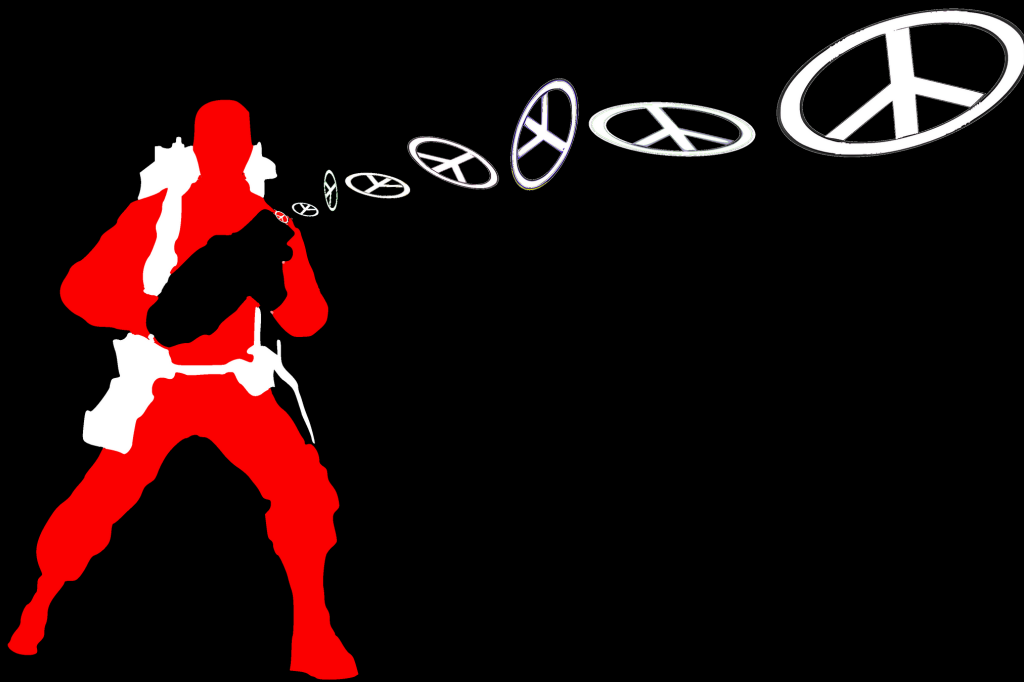




HATEBUSTERS

Youth against hate



HATEBUSTERS GUIDE

HOW TO COMBAT ONLINE-HATE SPEECH
AND CYBERBULLYING
*FOR YOUNG ACTIVISTS AND MULTIPLIERS
IN SCHOOL AND EXTRACURRICULAR YOUTH WORK*

THE HATEBUSTERS GUIDE

HOW TO COMBAT ONLINE-HATESPEECH AND CYBERBULLYING



Publisher: Südwind, Kainotomia, Danmar, Crossing Borders, Mine Vaganti NGO (2020)

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HATEBUSTERS

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1. THE HATEBUSTERS PROJECT

What is the Hatebusters project?

The Hatebusters project is a two-year Erasmus+ EU project that includes five partner organizations from five different European countries who work together on the prevention of online-hate speech and cyberbullying.

Who is it for?

The project's target groups comprise young people and multipliers from school and extracurricular youth work.

What are the aims of the project?

- equip the target groups with skills for recognizing and dealing with online-hate speech and cyberbullying constructively
- raise awareness of the negative effects online-hate has on individuals and society (not only online, but also offline) and as a result to
- encourage them to take action against online-hate and to reflect on their own online behaviour.

What are the project's main activities?

Except for the **HateBusters Guide** "How to combat online-hate speech and cyberbullying" the main activities of the project will be the **Hatebusters Awareness Toolkit** and the **Hatebusters App**, which will be developed in 2021. The Hatebusters Awareness Toolkit will include an online-campaign and a guide for young people aged 13-24. The Hatebusters App will be a mobile App, which will include both an information part and a simulation game. The App will have two profiles: one for young people and one for multipliers.



2. INTRODUCTION TO THE HATEBUSTERS GUIDE

Why does it need a Hatebusters guide “How to combat online-hate speech and cyberbullying”?

Hatred directed against certain groups can manifest itself in words and actions and is based on both ideology and prejudice. According to the latest data from the website of the Organization for Security and Cooperation in Europe, the rate of hate crime is rising at an alarming rate in some European countries¹. Hate speech includes many different forms of expression, which promote or justify hatred, violence and discrimination against a person or group of people on various grounds, one that poses a serious threat to the cohesiveness of a democratic society, the protection of human rights and the rule of law. It is not only (offline and online) hate speech that is a huge problem, but cyberbullying, with reports showing frightening results. “2019 Cyberbullying Data”, a report by the Cyberbullying Research Centre in the USA, found that 37% of the students between 12 and 17-years-old revealed having been a victim of cyberbullying, while 15% admit to themselves having been perpetrators of cyberbullying².

What are the aims of this guide?

Consequently, the HateBusters Guide “How to combat online-hate speech and cyberbullying” was developed with the aims of:

- offering young activists and multipliers of the formal and non-formal education-, youth- and social-work-sector theoretical and practical knowledge on how to recognize online-hate speech and cyberbullying as well as on their possible negative impacts on individuals and society
- Raising awareness of the importance of individual and social responsibility (not only offline but also online) for a democratic and pluralistic society
- promoting engagement against hate (offline and online) by: 1) familiarising the readers with the concepts of self-regulation and mindfulness, 2) human rights education and digital youth work, and 3) empowering them to use campaigns to fight hate online.

What do I learn from reading it?

By reading this guide, you will get to know **what** online-hate speech and cyberbullying are, **why** we need to combat them and **how** you can combat them through:

- mindfulness and self-regulation
- human rights education and digital youth work
- the increased opportunity of social media and the power of self-organising
- campaigning against hate in the net

¹ Organization for Security and Cooperation in Europe, 2020

² 2 Keen & Gomes, 2016, 193-194



3. WHAT ONLINE-HATE SPEECH AND CYBERBULLYING ARE AND WHY WE NEED TO COMBAT THEM

How we define something has great consequences for our attitude towards it, whether or not we see it as a problem, what our response to it might be and what difficulties our response might bring. The same applies to the phenomena of online-hate speech and cyberbullying.

Hate speech (online and offline) can refer to different issues like racial and religious insults, offensive illustrations of vulnerable minorities in posters or on the internet, criminality or danger and calls to unite against the members of a particular hated group³, while cyberbullying is a form of online bullying directed towards individuals. This chapter provides an introduction to identifying online-hate speech and cyberbullying and how to effectively classify them while maintaining the right to freedom of expression and equality. It also shows how dangerous the impact of online and offline hatred is. This guide aims to ensure that responses and methods countering online-hate speech and cyberbullying comply with international human rights law, particularly with regards to the right to freedom of expression.

What does hate speech mean?

Hate speech is a complex and challenging concept to define, which is why there is no universally accepted definition of it. Opinions differ over both understandings of what constitutes hate speech and which consequences it may imply. ‚Freedom of speech‘ is often opposed to hate speech and consequently, some people are reluctant to ‚act‘ against hate speech because they perceive it as an unacceptable constraint on their fundamental human right to freedom of expression⁴. The Committee of Ministers of the Council of Europe (1997) defines hate speech as follows:

Hate speech (...) covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including intolerance expressed by aggressive nationalism and ethnocentrism, as well as discrimination and hostility against minorities, migrants and people of immigrant origin.

In the context of the Hatebusters project, the definition of hate speech is much broader than that provided by the Council of Europe. To keep it simple: hate speech refers to any expression of discriminatory hate towards people. Anything which falls under this definition needs to be addressed and opposed.

It is important to emphasize that the reaction to hate speech does not necessarily lead to restricting speech or banning it⁵. This guide introduces other ways we can use to respond to hate without limiting our freedom of speech.

What is cyberbullying and how does it differ from online-hate speech?

Online-hate speech and cyberbullying are the same in terms of the online channels used and the intentions and motives involved. However, while hate speech usually targets a group of people, cyberbullying is instead directed towards individuals – these individual victims are confronted with online-attacks over a long period. Young people might become victims of cyberbullying because they do not wear expensive, branded clothes like their peers, because others are jealous of them, others blame someone else for their own mistakes, or others share sensitive pictures of the person (e.g. a naked picture of a girl shared

3 Keen & Gomes, 2016, 149

4 Titley, Keen & Foldj, 2014, 9

5 Keen & Gomes, 2016, 148



by her ex-boyfriend as a form of revenge after the breakup)⁶. These are just a few examples of why young people might become victims of cyberbullying. Examples of online abuse are: flooding an email/DM inbox with mean messages; posting and spreading false information; sharing pictures without permission; pressuring others to exclude a person from a community; threatening to hurt someone or telling them to kill themselves⁷.

Hate communicated online can also occur offline. For example in schools, the same mean messages could be written on a victim's locker and sent to them digitally. This combination of offline and online attacks illustrates that the offenders of cyberbullying – especially among young people – are often those the victims know from their offline life. Consequently, cyberbullying often mixes with offline bullying, which marks an important difference to hate speech where offenders and victims mostly don't know each other from their „offline-life“. In general, these examples show that there is a broad spectrum of cyberbullying tactics and some of them even cross the line into unlawful or criminal behaviour⁸.

Which negative consequences can cyberbullying have for the victims and what warning signals should be watched out for?

Victims might feel that cyberbullying happens continually with no chance of escape. This pressure can lead to many negative consequences:

- mental and emotional (feeling upset and embarrassed, depressions, loss of concentration)
- social (losing interest in social activities and hobbies, relationship break-ups, social withdrawal) and
- physical problems (feeling tired and getting stomach aches and headaches).

In severe cases, cyberbullying can even lead to self-harm or suicide⁹. There are some warning signals that show that a child or teenager might be confronted with cyberbullying: they might reduce the use of their online devices, hide their screens from others, create new social media accounts, avoid social situations they liked before, or indeed become depressed¹⁰.

Where does cyberbullying take place?

Cyberbullying mainly takes place on Social Media platforms such as Facebook, Instagram or Snapchat, messaging apps like WhatsApp, online forums and chat rooms, through emails and online gaming communities. **The particular danger of cyberbullying and online-hate speech is their persistence as online communication can happen 24 hours a day.** It is also permanent as most messages and information published online cannot be removed easily, while it is difficult for parents and teachers to notice as it happens on online platforms which they do not have access to¹¹.

Online Hate Speech	Cyberbullying
usually targets a group of people	is directed towards individuals, who are confronted with abuse over a long period
offenders and victims mostly don't know each other from their offline-life	The offenders are often those the victims know from their offline life -> cyberbullying often mixes with offline bullying

6 U.S. Department Health and Human Services, 2020a

7 Keen & Gomes, 2016, 195

8 U.S. Department of Health and Human Services, 2020a

9 UNICEF, 2020

10 U.S. Department of Health and Human Services, 2020b

11 U.S. Department of Health and Human Services, 2020c



Classifying and countering online-hate speech and cyberbullying

When we talk about possible responses to hate in the net, we must first identify and distinguish its different forms, according to severity and impact. There is a fine line between what can and cannot be considered as online-hate speech and cyberbullying.

Example: A statement can be contrary to the majority's opinion, considered offensive or feel hateful, but it might not precisely indicate hatred or violence. You could criticize customs practiced by different groups without necessarily demeaning individuals in those groups or threatening their well-being.

It is crucial to distinguish carefully between online-hate speech, cyberbullying and other forms of insults and extreme or critical expressions, in order to address an appropriate response that does not restrict freedom of speech.

When assessing individual cases, we need to consider these five components:

- the target
- the content and tone
- its context
- its intent
- and its impact¹².

It is not only essential for identifying how dangerous speech is, but is also helpful for designing responses to diminish the dangerousness of that speech.

¹² Titley, Keen, Foldi; 2014, 10



The targets: hate in the net targets people as individuals or groups. They belong to the target group because of the way they are generally viewed by society or represented in media, or because they are less able to defend themselves in their circumstances¹³. The most common groups or individuals targeted by hate speech are: the LGBTQ community, muslims, women, people of colour, minorities, immigrants and asylum seekers and people with disabilities¹⁴. However, our definition for this guide states that **anyone might be a target of hate in the net**, even if they do not fall under the listed categories. The groups that make up the victims of cyberbullying and hate speech largely overlap, but cyberbullying often happens in schools and involves the bullying of an individual, whereas hate speech is directed at more diverse groups. While cyberbullying can contain hate speech, not all forms of cyberbullying can be considered as hate speech. As some individuals or groups may be more vulnerable than others, the very same expression may have a different impact on different groups.

Examples:	
Hate Speech	Cyberbullying
„Politicians are greedy, money- grabbing, evil-doers“	„You are such a loser! We saw your ugly shoes today in class! Do your parents really not have any money left to buy you nice shoes? What a poor family, they cannot afford anything. Your family really sucks.“

The content and tone: dangerous speech often contains rhetorical patterns called “hallmarks” of dangerous speech, which are: dehumanization, accusation, threats to group integrity and purity, assertions of attacks against girls and women and questioning in-group loyalty. Note that a hallmark by itself does not make a message dangerous. In practice, it is difficult to isolate the content or tone from the general context¹⁵. Therefore, the consideration of the other factors (below) might change the way these messages are arranged.

Examples:	
“Muslims represent an extraordinary influx of hatred and danger coming into our country.”	“You are a **** slut. I am going to get you, wait and see.”
There are mild insults or generalizations which show particular individuals or groups in a bad light and also may be false.	Increasingly abusive or threatening expression.

13 Article 19, 2015, 13

14 Titley, Keen, Foldi; 2014, 30

15 Dangerous Speech: A practical Guide, 2020



The context: to understand whether a message is dangerous, one must examine the social and historical context in which the message spreads. Any message may be understood in dramatically different ways in one place or time versus another. Any number of aspects of the context may be relevant such as the medium, the targets, or the existing tensions or prejudices¹⁶.

Examples:	
Hate Speech	Cyberbullying
<p>"I am always very intimidated when there are boys on the other team who are African-American."</p> <p>Posted by a 15-year-old on a personal blog, read by very few.</p>	<p>"Why don't you die?"</p> <p>Posted by a 14-year-old on the facebook page of a classmate (a message sent as a reply to a joke between two friends private chat conversation).</p>
<p>"I am always very intimidated when there are boys on the other team who are African-American."</p> <p>Public statement made by a world acknowledged football player on major TV news.</p>	<p>"Why don't you die?"</p> <p>Written on the locker of the bullying victim person in school where everyone can read it.</p>

The intent: hate speech and bullying are way more than just harsh words. They can be expressed offline, online, or they can be communicated using symbols, images, emojis, memes and videos. People use hate in the net to vilify, humiliate or generate hatred against individuals or groups of people.



16 Dangerous Speech: A practical Guide, 2020



The maps show where and how often people had to face racist insults on the street in the week after the vote for Brexit in June 2016.

The people of Great Britain voted for or against Brexit – Great Britain leaving the European Union – on 23rd of June 2016. In the week between 22nd and 30th of June, more than 250.000 tweets were sent from the United Kingdom referring to migration or immigrants. Immigration was one major topic of the Leave campaign. After the announcement that Great Britain will leave the EU, the number of tweets increased dramatically¹⁷.

However, people often cause insults without intending. Therefore, it is essential to distinguish whether there is the intention to hurt.

Examples:	
"OMG your are so gay"	
Written in a private e-mail to a friend – as a 'joke'	Posted on someone's professional page, knowing that he is homosexual but does not feel comfortable telling anyone about his sexuality

The impact: hate in the net can harm individuals, groups or society as a whole. Research has shown that the targets of online-hate speech and cyberbullying can experience negative mental, emotional and physical consequences, such as low self-esteem, anxiety, fear for their life, or even suicide. Online-hate speech and cyberbullying are something that society must take seriously rather than dismiss as at worst hurting one's feelings¹⁸.



Picture 1

It is also of the utmost importance that cyberbullying is taken seriously by schools and teachers, as they have a major role in mitigating against this issue. Scientific research supports the idea that hate speech can leave deeper wounds at both personal and societal levels than just hurt feelings and there is evidence that hate speech can incite mass violence. Finally, neurological and sociological research has proven that dangerous hate speech leads to a 'dehumanization effect', which makes it easier for people to justify suffering and harm caused to another human being¹⁹.

These negative consequences are the reason why hate in the net should not be tolerated but combated. And we, as individuals, young people, activists and youth workers have the tools to do it. You will get to know more about how to combat hate in the net in Chapter 4. But first, we should take a closer look at hate in the net and the role of social media in it.

Hate in the net and the role of social media

The internet and digital media have immeasurably changed the way people spread all kinds of messages, from harmless to provoking. Words hurt and online-hate speech and cyberbullying are not less harmful than their offline forms²³. People express hatred in wide and creative ways online: from a text, a tweet, a cartoon, a video, to photographs. Hate in the net is dangerous because identifying its initiators is often

¹⁷ Miller, 2016

¹⁸ Keen & Gomes, 2016, 153

¹⁹ Elster, 2017



more challenging. It has become apparent that hate in the net leads to serious offline harm and that it encourages racial tension, abuse, and other forms of discrimination, including physical violence²⁰.



Picture 2

US-President Donald Trump said on the 14th of July 2019 that progressive congresswomen should return to their countries of origin and solve the crime in those countries instead of suggesting to the US government how to run the country. Even though Trump did not write down names of the person she was referring to, it seemed that he was talking about some non-white congress women of the Democratic Party of the USA. That group included:

- *Rashida Tlaib*, a Palestinian American, born in Michigan
- *Ilhan Omar of Minnesota*, a Somali refugee, moved to the USA at the age of 12, naturalized citizen, living in Minnesota
- *Alexandria Ocasio-Cortez*, Latin American descent, born in New York Ayanna Pressley, African-American, born in Cincinnati²¹



Picture 3

Targets of hate in the net: generally, online hate targets the same individuals and groups as in the offline world. Many of those groups are already vulnerable in some ways, such as people with disabilities, asylum seekers or religious minorities. The impact is sometimes fatal and can lead to suicides. Recently, online hate speech has resulted in deaths in Myanmar, Sri Lanka, Uganda, Pittsburg and many other American communities²², to name just a few.

²⁰ Dangerous Speech: A practical Guide, 2020

²¹ Smith, 2019

²² Keen & Gomes, 2016, 149

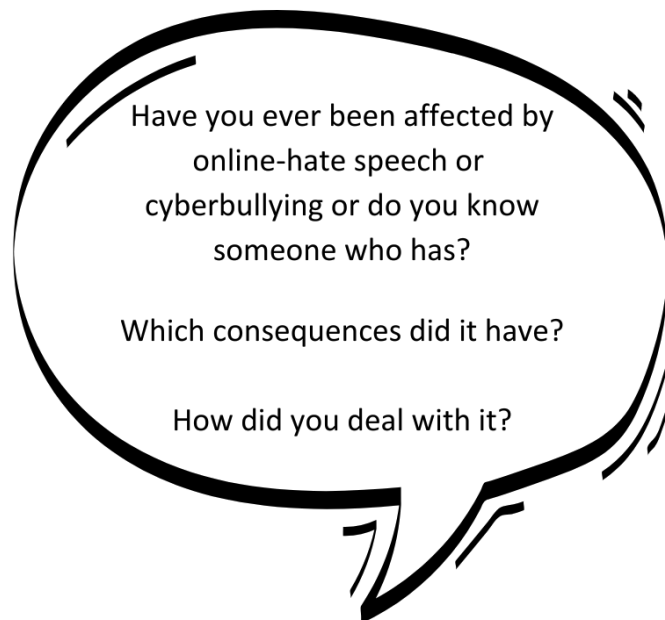


Anonymity and Impunity: one of the challenges of the online world is that people can communicate anonymously. On social media platforms like Twitter and Reddit, or messaging platforms like Discord or WhatsApp, people can spread messages that they might not dare to express offline because their identities would become known. With anonymity comes the feeling of impunity, and even though the agents of hate speech may be aware that their actions are illegal, unfair or immoral, they are convinced that no one can trace them²³. In fact, anything done online can be traced back to its author. Each country has laws and regulations prohibiting certain forms of speech or content. Although some content is obviously harmful or illegal, the majority is often context-dependent or ambiguous. It is, therefore, difficult to globally agree on where to draw the lines²⁴.

The Causes of hate in the net: the virtual world is a fast-growing feature of modern society and has become an essential part of our reality. Hate speech reflects general attitudes in society; the vast majority of hate speech is not perpetrated by extremists or radicals but from ordinary people. By addressing online hate speech, we can also reduce cases of offline hate²⁵.

Summary

Although online-hate speech and cyberbullying have no universally accepted definition, we have provided some definitions which give a good impression of what the underlying concept is. It is essentially any form of expression which aims to spread, promote or justify forms of hatred based on intolerance, and the Hatebusters project takes it as any form of discriminatory hate towards people. Identifying hate in the net involves looking into the tone of what is said, who it is targeted at, its content and context as well as its intent and impact. Taking action involves understanding why online-hate speech and cyberbullying are now so prevalent online and why our increasingly digitised society has created space for it. Now that we have gained an understanding of online-hate speech and cyberbullying, we can concentrate combating them.



23 Dangerous Speech: A practical Guide, 2020

24 Keen & Gomes, 2016, 150

25 Dangerous Speech: A practical Guide, 2020

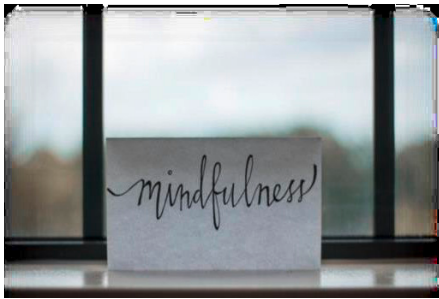


4. HOW TO COMBAT ONLINE – HATE SPEECH AND CYBERBULLYING

In this chapter you will find out:

- why **mindfulness and self-regulation** are useful tools against online-hate speech and cyberbullying and you can promote them among young people (subchapter 4.1.)
- the concepts of **human rights education and digital youth work** and how you can empower young people towards participation and initiatives against online-hate speech and cyberbullying, through these two concepts (subchapter 4.2.)
- more about **the increased opportunity of social media and the power of self-organising** against online-hate speech and cyberbullying (subchapter 4.3.)
- how to build a **campaign against hate in the net** (subchapter 4.4.). First, it is explained what a campaign is. In the next step, you get to know how to organize your own campaign against hate in the net as well as what viral marketing is and how you can implement it in your campaign. In the last step the skills you need to build a successful campaign are described.

4.1 Mindfulness and self-regulation



Picture 4

In the following section, we explain how self-regulation and mindfulness can be used as tools against hate and bullying (on- and offline) in youth work. First, the terms „self-regulation“ and „mindfulness“ are defined. Subsequently, we explain why the promotion of self-regulation and mindfulness among young people is useful for reducing and handling hate and bullying. Finally, sources for methods, tools and further reading for youth workers are presented.

What is the concept of mindfulness?

In the last 20 years the concept of mindfulness, which has its origins in Buddhism, has received increasing attention. There are many different definitions of the term. One commonly used definition comes from Jon Kabat-Zinn, who is known as the founder of mindfulness-based stress reduction (MBSR). He understands mindfulness as a form of attention that is “conscious”, “directed to the present” and “not judging”³⁰. In contrast to the concept of concentration, in which attention is directed to a precisely limited area of perception, in mindfulness the focus is not intentionally narrowed, but deliberately kept open. Gaining mindfulness in relation to one’s own emotions increases the potential for self-regulation. Consequently, mindfulness forms the basis of self-regulation²⁶.

What is the self-regulation-theory?

The term self-regulation is used to describe those “conscious and unconscious processes by which people regulate their thoughts, emotions, attention, behavior and impulses”²⁷. Self-regulation includes, among other things, the handling of feelings and the ability to realize intentions through purposeful actions, as well as to subordinate short-term satisfaction wishes to long-term goals. The self-regulation-theory (SRT) from the Canadian psychologist Albert Bandura describes “**the process and the components involved during the decision what we should think, feel, say and do**”²⁸.

²⁶ Geisler & Mutenhammer, 2016

²⁷ Ackermann, 2020

²⁸ Geisler & Mutenhammer, 2016



Bandura defines self-regulation as a continuously active process that includes the following three components:

- Self-observation: first we observe our own behaviour, what influences it and what consequences it has
- Self-evaluation: the next step is to evaluate our behaviour in relation to our own personal standards
- Self-reaction: afterwards “we respond to our own behavior emotionally and rationally”²⁹

Why are self-regulation and mindfulness useful to reduce hate speech and bullying (on- and offline)?

Mindfulness promotes the active perception of one’s own thoughts and feelings and it helps to make conscious decisions about how to behave instead of simply being controlled by feelings³⁰. According to the research report “Evidence for the impact of mindfulness on children and young people”, mindfulness interventions “improve the mental, emotional, social and physical health and wellbeing of youth. It reduces stress, anxiety, reactivity and bad behaviour. It improves self-esteem, self-awareness, empathy and brings out the ability to manage behaviour and emotions”³¹. Mindfulness and self-regulation can help young people to pay attention, be focused and think in creative ways³². The ability to respond rather than react is an important skill for young people to learn, first in order to reduce hate and bullying and secondly to handle them in an accurate way. “A response is defined as the ability to think before you act, while a reaction is defined as acting before thinking”³³. The ability to become aware of one’s own feelings and thoughts during a conflict helps one to hesitate and not to react with aggression³⁹. Consequently, self-regulation and mindfulness skills are very useful tools for reducing and handling hate online and offline.

How can youth workers (and other multipliers) promote young people’s self-regulation and mindfulness?

- There are the following important steps youth workers (as well as other multipliers) can take in order to support young people developing mindfulness and self-regulation:
- teaching self-regulation skills by modeling them
- offering opportunities to practise these skills
- monitoring and promoting their progress
- educating young people about how, why and when to use these skills
- being a person of contact and offer a relationship of trust in which young people feel comfortable when they make mistakes
- structuring the environment to make self-regulation easier and more manageable for young people
- limit the opportunities for risky behaviour
- highlight the consequences of poor decision-making and reduce the emotional intensity of conflict situations³⁴.

29 Ackermann, 2020

30 Ackermann, 2020

31 Project „MIND FUL NESS“, 2018

32 Project „MIND FUL NESS“, 2018

33 Center for adolescent studies, 2020

34 Center for adolescent studies, 2020



Which methods and tools are recommended to promote self-regulation and mindfulness?

- Ackermann, C. (2020). What is Self-Regulation? (+95 Skills and Strategies). PositivePsychology.com. Retrieved 7 October 2020, from <https://positivepsychology.com/self-regulation/>.
>This resource includes practical methods and tools to promote the self-regulation and mindfulness of children and adolescents.
- Project „MIND FUL NESS“. (2018). Salto-youth.net. Retrieved 7 October 2020, from https://www.salto-youth.net/downloads/toolbox_tool_download-file-2052/Mindfulness%20booklet%20-%20A%20toolkit%20for%20youth%20workers.pdf
>The booklet includes a list of tools that cultivate mindfulness.
- Mindfulness without borders. (2015). 5 Free Activities. The RETHiNK Kit. Retrieved 7 October 2020, from <https://rethinkkit.org/pages/5-free-activities>.
>On this website you can find five free activities for social and emotional learning.
- Coholic, C., Gligorjievic, K., Goeldner, T., Hardy, A., Rogers, K., & Sekharan, A. (2020). Youthrex.com. Retrieved 7 October 2020, from <https://youthrex.com/wp-content/uploads/2020/05/YouthREX-Toolkit-Mindfulness-Based-Programs-for-Youth-2020.pdf>
> This toolkit provides youth workers with the knowledge they need to design effective mindfulness-based programs for youth. It includes best practices, activities, exercises and evaluation tools.
- Transforming education (2017). Transformingeducation.org. Retrieved 7 October 2020, from <https://www.transformingeducation.org/mindfulness-toolkit/>
> This toolkit includes more information on what mindfulness is and why it matters, a range of strategies that teachers (and youth workers) can integrate into their practice at all grade levels, a video on student and parent perspectives on mindfulness and a facilitators guide.
- McGill University (2020). Mcgill.ca. Retrieved 7 October 2020, from https://www.mcgill.ca/connectionslab/files/connectionslab/emotional_regulation_lesson_plans.pdf
>This resource includes different methods for building self-regulation skills in students.
- Mindfulness in youth work (2020). Mindfullyouthwork.wixsite.com. Retrieved 7 October 2020, from <https://mindfullyouthwork.wixsite.com/mindful/practices>
> On this webpage you can find resources and materials on the topic of mindfulness: pictures, music and more.

Recommendations for further reading

- Vo, D. (2020). Mindfulnessforteens.com. Retrieved 7 October 2020, from <http://mindfulnessforteens.com/resources/resources-for-mindfulness/>
> On this website you can find different resources for Mindfulness, such as books and apps for teens.
- Vohs, K., Baumeister, R. (2010). Handbook of self-regulation. Second edition. Research, Theory and Applications
> This book includes a theoretical input regarding self-regulation.



Summary

Mindfulness is a form of attention that is “conscious”, “directed to the present” and “not judging”. The self-regulation theory describes “the process and the components involved during the decision what we should think, feel, say and do”. Mindfulness and self-regulation are useful tools to reduce and handle online-hate speech and cyberbullying because they improve self-esteem, self-awareness and empathy and bring out the ability to manage behaviour and emotions. They should be promoted among young people by adults through:

- modeling
- giving opportunities to practice their mindfulness- and self-regulation-skills
- monitoring and promoting their progress
- educating them about how, why and when to use these skills
- being a person of contact and offer a relationship of trust
- structuring the environment to make self-regulation easier
- limiting the opportunities for risky behaviour
- highlighting the consequences of poor decision-making and
- reducing the emotional intensity of conflicts

We recommend you the on page 16 listed tools and methods to promote mindfulness and self-regulation among young people.



4.2. Human rights education and digital youth work

After explaining how mindfulness and self-regulation can be used as tools against hate, the following chapter introduces the concepts of human rights education and digital youth work and explores how youth workers can empower young people towards participation and initiatives against hate through these two concepts.

What is Human Rights Education?

Different organisations, educational providers and actors in human rights education use different definitions according to their philosophy, purpose, target groups or membership. However, according to the Council of Europe³⁵, there is common ground between these actors and a consensus that human rights education involves the following three dimensions:

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

What is Digital Youth Work?

While youth work is an established concept which continually evolves throughout Europe, digital youth work is relatively new and there is a lot of room for development. However, is digital youth work a separate method from youth work? Apparently! As the EU Commission defines it, digital youth work means proactively using or addressing digital media and technology in youth work. Digital youth work is not a youth work method but can be included in any youth work setting (open youth work, youth information and counselling, youth clubs, detached youth work, etc.).

Digital Youth Work:

- can happen in face-to-face situations, in online environments or in a mixture of these two
- is underpinned by the same ethics, values and principles as youth work
- has the same goals as youth work in general; using digital media and technology in youth work should always support these goals
- can be used either as a tool, an activity or a content in youth work

³⁵ Compass, 2020



Why focus on digital youth work and human rights education to fight hate in the net?



Picture 5

Youth work and youth policies are proactive, give due consideration to technological development and digitalisation and identify the positive and negative impacts of digitalisation on society, including on youth work practices and services. Youth workers from around Europe need to explore and understand the causes of online-hate speech and cyberbullying, as well as how digital youth work can challenge the prejudices that cause hatred and determine strategies and tools to fight hate online and offline. According to the EU Commission, digital youth work makes³⁶:

- youth work services more accessible and relevant for young people, including reaching those who may be geographically and socially isolated
- youth workers have an agile and critical mindset towards digital technology, and have competences to deliver quality youth work
- youth workers have increased potential to network and collaborate

In addition to the above, according to the No Hate Speech Movement Campaign of Council of Europe, a key area to prioritise when combating hate speech is education around the threat that hate speech represents for human rights and democratic values, which is mainly addressed through human rights education.



Picture 6

36 Directorate-General for Education, Youth, Sport and Culture, 2018



How to use digital youth work for human rights education and combating online-hate speech and cyberbullying



As a tool

The focus is on digitalizing youthwork services to make them more accessible up to date and relevant

- ♥ Participation in decision making with digital tools
- ♥ Using social media applications to reach young people
- ♥ Online counseling with vulnerable young people



As an activity

The focus is on learning by doing and hands-on activities

- ♥ Gaming groups to foster a positive gaming culture
- ♥ STEAM and maker projects to develop 21st century skills
- ♥ Collective learning to create digital media



As content

The focus is on issues related to digitalisation

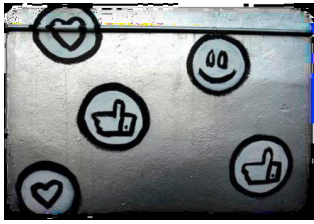
- ♥ Discussing relationships and behaviors online
- ♥ Exploring themes relating to digitalization and digital literacies
- ♥ Empowering young people to champion their digital rights

Summary

In this chapter, you have learnt about Human Rights Education and Digital Youth Work and how they can be used both in the fight against online hate speech and to support human rights online. While many believe that digital youth work is a different branch of youth work, this is not what digital youth work stands for. Digital youth work means proactively using or addressing digital media and technology in youth work and can be included in any youth work setting. Human Rights Education, on the other hand, aims to equip learners with knowledge, skills and understanding and develop their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms. Combining digital youth work with human rights education is essential in preventing hate speech online and is necessary to raise awareness and empower young people to get online in a responsible way. As hate speech is primarily seen as a human rights concern, the approach used in digital youth work should be also based on human rights principles and standards.



4.3. The increased opportunity of social media and the power of self-organising



Picture 7

Knowing more about Human Rights Education and the concept of Digital Youth Work will help you to move to the next step and understand – through chapter 4.3 – the concepts of self-organization theory and how social media affects young people. This chapter also includes information on how we can use counter speech and social media to fight against hate.

The self-organization concept in today's society and social media environment

Self-organization is a general concept to explain order within a social system. Human individuals can be described as self-organizing systems; individuals are affected by their own actions through the reflective egocentrism of being “in the world”. Our actions give us an identity and distinguish us from our environment, while our characteristics and skills develop and change as a result of the self-reflection and interaction with society. The environment can have a strong influence on the processes of creating order in an individual's “self” – especially through creating insecurity. An individual, however, does not react in a predictable way like a “trivial machine, but as an independent being³⁷.

But how does self-organizing and human behavior change in social networks and how does social media affect our behavior?

Social media influences our shopping habits, relationships, and education and plays a bigger role than many of us realize. In participating in social media, we are giving away personal information that others are using to affect our behaviour, like our purchasing habits. They arguably also condition some of us to crave attention, causing some people to behave in certain ways on and offline. As social beings, we are conditioned to keep participating in social media through positive reinforcement from our friends and strangers. As Wortham noted in her article Facebook Made Me Do It³⁸, this is encouraging some people to post anything that will get them a like or a comment. This also leads people to make more extreme posts and to go even further and spread negativity online, which in turn has brought increased instances of violence and hate crime in society³⁹. In conclusion, people are feeding off social media attention and doing things they would not normally do just to get likes on social media. People are being conditioned to behave in ways that get attention, even if those ways are hateful...

Hate Speech and Counter Speech

Hate speech poses grave dangers to the cohesiveness of a democratic society, the protection of human rights and the rule of law. Action against the use of hate speech should serve to protect individuals and groups of people rather than particular beliefs, ideologies or religions.

A direct online expression of hate speech or an act of sharing a hateful post is usually impulsive, careless, internally motivated and does not involve significant cognitive or emotional effort. Indeed, it might involve more effort to suppress a hateful or angry feeling than to release it. Unlike hate speech, an act of counter speech is not spontaneous, but responsive, not active, but reactive⁴⁰. It requires conscious decision and involves considerable cognitive and emotional effort because – more so than with carelessness – it is more often associated with awareness of the potential consequences of direct confrontation with the hater, such as attracting their attention and being targeted by insults and even more hate personally, leading to highly unpleasant consequences. In short, a decision to counter an act

³⁷ Jung, 2010

³⁸ Wortham, 2013

³⁹ Piyushi, 2018

⁴⁰ Bojarska, 2018



of hate speech usually requires a disproportionate amount of emotional effort and resources as compared to the impulsive, self-rewarding and affective act of posting or sharing a hateful post⁴¹. This might explain the restraint of many internet users who remain silent when exposed to hate speech.



Picture 8

How to use social media for making a positive impact, time for action!

There are many effective ways to diminish harmful content or its damaging effects. One can try to persuade people to stop posting such content in the first place, or support those who are attacked by it. We need to motivate ourselves into action – we do not have to tolerate hate on the internet and accept dangerous online behaviour. The laws and regulations are just one part of the puzzle to stop hate both offline and online. Positive statements alone are also not enough. Here's something you can do to help young people recognize and respond to online hate⁴²:

Teach empathy and emotional literacy

- use everyday moments to teach young people to notice, be sensitive to and label other people's emotions
- promote respect for diversity as a social norm. Address hurtful and offensive comments when they happen. As a youth worker, you have the power to influence how a young person behaves toward others. Model tolerance and empathy for them.

Talk about the existence and impacts of hate

- young people benefit from learning about hate speech from a trusted adult, rather than being exposed to it on their own
- you can facilitate dialogue by being prepared. This includes identifying ahead of time concerns that may arise when a young person encounters hate-motivated content
- be aware of news events or events in the community that may lead a young person to express hatred toward others

Acknowledge the emotional costs and be supportive

- being the target of online hate speech can be distressing and painful
- let young people know you're aware of the emotional impacts and be willing to listen to how this exposure impacts them

41 Coustick-Deal, 2017

42 Helping young people recognize and respond to online hate, 2020



Be aware of the causes and signs of radicalization

- radicalization happens when individuals come to believe that violence against others — and even oneself — is justified because they're "defending their own group"
- young people at risk for radicalization are often feeling disillusioned and disconnected, left out, isolated, unpopular or on the margins of things happening at school and are searching for an identity and/or surrogate family

Digital literacy - be a critical thinker and verify your sources

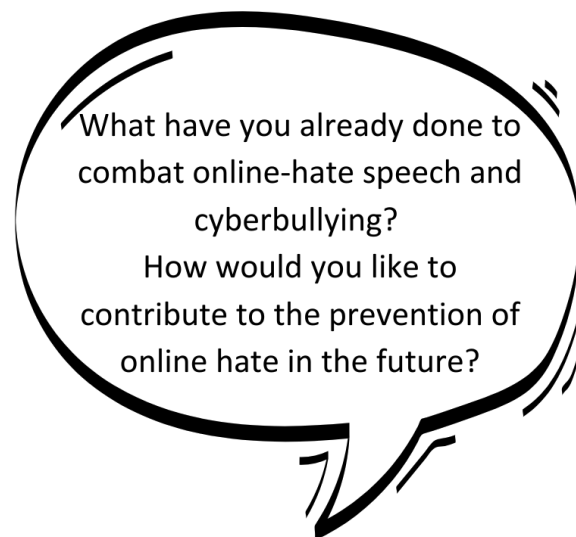
- you can teach young people critical thinking skills. Ask them to consider the ways in which media are created by people, and therefore represent those people's values and perspectives
- show young people how to verify sources. Many online hate websites go to great lengths to make their web pages look legitimate

Reporting hate

- encourage the kids in your life to report hate speech when they encounter it online. This can be done by reporting the content to the site administrator or Internet provider
- report hate crimes to the police. Any threat of violence, online-hate speech, cyberbullying, propaganda or hate crime needs to be reported to local police. Never hesitate to report online-hate speech and cyberbullying, hate crimes or threats of violence to police

Raise Awareness

- awareness must be raised on the political, social and cultural rights of individuals and groups, including freedom of speech, and the responsibilities and social implications that come with press freedom
- encourage conflict sensitive reporting and multicultural awareness campaigns: conflict sensitive reporting will help dispel the 'us' against 'them' fallacy



Summary

Online and offline hate are mutually reinforcing. Although some countries, and even social media platforms themselves have frameworks to regulate online-hate speech and cyberbullying, they will serve little purpose unless people's conscience is awakened. To truly prevent incidents of hate online, there is a need for a massive campaign that sensitizes people towards media consumption and helps them to see the difference between free speech and hate speech. It is the responsibility of each one of us who use the internet, to produce or consume content as conscientious individuals and not merely as blindfolded consumers.

4.4. Campaigning against hate in the net

In this chapter is explained first what a campaign is. In the next step, you will learn how to organize your own campaign against hate in the net and how you can implement viral marketing in it. Additionally, you will get to know which skills are helpful for campaigning.

What is campaigning?

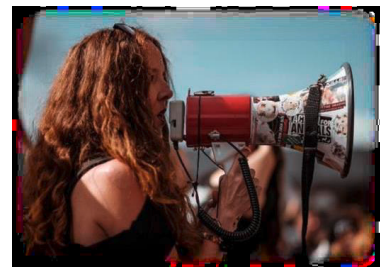
Campaign originates from the latin word "campania" meaning connected series of battles. If we transform this rather militaristic origin in ancient Rome into the world of campaigning today, we can come up with this definition:

"A campaign is a dramatic series of connected communicative "battles", meaning series of communicative events (streets actions, petitions, etc.) with the minimum goal to change people minds on a certain issue."

The higher goal is to motivate people to take concrete action and through that to achieve a certain goal in politics/economy (e.g. a new law against hate speech). A campaign is a strategy to raise public awareness and/or to reach a certain goal without formal power (e.g. votes), showing political constituency and support (e.g. signatures, demonstration) through a wise communicative strategy.

A campaign

- includes the (scheduled) use of various measures and actions
- is guided by the use of different types of public relations
- focuses on a certain restricted topic (e.g. hate speech)
- happens in a certain time frame (begin, end)
- aims at public awareness⁴³



Picture 9

What do I have to consider while I am planning my own campaign against hate speech and cyberbullying?

Now that you know what a campaign is, we will give you concrete, hands-on inspiration and guidance to organize your own campaign against hate speech or cyberbullying. When starting a campaign, it is first important to know that:

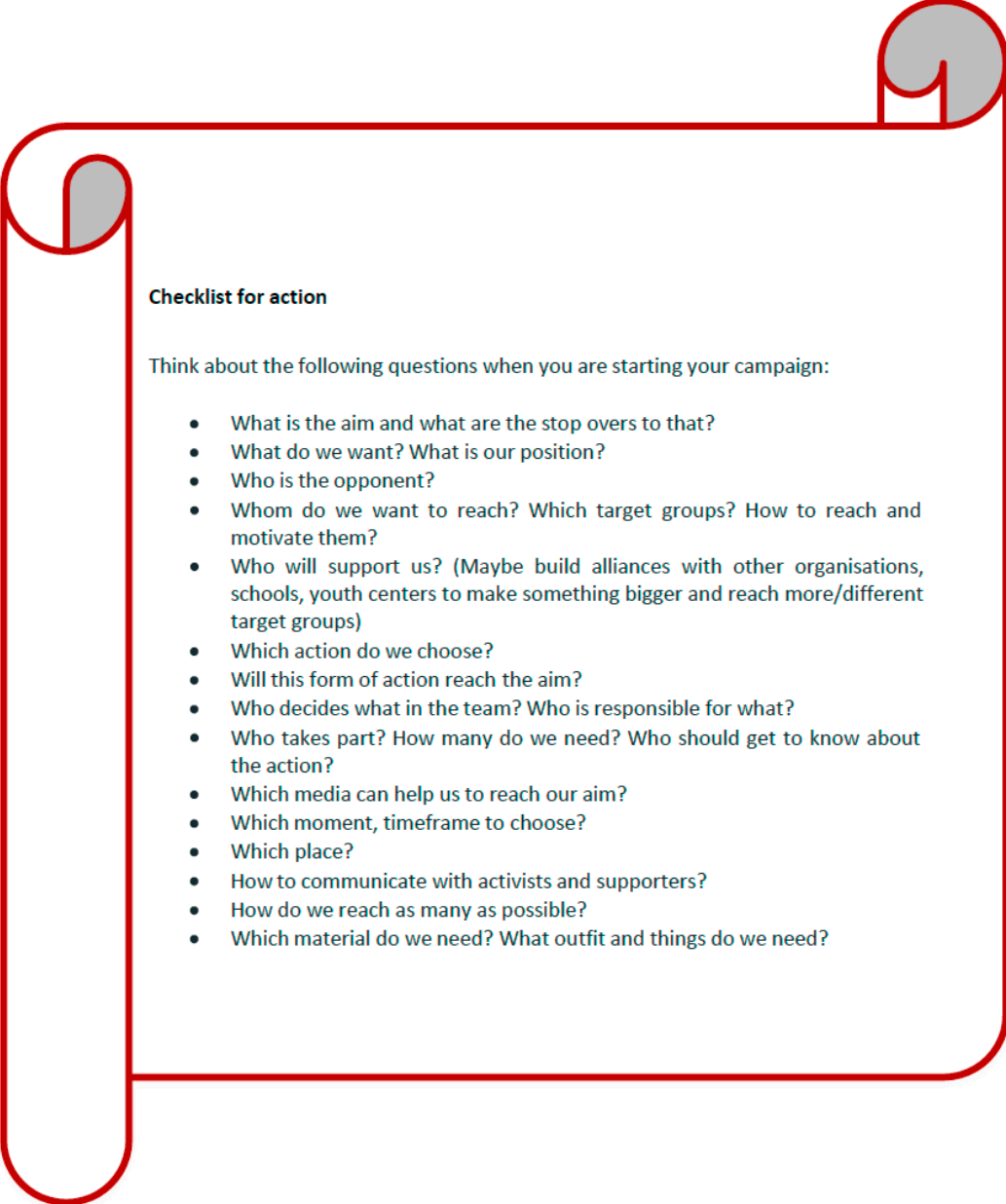
- We all can take action, and everyone is needed
- It is not necessary to be an "expert" in order to work on these issues. Every person has special contributions to make

⁴³ campaignstrategy.org, 2020



In the following we recommend you some actions, but there is no infallible recipe. Try to find your own path:

- Engaging in action can be a valuable experience in itself
- Inspiration can be drawn from existing campaigns and from people who are already combating online- hate speech or cyberbullying⁴⁴



Checklist for action

Think about the following questions when you are starting your campaign:

- What is the aim and what are the stop overs to that?
- What do we want? What is our position?
- Who is the opponent?
- Whom do we want to reach? Which target groups? How to reach and motivate them?
- Who will support us? (Maybe build alliances with other organisations, schools, youth centers to make something bigger and reach more/different target groups)
- Which action do we choose?
- Will this form of action reach the aim?
- Who decides what in the team? Who is responsible for what?
- Who takes part? How many do we need? Who should get to know about the action?
- Which media can help us to reach our aim?
- Which moment, timeframe to choose?
- Which place?
- How to communicate with activists and supporters?
- How do we reach as many as possible?
- Which material do we need? What outfit and things do we need?

44 De Latour et al., 2017



Some practical recommendations for campaigning against hate in the net

Campaigning against hate in the net can happen in different ways, from small actions to bigger events. The following elements can or cannot apply to your activity and in general fit better to bigger events. In the next section, there will be given also some examples for smaller actions against hate in the net.

Create a team

Of course, you first have to find people who are reliable and motivated to participate. Everybody has to be prepared to get involved in their tasks so that everything runs smoothly.

Think of different campaign elements

As you can see in the checklist above, for organizing a campaign it is important to think of different campaign elements (such as topic, context, objectives, strategies, aim, target group, actions and success criteria)⁴⁵.

Define a topic and do some research on it

The topic of your campaign needs to be clearly defined and you need reliable information about it. So, do some research on it!

Analyse the context of your campaign

Find out who your opponents and partners are (and what their interests are), analyse the context of your campaign and think about which form of media could play which role within it. Without understanding the social and political context of hate speech and cyberbullying, both online and offline, it will be difficult for campaigners to assess the narratives that they want to counter⁴⁶.

Define an aim and check that it is in line with the available resources

The aim of your campaign has to be reasonable, unmistakably and convincingly formulated, reachable on your own, of the right size and relevant. All the people who are involved in the campaign need to have the same understanding of the campaign aim. Do not forget to check that the campaign aim is in line with the available resources⁴⁷.

Think about a strategy

A campaign strategy has to define a target, target group(s), topic, time frame, staff, money, impact control and (possible) problems. It should be as simple as possible and as complex as necessary! Last but not least, your strategy needs to be adjustable to different outside changes and challenges (for example the possibility of more online and less offline activities and the other way around)⁴⁸.

Define clearly the target(s) and target group(s)

The target of your campaign (for example hate speech) needs to be clearly defined, as well as the target group(s). Regarding the target group(s) you have to ask yourself: what moves them? What is important for them? And which interests can we address? Involve different target groups and use the media to reach them. It is very important to make your concern a concern of the target group (e.g. hate speech is a concern of the Hatebusters project and through the campaign it becomes a concern of your youth center). Don't preach to the converted and get away from the usual suspects! Of course you still need to work with your friends, allies and cooperation partners, however, you need to go beyond your own circles to really reach impact⁴⁹.

45 Friedrich et al., 2007

46 De Latour et al., 2017

47 Friedrich et al., 2007

48 Friedrich et al, 2007; UN Women, 2012

49 Friedrich et al., 2007



Combine offline and online activities

While some campaign elements are increasingly online (social media, online petitions, etc.), a lot of campaigning still happens offline in different formats. Ideally, your campaign will combine online and offline activities. Both have their opportunities and challenges. Ask yourself: what is really doable and achievable for you? Which tool should be used for which target group and to reach what? Think not only about a specific time and place for your activities, but also about fun and motivation for your team.

Include human interest stories and use pictures

It is good if your campaign includes human interest stories. That means, for example, it is better to tell the story of one person who is affected by cyberbullying, than to give only numbers of how many people are affected by it. "A picture says more than a thousand words" is not only a saying, it is also especially true in campaigning, so think in advance how your message can be translated in a picture. Usually good images relate to very classical stories (e.g. David against Goliath or Robin Hood and also to classical heroes or modern day Superheroes, that are often unlikely heroes).

Keep in mind that public actions often need an approval

While demonstrations are a human and constitutional right, still if you want to organize an action in a public place (street, square or in front of certain building), you will need to notify the police and/or local administration. Public gatherings (demonstrations, stands, etc.) have to be announced in advance at the responsible office. The leader of the demonstration has to make sure that public order is maintained, and all laws and rules are adhered to at the demonstration and therefore might need stewards to keep order. The police can only forbid a demonstration if public safety is endangered. The blockage of traffic is no reason to forbid a demonstration as the right to free assembly is guaranteed by the constitution.

Define success criteria

- Such as the following:
- the aim of your campaign is reachable and believable
- the campaign has a clear strategy
- it can react on changes in framework
- it is logistically prepared well
- the campaign team is motivated
- the topic or the dynamic motivates others
- the internal and external communication works
- the management of decisions works
- the timing is good
- the campaign is visualised as exact as possible from the start
- it is made outstanding from banal
- it is personalised and suitable for TV
- it can emotionalise and personalise, simplify, acuminate to a point, shorten BUT does not lie!
Stick to the provable reality.



Evaluate at the end of your campaign

Whatever action or campaign you have realized, don't forget after it to celebrate your success (even small ones), thank activists and supporters, show them photos, give them your appreciation (through SMS, e-mail, etc.), tell supporters what they reached by taking part in the campaign – also the media, evaluate and think about the lessons you have learnt.

Ideas for smaller actions against hate in the net

You don't necessarily have to make a big social media campaign to organise against hate speech and cyberbullying – smaller actions are also valuable! In the following, you can find some ideas for how you can get involved:

- Demonstrations: make signs together and take part in a suitable demonstration with your school class or youth club
- Petitions: collect signatures (online and offline) for a suitable petition such as the petition "Make 22 July the European Day for Victims of Hate Crime" of the No hate speech movement⁵⁰
- Video productions: produce a video in which you deal with the topic of hate speech or cyberbullying to send a clear signal against hate on the net, such as the video "Stop hate speech" produced in a youth center in Judenburg⁵¹. Share your video afterwards on the youtube channel of your youth club or school
- Photo actions: make an own photo-action against hate speech or cyberbullying or participate in already existing photo-actions, such as the photo action "Stand together against hate" of Amnesty International⁵²
- Expositions: make a school-exposition with hate speech and cyberbullying posts, which the students have found online, to raise awareness for these topics in your school or youth club
- Postcards, flyers, logos, stickers or posters: create postcards, flyers, logos, stickers or posters, which deal with the topics of hate speech and cyberbullying and spread them
- GIFS for countering online-hate speech and cyberbullying: create GIFS to counter hate speech such as the one's from the german no hate speech movement⁵³
- Audio-guides or podcasts: create audio-guides or podcasts about the topics of hate speech and cyberbullying and spread them
- Information tables or stalls: make an information table or stall, for example in your youth club or on the street
- Banners or flags: create banners about hate speech or cyberbullying and hang them up on the building of your school or youth club
- Human chains: make a human chain around the school building and raise awareness for the topic of hate speech or cyberbullying
- Comic competitions: make a comic competition in your school or youth center. The attendees should create a comic about the topic of hate speech or cyberbullying. The best comic will be published
- React to hate with love and civil courage: actions against hate can of course also mean to react

50 <http://blog.nohatespeechmovement.org/petition/>

51 <https://www.youtube.com/watch?v=i-GE8Z8Z3No>

52 https://www.amnesty.eu/wp-content/uploads/2018/10/Stand_together_against_hate_photo_action.pdf

53 <https://no-hate-speech.de/de/kontern/fuer-gegen-alle-hate-speech/>



on hate with love and civil courage, for example Volunteers cleaned up a Jewish cemetery in University City, Missouri, after it was vandalized in 2017. Another example is the action of the Muslim Youth Austria, in which they guarded the public exhibition commemorating the Nazi victims in Vienna in 2019, after some of the pictures had been damaged beforehand. If you do something like this, don't forget to involve the media to show everyone, that love and civil courage are stronger than hate

Recommendation for further reading: Youth workers can find more inspiration for activities against hate speech and cyberbullying from page 21 in Bookmarks, a manual for combating hate speech online through human rights education⁵⁴.



Inspiration: examples of successful campaigns against hate in the net from different European countries

The No Hate Speech Movement is a youth campaign led by the Council of Europe Youth Department seeking to mobilise young people to combat hate speech and promote human rights online. It was rolled out at national and local levels through national campaigns in 45 countries⁵⁵.

Hooligans gegen Satzbau (#HoGeSatzbau), which can be translated as “hooligans against set building”, were founded in 2014 as a digital response to an increasing shift to the right. While neo-nazi hooligans against Salafists, various vigilantes and patriotic Europeans planted a mood of hatred and rejection, sometimes violently, in the middle of society, the #HoGeSatzbau began to publicly counter this tendency in a satirical way⁵⁶.

#nichtegal - Eine Initiative für Toleranz und Respekt, which can be translated as “not insignificant - an initiative for tolerance and respect”, is a joint initiative, which advocates for good cooperation on YouTube and beyond. We can all play our part in cultivating respectful interaction and actively living a positive digital communication culture⁵⁷.

The **I don't masturhate Campaign** is an international online campaign against hate speech from Italy. It aims at stigmatizing hate speech by using the hashtag #masturhate on social networks and on the Internet⁵⁸.

“NEw CHapter: Network of Cooperation against Hate” aims to provide space and support for cross

54 [62https://rm.coe.int/168065dac7](https://rm.coe.int/168065dac7)

55 <https://www.coe.int/en/web/no-hate-campaign>

56 www.hogesatzbau.de

57 <https://nichtegal.withyoutube.com>

58 <https://en.danilodolci.org/project/i-dont-masturhate/>



sectoral cooperation of organizations and institutions that work with young people in formal/non formal education on combating hate speech and promote human rights education (HRE)⁵⁹.

The whole project **“No Hate Europa”** is a tribute to youth participation that stems from the proposal of young representatives of the Youth Advisory Council of the Council of Europe and has been supported by the Joint Youth Council of the Council of Europe where decisions are taken together between young leaders and institutional representatives regarding policies, priorities and programmes in the youth field. The outcome was an online campaign for human rights which includes several consultations, preparatory meetings with experts, operators in the field of socio-educational animation and young people, thus ensuring not only an awareness action for young people but especially for young people and with young people⁶⁰.

The campaign **#Leparolefannomale** was based on creating videos with students of the Catholic University of Milan as protagonists. Among the videos made by the students of the Catholic University, there is one that is particularly striking due to the total indifference he managed to document. It is a real „social experiment“, shot in Milan, Rome and Turin, in four happenings of four hours each, attended by about 100 people per minute, for a total of about a hundred thousand people. To test the level of reactivity to the words that poison the language on socials, the guys have „worn“ signs of insults addressed to women, migrants and disabled people⁶¹.

Students in Italy used art to create a campaign against online hatred, which was called **“The Silence Hate Campaign”**. The general goal of the project is to prevent and combat online hate speech against minorities and vulnerable groups and individuals by developing new and creative counter-narratives, such as those developed by the students who participated in human rights education training workshops in collaboration with Amnesty International Italy. Students have been inspired by artists like Banksy, Shepard Fairey or Christopher Neimann, and, after thinking about the message they wanted to launch against hate, they started working on the right image to use to send the message. By the end of the project over 20 posters and graphic materials have been selected and printed and distributed around the Human Rights Friendly Schools network in Italy and used as communication materials online⁶².

In the **“Not in my name. Muslims against terrorism campaign”** many Muslims are speaking up to counter the stereotypical equation of Muslims with terrorists and the fact that terrorism is not inherently Islamic and is, on the contrary, being implemented by extremist groups of different origins, religions and political beliefs all over the world⁶³.

The project **„#Double Unicorn“** promotes democracy and freedom of opinion in the social media and in public space and at the same time sets an example against hatred and agitation⁶⁴.

The project **POW!ER – Peers against the Oppression of Women through Empowerment and Awareness Raising** – draws attention to violence against women on the net and aims to motivate young people to become more active against cyber violence. Targeted information campaigns, workshops at schools and various information materials are used to inform the target group and the public⁶⁵.

59 <https://newchapteragainsthate.wordpress.com/about/>

60 <http://www.nohatespeech.it/menu-azioni/no-hate-europa/>

61 <http://www.voxdiritti.it/leparolefannomale-la-prima-campagna-di-comunicazione-contro-lhate-speech-fatta-dai-giovani-per-i-giovani/>

62 <https://www.amnesty.org/en/latest/education/2020/04/silence-hate-students-in-italy-use-art-to-create-a-campaign-against-online-hatred/>

63 <https://www.facebook.com/Not-in-MY-Name-Muslims-Against-Terrorism-214632765363893/>

64 <http://www.doppeleinhorn.org/das-projekt/>

65 <https://project-power.eu/>



The **Hatefree Larissa** festival connected young people, citizens and various stakeholders aiming to make Larissa a city without hate speech.

It combined street art, photography exhibition and human rights workshops as tools to support human rights as a response towards hate⁶⁶.

Say no to the violence of words – say no to hate speech: In order to emphasize the importance of addressing verbal violence and hate speech in the school environment, it was created in 2016 along with a local school and a local cooperative two day event which combined various activities against hate speech.

How to implement viral marketing in your campaign

The following chapter will explain what viral campaigns are. The chapter begins by explaining what viral marketing is all about and discusses the phenomenon of viral spoof. Then, you can find tips on how to use viral marketing to create a campaign. The factors that make something viral are discussed, as well as examples of tools used in viral campaigns and step-by-step instructions on how to create such a viral campaign. In addition to theory, the chapter includes practical examples of successful viral campaigns, with an emphasis on the factors that contributed to their success. Finally, the benefits and risks associated with viral marketing are discussed.

What is a viral marketing?

Viral marketing may not be known by name, but it is now very commonly used to promote different products, services, brands, as well as different campaigns. What's that name and what is it? Well, the name is related to the way of reaching the audience and their direct participation in the dissemination of content and materials between their friends, peers, family, etc. This can be compared to a virus that is transmitted from one person to another. The information about the advertisement/campaign is disseminated by word-of-mouth, but also using various online tools. This is the basis of viral marketing.



Picture 10

Another important concept is **viral spoof**. This is one of the rules of viral marketing, which states that no one can be forbidden to parody and change various viral materials. In fact, the more different modifications the better, because the content is then more popular. These changes may be different. Users decide for themselves what part of the original version they will leave and what they will add.

They can use e.g. only the plot and change the other elements (with the characters in the lead) or vice versa. They also decide whether the modification will be funny, serious or scary, etc.⁶⁷

⁶⁶ <https://hatefreelarissa.wordpress.com/>

⁶⁷ Marketing-schools.org. n.d. Viral Marketing | Explore The Strategy Of Viral Marketing. [online] Available at: <<https://www.marketing-schools.org/types-of-marketing/viral-marketing.html>> [Accessed 14 July 2020].



How to implement viral marketing in campaigns?

At the beginning, it is worth answering what factors make something viral. A total of 6 such factors can be distinguished. Together they form an acronym:

Social Currency

Triggers

Emotion

Public

Practical Value

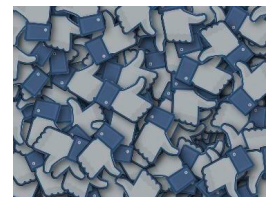
Stories

It is worth noting that viral marketing is a customer-focused approach. The success of the viral campaign depends on the audience and their transmission to others. So, focus on to how to create content to reach as many people as possible. The above factors are a guide to what to pay attention to when creating content. Many different tools can be used to spread viral campaigns, such as:

- Word-of-mouth
- E-mail
- Websites
- Social media (Facebook, Twitter, WhatsApp, LinkedIn, Instagram, TikTok, etc.)
- Video sharing sites (e.g. Youtube, Vimeo, etc.)
- Web forums
- TV and radio
- Multiple forms of print and direct marketing⁶⁸.

To be able to reach more audiences, search engine optimization and social media optimization are very important. While creating a viral campaign, it is important to remember the main principles of such campaigns:

- Social profile gathering
- Proximity market analysis
- Real-time key word density analysis.



Picture 11

As mentioned earlier, the audience plays a key role in viral campaigns. The Internet and digital tools are only helpful for faster, easier distribution of content, but these are only tools, channels. All the power is in the recipients! In order to reach them and arouse the desire to pass on the viral, one needs to remember the following rules:

- The content should be attractive to the majority of the audience in terms of visual and content (interesting colours, funny graphics, surprising connections, catchy catchphrases, etc. – something that will attract attention and interest the recipient enough to stop for a moment over the campaign)

68 En.wikipedia.org. 2020. Viral Marketing. [online] Available at: <https://en.wikipedia.org/wiki/Viral_marketing> [Accessed 14 July 2020]



- The content must be worth sharing with friends, peers and family (it must be something that the recipient can identify with or that arouses emotions in him/her)
- When promoting a viral campaign, it is important to use a large, well-known portal or other channel, so that as many people as possible can see the content from the beginning
- When publishing a viral campaign on portals, in social media, take into account at what time most users use a given channel
- The content must be of good quality and tailored to the audience
- It is worth provoking conversations, reacting, nurturing and maintaining the audience's interest in the campaign (it is worth adding various modifications to the content)
- It is also worth promoting campaign wherever possible

Step by step: How to create a viral campaign?

1. Define the problem, find the causes and set goals

2. Think about the target group of the viral campaign (find out as much as possible about these people, what is the state of their knowledge about a given topic, what do they need, how do you get to them, what tools do they use, etc.)

3. Create the viral campaign content:

- Think about what emotions you want to arouse - whether the campaign is supposed to be scary or funny or maybe touching, find a way to surprise the audience, what facts and situations from life to use to identify the audience with the campaign
- Consider the language and form of communication in order to get to the chosen group;
- Think about what stimuli you will use to interest your audience (professional appearance, interesting effects, surprising elements, catchy texts, etc.)

4. Publish the campaign:

- Select the appropriate tool to suit your audience
- Use hashtags, invent an interesting title
- Choose the best time for this

5. Promote the campaign - provoke discussion, action, make sure the campaign is not lost on the Internet⁶⁹

Examples of successful viral marketing campaigns

There really isn't one perfect recipe for creating a viral campaign. Each campaign is different and different means are used, depending on the purpose of the message and target group. However, there are similarities, among which emotions play a key role! It should also be remembered that not all campaigns that can be seen on the Internet are examples of viral campaigns. Here are some examples of successful viral campaigns/advertisements that have been seen by millions of people!

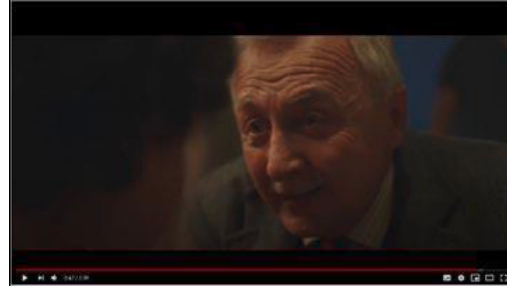
69 Gołębicka, A., 2020. Muzeum Powstania Warszawskiego On Facebook Watch. [online] Facebook Watch. Retrieved 14 July 2020, from <https://www.facebook.com/watch/live/?v=205024910577692&ref=watch_permalink>



1. The first example is the „English for beginners/What are you looking for at Christmas?“ campaign created by Allegro in 2017. It shows the possibility of buying various things on Allegro. In this case, it is the purchase of materials for the main character to learn English. However, the plot is not only focused on advertising – it also refers to the family value and shows the main character’s dedication and motivation to learning a foreign language in order to get to know his grandson and to talk to him⁷⁰.



Picture 12



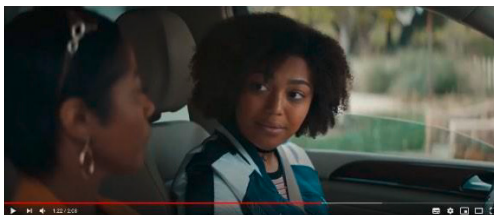
Picture 13

Key factors: Allegro, in Christmas campaigns, very often refers to the family and shows a lot of different emotions, therefore reaching a large group of recipients who in a way identify themselves with the characters and/or the situation of the campaign. In this particular advertising spot, from the very beginning the recipient is very interested in the main character. He is curious about his fate, the reason why as an elderly person he wants to learn English and wonders how this story will end. **The campaign is very funny, but also arouses a lot of emotions** in the viewer, such as joy, love, emotion, surprise and admiration. **The end of the story is very surprising and touching!** The campaign is watched in a very pleasant and easy way, which makes the viewer feel partly connected with him.

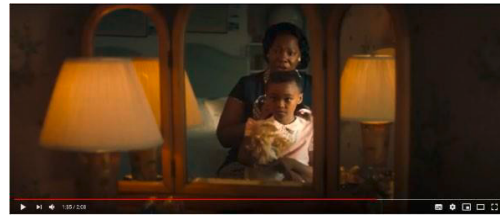
The second example is the Dove viral campaign called „Real Beauty Sketches“, launched in 2013. This proves that not all viral campaigns have to be funny or shocking. The video went on to receive over 163 million views globally and generated 4.6 billion media impressions. The campaign addresses a very important issue – self-assessment, and shows the difference between how we see ourselves and how others see us. The video heroines are women whose portrait is drawn twice by the FBI-trained forensic artist. One portrait is drawn based on a woman’s description and the other on the basis of a stranger. The results are very surprising!

Key factors: This video is very touching. It concerns a very important problem in life in low self-esteem, complexes that many women face every day. Ultimately, it shows 2 different images of the same person, where you can see that others perceive us much better than we do ourselves. Many recipients identified themselves with the problem and therefore willingly passed it on to others. So, this campaign touches consumers’ emotions very strongly, touches them and shows the wrongness of complexes⁷¹.

3. The last example is the spot „The Talk“ from 2017, made for the consumer goods giant Procter & Gamble in the campaign „My Black is Beautiful“. The spot concerns the problem of racial bias. Parents talk to their children about this.



Picture 14



Picture 15

⁷⁰ Youtube. 2016. English For Beginners | Czego Szukasz W Świąta?. [online] Available at: <https://www.youtube.com/watch?v=tU5Rnd-HM6A> [Accessed 14 July 2020]

⁷¹ Retrieved on the 14th July 2020 from <https://www.cyberclick.net/numericalblog/en/viral-marketing-examples-6-great-campaigns-and-their-effects>



Key factors: The campaign objective has been achieved. This spot was an inspiration to start a discussion on racism on a large scale. **It raised the problem and thus provoked the audience to discuss it.** As a result, the brand doubled down and struck a deal to have it incorporated into a plot on the hit sitcom Black-ish.

Benefits and risks of viral marketing

What viral marketing can achieve	What viral marketing can not achieve
<ul style="list-style-type: none">• More pressure• Low cost per new supporter• Reach new audience• Much faster <p>Viral marketing is very effective. Due to the way it is disseminated, it can access a huge group in society in a very short time, with a low financial outlay. An additional advantage is the situation when the content is parodied or modified, because it gives it popularity and allows to reach even more recipients.</p>	<ul style="list-style-type: none">• instant results• zero-cost/zero-effort results• magic <p>However, the success of a viral campaign depends to a large extent on the commitment of the audience. It is not easy to create content to impress, surprise and encourage people to show the campaign to others. Internet users are quite a demanding group.</p>

So, these actions are not simple, but neither are they impossible. They require analysis and understanding of the target group, their needs and a great deal of creativity and some luck. It also takes time to make good content. But the benefits are worth the sacrifice and commitment.

Helpful Skills for campaigning

In the following, you will learn which skills will help you to make successful campaigns.



Communication Skills

You must be able to not only communicate with your target group, but with the people that will possibly be there to help you with the campaign. Keeping clear and consistent messaging within your team means that you can get more done in less time, and you will not have to worry about misunderstandings. Try to keep the thoughts you want to communicate as clear as possible so that everyone will understand what you want to say. Know your team and divide the tasks that need to be done accordingly, everyone has their own pace and rhythm when working and each of them might be better at different tasks. For example, one can be good at writing, another at researching. Try not to overload one person with multiple tasks and make sure your people know that you are available for anything they might need, from details on a task to help on something (or even just talk).



Public Speaking

Whether you are standing in front of your friends, co-workers or giving a live press conference, public speaking is inevitable while campaigning. Talking to people is not an innate skill for everyone, but it is something you can practice on and become better at. It is the best way of promoting a project or topic. You need to be able to pitch your project or your campaign's topic with ease. If you don't have confi-



dence in what you're saying, or you are rethinking what you want to say during your speech your audience will understand it and probably won't pay too much attention. The same happens when you have learned your speech by heart. On the other hand, if you have confidence in the campaign's purpose and in what you say, people will react differently. If you are one of those who talk to people with ease then perfect, but if not, you can start by practicing in front of a mirror, then in front of your family and slowly move to a bigger crowd. For starters, you can talk about a topic you know well, and later ask your audience to pick a topic or ask you questions.



Active Listening

Now you know what to do to be able to speak in front of people, but you cannot afford to passively ignore your target group or the people you cooperate with. This is why being an active listener is an essential skill. Actively listening to the people around you, hearing what they say and how they say it, means that you can find out the messages they need to hear from you. You need to pay attention when they are talking and make sure they talk with you and not only to you. Look closely at their body language because sometimes people cannot express themselves properly with words and they use their body. This is how you can improve your campaigns.



Analysis Skills

Researching current trends and strategies will help you figure out what will work best to reach your goals. Everyday something new, improved and updated comes up, and there's always new information out there, new case studies, academic research reports or articles in newspapers. If you have the main topic for your campaign but you need to find what approach you will use, there are thousands of sources just waiting for you to use them, to inspire your research and know your subject. But first, before speaking in front of a crowd, be sure that you know your audience by doing a quick bit of research on sensitive topics to avoid conflicts, unwanted outcomes, etc.



Knowing how to use different channels

Nowadays, almost everyone uses YouTube, Facebook, Instagram or other platforms. For a successful campaign, you need to know which one to use for what. If you want to transfer your campaign across social media platforms, keep in mind that not all social media messages are created equal. What works for one channel may not transfer as well to another. For example, hashtags are great when they are used on Twitter and Instagram, but they don't do much for Facebook posts. Also use the social network that your target group uses the most in order to have a bigger impact. Young people aged 14-24 use more their Instagram accounts, people over 25 might be more active on Facebook. Knowing the differences between the message types and, in general, the differences between media can help you make your content stand out.





Storytelling

When talking to people, use not only logic, but also a variety of emotions. You need to narrate in a way that appeals to the emotional side of your audience. As you write any content, find the way to connect your audience's lives to your idea. Address the frustrating topics they are experiencing and tell them how your perception of the problem will make the situation better. Instead of just giving people information, use personal experience.



Persuasion

The ability to be persuasive means that out of hundreds of people talking about different approaches that can help with the same topic, you need to have the arguments to make people listen to you. Your message must be able to convince them of your way of thinking with the power of words (convincing them that your option is the best). It may be helpful to create a clear and concise story that explains the benefits of your way of doing things.



Being Well-Read

Read what others around you have done. Being well-read across a variety of subjects not only helps you increase your overall knowledge, but also allows you to see what works and what doesn't. This is very helpful when writing content or campaigning on a specific topic. Start small – maybe subscribe to one or two blogs as you start incorporating reading into your routine and adding various books, magazines, and more that cover the topic. Stay up to date with the news or find various interesting sources. You can also consider using podcasts and videos as information, which are also great options.

To sum up: among the skills needed to build a successful campaign, we could distinguish 8 skills that are necessary: Communication; Public Speaking; Active listening; Analysis; Knowing how to use different channels; Storytelling; Persuasion; and being well-read. Each of the above-mentioned skills is important both individually, to be a better speaker, employee and person, as well as in building (step by step) an effective and successful campaign. In conclusion, creating a campaign from scratch can help you create a new network and discover aspects of yourself.



Summary

What is a campaign and how is campaigning useful in the fight against online-hate speech and cyberbullying?

A campaign is a series of communicative events with the minimum goal to change people's minds on a certain issue – the higher goal is to motivate people to take concrete action and through that to achieve a certain political or economical goal (e.g. a new law against hate speech).

What do I have to consider when I am planning a campaign against hate in the net?

Regarding the planning of a campaign against hate speech or cyberbullying we recommend you the above- mentioned checklist for action and practical recommendations (e.g. to think of different campaign elements; to carry out a situation analysis; to combine offline and online activities; to include human interest stories; to use pictures; to keep in mind that public actions often need an approval and to don't forget to evaluate at the end of the campaign) – these recommendations can or cannot apply to your activity and in general fit better to bigger events.

Where can I find inspiration for appropriate campaigns?

To get some Inspiration, have a look at the above-mentioned examples of successful campaigns in different European countries.

What is viral marketing and how can I implement it in my campaign?

Viral marketing is nowadays very commonly used to promote different products, services, brands, as well as different campaigns. The name is related to the way of reaching the audience and their direct participation in the dissemination of content, materials. So, viral marketing is a customer-focused approach. The success of the viral campaign depends on the audience and their transmission to others. It is because of this that we need to pay attention to how to create content to reach as many people as possible. There really isn't one golden recipe for creating a viral campaign, and each campaign is different and different means are used, depending on the purpose of the message and target group.

Which skills are helpful for campaigning?

We could sum up the skills needed to build a successful campaign to 8: Communication Skills; Public Speaking; Active listening; Analysis skills; Knowing how to use different channels; Storytelling; Persuasion; Being well-read. Each of the above-mentioned is an important skill both individually, to be a better communicator, worker and person, and to build your successful campaign step by step. In conclusion, creating a campaign from scratch can help you create a new network and discover aspects of yourself.

What smaller actions can I take against hate in the net?

Of course also smaller actions are valuable – therefore we listed you some examples of smaller actions above such as the jointed participation in a suitable demonstration; collecting signatures for a petition; the production of a video, podcast or comic; making a photo-action or school-exposition; the creation of postcards, flyers, stickers or posters; information tables or banners and last but not least: to react on hate with civil courage.



4.5. Educational materials on hate speech and cyberbullying

Below, you can find some recommended educational materials on hate speech and cyberbullying, which can be used in school and extracurricular youth work.

- Keen, E./Georgescu, M. (2016). Bookmarks. A Manual for combating hate speech online through human rights education. Retrieved 11 December 2020, from <https://rm.coe.int/168065dac7>
Available in Arabic, Armenian, Dutch, English, Estonian, Finish, French, German, Greek, Hungarian, Italian, Macedonian, Montenegrin, Norwegian, Polish, Portuguese, Romanian, Slovak, Spanish, Ukrainian.
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Available in Czech, English, French, German, Italian.



5. CONCLUSION

WHAT is hate speech?

‘Hate speech’ is any expression of discriminatory hate towards people, for example because of their sexual orientation, religion or gender. There is a fine line between what can and cannot be considered ‘hate speech’. When assessing individual cases, we need to consider the target of hate speech; the content and tone of speech; the context; the intent and the impact. This is not only essential for identifying how dangerous the speech is, but it is also helpful for designing responses to diminish the dangerousness of that speech. Social media plays an important role in the spreading of hate speech in the modern world, and a lot of hate speech has moved from the “normal” to the virtual world.

WHAT is cyberbullying?

While hate speech is usually targeted towards a group of people, cyberbullying is instead directed towards individuals. These individual victims are confronted with abuse over a long time period. This transition of offline and online attacks shows that the offenders of cyberbullying – especially among young people – are often those the victims know from their offline life. Consequently, cyberbullying online often mixes with cyberbullying offline, which marks an important difference to hate speech, where offenders and victims mostly don’t know each other from their „offline-life“. In general, there is a broad spectrum of cyberbullying tactics and some of them even cross the line into unlawful or criminal behaviour. Victims might feel that cyberbullying happens non-stop without a chance of escape. Cyberbullying mainly takes place on Social Media platforms, messaging apps, online forums, chat rooms, emails and online gaming communities. The particular danger of cyberbullying is its persistence, as online communication can happen 24 hours a day.

WHY should we combat online-hate speech and cyberbullying?

Cyberbullying can lead to many negative consequences for the victims such as mental, emotional and physical problems. In severe cases, cyberbullying can even lead to self-harming or suicide.

Online-hate speech leads not only to serious offline harm on an individual level, but also on the level of society as a whole, as it encourages racial tension and other forms of discrimination, including physical violence. This is why online-hate speech and cyberbullying should not be tolerated but they should be combated.

HOW can youth workers and young activists combat them?

Promote Mindfulness and self-regulation

Mindfulness and self-regulation are powerful tools against hate, because they improve self-esteem, self-awareness and empathy and bring out the ability to manage behaviour and emotions. This means that they can reduce hate and help to handle it effectively. Consequently, they should be promoted among young people by youth workers through modeling; giving opportunities to practice their mindfulness and self-regulation-skills; monitoring and promoting their progress; educating them about how, why and when to use these skills; being a person of contact and offer a relationship of trust; structuring the environment to make self-regulation easier; limiting the opportunities for risky behaviour; highlighting the consequences of poor decision-making and reducing the emotional intensity of conflicts.

Use human rights education and digital youth work as tools against hate

Also, the concepts of human rights education and digital youth work can be used by youth workers to empower young people towards participation and taking initiative against hate. Digital youth work means proactively using or addressing digital media and technology in youth work and can be included in any youth work setting. Human Rights Education on the other hand, aims to equip with knowledge, skills and understanding; to develop attitudes and behaviour and to empower people to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms. Combining digital youth work with



human rights education is the key to prevent hate speech online and is necessary to raise awareness and empower young people to get online in a responsible way. As hate speech is primarily seen as a human rights concern, the approach used in digital youth work should be also based on human rights principles and standards.

Use the increased opportunity of social media and the power of self-organising against hate

There are many effective ways to diminish harmful content and its damaging effects. One can try to persuade people to stop posting such content or support those who are attacked by it. The laws and regulations are just one part of the puzzle and positive statements alone are also not enough. If you want to counter hate speech, it requires your effort. Unlike hate speech, you must suppress your angry or hateful feeling when taking a decision to react and, when taking a counter action, you must restrain from impulsiveness, affection and a hateful tone. Basic principles to consider when recognizing and responding to hate speech are to teach empathy and emotional literacy; to talk about the existence and impacts of hate speech; to acknowledge the emotional costs and be supportive; to be aware of the causes and signs of radicalization; digital literacy - be a critical thinker and verify your sources; report hate and raise awareness. Though the state and even social media platforms have frameworks to regulate hate speech, they will serve little purpose unless they wake people's conscience. It is the responsibility of you and me, and each one of us who uses the internet, to produce or consume content as conscientious citizens and not merely as blindfolded consumers. To truly prevent incidents of hate speech online, there is a need for a massive campaign that sensitizes people towards media consumption and helps them differentiate between free speech and hate speech.

Make a Campaign against hate in the net

A campaign is a series of communicative events with the minimum goal to change people's minds on a certain issue. The higher goal is to motivate people to take a concrete action and through that to achieve a certain goal.

When you are organizing your own campaign against hate speech and cyberbullying, check the mentioned checklist in chapter 4 for action and practical recommendations (for example to think of different campaign elements; to carry out a situation analysis; to combine offline and online activities; to include human interest stories; to use pictures; to keep in mind that public actions often need an approval and not to forget to evaluate at the end of the campaign). These recommendations may or may not apply to your activity and in general fit better with bigger events. Of course smaller actions are also valuable! Therefore, we listed you some examples of smaller actions, such as the joint participation in a suitable demonstration; collecting signatures for a petition; the production of a video, podcast or comic; making a photo-action or school-exposition; the creation of postcards, flyers, stickers or posters; information tables or banners. To get some inspiration, have a look at the above-mentioned examples of successful campaigns in different European countries.

Furthermore, we recommend you using viral marketing for promoting your campaign. Viral marketing is a customer-focused approach. The success of a viral campaign depends on its audience and transmission to others. It is worth to pay attention to how to create content to reach as many people as possible. Viral marketing seems to be difficult, but by making the content attractive and easy to share, using the right channels and making it conversation-provoking, it can be very effective.

You now know what a campaign is and how to organize it, but you are still asking yourself which skills and capacities are important for successful campaigning? The answer to this question can be summed up by the following 8 skills and capacities: communication skills; public speaking; active listening; researching everything; knowing how to use each channel; storytelling; persuasiveness and being well-read. Each of the above-mentioned is an important skill both individually, to be a better communicator, worker and person, and to build your successful campaign against hate.



Now you are set up well for Hatebusting action and we wish you a lot of success!



Picture 16

6. WORKSHEET

Task 1: Learn about online-hate speech and cyberbullying

Read the Hatebusters Guide and answer the following questions:

- What are online-hate speech and cyberbullying and what negative consequences can they have?
- What can you do to help combating hate online?

Task 2: Let's take action against hate in the net

Plan an action against hate on the net in your school or youth center!

Task 3: Share your knowledge with others

Talk to other people about online-hate speech and cyberbullying and share your knowledge with them.

Task 4: Help us to spread the Hatebusters Guide

Share the Hatebusters Guide on social media and send it to people who are interested in the topics of online-hate speech and cyberbullying or who might be a victim or offender of them.



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HATEBUSTERS

Youth against hate

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