

HATE SPEECH AND MISOGYNY

OBJECTIVE

- To understand the importance of mutual respect, especially between boys and girls.

OUTCOME CRITERIA

- Understand that not everyone is polite online.
- Recognise that women's roles, jobs and rights have changed over time.
- Explore the portrayal of women in the media.
- Know that people use words to stereotype women online.

Creating safe space for discussion

We recommend that before starting work on online hate speech you review the information contained in the [Facilitation tips for discussing a challenging and sensitive subject such as hate speech with young people](#) produced by Hacking Hate as part of the SELMA project.

The SELMA project is aimed at secondary-aged learners, but the principles in this guidance are helpful for primary-aged learners too. You may wish to share a differentiated version of the SELMA project resources at [Hacking Hate](#), especially '[What is hate speech?](#)'

Questions to ask

- Can you name some women you know?
- What jobs have women done throughout history?
- Have women always been treated the same as men?
- Are there any things now that women cannot do, but men can?
- How have women been portrayed in adverts?
- Do you know any words or phrases that are used to treat women and girls differently to men and boys, e.g. 'love', 'babe', 'hun' (honey), 'pretty', 'sweetheart', 'sugar', 'lovely', 'missy', 'baby girl'?

ACTIVITY GUIDANCE

ASK

Can you name some women that you know?

Answers will vary but may include mother/carer, teacher and grandmother. Encourage learners to also consider celebrities, sports personalities and other well-known women. Use **slide 2** to prompt discussions if needed.

Explain that today we are going to explore how being a woman has changed over time.

Share

Using **slide 4** show learners the timeline and ask them if they can explain what this is. Help them understand what a timeline is and how it works, if needed.

Now using **slide 5** show the jobs that a woman did. Ensure the group understands the different cells and the roles that a woman has/had.



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ASK

Start the group off by picking a couple of roles and asking 'Where on the timeline do you think this should go?'

Then invite learners to complete the timeline in small groups or as a class, depending on their age and level.

Use the **worksheet version of the timeline**, along with the **labels** for the learners to cut and place, or write, onto the timeline.

Share

Using **slide 6** show the correct order.

Potential questions could include:

- how many did the class/groups get right?
- do any of the answers surprise them?
- how do they feel about the roles that women have had over time?
- do they think the roles were fair?

ASK

Next, using **slide 7** and **slide 8**, ask the learners to add the key rights women obtained to the timeline. Again, work in small groups or as a class.

ASK

- Do they think it was fair that men had more rights than women?
- Do they think there are still differences between women and men? If so, what?
- Should something be done about those differences?

Share

Show the correct order on **slide 9**.

ASK

- With the learners, using the adverts on slides 10–12, ask if they can work out when each advert was released.

ASK

- What does each advert say about the role of women?
- How are women portrayed in the advert (strong, subservient, submissive, seductive)?

Language you and the learners will use will vary and you should adapt your language to the learners you are working with.

ASK

- Are women treated differently to men in sports?

Explore the responses from learners and discuss any experiences they may have had.



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Explain that many female sportspeople experience harmful and hateful attacks while playing their relevant sports.

Share

Tell learners that you have collected a range of examples from social media on **slide 13** and you'd like them to sort the examples into harmful or not. Learners could work in pairs or small groups.

Note

All these comments should be considered harmful; they are all paraphrased from real-world comments from men targeting female footballers on social media.

You should also be aware that often, real-world comments will incorporate sexualised slurs and suggestions and frequently use a wide variety of 'colourful' sexual language. Your learners may also use words that could be offensive and you should be prepared for this.

Set appropriate ground rules as part of the 'safe space' work at the outset of this session.

Share

Share with the group that all the comments should be considered harmful, and when linked to other comments and behaviours can lead to sporting environments feeling very negative and toxic.

WATCH

- **Watch the video on slide 14 with Cymru Senior football players reacting to harmful comments aimed at female footballers online.**

Note

Online hate and 'trolling' can have a huge impact on those involved in playing sport, including the players and fans.

Girls think sexism is worse online and many have experienced this themselves making them feel silenced and 49 per cent of girls aged 11–21 say fear of abuse online makes them feel less free to share their views (Girlguiding, *Girls' Attitude Survey 2016*).

ASK

- **Do you think it's fair that men abuse female footballers in this way?**
- **What do you think should be done to reduce the abuse girls and women experience when playing football or their relevant sport?**
- **What words do some of the social media users choose that are especially hurtful to women? Why?**
- **What do you think you might do if you saw someone say something like this to a player you know that is a girl/woman?**

Draw the lesson to a close by reminding the group of the challenges and rights women have fought for over the years.

ASK

- **Is it fair that women should now be fighting to be treated fairly in the online space as well?**



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