



# MANUAL OF "Be PolEthical"

Skills Development Activity      3 - 8 December 2018



# CONTEXT

In this period of history the world politics has arrived at a very delicate point, because today more than ever before, the minorities and communities of those people that our society labels as “non-normal” are subject to discrimination, marginalisation. In Europe and USA during the recent years there has been a continuous rise of extremist far right political parties, which means that also hatred, racism and noxious nationalism have also been spread among the citizens, especially the young ones. Most of the eastern and western European countries are being pushed into political extremism and violation of human rights towards certain ethnical groups. This wind of populism is especially harmful to young people, as they are the most fragile public exposed to propaganda's, while at the same time they are citizens that will build the Europe of tomorrow.

## INTRODUCTION



“ Let's Be A Noisy Majority Against Political Extremism” is a project financed by EYF Foundation of Council of Europe and implemented by Mine Vaganti NGO. The project involved 20 local youth operators from Northern Sardinia. It took place in Hotel Grazia Deledda in Sassari from 3rd to 8th of December 2018.

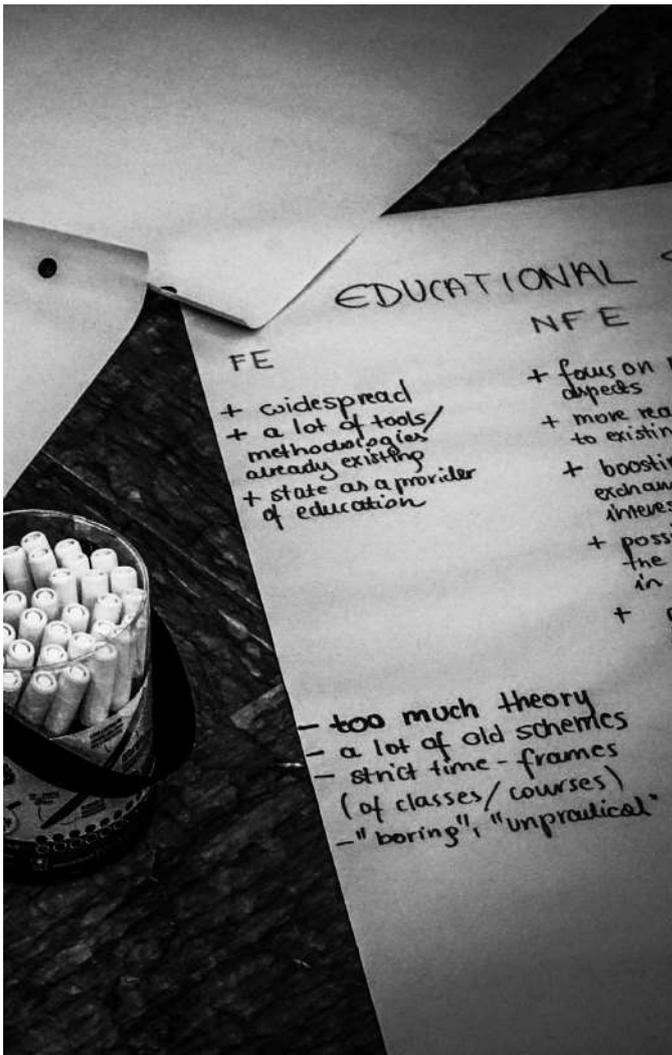
The project aimed to raise the awareness among youth operators regarding political extremism through Non-Formal Education tools. Furthermore in this specific period of history with large veils of populism and nationalism across Europe and the whole world. It is necessary for the youth operators to develop a set of skills that would enable them to take counter-measures against political extremism.

# DESCRIPTION

During the beginning of the project, in order to create a positive and impactful sense of group, there has been implemented various group building activities through NFE tools. This approach gave the group the opportunity to create around themselves a safe and a non-judgemental environment. It was also implemented an introduction to the EYF Foundation and the Council of Europe and their structure, objectives and priorities.

During the first days the group was exposed to different sort of political extremism thoughts, and learned the core structure that all the extremist propaganda's share. They also analyzed some far right political parties messages to deconstruct them and to understand what is the latent communication inside the different messages. The participants explored different approaches to education in our modern society, such as Formal Education, Non-Formal Education and Informal Education.

Discussion took place on the argument with a specific direction on how to improve the contemporary educational system. Various debates took place during the project that focused on local politics regarding any sort of extremism that was detected by the media in Sardinia. They also had broaden their horizons regarding the general knowledge on political environment in Europe and the rest of the world, specifically about Italy and USA.



Inside the second part of the project activities regarding the gender dimension were implemented to also consider the role of women and the LGBTQI Community in the society. Understand the differences and similarities in relation between political extremism and stereotyping/discrimination. The most intense period of the project was during the last days when the participants were involved into the creation of NFE tools to push back the political extremist thoughts and mindset among the youngsters. Furthermore, projects that took place in the past were analyzed for inspiration to design new activities that will be implemented in the local schools and other projects related to this theme.



# ACHIEVEMENTS

The participants had the opportunity to develop their skills to improve their communication regarding the response to political extremist opinions. All the phases of the spreading procedure of an extremist propaganda were deconstructed in their core structure, so the participants could observe it and gain the ability to prepare a counter-propaganda.

The material gained knowledge regarding the various extremist political veils spreading in many European countries, but there was also a focus on the global situation, such as Africa and USA.

During the project the youth operators were able to enhance their self-esteem, in order to express themselves into a group and also the ability of recognition of potentially harmful extremist thoughts.

Diversified activities on Non-Formal Education tool creation allowed the participants to achieve different skills and competences, to develop critical thinking and a higher understanding of what is needed to contrast the extremism among the youngsters.



# GOOD PRACTICES

## Name:

(Name of the good practice / event)

Youth work against violent radicalization:  
The role of democratic competences – part 1

## When:

(When does this practice / event happened)  
9-12 April 2018

## Where:

(Where the practice / event does happened)

“ Utøya (NORWEY)”

## Who:

(Who does implement it? Name of implementing organization?)  
European Wegeland Center (Norway)

## Reached Target:

25 participants

## Description:

A training aiming to teach how building democratic competences can be used in youth work to prevent violent radicalization.



# GOOD PRACTICES

**Full information for the practice / event  
and what is the innovative and creative in this good practice that can be made in  
other countries too?**

The project aims to prevent radicalization in Europe by active youth work. Through building positive relationships, youth workers play an important role in supporting the self-development of young people. However, youth workers often lack effective tools and strategies to deal with extremism and violent radicalization in their everyday practice. We will build on a model of Democratic competences developed by the Council of Europe and explore how building these competences can strengthen the resilience of youth against violent radicalisation. The training aims to give participants an understanding of democratic competences. It will provide concrete tools for use in everyday youth work and the capacity to train other youth workers in these tools. 69 young people lost their lives and many more were wounded by a terrorist attack on a youth camp on the island of Utøya. Utøya symbolizes how important it is to defend and shape democracy every day. This makes Utøya a special place for young people to reflect on what democracy means to them, what challenges our democracies face and how young people can promote democratic values and practices. Today, Utøya hosts a new learning centre which offers trainings to young people in Norway and the rest of Europe.

The project particularly focused on understanding and considering the specific political and social realities of violent radicalization in their region to target the main factors influencing young people to enter radical groups.

**Methodology:** The training will link together: the history of Utøya, the model of Competences for Democratic Culture developed by Council of Europe and approaches to prevent violent extremism through youth work and non-formal education. The programme will be based on non-formal and experiential learning methods. Participants may be asked to complete pre-task activities before the training and follow-up activities (action plans, proposals of training activities or small scale regional projects) after the training.

# GOOD PRACTICES

## Name:

(Name of the good practice / event)

HALLO.NAZI

## Where:

(Where the practice / event has happened)

Dresden, Germany

## Target Reached:

More than 200 people

## Who:

(Who does implement it? Name of implementing organization?)

Theater Junge Generation and Kulturburo Sachsen

## Description:

Theatre projects are workshops for creating new ideas and actions, and for being together in solidarity. Young people and young adults take over the power over their own actions. They test strategies against right wing violence in a practical way through role playing. By reflecting on these strategies they are transformed into concrete ideas for action and projects in society. Theatre workshops allow young people to experience their own potential, their skills and limits. Young people have the possibility to act, to help with suggestions, critique and questions and to experience and test themselves in democratic processes of debate in order to find a common basis for working together. The aim of the project "Hallo. Nazi" is to support young people in their efforts against right wing extremism.

### **Realisation of the project: 8 months.**

#### **Performance of the stage-play "Hallo Nazi":**

Young people experience the performance of the play "Hallo.Nazi" in their local youth club. After the performance there is a chance to get into a discussion with educational workers from the theatre, with the dramatic adviser, members of the Foreigner's Council in Dresden, the actors and people of the press.

#### **Workshop:**

The next day, the young people learn the basics of pedagogical theatre work. They discuss the play and work on their own variations of the play they have seen the day before. The workshop focuses on self-knowledge (feelings involved with violence, hate, powerlessness).

# GOOD PRACTICES

**Name :**

(Name of the good practice / event)

CAFETALK AMBASSADORS

**When:**

(When does this practice / event happened)

February 6, 2016

**Where:**

(Where the practice / event does happened)

Tunisia

**Who:**

(Who does implement it? Name of implementing organization)

National Tunisian Youth Initiative Against Terrorism

**Reached Target:**

Not specified

**Description:**

Young peacebuilders, such as the National Tunisian Youth Initiative Against Terrorism, are actively involved in promoting peace and countering extremism.

As part of his work to engage youth in peacebuilding initiatives, Aslem leads “Cafétalk Ambassadors”, a youth-led project that brings together young women and men in coffeeshops to participate in open discussions on topics that concern them. One talk focused on art as a weapon against violent extremism. One of the main drivers of extremism is a lack of opportunity to participate in cultural activities that promote and reflect a nation’s rich history and civilization. These talks are essential in raising awareness and shaping people’s sense of belonging to a community and society.

**Topic:** In commemoration of the assassination of the political leader Chokri

**Belaid:** The effect of social media and technology on spreading and fighting extremist thoughts among Tunisian youth

# GOOD PRACTICES

## **Name:**

(Name of the good practice / event)  
Building Resilience Against Violent Extremism (BRAVE)

## **When:**

(When does this practice / event happened)  
13-19 December 2017

## **Where:**

Belluno, Italy

## **Who:**

(Who does implement it? Name of implementing organization?)  
Comitato d'Intesa Non-Profit Organization

## **Reached Target:**

21 participants

## **Description:**

The project “BRAVE - Building Resilience Against Violent Extremism” aimed at preventing the outbreak of extremist violence in multicultural settings by improving the quality of Counter-Violent Extremism (CVE) work and initiatives through capacity building of the practitioners and youth organizations involved in the CVE field.

The overall objective of this project is to produce a CVE training course to make a strong contribution to the fight against violent extremism and hate speech, firmly basing on actions promoting the respect for human rights, gender dimension, democracy participation, peace building initiatives, social inclusion and intercultural dialogue.

## **The project had two main objectives:**

1. Reinforce the civil society framework against violent extremism and radicalization:
  - To enhance effective counter extremism work within the community;
  - To promote effective activism and campaigning against extremism.
2. Prevent and reduce extremist violence and hate speech through concrete measure:
  - To strengthen the role of youth associations or organization in countering violent extremism;
  - To promote the role of gender dimension in countering violent extremism and hate speech.

# GOOD PRACTICES

BRAVE was an innovative channel that facilitated the participation of young people in the process of creating a counter violent extremism and no hate speech agenda.

This process included, but was not limited to, intercultural dialogues, inputs to reports and publications, distribution of the no hate speech and CVE campaign materials, advocate for human rights. The project responded directly to the needs expressed by the partner organizations.

The outcome of the training course was the creation of a booklet containing five different tools. These tools are related to the topic of violent extremism, but each one focuses on one specific topic. The five topics of these booklet are gender-based violence, hate speech, cyberbullism, domestic violence and xenophobia.

Tool #5 Title: **Think twice online**

**Topic: Hate speech\extremism**

**Material:** Presentation video, cardboards, flip chart papers, coloured markers, post-it, a laptop

## 1) INTRODUCTION

Since No Hate Speech is a leading institute in fighting against violence, it was found that this leading institute is no present in many countries, and it is not well-known to everyone. Based on the results of an online survey, more than 50% of the participants would like to know more about hate speech and are not aware of how hate speech can affect people's lives. They are not even aware enough that the amount of exposure given by themselves on the media is increasing hate speech. We would like to encourage people to be more careful about what they post on line, and that encouraging hate speech even in small doses, it would have big repercussions on vulnerable people.

## 2) OBJECTIVES

- To identify online participation, roles and risks of exposure;
- To learn how to address hate speech;
- To understand what hate speech is and what are its forms.

# GOOD PRACTICES

## 3) PROPOSED TARGET GROUP

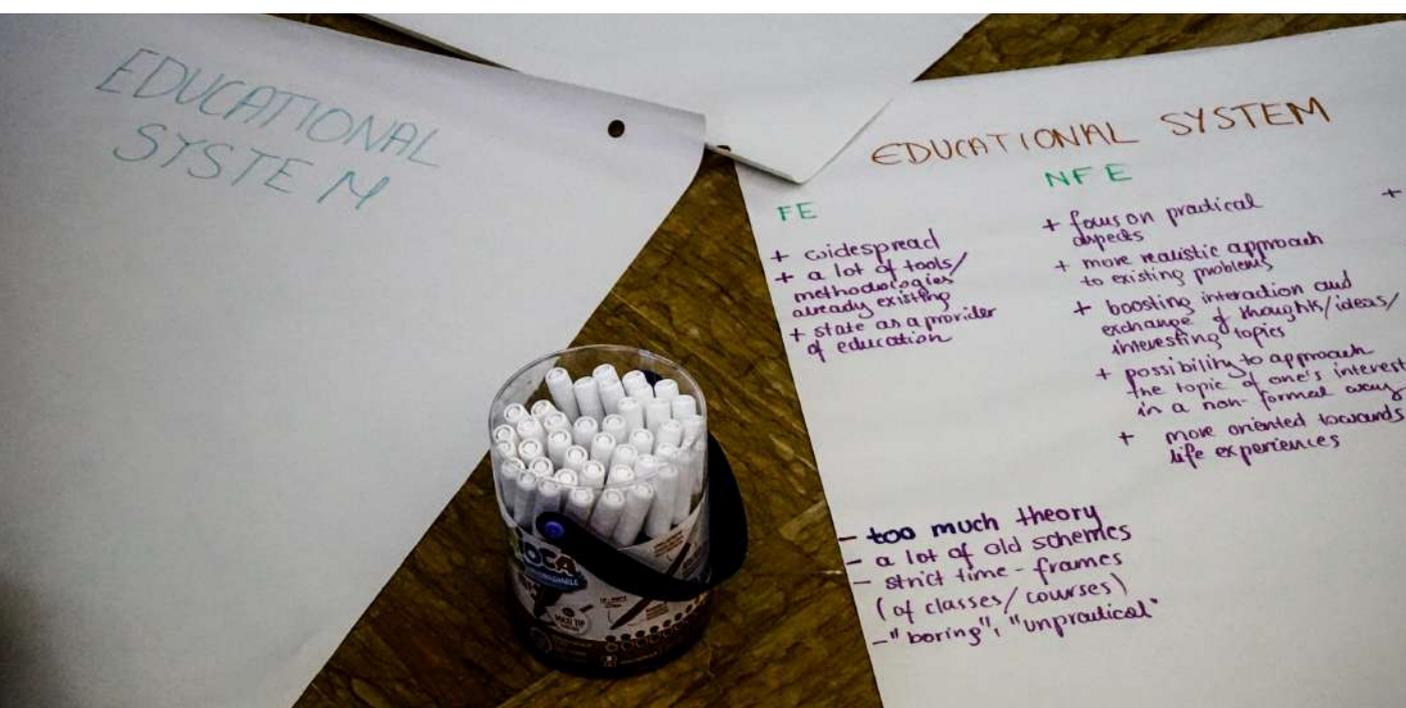
Young people between 13 and 29 years.

This activity can be applied to groups with at least 4 people.

1. What kind of online user you are? 2. How do you feel when you are on line regarding/reacting to hate speech? 3. How would you like to see yourself on line fighting hate speech in 10 years from now? Once each participant has placed him/herself close to one of the roles, and after having answered to each questions, they have to look around to see what are the classmates' answers, and where the other classmates have placed themselves.

Debriefing: 7 minutes

After few minutes, the facilitator stops the discussion and makes a circle with all the participants, creating a reflection group. The facilitator guides a discussion, or a debate, on how which actions could be used in order to improve their level of participation on-line fighting hate speech. All participant have to put in common their ideas on the wall at the end of the discussion, writing their answers and solutions on a Flipchart.



# GOOD PRACTICES

## Description:

(Full information for the practice / event and what is the innovative and creative in this good practice that can be made in other countries too?)

Protracted clashes between pastoralists and farmers and the resulting unrest have disturbed the peaceful coexistence of communities in Ugya, Umaisha and Gadabuke in Nasarawa state. The conflict has disrupted the lives of many and left young people vulnerable and unable to reach their potential. These communities in Toto Local Government have been living with political instability and their economic activities have been hampered by the violence and insecurity.

In 2005, to show how devastating the conflict was, a serving commissioner for women affairs was killed. The tension has also created a severe lack of trust between the concerned communities and has engendered radicalization among young people.

**Activities:** The Peace Education and Community Efforts for Development (PEACED) project funded by GCERF is aimed at engaging local communities, security actors, religious leaders, traditional rulers and local government authority through various community-led initiatives in order to address radicalization to violent extremism among their members and youth.

An advocacy visit paid to the local stakeholders in November 2016 received a warm embrace as they agreed that efforts to counter violent extremism will not be achieved unless the most vulnerable – young people and women are involved by strengthening their participation.

Since then, young people and women in the communities have been engaged in intensive trainings that are designed to create awareness on the dangers of violent extremism and enhance their knowledge and livelihood skills through women's empowerment, education, creation of economic opportunities, safe spaces, trainings, promotion of interreligious and intercommunity dialogue, value reorientation, financial literacy training, and countering narratives through the use of local media and opinion leaders.

One of the strategies adopted was social education. This is being implemented through safe spaces- weekly sessions (ten cohorts in three communities) where young people gather to learn and participate in their social, political and economic surroundings by sharing ideas with supervision from trained volunteers.

# GOOD PRACTICES

By the end of the project, EVA would have contributed greatly to overcoming the threat created by violence extremism with beneficiary communities embracing peace and dialogue, while creating an enabling environment for economic growth and stability.

## Positive results:

- parents are happy with the way out of school young people are being enrolled back to school, especially In Ugya community where 8 young people have been reintegrated back to school
  - empowering women
    - learning about goal setting and decision making
    - possibility to develop self-esteem given to participants
  - playing a key role (women) in identifying the precursors to violent extremisms and raising alarm for communities to take action
- providing livelihood development to young women through the provision of personal asset building, financial literacy training, vocational skills acquisition and linkages to financial institutions
  - mobilizing women to support their activities by exploiting their assumptions about men's and women's roles in the community



# GOOD PRACTICES

## **SUMMARY: THE PEACE EDUCATION AND COMMUNITY EFFORTS FOR DEVELOPMENT (PEACED) PROJECT**

-One of the main is to engage local communities, security actors, religious leaders, traditional rulers and local government authority through various community-led initiatives in order to address radicalization to violent extremism among their members and youth.

## **SUMMARY: HALLO.NAZI**

- This workshop allows to young people to experience their own potential, their skills and limits. Young people have chance to act, it will help to think about suggestions, critique and questions and to experience and test themselves in democratic processes.
- The main aim of the project "Hallo. Nazi" is to support young people in their efforts against right wing extremism.

## **SUMMARY: CAFÉ TALK AMBASSADORS**

- This is an open discussion so everybody can share their opinions and point of view.
- That topic is about extremism that shows people who live in Tunisia, how to be a crucial part of community that they belong.

## **SUMMARY: BUILDING RESILIENCE AGAINST VIOLENT EXTREMISM (BRAVE)**

- The most important objectives of this workshop is to make a strong contribution with fighting against violent extremism and hate speech.
- It's based on actions that promote the respect for human rights, gender dimension, democracy participation, peace building initiatives, social inclusion and intercultural dialogue.

## **SUMMARY: THE PEACE EDUCATION AND COMMUNITY EFFORTS FOR DEVELOPMENT (PEACED) PROJECT**

- The Peace Education and Community Efforts for Development (PEACED) is a project that aimed to engage local communities, security actors, religious leaders, traditional rulers and local government authority through various community-led initiatives in order to address radicalization to violent extremism among their members and youth.
- The project was created to support young people to integrate in the society, to empower woman in their activities by showing them how men's and women's roles in the society look like.

# ACTIVITIES

**Name of the NFE tool:** Let's Be-One

**Theme:** #Integration using #Art as a tool for #Active Citizenship against #Political Extremism

**Complexity:** 3

**Target group:** 17-25

**Number of participants:** 8-20

**Length of Activity:** 55 Minutes Tot (20' Preparation- 10' Finalising – 25' Presentation)

## **Description:**

**1) Overview:** During this activity, the participants will learn how to be part of a community, to belong to a group and feel integrated.

**2) Related Right:** -Freedom from Discrimination

– Freedom of speech and expression

-Acquisition of knowledge about different cultures

**3) Objectives:** -To Promote solidarity between people who were forced to leave their countries and local minorities with fewer opportunities

-Make participants belong into a community/group

**4) Materials:** Laptops / Pen and Paper / Musical Instruments (Drums, guitars etc) / Flipcharts

## **5) Preparation/Implementation:**

Divide the participants in either 4 groups of 5 or 5 groups of 4. Introduce the aim of the activity through a video related to Refugees and People with fewer opportunities to set the mood and make them empathically ready. Each group will have to produce in its own words and through art (e.g. video, audio, writing an anthem etc) a symbol of “group identity”.

--Divide the participants into groups.

--Show them all a video related to Refugees and People with fewer opportunities.

--Give them materials and ideas to create a personal symbol that can identify them as a group.

(The participants will have 20 minutes to create it, then 10' to Finalise and then 15' Presentation)

--10 Minutes will be used at the end of the activity for the debriefing (questions/answers) to reflect about what they learnt.

# ACTIVITIES

## 6) Debriefing:

After the activity, the participants will discuss how they felt throughout the entire workshop, focusing in what they did in order to feel part of that particular group. This activity will help the participants to meet their educational mandate, Self-awareness and awareness of others.

### Possible questions after the activity are:

- How was the activity?
- How did you feel throughout the entire activity?
- What difficulties did you have during the activity?
- What did you learn from this activity?

## 7) Tips for Facilitators:

Think about what to do if someone in the group is a refugee. If they are willing, you could build on their experience and use them as a resource person.

Consider what you want to achieve with this activity and think about how to set the scene.

Give them definitions and statistics about refugees and migrants that can be found in the Migration section of chapter 5.

## 8) Follow up:

Invite an NGO working with refugees or even a refugee to your school or club to learn more about how refugees get to your country, the asylum process and about their life now.



# ACTIVITIES

**Name of the NFE tool:** LET US BE US

**Theme:** Political extremism/LGBTIQ/ Hate speech

**Complexity:** Level 3

**Group size:** 15-25

**Age Range:**16-18

**Time:** 2 hours

**Overview:** Set of roleplays prepared by students divided into groups of five. Each group is supposed to work on one of the following topics:

Topics: Family, School, Workplace, Public Space, Politics

Each group will be given a quote of an extremist politician related to the specific topic representing examples of hate speech/ discriminatory treatment which they will have to relate to in their roleplay.

**Related rights:** Freedom from discrimination, Freedom of expression, Freedom to have a family life. Freedom to defend yourself, right to work in a safe environment.

**Objectives:** To help students understand the influence of political extremism in a lot of aspects of reality. To develop knowledge and understanding about LGBTIQ community and differences among people. To practise skills to present arguments and make judgments. To promote solidarity inside the society.

**Materials:** Role cards. Cards with printed quotes. Paper. Colourful markers. Flipchart.

## **Preparation/Instructions:**

\*Prepare role cards with thematic written on each card and print quotes related to the topics on the card.

\*Divide students into the groups of five and distribute cards with corresponding quotes to each group.

\*Ask students to work on role plays representing a situation related to particular topics, make them think how to relate each topic to a given quote.

\*Let every group present the role plays

\*Discussion

# ACTIVITIES

## Tips for facilitators:

To present historical and social examples about how political extremism can disturb social cohesion and development and how it can harm human lives.

## Questions for debriefing:

How was the activity for you?

What did you learn?

How did you feel in your role?

How could have you reacted to avoid discriminatory treatment in each scenario?

How can you serve (being active) as a good example for others in everyday life?

## Topics

### Family:

“If you come here, you'll see homosexuals from Europe and America are luring our children into homosexuality by distributing cell phones and iPods and things like this, and I can explain to you what I really want to do. Kill every last gay person”

Ugandan Member of Parliament David Mahati

### School:

During a discussion about MS-13, Trump said: “We have people coming into the country or trying to come in — and we’re stopping a lot of them — but we’re taking people out of the country. You wouldn’t believe how bad these people are. These aren’t people. These are animals. And we’re taking them out of the country at a level and at a rate that’s never happened before.”

### Workplace:

“War is to man what maternity is to a woman.”

Benito Mussolini

# ACTIVITIES



## Public Space:

“Homosexuality is anti-god, anti-human, and anti-civilization. Homosexuals are not welcome in the Gambia. If we catch you, you will regret why you are born. I have buffalos from South Africa and Brazil and they never date each other. We are ready to eat grass, but we will not compromise on this. Allowing homosexuality means allowing satanic rights. We will not allow gays here.”

This is one of the many anti-gay statements of Gambian president Yahya Jammeh.

## Politics:

“I suggest you declare war and never love, because in war either you live, or you die. But in love neither you live or die.” A.Hitler

# ACTIVITIES

**Name of the NFE tool:** Brain storming + Active Theatre

**Target group:** 16-24

**Number of participants:** 30

**Time** - 60 minutes

**Complexity level** – 3

**Materials** – papers, colour pens

## **Description:**

Nowadays in our society political extremism is spreading more and more every day. The purpose of the activity is to aware people of the current problems and encourage them to be active and to react in the real situations. Everyone should have possibility to share the opinion without the fear. The activity allows participants to show the situation in different countries.

### **Brainstorming (individual activity)**

1. Introduction to the topic.
2. Participants will receive the papers and colours pens and they will get instruction about activity.
3. Participants will watch several videos about political extremism issues related to religion, gender orientation, sexuality, racism or national minority. People will express they thoughts and emotions through art, they should write with colours their feelings, colours depend on individual interpretation of the emotion.
4. After that they will show and explain why they chose it.

### **Active theatre (group activity)**

1. Participants are divided into 6 groups. They will receive instruction.
2. Each group needs to prepare situation connected with the topic where are visible bad emotions and problems of the society.
3. During the watching the rest of participants (from different groups) who are audience should react by coming on the stage and change the person who caused bad situation or is passive. It will help them to notice and understand bad behaviour which is not acceptable and to find another solution for the problem. It also helps to be more active in the society and to increase awareness of some problem.

# ACTIVITIES

## Debriefing:

Start with a brief review of the activity and then, if you feel the group is ready for it, go on to introduce to the topic. Address the following questions (either in plenary or you can have smaller groups if needed):

which emotions was different than the others?

which part was the most emotional?

what was the purpose of the bad behaviour of some character in the theatre?

how to solve the problem?

what cause behaviour and reaction of some characters?

what was the most interesting thing you learnt from this activity?

what form do violations of freedom of belief and religion take in your country?

how government support or make obstacles for people who belong to the minority?

how did you feel as a insulted or victim character?

how did you feel as a passive audience?

will you react in similar situation in real life after this project? Why/why not? Explain the motivation.

## Tips for Facilitators:

This activity deals with a sensitive topic so it is important that everyone feels comfortable.

Run the activity in an easy-going manner; relaxing surroundings might help. Be sure everyone knows that they are not under any pressure to say or explain more than they want to or feel they can.

Respect participants' contributions and limitations; not everyone is able to explain their thoughts. Someone could be a victim in real life connected with the topic. Avoid getting bogged down in too many details. Let the discussion flow naturally and intervene only when you feel that the question has been exhausted or that there is a risk of going too far or when "dominance" attitudes surface.

# ACTIVITIES

**Name of the NFE tool:** The Theatre of Cultures

**Themes:** Discrimination; Marginalisation; Social Inclusion; Racism

**Target group:** 18 – 25

**Number of participants:** 20 – 30

**Time:** 60 min

## **Objectives:**

To develop knowledge and understanding about different communities and their rights.

To promote empathy towards the minorities that are exposed to discrimination and extremism.

## **Materials:**

Prepare 15 – 20 religious, political, national and community symbols.

Prepare paper, markers and pens.

## **Introduction:**

This activity aims to explore the meanings behind variety of cultural/religious/political symbols. To inspire the sense that difference is normal, and different groups can learn from each other and that diversity is a form of enrichment for the society. The theatre is dynamic art to help the participants feeling and sharing parts of diverse identities to learn and to get a broad understanding of different viewpoints.

## **Description:**

### **Preparation:**

Dispose the symbols on the floor or on a table homogeneously. Divide the participants into groups that are formed by 4 – 6 people.

### **Execution:**

All the groups are given 10 min each to discuss and choose one of the symbols that they feel it is interesting or they feel connected to it.

After that, all the groups are given 5 min to think, discuss and choose an opposite symbol to what they chose previously.

Once the symbols are chosen by all the groups, they'll be given 15 min, for each group, to prepare a theatre scene of about 3 min that represents the interactions, whether positive or negative, between the two symbols the have chosen.

For each group there will be 3 minutes to present their theatrical scene.

After all the groups have presented their act. Start the debriefing and evaluation.

# ACTIVITIES

## Debriefing:

Ask the participants a general feedback on the activity. Get their opinions on how they felt to be part of a certain religious/national/political group or minority and then move on to general discussion about the problems related to the themes of workshop and about what participants learnt.

## Questions:

- Despite their differences, are people basically the same?
- How do you feel that some ethnic groups don't respect the human rights of minorities?
- Do you think that criticizing a different culture is the same as being racist?
- Is the level of discrimination in the world is rising or dropping? What makes you think that?
- Is racism common in your local context? What forms of racist behaviour have you noticed?
- What stereotypes about people from different countries are you aware of?

## Tips for Facilitators:

Prepare the symbols that are related to what's happening in the world to keep the participants active and updated with news.

Make sure that all participants get out of the role they played, to avoid any residue trace of a noxious mindset.



# ACTIVITIES

**Name of the NFE tool:** Are You HUMAN ? Guess Your RIGHTS !

**Theme:** Human Rights

**Complexity:** Level 3

**Time:** 1 hour

**Target group:** 16+

**Number of participants:** 2 to 8 people, even more if divided in groups.

## **Overview:**

“Are You HUMAN ? Guess Your RIGHTS !” is an activity about the “Universal Declaration of Human Rights” adopted by the United Nations General Assembly on the 10 December 1948. The activity is structured in 2 parts. The first part is an introduction which will give participants information through facilitators' knowledge related to the topic. The second part of the activity will be a Card game to make participants know and memorize the human rights and its history.

## **Related Rights:**

The 30 Universal Human Rights

## **Objective:**

To make participants aware of Human rights

## **Materials:**

Cards Deck with written articles + positive and negative facts about Human Rights history. (30 cards with articles + 5 cards with positive facts related to the history of Human Rights, an example can be Aung San Suu Kyi Nobel Peace Prize + 5 cards with negative facts related to the history of Human Rights like, an example can be the 1914-1923 Armenian Genocide)

# ACTIVITIES

## Preparation:

-Inform yourself about Human Rights

-Prepare 2 minutes presentation about the Universal Declaration of Human Rights which give basic information such as what it is, why it has been adopted

-Choose 1 or 2 short videos which explain the Declaration and the Rights. As suggestion can be used the video Human rights in two minutes or the video UN WELCOME CLIP 5

-Be ready for the discussion

-Print paper cards with 30 articles and 10 historical events related to human rights.

## Instruction:

-Get reliable information related to the history of Human Rights.

-Explain to participants the main concepts related to the Universal Declaration of Human rights

-Show the videos to the participants.

-Now that participants increase their knowledge about the activity topic engage a discussion letting participants express themselves mix the 40 cards deck.

-Mix the 40 cards deck. Take the 1st card but doesn't show to the 1st player (or team if participants are divided in groups) the content of the card. Give to him few tips to make him able to guess the content of the card and learn it. The player will get one point if he guess the content of the card. The facilitator will take the 2nd card and ask the 2nd player and so on untill the cards will be ended and there each participants/group will have an amount of points. There will be then a winner.

# ACTIVITIES

## Debriefing:

- Start by asking the participants to give general feedback, their opinions, what they liked and what they didn't.
- Move after to talk about the most interesting part in the tool.
  - Rate the activity from 1-10
  - A brief personal conclusion

## Suggested Questions:

How do you feel? (Direct interaction)  
What did you learn?  
What do you think?



3 – 8 DECEMBER 2018

# BE POLETHICAL

SKILLS DEVELOPMENT ACTIVITY HELD IN SASSARI (ITALY)