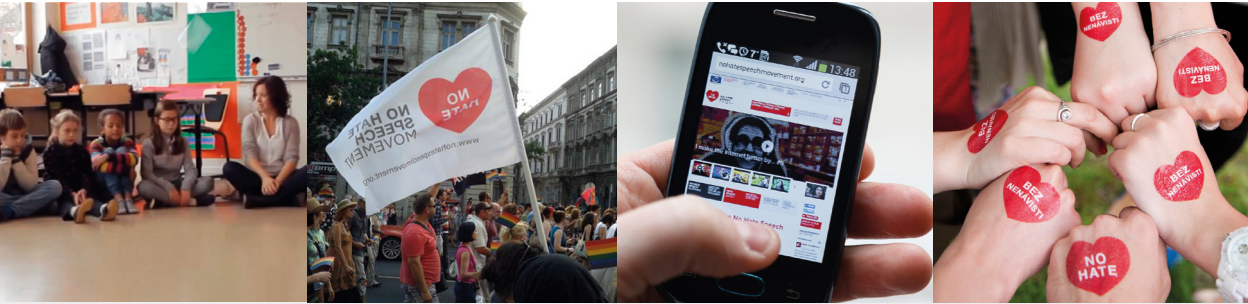


BOOKMARKS

A manual for combating
hate speech online through
human rights education



citizenship bullying human rights education hostility tolerance
responsibility antigypsyism solidarity xenophobia justice crime
intolerance respect sexism diversity racism peace nationalism
prejudice participation antisemitism equality homophobia safety
dignity islamophobia freedom discrimination democracy hate

Revised edition
2016



COUNCIL OF EUROPE



CONSEIL DE L'EUROPE



BOOKMARKS

A MANUAL FOR COMBATING HATE SPEECH ONLINE
THROUGH HUMAN RIGHTS EDUCATION

Revised edition (2016), with the inclusion
of the Guide to Human Rights for Internet Users

WRITTEN AND EDITED BY

ELLIE KEEN, MARA GEORGESCU

WITH CONTRIBUTIONS TO THE SECOND EDITION FROM

MARA GEORGESCU, SATU VALTERE, OLENA CHERNYKH

FINAL EDITING

RUI GOMES

Bookmarks - A manual for combating hate speech online through human rights education
Revised edition, 2016

The views expressed in this manual do not necessarily reflect the opinions of the Council of Europe.

Copyright of this publication is held by the Council of Europe. No parts of this publication may be reproduced or transmitted for commercial purposes in any form or by any means, electronic (CDRom, Internet, etc.) or mechanical including photocopying, recording or any information storage or retrieval system, without the permission in writing from the Publishing Division (publishing@coe.int), Directorate of Communication of the Council of Europe (copy to the European Youth Centre Budapest, 1-3 Zivatar utca, H-1024 Budapest, Hungary; email: eycb.secretariat@coe.int).

Reproduction of material from this publication is authorised for non-commercial education purposes only and on condition that the source is properly quoted.

All other correspondence concerning this document should be addressed to the Youth Department of the Council of Europe:

European Youth Centre Strasbourg
30, rue Pierre de Coubertin
F- 67075 Strasbourg Cedex – France
Email: youth@coe.int

Credits for photos on the cover (from left to right):

- Council of Europe
- Földi László
- Horváth Dániel
- National Campaign Committee Slovakia

Proofreading: Rachel Appleby

Layout and design: Horváth Dániel – danielhorvath.com

Printed in Ukraine

ISBN 978-92-871-8201-2

© Council of Europe, 2016

PREFACE



The manual Bookmarks you have in your hands is a precious tool to stop hate speech and strengthen human rights. You may ask: “Why should we bother? Don’t people have the right to express themselves freely in a democratic society?” It is true that freedom of expression is a fundamental human right that applies also to ideas that may offend, shock or disturb people. But exercising this right carries clear duties and responsibilities. Hate speech is not “protected” speech; words of hate can lead to real-life crimes of hate, and such crimes have already ruined and taken the lives of too many people.

Hate speech has become one of the most common forms of intolerance and xenophobia in Europe today. Of particular concern is the increasing presence of hate speech in political discourse and how it has become commonplace in the public sphere, in particular via the Internet. When the unacceptable starts to be accepted, becomes “the norm”, there is a true threat to human rights. The No Hate Speech Movement of the Council of Europe was launched to reduce the acceptance of hate speech online and put an end to its “normalisation”.

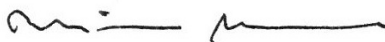
No one would deny that the Internet provides us with remarkable new tools for communication, solidarity, organising social change and entertainment. And yet we must not let it be misused as an instrument of online torture and propaganda for the industries and ideologies of hate. Freedom of expression online must also mean freedom from fear online.

The Council of Europe has been a pioneer in defining hate speech and in calling for the condemnation of racism and xenophobia on the Internet. Legal measures are very important, but they are not enough. Education is the only long-term solution: to prevent hate speech, to denounce hate speech and to promote solidarity with the victims.

Learning about, through and for human rights is essential in maintaining an active climate of human rights in the face of the rapid changes which our societies are facing today. This is especially relevant to children and young people, and nowadays should certainly be an integral part of education about media and Internet literacy.

The No Hate Speech Movement campaign of the Council of Europe is carried out by young people themselves: they called for its creation and are deciding how it is run. This is important because it is also young people who are among the most regular victims of human rights abuse online through various forms of hate speech and bullying.

I hope this guide finds its way into schools, youth centres and youth organisations – and onto the Internet too. I encourage students, educators and others to use it freely and to join in with the campaign. Let us use Bookmarks to make a stand against hate speech.



Thorbjørn Jagland
Secretary General of the Council of Europe



ACKNOWLEDGEMENTS

We would like to express our gratitude to all those who contributed to this manual, with their suggestions and feedback, in particular:

- The members of the Follow-up Group of the No Hate Speech Movement campaign, chiefly the representatives of the Advisory Council on Youth and of the European Steering Committee on Youth, and the observers representing the European Steering Committee on Educational Policy and Practice, the European Youth Information and Counselling Agency, the European Youth Forum, the European Youth Card Association, the EEA Norway Grants and the online activists.
- Claudia Lenz (The European Wergeland Centre), Anni Siltanen (Insafe) and Vitor Tomé (consultant).
- Anne Weber (Office of the Commissioner for Human Rights), Gordana Berjan (Children's Programme), Lee Hibbard, Elvana Thaci and James Lawson (Internet Governance Unit); Paula Eck-Walters (Secretariat of the European Commission against Racism and Intolerance); Josef Huber, Yulia Pererva (Education Department); Anca-Ruxandra Pandea, Menno Ettema, Aileen Donegan, Claire Uszynski and Maud Hoffman Boivin (Youth Department), all at the Council of Europe.

We have made all possible efforts to trace references of texts and activities to their authors and give them the necessary credits. We apologise for any omissions and will be pleased to correct them in the next edition.



TABLE OF CONTENTS

CHAPTER 1 - ABOUT THE MANUAL

1.1 Introduction to the manual.....	7
1.2 The problem of hate speech online.....	8

CHAPTER 2 - NO HATE SPEECH MOVEMENT

2.1 About the campaign.....	11
2.2 What can young people do?	14

CHAPTER 3 - USING THE MANUAL

3.1 The need for the manual.....	15
3.2 Structure of the manual.....	16
3.3 Running the activities.....	17
3.4 Ten Do's and Don'ts.....	19
3.5 Themes and questions.....	20

CHAPTER 4 - 24 ACTIVITIES

Synoptic table of activities	22
24 activities for combating hate speech online through human rights education.....	25

CHAPTER 5 - BACKGROUND INFORMATION

5.1 Hate speech online	148
5.2 Human rights.....	155
5.3 Freedom of expression.....	160
5.4 Racism and discrimination	166
5.5 Private life and safety	171
5.6 Democracy and participation	174
5.7 Campaigning strategies.....	179
5.8 Internet literacy.....	182
5.9 Cyberbullying.....	191
5.10 The Council of Europe and hate speech online.....	195

CHAPTER 6 - APPENDICES

6.1 Universal Declaration of Human Rights (summary).....	200
6.2 The European Convention on Human Rights and its protocols (summary)	201
6.3 Other resources on tackling hate speech online.....	204
6.4 Guide to Human Rights for Internet Users.....	206
6.5 Proposals of workshops based on Bookmarks	208



**NO HATE
SPEECH
MOVEMENT**

CHAPTER 1

ABOUT THE MANUAL

1.1 INTRODUCTION TO THE MANUAL

This manual has been designed to support the No Hate Speech Movement, the Council of Europe's youth Campaign against hate speech online, and will be useful for educators working to address this problem, both inside and outside the formal education system. The manual is designed for working with young people aged 13 to 18; however, activities can be adapted to other age ranges and other profiles of learners.

'Sticks and stones may break my bones but words can never hurt me'

Do you agree?

Bookmarks was first published at the beginning of 2014 and has already been translated into 10 languages. In this revised edition, the manual has been updated to include the most recent information about the No Hate Speech Movement youth campaign and about the Council of Europe *Guide to Human Rights for Internet Users*. This has also resulted in three new educational activities in this edition.

The need for educational initiatives which target cyberhate can partly be seen in the growing amount of abuse to be found on the Internet, much of which is extreme and racist in tone and can threaten the fundamental values of a democratic society. However, cyberhate is not just a problem related to racism and discrimination; it is also a problem related to the way that people use the Internet. This makes it a relatively new phenomenon, and one which is not fully recognised or understood. The 'novelty' of online hate speech means that this is a problem that the world does not yet quite know how to deal with.

Many existing attempts to combat cyberhate tend to focus on controlling mechanisms: cutting out the hate when it appears. The approach in these pages views hate speech as a *symptom* of a deeper problem. The activities have been designed to address the underlying causes of hate speech as well as learning how to deal with it when it occurs.

Hate speech online represents the leaves of a particularly malicious plant, whose roots lie deep in society. Pruning the leaves cannot address the wider causes of the problem.

A HUMAN RIGHTS APPROACH

The activities in the manual should help young people in developing the knowledge, skills and attitudes which will be needed if the Internet is to reflect the fundamental principles which have been established for the *real* world. Those principles were drawn up and agreed on over 60 years ago: they are known as human rights, and they reflect the basic dignity of every human being, their equality in rights, their freedom, and

their role in deciding and establishing the rules which should govern our daily existence.

Like the youth Campaign, this manual sees hate speech as a human rights concern and the approach used in the activities is based on human rights principles and standards. This makes the manual useful not only in addressing online hate speech but also as a way of understanding human rights themselves and the way they apply both in offline as well as online settings. You can find more information on the educational approach in Chapter 3, and some basic information about human rights online and offline in Chapter 5.

DEMOCRACY AND CITIZENSHIP ... ONLINE

The manual is based on the firm belief that online space is public space, and hence, all principles of a democratic society *can* and *should* apply online. In this context, the role of young people online is extremely important in combating hate speech.

Young people are citizens online, which means they can express their aspirations and concerns online, take action, and hold accountable those who violate human rights online. What's more, they can be human rights defenders online.

The online space is also a space for participation, including the awareness about Internet governance processes. The manual explores, through activities, ways of interaction online, how young people can take action online and how they can campaign online for a better and safer Internet.

Background themes related to democracy, online campaigning and Internet literacy are included in Chapter 5.

1.2 THE PROBLEM OF HATE SPEECH ONLINE

NEW POSSIBILITIES, NEW DANGERS

The possibilities for human interaction have exploded with the coming of the Internet. The Internet has given us the possibility, in theory, to communicate with almost any other person in the world; it has even made it possible, in theory, for one thought in a back room in a small and unknown corner of the world to be picked up by every other person! Everyone with access to the Internet is now both publisher and public speaker. Few, it seems, can interfere with what we want to say.

Do you know what's out there?

*See page 151 for some examples.
Or do an online search yourself.*

This is a novelty that few would want reversed, but it should not surprise us that the ever-expanding world of online interaction has also come to reflect and feed back into many of the difficulties that human beings have historically encountered in their 'real' existence. Intolerance and 'hate' have been a feature of human society almost since time began. A number of studies have seen an increase in these attitudes over recent years.

Who's checking!?

Is it easier to speak our darkest thoughts online?

The problem is that if there is less tolerance of difference, and if the constraints on that intolerance are not

watched, then intolerance – and hate – will find expression, both in the things that people do and in the things they say. The Internet has opened up new ways of saying things, and it has opened up new avenues to say them to more people. The constraints, however, on what we can say online are far fewer than those which exist offline: we can say things over the Internet that we would not dare to say in public in the ‘real’ world. If hate speech offline is a problem that societies have recognised, and found the need to address, is online hate speech something that we can ignore?

Which is worse...?

Spoken at a public meeting

*“If you’re gay – get a cure.
Then join the human race.”*

Posted on an Internet forum

*“If you’re gay – get a cure.
Then join the human race.”*

THE EXTENT OF THE PROBLEM

*“I will rape you tomorrow at 9pm. Shall we meet near your house????”¹
“We dont want you here, stay in your own country and destroy it, not ours!!!”²
“You’re a silly *****. Your mother’s a wog and your dad is a rapist”³*

Monitoring the amount of hate speech online is notoriously difficult. In fact, it is precisely this difficulty which makes it so easy for those who want to spread hate to do so online, and makes it so difficult for governments, or others, to control. A few organisations have attempted to track the extent of the problem. All of them have found that online hate appears to be increasing.

An increase in hate sites

- The 2011 edition of the Simon Wiesenthal annual Digital Terror & Hate Report⁴ notes a 12% increase to 14,000 “problematic social networks websites, forums, blogs, twitter, etc. (up from 11,500 last year), comprised on the subculture of hate”.
- The Internet Security system, Websense, which claims to be tracking about 15,000 ‘hate and militancy’ sites, reported that racism, hate, and militancy sites tripled in number during 2009.⁵

Other studies have tried to investigate the extent to which young people are encountering hate in their online activities.

Young people and online hate

- Across Europe, 6% of 9 to 16-year-old Internet users reported having been bullied online, and 3% confessed to having bullied others.⁶
- 16% of young Internet users in Canada say they have posted comments on the Internet that were hateful towards a person or group of people.⁷
- 78% of the respondents of an online survey stated they had encountered hate speech online on a regular basis. The three most recurrent targets of hate speech were: LGBT people (70%), Muslims (60%) and women.⁸

ENDNOTES

- 1 Tweet to Stella McCreasy (UK Member of Parliament)
- 2 From the Facebook page 'Bugger off Asylum Seekers'
- 3 Tweet sent out when a footballer – Fabrice Muamba originally from the Democratic Republic of Congo – suffered a cardiac arrest during a football match.
- 4 Digital Terrorism and Hate Report launched at Museum of Tolerance, February 2011
www.wiesenthal.com/site/apps/nlnet/content2.aspx?c=IsKWLBpJLnF&b=4441467&ct=9141065
- 5 Racism, hate, militancy sites proliferating via social networking, Networkworld, May 2009
www.networkworld.com/news/2009/052909-hate-sites.html
- 6 From a survey by EU KidsOnline:
[www2.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20II%20\(2009-11\)/EUKidsOnlineIIReports/Final%20report.pdf](http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20II%20(2009-11)/EUKidsOnlineIIReports/Final%20report.pdf)
- 7 From 'Young Canadians in a Wired World', a national school-based survey of 5,272 children and youth in Grades 4 to 11, and qualitative research findings from focus groups with parents and young people aged 11 to 17, 2003 – 2005.
- 8 Council of Europe online survey in view of the No Hate Speech Movement, 2012.
www.coe.int/youthcampaign

CHAPTER 2

NO HATE SPEECH MOVEMENT

THE COUNCIL OF EUROPE YOUTH CAMPAIGN FOR HUMAN RIGHTS ONLINE

“Hate speech, as defined by the Committee of Ministers of the Council of Europe, covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, antisemitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, and migrants and people of immigrant origin. For the purpose of the campaign, other forms of discrimination and prejudice, such as antigypsyism, christianophobia, islamophobia, misogyny, sexism and discrimination on the grounds of sexual orientation and gender identity fall clearly within the scope of hate speech.”

Presentation of the campaign – www.nohatespeechmovement.org

2.1 ABOUT THE CAMPAIGN

The Council of Europe’s campaign against online hate speech was launched on 22 March 2013 and runs until the end of 2017. The first phase of the Campaign (2013-2015) was designed to raise awareness of the problem, change attitudes towards it and mobilise young people to act against it. The second phase of the Campaign (2015-2017) will focus more on educational responses and prevention strategies. The No Hate Speech Movement youth campaign is part of the Council of Europe’s wider efforts to promote human rights online.

The Council of Europe views hate speech as a threat to democracy and human rights. The No Hate Speech Movement has human rights at its core but is not only about using legal mechanisms to combat cyberhate – nor is it necessarily about ‘cutting out the hate’ wherever it occurs. The Campaign encourages respect for freedom of expression and aims to develop alternative responses to hate speech, including prevention, education, awareness raising, the development of self-regulation by users and encouraging support for victims. In essence, the Campaign is about promoting human rights online, and making the Internet a safer space for all.

CAMPAIGN GOALS

The Campaign addresses and combats hate speech by mobilising young people as actors and multipliers for a culture of human rights and democratic citizenship, online and offline.

The Campaign has the following goals:

- To raise awareness about hate speech online and offline
- To support human rights education activities for action against hate speech and the risks it poses for democracy and to the well-being of young people
- To develop and disseminate tools and mechanisms for reporting hate speech, especially in its online dimension, including at national level
- To mobilise national and European partners to prevent and counter hate speech and intolerance online and offline
- To promote media literacy and digital citizenship and support youth participation in Internet governance
- To contribute to the implementation of the Council of Europe Action Plan on the fight against violent extremism and radicalisation leading to terrorism, notably by addressing root causes for the violent radicalisation of young people.

THE CAMPAIGN TOOLS

NATIONAL CAMPAIGN COMMITTEES

The Campaign is promoted by the Council of Europe and its European partners and implemented by national campaign committees in the member states.

CAMPAIGN COORDINATION WEBSITE

www.coe.int/youthcampaign

This is the portal for the Campaign organisers at national and European levels. It contains updated information about the work behind the campaign, including contacts for national campaigns' committees and coordinators.

NO HATE SPEECH MOVEMENT ONLINE PLATFORM

www.nohatespeechmovement.org

The online platform exists to support the movement and to serve as the public face of the Campaign. It includes personal testimonials from young people – including self-made videos and photos. Anyone can register as a user of the site, and join the movement. The platform is moderated by online volunteers and activists.

HATE SPEECH WATCH

www.nohatespeechmovement.org/hate-speech-watch

This is an area of the Campaign Internet platform consisting of examples of hate speech online submitted by users. It offers the possibility to discuss possible approaches with other young people in the movement and organise actions against hate speech.

BLOG “THE CAMPAIGN IN ACTION”

The www.nohatespeechmovement.org has a blog for campaign activists and partners to provide information about activities and initiatives carried out across Europe. It also enables discussions about current issues related to hate speech and to the Campaign.

FORUM “JOIN THE DISCUSSION”

In this forum <http://forum.nohatespeechmovement.org> anyone can join a discussion about hate speech online and offline and many other issues related to the Campaign. The forum is moderated by the online volunteers and activists.

EVENTS

Although the main activities take place online, the Campaign also includes offline activities, such as training courses, seminars, conferences, youth events, festivals and flashmobs. And, of course, many educational activities in formal and in non-formal learning settings.

EUROPEAN ACTION DAYS

These are organised action events which run throughout the Campaign and involve activists in the national and European campaigns alike. Each action day focuses on different aspects of hate speech and encourages action in support of particular target groups. The Action Days include a programme and various online activities co-ordinated by volunteer moderators. Dates and themes for the Action Days are updated regularly: check the campaign website!

Here are some examples of Action Days:

- The second week of February: Safer Internet Action Day
- 8 March: Action Day against Misogyny and Sexism
- 21 March: Action Day against Racism and Xenophobia
- 8 April: Action Day against Antigypsyism and in Solidarity with Roma people
- 17 May: Action Day against Homophobia and Transphobia
- 20 June: Action Day in support of Refugees and Asylum Seekers
- 22 July: Action day in solidarity with Victims of Hate Crimes
- 21 September: Action Day against Islamophobia and Religious Intolerance
- 9 November: Action Day against Fascism and Antisemitism
- 10 December: Action Day for Human Rights Online

LEARNING TOOLS

BOOKMARKS

This manual is an important tool of the Campaign. It is designed for teachers and educators and should help to increase the number of young people aware of the Campaign – and those ready to join the movement.

CAMPAIGN VIDEOS

The videos provide introductions to the problem of hate speech online and present the “No Hate Speech Movement” tools and approaches. You can find various videos on the Campaign’s main page www.nohatespeechmovement.org.

GUIDE TO HUMAN RIGHTS FOR INTERNET USERS

The Guide is a tool for Internet users to learn about human rights online, their possible limitations, and available remedies for such limitations. The Guide provides information about what rights and freedoms mean in practice in the context of the Internet, how they can be relied and acted upon, as well as how to access remedies.

The Guide is accessible at: www.coe.int/en/web/internet-users-rights/guide.

2.2 WHAT CAN YOUNG PEOPLE DO?

There are many more possible ways of contributing to the Campaign than are listed below. Some further suggestions are included as ‘Ideas for Action’ at the end of the activities in this manual. Here is a brief list to bring your groups into the Campaign.

- Join the Movement on www.nohatespeechmovement.org
- Sign up to the Campaign newsletter, post photos or videos and interact with others on the Campaign website (<http://forum.nohatespeechmovement.org>)
- Monitor hate speech online and report examples to Hate Speech Watch: www.nohatespeechmovement.org/hate-speech-watch
- Watch out for the European Action Days and organise your own national event
- Visit the campaign co-ordination website at www.coe.int/youthcampaign. Find out who your national co-ordinator is and see how you and your group can get involved in the campaign in your country
- Share your activities – and learn about others’ – in the blog “The Campaign in Action”
- Join the discussions about hate speech online and the campaign in the forum <http://forum.nohatespeechmovement.org>
- Disseminate the campaign in Facebook - <https://www.facebook.com/nohatespeech> and Twitter - #nohatespeech @nohate_speech
- Carry out educational activities about hate speech using this manual
- Take action online and offline to promote human rights for all and fight hate speech!

The Campaign is evolving all the time, thanks to the dedication of online and offline volunteers and activists. This is why you can find many more materials on the campaign website, including ideas, resources, petitions, and details of upcoming events. Give your group time to browse the website and then discuss as a group how you can join the Campaign.

CHAPTER 3

USING THE MANUAL

This chapter contains a brief outline of the manual's overall structure, aims and methodology. It should help with understanding the educational approach and with planning and conducting activities with your group.

3.1 THE NEED FOR THE MANUAL

Hate speech is an attack on those who are often already vulnerable, and it sows the seeds for tension, further inequality and often violence. The Council of Europe views hate speech as a threat to democracy and human rights.

The No Hate Speech Movement campaign recognises that efforts to address the problem need to include work at a number of different levels. The problem and the solutions are not always straightforward. This manual has been designed to support the educational work that will enable young people to find their own ways of addressing and coping with hate speech online. It aims to develop the understanding, skills and motivation that they will need in order to play an active role in the Campaign, and an active role in shaping an Internet which pays due respect to human rights and democratic participation principles. The manual has also been designed to be used as a tool for the promotion of the rights of Internet users.

Young people are not only 'bystanders' to hate speech online: many are already victims, and some have been drawn into victimising. Educational initiatives need to take this into account and need to address young people in all three roles. With this in mind, the activities in this manual have been designed to address seven key objectives.

THE MANUAL'S OBJECTIVES

- To enable actors in formal and non-formal education contexts to address hate speech with young people and involve school communities in the No Hate Speech Movement campaign
- To develop the skills and motivation for young people to recognise online hate speech and to become 'online activists' for human rights
- To raise awareness of human rights principles and promote a vision of the Internet which reflects these principles
- To support human rights education through non-formal learning approaches and develop critical spirit among children and young people
- To empower those who are already victims of online hate speech, or who are likely to become victims
- To encourage empathy for groups or individuals who may be targets of hate speech online
- To break down myths and prejudice about some of the most common targets of hate speech.

THE MANUAL'S EDUCATIONAL APPROACH

This manual uses the educational approaches of human rights education. The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010) defines human rights education as:

“education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviours, to **empower learners to contribute to the building and defence of a universal culture of human rights in society**, with a view to the promotion and protection of human rights and fundamental freedoms.”

Human rights education involves three dimensions:

- **Learning about** human rights, knowledge about human rights, what they are, how they are safeguarded and protected, and how they apply offline and online.
- **Learning through** human rights, recognising that the context and the way human rights learning is organised and imparted has to be consistent with human rights values (e.g. participation, freedom of thought and expression, etc.) and that in human rights education the process is as important as the content of the learning
- **Learning for** human rights, by developing skills, attitudes and values for the learners to apply human rights values in their lives and to take action, alone or with others, for promoting and defending human rights.

Compass, the Council of Europe manual for human rights education with young people, offers more information about human rights education that can support facilitators in understanding its approaches and practices. Learn more: www.coe.int/compass

3.2 STRUCTURE OF THE MANUAL

INTRODUCTORY CHAPTERS

This chapter, and the two preceding chapters, are important in setting the context for the activities. It is recommended that you familiarise yourself with the contents in order to understand the context for the manual and the Campaign.

Much of the material in Chapter 1 is also explored more fully in Section 5.1, Hate Speech Online. The information presented in this section will give you a good idea of the range of issues relating to hate speech online, and an understanding of the urgency of working to address it.

Chapter 2 offers a brief overview of the Council of Europe's Campaign against hate speech online. Since this manual is strongly action-orientated, becoming involved in the Campaign will strengthen the activities, and add force to the Campaign. It is recommended that you also look at the Campaign Internet platform (www.nohatespeechmovement.org) which provides more detailed information, and numerous opportunities for young people to become involved.

UNDERLYING THEMES

The manual has been built around eight themes of direct relevance to hate speech online. The themes themselves, and some of the underlying issues they address, are laid out in the diagram on page 20. The questions are not exhaustive: they only pick out some of the more important issues falling under each theme.

Most of the activities address issues relating to a number of different themes, each of which is an important area in itself. For this reason, many of the activities will also be useful in supporting more general work on anti-racism, Internet literacy, citizenship education, human rights education, and other areas.

THE ACTIVITIES

The main body of the manual consists of 24 activities, each of which has been designed to address one or more of the themes. Activities have also been classified according to 'level of complexity': a level 4 activity assumes some pre-existing experience or knowledge of the area; a level 1 activity can be run with groups who are new to the topic.

You can use the table of activities on page 22 to identify appropriate activities according to theme, time required, and level of complexity. Although it is not expected that many educators will have the opportunity, or need, to run all the activities, the importance of the interrelated themes means that all the activities can be used not only to address hate speech but also to support work across a number of other concerns. Each activity also contains a section consisting of 'Ideas for Action'. These are an important way of consolidating the knowledge and skills acquired in the activities, and they will help young people to become engaged in the Campaign and to feel their own power to make it a success.

THE BACKGROUND TEXTS

The background texts in Chapter 5 have been designed to support the activities. Sections 5.1 and 5.2, dealing with hate speech online and human rights online and offline, are of central importance to all the activities. Other texts can be referred to as needed, and as indicated by specific activities.

3.3 RUNNING THE ACTIVITIES

The instructions for the activities are relatively detailed and contain additional advice in the 'tips for facilitators'. These tips also warn of potential difficulties, so it is important to look at them beforehand.

The following section contains general recommendations for getting the best out of the activities, and a brief outline of the educational approach used in the manual. Refer to the list of 'Dos and Don'ts' at the end for a quick checklist of things to bear in mind.

Further support and recommendations on running human rights activities can be found in Chapter 1 of Compass. www.coe.int/compass

THE ROLE OF FACILITATOR

The activities use the term 'facilitator' to refer to the person running the activities. A facilitator is someone who 'makes something happen', who supports and encourages others to learn and develop their own potential. Effective facilitation is the key to human rights education, and the key to giving life to these activities.

Do not feel you need to be an 'expert' in order to work on the issues: good facilitation does not require any particular knowledge or expertise, except perhaps an 'expertise' in understanding and relating to young people. The activities in this manual will be most successful in an environment where your group is encouraged to explore and find their own approach to issues which are complicated, and often controversial. There is no harm in letting them know that you are exploring together with them! The direct participation of learners in the education processes increases the impact and quality of learning and is inherent to learning *through* human rights. The facilitator, therefore, does not have to be the expert in all matters but should be able to help learners find information and form their own answers and opinions.

CREATING A SAFE ENVIRONMENT

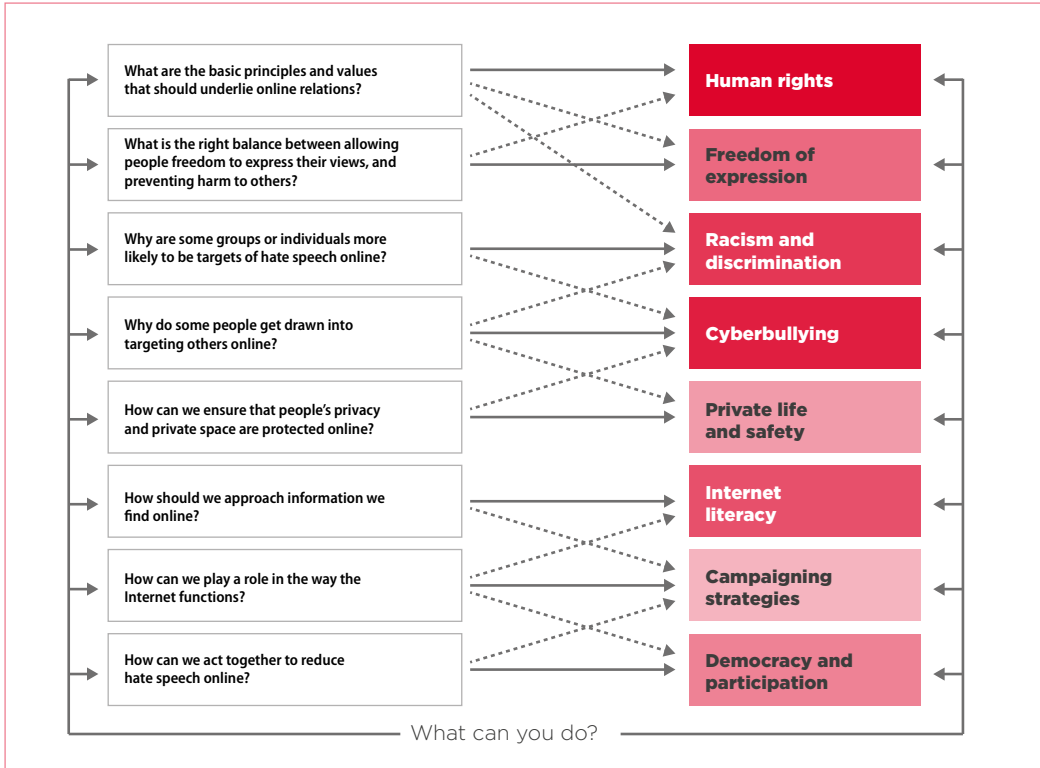
Many of the activities and the issues raised in the manual may touch some of your participants directly. Some participants may have been the victims of bullying or cyberbullying, perhaps even by others in the group; some may have been targeted by racist abuse or discriminatory behaviour. It is very important that you are sensitive to these possibilities and that you let participants know that there is support available if needed. Make sure that you are able to offer that support, or able to point them in the direction of someone else who can help. The InSafe (www.saferinternet.org) and the InHope (www.inhope.org) networks provide useful contacts and helplines to report abuse online in many countries. Many member states have their own specific services to support and receive complaints. Facilitators are advised to inform themselves and, where relevant, to invite these services to support their educational activities.

As far as possible, participants need to feel 'safe' discussing the issues. You could set some base rules with the group, for example, agreeing to respect the opinions of others and to avoid any form of abuse, mockery or personal criticism.

3.4 TEN DO'S AND DON'TS

1	Do encourage participants to voice their opinions and ideas, and speak from their own experiences.	Don't condemn any suggestions as 'useless', 'irrelevant' or 'stupid'!
2	Do try to develop a culture of mutual respect, a safe environment where everyone feels comfortable about expressing their opinion.	Don't allow the group to exclude, ignore, pre-judge, or disrespect anyone else: try to establish some basic principles from the outset.
3	Do encourage discussion and questioning: they will learn by expressing their doubts or uncertainty.	Don't try to give lengthy presentations: that will only turn participants off!
4	Do make links with the reality of the participants and with real issues in their environment.	Don't hand out generalisations which they can't relate to.
5	Do abandon dogma! Allow them to question 'established truths', and do so yourself.	Don't 'preach', or use your position to close an argument.
6	Do be honest with participants. They will respect you more and will be more likely to open up themselves.	Don't pretend to know if you aren't sure! Tell them you will find out, or encourage them to do so.
7	Do trust participants. They need to find the answers for themselves.	Don't talk down to them, and don't try to lead them where they won't be led.
8	Do take their suggestions seriously: they will be more likely to become involved if they feel ownership.	Don't feel you need to stick rigidly to what was planned: follow their interests if they prefer to move in another direction.
9	Do appeal to their natural human sympathies. Ask them how they feel, or how they <i>would</i> feel if ...	Don't give up if their opinions seem unkind or thoughtless. Show them another perspective.
10	Do treat participants as equals – equal to each other, and 'equal' to you. You are all only human!	Don't exclude participants or make assumptions about what they can or can't do. Humans can be unpredictable!

3.5 THEMES AND QUESTIONS





CHAPTER 4

24 ACTIVITIES

FOR COMBATING HATE SPEECH ONLINE THROUGH HUMAN RIGHTS EDUCATION

A day in court.....	25
A new mosque in Sleepyville	32
Action and campaigning step by step.....	40
Changing the game	49
Checking the facts	55
Clash of freedoms.....	60
Confronting cyberbullying	66
Freedom unlimited?.....	69
Group X	73
Human rights online quiz	78
Online participation	83
Our rights online.....	87
Play it again.....	92
Race for rights!.....	96
Reading the rules	102
Roots and branches	108
Saying it worse.....	112
Talking it out.....	117
The stories they tell	121
Understanding hate speech	125
Virtual action	131
Wear and share	135
Web attack	138
Web profiles	142

SYNOPTIC TABLE OF ACTIVITIES

Title	Themes	Overview	Level	Time (in min)
A day in court	Freedom of Expression Human Rights Racism and Discrimination	Participants play out a mini-trial, looking at a real case that came before the European Court of Human Rights	4	120
A new mosque in Sleepyville	Democracy and Participation Racism and Discrimination Internet Literacy	This is a simulation of an online consultation/debate. The issue under discussion is the building of a new mosque in a traditionally Christian area.	4	Up to 3 hours, or 3 sessions of 50 minutes each
Action and campaigning step by step	Racism and Discrimination Campaigning Strategies Human Rights	This is a series of 4 activities leading to an action against hate speech and hate crime. The different parts can be run separately and can also be used in combination with other activities in the manual.	4	3 sessions of 90 minutes, 60 minutes and 45 minutes for Parts 1, 2 and 3. Time is also needed for the campaigning action.
Changing the game	Racism and Discrimination Internet Literacy Campaigning Strategies Democracy and Participation	Participants are introduced to the campaign and devise a 'mini-campaign' against sexism in online gaming.	3	60
Checking the facts	Internet Literacy Racism and Discrimination Campaigning Strategies	Participants are asked to act as 'researchers' for politicians on the issue of homophobic abuse. They consider the reliability of information posted online and develop strategies for their own practice.	4	60
Clash of freedoms	Democracy and Participation Freedom of Expression Racism and Discrimination	The activity is a simulation involving two communities with opposing views on freedom of expression, but forced to live together on the same island.	4	120
Confronting cyberbullying	Cyberbullying Democracy and Participation Internet Literacy	This is an activity in which participants identify their likely response to various bullying scenarios – and discuss alternative courses of action.	1	45
Freedom unlimited?	Freedom of Expression Democracy and Participation Human Rights	Participants explore the idea of freedom of expression using a number of case studies. They need to decide what to do with comments or communications which are controversial, abusive or potentially dangerous.	2	45

Title	Themes	Overview	Level	Time (in min)
Group X	Racism and Discrimination Human Rights Private Life and Safety	Participants map rights from the European Convention on Human Rights against a series of abuses commonly experienced by young Roma.	4	60
Human rights online quiz	Human Rights	This activity is a quiz about human rights online. It helps participants to get to know their rights online by using the <i>Guide to Human Rights for Internet Users</i> .	3	60
Online participation	Internet Literacy Private Life and Safety Human Rights	Participants think about how they use the Internet and how they participate online. They identify and rate their level of online participation and plan what kind of role they would like to have online in the future.	3	45
Our rights online	Human Rights Democracy and Participation	Participants learn more about the <i>Guide to Human Rights for Internet Users</i> . They analyse key messages and statements of the Guide and reflect on its application in daily life.	2	60
Play it again	Cyberbullying Democracy and Participation Racism and Discrimination	This activity is based on a role play: someone is drawn into an act of bullying because of peer pressure. Participants are asked to replay the scenario in order to achieve a different outcome.	2	60
Race for rights!	Human Rights Racism and Discrimination Private Life and Safety	The activity provides a basic introduction to human rights through a team game. Participants have to depict different rights to members of their team using anything they like – except for words!	1	60
Reading the rules	Campaigning Strategies Internet Literacy Democracy and Participation	Participants discover the terms of use or community guidelines of a website and take steps to report inappropriate content to the website. Participants also discuss what the pluses and minuses of reporting there are, particularly in relation to the possibilities of Web 2.0.	3	60



Title	Themes	Overview	Level	Time (in min)
Roots and branches	Racism and Discrimination Human Rights Campaigning Strategies	Participants explore the causes and effects of hate speech online using a 'problem tree' approach. This activity can be used as a follow-up activity to the activity Group X, or as a standalone activity.	2	45
Saying it worse	Racism and Discrimination Democracy and Participation	This is an introductory activity to hate speech online. Participants rank different examples of anti-gay hate speech according to which they think are 'worse'.	1	45
Talking it out	Campaigning Strategies Racism and Discrimination Internet Literacy	The activity uses a 'fishbowl' discussion to explore common prejudices about particular groups in society and engages participants to think critically about commonly held beliefs and develop arguments against hate speech.	1	45
The stories they tell	Racism and Discrimination Human Rights Freedom of Expression	Participants work in small groups to analyse a news publication, focussing on the portrayal of immigrants and immigration. Results are presented as a collage.	2	60
Understanding hate speech	Human Rights Racism and Discrimination	Participants look at examples of hate speech and discuss its possible consequences for individuals and society.	2	60
Virtual action	Campaigning Strategies Racism and Discrimination Human Rights	This is an activity during which participants will be inspired by some anti-racism actions and reflect together on how they could develop similar actions online.	3	60
Wear and share	Private Life and Safety Internet Literacy Cyberbullying	Participants fill out a diagram to show their preferences in sharing particular information online and discuss ways of being more cautious when sharing personal information online.	1	40
Web attack	Internet Literacy Campaigning Strategies Racism and Discrimination	Participants redesign a (fictional) campaign website to cope with a flood of racist comments from the local community.	3	90
Web profiles	Racism and Discrimination Internet Literacy Democracy and Participation	The activity takes place in an imaginary Internet forum. Participants are asked to greet each other according to common stereotypes about particular groups. They use the activity to draw up a set of guidelines for interacting online.	1	Part I: 35 minutes Part II: 25 minutes

LEVEL 4

GROUP
9-15

TIME
120'

A DAY IN COURT

Participants play out a mini-trial, looking at a real case that came before the European Court of Human Rights.

THEMES	Freedom of Expression, Human Rights, Racism and Discrimination
COMPLEXITY	Level 4
GROUP SIZE	9-15
TIME	120 minutes
OBJECTIVES	<ul style="list-style-type: none">• To consider how freedom of expression rights should be balanced against the need to protect victims of racist abuse or hate speech• To explore the protections – and limitations – of the right to freedom of expression (Article 10) in the European Convention on Human Rights (ECHR)• To understand the role of the European Court
MATERIALS	<ul style="list-style-type: none">• Copies of the cards on pages 29-31• Pens and paper for note-taking• Space for small groups to meet – ideally in separate rooms
PREPARATION	<ul style="list-style-type: none">• Photocopy and cut out the cards on page 30. Everyone will need their own card and a copy of the case. You should have the same number of judges, representatives of the Danish Government and representatives of Mr Jersild (or as close as possible).• Number the cards in each group so that you have one judge, one Mr Jersild and one Danish Government representative corresponding to each number.• You will need sufficient space so that each of the 'courts' (3 people) is able to sit apart from the others.

INSTRUCTIONS

1. Tell the group that the session will be devoted to a case against the Danish government which came before the European Court of Human Rights. Participants will play the role of the different actors in the case – the judges, the Danish government and a journalist who was punished for producing a programme containing racist views, Mr. Jersild. Refresh participants' memory, if necessary, on the Court and the ECHR, and tell them that the case concerns freedom of expression.