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RADAR

Regulating Anti Discrimination
and Anti Racism

JUST/2013/FRAC/AG/6271



TRAINERS' MANUAL

Anti-hate communication
tools in an intercultural
perspective

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With the contribution of Colin Calleja,
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Visit us on : <http://win.radar.communicationproject.eu/web/>

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EXECUTIVE SUMMARY

The present Manual is the product of a two-year project (2014-2016) named “RADAR – Regulating AntiDiscrimination and AntiRacism”, co-funded by the Fundamental Rights and Citizenship Programme of the European Union¹.

The project included 6 EU countries: Finland, Greece, Italy, the Netherlands, Poland and the United Kingdom².

The Manual is meant to guide trainers to facilitate learning activities in a more effective manner and to create a better learning experience.

The overall objective consists in acquiring competencies in **Anti-hate communication in an intercultural perspective**.

The training is intended to be delivered as a workshop in which all trainees will bring in their expertise from different points of view: as lawyers, judges, law enforcement personnel, people who have experienced racism, people who have experienced hate crime (in particular people of foreign origin), intercultural mediators working with people who have experienced hate crime, teachers, social workers, journalists and others.

The Manual for Trainers is accompanied by a Handbook for Trainees, which contains the practical working material consisting in seven templates for analysis of the different communicative products.

The Manual is structured in 19 learning activities. Although they follow a logical progression, some of the activities can be anticipated or skipped according to the learners’ experience and needs.

No particular pre-requisites for trainees are required, although it would be preferable if they are able to work on the RADAR electronic platform (downloading material for reflection and exercise and uploading it in the Dropbox)³.

A self-assessment for trainees can be carried out on the basis of the LEVEL 5 self-assessment system (see activity 18)⁴.

¹ <http://win.radar.communicationproject.eu/web/>

² <http://win.radar.communicationproject.eu/web/partners-2/>

³ <http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/>

⁴ The LEVEL5 certificate validating Competence Developments is issued by the Reveal Network for Learning, Validation and Capacity Building. The LEVEL5 will reflect personal self-assessment regarding the acquisition of one’s competence in “Anti-hate communication in an intercultural perspective” <http://www.reveal-eu.org/>.

INTRODUCTION

COMPETENCE DESCRIPTION - ANTI-HATE COMMUNICATION IN AN INTERCULTURAL PERSPECTIVE

The workshop has the specific objective to make trainers or facilitators acquire theoretical and practical tools in anti-hate communication referred to an intercultural context:

The trainer or facilitator is competent in training professionals and laypersons on how to interact with people in order to establish a relation of respect and avoid any form of xenophobic and racist communication.

In particular, the trainer/facilitator is able to transfer to learners how to recognise not only explicit forms of racist and xenophobic communication practices but also implicit forms. In this way, the trainer/facilitator enables learners to develop the necessary skills to produce anti-racist and anti-xenophobic communication that is respectful, inclusive and welcoming. The trainer/facilitator is able to explain different communication levels (verbal, paraverbal, nonverbal and visual messages) and to distinguish between communicative techniques, procedures and strategies according to different situations and contexts. The facilitator is competent in transferring to learners how to communicate with people with culturally (and socially) different habits, behaviour models, values and mental representations. In brief, the trainer/facilitator enables learners to sustain constructive and productive anti-xenophobic and anti-racist, i.e. anti-hate communication.

Furthermore, the trainer/facilitator interacts with learners identifying problems, discussing them and finding solutions for the improvement of the learning process. The trainer/facilitator is able as well to transfer the approach to other colleagues.

Box 1

The starting point and focus of the development of anti-hate communication competencies lies in a critical reflection on everyday vocabulary and other communicative practices.

CRITICAL VOCABULARY

In each project it is of fundamental importance that the partnership shares a common vocabulary and language use to avoid ambiguity and contradictions. Within the RADAR project this is even more crucial, as the project has to face the complex and sensitive issues of racism and xenophobia, which involve controversial terms and expressions. These are not static, but evolve with social change and increased awareness of diversity, which makes our task even more challenging.

To tackle this, the RADAR partners have agreed to avoid certain sensitive terms and expressions often used in official texts (laws, judgments, bureaucratic-institutional texts, media discourses and even scientific-academic publications). We are therefore proposing alternative terms and expressions based on a critical linguistic understanding and meticulous research on 'race'-related terms in British English, as a starting point and then separately in the other languages of the project (Italian, Polish, Dutch, Greek and Finnish).

Most of the terms that we see critically have an excluding character, which intends to establish hierarchy, and are therefore discriminatory. Dividing humanity into different races, for example, is a "tool to oppress and exploit specific social groups and to deny them access to material, cultural and political resources, to work, welfare services, housing and political rights" (Reisigl / Wodak 2001: 2). As long as we continue to use the term "race", we just perpetuate the **false** perception that there actually **are** different human races.

It becomes therefore preferable that the words "race", "racial", "inter-racial" are avoided in official texts, such as laws and judgments, as well as from media discourses, as they all influence people's perception and prejudices. This can eventually help to overcome the false idea of the existence of more than one human 'race' and, consequently, the use of other similar discriminatory terms, such as "non-white".

Once we overcome the "US-THEM" divisive discourse, we can start to acknowledge societal diversity but without being "colourblind", i.e. without denying that still the colour of one's skin may have significant impact on their experiences, based on a "racialised" social hierarchy (on white privilege, see McIntosh 1990). Indeed, racism exists while human races don't. It would be naïve to think that avoiding or

substituting the term “race” would automatically mean that racism would be overcome. We need to take into account that the choice of words matters insofar as words reflect our mind-sets and therefore our perception of reality. These terms need to be interpreted in a multidimensional perspective with respect to social, cultural, biological and political-ideological variables, historically determined as linguistic actions and discriminatory practices (Jackson 1987: 8, Reisigl/Wodak 2005: 18; Goodman/Moses/Jones 2012). So while the term “race” has clearly been criticised in the biological and genetic sense as well as in the socio-anthropological one (Hazard 2011, Reisigl/Wodak 2005), the discriminatory phenomenon of racism continues to have its evident concreteness. Moreover, as stated above, it is the term “race” as such that we find problematic, but we do not deny diversity, difference or the struggles of ethnic and religious minorities in white-dominated/hegemonic societies (De Genova 2005, Delgado/Stefancic 2000, Hazard 2011, Lewis 2003, Roberts et al. 2008). Our intent is to overcome an “US-THEM” division while acknowledging difference in the spirit of mutual respect and inclusion. Lastly, we also need to keep in mind that some terms have different connotations from an “insider” or an “outsider” perspective.

Generally speaking, we need to take into account the following: firstly, the sociolinguistic dynamic, where a specific term has a socially and historically achieved meaning; secondly the pragmalinguistic and ethnopragmatic dynamic, where the meaning of a specific term is given by its use in a specific cultural context and concrete social situation (Duranti 2007, 2009); thirdly, the conversational contextualisation of a term.

Judges and law enforcement officers are often faced with this delicate dialectic between a general connotative meaning of certain offensive words and the use of such words in specific situational contexts with different intended meaning. In other words, professionals working against racism and xenophobia need to be aware of the socio-cultural context, the situational context and the conversational context of the occurrence of a given term or expression (Dossou/Klein/Ravenda 2016:11).

In this sense, as our research is carried out within a context of laws and legislations of a white-dominated society, we need to be critical in the use of certain terms in the legal context and discourse as well as in any other white-dominated public discourse.⁵

COMMUNICATIVE PRACTICES

Starting from a shared critical vocabulary, the training program will focus on the analysis of different communicative practices highlighting the explicit and implicit forms of hate speech and hate communication in the following:

- legal texts (laws and judgments)
- newspaper articles
- other types of communication items (talkshows, advertisements, social media posts etc.).

The trainers will use specific tools for a critical analysis of typical communication practices (see the RADAR Trainees Handbook):

- The laws and judgments will be analysed from the perspective of racist terminology, racism and xenophobia.
- Newspaper headlines will be examined in relation to the main text of articles.
- The analysis tool for social media posts will focus on texts and comments.
- The analysis tools for images and videos (general and advertisements) will take account of the main theories of visual communication as well as advertising techniques.

⁵ A list of some of the most evident sensitive terms and expressions and proposals for an alternative terminology is included in the TRAINEES HANDBOOK.

- The tools for the analysis of talk shows will take into account the different aspects of verbal, para-verbal, non-verbal and visual communication.

Finally, all the analysis tools will encourage workshop participants to reflect on the historical, economic, cultural, ideological and political contexts in which different communicative practices are taking place.

WORKSHOP DELIVERY

The design of the workshop is based on the “Practice theory” (Bourdieu 1972). This perspective takes account how the theoretical and methodological tools are constantly connected to the operational dimension of everyday life and work practices. The training shall be considered as a circular communication in order to facilitate the exchange of good practices and know-how between trainers and trainees through a non-formal (e.g. at the work place) and informal (everyday life) learning process⁶. For this reason, it is important to start with the organisation of the space where the informal participative learning takes place. It is recommended to arrange the chairs in a circle, using non-verbal and visual communication principles (Dossou 2001, Pease/Pease 2005: cap 17), in order to encourage not only active participation but also the productive interaction between all participants (trainees and trainers).

In order to engage participants in a productive interaction, it is important to begin with an informal introduction. Together with the trainers, the participants can tell something about themselves and their profession (cf. activity 1 and cf. activity 2). At the same time, it is necessary to clearly describe the topics and goals of the training, in connection with the theoretical and methodological framework as well as with the socio-cultural and working contexts (cf. activity 3). Before starting with the exercises and the presentation of analysis tools, it may be useful to allow a first ice-breaking activity on perspectives of racism, discrimination, hate speech and hate communication. Participants may refer to their everyday life and work experiences as paradigms for more general reflections. The trainer/s can invite/s participants to recall events in their lives involving hate speech/communication experienced in a direct or indirect way (cf. activity 4).

Once this warm-up phase is completed, the trainer/s introduce/s the analysis tools and the related exercises (see the RADAR Trainees Handbook), dividing participants into small working groups in which the exercises are carried out. The results are then reported and discussed in the plenary session.

It is fundamental to point out that the present Manual does not represent a static model for the trainer's / trainers' work, but underlines the centrality and necessity of a dialogical approach to promote circular communication and sharing of knowledge, good practices and skills as well as attitudes. Each trainer will have to interpret the learning situations and the participants' different learning profiles (Calleja 2007) as well as their relation to the trainees' expectations, adapting their individual approaches and communication strategies.

⁶ www.kubi-online.de

Constructing your workshop activities

The following grid, proposed by Colin Calleja (L-Universita' ta' Malta) for the SPICES Guidelines (Klein 2007: 158), will be used to build up the activities in the workshop packs. It indicates categories which we consider useful in the preparation of each activity⁷.

Categories	Description
Goal/s for the activity	A goal is an overarching principle that helps one see the big picture e.g.: <i>Develop an increased understanding of issues related to racism, discrimination, hate speech and hate communication.</i>
Objective/s	Objectives are specific, measurable steps that can be taken to meet the goal e.g.: <i>By the end of the activity the trainees will be able to identify five examples of hate speech in online comments following an analysis of online comments on migration.</i>
Task	Type of task (related to: RADAR Results, RADAR Analysis Templates) in which trainees will be involved.
Training resources	Mainly RADAR Analysis templates; example of analysis, PPT for RADAR project presentation.
Visual or technical support	Required technical or visual support such as flipchart, video-recorder, projector, computer, coloured sheets, coloured pens, etc.
Procedures	Practical explanation of how the activity/task will be done. It is preferable that the steps are written in bullet form.
Training methods	Individual / pair / group (3-4 participants) / plenary work (i.e. the whole group together) etc.
Time input	Indicates the estimated time for each activity (with an average number of 15 participants)
Notes	Any kind of suggestion such as variation of the exercise, specific linguistic features, necessary preparation by the trainer, learning profiles (LML) or other. For the learning profile refer to the LML approach explained in the SPICES Guidelines, Klein 2007: 37-47.

⁷ For a comprehensive outline of the Let Me Learn approach, mentioned under the category Notes, see CALLEJA, Colin: Achieving mindful learning. In: Klein 2007: 37-47.

LEARNING ACTIVITIES

ACTIVITY 1

WARM-UP ACTIVITIES⁸

Categories	Description
Goal for the activity	Welcoming participants and self-presentation trainer(s) & trainees
Objectives	By the end of this activity participants will be able to: <ol style="list-style-type: none"> 1. introduce themselves 2. get to know each other and start to form a sense of belonging with the group 3. get a sense of collaboration.
Task	monologue / listening
Training resources	-
Visual or technical support	Name tag for each participant with his/her name printed on it. Sheets and coloured markers (one for every participant) any type of board with the necessary accessories in order to stick pictures or other material
Procedures	<ol style="list-style-type: none"> 1. The trainer introduces himself/herself in a few words / sentences: 2. Short greeting, name, professional background, specify your role as facilitator of the workshop, a few ice-breaking words (e.g. “my favourite colour is...”, “my favoured animal is...”) 3. S/he distributes a coloured sheet to each participant, asking to write a few words on it: name, professional background and/or personal experience related to the topic, “favourite colour, animal” or other 4. Every participant takes turns to present himself/herself 5. Every participant places his/her name chart in front of himself/herself so that all the others may see and recall the name of the participants.
Training methods	individual / plenary work
Time input	20' 5' for preparation; max. 30-60 sec. per participant. (20' for 15 participants)
Notes	<p>Participants who lead with Technical Reasoning (LML learning profile) might find it difficult to say much about themselves and you might find that they are very economical on their use of words. It would help if you have a list of specific questions to ask them.</p> <p>Participants with a high score in Precision (LML learning profile) might end up writing and giving too much information so if the intention is to briefly introduce themselves make sure you give clear instructions on what you expect them to write or/and talk about.</p>

⁸ From: Gabriella B. Klein & Elisabetta Siliotti: Prototype of training pack for adults-in-mobility. In: Klein 2007: 165 with some minor adaptations.

ACTIVITY 2

TRAINEES' EXPECTATIONS



Categories	Description
Goal for the activity	Sharing expectations
Objective	By the end of this activity participants will be able to: <ul style="list-style-type: none"> productively interact and exchange their knowledge and skills based on their professional and personal experience
Task	monologue / listening It is important for trainers and trainees to know each other's expectations. This should be related also to one's experience on the topic. Consequently the trainer(s) can adapt the programme.
Training resources	-
Visual or technical support	<ul style="list-style-type: none"> Sheets and coloured markers (one for every participant) Any type of board with the necessary accessories in order to stick pictures or other material
Procedures	<ol style="list-style-type: none"> Trainer distributes a coloured sheet to each participant, asking to write 2-3 keywords on it regarding one's expectations in the workshop After everybody has written one's keywords for one's expectations, every participant takes turns to present his/her expectations and then handles the sheet to the trainer Trainer gathers the sheets and fixes them on a flipchart prepared with a spray after each participant has presented orally his/her expectations. At the end all sheets are on the flipchart and trainer elaborates shortly on it: what can be faced, what not. Trainer asks who has experience in training on racism and communication Trainer should share his/her expectations for the workshop, namely to have the trainees participate actively Establish rules: how we want to work together At the end of the session fix the flipchart on the wall so that people can always see it. Participants can add some other expectation coming up during the workshop.
Training methods	Individual / plenary work
Time input	15' 1' for preparation; max. 1' per participant for presentation; 1' trainer's summing up the expectations.

Notes	<p>Participants who lead with Technical Reasoning (LML learning profile) might find it difficult to say much about their expectations and you might find that they are very economical on their use of words. Such participants might need prompting and allowing them time to think on their own before answering.</p> <p>Participants with a high score in Precision (LML) might end up writing and giving too much information so if the intention is to briefly introduce themselves make sure you give clear instructions on what you expect them to write or/and talk about.</p> <p>Participants with a high score in Confluence (LML) might come up with multiple ideas with some not necessarily matching at all the topic of the workshop. Make clear by the end of this activity what the programme is: what can be faced and what cannot.</p>
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ACTIVITY 3

PROGRAMME

Categories	Description
Goal of the activity	Presenting the programme to trainees to promote their understanding of it
Objectives	By the end of this activity participants will be able to: <ul style="list-style-type: none">• Explain to others the structure and relevance of the programme to their own work and/or personal life.
Task	oral / monologue Trainer will explain the programme taking into account specific expectations/needs emerged from the previous session; whenever possible relate the programme also to participants' professional and personal experience.
Training resources	-
Visual or technical support	flipchart with the programme written on it (by hand or printed); make sure people can read it from far
Procedures	<ol style="list-style-type: none">1. Explain the programme,2. Fix the flipchart on the wall so that people can always see it.
Training methods	plenary work
Time input	5'
Notes	Participants with a high score in Confluence (LML) might come up with ideas and requests not matching at all with the topic of the workshop. Participants with a high score in Sequence (LML) need to know exactly what will happen step-by-step. Participants with a high score in Technical Reasoning (LML) need to see the relevance of the topic for their learning experience.

ACTIVITY 4

ICE-BREAKER – USE OF FLASHCARDS



Categories	Description
Goal of the activity	Introducing the general topic of hate speech and hate communications
Objective	By the end of this activity participants will be able to: <ul style="list-style-type: none"> Explain to others the social implications and related problems of hate speech and hate communications.
Task	Discussion: through examples based on concrete experience of hate speech and hate communication
Training resources	http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=WS3&curdirpath=%2FDRAFTS%2FTrainers_Manual_EN%2Fice_breakers_and_additional_training_activities
Visual or technical support	Computer with Internet connection and a screen/projector for showing videos, printer (preferable colour printer), laminator and laminating pouches/laminating paper for the flashcards
Procedures	Each activity has some suggestions on how these can be carried out. See Training Resources link above.
Training methods	pair/group/plenary work/individual
Time input	Each of the activities has individual time input specified in each of the documents.
Notes	We offer a selection of documents for the partners to choose from. The partners should choose the activities that would work best in their country/with the particular group of participants.

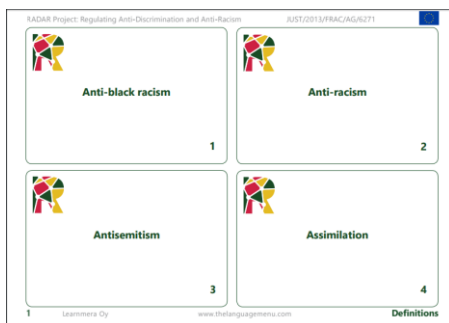
ACTIVITY 5

LEGAL TEXTS AND TERMINOLOGY/EVERYDAY LANGUAGE USE

Categories	Description
Goal of the activity	Developing a critical understanding of language use related to legal texts
Objectives	By the end of this activity participants are expected to: <ul style="list-style-type: none"> • develop skills to interpret legal texts • be more aware of social and cultural implications words can have on influencing our prejudices and social behaviour
Task	pair/group/monologue/discussion
Training resources	<ol style="list-style-type: none"> 1. RADAR Analysis template: Law 2. RADAR Analysis template: Judgment 3. Related Project results: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&curdirpath=%2FLAWS_and_JUDGMENTS
Visual or technical support	computer for presentation of project results regarding the analysis of laws and judgments
Procedures	<ol style="list-style-type: none"> 1. Trainer divides the whole group into 2 groups. One for laws analysis and one for judgments analysis 2. The 2 groups are further divided into subgroups of 2-3 participants each 3. Trainer distributes short relevant texts to each subgroup and the related analysis templates 4. Trainer explains task: how to use the analysis templates
Training methods	pair/group (2-3 participants) / plenary work
Time input	50' 5' division into subgroups and distribution and explanation of tasks 15' group work: each group works out an analysis 20' each group representative presents it to the plenary group (max 3-4' per group) 10' plenary discussion
Notes	<p>Make sure that each group and each presentation respect the time schedule. You may indicate a person who will keep the time.</p> <p>Participants leading with Precision will be happy with analysing and discussing legal details and they might need to be made aware of the time frame.</p> <p>It would help if you have groups that are balanced in terms of pattern strengths. This will help groups to balance the level of information needed, with generation of new ideas and with the need to organise the ideas at a particular time.</p>

ACTIVITY 6

CRITICAL COMMON VOCABULARY



Categories	Description
Goal of the activity	Developing a critical understanding of language use in general
Objective	By the end of this activity participants are expected to: <ul style="list-style-type: none"> be more aware of social and cultural implications words can have on influencing our prejudices and social behaviour
Task	listening/discussion
Training resources	RADAR common critical vocabulary http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&curdirpath=%2FCOMMON_CRITICAL_VOCABULARY
Visual or technical support	computer for presentation
Procedures	Trainer will make a presentation discussion: Trainees may add further expressions, terms
Training methods	plenary, short lesson
Time input	30' 10' presentation 20' discussion
Notes	This activity requires from participants to be analytical and therefore those leading with Precision will feel more at ease in analysing terminology. Others who might not have such a strong precise pattern might need such terminology to be used in context. Seeing vocabulary in context helps everyone.

ACTIVITY 7

DEBATES FROM NEWSPAPERS

Categories	Description
Goal of the activity	Developing a critical understanding of the debate in traditional media about racism and xenophobia
Objectives	By the end of this activity participants are expected to: <ul style="list-style-type: none">• be more aware of social and cultural implications words can have and• show how words are related to categories influencing our prejudices and discriminatory behaviour
Task	listening / discussion
Training resources	RADAR project results: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&curdirpath=%2FDEBATES
Visual or technical support	Computer for presentation
Procedures	The trainer(s) will prepare a short presentation for discussion amongst trainees
Training methods	plenary, short lesson
Time input	10' 10' presentation
Notes	This activity requires from participants to be analytical and therefore those leading with Precision will feel more at ease in analysing terminology. Others who might not have such a strong precise pattern might need such terminology to be used in context. Seeing vocabulary in context helps everyone.

ACTIVITY 8

COMMUNICATION PRACTISES - NEGATIVE & POSITIVE EXAMPLES: NEWSPAPER ARTICLES

'Sorry is not good enough': Student who was raped by two Polish men after her drink was spiked demands they are deported

- Roman Smentek and Krzysztof Drozdz jailed for more than eight years
- Victim was dropped off at the wrong address by a taxi
- The 19-year-old victim has said she has been left 'devastated' by the attack

By CHRIS BROOKE FOR THE DAILY MAIL
PUBLISHED: 18:43 GMT, 28 August 2013 | UPDATED: 09:21 GMT, 29 August 2013



Categories	Description
Goal of the activity	Developing a critical understanding of language use related to news
Objectives	By the end of this activity participants are expected to: <ul style="list-style-type: none"> • be more aware of social and cultural implications words can have and • show how words are related to categories influencing our prejudices and discriminatory behaviour • show how such categories are constructed through newspaper articles • use the Templates for Newspaper articles analysis
Task	Analysis
Training resources	RADAR Templates for Newspaper analysis: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&action=download&id=%2FANALYTICAL_TOOLS%2FRADAR-AnalysingWrittenTexts.pdf 1 short newspaper article
Visual or technical support	Computer to show the analysis template and explain the exercise
Procedures	Trainer introduce the exercise Trainees will shortly present the identified categories
Training methods	individual, plenary
Time input	30' 15' analytical activity 15' presentation and discussion
Notes	This activity requires from participants to present their findings to the rest of the group. Those leading with Sequence would require a structure and maybe a prototype example of how this information is to be presented. On the other hand, those leading with Confluence might be more comfortable with less structure and allowed to present their findings in their unique ways. Such persons need to be told when they allow their Confluence to run wild and might help if they work in a group where someone with higher Sequence can guide the process of organising the group thoughts and ideas in a coherent and ordered presentation.

ACTIVITY 9

OUR COMMUNICATION CONCEPT



Categories	Description
Goal of the activity	Understanding and acquiring the basics of interpersonal communication in an intercultural dimension
Objectives	By the end of this activity participants are expected to: <ul style="list-style-type: none"> • be more aware of the 4 types of messages • Show how these are relevant for the communicative construction of racism and xenophobia
Task	listening / discussion
Training resources	Dossou/Klein/Ravenda: <i>Our RADAR Communication Concept</i> Perugia: Key & Key Communications, 2016 http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&action=download&id=%2FRADAR_communication_concept.pdf Hand-out of the communication model (p. 12)
Visual or technical support	Flipchart, reproducing by hand on the spot the main elements of the communication model
Procedures	Trainer hands out the photocopy and holds a short lesson pointing out mainly the 4 communication levels: <ul style="list-style-type: none"> • visual • verbal • para-verbal • non-verbal questions and answers
Training methods	plenary, short lesson
Time input	10' 5' presentation 5' questions
Notes	Trainer needs to anticipate the relationship of these 4 types of messages with what will be done from now on in the workshop: analysis of communicative items.

ACTIVITY 10

COMMUNICATION PRACTISES - NEGATIVE & POSITIVE EXAMPLES: POSTS



Categories	Description
Goal of the activity	Developing a critical understanding of language use related to posts
Objectives	By the end of this activity participants are expected to: <ul style="list-style-type: none"> • be more aware of social and cultural implications words can have and how words are related to categories influencing our prejudices and discriminatory behaviour • understand how such categories are constructed through posts in social media • learn to use the Templates for Posts analysis
Task	Analysis
Training resources	RADAR Template for Posts analysis: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&action=download&id=%2FANALYTICAL_TOOLS%2FRADAR-AnalysingPosts.pdf 1 short sequence of posts
Visual or technical support	Computer to show the analysis template and explain the exercise
Procedures	The trainer(s) introduce(s) the exercise trainees will shortly present the identified categories
Training methods	individual, plenary
Time input	30' 20' analytical activity 10' presentation
Notes	This activity requires from participants to be analytical and therefore those leading with Precision will feel more at ease in analysing terminology. Those leading with Sequence will feel more comfortable if they have a structure through which they can be asked to analyse.

ACTIVITY 11

SELF-ASSESSMENT 1

Categories	Description
Goal of the activity	Making trainees aware of their acquisition process of anti-hate communication competence in 5 levels
Objectives	By the end of this activity participants are expected to: <ul style="list-style-type: none">• reflect on what they have learnt• identify what they still need or want to learn and• identify which open questions remain.
Task	Project development - The learners will develop their learning project, identifying a concrete case or a concrete challenge that is relevant for them
Training resources	LEVEL5 - Learning project template (preformatted pattern), examples of cases and challenges.
Visual or technical support	
Procedures	Trainer introduces the tasks Participants write their learning project (it can be done individually or in tandem) Trainers ask a few participants to present their learning project to the group
Training methods	plenary, individual/tandem, group
Time input	60'
Notes	Those leading with Sequence would need to have a structure for writing the learning project and will even be most comfortable having a prototype to lead their planning. Those leading with Confluence need to guard their ideas because they end up with too many ideas but none of them developed to a sufficient level. When organising groups make sure there is a good balance of leading patterns.

ACTIVITY 12

REFLECTION WORK



Categories	Description
Goal of the activity	Make participants understand the mechanisms of hate-communication.
Objectives	<p>By the end of this activity participants are expected to:</p> <ul style="list-style-type: none"> • be more aware of social and cultural implications words can have • understand how words, images, body language and voice may reflect our prejudices and discriminatory behaviour reproducing and constructing racism and xenophobia • learn to use the RADAR Analysis Templates for different kinds of messages (visual, verbal, non-verbal, paraverbal) through the observation of: <ul style="list-style-type: none"> ✓ Pictures ✓ Videos ✓ Advertisement Pictures ✓ Advertisement Videos
Task	Analysis by use of the Templates
Training resources	<p>RADAR Template for analysis of</p> <ul style="list-style-type: none"> • Pictures: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&action=download&id=%2FANALYTICAL_TOOLS%2FRADAR-AnalysingPictures.pdf • Videos: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&action=download&id=%2FANALYTICAL_TOOLS%2FRADAR-AnalysingVideos.pdf • Advertisement Pictures: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&action=download&id=%2FANALYTICAL_TOOLS%2FRADAR-AnalysingAdPictures.pdf • Advertisement Videos: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&action=download&id=%2FANALYTICAL_TOOLS%2FRADAR-AnalysingAdVideos.pdf
Visual or technical support	Computer to show the analysis template and explain the exercise
Procedures	<p>Trainer introduces the exercise</p> <p>Trainees will prepare a short presentation for the next session</p>

Training methods	Individual
Time input	10' Approximately 1 h per analysis at their workplace or at home
Notes	If appropriate, show participants how to register on the platform and how to upload their analyses through the DOKEOS Dropbox. Those participants leading with the Confluent pattern might find this activity somewhat boring due to the fact that they have to follow a template. It is therefore crucial that the trainer explains clearly the importance of following a template and allows for some flexibility.

ACTIVITY 13

COMMUNICATION PRACTICES - NEGATIVE & POSITIVE EXAMPLES: PICTURES, VIDEOS, ADVERTISEMENT PICTURES, and ADVERTISEMENT VIDEOS



Categories	Description
Goal of the activity	Deepen participants' understanding of hate-communication mechanisms
Objectives	<p>By the end of this activity participants are expected to:</p> <ul style="list-style-type: none"> • be more aware of social and cultural implications words can have; • understand how words, images, body language and voice may reflect our prejudices and discriminatory behaviour reproduce and constructing racism and xenophobia; • learn to use the Analysis Templates for different kinds of messages (visual, verbal, non-verbal, paraverbal) through: <ul style="list-style-type: none"> ✓ Pictures ✓ Videos ✓ Advertisement Pictures ✓ Advertisement Videos
Task	Report Analysis
Training resources	<p>RADAR Template for analysis of</p> <ul style="list-style-type: none"> • Pictures: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&action=download&id=%2FANALYTICAL_TOOLS%2FRADAR-AnalysingPictures.pdf • Videos: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&action=download&id=%2FANALYTICAL_TOOLS%2FRADAR-AnalysingVideos.pdf • Advertisement Pictures: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&action=download&id=%2FANALYTICAL_TOOLS%2FRADAR-AnalysingAdPictures.pdf • Advertisement Videos: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&action=download&id=%2FANALYTICAL_TOOLS%2FRADAR-AnalysingAdVideos.pdf
Visual or technical support	Computer to show the communicative items and report the analysis

Procedures	<p>Trainer encourages trainees to recapitulate their learning outcomes</p> <p>Trainer introduces participants to the new session and divides the trainees into 4 sub-groups (3-4 people per group)</p> <p>Each group prepares a joint analysis</p> <p>Trainees shortly present their analyses</p>
Training methods	group, plenary
Time input	<p>170'</p> <p>20' recapitulation of learning outcomes</p> <p>10' short introduction and division in sub-groups</p> <p>60' group work</p> <p>40' presentations (10' per group)</p> <p>40' discussion after each presentation (10' per presentation)</p>
Notes	<p>For this activity it is important to remember to have a good mix of patterns forming the teams. In particular each team should have someone that leads with Sequence to lead when the group needs to organise the materials generated by the group, someone that leads with Precision so as to lead the team in analysing data and to look for detail. Technical Reasoning can help the team to bring relevance to the exercise.</p>

ACTIVITY 14

SELF-ASSESSMENT 2

Categories	Description
Goal of the activity	Making trainees reflect critically on their acquisition process of anti-hate communication competence in 5 levels
Objectives	By the end of this activity participants are expected to: <ul style="list-style-type: none">• reflect on what they have learnt so far, if and how they have applied the knowledge input received during the training and• show how their attitude has changed toward the issue
Task	Mid-term check of the progress made in regard to their learning project.
Training resources	Mid-term report template (preformatted pattern)
Visual or technical support	
Procedures	The trainer(s) introduce(s) the tasks Participants fill in the mid-report template (it can be done individually or in tandem) The trainer(s) ask(s) a few participants to share their progress with regard to acquiring the anti-hate communication competence with the group
Training methods	plenary, individual/tandem, group
Time input	30'
Notes	The mid-term report template helps especially those who lead with Sequence but Precision is to be intensified since the report to include a detailed and precise account and analysis of what happened. While most might feel more comfortable to work in groups, those that have a strong Technical Reasoning pattern might prefer to work alone and share later. If such individuals work on their own they might need help in developing a wordy document.

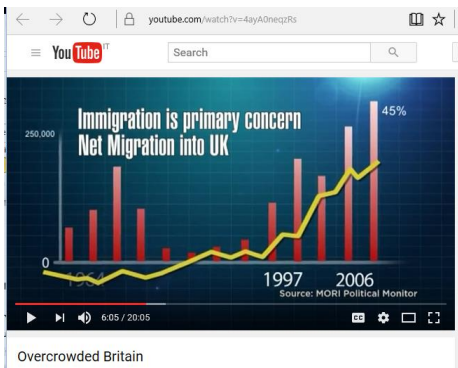
ACTIVITY 15

REFLECTION WORK

Categories	Description
Goal of the activity	Intensify participants' understanding of hate-communication mechanism and make them develop elements of anti-hate communication
Objectives	By the end of this activity participants are expected to: <ul style="list-style-type: none"> • be more aware of how words, images, body language and voice interact and reflect our attitudes reproducing and constructing racism and xenophobia or anti-racism and anti-xenophobia • learn to use the RADAR Analysis Templates for different kinds of messages (visual, verbal, non-verbal, paraverbal) through the observation of Talk Shows
Task	Analysis using the Talk Show Analysis Template
Training resources	RADAR Template for analysis of <ul style="list-style-type: none"> • Talk Shows: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&action=download&id=%2FANALYTICAL_TOOLS%2FRADAR-AnalysingTalkShows.pdf
Visual or technical support	Computer to show the analysis template and explain the exercise
Procedures	Trainer introduces the exercise, explaining the transcription system for verbal interactions Trainees will do the exercise for the next session uploading it onto the DOKEOS platform for RADAR Trainees will prepare examples of how this experience can be used/transferred into you daily work environment and in your everyday life
Training methods	Individual
Time input	30' Approximately 1 h per analysis at their workplace or at home
Notes	If necessary, remind participants how to upload their analyses through the DOKEOS Dropbox. Individuals who lead with Confluence will need to be reminded that this is a standardized process and therefore they need to tether their Confluence and trying to create something original. Persons leading with Precision can take the lead here to help colleagues to analyse and use appropriate signage for the conversational transcription.

ACTIVITY 16

COMMUNICATION PRACTICES - NEGATIVE & POSITIVE EXAMPLES: TALKSHOWS

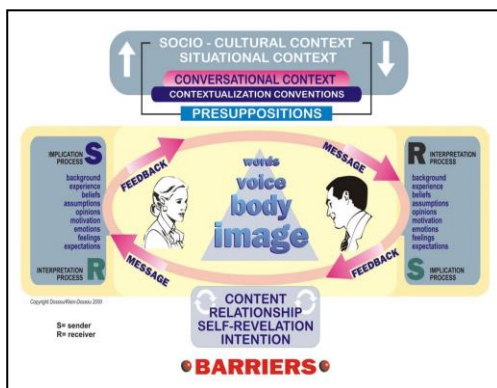


Categories	Description
Goal of the activity	Deepen participants' understanding of hate-communication mechanisms and anti-hate communication mechanisms.
Objectives	By the end of this activity participants are expected to: <ul style="list-style-type: none"> be more aware of how words, images, body language and voice interact and reflect our attitudes reproducing and constructing racism and xenophobia or anti-racism and anti-xenophobia learn to use the RADAR Analysis Templates for different kinds of messages (visual, verbal, non-verbal, paraverbal) through the observation of Talk show
Task	Report Analysis
Training resources	RADAR Template for analysis of <ul style="list-style-type: none"> Talk Shows: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&action=download&id=%2FANALYTICAL_TOOLS%2FRADAR-AnalysingTalkShows.pdf
Visual or technical support	Computer to show the communicative items and report the analysis
Procedures	Trainer encourages trainees to recapitulate their learning outcomes Trainer introduces trainees to the new session and divides participants into 4 sub-groups (3-4 people per group) Each group prepares a joint analysis Trainees shortly present their analyses
Training methods	group, plenary
Time input	2 hrs 20' recapitulation of learning outcomes 10' short introduction and division in sub-groups 60' group work 40' presentations (10' per group) 30' discussion
Notes	Make sure to balance your groups in terms of strengths of patterns. Such an activity

requires the teams to analyse with certain Precision and therefore it is imperative to ensure that there are individuals that lead with the Precise pattern in each group. It is also important to have an individual to help the group present the analysis in a Sequential manner. In case there is a group or groups that these two patterns are lacking one would need, as a trainer, to help them forge through certain specific strategies.

ACTIVITY 17

TRAINEES' EXPERIENCE

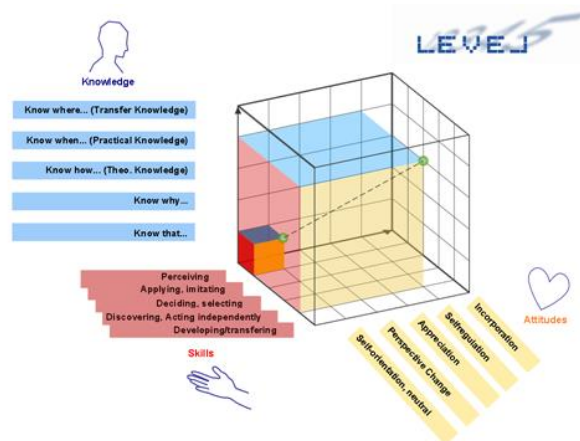


Categories	Description
Goal of the activity	Transfer examples to everyday life and work environment applying one's learning outcomes.
Objectives	By the end of this activity participants are expected to: <ul style="list-style-type: none"> • (re)voke their personal experience • reach a deeper awareness • learn from the others' experience • relate racist behaviour to communication practices these can be achieved through the method of life-story-telling • learn how to transfer their own learning outcomes to real life
Task	story-telling, personal accounts
Training resources	RADAR results from interviews: http://lnx.radar.communicationproject.eu/web/htdocs/radar.communicationproject.eu/home/dokeos/main/document/document.php?cidReq=RAD01&curdirpath=%2FINTERVIEWS
Visual or technical support	Audio-recorder/computer
Procedures	<ol style="list-style-type: none"> 1. The trainer introduces the activity: The participants are invited by the trainer to remember any type of racist communication behaviour: words, images, gestures, tone of voice 2. Trainees write keywords on coloured paper 3. The participants give a short presentation based on their keywords 4. Group discussion; the trainer gathers the sheets with the key words and fixes them on the flipchart (prepared with a spray) 5. Trainer plays a short testimonial from the audio file of an interview 6. Trainer sums up and fixes the flipchart on the wall to make it visible at anytime
Training methods	individual monologue in plenary session
Time input	60' 5' (introduction) 5' (write down activity)

	<p>20' (1' per participant) 10' testimonial(s) from interviews 20' (discussion)</p>
Notes	<p>For a general mutual awareness, at the beginning of a training session it might be useful and appropriate to elicit stories the participants tell about their personal experience in their multicultural environment. It is not important that the stories are from their own or from others' experience.</p> <p>Listening to one's own voice and words helps to remember; listening to others' voices and words helps the participants gain familiarity with active listening and favours the exchange between different cultural experiences.</p> <p>Certain words, sentences, images, fantastic or dramatic stories accompany us in our life and accumulate during the years forming a vocal and visual background.</p> <p>They form pre-emptive orders or statements without possibility to reply, like absolute truth of moral and philosophical nature.</p> <p>Remember: participants leading with Technical Reasoning will talk less and might need to be encouraged, others with high Confluence might need to be stopped in order not to hold the floor too long.</p>

ACTIVITY 18

SELF-ASSESSMENT 3



Categories	Description
Goal of the activity	Making trainees assess of their acquisition process of anti-hate communication competence in 5 levels
Objective	By the end of this activity participants are expected to: <ul style="list-style-type: none"> carry out the third and final step of their self-assessment to deeply reflect on their learning outcomes and become aware of their own strengths, potential and aspects that need improvement
Task	Self-assessment
Training resources	LEVEL5 - Final learning project report (preformatted pattern), reference grids
Visual or technical support	
Procedures	Trainer introduces the tasks <ol style="list-style-type: none"> Participants shall come to the meeting with their final learning project report already filled in, some of them may be asked to share their experience with the group. Participants read and position themselves on the reference grids of the LEVEL 5 self-assessment document Participants are asked to substantiate their choice by giving examples Participants are asked to discuss their choice and reasoning with their peers (from the other group) and modify their choice if needed
Training methods	Plenary, group, individual/peers
Time input	90'
Notes	Some participants who might lead with Technical Reasoning might find this activity quite challenging – self disclosure is not their strength. It might be helpful if this activity first starts in small groups and then someone from the small group reports to the larger group.

ACTIVITY 19

WORKSHOP EXPERIENCE: FEEDBACK & EVALUATION

Categories	Description
Goal of the activity	Verifying strong and weak points and elements that can be improved
Objectives	Analysing and evaluating the workshop outcomes
Task	Fill in a feedback sheet
Training resources	Feedback charts
Visual or technical support	
Procedures	Trainer introduces the task
Training methods	plenary, individual
Time input	60' each participant declares his/her feedback on the experience through feedback charts
Notes	

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