

lesson scenario

# Hate Speech

and how to fight it



# BEFORE YOU START

**EDUCATIONAL LEVEL:** students aged 13+

**SUBJECT:** educational classes

**LESSON UNIT:** 45 min. (can be split into two lessons of 45 minutes)

**ABOUT LESSON:** the lesson is intended for second half of the primary school and high school students, to familiarize themselves with the issues related to hate speech, problems related to it and ways of dealing with it.

## **OBJECTIVES:**

- students understand the meaning of the terms "discrimination", "hate speech", "tolerance",
- they know how to react when faced with situations of discrimination and hate speech.

# INTRODUCTION

## I. BASICS

As part of the introduction, the tutor, based on his own knowledge, will introduce the concepts of:

**Hate speech** - is defined by the Cambridge Dictionary as "public speech that expresses hate or encourages violence towards a person or group based on something such as race, religion, sex, or sexual orientation".

**Tolerance** - is defined by the Cambridge Dictionary as "willingness to accept behavior and beliefs that are different from your own, although you might not agree with or approve of them."

**Discrimination** - is defined by the Cambridge Dictionary as "treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin color, sex, sexuality, etc."

# DISCUSSION & EXERCISES

## II. DISCUSSION

Discussion with students about the concepts of hate speech and tolerance, as well as about religious, cultural, health, origin, etc. differences. When and why does discrimination occur most often and what the law says ).

## III. EXERCISES

In order to emphasize emotions related to hate speech and discrimination, students will play role plays related to the topic.

# EXERCISE 1

## "JURNEY"

5 people take part. The main character is a native of the Middle East. He's got out of an airport in his destination European city, he's in the city center and wants to know how to get to the hotel. He asks a passerby, who replies that he does not know English. Then he goes to the railway station restaurant, the attendant speaks poorly English and responds that he does not understand him and if he does not order anything, he should leave and that there is no tourist information here. So the traveler goes to the Tourist Information. It turns out that the attendant does not know the language, but hearing the name of the hotel, he gives him a map.

Students play the scene in their own words, and then there is a discussion about whether it is hate speech or discrimination, and about the accompanying emotions.

# EXERCISE 2

## "THE GAME"

The action takes place during a football match, 7 participants - 6 fans and 1 bodyguard. The fans of both teams are seated in the stands in nearby sectors. They don't watch the game very much, they are more concerned with each other. As long as they see a bodyguard standing nearby, they just shout different slogans cheering their teams up or ridiculing their opponents. When the bodyguard disappears, they start to be more aggressive, they use vulgar language and slogans slander not only the opposing team but also its "fans".

Students play the scene in their own words, followed by a discussion about growing emotions, feeling of impunity, etc.

# EXERCISE 3

## "ACCIDENT"

5 people take part. The action is online this time. Students perform the scene sitting back-to-back to increase the feeling that in real life they would not see each other at all. They can use their own phones as props. Four of the people commented on an article they just read about an accident at a pedestrian crossing. The fifth person is the victim of the accident reading and responding to these comments. The commentators are divided, some believe that the pedestrian is to blame, others that the driver. They exchange observations, insulting the accident participants and each other at the same time.

The students play out the scene with their own words, and then there is a discussion about how we feel when we are anonymous and what we are then "capable of".

# SUMMARY

A short discussion aimed at consolidating students' knowledge of the issues discussed in the lesson. The main topic of discussion should be issues with which students have had the most problems, or which they find difficult or incomprehensible.

Supporting questions:

What other types of hate speech are there, or is the problem only with texts and verbal communication? - e.g. gestures, graphics, videos.

How can you react when faced with the problem of hate speech or discrimination?

What about your own safety in such situations? - e.g. group support, joint initiatives for victims, solidarity.



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Prepared during the mobility of  
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