

## Part 2 Examining the impact

### Learning Aims:

- ▶ To examine the impact of online hate on the people who are targeted
- ▶ To examine the impact of online hate on those who see it happening

Use these discussion questions and notes for educators to explore the statistics on Slide 3, **Discussion Prompts**:



Why do you think someone might be less likely to use social media or gaming because of online hate? Why isn't it something they can ignore?

What impact might being worried about online hate have on someone?

Why do you think online hate might make young people more careful about what they share online?

Do you think it's fair that young people have to change their behaviour because of other people's actions?

### Explore this more using Follow-up Activity 1, **Exploring Emotions**

How does it make young people who see it feel?



Of all the feelings online hate causes, which do you find the most concerning and why?

Can you think of any other feelings not listed here?

What factors do you think change how online hate makes someone feel?

Some people argue that online hate is not as dangerous because it happens using technology, not in person. Do you agree? Why? Why not?



You may wish to share the following additional statistics, from the same research findings:

- Resigned to it 8%,
- Attacked or scared 7%
- Silenced 5%
- Not bothered/ not an issue 5%
- It didn't make me feel anything 5%
- Amused 3%

Some groups of young people reported experiencing the impacts of online hate more than others...



**Disabled young people** were **10% more likely** to be worried about online hate than non-disabled young people.

**LGBT young people** were **10% more likely** than non-LGBT young people to avoid using social media & games because of online hate.

**Black young people** were **twice as likely** to feel attacked or scared by online hate than White young people.

Why do you think certain groups are more impacted by online hate than others? How might this make the problem worse?

Is it important to know about the experiences of others online? Why?

Do you have to be the intended target of online hate to be affected by it? Why?



Explore this idea more using **Follow-up Activity 2 Hot Air Balloon**



8 out of 10 young people have seen people responding to defend a certain group that has been targeted online in the last year.

This statistic can be used as a lead into the next section (Responding and Reporting).

### How to run this activity:

1. In small groups or as a class, ask young people to come up with all the emotions online hate might cause for those targeted by it. This could be done verbally, as a list or as a mind-map.
2. You could ask young people which they find the most serious, damaging or worrying.
3. Ask young people to each pick one emotion to focus on and write it in the middle of [Appendix 2.1](#)
4. Around the emotion explain that they will have 10-15 minutes alone or in pairs to:

- ▶ Draw the emotion (can be done abstractly/creatively).
- ▶ Explain how the emotion might feel (use the five senses to help).
- ▶ List ways that this emotion might change someone's behaviour.
- ▶ Explain why online hate might cause that emotion in words.

5. Feedback or let young people walk around the room and look at each other's work.

### How to run this activity:

1. Explain that in this activity young people will work in small groups to argue for different characters. Each character has been affected by an online hate incident and learners must discuss and decide who is allowed into a hot air balloon to escape the situation.
2. Remind young people that whatever their real opinion, they need to argue for their character and think of all the ways the scenario could impact them.
3. Split young people into groups of three or four and give them a copy of a card shown in [Appendix 2.2](#)
4. Allocate a character from the card to each young person in the group.
5. Give young people time to discuss who gets a place on the hot air balloon.
6. **Final discussion**

Ask young people to reflect on who can be affected by a single online hate incident and clarify that lots of people are, in lots of different ways, including those who were not the intended target.

#### Discuss:

- ▶ What might be the impact of witnessing or experiencing repeated online hate incidents?
- ▶ Were there any effects or emotions that came up repeatedly in their discussions?
- ▶ In real life there is no hot air balloon to help people escape online hate – what can we do to support people who might be impacted by these issues instead?



Explore this more using in [Parts 3 and 4](#) of this resource

You may like to further discuss how online hate affects everyone, but that it can be particularly difficult or harmful for people who are facing systemic oppression.

Get young people to look for the protected characteristics mentioned in the different scenarios. Ask them to consider what other areas of life people who share these characteristics may face disadvantages in.

You may also wish to revisit these statistics – why might particular groups of people be more affected by online hate than others?

#### Some groups of young people reported experiencing the impacts of online hate more than others...



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**Draw** your emotion

Be as creative or unusual as you like

**What** does this emotion **feel** like?

Use the senses to help: smell, touch, taste, sound, sight.

**How** might experiencing this emotion change someone's behaviour?

Write 3 examples – think about online and offline behaviours

**Why** does online hate cause this emotion?

Write 1-3 sentences

### Scenario 1

A celebrity has shared their pronouns and that they identify as non-binary on their social media accounts but is now being trolled by several hate accounts.

Roles:

- ▶ a staff member who helps manage the celebrity's social media accounts
- ▶ a young fan who is questioning their gender identity
- ▶ a non-binary person who doesn't use social media but hears about what's happening in the news
- ▶ (optional) the celebrity's family.

Who is most affected and should get the space on the balloon to escape the online hate?

### Scenario 2

A student in your school has set up a fake social media account and is posting joke videos which imitate people born with speech disorders.

Roles:

- ▶ a deaf student in the same school
- ▶ a teacher whose child has a speech impediment
- ▶ a young person in a different local school with a speech disorder
- ▶ (optional) a student whose mum or dad has a speech disorder.

Who is most affected and should get the space on the balloon to escape the online hate?

### Scenario 3

A news article online about a conflict happening abroad has received lots of comments making offensive remarks about all people of a particular religion.

Roles:

- ▶ a British young person who practises the same religion
- ▶ a well known personality who practises the same religion
- ▶ someone who practise a different religion which is often confused with the religion being targeted.
- ▶ (optional) a refugee fleeing a different conflict

Who is most affected and should get the space on the balloon to escape the online hate?

### Scenario 4

A friend has posted an offensive meme in your group chat referencing the race of a footballer.

Roles:

- ▶ the footballer
- ▶ someone in the group chat who is the same race as the footballer
- ▶ someone else in the group chat who is mixed race
- ▶ (optional) someone in the group chat who is in a relationship with someone the same race as the footballer

Who is most affected and should get the space on the balloon to escape the online hate?