

# 01 ENGLISH ACTIVITY BLOCK

## Key vocabulary for sharing about hate speech

### DESCRIPTION

In this Activity Block, learners will explore their ideas and experiences related to hate speech in preparation for a dialogue on this topic.

### LEARNING OBJECTIVES

By the end of the activity block, learners will:

- Demonstrate and apply key vocabulary words when defining respect in a discussion.
- Be able to identify key vocabulary when discussing hate speech and its impact on communities.
- Reflect on the dialogue experience, considering what they have learned from their conversations about hate speech.



### DIALOGUE SKILLS



#### Global communication - Sharing

Learners are able to explain personal values, meanings, and the importance of their own experiences when engaging with individuals and groups from different cultures and backgrounds.



#### Critical thinking

Learners are able to analyse a topic or issue and identify diverse and multiple perspectives.



#### Reflection

Learners are able to think about the experience of the dialogue and recognize the impact it has had on them and/or the group.

**AGE GROUP** 13-17

**DURATION** 120 minutes

### RELATED SUSTAINABLE DEVELOPMENT GOALS



GOOD HEALTH  
AND WELL-  
BEING (SDG 3)



PEACE JUSTICE  
AND STRONG  
INSTITUTIONS  
(SDG 16)

### FURTHER RESOURCES

- [Difficult Dialogue](#)
- [Essentials of Dialogue](#)
- [Action Against Hate Speech](#)

**PREPARATION** What Does Respect Look Like?

**DURATION** 20 minutes

In this initial activity, learners will explore different vocabulary that describes and defines what respect looks like for themselves and others and understand different viewpoints.

1. Ask learners to work in pairs to complete the *What Does Respect Look Like? worksheet* (see *Appendix*). Instruct them to consider the following:

- How they have been treated with respect
- How they treat others with respect
- How they have observed other people acting with respect

2. After completion, have learners make a list of key words they have identified and encourage a sharing round for them to explain what respect looks like.



**MAIN ACTIVITY** What Is Hate Speech?

**DURATION** 60 minutes



After gaining an understanding of the concept of respect, learners will make thoughtful connections with the concept of hate speech.

1. As learners join the class, ask them to work in small groups (3-4 members) and provide each group with a copy of the *What do we mean by Hate Speech? worksheet* (see *appendix*) to introduce the concept of hate speech. If you cannot print it or make copies, then write the definitions on the board.

**NOTE:** For younger learners you can share this definition of hate speech: ‘Making cruel, hostile, or negative statements about someone based on their race, religion, national origin, disability, age, gender, or sexual orientation or any other identifying factor.’

2. While using the worksheet, learners should identify key words from the definition that they need to understand and consider important. You can make a list of key vocabulary words on the board that learners identify.

3. Ask learners to share their perspectives on what hate speech means to them. Once they have shared about hate speech, you can also invite the students to think about the opposite. Ask them to define ‘love speech’ and share which words need to be included.

4. In their groups, they will now complete the *Mapping Hate Speech worksheet* (see *appendix*) to identify locations where hate speech occurs. Provide each group with a copy of the worksheet.

5. Once they have completed the activity, ask them to share:

- What was the most important key word you learnt?
- What was the most challenging aspect of this activity and how did you overcome it?
- How did your thoughts about the topic change during the activity?

**DIALOGUE ACTIVITY**

**DURATION** 20 minutes



Now that learners have shared some of their perceptions on hate speech, they can engage in a dialogue about hate speech. Be sure to remind participants to practise sharing about their own identities and experiences, ask each other questions, and build on the topic to go deeper in conversation.

Use these agenda questions to help learners prepare and support the dialogue:

- **Where have you witnessed hate speech? Give examples of your experiences.**
- **How does hate speech affect the victims, the oppressors, and wider communities (try to have examples in mind)?**
- **What do you see as the causes and solutions to hate speech?**

**REFLECTION ACTIVITY**

**DURATION** 20 minutes

After completing a dialogue with your learners, allocate 10-15 minutes to debrief the experience using this reflection activity:

1. Ask a few learners to choose one of the following sentence starters and share their answers in a whole group discussion:

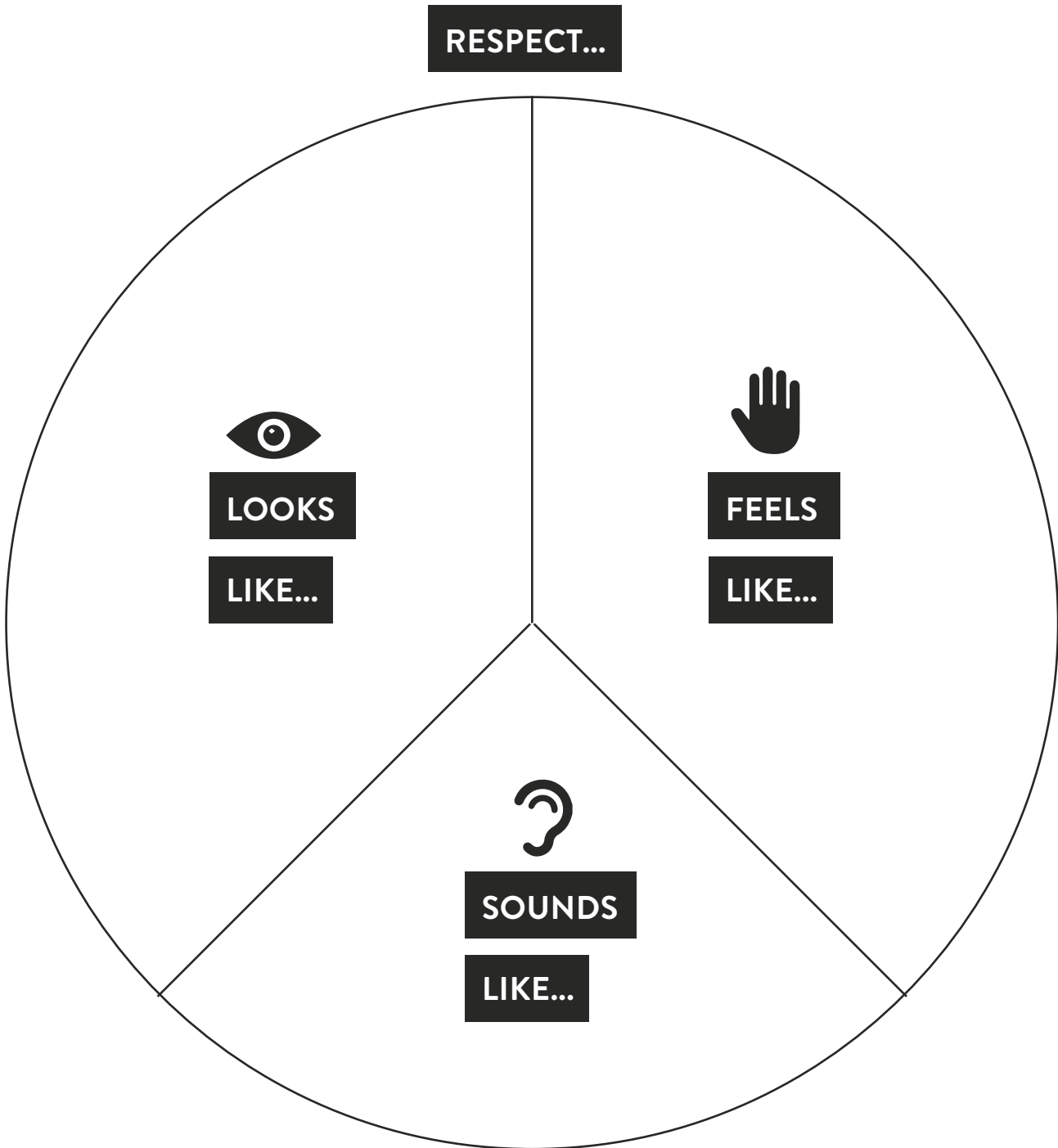
- **One of the keywords I learned today is...**
- **One thing from today's lesson that really made me think was...**
- **Something I'd like to know more about would be...**
- **Something I found particularly interesting was...**
- **Something that really stands out about what we learned today is...**
- **Something I was a little unsure about was...**

2. On the board, write down the main ideas shared for everyone to see.



**TEACHER'S NOTES**

# WHAT DOES RESPECT LOOK LIKE?



## WHAT DO WE MEAN BY ‘HATE SPEECH’?

When thinking about hate speech it is helpful to work from some important international definitions. Look through the list below, and see if you can identify the common ideas – are there other areas that are missing from these?

United Nations’ International Covenant on Civil and Political Rights (1976) – Article 20 (2): *...any propaganda for war and any advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence shall be prohibited by law.*

The Council of Europe Recommendation on Hate Speech (1997): [T]he term ‘hate speech’ shall be understood as covering all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin.

The American Bar Association: *speech that offends, threatens, or insults groups, based on race, colour, religion, national origin, sexual orientation, disability, or other traits.*

The International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) (1965) to which 174 states belong, obliges governments to *condemn and eliminate racial discrimination by both public institutions and officials and private individuals, guaranteeing to everyone—without distinction as to race, colour, or national origin, “the right to security of person and protection by the State against violence or bodily harm.”*

Recently, the Scottish Government passed the Offensive Behaviour at Football and Threatening Communications Act in March 2012 which uses this definition:

Offensive Behaviour: This offence will cover sectarian and other offensive chanting and threatening behaviour related to football

which is likely to cause public disorder. It covers:

- Expressing or inciting religious, racial or other forms of hatred
- Threatening or offensive behaviour
- Will also cover behaviour of players and managers
- Applies at, on the way to or from a “regulated football match”, which includes league, European and international matches involving Scottish teams
- “Regulated football match” based on football banning orders (FBO) legislation, which means an FBO will be available in every case
- Also covers anywhere a match is being broadcast, except domestic property
- Covers a wide range of behaviours with appropriate relevant penalties ranging from fixed penalty notices (£40) and Community Payback Orders to an unlimited fine and 5 years in prison.”

Finally, the organization Human Rights First provides more helpful information about international treaties that protect vulnerable citizens and minorities from hate speech and discrimination.

*“States have the primary obligation to protect individuals— citizens and noncitizens, regardless of their legal status— from discrimination by addressing xenophobic and other forms of bias- motivated violence. Several key international treaties—including the International Covenant on Civil and Political Rights (ICCPR), the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), the 1951 Refugee Convention and the Outcome Document of the Durban Review Conference, outline specific obligations and commitments of States to protect refugees, asylum seekers, migrants, and other persons of concern from discrimination and bias- motivated violent acts.”*

## MAPPING HATE SPEECH

Locations I might find instances of hate speech	Who might witness this?	My own experience	Impact on communities	What can be done?