCIETY,
NORMS

Aim:
To develop self-awareness of the different ways social norms influence our assumptions, beliefs, judgements and expectations.

Time:
45 mins
- 10 mins for visualisation
- 35 mins for discussion

Group size:
5- 20 people

Who is it for?
Any age

Materials:
Script, paper, pens, chairs.

This activity explains assumptions, beliefs, judgements and expectations

Step 1:

The youth worker arranges chairs in a circle and invites the young people to sit down. The youth worker explains that the group is going to visualise being in a park they have never been to before and that on their journey they will meet different people. During the visualisation they will be asked different questions. The group is to answer these questions in their heads.

Step 2:

Ask the young people to close their eyes if they feel comfortable. If not then ask them to pick a spot on the ground to focus on. Then the youth worker reads the script(on the next page to the young people.

Step 3:

Open a discussion with the group about their visualisations in the park. Revisit the questions that were asked throughout the visualisation and add on these questions:

- What gender and age was the park keeper?
- What sexual orientation were the couple?
- What were the young people doing?
- Who was the person going to work?
- Did any of the people you met have different abilities?

Step 4:

Discuss with the group how our life experiences will have influenced what we visualised and how we are conditioned to think from the perspective of social norms.

A Walk in the Park

> "Imagine you are at the entrance of a park. You take a moment to breathe in. What does it smell like? What can you hear?
>
> You walk into the park and the first person you meet is the park keeper. You glance at them and say hello. What do they look like?
>
> You continue your walk and you pass a couple sitting on the bench. What are they doing?
>
> You continue your journey and ahead you see a group of young people. You are hear them. What do you think they are doing? How are you feeling walking past them?
>
> Just as you are about to leave the park, someone passes you and bumps into you. They apologise and say they are in a rush to work. Who are they?
>
> You walk to the end of the park, take a minute and then leave.
> When you are ready open your eyes and come back into the youth space."

Step 5:

Ask the group what they have learned about their thoughts and influences. Discuss how to become more self-aware, to be more open to others who identify differently to ourselves and to expand the way we include people.

Step 6:

Following this discussion, ask the young people to imagine a more inclusive park, who would they see and meet in this one?

Tips and Tricks:

- ❖ Modify this activity to suit the group and context you work in. For example, if a discussion arises on a particular question during the debrief, open it up.
- ❖ Self-awareness tip: Be compassionate and inclusive with your responses, for example, open the discussion by saying "we all have assumptions and prejudices." This creates an open, honest space.
- ❖ Some people may like to play background noises (such as bird sounds) to create an atmosphere. This is optional as some may find it distracting.

Activity 14 — Forum Theatre
(adapted from Augusto Boal)

Trigger Warning

Level

This activity enables participants to explore and try out different ways to transform hate

Keywords/themes:
OPPRESSION,
IMPACT OF HATE SPEECH,
EMPOWERING,
ROLE-PLAY.

Aim:
To enable participants to explore and try out different ways to challenge power and oppression.

Time:
70 mins
- 5 mins giving instructions
- 10 mins developing and playing scenes
- 40 mins replaying performances
- 15 mins discussion

Group size:
6+

Who is it for?
Age 12+

Materials:
Case study examples of hate speech (see Resource Section pg. 62), large space, chairs, props, paper and pens.

Step 1:
Split the group into two. Each group uses a case study of when hate has occurred - ideally use an example from their own life or from a news report (if not see examples in Resource section).

Step 2:
The groups are given ten minutes to develop the case studies or examples into a 5-minute visual drama (timings of the dramas can vary).

Step 3:
The first group perform their piece to the second group who are their audience. They perform it once to the end, without interruption. After the first performance the groups are given a few minutes to reflect individually about what happened and think through how they might respond to what happened.

Step 4:
The first group then performs it a second time. During the second performance any member of the 'audience' can stop the performance when they see hate, oppression or abuse of power being used. They then enter the scene to replace one of the characters that isn't the person causing the harm and re-enact the drama by bringing in an alternative response. The aim is for them to use their role to challenge and respond to those causing the oppression without using another form of oppression, abuse of power or punitive approaches etc. This is the essence of transformation.

Step 4 contd…

You can do multiple reruns of the scene so that everyone from the group is given a chance to intervene using many different ideas to transform the situation i.e. using communication and dialogue.

Step 5:

After this the group swaps over and group 2 performs and group 1 intervenes to challenge the hate or oppression in a variety of ways (this round may need to be done in a second session if time doesn't allow it to happen in full).

Step 6:

At the end the group discuss the activity using the following questions as guidelines:

- How did you feel seeing the hate that was being caused?
- What do you take away from this activity?
- How did it feel to transform the scenario? (i.e. not using punishment towards the person causing the harm)
- Discuss the value of using dialogue to transform the situation.

Tips and Tricks:

- ❖ Read up on forum theatre before you start this activity so that you feel confident.
- ❖ The youth worker may need to do some relationship building in previous sessions to create the conditions for young people to engage. The group might be shy at the beginning when doing a drama piece.
- ❖ It is important to have a talk with the young people before the drama happens and talk to them about using their words with good intentions when stopping the hate.
- ❖ Talk to them about not reproducing more hate or using bullying tactics or violence when stopping the hate.
- ❖ If you feel that the timing is too long, you can split it over to two sessions.

Additional reading

Forum Theatre:

www.youththeatre.ie/content/files/Theatre-Forum-Resource-web.pdf

To understand connecting language see Transforming Hate In Youth Settings Educational Tool and Practice Manual http://transforminghate.eu/wp-content/uploads/2019/02/outside-in-manual-full.pdf/ Pgs. 67-79

Note: This activity might be triggering to some due to the elements of hate and conflict that emerge during the case studies and role-plays.

Activity **15** How Violence Impacts on Emotions

Trigger Warning

Level

Keywords/themes:
FEELINGS,
COMPASSION,
IMPACT OF HATE
SPEECH,
DISCRIMINATION,
IDENTITIES,

This activity focuses on the emotions of people involved in hate speech and hateful behaviour – those who experience it and those that cause the harm

Aim:
To gain understanding of the impact of discrimination.

Time:
45 mins
- 15 mins working in small groups
- 10 mins writing down feeling
- 20 mins debriefing

Group size:
10 - 25 people

Who is it for?
Age 13+

Materials:
Case studies (see Resources Section page 62), sticky notes, pens, flipchart, list of feelings (see Resources Section pages 63-64).

Step 1:
Divide the participants into small groups and give each group a case study [or use examples from the participant's own experiences or from news reports]. Ask them to think about:

- Whose identity is targeted?
- What happened?

Step 2:
Ask the young people to stay in their small groups and ask them to consider the emotions of everyone involved:

- The person using hate speech?
- The people targeted by hate speech?
- Bystanders?
- People in authority such as a teacher, parent, youth worker?

Ask the group to write each emotion on sticky notes – one per note.

Step 3:
Ask the group to come back together. The youth worker takes the sticky notes and categorises similar emotions together. They show the group that most of the emotions are unpleasant.

Step 4:

Debrief by asking the group:

- Was it hard to think about the feelings of the various people involved?
- Have you ever considered the impact of hate and violence on an emotional level? Did you ever think about the feelings of the people involved?
- What were the emotions of the people using hate speech?
- How does it feel to you doing this activity?
- What can we learn from this?

Optional continuation of the activity

This activity should be continued with a discussion about how using hate speech often comes from unmet needs (behaviour results from feelings which come from unmet needs – See Activity 17 and Activity 18 to see how to explore this topic further). However, make sure never to justify or excuse hate speech based on unmet needs.

Tips and Tricks:

- ❖ It is visually very powerful to draw a line through the emotions on the flipchart showing pleasant emotions on one side and the unpleasant on the other side as it is very clear that it is mostly only unpleasant emotions.

Additional reading:

See Transforming Hate In Youth Settings Educational Tool and Practice Manual
http://transforminghate.eu/wp-content/uploads/2019/02/outside-in-manual-full.pdf/ Pgs. 90-92

Note: Be aware that some people might be triggered by words used in the case studies especially for those who belong to identity groups included as examples.

Activity 16   # Colour my Feelings

Level
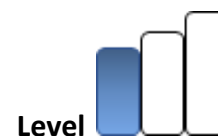
Keywords/themes:
SELF-AWARENESS,
FEELINGS

When you work with a group for some time each session can be opened with this activity so that the group become actively aware of their feelings.

Aim:
To enable young people to understand and be able to identify their feelings.

Time:
50-60 mins
- 45 mins activity
- 20-30 mins discussion

Group size:
6 - 12 people
It can also be done one-on-one.

Who is it for?
Any age

Materials:
Large sheets of paper or cardboard, markers, pens, paints, paintbrushes and other creative materials, list of feelings (see Resource Section pages 63-64).

Step 1:

Divide the participants into groups of three. Ask them to choose one of their group to lie down on a large sheet of paper or cardboard and the other two young people draw an outline of their body.

Step 2:

The youth worker asks the young people to call out different feelings that they are aware of. (The youth worker can give more examples when the young people have exhausted theirs – see Resources Section page 63-64). Write the feelings on a sheet. Then together in their small groups they decide what colour represents each feeling and where on their body they feel it.

For each feeling they colour that feeling onto the relevant place on the body outline. It may take a bit of time and negotiation to agree on a colour and where it is on the body. The same feeling can have multiple colour tones and it can be placed on multiple parts of the body. For example, 'sad' might be both blue and black and it can be felt in both the stomach and the heart etc.

Step 3:

The groups go through each of the feelings assigning colours and location of the body it affects. Ask the young people to write the feeling at the side of the feeling so they remember what they discussed. (you could alternatively do a colour chart on a separate sheet with feelings written beside the colours they have used.)

Step 4:

When each group has finished ask them to show the other groups their body outline and explain it.

Step 5:

Have a discussion with the young people about what they presented and talk to them about the feelings the carry around each day.

- Discuss with them about how their feelings can manifest in behaviours and ask them for some examples.
- Discuss with them 'when they feel a certain way what is it that they need at that time?'

Step 6:

Before finishing ask the group to try to identify their feelings as colours whenever they arise during the next week. Tell them that in the next session you will talk to them about how they got on. This will help them to recognise their feelings and become more self-aware.

Optional continuation of the activity

This can be used as an opening circle before each group begins to see how young people are feeling coming into a group

Tips and Tricks:

- ❖ The group would ideally know each other, and a safer space has been created between them as they will sharing a lot of personal thoughts and feelings.
- ❖ Try to keep the feelings simple and if necessary be able to say what each feeling means in an understandable way.
- ❖ Have examples of colours in case the group need ideas, but it is best if they come up with their own colours. See http://saoviet.me/color-feelings-chart/beautiful-color-feelings-chart-dolphin-mood-necklace-color-chart/
- ❖ This activity can also be done creatively using laptops and creating a person on a document and using colour bubbles that young people can move around. Platforms such as Flinga (https://flinga.fi/) can also be used.

Additional reading:

See Transforming Hate In Youth Settings Educational Tool and Practice Manual http://transforminghate.eu/wp-content/uploads/2019/02/outside-in-manual-full.pdf/ Pgs. 90-92

Transforming Hate Practical Toolkit

Activity 17 **Matching our Feelings to our Needs**

Level

Keywords/themes:
NEEDS,
FEELINGS,
EMPATHY,
SELF-AWARENESS,
SOCIETY

This activity helps young people to understand their own feelings and needs, and those of other people

Aim:
To understand needs and how they are connected to feelings. To empower, increase self-understanding and build empathy.

Time:
75 mins
- 30 mins group activity
- 30 mins discussion
- 15 mins debriefing

Group size:
6 - 20 people

Who is it for?
Any age-
A group who have built a relationship with the youth worker and others in the group.

Materials:
Printed lists of emojis/ feelings and needs (see Resource Section pgs. 63-65), pens.

Step 1:
Invite the young people into the space. Show them each of the emojis (see pages 63-64) and ask them if they understand the feelings represented in each one. They may differ in opinion.

Step 2:
Go through the list of needs (page 65) with the group and ask them to describe their understanding of each of the needs.

Step 3:
When the group understands all the feelings and needs break them into small groups. Give each group a set of emojis (with the feelings named) and divide up the list of needs amongst the groups. Ask them to match the feelings with the needs:
- What feelings are present when the need is met?
- What feelings are present when the needs are not met?

Step 4:
Bring the groups together and ask for feedback. Open a discussion on how our needs impact how we feel. Ask the group:
- To give some examples of how we meet needs for ourselves.
- How do others impact how our needs are met (for example, our family, friends, and people in our community).

Step 5:

Taking the list of needs below, ask the group to discuss who in society might be affected most when a need is not being met. Explore the following needs:

- Acceptance
- Belonging
- Safety
- Shelter
- Choice
- Freedom

Step 6:

Ask the young people what feelings they think the people most affected might have when their needs are not met. Explore how it impacts on them.

Step 7:

Debrief from this activity by using the 4 F´s debriefing method:

- Fact - What did you hear during this session?
- Feeling - How did you feel during the session?
- Findings - What did you learn?
- Future - How will you use what you have learned?

Facts
What happened
What did you
see and hear?

Feelings
How did you
feel during the
session?

Future
How will you
use what you
learnt?

Findings
What did you
learn?, What can
be improved?

Tips and Tricks:

- ❖ It is important that the group have built a relationship with the youth worker and others in the group as they are discussing personal feelings and needs.
- ❖ Having done this activity you can check-in with your group whenever they come together to see how people are feeling and if they have any pressing needs that have come up for them since the previous day that they need to share with the group.
- ❖ It can also be used in the same way as part of a closing circle.
- ❖ When doing Step 5 with the group the youth worker will need to give examples to aid the process, e.g. ask the group to think about asylums seekers, homeless people, etc.
- ❖ Preparation time is needed for the youth worker before the group begins. See the resource section for the emoji, feelings and needs list. They will need to be printed and cut out.

Additional reading:

See Transforming Hate In Youth Settings Educational Tool and Practice Manual
http://transforminghate.eu/wp-content/uploads/2019/02/outside-in-manual-full.pdf/ Pgs. 90-96

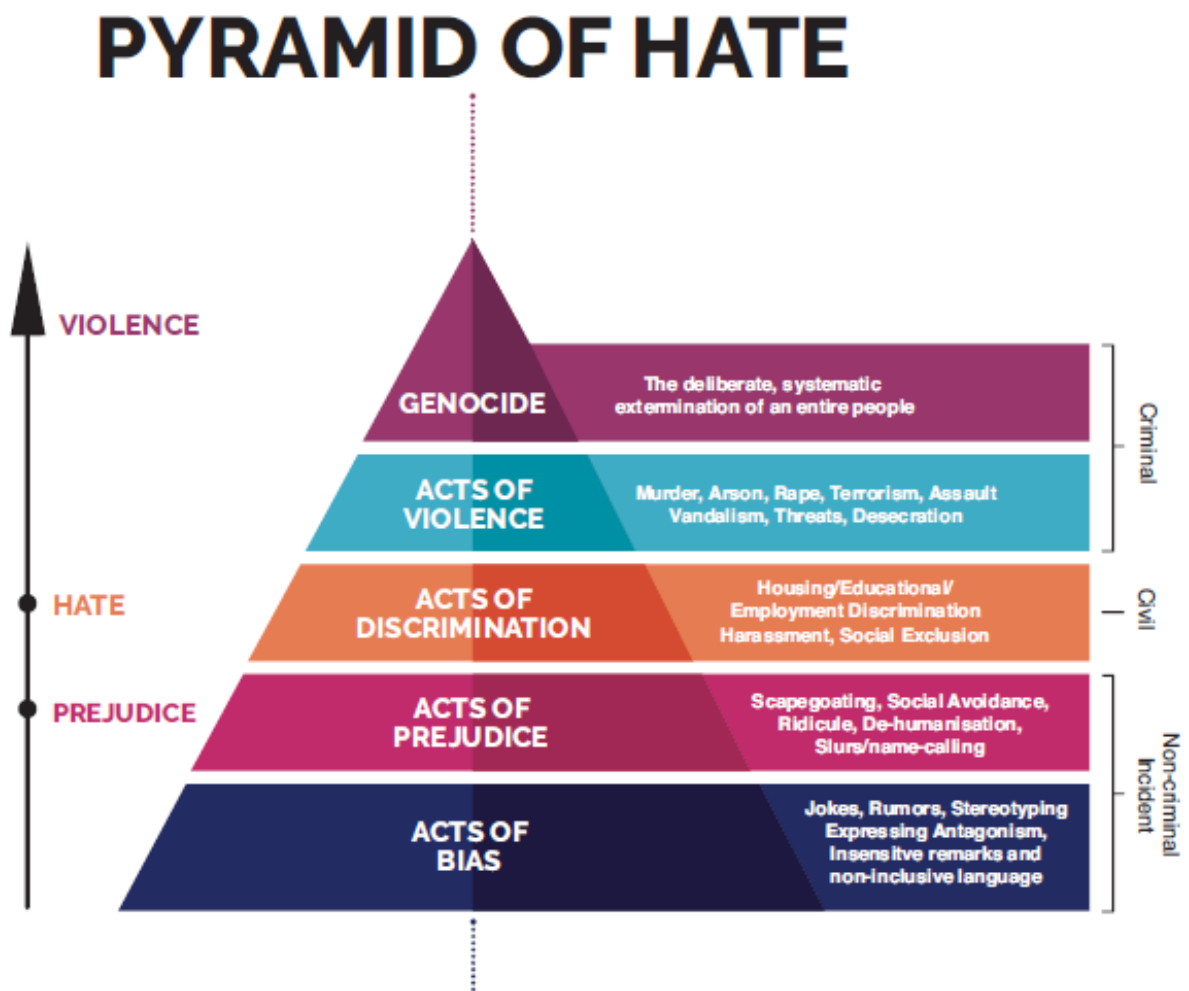On **active learning (debriefing)** see https://clt.vtc.edu.hk/newsletterweblinecontent.php?id=103

Activity 18   Tree of Needs

Level

Keywords/themes:
NEEDS,
FEELINGS,
BEHAVIOUR,
COMPASSION,
EMPATHY,
SELF-AWARENESS

This activity can be done individually or with a group. It is best if the group have completed the "Matching our Needs to our Feelings" activity from this toolkit.

Aim:
To understand that behaviours are a result of feelings, which are connected to whether our needs are being met or not.

Time:
80 mins
- 20 mins explanation
- 30 mins each group developing their own trees
- 30 mins feedback and discussion

Group size:
1 - 35 people

Who is it for?
Age 13+

Materials:
Flipchart, paper, pens, list of feelings and needs (see Resource Sections pages 63-65.

Step 1:
The youth worker draws a tree showing roots, trunk and branches. Draw a line down the centre of the tree, through the branches, trunk and roots. These will represent two people/groups within the story. One side of the tree will represent those who have caused harm. The other side will represent those who have been harmed.

Step 2:
Choose an example of an incident of harm that has happened in the community or that you've heard on the news. Make sure it has relevance for the young people you are working with.

Step 3:
Use the following questions with young people to explore what happened:

- First ask the group to name the behaviours of those who have caused the harm. The youth worker writes them down in the branches on one side of the tree. It is important only to state the facts of the story and not judgements of what they thought might have happened.

- Next ask the young person about the behaviour of the person who has been harmed. Write these in the branches of the other side of the tree.

Step 4:

Ask the young people about the feelings that might be present for both those causing the harm and those who have been harmed. [See the Resource Section pages 63-64 for lists of feelings that will help the group identify the feelings].

- Write the relevant feelings on each the side of the tree for each of the parties.

Step 5:

Talk to the group about needs and explain that we all have needs and that they are universal. Explain that depending what is happening in our lives these needs may be met or they may be unmet and there are many things that influence this.

- Ask the group to consider the two people/groups on the tree and to decide which unmet needs would have resulted in the feelings and then the behaviours on each side (see Resources Section page 65 for a list on needs). First look at the needs of the person who has been harmed and then have the same discussion about those who have caused the harm and determine their unmet needs.
- Write the unmet needs on the roots of the tree on each side.

Step 6:

Open a discussion with the group about the process and what they think about the concept of our needs being linked to our feelings and resulting in specific behaviours. It is essential that the youth worker explains that this is not a way to justify behaviour of those causing the harm but to build a compassionate approach that aims to change behaviour by exploring deeper reasons of where behaviour stems from.

Step 7:

You can use this activity to look at an actual incident of harm that has happened in your group (the person harmed does not have to be in the group – for example, they may be someone in the community). After you have completed both sides of the tree you can use Restorative Practice methods to repair the harm. This involves asking the person or group who did the harm the following questions:

- What happened?
- Who has been impacted and in what way? i.e. what are their feelings and needs
- What thoughts do you have since doing this activity?
- What would you do differently if you were in this scenario?
- Can you suggest ways to repair the harm?

After the groups have done this ask them to come back together and feedback their responses.

Optional continuation of the activity

When the group is ready you can ask them to do personal trees individually to explore any behaviours/harm they may have caused and to focus on the impact it their behaviour. Following this they can explore how they can repair the harm based on meeting some needs of the two sides.

Tips and Tricks:

❖ It is important not to give the whole sheet of feelings and needs to young people as it can be very overwhelming to see them all. The youth worker should select one or two from each category.

❖ This may need to be repeated with a group over a few sessions for the concept to really land with them.

Behaviours- what happened?

Feelings
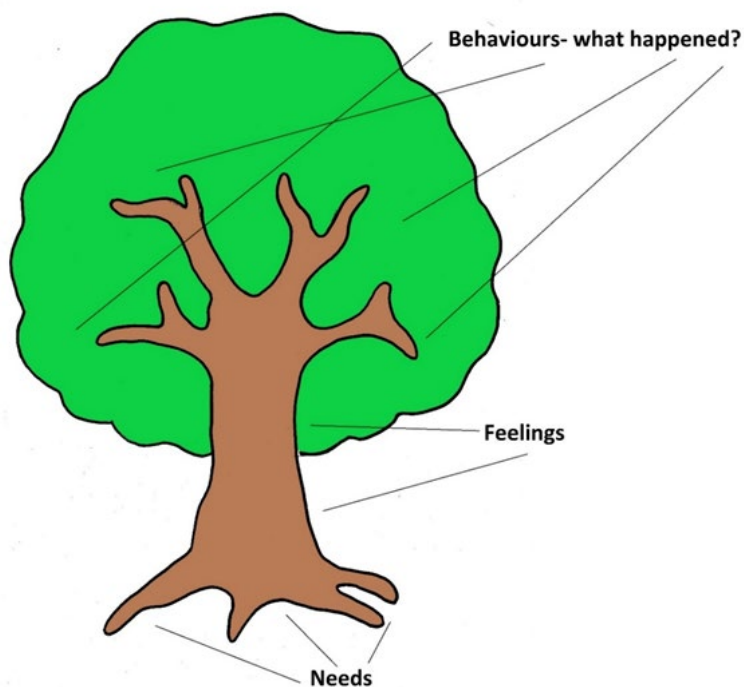
Needs

Personal experiences
"This activity works really well when young people are given time to really understand it. At times it has taken more than one session for young people to complete the tree. They have found identifying the needs the most complex part of the activity and they need space and time to understand it."

Additional reading and watching:

See Transforming Hate In Youth Settings Educational Tool and Practice Manual
http://transforminghate.eu/wp-content/uploads/2019/02/outside-in-manual-full.pdf/ Pgs. 85-99

A video about self-empathy by Marshall Rosenberg, the founder of Non-violent communication www.youtube.com/watch?v=_WmJHBHJLIQ

Resources Section

Resources

Within this section the youth worker will find resources for the activities. These can be copied directly or used as a guide. Some of the resources can be used for multiple activities and the name of the activities are above the resources. Note that Activity 15 needs 2 sets of resources.

Activity 5   **Pyramid of Hate**

PYRAMID OF HATE

VIOLENCE

GENOCIDE — The deliberate, systematic extermination of an entire people

ACTS OF VIOLENCE — Murder, Arson, Rape, Terrorism, Assault Vandalism, Threats, Desecration

Criminal

HATE

ACTS OF DISCRIMINATION — Housing/Educational/ Employment Discrimination Harassment, Social Exclusion

Civil

PREJUDICE

ACTS OF PREJUDICE — Scapegoating, Social Avoidance, Ridicule, De-humanisation, Slurs/name-calling

ACTS OF BIAS — Jokes, Rumors, Stereotyping Expressing Antagonism, Insensitve remarks and non-inclusive language

Non-criminal Incident

Activity 6   # Systems of Oppression

For young people to fill in

System or form of oppression	'Race' oppression	Gender oppression	Class Oppression	Sexual Oppression	Nativism/ Ethnocentrism	Ability Oppression	Religious/ Faith Oppression (in the European context)
Assumed Norm	White	Male-bodied	Middle-upper class	Heterosexual	Native language speaker and someone considered to be 'from your country or a member of the majority ethnic group'	'able'-bodied	Christian
What/who is considered outside the norm or marginalised							
Name of discrimination	Racism	Sexism or cis-sexism Transphobia	Classism	Heterosexism or homophobia, bi-phobia, and transphobia	Xenophobia	Ableism,	Islamophobia Antisemitism Religious discrimination

Answer sheet for the youth worker

System or form of oppression	'Race' oppression	Gender oppression	Class Oppression	Sexual Oppression	Nativism/ Ethnocentrism	Ability Oppression	Religious/ Faith Oppression (in the European context)
Assumed Norm	White	Male-bodied	Middle-upper class	Heterosexual	Native language speaker and someone considered to be 'from your country or a member of the majority ethnic group'	'Able'-bodied	Christian
What/who is considered outside the norm or marginalised	Non-whites or people of colour, Aboriginal, Indigenous, mixed race people, Nomadic, travelling/ Roma community	Female-bodied, transgender and transsexual, non-binary and intersex people	The poor, unemployed and/or working class, precarious	Bi/Pan-sexual, transgender, non-normative, lesbian, gay, homosexual, those who identify as queer.	Non-native language speakers, immigrants, those considered to be from minority ethnic backgrounds and therefore 'foreign.' Roma, Irish Traveller and Nomadic communities more generally.	persons with different abilities, persons with mental health conditions chronic health conditions non-normative body image, neuro-diversity	Non-Christian e.g. atheist, Muslim, Jewish, Hindu, Sikh, orthodox, Pagan
Name of discrimination	Racism	Sexism or cis-sexism	Classism	Heterosexism or homophobia, bi-phobia, and transphobia	Xenophobia	Ableism	Islamophobia Antisemitism Religious discrimination

Note: This is not an exhaustive list

Activity 10   Game of Life

Resources list:

- Identity cards for each player
- Scenario cards – these are the arrow shaped cards that players needs to pick and read every time they land or pass a 'crossroads'
- Youth Work cards and Social Justice Cards
- Board – see at back of resource (Credits for Board game: – blank board game www.timvandevall.com Dutch Renaissance Press LLC; Alphabet signs.com (stop sign); Jeremy Butterfield (confused etc, signpost images); Clip art; 123rf.com (right wrong, this way etc)

Identity cards (copy and cut out one set per group)

A cis female who is heterosexual seeking refuge in your country. She is from the Middle East and is of Muslim religion and unemployed	A heteronormative male from the Roma Community. He left school at 13 years of age. He works with his Dad fixing gutters on houses
A white gay male who has bi- polar and social anxiety	A heterosexual woman from India of Sikh faith who has a visual impairment
A person who is intersex and identifies as non- binary. They are in their final year of university and studying Fine Art	A woman of colour who is a lesbian. She moved to your country at age 22. She works as a care worker
A cis gender heterosexual male who uses a wheelchair. He is currently living with his parents and attending his local Training Centre where he is doing computer classes	A person who is transgender and left school at 16 years of age. They are working in a bar in the evening so that they can do volunteer social justice work during the day
A single mother from a working-class community. She is working as a child minder and is hoping to begin a night course in college	A pan-sexual male from an affluent area. He is in his final year of high school and is currently deciding which university to go to.
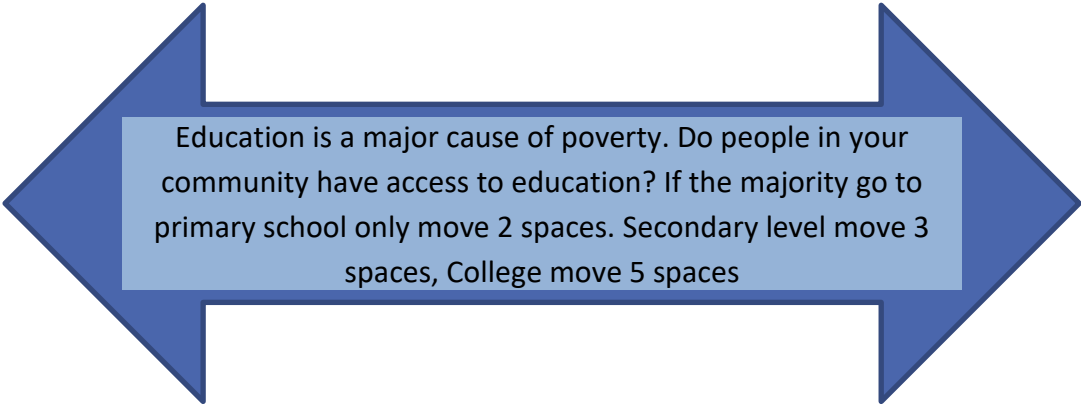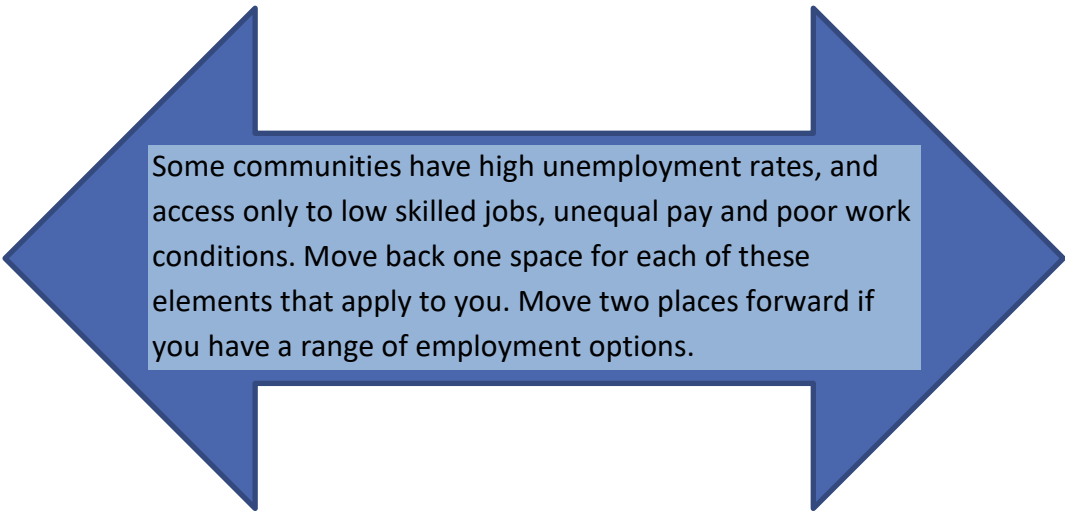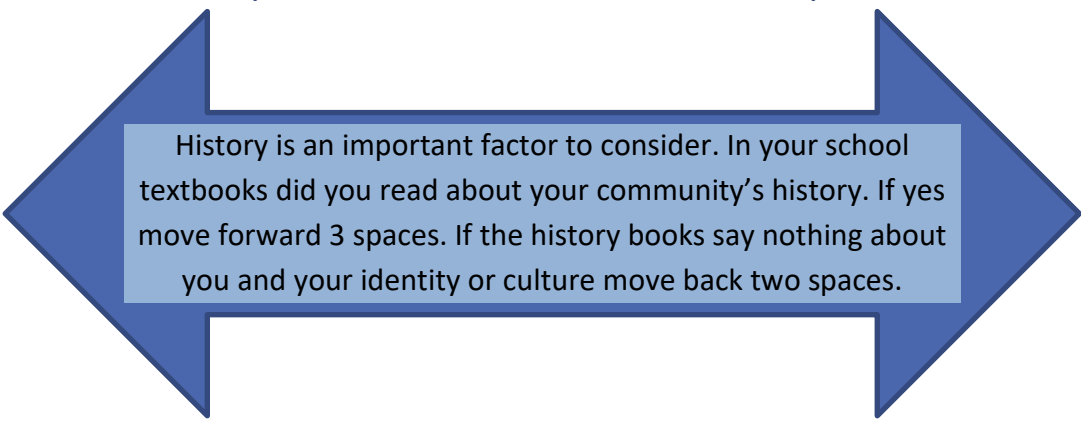
Transforming Hate Practical Toolkit

Scenario Cards (copy and cut out one set per group)
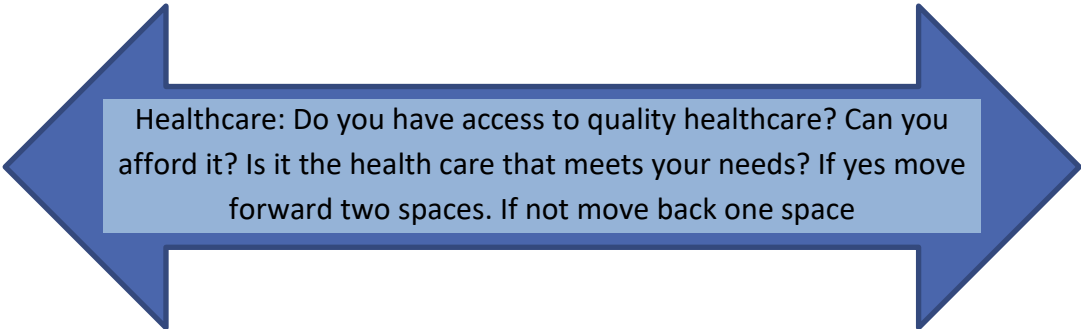
Education is a major cause of poverty. Do people in your community have access to education? If the majority go to primary school only move 2 spaces. Secondary level move 3 spaces, College move 5 spaces

Some communities have high unemployment rates, and access only to low skilled jobs, unequal pay and poor work conditions. Move back one space for each of these elements that apply to you. Move two places forward if you have a range of employment options.

History is an important factor to consider. In your school textbooks did you read about your community's history. If yes move forward 3 spaces. If the history books say nothing about you and your identity or culture move back two spaces.

Healthcare: Do you have access to quality healthcare? Can you afford it? Is it the health care that meets your needs? If yes move forward two spaces. If not move back one space

Sex education: when you were in school at 15 years of age learning about sex education, did it cater for your sexual orientation needs? If yes move forward two spaces. If no move back one space.

Housing: Does the type of housing you can afford meet your needs? If yes move forward 2 spaces. If not move back two spaces

Do you have the ability to go on a nice holiday which requires you to leave the country by flight or boat each year. Move forward one space if you can and back one space if you can't.

Are you confident that you or your family will have enough money to feed you and your family next week. If yes move forward three spaces. If no move back two spaces

If you can show affection romantically for your partner without being ridiculed or harassed in public take one step forward. If not take one step back

Can you think of any jokes you have ever heard that involves part of your identity? For every element of your identity that has been joked about take those steps back.

If you were ever embarrassed or ashamed by your home, clothes, car etc. take one step back

If you were felt uneasy/ intimidated or were followed in a shop by the security because of your identity take one step back.

Have you ever struggled to access a public building. If so move back two spaces

Have felt uneasy/intimidated using a public toilet or not found public toilets accessible? If yes go back 1 space

Do you have a dining room with a table and chairs at home so that your family can have dinner together? If yes move one space. If no move back one space

Sports: You discover that you are great at a particular sport. How accessible is it for you to join and be recognised on a National Sports team. Move forward two spaces if it is possible. Move back two spaces if it's not.
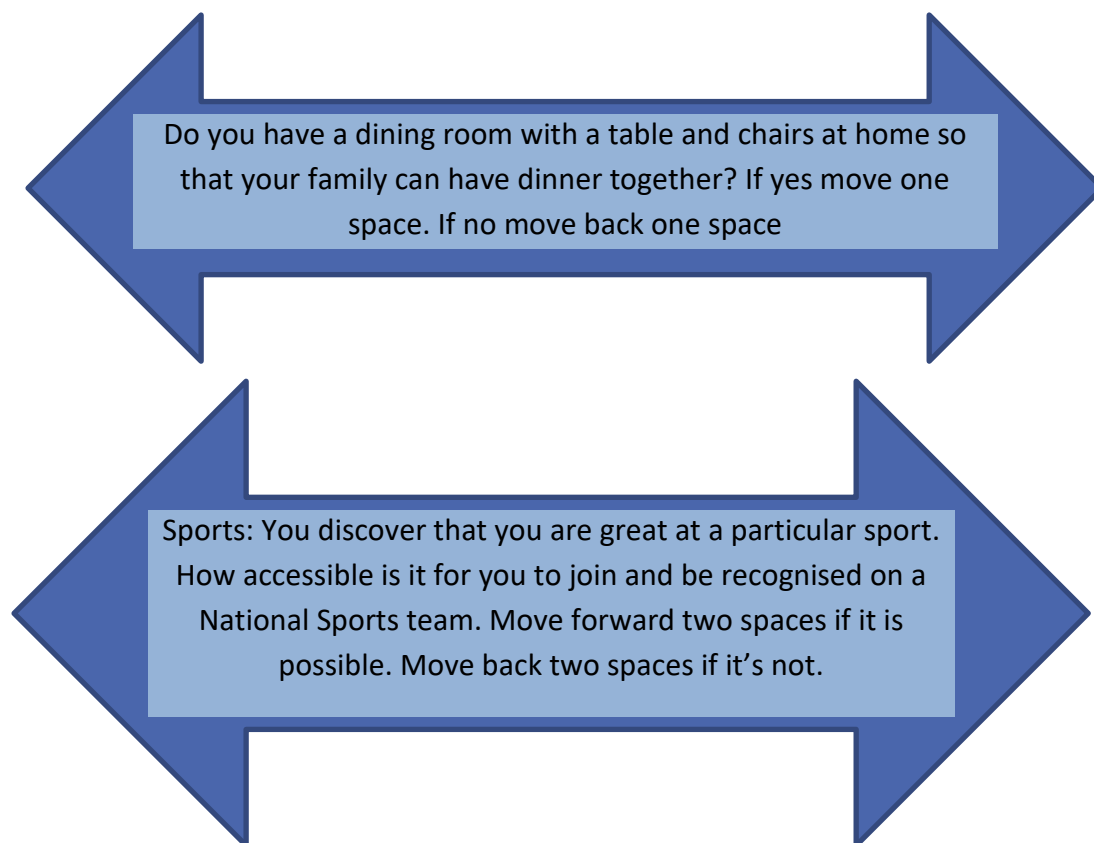
Youth Work and Social Justice Cards (copy and cut out one of each of these cards per person)

Social Justice card

Play this card on any turn and tell the group of a social change that has occurred that supports the recognition of your identity.

Eg. Legislation, policy, culture change, social movement

Move forward 5 spaces

Youth Work card

Play this card on any turn and tell the group of how youth work can/has supported you in journey.

E.g. advocacy, support, personal/ social development etc

Move forward 5 spaces

Activity 12 **How do we come to believe what we believe?**

Circles model
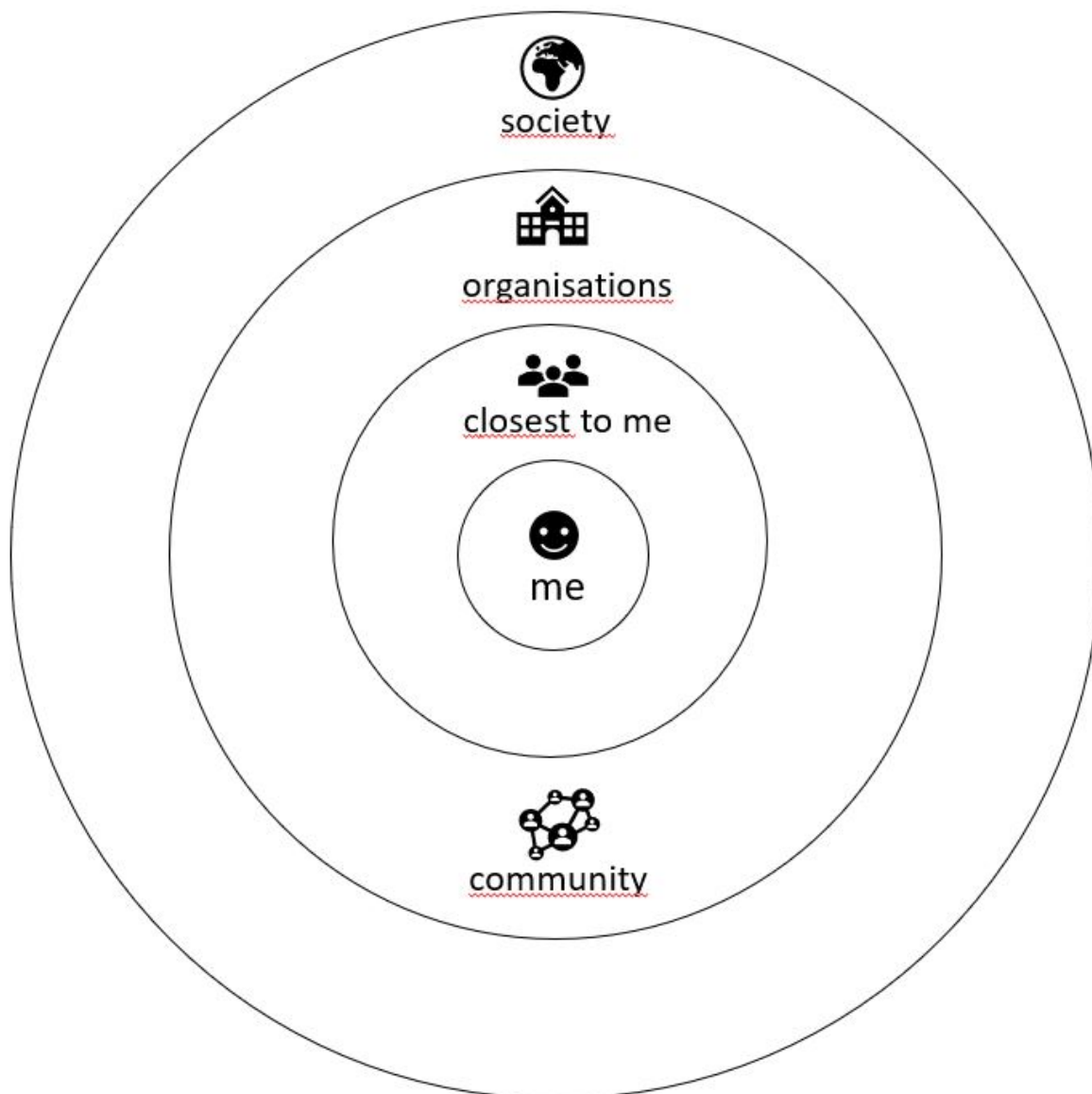
Case studies for:

- **Activity 11**   **Worst case - best case scenario**
- **Activity 14**   **Forum Theatre**
- **Activity 15**   **How violence impacts on emotions**
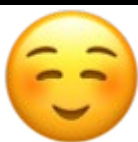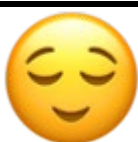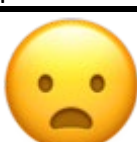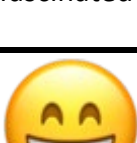
1. Mariam comes from a Muslim family. At lunch, she doesn't eat pork, which is noticed by some of the other girls. Some of them remark that she is "trying to make herself special". One day, during lunch, where she always sits alone, one of the girls deliberately spills a glass of water on her plate.

2. Nik spends a lot of time with Tilen, so a rumour spreads that they are a couple. One afternoon when Nik is coming from school, a group of young people jumps him, calls him a "faggot", and throws him on the ground.
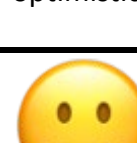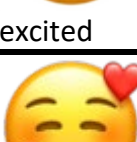
3. Selma is an immigrant from Bosnia. Because her family moved house, she had to change school. After a few weeks, she found out from a schoolmate that her school peers had made a Facebook group called "Selma go back to Bosnia". They published offensive comments about her and posted pictures of her they secretly took at school. They created offensive memes with her pictures."

4. Alex is 15 years old and is severely obese due to different circumstances, especially health. Because of his body weight and appearance, he is excluded from many activities; no girl wanted to dance with him at the local dance, and at his new school his classmates do not invite him anywhere. When he walks down the street, he hears giggles, and sees people pointing at him. A month ago he felt so bad that he cut his hands.

Note: It is important that you adapt these to your own youth setting and to examples of hate that are relevant for your participants. It is preferable to use your own case studies where possible or to use examples that have happened in your own country, or wider community (many of these can be found on news reports).

Feelings, Needs and Emojis for:

- **Activity 15**   **How Violence Impacts on Emotions**
- **Activity 16**   **Colour my Feelings**
- **Activity 17**   **Matching our Feelings to our Needs**
- **Activity 18**   **The Tree of Needs**

When our needs are being met our feelings might be:

happy	cheerful	buoyant	joyful	overjoyed	blissful
ecstatic	pleased	appreciative	thankful	grateful	proud
Glad	delighted	comfortable	calm	secure	content
relaxed	peaceful	interested	curious	intrigued	surprised
astonished	fascinated	amazed	hopeful	optimistic	confident
enthusiastic	excited	inspired	overwhelmed	sensitive	touched
Warm	loving				

Feelings we may experience when our needs are not being met

disappointed	unhappy	upset	hurt	sad	miserable
despairing	grief	pain	frustrated	irritated	impatient
annoyed	angry	resentful	disgusted	furious	concerned
anxious	nervous	worried	scared	frightened	terrified
uncomfortable	uneasy	unsure	confused	surprised	baffled
overwhelmed	lonely	numb	bored	tired	cold
withdrawn	indifferent	low	restless	reluctant	aroused
embarrassed	helpless	regretful			

Needs list

Some needs we all share

PLAY: Engagement, fun, freshness, spontaneity, stimulation, rhythm, variety, comfort, ease, relaxation.

CLARITY: knowledge, awareness, to understand, reassurance, simplicity, order, accuracy, competence, efficiency, skill.

EQUITY: equality, fairness, sharing, cooperation, collaboration, honesty, openness, keep to agreements, reliability, consistency, justice, tolerance, balance, harmony, unity.

MEANING: purpose, contribution, awareness, beauty, mystery, wholeness, adventure, challenge, creativity, growth, learning, achievement, completion.

AUTONOMY: independence, freedom, choice, control, power, authenticity, integrity.

EMPATHY: understanding, sympathy, acceptance, acknowledgement, recognition, to be valued, consideration, respect, trust, celebration, mourning.

LOVE: care, nurture, affection, closeness, intimacy, touch, sexual expression.

PROTECTION: containment, safety, security, peace.

SUBSISTENCE: food, water, light, air, space, warmth, movement, rest, health, hygiene.

COMMUNITY: belonging, connection, friendship, contact, inclusion, participation, solidarity, loyalty, help, support.

Index of keywords

Keywords	Activities																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Behaviour					5													18
Beliefs												12						
Compassion															15			18
Critical thinking								8										
Discrimination						6	7			10					15			
Empowering	1		3											14				
Empathy									9	10							17	18
Feelings															15	16	17	18
Freedom of Speech				4	5			8										
Group agreement	1		3															
Identities				4			7		9	10	11				15			
Impact of hate speech			3	4	5						11			14	15			
Influences												12						
Language				4	5													
Needs	1	2															17	18
Norms						6	7						13					
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Glossary

Ally: An ally is a person who does not belong to a minority or marginalised group who supports equal civil rights, gender equality, LGBTIQ+ social movements, anti-racism, freedom of religious expression, etc.

Alternative pronouns: Some trans and/or non-binary people might use pronouns outside the he/she binary. A lot of non-binary people use singular they/them pronouns, but there are also some other alternatives that are used by the same community as, for example, are: ze / zir / "zee", "zerr" or "zeer".

Anti-racism: "Anti-racism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably" (NAC International Perspectives: Women and Global Solidarity).

Bisexual: An individual who may be attracted to more than one gender. Bi+ is an umbrella term used to describe other identities such as pansexual and others who are not exclusively attracted to one gender.

Cisgender: When one's gender identity matches the sex assigned at birth. The word cisgender can also be shortened to "cis".

Cisnormativity: A social norm that assumes and expects all people are cisgender; identify with their sex assigned at birth. Cisnormativity also expects that trans people would identify within the gender binary and pass as cisgender people.

Ethnic Group: A group that regards itself or is regarded by others as a distinct community based on shared characteristics such as language, religion, nationality or traditions.

Ethnic Majority: Refers to the predominant ethnic group in society

Ethnic Minority: Refers to a culture or ethnicity that is identifiably distinct from the ethnic majority. This may include people who have been long established in a country, people who are naturalised citizens, and people who are 2nd, 3rd, 4th or more generation.

Fluid Culture: Culture is fluid and constantly in motion. It never stays the same, is always changing, it can be difficult to define any culture in only one way, no one culture is stagnant.

Gender Binary: The socially constructed idea that someone's gender can be one of two options, either male or female, and that this corresponds with someone's sex assigned at birth.

Gender expression: How we show our gender through clothing, hair, voice, behaviour, etc.

Gender: Refers to each person's deeply felt internal and individual experience of it, which may or may not correspond with the sex assigned at birth. When we talk about transgender

people and non-binary people we often use the term "gender identity", but in this Manual we used "gender" for cis and trans persons, so that there is no linguistic difference between the groups, when we refer to one's gender. When the term "gender identity" is used only for non-cis people, it is subtly suggesting that trans/non-binary people have somehow a less valid gender in comparison with cis people.

Heteronormativity: A social norm that assumes and expects that all people are heterosexual.

Heterosexual/straight: People who are attracted to people of a different gender (usually women who are attracted to men, and men who are attracted to women).

Intersex: A term for people whose sex characteristics (genitalia, chromosomes, hormones …) do not fall under what is traditionally seen as male or female. There is a big spectrum of intersex conditions, and in most countries intersex persons are made to fit into binary boxes of gender. Babies that are born with genitalia that is not considered neither a penis or a vagina are surgically operated on without their consent, and this information is kept from them. So, for some intersex people, variations are apparent at birth, for others they emerge later, but almost none of them know about their condition, which not only violates their human rights, but can also put them in health risks because they do not receive appropriate medical treatment.

Lesbian Women and Gay Men are people who are physically, sexually and/or emotionally attracted to members of the same gender. The word 'gay' is sometimes used for both.

LGBTIQ+: Lesbian, gay, bisexual, transgender, intersex, queer and other identities that are not heterosexual or cisgender.

Misogyny: Dislike of, contempt for, or ingrained prejudice against women.

Neurodiversity: An approach that argues that various neurological differences are normal, natural variations in the human genome. This includes those labelled as being on the Autistic spectrum, or having ADHD, dyslexia, dyspraxia, dyscalculia, Tourette syndrome, amongst others. It is not a universally accepted approach.

Non-binary: An umbrella term for any gender that is not exclusively male or female.

Queer: A term that is used as a critique of all normalized sexual orientations, including homosexuality. Queer ideology opposes lesbian and gay movements that want to present homosexuality as "normal" as heterosexuality. It also opposes identity politics and it suggests that you can only live queer values, and not identify as such. Queer also means that one should be involved in many fights for social justice. Queer is not another word for LGBTIQ+ community, even though it is often used as such, but it is a separate, (anti)identity. Queer is a reclaimed word that was in some countries used as a slur word for LGBTIQ+ people.

Sex assigned at birth: Babies are usually assigned male or female, based on their external genitalia. This sex designation is then recorded on their birth certificates.

Transgender/Trans: People whose gender is different to their sex assigned at birth. It is an umbrella term to describe anyone who is not cisgender. A trans person may identify as male, female, both or maybe neither gender fits them. The experiences and needs of transgender young people may differ from those who identify as lesbian, gay and bisexual. Nevertheless, the "coming-out" process and experiences of homophobic or transphobic bullying can be similar.

Trans-misogyny: dislike of, contempt for, or ingrained prejudice against transgender people