TEACHING GUIDE TO IDENTIFY AND COMBAT
HATE SPEECH IN CLASSROOMS

NO MORE
HATERS

Break the hate chain!

NO MORE HATERS,
BREAK THE HATE CHAIN!

**Teaching guide to identify and combat
hate speech in classrooms**

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NO MORE
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GENERAL
DESCRIPTION

~~GENERAL DESCRIPTION~~

What is **hate speech?** Defining it is not an easy task. There are numerous possible interpretations that have been given to this phenomenon, as stated in the report *Break chains, weave support nets: the youth before hate speech on the Net* (Magías et al., 2020).

The Council of Europe's European Commision against Racism and Intolerance (ECRI) defines hate speech as **"the advocacy, promotion or incitement, in any form, of the denigration, hatred or vilification of a person or group of persons,** as well as any harassment, insult, negative stereotyping, stigmatization or threat in respect of such a person or group of persons and the justification of all the preceding types of expression, on the ground of "race",1 colour, descent, national or ethnic origin, age, disability, language, religion or belief, sex, gender, gender identity, sexual orientation and other personal characteristics or status".

As collected in that definition, **stereotypes and stigmas are part of hate speech.** In *Is it hate? Practical handbook to recognize and act against crimes and hate speech (Bazzaco et al., 2017)* they compare this phenomenon with an iceberg. At the top, the visible part, we can find the obvious hate manifestations such as physical violence, which is at the tip (murders, rapes, aggressions) and other types of physical and verbal violence at the bottom (vandalism, harassment, threats, intimidations, humiliations and insults).

In the part of the iceberg that isn't visible, which would be the germ of hate speech, we can find discrimination, prejudices and stereotypes (the most visible ones at the top). Discrimination implies exclusion and discriminatory treatment at the workplace, education centre and access to public and private services, mainly. **Prejudices include ridiculizing, stigmatizing, dehumanizing, encouraging social rejection and hostility.** Finally, stereotypes can be hurtful jokes or pranks, insensitive comments, rumours or non-inclusive language.

THE ICEBERG OF HATE

THE VISIBLE ONES

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Physical violence
Physical violence against people: murders, assaults, rapeings.

Physical and verbal violence
Vandalism, harassment, threatenings, intimidations, humiliations and insults.

THE NON VISIBLES ONES

Discrimination
Exclusion, discriminatory treatment (work, education, access to public and private services, etc.)

Prejudices
To ridicule, stigmatize, dehumanize, promote social rejection, hostility.

Stereotypes
Harmful jokes or pranks, unsensible comments, rumours, non-inclusive lenguage.

Source: *Is it hate? Practical guide to recognize and act against crime offenses and hate speeches.* E. Bazzaco, A. G. Juanatey, J. Lejardi, A. Palacios y L. Tarragona.

These multiple faces that hate speech has have several goals such as silencing, humiliating, intimidating, discriminating, excluding, degrading, disparaging, dehumanizing, chasing, threatening, stigmatizing or encouraging insensitivity and brutality towards a particular group. The consequences of these goals, the damage they make, can be observed both at a personal level, in sequelaes such as psychological suffering, and at a social level. For example, in cases in which the victims limit their own circulation freedom as they fear exposing themselves to hate.

Hate is transmitted and acts simultaneously in and out the digital sphere. Currently, it's also easier than ever to create content and access that of other users through online platforms, which means that the diffusion capacity of hate speech has increased enormously whilst some time ago it was relegated to smaller and more radicalized scopes.

The youth and teenage years are fringes that are especially vulnerable. In a study by the Reina Sofía Centre for Adolescence and Youth, based on a survey to 1.400 youngsters between the ages of 14 and 24, **34% claimed that they had suffered some type of mistreatment through the Internet or social media** ("personal pranks that aren't liked, exclusion acts, insults, threats…"), 9,2% admitted they had been responsible for mistreating and a further 38,1% said they had witnessed in the last year "websites in which people publish messages that attack certain individuals or collectives". In parallel, these messages have generated a peak in online hate expressions that often are in the interest of some political parties. **The disinformation phenomenon,** mainly in electoral periods, enables us to analyze strategies such as, for example, over or underrepresenting statistical data, put quotes out of context or even creating and publishing artificial content.

These hoaxes also focus on migrants. According to the report *Disinformation, religious minorities and hate speech* (Magallón, 2020), around 50% of these hoaxes about the minorities refer to alleged privileges of the Muslim community when accessing social benefits.

NO MORE HATERS, a project by Fad and Maldita.es with the support of Google.org through its Impact Challenge program, was created in order to combat that wide variety of hate speech cases. Its goal is to reach 35.000 youths and teenagers who are between 14 and 19 so that they gain conscience on the importance of generating responsible discourses that are hate-free and based on inclusion and respect. Why focus on the youth? Nearly half of all hate crimes that were registered in Spain in 2019 were carried out by offenders who were under 26, according to the Spanish Interior Ministry.

With that reality in mint, this guide's goal is to be used as a tool by teachers and young people who are 14 to 29 **in order to incorporate to their education project the identification of hate speech,** as well as recognizing and fighting against that type of disinformation. For that reason, we will propose activities that can be completed with or without the project's web-app. Additionally, we will analyze the competences that will be addressed in these activities and the goals accomplished by students.

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WHO IS NO MORE HATERS FOR?

~~WHO IS NO MORE HATERS FOR?~~

The **NO MORE HATERS** project encompasses a wide range of adolescent and juvenile population, starting from 14 to 29 year-olds. In the case of students who are enrolled in the Spanish education system, they include the following levels and educational cycles:

SECONDARY EDUCATION

Obligatory secondary education (ESO)		High School (Bachillerato)	
First cycle: 3rd of ESO (14 year-olds)	Second cycle: 4th of ESO (15 year-olds)	1st: 16 year-olds	2nd: 17 year-olds
		Professional training	
		From 16 year-olds	

SUPERIOR EDUCATION

University studies
From 18 year-olds
Superior grade professional training
From 18 year-olds
Superior artistic education
From 18 year-olds

The **NO MORE HATERS** web-app has two different game modes. Firstly, **the youths and teenagers can use it individually from a mobile device or a computer.** The minimum age to play is 14 years old. The app will ask them if they are over or under 18 years old to adapt the contents to their age, it will also ask them for a user name and a password. No personal data will be required. Through the different screens, the players will earn points when they are able to spot and identify hate situations.

The second way you can play is "class" mode. The goal is that the teacher or educator is the person who guides them and that, whilst divided into teams, they communicate, debate and coordinate in order to earn the highest amount of points. In this case, the web-app gives you the option of playing with just one device if the teacher is the only person in class with a computer, or playing with several. In both cases, it's the teacher who leads the session.

Additionally, this teaching guide includes **various activities that are related to the identification of hate messages for which the use of the web-app is not required.** In other words, they are offline. We will now detail the educational framework in which the program is framed.

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GENERAL COMPETENCES IN PUPILS

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The **key competences** in the education system, as they are collected in Order ECD/65/2015 for primary education, obligatory secondary education and high school are as follows:

- **Linguistic communication:** it implies that the person is willing to carry out a critical and constructive dialog, to recognize dialog as the prime tool for coexistence and being interested in interacting with others.

- **Mathematical competence and basic competences in science and technology:** the mathematical competence implies the capacity to apply mathematical reasoning to interpret phenomenons. On the other hand, basic scientific and technological competences contribute to the development of a scientific mind as it includes the application of scientific rationality methods and technological skills.

- **Digital competence:** it implies the creative, critical and safe use of information and communication technologies.

- **Learn to learn:** it's fundamental for the permanent learning that we go through during our lives in different formal, non-formal and informal contexts.

Social and civic competences: acquiring these competences means being able to put ourselves in somebody else's shoes, accept differences, being tolerant and respecting the values, beliefs, cultures, and the personal and collective history of others.

Sense of initiative and entrepreneurial spirit: among the knowledges that are required this competence we can find the ability to recognize the existent opportunities for personal, professional and commercial opportunities.

Conscience and cultural expressions: the development of this competence implies attitudes and personal values such as interest, recognition and respect for the different artistic and cultural manifestations, as well as the conservation of heritage.

In relation to identifying and combating hate speech, **the social and civic competences** are fundamental. However, this task is also related to conscience and cultural expressions, linguistic communication and learning to learn.

NO MORE ~~HATERS~~

OBJECTIVES

~~OBJECTIVES~~

Having in mind the competences that we have previously explained, alongside the activities that are collected in this guide, the teacher will help students in accomplishing the following objectives:

— Defining what hate speech is.

— Analyzing the consequences of hate speech in the victim and in society.

— Identifying hate situations in different scenarios.

— Responding to hate speech in a constructive way.

— Identifying disinformation related to hate speech.

— Developing a critical mind to identify hate speech.

— Awaken curiosity and the willingness to learn about other cultures.

— Building alternative speeches based on tolerance and respect.

NO MORE ~~HATERS~~

ACTIVITIES WITHOUT THE WEB-APP

~~ACTIVITIES WITHOUT THE WEB-APP~~

ANALYSIS OF NEWS PROGRAMS

GENERAL DESCRIPTIONS: we suggest that students watch a news bulletin from any channel at home and that they focus on two aspects: what topics are related to hate speech (violence in different scopes, hash accusations among politicians, etc.) and how they treat topics lige migration, gender, society or religion, in order to see if the language they use is appropriate. Every student will write down everything they have seen before handing it in to the teacher. He/she will also present their findings in class and debate about them with the class.

For example, if they use terms like "avalanche" or "wave" when talking about the arrival of immigrants, they are using incorrect language as it has negative connotations towards migrants and that prejudice is transmitted to their audience.

QUESTIONS TO DEBATE: when describing the activity guidelines for students to work from home, the teacher will also read the following questions, which will be the ones raised in the class' debate.

1. What news are related to hate speech? Usually it's the ones about sexist violence, wars, refugee camps (they are there because of a war), bullying, aggressions, attacks among politicians (parliamentary hearings and sessions), etc.

2. Have you spotted any particular term (insult) that implies hate speech?

3. What terms did the journalist use to present the information (for example, "immigrant avalanche")? Did he use any that incites hatred? What do you think when you hear that term?

4. In what other way could the news have been presented, without using these negative terms?

SPECIFIC QUESTIONS FOR HIGH SCHOOL STUDENTS AND MIDDLE GRADE PROFESSIONAL TRAINING:

1. How did the journalist treat the news?

2. What effect does that treatment of the news have on the audience?

3. Do you think that getting the news from different outlets or reliable sources instead of just one can reduce the strength of hate speech?

OBJECTIVES:

— Defining what hate speech is.

— Identifying hate situations in different scenarios.

— Identifying hoaxes that are related to hate speech.

— Developing a critical mind to recognize hate speech.

— Build alternative discourses that are based on tolerance and respect.

— Analyze the consequences of hate on the victim and society.

DURATION: 30 minutes of work at home and 60 minutes of debate at class.

LEVELS: 3rd and 4th of ESO, 1st and 2nd of High School and Middle Grade Professional Training (with some specific questions for high school and professional training).

DEVELOPED COMPETENCES:

— Linguistic communication.

— Social and civic competences.

— Learn to learn.

EVALUATION:

DESCRIPTION OF EVALUABLE CRITERIA	POINTS
In the text, a clear explanation of the news that we have analyzed in the chosen news bulletin.	3
In the text, an adequate justification of the possible hate speech cases.	2
In the debate, a clear exposition of the findings of what we have analyzed in the news.	2
In the debate, interaction and a adequate oral expression before what was exposed by our classmates.	1,5
In the debate, capacity to self-criticize, admit our errors and learn new points of view.	1,5
	10

ANALYSIS OF INFLUENCERS

GENERAL DESCRIPTION: the students will have to analyze the messages that are transmitted by influencers. They will choose one or various public figures who are active on YouTube, TikTok or Instagram and they will analyze what type of messages they share with their audience and if any of them could be related to hate speech. They can be singers (in that case, we will analyze the lyrics of their songs). Every student will take note of what they analyzed and hand it in to the teacher and debate it in class.

QUESTIONS TO DEBATE: when describing the guidelines of the activity in which the students have to work at home, the teacher will also read out the following questions. They will be presented in the debate that will take place afterwards in class.

1. What influencer or influencers have you chosen? Why do you like him or her?

2. What type of social media does he/she use to connect with the public?

3. Have you detected any content related to hate speech among his publications? Have you detected any particular term that you found dubious?

4. In general, what kind of reaction did the public have?

5. If you have chosen a singer, did their lyrics incite hate in any form?

SPECIFIC QUESTIONS FOR HIGH SCHOOL STUDENTS AND MIDDLE GRADE PROFESSIONAL TRAINING:

1. Do you think that the influencers' freedom of expression should be limited in any way?

2. Do you think that influencers have a bigger social responsibility than the rest of society in their behaviour and messages as they are juvenile references?

3. Do you think that influencers are a reliable source of information?

OBJECTIVES:

— Defining what hate speech is.

— Identifying hate situations in different scenarios.

— Developing a critical mind to recognize hate speech.

— Build alternative discourses that are based on tolerance and respect.

DURATION: 30 minutes of work at home and 60 minutes of debate in class.

LEVELS: 3rd and 4th of ESO, 1st and 2nd of High School and Middle Grade Professional Training (with specific questions for high school and Middle Grade).

DEVELOPED COMPETENCES:

— Linguistic communication.

— Social and civic competences.

— Learn to learn.

— Digital competence.

EVALUATION:

DESCRIPTION OF EVALUABLE CRITERIA	POINTS
In the text, a clear and detailed explanation of the influencer's content that we have analyzed.	3
In the text, an adequate justification of the possible hate speech cases.	2
In the debate, a clear exposition of the messages we have analyzed.	2
In the debate, interaction and a adequate oral expression before what was exposed by our classmates.	1,5
In the debate, capacity to self-criticize admit our errors and learn new points of view.	1,5
	10

ANALYSIS OF SOCIAL MEDIA

GENERAL DESCRIPTION: the students will have to analyze the hate messages that are often published on the social media platforms they use. They can be from friends, politicians, news organizations, famous people, etc. The students will have to do screenshots of the messages, save the links to these publications and take notes of everything they have analyzed to hand in to the teacher. It will be debated in class.

QUESTIONS TO DEBATE: when describing the guidelines of the activity in which the students have to work at home, the teacher will also read out the following questions. They will be presented in the debate that will take place afterwards in class.

1. What social media platforms have you analyzed? What hate messages did you find?

2. Who shared them?

3. Why do you think it's a case of hate speech?

4. Did the platform put a disclaimer saying that the content was inadequate?

5. What sort of replies did the message get?

6. What consequences do you think that this message could have on its victim? And for the other users?

7. What did you think when you read it?

8. Did you answer the message, hit the 'Like' button or interact with it in any other way?

SPECIFIC QUESTIONS FOR HIGH SCHOOL STUDENTS AND MIDDLE GRADE PROFESSIONAL TRAINING:

1. As a user, what do you think would be the best answer to this message? And as a victim?

2. Where is the limit of freedom of expression in social media?

3. Do you think that these messages are inevitable on social media?

OBJECTIVES:

— Defining what hate speech is.

— Identifying hate situations in different scenarios.

— Identifying hoaxes that are related to hate speech.

— Developing a critical mind to recognize hate speech.

— Responding to hate speech in a constructive way.

— Analyze the consequences of hate on the victim and society.

DURATION: 30 minutes of work at home and 60 minutes of debate in class.

LEVELS: 3rd and 4th of ESO, 1st and 2nd of High School and Middle Grade Professional Training (with specific questions for high school and Middle Grade).

DEVELOPED COMPETENCES:

— Linguistic communication.

— Social and civic competences.
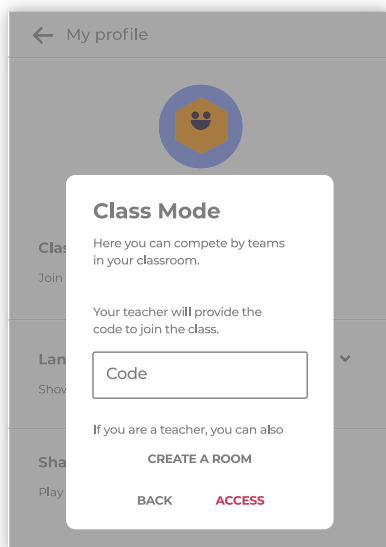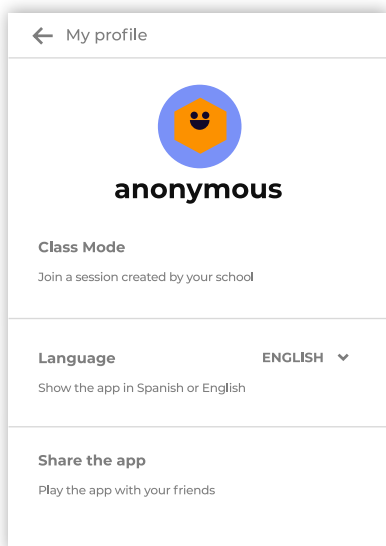
— Learn to learn.

— Digital competence.

EVALUATION:

DESCRIPTION OF EVALUABLE CRITERIA	POINTS
In the text, a clear and detailed explanation of the social media content that we have analyzed.	3
In the text, an adequate justification of the possible hate speech cases we have saw on social media.	2
In the debate, a clear exposition of the messages we have analyzed.	2
In the debate, interaction and a adequate oral expression before what was exposed by our classmates.	1,5
In the debate, capacity to self-criticize, admit our errors and learn new points of view.	1,5
	10

NO MORE
~~HATERS~~

ACTIVITIES WITH THE WEB-APP

THE HATE ROUND - TEAM MODE

My profile

anonymous

Class Mode
Join a session created by your school

Language   ENGLISH ⌄
Show the app in Spanish or English

Share the app
Play the app with your friends

My profile

Class Mode
Here you can compete by teams in your classroom.

Your teacher will provide the code to join the class.

Code

If you are a teacher, you can also

CREATE A ROOM

BACK   ACCESS

GENERAL DESCRIPTION: in class, the teachers will divide students into three or four teams and they will enter "class" mode in the app in order to play the Hate Round. The teacher will explain how the game works and read out the definitions of each word that is in the App. Each team will have a spokesperson who will raise his hand and say the word that he thinks is correct. The teacher will tell him to introduce the word in the app, which will let him know if he is right or not and what relation it has to hate speech. If it isn't correct, other groups can try guessing it following the same procedure.

When on "class" mode, the app generates a code that will have to be inserted by the team's spokesperson as well as the teacher in order to get into the game, by clicking on "class" mode. Such mode can also be played with one single computer (the teacher's one). In that case, no code is given to the teams and the app automatically detects that there's only one computer.

OBJECTIVES:

— Defining what hate speech is.

— Identifying hate situations in different scenarios.

— Awaken curiosity and the willingness to learn about other cultures.

— Building alternative speeches based on tolerance and respect.

DURATION: 30 minutes of work at home and 60 minutes of debate in class.

LEVELS: 3rd and 4th of ESO, 1st and 2nd of High School and Middle Grade Professional Training (with specific questions for high school and Middle Grade).

DEVELOPED COMPETENCES:

— Linguistic communication.

— Social and civic competences.

— Learn to learn.

— Digital competence.

EVALUATION:

DESCRIPTION OF EVALUABLE CRITERIA	POINTS
Ability to quickly identify the words that are related to hate speech.	4
Team work, coordination with classmates and respect turns to speak.	3
Capacity to self-criticize, admit our errors and learn new points of view.	3
	10

TRUE OR FALSE - TEAM MODE

GENERAL DESCRIPTION: in class, the teachers will divide students into three or four teams and they will enter "class" mode in the app in order to play True or False. The teacher will explain how the game works and read out the true and false contents that are in the App. Each team will have a spokesperson who will raise his hand and say if it's true or false. The teacher will tell him to introduce the word in the app, which will let him know if he is right or not and what relation it has to hate speech. If it isn't correct, other groups can try guessing it following the same procedure..

When on "class" mode, the app generates a code that will have to be inserted by the team's spokesperson as well as the teacher in order to get into the game, by clicking on "class" mode. Such mode can also be played with one single computer (the teacher's one). In that case, no code is given to the teams and the app automatically detects that there's only one computer.

OBJECTIVES:

— Defining what hate speech is.

— Identifying hate situations in different scenarios.

— Identifying disinformation related to hate speech.

— Developing a critical mind to identify hate speech.

DURATION: 30 minutes of work at home and 60 minutes of debate in class.

LEVELS: 3rd and 4th of ESO, 1st and 2nd of High School and Middle Grade Professional Training (with specific questions for high school and Middle Grade).

DEVELOPED COMPETENCES:

— Linguistic communication.

— Social and civic competences.

— Learn to learn.

— Digital competence.

EVALUATION:

DESCRIPTION OF EVALUABLE CRITERIA	POINTS
Ability to quickly identify a hate speech-related content that could be false.	4
Team work, coordination with classmates and respect turns o speak.	3
Capacity to self-criticize, admit our errors and learn new points of view.	3
	10

HOAX SEARCHING - TEAM MODE

GENERAL DESCRIPTION: in class, the teachers will divide students into three or four teams and they will enter "class" mode in the app in order to look for hoaxes in the search tab. The teacher will explain how the game works. Every team will have to choose a hoax of any of these topics: migration/racism, sexuality, religion or gender. In the search tab, one team member will write key words, after which he will see several debunked hoaxes. The whole team will then choose one of them and they will have to expose it to their classmates, clarifying what is the falsehood, why it's a hoax and what relation it has to hate speech. The exposition can be done by one or two members of the team.

The other teams will listen to the explanation and will make questions related to that particular disinformation: where was the hoax published, where was it shared, etc. Additionally, the other teams will search on their phones if that disinformation is still published in any website, with the help of Google. The teacher will say who's turn it is to intervene, make the questions he considers and decide when it's the next team's turn to talk. If there's enough time, two rounds can be played so that they can spot more hoaxes and so that other members expose their findings.

OBJECTIVES:

— Defining what hate speech is.

— Identifying hate situations in different scenarios.

— Identifying disinformation related to hate speech.

- Developing a critical mind to identify hate speech.

- Awaken curiosity and the willingness to learn about other cultures.

DURATION: 30 minutes of work at home and 60 minutes of debate in class.

LEVEL: 3rd and 4th of ESO, 1st and 2nd of High School and Middle Grade Professional Training (with specific questions for high school and Middle Grade).

DEVELOPED COMPETENCES:

- Linguistic communication.

- Social and civic competences.

- Learn to learn.

- Digital competence.

- Conscience and cultural expressions.

EVALUATION:

DESCRIPTION OF EVALUABLE CRITERIA	POINTS
Ability to quickly choose a hoax and identifying all of its traits.	4
Team work, coordination with classmates and respect turns to speak.	3
Capacity to self-criticize, admit our errors and learn new points of view.	2
Technological management of the app.	1
	10

At the **NO MORE HATERS** project we are interested in **knowing how you teachers value the project, the web-app and the offline activities that are suggested in this guide.** For that reason, once you complete these activities we strongly encourage you to complete a brief survey that can be found at the website: www.nomorehaters.es so that we can improve and break the hate chain.

NO MORE ~~HATERS~~

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ANNEX

SPECIFIC COMPETENCES FOR DIFFERENT EDUCATION LEVELS

High School

The December 26 Royal Decree 1105/2014 establishes that high school will contribute in the development of the following capacities in students:

- Exercise democratic citizenship, from a global perspective, and acquire responsable civic conscience, inspired in the Spanish Constitution's values, as well as human rights, that will encourage co-responsibility in the construction of a fair and equitable society.
-
- Consolidate a personal and social maturity that will enable students to act in a responsible and autonomous manner and develop their critical spirit. To foresee and peacefully resolve personal, family and social conflicts.
-
- To encourage effective equality of rights and opportunities between men and women, analyze and critically assess the existent inequalities and boost real equality and the no-discrimination of disabled people.
-
- To know and critically assess the realities of this contemporary world, its historical background and the main factors of its evolution. To solidarily participate in the development and improvement of his social environment.

Professional training

It contemplates the basic competences that were previously detailed and have relation to hate speech: social and civic competences, conscience and cultural expressions, linguistic communication and learning to learn.

These studies collect some complementary competences that are also related to the identification and response to hate speech:

Learn to learn

- Self learning.
- Ability to self-criticize.
- Searching for information.

Autonomy and personal initiative

- Social abilities (self confidence, responsibility, tolerance, respect, spirit of achievement, initiative, leadership, team work).

TEACHING GUIDE TO IDENTIFY AND COMBAT
HATE SPEECH IN CLASSROOMS

NO MORE
~~HATERS~~

Break the hate chain!