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REPORT - TRAINING COURSE FOR YOUNG PEOPLE/YOUTH LEADERS. 23 NOVEMBER – 14 DECEMBER 2020

The course took place from the 23th November to the 14th December online, through the Google Meet platform.

The main purpose was to create a training course with students, through the methods of non-formal education, with the aim of raising awareness among the participants on the issue of racism and invisible racism, activating proactive behaviors in the communities to which they belong and experimenting with specific initiatives.

The activities were held by Silvia Volpi, Stefania Zamparelli, Carlo Andorlini and Alessandra Viviani.

Videos and websites

The participants had the chance to watch some videos, filmed by R.E.D.U or made by students or associations, about racism and clichés in order to start a positive conversation about the themes and the issues of the course.

- **“Would you stop if you saw this little girl on the street? | UNICEF”**
(<https://www.youtube.com/watch?v=MQcN5DtMT-0>)
- **“Consent is a cup of tea”**
(<https://www.youtube.com/watch?v=oQbei5JGiT8>)
- **“Doll test - The effects of racism on children”**
(<https://www.youtube.com/watch?v=QRZPw-9sJtQ>)
- **“Fa bene – Mercato Piazza Foroni”**
(<https://www.youtube.com/watch?v=HxjqlCTrOzg>)
- **Marti Bas alias Marta Giannello Guida Poem**
(<https://www.youtube.com/watch?v=4NT0PyG9oYc>)

The participants also have the opportunity to read and recommend some articles about racism:

- **“Pestaggi e razzismo, arrestati 4 trapper a Roma”**
(https://www.ansa.it/lazio/notizie/2020/11/04/pestaggi-e-razzismo-arrestati-4-trapper-a-roma_ebfb204d-7c78-435d-8857-1d4531552724.html)
- **“Cronache di ordinario razzismo”**
(<http://www.cronachediordinariorazzismo.org/tag/razzismo/>)
- **“Jacob Blake ferito dalla polizia con sette colpi alla schiena”**
(<https://www.iltempo.it/esteri/2020/08/24/video/jacob-blake-video-afroamericano-ucciso-colpi-schiena-polizia-figlia-immagini-george-floyd-24298595/>)
- **“Wisconsin, sette colpi alla schiena davanti ai 3 bambini, polizia violenta”**
(https://www.corriere.it/esteri/20_agosto_24/wisconsin-agente-spara-afroamericano-schiena-grave-d6a92be2-e621-11ea-943c-b2c77e7530c9.shtml)



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- “Jacob Blake – Black Lives Matter”
(<https://eu.greenvilleonline.com/picture-gallery/news/local/south-carolina/2020/08/29/jacob-blake-black-lives-matter-greenville-march-protest-rally-downtown-falls-park-photos/5661193002/>).
- “TikTok censura i disabili per proteggerli? Contro il bullismo l’app dei record rischia la discriminazione”
(https://www.repubblica.it/tecnologia/social-network/2019/12/03/news/tiktok_censura_i_disabili_per_proteggerli_contro_il_bullismo_l_app_dei_record_rischia_la_discriminazione-242501460/)
- “Me lo togliete da qui?”. Donna contro il bimbo disabile sull'autobus”
(<https://www.ilgiornale.it/news/cronache/me-togliete-vicino-donna-discrimina-bimbo-disabile-su-1784530.html>)
- “Stranieri accoltellati per motivi razziali, presi tre aggressori”
(<https://www.riminitoday.it/cronaca/stranieri-accoltellati-per-motivi-razziali-presi-tre-aggressori.html>)
- “ISLAM E ITALIA. DIETRO IL NO ALLO IUS SOLI, LA DISCRIMINAZIONE RELIGIOSA?”
(<https://www.stradeonline.it/istituzioni-ed-economia/2978-islam-e-italia-dietro-il-no-allo-ius-soli-la-discriminazione-religiosa#>)
- “Silvia Romano: "Ecco come sono diventata Aisha. Il velo è per me simbolo di libertà””
(https://milano.repubblica.it/cronaca/2020/07/06/news/silvia_romanio_rapita_milano_aisha_conversione_islam-261120301/)
- “Libera. Silvia Romano, odio social su riscatto e conversione. Bassetti: nostra figlia”
(<https://www.avvenire.it/attualita/pagine/silvia-romano-diario-rimasto-in-mano-rapitori>)
- “Ragazzo di 18 anni vittima di un episodio di razzismo in Valtellina”
(<https://tg24.sky.it/milano/2020/09/19/valtellina-episodio-razzismo>)
- “Toscana, nuovo episodio di razzismo: un 40enne urla «Sei un ne**o di me**a, te ne devi andare» a un ragazzo”
(<https://www.open.online/2020/08/17/toscana-episodio-razzismo-40enne-insulta-ragazzo-nero/>)
- “L’NBA e il razzismo, i giocatori dicono stop”
(<https://www.thewisemagazine.it/2020/08/29/lnba-e-il-razzismo-i-giocatori-dicono-stop/>)
- “Perché è difficile *spiegare* il razzismo”
(<https://medium.com/@oqueens95/perch%C3%A9-spiegare-il-razzismo-%C3%A8-difficile-f667dbe5b09e>)

Speeches

The participants attended two speeches.

The first speech, held by Carlo Andorlini, was about Communities and how to activate people in order to build a better community. The meaning of “Community” was explained and then the speech taught participants about the learning community and how to work through the community. The community can have a strong potential due to meeting and linking different people and their skills so it can become an active citizenship experience and be antiracist.



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Working in the community means developing the community itself and enhancing its potential, this would lead to opportunities and benefits for all its members.

The second speech, held by Alessandra Viviani, was about human rights and Agenda 2030 on developing a sustainable society.

The teacher explained how the agenda is structured and how a sustainable society is strictly linked to human rights, antiracism and antidiscrimination. Countries and Governments have a strong role in building a society where everyone is included, they are supposed to create laws against exclusion and against racism and discrimination. Each citizen is nevertheless responsible in the community and, knowing how discrimination affect the wellness of its community, is supposed to act with respect towards cultural differences and to be antiracist in its everyday life.

SUSTAINABLE DEVELOPMENT GOALS



Non formal learning activities

The purpose of the non-formal learning is to lead people to a deeper understanding of an issue starting not with a verbal definition but with an experience that involves body, emotions, feelings and thought.

The activities organized helped the participants to:

- Presentation: the participants, divided into groups, introduce themselves, tell about their interests and curiosities, and develop a presentation that represents the group;
- Understand how and why they decided to take part to STAR project, how they got involved and interested in human rights and fight against injustice;



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- Identify a cartoon character who symbolizes a hero who fights racism for the group; upload the image on PADLET and to justify their choice;
- Do a search about discrimination and show the results of their research, discuss and extrapolate the main characteristics;
- Relax and recall a scene of invisible racism they have witnessed or heard of; they are asked to try to visualize the image of this episode, the context in which they found themselves, the atmosphere of the moment. They are asked to observe and remember what happened in detail, paying attention to the movements of the body and facial expressions of all the characters part of the scene. They are asked to remember the feelings they and others have experienced. Subsequently, divided into groups, they share their "scenes" and collect the action of racism, emotions and actors on PADLET
- Designing a community action. The participants, divided into groups, try to plan a community action (they choose a name, describe the objectives they want to achieve, the place in which to carry out the action, the target, the times, what type of action they want to implement act, who are the actors carrying out the action, what roles they have, what result do they imagine they are pursuing and what change they expect).

Thanks to non-formal learning they had the chance to express themselves in any occasion since the Camp was always open and gave everyone the time and the possibility to state their opinion and to share their thoughts.

L'eroe ANTIRAZ - Santa Chiara LAB
Identificare un personaggio dei cartoni animati che simboleggi per il gruppo un eroe che contrasta il razzismo Scrivere/caricare su Padlet ciò che lo rappresenta e descrivere la motivazione della scelta

Gruppo 1	Gruppo 2	Articolo 14	Gruppo 4	Gruppo 5	Gruppo 6	Jimbe (One Piece) Gruppo 7
<p>ONE PIECE - ONE RACE</p> <p>Un ragazzo privo di pregiudizi cerca di raggiungere i propri sogni con una ciurma di amici. La ciurma, composta da diverse razze che compongono il mondo, è guidata dal carisma del ragazzo che riesce a distogliere l'attenzione dei suoi amici dai pregiudizi cercando di creare un gruppo di persone che possano mirare ad un unico obiettivo: raggiungere il loro sogno.</p> <p>Vincenzo Irene Cristina Niccolò Agnese</p>  <p>Aggiungi commento</p>	<p>POCAHONTAS</p> <p>"Chi sa la vita cos'è Se la fermerai neanche tu saprai E non sentirai quel lupo e il suo pregare mai Almeno fino a che non lo vorrai Non distingue dal colore della pelle Che una vita in ogni cosa scoprirai E la Terra sembrerà Solo terra finché tu Non dipingerai più amore dentro te"</p>  <p>1 commento</p> <p>Anonimo 1h Evidenzia:</p> <p>Aggiungi commento</p> <p>Anonimo 1h POCAHONTAS Evidenzia: - Stereotipi sul popolo dei nativi americani; - Il conquistatore vuole apportare la sua civiltà;</p> <p>Aggiungi commento</p>	<p>ART 14</p> <p>Divieto di discriminazione Il godimento dei diritti e delle libertà riconosciuti nella presente Convenzione deve essere assicurato senza nessuna discriminazione, in particolare quelle fondate sul sesso, la razza, il colore, la lingua, la religione, le opinioni politiche o quelle di altro genere, l'origine nazionale o sociale, l'appartenenza a una minoranza nazionale, la ricchezza, la nascita od ogni altra condizione.</p> <p>Aggiungi commento</p> <p>Anonimo 1h</p>  <p>Aggiungi commento</p> <p>Anonimo 1h Alessia Chiara Giorgia Giovanni Grisela Piero</p> <p>Aggiungi commento</p>	<p>Shrek - "Green Lives Matter"</p> <p>Questa non-fiaba cerca di combattere qualcosa che probabilmente ai bambini non colpisce direttamente, ma resta dormiente nei meandri del subconscio: l'accettazione del diverso in un contesto sociale verosimilmente riconoscibile.</p> <p>Fabiana Ledio Andrea Danila Laman</p>  <p>Aggiungi commento</p>	<p>Try everything</p> <p>Due protagonisti che possiedono la convinzione che si possa essere quello che si sogna senza lasciarsi abbattere dai propri limiti o dal giudizio altrui.</p> <p>Giulia martina Lorenzo Miriam Alessandro</p>  <p>2 commenti</p> <p>Anonimo 1h Martina Benincasa</p> <p>Anonimo 1h Martina</p> <p>Aggiungi commento</p>	<p>Fiocchi di cotone per Jeanie</p> <p>La gente che Intona questa melodia Davanti a sé Ha solo ipocrisia Mentre tu hai Almeno un'opportunità E ovunque vai Respiri libertà [-]</p> <p>Fiocchi di cotone Città del sentiero Strada del pensiero che Si esprime in libertà [-]</p>  <p>Aggiungi commento</p> <p>Elisa Bacco 1h Una ragazzina idealista, ribelle, poco incline alle costrizioni, che riesce sempre a vedere del buono nella gente che le è intorno e ne conquista, per quanto non sempre immediatamente, la fiducia.</p> <p>Aggiungi commento</p> <p>Elisa Bacco 1h Storia dello schiavismo in</p>	 <p>Aggiungi commento</p> <p>Anonimo 31m Caratteristiche - Disposto a sacrificarsi per qualcuno di diverso - Nessun pregiudizio di razza - Appartenente a minoranza etnica - Lotta per uguaglianza</p> <p>Aggiungi commento</p> <p>Anonimo 31m Roberto Salvatore Camilla Irene Francesco Myriam</p> <p>Aggiungi commento</p>



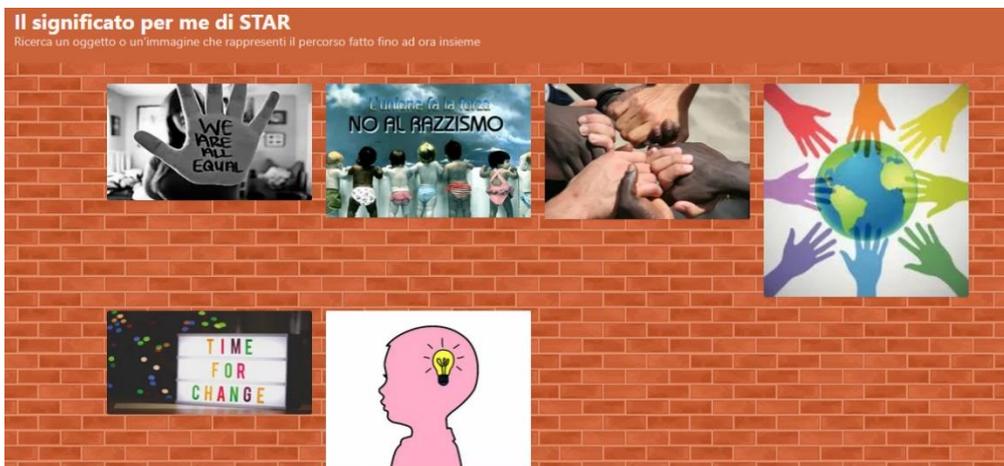
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JAMBOARD thoughts

At the beginning or at the end of each meeting, participants were asked to describe with a word or a phrase what discrimination means to them, what the meetings represented for them and what are the questions they ask themselves and the purposes they want to achieve.



During the final day, the participants had the opportunity to show the community actions they had conceived and implemented. Lastly, they were asked to describe, through an image, what the STAR project represented for them.





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REPORT - TRAINING COURSE FOR YOUNG PEOPLE/YOUTH LEADERS. 04 MARCH – 8 APRIL 2021

The course took place from the 04th March to the 08th April online, through the Google Meet platform.

The main purpose was to create a training course with students, through the methods of non-formal education, with the aim of raising awareness among the participants on the issue of racism and invisible racism, activating proactive behaviors in the communities to which they belong and experimenting with specific initiatives.

The activities were held by Silvia Volpi, Stefania Zamparelli, Carlo Andorlini and Alessandra Viviani.

Videos and websites

The participants had the chance to watch some videos, filmed by R.E.D.U or made by students or associations, about racism and cliches in order to start a positive conversation about the themes and the issues of the course.

- [“Would you stop if you saw this little girl on the street? | UNICEF”](#)
- [“Doll test - The effects of racism on children”](#)
- [“Fa bene – Mercato Piazza Foroni”](#)

The participants also have the opportunity to read and recommend some articles about racism:

- In this [video](#), Pietro Turano, an actor and activist from Rome, explains what is meant by minority stress and why it is unacceptable to witness, even today, scenes of discrimination and violence towards LGBTQ + people.
- [Pubblicità Progresso. In un video l'ironia dei bambini contro il razzismo](#)
- ["L'Italia agli italiani!": come ci si comporta con un nero razzista?](#)
- [Il racconto di Miguel: "Io insultato e riempito di sputi perché nero, ma vivo in Italia da 18 anni"](#)
- [Psicosi coronavirus insulti gratuiti ai cinesi](#)
- [Mama...I Can't Breathe!! | the Police Killed George Floyd](#)
- [Cori razzisti contro Marega: il calcio deve fare di più?](#)
- [George Floyd è morto soffocato dal razzismo](#)
- [Insulti razzisti alla senatrice Liliana Segre: sul caso c'è un'inchiesta aperta già da un anno](#)
- [Doll Test - Gli effetti del razzismo sui bambini](#)
- [Silvia Romano e l'odio online che toglie voce alle donne](#)
- [A Look at Race Relations through a Child's Eyes](#)
- [Minacce online a Liliana Segre per il vaccino: perquisizioni e sequestri a un pensionato di Cagliari e a un quarantenne di Viterbo](#)
- [Stereotipi e razzismo nelle campagne pubblicitarie](#)
- [Educate Yourself](#)
- [How to talk to other white people about race \(& why it is necessary\)](#)



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- [Cyber-razzismo: come si diffonde online l'hate speech e quali conseguenze può comportare](#)
- [Agboglobloshie: la discarica infernale per i nostri rifiuti elettronici](#)
- [Demba Ba, ancora un episodio di razzismo: stavolta è il quarto uomo](#)
- [La nba permetterà ai giocatori di indossare maglie con messaggi di sostegno alle proteste](#)
- [Jacob Blake, la protesta antirazzista blocca l'Nba: i giocatori boicottano i play-off, i Milwaukee Bucks non scendono in campo](#)
- [Torture nel carcere di San Gimignano, Salvini: "Gli agenti hanno fatto il loro lavoro"](#)
- [Firenze, torture in carcere, scattano nove misure cautelari per agenti penitenziari](#)
- [Modella senegalese in abito sardo: insulti e frasi xenofobe sui social](#)

Speeches

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The teacher explained how the agenda is structured and how a sustainable society is strictly linked to human rights, antiracism and antidiscrimination. Countries and Governments have a strong role in building a society where everyone is included, they are supposed to create laws against exclusion and against racism and discrimination. Each citizen is nevertheless responsible in the community and, knowing how discrimination affect the wellness of its community, is supposed to act with respect towards cultural differences and to be antiracist in its everyday life.

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- Identify a cartoon character who symbolizes a hero who fights racism for the group; upload the image on [PADLET](#) and to justify their choice;
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- Designing a community action. The participants, divided into groups, try to plan a community action (they choose a name, describe the objectives they want to achieve, the place in which to carry out the action, the target, the times, what type of action they want to implement act, who are the actors carrying out the action, what roles they have, what result do they imagine they are pursuing and what change they expect).

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silvia volpi • 6 • 1m

IL MIO SUPER-EROE!

Identificate un supereroe/ina che contrasta il razzismo.

Inclusion-Woman



Anna
giulia
Vanessa
Anja
Tanjil

Creazione ad hoc
Donna, con tuta con traduttore e che le permette di viaggiare velocemente, intermediaria, intervenire con internet per affrontare tutti le situazioni che vede, ologrammi per affrontare e far vedere le incomprensioni, la muta diventa uno specchio quando

Attenzione all'apparenza!



NAUSICIA
Umani e la giungla tossica , vede la giungla come diversità non tossica , con scoperta (con curiosità) e con la scienza scopre il modo per salvare la giungla.
Accoglienza dell'altro e curiosità di conoscere l'altra

Sara
Marianna
Mohamed
Francesca

Lo sguardo della giustizia



Fulmina con lo sguardo chi ha comportamenti razzisti per avvertirlo del comportamento e per renderlo consapevole del comportamento non corretto.

Siamo tutti uguali



Ranger
Lotta per la giustizia, per aiutare i più deboli e protettore del suo popolo, sicurezza per il suo popolo
Sostenere attraverso la creazione di un centro e includere anche i più deboli, toglierli dalla strada e offrirgli delle attività ed una comunità.
Sorella rappresenta l'intelligenza e donna, coraggiosa, forte (caratteristiche maschili secondo lo stereotipo).
Arma potente è la tecnologia

Emilia
Katerina
Leonardo
Francesca
Mitra

Un Batman in chiave sociale.



Uomo comune che combatte il razzismo, non violento
Riporta un equilibrio, giustizia
Ruolo sociale
Giudice equo e non burocratico grazie al suo intervento



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JAMBOARD thoughts

At the beginning or at the end of each meeting, participants were asked to describe with a word or a phrase what discrimination means to them, what the meetings represented for them and what are the questions they ask themselves and the purposes they want to achieve.



During the final day, the participants had the opportunity to show the community actions they had conceived and implemented. Lastly, they were asked to describe with one word what the STAR project represented for them and they were asked complete an evaluation questionnaire which revealed:

- a high degree of general satisfaction. The participants found the course interesting and stimulating, both from the point of view of the topics covered and of the learning methods;
- that the participants were stimulated and encouraged to deepen the topics covered, also thanks to the materials provided during the course;
- that all non-formal education activities (group work, moments of dialogue and confrontation, experiential methodology) were highly appreciated because they made learning dynamic, interactive and interesting;
- that almost all of the participants intend to carry on the community projects created and presented during the last meeting of the project;
- that, although the remote modality has made people feel the lack of interaction and the atmosphere that is usually created only live, it has allowed many more people to be able to take part in the course and, in any case, it did not negatively impact the performance of the activities and allowed the participants to connect create good relationships.



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27 18:18

Stefania Zamparelli

K

M

Dettagli riunione ^

Alza la mano Presenta ora