



## Teacher's Guide



## COMBAT HATE: A DIGITAL MEDIA LITERACY WORKSHOP SUPPLEMENTAL LESSONS

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## A NOTE ABOUT THIS TEACHER'S GUIDE

Dear Educators,

On behalf of the Simon Wiesenthal Center's Mobile Museum of Tolerance (MMOT), thank you for booking our *Combat Hate: A Digital Media Literacy Workshop* and for inviting us to visit your school. The MMOT is based on the Museum of Tolerance in Los Angeles (MOTLA), a recipient of the Global Peace and Tolerance Award from the Friends of the United Nations. The MOTLA is a human rights laboratory and education center dedicated to challenging visitors to understand the Holocaust in both historic and contemporary contexts as well as confronting all forms of prejudice and discrimination in our world today.

The *first-of-its-kind* in the United States, the MMOT is a free traveling human rights education center, which brings a message of tolerance directly to schools and communities across the state of Illinois. The MMOT's 32-seat wheelchair accessible vehicle serves as a self-contained classroom in which an Illinois licensed educator teaches students from all different backgrounds about the dangers of dehumanization in historical times. It connects the past to the present and its relevance in the United States. This workshop is in alignment with Illinois Standards. (<https://mmot.com/wp-content/uploads/2023/09/Standards-crosswalk-Combat-Hate-Combat-Hate.pdf>)

Aimed at students grades 7-12, this 45 minute digital media literacy workshop provides students with the tools to identify and analyze potentially harmful media, stand up against hate online, and develop strategies to create a positive social media presence. Using tablet computers and put in small groups, students will review the *Center for Media Literacy's Five Key Questions* to analyze carefully curated examples of online hate. Students will further discuss the concept of a digital footprint and learn how to report hate online. Students will complete the workshop with a reflection piece to consider how they can make a difference.

It is always important to acknowledge the sensitivity of the topics we are discussing in this workshop. The MMOT provides a space for respectful discourse and understands that the topics may trigger difficult feelings. For educators who wish to prepare students for the visit, or delve further into these topics post-visit, we have created this Teacher's Guide with the hope that participating teachers might use them as a catalyst for inquiry and action. This guide contains definitions relevant for the workshop, dialogue starters, handouts, and additional resources.

Sincerely,

The Mobile Museum of Tolerance Staff



## GLOSSARY OF TERMS

**ANTI-SEMITISM:** A certain perception of Jews which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of anti-Semitism are directed towards Jewish or non-Jewish individuals and/or their property toward Jewish community institutions and religious facilities.

**BULLYING:** Unwanted, aggressive behavior among people that involves a real or perceived power imbalance. The behavior is repeated over time. Bullying includes: making threats, spreading rumors, physical or verbal attacks, and intentional exclusion.

**BYSTANDER / BYSTANDER EFFECT:** A passive witness to an event or problem, such as bullying. By not taking action, they may allow the situation to continue or become worse. The bystander effect is a theory that states that an individual's likelihood of helping a victim decreases the more people there are to witness the crime.

**CYBERBULLYING:** Using computers, smartphones, and/or other connected devices to embarrass, hurt, mock, threaten, or be mean to someone online. The act of repeatedly harassing someone online by sending or posting mean messages, usually anonymously.

**DEHUMANIZATION:** The act of regarding, representing, or treating a person or group as less than human; the process of depriving a person or population of human qualities or attributes such as compassion, dignity, individuality, etc.

**DIGITAL CITIZENSHIP:** Citizenship means membership in a community and the rights and responsibilities that go along with being a member of that group. Digital citizenship refers to the responsible use of technology by anyone interacting with other people in virtual spaces.

**DIGITAL FOOTPRINT:** A person's unique set of digital activities, actions, and communications that leave a data trace on the internet, a computer, or other digital device and can identify a particular user or device.

**DIGITAL LITERACY:** The practice of reading information online, understanding what it means, where it originated from and whether it is accurate.

**DISCRIMINATION:** Action based on prejudice and/or racist beliefs that results in unfair treatment of individuals or groups; unjust conditions in areas such as employment, housing, and education.

**MEDIA LITERACY:** The ability to apply critical thinking skills to the messages, signs, and symbols transmitted through mass media.

**OTHERING:** Othering is not about liking or disliking someone. It is based on the conscious or unconscious assumptions that a certain identified group poses a threat to a favored group and is largely driven by politicians and the media as opposed to personal contact.

**PREJUDICE:** A prejudgment (opinion or feeling), usually negative, formed without adequate knowledge or reason.

## GLOSSARY OF TERMS (CONTINUED)

**PROPAGANDA:** The deliberate spreading of ideas or information, true or untrue, with the purpose of manipulating public opinion to gain support for one's cause or to discourage support for another.

**RACISM:** A set of beliefs based on perceived racial superiority and/or inferiority; a system of domination that is played out in everyday interactions, and the unequal distribution of privilege, resources, and power.

**STEREOTYPE:** The unfair, simplistic, firmly held belief, often negative, that all people who share a common background possess particular characteristics.

**TOLERANCE:** A fair and objective attitude towards those whose opinions and practices differ from one's own. The commitment to respect human dignity.

## BEFORE THE MMOT VISIT

### FRONTLOADING

You and your students will soon visit the MMOT and be immersed in a lesson about combating hate online. This short lesson is an opportunity to frontload ideas and themes that will be discussed on the MMOT. Talking about these themes beforehand will help students maximize their time in the MMOT by giving them a head start on information, so they will understand more deeply and will be able to grasp the information being presented. More importantly, it can help reduce stress when students are in an immersive experience.

### ACTIVITY: MEDIA PRESENCE AND ONLINE INTERACTIVITY

Print (or [share digitally](#)) the **Digital Footprint Questionnaire** handout. Have your students complete the questionnaire. This worksheet will help your students think about their social media presence and how they interact online. After the students complete the questionnaire, use the questions below to help them reflect on their answers.

### REFLECTION

Here are some starter questions. However, you know your students best, so feel free to come up with questions that will resonate with your students even more.

- Do you think about what you post on social media?
- How do you decide what to share, and with who?
- Could your social media presence have an impact on your future? For example: jobs and college applications.
- How important are “likes” or “followers” for you? Does this influence the content you create and share?
- Can digital media be manipulated or changed without you knowing?

You are going to be experiencing a workshop on the MMOT about digital media literacy and, especially, on how we can combat hate in online platforms. Hate is spread online in many different ways and impacts how people think and feel about themselves and others. This workshop will help you reconsider how you interact in the online world and the impact your words and messages can have on yourself, the communities around you, and help you create a positive digital footprint.



**COMBAT  
HATE!**

HANDOUT:

**DIGITAL FOOTPRINT QUESTIONNAIRE**

NAME: \_\_\_\_\_

1. I use social media (circle one):

Yes      No      Not sure

2. I've used social media for \_\_\_\_\_ years

3. My favorite activity online is

4. My favorite social media platform is

5. I have seen hateful or offensive content online (circle one)

Yes      No      Not sure

6. How do you respond when you see something hateful or offensive online?  
(circle one)

Ignore it      Comment on it      Report it

Something else: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What concerns you most about the online world right now? (circle one)

Fake news      Hate      It's addictive      People can be anonymous

Something else: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. What does the term "hate speech" mean to you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## AFTER THE MMOT VISIT

### DEEPENING YOUR EXPERIENCE

After your visit to the MMOT, students may still be processing what they've experienced. It is important to follow up to ensure that the experience continues well beyond the MMOT visit. After all, the whole idea of going to a museum (or in our case, having a museum come to you) is to learn something new and expand your mind. If your students reflect on what they have learned and talk about it after, they'll have a much richer experience.

### PUT IT INTO ACTION

Encourage the students to complete the **Action Plan** handout on the following page and put into action what they have learned. *HANDOUTS: Action Plan, Before You Post THINK!*

### HOMEWORK ACTIVITY: "READING" YOUR SOCIAL MEDIA POSTS

Have your students complete the **"READING" YOUR SOCIAL MEDIA POSTS** handout activity at home to discuss in class the next day. Encourage the students to use the questions adapted from the ones used on the MMOT (*Center for Media Literacy's 5 Key Questions for Deconstructing Media*) to assess the last 5 posts of the social media account they will be exploring.

- Who created it, and why?
- What techniques do you/they use to attract attention?
- How might different people interpret (understand) this message?

*HANDOUTS: "Reading" Your Social Media Posts, Before You Post THINK*

### FOLLOW-UP DISCUSSION:

- Do adults make too much of this or are they onto something?
- Did you reconsider the posts you might share in the future after these conversations?
- Moving forward, what is important for you to consider when you interact on social media or online?
- Why does your digital footprint matter?





**COMBAT  
HATE!**

## ACTION PLAN

*Choose the options that are right for you and add your own:*

### TAKE CARE AND TALK

- ☐ Practice self-care and take a break when needed
- ☐ Reach out to adults at school if you feel uncomfortable or have questions about something you saw
- ☐ Let parents, guardians, siblings, and others who care know when you need to talk about something upsetting online
- ☐ Discuss with friends when you feel that hateful speech is being used around you

### DIGITAL CONTROL

- ☐ Report offensive posts to social media platforms directly – every report counts!
- ☐ Block users from your feed if they are being inappropriate
- ☐ Avoid clicking on harmful sites to help limit traffic and views of content
- ☐ Document images that are offensive and flag it to **@combat\_hate**

### COUNTER SPEECH

- ☐ Respond to harmful speech with posts or private messages like — “*This is a stereotype*”, “*I’m not okay with this*” or “*This is harmful language*”
- ☐ Insert fact checks, questions, and credible links into conversations that promote falsehoods
- ☐ Explore and use hashtags like #silencehate #erasehate #combathate #bekind #digitalwellbeing to show that you’re against hate speech

### GET INVOLVED

- ☐ Support a victim or community member on their wall or message to let them know you care
- ☐ Follow/like anti-hate, human rights and social justice organization social media feeds
- ☐ Join or create an anti-hate group at your school or in the community
- ☐ Participate in viral campaigns for change

**COMBAT  
HATE!**

## ACTION PLAN

**MY NOTES:**

**For resources on taking action go to:**  
**[www.museumoftolerance.com/combathate](http://www.museumoftolerance.com/combathate)**

**DOWNLOAD THE COMBATHATE APP:**

**combathate.com**



**Follow the Museum of Tolerance and stay up to date on programs, events and ways you can get involved:**



@museumoftolerance



@musoftolerance



@museumoftolerance



**www.mmot.com**



museum of tolerance  
a simon wiesenthal center museum

[www.museumoftolerance.com](http://www.museumoftolerance.com)



## "READING" YOUR SOCIAL MEDIA POSTS



*You've learned a lot about how to combat hate, the digital footprints we all leave, and hate online. This activity is an exercise for us to consider what we post and what it actually says about us.*

### DIRECTIONS

1. Choose one of the social media platforms you use, or the account of a well-known person on a platform you are interested in, and view/read the 5 latest posts.
2. Use the following questions adapted from the ones used on the MMOT (*Center for Media Literacy's 5 Key Questions for Deconstructing Media*) to assess the last 5 posts you or the account you are exploring shared:
  - Who created it, and why? (Was it original content or a reshare? Why did you/they choose to share it?)
  - What techniques do you/they use to attract attention?
  - How might different people interpret (understand) this message?
3. Then label each post "**positive**" or "**negative**", and explain why you made that conclusion.
4. Once you've reviewed all 5 posts, assess whether the digital footprint for the account is positive or negative.

The social media platform I am viewing is:

View the 5 newest posts and make notes as suggested in the ideas above.

1.

2.

3.

4.

5.

**Circle one:** Does this person have a **NEGATIVE** or **POSITIVE** digital footprint. Why?

# THINK Before You Post!

**T** - is it **TRUE**?

**H** - is it **HELPFUL**?

**I** - is it **INSPIRING**?

**N** - is it **NECESSARY**?

**K** - is it **KIND**?

## ADDITIONAL RESOURCES

*Consider using these resources prior to, and following the MMOT experience to spark students' curiosities, enrich their skills and knowledge of topics covered during the lesson, and to highlight potential sources of action.*

### **Simon Wiesenthal Center – Digital Terrorism & Hate** [www.digitalhate.net](http://www.digitalhate.net)

The Simon Wiesenthal Center has been monitoring the proliferation of extremism online since 1986, before the advent of the internet. Since 1998, the Center has released an annual report called Digital Terrorism and Hate that explores how the internet is used by extremists to promote their ideologies and recruit individuals, often on the cutting edge of digital advances. Our research is shared with law enforcement, educators, government officials and policy makers around the world, and we regularly meet with social media platforms to provide insight on exploitation of their services by extremists and advise on responses.

### **Common Sense Media** [www.common sense media.org](http://www.common sense media.org)

Since 2003, Common Sense has been the leading source of entertainment and technology recommendations for families and schools. Every day, millions of parents and educators trust Common Sense reviews and advice to help them navigate the digital world with their children. Common Sense Media rates movies, TV shows, books, games, and more so parents can feel good about the entertainment choices they make for their kids..

### **Commonsense.org** [www.common sense.org](http://www.common sense.org)

Commonsense.org helps kids fight cyberbullying and other mean online behavior. Most kids will encounter mean behavior at some point in their digital lives. Kids can learn how to dodge the drama and stand up for others. Find out more at <https://www.common sense.org/education/family-tips/k-12-cyberbullying-digital-drama-and-hate-speech>.

### **DoSomething** [www.dosomething.org/us/campaigns](http://www.dosomething.org/us/campaigns)

DoSomething is the largest not-for-profit exclusively for young people and social change in the world. DoSomething's millions of members represent every US area code and 131 countries. Using their digital platform, DoSomething members join their volunteer, social change, and civic action campaigns to make real-world impact on causes they care about. Previous campaigns included: "No To Hate" – members flagged white nationalist and other hateful content online; "Disrupt Racism" - Step-by-step guides to start a conversation with friends and family about how to actively be anti-racist and disrupt racism in your communities.

### **Illinois Media Literacy Coalition** <https://ilmlc.org/>

The Illinois Media Literacy Coalition is a group of educators, practitioners, and scholars dedicated to improving media literacy education in the state of Illinois. We do so through the study of the wide variety of media literacy models and materials available to teachers to identify best practices and core competencies that are part of media literacy and its various subdomains. We offer guidance and training on core media literacy competencies to enable educators and administrators to take full advantage of the variety of materials available for building skills in mindful media consumption and creation.

### **Illinois Civics Hub – Media Literacy Toolkit** <https://www.illinoiscivics.org/standards/media-literacy-toolkit/>

The Illinois Civics Hub provides toolkits on a variety of different topics, including Media Literacy.

## ADDITIONAL RESOURCES

### ISBE – Social and Emotional Learning

<https://www.isbe.net/Pages/School-Wellness.aspx>

<https://www.isbe.net/Pages/Anti-Bias-Anti-Hate.aspx>

<https://www.isbe.net/Pages/SELHubs.aspx>

Illinois State Board of Education (ISBE) has a variety of resources on various topics including wellness, anti-hate and social emotional learning.

***How to Combat Online Antisemitism: Fight online bad guys, make a real-world impact*** (\$9.99 Kindle), by Online Hate Prevention Institute, is a guide for discussing and reporting antisemitic hate content on social media, including definitions and resources relating to different types of antisemitism.

***The Bullied Button: Counting Incidents of Bullying to Counter Bullying*** (website) is a youth-led group of advocates working for a world without bullying and their campaign aims to engage teens, to elevate the issue of race-based bullying, and become anti-bullying advocates and activists in their schools and networks. Find out more at [https://rightourstory.com/?utm\\_medium=paid&utm\\_source=googlesearch&utm\\_campaign=woa\\_engagement&utm\\_term=mental%20help%20for%20teenager](https://rightourstory.com/?utm_medium=paid&utm_source=googlesearch&utm_campaign=woa_engagement&utm_term=mental%20help%20for%20teenager).

***Teen Cyberbullying Investigated: Where Do Your Rights End and Consequences Begin?*** (\$6.99), by Judge Thomas A. Jacobs, presents a collection of landmark court cases involving teens and charges of cyberbullying, which includes: sending threatening and insulting emails, text, or instant messages; spreading hateful comments about someone through emails, blogs, or chat rooms; stealing passwords and sending out threatening messages using a false identity; and building a website to target specific people.

***Bullying and Cyberbullying: What Every Educators Need to Know*** (\$22.00), by Elizabeth Kandel Englander, dispels pervasive myths and misconceptions about peer cruelty, bullying, and cyberbullying. The author puts a special emphasis on “gateway” behaviors – those subtle actions that, unchecked, can quickly escalate into more serious misbehavior.

***Cyberbullying & Cyberthreats: Responding to the Challenge of Online Social Aggression, Threats, and Distress*** (\$20.00), by Nancy E. Willard and Karen Steiner, is a serious look the cruel and vicious online communication. The author provides school counselors, administrators, teachers, and parents with cutting-edge information on how to prevent and respond to digital hate.

For more Illinois Combat Hate resources visit the MMOT website:

<https://mmot.com/wp-content/uploads/2023/09/2023-Illinois-Combat-Hate-Resources.pdf>

*Short on resources? Don't forget the power of partnering with your school librarian! Ask them which resources they have on this topic. Also, your local public library is another source of wisdom with easy-to-check-out resources!*



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