ANIMATOPEDIA

ANIMATOPEDIA TOOLKIT:
a guide for youth workers and trainers

Table of contents

- Introduction
- Harassment in LGBTQIA+ community
- Harassment in Sports
- Workplace Harassment
  - Activity 1
  - Activity 2
- School Harassment
  - Activity 1
  - Activity 2
- Online Harassment
- Disability Related Discrimination
- Religion Harassment
- Racial Harassment

Introduction

This document is part of the Animatopedia project, an initiative funded by the Erasmus+ program and carried out by a consortium of five partner organizations from Cyprus, Belgium, Italy, Portugal, and the Netherlands. The project aims to prevent and combat gender discrimination and harassment, as well as to promote healthy relationships among youth (aged 18-30), through the use of animated and interactive educational content.

Animatopedia progresses through variouswork pack ages, with the third phase (WP3) focused on developing educational resources and training tools for youth workers and educators working with young people. Activity 3.2 specifically aimed to **create a toolkit/guide to support trainers and youth workers by enhancing their pedagogical and digital skills**, offering innovative methodologies and practical materials for effectively engaging young people on topics such as gender discrimination, harassment (including online), and gender equality. This is particularly achieved by utilizing the educational videos developed in the former Activity 3.1 of the project.

The toolkit is available in English and translated into partner languages, ensuring accessibility for a wide range of trainers and youth organizations across Europe.

Harassment in LGBTQIA+ community

Focus and rationale:

The focus of this subtopic is to understand the different types of harassment in the LGBTQIA+ community, educate on this form of harassment and encourage open discussions and interactive activities to foster understanding and support.

Understanding this concept is crucial to increase awareness, especially among the youth, and develop empathy regarding experiences of LGBTQIA+ individuals, learn strategies to support and advocate for the LGBTQIA+ community and promote safe, respectful and inclusive environments for everyone.

Considerations for implementations

Before conducting this activity, it's essential to ensure sensitivity, safety, respect, and inclusiveness in the setting and be mindful of potential triggers.

Key objectives of the workshop

1) Increase awareness among youth about the different forms of harassment in the LGBTQIA+ community, including verbal, physical, sexual and psychological abuse, discrimination, and stereotypes.

2) Foster empathy, respect, and understanding towards individuals, especially towards the most vulnerable groups in the LGBTQIA+ community.

3) Empower youth with knowledge and strategies to respond effectively to any form of harassment in the LGBTQIA+ community, whether as bystanders or as targets themselves.

Name of the activity	Introduction to harassment in the LGBTQIA+ community: understanding - recognizing - addressing - preventing.
Aim	The aim of this activity is to equip participants with the knowledge, empathy, and critical thinking skills needed to understand, recognize, address, and prevent harassment in the LGBTQIA+ community as well as advocating for a culture of respect and accountability with safer and more inclusive environments for everyone through awareness, personal reflection, and open dialogue.
Duration	Approximately 2 hours.

Materials needed	• Projector and screen
	• Laptop or device to play the educational video
	• Whiteboard and markers
	• Flipchart paper and markers
	• Sticky notes
	• Pens/pencils
	• Printed handouts of key terms:
	    ○ LGBTQIA+
	    ○ Harassment
	    ○ Discrimination
	    ○ Bullying
	    ○ Intersectionality
	    ○ Allyship

	1) Introduction (15 minutes): • Briefly introduce the topic of harassment in the LGBTQIA+ community, its definitions, challenges and impact on individuals affected. • Provide context for why understanding harassment in the LGBTQIA+ community is crucial. • Establish the lesson's objectives. • Emphasise the importance of understanding and addressing this issue. • Begin with a brief discussion on what participants know about harassment in general. • Present a definition of harassment and how it specifically relates to and effects the LGBTQIA+ community. • Define key terms and explain their significance. • Explain the lesson objectives and what participants will learn - distribute handouts with key terms for reference throughout the lesson, if available. **2) Video presentation (15 minutes):** • Show/watch the educational video on harassment in the LGBTQIA+ community. • Briefly summarise the key points of the video. • Reflect on the content - allow participants to think and reflect on what they have watched. **3) Group discussion (30 minutes):** • Facilitate a group discussion to deepen understanding and encourage critical thinking and personal reflection. • Encourage participation and ensure a safe space for everyone to share their thoughts. • Allow participants to articulate their thoughts and learn from each other. • Engage participants in a meaningful, respectful conversation

about harassment in the LGBTQIA+ community, its challenges and impacts.

- Divide participants into small groups.
  - Provide discussion questions:
    - How do you think harassment affects the mental health of LGBTQIA+ individuals?
    - Why is it important to create inclusive and respectful environments?
    - What are some ways you can advocate and support someone who is being harassed?
    - How can we collectively, as a society, respond to any form of harassment LGBTQIA+ individuals experience
  - Group sharing of key insights.
- Be mindful of any potential triggers participants may have and of any harmful and/or disrespectful viewpoints on the tropic.

4) Real-life scenarios and allyship activity (30 minutes):
- Practice understanding and recognizing the harassment of LGBTQIA+ individuals in different contexts and responding to such harassment in supportive ways.
- Clearly explain the activity and set boundaries to ensure a respectful experience. Be prepared to intervene if scenarios become too intense and are triggering to any of the participants.
- Develop empathy and practical response skills and promote understanding of different perspectives, however, emphasising that discriminatory, derogatory and harmful perspectives are not welcome.
- Ensure scenarios are realistic and relevant and the activity is interactive; provide support for participants who might find this triggering - clear guidelines and support.
  - Divide participants into small groups.
  - Give each group a different scenario of a harassment situation - include diverse examples to highlight intersectionality.
  - Each group then presents and shares their scenario and response to it.
- Group discussion of conclusions: what worked / what didn't / other possible responses.

5) Safe space brainstorming (20 minutes):
- Encourage participants to think creatively and critically about creating safe environments and spaces for everyone.
- Promote inclusive and respectful brainstorming, considering the many and different issues that often intersect in a harassment situation.
- Emphasise on the importance of empathy, support and allyship in any situation of harassment.
- Develop practical strategies and action plans concluding from what has been learned and discussed.

Description of the activity

	6) Conclusion (10 minutes): • Summarise key points and reinforce the importance of the topic. • Clear and concise wrap-up. • Encourage final reflections and feedback. • Address any remaining questions.
Debriefing activity	After completing the activity, we will engage in a debriefing session that enhances learning, encourages reflection, and empowers the participants to take actionable steps to address harassment in the LGBTQIA+ community, when experienced and/or witnessed, to foster a respectful, inclusive, and safe culture.
Tips	• Create a safe and respectful environment: ensure all participants feel comfortable sharing their thoughts and experiences, emphasising the importance of a respectful and non-judgmental atmosphere during discussions and activities. • Be prepared to address topics that might be triggering and/or sensitive: provide support throughout the lesson and direct participants to external resources and/or persons, if needed. • Encourage active participation and reflection: engage participants with interactive activities and discussions, encourage reflection and feedback and provide opportunities to express their thoughts and practise their empathy and allyship in situations of harassment.
Sources	• https://www.glsen.org/ • https://www.learningforjustice.org/sites/default/files/2021-11/LFJ-2111-LGBTQ-Best-Practices-Guide-November-2021-11172021.pdf • https://www.thetrevorproject.org/resources/category/community/ • https://www.thetrevorproject.org/resources/category/mental-health/

Conclusion

In conclusion, the lesson plan on harassment in the LGTBQIA+ community aims to raise awareness, deepen understanding, foster empathy, and empower participants to take proactive steps against harassment and allyship among persons involved, directly or indirectly. Through a combination of engaging activities such as video presentations, discussions, interactive activities, and reflective exercises, the participants will gain a comprehensive understanding of the challenges faced by LGBTQIA+ individuals in various settings. By creating a safe and respectful learning environment, providing robust resources, and encouraging personal reflection and

commitment, educators can empower learners to support themselves and their LGBTQIA+ peers and contribute to a more inclusive and respectful community and culture where everyone can exist however they want, thrive and be fully embraced for who they are.

Homework/assignments

Encourage participants/students to apply their knowledge and enhance it even more by learning, reading, being equipped with tools that foster their advocacy and awareness on the topic. A homework activity could be to write down one takeaway from the lesson and think how to plan to implement it in a specific context of their choice within the general concept of "harassment in the LGBTQIA+ community".

Evaluation

Encourage participants/students to apply their knowledge and enhance it even more by learning, reading, being equipped with tools that foster their advocacy and awareness on the topic. A homework activity could be to write down one takeaway from the lesson and think how to plan to implement it in a specific context of their choice within the general concept of "harassment in the LGBTQIA+ community".

Instructions:

Please answer the following questions to the best of your ability. This quiz will assess your understanding of the harassment faced by the LGBTQIA+ community, its impact, and ways to support and advocate for LGBTQIA+ individuals.

 Multiple choice questions:

1. What does LGBTQIA+ stand for?
a) Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, and others.
b) Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Inclusive, Allies.
c) Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Advocates.

2. What is intersectionality?
a) The belief that all LGBTQIA+ individuals face the same experiences.
b) Understanding how different aspects of a person's identity (e.g., race, gender, sexuality) intersect and affect their experiences.
c) The idea that LGBTQIA+ issues are separate from other social issues.

3. What is one common form of harassment that LGBTQIA+ individuals may experience in schools?
a) Receiving praise from teachers.
b)Being excluded from social groups.
c)Being offered special privileges.

4. Which statement is an example of an ally's action?
a) Laughing at homophobic jokes.
b) Speaking up against discriminatory remarks.
c) Pretending not to notice harassment.

5. Why is it important to create inclusive environments for LGBTQIA+ individuals?
a)To comply with legal requirements.
b)To make LGBTQIA+ individuals feel safe, respected, and valued.
c)To avoid having LGBTQIA+ individuals in the same spaces.

6. What role do allies play in supporting the LGBTQIA+ community?
a)They stand by silently and observe.
b)They actively support and advocate for LGBTQIA+ rights and inclusion.
c)They discourage any discussion about LGBTQIA+ issues.

True/false questions:

7. Harassment can only be physical.
- True
- False

8. Using inclusive language is one way to support LGBTQIA+ individuals.
- True
- False

9. Only LGBTQIA+ individuals need to be concerned about harassment.
- True
- False

10. Empathy and understanding can help reduce harassment in schools.
- True
- False

11. All forms of harassment are equally harmful and should be addressed.
- True
- False

Short answer questions:

12. Describe one strategy you can use to support a friend who is experiencing harassment due to their LGBTQIA+ identity.

13. Explain why it is important to understand the experiences of LGBTQIA+ individuals when addressing harassment.

14. List two actions you can take to create a more inclusive environment in your school or community.

Answer key to multiple choice questions:

1. a)
2. b)
3. b)
4. b)
5. b)
6. b)

Answer key for true/false questions:

7. False
8. True
9. False
10. True
11. True

Suggested answers for short answer questions:

12. Listen to them without judgement, offer emotional support, and help them report the harassment to relevant authorities or a trusted person/adult.

13. Understanding their experiences helps in recognizing the unique challenges they face, fostering empathy, and implementing effective strategies to prevent and address harassment.

14. Use inclusive language and correct pronouns, and organise or participate in events that promote LGBTQIA+ awareness and inclusion.

Evaluation

- Sensitivity and confidentiality.
- Language support & inclusive language.
- Cultural competence.
- Mindful of learning disabilities.
- Accessible learning environment.
- Follow up support.
- Feedback and assessment.

Sources

- https://www.glsen.org/
- https://www.learningforjustice.org/sites/default/files/2021-11/LFJ-2111-LGBTQ-Best-Practices-Guide-November-2021-11172021.pdf
- https://www.thetrevorproject.org/resources/category/community/
- https://www.thetrevorproject.org/resources/category/mental-health/

Harassment in Sports

Focus and rationale:

The focus of this subtopic is to understand the different forms of harassment in sports, recognize the signs of such harassment and its impact on athletes.

Understanding this concept is crucial to increase awareness, especially among the youth, on unwanted and unwelcome behaviors that occurs in the context of sports activities, develop strategies to prevent and address harassment in sport settings and foster a supportive and safe environment for all participants in sports.

Considerations for implementations

Before conducting this activity, it's essential to ensure sensitivity, safety, and inclusiveness in the setting and be mindful of potential triggers.

Key objectives of the workshop

1) Increase awareness among youth about the different forms of harassment in sports, including verbal, physical and sexual violence, psychological abuse, discrimination, and stereotypes.
2) Foster empathy, respect, and understanding towards individuals, especially towards the most vulnerable groups in sports.
3) Empower youth with knowledge and strategies to respond effectively to any form of harassment in sports, whether as bystanders or as targets themselves.

Name of the activity	Introduction to Harassment in Sports: understanding - recognizing - addressing - preventing.
Aim	The aim of this activity is to equip participants with the knowledge, empathy, and critical thinking skills needed to understand, recognize, address, and prevent harassment in sports, fostering a culture of respect and accountability and creating safer and more inclusive environments through awareness, personal reflection, and open dialogue.
Duration	Approximately 2 hours.

Materials needed	- Projector and screen - Laptop or device to play the educational video - Whiteboard and markers - Flipchart paper and markers - Sticky notes - Pens/pencils

1) Introduction (15 minutes):
- Briefly introduce the topic of harassment in sports, its definitions, challenges and impact on athletes and persons involved in sports settings.
- Establish the lesson's objectives.
- Emphasise the importance of understanding and addressing this issue.
  - Begin with a brief discussion on what participants know about harassment in general.
  - Present a definition of harassment and how it specifically relates to sports.
  - Explain the lesson objectives and what participants will learn.

2) Video presentation (15 minutes):
- Show/watch the educational video on harassment in sports.
- Briefly summarise the key points of the video.
- Reflect on the content - allow participants to think and reflect on what they have watched.

3) Group discussion (30 minutes):
- Facilitate a group discussion to deepen understanding and encourage critical thinking.
- Encourage participation and ensure a safe space for everyone to share their thoughts.
- Engage participants in a meaningful conversation about harassment in sports, its challenges and impacts.
  - Divide participants into small groups.
  - Provide discussion questions:
    - What are the different forms of harassment in sports?
    - How can harassment impact athletes mentally and physically?
    - Can you relate the real-life story to any experiences you've witnessed or heard about?
    - What are some strategies to prevent harassment in sports?
  - Group sharing of key insights.

4) Role-playing scenarios (30 minutes):
- Practise real-life scenarios to build confidence and practical skills responding to harassment situations in sports - inspired by the video presented.

Description of the activity	• Ensure scenarios are realistic and relevant; provide support for participants who might find this triggering - clear guidelines and support.
	  ○ Divide participants into small groups.
	  ○ Give each group a different scenario of harassment in sport to role-play.
	  ○ Each group then presents and shares their scenario and response to it.
	  ○ Group discussion of conclusions: what worked/ what didn't/other possible responses.
	
	5) Safe space brainstorming (20 minutes):
	• Encourage participants to think creatively about creating safe environments in sports.
	• Promote inclusive and respectful brainstorming.
	• Develop practical strategies concluding from what has been learned and discussed.
	
	6) Conclusion (10 minutes):
	• Summarise key points and reinforce the importance of the topic.
	• Clear and concise wrap-up.
	• Address any remaining questions.

Debriefing activity	After completing the activity, we will engage in a debriefing session that enhances learning, encourages reflection, and empowers the participants to take actionable steps to address harassment in sports, when experienced and/or witnessed, to foster a positive, inclusive, and safe sports culture.
Tips	• Create a safe and respectful environment: ensure all participants feel comfortable sharing their thoughts and experiences by fostering a respectful and non-judgmental atmosphere during discussions and activities. • Use engaging and varied activities: incorporate a mix of videos, discussions, role-play and interactive activities to include different learning styles that would engage and encourage the participants to listen, think and share their thoughts, ideas and views. • Encourage practical application: guide participants in developing realistic and actionable plans to prevent and address harassment in sport settings, emphasising the importance of both individual and collective efforts.
Sources	• https://www.unwomen.org/sites/default/files/2023-07/3343_unwomen_unesco_vawg_handbook_6a_singlepage.pdf • https://sportlaw.ca/harassment-some-definitions-and-guidelines-for-coaches-and-athletes/

Conclusion

In conclusion, the lesson plan on harassment in sports aims to raise awareness, deepen understanding, and empower participants to take proactive steps against harassment. Through a combination of engaging activities such as video presentations, discussions, role-playing, and interactive quizzes, the participants will learn to recognize the signs and impact of harassment in sport settings and develop strategies to prevent and address it. The debriefing activity reinforces these lessons by encouraging reflection and action planning, ensuring participants leave with a clear sense of their role in promoting a safe and inclusive sports environment.

Homework/assignments

Encourage participants/students to apply their knowledge and enhance it even more by learning, reading, being equipped with tools that foster their advocacy and awareness on the topic. A homework activity could be to design a campaign to raise awareness about harassment in sports, including creating a poster and writing a brief campaign plan that could be disseminated in schools, universities and sport settings in their areas.

Evaluation

Instructions:

Please answer the following questions to the best of your ability. This quiz will assess your understanding of harassment in sports and the strategies to address it.

Multiple choice questions:

1. *What is harassment in sports?*
a) Only physical abuse.
b) Any unwanted behaviour that makes someone feel uncomfortable or unsafe.
c) Only verbal abuse.
d) Only bullying among peers.

2. *Which of the following is an example of verbal harassment in sports?*
a) Giving constructive feedback.
b) Using derogatory language towards an athlete.
c) High-fiving a teammate.
d) Encouraging a teammate.

3. *What is a common impact of harassment on athletes?*
a) Improved performance.
b) Increased confidence.
c) Emotional distress and decreased performance.
d) Better teamwork.

True/false questions:

4. *Harassment can only occur between athletes and coaches.*
- True
- False

5. *It is important to have a reporting mechanism in place to address harassment.*
- True
- False

6. Bystanders play no role in preventing harassment.
- True
- False

Short answer questions:

7. Describe two strategies that can help prevent harassment in sports.

8. Explain the steps you should take if you witness harassment happening to a teammate.

9. Why is it important to create a safe and inclusive sports environment?

Scenario-based question:

Imagine you are the captain of your sports team, and one of your teammates comes to you and confides that they have been experiencing harassment from another player. Describe how you would handle this situation.

Answer key:

Multiple choice answers:

1. b)
2. b)
3. c)

True/false answers:

4. False
5. True
6. False

Short answer suggested points:

7. Examples include:
 - Implementing clear policies and codes of conduct.
 - Providing education and training on harassment prevention.
8. Steps include:
 - Listen and provide support to the victim.
 - Report the incident to a trusted authority or use the established reporting mechanism.
9. Importance includes:
 - Ensuring the well-being and mental health of athletes.
 - Promoting a positive and productive sports environment.

Scenario-based suggested points:

 - Listen to your teammate and offer support.
 - Assure them that you take the situation seriously.
 - Encourage them to report the incident to a coach or other authority, or offer to accompany them.
 - Follow up to ensure the issue is addressed and check in on your teammate's well-being.

Additional Notes

- Differentiated instruction.
- Language support.
- Mindful of learning disabilities.

- Accessible learning environment.
- Follow up support.
- Feedback and assessment.

Sources

- https://www.glsen.org/
- https://www.learningforjustice.org/sites/default/files/2021-11/LFJ-2111-LGBTQ-Best-Practices-Guide-November-2021-11172021.pdf
- https://www.thetrevorproject.org/resources/category/community/
- https://www.thetrevorproject.org/resources/category/mental-health/

Workplace Harassment
Activity 1

Focus and rationale:

The focus of this activity is to empower participants to address inappropriate behaviors in the workplace effectively. Understanding the Situation-Behavior-Impact (SBI) technique is crucial because it provides a structured approach for confronting harassment or misconduct, fostering a safe and respectful work environment.

Considerations for implementations

Before conducting this activity, ensure that participants understand the importance of addressing workplace misconduct and feel comfortable engaging in role-playing exercises. Provide a safe space for participants to practice the SBI technique without judgment or fear of repercussions.

Key objectives of the workshop

1) To familiarize participants with the SBI technique for addressing workplace misconduct.
2) To provide participants with practical experience in using the SBI technique through role-playing exercises.
3) To enhance participants' confidence and competence in addressing inappropriate behaviors in the workplace.

Name of the activity	Confronting Inappropriate Behavior
Aim	The aim of this activity is to equip participants with the skills and confidence to effectively confront inappropriate behavior using the Situation-Behavior-Impact technique.
Duration	Approximately 1 hour.
Materials needed	• Scenario cards (provided or created based on workplace relevance) • Writing materials • Observation sheets for note-taking
	1) Introduction (15 minutes): • Explain the purpose of the activity and introduce the Situation-Behavior-Impact (SBI) technique. **2) Scenario cards for role-playing activity:**

Description of the activity	These scenario cards are designed to facilitate role-playing exercises using the Situation-Behavior-Impact (SBI) technique. Participants will confront inappropriate behavior in a safe, structured environment. Each scenario provides a realistic workplace situation for practice.
	
	• Scenario 1: Inappropriate Comments
	  ◦ Situation: During a team meeting, a coworker makes derogatory comments about a colleague's appearance.
	  ◦ Behavior: The coworker makes jokes about the colleague's weight in front of the team.
	  ◦ Impact: The colleague feels humiliated and embarrassed in front of their peers.
	  ◦ Request: Ask the coworker to refrain from making personal comments.
	  ◦ Consequence: State that if the behavior continues, it will be reported to HR.
	• Scenario 2: Unwanted Advances
	  ◦ Situation: A supervisor repeatedly asks a subordinate out on dates despite previous refusals.
	  ◦ Behavior: The supervisor persists in asking the subordinate for personal outings.
	  ◦ Impact: The subordinate feels uncomfortable and pressured in the workplace.
	  ◦ Request: Request the supervisor to respect personal boundaries and refrain from further advances.
	  ◦ Consequence: State that continued harassment will result in formal complaints.
	• Scenario 3: Gender-Based Discrimination
	  ◦ Situation: During project assignments, a male colleague consistently dismisses the ideas of female team members.
	  ◦ Behavior: The male colleague interrupts, talks over, and belittles female colleagues' contributions.
	  ◦ Impact: Female team members feel undervalued and excluded from decision-making.
	  ◦ Request: Ask the colleague to listen respectfully and consider all team members' input.
	  ◦ Consequence: Inform that repeated behavior will be reported to management.
	• Scenario 4: Hostile Work Environment
	  ◦ Situation: A group of coworkers engages in frequent gossiping and spreading rumors about a specific team member.
	  ◦ Behavior: Coworkers make negative comments and share unfounded stories about the targeted individual.
	  ◦ Impact: The targeted coworker feels isolated, anxious, and undermined in their role.
	  ◦ Request: Request coworkers to stop spreading rumors and maintain a professional environment.	

- Consequence: Warn that continued harassment will be documented and escalated.

- Scenario 5: Microaggressions
  - Situation: During team discussions, a colleague consistently interrupts and dismisses the opinions of a minority group member.
  - Behavior: The colleague makes subtle but patronizing comments and undermines the minority member's contributions.
  - Impact: The minority member feels marginalized, disrespected, and unheard.
  - Request: Ask the colleague to actively listen and respect diverse perspectives.
  - Consequence: Communicate that further microaggressions will be addressed formally.

- Scenario 6: Physical Intimidation
  - Situation: A coworker stands too close and invades personal space during interactions with a colleague.
  - Behavior: The coworker leans in uncomfortably, makes intimidating gestures, and blocks the colleague's path.
  - Impact: The colleague feels threatened, anxious, and unsafe in the workplace.
  - Request: Request the coworker to maintain appropriate boundaries and respect personal space.
  - Consequence: Warn that any physical intimidation will be reported immediately.

- Scenario 7: Unfair Treatment
  - Situation: A manager consistently assigns menial tasks and less desirable projects to a particular employee.
  - Behavior: The manager overlooks the employee for challenging assignments and promotions despite their qualifications.
  - Impact: The employee feels demoralized, undervalued, and discriminated against.
  - Request: Request the manager to provide fair and equal opportunities for professional growth.
  - oConsequence: Inform that ongoing unfair treatment will be addressed through formal channels.

- Scenario 8: Cyberbullying
  - Situation: A coworker sends harassing emails and messages to another coworker, criticizing their work and personal life.
  - Behavior: The coworker uses digital platforms to spread false information, insults, and threats.
  - Impact: The targeted coworker experiences anxiety, stress, and a hostile work environment.
  - Request: Ask the coworker to cease all forms of cyberbullying and communication.
  - Consequence: Warn that any further cyberbullying will result in disciplinary action.

- Scenario 9: Racial Discrimination
  - Situation: A colleague makes racially insensitive jokes and comments, creating a hostile environment for minority employees.
  - Behavior: The colleague perpetuates stereotypes, uses racial slurs, and marginalizes minority voices.
  - Impact: Minority employees feel marginalized, disrespected, and emotionally distressed.
  - Request: Ask the colleague to refrain from making racially charged remarks and respect cultural diversity.
  - Consequence: Communicate that repeated racial discrimination will not be tolerated and will be reported.
- Scenario 10: Sexual Harassment at Social Events
  - Situation: During a company social event, a coworker makes unwanted sexual advances and inappropriate comments to another coworker.
  - Behavior: The coworker touches the other person without consent, makes lewd jokes, and invades personal boundaries.
  - Impact: The targeted coworker feels violated, uncomfortable, and unsafe in the workplace environment.
  - Request: Ask the coworker to immediately cease all inappropriate behavior and respect personal boundaries.
  - Consequence: Inform that any further instances of sexual harassment will result in formal complaints and legal action.

3) Scenario selection:
Distribute scenario cards to participants or allow them to choose scenarios relevant to their workplace.

4) Role-Playing:
Participants divide into groups of three: one confronts the behavior, one portrays the offender, and one acts as an observer. Each participant takes turns playing different roles.

- Step 1: The person confronting the behavior describes what happened (Situation).
- Step 2: They describe the specific behavior observed (Behavior).
- Step 3: They explain the impact or effect the behavior had on them (Impact).
- Step 4: They state what they want the person to change (Request).
- Step 5: They state the consequences if the behavior doesn't change (Consequence).

5) Feedback and discussion:
 After each role-play, the group provides feedback on effective

	communication and problem-solving strategies. Discuss specific phrases or approaches that were particularly effective.
Debriefing activity	Engage in a debriefing session to discuss outcomes, insights, and reflections from the role-playing exercises. Encourage participants to share their experiences and lessons learned.
Tips	• Provide tips on effective communication, active listening, unassertiveness skills during role-playing exercises. • Encourage participants to use "I" statements to express their feelings and perspectives. • Emphasize the importance of maintaining a calm and respectful tone during confrontations. • Remind participants to focus on specific behaviors and their impact rather than making generalizations or assumptions.
Sources	• Repa, B. K. (Year). Dealing with workplace harassment: A guide for employees. • Stone, D., Patton, B., & Heen, S. Difficult conversations: How to discuss what matters most. • Patterson, K., Grenny, J., McMillan, R., & Switzler, A. Crucial conversations: Tools for talking when stakes are high. • Meshanko, P. The respect effect: Using the science of neuroleadership to inspire a more loyal and productive workplace. • Sutton, R. I. The no asshole rule: Building a civilized workplace and surviving one that isn't.

Conclusion

Summarize the key points covered in the lesson, emphasizing the importance of the SBI technique in addressing workplace misconduct effectively. Encourage participants to apply the skills learned in real-life situations.

Homework/assignments

Encourage participants/students to apply their knowledge and enhance it even more by learning, reading, being equipped with tools that foster their advocacy and awareness on the topic. A homework activity could be to design a campaign to raise awareness about harassment in sports, including creating a poster and writing a brief campaign plan that could be disseminated in schools, universities and sport settings in their areas.

Evaluation

Evaluate participants' understanding and progress by observing their engagement in the role-playing activities and their ability to effectively use the SBI technique. Consider conducting a follow-up assessment to assess application in real-life scenarios.

Additional notes

Provide additional resources or support for participants who may require further guidance on addressing workplace misconduct or conflict resolution.

Workplace Harassment
Activity 2

Focus and rationale:

This activity aims to empower workers and youth to identify and address sexual harassment and violence in the workplace. Understanding what constitutes unacceptable behavior and its impact is crucial for creating safe and respectful work environments for everyone.

Considerations for implementations

Ensure that participants feel comfortable discussing sensitive topics and that the activity is tailored to the age group and context of youth and workers.

Key objectives of the workshop

1) Increase awareness of unacceptable workplace behaviors related to sexual harassment and violence.
2) Understand the impact of such behavior on individuals and the overall workplace environment.
3) Discuss strategies for preventing and addressing sexual harassment and violence in the workplace.

Name of the activity	Identifying Sexual Harassment and Violence in the Workplace for Workers and Youth
Aim	The aim of this activity is to help workers and youth recognize and respond to sexual harassment and violence in the workplace through interactive discussions and group activities.
Duration	Approximately 1 hour.
Materials needed	• Handout with examples of unacceptable behavior or pre-prepared cards with types of behavior • Flip charts or post-it notes and space for posting. • Markers • Tape (if needed)

Description of the activity	• **Step 1 (10 minutes):** Begin with an optional ice-breaker activity to create a comfortable atmosphere for discussion (10 minutes). • **Step 2 (15 minutes):** Facilitate small group discussions where participants write down examples of unacceptable behavior in the workplace related to sexual harassment and violence. Group similar examples together and discuss them with the whole group. **Step 3 (30 minutes):** Guide participants to give examples of behaviors that constitute sexual harassment, verbal and physical abuse, or violence. Pin up the definition of gender-based violence on the board and encourage participants to share their thoughts on acceptable and unacceptable behavior. **Step 4 (30-45 minutes):** Divide participants into small groups and provide them with cards containing examples of sexual harassment and abuse. In their groups, ask participants to discuss: • Three reasons why these behaviors are generally seen as unacceptable. • Three possible reasons why the behavior takes place. • Three suggestions for reducing the causes of unacceptable behavior.
Debriefing activity	After completing the activity, engage in a debriefing session to discuss outcomes, insights, and reflections. Encourage participants to share their key takeaways and any additional questions or concerns they may have (10 minutes).
Tips	• Foster an environment of respect and active listening during the activity. • Provide resources and support for participants who may need assistance in addressing workplace issues. • Emphasize the importance of creating a culture of respect and zero tolerance for sexual harassment and violence in the workplace.
Sources	• Equal Rights Advocates. (n.d.). Understanding Sexual Harassment in the Workplace: A Guide for Employees. • Society for Human Resource Management. (n.d.). Workplace Sexual Harassment: What It Is and How to Handle It. • U.S. Department of Health and Human Services. (n.d.). Preventing Sexual Harassment: A Fact Sheet for Youth Workers. • Teen Vogue. (n.d.). Understanding Sexual Harassment in the Workplace: A Resource for Teens.

Conclusion

In conclusion, this training activity has provided workers and youth with valuable insights into identifying sexual harassment and violence in the workplace. Through interactive discussions and group activities, participants learned to recognize unacceptable behavior, understand its impact, and brainstorm strategies for prevention and intervention. By fostering awareness and empowering individuals to address such behaviors, we contribute to creating safer and more respectful work environments.

Homework/Assignments

Participants are encouraged to reflect on their own experiences and observations related to workplace behavior. They can journal about instances of sexual harassment or violence they've witnessed or experienced, noting the impact it had on them and possible ways it could have been addressed differently. Additionally, participants can research further resources and support networks available for individuals dealing with workplace harassment or violence.

Evaluation

To evaluate students' understanding and progress, an assessment could be conducted through a post-training survey or quiz. Questions could include scenarios related to identifying and responding to sexual harassment and violence in the workplace, as well as reflections on the effectiveness of the training activities. Feedback from participants will help assess the impact of the training and identify areas for improvement.

Additional Notes

Considerations for diverse learners should be taken into account, including providing alternative formats for materials and accommodating different learning styles. Advanced students may benefit from additional case studies or role-playing exercises to deepen their understanding of the topic. Moreover, creating a supportive and inclusive learning environment is essential for encouraging open dialogue and addressing any concerns or questions participants may have.

School Harassment
Activity 1

Focus and rationale:

The focus of this subtopic is to explore students' perspectives on bullying and discrimination. Understanding these perspectives is crucial because it helps in identifying misconceptions, encouraging critical thinking, and promoting a respectful and inclusive school culture.

Considerations for implementations

Before conducting this activity, ensure that students understand the importance of respect and open-mindedness. Make sure the space is safe for students to express their opinions without fear of judgment.

Key objectives of the workshop

1) Encourage students to critically examine their views on bullying.
2) Foster open discussions on the topic of discrimination.
3) Promote respect for diverse opinions within the classroom.

Name of the activity	Agree or Disagree?
Aim	The aim of this activity is to enable students to examine and discuss their views on bullying and discrimination, challenge their thinking, and encourage open dialogue.
Duration	Approximately 1 hour.
Material Needed	- A4 paper - Tape or markers to create a line on the floor - Labels for "AGREE" and "DISAGREE"
Description of the activity	**1) Setup:** - Draw a line on the floor, either physically or virtually, and place the words "AGREE" at one end and "DISAGREE" at the other end. **2) Read statements:** - Read a set of statements to the class.

Description of the activity	• Ask students to position themselves on the line according to whether they agree or disagree with each statement. **Suggested statements:** • Spreading rumours about someone is bullying. • Getting bullied is a natural part of growing up; it's character building. • Bullying doesn't happen in my class/school. • Forwarding pictures or texts that upset people is bullying. • Always making fun of someone's hair is just banter. • It's their fault for not standing up for themselves. • A diverse student group is more interesting and better for learning about life than a group where everyone is the same. • There's no point in students challenging other students who frequently use name-calling, racist or sexist slurs, and/or personal insults. **3) Discussion:** • Encourage students to volunteer their reasons for their positions. • Allow students to move along the line if they are persuaded by others' opinions. • Emphasize that there are no wrong answers and that it's important to respect others' opinions.
Debriefing activity	After completing the activity, engage in a debriefing session to discuss outcomes, insights, and reflections. Encourage students to share what they learned about their own and others' perspectives.
Tips	• Ensure a safe and respectful environment for discussion. • Be prepared to mediate if discussions become heated. • Encourage quieter students to share their thoughts.
Sources	• Ministry of Education, New Zealand. (2018). 2018 activity pack: Bullying-free New Zealand. • Haataja, A., Ahtola, A., Poskiparta, E., & Salmivalli, C. (2015). A process view on implementing an antibullying curriculum: How teachers differ and what explains the variation. School Psychology Quarterly, 30(4), 564–576. • Kullgren, K. A., Tsang, K. K., Ernst, M. M., Carter, B. D., Scott, E. L., & Sullivan, S. K. (2015). Inpatient pediatric psychology consultation-liaison practice survey: Corrected version. Clinical Practice in Pediatric Psychology, 3(4), 340–351.

Conclusion

In this lesson, we examined various perspectives on bullying and discrimination through an interactive activity. Students critically analyzed their beliefs, listened to their peers, and engaged in meaningful discussions. This activity highlighted the importance of respecting diverse opinions and fostering a supportive school environment.

Homework/Assignments

Ask students to write a reflection on what they learned about bullying and discrimination, and how their views may have changed as a result of the activity.

Evaluation

Students' understanding and progress will be evaluated through their participation in the activity, their ability to articulate their reasons during discussions, and their reflections on the activity. Informal assessments can include observation of engagement and respect for others' opinions.

Additional Notes

- Accommodations for diverse learners: Ensure that all students feel comfortable participating by providing alternative ways to express their opinions (e.g., written responses).
- Extensions for advanced students: Encourage deeper analysis of the statements by researching real-life examples or case studies of bullying and discrimination.

School Harassment
Activity 2

Focus and rationale:

The focus of this subtopic is to analyze the depiction of bullying in movies and evaluate how characters respond to bullying situations. Understanding this concept is crucial because it helps students develop media literacy, recognize potentially harmful messages, and learn about effective real-life responses to bullying.

Considerations for implementations

Before conducting this activity, ensure that students have a basic understanding of what constitutes bullying. Prepare the selected movie clips in advance, and ensure they are age-appropriate and relevant to the discussion. Be ready to facilitate a respectful and inclusive discussion, allowing students to express their opinions and thoughts.

Key objectives of the workshop

1) Help students identify and analyze depictions of bullying in movies.
2) Encourage critical thinking about the realism and effectiveness of the characters' responses to bullying.
3) Discuss and generate alternative, more effective actions that could be taken by targets of bullying, peers, and adults.

Name of the activity	What Message Do Movies Send About Bullying?
Aim	The aim of this activity is to enable students to critically analyze how bullying is depicted in movies and discuss the effectiveness of the responses shown.
Duration	Approximately 1 hour.
Material Needed	- Selected movie clips or synopses (e.g., A Christmas Story, Wreck-It Ralph, Napoleon Dynamite, ParaNorman) - Projector or screen to show clips - Discussion questions handout - A4 paper and pens for notes
Description of the activity	**1) Introduction (10 minutes)** - Briefly introduce the activity and its purpose. - Explain that the class will watch clips from movies that depict bullying and discuss the characters' responses. **2) Viewing Movie Clips (20 minutes)** - Show selected clips from the chosen movies, ensuring each clip highlights a bullying scenario. - If clips are not available, provide a synopsis of the relevant scenes and discuss the key events. **3) Group Discussion (20 minutes)** - Divide the class into small groups and hand out discussion questions. - Questions to consider: - How closely did the movie match real life? - How did the target of bullying respond to the situation?

	- Were any bystanders or adults involved? How did they respond? - What were the outcomes of these responses? - How realistic and effective do you think these responses were?
Debriefing activity	- Bring the class back together and have each group share their insights. - Discuss common themes and differences in the responses observed. - Highlight the most effective strategies according to research (e.g., telling a friend, telling an adult at school). After completing the activity, engage in a debriefing session to discuss outcomes, insights, and reflections. Encourage students to consider how they can apply these insights to real-life situations and support their peers effectively.
Tips	- Ensure a safe and respectful environment for discussion. - Be prepared to mediate if discussions become heated. - Encourage quieter students to share their thoughts.
Sources	- Ministry of Education, New Zealand. (2018). 2018 activity pack: Bullying-free New Zealand. - Haataja, A., Ahtola, A., Poskiparta, E., & Salmivalli, C. (2015). A process view on implementing an antibullying curriculum: How teachers differ and what explains the variation. School Psychology Quarterly, 30(4), 564–576. - Kullgren, K. A., Tsang, K. K., Ernst, M. M., Carter, B. D., Scott, E. L., & Sullivan, S. K. (2015). Inpatient pediatric psychology consultation-liaison practice survey: Corrected version. Clinical Practice in Pediatric Psychology, 3(4), 340–351.

Conclusion

In this lesson, we explored how bullying is depicted in movies and evaluated the characters' responses. Students critically analyzed these scenarios, discussed their realism and effectiveness, and identified better strategies for dealing with bullying in real life. This activity emphasized the importance of media literacy and understanding the impact of media messages.

Homework/Assignments

Ask students to write a reflection on what they learned about bullying and discrimination, and how their views may have changed as a result of the activity.

Evaluation

Students' understanding and progress will be evaluated through their participation in discussions,

their ability to analyze movie scenes critically, and their reflections on the activity. Informal assessments include observation of engagement and respect for others' opinions.

Additional Notes

- Accommodations for diverse learners: Ensure that all students feel comfortable participating by providing alternative ways to express their opinions (e.g., written responses).
- Extensions for advanced students: Encourage deeper analysis by researching real-life examples or case studies of effective bystander intervention.

Online Harassment

Focus and rationale:

The focus of this subtopic is to explore online harassment, its forms, challenges, and impacts. Understanding this concept is crucial because online harassment is becoming increasingly prevalent, particularly among young people, and it poses serious risks to mental health, privacy, and safety.

Considerations for implementations

Before conducting this activity, it's essential to ensure a safe and supportive environment for open discussions about sensitive topics. Some participants may have personal experiences with online harassment, so be mindful of potential emotional triggers and provide access to support resources if needed. Some participants may feel uncomfortable sharing their personal experiences or opinions on online harassment in front of others. Consider offering anonymous ways for participants to contribute, such as submitting written comments or using online tools like polls.

Key objectives of the workshop

1) Recognize and define different forms of online harassment.
2) Understand the psychological, emotional, and legal consequences of online harassment.
3) Develop strategies to prevent and respond to online harassment.

Name of the activity	Online discrimination awareness: understanding, identifying, and taking action
Aim	The aim of this activity is to raise awareness about the various forms of online harassment, helping participants identify, understand, and respond to discriminatory behaviors in digital spaces. By researching real-world examples, participants will learn to recognize both overt and subtle forms of online discrimination and reflect on their role in creating safer, more inclusive online environments.
Duration	Approximately 2 hours.
Materials Needed	- Computers, tablets, or smartphones with internet access. - Access to social media platforms (e.g., Twitter, Facebook, Instagram) for research purposes. - Projector for video presentation.

	• Whiteboard or flipchart for brainstorming sessions. • Sheets and pens for notes.

Description of the activity	**1) Introduction (15 minutes):**
	• Briefly introduce the concept of online discrimination and its relevance in today's digital age.
	• Establish the objectives of the lesson.
	• Initiate a discussion on participants' perceptions of online discrimination - what they think it is.
	
	2) Video presentation (15 minutes):
	• Show the video about online harassment.
	• Summarize the key points of the video.
	• Facilitate a brief reflection on the content viewed, encouraging participants to think about instances where they might have seen or experienced online discrimination.
	
	3) Group activity: examples of online discrimination (30 minutes):
	• Divide participants into small groups.
	• Each group need to use online resources and social media platforms (e.g. Twitter, Facebook, Instagram) to find real examples of different type of online herrasment. These may include:
	  ○ Cyberbullying;
	  ○ Hate speech;
	  ○ Gender or gender identity discrimenation;
	  ○ Racial discrimination;
	  ○ Microaggressions;
	  ○ Discrimination against people with disabilities.
	• Each group should prepare to present their findings, focusing on the context, impact, and possible implications of the examples they discovered.
	• Each group presents their findings to the class (3-4 minutes per group).
	• Encourage them to discuss:
	  ○ The context of their example;
	  ○ Why it is considered discrimination;
	  ○ The impact on the individuals or groups involved;
	  ○ Possible actions to address or mitigate this form of discrimination.
	
	4) Reflection questions (20 minutes):
	After the presentations, engage the groups in a discussion guided by the following questions:

- Have you ever encountered or witnessed similar examples in your own online experiences?
- How do you think the individuals affected by such comments or actions feel?
- What can you do when you see discrimination happening online, whether by friends or strangers?
- Are there other forms of online discrimination you've seen that may not have been discussed?

5) Brainstorming (20 minutes):
- Encourage participants to brainstorm ways to foster inclusive online environments.
- Discuss the importance of addressing both overt and subtle forms of discrimination.
- Think about practical strategies and action plans based on insights gathered throughout the session.

6) Conclusion (20 minutes):
- Summarize key points and reinforce the importance of recognizing various forms of online discrimination.
- Encourage participants to reflect on their learnings and how they can apply them in their digital interactions.

Debriefing activity	After completing the activity, engage participants in a debriefing session to reflect on their learnings and discuss how they can take proactive steps in their online interactions, and address any remaining questions.
Tips	• Ensure a respectful environment for sharing experiences. • Be prepared to address sensitive topics with appropriate support. • Encourage active participation and personal reflection.
Sources	• Giovani e Media. (n.d.). Discriminazioni odio in rete. • Cyberbullying Research Center. (n.d.). Home. • ASCEPS. (n.d.). Anti-discrimination pack.

Conclusion

This lesson plan is designed to significantly raise awareness of online discrimination, an issue that is increasingly prevalent in today's digital landscape. By engaging participants in active research and dynamic discussion, the session aims to highlight the different forms of discrimination that can manifest online, including cyberbullying, hate speech and subtle microaggressions. By examining real examples from social media and other online platforms, participants will not only recognize the tangible impact of these discriminatory behaviors, but also develop an understanding of their impact on individuals and communities. This exploration helps

participants to identify the often-invisible patterns of discrimination that can occur in digital spaces, and fosters greater empathy and awareness of the diverse experiences of those affected. In addition, by encouraging group discussion and reflection on personal experiences and observations, the lesson creates an opportunity for participants to connect their learning to their own digital interactions. This personal engagement is crucial in empowering individuals to take proactive action against online discrimination, whether through intervening as a bystander, reporting inappropriate content, or promoting inclusive practices in their online communities.

Homework/Assignments

Participants are invited to write a brief reflection on how the understanding of the participants of online harassment has changed, and one action they will take to promote inclusivity online.

Evaluation

Multiple choice questions:

1.What is online discrimination?
a) Unfair treatment or judgment of someone based on their digital skills
b) Discriminatory behavior in digital spaces, often involving bias related to race, gender, or identity
c) Complaining about someone's behavior in an online forum

2. Which of the following is an example of online hate speech?
a) Disagreeing with someone's political opinion in a heated debate
b) Posting a meme that makes fun of a group based on their religion or ethnicity
c) Sharing a controversial news article without comment

3. Why is online discrimination sometimes hard to recognize?
a) It usually occurs in private, behind paywalls
b) It is often masked as humor, sarcasm, or jokes
c) It is always direct and easily noticeable

4. Posting memes or jokes that rely on stereotypes can still be a form of discrimination, even if not intended.
a) True
b) False

Answer key:

1. b)
2. b)
3. b)
4. a)

Additional Notes

- When dividing participants into groups (for the group activity 3. examples of online discrimination), aim for diversity in terms of experiences and perspectives to enrich discussions. Additionally, not all participants may have the same level of digital literacy, so ensure that all groups are balanced.
- When participants search for examples of online harassment, they may encounter disturbing or inappropriate content. Provide clear guidelines on responsible research, including steps to

avoid harmful materials and instructions on reporting content if needed.
- Ensure participants feel comfortable and respected when discussing sensitive topics.
- Be prepared to provide support if participants encounter sensitive or triggering topic.

Sources

- Giovani e Media. (n.d.). Discriminazioni odio in rete.
- Cyberbullying Research Center. (n.d.). Home.
- Amnesty International Italia. (n.d.). Aiutaci a contrastare l'odio online.
- ASCEPS. (n.d.). Anti-discrimination pack.

Disability Related Discrimination

Focus and rationale:

The focus of this sub-theme is to understand disability-related discrimination, its manifestations, and the impact it has on the lives of people with disabilities. Understanding this concept is crucial for raising participants' awareness of the injustices faced and promoting an environment of respect and inclusion.

Considerations for implementations

Given the sensitive nature of disability-related discrimination, ensure that a safe, respectful, and inclusive environment is maintained. Participants may have personal experiences with discrimination, so be mindful of emotional triggers. Acknowledge that experiences of disability-related discrimination can vary depending on cultural contexts. Encourage participants to consider how culture may intersect with disability in terms of discrimination and inclusion.

Key objectives of the workshop

1) Increase awareness of the different types of discrimination and harassment related to disability.
2) Promote empathy and understanding towards the experiences of people with disabilities.
3) Encourage participants to reflect on their behavior and how they can become agents of change for a more inclusive society.

Name of the activity	Understanding disability-related discrimination: recognizing, addressing, and preventing.
Aim	The goal of this activity is to equip participants with the critical knowledge and skills necessary to understand, recognize, address, and prevent disability-related discrimination, thereby contributing to creating safer and more inclusive environments.
Duration	Approximately 2 hours.
Materials Needed	- Projector. - Room setup to create the various areas for the stations for activity 4. - Signs indicating the different stations (activity 4). 1 printout of micro-aggression phrases (station 1). 1 printout of candidate descriptions (station 2). 1 printout of the image for the architectural barriers station, or

	a printout of the QR code leading to the image (station 3). • 1 printout of the articles (station 4).

Description of the activity	**1) Introduction (15 minutes):**
	Briefly introduce the theme of disability-related discrimination. Present the objectives of the lesson and emphasize the importance of understanding and addressing this topic.
	Start a brief discussion on what participants know about disability-related discrimination.
	
	2) Video presentation (15 minutes):
	• Show the video on disability-related discrimination.
	• Summarize the key points of the video and reflect on its content, encouraging participants to think about what they saw.
	
	3) Group discussion (30 minutes):
	• Ensure the environment is safe for all participants, encouraging sharing and mutual respect.
	• Facilitate a group discussion to deepen understanding and encourage critical thinking.
	• Provide discussion questions such as:
	    ▪ What are the main forms of discrimination you have observed or experienced?
	    ▪ How do you think discrimination affects the mental health of people with disabilities?
	    ▪ What steps can you take to be an ally in the fight against this form of discrimination?
	
	4) Reflection and awareness journey: invisible barriers (50 minutes):
	• The aim of this activity is to help participants understand how people with disabilities may face invisible barriers and subtle prejudices in everyday life.
	• Briefly introduce the concept of invisible barriers and micro-aggressions. Explain how these forms of discrimination can be subtle but have a profound impact on the lives of people with disabilities.
	• Set up 4 separate areas in the room, each dedicated to a station. Each station represents a specific form of discrimination or invisible barrier that people with disabilities may face.
	• Divide participants into groups. Each group starts at one station and, after a set time (e.g., 10 minutes), rotates to the next station.
	
	• Station 1: Verbal micro-aggressions
	    ◦ Participants read phrases that may seem harmless but, when repeated, become offensive or marginalizing

- Examples of phrases:
  - "You're really brave for coming here on your own!"
  - "It's great that you work, despite your condition."
  - "You don't look disabled."
  - "I didn't think someone like you could do this."
  - "Are you sure you can handle it on your own?"
- Ask participants to reflect on their use of these kinds of phrases, and how they would feel if they heard them frequently.

- Station 2: Subtle prejudices
  - Participants confront situations that demonstrate implicit biases. For example, the difference in how a candidate with a disability is described compared to one without a disability by the company's HR department, as part of a hypothetical preliminary evaluation or job posting. This aims to highlight how people with disabilities are often presumed to be less competent.

1) Name: Andrea Bianchi

Age: 30 years

Position: Software Developer Education: Degree in Computer Engineering Professional

Experience: 6 years of experience as a software developer at a major tech company. Despite his condition of paraplegia, Andrea has successfully managed several projects, demonstrating great resilience and determination in overcoming challenges. He has advanced skills in Python, JavaScript, and C++ and is particularly skilled in web and mobile application development.

Personal description: Andrea is a professional who, despite his disability, has managed to build a successful career. He is appreciated for his determination and ability to tackle both personal and professional challenges. Andrea is used to working with diverse teams, although his conditions may require some logistical adjustments. He has participated in various events to promote the inclusion of people with disabilities in the workplace. He is available for business travel, depending on his condition. He is interested in project management roles, while recognizing that some tasks may require logistical support.

2) Name: David Brown

Age: 30 years

Position: Software Developer

Education: Degree in Computer Engineering Professional experience: 6 years of experience as a software developer at a major tech company. He has managed several successful projects, working with multidisciplinary teams. Marco is skilled in programming languages such as Python, JavaScript, and C++, and has advanced skills in web and mobile application development.

Personal description: Marco is a dynamic professional, highly regarded for his enthusiasm and ability to quickly adapt to new

environments and technologies. He is used to working with diverse teams and meeting deadlines in highly competitive settings. He has participated in various hackathons and technical conferences. He stands out for his ability to think innovatively and his desire to continuously improve his skills. He is available to travel for work and flexible for any business trips, and he is interested in leadership roles and larger project management in the future.

- Station 3: Invisible architectural barriers
  - Show (without comment) an image of an office, school, or public space that seems accessible but has invisible barriers. For example, directional signage that lacks braille or tactile elements, making it inaccessible to visually impaired individuals.
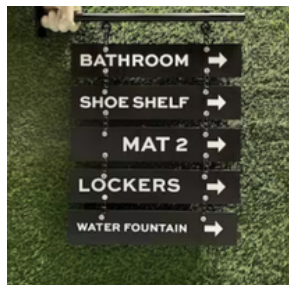
  - Participants must identify the issues and propose solutions.

- Station 4: Ability stereotypes
  - Read the following articles to participants:

1) Article 1: Chiara, a 22-year-old girl with Down syndrome, has shown that nothing is impossible. Despite daily challenges, Chiara has participated in marathons and won numerous awards for her indomitable spirit. Her story is that of a true heroine: "I want to show everyone that anything can be done!" she enthusiastically states. Chiara is often invited to speak at public events, where she shares her message of hope and ·determination. Her life is a continuous source of inspiration for others, who see her as a symbol of strength and resilience. They must reflect on how these representations influence the perception of people with disabilities in society.

2) Article 2: Lucia is a 25-year-old girl with severe motor disabilities. Since she was a child, she has faced inaccessible physical and social barriers, which have forced her to live a life of isolation. Her dreams of traveling and having a career have been shattered by a lack of support and discrimination. Lucia shares that she often feels invisible, overlooked by a society that seems to have no space for people like her.

  - Reflection questions:
    - Why do you think people with disabilities are often portrayed as "heroes" or "victims"?
    - This may reflect a desire to simplify complex experiences, reducing people with disabilities to

| | disabilities to stereotypical roles that do not do justice to their individuality. How can we change this narrative?

5) Conclusion (10 minutes):
- After all groups have visited all the stations, gather them back together.
- Ask each group to share a reflection or an interesting piece of information that emerged from each station. |
|---|---|
| **Debriefing activity** | After completing the activity, conduct a debriefing session to allow participants to reflect on what they have learned, discuss any difficulties, and how they intend to address discrimination in their daily lives. |
| **Tips** | - Ensure that you create a safe and respectful environment for all participants.
- You will need a spacious area where you can set up the stations, each in a different zone of the room, allowing participants to move freely between stations.
- Encourage respect and active listening during discussions. |
| **Sources** | - Frontiers in Psychology. (2018). Social Discrimination and its Impact on the Lives of Individuals with Disabilities.
- ANFFAS. (n.d.). Toolkit for Combating Discrimination Against People with Disabilities.
- Giovani2030. (2021). I Didn't Know I Was Ableist. |

Conclusion:

In this lesson, we explore the various dimensions of disability-related discrimination, its manifestations, and its profound impact on the lives of people. We begin by discussing the importance of recognizing and addressing this form of discrimination. Through video presentations and group discussions, participants reflect on their own experiences and perceptions, promoting a deeper understanding of the challenges faced by people with disabilities. Finally, the reflection activity help participants recognize the invisible barriers and prejudices that still exist in society.

Homework/Assignments

Participants are invited to write a reflective journal (300-500 words) about their experiences during the workshop. They should consider the following prompts: What did you learn about disability-related discrimination that you didn't know before? How can you apply this knowledge in your daily life to promote inclusivity? Additionally, participants must identify a specific action they can take in their community to address discrimination against people with disabilities.

Evaluation

Multiple choice questions:

1.Disability-related discrimination can manifest in both visible and invisible ways.
a) True
b) False

2. Which of the following is an example of a micro-aggression?
a) Saying to someone, "You're so brave for being here!"
b) Offering help to a person with a disability.
c) Speaking about them in an inclusive way.
d) None of the above.

3. What does "invisible barriers" refer to?
a) Physical barriers that prevent access.
b) Prejudices and stereotypes that limit opportunities for people with disabilities.
c) The lack of signage in a building.
d) All of the above.

4. Accessibility only concerns physical barriers, such as ramps and elevators.
a) True
b) False

Answer key:

1. a)
2. a)
3. b)
4. b)

Additional Notes

- When dividing participants into groups, aim for diversity in terms of experiences and perspectives to enrich discussions.
- If possible, include a facilitator at each station to guide the discussion and ensure that the activity remains focused.
- Allow enough time for each station, especially for reflection and discussion.
- Ensure that all materials used in the activity are accessible to all participants, for example, by using large fonts, clear images, and, if possible, audiovisual aids.

Sources

- Frontiers in Psychology. (2018). Social Discrimination and its Impact on the Lives of Individuals with Disabilities.
- ANFFAS. (n.d.). Toolkit for Combating Discrimination Against People with Disabilities.
- Giovani2030. (2021). I Didn't Know I Was Ableist.

Religion Harassment

Focus and rationale:

The focus of this subtopic is to increase awareness among youth about the different forms of religious harassment that exist, including discrimination, stereotypes, and bullying based on religious beliefs or practices. Understanding this concept is crucial because around the world there are a lot of casesŞ according to a report by the European Union Agency for Fundamental Rights (FRA), around 25% of Muslims surveyed in Europe reported experiencing discrimination based on their religion in the past year. A study conducted by the Pew Research Center found that religious harassment and discrimination are widespread across Europe, affecting various religious groups, including Muslims, Jews, and Christians. The Organization for Security and Co-operation in Europe (OSCE) reported an increase in incidents of religious harassment and hate crimes targeting religious minorities in several European countries, highlighting the persistent challenges in combating religious discrimination and intolerance.

Considerations for implementations

Before conducting this activity, it's essential to ensure that participants feel safe and their basic needs are assured.

Key objectives for your workhop

1) To understand what religious harassment is and its impact.
2) To explore different scenarios and responses to religious harassment.
3) To reflect on personal experiences and develop empathy.
4) To adopt a non-judgmental approach in discussing and addressing religious harassment.

Name of the activity	Think-Pair-Share
Aim	The aim of this activity is to educate participants about religious harassment, promote understanding and empathy, and empower them with strategies to address and prevent such behaviour in a non-judgmental and supportive manner.
Duration	Approximately 2 hours.
Materials Needed	• Educational video on religious harassment • Whiteboard/flipchart and markers • Post-it notes and pens • Printed handouts of scenario

	• Reflection sheets • Computer and projector • Comfortable seating arrangement (circle or semicircle for discussion) • Posters or large paper for gallery walk stations Markers for writing on posters

Description activity	**1) Introduction (20 minutes):**
	• Welcome and warm-up: Begin with a brief introduction to the session's topic.
	• Icebreaker (10 minutes): Participants pair up and share what they believe in, in their lives (not necessarily religion-wise; something they truly believe in).
	• Setting ground rules (5 minutes): Establish a safe and respectful space for discussion. Emphasise ·confidentiality, active listening, and a non-judgmental approach.
	
	2) Video viewing (20 minutes):
	• Watch the video (10 minutes): Show the educational video on religion harassment, ensuring that all participants can see and hear it clearly.
	• Initial reactions (10 minutes): Allow participants a few moments to jot down their initial reactions and thoughts.
	
	3) Group discussion (20 minutes):
	• Small group discussions (10 minutes): Divide participants into small groups of 3-5 people. Provide discussion prompts:
	    ▪ What stood out to you in the video?
	    ▪ How did the different scenarios make you feel?
	    ▪ Have you witnessed or experienced something similar?
	• Group sharing (10 minutes): Each group selects a representative to share their key insights with the whole group.
	
	4) Gallery walk (30 minutes):
	• Create different stations around the room with posters or large paper, each representing a different aspect of religious harassment (e.g., definition, scenarios, impacts, solutions, real-life stories).
	• Place markers and post-it notes at each station.
	    ○ Gallery walk activity (20 minutes) Participants move around the room, visiting each station. At each station, participants read the content, reflect on it, and write their thoughts, questions, or reflections on post-it notes and stick them on the poster. Encourage participants to read others' notes and add their comments or responses.
	    ○ Debrief and discussion (10 minutes) Gather everyone back

into a circle or semicircle. Discuss the insights and themes that emerged from the gallery walk. Highlight any surprising observations or powerful reflections.

5) Think-Pair-Share (30 minutes):
- Think (10 minutes): Pose a question to the group:
  - "Think about a time when you witnessed or experienced religious harassment.
  - How did it make you feel, and how was the situation handled?"
- Give participants a few minutes to reflect individually and write down their thoughts.
- Pair (10 minutes): Have participants pair up with someone next to them. In pairs, they share their reflections and discuss their experiences and feelings.
- Share (10 minutes): Reconvene the group and invite pairs to share key points from their discussions with the larger group. Facilitate a discussion that emphasises empathy, understanding different perspectives, and non-judgmental responses.

Debriefing activity	After completing the activity, we will engage in a debriefing session to reflect on our learning, share insights, and discuss emotional reactions to the content. This session will reinforce the importance of adopting non-judgmental and empathetic approaches when addressing religious harassment. Participants will have the opportunity to identify practical applications of the knowledge and skills gained, and we will collect feedback to evaluate the session's effectiveness and identify areas for improvement.
Tips	- Create a safe and respectful environment - Be non-judgmental and empathetic - Facilitate active participation - Be flexible and responsive
Sources	- https://www.kent.edu/ctl/think-pair-share - https://www.structural-learning.com/post/think-pair-share-a-teachers-guide - https://serc.carleton.edu/introgeo/gallerywalk/what.html

Conclusion:

This lesson on understanding and addressing religious harassment has provided valuable insights and tools for participants to navigate this complex issue with empathy and effectiveness. Through engaging activities, discussions, and reflections, participants have deepened their understanding of religious harassment, its impact, and non-judgmental approaches to addressing it.

Moving forward, it is essential for each participant to apply the knowledge and skills gained in their communities, fostering environments of respect, understanding, and support for all individuals regardless of their religious beliefs.

Evaluation

Multiple choice questions:

1.What is the definition of religion harassment?
a) Any expression of religious beliefs in a public setting
b) Unwelcome conduct based on an individual's religious beliefs that creates an intimidating, hostile, or offensive environment
c) Peaceful discussions about religious beliefs

2. Which of the following is an example of religion harassment?
a) A respectful discussion about different religious beliefs
b) Making derogatory comments about someone's religious attire
c) Voluntarily participating in a religious ceremony

3. What is an effective strategy for addressing religious harassment?
a) Ignoring the behaviour and hoping it will stop on its own
b) Confronting the harasser with aggressive language
c) Using non-judgmental communication and seeking support from authorities or support groups

4. Why is empathy important in addressing religion harassment?
a) It allows individuals to ignore the harassment
b) It fosters understanding and helps create a supportive environment for those affected
c) It encourages individuals to engage in retaliatory actions

True/False:

5.Religious harassment can only occur between individuals of different religious backgrounds.
a) True
b) False

Answers key:

1.b)
2.b)
3.c)
4.b)
5.b)

Additional Notes

- Language support: Provide translations or simplified versions of key terms and concepts for English language learners.
- Allow youth workers to express their thoughts and reflections in their native language if they are more comfortable.
- Accessibility: Ensure that all video materials are captioned.

- Provide printed or digital handouts of the video transcript, discussion prompts and empathy
- Differentiated instruction: Offer alternative formats for participation, such as written responses or drawing, for students who may have difficulty with verbal expression.
- Use visual aids and diagrams to support understanding of complex concepts.

Sources

- https://www.kent.edu/ctl/think-pair-share
- https://www.structural-learning.com/post/think-pair-share-a-teachers-guide
- https://serc.carleton.edu/introgeo/gallerywalk/what.html

Racial Harassment

Focus and rationale:

The focus of this subtopic is to educate about the dynamics of racial harassment, including its forms, impact, and consequences. Understanding this concept is crucial because racial harassment can result in psychological and emotional harm, social isolation and alienation and negative educational and professional outcomes. According to the European Union Agency for Fundamental Rights (FRA), in a survey conducted across 12 EU Member States, 30% of respondents who identified as ethnic minorities reported experiencing racial harassment in the past five years. This statistic underscores the persistence of racial harassment as a significant issue across Europe.

Considerations for implementations

Before conducting this activity, it's essential to ensure that participants feel safe and their basic needs are assured.

Key objectives for your workhop

1) To increase awareness among youth workers about the different forms of racial harassment that exist, highlighting its impact on individuals and communities
2) To foster empathy and understanding towards those who experience racial harassment, encouraging them to recognize and challenge such behaviour.
3) To empower youth workers with knowledge and strategies to respond effectively to racial harassment, whether as bystanders or as targets themselves, thereby contributing to the creation of safer and more inclusive environments.

Name of the activity	Think-Pair-Mind Mapping as a way to combat racial harassment Share
Aim	The aim of this activity is to empower participants with the knowledge, empathy, and critical thinking skills needed to understand, address, and combat racial harassment, fostering a more inclusive and respectful community through awareness, personal reflection, and open dialogue.
Duration	Approximately 2 hours.
Materials Needed	• Projector and screen • Laptop or device to play the educational video • Whiteboard and markers

	• Flipchart paper and markers • Sticky notes • Pens/pencils

Description activity	**1) Introduction (25 minutes):**
	• Icebreaker (10 minutes): Begin with an icebreaker to create a comfortable atmosphere. Participants can think of a colour that represents diversity for them and share why.
	• Framing the topic (15 minutes): Briefly introduce the topic of racial harassment, its definitions, and its prevalence in society. Emphasise the importance of understanding and addressing this issue.
	
	2) Video viewing (20 minutes):
	• Watch the video (10 minutes): Show the educational video on racial harassment, ensuring that all participants can see and hear it clearly.
	• Initial reactions (10 minutes): Allow participants a few moments to jot down their initial reactions and thoughts.
	
	3) Group discussion (25 minutes):
	• Small goup discussions (15 minutes): Divide participants into small groups of 3-5 people. Provide discussion prompts:
	  ▪ What stood out to you in the video?
	  ▪ ow did the alternative endings scenario affect your understanding of racial harassment?
	  ▪ Can you relate the real-life story to any experiences you've witnessed or heard about?
	  ▪ What actions can individuals or communities take to combat racial harassment?
	• Group sharing (10 minutes): Each group selects a representative to share their key insights with the whole group.
	
	4) Empathy mapping (30 minutes):
	• Introduction to Empathy maps (5 minutes): Explain what an empathy map is and how it helps in understanding different perspectives.
	• Group activity (25 minutes): In the same small groups, create empathy maps for different personas involved in racial harassment situations (victim, perpetrator, bystander, authority figure). Provide flipchart paper and markers for each group. Consider:
	  ○ Senses: What do they see, hear, feel, etc.?
	  ○ Thoughts and feelings: What are they thinking and feeling?
	  ○ Actions: What actions or behaviours are they displaying?
	  ○ Needs: What are their underlying needs and desires?
	
	5) Closing reflection and commitment (20 minutes):
	• Individual reflection (10 minutes): Invite participants to reflect individually on one action they can take to contribute to a more

	inclusive and respectful community. Provide sticky notes for participants to write their reflections. Sharing and commitment (10 minutes): Participants place their sticky notes on a designated area of the wall, committing to taking this action. Invite a few volunteers to share their commitments with the group.
Debriefing activity	After completing the activity, we will engage in a debriefing session to process the activity, solidify the learning and leave with actionable steps to contribute to positive change.
Tips	• Create a safe environment: Establish ground rules for respectful communication. Emphasise confidentiality to encourage open sharing. • Facilitate open dialogue: Encourage active listening without judgement. Be prepared to mediate and guide discussions constructively. • Be sensitive and inclusive: Acknowledge and respect diverse perspectives and experiences. Avoid making assumptions or generalisations about participants' backgrounds.
Sources	• https://www.mindtools.com/abtn3bi/empathy-mapping • https://www.interaction-design.org/literature/article/empathy-map-why-and-how-to-use-it • https://www.figma.com/resource-library/empathy-map/

Conclusion

In this lesson, we explored the complex issue of racial harassment through a combination of educational video, group discussions and empathy mapping. By delving into different perspectives and fostering open dialogue, we aimed to deepen our understanding, develop empathy, and inspire actionable steps to create a more inclusive and respectful community. Through this shared learning experience, we have taken important steps toward recognizing and addressing racial harassment, equipping ourselves with the knowledge and commitment to drive positive change in our environments.

Homework/Assignments

Encourage students to engage with their communities by attending relevant events, volunteering with organisations that promote diversity and inclusion, or initiating conversations about racial harassment with friends, family, or colleagues.

Evaluation

Multiple choice questions:

1.What is racial harassment?
a) Discrimination based on gender
b) Hostile or offensive behaviour directed at someone because of their race or ethnicity
c) Teasing someone because of their age
d) Discriminatory actions based on socioeconomic status

2. Which of the following is NOT a potential impact of racial harassment on individuals?
a) Psychological distress
b) Improved academic performance
c) Decreased self-esteem
d) Increased anxiety and stress

True/False:

3. Racial harassment can only occur in the workplace.
a) True
b) False

Short answer:

4. Provide an example of racial harassment that might occur in a school setting.
5. Name one action individuals or communities can take to combat racial harassment.

Answers key:

1.b)
2.b)
3.b)

Suggested answers for short answer questions:

4. An example of racial harassment in a school setting could be a student being repeatedly mocked or bullied by classmates because of their racial background.

5. Example answer: Individuals can combat racial harassment by speaking out against racist behaviour when they see it, supporting victims, and promoting diversity and inclusion initiatives in their community.

Additional Notes
- Language support: Provide translations or simplified versions of key terms and concepts for English language learners.
- Allow youth workers to express their thoughts and reflections in their native language if they are more comfortable.
- Accessibility: Ensure that all video materials are captioned.

- Provide printed or digital handouts of the video transcript, discussion prompts and empathy map instructions.
- Differentiated instruction: Offer alternative formats for participation, such as written responses or drawing, for students who may have difficulty with verbal expression.
- Use visual aids and diagrams to support understanding of complex concepts.

Sources

- https://www.mindtools.com/abtn3bi/empathy-mapping
- https://www.interaction-design.org/literature/article/empathy-map-why-and-how-to-use-it
- https://www.figma.com/resource-library/empathy-map/

ANiMATOPEDiA

Partners

Welcome Home International (WHI) - Belgium
Synthesis Center for Research and Education - Cyprus
TIA Formazione - Italy
Athermon Educational Play - Netherlands
FAJUB - Portugal