

LEVEL 3

GROUP
12+

TIME
60'

VIRTUAL ACTION

This is an activity during which participants will be inspired by some anti-racism actions and reflect together on how they could develop similar actions online.

THEMES	Campaigning Strategies, Racism and Discrimination, Human Rights
COMPLEXITY	Level 3
GROUP SIZE	12 upwards
TIME	60 minutes
OBJECTIVES	<ul style="list-style-type: none"> • To understand the role of the Internet as a space for young people to act for respect and freedom • To be aware of the limits of the Internet and its links with offline spaces in the mobilisation of young people for human rights values and principles
MATERIALS	<ul style="list-style-type: none"> • Paper and pens • Access to the Internet (optional)
PREPARATION	<ul style="list-style-type: none"> • Visit the websites of the organisations carrying out the initiatives participants will look at during the activity to familiarise yourself with anti-racist youth work • Photocopy the handouts for the participants

INSTRUCTIONS

1. Ask participants if they know of any initiatives or actions where people have taken action against racism and other forms of discrimination. Discuss their examples briefly.
2. Tell participants that what they will be looking at some examples of anti-racist actions and will think about how these actions could be translated into online activities.
3. Divide participants into small groups (up to 5 participants per group) and give each group one of the case studies on the handouts. Ask them to read their case study and discuss the following questions:
 - What is the problem the project is tackling?
 - What is the aim of the project?
 - What methods does the project use to achieve their aim?
4. Give the groups about 10 minutes to discuss the questions. After 10 minutes, give them a new task: ask them to discuss how they could address a similar issue using the Internet rather than working offline. Ask them to think of the kind of actions which could be taken online which would mirror the offline



activities described in the case studies. They need to address the following questions:

- What online methods could they use to achieve their aim?
- What are the limits of using the Internet to achieve their results?

5. Give participants about 20 minutes for the task and then invite them to share their ideas with other groups in plenary.

DEBRIEFING

Use the debriefing to review the results of the working groups with participants and to reflect on the advantages and disadvantages of using the Internet to address racism and discrimination. Use some of the following questions:

- Do you think the suggestions of the groups could be implemented successfully?
- Do you think they would help in achieving the aim?
- What are the advantages of using the Internet as a campaigning tool?
- What are the disadvantages or limits of online campaigning?
- Are you aware of other online tools or initiatives which could support campaigns like the ones in the case studies?
- Are you aware of any online campaigns against racism and discrimination?
- How could you use the Internet to campaign against racism and discrimination?

TIPS FOR FACILITATORS

- If participants have a very basic understanding of hate speech and Racism and Discrimination, you could begin the activity by brainstorming these concepts.
- If participants have difficulties in imagining these initiatives online, provide them with a few examples about how the Internet can be used for taking action.

VARIATIONS

You could adapt the case examples to reflect your local or national reality and could choose other examples of action which may be more suitable for your group. Remember to select a variety of initiatives so that participants see that there are many ways of taking action.

You could also perform the activity in reverse: online actions could be selected for the groups to consider. The task would then be to transform them into offline activities.

IDEAS FOR ACTION

Make contact with local organisations carrying out anti-racist work and invite them to talk to participants about what they do and how they work.

Discuss with participants whether any of the ideas they came up with could be put into practice and encourage them to do this! You could also set up a blog for your group and invite them to post information about groups often targeted by racism in order to correct commonly held prejudices, as well as to raise awareness of their harmful effects.

Encourage the group to join the No Hate Speech Movement in order to show solidarity with the victims of hate speech online! This can be done at the campaign website: www.nohatespeechmovement.org. Participants can submit examples of hate speech and share examples of good practice with other activists from different countries.

HANDOUTS

EXAMPLE 1. RACISM IN SPORT

“It was nightmarish. Before I went, I couldn’t imagine that I would be that emotionally affected”

A 22-year-old football fan

German football fans regularly chant antisemitic slogans and songs during football matches. The initiative Dem Ball Ist Egal Wer Ihn Tritt (The ball doesn’t care about who kicks it) aims to address this, and takes fans from various soccer clubs to visit to the former concentration camp of Auschwitz.

Why Auschwitz? The initiative was triggered by fans singing the song ‘We’re going to build an underground train from Mönchengladbach to Auschwitz’. The ‘Auschwitz Song’ has now established itself nationwide and can be heard in all soccer stadiums and in clubs across the country.

The organisation started a pilot project where fans from 18 to 28 from various clubs took part in a three-day trip to the death camps in order to trigger a deep discussion about antisemitism and racism in soccer. Fans were strongly affected by the experience and many went on to share their impressions with larger audiences. Flyers were produced to go on club websites and the initiative was accompanied by a broad media campaign.

(Inspired by the initiative of the Amadeu Antonio Organisation)

www.amadeu-antonio-stiftung.de/eng/we-are-active/topics/against-anti-semitism/football

EXAMPLE 2. PAINTING OUT RACIST GRAFFITI

The anti-racist organisation ‘Never Again’, based in Krakow, has organised local actions against hate graffiti under the campaign motto, Let’s Paint The Walls Of Krakow! Over the course of a year, Never Again worked with local partner organisations to involve as many activists and citizens as possible:

- Young people gathered to remove and paint over racist stickers and graffiti.
- Home owners were invited to engage in white washing actions.
- Anti-racist graffiti was sprayed inside schools with the help of teachers and pupils.
- Journalists were invited to report on the campaign and published articles in local newspapers and magazines.

In this way, many single activities became one big action and managed to spread a powerful message: “Make Krakow free of hate graffiti”.

www.unitedagainstracism.org/pages/thema05.htm, www.nigdywiecej.org



HANDOUTS

EXAMPLE 3. LIVING LIBRARY

The Living Library is an idea developed by the Council of Europe which seeks to challenge prejudice and discrimination. A living library works just like a normal library: visitors can browse the catalogue for the available titles, choose the Book they want to read, and borrow it for a limited period of time. After reading, they return the Book to the library so other people can read it. If they want, they can then borrow another. The only difference is that in the Living Library, 'books' are people, and reading consists of a conversation with a 'book'.

The Living Library attempts to challenge prejudice by facilitating a conversation between two people: Books and Readers. Books are volunteers who have either been subjected to discrimination themselves or they represent groups or individuals within society who are at risk of suffering from abuse, stigma, prejudice or discrimination. 'Books' often have personal experiences of discrimination or social exclusion that they are willing to share with Readers. Most importantly, Books give Readers permission to enter into dialogue with them, in the hope that their perspectives and experiences will challenge commonly held perceptions and stereotypes and therefore affect the attitudes and behaviours of wider society.

Don't Judge a Book by its Cover, available at <http://eycb.coe.int>

EXAMPLE 4. LOVE MUSIC HATE RACISM

"Our music is living testimony to the fact that cultures can and do mix."

Love Music Hate Racism (LMHR) aims to create a national movement against racism and fascism through music. It was set up in 2002 in response to rising levels of racism and electoral successes for the extreme right wing party, the British National Party (BNP). The organisation uses the energy of the music scene to celebrate diversity and involve people in anti-racist and anti-fascist activity as well as to urge people to vote against fascist candidates in elections.

There have been many hundreds of LMHR events, from large outdoor festivals to local gigs and club nights. Top artists have performed at LMHR events, including Ms Dynamite, Hard-Fi, Babyshambles, Akala, Get Cape Wear Cape Fly, Estelle, The View, Lethal Bizzle, Roll Deep and Basement Jaxx. Many up-and-coming bands, DJs and MCs have also performed or organised their own local LMHR nights.

<http://lovemusichateracism.com/about>