migrant liter@cies

Combating hate speech and discrimination through media education

by Polis

The aim of the training is to provide participants with the ability to counteract hate speech and discrimination by media and Internet tools - websites, applications and multimedia materials. The workshop consists of: an introduction of the participants to the problem of hate speech and discrimination, the diagnostic part and case study reflection, and the hate speech prevention toolbox.

GENERAL DESCRIPTION

TARGET GROUP	12-20 people; B1 language level; basic media competences that enable the use of smartphone and internet.
TIME	6 hrs (5 hours 30 minutes + breaks)
FORM	External workshop or workshops included in regular language classes.
SPACE	Room with Wi-fi network, chairs in circle, 4-5 tables with chairs for group work/tables for work in pairs.
TOPICS COVERED	Hate speech, discrimination, racism, human rights, media education
TOOLS	Mobile device for every participant, different apps listed in different exercises, computer with speakers and projector, internet access (wi-fi), prepared qr-codes and language exercises.
OBJECTIVES	The aim of the training is to provide participants with the ability to counteract hate speech and discrimination through the use of media and Internet tools - websites, applications and multimedia materials.
LINGUISTIC SKILLS	• Reading comprehension • Learning new vocabulary
DIGITAL/ MEDIA LITERACY REFERENCE	Participants learn: • how to use the online diagnosis tools • to critically analyze texts and comments posted on the internet and how the impact of individual texts can affect other Internet users • how applications and programs can protect their security and anonymity both in the network and in physical danger situations • about the concepts of netiquette and online forum rules and standards • to report dangerous content and comments to websites administrators • tools to report crimes committed on the Internet to the police

STEP BY STEP DESCRIPTION

STEP 1

Time
15 min.

Objective
• Welcoming of participants
• Presentation of the project and
  its objectives

Material
• Power Point/Prezi presentation
• computer with projector

Activity description
Introduction
The workshop leaders introduce themselves and tell the participants about the "Migrant Literacies" project. The plan of today's workshops and the hourly schedule are discussed. The coaches also check who the participants also have screen devices with them.

STEP 2

Time
15-20 min.

Objective
• Integration of participants

Activity description
Integration
Participants are asked to pair up and tell each other about themselves. Participants can talk about where they come from, what they are doing in Poland and why they decided to come to the training. Each person from the pair then presents his partner.

Comments:
Participants can use photos from their phones for describing themselves.

Time
15-20 min.

Objective
1. Integration of participants
2. Getting to know participants
   attitudes and frame of min

Material
• printed emojis
• internet memes
• dixit cards

Literacy skills
Participants will learn and
use the elements of non-verbal
communication on the internet -
emoticons, memes, pictures.

Activity description
Integration pt. 2
Participants choose emoji's /
memes / pictures that are supposed
to reflect their mood today, each
participant tells others why he
had chosen this picture.

Comments:
This workshop is about a
difficult topic that can cause
unpleasant memories among
participants due to their
experiences in the subject of
hate speech and discrimination.
Trainers should pay special
attention to the comfort and
safety of participants.

STEP 4

Time
30-40 min.

Objective
1. Trainers get to know the level of groups knowledge about hate speech and dyscrimination.
2. The group learns and discusses the mechanisms of discrimination and hate speech.

Material
- Computer, projector and speakers
- Internet/Wi-Fi connection
- Films depicting situation of discrimination or hate speech attack. For example: https://www.facebook.com/watch/?v=2023622507948299 or https://www.youtube.com/watch?v=YZeXCP2T2_k or https://www.youtube.com/watch?v=QRZPw-9sJtQ&t=20s or https://www.youtube.com/watch?v=qNX1256eVw8&t=29s

Literacy skills
Learning new vocabulary (trainers should circle new / difficult words appearing in films/discussion and be ready to explain them).

Activity description
Experiencing racism
The trainer introduces the participants to the situations of racism, discrimination and hate speech. Participants are watching fragments of films depicting social campaigns or social experiments and the reactions of random people to racism, discrimination or hate speech.

After the film/films, trainers ask what exactly happen in those film/s? How students would name those situations? (for example: was it a discrimination? Was it an attack? Whas it against the law?)

Trainers wrote all the answers from participants, not explaining them yet.

Time
25 min.

Objective
1. This exercise makes it possible to gather real experiences of participants regarding discrimination, racism and hate speech. The use of the online diagnosis tool helps to make this process anonymous and safer for trainees.
2. Those real-life situations will enable a more accurate selection of tools for responding in such situations.

Material
• Online survey program (for example: mentimeter.com),
• Smart phones or tablets for participants.

Literacy skills
Students learn how to use the online diagnosis tool.

Activity description
The diagnosis
Participants are asked if they themselves, or someone close to them, once experienced racism, prejudice or discrimination. Using the mentimeter website, they can anonymously take part in the survey describing the situation they have memorized. Their opinions and experiences are collected by trainers to refer to them later in the workshop.

Comments:
Trainers should create conditions for anonymous description of their experiences. In the case of language barriers, the use of a mentimeter enables people conducting training to use online translators.
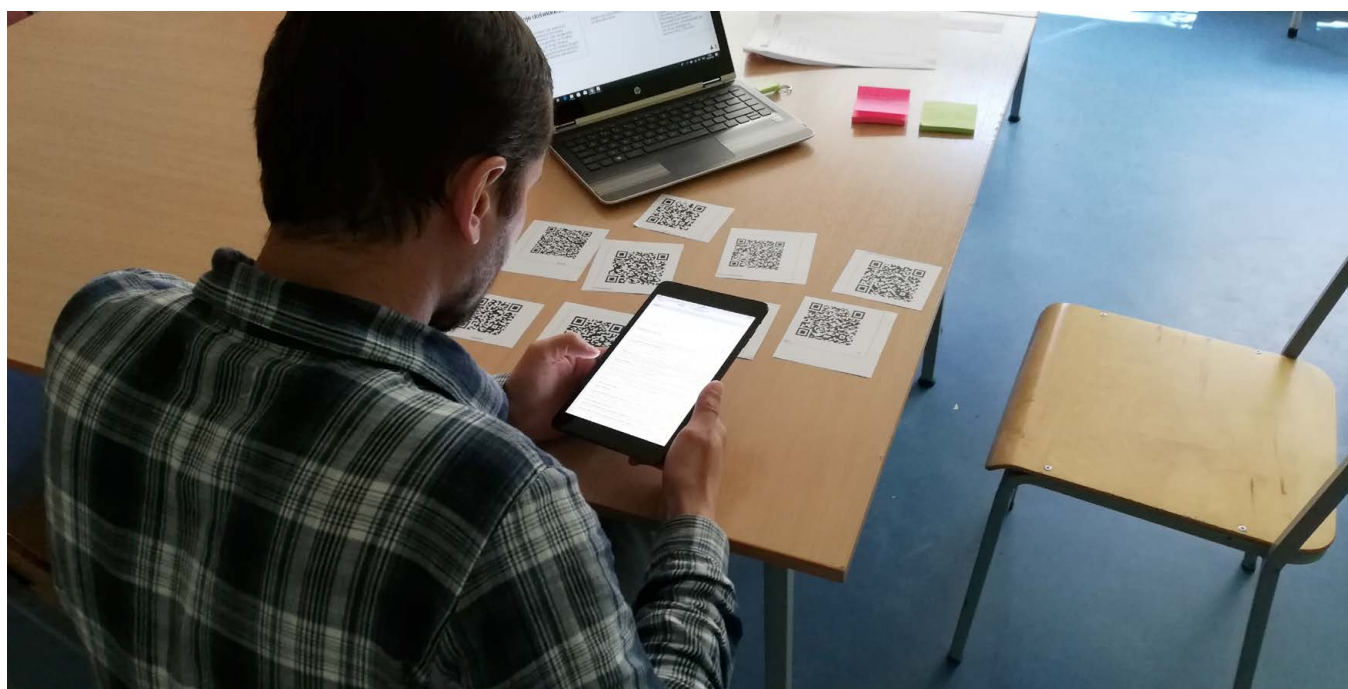
Time
40 min.

Objective
1. Participants know the definition of hate speech and discrimination.
2. Participants are familiar with the laws in a given country regarding hate speech and discrimination.
3. Participants know their rights as victims of hate speech or discrimination.

Material
- Power Point/Prezi presentation,
- Blackboard or Flipchart

Literacy skills
- Learning new vocabulary (trainers should circle new / difficult words appearing in the discussion and be ready to explain them).
- Participants learn the definition of hate speech and about other online threats.
- Participants will learn the ethical problems resulting from the development of social media.
- They understand that media standards may be different in different legal and normative systems.
- They understand the need to comply with the law also in the perspective of media and communication.

Activity description
Hate Speech and the ladder of discrimination.

After gathering information about different situations, trainers analize and explain the most important terms in describing those situations:
- Insult
- Crime
- Discrimination
- Hate Speech
- Hate Crime

Trainers also explain the distinction between different terms (for example crime and hate crime). During the explanation, trainers should take into account national legislation in the context of punishing discrimination and hate speech and show participants specific examples of criminal laws in given country.

The students learn the definitions of hate speech and discrimination. They also learn about legal regulations functioning in a given country regarding the punishability of hate speech and anti-discrimination laws.

Comments:
During the explanation, trainers should take into account national legislation in the context of punishing discrimination and hate speech and show participants specific examples of criminal laws in given country.

Time
30 min.

Objective
1. Participants learn the possible consequences of hate speech.
2. Participants learn to distinguish and recognize the risks associated with hate speech.

Material
- Prepared examples of internet hate speech, insults and discriminatory comments, you can use/check "Bookmarks: A manual for combating hate speech online through human rights education" https://rm.coe.int/168065dac7

Literacy skills
- Participants learn to critically analyse texts and comments posted on the internet.
- They learn how the impact of individual texts can affect other Internet users.

Comments:
This excersise is based on exersise: "Saying it worse" from Bookmarks. The trainers can read about its methodology at: https://rm.coe.int/168065dac7 The trainers should however prepare their own examples of hate speech. In a version above, every example of hate speech is related to LGBT community, which can be controversial subject in migrant communities. During our workshop, we used examples prepared by us.

Activity description
Different weight of hate speech
Trainers ask participants to work in pairs/groups and give them an examples of hate speech and discriminatory internet comments. Participants rank different examples of Hate speech according to which they think are the 'worse'. Each groups creates a diagram or a table with different ranks of hate speech (from not so serious, to worst)
After groups work, all groups compare their diagrams and discuss reasons of their choices. Trainers are supervising that process and helping participants through discussion (why did you pick that comment? what was the most important factor to you? What could this comment lead to? Who could read it?).

After discussion is over, trainers ask if the participants would react in the same way with different kind of hate speech and comments — this question and brief discussion is an introduction to the next exercise.
This excersise is based on exersise:
"Saying it worse" from Bookmarks.

Time
30 min.

Objective
1. Participants will learn about real situations in which there has been a reaction to hate speech and discrimination. They will discuss effective techniques of opposing hate speech and discrimination.

Material
• Selected newspaper's articles

Literacy skills
• Reading comprehension exercise.
• Learning new vocabulary (trainers should circle new / difficult words appearing in the articles and be ready to explain them).
• Assessment of the credibility of information found on the web.

Activity description
Case Study
Participants receive examples of real cases of discrimination and hate speech from newspapers and media reports. On post-it notes, they write reactions of witnesses, victims and police to these situations.

Time
30 min.

Objective
1. Participants will discuss effective techniques of opposing hate speech and discrimination.

Material
• Post-it notes with different colors
• Blank wall or flipcharts.

Activity description
"The wall of action"
The group recall all reactions to racism and discrimination that appeared in the previous exercises / films/ experiences. Participants write them on post-it notes in three different colors and three groups. Positive reactions, negative reactions and how I could react. Those pos-it notes are then put on the wall of action. The group discuss then how we can react to hate speech and discrimination and are there any internet sites, apps or programs that can help us to combat hate speech. Participants should be divided into groups. Each group should reflect on a specific issue / problem that appeared on the "wall of action" - for example - hate speech on the Internet, threats, attack in public space, hate speech on walls, no reaction from other people.

STEP 10

Time
30 min.

Objective
Participants will learn about applications, programs, websites and other multimedia tools that can help in responding to hate speech, discrimination and racism.

Material
- http://www.zglosnienawisc.otwarta.org/incydent/zglos?lang=en
- https://dyzurnet.pl/formularz/?pl
- https://www.youtube.com/watch?v=sJnPZIaiEA0
- https://chrome.google.com/webstore/detail/hejtalert/hjpmpfnbhcidcemcmgllkjdgmehhffdd?
- https://chrome.google.com/webstore/detail/wisemonkey/olhcfgfcbkjlonelecchakjnklbjofnc
- https://play.google.com/store/apps/details?id=be.intotheweb.nohate
- https://play.google.com/store/apps/details?id=com.kimcy929.secretvideorecorder
- https://play.google.com/store/apps/details?id=com.sosmate&hl=en_US
- https://play.google.com/store/apps/details?id=com.photon.shake2safety&hl=pl
- http://www.policja.pl/pol/bswp/kontakt/zgloszenie/158014,Zgloszenie.html
- https://obywatel.gov.pl/bezpieczenstwo/zglos-przestepstwo

Literacy skills
- Participants will learn how applications and programs can protect their security and anonymity.
- Participants will learn about the concepts of netiquette and online forum rules and standards. They will learn to report dangerous content and comments to forum administrators.
- Participants will learn tools to report crimes committed on the Internet to the police.

Activity description
Toolbox
Participants divided into groups are receiving QR codes with mobile applications, websites or stories that may be useful in responding to hate speech, discrimination and racism. Each group learns to handle two - three applications related to each topic.

Comments:
Trainer should prepare differed applications and websites and create QR codes with links to them.
Apps and websites should be related to services and organizations in a given country(for example: sites with informations for refugees or internet portals where you can report hate speech).

STEP 11

Time
40 min.

Objective
1. Participants exchange applications and programs they learned in the previous exercise.
2. Participants learn to share their knowledge, experience and acquired media competences with others.

Literacy skills
• Participants learn to share their knowledge, experience and acquired media competences with others.

Activity description
World Café
Participants switch their places in groups according to the World Cafe principle. Each group consists of new participants from previous groups. The participants then exchange the experience, methods and tools developed during the work in previous groups.
In this way, each participant learns the applications and tools developed in all groups.

STEP 12

Time
10 min.

Objective
Evaluation of the workshop.

Activity description
Evaluation
Participants during the evaluation round talk about their feelings about training. In the next step, they write on the post-it notes positive elements of the training, elements that should be improved, as well as their negative feelings. These cards are glued to three flipcharts: positives, negatives and things to improve. Additionally, the evaluation form created in the project will be distributed or sent by e-mail.