# Hate speech and media education

Before the Module, the media educator ask him/herself: What seem to be the dangers when working / reflecting on the topic of the hate -speech? What challenges can we propose to the group - class? Find ways to act building an inclusive community After the module: What effect has the the module reached? How do you evaluate instruments, methodologies and strategies ?
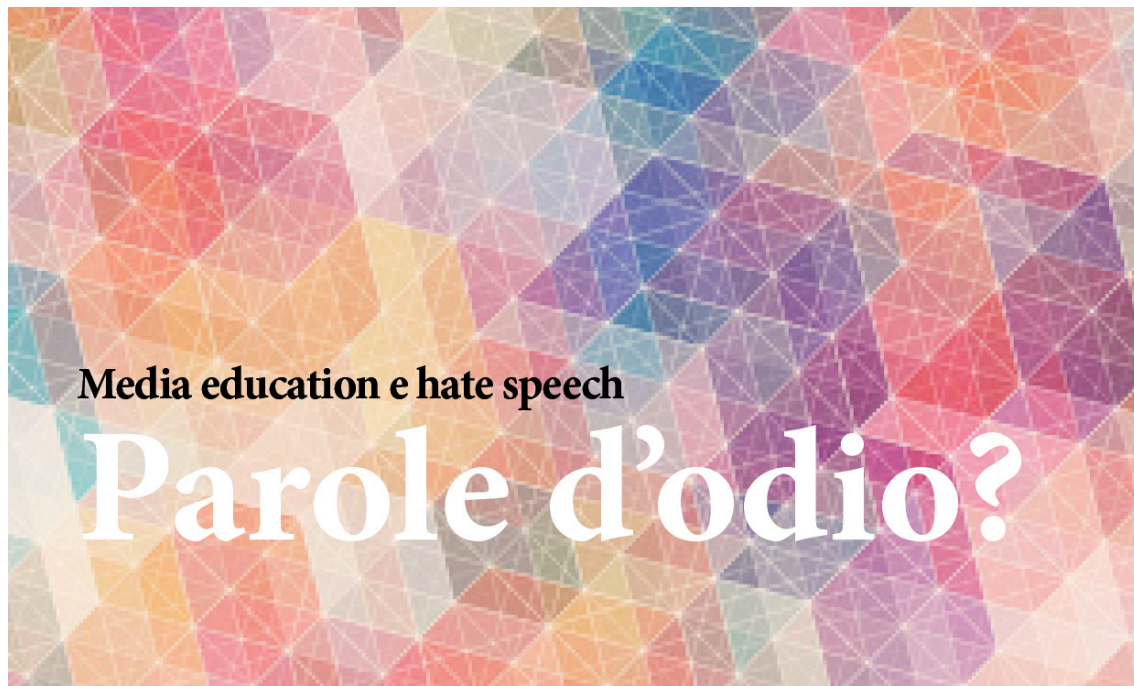
Media education e hate speech

Parole d'odio?

Unit n° 1:

Think social media : aperitif to begin to reflect on the relationship with the media. Vision of 4 videos about the relationship between young people and social networks and proposal to take notes, then manage a discussion on their ideas and comments.

| In cosa mi riconosco | Su cosa non sono d'accordo |

...in effetti, a questo non ci avevo pensato troppo...

Zaffiria

Unit n° 2:

Understanding the issue of point of view. Use a video produced by The Guardian in which 2 changes of perspective lead to change the interpretation. Then use some books like " Zoom", with a constantly changing and shifting point of view. Asks to the students to take the point of view of one of the characters in a story known to all and to write an article imagining to tell the story from the different points of view.

buonisti   arrabbiati/polemici   aggressivi   rassegnati

Chi sono i "commentatori"?

Unit n° 3:

The hate speech in the experience of boys and girls. Watching the video of a youtuber (Francesco Sole) about hate speech. Debate : what do you think? it happened to you? When someone incites hatred? What is for you hate? Have you ever heard

speeches that seemed to incite hatred? Where? Direct to whom? The boys and girls write their experiences and opinions on billboards murals, after they resumed in team work: each group reads the answers to a single question and proposes a summary to their classmates.

Unit n° 4:

Analyze the hate speech in the media communication. Overview: traces of hate speech in the network, including video messages and facebook. Presentation of the infographic "smileys" designed by the University of Florence to use to catalog and analyze the messages. Case study: post on facebook, comments and discourse analysis. Activity to do with groups of " card – playing" that show excerpts of the conversation . Students try to change speech acts avoiding hate speech and arguing different points of view. What would you do? What about a definition of hate speech? Find the 5 words that are repeated more frequently.

SCHEDA 2 - costruire il racconto	
chi racconta la storia? (chiarire il punto di vista)	presentati (decidi tu quando, se all'inizio o alla fine oppure svelandoti piano piano) e chiarisci allo spettatore il tuo punto di vista
	presente your point of view to the viewer
Di cosa parliamo?	Convinci il tuo spettatore che questo è un tema per te rilevante e importante.
	Convince your viewers that this is an issue for you relevant and important .
	Cosa c'è di "universale", secondo te, nell'hate speech? Perché l'essere umano "odia"?
	What's a " universal " aspect, in your opinion , nell'hate speech ? Why the human being " hates " ?
Scopo narrativo del racconto:	Vuoi sensibilizzare i tuoi spettatori? Do you want to raise awareness your viewers ?
	Vuoi stimolarne un'azione positiva? Quale o quali azioni? Want to stimulate positive action ? Which or what actions ?

Unit n° 5:

What are we talking about? Watching a cartoon defining Italians at the US Congress. Participatory activities " coffee break " from which students create the definition of hate speech (shared among students). face the question: do you imagined they were talking about Italians?

SENSO DELL'UMORISMO

Il senso dell'umorismo è qualcosa di personale: online si può perdere e facilmente viene travisato o preso per un'offesa. Allo stesso modo allusioni, sottintesi e insinuazioni non sono benvenuti perché tendono a generare disordine e malanimo. Altrettanto dicasi per qualsiasi tipo di argomento illegale o irrispettoso verso persone, gruppi o situazioni. I commenti maligni non sono benvenuti, neanche quelli sgradevoli e gratuiti.

RAZZISMO, INCITAZIONE ALL'ODIO, OFFESE PERSONALI E DIFFAMAZIONE, TONI AGGRESSIVI E INCIVILI

Razzismo, incitazione all'odio, offese personali e diffamazione non sono assolutamente ben accetti su questa community.

Toni e espressioni sopra le righe aizzano l'aggressività: scrivete con tono pacato. Se commentate in maniera beffarda coltivate risentimento e malumore.

Nel caso di commenti "estremamente pesanti", segnaleremo gli autori di tale atto direttamente alla gestione Facebook (qui trovate le linee guida di Facebook https://www.facebook.com/policies/) e/o alle autorità competenti

Unit n° 6:

My point of view. Recall/reuse the video of Francesco Sole, the video of the campaign nohatespeech, the US Congress, presentation of new videos as the footage of a German news, add some newspaper articles: the students, in groups, selecting the pieces most striking with their phones, tablet, camera, realizing a shoot. To do this activity, they use a grid (presente your point of view to the viewer; Convince your viewers that this is an issue for you relevant and important, What's a " universal " aspect, in your opinion, on the hate speech? Why the human being " hates "? Do you want to raise

awareness your viewers? Do you want to stimulate positive action? Which or what actions?) that would clarify their goals and the storytelling ... – video editing of clips and presentation to the class

Video to use with students:

- Eksperimentas Vertimas: https://youtu.be/si_1ywtwY_Y

- The Guardian: https://youtu.be/fJd1X5a5L4E

- About online information: https://youtu.be/9aEiKiyuen8

- Photos on social network: https://youtu.be/fqb7X6XX6Ew

- Families and social network: https://youtu.be/0rQkGH-lf3g

- german journaliste: https://youtu.be/4naZkxM4U1c

- Italian youtuber about hate speech: https://youtu.be/vhWcqf0ui1U

Information about the resource

Rights: public domain

It's important that boys and girls will make more and more conscious of the complexity of living virtual worlds. The pleasure of tell and show the experiences and the skills, find new friends, write collectives diaries that are built from the many posts shared, are not the only side of the coin. Bullying, hate speech, racism, offenses are phenomena which increasingly we are called upon to manage. Individual responsibility must act, must strengthen the construction of ethics of online relationships. The proposed route is 10 hours long because we think it is important to allow classes to stop on such delicate topics so that it can activate an increased awareness and reflection. Through activities and group work, starting from daily experience of the students involved, we will try to understand, define, prevent hate speech.

Resource prepared using MIL/PEER editing platform.

Source available at http://milpeer.eu/documents/177/