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HUMAN

# MANUAL FOR DIGITAL HATE INTERRUPTER ACTIVISM



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# INTRODUCTION

## 1.1 INTRODUCTION

This Manual for Digital Hate Interrupter Activism provides an introductory guide, translated for the reader in seven languages (EN, ES, IT, SE, SI, EL, PT) that sets out the key concepts of the project Learning Curriculum. We recommend that you read this guide before further exploring the Learning Modules.

HUMAN's Professional Development Programme for Digital Hate Interrupter Activism is strategically developed, and allocated as a capacity building programme contributing to the enhancement of the facilitators' competences to support activism for social change, in particular, young people's civic participation through digital activism against hate towards diaspora communities.

The Manual for Digital Hate Interrupter Activism is an integral part of the HUMAN Online Learning Platform.

Taken together they represent a methodology for contributing to HUMAN's sustained impact at the level of:

- Increased competences on intersectionality of racism against diaspora communities.
- Increased citizenship, cultural and digital competences.
- Increased competences in prevention, reporting, and awareness raising against online hate discourses.
- Increased competences to fight racism in digital environments.
- Increased knowledge of national and international (EU) non-discrimination, hate-crime and hate speech legislation and reporting mechanisms.

HUMAN's general objective is to contribute to the eradication of structural hate against diaspora communities through a learning, practice-based programme that enhances multisector and intercommunity activism in view of promoting changes in youth's attitudes and behaviours with a focus on the opportunities created by digital technologies. The HUMAN Learning Curriculum specifically, aims to:

- A. Contribute to enhancing the professional capacity and competences to support youth digital activism against hate towards diaspora communities.
- B. Develop a comprehensive learning programme to tackle hate discourses against diaspora, which includes analysis of gender constructions; social media uses, risks and opportunities; digital activism; youth participation & strategic action plans.
- C. Mainstream the programme at international level via the online learning platform.

The Curriculum provides innovative tools for supporting transnational mutual learning and knowledge exchange on critical analysis of gender constructions; social media uses, risks and opportunities; digital activism; youth participation & strategic action plans.

This Manual describes the two key figures at the core of the project: the HUMAN Digital Hate Interrupter Activist (DHIA) and the DHIA Facilitator, with a definition of the roles (who they are) and competences (what they need to be able to do) for both.

The Manual also introduces some key concepts and principles that underpin the six learning modules.

## 1.2 WHO ARE THE LEARNING MODULES FOR?

The primary target group for the Learning Modules are Youth Facilitators, individuals whose professional role involves working with young people and communities in formal, non-formal, and informal settings. In the context of the HUMAN project, they will be working as Facilitators with young people supporting them as Digital Hate Interrupter Activists.



Whilst the Learning Content is addressed to the Facilitators, it also includes specific learning activities and content to be used and shared with Young People: 14 to 21 year-olds of varied sociocultural backgrounds, including diaspora communities. The content includes guidance and advice for Facilitators in working effectively with young people, intercultural awareness and inclusivity.

The mechanism for involving young people in the development of the Modules in HUMAN is the Youth Diversity Panels in each country, through which young people will be engaged in co-creation, development and testing of the Modules. Each partner may establish how they undertake this process in ways that are adapted and suitable in their context.

Finally, the materials are intended for a wider secondary target group of:

- A. Decision and Policy-making professionals including representatives of public entities and local authorities responsible for youth policy and work.
- B. Civil society organisations & Activists, particularly those promoting youth activism; providing victim support and defending their rights; promoting Human Rights; raising awareness on racism and hate speech.

### 1.3 CONTEXT

“Human rights apply to emerging digital technologies, we're not just thinking about privacy or freedom of expression, but also equal access for people of all races and gender expressions. ...When I think of where change is going to come from, I think it is going to come from the youth”

Prof. Achiume, UN Special Rapporteur on contemporary forms of racism, racial discrimination, xenophobia and related intolerance. (Dec 2021)

HUMAN builds upon three successfully developed and validated concepts and curriculum-based results, which embedded and co-created creative digital and media literacy with youth-led voices promoting respect, celebrating difference and counteracting online hate through cultural expression and creative campaigning



- ❑ **Hate Interrupter Teams:** Youth counteracting hate speech towards migrants and minorities through participatory and creative campaigning.

HIT brought together task groups of young people (14-19) and provided them with knowledge and tools to address hate speech. It trialled involvement from local stakeholder boards and opinion formers. The Smile of the Child (TSoC), Rinova and MuLab carry the project's legacy.

- ❑ **YCreate:** Voices for respect, celebrating difference and tackling hate

MuLab, Rinova, TSoC participated in developing a programme to support young people to actively raise awareness against hate speech through creative interventions to tackle hate speech, including a youth-led podcast model.

- ❑ **RISIV:** Regenerate & Innovate: Social Impact Volunteering for youth

Rinova and DYPALL participated in developing a competence framework for youth workers cooperating with young people on the design, implementation and impact assessment of volunteering social impact projects, and developed a digital toolkit for professionals working with young people in the context of Social Impact Projects (SIPs), and a digital resource pack for young peer leaders on community SIPs.

## Social Impact Projects (SIPS)

HUMAN's approach and methodologies for working with young people builds upon the model of Social Impact Projects (SIPS).

The precursor to Social Impact Projects was developed as a formal concept called 'Social Action Projects' (SAPs). According to the UK Office for Civil Society, social action is '*about people coming together to help improve their lives and solve the problems that are important in their communities. It can broadly be defined as practical action in the service of others, which is (i) carried out by individuals or groups of people working together, (ii) not mandated and not for profit, (iii) done for the good of others – individuals, communities and/or society, and (iv) bringing about social change and or value*' (Cabinet office, 2015)<sup>1</sup>. In this sense, social action gives room to legitimately develop one's individuality, both personally and professionally, but it also creates scope to recognise the importance and value of group action, social solidarity, and active citizenship. Social action, thusly, emphasises civic engagement to foster reciprocity, trust, and solidarity. SAPs were based on the tradition of volunteering and community service. The core idea, which stands behind these kinds of projects, is that "*people are willing to*

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<sup>1</sup> Cabinet Office. (2015). "Social action: Harnessing the potential: A discussion paper." Retrieved from: [www.gov.uk/government/publications/social-action-harnessing-the-potential](http://www.gov.uk/government/publications/social-action-harnessing-the-potential).

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*participate to help others in need in their communities; and that there is value and benefit from learning about social issues in local and global communities”<sup>2</sup>*

## WHAT IS A SIP?

SIPs build on the core idea of SAPs, but they provide more structure to it. SIPs are multi-step, educational processes with structured learning outcomes, where young people<sup>3</sup>, under the guidance of youth workers, meet to address a common issue and then act to foster positive change. From the identification of the challenge/issue, through the planning, up to the realisation of the SIP itself, young participants are in fact considered the true agent for change in their local communities. Therefore, SIPs entail relationship building among the young participants and youth worker(s), community strengthening, as well as youth mobilisation and empowerment. Learning and community participation are at the heart of its implementation. SIPs have a two-fold impact: on the community and on the young participants. The former will benefit directly from the actual outcome(s) of the project; the latter, will gain specific competence, will raise their awareness on social issues affecting their community, while being re-directed to the very centre of social life through civic engagement. In wider terms, the results of any given SIP aim at preparing youth for active citizenship, fostering social inclusion while supporting community infrastructures at the local level.

## HOW DOES LEARNING OCCUR WITHIN A SIP?

Regardless of the specific objectives set at the very beginning of the project, learning in SIPs occurs in a non-formal context: learning is considered as an organised process with educational objectives, shaped according to the needs of the participants in a holistic and process-oriented manner.

How the learning occurs for young people should be observed from several perspectives, namely the overall **approach**, the **structure**, and finally the **setting**.

Concerning the overall approach, it is important to highlight that SIPs should always be implemented in an informal and non-linear fashion. This is not to say that they should not have a structure, as will become clear when looking at it. What is meant by this is more that learning occurs in a flexible form because success always depends on the participation of the youth involved. This flexibility is underlined by adopting child-friendly and trust-based methods whose functioning is based on co-creation and co-

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<sup>2</sup> Retrieved from

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591797/A\\_description\\_of\\_social\\_action.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591797/A_description_of_social_action.pdf).

<sup>3</sup> HUMAN focuses specifically on young people between 14-21 years old. However, the age group can vary.

implementation. What is therefore meant by the approach could also be seen as an attitude towards the participants that simultaneously structures the behaviour of the trainers.

The structure, while taking the before-mentioned approach into consideration, is based on a clear outline. While this might sound counter-intuitive, it is highly important to work within a frame that can then be updated whenever needed. This will in the long run guarantee that SIPs are not losing their focus. The outline starts with the identification of the problem. This can only be the result after an analysis of the environment with the help of professionals having an inside. After having determined the aim, goals will be set. These goals can only be decided on in consideration of the resources at hand and the input of the participants. For this to work effectively, the trainers need to be in a peer-to-peer relationship with the youngsters and their community to enhance open moments of reflection. Only when group discussions, focus groups, and other interactive methods are being put into place, can realistic goals be set. After having set the frame, the outlines must be adjustable to adapt them to the progress that has been achieved. This can either happen through the incentive of the participants or the youth workers.

At the same time, the setting is very important due to the environment in which many problems originate. Having a safe place that allows everyone to unfold themselves and being able to further personal development is of utmost importance. This can only be successful if the facilities are not clearly related to the societal or personal issue at hand. While a direct connection between the organisation and the issue should not be present, e.g. using schools as places to inform students about why not to drop out, they should nevertheless be in proximity to facilitate the engagement.

## 1.4 ROLE OF THE DIGITAL HATE INTERRUPTER ACTIVIST

**The Digital Hate Interrupter Activist** is identified as a key figure in the implementation of the HUMAN project, whose role is described as follows:

- ② The Digital Hate Interrupter Activist is a young person (14 to 21 year-old), who counteracts hate speech and behaviour, discrimination and xenophobia amongst their peers in digital environments.
- ② The Digital Hate Interrupter Activist is an Agent of Change who promotes youth's critical thinking on hate discourses against diaspora communities and raises awareness on gender aspects related to hate speech, especially on Social Media Platforms, and who promotes participation and digital competences.

- The Digital Hate Interrupter Activist will work with their peers in Youth Panels for Diversity to contribute to changing young people's attitudes and behaviours towards diversity and to enhancing their activism against hate, through:
  - a) volunteering in digital Social Impact Projects bringing together youth from diverse sociocultural backgrounds and communities;
  - b) supporting youth cooperation with local public entities, local authorities and civil society organisations.
  - c) supporting transnational mutual learning and knowledge exchange with peers in other countries
- The Digital Hate Interrupter Activist will increase learning (both their own learning and that of their peers) about prevention, reporting, and awareness raising against online hate discourses and fighting racism in digital environments.
- The Digital Hate Interrupter Activist will address misinformation, disinformation, fake news and deepfakes created through artificial intelligence and the impact on the emergence and perpetuation of discriminatory practices and hate speech.

## 1.5 COMPETENCES OF THE DIGITAL HATE INTERRUPTER ACTIVIST

Partners undertook collaborative workshops and consulted with stakeholders to define the key competences of the Digital Hate Interrupter Activist, as follows:

### KNOWLEDGE

- Understanding and learning more about the ways in which racism, hate speech, xenophobia, discrimination and other forms of intolerance affect not only the individual victims and their communities, causing them suffering and limiting their fundamental rights and freedoms, but also society at large.
- Understanding and mutual respect for diversity on which pluralistic and democratic societies are built
- Familiarity with online digital environments and tools that are used by their peers

### SKILLS

- Identifying Hate Speech

- Digital Literacy
- Active Citizenship
- Positive outlook
- Acts as a change agent
- Open to learn

### **ATTITUDES**

- Self-assess readiness to learn
- Define learning goals
- Monitor learning process
- Be self-motivated
- Re-evaluate and alter goals as required

## **1.6 ROLE OF THE FACILITATOR**

**The Digital Hate Interrupter Activist Facilitator** is an individual whose professional role involves working with young people and communities as an educator in formal, non-formal, and informal settings.

- The Facilitator is a key agent working with young people as promoter of social change. As an activist for social change they determine a focus on the development of competences to promote and support initiatives leading to social justice and human rights' enhancement
- The Facilitator works with three target groups:
  1. Young people
  2. groups with privileged access to decision-making (representatives of public entities and local authorities particularly connected to youth)
  3. civil society organisations (particularly those promoting youth activism, victim support, Human Rights)

- The Facilitator acts as a guide and supporter for young people in the learning process, promoting knowledge, critical thinking and a skillset to understand and respond to the ways in which personal characteristics/identities/gender intersect in various contexts leading to experiences of discrimination and hate.
- The Facilitator promotes sustainability, networking and communication towards the integration of Digital Hate Interrupter Activism in municipal action plans, local youth councils and strategic action plans
- The Facilitator implements organised educational activities outside the formal school system, activities where young people are actors, rather than passive recipients of information.

## 1.7 COMPETENCES OF THE FACILITATOR

Partners collaborated in workshops and consultation to define the competences that a facilitator should possess.

These will be specific to the action to be carried out, learning objectives set, participants' profiles and backgrounds, etc. Although this is a very general field, core competences could be specified as follows:

- ☐ **Logistical and activity management:** skills related to arranging, planning and coordinating an activity to facilitate participants' attendance and participation.  
*Eg. space and furniture arrangement, time and deadlines setting, recruitment techniques, budget use and justification, being well organised, etc.*
- ☐ **Methodological:** methodological skills related to choosing or creating suitable learning approaches and methods for the participants considering the resources available, facilities, the participants learning style, the size of the group, age of participants, etc. Methodological skills also include the capacity to organise a logical and coherent learning pathway or unit.  
*Eg. Critical thinking, analytical observation, adaptability, flexibility, efficient communication, open to learn, creativity, materials development, etc.*
- ☐ **Interpersonal:** skills related to group management, ability to ensure safe and suitable participation, facilitating human relations and prevention of conflicts that could occur among participants.  
*Eg. Problem solving, empathy, experience on dealing with different personal backgrounds, team building, closeness, patience, humour, etc.*
- ☐ **Communication:** skills related to ensure an effective flow of information, guidelines or tasks to participants involved in the activity. They are also related to the competences needed to create, guide, and carry out an effective debriefing with participants at the end of the facilitation process.

*Eg. Assertiveness, active listening, linguistic skills, clarity of expression, credibility, positive communication, adaptation to participants' linguistic register, reflection-oriented questioning, etc.*

## KNOWLEDGE

The competences of the Facilitator will be underpinned by intersectional understanding of power relations – determining a focus on the development of competences to deconstruct systems of power and oppression that perpetuate structural racism and discrimination against diaspora communities. Areas of relevant knowledge at European level include

- ❑ The **EU Strategy on victims' rights 2020-25**, highlights the need to support and protect those who fall victim of domestic violence, child sexual abuse, cybercrime, racist and xenophobic hate crime. In relation to the latter, the EC report against Racism and Intolerance 2020 (ECRI) refers to widespread incidents (verbal and physical assaults, social exclusion, denial of access to basic goods and services, discriminatory restrictions of movement, intolerant rhetoric from public figures, particularly politicians and media professionals).
- ❑ The **EU Anti-racism Action Plan 2020-25** refers to awareness raising on racial and ethnic stereotypes for journalists and civil society; working with IT companies to counter online hate speech & promote acceptance of diversity; mainstreaming inclusion and awareness in education policies; corporate responsibility on promoting diversity strategies (such as the Diversity Charter); and strong partnership culture between civil society and stakeholders to promote inclusion, fundamental rights and equality.
- ❑ EU Code of Conduct on Countering Illegal Hate Speech On-Line
- ❑ EU's core values and the implementation of the EU Charter of Fundamental Rights.
- ❑ **The European Institute for Gender Equality (EIGE)**, provides practice-based information on the inclusion of the gender dimension (equal representation, and diversity of perspectives) in youth empowerment projects to counteract online hate speech, and on methods and tools to collect disaggregated data in this context, stakeholder consultation, and awareness-raising

## SKILLS



Digital Communication Skills are fundamental competences for the role. In this context they particularly include:

- a familiarity with online digital environments and tools that are used by their young people and the openness to learn from young people.
- Critical awareness of hate discourses against diaspora communities and gender aspects related to hate speech, especially on Social Media Platforms
- Critical awareness of misinformation, disinformation, fake news and deepfakes created through artificial intelligence
- Ability to engage and communicate with young people on social media and through digital channels that young people use
- Intertwining of physical and cyber-space
- Co-operating with young people to foster their cultural and digital competences
- Facilitating the development of creative digital content
- Migration and adaptation of tutoring, mentoring and learning by doing to digital and online learning environments
- Sharing information and content

The European Digital Competence Framework for Citizens (DigComp) provides a common understanding of what digital competence is, namely:

"...the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It is defined as a combination of knowledge, skills and attitudes. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking" (European Council Recommendation on Key Competences for Life-long Learning, 2018).

Digcomp identifies 5 core competence areas, as set out in the figure on the right. *Information and data literacy*, *Communication and Collaboration* and *Digital Content Creation* deal with competences that can be traced back to specific activities and uses. *Safety* and *Problem solving* are “transversal” as they apply to any type of activity carried out through digital means. All are relevant to the role of the Facilitator.



However, digital competences are not to be seen as entirely separate to competences in facilitation. As educators in a digital age<sup>4</sup>, these competences have to be developed in a way that is both complementary to other competences – and integrated within and across them

## FACILITATION SKILLS

Facilitation is related to different levels and aspects that require a balance of skills, competence, and tasks. Therefore, it is important to differentiate the facilitator from trainer or project manager<sup>4</sup>. Specifically, in SIPs, the facilitator should be the person responsible for supporting young people to meet, cooperate, interact and recognise the skills and knowledge acquired.

More specifically, a facilitator will:

- **Guide rather than train.** Facilitators help participants identify their strengths, and encourage them to use and share these strengths with others. The facilitator should act as a guide of the group during the learning process. He/she should simultaneously allow a degree of flexibility in the outcomes while keeping the group on track to achieve main objective previously defined.

<sup>4</sup> The main difference between a facilitator and a trainer is that the latter is someone who presents a topic and has more knowledge on the matter compared to his/her target group. On the contrary, a facilitator is someone who eases a learning process, focusing both on the subject matter and on the process of learning. A project manager is the person in charge of the planning and execution of a particular project.

- **Nudge rather than shove.** Facilitators motivate young people' participation and encourage their interactions, creating opportunities to enhance learning without being forceful.
- **Empathise rather than impose.** Facilitators should put themselves in the participants' shoes and foresee their needs. It is important to be aware of participants' expectations, know their backgrounds and, to the best of the facilitator's skills and knowledge, prioritise their needs. Registration forms, questionnaires, interviews or focus groups with participants held before the group activities and meeting, help the facilitator to be cognisant of all these issues.
- **Listen rather than talk.** Facilitators create spaces, which enable participants to share ideas, promote debate and encourage peer learning. The facilitator must be able to understand young people and see how their contributions could benefit the group. He/she must recognise that each person has value to add to the activity, avoiding judgement and even delegating responsibility to participants (which would encourage their participation, creating an ownership over the activity and results). This promotes participants' self-development, autonomy, and benefits the facilitator, who will also learn from the participants and reinforce his/her personal and professional skills.
- **Mediate rather than protect.** Facilitators ensure that all the participants feel safe and are respected from a physical, social, emotional, and intellectual point of view, without commanding or taking a paternalistic position. The facilitator must foresee sensitive situations, prevent them, and even react quickly to defuse escalations to emotional or physical danger. The idea is that they learn in a contained environment, supported by a facilitator before applying their new skills in everyday life.
- **Debrief rather than instruct.** Facilitators guide participants by promoting their critical thinking, reflective observation, empirical analysis and inquisitiveness. Young people are not empty recipients to be filled with information. On the contrary, they are a source of knowledge and mediators of their own learning process. This means that they should also "learn to learn" and be aware of how knowledge or activities outcomes have been obtained (so they can replicate the process afterwards). The more the participants acknowledge the learning outcomes, the easier it will be for them to internalise it.
- **Other skills related to the project or action:** skills that, even if they are only tangential to the facilitation processes, may be necessary depending on various factors.
- **Eg.** *Knowledge of the specific topics that the action will deal with, digital skills, intercultural skills, foreign languages knowledge, context awareness, etc.*

### Attitudes

The Facilitator should demonstrate attitudes that support participatory and inclusive learning outside the formal school system including:



- **Inclusiveness:** ensuring that all young people in a given context are able to have a role, regardless their personal, cultural and educational background.
- **Active engagement:** achieving an effective commitment by young people, who should feel fully involved in a given activity (i.e. identifying issues/needs; choosing solutions, putting them into action) and responsible for its success. Active engagement fosters - or should foster - ownership and belonging.
- **Empowerment:** when young people recognise their role and responsibility in bringing about change. It encourages a feeling of “I can do it”. At the same time, local communities acknowledge the role of young people as change makers or key actors in fostering change

Other attitudes identified by the project partners include:

- Self-motivated
- Active in community
- Create a safe zone for young people
- Leader/Ambassador
- Empower others to speak
- Tech-savvy
- Empathetic
- Mediators
- Charismatic
- Active listener
- Able to build relationships
- Creative
- Recognise young people’s creative skills

## 1.8 INTRODUCTION TO THE LEARNING MODULES

HUMAN sets out to design holistic, interactive, inclusive and meaningful activities in safe spaces that are attractive to young people, provided in a user-friendly way, based on the communication channels young people already use and engaging them from the very beginning.

HUMAN uses strategies that promote social inclusion and cohesion, opportunities for development, empathy and critical thinking. To this end, we recommend including real-life testimonies or positive role models. Raising awareness is also important, since young people sometimes lack resources to better understand misinformation, while radical behaviors or behaviors leading to radicalization are often internalized. Therefore, explaining the dangers, consequences and processes underlying radicalisation and



violent extremism may help individuals to be able to recognise and reduce their own radicalisation processes. In other words, awareness raising has the potential to foster youth's resilience, i.e., their ability to resist and counteract tendencies that legitimise hatred and violence, by being better equipped to detect and positively influence violent radicalisation and its consequences.

The content and presentation of the Modules is based on the following learning principles:

## YOUTH-FOCUSED LEARNING

As mentioned above, young people and those who work with them are a primary target group. The materials should therefore be written and presented in ways that are adapted to and accessible for young people. Have a look at the following resources for guidance on facilitation and learning for Young People

- HIT Curriculum and Tips for Facilitators <http://hitproject.eu/Main/LatestResources>
- YCreate session planning <https://www.ycreate.info/items>
- Youth Powerpack produced by MuLab on the BigTime Takeover project <https://www.bigtimetakeover.eu/powerpack/>

## DIGITAL LEARNING

The content developed for the project platform is designed to work effectively for digital learning. Best practices for creating content for digital environments utilise multimedia (e.g. a combination of written text, audio, infographics and video), interactivity and flexibility, in order to cater to different learning styles and devices. Additionally, links to other technologies and references for further exploration by learners should be utilised where appropriate (adhering to copyright laws, giving proper credit and checking external content that is linked to, providing disclaimers if necessary). Accessibility should also be considered, and things like image description should be provided where relevant.

## INQUIRY AND PROBLEM-BASED LEARNING APPROACH

These are active, learner-centred approaches that, instead of transferring knowledge, engage the learners so as to develop it on their own. Inquiry-based learning starts by posing questions, problems or scenarios that require creative thinking. This way, it encourages young people as learners to ask questions and investigate real-world problems to develop knowledge or solutions, as well as their critical thinking and problem-solving skills. Problem-based learning is included in this approach, proposing learning about a subject by working in groups to solve open-ended meaningful problems.

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## MULTIPLE LEARNING STYLES AND METHODS

The project recognizes that each person has unique educational needs and learns in different ways. Therefore, it suggests a combination of learning styles that include both individual and collaborative methods. In other words, learners will be able to study both on their own, choosing their learning materials and guiding their learning paths independently, and in groups, working together in teams, setting collective goals and learning from their peers. Besides, learning activities will be prepared to be carried out either synchronously, enabling real-time interaction, or asynchronously based on individual paces and interactions over longer periods.

## BITE-SIZED LEARNING

Following the proposal of bite-sized learning or micro-learning, the content will be presented in modular small chunks to provide smaller manageable information and to avoid long courses that demand much time and energy. This way, learners will be able to maintain their attention and interest, as well as apply their newly obtained knowledge to practical areas of their life (real-time learning).

### Self-directed learning

Self-directed learning is a process where individuals take primary charge of planning, continuing and evaluating their learning experiences (Merriam et al.2007). In self-directed learning, the responsibility to learn shifts from an external source (teacher, trainer) to the individual.

According to the Centre for Teaching Excellence, self-directed learning is most effectively applied through a four-step process, as follows:

1. **Assess readiness to learning:** signs of readiness include being autonomous, organised, self-disciplined, able to communicate effectively, and able to accept constructive feedback and engage in self-evaluation and self-reflection.
2. **Set learning goals:** agreeing a learning contract.
3. **Engage in the learning process:** learners need to understand themselves as learners.
4. **Evaluate learning:** learners are able to engage in self-reflection and self-evaluation of their learning goals.

It is suggested that the facilitator has responsibilities in the four-step process to:

- Build a co-operative learning environment

- Help motivate and direct learning experiences
- Facilitate initiatives for learning
- Serve as an advisor rather than a formal instructor

The HUMAN learning programme accommodates this fundamental aspect and the following principles are embedded throughout the curriculum:

- Learners are involved in the planning and evaluation of their learning
- Experience (including mistakes) provides the basis for learning activities
- Learners are most interested in learning that is immediately relevant to their life
- Learning is problem-centred rather than content orientated<sup>1</sup>

Applying these principles to the design of the learning programme requires the following to be taken into consideration:

- There is a need to explain why specific things are being taught.
- Instruction should be task orientated – learning activities should be in the context of common tasks to be performed.
- Instruction should take into account the wide range of different backgrounds and cultures of learners; learning materials should allow for different types of previous experience.
- Since learners are self-directed, instruction should allow them to discover things for themselves, providing guidance and help when mistakes are made

## 1.9 MODULE CONTENT

The Modules have an open, non-linear structure, suitable for digital self-directed learning, so the learner can navigate the learning in a path that suits them. The following table summarises the content of the six Learning Modules:



Module	Brief description
Module I: Intersectionality of hate against diaspora communities	Led by NOVA. Aimed at enhancing competences through learning about structural and institutional dimensions of discrimination and social constructions of identities based on race and gender bias. A particular emphasis will be placed on deconstructing hate narratives on media/social media platforms against women of diaspora communities.
Module II: Uses, risks & opportunities of Social Media Platforms	Led by ZRS. Aimed at enhancing competences through learning about online opportunities, risks, safety from a users' perspective with a focus on social media as platforms for mass communication and dissemination of narratives that influence public opinion. It will address misinformation, disinformation, fake news and <i>deepfakes</i> created through artificial intelligence and the impact on the emergence and perpetuation of discriminatory practices and hate speech. Also, it will consider the ways in which young people use social media for learning, connecting and being creative.
Module III: Digital Activism	Led by MuLab Aimed at enhancing competences through learning about the ways in which digital tools can be used to inform and raise awareness on racism, hate speech and promote social change. The module will draw from concrete examples and good practices on using digital tools such as the HUMAN podcast.
Module IV: Youth Counteracting Hate	Led by TSoC Aimed at enhancing competences through learning about youth volunteering in social impact projects to counteract hate speech. The module will draw from concrete examples and good practices on volunteering social impact projects, such as the YouSmile network geared to develop you-led initiatives and action plans to promote Human Rights through a youth-centred approach that encourages children and young people to co-create and co-develop solutions to social problems.

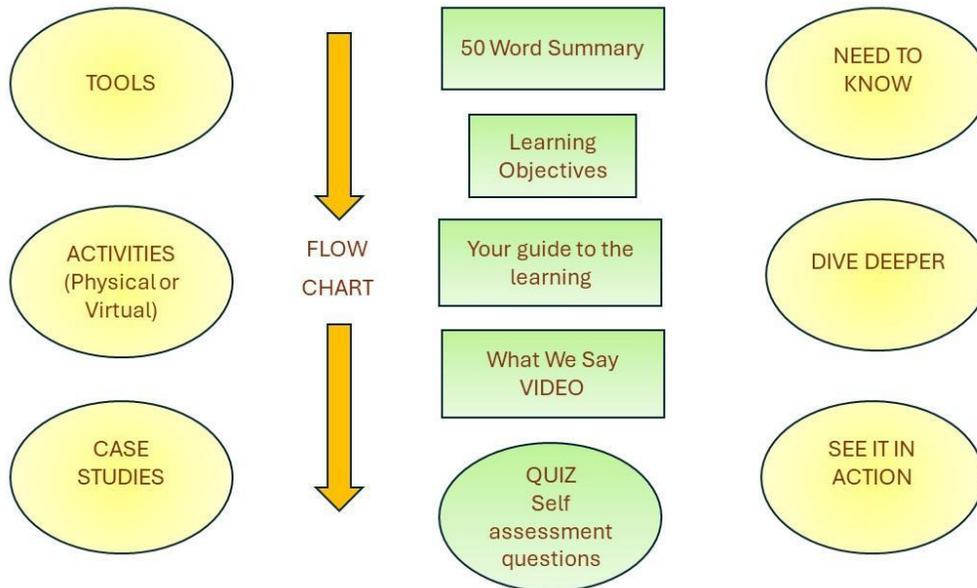


<p>Module V: Local Youth Councils &amp; Strategic Action Plans</p>	<p>Led by DYPALL. Aimed at enhancing competences through learning about structures of youth participation in cooperation with local authorities and civil society organisations. The module will focus on concrete examples and good practices on Local Youth Councils, looking at quality participation and tools for upgrading youth engagement in decision-making processes with a particular emphasis on the possibilities of youth-led activism</p>
<p>Module VI: Integration of Digital Hate Interrupter Activism in Municipal Action Plans</p>	<p>Led by MuLab. Aimed at enhancing competences through learning about the opportunities of creative uses of digital technologies to promote effective and sustainable participation of young people in policy and local decision making in view of counteracting racism and hate speech and promoting human rights and citizenship in the community with a focus on diversity and dialogue. The module addresses opportunities and enablers for digital participation and active citizenship looking at inclusiveness, cross-sector cooperation and sustainability.</p>

## 1.10 THE ONLINE LEARNING PLATFORM

The Digital Hate Interrupter Activism Online Learning Platform is a fully accessible digital toolkit on Hate Interrupter Activism evolved throughout the project duration and as activities and results progress to support the capacity building activities in WP3. It is accessible on desktop platforms and mobile devices. It is in English while relevant sections and learning materials are available in partners' languages.

### HUMAN Curriculum Module components



- **50 word max Summary.** See at a glance what the Module covers
- **Learning Outcomes.** Set three Learning Outcomes
- **Your Guide to the Learning.** This is a more discursive Guide to the Learning, that introduces and ties together the content and demonstrates how it is relevant to the HUMAN project and the Learning Outcomes.
- **What We Say** A short Video-clip in which a young person or Facilitator talks about what it means to be a Digital Hate Interrupter Activist and how they have applied the learning.
- **Quiz** with Self-assessment questions to test what has been learnt.
- Finally there is an Infographic **Flow Chart** giving a visual image of how to navigate the different components of the Module

The remaining Components are different types of learning content:

- **Tools:** Tools are practical aids to implementing and organising activities, something a learner can use and apply in challenging hate speech and discrimination. We don't expect to re-invent these tools, but to highlight and peer-review those that have been found most effective and valuable
- **Activities (Virtual and Physical)** These are workshop or project-type methods of group learning giving guidance to a facilitator on how to implement the activity. Description of the Activities should include: Aim of the activity, Where, when, how to implement it, what resources are need, duration, tips on what works etc. The activities would be ideally suited to be trialled in the seminar in WP3.
- **Case Studies** Specific examples of good practice that highlight what was effective and successful or illustrate challenges.
- **Need to know** Online links to further resources that are essential to fully understand the module. These will usually have been referenced and their relevance will have been explained in the Guide to the Learning
- **Dive Deeper** A resource of links to reference material that expands on the content of the Module in more depth
- **See it in Action** This is a place for material that documents the project. Showing can be as powerful as telling. Partners are recommended to conduct audio interviews, take photos and film activities at all stages in the project with a view to compiling material that shows the project in action. Documenting a training activity by filming it, or conducting a brief video or audio interview with learner/s for example can be easy ways of creating original new learning content.

## MODULES

### MODULE 1: INTERSECTIONALITY OF HATE AGAINST DIASPORA COMMUNITIES

#### 2.1 SUMMARY

##### MODULE SUMMARY, LEARNING OUTCOMES AND GUIDE TO THE LEARNING

Title of the Module	Intersectionality of hate against diaspora communities
<p><b>Summary description</b></p>	<p>This module aims to: (a) build skills by exploring the structural and institutional dimensions of discrimination and the social construction of identities shaped by race and gender bias; and (b) dismantle hate narratives in media and on social platforms targeting women and vulnerable individuals in diaspora communities.</p>
<p><b>Learning Outcomes</b></p>	<ol style="list-style-type: none"> <li>(1) Understanding how intersecting forms of discrimination (race, ethnicity, gender, religion, class, etc.) intensify oppression for diaspora communities, and identifying structural and institutional discrimination to recognize systemic barriers that perpetuate inequality;</li> <li>(2) Identifying hate narratives and critically assessing media portrayals of diaspora communities;</li> <li>(3) Deconstructing biased narratives to understand how media can perpetuate stereotypes, xenophobia, and hate speech;</li> <li>(4) Developing strategies, both online and offline, to combat hate speech, stereotypes, and discrimination, promoting inclusivity.</li> </ol>

<p><b>Your Guide to the Module</b></p>	<p>This module is designed to provide a comprehensive understanding of how intersecting forms of discrimination—such as race, ethnicity, gender, religion, and class—combine to create complex experiences of oppression for diaspora communities. Participants will explore how these intersecting identities shape the portrayal and lived experiences of diaspora communities, with a particular focus on women. Throughout the module, foundational concepts—like the structural and institutional dimensions of discrimination and intersectionality—will be introduced to deepen participants' understanding of the analytical context.</p> <p>Participants will critically examine how diaspora communities are represented across media and online platforms to identify patterns of hate speech and discrimination. They will also learn strategies to counter hate narratives and develop creative materials to deconstruct hate speech and promote inclusivity. Practical exercises, including role-playing scenarios, will provide hands-on experience with the impacts of discrimination and the development of effective responses. Participants will have opportunities to share personal experiences related to race and gender bias, or if they prefer, to discuss similar experiences faced by relatives or friends.</p> <p>The primary goal is to empower participants to become proactive agents of change, equipped to identify misinformation and counter hate speech. By fostering a proactive and positive approach to online engagement, this module seeks to enhance participants' digital awareness and confidence.</p> <p>The module will introduce participants to online tools for fact-checking, online safety, and recognizing prejudice, alongside strategies to support youth in using social media responsibly and safely. Using tools and materials specific to participants' geographical and linguistic contexts will help ensure familiarity and engagement.</p> <p>Through case studies and discussions, participants will learn to critically assess online content and understand how structural and institutional discrimination perpetuates hate speech. They will also be encouraged to contribute to or initiate online campaigns that promote positive, inclusive narratives. Testimonies from leaders in anti-racism organizations may be included to deepen understanding of intersectionality and hate speech within national and local contexts.</p> <p>By the end of the module, participants will have gained a nuanced understanding of the intersectionality of hate and discrimination against diaspora communities and will have developed skills to navigate the digital landscape with confidence, critical awareness, and a commitment to promoting positive change.</p>
<p><b>Links to any image or graphic files for this Module</b></p>	<p>Image n.1  <a href="https://drive.google.com/file/d/1rwxSGIctrG3hsVVpTU8j6SvxYuxnW6_I/view?usp=sharing">https://drive.google.com/file/d/1rwxSGIctrG3hsVVpTU8j6SvxYuxnW6_I/view?usp=sharing</a></p>

## 2.2 TOOLS

Name of the Tool	<b>kNOwHATE</b>
Weblink	<a href="https://knowhate.eu/">https://knowhate.eu/</a>
Learning outcome that it is relevant for	Tool to detect online hate speech in European Portuguese.
What is the Tool used for	This project aims to combat online hate speech (OHS) by offering tools and resources to analyze, detect, and counteract such speech, with a particular focus on the Portuguese language. The initiative seeks to raise public awareness and promote collaboration among stakeholders, including civil society organizations and policymakers, for a more effective response to hate speech.
Why did you choose it for this project? Why is it useful?	The project is tailored to the Portuguese context and funded by the European Commission, developed with the support of ISCTE (University Institute of Lisbon), Casa do Brasil, the Commission for Equality and Against Racial Discrimination (CICDR), ILGA Portugal Association (Intervention for Lesbians, Gays, Bisexual, Trans, and Intersex), and SOS Racism.
Tips for using it effectively	This tool can be used alongside GapMinder, HateLab, Sayfer.
Links to additional graphic or image files	tool logo n.1: <a href="https://drive.google.com/file/d/1K_WCCr_LCUEisAxcpiMUAxW_WyvHYG6O/view?usp=sharing">https://drive.google.com/file/d/1K_WCCr_LCUEisAxcpiMUAxW_WyvHYG6O/view?usp=sharing</a>

Name of the Tool	<b>Gapminder</b>
Weblink	<a href="https://www.gapminder.org/?fbclid=IwAR0K0fAhrJXKPosBOPhEb6i6T60ZqFIHQ6SL46WVzQ7ZGC92qonhNZc2Ne4">https://www.gapminder.org/?fbclid=IwAR0K0fAhrJXKPosBOPhEb6i6T60ZqFIHQ6SL46WVzQ7ZGC92qonhNZc2Ne4</a>

<b>Learning outcome that it is relevant for</b>	Deconstructing biased narratives to understand how media can perpetuate stereotypes, xenophobia, and hate speech.
<b>What is the Tool used for</b>	Gapminder identifies common misconceptions about global trends and proportions, using reliable data to create accessible teaching materials that help dispel these misunderstandings. By promoting a fact-based worldview through interactive data visualizations and educational toolkits, Gapminder enables users to understand the world based on facts rather than assumptions or misinformation. It empowers people to critically evaluate information, supporting informed decision-making and helping to reduce the spread of misinformation.
<b>Why did you choose it for this project? Why is it useful?</b>	Gapminder simplifies complex global data, making it accessible and understandable to help users build a fact-based view of the world. Its interactive tools and visually compelling presentations enable exploration of trends and comparisons across countries and over time. This resource is especially valuable for educators, students, and anyone interested in global issues, as it fosters critical thinking and combats misinformation by offering reliable, transparent data. With its emphasis on visual storytelling, Gapminder makes learning both engaging and impactful, enhancing digital literacy and global awareness. Topics include extreme poverty, global warming, domestic work, migration, education quality, and economic growth.
<b>Tips for using it effectively</b>	Begin with a Gapminder Test quiz to challenge participants' preconceptions. The quiz reveals common misconceptions about the world, sparking curiosity and engagement. Use Gapminder's interactive charts to visualize global trends, such as migration and mental health, and connect these insights to current global issues that interest participants—like climate change, poverty, or the impact of social media. This relevance makes the learning experience more impactful.  Have participants work in pairs or small groups to analyze data and present their findings, fostering communication skills and collaborative learning. After exploring the tool, hold a group discussion to reflect on key takeaways and address any remaining questions or misconceptions, reinforcing learning and encouraging a deeper understanding.
<b>Links to additional graphic or image files</b>	tool logo n.2: <a href="https://drive.google.com/file/d/1kPulaDSzTo3mCQhXJ0dpRTlloaShBo1_8/view?usp=sharing">https://drive.google.com/file/d/1kPulaDSzTo3mCQhXJ0dpRTlloaShBo1_8/view?usp=sharing</a>

<b>Name of the Tool</b>	<b>Countering Hate Speech Online</b>
<b>Weblink</b>	<a href="#">Countering Hate Speech Online   Common Sense Education</a>
<b>Learning outcome that it is relevant for</b>	Recognizing the phenomenon and identify its various forms.  Developing strategies and practices, both online and offline, to combat hate speech,



	stereotypes, and discrimination, promoting inclusivity.
<b>What is the Tool used for</b>	Humans naturally seek social connections and group affiliations, but this inclination can sometimes foster suspicion toward those outside our group. This fear—xenophobia—can often be overcome through increased exposure to diverse people. However, the internet can sometimes complicate this process. Help students recognize this challenge and develop strategies for navigating online content effectively. Objectives: <ul style="list-style-type: none"> <li>• Explain the connection between hate speech and xenophobia.</li> <li>• Analyze how the internet has contributed to the rise of hate speech and extremist views.</li> <li>• Identify one way to use the internet to counter a specific form of hate speech.</li> </ul>
<b>Why did you choose it for this project? Why is it useful?</b>	This platform offers definitions, standalone lessons, and materials on various manifestations of hate. It serves as a user-friendly guide for young people, parents, and teachers to understand and engage with this phenomenon through videos, quizzes, and stories.
<b>Tips for using it effectively</b>	Starting with the quiz and videos allows users to assess their knowledge and understanding of the phenomenon. The self-guided lessons provide an immersive learning experience, while the included glossary of relevant terms helps clarify the different forms that hatred can take, ensuring that the information is well-aligned.

## 2.3 ACTIVITIES

Activity's title 1	Creating Creative Materials Against Hate Speech
<b>Aim/objective of the activity</b>	Create creative materials that challenge hate speech and promote inclusiveness for people in diaspora communities.
<b>Duration</b>	90 minutes
<b>Online, physical or hybrid</b>	Physical and/or Online
<b>Preparation for the activity</b>	(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 analyze and deconstruct harmful narratives. (2) Next, compile a list of social media posts that can serve as templates for spreading

	<p>positive messages. Provide clear examples or guiding questions to encourage participants to think critically about their findings and inspire creative content production.</p> <p>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 behavior, 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.</p>
<p><b>How to implement the activity. Step by step</b></p>	<ol style="list-style-type: none"> <li>1. Explain how social media can serve as both a platform for hate speech and a powerful tool for countering discrimination (5 min).</li> <li>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).</li> <li>3. Guide the groups to focus on these key elements:             <ul style="list-style-type: none"> <li>• What message do they want to convey?</li> <li>• Who is their target audience?</li> <li>• What visuals, hashtags, or slogans will they use?</li> </ul> </li> <li>4. Groups will create a storyboard for their counter-narrative materials (5 min).</li> <li>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).</li> <li>6. After completing this part of the activity, groups will present their materials to the class (10 min).</li> <li>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).</li> <li>8. Encourage participants to reflect on how their content can amplify the voices of women from diaspora communities and help deconstruct hate narratives (5 min).</li> </ol>

<p><b>Tips for the trainer</b></p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p><b>Materials, equipment, facilities needed</b></p>	<p>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, colored markers, stickers, scissors, journals, and paper for hands-on creative work.</p>
<p><b>Links to additional image/graphic files</b></p>	<p>image n. 2: <a href="https://drive.google.com/file/d/1DiYsEt1pi-tBOf-MwEOAaFSMVY706XM7/view?usp=sharing">https://drive.google.com/file/d/1DiYsEt1pi-tBOf-MwEOAaFSMVY706XM7/view?usp=sharing</a></p>
<p><b>Links to online tools and resources</b></p>	<p>Online tools indicated above.</p>

Activity's title 2	Role-Playing Discrimination Activity
<p><b>Aim/objective of the activity</b></p>	<p>Engage participants in role-playing scenarios to experience how discrimination affects individuals and how to respond to it</p>
<p><b>Duration</b></p>	<p>90 minutes</p>
<p><b>Online, physical or hybrid</b></p>	<p>Physical or Online</p>

<p><b>Preparation for the activity</b></p>	<p>Ask participants what they know about identities, structural and institutional discrimination, specifically: (1) whether they can define discrimination, hate speech, and intersectionality; and (2) whether they believe these issues occur solely due to one particular factor (such as gender, ethnic origin, religion, or cultural background) or if they become more severe when multiple factors combine.</p> <p>Collect their opinions and invite participants to look up these concepts in dictionaries and write their definitions. After gathering their definitions, briefly explain the concept of intersectionality and how overlapping identities (e.g., being a woman, a migrant, or a racialized person) can lead to layered experiences of discrimination.</p> <p>If the environment feels safe and supportive, consider asking participants to share their experiences with discrimination they have witnessed, particularly related to race and gender bias. Initiate a discussion about how media can perpetuate stereotypes or negative narratives, especially regarding women in diaspora communities. Present various media examples, such as news articles, social media posts, podcasts, and videos featuring women from diaspora communities. Aim to identify the negative stereotypes associated with diaspora populations, particularly concerning women.</p>
<p><b>How to implement the activity. Step by step</b></p>	<ol style="list-style-type: none"> <li>1. Divide the class into small groups and provide each group with a scenario card describing a situation involving discrimination or online hate speech. For example, a woman from a migrant community faces online hate for wearing traditional attire, or a student encounters racist and sexist remarks in the classroom based on their ethnicity and gender (20 min).</li> <li>2. Each group will plan and act out their scenario, focusing on how the targeted individual might feel and how bystanders or allies could intervene (30 min).</li> <li>3. After each group performs, lead a group discussion on the following topics (40 min): <ul style="list-style-type: none"> <li>● What strategies were effective in countering the hate?</li> <li>● How did structural biases contribute to the discrimination depicted in the scenario?</li> <li>● What actions can be taken to prevent these situations in the future?</li> </ul> </li> </ol>
<p><b>Tips for the trainer</b></p>	<p>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</p>

	<p>approach empowers young people to take ownership of their learning and increases their engagement in the process.</p> <p>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.</p> <p>Provide clear and concise instructions at every stage, and verify that participants fully understand their tasks before proceeding. Stay flexible, adjusting the activity based on the group's pace, comprehension, and engagement. It is also advisable to use tools and materials tailored to the geographical and linguistic context of the participants to enhance familiarity and engagement through language.</p>
<b>Materials, equipment, facilities needed</b>	Access to social media platforms (Instagram and TikTok), either on personal devices or via shared screens in a classroom setting.
<b>Links to additional image/graphic files</b>	image n.3: <a href="https://drive.google.com/file/d/16jM_g9sP5EBmx1gYcKJ-PT6Y3mCePkBP/view?usp=sharing">https://drive.google.com/file/d/16jM_g9sP5EBmx1gYcKJ-PT6Y3mCePkBP/view?usp=sharing</a>
<b>Links to online tools and resources</b>	<p><a href="https://expresso.pt/sociedade/2023-06-18-Anuncio-da-PSP-na-mira-do-racismo-O-que-esta-um-preto-a-fazer-na-policia-portuguesa--82e70a20">https://expresso.pt/sociedade/2023-06-18-Anuncio-da-PSP-na-mira-do-racismo-O-que-esta-um-preto-a-fazer-na-policia-portuguesa--82e70a20</a></p> <p><a href="https://www.publico.pt/2017/10/09/impar/noticia/acusada-de-novo-de-racismo-dove-retira-publicidade-a-gel-de-banho-1788145">https://www.publico.pt/2017/10/09/impar/noticia/acusada-de-novo-de-racismo-dove-retira-publicidade-a-gel-de-banho-1788145</a></p> <p><a href="https://www.dw.com/pt-002/racismo-no-futebol-em-portugal-marega-abandona-relvado-sob-gritos-de-macaco/a-52405013">https://www.dw.com/pt-002/racismo-no-futebol-em-portugal-marega-abandona-relvado-sob-gritos-de-macaco/a-52405013</a></p> <p>The tool mentioned above in the previous activity can also be used to create counter-narratives.</p>

### Self-assessment questions:

<b>Question 1</b>	In what ways did participants engage, and how did they contribute thoughtfully to discussions, demonstrating a sense of ownership and interest in the activities?
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 **MULAB**



**DYPALL NETWORK**

<b>Question 2</b>	In what way did participants demonstrate an increased awareness and understanding of hate speech and misinformation on social media, particularly in the context of diaspora communities?
<b>Question 3</b>	In what ways were participants able to develop effective strategies for creating counter-narratives to challenge hate speech, and how did they apply creative thinking throughout the process?

## 2.4 CASE STUDIES

<b>Case study</b>	<b>Claudia Simões</b>
<b>Summary</b>	Claudia Simões is a woman of African descent who became a prominent symbol of police violence and racial discrimination in Portugal following an incident in 2020. The case garnered significant media attention, as it highlighted issues of racism, police brutality, and the treatment of Black individuals and other marginalized communities in Portuguese society.
<b>Relevant Learning Outcome/s</b>	Participants will be able to identify the risks of misinformation and the reinforcement of negative stereotypes surrounding the case of Claudia Simões. They will develop critical skills to detect hate speech and misinformation in media narratives about police violence, particularly in cases involving marginalized communities. Additionally, participants will understand the importance of evaluating sources and perspectives to challenge harmful stereotypes and advocate for accurate, inclusive representation in discussions about racial justice and police brutality.
<b>Purpose of the case study. Why it's relevant. What issues does it address? Brief synopsis of case study story.</b>	<p>In January 2020, Claudia Simões was involved in an altercation with a police officer in Amadora, a city near Lisbon, Portugal, known for its large immigrant population. The incident began when Simões was on a bus with her 8-year-old daughter, who had forgotten her transportation card (commonly used for bus fare). A conflict arose between Simões and the bus driver, which led to the police being called.</p> <p>According to Simões and witnesses, the responding officer escalated the situation violently. She alleged that the officer assaulted her by dragging her, punching her, and verbally abusing her while she was in custody. Simões reported being brutally treated in front of her daughter, and the case quickly garnered media attention and public outcry, particularly from anti-racist activists and human rights organizations.</p>
<b>Other links to</b>	<a href="https://x.com/expresso/status/1807742690521391412">https://x.com/expresso/status/1807742690521391412</a>



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<p><b>images, website, videos and further information.</b></p>	<p><a href="https://www.instagram.com/p/C-IbwMRo_FP/?igsh=dDQ4MXdmaG4xd3Jp">https://www.instagram.com/p/C-IbwMRo_FP/?igsh=dDQ4MXdmaG4xd3Jp</a></p>
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**Self-assessment questions:**

	Question	Learning outcome/s addressed
<p><b>Question 1</b></p>	<p>How did participants demonstrate their understanding of the risks associated with misinformation and negative stereotypes related to the case of Claudia Simões?</p>	<p>(2) and (3)</p>
<p><b>Question 2</b></p>	<p>In what ways did the discussion enhance participants' ability to identify hate speech and misinformation in media narratives surrounding police violence?</p>	<p>(2)</p>
<p><b>Question 3</b></p>	<p>How effectively did participants engage in critical thinking regarding the social and racial dynamics involved in the case of Claudia Simões?</p>	<p>(3)</p>
<p><b>Question 4</b></p>	<p>What strategies did participants propose to combat misinformation and promote accurate representations of marginalized communities in the media?</p>	<p>(4)</p>
<p><b>Question 5</b></p>	<p>How can the insights gained from this case study be applied to other instances of police violence and racial injustice in various contexts?</p>	<p>(3) and (4)</p>

## 2.5 NEED TO KNOW

Title	Type of resource	Short description	Link	Relevant Learning Outcome
RADIKA. Guia para uma educação anti-racista	pdf	The RADIKA model serves as an effective framework for anti-racist education, particularly in the context of initiatives aimed at addressing these issues with children in Portugal.	<a href="https://drive.google.com/file/d/15kHGY6cLoGCBzWsJpq-sz4f64-9bCdf_/view">https://drive.google.com/file/d/15kHGY6cLoGCBzWsJpq-sz4f64-9bCdf_/view</a>	(1)
HIT Curriculum on Human Rights and counteraction of hate speech & behaviour against migrants Tips for Facilitators	pdf	Tips for Facilitators Training Children and Young Adults on Key Issues Related to Hate Speech, Treatment of Migrants, Xenophobia, Discrimination, and Intolerance.	<a href="http://hitproject.eu/Content/ResourceFiles/22032019134144EN_HIT_WP3_D3.1_Curriculum%20on%20HR%20and%20HS%20training.pdf">http://hitproject.eu/Content/ResourceFiles/22032019134144EN_HIT_WP3_D3.1_Curriculum%20on%20HR%20and%20HS%20training.pdf</a>	(2) and (3)
Anti-Racist Guide	site	This document serves as a resource for anyone seeking to broaden their understanding of anti-racism and become actively involved in combating racism, specifically in relation to anti-Blackness.	<a href="https://www.antiracistguide.org/the-guide">https://www.antiracistguide.org/the-guide</a>	(1) and (2)
Anti-Racist Evaluation Strategies: A Guide for Evaluation	pdf	This guide was created to help evaluation teams enhance their awareness of racism in the evaluation process and to implement	<a href="https://wested2024.s3.us-west-1.amazonaws.com/wp-content/uploads/2024">https://wested2024.s3.us-west-1.amazonaws.com/wp-content/uploads/2024</a>	(1) and (2)

Teams		strategies for conducting anti-racist evaluations.	/07/11171326/anti-racist-evaluations-R10_FINAL-ADA.pdf	
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## 2.6 DIG DEEPER

Title	Type of resource	Short description	Link	Relevant Learning Outcome
The danger of a single story	video	Novelist Chimamanda Adichie shares her journey to finding her authentic cultural voice and warns that hearing only a single narrative about another person or country can lead to critical misunderstandings.	<a href="https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=pt-BR&amp;subtitle=en">https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=pt-BR&amp;subtitle=en</a>	(1)
Humanæ	site	Humanæ is an ongoing photographic project by artist Angélica Dass that offers an unusually direct reflection on skin color. It aims to document humanity's true colors, challenging the inaccurate racial labels of “white,” “red,” “black,” and “yellow.”	<a href="https://angelicadass.com/pt/foto/humanae/">https://angelicadass.com/pt/foto/humanae/</a>	(3) and (4)
Declaration for Human rights for children		Translated into Portuguese	<a href="https://turminha.mpf.mp.br/publicacoes-e-documentos-para-links/declaracao-dos-direitos-humanos-para-criancas">https://turminha.mpf.mp.br/publicacoes-e-documentos-para-links/declaracao-dos-direitos-humanos-para-criancas</a>	(1)

Trans-Atlantic Slave Trade - Database	platform	The Trans-Atlantic Slave Trade Database is a comprehensive online resource that catalogs the millions of enslaved Africans forcibly transported across the Atlantic Ocean to the Americas from the 16th to the 19th centuries.	<a href="https://www.slavevoyages.org/voyage/database#timelapse">https://www.slavevoyages.org/voyage/database#timelapse</a>	(1)
Racism in Portuguese	site	A site about colonialism and racism.	<a href="https://acervo.publico.pt/racism-mo-em-portugues">https://acervo.publico.pt/racism-mo-em-portugues</a>	(2)

## 2.7 SEE IT IN ACTION

Short descriptive	Link to the file
Doll Test: The "Doll Test" is a psychological experiment conducted in the 1940s in the U.S. to assess the degree of marginalization experienced by African American children due to prejudice, discrimination, and racial segregation. Today, we are recreating the test with Italian children in response to the significant increase in migration trends in Europe in recent years.	<a href="https://www.youtube.com/watch?v=CdoqqmNB9JE&amp;t=2s">https://www.youtube.com/watch?v=CdoqqmNB9JE&amp;t=2s</a>
Eu, empregada doméstica   30" da Preta Rara   TEDxSãoPaulo: Preta Rara holds a degree in History and teaches the subject. She is also a rapper and activist who became a spokesperson for domestic workers in Brazil after founding the Facebook page "Eu Empregada Doméstica."	<a href="https://www.youtube.com/watch?v=p9xTe-WiJhA">https://www.youtube.com/watch?v=p9xTe-WiJhA</a>

## 2.8 SELF-ASSESSMENT QUIZ

	Question	Learning outcome/s addressed
<b>Question 1</b>	What key insights did I gain regarding the historical and contemporary impacts of hate speech and discrimination on marginalized communities?	(1)
<b>Question 2</b>	How can I apply the knowledge and skills I have acquired to identify and challenge misinformation and negative stereotypes within my own community?	(2)
<b>Question 3</b>	In what ways can I contribute to fostering inclusivity and promoting positive narratives about migrants and marginalized groups in my daily interactions?	(3)
<b>Question 4</b>	How does understanding the context of cases like Claudia Simões's help me recognize the importance of empathy and advocacy in addressing social injustices?	(1) and (2)
<b>Question 5</b>	What strategies can I implement to engage others in discussions about racism, xenophobia, and intolerance, and how can I encourage them to take action?	(3) and (4)
<b>Question 6</b>	How can I utilize the resources and tools provided in this module to create meaningful change in my school or community regarding issues of hate speech and discrimination?	(4)



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## MODULE 2: USES , RISKS & OPPORTUNITIES OF SOCIAL MEDIA PLATFORMS

### 3.1 SUMMARY

#### MODULE SUMMARY, LEARNING OUTCOMES AND GUIDE TO THE LEARNING

Title of the Module	Uses, Risks & Opportunities of Social Media Platforms
<p><b>Summary description</b></p>	<p>This module will enhance your understanding of the uses, risks, and opportunities of social media platforms. It aims to equip you with knowledge of online opportunities and risks, with a focus on the role of social media in shaping public opinion, spreading misinformation and disinformation, and influencing societal behaviours. It gives special attention to understanding the creation and spread of fake news, deepfakes, and hate speech, and how to navigate these challenges. Additionally, it explores how young people are leveraging social media for learning, creativity, and connection.</p>
<p><b>Learning Outcomes</b></p>	<ol style="list-style-type: none"> <li>(1) Identify and describe how social media can be used for education, networking, creativity, and advocacy.</li> <li>(2) Identify the potential risks of social media use, including data privacy concerns, cyberbullying, online harassment, and the impact on mental health.</li> <li>(3) Distinguish between misinformation and disinformation, and understand their real-world implications.</li> <li>(4) Recognise deepfakes and understand how these are created, and their potential impact on public perception and trust.</li> </ol>
<p><b>Your Guide to the Module</b></p>	<p>This module is designed to equip you with a comprehensive understanding of how social media functions as a tool for mass communication, narrative dissemination, and public opinion shaping. It focuses on both the opportunities and risks associated with social media, aiming to enhance your digital literacy and empower you to engage with these platforms responsibly and effectively. Participants begin by exploring the positive potential of social media, focusing on its use for education, networking, creativity, and advocacy. Through examples of successful campaigns and creative content that have driven positive change, you will gain insight into how social media can be leveraged for personal growth, as well as contributing to online communities.</p> <p>The module then delves into the darker side of social media, covering topics such as data</p>

	<p>privacy issues, cyberbullying, mental health impacts, and the spread of misinformation, disinformation, and deepfakes. By understanding these challenges, you will learn to recognize the main risks associated with social media. Building on this, the module provides practical strategies for safeguarding against these risks. Participants are introduced to tools for identifying misinformation, securing personal data, and countering hate speech, which helps you develop strategies to enhance online safety and practice fact-checking.</p> <p>The influence of social media on public opinion is a critical focus of the module, where participants examine how platforms and algorithms shape narratives and influence perceptions. Discussions around the role of influencers and targeted algorithms in creating "filter bubbles" encourage you to critically assess the content you encounter and understand the mechanisms behind social media influence. The module also addresses how young people use social media for learning, connecting, and creativity. It offers strategies to support youth in using social media positively and safely, equipping participants to guide young people in navigating social media effectively.</p> <p>Throughout the activities, you will engage with case studies, fact-checking tools, and privacy resources. These materials are designed to ensure that participants can enhance their personal social media use, support others in safely navigating social media, especially young people, critically evaluate content to avoid falling for misinformation, and promote positive change by contributing to or initiating online movements that foster inclusivity and positive narratives. By the end of the module, participants will have a well-rounded understanding of social media's opportunities and risks, empowering them to navigate the digital landscape with confidence and critical awareness.</p>
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### 3.2 TOOLS

Name of the Tool	Be Internet Awesome
<b>Weblink</b>	<a href="https://beinternetawesome.withgoogle.com/en_us">https://beinternetawesome.withgoogle.com/en_us</a>
<b>Learning outcome that it is relevant for</b>	<p>Identify the potential risks of social media use, including data privacy concerns, cyberbullying, online harassment, and the impact on mental health.</p> <p>Recognise deepfakes and understand how these are created, and their potential impact on public perception and trust.</p>



<p><b>What is the Tool used for</b></p>	<p>Google's "Be Internet Awesome" is an educational program that teaches kids the fundamentals of digital citizenship and safety, with a strong emphasis on social media. It includes an interactive game called "Interland," where students learn about online privacy, security, and the impact of sharing on social media. It engages young people through gamified learning, making complex topics about social media risks and opportunities more relatable and fun.</p>
<p><b>Why did you choose it for this project?</b> <b>Why is it useful?</b></p>	<p>Social media activism often involves sharing opinions, content, and engaging with others online. Be Internet Awesome teaches young people about the importance of managing their digital footprint, helping them understand that what they post can have lasting consequences. This awareness is crucial for activists who need to be mindful of their online presence and the messages they share. Activism can sometimes lead to heated discussions online. The program emphasizes respectful communication and digital etiquette, which are key for activists who want to foster constructive dialogue, build alliances, and advocate for their causes without resorting to harmful or disrespectful behavior. A significant aspect of social media activism is the accurate dissemination of information. The program educates young people on how to spot and avoid misinformation, ensuring that their activism is based on facts. This skill is vital for maintaining credibility and effectiveness in advocating for social change.</p>
<p><b>Tips for using it effectively</b></p>	<p>Relate the lessons from Be Internet Awesome to current social media activism campaigns. Discuss real-world examples (if possible examples from your or nearby countries, if not international examples such as Black Lives Matter and Me Too can be used) where digital citizenship played a crucial role in the success or challenges of a movement. Use the program's activities to foster critical thinking. Ask participants to reflect on how they would handle certain scenarios from real life related to social media activism, such as responding to misinformation or managing negative comments. This helps them apply the principles of digital citizenship in real-life activism situations. After playing Interland, the interactive game in Be Internet Awesome, use it as a discussion starter. Ask participants what they learned about online safety, respect, and sharing information. Discuss how these lessons apply to social media activism, encouraging them to draw connections between the game and real-world activism. The tool is designed primarily for children aged 7–12 (elementary to early middle school students).</p>
<p><b>Links to additional graphic or image files</b></p>	<p>Images:  <a href="https://www.google.com/imgres?q=be%20internet%20awesome&amp;imgurl=https%3A%2F%2F0.wp.com%2Fwww.stephenfosterpta.com%2Fwp-content%2Fuploads%2F2020%2F02%2FInternet-Awesome-copy.png%3Fresize%3D512%252C512%26ssl%3D1&amp;imgrefurl=https%3A%2F%2Fwww.stephenfosterpta.com%2Fbe-internet-awesome-a-google-and-national-pta-partnership%2F&amp;docid=suaH89M3OY7erM&amp;tbnid=haBoIUHYDDicM&amp;vet=12ahUKEwilwqyZ_5WKAxX0iP0HHfy9M50QM3oECBYQAA..i&amp;w=512&amp;h=512&amp;hcb=2&amp;ved=2ahUKEwilwqyZ_5WKAxX0iP0HHfy9M50QM3oECBYQAA">https://www.google.com/imgres?q=be%20internet%20awesome&amp;imgurl=https%3A%2F%2F0.wp.com%2Fwww.stephenfosterpta.com%2Fwp-content%2Fuploads%2F2020%2F02%2FInternet-Awesome-copy.png%3Fresize%3D512%252C512%26ssl%3D1&amp;imgrefurl=https%3A%2F%2Fwww.stephenfosterpta.com%2Fbe-internet-awesome-a-google-and-national-pta-partnership%2F&amp;docid=suaH89M3OY7erM&amp;tbnid=haBoIUHYDDicM&amp;vet=12ahUKEwilwqyZ_5WKAxX0iP0HHfy9M50QM3oECBYQAA..i&amp;w=512&amp;h=512&amp;hcb=2&amp;ved=2ahUKEwilwqyZ_5WKAxX0iP0HHfy9M50QM3oECBYQAA</a></p>



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Name of the Tool	Social Media TestDrive
Weblink	<a href="https://socialmediatestdrive.org/index.html">https://socialmediatestdrive.org/index.html</a>
Learning outcome that it is relevant for	<p>Identify the potential risks of social media use, including data privacy concerns, cyberbullying, online harassment, and the impact on mental health.</p> <p>Distinguish between misinformation and disinformation, and understand their real-world implications.</p>
What is the Tool used for	<p>SocialMedia TestDrive is simulated social media environment where young people can practice and learn about online interactions safely. It includes interactive modules that cover key topics like privacy settings, respectful communication, and identifying misinformation. It allows young people to experience social media scenarios in a controlled environment, helping them develop the skills needed to manage real-life social media situations responsibly.</p>
Why did you choose it for this project? Why is it useful?	<p>Social Media TestDrive allows users to engage with simulated social media platforms that mimic real-life interactions. This enables young people to practice handling situations that they might encounter during social media activism, such as responding to hateful comments or misinformation, without the pressure of being in a live environment. By practicing in a safe space, participants can build the confidence needed to confront and address digital hate and other challenges they might face as activists. They learn to respond thoughtfully and effectively, which is crucial when participating in online activism where tensions can run high. Through the simulated environment, users can see the potential consequences of their actions online, such as how a single post can go viral or how a response to hate speech can either defuse or escalate a situation. This helps young activists understand the power of their words and actions on social media and encourages responsible behavior.</p>
Tips for using it effectively	<p>Provide an overview of Social Media TestDrive, explaining its purpose and how it simulates real social media interactions. Clarify that it's a safe space to experiment and learn without real-world consequences, which will encourage participants to engage fully. Before starting the simulation, discuss real-world examples of social media activism and digital hate. This helps young people to understand the relevance of the skills they are about to practice. You can reference current events or historical examples that resonate with them. After using the platform, hold a group discussion where participants can share their experiences, challenges, and insights. Discuss what strategies worked best in the simulations and how they can apply these lessons in real life.</p> <p>The tool is primarily targeted at pre-teens and early teens aged 10–14 (middle school students), though it can be useful for slightly older or younger children depending on their social media experience.</p>

Name of the Tool	Digital Citizenship Curriculum
<b>Weblink</b>	<a href="https://www.common sense.org/education/digital-citizenship/curriculum">https://www.common sense.org/education/digital-citizenship/curriculum</a>
<b>Learning outcome that it is relevant for</b>	<p>Identify the potential risks of social media use, including data privacy concerns, cyberbullying, online harassment, and the impact on mental health.</p> <p>Distinguish between misinformation and disinformation, and understand their real-world implications.</p>
<b>What is the Tool used for</b>	<p>Common Sense Education offers a comprehensive Digital Citizenship Curriculum that covers topics related to social media, including online safety, privacy, digital footprint, and the impact of social media on mental health. It features interactive lessons, videos, and assessments designed for various age groups. The curriculum includes real-life scenarios to help young people navigate social media responsibly. It also helps educators guide young people in understanding the complexities of social media, fostering critical thinking, and promoting responsible online behavior.</p>
<b>Why did you choose it for this project? Why is it useful?</b>	<p>The curriculum covers a wide range of essential topics, including online safety, privacy, cyberbullying, and digital footprint. This comprehensive approach ensures that young people are well-equipped to engage in digital activism responsibly and effectively, understanding both the opportunities and risks involved. A core element of the curriculum is teaching ethical online behaviour, which is crucial for digital activists. It encourages participants to advocate for their causes while maintaining respect, empathy, and integrity. This is vital for building positive movements and preventing the spread of hate. The curriculum provides practical guidance on how to navigate online interactions, including how to respond to hate speech, harassment, and misinformation. These skills are directly applicable to digital activism.</p>
<b>Tips for using it effectively</b>	<p>Begin with an overview of digital citizenship and why it's important for everyone, particularly in the context of social media activism. This sets the stage for understanding how responsible online behaviour can contribute to positive change and combat harmful behaviours. Incorporate the curriculum's interactive activities and discussions to encourage participation. These activities, such as role-playing or scenario-based discussions, help participants practice responding to online challenges in a safe environment. Directly link the curriculum's lessons to digital activism by exploring how the principles of digital citizenship can help young people advocate for causes they believe in. Discuss how these principles can be used to build positive online communities, amplify important messages, and counteract hate speech. The tool is designed to be flexible and appropriate for students from ages 6–18 years old.</p>

Name of the Tool	p@th, play and think
Weblink	<a href="https://digiethik.eu/en/path-play-and-think-en/">https://digiethik.eu/en/path-play-and-think-en/</a>
Learning outcome that it is relevant for	<p>Identify and describe how social media can be used for education, networking, creativity, and advocacy.</p> <p>Identify the potential risks of social media use, including data privacy concerns, cyberbullying, online harassment, and the impact on mental health.</p> <p>Distinguish between misinformation and disinformation, and understand their real-world implications.</p>
What is the Tool used for	<p>The game encourages to think about society’s values and examines digital interaction. To that end it explores social and ethical questions in the light of technological innovations, develop an awareness of Ethics and adopt a reflected attitude towards digital media. It also introduces young people to a culture of communication that focuses on empathy rather than contempt and exposure.</p>
Why did you choose it for this project? Why is it useful?	<p>To encourage children and young people to use media sensibly and critically, it is necessary to make them aware of the risks. In order to recognize how children and youth themselves can act safely, competently and reflectively on the Internet – it is essential to talk about ethics and values in the digital world. To this end, it is important to address social and ethical issues in connection with technical innovations, to develop an awareness of ethics, and to adopt a reflective attitude toward digital media.</p> <p>Digital Ethics deals with the question of responsibility for virtual activity. However, Digital Ethics does not pursue a prescriptive approach, i.e. it does not prescribe which decision is the right one. This requires each individual to make decisions competently and on his/her own, and to take responsibility for them.</p>
Tips for using it effectively	<p>The game is designed for 13+ years old individuals, including educators working with young people. It is very useful tool for icebreaker and to get the insight into the attitudes and opinions on the module’s participants opinions and attitudes regarding behaviour in cyberspace. At the same time, it helps develop critical thinking and media literacy.</p> <p>General tips:            Take enough time for discussions and give participants the opportunity to talk about their own experiences. If possible, open questions should be asked to encourage reflection and self-reflection. Avoid lectures and repetitions and admit openly if you do not know something.            The game is appropriate for teenagers, adults and experts for social education.</p>

Name of the Tool	Know Fake
<b>Weblink</b>	<a href="https://knowfake.eu/en/">https://knowfake.eu/en/</a>
<b>Learning outcome that it is relevant for</b>	<p>Identify and describe how social media can be used for education, networking, creativity, and advocacy.</p> <p>Distinguish between misinformation and disinformation, and understand their real-world implications.</p> <p>Recognise deepfakes and understand how these are created, and their potential impact on public perception and trust.</p>
<b>What is the Tool used for</b>	<p>The game aims to empower players and give them an opportunity to learn about and analyse the background and mechanisms of fake news and its principles using an analogue card game (multilingual). The game also helps participants to sharpen their critical thinking skills regarding fake news, misinformation and disinformation in cyberspace.</p>
<b>Why did you choose it for this project? Why is it useful?</b>	<p>Media literacy is more important today than ever before. Media literacy includes: the analytical examination of forms of media communication, e.g. news in social networks; the promotion of critical thinking; the reflection of the various interests that determine the content, selection and form of the communication of information; the teaching of practical strategies to see through mechanisms of manipulation and to be able to discuss them better. At the same time media literacy is of great importance for digital activists.</p>
<b>Tips for using it effectively</b>	<p>It offers educational content on identifying fake news, deepfakes, and phishing, as well as interactive games and a multilingual card game for families. Use the case studies and deepfake examples to spark discussions on the influence of disinformation. Incorporating these resources into lessons on media ethics, digital literacy, and fact-checking will help learners develop skills to identify and combat online manipulation. The game is appropriate for teenagers, adults and experts for social education.</p>



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### 3.3 ACTIVITIES

Activity's title 1	Chat with Dixit
<b>Aim/objective of the activity</b>	The objective of this icebreaker is to create a safe, open, and reflective space where participants can comfortably share their personal experiences with the internet, particularly around the theme of online hate speech. By choosing a Dixit card that resonates with them, participants have a creative, non-verbal way to express their thoughts, which can reduce the pressure of openly discussing difficult experiences.
<b>Duration</b>	10 – 15 minutes, depends on the group size.
<b>Online, physical or hybrid</b>	Physical
<b>Preparation for the activity</b>	<p><b>Set Up the Space:</b></p> <ul style="list-style-type: none"> <li>• Arrange seating in a circle to create an inclusive and equal environment for all participants.</li> <li>• Dedicate a central area within the circle to place the Dixit cards.</li> </ul> <p><b>Prepare the Dixit Cards:</b></p> <ul style="list-style-type: none"> <li>• Select a diverse range of Dixit cards with varied imagery that resonate with different emotions or themes related to online experiences.</li> <li>• Put the cards face-up in the center of the circle, ensuring they are all visible and accessible.</li> </ul>
<b>How to implement the activity. Step by step</b>	<p><b>Establish Ground Rules:</b></p> <ul style="list-style-type: none"> <li>• Briefly explain the importance of respect, confidentiality, and active listening. Reinforce that participants are free to share only what they feel comfortable with.</li> </ul> <p><b>Introduce the Activity:</b></p> <ul style="list-style-type: none"> <li>• Explain the purpose of the activity, highlighting that it's a way to connect and reflect on personal internet experiences in a creative manner.</li> <li>• Assure participants that there is no “right” choice for a card and that any thought or experience is welcome and valued.</li> </ul> <p><b>Provide Prompt and Instructions:</b></p> <ul style="list-style-type: none"> <li>• Give participants a prompt, such as, "Choose a card that resonates with how</li> </ul>

	<p>you've felt or with something you've experienced online."</p> <ul style="list-style-type: none"> <li>• Allow them a moment to browse the cards and select the one that feels meaningful to them.</li> </ul> <p><b>Give Participants Time to Reflect:</b></p> <ul style="list-style-type: none"> <li>• Once each participant has chosen a card, allow a few quiet moments for them to reflect on why they chose it and how it connects to their online experiences.</li> </ul> <p><b>Explain the Sharing Process:</b></p> <ul style="list-style-type: none"> <li>• Tell the group that you will take turns sharing your selected card along with a brief explanation of why they chose it.</li> <li>• Emphasize that they only need to share what they feel comfortable with. They can describe a feeling, a specific experience, or simply why the card resonates with them.</li> </ul> <p><b>Model Respectful Listening:</b></p> <ul style="list-style-type: none"> <li>• Remind everyone to listen while others speak, without interrupting or commenting until everyone has had a chance to share.</li> </ul> <p><b>Offer Optional Prompts:</b></p> <ul style="list-style-type: none"> <li>• For those who may feel uncertain about what to say, suggest prompts like: "This card reminds me of a time online when I felt..." "I chose this card because it reflects how I sometimes feel when..."</li> </ul> <p><b>Encourage, but Don't Pressure:</b></p> <ul style="list-style-type: none"> <li>• Make it clear that passing is allowed if someone doesn't feel ready to share.</li> </ul> <p><b>Transition to Group Reflection:</b></p> <ul style="list-style-type: none"> <li>• After everyone has shared their thoughts, thank the group for their openness. Invite brief group reflections on common themes, feelings, or experiences noticed. This will help set the tone for deeper discussions in the training.</li> </ul>
<p><b>Tips for the trainer</b></p>	<ol style="list-style-type: none"> <li><b>1. Encourage Self-Reflection</b> <ul style="list-style-type: none"> <li>○ The card selection process prompts participants to think about their own online experiences, allowing for a moment of introspection that can ease them into the topic.</li> </ul> </li> <li><b>2. Facilitate Safe Sharing</b> <ul style="list-style-type: none"> <li>○ Allowing each participant a chance to share fosters an inclusive environment where everyone's voice is valued. In addition, it helps to build trust in the group.</li> </ul> </li> <li><b>3. Identify Key Issues</b> <ul style="list-style-type: none"> <li>○ The diversity of cards and shared experiences will give facilitators insight into the range of experiences and challenges participants face, offering a foundation</li> </ul> </li> </ol>

	<p>for tailoring the training to address specific real-life concerns.</p> <p>4. <b>Normalize Diverse Experiences</b></p> <ul style="list-style-type: none"> <li>○ Hearing peers' experiences can help participants feel less alone in facing online hate or harassment, normalizing open discussion about these challenges.</li> </ul> <p>5. <b>Foster Empathy and Connection</b></p> <ul style="list-style-type: none"> <li>○ This activity can help teens empathize with one another by recognizing shared challenges and concerns, strengthening the group dynamic and collective understanding around online hate speech.</li> </ul> <p>By combining reflection with creative choice, this icebreaker gently introduces the sensitive topic of online hate speech while grounding the conversation in real, relatable experiences.</p>
<b>Materials, equipment, facilities needed</b>	Dixit cards

Activity's title 2	Social Media Scavenger Hunt
<b>Aim/objective of the activity</b>	To enhance understanding of the uses, risks, and opportunities of social media platforms by engaging young people in identifying examples of fake news, misinformation, deepfakes, and positive uses of social media. The activity also aims to develop critical thinking skills and foster discussions about how to navigate and respond to online content.
<b>Duration</b>	60 – 90 minutes (break included)
<b>Online, physical or hybrid</b>	This activity can be conducted in physical setting.
<b>Preparation for the activity</b>	<p>Consider reviewing recent articles or reports on social media trends, misinformation, and digital literacy. Compile a list of credible websites, fact-checking platforms (like Gapminder, Our World in Data or FactCheck.org), and educational resources that participants can use during the scavenger hunt. This can help them verify the content they encounter and reinforce the importance of using reliable sources. You might also prepare a brief guide on how to <a href="#">evaluate</a> the credibility of online sources.</p> <p>Create a detailed and clear list of scavenger hunt prompts. Tailor these prompts to the age group and digital literacy level of your participants. Consider providing examples or clarifying questions for each prompt to ensure participants understand what they're looking for. Adjust the complexity of the prompts based on the group's familiarity with</p>

	<p>social media concepts.</p> <p>If the activity is conducted online, set up the necessary digital tools beforehand. Create shared documents, boards, or platforms (like Google Docs, Padlet) where groups can collaborate and share their findings. If the activity is held in a physical setting, arrange the space to facilitate group work. Ensure each group has access to a device with internet connectivity (laptops, tablets, or smartphones). Provide materials such as pens, paper, and sticky notes for note-taking and brainstorming.</p> <p>Develop a list of guiding questions to facilitate the group discussion and reflection at the end of the activity. These questions should prompt participants to think critically about their findings and the broader implications of social media use. These questions can tackle, for example, what surprised participants most during the activity, how they think misinformation or hate speech influence public opinion and what strategies can we use to verify online information.</p> <p>Establish ground rules for online behavior, especially if participants will be exploring potentially sensitive content. Anticipate potential challenges, such as difficulties in finding certain types of content or technical issues with devices. Have backup plans or alternative prompts ready in case a group struggles with a particular task. Be prepared to offer guidance and support throughout the activity, ensuring all groups stay on track and engaged.</p>
<p><b>How to implement the activity. Step by step</b></p>	<p><b>Introduction (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Begin with a brief discussion on the importance of critical thinking when using social media. Introduce key concepts such as fake news, deepfakes, misinformation, hate speech, and how social media can be used for positive activism and learning.</li> <li>• Explain the objective of the scavenger hunt: to identify examples of both risks and opportunities on social media.</li> </ul> <p><b>Scavenger Hunt Instructions (5 minutes):</b></p> <ul style="list-style-type: none"> <li>• Divide participants into small groups (3-5 people per group).</li> <li>• Provide each group with a list of prompts that they need to find examples of on social media. The list could include:             <ul style="list-style-type: none"> <li>○ An example of fake news.</li> <li>○ A deepfake video or image (or a discussion about deepfakes).</li> <li>○ A piece of misinformation or disinformation.</li> <li>○ A post that spreads hate speech or negativity.</li> <li>○ A positive use of social media (e.g., a campaign for a social cause, educational content, or creative expression).</li> <li>○ A news story or post that could influence public opinion.</li> </ul> </li> <li>• If online, groups can use digital collaboration tools to gather and share their findings.</li> </ul>

	<p><b>Scavenger Hunt (30 minutes):</b></p> <ul style="list-style-type: none"> <li>• Groups will spend this time searching for the items on the list. They should take screenshots or note down URLs and provide a brief explanation of why they think each example fits the prompt.</li> <li>• Encourage them to critically analyze each example and consider the source, potential biases, and the impact of the content.</li> <li>• Break (5 – 10 minutes before second part of the activity).</li> </ul> <p><b>Group Presentations (15 minutes):</b></p> <ul style="list-style-type: none"> <li>• Each group will present their findings to the larger group. They should explain what they found, how they identified it, and why it matters in the context of the risks and opportunities of social media.</li> <li>• Encourage questions and discussion after each presentation to deepen understanding and reflection.</li> </ul> <p><b>Debrief and Reflection (15 minutes):</b></p> <ul style="list-style-type: none"> <li>• Conclude the activity with a group discussion about the challenges they faced during the scavenger hunt and what they learned.</li> <li>• Discuss strategies for verifying information online and navigating the risks while taking advantage of the opportunities that social media platforms offer.</li> <li>• Highlight the importance of digital literacy in shaping public opinion and influencing societal behaviors.</li> </ul> <p><b>Optional: Take Action (Ongoing):</b></p> <ul style="list-style-type: none"> <li>• Encourage participants to create a short social media post, either individually or as a group, that promotes digital literacy, critical thinking, or positive social media use. They could share tips on identifying fake news or highlight a positive social media campaign.</li> <li>• If in a physical setting, consider creating a bulletin board that showcases their findings and reflections.</li> </ul>
<p><b>Tips for the trainer</b></p>	<p>Act as a guide rather than a traditional teacher. Encourage participants to explore and discover on their own, providing support and direction when needed. This approach helps young people take ownership of their learning and become more engaged in the process. Encourage everyone to participate in discussions, and be mindful of varying opinions. When discussing sensitive topics like hate speech or misinformation, ensure that the conversation remains respectful and constructive. Maintain an enthusiastic and positive attitude throughout the activity. Use energizers or quick breaks if the group's energy starts to dip. This is especially important in activities that involve critical thinking and analysis, which can be mentally taxing. Ensure that all instructions are clear and concise. Before starting each phase of the activity, check that participants understand what they need to do. Be flexible and ready to adjust the activity based on the group's pace, understanding, and engagement levels. Given the nature of the activity, participants might encounter disturbing or offensive content. Be prepared to address these situations calmly</p>

	and appropriately. Incorporate real-life examples into your discussions to make the content more relatable. When discussing misinformation or social media activism, refer to current events or well-known cases that the participants might be familiar with.
<b>Materials, equipment, facilities needed</b>	<p>Access to social media platforms (can be done on personal devices or through shared screens in a classroom setting).</p> <p>A list of prompts for the scavenger hunt.</p> <p>Pens and paper (if in a physical setting).</p> <p>A digital collaboration tool like Padlet, Google Docs.</p>
<b>Links to online tools and resources</b>	<p><a href="https://padlet.com/">https://padlet.com/</a></p> <p><a href="https://ourworldindata.org/">https://ourworldindata.org/</a></p> <p><a href="https://www.factcheck.org/">https://www.factcheck.org/</a></p>

**Self-assessment questions:**

<b>Question 1</b>	How did the participants demonstrate their understanding of the uses, risks, and opportunities of social media, particularly in identifying and analyzing examples of misinformation, deepfakes, and hate speech?
<b>Question 2</b>	In what ways did the participants' discussions and responses reflect an increased awareness of the role of social media in shaping public opinion and influencing societal behaviors?
<b>Question 2</b>	What strategies or behaviors did participants suggest or demonstrate for navigating and responding to online challenges, and how might these indicate a readiness to engage responsibly with social media in the future?

### 3.4 CASE STUDIES

Case study	#FridaysForFuture
<p><b>Summary</b></p>	<p>#FridaysForFuture, a youth-led climate movement, began in August 2018 when Greta Thunberg protested weekly outside the Swedish parliament. Her actions quickly went viral, sparking global climate strikes. By March and May 2019, millions joined protests worldwide, demanding climate action, with the May strikes aligning with European Parliament elections.</p>
<p><b>Relevant Learning Outcome/s</b></p>	<p>By participating in action, young people learn about the roles of government, corporations, and society in contributing to and mitigating climate issues. They gain insights into policies like carbon reduction goals, renewable energy, and sustainability.</p> <p>Through organizing strikes, coordinating social media campaigns, and networking, young people develop critical organizational skills. This experience teaches them how to mobilize resources, coordinate logistics, and collaborate with others for a common goal.</p> <p>In many instances, Fridays for Future activists have engaged with policymakers, corporate leaders, and community figures, learning how to negotiate and advocate for their position with persistence and diplomacy.</p>
<p><b>Purpose of the case study. Why it's relevant. What issues does it address? Brief synopsis of case study story.</b></p>	<p>The movement began in 2018, after 15-year-old Greta Thunberg and other young activists sat every Friday in front of the Swedish parliament every schoolday for three weeks, to protest against the lack of action on the climate crisis.</p> <p>This movement highlights both the potential and challenges of online and offline activism, especially as experienced by young activists. Additionally, this case study illustrates the online harassment young activists face, often intertwined with climate misinformation. It showcases strategies for resilience, the role of supportive networks, and the importance of protective policies. The movement also highlights how global solidarity mitigates hate, offering trainees insight into counter-speech, empathy-building, and fostering positive digital engagement.</p>
<p><b>Other links to images, website, videos and further information.</b></p>	<p><a href="https://fridaysforfuture.org/">https://fridaysforfuture.org/</a></p> <p><a href="https://en.wikipedia.org/wiki/Fridays_for_Future">https://en.wikipedia.org/wiki/Fridays_for_Future</a></p>

Case study	The Black Lives Matter
<p><b>Summary</b></p>	<p>The Black Lives Matter media campaign, launched in 2013, advocates against systemic racism, police brutality, and violence towards Black individuals. Through social media hashtags, protests, and advocacy, BLM raised global awareness, mobilizing millions to demand racial justice, equity, and accountability from law enforcement and institutions worldwide.</p>
<p><b>Relevant Learning Outcome/s</b></p>	<p>The BLM campaign:</p> <ul style="list-style-type: none"> <li>○ demonstrates the power of social media in advocating against hate and injustice, promoting activism, and fostering solidarity,</li> <li>○ highlights methods to counteract online racism and disinformation through a unified, impactful campaign and</li> <li>○ exemplifies how digital tools can be harnessed to create global networks that fight hate and inequality.</li> </ul>
<p><b>Purpose of the case study. Why it's relevant. What issues does it address? Brief synopsis of case study story.</b></p>	<p>The BLM was launched in 2013 following the acquittal of Trayvon Martin's killer, BLM used social media to ignite global conversations about police brutality and racial injustice. The hashtag #BlackLivesMatter became a rallying cry for racial equity, sparking protests and campaigns worldwide.</p> <p>The BLM case study demonstrates how digital platforms can be used to drive social change, combat systemic racism, and mobilize global activism. It serves as an example of effective digital advocacy in the fight against hate.</p> <p>This case study is relevant because it highlights the power of social media in raising awareness and challenging hate speech, police brutality, and racial injustice. It also showcases best practices in organizing digital anti-hate campaigns and building global movements for equity.</p> <p>BLM addresses systemic racism, police violence, racial inequality, and the spread of hate and misinformation online. It also focuses on advocating for justice and reform within law enforcement and institutions.</p>
<p><b>Other links to images, website, videos and further information.</b></p>	<p><b>Black Lives Matter Official Website</b>  <a href="https://blacklivesmatter.com">https://blacklivesmatter.com</a>          The official platform providing information on the movement, news, resources, and ways to get involved.</p> <p><b>Black Lives Matter Video: "What We Believe"</b>  <a href="https://www.youtube.com/watch?v=tbicAmaXYtM">https://www.youtube.com/watch?v=tbicAmaXYtM</a>          A video explaining the mission, values, and goals of the Black Lives Matter movement.</p> <p><b>BLM Twitter Feed</b>  <a href="https://twitter.com/Bklivesmatter">https://twitter.com/Bklivesmatter</a>          Regular updates, news, and campaign information from the official BLM Twitter account.</p>

	<p><b>Black Lives Matter: Global Network Foundation – YouTube Channel</b>  <a href="https://www.youtube.com/channel/UCud6qp6HgpAJU4STFw8UK7Q">https://www.youtube.com/channel/UCud6qp6HgpAJU4STFw8UK7Q</a>                  A YouTube channel with videos related to protests, speeches, and educational content.</p> <p><b>Stay Woke: The Black Lives Matter Movement" (2016)</b>  <a href="https://www.youtube.com/watch?v=-QkU6_VWk8">https://www.youtube.com/watch?v=-QkU6_VWk8</a>                  This BET documentary, narrated by Jesse Williams, provides an overview of the origins and rise of the Black Lives Matter movement. It features interviews with activists and looks at key events that have shaped the movement.</p>
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**Self-assessment questions:**

	Question	Learning outcome/s addressed
<b>Question 1</b>	In what ways did the case study demonstrate the use of social media for education, networking, creativity, and advocacy?	(1)
<b>Question 2</b>	What risks related to data privacy, cyberbullying, or mental health were highlighted in the case study, and how were they managed?	(2)
<b>Question 3</b>	How did the case study address the differences between misinformation and disinformation, and what were the real-world impacts of each?	(3)
<b>Question 4</b>	Were there any examples of deepfakes or manipulated media in the case study, and what impact did these have on public perception and trust?	(4)
<b>Question 5</b>	How has this case study changed or reinforced your understanding of the subject matter, and how will you apply this knowledge moving forward?	(1), (2), (3), (4)

### 3.5 NEED TO KNOW

	Type of resource	Short description	Link	Relevant Learning Outcome
Teens, Social Media, and Technology. Documentary by FRONTLINE.	Video	Social media gives teens new platforms for self-expression, validation and even potential fame — but at what cost? Today, thanks to the internet, teens are able to connect and engage with their culture, celebrities, movies, brands – in ways never before possible. But is that real empowerment, or do corporations and marketers quietly hold the upper hand?	<a href="https://www.youtube.com/watch?v=JqamKb7gTWY">https://www.youtube.com/watch?v=JqamKb7gTWY</a>	(1), (2)
How we can protect truth in the age of misinformation TED Talk by Sinan Aral.	Video	Fake news can sway elections, tank economies and sow discord in everyday life. Data scientist Sinan Aral demystifies how and why it spreads so quickly -- citing one of the largest studies on misinformation - and identifies five strategies to help us unweave the tangled web between true and false.	<a href="https://www.youtube.com/watch?v=-7ORAKULeI4">https://www.youtube.com/watch?v=-7ORAKULeI4</a>	(1), (2), (3), (4)
How to seek truth in the era of fake news - conversation with	Video	Known worldwide for her courage and clarity, Christiane Amanpour has spent the past three decades interviewing business, cultural and	<a href="https://www.youtube.com/watch?v=iU1bhHeCkoU">https://www.youtube.com/watch?v=iU1bhHeCkoU</a>	(1), (2), (3), (4)

<p>Christiane Amanpour.</p>		<p>political leaders who have shaped history. In conversation with TED Curator Chris Anderson, Amanpour discusses fake news, objectivity in journalism, the leadership vacuum in global politics and more, sharing her wisdom along the way. "Be careful where you get information from," she says. "Unless we are all engaged as global citizens who appreciate the truth, who understand science, empirical evidence and facts, then we are going to be wandering around -- to a potential catastrophe."</p>		
<p>How artificial intelligence is being used to create 'deepfakes' online?</p>	<p>Video</p>	<p>As technology grows more sophisticated, so does the potential for deception. Last month, images went viral that purported to show police arresting Donald Trump and the former president in an orange prisoner's jumpsuit — but they were fakes. Jack Stubbs, vice president of intelligence at Graphika, a research firm that studies online disinformation, joins William Brangham to discuss.</p>	<p><a href="https://www.youtube.com/watch?v=u1EXiL7Q_oE">https://www.youtube.com/watch?v=u1EXiL7Q_oE</a></p>	<p>(1), (2), (4)</p>
<p>How Does Social Media Influence Public Opinion? Blog by SOCIALSTAR.</p>	<p>Article/text</p>	<p>The article explains in a very general and simple way, how social media works and how influence public opinion.</p>	<p><a href="https://officialsocialstar.com/blogs/blog/how-does-social-media-influence-public-opinion">https://officialsocialstar.com/blogs/blog/how-does-social-media-influence-public-opinion</a></p>	<p>(1)</p>

<p>Oversharing personal information (Deepfake AI Ad).</p>	<p>video</p>	<p>The video from Deutsche Telekom highlights the dangers of sharing personal information online, particularly how it can be misused through deepfake technology. It showcases a disturbing scenario where a child's image and voice are manipulated to create a convincing but fake video, underscoring the risks of digital privacy breaches. The ad emphasizes the importance of protecting personal data to prevent such misuse, especially in the context of increasingly sophisticated AI technologies.</p>	<p><a href="https://www.youtube.com/watch?v=r_2a064dWY">https://www.youtube.com/watch?v=r_2a064dWY</a></p>	<p>(1), (2), (4)</p>
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### 3.6 DIG DEEPER

	Type of resource	Short description	Link	Relevant Learning Outcome
<p>The Incredible Creativity of Deepfakes — and the Worrying Future of AI conversation with Tom Graham.</p>	<p>Video</p>	<p>AI-generated media that looks and sounds exactly like the real world will soon permeate our lives. How should we prepare for it? AI developer Tom Graham discusses the extraordinary power of this rapidly advancing technology, demoing cutting-edge examples -- including real-time face swaps and voice cloning -- live from the TED stage. In conversation with head of TED Chris</p>	<p><a href="https://www.youtube.com/watch?v=SHSm072oVao">https://www.youtube.com/watch?v=SHSm072oVao</a></p>	<p>(1), (2), (4)</p>

		Anderson, Graham digs into the creative potential of this hyperreal content (often referred to as "deepfakes") as well as its risk for exploitation and the new legal rights we'll need in order to maintain control over our photorealistic AI avatars.		
Algorithms in Social Media Platforms, by Maria Alessandra Golino.	Article	On a general and simple way article explains how social media algorithms influence the spread of culture and information in the digital society.	<a href="https://www.internetjustsociety.org/algorithms-in-social-media-platforms">https://www.internetjustsociety.org/algorithms-in-social-media-platforms</a>	(2), (3)
A Complete Guide to AI Social Media Analysis, by Marta Pinkowska.	Article	The article presents in a simple and general way what is social media analysis and how to implement social media analysis. By understanding this readers understand how successful social media campaigns work.	<a href="https://brand24.com/blog/guide-to-social-media-analysis/">https://brand24.com/blog/guide-to-social-media-analysis/</a>	(1)
Social Movements in the Age of Fake News with Erica Chenoweth.	Audio / Transcript	From the Arab Spring to the Black Lives Matter movement, civil resistance occurs around the world. But how can nonviolent social movements succeed against the rise of fictional narratives in the media? Erica Chenoweth, Berthold Beitz Professor in Human Rights and International Affairs, discusses these topics.	<a href="https://www.hks.harvard.edu/wiener-conference-calls/erica-chenoweth#transcript-1766694">https://www.hks.harvard.edu/wiener-conference-calls/erica-chenoweth#transcript-1766694</a>	(1), (2), (4)
The Capture	TV series	The British TV series The Capture is relevant for	<a href="https://www.bbccreative.co.uk/project">https://www.bbccreative.co.uk/project</a>	(1), (2), (4)



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		understanding deepfakes because it explores how advanced digital manipulation can create convincing but false video evidence, blurring the line between reality and fiction. The show illustrates the potential for deepfakes to be weaponized in surveillance and criminal investigations, raising ethical and legal concerns. It highlights the urgent need for awareness and critical thinking in a world where seeing is no longer necessarily believing.	t/the-capture/	
The Social Dilemma.	Documentary	This documentary-drama hybrid explores the dangerous human impact of social networking, with tech experts sounding the alarm on their own creations.	<a href="https://www.netflix.com/title/81254224">https://www.netflix.com/title/81254224</a>	(1), (2)
Caught in the net.	Documentary	Three adult actresses with very young appearances are tasked with pretending they are 12-year-olds on fake social network profiles	<a href="https://tv.apple.com/cz/movie/caught-in-the-net/umc.cmc.4hhd71q0u2ff2vq4weoclrps">https://tv.apple.com/cz/movie/caught-in-the-net/umc.cmc.4hhd71q0u2ff2vq4weoclrps</a>	(2)
The Dark Side of Social Media: A Reality Check.	Article	A systematic review of research into the dark side of social media use has identified 46 harmful effects, ranging from physical and mental health problems to negative impacts on job and academic performance, as well as security and privacy issues.	<a href="https://www.uts.edu.au/news/health-science/dark-side-social-media-networks">https://www.uts.edu.au/news/health-science/dark-side-social-media-networks</a>	(2)
Technology and	Podcast	A panel of international experts look at how the rise	<a href="https://www.bbc.co.uk/programmes/">https://www.bbc.co.uk/programmes/</a>	(4)



<p>Democracy (BBC).</p>		<p>of technology is creating more transparency and giving voice to democracy. A podcast episode The Internet’s Role in Democracy is discussing how the internet, including social media, influences democratic processes and public opinion.</p>	<p>p002w6r2</p>	
<p>Turning Childhood into Content: The Dangers of Sharenting.</p>	<p>Documentary</p>	<p>In a hyperconnected world, linked by Facebook, Youtube, Instagram, TikTok, Snapchat, everyday family life is no longer private. Parents can profit from their own children, monetizing their daily life, their struggles and their private moments. Some of these video channels could be seen as an outlet for a covert form of child labour, promoting manipulation and mistreatment of children. Videos of YouTube star ‘DaddyOFive’ ‘pranking’ his children were so shocking, they led to him losing custody of children. Then there was the ‘cheese challenge’, which encouraged people to throw a slice of processed cheese on their baby’s face and upload a video of their reaction to social media. Authors traveled from Europe to the USA, via Canada and Dubai, mixing personal experiences with investigative journalism, to examine the harm caused by exposing children online.</p>	<p><a href="https://javafilms.fr/film/turning-childhood-into-content/">https://javafilms.fr/film/turning-childhood-into-content/</a></p>	<p>(2)</p>

### 3.7 SELF-ASSESSMENT QUIZ

	Question	Learning outcome/s addressed
Question 1	How can I effectively use social media for education, networking, creativity, and advocacy in my personal and professional life, and what specific examples from my own experience demonstrate this?	(1)
Question 2	What steps can I take to protect myself and others from the potential risks of social media, such as data privacy concerns, cyberbullying, and its impact on mental health, especially in online communities I engage with?	(2), (3), (4)
Question 3	How can I critically assess the information I encounter on social media to distinguish between misinformation and disinformation, and what are the consequences of failing to do so in my online interactions?	(3), (4)
Question 4	How can I apply strategies for countering misinformation, disinformation, deep fakes and promoting media literacy among internet users?	(4)
Question 5	How can I support young people in developing these skills for safe and productive social media use?	(1), (2), (3), (4)
Question 6	How can I effectively use social media for education, networking, creativity, and advocacy in my personal and professional life, and what specific examples from my own experience demonstrate this?	(1)

## MODULE 3: DIGITAL ACTIVISM

### 4.1 MODULE SUMMARY

#### SUMMARY, LEARNING OUTCOMES AND GUIDE TO THE LEARNING

Title of the Module	Digital Activism
<b>Summary description</b>	This learning module on <b>Digital Activism</b> equips participants with the knowledge, skills, and attitudes necessary to understand, design, and implement digital campaigns. It fosters critical thinking about ethical and social implications, emphasizes effective communication strategies for social change, and promotes a responsible, proactive approach to digital activism.
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>(1) Explain Digital Activism and its Context.</li> <li>(2) Design and Implement Digital Campaigns.</li> <li>(3) Evaluate the Ethical and Social Implications of Digital Activism.</li> <li>(4) Implement effective communication strategies for Groups advocating Social Change.</li> </ol>
<b>Your Guide to the Module</b>	<p>Key Elements: Knowledge, Skills, and Attitudes</p> <p>This module offers a comprehensive exploration of digital activism, combining theoretical understanding, practical skills, and the development of ethical attitudes. Through a blend of lectures, case studies, and hands-on activities, participants can use digital tools effectively for social change while critically analyzing their strategies' ethical and social implications.</p> <p>Learning Objectives:</p> <p>(1) Explain Digital Activism and Its Context</p> <p>Participants will explore the foundations of digital activism, including its historical development, core theories, and the impact of technology on political and social movements. Understanding the socio-political context and the evolution of digital tools will help participants assess how these technologies empower or limit activism.</p> <p>Learning Activities: Lectures and discussions on the history and theories of digital activism, alongside the study of significant social and political movements.</p> <p>Outcome: Participants will articulate digital activism's evolution and identify its key drivers.</p>

	<p>(2) Design and Implement Digital Campaigns          This module equips participants with the knowledge of various digital platforms, including social media, websites, and email marketing. Through hands-on workshops and projects, they will develop practical skills in campaign design, audience analysis, content creation, and performance evaluation.          Learning Activities: Workshops on digital tools, group projects to create and implement campaigns, and case study analysis of successful examples.          Outcome: Participants will design and execute effective digital campaigns, demonstrating proficiency in utilizing digital tools.</p> <p>(3) Evaluate the Ethical and Social Implications of Digital Activism          Ethical and social issues such as privacy, surveillance, and misinformation are crucial in the interconnected digital activism world. Participants will critically assess case studies to understand these challenges and adopt a responsible approach to digital engagement.          Learning Activities: Case study evaluations, group discussions on ethical dilemmas, and research into digital activism's legal and social implications.          Outcome: Participants will evaluate digital activism strategies, understanding their ethical and social impacts on different stakeholders.</p> <p>(4) Implement Effective Communication Strategies for Social Change          Communication is a key component of effective activism. Participants will be introduced to communication models such as Nonviolent Communication (NVC) and Ecological Communication and will practice essential skills like active listening, mediation, and group facilitation.          Learning Activities: Role-playing exercises, group facilitation practices, and communication workshops.          Outcome: Participants will implement effective communication strategies and develop empowering attitudes towards motivating and leading teams advocating for social change.</p> <p>Assessment and Evaluation:          Participants will be assessed based on their ability to apply knowledge and skills in real-life scenarios. Evaluations will include:</p> <ul style="list-style-type: none"> <li>○ Self-Evaluation.</li> <li>○ Group projects where participants design and implement a digital campaign.</li> <li>○ Case study analysis to evaluate ethical and social implications.</li> <li>○ Communication skill demonstrations through group facilitation exercises.</li> </ul> <p>Cultivating Attitudes for Social Change:          The module stresses the importance of cultivating a proactive and responsible attitude toward digital technologies. Participants will reflect on their roles as digital citizens, recognizing digital activism's positive and negative potential. They will explore key strategies such as influencer collaboration, social media optimization, content planning, slogan creation, emotional engagement, and maintaining relevance by connecting campaigns with current events.</p>
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	<p><b>Conclusion:</b></p> <p>By the end of this module, participants will have a well-rounded understanding of how to ethically and effectively mobilize communities online. Through theoretical exploration and hands-on practice, they will acquire the necessary skills to design impactful campaigns, navigate ethical challenges, and communicate effectively within groups advocating for social change.</p>
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## 4.2 TOOLS

Name of the Tool	Campaign Strategy Template
<b>Weblink</b>	<a href="https://www.campaignstrategy.org/">https://www.campaignstrategy.org/</a>
<b>Learning outcome that it is relevant for</b>	Design and Implement Digital Campaigns.
<b>What is the Tool used for</b>	The Campaign Strategy Template helps users structure their digital activism campaigns by identifying objectives, target audiences, key messages, and digital tools. It provides a clear framework for planning, executing, and evaluating campaigns, ensuring consistency in message delivery and maximizing impact.
<b>Why did you choose it for this project? Why is it useful?</b>	This tool is useful for guiding participants through the campaign creation process, helping them apply theoretical knowledge in a practical setting. It fosters a step-by-step approach, enabling young people to understand how to organize and strategize effective digital activism efforts.
<b>Tips for using it effectively</b>	Encourage participants to complete each section carefully and review it against case studies for inspiration. Pair this tool with digital analytics to track campaign performance and make iterative improvements.

<p>Links to additional graphic or image files</p>	
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Name of the Tool	Canva / Canva for Nonprofits
Weblink	<a href="https://www.canva.com/canva-for-nonprofits/">https://www.canva.com/canva-for-nonprofits/</a>
Learning outcome that it is relevant for	Implement Effective Communication Strategies for Groups Advocating Social Change.
What is the Tool used for	Canva for Nonprofits offers free design tools tailored for social change projects. It allows users to create visually compelling campaign materials such as social media posts, infographics, and presentations. The tool provides templates and resources specifically designed for nonprofits and social activists.
Why did you choose it for this project? Why is it useful?	Visual communication is key for digital activism. This tool allows young people to create professional-looking visuals that can enhance their message, helping campaigns gain traction and engage audiences effectively. It is accessible and user-friendly, even for those without design experience.
Tips for using it effectively	Encourage trainees to explore the pre-designed templates and customize them to align with their campaign goals. Emphasize consistency in branding and messaging to create a cohesive visual identity for the campaign.

<p><b>Links to additional graphic or image files</b></p>	
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Name of the Tool	Miro for Digital Collaboration and Brainstorming
Weblink	<a href="https://miro.com/">https://miro.com/</a>
Learning outcome that it is relevant for	Implement Effective Communication Strategies for Groups Advocating Social Change.
What is the Tool used for	Miro is an online collaborative whiteboard platform designed for team brainstorming, planning, and communication. It allows groups to work together in real-time, visually organizing their thoughts, ideas, and action plans, which is essential for social change initiatives.
Why did you choose it for this project? Why is it useful?	Miro supports collaboration, creativity, and organization in group projects, which are key aspects of digital activism. It fosters teamwork, enabling participants to share ideas remotely while keeping communication fluid and transparent.
Tips for using it effectively	Use Miro to map out campaign ideas, strategies, and timelines. Create distinct areas for brainstorming, research, and task delegation, and encourage participants to use visual elements like sticky notes and diagrams to capture and organize thoughts dynamically.

**Links to additional graphic or image files**

The screenshot shows a Miro board with three main sections:
 

- Marketing campaign template:** A table with columns for 'Event', 'Organizer', 'Description', and 'Website'. Below it are fields for 'Campaign name', 'Campaign type', 'Launch date', 'Status', and 'Campaign tag', each with a 'Write text' placeholder.
- Campaign roadmap:** A Gantt chart showing a timeline from 2022 to 2023 with various task bars.
- Campaign deliverables:** A table with columns for 'Deliverable', 'Owner', 'Priority', 'Status', and 'Type'. It lists items like 'Ag Report', 'Web Report and Dashboard', and 'Email'.

### 4.3 ACTIVITIES

<b>Activity's title 1</b>	<b>Designing a Digital Campaign for Social Change</b>
<b>Aim/objective of the activity</b>	Provide participants with the skills to design and implement an impactful digital campaign using online platforms to advocate for social change.
<b>Duration</b>	Up to 120 minutes (according to how many groups).

<b>Online, physical or hybrid</b>	Hybrid
<b>Preparation for the activity</b>	<p>Prepare a list of existing social issues relevant to the community.</p> <p>Provide examples of successful digital campaigns.</p>
<b>How to implement the activity. Step by step</b>	<p><b>Intro and group Formation</b> (10 min): Divide participants into groups of 3–4. Each group selects a social issue they want to address.</p> <p><b>Campaign Design</b> (total 60 minutes): Groups brainstorm (10 min) and design their campaigns, identifying target audiences, key messages, and digital platforms. Provide guidance on content creation and communication strategies.</p> <p><b>Campaign Presentation</b> (up to 30 min): Each group presents their campaign, explaining its goals, audience, and platform strategy. (5 minutes each)</p> <p><b>Feedback &amp; Discussion</b> (20 min): Facilitators and peers provide constructive feedback on each campaign, focusing on potential impact, creativity, and digital strategy.</p>
<b>Tips for the trainer</b>	<p>Facilitate discussions on ethical considerations in digital activism.</p> <p>Provide technical support and online collaboration tools (e.g., Google Docs, Trello) to support group work for online/hybrid settings.</p>
<b>Materials, equipment, facilities needed</b>	<p>Computer/tablets/ smartphones with internet access.</p> <p>Presentation tools (e.g., PowerPoint, Canva).</p> <p>Flipcharts and markers (for physical settings).</p>

<p><b>Links to additional image/graphic files</b></p>	
<p><b>Links to online tools and resources</b></p>	<p>Canva for creating campaign visuals: <a href="https://www.canva.com">https://www.canva.com</a></p> <p>Google suite for collaborative online work</p> <p>Trello: <a href="https://trello.com/">https://trello.com/</a></p>

<p><b>Activity's title 2</b></p>	<p><b>Mapping Online Hate Speech and Activism Tactics</b></p>
<p><b>Aim/objective of the activity</b></p>	<p>To help participants identify and analyze various online hate speech instances and the corresponding digital activism tactics used to counter them, fostering critical thinking and pattern recognition.</p>
<p><b>Duration</b></p>	<p>90 minutes</p>

<b>Online, physical or hybrid</b>	Hybrid (can be fully online or physical).
<b>Preparation for the activity</b>	<p>Collect examples of hate speech and digital activism responses (e.g., tweets, social media posts, news articles) for participants to analyze.</p> <p>Provide templates for participants to use for mapping patterns (could be a simple digital or paper template).</p>
<b>How to implement the activity. Step by step</b>	<p><b>Intro</b> (10 min): Briefly explain the different types of hate speech and activism tactics (e.g., counter-speech, awareness campaigns).</p> <p><b>Team Work</b> (45 min): In small groups, participants are provided with examples of online hate speech and digital activism responses. They map out key patterns, noting what tactics worked and why.</p> <p><b>Presentation &amp; Discussion</b> (35 min): Each group presents their findings, discussing which tactics they found most effective. Open a broader conversation on how digital activism can adapt to emerging forms of online hate.</p>
<b>Tips for the trainer</b>	<p>Encourage participants to focus on the reasons why certain tactics were effective or ineffective.</p> <p>Ensure that the examples cover a wide range of platforms and issues to provide diverse learning.</p>
<b>Materials, equipment, facilities needed</b>	<p>Digital or printed templates for mapping.</p> <p>Computers or devices for accessing online examples (for online or hybrid).</p>

<p>Links to additional image/graphic files</p>	
<p>Links to online tools and resources</p>	<p>Visual mapping tools like Miro: <a href="https://miro.com">https://miro.com</a></p> <p>Manual: <a href="#">We CAN! Taking action against hate speech through counter and alternative narratives</a></p> <p>Guide: <a href="#">UNESCO - "Youth-led Guide on Prevention of Violent Extremism through Education"</a></p> <p>Framework: <a href="#">European Commission - Combating hate speech and hate crime Measures to prevent and combat different forms of hatred and to protect victims.</a></p> <p>Resources: <a href="#">Institute for Strategic Dialogue (ISD) - "Online Civil Courage Initiative".</a></p>

Activity's title 3	Visual Protest Design
<b>Aim/objective of the activity</b>	To simulate a virtual protest, teaching participants how digital tools can be used to mobilize and raise awareness about social issues without physical presence.
<b>Duration</b>	90 minutes
<b>Online, physical or hybrid</b>	Online or hybrid.
<b>Preparation for the activity</b>	Share examples of virtual protests (e.g., Twitter storms, online petitions, hashtag activism). Prepare digital templates for signs, slogans, or online petitions.
<b>How to implement the activity. Step by step</b>	<p><b>Intro</b> (15 min): Present the concept of virtual protests, highlighting how they can amplify voices without physical presence (e.g., hashtag campaigns, online petitions).</p> <p><b>Group Activity</b> (45 min): Participants, in groups, create their own virtual protest around a social issue, including crafting a clear message, designing digital signs or slogans, and selecting platforms to launch it (e.g., social media, websites).</p> <p><b>Presentation &amp; Discussion</b> (30 min): Groups share their virtual protest designs and discuss how to mobilize online participants.</p>
<b>Tips for the trainer</b>	Encourage participants to think about the reach and accessibility of their virtual protests (e.g., how to include different communities). Emphasize the importance of timing and coordination in digital activism.
<b>Materials, equipment, facilities needed</b>	Online protest design templates (digital signs, hashtags, etc.). Computers or tablets for designing and sharing (for online/hybrid).



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 **MULAB**



**DYPALL NETWORK**

<p>Links to additional image/graphic files</p>	<h2 style="text-align: center;">Chiediamo la Revoca della Legge sulla Gestazione per imposta da Giorgia Meloni</h2>  <div style="float: right; border: 1px solid #ccc; padding: 5px; width: 150px;"> <p><b>12.229</b></p> <p>Firme <span style="float: right;">Prossim</span></p> <p>102 persone hanno firmato i settimana</p> <p>Grazie a te questa petizione ha possibilità di vincere! Abbiamo solo di altre 2.771 firme per raggiungere il prossimo obiettivo. Puoi aiutare?</p> <p style="background-color: red; color: white; text-align: center; padding: 2px;"><b>Fai il prossimo passo</b></p> </div> <p>Lanciata 17 ottobre 2024          Petizione diretta <a href="#">Giorgia Meloni (Presidente di Fratelli d'Italia)</a>          a</p>
<p>Links to online tools and resources</p>	<p>Free virtual protest platform: <a href="https://www.change.org">https://www.change.org</a></p>



**Self-assessment questions:**

<b>Question 1</b>	How effectively did participants engage in the process of identifying a relevant social issue and designing their digital campaign?
<b>Question 2</b>	What were the strengths and weaknesses of the participants' strategies in selecting digital platforms and crafting key messages for their target audiences?
<b>Question 2</b>	How well did I support participants in understanding digital activism's ethical considerations and utilizing collaboration tools for campaign development?

**4.4 CASE STUDIES**

Case study	#MeToo Movement: A Digital Campaign for Social Justice
<b>Summary</b>	The #MeToo movement demonstrates the power of digital activism in advocating for social justice. Initiated as a hashtag in 2006, it became a global campaign against sexual harassment and assault, showing how social media can unite voices and drive policy change on a massive scale.
<b>Relevant Learning Outcome/s</b>	Design and Implement Digital Campaigns. Evaluate the Ethical and Social Implications of Digital Activism. Implement Effective Communication Strategies for Groups Advocating Social Change.
<b>Purpose of the case study. Why it's relevant. What issues does it address? Brief synopsis of case study story.</b>	The #MeToo movement is a relevant case study because it showcases the role of social media in amplifying marginalised voices and achieving societal change. It addresses issues of gender-based violence, harassment, and inequality, illustrating how digital platforms can empower individuals and ignite global conversations. The movement started with a simple hashtag that encouraged individuals to share their personal experiences, which in turn led to increased awareness and reforms in both social and legal arenas. By analysing the strategies employed in #MeToo, learners can understand the importance of messaging, community engagement, and ethical considerations in designing impactful digital campaigns. This case study underscores how collective action, when empowered by digital tools, can lead to real-world impacts.

<p><b>Other links to images, website, videos and further information.</b></p>	<p><a href="https://metoomvmt.org/">https://metoomvmt.org/</a></p> <p><a href="https://www.nytimes.com/2017/10/20/us/me-too-movement-tarana-burke.html">https://www.nytimes.com/2017/10/20/us/me-too-movement-tarana-burke.html</a></p> <p><a href="https://time.com/time-person-of-the-year-2017-silence-breakers/">https://time.com/time-person-of-the-year-2017-silence-breakers/</a></p>
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**Self-assessment questions:**

	Question	Learning outcome/s addressed
Question 1	How effectively did the #MeToo movement leverage digital platforms to engage and mobilize individuals across different communities and regions?	(2)
Question 2	What were the key ethical considerations and challenges faced by the #MeToo movement in promoting sensitive personal stories, and how were these challenges addressed?	(3)
Question 3	In what ways did the #MeToo movement contribute to lasting social and legal changes, and how can these strategies be applied to other digital activism campaigns?	(2), (4)
Question 4	How did the #MeToo movement balance the amplification of individual voices with the need for collective action, and what lessons can be drawn from this approach?	(3), (4)
Question 5	What communication strategies used by the #MeToo movement can be adopted to foster inclusivity, diversity, and solidarity in other digital activism campaigns?	(4)

#### 4.5 NEED TO KNOW

	Type of resource	Short description	Link	Relevant Learning Outcome
Portugal: Police Brutality Against Black Women And Claudia Simões' Battle For Justice	Article	The article on <i>Migrant Women Press</i> highlights the case of Cláudia Simões, a Black woman from Angola who was brutally assaulted by a Portuguese police officer in Lisbon in January 2020. The incident began when Simões' daughter forgot her bus pass, and it quickly escalated into a violent confrontation where Simões was beaten in front of her child. Despite visible injuries and video evidence, Simões found herself entangled in a legal battle, with the officer receiving a suspended sentence while she faced charges for defending herself.	<a href="https://migrantwomenpress.com/2024/08/12/portugal-police-brutality-against-black-women-and-claudia-simoes-battle-for-justice/">https://migrantwomenpress.com/2024/08/12/portugal-police-brutality-against-black-women-and-claudia-simoes-battle-for-justice/</a>	(1), (2)

#### 4.6 DIG DEEPER

Title	Type of resource	Short description	Link	Relevant Learning Outcome
Tactical Tech	Website	Tactical Tech is an NGO that provides resources on the impact of technology on society. Their section on digital activism explores various strategies and tools that activists can use to create social change.	<a href="https://tacticaltech.org/">https://tacticaltech.org/</a>	(2)
Global Voices	Website	A platform for citizen media, Global Voices showcases how digital tools are being used worldwide to amplify social justice movements. Their stories and analyses provide insights into digital activism from a global perspective.	<a href="https://globalvoices.org/">https://globalvoices.org/</a>	(4)
Digital Campaigning Start Here Dun Antje	Website	<i>Digital Campaigning</i> is a section of the Commons Social Change Library. Digital campaigning uses technology—emails, petitions, social media—to drive change. Here, you'll find resources to refine your strategies, expand engagement, and measure success.	<a href="https://commonslibrary.org/digital-campaigning-start-here/#Manuals">https://commonslibrary.org/digital-campaigning-start-here/#Manuals</a>	(2)
Get the Trolls	Project	This website is part of a	<a href="https://getthetrollsou">https://getthetrollsou</a>	(4)

Out		project aimed at combating religious discrimination and intolerance across Europe. Led by the Media Diversity Institute (MDI) and supported by six European partners, the campaign uses social media to spread innovative media content and foster dialogue. Its goal is to create a strong counter-narrative against various forms of hate speech, including antisemitism, anti-Muslim hate, and anti-Christian sentiment.	t.org/	
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#### 4.7 SEE IT IN ACTION

Short descriptive title	Link to the file
TED TALK Wael Ghonim, an Egyptian internet activist, speaks about the role of digital tools in fueling the Arab Spring. This talk emphasizes the potential and challenges of digital activism in effecting social change.	<a href="https://youtu.be/HiwJ0hN11Fw?si=7UXoKxkAfEL0wjYW">https://youtu.be/HiwJ0hN11Fw?si=7UXoKxkAfEL0wjYW</a>
TED TALK Although not exclusively about digital activism, this talk is often referenced in the context of social movements. Sivvers discusses how social movements start, highlighting the importance of leadership, early followers, and community support. Movements are more about empowering others to take part, which is a key concept in digital activism where mass participation can lead to big changes.	<a href="https://youtu.be/V74AxCqOTvg?si=RMzYZdx5503pOryt">https://youtu.be/V74AxCqOTvg?si=RMzYZdx5503pOryt</a>

#### 4.8 SELF-ASSESSMENT QUIZ

	Question	Learning outcome/s addressed
<b>Question 1</b>	How well do I understand digital activism's historical context and key drivers, and how can I apply this knowledge to my advocacy efforts?	(1)
<b>Question 2</b>	What digital tools and platforms am I now confident in using to design and implement a digital campaign, and how can I tailor these tools to reach my target audience effectively?	(2)
<b>Question 3</b>	How do I evaluate digital activism's ethical and social implications, and what steps can I take to ensure my campaigns are ethical and impactful?	(3)
<b>Question 4</b>	How effectively can I identify and address privacy issues, digital surveillance, and misinformation in my digital activism strategies?	(3)
<b>Question 5</b>	What communication strategies have I learned to help me build and motivate teams advocating for social change, and how can I improve my skills in facilitating these groups?	(3)
<b>Question 6</b>	How has this module changed my understanding of my role as a responsible digital citizen, and how can I continue to apply ethical practices in my future digital activism efforts?	(3), (4)



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**MULAB**

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## MODULE 4: YOUTH COUNTERACTING HATE

### 5.1 SUMMARY

#### MODULE SUMMARY, LEARNING OUTCOMES AND GUIDE TO THE LEARNING

Title of the Module	Youth Counteracting Hate
<b>Summary description</b>	This module aims to understand what constitutes hate and how to deal with it when it becomes embedded in various aspects of one's daily life. The initial aim will be to gain a cognitive understanding of the phenomenon, what constitutes hate speech and what constitutes freedom of expression, when I have the right to my opinion and when my opinion concerns the dissemination of hateful views. After defining what constitutes hate, young users will have the opportunity to choose ways of dealing with it in real life and online in order to defend their rights.
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>(1) Recognize the phenomenon and identify the different forms it can take.</li> <li>(2) Identify the potential harms and shortcomings it may cause to basic human rights.</li> <li>(3) Develop ways and practices to deal with hate when it is expressed in real life or online.</li> <li>(4) Propose ways of empowerment and collective action not only to tackle but also to prevent the phenomenon through digital technologies.</li> </ol>
<b>Your Guide to the Module</b>	This module aims firstly to introduce young people to what constitutes hatred and the ways in which it can exist in a person's everyday life. It is important to achieve this initial objective as if we do not define what we are talking about, misunderstandings may arise about how to combat the phenomenon. Then, an important part of the module will be to link hate and its expression to human rights both at the individual and community level, in both face-to-face and online contexts.

	<p>In the following, ways that can be used to deal with hate speech in real and digital environments will be analysed. These ways will be mastered through the use of digital tools, which makes them more appealing and practical for younger generations. Besides, the use of technology, in particular platforms or applications, can serve important purposes in the defence of human rights at both theoretical and practical levels. Therefore, the module will propose digital tools that one can use in order to become familiar with dealing with hate and its expressions in different aspects of everyday life, both individually and in groups.</p> <p>Throughout the module, participants will work with case studies, fact-checking tools, and privacy resources during the activities. With the help of these resources, they will be able to improve their own social media usage, assist others—particularly young people—in safely navigating social media, critically assess content to prevent falling for false information, and spark positive change by joining or starting online movements that support inclusivity and positive narratives away from hate. Participants will have a comprehensive understanding of the advantages and disadvantages of social media by the end of the program, enabling them to confidently and critically navigate the digital landscape.</p> <p>The module is structured in such a way that there is flexibility as to the time and activities one can engage in according to one's interests and availability. The module addresses hate, with emphasis on real-life and online applications, equipping youth with cognitive and practical tools to contrast hate speech. A feedback mechanism or an assessment method/guidelines are provided to assess participants' understanding more objectively and provide measurable outcomes for facilitators. The module is impactful and relevant for fostering awareness and skills against hate speech. Incorporating examples from diverse cultures, help participants see hate's varied impact globally and relate more personally to the material.</p>
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## 5.2 TOOLS

Name of the Tool	HateLab
<b>Weblink</b>	<a href="#">HateLab – A global repository for data and insight into hate crime and speech</a>
<b>Learning outcome that it is relevant for</b>	<ol style="list-style-type: none"> <li>(1) Recognise the phenomenon and identify the different forms it can take.</li> <li>(2) Identify the potential harms and shortcomings it may cause to basic human rights.</li> <li>(3) Develop ways and practices to deal with hate when it is expressed in real life or online.</li> </ol>

	(4) Propose ways of empowerment and collective action not only to tackle but also to prevent the phenomenon through digital technologies.
<b>What is the Tool used for</b>	HateLab is a global hub for data and insight into hate speech and crime. We use data science methods, including ethical forms of AI, to measure and counter the problem of hate both online and offline. The HateLab Dashboard has been developed by academics with policy and practice partners to provide aggregate trends over time and space. The Dashboard is being piloted within policing, government and civil society organizations.
<b>Why did you choose it for this project? Why is it useful?</b>	The conflated platform does not refer to the phenomenon of hate in an early theoretical framework. It connects hate and its existence to current events by bringing examples from everyday life and news. Thus, the understanding of the phenomenon from a theorized context moves to an everyday observation and awareness of how serious relevant issues are happening right next door.
<b>Tips for using it effectively</b>	The contents of the platform vary in terms of the amount of time one can spare and the extent to which one wants to immerse oneself. It helps to first get to know the people behind the platform by visiting the relevant page as proof that what one is about to read comes from academics and researchers who have immersed themselves in the subject. Then there is a series of articles, videos on current affairs and related material dealing with different aspects of it around the world.

<b>Name of the Tool</b>	<b>SAYFER</b>
<b>Weblink</b>	<a href="https://freedomandsafety.org">Sayfer App — Aware, Empowered, Safer (freedomandsafety.org)</a>
<b>Learning outcome that it is relevant for</b>	(3) Develop ways and practices to deal with hate when it is expressed in real life or online. (4) Propose ways of empowerment and collective action not only to tackle but also to prevent the phenomenon through digital technologies.
<b>What is the Tool used for</b>	By reporting hate incidents—whether identifiably or anonymously—and providing valuable information to community members and law enforcement, Sayfer users help combat hate crimes.  Together, we can all enjoy the American ideals of freedom, equality, and justice for all—without fear of violence or discrimination.
<b>Why did you choose it for</b>	This application is particularly easy to use. The user has the possibility to: <ul style="list-style-type: none"> <li>• Get notifications for the locations and types of incidents that are most important to you,</li> </ul>

<b>this project? Why is it useful?</b>	<p>your friends and your loved ones.</p> <ul style="list-style-type: none"> <li>• See an overview of hate threats and responses in your area or around the nation.</li> <li>• Report hate incidents publicly or anonymously.</li> <li>• Get updates on reports from the analysts, including investigations as they’re conducted.</li> <li>• Access an extensive knowledgebase and best practices for witnesses, victims and advocates.</li> </ul>
<b>Tips for using it effectively</b>	Scan and download the app . You can then follow the instructions to create a profile according to your preferences and receive specific updates on what concerns you.

<b>Name of the Tool</b>	<b>Countering Hate Speech Online</b>
<b>Weblink</b>	<a href="#">Countering Hate Speech Online   Common Sense Education</a>
<b>Learning outcome that it is relevant for</b>	<p>(1)Recognize the phenomenon and identify the different forms it can take.</p> <p>(3)Develop ways and practices to deal with hate when it is expressed in real life or online.</p>
<b>What is the Tool used for</b>	<p>As humans, we thrive on social connections and group associations. But this tendency can also lead us to be suspicious of people outside our group. This fear -- xenophobia -- can be overcome by more exposure to people who are different from us. However, the internet can often make this more difficult. Help students recognize this challenge and find strategies for navigating content online.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe the relationship between hate speech and xenophobia.</li> <li>• Analyze how the internet has contributed to an increase in hate speech and extremist views.</li> <li>• Describe one way to use the internet to combat one type of hate speech.</li> </ul>
<b>Why did you choose it for this project? Why is it useful?</b>	This platform includes definitions, stand-alone lessons and material on different manifestations of hate. It is a simple and easy-to-use guide to help young people, parents and teachers learn about and approach the phenomenon through videos, quizzes and stories.
<b>Tips for using it effectively</b>	It helps to start with the quiz and videos to practically test one's level of knowledge and information about the phenomenon. Then the self-guided lessons are equally helpful to immerse oneself, while the existence of a dictionary regarding the relevant terms of the forms hatred can take helps to align the information. Incorporating tools like HateLab and Sayfer the module provide practical tools reinforcing the learning outcome and empowering participants

	with real world resources.
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### 5.3 ACTIVITIES

Activity's Title 1	Stop the Hate
<b>Aim/objective of the activity</b>	The aim of this activity is for participants to understand when something constitutes their opinion and when it is an expression of hatred. Through this activity they will have the opportunity to both express and refute opinions that are not about their point of view but about the expression of hatred by the interlocutor. Freedom of speech is disconnected from insults to the individual and this will be made clear to the participants through this exercise.
<b>Duration</b>	60 – 90 minutes
<b>Online, physical or hybrid</b>	This activity can be conducted in either an online or physical setting. Ideally, physical setting is preferable.
<b>Preparation for the activity</b>	<p>Consider reviewing recent articles or reports on social media trends, misinformation, and digital literacy. Compile a list of credible websites, fact-checking platforms (like SAYFER, HateLab and Countering Hate Speech Online), and educational resources that participants can use during the activity. This can help them verify the content they encounter and reinforce the importance of using reliable sources. You might also prepare a brief guide on how to evaluate the credibility of online sources, including any necessary definitions of the discussed terms.</p> <p>Create and give concrete examples to participants to ensure that they understand the activity and can apply appropriate techniques. Rules and examples are even more understandable when they relate to events that participants encounter in their daily lives.</p> <p>If the activity is conducted online, set up the necessary digital tools beforehand. Create shared documents, boards, or platforms (like Google Docs, Padlet) where groups can collaborate and share their findings. If the activity is held in a physical setting, arrange the space to facilitate group work. Ensure each group has access to a device with internet connectivity (laptops, tablets, or smartphones) and they can all face each other so that a functional discussion can start. Provide materials such as pens, paper, and sticky notes for note-taking and brainstorming.</p> <p>Develop a list of guiding questions to facilitate the group discussion and reflection at the end of the activity. These questions should prompt participants to think critically about their findings and the broader implications of social media use. These questions can tackle, for example, what surprised participants most during the activity, how they think</p>

	<p>misinformation or hate speech influence public opinion and what strategies can we use to verify online information.</p> <p>Establish ground rules for online behavior, especially if participants will be exploring potentially sensitive content. Anticipate potential challenges, such as difficulties in finding certain types of content or technical issues with devices. Have backup plans or alternative prompts ready in case a group struggles with a particular task. Be prepared to offer guidance and support throughout the activity, ensuring all groups stay on track and engaged.</p> <p>If the activity takes place in a classroom or in a group with a facilitator, it is important that the teacher/facilitator is also involved in order to experience the activity and further enrich the discussion on the next occasion, but also to make young people feel that hate speech concerns everyone, both minors and adults.</p>
<p><b>How to implement the activity. Step by step</b></p>	<p><b>Introduction (20 minutes):</b></p> <ul style="list-style-type: none"> <li>● Start by providing information on what constitutes hate and what forms it can take in everyday life, whether in a face-to-face or online environment. It is important before coming up with clear definitions to ask participants what they know about it in order to build on existing knowledge and always using a collaborative approach.</li> <li>● Explain the content of the activity clearly. Participants will be randomly divided into two groups and then each group will have time to build a profile of a person who is subjected to expressions of hate due to stereotypes and diversity. After the two profiles have been built by the groups, each group will present the profile to the other and the participants of the groups will have to counter the expressed hatred in ways that do not reproduce it but intercept it.</li> </ul> <p><b>Stop the Hate Instructions (5 minutes):</b></p> <ul style="list-style-type: none"> <li>● Divide participants into two groups (max 10 people per group).</li> <li>● Provide each group with the instructions about creating their character.</li> <li>● If online, break out rooms are proposed.</li> </ul> <p><b>Stop the Hate (20 minutes):</b></p> <ul style="list-style-type: none"> <li>● The groups will gather in circles in order to build their character and report on the incidents of hatred they experience both in real life and online. It is important to ask them to include in the narrative certain phrases and incidents that their character deals with.</li> </ul> <p><b>Group Presentations (10 minutes):</b></p> <ul style="list-style-type: none"> <li>● Each team should describe their character with as much detail and theatricality as possible in order to convey the essential image and attitude of that person.</li> <li>● Encourage questions and discussion after each presentation to deepen understanding and reflection.</li> </ul>

	<p><b>Groups Stop the Hate (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• In the context of a functional dialogue and in order of priority, each group will start to discuss and propose ways of reacting to the character of the other group in order to stop the hateful practices which receive.</li> <li>• The facilitator should at this point follow the whole discussion and intervene when the proposed ways of dealing with hate do not stop it but recreate it. Intervention should be focused on asking from youth for alternative ways of dealing with the situation. Giving solutions is not part of this process and when solutions are not found it is ok for the participants to realize they cannot deal with the situation and they need to discuss and reflect further.</li> </ul> <p><b>Debrief and Reflection (15 minutes):</b></p> <ul style="list-style-type: none"> <li>• Conclude the activity with a group discussion about the challenges they faced during whole process and what they learned.</li> <li>• Discuss strategies for dealing with hate in everyday life including the online and digital implications.</li> <li>• Highlight the importance of supporting each other in a way that does not reproduce hate.</li> </ul> <p><b>Optional: Let's influence:</b></p> <ul style="list-style-type: none"> <li>• Encourage participants to create a short spot/video against hate.</li> </ul>
<p><b>Tips for the trainer</b></p>	<p>Act as a guide rather than a traditional teacher. Encourage participants to explore and discover on their own, providing support and direction when needed. This approach helps young people take ownership of their learning and become more engaged in the process. Encourage everyone to participate in discussions, and be mindful of varying opinions. When discussing sensitive topics like hate speech or misinformation, ensure that the conversation remains respectful and constructive. Maintain an enthusiastic and positive attitude throughout the activity. Use energizers or quick breaks if the group's energy starts to dip. This is especially important in activities that involve critical thinking and analysis, which can be mentally taxing. Ensure that all instructions are clear and concise, giving examples when asked usually helps. Before starting each phase of the activity, check that participants understand what they need to do. Be flexible and ready to adjust the activity based on the group's pace, understanding, and engagement levels. Given the nature of the activity, participants might encounter disturbing or offensive content. Be prepared to address these situations calmly and appropriately. Incorporate real-life examples into your discussions to make the content more relatable. When discussing misinformation or social media activism, refer to current events or well-known cases that the participants might be familiar with.</p>
<p><b>Materials, equipment, facilities needed</b></p>	<p>Open space so that the groups can sit in a circle. Pens and paper in case they feel like writing (if in a physical setting). A digital collaboration tool like Padlet, Google Docs and speakers in case they wanna use some kind of music to make their point.</p>

<b>Links to additional image/graphic files</b>	Papers with definitions about hate, hate speech, stereotypes, racism etc could be helpful.
<b>Links to online tools and resources</b>	<a href="https://padlet.com/">https://padlet.com/</a>

**Self-assessment questions:**

<b>Question 1</b>	How did the participants demonstrate their understanding of the terms discussed?
<b>Question 2</b>	What do you think the participants gained from the activity?
<b>Question 2</b>	How participants could apply what they learned to their daily and online lives?

**5.4 CASE STUDIES**

\*Before the facilitator proceeds with the implementation of this activity, it would be important to take the following into account. Precisely because the activity is about targeting a person which led to suicide, it is important to clarify both the sensitive and harsh content to the participants and the possibility for them not to participate or to want to discuss anything relevant during or after the activity. It is important that the group is properly prepared to achieve the educational purpose without triggering dangerous events. An introductory relevant discussion is considered necessary and in case the facilitator is not familiar enough with the group or the subject matter it is better to avoid having it. The priority is to ensure the safety and safety of all participants.

<b>Case study</b>	<b>My story: Struggling, bullying, suicide, self-harm*</b>
<b>Summary</b>	This is the story of Amanda Todd, a 15-year-old girl from Canada who experienced cyberbullying, bullying, threats and physical abuse. Amanda's story became known shortly before she committed suicide, through a video she created in a desperate attempt to share the constant nightmare she was experiencing.



\*Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Commission. Neither the European Union nor the European Commission can be held responsible for them.\*

<b>Relevant Learning Outcome/s</b>	(1) Recognize the phenomenon and identify the different forms it can take. (2) Identify the potential harms and shortcomings it may cause to basic human rights.
<b>Purpose of the case study. Why it's relevant. What issues does it address? Brief synopsis of case study story.</b>	Through this particular incident, one can understand how the mass targeting of a person - let alone a minor - either online or offline can cause extensive issues both in terms of functioning and mental state. Issues relating to the effects of expressions of hatred, as well as the exclusion of a child from his or her interpersonal environment become even more pronounced when analysing what the heroine of the story experienced up to the time of her suicide. Another important point worthy of comment is that the abuse and targeting occurred and developed not only from adult to child but also between adults. The story also illustrates through the story the interconnection between real life and online life and how this can extend the risk into every aspect of a child's everyday life.
<b>Other links to images, website, videos and further information.</b>	<a href="https://www.youtube.com/watch?v=M5kVwW92bqQ&amp;rco=1">https://www.youtube.com/watch?v=M5kVwW92bqQ&amp;rco=1</a>

**Self-assessment questions:**

	Question	Learning outcome/s addressed
Question 1	What forms, direct and indirect, can violence and abuse take?	(1)
Question 2	What is the relationship and connection between online and real life?	(1),(2),(3)
Question 3	What rights of the child were violated?	(1),(2),(3)
Question 4	What can lead a minor to repeated suicide attempts?	(1),(2)
Question 5	What could have been done differently by the educational community and peers in order for the group to be supportive of the minor?	(4)



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**5.5 NEED TO KNOW- DIG DEEPER**

Title	Type of resource	Short description	Link	Relevant Learning Outcome
Teen Hate Online Voices: Hate Speech	Video	As human beings, we thrive on social connections and group associations. But this tendency can also lead to us to be suspicious of people outside our group. This fear -- xenophobia -- can often fuel online communication that's offensive, hateful, or even threatening. In this video, teens share their candid thoughts about online hate speech, including why they think it happens, and the ways they respond when they encounter hate speech online.	<a href="https://www.youtube.com/watch?v=...">Teen Voices: Hate Speech Online (youtube.com)</a>	(1),(2),(3)
Don't Put People in Boxes	Video	When we label people and put them in different boxes, we don't see PEOPLE for who they truly are. This video proves that we have a lot more in common than we think and we should keep that in mind when we encounter anyone who might seem different than we are. Credit to TV2Danmark for inspiring us to make this.	<a href="https://www.youtube.com/watch?v=...">Don't Put People in Boxes (youtube.com)</a>	(1),(4)

<p>"دردشة Verified" Episode 9 - Youth Countering Hate Speech and Disinformation</p>	<p>Video</p>	<p>As part of Netherlands support to its flagship initiative LiBeirut, and its support to media during elections in Lebanon, UNESCO presents "دردشة Verified", a new youth segment to help youth counter hate speech and misinformation. This segment is prepared by the youth for the youth, in partnership with The May Chidiac Foundation - Media Institute.</p>	<p><a href="#">"دردشة Verified" Episode 9 - Youth Countering Hate Speech and Disinformation (youtube.com)</a></p>	<p>(1),(2),(3),(4)</p>
<p>Hate Speech and Youth Work: a podcast for youth workers</p>	<p>Podcast</p>	<p>The podcast is created for the training course "Combatting Hate's Journey" in March 2020. The aim of this course is to provide youth workers some useful information and tools to deal with hate speech both in their daily life and professional career. <a href="#">0:19</a> - Intro <a href="#">00:54</a> - How widespread is the problem of hate speech? (Victoria) <a href="#">1:34</a> - The definition of hate speech (Fergal) <a href="#">2:36</a> - Examples of hate speech in Latvia (Lisa) <a href="#">6:24</a> - Examples of hate speech in Germany (Yunus) <a href="#">8:38</a> - Examples of hate speech in Northern Ireland (Fergal) <a href="#">11:39</a> - Useful tools and projects for youth workers to deal with hate speech (Yunus) <a href="#">12:49</a> - Outro The group "Hate Free Diary" members: Fergal (Northern Ireland) Yunus (Germany) Victoria (Latvia) Lisa (Latvia)</p>	<p><a href="#">Hate Speech and Youth Work: a podcast for youth workers - YouTube</a></p>	<p>(1),(2),(3),(4)</p>



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Silencing the hate: How UNDP is empowering youth to counter online hate speech	Article/text	UNDP works with youth to address hate speech by promoting positive narratives to counter divisive ones.	<a href="#">Silencing the hate: How UNDP is empowering youth to counter online hate speech   United Nations Development Programme</a>	(1),(4)
HIT-Hate Interrupter Teams	Project and Curriculum	HIT Curriculum on Empowering Youth on Human Rights and counteraction of hate speech & behaviour against migrants.	<a href="#">Resources - HIT (hitproject.eu)</a>	(1),(2),(4)

### 5.6 SELF-ASSESSMENT QUIZ

	Question	Learning outcome/s addressed
<b>Question 1</b>	How can I effectively use social media for education, networking, creativity, and advocacy in my personal and professional life, and what specific examples from my own experience demonstrate this?	(3),(4)
<b>Question 2</b>	What steps can I take to protect myself and others from the potential risks of hate incidents, such as threats, cyberbullying, and its impact on mental health, especially in online communities I engage with?	(1),(2),(3)
<b>Question 3</b>	How can I critically assess the information I encounter on social media to distinguish between opinion and hate speech, and what are the consequences of failing to do so in my online interactions? Which are the outcomes in real life?	(1)
<b>Question 4</b>	How can I apply strategies for countering hate and promoting respectful communication in my own life?	(3),(4)
<b>Question 5</b>	How can I support young people in developing these skills for defending themselves and supporting other people too?	(3)
<b>Question 6</b>	How can groups help one person while being targeted and how the group can be supported by each person?	(2)

## MODULE 5: LOCAL YOUTH COUNCILS & STRATEGIC ACTION PLANS

### 6.1 MODULE SUMMARY

#### SUMMARY, LEARNING OUTCOMES AND GUIDE TO THE LEARNING

Title of the Module	Local Youth Councils & Strategic Action Plans
<p><b>Summary description</b></p>	<p>This module will enhance your understanding of existing models and mechanisms of youth engagement, identified as structured ways to involve young people in meaningful participation, ensuring their voices are heard, and their contributions are valued in society. It aims to showcase the diversity of approaches to boosting youth engagement, empowering young people, and inspiring practitioners and policymakers to introduce the youth perspective in decision-making further. These intentions will be executed through the presentation of best practices and useful tools based on non-formal education methods, supporting and increasing the understanding of the readers.</p>
<p><b>Learning Outcomes</b></p>	<p><b>(1) Understand the structure and role of Local Youth Councils.</b> You will gain knowledge about the principles and models of youth councils and how they function in governance structures.</p> <p><b>(2) Identify and apply tools for youth participation.</b> You will explore practical tools and frameworks to increase youth participation, addressing inclusiveness, e-participation, and cooperation with local stakeholders.</p> <p><b>(3) Develop strategic action plans for youth participation.</b> You will acquire skills to design and implement strategic action plans that focus on increasing youth involvement in decision-making at various governance levels.</p>

	<p><b>(4)Promote quality participation and leadership in youth engagement.</b></p> <p>You will understand the principles of quality participation, including transparency, accountability, and shared decision-making.</p>
<p><b>Your Guide to the Module</b></p>	<p>This module is designed to equip you with a comprehensive understanding of youth participation in local governance, focusing on the structure and impact of Local Youth Councils (LYCs) as platforms for civic engagement. You will explore how LYCs function as advisory bodies, enabling young people to have their voices heard and actively contribute to decision-making processes in their communities.</p> <p>The module begins by introducing the role of Local Youth Councils within the broader local governance framework. LYCs are critical in representing youth interests, ensuring that local policies align with the needs and aspirations of young people. Through the module, you will explore different models of youth councils, how they operate, and their potential to influence local policies and community development.</p> <p>Furthermore, the focus is on the tools and methodologies for enhancing youth participation. You will learn about practical tools such as participatory budgeting and other innovative approaches, such as consultative councils, advisory boards, and participatory committees that have been successfully implemented in different regions that empower young people to take an active role in their communities. The tools that will be presented, such as the “Quality Charter on Participatory and Inclusive LYCs” and “Have Your Say!” manual offer practical guidelines and indicators to ensure inclusivity, transparency, and accountability in youth engagement and practical methods for engaging young people in local governance. These tools not only make participation more accessible but also encourage inclusive representation, especially of marginalized youth. You will be encouraged to apply these tools in real or simulated settings, exploring how they can be tailored to fit different local contexts and needs.</p> <p>A key component of the module is the development of strategic action plans aimed at</p>

	<p>increasing youth participation in governance. You will be guided through the process of designing these plans, ensuring that they are inclusive, sustainable, and aligned with local policies. The goal is for you to understand how strategic planning can foster meaningful and long-term youth engagement in local governance. You will learn how to evaluate the success of these plans, ensuring that they remain responsive to the evolving needs of young people and their communities.</p> <p>The module also emphasizes the importance of quality participation and leadership in youth engagement. You will delve into the principles of transparency, accountability, and shared decision-making, which are crucial for ensuring that youth councils function effectively and earn the trust of both young people and local authorities. Through case studies and practical exercises, you will develop leadership skills and learn how to mentor and guide young leaders in taking on meaningful roles within their councils.</p> <p>This module addresses the challenges youth councils face, such as ensuring diverse representation, avoiding tokenism, and navigating the complexities of local politics. You will explore strategies for overcoming these obstacles, learning how to create a more inclusive and impactful youth council that fosters collaborative governance and active citizenship.</p> <p>By the end of the module, you will have gained a well-rounded understanding of how to enhance youth participation through effective governance structures, practical tools, and strategic planning. You will be empowered to support and lead youth councils, ensuring that they remain responsive platforms for youth engagement. Moreover, you will leave with the skills to promote leadership, inclusivity, and collaboration in youth engagement, both within your community and beyond.</p>
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## 6.2 TOOLS

Name of the Tool	MOOC on youth participation and local youth councils
Weblink	<a href="https://hop.salto-youth.net/courses/YouthParticipationLocalCouncils">https://hop.salto-youth.net/courses/YouthParticipationLocalCouncils</a>
Learning outcome that it is relevant for	<b>(1) Understanding the structure and role of Local Youth Councils.</b> You will gain knowledge about the principles and models of youth councils and how they function in governance structures.
What is the Tool used for	The MOOC on Youth Participation and Local Youth Councils is designed to provide comprehensive knowledge on the structure, impact, and challenges of Local Youth Councils. It is aimed at young people, youth workers, and local decision-makers, equipping them with practical skills to enhance youth participation and local governance.  Age group: 15-35 years old.
Why did you choose it for this project? Why is it useful?	This MOOC is ideal for the project as it aligns with the learning outcome of understanding the structure and role of Local Youth Councils. It offers a structured, global approach to youth participation, making it accessible to all stakeholders involved in local governance, while promoting high-quality youth engagement practices.
Tips for using it effectively	<ul style="list-style-type: none"> <li>• Encourage participants to complete all seven modules for a comprehensive understanding of Local Youth Council. For each module, create a list of key objectives to help participants focus on what they should achieve and reflect on the content.</li> <li>• Facilitate group discussions to complement the MOOC, allowing participants to reflect on the course content and apply it to their local context. "How is the structure of a Local Youth Council typically organized in your country or region? How does it compare to what was described in the course? What are some of the challenges that Local Youth Councils face in your area or community (e.g., lack of resources, political resistance, engagement issues)?"</li> </ul>

Name of the Tool	Quality Charter on participatory and inclusive LYCs
Weblink	<a href="https://drive.google.com/file/d/1wmZgWujqUUvix5NTesulcZt8h4w9IHRY/view">https://drive.google.com/file/d/1wmZgWujqUUvix5NTesulcZt8h4w9IHRY/view</a>
Learning outcome that it is relevant for	<p><b>(4) Promoting quality participation and leadership in youth engagement.</b></p> <p>You will understand the principles of quality participation, including transparency, accountability, and shared decision-making.</p>
What is the Tool used for	<p>The Quality Charter serves as an evaluation framework to assess and improve the quality of Local Youth Councils (LYCs). It provides a set of indicators and practical guidelines to ensure that LYCs are inclusive, participatory, and have a sustainable impact. It empowers councils to build transparent and accountable structures for youth leadership.</p> <p>Age group: 15-25 years old.</p>
Why did you choose it for this project? Why is it useful?	<p>This tool is crucial for ensuring that youth participation is not only symbolic but meaningful. It equips youth councils with a framework for continuous improvement, ensuring that youth are actively involved in leadership and decision-making processes. The tool is particularly useful in building leadership capacities and promoting transparency.</p>
Tips for using it effectively	<ul style="list-style-type: none"> <li>● Conduct regular self-assessments using the charter to identify areas for improvement.</li> <li>● Engage youth council members in setting SMART objectives based on the charter's indicators to enhance leadership practices.</li> <li>● Use the charter in workshops with local authorities to foster collaboration and ensure youth voices are integrated into broader governance structures</li> </ul>

<b>Name of the Tool</b>	<b>"Have Your Say!" Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life</b>
<b>Weblink</b>	<a href="https://rm.coe.int/16807023e0">https://rm.coe.int/16807023e0</a>
<b>Learning outcome that it is relevant for</b>	<b>(3)Developing strategic action plans for youth participation.</b> You will acquire skills to design and implement strategic action plans that focus on increasing youth involvement in decision-making at various governance levels.
<b>What is the Tool used for</b>	The "Have Your Say!" manual provides practical methods to engage young people in local governance and participatory processes, like developing strategic action plans. It equips facilitators with tools to involve youth in shaping community decisions, fostering active citizenship and promoting inclusive, democratic participation in regional and local life. Age group: 20-35 years old.
<b>Why did you choose it for this project? Why is it useful?</b>	This tool was chosen because it offers detailed guidance on creating strategic action plans for youth participation, from initial planning to monitoring and evaluation. It helps facilitators understand different participation models, offering both theoretical insights and practical steps to engage youth in decision-making, ensuring meaningful and sustainable involvement.
<b>Tips for using it effectively</b>	<ul style="list-style-type: none"> <li>• Try following the step-by-step process outlined in the manual to create youth participation plans that suit your municipality's context.</li> <li>• Use the chapter on educational activities as part of training for facilitators or young people, introducing methods that encourage youth participation.</li> <li>• Collaborate with local authorities to implement youth councils or participation forums, integrating the educational activities to build engagement.</li> </ul>

### 6.3 ACTIVITIES

Activity Title's 1	The rhombus of policy
<b>Aim/objective of the activity</b>	<ul style="list-style-type: none"> <li>● To reflect on youth policy at the local level.</li> <li>● To analyze local youth policies in participants' contexts.</li> </ul>
<b>Duration</b>	65 - 75 minutes
<b>Online, physical or hybrid</b>	This activity can be conducted in either an online or physical setting.
<b>Preparation for the activity</b>	<p>Age group: 15 - 25 years old.</p> <p>Copy the sets of "Youth policies" cards for each small group participating.</p> <p>Cards:</p> <ol style="list-style-type: none"> <li>1. Policy for sport, leisure, associative life</li> <li>2. Specific policy for rural regions</li> <li>3. Policy for sustainable development and for the environment</li> <li>4. Urban environment and habitat, housing and transport policy</li> <li>5. Policy for mobility and exchanges</li> <li>6. Policy Promoting Youth Employment</li> <li>7. Education and training policy promoting youth participation</li> <li>8. Anti-discrimination policy</li> <li>9. Health policy</li> <li>10. Gender equality policy</li> <li>11. Policy on access to culture</li> <li>12. Policy to combat violence and crime</li> <li>13. Policy on LGBTIQI+</li> <li>14. Policy on access to rights and law protection.</li> </ol>

<p><b>How to implement the activity. Step by step</b></p>	<p><b>Introduction (10 minutes):</b></p> <ul style="list-style-type: none"> <li>● Brainstorming in plenary on what “local policy” means in the youth field”; write down the results on a flipchart.</li> <li>● Divide the group into small groups; give a set of cards to each group.</li> </ul> <p><b>Instructions (5 minutes):</b></p> <ul style="list-style-type: none"> <li>● Each group discusses the relevance of the policies mentioned on the cards to their own situations. Then they should negotiate which policies are the most relevant for young people referring to their local reality and which are the least relevant.</li> </ul> <p><b>Rhombus of Policy (30 minutes):</b></p> <ul style="list-style-type: none"> <li>● Each group has to create with the cards a “rhombus of policy”, selecting 9 cards and putting the most relevant policy at the top of the rhombus shape; underneath this, two cards should be placed side by side, and these should represent the next most relevant policies; the middle of the rhombus should be made up of three cards representing moderately relevant policies; underneath these, there should follow two cards showing less relevant policies and finally, at the bottom of the rhombus, there should be one card, representing the policy that is least relevant to the participants’ contexts.</li> <li>● They can discard the remaining cards/policies.</li> </ul> <p><b>Plenary (20 minutes):</b></p> <ul style="list-style-type: none"> <li>● In the plenary, each group presents their rhombus to the rest and explains their choices.</li> </ul> <p><b>Debriefing (10 minutes):</b></p> <ul style="list-style-type: none"> <li>● Reflect with the group about the outcomes of the activity using the questions suggested in the below section in the plenary.</li> </ul>
<p><b>Tips for the trainer</b></p>	<p>You can eventually add a “blank card”, where participants can add a specific policy (not already included in the card) they consider extremely relevant for their local community.</p>

	<p>Debriefing of the activity:</p> <ul style="list-style-type: none"> <li>• What are the main differences between the rhombuses?</li> <li>• How do local policies influence the participation of young people?</li> <li>• What does “relevant” mean to you? How did you define this word for this exercise?</li> <li>• Which policies are considered the most relevant for all the groups? Why?</li> <li>• Are you happy with the result of your work? Why?</li> <li>• What was your influence on the whole negotiation process?</li> <li>• What did you learn from this exercise?</li> </ul>
<b>Materials, equipment, and facilities needed</b>	No specific space requirement; “Youth policies” cards, Flipcharts, pens.
<b>Links to online tools and resources</b>	The activity can be run online, using video conference app features for creating small groups, and collaborative documents app (i.e., Google Docs) for the rhombus step.

**Self-assessment questions:**

<b>Question 1</b>	Did I effectively guide participants through the brainstorming and group discussion phases? Were participants actively engaged and contributing to the conversation?
<b>Question 2</b>	Did I provide adequate support and guidance to participants throughout the activity? Were they able to ask questions and receive clear explanations?
<b>Question 2</b>	Did I effectively debrief the activity at the end, summarizing key points and encouraging reflection? Were participants able to connect the activity to their own experiences and understanding of youth policy?

Activity Title's 2	Simulation exercise “Youth in Action”
<b>Aim/objective of the activity</b>	<ul style="list-style-type: none"> <li>● To explore approaches to participation represented by different actors at a local level.</li> <li>● To identify the interests of local stakeholders involved in supporting youth participation.</li> <li>● To look for practical ways of establishing a participatory structure for young people at a local level.</li> <li>● To train participants in decision-making and consensus finding.</li> <li>● To experience an official meeting for representing interests and exchanging points of view.</li> </ul>
<b>Duration</b>	70 minutes
<b>Online, physical or hybrid</b>	This activity can be conducted in either an online or physical setting.
<b>Preparation for the activity</b>	<p>Age group: 15 - 25 years old. Copying handouts.</p> <p><b>Scenario</b></p> <p>Oldtown is a city in the state of Seniorland, a democratic country with no developed youth policy. While quite a few young people live in Oldtown and more than 20 youth organisations exist, youth has never played a very active role in the decision-making of the community. After the elections fifteen months ago the new mayor, Ms Young, decided to become more proactive about involving young people. She announced the brand new programme “Youth in Action”, aimed at enhancing the participation of young people, as well as increasing and intensifying the co-operation between young people and the local authority. As part of this programme, she wants to initiate the establishment of a local youth parliament.</p> <p>In preparation for the setting up of this local youth parliament, the mayor is convening a consultative meeting involving different interest groups and partners to decide on the format and nature of the mayor’s initiative.</p>

	<p>The following persons participate in the meeting:</p> <ul style="list-style-type: none"> <li>– the mayor, who is the chairperson of today’s meeting (she is also the vice-president of the Committee of Local and Regional Authorities in Seniorland);</li> <li>– the leader of the Oldtown’s political opposition;</li> <li>– the vice-president of the city parliament, who is also head of the Budget Committee;</li> <li>– the headmaster of the local secondary school;</li> <li>– the vice-president of the parent’s association of the local school;</li> <li>– the spokesman for the group “Senior Volunteers for Children”;</li> <li>– the priest of the local Catholic church;</li> <li>– the coach of Oldtown’s successful youth football team;</li> <li>– a researcher from the Institute of Sociological Research at the University of Oldtown;</li> <li>– a board member of an international non-governmental youth organisation;</li> <li>– the president of Oldtown’s youth council;</li> <li>– the secretary general of a minority youth organisation;</li> <li>– a member of one of Old town’s youth organisations;</li> <li>– the community youth worker;</li> <li>– the community development officer;</li> <li>– the CEO of a local business company and four young people.</li> </ul> <p>Today’s meeting discusses the following questions</p> <ul style="list-style-type: none"> <li>– Is the establishment of a local youth parliament wanted and needed?</li> <li>– If so, what format should it take?</li> <li>– What should be the mandate of a local youth parliament?</li> </ul> <p><b><i>Role descriptions</i></b></p> <ul style="list-style-type: none"> <li>● Your personal role description.</li> <li>● Please read it very carefully and do not show it to anyone.</li> <li>● Try to imagine how this person would act.</li> </ul>
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	<p><i>You are the mayor of Oldtown</i></p> <p>You won last year’s election by a landslide, defeating the long-governing SPP (Senior People’s Party) and the former mayor. One of the reasons you won the election is the emphasis of your electoral campaign on young people and youth policy. You are determined to do something to improve the situation of young people, their participation in society and the cooperation between your administration and youth. A few weeks ago, you presented your brand new programme “Youth in action”, aimed at enhancing the participation of young people, as well as increasing and intensifying the co-operation between young people and the local authority. As part of this programme, you want to initiate the establishment of a local youth parliament. In preparation for the setting up of this local youth parliament, you are convening a consultative meeting involving different interest groups and partners. You hope that this meeting will be positive and constructive because while you like the idea of a youth parliament, you do not have much information about how it should work and how it could be set up. You are very enthusiastic and you want to show it.</p> <p><i>You are a 55-year-old member of the opposition party</i></p> <p>You have lived all your life in the town, have been a member of the party for twenty-five years and you are the former mayor. You believe that young people should join a political party if they want to participate and you do not see a need for any youth representative structure. Therefore, you are against the mayor’s idea and you try to de-rail it.</p> <p><i>You are the vice president of the city parliament</i></p> <p>You are also head of the Municipal Budget Committee. You have been working for years to achieve a balanced budget and finally succeeded last year. You want to keep a budget surplus by any means possible. Nevertheless, you are on good terms with the mayor. You support her initiative rather reluctantly. You would not mind if the initiative did not happen.</p>
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	<p><i>You are the headmaster of the local school</i></p> <p>Most of the young people who would be affected by the proposed youth parliament attend your school. They already have the opportunity to participate in the democratic running and management of the school through class representatives. You are concerned that this youth parliament will take attention and particularly financial resources away from the extra-curricular and leisure activities already offered at the school. Overall, you think that the money would be better invested in the renovation of the school sports facilities and do not really see the point of the initiative. You are also worried that the mayor has proposed this initiative in order to win approval of the international NGO active in the local area and that it is, in fact, a publicity stunt. You do not believe the mayor is really interested in promoting youth participation. You are against this initiative and forcefully argue your case.</p> <p><i>You are the concerned parent of one of the schoolchildren</i></p> <p>You are an active member and the vice president of the parents' association at the local school. You have invested a lot of time and energy in supporting the school's class representatives and the school board. You believe in the established system and the participation of the class representatives in the school decision-making process. Most young people go to school, and therefore you see the initiative as something of a waste of time and a duplication of effort. You are worried that it will cause unnecessary competition with the school democracy you are working for. You are against this initiative.</p> <p><i>You are the parent of one of the young people</i></p> <p>You take part in the extra-curricular activities run by the school. You are also the spokesperson of an initiative called "Senior Volunteers for Children". From time to time, the headmaster asks you to come to the school to help out and supervise the extra-curricular activities. You do this with pleasure, but find it difficult to simply watch over the activities and supervise, as often you feel forced to get involved because the young people are badly behaved and are not able to manage their tasks by themselves. You are concerned</p>
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	<p>that the extra-curricular activities you are involved in will lose out (in numbers) to the proposed youth parliament. You also doubt whether any initiative proposing to give so much responsibility to the young people can really work. You are sceptical about this whole initiative.</p> <p><i>You are the local parish priest</i></p> <p>You are becoming increasingly concerned with the fact that the local youth are not interested in coming to the church or the parish activities. You are happy to have been invited to this meeting, as several young people and the representatives of youth organizations will be present, and you are interested in finding out from them what interests young people. You basically support this initiative, as young people increasingly turn away from God, and anything that will encourage young people to be more interested in getting involved in community life will be good for your parish activities.</p> <p><i>You are the coach of the school football team</i></p> <p>You are a very active and dynamic person who likes to see young people getting involved and taking initiative and responsibility for the things they are interested in and the issues that concern them. However, your football team has been suffering from a lack of financial support and you agree with the headmaster that perhaps the money would be better invested in the school sports facilities, as they seem to be the activities in highest demand by the local young people. You have a dilemma. You support any initiative to promote youth participation, but you are concerned about the competition that the parliament will create for financial resources.</p> <p><i>You are a researcher in the Institute of Sociological Research at Oldtown University</i></p> <p>At the moment, your main subject of research is citizenship studies, but your real passion is youth research. This initiative has taken you by surprise and you are motivated to be involved because one of your main areas of interest is modes of participation of young people in local decision and policy making. You have plenty of advice to offer to the meeting concerning the “participatory” approach to consultation and policy-making, having</p>
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	<p>recently been to an international conference on this subject organized by the Council of Europe in Strasbourg. At the conference, youth parliaments were congratulated as examples of good participation practice, especially when young people themselves are involved in setting them up from the beginning. You are in favour of this initiative and provide “evidence-based” arguments from your own research to forcefully argue your case.</p> <p><i>You represent an international students’ NGO</i></p> <p>Your NGO deals with educational policies, advocating students’ rights and organizing international youth exchanges. You believe in the mayor’s idea as something that will bring real and positive change in the local community. You are convinced that the initiative will be successful because all other democratic countries have local structures to help represent youth opinion and to solve important questions together with local authorities. Oldtown did not have any serious working structure until now (there is a local youth council, but this just unites several small organizations and is dilettante in encouraging youth).</p> <p><i>You are the president of the local youth council</i></p> <p>Your youth council was established ages ago and has been functioning effectively. All youth organizations are satisfied with your activities and your work. You think that the mayor’s idea is not relevant to Oldtown, because the youth council that you represent already does all that the youth parliament would do. You are strongly against the idea and believe that youth organizations and youth in general do not need youth parliaments. You believe they are elitist and not representative and that they therefore have no legitimacy. As a shadow structure, they have no decision-making power and they are constantly abused by politicians who use them to justify their unpopular decisions. You also believe from your own experience that a youth parliament is far too large a structure to be effective and efficient and you therefore strongly argue against the initiative.</p> <p><i>You represent the local minority youth organization</i></p> <p>Your organization unites three national minorities living in the town. The activities of your</p>
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	<p>organization are extremely important because you help to sustain cultures and traditions. Your organization represents minority youth to local authorities as well as to other organizations and structures. You have established good relations with the municipality and your organization has been working with them on several common projects. You do not have much against the mayor's idea, but you want to make absolutely sure that the youth parliament will truly represent the young people of Oldtown, including its minorities. You therefore try to convince the mayor that there should be a quota ensuring the participation of minority youth.</p> <p><i>You are a member of the local youth club</i></p> <p>Your club has sent you to this meeting to get more information about the mayor's idea. You generally like the idea of the youth parliament, but you want to make sure that your club will play an important role in establishing and running the parliament because you are the biggest youth club in your town.</p> <p><i>You graduated last year with a degree in youth work</i></p> <p>You are enthusiastic and motivated to support young people in every way you can. You support the mayor's initiative but you are fearful that the mayor is using this initiative for her own political aims. Of course, you cannot express this directly in the meeting, but you want to make sure that the initiative brings about a sustainable structure for youth participation. Whenever you can, you ask questions along these lines, making sure that this whole thing will be more than a publicity stunt.</p> <p><i>You have been working with different communities in the town for about seven years</i></p> <p>You generally work well together with the youth worker, but you are worried that the mayor's initiative will shift the focus away from your work more towards the work of your colleague. You officially support the mayor's initiative while privately you are not keen on seeing it happen. In the meeting, you try to point out the added value and impact of inter-generational work for the development of the community.</p>
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	<p><i>You own a local business</i></p> <p>You are constantly on the lookout for new business opportunities. You would like to become a friend of the mayor because you believe that this might generate some business for you. You, therefore, fully support the mayor’s initiative. You would be willing to support it financially under certain conditions.</p> <p><i>You are the best student in your school</i></p> <p>You have been sent to this meeting by one of your teachers. You do not understand what is going on during the meeting, but you are really keen to understand. Consequently, you keep asking people to explain what they really mean and what the things mean that you have not understood. The more you ask, the better!</p> <p><i>You are 17 years old and you are interested in local politics</i></p> <p>You see many initiatives that have been undertaken in your local community for the benefit of young people that have been unsuccessful (due to little or no commitment from local authorities and young people themselves). The new initiative of the mayor is, in your opinion, the next failed initiative in this community. You would like to prevent this initiative from happening altogether because you find it pointless, which you make very clear whenever you can during the meeting.</p> <p><i>You are fed up with your family</i></p> <p>You are also fed up with the school and especially the authorities (any authorities: local ones, the government and the whole lot). You are convinced that they should just stop bothering young people and give them freedom. You think that this youth parliament is another “genius” idea of the local authorities so that they can control young people. And what you want is freedom! You do not want to get involved in anything that has any link with local authorities, but you decided to join the meeting to have a chance to tell this crazy mayor what you think: that young people need space for participation without having a controlling structure forced onto them.</p>
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	<p><i>You are 16 years old</i></p> <p>Your friend from Youngtown has told you how wonderfully their youth parliament works. When you read about the mayor’s idea in the newspaper you got really excited. You find the idea fantastic, and you want to support it and the mayor wherever you can. You also would like to get involved yourself, of course.</p> <p>Timeline:</p> <ul style="list-style-type: none"> <li>• 15 minutes – Introduction to the exercise.</li> <li>• 45 minutes – Preparation and meeting simulation.</li> <li>• 10 minutes – Discussion and debriefing.</li> </ul> <ol style="list-style-type: none"> <li>1. Explain to the group that they will be guests in a city where the mayor wants to initiate the programme “Youth in action” to establish a local youth parliament.</li> <li>2. Give the time frame of the simulation and the debriefing.</li> <li>3. Distribute copies of the scenario to participants and give them some time to read it carefully.</li> <li>4. Distribute the individual roles and instruct participants not to show them to anyone. Allow some minutes for participants to imagine the person they will be during the simulation.</li> <li>5. If there are observers, distribute the sheets with questions and give them some detailed instructions, if necessary. Ask the observers to sit at the back of the room.</li> </ol>
<p><b>Tips for the trainer</b></p>	<p>Debriefing after the activity:</p> <ol style="list-style-type: none"> <li>1. Did you like the simulation?</li> <li>2. What was your own role and how did you fulfil it?</li> <li>3. At this point in the debriefing, the sheets with the descriptions of all the roles can be distributed. Alternatively, if time permits, participants could read aloud the role they were taking on during the simulation.</li> <li>4. How were the decisions made?</li> <li>5. What were the arguments that led to a decision?</li> <li>6. Was the decision democratic? Did the process allow participation?</li> </ol>

	<p>7. What were the impressions of the observers?</p> <p>8. What would you do differently if you could run the meeting once again?</p> <p>9. Was the meeting realistic? Could it have happened in reality?</p> <p>10. Was the final outcome satisfactory in relation to the aim of enhancing participation and cooperation?</p> <p>11. What have you learned/discovered during the exercise?</p> <p>12. For trainers and group leaders: if you were to use this exercise in one of your programmes, when and for what objectives would you use it?</p>
<p><b>Materials, equipment, facilities needed</b></p>	<ul style="list-style-type: none"> <li>● A copy of the scenario for each participant.</li> <li>● A personal role for each participant prepared in advance with the names of the participants.</li> <li>● A sheet with role descriptions and questions for each observer (if applicable).</li> <li>● A meeting room set up in a circle or square of tables and chairs; several smaller meeting rooms or spaces.</li> <li>● Paper and pens.</li> <li>● A copy of all the role descriptions for each participant at the end of the simulation.</li> </ul>
<p><b>Links to online tools and resources</b></p>	<p>The activity can be run online, using video conference app features for creating small groups (Zoom) and collaborative documents app (i.e., Google Docs, Sheets).</p>

**Self-assessment questions:**

<b>Question 1</b>	How effectively did participants take on and embody their assigned roles, and how did these role dynamics influence the decision-making process during the simulation?
<b>Question 2</b>	What strategies were most successful in fostering constructive dialogue and consensus-building among the diverse stakeholders during the simulated meeting, and how can these strategies be applied to real-life participatory processes?
<b>Question 3</b>	How did the simulation activity highlight the challenges and opportunities in establishing participatory structures for youth, and what key lessons can be applied when designing and implementing a youth participation strategy in the future?

<b>Activity's Title 3</b>	<b>Statement exercise</b>
<b>Aim/objective of the activity</b>	<ul style="list-style-type: none"> <li>● To raise awareness of participants' own attitudes and limitations in working on issues of participation.</li> <li>● To broaden participants' perspectives and approaches in dealing with youth participation.</li> <li>● To use and develop discussion skills.</li> </ul>
<b>Duration</b>	60 minutes
<b>Online, physical or hybrid</b>	This activity can be conducted in an online or physical setting.
<b>Preparation for the activity</b>	The statements "I agree" and "I disagree" should be written on separate pages of a flipchart. A line needs to be drawn in the middle of the room to show the borderline between those who agree and those who disagree.
<b>How to implement the activity. Step by step</b>	Age group: It can be adapted for various age groups by choosing age-appropriate statements. Statements:

	<ol style="list-style-type: none"> <li>1. Start with a brief introduction to the participation of young people, the importance of collaboration between the various actors and the challenges of participation in day-to-day life.</li> <li>2. Explain that you are now going to read a series of statements with which people may agree to a greater or lesser extent.</li> <li>3. Point out the two extreme positions “I agree” and “I disagree”. Ask people to position themselves on one side of the line. Those who do not know can position themselves in the middle.</li> <li>4. Read out the statements one by one. After each statement, leave some time for people to position themselves.</li> <li>5. Ask participants to explain why they have chosen their position and what their point of view is on the question. Explain that participants are allowed to change their position during the discussion. Try to leave time for everyone to discuss.</li> <li>6. After a few minutes, read out the next statement.</li> <li>7. When you have gone through all statements, bring the group back together for a debriefing.</li> </ol>
<p><b>Tips for the trainer</b></p>	<p>Suggestions for statements:</p> <ul style="list-style-type: none"> <li>● young people are not interested in participation;</li> <li>● young people participate only when they have problems;</li> <li>● local authorities support youth participation when it is politically useful for them;</li> <li>● some young people do not participate for cultural reasons;</li> <li>● all young people have the right to participate;</li> <li>● public authorities should be responsible for the financing and implementation of policies in support of youth participation;</li> <li>● non-participation is a form of participation.</li> </ul> <p>Statements can be chosen according to the objectives of the session and the context of the training.</p>

	<p>Debriefing and evaluation:</p> <p>Ask participants the following questions:</p> <ol style="list-style-type: none"> <li>1. How did you feel during this exercise?</li> <li>2. Was it difficult to make a choice where to stand? Why?</li> <li>3. What arguments were used? Those based on facts or on emotions?</li> <li>4. Which were more effective?</li> <li>5. Are there any comparisons between what people did and said during the exercise and what they do in reality?</li> <li>6. Are the statements valid?</li> <li>7. Was the exercise useful? Why?</li> </ol> <p>Variations:</p> <ol style="list-style-type: none"> <li>1. In some cases, the exercise could be performed without allowing participants to talk. The statements could be purposely very provocative and participants would have to choose a side without discussing their opinions. In this case, during the debriefing, special attention should be drawn to the frustration of non-communication when giving an opinion.</li> <li>2 Encourage participants to take a clear stand concerning as many statements as possible.</li> </ol>
<p><b>Materials, equipment, facilities needed</b></p>	<p>Statements on flipcharts (one per page), markers.</p>
<p><b>Links to online tools and resources</b></p>	<p>The activity can be run online, using a video conference app or collaborative documents app (i.e., Google Docs or Kahoot)</p>

**Self-assessment questions:**

<b>Question 1</b>	Did I effectively introduce the topic of youth participation and set the stage for open and honest discussion? Were participants able to understand the purpose of the exercise and its relevance to their own experiences?
<b>Question 2</b>	Were the statements I selected appropriate and engaging for the participants? Did they provoke thought and discussion, while also being relevant to the context of the training?
<b>Question 3</b>	Did I provide clear and concise instructions for the exercise, ensuring that participants understood the task and the expectations? Were there any misunderstandings or confusion that needed to be addressed?

**6.4 CASE STUDIES**

Case study	Youth Participatory Budget of Cascais (YPB)
<b>Summary</b>	The Youth Participatory Budget of Cascais (YPB) is an initiative promoting civic engagement and financial literacy among young people aged 12-18. Established in 2016, it enables students to decide on local public investments. Through inclusive structures, youth participate in training sessions and collaborative decision-making, proposing and voting on projects for their schools and community. Each school receives 10.000 euros to implement winning projects. YPB directly involves students in democratic processes, strengthening their connection with local policymakers and developing essential skills such as leadership and teamwork. It also enhances citizenship and democratic education, demonstrating that young people are active and engaged citizens.
<b>Relevant Learning Outcome/s</b>	It fosters youth engagement because the YPB classes train students to lead the school's project process, including designing, proposing, discussing, and voting, empowering them and enhancing their skills. YPB integrates with the municipal participatory budget framework - through schools and educational institutions - allowing youth to influence broader policy-

	making processes.
<p><b>Purpose of the case study. Why it's relevant. What issues does it address? Brief synopsis of case study story.</b></p>	<p>The YPB of Cascais operates under municipal regulations that support youth civic engagement. It is a distinct initiative but closely integrated with the broader municipal participatory budget framework. Students from 15 schools participate and each school elects "YPB classes," consisting of students and teachers trained in non-formal education by an external entity. Each school also has a management council comprising five students, one to two teachers, a school board member, and a municipal staff. In terms of numbers, each participating school has a YPB class, and there are 15 schools involved overall. This setup includes numerous students and teachers trained in democratic processes. YPB participants propose, discuss, and vote on projects for their schools and community, with each school allocated 10.000 euros for implementation. The process involves training sessions on leadership, democracy, and financial literacy. To ensure the inclusion of vulnerable groups, the YPB makes efforts to include students from diverse backgrounds. Training and support are provided to ensure all students can participate effectively, including those from vulnerable groups. Schools and the municipality promote participation through awareness campaigns and accessible meeting forms. This structure ensures broad and inclusive youth engagement in local governance, fostering a deeper understanding of democratic processes among young people in Cascais.</p>
<p><b>Other links to images, website, videos and further information.</b></p>	<p><a href="https://youtu.be/-LeaP8yr7tE?feature=shared">https://youtu.be/-LeaP8yr7tE?feature=shared</a></p> <p><a href="https://participa.cascais.pt/pages/620266bb61fda300a873a6d4">https://participa.cascais.pt/pages/620266bb61fda300a873a6d4</a></p>

**Self-assessment questions:**

	Question	Learning outcome/s addressed
<b>Question 1</b>	Did the case study effectively demonstrate how the YPB program fosters youth engagement through its training and leadership development activities?	(4)
<b>Question 2</b>	To what extent does the YPB program ensure inclusivity and participation from diverse student backgrounds?	(2),(3),(4)
<b>Question 3</b>	How does the YPB program integrate with the broader municipal participatory budget framework? Does it provide a clear pathway for youth voices to influence local policy-making beyond the school level?	(2),(3)
<b>Question 4</b>	Based on the case study, can you identify any potential challenges or obstacles that the YPB program might face in its implementation? How could these challenges be addressed?	(1)
<b>Question 5</b>	What are the key takeaways from the YPB of Cascais case study that could be adapted and implemented in other contexts to promote youth participation in local governance?	(4)

Case study	‘Vlaamse Jeugdraad’ (Flemish Youth Council, FYC)
<p><b>Summary</b></p>	<p>The ‘Vlaamse Jeugdraad’ (Flemish Youth Council, FYC) is the official advisory body of the Flemish Government on all matters concerning children and young people, as well as their organisations in the Flemish Community in Belgium. Its goals are to enable young people to present their opinions to policymakers, advocate for the interests of youth organisations in the Flemish Community and Europe and advise the Flemish government on relevant topics connected to youth policy. This advisory council is re-elected every 3 years during an election.</p>
<p><b>Relevant Outcome/s</b></p>	<p><b>Learning</b></p> <p>(1) Understand the structure and role of Local Youth Councils.</p> <p>You will gain knowledge about the principles and models of youth councils and how they function in governance structures.</p>
<p><b>Purpose of the case study. Why it’s relevant. What issues does it address? Brief synopsis of case study story.</b></p>	<p>FYC fosters youth engagement in a meaningful way issuing advice on its initiative. In committees, working groups and at the other meetings they prepare positions and advice, which they pass to the General Assembly, providing the results to the Flemish government. Everyone can consider the needs and opinions of Flemish young people and the interests of youth work. The YC strives to promote youth-friendly policy in the country, and the legal framework itself is designed to promote youth participation and influence. The FYC has the legal role of advising the Flemish government on all matters related to youth and children’s rights. It has 24 members (16 to 30 years old) consisting of elected advisors, but also of international youth representatives for the EU and the UN and a large group of committed volunteers. The volunteers, advisors and international youth representatives regularly meet in working groups, where they advise on themes such as diversity, psychological well-being, education, Europe and the UN. The YC consists of 16 advisors: 8 youth and 8 youth work advisors. Together they form the advisory board. They represent the voices of all children, young people and youth organisations in Flanders. They meet each month to vote on advice, discuss positions and take care of the policy work of the Flemish YC. Flemish ministers must ask the advice of the YC whenever they want to make decisions that affect children and young people. This YC operates independently from the Flemish government but receives funding from it to support its operation and activities. The FYC operates under the Decree on Flemish</p>

	Youth and Children's Rights Policy enacted by the Flemish Parliament. It provides the legal basis for the establishment, functioning, and responsibilities of the YC. This decree ensures that the council represents the diverse youth population in Flanders.
<b>Other links to images, website, videos and further information.</b>	<a href="https://vlaamsejeugdraad.be/en">https://vlaamsejeugdraad.be/en</a> <a href="https://www.instagram.com/vlaamsejeugdraad">https://www.instagram.com/vlaamsejeugdraad</a>

**Self-assessment questions:**

	<b>Question</b>	<b>Learning outcome/s addressed</b>
<b>Question 1</b>	How does the FYC ensure that its advisory role is meaningful and impactful?	(4)
<b>Question 2</b>	How does the FYC promote inclusivity and participation from diverse youth populations?	(4)
<b>Question 3</b>	How does the FYC's legal framework support its role as an advisory body to the Flemish government?	(1)
<b>Question 4</b>	Based on the case study, can you identify any potential challenges or obstacles that the FYC might face in its work?	(2),(3),(4)
<b>Question 5</b>	What are the key takeaways from the FYC case study that could be adapted and implemented in other contexts to promote youth participation in governance? Can the council's structure, processes, and legal framework serve as a model for other youth advisory bodies?	(1),(2),(3)

## 6.5 NEED TO KNOW

Title	Type of resource	Short description	Link	Relevant Learning Outcome
Local Youth Councils - Analysis of policy and mechanisms	PDF	The publication titled "Local Youth Councils - Analysis of Policy and Mechanisms" explores the role and effectiveness of Local Youth Councils (LYCs) in enhancing youth participation in decision-making processes across Europe. It compares the impact of LYCs in Estonia, Lithuania, Norway, and Portugal, analyzing their structures, challenges, and successes. The study provides recommendations and resources to improve youth engagement at the local level, aiming to foster more inclusive and impactful youth participation in governance. The analysis serves as a resource for policymakers, youth organisations, and LYC members.	<a href="https://drive.google.com/file/d/1YR_RaLsUYw2FSYooJMpea6NqCE8cTFZo/view?usp=drive_link">https://drive.google.com/file/d/1YR_RaLsUYw2FSYooJMpea6NqCE8cTFZo/view?usp=drive_link</a>	(1)

<p>Models and mechanisms of youth engagement</p>	<p>PDF</p>	<p>This publication represents the first starting point setting the basis to further results to be achieved throughout the two years project implementation. Indeed, decision-making processes taken at the EU, regional and local levels are constantly affecting the lives and the communities of young people, and it is of the utmost importance that they are aware and empowered to take part in such processes. The engagement of young people can have many shapes and can be done through diverse mechanisms, such as participation in community services, advocacy through specific youth councils or other structures (at many levels), or direct collaboration in the design of policies and programmes. Our focus with this first publication goes on analysing the different models and mechanisms of youth engagement that exist throughout Europe.</p>	<p><a href="https://drive.google.com/file/d/1me6FC2yczx3joWPg1xd5HsKEq5ATxrap/view?usp=sharing">https://drive.google.com/file/d/1me6FC2yczx3joWPg1xd5HsKEq5ATxrap/view?usp=sharing</a></p>	<p>(2),(3),(4)</p>
<p>Educate for Democracy</p>	<p>PDF</p>	<p>The “Educate for Democracy” training programme, part of the</p>	<p><a href="https://drive.google.com/file/d/1TrOQqtT8">https://drive.google.com/file/d/1TrOQqtT8</a></p>	<p>(4)</p>

training programme		“Youth Democracy Academy” project, is focused on citizenship education, be it in a formal or a non-formal learning environment, bringing the concept, ideas and values of democracy closer to young people.	<a href="https://www.youtube.com/watch?v=hurZUnnSUDOtN0n-BzG-jVsg/view?usp=sharing">hurZUnnSUDOtN0n-BzG-jVsg/view?usp=sharing</a>	
European Youth Portal	Online portal	The portal offers information and opportunities for young people to engage in European activities, including youth councils and strategic actions.	<a href="https://youth.europa.eu/en">https://youth.europa.eu/en</a>	(1)
Introduction to Youth Policy	Video	This video introduces the basis elements of youth policy.	<a href="https://www.youtube.com/watch?v=Vd3zub--scE">https://www.youtube.com/watch?v=Vd3zub--scE</a>	(1)



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## 6.6 DIG DEEPER

Title	Type of resource	Short description	Link	Relevant Learning Outcome
Manual for Local Youth Councils	PDF	This Manual is intended for the young members of the Local Youth Councils and the employees of the municipalities and serves as a guide for the establishment and functioning of the Local Youth Councils. The Manual includes practical tips, steps, but also recommendations on how to establish a functional youth council in the municipalities in the Republic of North Macedonia.	<a href="https://www.osce.org/files/f/documents/3/b/491132.pdf">https://www.osce.org/files/f/documents/3/b/491132.pdf</a>	(1)
Understanding youth engagement in Europe through open data	Web article	Open data sheds light on the state of youth engagement in Europe.	<a href="https://data.europa.eu/en/publications/data-stories/understanding-youth-engagement-europe-through-open-data">https://data.europa.eu/en/publications/data-stories/understanding-youth-engagement-europe-through-open-data</a>	(1)

<p>Meaningful Youth Political Participation in Europe: Concepts, Patterns and Policy Implications</p>	<p>PDF</p>	<p>This study on youth political participation builds on long-established research interest shown by expert publications,, insights into innovative forms of youth participation, literature reviews, toolkits and expert perspectives and outcomes of the symposium “The future of young people’s political participation: questions, challenges and opportunities” held in 2019. Seeking to move conversations on youth political participation forward, this theoretical study is built on an extensive literature review and highlights some less frequently debated dimensions of youth political participation, and introduces original avenues for defining meaningful youth political participation.</p>	<p><a href="https://pjp-eu.coe.int/documents/42128013/47261953/PREMS+149821+G+BR+2600+Study+on+Youth+political+participation+WEB+16x24+%281%29.pdf/d2ecb223-edda-a9d2-30f7-c77692a086bd">https://pjp-eu.coe.int/documents/42128013/47261953/PREMS+149821+G+BR+2600+Study+on+Youth+political+participation+WEB+16x24+%281%29.pdf/d2ecb223-edda-a9d2-30f7-c77692a086bd</a></p>	<p>(2)</p>
<p>Local Youth Councils – Mapping Practices</p>	<p>PDF</p>	<p>Local Youth Councils (LYC) have two main dimensions: one is pedagogical, and the other is civic and democratic. These structures are often the first contact with more formal democratic means for many youngsters. This publication</p>	<p><a href="https://drive.google.com/file/d/1_W7r_R4lydI_zSsW_jXQsvlGConUcUi8/view?usp=sharing">https://drive.google.com/file/d/1_W7r_R4lydI_zSsW_jXQsvlGConUcUi8/view?usp=sharing</a></p>	<p>(1),(2),(3)</p>



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		gathers information regarding various aspects of the LYC, such as its composition, organization, goals, resources available, and other relevant information. Also, it compiles the inside perspectives regarding importance, effectiveness, youth representation, and impact for 10 LYC from 5 countries.		
The Vienna Children and Youth Strategy 2020 – 2025	PDF	The contents were drafted based on the wishes, ideas and concerns of more than 22,500 children and young people in consultation with staff of the Vienna City Administration, its associated organisations and enterprises and other experts as members of the theme management groups in the period from April 2019 to December 2019; responsible for the content: Karl Ceplak, Head of Youth Department of the Province of Vienna.	<a href="https://junges.wien.gv.at/wp-content/uploads/sites/48/2020/09/The-Vienna-Children-and-Youth-Strategy.pdf">https://junges.wien.gv.at/wp-content/uploads/sites/48/2020/09/The-Vienna-Children-and-Youth-Strategy.pdf</a>	(3)



## 6.7 SEE IT IN ACTION

Short descriptive title	Link to the file
Illustrative video presenting the Quality Charter on participatory and inclusive Local Youth Councils.	<a href="https://youtu.be/3x8ktELxGic">https://youtu.be/3x8ktELxGic</a>
Illustrative video explaining the structure, functioning and development of Local Youth Councils.	<a href="https://youtu.be/H_0TSzu4THE">https://youtu.be/H_0TSzu4THE</a>
This video describes briefly the necessary steps to build a youth policy strategy, from the vision to the activities, and provides one example.	<a href="https://youtu.be/AP9XnTDfpoY?si=bRwELxIfeJMr1aNR">https://youtu.be/AP9XnTDfpoY?si=bRwELxIfeJMr1aNR</a>

## 6.8 SELF-ASSESSMENT QUIZ

	Question	Learning outcome/s addressed
<b>Question 1</b>	Can I effectively explain the key principles and models of Local Youth Councils (LYCs)?	(1)
<b>Question 2</b>	Am I able to identify and apply practical tools for enhancing youth participation, such as participatory budgeting and strategic youth plans?	(2), (3)
<b>Question 3</b>	Can I design a strategic action plan to increase youth involvement in local decision-making, ensuring its inclusivity, sustainability, and alignment with local policies?	(3)
<b>Question 4</b>	Do I understand the principles of quality participation and leadership in youth engagement, including transparency, accountability, and shared decision-making?	(4)
<b>Question 5</b>	Can I analyze case studies of successful youth councils and identify key lessons and best practices that can be adapted to my local context?	(1),(2)
<b>Question 6</b>	Am I confident in my ability to support and lead youth councils, promoting their effectiveness and impact in fostering youth participation and civic engagement?	(1),(2),(3),(4)



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## MODULE 6: INTEGRATION OF DIGITAL HATE INTERRUPTER ACTIVISM IN MUNICIPAL ACTION PLANS

### 7.1 MODULE SUMMARY

#### SUMMARY, LEARNING OUTCOMES AND GUIDE TO THE LEARNING

Title of the Module	Integration of Digital Hate Interrupter Activism in Municipal Action Plans
<b>Summary description</b>	This module explores the integration of <b>Digital Hate Interrupter Activism</b> into municipal action plans. Participants will gain knowledge on the role and strategies of digital hate interrupters, develop skills in outlining, formulating, and implementing strategies, as well as in analyzing them in municipal governance, and adopt a proactive, collaborative attitude toward fostering safe and inclusive communities.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>(1) Describe the Role of Digital Hate Interrupters in Municipal Governance.</li> <li>(2) Define the Approach of Digital Hate Interrupters to Local Municipalities.</li> <li>(3) Evaluate the Impact of Digital Hate Interrupter Strategies in Municipal Contexts.</li> </ul>
<b>Your Guide to the Module</b>	<p><b>Disclaimer:</b> Module VI focuses on the involvement of Digital dynamics in the collaboration between Digital Activist and Local Governance. For a better understanding of how Municipalities and Local Governance operate and their policies and dynamics, trainers may refer to Module V to implement relevant parts according to their trainees' needs.</p> <p><b>Key Elements: Knowledge, Skills, and Attitudes.</b> This module, <i>Integration of Digital Hate Interrupter Activism in Municipal Action Plans</i>, offers a detailed understanding of the role of digital activism in municipal governance. Through theory, case studies, and practical applications, participants will gain the knowledge, skills, and attitudes necessary to implement digital hate interrupter strategies within municipal action plans, fostering safer and more inclusive communities.</p>

	<p><b>Learning Objectives:</b></p> <p>1. Describe the Role of Digital Hate Interrupters in Municipal Governance  Participants will explore how digital hate interrupters combat online hate speech, disinformation, and extremism. The module demonstrates how municipalities can leverage these strategies to create safer digital environments.  <b>Outcome:</b> Participants will understand and articulate the role and impact of digital activism in countering harmful online behaviors in municipal contexts.</p> <p>2. Define the Approach of Digital Hate Interrupters to Local Municipalities  The module focuses on local governance processes and best practices for digital activism and collaboration with local governments in a bottom-up perspective. By analyzing successful case studies, participants will learn to replicate these approaches, focusing on negotiation and mediation strategies to foster cooperation between activists and municipalities.  <b>Outcome:</b> Participants will confidently apply successful strategies for collaboration between digital activists and local governments.</p> <p>3. Evaluate the Impact of Digital Hate Interrupter Strategies in Municipal Contexts  Participants will be introduced to monitoring methodologies and techniques to be then facilitated in analyzing the metrics and indicators used to measure the success of digital hate interrupter strategies. Both qualitative and quantitative evaluation methods will be explored to assess effectiveness.  <b>Outcome:</b> Participants will critically evaluate digital hate interrupter initiatives using evidence-based techniques.</p> <p><b>Assessment and Evaluation:</b>  Participants will be assessed based on:</p> <ul style="list-style-type: none"> <li>• Self Evaluation</li> <li>• Group projects</li> <li>• Analytical reports</li> </ul> <p>Participants will propose strategies for integrating digital activism into local government action plans and evaluate their effectiveness using real-world data.</p> <p><b>Cultivating Attitudes for Municipal Collaboration:</b> In addition to knowledge and skills, the module fosters a proactive, collaborative attitude toward integrating digital activism into municipal governance. Participants will be encouraged to adopt a cooperative approach, fostering open communication with local governments. Emphasis is placed on adapting strategies to the evolving nature of digital hate to ensure long-term effectiveness. The module highlights the importance of collaboration between local authorities, civil society, and youth. Joint events between local governments and communities are effective tools for countering hate speech and promoting inclusivity. Engaging youth through councils and</p>
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	<p>giving them a voice in shaping policies is considered a best practice. Additionally, partnerships between NGOs and municipalities are critical for developing impactful campaigns that address the root causes of hate in the digital space. Evaluating the success of these strategies involves both quantitative and qualitative metrics. Tracking youth-led initiatives supported by local authorities and monitoring incidents of digital hate pre- and post-intervention provides a clear measure of success. Qualitative feedback from interviews or case studies further enhances understanding of the community impact.</p> <p><b>Conclusion:</b> This module equips participants with the tools to integrate digital hate interrupter activism into municipal governance. By fostering collaboration with local authorities, NGOs, and youth, participants will develop sustainable policies to counter online hate speech and build more resilient communities.</p>
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## 7.2 TOOLS

Name of the Tool	Hate Speech Watch by European Commission
<b>Weblink</b>	<a href="https://op.europa.eu/en/publication-detail/-/publication/48d877d9-2f4c-11ee-9e98-01aa75ed71a1/language-en">https://op.europa.eu/en/publication-detail/-/publication/48d877d9-2f4c-11ee-9e98-01aa75ed71a1/language-en</a>  <a href="https://europeanonlinehatelab.com/resource.html">https://europeanonlinehatelab.com/resource.html</a>
<b>Learning outcome that it is relevant for</b>	Evaluate the Impact of Digital Hate Interrupter Strategies in Municipal Contexts.
<b>What is the Tool used for</b>	Hate Speech Watch is an online platform that allows users to report and track instances of hate speech across digital platforms. It provides municipalities with real-time data and metrics on the frequency and types of hate speech, helping in the evaluation of digital hate interrupter strategies.
<b>Why did you choose it for this project? Why is it useful?</b>	This tool offers evidence-based data, enabling participants to evaluate the success of strategies aimed at reducing hate speech. It's a practical resource for gathering real-world data to assess impact in municipal governance.
<b>Tips for using it effectively</b>	Use this tool to analyze patterns of hate speech over time and evaluate the effectiveness of municipal policies in reducing it. Incorporate it into group projects focused on tracking hate speech in specific communities.
<b>Links to additional</b>	<a href="https://commission.europa.eu/document/c60c451c-ccd2-406a-be3a-ef65123f2bb6_en">https://commission.europa.eu/document/c60c451c-ccd2-406a-be3a-ef65123f2bb6_en</a>

<p>graphic or image files</p>	<p><a href="https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/combating-discrimination/racism-and-xenophobia/combating-hate-speech-and-hate-crime_en#additional-resources">https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/combating-discrimination/racism-and-xenophobia/combating-hate-speech-and-hate-crime_en#additional-resources</a></p>
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Name of the Tool	Digital Hate Interrupters Toolkit by Dangerous Speech Project
Weblink	<a href="https://dangerousspeech.org/">https://dangerousspeech.org/</a>
Learning outcome that it is relevant for	Define the Approach of Digital Hate Interrupters to Local Municipalities.
What is the Tool used for	The Digital Hate Interrupters Toolkit provides guidelines and strategies for interrupting harmful speech online. It includes case studies and strategies for collaborating with local authorities to combat hate speech and disinformation, focusing on mediation and dialogue between digital activists and municipal bodies.
Why did you choose it for this project? Why is it useful?	This toolkit is tailored to the challenges of digital hate speech and provides actionable strategies for participants to apply in their municipal contexts. It's useful for guiding local collaborations and adapting strategies for municipal action plans.
Tips for using it effectively	Involve participants to study real-life case studies from the toolkit, identifying key success factors and strategies that can be applied in their projects. Facilitate workshops using mediation techniques from the toolkit to simulate municipal negotiations.
Links to additional graphic or image files	<a href="https://dangerousspeech.org/guide/">https://dangerousspeech.org/guide/</a>

Name of the Tool	Change.org
Weblink	<a href="https://www.change.org/">https://www.change.org/</a>
Learning outcome that it is relevant for	Define the Approach of Digital Hate Interrupters to Local Municipalities.

<b>What is the Tool used for</b>	Change.org is an online petition platform that allows individuals and groups to mobilize communities, advocate for social change, and influence policy decisions by gathering support for various causes. It enables users to create petitions addressing local or global issues, including hate speech and digital activism.
<b>Why did you choose it for this project? Why is it useful?</b>	Change.org is a powerful tool for illustrating how digital activism can influence municipal policies. It is useful because it allows participants to practice mobilizing local communities around anti-hate initiatives and to connect their digital efforts with real-world municipal action plans.
<b>Tips for using it effectively</b>	Participants can create petitions related to digital hate or community safety and share them with local stakeholders. Facilitate discussions on how petitions can be used to build pressure on local governments to integrate digital hate interrupter strategies into action plans.

<b>Name of the Tool</b>	<b>Municipal Digital Governance Framework</b>
<b>Weblink</b>	<a href="https://www.opengovpartnership.org/">https://www.opengovpartnership.org/</a>
<b>Learning outcome that it is relevant for</b>	Describe the Role of Digital Hate Interrupters in Municipal Governance.
<b>What is the Tool used for</b>	This framework provides guidelines for digital governance in municipalities, focusing on transparency, inclusivity, and public participation in decision-making processes. It helps facilitators understand how municipalities can integrate digital strategies, including hate interrupter tactics, to address online extremism and foster safer digital spaces.
<b>Why did you choose it for this project? Why is it useful?</b>	The tool offers a practical structure for embedding digital hate interrupter activism within municipal governance, highlighting how local governments can work with digital activists to combat harmful online behaviors while ensuring public trust.
<b>Tips for using it effectively</b>	Use the framework to explain how digital governance principles can support hate interruption initiatives in municipalities. Organize workshops to analyze how specific municipalities are adopting these strategies and where improvements can be made.

<b>Name of the Tool</b>	<b>Data for Good - Social Impact Analytics</b>
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<b>Weblink</b>	<a href="https://dataforgood.facebook.com/">https://dataforgood.facebook.com/</a>
<b>Learning outcome that it is relevant for</b>	(3) Evaluate the Impact of Digital Hate Interrupter Strategies in Municipal Contexts.
<b>What is the Tool used for</b>	Data for Good offers analytics tools that use aggregated, anonymized data to understand social issues like hate speech and extremism. It provides visualizations and reports on digital behaviors in specific regions, helping participants analyze the impact of hate interrupter strategies and identify patterns of online hate speech.
<b>Why did you choose it for this project? Why is it useful?</b>	This tool is ideal for evaluating municipal efforts in combatting hate speech, as it provides data-driven insights on social media trends and community impacts. It helps users gather concrete evidence to measure the success of hate interrupter strategies.
<b>Tips for using it effectively</b>	Participants can track digital hate speech trends in real time using the tool’s regional data reports. They can use it for case study analysis, where participants assess the effectiveness of municipal campaigns in reducing online extremism.

### 7.3 ACTIVITIES

<b>Activity’s Title 1</b>	<b>Role-Playing Municipal Collaboration to tackle Hate Speech</b>
<b>Aim/objective of the activity</b>	To help participants practice collaboration strategies between digital activists and local government officials in tackling hate speech in a municipal context.
<b>Duration</b>	65 minutes
<b>Online, physical or hybrid</b>	Physical, online (or hybrid).
<b>Preparation for the activity</b>	Design a set of fictional but realistic roles (e.g., social media manager for the city, community liaison officer, digital hate interrupter) and write brief profiles for each role.  Outline a scenario involving online hate speech that has emerged within the community (use real-life examples when possible).

	(Optional provide brief guidelines on negotiation/mediation techniques.)
<b>How to implement the activity. Step by step</b>	<p><b>Intro &amp; role assignment</b> (5 min): Briefly discuss the role of collaboration between local governments and activists in countering online hate speech, introducing participants to key players in municipal structures.</p> <p>Divide participants into small groups and assign roles, distributing each participant's role profile and outlining their perspectives and motivations.</p> <p><b>Brainstorm</b> (10 min): Each group discusses the scenario from their character's point of view, deciding on possible actions, negotiation strategies, and talking points.</p> <p><b>Roleplay</b> (30 min): Groups simulate a meeting to discuss potential solutions to combat hate speech, exploring how each role can contribute to and support a collaborative strategy.</p> <p><b>Debriefing</b> (20 min): After the role-playing, have an open discussion on what worked, the challenges faced, how different municipal roles might influence the overall approach and the importance of digital collaboration. Highlight negotiation and digital techniques used and how they could improve.</p>
<b>Tips for the trainer</b>	<p>Encourage participants to embody their roles fully to understand the motivations and constraints faced by each actor.</p> <p>Remind participants that digital collaboration requires compromise and creative problem-solving.</p> <p>For online sessions, use breakout rooms for private group discussions and the main room for role-playing.</p>
<b>Materials, equipment, facilities needed</b>	<p>Scenario guidelines and role descriptions (physical or digital copies).</p> <p>Projector or screen-sharing tools for hybrid sessions.</p> <p>Zoom with breakout room feature for online sessions.</p>
<b>Links to additional image/graphic files</b>	Municipal collaboration examples: <a href="https://www.opengovpartnership.org">https://www.opengovpartnership.org</a>
<b>Links to online tools and resources</b>	<p><a href="https://miro.com/">https://miro.com/</a></p> <p>Role-play and simulation tools: <a href="https://www.storyboardthat.com">https://www.storyboardthat.com</a></p>



Activity's Title 2	Developing Municipal Policy Recommendations for Digital Hate Interruption
<b>Aim/objective of the activity</b>	To encourage participants to think critically about how municipalities can support digital hate interrupter initiatives and to draft policy recommendations for local governance.
<b>Duration</b>	90 minutes
<b>Online, physical or hybrid</b>	Hybrid (suitable for physical and online).
<b>Preparation for the activity</b>	Provide materials on existing municipal policies related to online hate (e.g., anti-hate speech laws, social media regulations).  Prepare templates for policy recommendation writing.
<b>How to implement the activity. Step by step</b>	<p><b>Intro &amp; Brainstorming</b> (20 min): Brief participants on current policies related to digital hate, highlighting gaps and opportunities for municipal intervention.</p> <p>Participants, in small groups, brainstorm ways municipalities can collaborate with digital activists to combat online hate, drafting specific recommendations.</p> <p><b>Writing Policy Recommendations</b> (40 min): Groups turn their ideas into a structured set of recommendations for municipal policy, considering feasibility, impact, and stakeholder involvement.</p> <p><b>Presentations &amp; Feedback</b> (30 min): Groups present their recommendations to the class, receiving feedback from peers and the trainer on clarity and practicality.</p>
<b>Tips for the trainer</b>	Encourage participants to focus on actionable, realistic policy ideas that municipalities could feasibly implement.  Highlight the importance of including multiple stakeholders (government, community groups, tech companies) in their recommendations.
<b>Materials, equipment, facilities needed</b>	Policy recommendation template (physical or digital).  Access to local municipal policy documents (if available).

Activity's Title 3	Assessing the Impact of Digital Hate Interrupter Initiatives
<b>Aim/objective of the activity</b>	To teach participants how to evaluate the effectiveness of digital hate interrupter strategies by analyzing both qualitative and quantitative data.
<b>Duration</b>	90 minutes
<b>Online, physical or hybrid</b>	Hybrid (can be adapted for both online and physical settings).
<b>Preparation for the activity</b>	Provide case studies of digital hate interrupter initiatives, including data on impact (e.g., reduction in hate speech, engagement metrics).  Prepare worksheets for data analysis.
<b>How to implement the activity. Step by step</b>	<p><b>Intro</b> (15 min): Explain the importance of evaluating the impact of digital hate interrupter initiatives, focusing on both qualitative (e.g., testimonials) and quantitative (e.g., metrics) measures.</p> <p><b>Case Study Analysis</b> (45 min): In small groups, participants review a case study, using the provided data to assess the initiative's impact. Groups use the worksheet to identify key success factors and areas for improvement.</p> <p><b>Presentation &amp; Discussion</b> (30 min): Groups present their findings, discussing how digital hate interrupter initiatives can be more effective in municipal contexts.</p>
<b>Tips for the trainer</b>	Emphasize the importance of evidence-based analysis and not just relying on anecdotal feedback.  Encourage participants to consider the limitations of both qualitative and quantitative data.
<b>Materials, equipment, facilities needed</b>	Data analysis worksheet (physical or digital). Case study materials (physical or digital).



Activity's Title 4	Scenario-Based Municipal Problem Solving Workshop
<b>Aim/objective of the activity</b>	To engage participants in critical thinking and solution-oriented discussions on addressing hate speech in municipal contexts using evidence-based strategies.
<b>Duration</b>	90 minutes
<b>Online, physical or hybrid</b>	Physical or hybrid.
<b>Preparation for the activity</b>	<p>Develop several municipal scenarios where hate speech or online extremism has caused or threatens to cause community unrest (e.g., misinformation spreading on social media regarding an upcoming event).</p> <p>Create worksheets for participants to record proposed strategies, listing steps and objectives.</p>
<b>How to implement the activity. Step by step</b>	<p><b>Intro &amp; Preparation (20 min):</b> Explain the importance of proactive problem-solving in municipal contexts, particularly regarding online hate and community tension. Introduce participants to evidence-based decision-making frameworks.</p> <p>Divide participants into groups and assign each a specific scenario, along with the worksheet for recording their solutions.</p> <p><b>Problem-Solving Brainstorm (15 min):</b> Groups discuss the scenario, identify the root causes of the issue, and brainstorm potential solutions while considering both immediate and long-term approaches.</p> <p><b>Strategy Development (25 min):</b> Each group refines one or two main strategies, outlining actionable steps and how they would measure success within the municipal framework.</p> <p><b>Presentation &amp; Peer Feedback (30 min):</b> Groups present their solutions, receiving feedback on their approach and discussing other methods they might not have considered.</p>
<b>Tips for the trainer</b>	<p>Encourage participants to think analytically and use concrete data when devising solutions.</p> <p>Prompt participants to consider multiple perspectives, including how residents and government officials may react.</p>



<b>Materials, equipment, facilities needed</b>	Scenario descriptions and worksheets (physical or digital). Computers/tablets for hybrid participation.
<b>Links to online tools and resources</b>	<a href="https://www.mural.co/">https://www.mural.co/</a>

<b>Activity's Title 5</b>	<b>Local Government and Digital Activism Panel Debate</b>
<b>Aim/objective of the activity</b>	To simulate a panel debate between municipal representatives and digital hate interrupters, teaching participants how to effectively communicate and collaborate in addressing online hate.
<b>Duration</b>	90 minutes
<b>Online, physical or hybrid</b>	Hybrid (physical and online participants)
<b>Preparation for the activity</b>	Prepare a list of key questions and topics to be discussed by panelists focusing on the digital aspect of collaboration (e.g., "How can local governments support digital hate interrupter initiatives?").  Assign roles to participants (e.g., panelists from municipal authorities, activists, community members).
<b>How to implement the activity. Step by step</b>	<b>Intro &amp; Preparation</b> (10 min): Explain the structure of the panel debate and the importance of collaboration between municipalities and digital activists.  Participants, will be given different roles and in their assigned roles, prepare their talking points based on key questions provided by the trainer.  <b>Panel Debate</b> (50): Groups simulate a panel discussion where municipal representatives and digital hate interrupters share perspectives, challenges, and solutions for integrating activism into local governance.  <b>Final Reflection</b> (30 min): After the discussion, reflect on how communication can build



	effective partnerships and develop action plans.
<b>Tips for the trainer</b>	Encourage participants to listen to each other’s perspectives and develop solutions that balance activism and policy implementation.  Ask participants to reflect on the role of communication in resolving conflicts between different stakeholders.
<b>Materials, equipment, facilities needed</b>	Key question cards (physical or digital). Space for panel discussion or virtual meeting platform (for online/hybrid).
<b>Links to online tools and resources</b>	<a href="https://www.zoom.us">https://www.zoom.us</a> , google.meet

**Self-assessment questions:**

<b>Question 1</b>	How effectively did participants engage with their assigned roles, and how well did they understand the responsibilities of digital activists and municipal authorities in tackling hate speech?
<b>Question 2</b>	What challenges did participants encounter during the negotiation process, and how successfully did they apply mediation and compromise techniques to develop a collaborative action plan?
<b>Question 3</b>	How well did the activity illustrate the importance of collaboration between digital activists and municipal authorities, and what strategies could improve future sessions?

## 7.4 CASE STUDIES

Case study	Towards a Safer City: Digital Activism in Cairo Using Ushahidi
<b>Summary</b>	The "Towards a Safer City" initiative in Cairo utilized Ushahidi's crowdsourcing platform to map incidents of violence and harassment. Citizens were empowered to report real-time safety concerns, which allowed municipal authorities to address urban safety challenges more effectively, improving public trust and urban governance.
<b>Relevant Outcome/s</b> <b>Learning</b>	Define the Approach of Digital Activism to Local Municipalities. Evaluate the Impact of Digital Activism in Municipal Contexts.
<b>Purpose of the case study. Why it's relevant. What issues does it address? Brief synopsis of case study story.</b>	<p>"Towards a Safer City" was launched in Cairo, Egypt, to tackle urban safety challenges related to violence and harassment. The initiative employed Ushahidi's crowdsourcing platform, enabling citizens to report real-time incidents via SMS, email, and web forms. This data was then mapped and visualized, helping municipal authorities, community organizations, and law enforcement identify high-risk areas and allocate resources more efficiently.</p> <p>The case study is relevant because it demonstrates how digital tools can empower citizens to actively participate in urban governance plans, fostering a safer and more inclusive environment. By making crime reporting more accessible, the initiative bridged the gap between citizens and municipal authorities, increasing trust in local governance. The project not only showcases the successful integration of digital activism into urban planning but also offers a scalable model for other cities facing similar challenges.</p>
<b>Other links to images, website, videos and further information.</b>	<a href="https://www.ushahidi.com/in-action/towards-a-safer-city/">https://www.ushahidi.com/in-action/towards-a-safer-city/</a>

**Self-assessment questions:**

	Question	Learning outcome/s addressed
<b>Question 1</b>	How did integrating a crowdsourcing platform empower citizens to contribute to urban safety?	(2)
<b>Question 2</b>	What role did real-time data collection play in improving the effectiveness of municipal responses to safety concerns, and how can similar digital tools be used in other municipal contexts?	(3)
<b>Question 3</b>	In what ways did the "Towards a Safer City" initiative bridge the gap between citizens and municipal authorities, and what lessons can be drawn about building trust in public governance?	(2)
<b>Question 4</b>	How did the case study demonstrate the importance of accessibility in digital activism tools for marginalized or vulnerable populations?	(3)
<b>Question 5</b>	What were the critical challenges faced in implementing digital reporting tools in a city like yours, and how were they overcome to ensure effective collaboration between the public and authorities?	(3)

## 7.5 NEED TO KNOW

Title	Type of resource	Short description	Link	Relevant Learning Outcome
Ushahidi	Website	<p><b>Ushahidi</b> is an open-source platform designed to crowdsource, map, and visualize data, especially in crisis or emergency situations. Originally developed in 2008 to monitor violence in Kenya following its elections, the platform allows users to submit reports via various channels, including SMS, email, and social media, which are then mapped to provide real-time, geolocated information.</p> <p>Ushahidi has since been used globally for various purposes, including election monitoring, disaster response, human rights documentation, and more. Its flexibility and ability to aggregate diverse data make it a powerful tool for digital activism, crisis management, and social change.</p>	<a href="https://www.ushahidi.com">https://www.ushahidi.com</a>	(3)
ADD Project	PDF	The project "ADD Something Meaningful" aims to enhance youth engagement by fostering local involvement and creating accessible structures for young people to influence decision-making. Youth participation is essential for upholding democratic values, but young individuals are	<a href="https://www.alda-europe.eu/wp-content/uploads/2023/10/ADD_Youth-engagement-through-local-involvement_A-step-by-step-guide-to-IDEATHON.pdf">https://www.alda-europe.eu/wp-content/uploads/2023/10/ADD_Youth-engagement-through-local-involvement_A-step-by-step-guide-to-IDEATHON.pdf</a>	(2)

		often underrepresented, leading to disengagement from civic life. This project addresses these challenges by empowering youth to shape public policies and encouraging their active role in societal development.		
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## 7.6 DIG DEEPER

Title	Type of resource	Short description	Link	Relevant Learning Outcome
Youth Participation Toolkit	PDF	The European Union promotes youth participation in democratic life, making it a key priority in the EU Youth Strategy and the European Youth Goals. The Erasmus+ and European Solidarity Corps programs support this goal through various initiatives. A Youth Participation Strategy, developed by SALTO, outlines how EU youth programs can enhance youth involvement in democracy. This toolkit complements the strategy, offering practical guidance and ideas for fostering youth participation through these programs. It serves as a resource for those working to engage young people in democratic processes.	<a href="https://participationpoo.eu/wp-content/uploads/2021/05/Youth-Participation-Toolkit.pdf">https://participationpoo.eu/wp-content/uploads/2021/05/Youth-Participation-Toolkit.pdf</a>	(2)
Enhancing youth participation in urban governance	Report	City youth councils facilitate ongoing dialogue between young people and policymakers, promoting youth leadership and social change. These councils	<a href="https://unesdoc.unesco.org/ark:/48223/pf000388010">https://unesdoc.unesco.org/ark:/48223/pf000388010</a>	(2)

<p>through city youth councils</p>		<p>have been instrumental in developing future leaders and engaging youth as active contributors. UNESCO's report aims to expand these practices globally, ensuring youth-driven solutions are applied and scaled. It calls on local governments to create inclusive spaces for meaningful youth participation in decision-making.</p>		
<p>Digital Participation Tools for youth engagement in local governance</p>	<p>Toolkit</p>	<p>Digital tools can enhance existing youth participation structures, promote e-participation, or combine both approaches for greater impact. A European consortium, led by the DYPALL Network, conducted a study on digital participation tools to support youth engagement in local governance. The study aims to gather practical examples of how digital tools can strengthen youth involvement in local decision-making processes.</p>	<p><a href="https://dypall.com/catalogue-of-resources/digital-participation-tools-for-youth-engagement-in-local-governance/">https://dypall.com/catalogue-of-resources/digital-participation-tools-for-youth-engagement-in-local-governance/</a></p>	<p>(2), (3)</p>



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## 7.7 SELF-ASSESSMENT QUIZ

	Question	Learning outcome/s addressed
<b>Question 1</b>	How well can I describe the role of digital hate interrupters within municipal governance, and how effectively can I explain their importance in countering online hate speech and extremism?	(1)
<b>Question 2</b>	What are the best practices I have learned for collaborating with local municipalities to implement digital hate interrupter strategies, and how confident am I in applying these practices?	(2)
<b>Question 3</b>	How can I effectively evaluate the success of digital hate interrupter strategies using qualitative and quantitative metrics, and what methods have I found most useful?	(3)
<b>Question 4</b>	How has this module improved my negotiation and mediation skills, and how can I apply these techniques when engaging with local governments on digital activism?	(2)
<b>Question 5</b>	What challenges did I identify in integrating digital hate interrupter strategies into municipal action plans, and how can I overcome these challenges to foster safer online communities?	(3)
<b>Question 6</b>	In what ways has this module shaped my understanding of the evolving nature of digital hate and extremism, and how can I ensure that my strategies remain adaptive and relevant?	(3)



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