

~~HATE~~ INTO ACTION
TRACKERS



A project designed to foster civic engagement
and counter hate speech across European cities

A project by:



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CYPRUS

Hope for children

ACTIVITY 1

Everyone else is taken

ACTIVITY 2

The school bag of the victim

ACTIVITY 3

Hate Speech

CZECH REPUBLIC

Youth Included

ACTIVITY 1

Reels Workshop:
From Idea to Impact

ACTIVITY 2

Nohate concert

ACTIVITY 3

Real People Against Hate:
From Labels to Humanity

ACTIVITY 4

Feel It to Heal It:
Moving Through Hate

ITALY

CIFA

ACTIVITY 1

Fake News vs Climate action:
defend rights, debunk hoaxes

ACTIVITY 2

Immigration and social media:
inclusion and discrimination

ACTIVITY 3

Immigration, Fake News
and Content Creation

INDEX

GREECE

Hellenic youth participation

Main Topic of the Toolkit

Why is this toolkit useful

How to use this toolkit

Activity 1: Draw the professional

Activity 2: Match the face and the adjective

HUNGARY

Cromo Foundation

ACTIVITY 1

Influencer Story: Debate Session

ACTIVITY 2

Influencer Story – One Player Game

ACTIVITY 3

Photo Collage Making on Festivals Using AI

ACTIVITY 4

Photo Contest on Hate Speech

INDEX

LITHUANIA

AY Institute

Target group

What is art-based ceramic workshop?

What to use for?

What to learn?

Accessories

Timeframe

Appendices

SPAIN

Rinova Malaga

Why is this toolkit useful

How to use this toolkit

Activity: Creating creative materials against Hate Speech

Activity: Design your campaign for a change Activity

Hackathon

INDEX

INTRODUCTION

The toolkit you are holding is the result of the collective work of seven civil society organizations from Czechia, Cyprus, Greece, Italy, Lithuania, Spain, and Hungary.

It was developed within the framework of *HateTrackers Into Action* — a project designed to foster civic engagement and counter hate speech across European cities.

The main goal of *HateTrackers Into Action* is to combat racism and discrimination by preventing and addressing hate speech online and offline. The project empowers young people, youth organizations, and citizen committees with the knowledge, tools, and skills needed to identify, analyze, and respond effectively to expressions of hatred that undermine human dignity and equality.

This initiative is firmly rooted in the European Union's legal and policy framework for equality and human rights. It operates under the principles set out in the **Council Directive 2000/43/EC** implementing the principle of equal treatment between persons irrespective of racial or ethnic origin (the "Racial Equality Directive") and the **Council Framework Decision 2008/913/JHA** on combating certain forms and expressions of racism and xenophobia by means of criminal law. Both instruments establish a clear legal obligation for EU Member States to prevent and penalize hate-motivated acts, ensuring that all individuals enjoy equal protection before the law.

The toolkit also aligns with the objectives outlined in the **EU Anti-Racism Action Plan 2020–2025** and the **EU Strategy on the Rights of the Child (2021–2024)**, both of which emphasize education, youth participation, and the promotion of inclusive societies. Furthermore, it draws inspiration from the **European Commission Staff Working Document (2019) 110**, which highlights the need for coordinated, community-based responses to hate speech and intolerance.

The structure of this toolkit reflects the diversity of contexts across Europe. Each section corresponds to a partner country and presents the approach developed by its respective civil society organization. We believe that countering hate speech requires a deep understanding of the social, cultural, and political environments in which it emerges. By showcasing national experiences and strategies, we aim to highlight the value of context-sensitive, locally grounded solutions.

While each case study is specific to its own national reality, the methods and practices presented here can be easily adapted and applied in other settings. To facilitate practical use, each card has been designed for individual printing, allowing educators, youth workers, and activists to integrate them directly into workshops, training sessions, or community initiatives.

We hope this toolkit will serve as a source of inspiration and a concrete resource for all those committed to building a Europe where diversity is celebrated, equality is upheld, and hate has no place.

Enjoy your reading — and take action!



CYPRUS

HOPE FOR CHILDREN

ACTIVITY 1

Everyone else is taken

OVERALL DURATION

80-90 minutes
(2 school periods)

TARGET AUDIENCE

12- 17 years old students, educational context

EDUCATIVE MATERIALS

- Laptop
- Video projector
- Speakers
- Markers, papers

OBJECTIVE

In today's area of digitalisation and globalisation, hate speech is becoming increasingly common. Online platforms, in particular, have facilitated the spread of hate speech by providing offenders with a sense of anonymity and security. At the same time, bullying persists in schools and other environments. Hate speech refers to any form of speech or expression that attacks or discriminates against a person on the basis of attributes such as race, ethnicity, gender, sexual orientation, disabilities etc. It is considered illegal under EU law and is recognised as a serious violation of human rights.

The effects of hate speech can be deeply detrimental impacting the physical, mental and social well-being. It has been linked to anxiety, depression, and low self-esteem, and can result in other long-lasting effects such as internalised stigma and trauma. These impacts can manifest physically and lead to social marginalisation. As such, hate speech can be understood as multi-dimensional phenomenon with far-reaching consequences that undermine dignity and human rights, inclusion, participation and democracy.

Hate speech often goes unnoticed. On digital platforms, it can spread rapidly and may be difficult to punish. In more traditional settings such as school bullying, bystanders often remain passive due to the lack of knowledge, confidence or empathy for the victim.

To effectively address these persisting issues, it is essential to raise awareness about hate speech, especially among children and young people. They should be taught how to recognise hate speech, both online and offline, as well as ways to react safely and actively in case they or others are targeted. It is also vital for children to learn to express their feelings and avoid the dangers of isolation and marginalisation when they are victims of hate speech.

While responding to incidents of hate speech is crucial, prevention is equally important. Children should be equipped with the tools to critically examine and debunk the foundations of hate speech, including the stereotypes and (un)conscious biases that underlie it. By encouraging children to reflect upon diversity, empathy and shared values, children can become more resilient and proactive in countering all forms of hate speech.

Phase 1

ACTIVATION: What are prejudices and stereotypes? (20')

This first phase is useful to comprehend children's understanding of prejudices and stereotypes, as well as to collect experiences from their everyday life in order to tailor the workshop as best as possible.

How it is done

Open discussion on the meaning of the words prejudices and stereotypes.

Children are providing examples in their everyday lives.

Phase 2

DISCRIMINATION: Movie screening and discussion (25')

This phase aims to equip students with the necessary tools to be able to identify cases of discrimination due to stereotypes and prejudices. By understanding the foundations of discrimination, it is then easier to combat it. This phase also aims to encourage children to clearly answer questions and state their point of view with arguments.

How it is done

15' short movie screening on discrimination: [Everyone Else is Taken \(2017\)](#)

Discussion with the children and the facilitator. The children are asked to share their opinion and understanding of the content of the movie.

Phase 3

BRAINSTORMING: Understanding the impacts of stereotypes and prejudices (25')

This phase promotes critical thinking and empathy by critically analysing how stereotypes and prejudices affect an individual's life and identity. The objectives of the phase are comprehending how stereotypes and prejudices are formed, understanding the real-life consequences of discrimination, challenging biases by shifting perspective and encouraging dialogue.

How it is done

Children are separated into groups and brainstorm on how stereotypes and prejudices affect the life and decisions of the protagonist in the movie.

They are describing the protagonist's appearance, physical features, character and behaviour.

They should evaluate her and describe her as the various other characters perceive her with as many adjectives as possible.

Phase 4

FINDINGS AND CONCLUSION (15')

This phase has the objective of sharing the opinions and findings of the previous activity. It aims to encourage students to critically and argumentatively express their findings.

How it is done

Each group shares their opinion and findings
Small conclusion on the key takeaways of the session.

**FOLLOW-UP
ACTIVITIES:****POSTER CAMPAIGN**

Design posters or digital content promoting diversity and inclusion to display in school and/or online.

STORYTELLING SHOWCASE

Share personal stories, poems, or spoken word pieces related to identity, diversity, or experiences with discrimination.

PERSONAL REFLECTION JOURNAL

Ask students to write about what they learned, how it impacted them, and how they applied it or will apply it in daily life.

DIVERSITY TIMELINE

Have students create a timeline of key moments in their own lives or history that reflect diversity or inclusion.

INVITE GUESTS

(people who broke the stereotypes) to have an open discussion with the children about their experiences.

ACTIVITY 2

The school bag of the victim

OVERALL DURATION

80-90 minutes
(2 school periods)

TARGET AUDIENCE

9-12 years old students,
educational context

EDUCATIVE MATERIALS

- School Bag
- Markers, papers
- Books
- Diary

OBJECTIVE

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Phase 1

BREAKING THE ICE: (10')

This first phase is useful to set the tone for the workshop by building a sense of connection, trust and inclusion that will help the children express their feelings throughout the workshop.

How it is done

The facilitator hands out a piece of paper to each child with various statements (I have 2 siblings, I like cheese, I want to travel to France, etc.). Each child is asked to fill out as many statements as possible by identifying people in the space who are connected to the specific statements. The aim is for them to get to know each other through conversation. At the end of the activity, the children are asked to introduce their classmates.

Phase 2

EXPLORING THE SCHOOL BAG: (15')

This phase aims to engage students in thinking critically about bullying by exploring the contents of a school bag belonging to a fictional student who has been targeted with hate speech. Through this activity, children are encouraged to share their observations, identify the signs and forms of hate speech may look like and introduce the topic of bullying.

How it is done

The school bag is placed in the middle. The facilitator explains that this bag belongs to a student.

The facilitator asks the children to check the school bag, take out all the books, the diary and some notes that are present in the bag.

The children share observations, and read some of the notes containing hate speech comments towards the student to whom the bag belongs.

Phase 3

WHAT IS BULLYING?: (30')

This discussion is crucial for providing children with the analytical tools to understand what bullying is and how to recognise it. It will also help them learn the main people involved in school bullying and identify the signs/behaviours: Bully, Bystander (Observer), Bullied (Victim)

How it is done

Guided discussion:

- What is bullying?
- Have you experienced anything similar? (without disclosing any personal information).
- Can you identify the signs of bullying?
- Who is involved?
- Why do you think that this is happening?

Role Play

The facilitator chooses three children and gives each one a role - the bully, the bystander and the bullied. The facilitator hands them a case scenario and asks them to form a 'freeze image' with their bodies and facial expression representing a bullying incident. The rest of the children are asked to answer the following questions: what does each one feel? What do they think? What are their needs?

Then they are asked to change the story, thinking of solutions and trying to be proactive, by changing the body position of the three children and adding other crucial roles who can be helpful (a teacher, an adult, a bystander who helps the victim, etc.).

At the end of the activity, the children share their thoughts and feelings.

Phase 4

BRAINSTORMING: (15')

This phase follows the discussion regarding the meaning of bullying, and it aims to apply it to a specific situation. The objectives are recognising different forms of bullying, understanding the emotional impact on the victim, developing empathy through perspective-taking, and clearly communicating with same-aged people.

How it is done

The facilitator asks the children to brainstorm on the following questions:

- Who is bullying the student?
- In what ways are they bullying him?
- How do you think the child feels?
- What does he think about the things that are happening to him?
- What can he do to help himself?
- What can others do to help him?

Role Play

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At the end of the activity, the children share their thoughts and feelings.

Phase 5

WHAT REALLY HAPPENED: (5')

This phase aims to provide some answers to the brainstorming session and give children food for thought regarding bullying. It also aims to strengthen empathy for the victim, which will result in active intervention as opposed to the passive role of the observer.

How it is done

The facilitator reads to the children the personal diary of the victim, which explains how everything started, how the victim feels, the good memories that he keeps from school, etc.

Phase 6

FINAL DISCUSSION: (15')

This phase aims to help children come up with solutions on how to stop bullying, including solutions on how to help themselves and others if they experience bullying.

How it is done

It starts with a guided discussion to help identify possible solutions to tackle bullying. The facilitator sums up the key takeaways of the workshop:

- What is bullying?
- How to identify the people involved?
- How to act in case of bullying?

**FOLLOW-UP
ACTIVITIES:****ANTI-BULLYING POSTERS OR CAMPAIGNS**

Students create posters, memes, or social media posts to promote kindness and raise awareness.

The children who took part in the workshop can facilitate a workshop for younger children at their school.

ONLINE QUIZ

(Kahoot) to evaluate the activity.

PERSONAL REFLECTION JOURNAL

Ask students to write about their own experiences with bullying (as a victim, bystander, or perpetrator) and how the workshop changed their perspective.

ACTIVITY 3

Hate Speech

**OVERALL
DURATION**

90 minutes
(2 school periods)

**TARGET
AUDIENCE**

7-12 years
old students,
educational context

**EDUCATIVE
MATERIALS**

- Markers, papers
- Card entitled 'My Shield'

OBJECTIVE

In today's area of digitalisation and globalisation, hate speech is becoming increasingly common. Online platforms, in particular, have facilitated the spread of hate speech by providing offenders with a sense of anonymity and security. At the same time, bullying persists in schools and other environments. Hate speech refers to any form of speech or expression that attacks or discriminates against a person on the basis of attributes such as race, ethnicity, gender, sexual orientation, disabilities etc. It is considered illegal under EU law and is recognised as a serious violation of human rights.

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While responding to incidents of hate speech is crucial, prevention

is equally important. Children should be equipped with the tools to critically examine and debunk the foundations of hate speech, including the stereotypes and (un)conscious biases that underlie it. By encouraging children to reflect upon diversity, empathy and shared values, children can become more resilient and proactive in countering all forms of hate speech.

Phase 1

BREAKING THE ICE: (10')

This first phase is useful to set the tone for the workshop by building a sense of connection, trust and inclusion that will help the children express their feelings throughout the workshop.

How it is done

The children are divided into pairs, and each one takes turns talking for about one minute about their first name. They can say why they have that name, if they like it, who gave it to them, if they could choose their own name what would they choose, if they have a diminutive, etc. The other person will listen without interrupting and then present to the rest what their partner told them. The activity can also be done with the children simply saying their names in turn and any information about them they want.

Phase 2

APPEARANCES, FEELINGS, CHOICES: (10')

This phase is used to make students think about their preferences and perhaps unconscious biases when it comes to statements related to appearances, feelings and choices. This activity also helps children discover diversity and creates a safe space where students feel safe to express themselves without judgment.

How it is done

The children are forming a circle, and the facilitator is reading some statements related to appearance, feelings, choices, and personal preferences. The children need to take a step forward if they agree or take a step backwards if they disagree.

Examples of statements**(inclusive & linked to prejudice/discrimination)**

1. Men don't cry
2. Men are the ones who bring the money home
3. Women have to be married to have children
4. Football is only for men
5. Women are better dancers than men
6. Housekeeping is for both women and men
7. Men can use inappropriate language, but women cannot
8. Is ok for men to hit each other, but for women, it's not
9. Women are smarter than men

Phase 3**REFLECTION ON DIVERSITY: (10')**

This discussion is essential for children to reflect upon diversity and effectively express themselves.

How it is done

Open discussion:

- What are the benefits of having something in common?
- Are there any negatives?
- Name some differences that people have
- Are the differences always visible (e.g. feelings, opinions, etc)?
- How do people usually cope with diversity (does it scare us?)
- Does it make us angry? Do we have prejudices?

Phase 4**HATE SPEECH, A RESULT OF PREJUDICES?: (15')**

This phase follows the discussion regarding the foundations of hate speech. Its objectives are identifying hate speech, exploring the motivations behind harmful behaviour, examining the consequences and encouraging dialogue.

How it is done

Guided Discussion:

- What are the signs?
- Why do some people choose this way of communication?

- How does it affect us?
- Short movie screening on hate speech online and questions about the feeling of the victim, the bully and the bystanders.

Phase 5

THEATRE PLAY: (20')

This phase aims, through a creative activity, to expand children's understanding of the manifestations of hate speech as well as the different ways to combat it.

How it is done

The facilitator is providing a case scenario on a hate speech incident to children, and he/she is asking them to create a theatre play. Then he/she asks them to change the story as many times as they can, focusing on solutions.

It is followed by an open discussion based on their observations and personal experiences.

Phase 6

SHIELD ON PAPER: (15')

This activity aims to encourage children to express their experiences, their feelings and their wishes, focusing on positive elements and without judgement. This will help them to build resilience and thus develop the capacity to actively and safely respond to hate speech.

How it is done

The facilitator hands out a drawing of a shield on paper and asks the children to complete the following statements:

1. something that makes me feel good is...
2. One person whom I trust and who supports me is...
3. One place where I feel safe and calm is
4. I am good at...
5. One wish I have is...
6. personal experiences.

My Shield

Something that makes me feel good is...

One person who I trust and who supports me is...

One place where I feel safe and calm is...

I am good at...

One wish I have is...

Phase 7

FINAL DISCUSSION: (10')

This phase aims to help children come up with solutions on how to stop bullying including solutions on how to help themselves and others if they experience bullying.

How it is done

It starts with an open discussion to help identify possible solutions to effectively combat hate speech. The facilitator sums up the key take-aways of the workshop:

1. What is diversity?
2. What is hate speech? Hate speech as a result of prejudices
3. How to build a shield against it?

**FOLLOW-UP
ACTIVITIES:****“WALK IN MY SHOES”**

Each student is assigned a fictional identity (race, religion, gender, ability, etc.). Discuss how hate speech might target them and how it would feel.

“LETTERS AGAINST HATE”

Write letters to real or imaginary individuals affected by hate speech to show empathy and support.

ANTI-HATE CAMPAIGN

Design posters, zines, or digital content (videos, memes) promoting respect and inclusion.

PARTNERSHIP WITH LOCAL ORGANISATIONS

Invite guest speakers from communities affected by hate speech or advocacy groups.

HOST A “VOICES OF RESPECT” ASSEMBLY

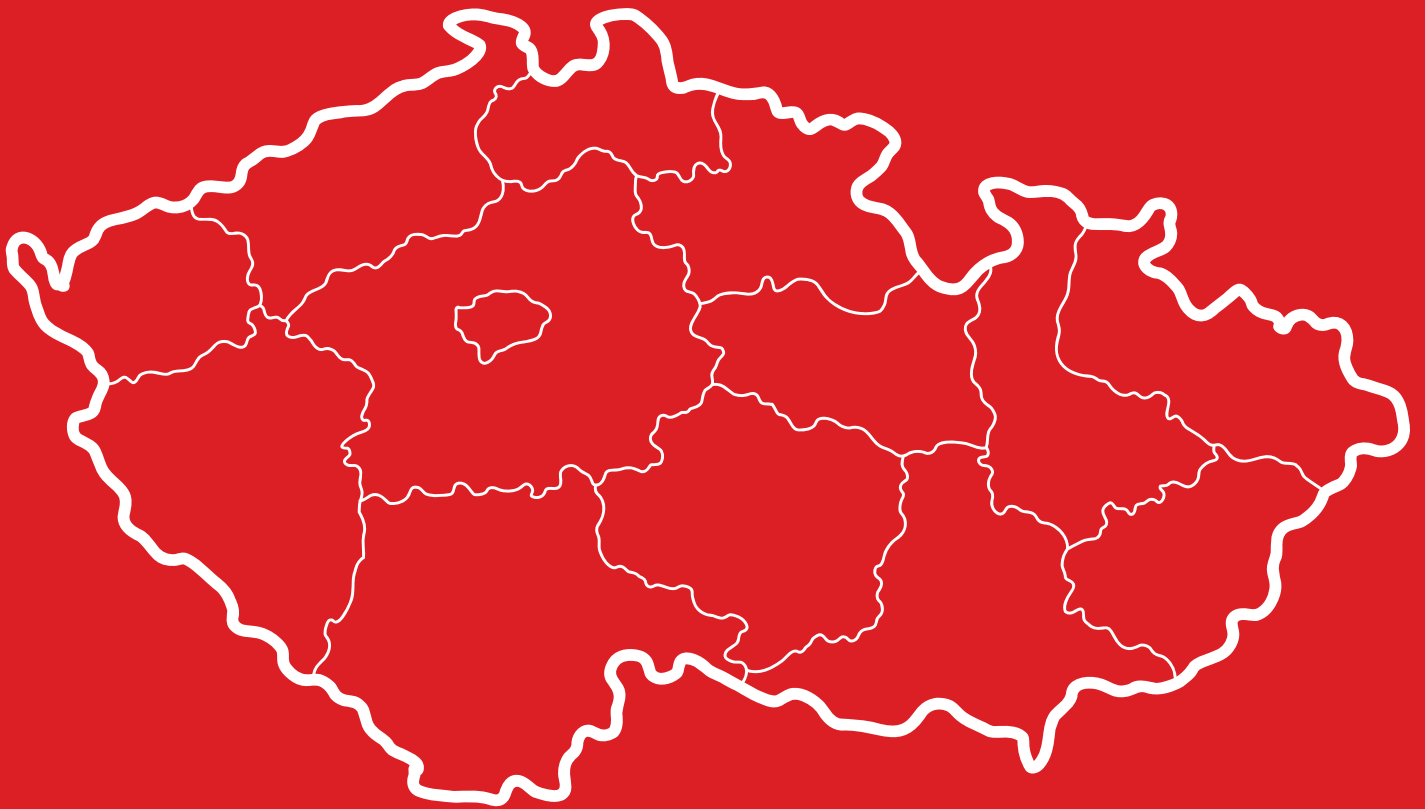
Include student performances, testimonials, and positive messaging.

“THINK BEFORE YOU POST” CAMPAIGN

Design a peer-led campaign around online behaviour, hashtags, and calling out hate respectfully.

“ONE SMALL ACT” CHALLENGE

Challenge students to take one real action each week - e.g., correcting harmful language, supporting a peer, or sharing anti-hate content.



CZECH REPUBLIC

YOUTH INCLUDED

ACTIVITY 1

Reels Workshop: From Idea to Impact

**OVERALL
DURATION**

240 minutes
(4 hours)

**TARGET
AUDIENCE**

Young people aged 16–30, ideally from diverse backgrounds and experiences.
No previous media experience is required.

**EDUCATIVE
MATERIALS**

- Smartphones or tablets (with Instagram and/or editing apps: CapCut, InShot, VN)
- Tripods, ring lights (optional but useful)
- Planning templates, sticky notes, pens
- Projector and speakers for the screening session
- Flipchart, markers, storyboard templates
- Wi-Fi access
- or mobile data

OBJECTIVE

The workshop aims to equip young people with the ability to use digital storytelling as a tool for civic participation. In a world where social media dominates communication, Instagram Reels have become one of the most influential formats for sharing ideas, identities, and values. By learning to create multi-scene videos, participants gain not only technical skills but also the ability to frame a message, structure a narrative, and communicate with their peers in an engaging and authentic way. This process empowers them to move from passive consumers of media to active creators who can influence their communities.

Another key objective is to strengthen participants' confidence in using simple, accessible technology to express their views. Many young people feel intimidated by professional media production, believing it requires expensive equipment or advanced knowledge. This workshop breaks down that barrier by showing that impactful content can be created with just a smartphone and free editing tools. By practicing in a supportive environment, participants overcome fears of "not being good enough" and develop the courage to share their voices publicly.

The activity also fosters collaboration, inclusion, and intercultural exchange. Participants work in small, diverse teams, bringing their unique experiences and perspectives into the creative process. Through dialogue, brainstorming, and co-creation, they learn to listen to each other, negotiate ideas, and value diversity as a source of strength. This builds not only media skills but also essential social competences such as teamwork, empathy, and mutual respect,

which are crucial in countering hate and discrimination.

Finally, the workshop connects digital creativity with human rights and social change. Participants are encouraged to choose topics that matter to them—whether identity, equality, discrimination, or inclusion—and to transform these themes into visual messages. By linking media production with civic values, the workshop helps young people see themselves as agents of change who can use creative tools to challenge stereotypes, debunk misinformation, and inspire solidarity. This way, the impact goes beyond technical training and becomes part of a broader process of youth empowerment and social responsibility.

Phase 1

INTRODUCTION & INSPIRATION (15'-20')

Goal

Create a welcoming, safe, and curious atmosphere where participants feel relaxed, motivated, and inspired to begin the creative process.

How it is done

- **Warm welcome & check-in (5 min):** The facilitator greets participants, introduces the workshop purpose, and invites everyone to briefly share their name and one thing they enjoy about social media or storytelling. This builds trust and starts a personal connection within the group.
- **Setting the stage (5 min):** The facilitator presents the workshop as a playful experiment, not a technical exam. Emphasis is placed on process over perfection — encouraging participants to feel free, try, and learn together.
- **Inspiration through examples (5–10 min):** A few short Reels are screened (funny, emotional, activist, artistic). After each example, the facilitator asks: "What caught your attention? What emotion did it create? Why do you think this Reel worked?" The group identifies the power of Reels to inform, inspire, or provoke thought.
- **Transition:** The facilitator links the examples to the project's purpose: "Today you will not only watch but also create —

purpose: "Today you will not only watch but also create — expressing your own story, your voice, your message."

Atmosphere

Light, engaging, safe, supportive — participants should feel that this is their space to explore creativity.

Phase 2

WHAT MAKES A GREAT REELS? (30'-35')

Goal

Help participants identify and understand the basic building blocks of impactful Reels, while connecting technical aspects (light, sound, rhythm) with storytelling elements (message, emotions, relatability).

How it is done

- **Brainstorm & mind map (10 min):** On a flipchart or digital board, the facilitator writes "What makes a Reel successful?" Participants shout out ideas: short length, humor, clear message, emotional pull, music, visuals, text overlays, etc. This creates a collective checklist.
- **Guided discussion (10 min):** The facilitator introduces 3 key dimensions:
 - Message** – What do you want people to feel/think/do after watching?
 - Form** – How do sound, visuals, and editing support the message?
 - Authenticity** – Why does it matter that it feels real and personal?
- **Mini-exercise (10–15 min):** Participants split into pairs. Each pair takes one random theme (e.g., "inclusion," "identity," "friendship," "anti-discrimination") and in 5 minutes drafts how they might show it in a 15-second Reel. They briefly share ideas in plenary, highlighting how the same topic can be shown in different ways.
- **Takeaway:** The facilitator summarizes: a good Reel = Clear message + Creative form + Authentic voice.purpose: "Today you will not only watch but also create — expressing your own story, your voice, your message."

Atmosphere

Curious, interactive, full of exchange — participants discover that everyone already has valuable ideas, even before touching a camera.

Phase 3

BRAINSTORMING & PLANNING (45')

Goal

Transform abstract ideas into concrete video concepts. Participants learn to structure a story, choose a focus, and prepare a simple plan before filming.

How it is done

- **Forming teams (5 min):** Participants divide into small groups (3–5 people). Facilitator ensures diversity in each team (different backgrounds, skills, personalities).
- **Theme selection (5 min):** Each group is invited to choose or receive a theme connected to inclusion, anti-discrimination, or identity (examples: “Breaking stereotypes,” “My safe space,” “What real friendship looks like”). Themes can also emerge from participants’ own experiences.
- **Storytelling basics (5–10 min):** Facilitator introduces the idea of a story arc in Reels: beginning (hook), middle (development), end (message/call to action). Short examples or sketches are shared to show how even 15 seconds can tell a complete story.
- **Idea development (15 min):** Teams brainstorm possible stories. They answer questions: What message do we want to send? Who is the audience? What feelings should the viewer have? Ideas are written on sticky notes or planning sheets.
- **Storyboard creation (10 min):** Teams sketch a simple storyboard: scene 1, scene 2, scene 3. They decide on roles: director, actors, camera person, editor. This helps distribute responsibility and makes filming smoother.

Atmosphere

Collaborative, creative, playful. The facilitator encourages all voices to be heard and reminds participants: “No idea is too small or silly — often those turn into the most powerful stories.”

Phase 4

FILMING & EDITING (90')

Goal

Experience the full cycle of media creation by filming and editing a short Reel. Learn by doing, experiment freely, and receive hands-on support.

How it is done

- **Filming preparation (10 min):** Each team sets up their “set” — choosing locations inside/outside, preparing props, checking light and sound. Facilitator gives quick practical tips: natural light > artificial, avoid background noise, keep shots steady.
- **Filming (40 min):** Teams film their storyboard scenes. They experiment with angles, close-ups, transitions, and voiceovers. Facilitator and trainers circulate, offering technical support (camera settings, stabilization, sound) and creative encouragement. Mistakes are reframed as learning moments.
- **Editing introduction (10 min):** A short demo is given on apps like CapCut or InShot — how to cut clips, add text, insert music, or use transitions. Focus is on keeping it simple, clear, and authentic.
- **Editing in teams (25-30 min):** Participants edit their footage into a 15–60 second Reel. Teams make choices about soundtrack, captions, filters, and rhythm. The facilitator reminds them to always ask: *“Does this choice support our message?”*.
- **Wrap-up & save (5 min):** Each team exports their Reel and prepares it for the final screening.

Atmosphere

Energetic, hands-on, buzzing with action. It's important that the space feels like a creative studio where experimentation and laughter are welcome, and where every participant has a role in the final product.

Phase 5

FINAL SCREENING & FEEDBACK (60')

Goal

Celebrate the creative results, encourage peer-to-peer learning, and guide participants through reflection on their process, skills, and insights.

How it is done

- **Screening (20 min):** All teams gather for a "mini-premiere." Each group presents their Reel to the whole workshop. Videos are shown on a projector or shared via devices. Facilitator sets the mood: *"This is not a competition, but a celebration of creativity and courage."*
- **Peer feedback (20 min):** After each screening, participants share short feedback using the method "One thing I liked – One thing I learned." This ensures constructive, encouraging, and balanced comments. Facilitator may highlight specific creative solutions (e.g., strong message, smart use of sound, emotional impact).
- **Reflection circle (15 min):** Participants sit in a circle and respond to guiding questions:
 - What did I discover about myself today?
 - What surprised me while working in a team?
 - What skills do I take with me for the future?
 - The facilitator encourages openness but allows for silence or short answers. Everyone's voice is valued.
- **Closing (5 min):** The facilitator summarizes key achievements: creativity, teamwork, learning-by-doing, courage to express a message. A small symbolic ritual can be used, e.g., each participant writes on a post-it: "One thing I want to remember from today" and sticks it on a wall of inspiration.

Atmosphere

Warm, supportive, and celebratory. The screening is both a moment of pride and a chance for critical reflection. Participants should leave with the feeling: *"I can do this, and I want to do more."*

ACTIVITY 2

Nohate concert

**OVERALL
DURATION**

Preparation:
3–4 weeks
Event day: 1 evening
(approx. 3–4 hours
including setup,
performance,
reflection)

**TARGET
AUDIENCE**

Young people aged
16–30 (students,
activists, creatives,
local youth groups).
Open to both
performers and
non-performers —
including musicians,
singers, writers,
visual artists, tech
assistants, and
volunteers.

OBJECTIVE

The primary objective of the NOHATE CONCERT is to empower young people to transform their artistic potential into a form of civic activism. By creating and performing music, spoken word, and visual art with clear messages against hate speech and discrimination, participants learn to see themselves not only as artists but also as active citizens capable of shaping public dialogue. The concert creates an opportunity for youth to experience how creative expression can become a visible, collective stand for dignity, human rights, and social inclusion.

A second objective is to develop participants' competences in teamwork, leadership, and project management. Preparing a public concert requires young people to take responsibility for artistic, technical, and promotional roles. Through this process, they practice planning, decision-making, negotiation, and problem-solving. These experiences enhance their confidence and transferable skills, equipping them for future initiatives both inside and outside the cultural field. Importantly, the activity emphasizes inclusivity: participants with different talents and experience levels contribute equally, reinforcing the value of diversity and cooperation.

The concert also aims to raise awareness about the mechanisms and consequences of hate speech, particularly among young audiences and local communities. While hate speech often appears in online and offline public spaces, its impact on individuals and societies is profound: it fosters division, marginalization, and violence. By addressing these issues through music and performance, the activity makes complex and painful topics more accessible, emotional, and memorable. Audiences are not only entertained but also engaged, encouraged to reflect on their own attitudes, and inspired to take a stand against intolerance in daily life.

EDUCATIVE MATERIALS

- Musical instruments, microphones, sound system
- Lighting and visuals (projector, banners, stage design)
- Promotion materials (digital visuals, posters, social media campaigns)
- Cameras/phones for documentation
- Flipcharts, markers, sticky notes for planning and reflection

Finally, the NOHATE CONCERT contributes to building sustainable connections between young people, cultural spaces, and local communities. The process of co-creation builds a sense of ownership and belonging among participants, while the public performance acts as a bridge between youth and wider society. It demonstrates the positive role of young people as cultural innovators and human rights advocates. In the long term, this format can inspire similar events, create networks of youth-driven artistic activism, and strengthen the visibility of anti-hate movements at the local, national, and European level.

Phase 1

KICK-OFF & VISIONING (Week 1, 2–3 hours)

Goal

Build a common vision for the concert, engage participants in the purpose of the event, and establish clear working groups with shared ownership.

How it is done

- **Welcome & introduction (15 min):** Facilitators open the session by explaining the idea of the NOHATE CONCERT as a youth-led cultural response to hate speech. They highlight that it is not about professional performance, but about authenticity, courage, and solidarity.
- **Icebreaker activity (15–20 min):** Participants are invited to share one song, lyric, or quote that inspires them or reflects their values. This creates a collective atmosphere of openness and shows how art connects to personal identity.

- **Visioning brainstorm (45 min):** Together, the group reflects on questions: "What do we want to say to our community? What forms of hate speech affect us most? What values do we want to promote instead?" Ideas are written on sticky notes and arranged on a wall to build a "vision board" with common themes (e.g., inclusion, respect, solidarity, equality, hope).
- **Working groups formation (30–40 min):** Participants choose their roles according to interest and skills:
 - Music & Performance (singers, musicians, spoken word)
 - Visuals & Stage Design (artworks, banners, projections)
 - Promotion & Communication (social media, poster design, outreach)
 - Technical & Logistics (sound, light, stage support, coordination)
- **First planning steps (30 min):** Each group drafts its first action plan: tasks, responsibilities, and deadlines. Facilitators guide groups to keep the process inclusive and realistic.
- **Closing reflection (10 min):** Everyone shares one word about how they feel after the first step.

Atmosphere

Inspiring, safe, and participatory. From the very beginning, participants feel ownership and responsibility for the concert.

Phase 2

KICK-OFF & VISIONING (Weeks 2–3, several sessions)

Goal

Develop the artistic content, prepare visual and promotional materials, and strengthen teamwork through co-creation.

How it is done

- **Rehearsals (ongoing):** The Music & Performance group works on original songs, covers with adapted lyrics, spoken word pieces, or short skits. Emphasis is on authenticity — expressing real experiences of discrimination, identity, or solidarity.

- **Visual creation (2–3 sessions):** The Visuals & Stage Design group prepares banners, backdrops, digital projections, and artwork. They may also involve the audience in participatory art (e.g., a mural or collective installation during the concert).
- **Promotion campaign (parallel, 2–3 weeks):** The Promotion & Communication group develops a clear visual identity for the event. They design posters, create hashtags, and post teasers on Instagram/TikTok. They also connect with schools, youth clubs, or local communities to invite audiences.
- **Logistics preparation:** The Technical & Logistics group visits the venue, maps equipment needs (microphones, speakers, projector), and prepares a checklist. They coordinate with volunteers who will support the event day.
- **Check-in meetings (weekly, 1–2 hours):** The whole team gathers for progress updates. Groups present their progress, receive feedback, and align with the collective vision. Facilitators ensure inclusivity and balance — every voice counts.
- **Peer support & cross-pollination:** Groups are encouraged to support each other — performers give input on visuals, promotion group documents rehearsals for content, technical team helps optimize sound during practice.

Atmosphere

Creative, collaborative, and motivating. The rehearsals are not only preparation but also a safe space for participants to share their stories, connect emotionally, and experience solidarity through art.

Phase 3

TECHNICAL SETUP & FINAL RUN

(Event Day, afternoon, 3–4 hours before start)

Goal

Ensure all technical, logistical, and emotional aspects are ready so that the concert runs smoothly and participants feel confident and supported.

How it is done

- **Venue preparation (60–90 min):** The Technical & Logistics group sets up microphones, speakers, sound mixer, lighting, and projector. Visual team installs banners, artwork, and projections. Volunteers prepare seating, entrance area, and info desk (programs, flyers).
- **Sound check (60 min):** Each performer or group tests their microphones and instruments. Facilitator ensures timing: short but effective sound checks, adjusting volume levels and transitions. Visual elements are tested alongside music to create a cohesive flow.
- **Stage direction & final run-through (45 min):** A quick "concert simulation" is done: performers line up in order, volunteers test their backstage roles (e.g., stage support, transitions). Promotion team takes photos/videos for teasers.
- **Confidence circle (20–30 min):** Before the audience arrives, all participants gather in a circle. Each shares one word or gesture representing how they feel. Facilitator emphasizes: *"We are in this together. Tonight is not about perfection, but about courage and truth."*

Atmosphere

Focused but supportive. The setup phase is intense, but framed as teamwork. The confidence circle grounds everyone emotionally before the performance.

Phase 4

THE CONCERT (Event Evening, 2–3 hours)

Goal

Deliver a powerful public event where youth voices take center stage, using music and art to resist hate and inspire inclusion.

How it is done

- **Opening (10-15 min):** Hosts (chosen participants) welcome the audience, introduce the project HateTrackers, and set the tone: “Tonight is about music, truth, and solidarity.” A short video or story about hate speech impact can be shown.
- **Performances (90-120 min):** Youth present their acts: songs, spoken word, storytelling, multimedia performances, short activist messages. Visuals (artwork, projections, videos) support the stage atmosphere. Between acts, hosts keep the energy flowing and connect performances to the theme of standing against hate.
- **Audience engagement (20–30 min):** Interactive segment:
 - Open mic for short audience messages.
 - Collective song or chant performed with the whole room.
 - Visual participation (e.g., audience writes words of solidarity on a banner or wall of hope).
- **Closing (15-20 min):** Hosts thank performers, volunteers, partners, and audience. The group may close with a symbolic act — e.g., all performers on stage singing together, lighting candles, or unveiling a collective artwork. Facilitator invites everyone to continue spreading the #NoHate message on social media and in daily life.

Atmosphere

Emotional, energetic, and inclusive. The concert should feel like a collective stand — mixing joy, resistance, and hope. It is not a polished show, but a raw and powerful demonstration of youth voices united.

Phase 5

REFLECTION & SHARING (Post-event, 1–2 hours)

Goal

Help participants process the experience, capture key learnings, and extend the concert's impact beyond the event itself.

How it is done

- **Immediate reflection circle (30–40 min):** Right after the concert (or the next day if late), participants gather in a safe space. Facilitator guides a circle with prompts:
 - What did I feel on stage / backstage?
 - When did I feel most connected to the group?
 - What moment of the concert touched me the most?
 - Each participant shares briefly, ensuring all voices are heard. The circle reinforces the sense of accomplishment and unity.
- **Creative evaluation (20–30 min):** Instead of a standard form, use artistic reflection:
 - Participants write one word on a post-it and stick it on a "Wall of Resonance."
 - Draw or doodle how they felt during the concert.
 - Collective artwork: each participant adds a symbol to a large canvas/paper representing what they want to carry forward.
- **Audience feedback (15–20 min):** Volunteers collect impressions through:
 - Post-it notes at the exit ("One word about tonight").
 - Short open mic for spontaneous audience reflections.
 - Quick QR-code survey for those active online.
- **Sharing online (20–30 min):** Promotion group selects photos, short videos, or quotes to post on social media with hashtags (#NoHateConcert, #HateTrackers). This ensures that the impact reaches beyond the physical space.
- **Closing ritual (10 min):** Each participant writes down one personal commitment: "One thing I will do after this concert to continue resisting hate." These can be read aloud or kept private.

Atmosphere

Warm, celebratory, and reflective. Participants leave with a sense of achievement, strengthened group bonds, and inspiration to carry the energy forward into future actions.

ACTIVITY 3

Real People Against Hate: From Labels to Humanity

**OVERALL
DURATION**

120 minutes
(2 hours)

**TARGET
AUDIENCE**

Young people aged
16–30 (activists,
volunteers, students,
youth groups),
with or without
prior experience in
dialogue or activism.

OBJECTIVE

The primary objective of this activity is to create a safe and structured space where young people can explore identity, prejudice, and hate through honest personal storytelling. Unlike traditional workshops that rely on debate or external analysis, this method emphasizes presence, listening, and lived experience. By giving equal space to each voice, it allows participants to be seen and heard beyond the stereotypes or labels often imposed on them. This humanization process is a direct counterforce to hate, which thrives on reducing people to categories and silencing their individuality.

A second objective is to raise awareness of the subtle ways in which dehumanization operates in everyday life. Hate speech does not only appear in overt insults or online harassment — it also exists in the form of silence, unspoken bias, and internalized labels. Through guided rounds of sharing, participants reflect on their own experiences of being misjudged, excluded, or stereotyped, and they recognize similar experiences in others. This builds a stronger understanding of how hate takes root and how it affects both individuals and communities on an emotional level.

The activity also aims to strengthen empathy, trust, and relational courage within youth groups. By practicing active listening without interruption or judgment, participants experience the transformative power of being fully present for one another. This process develops emotional literacy, patience, and a willingness to take interpersonal risks — qualities that are often missing in traditional activist spaces but essential for building resilient, inclusive communities. The format also reinforces group cohesion, laying the foundation for more effective

EDUCATIVE MATERIALS

- Printed or digital "Real People" question cards (3 themes: identity, experiences with hate, courage for change)
- Timer or bell to mark transitions
- Flipchart or visual board for closing notes
- Comfortable seating in small circles (pillows, chairs, rugs)
- Optional: journaling sheets, tea/snack corner, soft background music

collaboration in collective civic actions.

Finally, the activity positions dialogue itself as a form of activism. In a social climate where conversations are often polarized or superficial, creating genuine human encounters becomes an act of resistance. Young people leave the session not only with new insights into themselves and others, but also with a sense of agency: they can challenge hate by choosing empathy, by questioning labels, and by building spaces where human dignity is prioritized. In the long term, this approach cultivates youth leaders who see activism not just as public protest, but as the daily practice of humanizing one another.

Phase 1

GROUNDING & ORIENTATION (15')

Goal

Establish a psychologically safe framework for embodied practice, ensure participants understand the objectives and conditions of the session, and prepare them for non-verbal emotional exploration.

Implementation

- **Preparation of the environment (5 min):** The facilitator prepares the space so that participants can move freely. The room should be quiet, with an unobstructed floor and minimal distractions. Lighting is kept soft but functional. Music equipment is tested in advance. Chairs are arranged in a circle on the side for later reflection, signaling that the session will include both movement and dialogue.
- **Introduction and agreements (5 min):** The facilitator explains the purpose of the session: to use breath and movement to recognize

and regulate emotional states connected with hate, stress, and burnout. Participation is voluntary, and intensity can be self-adjusted. Ground rules are clarified:

- Confidentiality — individual experiences remain private unless explicitly shared.
 - Respect — no evaluation or comparison of others' movement or expression.
 - Agency — participants may pause, sit, or adapt movements at any time.
 - Safety — physical contact is not part of the exercise unless agreed upon in advance.
 - These agreements are presented as conditions that ensure both safety and educational integrity.
- **Introductory exercise (5 min):** A short guided breathwork sequence (e.g., box breathing or body scan) is conducted to bring attention to bodily sensations. Each participant then shares a single word, phrase, or gesture describing their current state. This creates a baseline for self-awareness and gently marks the transition into the practice.

Facilitator role

Provide clear framing, communicate the boundaries of the exercise, and model calm presence. The facilitator emphasizes agency and choice, reducing the risk of participants feeling pressured or exposed.

Phase 2

MOVEMENT PRACTICE (45')

Goal

Enable participants to access, release, and integrate emotional states through structured movement, thereby strengthening their capacity for regulation, resilience, and embodied awareness.

Implementation

- **Grounding stage (10–15 min):** Slow, repetitive rhythms are played. Participants are guided to focus on breath, posture, and small, deliberate movements. The purpose is to stabilize attention, reduce external distraction, and reconnect with bodily awareness.

Movements remain contained and accessible to everyone.

- **Release stage (15–20 min):** Music shifts toward faster tempo and greater intensity. Participants are invited to expand their range of movement, explore gestures of strength, anger, or release, and allow energy to flow more dynamically. The facilitator normalizes strong physical expression (stomping, shaking, vocal exhalation) as a safe method for discharge, while reminding participants to respect their limits.
- **Integration stage (10–15 min):** Music slows down and becomes softer. Movements are reduced in intensity and directed toward calmness and closure. Participants are encouraged to notice breath, heartbeat, and body sensations, gradually moving toward stillness. This stage consolidates the release and supports emotional re-regulation.

Facilitator role

Structure the arc of the session with clarity, guide transitions between stages, and ensure participants' safety by observing energy levels and possible signs of overwhelm. The facilitator maintains a professional stance, offering minimal but precise verbal cues, and intervenes only if necessary to re-establish safety or boundaries.

Phase 3

STRUCTURED ROUNDS OF SHARING (3 × 20' = 60')

Goal

Enable participants to engage in progressive reflection on identity, experiences with hate, and possible strategies for change, while practicing active listening and equal participation

Implementation

- **Group structure:** Participants remain in their small circles. Each group receives a set of printed question cards, and a timer or bell is used to regulate the beginning and end of each round. The facilitator emphasizes that the process is collective but non-interactive: each person speaks in turn while others listen silently. The absence of direct response ensures that every contribution is

received without challenge or judgment.

- **Round 1 – Identity and Perception (20 min):**

- Guiding question: "What label or stereotype have you been given that does not represent who you are?"
- Each participant is allocated equal time to answer (3–5 minutes depending on group size). Others listen attentively and silently. Short pauses between speakers are encouraged, allowing the group to process the content without rushing.
- Purpose: To initiate reflection on personal identity and to illustrate how external labels can distort or reduce individual complexity. This round creates awareness of the mechanisms by which dehumanization begins.

- **Round 2 – Experiences of Hate or Exclusion (20 min):**

- Guiding question: "Can you recall a moment when you witnessed or experienced hate, and how you responded to it?"
- The same structured method is applied: equal speaking time, silence from listeners, and no feedback.
- Purpose: To surface lived experiences, highlighting the emotional and social impact of hate, as well as the range of responses — from silence to action. The aim is not to evaluate choices but to recognize patterns and vulnerabilities.

- **Round 3 – Courage and Change (20 min):**

- Guiding question: "What is one concrete step you could take to reduce hate or exclusion in your daily environment?"
- Participants share commitments, insights, or intentions. These may be small actions (e.g., challenging stereotypes in conversations) or larger initiatives (e.g., organizing awareness activities).
- Purpose: To connect personal reflection with future-oriented action, reinforcing the idea that change begins with individual agency.

Facilitator role

Manage time strictly, safeguard the structure, and intervene only when necessary to address breaches of the rules or visible discomfort. The facilitator ensures that each participant has space to contribute fully, and that silence and pauses are treated as integral to the process, not as gaps to be filled.

Phase 3**WHOLE GROUP REFLECTION (30')****Goal**

Consolidate individual reflections into a collective learning process, strengthen group cohesion, and provide structured closure to the activity.

Implementation

- **Re-gathering (5 min):** All participants return from their small circles and sit together in one larger circle. The facilitator explains that this phase is designed to integrate insights from the smaller groups, moving from individual perspectives to shared understanding.
- **Collective reflection (20 min):** The facilitator introduces guiding prompts to stimulate reflection at the group level, for example:
 - *“What insight or story from the small groups has stayed with you most strongly?”*
 - *“What did you discover about yourself through this process?”*
 - *“What have you learned about others that you did not expect?”*
 - *“What conversations should continue beyond today?”*
 - Contributions are structured using a speaking object (such as a symbolic item passed around the circle). Only the person holding the object speaks, while others listen. Each participant may speak once, and silence is respected as a valid contribution.

- **Closing (5 min):** The activity concludes with a short round in which each participant shares one word, phrase, or sentence that captures their key takeaway from the session. This creates a sense of completion and reinforces the idea that every voice has been heard.

Facilitator role

Ensure equal opportunity to contribute, maintain a calm and professional tone, and protect the reflective quality of the process. The facilitator provides closure that balances emotional safety with the educational objectives of the activity.

Phase 4

EVALUATION & CLOSING (20'-25')

Goal

Assess the educational and personal impact of the activity, allow participants to articulate their takeaways, and provide facilitators with feedback for future implementation.

Implementation

- **Individual reflection (5 min):** Participants are invited to take a short pause and note (verbally or in writing) one key insight or feeling they are taking from the session. This can be supported with journaling sheets or simply with a moment of silence.
- **Feedback collection (10–15 min):** Several methods can be applied depending on group size and context:
 - *Verbal checkout:* Each participant shares in one sentence what they are taking away.
 - *Feedback wall:* Participants write responses to two prompts on sticky notes — “What this space gave me” / “What I still carry with me.”
 - *Group energy scale:* Participants rate (e.g., from 1–10) how connected and engaged they felt during the session. This can be done verbally or by standing along a visual line in the room.
 - *Optional follow-up journaling:* Participants may

be asked to reflect further after the session with prompts such as “What will I unlearn after today?”

- **Closing remarks (5 min):** The facilitator thanks participants for their contributions, reaffirms the confidentiality agreement, and highlights the relevance of the insights for broader work on hate speech, identity, and inclusion. A final acknowledgment of the group’s courage and engagement helps to close the session respectfully and professionally.

Facilitator role

Guide the evaluation with clarity, keep it concise and purposeful, and frame feedback not as performance assessment but as an opportunity for learning and continuous improvement. Ensure that participants leave the session with a sense of completion, recognition, and stability.

ACTIVITY 4

Feel It to Heal It: Moving Through Hate

**OVERALL
DURATION**

120 minutes
(2 hours)

**TARGET
AUDIENCE**

Young activists and volunteers (ages 16–30) engaged in civic participation, anti-discrimination work, or social justice initiatives. No prior movement or embodiment experience required.

OBJECTIVE

The primary objective of this activity is to provide young activists with a structured and safe method to access and process the emotional states that often fuel hate, polarization, and activist burnout. Hate speech and discrimination are not only external phenomena; they are sustained by internal dynamics such as unacknowledged anger, fear, or shame. By engaging the body through breathwork and movement, participants are offered an alternative channel to recognize and regulate these states. This creates the conditions for de-escalation before emotional tension translates into hostility or disengagement.

A second objective is to strengthen participants' self-awareness and capacity for emotional regulation. Cognitive skills such as critical thinking are insufficient when individuals are overwhelmed by reactive emotional responses. The activity therefore focuses on somatic literacy: the ability to notice bodily sensations, identify emotional triggers, and apply regulation techniques. These competences are essential for resilience in youth activism, where participants are regularly exposed to stress, online abuse, and emotionally charged debates. Developing this awareness contributes directly to more sustainable civic engagement.

The activity also aims to reinforce empathy and group cohesion through shared, non-verbal experience. Movement practice allows participants to witness each other beyond words and roles, which can dissolve stereotypes and create a deeper sense of recognition. The subsequent reflective dialogue provides a bridge between embodied experience and collective meaning-making. This integration strengthens peer support networks, which are crucial in anti-hate

EDUCATIVE MATERIALS

- Bluetooth speaker and curated music set (grounding release integration)
- Spacious, quiet indoor room for free movement
- Seating arranged in a circle for closing dialogue
- Optional props: journals, reflection prompts, soft lighting
- Basic support resources (water, tissues, comfortable environment)

initiatives, and creates a relational foundation for cooperation in future actions.

Finally, the activity situates emotional resilience as a key dimension of human rights education and anti-hate work. While traditional approaches often emphasize ideological and cognitive components, this method addresses the psychosocial roots of hate. By learning to process and integrate their own emotional states, young people become better equipped to respond to external hate speech with stability and empathy rather than reactivity. The educational rationale is that sustainable activism requires not only knowledge and skills but also regulated, resilient individuals who can transform internal experiences into constructive civic action.

Phase 1

GROUNDING & ORIENTATION (15')

Goal

Establish a psychologically safe framework for embodied practice, ensure participants understand the objectives and conditions of the session, and prepare them for non-verbal emotional exploration.

Implementation

- **Preparation of the environment (5 min):** The facilitator prepares the space so that participants can move freely. The room should be quiet, with an unobstructed floor and minimal distractions. Lighting is kept soft but functional. Music equipment is tested in advance. Chairs are arranged in a circle on the side for later reflection, signaling that the session will include both movement and dialogue.

- **Introduction and agreements (5 min):** The facilitator explains the purpose of the session: to use breath and movement to recognize and regulate emotional states connected with hate, stress, and burnout. Participation is voluntary, and intensity can be self-adjusted. Ground rules are clarified:
 - *Confidentiality — individual experiences remain private unless explicitly shared.*
 - *Respect — no evaluation or comparison of others' movement or expression.*
 - *Agency — participants may pause, sit, or adapt movements at any time.*
 - *Safety — physical contact is not part of the exercise unless agreed upon in advance.*
 - *These agreements are presented as conditions that ensure both safety and educational integrity.*
- **Introductory exercise (5 min):** A short guided breathwork sequence (e.g., box breathing or body scan) is conducted to bring attention to bodily sensations. Each participant then shares a single word, phrase, or gesture describing their current state. This creates a baseline for self-awareness and gently marks the transition into the practice.

Facilitator role

Provide clear framing, communicate the boundaries of the exercise, and model calm presence. The facilitator emphasizes agency and choice, reducing the risk of participants feeling pressured or exposed.

Phase 2

MOVEMENT PRACTICE (45')

Goal

Enable participants to access, release, and integrate emotional states through structured movement, thereby strengthening their capacity for regulation, resilience, and embodied awareness.

Implementation

- **Grounding stage (10–15 min):** Slow, repetitive rhythms are played. Participants are guided to focus on breath, posture, and

small, deliberate movements. The purpose is to stabilize attention, reduce external distraction, and reconnect with bodily awareness. Movements remain contained and accessible to everyone.

- **Release stage (15–20 min):** Music shifts toward faster tempo and greater intensity. Participants are invited to expand their range of movement, explore gestures of strength, anger, or release, and allow energy to flow more dynamically. The facilitator normalizes strong physical expression (stomping, shaking, vocal exhalation) as a safe method for discharge, while reminding participants to respect their limits.
- **Integration stage (10–15 min):** Music slows down and becomes softer. Movements are reduced in intensity and directed toward calmness and closure. Participants are encouraged to notice breath, heartbeat, and body sensations, gradually moving toward stillness. This stage consolidates the release and supports emotional re-regulation.

Facilitator role Structure the arc of the session with clarity, guide transitions between stages, and ensure participants' safety by observing energy levels and possible signs of overwhelm. The facilitator maintains a professional stance, offering minimal but precise verbal cues, and intervenes only if necessary to re-establish safety or boundaries.

Phase 3

REFLECTIVE DIALOGUE (45')

Goal

Support participants in integrating their embodied experience by articulating observations, emotions, and insights, and link the practice to the broader theme of hate, resilience, and activism.

Implementation

- **Circle formation (5 min):** Participants move from the open floor to a seated circle. This physical reorganization signals the transition from movement to dialogue and emphasizes equality and shared reflection.

- **Circle formation (5 min):** Participants move from the open floor to a seated circle. This physical reorganization signals the transition from movement to dialogue and emphasizes equality and shared reflection.
- **Introduction of reflection process (5 min):** The facilitator explains that the purpose of this phase is not to analyze performance but to make meaning of the embodied experience. Contributions are voluntary, and attentive listening is expected from all.
- **Guided reflection prompts (30 min):** The facilitator poses 2–3 structured questions, with each participant invited to respond in turn:
 - *“What changes or sensations did you notice in your body during the practice?”*
 - *“What emotions became more visible or present for you?”*
 - *“How might these experiences relate to the dynamics of hate, judgment, or exclusion in activism?”*
 - Participants may also write in journals before or instead of speaking. Silence is accepted as a legitimate response.
- **Synthesis (5 min):** The facilitator summarizes recurring themes without interpretation or evaluation, highlighting the connection between embodied regulation and sustainable activism.

Facilitator role: Maintain neutrality, ensure balanced participation, and protect confidentiality. The facilitator ensures that the dialogue remains reflective rather than evaluative, focusing on self-awareness, empathy, and learning outcomes.

Phase 4

INTEGRATION & CLOSURE (15')

Goal

Provide structured closure to the session, stabilize participants after emotional exploration, and reinforce strategies for self-care and application of learning beyond the activity.

Implementation

- **Collective grounding (5 min):** The group engages in a short

synchronizing practice (e.g., collective breath cycle, shared gesture, or brief silent pause). This marks the end of the reflective dialogue and supports physiological stabilization.

- **Creative integration (5 min):** Participants may be invited to note a sentence in their journal, create a drawing, or identify one personal takeaway from the session. This reinforces learning by translating experience into a tangible form.
- **Closing round (3–5 min):** Each participant shares one word, phrase, or gesture summarizing what they are leaving with. The facilitator acknowledges all contributions and formally closes the session by thanking participants and reminding them of self-care practices (hydration, rest, continued reflection).

Facilitator role

Guide closure with composure, ensure participants do not leave in a heightened emotional state, and affirm the value of their engagement. The facilitator maintains professional boundaries while creating a sense of recognition and collective achievement.



ITALY

CIFA

ACTIVITY 1

Fake News vs Climate action: defend rights, debunk hoaxes

**OVERALL
DURATION**

120 minutes
(2 hours)

**TARGET
AUDIENCE**

14- 18 years
old students,
educational context

**EDUCATIVE
MATERIALS**

- True or false news cards (at least 6 per group)
- Posters, markers, post-its
- Digital blackboard or video projector for images, videos and quizzes
- Digital devices (optional but useful for fact-checking and for content creation)
- Interactive tools: Kahoot!

OBJECTIVE

In the current political climate, we have to face daily fake news and climate change. Fake news are the beginning of hoaxes which are used by some powerful politicians. Climate change is a very prevalent phenomenon today, we can see its effects every day, not only in so-called "developing countries" but also in Europe and North America that managed to get away by its effects using dubious means.

Fake news and climate change often coincide, generating completely false and baseless facts, from negation of anthropical effects on climate to the criminalization of environmental activists.

Scientific sources say that in the last 20 years, CO₂ in the atmosphere has been at a level of 420ppm while in the last 2.5 million years, it was ranging from 190 to 290ppm. Additionally, an increase of 1.5 degrees Celsius in global temperatures is expected before 2030, and 2 degrees Celsius before 2040.

Even though these data are certain and the results of scientific studies, fake news say the exact opposite, referring to the theory of the cooling of Earth, a theory dated back in the '70 (omitting that only 10% of scientists were in support of this theory, in a time where very small data was available).

Governments have used fake news to create new laws to repress the actions of environmental activists which are usually non-violent. The spread of these fake news feeds hate speech and legitimize violence against these activists, online or not.

It is important to raise awareness among young people to use the information they find, increasingly online and on social medias. These "new" medias are often used to spread misinformation. It is ever more important now because some social medias like Facebook, by ditching their fact-checking system, are going in the opposite

direction to please some political parties.

This educational activity can be useful in this political climate to help young people being aware citizens, capable of taking actions based on true and not-lobbies-influenced news and facts and learning skills like critical thinking, hoaxes debunking and working in a group.

Phase 1

ACTIVATION: WHAT ARE ENVIRONMENTAL FAKE NEWS? (15')

This first phase is useful to collect experiences from students and comprehend what level of knowledge on fake news, followed by a debate on fake news based on the fact that fake news are never innocuous.

How it is done

1. The educator asks the attendants:
2. "Have you ever read an environmental news that turned out to be fake or exaggerated?"
3. Collection of answers on post-its or on the blackboard
4. Debate on where the news get shared: social medias, Whatsapp groups, blogs, medias, etc.
5. Transition to the main focus: "Not all the fake news are harmless.. some of them generate hate, division, distrust"

Phase 2

TRUE OR FALSE? NEWS ANALYSIS (30')

This phase is used to make students think about disinformation and how to recognize it, using some digital fact-checking tools and critical thinking.

How it is done

Participants are divided into **4-5 people groups**.

1. Every group gets a collection of **6 news** (some are true, some are not).
2. Group objective:

- **Read and debate news**
 - **Try to choose between: “True” – “False” – “Doubt”**
 - **Explain their choices**
3. Optional: use a smartphone to check on a fact checking website (Facta, Bufale.net, Climate Feedback)
 4. Plenary session: sharing of the choices the educator gives corrections, shares credible sources, comments manipulatory language

Phase 3

HUMAN RIGHTS AND HATE SPEECH LINKS (20')

Using some real cases, students will be prompted to think about how fake news mine individual and collective rights, democracy and activism. Some judicial sources will be used, like the Universal Declaration of Human Rights.

How it is done

1. Introduction of 2-3 real cases (eg. Greta Thunberg being targeted, the use of the expression “eco-terrorists”, hoaxes about migrants and environmental disasters).
2. Guided debate:
 - **What kind of language is used?**
 - **Who are the victims of this narrative?**
 - **Which rights does this put up to debate?**
3. Linking with some articles of the Universal Declaration of Human Rights:
 - **Art. 19: free speech and right to correct information**
 - **Art. 29: community living and responsibility**
4. Screening of a brief TED Talk or interview (eg. “How fake news threaten democracy”)

Phase 4

CREATIVE ACTION: DEBUNK THE HOAX! (40')

Using a process of collective construction of creative products participants will be lead to actively debunk a fake news so they can acquire this ability even in their everyday life, transforming theory in practice.

How it is done

1. Groups choose a hoax to debunk between those showed earlier.
2. Groups create a creative product to "answer" to disinformation:
 - **Memes**
 - **Poster**
 - **Infographics**
 - **Short video/reel (real or simulated)**
 - **Presentation "5 reasons this news is fake"**
3. The objective is to communicate to same-aged people in a clear, ironic and direct way.
4. The educator gives support in the summary phase, with storytelling and inclusive language.

Phase 5

FINAL DEBATE (15')

This phase has the objective to think together on the work that has been done and give feedback on the activity, which is useful to the participative approach the project is built on.

How it is done

1. Showinf of groups' products (the products can be hanged in the classroom)
2. Guided questions:
 - **What did I learn today?**
 - **What hit me the most?**
 - **How can I use this in my everyday life?**
3. Every participant writes:
4. "A thing I learned today"
5. Conclusion with distribution of the mini-guide "5 actions against

environmental fake news" (eg. Verification of sources, data analysis, language observation, ask yourself "who benefits from this news?", ask for advice).

**POSSIBLE
FOLLOW-UP
ACTIVITIES:**

SCHOOL SOCIAL MEDIA CAMPAIGN

against environmental hoaxes

GUESTS

(environmental reporters, activists, fact-checkers)

ONLINE FINAL QUIZ

(Kahoot or Mentimeter) to evaluate the activity

Links with active citizenship policies and 2030 Agenda

Kahoot cards examples with true or false news

Instructions:

Every group receives 6 news. Some are true, some are not. The groups will discuss these news and chose:

True False Doubt

Example card

News 1:

"In 2023, Antartica registered the largest ice extension in the last 30 years, showing climate change is a hoax"

True False Doubt

News 2:

"A 2022 ONU report shows that extreme climatic events are 83% more prevalent than in the last two decades."

True False Doubt

News 3:

"The amazon rainforest fires are caused mostly by thunders and natural causes, not by mankind."

True False Doubt

News 4:

"A floating, solar-powered highway was built in Norway"

True False Doubt

News 5:

"Solar panels release cancerous radiation that increase tumor risks for those who live near them."

True False Doubt

CONNECTIONS

1. **False** Classic environmental denialism: the surface of the ice in Antarctica is shrinking. (NASA)
2. **True** True data ONU – WMO 2022
3. **False** 90% of fires are related to human activities – agriculture and illegal deforestation
4. **Doubt** Experimental project not yet developed
5. **False** Viral hoax, debunked by WHO and European Environment Agency
6. **True** True data, Climate Accountability Institute – 2017

Mini-guide: 5 actions against environmental fake news

Defending the environment also means defending the truth”

01

Check the sources

Before sharing the news, ask yourself:

Who wrote it?

Is it a reputable website? A newspaper? An unknown blog?

Check the “Who are we” section

Use websites like: **Facta.news**, **Bufale.net**, **ClimateFeedback.org**

02

Read the news, not the title

Sensationalistic titles are made to bait clicks, not to inform. The content of the news usually says the opposite or it is less extreme.

Pro tip: if the title contains “shocking”, “nobody wants to tell you”, proceed very carefully.

03

Check multiple sources

Look for the same news on at least two reputable sources. If the news appears only on website, it could be a hoax or a “half-truth”.

Look for experts' name, official data, references to public sources (es. UN, IPCC, ISPRA).

04

Pay attention to language

Fake news usually use hate speech, panic inducing or derogatory

language. A news that tries to get someone angry or mock someone isn't information: it's manipulation.

Recognize: insults, stereotypes, dehumanization.

05

Ask yourself: who benefits from this news?

Hoaxes are often used to:

- sell you something
- attack people (eg. activists)
- create social divisions

Ask yourself: who benefits from this if I believe this news?

Bonus: your superpowers against disinformation

- Report fake contents
- Talk with friends and relatives
- Share the 5 actions
- Create contents that are true

Template: Debunk the hoax!

(group card)

Group name: _____

News to debunk: _____

1) Hoax summary

Briefly describe what the fake news says:

2) Why is this false?

Write why it is false and proofs (data, sources, etc):

3) How can you communicate the truth?

Choose the best way to communicate the truth in a clear and engaging way:

Memes Poster Infographics Short video/reel

Presentation Other _____

4) Product creation

Write, draw or describe your message:

5) Final message for same-aged people

Write a key phrase or a slogan to help others to identify this hoax:

ACTIVITY 2

Immigration and social media: inclusion and discrimination

OVERALL DURATION

2 hours

TARGET AUDIENCE

students age:
14-18

EDUCATIVE MATERIALS

- Projector / LIM for displaying videos and images

GENERAL PURPOSE

Raise awareness of the impact social media has on the spread of misinformation and stereotypes related to immigration. Encourage a critical and inclusive mindset, promoting personal reflection and discussion with peers.

INTRODUCTION

In recent years, social media has played an increasingly significant role in shaping public opinion, especially among young people, through algorithms and online communities that tend to promote posts to influence our ideas, perceptions, and provoke strong negative emotions like fear and hostility, leading to greater misinformation. Fake news can influence not only behaviour but also political opinions, as it can reach a very large audience. All these narratives and fake news are widespread by social media mechanisms, causing stereotypes and disagreement.

Migrants are often depicted as threats to jobs, culture, or safety, rather than as people with their own stories, struggles and hopes. This activity aims to deepen understanding of these topics by presenting well-known examples, making students more informed through discussions, analysis, and debates, encouraging them to stop and reflect on news they see online. It highlights the extent to which our thinking has been influenced by social media, prompting the question: are we helping build an inclusive society, or reinforcing divisions?

Phase 1**INTRODUCTION TO INCLUSION - IMMIGRATION (15')**

Objective

Active students prior knowledge and foster initial discussion.

Activity

- The educator asks students to write a word they associate with "immigration"
- Discussion or writing the word on a post-it
- Words are read aloud and grouped on the board/ LIM
- Discussion: " Do these words express inclusion or exclusion?"

Phase 2**PERSONAL OPINIONS AND PERCEPTIONS (20')**

Objective

Explore the different viewpoints present in the group concerning the words expressed in the previous stage.

Activity

- Group discussion about the words generated
- Reflection about:
 - Where does your perception come from?
 - Has your perception been influenced by online news?

Phase 3**SOCIAL MEDIA AND STEREOTYPES (20')**

Objective

Understand how social media influences the public image of migrants.

Activity

- Presentation with images, articles, or short videos on fake news and toxic narratives
 - Ex. Fake news that stokes fear
 - La7 Piazzapulita, " Luoghi comuni e fake news che soffiano sulla paura"

- <https://www.la7.it/piazzapulita/video/luoghi-comuni-e-fake-news-che-soffiano-sulla-paura-23-11-2017-227982>
- fake news in election campaigns (minimum income) targeting migrants Euronews: "Elezioni europee, le fake news sui migranti"
- <https://it.euronews.com/video/2024/06/05/elezioni-europee-le-fake-news-sui-migranti>
- The educator asks students to reflect about :
 - What emotions do these videos evoke in you?
 - Have you shared or seen similar content?

Phase 4

DEBATE: DEBUNKING FAKE NEWS (40')

Objective

Develop critical reasoning and argumentation skills.

Activity

- The educator presents provocative statements (fake news) for analysis :
 - "They steal our jobs"
 - "They don't want to integrate"
 - "They live off our welfare"
- Students splits into two opposing groups :
 - Gruppo A: supports the statement
 - Gruppo B: refutes the statement
- Groups prepare arguments to support their stance, possibly using digital resources (with the educator's help).
- Finale debate: present arguments, counter-arguments, and synthesis.
- The educator guides and corrects any fake news or inaccurate facts

Phase 5

CONCLUSION AND FINAL REFLECTION (25')

Objective

Reinforce knowledge gained and stimulate self-reflection

Activity

- Creation of a collective conceptual map of the key concepts discussed (on the LIM / board).
- Open discussion:
 - Which topic engaged you the most?
 - Did you change your opinion on anything?
 - What impressed you the most? Why?
 - What would you have liked to explore further?

Expected outcomes

By the end of the activity, students will be able to :

- Distinguish fake news related to immigration
- Have a better understanding of how social media influence us, wide spreading stereotypes and divisions
- Have a more conscious and critical approach toward online contents
- Adopt a more inclusive and understanding perspective on migration

ACTIVITY 3

Immigration, Fake News and Content Creation

OVERALL DURATION

3–4 hours

TARGET AUDIENCE

14–18 years old
(school/educational context)

METHODOLOGY

- non-formal education, peer learning, fact-checking, creative production

KEYWORDS

- Hate speech
- Fake news
- Inclusion
- Exclusion

The activity was elaborated by SGYG member Omier:

"My name is Omier, I am an Egyptian content creator and filmmaker currently based in Italy. Through my work, I focus on storytelling, creativity, and building connections across cultures.

Being part of Hate Trackers is very important to me because it helps me strengthen my experience and see the world from a broader perspective. Having lived my whole life in Egypt, engaging in these activities allows me to better understand the European and Western context, which is very different from what I was used to.

This experience not only helps me grow as a creator, but also as a person who is trying to better understand who I am and what I want to do in life. Fighting hate speech matters to me and to others because it builds bridges between cultures and reminds us that diversity is something to value and celebrate."

Introduction

I introduce myself and the topic:

"My name is Omier, I am a content creator and filmmaker. I've been working for years producing videos and social media campaigns, and today I'll share with you how social media can shape the way we see immigration and diversity. We'll also learn how to fight fake news and hate speech — and finally, how to create your own content to promote inclusion."

I start with provocative images/memes from social media (2–3 examples). Then I ask:

- "Have you ever seen a post about immigrants that made you angry or emotional?"
- "How do you decide if something online is true or fake?"

This creates curiosity and prepares them for the session.

Phase 1

PERCEPTIONS OF MIGRATION (30')

Students are divided into small groups of 4–5.

Each group receives printed cards with statements about immigration (some positive, some negative, some neutral).

Example:

- “Immigrants steal jobs.”
- “Immigrants enrich culture.”
- “Immigrants increase crime.”

Groups have 10 minutes to discuss and decide if they agree/disagree and why.

We then come together for a group discussion, where each group shares its ideas.

Purpose: I get to understand students’ perceptions, and they see that opinions can differ.

Phase 2

FAKE NEWS AND HATE SPEECH (45')

I explain:

“As a content creator, I know how powerful social media can be. A video can reach millions of people in hours — even if the information is false. That’s why I always fact-check before publishing anything. And this is what we’ll practice today.”

I show two videos:

1. A viral fake news clip about immigration.
2. A video I created myself, showing how to verify sources (reverse image search, fact-checking websites, etc.).

After each video we pause and discuss:

- “Why did this fake news spread so quickly?”
- “What emotions does it try to trigger?”
- “What tools can we use to fact-check?”

Then I divide the class again into groups of 3–4. Each group receives a fake headline or image. Their task: check if it's real or fake using their phones.

At the end, each group explains their process and conclusion.

Purpose: They practice fact-checking, like a real journalist or content creator.

Phase 3

INCLUSION VS. EXCLUSION (40')

I begin with a question:

"What does it mean to feel included? What happens when someone is excluded?"

Activity: role play.

- A volunteer plays a "new student" in the class.
- Some students welcome him/her, others exclude him/her.

We then reflect:

- "How did you feel being excluded?"
- "How did you feel being included?"

Purpose: connect emotions to the real experiences of immigrants and minorities.

Phase 4

CREATIVE PRODUCTION (40')

I say:

"Now you'll become content creators, just like me. The goal: use social media to promote inclusion and fight discrimination."

Groups of 5 choose a format:

- TikTok-style video (max 1 min).
- Instagram story/reel.
- Poster or meme.

Here I share professional tips from my own content creation experience:

- The first 3 seconds are crucial to grab attention.
- Keep text short, clear, and powerful.
- Use visuals and music that support your message, not distract from it.
- Always think about your audience: "Who do I want to reach? How do I make them listen?"

I also show 1–2 examples of successful social media campaigns (mine or others).

Each group has 25 minutes to create their content. Then they present it to the class.

Purpose: Students learn how to use digital tools creatively and responsibly.

Phase 5

REFLECTION AND CALL TO ACTION (30')

We sit in a circle for final reflection. I ask:

- "What did you learn today about migration and social media?"
- "How will you react next time you see fake news?"
- "How can you personally promote inclusion?"

I close with a call to action:

"Every time you go online, you have a choice. You can spread hate or you can spread inclusion. You can believe blindly, or you can fact-check. As content creators of your own lives, you have the power to shape how society sees immigration."



GREECE

HELLENIC YOUTH PARTICIPATION

TABLE OF CONTENTS

Main Topic of the Toolkit

Why is this toolkit useful

How to use this toolkit

Activity 1: Draw the professional

Activity 2: Match the face and the adjective

01

Main topics of the toolkit

Stereotypes and the foundation on which prejudice, discrimination, and eventually hate speech are built. When we make assumptions about somebody, either it is about a personality trait or their profession, based only on appearance or preconceived ideas, we limit who they really are and reduce them under a label. These stereotypes, if left unchallenged, can grow into exclusion, bullying and verbal violence.

That is why addressing stereotypes with teenagers is so important. At this age, they are shaping their worldview, questioning norms, and forming the values that will guide them into adulthood. Introducing stereotypes and how they work, will give them the tool to recognize it and stop the cycle before it turns into hate speech.

02

Why is this toolkit useful?

This toolkit is useful for educators, trainers, youth workers and teachers, designed for teenagers and can be also used with different age groups. This toolkit helps people to understand and become self aware of their stereotypes.

These workshops are useful, not only because they are interactive and engaging, but also because they create a safe space where teenagers can recognize their own biases without judgment, reflect on them, and learn how to challenge them. By doing so, they build resilience against prejudice and are better prepared to stand against hate speech, both online and offline. Connecting this matter with hate speech, teenagers will become more aware about the basis of hate speech and how far it can go.

You will find the detailed activities on the Activities section.

03

How to use this toolkit

The activities are divided into:

- Title: gives you the name of the activity
- Learning objectives: explains what can be achieved, skills and knowledge
- Duration: estimated time to run the activity
- Place: suggestion of how the activity can be run
- Material and equipment: list of everything the facilitator will need
- Preparation: set up before the activity to make sure the sessions are run smoothly
- Activity step by step: clear instructions each stage
- Facilitator tips: advice to help run and adapt the activity

Workshop 1

DRAW THE PROFESSIONAL

Learning objectives

- Deconstruct stereotypes and assumptions.
- Critical thinking
- Increase self-awareness

Age

12- 17 (school children)

Duration

45 minutes

Place

Physical/online

Material, equipment, and facilities needed

A4 pages, markers, pencils, tables, chairs

Preparation

1. Write down different professions on small paper(to hand out later)
2. Have papers and markers prepared
3. Have a speaker to put on some music (the participants will spend some time drawing)

Activity step by step

1. Present the workshop and say that we are going to talk about stereotypes. At this point, you can ask children to provide examples from their everyday lives.
2. Invite them to pick a paper and give them 15 minutes to start drawing how they imagine this professional, give them a name, and what their favourite hobby is.
3. After everyone has finished, invite them to present what they have made. The facilitator:
4. The facilitator then asks reflective questions about their drawings.
5. The point is to make them understand that stereotypes can be helpful, but they can also turn into discrimination.
6. After the reflection, divide them into groups of 3 and invite them to find a different example of their profession, orally.

Tips for the facilitator

1. Encourage participants to explore and discover independently while providing support and guidance as needed. This approach empowers young people to take ownership of their learning and enhances their engagement in the process.
2. Foster inclusive discussions that encourage everyone to participate while respecting diverse viewpoints. When addressing sensitive topics such as hate speech, ensure that conversations remain respectful and constructive. Maintain a positive and enthusiastic attitude throughout the activity, providing clear and concise instructions at every stage.
3. Stay flexible, adjusting the activity based on the group's pace, comprehension, and engagement. It is advisable to use tools and materials tailored to the geographical and linguistic context of the participants to foster greater familiarity and engagement through language.

4. Add some background music to encourage a focused and relaxed working atmosphere.

Workshop 2

MATCH THE FACE AND THE ADJECTIVE

Learning objectives

- Changing perspectives
- Identifying gender-based violence, gender stereotypes, and discrimination
- Critical thinking

Age

12- 17 (school children)

Duration

45 minutes

Place

Physical/online

Material, equipment, and facilities needed

Have the adjectives written on a small piece of paper and the photos printed out.

Preparation

Have the pictures ready and printed, and a list of adjectives. Prepare chairs for the people to sit.

Activity step by step

1. Have some pictures and some adjectives open, and tell them to match them
2. When they finish and they have matched everyone with everything, invite them to sit in the circle.
3. Bring the matched pictures and adjectives to the centre. Present them with the idea that everything is wrong. Explain why we cannot

judge just from appearance.

4. Invite them to discuss why they did this type of matching.
5. Do reflection questions about assumptions and where they come from.

Tips for the facilitator

This activity is made for them to "fail". Encourage kids to improve their ways of thinking instead of creating shame for having thought in stereotypical ways. Stay flexible, adjusting the activity based on the group's pace, comprehension, and engagement. It is advisable to use tools and materials tailored to the geographical and linguistic context of the participants to foster greater familiarity and engagement through language. You may add some background music to increase concentration.



HUNGARY

CROMO FOUNDATION

ACTIVITY 1

Influencer Story: Debate Session

OVERALL DURATION

Approximately 2–3 hours (can be split into two sessions)

TARGET AUDIENCE

This activity is designed for young activists, secondary school students, media literacy clubs, and youth debate groups. It is ideal for settings where participants are eager to explore digital ethics, online safety, and freedom of expression through structured dialogue.

OBJECTIVE

To engage participants in a role-based debate that simulates a real-world conflict between a social media influencer and a content management company. The session aims to develop critical thinking, public speaking, and empathy by exploring the boundaries between hate speech and free speech in digital spaces.

Educative Materials

To implement the session, facilitators will need:

- Printed or digital role cards (e.g., influencer, CEO, legal advisor, PR manager, moderator)
- Scenario brief describing the conflict and context
- Projector or whiteboard to display debate structure and key terms
- Timer or clock to manage speaking turns
- (Optional) Printed examples of online comments for analysis
- (Optional) Voting cards or feedback sheets for audience participation

Structure

Three Phases of Implementation

Phase 1**PREPARATION & ROLE ASSIGNMENT (30–45')****How it's done:**

The facilitator introduces the scenario: a social media influencer is upset that hateful comments on their content were not moderated, while the company defends its moderation policies under the banner of freedom of expression. Participants are assigned roles such as influencer, CEO, legal advisor, PR manager, content moderator, and audience members.

Activities:

- Distribute role cards and scenario brief
- Clarify debate rules and structure (e.g., opening statements, rebuttals, closing arguments)
- Allow time for participants to prepare their arguments and understand their character's perspective

Phase 2**DEBATE SESSION (60-90')**

How it's done:

Participants engage in a structured debate, staying in character and presenting their viewpoints. The influencer argues for stronger moderation to protect users from harm, while company representatives defend their policies based on legal and ethical considerations. Audience members observe, ask questions, and may vote on the outcome.

Activities:

- Opening statements from each role
- Rebuttals and cross-questioning
- Audience Q&A
- Closing arguments
- Optional: audience vote or feedback

Phase 3**REFLECTION & DISCUSSION (30')**

How it's done:

After the debate, participants step out of character and reflect on the experience. The facilitator guides a discussion on the emotional, ethical, and legal dimensions of the debate. Participants share what they learned, how their views may have shifted, and how this relates to real-world digital citizenship.

Activities:

- Group reflection on key takeaways
- Discussion on platform accountability and user rights
- Exploration of how empathy and perspective-taking influenced the debate
- Optional written reflection or feedback forms

**FOLLOW-UP
ACTIVITIES:****Comment Analysis Workshop:**

Participants analyze real or simulated online comments and classify them as hate speech or free speech.

Policy Drafting Exercise:

Groups create a mock content moderation policy balancing user safety and freedom of expression.

Role Reversal Debate:

Participants switch roles and repeat the debate to explore opposing viewpoints.

Digital Rights Campaign:

Design posters or social media content to raise awareness about online safety and platform responsibility.

Legal Literacy Session:

Invite a legal expert to discuss national and international laws on hate speech and digital rights.

ACTIVITY 2

Influencer Story – One Player Game

OVERALL DURATION

45–60 minutes
(including gameplay and reflection)

TARGET AUDIENCE

Teenagers and young adults aged 13–25, especially those interested in digital rights, social media, and online ethics. The activity is suitable for schools, youth centers, and individual learners.

OBJECTIVE

To develop participants' understanding of online speech moderation, ethical decision-making, and digital citizenship through an immersive simulation. Players explore the tension between freedom of expression and protection from harm by stepping into professional roles within a content management company.

Educative Materials

- Influencer Story Digital Game (Online or Offline Version)
- Scenario Cards (printable or digital): comment threads, role briefs
- Decision Tracker: logs player choices and provides feedback
- Reflection Sheets (optional, for classroom use)
- Headphones (optional, for audio narration)

Structure

Three Phases of Implementation

Phase 1**PREPARATION & ROLE ASSIGNMENT (10-15')****How it's done:**

Facilitator introduces the concept of online moderation and the roles involved (influencer, CEO, moderator, legal advisor). Participants receive a brief overview of the game and its purpose. If used in a group setting, each player selects or is assigned a role to embody during the game.

Activities:

Short discussion on digital ethics and hate speech

Distribution of role briefs and scenario cards

Explanation of game mechanics and decision-making process

Phase 2

GAMEPLAY & DECISION-MAKING (20-30')

How it's done:

Participants play the one-player game on a device (online or offline). They analyze simulated comment threads and make timed decisions about whether each comment qualifies as hate speech or falls under freedom of expression. The game includes branching dialogues and real-time feedback based on digital ethics principles.

Activities:

- Individual gameplay
- Use of decision tracker to log choices
- Optional use of headphones for immersive narration

Phase 3

REFLECTION & GROUP DISCUSSION (15-20')

How it's done:

After gameplay, participants reflect on their decisions using printed or digital reflection sheets. In group settings, a facilitated discussion explores the emotional, ethical, and legal dimensions of their choices. Participants compare outcomes and discuss alternative approaches.

Activities:

- Completion of reflection sheets
- Group discussion on ethical dilemmas and platform responsibilities
- Sharing insights and emotional reactions to the game scenarios

**FOLLOW-UP
ACTIVITIES:****Debate Session:**

Organize a structured debate on freedom of expression vs. content moderation.

Creative Campaign:

Invite participants to design a youth-led awareness campaign on online safety.

Role Reversal Replay:

Replay the game from a different role's perspective to deepen empathy and understanding.

Legal Literacy Workshop:

Host a session on digital rights, platform policies, and user responsibilities.

Peer Review:

Participants analyze each other's decision logs and discuss alternative choices.

ACTIVITY 3

Photo Collage Making on Festivals Using AI

OVERALL DURATION

Approximately 1–2 days or 2–3 workshop sessions

TARGET AUDIENCE

This creative activity is designed for schools, youth clubs, young activists, and informal youth groups who are interested in digital creativity, cultural expression, and intercultural dialogue.

OBJECTIVE

To empower young people to explore cultural diversity and personal experiences through AI-assisted photo collage creation. Participants use real and AI-generated images to visually represent festivals from around the world, fostering creativity, digital literacy, and cultural competence.

Educative Materials

To implement the activity, facilitators will need:

- Laptops or tablets with internet access
- AI image generation tools (e.g., DALL·E, Canva AI, Adobe Firefly)
- Photo editing software (e.g., Canva, Pixlr, Photoshop)
- Access to digital photo libraries or personal photos
- Projector or display boards for showcasing collages
- (Optional) Role cards for team collaboration:
 - Researcher: Gathers information about the chosen festival
 - Designer: Leads the collage layout and visual composition
 - AI Navigator: Operates the AI tools and selects generated images
 - Presenter: Prepares and delivers the final presentation or exhibition

Structure

Three Phases of Implementation

Phase 1

INTRODUCTION & PLANNING (1-2 hours)

How it's done:

Facilitator introduces the concept of photo collage as a form of visual storytelling and explains how AI tools can enhance creativity. Participants choose a festival (e.g., Diwali, Eid, Hanukkah, Christmas, local traditions) and form small teams. Each team receives a role card to guide collaboration.

Activities:

- Brief presentation on cultural diversity and ethical use of AI in art
- Festival selection and team formation
- Research and brainstorming session on visual elements to include
- Introduction to AI tools and photo editing platforms

Phase 2

COLLAGE CREATION (2–4 hours, can be split)

How it's done:

Teams begin designing their collages by combining real photos with AI-generated visuals. They use editing tools to arrange images, add text or symbols, and create a cohesive visual narrative. Facilitators support technical use of AI tools and encourage creative risk-taking.

Activities:

- AI image generation based on cultural themes
- Photo editing and layout design
- Team collaboration and feedback exchange
- Saving and preparing collages for presentation

Phase 3

PRESENTATION & REFLECTION (1-2 hours)

How it's done:

- Teams present their collages to the group, explaining the cultural significance and creative choices behind their work. A group reflection follows, focusing on what participants learned about

each other's cultures, the role of AI in art, and the ethics of digital creativity.

Activities:

- Collage exhibition (physical or digital)
- Team presentations with storytelling elements
- Group discussion on cultural insights and creative process
- Optional written reflection or feedback forms

**FOLLOW-UP
ACTIVITIES:****Social Media Campaign**

Share collages online with captions or short stories to promote cultural inclusion.

Festival Map Creation

Use collages to build a visual map of global or local festivals.

AI Ethics Dialogue

Host a discussion on responsible use of AI in creative work.

Collage Remix Challenge

Invite participants to remix each other's collages using new AI prompts.

Digital Art Showcase

Organize a public exhibition or online gallery featuring the collages.

ACTIVITY 4

Photo Contest on Hate Speech

OVERALL DURATION

Approximately 6–10 weeks, depending on scale and available resources

TARGET AUDIENCE

This activity is designed for young activists, secondary school students, youth organizations, and informal youth groups who are interested in creative expression, social justice, and media literacy.

OBJECTIVE

To engage young people in a creative and participatory contest that raises awareness about hate speech through photography. Participants submit original photos that reflect their personal perspectives, experiences, and messages against hate speech. The contest promotes critical thinking, artistic activism, and peer-to-peer dialogue.

Educative Materials

To implement the contest, facilitators will need:

- Digital cameras or smartphones with good photo quality
- Computers or tablets for editing and submission
- Internet access for uploading and sharing entries
- A platform or website to host the contest and display submissions
- (Optional) Photo editing software (e.g., Canva, Pixlr, Lightroom)
- (Optional) Printers and display boards for physical exhibitions
- (Optional) Role cards for team collaboration:
 - Photographer: Captures the image and writes a short description
 - Editor: Assists with technical quality and formatting
 - Advocate: Prepares messaging and shares the photo on social media
 - Organizer: Coordinates submissions and communication

Structure

Three Phases of Implementation

Phase 1**PREPARATION & PROMOTION (2-3 weeks)****How it's done:**

Facilitators launch the contest by promoting it through schools, youth clubs, and social media. Clear guidelines are provided, including themes, submission formats, deadlines, and ethical considerations.

Participants are encouraged to reflect on hate speech in their communities and begin conceptualizing their photo ideas.

Activities:

- Develop and distribute contest guidelines
- Promote the contest via posters, newsletters, and social media
- Host an introductory workshop on hate speech and visual storytelling
- Encourage team formation and role assignment (if applicable)

Phase 2**PHOTO CREATION & SUBMISSION (2-4 weeks)**

How it's done:

Participants take original photos that express their stance against hate speech. They may work individually or in teams, using editing tools to enhance their visuals and write short captions or descriptions. Photos are submitted digitally through the contest platform or via email.

Activities:

- Photo shooting and editing
- Caption writing to explain the message behind the image
- Submission of entries with participant details
- Optional peer review or feedback round before final submission

Phase 3**JUDGING, EXHIBITION & REFLECTION (2-3 weeks)**

How it's done:

A panel of judges (educators, youth leaders, artists) reviews the submissions based on creativity, relevance, and impact. Selected photos are showcased in school corridors, community events, or online galleries. A reflection session allows participants to share their experiences and discuss the power of visual activism.

Activities:

- Judging and selecting winning entries

- Organize physical or digital exhibitions
- Host a reflection circle or feedback session
- Share winning photos on social media with youth-led messaging

FOLLOW-UP ACTIVITIES:

Story Behind the Photo

Invite participants to write blog posts or record short videos explaining their photo's message.

Community Dialogue

Use the photos as conversation starters in anti-discrimination workshops.

Youth Advocacy Campaign

Turn selected photos into posters or postcards for awareness campaigns.

Photo Remix Challenge

Encourage others to reinterpret the original photos with new captions or edits.

Media Literacy Extension

Host a session on ethical photojournalism and responsible storytelling.



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TABLE OF CONTENTS

Target group

What is art-based ceramic workshop?

What to use for?

What to learn?

Accessories

Timeframe

Appendices

Art-Based Ceramic Workshops: Breaking Stereotypes Through Clay

01

TARGET GROUP

Primary Target

Young people aged 14–29 who are actively involved in social, civic, or creative initiatives — particularly young activists, youth workers, students, and emerging community leaders who are interested in human rights, gender equality, social justice, and combating hate speech.

This tool was designed with a focus on diverse youth identities, including those who:

- Identify as women, girls, or non-binary
- Have experienced stereotyping, gender-based discrimination, or social marginalization
- Are beginning to explore feminist, activist, or intersectional perspectives
- Work or volunteer in NGOs, youth organizations, or informal activist circles
- Live in urban or semi-urban areas, where online hate and media influence are prevalent

Secondary Target:

- **School and university groups** (especially art, social sciences, or civic education students)
- **Youth centers**, particularly those working with vulnerable or marginalized populations
- **Peer leaders and facilitators** who want to bring art-based anti-hate practices to their communities

Why this group?

This tool was created in response to real challenges faced by young people in Lithuania and across Europe who are:

- Exposed to misinformation and hate speech in online spaces daily
- Navigating a media environment that often objectifies and stereotypes them, especially young women
- Lacking safe, creative spaces to reflect on internalized narratives and emotional responses
- Seeking more than awareness—they want action, healing, tools to resist, and pathways to express

These are not passive learners. They are engaged, opinionated, and ready to act—but many don't yet have the spaces or formats that allow for emotional, reflective, and embodied learning. This tool offers that space.

Specific Needs Addressed

- **Emotional Safety:** Many youth, particularly young women, feel their experiences with objectification, microaggressions, or internalized shame are dismissed. This tool validates and centers their voice.
- **Alternative Expression:** Not all youth feel comfortable or equipped to express complex emotional topics verbally. Clay provides a non-verbal, sensory form of communication.
- **Empowerment through Creativity:** By letting go of harmful messages (plate-breaking) and building anew (vase-making), participants reclaim agency over how they see themselves and how they are represented.
- **Critical Media Awareness:** Youth who consume social media daily often don't recognize the slow normalization of hate speech and stereotypes. This tool helps them viscerally connect those ideas to real emotion.
- **Peer Learning:** Participants are encouraged to listen to others' experiences, increasing empathy, solidarity, and group resilience — especially important for those involved in activism or youth advocacy.

Sub-Groups and How They Engage with the Tool

| Sub-Group | How the Tool Supports Them |
|--|---|
| Young women/girls | Safe space to process objectification, self-image, pressure to conform |
| Youth activists and NGO volunteers | Adds emotional depth to their activism; develops alternative advocacy tools |
| Students in formal education | Links civic education with embodied, creative reflection on gender roles |
| Youth from rural or underrepresented areas | Offers inclusive, empowering participation through hands-on learning |
| Queer / LGBTQ+ youth | Challenges gender norms, affirms identity, and encourages self-expression |
| Young people working with media | Promotes critical reflection on representation, storytelling, and ethics |

Inclusivity and Accessibility Considerations:

The ceramic workshops were intentionally designed to be:

- **Non-verbal friendly** – Youth who don't feel confident speaking in group settings can still fully participate
- **Language-barrier tolerant** – Emotional expression through clay requires minimal language
- **Trauma-aware** – Participants are never forced to share personal stories, and the act of sculpting/breaking allows emotional distance when needed
- **Gender inclusive** – While the focus is on objectification of women, all genders are welcome to explore how stereotypes impact them
- **Culturally adaptable** – While developed in Lithuania, the method

is modular and can be adjusted for different cultural contexts

Key Benefits for This Target Group:

- Feeling seen and heard without needing to justify their emotions
- Experiencing art not as a product but as a process of healing and resistance
- Building connections with others through shared vulnerability
- Strengthening civic imagination—the belief that a different future is possible, starting with themselves
- Gaining a sense of ownership over their narrative instead of being shaped by mainstream media

02**WHAT IS ART-BASED CERAMIC WORKSHOP?**

Art-Based Ceramic Workshops: Breaking Stereotypes Through Clay is a non-formal, interactive, and emotionally engaging tool that combines art therapy, social education, and civic reflection to counter hate speech and gender-based objectification among youth.

At its core, this tool uses clay as both a symbol and medium:

- A symbol of how societal narratives — especially harmful ones about gender — shape and harden over time,
- A medium through which participants can physically reshape those narratives, reimagine themselves, and express personal experiences without needing to rely solely on words.

This tool belongs to a larger body of embodied education methods — practices that engage the body and emotions alongside the intellect — and is particularly powerful in communities where verbal confrontation with discrimination can be uncomfortable, unsafe, or simply ineffective.

Core Workshop Structure

The method consists of two major phases, each with symbolic and educational significance:

Phase 1

Destruction as Release

Participants are given a ceramic plate and asked to reflect on messages, experiences, or labels that have caused them harm — particularly those rooted in gender norms, objectification, or online hate speech. Using a marker or a carving tool, they write or engrave these words or emotions onto the plate.

Once ready, they are invited to shatter the plate in a designated area.

Why? This act represents emotional release and symbolic resistance. It is a moment of reclaiming control over hurtful narratives and societal expectations. Participants describe the experience as “liberating,” “strangely healing,” and “a physical way to say ‘enough.’”

Examples from past sessions:

- A participant wrote, “You’re too emotional to lead” on her plate — a phrase she had often heard in work leadership roles.
- Another etched “Your body is your value” — a reflection of constant sexualization on social media.

Breaking the plates opens the space for reflection, vulnerability, and group solidarity. It physically enacts what participants often wish they could do in response to harmful online or offline commentary.

Phase 2

Construction as Healing

Each participant then receives a block of clay. They are asked to think about:

- What do I value in myself?
- What strengths do I want to carry forward?
- What does self-worth look like when it’s not defined by others?

From there, they mold a personal vase — a vessel meant to hold their positive attributes, strengths, and identity. The object becomes a tangible metaphor for self-empowerment.

Participants are encouraged to personalize the piece:

- Some inscribe empowering words onto their vases: "Strong," "Free," "Enough"
- Others embed symbols or fingerprints into the clay as permanent marks of their individuality
-

"The plate is what I was taught to believe. The vase is what I know I am."

– Workshop participant, Vilnius

The vases are later exhibited, creating a public dialogue about personal transformation, media representation, and gender stereotypes. This adds a civic dimension to the tool — shifting it from personal healing to social change.

Framing and Facilitation

Facilitators open the workshop by introducing the goals of the project: to fight hate speech and objectification through critical awareness and emotional expression. They often share their own experiences and guide the group through gentle, trauma-informed prompts.

The tone is:

- **Supportive**, not didactic
- **Exploratory**, not prescriptive
- **Empowering**, not victim-centered

Workshops include reflection questions like:

- When were you made to feel "too much" or "not enough"?
- How do societal expectations affect the way you see your body, your voice, your worth?
- What messages do you wish you had never internalized?

Facilitators also ensure emotional safety through clear group agreements, consent for sharing, and debrief time.

More Than Just Clay: The Hidden Layers

This tool is deceptively simple — clay, plates, and reflection — but it is rich in psychological, social, and political value:

- Psychological dimension – Supports emotional release and rebuilding, particularly for youth who've experienced subtle or internalized forms of harm (e.g., appearance-based bullying, exclusion, online shaming)
- Social dimension – Strengthens peer empathy and encourages vulnerability in a structured, safe format
- Political dimension – Frames gender objectification and hate speech as systemic issues, encouraging youth to see their experience as valid and changeable, not isolated or "just personal"

Adaptability and Scalability

This tool can be easily adapted to different contexts:

- In schools, the plates can represent harmful messages from peers or media, followed by classroom discussions
- In activist groups, it can be linked with campaigns or public installations
- In youth centers, it can be a regular part of self-awareness or mental health programming
- In intercultural or mixed-gender groups, it opens broader dialogue about identity, expectations, and belonging

The emotional power of breaking and building is nearly universal.

WHAT TO USE FOR?

The Art-Based Ceramic Workshops are a powerful, flexible tool that can be used across a wide range of educational, social, and civic settings to spark personal reflection, community engagement, and social change, especially in the fight against hate speech, gender-based stereotypes, and disinformation.

This tool is not only about artistic expression — it is a vehicle for transformation. It is best used when the goal is to connect personal experience with broader social issues, such as:

- Hate speech in digital and real-life environments
- Gender inequality and women's representation
- The internalization of media narratives
- Emotional wellbeing and youth empowerment
- Critical media literacy and counter-narratives

It is especially effective in non-formal education contexts, where emotional safety, dialogue, and creativity are encouraged.

WHEN TO USE THIS TOOL?

Use the ceramic workshop tool when you want to:

- Initiate sensitive conversations about self-worth, gender, identity, or discrimination
- Encourage emotional reflection and processing in a creative, hands-on way
- Support trauma-informed youth work through arts-based healing
- Counter the internalization of harmful media messages
- Explore social constructs like beauty, strength, and power
- Build group cohesion through shared storytelling and vulnerability
- Translate awareness into action through visual outcomes like exhibitions
- Generate discussion in workshops, awareness campaigns, or educational programs about hate speech and representation

EXAMPLES OF BEST PRACTICES / IMPLEMENTED ACTIVITIES

Vilnius, Lithuania: Pilot Workshop with Activists and General Audience

As part of Hate Trackers Into Action, AY Institute partnered with Makes Sense Studio to implement a pilot workshop with young people aged 18–29.

- The session included guided reflection, plate-breaking, and vase-making.
- It ended with a group dialogue on how women are portrayed in Lithuanian media.
- Participants reported feeling “freer” and “more aware of the ways they limit themselves based on societal pressure.”

INTEGRATION WITH OTHER TOOLS & PROGRAMS

This ceramic tool can easily be embedded within:

- **Media literacy curriculums** – Linking emotions to analysis of representation
- **Anti-bullying programs** – Exploring verbal harm and emotional response
- **Gender equality workshops** – Providing a creative break to heavy content
- **Mental health initiatives** – Offering therapeutic activity in youth centers
- **Civic activism labs** – Helping young leaders explore values and narrative-building
- **Feminist organizing spaces** – Supporting identity expression and story-sharing

IMPACTFUL THEMES FOR ADAPTATION

Depending on your group, focus, or context, the core framework of the ceramic workshop can be adapted for different social challenges:

THEME

Hate speech & social media

HOW TO ADAPT THE TOOL

Focus on toxic comment culture; destroy insults, mold digital dignity

| | |
|-------------------------------|---|
| Body image & beauty standards | Break harmful messages; sculpt body-positive affirmations |
| Gender roles & masculinity | Break rigid expectations; reshape alternative definitions of strength |
| Cultural identity & migration | Break stereotypes; sculpt what "home" means to you |
| Mental health & burnout | Break self-critical thoughts; mold emotional resilience |
| Political empowerment | Break silencing; mold symbols of voice and advocacy |

WHY IT WORKS

Unlike lecture-based formats or digital tools, this workshop allows participants to:

- Externalize internalized oppression
- Engage their body, mind, and emotions simultaneously
- Experience agency — both in breaking what harms and building what heals
- Participate without requiring verbal fluency or debate skills
- Create tangible outcomes — their artwork becomes a visual, lasting message

The workshop's duality — destruction and creation — mirrors the internal process many youth experience when confronting hate: first the pain, then the power.

WHAT TO LEARN?

The ceramic art workshop activity is a transformative learning experience that engages participants on emotional, social, and cognitive levels. Participants walk away not just with a physical object, but with new insights about themselves, their communities, and the social systems that shape their identities.

This tool helps young people unlearn harmful narratives and replace them with more conscious, empowering perspectives — all through an experiential learning format that blends self-expression, emotional processing, and critical reflection.

KEY LEARNING OUTCOMES

1. Personal Awareness and Emotional Literacy

Participants develop a deeper understanding of:

- Their own emotional triggers and internalized stereotypes
- How societal messages (especially gendered ones) have shaped their self-perception
- The difference between what others say they are and what they believe they are

Through the tactile process of writing, breaking, and sculpting, youth externalize abstract feelings like shame, anger, confusion, or pride — giving shape to the internal and enabling healing.

“I never realized how much those comments about my body stayed with me until I wrote them on the plate. Smashing it made me feel like I could let them go.” – Workshop participant

2. Critical Thinking and Media Literacy

By connecting personal experiences with societal patterns, the workshop helps youth:

- Identify how objectification and hate speech show up in media, online platforms, and daily life
- Recognize the subtle normalization of sexism, victim-blaming, and body shaming
- Understand the relationship between media representation and real-life consequences (e.g. self-esteem, behavior, bias, silence)

Participants begin to see themselves as active interpreters of media, not passive consumers.

"We talked about TikTok and how girls are taught to perform in a certain way. It made me rethink what I post — and why." – Workshop participant.

3. Dialogue and Empathy

The group reflection component creates space for:

- Sharing personal stories and listening to others without judgment
- Building solidarity and emotional trust across different backgrounds
- Realizing that private experiences often reflect shared societal issues
- Developing interpersonal empathy — the kind that leads to civic understanding

Many participants are surprised to learn that their feelings are not unique — that others in the room share similar struggles with appearance, worth, voice, and shame. This collective realization is often a catalyst for group cohesion and peer support.

4. Self-Esteem and Identity-Building

The sculpted vase represents:

- What participants value in themselves
- How they want to be seen — beyond stereotypes
- What they are proud of, despite messages trying to diminish them

This process fosters:

- **Confidence**
- **Resilience**
- **Ownership of narrative**

"This vase shows who I am without filters. I made it with my hands — and that's powerful." – Workshop participant.

5. Civic Engagement and Social Responsibility

Although personal in nature, the workshop subtly teaches:

- That hate speech and objectification are not "just words" — they are forms of social control
- That resisting these narratives through art, storytelling, or action is a civic act
- That young people have the right and ability to reshape culture,

especially in online spaces

The workshop bridges inner transformation with outer change — helping youth realize that becoming aware, vocal, and supportive of others is activism.

Soft Skills & Competencies Developed

| SKILL | HOW IT'S DEVELOPED |
|----------------------------------|---|
| Self-reflection | Through personal prompts and clay work |
| Empathy | Via shared stories and listening circles |
| Media literacy | Through analysis of social norms and online content |
| Creative expression | Through clay sculpting and artistic symbolism |
| Communication | Through optional storytelling and group sharing |
| Emotional regulation | Through writing, releasing, creating |
| Critical thinking | By questioning normalized gender roles and representation |
| Social responsibility | Through understanding systemic impacts of hate speech |
| Collaboration and trust-building | Through safe-space dynamics and co-creation |

Unexpected Learnings (Based on Real Feedback)

- Many participants had never verbalized their negative experiences with objectification until the workshop.
- Some realized they internalized harmful ideas more deeply than they thought.
- Others shared they felt more willing to speak out about sexist jokes or discrimination after the session.
- For several, it was the first time they saw themselves as creators, not just consumers or victims of culture.

Lasting Impact

Participants don't leave with just knowledge — they leave with:

- A new emotional vocabulary
- A handmade symbol of empowerment
- A reframed understanding of where hate speech lives and how to resist it

This makes the learning long-term, not just workshop-bound.

05

ACCESSORIES

To implement the Art-Based Ceramic Workshops, you will need a combination of creative materials, safe workspace elements, and supportive facilitation tools. The setup can be adapted for different settings (schools, youth centers, outdoor spaces, art studios), depending on your resources and budget.

Below is a breakdown of what is required, why it's needed, and options for low-cost or mobile alternatives.

Core Materials & Tools

| ITEM | PURPOSE | NOTES/RACCOMENDATIONS |
|-------------------------------|--|---|
| Ceramic or Clay Plates | For the destruction phase — participants write harmful messages and break them | Ideally 1 plate per person. Can be inexpensive, second-hand, or even chipped/old ones |

| | | |
|--------------------------------------|---|---|
| Markers / Engraving Tools | To write or engrave harmful phrases or memories on plates | Permanent markers or wooden stylus tools; both work well |
| Clay (air-dry or ceramic) | For sculpting the vase of strength | Air-dry clay is most convenient; no kiln needed. If kiln is available, traditional ceramic clay can be used |
| Clay Modeling Tools | For shaping, engraving, and smoothing the clay | Basic wooden or plastic tools are sufficient; toothbrushes, sticks, or forks can be repurposed |
| Protective Surface Covers | To protect tables from clay and breakage | Plastic sheeting, large paper rolls, or cardboard |
| Tarp or Large Fabric | Designated area for plate breaking | Safety-first: breaking should be controlled and safe. Outdoor space or rubber mat underneath recommended |
| Plastic or Canvas Aprons | To keep participants clean | Optional, but helpful |
| Water Containers & Towels | For washing hands after clay use | Essential, especially if space lacks a sink |
| Wet wipes or hand soap | Hygiene during and after the workshop | Particularly in public settings or with groups sharing tools |

Workshop Facilitation Materials

| ITEM | PURPOSE | NOTES/RACCOMENDATIONS |
|-------------------------------------|---|--|
| Reflection prompt sheets | To help guide introspection before and after activities | Can be printed or displayed on a board/slides |
| Feedback forms / QR code | To collect responses after the session | Google Forms or printed templates |
| Workshop schedule / plan | To keep facilitators on track | Best if co-facilitated by 2 people |
| Optional: Journals or papers | For those who prefer to write privately before sharing | Encourages accessibility and emotional safety |
| Bluetooth speaker(optional) | To play background music during clay sculpting | Calming instrumental music enhances the atmosphere |
| Camera / phone(optional) | For documenting the experience or collecting material for exhibition/social campaigns | Make sure consent is gathered from all participants beforehand |

Space & Safety Requirements

| ASPECT | DETAILS |
|----------------------------|--|
| Space size | A room large enough for participants to work comfortably on tables or floor; ideally includes breakout area for plate smashing |
| Surface safety | Ensure that the plate-smashing area is contained, with no barefoot participants and safety distance maintained |
| Group size | 8–20 participants per workshop is ideal for intimacy and manageability |
| Seating arrangement | Circular or group-style tables to promote inclusion and visibility |
| Clean-up logistics | Prepare trash bags for broken plates, access to water, and clear "exit" of the activity |

Optional Additions for Enhanced Impact

- **Art Exhibition Setup:** Pedestals or shelves to display vases; name tags or story cards with each piece
- **Guest speaker:** Local artist, therapist, feminist activist, or media analyst
- **Take-home card:** With a positive message, quote, or reminder of workshop values
- **Follow-up activities:** Offer participants a way to stay engaged — join an art club, contribute to a zine, attend an open mic, etc.

06

TIMEFRAME

The Art-Based Ceramic Workshop is designed to be modular and adaptable, allowing facilitators to tailor the session to the time available, the depth of engagement desired, and the context of the audience. Below are recommended structures ranging from a compact 2-hour version to a multi-day format for deeper reflection and exhibition work.

Standard Format (Half-Day Workshop)

Total duration: ~3 to 3.5 hours

Best for: Youth centers, NGO settings, weekend events, international trainings

| SESSION BLOCK | TIME ESTIMATE | PURPOSE |
|---|---------------|---|
| Welcome, icebreaker, and intro | 20–30 min | Set tone, explain goals, establish safe space |
| Part 1: Plate-writing & breaking | 30–45 min | Emotional release, symbolic destruction |
| Part 2: Reflection & transition | 60–75 min | Grounding, preparing for construction phase |
| Part 3: Vase creation with clay | 30–45 min | Positive self-expression and storytelling |
| Final group sharing & closing | 15–30 min | Community reflection, feedback, emotional closure |
| Optional: Clean-up + documentation | 15–30 min | Photo-taking, evaluations, social media |

This format works well as a standalone experience with both emotional depth and practical impact.

Compact Format: (2–2.5 hours)

Best for: Schools, conferences, drop-in youth events, shorter timeframes

Adjustments

- Use air-dry clay (no need for drying or firing)
- Limit vase design time to ~45 minutes
- Do a light group discussion instead of full storytelling
- Combine icebreaker and intro into a short energizer
- Plate-breaking can be symbolic (e.g., writing and crumpling paper plates)

This version still retains the workshop's symbolic and educational power while fitting tighter schedules.

Multi-Day Format (2–3 Sessions)

Best for: In-depth youth work, civic education programs, art residencies, school projects

Session 1 (2 hrs):

- Deep dive into hate speech, objectification, media analysis
- Plate-writing and breaking
- Guided journaling or sharing circle

Session 2 (2–3 hrs):

- Vase sculpting, glazing (optional)
- Reflection activities and creative writing based on sculptures
- Artistic techniques or peer review

Session 3 (1.5 hrs):

- Finalizing vases (if applicable)
- Exhibition prep: writing tags, curating pieces
- Public sharing and community dialogue event

This structure allows for expanded emotional processing, peer learning, and greater artistic output, making it ideal for school programs, Erasmus+ youth exchanges, or structured social campaigns.

Mobile or Outreach Format (Flexible)

Best for: Traveling workshops, rural areas, camps, festivals

How it works:

- Pre-assemble toolkits (small clay pack, reflection questions, plate)
- Deliver a 1–1.5 hour workshop on-site with 1–2 facilitators
- Optional online submission of reflections and images
- Participants can mail or return sculptures for later exhibition

This format prioritizes reach and accessibility, bringing the tool to communities with fewer resources.

Timeline for Firing and Exhibition (if applicable)

If using ceramic clay and planning to fire the vases for an exhibition:

| STEP | TIME NEEDED |
|---------------------------------|-------------------------------------|
| Drying time (pre-firing) | 7–14 days (air-drying) |
| Kiln bisque firing | 1–2 days (depending on kiln access) |
| Optional glazing | 1 day (application), plus drying |
| Glaze firing | Additional 1–2 days |
| Exhibition installation | 1–3 days (depending on scale) |

You can also turn the exhibition into a community event, inviting the public to engage with the final pieces and the stories behind them.

Key Tips for Managing Time

- Include transition moments — from destruction to creation — to help participants shift emotionally
- Budget time for emotions to emerge; don't rush vulnerable moments
- Always end with grounding and positive closure, especially after heavy reflections
- Allow participants to work at their own pace — some will dive in, others may need warm-up time

Appendix A: Reflection Prompts

These are questions and sentence starters that help participants transition from thought to expression — both during the plate-breaking phase (release) and vase-sculpting phase (rebuilding). You can print these on cards, read them aloud, or display them on a wall or screen.

For Plate Exercise (Letting Go / Releasing Harmful Narratives):

- “What is a label someone has put on you that you never asked for?”
- “When was the last time you felt like your voice wasn’t heard because of who you are?”
- “What words, messages, or ‘jokes’ have made you feel small, ashamed, or objectified?”
- “What are the internal thoughts you’d like to silence?”
- “What have you been told is ‘too much’ or ‘not enough’ about you?”
- Tip: Encourage participants to write or carve just a word, a quote, or a symbol — no need to overexplain.

For Vase Exercise (Rebuilding / Affirming Identity):

- “What makes you strong?”
- “What do you like most about yourself that others may not see?”
- “If you could speak to your younger self, what would you say?”
- “What kind of energy do you want to carry forward?”
- “What does ‘worth’ mean to you?”
- Optional add-on: Invite participants to name their vase and write a short meaning or dedication.

Appendix B: Role Descriptions for FacilitatorsWorkshop Leader / Lead Facilitator

- Sets the tone and leads the process
- Introduces the theme, activity steps, and group guidelines
- Holds emotional space and encourages vulnerability
- Guides group discussions and provides closing reflection

Co-Facilitator / Emotional Support

- Observes group dynamics and checks in with quiet participants

- Offers support to anyone needing to step out or take a break
- Can take on gentle reminders (e.g., time management, transitions)
- Supports clean-up and material handling

Media & Documentation Coordinator (Optional)

- Captures visual content for internal or external use (with consent)
- Interviews participants after the session (if agreed)
- Collects photos of artwork, quotes, or feedback forms
- Supports social media storytelling or exhibition curation

Tip: Rotate roles across multiple workshops to prevent burnout and encourage co-learning.

Appendix C: Feedback Form Template (Print or Google Form)

Post-Workshop Questions:

1. How did this workshop make you feel?
2. Was there anything surprising or unexpected for you?
3. What did you learn about yourself or others?
4. What part of the activity had the most impact on you?
5. Would you recommend this experience to others? Why or why not?
6. Do you feel more aware of how stereotypes/hate speech affect people?
7. One word that describes your current feeling: _____

Optional: Include a QR code linking to an online version.

Appendix D: Exhibition Tag Template

For exhibitions, provide a blank display card for each participant to fill in (can be optional or anonymous):

Name or Alias: _____

Title of Piece: _____

Artist's Statement (1–2 sentences):

"This piece represents..."

Example: "This vase is a reminder that I am more than what people see online. I shape my own story."

Appendix E: Emotional Grounding Tips

If the workshop surfaces difficult emotions, facilitators can offer these

techniques:

- **Breathing reset:** Inhale for 4, hold for 4, exhale for 6
- **Name five:** Name 5 things you see, 4 you can touch, 3 you hear, 2 you smell, 1 you taste
- **Leave-and-return space:** Create a calm corner where participants can step out without explanation
- **Post-workshop care:** Invite people to journal, walk, or talk afterward



SPAIN

RINOVA MALAGA

TABLE OF CONTENTS

Why is this toolkit useful

How to use this toolkit

Activity: Creating creative materials against Hate Speech

Activity: Design your campaign for a change Activity

Hackathon

ACTIVITY 1

Creating creative materials against Hate Speech

01

WHY IS THIS TOOLKIT USEFUL

This toolkit provides educators, youth workers, teacher with practical ready to use activities designed for young people aged 15 to 25 years old. This toolkit helps young people to understand, empower and take actions against online hate. You will find all the information needed to run activities efficiently, saving time and cost. This toolkit can also be used by less experienced facilitators or someone new to the topic helping at the same time to develop skills. All the activities can be adapted fitting different purposes, places, duration, materials and equipment.

02

HOW TO USE THIS TOOLKIT

The activities are divided into:

- Title: gives you the name of the activity
- Learning objectives: explains what can be achieved, skills and knowledge
- Duration: estimated time to run the activity
- Place: suggestion of how the activity can be run
- Material and equipment: list of everything the facilitator will need
- Preparation: set up before the activity to make sure the sessions are run smoothly
- Activity step by step: clear instructions each stage
- Facilitator tips: advice to help run and adapt the activity

Main topics of the toolkit

Hate speech is rising fast, faster than ever due to social media, messages and global connectivity. Young people are often at the centre of this and it is not a problem we can ignore. Working on

this now means that young people could have the knowledge and confidence to challenge hate and shape the digital world into a more respectful space.

03

ACTIVITY: CREATING CREATIVE MATERIALS AGAINST HATE SPEECH

Learning objectives

To create creative materials that challenge hate speech and promote inclusiveness for people in diaspora communities.

Age

Between 14 and 22 years old

Duration

90 minutes

Place

Physical and/or online

Material, equipment, facilities needed

Participants should have access to social media platforms, either on personal devices or via shared screens in the classroom. They should also have access to Canva or other online graphic design tools on their personal devices or computers in the room. Additionally, provide pens, coloured markers, stickers, scissors, journals, and paper for hands-on creative work.

Preparation

1. Start by reviewing reports on social media trends related to misinformation and hate speech that affect diaspora communities, particularly women. Use this information to critically analyse and deconstruct harmful narratives.
2. Next, compile a list of social media posts that can serve as templates for spreading positive messages. Provide clear examples or guiding questions to encourage participants to think critically about their findings and inspire creative content production.

Ensure that each group has access to internet-enabled devices (laptops, tablets, or smartphones) and provide materials such as pens, paper, and sticky notes for brainstorming and note-taking. Establish clear ground rules for appropriate online behaviour, especially when addressing sensitive content. Be mindful of potential challenges, such as difficulties in finding specific types of content or technical issues and prepare backup plans or alternative activities for groups that may encounter obstacles. Throughout the activity, be ready to offer guidance and ensure that all groups remain focused and engaged.

Activity step by step

1. Explain how social media can serve as both a platform for hate speech and a powerful tool for countering discrimination (5 min).
2. Divide participants into small groups of 4 to 10 people. Each group will brainstorm ideas for counter-narrative social media materials that challenge hate speech against diaspora communities (20 min).
3. Guide the groups to focus on these key elements:
 - **What message do they want to convey?**
 - **Who is their target audience?**
 - **What visuals, hashtags, or slogans will they use?**
4. Groups will create a storyboard for their counter-narrative materials (5 min).
5. Each group will use design tools (e.g., Canva) to create graphics, videos, or memes. Participants who prefer traditional visual art can scan their work afterward. All creative content should effectively convey counter-narratives that challenge hate speech (30 min).
6. After completing this part of the activity, groups will present their materials to the class (10 min).
7. The group can then discuss how to implement this material in real life, possibly through school social media pages or community platforms (15 min).
8. Encourage participants to reflect on how their content and help deconstruct hate narratives (5 min).

Tips for facilitator

Adopt the role of a facilitator rather than a traditional instructor. Encourage participants to explore and discover independently while providing support and guidance as needed. This approach empowers young people to take ownership of their learning and enhances their engagement in the process.

Foster inclusive discussions that encourage everyone to participate while respecting diverse viewpoints. When addressing sensitive topics such as hate speech or misinformation, ensure that conversations remain respectful and constructive. Maintain a positive and enthusiastic attitude throughout the activity, providing clear and concise instructions at every stage. Check that participants fully understand their tasks before moving forward.

Stay flexible, adjusting the activity based on the group's pace, comprehension, and engagement. It is advisable to use tools and materials tailored to the geographical and linguistic context of the participants to foster greater familiarity and engagement through language.

04**DESIGN YOUR CAMPAIGN FOR A CHANGE**

Learning objectives

Provide participants with the skills to design and implement an impactful digital campaign using online platforms to advocate for social change and stop bullying.

Age

Between 14 and 22 years old

Duration

Depending on the number of groups, up to 2 hours

Place

Physical

Material, equipment, facilities needed

Laptops, computers or tablets with internet access. Tools such as PowerPoint, Canva. Flipcharts and markers

Preparation

Before starting the activity, prepare a list of existing social issues relevant to the community. Provide examples of successful digital campaigns.

Activity step by step

Divide participants into groups of 3-4. Each group will select a social issue they want to address (10min).

Campaign design: groups brainstorm (10 minutes) and design their campaigns, identifying target audiences, key messages and digital platforms. Provide guidance on content creation and communication strategies. Campaign presentation (max 30 minutes): each group presents their campaign, its goals, audience and platform strategy (5 minutes each group). Feedback and conclusions: facilitators and participants provide constructive feedback on each campaign, focusing on potential impact, creativity and digital strategy (20 minutes).

Tips for facilitator

Facilitate discussions on ethical considerations in digital activism. Provide technical support and online collaboration tools to support group work.

05

HACKATHON

Learning objectives

To drive innovation and collaboration to address real problems and social issues.

To gather ideas and solutions from a large group of people to address serious issues such as fake news, racism, hate speech, and disinformation.

Age

14 - 25 years old

Duration

5 - 6 hours

Place

Online or physical

Material, equipment, facilities needed

Laptops, computers or tablets with internet access. Headphones with microphones. Digital and communication tool like Discord.

Preparation

Understand the Challenge: create a digital project (e.g., quiz, visual novel, interactive content) that teaches users how to detect and fight fake news. Must use the Playground visual coding tool available on <https://fakeproject.eu/about/>. Themes may include fact-checking and source verification, identifying propaganda, media literacy and critical thinking.

Make teams of two people and chose the name

Register on Discord

Familiarize yourself with the tools and understand how to use it for creating digital content.

Get to know Discord and learn how to message, join channels, and participate in group discussions.

Prepare your workspace: prepare a dedicated, quiet place with reliable internet connection, computer/laptop...

Activity step by step

Subscribe to Discord, form your team of 2 people and chose the name.

Use the playground visual coding tool to develop your project <https://fakeproject.eu/tool/>

Communicate with your team via Discord and make sure the project is in your country's language

Make sure that the project aims to tackle fake news and propaganda inciting to hate speech

Submit your project by the deadline

Attend the online final event where the winners will be announced

Tips for facilitator

Provide clear rules and give deadlines

Examples of projects to propose to the participants: 1. a quiz or trivia game that tests user's knowledge of fake news detection techniques. 2. An interactive story or visual novel that teaches users about the dangers of fake news and how to identify it. 3. A tool that helps users verify the accuracy and authenticity of information they encounter online.

HATE INTO ACTION
TRACKERS