



RE-ACTIVE YOUTH II Against Online Hate Speech

**Youth and Educators
Acting Against Online Hate Speech**

03/12/2012 – 28/12/2012

Educational toolkit



Educational Toolkit on Combating Hate Speech Online

This toolkit was created by “ANTIGONE-Information and Documentation Centre on Racism, Ecology, Peace and Non-Violence” under the framework of the project “RE-ACTIVE YOUTH II Against Online Hate Speech – Youth and Educators Acting Against Online Hate Speech”, funded by the European Youth Foundation.

The educational tools to combat online hate speech were developed with the participation of educators, youth and other stakeholders during a 3-day workshop that took place in Thessaloniki with the aim to combat racism and discrimination expressed online. The toolkit consists of a number of non-formal education activities which can promote understanding of what hate speech online is and which its consequences can be.

Non-formal education is used as a means to understand the needs of socially disadvantaged groups mostly by building on empathic ability through experiential learning. During the creation of the toolkit, non-formal education methods were used for the development of participative activities that can build up on both personal and social skills.

The objectives of the toolkit are to promote critical thinking so as to combat racial, stereotypical and discriminatory assumptions, develop empathy and grow into democratic values, mutual respect and understanding. The toolkit mainly addresses children or 13+ years old but its activities can also be implemented with the participation of young and adult groups.

Since communication and interaction through IT is rather common as far as it concerns youth worldwide, the toolkit aims to address online hate speech mostly expressed on the basis of race and nationality as well as of religious beliefs, gender, sexual orientation, disability etc.



Storytelling

Time: 45 min.

Age: 13+

Description of Activity:

Children work in groups and use their imagination to create a story on one incident of hate speech online where they have the role of the victim.

Objectives:

To obtain understanding on how young victims of hate speech online experience the situation by putting themselves in similar situations

To develop empathic ability so as to care how victims of hate speech online feel

To show critical thinking on racial and ethnic stereotypes, discriminatory assumptions and racist views.

To brainstorm on ways to prevent and confront incidents of hate speech online.

Material:

Boxes with cards with keywords, one for every group of participants

How to play:

We divide the participants into four groups and we ask them to develop a story using some of the keywords that we give them. After discussing their ideas, each group stands and presents to the others the imaginary story about hate speech online in the first person.

The first participant of every group starts telling the story which is continued by another person of the group. After every member of the group speaks, the last person adds his/her part and closes the story. All groups follow presenting their new stories. After this first presentation is completed, the groups repeat the presentation of their stories one more time.



We inform the participants that each story should be about people, actions and places.

Keywords:

school, social media, family, friends, classmates, protection, fear, teachers, difference, computer, game, country, chat, stress, upload, e-mail, insult, school yard, class, laughter, attack, silence, adults, react, response

After the storytelling:

- We discuss if it was easy or not to come up with such stories and if anyone has even experienced a relevant incidence.
- We discuss if there are more ways to confront the situations presented and which they are.
- We discuss where hate speech online steams from and what we should to in order to constrain the phenomenon.





Agree / Disagree Game

Time: 90 min.

Age: 15+

Description of activity:

The participants debate and express their opinions on a number of statements given. All the statements are online posts or comments that can bring out issues of identity, racism and xenophobia.

Objectives:

To express and support one's views with arguments

To indicate whether an online comment or post consist hate speech

To exchange views, participate in a discussion and develop critical thinking on issues of discrimination, xenophobia and racism

Material:

Cards with written posts or comments that circulate on the internet

How to play:

In the place we create two corners, the "agree" and the "disagree" one. Before we start, we are all gathered in the middle of those two corners. We read the first comment/post and we ask the participants to pick a corner according to whether they agree or not with the statement expressed. Participants can agree or disagree, there are no answers such "I don't know" or "I'm somewhere in the middle". We only read the comment without elaborating or giving our views so as for the participants to interpret it in their personal way.

After everyone has taken his/her place in the "agree" or "disagree" corner, a debate starts between the participants starting with the corner that has fewer supporters. Everyone should take



some time to explain his/her position with arguments. After all have finished we go on with the other sentences.

After having expressed arguments for all the statements read, participants are asked to change corners if they changed their opinion and explain why they do so. There are not “right” or “wrong” answers. When expressing their views participants should speak for themselves using expressions like “In my opinion”, “I believe”, etc.

During expressing their views, one participant can write down the keywords and arguments used so as to discuss them in the following phase of the activity.

Posts and comments:

“Blood only for Greeks: Blood donations and supplies only from Greeks to Greeks”

“If they want to come –the migrants- they have to learn our language and our culture.”

“All migrants without papers are illegal and should be sent back where they came from.”

“We are not and we cannot all be equal.”

“Me, I’m not a racist, but when you work on the street you see what those foreigners do.”

After the debate:

The participant who was writing down key words of the argumentation briefly presents them to the group.

The group indicates similarities, distinctions and contradictions between the various points of view.

We try to approach the various views in a critical way and share opinions.

We discuss on whether the participants believe those comments/posts consist hate speech or not.

The groups brainstorm on where the limits between right of expression and hate speech online should be posed.

We discuss:

Did you discover another way of thinking during the game? Did your opinion change after you listened to the other views?

Do you think some of the comments/posts are offensive? Which and why?

Is it important to know who posted those comments? Do you believe it makes a difference if those comments were posted in an e-newspaper, on facebook or on a webpage or an institution/organization etc.? Why?

How do you think hate speech online episodes can evolve to racist attacks and hate crimes?

In most of the statements, were you with the part of the majority or not?





Script Writers

Time: 90 min.

Age: 13+

Description of activity:

Participants are given the beginning of a story and are asked to write the installment and the end using their experiences or imagination thinking they are script writers that make a biographical movie. All the stories are episodes of hate speech online. The script writers work in groups and continue the story or for the victim or for the perpetrator.

Objectives:

- To use imagination and experience as a means of exchanging information and knowledge
- To perceive how hate speech and hate speech online can have similarities and equivalent consequences to the victims
- To discuss whether and which are the differences between hate speech and hate speech online.
- To empathize with characters and their experiences of hate speech online
- To come up with solutions to the situations as victims and/or witnesses of hate speech online

Material:

Cards with the beginning of the scripts

How to play:

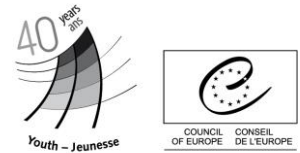
We divide the group in smaller groups of 4-5 people. We distribute them the cards with the scripts –one to each group- and we tell them to discuss in order to guess the way of living of the

character, his/her everyday life and his/her actions and feelings in the situation described. Then, we ask them to work in groups and guess the continuing and the end of the story.

After all groups finish, they present their full stories to the other groups.

We bring into focus the parts of the story we would like to discuss, the feelings of the victims or the perpetrators, their actions and reactions, the reasons why they act as they do, the people/institutions that could help the victims and the ways in which the latter could help.





Scripts:

○ Margarita:

Margarita is a student. She is 13 years old. She often has discriminative attitude towards her classmates. She doesn't hang out with all the students of her class. When she goes out in the neighborhood with her friends she never plays with the migrant children of her school. She says that she could never imagine being a friend with them.

○ Rami:

Rami is 11 years old. He is from Soudan and he came to Greece eight months ago. He attends the 5th grade of a primary school in Athens. His classmates tease him because he is bad at reading and writing in greek and because he speaks greek with an accent. He sits alone in the class and during the breaks.

○ Ermina:

Ermina is 14 years old and she is a migrant from Albania. A group of kids in the secondary school are spreading hurtful words about her by posting insulting comments about her on her facebook profile. Many kids don't play with her or speak to her because of her origin.

○ Laoura:

Laoura is 14 years old. She and her friends had a fight with Ilia, a classmate of theirs, last week. Laoura started posting racist comments on facebook about Ilia who is from Georgia. She also asks her friend to do so. Some of them have already started. Some others disagree.

After the debate we discuss:

- Are the examples of the scripts hate speech or not?
- Apart from the origin that is given in the scripts, based on which other characteristics can hate speech be expressed?
- How do we think targets of hate speech felt and how should they react?
- Which are the people or institutions who may help them?
- Why do we think people express hate speech?
- In which other ways can hate speech be expressed?
- Which are the similarities between hate speech and hate speech online?
- Which are the differences between hate speech and hate speech online?
- Can we confront hate speech and hate speech online in the same way? Which of the two is easier to combat?





Is it free speech or hate speech?

Time: 90 min.

Age: 15+

Description of activity:

Participants are given some controversial sentences found on online articles uploaded on websites or blogs. The question is whether those sentences are considered to be hate speech online or whether the sentences are an expression of the writer's opinion. Participants should find argumentation both for and against the question and then discuss so as to define the concept of hate speech online and its limits.

Objectives:

- To develop ability to work in groups
- To develop creative thought
- To acquire knowledge on how to express views with argumentation
- To promote respect to any opinions/views
- To become aware of the existence of conflicts of rights
- To define the concept of online hate speech

Material:

- "yes" and "no" cards
- cards with the sentence(s)

How to play:

Participants are given a sentence expressing a view that was supported in articles uploaded in websites or blogs. Before starting the activity we have put a card writing "yes" in one wall of the room and a "no" card on the wall opposite to the "yes" one. We randomly divide participants in two groups



and tell them to go towards the “yes” or the “no” wall. We question whether every sentence given can be considered as an expression of hate speech or if it is just an example of freely expressing an opinion/view.

Every group should support the “yes” or the “no” answer with arguments according to the wall where s/he stands no matter whether they really agree or not. Groups are given 20 minutes to work on their arguments before they present them. After both groups finish, before the discussion, groups are asked to change walls. They are given another 10 minutes to find arguments for the opposite point of view and they now present the counter view with arguments that were not expressed in the first run of presentations. At this last part of the activity under the guidance of the trainer, participants discuss between them and can express their personal views.

Statements:

- Muslims are terrorists.
- Jews are stingy.
- Gay men are cowards.
- Blacks commit many crimes.

After the debate we discuss:

- What is the exact definition and content of hate speech online?
- Are there differences in hate speech online and offline? Which are they?
- Is it easier to combat online or offline hate speech? Why?
- Should there be legal penalization of statements as the ones given in the activity that often appear on the internet? Why?



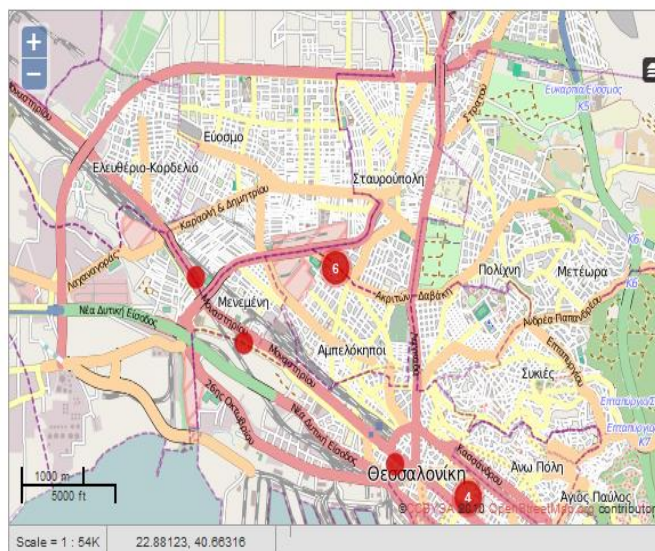
- Is there anything that we can do as internet users to combat the phenomena of online hate speech that promote xenophobia and all kinds of racism?
- Who else can intervene to confront online hate speech phenomena?

After the completion of the activity we can ask the participants to find online material that could apart examples of “hidden” hate speech online. Those examples could be humorous comments, jokes, videos, songs, articles etc. that could be considered as racist attacks of any kind (on the basis of race, nationality, religious beliefs, gender, sexual orientation, disability, disease, etc.)

The map against hate speech

This activity has not a specific duration. It could be implemented as an activity of a school or class project or campaign against online or offline hate speech. The idea is to map hate speech episodes that happened in Thessaloniki as well as the services where people can address to get information and help. The map is available online and everyone can access it in order to get information and/or document new episodes that s/he witnessed.

The online map is available at <https://reactiveii.crowdmap.com/main> and it was developed by ANTIGONE-Information and Documentation Center on Racism, Ecology, Peace and Non-Violence on the frame of the project Re-Active Youth II Against Hate Speech Online funded by the European Youth Foundation of the Council of Europe.



REPORTS (FROM THE MAP, LISTED IN CHRONOLOGICAL ORDER)

TITLE	LOCATION	DATE
ANTIGONE - Information and Documentation...	Ptolemeon 29, Thessaloniki 546 30, Greece	Feb 26 2013
Bad behaviour of a Police Officer to a migrant	Aristotelous, Salonika 546 24, Greece	Feb 19 2013
racist blog online	thessaloniki	Feb 19 2013
racist blog online	thessaloniki	Feb 19 2013
racist blog online	thessaloniki	Feb 19 2013
Greek Council for Refugees	Mitseon 7, Thessaloniki 546 31, Greece	Feb 19 2013
Specialized Unit of the Greek Police against...	Monastiriou 326, Evosmos 562 24, Greece	Feb 19 2013
oral attack to a migrant lady	valaoritou, thessaloniki, greece	Dec 20 2012
Odysseas	Aesopou 24 Thessaloniki	Dec 20 2012
Threatening a Kurdish political refugee	Salonika, Greece	Dec 20 2012



Through “playing” with the map, people of all ages can get informed on a rather big number of hate speech episodes that daily take place in Thessaloniki and most of the times are not recorded or reported. Furthermore, they have the possibility to add and map other incidents of hate speech that they are aware of. Registration of services can prove of a significant importance as it can be a useful source of information on existing institutions, CSOs, NGOs etc. where people can address when confronting situations related to both online and offline hate speech.

This activity can take place anytime as the online map application is compatible with iOS and Android software.