

# TRAINING TOOLKIT

## FOR YOUTH WORKERS

# HUMANITY

ENABLING YOUTH WORKERS TO ENHANCE THEIR  
WORKSHOP SKILLS IN UNDERSTANDING THE  
SIGNIFICANCE OF GENDER EQUALITY AND  
PROMOTING NON-DISCRIMINATION  
FOR YOUNG PEOPLE

Partner organizations:



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## TEAMS

Consortium teams working on this document:



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**Part A:**

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**Introduction**

**COLORS OF HUMANITY Project**

# 1. PART A: Introduction COLORS OF HUMANITY Project

## 1.1 Project overview

“Colors of Humanity” aims to promote gender equality and counter discrimination through using non-formal education and youth work to create social mechanisms that involve boys and young men, parents, teachers and decision-makers. The implementation period: 2023-2024. This project stands as a beacon of progress, seeking to create inclusive social mechanisms that uplift and empower all members of society.

## 1.2 Our partners

We are proud to collaborate with esteemed partner NGOs on this impactful journey:

 <b>AMAD</b>	<b>AMAD from Albania</b>
	<b>Infinit Institute from Kosova</b>
	<b>Mladezhko Evropeisko Obshtestvo from Bulgaria</b>
	<b>Vienna goes Europe from Austria</b>

## 1.3 Objectives:

The core objectives of "Colors of Humanity" are as follows:

- ◆ Empowerment through education: We are dedicated to enhancing the capacities of youth NGOs and empowering 52 youth workers through non-formal education. This will enable them to promote the fundamental values of the European Union, including nondiscrimination, tolerance, and the cultivation of inclusive societies.
- ◆ Advocacy amplification: Our goal is to support and elevate the advocacy skills of youth workers, enabling them to effect positive change within their communities.
- ◆ Stakeholder engagement: Through the active involvement of various stakeholders, we aim to broaden participation in gender anti-discrimination activities. This includes raising awareness and fostering collaborative efforts to counter hate speech, combat discrimination, and challenge traditional gender roles.





**Part B:**

## **Introduction to Training Toolkit**



## 2.1 What is this toolkit about?

This toolkit for youth workers aims to increase awareness about discrimination against girls and young women, hate speech and combatting gender stereotypes. It is a comprehensive resource created to equip those working with youth with the knowledge, tools and strategies necessary to identify, understand and address issues related to discrimination in their communities.

## 2.2 Why is important?

The creation of this toolkit for youth workers to increase recognition of discrimination against girls and young women, hate speech and combatting gender stereotypes is crucial for several reasons:

	<p><b>Promoting Gender Equality</b> Challenging harmful stereotypes and biases</p>
	<p><b>Empowering Youth Workers</b> Advocacy for change within communities</p>
	<p><b>Creating Safer Spaces</b> Fostering inclusive environments</p>
	<p><b>Supporting Mental and Emotional Well-being</b> Mitigating harmful impacts of discrimination</p>
	<p><b>Strengthening Community Cohesion</b> Encouraging understanding and solidarity</p>
	<p><b>Promoting Human Rights</b> Upholding rights of girls and young women</p>
	<p><b>Enhancing Youth Development</b> Supporting growth and strengthening</p>
	<p><b>Creating Lasting Change</b> Challenging systemic biases and inequalities</p>

## 2.3 Who is this toolkit for?

Youth Workers, Trainers, Trainers of Trainers, CSOs and other stakeholders.

## 2.4 Who counts as youth?

For the purpose of this toolkit, and in accordance with the EU and national definitions, the consortium organizations consider youth those persons who are between 15 and 29 years old.



## 2.5 How to use this toolkit?

You can utilize this toolkit in various ways to effectively address discrimination against girls and young women, combat hate speech and challenge gender stereotypes. Here are some ways they can use the toolkit:

### ◆ Educate Themselves

Before youth workers can effectively educate others, they need to educate themselves. The toolkit likely contains information on various forms of discrimination, gender stereotypes, hate speech and their impacts. Youth workers can use this information to deepen their understanding of these issues.



### ◆ Training and Workshops

Organize training sessions and workshops for other youth workers in their organization or community. This can involve sharing the toolkit's content, discussing case studies and brainstorming strategies to address discrimination.



### ◆ Incorporate Toolkit into Programs

Integrate the toolkit's resources into existing youth programs and activities. For example, if the organization runs workshops on leadership or personal development, they can add modules on gender equality, discrimination and stereotypes.





◆ **Facilitate Discussions**

Use the toolkit to facilitate discussions with young people directly. This could be in the form of group sessions, debates or awareness-raising events. Encourage open dialogue, sharing experiences and exploring solutions.



◆ **Advocate for Policy Change**

Empower youth workers to advocate for policy changes at local, regional or national levels. The toolkit may include guidelines on how to engage with policymakers, draft petitions or participate in advocacy campaigns.



◆ **Create Safe Spaces**

Youth workers can use the toolkit to create safe and inclusive spaces for girls and young women. This includes ensuring that their programs are free from discrimination and actively promoting respect and understanding among participants.



◆ **Support Mental Health**

Recognize the mental and emotional toll discrimination can have on individuals. The toolkit may offer guidance on providing mental health support within youth programs or connecting individuals with appropriate resources.



◆ **Engage with Community Leaders**

Encourage youth workers to engage with community leaders, educators, and parents to raise awareness about discrimination. They can host community forums, panels or awareness events using the toolkit as a guide.



◆ **Foster Empowerment**

Ultimately, the toolkit aims to empower youth workers to become agents of change in their communities. By equipping them with knowledge, tools and strategies, they can inspire young people to challenge stereotypes, promote equality and create a more inclusive society.



**By actively using this toolkit, youth workers can play a important role in combating discrimination against girls and young women, promoting gender equality and fostering positive change in their communities.**



Part C:

# WORKSHOPS

### 3. PART C: WORKSHOPS

The following workshops are thematic workshops and creative workshops which serve as dynamic platforms for learning, reflection and action. Through these workshops participants engage in critical discussions, creative expression and skill-building, fostering a community of learning and empowerment.

These workshops have been used during our transnational and national training activities.



#### WORKSHOP I: WALK IN SOMEONE'S SHOES

Activity: Walk in someone's shoes	
Objective	Duration
<ul style="list-style-type: none"> <li>Raising awareness of the trainees on better understanding the impact of discrimination</li> </ul>	30-40 min
No. of participants	
20-25 participants / youth workers	
Preparation	
<ul style="list-style-type: none"> <li>Open space/ Outdoor</li> <li>Stripes of papers with a statement on it</li> <li>Paper with a list of statements</li> <li>Bowl/ Basket/Hat (what is more suitable)</li> <li>Duct tape</li> </ul>	
Important Note/ Preparation for the activity	
<p>Prepare one stripe of paper for each participant. Write a short case* description in each stripe and then put them all in a bowl, basket, or hat. In outdoor space mark a start line and a finish line with the duct tape. The space between start and finish has to be at least 15 meters.</p> <p>On another paper put at least 20 statements** that a person is free/allowed to or have no difficulty/ barrier to do.</p>	
<p>* Roles, such as:</p> <ul style="list-style-type: none"> <li>You are a single unemployed mother of three children.</li> <li>You are the mayor of a city in Balkans.</li> <li>You are a transgender man trying to express your art.</li> <li>You are Chief of Staff in a ministry.</li> <li>You are a student emigrant from Kosovo in Vienna and have no money even to eat.</li> <li>You are a successful woman, wife of a politician and mother of a nonbinary person.</li> <li>You are a gay person that family has kicked you out of home.</li> <li>You are a roma girl from Bulgaria seeking for a job.</li> <li>You are a happily married man working in a private company etc.</li> </ul>	

\*\* Statements such as:

- ◆ You are not afraid to walk alone after sunset in parks/ streets.
- ◆ You may financially afford to have unplanned vacations.
- ◆ You can peacefully enjoy a relaxing night.
- ◆ You can easily get a job.
- ◆ You are not being bullied.
- ◆ You feel appreciated and respected.
- ◆ You are happy to come home.
- ◆ Your family and friends support you.
- ◆ You have never experienced hate speech or any form of discrimination.
- ◆ You don't have to worry on what to eat.
- ◆ You can have an equal job and salary as anyone else, etc.

**ACTIVITY FLOW AND INSTRUCTIONS:**

Duration

*Preparation: The trainer explains the workshop to the participants, while the facilitator offers the bowl, basket, or hat to the participants to pick only one stripe with a specific role in it. The trainer explains that each participant should read their role in silence and not share with the others.*

 **5-7 minutes**

*Activity Implementation: After taking the stripes with the role that each participant has to carry in this workshop, the trainer invites them to stay 5 minutes in their own to “wear” the shoes of the role that was written in the stripe of paper. Then the participants are invited to line up outdoor where the facilitator has put the start and finish line with a duct tape. The trainer starts reading out loud to the participants the statement. In each statement the participant that feels like is able to exercise that statement has to do a step forward. So, statement after statement the participants (being in the role they had to carry) see that some are able to progress up to the finish line, some are distributed between start and finish and some are left still (almost) at the starting point.*

 **15 minutes**

*Discussion: after reading all the statements, the participants are invited to form a circle and discuss why some where able to progress many steps forward and some couldn't. Each participant is asked now to share with everyone his/her/their role in this workshop, and explain why could or couldn't progress in the shoes he/she/they was wearing. The participants are asked to give their reflection on:*

- ◆ How this role and workshop made them feel?
- ◆ What do they think they can do to help those with fewer opportunities (that stayed behind in this workshop).

 **20 minutes**

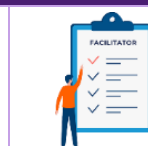
**TRAINER**

*The trainer in the activity has e key role in carefully explaining the scope of this workshop and perform as key person in the implementation of it. The trainer guides the participants into cognitive and analytic process by implementing dynamic methodologies that empower the participants with knowledge (intellectual intelligence), skills and empathy (emotional intelligence).*









**FACILITATOR**

*The facilitator role in the activity guides the participants to correctly perform the workshop and supports the trainer in the shared responsibility for the targeted outcomes.*



## WORKSHOP II: S-WORDS

Activity: S-WORDS	
<b>Objective</b>	Duration
<ul style="list-style-type: none"> <li>◆ To understand the power of words in impacting communication</li> </ul>	 40 minutes
<b>No. of participants</b>	
20-25 participants/youth workers	
<b>Preparation</b>	
<ul style="list-style-type: none"> <li>◆ Room</li> <li>◆ 4-5 flipchart papers</li> <li>◆ 4-5 markers</li> <li>◆ Colorful post-it</li> <li>◆ 20-25 pens</li> </ul>	
<b>Important Note</b>	Duration
<p><b>This workshop is composed by parts / sessions:</b></p> <ul style="list-style-type: none"> <li>◆ First part/session: The participants are divided in two groups and are lined in two rows facing each other.</li> </ul>	 10-15 minutes
<ul style="list-style-type: none"> <li>◆ Second part/session: The participants are divided in 4-5 groups. Each group should have a mix of genders, background, and nationalities (if applicable).</li> </ul>	 20 minutes
<ul style="list-style-type: none"> <li>◆ Third part/session: Reflections and conclusions</li> </ul>	 5-10 minutes
<b>ACTIVITY FLOW AND INSTRUCTIONS:</b>	Duration
<p><b>First part/session: Divided in two randomly mixed groups (naming group A and group B) facing each other, the trainer asks the participants to say in turns a critique/ negative opinion on and to the person in front. First starting with group A addressing to the person being in front from group B and the vice versa, person from group B to the person in front from group A.</b></p> <p>After leaving them one-on-one for 5 minutes – without changing their places – the trainer asks the participants to say nice words to the person they have in front, for another 5 minutes. When times up the trainer asks the participants to share with everyone how they felt when hearing: a) negative words on them, and b) positive words.</p>	 15 minutes
<p><b>Second part/ session: Preparation: The facilitator guides the participants to randomly divide in 4-5 groups with equal number of people, and distributes one flipchart and one marker to each group. The trainer explains to the participants that with the materials given by the facilitator they should write down at least five sentences that sound like compliments but in fact are insults. All groups are left to discuss and work independently for ten minutes while the trainer supervises and mentors them in this task. The facilitator keeps the time and assists when asked for help.</b></p> <p>Afterwards the trainer asks for the participants to present their “S- Words”. Each group reads out loud for all the participants the sentences that are said as compliments but in fact are insults.</p> <p><i>*Example: You are an excellent driver for a girl. - That is a nice report. - You prepared this by your own. - You look better with make-up on.</i></p>	 20 minutes

The participants are asked to write on the colorful post-it their impression on the S-Word workshop and one word that impressed them most. The post-it are put in the whiteboard. The facilitator checks on all the notes and reads out some of them as conclusion and reflection to this workshop.

 **5-10 minutes**

**TRAINER**

The trainer in the activity has e key role in better understanding the power of communication and each word articulated to the trainees. The trainer guides the participants into cognitive and analytic process by implementing dynamic methodologies that empower the participants with knowledge (intellectual intelligence), skills and empathy (emotional intelligence).



**FACILITATOR**

The facilitator has guided the group processes toward common goals, fostering inclusive dialogue, managing dynamics, and nurturing collaboration. Using diverse techniques, cultivate a sense of ownership and shared responsibility for outcomes among participants.



**WORKSHOP III: STORYTELLING**

**Activity: STORYTELLING**

**Objective**

- ◆ To understand the impact of hate speech upon an individual's life including emotional wellbeing and challenges through sharing their story or of another individual.
- ◆ To understand the response to hate speech and how to support an individual to overcome challenges.

Duration

 **50-60 minutes**

**No. of participants**

20-25 participants/youth workers

**Preparation**

- ◆ Room
- ◆ 4-5 flipchart papers
- ◆ 4-5 markers
- ◆ Colorful post-it
- ◆ 20-25 pens




**Important Note**

Duration

- ◆ Content of learning activity Understanding of the impact of hate speech, recognizing individual needs, emotional intelligence. This workshop is composed by parts/sessions.
- ◆ First part/session: All participants form a circle and the storyteller stands in the middle of the circle. The listeners surrounding the storyteller have post-its and a pen.
- ◆ Second part/session: The participants are divided in 4-5 groups. Each group should have a mix of genders, background, and nationalities (if applicable). This training activity enables youth workers to create scenarios of hate speech and detail the impact upon the individual and support a solution focused approach to enable the youth worker/ young person to tell a

 **10-15 minutes**

 **20 minutes**

<p>story through a character, change the narrative to create a positive outcome. This activity can be delivered online or face to face, in a group situation or one to one</p>	
<p>◆ Third part/session: Reflections and conclusions</p>	 5-10 minutes
<b>ACTIVITY FLOW AND INSTRUCTIONS:</b>	
<p><b>First part/session:</b> With eyes closed the storyteller starts the narrative while the other participant listens and at the same time write down on the post-it to write down their feelings/thoughts during the story being told. The participants stick the post-it on the storyteller that continues with eyes shut to share the story. When the story is finished the trainer asks for the storyteller to read out loud some post-its stuck on and with the help of the facilitator to put them on the on the whiteboard.</p>	<p style="text-align: center;">Duration</p>  15 minutes
<p><b>Second part/session: Preparation:</b> The trainer asks participants to either individually draw an outline of a young person who has been subjected to hate speech on A3 or flipchart sized paper. Ask them to provide their character with a name, an age and identity. The trainer asks youth workers to create a scenario whereby an incident of hate speech occurred including who was involved and how they felt during and after the incident. This activity will focus on key aspects of the body- firstly the facilitator will focus upon the heart. Trainees/learners will be asked to explore what is in the HEART of their young person, what makes them happy? What is important to them? What are their passions and values? How has a person who has been affected by hate speech impacted on these values and passions? Learners will be asked to explore the HEAD; what emotions does their young person have? what do they feel? How has being subjected to hate speech make them feel and change their attitudes to the rest of the world? Learners will be asked to explore the EYES; what visions does their young person have for the future? What do they want to achieve? Where do they see their life heading? Learners will then be asked to think outside of the BODY, what external factors do they have in their life? Who do they live with? How is their physical and mental health? What difficulties are they experiencing in their lives? Learners will then explore the HANDS, what practical skills and competences does this person have? What is their career/education aspirations and what skills would they like to develop? How has this been impacted? Learners will then be guided to the HIPS, what support needs do they have? What do they require help with? Who do they have or would like to have to support them? Learners will then be guided to the FEET; what 3 key actions could a Youth Worker help support in overcoming challenges? What are the next steps?</p>	 40 minutes



The trainees are then invited to come back together as a whole group and introduce their young person to the group detailing all the key parts of the body.

**Third part/ session: The participants are asked to share a thought or a message inspired by this workshop.**

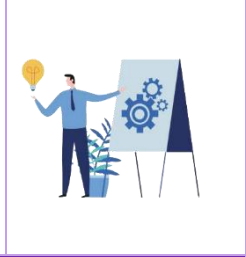
**Conclusion: It is the role of the youth worker to encourage questions about characters once young people have presented them. The focus should be on narratives and alternative narratives and capturing emotions of their character.**

After undertaking this activity, young people can be invited to develop an action plan for their character or indeed themselves with support of their youth worker.



**TRAINER**

The trainer in the activity has a key role in raising awareness and better understanding the impact and response of hate speech on individuals. This is a non-confrontational approach allowing issues to be explored using a character rather than a real-life case study. What the trainees will see emerging is the lives of young people in the character which creates the basis for a needs assessment and an understanding of the issues affecting the lives of young people and stimulates conversation.



**FACILITATOR**

The facilitator has guided the group processes toward common goals, fostering inclusive dialogue, managing dynamics, and nurturing collaboration. Using diverse techniques, cultivate a sense of ownership and shared responsibility for outcomes among participants.



**WORKSHOP IV: FISHBOWL TECHNIQUE**

**Activity I: FISHBOWL TECHNIQUE- SOCIAL CONTRACT**

Objective	Duration
<ul style="list-style-type: none"> <li>◆ Exploring Diverse Perspectives</li> <li>◆ Understanding Social Norms and Values</li> <li>◆ Highlighting Legal and Moral Considerations</li> <li>◆ Encouraging Constructive Dialogue</li> </ul>	

**No. of participants**  
 Inner Circle 5-6 participants  
 Outer Circle 10-15 participants

- Preparation**
- ◆ Enough space to accommodate all participants comfortably.
  - ◆ Chairs for participants in both the inner and outer circles
  - ◆ Flipchart or Whiteboard
  - ◆ Timer or Clock
  - ◆ Notepads and Pens
  - ◆ Topic or Discussion Prompts

**Important Note**

**It is crucial to emphasize the need for respect and active listening during the discussion, fostering an environment where diverse perspectives can be shared openly and constructively.**



Participants should be encouraged to delve into both the legal and moral aspects of the topic, aiming to understand the complexities of social norms and values surrounding same-sex marriage.

**ACTIVITY FLOW AND INSTRUCTIONS:**

Duration

The preparation for the Fishbowl Technique session on "Social Contract (same-sex marriage)" requires setting aside approximately 10-15 minutes to arrange the space, ensuring there is enough room for all participants comfortably seated in the inner and outer circles. Chairs should be arranged in a circle format, with a central area designated for the fishbowl discussion. Additionally, providing flipcharts or a whiteboard for noting key points, a timer or clock to manage discussion time, and supplying notepads and pens for participants' use are essential. Finally, preparing thoughtful questions that highlight the legal, moral and societal considerations of same-sex marriage will set the stage for a meaningful and productive dialogue.

 10-15 minutes

**As the session commences, the facilitator introduces the purpose, emphasizing respectful dialogue and active listening among participants.**

The discussion unfolds in rounds, starting with the inner circle sharing their viewpoints. Participants delve into legal frameworks, societal norms and moral perspectives. Outer circle members observe and take notes, ready to rotate into the fishbowl throughout the session. The trainer manages the flow, ensuring equal speaking time and guiding the conversation to maintain focus on the objectives. As participants from the outer circle join the discussion, diverse perspectives enrich the dialogue. Key points and insights are recorded on the flipchart or whiteboard, providing a visual representation of the evolving conversation. Upon conclusion, participants reflect on their learnings, and follow-up resources are offered for continued exploration of the topic beyond the session. This structured approach fosters an environment where participants engage thoughtfully with the complexities of the social contract surrounding same-sex marriage, encouraging deeper understanding and constructive dialogue.

 30-50 minutes

The discussion takes place based on the questions set by the trainer among the participants in the inner circle.

 30-35 minutes

**TRAINER**

The trainer in the Fishbowl Technique session on "Social Contract (same-sex marriage)" is the key in framing the discussion with thought-provoking questions. Trainer opens the dialogue by posing inquiries that prompt participants to explore diverse perspectives and examine the legal, moral and societal dimensions of same-sex marriage. The trainer sets the stage for a respectful and engaging conversation, guiding participants to consider the complexities of the topic. Through questions, the trainer stimulates critical thinking and encourages participants to delve deeper into the subject matter, fostering a learning environment that promotes understanding and empathy.






**FACILITATOR**

As the facilitator of the Fishbowl Technique activity on "The Social Contract (Same-Sex Marriage), their role is to introduce the topic of discussion as well as manage the flow of the conversation and time. The facilitator creates a safe space for participants to express their views, intervening when necessary to maintain respect and focus on objectives. Through skillful facilitation, they promote active listening, encourage contributions from all participants and synthesize key points to enhance understanding and reflection.









## WORKSHOP V: PYRAMID OF HATE SPEECH

Activity I: PYRAMID OF HATE SPEECH	
<b>Objective</b>	Duration
<ul style="list-style-type: none"> <li>◆ Understanding the Pyramid of Hate Speech</li> <li>◆ Recognizing Subtle Biases and Stereotypes</li> <li>◆ Identifying Factors in Low &amp; High-Level Hate Speech</li> <li>◆ Promoting Strategies for Intervention</li> </ul>	 60-90 minutes
<b>Participants and No. of participants</b>	
15-20 participants	
<b>Preparation</b>	
<ul style="list-style-type: none"> <li>◆ Sufficient space in the hall to create the pyramid</li> <li>◆ Colored Sheets, Markers and Stickers.</li> </ul>	
<b>Important Note</b>	
<p><b>It is crucial for participants to discuss stereotypes, prejudices, discrimination and hate crimes, enabling them to explore different perspectives on how these are interconnected and impact from the lowest to the highest level on the Hate Speech Pyramid.</b></p> <p><i>This discussion encourages a deeper understanding of the escalation of behaviors and attitudes, from subtle biases to overt hate speech, within society.</i></p>	
<b>ACTIVITY FLOW AND INSTRUCTIONS:</b>	Duration
<p>The preparation for the Pyramid of Hate Speech includes providing colorful sheets for the participants to write down all the factors, such as stereotypes, bullying, discrimination, bias-motivated violence, and genocide. Additionally, preparation involves creating the pyramid with glue and providing space for the participants</p>	 10-15 minutes
<p>First, the facilitator introduces the concept of how the workshop will be conducted. Then, the trainer initiates discussion by asking participants about their understanding of hate speech and the impact of stereotypes. Next, the group of 15 individuals is divided into 3 teams. Each team member receives a sticky note and collectively they must construct a triangle without verbal communication, promoting interactivity. After completing the triangle, participants are provided with 5 colored cards labeled with: stereotypes, bullying, discrimination, bias-motivated violence and genocide. They engage in a 30-minute discussion about the influence of these factors and collaboratively rank them in the pyramid from the least to the most impactful. Once a consensus is reached, participants discuss potential solutions to address these issues.</p>	 30-50 minutes

<p>The discussion takes place based on the questions set by the trainer among the participants.</p>	 <b>30-35 minutes</b>
<b>TRAINER</b>	
<p>The trainer initiates discussions on factors such as stereotypes, bullying, discrimination, bias-motivated violence and genocide within each team, guiding them to analyze impact and significance. They then facilitate a pyramid ranking exercise and lead solution-oriented discussions, encouraging teams to brainstorm actionable steps to combat hate speech and stereotypes for creating positive community change.</p>	
<b>FACILITATOR</b>	
<p>The facilitator opens the workshop by explaining the structure and purpose of the session. Facilitates an initial discussion by posing questions to participants about their perceptions and understanding of hate speech. Organizes the group of 15 individuals into 3 teams, promoting teamwork and collaboration. Explains the task of constructing a triangle using sticky notes without verbal communication, fostering interactive problem-solving and teamwork skills.</p>	

## WORKSHOP VI: VARIETY CAFE

<b>Activity I: VARIETY CAFÉ</b>	
<b>Objective</b>	Duration
<ul style="list-style-type: none"> <li>◆ To offer participants the chance to express their viewpoints and personal encounters regarding discrimination.</li> <li>◆ To encourage participants to engage their analytical abilities to gain deeper insight into the societal issues surrounding them.</li> </ul>	 <b>45 minutes</b>
<b>Participants and No. of participants</b>	
20-25 participants	
<b>Preparation</b>	
<ul style="list-style-type: none"> <li>◆ Handouts,</li> <li>◆ Flipchart papers,</li> <li>◆ Papers and markers,</li> <li>◆ Tables</li> </ul>	
<b>Important Note</b>	
<p>Participants will be able to engage in conversations regarding significant societal concerns such as discrimination, thereby gaining a deeper understanding of the perspectives of marginalized groups and individuals vulnerable to social exclusion.</p>	
<b>ACTIVITY FLOW AND INSTRUCTIONS:</b>	Duration
<p>Participants will be divided into three main groups, each assigned a table number: Group 1, Group 2 and Group 3. Each group will select one individual to serve as the discussion moderator and another to take notes during the discussion. Participants should designate their respective roles within their groups before commencing the discussion.</p>	 <b>5 minutes</b>
<p><b>Participants are instructed to thoroughly read their assigned story. The moderator will initiate the discussion by posing questions</b></p>	

<p><b>related to the narrative. Additionally, a facilitator will provide pre-prepared questions or conversation starters to each table to aid in initiating conversation if needed.</b></p> <p><b>Both the moderator and the participant responsible for taking notes are expected to actively engage in the discussion. The remaining group members should assist in crafting a concise presentation about their case.</b></p> <p><i>The facilitator's role includes monitoring group progress, ensuring they remain focused on the story and encouraging exploration of similar examples to enhance understanding of discrimination. Participants are prompted to consider stereotypes or prejudices contributing to discrimination, analyze the environmental context and evaluate the possibility of any legal justifications for the discrimination.</i></p>	 <p>15 minutes</p>
<p>Present conclusions of the discussions</p>	 <p>15 minutes</p>
<p><b>Debriefing and evaluation</b></p> <p><b>Participants, please take a moment to reflect on the following questions and feel free to ask any additional questions you may have:</b></p> <ul style="list-style-type: none"> <li>◆ <b>Were there any conflicts or disagreements within your groups? If so, what were they about? Did you manage to resolve them, and if so, how?</b></li> <li>◆ <b>How difficult was it for you to imagine these situations happening in real life? What insights does this difficulty provide us?</b></li> <li>◆ <i>Finally, how do you feel about everything you've heard during this session? Each participant should take a moment to share their thoughts on this question.</i></li> </ul>	 <p>10 minutes</p>
<p><b>FACILITATOR</b></p>	
<p><i>The facilitator has the flexibility to modify, adjust, or include additional stories as needed, especially if the group size is smaller or larger than 25 participants. It's beneficial to offer a variety of discrimination examples in each story to ensure a broader coverage of topics.</i></p>	
<p><b>HANDOUTS</b></p>	
<p><b>Handout for Table number 1:</b></p> <p><i>Peter contacted a travel agency to reserve a holiday cottage for the initial week of June. Initially, they confirmed the availability for his requested dates. However, upon disclosing his borderline personality disorder, the agency informed him that he could not rent the cottage. Interestingly, on the same day, Peter's friend Tiffany, who does not have any mental health issues, contacted the same agency and was able to secure the booking for the first week of June. Consequently, it appears that the travel agency denied Peter service due to his mental health condition.</i></p>	
<p><b>Handout for Table number 2:</b></p> <p><i>Emily applied for her dream job at a prestigious law firm. Her qualifications aligned perfectly with the job requirements. The interview proceeded smoothly, and she felt confident throughout. All questions were straightforward, and both parties seemed to enjoy the conversation. Emily was asked to wait in the lobby for paperwork and assured she would be notified of the final decision later. While waiting, an assistant engaged her in friendly conversation, noticing her engagement ring. The assistant proceeded to</i></p>	

inquire about Emily's fiancé, wedding plans and family intentions. Despite feeling uncomfortable, Emily responded politely, disclosing their plans for a family. However, she did not receive the job offer. Later, a friend informed her that all female candidates were questioned about their family plans, and ultimately, a male candidate was hired.

### **Handout for Table number 3:**

Alex is a transgender individual who recently began their transition and decided to move out of their parents' house to start an independent life. They found several apartments within their budget and applied to all. They were asked to meet the landlord of the apartment they liked the most in person. Despite feeling nervous due to past unpleasant experiences related to their gender, Alex decided to approach the meeting with confidence, viewing it as a new beginning. However, upon arrival, the landlord glanced at them and after an uncomfortable silence, informed them that they could not rent the apartment. When Alex asked for the reason, the landlord stated that the building upholds traditional values and does not allow "freaks" to live alongside normal families and children.

### **Handout – starters**

- ◆ **Who is the target of discrimination?**
- ◆ **What form of discrimination is being exhibited?**
- ◆ **What are the underlying reasons for this discriminatory behavior?**
- ◆ **Is this phenomenon exclusive to underdeveloped societies?**
- ◆ **Who bears responsibility for perpetuating this discrimination?**
- ◆ **How might you respond if you found yourself in the victim's position in this scenario?**

### **Handouts – explanations**

A stereotype is a widely held and oversimplified belief or idea about a particular group of people, often based on assumptions, generalizations, or prejudices. Stereotypes can be positive or negative and may not accurately reflect the individual characteristics or diversity within the group they target.



Prejudices refer to preconceived opinions, attitudes, or judgments held about a person or group, typically based on limited information, stereotypes, or irrational beliefs. Prejudices can be positive or negative and often lead to discrimination or unfair treatment towards individuals or groups based on factors such as race, gender, religion, or social class.

Discrimination involves treating individuals or groups unfairly or unjustly based on certain characteristics such as race, gender, age, religion, disability, sexual orientation, or other factors. This mistreatment can occur in various settings, including employment, education, housing, healthcare and public services. Discrimination can take many forms, including but not limited to, denial of opportunities, unequal treatment, harassment, or exclusion and it is often rooted in prejudice and stereotypes.

Hate speech refers to any form of communication that expresses hatred, hostility, or prejudice towards an individual or group based on their race, ethnicity, nationality, religion, gender, sexual orientation, disability or other characteristic. Hate speech can take many forms, including verbal attacks, derogatory language, threats, harassment, or incitement to violence. It aims to dehumanize or demean individuals or groups and can have serious consequences, contributing to discrimination, social division, and even violence. Hate speech is often considered harmful and may be subject to legal

restrictions in many jurisdictions.

## WORKSHOP VII: CREATIVE WORKSHOP - VIDEO PRODUCTION

Activity I: CREATIVE WORKSHOP - VIDEO PRODUCTION	
<b>Objective</b>	Duration
<ul style="list-style-type: none"> <li>◆ Educating participants on discrimination and hate speech.</li> <li>◆ Encouraging young individuals to actively promote these topics through creative means.</li> <li>◆ Inspiring young people to utilize their creative abilities to convey their perspectives.</li> <li>◆ Increasing awareness about these issues.</li> </ul>	 600 minutes
<b>Participants and No. of participants</b>	
5-10 participants	
<b>Preparation</b>	
<ul style="list-style-type: none"> <li>◆ Blank paper,</li> <li>◆ Pens,</li> <li>◆ Markers,</li> <li>◆ Laptops,</li> <li>◆ Smartphones,</li> <li>◆ Video editing software,</li> <li>◆ If available: tripods, cameras, gimbals</li> </ul>	
<b>Important Note</b>	
This workshop will focus on introduction, shooting videos, selecting created video content, post-production video editing and presenting the final concept video products.	
<b>ACTIVITY FLOW AND INSTRUCTIONS:</b>	Duration
<p><b>1st session: The facilitators begin the first workshop by introducing themselves and explaining that their role will be to impart skills and competencies in using video production as a conceptual tool for promotion.</b></p> <p><b>After the introduction of facilitators and participants, the facilitator introduces the method of video production and how it can serve as a conceptual tool for promoting the fight against hate speech and discrimination. They delve into the detailed benefits and effectiveness of video production, emphasizing the popularity of short video formats among young people. The facilitators engage participants in a discussion about their experiences with video creation, inquiring about the types of videos they have made, the equipment they used and other relevant details.</b></p> <p><b>The next activity involves brainstorming on the topic of discrimination and hate speech. Facilitators initiate a discussion by asking participants what comes to mind when they hear these terms. As participants share their thoughts, facilitators write down all the answers on flipchart paper. After compiling the responses, facilitators lead a discussion to explore and analyze the various answers provided by the participants.</b></p>	 120 minutes



## Debriefing

**At the end of the session, facilitators should ask the following questions:**

- ◆ **What are your thoughts on today's session?**
- ◆ **Were you familiar with all the information presented during this session?**
- ◆ **How do you feel? Do you feel comfortable interacting with each other in the group?**

**Additionally, facilitators should explain that starting from the next workshop, they will begin the creative process of making the Concept Video products.**

## FACILITATOR

Facilitators leading creative workshops on video production should possess knowledge and experience in using video production tools and techniques.



**2nd session:** This workshop begins with an overview of the creative process involved in creating a concept video product. This process typically consists of five steps.

The 5-step creative process of creating a concept video typically involves:

- ◆ **Concept Development:** This initial phase focuses on generating ideas and conceptualizing the theme, message, and storyline of the video.
- ◆ **Scriptwriting:** Once the concept is established, the next step is to write a script outlining the dialogue, scenes, and actions that will be featured in the video.
- ◆ **Pre-Production:** This stage involves planning and organizing all aspects of the video production, including casting, location scouting, gathering equipment, and creating a production schedule.
- ◆ **Production:** During this phase, the video is filmed according to the script and production plan, capturing all necessary footage and audio elements.
- ◆ **Post-Production:** The final step involves editing and assembling the footage, adding visual effects, music and sound effects, and refining the overall presentation of the video until it meets the desired quality and vision.

Following the introduction of the video production process, facilitators will provide an overview of the available video equipment. Participants will receive a briefing on cameras, lenses, lights, and other equipment, enabling them to understand the possibilities for creating various types of videos.



During this workshop, participants will focus on the initial three steps of the creative process: envisioning and ideation, selecting a favorite concept and creating a storyboard.

Beginning with "envisioning and ideation," each participant will be provided with a blank paper and pen. They will have 30 minutes to brainstorm ideas for a concept video related to different aspects of youth safety. Participants are encouraged to utilize the internet for inspiration and to consider the target audience, emotions and intended message of their video. Facilitators will guide them to write down all ideas on paper for easier presentation without overlooking anything.

Transitioning to "selecting a favorite," participants will take turns presenting their video ideas, while others provide feedback. Through collaborative discussion, they will refine each other's ideas and possibly combine them. With facilitator assistance, they will collectively choose which ideas to further develop for production.

Next, participants will "script writing" by forming pairs and selecting concepts for development. Their task is to craft a detailed plan for the concept video, including the storyline, scene recording methods, shooting locations, costumes, props, and other production elements. Facilitators will maintain constant communication with each pair, offering guidance on potential challenges or technical limitations in their plans for immediate adjustment.

#### Debriefing

During this segment of the workshop, participants will present their plans to the rest of the group. Facilitators will encourage others to provide feedback on the presented ideas. They will ask the following questions:

- ◆ Are you satisfied with your work today?
- ◆ What was the most challenging aspect and what was the easiest?
- ◆ Did you find it challenging to develop a video idea?
- ◆ Are you excited about starting the video recording process?

#### FACILITATOR

Often, participants begin with ambitious ideas and plans. Facilitators should highlight this tendency and advise participants to focus on being more concrete and selecting simpler methods to convey a specific message through videos.



**3rd session: The initial activity in this workshop involves preparing all the props and kits required for recording the video content. Participants collaborate to create all necessary materials, with facilitators assisting in setting up the environment and determining the camera's position within the space. Prior to shooting, there is a discussion with the "actors" who will appear in the videos to clarify**

**240 minutes**



**expectations and roles.**

**Depending on the composition of the group, video recording can be conducted individually or simultaneously. If there are participants with experience in recording such video content, they can take on leadership roles and oversee the simultaneous recording of multiple videos. Facilitator's role in this workshop is to provide logistical support to each group, assist in organizing the set, and offer advice on efficient recording techniques. It is important to ensure that each shot is captured effectively and that all planned elements from the storyboard are executed. Each scene should be recorded patiently and repeated as needed until it meets the criteria outlined in the storyboard.**

**Debriefing**

Facilitators should encourage participants to share their experiences with video recording. They should ask about the challenges encountered during the shooting process, participants' overall impressions of the shooting experience and whether they believe the video material created is adequate to fulfill the requirements for producing the planned concept video.

**FACILITATOR**

Facilitators should provide encouragement and support to participants as they record the videos according to their plans. They should emphasize the importance of repeating the recording process multiple times until the desired results are achieved and participants are satisfied with the recordings.



**4th session:** At the beginning of this workshop, participants will receive all the video materials they created. Their task is to select the best shots to be used in the final video(s). Once the best video material is chosen, participants, with the assistance of facilitators, can begin the process of video editing and assembling everything together. Similar to the previous workshop, if there are participants within the group who possess knowledge and experience in video editing, they can take on leadership roles and commence post-production simultaneously with facilitators.

Post-production of the videos can be carried out using laptops or smartphones, depending on the technical requirements of the video. Various video editing software options are available for use in this process.

There are several video editing software options available for computers and smartphones.

**Computers/Laptops**

Adobe Premiere Pro: A professional-level video editing software widely used in the industry, offering advanced features for editing, color



*grading and audio mixing.*

*DaVinci Resolve: A comprehensive video editing software that also includes advanced color correction and audio post-production features. It is available in both free and paid versions.*

*Sony Vegas Pro: A versatile video editing software known for its user-friendly interface and extensive editing capabilities.*

*HitFilm Express: A free video editing software with professional-grade features, suitable for beginners and intermediate users.*

### **Smartphones**

*Adobe Premiere Rush (iOS, Android): A simplified version of Adobe Premiere Pro designed for mobile devices, offering intuitive editing tools and seamless integration with Adobe Creative Cloud.*

*Kinemaster (iOS, Android): A versatile video editing app with advanced features like multi-layer editing, chroma key, and audio mixing, suitable for both beginners and professionals.*


*InShot (iOS, Android): A popular video editing app with basic editing tools, filters, and effects, as well as features for creating and editing social media content.*

*The selected software should be introduced to both participants and facilitators, who will demonstrate the fundamentals of video editing, such as cutting, cropping, time adjustment, and adding text or images. All participants will be involved in the post-production process. In cases where more complex tasks are involved, requiring advanced skills, a trainer or experienced participant will assume responsibility, while others will oversee the progress to ensure alignment with the planned outcomes and guide the editors towards completing the final products.*



*Once the editing of all concept videos is completed, it's time for the presentation phase. All produced videos should be gathered in one location and presented to participants using a large screen, such as a video projector or a big monitor. Each concept video product should be played for the participants, followed by an explanation from the group that created it. Subsequently, the rest of the group will engage in a discussion about the video, sharing their opinions on whether they liked it, and whether the intended message of the video was clear or not.*

### **Debriefing**

*Facilitators should prompt participants with the following questions:*

<ul style="list-style-type: none"> <li>◆ How do you feel about the videos you created?</li> <li>◆ Are you satisfied and proud of them, or do you have any reservations?</li> <li>◆ Reflecting on your videos being played on the screen, what would you do differently now?</li> <li>◆ What new knowledge did you gain from this experience, and how do you plan to apply it in the future?</li> <li>◆ How would you rate your overall experience with this set of workshops?</li> <li>◆ Did you have a good time during workshops?</li> </ul>	
<b>FACILITATOR</b>	
<p>Facilitators should provide assistance to participants during the post-production phase, as it often involves technical knowledge about the software being used. They should acknowledge and incorporate the ideas and inputs of the participants. Encouraging participants to utilize this method, facilitators should remind them that expensive equipment is not always necessary to create an effective concept video. They should emphasize that smartphones, which are readily available to everyone, can be particularly effective tools for this purpose.</p>	

## WORKSHOP VIII: BREAKING STEREOTYPES – OPENING MINDS

<b>Activity I: BREAKING STEREOTYPES – OPENING MINDS</b>	
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>◆ Countering common beliefs about gender roles</li> <li>◆ Creating self-awareness of preconceptions about stereotypes</li> <li>◆ Develop soft skills to talk about stereotypes</li> </ul>	<p><b>Duration</b></p>  <p><b>30-60 minutes</b></p>
<b>Participants and No. of participants</b>	
10-15 participants	
<b>Preparation</b>	
<ul style="list-style-type: none"> <li>◆ Pre-printed images showing men/women/non-binary people in non-stereotypical environments (e.g. female sports teams, male care-workers, female prime ministers etc.)</li> <li>◆ Post-its in different colours</li> <li>◆ One poster (minimum)</li> </ul>	
<b>Important Note</b>	
<p>This activity treats topics that can vary largely according to culture and personal background. It is very important to be aware of the diverse backgrounds and the heterogeneity that might be present within the group. Hence, preconceptions, personal experiences and existing cultural differences need to be checked for during the introductory round of the workshop. The activity works best with a group of more or less similar backgrounds, but may also be conducted with more diverse groups. These will, however, require better preparation and more time in the implementation.</p>	
<b>ACTIVITY FLOW AND INSTRUCTIONS:</b>	<b>Duration</b>
<p><b>Before the start of the activity, the trainer needs to prepare the poster/flipchart by drawing two circles, one on the left, one on the right. In the following step the trainer cuts out two shapes (either</b></p>	 <p><b>5 minutes</b></p>

**two triangles, or butterfly-shaped), which may have the same colour or represent stereotypical coloring (e.g. blue/pink).**

The pictures for the second half of the activity can either be pre-printed or prepared in a slideshow.

The group is first asked to present themselves individually (with pronouns, if participants are comfortable with this). They are also asked to share with the group one word or phrase, which they associate with gender stereotypes. The trainer takes notes during the introductory round.

 5-10 minutes

- ◆ **Now, the trainer reveals the two circles and adds the two shapes only at this point. The trainer does not explain, what these shapes mean, the participants should interpret them by themselves.**
- ◆ **In the following part, participants are asked to take as many post-its as they wish and add their associations to the poster. Everyone should at least put one idea/word/association per shape.**
- ◆ **At this point, participants are asked, whether they want to share what they have written with the group and why. If there is need for discussion at this point, the trainer/facilitator should take care that everyone who wants to add their thoughts is heard, but the discussion should remain as specific as possible and in relation to the terms written on the flipchart.**
- ◆ **Once the first discussion is over, the trainer turns around and/or swaps the shapes and asks again, if this change or what it has changed in the participants' perception.**
- ◆ The group is guided to talk about the pervasiveness and omnipresence of gender stereotypes according to their experience.

 15-30 minutes

After the main activity, the pictures are either handed out or shown on the screen. One by one, participants can share, whether they know people in their surroundings working or being active in non-stereotypical environments and how such people can be a source of inspiration and change. Participants may also talk about their own perception of what they are "meant (not) to become" or where they have managed to overcome such stereotypical imaginaries about gender roles.

 10 minutes

**TRAINER**

The trainer should be aware that over the course of the activity different discussions and personal stories may come up, which may not fit into the time schedule of the workshop. It is therefore of paramount importance to keep an eye on the larger goal of the activity. The swapping of the shapes is the crucial moment for participants to start the process of breaking stereotypes. In this sense, the second half of the discussion should be given enough space as it is the most relevant one.







**FACILITATOR**

The facilitator's role is to make sure that the existing inter-group differences are respected and included in the workshop. If individual participants can't follow the debate, the other participants are asked to clarify or the trainer/facilitator should intervene to make sure everyone is on the same page.



## WORKSHOP XIX: EXPLORING VARIETIES OF HATE SPEECH

Activity I: Exploring Varieties of Hate Speech	
<b>Objective</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>◆ Exploring Varieties of Hate speech</li> <li>◆ Discuss these varieties of hate speech in a group analysis</li> <li>◆ Share personal experiences and explore ways to respond to hate speech.</li> </ul>	 <b>30-60 minutes</b>
<b>Participants and No. of participants</b>	
10-15 participants	
<b>Preparation</b>	
<ul style="list-style-type: none"> <li>◆ Post-its (only one color)</li> <li>◆ One poster (minimum)</li> </ul>	
<b>Important Note</b>	
<p>This activity is not only a group brainstorming session but also a deeply personal experience for the participants. They are encouraged to share their own experiences with hate speech. It is crucial that nobody feels compelled to tell a story, but everyone is welcome to share. This may include personal experiences as a victim, self-reflection as a perpetrator or situations that were witnessed.</p>	
<b>ACTIVITY FLOW AND INSTRUCTIONS:</b>	<b>Duration</b>
<p>The preparations for this activity are uncomplicated—only an empty flip chart and a sufficient supply of post-its are required. It is essential for this exercise that the post-its share the same color, allowing everyone to place their notes anonymously. The initial step involves the trainer providing a brief introduction to the nature of hate speech, highlighting distinctions from "free speech" and "valid constructive criticism". Following this, participants are encouraged to anonymously share their thoughts on where hate speech occurs and in what context by placing their post-it's on the poster.</p>	 <b>10 minutes</b>
<p>Remove the post-it's from the flip chart to prepare for the next step, which requires a kind of 'reset' and should not be based on already prepared categories of hate speech situations.</p>	 <b>5 minutes</b>
<p>The next step is to encourage participants to share their experiences with hate speech, whether online or offline (often overlooked). This discussion is a very sensitive moment in the activity and needs to be approached with extreme attention. The experiences shared may be unexpected to some, yet also familiar, triggering further discussion. The group has the opportunity to discuss the cases and also to develop strategies to react to them. This is a time-consuming process and some overtime should be considered.</p>	 <b>20-30 minutes</b>
<b>TRAINER</b>	
The trainer must be mindful that delving into the diverse aspects of	

*hate speech and various situations may evoke emotional responses from participants. It's crucial to consider the diversity within the audience before and during the training. The session should be conducted in a way that avoids triggering additional conflicts among participants. The trainer should offer guidance without passing judgment and demonstrate empathy towards the victims of hate speech.*



**FACILITATOR**

*The facilitator's role is essential in this activity. This individual can engage participants, but with sensitivity, recognizing the delicate balance between encouragement and pushing. The facilitator also serves as a partner and a 'protector' for those who choose to share specific experiences. In this context, the facilitator is positioned closer to the participants than the trainer, symbolizing his protective role.*



## OVERVIEW

*The "Colors of Humanity" toolkit, a comprehensive resource designed to empower youth workers and advocates in the promotion of gender equality, combating discrimination and challenging stereotypes. In collaboration with our partner NGOs Amad, INFINIT, YES and VIEGO this toolkit offers a total of 9 engaging workshops to equip youth workers with the knowledge and skills needed to create inclusive spaces, counter hate speech and foster understanding. From "Walk in Someone's Shoes" to "Exploring Varieties of Hate Speech" each workshop provides practical strategies and engaging activities to facilitate meaningful dialogue and promote positive change. Whether you are a youth worker, educator or community leader, this toolkit serves as an important resource for increasing empathy, advocating for equity and building a brighter, more inclusive future for all.*

