C4i
Communication for Integration

TRAINING OF TRAINERS FOR ANTI-RUMOUR AGENTS: CONTENT AND METHODOLOGY

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TRAINING OF TRAINERS
FOR ANTI-RUMOUR AGENTS:
CONTENT AND METHODOLOGY

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This document is partly based on Barcelona's Practical Guide for Anti-rumour agents

I. Training of trainers for anti-rumour agents: workshop content

1. General overview of the Anti-rumours strategy, C4i and city's specific campaign

The "anti-rumour strategy" (ARS) has its origin in the city of Barcelona, in the context of developing the Intercultural Plan that defined the city in 2009, following a broad participatory process. In that process, the factors that hinder the positive interaction between citizens of different cultural backgrounds were identified. The most relevant were those referring to subjective aspects like stereotypes, prejudices and rumours related to the immigrant population and cultural diversity in general.

During 2013 the ARS was adapted and implemented to four Spanish cities (Fuenlabrada, Getxo, Sabadell and the Tenerife Island) members of the Spanish Intercultural Cities Network (RECI) linked to the "Intercultural Cities" program of the Council of Europe.

The C4i project led by the Council of Europe is based on the Barcelona ARS and also on its previous experience in projects like the SPARDA, dealing as well with how to shape perceptions on cultural diversity.

The main characteristics of an Anti-Rumours Strategy

a) Political commitment and leadership in the context of local intercultural policies

b) The anti-rumour concept as a key element of the strategy: targeting the "mainstream" by seducing, not blaming

c) Objective information is not sufficient: the need of a multimodal approach taking into account the emotional side

d) Participation is crucial: building social networks

e) Empowerment and training of anti-rumour agents: we need more than good will

f) Creativity and rigorousness: doing different things to get different results

The different phases of the project:

- Identification of the main rumours in each city
- Compilation of data and arguments to dismantle false rumours
- Creation of Anti-Rumour networks
- Anti-Rumours' agent training
- Anti-rumours Campaigns
- Evaluation during the whole process (both on the process and on social change impact)

2. Theoretical approach to the key concepts: stereotypes, prejudices, rumours and discrimination

Stereotypes, prejudices, and discrimination are understood as related but different concepts.

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Stereotypes: refer to the generalised attributes that people think characterize a group of people who share a common trait (sex, nationality, religion or profession etc.).

Sometimes there might be an empiric rationale on which they are based, but it is the ignorance for particular characteristics of the individual and the neglect of changes and dynamics that make stereotypes problematic and may result in stigmatization and discrimination.

For all social groups, both negative and positive stereotypes exist, but even the latter do harm. That's because all stereotypes are limiting and don't allow for individuality and diversity within groups.

Prejudice is prejudgment, or forming an opinion before becoming aware of the relevant facts of a case. Prejudice can be defined as a "feeling", favourable or unfavourable, toward a person prior to, or not based on, actual experience.

Prejudices are also a logical derivation of negative stereotypes, as a hostile attitude towards a person who belongs to a group, simply by virtue of belonging to that group. Once we assume how a person is and acts, we determine our own, often preventive, actions towards this person. What is important, unlike stereotypes, prejudices present a combination of **feelings and emotions**. Beliefs, on which prejudices are based, are stereotypes.

We perceive the prejudged as a threat to our values and ethics, and sometimes, to our possessions. It is for the emotional aspect that prejudices are not easily tackled by rational arguments. This is why prejudices constitute one of the greatest obstacles for intercultural understanding.

Discrimination means unfair, unequal or different treatment or harassment of an individual or specific group based on prejudice (on age, gender, physical features, nationality, status, employment, disability etc.).

The link between stereotypes – prejudices – discrimination

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Stereotypes are the most **cognitive** component as they reflect **beliefs** about the characteristics of members of groups perceived as different from one's own, whereas prejudice is the **affective** component of stereotyping and represents the **emotional** response. Discrimination is the **behavioural** component of prejudicial reactions and refers to **actions**.

A practical example:

A Spanish landlord wants to rent a flat and he got a phone call by a guy called Mohamed. He knows only one Moroccan who is a good person and have no problem at all with him. However, he's influenced by a stereotype that considers Moroccans as thieves. Let's see how this "chain" works:

Stereotype	Prejudice	Discrimination
• He thinks Moroccans are thieves	• He feels distrust and suspicion	• He acts by not renting him the flat

Constructing stereotypes and prejudices

Stereotypes **don't depend much on our own identities or how do we feel**, but on how others see us and in which category they put you in.

We often create and consolidate the stereotypes without having any contact or independently of the contact we may have had. We got them from diverse channels (friends, family, neighbours, working colleagues, media…) We assume them also because they come from our cultural perspective that marks some strong ideas about what's "normal", "logical", "common sense," etc.

There are 4 main reasons for their prevalence:

- For their **simplicity**, they are easy to spread as
- They conveniently **allow us to simplify the complex social** reality that surrounds us (they may be understood as shortcuts to make sense of the world)
- Given personal experiences that contradict our stereotyped ideas about certain people, we often consider that **our experience is an exception** to the rule (a stereotype)
- Stereotypes generate a **'selective perception'** of the reality: they work like perceptual filters that make us see a part of reality, and not another.

In case of migration, the way media treat these topics is usually by focusing on the negative side (conflicts, violence, poverty etc.).

The lack of positive references hinder the possibility to build a more balanced perception.

We usually tend to think that we get the reality as it is and that creates our thoughts. However it is the other way round, we have already specific ideas, some strong mental guidelines that make us perceive reality based on them.

If we think immigrants occupy and behave badly in public spaces, we will pay more attention to immigrants who are in the public space, and also to those news that confirm our ideas, without paying attention to those which contradict them.

With this selective process, stereotypes are being confirmed all the time and are very difficult to change, even if we have objective information that denies them.

Why do they exist?

There are different and complementary explanations about the causes of the existence of stereotypes.

From a social perspective, social inequalities prevent interaction on equal conditions so they foster stereotypes about "the other" and prejudices. At the same time the prejudice helps us justify discrimination that finally fosters inequality. (Autochthons see migrants as being less qualified and with a bad attitude towards wok – lazy – irresponsible etc., so those attributes would justify that they must occupy the lower positions of the labour market)

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A specific effect of this idea is known as the **"Pygmalion effect":** discriminating someone based on our negative assumptions and prejudices, may lead the other person to act in a way that confirms our previous perceptions. So our own prejudices create the scenario that confirms them.

For example, as we consider that immigrants do not want to integrate, we do not relate to them, and thus do not effectively contribute to their integration. Therefore, beyond the real or empirical basis that prejudices may have, irony occurs when our own biases act as a powerful social mechanism that reinforces this real base.

There are other theoretical elements that help understand the social factors of prejudices. One of these factors appears when two groups compete for scarce resources. That is, apprehensions towards people from ethnic minorities are more prevalent among people competing for the same resources (jobs, economic aid, public spaces ...) so that they are a way of channelling and express frustration and hostility.

Another factor is the need for status. In other words, to realize that we have certain social status, we need to feel above other groups of people.

We don't deny the utility of stereotypes, they help us simplify a really complex reality and to make quick decisions about our opinions on issues and situations we haven't lived before.

However, that doesn't mean we must make zero effort to keep our mind open and preserve the sensibility to question ourselves and even to modify our clichés, without prejudging individuals because we think they belong to specific group but for their individuality.

What are their effects and consequences?

As we have seen before, stereotypic thoughts can lead to prejudicial attitudes that result in discriminatory behaviour.

Discrimination can occur in different spheres of people's life.

- ✓ **Unequal access** for example to the labour market or to obtain housing or healthcare or to the education system ... in this sense, prejudices may be a reflection of the normative system of the country.

- ✓ It determines **the interaction between people**. We all tend to relate to those whom we consider closest to our interests and ways of thinking, lifestyles and stages. So if we look at our closest circle of friends, it tends to be of people of our own class, profession and age. For instance, our different origins can make us ignore the fact that we can also share all those elements (class, age, profession...). Because we assume that the other will be think or actvery differently from us. It is a filter in relationships.

- ✓ **Stereotype threat** occurs when people are aware of a negative stereotype about their social group and experience anxiety or concern that they might confirm the stereotype. Stereotype threat has been shown to undermine performance in a variety of domains.

Racism and xenophobia

Cultural discrimination or racism involves attitudes and actions of intolerance and rejection of entire groups of people perceived uniformly, limiting and influencing the kind of social interactions between groups and leading to the processes of marginalization and social exclusion.

Racism and xenophobia refer to a phenomenon of discrimination on "the other", "strange", "does not belong to the group itself." However, each of these concepts has a different social object of discrimination: while racism focus on race and ethnicity, in the case of xenophobia is the place of origin.

Currently, we can identify two forms of racism and xenophobia: the manifest and the **subtle**. On one hand, there is manifest racism, which generates discriminatory behaviour clearly recognizable as racist. In such a case, persons who discriminate against others are fully aware of their racist attitude as they perceive themselves as racist and this attitude is shared among the members of this group,). On the other hand, there is latent racism, which is not easy to label as racists as persons who discriminate are   not aware that their behaviour is racist since their own social image is antiracist.

Rumours: are statements about individuals, groups or events that are spread from one person to another and their credibility comes not from direct evidence but from the fact that many people believe them.

Often rumours are born and spread successfully because they corroborate previous ideas or beliefs of those who accept them. Some people and groups take rumors for granted because they are compatible with their own interests, or with what they believe to be true.

At the same time, rumours are a way to manage anxieties and uncertainties through the generation and circulation of statements and assumptions that help us explain and understand ambiguous situations or uncertainty, reduce anxiety, and justify behaviour.

So often rumours also arise in the context of an actual or potential threat, both tangible and psychological, which gives people a sense of control and psychological comfort. Psychological threats can be personal or collective and are often related to identity.

In social contexts where ignorance, stereotypes and prejudices have generated feelings of fear and threat to collective identity, rumours play a calming role.

Rumours are fed by stereotypes and prejudices, while they can create new ones.

Why do we accept and spread them?

- Many people believe them and we want to be part of the majority group and to avoid confrontation
- They are about a topic relevant to us and based on ambiguous information that help us understand something complex we can't understand
- They are told by someone who enjoys our credibility
- They are based on accepted stereotypes and prejudices

3. Anti-rumours arguments: relevance and complexities

Why are they relevant?

A key feature of an anti-rumour strategy is the need to be rigorous and it is therefore very important that we have objective and strong arguments and data to help us dismantle false rumors based on prejudice and negative stereotypes.

On the other hand, we know that by disseminating objective data only we will not dismantle rumours based on prejudices where the emotional side plays a decisive role. However, getting these robust arguments and data is important because even if not sufficient, it is very important for two reasons:

- To reassure and empower anti-rumour agents themselves. Remove false rumors is a very complex task, but if you do not have the basic knowledge that proves them to be false, then it is even more complicated.

  It is likely that many of the arguments we handle are not really useful in situations that may arise. Either because they are too technical and statistical, rather they involve prior knowledge on the functioning of the public administration. Yet, even so, to know and understand their reasoning is a necessary exercise that will provide security and conviction.

- They may be very useful for developing awareness material to disseminate among the general population or target groups. The format of such material can be very different and imaginative, depending on target groups, the context, specific goals, etc. (leaflets, comics, videos, web content, press releases …).

What kind of arguments can we use?

- Statistical data: We can extract it from official sources (municipal, regional, state or European level) or studies by agencies, research centers or third-sector associations etc.

- Rules, laws, regulations, guidelines, general regulatory framework that can help dismantle rumours.

- Explanations on the functioning of public administrations for understanding some phenomena misinterpreted by rumors.

- Logical and emotional arguments that send us back to the rumor and reveal its inconsistency

What aspects must we consider to dismantle rumours and debunk myths more effectively**?**

A common misconception about myths is the notion that removing their influence is as simple as packing more information into people's heads.

The evidence indicates that no matter how vigorously and repeatedly we correct the misinformation, for example by repeating the correction over and over again, the influence remains detectable.

There is also an added complication. Not only misinformation is difficult to remove, debunking a myth can actually strengthen it in people's minds.

Debunking myths is problematic. Unless great care is taken, any effort to debunk misinformation can inadvertently reinforce the very myths one seeks to correct.

Several different "backfire effects" have been observed, arising from making myths more familiar, from providing too many arguments, or from providing evidence that threatens one's worldview:

1) The Familiarity Backfire Effect

To debunk a myth, you often have to mention it - otherwise, how will people know what you're talking about? However, this makes people more familiar with the myth and hence more likely to accept it as true.

Your debunking should begin with emphasis on the facts, not the myth. Your goal is to increase people's familiarity with the facts.

2) The Overkill Backfire Effect

Common wisdom is that the more counter- arguments you provide, the more successful you'll be in debunking a myth. It turns out that the opposite can be true. When it comes to refuting misinformation, less can be more.

The content must be easy to process, that means easy to read, easy to understand. Information that is easy to process is more likely to be accepted as true.

A simple myth is more cognitively attractive than an over-complicated correction.

But we need the whole info: different categories depending on the target!

Writing at a simple level runs the risk of sacrificing the complexities and nuances of the concepts you wish to communicate. An interesting option is to publish rebuttals at several levels. Basic

versions are written using short, plain language and simplified graphics. More technical and advanced versions are also available with more technical language and detailed explanations. Depending on the nature, target and goal of the action/material we will choose which one to use.

3) The Worldview Backfire Effect

Myths that tie in with our worldviews and sense of cultural identity

For those who are strongly fixed in their views, being confronted with counter-arguments can cause their views to be strengthened.

First, the Worldview Backfire Effect is the strongest among those already fixed in their views. You therefore stand a greater chance of correcting misinformation among those not as firmly decided about hot-button issues. This suggests that outreach should be directed towards the undecided majority rather than the unswayable minority.

Second, messages can be presented in ways that reduce the usual psychological resistance (like talking about anti-rumours instead of anti-racism)

Another way in which information can be made more acceptable is by "framing" it in a way that is less threatening to a person's worldview.

Filling the gap with an alternative explanation

What is the most effective way to debunk a myth? The challenge is that once misinformation gets into a person's mind, it's very difficult to remove.

When people hear misinformation, they build a mental model with the myth providing an explanation. When the myth is debunked, a gap is left in their mental model. To deal with this dilemma, people prefer an incorrect model to an incomplete model. In the absence of a better explanation, they opt for the wrong explanation.

The most effective way to reduce the effect of misinformation is to provide an alternative explanation for the events covered by the misinformation.

An effective debunking requires:

- Core facts—a refutation should emphasise the facts, not the myth.

- Explicit warnings—before any mention of a myth, text or visual cues should warn that the upcoming information is false

- Alternative explanation—any gaps left by the debunking need to be filled.
  This may be achieved by providing an alternative causal explanation for why the myth is wrong and, optionally, why the misinformers promoted the myth in the first place

- Graphics – core facts should be displayed graphically if possible.

The need to adapt and translate the anti-rumours arguments

Another key issue for the anti-rumour arguments to be effective, depends on our capacity to adapt and translate them taking into account three main questions:

- **Who is the target?** (the entire population? a specific target audience as youth living in one neighborhood? Schools? Anti-rumour agents?)

- **Which is the channel?** We need to adapt the content depending on if we are planning to spread it through media (press? Radio? TV?) printed leaflets, videos, website, social media, a comic, a guidebook or just orally in a workshop?

- **Is the message sticky?** A message that is complex won't be sticky, once became practical and personal it may become. Much of what we are told or read or watch, we simply don't remember. If we paid careful attention to the structure and format of our material, we could enhance stickiness.

4. Face to face interaction: key communication skills for the anti-rumour agent

It is important that before we start "acting" as an anti-rumour agent by having a debate with someone who spreads or defends a false rumour based on prejudices, we keep in mind some key ideas or principles:

We all have prejudices and stereotypes. We are not better, or even different from people of whom we want to raise awareness. In this sense, empathy must begin by recognizing our own stereotypes and prejudices and our role in the spread of rumors that we do not know if they are true or not. Constructive dialogue is only possible through the recognition of the other as a valid interlocutor with which it is possible to exchange knowledge and experiences.

Lowering expectations about the results we will probably get. Many times in these conversations we become "tiring" by insisting and insisting that seem we want the other recognize he is wrong and us right. Changing the stereotypes and prejudices of the people is a long road that not only depends on what at any given time we tell a person. Get our partner coming home with a doubt or even incorporating into their thinking a small part of our discourse must be understood as the greatest success.

Maintain a positive attitude. If from the beginning you think the conversation will be unbearably complicated surely it will be. If instead you think that regardless of the outcome surely you can extract something positive from this, it is likely you get it. Take every opportunity as an opportunity and not as another phase of torture.

Mantain a "professional" atittude. The recommendation would be facing these situations from a professional point of view and put emotions aside. If our emotions are "on the table" so that others can make me angry or I can disappoint... We need some "colder" approach although we don't avoid emotional arguments, but we need not to become too emotional as otherwise it won't work.

Communication strategies are our toolbox to address the situation from a professional point of view.

Dialogue is our fundamental tool, but how can we improve this dialogue in order to be more effective anti-rumour agents?

1. Choose the right time and place

The context can help or hinder our dialogue and we must not approach a person at any time or place because we will not get the expected results. It takes some time and a suitable place to talk quietly. However, we also have to be prepared for different situations. It's very different having a two-hour conversation with a relative during a Sunday lunch than a one-minute chat with a neighbour in the elevator. We should have the skills for both situations.

2. Show respect

Showing respect to the other person opinions creates an environment of trust which is crucial. You should also let the other person know that this dialogue makes you reflect on your own beliefs. Do you want to talk again to this person? Do you think the feeling is mutual?

3. Value to the other person

Rumours have to do with our concerns and fears. We must understand and recognize their concerns for better responsiveness. Do not blame or belittle their arguments and instead try to seek the common ground.

4. Listen actively

Listen actively helps to understand the thoughts, feelings and actions of the other person. We can't just wait for our turn or interrupt. We really want to understand their arguments by asking questions if necessary.

5. Capture the attention

We not only have to show interest in what the other person says but also manage to keep their interest and attention to our explanations. It is important to use clear arguments and language providing practical examples linked to their daily experiences.

6. Keep calm

Staying positive and calm greatly favours the success of the dialogue. It is therefore important to control our emotions and provide serene answers avoiding tough discussions.

Some tips that will help us on our face-to-face dialogues:

- ✓ Ask questions
- ✓ Stimulate curiosity
- ✓ Find common links
- ✓ Avoid negative discourse
- ✓ Question generalizations

Also Remember...

- Maintain an open and "conversational" body language
- Do not express sarcasm or disapproval with your voice

Choose well
- **Timing:** make sure that you can spend time
- **Place**: with some privacy
- **Company**: there are no other people who distort your dialogue

Keep calm
- Master your emotions and bring calm answers
- Breathe and if you can not control better retire until you are calmer

Show respect
- It's not a confrontation
- Establish trust
- End conversation comfortably

Empathy
Lower expectations
Positive attitude
Professional

Get his/her attention
- Use short and clear arguments
- Provide real and pertinent examples
- Your language must be "close" to connect with the other person

Value the other person
- Reconize fears and concerns as valid
- Do not underestimate the opinion of your partner
- Do not make accusations

Listen actively
- Do not interrupt ot talk over
- Ask questions
- Try to understand his/her reasoning

5. Anti-rumours activities and the role of anti-rumour agents

It is important that each city decide what they expect from their anti-rumour agents. What are they going to do? How are they going to be linked to the city campaign? What feedback will we get from them and how?

From the experience of cities have been implementing the anti-rumours strategy, there different types of agents:

- Those who are trained to act in their everyday environment (with friends, familiy, collegues, etc.) and want to develop the necessary skills for face to face interaction

- Those who work/collaborate with local NGOs and other social, cultural or sports organizations and want to incorporate the anti-rumor approach into their activities

- Professionals working in "sensitive" environments like schools, social services, hospitals etc. and also want to learn how to deal with prejudices and rumours

- Those who are already involved in the design of the anti-rumor strategy and will have to implement some of its activities

Depending on the profile and what is expected from the future anti-rumour agents, part of the training content can be adapted in each city to make it more useful depending on the city's needs and goals.

In any case, it is considered important that an element of motivation and inspiration is given, which means providing practical examples of anti-rumours agents activities conducted in cities where the strategy is being implemented.

For this purpose, a power point document with some practical examples from different cities is provided as an inspiring tool.

During the anti-rumour agents' training it may be very useful to explain some of these examples and then ask the participants to work in groups to think what kind of anti-rumour activities could be implemented in the city. It is important that the participants can contribute in some way to the decision-making process regarding the campaign's actions, as they will feel much more engaged and committed to the project.

Finally, it's very important to be aware that in order to spread the anti-rumour messages and to reach more people and get a higher impact, the profile of the 'messengers' is crucial. If we really want to reach the mainstream and not just those who are already sensibilised, we need key actors, key people who have some special attributes and social gifts.

This is why we need to be proactive to identify such key actors that can really support our messages to become viral.

What are the attributes we would find in some key actors or anti-rumour agents?

Using Malcom Gladwell theory from the book 'The tipping point" where he compares the characteristics of viral epidemics with social 'epidemics' where ideas are spread like virus, we can identify three different profiles: Connectors, Mavens and Salesmen.

As Gladwell's describes them:

Connectors:

These are people who know lots of people.

There are people whose social circle is four or five times the size of other people's. We all know some of these people (think about your friends, and see how many of them have come to you through the same person).

Their ability to span many different worlds is a function of something intrinsic to their personality, some combination of curiosity, self-confidence, sociability and energy.

The point about connectors is that by having a foot in so many different worlds, they have the effect of bringing them all together.

The closer an idea comes to a connector, the more power and opportunity it has as well.

So, if we manage to get the support of some 'connectors' to our strategy is quite obvious that we could get a higher impact on our communication strategy, as they ar really good spreading ideas to different social environments and they really like to do that. Let's find some 'connectors' in our city...

Mavens

When you look closely at social epidemics, however, it becomes clear that just as there are people we rely upon to connect us to other people, there are also people we rely upon to connect us with new information. There are 'people specialists' and there are 'information specialists.'

The critical thing about mavens, though, is that they aren't passive collectors of information. What sets them apart is that once they figure out how to get that deal, they want to tell you about it too.

They know more things than we do, the read more magazines, newspapers etc. The important is not just what they know, but how they pass it along. The fact that Mavens want to help, for no other reason, it's an effective way of getting someone's attention.

A connector might tell ten friends where to stay in one city, and half of them might take his advice. A Maven might tell five people where to stay in the same city but make the case so emphatically that all of them would take his advice. Different personalities at work, acting for different reasons, but they both have the power to spark word-of-mouth epidemics.

When we look around us we realise it's not difficult to identify a Maven. If we think on the anti-rumours strategies, we need some people who love searching for more anti-rumours arguments and data. And then, sharing them!

Salesmen

But Maven is not a persuader. Maven has a lot of information, but for a social epidemic to start, some people are actually going to have to be persuaded to do something.

Mavens provide the data, connectors are social glue: they spread it, but there is also a select group of people with the skills to persuade us when we are unconvinced of what we are hearing, and they are as critical as the other two groups.

This is one way (among other possibilities) jus to point out how important is to be proactive when looking for some key actors from our city that can really make a big difference as anti-rumour messengers.

We need to add another attribute which is crucial, which refers to **credibility**. If we want to dismantle the rumours that says immigrants who open a local shop don't have to pay taxes (some people believe this in Barcelona) we can of course ask some immigrant owners to explain they are paying like everyone else. But if we manage to engage the director of the Catalan association of local commerce owners, and he/she explains that this is not true and that immigrants pay exactly the same taxes, it may produce a higher effect on some people.

To finish with, just to say that one of the tasks of the anti-rumours agents can be also to identify the connectors, the mavens and the salesmen who also have credibility for the public target we are addressing (and this is quite different if we are targeting kids, teenagers, elderly or businessmen, civil servants or policemen, to name a few).

II. Training of trainers for anti-rumour agents: materials and tools

Structure and development of an anti-rumour agent training module

Depending on the goals, needs, targets or resources, we understand that cities have different realities and we propose the possibility to adapt the content of this module to two different versions: a short one (6h) and a long one (12h).

The difference is not based only on the possibility to go deeper on the same subjects, but also on the possibility that some cities decide to include other topics that we can't focus on now (for example, working with the media and social media, or depending on the target, being more specific on education, or young population etc.)

All the cities must share a common content in their training. This is a proposal with some tips and tools that can be used at training workshops, but each city is free to design and adapt its own training to specific goals, targets and trainers' profile.

As important complements to these materials and methodologies, the Barcelona municipality will provide an English translation of the *Practical guide for anti-rumour agents* and documents on *Anti-rumour Networking and Communication.* In these documents cities will find important contents for going deeper in their knowledge and also many inspiring awareness actions.

TRAINING MODULE	TIMING
1. Anti-rumours general overview and explanation of the city's campaign	10-20'
2. Theoretical approach	1,5-3h
3. Anti-rumours arguments	1,5-3h
4. How to dismantle rumours face to face	1,5-3h
5. Anti-rumours activities and tools	1,5-3h
TOTAL	6,1-12,2H

1. General overview of the C4i project and the city's campaign

Aim: providing participants with both the European perspective and the local one, explaining the context and goals of the training

Key points:

- C4i project: origin, goals, timing, cities involved...
- City's campaign: goals, target, planned activities
- Main rumours identified in the city
- Expected role of the anti-rumour agents in the campaign

Methodology:

- Oral presentation by the local coordinator or the trainer

Materials & tools:

- A brief power point presentation with the C4i context and the most relevant point of the city's anti-rumours campaign (based on the C4i docs)

- C4i and city's website

- Report: "How to implement an anti-rumours campaign" for a deeper knowledge of the anti-rumours strategy approach (DOC 05 in dropbox folder)

2. Theoretical approach to the key concepts: stereotypes, prejudices, rumours and discrimination

Aim: Understanding the meaning and relations between these concepts and being aware of the complexities when trying to dismantle them

Key points:

- Definitions of stereotypes, prejudices and discrimination
- How they are related
- Why they exist and what their effects and consequences are
- Racism and xenophobia
- Definition of rumours
- Why we accept and spread rumours

Methodology:

It's important that trainers don't explain directly the definition of the concepts so the participants must make the effort to think themselves about their meaning and differences.

Before starting with a practical exercise it's useful to show a funny and inspiring video dealing with stereotypes

✓ **Video 1**: Where are you from?
   youtube.com/watch?v=XUO59Emi3eo

✓ **Activity:** Defining the concepts

   Aims:

- Explore the degree of knowledge of the participants regarding the content to be treated
- Know the main confusions around the concepts
- Capture the interest

After watching the video, we ask participants to work in pairs/groups for 15-20 minutes and debate about the following questions:

- What are the meaning and differences between stereotypes and prejudices?
- Have you ever felt being stereotyped? If so, based on which attribute? (Physical features, nationality, profession, etc.)

At the end, each couple/group will share with the rest their ideas/conclusions

After that, the trainer explains the concepts and their differences by taking examples of what has been said by the participants.

✓ **Videos 2 & 3:** Doll test
http://www.youtube.com/watch?v=12pMtyvF0Mo

http://www.youtube.com/watch?v=tkpUyB2xgTM

In these videos we can see some examples of the Doll Test, where black and white kids have to choose between a black and a white doll to say which one is the good/nice doll and which one is the bad/ugly one etc.

After the videos we can start a debate about the origins of stereotypes and how they are socially constructed...

During this session and depending on where we want to put the emphasis and the time we have, we can use other videos to foster debate among participants. Here is a list of possible videos to be used:

✓ **Video 4:** The stereotype threat
youtube.com/watch?v=FTYMSulvnyw

Accordingly to psychologists, stereotypes can work on you subconsciously, and affect your performance in very real ways. How does it happen? Is there any way to counter so-called "stereotype threat"?

✓ **Video 5**: The Stranger
https://www.youtube.com/watch?v=RpjHSiQLPmA

This is a great short film to talk about how stereotypes are not dependent on individual identities (how you feel) but how the others see you (and you see the others) and in what category we put people, etc.

✓ **Video 6**: What do you see?
https://www.youtube.com/watch?v=zGxlAvPQG18
A United Nations video about confronting stereotypes

More materials:

▪ The theoretical introduction of *Barcelona's Practical guide for anti-rumour agents* (English translation in November for a digital version)

3. The anti-rumours arguments and data: relevance and complexities

Aim: how to find and use anti-rumour arguments to be more efficient, and to be aware of their limitations and the need to 'translate' and adapt them depending on the target, a dissemination tool...

Key points:

▪ Why are they relevant?
▪ What kind of arguments can we use?
▪ What aspects must we consider to dismantle rumours and debunk myths more effectively?
▪ The need to adapt and translate the anti-rumours arguments

Practical examples

Methodology:

Activity: finding anti-rumours arguments

While working in groups, we ask participants to choose one of the rumours identified in the city and make a list of possible anti-rumours arguments and data that could be useful to dismantle it. It's not important if they don't know the concrete data, but have to think what kind of data they would seek and from what sources.

We will also ask them to find just one very 'sticky' anti-rumour argument, just to see how difficult it is to find 'sticky' arguments that keep in people's mind (like rumours!)

At the end, when all the groups share their results, we can 'vote' for the stickiest argument of all.

We can show **practical examples** on how other cities have designed different anti-rumours dissemination tools:

Example of Barcelona:

Comic:

Leaflet

Viral video-power points with anti-rumour data

http://www.pinterest.com/bcnintercultura/dades-antirumors/)

Humour videos
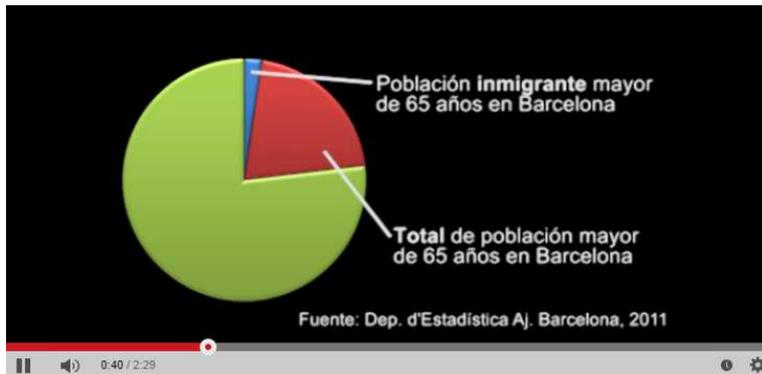
http://www.pinterest.com/bcnintercultura/humor-contra-rumors/)
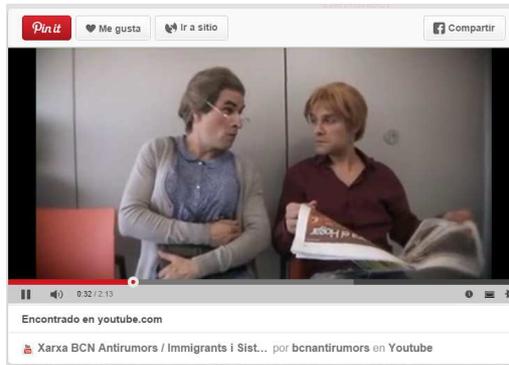
Web site: www.bcnantirumors.cat
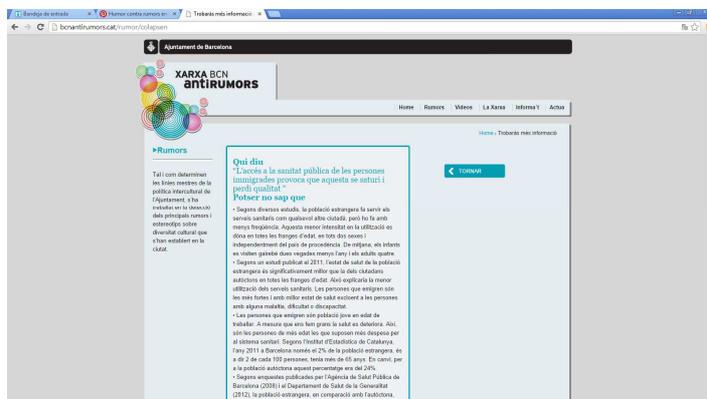
Activity: After explaining the risks of debunking myths, we can ask the participants to work in groups again and decide how they would design a leaflet with anti-rumours arguments and also to specify some different ways to communicate and disseminate anti-rumours arguments in their city's daily life.

At the end we will have a debate on the pros and cons of the different proposals.

Materials:

- Power point with some visual examples of different tools and materials used by other cities to disseminate the anti-rumours arguments

- The Debunking Handbook
  http://www.skepticalscience.com/Debunking-Handbook-now-freely-available-download.html

- Is what we hear about migration really true? questioning eight stereotypes:
  http://www.migrationpolicycentre.eu/migration-stereotypes/ (Migration Policy Centre)

- Immigration: Myths and facts (US Chamber of Commerce)
  https://www.uschamber.com/sites/default/files/legacy/reports/Immigration_MythsFacts.pdf

4. Face to face interaction: key communication skills for the anti-rumour agent

Aim: Learning basic communication skills and strategies to be more efficient as an anti-rumour agent in a face-to-face interaction with another person.

Key points:

- We all have prejudices and use stereotypes
- Lowering expectations
- Maintain a positive and 'professional' attitude
- Communication strategies
- Some tips

Methodology:

After explaining the basic theory about the best communication strategies and attitude for a face-to-face dialogue, we need to put these ideas into practice:

Activity: Meeting a neighbour in the elevator

We ask participants working in pairs to do some role-playing about two neighbours who meet in the elevator and one says a rumour and the other has to answer showing his disagreement but in a positive way, putting into practice the communication skills 'theory'.

After the exercise all participants share their feelings on how easy or difficult was to defend or try to dismantle the rumour.

Activity: We can do the same exercise but now in groups of 4-5 people who are supposed to be in a family Sunday lunch. Two people defend the rumour and the others try to dismantle it, trying to avoid being too emotional. This exercise must last more time (20' for example) to reproduce the feelings of being in a family lunch.

Activity: We can make up two teams, one with 2-3 people who will be the defenders of the rumour and the others 2-3 will be the ones trying to dismantle the rumour. These people start their debate in the middle of the room and each one will have a support team (the rest of participants will split into two groups, each one defending one of the sides). After 5 minutes of the first debate, there will be a "break" and each team will meet with their supporters who should provide them with new and better arguments and data to be used on the debate. Then they will start again the debate and after 10 minutes they can make another break. This is a good exercise for fostering the participation of everybody and making people think about the arguments and data to be used in a "work in progress" debate.

The important thing here is that participants really experience what it means to be an anti-rumour agent in their daily life, with the family, friends or colleagues.

Materials and tools:

- The Barcelona Practical guide for anti-rumour agents (English translation in November for online version)

- Anti-rumours arguments and data recollected in the city (and also the examples from other cities or European documents, etc.)

5. Anti-rumours activities and the role of the anti-rumour agents

Aim: Inspire participants to think about concrete and creative activities to be undertaken within the framework of the city anti-rumour campaign and also in their own organisations/cultural, social, sports or health centres/companies/schools, etc.

Methodology

After some practical examples from other cities' campaigns and an explanation (by the trainer or the local coordinator) of the main activities of the city campaign and of the role expected from the participants, they should work in groups to design some possible activities.

They should take into account the content of the workshop (seducing instead of blaming, being creative and not boring, being equal and not superior, trying to get higher impact by going where people are, instead of trying to attract them to new places and activities, etc.)

Depending on each city (some cities have already decided all their activities and don't want/need more proposals), the participants can focus on some specific areas which are relevant to the local team: for example, trying to get more media attention, or trying to engage more young people or employees from private companies, etc.

The idea at the end of the training is that each city decides what topics they want to focus on, in order to be more practical and useful for the project.

VERY IMPORTANT that at the end of the training, participants know WHAT'S NEXT!

What is expected from them, when and how they will meet again, how they can get in touch with the team, etc.

Materials and tools:

- Barcelona's documents on Anti-rumour Networking and Communication

- Power Point with inspiring examples of anti-rumour agents' activities from different cities

- All the links to the C4i cities' websites

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