



## LESSON PLAN

<b>Level:</b>	Grades 8-10
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<b>Duration:</b>	3-4 hours

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# Hate 2.0



This lesson is part of USE, UNDERSTAND & CREATE: A Digital Literacy Framework for Canadian Schools: <http://mediasmarts.ca/teacher-resources/digital-literacy-framework>.

## Overview

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This lesson starts with an interactive quiz that teaches students about the ways in which hate may be encountered online. After completing the quiz, students discuss the issues raised and the strategies modeled for confronting online hate. In groups, students research an online environment (*such as social networking sites*) and a particular example of that environment (*such as Facebook*) to learn the issues, strategies and tools relating to online hate in that environment.

## Learning Outcomes

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Students will demonstrate the ability to:

- learn about the ways in which people, and youth in particular, may be exposed to hate
- learn how hate groups use user-generated content sites to spread their message and appeal to youth
- learn how to respond to hate content in social networking sites and other user-generated content
- learn how to flag or report hate speech online

## Preparation and Materials

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Arrange for computer and Internet access for the class

Read the *Hate 2.0 Discussion Guide*

Photocopy the handout *Creating an Online Hate Response Guide*

## Procedure

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Begin by asking students if any of them have ever encountered hate material online. (*There's no need to ask students to provide specific details, though they may if they choose to; it's also fine if no-one says they have encountered it.*)

Explain that while the best-known examples of hate online are websites maintained by hate groups, hate can be found

in different forms all over the Internet. More than three-quarters of Canadian students in grades 7-11 have encountered racist or sexist content online, and more than a third see it once a week or more.

Now have students complete the interactive quiz *Hate 2.0*. (*You may choose to have students complete the quiz individually, in pairs or as a whole class.*) Encourage students to think carefully about each question; you may choose to circulate among them while they are completing the quiz, to prompt their thinking and to make sure that no-one is just clicking through.

Once students have completed the quiz, lead them in a class discussion of the issues that were raised. If you choose, you may begin by going over each question in the quiz, to make sure they understood each scenario and are aware of the right answer, before you move on to the broader issues. (*Use the Hate 2.0 Discussion Guide to prepare for this discussion.*)

When you have finished discussing the quiz, point out that in each of the scenarios it was up to students to take action when online hate was encountered. Explain that facing online hate is *everyone's* job -- if we all think it's up to someone else, no-one will do it -- but it's important to know the best way to address hate in different environments and contexts. How confident do students feel about confronting online hate in scenarios such as the ones in the quiz, or in different environments?

### Strategies

Tell students that they are now going to learn the best strategies for confronting online hate in different environments. Divide the class into groups and have each group select an online environment in which they might come across online hate. Examples include:

- Social networking sites (e.g. Facebook, Twitter)
- Music and video hosting sites (e.g. iTunes, YouTube)
- User-generated content sites (e.g. DeviantArt, Wattpad)
- Multiplayer online games or gaming platforms (e.g. World of Warcraft, Xbox Live)
- Virtual worlds (e.g. Minecraft, Poptropica)
- Online research sources (e.g. Wikipedia)
- Online forums and bulletin boards
- Photo-sharing sites and networks (e.g. Flickr, Instagram)
- Blogs and reblogging sites (e.g. Wordpress, Blogger, Tumblr)

Have each group research the online environment to determine the following:

- In what ways might users of this environment be exposed to online hate?
- What form(s) is the hate content on this site likely to take (e.g. text, graphics, music, video, etc.)?
- What general *strategies* (e.g. flagging, reporting, debunking, etc.) can be used to confront online hate in this environment? Which strategies are most likely to be useful in this environment?

Groups then select a particular example of this environment (*which may be one of the examples given above*) and find out the specific *tools* available for confronting online hate. (*Not all examples will have tools specifically dedicated to confronting online hate, but nearly all will have one or more tools for dealing with problematic content.*)

#### *Creating an online hate response guide*

Distribute the handout *Creating an Online Hate Response Guide*. Each group will be responsible for contributing part of a class webpage, blog, pamphlet or poster (*depending on the time and facilities available*) that explains the ways in which online hate may be encountered in the environment they have researched and the best practices for confronting it. The final product may be made available to students (*and, if you choose, to the larger school community*) as a resource to be used when online hate is encountered. (*If the product is a website or blog, it may be bookmarked on class computers; if it is a poster or pamphlet, it may be displayed or made available in the classroom or computer lab.*)

## Hate 2.0: Discussion Guide

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### Purpose

The *Hate 2.0* online quiz is intended to introduce students in Grades 8-10 to some of the forms which online hate might take and to teach them how to recognize and respond to hate content when it is encountered online. Using simulations of popular online environments, students respond to a number of scenarios relating to online hate. At various points in the quiz, students are asked to decide what the characters should do next or to judge actions the characters have taken. Students then receive feedback based on the choices they make.

### Issues addressed in the quiz

The stories and dilemmas in the quiz are taken from the issues and situations relating to online hate in a variety of contexts. These include:

- Identifying hate online
- "Cloaked" hate sites
- Hate content on mainstream sites
- "Hate rock" music
- Hate-based online harassment
- Helping friends who are on the fringe of hate
- How to respond to hate online

### Integrating the *Hate 2.0 Quiz* into your classroom

The *Hate 2.0 Quiz* is designed to accompany and complement MediaSmarts' *Facing Online Hate* lesson series. It deals with issues covered in all of the lessons in this series and may be used in conjunction with any of them; however, one of the lessons, titled *Hate 2.0*, is specifically designed to be used in conjunction with the quiz.

Suggested means of integration:

Have students access the quiz at home before you start a lesson or lessons from the *Facing Online Hate* lesson series, and use this as a springboard for initial class discussions.

During the lesson:

- Have students access the quiz individually and discuss their experiences in completing it.
- Have students access the quiz in pairs or groups and discuss the issues amongst themselves before making any choices in the quiz.
- Have the class access the quiz together as a whole (*using a data projector or digital whiteboard*), discussing the issues before making any choices in the quiz. (*If you wish, students may then complete the quiz a second time in a different format.*)

- Have students access the quiz at home accompanied by their parents, guardians and/or older siblings and together, discuss the issues raised. When students return to class have them share their experiences and compare how their family member(s) viewed the issues differently than they did.
- Have students access the quiz at home or in the classroom at the end of the lesson series, then use the issues raised and discussion questions as an essay prompt or debate topic for an evaluation piece.

### Discussion questions

- The scenarios and questions in the *Hate 2.0 Quiz* are designed to provoke discussion and reflection. Here are some questions you might use to prompt a class discussion after students have played the quiz:
- Have students encountered hate online in any situations similar to those in the quiz?
- How do hate groups disguise the hateful nature of their message?
- How can we recognize hate content when we encounter it online?
- How can we disprove and debunk hate content when we encounter it online?
- What regulations or laws do students think should apply to hate content online?
- What responsibilities do we have as *digital citizens*, either as members of an online community (*such as a social networking site, an online game or a virtual world*) or on the Internet in general?
- What responsibility do we have to respond to hate when we encounter it online?
- Why does the Internet make it easier for hate groups to spread their message?
- How does the Internet make it easier to confront hate?
- What's the best way to respond when friends or family members get involved in hate?

### Quiz questions

In the quiz students are periodically asked for their opinions as the story unfolds about what a character has done or should do next. They are provided with three options, and are given feedback on their choice. These questions are intended as a spur to discussion and reflection rather than an evaluation tool; however, in each case there is a best answer.

The questions and responses are listed below for your reference.

**Question 1.** The student is sent a link to an article on overpopulation on *Collaborapedia* (a fictional equivalent to Wikipedia) to use in a school project. While most of the article seems reliable, one sentence blames overpopulation on immigration and describes immigrants in hateful terms.

*Some of this article looks like it was cut and pasted straight from a hate site. How can you tell this is hate content?*

- It says that overpopulation is due to immigration
- It dehumanizes a particular group
- It only gives one side of the story

Best answer: b) It dehumanizes a particular group

Feedback: It's not necessarily wrong to say that immigration contributes to overpopulation if you back your argument up with facts and logic, but this article goes way over the line. Comparing immigrants to rats is an example of **Othering**, a way that hate groups make it seem like it is okay to hate somebody.

**Question 2.** The student is shown the "Edit History" of the article (*a record of all the changes made to the article*) and sees that the offending sentence was added by a user called "GoodFences."

*One reason to be skeptical of user-created encyclopedias like Collaborapedia is because anyone can write and edit them: looking at the article's Edit History will tell you who added that part of the article.*

What should you do about what you've found in this article?

- a) Send an email to the site administrator
- b) Delete the hate content
- c) Put on a cleanup banner

Best answer: c) Put on a cleanup banner

Feedback: There's no point in emailing the administrator – user-created encyclopedias like *Collaborapedia* don't have them. You could delete the material yourself, but the author could just put it back. Putting a cleanup banner on the article tells people right away that they shouldn't use it as a source and lets other editors know the article needs to be fixed.

**Question 3.** The student's friend Cole posts a link to a video by a "hate rock" band called Homelander.

*Hey, you've heard of those guys – they were in an article you read about "hate rock." I wonder if Cole knows what they're really about?*

What should you do about Cole's post?

- a) Defriend Cole
- b) Leave a comment, telling people what this really is
- c) Report Cole to the site administrators

Best answer: b) Leave a comment, telling people what this really is

Feedback: From Cole's comment, it sounds like he didn't even realize this was hate music. It'd be mean to report or defriend him until you know what's up, but if you leave a comment other people will know not to click on the link.

**Question 4.** The student follows the link to VidWow (*a fictional equivalent to YouTube*) and confirms that it is hate music.

It's hard to believe stuff like this is on VidWow. What should you do about it?

- a) Flag it
- b) Click "Thumbs down"
- c) Leave a nasty comment

Best answer: a) Flag it

Feedback: *VidWow* gets thousands of hours of videos uploaded every day, so they rely on viewers to let them know about things like this. Flagging the video will let the site administrators know to determine if the video violates their Terms of Service -- and hate content like this song definitely does. That's a lot more likely to make a difference than leaving a nasty comment or giving the video a "Thumbs down."

**Question 5.** The student asks Cole if he understands what this music is really about. Cole downplays the student's concerns and says that he will be going to a Homelander concert the coming weekend.

*I guess Cole did know what the video was about. He doesn't seem to take it very seriously though. What do you think you should do?*

- a) Nothing
- b) Defriend him
- c) Talk to his other friends or his parents

Best answer: c) Talk to his other friends or his parents

Feedback: A lot of hate groups use music to spread their message. Anyone who's looking out for Cole ought to help keep him from getting into that scene.

**Question 6.** While playing the online role-playing game *Land of Voyageurs* (similar to games such as *World of Warcraft* or *Runescape*), the student witnesses some hate speech directed at an American player by a player named "GoodFences."

*You've seen a lot of talk like that on Land of Voyageurs lately. What should you do about it?*

- a) Tell GoodFences it's not cool
- b) Kill GoodFences's character
- c) Report GoodFences to a moderator

Best answer: c) Report GoodFences to a moderator

Feedback: It's good to stand up to hate, but I don't think GoodFences is going to listen. Most online games have strict policies against hateful language and will usually ban players for it. Make sure to get a screen capture you can use as evidence.

**Question 7.** The student's friend Hailey posts a link to an article warning about the dangers of bedbugs, asking the student to spread the link. Enough of the article is excerpted for the player to see that it blames immigration for bedbug infestations.

*Yikes! You feel itchy already... but something doesn't feel right. What should you do?*

- a) Do some research
- b) Copy and paste it into your Status
- c) Leave a comment

Best answer: a) Do some research

Feedback: Better safe than sorry! You did a search for "bedbugs" on some reliable sources -- a reputable newspaper, the *Encyclopedia Brainiaca* and the Ministry of Health site. They say bedbugs might be coming back because they're getting resistant to pesticides -- nothing about immigration. Now you can debunk this article and warn all your friends not to copy it.

**Question 8.** The student follows the link to the website for the Good Fences Canada Institute, a site that claims to be encouraging debate about immigration but is actually spreading hate against American immigrants to Canada.

*This site claims to be "educational," but I don't think there's anything worth learning here. How can you tell this is really a hate site?*

- a) They say that immigrants are responsible for bedbugs
- b) They only give one side of the story
- c) They try to convince you by scaring you

Best answer: c) They try to convince you by scaring you

Feedback: Only giving one side of the story is good evidence that a site isn't a reliable source of information, but that doesn't make it hate content. What does show this is a hate site is the way it uses **scare tactics** to make you afraid of immigrants (*or any other group*).

**Question 9.** Following on the previous question, the student is asked how to take action about this hate site.

*Now that you know this is really a hate site, what should you do about it?*

- a) Write a nasty email to the site's administrator
- b) Contact the site's Internet Service Provider (ISP) and ask them to take it down
- c) Contact the police

Best answer: b) Contact the site's Internet Service Provider and ask them to take it down

Feedback: Writing a nasty email might make you feel better, but it's not likely to change anyone's mind. While "advocating genocide" and "inciting hate" are offenses in the Criminal Code, the definition is very narrow (*only two people have ever successfully been convicted for spreading hate on the Internet.*) Most Internet Service Providers, however, will take down a website if they know that it hosts hate content. You can use a service like *Whois* to find out what ISP hosts the site.

Some countries have tiplines and website for reporting hate crimes, including hate content online. If your country has one of those using it is probably your best option.

## Creating an Online Hate Response Guide

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By now your group has researched the ways in which online hate may appear in a particular online environment (*social networking sites, online games, research sources, etc.*) and identified tools that can be used to confront hate in that environment.

Each group will now participate in creating a class webpage, blog, pamphlet or poster that explains the ways in which online hate may be encountered and the best practices for confronting it in different environments. Your group will be responsible for the section on the environment you researched. Your final product:

- Will be in the form of a Web page, blog, pamphlet or poster, depending on what I assign or the class decides
- Will be made available to the class as a resource to be used when online hate is encountered
- Will include the following information:
  - In what ways might users of this environment be exposed to online hate?
  - What forms is the hate content on this site likely to take (*e.g. text, graphics, music, video, etc.*)?
  - What *tools* are available for confronting online hate in this environment?
  - In your judgment, what is the best strategy for confronting online hate in this environment?

You will be evaluated on:

- The quality of your research
- Your understanding of the nature of online hate and the issues surrounding it
- Your analysis in identifying the best approaches to confronting online hate
- The clarity, creativity and overall presentation quality of your final product
- The overall usefulness of your final product in helping other students to confront online hate

## Task Assessment Rubric: Online Hate Response Guide

	<i>Learning Expectations</i>	<i>Achievement</i>
<p><b>Use</b></p> <p>Skills and competencies that fall under “use” range from basic technical know-how – using computer programs such as word processors, web browsers, email and other communication tools – to the more sophisticated abilities for accessing and using knowledge resources such as search engines and online databases and emerging technologies such as cloud computing.</p>	<p><i>Ethics and Empathy</i></p> <p>use digital or traditional media to promote ethical and responsible behaviour</p> <p><i>Community Engagement:</i></p> <p>use digital or traditional media to be part of a community</p> <p>exhibit leadership as a digital citizen</p> <p><i>Making and Remixing:</i></p> <p>communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p>participate in society through online engagement in democratic actions (e.g. lobbying, petitions, parliament)</p> <p>locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media</p>	<p>Insufficient (R)</p> <p>Beginning (1)</p> <p>Developing (2)</p> <p>Competent (3)</p> <p>Confident (4)</p>
<p><b>Understand</b></p> <p>“Understand” includes recognizing how networked technology affects our behaviour and our perceptions, beliefs and feelings about the world around us.</p> <p>“Understand” also prepares us for a knowledge economy as we develop information management skills for finding, evaluating and effectively using information to communicate, collaborate and solve problems.</p>	<p><i>Ethics and Empathy:</i></p> <p>show understanding of the concepts of ethical behaviour and online ethics</p> <p>understand the dynamics of online hate material and how it affects all of the people involved</p> <p><i>Community Engagement:</i></p> <p>understand how meaning is produced through multimedia (text, images, audio, video) and how culture is produced through the Internet and social media in particular</p> <p>show an understanding of the issues through their creative work</p> <p><i>Making and Remixing:</i></p> <p>select and use applications effectively and productively (e.g. chooses the most appropriate technologies according to the task)</p> <p>understand the potential of digital devices and resources for her/his schoolwork</p>	<p>Insufficient (R)</p> <p>Beginning (1)</p> <p>Developing (2)</p> <p>Competent (3)</p> <p>Confident (4)</p>

	<b>Learning Expectations</b>	<b>Achievement</b>
<b>Understand</b> (continued)	<p>understand the different purposes and contexts of digital image editing</p> <p>understand how meaning is produced through multi-media (text, images, audio, video) and how culture is produced through the Internet and social media in particular</p> <ul style="list-style-type: none"> <li>• show an understanding of the forms and techniques of the medium and genre:</li> <li>• the chosen topic, issue and solution were clear</li> <li>• the product displayed an insight into a topic and opinion</li> </ul>	<p>Insufficient (R)</p> <p>Beginning (1)</p> <p>Developing (2)</p> <p>Competent (3)</p> <p>Confident (4)</p>
<p><b>Create</b></p> <p>“Create” is the ability to produce content and effectively communicate through a variety of digital media tools. It includes being able to adapt what we produce for various contexts and audiences; to create and communicate using rich media such as images, video and sound; and to effectively and responsibly engage with user-generated content such as blogs and discussion forums, video and photo sharing, social gaming and other forms of social media.</p> <p>The ability to create using digital media ensures that Canadians are active contributors to digital society.</p>	<p><i>Ethics and Empathy</i></p> <p>create a digital work that effectively promotes positive online behaviour</p> <p><i>Community Engagement:</i></p> <p>make valuable contributions to the public knowledge domain (e.g. wikis, public forums, reviews)</p> <p>create a practical implementation plan</p> <p><i>Making and Remixing:</i></p> <p>contribute to project teams to produce original works or solve problems</p> <p>interact, collaborate, co-construct content and publish with peers, experts or others employing a variety of digital environments and media</p> <p>effectively apply the forms and techniques of the medium and genre:</p> <ul style="list-style-type: none"> <li>• photographs or video were taken with care and relevant to the topic at hand</li> <li>• visual components were complementary to the audio</li> <li>• narration was recorded clearly</li> <li>• the chosen music was a good fit for the topic and mood</li> <li>• text, if any, was effectively integrated</li> </ul>	<p>Insufficient (R)</p> <p>Beginning (1)</p> <p>Developing (2)</p> <p>Competent (3)</p> <p>Confident (4)</p>