

Mini presentation 3 script - How do we become an ally to those in need online?

Target audience

Children aged 14-18

Timing

10-15 minutes

Preparation

Familiarise yourself with the other documents included in this pack.

Optional Starter - Run the Ground Rules activity from the 'Establishing a safe and supportive learning environment' document.

Resources

- 14-18s Mini presentation 3 – How do we become an ally to those in need online?
- If you would like to complete an offline activity:
- Appendix 1

Lesson outcomes

Learners will be able to:

- Consider the challenges faced by different groups and individuals online.
- Identify the barriers different groups and individuals face online when sharing things about themselves.
- Understand how to be an ally to others online.

Free to be ME



Slide 1

Title slide.



Slide 2

During this session we will be thinking about how we can be an ally to those in need online and work together to break down the barriers they may face in being accepted online.



Slide 3

Everyone can have different experiences online and these can change as we interact with others, view new content and post our own.

- Which groups or individuals do you think have the hardest time online and why?

Note to educators

Young people may discuss particular groups or identities here, such as women, trans people, disabled people, people with visible differences, etc.

- What negative experiences do they face? Where do these experiences come from?

Note to educators

Refer to the '[Handling sensitive topics and disclosures](#)' document in the Educators Pack for support in facilitating these discussions.



Slide 4

Different groups and individuals can also face barriers and challenges online which can prevent them from expressing themselves freely.

What barriers exist online which could prevent people from...

- Posting a true image of themselves?
- Sharing personal details about themselves, e.g. sexuality, beliefs, gender?
- Liking content others don't?
- Sharing relationships online?
- Being different to those they follow?
- Taking a stand against something?
- Supporting a cause or campaign?

Examples could include but are not limited to:

- hate from others, including threats;
- being outed or shamed;
- getting unfollowed or not gaining enough followers;
- being seen as different rather than accepted ;
- having assumptions made about you; and
- not being respected for your skills, talents and knowledge in other areas.



Slide 5

These challenges can happen offline as well as online.

How likely do you think each of these are to happen online and offline? Do you think they happen in one space more than the other?

Click through to reveal the examples.

- Judge someone based on the way they look.
- Comment on an aspect of someone's identity.
- Accidentally offend someone.
- Think before sharing something about someone else's identity.
- See someone being targeted in a negative way.
- Stand up for someone.
- Be challenged about your opinions.
- Understand who someone is.
- See things from someone else's perspective.

Note to educators

This activity has been provided as an offline worksheet for young people to reflect individually before discussing (Appendix 1).



Slide 6

We have discussed which groups or individuals can face more challenges online, so...

How do we ensure everyone feels welcome, included and represented online?

Examples could include but are not limited to:

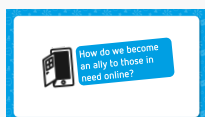
- Make sure a variety of people are represented in emojis, ads etc.
- Report and remove online hate.
- Raise awareness through hashtags, online campaigns etc.

One step we can all take is to become an ally to those who are in need online.



Slide 7

What do we mean by the term 'ally'? What would an ally do? What wouldn't they do?
Discuss as a group. Click to reveal some suggested answers.



Slide 8

So how do we become an ally to those in need online?
Discuss, then click through the next 2 slides to share top tips and examples.



Slide 9

Here are some top tips to remember when being an ally to others online:

- ▶ Believe that all people, regardless of gender identity and sexual orientation, should be treated with dignity and respect.
- ▶ Be open-minded and inclusive of others.
- ▶ Be willing to talk – especially to those who are different to you.
- ▶ Be mindful of assumptions based on what someone has shared online.
- ▶ Be conscious of not sharing comments or jokes which are harmful or offensive.
- ▶ Say sorry if you get it wrong and be willing to listen.
- ▶ Be an upstander and support others online.
- ▶ Call out and report discrimination and stigmatisation – you can visit www.childnet.com/young-people/secondary/need-help to see different helplines and reporting routes.



Slide 10

If you see someone online who is being targeted, discriminated against or stigmatised then there are different ways you can give support:

Challenge with kindness

Outweigh the negative comments and posts by showing your support in celebration of others in what you share online. If you see a negative or offensive comment online then make sure you report it.

Be up front

Sometimes you might need to be up front and stand up for someone in a message or comment thread. Whilst this can sometimes be necessary, it's also important to not be offensive towards others in the process.

Flip it

One way of challenging negative comments about individuals or groups is to change the wording to make them positive and repost them as an example of how to speak about others.

Support privately

You might want to show support privately by sending a DM or personal message. You can let that person know that you are there and that you care, as well as recommending further support from trusted adults, helplines, reporting tools, etc.

Take it offline

Not every conversation or response needs to take place online. If it's someone you know offline then sometimes speaking to them in person and offering support has a greater impact.



Slide 11

If you ever experience or see hate speech online, it is really important to report it. This can be done anonymously on social media platforms and games by looking for the flag, exclamation mark or menu symbols.

This will give you a list of options which you can report.

You can also report hate crimes directly to the police via their [True Vision reporting hub online](#), or by contacting the police on 101 or 999 in an emergency.



Slide 12

Remember that if something isn't okay offline then it's not okay online. We all have the power to stand up and speak out in support of those in need.

Social media sites and other apps outline in their terms and conditions that hateful conduct towards others won't be tolerated. They also provide reporting tools which allow you to take action anonymously.

So ask yourself...how will I be an ally online?

Note to educators

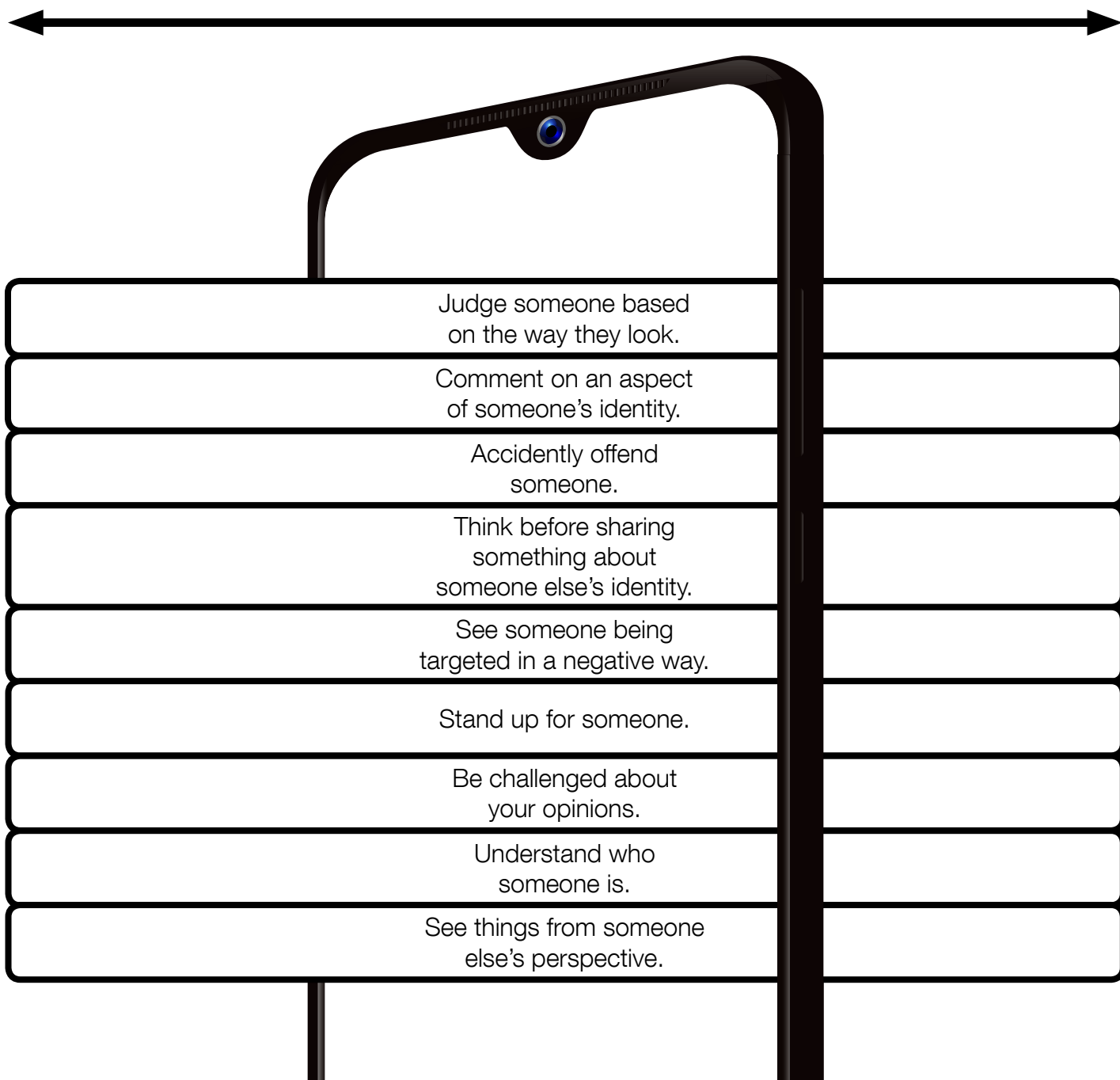
Page 7 of the CPS Hate Crime Annual Report gives two example case studies of people who have been prosecuted for hate speech online. These may be useful for reference, or informing discussions during this session - www.report-it.org.uk/files/cps-hate-crime-report-2018.pdf

Appendix 1

How likely do you think each of these are to happen online and offline?

More likely offline

More likely online



Judge someone based on the way they look.	
Comment on an aspect of someone's identity.	
Accidentally offend someone.	
Think before sharing something about someone else's identity.	
See someone being targeted in a negative way.	
Stand up for someone.	
Be challenged about your opinions.	
Understand who someone is.	
See things from someone else's perspective.	

Key questions

- Why are some things more likely to happen online than others?
- What challenges do we face with understanding identity online and offline?
- Is it easier to be yourself online or offline?