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ANTI-DISCRIMINATION PACK 2.0

#InclusionPack

A practical guide, including tools
and resources to tackle and
combat increasing discrimination
in social networks

 **ANTI-
DISCRIMINATION
PACK 2.0**



Erasmus+



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CREDITS

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Six organizations: Dramblys (Coordinator); CEPS PROYECTES SOCIALS; C.I.P Citizens In Power; EureCons Förderagentur GmbH; Fundacja “Zielony Slon” and Kairos Europe Limited respectively from Spain (the first two), Cyprus, Germany, Poland and the United Kingdom have worked together to update the “Anti-discrimination Pack” elaborated in the previous I:CUD (Internet: Creatively Unveiling Discrimination) project. The aim of this project was to develop new tools to put an end to racism and discrimination online and to design new approaches to address social, ethnic, linguistic and cultural diversity.



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INTRODUCTION

Who is this pack for?

We hope this “Anti-discrimination Pack 2.0” will be useful for anyone who wants to find out more about how discrimination works online, how this is connected to off-line reality and how to prevent or even halt it. This can include: kids, young people, parents, educators, teachers, social workers, activists, members of NGO’s, policy makers, academics and many more.

What is this pack for?

- To raise awareness and to help prevent discrimination, especially in the context of online social networks.
- To demystify technology and social networks for adults, showing them that there are no big secrets as these are just tools at our disposal.
- To educate young people about online safety for themselves and others and make them aware of the risks and implications their online presence could have.
- Signpost where to get help to challenge or report digital discrimination.
- Open a dialogue between young people and adults around Digital Discrimination.
- To provide materials which help develop empathy, the basis for challenging discrimination of any kind.
- To empower young people and the people involved in their lives to support them in developing adequate emotional and cognitive responses and become informed, confident and active users of technology.

What can you find in this pack?

Free resources and activities for young people, parents and adults who work with young people, such as:

DEFINITIONS:

- Digital Discrimination: definition of digital discrimination and the various forms and shapes it could take;
- Users: definition of the different types of online users.

MATERIALS:

- 13 training summary sheets of sessions undertaken during the Anti-discrimination Pack 2.0 project pilot training sessions;

- 17 good practices, collected by the project partners, addressed to raise awareness and tackle increasing discrimination online;
- 6 case studies, including examples of online discrimination;
- feedbacks from participants who took part in the “Anti-discrimination Pack 2.0” project pilot training sessions.

LINKS:

- related material on similar initiatives and organizations that work in the field of anti-discrimination;
- link to the ICUD project, from which this pack originates.



DIGITAL DISCRIMINATION

What is digital discrimination?

The internet and especially Web 2.0 and social networks have opened up new ways and patterns of social interaction that have forced us to renegotiate many aspects of our lives such as interactions with other people and the world around us, relationships, communication, friendships, etc.

In this respect, Digital Discrimination is the representation of discriminatory content and attitude by digital means. This definition implies that digital discrimination does not represent a new reality, rather a new way of expressing and disseminating discriminatory content. Even if the content of the messages that pass through as Digital Discrimination is already known, the potentialities offered by the new patterns of social interaction mean that the way these messages are conveyed and understood is in constant change.

In other words, Digital Discrimination is not a new reality, it represents a new form of expressing an already existing reality through a new channel. However, a change in the channel through which the discriminatory message is delivered, necessary implies that some features of the message are altered as well. For example, cyberbullying has been defined as a more intrusive form of bullying because if the person under attack carries their mobile device with them or has a computer at home (as it is often the case), the aggressive messages reach the person instantly and in their private online space. We have to find out more about how to behave online in order to avoid harming others unwittingly, as well as to protect others and ourselves from deliberate online attacks.

What happens in online social networks?

Online Social Networks help people to communicate beyond physical barriers. This is indeed very positive, but it also carries some negative implications. Materials shared on online social networks reach a far wider audience and much quicker than in offline context. For example, when a photo is shared on a social network today it can be seen by thousands of people within hours simply by being liked or shared by others. This shows how any type of content can travel very fast, including openly discriminatory messages or messages with discriminatory connotations. Social networks do not create discriminatory content themselves but surely they enable any content to be spread quickly, far and wide.

Do you know about open discrimination online?

Open discrimination is understood as explicit and intentional discrimination which overcomes the limits of the socially accepted discourse. It consists of those types of messages and/or contents that are easy to recognize as discriminatory because they are clearly offensive towards one specific group of people. This kind of content generates easy and immediate reactions from those who are targeted because the negative nature of the message is clearly identifiable. Unfortunately, these types of messages are difficult to prevent because those who generate open discriminatory contents are often fully confident about the message they want to send. Nevertheless, even this kind of extremely discriminatory content can be challenged and stopped with positive actions or even through legal means as legislation aiming to prevent or punish these types of behaviour is in place. This is especially true in the case of hate speech, hate crime, cyber/bullying, etc. just to mention some examples. Open discrimination may be easy to detect, but we certainly need proper tools, new debates and attitudes to combat it.

Do you know about hidden discrimination online?

Hidden discrimination is to be understood as the “invisible” negative messages targeting a specific group or people that characterises some online contents. These messages are often accepted and shared by users as they play with normalized stereotypes without these being the focus of the message. Often the stereotypes that are perpetuated through messages containing hidden discrimination are so deeply embedded in the community that the discriminated person or group themselves will not perceive it or think that they can’t change it and end up accepting the stereotyping and the discrimination. Contents that carry “invisible” negative messages are not immediately identifiable as discriminatory because they appear to show ‘how things are’ and are presented within a normalizing language or context. These types of contents are often linked to humour (i.e. used in advertising), or common expressions such as ‘I am not a racist but...’ which mask the discrimination under another message. Their detection requires an empathic and conscious attitude to avoid their dissemination. It is often difficult to challenge hidden forms of discrimination as people may argue that the real message is not discriminatory or that a stereotype is ‘only’ used for fun and not aimed at being offensive.

In order to avoid all types of discrimination we need to be reflexive, conscious and empathic towards ourselves and others both on and offline so that we can promote positive attitudes amongst the ‘real’ and the digital communities.

Test yourself: could you detect hidden discrimination?

Each country or region has their own stereotypical 'bad people'. Can you think who they are in your community? Do you know jokes about them? Have you seen any online comments about them? How would you feel if the jokes were about you? Do you think you can stop these jokes circulating online?

Are you confident about preventing, challenging or combating discrimination online? Do you want some more ideas how to do it? Have a look at the material in this pack and get inspired.



USERS

Are you an active, passive or reactive internet user?

We all have at some time had an experience of active, passive or reactive behaviour online, but the impact and even the dangers of our behaviour are very different in each case. Here are some definitions that may help us understand our impact better.

Active online behaviour

Definition: A user who engages actively and consciously creates contents that promote or disseminate their views through direct messages and deliberately chosen images, and shares information online after previous research and reflection. We can all be active internet users. We can create our own messages and make our own thoughts heard. We can choose whether to share discriminatory or non-discriminatory content but we need to engage with awareness raising content online and find out about hidden forms of discrimination and positive attitudes against it.

Passive online behaviour

Definition: A user with a passive behaviour will look at content online and share materials produced by others without prior reflection. Passive users are such because they share contents



they come across without any prior consideration about the content of those messages and the implications that they may have. They act as followers of discourses without being aware of the fact that their attitude

multiplies the negative effect carried in the messages. As a consequence, passive users can unwittingly disseminate discriminatory content by i.e. sharing messages by others on their own Facebook, Twitter, WhatsApp etc.

Any of us has been a passive internet user sometime by liking or retweeting something without much investigation or reflection. This may or may not have had a negative impact on others or even ourselves, however we need to always remember that it is best to be an active online user in order to refrain from harming others or ourselves.

Reactive online behaviour

Definition: Reactive behaviour to online content could be for example to start a campaign against a discriminatory website or to comment a joke with implicit stereotyping on Facebook. Taking action against what we consider incorrect can be an active, reactive as well as reflexive attitude. With this type of behaviour we can challenge or even stop open discrimination and raise awareness about hidden discrimination. Any of us can be a reactive user in everyday online contexts but we all need to learn to detect hidden forms of discrimination, and find positive and non-aggressive ways to challenge and combat discrimination instead.



RESOURCES FOR PARENTS/CARERS

Practical ideas for getting started

You don't need to be an internet expert to help young people to become aware of digital discrimination and develop empathy. Even if young people have a significant amount of experience with technology, adults possess a broad set of social skills based on life experiences, which youths often lack. As a consequence, you have the experience and tools necessary to support them in becoming active, responsible and empathetic users of technology. Together you can start talking about the internet, digital discrimination and develop a dialogue that is open and reflective. This will help young people develop strong social skills necessary to confront any on- or off-line challenges.

How to start talking to children in your care about their internet use

Make sure you find a time and place where you both are able to share your ideas and experiences without distractions so you can fully listen to each other. Pay attention to body language and to hidden emotions which your child may not have the vocabulary to express verbally.

Questions to start thinking about use of the internet, images and videos

Have you seen any funny videos/clips images recently? Watch together and then talk about the website they are using; how they found out about the clip (who shared it with them); where the clip came from (which country, city); how the clip was made (mobile phone, professionally, webcam...); when it was made, is it recent? Look at features including leaving a comment about the clip, sharing with friends, like/unlike buttons – if you are uncertain of these features let them explain it to you – become interested in how the site works and ask questions (what does this do – can your friends see this, who else?)



Going deeper – empathy, the more we can identify with those who are discriminated against the more likely we are to react with empathy

What about the sad, unhappy or upsetting videos, clips or images you have seen? Watch and discuss again as above. How do you think the person is feeling, is the situation fair? Why is it happening? Do they deserve this treatment? (Reflection: Do you think that some people are more important/better than others?) What can the character/person do to stop this? How do you think the person feels about other people seeing them in this situation? Do you know anyone who has been in a similar situation? What happened, how did they deal with it? Do you think they could have done anything differently?

How would you feel if it were you? What would you do? Is there any photo/video of you that you don't like or which you would feel embarrassed if your friends saw? How would you feel if it was shared on the internet?

Looking at photos and images comparing fashions/make up/ hobbies they had when they were younger to how they see themselves now and their own interests – have they changed? Are you the same person with the same interests as in the photo?

Articulate your own emotions – express how you are feeling or how you felt as a result of the actions of others, how might others be feeling? Start to give a vocabulary to feelings and emotions.



RESOURCES FOR EDUCATORS/TRAINERS – TRAINING ACTIVITIES

ACTIVITY NR. 1: *What is an online challenge?**

Tags: Challenge, blind followers, negative stereotypes, interrupt with positive messages

Intro: This activity should help find out about challenges with international impact and on different platforms and show that social media has a multiplier effect and help messages travel far.

Focus: Seek different challenges on different social media.

Objectives: Discover challenges, what dangers they can entail and how to talk with young people about them. Find ways to disrupt negative challenges and turn them around to a positive message.

Offline activity:

a) Seek on different social media platforms (e.g. Instagram, YouTube, Facebook) and on a general search engine the hashtag #challenge in English and in your own language (if different).

b) Choose a few different challenges that may be problematic (e.g. promoting a specific body type, harming others, self-harm, etc.) as examples. Ideally you should opt for one challenge with international reach and one with a more local/national impact. The international challenge will usually have an English language element and treat an almost ‘universal’ subject, whilst the local/national one will often have a local language element and treat a very specific local issue.

c) Choose different images or messages about the same challenge and group them by positive/critical versus negative/uncritical etc. Seek some responses by online users criticizing the challenge. Here some examples: #a4waist #collarbone #bluewhale.

d) In the class room, show some negative challenges and ask to discuss in groups:

- What kind of discrimination can be identified?
- What do we promote when we share?

e) Ask each group to present their discussion findings.

f) Now show some critical images about the same challenge and ask them to discuss:

- What options for intervention on and offline have we got?
- What preventive measures can be put in place?

Online activity:

a) Divide participants into groups and ask them to search for some different challenges online.

b) Share reflections together

c) Ask each group to find some critical content about challenges e.g. newspaper articles, comments on social media sites, etc.

d) Read out the definitions in the ‘user’ section in this pack

(<http://digitaldiscrimination/pack/>). Ask participants to discuss in groups:

What type of ‘user’ am I? What type of user do I want to be? What steps do I need to take?

Examples:

- <https://www.youtube.com/watch?v=XpaOjMXyJGk>

To contrast self-discourses with others’ discourses about oneself, trying to reflect about the impact of stereotypes in the creation of self-image.

- <https://www.youtube.com/watch?v=MdK1pS66eLA>

Not a challenge by itself, rather a trend on online channels to attract viewers based on the creation of extreme situations that more often than not play with stereotypes. In this case, the video is clearly racist and aggressive towards Islam.

- <https://www.youtube.com/watch?v=Alt4r56lOLw>

A physical challenge that contributes to break ideas or thoughts based on physical appearance.

*** Beware of dangers on the realization of the activity:** There is a risk of creating a counter effect by the dissemination of inappropriate contents (case 2) and to lose part of the educational content proposed by the experience.

ACTIVITY NR. 2: Could I be a bully? Position yourself in relation to a social media message.

Tags: Stereotypes, discrimination, empathy.

Intro: Find out what are the most stereotyped and/or discriminated against group is in your local context and, through workshop groups, find examples of hate speech online. Work through how these messages are propagated, distorted and reinforced, and how they can be prevented and counteracted.

Focus: Work with empathy and show how any group can become a target for discrimination.

Objectives:

- a) Raise awareness about 'passive, active and reactive users', and how we are much more likely to be contributing to digital discrimination unwittingly, by sharing material without question or prior reflection and by being passive users rather than becoming a victim of it.
- b) Educators will research what messages young people share online and discuss with them about negative stereotypes and hidden or normalized forms of discrimination.

Offline activity:

Explain how an educator can set up an activity based on a subject most relevant to their local context and youth (e.g. discrimination of youth stereotyped as #canis in Spain or #chav in the UK as being part of an anti-social youth group often associated with being from a 'lower' class) by picking examples from a social media site and asking a group to position themselves before and after knowing the full message.

How it's done:

- a) Educator seeks messages about a discriminated group online (such as #canis #chonis in Spain or #chaves in UK)
- b) Copy & paste message onto a word document and delete the key words such as #cani or #chaves, leaving an apparently neutral message. Ideally seek messages that make fun, or that without a key word take on a positive meaning.
- c) In the classroom choose 2-3 people, make them stand in separate spaces in the room, and give them each a message to read out aloud.
- d) Ask the class to position themselves, choose the message they identify with (the one they like and agree with) and to go stand with that person.
- e) Ask the same 2-3 people to read out the message again but this time including the key word that includes a negative slant or message. At this point, ask the 'followers' of the person to choose if they want to remain or leave the group.
- f) Discuss what has happened, ask why perceptions have changed or why not, ask if anybody thinks they might misread a message if they miss a key word etc.
- g) Ask the group to find similar messages online or give different examples of discriminated groups

Online activity:

Part 2) Read out the definitions in the 'user' section in this pack (<http://digitaldiscrimination/pack/>). Ask participants to reflect and discuss: what type of 'user' am I? What type of user do I want to be? What steps do I need to take to be that user?

Part 3) Participants identify one or two items or attitudes each of them wants to challenge or change. Check resource 'Making a difference' in the 'material' section (<http://digitaldiscrimination.eu/pack/>) for ideas about an activity on how to make an online campaign and become an 'active and reactive' user.

ACTIVITY NR. 3: FACEBULL: an understanding of possible dynamics of violence that are being developed through social networks, and especially through Facebook (for educators).

Tags: Simulation exercise, group dynamics, social networks, cyber-bullying, digital discrimination, psychology of digital-victims, security measures.

Intro: FACEBULL is a role-play that simulates the functioning of one of the most popular social networks, Facebook. The activity aims at bringing out some violent dynamics and patterns that are being developed within social networks.

Focus: To provide educators and social/youth workers with a concrete methodological process that would enable them to understand the complex nature of social networks through a creative instrument, thus focusing on the interaction of the real and the virtual world in relation to both racist behaviours and social/digital discrimination.

Objectives:

- Educators will emphasize on how stereotypical and racist behaviour is being cultivated through social networks supported by the net.
- Educators will realize the connection and the action-reaction process between virtual and real world, always in correlation with the topic.
- Educators will deepen their knowledge on the notions of cyber-bullying, digital victims and their psychology, as well as in relation with the indirect violence applied by social networks and the net.
- Educators will be aware of the security measures imposed by Facebook and other social networks.

Offline activities:

1) Creation of imaginary fb pages as the basis for the development of the simulation exercise (offline activity): by using crop images, articles and other available material, some of the participants should build their own profile (imaginary fb page) with photos, comments, articles that represent themselves or their mood. After this, some other participants to whom the trainers have previously and secretly assigned a specific role will go around the fb profiles to post some comments with the help of post-it notes, depending on the task they have been previously assigned, thus building communicative dynamics within the group. (Note: The conductor must take care to point out that people's behaviour may result from a role attributed to some participants, who will be then invited to describe their action and the comments left)

2) Sharing and reflection: an analysis of the simulation experience with the purpose to raise awareness on discriminatory on-line content, thus deepening participant's knowledge in relation with the following terms/ thematic areas: cyber-bullying, psychology of digital victims, indirect violence applied by social networks, action-reaction of the real and the virtual world, security measures in various social networks.

3) Facilitate the understanding of participants' individual behaviour offline and on-line; start a discussion on the experience that each one may have lived in reality, on any cases of cyber-bullying which they might have witnessed and the role they have played in that situation (as actors or spectators) by using the following debriefing questions: "have you ever witnessed this type of situations?"; "have you ever played the role assigned to you?"; "do you recognize yourself in some other role here described?"; "how did you behave?"; "were you satisfied with the behaviour that you adopted in that situation?"; etc.).

ACTIVITY NR. 4: Exploring self-image/ stories

Tags: Emotional intelligence, empathy, reality and media representation, different interpretations of a story.

Intro: The activity emphasizes the way in which a personal story -or any other form of reality- could be altered during its media representation and reproduction within social media networks, as well as on the negative consequences that a potential 'misinterpretation' of the initial story could bring to the social media user.

Focus: To provide educators with skills and information about discrimination issues and good practices in the online social networks context.

Objectives:

- Provide educators with simple and practical activities in order to combat latent forms of discrimination.
- Help educators to build the activities they use upon a concrete methodological path, thus serving a more effective accomplishment of their tasks.
- Provide information regarding various online risks in social networks and ways in which those could be avoided.

Offline activities:

1) An interactive game showing how a personal story could be altered by word of mouth (offline activity). This will be followed by a Reflection Phase that will be accomplished within three parts: observations, feelings and implications. A group discussion leading to some observations on the game that preceded, pointing out the unwanted misinterpretations of a retold story and the negative feelings that the above situation could bring to the story teller.

2) Simulation of the offline reality that the group had experienced within the game (first part of this workshop) on social networks and other virtual realities: what happens in the case of representation and reproduction of a similar personal story within the social networks? Are all the stories suitable to be publicized and what are the risks of re-sharing a personal story to all the social media channels? How could the real messages of a story be distorted by the addition of comments, photos, and re-posts? What are the similarities and differences amongst the stories that are told face to face and those which are being shared on-line? How may a social media user feel after a negative reproduction of his/her personal story and in which ways such negative on-line occurrences could affect his/her real life?

Online activity:

By using fb or Twitter (or any other on-line social media) participants will experience all the aforementioned knowledge within an on-line activity, thus fully comprehending the distinction between a story that is being told face-to-face and a story that is being shared and re-posted online. Investigation of the capacities and functions of various social media. Reflection and discussion on any potential dangers of misinterpretation and distortion of the initial message that a story or a text conveys to the social media user.

ACTIVITY NR. 5: Exploring self-image/photos

Tags: Photos, selfies, empathy, emotional literacy.

Intro: Through exploration of self-images and photos, participants are invited to reflect on the representation of emotions through images and so, to explore further the importance of listening and observing.

Objectives: This activity is aimed at raising emotional literacy (body language and vocabulary) and empathy in order to prevent any form of digital discrimination. Examples from Internet and social networks should be used where possible.

Offline activities:

Part 1: How do we see each other?

1) Sit in pairs facing each other: Person A mirrors person B's actions. Swap – B mirrors A's actions.

Reflection: Was it difficult, how did it feel? Which was more/less comfortable?

1) In small groups select a range of portraits that express different emotions (you can search online or from magazines) and share with the wider group, identify emotions and decide on the best image to represent each.

2) Next: One mimics the expressions in the pictures – others guess the emotion.

Reflection: Think about a time when you felt one of these emotions. Think before sharing, are you are happy to share it with your partner, and the group?

Part 2: How do we present others and ourselves?

Get into groups of 3: story-teller, listener and observer. Explain the situation/story to your partners, what happened, who was involved, if it was resolved and how. Partners must listen fully and actively (no interruptions) look into each other's eyes, not interrupt, look at their partners' body language and see if there are any other emotions they can identify. Then the listener will retell the story and the observer will give feedback on how well and closely to the original the story was retold. Repeat so each participant has fulfilled the 3 roles.

Ideas for emotions to use: *excited, angry, depressed, content, scared, worried, happy, energised, stressed, etc.*

Additional Challenge: Tell the partners' story, in first person, to a wider group. Your partners will put their hands forward and help to tell the story. Here you can use videos/photos from the anti-discrimination pack 'link' section to exemplify (<http://digitaldiscrimination.eu/pack/>). The group listens to the story and at the end guesses which emotion was being described, what gestures and body language they noticed, compare thoughts with others and discuss why they chose to represent a specific emotion.

Online activities:

Ask the young people to take selfies with their own mobile phones or a digital camera in pairs, applying what they have explored so far. Afterwards share the results and discuss how they have felt about it and what feedback and reactions they have received/collected online.

Depending on available tools, this can be done on computers, mobile phones or on paper (drawing, collage etc.). It is a great idea to let young people choose a social network they would want to share the results on (decide on one most have) and take the opportunity to try and create a closed or private group so that they can see safety options and sharing restrictions. It is however a good idea to not share the images instantly during the activity as young people often discover during the sessions what is and is not ok. The images should be shared in class on an offline platform i.e. simple word document.

ACTIVITY NR. 6: Reporting hate speech online and being safe online

Tags: Hate speech, reporting, Facebook, Twitter, Instagram, Snapchat, online safety.

Intro: The participants are invited to learn more about the mechanisms of reporting digital discrimination and online speech. They will learn more about online safety and how to react to digital discrimination through group activities.

Objectives: This activity is aimed to introduce the participants to social media reporting mechanism and so, to make them more aware of cases of digital discrimination and how to report such cases.

Offline activity:

1) Discuss in groups or pairs: have you witnessed episodes of digital discrimination, hate speech or other forms of prejudice in social networks? Did you react or respond? How?/Why not?

Reflection:

“There is significantly more data available on the Internet than we realize; search engines such as Google only show us approximately 5% of it – the rest is stored in the “deep web”. Even if you delete information, it is very rarely untraceable. Pages such as www.pipl.com gather data from different sources to create profiles on us, and often your personal data is used for advertising and marketing. Many services on the Internet are able to be offered for “free” as your personal data is the currency you pay with and it is used to advertise. Frequent changes to the terms of use of such services mean that users do not check and reset their privacy settings each time that happens. Referring to personal information, it is a commonly held belief that one can only know 5 people really well, and around 20 people quite well; when a person has 500 Facebook friends, their level of privacy clearly decreases and the risk is multiplied through their network of friends”. (Source: UNITED (2012), p. 19)

Online activity:

2) Divide the group in to three or four and ask each group to search on Internet and report to the rest of the group what reporting mechanisms do Facebook, Twitter, Instagram or Snapchat have and how they work?

Reflection: It is of vital importance that online hate speech and digital discrimination do not go unanswered. Due to the fluidity of the online content, the reporting needs to be as specific as possible. However, engaging with those who spread hate speech online is problematic. It does not work to be confrontational and angry.

Some recommendations gathered in “[Light On: your turn to stop racism](#)” report:

- People seek out others who share their opinion online, creating an echo chamber where that opinion intensifies and radicalises. Simply being there and calmly disagreeing triggers some group members to question their views.
- If your presence is interpreted as trying to convert them, they reject you.
- The more you shut people up, block them or remove their posts, the more radical they become as they feel persecuted further.
- Answer hostile posts in a neutral way. This immediately disallows extremists to dominate the public space. By answering the question or statement you also send a message that the opponent is worthy of your time.
- Once you have engaged them, highlight the irrational parts of their arguments. Your contribution should make them question their process of thinking, rather than the ideology as this creates an “us versus them” relation.
- It is important to engage safely and protect your personal data.

ACTIVITY NR. 7: A discrimination timeline

Tags: Changes, discrimination, research

Intro: A discrimination timeline aims on finding out how and why people are discriminated and if this perception changes over time and the reasons for such a change.

Focus: To provide institutions with the tools necessary to find out who is discriminated and why they are being discriminated. For example, whether the perception and the minds of people change regarding discrimination after a terroristic act or something similar.

Objectives: Challenging digital discrimination and providing tools and measures to actively counteract discrimination online by becoming active and reactive users. Find out how discrimination interacts with society.

Offline activity:

Part 1): In small groups participants brainstorm what types of discrimination there are and in which way we can challenge and combat it online. Encourage participants to move from small-scale realistic ideas to broader and more open-ended scenarios.

Online activity:

Part 2) In small groups find examples and websites with campaigns against discrimination or for inclusion, done by different actors: companies, NGO's, individuals etc. Discuss with the entire group the similarities and differences in the methods they use to challenge and fight discrimination. (Refer to the "links" page in this pack.)

Reflection: How can I be safe online, keep others safe and challenge digital discrimination? Participants work in small groups to develop a message about a subject they feel strongly about. They present the ideas to the group. The group gives feedback about what they think works well and why and what could be improved and why.

Discuss with the entire group ways in which they could disseminate their research, projects and tools to their peer groups and how they would measure the success of their campaign. Let them generate a strong message, they could give out to the world!

Part 3) Discrimination timeline: Make small groups of 2-3 people. They're going to make interviews with a small questionnaire.

The contents of the questionnaire will be: Age, Nationality, Gender, highest degree and 4 questions:

1. What is discrimination?
2. Who is discriminated?
3. How is discrimination working?
4. Do you feel discriminated?

In case of qualitative research:

It would be ideal to get around 50-75 samples. It is important that the poll is anonymous, so no recording, no photos, no filming of the interviewed persons, only written down answers. After that ask them to categorise the things they just ascertained (for example, at the second question: "How is discrimination working? the possible answers could be: via Internet, via crimes, via exclusion, etc.). When they have the categories for the different questions, discuss with them, if they have further ideas and how it was feeling to talk to strangers about this particular topic.

In case of quantitative research: Do this poll anonymously in an institution where you can reach many people (School, university, youth institutions, etc...). In case of school let the pupils take the questionnaire home and let the parents fill it.

After that, evaluate the ascertained data with them and produce a small report, a newspaper article or so. It would also be possible to make a short lecture at a school or a university for disseminating the actual situation and raise awareness.

Do this poll every half year/year and pay attention in detail what changes over time and try to put your results in context with for example: actual political problems, terrorist attacks or whatever fits to the topic. The result should be a small timeline of discrimination. Ideally every participating country should do that poll at the same time so that you can compare the results with the whole of Europe.

ACTIVITY NR. 8: Dangers of social networks and prevention

Tags: Digital discrimination, cyber-bullying, scam, hidden discrimination

Intro: This workshop aims to the sensitization of young people and to raise awareness on criminal or dangerous contents in social networks.

Focus: Give a general overview on dangers of social networks, give countermeasures for these problems and provide a toolbox for educators. It is quite important to know about the dangers one is trying to fight.

Objectives: Show young people the possible dangers they could encounter while surfing the internet, especially when using social networks. Give them an overview of possible prevention measures and guide them in the direction of becoming responsible Internet users.

Offline activities:

Dangers of social networks

The general topics are:

- Cybergrooming/Cybermobbing
- Social Networks
- Risks in the use of everyday's media
- Smartphone and Tablet PC
- Personality and Copyright
- Scam/Identity theft/phishing

There are other, more specific topics, in case there is need to use or adjust them.

Make groups of 3-4 people and give every group a specific topic. They should read through the information material and discuss if they were aware of these dangers or if they already came in contact with one of these problems. Gather the information together, present and discuss it.

Depending on how detailed the first activity was, you could skip Part 2) and go directly to Part 3).

Online activities:

Part 2) Online Research: Give every group further information (Websites of NGO's, police, companies, etc.) which are working in this field. Ask every group to take on specific website and summarize what exactly they are doing, how they're achieving and other relevant information.

After that every group makes a small presentation about their topic, so every group gets informed and they're further refining their knowledge on different dangers and problems in the online world.

After that, you'll give some examples for discrimination in the internet and provide them with more relevant information, especially that discrimination online is often a criminal offense and can be punished with a fine (money) or even with prison.

Part 3) Online Activity:

Give the participants the information about hidden and open discrimination. Then let them search the internet on a social network of their choice (Facebook, Twitter, YouTube, etc.) for discriminatory comments, posts, videos, etc.

Ask them to take screenshots, and then report the content to the network operators.

The screenshots are for the respective organizations, in case you'll find something which is a possible crime, you can still report it to the authorities.

ACTIVITY NR. 9: NVC online – introduction to non-violent communication concept and its possible usage in online communication

Tags: Youth workers, Rosenberg, NVC, love speech, hate speech, NVC online

Intro: There is a lot of hate speech in the Internet and is there any love speech on the contrary? The activity aims to reflect on how you could look at another language used for communications on the internet and how it could possibly change the way we respond to the others in online interactions.

Focus: To provide educators with information and tools about introducing, promoting and encouraging non-violent ways of communicating on the Internet.

Objectives:

- To reflect on different ways of communicating online
- To search and explore on examples of “love speech” in the Internet
- To introduce the concept of non-violent communication
- To reflect on possible implementation of non-violent communication concept in online interactions

Activities: (maximum 4, general descriptions, no examples)

1) Love and hate speech examples + discussion

Participants of the workshop are given the task to look for the examples of hate and love speech in the internet. They work in the smaller groups (max 3). For this moment it should be them who define the concept of love speech. The results of the research are being presented to entire the group. Discussion follows on what is love speech, how it look like, what kind of words are used and so on. Words of love speech are written on the flipchart by facilitator.

2) Rosenberg’s video, presentation of the theory.

The video of Marshall Rosenberg speaking about the concept of ‘love speech’ and sharing the examples from his work is presented to participants. After watching the video, time for is given to participants to express their comments, they are encouraged to summarize what they heard, what they understood, share their own experience and express their feelings and thoughts regarding the concept of non-violent communication. The theory of non-violent communication is presented by the facilitator and participants are given the handouts with explanation of basic requirements and feelings when the needs are fulfilled and not fulfilled.

3) Rosenberg in the internet

Discussion is encouraged by the facilitator on how this concept can be used in the context of online interactions between users, what the concept teaches us and how it can be transferred to the online world.

ACTIVITY NR. 10: Could I be a victim?

Tags: Online bullying, victimisation, photos, self-representation, empathy, communication.

Intro: Often what we see on the surface does not correspond to the reality. The message behind a certain content or the intent of the one who shared it could be very different from what people understand, especially in the case of ambiguous content. This exercise wants to encourage users to understand the actual meaning and message behind certain types of content by going beyond the comments or impressions of other users and rethinking different ways to express the same message.

Objectives: Understand the real message behind a specific photo or comment and learn how to create unambiguous content by presenting a certain idea or thought in a way that does not endanger our reputation or image.

Offline activity: Search for ambiguous comments or images taken from Facebook, Instagram, Twitter and similar platforms. These should be characterised by people exposing themselves (people showing their body in sexualised ways, people sharing pics or videos of online challenges they took, posts where people share very personal details of their lives, ect.) and others reacting negatively to these content.

If one's social media do not have such type of content it is possible to search on Google for possible images and posts.

Once you find the material, ask the participants to work in small groups and write down their first thoughts about a specific image or comment. These could be positive or negative and should not need much thinking or reflection beforehand.

Once they are done expressing their opinions, show them the negative reaction of other people to the same content and compare their reactions with other people's reaction. Once it will be clear the majority of the replies to the post are negative, reflect on the message that the image or post want to share with the rest of the world.

After discussing about the intended meaning of the post, ask the students to reflect on alternative, less ambiguous ways of spreading the same message. It is ideal to keep the same format as the original post (a less provocative photo for a very provocative one; an anti and non-harmful challenge for a dangerous one, etc.)

Online activity: Ask the participants to search online, on their social media platforms for any photos or posts like the above. If they find that type of content, they will need to reflect on the actual message behind that specific material and comment in a positive and constructive way.

If they feel like sharing something online, they should be encouraged to do it in a way that does not compromise them or their image.

ACTIVITY NR. 11: Challenge online discrimination

Tags: Challenge, online discrimination, react, help, support.

Intro: Where can we find help when facing online discrimination or cyberbullying? How can we prevent the escalation of the situation? This activity is aimed at helping participants to find what they can do from a practical point of view to face the consequences of online bullying. Those who will take part in the activity will learn how to practically intervene in case a friend, a family member or themselves are dealing with issues such as isolation, depression, self-harming, suicidal behaviours and similar states as a result of online bullying and discrimination. Participants will learn how to spot signs that something is wrong, who to contact for help, which organisations could support them and how to seek for legal intervention when necessary.

Focus: Finding organisations, public and private bodies, help lines, specific government programmes, etc. that could help victims of online discrimination and cyberbullying.

Objectives: Learn about organisations and initiatives available in different countries to help those affected by online violence. Know how to spot signs of distress and intervene timely by seeking help from appropriate bodies.

Offline activity: Understand how to spot signs of distress, depression and isolation. This could be done by contacting and having a session with an expert of mental health who could explain some of the ways in which the above mentioned issues manifest themselves, what measures should be taken in case they manifested, how they should be approached and so on.

Online activity: Search online for institutions, organisations, private and public bodies or programmes that could provide support to victims of online discrimination. As these organisations vary from country to country, it is important to know where to find help in each context.

Once this research has been done, it is advisable to get in touch with the organisations and get involved in their work. Even by sharing their work or contents from their activities online on the participants' social media.



YOUNG PEOPLE'S RESOURCES

ACTIVITY NR. 12: TEST. Keeping myself safe, keeping others safe. Where are you on the online safety-line?

Online safety

One password fits all

I use my full name as my password on all my sites.

Difficult to crack

My password has a mix of capital letters, symbols and numbers. There are no dictionary words. I have a different password for every site I use. I don't share it with anyone.

How many?

A few good friends

I have the same friends off and online. I know who they are and I have met them in real life.

Virtually popular

I've got so many friends I can't keep track. Some of them I've never even met and I don't know anything about them. They could be anyone! People get in touch with me all the time. I accept everyone and give them access to all my online content.

Response time

Instant

My fingers are fast, if you send me a message/image/comment I'll get back to you instantly. I might not have read everything or understood what you've shared with me but if you want a reply like lightening I'm the one!

I'll get back to you

I like to respond in my own time, I want to understand and think about what you have shared with me. After all you took the time to get in touch, it's only right I think about how to respond.

A picture paints a thousand words

Show and tell

I want everyone to know what I've been doing, where and with whom. I also want to share every picture I take of everyone with everyone. I don't ask for permission. When I took that picture, you knew what I was going to do with it. If you were there you'd want to tell everyone too. I love selfies and post them all the time. I don't worry that anybody can see and use them.

Keep my face out of it please

I like pictures of people; I always ask for permission if I'm going to share a picture of my friend(s). I have selected a privacy setting so images cannot be viewed/shared without my permission. I usually use an icon or avatar rather than a photo for my profile. I know that I cannot permanently delete photos once they are online and that anyone could use and see them. I don't mind because I choose my photos carefully before posting them.

Reflection: Are there any changes I want to make to my activity online? Is there anything I can do immediately?

Y/N if yes, what is it?

Do you need help to make your social networks safer? Is there anything you are unsure about? Ask for help! Try talking to your friends or adults you trust. You can also find some information online, check the 'links' section on this website.

ACTIVITY NR. 13: How to make great selfies

When you take and share a photo there are many factors that influence how it becomes a great image with real impact on social networks. Apps and filters to edit can help, but the really original images depend on what you photograph and how.

For inspiration, have a look at this project where the artist JR has invited people to send him selfies, which he has converted into posters : <http://www.insideoutproject.net/en/best-of>

When you take images of yourself or of others, what makes a difference is the originality of the composition, the pose and the context. What does this mean? Well, basically you have many options how to take the photo and what text to add, and depending on what you choose the image will be more or less interesting.

What is important to consider, is that with each portrait, you communicate emotions to others. You can show photos that make others look and feel happy, fun, exciting, or sad, unhappy and angry ...either can be interesting but you need to think what you want to transmit.

Adding text is a great way to make an image more relevant. Here some simple examples made with Instagram:



At the same time, it is good to remember that any image you share on social networks may never be deleted. Yes, really, most social networks share your images very quickly and once they are on someone else's timeline you cannot recover them. So you should be sure that the photo you are publishing and sharing is something you don't mind others keeping or seeing for a very long time.

Also, online there are no barriers to where your photo could end up. Your photo may reach millions of people you don't even know and they may make comments you like, but also others you do not like. So, for example, if you share a sexy image, make sure it is really something you don't mind anybody else seeing as you may not have control over how far it travels. Always think: online, this could be seen by my parents, my teachers, my friends, all those I don't get on with, lots of complete strangers...

For these reasons it is great if you have a strong powerful image which you can create with added text and even emoticons. A smiley or heart or even angry face added to an image you

post will say more than many words and it will make you think first about how you feel about it, and encourage others to feel the same.



If the photo includes other people, make sure they are ok about you sharing it. On most social networks you can choose the option of sharing things with one person, a specific group or everyone following you. If your photo includes other people, it is best to

ask them first if they are happy for you to share it (they might not like the picture or they simply may not want to everyone to see it).



RESOURCES FOR EDUCATORS/TRAINERS – CASE STUDIES

CASE STUDY 1: #clavícula

Description of the case and how it started:

The collarbone craze appeared on Chinese social media briefly in 2013 but gathered much more attention since the post re-appeared in 2015. According to Chinese news sites cited by ABC news the #collarbone challenge trend was sparked on June 16, 2015, on “Weibo”, the same social network responsible for the belly button challenge. In China, thousands of women started uploading pictures of themselves with stacks of coins in their collarbones. The logic is that the more pronounced your collarbone is, the more coins you can fit in the gap, hence the thinner and sexier you are.

Social network it happens on: Weibo (popular Chinese social media, Chinese Twitter)

What is the target group: Young girls and women

What is the impact (how many people reached, what countries and languages, has it transcended to other media or offline):

Like other body-shaming trends that came before it, the #collarbonechallenge could have an extremely dangerous real impact on vulnerable young girls and women by promoting eating disorders and other dangerous behaviour. The challenge sends a negative message about body image that could damage the psychological and physical wellbeing (implies that skinniness is the only acceptable way to be sexy) of those who decide to take the challenge. The trending topic gained an amazing number of more than 34 million hits within 24 hours after Chinese actress Lv Jiarong posted a photo of her balance - around 80 coins on her two collarbones - in her “Weibo” profile account. This trend has become very popular on Instagram crossing all over the world and encompassing many different languages. Not only women have joined the challenge, but young men are also promoting this practice.

Screenshots of the case:



What solutions, anti-campaign, positive responses has it provoked, or can you suggest some?

The National Eating Disorders Association “NEDA” and The Butterfly Foundation have criticized this trend, stressing the danger of promoting disordered eating habits and poor body image in young girls and women. The two organisations provide a support line for anyone struggling and looking for treatment. Also you could find many nutrition articles and web pages who are against this trending practice, indicating this is not the way to promote your physical appearance.

Some participants have given the challenge a funny spin, uploading pictures of them holding or balancing random objects on their collarbones and chests. This may be taken as an anti-campaign way to protest against these practices with a little bit of sense of humour and sarcasm.

Another interesting campaign against this case study is #Mybodyisnotachallenge. A new page on Instagram that promotes the anti-discrimination trending challenges. Here young people

and women can post pictures through which they can show how satisfied they are with their bodies without having to follow trending and harmful challenges on the web.

Screenshots of positive anti-campaign:



Photo: Instagram.



Photo: Instagram. Source: Supplied

#MyBodyIsNotaChallenge

mybodyisnotachallenge Seguir

mybodyisnotachallenge Esta chica nos ha dejado compartir este collage, haciendo frente a todos los retos! Gracias!

#Repost @15cardigans (@get_repost)

Tonight saw me attempt different crazes (originally from China) that had people showing how thin they were by comparing bits of their bodies to different objects. There is a lot I could say here and a lot I want to say. The only one I will say is remember your worth. Because everyone is worth more than whether certain body parts fit behind inanimate objects

#bodypositivity #A4Waist
#CollarboneChallenge #CoinHand
#iPhone6 #BellyButtonChallenge

37 Me gusta
22 DE MAYO

Agrega un comentario...

15cardigans

#bodypositivity #A4Waist#CollarboneChallenge #CoinHand#iPhone6

#BellyButtonChallenge

CASE STUDY 2: #Bikinibrige**Description of the case and how it started:**

The #bikinibrige 'trend' came out in early January 2014 from an online forum named 4chan dedicated to creating viral hoaxes through the internet. It consists in posting photos of women showing the gap created between their bikini bottoms and concave stomach when they are lying down in a two-piece. To do so, the women have to be very thin. In fact, the concept of bikini bridge existed since 2009. It was known and used within pro-anorexia forums, according to what Katie Lowe, a blogger specialized in body image and health, told the Daily News. But it really converted into a global trend through the hoax created by 4chan. All it took was a fake Tumblr, screen shots of false tweets from celebrities like Harry Styles and Justin Bieber endorsing the bikini bridge, and the challenge. Unfortunately not everyone knew that this was just as a bad joke.

The intention behind the 4chan joke was to denounce the ease with which a harmful tendency for women can be created and how social media echoes it. But once launched and high, the "bikini bridge" has spread very fast and was misunderstood by the majority of the users.

Social network it happens on: Virtual community 4chan, kind of platform dedicated to create viral hoaxes through the internet

What is the target group: Women

What is the impact (how many people reached, what countries and languages, has it transcended to other media or offline):

In a few days, it became one of the most famous topics on social media to the point that it turned out to be a dangerous fashion. Internet users, especially women, created Instagram, Twitter and Tumblr accounts and filled their walls with articles pro and against the bikini bridge.

On Facebook we can find dozens of groups and pages about it (My Bikini Bridge, Bikini Bridge Lovers, Official Bikini Bridge, Hottest Bikini Bridges, L'Arco della felicità, etc.), some of them with more than ten thousand likes. The same goes for Twitter or Instagram. In the end, what started as a joke has become a reality for many.

Screenshots of the case:

What solutions, anti-campaign, positive responses has it provoked, or can you suggest some?

Many articles can be found about the topic. All of them point out the dangers of such trends that may lead some young women already suffering from eating disorders to further fall into their excesses. Many of the articles also deplored the way and speed in which a negative viral trend can become a directive for young people on social media.

Unlike the belly button challenge, It proved very challenging to find positive anti-campaign posts about the topic. Even if it is written that many people posted photos or comments to show their disagreement about this new trend, it is not as visible as in the case of the belly button challenge.

Nevertheless, the #TREMDVICTIM anti-campaign made a post about it on its Instagram page and it was possible to find some photos of people mocking this unhealthy trend.

Screenshots of positive anti-campaign:

Link video found on Facebook: *"No Bikini bridge please!"*

http://www.africaciel.com/afrique/multimedia/index/clips-nMyfJA6I_HY.html



CASE STUDY 3: #bellybuttonchallenge
Description:

The Belly Button Challenge consists in attempting to reach around one's back and touch your belly button to prove you are thin enough to do so. If you succeed, it shows that you are in good figure. The challenge began on June 2015 on the popular Chinese social media Weibo.

Social network it happens on: Weibo (popular Chinese social media, Chinese Twitter)

What is the target group: Main target are young female users but young men participated too.

What is the impact (how many people reached, what countries and languages, has it transcended to other media or offline):

The challenge sparked no less than 320 million hits and over 372,000 comments and selfies on Weibo, the Chinese Twitter.

It has spread very quickly across the internet (Twitter, Instagram, YouTube) any many posts in various languages, Chinese, English, Spanish, French and Russian can be found.

Screenshots of the case:


What solutions, anti-campaign, positive responses has it provoked, or can you suggest some?

This challenge has received much criticism. All the newspaper articles about the topic are describing this trend as especially threatening for young women's health. Many health professionals such as doctors and nutritionists denounce this apology for excessive thinness that may lead to eating disorders, stigmatisation of obese people, etc.

However, many women posted (mainly on Instagram) positive anti-campaign (please see screenshots below) messages in order to mock those challenges they consider ridiculous and harmful for women's health and self-esteem.

"Guys our body are not made of hard plastic, our bodies stretch and jiggle, they scar and get marked. Our bodies move and change with us throughout our lives and they allow us to achieve incredible things, despite how they look!

So how ever your belly appears, whether it's jiggly and stretch, scarred, tight, toned, pale, dark, hairy, hard or soft and squishy, it's yours! It is a part of you, but just ONE part of you. It does NOT define your worth!"

The Spanish anti-campaign #Trendvictim (videolink: <https://vimeo.com/201577013>) proposes to hang a photo mocking these challenges together with the original hashtag of the challenge and adding the hashtag of the campaign # Trendvictim - your beauty is not measured in likes.

The main idea behind all those positive messages is that we need to do more to promote acceptance of diversity in women's bodies and develop young people's resilience to those types of negative images. In order to reverse the trend, we should challenge people for positive things such as proving one's capacity to help others.

Screenshots of positive anti-campaign:



Please tell me, why is it that we measure so much of our worth base part of our body; our bellies! There is an unnaturally and harmful obsession for women to obtain smooth, flat, tight and toned bellies. There's even fitness classes dedicated to it. You know the ones, Ye old BBT (Belly, Butt Thighs) buster workout. There's pills, wraps and shakes that market to the thousands, claiming to rid your belly fat. Between all these 'products & services', societal expectations and damning hashtag trends like #bikinibridge and #bellybuttonchallenge we have some serious work to do! #bellylove #bodypositive #loveyourself#youareamazing #fuckdietculture #effyourbeautystandards

thousands, claiming to rid your belly fat.

Between all these 'products & services', societal expectations and damning hashtag trends like [#bikinibridge](#) and [#bellybuttonchallenge](#) we have some serious work to do! [#bellylove](#) [#bodypositive](#) [#loveyourself#youareamazing](#) [#fuckdietculture](#) [#effyourbeautystandards](#)



#TRENDVICTIM

“Trend victim campaign reflects on the influence of challenges on social networks that consist in measuring someone’s unexpected ways. These challenges contribute to the creation of complexes and insecurities that often lead to food related disorders.” What this campaign proposes is to hang a photo mocking these challenges together with the original

hashtag of the challenge and adding the hashtag of the campaign # Trendvictim - your beauty is not measured in likes.



CASE STUDY 4. [Blue Whale Challenge](#)
How it started?

The Blue Whale Game, also known as "Blue Whale Challenge", is a 21st-century [social network phenomenon](#) that is claimed to exist in several countries since 2016. The game reportedly consists of a series of tasks assigned to players by administrators over a 50-day period, with the final challenge requiring the player to commit [suicide](#). "Blue Whale" came to prominence in May 2016 through an article in a Russian newspaper, [Novaya Gazeta](#), that linked many unrelated child suicides to membership of the group "F57" on the Russian-based [VKontakte](#) social network. After this, a wave of [moral panic](#) swept Russia.

As a result, in 2016, the police proceeded to arrests Philipp Budeikin, a 21-year-old former [psychology](#) student who was expelled from his university who claimed to be the inventor of the game in 2013. He said his intention was to *clean* society by pushing people whom he deemed as having no value to suicide. Although originally claiming innocence and stating he was "just having fun", Budeikin was arrested and held in [Kresty Prison, St Petersburg](#) and in May 2016 pled guilty to "inciting at least 16 teenage girls to commit suicide." He was later convicted on two counts of inciting suicide of a minor.

Social network: Russian-based [VKontakte](#) social network (initial phase), as an on-line game this challenge appeared in various social networks.

Target group: While many experts suggest "Blue Whale" was originally a sensationalised hoax, they believe that it is likely that the phenomenon has led to instances of imitative self-harming and copycat groups, leaving vulnerable children at risk of [cyberbullying](#) and [online shaming](#). Blue Whale is described as being based on the relationship between participants (or challengers) and administrators. The administrators prescribe a series of duties that players must complete, usually one per day, some of which involve [self-mutilation](#).

Impact: Since 2016, many countries such as Argentina, Bangladesh, Brazil, Bulgaria, Chile, China, India, Iran, Italy, Kenya, Pakistan, Poland, Portugal, Russia, Saudi Arabia, Spain, Serbia, United States, Turkey and Uruguay have reported cases of self-harm, self-mutilation or even commitment of suicide which had eventually being linked with the phenomenon of 'Blue Whale Challenge'.

Screenshots of the case:

1. Carve with a razor "YES" on your hand, send a photo to the curator.
 2. Wake up at 4:20 a.m. and watch psychedelic and scary videos that curator sends you.
 3. Cut your arm with a razor along your veins, but not too deep; only 3 cuts, send a photo to the curator.
 4. Draw a whale on a sheet of paper, send a photo to curator.
 5. If you are ready to "become a whale", carve "YES" on your leg. If not, cut yourself many times (punch yourself).
 6. Talk with a copier.
 7. Carve "NO" on your hand, send a photo to curator.
 8. Type "I am, whale" in your VKontakte status.
 9. You have to overcome your fear.
 10. Wake up at 4:20 a.m. and go to a roof (the higher the better).
 11. Carve a whale on your hand with a razor, send a photo to curator.
 12. Watch psychedelic and horror videos all day.
 13. Listen to music that "they" (curators) send you.
 14. Cut your lip.
 15. Poke your hand with a needle many times.
 16. Do something painful to yourself, make yourself sick.
 17. Go to the highest roof you can find, stand on the edge for some time.
 18. Go to a bridge, stand on the edge.
 19. Climb up a crane or at least try to do it.
 20. The curator checks if you are trustworthy.
 21. Have a talk "with a whale" (with another player like you or with a curator) in Skype.
 22. Go to a roof and sit on the edge with your legs dangling.
 23. Another task with a copier.
 24. Secret task.
 25. Have a meeting with a "whale".
 26. The curator tells you the date of your death and you have to accept it.
 27. Wake up at 4:20 a.m. and go to talk (not any raincoat that you can find).
 28. Secret talk to anyone all day.
 29. Make a vow that "you're a whale".
 30-40. Everyday you wake up at 4:20am, watch horror videos, listen to music that "they" send you, make 1 cut on your body per day, talk "to a whale".
 41. Send off a text business. Take your life.

Anti-discrimination campaign:

- In March 2017, [Romanian Minister of Internal Affairs Carmen Dan](#) expressed her deep concerns about the phenomenon and the [Mayor of Bucharest Gabriela Firea](#) described the game as "extremely dangerous".

- In [Brazil](#), in response to the game, a designer and a publicity agent from [São Paulo](#) created a movement called *Baleia Rosa* (Pink Whale) which became [viral](#). Relying on the collaboration of hundreds of [volunteers](#), the movement is based on positive tasks that value life and combat depression. Also in Brazil, Sandro Sanfelice created the movement *Capivara Amarela* (Yellow [Capybara](#)) which proposes to "combat the Blue Whale game" and guide people seeking any kind of help. Participants are separated between challengers, who are the people who seek help, and the healers, who act like 'godfathers' to these people.
- In [Belo Horizonte](#) and [Recife metropolitan area](#) in Brazil, many [schools](#) promoted lectures to talk about the Blue Whale game. The Brazilian police, who are specialized in High Technology Crime Repression (Dercat) is preparing a digital primer to warn young people about the dangers of the game.
- In the United States, one site, also called the "Blue Whale Challenge", does not identify as an effort to combat the game, but offers fifty days of challenges that promote mental health and well-being.
- In August 2017, the [Government of India's Ministry of Electronics and Information Technology](#) made a formal request to several internet companies (including Google, Facebook, and Yahoo) to remove all links directing users to the game.
- In October 2017, Bangladesh Home Minister [Asaduzzaman Khan](#) stated that the [Bangladesh Telecommunication Regulatory Commission](#) has been directed to investigate the Blue Whale game after reports of suicide around the country. BTRC released a notice urging people to call a specific number if any web link or any information related to the Blue Whale game were to be found. Later that month, the Bangladeshi High Court ordered a 6-month ban on special night-time internet packages provided by various mobile operators across the country in order to curb suicides resulting from the game.

Screenshots of positive anti-campaign:



CASE STUDY 5: #A4challenge
Description of the case and how it started:

A trend is sweeping the internet where women (and some men) are holding up pieces of 8.3-inch-wide A4 printer paper to show how tiny their waists are.

It's called the #A4Waist or #A4WaistChallenge, and [according to The New York Times](#), it started in China where there are hundreds of photos on social media platforms like [Weibo](#), [Weixin](#), and [WeChat](#).

The challenge involves mostly women holding up sheets of paper and taking selfies - they "win" if the paper entirely obscures their waist. It's called the "A4 challenge" after the standard paper size that's just 21cm (8.3in) across.

Social network it happens on: Instagram

Target group: Mainly young women

What is the impact (how many people reached, what countries and languages, has it transcended to other media or offline):

The challenge has spread across the world starting from China and more and more people aware of the trend. Searching [Instagram](#) and [Twitter](#), there are now hundreds of posts tagged #A4Waist.

Like so many social media fitness crazes, the A4 waist challenge ignores the notion that what is healthy for one person is not necessarily good for someone else of a different height or shape and blindly demands the same results from all those who decide to take the challenge, regardless of whether that is healthy for them or not.

Screenshots of the case:

What solutions, anti-campaign, positive responses has it provoked, or can you suggest some?

The A4 Challenge has been criticised as irresponsible and potentially unhealthy. Many critics online advocate that the challenge, like other similar trends before it, could promote eating disorders and body shaming.

If the challenge proves anything, it showed that a growing number of women are willing to make efforts for a better shape by doing exercise and sport, rather than simply starving themselves or turning to diet pills to lose weight. They are not sacrificing their health. On the contrary, they are making themselves stronger. The posted images are the best proof of their pride and confidence in it.

In addition, many people took a stand against this ridiculous challenge by responding to it directly with their own photos with paper.

Screenshots of positive anti-campaign:



CASE STUDY 5: “Hejtstop” (#ryjkuzniara – Hejtstop.pl)

Description: We are often faced with the tendency to perceive posts posted on Facebook, Twitter and other web sites as being less serious, less important than those visible to us in “the real world”. Much more verbal aggression and hate can be observed while we are scrolling down our Facebook than in casual life situations or while talking with friends. Hate speech is present in the social media in a much greater intensity and with a greater sense of impunity than in our daily lives.

Social network it happens on: Facebook, YouTube, Twitter

What is the target group: Common people targeted by hate speech based on their race, political or religious views, sexual orientation.

What is the impact: This kind of social behaviour is spread worldwide. The particular counter action described here was done in Poland as #ryjkuzniara – Hejtstop.pl

What solutions, anti-campaign, positive responses has it provoked, or can you suggest some?

The Brazilian group "Criola" has launched a social campaign under the slogan "Virtual Racism, Real Consequences" (original: Racismo Virtual, Consequencias Reais, of Virtual Racism, Real Consequences), which raises public reactions on racist comments published in social media. The racist comments are published in the form of billboards in public places. "Criola" finds racist entries and comments on the web and then uses location data to track the author's



neighbourhood and rent a billboard or poster space with his comment. In this way, racists posts published in the social media turns out to be visible near its authors home. This is a kind of public stigma that makes you realize that on the internet you cannot feel unreprimandable. Your name and photo are blurred, but the warning is clear and distinct.

<http://www.telegraph.co.uk/news/worldnews/southamerica/brazil/12026054/Trolls-racist-comments-get-plastered-on-billboards-near-their-homes.html>

Similar initiatives have also recently found a niche in Poland. The profile of the "Center for Monitoring Racist and Xenophobic Behaviours" shares on its Facebook account posts and messages made public by Polish users. The fact of publicizing their hate messages is rarely fully understood by Polish Facebook users, and often the author of a stigmatized post admits to making a mistake and repents.

Another and more particular sort of response was also created in Poland. It's a video made with the participation of a journalist, Jaroslaw Kuzniar, who belongs to a group of celebrities targeted by loads of online hate. This particular movie want to promote the campaign "HEJTstop", and has been named "Ryj Kuźniara". The campaign is directed as a satirical response to face the wave of online aggression (the so-called "hejts") and the promotion of attitudes against all kinds of anti-Semitism, discrimination, xenophobia, racism, fascism and homophobia.

Link to the #ryjkuzniara video <https://youtu.be/lwqrsPAAfww>

CASE STUDY 6: “The Underboob Pen Challenge”**Description:**

Young women are taking photos of themselves with pens wedged under their breasts (underboob) and posting them on social media with the hashtag [#underboobpenchallenge](#). Victoria Ho in her [article](#) for Mashabe writes that the challenge comes from Japan and started 2016 on Weibo. “In the 1970s when the concept of going bra-less was a hot topic and victim of debate, one woman publicly suggested that if a woman can place a pencil under her breast and the breast is large enough to hold it there, it's large enough to require some boobie-baskets. Reversely meaning that if your pencil fell to the floor you were free to burn your bra” writes [Kaitlyn Wylde](#) . “Somehow, this notion turned into a fun picture game for young women to show off their failing of the "do you need to wear a bra" test. But as with anything on the internet, what starts as one thing, has a sure-fire chance of turning into something else completely.”

The photos are often shared with the hashtag [#carrypenunderbreast](#) along with the highly troubling caption “Pass the challenge to prove you’re a true woman.” It is also tagged by [#PenChallenge](#) and [#UnderBoobChallenge](#). Some women are posting pictures holding heavier objects (remote control, mobile phone).

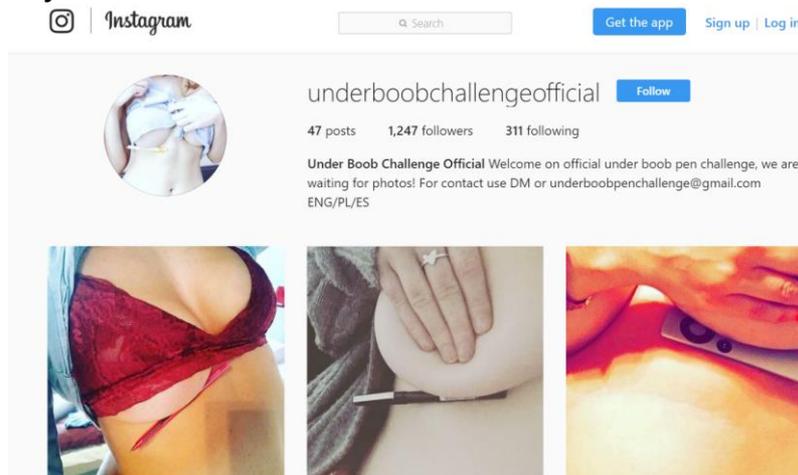
Social network it happens on: Twitter, Instagram, Youtube, Facebook

Target group: Women

What is the impact:

The challenge was claimed “wrong on so many levels” in the [article](#) of Sade Strehlke. Many young women posted their very often extremely intimate pictures and most of the time these pictures are not anonymous. Strehlke compares this trend to [#bellybutton](#) challenge and similar stating that these are harmful for the women’s bodies.

The challenge bodyshames women with different shape or size of breasts and women who combated cancer and experienced mastectomy. There are already enough negative influences on women’s self-esteem, especially when it comes to their bodies.

Screen shoots of the case:



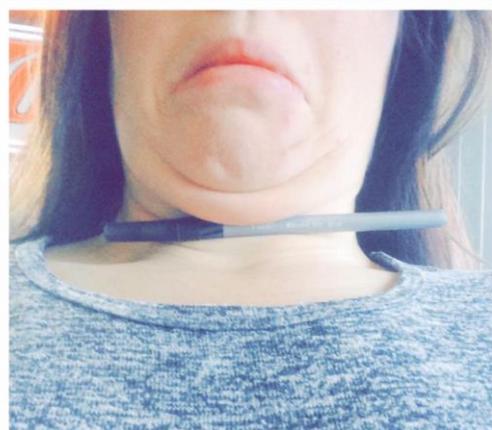
What solutions, anti-campaign, positive responses has it provoked, or can you suggest some?

Positive responses provoked by this challenge:

- #underchinchallenge
- #broomchallenge
- Response from Latin Times : <http://www.latintimes.com/underboobpenchallenge-photos-see-latest-body-shaming-social-media-trend-why-it-needs-366890> alerting that this is wrong.

Screenshots of positive anti-campaign:

The #UnderBoob challenge? NO WAY. Introducing the #UnderChinChallenge! - JennyWest



I see your underboob pen challenge and raise you this.



3:26 AM - 22 Jan 2016



RESOURCES FOR EDUCATORS/TRAINERS – BEST PRACTICES

1. TITLE	PRISM PROJECT
PROMOTOR:	EU project – leading partner ARCI (Italy); partners in Spain – SOS Racismo Gipuzkoa and Universitat de Barcelona
TARGET GROUP:	Youngsters (14 – 25)
TYPE OF ACTION:	Workshops, trainings
WHY IS IT EFFECTIVE?	For its educational material for youngsters on the new media, it also uses various multimedia tools adapted to the taste of its public.
PROBLEM ADDRESSED:	Preventing hate speech in the new media
LANGUAGE AND COUNTRY:	EU (Italy, France, UK, Spain, Romania)
TYPE OF MATERIAL:	Prism position paper, gifs, educational kit
APPLICATION:	http://www.prismproject.eu/
2. TITLE	EDUCANDO EN IGUALDAD - ESCUELA
PROMOTOR:	Educatolerancia (www.educatolerancia.com)
TARGET GROUP:	Children and youth
TYPE OF ACTION:	Classroom education
WHY IS IT EFFECTIVE?	It uses multimedia to present problems mostly related to gender based violence in an on- and offline environment.
PROBLEM ADDRESSED:	Gender based discrimination
LANGUAGE AND COUNTRY:	Spanish, Spain
TYPE OF MATERIAL:	School methodology for teachers, video, educational material...
APPLICATION:	http://www.educatolerancia.com/wp-content/uploads/2016/12/SuplementoEscuela.pdf

3. TITLE **PLATAFORMA POR UNA INTERNET LIBRE DE DISCRIMINACIÓN**

PROMOTOR:	Instituto Nacional contra la Discriminación, la Xenofobia, y el Racismo - INADI
TARGET GROUP:	public, focus on youth
TYPE OF ACTION:	Website with useful information on online violence and discrimination with news, best practice examples, and instructions on how to report online violence/discrimination
WHY IS IT EFFECTIVE?	It uses online resources and website to reach many people, and it also offers information on how to deal with online discrimination.
PROBLEM ADDRESSED:	Prevention and dealing with cyber bullying
LANGUAGE AND COUNTRY:	Spanish, Argentina
TYPE OF MATERIAL:	Website
APPLICATION:	http://internet.inadi.gob.ar/

4. TITLE **MEDITERRANEAN MIGRATION NETWORK**

PROMOTOR:	The Mediterranean Migration Network (MMN) developed within the framework of “Integration Network” (Action 2/3 – CY/2016/AMIF/SO2.NO3.3.1), which is co-funded by the Asylum, Migration and Integration Fund (90%) and the Republic of Cyprus (10%).
TARGET GROUP:	Public and private stakeholders active in the fields of migration and integration.
TYPE OF ACTION:	A portal (online platform) that enables the relevant public and private stakeholders to become a member of the Mediterranean Migration Network (MMN) in order to communicate with organizations and individuals interested in Migration issues from all over Europe and the world, and especially from the Mediterranean region. Accordingly, such organizations get opportunities to discuss with other members of the MMN, debate on migration related issues, share ideas, exchange good practices and generate opportunities for further collaboration on funded projects and proposals. Moreover, all the organization-members could gain access to numerous resources related to Migration and as a member of the MMN and you will be able to share resources you found in order to be included in the E-library.
WHY IS IT EFFECTIVE?	- Support the exchange of information and best practices among organizations active in the fields of migration, integration and diversity.

	<ul style="list-style-type: none"> - Promote a collaborative framework among national and European public and private organizations. - Manage and expand a database of resources on migration and integration. - Build the professional capacity of the Network's members through educational material and activities. - Promote the further collaboration among members of the network.
PROBLEM ADDRESSED:	Migrants and asylum seekers; racism, xenophobia, phobia towards diversity, defend human rights
LANGUAGE AND COUNTRY:	English/ Greek – EU countries (with an emphasis on Mediterranean countries)
TYPE OF MATERIAL:	Online material such as portal, e-library with articles, e-books and academic papers, forums, exchange of good practices, capacity building, funding schemes and partnering, useful links
APPLICATION:	http://www.migrationnetwork.org/en/

5. TITLE**FUTURE WORLDS CENTRE (THE HUMANITARIAN AFFAIRS UNIT)**

PROMOTOR:	Future Worlds Centre - Social Enterprise (<i>Note: Future Worlds Center (FWC) is an innovative non-profit initiative of social entrepreneurs using a model of horizontal entrepreneurial management. Its work harnesses the power of emerging new technologies and the science of structured democratic dialogue in order to accelerate positive social change)</i>)
TARGET GROUP:	Vulnerable groups, such as migrants, refugees and asylum seekers. Future Worlds Centre is the implementing organization of the United Nations High Commissioner for Refugees Representation in Cyprus. Its Humanitarian Affairs Unit implements projects that aim at strengthening asylum for refugees and asylum seekers on the island. This Unit has founded the Unit of Rehabilitation of Victims of Torture.
TYPE OF ACTION:	Through its work, FWC responds directly to the needs of vulnerable populations by addressing issues of rights' violations, marginalization and social injustice, with a focus on asylum seekers and people under international protection. The Unit has been offering free multidisciplinary support to these populations since 2006, along with specialized support services to victims of torture, violence, and trafficking, within these populations, thus addressing social inequalities, poverty, exclusion, racism, xenophobia and discrimination. The organization also runs a number of projects that promote and implement research in the field of safer use of the Internet; Cyber-ethics, Cyprus' Safer Internet Center, which includes a Hotline and a Helpline.

WHY IS IT EFFECTIVE?	<p>* Strengthening Asylum Strengthening Asylum has been implemented by the Future Worlds Center since May 2006. It is funded by the UNHCR Representation in Cyprus. This project's main objective is to ensure that beneficiaries have access to a fair and efficient asylum procedure, while they enjoy the rights they are entitled to according to national, European, and International law. Unit for the Rehabilitation of Victims of Torture.</p> <p>* The Unit for the Rehabilitation of Victims of Torture (URVT) - URVT is a project that aims to support and promote the empowerment and rehabilitation of torture victims and victims of trafficking who are asylum seekers or persons granted with international protection status in Cyprus and to assist them to integrate into the local society. URVT functions in association to a network of volunteer service providers, medical professionals, and interpreters.</p> <p>* Provision of Free Legal Assistance to Asylum Seekers - Provision of Free Legal Assistance to Asylum Seekers is a project funded by the European Refugee Fund and the Republic of Cyprus. This project compliments the additional projects run by Future Worlds Center's Humanitarian Affairs Unit.</p> <p>* AIDA, Asylum Information Database - The AIDA project is jointly coordinated by the European Council on Refugees and Exiles (ECRE), Forum Réfugiés-Cosi, Irish Refugee Council and the Hungarian Helsinki Committee. It aims to provide up-to date information on asylum practice in 16 EU Member States which is easily accessible to the media, researchers, legal practitioners and the general public. The latest updated report (February 2015) can be found here: http://www.asylumineurope.org/reports/country/cyprus.</p>
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PROBLEM ADDRESSED:	Migrants and asylum seekers; racism, xenophobia, discrimination, phobia towards diversity, defend human rights
LANGUAGE AND COUNTRY:	English/ Greek – Action in Cyprus
TYPE OF MATERIAL:	Legal and social assistance, defence of human rights
APPLICATION:	http://www.futureworldscenter.org/

6. TITLE	C.O.N.T.A.C.T (CREATING AN ONLINE NETWORK, MONITORING TEAM AND PHONE APP TO COUNTER HATE CRIME TACTICS)
PROMOTOR:	European Union supported Project, promoted by the following organizations: http://reportinghate.eu/eunion/partner-organisations/
TARGET GROUP:	General public
TYPE OF ACTION:	Monitoring and reporting on hate crime and online hate speech in ten EU countries, phone app, training and raising awareness, research into online hate speech and its perception.
WHY IS IT EFFECTIVE?	Through online network, monitoring team and phone app to counter hate crime tactics the project focuses to tackle hate speech and hate crimes of a racist, xenophobic, homophobic or transphobic nature.
PROBLEM ADDRESSED:	Online hate speech
LANGUAGE AND COUNTRY:	EU, UK, Spain, Greece, Cyprus, Denmark, Italy, Lithuania, Poland and Malta.
TYPE OF MATERIAL:	Online data base, legal framework
APPLICATION:	http://reportinghate.eu

7. TITLE	CIBERASTUR
PROMOTOR:	Department of Education and Health, Principality of Asturias
TARGET GROUP:	Teachers, trainers, educators
TYPE OF ACTION:	Online training, face to face training and workshops
WHY IS IT EFFECTIVE?	Tutorial action plan aimed to be a tool to help teachers and the rest of educational community to prevent and act against the cyberbullying among pupils. Cyberbullying is approached from reflection, prevention and learning of tools, with a special focus on social networks.
PROBLEM ADDRESSED:	Preventing cyberbullying in schools
LANGUAGE AND COUNTRY:	Spain, Spanish
TYPE OF MATERIAL:	Training, workshops, manual
APPLICATION:	https://www.educastur.es/-/programa-uso-prevencion-del-ciberacoso-y-uso-seguro-de-las-tic?inheritRedirect=true

8. TITLE	DELITOS DE ODIO
PROMOTOR:	'Mujeres en igualdad' runs a programme, funded by the Ministry of Health, Social Services and Equality to strengthen the attention and guidance to victims of discrimination, hatred and intolerance.
TARGET GROUP:	General public
TYPE OF ACTION:	Workshops, sharing good practices, informative leaflets, raising awareness campaigns, periodic surveys, reporting
WHY IS IT EFFECTIVE?	The programme aims to address all dimensions and complexity of intolerance and hate speech in social networks and Internet through participatory and interactive training actions that facilitate awareness, knowledge sharing and reporting.
PROBLEM ADDRESSED:	Different forms of dissemination, including sexism, racism, homophobia, transphobia, intimidation or online harassment
LANGUAGE AND COUNTRY:	Spanish, Spain
TYPE OF MATERIAL:	Reports, links and references
APPLICATION:	http://www.mujiereenigualdad.com/Delitos-de-odiointolerancia_es_191.html
9. TITLE	KAMPANIA PRZECIW HOMOFOBII [CAMPAIGN AGAINST HOMOPHOBIA]
PROMOTOR:	"Kampania przeciw homofobii" association
TARGET GROUP:	Public
TYPE OF ACTION:	News portal, legal and psychological support, online support, scientific researches, educational activities. All actions supported by many donors.
WHY IS IT EFFECTIVE?	It helps LGBT minorities cope with life situations in Poland on various fields. It also raises public awareness about the problem and struggle to provide education in the subject.
PROBLEM ADDRESSED:	Struggle for LGBT minorities rights in Poland
LANGUAGE AND COUNTRY:	Poland
TYPE OF MATERIAL:	Online publications, online support
APPLICATION:	https://kph.org.pl

10. TITLE	AKCJA ANTYDYSKRYMINACJA
PROMOTOR:	Stowarzyszenie Homo Faber [association] funded by own funds, donors and EEA Grants.
TARGET GROUP:	Public
TYPE OF ACTION:	Online campaign, web portal, legal support, online support against discrimination, antidiscrimination support office, trainings for youth and social workers, training materials and publications online
WHY IS IT EFFECTIVE?	It gives support in many ways to people who suffered from discrimination, helps prevent discrimination and trains people to face it. It is strongly visible online as well. Training materials are also available online.
PROBLEM ADDRESSED:	General discrimination, including online
LANGUAGE AND COUNTRY:	Polond
TYPE OF MATERIAL:	Training materials and publications online, support office, legal advice, online support and online news
APPLICATION:	http://hf.org.pl/antydiskryminacja

11. TITLE	LAMBDA
PROMOTOR:	Lambda Warszawa association
TARGET GROUP:	Public [support against gender based and LGBT discrimination]
TYPE OF ACTION:	Online support against gender based and LGBT discrimination, support groups, psychological, legal, medical support, LGBT hostel, funding, trainings.
WHY IS IT EFFECTIVE?	It gives wide range support, is visible in social life and online media, gives a concrete help to discriminated people.
PROBLEM ADDRESSED:	Gender based and LGBT discrimination
LANGUAGE AND COUNTRY:	Polond
TYPE OF MATERIAL:	Observatory, newsroom, online support, support groups
APPLICATION:	http://lambdawarszawa.org

12. TITLE **PREVENTION AND INTERVENTION – CONFLICTS IN PUBLIC SPACE**

PROMOTOR:	Augsburg Integration Plus GmbH
TARGET GROUP:	Public
TYPE OF ACTION:	Gather different aspects of conflicts in public space and find solutions
WHY IS IT EFFECTIVE?	Wide range of action, close to reality, good cooperation between different actors in this field
PROBLEM ADDRESSED:	Conflicts in public space, professional mediation
LANGUAGE AND COUNTRY:	German/Germany can be easily adapted into other languages
TYPE OF MATERIAL:	Online materials, offline “workshops”
APPLICATION:	http://www.aip-augsburg.de/projekte/konfliktpraevention

13. TITLE **INTEGRATION THROUGH EXCHANGE**

PROMOTOR:	Förderagentur Augsburg GmbH
TARGET GROUP:	Public – specific groups
TYPE OF ACTION:	Bring young people together with local people, help them notice that they’re the same with the aim of a better integration
WHY IS IT EFFECTIVE?	It is fact that foreign people without help have big problems to find their place in a new society. These project aims on intercultural competences, done by different actors which are experienced in the field, Establishment of assisted integrative residential groups, possibilities of internships -> cooperation with many actors from different fields
PROBLEM ADDRESSED:	Immigrants with problems, discrimination of and between people with migration background
LANGUAGE AND COUNTRY:	German/Germany can be easily adapted into other languages
TYPE OF MATERIAL:	Online materials, offline “workshops”
APPLICATION:	http://www.ida.de/ida/DE/Startseite/inhalt.html

14. TITLE	BE SAFE
PROMOTOR:	Metropolitan Police
TARGET GROUP:	General public
TYPE OF ACTION:	Preventing mobile-phone theft. The focus is not only on the economic and material damages that this implies but also on the fact that contacts, photos, videos and other personal and sensible data could be stolen.
WHY IS IT EFFECTIVE?	The campaign is effective because it encourages people to take small and easy steps to prevent this type of petty crime that could however lead to major damages. It encourages friends or people generally hanging out together on a night out to look after each other's phones.
PROBLEM ADDRESSED:	Preventing identity and personal data theft.
LANGUAGE AND COUNTRY:	English, UK
TYPE OF MATERIAL:	Beer mats on tables in pubs, awareness raising leaflets.
APPLICATION:	http://news.met.police.uk/news/be-safe-crime-prevention-campaign-206657
15. TITLE	EMORE (MONITORING AND REPORTING ONLINE HATE SPEECH IN EUROPE)
PROMOTOR:	Rights, Equality and Citizenship Programme of the European Union; RISSC – Research Centre on Security and Crime, (ITALY); CEJI – A Jewish Contribution to an Inclusive Europe, (BELGIUM); CLR – Centre for Legal Resources (ROMANIA); college for Public Administration for Justice – Police Departmente (GERMANY); IDOS Research Centre (ITALY); Associação ILGA Portugal (PORTUGAL); LAND (ITALY); KISA – Action for Equality, Support, Antiracism (Cyprus); MPG – Migration Policy Group (BELGIUM); North West Migrants Forum (UK); PI – Peace Institute (SLOVENIA) and SOS Malta (MALTA).
TARGET GROUP:	Different public and private stakeholders involved in topics such as hate speech and hate crime. erentes actores públicos y privados involucrados en los temas del discurso y el crimen de odio.
TYPE OF ACTION:	The aim of the eMORE project is to develop a knowledge model on online and offline hate speech and crime. It will develop a platform which will allow an in-depth analysis of discriminatory behaviours.
WHY IS IT EFFECTIVE?	The project is effective because of its four step approach which aims to create a solid, up-to-date and in-depth theoretical knowledge on the topic of hate speech and hate crime and to

	combine it with different stakeholders active in the field in order to create a multidisciplinary, technologic and innovative approach. Once the content is created, the final step will be promoting the project by directly engaging people.
PROBLEM ADDRESSED:	Online hate speech and offline the crime.
LANGUAGE AND COUNTRY:	All the languages of the promoting organisations (see above)
TYPE OF MATERIAL:	Reports, guidelines, manual, policy recommendations.
APPLICATION:	http://www.emoreproject.eu

16. TITLE**NO HATE SPEECH MOVEMENT**

PROMOTOR:	Council of Europe
TARGET GROUP:	The public at large and internet users, especially young ones
TYPE OF ACTION:	Oppose online racism and discrimination by mobilising young people and youth organisations.
WHY IS IT EFFECTIVE?	It is effective because it tackles the problem from different perspectives and through different actions such as: <ul style="list-style-type: none"> - Development of practical tools and arguments to counter hate speech; - Provision of means to gain awareness and understand the gravity of hate speech (online and offline); - Provision of support and recognition for victims of hate crime; - Provision of ideas to be used as an alternative to hate speech, to express ideas without however spreading hateful messages.
PROBLEM ADDRESSED:	Online (and offline) hate speech
LANGUAGE AND COUNTRY:	Various
TYPE OF MATERIAL:	Online and offline material of various types like initiatives, activities, trainings, visuals, videos, publications, etc.
APPLICATION:	https://www.coe.int/en/web/no-hate-campaign/about-the-campaigns

17. TITLE

RECOGNISE AND RESPOND

PROMOTOR:	gallop.org.uk in partnership with Lloyds Bank National Domestic Abuse Program and Stonewall Housing
TARGET GROUP:	General public, LGBT community members
TYPE OF ACTION:	Research, networking and building alliances, advocacy and capacity building, awareness raising.
WHY IS IT EFFECTIVE?	The project is effective because it covers a set of aspects that are crucial for successfully reaching its goal. It goes from producing a report on LGBT related incidents which will also include strategic recommendations for researchers, commissioners, policy makers and service providers, to building advocacy and capacity by addressing the gaps that will emerge through the research at national and regional level. It will also create a network among organisations active in the fields of LGBT rights, DV (Domestic Violence) and VAWG (Violence Against Women and Girls) to make sure that the right type of support, information provision capacity building and policy development are reached.
PROBLEM ADDRESSED:	Address domestic violence against LGBT communities and make sure they receive the necessary recognition and assistance. This will be done by promoting knowledge and understanding of the existing policies and responses.
LANGUAGE AND COUNTRY:	English, UK
TYPE OF MATERIAL:	Guidelines (for commissioners), factsheets, a national conference (for policy influencers, stakeholders and practitioners from the LGBT and violence against women and girls sector)
APPLICATION:	http://www.galop.org.uk/recogniserespond/



YOUTH VOICES – Experiences, comments, feedback about the exercises

“I attended Anti-Discrimination Pack 2.0 workshop that was held at the Youth Centre (Albacete), where we have addressed on the most relevant issues for me of the current society: discrimination in social networks. In times of virtual harassment, the methodology and exercises applied provided a simple and playful method to become more aware of how easy it is to join the aggressiveness side while we read something aggressive and so, how to stop it”. (Clara María Pavon, 33 years old, Albacete, Spain)

“This was a practical workshop on communication, but not only. It made me think on possible ways how to apply it with youngsters at my work. I would like it to be a little bit longer or maybe in 2 parts, so we could really work on possible solutions online, design them and try to apply them. I liked the way how the topic was explained, in a practical and usable way. Searching for the love and hate speech online was an eye opening experience and I will use this exercise with the youngsters”. (Female, 25 years old, Kraków, Poland)

“I was sceptical while joining the workshop, because I didn’t have a clear understanding of how is the link between NVC and online discrimination. Now, I would like to go deeper with the topic of NVC and it inspired me to design new online activities with youth, basing on non-violent communication concept”. (Male, 30, Kraków, Poland)





ANTI-DISCRIMINATION PACK 2.0 TEAM



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