

NOTES FOR FACILITATORS

HOW DO I ORGANISE A TRAINING?

Methodology

The secret to being the best trainer is being organised and knowing exactly what you want to deliver to your audience. As a community that values peer-to-peer learning, it is important to know what to do in order to help support and facilitate others to learn. These are some of the most important things to remember, to ensure the best results out of the training you intend to deliver.

Considering Knowledge Transfer?

- Understanding the best methods to share knowledge is an important start.
- We have knowledge of what we want to do: relay information, instruct and get things done - but how?
- The question of 'how?' matters, because without a proper method, information sharing channel and approach to learning, things can become way out of control.
- First, choose your topic.
- Next, evaluate your personal knowledge, and the type of session that might best suit this area. Do research to find out the knowledge levels and skills of the people you are training, as regards the topic and related subjects. Keep updating your own knowledge to suit the learners and stay ahead.

Materials & Content Preparation

- Start doing research to shape the content and decide how best you can share your knowledge. Gather teaching aids such as the field guide!
- With your content ready and the will to share this knowledge, now focus on the presentation skills of the person facilitating.
- The audience may be cautious on all aspects to gauge the excellence and credibility of the speaker. Build trust with your audience through natural body language, authentic communication skills, clear gestures, steady pace, and self-confidence.

Preparing Your Session

- What is your call to action / outcome requirements?
- What is the desired outcome? That is, the number one thing you want your audience to know / learn / understand / be able to do)
- How much time to do you have?
- How much time do you need?
- What kind of session best suits your topic and audience?
- What equipment is available for you?
- What kind of space will your session be held in?
- How technical is your topic, is it a complex one?
- How many participants?
- How do you adapt if the number triples? or halves?
- What do your participants expect?

Think of your community:

- Do you need to prepare a presentation?
- How can you use the material from the field guide?
- Do you need a worksheet for your participants?

- Does it fit within a larger curriculum or schedule?
- A description of the session format?
- What do you want to create or have as a clear outcome, to publish at the end?
- An event or activity?
- A social media strategy or campaign?
- A teaching guide?
- A blog post, radio interview, article to pitch for media publication (online or in print)?
- A summary of your learning and series of next steps?

The trainer needs to produce the following as a minimum:

- Title and description to send to participants (setting expectations of the learners and the trainer)
- Session outline (level, tools, competency, aims, considerations, difficulties, assumptions, audience)
- Resource list - worksheet or a presentation (depending on your session type)

Some practicalities to keep at hand

- List the sources you think are important for your participants.
- Make sure you attribute quotes.
- Make sure your images, music, video have appropriate licenses & always attribute the authors.
- Double check your facts & licenses.
- Remember FOSS software and Creative Commons content.

Planning your session

- Take the time
- Learn the material
- Use your own words
- Incorporate experiential learning
- Overview and Objectives
- Write a lesson plan—curriculum instruction and delivery.

Optional sessions

- Decide what kind of session you offer, as this will influence the packaging and delivery methods. Whether a Book sprint, Panel Discussion, Workshop, Keynote, Moz session, Lecture, Hackathon, Lab, Unconference, BarCamp, Conference, Breakout sessions, Science Fair, Fireside Chat, or debate. The format influences the shape of the content and packaging to deliver the knowledge.

Ensuring a good session

- Assess your participants needs, adapt to the most active participants.
- Set expectations: prepare for offline literacy
- Format of the room (tables / formality / community event / interactivity)
- Equipment, Code of conduct, Schedule / Timings

Vocal presentations

- Learn the mechanics that work for you—memorisation, casual speaking rather than formal. Are you a nervous speaker? You can practice several times in front of a mirror, or do breathing exercises to overcome the nerves.
- Know your material, Remember to breathe, Posture helps, Rehearse, Concentrate on the message, Know the participants, Reassure yourself, Be dynamic, Harness your nervous energy and turn it into enthusiasm Use your style. Be natural and relaxed.

Let's consider the most favourable qualities of speaking to achieve *clarity* of your ideas, *Simplicity* of language, *Conveying passion*, *Awareness of your body language*.

Feb 3rd 2017

Marina Modi, FIRST PUBLISHED in MEDIUM by KAPITAL

1

Handouts & Exercises

Social Media & Conflict



#defyhatenow | 1 HANDOUTS & EXERCISES

SOCIAL MEDIA & CONFLICT

Raising awareness of the impact of online hate speech, countering dangerous speech and strategies for mitigating incitement to violence.

HOW TO ORGANISE A #DEFYHATENOW HATE SPEECH AWARENESS TRAINING

Checklist for facilitators – confirm in advance to the workshop

- Attendance sheet
- Transport incentive sheet (if applicable)
- Feedback survey form
- Activity Reporting template
- Photos / videos (documentation / photographer, audio recorder)
- Projector (if applicable) / flipcharts
- and pens
- Translators (if applicable)
- Notetaker

INTRODUCTION OF #DEFYHATENOW INITIATIVE

Key points:

- #defyhatenow is an initiative in partnership with local organisations with funding from the German Ministry of Foreign Affairs.
- There is an interest in larger picture of media and power of external forces and in how people are using technology in development in Cameroon.
- Germany as a country with a past in which hate speech led to violence and genocide (Second World War).
- Germany as a country in which hate speech is monitored to this day, particularly in traditional and social media.
- The goal of the workshop is to network people in Cameroon who are aware of links between hate speech and incitement to violence and to look at means to counter the violence and hate speech.
- Focus for the project is in Cameroon, but also monitors and engages the diaspora also will seek to bridge activists in these two groups and to look into tools and methodologies to counter negative social media

interactions that escalates conflict.

The ultimate goal is to take action on these issues and engage with your communities to raise awareness of the impacts that online hate speech and dangerous speech can have, reduce incidences of conflict and mitigate incitement to violence, building cultural exchange, trust and understanding.

QUESTIONS TO CONSIDER

1: Ask everyone in the group to briefly introduce themselves and to give their understanding or definition of hate speech. Appoint someone to write down key points of these definitions on a flipchart, post-it notes or whiteboard as they are being given, to give the group a visual.

A good quote to include after the introductions is the following definition of Dangerous Speech by Susan Benesch, Senior Fellow, Dangerous Speech Project, based at World Peace Institute:

“Inflammatory public speech rises steadily before outbreaks of mass violence, suggesting that it is a precursor or even a prerequisite for violence, which makes sense: groups of killers do not form spontaneously. In most cases, a few influential speakers gradually incite a group to violence.

Violence may be prevented, then, by interfering with this process in any of several ways: inhibiting the speech, limiting its dissemination, undermining the credibility of the speaker, or ‘inoculating’ the audience against the speech so that it is less influential, or dangerous.”

2. Following the discussion, the workshop leader could begin to outline some of the trends in the definition of hate speech. In previous workshops there was discussion of the economic aspects, emotional aspects, political and identity affiliations that can lead to dangerous speech online.

Note the connections between the incidences of dangerous speech online and in the media, and the potential for this kind of speech to lead to attacks (such as in Rwanda and South Africa) and also the difference between freedom of speech vs. hate speech.

You will find that each part of Cameroon has local concepts and understanding of hate speech that fits in to the bigger picture. Refer to the PeaceTechLab Lexicon of Hate Speech Terms in Cameroon and the LOYOC Report for more details.



EXERCISE: HATE SPEECH ONLINE

Use Categories of Hate speech poster to discuss different types of hate speech or dangerous speech. You can also select and show your own examples if you have experienced this personally. Show examples when you have seen people sharing online hate or dangerous speech inciting violence.

Use this material and the poster to discuss the various types of hate speech and discuss how is hate speech different from dangerous speech? Outline what makes dangerous speech and incitement – there is a clear call to action – it does not always include hate speech.

Discuss the context and intention of selected examples of hate speech.



Consider the definition of words and the potential for harm in their meanings.

When interacting with people, both offline and online, selecting your words carefully is important. Before you write, post, share statements, comments or jokes online, it's advisable to think about the terms you use, as these might offend groups of people.

Ask yourself: "How would I feel if I was part of the group being offended?"

Always weigh the impact your words might have, take time to read through your own text, or statements and if need be take a break and come back later when calmer.

QUESTIONS TO CONSIDER

- Understanding of Hate Speech terms and intentions
- What it means and where one might be spreading it unconsciously.
- The need to contemplate the words we use when online and offline.
- The importance of taking precautions and the need to ask oneself questions based on empathy and tolerance both online and offline.

WATCH VIDEO

3. At this time it would be good to show a video (if possible) on Rwanda, the Voice of God if not to have a text read on the role of media in the Rwanda genocide. This will help to bring the discussion of hate speech and its connection to violence more in line with international definitions.

<https://www.youtube.com/watch?v=uW6GyzT-wbs>

This video if shown, usually evokes a strong response and it would be good to lead a discussion to gauge the reaction and also to explore the links between hate speech and genocide and the possible connection for Cameroon. In our workshops this reaction discussion can last quite awhile and evoke a lot of emotional response.

Make sure you take a break and give everyone a chance to cool down and unwind after this video, particularly if the discussion has become heated or intense.

GROUP DISCUSSION

4. The discussion can be structured as a question/comment session. There should be some people from the partner groups who serve to interpret or provide answers, if not it can be the group itself just

commenting and responding to one another but it is important for the workshop leader to keep the conversation productive (i.e. vary those talking, try to avoid being too political and also to try not to let some people monopolise the whole conversation).

EXPANDED INFORMATION

5. While the discussion is ending or drawing to a close, the workshop leader should begin to talk about the role of media (traditional and social in hate speech)

Ask the group to examine differences between traditional media and social media.

You may want to discuss the difference or ask about the difference between social media use in Cameroon vs. the Diaspora or neighbouring countries such as Kenya.

Ask the group to give examples of hate speech in both media.

Include a discussion of misleading images and misinformation being used on traditional or social media for the purpose of creating conflict. This is examined in the Disinformation & Verification chapter.

CHECKLIST – at end collect all the following and share with the team

- Completed attendance sheet with signatures.
- Completed transport incentive sheet (if applicable).
- Completed feedback survey form.
- Completed activity Reporting template.
- Photos/ videos (confirm Camera person).
- Any notes on flip charts or post-its photographed and transcribed.
- Group discussion notes collected.
- Audio feedback from participants



3, 2, 1 (FEEDBACK SESSION)

This is a feedback session at the end of training day one. Each participant is given a paper in which they are asked to write: 3 things they learnt, 2 things they will make use of in their work or life, and 1 one question they still have.

The trainer collects the documents which the participants have completed anonymously. Please read all the documents during the end of day trainers debrief. Answer their questions at the start of day two when doing the recap, before starting the main program.

1. List three things you have learned today
2. Which two things you will definitely make practical use of in your personal or professional life
3. Write one question you still have after attending day one of the training

2

Handouts & Exercises

Peacebuilding & Social Media



#defyhatenow | 2 HANDOUTS & EXERCISES

PEACEBUILDING & SOCIAL MEDIA

HOW TO ORGANISE A #DEFYHATENOW SOCIAL MEDIA TRAINING [INDIVIDUALS]

The aim of this guide is to help facilitators organise social media and hate speech awareness & mitigation training for individuals (group of 20-25 participants) and organisations.

A two-day technical training aimed at providing individual participants and organisations with technical skills in:

- Social Media and online content management
- Hate speech awareness and mitigation in South Sudan

TARGET AUDIENCES

- Local organisations in South Sudan and Uganda
- #defyhatenow Social Media correspondents
- Tech-oriented individuals with interest in hate speech mitigation in South Sudan

This Training will be organised in collaboration with local partners who will handle logistical arrangements, participants mobilisation, and registration.

For maximum impact and optimal transfer of knowledge and equal participation, the number of participants per training should not be more than 25.

NOTES FOR FACILITATORS

- Moderators/presenters are not to engage in political opinions in regard to the current conflict
- Participants should not engage in political debate or hail insults - please strive to remain neutral
- Time keeper and moderators have the right to stop anyone who diverges from main topic

INDIVIDUALS

- Who?
- Anyone with a passion for social change, understanding of social media and peacebuilding.

WHAT YOU NEED

- Venue
- Power
- Internet
- Devices (Laptop, Smartphones)
- Facilitator
- Camera (Smartphone)

ABOUT THE PARTICIPANTS

- Advertise your training at least two weeks before the training date
- Sign-up people through a google form or an eventbrite page or fb event
- Send the Pre-Training Social Media assessment to your participants

ABOUT THE PROGRAM

- Send clear and concise training program to participants 5 days before the training
- Remind participants about the training two days before you start
- Give clear directions to the venue
- Be precise on the time of starting and duration of training
- Share any special requirements (prerequisites) ahead of time (e.g computer literacy, basic level understanding of english language)

WHAT TO USE DURING THE SESSIONS

- Presentations
- Handout material
- Videos
- Technical guides
- Group discussion guide
- Soft Copy reference material
- Flip charts and whiteboards
- Stickers

ADDITIONAL MATERIALS TO PREPARE

- Invitation letter
- Venue request
- Poster
- Certificate of Participation
- Pre-Training assessment
- After Training assessment
- Discussion questions

Program (One day)	[EXAMPLE ONLY]
Time	Topic
08:30 - 09:00	Propaganda and fake news
9:00 - 10:00	Introduction to digital media (New media)
10:00 - 11:00	Hate speech mitigation on social media
11:00 - 11:30	Tea Break
11:30 - 13:00	Social media platforms (Twitter, FB , Instagram , Youtube)
13:00 - 14:00	Lunch Break
14:00 - 14:30	How to create online campaigns
14:30 - 15:30	Challenges and insights to facilitate building a strong social media presence
15:30 - 15:45	Break
15:45 - 17:00	Tools for managing your online presence
17:00 - 17:30	Feedback and way forward

HOW TO ORGANISE A #DEFYHATENOW SOCIAL MEDIA TRAINING [ORGANISATIONS]

ON EFFECTIVE USE OF DIGITAL MEDIA FOR CIVIL SOCIETY ORGANISATIONS

INTRODUCTION

The aim of this training is to educate the participants on the effective use of social media for the benefit of their organisations. How to maximise their time online while engaging the public. They should be able to know how to use social media ethically and most importantly how to differentiate between fake news, rumours, propaganda and facts on the ground.

Information and communication technology has changed rapidly over the past few years with the most notable development being the emergence of social media. The pace of change is accelerating. Mobile technology development has played an important role in shaping the impact of social media. Africa has not been left behind in the wake of massive smartphone penetration. The biggest number of internet users in Africa access it via mobile devices. This puts the means to connect anywhere, at any time on any device in everyone's hands.

OBJECTIVES

By the end of this training participants will be able to:

- Understand and be able to explain social media terms (#tag, trend , DM , post , thread etc)
- Have the practical skills of using social media to promote the work of their organisation.
- Draw a clear line between ethical and misuse of social media (propaganda, fake news, rumours)
- Understand the importance of branding and how to use digital media to communicate an organisation's goals and objectives
- Social media activism and advocacy
- Develop a social media strategy for an organisation
- Have an overview of online hate speech and how to mitigate incitement to violence
- Evaluate social media strategies and advise organisations on how to improve their social media presence
- Manage social media activities - presence for a medium size organisation

REQUIREMENTS

Each participant should:

- Have a laptop computer with the latest internet browsers
- Have a smartphone with Twitter, Facebook and Instagram installed
- Be available for the two days of training
- Be willing to participate in all sessions, especially practical exercises and group discussion
- Have basic computer skills
- Have a good understanding of their organisation's vision, mission, activities & programs

Lead Trainer #defyhatenow Social Media: Nelson Kwaje

Facilitator Guide developed by Nelson Kwaje & Kendi Gikunda

**Program
(Two Days)**

Day One	[EXAMPLE ONLY]
Time	Topic
08:30 - 09:00	Opening remarks
09:00 - 10:00	Introduction to digital media (New media)
10:00 - 11:00	Branding and online presence
11:00 - 11:30	Tea Break
11:30 - 13:00	Social media platforms (Twitter, FB , Instagram , Youtube)
13:00 - 14:00	Lunch Break
14:00 - 15:30	Challenges and insights to build a strong social media presence for your organisation
15:30 - 15:45	Break
15:45 - 17:30	Activism and advocacy through social media

PROGRAM DAY 2

Day Two	[EXAMPLE ONLY]
Time	Topic
08:30 - 09:00	Propaganda and fake news
09:00 - 10:00	Hate speech mitigation on social media
10:00 - 11:00	Working with Twitter and Facebook
11:00 - 11:30	Tea Break
11:30 - 13:00	How to create online campaigns
13:00 - 14:00	Lunch Break
14:00 - 15:30	Tools for managing your online presence
15:30 - 15:45	Break
15:45 - 16:30	Practical steps, tips to use in your organisation
16:30 - 17:30	Feedback and final remarks

HOW DO YOU HAVE A SOCIAL MEDIA STRATEGY?

TIPS FOR FACILITATORS

Creating a solid social media marketing strategy doesn't have to take weeks to put together. It helps to have 3 key things written down on paper:

1. Why are we on social media? Simply being active on social media channels for the sake of being there is one of the quickest ways to burn valuable time and resources. First, answer the question of 'why' your business is on social and what you would like to accomplish.
2. How are we going to succeed? Next is the question of *how*. This can be specific social channels, paid advertising budget, video or image creation, partnering with influencers.
3. How will we measure success? Key metrics or goals that you would like to accomplish broken down into days, weeks, months, and the year. Breaking it down like this will allow you to focus on day-to-day activities while also keeping the big picture in mind.

COMPETING WITH THE NOISE

As organisations continue to build out their online presence, consumers are provided with more and more choices. The social media streets have become crowded and everyone wants a piece of the action. Staying on the front end of the curve and rising above the noise is harder than ever.

For some brands, the way to cut through all of the noise on social media is to simply post more. While this tactic may work for some, for many it has the tendency to irritate followers especially if the content is shallow. People will naturally follow your brand over time from posting great content, not posting more content.

NOT HAVING ENOUGH TIME TO MANAGE SOCIAL NETWORKS.

The most widespread reason for not updating the social profiles regularly is the lack of time. Whether you're a startup or NGO, there is always too much on your plate, from project campaigns, to getting online leads, to looking after the SEO. Amid all this and owing to the small size of the team, often at the end of the day there is not much time for social media strategy. You could:

Outsource/hire an in house social media manager. You can either outsource the social media manager from a reputed agency which has experience in working with the same or related niche, or hire an in-house social media ninja. Explore the possibility of either appointing a part time community manager or, outsourcing from a social media-marketing agency.

Keep aside one hour for social media managing. Social media management tools such as Hootsuite and Buffer schedule your posts on multiple networks. By handling the social media accounts, you also stay tuned and come to know the trends making rounds in the industry. Listen first hand to the chatter about your organisation and directly interact with the target audience. These tools provide analytics reports about the performance of the organisation on various platforms.

Help choose the networks that are the most effective:

Using only two or three social platforms that are most effective to reach your target audience. Research the platforms where most of your target audience resides, accordingly choose one primary network to establish your thought leadership, and use the other two as supplements.

Chalk out a strategy:

To streamline your social media efforts, rather than being overwhelmed by the strategy that your competitors are using, chalk out a strategy, which is the most relevant and useful. Establish your goals for communication, establish subject expertise and then carve about a strategy accordingly.



STOPPING HATE – GET THE TROLLS OUT

Guidelines by the Media Diversity Institute on how to respond to hate speech on Twitter.

DON'T BE ABUSIVE

Make sure your words and any content you share do not spread bigotry, prejudice, or hate, or contain otherwise unlawful content.

DON'T SPREAD THEIR HATE

Giving attention to fringe individuals with few followers and their hatred can be counterproductive. You might give them the attention and publicity that they crave.

RESPOND PROMPTLY

Responding to old Tweets risks reviving a conversation and having the adverse effect of spreading hate speech to others who might not have seen it before. Timing is therefore critical.

THINK ABOUT YOUR OBJECTIVES

Are you seeking to engage with the person expressing hateful speech? What for? Are you seeking to lessen the consequences of a hateful Tweet on the wider audience? Are you seeking to express support for a group or identity under attack? Thinking about your goals will help shape your response and the language you use.

TRY TO ENLIST INFLUENTIAL SUPPORTERS

Add their usernames to Tweets. Celebrities, politicians, civic leaders and subject experts can help bring attention or add weight to your counter-narrative.

JUMP IN ON EXISTING HASHTAGS

This will increase the chances that your message will be seen beyond the Tweeter who you may be replying to. This may help divert the tone of an otherwise negative hashtag discussion. It may also encourage others not to feel silenced and empower them to join in.

INTRODUCE NEW HASHTAGS

...alongside those associated with a hateful message. This will help divert the tone to a more positive and inclusive direction and provide a space where others might feel comfortable joining in.

BUILD A NARRATIVE

- Build up a narrative over time. See counter speech as a long term process.
- Post consistently over time to increase your profile and ability to engage more widely.
- Be prepared to engage in a back and forth discussion if your objective is to change somebody's views. But don't feed a troll: that's what they crave.
- Develop a resource bank of counter-arguments, statistics, information, sources and links to support your counter narrative.
- Subject knowledge is important and those engaging in hateful speech may be armed with many misleading sources of information which they will use.
- Counter them with credible evidence from independent and reputable source which can't be accused of being partial.

BE VISUAL

Visuals - such as carefully chosen images and videos - help drive interest and engagement with your message.

Download the full guide here: <http://www.getthetrollsout.org/>



EXERCISE

Questions from Defusing Hate Workbook by Rachel Brown

What narratives already exist that reinforce negative stereotypes, promote prejudice, and/or incite group targeted harm?

- Are these narratives effective?
- Who do they work on in the community?
- How do these narratives affect those targeted?
- What is the content of these narratives (e.g., do they use dehumanizing language and/or stereotypes)?
- Do they frame the target group as a threat?
- What logical reasoning do they use?
- What stories/myths/metaphors do they use?
- What justification do these narratives give for group-targeted harm?
- Who spreads these narratives?
- Do these narratives say anything about moderates or tolerance within the group that's speaking?

What narratives already exist to promote inclusiveness, tolerance, peace, and/or encourage non-violence?

- Are these narratives effective? For whom?
- What arguments, examples, metaphors, stories, myths, facts, are used?
- Who is spreading these narratives?
- What arguments are being used to discredit or rebut these narratives?
- Are they effective and for whom?

*Excerpts from the U.S. Holocaust Memorial Museum's guide by Rachel Brown:
Defusing Hate: A Strategic Communication Guide to Counteract Dangerous Speech*

<https://www.ushmm.org/confront-genocide/how-to-prevent-genocide/hate-speech-and-incitement-to-genocide/defusing-hate-a-guide-to-counteract-dangerous-speech>

3

Handouts & Exercises

Social Media Literacy



#defyhatenow | 3 HANDOUTS & EXERCISES

SOCIAL MEDIA LITERACY

FIRST DRAFT NEWS VERIFICATION TRAINING

ONLINE COURSES - PREREQUISITE FOR TRAINERS & PARTICIPANTS

Basics: Quick start to verifying online media

Langue: Introduction à la vérification des contenus en ligne

English: <https://firstdraftnews.org/en/education/course/verification-quick-start/1/>

French: <https://firstdraftnews.org/fr/education/course/verification-quick-start/1/>

Advanced: Verification training for journalists

Formation sur la Vérification des faits pour les journalistes

English: <https://firstdraftnews.org/en/education/course/verification-curriculum/1/>

French: <https://firstdraftnews.org/fr/education/course/verification-curriculum/1/>

READINGS TO GO THROUGH BEFORE THE TRAINING.

English: <https://firstdraftnews.org/latest/fake-news-complicated/>

French: <https://fr.firstdraftnews.org/fake-news-la-complexite-de-la-desinformation/>

Information Disorder: Glossary

<https://www.rcmediafreedom.eu/Publications/Manuals/Information-Disorder-The-Essential-Glossary>

A short glossary of necessary terminology for journalists addresses the issue with incorrect usage of terms and naming the objects in an inadequate manner. The glossary, which lists the most frequently used and commonly misunderstood terms, acronyms, and phrases related to information disorder, is designed to be a constantly updated and living document, adapting to digital and technological development.

FirstDraftNews:

https://firstdraftnews.org/wp-content/uploads/2018/07/infoDisorder_glossary.pdf

ESSENTIAL GUIDES

<https://firstdraftnews.org/en/education/curriculum-resource/first-drafts-essential-guides/>

- Understanding Information Disorder
- Newsgathering and Monitoring on the Social Web
- Verifying Online Information
- Responsible Reporting in an Age of Information Disorder

FIRST DRAFT NEWS VERIFICATION TOOLBOX

<https://start.me/p/YazB12/first-draft-toolbox>

MISINFORMATION READING LIST

<https://firstdraftnews.org/latest/misinformation-reading-list/>

UNESCO Journalism, 'Fake News' and Disinformation: A Handbook for Journalism Education and Training

As a part of the "Global Initiative for Excellence in Journalism Education" UNESCO published an handbook

on journalism and disinformation that can be used as a model curriculum. Sept 2018
PDF: <https://unesdoc.unesco.org/ark:/48223/pf0000265552>

METHODOLOGY: #DEFYHATENOW

ONLINE MISINFORMATION & HATE SPEECH MONITORING REPORT #FACTSMATTER FELLOWSHIP

Main parts of the report:

Title of the report, monitoring period, author, references and links

Introduction

Identify the major ideas from the monitoring results

Body of the report

Attacks in order of importance:

By attack here, we mean the group: Political, tribalist / ethnic, religious, gender, etc.

Analysis by group, extract and example

Conclusion

A summary of the general idea that emerged from the monitoring of the observation period and an analysis of possible reasons.

Recommendations

Here, note what the editor suggests in order to effectively fight against this scourge, with regard to their observations on the monitoring period

Annex

Some flagship screenshots to illustrate examples of posts & social media stories

Glossary: the words, acronyms or neologisms most used during the study period.



EXERCISE

HOW TO IDENTIFY MISINFORMATION/DISINFORMATION

- What rumours or stories have you heard that may have been false?
- Where did you hear them – via social media, in person, over the phone, reported in the traditional media (news sites, radio, tv)?
- How do you decide if the story is true or false?
- Was the story propaganda, and if so can you identify by whom?
- Who does it benefit? Who does it harm?
- What kind of tools do you already have to verify the truth of information you receive?
- How did the misinformation, manipulated stories or rumours affect you and the community?
- Are you aware of stories that might be propaganda for a particular interest?
- How do you identify who is the source, and what their intentions are?



AFRICA CHECK: Tips

- Identify a recent news story or rumour you have seen shared on social media.

- Try to establish the original sources and find evidence using the following tools.
- Remember to examine the facts, check all claims with external sources
- Everyone can help to stop the spread of fake news, rumours and propaganda!

Africa Check

Sorting fact from fiction

www.AfricaCheck.org

INFO FINDER

The hardest part of checking a claim is often finding reliable data to check it against. To help you do this, we have created this database of resources we have used in doing our own research or which we have created. Each comes with a description of the information it provides and its strengths and weaknesses. Please select the region then check the topics we have information on.

1. Select place of interest

Tick the region or country on which you are seeking information.

AFRICA / NIGERIA / SOUTH AFRICA

2. Select topic of interest

Click the list of topics. If we don't have data sources on the topic that interests you, please write to info@africacheck.org to suggest it. We can't respond to all emails but we will read them all.

MEDIA BIAS/FACT CHECK CHROME EXTENSION

<https://mediabiasfactcheck.com/>

Google Chrome extension shows an icon denoting the political bias for the current page

Verify suspicious images with the reverse image search you did earlier, or try one of these:

Who stole my pictures?

<https://addons.mozilla.org/en-US/firefox/addon/who-stole-my-pictures/>

BELLINGCAT IMAGE VERIFICATION PLATFORM

<https://www.bellingcat.com/>

Bellingcat researches reported events, verifying every photograph, video, and witness account to inform our analysis.

BELLINGCAT ONLINE INVESTIGATIONS: AFRICA

<https://www.bellingcat.com/category/news/africa/>

Remember you can upload an image, click on the camera icon or search by URL.

Use reverse.photos on mobile phone, tablet or android apps.

<https://images.google.com/>

<https://reverse.photos/>

<https://tineye.com/>

© Copyright Africa Check 2020

This report was written by Africa Check, a non-partisan fact-checking organisation.

View the original piece on their website:

<https://africacheck.org/factsheets/guide-how-to-spot-fakes-and-hoaxes-online/>

4

Handouts & Exercises

Civil Society & Social Media



#defyhatenow | 4 HANDOUTS & EXERCISES

CIVIL SOCIETY & SOCIAL MEDIA

#DEFYHATENOW SOCIAL MEDIA CODE OF CONDUCT

These guidelines are based on material from the “Journal of Mass Media Ethics” by Shannon A. Bowen (School of Journalism and Mass Communications, University of South Carolina, USA). While it is neither possible - nor desirable - to ‘police’ social media usage, awareness and strict application of these guidelines is in your own personal and professional best interest!

In applying these guidelines, please be aware that in most cases what you write, link and refer to online is public information and shared with everyone else. Distinctions are generally not made between ‘private’ and ‘professional’ opinions. **Statements, tagging or other actions, including ‘Liking’ comments etc. on Facebook can be interpreted as a direct reflection of your opinion regardless of the context.** These actions, even if not your intention, can be taken out of context and be used against you, your colleagues, your work etc.

Agreeing on, and adhering to a common set of guidelines will strengthen your own work in mitigating hate speech and online incitement by helping to identify irregularities, hoaxes or the ways in which rumours spread!

BE TRANSPARENT.

Acting in a transparent manner can prevent audiences from being misled about your organisation’s intentions or meanings when it contributes on social media. Communication should be identified as individual speech or speech on behalf of an organisation. All individuals that contribute social media content for your organisation should be required to identify any personal social media interactions as such. Be upfront if the views being expressed are personal. If you have your own blog or other public website, it’s wise to use a disclaimer like this: “The views expressed on this website/blog are my own and do not reflect those of my institution or its clients.”

BE CLEAR AND CONSISTENT.

Post clear messages. Take responsibility for the content you post. Be consistent in how and when you post, because this allows to build trust and understanding with the audience that is a key component of strong relationships.

VERIFY SOURCES AND DATA.

Be consistently credible; do NOT use misinformation, share or forward rumours or repeat speculation.

CHECK YOUR FACTS.

Check facts on the information you post. You should first verify information and rumours, then consider the content of your posts rationally before posting. Try to examine messages from all possible perspectives to prevent misunderstanding or misinterpretation.

BE ACCURATE.

Posts should be accurate and fact-checked and capable of substantiation. If you make a mistake, ensure

you correct it promptly. It is important to reference the earlier comment because even if the erroneous comment has been deleted, someone may have saved it as an image.

BE FAIR AND RESPECTFUL.

Never post malicious, misleading or unfair content about your organisation, colleagues, competitors or other stakeholders. Do not post content that is obscene, defamatory, threatening or discriminatory to any person, individual, brand or tribe. Do not post comments that you would not say directly to another person and consider how other people might react before you post. If you do respond to published comments that you may consider unfair always be accurate and professional. Remember to be authentic, constructive tolerance both online and offline. and respectful.

BE PROFESSIONAL.

Always act in a professional and constructive manner and use sound judgement before posting. Stay polite in tone and respectful of individuals' opinions, especially when discussions become heated. Show proper consideration for other people's privacy.

BE GOOD.

Encourage the good, helping to build connectedness, engagement, and community. Following this logic, with every post, consider your intention, which should reflect the organisation's philosophy and social media goals as well as simple consistent peaceful & good intentions.

BE SMART.

Respect other people's intellectual property, including trademarked names, slogans and copyrighted material. Assume that all content online is protected by copyright. Make sure you have permission to post copyright items, properly attribute the work to the copyright owner where required, and never use someone else's work as if it were your own. Respect all laws and regulations re: copyright, IP, privacy and spam when publishing on social media.

HANDOUT FOR PARTICIPANTS

ETHICAL ISSUES IN BLOGGING (BAKE)

<https://www.blog.bake.co.ke/2017/07/18/ethical-issues-blogging/>

We have already established that blogging is in part journalism because it fulfils some of the journalistic roles such as education, information and entertainment. As such, bloggers are duty bound by ethics that may also apply to journalists. It is true that sometimes bloggers get carried away when airing their opinions online just as journalists do on air but it is also true that we are bound to our readers to ensure that we inform, educate and entertain within the law.

Accuracy

Ensure that you deliver error free content and any story published that is distorted should be corrected at once. It is understandable that human beings make mistakes and bloggers are no different. Ensure that once you have realised that there was misinformation in your article admit that you were wrong and correct it. Bloggers have the responsibility to be truthful even if it means admitting that you were wrong. Also ensure that you inform the public without bias or stereotype.

Copyright and attribution of sources

Attribute content and ensure copyrights. Always provide links to sites where your information was obtained. Ensure that you identify and link to sources your information because the public is as entitled to know where the information was obtained. As they say, give credit where credit is due.

Distortion of pictures and videos

Never distort videos and photos without disclosing what has been changed or digitally altered. Image enhancement should only be acceptable for technical clarity. You should also not stage videos to prove a point and never put together words spoken at different times to suggest they were uttered at the same time.

Facts and opinions

Clearly distinguish between factual, commentary and advocacy information when writing so that they are not confusing to the reader.

Integrity

Bloggers should ensure that they uphold integrity and avoid conflict of interest.

Be independent and ensure that you are avoiding bias. You should ensure that whatever you write has been verified. Also resist people who would influence what you write in your blog and if you are paid to give comment or opinions while writing for someone else's blog ensure that it is public knowledge.

Sources

Always reveal your sources unless revealing will put them in danger.

Being transparent in your blogs ensures that you have credibility.

Protect

Also use your power as a blogger to protect those who are defenceless. Shine your light on the injustices that happen around you. With great power comes great responsibility and as such, ensure that you use this power wisely.

Be truthful

Always tell the truth at all times. Use evidence such as photos and videos to support your facts and also ensure that these facts are not distorted in any way. With the rise and frequency of fake news, it is important to ensure that what you write in your blog is factual.

Opportunity to reply

As a blogger you should give a subject who was shown in a negative light the opportunity in your blog to give his or her side of the story and voice their opinion as well. That way you won't be biased. Bloggers should ensure that they are not caught on the wrong side of the law by adhering to these simple ethics. Remember that we are not only duty bound to your readers but to ourselves as well.

Adapted from the Media Council of Kenya Code of Conduct for the practice of Journalism in Kenya. Second schedule of the Media Act 2013.

Posted on July 18, 2017 by Lolyne in Blog, Blogging 101, Internet Freedoms

ETHICAL JOURNALISM

A CHECKLIST FOR TOLERANCE

1. When dealing with stories covering hate speech, it is vital not to sensationalise.

Ethical journalists will ask:

- It may be outrageous, but is it newsworthy?
- What is the intention of the speaker?
- What will be the impact of publication?
- Is there a danger of inflaming passions and incitement to violence?
- Is the speech fact-based and have the claims been tested?

2. In gathering and editing controversial material, journalists should avoid a rush to publish. It is helpful to pause, even for a few moments, to reflect on the contents of the story:

- Have we avoided cliché and stereotypes?
- Have we asked all the relevant and necessary questions?
- Have we been sensitive to our audience?
- Have we been temperate in use of language?
- Do the pictures tell the story without resorting to violence and voyeurism?
- Have we used diverse sources and included the voices of relevant minorities?

- Does it meet standards set in editorial and ethical codes?

3. One last look and moment of reflection is always useful before pushing the button to publish:

- Have we done good work?
- Are there any nagging doubts?
- And, finally, should I ask a colleague?

5 Point Test for Journalists covering hate speech

The campaign for tolerance in African Journalism

<http://ethicaljournalismnetwork.org/what-we-do/hate-speech>

English – Infographic 5 point test

<http://ethicaljournalismnetwork.org/resources/infographics/5-point-test-for-hate-speech-english>

5

Handouts & Exercises

Peacebuilding & Technology



#defyhatenow | 5 HANDOUTS & EXERCISES

PEACEBUILDING & TECHNOLOGY

TRAINING OF TRAINERS (HYRACBOX)

This will involve

- Introduction to the Hyracbox and the different applications in the Hyracbox.
- Setup and Navigating the Hyracbox.
 - This will include how to log in
 - Work with different applications
 - General navigation within the Hyracbox.
- Using WordPress to show different content
- How to create your own content on the platform.
- Case scenarios on the use of the Hyracbox.
- Basic Troubleshooting and FAQ

Applications Covered

- GCF
- TED -Science, Technology, and Medicine
- Nextcloud
- USB Projection Tool
- Saylor Academy
- Infonet Biovision
- Practical Action
- Boundless TextBooks
- DefyHatenow Website e.t.c

Other things we can highlight

- Content creation and development for the web and social media
- Introduction to Data Privacy
- Peace activism through Digital storytelling
- Digital literacy
- Educational resources for primary and secondary schools in Cameroon

<https://www.hyracbox.com/>



#THINKB4UCLICK

DESIGN A SOCIAL MEDIA CAMPAIGN

INTRODUCTION

#ThinkB4UClick (Think Before You Click) is a #defyhatenow led awareness campaign that aims at creating public awareness on the dangers of misinformation, fake news and hate speech in Cameroon. Over a period of one month #defyhatenow and partners will work on educating the public on hate speech and how it can be mitigated through individual actions that aim at creating safe spaces online and offline for citizens to interact with each other and discuss matters in an healthy and informed manner.

OBJECTIVES

Create public awareness on the dangers of misinformation, fake news and hate speech in Cameroon. Encourage citizens to take small but significant actions to defy hate and avoid sharing misinformation online.

TARGET AUDIENCE

- Media organizations operating in Cameroon.
- Public opinion shapers and influencers in Cameroon.
- Cameroonian citizens - at home and in the diaspora
- Cameroonian online communities, facebook groups and Social Media user
- Cameroonian IDPs and refugees.

WEEKLY THEMES

The campaign has four themes that are segmented into weekly messages.

Week 1 : Check the source and verify the information

Unlike information found in newspapers or television broadcasts, information available on the Internet is not regulated for quality or accuracy; therefore, it is important for the individual internet user to evaluate the resource or information. Keep in mind that almost anyone can publish anything they wish on the Web. It is often difficult to determine authorship of Web sources, and even if the author is listed, he or she may not always represent him or herself honestly, or he or she may represent opinions or outright propaganda as facts. The responsibility is on the user to evaluate resources effectively.

Not everything you see online is true, not all sources of information are reliable always check twice and thrice if you may.

Week 2 : Lies travel fast and far, corrections and apologies don't

Lies spread faster than the truth

There is worldwide concern over false news and the possibility that it can influence political, economic, and social well-being. The journal Science published a study validating this pattern – at least when it comes to the spread of misinformation on Twitter. The study analyzed millions of tweets sent between 2006 and 2017 and came to this chilling conclusion:

“Falsehood diffused significantly farther, faster, deeper, and more broadly than the truth in all categories of information.” It also found that “the effects were more pronounced for false political news than for false news about terrorism, natural disasters, science, urban legends, or financial information.”

It's a huge analysis that brings data to bear on the suspicion many have that social media, as a platform for news, has a bias for the sensational, unverified, emotional, and false. And it's concerning, considering how social media has become a dominant force for news distribution.

But perhaps even more important is what the study reveals about what's responsible for fueling the

momentum of false news stories. It's not influential Twitter accounts with millions of followers, or Russian bots designed to automatically tweet misinformation. It's ordinary Twitter and Facebook users, with meager followings, most likely just sharing the false news stories with their friends.

What's clearer now more than ever is that the spread of false news is a consequence of flawed human psychology - and social media platforms simply amplify it. But it's unclear if it's a problem the platforms themselves can truly ever solve.

By VOX <https://www.vox.com/science-and-health/2018/3/8/17085928/fake-news-study-mit-science>

The whole world is listening to what you post, don't share lies and misinformation, you cannot undo all your wrongs with one correction.

Week 3 : The importance of context

Get context before you respond

Context is the circumstances surrounding a message. The circumstances might include the setting, the value positions of the people, and appropriateness of a message. Without context, we immediately jump in our heads to what we want to say next, based on the very first few words we hear from the other person.

Most of us listen to someone with the intention of replying, and therefore as soon as we have a "reply" in mind, we stop listening and wait our turn to reply. No matter what remarkable new insights are uncovered in the subsequent words from the other person, it is likely that we now have a strong desire to share that initial thought we have about what to say back.

With context, on the other hand, we can achieve so much more. If we truly understand the background of the other person, we can tailor the approach for each occasion. This includes online communication not just in speech.

Out of context information has the ability to mislead many people.

Week 4 : Small steps matter, you can have a larger impact

The theme #ThinkB4Uclick is a call to action, it aims at encouraging citizens to take small "hygienic" steps to mitigating hate speech and incitement to violence. We need to have more conversations on these issues at home, school and in the workplace. Each person has an obligation to use Social Media responsibly and utilize the online mechanisms for reporting hate speech and misinformation online. Let us work to have a #HateFreeCameroon

EXTEND THE REACH OF YOUR CAMPAIGN

Social Media Correspondents guide.

Adapted from Sawa Shabab Guidelines, example of team use of Social Media.

<http://www.peacetechlab.org/media/sawa-shabab>

Counter-Narratives: Plan, Create & Promote your Campaign:

<http://www.counternarratives.org/html/home>

NonProfits Guidelines for Social Media:

<https://www.classy.org/blog/3-social-media-guidelines-nonprofits/>

Introduction to Twitter by Centre for Media Justice:

www.centerformediajustice.org

6

Handouts & Exercises

Identity & Context



#defyhatenow | 6 HANDOUTS & EXERCISES

IDENTITY & CONTEXT

WE ALL BELONG TO MANY GROUPS

Purpose

We all have multiple identities that we reveal in different contexts. For most, identity is complex. For some, identity is a source of conflict. Many individuals who belong to groups that are not part of mainstream society encounter identity-based conflict on a regular basis.

This exercise invites participants to consider the many aspects of their identity, including aspects that are not so obvious. The activity promotes self-awareness, which helps individuals understand how they see the world. Each person's identity shapes the filter through which he or she sees the world.

Objectives

- To examine our multiple identities
- To identify similarities and differences in the group.
- To build trust and empathy by sharing personal experiences.

Materials: We All Belong to Many Groups Worksheet

Time: 90 minutes

Procedure

1. Explain the purpose of the activity. Tell participants that they will complete a worksheet by selecting five groups with which they identify.

Groups can include age, religion, race, ethnicity, gender, socioeconomic class, political belief, neighborhood, etc.... In this activity groups should not include personal characteristics, such as "adventurous" or "friendly". Explain that identities are not static; they change over time. One's primary identity today might be different one month from now. As an example, the trainer should share his or her identities.

2. Give participants the worksheet, have them put their name in the center circle and write five groups with which they identify in the five outside circles. Allow two to three minutes to complete the worksheet. When they are finished, have them select the primary group with which they identify and circle it. Their primary group is the group that feels the most significant right now.

3. Tell participants that in the next part of the exercise, they will share experiences they have had in one of their identities, in response to the statements at the bottom of the worksheet. They will share a time when it was difficult or challenging to be a member of your primary group. Demonstrate this for the group by sharing stories about your primary group. Try to demonstrate that you are taking a risk and that you trust the group by sharing something significant. Your example will set the tone for the experiences participants share. If you have more than one trainer, each of you should share your identities and your experiences.

4. Divide participants into groups of four or five to share their identities. In their working groups, have participants share why they selected their identity groups. Then have participants respond to the statements on the bottom of their worksheet.
5. After participants have finished sharing, collect the worksheets from the group. Tell them that you are going to call out certain groups one at a time and those who identify with each group should stand and look around at the others who are standing with them. They should stand even if they did not include the group you call out on their worksheet. Remind people that this is a self-identity activity and it is not appropriate to tell someone else they should or should not stand when a specific group is called.
6. Call out some of the identities listed on the We Belong to Many Groups Worksheet that you have collected. Be sure not to call out the name of the person connected to any of the identities you call out. Try to include a mix of identities. The number of identities you call out will depend on how much time you have, but 10 is usually a good number.
7. Lead a whole group discussion using some or all of the questions that follow.

Procedures

- What was it like to fill out the worksheet? Was it easy, hard? Why?
- What patterns did you notice during the standups?
- How did it feel to stand when you were a part of a larger group?
- How did it feel to stand when you were alone or almost alone?
- Can you think of situations at our school or society when participants might feel that they are
- “Standing alone?”
- What might a person do to help someone in that situation feel that they are not alone?
- What is the role of identity in addressing prejudice?

Note: Remind participants that some people who stand alone feel pride and confidence while others may feel insecure or frightened. Why might someone feel frightened? How can they support those people who stand alone and feel insecure?

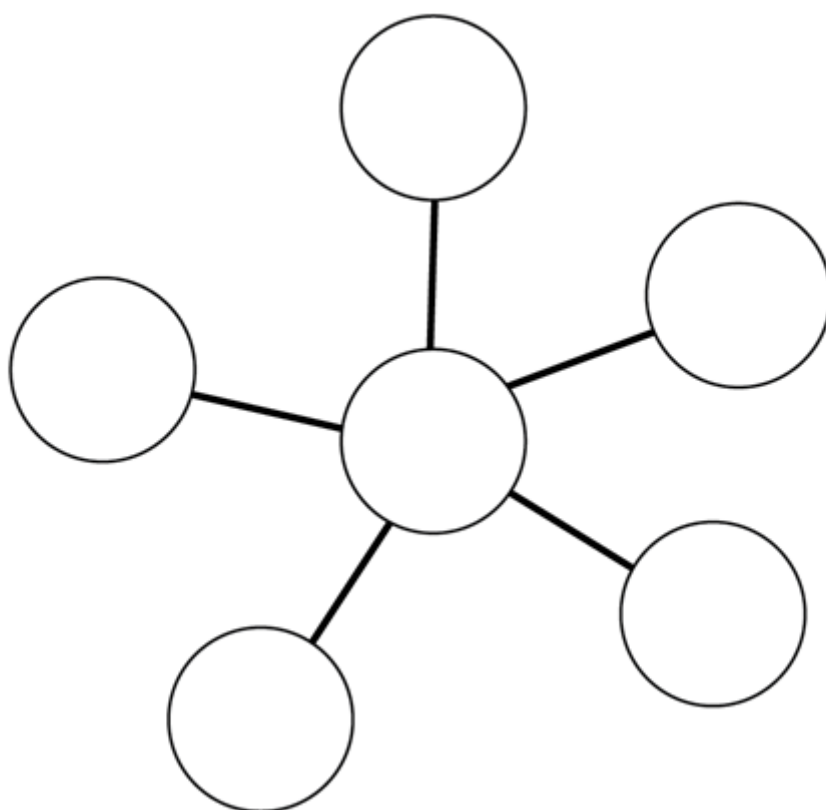
HANDOUT

WE ALL BELONG TO MANY GROUPS

This exercise highlights the multiple dimensions of our identity. It addresses the importance of defining what is important about ourselves as well as the importance of challenging stereotypes.

Directions Part 1:

Place your name in the center below. In each of the outer circles, write a group with which you identify. This can include anything: Asian, female, sister, athlete, participant, Muslim, musician, or any group with which you identify. Try to avoid using personal characteristics, such as “adventurous” or “creative.”



Directions Part 2:

Draw a circle around the group that you feel is your primary group and share responses to the following questions.

- Share a story about a time when it felt good to be a member of your primary group.
- Share a story about a time when it was challenging or difficult to be a member of your primary group.

PYRAMID OF HATE

MESSAGES ABOUT GENDER

Purpose

Discussion around identity are often theoretical. Giving participants the opportunity to reflect on experiences in their own gender allows them to apply concrete realities to theoretical frameworks. In this exercise participants are asked to think about themselves in terms of their gender and to listen to the stories of their peers. In reflecting on how they were raised in terms of their gender, students are asked to think about the hidden messages that shape how they perceive of others.

Objectives

- 1.To reflect on experiences around gender that shape students' assumptions of others and their world view.
- 2.To examine the range of experiences and perspectives around gender.

Time: 45 minutes

Materials: List of questions for facilitator to read during exercise

Procedures

Option 1 (For groups that have built some trust)

1. Explain the purpose/rationale of the activity.
2. Divide students into concentric circles. Have them count off 1, 2, 1, 2...Have the 1's stand shoulder to shoulder in a circle facing each other. Ask them to turn around so they are facing the rest of the students. Have each 2 stand up and face a 1. To make sure everyone has a partner, have the 1's acknowledge their partner by raising their hand (they can shake hands with their partner, if culturally appropriate). If you have an odd number of students, you can have the extra students observe the activity and share what they observe at the end of the activity.
3. Explain that you will read a statement and either the 1's (inside circle) or the 2's (outside circle) will respond. The person speaking will have one minute to respond. The person listening should not talk. They should use body language to show they are engaged, but they should remain silent, allowing the speaker the full minute to respond.
4. After one minute, have the pairs switch roles, so the person speaking is now listening, and the listener is now responding the statement.
5. At the end of one minute, have the outer circle rotate one person to the right, so everyone has a new partner. Read the next statement, following steps 3 and 4 above. This time however, the person who responded second to the previous statement should now respond first. After both pairs have responded, have the inside circle move one person to the right.
- 6.Continue through the statements, alternating who speaks first after each statement and alternating the order in which the circles rotate on person to the right.
- 7.After you have read the statements, lead a discussion using some or all the following questions.

Option 2 (For groups that don't know each other well)

Distribute the list of statements to each participants and ask them time reflect on their responses, taking notes on the paper, if they'd like. Give them 5-10 minutes for this.

Continue with the stages in Option 1. Divide students into concentric circles and select 5 of the statements on the list for them to share in pairs.

After you have read the 5 statements, lead a discussion using some or all the following questions.

Discussion

- How did you feel to share personal information about yourself with different partners
- Which questions were more difficult to answer? Why?
- What did you learn about yourself in this activity? What did you learn about others, both your peers of the same gender and peers of a different gender?
- Where do the messages we receive about identities come from?
- How do these messages shape our perceptions of others, as well as our expectations of others?
- How can our perceptions of other identities lead to conflict?

Messages about Gender: Option 1

- Share with your partner the messages you received when you were younger about male and gender female gender roles.
- Share with your partner how you were taught to interact with people who are of a different gender.
- Share with your partner the people of your gender that you were encouraged to hold as role models.
- Share with your partner the people of another gender that you were encouraged to hold as role models.
- Share with your partner something you were discouraged from doing because of your gender.
- Share with your partner a stereotype about your gender that bothers you.
- Share with your partner a stereotype that you have about another gender.
- Share with your partner the ways in which you do not fit the gender roles assigned to you by society.
- Share with your partner how gender differences affect you on a daily basis.
- Share a time when you were aware of your gender in the workplace.

Messages about Gender: Option 2

- Take a few minutes to reflect on each of the following prompts:
- Things I was encouraged to believe about people of my gender.
- Things I was discouraged from believing about people of my gender.
- Ways I was taught (instructed, shown, saw) that people of my gender dealt with strong feelings, such as affection and anger.
- Ways I was taught people of my gender behaved regarding school/work/career.
- Values stressed to me about how a “good” person of my gender behaves/appears.
- Ways I was taught to interact with people of a different gender.
- Things I was taught (instructed, shown, experienced) about people of other genders.
- Ways I was taught people of other genders behave regarding school/work/career.
- People of my gender and other genders that I was encouraged to hold as role models.
- Which of the above messages had the most lasting effect on you?
- Which of the above messages had the most negative effect on you?

CYCLE OF SOCIALIZATION

RIVER OF LIFE

Purpose

The purpose of the River of Life is to provide an opportunity for participants to understand moments in their life journey that they can reflect on, pull into their narrative, and create a process for them to orient moments in their life.

Objectives

- To reflect on one's life journey
- To share personal experiences and begin to think about how to speak about it publicly in creating their public leadership narrative

Materials

Chart paper and markers

Time: 1 hour

- 25 minutes to individually work on their River of Life
- 20 minutes for participants to present to their partner (10 min each)
- 15 minutes for closing discussion

Preparation

1. Create Your River of Life and be prepared to present it
2. Prepare flipcharts

Flipchart 1

The types of things that go on the river below:

- The river represents their life, from the beginning until today. In the river, draw and label "islands" that represent the important places in their life, starting (for example) with where they were born.
- They can draw "life-preservers" representing the people at those moments in their life that were/are important.
- On the right side of the river, draw and label "tributaries" representing the highlights or moments of great joy, accomplishment, or celebration.
- On the left side of the river, draw and label "tributaries" representing the challenging, hard, difficult, or tragic moments of their life.

Flipchart 2: Sharing Your River

Participant A will share one or two affirming and one or two challenging experiences and what he/she learned from each experience. Looking back over your river:

- What patterns do you see?
- Life learnings?
- What are you most proud of?

Participant B responds:

- What moved, touched, surprised or intrigued me was....

- What I heard as your strength and values were...
- What I heard that might relate to your leadership/communication style was...

Procedures

Explain and model the River of Life

- Draw your own river prior to the session
- Use your river to explain a River of Life. Demonstrate how you've captured the places you have lived, the important people in your life, the difficulties you have faced, and the opportunities you have received.

Provide materials and instructions to participants

- Distribute a sheet of blank paper (any size, poster/flip chart works well, but you can also use a standard printer paper).
- Using markers, crayons, or a pen pencil, participants will draw a simple river a few inches wide flowing from one upper corner of the paper, to the opposite lower corner of the paper.

Using the flip chart paper, explain what they will add to their paper

- The river
- The "islands"
- "Life-preservers"
- Symbols that represent things they might not share
- "Tributaries" representing the highlights or moments of great joy, accomplishment, or celebration (right) and the challenging, hard, difficult, or tragic moments of their life (left)

Give participants 35 minutes to construct their individual River of Life

- It does not have to be a river, it can be a different type of moving body of water or another structure.
- This is not an exercise that requires any artistic talent; it only requires participants to put their life story on paper in a visual format.
- Participants should mark the moments and people in their past that have influenced where they are today.

Explain that they will share their river of life with a partner

- Participants can discuss different parts of the river or the entire river.
- Invite each person to walk the other person through their River of Life. The partner is there to listen and to ask clarifying questions –but not to bring it back to them or their river. They should get as much information about your partner as possible.

Ask participants to break into pairs.

Participant A gives participant B a brief guided tour of their river. Use the flipchart to explain that each participant will share one or two affirming and one or two challenging experiences and what they learned from each experience.

Switch Roles and do the exercise again.

Discussion

- 1.What did you learn about yourself?
- 2.What did you learn about your partner?
- 3.What moments stand out for you?
- 4.What is the overall story of your river?

7

Handouts & Exercises

Art For Peace #Artivism



#defyhatenow | 7 HANDOUTS & EXERCISES

ART FOR PEACE

#ARTIVISM

QUESTIONS FOR GROUP DISCUSSION

- Take a close look at how different cultural activities may contribute to peacebuilding?
- What do you see as the common aim or elements between these activities?
- How can you link them to your understanding of peace?
- Do you think they are successful in realising the aim of building peace?
- Sketch of your ideas to connect cultural activities with peacebuilding in your community.

STARTING YOUR INITIATIVE FOR PEACEBUILDING, ASK YOURSELF:

- Where is this initiative leading?
- Will it inhibit violent conflict?
- Will it contribute to peace?
- How will it aid in the development of a “post-conflict” society?

GROUP EXERCISE: PEACEBUILDING AIMS

Draw a diagram with circles showing activities and the aims or goal for peacebuilding. Arrows point from each of the activities / circles towards a different concept.

Examples:

- bridging communication gaps between different people
- personalising peace, connecting with people and engagement
- self sustainability of peace and self education
- diversity, coexistence and the need to resolve conflict without resorting to violence
- openness and inclusiveness in public spheres.

The diagram will also reflect how these points are fluid and can overlap with each other. Leave space for participants to add and connect their points in addition to the above in the diagram.

The facilitators are encouraged to open the floor for people to come up with their own activities and link them to their understanding of peace, expanding on the points they wrote on the diagram above.

KEY DISCUSSION POINTS FOR ACTION!

- What areas for peacebuilding cultural exchange can you identify in your community?
- Where would you organise an event? eg: community leaders, school, social space?
- Make a list of all ideas in the group to facilitate cultural exchange peacebuilding activities
- Decide with the group to implement one of these now!
- Check the activity you plan is inclusive and open to different communities & ages
- Find a venue, organise the date, engage community leaders & teachers to get involved
- Let people know and invite different communities, old and young to attend your event!
- Set up fb event page, print leaflet or fliers, community announcements, radio interviews.

8

Handouts & Exercises

Trauma Healing



#defyhatenow | 8 HANDOUTS & EXERCISES

TRAUMA HEALING

TRAUMA HEALING TRAINING INITIATIVE

KNOWLEDGE ON TRAUMA AND HOW LEADERS CAN ACT AS FIRST AID POINTS FOR TRAUMA HEALING

PLATFORM AFRICA

INTRODUCTION

The aim of this training is to educate the community, especially the leaders on basic counseling and first aid knowledge for any trauma survivors and how to be focal points for instilling hope and encouraging sustainable solution and prevention methods from traumatic events. This is with the hope of allowing leaders to understand symptoms, relate with coping mechanisms and collectively find or create new ways of dealing with trauma and how to identify struggling trauma survivors and possible steps for help and health.

Most times, organisations and cooperatives do not consider the importance of paying attention to the brain/emotions/feelings/thoughts, especially when tragedy is involved. This leaves many people still feeling hopeless and not being able to pick themselves up from the traumas caused by violence and conflict incidents. This continues to create a dependent society. By allowing space for conversations to happen and for people to share their pain, you have more people healing and forgiving with greater understanding, and you also facilitate steps to create a growing society.

OBJECTIVES

By the end of this training participants will be able to:

1. Describe and understand trauma from a traditional and professional view
2. Have the practical skills to do a first aid guidance session to help anyone dealing with a traumatic event (death, loss, violence, experiences of conflict)
3. Be able to create safe spaces within their smaller communities to allow for conversation on trauma, traumatic events, and effects of traumatic events, and with this be able to learn new positive coping mechanisms
4. Learn to protect themselves as leaders from burning out
5. Learn to prepare group therapy sessions

REQUIREMENTS

1. A white board or paper and markers and sticky notes
2. A well charged camera with backup batteries for documentation
3. Participants: be available for the one day training from 8:30am to 5:00pm
4. Participate in all sessions, especially practical exercises and group discussion
5. Have basic communication skills, literacy and emotional intelligence

Lead Trainer Platform Africa Psychologist: Charlotte Ainebyoona Kigezo
Nurse on Ground from Arua Hospital: Betty

Program (One day)	[EXAMPLE ONLY]
Time	Topic
08:30 - 09:00	Introduction to Trauma and understanding trauma
9:00 - 10:00	Causes and Risk factors
10:00 - 11:00	Symptoms, signs, coping mechanisms (Positive & Negative)
11:00 - 11:30	Tea Break
11:30 - 13:00	Vicarious Trauma
13:00 - 14:00	Lunch Break
14:00 - 14:30	Our role as leaders
14:30 - 15:30	Protective factors
15:30 - 15:45	Break
15:45 - 17:00	Importance of Social Support Systems
17:00 - 17:30	Feedback and way forward

TRAUMA HEALING QUESTIONNAIRE

Age or Year of Birth:

Village:

Marital Status:

Any children, Alive:

Deceased:

Define Stress (Native language names encouraged: translation for the native definition)

Define Trauma (Native language names encouraged: translation for the native definition)

Did anyone ever push, grab, slap or throw something at you and/or ever hit you that you had marks or were injured? If yes, what is your relationship with the person?

Did any adult or person touch or fondle you or have you touch their body in a sexual way or attempt to?

Did you lose any parent? If yes, what was the cause of death?

Did you ever have to be in any situation in which you were seriously injured or in which you watched someone being injured or killed? If yes, are you okay sharing?

Did you ever have to engage in combat of any sort, in official (country to country) or unofficial war (community to community either tribal, riot that involved killings)

How do you feel any of the above events have affected you?

Do you feel they still affect you to date?

How are you coping with any of the effects?

Who do you consider as a support system? (Someone you can talk to when things feel heavy/ please share relationship with the person/s)

Do you have a sustainable livelihood (form of income or financial support – this is inclusive of family/ guardian financial support) system in place and do you consider this reliable? (This information is important in the process of solution creating for trauma survivors)