



HIT Curriculum on Human Rights and  
counteraction of hate speech & behaviour  
against migrants  
(WP3\_D3.1)

#HITproject

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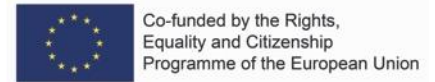
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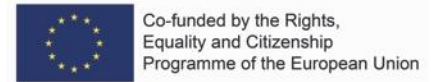
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# HIT IS THE CURRICULUM

## Introduction

This tool has been developed within the framework of the project Hate Interrupter Teams: Youth counteracting hate speech towards migrants and minorities through participatory and creative campaigning.

Funded by the Rights, Equality & Citizenship Programme of the European Union. The international and humanitarian institution “Hope For Children” CRC Policy Center (CY) coordinated the project; Frederick University (Cyprus); Collage Arts (United Kingdom), CEPS (Spain), MuLab (Italy), Smile of the Child (Greece), Gender Alternatives Foundation (Bulgaria) and Metropolis Net (Germany) are associated partners.

MuLab has coordinated the development of the HIT curriculum’s contents.

## Purpose

The project will develop a new model of European youth empowerment to tackle racism, xenophobia and discrimination aimed at migrants. At its heart is the concept of ‘Hate Interrupter Teams’ (HITs) - task groups of young people (14-19) who, through participatory, inclusive arts-based practices facilitated by youth workers, mentors and guidance practitioners, will create tools and develop strategies to counteract hate speech and behaviour towards migrants (HSBM) in their communities, at school and amongst their peers.

The Hate Interrupter Team’s (HIT) Curriculum places an emphasis on active citizenship and social inclusion, promoting self-initiative, the development of communication skills, and of digital competences that support creativity, increasing opportunities for cultural awareness and expression. This tool can be used by professionals working with young people and wishing to support their participatory action and to train them to counteract HSBM towards migrants amongst their peers and other social spheres of action. Additionally, the HIT programme proposes activities that can enable HITs to reach out and engage individuals capable of influencing the population at large (opinion formers) on the implementation of a wide public awareness-raising campaign to counteract HSBM, facilitating young people’s access to relevant information of the subject and to creative counteracting strategies.

## Target Group

The HIT Curriculum targets a wide range of professionals working with young people (aged 14-19), and interested in Human Rights’ education and in cultivating their capacity to educate and raise awareness on the negative impact of hate speech and hate behaviour, in a creative, youth appealing way.

## SECTION 1

### Guidelines for the implementation of the programme

HIT is a Game!

It is structured with guidelines and a series of tools and resources.

It allows flexibility and adaptation to different contexts, audiences, organisational needs and teams.

### Trainer profile

It is suggested that trainers involved in the delivering of the activities need to be familiar with non-formal and informal training and a minimum of two years of experience in working with young people. Trainers will be fully informed on the aim and objectives of HIT and need to embrace them to deliver the program successfully.

One full day of immersion in the program will be delivered for all the trainers involved in the project.

Strong motivation, ethos and values aligned with the core of the project can make the difference.

### Profile of the participants

Young People from 14 to 19 years old. A mixed group with different backgrounds and diversity is recommended to facilitate inclusion and richness of voices.

### Duration of the program and breaks

This programme can be implemented in different ways depending on the contexts, users and needs. The overall duration is 32 hours (i.e.: 4 days of 8 hours or 8 days of 4 hours or 16 days of 2 hours) to be delivered in a period from 2 to 4 months. Each module has specific time recommendations that should be used as a reference.

Breaks should be planned every two hours with water and refreshments.

### Resources / Space / Location

The facilities should have enough space to allow participants to move and be comfortable, as well as to let for a change in the table/chair layout depending on the activities and methodologies.

Use of unconventional spaces is recommended keeping in mind common sense for health and safety issues. Location should be easily connected with the public transport network.

## **Programme structure**

The contents are structured in 4 macro areas:

- 1) Human Rights and Hate Speech
- 2) Creative Campaigning and Digital Storytelling
- 3) Social Marketing
- 4) Storyboard.

The profile of the participants will determine the programme.

For each macro area, there are activities and products to deliver and realise.

## **Evaluation / Feedback participants**

Evaluation forms will be distributed/delivered to participants to allow trainers to capture distance travelled, expectations, confidence with the subjects and effectiveness of the programme but also overall satisfaction and happiness with the event implemented.

## **Methodologies**

This program stresses Game-Based Learning and discourages passive learning that should be minimised as possible. Learning methods must privilege the participation of the young people and is highly suggested to use Peer Learning, Circle Time, Role Play and World Café.

## **Participants' Safeguarding**

Ensuring the wellbeing of the young people participating in HITs' activities is a priority.

The HIT places an emphasis on safety, education, support networks engagement and trainer practice, to ensure that participants are equipped with appropriate knowledge and skills on HSBM and Human Rights.

The HIT programme is guided by an "Equality, Diversity & Child Protection Protocol"<sup>1</sup> to ensure the safeguarding of participants and the compliance to ethical issues of confidentiality, protecting personal data, guaranteeing anonymity when required, screening for inappropriate, offensive contents. In addition, professionals and stakeholders working with the young HITs must be committed and responsible for the protection, safety and well-being of children and youth and respect the rights of the child as stated by the UNCRC.

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<sup>1</sup> Annex 5

## SECTION 2

### Why a game?

“All play means something”  
(Johan Huizinga, 1938)

“Their ideal school doesn’t use games to teach students. Their ideal school is a game.”  
(Jane McGonigal, 2011)

“Storytelling isn’t an idle leisure activity that humans developed to while away the hours: it evolved for serious purposes, as a necessary component in the development of human culture. Without storytelling, humans could never have communicated complex information. Storytelling [...] it’s absolutely necessary to the existence of human culture.”  
(Chris Crawford, 2005)

Learning is a complex process that involves cognitive effort, physical resistance and emotions. Each learner has his/her own needs, goals and behaviour while learning, plus personal memories related to the educational background and experience, which could be positive or negative.

The level of complexity is higher considering the learning goals that educators and trainers have to satisfy when designing and delivering a programme, a course or a curriculum.

In this context, games are playing a crucial role as a method to be adopted especially with children, and more recently scholars and practitioners have started understanding its importance with young people and adults.

Many types of research support the relationship between game and learning: Jean Piaget (1951), Jerome Bruner (1996), John Dewey (1938), Lev Semyonovich Vygotsky (1978), demonstrating how we can learn from the experience, and a game is a particular experience. Games have been used for educational purposes in many fields, not just for children in kindergartens. The so-called Business Games, for instance, had been adopted within high management levels to practice and simulate how to run an organisation or the production of a product or service. The main aim, in fact, is to practice, to learn from the practice (respecting the learning by doing paradigm) in a safe (digital sometimes) environment to empower hard and soft skills to act during our life.

In the recent past, the term edutainment which refers mostly to the "spectacularisation" of specific topics, values or contents involving a creative media (video, performance, video-mapping, music and so on), has also been used.

“Playful learning” is an expression used to describe game-based educational activities where the notion of the game is related to the structure and the method adopted to deliver the educational purposes instead of the fun, joy and competition type of purposes which are also related with games.<sup>2</sup>

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<sup>2</sup> For further readings about playful learning see Mitchel Resnick M., *Edutainment? No Thanks. I Prefer Playful Learning*, [www.media.mit.edu/~mres/papers/edutainment.pdf](http://www.media.mit.edu/~mres/papers/edutainment.pdf)

## How it works

HIT curriculum involves four thematic areas related to Human Rights, Storytelling, Storyboarding and Marketing with the aim of supporting young people in developing creative campaigns.

Facilitators engage learners in participating in 32 hours game. The total length could be split into sessions each of which is from 2 to 4 hours. The first and last session is fixed while the others are selected by the trainers depending on the time, topics, the audience and the location (the room or materials available).

During the first session, learners are involved in a team building activity to facilitate the sense of cooperation within the team and to create a personal profile based on group and individual feedback. All the profiles are recorded on a group poster on the wall by the facilitator. After each session, the facilitator asks each learner, which are the skills, behaviours or capabilities gained during the session that should be reported on the poster. In this way, the poster works as a visual tool useful to formalise and remember the learning processes of each learner.

When setting up the training, the facilitator selects the activities for each session covering the four thematic areas. The modularity of the game gives enough freedom to the facilitator to choose and balance between the themes he/she wants to work on. At the same time, the structure of the game gives the facilitator the boundaries where to operate without missing the goal of the game (and the training).

Below there are sample activities that the facilitator can select while setting up the training. Each activity has a description of the learning goal, the thematic area, the materials needed and tips on how to run it at best.

The last activity involves the learner in creating a creative campaign as a final project (the first of many).

## Macroarea: Human rights and Hate Speech

**Description:** Through a youth-friendly approach, focus will be placed on landmark documents on the defence of human dignity and freedom such as the EC Convention on Human Rights, the UN Universal

Declaration of Human Rights, the UN Convention on the Rights of the Child, EU laws on Hate Speech, as well as existing prevention mechanisms/programmes/movements such as the CoE NO HATE SPEECH Movement.

**Learning Outcome:** At the end of the activities of this macroarea, participants will be able to demonstrate a comprehension (describe, explain, identify and locate) of the Human Rights and Hate Speech and recognise behaviours that harm these rights.

Total time: 8h



### Activity 1: Diver

Activity Name	Diver
Goals	<ul style="list-style-type: none"> <li>• Gain awareness of prejudices and stereotypes that are often due to lack of knowledge.</li> <li>• Switch the point of view to discover unexpected common points and appreciate difference.</li> </ul>
Description	Each participant picks out from a pocket a folded post-it on which is written the name of a specific culture/ethnicity. On a turn, each participant will act the role of a person of that culture based on his/her knowledge. While walking in the room, each participant will meet the others and interacting with each other they have to define what their cultures have in common.
Methodology	role play
Discussion (debrief)	<p>Stand &amp; Declare<sup>3</sup>: The trainer asks participants to form groups based on specific characteristics and to stand in front of the rest of the participants. For example, all Italians stand in front of the room. The group then answers four questions:</p> <ul style="list-style-type: none"> <li>• What is wonderful about being Italian?</li> <li>• What term do you never want to be called again?</li> <li>• How can the participants that are listening be helpful to Italian people?</li> <li>• Do you feel heard?</li> </ul>
Timing	Total time: 30 min - Execution: 20 min, Discussion: 10 min
Space & Materials	Open room /
ERF Key competences	5. Personal, social, and learning competence 8. Cultural awareness and expression competence

### Activity 2: Globe Challenge

Activity Name	Globe Challenge
Goals	<ul style="list-style-type: none"> <li>• Stimulate a critical approach to the topic of human right and responsibilities</li> <li>• Enhance team working and problem-solving</li> </ul>

<sup>3</sup> [https://www.uvm.edu/~dewey/reflection\\_manual/activities.html](https://www.uvm.edu/~dewey/reflection_manual/activities.html)

Description	<p>The facilitator hangs on the wall 5 poster that represents 5 different countries (e.g. Fantalands, Greenpole, Yellow Kingdom, Orange States, Purple Union) and divides the group into teams, one per state. Each team can be different in number of members as long as there will be countries more populated than others.</p> <p>In each poster there will be written how many and what are the country resources, how many and what human rights are granted there. (e.g. GreenPole: water -score 7/10, food - score 3/10, oil and gas - score 5/10, gold - score 2/10; rights granted: n2 no discrimination, n6 you have rights no matter where you go).</p> <p>The facilitator shows the group a pile of newspaper sheets in the centre of the room, explaining that each paper represents a primary need necessary for human life. Then the facilitator leaves each group to state what are the primary needs, looking at their poster, reflect on the resources they have, or need, as a country and choose their governor.</p> <p>The facilitator then asks to each governor to as many sheets as they need from the pile of newspapers to provide subsistence to their country.</p> <p>Once the governors are back to their countries, the facilitator collects all the sheets they took and starts to redistribute them in an unfair way, giving most of the papers to two states and leaving just a couple to the other three.</p> <p>After that, the facilitator launches the challenge asking to each participant to stand on the newspaper they have in their country. The winner is who will succeed in keeping everybody on the papers. Feet outside the paper are not allowed. They have 5 minutes to accomplish the mission.</p> <p>The facilitator observes the behaviours of each team, and at the end of the 5 minutes he states a winner and asks to the group to watch the situation. Then the group will start a discussion on what happened.</p>
Methodology	Learning by doing / game-based learning
Discussion (debrief)	/
Timing	30 min
Space & Materials	Open room Newspaper sheets, 5 posters, colors
ERF Key competences	5. Personal, social, and learning competence 6. Civic competence;

### Activity 3: Barometer

Activity Name	Barometer
Goals	<ul style="list-style-type: none"> <li>● Sharing each own values within the group</li> <li>● Active listening of other's values</li> <li>● Introduction to the group</li> </ul>

Description	The facilitator signs a line on the floor with the tape. That line goes from 0 to 100. Then the facilitator starts pronouncing statements and each participant stands on the line according to how much is the value of the pronounced sentence for them. The facilitator observes the behaviour of the group and start a discussion with some participants between two sentences.
Methodology	Icebreaking
Discussion (debrief)	Examples of sentences to discuss: <i>Right now I feel good</i> <i>Conflicts are part of human nature</i> <i>Conflicts need to be avoided</i> <i>Some conflicts can be ended just with violence</i> <i>I do discriminate</i> <i>I do not discriminate</i>
Timing	Total time: 15 min
Space & Materials	Open room  Tape
ERF Key competences	2. Languages competence 6. Civic competence 8. Cultural awareness and expression competence

## Macroarea: Methods of Creative Campaigning – Storytelling

Description: Emphasising the potential of combining new media technologies with storytelling to produce a campaign strongly geared by digital storytelling;

Learning Outcome: At the end of the activities of this macroarea, participants will be able to demonstrate applying (choose, implement and perform) creative content in order to create digital storytelling to counteract HSBM.

Total time: 8h

### Activity 1: CreativithIT

Activity Name	CreativithIT
Goals	<ul style="list-style-type: none"> <li>Develop problem solving skills through team working in creating a creative campaign</li> <li>Express and share cultural awareness and valuable positive content</li> </ul>

Description	<p>The whole group will be divided into teams (according to the number of participants) and have 5 minutes to propose a slogan to create a potential campaign for the project HIT according to its values (the facilitator can choose one specific topic or right as the subject of the campaign).</p> <p>The facilitator writes all the slogans on a board and all the participant vote which one they prefer. The favourite one will be the slogan on which everybody will work.</p> <p>The whole group can work as a team, or it can be split into teams (max 3) that will work on a different project (based on mixed media such as create a jingle, a poster and Instagram content) for the same creative campaign. (If more than one team, each participant choose which team wants to join)</p> <p>The time to develop each project is 45 min.</p> <p>At the end, the group (or each team) presents its project. (20 min).</p>
Methodology	Learning by doing
Discussion (debrief)	/
Timing	Total time: 100 min - Intro: 10 min Execution: 60 min, Presentation: 30 min
Space & Materials	<p>Open room</p> <p>flipchart, colors</p> <p>each trainer can provide any tool available to create campaign: music instruments, smartphones, apps, color pen/cil, paper, laptops, cameras etc...</p>
ERF Key competences	<p>4. Digital competence</p> <p>5. Personal, social, and learning competence</p> <p>8. Cultural awareness and expression competence</p>

#### Activity 2: Follow the right(s)

Activity Name	Follow the right(s)
Goals	<ul style="list-style-type: none"> <li>• Enhance awareness on human right</li> <li>• Acknowledgement of diversity</li> </ul>
Description	<p>The facilitator chooses or picks out from a jar two human rights. One right will be the starting point and the second one will be the end point of a poem.</p> <p>Starting from the first one chosen, each participant is asked to write a line of the poem. The following participant writes a line based on the previous line then folds the paper and pass it to the next person. The aim as a group is to join the first right to the second one keeping in mind that each person's line is based on what the previous person wrote. At the end, the poem can be read, recorded or used as content for further activities.</p>

Methodology	Cooperative learning
Discussion (debrief)	/
Timing	30 min
Space & Materials	Open room  Paper, color pens, pens, smartphones.
ERF Key competences	1. Literacy competence 2. Languages competence 5. Personal, social, and learning competence

### Activity 3: Tell me a Statue

Activity Name	Tell me a Statue
Goals	<ul style="list-style-type: none"> <li>• Introduction to the group</li> <li>• Acknowledgement of diversity</li> <li>• Judgement suspension</li> </ul>
Description	The group stay in a circle to allow each member to see each others. The facilitator asks to the group to pose and act like a statue according to a specific sentence he/she says. After each sentence, the facilitator can start a discussion with the participant about their interpretation.
Methodology	Role play
Discussion (debrief)	Examples of sentences to interpret and discuss: <i>Now I feel...</i> <i>My hero/idol...</i> <i>One thing that scares me...</i> <i>As far as I'm concerned, diversity is...</i> <i>Once I felt so much different/discriminated...</i> <i>That person so different and that I don't like...</i>
Timing	15 min
Space & Materials	Open room  /

ERF Key competences	2. Languages competence 5. Personal, social, and learning competence 6. Civic competence
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#### Activity 4: Raft

Activity Name	Raft
Goals	<ul style="list-style-type: none"> <li>• Sharing each own story with others</li> <li>• Active listening</li> <li>• Judgement suspension</li> </ul>
Description	<p>The facilitator signs on the floor 4 different areas related to specific emotions. (e.g. sadness, happiness, anger and surprise) Each participant walks randomly in the room and acting according to the particular emotion/ area start to interact with the others that are in the same area. When two participants meet, they have to tell each other a significant event that happened to them, speaking and acting according to the emotion where they are.</p> <p>Delivering this task the group have to take care that each area is covered with someone.</p>
Methodology	Role play
Discussion (debrief)	/
Timing	20 min
Space & Materials	Open room  Tape
ERF Key competences	5. Personal, social, and learning competence 8. Cultural awareness and expression competence

#### Macroarea: Introduction to Social Marketing

Description: Looking at how the use of marketing principles, strategies, and tools can promote attitudes and ideas to influence and change social behaviours and its possibilities to counteract Hate Speech;

Learning Outcome: At the end of the activities of this macroarea, participants will be able to demonstrate understanding (describe, explain, identify and locate) of a target and how to apply strategies and tools to counteract HSBM.

Total time: 8h

### Activity 1: CarpetRights

Activity Name	CarpetRights
Goals	<ul style="list-style-type: none"> <li>• Develop problem-solving skills</li> <li>• Enhance awareness and use of team working</li> </ul>
Description	<p>This activity can be done as a whole group or in two teams.</p> <p>All the participants will be on the same carpet. The rule is that all the feet have to stay on the carpet, never on the floor. Once everyone is on the carpet, the facilitator asks to turn upside down the carpet without step outside from that. The facilitator keeps the time and takes note of it. Once the group(s) complete the task, the facilitator asks to reverse the carpet with the previous rules. Again the facilitator keeps note of the new time, then leads a discussion about the experience.</p>
Methodology	Learning by doing
Discussion (debrief)	<p>Examples of sentences for the discussion:</p> <p><i>What did you learn...</i></p> <p><i>How are you now...</i></p> <p><i>What can you do for others...</i></p> <p><i>Why did not it work...</i></p>
Timing	Execution: 15 min Discussion: 10 min
Space & Materials	<p>Open room</p> <p>One big carpet (or more), clock</p>
ERF Key competences	5. Personal, social, and learning competence

### Activity 2 Get the Point

Activity Name	Get the Point
Goals	<ul style="list-style-type: none"> <li>• Reflect on tools and methods</li> <li>• Enhance critical thinking / observation</li> </ul>
Description	<p>The facilitator shows the group three different examples of creative campaigns. (as much diverse as possible)</p> <p>Then let the group discuss about them and stimulates the recognition of the strategies and approaches applied, and pointing out any critical aspect. Every outcome will be marked on a poster with a point.</p>

	At the end, the facilitator asks the group to join the relevant points to build a mind map / reference for their own model of effective creative campaign.
Methodology	Circle time - Cooperative learning
Discussion (debrief)	
Timing	Execution: 30 min
Space & Materials	Open room projector + screen, laptop, white posters, post it, color pens, ext..
ERF Key competences	2. Languages competences 5. Personal, social, and learning competence 7. Entrepreneurial competences

### Macroarea: Producing storyboard

Reflecting on the use of the language and the production of scripts to achieve goals for developing a project and solutions to problems that arise during the activity.

Learning Outcome: At the end of the activities of this macroarea, participants will be able to demonstrate in applying (choose, demonstrate, implement and perform) plans and actions to create storyboard to counteract HSBM.

Total time: 8h

#### Activity 1: Framing the Effect

Themes:

Activity Name	Framing the Effect
Goals	<ul style="list-style-type: none"> <li>● Recognise and reflecting on the structures of language identifying its aims</li> <li>● Understanding biases through role-playing</li> </ul>
Description	<p>The facilitator split the large group into small teams asking them to write a storyboard of 3 sketches in two different ways: with a positive and a negative frame.</p> <p>The small teams will operate in groups on a classic example of risk choice (i.e., Asian Disease Problem) creating two different narratives.</p>



Methodology	Role-playing
Discussion (debrief)	The discussion and the reflections about the narratives will be focused on “positive” and “negative” aspects.
Timing	Total time: 100 min - Intro: 10 min Execution: 60 min, Presentation: 30 min
Space & Materials	Open room  flipchart, colors each trainer can provide any tool available (i.e.: smartphones, apps, color pen/cil, paper, laptops, cameras etc...)
ERF Key competences	8. Cultural awareness and expression competence

### Activity 2: Create an Alter Ego

Activity Name	Create an Alter Ego
Goals	<ul style="list-style-type: none"> <li>Facilitate the self-expression through a safe projection on a positive valued alter ego</li> <li>Identify own role and added value to the HIT journey</li> </ul>
Description	<p>At the beginning of the first day/session, each participant selects an animal in which he/she identifies him/herself. The animal will be their own alter ego for the game.</p> <p>Each participant writes on a post the animal followed by 3 characteristics that describe the participant values or that he/she feels like. The participants don't share their animals, and the facilitator keeps the posts for the whole session.</p> <p>The following activities of the first session will be focused on cultural expression, the introduction of self within the group, first interactions.</p> <p>Each participant extracts a human right from a jar. That H-right will be the personal value/joined cause/aim each participant will represent until the end of the game/training.</p> <p>Sitting in a circle: the facilitator asks the group to give a POSITIVE adjective/characteristic (intended as a positive resource) discovered during the session for each participant. The facilitator writes on the whiteboard, a list of words for each participant. Then each participant select the characteristic he/she feels/prefers from the list and reveals the animal (e.g., he/she chooses the word “empathetic”, and the animal is bear, the participant will be “empathetic bear”).</p>

	<p>The facilitator or the group jots down every participant (with their profiles so far) on a poster hanged on the whole (that will stay for the whole game/training), for instance:</p> <ul style="list-style-type: none"> <li>- Empathetic Bear</li> <li>- the 3 characteristics: kind, protector, greedy</li> <li>- the extracted human right: the right to a Nationality</li> </ul> <p>Final feedback: circle time in which each participant shares a positive resource that feels gained from the session. The facilitator accepts any answer from the group that is a resource, intended as a positive aspect that the participant feels to have achieved at the end of the day.</p> <p>The facilitator jots down on the poster each resource for every participant. It will be shown on the poster as a “repository” of each participant. The participants can use the gained resources during the following sessions. At the beginning of the next session, the facilitator makes a resume of the profiles so far.</p>
Methodology	Role-playing
Discussion (debrief)	/
Timing	Total time: 90 min - Spread during the initial phase of the meetings
Space & Materials	<p>Open room</p> <p>flipchart, colors</p> <p>each trainer can provide any tool available (i.e.: smartphones, apps, color pen/cil, paper, laptops, cameras etc…)</p>
ERF Key competences	8. Cultural awareness and expression competence

## SECTION 3

### Attachments

[www.hitproject.eu/Main/LatestResources](http://www.hitproject.eu/Main/LatestResources)

- 1) Support materials
- 2) Registers
- 3) Evaluation / Feedback
- 4) Certificate of participation
- 5) Equality, Diversity & Child Protection Protocol

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