



## LESSON PLAN

<b>Level:</b>	Grades 10 to 12
<b>About the Author:</b>	Jeff Gagnon, Media Education Specialist, MediaSmarts
<b>Duration:</b>	2-3 hours

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# Challenging Hate Online



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 learn how digital media is used to promote or combat hatred and intolerance. The class begins with a discussion on the different ways that hate organizations disseminate their messages using digital media and how this medium offers the potential to work against hatred and intolerance. In a jigsaw activity, students visit and analyze the supporting websites of five anti-hate organizations/initiatives and then apply what they've learned to the development of their own anti-hate campaigns.

## Learning Outcomes

Students will demonstrate the ability to:

- Explore the issue of hate and various ways to challenge it
- Be aware of the strategies used by anti-hate organizations to promote tolerance and respect
- Understand how the Internet can be used to facilitate the promotion of tolerance and respect
- Recognize the characteristics of a successful awareness campaign
- Understand the role we all can play in countering racism and intolerance

## Preparation and Materials

**Note: For the jigsaw activity in this lesson you will need five computers with Internet connections.**

Have the following handouts available:

- *Challenging Online Hate Questionnaire*
- *Developing an Anti-Hate Campaign*



Make available the instructions for the jigsaw activity. The questionnaire can be printed as a handout, an overhead, or written on the blackboard.

- *Jigsaw Activity Instructions*

Prior to starting this activity, you may want to have each of the five computers already connected to one of these websites:

- Tolerance.Org ([www.tolerance.org](http://www.tolerance.org))
- Someone (<http://projectsomeone.ca/>)
- No Hate Speech Movement (<http://www.nohatespeechmovement.org/>)
- It Gets Better Project ([www.itgetsbetter.org](http://www.itgetsbetter.org))
- Canadian Race Relations Foundation (<http://www.crrf-fcrr.ca/en/>)

## Procedure

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Start the lesson by explaining to students that today's lesson will be focusing on the role of digital media in challenging online hate. Before discussing this specifically, however, you want to hear their thoughts generally on the ways that digital media can amplify and give greater value to a message or any cause or idea.

Ask students:

- Can you think of any cause-related online campaigns that have resonated with you?
- What were some of these causes?
- What kind of campaign was it? (For example, was it to promote an event? To raise awareness? To raise funds? To let people know about services that are provided?)

Next, have students consider how these campaigns used digital media to amplify their message, promote their services and/or help them find support for their cause by asking them:

- How were these campaigns promoted online? (Have students consider both methods and platforms.)
- What was it that caught your attention and made the cause resonate with you?
- Was this solely an online campaign, or was other media used?
- Which was better at getting your attention?

Based on this discussion, try to flesh out what kinds of benefits an online presence would have for a social justice group. As students bring up each benefit, write the main word on the board (i.e. cost, reach, cooperation...)

Answers and guided discussion should include the following:

**Cost** – *Publishing material online costs significantly less than actually printing distributing flyers and documents.*

**Reach** – *The Internet can quickly and effectively reach a global audience.*

**Cooperation** – *The Internet facilitates networking among likeminded individuals or groups located at a distance from each other.*



**Engaging Youth** – *Since youth spend so much time with online technology, Internet-based content can more easily reach young people than other methods.*

**Multimedia** – *It is fairly easy to develop various multimedia applications for very low cost. When used well, videos, animations, games, and music can add value and polish to the message.*

**Branding** – *A cause can be promoted across a series of branded games or viral marketing techniques.*

**Publicity** – *The Internet allows ideas and concepts that were previously obscure to be visibly displayed in the public eye.*

**Wealth of Information** – *The Internet is the world’s largest encyclopedia and is available for reference at all times.*

**Hyperlinking and Embedding** – *allows you to link directly to your references or to debunk erroneous claims. The Internet makes it possible to provide a virtual library on a particular topic to anyone who wants to click. You can embed official documents, research, and information on allied groups on your webpage or within your social media feed.*

**Social Organizing** – *By making planned actions or rallies visible to a wider public, the Internet facilitates the organization of protests, demonstrations, or other direct action. It also allows a group to conduct multiple events at the same time across the country or even across the world.*

**Outreach** – *The Internet makes it possible to provide access to services and resources to individuals who would otherwise miss out on these tools.*

**Evading Legal Censure** – *Because the Internet is a global medium, it allows activists of all kinds to organize and meet in ways that help them to avoid legal repercussions – especially in countries where the group’s message or activity may be considered illegal.*

**Anonymity** – *In some cases, a message may not yet have become mainstream or may be unpopular. The Internet lets individuals communicate anonymously without fear of social or legal repercussions.*

Once students have completed their brainstorming, have them take a look at the benefits that have been listed on the board.

Point out that those same online elements that can benefit social justice groups can also be used by those who are promoting hatred and intolerance. Factors such as cost, reach cooperation engaging youth, multimedia, branding, publicity, social organizing, outreach, being able to hyperlink and embed materials, and, most importantly, being able to be anonymous and evade the law are all good reasons why hate groups have also turned to digital technology to spread their messages.

Despite this, the Internet is also an effective medium for those who are fighting hatred and intolerance.

Ask students to consider how features of the Internet may benefit anti-hate organizations. Answers may include:

- *the Internet takes views and opinions that used to be clandestine and posts them in a public and global medium where they are out in the open for all to see*
- *the Internet makes it easier to openly challenge misinformation provided by hate-mongers*



- *by posting their views online, hate organizations make it easier for anti-racism and anti-hate organizations, law enforcement agencies, governments and educators to address the fallacies and prejudice in hate ideology*
- *as with hate sites, the Internet permits anti-hate organizations to reach and network with a wide, global audience*

### Class Activity

In this activity students discuss how they would launch an online campaign for a group that is promoting tolerance. Point out to students that hate online is directed at any number of groups – visible minorities, religions, Aboriginal people, women, GLBTQ and trans people, people with disabilities – and their campaign can promote tolerance in general or confront hate against any particular group. Explain to students that while there may be *anger* expressed towards dominant or advantaged groups (Whites, men, heterosexuals) it's not generally part of an *ideology of hate* and, even in the few cases where it is, these groups already have no shortage of people and organizations working on their behalf.

If after the discussion, any student still wishes to direct their campaign promoting tolerance towards a group that you feel is dominant or advantaged take a few minutes to do the [Unpacking Privilege](#) mini-lesson and make your decision based on the students' analysis in that activity.

- As a class, have students brainstorm and record the various strategies and tools they would use to get their message out and attract members and supporters.
- Have a student record this initial plan on paper while you discuss it as a class. Once you've developed something students feel confident with, move on to the jigsaw activity.

### Jigsaw Activity

Set up five computer stations. On each of the five computers, have one of the following websites open.

1. Tolerance.Org ([www.tolerance.org](http://www.tolerance.org))
2. Someone (<http://projectsomeone.ca/>)
3. No Hate Speech Movement (<http://www.nohatespeechmovement.org/>)
4. It Gets Better Project ([www.itgetsbetter.org](http://www.itgetsbetter.org))
5. Canadian Race Relations Foundation (<http://www.crrf-fcrr.ca/en/>)

Divide the class into five groups and assign each group to a computer station.

- While at their computer station, groups will research how the featured website is being used to address hate by answering the questions on the *Challenging Online Hate Questionnaire*. Every student needs to record their answers.
- Once this is done, have students form new groups in which there is at least one member from each of the original groups.
- Within these new groups have each group representative take the time to explain their websites to group members.



- Once this is done, have students rejoin their original groups. Using the *Challenging Hate Online* as a guide, discuss the various websites as a class.

Additional questions for students to consider are:

1. Is the organization a non-profit organization or a commercial operation, such as a TV network?
2. If the organization is a commercial operation, how does this website's connection to commercial interests help or hinder its message?
3. How does each of the websites differ in how they address hatred? How are they similar?
4. How do these websites connect or enhance offline and online initiatives?

Once the discussion is completed, revisit with students the original plan for developing an online anti-hate campaign. What would they change? What would they keep? From class discussion and the sites they've visited, have students put together a list of "best practices" or particularly effective approaches and techniques.

### Final Activity: Create an Anti-Hate Campaign

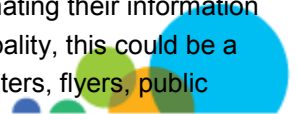
Distribute the handout *Developing an Anti-Hate Campaign* and have each group apply what they have observed by developing a youth-oriented anti-hate campaign for the Internet.

Once completed, groups will present their campaigns to the rest of the class. Groups will be assessed according to the following criteria:

1. Outline
2. Clearly identified issues
3. Comprehensive, practical implementation plan
4. Clearly defined goals
5. Effective communication of campaign message
6. Effective use of digital media
7. Promotional Materials
8. Creativity
9. Appeal
10. Effectiveness
11. Informative
12. Good use of design elements

### Extension Activity

As a class, launch an anti-hate/tolerance awareness campaign within the school or in the wider community. Have students collaborate on gathering information and constructing a message and then on disseminating their information through both traditional and digital methods. If you have contact with a school in another municipality, this could be a great way to show students how a network of activists can initiate a wide ranging campaign. Posters, flyers, public



## Challenging Online Hate Questionnaire

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Answer the following questions as completely as possible on a separate piece of paper. You will need this information to be able to discuss your assigned website later.

Website Title: \_\_\_\_\_

Name of Organization: \_\_\_\_\_

Website URL: \_\_\_\_\_

### Questions

1. Who is behind this website?
2. What is the main purpose of the organization?
3. What is the purpose of this website?
4. What kinds of hate does it address?
5. Who do you think is/are the website's intended audience(s)?
6. What approaches, techniques or initiatives does this organization use to address hatred? (For example, protests and rallies, helping victims, education, etc.) Does any specific approach stand out as being the best, or are a combination of approaches preferable?
7. Think back to the advantages that were discussed in class of using the Web for anti-hate campaigns. What Web capabilities does this organization use to promote its messages?
8. Which, if any, elements or initiatives do you think would resonate with youth?
9. Identify approaches, techniques, or strategies from the website that you might like to integrate into your own educational or anti-racism campaign or anti-racism site.
10. Question 1 of this exercise is "Who is behind this website?" Why do you think this would be an important question when you encounter a site like this?



## Developing an Anti-Hate Campaign

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As a group you will apply what you have learned about Web-based and offline anti-hate initiatives by developing a youth-oriented anti-hate campaign.

Your campaign package should consist of:

1. An outline of the specific issue you intend to address and how you intend to create awareness (for example, through a contest, a forum, an Anti-Hate Day at your school).
2. The goals of your campaign.
3. The approach your campaign will take in confronting hate.
4. Promotional materials (for example, posters, pamphlets, a mock-up of a webpage for a supporting website, etc.).
5. An outline of how you will use digital technology to amplify your message and promote your campaign.

Once completed, your group will present your campaign to the rest of the class.

Groups will be assessed according to the following criteria:

### *Outline*

- Clearly identified issues
- Comprehensive, practical implementation plan
- Clearly defined goals
- Effectively communicated campaign message
- Effective use of digital media

### *Promotional Materials*

- Creativity
- Appeal
- Effectiveness
- Informative
- Good use of design elements



## Jigsaw Activity Instructions

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Your teacher will assign you into one of five groups.

Each group, will go to one of the five computer stations.

On each of the five computers, one of the following websites will be open:

1. Tolerance.Org ([www.tolerance.org](http://www.tolerance.org))
  2. Someone (<http://projectsomeone.ca/>)
  3. No Hate Speech Movement (<http://www.nohatespeechmovement.org/>)
  4. It Gets Better Project ([www.itgetsbetter.org](http://www.itgetsbetter.org))
  5. Canadian Race Relations Foundation (<http://www.crrf-fcrr.ca/en/>)
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- While at the computer station, group members will research how the featured website is being used to address hate by answering the questions on the *Challenging Online Hate* Questionnaire. **Every student must record his or her answers.**
  - When told to do so, you will then form five new groups that are made up of at least one member from each of the original groups.
  - In the new group, each group representative will report to other members about the website his or her original group visited.
  - Once this is done, you will rejoin your original group for a class discussion.





## Task Assessment Rubric: Anti-Hate Campaign

	<b>Learning Expectations</b>	<b>Achievement</b>
<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 media to promote ethical and responsible behaviour</p> <p><i>Community Engagement:</i></p> <p>use digital 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>understand the different purposes and contexts of digital image editing</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 (continued)</b>	<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 forms and techniques of the medium and genre:</p> <p>the chosen topic, issue and solution were clear</p> <p>the product displayed an insight into a topic and opinion</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> <p>photographs or video were taken with care and relevant to the topic at hand</p> <p>visual components were complementary to the audio</p> <p>narration was recorded clearly</p> <p>the chosen music was a good fit for the topic and mood</p> <p>text, if any, was effectively integrated</p>	<p>Insufficient (R)</p> <p>Beginning (1)</p> <p>Developing (2)</p> <p>Competent (3)</p> <p>Confident (4)</p>

