Target Audience

Key Stage 3 & 4

Lesson Aim

Young people will explore how people communicate online and the impact of their words on other people's feelings. They will learn about the laws that exist online to combat online hate and they will debate how best to create a better internet that is welcoming for everyone. They will also need to judge for themselves what content online 'crosses the line' in terms of acceptability, appropriateness and the law. Vital to this lesson plan is the understanding that 'the line' may be crossed for different people at different times.

Lesson objectives

- To understand the laws online and what online hate might look like
- To consider our behaviour online and debate what can be done to combat online hate
- To consider what we can do if we encounter online hate

Timing: 60 minutes	**Key Vocabulary:** online hate, hate crime, transgender, prejudice, to target, censorship, freedom of expression
Preparation: Print off the appendices.	**Organisation:** Mostly group work with some whole group discussions. .

Resources:

- Scissors
- Print **Appendix 1a** (quiz) and **Appendix 1b** (quiz guidance)
- Print **Appendix 2a** (Diamond Nine Activity)
- Print **Appendix 3** (Stakeholder cards)
- Online videos: www.saferinternet.org.uk/SID16-secondary-videos

Starter	Discussion: 'The internet is a welcoming place where I can be my true self.'	**10 minutes**
Activity 1	Online Laws Quiz	**10 minutes**
Activity 2	Diamond Nine Activity - what crosses the line?	**20 minutes**
Activity 3	What Can Be Done?	**15 minutes**
Plenary	Show the winning video from Childnet Film Competition 2015 – 'We Make Choices' **OR** show Childnet's 'How to Make a Report' resource	**5 minutes**
Extension	Highlight the 'No Hate Speech' campaign launched by the Council of Europe in 2014 and encourage students to get involved: http://nohate.ext.coe.int/	**Extension time**

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Lesson

Starter

Discussions

Display the statement

'*The internet is a welcoming place where I can be my true self.*'

In pairs, ask the young people to discuss with their partner if they agree or disagree with the statement.

Feedback as a whole group.

- What does the group think? Why do they agree or disagree?
- Are people online welcoming and accepting of others?
- Do certain groups have a more difficult time online? Do girls find it harder to be online? Do the LGBT (*lesbian gay bi transgender)* community feel welcome online? Do people with a disability have a different experience to others online?

Explain to the group that this lesson is all about how people behave online and the messages that they share with one another. Verify with the class what they understand by the term '**online hate'** and check quickly with them if they think there are laws that apply to online behaviour. This lesson plan considers 'online hate' to encompass cyberbullying as well as hate crimes/hate speech.

Cambridge English Dictionary definition of hate speech: public speech that expresses hate or encourages violence towards a person or group based on something such as race, religion, sex or sexual orientation.

Activity 1

The laws online quiz
(Appendix 1a and 1b and video on online laws)

This activity asks young people to answer the quiz about laws online to the best of their knowledge. It is a quick task that can be completed individually or in pairs. Some of the questions have a right or wrong answer but some questions also ask young people to give their own opinion.

Distribute the quiz (Appendix 1a) and give the young people a few minutes to mark their answers.

Introduce the video about online hate and laws and explain that it might answer some of their doubts about laws online.

Feed back from the group what they learned from the video. Ask the group to look at their quiz again and they can amend their answers if need be.

Correct the quiz with the group and discuss any questions that arise. Please refer to the quiz guidance (Appendix 1b) for answers if required.

Activity 2

Diamond Nine Activity - what crosses the line?

(Appendix 2a)

The internet is a fantastic tool for freedom of expression and in democratic societies the ability to express oneself freely is highly valued. Young people can share ideas, connect with others and learn about the world online. However, sometimes young people can come across things online that they may find offensive or content that might 'cross the line' for them.

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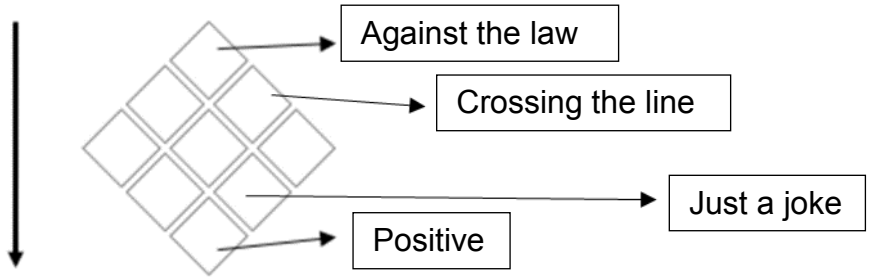
It is usually good advice to report offensive content online as it may break the community guidelines of the service provider (Facebook, Twitter). However, in some cases this content, while unpleasant to read, may not actually break the community guidelines and so won't be removed. It is important to encourage young people to accept that others may have different values and opinions to them and that freedom of expression allows for all people to have a voice. Though it is worth bearing in mind that the right to freedom of expression comes with the responsibility to be respectful of the rights and reputations of others.

Should young people query when reported posts can be removed, it may be helpful to read through the Facebook community standards to see how they deal with abusive content online. https://www.facebook.com/communitystandards

This activity asks young people to look at different social media posts and assess for themselves which posts 'cross the line'. Very often unkind messages or posts are often passed off as 'banter' but this activity challenges young people to rank the different social media posts from 'just a joke' to 'crossed the line' to 'against the law'. Divide the group into teams of 4 and hand out Appendix 2a to each group.

How to run the Diamond Nine Activity:

1. Ask each group to cut up the sheet (Appendix 2a) so that each social media post can be moved easily.
2. Debating within the group, ask each group to rank the posts with the most positive post at the bottom of the diamond and the most offensive and the one they feel breaks the law at the top. They will need to decide where the posts in the middle are ranked as some may be 'just a joke' while others may cross the line into cyberbullying.



Feed back from each group.

Did every group rank the posts in the same way? Did any group find the exercise difficult? Did any group misunderstand any post?

Optional:

Challenge the young people to write their own social media posts to be ranked into a Diamond Nine. Can they create examples that could be misinterpreted by different audiences? A blank template is provided in Appendix 2b.

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Activity 3

(Appendix 3 & videos from young people on online hate)

Although it is important to understand what the law says, reading mean comments that might not break the law, can still be very upsetting.

Choose one or two of the SID TV videos to understand how words can impact on others.

After watching the video(s), ask the following questions:

- Is there more hate online than there is in real life?
- If so, why do you think this is the case?
- Was it fair that the individuals in the videos encountered hate online?
- What can you do if you encounter online hate?

Examples could include:

- Blocking the contact
- Reporting the content to the service provider if it goes against the community standards
- Speaking to someone about what they've seen (teacher, parent, Childline (0800 1111), school counsellor)
- Standing up for yourself in a way that doesn't incite more arguments
- Supporting a friend if it happened to them
- Understanding that the opinion of one person doesn't mean the world also thinks it

After this discussion, divide the group into four teams. Explain that each team will focus on solutions to reduce online hate to ensure that the internet is a better and more welcoming place for everyone. Each team will represent a different stakeholder; law enforcement, the internet industry, schools and internet users and they will need to explain what they will do to reduce online hate. Ask each group to come up with **two actions** that will reduce online hate to ensure that the internet is a better and more welcoming place for everyone.

E.g.

Internet industry

- Make terms and conditions/community guidelines more clear and easier to understand so people know what is/isn't acceptable to post

Schools

- Educate and encourage young people to show respect for others
- Educate young people to 'think before they post'

Ask each group to feed back their ideas to the whole group. Does anyone have any ideas/ actions to add for each stakeholder?

Plenary

As a plenary, show the group the winning Childnet Film Competition entry from Weaver's Academy and explain that this 2 minute film encourages people to make positive choices online:
http://www.childnet.com/resources/film-competition/2015/secondary-category

If there is time, signpost the group to Childnet's 'How to make a report' resource (www.childnet.com/resources/how-to-make-a-report) which provides quick links to advice and information on how to block and report content that might be offensive on a number of different services such as Facebook, Skype, Twitter, Xbox Live and PlayStation Network.

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Circle the answer you think is correct

1. You have to be careful about what you say online, because it could be against the law.

True **False** **Don't know**

2. Cyberbullying can break the law.

True **False** **Don't know**

3. There is too much hate online.

True **False** **Don't know**

4. Trolling is illegal.

True **False** **Don't know**

5. It is against the law to be racist online.

True **False** **Don't know**

6. Service providers, like Facebook and Twitter, should do more to prevent and ban trolls from spreading nasty messages and hate online.

True **False** **Don't know**

7. The internet is for freedom of expression. If you delete and block some people's views, even if they are hateful, that is censorship.

True **False** **Don't know**

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Circle the answer you think is correct

1. You have to be careful about what you say online, because it could be against the law.

True False Don't know

There are different laws that cover the online space. A death threat, harassment or messages that incite hatred and violence against certain people or groups in society could all be against the law. There are different sanctions depending on the context and the severity of the content.

Communications Act 2003: This Act covers all forms and types of public communication. With regards to comments online, it covers the sending of grossly offensive, obscene, menacing or indecent communications and any communication that causes needless anxiety or contains false accusation. Examples can include racist, homophobic or sexist comments.

Protection from Harassment Act 1997: This Act covers any form of harassment that has occurred 'repeatedly'; in this instance, 'repeatedly' means on one or more occasions.

The Malicious Communications Act 1988: This Act covers the sending of grossly offensive or threatening letters, electronic communications or any other form of message with the intention of causing harm, distress or anxiety.

Hate crimes and hate speech fall under different acts. If you commit a crime against someone because of their religion, race, sexuality, gender, transgender identity or disability, this is classified as a hate crime. Hate speech is defined as expressions of hatred and threats directed at a person or a group of people on account of that person's colour, race, nationality, ethnic or national origin, religion or sexual orientation.

2. Cyberbullying can break the law.

True False Don't know

True, in some situations

Mean comments and nasty messages are not very nice, but they don't always break the law. However, should someone receive a threatening message and feel their safety is in danger, this is against the law. As mentioned above, the Malicious Communications Act outlines that threatening messages intended to cause distress can be against the law, in some contexts.

If someone receives persistent messages, this could constitute harassment and can be reported to police. If someone receives upsetting messages on account of their race, religion, disability, sexual orientation, this could be a hate crime and should be reported to www.report-it.org.uk which will then be forwarded to the police. Each situation is dealt with on a case by case basis.

3. There is too much hate online.

True **False** **Don't know**

A matter of opinion

Some young people may feel there is too much hate online. Others may suggest that any hate expressed online is too much.

15% of UK children of 9-16 year olds say that they have seen something online that has upset, worried or bothered them in the last 12 months. Source: Net Children Go Mobile 2014

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4. Trolling is illegal.

True False Don't know

Although there is no specific law against trolling, it is covered under a variety of laws that exist online, such as Protection from Harassment, as well as the Communications Act. Arrests have been made in the past in the UK to convict people of trolling: http://www.bbc.co.uk/news/blogs-magazine-monitor-29686865

5. It is against the law to be racist online.

True **False** Don't know

A racist joke or uttering a racist comment may not be against the law. However, if you commit a crime or spread hate verbally that is targeted at certain people because of their race, religion, disability or sexuality, this is against the law, as this is a 'hate crime'.

6. Service providers, like Facebook and Twitter, should do more to prevent and ban trolls from spreading nasty messages and hate online.

True **False** **Don't know**

A matter of opinion

Some members of the public have been frustrated when they have reported a comment or a post which they deemed offensive but as it didn't go against the terms and conditions of the site, the comment was allowed to stay.

Service providers are trying to become clearer in explaining what their community guidelines are so that members of the public understand what is or what is not ok to post on the platform. Should a post or a comment break the law, service provider will work in collaboration with the police and remove the post.

It is helpful to explore the safety centres of each of the different service providers to read their community guidelines and terms and conditions to understand what they view as acceptable and unacceptable behaviour.

7. The internet is for freedom of expression. If you delete and block some people's views, even if they are hateful, that is censorship.

True **False** **Don't know**

A matter of opinion

There is a very fine line between freedom of expression and hate speech. It can be difficult to know where that line is, as it may be different for different people. Other countries and cultures may also have specific laws or approaches that limit freedom of expression in some forms. Context is very important and a credible threat needs to be clear before posts and comments will be removed from the internet. Education is the most important tool we have to ensure everyone behaves in a way that everyone can enjoy what the internet has to offer.

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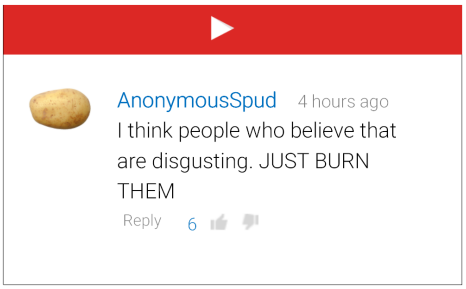

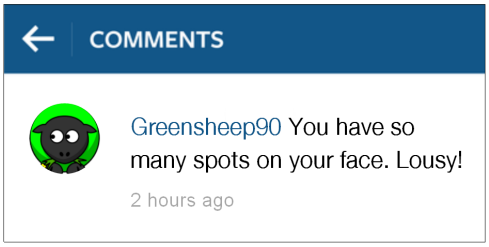

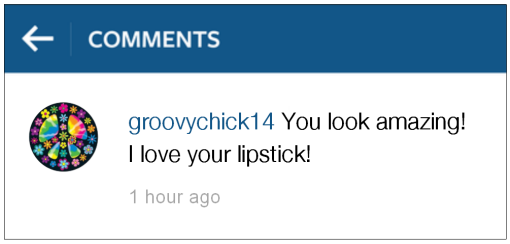

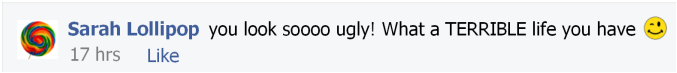

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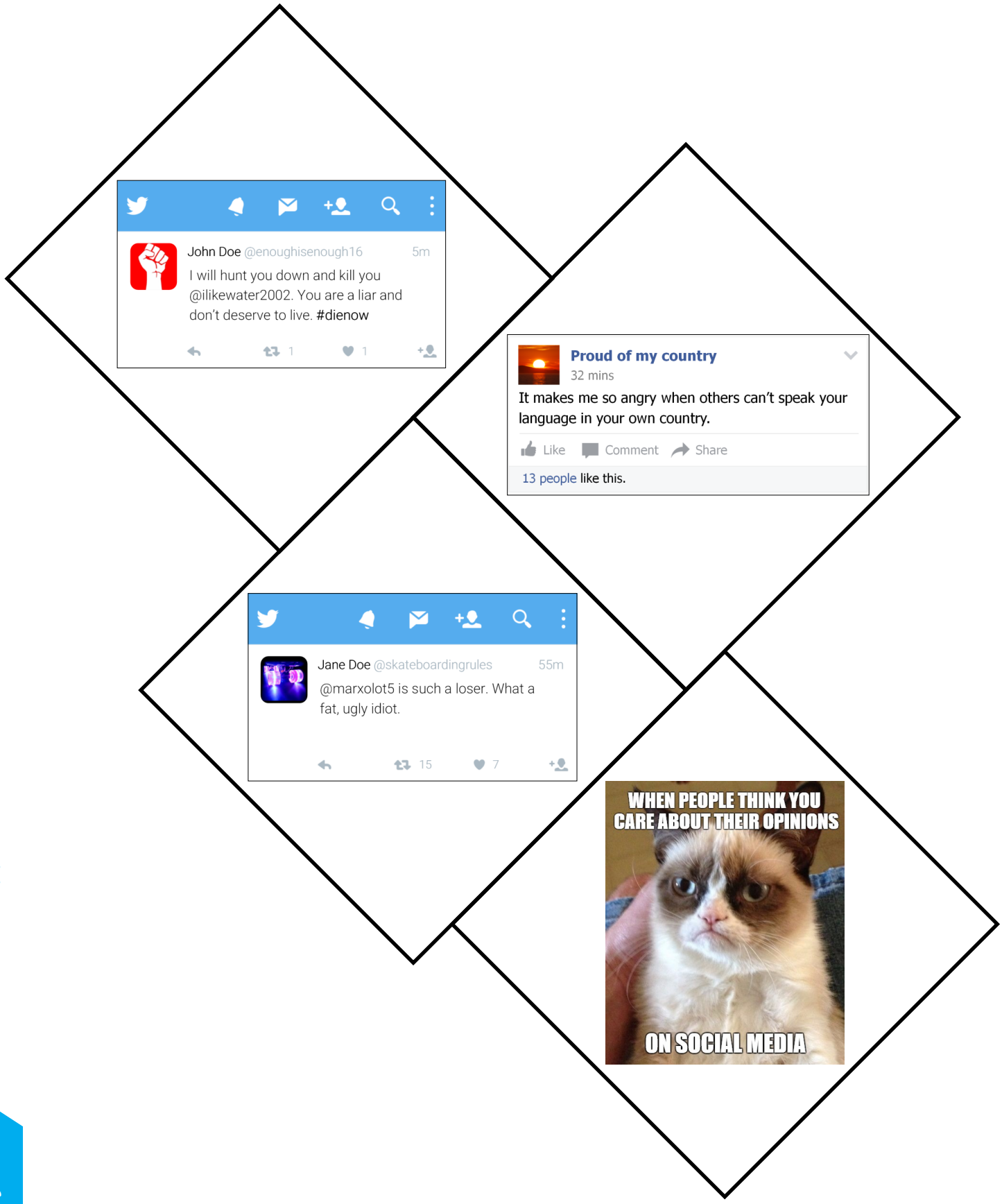
John Doe @enoughisenough16 5m
I will hunt you down and kill you @ilikewater2002. You are a liar and don't deserve to live. #dienow
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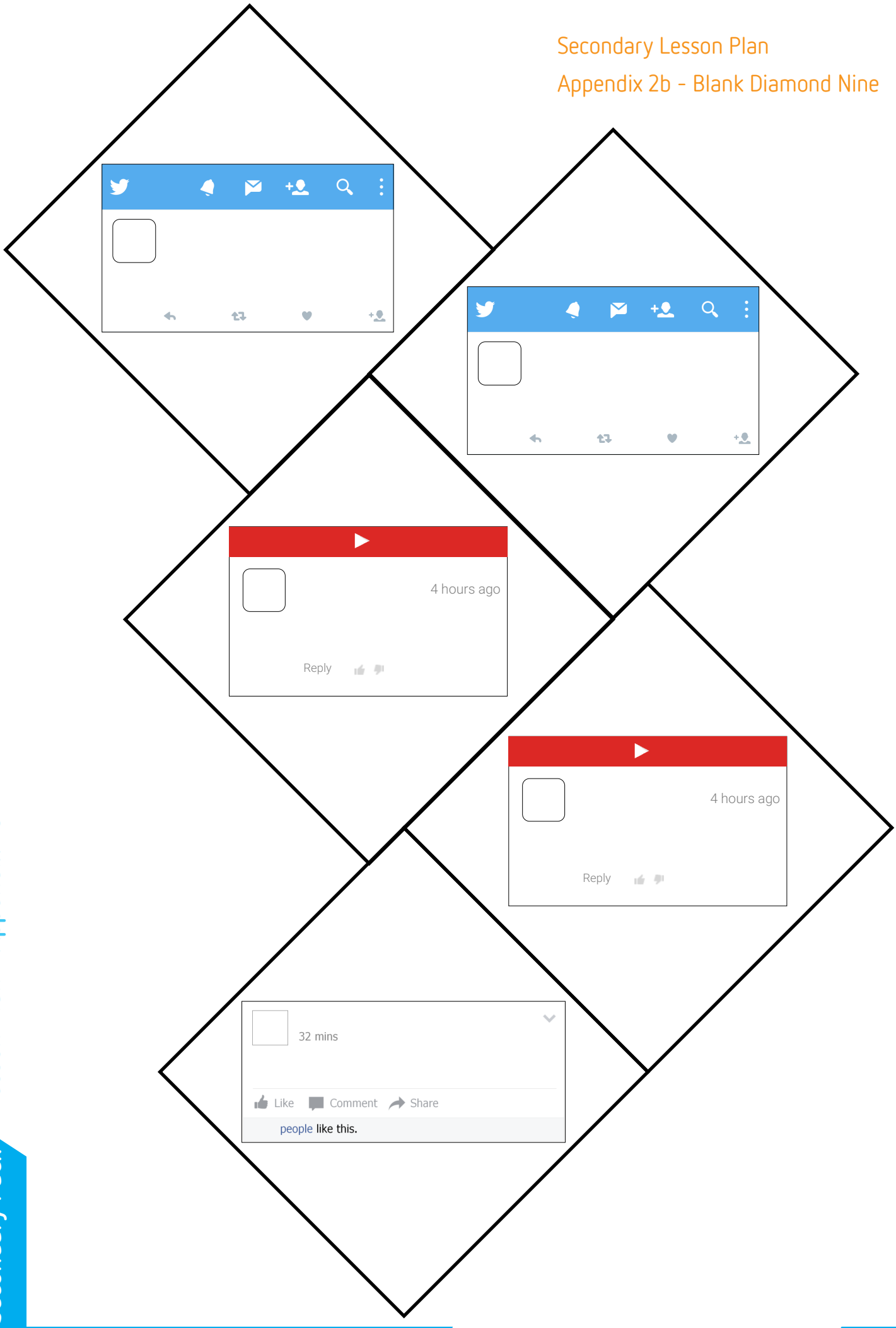
1
Proud of my country
32 mins
It makes me so angry when others can't speak your language in your own country.
Like
Comment
Share
13 people like this.
Jane Doe @skateboardingrules 55m
@marxolot5 is such a loser. What a fat, ugly idiot.
15
7
WHEN PEOPLE THINK YOU CARE ABOUT THEIR OPINIONS
ON SOCIAL MEDIA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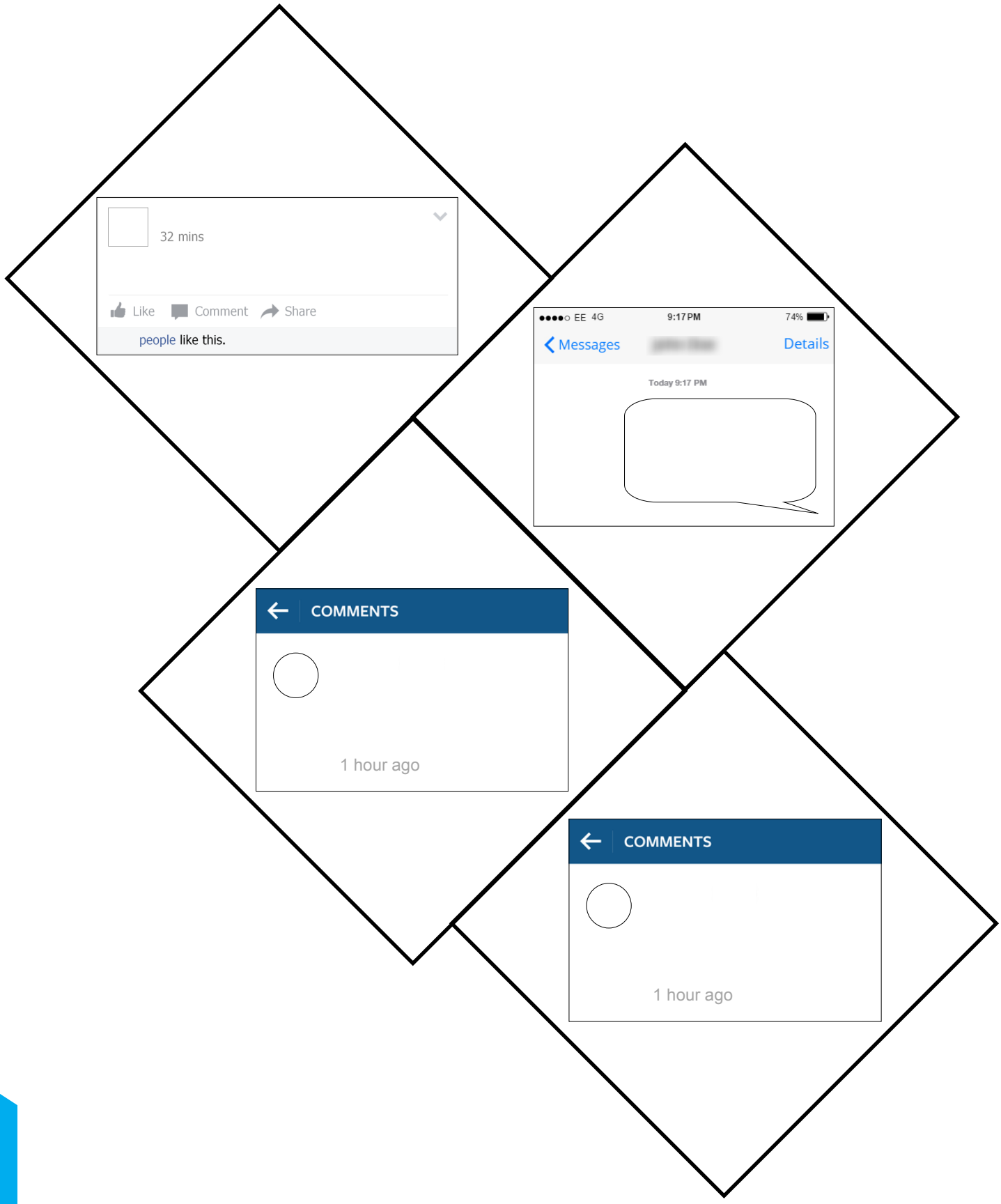

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Appendix 3 - What Can Be Done?

Stakeholder: SCHOOL What two actions can schools do to reduce online hate?	
Action 1:	**Action 2:**

Stakeholder: THE INTERNET INDUSTRY What two actions can the internet industry do to reduce online hate?	
Action 1:	**Action 2:**

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Stakeholder: LAW ENFORCEMENT What two actions can law enforcement do to reduce online hate?	
Action 1:	**Action 2:**

Stakeholder: INTERNET USERS What two actions can internet users do to reduce online hate?	
Action 1:	**Action 2:**

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