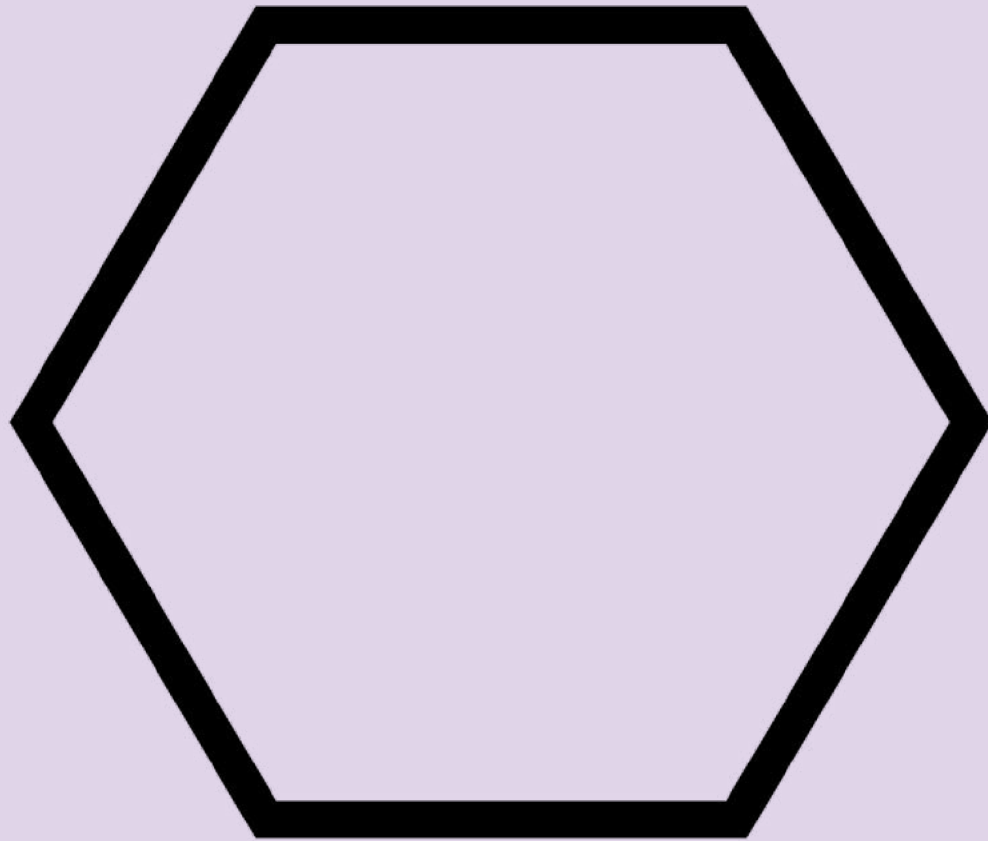


Appendix No. 2



Created by Hea Poh Lin from *Noun Project*

Itinerary #14 Hate



Competences



- 1.2 Evaluating Information
- 1.3 Storing and retrieving information



- 2.2 Sharing information and content
- 2.4 Collaborating through digital channels
- 2.5 Netiquette



- 3.1 Developing content
- 4.2 Protecting personal data
- 4.3 Protecting health



- 5.2 Identifying needs and technological responses

Tags

- Hate
- Hater
- Eristic
- Hate speech
- Empathisation
- Cockpit effect

Time frame

6 hours

Audience

Teenagers aged 15-18.

Overview

The workshop focuses on hate, causes and circumstances in which hate takes place, understanding the motivation of haters' actions and realising how common hate is in today's world. The participants will learn the definition of a hater, how to tell apart hate, hate speech and criticism, they will read excerpts from the criminal code and they will understand the legal consequences of engaging in hate speech. They will also find out what circumstances are conducive to hate and they will learn how to respond to it. In the end, they will design a political campaign of an imaginary political party, whose main goal is to fight hate.

Cautions

Words commonly regarded as offensive may appear in the quotes selected for analysis.

Objective

The main objective of the workshop is to offer an in-depth understanding of the phenomenon of hate, its causes and ways of dealing with it.

Required media

- Mentimeter app

Work methods

- Brainstorming
- Discussion
- Presentation
- Film
- Designing
- Mind map
- Working with text – analysis

Working Methods

SEGMENT 1

- Welcome. Organisational activities. Workshop agenda. Describing the purpose of the programme.
- 30 minutes
- A multi-media presentation entitled *Gamification against Hate Speech*
- Conversation
- Projector, screen/board.

SEGMENT 2

- Warm-up. Working with the Mentimeter app; an attempt to answer the question: How popular is hate?
- 15 minutes
- Mentimeter
- Working with the app, conversation
- Projector, screen/board, computer with access to the Internet, participants' mobile phones.

The workshop begins with an activity that involves using an app that enables the participants to interact (for example, Mentimeter, but any app that the instructor feels is convenient may be used). The instructor prepares the questions in advance: Have you ever encountered violence online? Were you a witness? Were you a victim? Were you an aggressor? The survey should be completely anonymous and the instructor should select an app that ensures anonymity. After displaying the result, the instructor should try to comment on them, pay attention to the scale of the phenomenon (e.g. the instructor says: one in four persons sitting in this room fell victim to violence online, then asks the participants to count to four, and every person that says 'four' steps up. The goal is to illustrate the scale of the problem, to show that this is not something that "does not concern us").

Working Methods

SEGMENT 3

- Working with the text by Arthur Schopenhauer entitled *The Art Of Controversy*
- 15 minutes
- Working with the text, conversation
- Appendix No. 1.

The main part begins with the instructor providing the participants with an excerpt from *The Art Of Controversy* by Arthur Schopenhauer (Appendix No. 1) and asking them to read it. After a few minutes, the instructor asks: What arguments does Schopenhauer describe? What is the purpose of using arguments *ad personam* (to the person)? How effective are they? What does the “attacker” wish to achieve? Next, the instructor directs the conversation in such a way so that the participants notice that the strategy of verbal attacking of the opponent is nothing new, that it was commonplace, and that it is simply more easily accessible due to the fact that access to the Internet is common

SEGMENT 4

- Workshop work using the hexagon method – difference between hate and hate speech.
- 25 minutes
- A multi-media presentation showing articles from the Code
- Working with hexes, conversation, multi-media presentation
- Pre-prepared hexagons (see examples in Appendix No. 2), multi-media presentation, computer with Internet access, screen, projector

Hexagon method – defining the differences between hate and hate speech. The instructor puts the first hexagon in the middle, reading: Hate. The instructor asks the participants to write anything they can think of that is associated with hate on other hexagons. After a few minutes, the instructor comments on what was written down. The instructor selects those hexagons, which contain words describing hate speech. The instructor tells the participants what is hate speech and what is hate. The instructor displays the slides that contain articles from the codes (in each country, the instructor prepares them based on the law in force there) that refer to the penalties laid down in the code for spreading hate speech. The instructor mentions a high-profile case that involved punishing a person that engaged in hate speech.

Working Methods

SEGMENT 5

- The activity consists in showing the difference between hate and criticism.
- 10 minutes.
- Working with examples of statements found online, conversation
- Pieces of paper with different statements of Internet users that contain both hate and criticism.

The instructor provides a specific definition what hate is what it is not. The activity aims at showing the difference between criticism and hate. The instructor spreads out pieces of paper with examples of various statements (these may be both statements found online or statements invented by the instructor) and asks the participants to divide the statements into two groups: Hate and Criticism. After the allotted time is over, the instructor points out that the word ‘hate’ is overused today, as every critical comment is called ‘hate’.

SEGMENT 6

- Building an image of a hater.
- 45 minutes
- Conversation, workshop work – creating a collage
- Stationery

The instructor asks what a typical hater looks like and what do they do. How do participants imagine a hater? What kind of a man they are? Next, the instructor divides the team into groups of a few persons and asks them to create a collage. After the allotted time lapses, the instructor asks the groups to present their work and discuss it. Most probably, the image that is created is very stereotypical. In the public, social view, a hater is a frustrated, lonely person that wants to take “revenge” on the world. The next activity is aimed at showing a completely different image.

Working Methods

SEGMENT 7

- Showing the ubiquitous presence of hate online, the universality of hate, deconstruction of the stereotypical image of a hater.
- 10 minutes.
- Possibly multi-media presentation
- Case studies
- Multi-media presentation or pieces of paper with examples of hater's statements

Case studies. The instructor shows pre-prepared examples of hate (either by showing slides or handing out cut out pieces of paper). The examples should be selected in such a way so as to make the participants aware that hate is present not only in groups composed of young people, but also in groups of teachers, lawyers, car lovers, etc. That hate happens both to men and women, young and old. It is commonplace, so it is wrong to think that only young or poorly educated people engage in it. In order to understand the phenomenon, it is necessary to abandon stereotypes.

SEGMENT 8

- Creating a mind map that illustrates the reasons why hate is so common
- 20 minutes
- An app for creating mind maps, e.g. Mindly.
- Mind map, conversation
- Computer with Internet access, screen, projector

Creating a mind map (on paper or using a convenient app that the instructor knows, e.g. Mindly. In the latter case, the instructor shows it on the screen while creating it). The mind map focuses on the reasons of popularity of hate online. The instructor asks the participants to speak freely about the topic and writes down their thoughts into the map. At the same time, lead the conversation in such a way that the following elements appear: anonymity, cockpit effect, constant access to victims, the feeling of being a star, no contact with the victim offline.

Working Methods

SEGMENT 9

- Empathy training that shows how the cockpit effect works.
- 25 minutes
- A communicator app (e.g. Hangouts, Messenger group)
- Empathy exercise, conversation
- Participants' mobile phones

Empathy training. The instructor asks the participants to divide themselves into two groups. The groups sit in two rows, with the chairs placed back to back, at a certain distance. The participants work using a communicator app, e.g. a Messenger group (or any other app; the choice is left to the discretion of the instructor). At the beginning, the first group is to play the role of haters, the task of the other group is to try and defend themselves. During that time, the participants may not turn around, look at each other, etc. The instructor might hand a sheet of fabric to divide the two groups. The instructor starts the dialogue in the app (on any topic), and asks the participants to continue. Then the instructor withdraws, playing the role of an observer of the situation. After the allotted time lapses, the groups switch roles. A new topic begins, where the haters become victims, and the victims become haters. After the participants complete this part of the activity, the instructor asks the participants to comment on how easy or how difficult it was to play these roles. How did they feel? What were they thinking? Talk to them freely about the feelings and impressions. The instructor then asks the participants to turn the chairs around and to sit facing each other. If a piece of

fabric was used, remove it. Again, the first group is to play the haters, and the other group – the victims, and they switch roles after a few minutes. The haters' task is to attack, the victims' – to try and defend themselves. After the exercise is over, the instructor asks the participants what was the difference between the two parts of the exercise. It will most probably turn out that the second part was more difficult, because if we see the victim, if we know their responses, facial expressions, etc., it is not as easy to say hurtful words.

Working Methods

SEGMENT 10

- Creating a handbook with advice on how to deal with hate.
- 15 minutes
- Conversation, brainstorming
- Board, writing utensils

Conversation. The instructor talks to the participants on how to deal with hate, how to respond to it. The instructor might first collect all responses (brainstorming) and write them down on the board. Then, the instructor talks to the participants about each of them, emphasizing several issues:

- responding to an attack with an attack is not a good idea, because it fosters a spiral of aggression that never ends;
- the simplest response to hate is not to respond to taunts; it is also the most effective method because the hater will simply get bored, sooner or later;
- another way is to block the attacker; you can do this on the majority of websites;
- it is a good idea to report the statement to the administrator/moderator, who will remove the hater from the group and/or block them;
- it is also important to document the actions that are contrary to the law, which is why before removing a hater or blocking them, it is important to take screen shots;
- ask specialists for help, e.g. parents, teachers, school psychologist, other persons that you trust.

SEGMENT 11

- A film showing psychological approach to responding to hate
- 20 minutes
- Film
- Film, conversation, training
- Computer with Internet access, screen, projector

Film. The instructor shows the film: www.youtube.com/watch?v=7oKjWIOljuw and talks to the participants about it. The instructor asks whether it is possible and easy to use the method that the psychologist mentions. The instructor then asks the participants to pair up and to try out the tension-reducing rules. They should also switch roles in their pairs. After they complete the tasks, the instructor asks which pair managed to “beat” the hater and whether the method was successful.

Working Methods

SEGMENT 12

- A film showing a high-profile and effective campaign against hate.
- 15 minutes
- Film
- Film, conversation
- Computer with Internet access, screen, projector

Film. The instructor shows a film presenting a social campaign run in your country against hate. The campaign must be distinctive in nature and should be commonly known, if possible. The instructor talks to the participants about the campaign’s efficiency. Collect opinions on its strengths and weaknesses.

SEGMENT 13

- Workshop work on creating a campaign for an imaginary political party, which opposes hate.
- 60 minutes
- Computers for groups or participants’ mobile phones
- Workshop work, conversation
- Stationery, computers with Internet access for groups (or mobile phones)

Preparing a social campaign against hate. The instructor divides the participants into groups of a few people. Each group gets one task:

- to prepare elements of a social-political campaign of a party that they are just establishing and which joins the election process with the slogan: STOP VIOLENCE ONLINE (the participants must invent the name of the party and its main goals themselves).
- Elements of the campaign include: a poster design and leaflet design (done e.g. in Canva), texts for posts in social media, design of the party’s website, logo, and a short promotional film.
- They are to use their knowledge about hate that they have just gained during the workshop.
- Another way of doing this exercise is to invent the name of one party and its slogan and logo, and then to divide the participants into groups that will work on individual elements of the party’s promotion.

After they complete the task, the groups present their work results. The instructor acts as an advisor, providing hints and advice, etc.

SEGMENT 14

- Summary, feedback
- 20 minutes
- Mentimeter
- Conversation, possibly Mentimeter
- Computer with Internet access, screen, projector

Appendix No. 1

The Ultimate Stratagem. A last trick is to become personal, insulting, rude, as soon as you perceive that your opponent has the upper hand, and that you are going to come off worst.

It consists in passing from the subject of dispute, as from a lost game, to the disputant himself, and in some way attacking his person. It may be called *argumentum ad personam*, to distinguish it from the *argumentum ad hominem*, which passes from the objective discussion of the subject pure and simple to the statements or admissions which your opponent has made in regard to it. But in becoming personal you leave the subject altogether, and turn your attack to his person, by remarks of an offensive and spiteful character. It is an appeal from the virtues of the intellect to the virtues of the body, or to mere animalism. This is a very popular trick, because every one is able to carry it into effect; and so it is of frequent application. Now the question is, what counter-trick avails for the other party. For if he has recourse to the same rule, there will be blows, or a duel, or an action for slander.

It would be a great mistake to suppose that it is sufficient not to become personal yourself. For by showing a man quite quietly that he is wrong, and that what he says and thinks is incorrect – a process which occurs in every dialectical victory – you embitter him more than if you used some rude or insulting expression. Why is this? Because, as Hobbes observes, (De cive, c. 1): "*Omnis animi voluptas omnisque alacritas in eo sita est, quod quis habeat, quibuscumque conferens se, possit magnifice sentire de se ipso*" (all mental pleasure consists in being able to compare oneself with others to one's own advantage). Nothing is of greater moment to a man than the gratification of his vanity, and no wound is more painful than that which is inflicted on it. (Hence such phrases as "Death before dishonour," and so on.) The gratification of vanity arises mainly by comparison of oneself with others, in every respect, but chiefly in respect of one's intellectual powers; and so the most effective and the strongest gratification of it is to be found in controversy.

Arthur Schopenhauer, *The Art Of Controversy*, translated by T. Bailey Saunders, M.A., 1896, coolhaus.de/art-of-controversy/erist-i.html