

#DEFYHATE NOW

How to use Social Media

HOW TO USE SOCIAL MEDIA

BE TRANSPARENT.
BE CLEAR AND CONSISTENT.
VERIFY SOURCES AND DATA.
CHECK YOUR FACTS.
BE ACCURATE.
BE FAIR AND RESPECTFUL.
BE PROFESSIONAL.
BE GOOD.
BE SMART.

Every tweet, blog article, facebook post, comment, or reply should be:

- Positive and courteous to the online community
- Simple and easy to understand
- Engaging and encouraging further participation through questions or calls to action.
- Non-political / politically neutral
- Proper language, grammar, and formatting (slang is ok, but may not be widely understood)
- Visually stimulating (photo, quote, or video)
- Using hashtags (#), handles (@name), and tags to highlight sources and trends

Key questions to consider in designing a social media Counter Messaging campaign:

- What message do you want to get across?
- What types of messages are likely to appeal to your audience?
- What medium does your audience prefer?
- Do they watch videos on YouTube, comment on facebook or share photos on Instagram?
- Who might your audience listen to?

#DEFYHATENOW

**What
is Hate
Speech?**

WHAT IS HATE SPEECH?

QUESTIONS FOR DISCUSSION

WHAT ARE THE EFFECTS OF HATE SPEECH / DANGEROUS SPEECH?

EXERCISE 1.

List examples of different forms of hate speech that you have seen in the news & social media, and ask yourself the following: What is the difference between offensive speech and hate speech?

Ask everyone in the group to briefly state their understanding or definition of hate speech.

Discuss the impact of hate speech in the experiences of workshop participants

Introduce your experiences and understanding of hate speech vs dangerous speech

Jot down notes and terms on flip chart or post-its or chalkboard as they arise

Hate Speech Guidelines on Twitter: "Hateful conduct: You may not promote violence against or directly attack or threaten other people on the basis of race, ethnicity, national origin, sexual orientation, gender, gender identity, religious affiliation, age, disability, or disease. Violent threats (direct or indirect): You may not make threats of violence or promote violence, including threatening or promoting terrorism."

Discuss the context and intention of examples of hate speech, using the illustration poster

Categories of Online Incitement:

Emotional: Reinforcing negative stereotypes & 'other.' Lack of social media ethics; lack of understanding of the consequences and effects of online activity.

Personal or group hostility: De-humanising the other, propaganda, image/fact manipulation.

Organised, aimed, directed incitement to violence: Hoax / deliberate spread of rumours to spark violence or armed action, potential for genocide.

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Verify
Rumours
and Fake
News

VERIFY RUMOURS AND FAKE NEWS

HOW DO YOU IDENTIFY FAKE NEWS?

- What rumours or stories have you heard that may have been fake?
- Where did you hear them – via social media, in person, over the phone, reported in the traditional media (news sites, radio, tv)?
- How do you decide if the story is true or false?
- Was the story propaganda, and if so can you identify by whom?
- Who does it benefit? Who does it harm?
- What kind of tools do you already have to verify information you receive?
- How did these fake news stories or rumours affect you and the community?
- Are you aware of stories that might be propaganda for a particular interest?
- How do you identify who is the source, and what their intentions are?

QUICK CHECKLIST TO IDENTIFY FAKE NEWS:

- Read the headline.
- Read the entire article.
- Don't believe a word of anything you read until you check facts and check sources.
- Are the sources and facts credible? Why or why not?
- Do a search engine scan to see who else has covered the story.
- Check images to see if they are really what they claim to be.
- Do you see two sides (or more) to the article?
- Are you being spun? Do you feel manipulated?
- Are other credible news outlets covering the story?
- Is this story a potential hoax or fake news story?

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Countering Dangerous Speech



COUNTERING DANGEROUS SPEECH

WHAT IS DANGEROUS SPEECH?

Dangerous Speech is any form of expression (speech, text, or images) that can increase the risk that its audience will condone or participate in violence against members of another group. Susan Benesch created a model to help figure out when hate speech becomes dangerous speech.

Listed below are five variables for analysing the dangerousness of hate speech:

1. The degree of the speaker's influence over an audience
2. The grievances or fears of the audience that can be cultivated by the speaker
3. Whether or not the speech act is understood as a call to violence
4. The social and historical context (such as previous episodes of violence)
5. Whether the means distributing the speech is also influential (such as when a media outlet is the sole broadcaster of information in that area)

Ask members of the group to each describe your understanding of Dangerous vs Hate Speech?

COUNTERING DANGEROUS SPEECH

Counterspeech is any direct response to Dangerous Speech which seeks to undermine it.

Quick reference ideas to deconstruct, discredit and demystify an extremist message with facts:

Make an emotional appeal to the audience to consider the impact of extremism and violence

- Undermine extremist propaganda through satire or humour
- Choose a specific aspect of an extremist narrative to counter or undermine
- Offer a positive alternative message or narrative

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Online
Hate ~
Offline
Violence?

ONLINE HATE ~ OFFLINE VIOLENCE?

DEFINITION OF DANGEROUS SPEECH

Susan Benesch, Dangerous Speech Project, World Peace Institute:

"Inflammatory public speech rises steadily before outbreaks of mass violence, suggesting that it is a precursor or even a prerequisite for violence, which makes sense: groups of killers do not form spontaneously. In most cases, a few influential speakers gradually incite a group to violence.

Violence may be prevented, then, by interfering with this process in any of several ways: inhibiting the speech, limiting its dissemination, undermining the credibility of the speaker, or 'inoculating' the audience against the speech so that it is less influential, or dangerous."

WHAT ARE THE EFFECTS OF HATE AND DANGEROUS SPEECH?

There are real-world examples of hate speech having disastrous, deadly results.

Links between social media usage and offline activity reflected in-country: e.g. messages travel from Facebook to mobile phones to radio, graffiti and word of mouth.

HATE OR DANGEROUS SPEECH ONLINE & IN YOUR COMMUNITY

How does hate speech travel around the world in the diagram on the poster?

Who are the people targeted by the examples of hate speech?

How might hate speech affect the people who are targeted?

What consequences might these examples of hate speech have on people identifying with the communities targeted?

What effect does it have on society in general?

How does listening to hate speech or dangerous speech on the radio, in person or online make you feel?

What could you do to stop the spread of hate speech in your community, family or school?

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Ethical Journalism



ETHICAL JOURNALISM

KEY QUESTIONS FOR DISCUSSION

- How far should a journalist go when reporting on hate speech?
- Do you need to report verbatim exactly what was said?
- How do journalists judge what is acceptable and what is intolerable?
- What steps can you take to embed in your daily work routine a way of assessing what is threatening?
- How can we do our job of reporting the facts without being used as a mouthpiece to spread incendiary comments and stir up hate and possibly even violence?

SUMMARY CHECKLIST

If I'm going to report, what should I keep in mind?

- Report the fact that inflammatory comments were made without directly quoting the person.
- If you are at the event where the inflammatory messages are expressed, ask the person to justify why they made the remarks they did.
- Get critical reactions from those attending the event.
- Get critical reactions from influential figures and/or community heavyweights to underline that the hateful views aren't held by everyone.
- Add context to your report (as you should anyway as a good journalist). Is the person making these statements attempting to draw attention away from other problems? Is there an analyst you can ask to interpret the person's intentions for making such comments? Can you give some background to tensions between certain groups (such as a drought making water scarce)?
- If any of the comments claim to be based on facts, check the validity of those facts.
- Steer away from sensationalised language in your report.

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Identity & Context



IDENTITY & CONTEXT

PREJUDICE AWARENESS

- Prejudice is learned and can be unlearned
- An effective method of addressing prejudice is to focus on the self and then to explore similarities and differences between groups
- People who feel good about themselves do not need to denigrate others
- Facts alone do not lead to improved intergroup relations. This requires education focusing on cooperative learning and critical thinking.

SOME DRIVERS FOR ONLINE HATE SPEECH TO CONSIDER

- Children are affected by or involved in violence at increasingly earlier ages
- Youth feel frustration, social media offers an open platform, which can further entrench attitudes
- Lack of accountability - no reconciliation process, the power of anonymity and geographic distance all contribute to a lack of consequence for online incitement.
- Political & tribal alignments - misconceptions on cultural diversity and conflict narratives based on tribal affiliations reinforce the conflict
- Online reactions amplify tensions between citizens/groups increasingly splintering communities further, even within diaspora.

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Cultural Initiatives



CULTURAL INITIATIVES

KEY QUESTIONS FOR CULTURAL ACTIVITIES DISCUSSION

- Take a close look at how different cultural activities may contribute to peacebuilding?
- What do you see as the common aim or elements between these activities?
- How can you link them to your understanding of peace?
- Do you think they are successful in realising the aim of building peace?
- Sketch of your ideas to connect cultural activities with peacebuilding in your community.

Online activism can always strengthen offline advocacy, events and civil society engagement.

When starting your own online initiative for peacebuilding, ask yourself:

Where is this initiative leading?

Will it inhibit violent conflict?

Will it contribute to peace?

And will it aid in the development of a “post-conflict” society?

KEY POINTS FOR ACTION!

What areas for cultural exchange to build peace can you identify in your own community?

Where would you start to organise an event? eg: community leaders, school, social space?

Make a list of all ideas in the group to facilitate cultural exchange peacebuilding activities

Decide with the group to implement one of these now!

Check the activity you plan is inclusive and open to different communities & ages

Find a venue, organise the date, engage community leaders & teachers to get involved

Let people know about the event and invite different communities, old and young to attend!

Set up a fb event page, printed leaflet or fliers, community announcements, radio interviews.

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Social Media
#PeaceJam



SOCIAL MEDIA #PEACEJAM

#defyhatenow SOCIAL MEDIA #PEACEJAM

What is a social media #PeaceJam anyway?

A #PeaceJam is a relatively informal community oriented peacebuilding event, process, or activity where people, typically youth, cultural actors and anyone interested in peace and cultural dialogue get together to share their ideas, visions and hopes for the future - and to make new friends and connections. To “jam” for peace is to improvise peacebuilding without extensive preparation or predefined arrangements, but to develop new ideas and ways of doing things spontaneously with the energy coming from the creative interaction of the participants.

A #PeaceJam session can range from very loose gatherings of amateurs to actions where the #PeaceJam host acts as a “conductor” bringing different performers, activists and others together. The point is to focus on all manner of peacebuilding, and expressing them, along with individual ideas, slogans and connections to others online using, and learning about social media. Let South Sudanese occupy the global social media landscape with peacebuilding, taking action against hate, conflict and incitement to violence.

Anyone can start a social media #peacejam by organising an event or simply by sharing your own peace messages online. Link your #peacejam to any kind of global peace event to reach a wider audience and have greater impact with your message. Examples: UN World Peace Day, 21st September; World Press Freedom Day, 3rd May; International Women’s Day, 8th March.

Use #peacejam #SouthSudan and #defyhatenow hashtags on your social media posts to help track the broader South Sudanese use of online channels for positive cultural change and gain a better understanding of the social media peace landscape of South Sudan.

- Harness the power of social media to promote peace; online and offline with #PEACEJAM
- Bring friends and communities in South Sudan and worldwide together to #defyhatenow
- #Peacejam on Facebook, Twitter, Blogs, Instagram, WhatsApp to be a social media peace mobilizer.

#Peace4ALL #ThinkB4UClick #VisualSouthSudan #defyhatenow

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**Safety for
Women and
Girls Online**



SAFETY FOR WOMEN AND GIRLS ONLINE

What can women and girls do to keep themselves safe online?

Explore options to increase security on facebook; things like untagging yourself from embarrassing posts or photos, leaving groups or limiting access to social media accounts to only your friends.

Gender Equality & Social Change

How can women and girls increase economic empowerment and achieve financial independence, so they don't need to rely on a relationship to provide internet access, smart phones and more?

Education on birth control, with community support to avoid early marriage and stay in school.

Ideas to build empathy and connection between different groups to avoid cliques & harassment.

Safety on digital media & online spaces

Most students (male & female) admit to checking their social media profiles (Facebook, Instagram, Twitter and Youtube) for latest gossip, trending news and just to keep up with friends and family. WhatsApp also featured a lot in their daily lives.

Increased media literacy: learn to check facts and always use social media responsibly and ethically.

Discuss how women & girls are portrayed online in the South Sudanese context.

When interacting with people, offline and online, selecting words carefully is important. Before you post and share statements, comments, or jokes with others it's advisable to think about them as we might offend certain groups of people, and weigh the impact your words might have.

Ask yourself: "How would I feel if I was one of the group being offended?"

Many female students express concern about how some websites photoshop their photos and use them without their consent and how some post or jokes targeting women and girls.

How can this be addressed?

What can we all do to help shift these attitudes and practices in society?

1

2

3

4

5

6

#DEFYHATENOW

The aim of the game is to be the first to reach a 'Free & Prosperous South Sudan'

1. Each player finds a small object (pebble, bottle cap) to play
2. Place these on the circle marked 'Start Here' (blue twitter bird)
3. Use the front of this card to roll the dice
4. Close your eyes!
5. Throw a different object (pebble, bottle cap) onto the numbers
6. The number it lands on is the number of squares you move
7. Follow the instructions if you land on a square with text
8. [Go back / Go forward]
9. Keep rolling the dice until you reach the end:
10. Marked by the South Sudan flag & #defyhatenow
11. The first player to finish the journey is the winner!
12. Tweet / facebook post "I won #defyhatenow!"
13. Keep playing until everyone has completed all the steps.