

AGE 14-18

President Biden's inauguration speech

TOPIC(S)

Digital Citizenship | Digital citizenship | Collaboration | Conflict | Awareness and responsibility | Constitution | Sources | Hate speech | Inclusion

SUBJECT(S)

Civic Education | Literary and Humanistic Area | Artistic and Expressive Area | Linguistic Area | Historical, Geographical and Philosophical Area

KEY COMPETENCES

- Communication in the mother tongue
- Communication in foreign languages
- Social and civic skills
- Cultural awareness and expression

PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

- 02. You are what you communicate
- 05. Words are bridges
- 08. Ideas can be discussed. People must be respected

FUNDAMENTAL QUESTIONS

- What dramatic events have the Americans overcome in the course of their history?
- What challenges is America facing today?
- How is it possible to overcome the present difficulties?

The Manifesto of Non-Hostile Communication | 15'

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The Manifesto

of Non-Hostile Communication

1. Virtual is real
On the Internet, I only write or say what I would dare to say in person.

2. You are what you communicate
The words I choose define who I am. They represent me.

3. Words shape the way I think
I take all the time I need to express my views in the best possible way.

4. Listen before you speak
No one can always be right, and nor am I. I listen, with an honest and open-minded attitude.

5. Words are bridges
I choose words to understand, make myself understood and get close to others.

6. Words have consequences
I am aware that what I say or write can have consequences, small or serious.

7. Share with care
I share texts and image only after I have read, assessed and understood them.

8. Ideas can be discussed. People must be respected
Those whose views and opinions differ from mine are not enemies to be destroyed.

9. An insult is not an argument
I accept no offensive and aggressive words, even if they support my point of view.

10. Silence says something too
When it's better to keep quiet... I do.

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Introduction to the Manifesto's Principles in English, connecting them, together with the students, to a news story or to everyday life.

President Biden's inauguration speech video | 20'

Watch the video

<https://www.bbc.com/news/world-us-canada-55656824>

Present the video, providing information about the circumstance in which the speech was given and highlighting the importance of words and language.

Group work on the text | 15'

Group reading of the speech transcription

<https://www.bbc.com/news/world-us-canada-55656824>

In small groups, answer the key questions and analyse the speech based on principles 2, 5, and 8.
What dramatic events have Americans overcome in the course of their history?
What challenges is America facing today?
How is it possible to overcome the present difficulties?

The First Amendment | 10'

<https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/#:~:text=The%20First%20Amendment%20provides%20that,for%20a%20redress%20of%20grievances.>

Introduce the historical political context in which the U.S. Constitution was written, emphasizing in particular the importance of language and inclusion in the First Amendment.

Tips and other activities

- Watch the video of President Kennedy's inaugural address and read the transcript in Italian (<https://www.youtube.com/watch?v=tnEbFIY4MZk>)
- Ask the students to compare President Joe Biden's speech with President John F. Kennedy's.
- Find historical references regarding key figures in American history.

AGE 14-18

Our Manifesto campaign

TOPIC(S)

Digital Citizenship | Awareness and responsibility | Cooperation

SUBJECT(S)

Civic Education | Literary and Humanistic Area

KEY COMPETENCES

- Communication in the mother tongue
- Digital skills
- Social and civic skills
- Cultural awareness and expression
- Initiative

FUNDAMENTAL QUESTIONS

- What is the Manifesto of non-hostile communication?
- Why was it born?
- What are its different versions?

PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

02. You are what you communicate
03. Words shape the way I think
04. Listen before you speak
07. Share with care
08. Ideas can be discussed. People must be respected
09. An insult is not an argument

Introduction to The Manifesto of non-hostile communication

| 10'

Watch the video<https://www.youtube.com/watch?v=QATK11I-79Y>

The teacher reads the Manifesto of non-hostile communication to the class, then shows "The Manifesto of non-hostile communication video", available on Parole O_Stili's Youtube channel.

Creative activity on the Manifesto of non-hostile communication | 50'

Create an advertisement

Assuming that Parole O_Stili wants to launch a promotional campaign on the Manifesto, pupils will be invited to create with their own means a product (a commercial, a video of a few seconds/minutes, a slogan, etc...) that, taking the cue from the one shown above, briefly illustrates one of the following principles starting from the meaning that students imagine it has: principle 2, principle 3, principle 4, principle 7, principle 8 and principle 9.

The Manifesto of Non-Hostile Communication

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- 4. Listen before you speak**
No one can always be right, and nor am I. I listen, with an honest and open-minded attitude.
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I choose words to understand, make myself understood and get close to others.
- 6. Words have consequences**
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Those whose views and opinions differ from mine are not enemies to be destroyed.
- 9. An insult is not an argument**
I accept no offensive and aggressive words, even if they support my point of view.
- 10. Silence says something too**
When it's better to keep quiet... I do.

Tips and other activities

Project or publish your work

This activity can be easily performed even if classes are carried out remotely. The video could be uploaded to the school's website or social media profiles. If possible, the video could be submitted for projection during a school assembly. The teacher could invite the students to post the video they made on their social media profiles. The video could be sent to Parole O_Stili. The teacher could choose to make the video for one of the versions of the Manifesto.

AGE 14-18

Listening to understand

TOPIC(S)

Digital Citizenship | Emotions

SUBJECT(S)

Civic Education | Literary and Humanistic Area

KEY COMPETENCES

- Communication in the mother tongue
- Digital skills
- Learning to learn
- Social and civic skills
- Initiative
- Cultural awareness and expression

PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

04. Listen before you speak

FUNDAMENTAL QUESTIONS

- Is it easy to listen?
- Who taught us to listen?
- When do we feel heard?
- What are the ingredients of empathic listening?
- Do we know how to listen to the other person's point of view before answering?

Activity preparation | 10'

Read the Manifesto of non-hostile communication



The Manifesto

of Non-Hostile Communication

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The teacher opens the meeting by enunciating the fourth principle of the Manifesto of non-hostile communication and asks the students if anyone has taught them to listen. We were probably taught to speak, write and read, but not to listen. Yet, it is a fundamental part of communication, the most important to understand and respect others.

Recreational activity on prejudices | 60'

Listen

<https://www.youtube.com/watch?v=fjd1X5a5L4E>

The teacher divides the pupils in pairs.

The instructions are to have the students talking for 5 minutes in turns, describing and telling something about themselves (what sport they practice, what they like...). While one student is talking, the other pupil listens in silence without intervening.

At the end of the 5 minutes, the students will have 5 more minutes to fill in an "identity card" of the partner, remaining faithful to the information they remember. At this point the roles are reversed: those who listened will describe themselves and those who spoke will put themselves in the listening role.

The teacher collects all the "identity cards" and reads them out loud, without revealing the name of the person described.

The class will have to guess whose "identity card" it is and who is described will be able to say whether they recognise themselves in the description made by their partner.

At the end, the students and the teacher will try to reflect together on the following questions:

- Is it easy to listen in silence?
- Did you feel tempted to intervene?
- Have you discovered something new about your partner(s) by listening to them carefully?

The teacher asks the pupils if they felt listened to during the activity.

They are then given Post-it notes on which to write the "ingredients" that make them feel listened to: "I feel listened to when... (I am not interrupted, they look me in the eye, my interlocutor does nothing else, etc.)".

At the end, the class will create a single document or a poster containing all the ingredients needed for someone to listen honestly and openly.

What are the elements that jeopardise someone's listening ability? The teacher shows the video "Bricks educational resources Hate Speech - video 4" (link in the "Sources"), stopping it several times and asking the students how the story will continue in their opinion: what influences our ability to listen to both the non-verbal signals and the other person's words? Is there only my point of view? Am I willing to listen to the other person's point of view before speaking? How many times do we not listen carefully because "I know what the other person is going to say/do anyway"?

At this point, the teacher asks a volunteer to tell a story about his or her day (e.g., how they spent the previous afternoon from when they left school until they went to sleep). The teacher then gives each student a note with some directions, which must remain secret. Taking turns, each partner will tell their story following the directions they received, for example:

- It is the most beautiful story you have ever heard
- You're in a hurry to finish the story because you're missing the train
- It's a very sad story
- The person in the story is the most unpleasant person you know
- You lie about everything
- You try to defend yourself because they accuse you of something
- You want to gossip about the person and make insinuations

The rest of the group will have to guess what the instructions received by the partner told them to act like.

After everyone has had their turn, the class reflects together on the following questions:

- How did the story change?
- Did prejudices influence the information?
- Does this also happen in real life and on social media?

Analysis through the fourth principle of the Manifesto of non-hostile communication | 30'

Watch the video and discuss it

<https://www.youtube.com/watch?v=QT6FdhKriB8>

Recalling the fourth principle of the Manifesto of non-hostile communication, the teacher proposes the viewing of a clip from the animated film "Inside Out", in which Sadness shows the power of active listening in helping others.

The teacher invites the students to reflect on the sentence "Just listen": how many times do we really listen to other people to understand their point of view and welcome them, and how many times (like Joy) do we try to suggest a solution of our own? Do we listen to understand or to give an answer?

Tips and other activities

Activities can be suggested over several days.

- At home, the pupils can rewrite a fairy tale or a classic text from the antagonist's point of view (e.g. Little Red Riding Hood written from the wolf's point of view, Cinderella from the stepsisters' point of view, etc.).
- Starting from a study assignment, the pupils can be divided into groups of three: one repeats to another what they have studied and understood about the topic assigned by the teacher to a partner, who listens silently and carefully. The third person will disrupt the conversation by intervening, interrupting, asking questions, or by doing whatever else comes to their mind, without using violent means. When all the members of the group have played the three roles, ask how they felt in the role of those who obstructed communication, what were the modes of disturbance that interrupted communication, and how they responded to those who disturbed. Write down the considerations on a poster. What have we learned?
- To introduce the theme of other people's points of view, ambiguous figures can be proposed (link in "Sources"), underlining that although everyone is looking at the same image, different people might see different things. Involve pupils in explaining the figure they see to those who cannot see it.

AGE 14-18

Words in a... jar

TOPIC(S)

Digital Citizenship | Awareness and responsibility | Cyberbullying - bullying | Privacy

SUBJECT(S)

Civic Education | Literary and Humanistic Area | Linguistic Area

KEY COMPETENCES

- Communication in the mother tongue
- Digital skills
- Social and civic skills
- Cultural awareness and expression
- Communication in foreign languages

PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

06. Words have consequences

FUNDAMENTAL QUESTIONS

- When I comment on posts or photos of my friends, do I use words that could hurt them?
- Am I aware that if I tag them in vulgar images or publish their photos or videos without their permission, I could hurt them?

Activity on the effect of words | 60'

Read and discuss about it in class with Charles Dickens, "David Copperfield", chapter 5

The teacher asks the students to read and discuss a part of chapter 5. Organize a discussion on the comparison between the passage and the reality of social media: if I label a friend as "the fat one", "the ugly one", the "easy one", the classroom dunce, the nerd, the "nancy boy", am I aware that then it will be difficult for them to free themselves from my label?

The image below can be shown during the activity:



Short text home assignment and class activity | 60'

Write a short text

Ask the students to write a short text. Title: "When I felt like a tomato because I was labeled".

Follow-up: bring an empty jar and ask your students to write on anonymous notes the worst labels they have ever been given.

Read the notes anonymously: how does it feel to hear these epithets read aloud? Is it different to hear these labels or to see them written in a comment on social media or in an online message? Put the labels in the jar and get rid of them forever.

AGE 14-18

The delegitimization of the opponent

TOPIC(S)

Digital Citizenship | Emotions | Conflict | Hate speech

SUBJECT(S)

Civic Education | Literary and Humanistic Area

KEY COMPETENCES

• Learning to learn

PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

08. Ideas can be discussed. People must be respected

FUNDAMENTAL QUESTIONS

- Is it right to use delegitimization as a tool of judicial or political struggle?
- Is an allusive insult more acceptable than a direct one?
- Why is it easier to delegitimize a woman on scandalous topics?

Reading in class | 30'

Read the text

The teacher contextualizes the judicial proceedings of Celio and makes the students read a few chosen passages from Cicero's oration "Pro Caelio".

Class debate | 30'

Discuss with your classmates

Any articles, to be searched online or in newspapers.

The teacher starts a debate with the class, focusing on today's reality, in particular regarding the attitude towards women, specifically in the judicial field.

Writing activity | 20'

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10. Silence says something too

When it's better to keep quiet... I do.

The students could be asked to rewrite the speech with reference to current events or incidents that happened in class or at school, by appealing to the Manifesto of non-hostile communication; or they could be asked to write an essay on their considerations regarding delegitimization as a political weapon. The students could also be asked to read other Latin essays on the same subject (in particular Suetonius, "Vita Augusti", and Q. Cicero, "Commentariolum petitionis").

AGE 14-18

Hitler's words

TOPIC(S)

Digital Citizenship | Influencer | Emotions | Hate speech

SUBJECT(S)

Civic Education | Historical - Geographical - Philosophical Area

KEY COMPETENCES

- Communication in the mother tongue
- Social and civic skills
- Cultural awareness and expression
- Initiative
- Communication in foreign languages

PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

03. Words shape the way I think

FUNDAMENTAL QUESTIONS

- What is the emotional reaction that a word can cause?
- What does it mean to belong to a group?
- How are the words we use to define ourselves and others able to divide or unite?

Reading in class | 20'

Read the text

Reading of [selected passages of Hitler's speeches](#) and underlining of their key words, dividing them between "positive" and "negative".

Reflection activity | 40'

Let's analyse the text

The teacher guides the conversation, aimed at showing the way in which – through the use of a precise repertoire of key words – the speech tends to highlight a difference between "us" and "them", while at the same time explicitly stating that Nazism tends to create union and harmony for the entire German people.

Furthermore, Hitler, while proposing a vision of the nation that intends to be valid for all, identifies precise requirements which the individual must necessarily observe. It is important to underline the insistence with which, through precise expressions and definitions, the main strengths of the Weimar Republic are identified as being solely responsible for the current situation in the country.

As an exercise, the class can try to identify the words and expressions aimed at making the audience identify with them.

Tips and other activities

Watch the film "The Wave" by Dennis Gansel (2008)

The students could be asked to watch the film "[The Wave](#)" (in class or at home): it could lead to a discussion guided by the teacher, through which the class would analyze the way the language used in the film tends to create a group dynamic and exclude others.

Students could also produce a paper where they reflect on how and where, in today's world, it is possible to find certain dynamics activated by Nazism and in some way replicated subsequently in the social experiment that is the basis of the film.

The students will also have to hypothesize a way of using words that can act as a barrier against this type of dynamic.

AGE 14-18

Stories of everyday sexism

TOPIC(S)

Digital Citizenship | Awareness and responsibility | Cyberbullying - bullying | Hate speech | Inclusion

SUBJECT(S)

Civic Education | Literary and Humanistic Area | Artistic and Expressive Area

KEY COMPETENCES

- Communication in the mother tongue
- Digital skills
- Social and civic skills

PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

06. Words have consequences

FUNDAMENTAL QUESTIONS

- Have you ever written or been the subject of a sexist post or sexist jokes/vignettes?
- How did you feel about it? How did you react to it?
- Even if it was not directed at you did you intervene to say you disagreed?
- Do you think that, after all, sexist jokes are harmless?

Discuss about sexism through trap music | 60'

Watch the video and write

The teacher shows the class one or more trap music videos. The class is then divided into small groups of 3-4 students and each of them is assigned the analysis of a text, which will then be shared with the rest of the class. The various groups are then asked to write non-sexist trap lyrics.

Here are some examples you can take into consideration:

- “Blurred lines” by Robin Thicke;
- “So much better” by Eminem;
- “Gold digger” by Kanye west;
- “Ain't no fun” by Snoop Dogg;
- “Love game” by Eminem and Kendrick Lamar.

Home activity and class discussion | 40'

Search online and write

The students are encouraged to identify one or more sexist posts and rewrite them using non-hostile language, without omitting its criticism and denunciation. Their results will then be shared with the class.

AGE 14-18

Tonya Harding's case

TOPIC(S)

Digital Citizenship | Awareness and responsibility | Social | Hate speech

KEY COMPETENCES

- Communication in the mother tongue
- Digital skills
- Social and civic skills
- Cultural awareness and expression

FUNDAMENTAL QUESTIONS

- What motivates us to comment something on the web?
- Would we make the same comments in person?
- What can turn a citizen into a hater?
- When can a social network turn into a pillory?
- How can the person who is affected by the haters feel?

SUBJECT(S)

Civic Education | Literary and Humanistic Area | Area Sports and Exercise Area

PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

01. Virtual is real

Activity preparation | 5'

Divide the class in three groups and look for newspaper articles on Tonya Harding's case

Random division (by drawing previously prepared tickets) of the class students in three categories:

- Tonya Harding's supporters;
- Nancy Kerrigan's supporters (archenemy and victim of Tonya);
- Tonya Harding (1 person).

Film watching and comments | 121'

Watch the film "Tonya", directed by Craig Gillespie (2017), and write your thoughts on Padlet

Viewing of the film "Tonya": During the film the students are free to post, via their own devices (smartphones, tablets, notebooks) brief comments in response to the events in the film, each one from the point of view of the characters they are impersonating.

By using the [Padlet application](#), they'll all be able to instantly read each other's thoughts. Each type of commentator will be distinguishable by the colour of their posts (for example Tonya Harding's posts will be yellow, etc.).

Reflection on the comments that have been written and their connection with the first principle of the Manifesto of non-hostile communication | 35'

Read and discuss the comments posted on Padlet

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At the end of the film (or on another day if necessary, if one doesn't have more than two hours at one's disposal): final debriefing, with the reading of the posts, the comments on the posts, thoughts and feelings, censorship and self-censorship of excesses, classification of the interventions, the point of view of who played the protagonist.

Conclusion involving the presentation of Parole O_Stili's project, paying particular attention to the first point of the Manifesto.

AGE 14-18

Pros and cons of being an influencer

TOPIC(S)

Digital Citizenship | Web Reputation | Influencer | Social

SUBJECT(S)

Civic Education | Literary and Humanistic Area

KEY COMPETENCES

- Communication in the mother tongue
- Digital skills

PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

03. Words shape the way I think

FUNDAMENTAL QUESTIONS

- What does being an influencer mean?
- What are the pros and cons?
- Is it important to choose carefully the words?

Reading and class debate | 60'

Reading and discussing

["United Breaks Guitar"](#), music video from 2009, in which Dave Carroll, a Canadian musician of the band Sons of Maxwell, accuses United Airlines of having broken an expensive guitar of his. After a series of rude replies from the airline, he decided to write a song that went completely viral, so much so that the company lost 10% of its profits (equivalent to 180 million dollars) in 4 weeks.

["Rihanna Protests Ad on Snapchat That Mocks Domestic Violence"](#), nytimes.com. Snapchat decides to host the advertisement of a mobile game showing a photo of Rihanna and her ex-boyfriend Chris Brown, which reads "would you rather slap Rihanna or punch Chris Brown?" (hinting at an incident that actually happened when the singer was beaten by her partner during a fight in 2009). Rihanna replied with a story on Instagram criticizing Snapchat's choice, making it lose 800 million euros.

[#MartaLositolsOverParty](#): Marta and her boyfriend violate quarantine and their fans get mad because they should be setting a good example.

Watch the video and read/present the contents you can find above.

1. How to manage personal branding: how would you have responded to the singer's request in United Airlines' case? If the company had accepted to reimburse him and apologize, it would have cost them, at most, the price of a new guitar, i.e. 4000 dollars. But instead, it cost them 180 million dollars. It is very important to construct a "Crisis Management" model and train all of the staff in communication, from the operator who works at close contact with clients, all the way to the executives. Words are important and are to be chosen carefully, also in order to make people feel they are being taken care of. Would you provide a handbook of the words and sentences that are ok or not ok to use in these circumstances?

2. What characteristics should an influencer have? Does the profession possess a set of ethical standards? It is a relatively recent profession and it has no regulations; however, some behaviours are still dictated by common sense. How would you have managed the meeting between Marta Losito and her boyfriend? How would you have communicated it to the followers? Would you have conducted a survey asking the followers if according to them the motives were truly work-related? Or would you have explained the situation by highlighting the necessity of the meeting? Or again, would you not have published anything, keeping the meeting private?

3. How companies manage their relationships with influencers: if you were United Airlines, what type of influencer would you choose after a crisis such as the one involving the guitar? What words would you use to describe your brand? How would you handle your relationship with passengers? You could, for example, choose a musician who uses language close to the music world to ensure that an incident like that will not repeat itself. Or a travel influencer who publicizes the company, disregarding the incident. Which strategy do you think would be more effective?

Activity about the use of words | 30'

Write a promotion

Imagine being an influencer who has to promote products or services and has to choose the right words to do so; then try writing down a few words that you think give confidence and other words that, by contrast, you think could alienate the public from the influencers and the brands.