My Voice is Louder Than Hate: The Impact of Hate

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

Overview

In this lesson, students explore how interacting through digital media can make it easier to hurt someone's feelings and can make hurtful or prejudiced behaviour seem normal in online spaces. They learn how Canadian youth feel about and respond to casual prejudice online and then use the *My Voice is Louder Than Hate* tool to create a digital story that will help people understand that online hate hurts everyone who witnesses it.

Although it can be delivered on its own, this lesson is designed as the first of a two-part lesson series which continues with *My Voice is Louder Than Hate: Pushing Back Against Hate*.

Learning Outcomes

Students will:

- explore the issue of online hate
- understand how digital tools can influence how we communicate with others
- understand how social norms are created in online communities and learn how to take an active role in shaping them
- learn about the elements of a Digital Story and what constitutes a good example of this form
- learn how to organize their photos and video into a coherent sequence, including voice recording
- create a media product

Preparation and Materials

Review the *Teacher Guide* and *Teacher Training Workshop*.

Request and prepare to distribute student logins to the *My Voice is Louder Than Hate*.

Photocopy the assignment sheet *Pushing Back Through Digital Stories* and the *Two Column Script Template.*

Photocopy or prepare to project the handouts *Two Column Script* and *Copyright Basics*.

Prepare to project the following video (or assign it as homework):

- Digital Literacy 101: Interactions Through Digital Media Have a Real Impact https://www.youtube.com/watch?v=V2mrvhMY4QA

Ensure that students are able to access the *My Voice is Louder Than Hate* interactive resource either singly, in pairs or in groups

Procedure

Empathy Online

Have students view the video *Digital Literacy 101: Interactions Through Digital Media Have a Real Impact* either in class or as homework the day before.

Ask students:

- Can they think of a time when somebody misunderstood them online?
- Can they think of a time when somebody over-reacted to something they did online?
- Can they think of a time when they misunderstood how somebody else was feeling online?
- Can they think of a time when they, or somebody they know, did or said something online that they wouldn't have done in person?
- Can they think of a time when they were in an online community (a game, a group chat, etc.) where things they thought were wrong seemed to be normal and accepted?

Students don't have to answer these questions in detail, though they can share brief examples if they want.

Highlight that it's easy to hurt someone's feelings online without meaning to, and sometimes even to hurt someone's feelings without realizing that you've done it. Read aloud the following quote from writer Peggy Orenstein to illustrate that point:

> I talked with a 15-year-old… who had been among a group of boys suspended from school for posting more than 100 racist and sexist "jokes" about classmates on a group Finsta.

(If students do not know what a "Finsta" is, explain that it is an Instagram account that is separate from your main account and is often shared by multiple people as a place to hang out privately.)

> "The Finsta became very competitive," he said. "You wanted to make your friends laugh, but when you're not face-to-face you can't tell whether you'll get a reaction, so you go one step beyond. It was that combination of competitiveness and that … disconnect that triggered it to get worse and worse."

Casual Prejudice

Write the word "prejudice" on the board. Ask students to either say what they think it means or give examples of it. Don't comment on the examples for now, but lead students to a definition of prejudice, such as something like this: prejudice is having a negative opinion or attitude towards someone, or treating them negatively, because of some aspect of their identity, rather than who they are as an individual.

Give the following examples and ask students if these fit the definition of prejudice:

- Someone who is not Black posts lyrics from a song that has a rude word for Black people.
- Someone who is not Asian posts a photo on a social network of themselves from a Hallowe'en party in a ninja costume, with their face made up to make them look Asian.
- Someone playing a computer game jokingly calls a team-mate a rude word for gay people to make fun of him after a bad game.

After students have discussed each example for a few minutes, point out that in each of those examples, either the prejudice wasn't aimed at a particular person who was there (as in the first two examples) or was not aimed at someone who was actually in the group the prejudice was aimed at (in the third example the player does not actually think their team-mate is gay, they are just using that as an insult.)

Ask students if they think that's different from more obvious examples of prejudice. After a few students have shared their opinions, point out that prejudice does harm even when it's not aimed at a specific person: using words related to people's identities as insults makes it seem like there's something wrong with that identity, and it makes people who are in that group feel unwelcome in the spaces where it happens. (For instance, using "gay" as an insult both makes it seem like there's something wrong with being gay and makes that space unwelcome to LGBTQ people.)

Tell students to write down privately:

- Have they witnessed anything like this online?
- How many people do they think have witnessed it?
- Do they think it hurts to experience it?
- Do they think it hurts to witness it?
- Do they think it's important to do something when you witness it?

Now tell students:

- About half of young Canadians witness casual prejudice at least sometimes. Another third or so witness it "often" or "very often."
- Seven in ten say that experiencing casual prejudice hurts their feelings.
- Eight in ten say that witnessing casual prejudice against someone they know hurts their feelings; seven in ten say that witnessing it against **anyone** hurts their feelings.
- Eight in ten say that it's important to do or say something when you witness it.

Pushing Back

Ask students: If so many people agree that it's important to do or say something when you witness casual prejudice, why don't people do it more often? After a few students have shared their thoughts, tell them that one of the biggest factors is knowing that casual prejudice hurts: seven in ten young Canadians said they would be more likely to push back if someone they knew told them that what had happened hurt their feelings. Remind students about the ways that digital media can make it harder to know how people are feelings which you discussed at the beginning of the class.

Assessment/Evaluation Task: Pushing Back Through Digital Stories

(To complete this assignment, students will need to access the My Voice is Louder Than Hate website. Depending on your classroom needs and your access to technology, you may choose to have students complete this task singly, in pairs or in small groups.)

Tell students that they will be creating a *digital story* to help people understand that casual prejudice hurts both those who experience it and those who witness it. Explain that a digital story is a media project made by one person or a small group working together with a common goal and theme.

Write the components of a digital story on the board:

- digital images
- digital video
- voice and/or narration
- music

Explain that students will be making either a *personal* digital story (about an experience they have had) or an *informational* digital story (demonstrating or explaining something).

Navigate to the *Experiences* page of the *My Voice is Louder Than Hate* website (this will not require a login.) Briefly scroll up and down to show students the videos that are hosted there, then scroll up to show students the tag list (top left). Click "How it Hurts" in the tag list. This will show only the videos with this tag. Next, view the digital story videos *Speak Up About Hate* and *How to Recognize Hate and Prejudice Online*. The first is an example of a personal digital story and the second is an example of an informational digital story.

Ask the class after each video:

- Did they like it? Why or why not?
- Was the message clear?
- How were narration, images and music used to tell this story?
- How did the narration, images and music help to communicate the message of the story?
- If they were asked to make a digital story on the same or similar theme, what (if anything) would they do differently?

After watching *How to Recognize Hate and Prejudice Online*, distribute or project the handout *Two Column Script*. Explain to students that short scripts, such as those for an ad or a PSA, are often written not in full script format but like

this. In a two-column script, the **left-hand column** tells us what we **see** on screen. Each shot is numbered, and anything specific about the distance or angle, like **close-up** or **bird's eye view**, is noted as well. (If you feel students need more background in shot composition, review *Camera Shots* on pages 11-12 of *Resources for Making Media in Your Classroom*.) Go through the first four shots of *How to Recognize Hate and Prejudice Online* listed in the *Two Column Script* and discuss with students how the images, narration and music work together to communicate the meaning and tone of the video.

Distribute students' logins to the *My Voice is Louder Than Hate* website and the assignment sheet *Pushing Back Through Digital Stories.* Explain that they will be making their own digital stories using the Video Maker on the *My Voice is Louder Than Hate* website. The purpose of their digital story will be to help people understand that online prejudice hurts and that it is possible to push back. To do this they will either make a *personal* digital story about a time when they experienced or witnessed prejudice online, or make an *informational* digital story based on one of the My Voice is Louder Than Hate handouts.

Have students log in to the *My Voice is Louder Than Hate* tool and navigate to the Video Maker in the *Sharing* section. Distribute the handouts *Two-Column Script Template* and *Copyright Basics.* Have the groups use the *Two-Column Script Template t*o prepare for creating their digital story. Students can use the Video Maker tool to record their narration or record it on another device (such as a phone) and then upload it, so long as it is saved in standard audio files (WAV or MP3). The Video Maker includes copyright-cleared images for students to use but hey also have the option of uploading their own images. If they would like to find their own images, have them go through the *Copyright Basics* handout so they understand their rights to use copyrighted, Creative Commons and public domain images. (If you would like more background on legally and ethically using media, see *Fair Dealing for Media Education* (http:// mediasmarts.ca/digital-media-literacy/media-issues/intellectual-property/fair-dealing-media-education).

When they are finished, have each group present their completed templates to class. Have each group provide at least one piece of feedback about the subject matter, photographs and interviews following each group's presentation.

Once students have selected their images and narration they will be able to choose a music track from the options provided by the Video Maker.

When students' videos are complete, they will be asked to select tags for when it is uploaded to the Sharing Gallery. (Only logged-in users can see these videos.) They will also be asked if they want to submit the video for the Experiences section. Videos on this page are visible to everyone so it is important to discuss with students the risks and benefits of doing this. You can use this as an opportunity to talk about some principles of online privacy: Who might see this video if it's published in the Experiences section? (Anyone.) Is there any reason they might not want anyone to see the video, now or in the future? (Because only students' voices are in the video, not their faces, probably not— but some students may prefer not to have their personal experiences or reflections visible to the public.)

Assignment Sheet: Pushing Back Through Digital Stories

For this assignment, you will be making a *digital story.*

You have two options for the topic:

1. Make a digital story about a time when you experienced or witnessed prejudice online. The purpose of the videos is to show that online prejudice hurts both targets and witnesses and that it is possible to push back.

    -   What's the last time you remember seeing or hearing something online that made you uncomfortable because it was racist, sexist, homophobic or otherwise prejudiced?

    -   Can you think of a time when something like that made you uncomfortable but you decided not to do anything about it?

    -   What's an example of a time you pushed back against something like that? What made you do it?

    -   Can you think of a time when you weren't sure if somebody meant to do or say something prejudiced or offensive? What (if anything) did you do about it?

    -   Have you ever seen anyone else push back against racism, sexism or other kinds of prejudice online? What did they do? What was the response?

2. Choose one of the *My Voice is Louder Than Hate* tip sheets:

    -   How to Push Back When Someone You Know Says Something Prejudiced

    -   How to Push Back When You Don't Feel Safe Speaking Out

    -   How to Push Back When You're Not Sure People Will Listen To You

    -   How to Push Back Without Making Things Worse

    Make a digital story to communicate what you think is the most important information in the tip sheet. Think of your digital story as being like a video essay: it still needs to have a clear beginning, middle and end:

    -   What is the problem that needs solving?

    -   What are some of the challenges in solving that problem?

    -   What are the best ways of overcoming those challenges?

    -   What is the single most important thing people should know about solving this problem?

Use the *Two-Column Script Template* handout to plan your digital story. Write down your ideas for images on the left and your narration script on the right.

Log into the *My Voice is Louder Than Hate* tool. Go to the *Sharing* section and then choose *Video Maker.* For each segment of your video, you can either record your narration using the tool or upload narration you recorded ahead of time. Next, choose an image for each segment, based on the plan you made in the Two-Column Script. This tool includes a library of images and music but you may also upload images that are in the public domain (nobody owns them) or were released under Creative Commons licenses that allow reuse.

You can search Creative Commons media here: https://search.creativecommons.org/

Other sources of free and copyright-cleared images:

- Pexels (https://www.pexels.com/)
- Pixabay (https://pixabay.com/)
- Unsplash (https://unsplash.com/)

If you upload pictures or audio, you will need to say whether you made each image or clip or if it was made by someone else. If someone else made it, you will need to say why you are able to use it: because you have permission, because it was released under a Creative Commons license, because it is in the Public Domain, or because your use is Fair Dealing.

When you have your image and narration for each segment, select Save Segment. You can then edit the segment (if you want to change it), delete the segment (if you want to totally re-do it) or add another segment.

When you finished all of the segments you planned in your script, , choose a music track from one of the options provided. Select Browse/Update Music selections. Click the Play arrow to listen to any track that sounds like it might be a good match. This track will play through your whole video, so choose one that fits the mood of your video. When you've chosen the one you want, select the circle next to the title and then select Save Background Music.

When you're finished everything, select Render Video. When your video has been rendered, you can choose to submit it to the Sharing Gallery. Select all the tabs that make sense for your video before submitting.

You'll also be asked if they want to submit the video for the Experiences section. Videos on this page are visible to everyone, so think carefully about who you'd like to be able to see your video.

Two-Column Scripts

Short films like ads, public service announcements, documentaries and music videos are often written in a format called a **two-column script.**

In a two-column script, the **left-hand column** tells us what we **see** on screen. Number each shot. If you know something specific about the distance or angle, like **close-up** or **bird's eye view**, write that too. If you're using images you found, list the source here.

VIDEO	AUDIO
1. TITLE: How can you recognize hate and prejudice online?	How can you recognize hate and prejudice online?
2. MEDIUM LONG SHOT of identical people working at an office. (By Cottonbro from Pexels.com. Free license to use.)	One sign is stereotyping. If you think every member of a group is the same, it's a lot easier to hate or to fear them, and easier to justify treating all of them the same way.
3. CLOSE-UP of man painting a stripe across his face. (By Radu Floryn, from Pixabay.com. Free license to use.)	From there, it's a short step to othering – focusing on and exaggerating the ways a group of people is different from you, and even acting like they aren't really human. That makes it harder for you to feel empathy for them…
4. EXTREME CLOSE-UP of a man's eyes as he stares in fear. (By Samer Daboul from Pexels.com. Free license.)	… and easier for you to fear them. Besides trying to get you mad at other groups, a lot of hate speech tries to make you afraid of them too. If you think a group of people is dangerous to you, you'll feel like you need to do anything to protect yourself.

Copyright Basics

Copyright

Copyright lets an owner of intellectual property control how that property is copied, altered, sold, etc. In most countries you don't have to register copyright, but your work must be (mostly) finished –you can't copyright ideas. Copyright works by granting certain rights—the right to reproduce, distribute, broadcast, or make something based on someone else's work (as well as the right to give other people permission to do any of these)—to the holder of the copyright. Basically, copyright protects the rights of people who have either created a work, paid for it to be created or purchased the copyright from a previous copyright owner. In Canada, regulations for copyright are set out in the Copyright Act.

Intellectual property

Intellectual property covers anything that has been invented or created. When an intellectual property is something tangible (like a painting), it is possible to own the object, but not the intellectual rights. For instance, even though you own a painting, you may not have the right to make copies of it (which would be an intellectual property right.)

Licence

Licenses set out the terms by which the copyright owner lets you use a work. For instance, when you buy music you are buying a licence to listen to it for your own enjoyment, but if you want to use it in something you are making or play it at a public event or use it in a soundtrack you have to pay for additional licences. Some works are offered under a *Creative Commons* licence, which automatically gives users extra rights that they wouldn't normally have. (You can learn more about Creative Commons here: http://sarafhawkins.com/creative-commons-licenses-explained-plain-english.)

Public domain

Intellectual property that has no copyright is in the public domain. This means that anyone can copy, alter, sell or make works based on it without permission or payment. Material created before the development of copyright law is in the public domain; property also moves into the public domain after a certain amount of time has passed (but the length of time and specific conditions varies from country to country.)

User rights

These rights cover what you can do with a copyrighted work when you don't own the copyright or have a specific licence to use it. In Canada, user rights are defined by the Copyright Act.

The main user right is called *fair dealing.* Fair dealing lets you use copyrighted work for:

- education
- criticism
- research
- private study
- parody

- satire

- review

- and news reporting.

For a use to be fair dealing it also has to use as little of the copyrighted work as possible, not have an unreasonably negative impact on the value of the original work, and only be done if there is no other way to make a new work without using copyrighted content.

The User-Generated Content (UGC) exception is another user right that lets people create a new work based on a copyrighted work and share or let others share what they've created (for instance, posting it on YouTube) so long as:

- the use or distribution of the new work is for non-commercial purposes

- if possible, the source of the copyrighted work that was used is given

- the original work that the UGC was based on was accessed legally and

- the UGC has no "substantial adverse effect, financial or otherwise" on the copyrighted work.

Two-Column Script Template

Use this two-column script template to plan your own script.

In a two-column script, the **left-hand column** tells us what we **see** on screen. Number each shot. If you know some-thing specific about the distance or angle, like **close-up** or **bird's eye view**, write that too. If you're using images you found, list the source here.

VIDEO	AUDIO

VIDEO	AUDIO

Assessment Task Rubric

	Learning Expectations	Achievement
Use 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.	*Ethics and Empathy* use digital media to promote ethical and responsible behaviour *Community Engagement:* use digital media to be part of a community exhibit leadership as a digital citizen *Making and Remixing:* communicate information and ideas effectively to multiple audiences using a variety of media and formats locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media	Insufficient (R) Beginning (1) Developing (2) Competent (3) Confident (4)
Understand "Understand" includes recognizing how networked technology affects our behaviour and our perceptions, beliefs and feelings about the world around us. "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.	*Ethics and Empathy:* show understanding of the concepts of ethical behaviour and online ethics understand the dynamics of online hate material and how it affects all of the people involved *Community Engagement:* understand how meaning is produced through multimedia (text, images, audio, video) and how culture is produced through the Internet and social media in particular *Making and Remixing:* select and use applications effectively and productively (e.g. chooses the most appropriate technologies according to the task) understand the potential of digital devices and resources for her/his schoolwork understand the different purposes and contexts of digital image editing understand how meaning is produced through multimedia (text, images, audio, video) show an understanding of the forms and techniques of the digital story: • the chosen topic, issue and solution were clear • the product displayed an insight into a topic and opinion	Insufficient (R) Beginning (1) Developing (2) Competent (3) Confident (4)

Engage	Ethics and Empathy:	Insufficient (R)
"Engage" is the ability to make and use digital and other media to express yourself and participate in online and offline communities. The ability to engage using digital media ensures that Canadians are active contributors to digital society.	create a digital work that effectively promotes positive online behaviour *Making and Remixing:* produce original works or solve problems remix different existing digital content into something new effectively apply the forms and techniques of the medium and genre: • photographs or images were selected with care and relevant to the topic at hand • visual components were complimentary to the audio • narration was recorded clearly • the chosen music was a good fit for the topic and mood • text was effectively integrated	Beginning (1) Developing (2) Competent (3) Confident (4)