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# TOGETHER

## ACTIVITY TOOLKIT FAKE NEWS



 **PROGETTOMONDO**  
Become the change.

**SÜDWIND**

**CZART.**  
stowarzyszenie

 **MADRE CORAJE**



Open Education centre

**GRYD**

## THE PROJECT

The project ***Together - to get there*** is organized by Progettomondo (Italy), in cooperation with Madre Coraje (Spain), CZ-ART (Poland), Suedwind (Austria), Open Education Centre foundation (Bulgaria) and GRYD LTD (UK).

The project aims to provide **youth workers** with **training opportunities** on innovative youth work methods and practice, responding to their need to be better equipped in managing youth programmes for media literacy, prevention of **hate speech** and promotion of tolerance online.

Through **transnational mobility events**, youth workers benefit from an enriching participative learning experiences; they develop and share effective practice and methods, which they can learn and get inspired by.

## THE TOOLKIT

This toolkit is one of the outcome of the project. It contains:

- the description of the activities created by the youth workers during the first transnational meeting in Verona, Italy;
- the youth workers tips for recreate the activities;
- the attached files ready to print to reproduce the activities proposed.

## BASIC INFORMATION:

<b>Title</b>	<i>Our 10 bullet points for talking about discrimination</i>
<b>Topic</b>	Hate Speech, Fake News, Discrimination, Communication
<b>Target group</b>	15 - 21 years old
<b>Time</b>	2 Sessions: 120' + 120' (4 hours in total)
<b>Final aim</b>	To formulate 10 common bullet points about the 10 most important rules for the prevention of the spread of fake news that contribute to discrimination.

# FIRST SESSION

<b>Introduction</b> 5'	Explanation of the project, the final aim and of the two sessions
<b>Icebreaker</b> <b>My Fake News</b> 30'	<p>The participants form a circle. Each participant present himself by saying in the center of the circle three 'facts' about them: two facts should be real and one should be fake.</p> <p>Everybody else will vote which fact they think is fake. If they determine the 'fake news' they win a point.</p>
<b>Journalists and Fake Hunters</b> 50'	<p>The participants will be divided in 5 different groups:</p> <ul style="list-style-type: none"><li>- <i>Journalists</i> (one group)</li><li>- <i>Fake News Creators</i> (three groups)</li><li>- <i>Fake Hunters</i> (one group)</li></ul> <p>Journalists and Fake News Creators have 15 minutes to create an article (true or fake according to their role) about a marginalized community relevant to the country where the activity takes place. In the meanwhile, the <i>Fake Hunters</i>, possibly in another room, should develop a strategy to recognize the fake news. In this phase every group can surf the net to find different information.</p> <p>After 15 minutes, the Fake Hunters go back in the same room with the other participants and they listen to the articles. At the end of every article, Fake Hunters can ask some questions to each group. In the end, Fake Hunters have 5 minutes for think and decide which article is true and which one are fake.</p> <p>It is important to have at least 10 minutes for the debriefing of this activity.</p>
<b>Conclusion</b> 5'	After the debriefing ask to the participants if they have some more questions about the topic of fake news and invite them to the second session of the activity.

# SECOND SESSION

<b>Introduction</b> <b>5'</b>	Recall briefly to the activities done in the first session.
<b>Take a step forward</b> <b>30'</b>	<p>The participants should place themselves in a horizontal line. When the participants are ready, the organizer gives them a piece of paper describing different roles or characters. Give the participants a few minutes to empathize with the character they received, because during the activity, they must act and think as if they were the character they received.</p> <p>Then, the organizer starts to read different situation. If the characters that participants are interpreting can live that situation in their lives, they should take a step forward. If their character can't, participants take a step.</p> <p>The the final aim is to work empathy with the target group. They will have to live the others life during the activity and they will have to put themselves into the skin of different people living different realities. In addition, this activity is a new tool to introduce what discrimination is and it can help to young people to think that hate speech is closer than we usually know.</p> <p>At the end, take some time for the debriefing. Here are some possible questions:</p> <p>How did you feel? At some point did you think your rights were being ignored? Can you guess the roles of others? Was it difficult to play your role? how did you imagine your character? Can I say that this game represents society? how? Which human rights have been brought up? Where can one start to tackle the problem of inequalities and discrimination?</p> <p>Character and situations are attached below. Remember: characters must remain secret.</p>

<p><b>Our 10 bullet points for talking about discrimination</b> <b>30'</b></p>	<p>After the activity <b>“Take a step forward”</b>, the group will be divided into two groups.</p> <p>Each group will have 15 minutes to brainstorm and formulate their 10 bullet points to talk about discrimination. The aim is to provide a kind of a checklist for non-hostile communication within the group. Examples of specific topics/questions to start the exercise may be “how to prevent hate speech/fake news to contribute to discrimination in our communication”, “communication rules in the classroom”, “what to check before you post/share news/headlines”, etc.</p> <p>After 15 minutes, the participants will come back together and present their 10 points to the entire group. All of them will be collected on a poster/black- or whiteboard.</p> <p>The group must discuss and agree on 10 common points for the whole group (merge the two lists to one).</p> <p>These 10 bullet points can be guidelines for their personal communication or for their online behaviour.</p>
<p><b>The Non-Hostile Communication Manifesto</b> <b>15'</b></p>	<p>After their personal 10 bullet point, the organizer present to the group the "Non-Hostile Communication Manifesto" in order to enhance the discussion even more on the topics of hate speech and fake news.</p>
<p><b>Conclusion</b> <b>10'</b></p>	<p>Ask the participants if everything went well and thank them for participating in the activities.</p>

If you want to realise this activity see the attached file at the end of the toolkit.

# Youth Workers Tips

1. Start the activity by creating a **SAFE SPACE** and pay attention to the backgrounds of the participants
2. **ADAPT** the exercises to the age and kind of the group and make sure that everyone is on the **SAME LEVEL** of **KNOWLEDGE**
3. Give to the participant some time for **REFLECTION**
4. Don't worry about the **PATH**, but be clear about the **DIRECTION**
5. Make a **SUMMARY** after the activity on how to **RECOGNISE** fake news
6. Be part of the group, be a partner, but don't forget **YOUR ROLE** as a moderator
7. Lead the workshop with a **PARTNER**
8. Don't make fun of the topic but **HAVE FUN!**

# Attached 1 - Journalists and Fake Hunters

Give to every group one of these roles

**Journalists**

**Fake  
Creators**

**Fake  
Creators**

**Fake  
Creators**

**Fake  
Hunters**

## Attached 2 - Take a step forward (characters)

You are an African child from the Sierra Leone forced to be a soldier



You are a young man from (a city in your country) who cannot find a job

You are a Mexican girl with five youngest brothers, your mom works in a factory all day and you must take care of the house and the brothers

You are a Philippine girl arrived little in (your country) and you don't know anyone

You were born in (a city in your country) but your parents come from Africa Kenya. They have a nice restaurant in the town and you live in a house of your own above the restaurant

You are a Parisian mom who works all day and your child is always with the baby sitter

You are the son of a rich Senegalese ambassador in (your country)

You are a Peruvian child, you go to school in the morning and work from a mechanic in the afternoon

You are an (your country) teenager. Your dad does a job that takes him around the world and you and your mother follow him. Every year you must change country, city and school

You are a (your country) child. Your family is very rich. After school you take lessons in English, French, tennis, violin and horse riding, in the evening you are very tired.



## Attached 3 - Take a step forward (situations)

Before reading the situations ask the participants to close their eyes, to help them get into the characters' skin better.

Then, start reading these sentences:

1. You have never found yourself in a difficult economic situation
2. You have a comfortable home with television and phone
3. You think that your language, religion and culture are respected in the society in which you live
4. You feel that your opinions are important and that your ideas are heard
5. Other people ask you for advice about various issues
6. You know who to ask for help or advice if you need it
7. You have never been discriminated for being a foreigner
8. You can go on holiday once a year
9. You can invite friends home for dinner
10. You have an interesting life and you have confidence in the future
11. You think you can study and then do the work you have chosen
12. You are not afraid of being taken around
13. You can buy new dresses when you want
14. You can use the internet
15. You can go out with your friends at least twice a week
16. You can celebrate the most important religious festival with your relatives and your best friends
17. You are not afraid of being stopped by the police
18. You know where to seek advice and help if you need it
19. You have never felt discriminated because of your origins
20. You are not afraid of being harassed or attacked on the street or by the media
21. You are not worried for the future of your children
22. You can fall in love with the person you want
23. You think that your skills are respected and appreciated in the society in which you live

# Attached 4 - The Non-Hostile Communication Manifesto

Credits: <https://paroleostili.it/en/download-manifesto/>

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## The Manifesto of Non-Hostile Communication

### 1. Virtual is real

On the Internet, I only write or say what I would dare to say in person.

### 2. You are what you communicate

The words I choose define who I am. They represent me.

### 3. Words shape the way I think

I take all the time I need to express my views in the best possible way.

### 4. Listen before you speak

No one can always be right, and nor am I. I listen, with an honest and open-minded attitude.

### 5. Words are bridges

I choose words to understand, make myself understood and get close to others.

### 6. Words have consequences

I am aware that what I say or write can have consequences, small or serious.

### 7. Share with care

I share texts and image only after I have read, assessed and understood them.

### 8. Ideas can be discussed. People must be respected.

Those whose views and opinions differ from mine are not enemies to be destroyed.

### 9. An insult is not an argument

I accept no offensive and aggressive words, even if they support my point of view.

### 10. Silence says something too

When it's better to keep quiet... I do.

[paroleostili.it](https://paroleostili.it)

