



Digital Hate Interrupter Activism to combat structural racism promoting inter-community cooperation through digital technologies

PRACTICAL ACTIVITIES

Pillar 2: Me and Others

Title	The Ideal Young Leader
Objective(s) <ul style="list-style-type: none">• Recognise what skills and knowledge each participant has that contribute to the implementation of a Social Impact Project	

<p>Duration 45 minutes</p>	<p>This activity is divided into 5 main steps:</p> <ol style="list-style-type: none"> 1. Divide participants into teams of 4 to 6 people and give each group a large sheet of paper and some markers. 2. Ask participants to discuss and share their views on the skills and knowledge an ideal young leader should have (e.g. being assertive, well-informed, hardworking, knowing how to work in a team, etc.), and take notes. 3. Once the list is complete, ask each group to draw their 'ideal young leader' and give them a name based on their skills. Encourage participants to be creative and use their imagination when drawing. 4. When the drawing is complete, ask the groups to gather in plenary and ask each one to present their work. Invite the others to guess the skills represented and why the drawing was made that way. Don't hesitate to ask questions such as: 'Can you explain the name of the ideal young leader? Why did you choose that name?', etc. 5. When everyone has presented their drawings, take some time to talk with the group and ask questions such as: <ul style="list-style-type: none"> - Does this person exist? - How did you draw the skill...? - Is there someone like this in your organisation/classroom/course? - Which of the identified skills do you have? Which don't you have? Which would you like to improve? - What is the most important skill for you? - What is the hardest skill to acquire? Etc. <p>Materials: Flipcharts (large sheets) and markers; Paper and pens</p>
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<p>Title</p>	<p>Getting to Know Each Other</p>
<p>Objective(s)</p> <ul style="list-style-type: none"> • Promote team building and teamwork • Decide and agree on the ground rules that will underpin the entire project 	

<p>Duration 40 minutes</p>	<p>This activity consists of six small games, and a brief reflection after each one. In these reflections, the group should find a word to define the game. The reflections will be led by a facilitator to ensure the group agrees on the correct word. All the words will form the basis of the group agreement (to be completed later in the activity). To begin, you will be the 'mediator', helping the group move through each activity and reach a final agreement.</p> <p>1. Invisible Ball (5 min): In a circle, without saying anything, the mediator takes an invisible ball from their pocket and throws it to someone else. Everyone has to interact with the ball. After a while, change its size and start throwing it differently. <i>Word: Imagination</i></p> <p>2. Sound Barrier (5 min): Ask two participants to go to opposite sides of the room and give both a message to pass to each other. The rest of the group forms a 'wall' between them and speaks as loudly as possible to prevent communication. <i>Word: Communication</i></p> <p>3. Count to 20 (5 min): Sitting in a circle, anyone can say a number at any time, counting from 1 to 20. If two people say a number simultaneously, the count starts over. <i>Word: Cooperation</i></p> <p>4. The Human Knot (5 min): Everyone joins in a circle holding hands with non-adjacent people, then untangles without breaking the chain. <i>Word: Teamwork</i></p> <p>5. Leap of Faith (5 min): A volunteer stands on a table while others stand behind, interlocking hands. The volunteer falls backwards and the group catches them. <i>Word: Trust</i></p> <p>6. Silent Line (10 min): Set a time limit and ask people to line up in various orders (height, birthday, time in organisation) — without speaking. <i>Word: Organisation</i></p>
<p>Duration 30 minutes</p>	<p>GROUP AGREEMENT</p> <p>Write each of the following questions on separate large sheets of paper:</p> <ol style="list-style-type: none"> 1. What do I need to learn? 2. What do I need to participate well? 3. What do I need to feel respected? <p>Divide participants into 3 groups and give each group a sheet with one of the questions. Ask them to discuss for five minutes and note the main points, including abstract and practical needs. After five minutes, the sheet passes to another group who adds their responses — no sheet belongs to any group, they collectively develop the agreement. After each question has been answered, all groups read the flipcharts.</p> <p>Ask each group to summarise what is important and turn it into action statements. Each group presents in plenary. If everyone is happy with the result, this becomes the group agreement.</p> <p>Materials: Flipcharts (large sheets); Markers and pens</p>

Pillar 3: Me and the Community

Title	Welcome to My Neighbourhood!
Objective(s) <ul style="list-style-type: none"> • Map local practices • Explore different characteristics such as challenges, impact, local partners, the role of young people, their level of participation and motivation 	
Duration 30 + 30 minutes	<p>This activity is divided into 2 phases:</p> <p>1. The Emotional Map (30 minutes)</p> <p>In small groups, ask participants to draw the emotional map of their neighbourhood (or one that represents where they live). They should highlight characteristics that are relevant to them, and can follow some guiding questions: Where do you live? Where do you usually go? Where would you like to go? Which places do you usually avoid?</p> <p>Participants should represent their territory/context using the 5 senses, depicting what that space means to them and what emotions they feel while moving through it.</p> <p>Finally, participants should think of 3 things that make their neighbourhood unique and write them on a post-it (one per post-it).</p> <p>2. My Neighbourhood is the Only One That/Where... (30 minutes)</p> <p>In a circle, groups are invited to present their emotional map one at a time and share with the others what makes their neighbourhood unique. If one or more other groups/neighbourhoods share the same characteristics, they should join the presenting group in the centre of the circle.</p> <p>Materials: Flipcharts (large sheets), markers and post-its</p>

Title	Developing the Local Strategy and Action Plan
Objective(s) <ul style="list-style-type: none"> • Test the GROW Model • Develop an action plan to implement a project at local level 	

Duration
45 minutes

To develop a SIP — Social Impact Project, divide the group into small groups.

Each group needs to discuss and address a social problem present in their context.

For example: There are few green areas in my neighbourhood, there are many abandoned animals in my city, or children do not have access to sports equipment.

Each group begins to develop a SIP using the GROW method:

G (Goal)

Use the SMART method to define the objectives of any project. These should be:

- Specific: the objectives are clear;
- Measurable: you can evaluate and measure the success and completion of the objectives;
- Achievable: the objectives are realistic;
- Relevant: the objectives respond to identified needs;
- Time-bound: set deadlines indicating when the objectives will be achieved.

R (Reality/Resources)

Analyse the context and reality using the 5W method.

Why: Why do you want to develop this SIP? Why is it necessary? ...

Who: Who will manage the project? Who will participate? ...

What: What resources do we have now? ...

When: When will you start working on the project? ...

Where: Where will you develop your SIP? Will it be at local level? Where exactly? ...

O (Options)

Brainstorm the main ideas for your project. What options/opportunities do you have to realise it? What activities can you do? Note down all ideas that come up and select the best one according to the opinion of the whole group.

W (Way) Plan

When you define the actions of your project, establish the tasks, activities and responsibilities, and divide them among your team members.

After this process, each team will briefly present their idea to the rest of the group.

Materials: Sheets of paper, markers and pens