CYBER

CONSCIOUS YOUTH BEHAVIOURS
IN EMERGING REALITIES

Non-formal education practices:

Online Radicalization & Hate Speech

R2 CYBER TOOLKIT

#11	Digital Descent: Unveiling the Pathways to Online Radicalisation and Hate Speech
Threat(s)	Online Radicalisation & Hate Speech
	Online Radicalisation refers to the process by which young individuals are influenced through the internet and social media platforms to adopt extreme political, social, or religious ideologies. This form of radicalisation is characterized by the exposure and recruitment of youth to extremist beliefs that can lead to acts of violence and terrorism. Hate Speech in the context of youth cyber-threat encompasses the dissemination of content online that promotes hatred, discrimination, or violence against individuals or groups based on attributes such as race, religion, ethnic origin, sexual orientation, disability, or gender. It significantly impacts the targeted individuals or communities, fostering an environment of intolerance and hostility.
Typology	In-depth case study examination
Duration	90 minutes
Modality	In-presence [classroom setting]
Aim	This practice aims to equip participants with the skills necessary to identify, resist, and counteract online radicalisation and hate speech. It focuses on promoting critical thinking and responsible online behaviour, by raising awareness about online radicalisation and hate speech.
Learning Objectives	Define online radicalisation and hate speech. Recognise the signs and tactics of online radicalisation and hate speech. Develop strategies to respond to and report hate speech and radical content online. Understand the impact of hate speech and radicalisation on individuals and communities.
Trainee profile	Participants aged 15-18 years, with basic digital navigation skills. No specific prerequisites, but curiosity about digital media and online interactions is beneficial.
n° participants	20-30
Materials	Internet-connected mobile phones. Projector for Kahoot. Kahoot on online radicalisation and hate speech. Case study cards depicting various online radicalisation and hate speech situations [See Annex. Case study cards on online radicalisation and hate speech] Whiteboard and markers.
Preparation	Arrange multimedia equipment (projector, computer). Research and gather recent cases of online radicalisation and hate speech (see Resources).

	Prepare a Kahoot on online radicalisation and hate speech.
	* Kahoot is a game-based learning platform that facilitates the creation, sharing and playing of educational games or trivia quizzes.
	Prepare study case cards (see Annex) detailing different scenarios involving online radicalisation and hate speech.
Implementation	1. Introduction (10 minutes): introduce the topic by discussing the prevalence of online radicalisation and hate speech; explain why it is important to understand and address these issues.
	2. Quiz on key concepts (15 minutes): students play a Kahoot to understand the concepts of online radicalisation and hate speech.
	3. Group Activity (30 minutes): divide students into small groups; distribute study case cards, each detailing a scenario involving online radicalisation or hate speech; ask each group to analyse their case, identifying the signs of radicalisation or hate speech, the impact on the individuals involved, and possible responses.
	4. Class Discussion (20 minutes): reconvene the class and have each group present their case analysis and findings; facilitate a class discussion on the common themes and insights from the group activity; discuss the importance of reporting hate speech and radical content, and how to support peers who may be targeted.
	5. Developing Strategies (15 minutes): present strategies for responding to and reporting online radicalisation and hate speech, such as using platform reporting tools, talking to trusted adults, and promoting positive online behaviour; encourage students to create a personal action plan for how they would respond if they encountered hate speech or radical content online.
Tips and hints	Use real-life examples to make the discussion relatable and impactful.
	Encourage open dialogue and active listening among students.
	Reinforce positive behaviour and critical thinking skills throughout the lesson.
	Adapt the content to the age and maturity level of the students.
Safety measures	Ensure a supportive and respectful environment where students feel comfortable discussing sensitive topics. This could include monitoring group discussions to prevent any negative or distressing comments. Be prepared to provide additional support or resources for students who may be affected by the discussion.
Added value	Participants will gain knowledge and skills to recognise and counteract online radicalisation and hate speech as well as to enhance their critical thinking and decision-making abilities. The practice fosters informed digital citizenship and promotes a safer and more respectful online community.
Feedback and Evaluation	Conduct a short survey or ask for verbal feedback to gauge students' understanding and thoughts about the lesson.

	Use a quick quiz to assess students' ability to identify signs of online radicalisation and hate speech and appropriate responses. Reflect on the effectiveness of the study case activity and make adjustments for future lessons based on student feedback.
Conclusion	Summarize the key points discussed during the lesson, emphasising the importance of recognising and responding to online radicalisation and hate speech and reinforcing the strategies for safe and responsible online behaviour. Encourage students to share what they have learned with peers and to continue promoting a positive and respectful online environment. By following this lesson plan, educators can effectively address the issues of online radicalisation and hate speech, equipping students with the tools and knowledge to navigate the online world safely and responsibly.
External reference and Resources	The Future of Free Speech. Hate Speech Case Database. Retrieved from https://futurefreespeech.org/hate-speech-case-database/ Whittaker, J. (2022). Online Radicalisation: What we know. Retrieved from https://home-affairs.ec.europa.eu/system/files/2023-11/RAN-online-radicalisation_en.pdf
Partner/ Author	Casa do Professor, Portugal

Annex. Case study cards on online radicalisation and hate speech

Printout Case Study Cards for "Digital Descent: Unveiling the Pathways to Online Radicalisation and Hate Speech"

Case Study 1: Anwar al-Awlaki

Background:
- Anwar al-Awlaki was a Yemeni-American cleric and a prominent figure in al-Qaeda.
- He used online platforms to spread jihadist ideology and recruit followers.

Path to Radicalisation:
- Initially a moderate preacher, al-Awlaki became radicalised post-9/11.
- His English-language sermons and YouTube videos influenced several high-profile terrorists, including the Fort Hood shooter and the Boston Marathon bombers.

Outcome:
- Al-Awlaki was killed in a U.S. drone strike in 2011.
- His online content continues to influence extremists worldwide.

Case Study 2: Elliot Rodger

Background:
- Elliot Rodger was a 22-year-old man who carried out a mass shooting and stabbing spree in Isla Vista, California, in 2014.
- He killed six people and injured 14 others before committing suicide.

Path to Radicalisation:
- Rodger was active on forums associated with the incel (involuntary celibate) community.
- He posted videos and a manifesto online expressing misogynistic and hateful views, blaming women for his own social and sexual frustrations.

Outcome:
- Rodger's attack brought attention to the incel community and its extremist views.
- It sparked discussions about online misogyny and radicalization.

Case Study 3: Brenton Tarrant

Background:
- Brenton Tarrant is an Australian white supremacist who carried out the Christchurch mosque shootings in New Zealand in 2019.
- He killed 51 people and injured dozens more.

Path to Radicalisation:
- Tarrant was radicalised through online forums and social media, where he consumed and shared white supremacist and anti-immigrant content.
- He livestreamed the attack on Facebook and posted a manifesto online detailing his extremist views.

Outcome:
- Tarrant was sentenced to life imprisonment without parole.
- The attack led to increased efforts to regulate hate speech and extremist content online.

Case Study 4: Dylan Roof

Background:
- Dylan Roof is an American white supremacist who carried out the 2015 mass shooting at the Emanuel African Methodist Episcopal Church in Charleston, South Carolina.
- He killed nine African American churchgoers.

Path to Radicalisation:
- Roof was radicalized through white supremacist websites and forums.
- He maintained a website where he posted a manifesto expressing his racist beliefs and intentions.

Outcome:
- Roof was convicted of federal hate crimes and sentenced to death.
- His case highlighted the dangers of online radicalisation and hate speech.

Case Study 5: John Earnest

Background:
- John Earnest carried out a shooting at the Chabad of Poway synagogue in California in 2019, killing one person and injuring three others.
- He was inspired by previous attacks and white supremacist ideology.

Path to Radicalisation:
- Earnest was active on extremist online forums, where he posted his intentions and a manifesto.
- He praised other mass shooters and expressed his own anti-Semitic and racist beliefs.

Outcome:
- Earnest was sentenced to life imprisonment without the possibility of parole.
- The attack prompted further scrutiny of online platforms used by extremists.

Case Study 6: Samuel Woodward

Background:
- Samuel Woodward, a member of the neo-Nazi group Atomwaffen Division, murdered Blaze Bern-stein, a gay Jewish student, in 2018.
- Woodward was charged with a hate crime in addition to murder.

Path to Radicalisation:
- Woodward was active on Atomwaffen's online forums and engaged in spreading white supremacist ideology.
- He participated in discussions that promoted violence against minorities.

Outcome:
- Woodward's trial is ongoing, with potential for a significant prison sentence.
- The case drew attention to the violent extremism propagated by Atomwaffen online.

Case Study 7: The "Groyper Army"

Background:
- The "Groyper Army" is a loose network of white nationalist and far-right activists led by Nick Fuentes.
- They use social media to spread their ideology and disrupt conservative events.

Path to Radicalisation:
- The group uses platforms like Twitter, YouTube, and Discord to recruit and radicalise followers.
- They engage in coordinated online harassment campaigns and promote extremist views.

Outcome:
- Several members have been banned from major social media platforms.
- The group's activities have drawn scrutiny from both law enforcement and civil rights organizations.

cyber

Conscious Youth Behaviours in Emerging Realities

Erasmus+ KA2 Cooperation Partnerships in School Education

[Reference n. 2023-1-EL01-KA220-SCH-000156982]