

Someone

social media education every day

*web 2.0:
a platform for
peace (not hate)*

*the trainer's handbook
for university teachers*

lebanon project

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1.1 Background

Project SOMEONE (Social Media Education Every Day) was launched in April 2016 and consists of a web-based portal of multimedia materials aimed at countering online hate and building community resilience towards it through critical digital literacy and social pedagogy. The portal can be viewed at <http://projectsomeone.ca>. The materials target youth, school and community members, as well as the broader public by focusing on the development of critical thinking and information literacy skills as well as encouraging democratic dialogues in online and offline spaces. Through 11 distinct projects—led by researcher-practitioners in education—the initiative has seen rigorous development and evaluation of curricular activities for elementary, secondary and post-secondary institutions. These curricular materials take on several different forms:

- first-person narrative documentaries;
- textual and multimedia social media feeds;
- visual art-based public pedagogical materials;
- graphic novels;
- recordings of public panel discussions;
- recordings of lectures and workshops;
- links to academic articles and conference papers;
- descriptions and workshops on novel research methodologies such as Corpus-Assisted Critical Discourse Analysis to conduct linguistic and discourse analyses of online forums; and
- interviews with public figures about the socio-psychological and cultural impact of online hate on individual and communal identities.

The SOMEONE initiative is framed in principles of social pedagogy which encourage the inclusive adoption of mobile and digital media by members of the public to create alternative narratives to divisive, hateful messages propagated online. It outlines an interdisciplinary, multi-method program of research to investigate the impact

of the sustained and inclusive adoption of mobile and digital media on (a) pedagogical practices in citizen education at the secondary and post-secondary levels; as well as (b) social consumption practices in building resilience against online hate and discrimination in public and cultural communities. Project Someone director and UNESCO Co-Chair in the Prevention of Radicalisation and Violent Extremism, Vivek Venkatesh, as well as international research and community partners lay the platform for the creation of an international network exploring cutting-edge research on how the field of citizen education is being impacted by the development and increased utilization of digital media tools for democratic educational as well as socio-communicative purposes. This is done through combining theoretical and methodological frameworks from the disciplines of instructional technology, sociology, arts-based pedagogy and consumer culture.

1.2 Target audience

This handbook is for university teachers to guide their work on difficult topics, such as hate, with their students. The activities in this handbook encourage the exploration of the dynamics and roots of hate, as well as the ways through which people are manipulated into feeling hate. Learning how to engage in pluralistic dialogue in online and offline environments, they will understand controversial issues and gain strategies to build resilience to hate speech. Learners will be exposed to errors in reasoning, deradicalization strategies, and addressing stereotypes in a context that builds on critical thinking strategies and critical media literacy skills. Through exercises and scenarios of multiple perspectives, we provide participants with concrete strategies to develop their resiliency skills.

1.3 Usage

The activities outlined in this handbook were designed to be implemented in a two-day workshop divided into four sessions each day. However, the process can be adapted to training sessions of shorter or longer durations depending on the needs of the community. We end with an evaluation and assessment session to see the effectiveness of the workshop and its impact on the participants.

1.4 Pedagogy

The pedagogical methods of the workshop support various methods of learning, including collaborative and cooperative forms of engagement principles that respect and take into consideration diversity, gender and individual differences. The workshop's design is based on the understanding that expertise is found throughout networks and among participants in diverse institutional contexts. These can include social workers, teachers, as well as members of different public groups such as media-makers, aspiring journalists, trainers, and activists. We aim to train-the-trainers through inclusive development strategies and a student-centered approach that will engage participants by implementing a backward design learning experience and active learning strategies. Evidence-based assessment strategies will be conducted at the beginning and throughout the workshop to make sure that the workshop is catering to the participants' needs and interests. Post-implementation evaluation mechanisms are instrumental in helping us assess the effectiveness of the workshop and its impact on the participants and the community.

1.5 Objectives

The main goal of the workshop is using social media as a platform for peace, not hate. By enhancing their critical thinking skills, participants will understand the characteristics of a responsible digital citizen and the dark side of social media. This will build their online resilience and cultivate a sense of digital empathy when navigating spaces online.



2.1

Getting started: Introduction and overview of the workshop

time 30 min

objectives introduction of participants and workshop objectives

preparation ensure an egalitarian seating arrangement, in a U-shaped boardroom style or grouped around tables

pedagogy priming session, backward design method, whole group activity

process introduction and welcome speech

- Get to know the participants (name, job, position, role)
- Introduce yourself
- Introduce the ongoing evaluation process. Tell participants to write down any questions, concerns, or ideas regarding the workshop as they come up with them. This can be done on post-its. Place these in a designated corner for you to check throughout the day and address as the workshop progresses

introduce the objectives of the workshop

1. The characteristics of digital citizens, their rights and responsibilities
2. About the dynamics of online hate and how to build resiliency against it
3. Critical digital media skills
4. Peace education strategies to tackle online hate

2.1.1 icebreaker activity

Play a game of “Do you see what I see?” to outline the importance of the topic: understanding the other. This activity will show participants how things that are considered universal, like color, can be perceived differently by different people.



Image from *Know Your Meme*, <https://knowyourmeme.com/memes/thedress-what-color-is-this-dress>.

Procedure:

Divide the participants into groups.

- Show them the picture of “The Dress”. Ask them what color it is – is it white and gold or blue and black?
- The picture should spark a conversation. Different people will see it differently. Some might see it both ways.

Divide participants into groups. Show the following questions on the projector, and let each group discuss.

- How did you feel about those who saw the dress the same way as you?
- How did you feel about those who saw the dress differently?
- When this phenomenon occurred, people divided themselves into teams on social media – Team Blue/Black and Team White/Gold. What are the implications of this?
- Can you think of a situation in real life where someone saw a situation differently from you? Did that make you doubt your choice?
- Is it possible that you were wrong, or that neither of you was wrong?



2.2 Understanding hate speech

time 75 min

objectives understanding hate speech

preparation PowerPoint, papers and pens

pedagogy conceptual session, whole group activity, interactive teaching approach

2.2.1 definition of hate speech

Social media platforms, such as Google, Facebook, Twitter, Reddit, Instagram, Snapchat, WhatsApp and Youtube, have their own definitions of hate speech. Distribute the definitions handout (Refer to Part VI) and discuss with the participants. Let them come up with a definition of hate speech.

2.2.2 hate speech or free speech

Discuss with the participants whether each of the following statements is an example of hate speech or free speech.

1. A cartoonist shares his work portraying a dead jihadist giving orders to God.
2. A comedy show host makes jokes relating to the country's Prime Minister and the country's monarch.
3. A child walks up to a political leader asking him why that leader hasn't intervened to murder the leader of another country, who is a dictator. The politician says "Hopefully God will take him soon".
4. A group calls transgender people "freaks of nature" and incites violence against them, using religious, cultural and legal sources.
5. The following responses were directed at women in political positions and at women taking a position on political issues: "Who does she think she is? What a bitch, she deserves to be raped to be taught a lesson", "Kill Yourself", "You shouldn't be doing politics", "You should be in the kitchen", and "Go make me a cup of tea love".
6. In the wake of a terrorist attack, a politician comments on social media and calls for the slaughter of "radicalized" Muslims. "Hunt them, identify them, and kill them all," reads the post that reaches millions of followers.
7. A social media posts read: "Mexicans are drug dealers and rapists" and "migrants are filthy thieves".
8. A public university allows a speaker whose polemics include, "This country belongs to our people".

2.2.3 hate speech in action

Through a discussion with participants share the fact that it is difficult to define hate speech as per the definition of hate speech by UNESCO:

“Hate speech lies in a complex nexus with freedom of expression, individual, group and minority rights, as well as concepts of dignity, liberty and equality. Its definition is often contested,” (UNESCO, 2015).

Each country has a different definition and tolerance for hate speech. There is a thin line between freedom of speech and hate speech, and the line is even thinner on online platforms, where words could cross borders to reach people in different geographical locations.

Screen videos of Mona al Madbouh and Bassel Al Ameen. Discuss and reflect.

2.2.4 challenges of online hate

Divide participants into groups and let them brainstorm possible challenges of online hate. (Possible challenges may include the following list). Ask them to pick 2 challenges of online hate. Let each group discuss how and why it is considered a challenge. Then let each group present.

- It can spread globally, quickly and cheaply
- It can be taken down, only to reappear moments later
- Those who spread hateful messages can do so with relative anonymity
- Posters have access to different modes of dissemination (social networks, websites, music, videos, games and accidental contacts)
- It is hard to regulate by law
- Those who spread hate can target those who are the most vulnerable



2.3 Hate and radicalization

time 90 min

objectives understanding how hate speech can lead to radicalization and thinking of ways to combat it

preparation PowerPoint, video

pedagogy conceptual session, interactive teaching approach, think-pair-share

2.3.1 an interview

Screen the interview with Dr. Jihan Rabah's discussion about hate speech and radicalization (<https://vimeo.com/173376940>). Discuss with participants:

- Something that they each found surprising, interesting or troubling (S.I.T. strategy).
- Any points of similarity with their community.
- When they see a message of online hate how do they feel? React?

2.3.2 push and pull factors

Many scholars on the topic of radicalization argue, as well, that it is a flawed concept. That being said, a review of the research does seem to suggest that there are some shared understandings around the factors that may make a person more vulnerable to hate and radicalization. Some of these factors "push" the person towards radicalization, while others "pull" them into it.

Push factors

- Feelings of marginalization and alienation, perception of discrimination and inequality
- Lack of education and career opportunities
- Denial of rights/not feeling protected by government/one's identity group feels under attack
- Lack of meaning/purpose
- Feeling excluded from the promises of modern society

Pull factors

- Source of support/community/belonging
- Identity and spiritual purpose
- Empowerment/adventure
- Sense of justice and hope

Discuss the push and pull factors with participants. What do they think about these factors? Do they think that some reflect your context? Are there any that are missing? Which ones?

**Other push factors include feelings of isolation (socially/culturally), perception of group being persecuted (nationally/internationally), feelings of sadness/anger/frustration at lack of international support/protection of group being "persecuted", whereas other pull factors include feelings of utopian state as well as feelings of brotherhood/sisterhood.

2.3.3 the importance of education

Read the following document: http://s3.amazonaws.com/inee-assets/resources/INEE_ThematicPaper_PVE_ENG.pdf

As you read through the document, reflect and take notes around the following points. Then discuss.

- What context-specific issues (related to push/pull factors) could you address in a program, policy or intervention?
- Could considering the 4 Rs be relevant in your context? Why or why not?
- This article provides 7 examples of how education can prevent extremism, applied to multiple contexts. Consider how some of them could guide the development of an intervention that builds resilience in your community.



2.4 Digital citizenship

time 75 min

objectives understanding the skills associated with current conceptions of digital citizenship education, as well as with awareness when encountering online hate groups

preparation PowerPoint, infographics

pedagogy conceptual session, interactive teaching approach, think-pair-share

2.4.1 the pyramid

Over the last fifteen years, the focus of digital citizenship education has been on safety, basic technical skills and understanding your 'digital footprint'. Countries from around the world have increasingly turned to education to equip people with the knowledge and skills to withstand and overcome hate-based narratives. As such, current trends in digital citizenship education have shifted towards responsible behaviours and advocacy in online spaces.

The model for digital citizenship education presented here is designed to build resilience against hate by promoting the safe use of the internet and online spaces, participating productively and taking a leadership position in the digital realm. This spectrum of digital citizenship capacities can be presented as a pyramid, with more sophisticated capacities built on a foundation of basic digital literacy competencies.

The pyramid of digital citizenship education by Louis Reynolds and Lucie Parker (April, 2018).
Credit: Institute for Strategic Dialogue

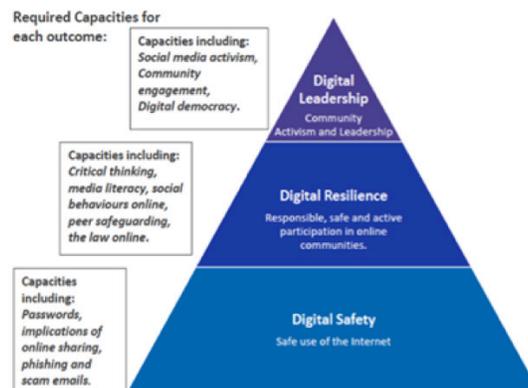


Fig.1. The pyramid of digital citizenship education

2.4.2 the 9 themes of digital citizenship

Digital citizenship can be defined as “the norms of appropriate, responsible behavior with regard to technology use” (digitalcitizenship.net/nine-elements.html). Here are the 9 elements of digital citizenship (Refer to Extra Information for Facilitator section):

1. Digital Access
2. Digital Commerce
3. Digital Communication
4. Digital Literacy
5. Digital Etiquette
6. Digital Law
7. Digital Rights & Responsibilities
8. Digital Health & Wellness
9. Digital Security (self-protection)

2.4.2 (continued)

For Discussion:

Discuss each theme and why it is important.

What are your and/or your community's definitions of digital citizenship?

How have your institutions or your practices taken the theme of digital citizenship into consideration? Discuss.

Show the Youtube video "Mobile World" <https://www.youtube.com/watch?v=DfCdhQc53n8>. Ask participants to choose a partner, ask them what they found surprising, interesting, or troubling (S.I.T. strategy) and discuss why digital citizenship education is vital nowadays.

2.4.3 tactics of hate speech

Over the past few years, terrorism has evolved to appeal to more of the common masses, sometimes by instilling fear, sometimes by inspiring them to follow a higher calling. Due to the ubiquity of smartphones and hence, access to social media, the spread of terrorism has greatly increased in the past decade. ISIS is often the first example that comes to mind, as it was amongst the first groups to use Twitter, Kik, and other social networking services to communicate, spread propaganda and recruit members.

The Ku Klux Klan, al Shabaab, Al Qaeda, and many more are similarly active online for the main purposes of spreading propaganda and recruitment. Whether it's video threats, live murders, online security hacks, inspirational Call-of-Duty videos, or social media messages, terrorists have diversified their digital activities to widen their reach. Their campaigns mostly target the youth with the main goal of radicalizing them to join a "greater cause".

Ask each group to discuss one or two of the common tactics of hate speech. In the next section, each group will present. After all presentations are done you can take a poll to see which tactic they think is mostly being used by terrorist groups. Distribute the handout (Refer to Part VI).

Tactic 1: Targets a specific Group

Tactic 2: Educates about the "Glorious Past"

Tactic 3: Claims of victimization

Tactic 4: Justifies superiority by divine sanction

Tactic 5: Justifies superiority by natural sanction

2.4.3 (continued)

**If time allows, it would be a good idea to do a quick exercise of forming groups based on benign characteristics such as birth month, age, height, gender and languages spoken. Then, each group could say something nice about their “in” group and something mean about the “other” group. It shouldn’t take long, and it emphasizes quickly how easy it is to form exclusive groups. This activity is adapted from <https://extremedialogue.org>.



2.5 Presentations and evaluations

time 60 min

objectives learning from others and expanding knowledge of online tactics of hate groups through sharing presentations, evaluating the day's workshop

preparation group work completed material, evaluation form

pedagogy evidence-based strategies, takeaways, group presentations

process **present and discuss**

Each group presents their work. Then a short discussion with the whole group to share ideas of difficulties they encountered and how they overcame them while implementing the activity.



3.1 Critical thinking online

time 45 min

objectives building resilience to hate through distinguishing between fact and opinion, as well as identifying fake news

preparation video and PowerPoint

pedagogy conceptual session, interactive teaching, small group activities

critical thinking online

Building resilience to hate needs to be a core component of digital citizenship education. At the intersection of digital citizenship education, critical thinking, and resilience to online hate, lie four things people need to be able to do:

1. Distinguish between fact and opinion
2. Identify fake news
3. Understand the power of imagery
4. Understand the impact of echo chambers

3.1.1 distinguish between fact and opinion

Read each snippet from the media below. Then ask participants to determine if it is a fact or an opinion. You can then give them feedback.

Snippet 1:

“(Turkish) President Recep Tayyip Erdogan is popular in the Arab world, from West to East, perhaps even more so than he is within Turkey itself. The Arabs see Erdogan as a leader of the Ummah, not only the President of Turkey.”

From an article (<https://www.middleeastmonitor.com/20180704-why-the-arabs-like-erdogan/>) by Mohammed Ayesh in Middle Eastern Monitor, July 4, 2018.

Feedback 1:

This is an opinion. An opinion may or may not be valid, and it may or may not be based on facts. In this case, Ayesh is making a broad generalization about Arabs in general. Remember, an opinion may often be valid within the context in which it was said. In fact, in the rest of the article Ayesh goes on to support his opinion with several facts. However, if this statement is taken out of context and communicated as an objective fact, it becomes troublesome.

Snippet 2:

“ISIS used to be Al-Qaeda in Iraq.”

From a Vox.com explainer (<https://www.vox.com/cards/things-about-isis-you-need-to-know>)

Feedback 2:

This is a fact. It is a verifiable fact that ISIS was originally Al-Qaeda and broke away as a splinter group in the mid 2000s. Though the ISIS is no longer a part of the Al-Qaeda, as long as the fact is worded correctly (notice the words “used to be”) it remains valid.

3.1.1 (continued)

Snippet 3:

“Climate change is not real.”

A belief held by many people and expressed in many ways in many places such as these: *Marc Morano denies climate change*, <http://www.climatedepot.com/author/marcmorano/>, *Australian PM says Coal is good for humanity*, <https://www.theguardian.com/world/2014/oct/13/tony-abbott-says-coal-is-good-for-humanity-while-opening-mine>.

Feedback 3:

This is an opinion masquerading as a fact. While scientific scepticism is a strong element of critical thinking, blanket climate change denial is a “manufactured uncertainty” created by industrial, political and ideological interests. This is supported by a large scale build-up of questionable facts and an insistence that climate change does not exist, even in the face of incontrovertible evidence. This institutionally-sanctioned dismissal of evidence sometimes causes problems for people when trying to distinguish between fact and opinion.

In 2017, Kellyanne Conway, a counselor to US President Donald Trump, infamously invented the term “alternative facts” to refer to opinions packaged as facts. The claim that “climate change is not real” perhaps fits that description.

Snippet 4:

“Bitcoin’s network hashrate will consume as much power as Denmark by 2020, making it a wasteful use of electricity”.

From *Top 10 myths about Bitcoin*, <https://www.nasdaq.com/article/top-10-myths-about-bitcoin-cm620562>, May 2016.

Less use argument: <https://kernelmag.dailydot.com/issue-sections/staff-editorials/11336/how-much-electricity-bitcoin-use/>.

More use argument: https://motherboard.vice.com/en_us/article/aek3za/bitcoin-could-consume-as-much-electricity-as-denmark-by-2020.

Feedback 4:

It is a fact that bitcoin mining demands electricity resources, but there seem to be multiple perspectives on how much electricity is actually required, and whether that can be called a “waste”. It appears difficult at the moment for a lay person to determine where the facts end and the opinions begin, unless they spend a great deal of time and effort to understand the issue and look up multiple sources.

3.1.1 (continued)

Sometimes facts are couched in a biased perspective to suit the needs of the writer. Sometimes important corollaries to the fact are left out, or only part of a fact is presented. These are ways to manipulate readers, especially on subjects that are technical and not in easy grasp for the layperson.

Distinguishing between facts and opinions is not always straightforward. This is particularly true online, where things are shared at a rapid pace, things are quoted out of context, and authors are often unknown. Digital citizenship education and critical thinking help people become sensitive to these issues. And when people recognize how facts and opinion differ and how they overlap, they are likely to assign an appropriate value to what they read and see on social media.

3.1.2 identify fake news

The term “fake news” is often linked to US president Trump; however, it was coined in 2014 by Craig Silverman, a Canadian journalist, when he came across a cluster of Macedonian websites spreading misinformation (<https://www.politico.com/interactives/2017/politico50/craig-silverman/>).

Fake news, as the name suggests, is news that is fabricated in some way or is not credible. Some kinds of fake news are more obvious and easy to detect, like that Big Foot is seen in New York. Others may be harder to spot, as things are rarely black and white. There may be several kinds of fake news, varying in their nature and degree of fakeness.

Discuss with participants each kind of fake news.

- **Element of truth with slanted or biased presentation:** In 2010, an Atlanta based TV station expressed outrage that millions of US tax-payer dollars were being spent on refurbishing mosques in Muslim countries. While some US foreign aid money gets spent on repairing or improving mosques in Muslim countries, it was exaggerated at a time of heightened tension. USAID, for example, has a broad mandate of helping people in several continents recover from disasters or improve their quality of life. Mosque improvement has often fallen under that mandate. (<https://www.snopes.com/fact-check/mosque-restoration/>)

3.1.2 (continued)

- **Mixed Facts:** In some instances, facts get mixed up leading to misinterpretation. In 2018, for example, social media was abuzz with news that Facebook's algorithms had flagged the US declaration of Independence as "hate speech". It was true that a newspaper published an excerpt from the Declaration which contained the words "savage Indians" in a certain context. It was true that Facebook's algorithms flagged the term and blocked the post for a day. It was not true however that the entire Declaration was blocked, as was claimed in the social media. (<https://www.snopes.com/fact-check/facebook-declaration-of-independence-hate-speech/>).
- **Deliberate or uninformed misrepresentation of data:** Correctly understanding data and graphs needs a degree of statistical literacy, which many people may not possess. This is often exploited by creators of content to mis-represent interpretation from data. To create a false impression, charts can be made to show only parts of graphs, use incorrect intervals, manipulate the axes and so on. People often widely share such graphs in the confidence that they are "supported by data". You can see an example here: <https://qz.com/580859/the-most-misleading-charts-of-2015-fixed/>.
- **Completely fabricated:** 21stCenturyWire.com, a propaganda website, claimed in 2016 that the search and rescue organization in Syria, widely known as the White Helmets, is tied to ISIS terrorism. This claim has no basis. (<https://www.snopes.com/fact-check/syrian-rescue-organization-the-white-helmets-are-terrorists/>).
- **Satire:** Satire is a form of writing that uses humour to criticize or make a point. A key characteristic of satire is exaggeration - it takes a small, reasonable sounding slice of life and blows it out of proportion. Satire is difficult to write well, and if not done well, might sound like fake news. At other times, people are unaware of satire, or do not read closely enough, and end up sharing the piece as actual fact. An example can be found here: <https://www.theonion.com/china-unable-to-recruit-hackers-fast-enough-to-keep-up-1819578374>.

3.1.2 (continued)

Here are some common ways to verify online news:

- Check the source of the story itself and decide whether it's reputable
- Check whether the story is reported elsewhere or just by one website. (Example: Google the claims in the story to check if they have been highlighted as fake or just don't exist elsewhere. Or, use Google reverse image search)
- Question the motivation of the author
- Go beyond the headline
- Check the sources and research used in the article
- Check facts through sites such as Snopes (www.snopes.com), www.factcheck.org, and Reality Check (<https://www.bbc.com/news/topics/cp7r8vgl2rgt/reality-check>).



3.2 Images and echo chambers

time 60 min

objectives building resilience to hate through understanding the power of imagery and the impact of echo chambers

preparation images and PowerPoint

pedagogy conceptual session, interactive teaching approach, think-pair-share

3.2.1 the 4 S's

Understanding bias and other problems in written text is one kind of challenge. Visual and multimedia messages on the other hand, present a completely different set of challenges. They can be powerful tools of persuasion - especially when people are not conscious about how these persuasion tactics work. The types of fake news presented earlier are also applicable to images. Unfortunately, images are less easy to cross verify using the methods discussed for fake news.

In addition to the fake news criteria, creators of images use some distinct tactics to persuade and manipulate the viewer. They may be summarized as the 4 S's:

- Specific production techniques
- Selective display
- Serious manipulation
- Staging

3.2.2 manipulated images

Present a slideshow of manipulated images and discuss the manipulation technique used in each one (please refer to Extra Information for Facilitator section).

3.2.3 filter bubbles and echo chambers

Screen the Ted Talk by Eli Pariser who presents one perspective of echo chambers and filter bubbles. (https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles).

Do the other perspectives (refer to the handout in Part VI). Let each group choose a perspective and present to the whole group. Then open up the conversation for concerns and solutions.

Perspective 1: What are filter bubbles and echo chambers anyway?

Perspective 2: An echo chamber is not quite the same as a filter bubble.

Perspective 3: Filter bubbles and echo chambers are under-researched and overhyped.

Perspective 4: In praise of echo chambers.

Perspective 5: Personalization systems expand taste in music rather than limit it.

Online



Instagram



Messenger



WhatsApp



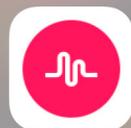
Facebook



Twitter



Snapchat



musical.ly



YouTube



Bitmoji

3.3 Building resilience through dialogue

time 90 min

objectives exploring and understanding the types of dialogues as well as their purpose, benefits and challenges; and practicing engaging in pluralistic dialogue across different perspectives

preparation PowerPoint

pedagogy practical session, student-centered approach, applied group activity

dialogue

Dialogue is critical to any strategy that aims to build resilience to hate. Open discussions that lead participants to challenge their own assumptions and understand different perspectives have been demonstrated to help people overcome hate and gain capacities such as critical thinking and empathy that make them resilient to hate. That being said, for dialogues to meet these ends, it is important that facilitators and participants be aware of the different roles, benefits and challenges of participation in exchanges that may be both inspiring and unsettling.

3.3.1 purpose of dialogue

Ask participants the following questions:

- What is dialogue?
- Why choose dialogue?
- Who can participate in dialogue?
- When can dialogues take place?
- How can constructive, positive dialogue take place?

There are 4 types of conversation. Discuss the difference in style and purpose among each type. From davidwangel.com.

Discourse and Diatribe are one-way approaches. Discourse is cooperative and delivers information, while diatribe is competitive and its main purpose is to inspire or intimidate.

Dialogue and debate are two-way approaches. While dialogue is mainly used to build relationships and exchange information, debate is used to convince or argue.

The descriptive image can be found at: <https://medium.com/@DavidWAngel/the-four-types-of-conversations-debate-dialogue-discourse-and-diatribes-898d19eccc0a>

Due to copyright laws, printing and distribution are forbidden.

What type of conversation is each scenario? Why?

Two peers from opposite sides of the political spectrum arguing over politics. (Debate)

Two undecided voters comparing different perspectives on who to vote, or trying to figure out who your friend is voting for and why. (Dialogue)

An instructor giving a lecture on international affairs. (Discourse)

A disgruntled voter venting about the election's outcome. (Diatribe)

3.3.1 (continued)

Discuss how dialogue helps to:

- Create understanding
- Identify assumptions
- Build relationships

Reaching agreement is not the main purpose of dialogue, but could be a welcome byproduct of **building mutual understanding**. In many cases the dialogue is not a functional or a technical way to achieve predetermined goals. Differences are not taken as points of division; rather they serve as a means to identify assumptions, encourage inquiry, develop mutual understanding and foster collaboration. Discussions on conflicts thus shift from an adversarial and competitive win-lose struggle--from which one version of truth must prevail--to a mutual problem that can be resolved as a group.

Dialogue may leave participants with open questions, which are important for the process of creating understanding of complex concepts or issues. When a dialogue is carried out by people who have great disparities (or even hostile relationships), the participants should strive to create a dynamic that would elicit a partial understanding of the contested view, and create a common ground for continuing the dialogue.

Participants examine their **assumptions**, as well as **identify the other's assumptions**. In cases where the people hold similar views, then the dialogue is a valuable means to question assumptions and predispositions. In cases where there are minor or major disparities between participants, then the dialogue helps to identify assumptions, and to encounter different narratives that constitute one's worldview.

3.3.2 benefits of dialogue

Discuss how open discussions on social and political issues have been positively correlated with the development of:

- Empathy
- Critical thinking skills
- Tolerance of different viewpoints
- Civic commitments

challenges of dialogue

Discuss how despite its many benefits, dialogue is not without the following challenges:

- Anxiety
- Lack of diversity in view points
- Perceived lack of knowledge

3.3.3 • Political climate

Reflect on the presented benefits and challenges of dialogues. Do you agree/disagree with any? Do you have others to propose? What is the best/preferred approach to counter hate speech?



3.4 Dialogue to combat hate speech

time 75 min

objectives gaining strategies to build resilience through dialogue

preparation PowerPoint and writing material

pedagogy practical session, student-centered approach, applied group activity

3.4.1 dialogue to combat hate speech

In this exercise, the trainer would present dialogue as the preferred method of conversation to assist participants representing diverse interests collaborate to solve issues and arrive at a solution that appeals to all. There are three main aspects that are at play in dialogue: 1) **negotiation process**, 2) **group dynamics** and 3) **political context**. Beneath the three parts is an underlying process: **power**.

Choose 1 of the 4 situations presented below where dialogue may be used to build resistance to hate. Imagine yourself in the dialogue, either as a participant or a facilitator. With your group write a script demonstrating how such a dialogue might play out and how you and your group might respond to hate.

Depending on the context, type of participant and facilitator, engaging stakeholders in dialogue might not be an easy task. The engagement and collective thinking of all stakeholders is quite necessary, as it represents a combined effort to identify issues and possible solutions on established common ground from the beginning.

Having good communication, personal and listening skills are most important for a successful dialogue. Speaking with clarity, precision, explaining intentions and valuing the opinion of others are effective ways to share goals and objectives.

Stakeholders are all parties with an interest or concern in a certain topic. Different stakeholders have different roles in the dialogue; some choose to be active participants, some choose to facilitate and others, although silent or absent, are still included.

Discuss what you may use in actual dialogue situations, as facilitators. Read each situation, and reflect on the intervention you would use.

3.4.1 (continued)

Situation 1: A couple of participants have strongly said “All Muslims are terrorists” and “They should go back to where they came from.”

Situation 1 Options:

- “What makes you say that?”
- “How many people from that group have you spoken to/met?”
- “That’s a terrible thing to say!”
- “All Jews / Christians / Hindus should also just go back where they come from.”

Situation 1 Feedback:

In these statements, the participants are making sweeping generalizations. As a facilitator, it is best to uncover underlying assumptions and point out that stereotypes are often not useful in a dialogue. An intervention such as “That’s a terrible thing to say” merely judges the participants and may put them on the defensive without encouraging them to assess their assumptions. “All xx group should also go back” is a provocative statement that does not serve to uncover assumptions or highlight the generalization.

Situation 2: There is a lot of talk that sounds like “شو حمصي - شو معاق” (Lebanese sayings which translate to: “are you from Homs?” but actually mean you are a bit limited, and “Are you handicapped?” meaning you are not clever.

Situation 2 Options:

- “Do you know where that term came from and what it originally meant?”
- “Do you know why people stopped using that word/ why is it unacceptable these days?”
- “We need to agree on some ground rules here - we are not going to use such terms.”
- “How would you like it if someone called you names?”

Situation 2 Feedback:

These statements are hateful words used against specific groups. While it may help to sometimes for the group to set itself ground rules for the dialogue, the facilitator would ideally help participants see the hateful nature of the words being used. Challenging the participants by saying “How would you like it if people called you names?” could potentially trigger an empathic reaction, or it may make participants more defensive.

It is often likely that people are not fully aware of the meaning and origins of the words they used. Allowing for an exploration of these meanings may emphasize to participants the exact quality of hate being communicated.

3.4.1 (continued)

Situation 3: He's so gay! Tramp!

Situation 3 Options:

- "What's your intention in making that remark?"
- "How do you feel when people talk to you in a way that you don't like?"
- "How do you know that?"

Situation 3 Feedback:

In this case, the participants are using hateful words to describe specific people. The facilitator's role would be to provoke people to put themselves in the others' shoes, or to explore the reasons why such statements are being made. Saying something like "How do you know that?" makes it seem like the words themselves are acceptable, but there needs to be an exploration of its origins

Situation 4: There is an impasse in the group with everyone just re-stating their stand points. There is no movement forward. You repeatedly hear 'Here we go again', 'You can't say anything anymore!' 'I'm not racist but...'

Situation 4 Options:

- "You're not afraid to say what you think which is a good thing, but have you thought what the effect of that remark could be on other people?"
- "You obviously feel very strongly about this - can you tell me why?"
- "You are being close minded"

Situation 4 Feedback:

This is a situation where the facilitator needs to move things forward. Making a statement like "You are being close minded" is more likely to put participants on the defensive. It is more beneficial for the dialogue to bring out perspectives or explore the roots of the "stuckness".



3.5 Presentations and findings

time 60 min

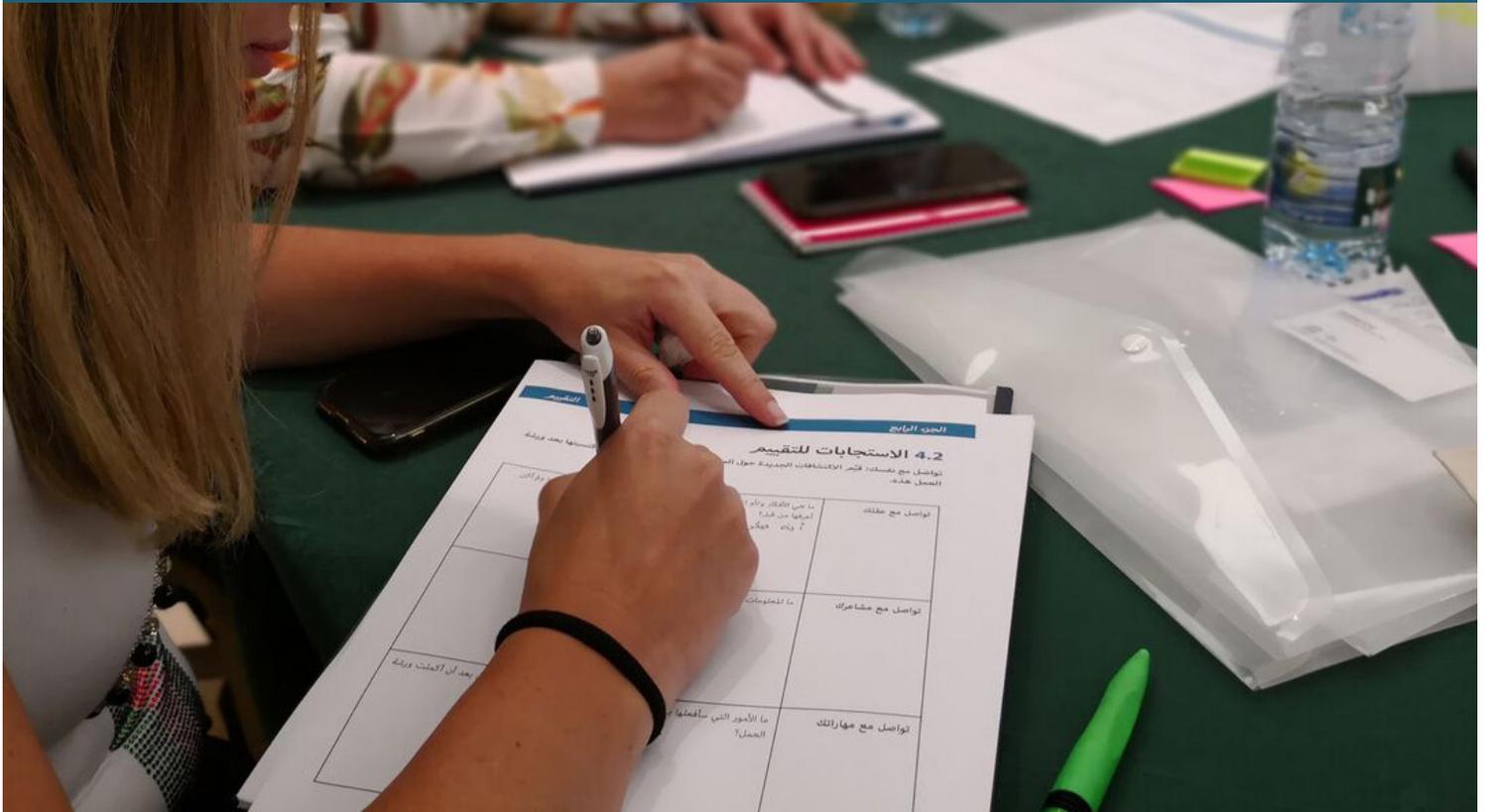
objectives each group presents

preparation evaluation form

pedagogy practical session, student-centered approach, applied group activity

process **present and discuss**

Each group presents their dialogue, based on which scenario they chose. Then a short discussion with the whole group to share ideas. Evaluation forms distributed and farewells.



4

Evaluations

4.1 Day 1 reflection

4.2 Evaluation questions

4.3 Evaluation response

4.4 General evaluation

4.5 Acquired skills

questionnaire

4.6 Questionnaire for learners

4.7 Six-month follow-up

evaluation

4.1 Reflection journal entry

Reflect & Share

Record your experience from today's training and more importantly, your thoughts, analysis and reactions. Use these three questions to guide you in your reflection. Once you have completed your reflection, write your partner's comments in the 'share' column.

- What was your experience of the workshop like?
- What are your thoughts, feelings, and analysis of that experience after the conclusion of the day's workshop?
- What actions might you take as a result of the interactive sessions you participated in?

reflect

share

4.2 Evaluation questions

Reflect on all aspects of today's training as you answer each question.

1. What did you find really effective about today's workshop?

2. Which activities did you find most useful?

3. What did you think of the distribution of activities?

4. What do you think we could have done better today?

4.3 Evaluation response

Get in touch with your inner self: Evaluate new discoveries about information, self, and skills you have learned after this workshop.

Get in touch with your mind:	What new ideas, concepts, facts, and/or information have I learned?
Get in touch with your feelings:	What information about myself, as a digital citizen, have I discovered?
Get in touch with your skills:	What things will I do differently? What actions will I take now that I have completed the workshop?

4.4 General evaluation

Sharing reflections: Please answer the following questions.

1. Was this workshop up to your expectations? Yes Somewhat No
Please explain your response:

2. What feature of the workshop did you find the most useful? Please elaborate.

3. What feature of the workshop did you find less useful? Please elaborate.

4. How have your perceptions changed as a result of your participation in this workshop? Please provide examples and elaborate.

5. What follow-up activities would you suggest after this workshop?

6. How can we improve the workshop, in your opinion?

7. What other comments would you like to share?

4.5 Acquired skills questionnaire

Answer the following questions based on knowledge you have acquired during the two-day workshop.

1. How can you be a responsible and safe digital citizen?
2. What are some problems encountered on social media and what are possible solutions?
3. What is online hate speech, what perpetuates it, and how can we build resilience towards it?
4. What are effective ways you can engage in dialogue when hate speech is involved?

4.6 Questionnaire for learners

Date of the two-day workshop:

Name of school:

Position:

Age:

Sex: Male

Female

1. What is your overall impression of the workshop?

2. Which part of activity covered during the training session is most useful to your work?

3. What did you find less useful?

4. How did the interactive approach of the workshop contribute to your learning?

5. What was the single most important learning experience you are taking away with you from the workshop?

6. How do you plan to incorporate your learning from the training session into your work?

7. What are some challenges you anticipate facing with your students upon application of some of these activities?

8. How will you incorporate what you learned with the community outside of class?

9. How can we improve the workshop, in your opinion?

10. What other comments would you like to share?

4.7 Six-month follow-up evaluation

Name:

Sex: M / F

Email:

Date of the training:

Name of organization:

Your position in the organization:

1. On a personal level, did you use what you learned in the workshop in your daily work?

Yes No

2. If yes, please elaborate on what you used from the workshop:

Content knowledge:

Methods:

Lesson plans:

Other(s):

3. What are some difficulties you faced in applying what you learned in the workshop?

4. How useful did you find the handbook and materials used in the workshop?

Please elaborate.

5. Did you feel that your use of social media and critical digital media literacy skills have changed since taking the workshop?

Yes No

6. Please explain.

7. Did you feel that you have a better understanding of your online rights and responsibilities?

Yes No

8. Please explain.

9. Did you participate in dialogue to combat hate speech?

Yes No

10. If you answered yes, please describe what you did. If you answered no, please indicate why.

11. Were you able to incorporate what was learned in the workshop in your organization?

Yes No

12. If yes, describe how it was incorporated and the impact it had on your organization. For example, are you incorporating social media and critical digital media literacy in your work processes and outputs? If you answered no, please indicate why.

13. Do have any success stories you experienced in relation to the material discussed in workshop?

Yes No

14. If yes, please share with us your experience with us.



5 Extra information for facilitator

2.4.2 The 9 themes of digital citizenship

3.2.2 Manipulated images

2.4.2 glossary

Digital Access: Online participation of all members of society.

Digital Commerce: Despite online shopping having possible issues with security or in some countries, legality of goods and services exchanged, digital commerce is essential and central to market economy.

Digital Communication: Electronic exchange of information with anyone, anytime, anywhere. Education about all options and appropriate use is necessary.

Digital Literacy: The emphasis on the teaching and learning of technologies and their uses.

Digital Etiquette: A code of online conduct usually defined via rules and policy, user responsibility is key.

Digital Law: Ethics, societal rules and laws regarding online conduct. Digital law's scope ranges from downloading illegal music to identifying theft.

Digital Rights & Responsibilities: The freedoms and limitations that extend to the entire online community.

Digital Health & Wellness: Practices that ensure the physical and psychological well-being of online users, among which are choosing ergonomic options and tackling internet addiction.

Digital Security (self-protection): Electronic precautions taken by users to protect their information, like virus protections and data backups.

Source: digitalcitizenship.net

3.2.2 fake news activity

You can use the following images to talk about the different techniques of manipulating pictures to create fake news. Look out for the ways in which these images have been enhanced or modified. Are all the issues in the images clear-cut?

Slide 1: (Selective display)

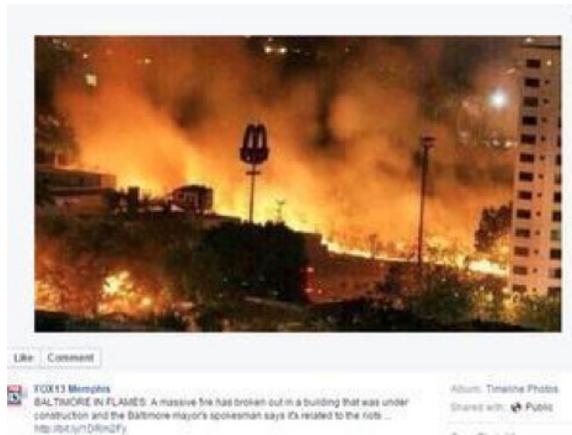


Image from *Facebook*.
Baltimore Burns

In 2015, Fox 13 posted this image with the title “Baltimore in Flames” saying it was related to riots that were going on at the time. It turned out to be a photo taken in Venezuela in 2014. The photo was exposed by a user two days later, and Fox issued an apology. But for two days, the damage was out there.

Slide 2: (Selective display)



Image from *The Economist*.
Obama stands alone

In this subtle manipulation, *The Economist* cropped and edited a rather ordinary looking picture to give a strong impression of US former President Obama being isolated on an important issue. Information wise, the photograph is accurate. Obama did stand at that particular spot and look at the water. The final result however, goes deeper. While this is not as ethically problematic as the other examples, it still demonstrates the power of modified images.

Slide 3: (Specific production techniques)



Image from Paul Hansen via *World Press Photo*.

Journalistic photo or a movie poster?

This image of two young children killed in Gaza and being carried to their funeral won a “Photo of the Year” award in 2013. The photographer admitted to using Photoshop to enhance the lighting and depth resulting in a more dramatic effect. While the information in the photo is correct, the post production techniques used here make it look more like a movie poster than a documentary record of an event. And movie posters are designed to persuade people in specific ways. Whether this is a problem or not, is for you to decide.

Slide 4: (Sloppy manipulation)



Image from HaMevaser
World Leaders in solidarity with Charlie Hebdo

This photo was published on the front page of HaMevaser, an Orthodox Israeli paper, showing male world leaders at the front line of the Hebdo solidarity march. However, the original picture had several female leaders: Angela Merkel, Paris Mayor Anne Hidalgo, and President of Switzerland Simonetta Sommaruga. The next day, a news blog exposed the manipulation and pointed to some discolouration, a mysterious glove and an identifiable blur.

Closing slide

Images tell powerful stories. Similar issues exist with videos, audio pieces and other forms of multimedia, with slightly different challenges. Part of digital citizenship education and critical thinking is to educate yourself on these issues, thereby becoming more resilient and capable of handling their impacts.

For more examples, see the Bronx Documentary Center for Altered Images (<http://www.alteredimagesbdc.org/>), a non-profit gallery and educational space that use these images to facilitate dialogue around global and local issues.



6

Handouts

2.2.1 Hate speech and social media

2.4.3 Tactics of hate speech

3.2.3 Filter bubbles and echo chambers

2.2.1 hate speech and social media

Google:

Our products are platforms for free expression. But we don't support content that promotes or condones violence against individuals or groups based on race or ethnic origin, religion, disability, gender, age, nationality, veteran status, or sexual orientation/gender identity, or whose primary purpose is inciting hatred on the basis of these core characteristics. This can be a delicate balancing act, but if the primary purpose is to attack a protected group, the content crosses the line. Read more... <https://www.google.com/intl/en/%2B/policy/content.html>

Facebook:

A user is prohibited from engaging in “direct and serious attacks on any protected category of people based on their race, ethnicity, national origin, religion, sex, gender, sexual orientation, disability or disease.” Read more... <https://www.facebook.com/notes/facebook-safety/controversial-harmful-and-hateful-speech-on-facebook/574430655911054/>

Twitter:

A user “may not promote violence against or directly attack or threaten other people on the basis of race, ethnicity, national origin, sexual orientation, gender, gender identity, religious affiliation, age, disability, or serious disease.” Read more... <https://help.twitter.com/en/rules-and-policies/hateful-conduct-policy>

Reddit:

While Reddit generally provides a lot of leeway in what content is acceptable, content is prohibited if it is illegal, encourages or incites violence, threatens, harasses, or bullies or encourages others to do so. Read more... <https://www.reddit.com/help/contentpolicy/>

Instagram:

You may not post violent, nude, partially nude, discriminatory, unlawful, infringing, hateful, pornographic or sexually suggestive photos or other content via the Service. Read more... <https://help.instagram.com/478745558852511>

Snapchat:

Don't post any content that demeans, defames, or promotes discrimination on the basis of race, ethnicity, national origin, religion, sexual orientation, gender identity, disability or veteran status. Read more... <https://support.snapchat.com/en-GB/a/gui>

2.4.3 tactics of hate speech

Tactic 1: Targets a Specific Group

Fundamental to all hate-based ideologies is the idea of a target group (or multiple groups) designated as the “Other”. This group is characterized in false and demeaning ways to justify the existence of the hate group and its positions. In order to recruit members, the hate group must dehumanize the other by portraying them as both inferior and threatening. One example that comes to mind is the othering of Muslims by some groups.

Tactic 2: Educates about the “Glorious Past”

Another essential element of hate ideology is the notion that the group has fallen from its former glory. Generally, this fall is portrayed as being the fault of either the designated Other or of members of the group who were fooled or subverted by the Other. As a result, it is only by defeating and destroying the Other that this glorious past can be regained. The goal of hate group leaders is to educate members about this “glorious past” because its enemies have done their best to erase this from history. For example, white supremacist groups often speak about unparalleled strong economy, low unemployment rates and healthy people during The Third Reich’s rule.

Tactic 3: Claims of Victimization

In addition to portraying the Other as being inherently inferior, hate groups generally claim to be victims themselves. As well as eliminating any possible sympathy for the enemy, victimhood is effective in appealing to those youth who are feeling frustrated and are the most vulnerable to hate messages.

Tactic 4: Justifies superiority by divine sanction

In many cases, hate groups claim to be formed for a higher purpose. The group is portrayed as superior on religious grounds. The claim serves to deny the humanity of the Other and to justify actions in the name of a higher power. For example, ISIS recruitment videos and messages often appeal to a wide spectrum of violence-prone audience, because the fighters portray themselves as enlightened people who have found the right path, and the messages often have just the right mix of nobility and urgency to encourage others to join the fight.

2.4.3
*(continued)***Tactic 5:** Justifies superiority by natural sanction

Another justification for claims to superiority are made on so called “scientific grounds”. The claims that the group is inherently superior serves to deny the humanity of the Other. Proponents of racialism rank races on traits such as intelligence, morals, and cultural characters. Some claim that mixed-race children have more behavioural issues, engage in risky behaviour and have a higher propensity for having mental health and substance abuse issues.

3.2.3 filter bubbles and echo chambers

Choose a perspective and present, then discuss concerns and solutions with the whole group.

Perspective 1: *What are filter bubbles and echo chambers anyway?*

Summary: (Adapted from Wikipedia) A filter bubble is a state of intellectual isolation that can result from personalized searches when a website algorithm selectively guesses what information a user would like to see based on information about the user, such as location, past click-behavior and search history. As a result, users become separated from information that disagrees with their viewpoints, effectively isolating them in their own cultural or ideological bubbles. Some use the term “echo chamber” interchangeably with filter bubbles, while others see them as different.

See more link: YouTube explainer

(<https://www.youtube.com/watch?v=Zk1o2BpC79g>)

Perspective 2: *About Filter Bubbles, by the man who invented the term*

Summary: From the talk: “In a broadcast society, there were these gatekeepers, the editors, and they controlled the flows of information. And along came the Internet and it swept them out of the way, and it allowed all of us to connect together, and it was awesome. But that’s not actually what’s happening right now. What we’re seeing is more of a passing of the torch from human gatekeepers to algorithmic ones. And the thing is that the algorithms don’t yet have the kind of embedded ethics that the editors did.”

See more link: Eli Pariser talks about filter bubbles on TED

(https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles)

Perspective 3: *An echo chamber is not quite the same as a filter bubble*

Summary: (Adapted from Wikipedia) An echo chamber is a metaphorical description of a situation in which beliefs are amplified or reinforced by communication and repetition inside a closed system. By visiting an “echo chamber”, people are able to seek out information which reinforces their existing views, possibly as an outcome of unconscious confirmation bias. Unlike filter bubbles, echo chambers are systematically created and used to propagate a point of view.

See more link: The Center for Media and Democracy describes echo chambers

(https://www.sourcewatch.org/index.php?title=Echo_chamber)

3.2.3 (continued)

Perspective 4: *Filter bubbles and echo chambers are under-researched and overhyped*

Summary: Research seems to find concerns about filter bubbles and echo chambers to be overstated, if not wrong. In fact, many internet users trust search engines to help them find the best information, check other sources and discover new information in ways that can burst filter bubbles and open echo chambers. This exaggeration is creating unwarranted fears that could lead to inappropriate responses by users, regulators and policymakers.

See more link: William Dutton, Professor of Media and Information policy writes in The Conversation (<https://theconversation.com/fake-news-echo-chambers-and-filter-bubbles-underresearched-and-overhyped-76688>)

Perspective 5: *In Praise of Echo Chambers*

Summary: (From the article) “It’s true that echo chambers can obstruct the flow of information, and that’s a problem. But those echo chambers can also be a formidable tool for political resistance. Where else do you have such immediate access to hundreds, thousands or even millions of people that agree with you? The key is to use social media for mobilization, not persuasion.... In other words, don’t spend all your time arguing with people on the Internet. If social media won’t bridge the political divide, use it to close ranks.”

See more link: Writing in the Washington Post, Emily Parker finds something positive about echo chambers (https://www.washingtonpost.com/news/democracy-post/wp/2017/05/22/in-praise-of-echo-chambers/?noredirect=on&utm_term=.0af9f51452e4)

Perspective 6: *Personalization Systems Expand Taste in Music Rather than Limit it*

Summary: Personalization systems infer a customer’s preferences and recommend content best suited to the user (e.g., “Customers who liked this also liked...”). This study asks if such personalization makes people limit themselves to what they already like, or if it had any other effects. Surprisingly, the study shows that recommendations do not appear to narrow people’s interests. On the contrary, personalization seems to help users widen their interests, in turn creating commonality with others. If this is true of interest in music, it would be worth exploring if it is true of people’s news preferences.

See more link: Researchers from Wharton publish an Open Access article on the issue. Management Science, 2015 (https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1321962)



p.30: Own screenshot. May 11, 2018.

p.34: iHate poster. March 2016. Project Someone.

Accessed April 22, 2018. <http://projectsomeone.ca/antihatecomicproject>.

All other images from Project Someone Lebanon Workshop #1.

Someone

social media education every day



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