

SELMA

HACKING HATE



Funded by the Rights, Equality
and Citizenship Programme (2014-2020)
of the European Union

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What is SELMA?

SELMA: Social and Emotional Learning for Mutual Awareness (2017-2019)

WHAT?

Educational project to tackle **online hate speech**, designed for 11-16 year olds. Includes:

- Research report
- Hackathon for young people to come up with innovative solutions.
- **Educational toolkit** made up of 100+ customisable resources for a range of professionals.



Social and Emotional Learning

It helps young people develop self-awareness, self-management, social awareness and relationship skills.



Media Literacy

It gives young people the ability to analyse, evaluate and create online media messages across a variety of contexts.

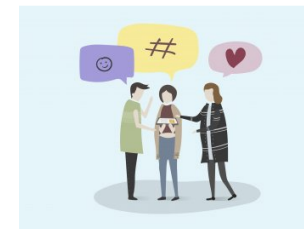


Citizenship Education

It empowers teenagers to make constructive and ethical choices about personal behaviour and social interactions.

WHY?

- Online hate speech is a growing problem which societies are struggling to grapple with.
- This is not a narrowly tech problem. **Proactive approaches** which complement regulatory and policy instruments are needed.
- Education which encourages and creates an enabling space for **critical thinking**, **thoughtful reflection**, and **respectful dialogue** has a key role to play.



WHO?

- Led by a consortium of **six organisations** specialising in education, online counselling, online safety, youth health and anti-bullying youth programmes
- Working across **4 countries** (Denmark, Germany, Greece and the UK) **with wider EU presence** (EUN).
- Co-funded by the **European Commission**.*



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* Under the European Union's Rights, Equality and Citizenship Programme (2014-2020).
More information is available at http://ec.europa.eu/justice/grants1/programmes-2014-2020/rec/index_en.htm

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SELMA toolkit

A collection of principles, methods and practices to work on online hate speech with young people.

WINTER 2018

Training of end user

Training sessions for school staff, parents, carers and young people.

SPRING AND SUMMER 2019

"Hacking Hate" hackathon

An event to work on innovative (tech) tools to "hack" online hate speech.

WINTER 2018

Final conference

A discussion with multiple stakeholders on the SELMA strategies and their future.

AUTUMN 2019

Establishment of Education Task Force

A task force to facilitate cooperation between policy makers, governments and industry.

AUTUMN 2018

Resources and materials

A number of materials based on the SELMA toolkit aimed at school staff, parents, carers, young people, industry, and policy makers.

WINTER 2018/19

Digital book

A collection of best practices and ideas around the SELMA Toolkit

AUTUMN 2019

Research report

Report on how to understand, prevent and combat online hate speech.

WINTER 2018

MOOC

A Massive Open Online Course (MOOC) for teachers.

AUTUMN 2019



Learning materials and tools



Research



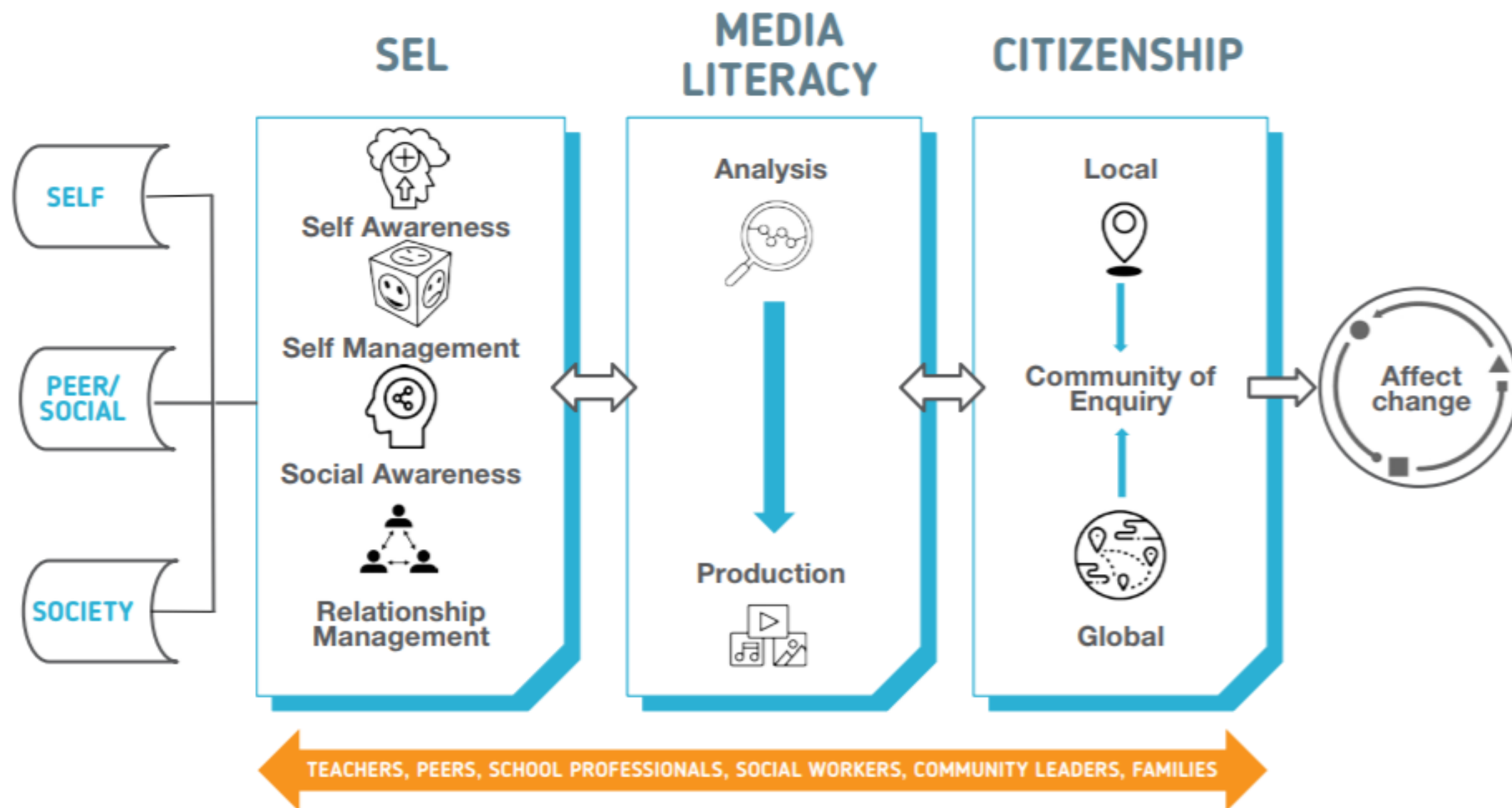
Outreach activities

Online hate speech is a growing problem.
Education is part of the solution.

Do you want to hack online hate?

Access the SELMA Toolkit

SELMA TOOLKIT CONCEPT MODEL



The SELMA Toolkit

You can navigate the SELMA materials according to the thematic questions or focus angles which best suit your interest or expertise. You can also browse the resources directly.



Themes



Focus

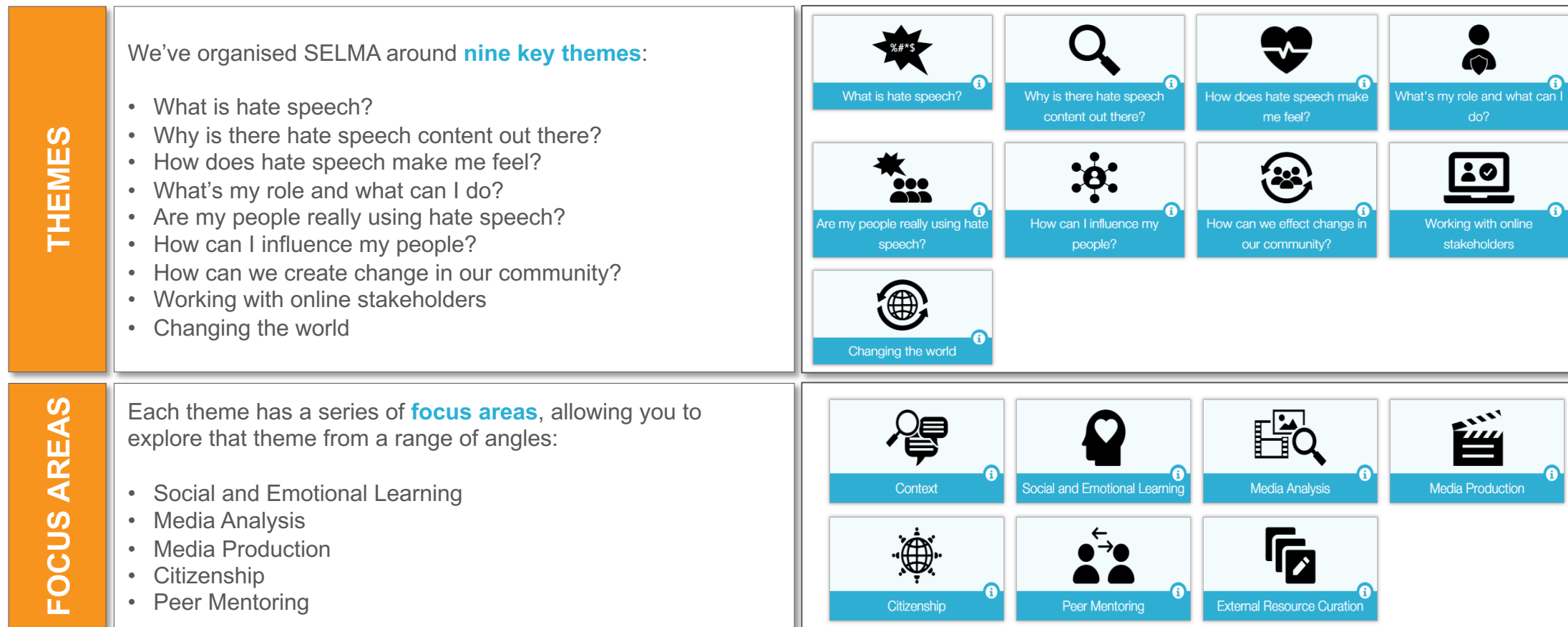


Resources





Nine themes and five focus areas

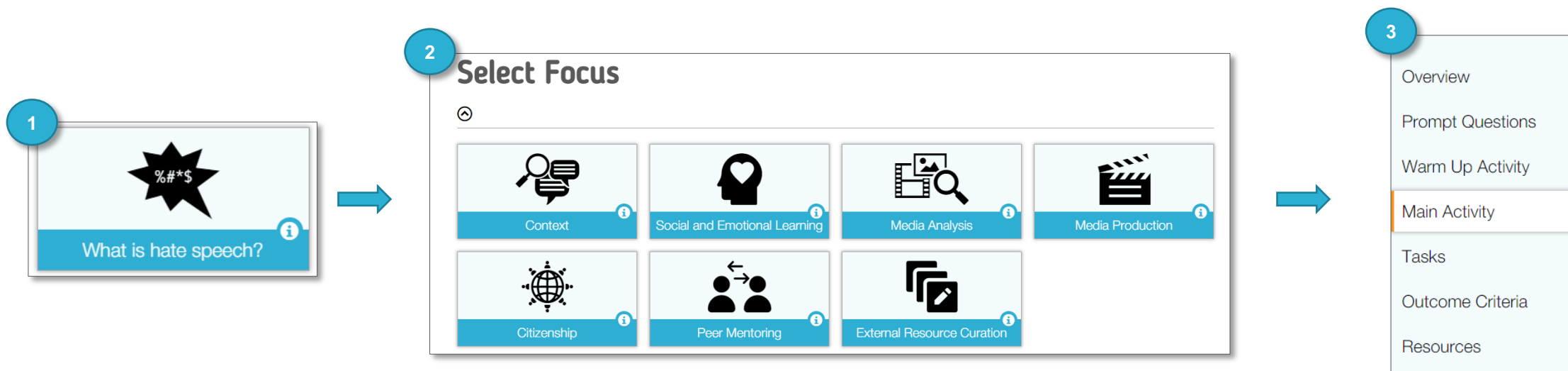




Theme > Focus > Activity > Outcome

Once you've selected your theme and focus, you'll be directed to one or more **activities** – each with a range of **resources**.

All activities have **clear intended outcomes** attached to them.



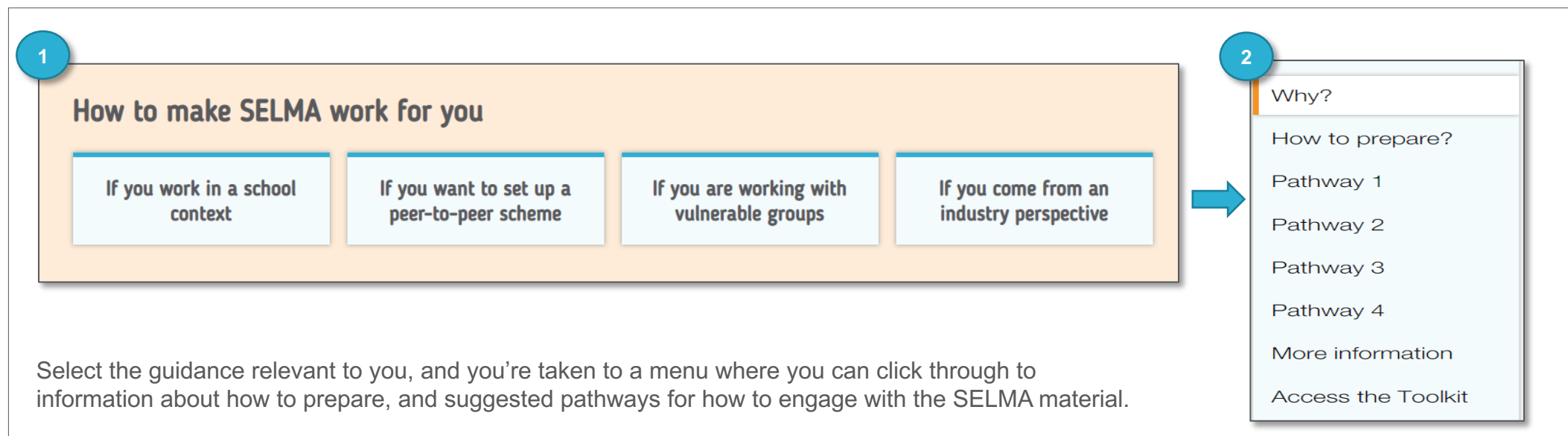


Making SELMA work for you

SELMA is **customisable** and designed **to be used by a range of professionals working with young people**.

We've created guidance material for those professionals:

- Working in **schools**
- Looking to set this up as a **Peer Mentorship scheme**
- Working with **vulnerable groups**
- Working in **industry**





Sample activities



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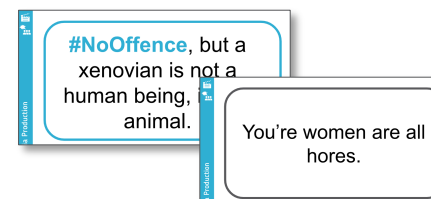
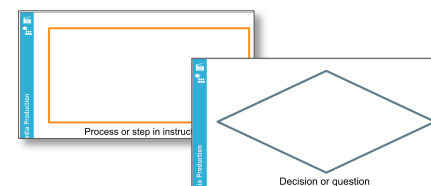
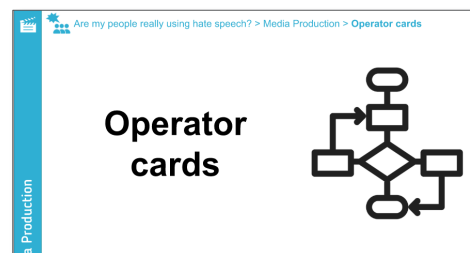
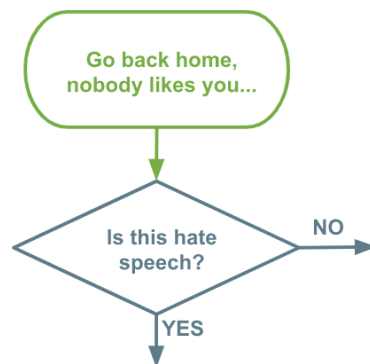
Spotting hate: creating an algorithm

What

Description Young people must produce, and then test, an algorithm to detect hate speech.

- Intended outcome**
- Develop a suitable way to categorise hateful content.
 - Understand the complexity and limitations of purely “tech” approaches to tackling hate speech.

Spotting hate: creating an algorithm



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Scissor words or glue words?

What

Description

Young people must discuss how things like speaker identity, intention and context matter for words' meaning and whether and to what extent this changes as communication takes place online. Students must then divide words into "scissor words" and "glue words" depending on whether they divide or unite people.

Intended outcome

- Appreciate the subtle and less subtle ways that language can bring people together - or tear people apart.
- Think about the quiet revolutionary power that the thoughtful use of language holds.

Changing the world > Peer Mentoring > "Just" a word?

"Just" a word?

'Kitten': Scissors or glue?

The word "kitten" is controversial. It's a word that's thrown around a lot, including as a joke, but in the past, and sometimes in the present, it has been used to insult people who belong to the "cat" family, and even encourage violence against them. You often hear it used when cat members are being attacked.

This is Molly.

She's recently gone on social media and seen the word "kitten" written in 4 different places.

What do you think about each case?




Seriously, kill kittens!

Yeah! Kittens rock!

Man, honestly, I'm such a kitten sometimes...

(sing) Mm... ooh... lala... 'cause I gotta see my kitten...



Changing the world > Peer Mentoring > Scissor words or glue words? - Examples

'Foreigner': Scissors or glue?

Foreigners!

Ah, wonderful, another foreigner! Join me for tea!

Crime rates have gone up since the arrival of foreigners.

I love meeting foreigners!

'Religious': Scissors or glue?

Religious extremism is a growing problem.

Hahaha, she's super religious!

It's so great to meet another religious person who understands me!

No thanks, I don't date religious people.

I think I'll avoid religious countries.

Tell me more about your religious customs!





How hurtful can it be?

What

Description

Young people are asked to imagine that a hurtful message is sent to someone. They are given cards with a range of possible speakers, contexts, audiences, targets and target characteristics of that hurtful message and must configure the most and least hurtful scenario.

Intended outcome

Young people critically engage in a discussion for which there is no clear answer, discussing how things like context, speaker, audience effects, and the nature of the target characteristics change our considerations around offensive/ hateful speech.

The cards are organized into four main categories, each with a vertical label on the left: **Speaker**, **Context**, **Audience**, and **Target**. Each category contains several cards with specific details and icons.

- Speaker Cards:**
 - Mr Camstead:** A politician, Very active in the media and from a privileged background, Attended private school, Moderate views, Recent scandal about tax avoidance, Married, 3 children, 57 years old.
 - Jada Hayes:** A.K.A. Haymash.
- Context Cards:**
 - At a public event:** Over 500 people in a public space, Like-minded and already aligned with the views of the speaker, Police presence for crowd control, No violence in the crowd, TV crews filming and broadcasting the event.
 - A speech:** In a private, ticket only event, Attended by members of the same political party as the speaker, Highly-charged political environment, Several prominent social media commentators and influencers in attendance.
 - A private place:** In the house, No public, All people known to the speaker, Not a place of work.
- Audience Cards:**
 - Activists:** Already known for taking a public stand on the issue, Very vocal about their cause, Often in the media.
 - The general public:** A mix of different perspectives, viewpoints and attitudes, All would identify with being in either the same group as the speaker, or opposing, Socially fragmented.
- Target Cards:**
 - A group in society:** Linked by one or more characteristics.
 - A figure in public media:** Has recently expressed a strong opinion about particular topic.
 - but volunteers for a local charity.**
- Target Characteristics Cards (on the right):**
 - Blue hair:** The characteristic includes all individuals that have blue hair. This can be long, or short, natural or dyed. The individuals that make up this group will have a high range of ages.
 - Geek:** This characteristic includes all individuals that are a single-minded expert in a particular field. They may also display low social skills or have poor fashion sense. Individuals in this category often talk about their passion obsessively, or with great technical detail.
 - LGBTQ+:** This characteristic includes all those individuals who identify as being:
 - Lesbian
 - Gay
 - Bisexual
 - Transgender
 - are questioning their identity
 - Or other





Match the message to the platform

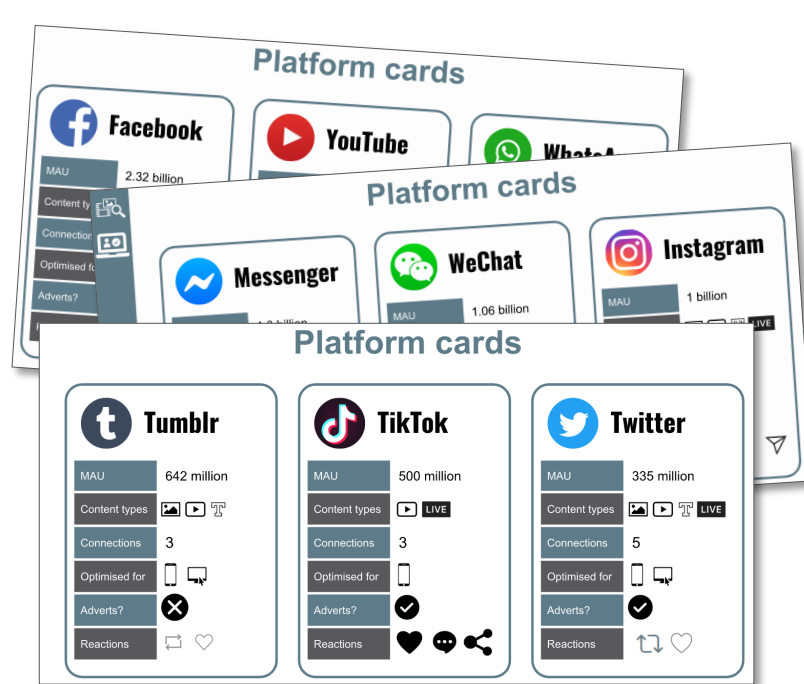
What

Description

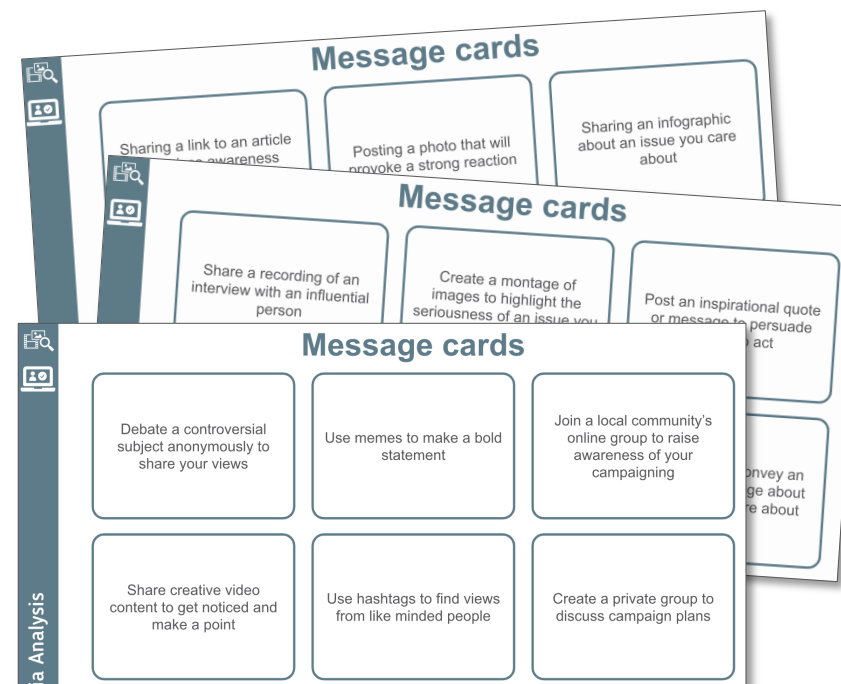
Young people are given important information about different social media platforms and a series of message cards. They must match the message to the most appropriate platform.

Intended outcome

- Reflect on the reasons we use different platforms and also how the platforms we use shape the way we communicate.
- Identify and explain positive strategies for building a following/audience and attracting attention online for running counter-narrative campaigns.



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How can you get involved?

- Head to www.hackinghate.eu for free access to all SELMA resources. If you use our resources, we'd love to hear from you – and by following a few simple steps on the website, you can become a SELMA Ambassador in recognition of your work.
- Take part in monthly campaigning, helping to **spread the message**
- Register for the '**Drive change, hacking online hate**' conference on 10 October 2019 in Brussels.
- Help to **develop/scale SELMA** further
 - Reach more users
 - Reach more countries
 - Cover more languages/topics/target groups
 - Draw upon the available toolkit mechanism / content (CC BY-NC)





Contact:

hans.martens@eun.org
sabrina.vorbau@eun.org
info@hackinghate.eu

Thank you!



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