



ROMA
VERSITAS

PEER EDUCATION
TO COUNTER ANTIGYPSYIST
HATE SPEECH ONLINE

TOOLKIT FOR WORKING WITH YOUNG PEOPLE

2022

ERGO NETWORK
ANA ROZANOVA

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Edited by Mustafa Jakupov

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BACKGROUND INFORMATION:

Peer Education to Counter Antigypsyist Online Hate Speech - Toolkit for working with young people

With approximately 12 million people living in Europe for centuries, the Roma are the continent's biggest ethnic minority. At the same time, they are the most disliked and discriminated against minority, with every third person not wanting to have a Roma neighbour and 80% of Roma living at the risk of poverty.

Antigypsyism – a specific form of racism against people who are perceived as 'Gypsies' in the public imagination, is at the core of the social exclusion and discrimination of Roma.

PECAO will counter antigypsyist hate speech online by working with young people, using a combination of peer education and monitoring to obtain two-fold results: the peer education methodology will achieve a direct change in attitudes and actions of a high number of young people, and the monitoring will contribute to better understanding and a more systemic change of policies through advocacy based on the results.

By using the toolkit created by the consortium and translated into the available languages of the partnership, we are sharing some of the methodologies to help understand the phenomena of online hate speech and its impact on Roma, as well as the importance to monitor and report that speech online. Furthermore, those interested in the topic can engage in advocacy and work towards better anti-discrimination policies by addressing antigypsyism as bias motivation, as

well as raising awareness among various stakeholders about the anti-gypsyist hate speech in online media.

THE PROJECT CONSORTIUM OF PECAO CONSISTS OF THE FOLLOWING PARTNERS AND FUNDING:



Funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020) with co-funding from Google.org:

Integro Association (Bulgaria) | Nevo Parudimos (Romania) | Federation of Catalan Roma Associations (FAGIC), Spain | Romaversitas (Hungary) | Romanonet (Czech Republic) | ERGO Network (Belgium)



Funding from the Google.Org Impact Challenge on Safety in the framework of ERGO Network's project Peer education to counter antigypsyist online hate speech:

La Voix des Roms (France) | Upre Roma (Italy) | Roma Women Fund Chiricli (Ukraine) | RROMA (North Macedonia) | Roma Active Albania (Albania)

The toolkit will be available in all languages of the PECAO partnership. Should you have any additional requests or need additional information concerning the topic, please write an e-mail to the ERGO network at info@ergonetwork.org by adding the word PECAO to your subject line.

The Toolkit covers the following topics:

- What are online hate speech and antigypsyism?
- Why is there hate speech content out there?

- How does hate speech make us feel?
- How can we work together against hate speech?

This publication can be also used with the developed standard workshop materials of PECAO and the media monitoring tool and glossary available at <https://ergonetwork.org/projects/pecao/>

The making of this toolkit was inspired by the SELMA project under Hacking Hate at hackinghate.eu.

PECAO'S IMPACT, OBJECTIVES AND METHODOLOGY

OBJECTIVES

- To reach out to at least 2000 young people in Spain, Hungary, Czech Republic, Romania, Bulgaria, Ukraine, Italy, France, North Macedonia and Albania through peer education activities in universities or youth clubs to raise their awareness of the adverse impact of hate speech on Roma and to empower them to recognise and report hate speech online.
- To empower 50 young Roma peer educators in 10 countries to monitor hate speech in online media and report cases of hate speech to IT companies, national equality bodies and relevant state institutions to reinforce the implementation of anti-discrimination legislation. Their work will lead to national datasets of at least 150 cases, as well as at least 50 reported cases.
- To advocate towards national and EU decision-makers for anti-discrimination policies that take into account the online sphere as well as antigypsyism as a biased motivation for hate speech and hate crime.
- To use the experiences of peer educators and results of the monitoring to raise awareness of other stakeholders (wider civil society, educational practitioners, young people) of antigypsyist hate speech in online media and the urgency to counteract.

SHORT-TERM RESULTS

- 1 The peer education activities as well as the media monitoring by the peer educators themselves will lead to a higher number of reported cases of hate speech and a higher number of antigypsyist content taken down from online platforms. We expect that on average every of the around 1000 young people targeted will until the end of the project report 2 cases of hate speech on social media to the IT platforms. With a removal rate of 90%, this means that 1800 posts will be removed in five EU Member States.
- 2 The peer educators will directly monitor and report hate speech in online media and collect the information for analysis and dissemination. Each of the 50 peer educators will report at least 10 cases until the end of the project, which means that for each country a dataset of at least 150 cases will be collected, contributing to increased knowledge of the phenomenon of hate speech online.
- 3 Increased awareness of the negative impact of antigypsyist hate speech among the young people targeted, leading to a change of attitude among the young people.
- 4 Increased self-confidence and skills of 50 young Roma who are trained in peer education and media monitoring.
- 5 Increased knowledge about recognising and reporting antigypsyist hate speech among the readers of the toolkit that will be developed based on the experiences of the peer educators.

LONG-TERM RESULTS

The results of the advocacy activities asking for better policies or media self-regulations combating hate speech will only be measurable in the long term. Expected long-term results are:

- 1 Higher awareness of journalists' ethic commissions on the prevalence and impact of antigypsyist hate speech online, leading to improved self-regulation guidelines.

- 2 Higher awareness of national equality bodies and other relevant state institutions on the prevalence and impact of antigypsyist hate speech online, leading to better programmes targeting antigypsyism.
- 3 Stronger adherence by IT companies to the Code of Conduct on countering online hate speech.
- 4 Better data collection on hate crime and hate speech disaggregated by ethnicity and gender to allow an analysis of trends by member states.
- 5 Stronger condemnation of antigypsyist hate speech in the public discourse.
- 6 More positive narratives promoted by young people online to counter antigypsyist hate speech.

IMPACT ON THE TARGET GROUP

- 1 The young media users will increase their digital skills through the training they receive and more strongly question hateful content that they see online. Subtle antigypsyism is rarely detected by mainstream media users, and these young people will be better able to react to such subtle forms of racism. Furthermore, as the peer educators will be of Roma origin, the young people reached will reduce their stereotypes through meeting Roma peers in person. Their attitudes towards equality and human rights will be positively influenced as a result of this project.
- 2 On Roma people: The people most suffering under hate speech are obviously those targeted – Roma, citizens of Europe. The project will have a positive long-term impact on them if hate speech content is reduced in online media as a result of this project. Less hate speech online means less incitement to violence and less stereotyping by the majority of society, leading to a general decrease in antigypsyism.

INNOVATIVE SOLUTIONS

Using peer education to reach a high number of young people through the project is innovative, with young Roma themselves being the peer educators. At the same time as educating their peers and raising their awareness of antigypsyist hate speech, they will automatically also act as role models for other young people.

METHODOLOGY

The project combines peer education and media monitoring to obtain two-fold results: the peer education methodology can achieve a direct change in attitudes and actions of a high number of young people, and the monitoring will contribute to better understanding and a more systemic change of policies through advocacy based on the results.

Peer education as such will follow a non-formal education methodology to ensure learning is based on the young people's experiences and puts them into the centre of the activities.

In general, all partners follow the methodology of participatory leadership while organising events and activities. It is based on respect and engagement, harnessing diversity, building community and creating shared responsibility for action. The implementation of the action relies on a strong cooperative approach.

AIM AND OBJECTIVES OF THE PECAO WORKSHOPS

AIM

To train young people in Spain, Hungary, Czech Republic, Romania, Bulgaria, Ukraine, Italy, France, North Macedonia and Albania through peer education activities in universities or youth clubs to raise their awareness of the adverse impact of hate speech on Roma and to empower them to recognise and report hate speech online.

OBJECTIVES

- To acquaint participants with the overall project;
- To improve participants' competencies in antigypsyism and hate speech and develop their skills to monitor and report hate speech in media;
- To acquaint participants with the legal framework and legal tools in addressing antigypsyism and hate speech and to enable them to use national structures, procedures and complaint mechanisms;
- To prepare participants to report hate speech online to social networks;
- To motivate participants to multiply their learning from the Workshop and to act on addressing antigypsyism and hate speech beyond the activity.

WHAT IS ONLINE HATE SPEECH?

Building understanding about hate speech

OBJECTIVES

- Understand how our social identities create “in” and “out” belonging to groups and divide “us” vs. “them”.
- Define and understand hate speech manifestation.
- Define and understand the phenomenon of antigypsyist hate speech.

TARGET GROUP AND SIZE

Young people, up to 15 participants

PREPARATION AND MATERIALS

Printed cards, flipchart, post-it notes, markers, pens, projector (if needed).

The peer educator can also prepare a broader presentation about the topic of Hate speech, as well as Antigypsyism using the developed standard workshop materials of PECAO and the media monitoring tool and glossary available at <https://ergonetwork.org/projects/pecao/>.

TIME ALLOCATED

45 minutes

SESSION INSTRUCTIONS

As a warm-up and preparation, provide participants with a short description of online hate speech:

“Any online content targeting someone based on protected characteristics with the intent or likely effect of inciting, spreading or promoting hatred or other forms of discrimination.”

Followed by a short definition of antigypsyism:

*Antigypsyism¹ is a specific form of racism against Roma, Sinti, travellers, and other groups that are stigmatized as “gypsies” in the public imagination.**

***NOTE:** The term “antigypsyism” is often used in a narrow sense, meaning anti-Roma attitude or the expression of the effect of stereotypes in the public sphere or hate speech. However, antigypsyism is a much wider range of discriminatory expressions and practices, control and many indirect or hidden manifestations. Antigypsyism refers not only to what it said but also to what it is done and or is not being done.

Invite participants to join you for a game², and divide them into the 3 following groups:

- Blue – group of convincers
- Red – group of convincers
- Green – audience

¹ Antigypsyism – A reference paper, Alliance against Antigypsyism <https://antigypsyism.eu/wp-content/uploads/2017/07/Antigypsyism-reference-paper-16.06.2017.pdf>

² SELMA project activity “Color Game” under “Hacking Hate” <https://hacking-hate.eu/>

Explain the rules that the audience must join one of the groups of convincers, as they will try to convince them with 2 minutes pitch each. There will be 2 rounds of convincing taking place.

Blue and Red receive “identity cards” (see page 14) with a list of qualities that define their teams (both positive and negative).

Round 1

They must make their case to the Audience group using only this information to convince the Audience to join their team - they can pick and choose which qualities they wish to talk about. Once both teams have decided on the qualities they will talk about, and who in the team will deliver the pitch (one person or more), give each team two minutes to make their pitch to the Audience group.

Once both teams have made their pitch, ask the Audience group to move to stand next to the team that convinced them (or to stay seated if they were not swayed by either).

Ask participants from the Audience group to explain what convinced them to join that team – for example, which qualities did you identify with that made you side with them?

Ask the Audience group to return to their seats in preparation for Round 2.

Round 2

This time, both the Red Convincer team and the Blue Convincer team are each given a new card. This card contains a list of characteristics that define their team as well as a list of characteristics that define the opposing team. This time, the teams must make their case using any of the information available (i.e. they can use a mix of information from both lists).

Once both teams have decided on the qualities they will talk about, and who in the team will deliver the pitch (one person or more), give each team two minutes to make their pitch to the Audience group.

Once both teams have made their pitch, ask the Audience group to move to stand next to the team that convinced them (or to stay seated if they were not swayed by either).

It is expected that, when given information about the opposing team, a team will begin defining themselves in contradistinction to that team, using the information they have to denigrate the other team and make their team appear superior.

Ask the audience to talk about the difference between Round 1 and Round 2; what did they notice about the pitch that each team gave?

Debriefing

Explain that Round 1 was an example of “social identification” – using characteristics we relate to or have in common to identify with a group. Being part of a group gives us a sense of social identity and belonging; it also increases our pride and self-esteem. We will often enhance or exaggerate the qualities of our own group to improve our self-image.

Round 2 was an example of “social comparison” – using characteristics of an opposing group to make our own group appear better or superior. This is another way of improving or maintaining our self-image; discriminating against another group and making their characteristics appear “negative” makes our own group’s characteristics look more “positive”. We may also exaggerate the difference between our group and another to appear superior. Round 2 demonstrates the formation of in-groups (us) and out-groups (them).

Ask participants to think back to the pitches made in Round 2 – what words/phrases were used to create a division (e.g. positive “us” terms and negative “them” words)? Ask participants to record these words either by making their individual list or by working together to write a list on a large sheet of paper/write on post-it notes.

Explain that this activity provides some insight into part of the motivation underlying prejudice and discrimination that can lead to hate speech, and provides some examples of words/phrases that may be used in hateful discourse (online and offline).

EXPLORATORY QUESTIONS

These questions are provided as examples to initiate and guide discussions around the topic in this focus area.

- What characteristics do you use to define yourself?
- What are some characteristics/traits that you may consider to be positive? (e.g. generous, caring, optimistic, good listener, etc.)
- What are some characteristics/traits that you may consider to be negative? (e.g. short-tempered, cynical etc.)
- How do you feel when reading/receiving hate speech comments?
- Is hate speech legal or illegal? How come so?

WHY IS THERE HATE SPEECH CONTENT OUT THERE?

Understanding the reasons for the appearance of hate speech

OBJECTIVES

- Exploring some of the reasons why people might use or sustain hate speech.
- Understanding how individual instances of hate speech form part of a much broader social landscape.
- Understanding possible motivations behind people creating and sustaining hate speech.

TARGET GROUP AND SIZE

Young people, up to 15 participants

PREPARATION AND MATERIALS

Printed scenario, flipchart, post-it notes, markers, pens, projector (if needed).

The peer educator can also prepare a broader presentation about the topic using the developed standard workshop materials of PECAO and the media monitoring tool and glossary available at <https://ergo-network.org/projects/pecao/>.

TIME ALLOCATED

60 minutes

SESSION INSTRUCTIONS

Divide participants into pairs. Each pair will need to have:

- One printed copy of the scenario from page 15
- One printed copy of the Media coverage from pages 16 and 17
- Pens for writing

Explain that in this next activity, you will be thinking about how the media reports on posts such as Mrs Violet's and what impact this might have.

Instructions

- 1 Ask participants to divide themselves into pairs.
- 2 Give each pair of participants a copy of the scenario (Mrs Violet's social media post) and a printed copy of the Media coverage.
- 3 Explain that the Media coverage consists of two articles on two separate newspapers that are each covering the same social media post by Mrs Violet.
- 4 Ask the participants to spend 30 seconds – 1 minute individually reading through the two articles, and then spend five minutes responding to the Follow-up questions as a pair.
- 5 While participants are working through the questions, you can walk around the room to see if they have any questions. Use the below advice to support participants who might be unclear about the activity or who are stuck.
- 6 Bring the participants back together for a plenary discussion. Use this as an opportunity to ask them whether they think that today's media acts responsibly when it comes to hate speech?

- 7 Once you have completed the activity (including the plenary discussion), close the activity with the main points to make sure that participants really take away the most important lessons from this activity.
- 8 Optional: After point 6, you can try to create a list of possible motivations why people create hate and sustain hate speech online.

Advice for participants

Look at the picture and kind of language used, and think about how Mrs Violet's post is reported on. Are views other than Mrs Violet's brought into the article? Why do you think those views are included? Do you think it's helpful to include facts and statistics in the article, or do you think the human quote is more effective? Why?

Main points for the participants

The media has a responsibility to report on offensive speech appropriately, challenging it and not simply repeating it to a wider audience.

Studies show that human stories and emotive language can sometimes be more compelling than facts and statistics. This doesn't mean that we should ignore facts and statistics when challenging bias and misinformation; on the contrary, they are incredibly important! It does mean, however, that we need to come up with creative and engaging ways to present those facts and statistics for maximum impact.

While human stories and emotive language may seem more attractive and engaging, be careful. A single story does not "prove" a wider case, and your emotions can also be manipulated. Be critical of what you read!

HOW DOES HATE SPEECH MAKE US FEEL?

Dealing with emotions

OBJECTIVES

- Understanding and controlling emotions evoked by Hate speech
- Developing strategies to recognize emotions, regulate them and create appropriate action to counter hate speech online

TARGET GROUP AND SIZE

Young people; up to 15 participants

PREPARATION AND MATERIALS

Printed image from page 19, flipchart, post-it notes, markers, pens, projector (if needed), relaxing music.

Prepare guiding questions for discussion:

- Have you ever lost control of your emotions?
- What would you do differently in that situation if it occurred again?
- How do you manage to move from an unregulated state (emotions out of control) to a more regulated state (emotions in control)?

The peer educator can also prepare a broader presentation about the topic using the developed standard workshop materials of PECAO and the media monitoring tool and glossary available at <https://ergonet-work.org/projects/pecao/>.

TIME ALLOCATED

60 minutes

SESSION INSTRUCTIONS

NOTE: This is a META–moment discussion!

Explain to participants that this is a META–moment discussion by showing them the image from page 19 and how such moments can help us take back control of our emotions.

Ask the participants to close their eyes and think of an experience or moment when they have lost control and said or done something they now regret or feel embarrassed by.

ADVICE: Depending on your relationship with the participants, you may need to suggest they use the third person, to distance themselves from the behaviour and preserve anonymity. “I once heard of this participant who...”

Ask each participant, once they have shared an experience: What would you do differently now if you found yourself in that situation again?

Share the image again and explain that a meta-moment is a brief step back from the situation when we pause and think before acting. We ask ourselves, how would my “best self” react in this situation? What strategy can I use so that my actions reflect my best self? Over time and with practice, we manage to replace ineffective responses with productive and empowering responses to challenging situations. They make better choices, build healthier relationships, and experience greater wellbeing (<http://ruler170.weebly.com/about-ruler.html>).

Discuss the concept of “triggers”. Ask “What do we mean by triggers?” (something that provokes a reaction in us).

Ask participants to give examples of things that make them feel positive (e.g. a mental image of something; seaside, mountains) or an action that triggers positivity (e.g. meta-moment, deep breaths, thinking of happy memory). Create a list for the group by writing down the triggers.

Draw a mood meter grid as shown on page 20 and explain to the participants what it means:

- Red is high energy negative.
- Yellow is high energy positive.
- Blue is low energy negative.
- Green is low energy positive.

Ask the participants to suggest ways in which they would self-regulate away from the damaging emotions towards a more regulated state.

ADVICE: Guide them towards these lists:

Strategies for in the moment (when in an emotional state):

- Breathing
- Mindfulness/relaxation
- Reframing
- Private self-talk
- Visualisation
- Distraction
- Increasing distance from the situation.

Long-term strategies for those experiencing long term emotional issues:

- Taking action for a cause or social issue
- Meditation
- Spirituality
- Physical activity

- Other hobbies/activities
- Entertainment – music/TV/games
- Modify the situation
- Support from others
- Finding solutions to the problem
- Setting goals and achieving them
- Getting professional help.

Discuss with the participants which strategies they might use to move around the mood meter (i.e. to a more regulated state).

Close this activity by highlighting that using meta-moments effectively can take time and practice and participants shouldn't feel disheartened if they find this challenging. If it doesn't work for them, review what happened and what they could have done differently to reduce the conflict and have healthier emotional relationships.

HOW CAN WE WORK TOGETHER AGAINST HATE SPEECH?

Building a supportive community

OBJECTIVES

- Understanding the impact of hate speech on different communities.
- Identifying ways to get our message across.
- Creating awareness about whom we are directing our messages to and who gets to hear us.

TARGET GROUP AND SIZE

Young people; up to 15 participants

PREPARATION AND MATERIALS

Chairs, printed instructions from pages 21 and 22, flipchart, post-it notes, markers, pens, projector (if needed). You will need a minimum of six participants – but more is preferable.

The peer educator can also prepare a broader presentation about the topic using the developed standard workshop materials of PECAO and the media monitoring tool and glossary available at <https://ergo-network.org/projects/pecao/>.

TIME ALLOCATED

60 minutes

SESSION INSTRUCTIONS

Arrange four chairs in the centre of the room, backs facing each other so that the participants who sit on the chairs cannot see each other. The rest of the chairs should be placed in a circle around the four chairs, facing the remaining participants (this will be the audience).

Explain that, in this activity, the four participants will be sat in the middle of the room, having an “online” conversation. The rest of the participants will be the audience - they must listen to the conversation carefully as they’ll all be discussing it afterwards.

Ask four participants to volunteer to be the ones to sit in the centre of the room on the four chairs.

Stand in the corner of the room and ask each of the four participants who will be seated in the centre of the room to come to you. Give them one of each of the roles from the instructions on pages 21 and 22. Give them a minute to read the instructions and make sure they understand what they have to do (keep quiet, it’s important others don’t hear).

Tell them that when you say “Begin” they must all begin the conversation, following the instructions on their slip of paper.

Once you’re confident they’ve understood what they need to do, ask them to sit in the centre of the room. Say “Begin”!

NOTE: It is going to be loud and chaotic!

When the conversation is over, begin a discussion with the audience:

- What did you understand?
- Whose voice was the loudest?
- Do you think the loudest person had the most interesting or important thing to say?

- What about the person shouting out “chocolate”? What impact did this have? What do you think the impact would have been if the person was shouting out something hateful instead of the word “chocolate”?
- Could you hear the person whispering?
- In this activity, the person whispering was actually reading out real quotes by individuals who had been targets of hate speech. Do you think that people who experience hate speech can feel like their voice is drowned out online? Why/ Why not?
- What factors do you think give people a louder voice than others online? (Here you’re looking for answers like a number of followers, offline power, tactics used such as repetition, etc.)

Ask the four people engaged in the conversation:

- How did you feel participating in the activity?
- Were you listening to others?
- What, if any, impact did having an audience make?

MAIN POINTS FOR THE PARTICIPANTS

- 1 Even if many people now have access to social media, that doesn’t translate into equal voice. Factors like political power, number of followers, and tactics used, make a big difference.
- 2 When it comes to thinking about techniques to get your message across effectively, don’t forget about the importance of listening! Talking at somebody rarely works.
- 3 Audience effects matter. Think carefully about whether your message is better sent privately or publicly. If you choose to engage in a conversation publicly, you need to be aware of your audience, not just the person you are directly talking to. Your message may be understood very differently than you intend it to.

ANNEX

SUPPORT MATERIALS

BLUE AND RED IDENTITY CARDS

ROUND 1.

| RED CONVINCERS | BLUE CONVINCERS |
|--|--|
| <ul style="list-style-type: none">• Artistic• Disorganised• Optimistic• Caring• Unmotivated• Friendly• Emotional• Easily offended | <ul style="list-style-type: none">• Scientific• Organised• Cynical• Self-centred• Motivated• Unfriendly• Defensive• Not easily offended |

ROUND 2.

| RED CONVINCERS | BLUE CONVINCERS |
|--|---|
| <ul style="list-style-type: none">• Generous• Disorganised• Optimistic• Caring• Unmotivated• Friendly• Great sense of humour• Old fashioned views | <ul style="list-style-type: none">• Professional• Organised• Cynical• Self-centred• Motivated• Unfriendly• Can't take a joke• Forward thinking |

SCENARIO MRS VIOLET

A politician, Mrs Violet, who is standing for election in Berrak, publishes a post on their social media account:

“Berrak will be flooded by Salecians. And we know what that means – more crime. We have had enough.”

FOLLOW-UP QUESTIONS

1. What do you think about Mrs Violet’s post?
2. Why do you think Mrs Violet might have written that post?
3. What kind of emotional reaction do you think the post might create in readers?
4. Do you think it matters that Mrs Violet is a politician? If this post was written by Mr Green (a 15-year-old student), would that be in any way different?

UP TO DATE



CRIMINAL TAKE-OVER

BY JEAN MORRIS

Mrs Violet has made clear that Berrak will soon be flooded by Salecians. She expressed concern that increased waves of immigration have corresponded to rises in crime. When contacted, Mrs Violet said that the police have been placed on high alert.

"I am scared to leave the house", said Derek, who lives in Berrak's city centre. "Everything has changed in the last few years. We've had more theft, random acts of violence... the works. It's refreshing to see Mrs Violet listen to our concerns."

IN THIS ISSUE

HOW TO MEET YOUR SOULMATE

FINDING YOUR DREAM HOUSE

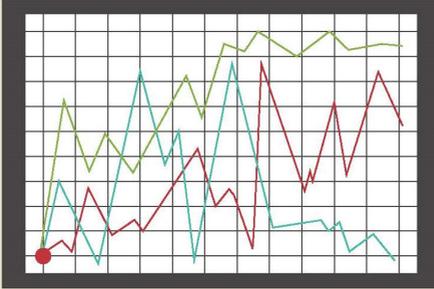
SCI-FI OR FACT? THE FUTURE IS NOW

ELECTIONS: THE GOOD, THE BAD AND THE UGLY



FEATURE: WHY WE THINK IN COLOUR

GRAPEVINE



IMMIGRATION FEARS UNFOUNDED

BY KYLE BOY

Mrs Violet alleged that Berrak will be “flooded” by Salecians over the next years. In actual fact, statistics show a drop in numbers of Salecians coming to Berrak over the last five years – after a temporary rise following the civil war in Salecia.

Mrs Violet also drew attention to a rise in crime as a consequence of immigration. Again, the facts do not support this assertion. It is true that crime has been on the rise, however, a breakdown of recorded crime indicates that the vast majority of crime continues to be perpetrated by nationals, not Salecians or any other immigrants.

IN THIS ISSUE

HOW TO DANCE LIKE A PRO

THE BEST DIET FOR YOUR HEART

ENVIRONMENTALLY FRIENDLY SWAPS

A LITTLE KNOWN HISTORICAL FACT



FEATURE: WHY GENDER STEREOTYPES NEED TO BE ADDRESSED

FOLLOW-UP QUESTIONS MEDIA COVERAGE

1. Compare the two articles, each written in a different newspaper but both reporting on the same social media post published by Mrs Violet. What do you notice?
2. Why do you think each journalist may have chosen to cover the social media post in the way that they did?
3. Which of the two articles do you think would attract the most readers and interest? Why?
4. Which of the two articles do you think is the most informative? Why?

META - MOMENT



1. SOMETHING
HAPPENS



2. SENSE



3. STOP



4. SEE YOUR
BEST SELF



5. STRATEGIZE



6. SUCCEED

MOOD METER

HOW ARE YOU FEELING?

| | | | | | | | | | | | |
|--------------|-------------|--------------|--------------|--------------|-----------|-----------|------------|--------------|-------------|-----------|--|
| | | ← ENERGY → | | | | | | | | | |
| PLEASANTNESS | DESPAIR | HOPELESS | DESOLATE | SPENT | DRAINED | SLEEPY | COMPLACENT | TRANQUIL | COZY | SERENE | |
| | DESPONDENT | DEPRESSED | SULLEN | EXHAUSTED | FATIGUED | MELLOW | THOUGHTFUL | PEACEFUL | COMFY | CAREFREE | |
| | ALIENATED | MISERABLE | LONELY | DISHEARTENED | TIRED | RELAXED | CHILL | RESTFUL | BLESSED | BALANCED | |
| | PESSIMISTIC | MOROSE | DISCOURAGED | SAD | BORED | CALM | SECURE | SATISFIED | GRATEFUL | TOUGHED | |
| | DISGUSTED | GLUM | DISAPPOINTED | DOWN | APATHETIC | AT EASE | EASY GOING | CONTENT | LOVING | FULFILLED | |
| | REPULSED | TROUBLED | CONCERNED | UNEASY | PEEVED | PLEASANT | JOYFUL | HOPEFUL | PLAYFUL | BLISSFUL | |
| | ANXIOUS | APPREHENSIVE | WORRIED | IRRITATED | ANNOYED | PLEASED | HAPPY | FOCUSED | PROUD | THRILLED | |
| | FUMING | FRIGHTENED | ANGRY | NERVOUS | RESTLESS | ENERGIZED | LIVELY | ENTHUSIASTIC | OPTIMISTIC | EXCITED | |
| | LIVID | FURIOUS | FRUSTRATED | TENSE | STUNNED | HYPER | CHEERFUL | MOTIVATED | INSPIRED | ELATED | |
| | ENRAGED | PANICKED | STRESSED | JITTERY | SHOCKED | SURPRISED | UPBEAT | FESTIVE | EXHILARATED | ECSTATIC | |

WHOSE VOICE GETS HEARD¹

THE WHISPERER

Read out the following passage, keeping the volume of your voice low, almost to a whisper:

I have known a few people being insulted in Centrelink offices, even by their interpreters, then come to cry in the counsellor's office. When anyone 'targets' [our] cultural values and traditions we feel upset and we're sensitive and all that too because we have been brought up in that culture. ...It might be the content or maybe the tone of the conversation, or the media news or whatever it is. It can be upsetting.

We do not show any reaction but sadly I am upset by it.

It is very rude and affects me badly and causes emotional distress.

Although I'm not a mosque visitor or mosque goer, it really upsets me when I see on TV people protesting because they don't want a mosque in their community.

I think people, particularly in high profile positions... I think you need to take responsibility and be careful about what comes out of your mouth because it can be hurtful.

¹ Note: These words are direct quotes from interviews with members of Australia's ethnic minority groups that have experienced hate speech, as cited in K. Gelber and L.J. McNamara (2016). Evidencing the harms of hate speech. *Social Identities: Journal for the Study of Race, Nation and Culture* Volume 22, 2016 – Issue 3, p.5.

THE CHATTY ONE

Read out the following passage, keeping the volume of your voice quite high, so your audience hears you:

I can't believe Rachel did that. I mean, honestly!

I thought Rachel was a bit strange, but this behaviour took even me by surprise. Rachel came over to my house, right? And just kind of sat there, without me even offering.

She asked me for a cup of tea, and said she was hungry – so obviously I had to make her a sandwich, right? I even had to go out and buy bread because I had run out. I told her “Well, Rachel, I'm so sorry but I'm not going to be able to make you a sandwich. Although I'd love to, I don't have any bread in the house.”

You would have thought she would have realized she was bothering me at that point. But no, she just said, “that's fine – my mother always called me ‘Patient Rachel’. I'll wait here”. So, I went to the supermarket and bought her a loaf of bread. I felt like such a fool afterwards, honestly!

Rachel, Rachel, Rachel, you are something else.

THE INTERRUPTER WHO REALLY LIKES CHOCOLATE

Listen to the conversations going on around you and follow one simple rule: say the word “chocolate” 3 times, as loud as you can, every time you hear the following words:

- Upset/upsetting
- Rachel

THE SPONTANEOUS ONE

Listen to the conversations around you and try to participate based on what each person is saying.

Keep the volume of your voice quite high to ensure your audience can hear you.

