

Wrap up and Access –Breaking Down Hate Speech (Grade 9-12)

Use these questions to assess your students' understanding of the lesson objectives.

ASK: How would you describe hate speech to another student who might not know the term? (Students should understand that hate speech includes any cruel, hostile, or negative statements directed toward someone based on their race, religion, national origin, disability, age, gender, or sexual orientation. It includes name calling, spreading stereotypes, and making derogatory comments, either in person or online.)

ASK: How would you describe the impact of hate speech on individuals? On targeted groups? On communities? (Students should recognize that hate speech can make an individual target feel scared, angry, and humiliated. It can affect members of the targeted group and create a community climate of hatred, mistrust, and inequality.)

ASK: Why do you think it is important to talk about hate speech? Why might it be important to have guidelines for preventing or dealing with hate speech online and offline, and what might those guidelines be? (Students should recognize that understanding the impact of hate speech and having clear school guidelines could create a safer school environment and discourage prejudice and discrimination.)

EXTENSION ACTIVITY

Have students create a survey about hate speech at their school. Instruct them to begin by creating a definition of hate speech. Instruct students to find the following information about their classmates' experiences of hate speech: what kind, how much, and when and where it happens. Have students explore an online survey application such as Quiz Snack (www.quizsnack.com), which will tally up their responses automatically.

Alternatively, they can use a [Google Docs](#) poll or "Form" and employ their math skills to tally up results and convert them into percentages. Have volunteers present the results and identify the most important issues for discussion.

HOMEWORK

Have students identify someone in their life who has been discriminated against because of their race, religion, national origin, gender, or sexual orientation. Students should conduct an interview about that person's experience with hate speech and discrimination and the emotional impact it had on the subject's life. They can either tape the interview or take notes and write up the main points. Have students share these recordings in class, without revealing the subjects' names if they wish to remain anonymous. You may then choose to have students use the program [VoiceThread](#) to create an interactive presentation on the impact of hate speech and prejudice.

DIFFERENTIATED INSTRUCTION

You might have advanced learners compile and analyze the results from the Extension Activity survey, and present them to the rest of the class.

Key Vocabulary

- **Hate Speech:** Making cruel, hostile, or negative statements about someone based on their race, religion, national origin, disability, age, gender, or sexual orientation
 - **Stereotype:** A simplified and often negative assumption about a particular group of people
 - **Derogatory:** Intentionally hurtful and harmful, designed to insult or degrade
 - **Mediation:** Efforts by someone who is not part of a situation to settle disputes
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Alignment with Standards -- National Educational Technology Standards for Students © 2007

Source: International Society for Technology in Education, 2007

1. Creativity and Innovation

- a. apply existing knowledge to generate new ideas, products, or processes
- b. create original works as a means of personal or group expression
- c. use models and simulations to explore complex systems and issues

2. Communication and Collaboration

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats
- d. contribute to project teams to produce original works or solve problems

3. Research and Information Literacy

- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- d. use multiple processes and diverse perspectives to explore alternative solutions

4. Critical Thinking, Problem Solving, and Decision Making

- a. identify and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution or complete a project
- c. collect and analyze data to identify solutions and/or make informed decisions
- d. use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

- c. demonstrate personal responsibility for lifelong learning
- d. exhibit leadership for digital citizenship



DIGITAL CITIZENSHIP IN A CONNECTED CULTURE

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