

Gentle Speech Project

Bringing Restorative Justice to Cyprus: Preventing and Addressing Divisive Language

4th RJ4ALL International Conference in Collaboration
with the MSc in Forensic Psychology at UCLan Cyprus

14th October 2024

Workshop 1 : Digital Media Literacy, Misinformation & Hate




List of Activities

- A. True or False (10 Min)
- B. Detecting Fake News (25 Min)
- C. The Artistic “Wall of Gentle Speech” – The Digital Literacy Glossary (25 Min)

A. True or False?



True or False

- **Objectives:** The goal of this activity is to help participants get to know each other in a fun and interactive way. This game not only allows participants to **introduce** themselves but also **encourages conversation and interaction within the group**. Additionally, by **exploring true and false information**, participants start to think about **the difference between reality and fiction**, which can lead to a broader **discussion on the importance of checking sources and being critically aware in the context of digital media literacy**.
 - **Tools:** Paper, pens (optional), **green** and **red** cards
 - **Instructions:** Each participant introduces themselves and shares one truth and one lie about themselves. **If they do not feel comfortable sharing from their own stories, participants can pick from something they witnessed online in mass media and they felt it was real or false**. The others must guess which statement is true and which is false.
 - **Debriefing / Evaluation:** After the "True or False" game, take a few minutes to **discuss the experience** with the group. Encourage participants to **reflect on the process** of distinguishing between truth and lies, and **how this might relate to assessing information in other contexts, like digital media, newspapers, television etc.**
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B. Detecting Fake News

- **Objectives:** Discuss and explore the concepts, principles, and skills related to digital media literacy, mass media and create a roadmap by testing some key principles of the **capacity-building theory of change**.
- **Tools:** paper, pens, mobile phones (Mentimeter)
- **Instructions:**

Phase 1 : Introductory Discussions

Before the activity: Assess your media literacy competency

<https://www.mentimeter.com/app/presentation/n/al6zww7m9qoz65qtr8tj9k5wyoionot8/edit?question=rs2vesamqwie>



B. Detecting Fake News

Mass Media refers to any form of media or technology intended to reach a mass audience and serves as the primary means of communication to reach the vast majority of the general public. The general public generally relies on mass media to provide them with information regarding political issues, social issues, entertainment and news in pop culture.

Present the three categories of mass media

- **Q: identify specific media under each category (print media, electronic media, digital media)**

<https://padlet.com/RJ4All/activity-2-identify-specific-types-of-media-under-each-categ-z61w3aa75h9l5us>





B. Detecting Fake News

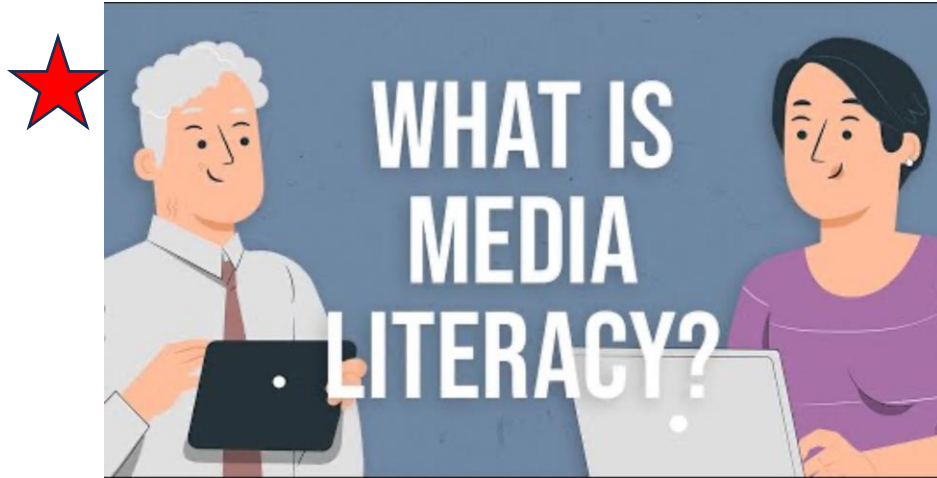


What do you think digital media literacy is?



B. Detecting Fake News

What do you think digital media literacy is?



Media Literacy = The ability to identify different types of media from a wide array of sources and understand the messages they bring (Hobbs, 1997).

Digital Media Literacy = The ability to think critically about the media we consume, and to access, use and engage with digital media in an effective, responsible and meaningful way.

Discuss key concepts and thoughts

B. Detecting Fake News

-  What do you think fake news are? Have you ever encountered fake news?



B. Detecting Fake News

What do you think fake news are? Have you ever encountered fake news?



Do you have other examples you have watched online that proved to be fake? How did you understand they were fake?

Brainstorm and note on screen/or flipchart about methods and tools that could help everyone detect a false or suspicious content. Any hint that comes to your mind?

B. Detecting Fake News

How to spot fake news



★ **Deepfake** = Any of various media, especially a video, that has been digitally manipulated with artificial intelligence tools to replicate one person's likeness convincingly and used to make images of fake events

B. Detecting Fake News

Now, after the activity, reassess your media literacy competency
<https://www.mentimeter.com/app/presentation/n/alfgbnu1mvkiiqyg85fqwr1r33pwy68d/edit?question=kkef9msc9n4k>

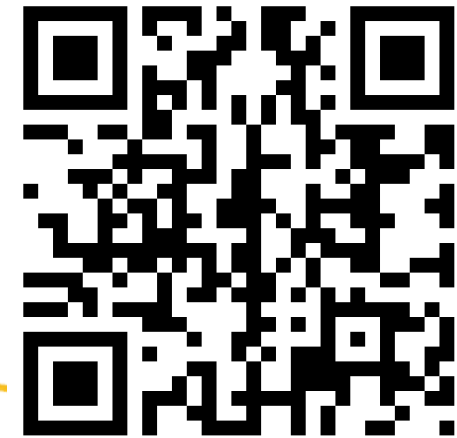


Debriefing: After everyone has positioned themselves, spend a few minutes discussing their choices and observations briefly.



C. The Artistic Wall of Gentle Speech – The Digital Literacy Glossary

- **Objectives:** The goal of this activity is to **create a portfolio featuring words** related to digital literacy and key concepts in this area.
- **Tools:** Mobile phones with internet access, Access to Canva, Paper and pens for brainstorming and notes.
- **Instructions:**
 - Divide the participants into **groups to create a glossary of terms or images related to digital literacy.**
 - In case the participants struggle to come up with ideas, the facilitator will provide them with one to two keywords to help them get started.
 - Using digital resources like **Canva** or other online platforms, each group will develop a textual portfolio that includes key terms, the main concepts associated with digital literacy and the principles/tools to use.
 - The goal is to **produce a glossary that not only clearly defines these terms to make the concepts more understandable and memorable.** This glossary will serve as an **educational tool and reference to better understand the importance of digital literacy.**
 - <https://padlet.com/RJ4All/the-digital-literacy-glossary-w125v3r4c49g85cb>





C. The Artistic Wall of Gentle Speech – The Digital Literacy Glossary

- Debriefing / Evaluation: Each group presents the materials they have created to the other participants and discusses how these resources can be used in the community.



Workshop 2 : Non-Formal Training for Young People and Adults on Non-Violent Communication & Hate



List of Activities

- A. PEACE Bingo (10 Min)
- B. NVC Role Play (25 Min)
- C. The Artistic “Wall of Gentle Speech” – Kind Words (25 Min)

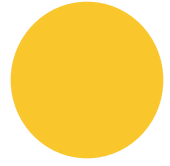


A. Peace Bingo

- **Objectives:** Know yourself and other participants; **create a space for active listening**; recognise the **diversity of experiences and backgrounds** in the learning group
- **Tools:** Printed sheet - PEACE Bingo grid for each participant, pens
- **Instructions:** Explain to participants that **they need to find people in the group who match the statements on their Bingo sheet**. Each time they find someone who fits one of the statements, **they should ask that person to confirm the statement and mark the corresponding box on their sheet. Each participant can be associated with multiple statements, but each box must be filled with the name of a different person.**

Start the game and allow participants to begin moving around the room and talking to others to complete their Bingo sheet.

Conclusion: When someone completes a row, column, or diagonal, they can **shout "Bingo!" and stop the game**. Verify the answers of the participant who called "Bingo" and ensure that the statements are correct.



A. Peace Bingo

- Debriefing / Evaluation: Which questions were the most difficult to answer? Why?





B. NVC Role Play

- **Objectives:** Learn and practice the principles of non-violent communication (NVC) through role play exercises, improving your ability to express needs and feelings effectively and respectfully.
- **Tools:** cards with everyday conflict situations, whiteboard for noting key concepts, pens and notepads
- **Instructions:**
 - The activity starts by presenting the 4-Part Non-violent Communication (NVC) Process:
 - The **principles of nonviolent communication (NVC)** are based on four steps:
 - Observation:** Objectively observe the situation without judgment.
 - Feeling:** Acknowledge and express your feelings about the situation.
 - Needs:** Identify the needs that are the source of each feeling.
 - Request:** Express your requests clearly, concretely, and positively



B. NVC Role Play

- **Instructions:**

- **Divide the participants into pairs.** Give each pair a card with a conflict situation.

In each pair, one person plays the role of the person who feels wronged, while the other plays the other character. **For the first 5 minutes, act in a way that embodies the opposite of empathy (confrontational language).** Then, repeat the exercise applying NVC principles.

- **Other participants observe and note how the language changes and how feelings and needs are expressed.**



B. NVC Role Play

- **Debriefing / Evaluation:** Rewording: moving from confrontational language into nonviolent communication. After the role play, **bring the group together for a discussion.**

Ask participants to share their observations: How did the dynamic change when switching to NVC? Can they identify specific wordings that changed when switching to NVC? What challenges did they encounter and what was the big difference? Encourage participants to reflect on how they could apply NVC principles in their daily lives.

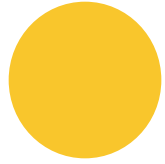


C. The Artistic Wall of Gentle Speech – Kind Words

- **Objectives:** To foster **positive communication and empathy** by creating a digital visual representation of kind and supportive words shared by participants.
- **Tools:** Mobile phones with internet access.
- **Instructions:**
 - Explain to the participants that they will be contributing to a **digital "Wall of Kind Words."** This wall will show **positive and encouraging words or phrases that they choose to share in contrast to the confrontational language initially presented.**
 - **Ask each participant to think of a kind and encouraging word or phrase.** These encouraging words/phrases shall, ideally, be written in **English, Greek and Turkish** (and potentially other languages). They can also **use digital tools to find or create a small graphic or symbol to go with their message.**

<https://padlet.com/RJ4All/wall-of-kind-words-yd69jyudo9lc61zg>





C. The Artistic Wall of Gentle Speech – Kind Words

- **Debriefing / Evaluation:** Gather the group and **discuss the digital wall**. Ask participants how they felt about creating and viewing the kind words online. **Reflect on the impact of these positive messages on the group's mood and interactions**

Workshop 3 : Restorative Justice Peacemaking Circles



List of Activities

- A. Restorative Justice Circle on Hate Speech (30 Min)
- B. Overview of Restorative Justice Principles (10 Min)
- C. The Artistic “Wall of Gentle Speech” – RJ Circle Ideas Map (20 Min)



A. RJ Circle on Hate Speech

- **Objectives:** The goal of this activity is to introduce participants to a restorative justice circle, including its various elements and overall structure, through direct participation in a circle focused on the topic of hate speech.
- **Tools:** **1 talking piece** (small item to pass around the circle for the speaker).
- **Instructions:** Participants asked to gather in a seated circle. Explain the use of a talking piece and some simple ground rules (respectful listening, equality, sharing only what's comfortable, no right or wrong answer). Participants are then guided through a restorative justice circle in its 5 stages.
 - **Check-in:** Name, a colour to describe your mood and a story about your name.
 - **Game:** Find out how to say 'respect' in the languages spoken natively by as many others you can.



A. RJ Circle on Hate Speech

- Instructions Continued:
 - **3-5 scaffolding questions on 'Respect':**
 1. What does respectful communication look/feel like for you?
 2. What role does respect play for you in agreeing and disagreeing with others?
 3. What are some ways we can use language to create more respect?
 - **Reflect and Review:** One thing that resonated with you from the circle.
 - **Check-out:** What are you most looking forward to the rest of the day?






A. RJ Circle on Hate Speech

- Debriefing / Evaluation: Participants will debrief the activity during the reflect and review stage of the RJ circle activity, sharing ideas about their experience participating in a circle and what they found most interesting, surprising, etc.



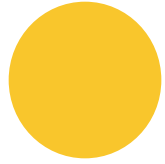
B. Overview of RJ Principles

- **Objectives:** Discuss and explore the concepts, principles, and approaches of restorative justice by comparing different conflict intervention approaches and the impact they have on the parties who are dealt with in these various styles.
 - **Tools:** **Paper** and **pens** for optional notetaking.
 - **Instructions:** **Open Question** to the participants, "Have you heard of restorative justice? What do you think it is?". Invite participants to share their answers. Then **present the definitions on following slides** for restorative justice and its types of facilitated encounters.
 - **Open Question** to the participants, ""Have you ever had to mediate a difficult conversation between two friends or two people in conflict?" Invite participants to share their answers. **Present the diagram of 4 intervention styles on the following slides.** Then **present the food bank conflict/scenario on the following slide** (volunteer to read aloud), and instruct them to split into pairs or small groups to discuss **and apply one of the four approaches to the scenario together.** Give them 2 minutes to reflect:
 - **Breakout Groups Question:** How might you intervene using this approach?
 - **Breakout Groups Question:** What is the impact of being dealt with in this way?
 - Bring the group back together and ask for volunteers to feedback their thoughts to everyone for a larger group discussion.
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B. Overview of RJ Principles

- *Have you heard of restorative justice? What do you think it is?*
- **Restorative justice:** An ethos with practical goals, among which is to restore harm by including affected parties in a (direct or indirect) encounter and a process of understanding through voluntary and honest dialogue. Restorative justice adopts a fresh approach to conflicts and their control, retaining at the same time certain rehabilitative goals.” (Gavrielides, 2007).
- **A facilitated encounter:** victim-offender mediation (VOM), family group conferencing (FGC), restorative justice boards (RJB) and restorative justice circles (RJC).

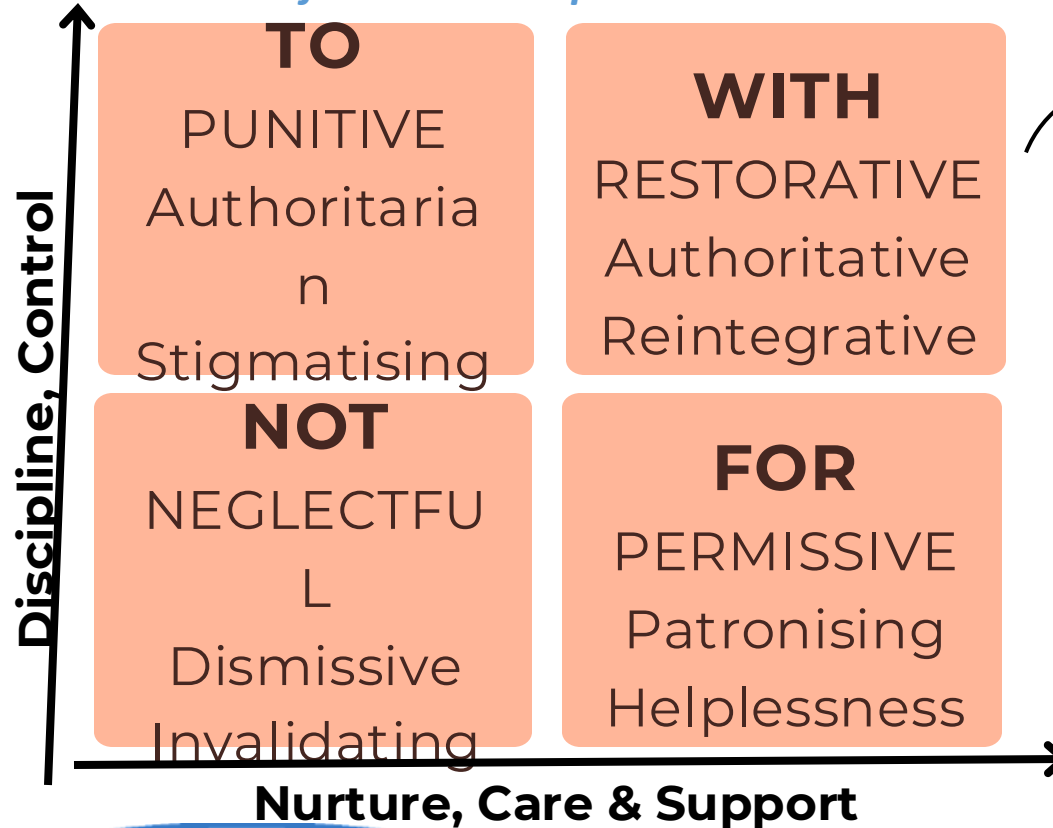


B. Overview of RJ Principles

Have you ever had to mediate a conflict between parties?

High amounts of control may make someone feel punished harshly...

...while low amounts of care may make someone feel dismissed



This is the sort of approach we aim for with restorative justice!

And a lot of care, but not much discipline, doesn't let someone learn on their own terms.

Source: Wachtel and McCold (2003)



B. Overview of RJ Principles

How would an application of each of the intervention choices impact the individuals and their relationship?

You're volunteering at the Community Centre during food bank hours when service users come in to collect fresh food items from the Community Fridge. You notice two adults having a disagreement at the fridge over a rare basket of eggs. One of them accuses the other of taking several of the eggs which the other service user "set aside" to take but hadn't yet placed in their bag. You watch this unfold, hear them begin to raise their voices and exchange heated language.

1. *How might you intervene using your approach?*
2. *What is the impact of being dealt with in this way? Do the two service users feel valued and respected?*




B. Overview of RJ Principles

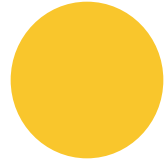
- **Debriefing / Evaluation:** Ask for volunteers to feedback their thoughts to the larger group. Once finished, pose a wider question everyone of why it's important to use the 'WITH' approach, what it offers that the others don't, and how it might be more effective or long-lasting than the other approaches.





C. The Artistic Wall of Gentle Speech – RJ Circle Ideas

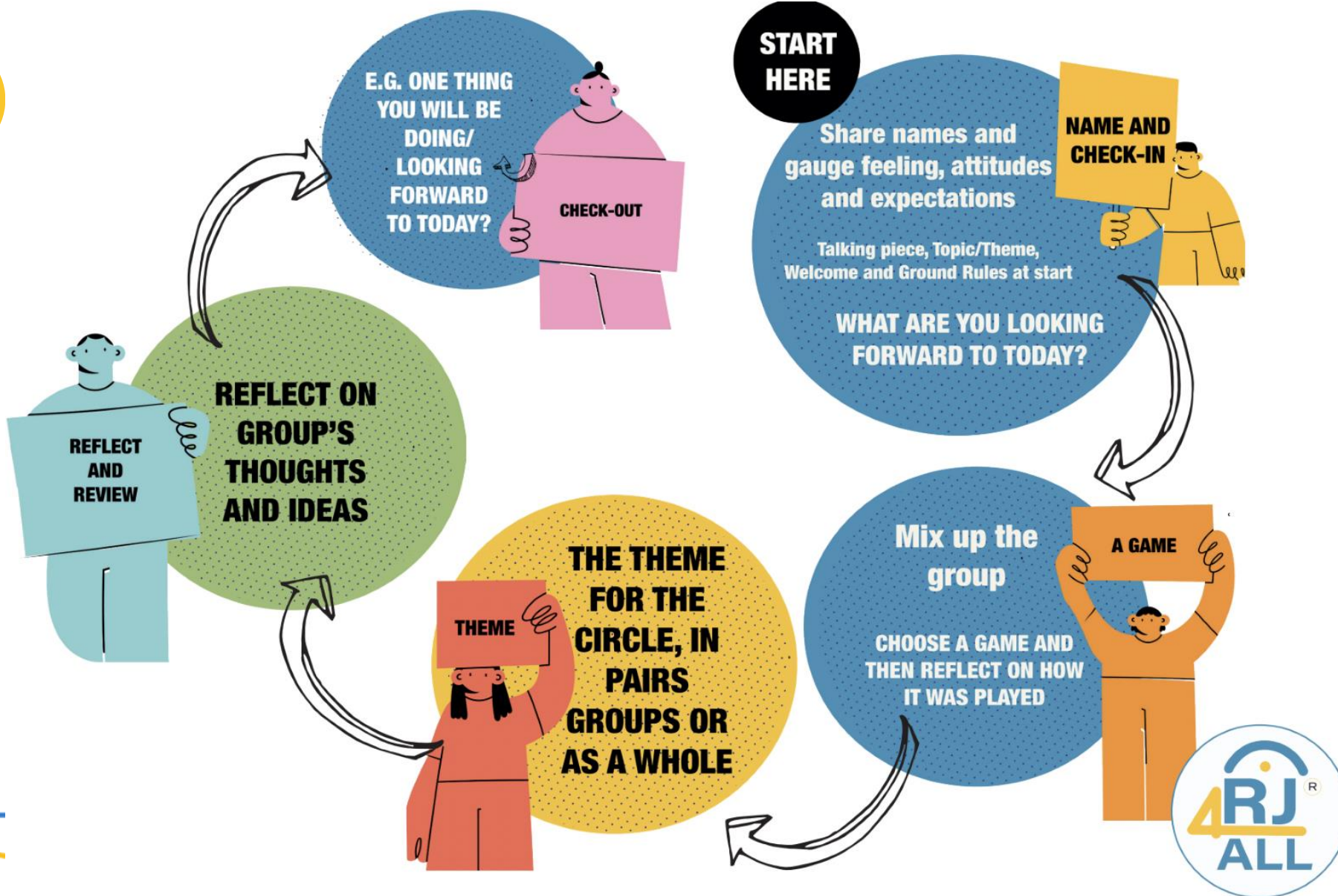
- **Objectives:** The goal of this activity is to create a visual circle ideas map with ground rules and topics be appropriate for an RJ circle.
 - **Tools:** **Mobile Phones with internet access. URL code for Mentimeter wordcloud** for participants to share and post their ideas in real time, populating an online board with ideas. **Circle Stages handout printed for each person. Paper** and **pens** for brainstorming notes.
 - **Instructions:** **Clarify the difference between RJ circles delivered by practitioners versus them (see following slide). Open Question** to the participants, "Reflect on a group you have access to (friends, families, peers, classmates, etc.) and have some shared experiences which would be interesting to explore through a facilitated talking circle." This will help them to ground their responses in a personal example of a group or community with which they are already familiar. Invite participants to share their answers. **Pass out the 'Circles stages handout'** to each person and go over the same on the screen (see following slide). Drawing from their own participation in an RJ circle in our first activity, **explain the 5 circle stages, key elements, and clarify with given example** (see slides).
 - **Share the URL link to the Mentimeter on the screen** for participants to join the live idea board. **Spending 2-3 minutes on each board/prompt, invite participation** and additions to the idea map according to what circle they would like to see in their community/group: "Ground rules", "Check-in", "Topics/Themes", and "Questions for your Topic/Theme". Encourage creativity.
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C. The Artistic Wall of Gentle Speech – RJ Circle Ideas

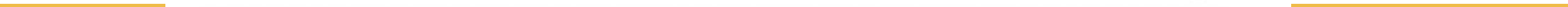
- Clarification on **RJ Circles**, which can be used for:
 - Restorative conferencing for victim and offender (delivered by practitioner)
 - Community incident response (delivered by anyone)
 - Community-building (delivered by anyone)
- *Reflect on a group you have access to (friends, families, peers, classmates, etc.) and have some shared experiences which would be interesting to explore through a facilitated talking circle.*





Key elements:

- Talking Piece
- Ground Rules
- Safety
- Empowerment, not therapy or advice
- RJ values
 - Power sharing
 - Equality
 - Respect
 - Dignity
 - Fairness



C. The Artistic Wall of Gentle Speech – RJ Circle Ideas

Theme: Growing Older

Check in: Name and tell us in less than three words about the quality of your sleep last night?

Game: Guess Who?

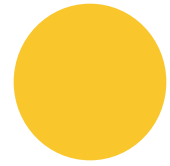
Each person writes down a random/interesting fact about themselves. Mix up the 'facts' in a bowl and randomly draw. The group guesses who the fact is about.

Scaffolding:

- 1 What emotions do you feel when you hear the phrase Growing Older?
- 2 How have your views on Growing Older changed over time?
- 3 What have been some of the disadvantages of Growing Older?
- 4 What have been some of the advantages of Growing Older?
- 5 What are you looking forward to about Growing Older?

Reflect / review: What one thing have you taken away from today?

Check out: What are you looking forward to this week?



C. The Artistic Wall of Gentle Speech – RJ Circle Ideas



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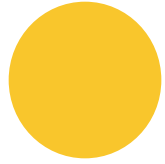
<https://padlet.com/ccosta75/restorative-justice-circle-ideas-map-5izsrsbyzmym1sos>

What kind of circle discussion would you like to see take place in your community?



Debriefing: What have you learned from this workshop? What has resonated with you the most?

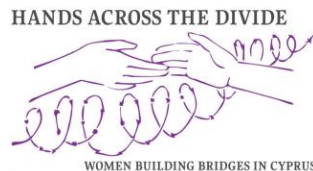




C. The Artistic Wall of Gentle Speech – RJ Circle Ideas

- **Debriefing / Evaluation:** Close the final activity in a seated circle, with phones off and tucked away. Invite participants to share in a few words what they learned and will take away from the training in terms of how to create restorative dialogue.





Thank you for your attention and participation!
We kindly ask you to fill out the evaluation forms

Participant Evaluation
Questionnaire Ερωτηματολόγιο
αξιολόγησης συμμετεχόντων



Trainer Evaluation Questionnaire
Ερωτηματολόγιο αξιολόγησης
εκπαιδευτή

