

FROM FEBRUARY 2020

# BARISPETTA EDUCATE TO RESPECT AND DIALOGUE

MIDDLE SCHOOL WORKSHOP

**BARISPETTA**  
EDUCARE AL DIALOGO



With the  
collaboration of  
Cooperative  
"Progetto città".

"Le Case Speciali dei  
Ragazzi e delle Ragazze"  
Funded by "Regional Project to  
tackle educational poverty"

## PROJECT BARISPETTA



The BARISPETTA community (with reference to our hometown *Bari*, in Italy, and the idea of respect, evoked by the Italian word *rispetta*) has made a participatory workshop / atelier, promoted by the **Coop. Soc. Progetto Città**, as part of the three-year fund "Special Houses for Boys and Girls", included in the "**Regional Project to tackle educational poverty**". The idea is that promoting the positive sides of diversity helps **to prevent young people from radicalising and counter hate speech**.

The workshops looked into democratic values, strengthening common ground and getting to know groups in Bari that are living segregated now.

## WHAT WE DID?

### PROJECT BARISPETTA

The Project "**BARISPETTA Educate to Respect and Dialogue**", is a training workshop submitted to the attention of two Middle Schools, **Balilla Imbriani Institute** and **De Marinis School in Bari, in Italy from February 2020.**

The classes were **10 in total**, (only first and second classes) and the workshops were held during school classes.

We created a timetable so that there have been **3 meeting -lasting two hours- for each class.**

## HOW DID WE CONTRIBUTE TO PREVENT HATE SPEECH?

### GOALS

We proposed the development of workshops during the curricular timetable which foresees a series of activities that have the objective of **favoring diversity, promoting tolerance and preventing any form of extremism** among young people in the municipality of Bari.

The atelier aims to encourage a culture of respect, rights and equal opportunities, as well as to prevent and **combat all forms of discrimination based on gender, religion, race or ethnic origin, disability, age, sexual orientation and gender identity.**

The topic of HATE SPEECH is discussed to keep raising awareness because we believe that to influence positive change in diversity and inclusion, we need to learn, empathise, innovate, and take action.



For this reason we aimed to improve social inclusion, to share cultures and traditions, thus overcoming mutual prejudices and stereotypes, and finally to empower youth and provide access to activities regardless of socio-economic status and ethnicity.

By creating a culture of sharing we envision more possibilities to identify and promote values such as respect, inclusion, responsibility, equity and trust, which are often neglected or overlooked.



## WHO IS THE TARGET AUDIENCE?



The atelier is aimed at an age group of **11-13 years old**.  
(**first and second classes**)

**Younger children** may not have an understanding or awareness of the concepts of race and ethnicity as they operate in society.

However, they can be introduced to the **concepts of categorizing, making assumptions, and stereotyping by exploring gender bias** in a **three-day activity**.



## WHY IS OUR PROJECT GOOD FOR SCHOOLS?



The meetings followed a sequence aimed at favoring a gradual deepening and an ever greater understanding of the topics through the direct involvement of the class group.

During the workshop issues related to the different aspects assumed by prejudice, racism and discrimination are addressed.

Each topic should be introduced, documented, and deepened through **interactive stimuli** or through the use of photos, videos and materials taken from newspapers and the internet (RADICALIZATION AWARENESS NETWORK, SALTO YOUTH).

Participants are involved in individual and group activities that have a participatory, interactive, playful-didactic and expressive, through the **EDUNTAINMENT METHODS (Education + Entertainment)**

## EDUNTAINMENT



## EDUCATION



## ENTERTAINMENT



# THE ACTIVITIES



The topics during the workshops are divided into thematic paths within both the common thread is the theme of the construction of prejudice and discrimination as a denial of, civil and Human Rights.

It is important that the basic principles of this lesson—freedom from bias and stereotypes and recognizing individuals—are interwoven into the classroom environment throughout the year.

## 1 FIRST MEETING

Preparatory and cognitive activity.

Presentation of Progetto Città, Barispetta.

Brief introductory activity **ICEBREAKING GAME: ESCALATOR**

lectures on the themes of "extremism" and "conflicts" supported by various individual and group re-elaboration and in-depth activities, sharing personal experiences.

**GOAL:** Investigate on the phenomenon of "negative conflict" and learn the WIN-WIN strategy. Knowledge of the articles of the **Italian Constitution**.



## 2 SECOND MEETING

**ICE BREAKING GAMES: TRUTH OR LIE?**

Participatory lessons, individual and group activities.

learn to recognise the difference between facts and opinions, through a list to fill out. (FACTS OR OPINIONS?)

Let the daily and unconscious recourse to prejudice emerge freely, even in the form of play / improvisation

Deepening and personal re-elaboration looking at a picture.

**GOAL:** Debate about the origin of **stereotypes**, prejudices, diversity and inclusion and exclusion mechanisms.

Knowledge of the articles of **Charter of Fundamental Rights of the European Union**

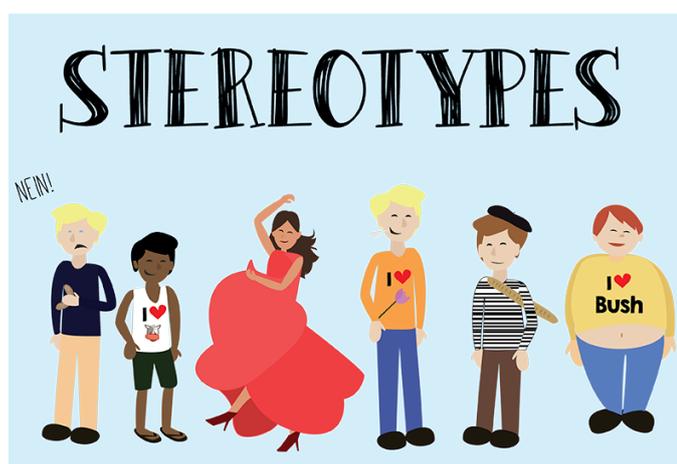


## 3 THIRD MEETING

Reflection, through a shared work called tree of solution, on HATE SPEECH and related cultural patterns and models incitement to online and off-line hatred.

**GOAL:** Debate on the solutions of specific

**FINAL ACTIVITY: LOVE BOMB**



## EVALUATION

Assessment of the achievement of the expected results (informal or formal, in relation to the class context)

Each phase is in turn initiated by interactive teaching units, with introductory information, heating activities, exercises, reading cards, analysis grids, multimedia production activities, etc.

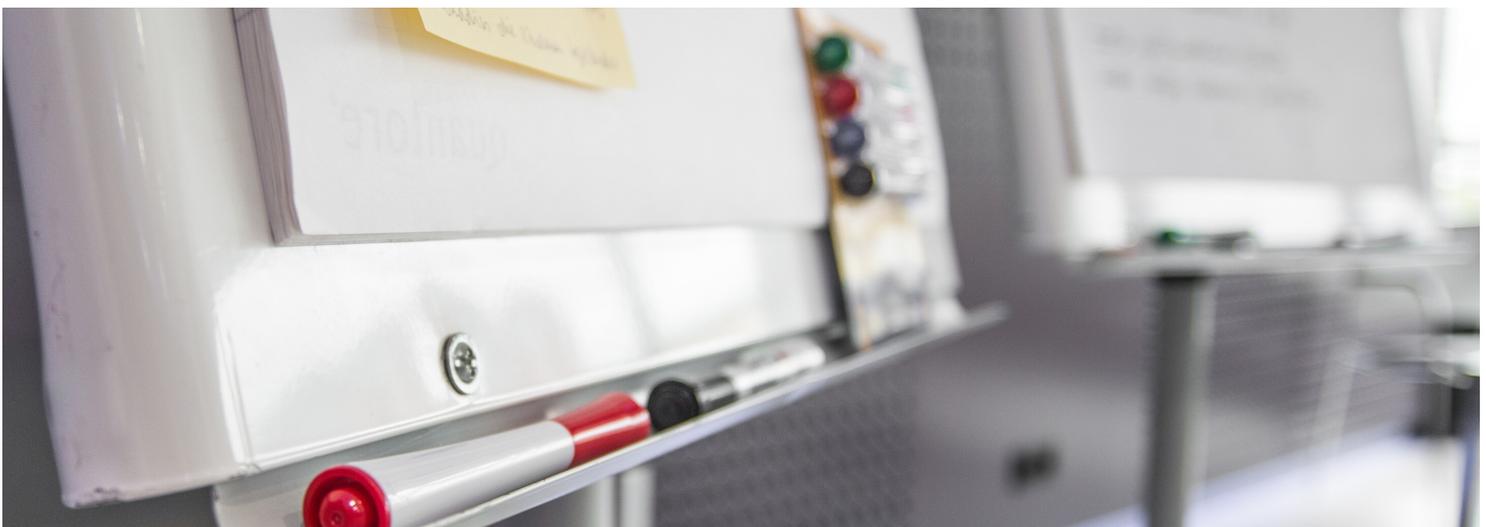
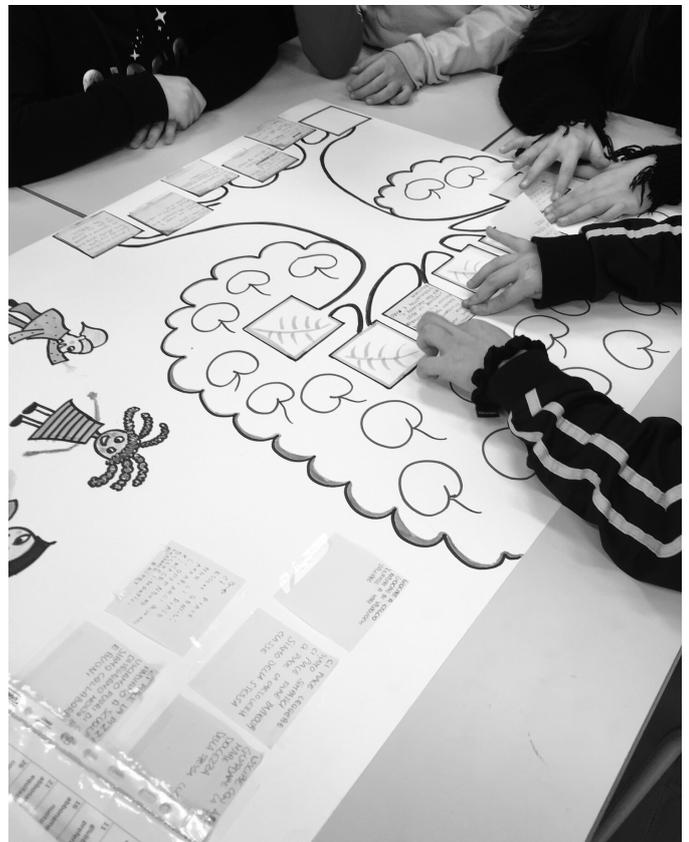
These activities include the production of written and multimedia works, drawings, small guided performances, for a subjective and free re-elaboration of the topics addressed during the workshop.

It would be preferable to agree with the participants some activities to be carried out at home (**research of images and articles, observations of some places in the city, listening or watching radio, newscasts**), as a new stimulus or in-depth study with respect to the work done in the classroom.

The participants discussed these issues over the course and came up with solutions to improve the living conditions of young people and their awareness about the radicalization.

The participants also improved their practical skills and knowledge regarding youth participation, activities and networking.

The whole youth exchange was built up around values such as participatory democracy, tolerance and human rights.



## EXAMPLE OF ACTIVITIES



**Goal:** the activity leads to reasoning and questioning on the theme of stereotypes, going to discover those that, even if not very consciously, everyone constantly puts on the field when he sees or knows a new person.

The goal is to reason critically on stereotypes, especially on their own, a careful analysis of which negative ones are most often used and why.

### PROCEDURE:

Initially talk about their stereotypes, both those used by them and those used towards them. This stimulates them to think firsthand about experiences they have lived or heard about. They are invited to report episodes or shareable experiences, both personal and seen or read, to reason together on the topic.

Next, the images of the two characters are shown and asked to observe them well.

We discuss together which are the main stereotypes related - for example - to gender, origin or physical appearance.

They must try to imagine who those people are, what they are called, what story they have, what they have done and what they will do, where they live and what they dream, what they like to do and what their life is like.

These are photos of Malala Yousafzai, Nobel Peace Prize in 2014, and José Mujica, Uruguay's head of state from 2010 to 2015

Kids want to be creative in their narratives; they face a character whose story, personality, dreams and goals they can fully describe based on images.

### DEBATE:

Once their impressions are told, there is a debate about how easy it is to use mental stereotypes in reading images in the first place but also in evaluating a person



## EXAMPLE OF ACTIVITIES



### GOAL

Understand the causes and effects of online hate speech and consider the connections between online hate speech and online behavior

Explore how to deal with online hate speech by examining the roots of the problem.

### MATERIALS:

Flipchart, pens, post-it

### PROCEDURE

Participants explore the causes and effects in class of online hate speech and racism using an approach known as the "problem tree". A tool for understanding a given issue in greater depth

### DISCUSSION

1. Explain that, in order to understand and counteract offline and online hate speech and racism, we need to conceptualize it as a problem that has many ramifications with other problems and, in general, with what happens in the "real" world, when we are trying to combat hate speech, it may be useful to look at its causes.

2 Show participants the Hate Speech Tree and explain that they will work in groups to identify the causes that give rise to online hate speeches (the "roots" of the plant) and some of the solutions (the "branches").

3. When moving up or down to the various levels of the tree, the question "why?" must be answered for each box. This applies to both branches and roots.

4 For the roots: when participants, starting from the hate speech, "descend" from the tree towards the roots, are exploring the answers to the question "why does this happen?" They should therefore fill in the "roots" with as many reasons as possible. Give them some examples of how each "cause" in turn has its own origins.

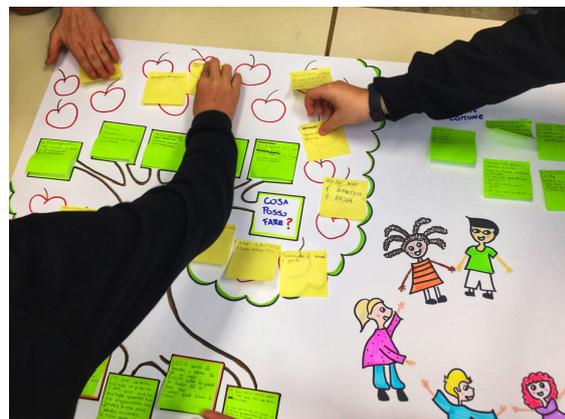
For example, ask why "everyone makes negative comments" about certain groups.

Stimulate discussion with questions about where we "learn" to believe that only negative elements belong to some social groups (e.g. media, public figures or, more generally, prejudices or ignorance rooted in society can be included).

5 Give the groups about 15 minutes to complete their trees. Then ask them to present their results or stick the trees around the room so that the participants can walk freely and have a look at them.

### DEBRIEFING

Can there be any interesting differences between the trees produced by the various groups? Do you have questions for the other groups? How easy was it to identify the "roots" of the hate speech?



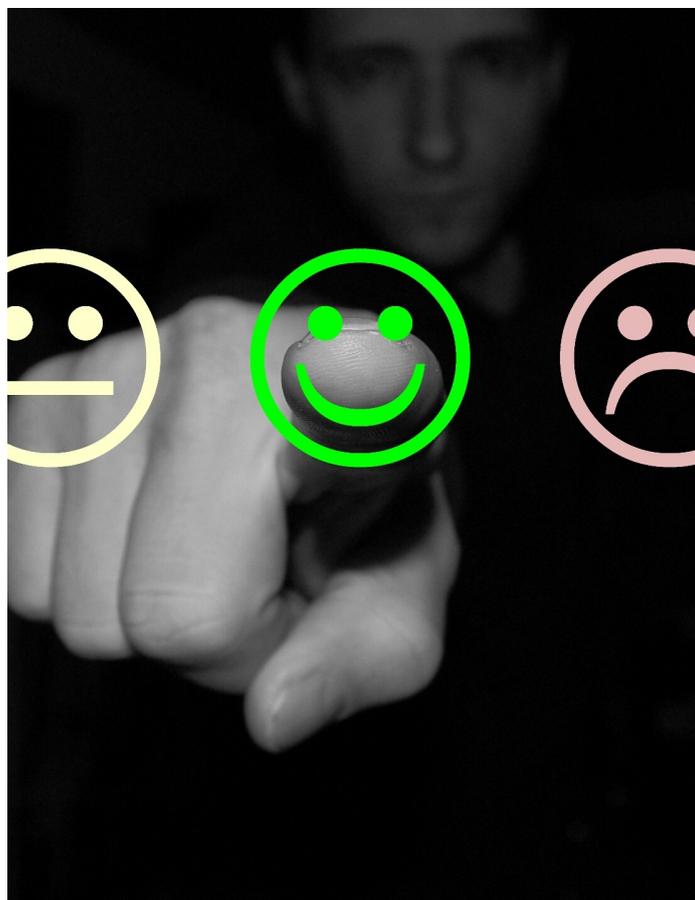
# EVALUATION



The evaluation team consults all relevant management and monitoring documents/databases so as to acquire a comprehensive knowledge of the project/programme covering by the kids. We do not ask for names on the questionnaires. It is important that children feel comfortable telling the truth on the questionnaire.

1. Checklist for early-stage evaluation, to be used in the preparatory phase
2. Questionnaire for mid-point evaluation, to be used at a stage in a project when the project can still be modified without damage to it;
3. Questionnaire for end-point evaluation, to be used when the project report is submitted;
4. Questionnaire for post-project evaluation, to be used for assessing longer-term impacts after the project has completed.

- Full identification
- Resources planned, committed, disbursed
- Progress of outputs
- Ratings attributed through the "result-oriented monitoring system (ROM)
- Availability of progress reports and evaluation reports, if relevant.



## EXAMPLE: CHECKLIST FOR EARLY STAGE EVALUATION



	YES	NO	SOMETIMES	NOT SURE
-I enjoy being at school				
-I feel safe at school				
-If I felt unsafe, I could tell an adult at school	<input checked="" type="checkbox"/>			
-Others in my class are kind and helpful				
-I know about my rights at school				
-Others treat me with respect		<input checked="" type="checkbox"/>		
-I like the way adults in the school treat me				
-My teachers listen to me				
-My school listens to my ideas for how to do things better			<input checked="" type="checkbox"/>	
-I know what I need to improve in class				
-In general, I like the way I am				<input checked="" type="checkbox"/>

# BARISPETTA

EDUCARE AL DIALOGO

WE ARE SOCIAL, FOLLOW US!



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