



Project Website <https://pros4democracy.internprize.eu/>

Activity Video Summary <https://www.youtube.com/watch?v=AXmSRQvaQQQ>

Lesson Category

Socio-Emotional Literacy

Title

[Preventing election-related violence, hate-speech or bullying](#)

Area(s)

Political argumentation

Objectives

Students should be in a position to:

1. Understand the definitions of election-related violence, hate speech and bullying
2. Understand internal factors and external factors triggering election-related violence
3. Distinguish ways to prevent it

Time needed

8 - 10 teaching periods

Materials needed

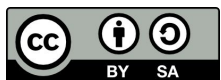
Online articles, videos, PCs, worksheets

Age level(s)

14-18

Number of participants per group

4 - 6



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Preventing election-related violence, hate-speech or bullying
Originally designed by **G C School of Careers** as a part of the EuroVoters project

<https://eurovoters.eu>

Step-by-step description of activity

1. The students brainstorm about what they think is election-related violence. They are then shown a video on election-related violence (**Appendix I**). They then briefly discuss the different types of election violence. The terms hate-speech and bullying are briefly introduced to them by their teacher.
1. The students are then divided into groups, and the teacher distributes clippings of articles with examples of election-related violence. They are asked to distinguish between the violence types shown in the articles.
1. The students are divided into groups and asked to research the factors that may trigger electoral violence and present their findings in class.
4. The students are introduced to the internal and external factors that can trigger electoral violence. The students are divided into smaller groups and asked to conduct a short research on different countries that experience election-related violence and identify the internal and external factors that caused this violence.
5. The teachers play a video (**Appendix II**) on an example of a country that experienced this kind of violence. In their groups, the students are tasked to make a list of the lessons learned from this example and to come up with solutions to prevent this type of violence.
5. Students are introduced to the three-layered approach and electoral violence early warning. They are asked to research these preventive methods on a list of countries given to them by their teachers and to discuss in class how effective they were.
5. Bearing in mind all they have learnt, students are asked to come together and evaluate which ones are being used in their country and how effective they are.

Strategies of teaching and learning

Research-based learning, interview, critical analysis

Evaluation

Students are asked to prepare a strategy for preventing election-related violence in a country of their choosing.

Notes to the educator

- The teacher's role should be one of facilitator and moderator
- The activity may be implemented in Language, History, Politics or Psychology classes

Notes to the students

- Students should be encouraged to do some research at home and find material, articles or videos

Suggestions for follow-up activities:

Students prepare a PowerPoint presentation on preventing election-related violence in Kenya.

Appendices

Appendix I

2 Electoral Violence Definition and Rationale

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

Appendix II

Media and Election-Related Violence: Lessons from Kenya

<https://www.youtube.com/watch?v=rdPrsrop8g>