

BOOKMARKS

A manual for combating
hate speech online through
human rights education



citizenship bullying human rights education hostility tolerance
responsibility antigypsyism solidarity xenophobia justice crime
intolerance respect sexism diversity racism peace nationalism
prejudice participation antisemitism equality homophobia safety
dignity islamophobia freedom discrimination democracy hate

Revised edition
2016





BOOKMARKS

A MANUAL FOR COMbAt iNg hAt e speeCh ONLiNe
t h ROUgh h UMAN Right s ed UCAt iON

Revised Edition (2016), published in
of the European Human Rights Convention

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Bookmarks - A manual for combating hate speech online through human rights education

Revised edition, 2016

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PRef A c e



The manual Bookmarks you have in your hands is a precious tool to stop hate speech and strengthen human rights. You may ask: “Why should we bother? Don’t people have the right to express themselves freely in a democratic society?” It is true that freedom of expression is a fundamental human right that applies also to ideas that may offend, shock or disturb people. But exercising this right carries clear duties and responsibilities. Hate speech is not “protected” speech; words of hate can lead to real-life crimes of hate, and such crimes have already ruined and taken the lives of too many people.

Hate speech has become one of the most common forms of intolerance and xenophobia in Europe today. Of particular concern is the increasing presence of hate speech in political discourse and how it has become commonplace in the public sphere, in particular via the Internet. When the unacceptable starts to be accepted, becomes “the norm”, there is a true threat to human rights. The No Hate Speech Movement of the Council of Europe was launched to reduce the acceptance of hate speech online and put an end to its “normalisation”.

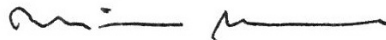
No one would deny that the Internet provides us with remarkable new tools for communication, solidarity, organising social change and entertainment. And yet we must not let it be misused as an instrument of online torture and propaganda for the industries and ideologies of hate. Freedom of expression online must also mean freedom from fear online.

The Council of Europe has been a pioneer in defining hate speech and in calling for the condemnation of racism and xenophobia on the Internet. Legal measures are very important, but they are not enough. Education is the only long-term solution: to prevent hate speech, to denounce hate speech and to promote solidarity with the victims.

Learning about, through and for human rights is essential in maintaining an active climate of human rights in the face of the rapid changes which our societies are facing today. This is especially relevant to children and young people, and nowadays should certainly be an integral part of education about media and Internet literacy.

The No Hate Speech Movement campaign of the Council of Europe is carried out by young people themselves: they called for its creation and are deciding how it is run. This is important because it is also young people who are among the most regular victims of human rights abuse online through various forms of hate speech and bullying.

I hope this guide finds its way into schools, youth centres and youth organisations – and onto the Internet too. I encourage students, educators and others to use it freely and to join in with the campaign. Let us use Bookmarks to make a stand against hate speech.



Thorbjørn Jagland
Secretary General of the Council of Europe

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We have made all possible efforts to trace references of texts and activities to their authors and give them the necessary credits. We apologise for any omissions and will be pleased to correct them in the next edition.

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chapter 1

About the Manual

1.1 Introduction to the Manual

This manual has been designed to support the No Hate Speech Movement, the Council of Europe's youth Campaign against hate speech online, and will be useful for educators working to address this problem, both inside and outside the formal education system. The manual is designed for working with young people aged 13 to 18; however, activities can be adapted to other age ranges and other profiles of learners.

'Sticks and stones may break my bones but words can never hurt me'

Do you agree?

Bookmarks was first published at the beginning of 2014 and has already been translated into 10 languages. In this revised edition, the manual has been updated to include the most recent information about the No Hate Speech Movement youth campaign and about the Council of Europe Guide to Human Rights for Internet Users. This has also resulted in three new educational activities in this edition.

The need for educational initiatives which target cyberhate can partly be seen in the growing amount of abuse to be found on the Internet, much of which is extreme and racist in tone and can threaten the fundamental values of a democratic society. However, cyberhate is not just a problem related to racism and discrimination; it is also a problem related to the way that people use the Internet. This makes it a relatively new phenomenon, and one which is not fully recognised or understood. The 'novelty' of online hate speech means that this is a problem that the world does not yet quite know how to deal with.

Many existing attempts to combat cyberhate tend to focus on controlling mechanisms: cutting out the hate when it appears. The approach in these pages views hate speech as a symptom of a deeper problem. The activities have been designed to address the underlying causes of hate speech as well as learning how to deal with it when it occurs.

Hate speech online represents the leaves of a particularly malicious plant, whose roots lie deep in society. Pruning the leaves cannot address the wider causes of the problem.

A Human Rights Approach

The activities in the manual should help young people in developing the knowledge, skills and attitudes which will be needed if the Internet is to reflect the fundamental principles which have been established for the real world. Those principles were drawn up and agreed on over 60 years ago: they are known as human rights, and they reflect the basic dignity of every human being, their equality in rights, their freedom, and

their role in deciding and establishing the rules which should govern our daily existence.

Like the youth Campaign, this manual sees hate speech as a human rights concern and the approach used in the activities is based on human rights principles and standards. This makes the manual useful not only in addressing online hate speech but also as a way of understanding human rights themselves and the way they apply both in offline as well as online settings. You can find more information on the educational approach in Chapter 3, and some basic information about human rights online and offline in Chapter 5.

demOCRacy And cit izen ShiP ... OnLine

The manual is based on the firm belief that online space is public space, and hence, all principles of a democratic society can and should apply online. In this context, the role of young people online is extremely important in combating hate speech.

Young people are citizens online, which means they can express their aspirations and concerns online, take action, and hold accountable those who violate human rights online. What's more, they can be human rights defenders online.

The online space is also a space for participation, including the awareness about Internet governance processes. The manual explores, through activities, ways of interaction online, how young people can take action online and how they can campaign online for a better and safer Internet.

Background themes related to democracy, online campaigning and Internet literacy are included in Chapter 5.

1.2 the PROBLEM Of hate SPEech OnLine

new POSSibilities, new dangers

The possibilities for human interaction have exploded with the coming of the Internet. The Internet has given us the possibility, in theory, to communicate with almost any other person in the world; it has even made it possible, in theory, for one thought in a back room in a small and unknown corner of the world to be picked up by every other person! Everyone with access to the Internet is now both publisher and public speaker. Few, it seems, can interfere with what we want to say.

Do you know what's out there?
See page 151 for some examples.
Or do an online search yourself.

This is a novelty that few would want reversed, but it should not surprise us that the ever-expanding world of online interaction has also come to reflect and feed back into many of the difficulties that human beings have historically encountered in their 'real' existence. Intolerance and 'hate' have been a feature of human society almost since time began. A number of studies have seen an increase in these attitudes over recent years.

Who's checking!?
Is it easier to speak our darkest thoughts online?

The problem is that if there is less tolerance of difference, and if the constraints on that intolerance are not

watched, then intolerance – and hate – will find expression, both in the things that people do and in the things they say. The Internet has opened up new ways of saying things, and it has opened up new avenues to say them to more people. The constraints, however, on what we can say online are far fewer than those which exist offline: we can say things over the Internet that we would not dare to say in public in the ‘real’ world. If hate speech online is a problem that societies have recognised, and found the need to address, is online hate speech something that we can ignore?

Which is worse...?

Spoken at a public meeting

“If you’re gay – get a cure.
Then join the human race.”

Posted on an Internet forum

“If you’re gay – get a cure.
Then join the human race.”

the extent Of the PROBLEM

“I will rape you tomorrow at 9pm. Shall we meet near your house????”¹

“We don’t want you here, stay in your own country and destroy it, not ours!!!”²

“You’re a silly****. Your mother’s a wog and your dad is a rapist”³

Monitoring the amount of hate speech online is notoriously difficult. In fact, it is precisely this difficulty which makes it so easy for those who want to spread hate to do so online, and makes it so difficult for governments, or others, to control. A few organisations have attempted to track the extent of the problem. All of them have found that online hate appears to be increasing.

An increase in hate sites

- The 2011 edition of the Simon Wiesenthal annual Digital Terror & Hate Report⁴ notes a 12% increase to 14,000 “problematic social networks websites, forums, blogs, twitter, etc. (up from 11,500 last year), comprised on the subculture of hate”.
- The Internet Security system, Websense, which claims to be tracking about 15,000 ‘hate and militancy’ sites, reported that racism, hate, and militancy sites tripled in number during 2009.⁵

Other studies have tried to investigate the extent to which young people are encountering hate in their online activities.

Young people and online hate

- Across Europe, 6% of 9 to 16-year-old Internet users reported having been bullied online, and 3% confessed to having bullied others.⁶
- 16% of young Internet users in Canada say they have posted comments on the Internet that were hateful towards a person or group of people.⁷
- 78% of the respondents of an online survey stated they had encountered hate speech online on a regular basis. The three most recurrent targets of hate speech were: LGBT people (70%), Muslims (60%) and women.⁸

Endnotes

- 1 Tweet to Stella McCreasy (UK Member of Parliament)
- 2 From the Facebook page 'Bugger off Asylum Seekers'
- 3 Tweet sent out when a footballer – Fabrice Muamba originally from the Democratic Republic of Congo – suffered a cardiac arrest during a football match.
- 4 Digital Terrorism and Hate Report launched at Museum of Tolerance, February 2011
www.wiesenthal.com/site/apps/nlnet/content2.aspx?c=IsKWLbPJLnF&b=4441467&ct=9141065
- 5 Racism, hate, militancy sites proliferating via social networking, Networkworld, May 2009
www.networkworld.com/news/2009/052909-hate-sites.html
- 6 From a survey by EU KidsOnline:
[www2.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20II%20\(2009-11\)/EUKidsOnlineIIReports/Final%20report.pdf](http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20II%20(2009-11)/EUKidsOnlineIIReports/Final%20report.pdf)
- 7 From 'Young Canadians in a Wired World', a national school-based survey of 5,272 children and youth in Grades 4 to 11, and qualitative research findings from focus groups with parents and young people aged 11 to 17, 2003 – 2005.
- 8 Council of Europe online survey in view of the No Hate Speech Movement, 2012.
www.coe.int/youthcampaign

chapter 2

No Hate Speech Movement

the Council of Europe youth campaign
for human rights online

"Hate speech, as defined by the Committee of Ministers of the Council of Europe, covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, antisemitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, and migrants and people of immigrant origin. For the purpose of the campaign, other forms of discrimination and prejudice, such as antigypsyism, christianophobia, islamophobia, misogyny, sexism and discrimination on the grounds of sexual orientation and gender identity fall clearly within the scope of hate speech."

Presentation of the campaign – www.nohatespeechmovement.org

2.1 About the campaign

The Council of Europe's campaign against online hate speech was launched on 22 March 2013 and runs until the end of 2017. The first phase of the Campaign (2013-2015) was designed to raise awareness of the problem, change attitudes towards it and mobilise young people to act against it. The second phase of the Campaign (2015-2017) will focus more on educational responses and prevention strategies. The No Hate Speech Movement youth campaign is part of the Council of Europe's wider efforts to promote human rights online.

The Council of Europe views hate speech as a threat to democracy and human rights. The No Hate Speech Movement has human rights at its core but is not only about using legal mechanisms to combat cyberhate – nor is it necessarily about 'cutting out the hate' wherever it occurs. The Campaign encourages respect for freedom of expression and aims to develop alternative responses to hate speech, including prevention, education, awareness raising, the development of self-regulation by users and encouraging support for victims. In essence, the Campaign is about promoting human rights online, and making the Internet a safer space for all.

campaign goals

The Campaign addresses and combats hate speech by mobilising young people as actors and multipliers for a culture of human rights and democratic citizenship, online and offline.

The Campaign has the following goals:

- To raise awareness about hate speech online and offline
- To support human rights education activities for action against hate speech and the risks it poses for democracy and to the well-being of young people
- To develop and disseminate tools and mechanisms for reporting hate speech, especially in its online dimension, including at national level
- To mobilise national and European partners to prevent and counter hate speech and intolerance online and offline
- To promote media literacy and digital citizenship and support youth participation in Internet governance
- To contribute to the implementation of the Council of Europe Action Plan on the fight against violent extremism and radicalisation leading to terrorism, notably by addressing root causes for the violent radicalisation of young people.

the campaign tools

national campaign committees

The Campaign is promoted by the Council of Europe and its European partners and implemented by national campaign committees in the member states.

campaign coordination Website

www.coe.int/youthcampaign

This is the portal for the Campaign organisers at national and European levels. It contains updated information about the work behind the campaign, including contacts for national campaigns' committees and coordinators.

no hate speech movement Online Platform

www.nohatespeechmovement.org

The online platform exists to support the movement and to serve as the public face of the Campaign. It includes personal testimonials from young people—including self-made videos and photos. Anyone can register as a user of the site, and join the movement. The platform is moderated by online volunteers and activists.

hate speech Watch

www.nohatespeechmovement.org/hate-speech-watch

This is an area of the Campaign Internet platform consisting of examples of hate speech online submitted by users. It offers the possibility to discuss possible approaches with other young people in the movement and organise actions against hate speech.

Blog "the campaign in Action"

The www.nohatespeechmovement.org has a blog for campaign activists and partners to provide information about activities and initiatives carried out across Europe. It also enables discussions about current issues related to hate speech and to the Campaign.

forum "JOIN the discussion"

In this forum <http://forum.nohatespeechmovement.org> anyone can join a discussion about hate speech online and offline and many other issues related to the Campaign. The forum is moderated by the online volunteers and activists.

events

Although the main activities take place online, the Campaign also includes offline activities, such as training courses, seminars, conferences, youth events, festivals and flash mobs. And, of course, many educational activities in formal and in non-formal learning settings.

European Action Days

These are organised action events which run throughout the Campaign and involve activists in the national and European campaigns alike. Each action day focuses on different aspects of hate speech and encourages action in support of particular target groups. The Action Days include a programme and various online activities co-ordinated by volunteer moderators. Dates and themes for the Action Days are updated regularly: check the campaign website!

Here are some examples of Action Days:

- The second week of February: Safer Internet Action Day
- 8 March: Action Day against Misogyny and Sexism
- 21 March: Action Day against Racism and Xenophobia
- 8 April: Action Day against Antigypsyism and in Solidarity with Roma people
- 17 May: Action Day against Homophobia and Transphobia
- 20 June: Action Day in support of Refugees and Asylum Seekers
- 22 July: Action day in solidarity with Victims of Hate Crimes
- 21 September: Action Day against Islamophobia and Religious Intolerance
- 5 November: Action Day against Fascism and Antisemitism
- 10 December: Action Day for Human Rights Online

Learning tools

BOOKMARKS

This manual is an important tool of the Campaign. It is designed for teachers and educators and should help to increase the number of young people aware of the Campaign – and those ready to join the movement.

campaign videos

The videos provide introductions to the problem of hate speech online and present the “No Hate Speech Movement” tools and approaches. You can find various videos on the Campaign’s main page www.nohatespeechmovement.org.

guide to human rights for internet users

The Guide is a tool for Internet users to learn about human rights online, their possible limitations, and available remedies for such limitations. The Guide provides information about what rights and freedoms mean in practice in the context of the Internet, how they can be relied and acted upon, as well as how to access remedies. The Guide is accessible at: www.coe.int/en/web/internet-users-rights/guide.

2.2 What can young people do?

There are many more possible ways of contributing to the Campaign than are listed below. Some further suggestions are included as ‘Ideas for Action’ at the end of the activities in this manual. Here is a brief list to bring your groups into the Campaign.

- Join the Movement on www.nohatespeechmovement.org
- Sign up to the Campaign newsletter, post photos or videos and interact with others on the Campaign website (<http://forum.nohatespeechmovement.org>)
- Monitor hate speech online and report examples to Hate Speech Watch: www.nohatespeechmovement.org/hate-speech-watch
- Watch out for the European Action Days and organise your own national event
- Visit the campaign co-ordination website at www.coe.int/youthcampaign. Find out who your national co-ordinator is and see how you and your group can get involved in the campaign in your country
- Share your activities – and learn about others’ – in the blog “The Campaign in Action”
- Join the discussions about hate speech online and the campaign in the forum <http://forum.nohatespeechmovement.org>
- Disseminate the campaign in Facebook - <https://www.facebook.com/nohatespeech> and Twitter - #nohatespeech @nohate_speech
- Carry out educational activities about hate speech using this manual
- Take action online and offline to promote human rights for all and fight hate speech!

The Campaign is evolving all the time, thanks to the dedication of online and offline volunteers and activists. This is why you can find many more materials on the campaign website, including ideas, resources, petitions, and details of upcoming events. Give your group time to browse the website and then discuss as a group how you can join the Campaign.

chapter 3

Using the MANUAL

This chapter contains a brief outline of the manual's overall structure, aims and methodology. It should help with understanding the educational approach and with planning and conducting activities with your group.








3.1 the need for the MANUAL

Hate speech is an attack on those who are often already vulnerable, and it sows the seeds for tension, further inequality and often violence. The Council of Europe views hate speech as a threat to democracy and human rights.

The No Hate Speech Movement campaign recognises that efforts to address the problem need to include work at a number of different levels. The problem and the solutions are not always straightforward. This manual has been designed to support the educational work that will enable young people to find their own ways of addressing and coping with hate speech online. It aims to develop the understanding, skills and motivation that they will need in order to play an active role in the Campaign, and an active role in shaping an Internet which pays due respect to human rights and democratic participation principles. The manual has also been designed to be used as a tool for the promotion of the rights of Internet users.

Young people are not only 'bystanders' to hate speech online: many are already victims, and some have been drawn into victimising. Educational initiatives need to take this into account and need to address young people in all three roles. With this in mind, the activities in this manual have been designed to address seven key objectives.

the MANUAL'S OBJECTIVES




-  To enable actors in formal and non-formal education contexts to address hate speech with young people and involve school communities in the No Hate Speech Movement campaign
-  To develop the skills and motivation for young people to recognise online hate speech and to become 'online activists' for human rights
-  To raise awareness of human rights principles and promote a vision of the Internet which reflects these principles
-  To support human rights education through non-formal learning approaches and develop critical spirit among children and young people
-  To empower those who are already victims of online hate speech, or who are likely to become victims
-  To encourage empathy for groups or individuals who may be targets of hate speech online
-  To break down myths and prejudice about some of the most common targets of hate speech.

the MANUAL'S Educational APPROACH

This manual uses the educational approaches of human rights education. The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010) defines human rights education as:

“education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviours, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.”

Human rights education involves three dimensions:

-  Learning about human rights, knowledge about human rights, what they are, how they are safeguarded and protected, and how they apply offline and online.
-  Learning through human rights, recognising that the context and the way human rights learning is organised and imparted has to be consistent with human rights values (e.g. participation, freedom of thought and expression, etc.) and that in human rights education the process is as important as the content of the learning
-  Learning for human rights, by developing skills, attitudes and values for the learners to apply human rights values in their lives and to take action, alone or with others, for promoting and defending human rights.

Compass, the Council of Europe manual for human rights education with young people, offers more information about human rights education that can support facilitators in understanding its approaches and practices. Learn more: www.coe.int/compass

3.2 Structure Of the MANUAL

introductory chapters

This chapter, and the two preceding chapters, are important in setting the context for the activities. It is recommended that you familiarise yourself with the contents in order to understand the context for the manual and the Campaign.

Much of the material in Chapter 1 is also explored more fully in Section 5.1, Hate Speech Online. The information presented in this section will give you a good idea of the range of issues relating to hate speech online, and an understanding of the urgency of working to address it.

Chapter 2 offers a brief overview of the Council of Europe's Campaign against hate speech online. Since this manual is strongly action-orientated, becoming involved in the Campaign will strengthen the activities, and add force to the Campaign. It is recommended that you also look at the Campaign Internet platform (www.nohatespeechmovement.org) which provides more detailed information, and numerous opportunities for young people to become involved.

underlying themes

The manual has been built around eight themes of direct relevance to hate speech online. The themes themselves, and some of the underlying issues they address, are laid out in the diagram on page 20. The questions are not exhaustive: they only pick out some of the more important issues falling under each theme.

Most of the activities address issues relating to a number of different themes, each of which is an important area in itself. For this reason, many of the activities will also be useful in supporting more general work on anti-racism, Internet literacy, citizenship education, human rights education, and other areas.

the Activities

The main body of the manual consists of 24 activities, each of which has been designed to address one or more of the themes. Activities have also been classified according to 'level of complexity': a level 4 activity assumes some pre-existing experience or knowledge of the area; a level 1 activity can be run with groups who are new to the topic.

You can use the table of activities on page 22 to identify appropriate activities according to theme, time required, and level of complexity. Although it is not expected that many educators will have the opportunity, or need, to run all the activities, the importance of the interrelated themes means that all the activities can be used not only to address hate speech but also to support work across a number of other concerns.

Each activity also contains a section consisting of 'Ideas for Action'. These are an important way of consolidating the knowledge and skills acquired in the activities, and they will help young people to become engaged in the Campaign and to feel their own power to make it a success.

the Background texts

The background texts in Chapter 5 have been designed to support the activities. Sections 5.1 and 5.2, dealing with hate speech online and human rights online and offline, are of central importance to all the activities. Other texts can be referred to as needed, and as indicated by specific activities.

3.3 Running the Activities

The instructions for the activities are relatively detailed and contain additional advice in the 'tips for facilitators'. These tips also warn of potential difficulties, so it is important to look at them beforehand.

The following section contains general recommendations for getting the best out of the activities, and a brief outline of the educational approach used in the manual. Refer to the list of 'Dos and Don'ts' at the end for a quick checklist of things to bear in mind.

Further support and recommendations on running human rights activities can be found in Chapter 1 of Compass www.coe.int/compass

the Role Of a Facilitator

The activities use the term 'facilitator' to refer to the person running the activities. A facilitator is someone who 'makes something happen', who supports and encourages others to learn and develop their own potential. Effective facilitation is the key to human rights education, and the key to giving life to these activities.

Do not feel you need to be an 'expert' in order to work on the issues: good facilitation does not require any particular knowledge or expertise, except perhaps an 'expertise' in understanding and relating to young people. The activities in this manual will be most successful in an environment where your group is encouraged to explore and find their own approach to issues which are complicated, and often controversial. There is no harm in letting them know that you are exploring together with them! The direct participation of learners in the education process increases the impact and quality of learning and is inherent to learning through human rights. The facilitator, therefore, does not have to be the expert in all matters but should be able to help learners find information and form their own answers and opinions.

Creating a Safe Environment

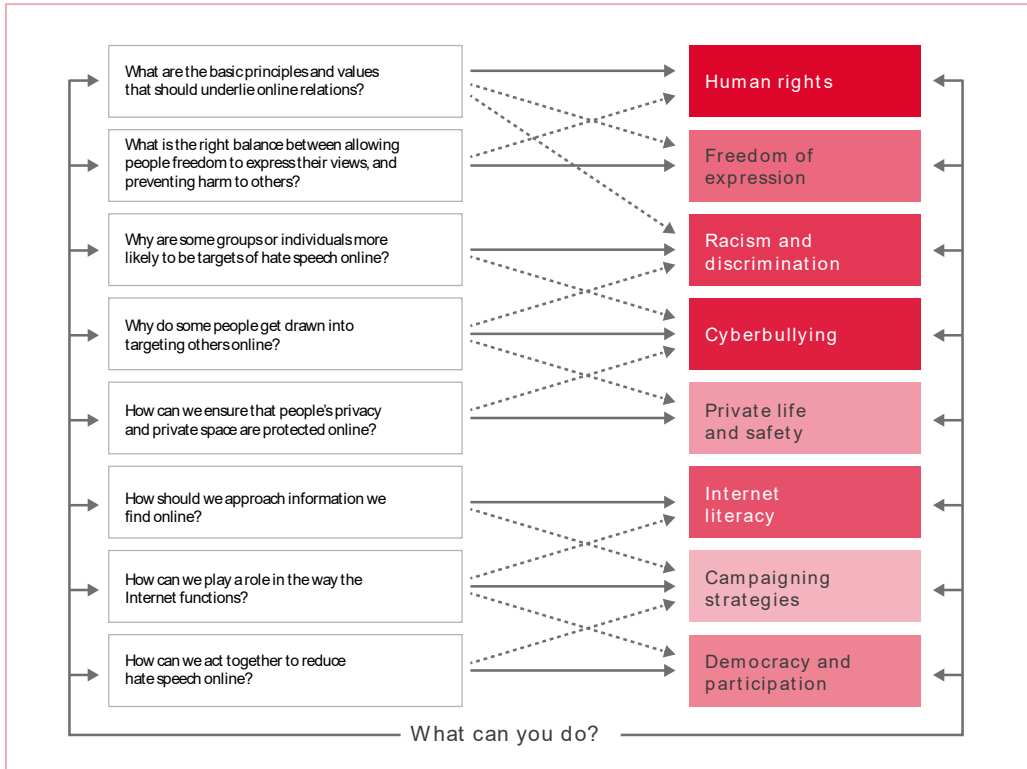
Many of the activities and the issues raised in the manual may touch some of your participants directly. Some participants may have been the victims of bullying or cyberbullying, perhaps even by others in the group; some may have been targeted by racist abuse or discriminatory behaviour. It is very important that you are sensitive to these possibilities and that you let participants know that there is support available if needed. Make sure that you are able to offer that support, or able to point them in the direction of someone else who can help. The InSafe (www.saferinternet.org) and the InHope (www.inhope.org) networks provide useful contacts and helplines to report abuse online in many countries. Many member states have their own specialised services to support and receive complaints. Facilitators are advised to inform themselves and, where relevant, to invite these services to support their educational activities.

As far as possible, participants need to feel 'safe' discussing the issues. You could set some base rules with the group, for example, agreeing to respect the opinions of others and to avoid any form of abuse, mockery or personal criticism.

3.4 t e n d O ' S A n d d O n ' t S

1	Do encourage participants to voice their opinions and ideas, and speak from their own experiences.	Don't condemn any suggestions as 'useless', 'irrelevant' or 'stupid'!
2	Do try to develop a culture of mutual respect, a safe environment where everyone feels comfortable about expressing their opinion.	Don't allow the group to exclude, ignore, pre-judge, or disrespect anyone else: try to establish some basic principles from the outset.
3	Do encourage discussion and questioning: they will learn by expressing their doubts or uncertainty.	Don't try to give lengthy presentations: that will only turn participants off!
4	Do make links with the reality of the participants and with real issues in their environment.	Don't hand out generalisations which they can't relate to.
5	Do abandon dogma! Allow them to question 'established truths', and do so yourself.	Don't 'preach', or use your position to dose an argument.
6	Do be honest with participants. They will respect you more and will be more likely to open up themselves.	Don't pretend to know if you aren't sure! Tell them you will find out, or encourage them to do so.
7	Do trust participants. They need to find the answers for themselves.	Don't talk down to them, and don't try to lead them where they won't be led.
8	Do take their suggestions seriously: they will be more likely to become involved if they feel ownership.	Don't feel you need to stick rigidly to what was planned: follow their interests if they prefer to move in another direction.
9	Do appeal to their natural human sympathies. Ask them how they feel, or how they would feel if ...	Don't give up if their opinions seem unkind or thoughtless. Show them another perspective.
10	Do treat participants as equals—equal to each other, and 'equal' to you. You are all only human!	Don't exclude participants or make assumptions about what they can or can't do. Humans can be unpredictable!



3.5 t h e M e S A n d q u e S t i O n S



chAPt eR 4

24 Act iv it ieS

f OR c OMBAt ing hAt e SPeech OnLine t hROugh huMAN Right S educAt iOn

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SynOPTic tABLe Of Act ivit ieS

Title	Themes	Overview	Level	Time (in min)
A day in court	Freedom of Expression Human Rights Racism and Discrimination	Participants play out a mini-trial, looking at a real case that came before the European Court of Human Rights	4	120
A new mosque in Sleepyville	Democracy and Participation Racism and Discrimination Internet Literacy	This is a simulation of an online consultation/debate. The issue under discussion is the building of a new mosque in a traditionally Christian area.	4	Up to 3 hours, or 3 sessions of 50 minutes each
Action and campaigning step by step	Racism and Discrimination Campaigning Strategies Human Rights	This is a series of 4 activities leading to an action against hate speech and hate crime. The different parts can be run separately and can also be used in combination with other activities in the manual.	4	3 sessions of 90 minutes, 60 minutes and 45 minutes for Parts 1, 2 and 3. Time is also needed for the campaigning action.
Changing the game	Racism and Discrimination Internet Literacy Campaigning Strategies Democracy and Participation	Participants are introduced to the campaign and devise a 'mini-campaign' against sexism in online gaming.	3	60
Checking the facts	Internet Literacy Racism and Discrimination Campaigning Strategies	Participants are asked to act as 'researchers' for politicians on the issue of homophobic abuse. They consider the reliability of information posted online and develop strategies for their own practice.	4	60
Clash of freedoms	Democracy and Participation Freedom of Expression Racism and Discrimination	The activity is a simulation involving two communities with opposing views on freedom of expression, but forced to live together on the same island.	4	120
Confronting cyberbullying	Cyberbullying Democracy and Participation Internet Literacy	This is an activity in which participants identify their likely response to various bullying scenarios – and discuss alternative courses of action.	1	45
Freedom unlimited?	Freedom of Expression Democracy and Participation Human Rights	Participants explore the idea of freedom of expression using a number of case studies. They need to decide what to do with comments or communications which are controversial, abusive or potentially dangerous.	2	45

Title	Themes	Overview	Level	Time (in min)
Group X	Racism and Discrimination Human Rights Private Life and Safety	Participants map rights from the European Convention on Human Rights against a series of abuses commonly experienced by young Roma.	4	60
Human rights online quiz	Human Rights	This activity is a quiz about human rights online. It helps participants to get to know their rights online by using the Guide to Human Rights for Internet Users.	3	60
Online participation	Internet Literacy Private Life and Safety Human Rights	Participants think about how they use the Internet and how they participate online. They identify and rate their level of online participation and plan what kind of role they would like to have online in the future.	3	45
Our rights online	Human Rights Democracy and Participation	Participants learn more about the Guide to Human Rights for Internet Users. They analyse key messages and statements of the Guide and reflect on its application in daily life.	2	60
Play it again	Cyberbullying Democracy and Participation Racism and Discrimination	This activity is based on a role play: someone is drawn into an act of bullying because of peer pressure. Participants are asked to replay the scenario in order to achieve a different outcome.	2	60
Race for rights!	Human Rights Racism and Discrimination Private Life and Safety	The activity provides a basic introduction to human rights through a team game. Participants have to depict different rights to members of their team using anything they like – except for words!	1	60
Reading the rules	Campaigning Strategies Internet Literacy Democracy and Participation	Participants discover the terms of use or community guidelines of a website and take steps to report inappropriate content to the website. Participants also discuss what the pluses and minuses of reporting there are, particularly in relation to the possibilities of Web 2.0.	3	60

Title	Themes	Overview	Level	Time (in min)
Roots and branches	Racism and Discrimination Human Rights Campaigning Strategies	Participants explore the causes and effects of hate speech online using a 'problem tree' approach. This activity can be used as a follow-up activity to the activity Group X, or as a standalone activity.	2	45
Saying it worse	Racism and Discrimination Democracy and Participation	This is an introductory activity to hate speech online. Participants rank different examples of anti-gay hate speech according to which they think are 'worse'.	1	45
Talking it out	Campaigning Strategies Racism and Discrimination Internet Literacy	The activity uses a 'fishbowl' discussion to explore common prejudices about particular groups in society and engages participants to think critically about commonly held beliefs and develop arguments against hate speech.	1	45
The stories they tell	Racism and Discrimination Human Rights Freedom of Expression	Participants work in small groups to analyse a news publication, focussing on the portrayal of immigrants and immigration. Results are presented as a collage.	2	60
Understanding hate speech	Human Rights Racism and Discrimination	Participants look at examples of hate speech and discuss its possible consequences for individuals and society.	2	60
Virtual action	Campaigning Strategies Racism and Discrimination Human Rights	This is an activity during which participants will be inspired by some anti-racism actions and reflect together on how they could develop similar actions online.	3	60
Wear and share	Private Life and Safety Internet Literacy Cyberbullying	Participants draw out a diagram to show their preferences in sharing particular information online and discuss ways of being more cautious when sharing personal information online.	1	40
Web attack	Internet Literacy Campaigning Strategies Racism and Discrimination	Participants redesign a (fictional) campaign website to cope with a flood of racist comments from the local community.	3	90
Web profiles	Racism and Discrimination Internet Literacy Democracy and Participation	The activity takes place in an imaginary Internet forum. Participants are asked to greet each other according to common stereotypes about particular groups. They use the activity to draw up a set of guidelines for interacting online.	1	Part I: 35 minutes Part II: 25 minutes

Level 4

gROuP
9-15t i Me
120'

A dAy in cOuRt

Participants play out a mini-trial, looking at a real case that came before the European Court of Human Rights.

THEMES Freedom of Expression, Human Rights, Racism and Discrimination

COMPLEXITY Level 4

GROUP SIZE 9-15

TIME 120 minutes

- OBJECTIVES**
- To consider how freedom of expression rights should be balanced against the need to protect victims of racist abuse or hate speech
 - To explore the protections—and limitations—of the right to freedom of expression (Article 10) in the European Convention on Human Rights (ECHR)
 - To understand the role of the European Court

- MATERIALS**
- Copies of the cards on pages 29-31
 - Pens and paper for note-taking
 - Space for small groups to meet – ideally in separate rooms

- PREPARATION**
- Photocopy and cut out the cards on page 30. Everyone will need their own card and a copy of the case. You should have the same number of judges, representatives of the Danish Government and representatives of Mr Jersild (or as close as possible).
 - Number the cards in each group so that you have one judge, one Mr Jersild and one Danish Government representative corresponding to each number.
 - You will need sufficient space so that each of the 'courts' (3 people) is able to sit apart from the others.

in St Ruc t iOn S

1. Tell the group that the session will be devoted to a case against the Danish government which came before the European Court of Human Rights. Participants will play the role of the different actors in the case – the judges, the Danish government and a journalist who was punished for producing a programme containing racist views, Mr. Jersild. Refresh participants' memory, if necessary, on the Court and the ECHR, and tell them that the case concerns freedom of expression.

2. Ask participants what they understand by freedom of expression, and supplement briefly using the information below (or in Chapter 5).

Free speech, or the right to free expression, is a fundamental human right. People should be allowed to 'express' their opinions or thoughts because thoughts, opinions, and beliefs are an important part of our identity.



Freedom of expression should also be protected because it plays a key role in a democratic society. However, sometimes the right to freedom of expression can be limited if it may harm individuals or be dangerous for society.

3. Read out the information on 'The Case' (page 29), making sure that the details are clear to everyone.
4. Divide participants into 3 roughly equal groups.
 - Group A represents Mr Jersild
 - Group B represents the Danish Government
 - Group C represents the judges in the European Court
5. Hand each group copies of the relevant role card and a copy of the information about the case. Explain that the groups will have 30 minutes to discuss and clarify their own position before moving on to meet with representatives from different groups and start the trial. They should use the time before the trial to prepare their arguments or, in the case of the judges, to prepare questions to both sides.
6. After the 30 minutes' preparation time has passed, ask participants to find the member of each of the other groups with the same number as them and form a new group with these two people. Thus, the person with number 1 in Group A will need to find the person with number 1 in Group B, and the person with number 1 in Group C.
7. Explain that each of these new small groups represents a mini-court. The courts have a further 20 minutes to listen to the arguments of both sides and for the judges to put questions.
8. After this time, each judge should come to an individual judgement on whether Article 10 has been violated. Bring the whole group back together and ask the judges to pronounce their decisions, giving their reasons.
9. Offer the representatives of the other two groups the opportunity to respond to the judgements made; then tell them how the European Court in fact ruled in this case (page 28). Ask for people's reactions to the decision.
10. Proceed to the debriefing and evaluation. Make sure that people have come out of role before discussing the questions below.

deBRIefing

- z What were the most difficult aspects of the case you considered?
- z Did you find it hard to play your role?
- z Do you think the 'judge' made the right decision in your case? What were the most important factors in the final decision?

Give participants the following information:

Although it was not the task of the European Court to decide whether the Green  jackets' comments should have been punished, they did make a comment about this in their  final judgement. The judges believed that the Greenjackets' comments were not covered by freedom of expression – in other words, they should not have been 'free' to express such opinions.

- z Do you agree with this? What are the arguments for and against restricting their rights?
- z Have you ever seen similar examples of racism online? How would you react if you did?
- z Do you think people should be allowed to post racist comments or hate speech online?
- z Can you think of things you can do to make such abuse less common?

t i P S f O R f A c i l i t A t O R S

- z Some of the points made by the Greenjackets have been included as a separate handout. Use your own discretion to decide whether these can be shared with participants.
- z At point 5, where people are meeting with others sharing their role, you will need to warn them that they will be split up for the actual court cases – so everyone will need to take their own notes. They will not be able to rely on others in their group!
- z Encourage people to use part of the time for discussing details of the case with others, and part of it to prepare their opening statements. The judges should clarify the details of the case and think about the type of additional information they will need from both sides in order to make a judgement.
- z Explain to both sides in the trial that even if they do not agree with the position they are supposed to be representing, they need to make sure that the best possible defence is presented to the judges.
- z It will be best if you can either allow the different 'courts' to meet in different rooms (point 7), or at least for them to be far enough from each other so as not to be overheard or overhear the others.
- z Ask the judges to manage the time during the 'trials'. They may want to plan beforehand how much time they allow for questions and how they divide the time between each side. Emphasise that they need to give each side approximately the same amount of time, but that they will also need to be sure that there is time available for clarification of any points which may be disputed.
- z It may be worth mentioning to participants that the European Court was not really taking a decision about Mr Jersild's behaviour, it was considering the 'behaviour' of the Danish State towards Mr Jersild. Council of Europe member states need to make sure that national laws protect the human rights of individuals. When the European Court is asked to make a judgement, it looks at whether the law, or its interpretation, is really offering protection for those rights.
- z You may familiarise yourself with the section 'Freedom of expression and information' from the Guide to Human Rights for Internet Users in order to be ready to make parallels to cases concerning freedom of expression on the Internet.

variations

You could run the trial as a piece of role-play to be run by one group and observed by everyone else. The role-players could be given their role cards before the session and asked to prepare their arguments. Observers would be asked for their views on the process at the end of the role play.

ideas for action

Participants could find out whether the sites they visit most often have policies on racist abuse or other forms of hate speech.

- z They could gather a few examples and the whole group could compare the policies of different sites. Discuss whether they feel any are inadequate to protect users – and how they would like to adapt them. They could post their suggestions onto the No Hate Speech Movement site and encourage other online activists to lobby the sites they have targeted.
- z They could also select one or two sites which do claim to have a policy on hate speech, and monitor how well the policy is implemented. Any examples they find of hate speech online could be reported to Hate Speech Watch and also to the sites hosting the content, with a complaint and reference to the policy.

Develop with participants counter-arguments to the racist opinions from this case, which participants can use if they come across these types of racist beliefs.

Create a video with participants about the value of diversity and acceptance in a democratic society.

Other Resources

Judgment of the European Court

The case was heard by the European Court in 1994. The Court disagreed with the judgement of the Danish court and decided that Mr Jersild should not have been punished for making and showing the film. They felt that the film made it sufficiently clear that the racist comments were not acceptable or approved by the filmmaker and that there was no danger of the message being misunderstood by the public.

They commented:

“ [the film] clearly sought by means of an interview to expose, analyse and explain this particular group of youths, limited and frustrated by their social situation, with criminal records and violent attitudes, thus dealing with specific aspects of a matter that already then was of great public concern.”

The Court also made the point that news reporting is essential in a democratic society and allows the press to play the role of ‘public watchdog’. They said there would need to be very strong reasons for punishing a journalist who publicised statements made by someone else. It is one of the important functions of a free press that it allows and encourages public discussion of issues which are of general importance to society.

hANDOUTS

the case

The applicant in the case is Mr Jens Olaf Jersild, a Danish national who works for Danmarks Radio (which also broadcasts television programmes). The news channel is regarded as a serious one and has an audience of well-informed people.

Mr Jersild wanted to broadcast a documentary on an extreme racist group called the Greenjackets. He contacted members of the group and conducted a long interview with them; then he cut the film down to a few minutes and added some commentary of his own. The final result was shown as part of a news programme and was broadcast on national television.

In the broadcast, members of the Greenjackets were shown making abusive and derogatory remarks about immigrants and ethnic groups in Denmark, comparing black men to gorillas and saying they are “not human”. A Danish court found the Greenjackets members guilty of making racist comments and also found Mr Jersild guilty because he had ‘encouraged’ them, and had broadcast the remarks to a wider audience.

Mr Jersild appealed his conviction at the European Court of Human Rights because he thought his conviction by a Danish court was a violation of his right to freedom of expression (Article 10 of the ECHR).

The European Court needed to decide whether restricting his right to broadcast the remarks was ‘legitimate’. This meant looking at whether the right balance was struck between protecting the rights of the people who were the targets of the racist comments, and the need for the public to know about the existence of such groups.

This handout is optional:

Some of the comments made in the broadcast included:

“... the Northern States [in America] wanted that the niggers should be free human beings, man, they are not human beings, they are animals.”

“Just take a picture of a gorilla, man, and then look at a nigger, it’s the same body structure and everything, man, that forehead and all kinds of things.”

“A nigger is not a human being, it’s an animal, that goes for all the other foreign workers as well, Turks, Yugoslavs and whatever they are called.”

“... we don’t like their mentality ... what we don’t like is when they walk around in those Zimbabwe-clothes and then speak this hula-hula language in the street ...”

“It’s drugs they are selling, man, half of the prison population in ‘Vestre’ are in there because of drugs ... they are the people who are serving time for dealing drugs ...”

hANdOUT s

ROI e c ARd f OR MR JeRSil d

You are a serious journalist and you wanted to make a  about racism and xenophobia which did 2 things:

1. Illustrated the extent of the problem – including the extreme nature of views held by the Greenjackets
2. Showed that the Greenjackets are a criminalised group with many emotionally immature and socially disadvantaged members.

You believe that both these points are important ones for society to understand and you think that your programme managed to address both, partly by directly broadcasting some of the worst opinions, and partly by describing the poor level of education, the background and social difficulties experienced by the young people you interviewed. You do not think that any of your viewers would have understood your programme to be supporting the racist opinions expressed.


As a journalist, you value freedom of expression very highly: too much restriction would make it impossible for journalists to inform the public about real – and unpleasant – issues. You believe that journalists have a responsibility to bring such issues to the public's attention so that they can be recognised and addressed.

Article 10 from the European Convention (simplified)

1. Everyone has the right to freedom of expression. This right includes the freedom to hold opinions and to receive and communicate information and ideas without interference.
2. Freedom of expression can be restricted if the restriction is 'necessary in a democratic society' – in particular, in order to protect the rights of others.

ROI e c ARd f OR t h e d An i Sh g Ov e Rn M e n t

You believe it was right that Mr Jersild was convicted by the Danish court. His programme contained very extreme and racist views which should not be heard by a wide audience. The programme was sensationalist and did not contain enough commentary to say that the views expressed were unacceptable and dangerous. You believe that journalists have a responsibility to ensure that viewers are not upset or misled. You think that people watching his programme would not have understood that the journalist was shocked by the racist statements and that he did not approve of them. They would not have understood that such statements are ignorant, harmful and illegal.

Mr Jersild edited the  to show the worst comments expressed by the Greenjackets. You think he should not have interviewed the members and encouraged them to express such views, and certainly should not have given the views wide publicity by including them in his programme. You do not think the programme should have been made and Mr Jersild should be held responsible for having given wide publicity to such dangerous opinions.

Article 10 from the European Convention (simplified)

1. Everyone has the right to freedom of expression. This right includes the freedom to hold opinions and to receive and communicate information and ideas without interference.
2. Freedom of expression can be restricted if the restriction is 'necessary in a democratic society' – in particular, in order to protect the rights of others.

hAND OUT s


ROI e c ARd f OR t he J udge s

It is your task to manage the trial and then to decide whether you think the Danish courts acted rightly and Mr Jersild was indeed guilty or whether his rights were violated.




The trial process:

Begin by reminding Mr Jersild and the representative of the Danish Government that each side will be given a few minutes to present their side of the case; then you will put questions and they can respond to each other. Tell them that they must behave in an orderly manner and follow any instructions from you!

The decision you need to make:

You need to consider whether Mr Jersild should have allowed his  to be broadcast to the public. His right to freedom of expression would seem to allow him to do that, but freedom of expression is not an absolute right – it needs to be balanced against other social concerns and other human rights. It is your task to decide if the balance has been correctly struck in this case.

These are the key questions you will need to decide and weigh up when you hear the evidence of both sides:

-  Do you think that the  might have been understood by the public to be supporting the racist opinions?
-  Was it important that the public knew about the racist beliefs and the background of the Greenjackets, or was it more important that such opinions do not reach a wide audience?

Article 10 from the European Convention (simplified)

1. Everyone has the right to freedom of expression. This right includes the freedom to hold opinions and to receive and communicate information and ideas without interference.
2. Freedom of expression can be restricted if the restriction is 'necessary in a democratic society' – in particular, in order to protect the rights of others.

Level 4

gROuP
15-30

t i M e
180'

A n e w M O S q u e i n S l e e P y v i l l e

This is a simulation of an online consultation / debate. The issue under discussion is the building of a new mosque in a traditionally Christian area.

THEMES Democracy and Participation, Racism and Discrimination, Internet Literacy

COMPLEXITY Level 4

GROUP SIZE 15-30

TIME Either a continuous 2½-3 hour session, or three sessions of approximately 50 minutes each

OBJECTIVES

- To explore the rights of religious minorities and how they relate to hate speech online
- To develop skills of online debate and analysis
- To consider the use of democratic discussion / participation in increasing tolerance towards other people or other beliefs

MATERIALS

- Access to the Internet – a minimum of 5 computers
- Space for groups to meet
- 2 facilitators
- Ballot papers for Council members (optional)

PREPARATION

- Make a copy of the handouts for all participants
- Create a closed space on the Internet. See facilitators' tips for suggestions.
- Create a login for each participant – or check beforehand that everyone is able to login using an existing account (see facilitators' tips).

in S t R u c t i O n S

1. Read out the description of the problem on page 35. Explain that all participants are members of Sleepyville and all are troubled by the problem of whether a new mosque should be built on a piece of derelict Council land.
2. Give each participant a copy of the handouts and invite them to select roles. Talk through the Consultation Procedure and make sure everyone understands.

3. Indicate the spaces where people and groups can meet up beforehand and the computers available for the activity. Check that everyone has a login and password.
4. Remind those who are able to submit an initial statement that this should be done before the Consultation opens to the public. Encourage everyone to make use of the 30-minute Pre-Consultation phase to:
 - agree positions within the groups and allocate roles or arguments (if necessary)
 - meet with representatives of other groups
 - check they are able to login to the site.
 If computer access or time is limited, remind participants that they will need to be succinct in their arguments as they may only get one chance to make their points!
5. Announce the beginning of the Pre-Consultation phase, and explain that the Consultation will open to the public in 30 minutes.
6. After 30 minutes, announce the start of the public Consultation and invite members of the public to read the initial statements from groups – and submit their comments.
7. At the end of the Consultation, the Mayor declares the Consultation closed. Members of the Town Council then meet and take a vote. If there is no majority opinion, the Mayor has a casting vote.
8. The Mayor announces the decision. Invite participants to bring their chairs into a circle for the debriefing.

deBRIEFing

Start the feedback round by greeting everybody by their real names. This is important to allow the participants to give up the roles they had assumed during the simulation.

Ask the participants what they feel about the process they have just been through:

- z Were you surprised by the result of the vote? Would it have suited the person whose role you were playing?
- z Do you think an online consultation is a good way of deciding issues like this? What are the advantages and disadvantages?

queStions ABOut the ideAS Reflected in the deBAte:

- z Did interaction with other people or groups make you alter your approach or change your attitude towards any of the issues raised?
- z How easy was it to identify with your role?
- z Do you think that this situation could arise in real life? Can you think of any similar cases?
- z How would you react if this case arose in your town / place of residence? Did the activity alter your attitude at all?

MAKING the link With hAtE SPeech OnLine:

- z What did you think about the rule to delete comments which were racist or abusive?
- z Did the presence of this rule make you think differently about the comments you posted?
- z How easy was it to decide whether or not to delete a comment? (question for the Site Administrators)
- z Did you agree with decisions made by the moderators? (question for all participants)

tips for facilitators

- You will need to set up a secure site before the activity starts. This could be a Facebook page, or an account on another social network. You could also refer to <http://cooltoolsforschools.wikispaces.com/Collaborative+Tools> for other suggestions. You will need to make sure that everyone has an account which is able to access this site.
- You will need a second facilitator to help run the activity. Although the groups should be allowed to work independently, they may need support or guidance while preparing – or during the consultation. For example, during the preparation phase, it may be useful to check that people are using the time to meet others or to plan what they are going to say during the meeting.
- If computers are limited, you may need to impose a time limit (or word limit) so that everyone gets a chance to post a contribution.
- During the debriefing, it is very important to try to avoid repeating the simulation. People need to try to detach themselves from the role they played in the activity in order to be able to reflect properly on what they have been through. You should help them to look back on the simulation with their normal 'hats' rather than in their assumed roles.

variations

You could reduce or limit the number of words that people can post – either as initial submissions or as comments. Try limiting the comments to 'tweets' – i.e. 140 characters!

The activity could also be run over a number of days, reducing the time needed as an organised session and giving participants the chance to submit comments from home.

In case you do not have access to online tools, the activity can be fully developed offline. In its current form, the activity is an adaptation of a Compass activity. More information: www.coe.int/compass

ideas for action

What are some of the religious or ethnic minorities in your country and how does the media write about them? Look for stories on national or local news sites about any groups which are traditionally presented in a bad light. Then write to the journalists responsible – or add a comment, if the website allows it.

Are there any online consultations organised by your local authorities? Can young people use any online tools to communicate with locally elected representatives? Do an online search with participants and start using the existing tools, if any, to raise issues of concern for young people.

Contact some local minority organisations and meet them in order to discover more about how your own community tackles diversity.

hANd Out s

For all participants, these can also be posted on the consultation site.

A MOSque in Sl eePy vil l e

You live in the picturesque town of Sleepyville, a town of about 80,000 people. In the last 60 years the population has changed radically, partly because young people mostly try to move to larger cities to look for work, but also because the region has seen the arrival of a large number of immigrant families, many from Muslim countries. Some of these families have been here for several generations, but they are still treated with suspicion as 'newcomers' by many people in the town. They now make up almost 15% of the total population.

The issue that is now dividing the town is the desire of Muslims in Sleepyville to have a mosque built on a piece of derelict land belonging to the Council. This land has been undeveloped and has been a source of complaints to the Council for years: it is near the main shopping street and is an area where vandalism and drug-taking have been a regular problem.

So when a rich businessman offered to take the problem off the Council's hands, the Mayor thought his lucky day had come! The Council readily agreed to give up the land and to fund 20% of the construction costs for a new mosque on the site. The remaining 10% of the building costs, which the businessman could not cover, were to be found from among the Muslim community.

Building was meant to start this week... but the quiet town of Sleepyville has been anything but quiet ever since the decision was taken. A week ago, the Council's Twitter account was hacked by an anti-Muslim group and several abusive and racist tweets were sent out – some encouraging people to take to the streets and "hunt out the foreigners". An increase in racist attacks against Muslims followed, some resulting in violence. On one occasion, someone was critically injured. A few Muslim groups have responded, and violence between different gangs appears to be on the increase.

The Mayor of Sleepyville has called for calm and has announced that the decision to build the mosque will be reviewed after a public consultation has taken place. They have decided to hold an online consultation forum to allow as many people as possible to participate.

hANDOUTS

For all participants

Consultation Procedure

The Consultation is open to residents of Sleepyville over the age of 18.

The following registered groups / individuals are invited to submit an initial statement outlining their position on the proposed mosque. Initial statements must be received before the Consultation opens to the public.

- The Mayor and Deputy Mayor of Sleepyville (joint statement)
- Town Council Members representing the Traditionalist Party, Populist Party and Diversity Party (1 statement from each party)
- Non-governmental organisations: Youth Action Group "Young Sleepies for Human Rights!", "Past and Present Association", "Muslim Association of Sleepyville" (one submission from each organisation)

Initial statements will be posted on the Council's website and will then be open to comments from all other residents over the age of 18. Any comment judged to be threatening, racist or abusive will be deleted from the Council website.

The Consultation will close after 30 minutes. Council members will then vote on the proposal with the Mayor having a deciding vote if there is no majority opinion.

The decision of the Council will be final.

Role Cards

the Mayor Of Sleepyville

You are the town's **Mayor** and are very conscious of the need to re-establish calm and good relations in the town. You think it is important that you are seen to be impartial throughout the proceedings and you value your reputation as a fair mediator between different sectors of society. You would like to find a solution which is acceptable to the largest number of people possible.

Before the consultation opens to the public, you need to draft an initial statement setting out your position. You should discuss this with the Deputy Mayor. If you have time, you should also try to meet with groups or residents to gauge opinion and see if you can reduce the risk of violence.

You will not vote unless the vote results in a tie. If that is the case, your vote will decide the outcome.

hANDOUTS

dePUTY MAYOR

- You work beside the Mayor and should help him / her to draft an initial statement. You may also be asked to meet with some of the more extreme groups before the Consultation opens to see if you can convince them of the importance of finding a mutually acceptable solution.
- Once the Consultation opens, it will be your task to assist the Mayor with meeting groups or residents in order to gauge opinion and see if you can reduce the risk of violence.
- You do not vote in the debate.

Site Administrator (2 people)

- Your role is to try to follow the discussion and make sure that comments are not racist or likely to be hurtful. Any such comments should immediately be deleted from the Council website. Spend the time before the Consultation opens thinking about how you will decide whether comments are unacceptable. You may want to draw up a brief set of guidelines.
- You can also post comments warning people that their language is unacceptable, or encouraging participants to be polite and considerate to others involved in the debate.
- You do not vote in the debate.

Town Council Members: Traditionalist Party (2 or 3 people)

- You represent the Traditionalist Party on the Town Council, and you are very strongly opposed to the mosque. You do not think it is right that Council land and Council resources should be spent on a place of worship that does not respect the traditions of this country and this town. You feel that immigrant families are privileged to be allowed to live here and that they should not try to impose different lifestyles on a country where they are guests.
- Some of your members are strongly anti-Muslim, believing that the current violence was only to be expected from a community which believes in such a violent religion. You would really like to reduce the number of Muslims in the town because you think they have corrupted the traditional values of Sleepyville. You are also certain that the mosque will become a meeting area for recruiting terrorists.
- You need to prepare an initial statement of your position which should be posted to the website before the Consultation opens to the public. Keep it brief!
- Each of your members has a vote in the final decision.

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TOWN COUNCIL MEMBER: POPULIST PARTY (10 PEOPLE)

You represent the Populist Party on the Town Council. You supported the original decision to have the mosque built on the land, partly because you realise that the Muslim community has been very good for the economy of the town and you do not want to alienate them. However, you have been very worried by complaints from residents and the recent violence. You are also concerned about your seat in the next Council elections, so you will probably support whichever option appears to be least controversial.

You need to prepare an initial statement on your position which should be posted to the website before the Consultation opens to the public. Keep it brief!

Each of your members has a vote in the final decision.

TOWN COUNCIL MEMBER: DIVERSITY PARTY (10 PEOPLE)

You represent the Diversity Party on the Town Council. You believe that the relatively large proportion of people from different parts of the world has added to the culture and interest of Seepyville and you have felt it unfair that the town has deprived many of these people of the opportunity to practise their religion for so long. You would like to see more dialogue between the different communities in Seepyville and you have been engaged in trying to calm the violence and bringing the opposing sides together to talk. You can see that the derelict land is causing social problems in the town and that the Council does not at the moment have the money to develop it themselves.

You need to prepare an initial statement of your position which should be posted to the website before the Consultation opens to the public. Keep it brief!

Each of your members has a vote in the final decision.

MEMBERS OF THE "PAST AND PRESENT" ASSOCIATION OF SLEEPYVILLE (2-4 PEOPLE)

You are one of the main groups opposed to this mosque. Your members are from traditional (non-Muslim) communities in Seepyville, and you think it is very important to keep the ancient character of the town, where most of you have lived all your lives. The site that is proposed for the mosque is very central and it would be visible from most places in the town centre. In particular, the mosque could block out the view of the main church from the town square. You feel that the character of your hometown is being completely changed by a community that arrived here only recently. You do not see why people who arrived in this country from somewhere else should not live by the same rules as you have here.

Your members have become increasingly radical over the past few years and your organisation has been accused of being openly racist and responsible for some of the violence on the streets. You have close connections with the Traditionalist Party which is represented on the Council.

You need to prepare an initial statement of your position which should be posted to the website before the Consultation opens to the public. Keep it brief!

hAND OUT s

MeMBeRS Of t h e y O u t h A c t i O n g R O u P “y O u n g S l e e P i e S f O R h u M A n R i g h t S !” (2-4 p e O p L e)

Your group was set up to address some of the worst problems for young people today in Seepyville. You see the building of the mosque as a solution both to the Muslim community's need for a place of worship, and as a solution to the numerous social problems which have been a result of the land being left derelict for so long. You support the building of this mosque but you are concerned that other social problems may be neglected by the Council if they have to contribute to the building. In particular, the youth budget over the past 5 years has been cut to a level where it cannot begin to meet the needs in the town.

You need to prepare an initial statement of your position (not exceeding 250 words) which should be posted to the website before the Consultation opens to the public.

MeMBeRS Of t h e “ M u S l i m A S S O c i A t i O n O f S l e e P y v i l l e ” (2-4 p e O p L e)

You have been asking the Council for years to provide a place of worship for the Muslim community, but it has always been refused on financial grounds. You feel that it is unfair that the Muslim community is being asked to fund 10% of the building costs, when economic conditions are so harsh for most people, and when the Christian community has 11 different places of worship and these are used by far fewer people than the mosque would be. You feel that the contribution that your community has made to the town is not appreciated, that people in your community are unfairly discriminated against in various aspects of their life, and that in refusing to allow this mosque, the council is denying members of your community their fundamental right to religious worship. You are aware that some of your members hold more extreme views than the official views of the Association and you are concerned that some Muslims have responded violently to attacks on their community. You worry that a reversal of the decision will further alienate Muslim residents and may lead to a further increase in inter-community violence. You need to prepare an initial statement of your position which should be posted to the website before the Consultation opens to the public. Keep it brief!

c i t i z e n S O f S l e e P y v i l l e

You are worried about the control that seems to have taken over the town of Seepyville. You do not know which position you support yet: you want to gain a better understanding of the positions of the non-governmental organisations and the Parties represented on the Council; then you plan to make up your mind. You may not post comments until the Consultation opens to the public (30 minutes after the start) but you can read initial statements as they are posted and should try to meet with other residents and representatives of Associations or Town Council members to hear their arguments.

Think about what you would like to say when the Consultation goes public – and be aware that each comment must not exceed 150 words. After everyone has had a chance to comment, you may make a second comment if time allows.

This activity has been developed from ‘A Mosque in Seepyville’ in Compass, the Manual for Human Rights Education with Young People www.coe.int/compass

Level 4

Group
Any

Time
See
Below

Action And Campaigning Step By Step

This is a series of 4 activities leading to an action against hate speech and hate crime. The different parts can be run separately and can also be used in combination with other activities in the manual.

THEMES Racism and Discrimination, Campaigning Strategies, Human Rights

COMPLEXITY Level 4

GROUP SIZE Any

TIME 3 sessions of 90 minutes, 60 minutes and 45 minutes for Parts 1, 2 and 3. Time is also needed for the campaigning action.

Part 1 (60 minutes) looks at the historical suffering of the Roma people, including during the time of the Holocaust. The activity can be run without the other parts. The aim is to give the group an understanding of the hate-fuelled crimes against Roma people which have gone unacknowledged and continue to have consequences today.

Part 2 (60 minutes) involves planning an action to raise public awareness of this suffering and to express solidarity with Roma people. This part can be used to plan any activity under the Campaign and as a follow-up activity to other activities in the manual.

Part 3 is the action itself. The instructions are drawn up by your group!

Part 4 (45 minutes) is a debriefing of the action. The questions can be used in general form to debrief any action your group undertakes as part of the Campaign.

PART 1: LESSONS OF HISTORY

TIME 60 minutes

- OBJECTIVES**
- To raise awareness of Roma victims of the Nazi Holocaust and build solidarity towards Roma people
 - To highlight an extreme example of deeply ingrained prejudice and hate speech and examine the consequences today
 - To develop solidarity for Roma people and motivate the group to act against racism and discrimination

- MATERIALS**
- Flipchart paper and markers
 - Copies of the handout, "A brief history of the persecution of the X" (optional)

- PREPARATION**
- Tell the group before the session that you are planning to discuss the Holocaust, and speak separately with anyone who may be likely to find it difficult.
 - Make copies of the handouts, one copy per small group.

Instructions

1. Ask participants to form small groups of 2 to 3 people who share the same sense of identity. This may relate to their ethnicity or nationality, but it may also be connected with different social or religious groupings (even football teams!). Give them about 10 minutes to share their feelings about this identity within their small groups.
2. Give participants the handout, "A brief history of the persecution of the X", or present some of the information to give them a feeling for the successively brutal treatment that had to be endured by the Roma population. Do not tell them yet the name of the population that was targeted.
3. Briefly discuss their reactions, if possible without moving people from their groups. Then ask each group to pair up with another and give them 15 minutes to address the following questions:
 - What would they feel if 'their' people had been the target of this kind of treatment at some point in recent history? (Ask them to concentrate on the group they selected under point 1.)
 - What do they feel would be the most difficult aspects for a community that had lived through this?
 - What if there were people today denying there was a Holocaust? What would determine them to deny these facts?
4. Bring the group together and ask them to feed back on their discussions. Then ask whether participants know or can guess which people the handout was about. If they don't guess, tell them it was the Roma, and ask what they know about the situation of Roma people today. How are they treated and how much is known about their historical suffering? How does hate speech affect them today?
5. Tell participants that there have been cases at the European Court of Human Rights which have found numerous violations of human rights against this group in almost every country of Europe. Remind participants that the media and the population as a whole have very intolerant attitudes towards

Roma people and they are frequent targets of abuse and hate crime. Ask if participants have come across any examples, in their 'real' lives or on the Internet.

6. If you are running the activity as an introduction to a Campaign action, give participants some information about the Dosta! Campaign and tell them that the next session will look at ways they can take action to address discrimination against Roma people.

tips for facilitators

- The extreme content presented in the activity may make it upsetting for certain members of the group. Obviously, if there are Roma people in your group, you should alert them beforehand and be prepared to offer support if this is needed. However, there were many other groups targeted by the Nazi Holocaust and representatives of these groups may also be affected. This applies perhaps particularly to Jews, since the extent of their suffering is very widely known. Make sure you are aware beforehand of the composition of the group and their likely reaction to the activity.
 - You could provide participants with information about other groups which were targeted by the Nazi regime – or ask if they can name them. Some of these groups include:
 - Poles (about 2.5 million gentile Poles were killed)
 - Other Slavic peoples
 - Soviets (particularly prisoners of war)
 - 'Non-Europeans' – particularly people of African or Asian origin
 - The mentally ill and those with learning disabilities
 - The deaf and physically disabled
 - Homosexuals and transgender people
 - Political opponents – in particular, communists and leftists
 - Religious 'dissidents', in particular members of Jehovah's Witnesses
- See https://en.wikipedia.org/wiki/Holocaust_victims for more information.
- You will need to approach the discussion with maximum sensitivity and flexibility, and should not rush the group if you feel that people need more time to express their feelings.
 - For the work in small groups, you would be advised to think beforehand about whether there are likely to be any difficulties for certain individuals. If this is the case, it may be easier to 'assign' a group identity for everyone, for example, you could ask people to pair up as 'males' and 'females', people who study different subjects, people who prefer football / tennis / athletics, and so on.
 - In the Brief Romani Holocaust Chronology (below) any reference to Roma or "gypsy" has been replaced everywhere by X. When you use this information, you could refer to 'the group' or even ask participants to imagine it is their group.
 - The purpose of asking participants to select an identity which is important for them is in order that they try to perceive what it would be like to be targeted as a group. However, if the group has strong prejudices about Roma, they may even so find it difficult to identify with the Roma's problems. You should certainly address this, if this is the case: leave plenty of time at point 4 of Part 1 for them to discuss their concerns. Tell them that it is estimated that between 75% and 80% of the Roma popula-

tion in Europe was killed during the Holocaust, and in some countries this figure was as high as 90%. You could ask them to imagine what it would be like for them to lose 90% of their people, or 90% of the people in this group: in a group of 20 only 2 people would remain.

- z You may want to give participants some information about 'hate crimes' and explore the link with hate speech, and hate speech online. 'Hate crimes' are crimes committed against individuals or groups which are motivated by an attitude of hate towards the group as a whole. You could explore the ways that 'mild' expressions of hate or racial slurs can easily escalate into more extreme forms, and can then make crimes against individuals appear to be justified.
- z The word 'dosta' means 'enough' in Romani. The Dosta! campaign is an awareness-raising campaign which aims at bringing non-Roma closer to Roma citizens. You can find information about the campaign at <http://dosta.org>. It may be helpful if you have access to the Internet, so that participants can spend some time looking at the site. There are other sites which address the Roma holocaust which they could also use for research:

www.romagenocide.org

www.sintiundroma.de/en/sinti-roma/the-national-socialist-genocide-of-the-sinti-and-roma.html

<http://romafacts.uni-graz.at/index.php/history>

www.romasinti.eu/

www.romasintigenocide.eu/en/home

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Give participants some time at the end of the activity to speak about their feelings as a result of the information and the activity. You could begin by doing a round and asking everyone to use one word to describe their feelings.

- z Did you gain any new information or understanding as a result of the activity?
- z Did the activity alter your attitudes towards Roma people?
- z Why do you think the suffering of the Roma people under the Nazi regime is so little known about today?
- z Do you think if this was more widely known it would make a difference to the way Roma people are treated today?
- z What can you do to make the information more widely known?
- z What, if anything, have we 'learned' from the Nazi holocaust? Can you explain how hate speech became so widespread that terrible crimes could be committed against large numbers of people? Do you see any parallels with hate speech online and offline today?

vARiAt iOn S

You could use the form of this activity to look at any of the other groups targeted by the holocaust, and whose suffering is not widely known. Some of these groups are listed in the tips for facilitators.

PART 2: Planning An Action

This part of the activity is based on Chapter 3 of Compass – Taking Action – and you can use the guidelines under the section, “Getting Results” for more detailed ideas. This is available at www.coe.int/compass.

TIME 60 minutes

- OBJECTIVES**
- To develop an understanding of how to plan an effective action
 - To consider ways that the Internet can be used as a campaigning tool
 - To develop a plan of action – to be implemented by the group
- MATERIALS**
- Copies of the Flowchart (optional)
 - Flipchart paper and markers
- PREPARATION**
- Make copies of the Flowchart – or draw an empty version on a piece of flipchart paper

Instructions

1. Explain that the group will be designing an action to address the problem of online hate speech against the Roma people (or another group). Remind them about the extent and impact of online hate. Ask participants to give some examples from their own experience.
2. Ask the group to brainstorm some of the problems associated with online hate speech, thinking particularly about those aspects they could address. Prompt them to consider different degrees of hate, from mild abuse to incitement which may lead to hate crime; prompt them to consider the different forums and actors who contribute to the volume of hate speech online. Write the suggestions up on a flipchart.
3. Explain that the group will need to select one of their ‘solutions’ to work on. Remind them that it is not particularly important which one they choose, but it will need to be achievable and should not be too ambitious!
4. Discuss the most popular solutions briefly and try to reach a consensus on one that all members will be happy to work on.
5. Hand out copies of the Flowchart on page 48 – or use an empty version on a piece of flipchart paper. Use the headings in the Flowchart on page 48 and work through each box with participants. Check that:
 - The action they have identified will contribute to resolving the problem
 - The action is realistic, given the resources of the group and given the obstacles they may come up against
 - The ‘solution’ is concrete enough so that they will know whether they have achieved it or not.
6. Draw up a Decision Sheet, so that everyone knows what they are supposed to be doing, and when. See the end of the Taking Action section of Compass for a model – www.coe.int/compass.
7. Use the debriefing to check everyone is happy with the process and the result – and ready to implement the plan.

deBriefing

- z How do you feel about the plan for the action you have come up with?
- z Does everyone feel they have a role to play – and are you happy with your role?
- z Is there anything else we need to consider or be aware of before running the action?
- z How will we know whether our action has been 'successful'?

tips for facilitators

- z You could run the activity 'Roots and Branches' focussing to select a problem for the group to work on. This will give them a broader picture of the ways that some of their problems are interrelated, and will result in a more cohesive plan of action.
- z Try to give the group as much autonomy as possible in selecting the problem and working through the flowchart. The action will be more effective if they feel ownership of the plan. However, you should make sure you consider any potential difficulties in running the action and think about how these could be minimised.
- z It is strongly advised that, if at all possible, at the stage of planning and before the actual action, you try to involve members of the Roma community, or your target group, if this is different. If you are able to invite someone to speak to the group this will make the whole activity more realistic, and will certainly be a useful source of ideas. At the very least, you should check with members of the community that the action your group is planning will be received well. Alternatively, contact a group locally that works with, or supports, your target group.
- z When working through the flowchart, if you do not want to provide participants with the suggestions in the boxes you can use the more generic version in Taking Action from Compass, or draw your own version on a piece of flowchart paper. If participants find it difficult to think of ways to address hate speech online, use some of the suggestions in Campaigning Strategies to give them a few ideas.

variations

The activity can obviously be run with a different group commonly targeted by hate speech online. It is recommended that you run an introductory activity before planning any action as this will deepen participants' understanding and motivate them to work on the problems they have identified. You can use many of the other activities as an introduction, for example:

- 'Changing the Game' can be used to look at gender-based hate speech
- 'Saying it Worse' can be used to look at homophobia
- 'Web attack' can be used to look at hate speech against asylum seekers and immigrant communities.

Online hate speech can of course be addressed both through online and offline actions. When considering actions that can be taken, you could suggest that the group confine itself to online actions.

PART 3: the Action itself

PART 4: Reflecting And Learning from the PROCESS

- z It is important to debrief the action once it has been carried out, as well as the process leading up to it. If it is an ongoing campaign, you should take some time to reflect on the process shortly after it has begun. This is very important as many one-off actions can appear to have little effect and the group may become discouraged. Use the session to address any concerns they have that the action “was not worth doing” or that it “went badly”. Remind them that campaigns typically consist of numerous actions and activities, all of which, when taken together, can help to change behaviours and attitudes.
- z Use their reflections as a learning point in planning any future actions.
- z Begin the session by asking participants to describe their feelings after the day of action. This can be done as a brief run round the group.
- z Divide participants into groups of 4-5 people and give them the following questions to discuss as a small group.
 - What did you feel went well?
 - Was there anything which was more difficult than you had imagined it to be, or anything unexpected?
 - What do you think were the main achievements of the action? Do these fit with the objectives you set out initially?
 - Do you think there are any lessons we could learn for next time?
- z Bring the small groups back together and discuss the different responses to the questions. Finish the session with a few general impressions about the whole process.
 - Do you feel satisfied with your work in planning and carrying out this action?
 - What would you list as the main ‘learning points’ if you were to organise another action (on any theme)?
 - What have been the most important results for you personally? Do you feel that your views or attitudes have changed in any way?
 - How do you think it would be possible to build on what you have done? Would you like to try to do this?

ideas for (future) Action

Encourage the group to keep working on the problems they have identified! They could use other problems in the list drawn up at the beginning of Part 2 or could try other approaches to the problem they selected. The groundwork undertaken in the process of planning this activity will be useful in preparing for other actions, and may have motivated them to do more as part of the campaign.

Make sure that participants send an account of their action to the No Hate Speech Movement. They could also link up with other groups – including groups in different countries – and plan a continuation of the work they have already carried out.

hAND OUT s

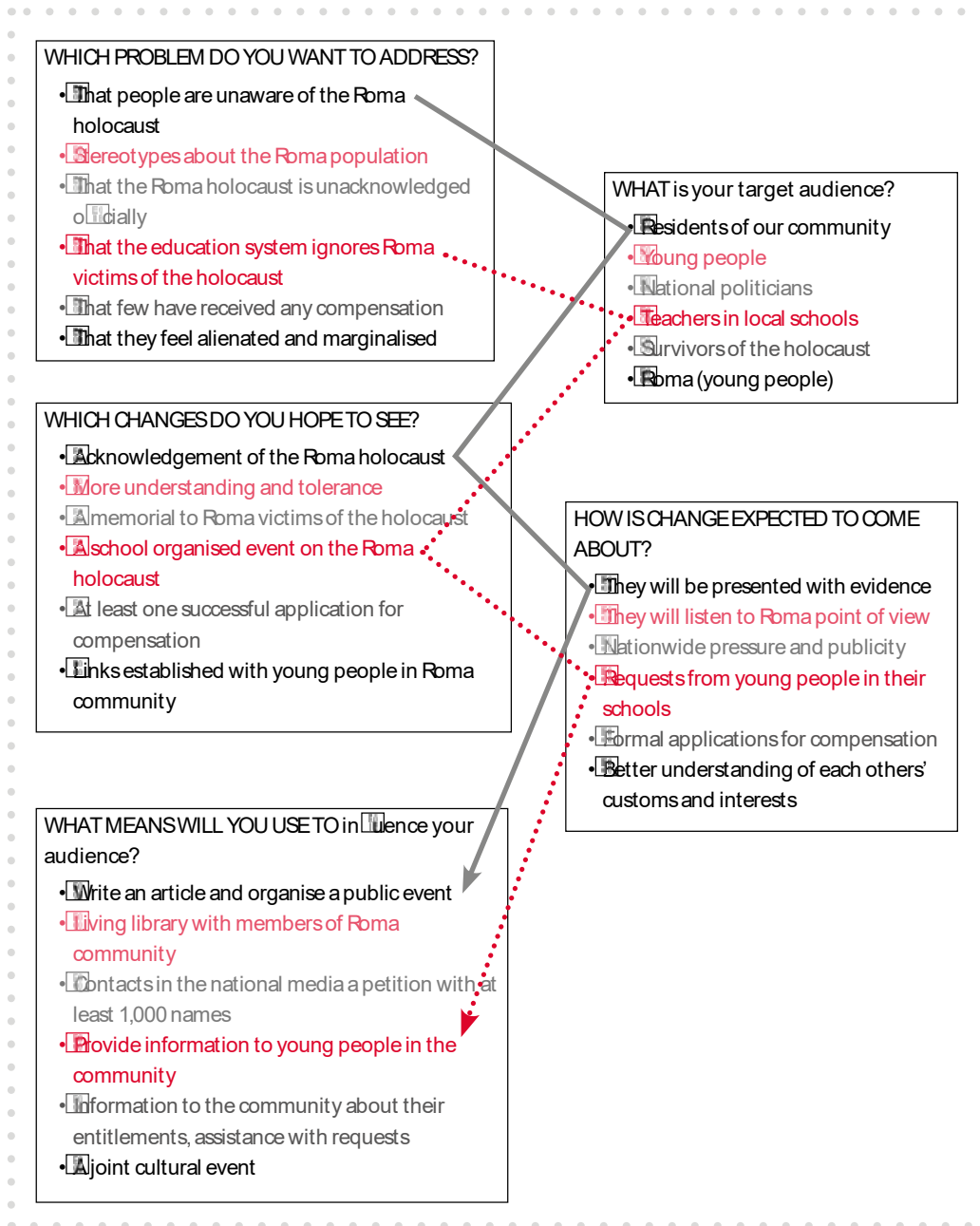
A BRIEF HISTORY OF THE PERSECUTION OF THE Xs

- 1890 Conference organised in Germany on the "Xscum". Military empowered to regulate movements of Xs.
- 1909 A policy conference on 'The X Question' is held. It is recommended that all Xs be branded with easy identification.
- 1920 2 academics introduce the notion of 'lives unworthy of life', suggesting that Xs should be sterilised and eliminated as a people.
- 1922 (And throughout the 1920s): All Xs in German territories are photographed and fingerprinted.
- 1926 A law is passed to control the 'X plague.' (This treatment is in direct violation of the terms of the Constitution.)
- 1927 In Bavaria, special camps are built to imprison Xs. Eight thousand Xs are put into these camps.
- 1928 All Xs placed under permanent police surveillance. A professor publishes a document suggesting that "it was the Xs who introduced foreign blood into Europe". More camps are built to contain Xs.
- 1934 Xs taken for sterilisation by injection and castration, and sent to camps at Dachau, Dieselstrasse, Sachsenhausen and elsewhere. Two laws issued in this year forbid Germans from marrying "Jews, Xs and Negroes".
- 1938 Between 12-18 June, hundreds of Xs throughout Germany and Austria are arrested, beaten, and imprisoned. Xs are the first targeted population to be forbidden to attend school.
- 1939 The Office of Racial Hygiene issues a statement saying "All Xs should be treated as hereditarily sick; the only solution is elimination. (The aim should therefore be the elimination without hesitation of this defective element in the population)".
- 1940 The first mass genocidal action of the Holocaust: 250 X children are used as guinea pigs to test the cyanide gas crystal, at the concentration camp at Buchenwald. Employment of any kind is forbidden to Xs in this same year.
- 1941 In July the Nazi Final Solution to "kill all Jews, Xs and mental patients" is put into operation. The Holocaust begins. Eight hundred Xs are murdered in one action on the night of 24 December in the Crimea.
- 1944 1 August: 4,000 Xs are gassed and incinerated at Auschwitz-Birkenau in one mass action.
- 1945 By the end of the war, 70-80% of the X population had been annihilated by Nazis. No Xs were called to testify at the Nuremberg Trials, no one testified on their behalf. No war crime reparations have been paid to the Xs as a people.
- 1950 First of many statements over the years to follow, by the German government, that they owe nothing to the X people by way of war crime reparations.
- 1992 Germany "sells" X asylum seekers back to Romania for USD 21 million, and begins shipping them in handcuffs on 1 November. Some Xs commit suicide rather than go. The German press agency asks western journalists not to use the word 'deportation' because that word has 'uncomfortable historical associations'.

Edited version of a Brief Romani Holocaust Chronology, by Ian Hancock

Activity developed from Dosta!, in Compass—Manual for Human Rights Education with Young People, Council of Europe, 2012

hAND OUT – FLOW ChART



Level 3

gROuP
15+

t i Me
60'

chAnging t he gAMe

Participants are introduced to the Campaign and devise a 'mini-campaign' against sexism in online gaming.

THEMES Racism and Discrimination, Internet Literacy, Campaigning Strategies, Democracy and Participation

COMPLEXITY Level 3

GROUP SIZE 15 upwards

TIME 60 minutes

OBJECTIVES

- To explore the problem of sexist abuse online, particularly in the gaming community
- To develop online campaigning skills
- To involve participants in the No Hate Speech Movement

MATERIALS • Flipchart paper and markers

PREPARATION

- Photocopy the 'instruction cards' (pages 52-53) and the examples of hate speech on page 54 (or use an overhead slide)
- Familiarise yourself with the No Hate Speech Movement (Chapter 2 of this manual or visit the Campaign platform www.nohatespeechmovement.org)

in St Ruct iOn S

1. Show participants the handout on page 54 – and ask for their views. Prompt with a few questions, if necessary, for example:
 - How do you think a woman might feel if she received something like this?
 - Do you think this kind of abuse is common?
 - What do you think a woman might feel if she wanted to join a game and saw lots of comments like this directed at other women gamers?
2. Tell participants that abuse against women is extremely common, not only in the online gaming community, but also in other online interaction. You could ask whether anyone has seen examples in their own activity online and whether any female participants have received such abuse.
3. Explain that these are all examples of hate speech online and that hate speech is a violation of human rights. If statements like these were to be directed at women or girls online, they would often be illegal.

4. Tell participants that a Europe-wide campaign has been set up by the Council of Europe to mobilise young people to act against hate speech online. Give them some information about the Campaign using the information below or from Chapter 2 of this manual. You can also use the campaign website at www.nohatespeechmovement.org

The Council of Europe's Campaign against hate speech online has been set up to address the problem of hate speech online. This is becoming increasingly common on the Internet and it can cause serious harm to those who are targeted, as well as to society as a whole. The Campaign aims to work in a number of different ways, for example, by raising awareness of the problem, working to address the attitudes and prejudices which drive online hate, mobilising young people to act against it, supporting and building solidarity for victims of online hate, and so on. All young people are encouraged to join the movement.

5. Explain that the activity will explore some ways in which the group can become involved in the Campaign by looking at the specific issue of sexist abuse against women gamers. Participants will design their own 'mini-campaign' around this issue. They will work in small groups to explore ways of addressing different target audiences who have some relation to the problem.
6. Show participants the list of 'target audiences' and invite them to select one to work on for the activity. Try to make sure there are roughly equal numbers in each group.
 - Group 1: women gamers
 - Group 2: those who abuse women gamers, or are likely to abuse them
 - Group 3: other gamers (those who don't necessarily engage in abuse, but allow it to happen)
 - Group 4: policy makers, local or national parliamentary representatives, Ministries, and so on
 - Group 5: online service and content providers, as website owners and hosts, online community managers
 - Group 6: the general public, so that they can understand the seriousness of the problem and help to support the Campaign
7. Give each group a piece of flipchart paper and their instruction card. Tell them they have about 20 minutes to think about the specific methods they will use to engage their audience. Remind them that others are working on different audiences: they should try to concentrate on the methods and messages that will be most likely to engage their audience's attention and make a positive contribution to the campaign. A good campaign brings as many people on board as possible!
8. After about 20 minutes, invite the groups to present their suggestions. Allow some time for questions of clarification and comments.
9. Explain to participants that a real campaign strategy needs more than 15 minutes! Very often, initial suggestions are modified or even rejected in favour of different ideas. A good strategy will be worked on by a number of people often over many months, and may be tested out before it is actually implemented. The debriefing will look at participants' views on their 'first draft' of a strategy!

deBriefing

queSt iOn S On t he St RAte gy And On l i ne c AMPA i n n i ng :

- z How easy did you find it to think of online actions? What are the advantages and disadvantages of acting online?
- z Did you feel happy with your proposed strategy? Do you foresee any problems in implementing it?
- z Do you think your campaign could have been strengthened by adding some online actions? Can you suggest any?
- z Do you think you managed to 'target' your audience successfully? How did you go about this?

queSt iOn S On Sex i SM And On l i ne ABu Se :

- z Is it important to address the problem of sexism in online gaming? Why or why not?
- z Is it important to address hate speech online generally? Why or why not?
- z Do you think you can make a difference to these problems? Do you feel motivated to do so?
- z Do you feel you 'learned' anything from this activity? Have your opinions altered in any way, or did you come to understand anything more fully?

t i PS f OR f Ac i l i t At ORS

- z You may feel that the examples of abuse are not suitable for your group. You could modify them or remove those which are most offensive, or make up some of your own. It is also likely that some female participants have experienced sexist abuse online: you could ask them for examples.
- z The activity would benefit from more time: if this is a possibility, you could give groups 30 minutes to discuss their strategies and allow them to look online at the Campaign website, or at other online campaigns.
- z If the group is small, you do not need to use all target audiences: select those that seem most important for your participants.
- z Many methods or messages will be similar for the different target audiences: the purpose of concentrating on one is to focus participants' attention on the particular messages that will be most likely to resonate with their audience.
- z Be aware of the gender mix in the small group work. Ideally, there should be a roughly equal balance.
- z When participants present their strategies, encourage other groups to offer 'constructive criticism'. You could suggest they always find something positive to say about the strategy, and then offer any suggestions for how it could be improved.

v ARi At i On S

The group work could be given to participants as a project they work on over the course of a week. They could be encouraged to research other websites, explore the extent of the problem and look at the laws or regulations relating to sexist abuse online.

Participants could take another issue to concentrate on in their planning, for example, racism online, cyberbullying, or sexism across all areas of the Internet. The groups could also select their own issue to concentrate on, but in this case it would still be useful for them to identify a specific target audience.

ideas for Action

Participants could follow up the issue of sexism in gaming, for example, by conducting their own research into the extent of the problem. Small groups of participants could take particular games and monitor any instances of hate speech. These could be reported to Hate Speech Watch, and also to the websites themselves, if appropriate.

Participants could develop further the most promising strategies, and then implement them! They could make use of their social media profiles, online forums or other commenting spaces to spread information and raise awareness about the problem.

If participants are online gamers, they can also discuss this problem with other online gamers. Participants can also develop key messages they can use when involved in games and when such abuse occurs.

Invite participants to present some of the games they know of and discuss hate speech in games.

handouts

Group 1: Supporting Women Gamers

Your group will concentrate on women gamers, both those who have received abuse and those who may be worried about receiving it.

- z What are your key messages?
- z How can you make women gamers feel supported?
- z What can you suggest they do?

Think about the online tools you can use to build solidarity among women gamers.

Group 2: Reaching the 'Abusers'

Your group will attempt to address those who commonly abuse women gamers, or those who may be tempted to do so.

- z What are your key messages?
- z How can you persuade them to change their behaviour?
- z What information do you need?

Think about the online tools you can use to reach as many members of your target audience as possible.

hANDOUTs

gROuP 3: enCOuRAGING ActiOn By OnLine gAMeRS

Your group will target those members of the online gaming community who witness hate speech against gamers, but don't engage in it themselves.

- z What do they need to know?
- z What do you want them to do?
- z How can you persuade them to do it?

Think about the online tools you can use to encourage action by as many gamers as possible.

gROuP 4: ReAching POIcy MAKERS

Your group will focus on those who may be able to address the problem because they are policy makers or members of your country's government.

- z What are your key messages?
- z How can you persuade your target audience to engage with the problem?
- z What are you recommending as action they should take?

Think about the tools you can use to reach as many members of your target audience as possible.

gROuP 5: ReAching OnLine SeRvice And cOntent PROviders

Your group will focus on those who may be able to address the problem directly, for example website owners, Internet providers, and online community managers.

- z What are your key messages?
- z How can you persuade your target audience to engage with the problem?
- z What are you recommending as action they should take?

Think about the tools you can use to reach as many members of your target audience as possible.

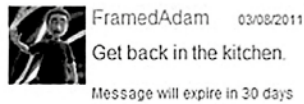
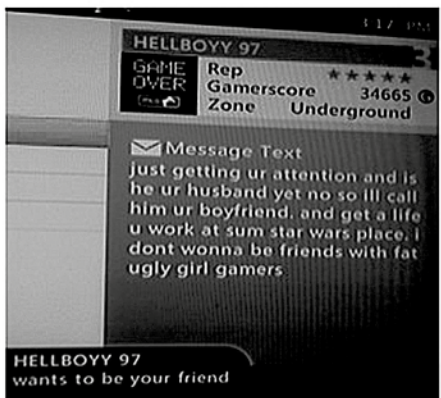
gROuP 6: RAiSing PuBLic AWARenESS

Your group will concentrate on engaging members of the public to address the problem.

- z What are your key messages?
- z What do you want people to do?
- z What information do you need?

Think about the online tools you can use to mobilise people to join your campaign.

hANDOUTs



ON 4/29/2012 AT 1:13 PM
Garry Garry69 wrote:

am gonna slit your throat you fucking slut for having a full friends list you fucking cunt i hate you go an fucking die you slag!

Message will expire in 30 days | Block user

Say something here...

Source of the captions: <http://fatuglyorsluttty.com/> (retrieved on 9 October 2013)

Level 4

gROuP
10-20t iMe
60'

checking the fAct S

Participants are asked to act as 'researchers' for politicians on the issue of homophobic abuse. They consider the reliability of information posted online and develop strategies for their own practice.

THEMES Internet Literacy, Racism and Discrimination, Campaigning Strategies

COMPLEXITY Level 4

GROUP SIZE 10-20

TIME 60 minutes

- OBJECTIVES**
- To assess the reliability of information found online
 - To explore some of the difficulties faced by young gay people with hate speech online
 - To consider their own behaviour in relation to online content

- MATERIALS**
- Access to the Internet
 - Papers and pens
 - Flipchart and markers

- PREPARATION**
- Ensure that there is Internet access for participants
 - Make copies of the Researchers' tasks and the monitors' sheet (page 59).
 - Optional: Ask beforehand for volunteers to carry out the 'monitoring' task. About half the group will be needed as monitors. Show them the monitoring sheet and check they understand the information they will be looking for, and how to fill in the grid.

Instructions

1. Explain that the activity will explore the use of the Internet as an information resource. Ask how much participants use the Internet for this purpose and whether they have 'favourite' sites they use.
2. Give them the following scenario and check that everyone understands the task.

Following a number of homophobic attacks against young gays – particularly in online sites and videos – and strong lobbying by NGOs, there is to be a debate in parliament about the issue. The government has proposed draft legislation to allocate money from the budget towards educational efforts to counter homophobic attitudes and provide support for young gays. The main opposition parties are all opposed to the new law.

You are to imagine you are working as researcher for a politician who wants to speak in the debate. She has asked you to prepare a briefing for her speech with some key points to be made in the debate. You have 20 minutes to do some preliminary research.

3. Explain that people will work in groups of 4, with 2 people acting as 'researchers' and 2 people observing the 'methodology' of the researchers. Tell them that research demands a proper methodology! Ask if they can suggest some important considerations in carrying out research and make a list of these on a flip chart.
4. Ask for volunteers to act as monitors, if this has not been done beforehand. Give them copies of the monitors' sheet and make sure they understand the task. Divide the rest of the group so that you have roughly equal numbers working for the government, and for the different opposition parties. Give each group a card with their task.
5. Tell participants they have 30 minutes to carry out their research. Suggest that they use the first 20 minutes to find relevant information, and leave 10 minutes at the end to agree on the main points they will present to their parliamentary representative.
6. When groups have finished the task, invite them to move away from the computers. Give them another 5-10 minutes so that the monitors in their group can feed back on some of their key observations.
7. Invite the researchers to present the main points they selected for their member of parliament's speech. These can be presented as 'bullet points': participants are to imagine they are briefing the member of parliament, not making the speech themselves!
8. Allow some time after each presentation for the monitors to present their results, and for any questions from other groups on the information presented or the strategy used. Then invite participants to debrief the activity.

deBRIef ing

queSt iOnS ABOut tHe ReSeARch And BRIef ing fOR PARLIAMent ARy
RePReSent At iVeS

- z How easy did you find the task? What did you find most difficult?
- z How did you decide which websites to use for information? How much were you concerned by the 'trustworthiness' of the sites or the 'truth' of the information you selected?
- z Did you give more importance to finding information which would support your representative's position, or to providing an 'objective' account of the issue? Which do you think a real researcher should do?
- z Did you search for examples of hate speech against gays? If some groups did not, do they think this would have been relevant?
- z Do you think your representative would be happy with your research? Do you think those she represents would be happy?

queSt iOnS ABOut uSing tHe intErnet fOR ReSeARch PuRPOSeS

- z Did you find out anything important about using the Internet for research? Would you like to add

anything to the list of considerations compiled at the beginning of the activity?

- z Were you surprised by the different information that people managed to find? How do you explain this?
- z What are some of the ways we can check whether a website is reliable, or whether information can be trusted? Do you normally do this?

QUESTIONS ABOUT HOMOPHOBIA / HATE SPEECH ONLINE

- z Did you find any examples of discrimination or abuse?
- z Do you think you found any information which was 'false' or unfair?
- z What are the risks of allowing anyone to post their opinions online? Can you think of things you can do to reduce the risk of other people taking these opinions as 'fact'?

TIPS FOR FACILITATORS

- z The activity will be more effective if the 'monitors' are briefed beforehand. If this is possible, you could have only one monitor for each small group, and increase the number of 'researchers'.
- z The researchers should not feel they are being 'tested' by the monitors. You could tell them that the monitors' task is to look at different research methods and that there are a number of ways of approaching this task!
- z You may decide not to show the researchers the monitors' sheet: in this case they would not be alerted to some of the key considerations and the results might be more interesting. However, this may also put more pressure on the researchers. Showing them the sheet would give the researchers and monitor a better collaborative working relationship.
- z During the debriefing you could explore whether research is likely to be biased by the result we 'want' to find. You could use this to ask how participants generally relate to information they see but do not want to believe!
- z One of the dangers of misinformation or strong bias being so prevalent on the Internet is that it can easily be spread as 'fact'. You could explore whether participants think they may have passed on 'facts' they have seen on the Internet, and whether any of this information may have helped to spread prejudices about particular groups or individuals.
- z You could use the checklist in the background information on Internet literacy to supplement participants' suggestions for how they can check the reliability of information posted on the Internet. Emphasise that most of what we see contains an element of 'opinion'. There are many ways of presenting information so that a particular point of view is strengthened. For example, omitting examples of homophobic hate speech gives the impression that this is not a problem!
- z You can do a search about the tracking of Internet hoaxes and discuss with participants how false news contributes to fueling hate speech.

VARIATIONS

You could select a different 'target group' for participants to research, for example, women, Roma or another ethnic minority, asylum seekers, and so on.

You could also run the activity without monitors, but with everyone acting as their own 'monitor'. In this case, you should go through the monitors' sheet with the group beforehand and ask them to check their own methods as they research.

ideaS fOR Act iOn

Participants could refine the list of considerations for carrying out research online and create their own set of guidelines. They could also compile a checklist for sharing information with others, and share this with activists on the No Hate Speech Movement website. A great deal of hate speech is disseminated by people who unthinkingly share opinions which express a bias and are hurtful to others.

They could try out the checklist on page 59 – or their own – on some popular news sites. A great deal of journalism is responsible for spreading prejudices about groups in society. This can encourage readers to think it is 'acceptable' to abuse these groups.

You can find other educational activities to run with your group about strategies of misinformation here: <http://mediasmarts.ca/sites/default/files/tutorials/facing-online-hate/index.html>

Invite participants to present the websites they use most often to find information online and check together how reliable and impartial these websites are.

hANd OUT s

POl it i c i An 1:

Your politician is a member of the government. She needs to speak strongly in favour of the new legislation. Do an Internet search to find any information that would be useful to her in making her speech. Then make a list of about 5 key points you think she should address.

POl it i c i An 2:

Your politician is a member of the opposition. He is opposed to allocating money from the budget to address this problem. Do an Internet search to find any information that would be useful to him in making his speech. Then make a list of about 5 key points you think he should address.

POl it i c i An 3:

Your politician is a member of a minority party. Your party has not yet decided whether to support or oppose the legislation. Do an Internet search to find any information that would be useful to your politician in making up her mind. Then make a list of about 5 key points you think she should address.



hAND OUT s

MONitORS

Your task is to try to analyse the approach used by the researchers. Try to gather as much information on the questions in the monitors' sheet as possible. You can ask the researchers to explain what they are doing, or why they are taking a particular approach, as long as you don't distract them too much!

MONitORS' Sheet

Search terms used to find information	
FOREACH SITE VISITED:	
Name of site	
Approx. no of minutes spent on the site	
'Political orientation' (pro-gay, anti-gay, neutral)	
Why was the site chosen?	
'Authority' of the site: – Why should the site be trusted? – Did the group check this?	
For any information extracted, was a source or reference given and did the group check this?	
Anything else relating to how the researchers approached their task:	

Level 4

Group
10-20

Time
120'

Class of Freedom

The activity is a simulation involving two communities with opposing views on freedom of expression, but forced to live together on the same island.

THEMES Democracy and Participation, Freedom of Expression, Racism and Discrimination

COMPLEXITY Level 4

GROUP SIZE 10-20

TIME 120 minutes

- OBJECTIVES**
- To explore issues relating to diversity, pluralism and hate speech
 - To consider how freedom of expression contributes to the functioning of a democratic society
 - To discuss the advantages and disadvantages of having no limits on freedom of expression
 - To practise skills of negotiation

- MATERIALS**
- Paper and pens
 - Space for the two communities to meet (separately)
 - Facilitators (ideally)

- PREPARATION**
- Make copies of the information about the two islands (pages 63 and 64)
 - Make copies of the Problems to be addressed (page 65)

Instructions

1. Explain that the activity will involve a simulation and divide the group into two different communities. The Ixprat community should be larger: about two thirds of participants. The remaining third of the group will represent the Pastiks. Explain that the last part of the simulation will involve work in the separate communities. After 20 minutes, the groups will be brought together.
2. One of the groups should be shown to a different room. The facilitator for each group should read out the information about the relevant community, and may then hand out copies for people to refer to.
3. Begin the discussion in each group by asking for participants' thoughts about life on the island. Ask whether they would like to live there. After some reflection, the following questions should be put to the groups:

Pastik group

What are your concerns about moving to the new island?

Ixprat group

What are your concerns about receiving a large number of immigrants with no knowledge of your culture or traditions?

4. After 20 minutes, the two groups should be brought together. Invite the islanders to introduce themselves, encouraging them to make brief statements if they would like to do so. Do not allow this to occupy more than 10 minutes.
5. After about 10 minutes, give participants the following information:

A year has passed, and a number of problems have arisen. Tensions between the communities have become increasingly acute and many people are worried about severe social unrest. The President has invited you to form a working group to try to find solutions to these problems.

6. Divide the whole community into smaller working groups, so that each working group has (roughly) 2 Pastik members and 4 Ixprat members. Give each group one of the problems on page 65.
7. Tell the group that they have 20 minutes to reach a decision about how to resolve the problem. Explain that any proposal must be put to the vote and needs to be approved by a majority of participants (in the working group) in order to be accepted. Remind them that if they cannot approve a new decision, the status quo will continue!
8. After 20 minutes, bring everyone together to present their decisions. Give each working group 2-3 minutes to feed back and outline their solution, and ask for any brief responses. Then, move to debriefing.

deBRIefing

Begin by taking participants out of role and reminding them that they are now going to discuss the activity as a whole. They should try not to return to previous debates.

- z How did you feel about the activity? What did you like or not like?
- z How easy was it to play your role – and stay in it – when the islanders came together?
- z What did you think about the negotiation process, and the process of decision making at the end? What were the most important things for you when trying to find a solution?
- z Was it fair that the Ixprat community effectively had a veto on any proposal, because they were the majority? How can we make sure that the opinions and rights of minorities are fairly represented in 'real' life?
- z Did the activity change any of your views? If so, which in particular, and why?
- z Do you think the activity was close to reality: did it recall any problems in society today?
- z How do you think we should deal with the problem of people saying things which are hurtful, intolerant and sometimes dangerous?

tips for Facilitators

- z The descriptions of life on the two islands are relatively long, in order to get participants into the spirit of their community. They should be read out not as 'information', but more like a story!
- z The working group which takes the problem about the Internet campaign could be asked to focus on the online aspect of the problem. At least, they should be directed to consider this aspect alongside any of the proposals.
- z Allow the simulation to run with as little guidance from you as possible. Make sure that people understand the time limits and the nature of the task but allow them to approach the tasks in the way they think best. Interrupt only if they seem to have misunderstood, or if tensions or conflict are interfering with the process.
- z Participants would benefit from some information on freedom of expression. If there is time available, use some of the information.

variation

If time is short, the descriptions could be shortened and in the final negotiations the working groups could all be given the first problem to discuss. This will speed up the negotiations.

If time allows in the first (separate) meetings of groups, you may want to ask participants if there is any message they would like to communicate when they are brought together. These messages could then form the brief 'introductions' which take place in the first 10 minutes of the meeting.

If the group is large, it may be necessary to subdivide the 'new' community into smaller groups so that everyone has a chance to contribute. Each of the new groups should consist of roughly one third Pastiks, two thirds Ixprats. Groups may also want to nominate 1 or 2 spokespeople for their community.

ideas for Action

Participants could draw up a proposal for their own group, similar to the ones they produced as a result of the negotiations. This could be voted on and used as a set of guiding principles for either online or offline behaviour.

Participants could research the main immigrant groups in their country. They could find out some of the reasons why people have moved there, and look at whether they feel their rights and opinions are respected by the rest of society and how they are portrayed in the media, both online and offline. You could also invite some representatives from different communities to speak to the group.

If your country is not considered a country of immigration, you can check how the people who emigrated from your country are viewed in the hosting countries.

hANDOUTs

the PASTIK Island

You live on a small island whose borders are closed and which has seen no immigration and very few tourists for as long as anyone can remember. Your society is calm and peaceful: peace and the absence of conflict have a strong tradition and are regarded as a 'national priority'. There is even an article in the Constitution which states that:

No-one should say or do anything which might be painful or upsetting to others

This article is carefully monitored and infringements are severely punished. It is very rarely broken; it is much easier to agree with other people. Disagreement has become painful for the Pastiks as it troubles the mind.

Your country calls itself a democracy. Elections are held every year and nearly everyone votes. However, the same people tend to be elected, as there is little discussion of alternative policies.

In general, conversations, public pronouncements and even the media don't stray beyond the opinions that are generally accepted by society, and people mostly don't mind this as they have forgotten or are unable to imagine a different way of doing things. There is little news about other places on the globe, no literature from other cultures, and very little change, because change has been found to be upsetting.

People have noticed over the years that the coastline has altered: sea levels have risen and many parts of the country which used to be habitable are now under water. This did not matter to begin with: there was enough land for everyone and communities living near the coastline were simply moved further inland. However, in recent years the problem became more acute. A few people began discussing it among themselves but this was found to be upsetting, so the government introduced a ban.

Life continued, mostly calm, predictable and free from conflict and disagreement, until one terrible windy day a severe hurricane hit the island. Buildings were destroyed, many people died, and most of the land was flooded. When the waves subsided, few crops had survived and those that had survived were now dying from the salt water. Nearly all the infrastructure had been destroyed. Food became scarce, infection and disease began to spread and medical supplies were inadequate. The island fell into chaos. People even started disagreeing about what the best thing to do was!

Just when it seemed that all hope was lost, a message was received from a neighbouring island, the Island of Ixprat. The message expressed sincere concern for all Pastiks and contained an offer to accommodate anyone who wished to move to Ixprat. You are among those who have decided to move.

hANDOUTs

the Island of Ixprat

You live on the Island of Ixprat, located in the Pacific Ocean and in the path of one of the ancient shipping routes across the ocean. Your island has traditionally relied on trade and communication with other countries and you have had an open borders policy for hundreds of years. That has meant that travellers and immigrants from many different cultures have been a strong feature of life on the island. The result is a very diverse population, with a wide range of opinions, beliefs and cultural practices.

Your national culture embraces such diversity: people have a keen interest in other ways of doing things, different beliefs and ideologies. Of course, with such diversity, not every idea or ideology can be embraced by everyone. Disagreement and conflict are a way of life on Ixprat. Almost every meeting of two human minds contains a thrashing out of thoughts, beliefs and ideas. Furthermore, almost every meeting passes through or ends in disagreement. Disagreement is almost a national hobby.

For that reason, there are no laws which limit what one person or one group can say to another, or which limit what one person or one group can say about another. Some people do say terrible things. Sometimes this leads to people doing terrible things. The 'doing' is punishable by law; the saying is not.

Life on Ixprat is interesting, challenging, and constantly changing. You value the richness of the culture and the fact that you can say anything you like. You know that endless argument and disagreement does not always lead to happiness. In fact, you often find disagreement very tiring, and very painful: it is not always easy to hear people saying things you think are wrong, let alone things you think are cruel. You have also seen how some groups in society tend to be more frequent victims of cruel and intolerant language than others.

Even so, it seems to you important that no-one should ever be stopped from expressing their beliefs.

One windy day, your island received news that a very strong hurricane had hit one of the other islands in the Pacific. You know very little about that island: they have always kept themselves to themselves. You have heard tales that the people living on the island are very stupid and very backward, but you have never met anyone from there. You know it is almost impossible to visit.

The government has announced that the Island of Pastik suffered so badly as a result of the hurricane that most of the residents who have survived will be relocating to Ixprat. They can probably be squeezed in but it will mean that current residents will have to do a lot of re-adjusting. Jobs will have to be shared out and there may not be enough housing for everyone.

hAND OUT s

PROBLEM 1 FOR WORKING GROUPS

PROBLEM 1:

A campaign has been set up to 'Find a Pastik tongue' and it has taken the Internet by storm. The campaign site includes such slogans as

- Poke a Pastik dummy: see if he squeaks!
- No tongue, no brain!
- Find a tongue, win a smartphone!

People are invited to submit photos of Pastik tongues. There is a 'Tongue Gallery' with photos and videos of people forcing open the mouths of Pastiks, shining a torch into their mouths, posing with telescopes or pointing to the tongue. The campaign is gathering momentum and there have been a large number of incidents where Pastiks have been attacked in the streets. Pastiks have responded by saying they refuse to be drawn into an insulting conversation with people they don't respect.

PROBLEM 2:

A young girl from the Pastik community was shouted at in the street by a group of boys from the Ixprats. They called her a "fat slob", a "fatty slag" and told her she had no tongue in her head and no mind of her own. The girl has been miserable and has not left the house or talked to anyone for two weeks. For three days she has eaten nothing. Her parents are desperately worried.

PROBLEM 3:

A report has been released which shows that the rate of unemployment among Pastiks is far higher than in the population as a whole, there are no Pastik representatives in Parliament and few in positions of power in any organisation. The report has also monitored other social factors, for example, levels of stress and mental illness, educational qualifications, and levels of crime. On all indicators, the Pastiks appear to do worse than any other sector of society. Attitudes towards Pastiks among the rest of society are also overwhelmingly negative.

Level 1

Group
10-20

Time
45'

Confronting Cyberbullying

This is an activity in which participants identify their likely response to various bullying scenarios, and discuss alternative courses of action.

THEMES Cyberbullying, Democracy and Participation, Internet Literacy

COMPLEXITY Level 1

GROUP SIZE 10-20

TIME 45 minutes

- OBJECTIVES**
- To understand the different forms that bullying can take, and the connections between offline and online bullying
 - To identify different ways of responding to bullying, cyberbullying and hate speech online
 - To raise awareness of the importance of responding

- PREPARATION**
- Make 4 signs on pieces of A4 paper and stick each one in a different corner of the room. The signs should read:
 - Nothing
 - Respond to the bully
 - Report the behaviour
 - Something else
 - Make sure there is enough space for participants to move around the room.

Instructions

1. Start by asking participants what they understand by bullying. Prompt them to think about different ways people might bully others.
2. Point out the signs in the corners of the room and explain that you will read out a number of different scenarios. Everyone should choose which of the following options best fits what they would do:
 - Do nothing
 - Respond to the bully / bullies (for example, engage in discussion, hit back at them, or something else. If the bully is unknown, this option may not be relevant.)
 - Report the behaviour (for example to a teacher, parent, site administrator, or other authority)
 - Something else (for example, bring others into the discussion, set up a 'solidarity group', etc. You could ask them for further ideas).

3. Explain that after each scenario has been read out, participants should go to the corner which is closest to the way they would probably respond. Tell them to be honest about what they think they would do!
4. Read out the first scenario and give participants time to select their corner. Once they have taken a position, ask a few in each group to explain why they chose that response. Then read out the next scenario, and continue until you feel enough cases have been discussed.

deBRIef in g

Use some of the following questions to debrief the activity:

- z How did you find the activity? Which scenarios did you find most difficult to respond to and why?
- z Do you think all were examples of bullying?
- z Have you ever come across cyberbullying – either as a victim or a bystander? What can you say about the relation between offline and online bullying? Are there any important differences?
- z Has the activity made you look at bullying / cyberbullying in a different way? Has it made you think you might respond differently in future?
- z What can you do against cyberbullying?
- z Who should take action to prevent hate speech online? What should the role of the media networks, service providers, the police, parents, the school authorities, and so on, be?

t iPS f OR f Ac il it At ORS

- z If the group is large, or unaccustomed to general discussion, it may be helpful to introduce a magic stick or imaginary microphone so that people wanting to speak must wait their turn.
- z Participants may want to choose more than one option, for example, responding to the bully and reporting the abuse. If this happens, tell them to take the corner which seems most important, then give them the chance to explain their position.
- z Be aware that some participants may be experiencing bullying, perhaps from others in the group. You will need to be sensitive to the different personal needs or constraints and should not press anyone to respond if they do not seem willing to.
- z If there are participants who are experiencing bullying, the activity may bring their concerns to the surface, leading them to recognise their need for further support. You should either make it clear that you can offer such support – in confidence – or should have alternative support systems you can point them to. Before the activity, you may wish to explore existing local or national services, for example, helplines or organisations offering support to the victims.
- z If participants are unfamiliar with cyberbullying, or do not seem to recognise its damaging nature, you could use some of the background information to raise their awareness both about the issue and about approaches other people have used. Where relevant, the links between hate speech and bullying should be made (especially when bullying is combined with hate speech).

v ARiAt i On S

The activity could be simplified, with just two options for participants to select: 'Do nothing', or 'Do something'. The two signs could be put at either end of the room and participants place themselves along a line between the two signs, depending on how likely they are to select either option.

ideas for Action

Any further action will be more effective if the participants have decided on a group action together. You could discuss various ways for following up on the activity, for example, raising awareness of the problem (online or offline), setting up a support or solidarity group, implementing an anti-bullying policy for the group / class / school, or creating a 'No to online bullying' campaign, and so on.

You can also join the No Hate Speech Movement and use the campaign website to share video messages of solidarity with the victims of cyberbullying. You can also use the website to share advice for any Internet user on what to do in situations of cyberbullying.

handouts

Scenarios

You have received a number of abusive emails and text messages from addresses or numbers you don't recognise. Some have been threatening: it seems that the bullies know you. What do you do?

Some people from your school have edited some photos of yours and posted them online with nasty comments. You think you know who it is. What do you do?

A boy from a different country has just joined your class. Your friends make fun of him and have started posting racist jokes about him on their social networks. They keep telling you to re-tweet or re-post the jokes. What do you do?

A group of kids in your class have been spreading a hurtful rumour about you on social networking sites. Many kids now won't play with you or even speak to you. Even your friends are starting to think the rumours may be true. What do you do?

The teacher tells the class that some people are being badly bullied and one young person was attacked on the way home from school. She asks for anyone who knows anything about this to talk to her privately after the lesson. You think you know who did it but you're scared because you have received a lot of text messages, warning you not to say anything. What do you do?

You see a child in the playground standing alone and crying. You know other children tease her because she's learning-disabled, and they call her "thicko" and "pig ugly". Your friends are some of the worst and often laugh about her when you're all together. What do you do?

This activity is an adaptation of the activity "Bullying Scenes" from Compasito, Manual on Human Rights Education for Children – www.coe.int/compass

Level 2

gROuP
12-20t i Me
45'

f Reed OM unI iMit ed?

Participants explore the idea of freedom of expression using a number of case studies. They need to decide what to do with comments or communications which are controversial, abusive or potentially dangerous.

THEMES Freedom of Expression, Democracy and Participation, Human Rights

COMPLEXITY Level 2

GROUP SIZE 12-20

TIME 45 minutes

OBJECTIVES

- To explore the concept of freedom of expression
- To understand why freedom of expression is important – for individuals and for society
- To look at the reasons why limiting freedom of expression may be needed to protect human rights, particularly where hate speech is involved

MATERIALS

- Flipchart and marker pens
- Copies of the cards on page 72

PREPARATION • Make copies of the cards on page 72 (enough for each small working group)

in St Ru c t i On S:

1. Ask participants what 'freedom of expression' means to them. Collect ideas on a flipchart, inviting discussion of some of the following points if they are not raised by participants:
 - Does freedom of expression mean we can say whatever we want?
 - If you think certain 'expressions' should not be permitted, how could we decide what needs banning? Who should decide?
 - Apart from through speaking or writing, what are the other ways we 'express' ourselves (music, drama, images, body language, etc.)?
2. Do not attempt to 'resolve' the issues at this moment: gather some opinions and explain that these are often controversial questions which will be explored in more detail through the activity.
3. Ask whether anyone has ever been prevented from saying something they wanted to – at home, school, or in public. How did it make you feel? Why was it important to you to be able to express your point of view?

4. Provide some brief information about freedom of expression. Use the information below, or add to it from the background materials (page 160):

Freedom of Expression

The right to be free to express our thoughts or opinions is an important human right, and is part of international human rights law. The right is valued both because our thoughts, opinions and ability to communicate are a central part of what it means to be human, and because communication and discussion are essential in building an effective democratic society. Understanding and living side by side with others depends on open and free communication – even if we sometimes have to hear opinions we don't agree with. Nevertheless, freedom of expression is not an 'absolute' right which always applies, without limits. It is a right which has to be balanced against the rights of others, or against the good of society as a whole. When expression is either extremely damaging to certain individuals or is likely to be damaging for society, it can be limited.

5. Tell participants that they will work in small groups (4 - 5 people) and will discuss a number of cases in which people post things online which are harmful to others and their human rights. The groups need to decide whether this is a case where any of the material should be taken offline – in other words, whether freedom of expression should be restricted.
- If they decide it should: what should be taken offline, and why?
 - If not, why not? What else can be done and by whom?
6. Divide participants into groups of 4 or 5 people and give each group a copy of the cases on page 72. Give them about 20 minutes to discuss each of the cases. They should try to provide reasons for the decisions.

Debriefing

Go through each of the case studies asking for groups' responses. Discuss briefly the reasons behind the decisions they took. Use some of the following questions to draw out other key points:

- z Were there any cases where you could not reach agreement in the group? What were the key differences in opinion?
- z Did it make a difference who was responsible for the posts? Did it make a difference how many people responded, or how they responded?
- z Did you arrive at any general principles to decide when freedom of expression can (or should) be restricted? What are the dangers in being over-restrictive? What are the dangers in being over-permissive?
- z Do you think that closing down websites or removing harmful posts is an effective way of combating hate speech online?
- z In your country, are there restrictions on what people are allowed to say – online or offline? Do the rules differ for online expression?

Tips for Facilitators

- z When participants discuss the cases, remind them to consider how much material they would take

online, if they decide to do so. For example, they could decide to remove the whole site (or profile) or they could remove a single post / video, ban the user who posted, and so on.

- z It may be worth reminding participants that the European Court of Human Rights considers any restriction of freedom of expression as a very serious step! It should only be done when there is strong justification.
- z You may want to explore with participants the extent to which the discussions themselves were useful in helping them to form their opinion, and what this may tell us about freedom of expression.
- z If necessary, or if time allows, you may want to explain that human rights law, and freedom of expression, is really about how governments should behave. Limiting expression on the Internet is often more complicated because much of the Internet is 'owned' by private companies (e.g. private hosting providers, news sites 'owned' by companies, etc.). There are questions about whether or how much governments should and can regulate speech on the Internet. Have a look at Chapter 5, Background Information, on freedom of expression.
- z You may want to explain that human rights law, and freedom of expression, is really about how governments should behave. Limiting freedom of expression on the Internet is often more complicated because much of the Internet is 'owned' by private companies (e.g. private hosting providers, news sites "owned" by companies, etc.). Familiarise yourself with the key points reflected in Chapter 5, Background Information, on freedom of expression or the section 'Freedom of expression and information' in the Guide to Human Rights for Internet Users.
- z Try to find out before you start the activity whether any of the cases would be illegal under your national laws.
- z It may be useful to end the activity by considering other ways of responding to the cases. Refer to the material on the campaign No Hate Speech Movement in Chapter 2 for some suggestions. Remind participants that removing offending material, or the site, is not the only response! It can also be very difficult to implement practically, given the amount of material posted online.

variation

The case studies could be performed as a role play: each small group could prepare one of the scenarios and perform it to the others. Discussion about the most appropriate response would then take place in the group as a whole.

ideas for action

How much do participants know about their parliamentary representatives? They could do some research into public statements they have made about minorities or other vulnerable groups, and then write to express their support or their disagreement. An individual letter from everyone in the group might even prompt a response!

Discuss with the group possible actions to take if any of the participants encounters racist posts online. Develop together some arguments and short messages that participants can use whenever they find hate speech examples online.

hANDOUTS

Case Studies for Discussion

1. A group called 'Redeem our nation' sets up a website proclaiming 'traditional values'. Many of the posts are racist. The site attracts a large number of comments and a heated discussion. Some of the discussion contains very abusive language, but there is a large community of commenters who object to the racist ideology of the site.
 - Should anything be taken off the site? If so, how much and why?
 - If not, what else could be done?
2. Nikolay, a politician, uses his personal website to call for the eviction of a Roma community in his constituency, and blaming them for high crime levels. Following his calls, there are a number of attacks on Roma around the country. Much of the media begins printing stories which feature crimes committed by Roma – but not the crimes committed against them.
 - Should anything be taken off the site? If so, how much and why?
 - If not, why not? What else could be done?
3. On a personal blog, Rory posts a cartoon showing a well-known politician with blood dripping from his fingers, and dead bodies all around. Many people comment, mostly supporting the cartoon.
 - Should anything be taken off the site? If so, how much and why?
 - If not, why not? What else could be done?
4. Ella posts a video on her public profile which makes fun of disabled people, portraying them as incompetent 'alien' beings. Site statistics show that almost no-one has viewed the video, and there are no comments from visitors.
 - Should anything be taken off the site? If so, how much and why?
 - If not, why not? What else could be done?
5. A journalist sees the video (in example 4) and starts a campaign to have Ella's profile removed from the social media site. As a result the video gets thousands of hits. People start commenting that this is "the best video ever", "we should start being realistic about disabled people", and so on.
 - Should anything be taken off the site? If so, how much and why?
 - If not, why not? What else could be done?
6. Ditta, a well-known celebrity, posts an article on an online news site claiming that transgender women are "an abuse against humanity". A website is set up to 'bring down Ditta' with details about her personal life. She starts receiving hundreds of personally abusive emails and tweets. Some include threats.
 - Should anything be taken off the site? If so, how much and why?
 - If not, why not? What else could be done?

level 4

gROuP
12-24time
60'

gROuP x

Participants map rights from the European Convention on Human Rights against a series of abuses commonly experienced by young Roma.

THEMES RACISM AND DISCRIMINATION, HUMAN RIGHTS, PRIVATE LIFE AND SAFETY

COMPLEXITY Level 4

GROUP SIZE 12-24

TIME 60 minutes

- OBJECTIVES
- To consider how victims of hate speech are often deprived of numerous other human rights
 - To raise awareness of Roma rights and the human rights abuses they commonly experience
 - To relate the rights contained in the European Convention on Human Rights (ECHR) to real examples of abuse

- MATERIALS
- Copies of the information about Group X (one copy for each small group)
 - Several copies of the ECHR (abbreviated version). You will need at least 2 copies for each small group
 - Flipchart paper and marker pens
 - Scissors and glue (optional)

- PREPARATION
- Prepare a piece of flipchart paper for each small group. Stick the information about Group X in the middle of the flipchart paper.

Instructions

1. Read out the story about Group X (page 76). Explain that all the examples in the narrative are typical experiences for people from a particular minority, a minority which does not have its own country, but which exists in many countries of the world. Give participants the chance to guess the minority, and then confirm that the examples are all typical of Roma experiences in countries throughout Europe.
2. Ask for brief reactions to the text. Explain that most of the examples are illegal under human rights law and illegal in every country in Europe. Refresh participants' memory, if necessary, on human rights

generally and on the European Convention on Human Rights (ECHR), in particular. Use the background information on page 201.

3. Explain that participants will work in small groups (4 - 5 people) and will use an abbreviated version of the ECHR to map the examples in the text to rights contained in the Convention.
4. Hand out copies of the ECHR to everyone, and read through it together if participants need reminding. Address any questions relating to the content of the rights.
5. Ask participants to create small working groups—about 5 people in each group—and give each group one of the pieces of flipchart paper with the text about Group X. Ask them to mark on the flipchart paper, near the text, any connections between parts of the child's story and specific human rights.
6. Give groups about 20 minutes to complete the mapping. Stick up the finished flipchart papers on the wall and give participants the opportunity to look at those done by other groups—and note any similarities or differences.
7. Proceed to the debriefing.

deBRIefing

Bring participants back to the group and use some of the following questions to debrief the activity.

- z Were you surprised by the number of different abuses which members of the Roma community commonly experience? Do you think any / all of these examples happen in this country?
- z Have you ever heard or witnessed any examples of abusive speech against Roma communities? Have you seen anything online?
- z Imagine you came across a nasty comment about Roma people on someone's online profile on a social network: what would you do? Do you think it would make a difference if people started objecting to such comments, or posting positive stories instead?

Use some of the following questions to explore any prejudices participants may have about Roma people:

- z Those who drew up the Universal Declaration on Human Rights (and the ECHR) thought that we should never make judgements about someone based on which 'group' they belong to. Do you agree?
- z What do you think about the child's comment that there are criminals in every community, but yet we don't use that to say that everyone in that community must be a criminal? Why do we say that about 'all Roma' if we don't know 'all Roma'?
- z Those who drew up the UDHR also thought that there were certain things we shouldn't do to anyone, however they may have behaved. Do you agree?
- z How do you think you would feel if you were constantly abused by others in the community? How might you behave?
- z What do you know about the life of Roma communities? What about the problems they face?

tips for Facilitators

- z You may find that many participants have strong prejudices about Roma. Try to avoid discussing this before the groups have worked on the flipcharts. Use some of the questions in the debriefing to explore this after the activity.

- z When groups work on the flipcharts, tell them they can use any method to illustrate the links with human rights: they can cut up the information sheet or cut out the cards and stick them on the flipchart paper. Or they can use marker pens to write up articles, draw arrows, and so on. If they run out of cards representing particular rights, tell them to use their imagination to illustrate further links!
- z The narrative is not really a report from a Roma child, but each of the examples spoken about is very real in nearly every European country. You could use some of the links at the end to talk more about the abuses described.
- z You may want to explain to participants that not all the human rights we possess have been included on the cards. The ECHR covers only some of our human rights, and only some of the rights in the ECHR have been included.
- z Use the resource sheet 'Rights Engaged' on page 77 to feed back on the prepared flipcharts. Note that many of the abuses in the story engage more than one right, and that nearly all of them engage the right to be free from discrimination.
- z Remind participants that human rights abuses are slightly different from 'normal' crimes: they apply to the behaviour of governments, or those in official positions such as teachers, police officers or prison officials. Public officials have responsibilities not to abuse people, but they also have responsibilities to make sure that people are not abused by others. If the police do not take a complaint about abuse seriously, they may be failing in their human rights responsibilities.

VARIATIONS

The activity could use the Universal Declaration on Human Rights instead of the European Convention.

IDEAS FOR ACTION

Ask participants to research the situation of Roma people in their country. Different groups could work on different topics.

Alternatively, participants could monitor sites they visit frequently, looking for negative comments about Roma. Examples could be submitted to Hate Speech Watch on the Campaign website (www.nohatespeechmovement.org/hate-speech-watch)

You can use the Factsheets about Roma history developed by the Council of Europe to familiarise participants with the past and present situation of Roma people across Europe. More information:

www.coe.int/t/dg4/education/roma/history_en.asp

hANd Out s

g ROu P x

I'm a child from Group X. At school, I've been put in a special class for children with learning disabilities. We're not allowed to be in 'normal' classes. I'm often bullied by other children because I'm Group X – so are my friends. The teachers don't do anything about it. Some teachers even pick on us. They never get punished. In one country, I know that all the children from Group X were sent to schools for children with learning disabilities.

People don't want us around. They don't even know us, they just shout at us or beat us up because of who we are – or who they think we are. Well, we're children, just like them. And how are we meant to behave if someone shouts at us or beats us up? Should we like them for it?

If we go to the police, they often don't listen. They tell us it must have been our fault because we're all trouble-makers. How do they know? I thought the courts were meant to decide that. The police stop us in the streets all the time for no reason. They tell us they think we've stolen something and they need to search us. Sometimes I get stopped 6 times a week but I've never stolen anything.

I've heard of people from my community who've been in prison and have been beaten up by prison officers. Why should someone who beats up someone else not be punished? Even prison officers are meant to obey the law.

Last summer, groups of people dressed in the same way and singing songs against us marched in our village. We were all scared and locked ourselves in our homes. They threw stones at our homes and beat some of the young people who tried to send them away. The police did not do anything ...

Members of the government often insult us, as if everyone from Group X is the same, and everyone in Group X is a criminal. Well, we're not. Every community has some people who commit crimes. The government doesn't insult everyone in another community, just because a few of them commit crimes. Why can't they tell some good stories about Group X people who are just like everyone else?

On the television and on the Internet, people just say whatever they want about us. I'm sick of seeing online groups telling us we're dirty or stupid or much worse things. They tell us we should get out of the country, go home, and get a job like everyone else. My Dad would love to have a job. No-one will employ him because he's Group X.

How are we supposed to live? How are we meant to feel when everyone says nasty things about us, even when they don't know us? It's hard: sometimes I don't want to go out into the street because I'm afraid I might get shouted at or beaten up.

hANd Out s

Right Seng Aged

All examples are likely to engage the right to be free from discrimination (Article 14 or Protocol 12 of the ECHR). Other rights which may be engaged:

Special classes or schools for Roma children	Protocol 1, Article 2
Teachers picking on children	Maybe Article 8 (Private life). If the abuse is very bad, maybe Article 3. If it is affecting their education, may also engage Protocol 1, Article 2
Teachers not being 'punished'	If no-one is taking complaints seriously, maybe Article 8 (or Article 3, if the abuse is very bad). Possibly Protocol 1, Article 2
People 'shouting at' Roma, people marching in the villages where Roma live	Maybe Article 8 if the abuse is bad, is happening regularly, and if the police are doing nothing about it
People beating them up	Maybe Article 8 if the police are not responding to complaints. If the beating up is very bad or happening regularly, maybe Article 3
The police not listening to complaints	Article 8 or 3, depending on how bad the complaint is. If there are any threats to people's life, maybe Article 2
The police stopping and searching Roma	Maybe Article 5 (Liberty) if people are being stopped very regularly for no good reason. Also Article 8 (Private life)
Prison officers beating up Roma	Maybe Article 3 if the beating up is very bad. Also Article 8
Prison officers not being 'punished'	Maybe Article 3 if the beating up is very bad. Also Article 8
Members of the government abusing Roma	Maybe Article 8 if the abuse is very bad and is affecting how others treat Roma people
Abuse on the Internet / in the media	This may not be a strict violation of human rights because it's not a public official who is responsible. The abuse would have to be very bad, and there would need to be formal complaints which have been ignored by public officials.
Not being able to get a job 'because you're Roma'	Maybe Article 8 – particularly if any governmental organisations are refusing to employ someone because they are Roma
Being afraid to go out into the streets	If there is a real threat for Roma children on the streets and the police are doing nothing about it, this may engage Article 8 or 3 (or 2)

Level 3

gROuP
6+

t iMe
60'

h u M A n R i g h t S O n l i n e q u i z

The activity is a quiz about human rights online. It helps participants to get to know their rights online by using the Guide to Human Rights for Internet Users.

THEMES Human Rights

COMPLEXITY Level 3

GROUP SIZE 6 upwards

TIME 60 minutes

- OBJECTIVES**
- To understand how human rights apply online
 - To expand understanding about the universality of human rights
 - To think about human rights protections in the online world

- PREPARATION**
- Handout
 - The Guide to Human Rights for Internet Users
 - Pens or pencils, one per group

in S t r u c t i O n S

OPT i O n A l S t A r t e R (FOR g R O U p s U N F A M I L I A R w i t h h U M A n R i g h t s)

1. Ask participants what they understand by human rights. Write suggestions on a flipchart and prompt with further questions, if necessary. For example:
 - z Who has human rights?
 - z Can you name any human rights?
 - z Where do human rights come from?
 - z Do human rights apply online?
2. Provide a brief summary of human rights, for example:

Human rights belong to everyone, and they are "laws for governments". Human rights mean that governments have to make sure that individuals are protected from unfair treatment, extreme abuse and violence, amongst other things. Human rights are important because they protect us, and because they mean we shouldn't behave towards others in a way that does not respect their rights.

MAIn ActiViTy

1. Explain that the activity is a quiz about human rights online and that it involves a team game to learn about the rights that apply online.
2. Hand out the simplified version of the Guide to Human Rights for Internet Users or give the link to it. Give participants time to read it though and ask questions if they do not understand some of the rights.
3. When everyone is ready, divide the group into teams of 2 to 6. Give the handout to each team.
4. Tell participants that they will play the quiz as a team and they should pick one person who writes the answers on a handout. Tell them that they will have about 30 minutes to finish the quiz by using the Guide as a source for the questions.
5. After they have finished the quiz go through the correct answers together with participants and decide who was the best team. Correct answers are: 1B, 2A and B, 3B, 4C, 5A, 6B, 7B, 8C, 9C, 10B, 11C, 12C, 13A, 14B.

deBRIef ing

Ref l e c t i O n S O n t h e q u i z :

- z Which of the questions were the most difficult? Why?

Ref l e c t i O n S O n h u M A n R i g h t S :

- z Were any of the rights particularly difficult to understand?
- z Do you think you could “do without” any of these rights? If so, which ones?
- z Do you think these rights apply to the online world as well as the “real” world? Can you think of examples where some of these rights are relevant to online activity?
- z Do you think that human rights are respected on the Internet?

Ref l e c t i O n S O n h A t e S P e e c h :

- z Explain briefly that hate speech is any ‘expression’ of hatred towards a group or member of a group which is nasty, hurtful and likely to lead to violent reactions towards members of the group. Ask for a few examples to clarify.
- z Which of the rights in the quiz might be relevant to hate speech? Why?
- z If you were a target of hate speech online, which rights would you be most likely to need?
- z What can be done about the spread of hate speech online?

t i P S f O R f A c i l i t A t O R S

- z Participants could work in pairs to convey the rights. This may be helpful to allow them to discuss what the rights mean, but it may also add time to the activity.
- z You may wish to concentrate on one or two of the areas of ‘relection’ in order to explore issues more fully.
- z You can learn more about human rights and human rights online from the background information on page 155.
- z You can learn more about the topics related to the Guide by looking in more detail at the background section.

ideaS fOR Act iOn

Ask participants to write a status update or a blog post that relates to the Guide to raise awareness about how human rights apply online.

hANd OUT s

PART i: intROductORY

1. When was the Guide published?
 - A. 1990
 - B. 2014
 - C. 2010.
2. Why was the Guide made?
 - A. To have a tool for Internet users
 - B. To raise awareness about human rights online
 - C. To get people to read more.
3. The Guide is based on
 - A. The Lisbon Treaty of the European Union
 - B. The European Convention on Human Rights
 - C. A collection of good ideas.
4. Who has to follow the instructions of the Guide?
 - A. Only EU member states
 - B. All countries in the world
 - C. All Council of Europe member states
5. What does the European Convention on Human Rights do?
 - A. It secures human rights
 - B. It convinces people
 - C. It secures only adults rights.
6. Who do human rights belong to?
 - A. People who have behaved well
 - B. Everyone
 - C. Only people who pay their taxes.



hANd OUt s

PART ii: AcceSS And n On -d iSc RiMin At iOn / f Reed OM Of ex PReSSiOn
And in f ORMA t iOn / ASSeMBly, ASSOciAt iOn And PARt iciPAt iOn

7. When surfing online or using different social network channels, you must not be discriminated against because of
- A. Eye colour
 - B. Gender and language, for example
 - C. Using a smartphone or a computer.
8. What does freedom of expression mean online?
- A. To have the freedom to express yourself but only in writing
 - B. To have the freedom to express yourself in certain channels
 - C. To have the freedom to express yourself online and to access information.
9. Which of the following is not included in freedom of expression?
- A. Political speech
 - B. Views on religion
 - C. Expressions which incite to discrimination, hatred or violence.
10. What does it mean to have a right to participate online?
- A. To have the freedom to choose any website or application but only to participate in four different ones at the same time
 - B. To have the freedom to choose any website, application or other service in order to form, join, mobilise and participate in social groups and assemblies
 - C. To have the freedom to choose any website or application but not be allowed to protest online.

hANdOUT s

PART iii: PRivAcY And dAtA PROt ect iOn / educAt iOn And l it eRAcy / ch il dRen And yOung PeOPle / eff ect ive ReMedieS

11. According to the Guide, everyone has the right to education. What does it mean online?
 - A. For example, every child should do their homework on a computer
 - B. For example, everyone should have access to newspapers online
 - C. For example, everyone should have access to online courses and digital education.
12. Who is entitled to special protection and guidance when using the Internet?
 - A. Everyone
 - B. Only children and young people from 14 to 16 years old
 - C. Children and young people.
13. Internet service providers should
 - A. Give information to people on how to report and complain about interferences with their rights
 - B. Give information to people on how many discrimination cases there are
 - C. Give information to people on how many people work in each company.
14. Who is the authority to which you need to turn to first of all for protection from criminal offences committed on or using the Internet?
 - A. International authorities
 - B. National authorities
 - C. European authorities.

Level 3

gROuP
Anyt iMe
45'

Online PARticipAtion

This activity helps participants to think about the way they use the Internet and how they participate online. Participants will identify and scale their level of online participation and also plan what kind of role they would like to have online in the future. Participants also learn how to address hate speech and how to protect human rights online in a more effective way.

THEMES Internet Literacy, Private Life and Safety, Human Rights

COMPLEXITY Level 3

GROUP SIZE Any

TIME 45 minutes

- OBJECTIVES**
- To identify one's participation level and roles online
 - To learn how to address hate speech and how to protect human rights online in a more effective way
 - To understand the risk that may occur when acting against hate speech online

- MATERIALS**
- Big cardboards
 - Flipchart paper
 - Coloured pens/ markers
 - Post-its
 - Copies of the handout Ladder of participation on page 86

- PREPARATION**
- Prepare large cards with online roles and place them on the floor. You can write on them roles such as creator, conversationalist / discussor, critic, collector, "joiner", spectator, inactive, viewer and member.
 - Make copies of the handout on page 86.

Instructions

1. Explain to participants that you have placed cards on the floor of the room and that all the cards represent different online roles: creator, conversationalist / discussor, critic, collector, "joiner", spectator, inactive, viewer and member. Provide examples of what each role means.

2. Ask participants to place themselves on one of the cards according to what they do on the Internet “in general”. How do they see their role online? How do they participate online?
3. After they have chosen their place, ask them to look around and pay attention to where others have placed themselves. You can also ask for examples of actions participants do online.
4. Ask participants to place themselves on the cards again depending on what they do on the Internet regarding combating hate speech online. After they have chosen their place ask them to look around and pay attention where others have placed themselves. You can also ask for examples of their actions to combat hate speech online.
5. Ask participants to place themselves on the cards again, according to where they would like to see their online participation one year from now when it comes to combating hate speech online. After they have chosen their place you can ask for clarification of why they have chosen that specific role.
6. Ask participants to form small groups of 2 to 4 people. Ask groups to come up with actions they would like to take to reach the level of participation they have chosen when combating hate speech online.
7. Ask groups to share their actions with others.

deBRIEFing

- z What did you think about the activity?
- z How was it to identify your role online? What did you discover about your online behaviour?
- z How was it to identify your role online regarding actions against hate speech online?
- z How was it to identify what kind of role online you would like to have when combating hate speech? How was it to think of things you could do more of online?
- z What do you think about these examples of online participation? What is their link to “online” participation? Can people participate online as they do online?
- z Is it important to address hate speech online in general? Why or why not?
- z How easy did you find it to think of online actions against hate speech?
- z Do you feel that you can freely participate online?

tIPS fOR fAcilItAtORS

- z You can learn more about online participation in Chapter 5.6, ‘Democracy and participation’ on page 174.
- z You can also learn more about human rights online reading the Guide to Human Rights for Internet Users, and specifically the section ‘Assembly, association and participation’. It may also be worth mentioning the Guide to participants as well. Internet users need their human rights to be protected online. Knowing their rights and challenging any abuses is important in making sure that this happens. The Guide is accessible at: www.coe.int/en/web/internet-users-rights/guide.

ideas for Action

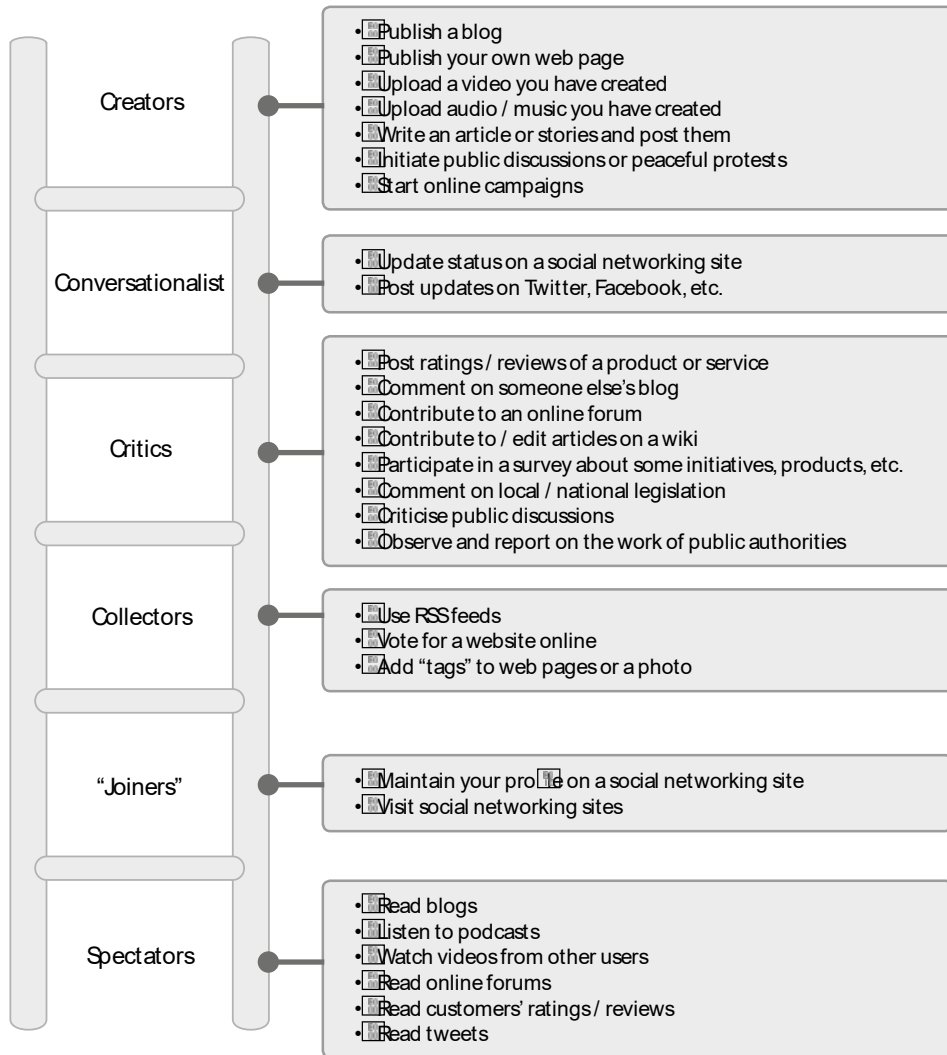
Participants could make their own “map of online participation” to plan how to be more active online and how to combat hate speech online.

Invite participants to imagine an activity or action to share with the activists of the No Hate Speech Movement youth campaign.

This activity has been developed during the 1st regional training course based on Bookmarks, held in Belgium, October 2014.

hANd Out

1 AddER Of OnLine PART icIPAt iOn *



* Based on the 2010 model by Berners-Lee and Li, C. (2010), 'Social technographics revisited – mapping online participation'. In Participation Models: Citizens, Youth, Online, available at: www.nonformality.org/wp-content/uploads/2012/11/Participation_Models_20121118.pdf

Level 2

gROuP
14-35t i Me
60'

Ou R Rig ht S On l i n e

Participants are introduced to the Guide to Human Rights for Internet Users. They have to analyse key messages and statements of the Guide and to reflect on its application in daily life.

THEMES Human Rights, Democracy and Participation

COMPLEXITY Level 2

GROUP SIZE 14-35

TIME 60 minutes

- OBJECTIVES**
- To explore with participants the human rights online of Internet users
 - To introduce the simplified version of the Guide to Human Rights for Internet Users
 - To discuss ways of applying the Guide in daily life
 - To reflect on participants' role in promoting the Guide

- MATERIALS**
- Copy of the simplified version of the Guide on page 90.
 - Pens and paper for note-taking
 - Flipchart paper and markers
 - Space for small groups to work

- PREPARATION**
- Copy the simplified version of the Guide and cut into 7 parts for small group work.

in St Ru c t i On S

1. Make a small introduction of the Guide to Human Rights for Internet Users using the description below, or the short version on page 206.
2. Explain to participants that they will read and work on 7 different areas of the Guide.
3. Divide participants into 7 small groups. Give each group one area of the simplified version of the Guide on page 90, and ask them to read it.

The Guide to Human Rights for Internet Users is part of a recommendation that the Council of Europe adopted for its 47 member states.

The Guide is the set of statements and principles regarding the exercising of human rights on the Internet.

The Guide is particularly helpful to the general public, educators and young people to learn about human rights and freedoms online, their possible limitations and available means of protection.

The Guide does not establish new human rights. It is based on the European Convention on Human Rights, other Council of Europe conventions and other instruments of human rights protection.

The Guide describes how human rights can be fulfilled and protected in the following areas: "Access and non-discrimination", "Freedom of expression and information", "Assembly, association and participation", "Privacy and data protection", "Education and literacy", "Children and young people" and "Effective remedies".

The Guide stresses what kind of responsibilities users, public authorities, Internet providers and online content providers have when it comes to exercising human rights online.

4. Ask each group to prepare a short performance reflecting the human rights from the area they read about. Ask the groups not to tell each other what their performance is going to be about.
5. After 15 minutes of preparation, have every group present their performance.
6. Allow a few minutes after each performance for feedback. Ask the other groups to guess what human rights the performance illustrated.
7. Then give the group itself one minute for a short explanation of what they tried to reflect from the content they read. Write their ideas or messages on flip chart paper.
8. Repeat this for each of the performances.
9. Follow to debriefing.

deBRIEFing

- z How was this exercise?
- z What new information about your rights have you learnt from this activity?
- z Is there any difference between human rights offline and human rights online?
- z Who has the responsibility to apply these rights online?
- z How can we make sure these rights apply online? What can we do? What should our government do? What should the website owners do?
- z After becoming acquainted with the content of the Guide, what would you tell other Internet users when they come across hate speech online?
- z What kind of support one can get from the Guide in combating hate speech online?

tips for Facilitators

- Familiarise yourself with the full version of the Guide to be ready for the introduction and participants' questions.
- Ask participants to concentrate on key ideas they would want to bring to others while creating a performance.
- While debriefing, pay attention to the flipchart paper with key ideas prepared as a result of groups performing.
- When participants discuss their role in promoting human rights online, ask for specific examples of what young people can do in their daily online activity.

variation

If the group feel uncomfortable doing performances, you could ask them to draw the content they read, or to express their ideas in some other relevant and creative way.

ideas for Action

You may establish with your group a list of key points regarding what Internet users should know about their rights online.

You may check with your group who the institutions and organisations protection human rights online in your country are.

Invite participants to join the No Hate Speech Movement youth campaign at the European level or in their own country. They can also prepare a photo, meme or video about human rights and hate speech online, based on the ideas they expressed in their performances.

As the result of the activity, participants can elaborate action plans promoting human rights online among their friends, schoolmates, and so on.

hANDOUTs

guide to hUMAN RightS fOR intErnet uSeRS

SIMPLIFIED VERSION

GROUP 1

Access to the Internet and non-discrimination

Anyone should have access to the Internet without discrimination by gender, age, race, colour, language, religion or belief, political or other opinion, ethnicity or sexual orientation.

If you live in rural and geographically remote areas, are on a low income and/or have special needs or disabilities, authorities should facilitate your access to the Internet.

GROUP 2

Freedom of expression and information

Anyone has the freedom to express themselves online and to access information online. There can be limits to this in case of expressions which incite to discrimination, hatred or violence. You may be able to mask your identity online, for instance by using a pseudonym; however, in some cases your identity can be revealed by authorities.

GROUP 3

Assembly, association and participation

Anyone has the right to associate with others using the Internet and to protest peacefully online. You may choose any online tools in order to join any social groups or participate in public policy debates.

GROUP 4

Privacy and data protection

Anyone has the right to private and family life on the Internet. This includes the confidentiality of your private online correspondence and communications. Personal information should only be used online if people previously agreed to this.

Public authorities and private companies have an obligation to respect specific rules and procedures when they process your personal data.

GROUP 5

Education and literacy

Anyone has the right to education, culture and knowledge online.

You should be supported in developing skills to understand and use different Internet tools, and to check the accuracy and trustworthiness of content and services that you access.

hANDOUTS

GROUP 6

Children and young people

Children and young people are entitled to special protection and guidance when using the Internet.

You can expect training from your teachers, educators and parents about safe use of the Internet.

You are entitled to receive, from authorities, Internet service and content providers, clear information about illegal online content or behaviour which can harm you.

GROUP 7

Support and help

Anyone has the right to receive help and support when their rights are not respected online, including the possibility for having access to a court.

An Internet service provider (providers of access to online content) should inform you about your rights and how to complain about violations.

Your digital identity, computer and the data it contains are protected by authorities from illegal access, forgery and other fraudulent manipulation.

Level 2

gROuP
10-20

t iMe
60'

Pl Ay it Ag Ain

This activity is based on a role play: someone is drawn into an act of bullying because of peer pressure. Participants are asked to replay the scenario in order to achieve a different outcome.

THEMES Cyberbullying, Democracy and Participation, Racism and Discrimination

COMPLEXITY Level 2

GROUP SIZE 10-20

TIME 60 minutes

- OBJECTIVES**
- To understand how bullying works
 - To develop solidarity and empathy for victims of bullying
 - To encourage participants to take action against bullying and hate speech online

- PREPARATION**
- Identify 4 volunteers before the activity begins. They will be asked to perform a short role play for the rest of the group (not more than 5 minutes). Give them copies of the scenario on page 95 so that they can prepare beforehand. Help them to get started if necessary.
 - Make sure you have enough space for the role play.

in St Ru c t i On S

1. Tell the group that the activity will begin with a brief role play. Read out the following background to the scenario then introduce the volunteers and invite them to begin the role play.

Scenario:

Albert is quiet and is seen as a bit 'different'. He doesn't have many friends and often worries that others in the class don't like him. Sometimes he plays the fool to make the other children laugh, and he is very good at that (even if the teacher doesn't always approve!).

After one lesson when he had made all the class laugh a lot, he was approached as he was leaving school by Derek and Jared, two of the most popular boys in the class. The three of them laughed together about his behaviour, and then walked home together. Albert felt very proud, as if he'd at last been accepted.

2. Now run the role play.
3. After the role play, ask participants for their reactions. Prompt with a few questions if necessary, for example:
 - Do you think the scenario is realistic?
 - What do you think about Albert's behaviour?
 - How do you think Ahmed must have felt?
4. Invite participants to think about how they might have behaved if they had been in Albert's position. Then tell them that the role play will be run again, but this time you would like to invite others to step in and see if they can produce a better outcome for Ahmed (and Albert).
5. Start the role play again (with the same volunteers) but stop it at certain points and ask for new volunteers to change places with one of the characters. You may want to do this a couple of times to allow more people to take part in the activity.
6. After the role play, invite everyone to come up with something else that Albert could have posted online at the end of the original scenario – something which might have helped to repair the damage. This could be a tweet, a personal message, a comment, or anything else. Then move on to the debriefing.

deBRIef ing

Make sure participants have come out of their roles, if they took part in the role play. Emphasise that the following questions should be answered from their own point of view, not from the point of view of characters that featured in the role play.

- z What did you think about this activity?
- z What were the things that made Albert join in with the bullying?
- z How easy do you find it to resist these pressures in your own life?
- z What if this happened online? What would be similar? What would be different?
- z Have you ever seen posts on someone's profile, or elsewhere on the Internet, which target people in the way Albert did in this scenario?
- z Is there anything you can do to stop things like this being posted, or lessen their impact?
- z Did you learn anything from the activity, or did it make you think about bullying in a different way?

t i P S f O R f A c i l i t A t O R S

- z Make sure you are aware of any potential tensions in the group before running the activity. You may need to alter the scenario so that it does not reflect any strong negative attitudes towards people in the group. In particular, you may want to change the nationality of Ahmed or change the comments made by Albert, or you may want to substitute female characters into the scenario.
- z Be careful when selecting volunteers: try to choose volunteers who are unlikely to have any relation to issues raised in the scenario. Brief the first volunteers that the role play does not need to be long.
- z You may want to allow some time after the role play for people who did not have an opportunity to participate to make their own suggestions. Running the role play more than 3 times will become repetitive, but people could be asked to describe other possible ways of altering the outcome.

- z If the role play arouses strong emotions among participants, it may be useful to run a further brief activity before the debriefing to allow them to distance themselves from their roles. It is normally sufficient to ask them to say their names out loud or do a quick physical energiser.
- z Try not to offer your own judgement on any of the behaviour in the role play: use questions instead to make participants see a different point of view. It is important that participants feel free to speak honestly about their own attitudes or behaviour, including any difficulties they may feel in not succumbing to peer pressure.

vARIAt iOn S

Instead of using role play, the example could be used as a case study, with alternative scenarios discussed in small groups, or in the whole group.

id eAS f OR Act iOn

Invite participants to develop solidarity messages with victims of cyberbullying or to draw up a list of suggestions for people who feel 'pressured' to join in with bullying. These messages could be shared on the No Hate Speech Movement website www.nohatespeechmovement.org

Draw up an action plan for instances when participants come across cyberbullying online, either as a victim, or as an observer. The group could make a pact that they will always do something from the action plan if they come across bullying online.

There are numerous organisations or sites on the Internet which deal with cyberbullying. Make sure that participants are aware of any support systems that they could turn to after the activity, if it prompts such a need. Use a search engine to find local initiatives, or look for general information on the following sites: www.stopcyberbullying.org and <http://yp.direct.gov.uk/cyberbullying>.

hAND OUT (FOR VOLUNTEERS)

Instructions

Prepare a short role play to illustrate the following scenario. It should begin at the moment when Jared and Derek approach Albert after school. Decide who will play the roles of Derek, Jared, Albert and Ahmed.

- z Derek, Jared – popular boys in school. They start the bullying.
- z Albert – a boy who has trouble making friends. He gets taken up by Derek and Jared.
- z Ahmed – a new boy, originally from Ethiopia.

Start the Role Play here:

- As Derek, Jared and Albert are walking home, they see Ahmed ahead of them, walking alone. Ahmed has recently joined the class and is from another country. He is teased by some of the children for speaking the language used in school badly, for being smaller than most people in the class, and for his shabby clothes.
- Derek and Jared walk a bit faster so as to catch up with Ahmed. Then they start shouting insults at him, pulling his bag and asking whether everyone in Ethiopia wears clothes like him, and whether he should be in the baby class if he can't speak the language used in the school.
- Albert feels very uncomfortable. Derek and Jared keep looking at him, encouraging him to join in and asking what he thinks. In the end, Albert makes what he thinks is a witty comment about people in Ethiopia living in trees and speaking monkey language. Derek and Jared laugh a lot but Albert can see that Ahmed is very upset and frightened of the three boys.
- When Albert gets home, he feels bad. He knows what it's like to be teased by other children, and what he'd said to Ahmed had been far worse than anything people had said to him. But it had been good to laugh with Derek and Jared, and their friendship was worth a lot. He logged onto the Internet and 'friended' Derek and Jared. Then he posted his comment about Ethiopians onto his profile.

Level 1

Group
10-16

Time
60'

RACE fOR RiGhtS!

This activity provides a basic introduction to human rights through a team game. Participants have to depict different rights to members of their team using anything they like – except for words!

THEMES Human Rights, Racism and Discrimination, Private Life and Safety

COMPLEXITY Level 1

GROUP SIZE 10-16

TIME 60 minutes

- OBJECTIVES**
- To understand the rights contained in the Universal Declaration of Human Rights (UDHR)
 - To think about human rights protections in the online world
 - To discuss the links between human rights and hate speech online

- MATERIALS**
- Copies of the Rights Cards: make 1 copy for each team
 - Copies of the Guess Cards: make 5 copies of page 100
 - Copies of the UDHR (summary): make enough copies for everyone
 - Flipchart paper and marker pens (optional)
 - Space for 2 or more teams to work separately, ideally in different rooms
 - Facilitators (ideally)

- PREPARATION**
- Put up the Rights Cards and Guess Cards
 - You may wish to copy the 'Briefing card for Collectors', or put the text up on a flipchart / overhead projector

Instructions

Optional Starter (FOR GROUPS UNFAMILIAR WITH HUMAN RIGHTS)

1. Ask participants what they understand by human rights. Write up suggestions on a flipchart and prompt with further questions, if necessary. For example:
 - Who has human rights?
 - Can you name any human rights?
 - Who has to make sure that human rights are respected?

- Where do they come from?
 - Do human rights apply online?
2. Provide a brief summary of human rights, for example:

Human rights belong to everyone, and they are 'laws for governments'. Human rights mean that governments have to make sure that individuals are protected from unfair treatment, extreme abuse and violence – amongst other things. Human rights are important because they protect us, and because they mean we shouldn't behave towards others in a way that does not respect their rights.

MAIn Activity

3. Explain that the activity involves a team game to remind participants of the rights contained in the Universal Declaration of Human Rights. Outline the aim and rules of the game (page 99) and divide the group into teams of 5-8 people. Hand out the following to each team:
 - Copies of the UDHR summary
 - 2 Guess cards
 - Information for Collectors, or write this on a flipchart.
 - Sheets of flipchart paper for each team and marker pens (optional)
4. If participants are unfamiliar with the UDHR, give them some time to read the articles and ask questions if they do not understand any of the rights.
5. Run through the rules (page 99) and make sure everyone understands them. Then start the game!
6. When one team has guessed all the rights, or a team runs out of Guess cards, the game is over. Ask for feedback and allow participants to wind down after the heat of the competition! Use some of the following questions to debrief the activity.

deBRIef ing

Ref l e c t i O n S O n t h e g A m e :

- z Which of the rights were most difficult to communicate? Why?
- z What conclusions can you draw about communication: why is it often difficult to understand each other? Is it the fault of the 'communicator' or the 'listener', or both?
- z What emotions do you feel towards your team now? What do you feel towards the other team?
- z Think about competitive games: why do we often attach ourselves to one team rather than another? Is this attachment based on reason? Can you think of any parallels in real life?

Ref l e c t i O n S O n h u M A n R i g h t S :

- z Were any of the rights particularly difficult to understand?
- z Do you think you could 'do without' any of these rights? If so, which ones?
- z Do you think these rights should apply to the online world as well as the 'real' world? Can you think of examples where some of these rights are relevant to online activity?
- z Do you think that human rights are respected on the Internet?

Reflections On Hate Speech:

- z Explain briefly that hate speech is any 'expression' of hatred towards a group or member of a group which is nasty, hurtful and likely to lead to violent reactions towards members of the group. Ask for a few examples to clarify.
- z Which of the rights in the game might be relevant to hate speech? Why?
- z If you were a target of hate speech online, which rights would you be most likely to need?
- z What can be done about the proliferation of hate speech online?

tips for Facilitators

- z The game will be more effective with 2 facilitators. The facilitators will need to make sure that Collectors do not respond to 'unofficial' guesses (for example by shaking the head or looking encouraging).
- z Participants could work in pairs to convey the rights. This may be helpful to allow them to discuss what the rights mean, but it may also add time to the activity.
- z When the Collectors come up to receive a new Rights Card, remind them that they must hand over any Guess Cards used. Check what is written on the cards and hand out any new Guess cards if necessary.
- z You may wish to concentrate on one or two of the areas of 'reflection' in order to explore issues more fully. Do not try to cover all questions!
- z The reflections on team 'affiliation' could be used to reflect on other affiliations, for example, on country or ethnic groups. You could explore the emotional attachments which people often have towards their 'own' group, and use that to explore questions relating to racism and discrimination.
- z In case you have time to talk more about how human rights apply online, you and the participants could familiarise yourselves with the Council of Europe's Guide to Human Rights for Internet Users.

variation

The activity could be run purely as a drawing activity, or purely as a drama activity, or both, as in the instructions above.

ideas for Action

Ask participants to identify an online news article which features a human rights abuse. Remind them that human rights abuses are not necessarily 'ordinary' crimes: they must indicate a failure on the part of a government to protect people.

hAND OUT s

teAM gAMe: RuLeS Of PlAy

Aim of the game: to guess all the human rights cards before the other team(s) – or to end up with the largest number of remaining Guess Cards

Rules:

- One person from each team (the 'Collector') collects a human rights card from the facilitator. Their task is to convey the right written on the card to the rest of their team without speaking. They are allowed to draw pictures, use gestures or mime, but cannot use any other props to communicate the right written on the card.
- The rest of the team has a list of the rights in the UDHR and need to guess which human right is on the card. This should be discussed and agreed by the whole team before an 'official' guess is made. When they have agreed on the team's guess, this should be recorded on one of the Guess cards and given to the Collector. The Collector then responds.
- For each right, a maximum of 2 Guess Cards can be used. After that, the right is regarded as 'not guessed' and the next Collector goes to fetch a new card from the facilitator. They should also hand over any Guess Cards they have used.

If the first guess was correct, the team will be given 2 new Guess Cards.

If the second guess was correct, they will be given 1 new Guess Card.

If the right was 'not guessed' (in 2 guesses), no additional Guess Cards are received.

- A different Collector should be sent up for each card. When everyone has had a turn, a second round begins.
- The game ends when one team has guessed all cards correctly, or when a team runs out of Guess cards.

Remember!

- Not all rights are included in the game: there are 30 different rights in the UDHR, and only 12 cards to guess.
- Each team starts off with only 20 guesses. They will need to be careful not to waste their guesses! If they run out of Guess Cards first, they will lose the game.

BRief ing cARd fOR cOll ect ORS

You are not allowed to speak when it is your turn to be a Collector! You can draw pictures and use gestures or mime to help your team guess what's on the card. Try not to use other props.

If your team makes an 'unofficial' guess – in other words, they don't write it on a card – you must not respond! You can encourage them and nod or shake your head if they ask questions about anything else, for example, 'are you sweeping the floor?', 'are you in prison?', 'is that an ice cream?', but **NO SPEAKING!**

hANd OUt s

g u e S S c A R d S

Guess card	Guess card
Write your guess here	Write your guess here
Guess card	Guess card
Write your guess here	Write your guess here
Guess card	Guess card
Write your guess here	Write your guess here
Guess card	Guess card
Write your guess here	Write your guess here
Guess card	Guess card
Write your guess here	Write your guess here
Guess card	Guess card
Write your guess here	Write your guess here

hANd OUT s

h u M A n R i g h t S c A R d S

Article 1	Article 14
All human beings have the same human rights	Everyone has the right to ask for asylum in another country if they are being persecuted
Article 2	Article 18
No-one should be discriminated against	Everyone has the right to religious belief
Article 3	Article 19
Everyone has the right to life	Everyone has the right to freedom of expression (to say what they want)
Article 5	Article 20
Everyone has the right to be free from torture	Everyone has the right to join an association and to meet with others
Article 11	Article 21
Everyone has the right to be considered innocent until proven guilty	Everyone has the right to vote in elections and take part in government
Article 12	Article 27
Everyone has the right to privacy	Everyone has the right to take part in the cultural life of their community

Level 3

gROuP
Any

t i Me
60'

ReAding t he Ru l e S

Participants discover the terms of use or community guidelines of a website and take steps to report inappropriate content to the website. Participants also discuss what the advantages and disadvantages of reporting are, particularly in relation to the possibilities of Web 2.0.

THEMES Campaigning Strategies, Internet Literacy, Democracy and Participation

COMPLEXITY Level 3

GROUP SIZE Any

TIME 60 minutes

- OBJECTIVES**
- To understand some of the ways that Internet content is regulated, including rules which prohibit hate speech online
 - To examine the terms and conditions of some popular websites and assess their suitability
 - To discuss the effectiveness of using online reporting mechanisms to combat hate speech

- MATERIALS**
- Computers with access to the Internet
 - Pens and the questionnaires on pages 106-107

- PREPARATION**
- Copy the questionnaire on pages 106-107. You will need 1 copy for each small group (4 people).

in St Ru c t i On S

1. Ask participants who makes the rules for the Internet. Are there any rules? Where are they written down?
2. Use some of the information on pages 105-106 to explain that there are rules at different 'levels' on the Internet: there may be rules set by the owners of websites (or by hosting providers), there are rules set by national governments, and there are rules set by international law, in particular, human rights law. The activity will concentrate on the first level, the rules set by websites themselves.
3. Ask if anyone has ever looked at the 'rules' for websites they use! Has anyone ever made use of them, for example, reported an abusive comment or post to the website owner, where this is forbidden by the rules? Has anyone ever wondered whether this is possible, or how to do it?
4. Explain that the rules for users of websites are normally known as the 'terms and conditions', and most websites have them! The terms and conditions can often be a useful tool in combating hate speech online because many websites have provisions which do not allow it. The problem is that people do not always make effective use of the rules, and website owners do not always monitor content according to their own rules.

5. Divide participants into groups of about 4 people and give each group a copy of the questionnaire on page 106-107. Explain that each group should select a website that they use frequently, and try to work through the questionnaire. If necessary, run through the questions quickly with the group to make sure that participants know what they should be looking for.
6. Give them about 20 minutes to complete the task then bring them back for the debriefing.

deBRIef ing

Begin by running through the questionnaire, comparing what participants found.

- z Were there significant differences between your results, for example, in the kind of content that is permitted or the ease of reporting?
- z Did anyone find a 'perfect' example of terms and conditions?
- z Did any group feel that the terms and conditions were wholly inadequate, either because they did not address hate speech, or because the rules and reporting procedure were too complicated?
- z Now that you have looked at the terms and conditions, do you think you would ever report an abusive post on a website? Why, or why not?
- z What if no-one ever reported abusive posts?
- z Do you think that as users of a website you might be able to improve the terms and conditions, or ensure that they are more rigidly observed? How could you do this?
- z What else can you think of that could make reporting more effective? For example, is there any difference if one user reports inappropriate content or if 1,000 users do it at the same time? What if a company, which uses this website for advertising, threatened to withdraw the advertising from the website unless the website took off the abusive information?
- z Can you think of some other ways of responding to hate speech online, apart from using the reporting procedure? When might other methods be more appropriate?

t i P S f O R f A c i l i t A t O R S

- z You may want to run through an example with participants before asking them to do their own research. You could select a website and illustrate how to find the terms and conditions, and how to scan them quickly for relevant clauses. Note that not all sites will have terms and conditions, and sometimes these may be called something else, for example 'community guidelines' or 'posting guidelines'. Participants should make a note when this is the case.
- z You can select sites for participants to make sure they all look at different sites, or you could give them a few minutes before they start the research to decide on their site. Try to make sure you have a good selection of sites, for example, a video sharing site, social media site, a central news hub, gaming site, and so on.
- z The notes section in the questionnaire can be used to record any other relevant factors, for example, whether there is a link on the front page, whether there is a complaints form, whether sites state whether they will respond to complaints in a given amount of time, and so on.
- z Remind participants that if the terms and conditions are long, they can use a search to look for key words, such as 'hate speech', 'abuse', 'racism', and other similar words and phrases.

- z Going through the questionnaires as a group may be time-intensive, and boring for some participants! You could give them 5 minutes after they have done their research to pair up with another group and compare results. Or the questionnaires could be passed between groups so that they can look at them before the discussion begins.
- z Emphasise to participants that it is important to know about a website's rules before making a complaint, but that does not mean they cannot complain about something which they find abusive, and which is not being dealt with properly by the website (or is not covered in the terms and conditions). As an example, you could refer participants to the Sexism Campaign against Facebook. See www.bbc.co.uk/news/technology-22689522 and www.bbc.co.uk/news/technology-22699761.
- z It is also worth reminding participants that reporting is not the only strategy for addressing hate speech online, and that it is often not the best strategy. Refer to the information in Chapter 5 on Campaigning Strategies for other ways of responding.
- z It may also be interesting to learn more about how human rights apply online by using the Guide to Human Rights for Internet Users.

VARIATION

Participants could also spend some time searching the site they have chosen for examples of hate speech. This will give them an idea of how well the terms and conditions are actually working. They could perform searches on the site using key words such as 'nigger', 'fagot', 'whore' or other abusive terms. This will take a little longer, but would provide useful material for using the reporting procedure to make a complaint to the website. Reporting inappropriate content to a website is only the first step one can take. Another step is to report the content directly to a state body dealing with discrimination, or to the police. You can run a variation of the activity by asking participants to file a complaint about abusive content on a website to the police or other equality bodies existing in your country. NGOs such as INACH are also active in several countries and use reporting procedures. You can also take the example of True Vision in the United Kingdom: www.report-it.org.uk.

IDEAS FOR ACTION

If the 'variation' above is not used in the activity, you could ask participants to explore further the websites they investigated in the activity. They could conduct an analysis of any examples of hate speech they come across, noting the number of cases, the target audiences, and how 'bad' the examples are. If they find a significant number of cases, suggest some of the following possible courses of action after they have conducted their analysis:

- z Post the examples, and the analysis, to Hate Speech Watch and discuss with other activists what should be done about it. (www.nohatespeechmovement.org/hate-speech-watch)
- z Send the worst examples and the analysis to the website owner, using the terms and conditions of the website to strengthen their complaint.
- z If the site is a social media site, they could create a profile on the site and publicise their results there (see examples such as www.nohatespeechmovement.org/hate-speech-watch and <https://en-gb.facebook.com/WOH247>.)

- z Sort the examples according to how extreme they are (see 'Saying it worse' for some guidance). Then identify strategies for different cases, for example, responding to some of the posts or posters where these are based on false information.
- z Check the online tool called EULALY (www.brightfort.com/eulaly.html), which allows users to scan terms and conditions and will highlight any interesting language or terms as well as highlighting any key points that users should be aware of.

hANDOUTS

Internet Regulation

Most of the Internet is owned by private companies. Even a private blog will normally be hosted on a private server. The company which owns the server may decide to restrict the type of things posted on the blog, or it may not! The rules that users of a website must observe will often be set out in the 'terms and conditions'. They may be very different from one website to another.

Apart from the terms and conditions, there may be laws established by governments which apply to users of the Internet and website owners. Some examples include laws relating to privacy and security, or laws covering extreme hate speech. Even if a government does not have specific laws to protect people's safety online, this is often covered by international human rights legislation (see the example below).

Much of the Internet is therefore a bit like a shopping mall or a nightclub! Even if there's no law against wearing jeans or looking scruffy, you can still be turned out of a nightclub if the rules say jeans are not allowed. In a similar way, websites can also make their own rules for their 'private space' on the Internet. However, their rules must also be compatible with the laws in the country as a whole.

Example: Governments must protect people online as well as offline

K.U. v. Finland

In March 1999 an advertisement was posted on an Internet dating site pretending to be from a 12-year-old boy. It included a link to the boy's web page and said he was looking for an intimate relationship with a boy of his age or older "to show him the way". The boy only found out about the advertisement when he received an e-mail from an interested man. The service provider refused to identify the person responsible for posting the advertisement, claiming it would constitute a breach of confidentiality. The Finnish courts held that the service provider could not legally be obliged to disclose the information.

The case went to the European Court of Human Rights. The Court said that the Finnish State had failed in its duty to protect children and other vulnerable individuals. The advertisement had made the child a target for paedophiles and had failed to protect his right to private and family life. (Article 8 of the European Convention)

hAND OUT s

LAWS OF LAWS



QUESTIONNAIRE

1. How easy is it to find the Terms and Conditions (T&C)?

Very easy ☐ Quite easy ☐ Difficult ☐ Very difficult ☐

Notes:

2. How easy is it to understand the T&C?

Very easy ☐ Quite easy ☐ Difficult ☐ Very difficult ☐

Notes:

3. Is it clear what you can do to make a complaint?

Very clear ☐ Quite clear ☐ Not very clear ☐ Very unclear ☐

Notes:

4. Is it clear what they will do when they receive a complaint?

Very clear ☐ Quite easy ☐ Quite difficult ☐ Very difficult ☐

Notes:

hANDOUTS

hAt e SPeech

5. Is there anything in the T&C which relates to hate speech?

Yes
☐

No
☐

Not sure / Something else
☐

Notes: If the T&Cs discuss different types of abuse, for example racist abuse, homophobic abuse, and so on, make a note of this.

6. Is cyberbullying mentioned?

Yes
☐

No
☐

Not sure / Something else
☐

Notes:

in APPROPRIAt e cOntent

7. Do the T&Cs say anything else about inappropriate content, for example, is pornography allowed on the site?

Yes
☐

No
☐

Not sure / Something else
☐

Notes:

cOMMunit y guidel in eS?

8. Does the website include anything else which tells you what kind of content is encouraged? For example, a brief statement in a more accessible place, something in the 'About us' section, 'Posting guidelines', or something else?

Yes
☐

No
☐

Not sure / Something else
☐

Notes:

Level 2

Group
12-20

Time
45'

ROOTS AND BRANCHES

Participants explore the causes and effects of hate speech online using a 'problem tree' approach. This activity can be used as a follow-up activity to the activity Group X, or as a standalone activity.

THEMES Racism and Discrimination, Human Rights, Campaigning Strategies

COMPLEXITY Level 2

GROUP SIZE 12-20

TIME 45 minutes

OBJECTIVES

- To understand the causes and effects of online hate speech
- To consider the connections between hate speech online and offline behaviour
- To explore ways of addressing hate speech online by examining the roots of the problem

MATERIALS • Flipchart paper and markers

PREPARATION • Make copies of the 'Hate speech tree' (page 111) for participants, or draw onto a flipchart

Instructions

1. Provide a brief introduction to hate speech online and the Council of Europe Campaign, if this is the first activity you run. Use points 1 and 2 in the activity 'Saying it worse' to introduce hate speech, and some of the information from Chapter 2 to tell them about the Campaign.
2. Explain that in order to understand and respond to hate speech online, we need to see it as a problem with numerous connections to other issues, and to the 'real' world. In particular, when we are trying to combat hate speech, it can be useful to look at the underlying causes. Addressing these is often more effective than trying to address instances of hate speech itself.
3. Show participants the 'Hate speech tree' and tell them that they will be working in groups to identify some of the things which lead to hate speech online (the 'roots' of the tree), and some of the effects of hate speech (the 'branches').
4. Explain how the tree works. Every box which leads up the tree to another box is answering the question 'why? This is true for the branches as well as the roots. You could take an example of hate speech to illustrate this in more detail (see the Tips for Facilitators).

5. For the roots: when participants work down the tree, starting from the hate speech itself, they are exploring answers to the question 'why does this happen?' They should fill the 'roots' with as many reasons as possible. Give them an illustration of how one 'cause' will have its own causes. For example, ask them why 'everyone says negative things' about certain groups. Prompt with questions about where we 'learn' the negative things we believe about particular groups (examples might include the media, public figures, strong prejudices or ignorance in society as a whole).
6. For the branches: here participants need to explore the possible consequences of items lower down the branch. Ask them what could happen to an individual or to a group which is targeted by hate speech. Ask them what might happen as a result of that.
7. Divide participants into groups and give them a piece of flipchart paper to draw their tree on. Tell them to write the following text, or an example of your own, in the 'trunk' of the tree and then to complete as many branches and roots as they are able to. They should imagine the text has been posted on the Internet:

"[Group X] are dirty criminals. They steal and they don't belong here. Make them leave!"
8. Give groups about 15 minutes to complete their trees. Then ask groups to present their results, or display the trees around the room for people to walk around and look at.

deBRIef ing

- z Do you notice any interesting differences between the trees produced by groups? Do you have any questions for other groups?
- z How easy did you find the 'roots' of hate speech? Explain any difficulties or differences in opinion within the groups.
- z Did any of your roots or branches go into the 'real' world? What does this tell us about hate speech online?
- z Did the activity give you a deeper understanding of the issue? How important do you think it is that we find ways to stop the spread of hate speech on the Internet?
- z Does the activity help you to do that? How could you use your problem tree to make hate speech against [your target group] less likely?

To give the activity a more practical focus, you could take some of the roots and brainstorm ideas for addressing them. For example, if participants have identified 'prejudice' or 'ignorance of Group X' as an underlying cause, ask them how this problem could be tackled. Explain that campaign planning often uses a problem tree approach to identify ways of breaking the problem down, and finding ways to approach it.

tips fOR fAcil it At ORS

- z A problem tree is a very common way of understanding a given issue at a deeper level. It is easier to explain with an example, so you could use a different statement to introduce the trees, for example:

"Young people are idle and selfish. They should be hidden from society until they grow into normal human beings".

- z When participants work on their own 'trees', you could provide them with a copy of the handout – photocopied to A3 – or ask them to draw their own on the flip chart paper. The second method will give them more possibility to extend the roots and branches further, but may appear more difficult than filling out a set number of boxes. Make sure that groups consider the effects on both individuals and on society.
- z For the statement to be discussed by participants, you should replace 'Group X' by a group commonly targeted by society. You could also take a case of cyberbullying and have an imaginary individual named as the target.
- z If participants appear to have missed out important causes or effects, you may want to prompt them to consider these. You could also provide them with the following list as prompts when they draw their trees. They could consider whether the factors or actors in the list have any relation to the problem, and where they might fit into the tree:
 - The media
 - Politicians/ public figures
 - Hate speech online
 - Little interaction between Group X and the rest of society
 - Peer pressure
 - Discrimination in the work place
 - Economic factors
 - Schools/ education
- z You can also find more information about how human rights apply online by having a look at the Guide to Human Rights for Internet Users. Specifically, the section 'Access and non-discrimination' gives an idea of what kind of rights apply online for those who are targets of hate speech.

ideas for Action

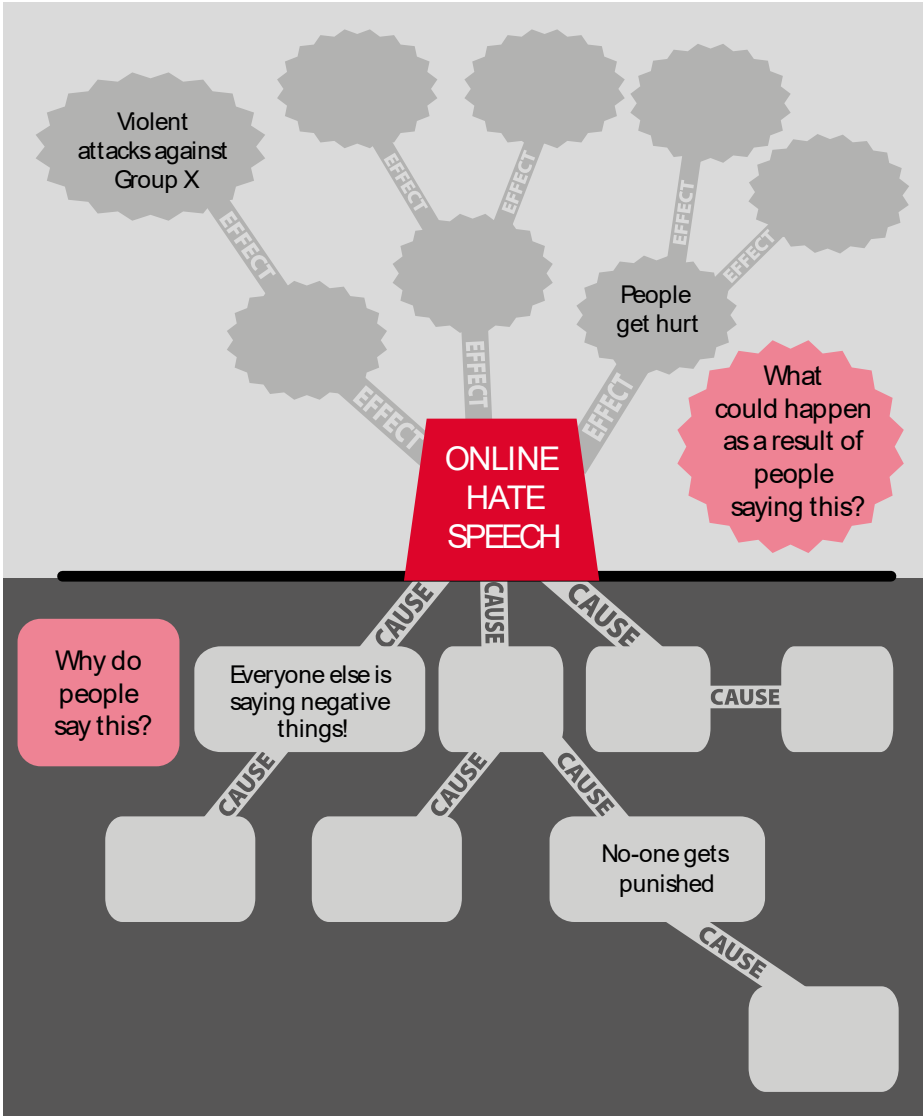
Participants could take one of the causes they have identified and develop a strategy to address this problem. They could select one online action and one offline action to carry out as a group.

Find out more about how to take action for human rights online, by visiting the No Hate Speech Movement website or by contacting your National Campaign Committee.

If you need more information about how to take action for human rights, have a look at Compass, the Council of Europe Manual for Human Rights Education with Young People, www.coe.int/compass, where a whole chapter is dedicated to the steps needed for taking action.

hANdOUt s

PROBl eM t Ree



Level 1

gROuP
10-25

t i Me
45'

SAYin g it WORSe

This is an introductory activity to hate speech online. Participants rank different examples of anti-gay hate speech according to which they think are 'worse'.

THEMES Racism and Discrimination, Democracy / Participation

COMPLEXITY Level 1

GROUP SIZE 10-25

TIME 45 minutes

- OBJECTIVES**
- To understand the different forms of online hate speech and assess their impact
 - To address anti-gay stereotypes and prejudices
 - To consider appropriate responses to different instances of hate speech online

- MATERIALS**
- The cards on page 116
 - Table or floor space to lay the cards out in groups

- PREPARATION**
- Make one copy of the cards for each small group (4-5 people).
 - Cut them into cards and select 11 of these for groups to discuss (remove one card).

in St Ru c t i On S

1. Ask participants what they understand by hate speech online. Ask whether anyone has encountered hate speech online, either directed towards an individual or towards representatives of particular groups (for example, gays, blacks, Muslims, Jews, women, etc.) What do people feel when they come across it? How do they think the victims must feel?
2. Explain that the term 'hate speech' is used to cover a wide range of content:
 - Firstly, it covers more than 'speech' in the common sense and can be used in relation to other forms of communication such as videos, images, music, and so on.
 - Secondly, the term can be used to describe very abusive and even threatening behaviour as well as comments which are 'merely' offensive. There may be no universal agreement on what constitutes hate speech but there is no doubt that it constitutes an abuse and violation of human rights.
3. Introduce the No Hate Speech Movement, the Council of Europe Campaign against hate speech online, and tell them that this Campaign is intended to address all forms of hate speech – from the very mild to the very abusive. Explain that knowing how to respond to hate speech often depends on being able to assess how 'bad' it is: although all hate speech is bad, some examples can be worse than others.

4. If participants are not familiar with the diamond ranking system, show them how this works (see the diagram and explanation in Tips for Facilitators). Explain that they will be given a number of examples of online posts against gay people and should try to rank these from 'least bad' to 'worst'. The 'worst' examples should be those that participants would most like to be completely absent from a future Internet.
5. Divide participants into groups and give each group a copy of the cards.
6. Tell them they have 20 minutes to discuss the cards and try to agree about how they should be ranked. After 20 minutes, invite participants to look at the 'diamonds' of other groups. Then invite them back to the group for the debriefing.

deBRIef ing

queSt iOnS ABOut t he Act ivit y:

- z How did you find the activity? Was it easy to assess the different examples?
- z Were there any strong disagreements in your group, or have you noticed any significant differences between your diamond and that of other groups?
- z Did you use any criteria in deciding which cases were 'worse'? For example, did you consider who was making the statement or the number of people likely to see it?

queSt iOnS ABOut hOW hAt e SPeech OnLine ShOu ld Be AddReSSed:

- z Do you think statements like these should be allowed on the Internet? What are the arguments for and against?
- z Do you think there should be different rules for 'worse' expressions of hate? Should any be banned completely?
- z If you think some should be banned, where would you draw the line?
- z What other methods can you think of for addressing hate speech online?
- z How would you react if you found these kinds of examples of hate speech online?

queSt iOnS ABOut hOMOPhOBiA

- z Why are homosexuals a common target of hate speech? Can you think of ways of addressing the prejudice?
- z Do you think it is fair to treat anyone like this, whatever your personal views may be?

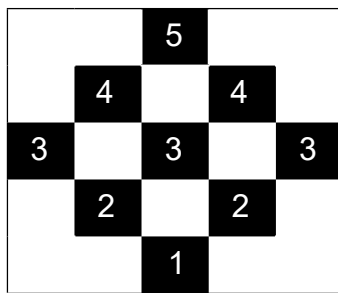
t iPS f OR f Ac il it At ORS

- z You will need to be aware of any strong anti-gay feeling in the group as well as of any participants who might be upset by the activity (or by other participants). If you think there is a risk of this, try running the activity 'Checking the facts' in this manual first, or look at some of the activities in Gender Matters or in Education Pack (www.coe.int/compass).
- z You can find more information about the Campaign against hate speech online in Chapter 2, or on

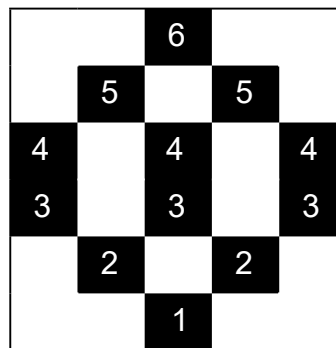
the campaign website (www.nohatespeechmovement.org). Background information on Hate Speech Online can be found in Chapter 5.

- z You can find more information about human rights online in the Guide to Human Rights for Internet Users. Specifically the part 'Access and non-discrimination' gives more detailed information about the right to a discrimination-free Internet.
- z The diamond ranking system is a method used to compare different cases according to 'best' and 'worst' (or least bad, and worst). Cards should be arranged as in the diagram below, according to the following scheme:
 - The least bad example should be placed at the bottom of the diagram (position 1) and the worst example should be placed at the top (position 5 in the first diagram, position 6 in the second). Remaining cards should be placed in the other rows with cards in a higher row worse than those in the row below (cards in row 4 are worse than those in row 3).

A normal diamond (using 9 cards)



A 'fat' diamond (using 12 cards)



- z The information on Hate Speech Online in Chapter 5 contains some 'criteria' for assessing cases of hate speech. These include the following:
 - The content or tone of the expression: this covers the type of language used
 - The intent of the person making the statement, in other words, whether they meant to hurt someone
 - The target audience. This is less relevant to this activity as the target audience is the same (gays).
 - The context of the utterance. In this case this might include the fact that anti-gay legislation is being proposed (Card 6) or the fact that there is strong anti-gay feeling in the country.
 - The impact, in other words, what effect the statement might have on individuals or on society as a whole.
- z You may also want to provide some information about freedom of expression when discussing what should be done about the examples. You can find more background material in Chapter 5. You can also find more background information from the Guide to Human Rights for Internet Users, specifically in the section on 'Freedom of expression and information'.

vARiAt iOn S

The ranking could be done in a straight line instead of as a diamond – in other words, only one card is allowed in each 'row'. This is slightly harder and may take more time.

You can use all 12 cards but this will need more time, and the diamond will be a bit mis-shapen! Alternatively, you can select 9 cards, removing those you think are least appropriate or useful for your group. The two diagrams above show how the diamond ranking works for either selection.

id eAS f OR Act iOn

In discussing methods of addressing hate speech online, you could show participants the site 'Wipe out homophobia on facebook' (<https://en-gb.facebook.com/WHO247>), which uses humour to respond to hate speech. This site has built a strong solidarity movement for gays online.

Join the No Hate Speech Movement to report any examples of hate speech online. You can use Hate Speech Watch for this, www.nohatespeechmovement.org.

hANd OUT s

1. Said in a private email to a friend - as a 'joke'.

We should just wipe out gays!

3. Comment on a neo-Nazi site, voted up by 576 people

Hitler was right to send gays to the gas chamber

5. An online newspaper editorial complaining about a decision of the European Court

It's a sick society that regards it as 'natural' to be homosexual

7. Comment at the bottom of an article by a journalist known to be homosexual

F*** you and f*** your mother.
You're a sick b*****

9. Popular website 'outing' gays; accompanied by a photo and the name of the school.

This person is GAY. And he's been teaching children! [Complain here](#)

11. Tweet sent by a politician to 350,000 followers

No gays from my old school have been successful in life

2. Petition posted on a Facebook page with over 1,000 'friends'

Ban gays from public life.
Sign here to tell our politicians

4. Refrain in an anti-gay song. The online video has had 25,000 views.

Wipe out gays!

6. An interview with the Home Secretary talking about a proposal for new legislation

We need to concentrate on curing gays, not tolerating them

8. Caption to an image of a celebrity known to be gay; on a personal blog with few readers.

Gay or retarded? Most gay people are retarded

10. Anti-gay video suggesting being gay is more dangerous than smoking (because of AIDS)

You'll die earlier

12. Cartoon showing a stereotypical 'gay' with horns and a tail

Homosexuals are possessed by demons

level 1

gROuP
12+t i Me
45'

t Al King it Out

The activity uses a 'fishbowl discussion' to explore common prejudices about particular groups in society, and engages participants to think critically about commonly held beliefs and develop arguments against hate speech.

THEMES Campaigning Strategies, Racism and Discrimination, Internet Literacy

COMPLEXITY Level 1

GROUP SIZE 12 upwards

TIME 45 minutes

OBJECTIVES

- To reflect on personal prejudices and negative stereotypes towards certain groups
- To develop arguments and explore responses to expressions of hate online
- To fill gaps in understanding and develop empathy towards groups often misunderstood by society

MATERIALS

- 3 chairs
- Space for participants to sit in a circle and move around
- Small slips of paper and pens
- A hat (or small container)

PREPARATION

- Cut up a number of small pieces of paper – about 2 for everyone in the group (with a few in reserve).
- Be aware of any representatives in the group who may fall into a common 'target group'. If you think there may be difficulties, take individuals aside beforehand and explain the activity to them. Let them know that they can be a useful resource for the group, and make sure they do not feel uneasy about the activity.
- It may be useful to prepare a few responses to some of the common concerns or misconceptions the group are likely to raise.

in St Ruct iOn S

OPt iOnAl St ARt eR

1. Put the following made-up statements, with the heading 'True Facts', on a flipchart / slide so that all participants can read them. You can also make up and add some of your own.

True Facts:

- z If all immigrants went back to their own country, there would be enough jobs for everyone.
- z Girls are less good at online games than boys.
- z Scientific studies have shown that Europeans have smaller brains than Asians.
- z Being gay is a disability which can be cured.

2. Ask for participants' reactions. After a few responses, tell them that these statements are completely made up! Each statement is actually false. Ask for reactions again, and explore briefly why participants believed these statements (if they did!).
3. Ask participants whether they have ever read anything online and either known it was untrue, or wondered if it might be untrue. Did they do anything about it?

MAIn ActiViTy

4. Explain that a lot of hate speech and many racist attitudes are driven by ignorance. People believe or they are made to believe things about groups of other people that they may never have met! Or they believe things about whole communities on the basis of information about just 1 person! When these beliefs are discussed widely, and go unchallenged, they start to be accepted as 'fact'. We can forget where we heard something, and forget that it may have been false, or just someone else's opinion, and start believing it ourselves.
5. Tell participants that everyone on the Internet can play an important role in questioning 'facts' or opinions that they come across. Asking why – or explaining why not – is one of the most important things we can all do to stop the spread of false or malicious ideas. It is also the best way of arriving at reliable opinions for ourselves!
6. Explain that the activity will explore some of the negative 'facts' or opinions about certain groups which have become widely accepted today. Participants will try to develop arguments and 'debunk' common myths using the knowledge and expertise of the group. They should see this as an opportunity to gain a better understanding, and an opportunity to share their own knowledge / experience.
7. Hand out the pieces of paper, two for each participant, and put the remaining pieces in a general pile, explaining that they can take extra slips if needed. Ask participants to write down any negative opinions or statements of 'fact' which they have seen expressed about particular groups, and which they would like to discuss. Give a few examples:
 - People should live in their own countries and not move around the planet!
 - A woman's place is in the home: women should stop taking jobs away from men.
 - The Roma need to start living according to the customs of the country they're in.
8. Tell participants they don't have to believe in the statement themselves; they may just want to explore responses to commonly held 'beliefs'. The papers should not be signed, and should all be placed in a hat or other container when ready.
9. Place the three chairs in a semi-circle in front of the group. Only those sitting on one of the chairs will take part in the discussion; the rest of the group are observers.

10. Explain that you will begin by inviting three volunteers to join in a conversation. If at any point someone else would like to join then they may do so, but as there will only be 3 conversationalists at any one time, someone will have to change places with them. Anyone who wants to join the conversation should come forward and gently tap one of the 'conversationalists' on the shoulder. These two people exchange seats and the original conversationalist becomes an observer.
11. Encourage participants to come forward to express their own opinions, but also to express other opinions, which are not necessarily their own. In this way points of view that are controversial, 'politically incorrect', or unthinkable can be aired and the topic thoroughly discussed from many different perspectives. Offensive or hurtful comments directed at individuals in the group are not allowed.
12. Ask a volunteer to pick a question from the hat and start discussing it. Let the discussion run until participants have exhausted the topic and points are being repeated. Then ask for three volunteers to discuss another question and start another round of conversations under the same rules as before.
13. Discuss as many questions as you have time for. Allow a small amount of time at the end to 'wind down' after the discussion and reflect on the activity as a whole.

deBRIef ing

Use the following questions to allow participants to reflect on whether the activity has altered their views, or given them arguments to counter examples of prejudice:

- z Has anyone found out anything they didn't know before?
- z Has anyone's opinion changed on a particular group or issue?
- z Do you feel more able to engage in discussion with prejudicial views? Do you think you might do this, either online or offline? Why or why not?
- z How could you engage in a similar discussion online? What would be similar? What would be different?
- z What can one do when having doubts about a belief they are not sure about?

t iPS f OR f Ac il it At ORS

- z You will need to be very aware of different sensitivities or allegations in the group, and should encourage participants to keep this in mind in their discussions.
- z There may be a number of questions or statements that participants, or you, feel unable to address directly. Write these up on a flip chart and either look into them yourself, to feed back later, or allocate to participants to research and feed back.
- z If the 3 conversationalists do not appear to be finding arguments against prejudicial statements, feel free to enter the conversation yourself. Avoid doing this too often: it might be worth stopping the conversation from time to time and asking if others in the group feel able to offer an alternative opinion.
- z It is important to keep the discussion open, and for participants to feel free to express views which they may themselves hold, or which are viewed as controversial but are commonly expressed in the media or in society as a whole. At the same time, the conversation should not deteriorate into a series of unkind and unjustified repetition of negative stereotypes. Encourage participants to adopt an enquiring tone, and to phrase their comments in as sensitive a way as possible, even when they

express a negative opinion about certain groups. Provide them with a few formulations, if necessary, for example:

- “I have heard it said that ...”
 - “Some people seem to think that ...”
 - “Can you help me to understand ...?”
 - “Why might this view be wrong?”
- z Try to encourage everyone to enter the conversation at some point!

vARiAt iOn S

After gathering questions from participants, you may want to allow time for them to research some of the comments before engaging in the discussion. The questions / statements could be distributed and participants asked to prepare brief arguments to address the issue. The discussion would then take place against a better level of general awareness.

This activity can also be organised as a series of activities, for example choosing to look at prejudice affecting a specific group in society in each one of them. Each time you could prepare or ask a group of volunteers in the group to prepare information about the situation of that specific group in your country.

Participants can produce informative videos that provide alternative information by comparison to commonly held beliefs. Use the No Hate Speech Movement website to share these video messages and inform other people as well about the reality.

iDeAS fOR Act iOn

Participants could be encouraged to research issues which were not fully addressed in the discussion, and then feed back to the group.

They could begin drawing up a ‘myth-busting’ list. This could consist of some of the more common prejudices about particular targets of hate together with arguments, information or statistics which undermine these prejudices. The list could be posted to the No Hate Speech Movement website to help other online activists. You could also start developing with the group a list of counter-arguments participants can use when they see prejudices or racist speech online. It is also important to discuss how they could present these arguments online, through humour, information or links sharing, and so.

Level 2

gROuP
20-25t i Me
60'

the St ORieS t hey t ell

Participants work in small groups to analyse a news publication, focussing on the portrayal of immigrants and immigration. Results are presented as a collage.

THEMES Racism and Discrimination, Human Rights, Freedom of Expression

COMPLEXITY Level 2

GROUP SIZE 20-25

TIME 60 minutes

- OBJECTIVES**
- To look at the way immigrants are represented by the printed media and discuss how this may affect society's attitudes towards them
 - To identify less obvious forms of racism, such as 'hidden' messages, selective reporting or the use of images and how they feed hate speech
 - To discuss / research 'positive' stories relating to immigrants and immigration

- MATERIALS**
- About 3 copies of 5 different newspapers / magazines (depending on group size)
 - Several sheets of flipchart paper
 - Marker pens, glue, scissors
 - Plenty of space for 4 or 5 groups to work at producing a large collage
 - Access to the Internet (optional)

- PREPARATION**
- Stick 4 sheets of flipchart paper together for each working group.
 - Provide each group with marker pens, glue, scissors, and copies of one of the selected news publications.
 - Make copies of the checklist on page 124 for each group.

Instructions

1. Ask participants what they understand by the following terms:
Stereotype, racism, discrimination
2. Explain the terms briefly (refer to the background information on pages 166-170 if necessary), making it clear that:
 - Broad generalisations about groups of people ('stereotypes') are very rarely true of everyone!

- When such generalisations become commonly accepted, they are often used to justify discrimination, victimisation, abuse – and worse.
- 3. Ask whether participants can name any particular groups which are unfairly stereotyped, and are often the target of discriminatory practices, harassment or hate speech. Explain that the activity will look at the way the media commonly represents one such group, that of immigrants.
- 4. Show participants the publications you have selected and explain that they will be working in groups to analyse the way that immigrants are represented by the media. Tell them that they will need to think about whether the different publications represent immigrants...
 - in a generally positive light
 - in a generally negative light, or
 - in a neutral manner.
- 5. Go through the checklist (page 124) and make sure that participants understand what they will be looking out for when they conduct the analysis. Encourage them to include any other information they think may be relevant!
- 6. Divide participants into groups of 5 or 6 people and give each group 2 or 3 copies of the same newspaper, the large sheets of flipchart paper, and pens, glue, scissors, and so on. Explain that they are asked to use the checklist to identify any possible bias and should then present the results of their analysis in the form of a collage. They should cut up the newspapers, annotate them, and include their own images or text. Explain that all the collages will be displayed at the end of the activity.
- 7. When the groups have finished, display the posters and give everyone time to walk around and look at what each group has done. Then bring them back for the debriefing.

deBRIefing

- z Ask participants for their general impressions about the activity: did they find it useful / surprising? What is their general impression about the way immigrants are represented by the media, and do they believe this representation is 'fair'?
- z If groups did not address this in their collages, ask what kind of 'good news' stories might be included to provide an alternative view. Were there, for example, good news stories about 'non-immigrants'?
- z Why do participants think that immigrants have become targets of discrimination, harassment and hate speech in countries across the globe? How much of a role do the media play in reinforcing negative stereotypes?
- z Have participants come across similar biases or intolerant attitudes on websites they visit? Ask for examples.
- z What is likely to be the impact on immigrants themselves, their families and children, and on society as a whole of a culture where they are "blamed" for many of society's problems? How does this reflect on hate speech targeted at immigrants?
- z Is there anything young people can do to promote a more positive view of immigrants? Have they come across Internet sites and pages with positive news about immigrants?

t i P S f O R f A c i l i t A t O R S

- z Try to select newspapers or magazines which represent a good range of political / cultural views. It is probable that even those most sympathetic to immigrants will not be attempting to challenge or counterbalance strong negative feelings in society, for example, by reporting 'good news' about immigrant communities or individuals.
- z It is likely that many in the group will share the negative attitudes apparent in the publications, and they may feel that such attitudes are justified. Encourage participants to voice their own opinions so that these can be addressed by the group. You may find it useful to research beforehand a few 'good news stories' that could have featured in the publications, or to look at some of the conditions in countries the immigrants have arrived from. Ask participants, for example, to imagine they were young people in Iraq or Afghanistan, where war has damaged much of the country.

v A R i A t i O n S

Participants could also undertake an investigation of online news outlets instead of printed publications. It may be necessary to suggest particular pages, for example, the front page over a period of 5 days, in order to limit the amount of possible material. A similar approach could be used with television news.

i d e A S f O R A c t i O n

Help participants to set up a website or social media profile which demonstrates positive stories about immigrants. They could research some of the particular immigrant communities in their locality, looking at conditions in the native countries or regions, some of the reasons for migration, and some of the everyday stories about immigrants living in a new country. Send the website link to journalists at the newspapers which were part of the review, and tell them the site was inspired by the negative image portrayed in their publication!

You may consider, if you have access to the Internet, looking at the main news websites and running the exercise directly online. In this case, you can also raise the question related to the role of online forums linked with online articles, where users can make comments. Sometimes these comments can be of a racist nature. In this case, you can discuss with your group whether these forums should be acceptable, and under what conditions.

You can also make variations to the exercise, by changing the group it refers to, according to your context.

hANd OUT s

checKl iSt f OR g ROu PS

Are there any photos/ images representing immigrants?

- ☐ Are any of them 'positive'?
- ☐ Are any 'negative'?

How many stories does the paper contain which relate to immigrants?

- ☐ Are there any 'good news' stories where immigrants are shown in a positive light?
- ☐ Are there any negative stories?

What words are used to describe (any) immigrants in your paper?

- ☐ Are these mostly positive, mostly negative or mostly neutral?

Are there any openly racist statements?

- ☐ If so, are these made by public figures, or are they the 'opinion' of the journalists?

What would you feel if you were an immigrant and reading this paper? Is there anything you might want to add or change?

Level 2

gROuP
10-25

t iMe
60'

u n d e R S t A n d i n g h A t e S P e e c h

Participants look at examples of hate speech and discuss its possible consequences for individuals and society.

THEME Human Rights, Racism and Discrimination

COMPLEXITY Level 2

GROUP SIZE 10-25

TIME 60 minutes

OBJECTIVES

- To understand different forms of hate speech online and their consequences for victims and society
- To explore possible responses to hate speech online

MATERIALS

- Photocopies of the examples of hate speech
- Papers and pens
- Flipchart paper

PREPARATION

- Make copies of the examples of hate speech.
- Prepare two flipchart papers, with the titles 'Consequences for victims' and 'Consequences for society'.

i n S t R u c t i O n S

1. Ask participants what they understand by hate speech online. Ask whether anyone has ever seen hate speech online, either directed towards an individual or towards representatives of particular groups (for example, gays, blacks, Muslims, Jews, women, etc.) What do participants feel when they come across it? How do they think the victims must feel?

Explain that the term 'hate speech' is used to cover a wide range of content:

- Firstly, it covers more than 'speech' in the common sense and can be used in relation to other forms of communication such as videos, images, music, and so on.
- Secondly, the term can be used to describe very abusive and even threatening behaviour, as well as comments which are 'merely' offensive.

2. Explain to participants that they will analyse some real examples of hate speech online, looking particularly at the impact on the victims themselves and on society.

3. Divide participants into groups and give each group one example of hate speech online from the case studies (pages 127-130).
4. Ask them to discuss their case and answer the questions. Tell them they have 15 minutes for the task.

deBRIef ing

Go through each of the examples asking for the groups' responses. Make a note of responses to the questions on a flipchart. If groups give similar answers, indicate this by underlining the first instance, or put a number next to it to indicate that more than one group arrived at the same answer. After all the groups have presented their results, review the two flipchart sheets, and use the following questions to reflect on the activity with the whole group:

- z What did you think about the activity? What were your feelings about the example you analysed?
- z What were the most common 'consequences' of hate speech listed by groups?
- z Did the groups targeted by hate speech in the examples have anything in common?
- z Were there any similarities in the consequences, regardless of the target group of hate speech?
- z What might some of the consequences be if this behaviour spread online, and no-one does anything to address the problem?
- z What tools or methods can you think of for addressing hate speech online?
- z What can we do if we come across examples like these online?

t iPS f OR f Ac il it At ORS

- z You can find more information about the Campaign against hate speech online in Chapter 2, or at the campaign website (www.nohatespeechmovement.org). Background information on hate speech online can be found in Chapter 5.
- z You can also give participants more information about human rights online by using the Guide to Human Rights for Internet Users.

v ARiAt iOn S

If time allows, participants can be asked to develop solidarity messages for the victims affected by hate speech in each of the examples.

You can use the case studies to look also at the links between hate speech and freedom of expression. In this case, you could discuss with participants the limitations (or lack of) that could be applied in every case.

id eAS f OR Ac t iOn

Invite participants to discover the No Hate Speech Movement and join the movement in order to show they are against hate speech online. They can use the campaign website to share statements regarding the consequences of hate speech and the importance to stand against it in solidarity with the victims. If participants have encountered examples of hate speech online, report them to Hate Speech Watch on the campaign website and discuss these examples with other users. You can also browse together with

participants Hate Speech Watch and discuss the examples posted by other users. Participants could develop a 'Charter' against hate speech online for their school or youth centre. They could also organise a school day against hate speech and use the existing human rights celebrations to raise awareness about the problem. They could use 21 March, the International Day against Racism and Discrimination, to organise events against hate speech online.

h AND OUt s

ex AMPI e 1:

A young man displays a huge nationalist party flag on his social media profile and posts comments such as "Islam out of my country – Protect our people". He posts photos with the symbol of a crescent and star in a prohibition sign. He spreads this information through social media and his personal website.

- z Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- z What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

ex AMPI e 2:

A. writes a publication in which he not only demonstrates that the Holocaust "never happened", but also makes abusive and racist remarks about Jewish people. A. shares the publication on his personal blog and on several anti-Jewish websites. A. also includes the content on online wikis, presenting it as 'scientific information' about the Holocaust.

- z Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- z What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

hANd OUT s

ex AMPI e 3:

An article by a leading journalist in a newspaper close to the leading political party calls Roma people “animals” and calls for their elimination by any means. In the forum connected with the online version of the newspaper, many comments are made agreeing with the journalist’s remarks. The newspaper fails to explain or apologise for the remarks. Other articles appear online which take the same position and use a similar tone, and an increasing number of people begin commenting in the forum.

- z Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- z What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

ex AMPI e 4:

An online campaign is organised suggesting that the economic crisis in the country is the fault of immigrants and refugees. Posts begin to circulate on social media platforms: photographs portraying refugees as aggressive, images with refugees in humiliating situations, and comments about how they steal jobs from local people. A great deal of misinformation spreads through social media sites, including false statistics showing that immigrants are violent and cause problems.

- z Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- z What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

ex AMPI e 5:

Abusive comments are posted on various news sites claiming that foreigners have no right to be in the country. Some of the comments call for violence against non-white foreigners.

- z Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- z What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

hANDOut s

exAMPI e 6:

Videos appear online suggesting that LGBT people are “deviant” and “sick” and should be kept away from society because they destroy the traditions and continuity of the nation. The videos make reference to ‘scientific research’ but the references are often misquoted or selective. Some of the videos show pictures of LGBT families with their children.

- z Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- z What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

exAMPI e 7:

A football game is interrupted because of insults and chants by supporters against one of the players seen as “black”. A video of the chanting and game being stopped goes online and is spread widely. Racist comments are echoed on several websites. When complaints are raised, a number of people supporting the comments claim they have been victims of censorship.

- z Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- z What consequences can this example of hate speech have on the people identifying with the communities where this happens and society in general?

exAMPI e 8:

An advertisement for blue jeans has been circulating on the Internet for some time. It shows a scene where a woman is surrounded by men. The scene has sexual implications but the overall impression given is one of sexual violence and rape. In one country, several organisations complain. The news about the case on the Internet attracts a lot of comments, many of them reinforcing the idea that women are things men can play with and be violent with.

- z Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- z What consequences can this example of hate speech have on the people identifying with communities where this happens, and society in general?

