

# Lesson plan

**Lesson Objective:** To understand online hate and the role we can play to help stop it

**Time:** 70 minutes (Alternatively: Part one - 35 minutes; Part two - 45 minutes; Part three - 20 minutes)

**By the end of this lesson, students will be able to:**

Under-11s	11-13s	14+
<ul style="list-style-type: none"> <li>• Explain what online hate is</li> <li>• Identify some protected characteristics</li> <li>• Recognise different ways to stop or report hate they see online</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what protected characteristics are and identify some</li> <li>• Give examples of online hate</li> <li>• Identify different ways to be an upstander and get support to tackle online hate</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what online hate is in context of the law</li> <li>• Recognise how seemingly harmless comments can spread online hate</li> <li>• Identify different ways they can support victims and report hate online</li> </ul>

## Prep

- ☐ Before the lesson, you should ensure students have access to digital devices with Wi-Fi (at least one per pair/group). You may wish to have devices already on the [Tackling Online Hate quiz](#) page for the second part of the lesson.
- ☐ If you prefer collaborative work in your classroom, create pairs/groups with even numbers where possible. Or use an online name-picker to group students at random.
- ☐ Print out enough copies of Handout 1, which features different scenarios, and cut them across the dotted lines. There are 3 scenarios per page. For example, a class of 30 with groups of 4 would need 3 copies printed. Make sure you choose the right handout for your students' age group.
- ☐ Print out enough copies of Handout 2 as well, which you can do per student or per group.
- ☐ Consider how you will teach this lesson and edit the Lesson Slides accordingly. For example, if children don't use notebooks, update the terminology to match their actual practice. Similarly, if you won't be splitting the lesson into parts, remove the optional plenary/starter activities (marked by their purple background) to avoid confusion.



# Starter

Time: 5 minutes

Have students create a word cloud around the term **'online hate'**. Give them a few minutes to do this and encourage them to think about the below **Extension Activity** if they finish before time is up.

Then, create a word cloud on your whiteboard using students' ideas. Together, create a definition of what online hate is.

**Extension:** Using what you've heard, explain whether you think all online hate is legal or not.

## Definition

According to Stop Hate UK, "online hate is posting and sharing hateful and prejudiced content against an individual, group or community. It can take the form of derogatory, demonising and dehumanising statements, threats, identity-based insults, pejorative terms and slurs."

# Activity 1: Talk about online hate

Time: 20 minutes

**1. Independently or in groups of 2-4, provide students with a scenario each from Handout 1. Have students read their scenario and discuss or answer the questions on the handout.**

You can ask students to write their responses in their notebook or on the back of the scenario to share with the class.

Other alternatives include pasting the scenario on an A3 sheet of paper and having students create a mind map of answers to the questions. (10 minutes)

**Extension:** If students finish early, ask them to discuss the following reflection question – Have they ever witnessed hate online? What did they do and what could they do differently?

**2. Once students have had a chance to discuss the scenarios, ask them to share with the whole class. Start by reading out one scenario at a time and asking all students who had that scenario to share. You can ask the wider class to share their thoughts as well. Repeat with the other two scenarios.**

In some cases, this may lead to really in-depth discussions that you can facilitate. This might take more time than expected, but you can divide this lesson into multiple parts to ensure students benefit most from this conversation. (10+ minutes)



## Part 1 Plenary

Time: 10 minutes

**If you decide to split the lesson into two parts, use this plenary to end the first part.**

Based on the scenarios in the previous activity and the discussions about taking action, ask each group to contribute one action that someone could take to tackle hate they see or experience online.

As a class, agree on the suggestions and write them on the whiteboard or on chart paper so that you have a 'code' to tackle online hate. Avoid asking the same group or students for contribution; try to get every student/group adding to the 'code'.

Ensure these main actions are covered:

- Report the hate on the platform you see it (mention different ways of reporting on a few different age-appropriate platforms).
- Avoid commenting on or engaging with content that is hateful.
- Use kind language wherever you are online.
- Re-reading what you're about to send before sharing.
- Get help from a trusted adult if you need support or another set of eyes.



## Part 2 Starter

Time: 7 minutes

If you split the lesson into two parts, use this starter to begin the second part.

Ask students to review or recall the 'code' your class created in the first part of the lesson. In their opinion, what are the top 3 actions someone could take to tackle online hate?

Choose a few students to share their thoughts.

## Activity 2: What is online hate?

Time: 30 minutes

As individuals or in groups of 2-4, assign students roles to make sure everyone is involved in the activity.

Sample roles could include:


- **Operator:** Chooses the options that the group decides on and navigates through the quiz.
- **Reader:** Reads the questions in the quiz as well as the 'What you need to know' and 'Questions to discuss' sections after each question.
- **Writer:** Writes the discussion points and answers on Handout 2 as agreed by the group as well as the actions to tackle online hate.
- **Speaker:** Reads out/shares their group's responses with others.

Students must access the **Tackling Online Hate quiz**. They should choose the correct age and 1-player mode. They can then create a team name and select an avatar to represent them.

As a class, demonstrate the first question, asking students to tell you the answer to choose. Show them the 'What you need to know' section and the 'Questions to discuss' accordion box under the answer, which they will need for the other questions.

**QUESTION 1 / 10**

Online hate is posting or sharing hateful content against a person, group or community. Which of these TWO things are examples of this?

 Internet Matters 0 / 10

- ☐ Sending nasty comments to someone because they practise a different religion to you
- ☐ Not reporting something hateful online
- ☐ Sharing a comment you think is funny but could be hurtful about someone who is LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer, Plus)
- ☐ Only playing video games with friends from school or clubs



Get advice and discussion questions to explore further

What you need to know	Advice for parents & carers	Questions to discuss
<p>Before you move on to the next question, discuss the following questions and think about your own experiences:</p> <ol style="list-style-type: none"> <li>1. Do you ever see hateful comments being shared online?</li> <li>2. What does it look like and who is targeted? <span style="color: green; font-weight: bold;">+</span></li> <li>3. How does online hate make you feel when you see it?</li> <li>4. How might it make others feel when they are targeted by it?</li> </ol>		

Students can continue the Tackling Online Hate quiz. For each question:

- A.** The **Reader** must read every remaining question and possible answer(s) for the group. As a group, they must decide on the right answer(s). The **Operator** will select the agreed choices and submit the answers.
- B.** The **Reader** must then read the 'What you need to know' information for the group for questions of their choice. Under-11s must choose 1 of the 5 questions, 11-13s must choose 3 of the 7 questions and 14+ must choose 5 of the 10 questions. Remind them that they have limited questions, and they can't go back so must make the choice as they go.

The **Reader** must then read the 'Questions to discuss' section for their chosen questions. As a group, students should choose one discussion point they would like to answer together.

The **Writer** then fills in Handout 2 with the discussion point, what question number it's from and their group's response. They must choose 1 discussion point from each of their chosen questions.

- C.** Students continue as above until they reach the end of the quiz and find their score. The **Writer** can write their group's score at the top of Handout 2 to help them remember.
- D.** The **Speaker** will present their group's answers in the next activity.

If your students are working independently, they should do each task above, reading to themselves instead of aloud.

**Extension:** If students finish early and are happy with their responses, they can spend the remaining time locating 5 or more helpful online resources that can support victims of online hate. The Writer can write them on the back of Handout 2.

## Part 2 Plenary

**Time: 5 minutes**

**If you split the lesson into three parts, use this plenary to finish the second part.**

Ask students to write in their notebook or a notecard.

They should write at least one sentence that summarises what they learned from the quiz. Or, they can write at least one sentence to summarise what they read during the quiz.

If time allows, you can ask students to share their summaries.



## Part 3 Starter

Time: 5 minutes

If you split the lesson into three parts, use this starter to begin the third part.

Give students time to return to their groups from part 2 and remind themselves of their discussion points.

Encourage them to add more to their discussion point answers if they have thought of anything else.

Let them know that their group will be sharing some of their responses, so everyone should be in agreement.

## Activity 3: Sharing knowledge

Time: 10+ minutes

As a class, go through the discussion points students chose and answered. You might wish to project the quiz in front of the class and go through it together to review these points. Start with question 2 and ask any groups to volunteer which discussion point (if any) they chose and what response they gave. The **Speaker** should share here. Encourage other students to share their own thoughts on the discussion point.

You can spend more than 10 minutes here if you'd like to have more student contributions and time allows.

Limit each question to 1 group and 1 discussion point to save time. If you have more time, you can ask for multiple contributions.

Go onto Question 3 and repeat the process until you get to the last question. Skip any questions where no discussion points were chosen.

The goal of this activity is to encourage student discussion and deeper thinking around online hate. If there are any misconceptions that students share or harmful language, make sure to correct them.

## Plenary

Time: 5 minutes

Based on the discussions and quiz throughout the lesson (or parts 1, 2 and 3), have students fill out an exit slip in their notebook or on a notecard (or similar). They must:

- A. Summarise 1-3 'most important' things that people should remember about online hate; and
- B. List 3-5 actions someone could take to tackle online hate in positive ways.



# Handout 1

Under 11s

## Scenario 1

Maryam joined her school's esports team, which was made up of mostly boys and one other girl. When all playing a game together, she heard one of the boys say they should ignore the girls "because they don't know how to play."

### Discuss:

1. In this scenario, what behaviour could be a sign of hate or discrimination?
2. What action(s) could the characters take to tackle online hate?



## Scenario 2

Leo loves making comics and shares his latest one online. It features a character with dark skin. While most people are supportive, some making nasty comments to Leo, saying he shouldn't make heroes with dark skin.

### Discuss:

1. In this scenario, what behaviour could be a sign of hate or discrimination?
2. What action(s) could the characters take to tackle online hate?



## Scenario 3

To overcome their stutter, Dany joined their school's virtual debate team. Even though Dany gave a confident presentation, some comments made fun of their stutter and said they shouldn't be allowed to participate.

### Discuss:

1. In this scenario, what behaviour could be a sign of hate or discrimination?
2. What action(s) could the characters take to tackle online hate?



# Handout 1

11-13s

## Scenario 1

Ava is a talented artist who likes to show off their art online. Recently, they uploaded a very detailed and realistic oil painting of a historical figure. Their video went viral and a lot more people started commenting than normal. Most comments were positive, but a small group started making some nasty comments about Ava's appearance – specifically their short hair and piercings – and calling them transphobic slurs.

### Discuss:

1. In this scenario, how is Ava experiencing online hate?
2. What characteristic is the hate targeting?
3. What action(s) could Ava or other characters take to tackle online hate?



## Scenario 2

Miles is a streamer who plays video games to a growing audience of viewers. He also has a disability and has to use a specialised video games controller to help him play. Recently, he started receiving hateful messages about his disability and special controller. Some have said he isn't a real gamer because of it. Others have even said he shouldn't be allowed to play the same games as everyone else.

### Discuss:

1. In this scenario, how is Miles experiencing online hate?
2. What characteristic(s) is the hate targeting?
3. What action(s) could the characters take to tackle online hate?



## Scenario 3

Jaspreet is a keen coder who loves sharing her codes with others under a screen name. The people commenting on her projects were always very supportive, telling her how brilliant she was. But after she updated her avatar from a cartoon animal to a photo of herself, the comments changed. 'Girls shouldn't spend their time coding so badly,' one comment read. Others told her she should spend her time on makeup tutorials instead.

### Discuss:

1. In this scenario, how is Jaspreet experiencing online hate?
2. What characteristic(s) is the hate targeting?
3. What action(s) could the characters take to tackle online hate?





# Handout 1

14+

## Scenario 1

Anya follows an influencer who has started saying some nasty things about men. She doesn't agree with the videos she sees so doesn't watch many of their videos anymore. But she's noticed that she's getting recommendations for content from a lot of other influencers who say similar hateful things towards men. Since she's been seeing so much, she starts to wonder if she's the wrong one and decides to watch some of the videos.

### Discuss:

1. What type of online hate is Anya witnessing and who's being targeted?
2. Why does Anya keep seeing this content?
3. What action(s) could Anya or other characters take to tackle this online hate?
4. Would your answers be the same if the videos were saying nasty things about women? Why?



## Scenario 2

Adil loves to dance and share his passion with his followers on social media. Recently, he posted a video of himself showing off his choreography to the biggest song of the summer. He's really proud of what he created and many of the comments are proud of him as well. But there are a loud minority of people making homophobic comments or sharing emojis that are commonly used as homophobic slurs. He calls every one of those negative commenters out with creative insults he knows his followers will find funny.

### Discuss:

1. What type of online hate is Adil experiencing and why?
2. Was Adil right to call out the commenters the way he did? Could he have done so differently?
3. What other action(s) could Adil or his followers take to tackle online hate?
4. Would your answers be the same if the nasty comments were targeting a different characteristic such as race? Why?



## Scenario 3

Hikmat's football team is one of the best in the county and made it to the regional finals. By the end of extra time, the game had to be decided by a penalty shoot-out. When Hikmat took her shot, she needed to get it in to win. Unfortunately, the keeper saved her shot, and her team lost. Later, on social media, 'fans' blamed her for the loss with several saying it was because of her race that she missed the shot. The comments become common enough that it's all she seems to see.

### Discuss:

1. What type of online hate is Hikmat experiencing and why?
2. How might it take shape online and offline?
3. What action(s) could Hikmat and others in her life take to tackle online hate?
4. Would your answers be the same if Hikmat's gender was being blamed instead? Why?



# Possible Answers

Use this guide to help you with the scenario questions that students discuss.

## Under 11s

### Scenario 1

1. Signs of hate/discrimination are the boys' refusal to include the girls and the comment about ignoring the girls because the boys think they don't know how to play.
2. Because this takes place in an esports club at school, Maryam should speak to the teacher in charge. Other boys who don't agree with the comments should try to involve the girls or speak up against the negative behaviour.

### Scenario 2

1. Signs of hate/discrimination include the nasty comments against making comics with dark-skinned characters.
2. Leo can take action by blocking and reporting the users making nasty comments. Those who are supportive of his work can do the same.

### Scenario 3

1. Signs of hate/discrimination are in the messages between the students who make fun of Dany's stutter and who say Dany shouldn't be allowed to debate.
2. Because this is a school activity, Dany should tell the teacher about the comments bothering them. The teacher should also take immediate action to stop the students from commenting. Other students should speak up in support of Dany or tell the teacher about the comments in case they didn't see as well.



# Possible Answers

Use this guide to help you with the scenario questions that students discuss.

11-13s

## Scenario 1

1. Ava is experiencing hate towards their appearance and via transphobic comments.
2. The scenario shows discrimination against gender identity and makes assumptions based on Ava's appearance.
3. Ava and their supporters should block and report any hateful comments. Other commenters can also speak up for Ava and share more supporting comments for them to see.

## Scenario 2

1. Miles is experiencing hate towards the way he plays video games with an adapted video games controller. People are saying he isn't a real gamer and shouldn't be allowed to play.
2. The scenario shows discrimination based on disability.
3. Miles can block and report users who share nasty comments. His viewers can do the same. Miles may also be able to manage who is allowed to see his streams through his privacy settings.

## Scenario 3

1. Jaspreet is experiencing hate through comments because she changed her profile picture to better represent her.
2. The scenario shows discrimination based on gender/sex.
3. Jaspreet and her supporters should report those making discriminatory comments. They should also block those people from Jaspreet's future shares.



# Possible Answers

Use this guide to help you with the scenario questions that students discuss.

14+

## Scenario 1

1. Anya is witnessing online hate based on gender/sex that is specifically targeting men.
2. She continues seeing the content because of algorithms which believe she wants to see the content. Even though she doesn't agree, she still follows the influencer and doesn't report or block hateful content. Watching the content contributes to this.
3. Anya should stop following influencers who share hateful content. She should also customise her feed using the built-in settings that allow her to say she doesn't want to see certain types of content. She should report any content that is hateful and block those creators.
4. Ideally, the same actions would be taken regardless of if the content featured hate against men (misandry) or hate against women (misogyny). However, double standards or biases sometimes prevents this.

## Scenario 2

1. Adil is facing online hate based on sexual preferences and stereotypes. He is receiving these comments because of his dancing, which some people might not think boys should post about.
2. Although Adil is trying to shut down the hateful comments, the way he's doing it actually adds fuel to the fire. The more he comments, the more others will also comment, turning the comment section into something filled with hate and bullying. If he wanted to reply, he should have done so more calmly without attacking anyone.
3. Adil could block and report the commenters. He can also delete any negative comments that spread hate. His followers and supporters can report and block the commenters as well.
4. Regardless of the characteristic being targeted, the same actions can be taken to report hate and find support.

## Scenario 3

1. Hikmat is facing online hate based on racial discrimination, specifically as related to sport. Some people who hold racist beliefs will use the team's loss as a reason for the team not including people from different racial backgrounds, when it's not related to race at all.
2. While the comments take shape online, it might also follow Hikmat into other offline areas of life – such as at football games or when she's out on the street. People who face no consequences with their comments online might do the same offline.
3. Hikmat should report any hateful comment that comes her way and should block users sending them. She might be able to make use of social media features which limit who can contact her or send her messages. There might also be tools that can hide certain words or phrases from showing in her feed. Her teammates and coaches should also report any hate they see. Her club should not tolerate any hateful comments or behaviour during games as well.
4. If the scenario was different enough that people would blame Hikmat's gender, it's likely similar actions could be taken to stop the hate. The characteristic has nothing to do with Hikmat's skill. In fact, shootouts in football often relate more to luck than skill.



## Handout 2

Under 11s

# Tackling Online Hate: Questions to Discuss

As you complete the Tackling Online Hate quiz, you must select **1 discussion point** from the 'Questions to discuss' section on the answer pages.

Write the discussion points below and answer them as a group.

Discussion Point:

Question number:

Answer:



## Handout 2

11-13s

# Tackling Online Hate: Questions to Discuss

As you complete the Tackling Online Hate quiz, you must select **3 discussion points** from the 'Questions to discuss' section on the answer pages.

You can only choose one discussion point from a question. So, your discussion points will come from **3 different** questions.

**Write the discussion points below and answer them as a group.**

Discussion Point 1:

From question:

Answer:

Discussion Point 2:

From question:

Answer:

Discussion Point 3:

From question:

Answer:



## Handout 2

14+

# Tackling Online Hate: Questions to Discuss

As you complete the Tackling Online Hate quiz, you must select **5 discussion points** from the 'Questions to discuss' section on the answer pages.

You can only choose one discussion point from a question. So, your discussion points will come from 5 **different** questions.

**Write the discussion points below and answer them as a group.**

Discussion Point 1:

From question:

Answer:

Discussion Point 2:

From question:

Answer:

Discussion Point 3:

From question:

Answer:

Discussion Point 4:

From question:

Answer:

Discussion Point 5:

From question:

Answer:

