📄 Day 2: Lesson 4-3: Breaking Down Hate Speech

4-2 powerpoint

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Essential Question

How can you create a community culture in which hate speech is unacceptable, both online and offline?

Learning Objectives

Students will be able to:

- Recognize hate speech and its impact on individuals, groups, and communities, both online and offline.
- Analyze situations to determine if they constitute hate speech.
- Create a list of community guidelines for dealing with online and offline hate speech at school.

Warm-up

Define:

Hate Speech: Making cruel, hostile, or negative statements about someone based on their race, religion, national origin, ability, age, gender, or sexual orientation.

Stereotype: a simplified and often negative assumption about a particular group of people

Derogatory: intentionally hurtful and harmful, designed to insult or degrade

Explain to students that they will learn to recognize hate speech online and offline. They will hear examples of hate speech and explore how it affects individuals, groups, and communities both online and offline. Explain that discussing these matters does not mean anyone approves of the statements.

Ask

Q1: What are some general ways that hate speech can be used in the offline world.

A1: Sample responses

- Calling people names based on their race, religion, national origin, disability, gender, sexual orientation, or any other type of group that is disenfranchised in our society

- Saying things about people that are based on social identity sterotypes

Q2: What are some general ways that hate speech might be used online?

A2: Sample responses

- Sending an email or a text to someone that insults their religion, national origin, disability, gender, sexual orientation, etc.
- Saying derogatory things about people in a chat room, of Facebook, or Twitter, about these groups.

Recognize Hate Speech

Show students the following video: http://www.athinline.org/videos/61-library

Ask:

Q1: What are some examples of hate speech from the video?

A1: Students should understand that when calling someone "Princess" or threatening to tell their father "how gay they are" are examples of hate speech.

Q2: How do you think you might feel if you were the recipient of derogatory messages?

A2: Guide students to identify feelings such as: humiliated, trapped, angry, intimidated, attacked, alienated, and scared.

Q3: Why do you think people make derogatory remarks? What might their motives be?

A3: Sample Responses

- They are ignorant or have been taught to be racist
- They dislike people who are not exactly like them
- They think it is cool or intimidating to use language like this

Q4: How are these kinds of attacks similar to or different from calling your opponent a "loser"?

A4: Sample Responses

- Similarities
- Both types of statements are cruel and hurtful
- Both types of statements are publically humiliating
- Differences
- The statements are based on fixed identity traits, not behavior
- The statements are derogatory and threatening towards everyone in the group
- The statements imply that all members of the group deserve to be treated differently (badly)

Invite students to think about why so much hate speech takes place online. Students should be aware that with online hate speech, the offenders often remain anonymous. They may find

it easier to make derogatory or prejudiced statements or spread negative sterotypes because they are not face-to-face with the people they affect.

Turn Down the Dial on Cyberbullying

Ask

Q1: Have you ever encountered online cruelty? How do you think someone might feel after being the target of it?

A1: Sample Responses:

- upset
- trapped
- alone
- hurt
- angry

Show The Amanda Todd Story - https://nobullying.com/amanda-todd-story/

Explain that Amanda Todd ended up committing suicide months after this video was posted

Ask

Q1: What do you think you might have done if you were in Amanda Todd's situation? What could you have done if you wanted to be an upstander in this situation?

A1: How Targets and Upstanders Can De-escalate Online Cruelty (see powerpoint)

Closing

Ask

Q1: Why do you think it is important to talk about hate speech? Why might it be important to have guidelines for preventing or dealing with hate speech online and offline, and what might those guidelines be?

A1: Students should recognize that understanding the impact of hate speech and having clear school guidelines could create a safer school environment and discourage prejudice and discrimination.

Q2: Why is it important to be an Upstander rather than a bystander?

A2: Students should understand that bystanders are effectively allowing the target to be hurt and degraded by others; Upstanders take whatever action they can to stop this unacceptable behavior.