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EXPLANATORY GUIDE

OF THE ANALYSIS OF THE LEVEL OF INCIDENCE OF HATE SPEECH IN THE CLASSROOM



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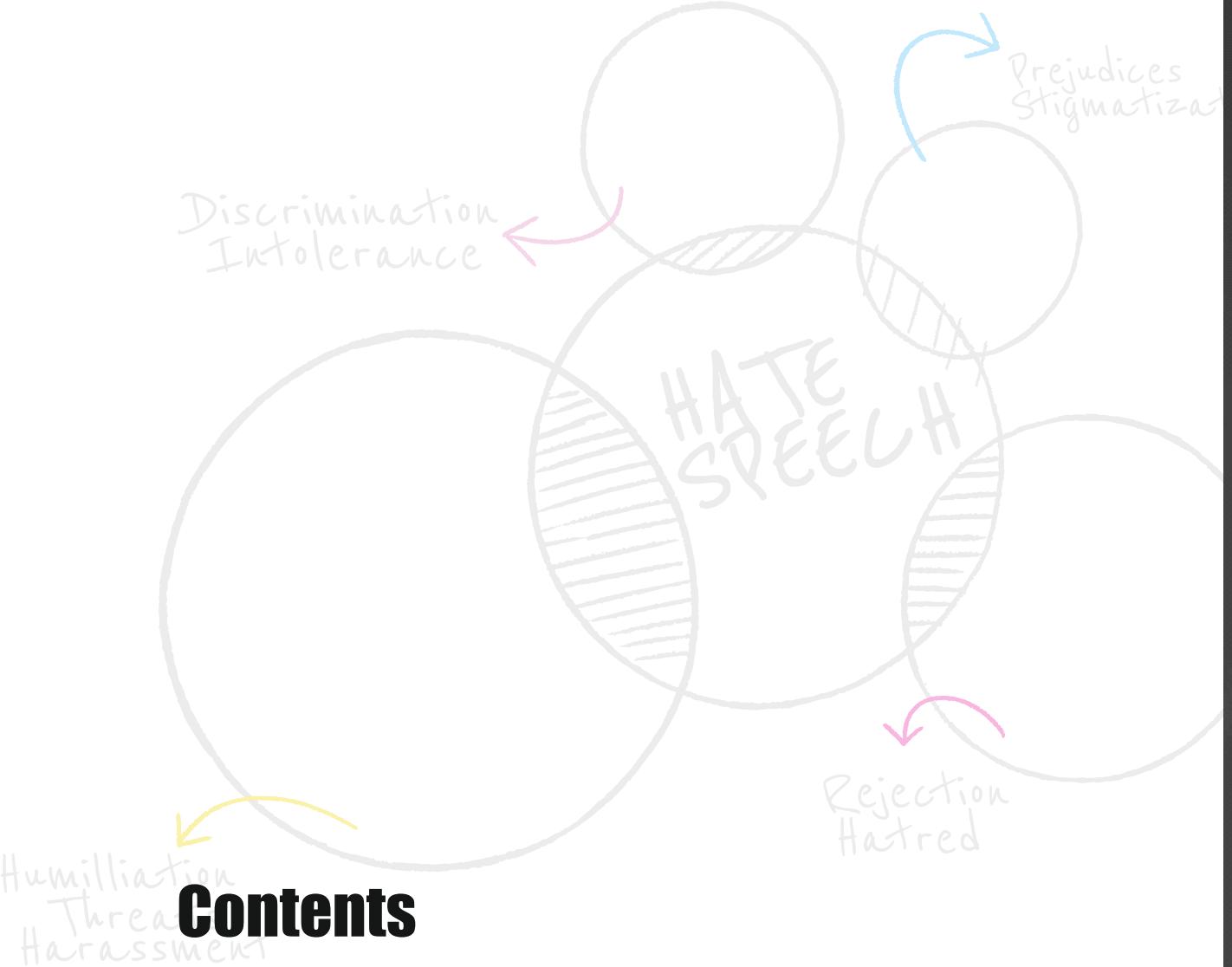
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Discrimination
Intolerance

Prejudices
Stigmatiza

1. THEORETICAL BASE OF THE SURVEY

In order to establish the algorithm that transfers the test answers to an analysis of the permeability of the classroom to hate speech, we have followed the theory of the mixed model for the creation of status in groups, adapting it to the classroom context. This theory combines the Theory of the States of Expectations (TSE) with Mazur's biosocial (ethological) model of dominance, and develops them considering the wider context of the group, since the remaining members are not just disinterested spectators.

According to these theories, there is a conformation of the global status in the classroom built through dominance relationships where an initial evaluation of the strength of the student is given through their appearance, their verbal and non-verbal behavior, and through small tests or competitions of dominance. However, this dominance established by individuals can be counteracted in the broader context of the group (not considering dominance as a dyadic competition) where the remaining members do not stay as just disinterested spectators, and can mark different statuses in a cooperative context, or even give rise to the creation of multiple groups within the classroom, especially in the educational field, where a figure of authority and recognized status appears: the teachers themselves.

Multiple studies, many of them derived from the Theory of the States of Expectations (TSE), have proven that status indirectly affects group behavior, but it is indeed capable of establishing group expectations, which does significantly impact the behavior of each student, thus establishing Group Rules (Cialdini et al.)

The rule is an idea inside the minds of the group members that can be expressed in a judgment that specifies what the group members or others should, shouldn't do, do or are

expected to do. To constitute a norm, deviation from it must be subject to sanction.

Therefore, the most dominant students (both individually and in a group) will establish their own Group Rules that may or may not be consistent with or influenced by those of the educational center and the classroom.

Failure to comply with these rules will lead to group punishment, usually in the form of discrimination, isolation, or even harassment. This is common in classrooms where different groups have been structured, but it is especially terrible in classrooms configured as a single group due to a greater dominance of a few students.

It is in this case where the so-called Black Sheep Effect (BSE) especially occurs, a term coined by Henri Tajfel, a British social psychologist known for his pioneering work on the cognitive aspects of prejudice. The black sheep effect is based on the observation that favoritism or a more positive assessment of members of the group who comply with the rules, and the denigration of members of the group who violate the rules can be produced simultaneously compared to the corresponding valuations of desirable or undesirable members of the outgroup.

But above all, more criticism and psychological pressure is exerted on the members of the group itself than on those around them. Therefore, in classrooms structured in a single hierarchical group, the Black Sheep Effect is much more acute and the discrimination much more terrible. It is assumed that the denigration of the members of the group itself is a strategy to eliminate the members that can contribute to undermine the rules established for the group. A series of studies has shown the existence of this effect.

The research on the BSE parallels the studies on the pressure towards uniformity in interactive groups that associate these with the establishment of social reality and movement towards compliance with Group Rules, but the effect is obtained from the social categorization and is normally linked to social identity and the establishment of prejudices towards students that can cast doubt on the veracity of the Rules generated by the dominant groups in the classroom.



Photo by [Kenny Eliason](#) in [Unsplash](#)

2. APPLICATION OF THE THEORETICAL BASE TO THE ALGORITHM

2.1. Type of answers

In this way, our survey includes four types of answers:

1.- HIGH: it shows a high assimilation of hate speech by the students. By the type of question, it shows that the student has deeply assimilated stereotypes and prejudices that he/she conceives as an unquestionable guideline. It usually matches dominant students who want to achieve preponderant status and mark the Group Rules.

2.- MEDIUM: it shows a significant assimilation of hate speech in the student. Although they are not as unquestionable as in the previous case for them, this shows that these prejudices are very established and the student has them as a behavioral norm.

3.- LOW: these students do not have acquired hate speech and do not have assimilated it within their standards of conduct, but they show high permeability to it, as they don't have well-formed opinions or believe that it does not concern them.

4.- NONE: these students have not been permeated by hate speech and do not show prejudices or stereotypes in their answers.

Answers 1 and 2 show subjects that not only actively demonstrate discriminatory beliefs, but also have behavioral patterns that can easily lead to discriminatory classroom settings.

Answer 4 shows subjects that not only have not been permeated by hate speech, but also have behaviors and beliefs capable of stopping them in the classroom.

Answer 3, which is the really interesting one, marks the “flock” subjects that can be influenced by hateful ideologies and facilitate the creation of discriminatory groups in the classroom. They show greater ease in concept with that of status or position.

2.2. Group configurations based on the type of answers

The answers to these answers, according to their percentage, must establish:

- a) If the classroom itself forms a single large group that has established Group Rules regarding discrimination. For this, we understand that a single type of answer (HIGH and MEDIUM are valued together) is the clear majority, meaning that it is more than 75%.

In this way, if the sum of the percentages of HIGH and MEDIUM answers is greater than 75%, the classroom will be comprised of a single large group that has established a very worrying segregating attitude.

If there is more than 75% of LOW answers, the classroom will be made up of a single large group very permeable to hate speech, and the large group can quickly drift to one

side or the other if it also has discriminating dominant students or not.

If there is more than 75% of NONE answers, the classroom will be a large group very opposed to hate speech and will directly pressure them not to appear among them.

In these cases, as has been seen, the willingness to belong to the group will facilitate or hinder the work of teachers to end discriminatory actions (depending on whether the group has created segregating Rules or not) and, in groups with segregating Rules, there will be passive discrimination, and surely active, against the few students who belong to excluded groups.

- b) If the classroom does not have a large main group, it will detect dominant elements and their ability to permeate the group or undertake segregating actions with group members.

For example, if there is at least 15% HIGH answers, it will mean that there are at least 3



students out of a classroom of 25 who have deeply ingrained and deeply discriminatory beliefs that they consider to be solid truths. This generates a small group that can widely distort the development of the classroom and even carry out actions of passive or active bullying.

If the classroom also has a large number of students who have answered questions with LOW or MEDIUM, the classroom as a whole can quickly lead to a large group that establishes very segregating Group Rules that prevent the normal development of classroom learning.

Some of these can be:

MODEL 1: classrooms with a high number of HIGH and MEDIUM answers (more than 35% but less than 50%) and a middle to low NONE answers (less than 65%). This would show alarming levels of incidence of hate speech in the classroom that must be dealt with directly, but the majority of the rest of the classroom would be capable of opposing these speeches even if they do not make a large group.

In this classroom, it is normal for situations of harassment to occur (if the percentage of high answers is more than 20%) or of isolation and discrimination. The teacher must carry out a direct monitoring of possible cases of abuse carried out in the educational environment or outside of it.

MODEL 2: classrooms with a reduced number of HIGH answers (around 10%, which in a classroom of 25 would be around 2 students) but with a high percentage of LOW answers (more than 60%). This classroom would be highly influenced by hate speech and they would have to work quickly to try to transform the number of LOW answers to NONE.

This classroom would not have serious or generalized cases of discrimination, but there might be specific cases that are ignored by the rest of the classroom... which can lead to these cases being more and more numerous. It can also lead to a significant increase in



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hate speech in a short time, converting LOW answers to MEDIUM quickly.

MODEL 3: classrooms with a significant number of MEDIUM answers (approximately 10%), with a significant number of LOW answers (approximately 40%) and the rest of NONE answers. These are very diverse classrooms that will depend on whether any of the students can achieve a status in the classroom to unbalance the classroom towards segregating or inclusive rules.

In these classrooms, although the levels of discrimination are only incipient, the teacher's work will be essential to tackle these behaviors that in no case are assumed by the classroom yet.

2.3. Determining the level of incidence of each type of hate speech in the classroom

The level of incidence of each of the hate speeches in the classroom is calculated according to:

Humiliation
Threats
Harassment

1. **LEVEL OF INCIDENCE** = $6 * (\text{Percentage of HIGH answers}) + 3 * (\text{Percentage of MEDIUM answers}) + 1 * (\text{Percentage of LOW answers})$.
2. **PERCENTAGE OF THE CLASSROOM WITH HIGH OR MEDIUM DISCRIMINATORY BELIEFS FOR EACH AREA** = Percentage of HIGH answers + Percentage of MEDIUM answers.

According to this result, it is structured in three levels:

- **WORRISOME:** this requires active work by the teachers, the school, and the educational community, in order to tackle behaviors of active or passive discrimination in the classroom and outside of it. It can be linked to the configuration of a large group in the classroom that has established clear segregating Group Rules that force all students in the classroom to assume them or be discriminated against.

The result of WORRISOME is considered when the LEVEL OF INCIDENCE is greater than 80 points.

- **INCIPIENT:** the classroom does not have clearly discriminatory attitudes, but does indeed have a certain permeability to hate speech. This INCIPENT level can quickly lead to a WORRISOME state, but preventive work can also be started with good results. The classroom may have certain students (no more than 1 or 2) who have fully internalized segregating speech, but find themselves in a classroom mostly opposing their actions and beliefs. There is no large group or large groups of discriminating students. It is teachers who have to work with the classroom to avoid an increase in its hate speech.

The result of INCIPENT is obtained if the LEVEL OF INCIDENCE is smaller than 80 points but greater than 40 points, or if the PERCENTAGE OF THE CLASSROOM WITH HIGH OR MEDIUM DISCRIMINATORY BELIEFS IN EACH AREA is higher than 15%.

- **NONE:** The classroom does not show significant outbreaks of hate speech, although

prevention will always be positive.

The result of NOT SIGNIFICANT is obtained when the LEVEL OF INCIDENCE is smaller than 20 points and the PERCENTAGE OF THE CLASSROOM WITH HIGH OR MEDIUM DISCRIMINATORY BELIEFS FOR EACH AREA is lower than or equal to 15%.

2.4. Determining the level of incidence in the classroom

The level of incidence of the classroom, meaning, if the classroom shows assimilated hate speech or is permeable to it, is defined according to the three previous ranges.

It will be considered as WORRISOME if it has a WORRISOME level in any of the types of hate speech analyzed. Any HIGH level of discrimination in the classroom should not be tolerated.

It will be considered as INCIPIENT if any of the types of hate speech has an INCIPIENT level.

It will be considered as NON-SIGNIFICANT only if all types of hate speech have a NON-SIGNIFICANT level.

2.5. Determining the percentage of the classroom with high or middle discriminatory beliefs

This parameter shows serious difficulties when we try to calculate it, as we cannot know if the answers in each of the types of hate speech is given by the same student or if they vary, meaning that, for example, maybe one of the HIGH answers in the survey has been answered by a single student or by several.

Thus, a fork has been devised, dividing between the fact that the most segregating groups show rejection of all the excluded groups (and therefore all the discriminating answers come from a reduced group of students) and considering that all of them are from different students (and therefore the hatred towards different groups comes from different

students).

Discrimination
Intolerance

As such, the two ends of the fork have been defined as:

SMALLEST: the maximum value provided by the PERCENTAGE OF THE CLASSROOM WITH HIGH OR AVERAGE DISCRIMINATORY BELIEFS FOR EACH AREA for each of the types of hate speech.

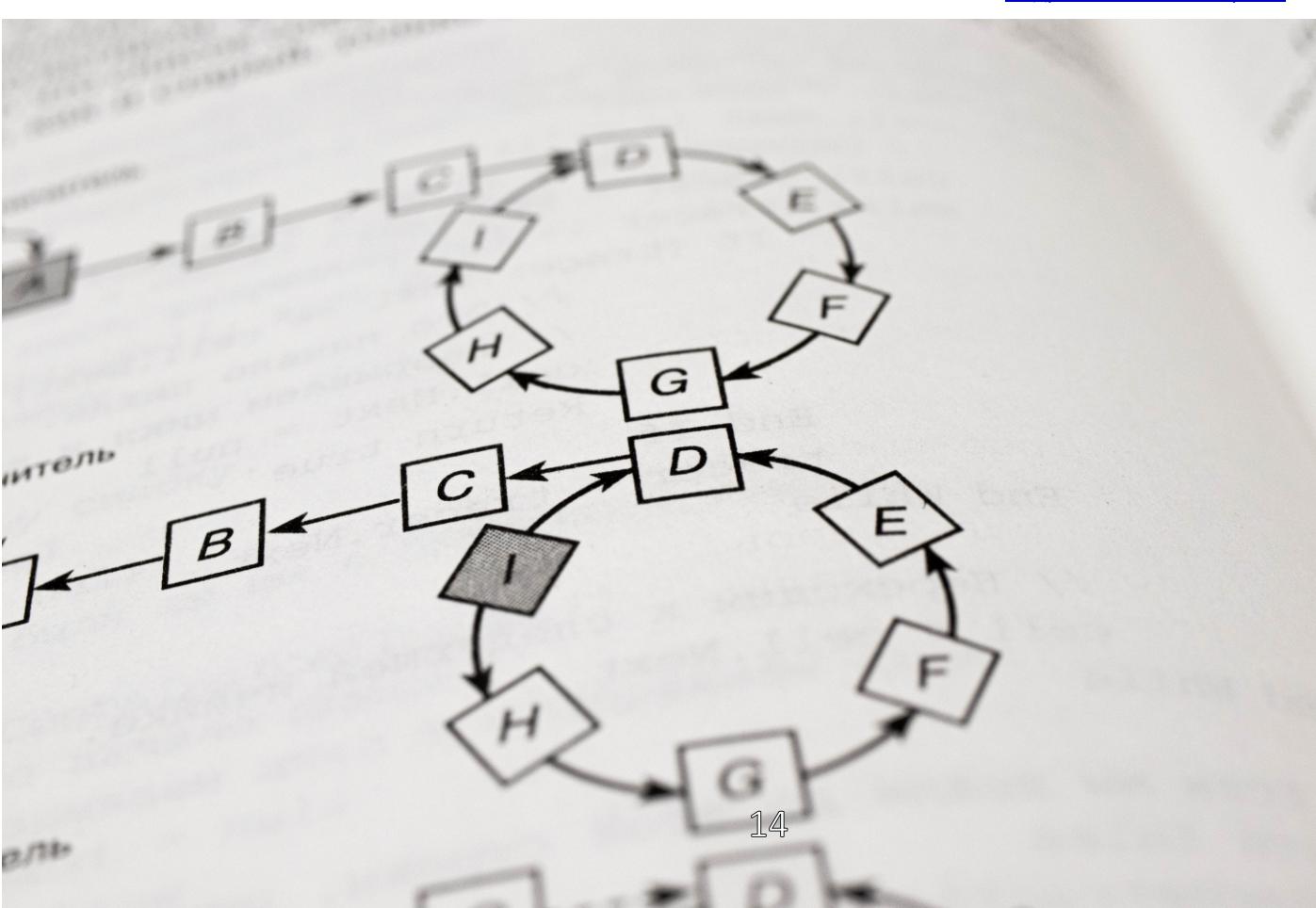
HIGHEST: the sum of all the PERCENTAGES OF THE CLASSROOM WITH HIGH OR MEDIUM DISCRIMINATORY BELIEFS FOR EACH FIELD, assuming at most a 100% of the classroom.

Prejudices
Stigmatization

Rejection
Hatred

Humiliation
Threats
Harassment

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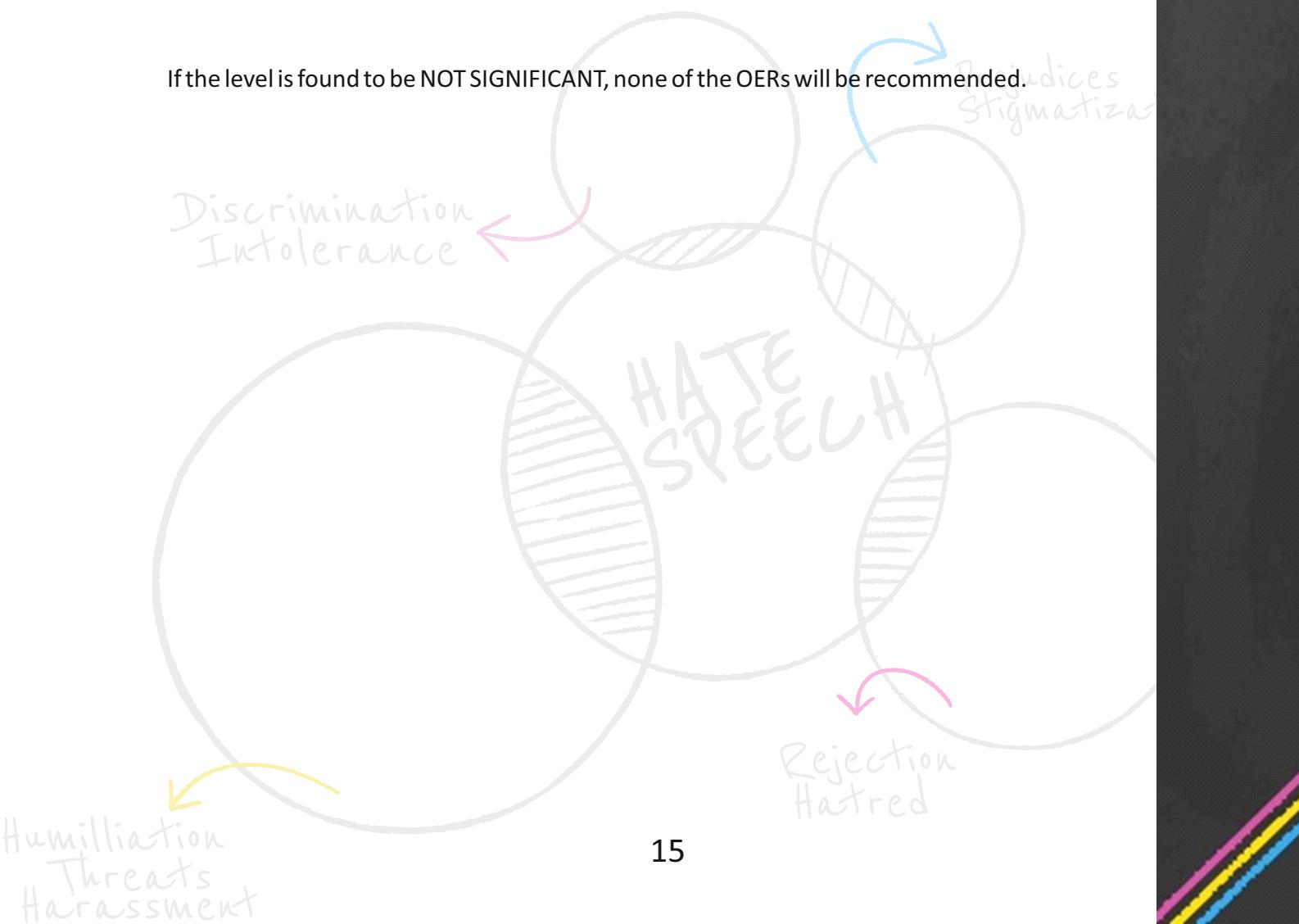


3. CREATION OF THE MEASURES TO FACE THE LEVELS OF INCIDENCE IN EACH AREA

Whenever the LEVEL OF INCIDENCE OF AN AREA is WORRISOME, it will be considered that INTENSE WORK IN THE CLASSROOM must be carried out, and all the OERs generated for that specific type of hate speech will be recommended.

If an INCIPIENT level is presented, then only certain OERs that work on discrimination in a more theoretical and generic way will be shown. In particular, videos of expert persons who answer the questions asked in the survey will be recommended.

If the level is found to be NOT SIGNIFICANT, none of the OERs will be recommended.





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