

Lesson Plan 3



Year Group	3rd Year
Suggested Time	60 minutes
Theme	Hate Speech

Learning Outcomes

FUSE specific Learning Outcome	<p>This lesson aims to provide clarity by explaining what hate speech is and how it affects groups and communities. It also delves into the difference between hate speech and bullying behaviour and explains when hate speech becomes bullying behaviour and its effects.</p> <p>Finally, the lesson looks at how to deal with and respond to incidents of hate. Students should be equipped with the skills to notice when online activity equates to bullying and that this is something that needs to be noticed, responded to and reported. This will be achieved by providing key concept definitions and actively engaging students in activities.</p> <p>Students should be enabled to:</p> <ul style="list-style-type: none">• Understand the definition(s) of hate speech• Reflect on and identify the difference between hate speech and bullying behaviour• Understand how hate speech affects diverse minorities online• Examine how to deal with and respond to online/offline hate speech• Notice when hate speech turns into bullying behaviour and know how to safely report it
SPHE Curriculum Learning Outcomes	<p>In terms of the skills developed throughout the lessons, students will learn to:</p> <p>4.6 Recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person</p> <p>4.7 Explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including, why, how, where and when to report</p>

Methodology

The lesson will be delivered through a collaborative learning approach and promotion of a positive climate in the classroom. Teachers are invited to contribute to the activity while taking a student-led approach that relies on activities, visual resources, and group discussion.

The methodologies covered include: Supportive learning climate; Integration of different approaches (pair discussions; classroom discussions; problem-solving); Encouraging participation; Promotion of cooperative learning; Reflection time; Generalisation of content.

Introduction

- The teacher welcomes students to the lesson.
- The teacher reminds students of the ground rules for participating in the lessons. These can be shared by the teacher or co-constructed with the students (e.g., everyone is included; students will take turns; students raise their hand if they want to participate in the discussion; students are mindful and respectful of other people's opinion; students follow teacher's directions).
- The teacher reminds students of the rationale for the lesson.
- The teacher shares the learning outcomes with the students.
- The teacher shares the powerpoint slides on screen.

Important Note: The teacher is encouraged to adopt a sensitive approach when carrying out these activities and to ensure that students are comfortable.

What is Hate Speech? Video Discussion	Reflective Questions
<p>Instructions for Teachers</p> <ul style="list-style-type: none">• The teacher facilitates a discussion with students regarding their understanding of hate speech. Students will watch a video (1 min) about what hate speech is: <u>FUSE Post-Primary Programme What is Hate Speech</u>• The teacher asks the following reflective questions:	<ul style="list-style-type: none">• What is hate speech?• Who are often targets of hate speech?• What can hate speech encourage?• What happens to hate speech when conducted online?• When do you think hate speech turns into bullying? *(if it is repeated)• How do you think we can address hate speech when it occurs?

Activity Sheet 1: Bullying or Hate Speech? (Scenarios)	Key Questions:
<p>Instructions for Teachers</p> <ul style="list-style-type: none"> • The teacher provides students with the definition of hate speech • Students will be presented with examples of bullying and/or hate speech on Activity Sheet 1. • They will decide which incidents are examples of bullying behaviour and which incidents are examples of hate speech. They will also be asked to determine what type of bullying behaviour or hate speech it is. • The teacher asks the question: What is the difference between bullying behaviour and hate speech? • The teacher can remind students of the definition of bullying behaviour. • <i>Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.</i> <u>Cineáltas Action Plan on Bullying, 2022.</u> • The teacher will then invite students to discuss their responses and facilitate a whole group discussion. 	<ul style="list-style-type: none"> • Why did you label the scenario as bullying behaviour or hate speech? • Could any other group have fitted the scenario? • What would you do in a similar situation? • What changes could you make to improve the scenarios?
<p>Understanding how hate speech affects diverse minorities online (Video)</p> <p>Instructions for Teachers</p> <ul style="list-style-type: none"> • The teacher will draw the student's attention to the differences between hate speech offline and online shown in the powerpoint slide. Hate speech online is also targeting the following personal characteristics: Race, Sexual orientation, Gender or Functional diversity (disability). • The students will watch the following video about how hate speech travels through social media: <u>PARTY Hate Master</u> (1 min). • After watching the video, students are asked to reflect on what they've seen. • The teacher asks students the following questions based on the video: 	<ul style="list-style-type: none"> • What happened in the video? • Why was she being targeted? • What do you think someone should do in this situation? • How do you know this is an example of hate speech? • If you saw this type of comment on a friend's profile, what could you do?
<p>Whole Class Discussion- How does this tweet make you feel?</p> <p>Instructions for Teachers</p> <ul style="list-style-type: none"> • This activity should be completed as a whole class discussion or else in small groups. • The teacher will display the next slide showing comments on Twitter. The students should read the tweets and then answer and discuss the following questions. 	<ul style="list-style-type: none"> • What do you think these comments are about? • How do you feel reading these comments? • Who are these comments directed at? • Who is affected by these comments? • Do you think this is an example of hate speech?

Hate speech on Instagram

- Online platforms such as TikTok and Instagram must follow Ireland's Online Safety Code, which obligates these platforms to protect people from online harm and harmful content.
- The teacher should read through Instagram's policy on hateful content with the class or print out copies and distribute them to each pair of students to read through.
- The teacher will then point out to the class some of the tools on Instagram to protect people from online abuse, including a new feature to filter out and hide abusive messages.
- Instagram will now:
 - » Disable someones account if they continue to send abusive messages that violate the terms and conditions of their policies
 - » Cooperate with law enforcement authorities on hate speech
 - » Use AI to warn people when they are about to post something harmful
 - » Use comment filters to allow people to filter out hurtful words or comments

Instagram Policy

I think I've noticed or received Hate Speech, what now?

- The teacher reminds the students, that once they notice hate speech or bullying behaviour online then they should report it. Hate speech or online bullying is never okay.
- The teacher may elicit from the students some ideas of how to tackle online hate speech, and then share the following.
- Students can:
 1. Report harmful comments or posts on the relevant apps using the report tool
 2. Filter out harmful words and phrases you don't want to see in requested messages on Instagram using the filter tool
 3. Filter out offensive words, phrases or emojis that you don't want to see
 4. Continue to stay informed about your digital rights and privacy settings
 5. Report to a trusted adult, parent, guardian or teacher, any harmful content, comments, or indeed anything that makes you feel unsafe
 6. Always fact check before you post anything online

Activity Sheet 2: How to respond to hate speech

Instructions for Teachers

- The teacher asks students to think of an example of a hate speech comment that they might have seen or heard recently.
- Write the potential causes of the hate speech comment on the roots of the tree and its effect on the branches. (Activity Sheet 2)
- Then, write on the clouds the actions you can take to tackle this incident.
- To end the lesson students should be reminded that any instances of online bullying behaviour or hate speech should always be reported.
- However, it is important that students only take action if they feel safe to do so and it does not put them at any risk.

Key Questions

- Have you heard any hate speech comments recently?
- What do you think some of the potential causes were?
- What actions could you take to tackle hate speech?
- Based on what you've learned, what actions could you take that you would feel comfortable with?

Lesson Closure

- In conclusion, the teacher asks students to reflect on the topics discussed.
- The teacher reminds the students of today's key learnings.
- The teacher then asks the class to **"List/write down the three most important things you learnt during today's lesson"** or focuses on a specific question from the learning outcomes.

Assessment

Formative Assessment	Summative Assessment
<ul style="list-style-type: none">• Teachers share the Learning Outcomes with students at the beginning of each lesson.• Reflective Questions are posed by teachers in order to frame students' prior learning and setting new learning goals.• Learning Checkpoints will be placed throughout the lessons by using self-reflective questions, class discussion and the FUSE Activity Sheets, to monitor student learning and provide ongoing feedback.• Teacher Feedback aimed to support students' learning and to address misinterpretation will be provided continuously.• Peer and Self-Assessment will encourage students to self-reflect on their own learning, and will also offer the space to connect the contents learnt to their life experiences.	<ul style="list-style-type: none">• At the end of each lesson students are asked to write down three important things they learnt in the lesson. Teachers can use this as an opportunity to assess students' learning. As an alternative, teachers may wish to ask students to answer a specific question based on the learning outcomes for each lesson.