

02 ENGLISH ACTIVITY BLOCK

Listening and responding when encountering hate speech

DESCRIPTION

In this Activity Block, learners will explore appropriate responses to hate speech, both online and offline, in preparation for a dialogue on this topic.

LEARNING OBJECTIVES

By the end of the activity block, learners will:

- Comprehend and articulate the concept of dialogue.
- Demonstrate they understand what they read and hear by responding appropriately when encountering hate speech.
- Reflect on the dialogue experience, considering what they have learned from their conversations about responses to hate speech.



DIALOGUE SKILLS



Active listening

Learners can demonstrate they are listening to others by acknowledging their contributions with gestures or thanks and responding appropriately to what is being shared.



Critical thinking

Learners are able to evaluate and interpret the complexity of their own and others individual identities, seeing others as unique individuals, not only as members of the groups to which they belong.



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

3 GOOD HEALTH
AND WELL-BEING



GOOD HEALTH
AND WELL-
BEING (SDG 3)

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



PEACE JUSTICE
AND STRONG
INSTITUTIONS
(SDG 16)

FURTHER RESOURCES

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

PREPARATION Dialogue Is/Is Not

DURATION 20 minutes

In this warm-up activity, learners build comprehension by reading and discussing the concepts of dialogue, setting up a baseline understanding for the subsequent activities.

1. Ask learners to sit in small groups (3-4 members) and provide each group with a copy of the *Dialogue Is/Is not worksheet* (see *Appendix*). Instruct them to cut each card.
2. Learners should sort the cards into two piles based on whether they believe the description on the card refers to dialogue or to a different form of communication.
3. Invite learners to analyse another group's lists, discuss their decisions, and make any changes they agree upon. Descriptions they cannot agree on should be set aside.
4. Conclude with a class discussion about the descriptions and meanings to check for comprehension, including what learners have written on the blank card.



MAIN ACTIVITY Appropriate Responses

DURATION 60 minutes

After learning about what dialogue is, learners will explore the benefits and challenges of different responses they may encounter to negative stories online and offline.

1. Ask the learners to work in pairs. Give them the *Hurtful Narrative Response Table worksheet* (see *appendix*). Before they begin working on it, explain each scenario to them.
2. As a whole group, go through the possible responses. Guide the learners in thinking about the benefits and challenges of each response, using the following criteria:
 - **Report it:** To whom? Will this be effective? Are there potential repercussions for them in reporting it? Do they need support before reporting it, and if so, from whom?
 - **Respond to the narrator/source:** What would be the right approach? Could this put them in any danger? How might they be prepared to handle a backlash, such as online trolling?
 - **Ignore it:** Is this ever a positive response to such a narrative? (It's better than adding to it and spreading it, but is there a moral responsibility to respond?)
 - **Start a counter-narrative:** What would the content of this message be? How would this be disseminated? Are there potential repercussions, and do they need support before doing this, and if so, from whom?
3. While learners complete the worksheet, encourage them to engage in thoughtful conversations about the benefits and challenges for each scenario and response.
4. Once they have completed the worksheet, have a whole class discussion and have them respond to these questions demonstrating that they have understood what they have heard and can articulate their understanding:
 - **Have you ever experienced similar narratives in your own lives?**
 - **What were your responses?**
 - **What might you do differently now?**



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 that may occur. 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 Traffic Lights

DURATION 20 minutes

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

1. Ask the learners to write their reflections in their notebooks for these questions:

- **Why should I pause before reacting in a dialogue?**
- **What should I think about before sharing or responding?**
- **What can I do to ensure I have considered all the perspectives in a dialogue?**

2. Bring the class together and encourage learners to share the good ideas they have heard from one another.



TEACHER'S NOTES

DIALOGUE IS/IS NOT

In an encounter with those who might have different opinions, values and beliefs to my own, dialogue is the process by which I come to understand the others' lives, values and beliefs better and others come to understand my life, values and beliefs.

Sort the cards under these headings: **DIALOGUE IS** and **DIALOGUE IS NOT** (one card is left blank for your own ideas).

THE SAME THING AS A DEBATE	TRYING TO FIND OUT HOW WE ARE ALL THE SAME THROUGH DISCUSSING SIMILARITIES	ASKING QUESTIONS TO FIND OUT MORE ABOUT THE LIVES OF OTHERS
MAKING FRIENDS WITH SOME ONE ELSE	AN INTERVIEW	LISTENING CAREFULLY TO WHAT OTHERS SAY AND RESPONDING TO THEM
AN ARGUMENT	TRYING TO UNDERSTAND A DIFFERENT WAY AT LOOKING AT SOMETHING	WORKING TOGETHER TO FIND SOLUTIONS TO SHARED PROBLEMS
A DISCUSSION WHERE I FEEL SAFE ENOUGH TO ASK DIFFICULT QUESTIONS/SHARE DIFFICULT EXPERIENCES	TRYING TO FIND OUT HOW WE ARE DIFFERENT AND UNDERSTAND THOSE DIFFERENCES	READING PREPARED STATEMENTS TO OTHER PEOPLE
WAITING FOR MY TURN TO SPEAK		



HURTFUL NARRATIVE RESPONSE TABLE

SCENARIO	REPORT IT	RESPOND TO NARRATOR OR SOURCE	IGNORE IT	CREATE A COUNTER-NARRATIVE	OTHER
You see a hurtful meme on Facebook that spreads dangerous rumours about a minority group in your community.					
You overhear a conversation between classmates about a girl in another class and you know it is not true.					
A conspiracy theory video goes viral on many of your social media accounts. Everyone is talking about it but you have serious doubts about its authenticity.					
You see a very misleading and inflammatory headline in your local newspaper.					