Talk it over

Starting conversations to put an end to online hate

'Talk it over' is a research-led resource designed to support educators in facilitating empathetic, honest, and evidence-based conversations on online hate and how to tackle it.

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Guidance for educators

Talk it over

What is online hate?

> Online hate refers to any online communication or content (including use of words, pictures, video, symbols, memes and emojis) which seeks to isolate, harass, dehumanize, or target an individual or group of individuals based on their identity.
>
> Online behaviours which seek to promote or justify hate are also included (e.g. liking or sharing a hateful post).

Why is this resource needed?

In February 2016, as part of the annual celebrations for Safer Internet Day, the UK Safer Internet Centre launched a report on young people's experiences of online hate. It highlighted that the internet was the most likely place for young people to witness hate speech and that over a third of young people reported feeling worried about online hate.

We wanted to follow up on this work, because a lot has happened in the past few years, not just in the way we use technology, but also in events, such as the EU referendum, and movements, such as Black Lives Matter, which intersect with the online lives of many young people.

New research for 2020

In July 2020, Childnet undertook a follow up research project with over 2000 British young people, aged 13-17 years old. The research found that the internet continues to be the most likely place for young people to witness hate and that 80% of young people had seen something hateful online aimed at a particular group in the last year.

80% of young people had seen something hateful online aimed at a particular group.

Despite this, we also learnt that nine out of ten young people agreed that no one should be targeted with online hate because of their gender, race, religion, sexuality, disability or transgender identity and that 72% of young people believe that people their age have an important role to play in tackling online hate and creating a kinder internet for everyone.

72% of young people believe people their age have an important role to play in tackling online hate.

Young people are already using the internet in innovative and inspiring ways to enact change in their communities and celebrate difference. It is our hope that by sharing the findings from our research, and the real experiences of young people that it represents, we can empower even more young people to *talk it over*.

How to use 'Talk it over'

This resource has four sections with the following learning objectives:

| To understand what is meant by 'online hate' and why people may use the internet to express it. | To examine the impact of online hate on people who are targeted and those who see it happening. | To develop strategies for responding to online hate, including reporting it. | To explore and develop ways to make the internet a more accepting and inclusive place. |

Each section includes:

- ✚ an infographic supported by key questions to guide discussions whilst sharing relevant findings and statistics from the 2020 research;
- ✚ two short teaching activities which can be delivered in a 10-20 minute session and explore the themes arising from the research in greater detail.

Educators are invited to use any or all of the discussion points and activities in their setting and to adapt these resources to best suit their learners.

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Establishing a safe and supportive learning environment

Many of the themes and discussions arising from this resource are sensitive and may be distressing or difficult for some young people to talk about openly. Part of the reason online hate can be so hurtful is that it can form part of a broader and damaging experience of systematic oppression and discrimination. Therefore, it is important that all learners feel safe and supported, but also that there are clear ground rules and expectations for what is and is not acceptable, especially with regards to hate speech. You should also be clear on your setting's policies regarding use of offensive or discriminatory language.

You may wish to:

👍 work together with learners to establish ground rules that clearly state the expectations for behaviour and communication,

👍 inform learners in advance of the nature of the session, so that they can prepare for the conversations about to take place,

👍 establish a separate safe space supervised by a member of staff, where a learner can access additional support, especially if they find conversations in the session triggering,

👍 consider how to set up your physical space to best support your learners and their discussion.

Safeguarding and Reporting

When using this resource and discussing the research findings, it is possible that learners may make disclosures about things they have seen or experienced online. If a young person in your care discloses something to you, related to the internet and the use of technology, then the same reporting procedures used for any safeguarding incident offline can and should be used. For more information and support in this area, including online reporting tools visit:
childnet.com/handling-disclosures

Recognising and acknowledging differences in opinion

Recognition and celebration of difference is a key part of this resource, with many of the discussion prompts and activities specifically designed to support young people in considering how other's experiences may differ from their own.

It is likely that some of the learners in your setting will identify with or share characteristics that our research showed made them more likely to be a target of online hate. As an educator, you will be familiar with how some of these characteristics present and intersect among the young people you work with, though you may not know exactly which are relevant for every child.

It is important to ensure that discussion of all characteristics is tolerant, respectful, and positive, regardless of whether these traits are represented in a group of learners or not. It must also be recognised that many of the young people in your care will have lived experiences of prejudice, both online and offline, but that this does not mean they should be expected to speak about or for a particular group.

Additionally, it is possible that some learners in your setting will identify with or share hateful attitudes that this resource works to counter. If this becomes apparent, the safety and care of all learners is the priority.

Revisit established ground rules and reference any policies for your school/setting which make clear that hate speech will not be tolerated. Learners with protected characteristics who may have been disproportionately affected should also be offered additional support and safeguarding, including a check-in at the end of the session.

Whilst it is important to explain why prejudice and intolerance are wrong, young people should not be publicly judged or shamed and instead may benefit from a more private, targeted discussion outside of the main session.

For free and independent advice on any online safety issue please contact the Professionals Online Safety Helpline (POSH). Operated by the UK Safer Internet Centre, POSH is the only helpline in the UK solely dedicated to supporting the children's workforce with online safety concerns.

Online hate and the law

Talk it **over**

Research undertaken by the UK Safer Internet Centre in 2020 showed that whilst 72% of young people felt they knew how to recognise online hate, 52% felt they wouldn't know when online hate breaks the law.

Online hate refers to any online communication or content (including use of words, pictures, video, symbols, memes and emojis) which seeks to isolate, harass, dehumanize, or target an individual or group of individuals based on their identity.

Online behaviours which seek to promote or justify hate are also included (e.g. liking or sharing a hateful post).

Online hate can break the law.

5/10 young people

Don't know when online hate breaks the law

Laws around both online communications and hate crimes are complex. Additionally the relevant legislation varies depending on region (England, Wales, Scotland and Northern Ireland).

In most circumstances there is no need for educators or learners to have a detailed understanding of specific laws, however an overview of how and when the law might apply to online hate can provide a useful framework for recognising online behaviours which are not acceptable.

Below we have summarised some of the key laws:

Malicious Communications Act (1988)
England and Wales

This Act covers the sending of grossly offensive or threatening letters, electronic communications or any other form of message with the intention to "cause distress or anxiety to the recipient or to any other person"

Communications Act (2003)
United Kingdom

Section 127 of this law states that "Improper use of public electronic communications network" is illegal, such as sending "a message […] that is grossly offensive or of an indecent, obscene or menacing character."

Convictions have been made for messages sent over social media, including anti-Semitic and racist content.

Equality Act (2010)
England, Wales and Scotland

This law protects people from discrimination in their employment or as users of private and public services.

Whilst not directly applicable to online hate, it lists a set of 'protected characteristics' which provide a useful framework for conceptualising groups most likely to be vulnerable to online hate.

Protected Characteristics:
- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Crime and Disorder Act (1988) and Criminal Justice Act (2003)
England and Wales

These two laws allow prosecutors to seek a stronger sentence for crimes which they believe were motivated by hostility or prejudice against a protected characteristic. The characteristics described in these laws are: disability, race, religion, sexual orientation and transgender identity.

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Glossary

The glossary has been designed both as a reference document and a printable activity which can be cut up and used as matching cards.

Ally	Someone who takes action to support a group or individual facing prejudice or discrimination, despite not facing that same prejudice or discrimination themselves.
Anti-Semitism	The dislike, fear or hatred of Jews and words/actions which are prejudice against Jewish individuals and communities.
Asexual	A term used to describe someone who experiences limited or no sexual attraction.
BAME	An acronym used to signify B - Black, A - Asian, ME - Minority Ethnic
Bi	A term used to describe someone who has a romantic or sexual attraction to people of more than one gender.
Biphobia	The dislike, fear or hatred of bi people and words/actions which are prejudice against bi people.
Disablism	Discrimination or prejudice against disabled people.
Discrimination	Treating a person or particular group of people differently or unfairly based on their identity (gender, race, religion etc.)
Gay	A term used to describe a person who is romantically or sexually attracted to people of the same gender, and is not romantically or sexually attracted to people of the opposite gender.

Homophobia	The dislike, fear or hatred of gay, lesbian or bi people and words/actions which are prejudice against gay, lesbian or bi people.
Intersex	A term used to describe a person who has biological features of both sexes or whose biological features are not clearly 'male' or 'female'.
Islamophobia	The dislike, fear or hatred of Muslims and words/actions which are prejudice against Muslim individuals and communities.
Lesbian	A term used to describe a woman who is romantically or sexually attracted to people of the same gender, and is not romantically or sexually attracted to people of the opposite gender.
LGBT+	An acronym used to signify L - lesbian, G - gay, B - bi, T - trans. The + is inclusive of all other sexual orientations or gender identities.
Non-binary	A term used to describe a person who does not identify as either a 'man' or a 'woman'.
Pan	A term used to describe a person whose sexual and/or romantic attraction is not based on gender or sex.
Prejudice	An unfair or unreasonable prejudged opinion, feeling or belief, generally formed without experience, understanding or knowledge.
Protected characteristic	It is illegal to discriminate against someone based on these aspects of their identity. For more information see 'Online hate and the law'
Racism	Discrimination or prejudice against people based on their membership of a particular racial or ethnic group.

Sexism	Discrimination or prejudice against someone based on their sex or gender. Most often targeted at girls/women.
Stereotype	A set idea that people have about what someone or something is like, especially anything which generalises a whole group as having the same behaviours, qualities or features.
Trans	A term used to describe someone whose gender is not the same as the sex they were assigned at birth.
Transphobia	The dislike, fear or hatred of trans people and words/actions which are prejudice against trans people.
Upstander	A person who speaks or acts on behalf of people being targeted by prejudice, discrimination or bullying.
Xenophobia	The dislike, fear or hatred of people from other countries or cultures and words/actions which are prejudice against people from other countries or cultures.

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Part 1 Understanding Online Hate

Learning Aims:
- To understand what is meant by 'online hate'
- To explore why people may use the internet to express hate

Use these discussion questions and notes for educators
to explore the statistics on Slide 2, **Discussion Prompts**:

89% ➤ **63%**
"Everyone should
be able to be
themselves online" **but** "I can be
myself online"
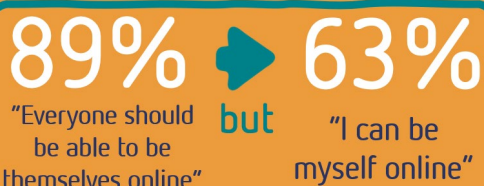
What might prevent people from being themselves online?

Do you think some groups of people face more challenges
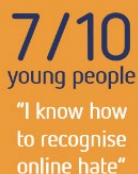in being themselves online than others?

Do you think those groups of people face similar
challenges offline too?

How can the internet help people understand
different views and beliefs? How isn't it helpful?

Why do you think most young people think the
internet makes it easy for people to be mean?
What makes it 'easy'?

77% + **90%** -
"The internet helps me
understand different
people's views & beliefs" "The internet
makes it easy for
people to be mean"

Explore this idea more using Follow-up Activity 2
Is hate more common online?

7/10
young people
"I know how
to recognise
online hate"

What do you think 'online hate' means?

💡 Online hate is any online communication or content which
harasses or targets someone based on their identity.
For a more comprehensive definition, see the Guidance for Educators

How would you recognise online hate?

What do you think is the difference between jokes and online hate?

What do you think is the difference between free speech and hate speech?

Explore this idea more using Follow-up Activity 1
Freedom of speech or hate speech?

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92% agree no one should be targeted with online hate because of their gender, race, religion, sexuality, disability or transgender identity.

but

80% have seen something hateful online aimed at a particular group in the last year...

Do you know what is meant by a 'protected characteristic'?

It is against the law to discriminate against someone because of any 'protected characteristic' described by the Equality Act (2010). Whilst the law is not directly applicable to online hate and is not fully applicable in Scotland and Northern Ireland, it does provide a useful framework to help learners conceptualise groups more likely to be targeted. The statistic above lists the most relevant protected characteristics.
For more information about the law and online hate, see the Guidance for Educators

Why is it important that nobody is targeted because of their gender, race, religion, sexuality, disability or transgender identity?

Does the percentage of young people who have seen online hate in the last year surprise you?

Do you think online hate is a big issue?

Of those who had seen online hate, the majority (68%) had seen it on social media.
Other common answers...
Videos & video comment threads
Instant messaging services
Chat functions in games
Comment threads on news sites

Why do you think a large percentage of young people have seen groups targeted with online hate on social media?

Why do you think online hate is more common on social media?

Explore this idea more using Follow-up Activity 2
Is hate more common online?

Do these statistics surprise you? Why/why not?

Are there any groups not listed here which you think are also frequently targeted with online hate?
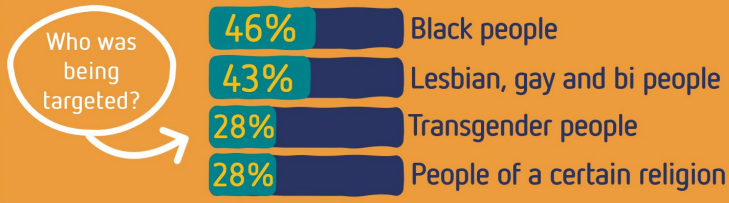
Who was being targeted?
- 46% Black people
- 43% Lesbian, gay and bi people
- 28% Transgender people
- 28% People of a certain religion

You may wish to share the following additional statistics, from the same research findings:
- Asian people 18%,
- People from other ethnic minorities 23%
- Travellers/Roma Gypsies 10%
- Disabled people 19%
- Girls/Women 23%

How to run this activity:

1. Discuss with young people how freedom of speech is sometimes used by people as an excuse to say anything online, but it is a misconception that freedom of speech works in this way.

2. Read or display the following:

> The Human Rights Act (1998) states:
>
> "Everyone has the right to freedom of expression".
>
> However, it also emphasises:
>
> "The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law."

3. Explain that this means freedom of speech does not justify actions which break the law and that **hate speech is illegal in the UK, including on the internet.**

4. You may find it useful to share more information about which laws cover hate speech, using the Guidance for Educators.

5. Distribute copies of Appendix 1.1 and ask young people to sort the cards into two groups: Freedom of speech or hate speech.

6. Discuss with young people how they have sorted the cards. Finish with the following questions:

🚩 When could it be confusing deciding what is "freedom of speech" and what is "hate speech"?

🚩 What advice would you give someone when they are trying to decide whether it's okay to post something online?

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How to run this activity:

1. Explain to young people that some people believe it is 'easier' to be hateful online, and therefore it may be more common to experience or see hate online. Ask "Do you agree with this?"
2. Divide young people into groups and give each a copy of Appendix 1.2. Using the prompts, young people should mind-map or list reasons why it might be easier to be hateful online, or why online hate might be more common.
3. Once young people have had some time to generate ideas, ask groups to share. You may wish to use the suggested answers below to support and discuss further.

Suggested Answers

- Use of username instead of real name (anonymity)
- Don't need to have a profile picture of yourself (anonymity)
- Leaving comments on someone's post is quick and easy
- People may feel 'braver' about posting hate speech online in comparison with saying it in-person
- Although there is always a report function, some hateful content can 'slip through the net'
- The internet is huge and wide-reaching
- Things posted online can become very permanent and hard to completely remove – a post might get taken down, but it might have been screenshotted and shared by many others
- If someone's account is public, it can be seen by anyone, opening up opportunities for conflict or disagreement
- People often use the internet, especially social media, to express their identity, which other people may see
- People with hateful opinions can find other people online that share their opinions
- Well-known or famous individuals may post something hateful online, reaching lots of different people, making others think it's okay to post similar things
- The internet is world-wide, but different countries have different laws and cultures
- If hate speech is online, a victim may find it harder to decide who to turn to for help
- Some people may post hateful things online to shock and get attention

4. Finish the activity by sharing the following statistics about where young people have seen hate against particular groups in the last year. Discuss which might be the most hurtful.

On the internet (for example social media, games, videos, messaging services etc)	80%
In other media (for example, newspapers, magazines, TV, radio)	67%
At school	73%
Face-to-face in other places (for example, in your local community or at home)	56%

5. Explain that unkind comments and bullying are never acceptable and that both online and offline comments can be hurtful. Online hate targets particular groups of people who already face prejudice and disadvantages in other aspects of their life because of who they are, meaning it can be even more harmful and damaging, especially for young people.

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On a news article about a celebrity who has just come out many of the comments include offensive language about their sexual orientation.

Somebody likes and reshares an offensive cartoon about Jewish people.

In a group chat someone recalls a racist joke they overheard and explains why they don't think it's funny.

Somebody posts in an in-game chat stating that gamers of a particular gender are not welcome.

In a fan forum, a user comments about their dislike of an LGBT+ actor based on their acting skills and without referencing their sexual orientation.

Somebody shares a video of an act of violence against a person with a protected characteristic calling for action against the perpetrator.

A disabled person shares a video talking openly about their experiences. In the comments, somebody asks a question about their condition.

A well known online figure blames all people of a particular religion for a recent tragedy.

Two people disagree about a recent political decision and have an honest discussion on social media about what they believe.

A Black person shares an offensive term on social media when recalling a recent experience where someone used the term against them.

Someone repeatedly and intentionally misgenders (uses the incorrect pronouns) when commenting on the posts of a trans influencer.

Somebody DMs a disabled influencer saying that their content isn't suitable for social media because of their disability.

Appendix 1.1 | Teacher Notes
Freedom of speech or hate speech?

Talk it **over**

Starting conversations to
put an end to online hate

The following are examples of online hate:

- *On a news article about a celebrity who has just come out many of the comments include offensive language about their sexual orientation.*

Depending on the sexual orientation, these kind of comments would be considered either **biphobic** or **homophobic.** Both target people on the basis of their identity and are examples of online hate.

- *Somebody DMs a disabled influencer saying that their content isn't suitable for social media because of their disability.*

This is **disablist** and seeks to isolate someone based on their identity. This is online hate.

- *Someone repeatedly and intentionally misgenders (uses the incorrect pronouns) when commenting on the posts of a trans influencer.*

This is **transphobic** and is a prejudice response to someone's identity. This is online hate.

- *Somebody posts in an in-game chat stating that gamers of a particular gender are not welcome.*

This is **sexist** and isolates a group of people based on their identity. This is online hate.

- *A well known online figure blames all people of a particular religion for a recent tragedy.*

This is a prejudice stereotype based on people's identity and is online hate. Pupils may make a link between this example and real examples of **Islamophobia.** It is also worth discussing that famous people, celebrities or those with verified accounts can still be perpetrators of online hate.

- *Somebody likes and reshares an offensive cartoon about Jewish people.*

This is **anti-Semitic** and is an example of online hate. Even though they were not the original creator of the hateful content, by liking and sharing it on they are promoting hateful attitudes.

The following examples may depend on content and context:

- *Two people disagree about a recent political decision and have an honest discussion on social media about what they believe.*

At first glance, this would not be considered online hate. However if either of the people involved are using offensive language, pictures, videos or symbols or express beliefs (political or otherwise) which are prejudiced against or target a particular group based on their identity, it would be considered online hate.

- *A disabled person shares a video talking openly about their experiences. In the comments, somebody asks a question about their condition.*

A genuine question that is well-intentioned and sent on a platform where the creator has invited this kind of engagement is unlikely to be online hate. However if the question is designed to humiliate or harass the creator based on their identity, it would be considered online hate.

- *In a group chat someone recalls a racist joke they overheard and explains why they don't think it's funny.*

If the intention was to raise awareness of the **racism** or to call out the behaviour, this would not be online hate. However it is generally best not to reshare or repeat hateful language, unless you share the same protected characteristic as the targeted group and are reclaiming the language. If someone sent a message like this because they thought the joke was funny or to share the joke, this would be online hate.

- *In a fan forum, a user comments about their dislike of an LGBT+ actor based on their acting skills and without referencing their sexual orientation.*

As this content does not target someone on the basis of their identity, it is unlikely to be online hate. However it is worth considering whether unconscious bias or other systems of oppression play a factor in the decision to criticise an individual who may already be disadvantaged in other ways because of who they are.
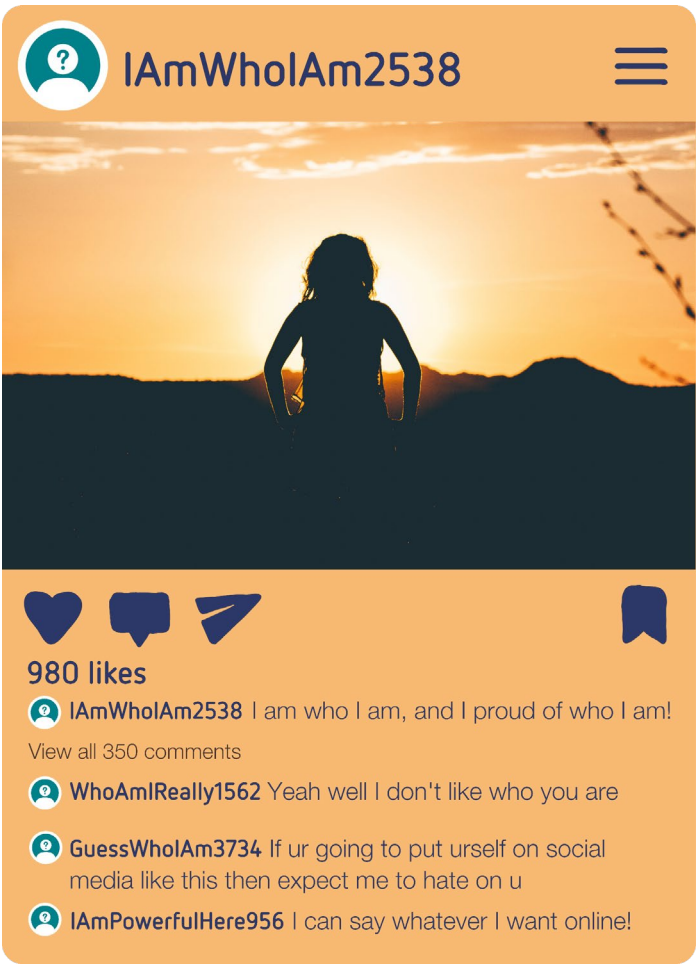
- *Somebody shares a video they took of an act of violence against a person with a protected characteristic calling for action against the perpetrator.*

This is not online hate. However, it may be worth noting that even if shared with good intentions, seeing this kind of content online could be very distressing for anyone who shares that protected characteristic. For this reason some users may choose to include a trigger warning, whilst other may avoid resharing at all. If someone shared a video of this sort and praised the actions, this would be online hate.

- *A Black person shares an offensive term on social media when recalling a recent experience where someone used the term against them.*

The internet can be an important space for people who are targeted by online hate to share their experiences and build supportive, empowering communities. This is not online hate.

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Can you think of any reasons why hate might be more common online?
(Hint: spot the clues in the prompts)

IAmWhoIAm2538

980 likes

IAmWhoIAm2538 I am who I am, and I proud of who I am!

View all 350 comments

WhoAmIReally1562 Yeah well I don't like who you are

GuessWhoIAm3734 If ur going to put urself on social media like this then expect me to hate on u

IAmPowerfulHere956 I can say whatever I want online!

Society Saviours! 💬
6.7k members
We're being censored!
Speak the truth!
Join this group if you believe in our cause! Save our society!

I Need No Introduction
@outspoken celeb ⭐
This isn't about clout.
This isn't for attention.
I just speak my mind.
I speak the TRUTH.

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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**:

What
impact is
online hate
having on
young
people?

82% It makes me more careful about what I share online

63% It is something I worry about

55% It makes me less likely to use social media and/or gaming

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?

Upset/sad	♥♥♥♥♥	51%
Angry	♥♥♥♥♥	48%
Shocked	♥♥♥♥	37%
Helpless	♥♥	18%
Unsafe	♥	13%

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.

Talk it **over** | Starting conversations to put an end to online hate

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...**
>
> **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.

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Draw your emotion

Be as creative or unusual as you like

How might experiencing this emotion change someone's behaviour?

Write 3 examples – think about online and offline behaviours

What does this emotion **feel** like?

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

Why does online hate cause this emotion?

Write 1-3 sentences

Talk it **over**   Starting conversations to put an end to online hate

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?

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Part 3 Responding and reporting

Learning Aims:
◆ To develop strategies for responding to online hate, including reporting it

Use these discussion questions and notes for educators
to explore the statistics on Slide 4, **Discussion Prompts**:

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

Why should we act when we see online hate?

What actions could we take?

Do you know the difference between a bystander and an upstander? What might these words mean?

What might prevent someone from responding to online hate when they see it?

Do these figures surprise you? Would you expect them to be higher or lower?

Why do you think less than half of young people who responded would do something about online hate if they saw it?

If reporting to social media or games, how confident are you that they will respond in a supportive and helpful way? What more could they be doing?

69% feel comfortable telling an adult about online hate

54% know how to report online hate to a social network

46% would do something about online hate if they saw it

Over half of the young people we spoke to worry about standing up to online hate for fear of being targeted

Is it fair to expect people to stand up to online hate in a situation where they may then be targeted?

Can you think of any ways to respond to online hate that might have a positive impact without making someone a target?

➥ Follow-up Activity 2 explores reporting, one possible answer to this question

What advice would you give to someone who is worried about being a target of online hate?

Talk it over

What are the barriers to reporting online hate when seen by a young person?

What can the internet industry, government or other professionals do to help young people overcome these?

What might prevent a young person from telling a parent, teacher or other adult they know about online hate they have seen or experienced?

What actions could someone take to respond to online hate, even if they are unsure whether the hate breaks the law?

4/10 young people would like to report online hate but are not comfortable doing so

5/10 young people Don't know when online hate breaks the law

How did those who have seen online hate in the last year respond?

30% Blocked the person

29% Told a parent or other adult

26% Did nothing

23% Reported it to the social network, app, game or website

11% Replied publicly

What are the advantages of blocking a person? What are the disadvantages?

Is blocking someone enough to stop online hate? Why?

Why do you think ¼ of young people who saw online hate did nothing to respond to it?

What are the advantages of replying to online hate publicly? What about privately?

Should you respond to things that sadden, anger and shock you in a calm and respectful way? Why?

➥ Follow-up Activity 1 considers a variety of possible responses to online hate and the impact they may have.

How to run this activity:

1. Start off by asking pupils – after online hate has happened, what do we want to happen next? How will we know it has been dealt with properly? Answers might include: the person targeted feeling better, it not happening again etc.

2. In groups or pairs, give students an anti-hate action to focus on from the list below. Explain that these are ways of responding to online hate once it has happened.

Actions:
- Reporting to the site/app where it happened
- Ignoring it and hoping it stops
- Blocking the person or people involved
- Positive upstanding
- Offering support to the person/people being targeted
- Speaking to an adult you know and trust
- Reporting it to the police
- Writing back with a rude or hateful message

3. Tell students that you are going to ask them a question about their action for them to respond to as a group on the page around it. Explain that once they have written their ideas, they will be passing their sheet on to a new group.

4. After reading the question and giving students a chance to write their answers, get them to pass on their sheet to a new group. It helps if students pass in the same direction every time and use different coloured pens, but this is not essential.

5. Let the young people read their new action and the previous answers. Depending on time, you may wish to let them add anything missed.

6. After they have read through, read them the next question and repeat steps 4 and 5.

Questions:
- What kinds of online behaviour might you use this action for?
- What are the advantages and disadvantages of this action?
- What might the consequences of this action be?
- Is this an action you would recommend? And why?
- Is this action alone enough? Which others might you take too?

7. Ask for young people to think back to the question from the start of the activity. Which actions do they think respond to online hate the most effectively?

8. If you like, you could also display the useful actions and the answers surrounding them or give the young people a chance to walk around and see the whole groups' work.

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How to run this activity:

1. Explain to learners that this activity is going to focus on reporting. Ask them what they know about reporting on social media, games and apps. What do they think reporting means, and have they ever used the reporting tool before?

2. Next split your learning space in two halves – one half should be labelled "Someone could report this" and the other "Someone could not report this".

3. Explain to learners that you're going to read out an online action and they must move to the side they think represents whether it can be reported or not.

4. For each example, you may wish to pause and discuss why learners have stood where they have. You could also create a third space for examples they are unsure about.

Actions

- Another user making racist comments
- One user threatening another user with violence
- An anonymous gossip page, including posts which publicly 'out' people
- A user creating an account pretending to be someone else
- Gossip and rumours about a school friend
- Another user posting bad language including swear words
- A shocking or graphic picture or post
- One player always trying to kill another player in the game
- Fake news
- A joke that you don't find funny
- A sponsored advert
- A user posting or commenting something that makes you worried about their safety
- A friend sending you a mean message
- A stranger sending you mean messages
- A picture of you that you don't like

💡 Many of these examples are deliberately vague. You may like to discuss different interpretations and whether they can be reported or not.

5. At the end of the activity reveal that the report tool on social media and games can be used to report **anything that they find upsetting or worrying**, or that someone else may find upsetting or worrying, but that the outcome of this report will vary. Explain that reports only see a successful outcome (where action is taken) if they break the service's terms of service, rules or community guidelines.

Extension

Look up the terms of service, rules or community guidelines for social media services most popular with learners. You will find that most of these are likely to include specific reference to online hate.

If you think pupils would benefit from learning more about reporting and how it works, you may wish to distribute or discuss Appendix 3.1

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Focus on reporting

Talk it over — Starting conversations to put an end to online hate

Being online has many positives but unfortunately sometimes things can go wrong and we may be left feeling worried, upset or confused. What do we do then?

The most important thing is to tell someone about what's happened. There's lots of ways you can do this:

Parents and carers	Helplines (e.g. Childline)	Teachers and school staff	Apps and services	Any adult you know and trust

> The report button is a tool you can find on most online games and social media services which gives you a way to tell someone if something is worrying or upsetting you.

You can use the report button to report anything online which worries, upsets or confuses you, but the response you get will vary. **It's also really important to always speak to an adult in person as well.**

Where can I find the report tool?

Report **⚑**   **⚠**   ● ● ●   **≡** Flag

Give feedback

Different apps and sites use different style report buttons

Click the button then...

It's suspicious or spam

It displays a sensitive image

It's abusive or harmful

Choose a reason for reporting, fill out the form and press send!

Report video
Timestamp selected *
0   :03

Provide additional details

0/500

Flagged videos and users are reviewed by YouTube staff 24 hours a day, 7 days a week to determine whether they violate Community Guidelines. Accounts are penalised for Community Guidelines violations, and serious or repeated violations can lead to account termination. Report channel

CANCEL   REPORT

Remember...
reporting is anonymous. People won't be told you made the report.

What action might be taken as a result of a report?

- Sensitivity screens
- Content restricted
- Content deleted
- Account warning
- Account suspension
- Account ban

Reporting Top Tips

1. Report **anything** which worries or upsets you.

2. Report the thing that is upsetting you (user/post/comment)

3. Make your report as detailed and specific as possible.

4. **Always tell an adult you know and trust as well.**

What happens when you submit a report?

After you've sent it, the report goes to the 'safety team' of the app or game you were on.

⬇

The safety team will investigate your report. Sometimes this is done by a person, sometimes they use technology.

⬇

If the terms and conditions or community guidelines have been broken action is taken.

⬇

Contents or comments may be removed. Players or users can receive warnings.

⬇

You should be informed of the outcome of the report.

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Part 4 Embracing difference

Learning Aims:
- To explore and develop ways to make the internet a more accepting and inclusive place

Use these discussion questions and notes for educators
to explore the statistics on Slide 5, **Discussion Prompts:**

92% of the young people we spoke to believed that no one should be targeted with online hate because of their gender, race, religion, sexuality, disability or transgender identity

If 92% of young people believe this, why do you think so many people still experience online hate?

How could the internet be made a more accepting and inclusive place? Who is responsible for this?

89% "Everyone should be able to be themselves online"

"People my age have an important role to play in tackling online hate and creating a kinder internet for everyone" **72%**

"The internet can be a positive place that respects and celebrates our differences" **75%**

76% "People my age can use the internet to bring people closer together"

Why is it important to celebrate difference?

Why do you think so many young people believe the internet can help celebrate difference?

86% of the young people we spoke to had seen people posting things online that are supportive, kind or positive about a certain group in the last year

Do you think it is important to support groups who may be targeted for who they are online?

What is the value of someone who does not identify as part of a group like this posting in support of them?

Explore allyship using Follow-up Activity 1
Being an online ally

Can you name any inspiring individuals or pages which you follow online who post supportive and positive content like this?

Talk it over

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How have young people shown support to a particular group online in the last year?

53%
Liked or shared someone else's post

45%
Liked or followed a page/individual

43%
Posted a supportive comment/image/article

37%
Changed their profile picture or added a filter

34%
Signed an online petition

What can individuals do to embrace/celebrate difference online?

What do you think is the difference between a pro-difference and anti-hate action?

💡 Typically anti-hate actions occur in direct response to online hate, whilst pro-difference actions occur to celebrate difference. As long as there is hate online, we need both of these. However, pro-difference actions actively make our experience online better and may prevent online hate before it happens.
To explore this concept more try Follow-up Activity 2, **Analysing Action**

How does your school celebrate difference? If it doesn't, what could you do to change this?

What should the internet industry be doing to help users embrace and celebrate difference?

Have you ever done any of these actions?

Are there any actions not listed here that you would expect to see?

💡 You may wish to share the following additional statistics, from the same research findings:
- Replied to someone who was posting negative things 21%
- Posted or shared an image or video of themselves showing support offline (e.g. a protest or action) 20%
- Reported online hate towards a particular group 17%
- Bought something online or donated money that showed support to a particular group 15%
- Directly messaged someone who was receiving online hate 13%
- Created an avatar or did something in an online game space to show support (e.g. customised their skin, changed their username or created an item or space in a game) 12%
- Attended an online event that was created to support a particular group 9%
- Created a video showing their support or explaining an issue 7%

How to run this activity:

1. Firstly, explain that an ally is someone who takes action to support others who face discrimination.
2. Provide young people with the outline of a person. This could be done by printing individual images or in groups by getting them to draw around another pupil on large pieces of paper. For example:
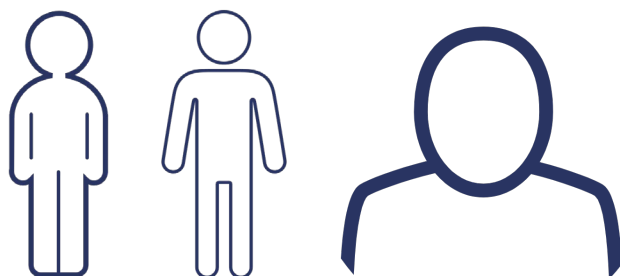
3. Give young people a set amount of time (e.g. 3 minutes) to fill in the outline with as many different ways a person could be a good online ally as possible. They could include characteristics like "listens" or "up-stander", as well as specific examples like "reports online hate when they see it".
4. Get young people to compare what they have written – this could be done through discussion or by displaying the allies around the room.

Optional extension:

Choose one of the online events from the grid below. Read it out to young people – ask them to think about how the person or ally they have just created would respond.

Seeing several discriminatory comments beneath a video posted by someone talking about their identity	Seeing someone in a group chat make a joke which includes offensive language about a particular group
Accidentally offending someone by sharing on an image which a particular group finds offensive	Seeing a viral social media post by a well-known personality who has made a prejudice remark about a group of people

You could also get young people to do one of the following and write it on a post-it to stick next to their ally.

i. Write a message of support directly to a friend
ii. Write a more general message of support for a particular group or issue.
iii. Give a top tip for anyone who is experiencing or witnessing online hate.

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How to run this activity:

1. Give young people a copy of Appendix 4.1
2. Ask them to colour code or label any percentages they thought would be higher and any they thought would be lower.
3. Ask young people to tick all the actions they have done themselves and put a star by ones they would be willing to do.
4. Ask young people if there are any positive online actions that could be added to this list. Use the blank boxes provided, if they wish to do so.
5. Ask young people to work in pairs or small groups to rank all the actions from those with the most positive impact to those with the least. *This could be done by writing numbers or with scissors.*
6. Now ask young people to identify two groups:
   a. Anti-hate actions (occur in direct response to online hate)
   b. Pro-difference actions (occur to celebrate difference)

   Are there any which could be both?

7. Ask young people to look for any trends in how they have ranked anti-hate actions compared to pro-difference actions. Explain that as long as there is hate online, we need both of these. However, pro-difference actions actively make our experience online better and may prevent online hate before it happens.
8. Challenge young people to choose one pro-difference action which they've not done before to have a go at.

Extension: Pro-difference campaign

Ask young people to work together to design a campaign for your school/setting community to promote pro-difference online actions. Their campaign should aim to celebrate and embrace difference online.

They may wish to focus on one of the actions listed in Appendix 4.1 and encouraging their peers to do this more, or something else.

Questions to consider:

- Have you seen any other campaigns celebrating or promoting difference?
- What or who could your campaign aim to celebrate or promote? (This could be a particular group or protected characteristic or more general)
- What do you want to achieve with your campaign? This could be a measurable goal or outcome (e.g. number of people involved, number of online interactions, etc)
- What method will your campaign use? (e.g. virtual campaign, assemblies, posters around school, hashtags, slogans, etc)
- Why should people get involved with your campaign?

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Talk it **over** Starting conversations to put an end to online hate

What could you do online to show support to a particular group?

(Where given, percentages represent the proportion of young people who have done this in the last year)

Like or share someone else's post (53%)	Directly message someone who is receiving online hate (13%)	Reply to someone posting negative things about a particular group. (21%)	Like/follow a page or individual (45%)
Attend an online event that was created to show support to a particular group (9%)	Sign an online petition (34%)	Change your profile picture or add a filter (37%)	Buy something online or donate money that shows support to a particular group (15%)
Report online hate (17%)	Create an avatar or do something in an online game space to show support (12%)	Create a video showing your support or explaining an issue (7%)	Post or share an image or video of you showing support offline e.g. attending a protest or action (20%)
Apologise if you accidentally cause offense online	Make an effort to follow and interact with a diverse range of people and accounts online	Seek out different opinions and perspectives to your own online	Create posts and talk with friends online about discrimination and what can be done to encourage inclusivity.

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