

Activity Name	Attack and Avoid
Goals	<p>By the end of the activity, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe the difference between “attacking” and “avoiding” behaviours 2. Identify factors that indicate attacking behaviour or avoiding behaviour. 3. Identify attacking and avoiding aspects of their own behaviour or the behaviour of those close to them.
Description	<ol style="list-style-type: none"> 1) Gather everyone into a circle. Ask participants to listen to the list of actions that you are going to read out: <ul style="list-style-type: none"> • If they think they do an action often, they should put both hands in the air. • If they think they do an action sometimes, they should put one hand in the air. • If they think they never do an action you mention, they should keep both hands down. <p>*Trainer note: If you feel participants are ready to be more active, you could ask them to move to different corners of the training area in response. For example, if they do an action often, stand by the blackboard, or if they do it sometimes, stand by the windows, and so on.</p> 2) The actions appear in two columns, don't say which column is attacking or avoiding. Read down the first column first, then the second. Ask participants to react after each word or phrase. <p>List of actions</p> <p>Column 1 (Attacking)</p> <p>Nagging</p> <p>Shouting</p> <p>Persisting (I am right!)</p> <p>Revenge (I'll get you back)</p>

	<p>Warning (If you don't...)</p> <p>Interrupting</p> <p>Exploding</p> <p>Sarcastic</p> <p>Insulting</p> <p>Correcting</p> <p>Column 2 (Avoiding)</p> <p>Withdrawal</p> <p>Sulking in silence</p> <p>Taking it out on the wrong person</p> <p>Saying that you are being unfairly treated</p> <p>Talking behind someone's back</p> <p>Feeling ill</p> <p>Being polite but feeling angry</p> <p>Feeling low and depressed</p> <p>Not wanting to hurt the other person</p> <p>Trying to forget about the problem</p> <ol style="list-style-type: none"> 3) Next, point out to everyone that the words you read first (in the first column) are attacking behaviours, and the second list is avoiding behaviours. Ask group members to reflect for a moment about which set of behaviours they engage in more often than others. 4) Brainstorm the word "attack" and then the word "avoid". Ask participants to call out what each term means for them. Allow a few minutes for each word. Good and bad feelings may be expressed about each word. Note these ideas on the flip chart or board. 5) Then ask participants to think of one personal reason why they would behave in an attacking or avoiding way. Ask for a few volunteers to describe their examples to everyone. 6) Ask participants to consider how "attacking" or "avoiding" could be expressed. What would they say? How would they say it? How would they say it with their bodies? Note some of these ideas on the flip chart or board.
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- 7) Ask them to think of one word or phrase when avoiding or attacking, whichever is their most frequent behaviour. They should consider how the term is said and the body language that goes with it. An example of avoiding behaviour might be, "Where are you going?" said in a soft, uncertain way. This indicates that the questioner expects an angry answer (body language might hunch the shoulders and turn away). Ask how the exact phrase could be said in an attacking way.
- 8) You might point out how what people say depends on their body language. With the "Where are you going?" example, you could suggest that they try using the phrase while looking straight at the person with a big smile and speaking with a strong, confident voice. This behaviour will significantly affect what they say and the message being communicated. In this example, the participants may find that what they say is interpreted much more positively when changing their body language.
- 9) Steps 7 and 8 can be repeated with a digital reference. Ask them to think of one word or phrase they use **online** when avoiding or attacking, whichever is their most frequent behaviour. They should consider how the term is communicated online, if it is written or else, and the "behind the screen/keyboard" aspect that goes with it.
- 10) In groups of three, take turns practising examples. In contrast, the other two in the group offer suggestions about how body language could change to make the response positive rather than attacking or avoiding it. Try other examples, including participants' suggestions, virtual and real situations and so forth.

Evaluation (10 minutes)

Summarise and evaluate the session using some of the following questions:

1. What warning signs can help us recognise and even predict the behaviour of others?
 - 1b. What about Online?
2. What warning signs can we learn to recognise in ourselves that we are embarking on an avoiding approach? An attacking approach?

	<p>2b. What about Online?</p> <p>3. How can we alter our pattern of reacting and begin to learn a new response?</p> <p>3b. How can we do it online?</p> <p>4. How does it feel to change our body position?</p> <p>4b. How does it feel to change the way we post online?</p> <p>Responses to these questions will give you an indication of the participant's understanding of the topic.</p>
Type of activity	circle time, debate
Duration	total 50 minutes: 40 mins + 10 mins evaluation
Space & Materials	Flip charts or board Markers or chalk
Learning Outcomes	<ul style="list-style-type: none"> - Show a knowledge and understanding of the significance of hate speech in promoting violence and social disruption. - Understanding and accepting our own contributions to hate speech and bigotry
Module	Recognising our own contributions to hate speech and bigotry
Source	Activity adapted from LIFE SKILLS MANUAL, Peace corps 2001, Information Collection and Exchange Publication No. M0063