Deliverable 4.2
Handbook with Hate Out! game resources for educators

Document control sheet

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Content

1. What is the LEAD Online project?

The project LEAD-Online (Learn, Engage, Act: Digital Tools to Prevent and Counter Online Hate Speech) addresses the need to strengthen critical thinking and digital & media literacy skills in young people, as causally linked to the low levels of reporting of and the "normalisation" of Online Hate Speech (OHS). The project is meant to empower youth, teachers, media and social media activists in 7 countries (AT, BG, CY, HR, IT, EL, RO) to become agents of change by 1) training them to recognize hateful discourses and underlying forms of intolerance, prejudices and discrimination, using a rights-based approach; 2) providing them with innovative digital tools to classify, decode and counter OHS, and 3) opening up spaces for discussion on OHS, promoting attitudes and behaviour that respect human rights.

2.1 What is the Hate Out! game?

The Hate Out! game is an interactive online educational tool that has been developed in the context of the LEAD-Online project and that targets mainly high-school students aged 14-19. Having as its ultimate aim the empowerment of youth, teachers, media and social media activists, the Hate Out! game intends to train users in identifying, decoding, and counteracting OHS in appropriate ways through exposing them to realistic hate speech scenarios. The player, as the user-learner, assumes the role of a community builder and takes part in game scenarios in which hate speech incidents take place. Depending on their actions against the malicious intrusion of hate speech and acts, the community's bonds will be either strengthened or broken.

2.1 Before playing: trigger warning and some tips

In the following paragraphs we present possible activities to integrate the Hate Out! game into your work aiming to inspire you to be creative when working on the topic of Online Hate Speech. The activities can be tailored to age, group size, setting and needs.

Good to know in advance: the Hate Out! game confronts the users with realistic hate speech scenarios and deals with topics that are of concern to young people. They will bring a wide range of knowledge and levels of experiences to the respective topics and will be affected by discrimination in different ways. The topics and scenarios in the Hate Out! game will include hateful content which might trigger painful memories and experiences and also can lead to fear of devaluation and violence in the group. This is why participating should be voluntary! If participants are upset in any way or if they are not sure whether they should partake in OHS-centred activities, create a safe space and invite them to seek appropriate support (teacher, parent, legal guardian, instructor, etc.). They should have the option to temporarily or definitively step out of the

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class/training/event. If they decide not to participate or engage in the topic, they should not be forced to explain why and alternative activities should be prepared beforehand.

A careful and sensitive approach to the group is essential. The following tips can help you create a safer environment and to ensure a comfortable setting for all participants:

- o It is helpful to explain to the participants at the beginning which topics and forms of hate speech and discrimination will be discussed.
- o Each person decides for themselves what they want to tell about themselves. No person is pressured to say anything and nothing is said about other participants.
- o The participants should have some options at hand on how they can protect themselves when it is too much (leave the room, address the problem to a friend/confidential person, participate passively, etc.)
- o It may be important for participants to ask questions, address problems or get information after completing the activities. It makes sense to plan time for this and point this out to the participants right from the start. It is helpful to have information about relevant support and advice services at hand (school social work, counselling centres, etc.) and, if necessary, to provide support.
- o Setting some ground rules could be a valid starting point. Here is a brief example:

  Ground rules:
  - o Listen to understand
  - o Listen actively and respect others when they are talking
  - o Speak your mind and heart
  - o Focus on the tasks
  - o Participate to the fullest of your ability
  - o Practice self-care: use the inner-stop rule

3. When and how should I use the Hate Out! game?

If you are a media and social media activist, member of an NGO or an influencer, you can promote the Hate Out! game through your online channels and during dedicated events that you can set up with your organisation or in collaboration with one of your choice, possibly one that already has experience with themes such as Media and Information Literacy and Online Hate Speech.

If you are a teacher, a civic education class could be the perfect moment to introduce the Hate Out! game; an English as a Foreign Language (EFL) class could be suitable as well, if you decide to play the game in English in a country in which this is not the first language. If not in the classroom,

some other possible occasions could be a dedicated event, an open-day kind of setting or a school celebration.

In both cases you could choose one of the International Days set by the United Nations or the European Commission to give even more relevance to your action and spread awareness on the theme. On June 18th, for example, the UN celebrates the International Day for Countering Hate Speech, which could be the perfect date to present the game to your audience. Another valid alternative could be the Safer Internet Day, on February 6th. Should you need a different day, you can find the full list of the International Days and Weeks established by the UN at the following link: https://www.un.org/en/observances/list-days-weeks. In fact, some others could be equally appropriate, such as the UNESCO Global Media and Information Literacy Week (24th-31st October).

4. As a teacher, why should I use a videogame in my classroom?[1]

Video Games have been a consistent part of the mainstream entertainment industry for slightly more than fifty years and it has long been no secret that they also bring many benefits to the learning process. Among these, we can definitely find emotional engagement supported by the presentation of real-life situations, that stimulates motivation, and development of strategic planning, problem-solving and decision-making skills. The task-oriented approach they offer, together with the freedom to make mistakes and start over plus the chance of learning in an autonomous way, are all elements that put the learner at the centre of the action and foster meaningful learning. Observation, logical thinking, reading and spatiality are other aspects of one's skills set that videogames can help improve. Research also promotes the use of such tools to expose the players to certain values, promote them and develop the users' critical thinking skills. In the light of these considerations, it is easy to see how the Hate Out! game could be a key ally in helping users better understand the OHS phenomenon and how to deal with it responsibly.

5. How does the Hate Out! game work?

The player's character is a small robot - a community builder - that has to navigate through 9 different game scenarios. These show the various ways in which Online Hate Speech can manifest itself and its harmful consequences. All the scenarios are inspired by actual events and episodes that were reported in the news. This news was modified for educational purposes, so that they

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[1] De Aguilera, Méndiz, "Video Games and Education (Education in the Face of a "Parallel School")", in *ACM Computers in Entertainment*, Vol. 1, No. 1, October 2003.

could be presented as general examples of HS incidents and a further spreading of hateful contents could be avoided. If you are interested in reading about the original context in the project partners' countries, in order to get a deeper insight about the game's scenarios, you can refer to our Summary comparative report of Hate Speech Self-assessment Tool and Hate Speech Ontologies.

Each scenario opens with a brief description that presents the context in which the hate speech episode unfolds. After that, the involved characters will take action, for example sharing hostile contents or receiving hateful comments. The player will be faced then with a decision to make: they will have to respond to the hate speech incident by choosing one out of five possible reactions. Each decision has an immediate effect on the community and relations, which, together with dedicated feedback, shows if the response was more or less effective.

After completing all the scenarios, the player will receive overall feedback that will give them a general picture of their performance in the game. On top of this, they will be invited to replay the game and/or certain scenarios, in order to achieve a better outcome and therefore develop a more effective reaction to the given situation.

You can use the game also as a means to tackle a specific angle of the Online Hate Speech issue, by deciding to play only a scenario that involves a precise type of HS incident (gender-based, racism, body shaming, etc.). The table below can be helpful for this purpose.

Once a scenario is played, the icon representing it is deactivated: therefore, the player will have to finish the game and start it again, in order to be able to replay a specific one.

Here a brief overview of the nine scenarios in the game:

	Type of OHS	Context	Description
Scenario 1	Hate Speech based on ethnicity/nationality; Hate Speech vs. freedom of speech	Sports; soccer; influencers; content creators; journalism	During a post-game interview, the coach of a national team makes offensive and derogatory comments against the rival team. While an influencer posts tweets in support of the coach, journalists and human rights activists campaign for both the coach and the influencer to apologise to the foreign team. The journalists themselves become a target for hate speech.

Scenario 2	Hate Speech vs. freedom of speech	Journalism; freedom of speech; threaten to the press; far-right movements	A journalist is forced to live under police protection because of the intimidations he received from a far-right group he was investigating. They instigated people on social media to commit violent actions, while the Journalists' Association stood by the threatened colleague.
Scenario 3	Hate Speech based on ethnicity/nationality	Sports; soccer; soccer fans; World Cup; politics	A national football team collects some unexpected victories at the World Cup: the fans' loud celebrations in several cities raise criticism and social media are soon full of hateful contents. A local politician writes a couple of racist posts as well, then justifies himself that his intentions were not harmful.
Scenario 4	Hate Speech based on ethnicity/nationality and religion	Politics; activism; elections	A young political activist announces her candidacy as mayor for the next election by posting a picture, but she receives hateful comments on her attributed ethnicity and religion.
Scenario 5	Gender-based Hate Speech and body shaming	Activism; public figure; sexism; body shaming; motherhood	A famous animal rights and food production activist posts a picture with her newborn baby. She receives body shaming and sexist comments from anonymous users.
Scenario 6	Hate Speech against the LGBTQIA+ community	Transgender person;	A transgender high-school girl is targeted with offensive and degrading comments on social media. She is afraid that reporting the incidents will not solve the problem and cannot talk

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			to her family, since they did not support her during the transition.
Scenario 7	Hate Speech based on ethnicity/nationality	Minority; marginalised community; stereotypes; incitement to violence	After the arrest for robbery of three members of a marginalised community, a Facebook group demanded the expulsion of the whole community and started an online and offline violent hate campaign, instigating fear and hatred.
Scenario 8	Hate Speech based on ethnicity/nationality	Racism; job offer; stereotypes; incitement to Hate Speech	The owner of a pizzeria posts a job offer on social media, but clearly states that he will not hire any immigrants. After receiving backlash, he reaffirms his position and incites his followers to respond with hateful comments to those who raised concerns in the first place, offering free pizzas in return.
Scenario 9	Body shaming	Influencer; video; body shaming; viral content	An influencer films a woman in a restaurant and posts the video with comments on her body. The post goes viral and triggers hateful comments, plus the reaction of the victim.

According to the chosen option, as already mentioned, the player will receive a tailored feedback that lets them know how effective their response was. At the end of the game, an overall feedback will be provided as well, generated on the basis of the decisions made by the player during the game.

6. How can I integrate the Hate Out! game in my everyday activities?

In order to make the Hate Out! game as impactful as possible, it could be advisable to plan a whole lesson or set of training practices to allow the participants to gradually familiarise with the theme. Here we would like to give you some examples of how you can organise some HS/OHS-themed activities.

As already suggested in paragraph 2.2, provide your audience with an appropriate trigger warning, so that they can be ready to face the drills with confidence and the feeling of being properly supported. Set some ground rules together in order to create a safe working environment.

As a starting point we suggest to fill in yourself and then submit to your audience the LEAD-Online Hate Speech Self-Assessment Tool. In this way you can first get familiar with the theme and verify your prior knowledge on Online Hate Speech. The self-assessment tool is available in two different versions: one for 14-19 years old students and one for teachers, media activists, NGOs and the like. The two versions have very slight variations, mainly in length (the students' version is slightly shorter) and in small adjustments that make the scenarios and answers appropriate to the target. Through a series of questions and situations to assess, the user is invited to reflect on their level of awareness of Online Hate Speech, namely how to recognize and respond to it. This will be the best way to start thinking in a critical and active way about Online Hate Speech, its consequences and the ways in which it could be countered.

In this paragraph you will find some proposals for a lesson plan on Online Hate Speech: you can choose the activities you find most appropriate for your audience, their needs and the time you have available. In general, you can adapt and combine the preparatory and debriefing activities to the Hate Out! game in the most suitable way for your participants. You don't have to implement all the proposals: just make sure you choose one out of every group (Raising motivation, Warm-up, Introduction to the topic; Online Hate Speech: Definition, getting familiar, get to know terms; Hate Out! game; Debriefing, Closing, Wrapping up).[2]

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[2] The following materials are taken and adapted by the LEAD-Online International Training of Trainers Workbook developed by Zara – Zivilcourage & Anti-Rassismus-Arbeit.

Duration	Activity	Explanation	Materials
		Raising motivation, Warm-up, Introduction to the topic	
10 minutes	Date your filter bubble	<u>Aim</u>: start getting familiar with certain aspects of HSO and reflecting on them. <u>Task</u>: invite your audience to build two standing circles facing each other and lead one minute conversations in pairs, listening actively to each other. The pairs should complete the following statements: o Freedom of expression means to me… o The benefits of the existence of social media to me are… o When I think of the dangers of the internet, I think of… o When I imagine the future of human communication in 20 years from now, I think of… o When I see a picture of Greta Thunberg[3] online, I feel… After the pairs will have completed their conversations, dedicate some minutes to reflect together on the following questions: o What topics were easier or more difficult to talk about and why? o Was it easier to talk or to listen? Why?	Stop-watch

[3] You can change this name and add the one of a person at the centre of your national public debate, or the one of an international public figure who is being discussed at the time in which you present this activity to your audience.

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		o How did you experience the rounds in which you were talking to the back of your partner instead of their face? o What can you take from this activity regarding the phenomenon of Online Hate Speech?	
		Online Hate Speech: Definition, getting familiar, get to know terms	
10 minutes	**Short introduction to different forms**	Aim: exploring terms around the topic of Online Hate Speech and raising awareness about different types of it. Task: the participants should form groups of 3-5 people. Each group receives different terms and concepts regarding Online Hate Speech. The group has 5-10 Minutes to find explanations for the terms, answering the guiding questions: What is it? Where does it happen? By whom? Do you know any examples? After discussing the terms, each group presents briefly their findings. If needed, explain legal issues and unknown concepts or terms. List of suggested terms (you can adjust the list for each group, according to the game scenarios used): _shitstorm, bodyshaming, racism, sexism, LGBTIQ+, discrimination, stereotype, incitement to hatred, violence, etc._ Use the following FAQs to help you in further defining some HS core concepts: United Nations: https://www.un.org/en/hate-speech/understanding-hate-speech/faqs; DW Akademie: https://akademie.dw.com/en/hate-speech-a-faq/a-19103744.	Cards with terms and definitions

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| 10 minutes | **What is Online Hate Speech?** | <u>Aim:</u> getting familiar with HSO and know the different understandings

<u>Task:</u> the participants should form groups of 3-5 people. They will have 5-10 minutes to discuss the following questions:

 o What is Online Hate Speech for me?
 o Do I know any examples?
 o How would I define it?
 o How would I explain it to other people?
 o What do you think can be the consequences of Hate Speech on the people affected by it?

Use the following FAQs to help you in further defining some HS core concepts: United Nations: https://www.un.org/en/hate-speech/understanding-hate-speech/faqs; DW Akademie: https://akademie.dw.com/en/hate-speech-a-faq/a-19103744. | Paper and pens |
| 10-15 minutes | **Hate Speech vs Freedom of Speech** | <u>Aim:</u> getting familiar with the distinction between Hate Speech and Freedom of Speech
<u>Task:</u> the participants should form groups of 3-5 people. They will have 5-10 minutes to discuss the following questions. After that, in plenary, present these articles of the European Convention on Human Rights4 and confront them with the results of the groups: | Paper and pens; questions and definitions (either given on worksheets or projected) |

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4 Source: https://www.echr.coe.int/documents/d/echr/convention_ENG

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o   Why is it important to reflect on the boundaries between Freedom of Speech and Hate Speech?

o   What is the difference, in your opinion, between Freedom of Speech and Hate Speech?

o   Do you think there should be limitations to Freedom of Speech? If yes, in which case? If no, why?

Art 10 para 1, Freedom of expression – "Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This Article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises."

Art 10 para 2, Freedom of expression – "The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interest of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protections of the reputation or rights of others, for preventing the disclosure of information received in confidence or for maintaining the authority and impartiality of the judiciary."

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		Art 17, Prohibition of abuse of rights - "Nothing in this Convention may be interpreted as implying for any State, group or person any right to engage in any activity or perform any act aimed at the destruction of any of the rights and freedoms set forth herein or at their limitation to a greater extent than is provided for in the Convention."	
15 minutes	5 case studies	<u>Aim</u>: reflect on OHS and recognise it <u>Task</u>: present to the participants the following case studies. Ask them to discuss if they are Hate Speech episodes or not, by inserting them in the categories "Yes", "No", "Don't know" and motivating their answer. They can work either individually or in small groups (3-5 participants). After assessing the cases, read together the following definitions of Hate Speech, confront them with the answers provided and discuss the results. <u>Tip</u>: you can print three cardboards with the three categories, put them on the ground and ask the participants to position themselves next to the chosen one for each presented case. **Case studies** **Case 1:** A teenager (named A.) lures another teenager (named B.) into a trap and starts hitting her, while a friend films the attack. A. posts the video on *YouTube* bragging about how she owned B. **Case 2:** X. is shocked that the N-word is spelled out in an online-article. He wants to criticize this and re-tweets this article on Social Media and writes the following introductory remark: "Can you believe it? It's 2022 and they still use this word: [N-word spelled out]."	Cases and definition (either given on worksheets or projected); cardboards with categories (optional)

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Case 3: Under an article about a crime committed by a person from Afghanistan a person posts this meme:

Why is it when something happens, it's always you three?

Afghans   Chechens   Africans

Case 4: A Private message to a woman speaking out online on societal issues states this: "When do you finally copy K.*? On the day, I finally hear that you are dead, I will celebrate by singing "ding dong, the witch is dead" all day long. The same way I did, when I heard K. had killed herself."
*_K. is a person who committed suicide after having been harassed online for months._
Case 5: Someone posts the numbers of asylum requests of the current year and uses the following post to frame them: "Protect Europe! The invaders are coming again."

Hate Speech definitions

| | | **Definition1 – Council of Europe, Committee of Ministers, Recommendation No (97) 20**
" […] The term 'hate speech' shall be understood as covering 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, migrants and people of immigrant origin." Note that "the Council of Europe's definition of hate speech covers 'all forms of expression', in other words, not only through speech, but also by means of images, videos, or any form of online activity. Cyberhate is therefore also hate speech".[5]

Definition 2 – The United Nations Strategy and Plan of Action on Hate Speech…
… defines hate speech as "[…] any kind of communication in speech, writing or behaviour, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, colour, descent, gender or other identity factor".
"Hate speech makes reference to real, purported or imputed **'identity factors'** of an individual or a group in a broad sense: **'religion, ethnicity, nationality, race, colour, descent, gender,'** but also any other characteristics conveying identity, such as language, economic or social origin, disability, health status, or sexual orientation, among many others. It's important to | |

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[5] Source: Keen, E., & Georgescu, M. (Eds.). (2020). Bookmarks. A manual for combating Online Hate Speech through human rights education (rev. ed.). Council of Europe, p. 148. Retrieved from: https://rm.coe.int/bookmarksen2020-web2/16809e5789

		note that hate speech can only be directed at individuals or groups of individuals; therefore, it does not include communication about entities such as States and their offices or symbols, public officials, nor religious leaders, or tenets of faith".[6] **Definition 3 – INACH-International Network Against Cyber Hate** "Hate speech is intentional or unintentional public discriminatory and/or defamatory statement; intentional incitement to hatred and/or violence and/or segregation based on a person's or a group's real or perceived race, ethnicity, language, nationality, skin colour, religious beliefs or lack thereof, gender, gender identity, sex, sexual orientation, political beliefs, social status, birth, age, mental health, disability, disease".[7]	
		Hate Out! game	
20 minutes	Let's Play: hate Out!	**Aim**: get to know different forms of OHS and different forms of reactions to OHS **Task**: open Hate Out! game and project it to the wall. Choose a scenario that fits your participants and the topic you want to discuss. Hand out cards from 1 to 5 to each participant in preparation. Explain the game to the participants and start a chosen scenario. Give the participants enough time to get familiar with the case and read the	Projector, cards (1-5) for each participant

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[6] Source: United Nations (n.d.). Hate Speech. Understanding hate speech. Retrieved from: https://www.un.org/en/hate-speech/understanding-hate-speech/what-is-hate-speech

[7] Source: INACH. Bringing the Online in Line with Human Rights (n.d.). What is cyber hate and why do we want to counter it. Retrieved from http://www.inach.net/cyber-hate-definitions

		conversations. Present the different options for reaction on the last page and ask them to hold up a card from 1-5 according to the reaction they would choose. Click on the reaction most of the participants chose, to see what the outcome and effect on the community will be. You can repeat this with as many scenarios as wanted. Discuss with the participants why they chose a reaction and how they felt while choosing it. Invite them to play the game and try different options! Tip: after choosing an answer you can also discuss with them different strategies to counteract OHS, for example: inquire/challenge with questions; state needs/values; add new perspectives; exaggerate/irritate/misunderstand intentionally; look for common ground; question sources; acknowledge the other person's feeling.	
**Debriefing, Closing, Wrapping up**
10 minutes	**Empowering social media channels**	<u>Aim</u>: debrief, discuss support structures, and empower the audience after the game. <u>Task</u>: form groups of 3-4 persons and invite them to look for social media activists who are involved in combating HS/OHS. Ask them then to explain why they chose them and why they think their work is relevant and impactful. <u>Tip</u>: discuss local support structures available!	One device per group to conduct the research (e.g. smartphone, tablet, laptop)
10 minutes	**Group discussion**	<u>Aim</u>: debrief and discuss what has been learned and next steps of action <u>Task</u>: discuss the following questions with your group: o What did you like/dislike about the activities?	-

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		o What did you learn from the Hate Speech activities and the Hate Out game? o What aspects of Hate Speech are explored in the Hate Out game?[8] o How does this activity change things? o What can we do about Online Hate Speech? What's next?	
10 minutes	Quiz	Aim: assess what has been learned thanks to the proposed activities Task: present a quiz (max.10 questions) on Hate Speech according to the activities you decided to implement and the scenarios of the Hate Out! game you played. Discuss in plenary the answers given. Tip: you can let the participants play either individually or in small teams (2-3 people). In order to make your activity more engaging, you can use an interactive platform such as Kahoot! or Mentimeter.	For the interactive quiz: computer for presenting and projector; smartphones/tablet (at least 1 per player/team)

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[8] Use this question if you have played at least 3 different scenarios.

7. Where can I learn more about Hate Speech and Online Hate Speech?

Hate Speech and Online Hate Speech are very broad subjects that can be observed from many different points of view, also according to the target that is affected by it. When it comes to effectively responding to OHS, it is important to know your facts. Therefore, here you will find a list of open resources to deepen your knowledge about the macro-themes and declinations of hate speech that the scenarios in the Hate Out! game refer to.

What is Hate Speech	
E N	o Council of Europe: https://www.coe.int/en/web/freedom-expression/hate-speech o United Nations: https://www.un.org/en/hate-speech; Factsheet: https://www.un.org/sites/un2.un.org/files/notohate_fact_sheets_en.pdf o United Nations | Hate Speech & the Consequences Explained | What You Can Do to Prevent the Next Atrocity: https://www.youtube.com/watch?v=bQeoUQa3MiU o Facing Facts: https://www.facingfacts.eu/; YouTube channel: https://www.youtube.com/@facingfacts3196 o No Hate Ninja Project | A story about Cats, Unicorns and Hate Speech: https://www.youtube.com/watch?v=8L69ARgV6KI
B G	o Positive Messengers library with reports on Hate Speech: https://positivemessengers.net/bg/%D0%B1%D0%B8%D0%B1%D0%BB%D0%B8%D0%BE%D1%82%D0%B5%D0%BA%D0%B0.html o Video: How to recognise Hate Speech: https://www.youtube.com/watch?v=rLrV2y-qvIw&t=2s
H R	o House of Human Rights Zagreb - How to recognize hate speech and react to it? https://www.kucaljudskihprava.hr/2018/11/28/kako-prepoznati-govor-mrznje-i-reagirati-na-njega/ o Split-Dalmatia Police - Reci NE govoru mržnje. https://splitsko-dalmatinska-policija.gov.hr/UserDocsImages/PU_SD/savjeti/Reci%20NE%20govoru%20mr%C5%BEnje.pdf o Vilović, G. (2011). Govor mržnje. Političke analize: tromjesečnik za hrvatsku i međunarodnu politiku, *2*(6), 68-70. https://hrcak.srce.hr/file/259211

	o	Agency for Electronic Media Croatia - Media Regulatory Authorities and Hate Speech. https://www.aem.hr/wp-content/uploads/2019/01/AEM-Medijska-regulatorna-tijela-i-govor-mr%C5%BEnje.pdf
	o	IUS-INFO - Govor mržnje na društvenim mrežama kroz sudoku praksu. https://www.iusinfo.hr/aktualno/u-sredistu/govor-mrznje-na-drustvenim-mrezama-kroz-sudsku-praksu-44756
DE	o	Was ist Hass im Netz? https://www.schnellerkonter.at/ueberhass
	o	Was ist Hass im Netz? https://www.saferinternet.at/fileadmin/categorized/Materialien/Flyer_Hass_im_Netz.pdf
	o	https://www.amadeu-antonio-stiftung.de/wp-content/uploads/2018/08/hatespeech-1.pdf
EL	o	Αναγνωρίζοντας τη Ρητορική Μίσους https://saferinternet4kids.gr/wp-content/uploads/2021/05/HATE_SPEECH_EDUCATORS2.pdf
	o	ΡΗΤΟΡΙΚΗ ΜΙΣΟΥΣ Εκπαίδευση για τα ανθρώπινα δικαιώματα κατά της ρητορικής μίσους, της μισαλλοδοξίας και των διακρίσεων https://actionaid.gr/sites/default/files/BET_pdf/BET-%CE%A1%CE%B7%CF%84%CE%BF%CF%81%CE%B9%CE%BA%CE%AE%20%CE%9C%CE%AF%CF%83%CE%BF%CF%85%CF%82.pdf
	o	https://www.youtube.com/watch?v=aBzXZz4F0sg βίντεο του προγράμματος sophism
	o	https://saferinternet4kids.gr/wp-content/uploads/2018/05/hate-speech-per-page.pdf pdf από saferinternet4kids.
	o	https://sophism.media.uoa.gr/index.php/portal/174/?g1=gr&g2=portal&g3=174
IT	o	Commissione Jo Cox – La piramide dell'odio in Italia: https://www.camera.it/application/xmanager/projects/leg17/attachments/shadow_primapagina/file_pdfs/000/007/099/Jo_Cox_Piramide_odio.pdf
	o	Rete Nazionale per il Contrasto ai Discorsi e ai Fenomeni d'Odio: https://www.retecontrolodio.org/
	o	VOX Diritti e la mappa dell'intolleranza: http://www.voxdiritti.it/
	o	Federico Faloppa su Treccani: https://www.treccani.it/magazine/lingua_italiana/speciali/Hate_speech/01_Faloppa.html
	o	Manifesto della comunicazione non ostile: https://paroleostili.it/; materiali didattici: https://paroleostili.it/materiale-didattico/

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	o Vera Gheno | Dalla Parole Ostili alle Parole O_stili | TEDxYouth@Bologna: https://www.youtube.com/watch?v=dMGtm94GgvA o Vera Gheno | Il potere delle parole giuste | TEDxMontebelluna: https://www.youtube.com/watch?v=BTZq2q_Cicg
RO	
How to respond to and deal with Online Hate Speech	
EN	o EU Code of Conduct on countering illegal Online Hate Speech: https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/combatting-discrimination/racism-and-xenophobia/eu-code-conduct-countering-illegal-hate-speech-online_en (EN + 22 more languages) o Council of Europe and No Hate Speech Movement | Bookmarks – A manual for combating hate speech through human rights education: https://www.coe.int/en/web/no-hate-campaign/bookmarks-connexions (more resources in the Appendices; + 22 other languages including German, Greek, Italian and Romanian) o Council of Europe and No Hate Speech Movement | We CAN! Taking action against hate speech through counter and alternative narratives: https://www.coe.int/en/web/no-hate-campaign/we-can-alternatives o Council of Europe | Guide to Human Rights for Internet Users: https://www.coe.int/en/web/freedom-expression/guide-to-human-rights-for-internet-users (+ 15 other languages including Bulgarian, German, Greek and Italian). o UNESCO | 5 ways to counter hate speech in the Media through Ethics and Self-regulation: https://en.unesco.org/5-ways-to-counter-hate-speech o 5 Ways to Deal with Online Hate Speech: https://www.youtube.com/watch?v=77j7Wfussrc
BG	https://positivemessengers.net/bg/creative_bg.html https://gramoten.li/%d0%bd%d0%b0%d1%80%d1%8a%d1%87%d0%bd%d0%b8%d1%86%d0%b8/ - Resources for teachers, lesson plans, handbooks and toolkits
HR	o Ombudsman of Croatia - Countering Online Threats and Hate-Speech: Our Common Responsibility https://www.ombudsman.hr/en/countering-online-threats-and-hate-speech-our-common-responsibility/ o Council of Europe - Additional Protocol to the Convention on Cybercrime, concerning the criminalisation of acts of a racist and xenophobic nature committed through computer systems. https://rm.coe.int/168008160f

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		o Centre for Peace Studies Zagreb - How to Recognize Hate Speech and React to it https://www.cms.hr/hr/suzbijanje-diskriminacije/kako-prepoznati-govor-mrznje-i-reagirati-na-njega
D E		o **Reporting** ZARA-Beratungsstelle #GegenHassimNetz https://zara.or.at/de/beratungsstellen Rat auf Draht (für Kinder und Jugendliche) www.rataufdraht.at Stopline (bei nationalsozialistischer Wiederbetätigung und sexuellen Missbrauchsdarstellungen Minderjähriger) www.stopline.at o **Responding** https://www.schnellerkonter.at/ https://www.saferinternet.at/fileadmin/categorized/Materialien/Aktiv_gegen_Hasspostings_Leitfaden.pdf
E L		o ΕΝΑ ΕΓΧΕΙΡΙΔΙΟ ΓΙΑ ΤΗΝ ΚΑΤΑΠΟΛΕΜΗΣΗ ΤΗΣ ΡΗΤΟΡΙΚΗΣ ΜΙΣΟΥΣ ΣΤΟ ΔΙΑΔΙΚΤΥΟ ΜΕΣΑ ΑΠΟ ΤΗΝ ΕΚΠΑΙΔΕΥΣΗ ΣΤΑ ΑΝΘΡΩΠΙΝΑ ΔΙΚΑΙΩΜΑΤΑ https://book.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/6984-pdf-bookmarks-greek-version.html o **Reporting** https://www.safeline.gr/ o https://rvrn.org/el/ Δίκτυο καταγραφής περιστατικών ρατσιστικής βίας o https://www.synigoros.gr/el/category/synhgoros-toy-polith ο συνήγορος του πολίτη o **Responding** o https://sophism.media.uoa.gr/gr/education/confront-hate-speech/ o https://moj.gov.gr/wp-content/uploads/2022/08/GUIDE-LAST.pdf οδηγός για θύματα εγκλημάτων μίσους (περιλαμβάνει και την ρητορική μίσους) o 16806f9ac4 (coe.int) εγχειρίδιο του nohate στα ελληνικά
I T		Amnesty International | Contrasto all'Online Hate Speech: https://www.amnesty.it/campagne/contrasto-allhate-speech-online/
R O		
Hate Speech and Freedom of Speech		

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E N	o United Nations | Hate Speech versus Freedom of Speech: https://www.un.org/en/hate-speech/understanding-hate-speech/hate-speech-versus-freedom-of-speech#:~:text=%E2%80%9CAddressing%20hate%20speech%20does%20not,is%20prohibited%20under%20international%20law.%E2%80%9D o Reporters without borders (international non-profit NGO with the aim of safeguarding the right to freedom of information): https://rsf.org/en o Article 19 (international human rights association that promotes and defends freedom of expression and information): https://www.article19.org/; Facebook page: https://www.facebook.com/ARTICLE19org/ o Civics Academy | What is freedom of expression and what is hate speech?: https://www.youtube.com/watch?v=BZBP8JZOLSU
B G	o Video How to report HS: https://www.youtube.com/watch?v=MsDkQM582O4
H R	o Munivrana Vajda, M., & Šurina Marton, A. (2016). Gdje prestaju granice slobode izražavanja, a počinje govor mržnje? Analiza hrvatskog zakonodavstva i prakse u svjetlu europskih pravnih standarda. *Hrvatski ljetopis za kaznene znanosti i praksu, 23*(2), 435-467. https://hrcak.srce.hr/file/261534 o House of Human Rights Zagreb - Freedom of expression and hate speech in the digital environment. https://www.kucaljudskihprava.hr/2019/12/20/sloboda-izrazavanja-i-govor-mrznje-u-digitalnom-okruzenju/ o Medijska pismenost - Sloboda izražavanja i govor mržnje - gdje je granica? https://www.medijskapismenost.hr/sloboda-izrazavanja-i-govor-mrznje-gdje-je-granica/
D E	o 13 questions – Should social media be regulated more? (German with subtitles): https://www.youtube.com/watch?v=-OcuMBv4nk8 o Hate Speech and Fake News, Fragen und Antworten (Hate Speech und Fake News Fragen und Antworten (amadeu-antonio-stiftung.de)
E L	o ΕΝΑ ΕΓΧΕΙΡΙΔΙΟ ΓΙΑ ΤΗΝ ΚΑΤΑΠΟΛΕΜΗΣΗ ΤΗΣ ΡΗΤΟΡΙΚΗΣ ΜΙΣΟΥΣ ΣΤΟ ΔΙΑΔΙΚΤΥΟ ΜΕΣΑ ΑΠΟ ΤΗΝ ΕΚΠΑΙΔΕΥΣΗ ΣΤΑ ΑΝΘΡΩΠΙΝΑ ΔΙΚΑΙΩΜΑΤΑ https://book.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/6984-pdf-bookmarks-greek-version.html o https://www.youtube.com/watch?v=FnYGwevy3mY&t=20s video Λέξεις του προγράμματος Sophism o #PSOFOS: Η Ρητορική του Μίσους στα Social Media | SOCIETY UNCENSORED - YouTube η συζήτηση στο ίδρυμα Ωνάση για τη ρητορική μίσους και τα όρια της ελευθερίας του λόγου

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	o https://www.researchgate.net/publication/335030294_Eleutheria_tou_logou_kai_retorike_tou_misous μικρό άρθρο στο περιοδικό Σύγχρονα Θέματα
I T	o Amnesty International | Discorso d'odio - No hate speech: https://www.youtube.com/watch?v=yT9MjxOVWE4 o VOX | Hate speech, dignità e libertà di espressione: il "braccio di ferro" tra Stati e giganti del web: http://www.voxdiritti.it/hate-speech-dignita-e-liberta-di-espressione-il-braccio-di-ferro-tra-stati-e-giganti-del-web/
R O	
Hate Speech based on ethnicity, nationality, religion, gender, sexual orientation, physical characteristics and other personal aspects	
E N	o ECRI (European Commission against Racism and Intolerance): https://www.coe.int/en/web/european-commission-against-racism-and-intolerance o Racism, intolerance, hate speech: a compilation of relevant texts adopted by the Parliamentary Assembly of the Council of Europe: https://assembly.coe.int/LifeRay/EGA/NoHate/RacismIntoleranceHateSpeech-EN.pdf o Council of Europe, seminar on sexist hate speech: https://rm.coe.int/16806cac1f o ILGA Europe (International Lesbian and Gay Association): https://www.ilga-europe.org/ o Article 19 | Responding to Hate Speech against LGBTI people (policy paper): https://www.ilga-europe.org/sites/default/files/responding_to_hate_speech_against_lgbti_people.pdf o Living without shame: How we can empower ourselves | Whitney Thore | TEDxGreensboro: https://www.youtube.com/watch?v=aaXBYcfVYZM (EN with sub) o Everyday Lookism: https://www.everydaylookism.com/ o No Hate Speech Network: https://www.facebook.com/nohatespeechnetwork
B G	o https://www.sofia-da.eu/images/resources/D2.2_Report-mapping_SDA_F_BG.pdf
H R	o Article 20 of the International Covenant on Civil and Political Rights - Incitement to violence or hatred https://pravamanjina.gov.hr/UserDocsImages/arhiva/pdf/medjunarodni/medjunarodni_pakt_o_gradjanskim_i_politickim_pravima.pdf o Article 325 of the Criminal Code of Croatia - Public incitement to violence and hatred https://www.zakon.hr/z/98/Kazneni-zakon o Article 14 of the Electronic Media Act of Croatia https://narodne-novine.nn.hr/clanci/sluzbeni/2021_10_111_1942.html

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D E	o Hate is Random - No Hate Speech ://www.youtube.com/watch?v=_mZGjCU12Fg&list=PLd-kpD2Bvamp4u0glOZcaFiem8nbfZHgR
E L	o Καταπολέμηση του ομοφοβικού και τρανσφοβικού εκφοβισμού στα σχολεία https://www.pi.ac.cy/pi/files/epimorfosi/antiratsistiki/HOMBAT_GUIDE.pdf o Αρχή – Pharm Project (usal.es) o Γιατί η γλώσσα που χρησιμοποιούμε για τους πρόσφυγες έχει σημασία | Διεθνής Αμνηστία - Ελληνικό Τμήμα (amnesty.gr) o 1680a818a0 (coe.int) τελευταία έκθεση ECRI για την Ελλάδα
I T	o Ufficio Nazionale Antidiscriminazioni Razziali (UNAR): https://www.unar.it/portale/home o Associazione Carta di Roma: https://www.cartadiroma.org/?_gl=1%2A96xqxu%2A_up%2AMQ..%2A_ga%2AMTgyODgxNjIyOC4xNjk1MTE1MTk1%2A_ga_JWT7JLRE91%2AMTY5NTExNTE5NC4xLjEuMTY5NTExNTIyMS4wLjAuMA o Amnesty International | Barometro dell'odio – sessismo da tastiera: https://www.amnesty.it/barometro-dellodio-sessismo-da-tastiera/#ricerca o No Hate Speech Movement Italia: https://www.instagram.com/nohatespeechit/
R O	o United Nations | Romania: Pushing back at anti-Roma hate speech - Say #NoToHate: https://media.un.org/en/asset/k1q/k1qh5u9nr9 (EN/RO with EN sub) o No Hate Speech Romania: https://www.facebook.com/nohatespeechro/

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8. Further training resources

Not everything has to be made from scratch! Here you will find a list of further information and training resources that can be either ready to use or easily adaptable according to your context, type of audience and training/event you intend to plan.

Manifesto on Media and Migration - Executive Summary	
Description	Manifesto on migration and its representation in the media with recommendations
Type of resource	Document
Link	https://mediaforinclusion.eu/wp-content/uploads/2021/11/speak-up-manifesto-executive-summary-final-2.pdf
Source	Speak Up! project
Languages	EN
Introduction to Media Literacy Guidelines	
Description	Guidelines with workshop resources and agenda on Media and Information Literacy (MIL).
Type of resource	Guidelines
Link	https://mediaforinclusion.eu/wp-content/uploads/2020/11/speak-up-guidelines-3-introduction-to-mil-2020-karpos.pdf
Source	Speak Up! project
Languages	EN
Curriculum for a Trainer's training in Media and Information Literacy – MIL role and expressive value for Human Rights	
Description	Curriculum proposal for educators, teachers and librarians, working with adults. It aims to be a comprehensive guide for structuring a 15-24 hour course on media and their role with a practical approach applicable to a wide professional audience.
Type of resource	Manual
Link	https://mediaforinclusion.eu/the-project/curriculum-for-teaching-mil/
Source	Team Up! - Media for adult education project
Languages	EN, FR, IT, EL, PT

Media and Information Literacy Toolkit	
Description	Collection of 29 MIL Tools divided into 5 different categories (media production, fake news/disinformation, MIL critical thinking, hate speech, discrimination and stereotypes, and safety online, privacy and ethics) and that comprehend different formats (games, manuals, webpages, etc.).
Type of resource	Toolkit (to be paired with the Team Up! Curriculum)
Link	https://mediaforinclusion.eu/the-project/media-and-information-literacy-mil-toolkit/
Source	Team Up! - Media for adult education project
Languages	EN, FR, IT, EL, PT

Good practices manual for MIL Trainings	
Description	A collection of good practices that is aimed to support with: a handful of key MIL competences, with introductions and main concepts to each subject; selected and recommended MIL Tools, including descriptions of some good practices; practical hints and guidance for conducting MIL sessions integrated in a workshop or a community meeting.
Type of resource	Guidelines (to be used with the Team Up! Toolkit and Curriculum)
Link	https://mediaforinclusion.eu/the-project/good-practices-for-mil-trainings/
Source	Team Up! - Media for adult education project
Languages	EN, FR, IT, EL, PT

IN-EDU Library	
Description	Training resources on different topics (especially recommended: information disorders (fake news, conspiracy, rumours, radicalisation); social media (e-presence, e-reputation); stereotypes and hate speech; freedom of expression, democracy and human rights); expert's corner with videos on hate speech, information disorders and social inclusion and "Pills on MIL" (short videos about MIL).
Type of resource	Manual; informative videos
Link	https://in-eduproject.eu/library.html

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Source	IN-EDU - INclusive communities through Media literacy & Critical Thinking EDUcation project
Languages	BG, EN, FR, HR, IT, SI,

Positive Messengers library	
Description	Training kit on combating OHS; report on OHS, legal framework comparative report and OHS media content analysis in some national contexts (Bulgaria, Croatia, Czech Republic; Greece; Romania; UK, Italy); additional materials such as: legislation, regulations and directives; positive methods; European Commission Reports.
Type of resource	Manual; report; links
Link	https://positivemessengers.net/en/library.html
Source	Positive Messengers to counter Online Hate Speech project
Languages	BG, CS, EL, EN, HR, IT, RO

AMeLiE Policy Guidelines	
Description	Guidelines to transfer to other contexts the AMeLiE project's methodology, namely using social networking ICT tools with peer learning and crowdsourcing techniques to train school communities on how to deal with online hate speech.
Type of resource	Guidelines
Link	https://www.amelieproject.eu/results/
Source	AMeLiE project
Languages	DE, EL, EN, IT, RO

AMeLiE Platform (course and network)	
Description	Platform accessible to all schools and educational communities in the AMeLiE network, with content useful to address the theme of online hate-speech, possibility to discuss cases and carry out bottom-up initiatives.
Type of resource	Platform
Link	https://platform.amelieproject.eu/
Source	AMeLiE project
Languages	DE, EL, EN, IT, RO

Hatebusters Manual	
Description	Detailed manual on how to fight hate speech and cyberbullying

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Type of resource	Manual
Link	https://hatebusters.erasmus.site/wp-content/uploads/2021/07/Hatebusters_Guide_2021_Final_english_Version.pdf
Source	Hatebusters project
Languages	DA, DE, EL, EN, IT, PL

Silence Hate Manual	
Description	Detailed manual for educators
Type of resource	Manual
Link	EL: https://silencehate.cospe.org/wp-content/uploads/2019/11/SH_Manual_compressed-1.pdf; EN: https://silencehate.cospe.org/materials/ ; IT: https://www.silencehate.it/category/materiali-scaricabili/
Source	Silence Hate project
Languages	EL, EN, IT

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