



Pestalozzi

From the remembrance of the Holocaust to the prevention of radicalisation and crimes against humanity (PREV2)

The prevention of “hate speech” through classroom activities

by

Author: Mariya Pachevska - Germany

Editor: Audrey Cheynut

Last edition: **December 2017**

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

The prevention of “hate speech” through classroom activities

Brief description

The focus of this unit is on the prevention of “hate speech” through class activities. Its aim is to explore the roots and the branches of “hate speech” against humanity.

Expected outcomes

- ✓ To find out the connection between “hate speech” and “the prejudice and stereotypes”
- ✓ To consider how to teach respect and tolerance to each other in situations of sharing different opinions/convictions in discussions in the classroom
- ✓ To try to understand more about cultural, religious differences and diversity e.g. minority
- ✓ To respect and acknowledge diversity of the world
- ✓ To understand oneself better in creating new ways of thinking, feeling and acting (reflecting)
- ✓ To try to create a tool, to provide different ways of educating for the prevention of “hate speech”
- ✓ To prevent future crimes against humanity
- ✓ To develop intercultural competence

Competences

- ✓ Different knowledge about skills and attitudes to develop in relation to diversity and empathy
- ✓ Competences about human rights and understanding and recognition of democratic principals
- ✓ Reflection on one’s own prejudices and stereotypes with a view to recognise what the students or teachers need to change but at the same time to understand how the other feels (developing empathy)
- ✓ Social values, understanding diversity, respect and tolerance
- ✓ Responsibility
- ✓ Valuing human dignity and rights
- ✓ Intercultural competence
- ✓ Competences about human rights and understanding and recognition of democratic principals
- ✓ Social values, understanding diversity, respect and tolerance

Activities

	Duration	Methods used
Activity 1 – Picture analysis	60 minutes	Cooperative learning
Activity 2 – Tools and resources	90 minutes	General presentation Cooperative learning
Evaluation	35 minutes	Questionnaire

Activity 1: Picture analysis

Duration: 60 min

Expected outcome

- ✓ Definition of prejudices and stereotypes
- ✓ Understanding the connection between prejudices/stereotypes and “hate speech”

Competences

- ✓ Reflecting on the prejudices and stereotypes with a view to recognise what the people need to change
- ✓ Empathy
- ✓ Observing and analysing your own attitudes

Methods/ techniques used

- ✓ Cooperative learning

Resources

- ✓ Photos found on <http://www.projekt-wuerde.de/> (Fotografen)
- ✓ Paper
- ✓ Pens
- ✓ Website of the Anti-Defamation League: educational tools: <https://www.adl.org/education-and-resources/resources-for-educators-parents-families>
- ✓ Website of the Munich Documentation Centre for the History of National Socialism: <https://www.ns-dokuzentrum-muenchen.de/1/documentation-center/historical-site/>
- ✓ Videoprojector

Practical arrangements

-

Procedure

Step 1 (20 min)

- ✓ The participants are divided into groups of 4.
- ✓ Each group is given a series of four pictures from the website <http://www.projekt-wuerde.de/>.
- ✓ Each participant gets one picture and answers the following questions :
 - What do you think about the identity of this person?
 - Where would you say he/she comes from?
 - When did he/she live?
 - What does he/she do?
 - In what context does he/she live?
 - Why do you think so?
- ✓ The participants share their ideas within their groups. They discuss the answers for each picture, especially on the basis of the last question.

Step 2 (15 min)

- ✓ The participants are divided into new groups, according to the picture they had to analyse individually.
- ✓ In each new group, the participants share their ideas concerning the picture they analysed. They conceive a brief synthesis answering the following questions:
 - Did you determine the same identity for the person on the picture?
 - What were the similarities? What were the differences?
 - What are the reasons for the main differences?

Step 3 (10 min)

- ✓ A reporter is elected in each group. The reporter presents the results of the synthesis to the whole group.
- ✓ The trainer can write down on a board the main ideas.
- ✓ The trainer can show the participants the “real stories” of the people presented in the pictures.
- ✓ The trainer can lead a discussion through the following questions:
 - On which observations did you find the identity of the people in the pictures?
 - What do you think about those observations?: how far can you trust them? Are they rational?
 - What is a stereotype? What is a prejudice? What can their consequences be?
 - How can they be linked to “hate speech”?

Step 4 (15 min)

- ✓ The participants go back to their first group.
- ✓ Each group draws a tree with branches and roots on a large piece of paper.
- ✓ Around the roots, the participants are invited to think about the origins and basis of hate speech. They write these down. Around the branches, they write down its consequences.
- ✓ The different trees are hung up on a wall and time is left for the participants to read all the answers.
- ✓ At the end of the reading, the trainer can present the educational tools of the Anti-Defamation League: <https://www.adl.org/education-and-resources/resources-for-educators-parents-families>

Step 5 – debriefing (10 min)

- ✓ The trainer can lead a debriefing through the following questions:
 - How far do you think people are influenced by stereotypes and prejudice?
 - Do you think we can get rid of them? How?
 - How do you feel they affect the climate at school? Did you notice any development of hate speech? Towards who?
 - Did you experience a situation when you had to interrupt a lesson because of a “hate speech” type reaction from a student? How did you deal with it? Did you find a solution and how?
 - Would you use such an activity at school with your students? How far do you think it would help you deal with a situation of hate speech? What would be its limits?

Tips for trainers

-

Activity 2: Tools and resources against stereotypes, prejudice and hate speech

Duration: 90 min

Expected outcome

- ✓ Getting to know tools to remedy stereotypes, prejudice and hate speech

Methods/ techniques used

- ✓ General presentation
- ✓ Cooperative learning

Resources

- ✓ Paper
- ✓ Pens
- ✓ Website of the Anti-Defamation League: educational tools: <https://www.adl.org/education-and-resources/resources-for-educators-parents-families> (appendix 1)
- ✓ Website of the Munich Documentation Centre for the History of National Socialism: <https://www.ns-dokuzentrum-muenchen.de/1/documentation-center/historical-site/>
- ✓ Website of the No Hate Speech Movement and its educational resources (Bookmarks): <https://www.nohatespeechmovement.org/>
- ✓ Videoprojector

Practical arrangements

-

Procedure

Step 1 (10 min)

- ✓ Following activity 1, the trainer makes a brief presentation of different websites where the teachers might find resources and tools to remedy stereotypes, prejudice and hate speech.
- ✓ The trainer announces that the first step of the activity will be held through one of these websites (the Anti-Defamation League).
- ✓ The trainer divides the whole group into small groups of 4.

Step 2 (45 min)

- ✓ The trainer gives each group the context of one of the five activities presented in appendix 1.
- ✓ Each small group is asked to think about a draft class activity addressing the issue of the

topic.

Step 3 (20 min)

- ✓ Each group elects one or two reporters who present the issue and the activity to the whole group.
- ✓ After each presentation, the participants can react through the following pattern:
 - What was good in the activity;
 - Clarification questions;
 - Further ideas to be implemented.

Step 4 - Debriefing (15 min)

- ✓ The trainer can lead a debriefing through the following questions:
 - What did you learn, as a teacher, through this activity?
 - What did you learn, personally speaking?
 - Considering your teaching, what new ideas did you get from this activity that you would like to implement in your class?
 - In your context, what would be the most urgent issue that you would need to address, concerning stereotypes, prejudice and hate speech?
 - Would you use one of the resources and tools presented here in your teaching? How?

Tips for trainers

- ✓ At the end of the groups' presentations, the trainer can let the participants discover the activities proposed by the ADL.
- ✓ If possible, it would be interesting to let the participants individually browse the different websites, so that they can start thinking of a way of using their tools and resources in their classes.

Evaluation

Duration: 25 min

Expected outcome <ul style="list-style-type: none">✓ Assessing one's learning during the training session
Methods/ techniques used <ul style="list-style-type: none">✓ Questionnaire
Resources <ul style="list-style-type: none">✓ Evaluation form (appendix 2)
Practical arrangements -
Procedure Step 1 (10 min) <ul style="list-style-type: none">✓ The trainer distributes the questionnaire to each participant.✓ The participants individually fill in the questionnaire. Step 2 (15 min) <ul style="list-style-type: none">✓ The trainer asks if anyone wants to comment or react on the training session.✓ The trainer concludes the session.
Tips for trainers -

References

Ausstellung, 27.10.16-29.01.2017. Die Verfolgung von Sinti und Roma in München, NS Dokumentationszentrum

Mompoint-Gaillard P., Lazàr I., *TASKs for democracy – 60 activities to learn and assess transversal attitudes, skills and knowledge (TASKs)*, Pestalozzi series N°4, Council of Europe Publishing, 2015

Projekt Würde website

www.projekt-wuerde.de

Anti-Defamation League website

www.adl.org

No Hate Speech Movement website

<https://www.nohatespeechmovement.org/>

Munich Documentation Centre website

<https://www.ns-dokuzentrum-muenchen.de/1/documentation-center/about-us/>

Appendices

Appendix 1

Tools from the Anti-Defamation League website

Slurs, Offensive Jokes and How to Respond: <https://www.adl.org/education/educator-resources/lesson-plans/slurs-offensive-jokes-and-how-to-respond>

When Perception and Reality Collide: Implicit Bias and Race:

<https://www.adl.org/education/educator-resources/lesson-plans/when-perception-and-reality-collide-implicit-bias-race>

Anti-Semitic Incidents: Being an Ally, Advocate and Activist:

<https://www.adl.org/education/educator-resources/lesson-plans/anti-semitic-incidents-ally-advocate-and-activist>

Anti-Muslim Bigotry and Being an Ally: <https://www.adl.org/education/educator-resources/lesson-plans/anti-muslim-bigotry-and-being-an-ally>

Understanding Homophobia/Heterosexism and How to Be an Ally:

<https://www.adl.org/education/educator-resources/lesson-plans/understanding-homophobia-heterosexism-and-how-to-be-an>

Appendix 2 – Evaluation form

What did you like most during this training session?
What did you like the least during this training session?
What did you find the most meaningful as a person?
What did you find the most useful as a teacher?
Did you change any of your perceptions/ideas during this session?
What questions do you still have? What would you add to this training session in order to make it more complete and useful?
Did you feel comfortable during the training session?
What activity would you like to implement in your class right after this training session?

