nasc
The Irish Immigrant Support Centre

SCHOOL TRAINING PACK

STOP! REPORT RACISM!

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About Nasc

Nasc, the Irish Immigrant Support Centre, is a non-governmental organisation working for an integrated society based on the principles of human rights, social justice and equality. Nasc (which is the Irish word for link) works to link migrants to their rights through protecting human rights, promoting integration and campaigning for change.

Nasc was founded in 2000 in response to the rapid rise in the number of asylum seekers and migrant workers moving to the city of Cork. It is the only NGO offering legal information and advocacy services to immigrants in Ireland's second city. Nasc's legal team assist some 1,000 immigrants annually in navigating Ireland's protection, immigration and naturalisation systems. We also assist migrants and ethnic-minority Irish people who encounter community-based and institutional racism and discrimination. Our campaigning strategy is informed by the issues emanating from our legal case work and our day-today work with migrants.

Nasc's Campaign against Racism

Racism is a reality for migrant and ethnic minorities living in Ireland. Racism is a significant barrier to integration and limits opportunities for building a cohesive and connected society based on mutual respect and equality. Many types of racist incidents do not constitute a crime under Irish law, and they are not recorded in the Garda PULSE recording system. Awareness of the existing equality infrastructure is low among immigrant and ethnic minority residents and real experiences of racism and discrimination are often not reflected in official statistics.

Nasc has worked for several years to promote integration and combat racism. Nasc's third party racist reporting mechanism emerged as a result of concerns about underreporting of racist incidents and was designed to complement official reporting channels. Since the establishment of the racist reporting mechanism, we have seen a noted increase in reports of online racism. Online racism is an area that is fast becoming a concern as, from our experience, it is very difficult to monitor and even more difficult to prosecute.

In November 2012, Nasc published a report, *Stop the Silence; A Snapshot of Racism in Cork*, which analysed the racist reports received by Nasc since the establishment of the mechanism in

2011 and included a snapshot survey on people's attitudes to racism in Cork. The report also included a critical analysis of the existing legal and policy framework in Ireland, and its failures in addressing the persistent problem of racism and under-reporting of racist incidents. The findings in the report showed significant failures in the existing criminal provisions for prosecuting racist and hate crimes.

Unlike other jurisdictions, there is no specific offence in our criminal law to deal with racially aggravated offences. The robustness of a State's policy and legislation in this sphere can serve as a barometer of a State's concern with racist crime. Racial attacks are very serious in their nature; they impact not only on the individual but on communities as a whole, and serve to severely undermine societal cohesion. A strong legal framework sends a clear message that racism will not be tolerated. The introduction of a specific provision to deal with racially aggravated offences coupled with clear sentencing guidelines covering racially motivated crimes would send out a strong signal that racism is not tolerated in this jurisdiction. In addition, the introduction of a provision to ensure 'a proportionate and dissuasive penalty where racist or xenophobic motivation is an aggravating circumstance' is required to ensure Ireland's compliance with the EU Framework Decision on Combating Racism and Xenophobia (2008).

Nasc's Third Party Racist Reporting Mechanism

Nasc operates a '*third party*' racist reporting mechanism, which allows victims or witnesses of racism to report the incident confidentially and receive support in seeking redress. The mechanism was developed by Cork Community Garda Sergeant Trevor Laffan and implemented by Nasc in 2011. Third party racist reporting was developed so that organisations like Nasc that work with ethnic minorities and migrants on a regular basis and have established trust relationships with minorities communities,

become intermediaries between victims and witnesses of racist incidents and official reporting mechanisms when reporting racist incidents. Ethnic minorities and migrants can feel safe reporting confidentially to '*third parties*' and be supported in taking these reports to official channels if the situation merits it and they desire to take the reporting further.

Nasc's reporting mechanism has certain clear objectives:

- To monitor incidents of racism in the city
- To provide redress to the victims through our civil legal system, Garda Ombudsman, or other relevant avenues
- To support victims of racism
- To refer any formal complaint to the Gardaí for further investigation

Additionally, it provides evidence that shows racism is a very real issue in Cork today and enables Nasc to work closely with local and Community Gardaí to help address the issue.

As an active member of the Irish Network against Racism (ENAR Ireland), who themselves are affiliated with the European Network against Racism (ENAR), Nasc also records incidents of racism on ENAR's central database and with ENAR Ireland's online iReport system. This provides us with a clear evidence base to raise awareness about racism and lobby for reform of our current legal framework to adequately address racially motivated crimes and incidents.

INTRODUCTION

Anti-Racism Toolkit

This toolkit was developed as part of Nasc's '*Cork City Social Inclusion Project*' in 2014. The project was co-financed by the European Commission under the European Integration Fund as a means of raising awareness and building capacity of young people to engage with anti-racism measures. The toolkit was designed with the collaboration of an anti-racism youth group, which met in Nasc over the summer of 2014. The youth group helped highlight areas that were of particular importance to young people and assisted Nasc in developing ways in which we could challenge young people to engage with anti-racism measures. With the support of filmmaker Sam Whelan-Curtin, the youth group also developed an anti-racism DVD which is included with this toolkit.

The objective of the toolkit is to provide information about racism and discrimination, how it impacts us, and how to tackle it. Education about the impact of racism on individuals and on society is essential in combating discrimination and promoting integration. The toolkit is ideally suited for teachers to workshop with their students, but can be used in any educational or informational setting.

This tool kit engages with issues of racism and discrimination via different areas that we believe are applicable to young adults. The sections listed below offer an overview of the issues. Additionally, you will find various exercises throughout the kit that will help with your classes understanding of these issues. These issues will be discussed via:

- Human Rights
- What is racism?
- Racism in schools
- Online hate speech

By engaging with the above principles, young people will:

- Gain an understanding of the overarching human rights standards that govern this area.
- Gain an understanding of what racism entails, whether subtle or blatant.
- Learn how to spot racism in the school and how to deal with it
- Learn how to prepare and protect themselves for online interaction and content

Recent years has seen an alarming rise in the number of racist reports based upon online activity. The use of social media and online forums has created an accessible avenue by which to spread racism. This is a grey area in which both parents and teachers often have very little supervision. It is the intention of this toolkit to offer an accessible method by which to engage with principles of anti-discrimination and anti-racism in the school environment and online.

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Section 1:

HUMAN RIGHTS

1.1 Introduction

A human right is not a privilege but, rather a fundamental freedom granted upon every human simply by the fact that they are human. These are often times referred to as inalienable rights and are guaranteed under international, European and national law.

The foundation of modern human rights standards can be linked to the end of the Second World War and the decision to create a new body to replace the League of Nations. The United Nations was founded in 1945 in an effort to promote human rights, foster economic and social development, maintain peace and provide aid to those in need. In 1948 the United Nations General Assembly adopted the Universal Declaration of Human Rights. The declaration was the first global declaration to state that all human beings are entitled to a certain group of inherent rights.

Key principles of the declaration include all human beings being born free and equal in dignity and rights, being entitled to all the rights and freedoms of the declaration without distinction and being equal before the law without discrimination. These key principles of equality are a central part of this aspirational statement that sought to help create a better world for all human beings.

Though routinely cited by international lawyers, the Universal Declaration of Human Rights is not a binding treaty. The Declaration is predominately used as a tool to apply diplomatic and moral pressure to those who breach its articles. That being said, the Universal Declaration has acted as the foundation for many internationally binding treaties, including the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights and the International Convention on the Elimination of All Forms of Racial Discrimination.

The promotion of the rule of law and the safeguarding of human rights are two of the founding principles of the European Union. These principles are embedded in the EU founding treaties, reinforced by the EU Charter of Fundamental Rights adopted in 2000, and strengthened still further when the Charter became legally binding with the entry into force of the Lisbon Treaty in 2009.

The Council of Europe is an international organisation that works to promote inter-country cooperation within Europe. It was founded in 1949 and has 47 member states. The European Court of Human

Rights is one of the principle organs of the Council of Europe. The European Court of Human Rights is an international court based in Strasbourg. The court hears applications of breaches of the European Convention on Human Rights. The Convention was drafted as a way by which to protect fundamental freedoms in post war Europe.

Within Ireland, human rights are protected under various pieces of legislation. The Irish Constitution has a firm commitment to equality before the law and various equality and criminal legal provisions exist to protect ones fundamental freedoms. The Employment Equality Acts 1998 -2011 and the Equal Status Acts 2000 - 2011 prohibit discrimination in employment, vocational training, advertising, advertising, collective agreements and the provision of goods and services.

The Irish Human Rights and Equality Commission is an independent body set up in 2014 when the Irish Human Rights Commission and Equality Authority merged. The Commission has the power to, among other functions; provide legal assistance to those seeking to vindicate their rights.

1.2 RIGHTS AND OBLIGATIONS

A State assumes duties and responsibilities under international law to respect human rights. This is a positive obligation that is governed via various international laws. Laws give moral claims legal force but, it is important to monitor them to make sure that these laws are put into practice. Laws are there for all of us to see and to hold governments and leaders accountable to their international human rights obligations.

1.3 EXERCISE – HUMAN RIGHTS COUNCILS AND COURTS

Laws are made by national law-making bodies. Students need to see the process of law-making for themselves in order to answer these questions:

- What is "the law"?

- Who makes it?

- Why?

Organize the class into a model parliament and arrange a debate on current issues or a mock trial to adjudicate a famous national or international case at law. Encourage students to find suitable examples themselves.

To introduce an international dimension, teachers could have the class research the decision-making processes of the United Nations and the issues currently discussed. They could also review some cases brought before international commissions, tribunals and courts.

You may also wish to invite a expert to talk to the class about the three questions raised at the beginning of this activity, plus three more:

- Why are laws obeyed?

- How is "justice" done? And

- How is "fairness" achieved in government and the law?

Examine article 12 of the Convention on the Rights of the Child, which gives children the right to an opinion in matters that affect them. Has this right been recognized in the courts of Ireland? How? Find another international example where it is not.
(Exercise taken from the OHCHR Teaching Human Rights: Practical Activities for Primary and Secondary Schools 2004)
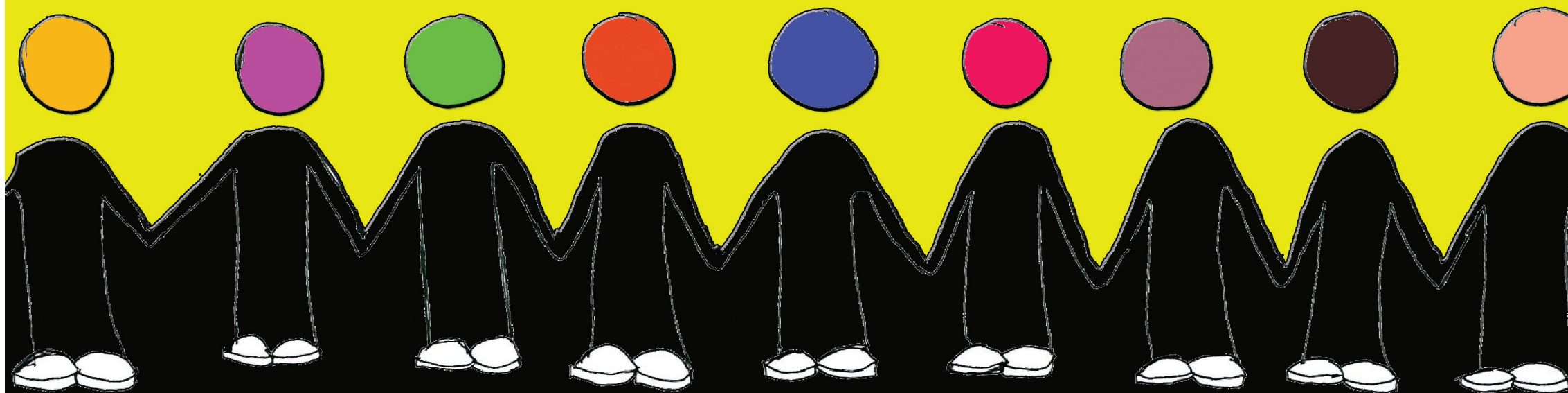
Section 2: Racism

2.1

What is Racism

Racism is treating someone unfairly or differently because they belong to a different ethnic, national or religious community. According to the United Nations Convention on the Elimination of All Forms of Racial Discrimination:

> *The term "racial discrimination" shall mean any distinction, exclusion, restriction, or preference based on race, colour, descent, or national or ethnic origin that has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.*

The Macpherson Inquiry was set up in the UK in the aftermath of the racially motivated murder of Stephen Lawrence, a black British teenager from Eltham, southeast London, in 1993. The inquiry led to the development of the definition of racism that is now employed by An Garda Síochána, Nasc and ENAR Ireland, namely that a **racist incident is any incident that is perceived by the victim to have been racist.**

The adoption of this victim-centred definition by An Garda Síochána and other statutory bodies and non-governmental organisations is a positive development. Experiences in Ireland, the UK and elsewhere throughout Europe have demonstrated that "low-level" racism, such as name-calling or racist bullying, can escalate quickly into violent acts, needs to be addressed and cannot be ignored.

Racism is a reality for many people living in Ireland. In addition to Travellers, members of the Roma community and other ethnic minorities, Ireland has become an increasingly diverse society with a significant proportion of the workforce and population now being from an ethnic minority background. 2014 Central Statistics Office figures show that overall Ireland's non-Irish national population accounts for 12% of the total population or some 544,000 people. A number of studies conducted over the last decade indicate that racism and discrimination toward ethnic minorities and migrants is a persistent problem in Ireland. Nasc's Stop the Silence report and various reports conducted by ENAR Ireland are notable examples of the body of research available on racism.

2.2

Types of Racism

Racism can be subtle or blunt, intentional or unintentional, and can occur at individual and institutional levels. There are many different forms of racism but, below is listed some examples that are applicable to the school environment.

Subtle/Everyday or Direct/In-Direct Racism

Everyday subtle forms of racism are probably the most commonly experienced form of racism. This can take many forms and can be unintentional. Victims may be ignored, treated differently or

mocked. Though these incidents in isolation may seem small in nature but, cumulatively this form of racism can have a very adverse effect psychologically.

Everyday racism can be commonplace in work/school environments and can often times go unreported. The subtle and subversive nature of this form of racism can be extremely detrimental to the victim due to those around them being unaware of the incident taking place. This form of racism excludes people and places them in a lonely environment where support may not be available unless they feel comfortable raising the issue.

Individual Racism

Individual racism can best be described as a person's discriminatory attitudes and beliefs towards others or a certain ethnic minority group. This form of racism crosses a wide swath of acts including verbal abuse, physical assault, online abuse and criminal damage against an individual or group. This is a very common form of racism and can create a trickledown effect among those who are around it. Within the context of a school, this form of racism may be the most common and can manifest itself in the form of bullying.

Institutional Racism

Institutional racism takes place when institutional attitudes and policies are such that they may lead to the alienation of an individual or group because of their perceived membership of a particular ethnic, racial or religious minority group. This form of racism can occur across many aspects of everyday life and can create a clear barrier to equality of access to employment, housing, education and justice etc.

According to ENAR Ireland:

Institutional racism can be described as the network of institutional structures, policies and practices that create advantages and benefits for the majority ethnic group and discrimination, oppression and disadvantage for people from targeted racialised groups and minority ethnic groups. The advantages created for the dominant group are often invisible to them

The clearest definition of institutional racism is that it is the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin.

Hate Crime

A hate crime is a criminal act that is motivated in whole or in part by an offender's bias or prejudice against a race, religion, disability, ethnic origin or sexual orientation. Under Irish law, *The Prohibition against Incitement to Hatred Act 1989* makes it an offence to incite hatred against any group based upon their race, colour, nationality, religion, sexual orientation, ethnicity or membership of the travelling community. The Act is notoriously weak, with limited cases being taken under its scope.

Ireland is one of the few European countries that do not have specific hate crime legislation. This has left groups that are commonly susceptible to hate crime being left vulnerable to hate specific harm. In the absence of specific provisions in Irish law to deal with racially aggravated offences, prosecutions will usually be brought under a number of criminal legal provisions. Under these criminal provisions, criminal acts borne out of racial hatred are treated in the same manner as acts committed without a hate element. It is only at the sentencing stage that racist motivation can be considered as an aggravating factor, which could lead to a harsher sentence being imposed. In the absence of sentencing guidelines, this consideration is entirely at the discretion of the judge.

2.3 Impact of Racism

Racism is a clear barrier to integration and can have impact on a victims esteem and personal confidence. Additionally, racism can be termed as '*message crimes*' in that they send a clear message to a community about who belongs, and who doesn't, ultimately leading to an undermining of community cohesion and a breakdown in trust between communities and wider society.

Racism is one of the most insidious acts as it attacks the very dignity of the victim. The impact of racism is not confined to the victim but, has a detrimental impact upon communities and undermines social cohesiveness. This barrier to integration can have long lasting negative effects on a wider community.

2.4

Who Can Be a Victim of Racism

Ireland is a country with a diverse and multi-cultural population. Many groups within Irish society may fall victim to racism. Racism is not a new phenomenon in Ireland. Irish people living in other parts of the world have historically experienced racism. The Travelling community have a history of being victims of widespread and varied forms of racism due to their cultural identity.
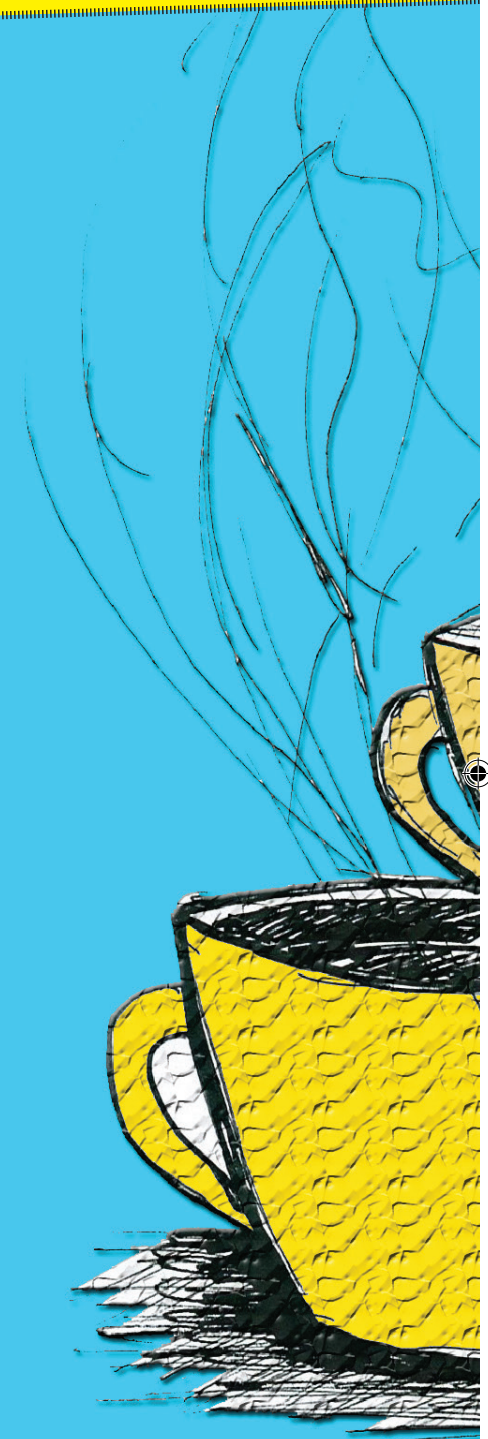
Nasc's *Stop the Silence* report showed that the establishment of new ethnic minority communities in Ireland has meant that 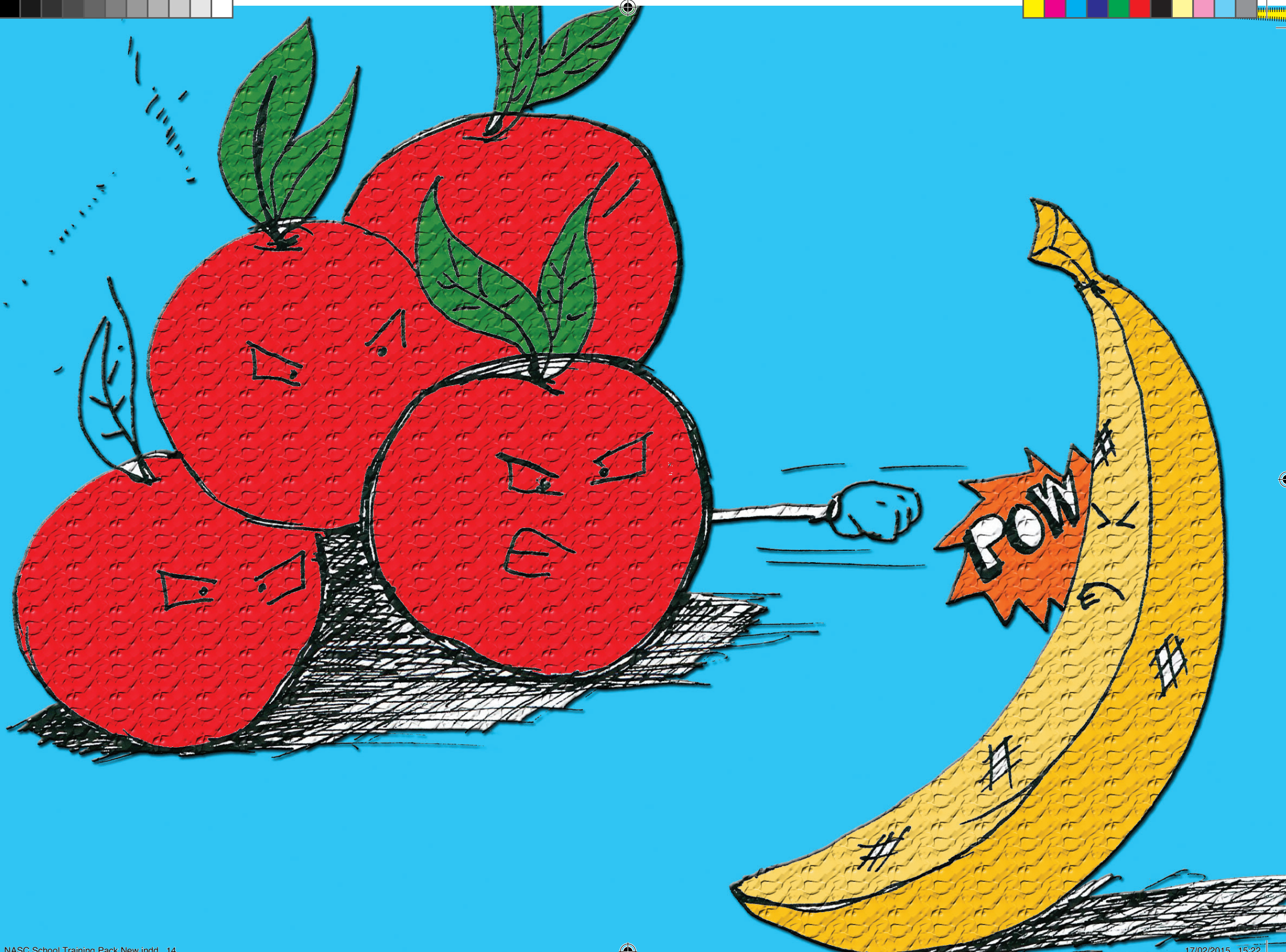members of these ethnic minority groups have experienced increased discrimination. Additionally, members of ethnic minority communities who have an application for asylum being processed may experience increased racism due to people's dislike towards people claiming asylum in Ireland.

Specific research Nasc conducted in 2013 on discrimination against the Roma community in Ireland has shown that this community has experienced significant racism since becoming a part of Irish society. *In from the Margins – Roma in Ireland* highlighted that anti-Roma sentiment, which is widespread throughout Europe, is a growing problem in Ireland and has its roots in a lack of knowledge and misunderstanding of the community, its history and culture.

Youth, religion and gender are also factors that may come in to play when experiencing racism. One may experience enhanced discrimination due to these factors as well as their membership of a specific cultural or minority group. Notably, Roma women face high levels of discrimination due to their cultural dress being associated with criminal activity.

WHY ARE SOME PEOPLE RACIST

There are many varied reasons why people may be racially prejudiced. Finding a scapegoat for the problems around you or that you face is one reason why people hold attitudes that are racist. Some people are quick to judge while others are scared of change. A key reason why people may be racist is that they inherit other people's views. Many young people's parents would have grown up in a society that was predominately white Irish. Some might see the changing demographics of Ireland and feel uneasy or concerned about it. Some would have met this change with hatred and anger. These feelings, whether they are unease or hatred, are passed down to their children and manifest themselves into community problems as a new ethnic makeup interacts with some who are slow to accept change.

In some cases people do not believe they are racist. A common phrase muttered before racist comments is "*I'm not racist but....*". A lot of people adhere to racial stereotypes without realising it. Stereotyping an entire ethnicity based upon preconceived conceptions is racist.

2.6 Class Discussion - Have you ever Witnessed a Racist Incident?

By discussing firsthand experiences of observing or being part of a racist incident, the barriers that may stifle a class's engagement
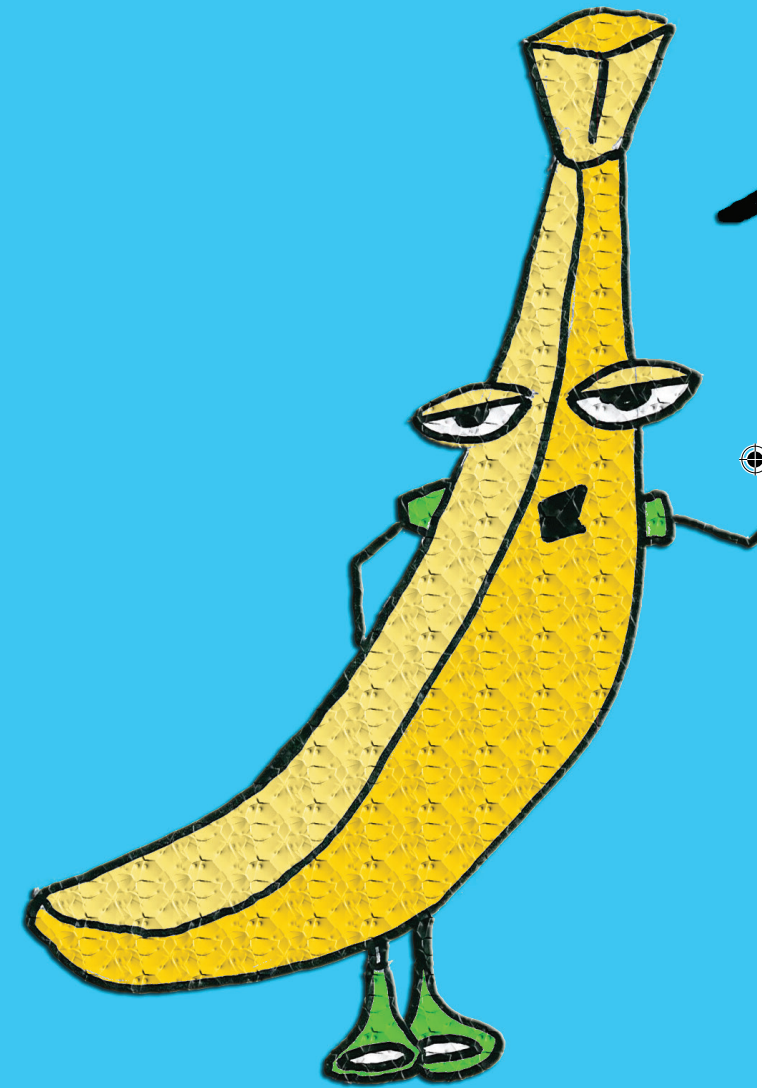
I hate grapes, apples ,oranges strawberries...pretty much any other fruit except **BANANAS**

with the issue can be weakened. The issue of racism is a very polarising and uncomfortable one to discuss however; it is important to try and break down this barrier. By discussing firsthand experiences, one is placing racism in a human context as opposed to just in an academic sense. Students should try and keep the different classifications of racism listed in section 2.2 in mind when discussing this topic.

2.7 - Intercultural Game

ACTIVITY

In this simulation divide the class into various groups that will make up their own cultures. Give the groups time to formulate these cultures by developing behaviours, traditions and communications before being visited by a member of a different group. The visitors aim is to try and understand the nuances and traditions of the culture. The visitor will then report their findings back to the class before undertaking another interaction with the group, keeping what they have learned in mind.

The aim of this exercise is for students to experience a completely new culture that is alien to them. By the end of the exercise it is hoped that students will be thinking more inclusively and openly. The desired outcome is that students will reflect more on their behaviours and be more open towards new things around them.

Section 3: Racism in Schools

3.1

THE PROBLEM OF RACISM IN SCHOOL

Secondary school can be an exciting but, also challenging time for any young person. You are given a new amount of freedom and treated like a young adult. Bullying is a constant concern for any school and steps are taken to closely monitor potential situations. A bully will often times use what may other or differentiate a person as a weapon against them. A person's skin colour or ethnicity can easily become something that is used against him or her.

This form of racism is very detrimental to the development of any young adult and leaves him or her in a very vulnerable position. There are many warning signs that a child is being bullied such as declining academic grades and decreased self esteem but, racist bullying adds an entirely new dimension to this. Racist bullying in schools can range from flippant remarks, which are not intended to cause hurt, to deliberate physical attacks causing injury. Racist bullying can be identified by the motivation, language used, and/or by the fact that victims are singled out because of the colour of their skin etc.

3.2 How to Tackle Racism in the Classroom?

There is a clear parallel between the work that is done in schools to tackle bullying and what can be done to deal with racism. A classroom offers an environment in which young people can engage with challenging principles and concepts in a safe way. A school will have a clear set of guidelines in place to deal with bullying. Using these guidelines as a template, a class could draft a set of class guidelines for dealing with racism. Not only would this approach allow the class to gain an understanding of a schools approach towards serious issues but, it would also allow the class to de-construct the term and start to tackle it at its root. The remaining subsections of section 3 detail further ways in which a class can start to talk about and tackle racism.

3.3

WHAT TO DO IF YOU'RE A VICTIM OF RACIST BULLYING

It's very important that the person being bullied realises they are not alone and that they tell somebody about what is happening. It can oftentimes be scary to tell a teacher or member of staff about the racist abuse they are receiving but, it is important to let a classmate or friend know.

Serious problems may arise when the person being bullied feels like they are alone and unable to reach out to anybody. It is very important to reassure the person being bullied that they are not alone and that it is not their fault. It is very easy for a person who is subjected to racist bullying to feel like it is their fault that they're receiving this abuse. Bullying has the power to rob a victim of their confidence, leaving them vulnerable and feeling that they are the problem.

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Telling somebody else about what is happening puts the person in a less vulnerable position. It lessens the risk one faces when in school or walking home. The best case scenario is that the person will be able to tell a teacher or parent and that the situation will be resolved but, this is not always the case. It is very important for the person not to give up and remain strong. A lot of the time it is not possible to deal with trying situations such as racist bullying by yourself so, it is very important to avail of every little bit of help that is available.

3.4

RACE EQUALITY

Even if a classroom is not very diverse, it is still important to engage with the principles of race equality within the classroom. Race equality is the belief that individuals, regardless of their racial characteristics, are equal and should be treated as such. Furthermore, it is the belief that different racial groups, as groups, are equal, with none being legally, politically or morally superior to another. Without engaging with principles of equality and inclusion within the classroom, students may develop intolerance towards that which they do not have direct contact with.

There are various historical examples of race inequality that could help a class understand the importance of equality, such as the US civil rights movement, but it is important that a class realises that this is not just a historical concept. Race inequality is something that is equally as damaging and dangerous now as it was in the past.

3.5 - New Neighbours (Taken from an exercise from the UK Show Racism the Red Card - Adapted from an activity by Chris Derrington, University of Northampton)

ACTIVITY

Delivery: Divide students into small groups and distribute sets of potential neighbours, ask '*Who would you like to live next door to?*' Get them to work together to decide on a top three and a bottom three and encourage them to consider reasons behind their decisions.

1.   A family with several hoodie wearing sons

2.   A group of five adults with learning difficulties

3.   A born-again Christian couple

4.   A large extended Muslim family

5.   A newspaper journalist

6.   A group of animal rights activists

7.   An asylum seeking family from Eastern Europe

8.   A far right politician

9.   A Roma family

10.   An elderly gay couple

11.   A single teenage mother

12.   A bald man covered in tattoos

13.   A black African family

14.   A family from the travelling community

15.   A judge

16.   A transsexual

17.   Your principal

18.   A group of nine students

Discussion: Facilitate a discussion on each group's choices and question their decisions, could offer counters to challenge their thoughts.

How did you choose? Where did you get your ideas from? Are your opinions about these groups based on fact?

What is a stereotype? How is it connected to racism? Explore stereotypes and emphasise that we must never judge. Can we really generalise about an entire group of people just because they have one thing in common? Do we really know which of the options would be a good or bad neighbour?

Discuss the damaging effects that stereotypes held by teachers could have on pupils.

Section 4: Online Hate Speech

4.1 What is Hate Speech?

Hate Speech can be defined as,

"covering all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance including intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin"

(Council of Europe, Committee of Ministers Recommendation No. (97) 20)

A constant concern when dealing with issues of hate speech is the perceived limitations it imposes on freedom of expression. Definitions differ on what it encompasses based upon organisational agenda or State politics.

Hate speech is speech that offends, threatens, or insults groups, based on certain traits. Oftentimes people argue that free speech is a necessity of democracy but, there is a very fine line between freedom of expression and inciting hatred. The right to freedom of speech should not infringe on another person's right to live free from discrimination.

A large amount of countries have some form of restrictions on the expression of offensive/hateful material. This is not as black and white as it sounds. Most States must be able to show that the material in question poses a genuine danger or it incites hatred.

The assertion that a democracy cannot properly function without unrestricted free speech being protected is short-sighted. The British Lord Bhikhu Parekh writes,

"Although free speech is an important value, it is not the only one. Human dignity, equality, freedom to live without harassment and intimidation, social harmony, mutual respect, and protection of one's good name and honour are also central to the good life and deserve to be safeguarded. Because these values conflict, either inherently or in particular contexts, they need to be balanced."

Robust hate speech legislation safeguards these principles and sets a high threshold of proof that still allows for strong opinions to be expressed.

4.2

RACISM BULLYING AND THE ONLINE WORLD

Hate speech and racism online is every bit as much of a human rights concern as *real life* events that happen in the school yard or classroom. The same rights and principles of human rights apply to the online that apply to real world.

The rise in social media coupled with the ever decreasing age of its users has meant that the internet is increasingly becoming a more dangerous place for increasingly younger people. People of a very young age are being subjected to things that may not be mature enough to process without causing distress.

The advances in information technology since the mid 2000s has been exciting and young adult's computer literacy levels are

becoming increasingly more impressive. Significant concerns come with this innovation and literacy. First and foremost is the fact that it is becoming extremely difficult to completely monitor a teen's online presence. With increased online presence comes an increased level of trust that you will go about your interactions in a respectful way. Even if a teen is able to operate in a respectful manner, there is no accounting for what they may be subjected to.

The Council of Europe's *Bookmarks* toolkit states that 16% of young internet users in Canada say they have posted comments that were hateful towards a person or group of people. 78% of the respondents of an online survey stated that they had encountered hate speech online on a regular basis. Additionally, 6% of internet users across Europe between the age of 9 to 16 years old report to have been bullied online.

Social media sites such as Facebook, Twitter and Instagram have extensive terms of use policies that dictate what is acceptable online content and what is not. These sites utilise a self-regulating style of oversight that uses the social media community as its eyes and ears. Though these organisations have put extensive safeguards in place, the potential for abuse is significant. Bullying and racist harassment can be going on under any parent's, teacher's or adult's eyes with them being unable to see it.
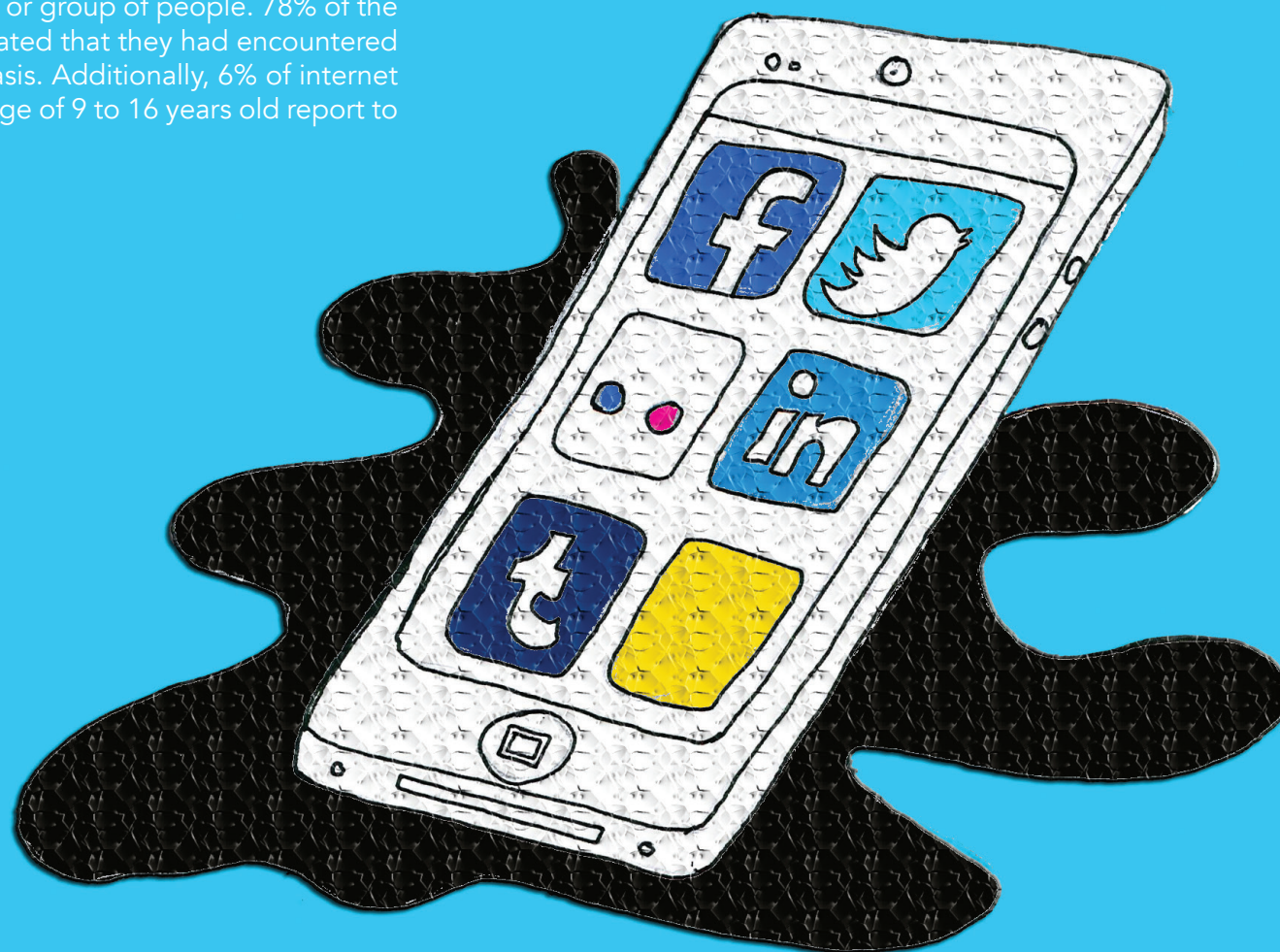
4.3

WHAT IS AN INTERNET TROLL

Troll is an online slang term used to describe somebody who intentionally uses social media and online forums to anger or upset people by posting deliberately provoking comments. Many social media sites and forums require individuals to register with personal information in the hope of reducing the number of trolls.

TIPS

4.4
Promoting safe internet use and how to help

There have been several serious examples of the effects of cyber bullying that have drawn significant focus to the dangers of online trolls. Jessica Laney was a 16 year old girl who committed suicide in 2012. Friends close to Jessica stated that they believed online bullying through social media played a role in her death. Jessica used to blog on ask.fm and started receiving disparaging anonymous comments. Comments such as "*can you kill yourself already*" and "*nobody even cares about you*" were on the comments section of her blogs.

Social media sites constantly try and monitor and reduce the number of trolls on their service but, this is an exceptionally hard task. It is important for any young person to be fully aware that the online community is full of people who just want to provoke and antagonise. The first step to combating trolls is to put yourself in a position where you are ready to face the realities of the online world.

Social media sites can act as the hunting ground for trolls so it is important to only share the information you feel comfortable having in the public domain. Sites such as Facebook are constantly trying to improve their security settings in the hope of offering the safest form of use possible.

Though it is possible to have large amounts of information made public on these sites, it is commonly recommended to keep your privacy and security settings adjusted to only share with those who you are friends with. Online forums present another key challenge for young people due to the constant stream of information and dialogue that is taking place. A young person should always be careful with the type and amount of information they give about themselves. Firstly, this information is in the public domain and secondly, you have no idea who you are actually talking to. As noted above, most sites use a self-regulation form of oversight so it is integral to report anything out of the ordinary straight away. Social media sites are making it ever easier to report abusive or offensive behaviour. It is only through prompt reporting that a problem can be properly dealt with before more serious damage is done.

As an educator there are some straightforward steps you can take to try and help to protect young people who may become victims of online hate speech. Firstly, you should engage with the topic and deal with the scary realities of online hate speech. This may be awkward for the teacher and pupils alike but, it serves to break down barriers and reduce the stigma surrounding the issue. Also, show your students how to report on social media sites such as Facebook and Twitter and encourage them to report offensive or abusive behaviours. In addition, there are numerous organisations in Ireland who have experience around these issues who can offer support and advice.Please see the end of the tool kit for some useful links.

4.5 What to do if you're being bullied online?

Below are some quick and easy tips to help deal with bullying

1. Do not engage with the bully - This will only encourage a bully and you may end up saying something you regret.

2. Save the evidence - It is very important to keep a record of what is happening. Screenshot or print every instance of bullying.

3. Report - It is only through proper regulation that these sites can operate properly

4. Tell people - As with the real world, being bullied can be an isolating experience.

4.6

RACIST ELEMENT OF ONLINE BULLYING

Cyber-racism is a term to describe racist speech that is distributed through computers or via the internet. When you take a case of online bullying and add a racist element to it, you have to start taking issues of online hate speech into account. This is a very serious thing that should not be dealt with lightly. Hotline.ie operates a helpline if you are unsure that the information in question is actually illegal or inciting hatred. If the information is deemed illegal then appropriate steps should be taken to deal with it.

4.7

ACTIVITY

The aim of the exercise is to identify the difference between what you are told and what is reality. This should help promote safe thinking when online.

- Cut out four pictures of adults from a magazine and glue each to a sheet of paper.

- Hold up the sheets one at a time so that the picture is facing away from the students. Explain that each page has a picture of a person. Tell the class that you want them to draw a picture of what they think the person looks like based on some information you will read to them. For each picture, read one of the descriptions below and allow students time to draw. Ask some students to share their pictures and why they believe the person looks that way.

- I have a dog named Rusty. Sometimes I take him to the park, and we play with my friends and their dogs.

- I like writing stories; I've already written eight stories about a girl named Susan. Sometimes my friend and I draw pictures to go with the stories.

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- I really love football. My friends and I play on the same team and at lunch we share information about the games we watched. Sometimes we go to games together.

- Sometimes I go camping with my friends. We like to go hiking, and at night we make a BBQ.

- Turn each sheet of paper around so students can see the pictures of the adults. How do they compare to the images the students drew?

- Ask students how people communicate via the Internet (email, instant messenger, chat rooms). Remind students that they can never be sure of the true identities of people they encounter online. Some people they meet online may want to harm children.

- Tell students that they should never give out any personal information over the Internet without a parent's permission. If anyone asks them for personal information, they should tell their parents immediately.

(Taken from the National Crime Prevention Council's internet safety exercises)

FINAL CLASS EXERCISE -

What can you do to tackle racism?

In addition to reporting racist or abusive incidents or speech, there are many things young people can do to raise awareness about the impact of racism.

In September 2014 Nasc launched an anti-racism social media campaign entitled #Everyday Racism - 30 Days of Action. As part of the 30 Days of Action, Nasc used social media to raise awareness about the impact of racism and calling on people to participate using the hashtag #everydayracism.

Class Exercise

- Give each student a series of cards on which to write down flippant everyday examples of racism that they have heard or experienced.
- Collect all these images together and take the most powerful 30
- Divide the class into groups and have them draw up fact sheets on various aspects of racism.
- Ask students to be photographed holding these images. It is important that only the student's hands are seen in these photos.
- Collect these images and display them in a public place in the school
- Alternatively, a single image could be displayed everyday with a class made factsheet detailing information behind what is being said in the photo.
- The DVD included in this tool kit offers an example of what many young adults around Cork thought about the subject of everyday racism.

Aim of the Exercise

The aim of this exercise is to foster an understanding within the classroom of the reality behind casual racism and have the class try and convey this message to the rest of the school.

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List of Useful Websites and Organisations

Nasc: the Irish Immigrant Support Centre
www.nascireland.org

ENAR Ireland
www.enarireland.org

Show Racism the Red Card
www.theredcard.ie

Yellow Flag Programme
www.yellowflag.ie

No Hate Speech Movement Ireland
www.nohatespeech.ie

The Irish Traveller Movement
www.itmtrav.ie

Pavee Point
www.pavepoint.ie

The Immigrant Council of Ireland
www.immigrantcouncil.ie

The Internet Service Providers Association of Ireland
www.hotline.ie

Sport Against Racism Ireland (SARI)
www.sari.ie

SpunOut
www.spunout.ie

BeLonGTo
www.belongto.ie

National Youth Council of Ireland
www.nyci.ie