

Training Facilitation Guide



**CREATOR
SPACE** 



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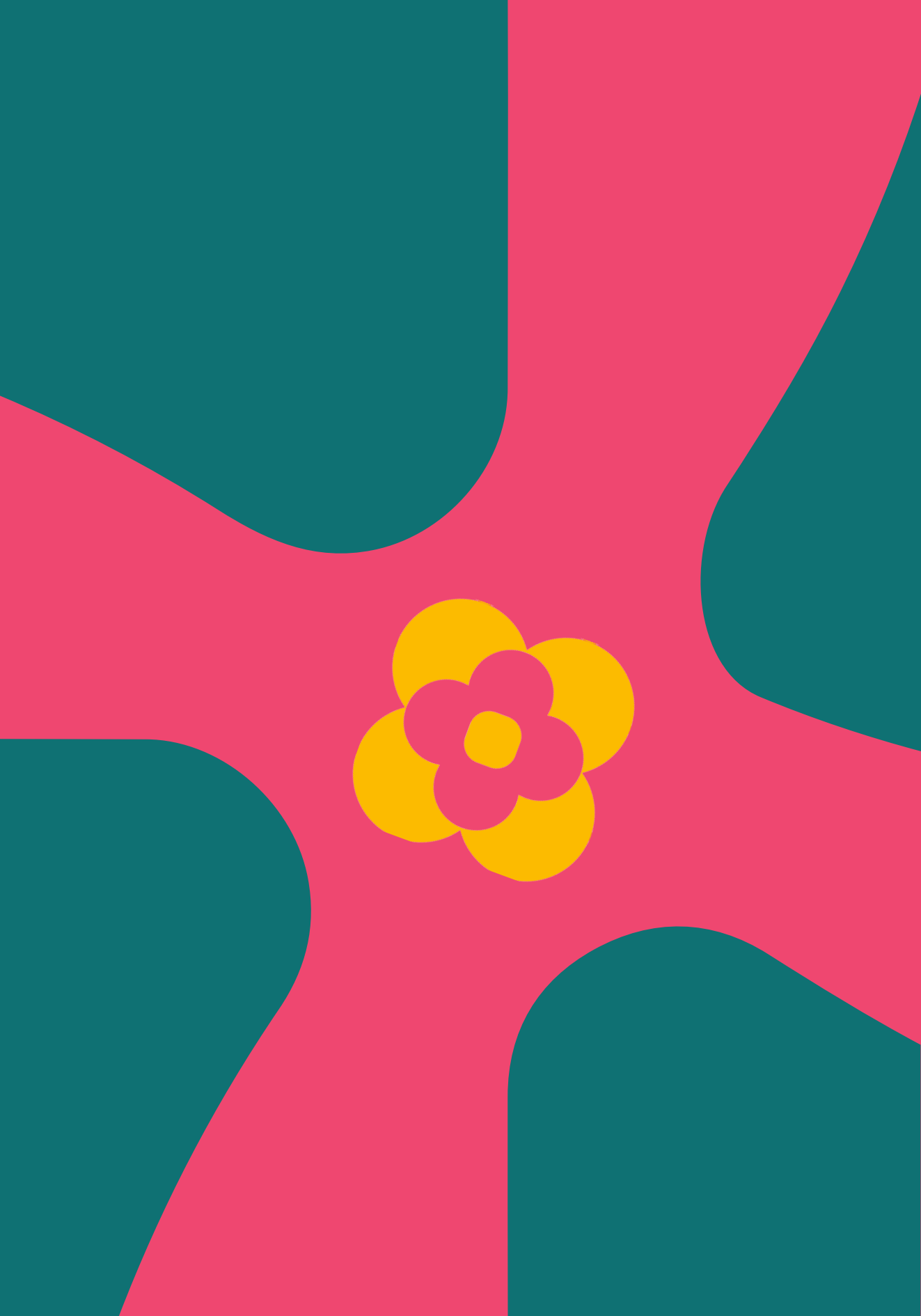
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This facilitation guide is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the sole responsibility of the Search for Common Ground and do not necessarily reflect the views of USAID or the United States Government.



Introduction

The training module '*Creator Space: This Youth Can*', is the main training material aimed at equipping content creators interested in getting involved in promoting tolerance and freedom of religion and belief (FoRB). This training is designed to provide participants with the necessary insight and competence to be more successful in promoting FoRB issues in the media, especially online media.

After completing the training, participants are expected to have the ability to understand and apply:

- Concept and Implementation of FoRB in Indonesia.
- Conflict analysis and non-adversarial approach.
- Essential skills in promoting FoRB in Indonesia.
- The mindset needed to promote FoRB in Indonesia through online media.

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• Objective

Through this training, participants will learn about:

- The concept and spectrum of tolerance
- The FoRB concept, its forms of violations, and the complexity of enforcement in Indonesia.
- The issue of FoRB violations from the perspective of conflict analysis and the application of a non-adversarial approach to mitigate them.
- Principles to successfully create online media content on FoRB issues, especially to promote FoRB among young people.
- Risks in promoting FoRB issues through online media and ways to mitigate them.



• Output

At the end of this training, participants will be able to explain about:

- The concept and spectrum of tolerance.
- The FoRB concept, its forms of violations, and the complexity of enforcement in Indonesia.
- The issue of FoRB violations from the perspective of conflict analysis and the application of a non-adversarial approach to mitigate them.
- Principles to achieve success in creating online media content on FoRB issues, especially to promote FoRB among young people.
- Risks in promoting FoRB issues through online media and ways to mitigate them.



• Approach and Method

This training uses an Adult Education (*Pendidikan Orang Dewasa/POD*) approach, specifically experiential-based learning. This is a learning concept that places participants as sources of knowledge. Therefore, participants' active participation and contribution in sharing knowledge and best practices are crucial in enriching insight and inspiration for training participants. This kind of learning approach requires a team of facilitators to guide and assist participants in achieving the learning goals and outcomes.

The facilitator team plays a central role in ensuring learning progress and is responsible for meeting participants' needs regarding the learning process and substance. In carrying out their role, the facilitator team will divide roles and use various 'hats' according to whatever the learning process requires. For example, there are times when the facilitator team becomes a mentor, coach, trainer, facilitator, or resource person.

Awareness of these various roles is crucial for the facilitator team and training participants so that the training course is consistent with the selected experiential based learning approach.

Several methods will be used to support the learning process, including discussions, brainstorming, role-playing, games, presentations, case studies, watching films/videos, icebreakers/energizers, and individual/group assignments.



• Participants

This training is designed for young content creators interested in getting involved in promoting tolerance and FoRB. To be effective and participatory, **the number of training participants should ideally be at most 30 people.**



• Duration



(with 8 hours of training per day)

• Training Module

	Module	Duration
A	Opening, Introduction, and Pre-Test	60 minutes
B	Learning Orientation	60 minutes
C	Understanding Tolerance	75 minutes
D	FoRB Concepts and Challenges	120 minutes
E	Critical Thinking on FoRB Issues	60 minutes
F	Conflict Analysis and Non-Adversarial Approach	180 minutes
G	Principles of Creating FoRB Content	300 minutes
H	Mitigating Risks in FoRB Campaigns	60 minutes
I	Learning Reflection and Action Plan	60 minutes
J	Post-Test, Evaluation, and Closing	60 minutes

A. Opening, Introduction and Pre-test

66 Overview

This session marks the start of training. Starting with the organizer's remarks, as well as the introduction of the facilitator team and participants. This session includes a pre-test to measure the level of knowledge and understanding of participants before the training begins.

• Objective

Through this module, participants will:

1. Officially start and attend training
2. Get to know fellow participants and the facilitator team
3. Test their basic knowledge regarding the training material

• Output

Participants are able to:

1. Possess a sense of responsibility as a participant
2. Establish good relationships with other participants and the facilitator team
3. Produce test results regarding the training materials.

• Subject

1. Opening (15 minutes)
2. Introduction (30 minutes)
3. Pre-Test (15 minutes)





• Method

Lecture, ice breaker; filling out the pre-test; discussion/sharing



• Time

60 minutes

• Steps

A. Participants who have arrived can immediately be asked to answer the online pre-test.

B. Opening

1. Start by saying hello, greeting all participants, introducing yourself, and welcoming all participants.
2. Present the agenda for this session.
3. Start by having the organizer give opening remarks.

C. Introduction

1. Ask participants to introduce themselves in the following format:



My name is ...(say nickname)....



The most inspiring or liberating thing for me lately.....(says 1-2 words).....

2. Do speed dating :

- a. Ask each participant to meet face to face and share stories with other participants about happy things.

b. Do this until all participants have had the opportunity to meet each other face to face.

c. Reflect on this introductory experience by discussing the following questions:

- What happened?.
- What interesting things did you feel/experience in the introduction process?
- What inspiration did you get from the introduction?

D. Pre-Test.

1. Show a link or barcode, and have participants scan it and fill out the test.
2. Close the session and provide information on the next agenda.



• The Presentation Slides

1

Opening, Introduction, Pre - Test



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2

Pre - Test



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Specific Objectives



Specific Objectives

Through this module, participants will:

1. Officially start and attend training
2. Get to know fellow participants and the facilitator team
3. Test their basic knowledge regarding the training material

Output

Participants are able to:

1. Possess sense of responsibility as a participant
2. Establish good relationships with other participants and the facilitator team
3. Produce test results regarding training materials.

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Method

Lecture, ice breaker, filling out pre-test, discussion/sharing

Time

60 minutes

Subject

- 1. Opening
- 2. Introduction
- 3. Pre-test

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Opening



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5

Introduction



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B. Learning Orientation

“ Overview

This module specifically discusses the 'training profile', including an explanation of the objectives, outputs, approaches, methods, and training agenda. Participants will also provide their views regarding their expectations and concerns during the training, as well as rules that need to be mutually agreed upon. At the end of the session, there will be an explanation about the perspective/mindset that participants need to have in order to participate in the training successfully.

• Objective

Through this module, participants will:

1. Get to know the design of the training
2. Share their expectations and concerns during training
3. Agree on training rules
4. Discuss important mindset to have during training.



• Output

Participants are able to:

1. Explain the content and flow of the training
2. Explain the general description of the expectations and concerns of training participants
3. Commonly agree on training rules
4. Get to know the learning mindset necessary to participate in training.



• Time

60 minutes



• Method

Brainstorming, presentations, discussions, and icebreaker/energizer

• Subject

1. Design training (Objectives, output, approach, methods, and agenda) - (15 minutes)
2. Expectations and concerns (15 minutes)
3. Training rules (15 minutes)
4. Learning mindset (15 minutes)

• Steps

A. Starting the Session

1. Start the session with a short energizer, which may help prepare participants to start learning.
2. Explain the objectives, output, methods, and duration, as well as the main points that will be discussed during the session.

B. Design training

1. Show the slides of Training Profile, containing objectives, output, FoRB content creator profiles, approaches, methods, and training agenda. Answer questions from participants, if any.
2. Explain the following:
 - a. Training will use an experiential learning (experience-based training) approach, where participants are also resource persons who will share knowledge and experience and collaborate with each other to find mutually beneficial and supportive learning points between one participant and another.

- b. In this case, the trainer will mostly act as a facilitator throughout the learning process. Considering that the FoRB issue enables various views/perspectives to present in parallel so that it has very strong subjective nuances, the learning process will be interactive and dynamic, without having to approach any discussions or agree on various things by making them black & white, 'true or false'.
- c. The learning process will not force student to agree on a certain truth. Learning to respect each other's different opinions and ideas while continuing to promote constructive critical attitudes will be the general spirit and character of this training. Trainers/facilitators will try to provide a safe learning atmosphere for everyone, of course, by upholding the values and principles of Adult Education (*Pendidikan Orang Dewasa/POD*).

3. Give participants the opportunity to ask questions and/or respond to any explanations regarding this training approach.

C. Expectations and concerns

1. Ask participants to write down their expectations and concerns on the board (two flipcharts, 1 for expectations, 1 for concerns).
2. Discuss and ask for clarification on things that you feel are unique, interesting, different, and/or frequently mentioned.
3. Convey the commitment of the trainer/facilitator team to facilitate the learning process in order to address the expectations and concerns of all participants.

D. Training rules

1. Get participants to agree on the rules during the training.
2. Discuss the dos and don'ts during the training.
3. Convey the following:
 - a. The main purpose of the rules is to ensure that participants' needs for learning and sharing with others can be met so that training can take place as planned and expected.
 - b. Some basic rules that need to be emphasized include mutual respect, confidentiality, no harassment, and no intrusive comments. Post the agreed training rules on the wall of the room/classroom, where they are easy to access/see.

E. Learner mindset

1. Show the slide 'learner mindset', which is important to have in order to participate well throughout the training process.
2. Explain the following:
 - a. One important mindset as a learner in this training is a growth mindset.
 - b. A growth mindset is the belief that one's skills and qualities can be developed through effort and persistence. Setbacks and feedback are not about your ability but rather provide important information that you can use to help someone improve.
 - c. *The growth mindset* allows participants to be open-minded so that they will find it easier to accept and deal with differing views, attitudes, and actions that they will experience during the training process.

- F. Finish by doing chants (*Yel-Yel-Yel*) together as a sign that participants are ready to start the main training material (freeform, you can be as creative as possible).





• The Presentation Slides

1

Learning Orientation



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2

Training Design



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3

Training Objective

Through this training, we will learn about:

1. Concepts and Challenges of Freedom of Religion and Beliefs (FoRB).
2. Conflict analysis and non-adversarial approach in addressing FoRB issues in Indonesia.
3. Principles and steps to create content for FoRB promotion in Indonesia.
4. How to access the existing fellowship program.

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4

Training Output

By the end of the training, participants will be able to understand and apply the following:

1. Concept and Implementation of FoRB in Indonesia.
2. Conflict analysis and non-adversarial approach.
3. Essential skills in promoting FoRB in Indonesia.
4. Mindset needed to promote FoRB in Indonesia through online media

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Approach and Method

- This training uses an Adult Education (*Pendidikan Orang Dewasa/POD*) approach, specifically experiential-based learning.
- Participants are the source of knowledge.
- Facilitator team has a main role to ensure the learning process goes smoothly, and is responsible to fulfill participants' needs regarding learning process and substance.
- A variety of methods: **discussions, brainstorming, role playing, games, presentations, case studies, watching films/videos, icebreakers/energizer, individual assignments and so on.**

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Learning Principles

- All participants are resource persons;
- Everyone possess valuable experience and perspective;
- Hence, exchanging views and sharing experiences will be highly appreciated.
- Discussions will not aim to agree on something or to look for the right or wrong answers, but will act as a platform for exchanging different views and experiences.

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Training Agenda

Day 1

08:00

12:00

17:00

- Opening, Introduction, Pre-Test
- Learning Orientation
- Understanding Tolerance
- Human Rights Perspective within FoRB
- Critical Thinking on FoRB issue
- Conflict Management (1)

Day 2

08:00

12:00

17:00

- Conflict Management (2)
- Journalism with Human Rights Perspective
- Content Principles for FoRB issue (1)

Day 3

08:00

12:00

17:00

- Content Principles for FoRB issue (2)
- Risks within FoRB issue
- Coaching Clinics
- Action Plan
- Post Test, Evaluation and Closing

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Agenda Day 1

Time

Activity

Day 1 Thursday, July 20, 2023

08.30 – 09.00

Registration

09.00 – 09.30

Opening-Pretest

09.30 – 10.30

Training Orientation:

- Introduction
- Objectives, Methods and Agenda

10.30 – 10.45

Coffee break

10.45 – 11.45

Understanding Tolerance

11.45 – 12.45

Lunch break

12.45 – 14.45

Human Rights Perspectives on Religious Freedom

14.45 – 15.45

Critical Thinking

15.45 – 16.00

Coffee break

16.00 – 17.00

Conflict & Non adversarial Approach part 1

17.00 – 17.30

Day 1 wrap up and closing

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Agenda Day 2

Time	Activity
	Day 2 Friday, July 21, 2023
09.00 – 09.15	Recap of day 1
09.15 – 10.30	Conflict & Non Adversarial Approach part 2
10.30 – 10.45	Coffee break
10.45 – 11.45	Journalism with Human Rights Perspective
11.45 – 13.30	Lunch break
13.30 – 15.30	Creating Contents part 1 – Purpose and Persona
15.30 – 16.00	Coffee break
16.00 – 17.00	Creating Contents part 2 – Success Factors and Processes
17.00 – 17.30	Day 2 wrap and closing

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Agenda Day 3

Time	Activity
	Day 3 Saturday, July 22, 2023
09.00 – 19.15	Recap of Day 2
09.15 – 10.45	Creating Contents part 3 – Collaborative Practices - Debriefing
10.45 – 11.00	Coffee break
11.00 – 12.00	Risk awareness and management (a talk with a practitioner)
12.00 – 13.30	Lunch Break
13.30 – 15.30	Coaching clinics
15.30 – 16.00	Coffee Break
16.00 – 17.00	Day 3 – Recap, Post Test and Closing

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Expectations and Concerns



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12

Training Rules



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13

Learner Mindset



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14

Mindset



“the firm beliefs that underlie one's responses and interpretations”

(Jennis, S. Bev, Success Mindset)



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15

Growth vs Fixed Mindset

- Failure is an opportunity to grow
- I can learn to do anything I want
- My effort and attitude determine
- Challenges help me to grow
- Feedback is constructive
- I am inspired by the success of others
- I like to try new things



- Failure is the limit of my abilities
- I'm either good at it or I'm not
- I can either do it or I can't
- My abilities are unchanging
- I stick to what I know
- I don't like to be challenged
- When I'm frustrated, I give up
- My potential is predetermined
- Feedback and criticism are personal

<https://www.strengthscope.com/how-to-develop-a-growth-mindset/>

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Growth Mindset

- Growth Mindset means being **open minded**; where it will be easier to accept and benefit from differences.
- View every experience as a learning; every challenge as an opportunity for growth.

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Training Chants (Yel-Yel)



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C. Understanding Tolerance

“ Overview

This module specifically discusses the concept of tolerance and the importance of possessing a tolerant mindset for a content creator as a foundation for their behavior and attitudes.

• Objective

Through this module, participants will learn about:

1. The definition of tolerance and intolerance
2. Stages and spectrum of tolerance
3. Tolerant mindset



• Output

Participants are able to:

1. Explain the meaning of tolerance and intolerance
2. Explain the stages and spectrum of tolerance in responding to differences
3. Identify a tolerant perspective



• Method

Watch short films; discussions; brainstorming, and presentations



• Time

75 minutes

• Subject

1. Discussion of the short film "Tolerantia"
2. Tolerance and intolerance
3. Spectrum of tolerance
4. Tolerant Mindset

• Facilitation Steps

A. Starting the session

1. Start the session with a short energizer.
2. Explain the objectives, output, methods, and duration, as well as the main themes that will be discussed during the session.

B. Discussion of the short film "Tolerantia"

1. Show a short film by Ivan Ramadan titled "Tolerantia". This film is 6:20 minutes long. (<https://www.youtube.com/watch?v=FrjQrXc80cY>).
2. Discuss the following:
 - How do you feel after watching the film? What is the reason?
 - What caused this condition (in the film) to occur?
 - What should be done to avoid this incident?
 - What lessons did you learn from the film?
 - How do you apply the learning in your daily life?
3. Highlight important lessons from the results of the discussion.

C. Show slides and discuss: "What is tolerance?" and "What is Intolerance?"

D. Continue by showing the slide "From Intolerance to Tolerance". Explain and discuss.

E. Show the slide "Stages of Responding to Differences".

1. Present and answer any questions.
2. Ask the following:
 - At what stage do you often find yourself when responding to differences?
 - What makes you often find yourself at that stage?
 - What obstacles did you face at that stage?
3. Discuss participants' responses.

F. Tolerant mindset

1. Spectrum of understanding

a. Read the following statements one by one, and ask for participants' responses (agree or disagree). If they agree, challenge them by asking why. If they disagree, ask participants to change the narrative so that they agree with the content.

- Because I am a minority, I don't need to interfere in matters of tolerance
- If those around me are tolerant, it means that all of Indonesia is tolerant
- I will not be able to have an impact on the issue of tolerance because the issue is serious
- We also have to be tolerant of people who bully other ethnicities, it's tolerance, right?
- It's okay if people are not diverse as long as their perspectives are diverse.

b. The following is an example of changing the narrative (should they disagree with the statement above)

- Because I am a minority, I must be active in voicing my rights.
- If people around me are tolerant, it is not necessarily tolerant in other places
- I will have an impact on the issue of tolerance in the right way within my circle.
- We must not be tolerant of people who bully other ethnicities. This kind of tolerance is called the "paradox of intolerance". We actually have to be intolerant of intolerance.
- When people are diverse, their mindset will be diverse.

c. Debriefing

- What lessons did you learn from this activity?
- How will you apply these lessons?

G. Learning Reflection:

- What was the most surprising lesson?
- What was the most touching lesson?
- What was the most inspiring lesson?





• The Presentation Slides

1

Understanding Tolerance



OVERVIEW

This module specifically discusses the concept of tolerance and how important it is for a content creator to have a tolerant mindset as a basis for their behavior and attitudes.

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2

Starting the Session



Icebreaker/Energizer

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3

SESSION OBJECTIVES



1. Specific Objective

Through this module, participants will learn about:

1. The definition of tolerance and intolerance
2. Stages and spectrum of tolerance
3. Tolerant mindset

2. Output

Participants are able to:

1. Explain the meaning of tolerance and intolerance
2. Explain the stages and spectrum of tolerance in responding to differences
3. Identify a tolerant perspective

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3. Method

Watch short films; discussion, brainstorming, and presentations

4. Time

75 minutes

5. Subject

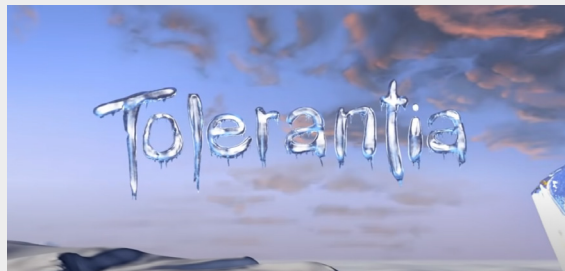
1. Discussion of the short film "Tolerantia"
2. Tolerance and intolerance
3. Spectrum of tolerance
4. Tolerant Mindset

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4

Watching Short Film 'Tolerantia'



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5

Discussion of Short Film 'Tolerantia'

1. How do you feel after watching the film? What is the reason?
2. What caused this condition (in the film) to occur?
3. What should be done to avoid this incident (or, what lessons did you learn from this film)?

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6

What is tolerance?



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7

Definition of Tolerance and Intolerance

Tolerance is the **attitude of tolerating (appreciating, allowing, permitting) opinions, views, beliefs, habits, behaviors and so on that are different from one's own.** Tolerance is a choice made by those who have greater power by **not using their power** to eliminate what they do not like.

Intolerance is the absence of tolerance and the emergence of discrimination against those who are different, due to the inability of individuals to respond constructively to differences.

Intolerance is a negative attitude and behavior of individuals/groups when facing conflicts due to differences.

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Intolerant Behaviors

Intolerant attitudes take the form of prejudice, stigma, discrimination and negative stereotypes against others. Describing others as enemies and even dehumanizing others.

Intolerant behavior is manifested in direct acts of violence that harm people physically and psychologically, or in structural and cultural violence that prevents the fulfillment of the basic rights of others so that they cannot become fully human.

Intolerance and extremism occur when two main conditions are met:

1. **There is something to dislike.**
2. **There is power to eliminate that which is disliked.**

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9

What are the examples of intolerance?



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10

Steps in Responding to Differences (The Tolerance Spectrum)



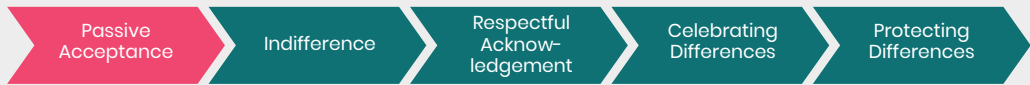
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Passive Acceptance

- Passive acceptance happens because **someone does not possess strong enough power to address a condition.**
- There is still an element of dislike and self-righteousness, but the person choose to **let the differences remain.**
- At this stage, if a person has great power and feels that the limits of tolerance cannot be expanded, there is a possibility that they will use their power to eliminate what they dislike and consider incorrect, and they can manifest it in the form of violence.



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12

Indifference

- When a person or group of people is **not bothered by the differences that exist and chooses not to care or discuss about them.**
- No problem with differences because they are **unconcerned about other people/other groups.**



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13

Respectful Acknowledgement

- **Recognize and appreciate the differences that all individuals have.**
- A person knows that each individual has the same right to actualize their identity and practice their beliefs and culture, but this person do **not yet feel an interest in knowing or understanding the differences.**



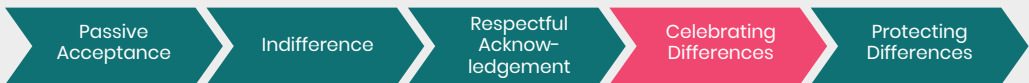
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14

Celebrating Differences

- Not only does one recognize and appreciate differences, but one also **feels the need to learn about them.**
- Individuals in this stage are open and show enthusiasm to **get to know and understand things that they consider different or previously considered wrong.**
- At this stage, although there is an openness to recognize and understand differences, there is **not yet a willingness to participate in defending and fighting for the rights of those who are different.**



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Protecting Differences

- In this last stage, a person or group **proactively maintains, cares for and nurtures differences.**
- Not only do they care about their own group, but they also care and fight for the rights of other groups.



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16

Discussion

1. Which stage do you often find yourself in when responding to differences?
2. What makes you feel like you're at that stage?



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17

Tolerant Mindset



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18

Do you agree with the following statement?

(Provide the reasons for both 'yes' or 'no')

It's okay if the people are not diverse, the important thing is that the mindset is diverse.

~~It's okay if the~~ [When] people are not diverse, ~~the important thing is that~~ the mindset [will be] diverse

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Do you agree with the following statement?

(Provide the reasons if 'yes', if 'no', what is the correct statement in your opinion)

We also have to be tolerant of people who bully other ethnicities, it's tolerance, right?

We ~~also have to be~~ [cannot be] tolerant of people who bully other ethnicities, ~~it's tolerance, right?~~ because it's called "the paradox of tolerance". We actually need to be intolerant of intolerance.

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Do you agree with the following statement?

(Provide the reasons if 'yes', if 'no', what is the correct statement in your opinion)

I will not be able to have an impact on the issue of tolerance, because the issue is serious

I will ~~not~~ be able to have an impact on the issue of tolerance, ~~because the issue is serious~~ in the right way, within my circle.

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Do you agree with the following statement?

(Provide the reasons if 'yes', if 'no', what is the correct statement in your opinion)

If those around me are tolerant, it means that all of Indonesia is tolerant

If those around me are tolerant, ~~it means that all of Indonesia~~ it is not necessarily tolerant in other places

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22

Do you agree with the following statement?

(Provide the reasons if 'yes', if 'no', what is the correct statement in your opinion)

Because I am a minority, I don't need to interfere in matters of tolerance

Because I am a minority, I don't need to interfere in matters of tolerance. I must be active in voicing my rights.

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23

Some Tolerant Skills/Attitudes

- Respecting religious freedom
- Practicing empathy
- Valuing plurality
- Non-discriminatory
- Open communication
- Avoidance of stereotypes and prejudice
- Rejection of violence or extremism
- Supporting interfaith dialog
- Respect for privacy and boundaries
- Not imposing/interfering with others' religious beliefs
- Respect places of worship and sacred spaces

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24

Debriefing and Learning Reflection



What did you learn about tolerance?

What can you do as a content creator to introduce tolerance to your environment?

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Thank you

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D. Human Rights Perspective within Freedom of Religion and Belief (FoRB)



66 Overview

This module specifically discusses the conceptual framework of Freedom of Religion and Belief (FoRB), forum internum and externum, regulations, corridors of restrictions, violations, and efforts to advance FoRB in Indonesia.

• Objective

Through this module, participants will learn about:

1. Key concepts, regulations, and spectrum of FoRB issues
2. FoRB restriction corridor
3. Types of FoRB violations
4. Efforts to protect FoRB



• Output

Participants will be able to:

1. Explain the meaning, various regulations, and spectrum of FoRB issues in Indonesia.
2. Explain about factors which limit FoRB implementation
3. Provide examples of FoRB violations
4. Provide initiatives to advance FoRB



• Method

Brainstorming, presentations,
discussions, quizzes



• Time

120 minutes

• Subject

1. Spectrum of FoRB Issues
2. FoRB key concepts
3. FoRB regulations in Indonesia
4. FoRB restriction corridor
5. FoRB violation
6. Efforts to advance FoRB

• Facilitation steps

A. Starting the Session

1. Start the session with a short energizer.
2. Convey the objectives, output, methods, and duration, and the main points that will be discussed during the session.

B. FoRB key concepts

1. Spectrum of FoRB issues
 - a. Explain that we will begin to explore the spectrum of FoRB issues. We will find out why FoRB is facing issues. Therefore, we will start with a quiz.
 - b. Prepare 3 metaplan cards with the following words or emoticons: "Agree," "Disagree," "Unsure".
 - c. Place each card separately in the training room.

- d. Ask participants to stand. Explain that the facilitator will read a statement, and participants must respond. If you agree, move to the "Agree" metaplan. If you don't agree, go to the "disagree" metaplan. If in doubt, go to the "Unsure" metaplan.
- e. Below are several statements to read and discuss one by one.
 - *Religion and belief are just the same concept;*
 - *There are no limitations in religion and belief;*
 - *There are no regulatory problems regarding religion and belief in Indonesia currently.*

f. Each time you finish reading one statement.

- Ask participants to give a response by moving to the appropriate metaplan.
- Ask several participants from three different response groups to provide the reasons underlying their decision.
- Give opportunities to other participants who want to give additional reasons to enhance their argument.
- Give opportunities to participants who want to get clarification on each other's reasons or wish to change their decision.
- Highlight the important points of view of the three different responses.
- Continue reading the next statement.

g. Next, provide highlights about the process that has occurred.

- For example, FoRB is a complex issue that often creates differences and divisions.
- Because of this, the FoRB concept is an interesting topic to have in every discussion and training.

2. What and why FoRB?

a. Show the slide 'FoRB Key Concepts'.

b. Explain about Forum Internum and Externum of FoRB. Discuss and ask participants to respond or ask questions (if any).

c. Ask participants to reflect on the following questions briefly:

- From levels 1-10 (low to high), at what level is your current freedom regarding forum internum? Elaborate.
- Is there anything that prevents you from getting your full rights (internum and externum)?

C. FoRB regulations

1. Brainstorming:

a. Invite participants to brainstorm by responding to the following questions:

- What are FoRB cases (forum internum and externum) that have been published in the media?
- Why do these cases occur?

b. Write all responses on flipchart paper, and discuss 3-4 cases amongst them.

c. Present slides about FoRB Regulations in Indonesia. Discuss and answer any questions.

d. Convey the following:

- Normatively, Indonesia guarantees FoRB implementation. This is reflected through various laws and regulations, especially the Constitution and Law (*Undang-Undang*).
- Indonesia has also ratified international instruments related to guaranteeing the protection of FoRB, such as the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights (ICCPR).
- However, Indonesia also has several derivative regulations, such as ministerial regulations, Joint Decree (SKB), and regional regulations which are originally intended to further ensure FoRB implementation but turn out to reduce the guarantee of FoRB rights.

2. Reflection

- a. Ask the following:
 - How free are each religious follower to establish their house of worship in your community?
 - What are the causal factors?
- b. Use the participants' answers to formulate conclusions about FoRB regulations and gaps in its realization.
- c. Close the session by having a round of applause.

D. FoRB Restriction Corridor

1. Brainstorming:

- a. Ask the participants: Is the implementation of FoRB rights absolute or are there limitations? Why?
- b. Give 3–4 participants the opportunity to respond and discuss.

2. Presentation

- a. Mention the following:
 - Basically, FoRB rights require a guarantee that it can be respected, protected, and fulfilled. However, several aspects of FoRB can also be restricted if it is meant to protect the fulfillment of FoRB itself.
 - Emphasize that forum externum is part of FoRB.
 - Any FoRB restrictions have a very high risk of causing FoRB violations. FoRB restrictions are vulnerable to abuse by perpetrators of FoRB violations to deny the exercise of FoRB. For this reason, FoRB restrictions must comply with strict corridors.
- b. Show and discuss slides about the 5 legal FoRB restriction corridors. Give opportunities to participants to ask questions or clarify.

3. Case study

- a. Divide participants into 5 groups.
- b. Give one case study per group from the following list:
 - TOA (loudspeaker) noise
 - Mosque relocation
 - Worship during the COVID-19 pandemic
 - Rejection of radical speakers
 - Closure of the Ahmadiyya mosque
 - House rental rejection
- c. Provide the following questions to guide the group discussions:
 - What steps/solutions were taken in this case?
 - What steps/solutions can be justified from a human rights perspective? What is the reason?
 - What steps/solutions do you suggest to comply with human rights principles?
- d. Give each group 20 minutes to discuss.
- e. Ask each group to appoint one representative to present the results of their group discussion.
- f. Ask each participant to listen, comment or ask for clarification.
- g. At the end of the group discussion: highlight important points that emerged during the discussion.



h. Convey the following:

- Most FoRB restrictions are controversial;
- FoRB restrictions involve a conflict of perceptions regarding security issues, comfort, or stability of the powerful parties in society.
- This corridor helps to more clearly delineate between restrictions that are and are not compatible with human rights standards.

E. FoRB violation

1. Brainstorm the following:

- a.** Ask the participants:
- What forms of FoRB violations are you aware of?
 - Who are the victims?
 - Who are the perpetrators?
- b.** Write down key points from the brainstorming session, and discuss them briefly.
- c.** Highlight the points made during the brainstorming session.

2. Video discussion:

- a.** Show the following video:
Why are Ahmadiyya's followers persecuted
BBC News Indonesia
<https://www.youtube.com/watch?v=lcunQogO4PU>
- b.** Discuss the following:
- What happened in the video?
 - Who is the victim?
 - Who is the perpetrator?
 - What is the basis for FoRB violation?
- c.** Write down important points of the discussion, review them, and mention them.

3. Presentation

- a.** Show the slide "Right Holders and Duty Bearers of Human Rights and FoRB;"
- b.** Present, explain, and respond to any comments and questions.
- c.** Mention the following:
- FoRB is an Individual Right, and the state is a Duty Bearer.
 - The state's duty is to "Respect, Protect, and Fulfill" human rights.

4. FoRB violation quiz

- a.** Distribute the quiz sheet "Matching the appropriate statements and terms"
- b.** Ask participants to draw a line connecting the "Statement" to their perceived correct "Terms".
- c.** After everyone is finished, show a slide about "Matching".
- d.** Ask participants to share their "Matching" results.
- e.** Allow participants to comment, ask for clarification, or express differing answers.
- f.** Highlight important or interesting points—for example, the difference between intolerance and discrimination or persecution and hate speech.



F. Efforts to Advance FoRB in Indonesia

a. Mention the following: Efforts to advance FoRB can be carried out by the government as well as by the community. Some endeavors have been made to produce best practices that everyone can refer to. Here are the examples:

Notes:

Feel free to use other videos for discussion material as deemed appropriate to the context of the training location.

b. Video Discussion: Show the following video:

- <https://www.youtube.com/watch?v=67BcUbdP71A>
Stories of Tolerance in Kampung Sawah, Bekasi
- <https://youtu.be/NA4muabsC7U>
Religion & Culture: Stories of Inclusion from the Tambora Care Program

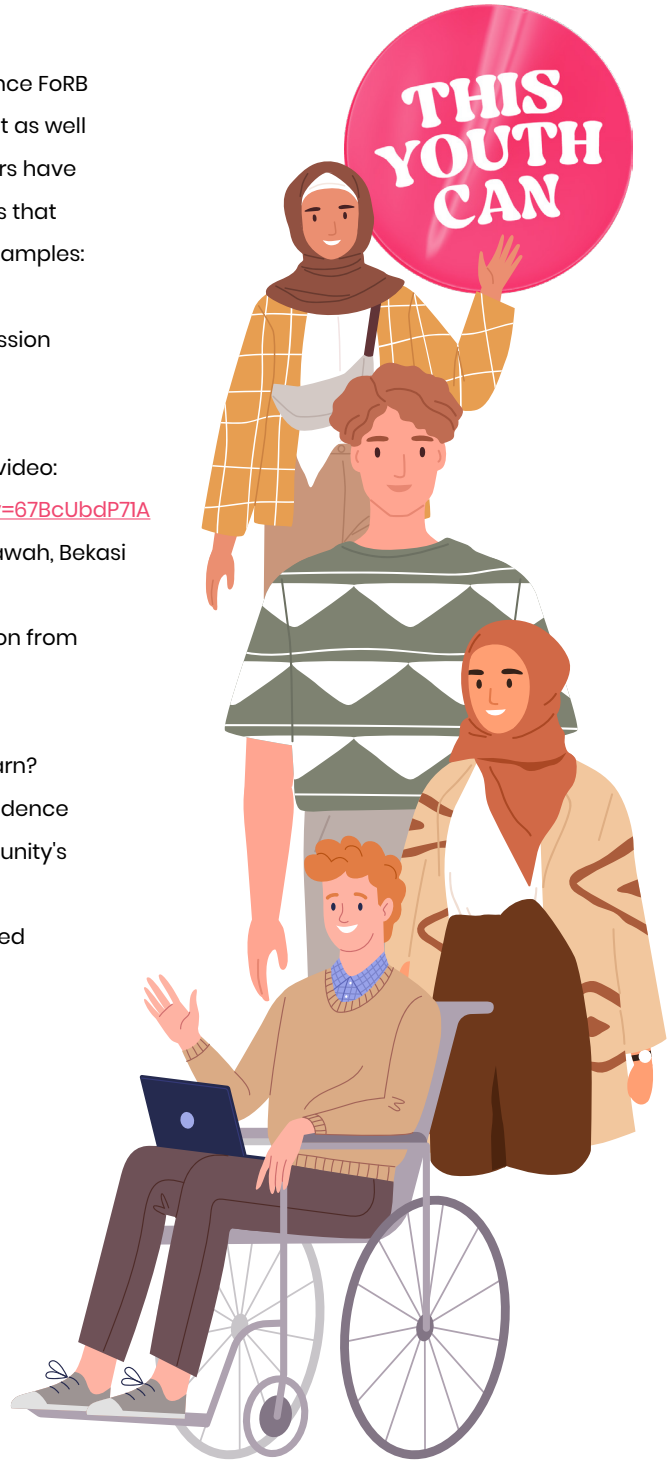
c. Discuss the following:

- What important lessons did you learn?
- From 1-10, what is your level of confidence regarding the impact of the community's role in protecting FoRB?

d. Mention important points that emerged during the discussion.

G. Efforts to Advance FoRB in Indonesia

- What was the most surprising lesson?
- What was the most touching lesson?
- What was the most inspiring lesson?



• The Presentation Slides

1

Human Rights Perspective within Freedom of Religion and Belief (FoRB) in Indonesia



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2

Icebreaker / Energizer



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3

Session 4 Objectives



Specific Objectives

Through this module, participants will learn about:

1. FoRB key concepts and regulations
2. FoRB restriction corridor
3. Types of FoRB violations
4. Efforts to protect FoRB

Output

Participants will be able to:

1. Explain the meaning, various regulations, and spectrum of FoRB issues in Indonesia.
2. Explain about factors which limit FoRB implementation
3. Provide examples of FoRB violations
4. Provide initiatives to advance FoRB

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Method

Quiz, Brainstorming,
Presentation, Discussion

Time

120 minutes

Subject

1. FoRB key concepts
2. FoRB regulations in Indonesia
3. FoRB restriction corridor
4. FoRB violation
5. Efforts to advance FoRB

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4

Part 1: FoRB Key Concepts



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5

Spectrum of FoRB Issues (QUIZ)

- Religion and belief are just the same concept;
- There are no limitations in religion and belief;
- There are no regulatory problems regarding religion and belief in Indonesia currently.

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6

What and Why FoRB

FoRB Basic Concepts → *The right of everyone to embrace, not embrace, or change a religion or belief.*

FoRB's 2 Domains → **1.** Personal (Forum Internum)
2. Social (Forum Externum)

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7

FoRB Forum Internum

Manifestations of FoRB that involve only the personal self of the adherent, including:

- The right to have or adopt a religion or belief.
- The right not to have a religion or belief.
- The right to reject or change religion or belief.
- The right not to be pressured or coerced into believing something.
- The right to form and maintain opinions based on conscience.

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FoRB Forum Externum

Manifestations of FoRB involving other people, groups, or communities, including:

- The right to share one's religion or belief with others, and to encourage others to adopt the same belief.
- The right to publish and distribute literature and other forms of information about religion or belief.
- The right to own and use buildings for worship.
- The right to express religion or belief through clothing, rituals, and symbols.

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Part 2: FoRB Regulations in Indonesia



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10

Brainstorming

- What are the FoRB cases (forum internum and externum) that have appeared in the media?
- Why do these cases occur?

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CONSTITUTION

Normatively, Indonesia guarantees FoRB implementation. This is reflected through various laws and regulations, especially the Constitution and Laws (*Undang-Undang*).

Basic Constitution 1945 Clause 28 E

- Everyone is **free to embrace a religion and worship** according to his religion, to choose education and teaching, to choose a job, to choose citizenship, to choose a place of residence in the territory of the state and to leave it, and to return.
- Everyone has the right to **freedom of belief** expression of thought and attitude, in accordance with his or her conscience.
- Everyone has the right to **freedom of association, assembly, and expression.**

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INTERNATIONAL NORMS

Indonesia has also ratified international instruments related to guaranteeing the protection of FoRB, such as the Universal Declaration of Human Rights and International Covenant on Civil and Political Rights (ICCPR).

International Covenant on Civil and Political Rights (ICCPR) Clause 18:

(ratified by Indonesia through Law Num. 12 year 2005)

Everyone has the right to **freedom of thought, conscience, and religion**. This includes the freedom to embrace or adapt a religion or belief of one's own choice and freedom, **either individually or in groups**, and in private or public, to manifest their religion or belief in **worship, arrangement, practice and teaching**.

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IMPLEMENTATION REGULATIONS

- Indonesia also has several derivative regulations such as ministerial regulations, Joint Decree (SKB), and regional regulations which are originally intended to further ensure FoRB implementation but **turns out to reduce the guarantee of FoRB rights**.
- Anyone can mention some examples?

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FoRB Regulatory Gaps

- | | |
|--|--|
| <ul style="list-style-type: none"> • Establishment of House of Worship: Joint Ministerial Regulations (PBM) of Religion and Domestic Affairs No. 9 year 2006 • Expression of Belief: UU No. 1/PNPS/1965 on Blasphemy | <ul style="list-style-type: none"> • Joint Decree (SKB) of 3 Ministers No. 3/2008 on Restriction of Ahmadiyya • Religious discriminatory local regulations • Instructions / Social Agreements • Anything else? |
|--|--|

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Reflection

- How free/restricted is each religion in establishing its house of worship in your community?
- What are the contributing factors?

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Part 3: FoRB Restriction Corridor



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Brainstorming



Is the implementation of FoRB rights absolute or are there limitations? Why?

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Restrictions in FoRB Implementation

- The FoRB forum internum cannot be limited or postponed under any circumstances. (non derogable rights)
- The FoRB forum externum may be restricted if, on reasonable grounds and compelling evidence, its exercise would prejudice public safety, order, health or morals, or the human rights and freedoms of others.
- While it can be restricted, FoRB forum externum is an essential part of the FoRB element. Therefore, any restriction of the forum externum is still very much at risk of violating FoRB.

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5 FoRB Restriction Corridor (Externum)

1. Restrictions must be based on written regulations
2. Restrictions on FoRB are necessary to protect public safety, public order, health or morals, or the rights and freedoms of others
3. Restrictions on FoRB must be proportionate to the problem that arises
4. Restrictions on FoRB must not be discriminatory
5. Applies as a last resort, not in the context of control or surveillance

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Case Study – GROUP WORK

Guiding questions on case study

- What are the resolution steps (solutions) taken in this case?
- What are the human rights-justified solutions? What are the reasons for this?
- What solutions would you suggest that are in line with the human rights corridor?

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1. TOA (Loudspeaker) noise

Tomi, a non-Muslim, lived in an area with a majority Muslim population. He was bothered by the loud noises coming from the routine activities at the Mosque lately. Then he shared his complaint on his social media. His complaint spread and was noticed by the community in the area. The community felt offended and reported Tomi to the police. Through a mediation process, the police managed to get Tomi to withdraw his complaint and apologize to the community members who reported him.

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2. Mosque Relocation

A group of residents protested the construction of a mosque in an area with a majority non-Muslim population. They were worried that the mosque would threaten the comfort of the residents, especially from the noise arising from the activities at the mosque. In response to the residents' protest, the security forces conducted a mediation. The mediation resulted in an agreement to move the location of the mosque to a place relatively far from residential areas.

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3. Worship During the COVID-19 Pandemic

In the beginning of April 2021, several areas in Jabodetabek experienced a very high increase in COVID-19 daily transmission. The increase in transmission led to an increase in those requiring hospitalization. Many of those infected later died. As part of preventing transmission, the government has imposed restrictions on community activities, including attending places of worship. Against these restrictions on worship activities, some community members protested. Despite the protests, the government decided to stick with its decision to restrict community activities in places of worship.

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4. Rejection of Radical Speakers

A group of community members protested the arrival of a preacher in their area. The reason was that the preacher often provoke hatred against other religious groups. As the night progressed, more and more people joined the protest and supported the rejection of the preacher. Anticipating the escalation of citizen protests, the police decided to disband the event that included a lecture by the preacher. Because of this action, the preacher and his team protested to the police, saying this was a form of violation of religious freedom.

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5. Closure of the Ahmadiyya Mosque

A group of residents came to the Satpol PP apparatus. They asked Satpol PP to close the mosque, which they identified as owned by Ahmadiyya congregation. Responding to the residents' request, Satpol PP sealed the mosque on the basis of violating the provisions of the Joint Decree (SKB). To avoid an uproar, Ahmadiyya leaders accepted the sealing.

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6. House Rental Rejection

Because he was a minority religion, Mr. Slamet and his family were denied a house to rent in a majority religion village. It was because there was an agreement that the village could only be inhabited by people of the same religion. Mr. Slamet was disappointed by the rejection. Intending to resolve the case, the village chief took the initiative to find Mr. Slamet another rental house in a different village. After finding it, the village head offered it to Mr. Slamet at a much cheaper price. Mr. Slamet accepted the village head's offer, and moved to the rental house in a different village.

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Important

- Most FoRB restrictions are controversial.
- FoRB restrictions involve a conflict of perceptions regarding security issues, comfort or stability of the powerful parties in society.
- This corridor can therefore help to more clearly delineate between restrictions that are and are not compatible with human rights standards.

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Part 4: FoRB Duty Bearer



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Brainstorming



- What are the forms of FoRB violations?
- Who are the perpetrators?
- Who are the victims?

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Video Discussion

Why are Ahmadiyya followers persecuted? BBC News Indonesia

<https://www.youtube.com/watch?v=lcunQogO4PU>

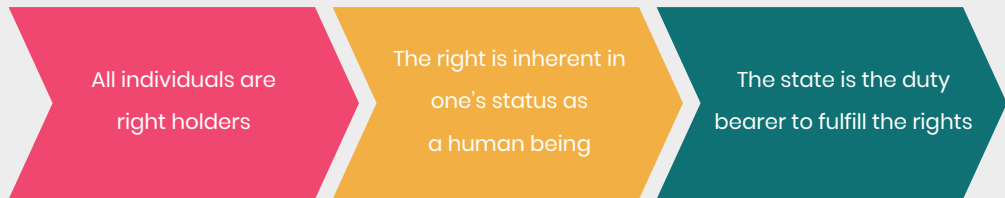
- What happened in the video?
- Who is the victim?
- Who is the perpetrator?
- What is the basis for FoRB violation?

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Right Holders and Duty Bearers of Human Rights and FoRB



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The State's Duties

Respect

Refrain from interfering with or diminishing a person's enjoyment of human rights, for example:

- The right to life
- Right to religion or belief

Protect

Actively protecting one's human rights from third party interference, for example:

- The right not to be forced to believe or disbelieve
- The right not to be tortured

Fulfill

Actively endeavors to ensure the fulfillment of human rights:

- Right to a decent life
- Right to religious education services, access to houses of worship, basic health care etc

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Forms of FoRB Violations

INTOLERANCE

DISCRIMINATION

HATE SPEECH

VIOLENCE / PERSECUTION

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FoRB Violation Quiz

Match the statement to the concept

An attitude of opposing/obstructing the rights of others due to a dislike of a particular viewpoint or practice.

Persecution

Differential treatment toward another person with the purpose or effect of nullifying or impairing the enjoyment of the person's human rights.

Intolerance

Public expression that incites or brings harm to a particular social group

Discrimination

Physical action that injures, damages or destroys someone or something because of a belief

Hate Speech

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Forms of FoRB Violation

Intolerance Attitudes or acts of opposition, obstruction or harassment of others by those with power (social and political) that have the effect of nullifying or impairing the recognition, enjoyment or exercise of human rights of others.

Discrimination Any distinction, disregard, prohibition or preference based on religion or belief and the purpose or effect of which is to deny or impair the recognition, enjoyment or exercise of human rights and fundamental freedoms on an equal basis. Any distinction, disregard, prohibition or preference based on religion or belief and the purpose or effect of which is to deny or impair the recognition, enjoyment or exercise of human rights and fundamental freedoms on an equal basis.

Hate Speech Expression that publicly incites or advocates the infliction of harm, (in particular discrimination, hostility or violence) against a particular social, racial, religious or geographical group; (UNESCO 2015)

Persecution / Violence Actions involving physical force aimed at hurting, damaging, or killing someone or something (because of their beliefs)

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Violators of FoRB

STATE

- By commission
- By omission
- By rules

NON-STATE

- Intolerance
- Violence/Persecution
- Hate Speech
- Anything else?

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Part 5: Efforts to Advance FoRB



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Efforts to advance FoRB can be carried out by the government as well as by the community

When violations of FoRB are perceived to be disrupting peaceful life in the community, the community will take the initiative to help resolve them. The following video provides some examples of good practice:

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Community Initiatives

- <https://www.youtube.com/watch?v=67BcUbdP7IA> Stories of Tolerance in Kampung Sawah, Bekasi
- <https://youtu.be/NA4muabsC7U> Religion & Culture: Stories of Inclusion from the Tambora Care Program
- Stories from participants' experience in protecting FoRB
- What are your key learning points?
- From 1-10, what is your level of confidence about the impact of the community's role in seeking to protect FoRB?

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Learning Reflection



- What was the most surprising lesson?
- What was the most touching lesson?
- What was the most inspiring lesson?

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E. Critical Thinking on FoRB issues

“ Overview

This module discusses the importance of critical thinking skills in addressing FoRB issues. As a sensitive issue, FoRB needs to be addressed critically by considering various perspectives and avoiding looking merely at the surface level. This is very important so as not to fall into inappropriate conclusions and decisions.

• Objective

Through this module, participants will learn about the following:

1. Thought process
2. Critical thinking on FoRB issues



• Output

Participants are able to:

1. Explain the process of thinking
2. Practice critical thinking on FoRB issues



• Method

Games, brainstorming; presentation; discussion; reflection; case study; energizer



• Time

60 minutes

• Subject

1. Thought process
2. What is critical thinking?

• Facilitation steps

A. Starting the Session

1. Start the session with a short energizer.
2. Explain the objectives, output, methods, duration, and main points that will be discussed during the session.

B. Thought process

1. Play a guessing game, "Think first before answering"
 - a. Prepare three objects (markers, cell phones, and paper).
 - b. Start the game by mentioning the first clue: "Think first before answering".
 - c. Say the following (while holding a marker): "This is a marker." Then, hold the cell phone; "This is a cell phone." Then, hold the paper, and ask: "What about this one?" If the participants spontaneously answer "paper", respond by saying "wrong", as they do not answer according to the clue, which is thinking first before answering.

d. The key is to have a "thinking" process

before answering, such as: umm, hmmm; or by showing a thoughtful expression. So, whatever the answer, whether or not it matches the item being asked, the answer is 'correct', as long as there is a 'thinking' process prior to answering.

- e. Repeat several times with different objects until participants understand how to answer the appropriate 'correct' answer according to the clue.
- f. Discuss the following:
 - How do you feel?
 - What happened? Tell me!
 - What lessons did you learn?
 - How will you apply this learning in your daily life?
 - What steps will you take?
- g. Highlight the results of the discussion.

2. Case study:

a. Share a post that went viral in WA groups.

For example:

Our company is currently opening side jobs to help increase the rating and sales of our Tokopedia partner. A lot of participation is needed to develop this traffic and innovation, this job is very flexible, so for those of you who are still working, your current job will not be interrupted.

This freelance project engages in advertising and promotion to help increase YouTube advertising ratings and sales of our Shopee. This job is very flexible, so it will not interfere with your daily activities 😊😊😊

It works like this:

- watch YouTube videos with a minimum duration of 1- 3 minutes for 1 video
- for 1 video, you will be paid a commission of 10 thousand rupiahs
- Every day, we have 24 partner mission tasks
- and there are partner tasks that aim to increase sales of our collaborating partners in various Indonesian E-commerce platforms. After you complete task 4, your data will be officially inputted in our data as a member of our potential partner. After this task is completed, you can go back to working on video likes again, which previously was 10,000/task, and then it will become 20,000 and 30,000 for each video likes

For the requirements:

- Minimum 20 years old
- Have a personal bank account/e-wallet
- Have a Telegram account

Are you interested?

b. Discuss the following:

- What questions pop into your mind after reading the post?
- Who do you think made this post?
- What are the interests of the creator of the post?
- Who do you think is most easily influenced by this post?
- What are the strengths of the content?
- What are the weaknesses of the content?
- What will you do to respond to the post?
- What is the ideal thinking process in responding to this post?

c. Note, highlight, and mention important points from the discussion regarding the ideal thinking process.

d. Explain the following:

- When processing a message, accuracy and care is required in order to avoid misunderstanding. A message has a purpose, which is often hidden.
- Misunderstandings often occur due to failure to comprehend the content of the message properly.



C. What is critical thinking?

1. Show the slide "What is Critical Thinking?"

- a. Present, explain, and respond to any comments and questions.
- b. Mention the following:
 - Critical thinking is the mental process of analyzing and evaluating information. A process of questioning every important aspect of a problem objectively.
 - Someone who thinks critically is usually more objective and not biased in responding and/or responding to a problem.
- c. Discuss examples related to the differences in "Linear and Lateral" or "Manifest" and "Latent" ways of thinking. Please take examples of social media content such as hoaxes, hate speech, disinformation and misinformation.

2. Brainstorming

- a. Ask and briefly discuss the following:
 - What are the benefits of critical thinking in responding to FoRB issues?
 - What is an example of a critical thinking process in a FoRB issue?
- b. Highlight learning points from the results of the discussion.
- c. Note, highlight, and mention important points from the discussion, especially regarding the critical thinking process on FoRB issues

D. Learning Reflection

- What was the most surprising lesson?
- What was the most touching lesson?
- What was the most inspiring lesson?



• The Presentation Slides

1

Critical Thinking in Responding to Intolerant Messages on Social Media

OVERVIEW

This module discusses the importance of critical thinking skills in responding to polemics over tolerance issues, especially in online media. As a sensitive issue, FoRB content needs to be addressed critically, looking at it from various perspectives, and avoiding only digesting what appears on the surface. This can avoid overreacting to certain content or news.

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2

Session 5 Objectives

Specific Objectives

Through this module, participants will learn about the following:

1. Thought process
2. Critical thinking on FoRB issues

Output

Participants are able to:

1. Explain the process of thinking
2. Practice critical thinking on FoRB issues

Method

Quiz, Brainstorming, Presentation, Discussion

Time

120 minutes

Subject

1. Thought process
2. What is critical thinking?

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3

Thought Process



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4

Guessing Game

“ Think first before answering”

- How do you feel?
- What happened? Tell me!
- What lessons did you learn?
- How will you apply this learning in your daily life?

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Case Study

Our company is currently opening side jobs to help increase the rating and sales of our Tokopedia partner, a lot of participation is needed to develop this traffic and innovation, this job is very flexible, so for those of you who are still working, your current job will not be interrupted.

This freelance project engages in advertising and promotion to help increase YouTube advertising ratings and sales of our Shopee. This job is very flexible, so it will not interfere with your daily activities 😊😊😊

It works like this:

- watch YouTube videos with a minimum duration of 1-3 minutes for 1 video
- for 1 video you will be paid a commission of 10 thousand rupiahs
- Every day we have 24 partner mission tasks
- and there are partner tasks which aim to increase sales of our collaborating partners in various Indonesian E-commerce platforms, after you complete task 4, your data will be officially inputted in our data as a member of our potential partner. After this task is completed, you can go back to working on video likes again, which previously was 10,000/task, then it will become 20,000 and 30,000 for each video likes.

For the requirements:

- Minimum 20 years old
- Have a personal bank account / e-wallet
- Have a Telegram account

Are you interested?

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6

Discuss the following:

- What questions pop into your mind after reading the post?
- Who do you think made this post, and what are their interests?
- Who do you think is most easily influenced by this post?
- What are the strengths and weaknesses of the content?
- What will you do to respond to the post?
- What is the ideal thinking process in responding to this post?

Creator Space : This Youth Can



7

What is Critical Thinking?



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8

What is Critical Thinking?

- Critical thinking is the ability to objectively analyze, evaluate, and deeply understand information or situations.
- It involves the use of logic, rational reasoning, and rigor in considering the arguments or claims presented.
- Critical thinking involves the ability to recognize underlying assumptions, question the information provided, and investigate the evidence before making conclusions or making decisions.

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9

Benefits of Critical Thinking as a FoRB Content Creator



Open-minded & problem solving



Communication Skills



Opportunities for Collaboration



Quality & Reliable Content

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10

Two Thinking Models



Vertical

Linear Thinking

- Focus on what is visible (on the surface)
- There is nothing behind the 'visible'
- Limited possibilities.



Horizontal

Lateral Thinking

- Focus on the Big Picture
- There is 'something' behind what is visible, even though it is not visible now.
- There are so many possibilities

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11

Manifest vs Latent

- *Manifest* : Things that are desired/expected to happen.
Example : The school is a place for teaching and learning (*manifest*)
- *Latent* : Things that happen outside of what was planned/intended.
Example : Example: The school is a place to learn about brawls and dating (*latent*)

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12



*Text on picture reads:

#PUT AHOK IN JAIL BLASPHEMER OF THE KORAN

- **Linear** : focus on what is visible, there is nothing behind what is 'visible'
 - **Lateral** : focus on the big picture, there are so many possibilities
-
- **Manifest** : things that are desired/expected to happen
 - **Latent** : things that happen outside of what was planned/intended.

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- **Linear** : focus on what is visible, there is nothing behind what is 'visible'
 - **Lateral** : focus on the big picture, there are so many possibilities
-
- **Manifest** : things that are desired/expected to happen
 - **Latent** : things that happen outside of what was planned/intended.

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- Contents will provide many perspectives; understanding the perspective of our audience can make it easier to deliver the message.
- Critical thinking will help us find perspectives that are more suitable with our audience.
- Inappropriate content will provide an "opportunity" for an inappropriate audience response as well.

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15

Learning Reflection

- What was the most surprising lesson?
- What was the most touching lesson?
- What was the most inspiring lesson?

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16

Reading Materials



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Benefits of Critical Thinking as a FoRB Content Creator

- Becoming a content creator who is more open-minded in accepting new information or arguments presented by other parties.
- Improve the ability to communicate an idea in a more systematic and informative manner.
- Create opportunities to work with other parties.
- Produce better quality content and become a reliable content creator for the audience.

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What is the process of critical thinking?

- 1. Problem identification.** Identify the problem or question that needs to be solved or answered.
- 2. Gathering information.** Gather relevant information related to the problem or question you identified. Look for reliable sources, including articles, books, research or opinions from experts in the field.
- 3. Analyzing information.** Analyze it carefully. Identify the arguments presented and the underlying assumptions. Separate facts from opinions.
- 4. Argument evaluation.** Evaluate the arguments presented by considering the strength of the logic, the evidence provided, and the quality of the information sources.
- 5. Developing conclusion or opinion.** After analyzing and evaluating the information, use the results to develop conclusions that are rational and supported by available evidence.
- 6. Communicate finding or opinion.** If necessary, share your findings or opinions clearly and openly with others. Explain your thought process and the reasoning behind your conclusions or opinions.

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F. Conflict Analysis an Non-Adversarial Approach

“ Overview

FoRB violations are closely related to religious-based conflicts. Therefore, conflict analysis can help us better understand why FoRB violations occur. Conflict analysis also helps to form someone’s perspective on conflict. In this module, participants will learn about conflict perspective or analysis and a non-adversarial approach in responding to a FoRB issue. From a conflict perspective, FoRB can be categorized as a religious conflict. So a non-adversarial approach is a form of conflict management that emphasizes the importance of good relationships and collaboration between the various parties involved in resolving it.

• Objective

Through this module, participants will learn about:

1. Conflict Analysis
2. Conflict factors within the FoRB issue
3. Styles of dealing with conflict



• Output

Participants are able to:

1. Explain conflict management perspectives.
2. Identify things that influence the occurrence of conflict in the FoRB issue.
3. Get to know the differences between collaboration vs adversary.



• Method

Brainstorm; presentation; discussion/ reflection; watching video; role play simulation; group discussion; and games.



• Time

180 minutes

• Subject

1. What is conflict?
2. Factors influencing conflict within the ForB issue
3. Collaboration vs Adversary

• Facilitation steps

A. Starting the Session

1. Start the session with a short energizer.
2. Explain the objectives, output, methods, duration, and main points that will be discussed during the session.

B. What is conflict?

1. Game: 'Paper enemy'.
 - a. Ask participants to take a piece of paper.
 - b. Ask participants to look at the paper in their hands and think of it as an enemy.
 - c. Ask participants to do something with the paper in their hands as if the paper were their enemy (they can tear it, squeeze it, draw or scribble on it, and so on).
 - d. Ask participants to demonstrate their usual behavior when faced with an enemy.

e. Discuss participants' experiences with the following questions:

- *What did you do with the paper? (usually some tear the paper up, crumple it until it's tangled, some are still intact, etc.)?*
 - *Why did you do that?*
 - *What lessons can you take from this game?*
- f. For participants who damage or tear the paper, ask them to return the paper to its original condition.



- g.** Next, ask some questions:
- What happened? Can the paper return to its original smoothness? Why?
 - What lessons can you take?
 - If we consider FoRB violators or former violators to be 'enemies,' what might happen?
 - What lessons can you take from this game?
- h.** Highlight important learning points that emerge.
- i.** Explain the following:
- Addressing the FoRB issue means resolving the conflict. One's perspective regarding the parties involved in the conflict will influence how he/she handles it.
 - Likewise, the definition used to explain 'conflict' will influence (1) the party/person with whom we are in conflict; (2) relationships with parties in conflict; and (3) the thing/problem as the object of conflict.

2. Show the slides "Definition of Conflict" and "Basic Assumptions of Conflict." Explain and discuss.

3. Brainstorming: The conflict spectrum

- a.** Invite participants to stand in a large circle.
- b.** Explain: The facilitator will read several statements. Each statement requires a response from each participant. There are 3 response options: Agree, Disagree, and Unsure. If you agree, please take one step forward. If you don't agree, take one step back. If you are unsure, stay where you are, there is no need to move forward or backward.

- c.** Below are some of the statements that will be read and discussed.
- Conflict is neutral, neither positive nor negative
 - Conflict requires mutual dependence
 - The result of the compromise is a win-win
 - The 'interests' of the parties are the same as the 'demands' they convey.
- d.** Start reading the first statement, and ask each participant to give a response (forward, backward, or not moving).
- e.** Ask several participants representing each response to explain the reasons underlying their decision.
- f.** Highlight important points of view of each response.
- g.** Once deemed sufficient, continue by reading the next statement. Do the same process as steps 4, 5, and 6.
- h.** Once finished, provide highlights about the process that occurred.
- i.** Mention that the answers to these statements will be explained in this session.



4. Show the slides: "Two Types of Conflict" and "Sources of Conflict". Present and discuss.

5. Conflict transformation:
a non-adversarial approach

a. Game: Opening fists

First round

- Ask participants to pair up and stand facing each other
- Ask each pair to determine who is A, and who is B.
- Then, ask A to make a fist and place it in front of B's stomach.
- B's task is to open A's fist. Meanwhile, A tries as hard as they can to prevent their fist from opening.
- Give A and B one minute to carry out their mission.

Second round

- Ask B to make a fist.
- Ask A to open B's fist, but without touching B's hands and entire body.

Debrief

- What happened? Tell me!
- Which one is better, A's method or B's? Why?
- Is it possible for A and B to support each other in achieving their goals?
- If yes, how? If not, why?

b. Show the slide "Adversarial vs Collaborative"

- Present, explain, and ask participants to respond if there is any need for clarification or questions.
- Convey the important lessons in this session, especially about how to apply a conflict transformation perspective in responding to FoRB issues.

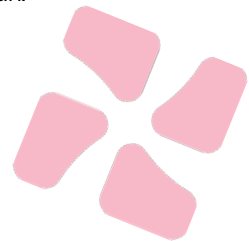
C. Conflict factors within the FoRB issue

1. Explain the following:

- a. In exploring conflict factors, there are several games and role-plays that participants will do to provide the experience of 'passing over' or crossing into a different zone.
- b. There are 5 conflict factors that will be discussed: Identity, Culture, Facts vs Values; and Perspectives and Interests.

2. First: Identity Factor

- a. Give participants a meta plan. Ask each person to write down the five "identities" that are most important to him or her. Make sure participants write their names on their meta-plan
- b. Ask them to cross out **one** out of the **five** existing identities themselves. Everyone has to cross out **one**.
- c. Continue by asking all participants to collect their metaplans in the middle of the class.
- d. After all meta plans are collected, request the participants to take one meta plan from the pile, making sure not to take their own.
- e. Ask participants to cross out two identities they consider least important. Then, ask participants to return the meta plan to its owner, according to the name written on the metaplan.



- f. Do a debrief:
 - How do you feel when you cross out the identities (your own and other people's)?
 - How do you feel when other people cross out your identities?
 - What did you learn from this game?
 - How does 'identity' trigger the emergence of conflict in FoRB cases?
 - How would you do things differently in respecting your identity or others'?

3. Second: Cultural Factors

- a. Divide participants into two groups to do a role play, "Red vs Yellow". One group stays in the classroom, and the other group is directed to go outside the classroom.
- b. Brief each group. Ideally, start briefing the group in the class first.
- c. Explain the following: we will do a role play about the culture of two different groups in society. These two groups are called: Red Group and Yellow Group. These groups will have a "meeting". For the first time, they will meet each other and get to know each other socially. Before the meeting begins, both groups need to prepare themselves.
- d. When briefing the groups, distribute the communication culture script to each group. Ensure each group receives the script according to its intended purpose and is not mixed up.
- e. Ask each group to understand, embody, and practice the culture of communication as written in the text.
- f. Help them practice communication "behaviors" for a few minutes until they feel comfortable with the behavior.
- g. Start the game.
 - Meet the two groups and welcome them into the "community meeting".
 - Instruct groups to get to know each other and interact in "community meetings."
 - Let them meet each other and interact for 5 minutes, then stop the game.
- h. Brainstorming: Describing
 - Ask participants to sit together according to their groups. Separate the two groups, and make them sit facing each other on opposite sides.
 - Ask the Red group participants to **describe** the **Yellow** group (while Yellow is silently listening). Record all comments on flipchart paper.
 - Ask the Yellow group participants to **describe** the **Red** group (while Red is silently listening). Record all comments on flipchart paper.



i. Explain: The Difference Between

Describing vs Assessing

- Ask participants to think about whether the responses (comments) they made regarding the other group demonstrate “description” or “assessment”.
- Explain the following: **describing** means giving an **objective** view of other people’s behavior. It is a specific thing and does not evaluate whether their actions are good, bad, normal, or abnormal.

For example, if I say, “The weather today is 36 degrees Celsius,” that means I am

describing the weather. If I say, “There are 8.5 million people living in Jakarta”, that means I am **describing** the population in Jakarta.

- Explain the following: **Assessment** has a different meaning. “Assessing” is **subjective**. When we assess, we say, “We believe the behavior is good or bad.” We make such an assessment by comparing the behavior of others with our behavior (which we consider and believe to be good or normal). For example, if I say, “It’s so hot in here!” Then, this is an assessment because it is a subjective opinion, and I think it is indeed hot here. If I say, “Jakarta is so busy with so many people!” Then this is an assessment, because it is my subjective opinion about Jakarta’s crowd level. You might think it’s actually not hot, or that Jakarta isn’t crowded.

j. Peeling the Layers of the Words:

Description or Assessment

- Invite participants to review the list of words within the comments from the two groups.
- Remind the group that they were asked to **describe** other groups (and not to **assess** or **evaluate**).
- Discuss each group’s results again, asking: “Is this an objective description? or subjective assessment?”
- Label D for Description and A for Assessment.
- If participants come across a specific word and are unsure whether it falls into the description or assessment category, then discuss it with the group.
- Help participants see more clearly the difference between descriptions and assessments (usually, almost all the words are ‘assessment’ and very few are ‘description’.)
- Ask, “Why is it that almost every word you use to ‘describe’ another group is actually an ‘assessment’?”
- Explain the following: We often think that we see the “reality” in a situation, but what we really see is our own view and perspective.



- k.** Ask about the relevance of these descriptions and assessments within the FoRB issue.
- What impact could there be if assessments (subjective) dominate over descriptions (objective) in responding to FoRB cases? Or;
 - What impact do our negative judgments (about other religious groups) have on the way we think and act toward them?
- i.** Emphasize the following:
- It is very important to recognize the difference between describing and assessing another person or group. When attempting to describe someone's behavior, we are trying to **understand** a person or their behavior.
 - Understanding is a basic element of peaceful interaction and conflict resolution. By understanding, we empathize with others. We can show our empathy when we are in conflict with others. We can also show empathy when we help other people who are in conflict with other people.
 - We need to realize that we see conflict only from our own perspective. Others may see conflict differently. Therefore it is very important for us to be aware of our own **assessment biases** and try to describe what we see rather than assess it.

4. Third: Fact vs Value Factor

- a.** Show the "Facts vs Values" slide. Present, explain and discuss to enhance participants' understanding of "describing vs assessing" through the Red and Yellow role play.
- b.** Discuss the following:
- What risks could arise if you ignore facts in creating FoRB narratives or content on social media?

5. Fourth: Perspective Factor

- a.** Show the "perspective" slide. Present, explain, and discuss:
- Why can one image elicit so many views and meanings?
 - What influences these differences in views?
 - How can differences in views trigger destructive conflict?
- b.** Ask the following: If we try to connect this to FoRB cases, how does perspective influence the process of building relationships between the parties?
- c.** Take note and mention important lessons from this perspective factor.



6. Fifth: Factor of position/demand vs. Interests

- a.** Invite participants to do a role-play called “Red Sugarcane”.
- b.** Divide participants into 2 groups. Brief each group (according to the prepared script) separately and alternately. Make sure each group has a complete understanding of the role they will play
- c.** Start the role play by asking each participant to pair up (from different groups), and carry out a negotiation process.
- d.** Debrief by asking the following:
 - What happened?
 - How was the negotiation process carried out?
 - What was the outcome of the negotiation (deal or failure)? Why?

ALTERNATIVE OPTION: Role play activity called Orange Negotiation. The facilitation process is the same.

- e.** Show the slide: ‘position vs interest’. Explain the importance of identifying the interests of the parties involved in solving a problem.
- f.** Connect the discussion of ‘position vs interest’ by exploring the Orange Negotiation case, and think about what constitutes ‘position’ and what constitutes ‘interest’ in the existing negotiation process.
- g.** Explain that differing interests can be a factor of conflict but can also be a key factor in collaboration because the basic foundation of collaboration is the existence of common interests or common goals between collaborating parties.

h. Ask the following questions:

- How can the conflicting parties over a ForB issue find a common interest?
- What steps should they take?.

i. Write down and mention important lessons from this interest vs. demands factor.

j. Present the slide: Common Ground Approach (Collaboration)

k. Ask the following questions:

- What do you like and dislike about the collaborative approach?
- What are the obstacles to using a collaborative style in resolving ForB cases?
- Write down and mention important lessons.

l. Close the session by saying thank you.

D. Learning Reflection

- What was the most surprising lesson?
- What was the most touching lesson?
- What was the most inspiring lesson?



• The Presentation Slides

1

6. Conflict Analysis & Non-Adversarial Approach

OVERVIEW

The way a person views conflict will influence their attitude and behavior when in conflict or responding to conflict. In this module, participants will learn about a perspective on managing conflict, which emphasizes the importance of good relations, collaboration, and a non-adversarial approach to managing conflict.

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2

Starting the Session



Icebreaker/Energizer

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3

Session 6 Objectives

Specific Objectives

Through this module, participants will learn about:

1. Conflict Analysis
2. Conflict factors within FoRB issue
3. Non-Adversarial Approach

Output

Participants are able to:

1. Explain conflict management perspectives.
2. Identify things that influence the occurrence of conflict in the FoRB issue.
3. Discover non-adversarial approach

Method

Brainstorm; presentation; discussion/reflection; watching video; role play/simulation; group discussion; games; doing a conflict type test.

Time

180 minutes

Subject

1. What is conflict?
2. Factors influencing conflict within FoRB issue
3. Non - Adversarial Approach

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4

What is Conflict?



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5

Game: Paper Enemy

- Run the game.
- Discuss the following:
 - ✓ The right to reject or change religion or belief.
 - ✓ Why did you do that?
- For participants who damage or tear the paper, ask them to return the paper to its original condition.
- Discuss the following:
 - ✓ What happened? Can the paper return to its original smoothness? Why?
 - ✓ What lessons can you take?
 - ✓ If we consider FoRB violators or former violators to be 'enemies,' what might happen?
 - ✓ What lessons can you take from this game?

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6

Definition of Conflict

Conflict – a verb meaning “to strike against” or “attack”

From the latin word conflictus, which means collision.

“A disagreement in which the parties involved perceive a threat to their needs, interests, or concerns.”

- When multiple people believe their needs, goals or actions are incompatible.
- Conflict involves specific issues, feelings, thoughts, perceptions, values and behaviors.
- Conflict affects and is affected by relationships, cultures and situations
- Conflict also entails interdependence

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7

Basic Assumption on Conflict

- Conflict is a **natural phenomenon** for human beings.
- Plenty of people and communities are able to achieve **constructive results** through conflict.

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8

Spectrum of Conflict

Conflict is **Neutral**. Neither Positive, Nor Negative

Results from 'Compromise' is **Win-Win**

Conflict requires **mutual dependence**

The interests of the conflicting parties are **the same as the demands/position** they convey

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9

Two Types of Conflict

Destructive Conflict

1. Ignoring the root cause
2. Damages relationships
3. Lowers trust
4. Limits interaction
5. Leads to escalation and violence

OBSTRUCTS RESOLUTION

Constructive Conflict

1. Identify root causes through communication and dialogue
2. Improve relationships
3. Create trust
4. Enhancing connection
5. Finding commonalities

OBSTRUCTS RESOLUTION

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10

Sources of Conflict

Basic Needs

Values

Resources

Interests

Perceptions

Love

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11

Conflict Transformation: Non-Adversarial Approach



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12

Game: Opening Fists

- What happened? Tell me!
- Which one is better, A's method or B's? Why?
- Is it possible for A and B to support each other in achieving their goals?
- If yes, how? If not, why?

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13

Adversarial vs Collaborative



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14

Adversary vs Collaboration

- By nature, humans are competitive
- We always try to protect our individual interests
- When there is scarcity, people like to scramble, making it difficult to see a win-win solution
- Collaboration requires trust
- We collaborate when we see others as allies/friends, who can look after our common interests.

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Conflict Factors within FORB Issue



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16

Identity Factors

GAME: “Identity”

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17

Discuss the following

- How do you feel when you cross out the identities (your own and other people's)?
- How do you feel when other people cross out your identities?
- When it comes to FoRB cases, what do you learn from this game?
- How would you do things differently in respecting your identity or others'?

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18

Cultural Factors

ROLE PLAY : “Red Vs Yellow”

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19

Discuss the following

1. What impact could there be, if assessments (subjective) dominate over descriptions (objective) in responding to FoRB cases? Or;
2. What impact do our negative judgments (about other religious groups) have on the way we think and act toward them?

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Fact vs Value Factor

FACTS are the truths about the world.

- This is information that can be observed or calculated, such as cows eating grass, or the height of the summit of jayawijaya.
- **Facts do not change, regardless of the ones presenting them.**

VALUES are significantly different than facts.

- It can be a personal belief or a deeply held viewpoint. Such as: killing is wrong except in self-defense.
- **Values are not verified by facts. They are subjective.**
- Value-based conflicts are more difficult to resolve. People usually don't give up easily when it comes to their values.

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Which is Fact, Which is Value?

“That young mother selling her baby is intolerable!”

“The young mother sold her baby because she needed money to buy food.”

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22

Which is Fact, Which is Value?

A is a blasphemer and must be punished!

The judge found him 'guilty' in Surabaya High Court

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23

Perspective Factor



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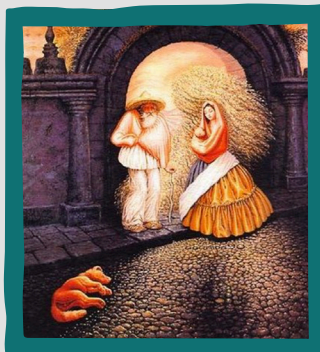
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26



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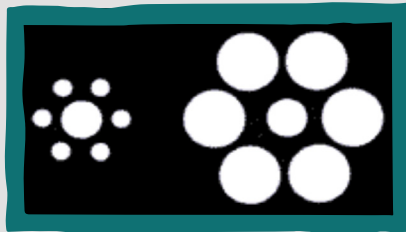
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28



- Which one is bigger between the two 'spheres' in the center?
- Why is there an impression that the one on the right is smaller than the one on the left?

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Discuss the following

1. Why can one image elicit so many views and meanings?
2. What influences these differences in views?
3. How can differences in views trigger destructive conflict?
4. If we try to connect this to FoRB cases, how does perspective influence the process of building relationships between the parties?

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Perspective is...

Like a pair of glasses. Some are black, brown, red, yellow, and so on. Each person likes a different color of glasses, and they are not always the same. Forcing others to like the color of the glasses we wear, is the same as forcing our own perspective to others. This is where there is a clash of views that can lead to conflict. So, it is better to avoid trying to impose your perspective on others. When meeting others with different perspectives, we can just respect them.

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Factor of Position/Demand vs. Interests



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ROLE PLAY : “Red Sugarcane”

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Debriefing

1. What happened?
2. How was the negotiation process carried out?
3. What was the outcome of the negotiation (deal or failure)? Why?

Creator Space : This Youth Can



ANALYSIS ON POSITION AND INTEREST



PUTRA	MISHA	Demand (Position)
3000 RED SUGARCANES	3000 RED SUGARCANES	
<ol style="list-style-type: none"> 1. Demonstrated dedication and commitment as an employee. 2. Get promoted. 3. A great opportunity to show off in his company. 4. A chemical compound found in the blackish-red stem of sugarcane (SUGARCANE SKIN). 	<ol style="list-style-type: none"> 1. His concern for the plight of teenage drug users. 2. Can get a promotion 3. Gain financial benefits and be recognized by many people (Famous). 4. Water content of a rare sugarcane that has a blackish-red stem. 	Interest

What are the common interests?

What are the conflicting interests?

What are the different interests?

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Position vs Interest

POSITION : What I say I want



INTEREST : What I really need

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Position vs Interest

Position: The demands made by the parties and "usually" not what the parties actually want to achieve.



Interest: Something real that has to happen because of a need - usually not openly expressed.

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Position vs Interest

Position
What you say that want your stated demand



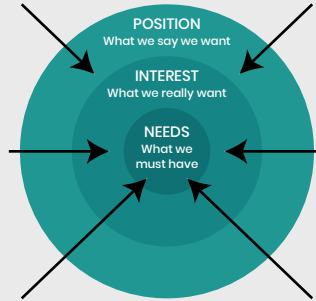
Interest
The actual needs that you believe your stated demand

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Onion Conflict



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39

(Maslow's "hierarchy needs")



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40

'COMMON GROUND' APPROACH (COLLABORATION)



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'Collaborative' Approach in Conflict Management

- It is a way of approaching conflicts/problems/issues that avoids destructive efforts, damaging, destroying, defeating, zero sum game, and only aims to win, at all costs.
- Focus on achieving common interests by finding common ground and collaborating with each other.
- This approach is also called collaborative style
- Compared to the adversarial approach, which focuses only on problem solving, the collaborative style offers a way of handling conflict that seeks to resolve the problem but without damaging the relationship of the conflicting parties.

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Process/Tactics in Collaborative Approach

Adversarial	Collaborative
<ol style="list-style-type: none"> 1. Negating the other party 2. Seeking PERSONAL victory 3. Focus on exploring positions 4. Using tricks 5. Using pressure 6. Only focus on my position 7. Demanding concessions 	<ol style="list-style-type: none"> 1. Digging into the problem Together 2. Winning Together 3. Focus on interests 4. Open to various interests 5. Using fair principles 6. Open to argumentation; subject to principles-not pressure 7. Goal-focused and willing to consider multiple options/ideas 8. Working together to determine who gets what

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Conflict Style Test

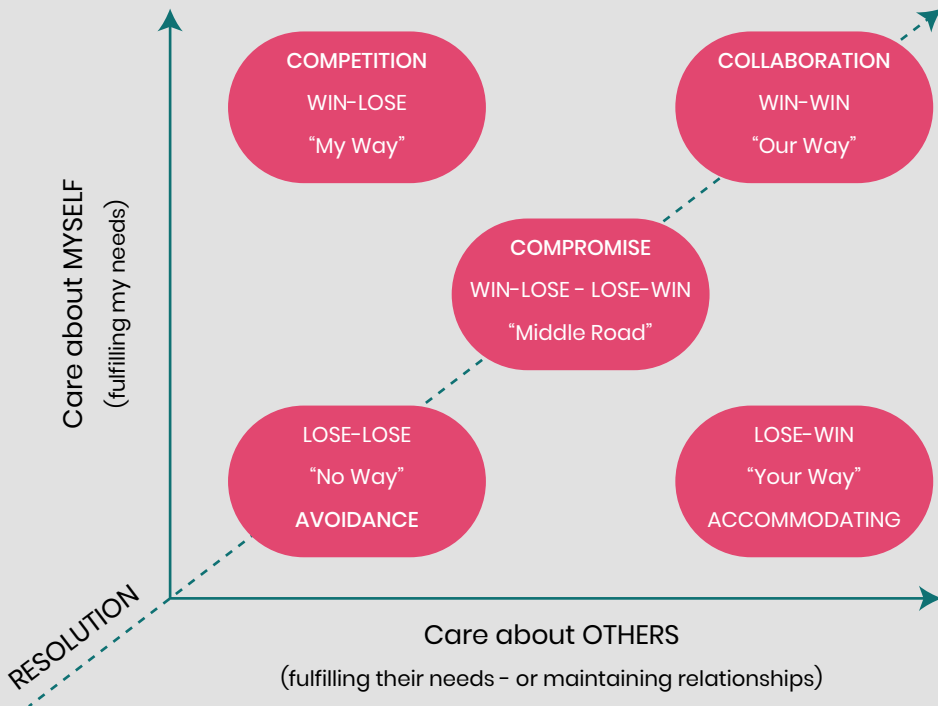


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CONFLICT MANAGEMENT STYLES



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Avoidance

- **Description** : delaying or avoiding a response; withdrawal; distraction, preferring to hide and ignore the conflict rather than resolve it; uncooperative, tending to give in and display passive behavior. "I'd rather not deal with it now."
- **Conflict perspective** : there is no hope in conflict. Avoidance is the best course of action.
- **Strength** : maintaining relationships scarred by conflict.
- **Target/result** : creating a lose-lose situation.
- **Weakness** : conflicts are not resolved. Overuse of this style causes others to overpower them.

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Accomodation

- **Description** : accepting the other's view; letting the other's view prevail; giving in; supporting; admitting to being wrong; deciding it's not a big deal or it doesn't matter. Emphasizes relationships between people, ignoring their own goals and defusing conflict by leaving it to others.
- **Conflict perspective** : conflict is a disaster, so give up. Sacrifice interests, ignore problems, prioritize relationships, maintain peace at any price.
- **Strength** : accommodation maintains relationships
- **Target/result** : creating a win-lose situation
- **Weakness** : giving up unproductively

Creator Space : This Youth Can



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Compromise

- **Description** : has an eye for relationships and goals. Willing to sacrifice some goals while convincing others to give up their share.
- **Conflict perspective** : conflicts are mutually beneficial differences that can be resolved through cooperation and compromise.
- **Strength** : relationships are maintained and conflicts are eliminated.
- **Target/result** : cooperative—the outcome can be win–lose, or lose–lose.
- **Weakness** : creates a less–than–ideal outcome (both can lose, or both can win and lose)

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Competition

- **Description** : controlling the end result; not accepting disagreements, imposing views, goal-oriented, relationships are a low priority.

These people sometimes do not hesitate to use aggressive behavior to solve problems, are uncooperative, threatening and intimidating, desperately need to win, so others must lose.
- **Conflict perspective** : the conflict is very clear. The central issue is who is right. Pressure and oppression are important.
- **Strength** : if this person's decision is correct, this is a better decision.
- **Target/result** : creating a win–lose situation
- **Weakness** : incite anger/opposition against the person using this style.

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Collaboration

- **Description** : seek mutually beneficial agreements in problem-solving.
"Two heads are better than one."
- **Conflict perspective** : conflict is natural. So acknowledge differences, respect each person's uniqueness.
- **Strength** : both sides get what they want and negative feelings are reduced.
- **Target/result** : both sides win. Win – win.
- **Weakness** : requires a long time.

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Discuss the following

- What conflict style do you tend to choose to respond to FoRB issues on social media? Why? Explain
- What are the obstacles to using collaboration style in resolving FoRB cases?

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Learning Reflection

- What was the most surprising lesson?
- What was the most touching lesson?
- What was the most inspiring lesson?

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52

Reading Materials



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53

Nice to know

- Addressing FoRB issue means actually resolving the conflict. One's perspective regarding the parties involved within the conflict will influence the way he/she handles it.
- Likewise, the definition used to explain 'conflict' will influence (1) the party/person with whom we are in conflict; (2) relationships with parties in conflict; and (3) the thing/problem as the object of conflict.

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Conflict is...

- A process
- Which begins when one party has the perception
- That the other party has negatively influenced
- Or will negatively influence
- Something of concern
- Or interest of the first party

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55

Difference between Conflict & Violence

- Conflict = when two or more parties have goals that appear different or incompatible.
- Conflict and Violence are not the same.
- Conflict is neither positive nor negative (neutral).
When badly managed, conflict can lead to violence.
- Violence is not only direct, but can also be structural and cultural.

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What is Conflict Transformation?

- Conflict transformation is an approach that aims to change the nature, dynamics, or outcome of a conflict in a constructive way.
- Conflict transformation recognizes that conflict is a natural part of human and organizational life.
- The ultimate goal is to create sustainable and beneficial change for all parties involved.
- Conflict can be an opportunity for growth, learning, and positive change.

Creator Space : This Youth Can



G. Creating content on FoRB issue

“ Overview

This module discusses the things you need to know, pay attention to, and do when creating outlines and content in FoRB issues.

• Objective

Through this module, participants will learn about the following:

1. Journalism with a Human Rights-FoRB perspective on social media
2. Formulate the outline for FoRB content
3. Create content regarding FoRB issues



• Output

Participants are able to:

1. Explain the application of the Human Rights-FoRB perspective in the production of social media content.
2. Compile the outline of FoRB content
3. Practice creating FoRB content



• Method

Dialog with a resource person;
brainstorming; presentation;
discussion; practice; coaching;
mentoring; energizer



• Time :

180 minutes

• Subject

1. Journalism with a Human Rights–FoRB Perspective
2. Create FoRB content
3. Practice creating outlines and social media content on FoRB issues

• Facilitation steps

A. Starting the Session

1. Start the session with a short energizer
2. Explain the objectives, output, methods, duration, and main points that will be discussed during the session.

B. Journalism with a Human Rights–FoRB Perspective

1. Dialog with a resource person (Journalist/Reporter/Editor–chief)
 - a. Introduce the resource person who will present the material.
 - b. Invite the resource person to present the material with the following themes:
 - Analysis of media and social media actors (not necessarily on FoRB issues), as well as relations and interests between actors.
 - Journalists' expectations of content creators (Dos and Don'ts).
 - Analysis of FoRB contents in the media.

2. Ask participants to provide responses, questions, and comments on the speaker's presentation.

C. Principles of creating social media content on FoRB issues

1. Brainstorming
 - a. Ask the following question:
In your opinion, is the FoRB issue important to fight for? Why?
As a content creator, how powerful do you think content is in improving FoRB issues in Indonesia?
Write down interesting answers from participants.
 - b. Continue by discussing: What changes are expected to occur after the audience is exposed to the content we create?
Then show the slide: "Levels of Change"

- c. Present the slide “How to understand your audience”
- d. Encourage comments from participants, and highlight important points and key takeaways from the brainstorming session. Invite additional responses (if any).
- e. Then ask, who is the target audience of FoRB promotion in Indonesia? To answer this, ask participants to describe the target audience on a piece of paper and have them explain their audience map.

2. Success Factors and Content Creation

Process for FoRB Issues

- a. Analyzing content - Sharing experiences:
 - Of all the content you have created, show me which one you like the most. What is the reason?
 - Tell me, how was the creation process?
- b. Write down, provide highlights, and draw conclusions from the experiences shared.
- c. Discuss FoRB-related content. What can we do to make the audience interested in FoRB content?
- d. Show one example of good FoRB content on social media. Explain why that kind of content is good. What are its advantages? What is its power?
- e. Present: “Tips for Writing FoRB Contents on Social Media”. Explain and discuss any responses or questions.

3. Practice making an outline and social media content on FoRB issues

Group Assignment

- a. Divide participants into groups (4-5 people/group)
- b. The task of each group is to create social media content on FoRB issues.

- c. Make each group discuss the content outline containing the following:
 - Content theme
 - The change you want to achieve
 - Target group
 - Key message
 - Selected social media to be used
- d. Explain the outline points if some are not fully understood by participants.
- e. Before starting to produce content, each group must present and consult their outlines to the coach/mentor whom the facilitator team has provided.
- f. The focus of the coaching/mentoring process is:
 - What is the substance of the content? (purpose, topic, angle)
 - What is the relevance of the content plan to the FoRB issue
 - Will there be any risks to focus on regarding the content plan
- g. Each new group can start producing its own content
- h. Ask each group to present the results of their work in front of the class.
- i. Ask other participants to provide comments and feedback on each group’s presentation.
- j. Give feedback to each group:
 - What is good about the content created
 - Things that need to be improved

k. Debriefing

- What are the difficulties (obstacles and challenges) faced during the process of producing ForB content as a group?
- What did you do to overcome these difficulties?
- If you were to produce content as a group, what would you do differently?

D. Learning Reflection

- What was the most surprising lesson?
- What was the most touching lesson?
- What was the most inspiring lesson?



• The Presentation Slides

1

Principles of FoRB Content Creation

OVERVIEW

This module discusses the key principles and steps to know, consider and do when creating content on FoRB issues.

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2

Starting the Session



Icebreaker/Energizer

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3

SESSION OBJECTIVES

Specific Objectives

Participants will learn about the following:

1. Journalism with a Human Rights-FoRB perspective on social media
2. Formulating the role of media in the promotion of FoRB
3. Identify the principles of creating content on FoRB issues

Output

Participants are able to:

1. Explain application of Human Rights-FoRB perspective in the production of social media content.
2. Explain the role of media in FoRB issue promotion
3. Identify the principles of creating content on FoRB issues

Method

Discussion with a resource person; brainstorming; presentation; discussion; practical exercise mentoring; energizer

Time

300 minutes

Subject

1. Journalism with a Human Rights-FoRB perspective
2. Role of media in promoting FoRB issues
3. Principles of creating content on FoRB issues

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4

Journalism with a Human Rights-FoRB perspective



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5

Discussion with Resource Person

Material Guidelines:

- Analysis of media and social media actors (not necessarily on FoRB issue), as well as relationships and interests between actors.
- Journalists' expectations of content creators (Dos and Don'ts).
- Analysis of FoRB content in the media.

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6

Objective and Persona



Social Media Content Creation Skills **Part 1**

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7

Brainstorming

In your opinion, is FoRB issue important to fight for? Why?

As a content creator, how powerful do you think content are in improving FoRB issues in Indonesia?

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8

Determine the Objective of Communication



After reading this content, audience will...

1. Feel...

2. Think...

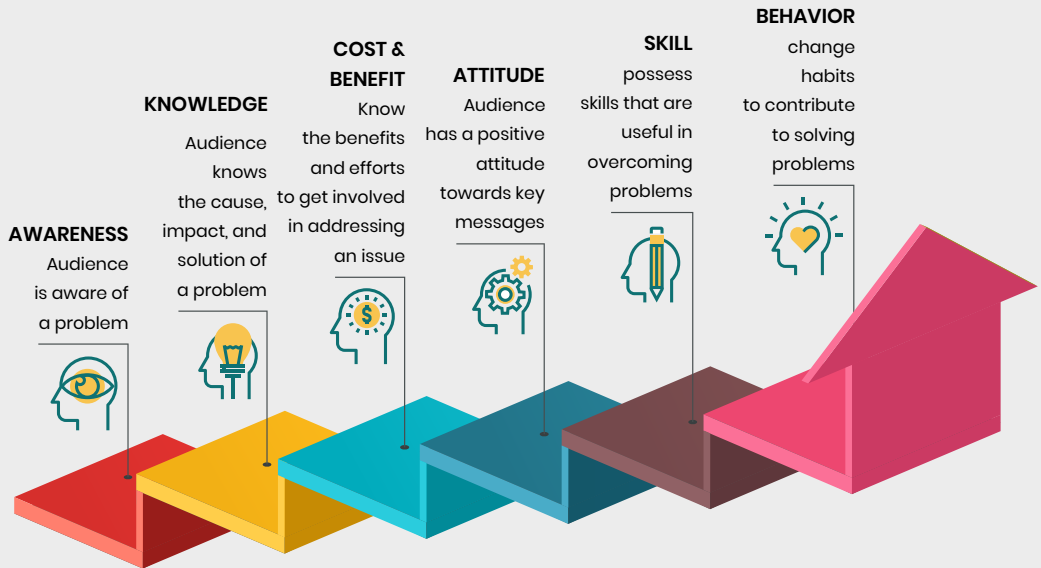
3. Do...

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9

Levels of Change

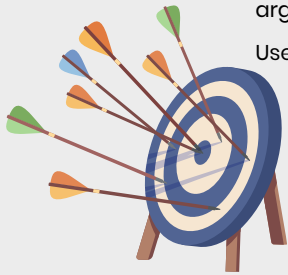


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10

Understand Target Audience



target audience needs to be **specific**

Use **persona** to help you :)

Representation from target audience
based on data and research

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Understanding the Audience: Persona Map

1. **Demography** ▶ age, gender, residence, education, economy, and occupation

2. Their daily **challenges or difficulties**

3. **Things they consider important**, including their moral compass

4. **Media behavior**

5. The people they **'listen to'**

6. Things that **they dislike**



Data can be obtained based on interactions with the target audience so far or literature. 🙌

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Example of 'Persona Map' Users

- 1. Demography** : college students, 18-25 years old, not activists/leaders, live in big cities, dislike violence
- 2. Challenges or difficulties** : experiencing an identity crisis, upset with their boyfriend/girlfriend, not close to parents/family, worrying about getting a job
- 3. Important things** : financially stable, good relationships with family, girl/boyfriends, and peers, graduate well
- 4. Media behavior** : active in Instagram and TikTok, love watching 'K-dramas', enjoy scrolling twitter
- 5. People they 'listen to'** : influencers, friends, parents, people they identify as successful
- 6. Things they dislike**: politics, violence, fighting with peers



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Brainstorming



Who is the audience you will target in promoting forB in Indonesia?

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14

Success Factors and Process



Social Media Content Creation Skills **Part 2**

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Content Analysis

- Of all the contents you have created, show us which one you like the most?
What is the reason?
- Have you ever created content that you didn't really like, but your audience did?
Or vice versa?

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Content Analysis

- What about ForB content? What can we do to make the audience interested in ForB content?
- What content creation processes are important for ForB issues (or other at-risk issues)?

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Content Example



*Text on picture :
 “A nun becoming
 a neighborhood leader?”

- Why is the content good?
- What are its strengths

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Tips to Create FoRB Content in Social Media (1)

- **Understand issues related to freedom of religion or belief :** Conduct in-depth research on issues related to freedom of religion and belief. Understand the various perspectives and views that exist
- **Keep an open and inclusive attitude :** Avoid prejudice when writing content about religious freedom. Deliver messages that are inclusive, respectful of differences, and recognize universal values such as human rights and individual freedom.
- **Give a clear and detailed explanation :** Explain why this is important and how this freedom affect the lives of individuals and society in general.
- **Use concrete examples :** Give examples of real cases, both positive and negative, that demonstrate the impact of freedom of religion and belief. Tell inspiring stories about individuals who were able to exercise their freedom or situations where religious freedom was violated.

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Tips to Create FoRB Content in Social Media (2)

- **Use recent statistics and data :** Include relevant data and statistics to support your argument.
- **Call to action :** provide actions that the reader can take to support and promote the freedom.
- **Use clear and empathetic language :** Use language that is easy to understand and avoid using confusing technical terminology. Deliver your message with sensitivity and empathy.
- **Respond to comments and questions with understanding :** Respond with understanding and patience, trying to provide clear explanations and opening up opportunities for greater dialog.
- **Use additional media :** In addition to the written word, utilize additional media such as images, infographics, or short videos to help convey your message in a more engaging and impactful way.

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Collaboration Practice and Debriefing



Social Media Content Creation Skills **Part 3**

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Create content about FORB in groups

Objective	Goals/objectives to achieve when creating content	Example: the audience understands the meaning of tolerance
Topic	Issues/problems to be addressed in the content.	Example: The removal of the student council president in region X
Angle	The point of view chosen to discuss the topic	Example: Teacher's rejection of student council president who is not from the majority group
Type of content	Type of content created	Example: carousel, video, igstory
Platform	Social media used to spread content	Example: Instagram, twitter
Outline	Outline for content writing	Example: <ul style="list-style-type: none"> • What happened? • Why did this happen? • Netizen response • What can be done? • Call to action

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- What are the obstacles (barriers and challenges) in the process of creating ForB content in groups?
- What did you do to overcome them?
- If you were to produce content in a group, what would you do differently?

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- Each participant will have a 1 on 1 coaching session to discuss their individual content plan.
- The coaching process will last 15 minutes for each participant.

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24

- What was the most surprising lesson?
- What was the most touching lesson?
- What was the most inspiring lesson?

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Thank you



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H. Mitigating Risks in FoRB Issues

“ Overview

This module discusses the importance of being aware and alert to threats to personal security as a content creator for the FoRB issue because the issue is known to be very sensitive. In creating and distributing content, it is inevitable that a content creator can potentially become a target of online hate and harassment on social media.

• Objective

Through this module, participants will learn about the following:

1. How to recognize the risks in promoting FoRB issues on social media
2. How to formulate steps to mitigate potential risks.



• Output

Participants are able to:

1. Identify potential risks for content creators of FoRB issues.
2. Explain the steps to mitigate risk



• Method

Case study; brainstorming;
discussion; presentation



• Time

60 minutes

• Subject

1. Risks faced by FoRB content creators
2. Measures to mitigate the risk

• Facilitation steps

A. Starting the Session

1. Start the session with a short energizer.
2. Explain the objectives, output, methods, duration, and main points that will be discussed during the session.

B. Risks faced by FoRB content creators

1. Case Study: ask participants to react to each slide that will be shown with the following reaction "angry, sad, neutral, or happy".

- a. Show the slides on social media content one at a time
 - Show and Discuss: netizens' responses to each content.
 - How do you feel after reading/seeing the response from netizens?
 - What would the impact be if you were the creator of the content?
 - What impacts (negative and positive) could occur/be experienced by the person uploading the post? Why?

- Write down and provide highlights, especially for the 'impacts (negative and positive) experienced by the uploader of the post' on the flipchart paper.
 - How will you apply these lessons in creating content?
- b. Mention that activities in online media can provide benefits but also pose risks or threats. This situation may apply to posts that contain hate speech or those that do not. Everything possesses the risk of inviting hateful and harassing responses/comments. Therefore, it is important for a content creator to be alert and aware of the impacts or risks of the posts they upload. These risks need to be mitigated.

C. Measures to mitigate risk

1. Show a slide about risk mitigation. Start with the video footage (as an option: you can also invite a resource person). Ideally, the resource person also needs to be a content creator with experience or best practices in handling online hate, hate speech, and or harassment in the media.
2. If a resource person is invited, do the following steps:
 - a. Introduce the resource person who will present the materia (The speaker's delivery method is storytelling, followed by questions and answers and/or discussion with participants).
 - b. The topics that the speakers will convey include:
 - Forms of online hate, hate speech, or harassment that they have experienced
 - Attitudes and actions taken in response
 - Best practices to mitigate risks as a content creator.
 - c. Ask participants for responses, questions, and comments on the speaker's presentation.
 - d. Conduct debriefing by asking the following:
 - How do you feel after discussing this with the resource person?
 - What lessons did you learn?
 - BWhat are the best practices in mitigating risks as a content creator?
 - e. Provide highlights and mention the discussion results, especially regarding steps to mitigate risks when talking about ForB issues.

D. Show the slide about risk mitigation and the benefits of mitigating it.

E. Learning Reflection

- What was the most surprising lesson?
- What was the most touching lesson?
- What was the most inspiring lesson?





• The Presentation Slides

1

Mitigating Risks in FoRB Issues

OVERVIEW

This module discusses the importance of being aware and alert to threats to personal security as a content creator for the FoRB issue, because the issue is known to be very sensitive. In creating and distributing content, it is inevitable that a content creator can potentially become a target of online hate and harassment on social media.

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2

About the Module

Specific Objectives

Through this module, participants will learn about the following:

1. How to recognize the risks in promoting FoRB issues on social media
2. How to formulate steps to mitigate potential risks.

Output

Participants are able to:

1. Identify potential risks for content creators of FoRB issue.
2. Explain the steps to mitigate risk

Method

Case study; brainstorming; discussion; presentation

Time

60 minutes

Subject

1. Risks faced by FoRB content creators
2. Measures to mitigate the risk

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3

Risks Faced by FoRB Content Creators



Creator Space : This Youth Can



4

Case Study 1



Hijab Removal Post

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Netizen Responses

the real artis numpang pansos doang bjr WKWKWKWK, kalau udah tenar langsung lupa diri 🤔🤔🤔
7 likes Reply See translation

*Such a real celeb just wanna be a social climber LOLLOL once you're famous your head gets soooo big

Siapa disini yg jadi kurang respect & kecewa 🤔
10.037 likes Reply

*Anyone here losing respect and disappointed?

mau hijab atau gak yg penting hatinya slalu cantik dri dulu 🤔🤔🤔 @nathalieholscher
41 likes Reply See translation

*Doesn't matter hijab or not as long as the heart stays pretty even since a long time ago @nathalieholscher

Cantikan pake hijab ka Natalie, tapi gpp semua udh keputusan ka natalie 🤔
2 likes Reply See translation

*You're prettier with hijab Natalie, but it's ok it's all your decision

Aku mah gaberani comen, karna semua orang punya prinsip hidup masing masing 🙏
1 like Reply See translation

*I dont wanna comment, everyone have their own life principles

Saya tidak membenarkan dan tidak menyalahkan, karna manusia hakikatnya tidak ada yg sempurna 🤔
Reply

*I'm not gonna say this is right or wrong, because there's no perfect human

Kecewa sma manusia Tpi yg dijauhkan Tuhan
70 likes Reply See translation

*[You're] disappointed in humans but you're straying from God

Case Study 2



Holywings Free Bottle Promo

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Netizen Responses



*In the Walk of Fame, the name Muhammad Ali which contains the name "Muhammad" is not placed on the floor to be stepped on, but glorified by being mounted on the wall. Now look at Holywings using the name for alcohols which can make people drunk.



*Deddy is wondering why people are making a ruckus over the name Muhammad in Holywings. 'It's not only a Prophet's name'



*For those of you defending holywings. Listen to this. (in Arabic) God, give blessings to the Prophet Muhammad.



*What if a person committing bad stuff is named Muhammad, is he slandering the name Muhammad, uncle haris? You're so narrow minded.



8

Steps to Mitigate Risks



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9



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10



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Risk Mitigation



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What is Risk Mitigation?

- Risk mitigation is the process of identifying, evaluating, and reducing risks that may affect the success or sustainability of a project, organization, or activity.
- The main objective of risk mitigation is to reduce the likelihood of losses or negative impacts caused by risks that may occur.

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Benefits of Risk Mitigation Plan

- **Reducing Legal Risk** : As a content creator, you must comply with various rules and regulations, such as copyright, privacy, or platform guidelines. By having a proper risk mitigation plan in place, you can identify potential legal risks and take the necessary steps to comply with those regulations, reduce the risk of breaking the law, and protect yourself from lawsuits.
- **Protecting Reputation** : With a risk mitigation plan, you can avoid controversial, harmful or offensive content, and maintain the quality and accuracy of the content you produce. By maintaining a good reputation, you can maintain the trust of your followers and partners, and build a positive image within your community.

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Benefits of Risk Mitigation Plan

- **Maintaining Data Security** : A risk mitigation plan will help you identify data security risks and take the necessary measures to protect sensitive data. By doing so, you can maintain the privacy and security of user information, avoid data breaches, and meet privacy compliance needs.
- **Avoiding Conflict and Controversy** : With the right risk mitigation plan, you can anticipate possible conflicts, prepare emergency response plans, and manage situations that spark controversy tactfully. This helps protect your reputation, maintain good relationships with users and partners, and minimize negative impacts.

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Benefits of Risk Mitigation Plan

- **Improving Efficiency and Productivity** : A risk mitigation plan helps you identify and address potential issues before they become serious problems. This will increase efficiency and productivity in your creative process.
- **Attracting Partners and Clients** : By having a structured and organized risk mitigation plan, you demonstrate professionalism and commitment to quality and safety in your work as a content creator. This can increase the trust of potential partners and clients, and increase the likelihood of better collaborations and employment opportunities.

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16

Tips to Address Online Hate & Harassment

- Stay calm and don't react emotionally
- Block and delete negative comments
- Report to the authorities
- Set a "zero tolerance" policy for hate and harassment on your platform.
- Utilize the safety functions provided by the social media platform or app.
- Seek support from your community or peer group.
- If you choose to respond to hate or harassment, do so strategically. Stay professional. Don't get caught up in unproductive arguments.
- Be a role model. Continue to produce positive, inspiring and informative content.

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THANK YOU!



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I. Learning Reflection and Action Plan

“ Overview

Reflecting on the lessons from a training process is very important. In this module, participants will have the opportunity to reflect on their learning as a result of identifying and deepening what they have obtained and learned during the training. Participants will also formulate post-training action plans, both as individuals and as part of an organization/group.

• Objective

Through this module, participants will:

1. Reflect on learning during training
2. Formulate post-training individual and group action plans

• Output

Participants are able to:

1. Show learning points obtained from the training process
2. Document post-training individual and group action plans



• Method

Brainstorming; group discussion; individual assignments; presentation; energizer



• Time

90 minutes



• Subject

1. Reflection on learning outcomes
2. Post-training Action Plan



• Steps

A. Starting the Session

1. Start the session with a short energizer.
2. Explain the objectives, output, methods, duration, and main points that will be discussed during the session.

B. Reflection on learning outcomes

1. We will use the mind mapping method to reflect on the lessons we learned during training.
2. Show the mind mapping slide. Check and explain if some participants are not familiar with mind mapping.
3. Divide participants into groups (4-5 people/group).
4. Ask each group to make a mind map regarding the lessons obtained during the training.
5. Ask each group to present the results. Provide comments and feedback to each group.
6. Debrief with the following guiding questions:
 - What was the most surprising lesson?
 - What was the most touching lesson?
 - What was the most inspiring lesson?
 - What will you do differently post-training?

C. Post-training action plan

1. Distribute a piece of paper to each participant.
2. Ask each participant to make an individual action plan that will be carried out after the training in the form of illustrations/picture /visuals or written narratives.
3. After completing the individual action plan, ask each participant to present and explain the individual action plan in front of the class (maximum 1 minute/person).
4. Do this until each participant has had a turn.
5. Next, invite participants to brainstorm:
 - What action plan will be carried out jointly (collaboratively) among the participants?
6. Write down all suggestions/ideas that arise during brainstorming.
7. Guide participants to agree on at least 3 priorities for a joint post-training action plan and the division of roles in implementing them.
8. Close the session by doing interesting and encouraging activities to celebrate the end of the training.

J. Post – Test, Evaluation, and Closing



“ Overview

This closing module marks the end of the training. Participants will answer the post-test and evaluation sheet regarding the training. The organizers will officially close the training.

• Objective

Through this module, participants will:

1. Test learning outcomes during training
2. Provide evaluation of training implementation
3. Officially close the training



• Output

Participants are able to:

1. Produce a final learning assessment (personal)
2. Contribute to improving future training design.
3. End their status as a training participant





• Method

Complete the post-test; Fill out the evaluation; Lecture



• Time

30 minutes

• Subject

1. Post-test
2. Evaluation
3. Closing

• Steps

1. Start this session by explaining the objectives, output, methods, duration and subject matter.
2. Share the post-test link or the physical sheet if a virtual version is not available.
3. Share the training evaluation link or the physical sheet if a virtual version is not available
4. Deliver closing remarks, words of appreciation and apologies if anyone felt any unpleasant experience during the training.
5. Finally, ask the organizer to give a speech as a sign that the training is officially closed.



• Pre/Post Test

Right/Wrong:

1. The right to express one's religion or belief through clothing is a form of *forum externum* (Right/Wrong)
2. The **main** focus of the collaboration approach is problem-solving (Right/Wrong)
3. Virality (making content that may go viral) is one of the aspects necessary to be considered in creating ForB content (Right/Wrong)

Multiple Choices

4. Here are the benefits of risk mitigation in creating ForB content, except...
 - a. **Gaining additional followers**
 - b. Protecting reputation
 - c. Reducing legal risks
 - d. Protecting data safety
5. Negative attitudes, beliefs, feelings, and judgments towards a group are the definition of...
 - a. Discrimination
 - b. Generalization
 - c. **Prejudice**
 - d. Stereotype
6. The level of change that is generally difficult for the audience to achieve by merely reading/hearing about content/campaigns is...
 - a. Level of attitude change
 - b. Level of awareness change
 - c. Level of knowledge change
 - d. **Level of behavior change**



Matching:

7. Match the terms below with their definitions in the far left column.

	Discrimination	Intolerance	Persecution	Hate Speech
Opposing/interfering with the rights of others, committed by persons/groups who are capable of doing so				
Differentiation, disregard, or prioritization of rights against certain parties				
Physical action to harm, damage, or kill due to a certain belief				
Public expression to slander so as to create harm to certain groups				



• ROLE PLAY FACILITATION GUIDE – RED AND YELLOW CULTURE

A. Part I: Prepare the groups

1.	<i>Explain</i> that we will do an exercise about two different groups in a society.	10 minutes
2.	These two groups are called “Red People” and “Yellow People.”	
3.	The Reds and Yellows need to address some issues of concern to society.	
4.	<i>Explain</i> that the two groups will have a “community meeting,” where they will get to know each other socially for the first time.	
5.	Before the meeting begins, both groups need to prepare themselves.	
6.	<i>Divide</i> the participants into two groups.	
7.	<i>Brief each group</i> separately in different rooms.	
8.	<i>Instruct</i> participants in each group to read the instructions to their group (Red or Yellow).	
9.	<i>Read</i> the rules out loud to each group separately. The two groups should not be able to see or hear each other during the preparation phase.	
10.	Help them practice communication “behaviors” for a few minutes until they feel comfortable with the behavior.	

B. Part II: Interaction

1.	<i>Bring the groups</i> together and welcome them into the “community meeting”.	10 minutes
2.	<i>Instruct</i> the groups to get to know each other and interact in “community meetings.”	
3.	Let them see each other and interact for five to 8 minutes, then stop the exercise.	

C. Part III: Overview

1.	Ask participants to sit with their fellow group members without mixing with the others.	10 minutes
2.	Ask participants from the Red group to describe the Yellow group (while the Yellow group silently listens).	
3.	<i>Write down</i> the responses by using one word each (e.g. "aggressive", "quiet", "crazy", etc.) on the flip chart.	
4.	Ask participants from the Yellow group to describe the Red group (while the Red group silently listens).	
5.	<i>Write down</i> the responses by using one word each (e.g. "aggressive", "quiet", "crazy", etc.) on the flip chart.	

D. Part III: Overview

1.	Ask participants to think about whether the responses (comments) they made regarding the other group demonstrate "description" or "assessment".	5 minutes
2.	<i>Explain</i> that describing means giving an objective view of other people's behavior. It is a specific thing and does not evaluate whether their actions are good, bad, normal, or abnormal.	
3.	For example, if I say, "The weather today is 36 degrees Celsius," that means I am <i>describing</i> the weather. If I say, "There are 8.5 million people living in Jakarta", that means I am describing the population in Jakarta.	
4.	<i>Explain</i> that assessment has a different meaning. "Assessing" is subjective. When we assess, we say, "We believe the behavior is good or bad." We make such an assessment by comparing the behavior of others with our behavior which we consider and believe to be good or normal.	
5.	For example, if I say, "It's so hot in here!" Then this is an assessment because it is a subjective opinion where I think it is indeed hot in here. If I say, "Jakarta is so busy with so many people!" Then this is an assessment, because it is my subjective opinion about Jakarta's level of crowd. You might think it's actually not hot or that Jakarta isn't crowded	

E. Part V: Revisiting Our Words – Image or Assessment

1.	Return to the flip chart which has been filled with a list of words from the two groups.	
2.	Remind both groups that you asked them to describe the other group (not assess or evaluate).	
3.	Review each group again by asking, "Was this an objective description?" or a subjective assessment?"	
4.	Label "D" for Description and "A" for Assessment.	
5.	If participants come across a specific word and are unsure whether it falls into the description or assessment category, then discuss it with the group	10 minutes
6.	Help participants see more clearly the difference between descriptions and judgments.	
7.	<i>[usually, almost all the words are 'assessment' and very few are 'description']</i>	
8.	Ask, "Why is it that almost every word you use to 'describe' another group is actually an 'assessment'?"	
9.	Explain: We often think we see the "reality" in a situation, but what we really see is our own view and perspective.	

F. Discussion

1.	Discuss the importance of recognizing the differences between describing and assessing another person or group.	
2.	<i>Emphasize that when attempting to describe someone's behavior, we are trying to understand a person or their behavior.</i>	
3.	<i>Understanding is a basic element of peaceful interaction and conflict resolution.</i>	
4.	<i>Understanding enables us to empathize with other people. We need to show empathy when we are in conflict with others. We also need to show empathy when we are going to help others who are in conflict with others.</i>	
5.	We need to realize that we see conflict only from our own perspective. Others may see conflict differently. Therefore it is very important for us to be aware of our own assessment biases and try to describe what we see rather than assess it.	
6.	Ask how culture influences the way we view things. How does it help us? When does it make things more difficult for us?	10 minutes
7.	Ask how can assessment about "others" lead to conflict or make it worse	
8.	<p><i>Emphasize cross-cultural communication skills:</i></p> <ul style="list-style-type: none"> a. Try not to make assumptions when attempting to understand other people or groups. b. Remember that their behavior may seem a little strange to you but may be completely normal for them. c. Ask questions. d. Be prepared to discuss your own culture and how you tend to communicate or behave. e. Calm yourself when you are in conflict or when you are helping others who are in conflict 	

• Appendix

For Red People

The Red People are Ancient people who have survived many generations of oppressive regimes and interference from outside pressures.

Over hundreds of years, you have developed an approach to communication that helps you

overcome this difficult history.

The following ways of communicating show respect:

1. You start a conversation by clapping your hands together loudly.
2. You should be in physical contact with the person you are trying to talk to (hold their hand, put your hand on their shoulder or head, and/or other physical touch).
3. You ask a lot of things about the people you communicate with. You ask questions about their family, their job, their hopes and dreams.
4. You laugh loudly throughout the conversation, and you smile to show that you are listening. You try not to be too quiet in conversation – silence makes you uncomfortable.

For Yellow Group:

You are a group that is used to making peace with circumstances. Your community feels that it can live with the resources provided by nature.

The way **Yellow People** communicates is as follows:

- You start every conversation softly and fold your hands together on top of each other
- You stand straight and keep a fair distance from the person you are talking to. You avoid eye contact, especially when other people are talking. This shows that you heard them carefully.
- You speak in a soft voice and avoid loud voices – *loud sounds make you nervous*. You always wait at least **five seconds** before someone asks you a question and/or before you respond to make sure they have finished speaking.
- You always avoid talking about personal matters such as family, hopes, and dreams, and so on. You prefer to talk about the weather, if the person you are talking to likes the weather, you ask what kind of weather they prefer, and so on.

• Role Play Script : The Culture of the Red and Yellow People

Red People

The way **Red People** communicate is as follows:

1. You start a conversation by clapping your hands together loudly.
2. You must be in physical contact with the person you are trying to talk to (hold their hand, put your hand on their shoulder or head, and/or other physical touch).
3. You ask a lot of things about the people you communicate with. You ask questions about their family, their job, their hopes and dreams.
4. You laugh loudly throughout the conversation, and you smile to show that you are listening. You try not to be too silent in conversation – *silence makes you uncomfortable*.

Yellow People

The way **Yellow People** communicates is as follows:

1. You start every conversation softly and fold your hands together on top of each other
2. You stand straight and keep a fair distance from the person you are talking to. You avoid eye contact, especially when other people are talking. This shows that you heard them carefully.
3. You speak in a soft voice and avoid loud voices – *loud sounds make you nervous*. You always wait at least **five seconds** before someone asks you a question and/or before you respond to make sure they have finished speaking.
4. You always avoid talking about personal matters such as family, hopes and dreams, and so on. You prefer to talk about the weather, if the person you are talking to likes the weather, you ask what kind of weather they prefer, and so on.



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