Empowering Youth to Unite and Stand Up against Hate and Violence

IO4: Youth2Unite Measurement Tool

Erasmus+

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INTRODUCTION

The "Youth2Unite - Empowering Youth to Unite and Stand Up against Hate and Violence" project, funded by the Erasmus Programme of the European Union, aims to tackle hate crime and hate speech and increase young people's responsibility towards bystander intervention, providing a set of tools for youth workers and young people, through a preventive and participatory approach.

Hate speech and hate speech online are the core of the Youth2Unite project as they convey meaning, intent, and significance in a compact and immediately recognizable form and they greatly influence personal and collective behaviors.

Youth2Unite is carried out by a consortium of European partners engaged at different levels in activities to counter discrimination.

The consortium consists of:

PISTES SOLIDAIRES (France), which is the leading partner; the Verein Niedersächsischer Bildungsinitiativen e.V. (Germany); SYNTHESIS CENTER FOR RESEARCH AND EDUCATION (Cyprus); the ATHENS LIFELONG LEARNING INSTITUTE (Greece); and Merseyside Expanding Horizon (UK).

Youth2Unite aims to:

- Reduce discrimination, improve intercultural communication, raise awareness about different identities and increase active citizenship;
- Tackle hatred and stigmatization of particular ethnic and religious communities (e.g. bias against Roma and Sinti, bias against Muslims, Anti-Semitism etc.);
- Prevent and combat hateful behaviors, hate crime and serious forms of hate speech against LGBTIQA* communities;
- Promote tolerance, mutual understanding, social cohesion, and support the fight against racism and xenophobia by cultivating critical thinking to people both youth workers and young people;

- Develop transversal skills and competencies in order to support quality youth work and young people's active intervention.
- Provide youth workers with tools in order to raise awareness and build capacity on preventing and combating hate crime and hate speech biases and stereotypes;
- Challenge hate-motivated attitudes and hateful behaviors among young people;
- Equip youth workers and young people with specific skills to address issues pertinent to hate crime and hate speech and respond to signs of prejudice and hate;
- Empower young people and enhance their critical thinking towards assuming responsibility and making informed choices to bystander intervention when a hate-driven incident occurs.

AIMS

These aims will be achieved through the development and the delivery of a series of outputs and results, the most important of which are:

The Youth2Unite Curriculum, which will include new and innovative modules to cater to the needs of youth workers, trainers, educators with regards to addressing the issues of hate crime and hate speech that torment our societies today. The curriculum will develop interactive and participatory learning modules, that is course materials in a logical and sequential order, and to specifically focus on building the knowledge, skills and competencies necessary to support youth workers deliver lessons/training/workshops on the topics of preventing bias crime, hate-motivated incidents, hate crime victimization and so on.

The Youth Worker's Manual, which will include basic concepts, relevant methodologies, and processes of countering and reporting online hate incidents. The manual will give the essentials to bridge and connect youth workers and young people by using the internet as a medium that is an integral part of every person's life.

The Bystander Intervention Kit for Young People, which will provide an overview of background/research for bystander intervention, effective techniques to engage the bystanders, and relevant activities that will raise awareness and build necessary skills for successful bystander interventions in hate speech and hate crimes incidents.

The Youth2Unite Measurement Tool, the present document, which will include tools designed to measure the impact of the aforementioned outputs in the knowledge, skills, attitudes and behaviours of the young people who participate in the project's training or who come into contact with the project's educational materials.

More information on the project is available at: https://www.youth2unite.com/

The following document titled "Youth2Unite Measurement Tool" is an integral part of the Youth2Unite project intervention. It consists of a series of tools to be used by youth workers and youth when implementing the Youth2Unite educational process on online hate speech and hate crimes. These tools have been designed in order to measure the change and the impact on young people's attitudes for the participants who participate in the project's awareness raising training activities and who come in contact with the learning materials developed throughout the project life cycle. The basic learning materials include the Youth2Unite Curriculum and the Bystander Intervention Kit for Young People.

The separate tools included in the "Youth2Unite Measurement Tool" measure three different types of outcomes, namely:

- **Improved Knowledge**
- **Improved Attitudes**
- **Improved Behavior.**

A variety of tools has been designed in order to cater for the needs of an effective evaluation of the project's results (learning materials, training sessions, toolkits, etc). The basic tools developed include:

- **quizzes,**
- **self-reflective reports,**
- **observations,**
- **activity logs, and**
- **interviews**

These tools will provide both the trainers (youth workers) and the trainees (youth) a clear idea of what has been learned and what has changed in knowledge, skills and behaviors after the project's training activities. They constitute the ultimate evaluation means to check the effectiveness and the efficiency of the learning intervention designed and proposed by project partners and to measure its impact on the skills and knowledge of the participants.

The **Youth2Unite Measurement Tool** is directly linked to the Modules of the **Youth2Unite Curriculum**, as well as the **Bystander Intervention Kit for Young People**. The Curriculum consists of the following six (6) Modules, which dictated in the structure of the Measurement Tool:

Module 1: Defining and recognizing hate crime
Module 2: The emotional impact of hate crimes on the victims
Module 3: Prejudices and discrimination as underlying causes of hate crimes
Module 4: Hate speech
Module 5: The role of the media in the spread of hate speech and rise of hate crimes
Module 6: Reflect, listen and link up to prevent and combat hate crime.

Youth workers delivering the Youth2Unite Curriculum in training sessions, in multiplier events, in workshops, or in informal educational settings need to follow the following steps in order to implement the Tool and consequently evaluate the effectiveness of the training they have provided:

Step 1: Before the delivery of any of the six Modules, youth workers/ trainers should distribute the "Pre- Training Questionnaire" to all participants to acquire a clear idea on the existing skills and knowledge on the specific issue(s) presented and tackled in the specific module.

Step 2: Youth workers/ trainers collect the results of the Questionnaire and proceed with the Module accordingly. This step is important for both youth workers as trainers and youth as trainees, because it will reveal knowledge gaps which need to be addressed during the delivery of the Module.

Step 3: After the delivery of any of the six Modules, youth workers/ trainers distribute the "Post- Training Questionnaire" so as to track any changes in knowledge, skills and behaviors on the behalf of their trainees. The results of this Questionnaire can be juxtaposed to the results of the "Pre- Training Questionnaire" for trainers and trainees to realize the effectiveness of the information presented during training and the overall impact of the educational process.

Step 4: Youth workers ask trainees to provide answers and fill in the rest of the tools for the specific Module, which follow the "Post- Training Questionnaire". These tools can be self- reflective reports, interviews, activity logs or observations. It is recommended that trainees provide answers on all the tools for the specific Module. However, trainers should respond to the needs and the specificities of the group of trainees and choose only some of the tools to be answered by trainees.

Step 5: Youth workers/ trainers collect the filled in tools from the young participants and check whether the information presented or the activities carried out during the delivery of the specific Module have "reached their target". In other words, they check whether participants have developed the relevant skills and knowledge and whether their behaviors have changed as a result of the training.

Step 6: Youth workers/ trainers can collect the feedback from the tools for each Module and develop a short report on the results of the training on the specific Module. Then they can proceed with the delivery of the training for the rest of the Modules of the Youth2Unite Curriculum.

It needs to be pointed out that the Measurement tools for each of the six modules can be applied independently from the rest of the tools for the rest of the Modules. Youth workers, according to the needs of their target groups can provide training on only one Module or all six Modules. It is however advisable to deliver all six Modules consecutively so as to ensure that all participants gain the relevant skills and knowledge on understanding, reporting and addressing hate speech and hate crimes in online and offline environments.

On a similar note, the measurement tools that correspond to the 5 videos produced in the context of the **Bystander Intervention Kit for Young People** could be used before, during, and after the delivery of the Youth2Unite training programs, and specifically, before, during, and after the delivery of a session that focuses on strategies and techniques young people can use to act as bystanders. It is strongly recommended to use all 5 videos as integral part of a single session on bystander intervention, since the 5 videos complement each other and are tightly interconnected.

The videos produced and by extension the measurement tools included in this toolkit are elemental part of the Youth2Unite project as they actively engage young people and make them to understand their responsibility towards intervening when they witness an incident of hate crime or hate speech.

It is important to note that the measurement tools that correspond to the Bystander Intervention Kit are **loosely structured**, and youth workers/ trainers are encouraged to adapt the tools to the specific socio-cultural context in which you are working.

Most of the tools suggested here follow a participatory approach, and the trainers who will facilitate the monitoring and evaluation process should be adequately prepared.

In any measurement tool that youth workers are planning to use, it is good to think about the young people in their group. Is the tool they are using accessible to those taking part – for example, physically, or in terms of the language used? Youth workers should ensure that there is enough space for the activities and the evaluation process and that members of the measurement group create a safe environment where all participants are encouraged to express their views and experiences.

IO4: Youth2Unite Measurement Tools

Module 1: Defining and recognising hate crime

a. Pre-Training Questionnaire:

Choose the right answer:

1. **Hate crimes are defined as criminal acts that are motivated by ..... opinions regarding specific groups of people.**

   a. subjective b. biased c. conservative

2. **The three groups who are most often targeted by hate speech are LGBTIQA* people, Muslims and .....**

   a. Roma people b. Iraqi people c. Sub-Saharan Africans

   d. women

3. **The social media platform where hate speech, as one form of hate crime, can be encountered more often (67,3%) is:**

   a. Facebook b. Instagram c. TikTok d. Twitter

4. **One category of perpetrators of hate crimes is "thrill offenders". This refers to people who:**

   a. think they are protecting their country by other "newer" communities

   b. watch many science fiction and violent films

   c. engage in hate crimes for the excitement of the act

5. **Anti-Muslim or anti-Semitic attacks are examples of hate crimes committed by:**

   a. thrill offenders b. mission offenders c. retaliatory offenders

6. **Most hate-related attacks are usually carried out by:**

   a. young males b. young females c. children

7. **The sense of threats against the identity, values and social experience, that perpetrators of hate crimes often feel, can be divided into 'realistic threats' and :**

   a. unrealistic threats b. symbolic threats c. literal threats

8. **Which one of the following is NOT a hate crime:**

   a. fraud b. graffiti c. bullying d. jokes on the street

9. **Empathy is a feeling of care and concern for someone, often someone close, accompanied by a wish to see him/her better off or happier.**

   a. True b. False

10. **“One-off” incidents refers to hate crimes which are not committed over prolonged periods of time. They are typically committed:**

    a. in public areas b. at home c. in the neighborhood

11. **Acts of prejudice that are not crimes and do not involve violence, threats, or property damage are called:**

    a. offences b. bias incidents c. stereotyping

12. **The motivation behind a hate crime is based on:**

    a. bias b. fake news c. categorization

b. Post-Training Questionnaire:

Choose the right answer:

1. **Hate crimes are defined as criminal acts that are motivated by ..... opinions regarding specific groups of people.**

   a. subjective b. biased c. conservative

2. **The three groups who are most often targeted by hate speech are LGBTIQA* people, Muslims and .....**

   a. Roma people b. Iraqi people c. Sub-Saharan Africans

   d. women

3. **The social media platform where hate speech, as one form of hate crime, can be encountered more often (67,3%) is:**

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12. **The motivation behind a hate crime is based on:**

    a. bias b. fake news c. categorization

13. **Hate crimes may be the product of our social environments, as they are more likely to occur where society is structured in such a way as to advantage certain…… over others.**

    a. genders b. identity characteristics c. social norms

14. **A person who commits a ‘hate crime’ need not actually be motivated by hatred for his or her victim.**

    a. True b. False

15. **Cyber hate is a growing phenomenon which, reporting figures suggest, vastly outnumbers offline hate crime.**

    a. True b. False

1.2. Tool 2: Case Studies

Below there is a selection of hate crimes case summaries, as reported by the U.S. Department of Justice[1].

For each case reflect and answer the questions that follow it.

1 https://www.justice.gov/hatecrimes/hate-crimes-case-examples

CASE STUDY 1

Three Texas men were sentenced to prison terms for their involvement in a scheme to target gay men for violent crimes: one to over 11 years, another to 22 years, and the third to 20 years.

The three defendants admitted that they conspired to target as many as nine men in and around Dallas, Texas for violent crimes. Using Grindr, a social media dating platform used primarily by gay men, the defendants lured men to an apartment complex in Dallas. When the men arrived, the defendants held the men at gunpoint and forced them to drive to local ATMs to withdraw cash from their accounts. While the victims were held at gunpoint, some were physically assaulted, at least one victim was sexually assaulted, and all of the victims were taunted with gay slurs.

1. What constitutes this case a "hate crime"?

2. What is the bias behind the perpetrators acts?

CASE STUDY 2

An Indiana man was sentenced to 46 months in federal prison and three years of supervised release after pleading guilty to making racially motivated threats to intimidate and interfere with his neighbor, who is Black, in violation of the Fair Housing Act, and for unlawfully possessing firearms.

After learning about the neighbor's plans to remove a tree from the neighbor's property, the defendant took several steps to threaten, intimidate, and interfere with his neighbor and the construction. This included placing and burning a cross on the fence line facing his neighbor's property; displaying a swastika facing his neighbor's property; displaying a large sign containing a variety of anti-Black racial slurs and a machete next to the swastika; loudly playing the song "Dixie" on repeat; and throwing eggs at his neighbor's house.

1. What constitutes this case a "hate crime"?

2. What is the bias behind the perpetrators acts?

CASE STUDY 3

A Tennessee man pled guilty to a federal hate crime offense for assaulting two girls and their father.

On October 24, 2017, he yelled "Allahu Akbar!" and "Go back to your country!" at two teenage girls wearing hijabs. He later attacked and injured the girls' father by swinging a knife and punching at him. When the girls' mother arrived on the scene with her young child in her car, he chased after them with his knife still drawn. After being taken into custody, the defendant made derogatory comments about the family, pledged to kill them when the police released him, and admitted that he carried out this assault because of the actual and perceived religion and national origin of the victims.

1. What constitutes this case a "hate crime"?

2. What is the bias behind the perpetrators acts?

CASE STUDY 4

An Iowa woman pled guilty to hate crime charges for attempting to kill two children because of their race and national origin.

While driving, the defendant spotted children walking on the sidewalk and upon seeing them and believing that they were of Middle Eastern or African descent, she drove her vehicle over the curb toward both children, striking one of them. She then drove away from the scene. Approximately 30 minutes after the initial assault, the woman drove her vehicle onto another sidewalk striking a child that she believed was Mexican.

She will face a maximum penalty of life in prison and a fine of up to $250,000 for each of the charged offenses.

1. What constitutes this case a "hate crime"?

2. What is the bias behind the perpetrators acts?

1.3. Tool 3: Distinctions

A bias incident is any hostile expression that may be motivated by another person's race, color, disability, religion, national origin, sexual orientation, or gender identity. The act does not need to be a federal, state, tribal, or local crime.

A hate or bias crime is a crime motivated by bias against another person's race, color, disability, religion, national origin, sexual orientation, or gender identity

Below there are examples of bias incidents and bias crimes. Make the distinctions and reflect on your answers:

Examples	Distinctions
1. Name calling; using a racial, ethnic, or other slur to identify someone	Is it a bias incident or a bias crime? Why?
2. Injuring, or even touching someone in an offensive manner because of their perceived protected class.	Is it a bias incident or a bias crime? Why?
3. Creating racist or derogatory graffiti on someone else's property based on their perceived protected class.	Is it a bias incident or a bias crime? Why?
4. Threatening to physically harm a person, their family, or their property based on their perceived protected class.	Is it a bias incident or a bias crime? Why?
5. Creating racist or derogatory images/drawings.	Is it a bias incident or a bias crime? Why?
6. Imitating someone with a disability, or imitating someone's cultural norm or practice	Is it a bias incident or a bias crime? Why?
What do these cases have in common? How do they differ?	

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Module 2: The emotional impact of hate crimes on the victim

a. Pre-Training Questionnaire:

Choose the right answer:

1. **…….. are indicators, or outward signs, revealing a person's needs.**

   a. Emotions b. Feelings c. Sensations d. Emotions, feelings and sensations

2. **Which one of the following is NOT an effect of a hate crime on the victim?**

   a. feeling lonely b. low self- esteem c. feeling superior

3. **The consequences of hate crimes are similar in form (but sometimes not in intensity) to the effects experienced by recipients of …….**

   a. traumatic experiences b. spam emails c. unwanted support

4. **The psychological distress caused by a hate crime is felt more intensely by children than by adults.**

   a. True b. False

5. **The adverse emotional effects of hate crimes are less intense for members of disadvantaged minorities than for members of advantaged groups.**

   a. True b. False

6. **The negative emotional effects of hate crimes and stigmatization are more sustained for members of minorities who are systematically discriminated against than for individuals who only rarely experience discrimination.**

   a. True b. False

7. **The amount of damage caused by online hate speech is significantly bigger in case of victimization in comparison with mere witnessing.**

   a. True b. False

8. **In terms of societal cost, online hate speech may lead to:**

   a. drug abuse b. sexualized violence c. normalization of discrimination

9. **Which of the following feelings we feel when our needs are not fulfilled?**

   a. comfortable b. hopeless c. hopeful d. confident

10. **Increased feelings of vulnerability, anxiety, anger, and sometimes shame are feelings caused only by online hate speech and not by offline hate speech[2].**

    a. True b. False

11. **The psychological distress of victims of hate crimes is greater when compared with the distress of victims of otherwise motivated crimes.**

    a. True b. False

12. **The fear of being treated unfairly and negatively by those who are supposed to help affects the willingness of the victims to report and seek help for recovery[3].**

    a. True b. False

2 https://www.equallyours.org.uk/wp-content/uploads/2018/10/Hate-crime-cause-and-effect.pdf
3 https://cilvektiesibas.org.lv/site/attachments/30/01/2012/Naida_noziegums_ENG_cietusajiem_Internetam.pdf

b. Post-Training Questionnaire:

Choose the right answer:

1. **…….. are indicators, or outward signs, revealing a person's needs.**

   a. Emotions b. Feelings c. Sensations d. Emotions, feelings and sensations

2. **Which one of the following is NOT an effect of a hate crime on the victim?**

   a. feeling lonely b. low self- esteem c. feeling superior

3. **The consequences of hate crimes are similar in form (but sometimes not in intensity) to the effects experienced by recipients of…….**

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a. True b. False

11. **The psychological distress of victims of hate crimes is greater when compared with the distress of victims of otherwise motivated crimes.**

a. True b. False

12. **The fear of being treated unfairly and negatively by those who are supposed to help affects the willingness of the victims to report and seek help for recovery[5].**

a. True b. False

13. **One of the most common reactions of victims of hate crimes is a sense of injustice, and a corresponding loss of faith in law enforcement and the whole criminal justice system[6].**

a. True b. False

14. **Shoulders down might be an external sign that the person is being victim of hate crime.**

a. True b. False

15. **As an example of how hate crimes affect the whole society, if a synagogue in London is vandalized, this can affect the feelings of safety and security of a Jewish person in Manchester[7].**

a. True b. False

4 https://www.equallyours.org.uk/wp-content/uploads/2018/10/Hate-crime-cause-and-effect.pdf
5 https://cilvektiesibas.org.lv/site/attachments/30/01/2012/Naida_noziegums_ENG_cietusajiem_Internetam.pdf
6 https://cilvektiesibas.org.lv/site/attachments/30/01/2012/Naida_noziegums_ENG_cietusajiem_Internetam.pdf
7 https://www.justice.gc.ca/eng/rp-pr/cj-jp/victim/res-rech/p13.html

Self-reflection is the key to self-awareness: it allows us to look neutrally at our thoughts, feelings, emotions, and actions. Moreover, it allows us to determine any changes in our attitudes and knowledge.

After completing Module 2 "The emotional impact of hate crimes on the victims", you are invited to reflect on your, thoughts, feelings and actions and write down your answers to the following questions:

A. Imagine you are witnessing an incident which you are not sure whether it is a bias incident/ crime or an incident without any biased motivation. What will you look for in the reaction of the victim so that you decide whether it is the former or the latter case?

Signs that the person is a victim of a hate crime:	
facial expressions	
body posture	
Movement	
nonverbal reaction	
verbal reaction	
other physical signs:	

B. Will the reactions of other people witnessing the same incident help you realize that this is actually a hate-motivated crime? If so, how? If not, why not?

A. In the table below you can find some physical signs (left column) of some feelings related to the emotions usually felt by victims of hate crimes (right column). Can you match them?

Physical Signs	Related Feelings
A. Increased heart rate	
B. Weakness of fatigue	1. fear
C. Headache	2. anxiety
E. Slouched posture	3. depression
F. Faster breathing	4. insecurity
G. Avoiding eye contact	
H. Stomach pain	
I. Sweating and chills	
J. Trembling muscles	

(Note: the above answers are only indicative. Different feelings can be manifested in similar/ same ways. The important thing is to observe and be alert for any of the above signs, when witnessing incidents which could be categorized as hate motivated incidents)

B. Now observe yourself. What would be your physical reactions to the following feelings?

fear	
anxiety	
depression	
security	

C. What would you in case you felt these feelings?

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Module 3: Prejudices and discrimination as underlying causes of hate crimes

a. Pre-Training Questionnaire:

Choose the right answer:

1. **The categories we use when we are introduced to a new person usually guide our actions towards this person.**

   a. True b. False

2. **When categories about people are linked to judgements, they easily turn into ……..**

   a. bias b. stereotypes c. false accusations d. racism

3. **Prejudices are only negative.**

   a. True b. False

4. **Prejudices persist even when people have already had positive experiences that rebut these prejudices.**

   a. True b. False

5. **In order to reduce and overcome prejudices, it is important to understand their ……**

   a. components b. pervasiveness c. origin d. logic

6. **Intolerance is a lack of respect for practices or beliefs other than one's own.**

   a. True b. False

7. **Discrimination has consequences only on those people and groups being discriminated against.**

   a. True b. False

8. **In most cases multiple discrimination occurs to so-called visible minorities, people with disabilities and …….**

   a. migrant women b. LGDBQI people c. women d. trans people

9. OSCE is a regional security organisation with 56 member states from three continents (including all the Council of Europe member states), participating in combating all forms of racism, xenophobia and discrimination. OSCE stands for:

a. Organisation for Security and Co-operation in Europe
b. Organisation for Social Cooperation in Europe
c. Organisation for Safety and Creativity in Europe
d. Organisation against Social and Cultural Extinction of minorities

10. Structural inequality is a state which arises when certain groups enjoy unequal status in relation to other groups, as a result of unequal relations in their roles, functions, rights and opportunities.

a. True b. False

11. ..... can be defined as a specific form of racism, an ideology of racial superiority, a form of dehumanisation and of institutionalised racism applied against Roma people.

a. Antigypsyism b. Antiromanism c. Romaprejudism
d. Romanophobia

12. Prejudices are very difficult to overcome; if contradicted by facts, we'd rather deny the facts than question the prejudice

a. True b. False

a. Post-Training Questionnaire:

Choose the right answer:

1. **The categories we use when we are introduced to a new person usually guide our actions towards this person.**

   a. True b. False

2. **When categories about people are linked to judgements, they easily turn into ……..**

   a. bias b. stereotypes c. false accusations d. racism

3. **Prejudices are only negative.**

   a. True b. False

4. **Prejudices persist even when people have already had positive experiences that rebut these prejudices.**

   a. True b. False

5. **In order to reduce and overcome prejudices, it is important to understand their ……**

   a. components b. pervasiveness c. origin d. logic

6. **Intolerance is a lack of respect for practices or beliefs other than one's own.**

   a. True b. False

7. **Discrimination has consequences only on those people and groups being discriminated against.**

   a. True b. False

8. **In most cases multiple discrimination occurs to so-called visible minorities, people with disabilities and …….**

   a. migrant women b. LGDBQI people c. women d. trans people

9. **OSCE is a regional security organisation with 56 member states from three continents (including all the Council of Europe member states), participating in combating all forms of racism, xenophobia and discrimination. OSCE stands for:**

a. Organisation for Security and Co-operation in Europe
b. Organisation for Social Cooperation in Europe
c. Organisation for Safety and Creativity in Europe
d. Organisation against Social and Cultural Extinction of minorities

10. **Structural inequality is a state which arises when certain groups enjoy unequal status in relation to other groups, as a result of unequal relations in their roles, functions, rights and opportunities.**

a. True b. False

11. **…… can be defined as a specific form of racism, an ideology of racial superiority, a form of dehumanisation and of institutionalised racism applied against Roma people.**

a. Antigypsyism b. Antiromanism c. Romaprejudism
d. Romanophobia

12. **Prejudices are very difficult to overcome; if contradicted by facts, we'd rather deny the facts than question the prejudice**

a. True b. False

13. **So-called "typical male" and "typical female" characteristics are based on the biological sex of the persons and on social attributions and gender role concepts.**

a. True b. False

14. **By framing all other (groups of) persons as a deviation from the norm, the powerful group secures its privileges and justifies its more powerful, influential position.**

a. True b. False

15. **Anchoring Bias is the common tendency to rely too heavily or "anchor" on one trait or piece of information when making decisions.**

a. True b. False

Self-reflection is the key to self-awareness: it allows us to look neutrally at our thoughts, feelings, emotions, and actions. Moreover, it allows us to determine any changes in our attitudes and knowledge.

After completing Module 3: Prejudices and discrimination as underlying causes of hate crimes, you are invited to reflect on your feelings and actions and write down your answers to the following questions:

1. **Can you think of someone who may never experience discrimination? Describe this person:**

2. **Have you ever experienced being discriminated against? On what grounds? What happened? How did you react?**

3. **Which social groups are the most common victims of discrimination in your country? How can you support your opinion?**

4. **Among the groups you identified in the previous questions, choose one and design two activities which could contribute to the prevention of the discrimination against this group.**

3.3. Tool 3: Activity Log

"61% of young gay, lesbian, bisexual and transgender persons from 37 European countries claimed that they experienced prejudice and/or discrimination in school, and 51% in their family. 38% of respondents said they had experienced prejudice and/or discrimination in a community they belonged to and 30% did so in their circle of friends[8]".

Based on these 2006 facts, carry out a research on the current situation regarding the discrimination of LGBT persons in your country. Write down your findings and design a social media campaign to disseminate the information you have found in order to raise awareness.

1. Information on the discrimination of LGBT persons in your country:

Information/data	Source

2. Activities leading to a sensitization/awareness raising campaign on social media about the discrimination against LGBT persons in your country (add more lines, if necessary):

Activities/Steps	Description
Activity 1	
Activity 2	

8 "Social Exclusion of Young Lesbian, Gay, Bisexual and Transgender (LGBT) People in Europe", ILGA-Europe and IGLYO, April 2006, www.iglyo.com/content/files/2006-Report-SocialExclusion.pdf

IO4: Youth2Unite Measurement Tools

Module 4: Hate Speech

a. Pre-Training Questionnaire:

Choose the right answer:

1. **Freedom of expression is the right to hold your own opinions and to express them freely without government interference, through:**

   a. public protest b. published articles c. social media d. all the above

2. **Hate speech does not attack victims for something they do, but for something they…….**

   a. have done b. are c. say d. believe

3. **Hate speech is protected by the freedom of speech.**

   a. True b. False

4. **Hate speech is only an online phenomenon.**

   a. True b. False

5. **Images do not constitute hate speech.**

   a. True b. False

6. **States can restrict freedom of expression if necessary in a democratic society in the interest of the public good.**

   a. True b. False

7. **Conspiracy theories are assumptions that are not based on evidence but rather they tend to use people's ……. as instrument against vulnerable and/or marginalized groups.**

   a. beliefs b. attitudes c. fears d. ideas

8. **Hate speech, as defined by the Committee of Ministers of the Council of Europe, covers "all forms of expression which spread, incite, promote or justify:**

   a. racial hatred b. xenophobia c. anti-Semitism d. all the above

9. **Causes of hate speech include:**

   a. homophobia b. islamophobia c. bias d. all the above

10. Stereotype is any collective perception, image or distorted truth about a person or group of persons, usually in relation to their beliefs or behaviors.

a. True b. False

11. Education and …… are important in fighting the misconceptions and misinformation that form the basis of hate speech.

a. counter-speech
b. raising public awareness
c. adoption of codes of online conduct
d. all the above

12. Which is the key criterion to determine whether an expression constitutes hate speech and may be restricted?

a. the original aim of the author of the statement
b. the platform the author used
c. the timing of the statement
d. the number of people reached through the statement

a. Post-Training Questionnaire:

Choose the right answer:

1. **Freedom of expression is the right to hold your own opinions and to express them freely without government interference, through:**

   a. public protest b. published articles c. social media d. all the above

2. **Hate speech does not attack victims for something they do, but for something they…….**

   a. have done b. are c. say d. believe

3. **Hate speech is protected by the freedom of speech.**

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5. **Images do not constitute hate speech.**

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   a. racial hatred b. xenophobia c. anti-Semitism d. all the above

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12. Which is the key criterion to determine whether an expression constitutes hate speech and may be restricted?

a. the original aim of the author of the statement
b. the platform the author used
c. the timing of the statement
d. the number of people reached through the statement

13. The limits of acceptable criticism are wider when the target is a politician than if it is a private individual.

a. True b. False

14. Victims of hate speech rarely report incidents to the authorities for fear of retaliation or of not being taken seriously, or because they have no confidence in the justice system.

a. True b. False

15. ECRI stands for:

a. European Commission Racism Inventory
b. European Commission against Racism and Intolerance
c. European Commission Restrictions Index for hate speech
d. European Courts against Racism and Intolerance

Self-reflection is the key to self-awareness: it allows us to look neutrally at our thoughts, feelings, emotions, and actions. Moreover, it allows us to determine any changes in our attitudes and knowledge.

After completing Module 4: Hate Speech, you are invited to reflect on your feelings and actions and write down your answers to the following questions:

1. **Think of an incident you have experienced which involved online/ offline hate speech (you could be the perpetrator, or the victim or the witness). Describe the incident in a few words:**

2. **How did you react to the incident?**

3. **Now, after learning some key information on hate speech, would you react differently to the incident? How?**

4. **What was the most important issue you learnt from this Module? Why?**

5. **What was the most important issue you learnt from this Module? Why?**

Below there are some examples of written or spoken speech.

Which ones include some form of hate speech?

Divide them into two groups.

1. "No Irish need apply" (a sign that hung in Boston shop windows)
2. "Boys do well in mathematics"
3. "White supremacy"
4. "Jews are swine"
5. "Many Jews are lawyers"
6. "KKK has done much good to our nation"
7. "The rise of Islam threatens Western values"
8. "You're such a pretty girl", addressed to a girl
9. "You're such a pretty girl", addressed to a boy
10. "Let's take revenge against politicians and judges who were unsympathetic to whites"
11. "Black Lives Matter"
12. "Roma have talent in music and singing"
13. "Stella Creasy, a British Member of Parliament, proposed to put Jane Austen's face on a bank note: she should burn in hell"
14. "I know where you live" (message received by a female reporter)
15. "Go get some therapy and then return to the human kind" (message received by a homosexual man)

Hate Speech	Not Hate Speech	Not Sure

Now, choose one of the statements you characterized as “hate speech” and think what you would say or do in case a close friend of yours said it.

Write down your thoughts:

Now, choose one of the statements you characterized as “not sure” and think of what would help you make your final decision on whether the statement is hate speech or not.

Write down your thoughts:

IO4: Youth2Unite Measurement Tools

Module 5: The role of the media in the spread of hate speech and rise of hate crimes

a. Pre-Training Questionnaire:

Choose the right answer:

1. **Social media have contributed to the effectiveness of activism by young people, globally.**

   a. True b. False

2. **Cyberbullying is usually harassing, insulting, threatening or exposing……. over an extended period.**

   a. one single person b. a group of people c. migrants d. Minority groups

3. **The following behaviors are typologies of cyberbullying, apart from one. Which one?**

   a. flaming b. exclusion c. happy slapping d. pharming

4. **Hate speech can be reported to**

   a. the website
   b. the police
   c. official online portals for reporting illegal internet content
   d. all the above

5. **The three parties required to act and cooperate in order to improve the mechanisms of identification and reporting of hate speech online are: Governments, intermediaries and ….. .**

   a. teachers b. parents c. citizens d. NGOs

6. **Overall in 2019, IT companies removed ……. of the content notified to them as hate speech.**

   a. 90% b. 85% c. 71% d. 50%

7. **A humorous way to react to hate speech is to post ironic comments or memes.**

   a. True b. False

8. **Alternative narratives against hate speech speak out "against" something (instead of "for" something (e.g. democracy, diversity etc.)**

   a. True b. False

9. **According to the fifth evaluation on the Code of Conduct on Countering Illegal Hate Speech Online in 2020 by the EC, the most commonly reported ground of hate speech (33.1%) is:**

   a. religion b. gender c. ethnic origin d. sexual orientation

10. **Hate speech as a social phenomenon cannot be approached as the problem of one individual who complains, or be dealt with in one-to-one cases of reported hate speech, but as an issue of concern for our collective democratic co-existence.**

    a. True b. False

11. **Reporting and removing hate speech is as crucial as a strategy [in itself] as is an approach to combating it.**

    a. True b. False

12. **Studies show that stories often have greater impact than data.**

    a. True b. False

a. Post-Training Questionnaire:

Choose the right answer:

1. **Social media have contributed to the effectiveness of activism by young people, globally.**

   a. True b. False

2. **Cyberbullying is usually harassing, insulting, threatening or exposing……. over an extended period.**

   a. one single person b. a group of people c. migrants
   d. minority groups

3. **The following behaviors are typologies of cyberbullying, apart from one. Which one?**

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   c. official online portals for reporting illegal internet content
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5. **The three parties required to act and cooperate in order to improve the mechanisms of identification and reporting of hate speech online are: Governments, intermediaries and ….. .**

   a. teachers b. parents c. citizens d. NGOs

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   a. 90% b. 85% c. 71% d. 50%

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    a. True b. False

11. **Reporting and removing hate speech is as crucial as a strategy [in itself] as is an approach to combating it.**

    a. True b. False

12. **Studies show that stories often have greater impact than data.**

    a. True b. False

13. **To prevent and counter the spread of illegal hate speech online, in May 2016, the Commission agreed with Facebook, Microsoft, Twitter and …… a "Code of conduct on countering illegal hate speech online".**

    a. TikTok b. LinkedIn c. Snapchat d. YouTube

14. **Online hate speech often reaches youth and children through video games or videos, cartoons, or even as content in the online versions of teen magazines.**

    a. True b. False

15. **Digital bullying is often accompanied by bullying in the "real world".**

    a. True b. False

5.2. Tool 2: A Short Interview

Interviews constitute an important tool for self-reporting feelings or beliefs. Interviews can be used as means to measure changes in behaviors and attitudes after a training intervention, for example, or after an awareness raising campaign.

Below there is a set of questions aiming to record changes in trainees' attitudes after their participation in Module 5 of the Youth2Unite training activities. The interviewer should create a positive and non-judgmental environment so that the interviewee can openly share ideas and beliefs, discuss and explain.

Interviewees should be reminded that the interview is not a test on what they have learned; rather it is part of the process to check the quality and the effectiveness of the training intervention.

The total duration of each interview should not exceed 10 minutes. Interviewers can record the answers provided by interviewees, so that they further analyze them to verify the level and the depth of change that has potentially occurred after the training.

1. **What is the most important information you learned during Module 5? Why is it important?**

2. **Did the Module change your opinion/ belief about something? If yes, what and how?**

3. **What are your usual practices in social media? How often do you use them? For what reason?**

4. **Have you ever witnessed an incident involving hate speech or cyberbullying on social media? What happened? What was your role (perpetrator/ victim/witness/ etc)?**

5. **How did you respond to this incident? Why?**

6. **Generally, what would be the best response or counter nation when witnessing an incident of online hate speech or online bullying? What are the steps?**

7. **What advice would you give now to a victim of cyberbullying/ online hate speech?**

8. **How would you respond to an online hate speech incident now? How have your feelings/ attitudes changed towards such incidents (if they have)?**

Let's consider the following scenario:

"A close friend of yours approaches you and reveals that during last month they have been receiving threatening messages and mails on social media. Everything started from a post they uploaded on the urgent need for all people to be vaccinated against COVID-19. After the post many people started adding negative and derogatory comments, which multiplied as days went by, ending up in direct threats of violent acts against them. Your friends is terrified and thinks about deleting their accounts on social media and reporting it to the police. They ask for your advice. What would you tell them? What would you advise them to do?"

Write down your answer, presenting the steps you would advise your friend to take in order to address the situation and eventually put an end in this stressful situation.

IO4: Youth2Unite Measurement Tools

Module 6: Reflect, listen and link up to prevent and combat hate crime

a. Pre-Training Questionnaire:

Choose the right answer:

1. **The culture of hate starts early in a person's developing character following the examples set before them.**

   a. True b. False

2. **Critical thinking is fundamental for understanding the motives hidden behind rhetoric that promotes hate.**

   a. True b. False

3. **One of the major underlying causes of hate speech is the ……., which see some groups, or individuals, as inferior, different, and less worthy of respect.**

   a. parents' bias
   b. negative stereotypes
   c. lack of self-awareness
   d. teachers

4. **When focusing on a specific aspect of people's identities, social phenomena, such as …… and …… are created.**

   a. misinformation and disinformation
   b. racism and exclusion
   c. poverty and unemployment
   d. inequalities and protests

5. **One of the main components of social change is the interaction, communication, and collaboration with each other.**

   a. True b. False

6. **An important first step in forming a coalition to prevent hate crimes should be to identify a concrete …… around which various groups can unify.**

   a. objective b. solution c. leadership d. media education

7. **The impact of hate crimes can be far greater than that of crimes without a bias motive, particularly in their impact on ……..**

   a. society
   b. individual victims
   c. people immediately associated with the victims
   d. all the above

8. **An important obstacle to hate crime monitoring and reporting involves the factors discouraging victims from reporting to police**

   a. True b. False

9. **Racist and other hate speech is prevalent among spectators in many sports, notably in professional ……. .**

   a. volleyball b. tennis c. football d. water polo

10. **Vandalism is one of the most common hate crimes.**

    a. True b. False

11. **Youth participation to combat hate crimes should be based on a challenge, on capacity and on ……. :**

    a. friendship b. connection c. personal history d. activism

12. **Social participation relates to involvement in the life of a local community, addressing local problems and challenges;**

    a. True b. False

a. Post-Training Questionnaire:

Choose the right answer:

1. **The culture of hate starts early in a person's developing character following the examples set before them.**

   a. True b. False

2. **Critical thinking is fundamental for understanding the motives hidden behind rhetoric that promotes hate**.

   a. True b. False

3. **One of the major underlying causes of hate speech is the ……,which see some groups, or individuals, as inferior, different, and less worthy of respect.**

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   b. negative stereotypes
   c. lack of self-awareness
   d. teachers

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   a. misinformation and disinformation
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   b. individual victims
   c. people immediately associated with the victims
   d. all the above

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   a. volleyball b. tennis c. football d. water polo

10. **Vandalism is one of the most common hate crimes.**

    a. True b. False

11. **Youth participation to combat hate crimes should be based on a challenge, on capacity and on ……. :**

    a. friendship b. connection c. personal history d. activism

12. **Social participation relates to involvement in the life of a local community, addressing local problems and challenges;**

    a. True b. False

13. **A hate crime does not have to involve "hate"; any crime committed with a bias motive is considered a hate crime.**

    a. True b. False

14. **The most common flaw in the investigation of hate crimes is the refusal or failure of law enforcement bodies to identify a criminal act as a hate crime.**

    a. True b. False

15. **Those who commit hate crimes generally do not want to send a message to their victims and to others.**

    a. True b. False

6.2. Tool 2: Self-reflective essay

Self-reflection is the key to self-awareness: it allows us to look neutrally at our thoughts, feelings, emotions, and actions. Moreover, it allows us to determine any changes in our attitudes and knowledge.

After completing Module 6: Reflect, listen and link up to prevent and combat hate crime, you are invited to reflect on your feelings and actions and write down your answers to the following questions:

1. **Almost everyone highlights or hides parts of themselves and their identities in order to be accepted by and belong to a certain social group. Does this sound familiar? Reflect on whether you have also done it:**

2. **Describe your experience: What parts did you hide or highlight? What was the group you wanted to belong? What were the reasons for doing it?**

3. **What were the positive results -if any- from this choice (to hide/ highlight parts of your identity?)**

4. **What were the negative results -if any- from this choice (to hide/ highlight parts of your identity?)**

5. **What is your conclusion from this situation? Do you have any regrets? Would you do it again in the future? Please comment.**

6.3. Tool 3: Self-observation and evaluation

As you have learnt in Module 6, "coalitions are highly important for the prevention and response to hate crimes. But for a coalition to function smoothly, it is important to establish clear mechanisms for gathering input, making decisions and selecting leadership". Moreover, individuals forming coalitions should possess a certain set of skills.

Evaluate your skills using the following Table (1= not at all to 5= very much) and answer the questions that follow.

Coalition Skills and Abilities	1	2	3	4	5
Leadership					
Management Skills					
Ability to take initiative					
Ability to express and accept opinions and ideas					
Ability to work individually					
Ability to work within a team					
Decision making skills					
Decision solving skills					
Ability to delegate and accept tasks and responsibilities					
Adaptability					
Ability to compromise					
Communication skills					
Active listening					
Active participation					
Evaluation skills					
Ability to identify strengths and weaknesses					
Ability to identify possible solutions					

1. **Choose one of the skills which you have evaluated as moderate (with 1, 2 or 3). Think of three ways which can help you develop this skill:**

   a……..

   b……..

   c……

2. **What would be the best position for you in a potential group of young people who share the common objective to respond to hate speech directed at one specific group?**

   (e.g. leader? organizer? fund raiser? member of the implementation team? social media team? etc.)

   Elaborate on your choice and explain why this position is the most suitable one for you:

Correct Answers

1.1 Tool 1a: 1b, 2d, 3a, 4c, 5c, 6c, 7c, 8a, 9b, 10a, 11b, 12a

1.2 Tool 1b: 1b, 2d, 3a, 4c, 5c, 6c, 7c, 8a, 9b, 10a, 11b, 12a, 13b, 14a, 15a

1.3 Tool 3: 1 bias incident, 2 bias crime, 3 bias crime, 4 bias crime, 5 bias incident, 6 bias incident

2.1 Tool 1 a: 1d, 2c, 3a, 4a, 5b, 6a, 7a, 8c, 9b, 10b, 11a, 12a

2.1 Tool 1 b: 1d, 2c, 3a, 4a, 5b, 6a, 7a, 8c, 9b, 10b, 11a, 12a, 13a, 14a, 15a.

2.3 Tool 3: a.1 and 2, b.2 and 3, c.3 and2, d.3, e.4 and 1, f.1 and 2, g.4 and 3, h.2 and 3, i.1 and 4, j.1 and 2

3.1. Tool 1: 1a, 2b, 3b, 4a, 5c, 6a, 7b, 8c, 9a, 10a, 11a, 12a

3.1. Tool 1b: 1a, 2b, 3b, 4a, 5c, 6a, 7b, 8c, 9a, 10a, 11a, 12a, 13b, 14a, 15a

4.1. Tool 1: 1d, 2b, 3b, 4b, 5b, 6a, 7c, 8d, 9d, 10a, 11d, 12a

4.1. Tool 1b: 1d, 2b, 3b, 4b, 5b, 6a, 7c, 8d, 9d, 10a, 11d, 12a, 13a, 14a, 15b

5.1. Tool 1: 1a, 2a, 3d, 4d, 5c, 6c, 7a, 8b, 9d, 10a, 11a, 12a

5.1. Tool 1b: 1a, 2a, 3d, 4d, 5c, 6c, 7a, 8b, 9d, 10a, 11a, 12a, 13d, 14a, 15a

6.1. Tool 1: 1a, 2a, 3b, 4b, 5a, 6a, 7d, 8a, 9c, 10a, 11b, 12a

6.1. Tool 1b: 1a, 2a, 3b, 4b, 5a, 6a, 7d, 8a, 9c, 10a, 11b, 12a, 13a, 14a, 15b

youth 2 unite
stand-up against
hate and violence

IO4: Youth2Unite Measurement Tools

WHAT is a bystander & WHY is it important to intervene.

Bystander Intervention Kit for Young People: Measurement Tools

This questionnaire consists of open questions that enable more detailed information to be collected. Alternatively, you can use this questionnaire as a guide for a focus group discussion. Focus group discussions are purposeful, facilitated discussions between a group of participants with similar characteristics. The advantages of focus group discussions are that they rely on interaction among the participants. Such interaction highlights people's attitudes, priorities, language, and frames of reference; it also encourages communication, helps to identify group norms, and can encourage more open conversations about sensitive subjects.

a. Pre-Training Questionnaire:

Answer the following:

1. **What do you think that bystander intervention is? Explain it briefly.**

2. **How would you define an active bystander? What are those elements that make one into an active bystander?**

3. **Name any active bystanders you know.**

4. **Why is it important to intervene?**

b. Post-Training Questionnaire:

Answer the following:

1. **What do you think that bystander intervention is? Explain it briefly.**

2. **How would you define an active bystander? What are those elements that make one into an active bystander?**

3. **Name any active bystanders you know.**

4. **Why is it important to intervene?**

Self-reflection is the key to self-awareness: it allows us to look neutrally at our thoughts, feelings, emotions, and actions. Moreover, it allows us to determine any changes in our attitudes and knowledge.

After watching the relevant video, you are invited to reflect on your feelings and actions with regards to the following question:

What are the changes that you envision to happen to you personally, to those around you, and to the wider society, when we immediately intervene in the face of hate-driven incidents?

1.3. Tool 3: The Bridge

The Bridge is a tool for vision and design, helping people determine where they are, where they want to be and how to bridge the gap between the two. In our case it will be used to measure the change that is happening in the mindset of young people, which in turn affects their attitudes and behaviors, following their initial encounter with bystander intervention.

On the sheet below, list the characteristics you currently have that could support you in case you need to intervene when a hate-driven incident happens (i.e., where you are now as a bystander). Following that, envision what other characteristics you wish to have that could support you in case you need to intervene when a hate-driven incident happens (i.e., where you want to be as a bystander).

Now create a bridge between the two situations. Imagine that the pillars that uphold your bridge represent support systems and/or activators that could help you reach your goal (the place in which you want to be). Use some post-it notes and/or colorful pens to indicate the support you need to bridge your current situation with your future aspirational situation.

IO4: Youth2Unite Measurement Tools

WHEN is it necessary to intervene?

Bystander Intervention Kit for Young People: Measurement Tools

2.1. Tool 1: Body Mapping (Before and After)

This tool tries to map down any new knowledge acquisition and attitude and behavioral change as a result of an extensive participation to the Youth2Unite training.

In other words, Body mapping enables participants to explore existing attitudes and practices towards bystander intervention, as well as changes after the end of the training programme. This tool can be used throughout the training session on bystander intervention as it applies to all modules.

Divide participants in groups of 3 and tell them to draw a body shape on a flipchart.

a. Before the training

On a flipchart draw a body shape and then draw a vertical line down the middle of the body. This is a young person from our community. The left-hand side represents the youngster now, BEFORE the training. Use the body parts to explore the following:

- **The head:** What knowledge do you have regarding the situations when is necessary to intervene? What kind of situations render your intervention necessary?
- **The eyes:** What can you see that would render your intervention necessary? What kind of actions are these?
- **The ears:** What can you hear that would render your intervention necessary? What kind of comments/discussions are these?
- **The mouth**: How would you communicate a situation in which you feel that you should intervene?
- **The shoulders:** What responsibilities should you take on when you feel that it is necessary to intervene?
- **The heart:** How do you feel when you need to intervene? How do you show your emotions/feelings when you need to intervene?
- **The hands and arms:** What are you doing on a regular basis to prepare yourself to intervene when is necessary?
- **The body:** To what extent do you feel protected when you intervene?
- **The feet and legs:** Where should you go/what kind of goal should you reach in order to become able to effectively intervene?

b. After the training

On a flipchart draw a body shape and then draw a vertical line down the middle of the body. This is a young person from our community. The right-hand side represents the child AFTER the training. Use the body parts to explore the following:

- **The head:** Are there any changes in your knowledge? Or what you think about/worry about/feel happy about following the end of the training?
- **The eyes:** Are there any changes in the way you see situations that render your intervention necessary?
- **The ears:** Are there any changes in how you listen comments and discussions that would render your intervention necessary?
- **The mouth:** Are there any changes in how you would communicate a situation in which you feel that you should intervene?
- **The shoulders:** Are there any changes in the responsibilities you should take on when you feel that it is necessary to intervene?
- **The heart:** Are there any changes in the way you feel about yourselves? Are there any changes in your attitudes and behaviors when you need to intervene?
- **The hands and arms:** Are there any changes in your preparation when you feel that you should intervene?
- **The body:** Do you feel more protected when you intervene now after the end of the training?
- **The feet and legs:** Have you reached any short-term goals you set with regards to effectively intervening?

Self-reflection is the key to self-awareness: it allows us to look neutrally at our thoughts, feelings, emotions, and actions. Moreover, it allows us to deermine any changes in our attitudes and knowledge.

After watching the relevant video, you are invited to reflect on your feelings and actions with regards to the following questions:

1. **How do you feel about the limits of freedom of speech? Do you think that it should be limited or not? Why?**

2. **What are the challenges that someone could face in achieving freedom of speech? Consider how these challenges might be different for different groups within the community (women, men, people from different ethnic groups, with disabilities and so on).**

3. **What are you proud of in your community of young people that could help in ensuring freedom of speech?**

IO4: Youth2Unite Measurement Tools

HOW to intervene offline?

Bystander Intervention Kit for Young People: Measurement Tools

This questionnaire consists of open questions that enable more detailed information to be collected. Alternatively, you can use this questionnaire as a guide for a focus group discussion. Focus group discussions are purposeful, facilitated discussions between a group of participants with similar characteristics. The advantages of focus group discussions are that they rely on interaction among the participants. Such interaction highlights people's attitudes, priorities, language, and frames of reference; it also encourages communication, helps to identify group norms, and can encourage more open conversations about sensitive subjects.

a. Pre-Training Questionnaire:

Answer the following:

1. **How would you immediately react (knee-jerk reaction) as a bystander when witnessing a hate-driven incident?**

2. **On a more careful note, could you possibly think of any strategies and techniques one could adopt when intervening? Briefly describe them.**

3. **Why is it important to take action? What kind of feelings someone who receives support might experience?**

b. Post-Training Questionnaire:

Answer the following:

After watching the relevant video, please answer the following:

1. **How would you immediately react (knee-jerk reaction) as a bystander when witnessing a hate-driven incident?**

2. **On a more careful note, could you possibly think of any strategies and techniques one could adopt when intervening? Briefly describe them.**

3. **Why is it important to take action? What kind of feelings someone who receives support might experience?**

3.2. Tool 2: Self Confidence Rating

Young people can be encouraged to score changes on their self-confidence before and after their participation in a training. Scoring is subjective. However, aggregating individual scores from many youngsters involved in the same processes or activities can generate useful data on general trends. Disaggregating youngsters' scores by age, gender or other factors can also help identify the types of Young people can be encouraged to score changes on their self-confidence before and after their participation in a training. Scoring is subjective. However, aggregating individual scores from many youngsters involved in the same processes or activities can generate useful data on general trends. Disaggregating youngsters' scores by age, gender or other factors can also help identify the types of youngsters whose self-confidence has been strengthened most, and those who have benefited least.

As you have watched in the video, there are 5 simple yet effective strategies to intervene when you witness a hate-driven incident. Evaluate the level of confidence (1= *not at all* to 5= *very much*) you feel using the suggested techniques.

Coalition Skills and Abilities	1	2	3	4	5
How confident you feel to use distraction?					
How confident you feel to face the attacking person than the victim?					
How confident you feel to face the victim than the attacking person?					
How confident you feel to divert the attention from the person who is under attack?					
How confident you feel to document an incident?					
How confident you feel to delegate to someone else and call out for help?					
How confident you feel to directly intervene and take a stance?					
How confident you feel to delay your intervention and check up on the victim after the attack?					
How confident you feel to support the victim by helping them to get home, calling someone they trust or asking if they want to report the incident to the police?					

CASE STUDY

Let's consider the following scenario that is taken from a real case that happened in Sweden in 2012:

Two boys who are members of an organization called National Youth come to your school and distribute leaflets that contained the following statements: ***"Homosexual Propaganda: In the course of a few decades society has swung from rejection of homosexuality and other sexual deviances to embracing this deviant sexual proclivity. Your anti-Swedish teachers know very well that homosexuality has a morally destructive effect on the substance of society and will willingly try to put it forward as something normal and good."*** *A close friend of yours, who is gay, comes across those guys and is really scared as they approach him. You see your friend and those boys approaching him and you decide to take action.*

Write down which techniques and strategies for bystander intervention you are planning to use, presenting the steps you would follow and the ways you would support your friend in this stressful situation.

IO4: Youth2Unite Measurement Tools

HOW to intervene online?

Bystander Intervention Kit for Young People: Measurement Tools

This questionnaire consists of open questions that enable more detailed information to be collected. Alternatively, you can use this questionnaire as a guide for a focus group discussion. Focus group discussions are purposeful, facilitated discussions between a group of participants with similar characteristics. The advantages of focus group discussions are that they rely on interaction among the participants. Such interaction highlights people's attitudes, priorities, language, and frames of reference; it also encourages communication, helps to identify group norms, and can encourage more open conversations about sensitive subjects.

a. Pre-Training Questionnaire:

Answer the following:

1. **What are the reasons that prohibit us from actively intervening online when a hate speech incident takes place?**

2. **What do you think that direct and indirect action is? Can you give some examples of those techniques online?**

3. **Which are the dos and don'ts when you try to intervene online?**

b. Post Training Questionnaire:

Answer the following:

After watching the relevant video, please answer the following:

1. **What are the reasons that prohibit us from actively intervening online when a hate speech incident takes place?**

2. **What do you think that direct and indirect action is? Can you give some examples of those techniques online?**

3. **Which are the dos and don’ts when you try to intervene online?**

Self-reflection is the key to self-awareness: it allows us to look neutrally at our thoughts, feelings, emotions, and actions. Moreover, it allows us to determine any changes in our attitudes and knowledge.

After watching the relevant video, you are invited to reflect on your feelings and actions with regards to the following questions:

1. **Have you ever witnessed a hate speech incident online? How did you react?**

2. **Would you have reacted differently had you know then the techniques and strategies you know now? How would you react in a similar incident now?**

3. **Is there still anything that intimidates you and prohibits you from actively intervening online when witnessing a hateful comment/ action? What kind of support do you need to overcome hesitation?**

4.3. Tool 3: Stories of most significant change

Stories are a valuable measurement tool as they can encourage everyone, whatever their experience, to participate. Stories are likely to be remembered as a whole (sharing the context and the findings), and they can help keep discussions based on what is concrete rather than what is abstract. In monitoring processes, stories are an ideal way for people to make sense of all the different results of a programme. They also contribute to an understanding of the values of those who participate in programmes.

Following the end of this training session/programme, take some time and look inward to examine your own thoughts and emotions with regards to the change(s) you have experienced throughout the training.

Write down your own story, and how you feel (or not) empowered to act as an active bystander:

IO4: Youth2Unite Measurement Tools

WHERE to report hate speech?
WHO can help and support?

Bystander Intervention Kit for Young People: Measurement Tools

5.1. Tool 1: A stakeholder list for reporting hate speech

List any services/ institutions/organizations that might support you when you want to report hate speech. Complete your list after you watch the relevant video.

Highlight any services/institutions/organizations that you did not know before and make basic research.

Service/Institution/Organization	Basic Information (Incl. Phone number/website

When reporting an incident, include as much information as possible:

When did this happen?

Noting the time and date is important because some online content, such as discussion threads in chatrooms can quickly disappear.

How was the content delivered?

Was the victim sent something directly through email, SMS, text message, instant message, or private messaging? Did the victim come across something while browsing the Web?

If the message was sent directly to the victim:

- Make sure the victim keeps the original email or save the chat/ text log.
- If possible, save the username or email address of the person sending the hateful message.

If the victim has encountered the content on a website:

- Copy and paste the site's address by clicking your Web browser's address bar, highlighting the full web address, and copying and then pasting it into a word processor.
- Take a screenshot of the content in question to give to the police.

Based on this source (MNet (2012), "Responding Online Hate Crime"), carry out research on where and how to report hate speech in your country. Write down your findings and design a social media campaign to disseminate the information you have found in order to raise awareness.

Information/data	Source

youth2unite
stand-up against
hate and violence