„Fake News and Hate Speech"

Workshop-Manual by
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Introduction

The aim of the workshop is to develop participants'
media competence and digital awareness. We will exa-
mine the various challenges (e.g. newsworthiness, fake
news) and forms of discrimination that arise when dea-
ling with the media, and how the latter can influence
us (e.g. hate speech); but we will also look at how we
can achieve a good, mindful way of dealing with media
and even use it for our own purposes (e.g., democracy,
activism, human dignity). The target group is young
people aged between 14 and 18.

**The workshop consists of four parts. Parts one and
two will take place on one day (90 minutes); parts
three and four on another day (likewise 90 minu-
tes). The workshop will take place entirely online.
We will integrate various digital tools from the very
beginning, such as online whiteboards and surveys,
as well as social media. The students will be connec-
ted via Zoom on their laptops or iPads. Their smart
phones will be used for the surveys. The students
will also require headphones.**

**In order to account for the fact that students will have
access to various and in some cases incompatible technical
devices, the workshop can also be offered in 'simple form',
with advance registration. In this variant, participation will
also be possible via Smartphone. The workshop on fake
news and hate speech is compatible with the COVID-19 re-
quirements for a classroom setting (with a distance of 1.5m
between students).**

Module	Methods, Tools	Description
1.1 Intro to the Workshop and Introduction Round	Zoom	Workshop intro, introduction round, explain rules for communication, introduction to Zoom.
1.2 Mentimeter Questionnaire	Zoom, Mentimeter	Questionnaire, evaluation and discussion of results.
1.3 Critical Media Competence with Fake News – Practical Exercise	Zoom	Display of different articles that are either fake or genuine, voting via Zoom, discussion and solution for each article.
1.4 Critical Media Competence with Fake News — Theory and Empowerment	Zoom, SPIEGEL Ed video about fake news	Based on the criteria for fake news developed by the students, further criteria discussed with the help of an explanatory video and PowerPoint presentation.
1.5 Conclusion and Feedback Round	Mentimeter	Energiser, vote between podcast on fake news and podcast on hate speech, anonymous mini-feedback round via Mentimeter (without evaluation with the class).
2.1 Recognising and Naming Hate Speech	Zoom, Mentimeter, smart phone	Continuing from previous day's questionnaire, interactive exercise: search for hate speech on the social media accounts of favourite celebrities as selected by students, sharing of observations: Who does hate speech impact most?
2.2 Hate Speech and Gender	PP, Video 1, Video 2	Show example of hate speech against women and LGBTI*, explanatory video: Who does hate speech impact the most?
2.3 Learning Summary	PP	Question: What was new to you in this video? What can we do to combat hate speech?
2.4 Feedback and Conclusion	Mentimer	Collective feedback.

Day 1 Fake News (modules 1.1–1.5)

Day 2 Hate Speech (modules 2.1–2.4)

Required devices with internet access per student:

1. A laptop/computer or iPad
(if not available, please let us know)
with the following apps: Zoom, social media, if necessary (Twitter, Instagram)

2. A smartphone
(a personal smartphone is adequate, not mandatory)

3. Headphones
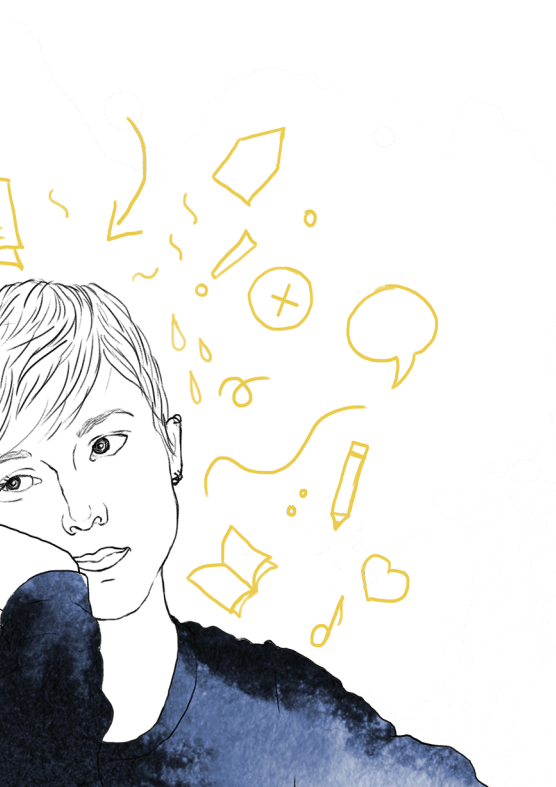
Workshop Implementation

Module 1.1 Intro to the Workshop and Introduction Round

In the first module, the workshop leaders outline the running order of the two parts of the workshop and welcome participants ("Nice to see you all!"). The idea is to create an open atmosphere, and to introduce Zoom as a tool. The two key topics "Hate Speech" and "Fake News" are introduced and connected to the contemporary context. Rules for communication are established, and an explanation of how to participate is given (microphone on/off, how Zoom messages work). Asking questions will be possible throughout the workshop via chat or Zoom's "raise hand" function. The workshop leaders will then post the day's agenda in the chat.

The module will conclude with an introduction round, with both workshop leaders and participants giving their names and pronouns (he/him; she/her; no/other pronoun) and citing the last app that they used. If there are already questions about the rules or structure of the workshop, time will be taken here to answer these.

This module is primarily aimed at building trust between the workshop leaders and the participants. A round of introductions will also lower inhibitions and ensure that each person has tried out their microphone.

Module 1.2 Mentimeter Questionnaire

At this point, workshop leader A will share a PowerPoint presentation on screen, giving a brief introduction to Mentimeter. The Mentimeter questionnaire (approx. 20 questions) is anonymous and designed to give the workshop leaders insight into the composition of the group and the usage habits of the participants. Students will be free to answer the questions at their own pace.

> **Important:**
> **Set Mentimeter to "audience pace" instead of "presenter pace".**

After everyone has completed the questionnaire, the remaining 20 minutes will be used to evaluate the results. Together, the class will analyse noteworthy patterns and anything that they find surprising / new ("What do you see in the diagrams here?", "What does it mean in concrete terms, what does it say about the class?"). In addition, the questions already establish a connection to the topic of fake news.

1.3 Critical Media Competence with Fake News — Practical Exercise

In the third part of the module, participants own critical media competence will be developed, using examples to see if they can find out whether a news item is fake or not. All four articles will be analysed one at a time. The participants will post their answers in the chat. Each article is discussed and resolved separately. Two further questions should now be discussed. Firstly, get the students to position themselves as regards which media they use to get informed, and secondly, regarding where they see their own viewpoints reflected. Moderate this discussion and where required clarify concepts that are brought up.

> **Tip: Select news items to fit the target group.**

After each example, students will be asked "Why is this fake? Why not?" Call for one student who has said "yes" and one who has said "no" to explain their view. If no students come forward on their own, they can be picked.

The workshop leaders will take notes, sharing them over Zoom's Note function or via screen-sharing. This will show the students that what they are saying is relevant. We note down their points, showing that their opinion matters, that it can also be found in the reference video, etc.

1.4 Critical Media Competence with Fake News — Theory and Empowerment

In the next step, workshop leaders will display a slide listing criteria for recognising fake news and supplement this with input from the students. Together the group will discuss how fake news can be recognised.

● Emotional language, sensationalist statements

● Lack of cited sources

● Information taken out of context

● Language referring to the Constitution

● Amateurish metaphors

● The reporter was not present on the ground or Media platform

Workshop leaders will equip students with tools for recognising fake news. The following examples are: Fact-checking, trustworthiness of sources, check who originated the story, image search.

At the end of this module a video from SPIEGEL ED will be shown, summarising the knowledge acquired in the workshop.

1.5 Conclusion and Feedback Round

The final module will make clear the relationship between fake news and hate speech, and emphasise the social power dynamics that are relevant in this connection. Point out the intersectionality between the two topics: fake news about xyz leads to more hate speech directed at xyz.

Lastly, there will be a vote on the day's homework. Which podcast do the students want to listen to: podcast 1 (hate speech) or podcast 2 (fake news)?

2.1 Recognising and Naming Hate Speech

Following a brief warm-up, e.g. an energiser or a check-in round, the workshop leaders will draw on the previous day's Mentimeter questionnaire, in which the students should have designated their favourite celebrities. Students will be invited to look up the social media accounts of these celebrities on their smart phones and to search for comments which could contain hate speech. After a few minutes, students will finish the search and share the comments they found. Possible follow-up questions might be:

● Why is this comment critical?

● How do I recognise hate speech?

● Who do you think is affected most by hate speech?

The aim is to sensitise the students to the fact that hate speech happens everywhere and that there are some groups that are especially affected by it. This is because hate speech does not affect everyone equally, and reflects social power dynamics like racism, sexism and homophobia.

2.2 Hate Speech and Gender

Questions from the previous module will create a transition to the next module, in which the gendered dimensions of hate speech will be examined. Using PowerPoint, the workshop leaders will show examples of hate speech (either taking examples from a prepared PowerPoint, or—ideally—using the hate speech against celebrities that the students collected) and explain why women and WLTI* people are particularly impacted. Afterwards, on their smartphones with headphones, the students will watch an explanatory video on hate speech.

2.3 Learning Summary

This module brings together all the knowledge acquired during the workshop. In the PowerPoint presentation, the students will collect the points that were new to them, and focus in particular on ways they can defend themselves against hate speech.

2.4 Feedback and Conclusion

In the last module of the two-day workshop, students will fill out a final Mentimeter survey with questions about the workshop. If time permits, the class will be invited to discuss the results of the questionnaire, before saying good-bye.

● **Workshop Duration:**
2 x 90 Minutes
Day 1: Fake News / Day 2: Hate Speech

● **Prior to the Workshop:**
Contact with teachers, sending out the teacher information leaflet

● **During the Workshop:**
Students to remain in the classroom

At the end of the first day of the workshop, homework will be assigned. Students will be given a choice of two podcasts to listen to in their own time

The workshop will conclude with a feedback round

● **After the Workshop:**
Download the survey results from Mentimeter and reset the survey at the end of each Hate Speech workshop

Debriefing between teachers and workshop leaders, final feedback

● **Additional Material:**
Frauen gegen Gewalt (Women against Violence)
Lösch dich! Documentary
Dealing with Hate Speech

Publication information

About the Authors

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Clara S. Thompson is a social scientist and climate activist. She studied at the University of Leipzig and at the University of Edinburgh and received a BA in cultural studies. During her studies she took part in an international study module as a DAAD scholarship holder and worked as a tutor for the Institute for Cultural Sociology. Alongside her work in activism, she gives workshops on media and mobilisation strategies for social movements. In this context she supports climate policy groups in developing their press and media strategies and campaigns. She is a media education fellow at the Schwarzkopf Foundation.

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