The Pot Of Gold

Education and exchange to fight hate speech and discrimination

Casa laboratorio il Cerquosino, Morano, Orvieto, Italy

THE POT OF GOLD

Education and exchange to fight hate speech and discrimination

6th to 12th of May 2016
Casa Laboratorio il Cerquosino, Morrano, Orvieto (TR), ITALY

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GENERAL BACKGROUND

LUNARIA launched in 2012 a **medium term strategy** aimed at promoting gender equality. The actors, target groups and beneficiaries of the process are young people, youth-social workers, local organizations and NGOs. Indeed, gender mainstream is deeply interconnected with history, traditions and values and for this reason we kept a cross-cultural perspective while analysing different sub-gender sensitive issues, as for example gender-based discrimination, hate speech toward LGBT+ individuals and communities, feminisms, sexuality, gender-based violence and women empowerment.

Within this strategy, we have already implemented different projects in cooperation with European and partner countries organizations:

- 2013 - **TAG CLOUD Respecting and Valuing Gender and Generational Differences**, a training course aimed to develop new tools in the gender framework for youth workers and to facilitate gender equality within the projects and actions they realize at local level;
- 2014-2015 - **JAMBO Young Women Empowerment to Improve Quality of Youth Work and Volunteering in EU and Partner Countries** a capacity building project aimed to empower youth and social workers from eastern Africa and EU, by providing them with new tools to favour women participation in short term local and international voluntary service projects;
- 2015-2016 - **PANDORA'S BOX Young Women, Community Development through EU and LA Cooperation,** a capacity building project to follow up the work already started in Jambo, but this time, developing the action in the gender equality field in EU and Latin American countries.

THE POT OF GOLD Education and exchange to fight hate speech and discrimination is part of this strategy and is a multi-action project that includes a **training course** (May 2016) and a **youth exchange** (October 2016).

THE POT OF GOLD

AIMS to address the emergence and spread in youth contexts of **hate speech** and discrimination based on **gender and sexual orientation.**

This work has been possible through the involvement of **young trainers, social workers and youngsters** interested in gender equality.

The work done allowed us to:

- identify the causes and the contexts of discrimination
- detect the different shapes hate speech might take
- develop further the raising awareness processes at EU level
- develop new tools and methods to enhance the raising awareness process

TRAINING COURSE

08th – 12th May 2016

Casa Laboratorio il Cerquosino,Morrano, Orvieto

Italy

YOUTH EXCHANGE

23rd – 30th October 2016

Casa Laboratorio il Cerquosino,Morrano, Orvieto

Italy

HOW TO USE THE TOOL KIT

The Tool Kit aims to show the activities run during the Training Course held in May 2016.

The Tool Kit is addressed to different **ACTORS**: participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions to fight hate speech wide-spread, using non formal education methodologies.

Furthermore it has been conceived as an extra tool for the organizers and the group leaders of the Youth Exchange forecast for October 2016.

The project "The Pot of Gold" and the tool kit part of it, are conceived as an **OPEN FORMAT** that can be replicated with different shapes and duration in the involved partner countries and not only, to further enhance the fight to any type of hate speech toward LGBT+ individuals and communities.

The Tool Kit is conceived as a **FLEXIBLE TOOL**: the idea is that the activities presented can be used and readapted accordingly to the needs of the different target groups and local backgrounds. It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an action to raise awareness among young people on the racism and hate speech diffusion.

For this reason, in case you will decide to pick up some of the activities to work with youth workers and/or people coming from different backgrounds and experiences, we recommend you, before to start the activity, to have a clear picture of the target groups' needs and profiles so to be able to bring adaptation, if needed.

TRAINING COURSE

May 2016 Italy

Casa Laboratorio il Cerquosino,Morrano, Orvieto

SPECIFIC OBJECTIVES:

- to create a **common ground** to work within the gender framework, sharing different contents and the general background situations (diagnostic)
- to provide participants with **tools to identify** the different hate speech displays toward LGBT+ individuals and communities;
- to provide participants with **methodologies to raise awareness** toward hate speech, among young people and not only, and to run an efficient communication strategy

INFO ABOUT METHODS

The activities implemented during the training course "THE POT OF GOLD Education and exchange to fight hate speech and discrimination" are based on non formal education.

NON FORMAL EDUCATION - NFE is any organized educational activity which takes place outside the formal educational system (schools-university) and outside the formal educational curriculum.
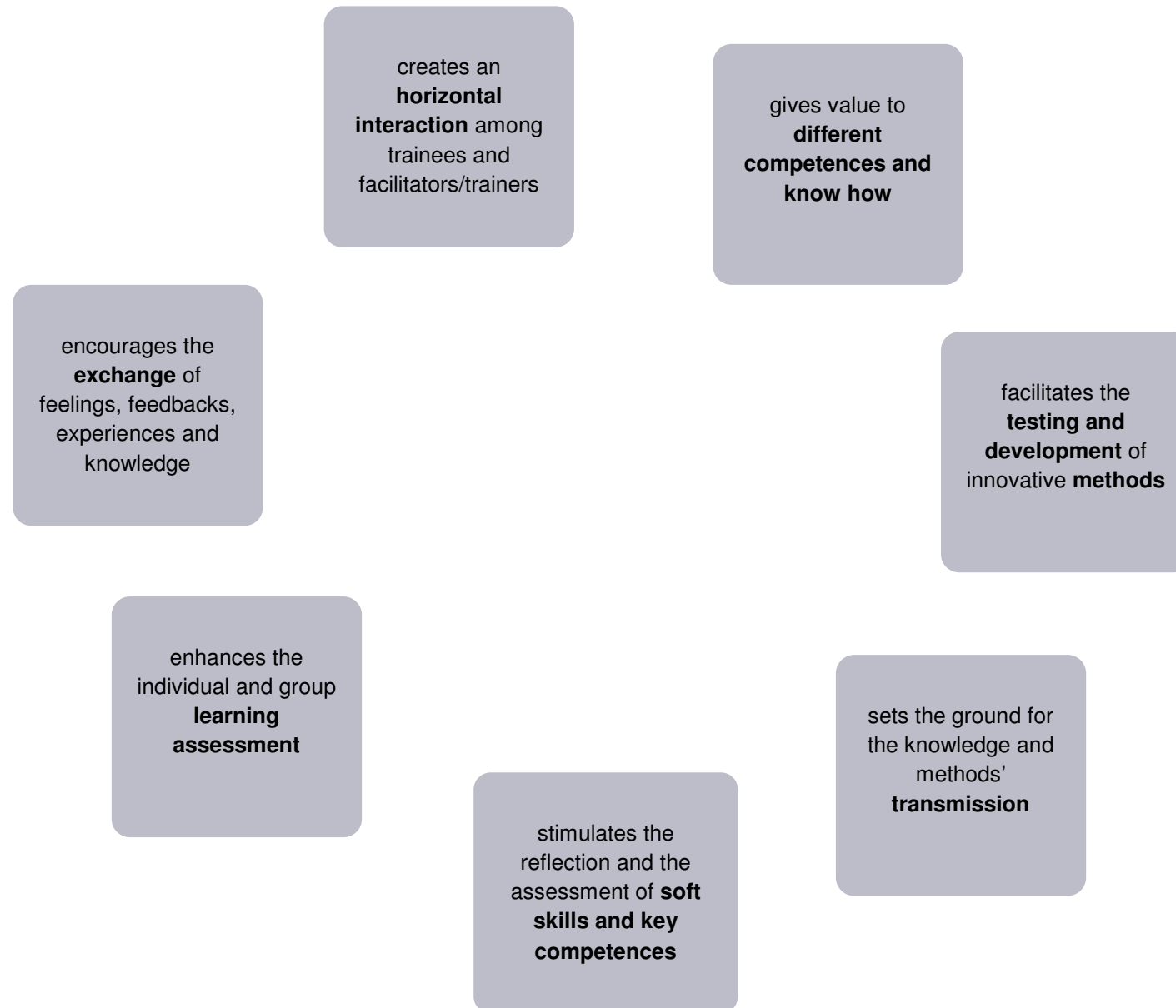
- NFE it's **flexible, learner-centred, contextualized** and based on the promotion of participatory approaches;
- the basic idea is that there are not teachers delivering the information to students who are receiving them, but **facilitators and experts** to create a **shared learning path**, encouraging the **exchange of knowledge** with and among the learners/experts;
- this approach facilitate the self-esteem raising, the development of the self confidence, the **competences and skills development** and ensure the **personal empowerment**.

Non formal education is based on the **LEARNING BY DOING APPROACH,** where specific aims are well fixed and clearly defined in each activity proposed so to ensure a coherent learning process.

Non formal education lies on the idea that human beings never stop learning and developing, that we all learn different things in different moments and in different spheres of our life. For this reason it's important to propose a **LIFE-LONG-LEARNING APPROACH**, to encourage the acquirement of competences, knowledge and to develop new skills all along the life of each human being.

An important element in NFE is the possibility to **RE-ADAPT THE METHODS** during the process, taking into account the needs of participants and of the actors involved. It brings to the learning experience a great flexibility, encouraging the different learning approaches and the individual skills activation.

NFE IS A POWERFUL TOOL FOR YOUTH WORK BECAUSE ...

creates an **horizontal interaction** among trainees and facilitators/trainers

gives value to **different competences and know how**

encourages the **exchange** of feelings, feedbacks, experiences and knowledge

facilitates the **testing and development** of innovative **methods**

enhances the individual and group **learning assessment**

sets the ground for the knowledge and methods' **transmission**

stimulates the reflection and the assessment of **soft skills and key competences**

AGENDA OF THE TRAINING COURSE

DATE	MORNING	AFTERNOON
DAY 1 06th May 2016	**NAME GAMES AND GETTING TO KNOW EACH OTHERS** • Walking in our space • Through drawing **WELCOME CEREMONY** • The Totem	**INDIVIDUAL AND MULTIPLE IDENTITIES** • Mandala **COMMUNITY AND GENDER** • Little story – Big story: me in the community • Gender identity definition
DAY 2 07th May 2016	**CULTURAL DIFFERENCES IN GENDER** • The Gallery **GENDER ISSUES IN DIFFERENT SPHERES** • The Cafeteria **TAKING POSITIONS** • Canadian Box	**GENDER ROLE MODELS – step 1** • Fairy Tales
DAY 3 08th May 2016	**GENDER ROLE MODELS – step 2** • Abigail **SHARING EPERIENCES** • The Open University	**GENDER AND CONFLICTS** • Gender related conflicts through my body
DAY 4 09th May 2016	**HATE SPEECH ...AND ITS SHAPES (ON LINE AND OFF LINE)** • Video projection • Hate speech: definitions • Diamond and ranking	**DIFFERENT TOOLS IN COMMUNICATION** • The main pillars in a campaign • Let's create a campaign!
DAY 5 10th May 2016	**HATE SPEECH AND CONFLICTS** • Personal Stories (as strep cartoons)	**TRAINING in ACTION – step 1** • Formal – Non Formal and Informal • Gincana of methods
DAY 6 11th May 2016	**TRAINING in ACTION – step 2** • Training in Action - preparation	**TRAINING in ACTION – step 2** • Training in Action – preparation **FEEDBACKS** • Feedbacks Rules
DAY 7 12th May 2016	**TRAINING in ACTION – step 3** • Training in Action – implementation	**TRAINING in ACTION – step 3** • Training in Action – implementation **FINAL EVALUATION** • Let it on the space

THE POT OF GOLD

Education and exchange to fight hate speech and discrimination

TOOL KIT of the TRAINING COURSE

DAY 1 - 06th May 2016

NAME GAMES AND GETTING TO KNOW EACH OTHERS

TITLE	**Walking in our space**
TOPIC/S	First step in discovering the group members
AIM	To make participants encounter and get in touch in an interactive way
TOOL TYPE	Ice breaking, getting to know each other
MATERIAL NEEDED	A big workshop room
DURATION	20 minutes
DESCRIPTION	Participants enter the workshop room, one by one and they are asked to keep walking in the space. Soft music as background. Participants are asked to keep walking, to use all the space at disposal and to keep different rhythms and speed (slower, faster ....). Then, when the trainer says: "stop!", each person should stop in the space and say "hello" to the nearest person. The exercise is repeated different times and with a graduation in the intensity. The first "hello" is said only with the voice, the second adding the name of the person we are meeting, the third shaking the hand of the other, the fourth saying something more to the person we have met. **NOTE:** the duration of this activity depends on how many elements (steps) we are adding. More elements we include and more it's possible to go in depth in the participants interaction. If we add less elements the activity is more a warm up and a first basic introduction.

TITLE	**Through drawing**
TOPIC/S	Me and the project
AIM	To make participants doing the first step in the project, to make them freely express though artistic methods and drawing
TOOL TYPE	Ice breaking, getting to know each other, team building through artistic expression
MATERIAL NEEDED	Many pieces of paper shaped as a puzzle, A4, tempera, paint brush, plastic plates (to put the colour), markers, a big blanket (or even better, something in plastic to cover and protect the floor)
DURATION	45 minutes
DESCRIPTION	**SETTING OF THE PLENARY ROOM**: participants are still walking inside the workshop room, so this activity has to be considered the continuation of the previous one "Walking in our space".

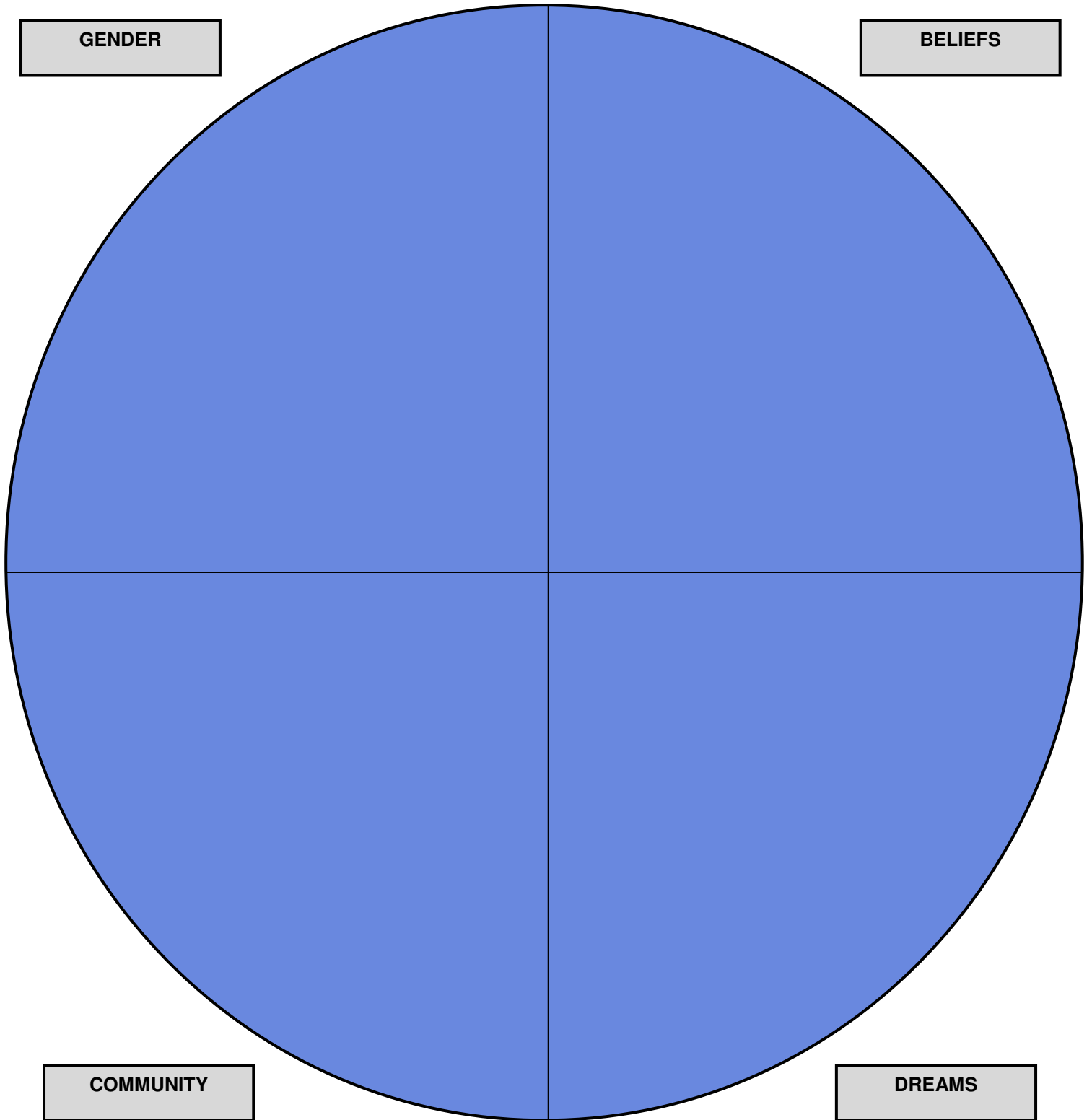|	Then trainers put a blanket (or a cover) on the floor and put in the middle, randomly, the A4, the tempera inside plastic plates, paint brushes and markers,
	After this stage, one of the trainer read the sentence: "*The reward for conformity is that everybody likes you except yourself*" of Rita Mae Brown, and ask participants to use their artistic skills to express themselves on the A4. They can do whatever they want.
	At the end of the activity we form the puzzle with all the A4 pieces of paper.
	NOTE: it's very important to underline that there are no "correct" or "wrong" ways to express ourselves but that each person should freely put on the paper, by drawing, words, using colours ... what is feeling and thinking.
	Once all have finished the action, participants, one by one, are invited to present their A4 and explain, in the way they prefer and choose, what is the meaning.

WELCOME CEREMONY

TITLE	**The Totem**
TOPIC/S	Getting to know each other's activity
AIM	To make participants interact and get in touch in an interactive way, to build the ownership toward the project by realizing a ritual action
TOOL TYPE	Group building activity
MATERIAL NEEDED	There is not a specific list of material because are the participants themselves decision what objects to bring in the middle of the circle to build up the totem. **NOTE:** it's recommended to run this activity in an open place, as eg. a forest or a woods.
DURATION	60 minutes
DESCRIPTION	Participants are moving to an open space previously identified by the trainers. Once there they receive the task to create a collective totem, using the objects they want and they found in the nature. The action can be done also without words. The final totem is the result of the contribution of each person of the group, but the work is not based on a collective discussion or consensus methodology but on non verbal communication. **NOTE:** being an activity aimed to build the ownership toward the project by realizing a ritual action, it's important to create the proper atmosphere before to move participants and to explain the task. Otherwise there is the risk that the group won't take it seriously and considers it fool an activity with a pedagogical purpose.

INDIVIDUAL AND MULTIPLE IDENTITIES

TITLE	Mandala
TOPIC/S	Individual, multiple identities and personal development
AIM	To encourage the self-reflection, to enhance the personal openness, to reflect on how each personal identity has been developed through the life's experiences, to make participants reflect on their roots, to reflect on individual and multiple identities
TOOL TYPE	Individual exercise
MATERIAL NEEDED	Paper, pens, rope, sheets and all the materials to create the 4 different settings
DURATION	80 minutes
DESCRIPTION	**GENERAL INFORMATION**: the word MANDALA comes from Sanskrit language and means circle. A Mandala can be described as any form of circular geometric design that contains symbols of a person's inner self, guiding principles and values and ideas about the world. **TO DO LIST FOR TRAINERS:** • draw a simple and uncoloured Mandala model (as the one below on the Handout) on a big piece of paper and give one to each participant. The Mandala has to be divided in 4 quadrant: a. **gender**; b. **beliefs**; c. **community**; d**. dreams**. The 4 quadrants have a common core in the centre, which is the Mandala = self • create the setting in 4 rooms that will represent **childhood**, **conflicts**, **present** and **encounters**. Each room need a proper setting and has to be arranged to better describe the 4 different "status". The rooms can be linked through a rope or wool leading from cell to cell. Create the atmosphere with soft music and candles. **ACTIVITY**: after the presentation of the activity, participants are invited to go though the rooms, one by one, not interacting among each others, finding comfortable space to sit down and reflect, to take notes and comments, following their individual time. In each room they have to fill their personal Mandala, adding their reflections, thoughts, feelings and comments. **NOTE:** since this activity is usually run at individual level, is not necessary a final debriefing in plenary to close it.

HANDOUT FOR THE MANDALA

GENDER

BELIEFS

COMMUNITY

DREAMS

COMMUNITY AND GENDER

TITLE	Little story – Big story: me in the community
TOPIC/S	Gender Identity, systemic approach of gender
AIM	From the sharing of personal experiences, we look for what is common and different, identifying "models" or "system"
TOOL TYPE	Discussion in little groups
MATERIAL NEEDED	Pen, 1 flipchart per group and few post-it per participants
DURATION	60 minutes
DESCRIPTION	The activity is divided in different steps: **Step 1.** we ask participants to write one personal experience about their personal story (Little history) or about the collective story (Big story) which is meaningful in his/her own gender construction. One idea per post it **Step 2.**different groups are created and they start to share the experiences → nothing is compulsory! ☺ **Step 3.** still in group: is analysed from the experiences what there is in common and what is different and it's looked for a synthesis **Step 4.** It's following the restitution in plenary.

TITLE	Gender identity definition
TOPIC/S	Gender Identity
AIM	To develop in groups different definitions of gender identities, that will be afterwards used for the whole training
TOOL TYPE	Work in group and plenary
MATERIAL NEEDED	Pens, paper, flipcharts, markers
DURATION	40 minutes
DESCRIPTION	The activity is divided in different steps: **Step 1**. 5 groups of about 5 people are created and each group receives the task to build up a definition of Gender Identity. Each group is supported by a facilitator who start the activity asking for key words. Afterwards different stories, referred to the creation of our individual gender identity can be shared among the group. **Step 2.** starting from the key words fixed on the flipchart, the groups shape their own definitions.

	NOTE: it's very important to have a general consensus concerning the definition and the group has to feel the ownership.
	Step 3. Once everybody is in plenary, the different definitions are presented
	NOTE: while presenting the definitions it's important to keep an "open" approach, asking the group to analyse similarities and differences and checking if they feel represented by these definitions or not.

DAY 2 - 07th May 2016

CULTURAL DIFFERENCES IN GENDER

TITLE	**The Gallery**
TOPIC/S	Cultural differences in gender and first steps in definitions
AIM	To deepen the cultural differences in perceiving gender and to make the first steps in definitions
TOOL TYPE	Plenary activity, exhibition
MATERIAL NEEDED	Photos, tables and the room set as a museum with an exhibition, post-it and pens
DURATION	45 minutes
DESCRIPTION	**Setting**: the room is set as a museum hosting an exhibition (with photos and definitions). Soft music on the background. Participants are entering the room and can move freely in the space, having a look to the different pictures and definitions. **NOTE**: leave close to each photo and definition set of post-it and give participants the possibility to add comments on the post-it. They can say if they agree or not with the definitions, and what do they think about the photos.

HANDOUT FOR THE GALLERY-DEFINITIONS

GENDER BINARY

Norms derived from the simplistic idea of dichotomy of two mutually exclusive and biologically defined sexes

BIOLOGICAL SEX

Determined by chromosomes (XX, XY), hormones (estrogens, progesterone, testosterone), internal and external genitals (vulva, clitoris, vagina, testicles and penis)

BIPHOBIA

Irrational fear, intolerance, prejudice and/or discrimination against bisexual individuals made by other people of any sexual orientation

BISEXUAL

Person whose sexual orientation is directed towards people of both genders. Person who is sexually and/or emotionally attracted by people of both sexes

CISGENDER PERSON

Person who identifies him/herself with the male gender or female gender, in accordance with his/her own biological male or female sex

DISORDER OF SEX DEVELOPMENT (DSD)

Medical term that has recently replaced the term intersex within medical spheres and refers to congenital conditions in which development of chromosomal, gonadal, or anatomical sex are considered atypical

DRAG KING

Lesbian or straight woman simulating a man for artistic purposes

DRAG QUEEN

Gay or straight man simulating a woman for artistic purposes

FAGGOT

Slang term used to describe a gay man. It can be used in a homophobic manner or just as a self-affirmation parody

GAY

Gleeful, Merry (originally)
19th century: female prostitutes
20th Century: homosexual person

GENDER

Social construction that allocates certain behaviors into male and female roles which vary across history, societies, cultures and classes.
Social construct on biological sex, which determines, by its definition the social roles of males and females. It is also an individual construct of one's own identity/expression which confirms, denies, and/or exceeds socially formed and assigned sexual and gender roles of men and women, masculinity and feminity

GENDER EXPRESSION

External, visible presentation of every person, which is reflected through clothing, hair, behaviors and body language

GENDER IDENTITY

The relationship between physical, psychological and social constructs in the person

GENDER MARKER

A gender designator on official documents.
The most obvious are male/female or Mr/Mrs/Ms/Miss.
Less obvious gender markers can be coded numbers such as social security numbers and tax numbers

INTERSEX

Person who has genetic, hormonal and physical features that are neither exclusively male nor female, but are typical of both at once or not clearly defined as either.
This term has replaced hermaphrodite

POLYAMORY

Manifold and open love relationships, as opposed to monogamous relationships. It works under the condition that all persons involved are aware of each other, and that the relationships are based on consensus

QUEER

Term that primarily refers to everything different from the conventional way: weird, eccentric.
Connotations in a gay usage were initially negative.
Today it is becoming more widely accepted: sexual dissident

SEX

Classification based on reproductive organs/functions and genitals of a male, female and intersex.
Socially accepted sexes are limited to male and female

SEXISM

Discrimination and/or views, conditions and behaviors through which stereotypes and repressive social norms and roles are promoted based on sex and gender.

Norms, values, beliefs, structures and systems that marginalize women and assign power, privilege and advantage to men

SEXUAL HARASSMENT

Every form of unwanted verbal, non verbal, or physical conduct of a sexual nature which has the purpose to harm the dignity of a person, especially when it creates an intimidating, hostile, degrading, humiliating or offensive environment

SEXUAL ORIENTATION

Emotional and/or sexual attraction or affection towards other people

TRANS

Inclusive umbrella term referring to those people whose gender identity and/or queer expression differs from the sex they were assigned at birth.
Includes: men and women with transexual pasts, people who identify as: transsexual, transgender, transvestite/cross-dressing, androgyne, poly-gender, gender-queer, gender variant etc.

TRANSGENDER

Trans people who live permanently in their preferred gender, without necessarily needing to undergo any medical intervention

TRANSEXUAL

Person who has clear desire and intent to modify their sex, or who has partially or completely modified (including physical and hormonal therapy and operations) their body and presentation expressing their gender and/or sexual identity and sense of self

TRANSVESTISM/TRANSVESTITES

Persons who enjoy wearing clothes of the opposite sex.
Transvestism is not linked to the sexual orientation.
Transvestites can be hetero or same-sex oriented persons or of any sexual orientation

HANDOUT FOR THE GALLERY – QUOTES

Gender equality is more than a goal in itself, promoting sustainable development and building good governance. *Kofi Annan*
Girls can wear jeans and cut their hair short and wear shirts and boots because it's okay to be a boy; for girls it's like a promotion. But for a boy to look like a girl is degrading, according to you, because secretly you believe that being a girl is degrading. *Ian McEwan, The Cement Garden*
If someone believes they are limited by their gender, race or background, they will become more limited. *Carly Fiorina*
We've begun to raise daughters more like sons... but few have the courage to raise our sons more like our daughters. *Gloria Streinen*
Women have a much better time than men in this world; there are far more things forbidden to them. *Oscar Wilde*
In politics, if you want anything said, ask a man. If you want anything done, ask a woman. *Margaret Thatcher*
The oppressed, having internalized the image of the oppressor and adopted his guidelines, are fearful of freedom. *Paulo Freire*
I never felt oppressed because of my gender. When I'm writing a poem or drawing, I'm not a female; I'm an artist. *Patti Smith*
I'm a result of upbringing, class, race, gender, social prejudices and economics. So I'm a victim again. A result. *James Hillman*
I love to be individual, to step beyond gender. *Annie Lennox*
Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral. *Paulo Freire*

Universal declaration of human rights

Article I.

All humans are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Council of Europe

Strategy for gender equality 2014-2017

Strategic objectives:
1. combating gender stereotypes and sexism
2. preventing and combating violence against women
3. guaranteeing equal access of women to justice
4. achieving balanced participation of women and men in public decision-making

GENDER ISSUES IN DIFFERENT SPHERES

TITLE	**The cafeteria**
TOPIC/S	Gender issues in different spheres
AIM	To reflect on the different spheres where gender sensitive issues might appear, to make participants share the situations in the different backgrounds of origin, to reflect on similarities and differences among the different countries
TOOL TYPE	Work in small groups
MATERIAL NEEDED	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the staff that can evocate a cafeteria
DURATION	100 minutes (20 minutes for each table * 4 tables + 20 minutes for the final restitution)
DESCRIPTION	**Setting**: the room is organized as a cafeteria, there are 4 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. Trainers and facilitators are dressed up as waiters, possibly with aprons and note books where to take the customers orders. **NOTE:** all the details, being a simulation, are important, so if we want to add flowers, candies or any other staff reminding a cafeteria it's fine. Waiters welcome participants in the cafeteria and explain them what table join. Once all the participants are sitting on their table, it's presented the activity: in each table there is a relevant question to discuss. The questions are not presented in the same time, but the group members discover the new question when they join the new table. While participants are discussing, waiters are joining the tables taking the customers' orders and bringing them coffee, tea, biscuit, candies and fruit. In the same time, there is a table host in each table, who is keeping track of the main points in the discussions. **NOTE**: after each slot of time, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table. Below the **different spheres** to discuss: 1. Family 2. Media 3. School/Education 4. Sex/Love In the end of the activity, participants are back in plenary and the table hosts run a small recap of the main points of the discussions.

TAKING POSITIONS

TITLE	Canadian Box
TOPIC/S	Gender sensitive issues and "common opinions"
AIM	To reflect on gender sensitive issues; to develop the active listening; to experiment that the same or different points of view can be expressed differently (how do we use words) and to reflect on how it might be challenging to represent (and defend) a point of view completely different from our
TOOL TYPE	Work in group/debate
MATERIAL NEEDED	Handout with questions
DURATION	30 minutes
DESCRIPTION	The activity is divided in different steps: **Step 1**. two sub-groups are created and brought in different rooms (it's better to have no more than 14 people for group, otherwise it can be harder to manage the methodology and it can be less effective and participative **Step 2.** to each group is assigned a facilitator/moderator. The group members are divided in other two smaller groups (with the same number of participants) and two lines are created. Participants are asked to stand in line one in front of the other **Step 3.** the first statement is read, the facilitator/moderator is saying in each round who is the group "agree" with the statement and the group "disagree" with the statement. Then the groups are left 60 seconds to find a common strategy in defending or contrasting the statement and different elements that can be expressed **Step 4.** back on line, other 120 seconds are allocated to defend or contrast the statement. One person is taking the flow from the "agree" group, making their comment, then it's following another person from the "disagree" group and so on (one per group) **NOTE:** the facilitator/moderator has a crucial role in this activity. Indeed they can intervene in case someone from one the two group's members is never taking the flow (giving them the flow). In the case someone is too much talkative, the facilitator/moderator can allocate a slot of seconds for each person to express. **Step 5.** the activity follows in this way till all the statements are asked and the two groups are back in plenary. It follows the debriefing.

HANDOUT FOR THE CANADIAN BOX

MEN AND WOMEN WILL NEVER UNDERSTAND EACH OTHERS
THE RULES OF SOCIETY ARE DONE BY MEN, FOR MEN
WOMEN ARE PERCEIVING EMOTIONS BETTER THAN MEN
GENDER EQUALITY IT'S IMPOSSIBLE BECAUSE MEN AND WOMEN ARE BIOLOGICALLY DIFFERENT
LGBT+ RIGHTS MUST BE DEFENDED ONLY BY LGBT+ PEOPLE
IT'S EASIER TO BE "STRAIGHT" THAN LGBT+ IN SOCIETY
THERE HAS TO BE A QUOTA FOR LGBT+ PEOPLE IN PARLIAMENT
THE LGBT+ IS AN ATHEIST COMMUNITY

GENDER ROLE MODELS – step 1

TITLE	**Fairy Tales**
TOPIC/S	Gender role model analysis
AIM	To reflect on the different role models present in society, on the cultural roots of these models, on their similarities and differences and on how these models have affected our way of being and acting
TOOL TYPE	Non formal / Theatrical techniques
MATERIAL NEEDED	A big workshop room and possibly ask participants to wear white cloths
DURATION	180 minutes
DESCRIPTION	The activity is divided in different steps: **Step 1:** participants are entering one by one in the workshop room, they are asked to keep walking in the space and when they feel comfortable, to sit down on the floor. It follow a relaxation moment to empty the brain and enter little by little in the activity. **NOTE**: as explained below, it's important to have a graduation while performing the activity and it's fundamental to create the "safe space" for participants **Step 2.** participants are asked to stand up and to keep walking in the space, till two lines are created and each participant has in front another one, that will become his/her partner in the activity. Once on the line, this step will include different sub-steps: • Cross the person in front of you, keeping the eye contact; • Cross the person in front of you and make a caress; • Go to the middle, where you will meet the person in front of you, make an improvisation; • Go to the middle, where you will meet the person in front of you, try to go in the other direction and don't let the partner pass **Step 3.** participants all together in the workshop room are asked to perform their everyday life **Step 4.** participants all together in the workshop room are asked to perform the everyday life of one of their parents **Step 5.** the big group is divided in 2 sub-groups, one representing the mother and the second the father. While the "mother group" is representing (still the everyday life) on the stage, the "father group" watches. Then they switch and while the "father group" is representing (still the everyday life) on the stage, the "mother group" watches **Step 6.** all the participants are asked to join the stage, one by one and to make a sound and a movement that has to be repeated mechanically and with the same rhythm, till the last one is entering. This technique is called the "Theatre Machine" **Step 7.** it follow a work on the "neuter". **GENERAL REMARK:** this activity is based on the combination of non formal education and theatre techniques. The work on gender role models is quite linked to our personal story, the experiences we had and our identity. For this reason it

	can be very touchy and emotional for some persons. For this reason we recommend facilitators/trainers willing to use this activity to: • create the proper "safe space" for participants; • if you are not feeling comfortable with the theatre (and the work on the body) techniques, better not to try, it could be counterproductive ☺

DAY 3 - 08th May 2016

GENDER ROLE MODELS – step 2

TITLE	Abigail
TOPIC/S	Gender role models
AIM	To deepen the prejudices and stereotypes and to explore the gender role models
TOOL TYPE	Work in group and open discussion in plenary
MATERIAL NEEDED	Handout with the Abigail story, flipcharts and markers
DURATION	90 minutes
DESCRIPTION	Abigail's story is a tale that shows how people see the world from different perspectives, have different values and reach different conclusions out of the same information. The activity is divided in different steps: **Step 1.** each participant receives a printed version of Abigail story, has to read the story and make a list of characters, from the best to the worst **Step 2.** four smaller groups are created, within each group the lists have to be shared and discussed **Step 3.** the group, using the consensus, should arrive to a common list of characters, from the best to the worst **Step 4.** back in plenary, each group should read the character list and a facilitator keep note on a flipchart **Step 5.** it follows in plenary the debriefing, analysing the different orders of the list and the reasons that moved each group to create the order. **Key questions** for the debriefing: • How did you feel? • Did you find an agreement for the final group list? • Why did you choose to list the characters in this order? → accordingly to what criteria and reasons you arrived to create such a list? • How did you imagine Abigail? • How did you imagine Simbad? • Changing the sex of the characters, would you have created the same list? • What are the gender role models you can see in the story? **NOTE**: the idea is to run the debriefing with a specific focus on gender. The final conclusion is run in plenary presenting the **ICEBERG MODEL**

HANDOUT WITH ABIGAIL STORY

ABIGALE LOVES TOM WHO LIVES ON THE OTHER SIDE OF THE RIVER.

ONE NIGHT A FLOOD DESTROYED ALL BRIDGES ACROSS THE RIVER, AND HAS LEFT ONLY ONE BOAT AFLOAT. ABIGALE ASKS SINBAD, THE OWNER OF THE BOAT, TO BRING HER TO THE OTHER SIDE. SINBAD AGREES, BUT INSISTS THAT ABIGALE HAS TO SLEEP WITH HIM IN RETURN.

ABIGALE DOES NOT KNOW WHAT TO DO AND RUNS TO HER MOTHER AND ASKS HER WHAT SHE SHOULD DO. HER MOTHER TELLS ABIGALE THAT SHE DOES NOT WANT TO INTERFERE WITH ABIGALE'S OWN BUSINESS.

IN HER DESPERATION ABIGALE SLEEPS WITH SINBAD WHO, AFTERWARDS, BRINGS HER ACROSS THE RIVER.
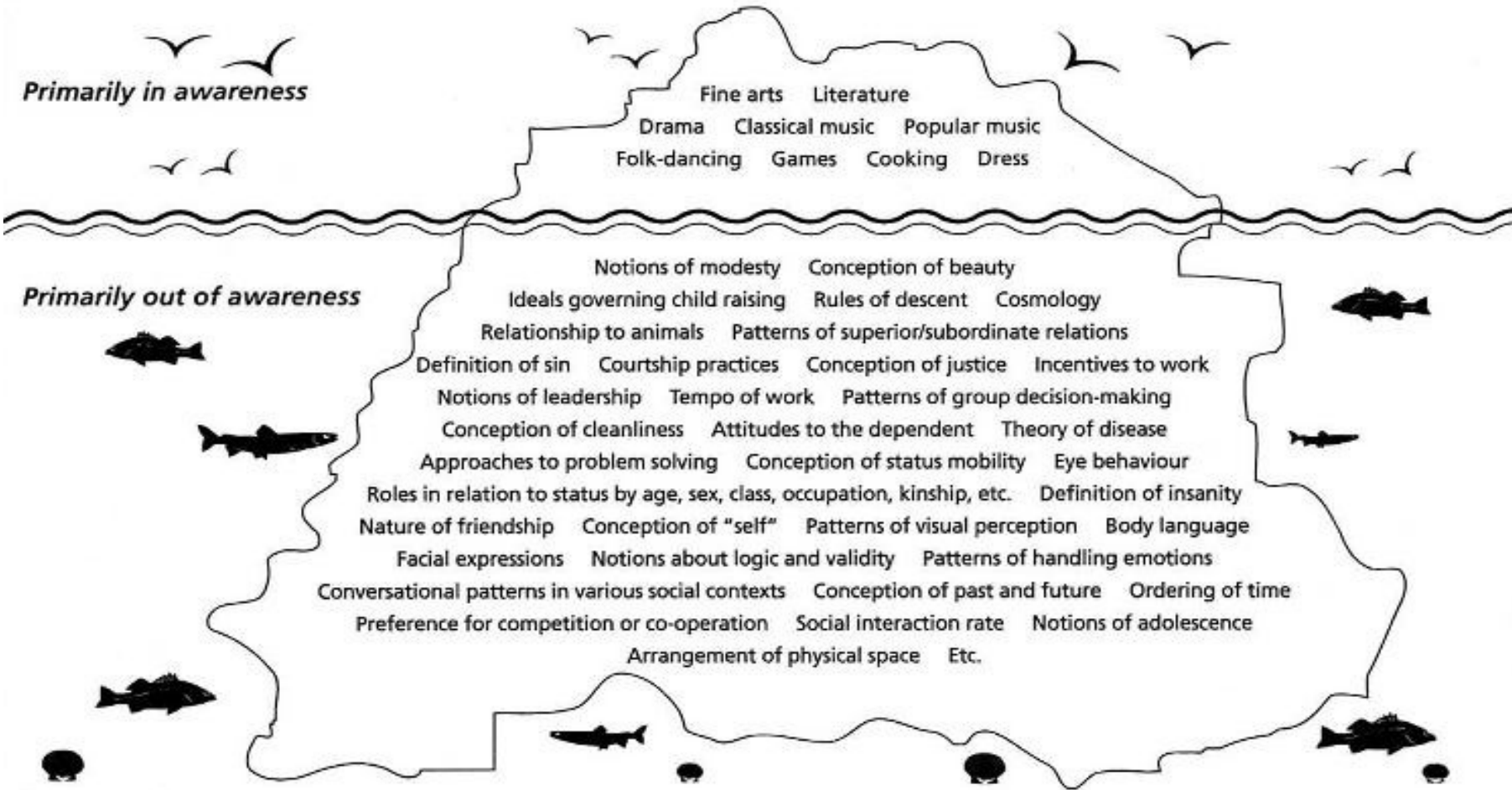
ABIGALE RUNS TO TOM AND TELL HIM EVERYTHING THAT HAS HAPPENED. TOM PUSHES HER AWAY BLUNTLY AND ABIGALE RUNS AWAY.

NOT FAR FROM TOM'S HOUSE, ABIGALE MEETS JOHN, TOM'S BEST FRIEND. SHE TELLS EVERYTHING THAT HAS HAPPENED TO HIM AS WELL.

JOHN HITS TOM FOR WHAT HE HAS DONE TO ABIGALE AND WALKS AWAY WITH HER.

HANDOUT WITH THE ICEBERG MODEL

Fig. 1: The iceberg concept of culture

Primarily in awareness

Fine arts   Literature
Drama   Classical music   Popular music
Folk-dancing   Games   Cooking   Dress

Primarily out of awareness

Notions of modesty   Conception of beauty
Ideals governing child raising   Rules of descent   Cosmology
Relationship to animals   Patterns of superior/subordinate relations
Definition of sin   Courtship practices   Conception of justice   Incentives to work
Notions of leadership   Tempo of work   Patterns of group decision-making
Conception of cleanliness   Attitudes to the dependent   Theory of disease
Approaches to problem solving   Conception of status mobility   Eye behaviour
Roles in relation to status by age, sex, class, occupation, kinship, etc.   Definition of insanity
Nature of friendship   Conception of "self"   Patterns of visual perception   Body language
Facial expressions   Notions about logic and validity   Patterns of handling emotions
Conversational patterns in various social contexts   Conception of past and future   Ordering of time
Preference for competition or co-operation   Social interaction rate   Notions of adolescence
Arrangement of physical space   Etc.

Source: p.14 AFS Orientation Handbook Vol.4, New York: AFS Intercultural Programs Inc., 1984

SHARING EXPERIENCES

TITLE	The Open University
TOPIC/S	Different participants experiences in actions and projects
AIM	To make participants share different projects and actions they realized (or they have been involved in) in the field of gender issue, LGBT+ and fight against hate speech
TOOL TYPE	Open Space technique
MATERIAL NEEDED	Flipcharts, markers, pens, paper A4, post-it
DURATION	90 minutes (30 minutes each slot)
DESCRIPTION	The activity is divided in different steps: **Step 1.** in plenary participants are asked if they have projects/actions they realized (or they have been involved in) in the field of gender issue, LGBT+ and the fight against hate speech, they want to share **Step 2**. one of the facilitator is in charge to collect the expression of interest of those who want to present their projects/actions. Different slots are created and a participant/facilitator (the one who wants to present the project/action) is assigned to each slot **NOTE:** the facilitator is the person who proposed the presentation. To be facilitator of the Open University it's not needed to have previous experiences in the field of facilitation. The facilitator should present the project/action and then free space for questions and clarifications is left **Step 3.** the slots can be organized as followed (some of them are taking place in the same time):

SLOT 1	FACILITATOR "X" PROJECT/ACTION	FACILITATOR "X" PROJECT/ACTION	FACILITATOR "X" PROJECT/ACTION
SLOT 2	FACILITATOR "X" PROJECT/ACTION	FACILITATOR "X" PROJECT/ACTION	FACILITATOR "X" PROJECT/ACTION
SLOT 1	FACILITATOR "X" PROJECT/ACTION	FACILITATOR "X" PROJECT/ACTION	FACILITATOR "X" PROJECT/ACTION

GENERAL REMARK ON THE TECHNIQUE: the technique of the Open University, allows participants to discuss about sensitive topics, to share ideas and experiences. Participants, following the principles of this technique, are free to choose in what slots they want to participate, accordingly to their interest.
Each thematic table/slot is facilitated by a chairperson who comes from the participants group and proposed the experience to share. He/she stands voluntarily for the position and has to organize the presentation (possibly also summing up on a flipchart the main elements).
In the Open University there is not a standard template to facilitate the summing up: for this reason probably the reports of the different thematic tables have different lengths, structures and shapes.

In the Open Space University the main **PILLARS** are:
1. projects/actions have to be proposed by participants → bottom up approach
2. tables are "self-organized" → are the participants themselves the facilitators of the tables.

GENDER AND CONFLICTS

TITLE	**Gender related conflicts though my body**
TOPIC/S	Gender related conflicts **NOTE:** this activity is linked to the one "Personal Stories" at page 46, that will be performed on the day 5 and for this reason has to be considered preparatory
AIM	To make participants reflect on the personal gender related conflicts they lived or experimented in their life and to give them the chance to share them verbally and through the use of the body
TOOL TYPE	Non formal / Theatrical techniques
MATERIAL NEEDED	A big workshop room and possibly ask participants to wear white clothes
DURATION	180 minutes
DESCRIPTION	The activity is divided in different steps: **Step 1.** participants are entering one by one in the workshop room, they are asked to keep walking in the space and, when they are meeting someone, to say "hello". **NOTE**: the walk should be in line, avoiding diagonal and imagining to be inside a cage. Also this part is preparatory for the following steps **Step 2.** the music starts and participants are asked to dance only with one part of their body. When they hear a "clap" with the hands, they have to freeze in the space. Another "clap" and they are restarting the dance, this time changing the part of their body. After a while, when appear the "clap", participants are asked to represent different emotions, objects ….. The activity follows in this way for a while **Step 3.** in the last clap they are asked to represent, first "love" and then "hate". After that participants are divided in two sub-groups and two lines are created (one person in front of the other). One line is representing the "love" and one line the "hate" **Step 4.** the people from the line "love" are asked to keep walking till the centre of the room, still in line, looking at their partners 'eyes and expressing with their face, body and movement, love. Then they are back to their position, keeping the same feeling. The people from the line "hate" are asked to keep walking till the centre of the room, still in line, looking at their partners' eyes and expressing with their face, body and movement, hate. Then they are back to their position, keeping the same feeling **Step 5.** now both the line "love" and the line "hate" are moving in the same time till the middle of the room (still walking in line), expressing their emotion with the face and the body, but when they arrive to the centre they have to exchange emotion with the partner from the other line (so, the line that was representing "love" now will represent "hate" and the contrary) **Step 6**. now the line that was representing "love" is taking the word "no" and the line that was representing "hate" is taking the word "yes". The line of "no" starts as first, cross in line the workshop room and meet the partners of the other line. All the movement should be done repeating the word, changing the intensity of the voice accordingly to the fact they are more distant or closer. Then back on their position and the other line of "yes" repeats the same action

	Step 7. the last step is again in group and is based on the creation of different, collective leaving pictures, each one representing a different emotion

GENERAL REMARK: this activity is based on the combination of non formal education and theatre techniques. The work on gender related conflicts is quite linked to our personal story, the experiences we had and our identity. For this reason can be very touchy and emotional for some persons.
For this reason we recommend facilitators/trainers willing to use this activity to:
- create the proper "safe space" for participants;
- if you are not feeling comfortable with the theatre (and the work on the body) techniques, better not to try, it could be counterproductive ☺ |

DAY 4 - 09th May 2016

HATE SPEECH ... AND ITS SHAPES (ON LINE AND OFF LINE)

TITLE	**Video projection**
TOPIC/S	No Hate Speech Movement campaign from the CoE
AIM	To share more information within the group about the CoE campaign No Hate Speech Movement; to share some of the tools used in this campaign and present a short video in stop motion
TOOL TYPE	Plenary presentation and group discussion
MATERIAL NEEDED	Projector, video of the campaign
DURATION	45 minutes
DESCRIPTION	The CoE No Hate Speech Movement campaign is presented in plenary, through the official website: http://www.nohatespeechmovement.org.
	Furthermore some of the campaign tools are presented and the video "A Story About Cats, Unicorns and Hate Speech" realized with the stop motion technique, projected: https://www.youtube.com/watch?v=kp7ww3KvccE
	After the presentation is foreseen some free space for questions and comments.

TITLE	**Hate speech: definitions**
TOPIC/S	Hate speech
AIM	To define collectively what hate speech is and to set the ground for the upcoming steps of the training
TOOL TYPE	Plenary activity
MATERIAL NEEDED	Flipchart, markers
DURATION	20 minutes
DESCRIPTION	Participants are sitting in plenary and they are asked to provide their definition of what hate speech is.
	Trainers will start collecting key words and then will gather the different elements with the group agreement, in order to shape a common definition.
	NOTE: it's very important the creation of a consensus on the definition. Being this the starting point of the upcoming steps of the project, participants have to feel the ownership toward the definition.

TITLE	Diamond and ranking
TOPIC/S	Internet: tips and tricks
AIM	To understand the different forms of online hate speech and assess their impact; to consider appropriate responses to different instances of hate speech online
TOOL TYPE	Work in group
MATERIAL NEEDED	Different copies of the diamond ranking system, different copies of the handout with some sentences examples
DURATION	60 minutes
DESCRIPTION	The activity is divided in different steps: **Step 1.** 5 groups, mixed by nationalities, are created; **Step 2.** trainers ask participants what they understand by hate speech online, whether anyone has encountered hate speech online, either directed towards an individual or towards representatives of particular groups (for example, gays, blacks, Muslims, Jewish, women, etc.). Trainer also ask what did they feel when they come across it and how do they think the victims must feel? **Step 3.** trainers explain that the term 'HATE SPEECH' is used to cover a wide range of content: - firstly, it covers more than 'speech' in the common sense and can be used in relation to other forms of communication such as videos, images, music, and so on - secondly, the term can be used to describe very abusive and even threatening behaviour as well as comments which are 'merely' offensive. There is no universal agreement on what constitutes hate speech but with no doubts it constitutes an abuse and violation of human rights. **Step 4.** is presented how the diamond ranking system works and explained that each group will receive a number of examples of online racist and discriminatory posts and should try to rank these from the 'less bad' to the 'worst'. The 'worst' examples should be those that participants would most like to be completely absent from a future Internet. **Key questions** for the debriefing: - Did you have any strong disagreements in your group? - Did you noticed any significant differences between your diamond and that of other groups? - Did you use any criteria in deciding which cases were the 'worst'? - Do you think statements like these should be allowed on the Internet? - Should any of them be banned completely? - If you think some should be banned, where would you draw the line? - What other methods can you think of for addressing hate speech online? - How would you react if you found these kinds of examples of hate speech online?

HANDOUT WITH THE DIAMOND RANKING SYSTEM

The **DIAMOND RANKING SYSTEM** is a method used to compare different cases according to 'best' and 'worst' (or less bad, and worst). Cards should be arranged as in the diagram below, according to the following scheme:

- the least bad example should be placed at the bottom of the diagram (position 1) and the worst example should be placed at the top (position 5 in the first diagram, position 6 in the second).

Remaining cards should be placed in the other rows with cards in a higher row worst than those in the row below (cards in row 4 are worst than those in row 3)

'Criteria' for assessing cases of hate speech include:

- the **content** or **tone** of the expression: this covers the type of language used
- the **intent** of the person making the statement, in other words, whether they meant to hurt someone
- the **target audience**
- the **context** of the message
- the **impact**, in other words, what effect the statement might have on individuals or on society as a whole.

NORMAL DIAMOND WITH 9 CARDS

		5		
	4		4	
3		3		3
	2		2	
		1		

A "FAT" DIAMOND USING 12 CARDS

		6		
	5		5	
4		4		4
3		3		3
	2		2	
		1		

HANDOUT WITH THE DIAMOND STATEMENTS

1. Said in a private email to a friend as a 'joke'

> *We should just wipe out gay people*

2. Comment on a Neo-Nazi site, voted up by 576 people

> *Hitler was right to send Jewish to the gas chambers*

3. An article in the Time magazine

> *"Even in purely non-religious terms, homosexuality represents a misuse of the sexual faculty. It is a pathetic little second-rate substitute from reality, a pitiable flight from life. As such, it deserves no compassion, it deserves no treatment, as minority martyrdom and it deserves not to be deemed anything but a pernicious sickness"*

4. Comment at the bottom of an article that was written by a gay journalist

> *F*** you and f*** your mother. You're a sick b*******

5. **Post by a 16-year-old on a personal blog, read by very few**

> *Historically, homosexuals have had an insignificant contribution to the world's culture and discoveries*

6. **A pod cast by the Prime Minister, posted on all major news sites**

> *Historically, homosexuals have had an insignificant contribution to the world's culture and discoveries*

7. **Refrain in a racist song. The online video has had 25,000 views**

> *A faggot is not a human being, it's an animal*

8. A web-radio interview with the Romanian minister of education

> *Homosexuals are not suitable role models in society. It is not normal to have gay teachers or professors who stands in front of a community which should follow them*

9. An online article phrase posted in a popular blog with 10000 visits per day

> *Putting women back in their place is as important as getting niggers out. Men have very few rights in modern niggerised Ireland*

10. A picture posted on Facebook group page with 3500 participants

Fucking dykes*! They have stolen my wife!

(*dyke = depreciative for lesbian)

11. Vladimir Putin presenting the new law on banning "propaganda of non traditional relationships"

Here is what the Article 6.21 says:

Propaganda is the act of distributing information among minors that 1) is aimed at creating nontraditional sexual attitudes, 2) makes nontraditional sexual relations attractive, 3) equates the social value of traditional and nontraditional sexual relations, or 4) creates an interest in nontraditional sexual relations

If you are Russian: individuals engaging in such propaganda can be fined 4,000 to 5,000 rubles (120 – 150 USD), public officials are subjected to fines of 40,000 to 50,000 rubles (1,200 – 1,500 USD), and registered organizations can be either fined (800,000 – 1,000,000 rubles or 24,000 – 30,000 USD) or sanctioned to stop operations for 90 days. If you engage in the said propaganda in the media or Internet, the sliding scale of fines shifts: for individuals 50,000 to 100,00 rubles; for public officials 100,00 to 200,00 rubles, and for organizations, from one million rubles or 90 days suspension.

12. Petition posted on a Facebook page with over 10,000 'friends'

> *Say NO to the abnormal families: do not let the laws ruin the tradition!*
>
> *We petition the Prime Minister to defy the tradition of the family institution by not allowing same-sex marriage that is against human nature and does not contribute to the well-being of the society*

DIFFERENT TOOLS IN COMMUNICATION

TITLE	The main pillars in a campaign
TOPIC/S	The campaign footsteps
AIM	To introduce participants to the main footsteps of a campaign; to set the ground for the upcoming activity "Let's create a campaign!"
TOOL TYPE	Frontal, short presentation about the foot step of a campaign
MATERIAL NEEDED	.ppt presentation, paper, pens
DURATION	40 minutes
DESCRIPTION	Short frontal presentation, with the .ppt support, to introduce the campaign footsteps and the project life's cycle.

TITLE	Let's create a campaign
TOPIC/S	Communication and campaigns
AIM	To provide new competences to create, design and implement a campaign that could be afterwards used in their local background
TOOL TYPE	Work in groups
MATERIAL NEEDED	.ppt presentation, paper, pens
DURATION	120 minutes
DESCRIPTION	After the short presentation in plenary it follows a simulation, where participants, divided in 4 – 5 groups, work on the creation of the idea for a campaign. The task in each group is to define: goal, target, message and the main steps. It follows the presentation of the different campaigns proposals and the final assessment.

DAY 5 - 10th May 2016

HATE SPEECH AND CONFLICTS

TITLE	Personal Stories
TOPIC/S	Hate speech and conflicts **NOTE**: this activity is linked to the one "Gender related conflicts though my body" at page 35 that has been performed on the day 3 and for this reason has to be considered the second step
AIM	To make participants run a detailed analysis of the different conflicts related to hate speech, that they might encounter in the everyday life; to reflect on the "oppressor" and "oppressed" and to act out possible conflict solutions
TOOL TYPE	Non formal / Theatrical techniques
MATERIAL NEEDED	A big workshop room and possibly ask participants to wear white cloths
DURATION	180 minutes
DESCRIPTION	The activity is divided in different steps: **Step 1.** participants are left some time to reflect on a personal story where they have experimented hate speech and conflict **Step 2.** smaller groups (4 in total) are created and participants are asked to share their stories and to select one, the most representative of hate speech and conflicts **NOTE:** it's very important to underline that all the stories, being personal are very important and valuable and the one selected by the group is accordingly to the fact of being the more representative of hate speech and conflicts **Step 3.** each group has to represent the story chosen, using the technique of the **strip cartoons**, mainly based on the creation of living pictures to represent a story/feeling/emotions, but divided in different frames (beginning of the action, climax of the action, conflict explosion) as in a comic. In this moment and before to further proceed is introduced the techniques (see handout below). It's left some time to prepare and then the 4 groups represent their stories on the stage. No comments are foreseen after each representation and at the end of this step is given 20 minutes for the coffee break where participants are asked to remain in silence. **NOTE:** a change can be added while preparing the stories representations: it can be assigned to each group a different style in the representation (e.g. 1 in silence, 1 in frames as a photo, 1 with numbers, 1 with voice) **Step 4.** participants are back in the workshop room and they are left few minutes to prepare the second representation, using this time also the voice and acting with their body (not frozen on the space with the strip cartoons techniques). It follows the representations on the stage of all the groups **Step 5.** among the 4 represented, two stories are chosen for the upcoming part where the **Theatre of the Oppressed technique** is going to be used. The basic

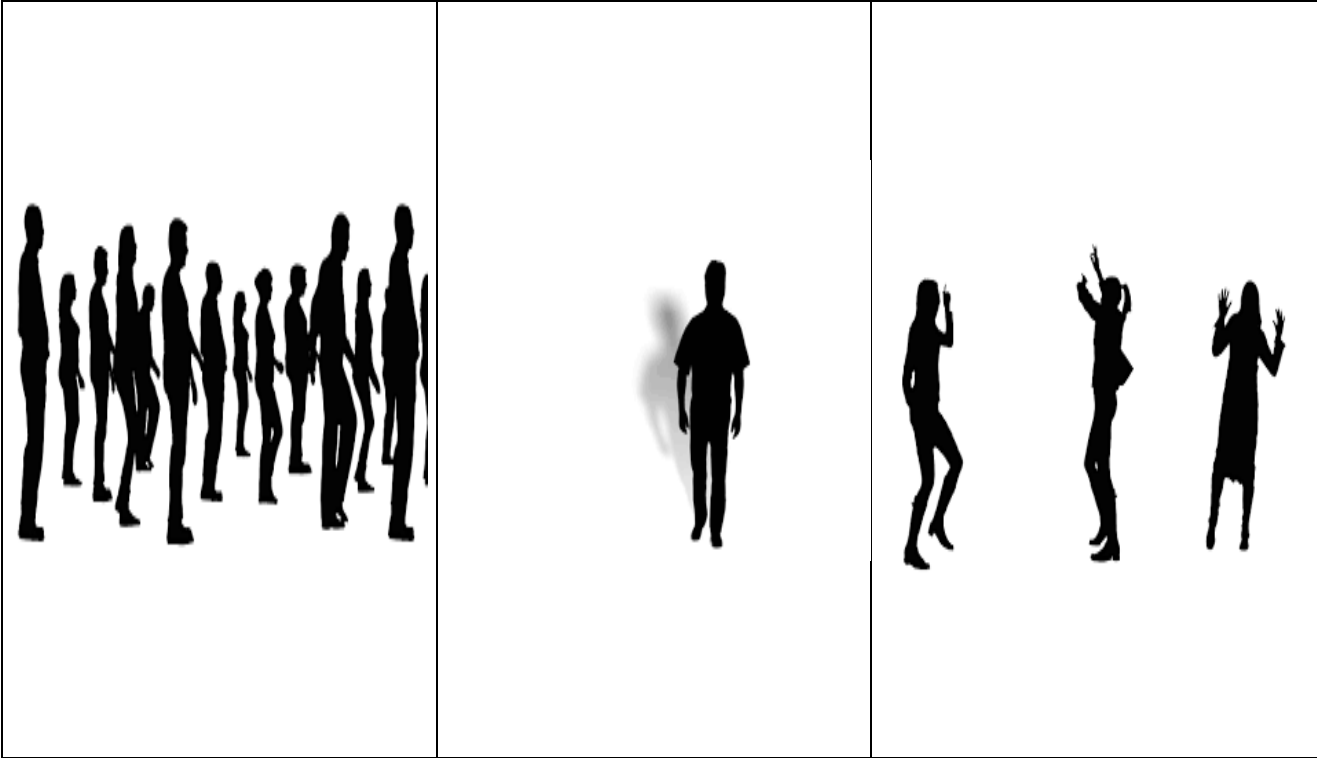|	idea is to represent the story (one by one) on the stage, but giving the spectators, by "clapping", the chance to enter the stage and take the role of the "oppressed" character. At the end of each representation, all the actors remain on the stage and are all asked to answer the questions: "What did you feel?" and then "What did change in the story?" (this question is asked both to the audience and the actors).
	The same story can be repeated "x" number of time, till is expressed the interest of replacing the "oppressed" role.
	NOTE: a change can be added in the process: by clapping the hands the spectator can freeze the scene (all the actors frozen on the space), join the actors and explain what the actor is thinking. The actor is asked if the sentence is true or false, if false, the spectator has to be back on the place, if true, can say another sentence. In this case the activity proceed in that way till the final liberation of the "oppressed", through the action.
	GENERAL REMARK: this activity is based on the combination of non formal education and theatre techniques. The work on gender related conflicts is quite linked to our personal story, the experiences we had and our identity. For this reason can be very touchy and emotional for some persons.
	For this reason we recommend facilitators/trainers willing to use this activity to:
	• create the proper "safe space" for participants • if you are not feeling very comfortable with the **Theatre of the Oppressed technique**, better not to try, it could be counterproductive ☺

HANDOUT WITH THE STRIP CARTOONS MODEL

CONFLICT EXPLOSION FRAME

SEQUENCE 1	**SEQUENCE 2**	**SEQUENCE 3**
beginning of the action	**climax of the action**	**conflict explosion**

TRAINING in ACTION – step 1

TITLE	Formal – Non Formal and Informal
TOPIC/S	Formal, Non Formal and Informal Education
AIM	To make participants define what Formal, Non Formal and Informal Education are, identifying the similarities and the differences among the three
TOOL TYPE	Work in group and plenary activity
MATERIAL NEEDED	Flipcharts and markers
DURATION	45 minutes
DESCRIPTION	Participants are divided in three sub-groups, each one receiving the task to define what is Formal, Non Formal and Informal Education. Specifically: **GROUP 1** → FORMAL EDUCATION **GROUP 2** → NON FORMAL EDUCATION **GROUP 3** → INFORMAL EDUCATION The groups are left 20 minutes to discuss and to provide their definitions. They can write, draw or use the way they prefer to afterwards present it. Each group present in plenary the definition/s. It's opened the space for questions, doubts and clarifications.

TITLE	Gincana of methods
TOPIC/S	Non formal education methods for the Training in Action
AIM	To learn/refresh different non formal education working methods that could be used during the Training in Action activity
TOOL TYPE	Work in group
MATERIAL NEEDED	Flipcharts, paper, markers, post-it
DURATION	90 minutes in total = 10 minutes (for the explanation) + 80 minutes (for the activity), each round should last 20 minutes
DESCRIPTION	**Setting**: there should be created 4 different stations representing the main methodological approaches used during the training. Then the activity will be run accordingly to the following steps: **Step 1**. the activity is presented and "The Master of Time" divides participants in 4 groups, explaining the rules of the activity **Step 2.** each team has to go from station to station, searching for the information about what the station is about (in each station they have to stay 20 minutes). The

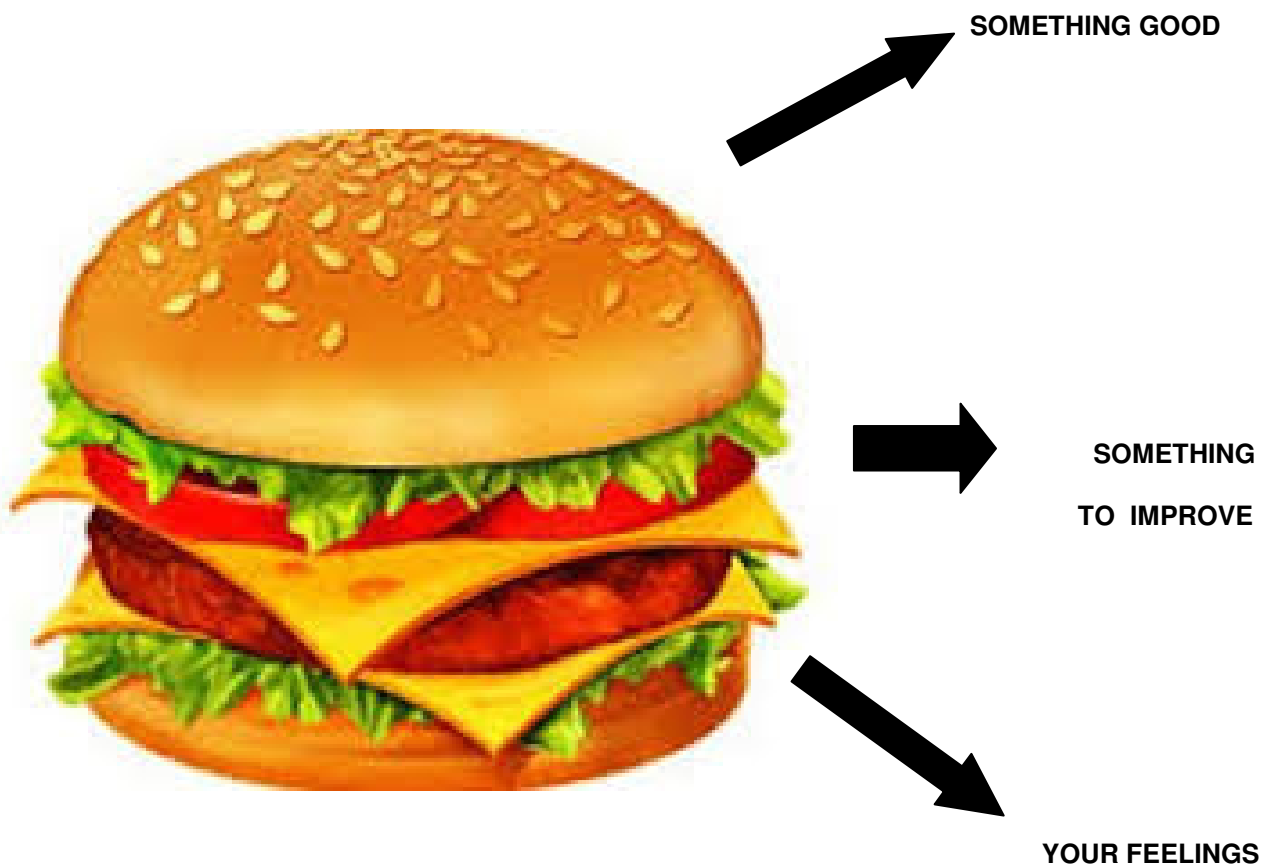|	"The Master of Time" gives the time and the rotation.
	METHODOLOGICAL REMARK: the methodology aims to provide the group, in a limited time and in a dynamic way, with the major amount of information as possible concerning the topic. Please consider that 20 minutes are not a lot ☺ so we suggest you to carefully choose the information you want to share.

DAY 6 - 11th May 2016

TRAINING in ACTION – step 2

TITLE	**Training in Action - preparation**
TOPIC/S	Non formal education activities to create workshops to promote gender equality and to fight hate speech toward LGBT+ individuals and communities
AIM	To make participants practically experiment how to structure a short workshop to promote gender equality and to fight hate speech toward LGBT+ individuals and communities
TOOL TYPE	Work in groups
MATERIAL NEEDED	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, cloths …. The material list may vary according to the activity that each group intends to perform
DURATION	240 minutes
DESCRIPTION	The activity is divided in different steps: **Step 1.** Participants are divided in 4 groups **Step 2**. the task of each group is to create a workshop, 70 minutes long, to promote gender equality and to fight hate speech toward LGBT+ individuals and communities **Step 3**. each group has to conceive and structure the workshop that will be delivered the day after **Step 4.** in each group, tasks should be divided, responsibility defined, the logistic check done and the general rehearsal done. **METHODOLOGICAL REMARK**: it has been decided to dedicate the last part of the training to the drafting, development and implementation of workshops to promote gender equality and to fight hate speech toward LGBT+ individuals and communities for different reasons: • to give participants the chance to create workshops that they can test, evaluate and assess during the training itself • to deepen an assessment on the cross-setting competences developed and on the learning to lean, so, how to transmit to others the knowledge we have acquired • to create a set of workshops that can be re-used and re-adapted in other activities or trainings to promote gender equality and in the youth exchange forecast for October 2016.

FEEDBACKS

TITLE	Feedbacks Rules
TOPIC/S	Feedback Rules
AIM	To learn how to give and receive feedbacks
TOOL TYPE	Collective work in plenary
MATERIAL NEEDED	The Sandwich model draw on a flipchart
DURATION	20 minutes
DESCRIPTION	This tool is conceived to make participants reflect on how to give a positive feedback to another person. Participants are walking around the room and look who is there around them. The walking goes on and on until the moment a trainer says "Stop". At that moment each participant has to turn to the person closer, create a couple and take two minutes (each) to answer a question asked by the trainer. After spending 4 minutes together exchanging feedbacks, participants should start walking around again, until hearing another "Stop" and the second question. Possible questions: • What was my first impression about you? • What I suggest you to modify? • What did I learn to appreciate about you? It follows a short discussion on how to give feed backs in a constructive way. **NOTE**: the focus is centred on "giving constructive feedback". Please bear in mind that all the questions are very personal and we don't want anyone to feel uncomfortable or hurt. But rather to get a chance to think how could we find positive words for people we work with and encourage them to continue working and trying to improve all the time. After the end of the debriefing is presented a standard model to give feed backs to the activity, (not to the individual participant!!!). This model, called "Sandwich Model" consists in the following three steps: **1. your feelings** **2. something to improve** **3. something good.**

HANDOUT WITH THE SANDWHICH MODEL

SOMETHING GOOD

SOMETHING

TO IMPROVE

YOUR FEELINGS

DAY 7 - 12th May 2016

TRAINING in ACTION – step 3

TITLE	**Training in Action - implementation**
TOPIC/S	Non formal education activities to create workshops to promote gender equality and to fight hate speech toward LGBT+ individuals and communities
AIM	To make participants practically experiment how to structure a short workshop to promote gender equality and to fight hate speech toward LGBT+ individuals and communities
TOOL TYPE	Work in groups
MATERIAL NEEDED	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, clothes …. The material list may vary according to the activity that each group intends to perform
DURATION	360 minutes (70 minutes each workshop + 20 minutes for feedback * 4 groups), as shown below: • 70 minutes of workshop + 20 minutes of feedbacks - group A • 70 minutes of workshop + 20 minutes of feedbacks - group B • 70 minutes of workshop + 20 minutes of feedbacks - group C • 70 minutes of workshop + 20 minutes of feedbacks - group D
DESCRIPTION	The activity is divided in different steps: **Step 1.** the first group should perform the workshop, having as a participants the people of the three other groups **Ex**ample in the group rotation: group A → B + C + D group B → A + C + D group C → A + B + D group D → A + B + C **Step 2.** After each group performance 20 minutes are left for the feedbacks structured as follow: • feedbacks from the group of facilitators that realized the activity • feedbacks from those who participated in the activity • feedbacks from the pool of trainers

FINAL EVALUATION

TITLE	Let it on the space
TOPIC/S	Final Evaluation
AIM	To make the final evaluation of the project, reflecting about the different learning processes, sharing feedbacks and comments and creating a free space for participants to express their feelings
TOOL TYPE	Individual/group activity
MATERIAL NEEDED	All the materials you think could be useful to decorate the three spots: open up your fantasy!!!
DURATION	/ minutes **NOTE:** it's not possible to fix a precise timing for the evaluation because it really depends on the time that each person needs to evaluate the experience
DESCRIPTION	**Setting**: the workshop room is divided in three different spots: • WHAT I LEARNT AND BRING BACK HOME • WHAT I ABSORBED AND I NEED TIME TO DIGEST • WHAT I WANT TO LEAVE HERE It's very important to decorate well the spots so that they could evoke and create the proper atmosphere. For example: the spot 1 can be represented with a suitcase opened with some cloths and tools, the spot 2 with a bed side table with a lamp on, the spot 3 with a trash bin. We can add cloths in different colours and any other detail popping up in our fantasy. On the spots and on the floor many pieces of paper in different colours, markers, pens and post-it. The activity is divided in different steps: **Step 1.** participants enter one by one with a soft background music and are asked to explore the new space **Step 2.** when everybody is in, the space for the evaluation is presented and they are explained to take their time, passing from a spot to another, filling the pieces of paper with all the elements/evaluation/feedbacks/comments they want **NOTE**: there is not a fixed order in moving from a spot to another but participants can move freely as they wish.

A SPECIAL THANKS TO ALL THE ACTORS:

COORDINATION - TRAINING COURSE FOR YOUTH WORKERS: Lunaria

HOSTING ORGANIZATION: Artemide

POOL OF TRAINERS: Barbara Colombo, Luca Elek, Sara Mandozzi, Anca Tudoricu, Yohann Vancassel

COOKING AND LOGISTIC SUPPORT: Elena Dojmi Di Delupis, Ettore Ismael Borghetto

PARTNER ORGANIZATIONS: LUNARIA Italy, ARTEMIDE Italy, CONCORDIA France, UNIVERSITUR Romania, PANDORA MIRABILIA Spain, ASSOCIAÇÃO MAIS CIDADANIA Portugual, ELIX Greece, UTILAPU Hungary, Centrum Ksztalcenia i Wychowania OHP Poland

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ARTEMIDE - CASA LABORATORIO "IL CERQUOSINO": was established in 1996, on a disadvantaged and sparsely productive area in the natural park Elmo Melonta, close to Orvieto.

Artemide has worked for several years as a crossroads of experiences in the vocational field; it is operative in the less privileged contexts, and fights against social exclusion, discrimination, racism and isolation, and all those mechanisms that cause hardships and problematic behaviour. The organisation hosts social cooperatives, cultural associations and youth centres and suggests educational routes. The aim is to create a common background to develop active citizenship, to promote peer opportunities, intercultural education and, as a ultimate objective, to build a society which can respect every form of diversity.

The trainings proposed by the association are based on common tools such as non violent management of conflicts, theatre, environmental education and art in general.

Since 1991, Artemide has proposed workshops for adolescents, youth exchanges, and training courses thanks to Youth in Action Programme, manages a territorial project of the Terni district, called ""Ecomuseo del paesaggio Orvietano" and promote networking activities inside the European project RuralMed.

Web site: http://cerquosino.altervista.org/

Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, nonreligious, and autonomous from any political party affiliation.

It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

The Pot Of Gold

Education and exchange to fight hate speech and discrimination

Casa laboratorio il Cerquosino, Morano, Orvieto, Italy