

# IDENTIFYING, COUNTERING & REPORTING ONLINE HATE SPEECH



SEARCH FOR  
COMMON GROUND



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SEARCH FOR  
COMMON GROUND



# DAY 01

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## GETTING STARTED - 30 MINS

Introduction to the project  
Introduction to the training  
Zoom instructions  
Ice breaker  
Training room rules

## UNDERSTANDING SOCIAL MEDIA - 90 MINS

The scope of social media  
Types of social media  
Uses of social media  
Usage in Sri Lanka  
Growth of social media

## UNDERSTANDING DIGITAL ADVOCACY - 120 MINS

The scope of social media  
Types of social media  
Uses of social media  
Usage in Sri Lanka  
Growth of social media

# DAY 02

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## UNDERSTANDING ONLINE HATE SPEECH - 120 MINS

Manifestations of online violence  
What is hate speech  
Identifying hate speech  
Countering hate speech

## UNDERSTANDING GENDERED HATE SPEECH - 120 MINS

Gender and bias  
Gender dimensions online  
Gendered online hate speech

# DAY 03

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## UNDERSTANDING DIGITAL STORYTELLING - 120 MINS

Manifestations of online violence  
What is hate speech  
Identifying hate speech  
Countering hate speech

## UNDERSTANDING ONLINE SAFETY - 120 MINS

Gender and bias  
Gender dimensions online  
Gendered online hate speech

# ANEXURE

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## UNDERSTANDING EDITING TOOLS - 60 MINS

Understanding Canva  
Understanding Kinemaster



DAY 01

# DAY 01 GETTING STARTED

**Duration: 30 minutes**

**Objectives:**

- Introduce the participants to the program
- Discuss session objectives and rules
- Familiarization

**Tools: Breakout room**

**Note to trainer:** The purpose of this small introductory session is to help participants get comfortable with the training, the trainers, the participants – as well as the zoom platform. It is essential that before you begin the training, you establish the environment as a safe learning space for everyone in the room.

**Methodology:**

**Introduction to the Project:** Begin the session by introducing the participants to the overall project. This can be done by a representation from organizers. The objectives and the project journey must be explained to the participants to help them understand why they are at this training and why their participation is important.

**Introduction to the Training:** Introduce the training program, by focusing on its objective and structure. Briefly explain the scope of the three-day training and what it entails for the participants.

**Zoom Instructions:** Explain the necessary zoom guidelines for the participants. Do not take the instructions for granted since some participants might not be entirely familiar or comfortable with the platform. Explain how to: raise hand, use chat box for questions, rename, turn video on/off, keep microphone turned off when not speaking. You can also ask the participants to flip their phone to portrait mode when presentations or visual materials are used during the training.

**Ice Breaker:** This activity will take place through breakout rooms. Each breakout room must have 5 participants. Each participant must answer the following three questions:

- State your name
- One word to describe yourself (Brave, Pretty, Talented, Shy)
- One thing from your immediately surrounding that brings you comfort

The trainers will first demonstrate this activity for the participants and then send them off to breakouts for 8 minutes. The purpose of this informal icebreaker is to help participants feel relaxed and talk to their co-participants about themselves without feeling pressured or self-conscious.

**Training Room Rules** - Ask the participants to pick four values that all must follow during the course of the online training. It is important that the session rules are decided by the participants for them to feel a sense of control over the training environment. Explain that these rules apply within the training room for all individuals present – including the trainers and organizers.

## UNDERSTANDING SOCIAL MEDIA

**Duration: 90 minutes**

**Objectives:**

- Explain the scope of social media
- Educate about the current digital usage in Sri Lanka
- Discuss the uses of social media
- Analyse the growth of social media

**Tools: Breakout room, Mentimeter, Google Jamboard, Mural**

**Note to trainer:** This first session aims to introduce the participants to the world of social media. It is very important not to overlook any information or take it for granted. You must cover all the basic information in order to set the right tone and foundation for the overall training. The key objective of this session is to show the scope and growth of social media and to emphasize its importance in our day-to-day lives.

**Methodology:**

## UNDERSTANDING THE SCOPE OF SOCIAL MEDIA

**Duration: 20 minutes**

Ask the participants to share the names of all the social media platforms they know. Give them a couple of minutes to share their answers. One facilitator must simultaneously enter the answers into the word cloud on Mentimeter. This will allow us to visually see which social media platforms are more common among the target group.

Explain the scope of social media to the participants. Once you share the word cloud with the participants, you must explain the scope of social media. Make sure to point out that social media is not limited to mainstream platforms such as Facebook, Instagram and Twitter. Video conferences services such as Zoom and Skype are social media platforms. Text platforms such as WhatsApp, Viber and Telegram are also social media platforms.

**Activity:** Share the following image on the screen and ask the participants to identify the social media platforms they know. See how many they can identify. If there are any they cannot identify, you can identify it for them.



## UNDERSTANDING TYPES OF SOCIAL MEDIA

**Duration: 15 minutes**

Start the conversation with the following question *“If you can only use one social media for the rest of your life, which one would you choose?”*

Ask a few volunteers to share their answers and ask them to explain why they chose that platform. This activity will show why we prefer some platforms over the others.

Many of us think of social media platforms as one big group of applications. While they might all use the same label called “social media”, there multiple different types of platforms within this broad umbrella. When it comes to content creation and digital advocacy, it is essential to identify the right platform for your needs. People use different types of social media for different needs. In this case, participants must be aware of different types of social media platforms and their unique characteristics. Explain the following three main types of social media platforms.

**Social Networks:** These platforms are used

to connect with people online. You can share information and ideas with other people through these platforms. They encourage knowledge-sharing and connecting with other people. Example: Facebook.

**Media Sharing Platforms:** These platforms are used to find and share photos, videos and other media content. Their primary purpose is to share media in different forms and to run a very visually stimulating platform. Example: Instagram.

**Messaging Platforms:** These platforms are used to communicate with other people. They are a commonly used mode of communication for texting and even voice or video calling others. Example: WhatsApp

You can also touch upon social media platform types such as community blogs such as Tumblr, discussion forums such as Reddit, Content curation platforms such as Pinterest.

**Activity:** Share the following social media names with the participants and ask them to identify whether they are a social network, media sharing platform, messaging platform or other. They can put their answers in the chat box.

Social media examples to be used: Twitter, Snap Chat, YouTube, Viber, Messenger, TikTok.

## UNDERSTANDING THE USES OF SOCIAL MEDIA

**Duration: 15 minutes**

Sometimes people believe that social media is only used to interact with others and to view content. But the features of social media platforms can be used for a wide range of reasons. When participants are using social media – for advocacy or personal use – it is important for them to understand its range. Therefore, you must conduct an open discussion on the uses and benefits of social media

**Activity** - You can ask the question “What are the uses of social media? What can we use it for?” Open the google Jamboard and share your screen with the participants. You must document their answers/users on the Jamboard so everyone can view them. Put each answer/use in a sticky note. Once the participants have shared their answers, you can add to them if have missed any obvious ones.

Some key uses of social media include Networking, Content sharing, Entertainment, Advertising, Advocacy, Shopping, Education.

## UNDERSTANDING SOCIAL MEDIA USAGE IN SRI LANKA

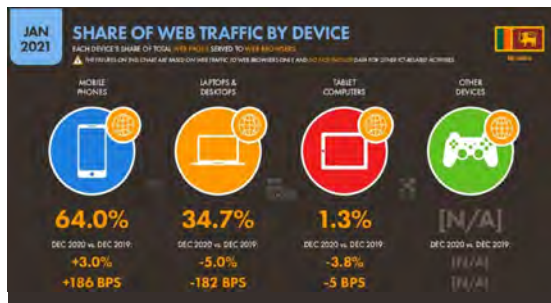
Duration: 10 minutes

This is to educate the participants on the use of social media platforms in Sri Lanka. When participants use social media platforms for advocacy efforts - or even for personal use - it would be beneficial to understand how these social media platforms are used in Sri Lanka.

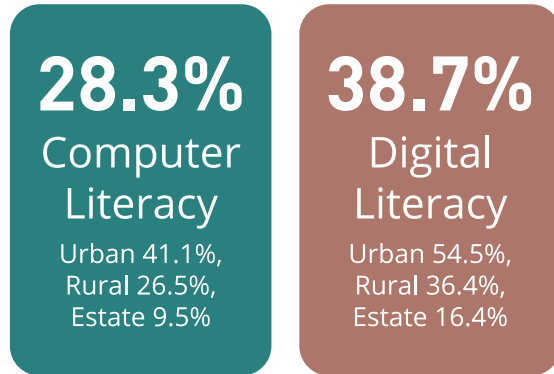
You can use the following graphics and statistics to explain the current social media usage in Sri Lanka. Refer to the presentation for more information about talking points for the statistical findings.



Data Image 1: This explains the existing digital population of Sri Lanka (DataReportal, 2021)



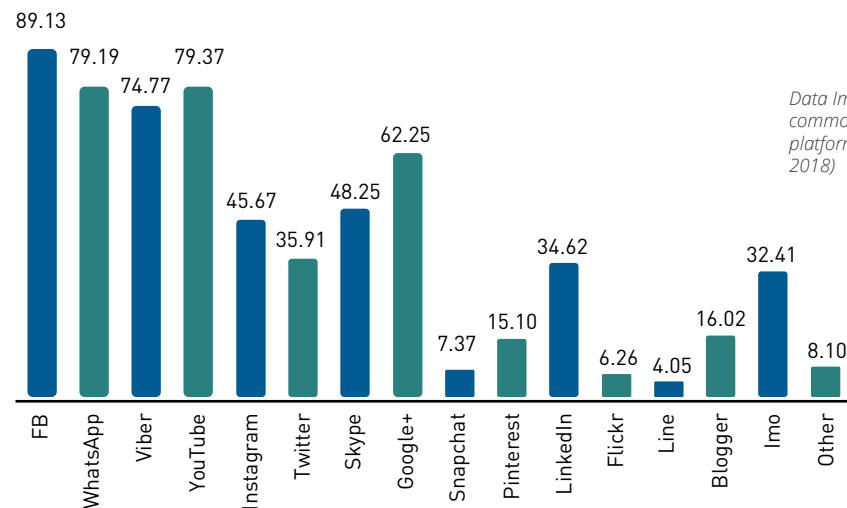
Data Image 2: This explains the main devices used to connect to the internet (DataReportal, 2021)



Data Image 3: This explains the discrepancy in computer and digital literacy in Sri Lanka (CERT, 2018)



Data Image 4: This explains the average age of first access to the internet in Sri Lanka according to gender, sector, and ethnicity (UNICEF, 2017)



Data Image 5: This shows the commonly used social media platforms in Sri Lanka (CERT, 2018)

## UNDERSTANDING THE GROWTH OF SOCIAL MEDIA

Duration: 15 minutes

While social media platforms might have been introduced in the recent decades, human interaction and networking have all been part of our lives. Ask the participants to take a look at the Jamboard and think of how the uses they had shared were fulfilled before social media platforms were invented. How did people make announcements? How did people connect with their friends? How did people engage in advocacy work? Explain how various forms of media has always been a part of us throughout human history.

**Activity:** Divide the participants into three groups with one trainer or facilitator for each group. The trainer must screen share the Mural board with a wide range of media that are mixed up. The participants must rearrange the media examples chronologically as accurately as possible from earliest to latest forms of media. The trainer will rearrange the media on the screen according to the instructions of the participants. If participants are not aware of some of the social media examples shared, the trainer must encourage them to look it up online.

Media examples to be put into Mural board: Newspaper, TikTok, Fax, Facebook, Email, Carrier Pigeons, Instagram, Hi5, Myspace, MSN Messenger, Ola leaf books, Television, Snapchat. Tinder, Writing on clay tablets, Postal Service, YouTube, Twitter, Television, WhatsApp, Smoke Signals, Virtual Reality, Facetime, Drum Messengers.

## DEBRIEFING

Duration: 15 minutes

The key message to reiterate at the end of this session is that social media has grown monumentally over the past few years, and it continues to grow rapidly into the future as well. While the platforms might be new, concepts such as business or networking or advocacy are very old. It is the technique and strategy that has changed. Therefore, it is important that we adapt to these modern forms of networking and advocacy to keep up with the world.

You can do a brief Q&A for the participants to clarify any questions or doubts they might have. You can end the session by asking the following questions.

CAN SOMEONE SHARE ONE NEW THING YOU LEARNED ABOUT SOCIAL MEDIA FROM THIS SESSION?

CAN SOMEONE SHARE WHAT'S ONE INCORRECT OPINION ABOUT SOCIAL MEDIA THAT WAS CORRECTED AFTER THIS SESSION?

### Some Resources for Further Learning

**DataReportal Sri Lanka 2021:** This explains the use of digital platforms in Sri Lanka via a range of statistics and latest data

<https://datareportal.com/reports/digital-2021-sri-lanka>

**Computer Emergency and Readiness Team - Information and Cyber Security Strategy of Sri Lanka 2019-2023:** This includes an analysis of the present status of the digital world including information on digital governance in Sri Lanka -

<https://www.cert.gov.lk/documents/NCSStrategy.pdf>

# UNDERSTANDING SOCIAL MEDIA ADVOCACY

**Duration: 120 minutes**

**Objectives:**

- Learn the meaning and importance of advocacy
- Understand traditional forms of advocacy
- Educate about the world of digital advocacy
- Identify the benefits and risks of digital advocacy
- Analyse case studies of digital advocacy

**Tools:**

Google Jamboard, Zoom chat box, Breakout rooms

**Note to trainer:** This session on social media advocacy aims to introduce the participants to the world of digital activism. The strategies and tools of digital advocacy will be discussed on the third day of the training. This session only aims to cover the basic components of digital advocacy. You must help the participants distinguish the difference between digital advocacy is different from traditional advocacy. You must use as many local examples and case studies as possible.

**Methodology:**

## A QUICK REFRESHER

**Duration: 15 minutes**

You can start with an energizer activity. The group must count up to a number (usually twenty), taking turns at random, with no two people speaking at the same time. If two people speak at the same time, even for a second, the group must start over at number 1. The group has succeeded when they have counted up to the set number. Depending on the group, this exercise may fail and that's okay: the failure itself can be instructional! Debrief this exercise to highlight some examples of good meeting etiquette, and to emphasize the importance of good communication.

Do a quick reminder of the session rules for the participants. Remind them these rules still apply and must be followed by everyone present.

Do a quick revision of the previous session by highlight three or four key learnings. You can even use the answers shared by the participants at the end of session one.

Finally, introduce the participants to the session. Give a brief understanding of what will be discussed by explaining the objectives of the session.

## WHAT IS ADVOCACY?

**Duration: 15 minutes**

Before we jump into the topic of digital advocacy, first it is important to understand the meaning of advocacy. Explain the following key component of advocacy to the participants:

Advocacy means taking action to create change. Advocates organise themselves to take steps to tackle an issue. They help to give people ways to speak out about things that negatively affect them.

Advocacy includes many different types of activities. It can mean researching new solutions, creating coalitions of like-minded people, public campaigning to raise awareness and much more. The aim of advocacy is to create change.

Advocacy can be used to create change anywhere in the world on any issue of social inequality. If improvement is possible, it will benefit a group of people then there is a chance that advocacy will work.

**Activity:** Open a new page in the Jamboard. Ask participants to pick a topic of advocacy. They can pick something random or even something they are passionate about. You can use the following question as a prompt: "What causes do you think people advocate for? What issues require advocacy? For what issue would you like to lend your voice?"

You can give them an example if necessary. For example, climate change or child rights. Write down their answers on the Jamboard by using sticky notes. These answers will be useful in later sessions.

## WHAT ARE TRADITIONAL FORMS OF ADVOCACY?

**Duration: 15 minutes**

Explain to the participants that advocacy has always been a part of our world. People have been raising their voices for different causes in different methods way before the internet became a part of our lives.

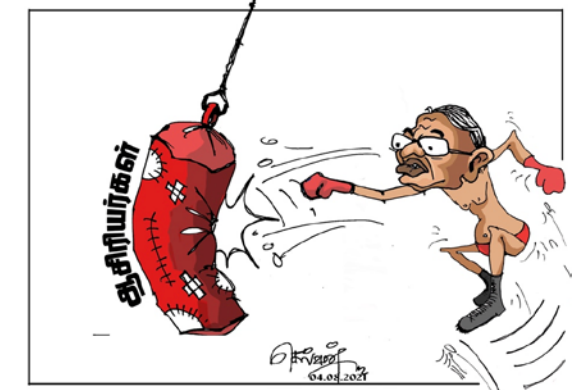
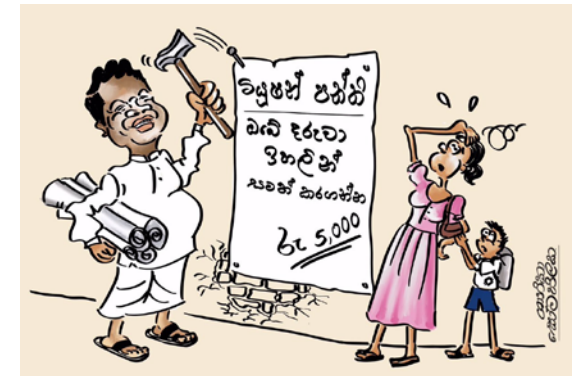
Advocacy can be done by a wide range of techniques including campaigning, social media campaigns, demonstrations, launching petitions and mobilising others to take action. Advocates

work to find ways to organise evidence, attention and action to create positive change.

Ask the participants to share examples of traditional forms of advocacy. They can either put their answer in the chat box or unmute and speak. Once they are done, you can share the following examples of traditional advocacy with the participants. Refer to the presentation for more information about talking points about the examples.

Cartoons have been used to address social issues long before the use of memes.

Posters are a traditional form of advocacy that is still being used in Sri Lanka. However, these can also be used for propaganda. Following posters depict highly political messages.



Over the last few years, street art and wall art are being rapidly used in Sri Lanka to depicting nationalistic messages.



Protests and demonstrations are considered a popular tool of advocacy and are frequently used by human rights advocates to raise their voices for different causes. The above demonstrations were conducted after the death of 16-year-old Ishalini in July 2021.



WHAT IS DIGITAL ADVOCACY?

Duration: 30 minutes

Now that participants have a basic understanding about what advocacy means and how it is traditionally used, you can move a step further and explain how digital advocacy works in the present timeline. You can use the following information to inform the participants about the world of digital advocacy.

Digital advocacy is when tools such as the internet, mobile phones and social media are used to bring about social change. Digital activism started in the 1990s and has grown ever since. There have been monumental changes in our social, political and economic climates as a result of campaigns carried out in digital spaces.

In Sri Lanka, we mainly use four forms of digital advocacy. Refer to the presentation for local examples to be used and shared with participants for each type.

- **Social Media:** Platforms such as Facebook, Instagram and YouTube are mainly used to spreading awareness and gathering support.
- **Blogs:** Blogs act as a form of online journalism and learning for citizens since they provide a medium of non-filtered communication for readers.
- **Microblogging:** This online strategy is used to spread awareness about a particular event or topic by posting frequent but brief messages. Twitter is an example for this.
- **Online petitions:** There are websites where people can communicate with others to sign a petition for a particular cause. This allows them to reach out to a widespread group.

Ask the participants if they have encountered any of the above types of online advocacy while browsing the internet. Inquire if they follow any pages or people who advocate through social media platforms.

**Activity:** Divide the participants into three groups. Each group will be given the name of one local change maker. Participants will be sent out to breakout rooms for 10 minutes, during which they must use the internet to research about the respective individual and write down a minimum of five things about their advocacy work. Once they come back, each group must share what they found out about the individual with the rest of the participants.

Use the following names for the group activity:



Rathya Atputharajah, Shukra Munawwar, Dewani Jayathilaka.

WHY DO WE NEED DIGITAL ADVOCACY?

Duration: 15 minutes

Once participants understand the meaning and scope of digital advocacy, you must help them grasp the importance of it. Why do we need digital advocacy? Many of those who are present at the training might be asking the question to themselves. Here is how you can answer it.

- **Active digital population** - A study conducted in 2017 by the Computer Emergency and Readiness Team (CERT) found that Sri Lankan youth spent at least an hour on average on social media platforms per day while nearly 50% spent up to 1-5 hours per day. The study also found that 60% use online spaces to find new information and 43% use such platforms to share digital media. These numbers tell us that we have an incredibly active digital population in our country. So, using digital tools to reach out these communities is not only an effective strategy, but also an important one.
- **Anonymity and safety** - Individuals are more like to engage in social activism online than offline since provides people a sense of safety and anonymity. People can share their opinions and engage with causes they are passionate while being able to have control over their boundaries. This flexibility has made digital advocacy an easier and safer tool for many advocates. Remind participants that this anonymity also has risks since it this freedom of expression can also influence people to share hatred and false information.
- **Post covid reality** - When we take our current reality into account, we must realize that digital advocacy might no longer be an option for most activist due to concerns about health and safety. Instead, digital platforms are now a necessity to connect with communities and to carry on their work.

**Note:** Here you can give examples of various digital advocacy campaigns and programs. Make sure your examples are contextually relevant and recent as well. You can also discuss how there is a surge in regional and national level webinars and online training programmes since the pandemic. Make sure to identify local examples.

One specific example you can use is the work in the peacebuilding sector. Digital peacebuilding is a type of online advocacy that analyses and responds to online conflict dynamics while harnessing digital tools to amplify peacebuilding outcomes. For instance, A program called Digital Peacebuilding Community of Practice (CoP) developed a manual and conducted online sessions on utilizing TikTok for peacebuilding efforts.

In a diverse country such our own, especially one that is still recovering from decades of civil war and ethnic tension, peacebuilding efforts are crucial to ensure our communities coexist with each other. However, in with our current covid reality, peacebuilding efforts, similar to most forms of advocacy, cannot be implemented in person. When such efforts to create harmony, dialogue, negotiation, and mediation between communities becomes stagnated, it can affect the cohesiveness between communities. Therefore, digital advocacy is crucial. It allows us to continue our peace building efforts despite our current struggles. It gives us an alternative.

WHAT ARE THE PROS AND CONS OF DIGITAL ADVOCACY?

Duration: 15 minutes

Similar to any strategy or method, digital advocacy also comes with both benefits and risks. Before you explain this duality, ask the participants if they can think of any benefits or risks of utilizing digital platforms for advocacy purposes. Once they share their answers, you can inform them on the following.

Opportunities

- Through platforms such as Facebook, you can connect to larger communities.
- Running an online campaign is relatively inexpensive and can be carried out by fewer people.
- It encourages people who cannot engage in real life activism to participate through digital means as it is safer and more accessible.
- Although used as an introductory method, it can influence individuals to take offline action too.

DEBRIEFING

Duration: 15 minutes

The key message to reiterate at the end of this session is that similar to any sector, the advocacy sector has also been revolutionized through the use of the internet and digital platforms. Social media can be an excellent tool for advocacy efforts. But like any tool, it can come with risks and limitations too. In order to avoid such possibilities, the first step is to inform ourselves about the digital world as well as the world of advocacy. Now that we have a good understanding of both, we can move on to figure out how to make the best use of the digital platforms to lend our voices to causes that are close to our hearts.

You can do a brief Q&A for the participants to clarify any questions or doubts they might have. You can end the session by asking the following questions.

- CAN SOMEONE SHARE ONE NEW THING YOU LEARNED ABOUT ADVOCACY FROM THIS SESSION?
- CAN SOMEONE SHARE WHAT'S ONE INCORRECT OPINION ABOUT ADVOCACY THAT WAS CORRECTED AFTER THIS SESSION?

**Some Resources for Further Learning**

Nalaka Gunawardana (2017) - Digital Trans4maton in Sri Lanka: Opportunities and Challenges in Pursuit of Liberal Policies: This is an in-depth study on how digitization and digital transformation impacts the Sri Lankan society - <http://www.rticommission.lk/web/images/pdf/DigitalTransformationinSriLankareport-FINAL-30Nov2017.pdf>

Online Optimism (2020) - Why is Social Media Activism Important: This online article further explains the history and importance of social media activism - <https://www.onlineoptimism.com/blog/social-media-activism/>

Limitations

- Difficulty in connecting to rural areas that do not have proper internet access.
- Online activists have been victims of online hate and criticism through trolls and haters.
- Online activism is limited by factors such as censorship and shutdowns. So, talking about certain topics can be harder than others.
- Information can get lost or ignored due to floods or new data and can be prone to misinterpretation.





DAY 02

New Post



View Activity



## UNDERSTANDING ONLINE HATE SPEECH

**Duration: 120 minutes**

**Objectives:**

- Identify manifestations of online violence
- Discuss the meaning of hate speech
- Learn to identify hate speech
- Share strategies to counter hate speech

**Tools:** Google Jamboard, Mural, Mentimeter, Breakout rooms

**Note to trainer:** The purpose of this session is to educate participants how to identify hate speech and combat it in a realistic way. The session will introduce the participants to various manifestations of online violence – especially ones that are prevalent in Sri Lanka. The objective is not to scare the participants, but rather to inform them of our reality and to equip them with the skills to be safe and sensible online.

**Methodology:**

### GETTING STARTED

**Duration: 15 minutes**

You can start the discussion with an energizer activity. This activity is called Touch Blue. Begin the game by calling out something to touch such as “touch blue”. Each participant then has to move and touch something that is blue. This might be something on their desk, an item of clothing, or something they have to go and find from their immediate surrounding.

If you want to make it a little more competitive, give everyone fifteen seconds to find something and eliminate those players who don't find anything in time. Keep playing and reduce the time until one player remains. This activity will help the participants to get warmed up for the discussion.

Move on to do a quick reminder of the session rules for the participants. Remind them these rules still apply and must be followed by everyone present. You can encourage them to amend the rules if necessary. Ask them if there is something to add to the list.

Do a quick revision of the previous session by highlighting three or four key learnings. You can

even use the answers shared by the participants at the end of the previous day.

Finally, introduce the participants to the present session. Give a brief understanding of what will be discussed by explaining the objectives of the session.

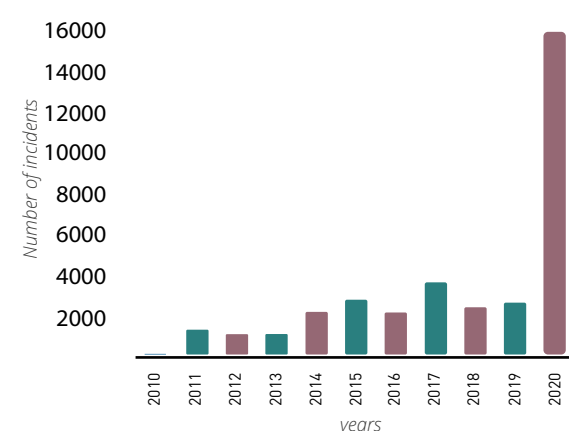
### MANIFESTATIONS OF ONLINE VIOLENCE

**Duration: 30 minutes**

You can begin the discussion by asking the participants the following questions. “What kind of problems and issues can people face when they use social media platforms?” You can give them an example to encourage them to share. For instance, fake profiles or cyber bullying are two common social media issues reported in Sri Lanka. Allow participants to use the chat box to share their answers while one facilitator documents the responses on Mentimeter.

Share the final Mentimeter slide with the participants to explain that issues people face on social media can be diverse depending on their identity, the type of platform and various other factors.

You can share the following graph from Computer Emergency and Readiness Team to explain the growth of ‘social media related incidents’ in the year 2020 during the Covid-19 pandemic. Refer to the presentation for more information about talking points for the statistical findings.



Total No of social media related incidents

The next step is to explain common manifestations of online violence faced by young people in Sri Lanka. You can focus on the following types as examples. Make sure to use at least one case study or incident to explain each type of violence.

Refer to the presentation for examples and case studies.

**Cyberbullying:** This is the act of intentional cruelty directed at others by sharing or posting harmful, embarrassing, personal material on social media platforms or directly targeting the victim through messaging platforms. Any act of bullying is intentional, targeted and repetitive. For example: Creating and sharing memes about victims of violence (Suitcase Incident February 2021).

**Image-based Sexual Violence:** When someone is bullied, blackmailed, threatened, discriminated, and/or coerced online to share intimate images or videos, this is known as image based sexual violence. This includes the non-consensual distribution or publication of intimate photos or videos online, as well as any other material via memes, and edited images. For example: When someone edits a picture of a girl to look like a nude picture in exchange for real nude pictures/videos or even monetary benefits. Share the video/case study embedded in the presentation.

**Impersonation:** Pretending to be someone else and can range from obvious mockery to borrowing or stealing someone's identity—such as their name, image, or identifying information—to carry out actions that are attributed to the victim. This often results in the creation of fake profiles on social media platforms. For example: Another person creating a fake account on Facebook and posting fake news under your name.

You can share multiple case studies or real-life examples here to explain different forms of online violence. However, make sure to be respectful to the survivors of violence and always maintain anonymity to protect the identity of the individuals being discussed.

**Activity:** Open up a Jam board. Ask the participants to identify feelings one might go through when they are experiencing online violence. Write down their answers. Once there are more than five emotions (angry, scared, embarrassed, lonely, worried) explain how these are emotions felt by all victims of violence

Note - It is absolute essential that you emphasize the fact that online violence that DOES NOT happen BECAUSE of the internet – but only THROUGH the internet. In other words, people can be violated or bullied or harassed in offline environments just as online environments. So, it is not the internet or social media platforms that are the problem – but the people who use it. You must keep reiterating this point throughout this session to make sure participants do not feel intimidated by the internet or wary of social media platforms.

### WHAT IS HATE SPEECH?

**Duration: 15 minutes**

Now that we are diving into the topic of hate speech, the first thing you need to clarify is that hate speech is indeed a form of online violence. Since hate speech – and verbal harassment in general – is normalized in our culture, it is essential that you clarify this matter first.

**You can explain hate speech by using the following definition:** Hate Speech is defined as any kind of communication in speech, writing or behaviour, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, colour, descent, gender or other identity factor.

Next you need to clarify the difference between free speech – or freedom of expression – and hate speech since some participants might not be able to distinguish between the two. You need to emphasize the following points:

- **Free speech:** refers to the right to seek, receive and share information and ideas with others. But this freedom must be used responsibly and can be restricted when considered as threatening or encouraging hateful activity.

- **Hate speech:** particularly online hate speech targets particular groups of people – often minorities and dehumanizes them. Hate speech perpetrators often see “the other” as enemies and have a tendency to connect all issues in society to these targeted communities.

**Remember to reiterate the key difference:** Free Speech is a way to exchange, teach, learn and challenge each other's perspectives whereas Hate Speech is targeting particular groups with malicious intentions and insulting individual identities. Remind the participants that all internet platforms can be places where people post hateful content, whether as words, videos, photos or memes, and cause great harm. It is up to all of us to consider our own online content and make sure we are not crossing the line from free speech to hate speech.

**Note:** A good way to explain this confusion between free speech vs hate speech is to use our own constitution. Some people might believe that they are within their right to say what they want – both on online and offline spaces – due to the freedom of speech and expression guaranteed by our constitution. If this is the case, then it must be also pointed out that the same constitution also guarantees that all persons are equal before the law and entitled to equal protection of the law

and that no citizen will be discriminated against on the grounds of race, religion, language, cast, sex, political opinion, place of birth or any such grounds. Explain the relevance of both Article 14(1)(a) (Freedom of Expression) and article 12 (right to equality) of our constitution so that our participants understand that hate speech is not only immoral and unethical, but also goes against the law.

Some examples of online hate speech targeting focusing on religious and ethnic minorities.



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Read at: [www.facebook.com/SinhalaBuddhist](http://www.facebook.com/SinhalaBuddhist)

මුස්ලිම් පල්ලි ආක්‍රමණයට ලක් වූ කිරියාය සෑයට, දීසවාපියට, දඹුල්ල විහාරයට, මුදු මහා විහාරයට, අනුරපුර මහමෙවුනාවට, කුරුමලට, දෙවනගලට... නව දසක කීපෙකින් මේ විකම වෙනනයි යන්නේ! සිංහලයෙහි අවදිවිවි ! Share කරන්න.



HOW DO WE IDENTIFY HATE SPEECH?

Duration: 30 minutes

TYPE	DESCRIPTION	EXAMPLE
Disagreement	This involves disagrees with the ideas or beliefs of a particular group.	Feminism does not exist. All feminists are wrong
Negative Actions	This highlights negative none violent actions associated with the group.	Northern people want to split up the country
Negative character	This includes negative characterization or insults towards a particular group.	All homosexuals are paedophiles.
Demonizing and dehumanizing	This involves belittling groups and equating them to subhuman entities.	Muslim people are pigs or homosexuals are monsters.
Violence	This outrightly calls for violence against the specific group.	Let's kill all Muslims. Let's drive them out of our country.

Explain that hate speech can be expressed in different ways and can vary based on its intensity. The following are different forms of hate speech growing in terms of their intensity. Refer to the presentation for more examples and information on the types. Make sure to take your time with each type and explain it clearly with many examples as possible. The purpose of this discussion is not just to help the participants identify hate speech, but also to understand that hate speech does not exist in a vacuum. Instead, it increases while reflecting a changing political context that allows it to grow.

**Activity:** Open a mural board with examples for different forms of hate speech ranging from disagreement to violence as depicted in the above table. Separate the participants into breakout rooms in groups of 5 and give each group 10 minutes to identify the correct type/category for each example. Once all groups are done, share the correct answers and see how they have performed. This activity will enable them to practice the identification of hate speech as well understand its different levels of intensity.

**Note:** Throughout this discussion keep in mind that the subject matter can be heavy or triggering for some participants. So, it is important for you to remind them that they can privately reach out and talk to the trainer if they are feeling overwhelmed or uncomfortable.

HOW DO WE COUNTER HATE SPEECH?

Duration: 15 minutes

The final topic of this conversation is to support the participants to identify the correct ways of countering hate speech. The first thing you must clarify is that we cannot completely eliminate hate speech – both in online and offline environments. However, we can identify ways to reduce it and minimize its impact. As young people, here are five practical ways the participants can counter hate speech online. Make sure to clearly explain each one.

**Report it:** Hate speech violates the terms of service and community standards set up by most social media platforms. If you encounter hate speech online, you can report it anonymously. So, you don't have to worry about retaliation.

**Block it:** If a friend or someone you know online is spreading hate speech, then you can block them – especially if you don't want to be exposed to their content.

**Don't share it:** It is not only wrong to post or publish hate speech, but it also wrong to share it as well. So, if you notice any hateful content, do not share it since it can encourage the poster and can also spread it further to more people.

**Don't React:** When it comes to platforms such as Facebook, you must be mindful of your reactions. Facebook post reactions are used to indicate one's feelings about the content of a particular

post. The likes and reaction towards a post can increase its reach on that social media platform. So, when you encounter hate speech, it is best not to engage directly with that post. Simply report it, block it and ignore it.

**Call it out:** If you feel like you want to directly challenge the poster about their hate content, you can do that too. You can make a counter post with accurate information and correct their false claims. But do not engage with hateful accounts or profiles if you feel like it will affect your personal safety.

**Learn more:** Hate often stems from ignorance. If you are feeling consumed about whether a post or content is hate speech or free speech, then learn more about it. Do your research and validate their claims. Do not share anything online without verifying it first.

## DEBRIEFING

**Duration: 15 minutes**

The key message to reiterate at the end of this session is that addressing and countering hate speech does not mean limiting or prohibiting freedom of expression. It only means keeping hate speech from escalating into something more dangerous such as incitement, discrimination, hostility and violence. While social media platforms are responsible for monitoring, analysing and removing hate speech content, it is our individual responsibility to not encourage it.

The internet offers the possibility of every user/ participant to create, publish, distribute and consume media content fostering therefore a space of full participation, engagement and self-expression. The development of social networks, in particular, has increased the level of youth participation in cyberspace in a variety of ways ranging from keeping in touch with peers and developing new contacts to sharing content and exploring self-expression. Online space, just as offline space, presents new opportunities, challenges and threats to young people. Just as in offline space, young people may equally be victims and agents of abuse and human rights violation.

Remind the participants what hate speech means – It targets a group or a person because of an aspect of their identity. Inform the participants that we will be looking further into these identities and targeted behaviour in the next session.

You can do a brief Q&A for the participants to clarify any questions or doubts they might have. You can end the session by asking the following questions.

**CAN SOMEONE SHARE ONE NEW THING YOU LEARNED ABOUT HATE SPEECH FROM THIS SESSION?**

**CAN SOMEONE SHARE WHAT'S ONE INCORRECT OPINION ABOUT HATE SPEECH THAT WAS CORRECTED AFTER THIS SESSION?**

### Some Resources for Further Learning

Search for Common Ground (2019). Young People Countering Hate Speech on Social Media in Sri Lanka: Rapid Context Assessment Report – A research study that examines the nature and scope of hate speech prevalent in Sri Lankan social media.

[https://www.sfcg.org/wp-content/uploads/2020/05/SFCG-SRI\\_Lanka\\_Rapid\\_Conflict\\_Assessment\\_on\\_Hate\\_Speech\\_2019.pdf](https://www.sfcg.org/wp-content/uploads/2020/05/SFCG-SRI_Lanka_Rapid_Conflict_Assessment_on_Hate_Speech_2019.pdf)

Centre for Policy Alternatives (2014). Liking Violence: A Study of Hate Speech on Facebook in Sri Lanka – A research study that analyses hate speech on Sri Lanka's most popular social media platform

<https://www.cpalanka.org/wp-content/uploads/2014/09/Hate-Speech-Executive-Summary.pdf>

## UNDERSTANDING GENDERED HATE SPEECH

**Duration: 120 minutes**

**Objectives:**

- Understand the concept of gender and gender bias
- Learn gender dimensions in the digital space
- Discuss gendered hate speech
- Identify strategies to combat gendered hate speech

**Tools:** Google Jamboard, Video Case Studies, Breakout rooms

**Note to trainer:** The purpose of this session is help participants understand that power dynamics play a role in manifestations of online violence as well. You must explain that similar to ethnic and religious minorities, gender minorities also get affected by hate speech. Even though population wise women are not a minority group, women do lack power, opportunities and safety in both online and offline spaces when compared to men. The key is to emphasize the fact that the online violence and hate speech experienced by women and girls is not a standalone issue, but an extension of gender-based violence in our society.

**Methodology:**

### A QUICK REFRESHER

**Duration: 15 minutes**

You can start with a mood checker. Since the second day of training deals with heavy topics, it is important to make sure the participants are feeling safe and comfortable. Ask the participants to describe their current mood through a colour. For example, "I'm feeling purple" or "I'm feeling a little red". This will allow participants to check in with themselves and see how they are doing.

Once the mood checker is complete, make sure to do some quick stretches with the participant – especially for the arms and the neck. Take a few deep breaths and dive into the topic.

You explain the session objectives and inform the participants of how we are going to discuss online hate speech towards women and girls.

## WHAT IS GENDER AND GENDER BIAS?

**Duration: 30 minutes**



Before participants can understand gendered hate speech, it is vital that they have a clear understanding of gender. Since there is a general inability to distinguish between sex and gender, it is important that we clarify the meaning of these concepts before diving into the main topic.

You can help the participants understand the concept of gender through a very simple activity.

**Activity:** Separate the participants into three breakout rooms. Each group will be given a topic – Toys, Qualities and Professions. The group must identify examples for their topic based on gendered notions. For example – what are "girls toys" and "boys toys". Similarly, "what qualities are masculine" and "what qualities are feminine" and of course "what jobs are more suitable for women and what jobs are more suitable for women."

A facilitator present in each group can open a Jamboard and document the responses of the participants. Give the participants 10 minutes to discuss and write down their answers.

Once the participants are back, share the answers/slides with the whole team and explain how our responses reflect the gender bias in society. For example, dolls are considered to be a girl toys whereas cars are considered to be a boy toy. Physical strength is considered a masculine quality whereas empathy is considered a feminine quality. Driving is considered a male profession and nursing is considered a female profession.

You can explain that these gendered dimensions are present in every aspect of our lives – the clothes we wear, the colours of the world, the sports we play, the hobbies we choose and so many other everyday decisions.

The key is to emphasize that gender is a social construct that can become rigid and restrictive. It can reduce opportunities and prevent growth. You must clearly explain the difference between sex and gender, focusing on the fact that one is a biological concept whereas the other is a social constructed one.

## GENDER DIMENSIONS IN DIGITAL SPACES

Duration: 30 minutes

The violence, stereotypes and discrimination women face in the real world is also reflected and practiced in the digital world as well. You can help participants understand this through a series of statistics and case studies.

But before you begin, ask the following question from the participants – “What kind of issues do you think women and girls face online? Do you think there are issues that women are more vulnerable to in digital spaces?” This will help you get a grasp of their understanding – as well as their experiences online.

The following findings are from a study conducted Women in Need. Explain how each finding emphasizes the gender dimensions in social media.

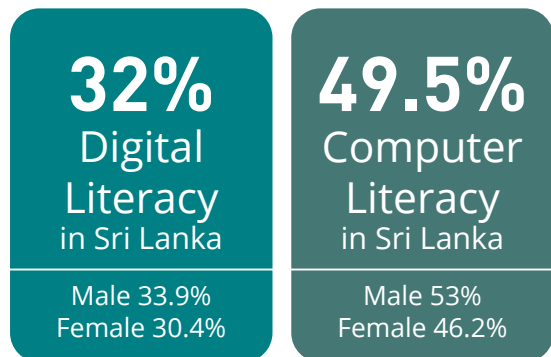
- **The WIN Study states that majority complaints made to both the CID as well as SLCERT regarding online harassment or bullying are reported by women** – Women are more likely to be victims than perpetrators of online violence.

- **The study by WIN found that 1 in 5 people knew of a friend whose intimate images or videos were leaked to an online platform. The study also revealed that highest number of incidents where intimate pictures or videos of a friend were leaked online were from Batticaloa, Badulla, Ampara, Trimcomalee and Kalutara districts** – Online violence against women is not restricted to Colombo but can happen in any part of the country.

- **The study by WIN also found that women were thrice as likely to share their passwords with their partners compared to men, which could be a contributing factor to high number of creations of fake profiles and hacking among female users of social media** – This shows that women are more likely to be coerced and manipulated to share personal details in online relationships just as offline relationships.

You can also share the following finding by the Census and Statistic Department of Sri Lanka from 2020 which shows a clear discrepancy between men and women in their computer and digital literacy. This gap in knowledge and awareness further makes women vulnerable to violence and harassment in digital spaces.

You can also share the following case studies of online violence against women and girls in the



form of video stories. Storytelling and personal experiences resonate well with the participants and these case studies will help them understand the manifestations of gendered hate speech and online violence with more context.

### Sinhala Case Studies:

- <https://bit.ly/3k1eB3R>
- <https://bit.ly/3kKtqTA>
- <https://bit.ly/3EVUg2U>
- <https://bit.ly/2ZyOBjf>
- <https://bit.ly/3i9dXL2>

### Tamil Case Studies:

- <https://bit.ly/3oaGcwl>
- <https://bit.ly/3AMPOkB>
- <https://bit.ly/3kHEBfC>
- <https://bit.ly/2Wisw7k>

## WHAT IS GENDERED ONLINE HATE SPEECH?

Duration: 30 minutes

You can begin the conversation by asking the participants to explain what they remember about hate speech. You can ask them to explain the difference between free speech vs hate speech. Remind the participants that online hate speech is targeted behaviour – it targets minority or vulnerable groups and attacks their identity or aspects of their identity. Gendered hate speech is a type of hate speech that attacks those who identify as women. You can use the following points to explain gendered hate speech to the participants.

**Point one** – Establish the fact that gendered hate speech is a manifestation of gender-based violence.

Gendered hate speech takes place online and offline and in all forms of social interaction: at school, in the family, in social circles, in the public space, at work, via emails, websites and (social) media. Although it has taken a new dimension through the Internet, the root causes of gendered hate speech preceded the technology and are fundamentally linked to the persistent unequal power relations between women and men. Gendered hate speech is a form of violence against women and girls that perpetuates and exacerbates gender inequality.

**Point two** – Gendered hate speech is form of sexism and misogyny – which aims to incite or promote or justify hatred and violence based on sex.

Gendered hate speech is one of the expressions of sexism, which can be defined as any supposition, belief, assertion, gesture or act that is aimed at expressing contempt towards a person, based on her or his sex or gender, or to consider that person as inferior or essentially reduced to her or his sexual dimension. Sexist hate speech includes expressions which spread, incite, promote or justify hatred based on sex.

**Point three** – Gendered hate speech does not necessarily have to be violent or hateful. It can be manifested in different ways.

Gender based hate speech or sexist hate speech can take many forms online and offline. Most common acts of sexist hate speech are victim

blaming, re-victimisation, slut-shaming, sharing of explicit or sexual images without consent,



offensive comments on appearance, sexualised threats, sexuality, sexual orientation or gender roles, false compliments, ridicule the target etc

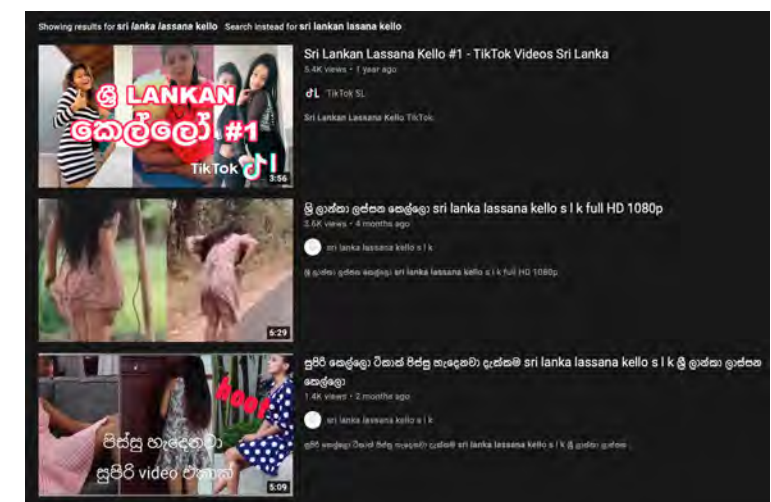
Next you will share examples of gendered hate speech from social media platforms.

Remind the participants about what we discussed in the previous session – hate speech is targeted. It insults and shames and even calls for direct violence. Ask the participant if they think the above page can be considered hate speech or not.

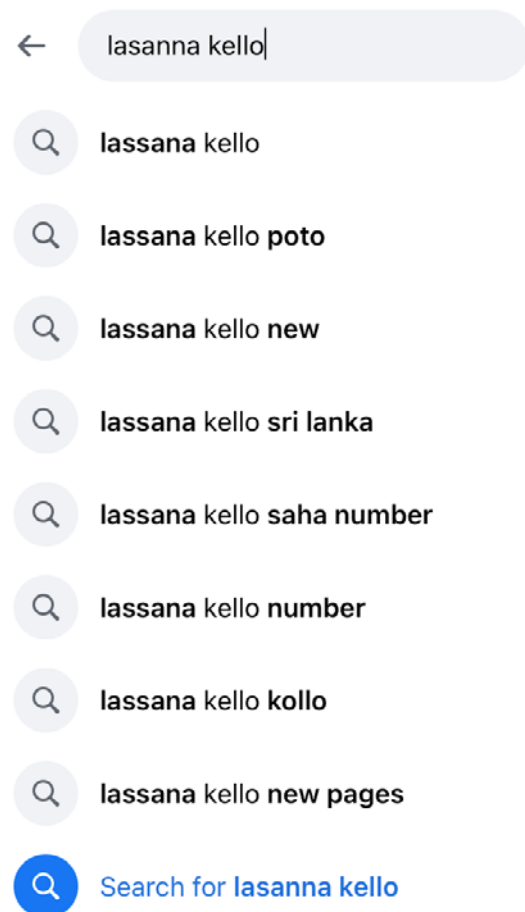
You can also share this video to share more examples of gendered hate speech on Facebook -

<https://bit.ly/3kKukiW>

You can also share examples from other platforms such as YouTube, Instagram and TikTok. Feel free to add your own examples.



**Activity:** Now that participants understand what gendered hate speech is, give them an opportunity to identify it online. Divide the participants into three groups and send them out into breakout rooms. Their task is to identify a minimum of five pages on Facebook or Instagram that promote gendered hate speech. Explain how finding such pages are incredibly easy when they utilize the right search words. For example, some search words in Sinhala would be “Kello” or “Lassana”. See below image for reference.



They must find local pages or profiles – it would be even great if they can find pages that target women from their district. You must also advise them to use both English and Sinhala fonts since these pages exist in both. Give each group 10 minutes to identify the pages. Once they are back, they can share the names of the pages. Identify how many gendered hate speech pages the whole team has identified in the span of 10 minutes. Explain how this shows the severity and magnitude of gendered online hate speech in Sri Lanka.

The final step is to inform the participants how to deal with such pages. The important thing is to report them to the relevant social media platforms. Many young women do not possess the social media literacy to know how to report a page

or profile. In this case, you can demonstrate how to report a Facebook page or profile by sharing your screen. Once you are done, encourage participants to report the pages they found – then and there. Inform them that this does not mean the page will be immediately removed, but at least will be flagged by the social media platform due to the mass reporting.

## DEBRIEFING

**Duration: 15 minutes**

The key message to reiterate at the end of this session is enabling the participants to understand gendered hate speech and violence against women and girls online is a real problem. Women who experience online abuse understand that online violence is real violence, but very often their peers, friends, or families do not. Sometimes it's laughed off. Some families restrict girls and women from accessing the internet if they complain of violence, so they don't tell their families. This is quite similar to locking up girls at home for their own 'protection' or restricting their mobility in the name of protecting them. It doesn't work offline, and it won't work online.

You can conclude the session by explaining the impact of online violence and gendered hate speech on women and girls:

One of the unfortunate consequences of online violence is that victims suffer from long-term emotional and economic consequences. Research on online harm caused towards women shows that victims of online violence not only face emotional consequences such as stress and anxiety, but also experience withdrawal from digital spaces. These factors are further motivated by their families who refuse to give young girls access to mobile phones, laptops or even an internet connection. This practice is dangerous – especially in a post covid world, where access to the internet is pivotal for our daily activities. The solution to online violence is not to reduce the accessibility of women to the internet. The solution is to create platforms that are safe and respectful for all users. Like everyone else, women have the right to express themselves freely and without fear.

Violence against women is a huge threat to progress on gender equality. Unless we make sure the internet is a safe place for women and girls, technology will be one more way that women are attacked, suppressed and marginalized. The digital world is full of opportunities. We must make sure women and girls have access to these opportunities. That's why it's urgent that companies and governments work closely on this issue to tackle violence online and make the digital world safe and empowering for everyone.

You can do a brief Q&A for the participants to clarify any questions or doubts they might have. You can end the session by asking the following questions.

CAN SOMEONE SHARE ONE NEW THING YOU LEARNED ABOUT GENDERED HATE SPEECH FROM THIS SESSION?

CAN SOMEONE SHARE WHAT'S ONE INCORRECT OPINION ABOUT GENDERED HATE SPEECH THAT WAS CORRECTED AFTER THIS SESSION?

### Some Resources for Further Learning

Camilla Bratsbjerg (2018). Image-based Cyberviolence against Women and Girls in Sri Lanka: This includes key findings from a field study in Sri Lanka

[http://www.bakamoono.lk/admin/wp-content/uploads/2016/06/GBCV-Sri-Lanka\\_-Findings-and-recommendations-sheet\\_C.-Bratsbjerg.pdf](http://www.bakamoono.lk/admin/wp-content/uploads/2016/06/GBCV-Sri-Lanka_-Findings-and-recommendations-sheet_C.-Bratsbjerg.pdf)

Ground Views (2018). Technology-related Violence Against Women and Girls in Sri Lanka: Key Trends. This is a research articles sharing the current trends and issues women face in digital platforms -

<https://groundviews.org/2018/01/15/technology-related-violence-against-women-and-girls-in-sri-lanka-key-trends/>

DAY 03



# UNDERSTANDING DIGITAL STORYTELLING

Duration: 120 minutes

**Objectives:**

- Understand the importance of digital storytelling in advocacy efforts
- Identify forms of digital storytelling
- Learn the ethics of storytelling
- Create digital stories

**Tools:** Google Jamboard, Mural, Videos, Breakout rooms

**Note to trainer:** The purpose of this session is help participants understand the power of storytelling in the world of advocacy. Some people believe that sharing stories and experiences is not a powerful tool to combat issues like gender-based violence or hate speech. It is not an easy task to change attitudes and beliefs of other people. But help the participants to remember that our beliefs and attitudes are heavily influenced by the stories we consume through our families, religion, school and media. The key message us to inform participants that when it comes to activism and changing the mindsets of people – storytelling can be a very effective tool.

**Methodology:**

## GETTING STARTED

Dutarg:15 minutes

You can start the discussion with an energizer activity. Since the focus of the session is storytelling, you can use an activity related to that. The Finish the story game is a fun group activity which develops each player's storytelling skills. The aim of the game is to create a complete story as a team. Going around in a circle each player will contribute one sentence to the story. You can begin the game with a sentence. You can for the classic "Once Upon a Time" or just go with your gut. Encourage the participants to do the same!

Once the story is concluded, move on to do a quick reminder of the session rules for the participants. Remind them these rules still apply and must be followed by everyone present. You can encourage them to amend the rules if necessary. Ask them if there is something to add to the list.

Do a quick revision of the previous session by highlighting three or four key learnings. You can

even use the answers shared by the participants at the end of the previous day.

Finally, introduce the participants to present session. Give a brief understanding of what will be discussed by explaining the objectives of the session.

## ADVOCACY AND DIGITAL STORYTELLING

Duration: 15 minutes

Activity - Start the session with a question. Ask the participants to share a story that made an impact on them. This could be a fairy tale they were told when they were a child. It could be a book they read or a movie they watched. It could even be something real – something that happened to someone they know. Ask the participants to share a story they will never forgot. They don't have to share the story. They can simply share the effect it had on them. The facilitator can share a story of your own too.

The first thing the participants must understand is the importance of storytelling. Why should do we do it? What does it achieve?

**Here are two key things you need to convey to the participants.**

- The stories we create and share can have an impact on us too. They can change us as much as they can change the audience. By creating and sharing stories, we stay hopeful and strong. Speaking out is very important. The personal change it invokes is just as important as sending a message to your audience.

- A single story will not change public opinion. But the practice of storytelling, when sincere and consistent, can inspire and encourage your audience to learn, engage and believe.

## FORMS OF DIGITAL STORYTELLING

Duration: 30 minutes

Firstly, you need to clarify the meaning of digital storytelling - Digital storytelling refers to creating and sharing stories through the use of digital platforms. This includes smartphones, computers, messaging apps, social media platforms and so much more. It combines the art of storytelling with multimedia such as videos, audio, and images.

Explain to the participants that the beauty of digital storytelling is that you have fewer restrictions and more opportunities. You have access to a wide range of tools and forms that can help you share your story is the best possible way.

The first step in creating a digital story is to figure out what kind of story you want to tell. Visit the mural board created by the participants on the very first day of the training – the one where they shared different social issues, they are passionate about. Tell the participants that activists working on all these issues use storytelling as a tool to create more awareness and gather more support to this field. Here are some examples where storytelling was used to create awareness.



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## Digital Posters

A digital poster is a poster that is displayed on a screen instead of being printed. It is a great visual tool for sharing information on social media. The platforms ideal for this type of storytelling are Facebook and Instagram. These posters can also be disseminated through WhatsApp and other text platforms.

You can share some examples of digital posters with the participants. Feel free to add your own to the presentation.



Next you need to share a simple tool that can be used by participants to create their own posters. You can use Canva as an example here since it can be used through a laptop and through the smartphone via the app. You can ask the participants to pick a random topic and create

a quick and simple poster online to help them understand the basics.

Here is a resource on how to create posters on Canva: <https://bit.ly/39DjB8r>



Memes

A meme is a visual image that is spread via the internet for humorous purposes. It usually represents the thoughts and feelings of a specific audience. Memes are perfect for any social media platform and can be shared through text platforms as well. You can share some examples of memes with the participants.



Memes can also be made on platforms such as Canva. But there are many apps participants can download to create memes easily. One such simple mobile app is Mematic.

Here is a resource on how to use Mematic: <https://bit.ly/39EvaHk>

Photo Stories

Photo stories consist of a series of images that aim to convey a message about an individual, place or issue. This format is particularly effective when sharing information with an audience that speaks different languages. Photo stories are ideal for Instagram but can also be shared on Facebook.

You can find an example of a photo story on gender-based violence (UNFPA) here: <https://www.unfpa.org/16objects>

Photo stories are very easy to make. All you need is a smartphone and some creativity. You can edit the photos on your phone by using the regular photo editor apps.



Videos

Videos are particularly effective in spreading messages within a short span and are likely to be shared more. Many activists use the medium of videos online to share the stories of people and places. Videos can be shared on Facebook, Instagram, YouTube and TikTok.

Here is an example of a video depicting a story about a girl's first period - <https://bit.ly/3EXOYnB>

Video editing requires some skill. But if the participants are willing to learn then using apps such as KineMaster, Quik, iMovie, Splice and Cameo can be useful.

ETHICAL STORYTELLING

Duration: 15 minutes

When telling stories and sharing content online, it is absolutely essential that we do it ethically right. You must help the participant understand that since all stories wield a certain amount of power and influence, we must be responsible in our storytelling efforts.

Here are two essential ethical concerns that participants need to be mindful of when posting stories on digital platforms:

**Informed Consent:** If the participant is telling a story about someone else, they have to get permission from the individual first. Even if we think it is a good idea and will help the person in the story, we cannot share someone's story without their consent. Moreover, we also have to make sure the way we tell their story is accurate. When we share stories about people online, people can feel more vulnerable. So, you must make sure the person in the story is satisfied with your creation. You cannot share a story without their approval.

**Avoid Stereotypes:** Participants must understand that even though the purpose of their digital story might be to create awareness, it might contain flaws too. A common flaw in many stories is that they may portray stereotypes. In order to avoid possible stereotypes in their stories, participants must do the necessary research and obtain a better understanding of the topic. When sharing stories about certain groups or communities (e.g.: women) they should also talk to more people to understand their perspectives without only focusing on one participant.

The following are examples where the storyteller failed to avoid stereotypes in their storytelling. Feel free to add your own examples to the presentation.



CREATING DIGITAL STORIES

Duration: 30 minutes

**Activity:** Now that participants know how to create digital stories, it is time that they put their knowledge to practice. Separate the participants into 5 or more groups and send them out to breakout rooms. Each group must create a digital story. It could be memes, posters, photo stories or even a video. But first, these are the instructions you must offer the participants:

**Pick a topic:** You can pick any social issue you want. The facilitator can share the slide from Mural where participants shared a list of social issues.

**Pick a storytelling method:** Choose the one you are comfortable with and feel confident about. You must keep in mind that you have a limited time to complete this activity.

**Assign tasks:** You can all try to do it together or each member can be assigned a specific task. It is best to figure out who is going to do what first. Do not let one member of the team do all the work.

**Know the Quantity:** A photo story must have a minimum of 10 images. Groups using memes and posters must create a minimum of three memes/posters. Groups creating videos must create a video lasting no longer than 2 minutes.

**Remember the Ethics:** Ask them to remember the lesson they learned about consent and avoiding stereotypes.

**Have Fun:** Remind them to have fun and enjoy the content creation process!

The facilitators must check in with each group regularly to check their progress. Give each group 20 minutes to create their content. Once they come back, they can share the findings with the rest of the group. If the members are unable to share the content directly from their device, ask them to message it to one of the facilitators. Review each group's content and give them constructive feedback.

## DEBRIEFING

**Duration: 15 minutes**

The key message to reiterate at the end of this session is that to remind the participants about the power of storytelling. Storytelling in advocacy is not just a form of sharing experiences. The participants must understand that they are not telling the story to a passive audience. People who watch, read and listen to these stories might be impacted in ways we cannot understand. They might respond to the stories and may even be inspired and encouraged to share their own. Finally, remind the participants that storytelling through digital platforms is something that everyone can learn to do with practice and effort. Encourage the participants to continue the art of digital storytelling in their personal lives.

You can do a brief Q&A for the participants to clarify any questions or doubts they might have. You can end the session by asking the following questions.

**CAN SOMEONE SHARE ONE NEW THING YOU LEARNED ABOUT DIGITAL STORYTELLING FROM THIS SESSION?**

**CAN SOMEONE SHARE WHAT'S ONE INCORRECT OPINION ABOUT DIGITAL STORYTELLING THAT WAS CORRECTED AFTER THIS SESSION?**

**Some Resources for Further Learning**

Storytelling for Advocacy – This is a useful guide to further understand how to use storytelling as an advocacy tool –

<https://www.swipehunger.org/wp-content/uploads/2020/09/Storytelling-For-Advocacy.pdf>

**UNDERSTANDING ONLINE SAFETY****Duration: 120 minutes****Objectives:**

- Learn how to post content online
- Understand Online Hate
- Identify methods to ensure online safety
- Discuss how to make a complaint about online violence

**Tools:** Google Jamboard, Videos, Breakout rooms

Note to trainer: The purpose of this session is help participants understand how to navigate the digital space once they become online content creators. As discussed in the previous sessions, being an online content creator or a digital activist can come with certain risks. Therefore, being prepared and obtaining the knowledge to counter such incidents is essential. Help the participants understand that we cannot stop people from sending hate or harassing others online. But we can equip ourselves with the right information and tools to increase our safety in digital platforms.

**Methodology:****A QUICK REFRESHER****Duration: 15 minutes**

You can start with a mood checker again. Since the earlier session involved a lot of work, it is important to make sure the participants are relaxed and ready for the new session. Ask the participants to describe their current mood through a colour. For example, "I'm feeling purple" or "I'm feeling a little red". This will allow participants to check in with themselves and see how they are doing.

Once the mood checker is complete, make sure to do some quick stretches with the participant – especially for the arms and the neck. Take a few deep breaths and dive into the topic.

You explain the session objectives and inform the participants of how we are going to the realities of being a content creator online.

**POSTING OUR CONTENT ONLINE****Duration: 15 minutes**

Now that the participants have learned how to create content, it is time to learn how to post it on digital platforms. It is important for the participants to understand that the way they post their content very much depends on the platform of their choice. In this case, here are some key factors you need to talk to them about.

**Know Your Audience:** The platform in which you post the content depends on who you are trying to focus on. For example, if you want to spread awareness in your local community, then think about whether they have access to social media platforms such as Facebook. If they do not, then you will have to disseminate the content through text platforms such as WhatsApp.

**Focus on Relevance:** When creating content on social issues, it is always best to pick relevant topics – issues that your community and your peers will find to be relatable.

**Know the requirements:** Each platform has its own requirements for content. For example, when posting pictures on Instagram, your image should be on 1800x1800 pixel size for maximum quality. If you are posting pictures on Facebook, then make sure you resize the image to 1200x630 pixels.

**Use Hashtags:** This is a feature you can use to increase the visibility of your content. When you are creating content about a particular topic, looking into the popular hashtags (used through the symbol of #) used by other posters. For example, if you are creating content on preventing child abuse, using hashtags such as #stopchildabuse or #preventchildabuse would be useful.

**Activity:** Ask the participants to develop hashtags they can use for the content they created in the previous session. You can ask the participants to share the answers in the chatbox. Give them a couple of examples if necessary. You can spend five minutes on this activity.

It is also important to have a conversation with the participants with promoting their content online. While not all participants might be interested in becoming social media influencers or social activists online, it would be worthwhile to share the basics of content promotion on social media platforms. In this case, here are some essentials you need to highlight:

**Understand Your Target Audience:** Understanding and building your audience is just as important as creating engaging content. Your content will not

be received if it is going to the wrong group of people. So be very clear on what you want to say and who you want to say it to.

**Pick a Theme:** Online campaigns always work better when they are more organized. So, you need to focus on a theme – or even a pattern. For example, posting on a particular issue (gendered hate speech) or focusing on a particular area (your own district) will help you identify a niche audience for your content.

**Post at the Right Time:** Social media analytics show that there is an ideal time for posting content on social media to increase exposure. The ideal time for posting content is in the morning. Social media marketers always encourage content creators to post in the morning. It's when people wake up and check up on what they have missed overnight.

**Be Consistent:** This is the most important rule of social media advocacy. You need to be consistent with your posting. Make sure to share content regularly and keep your platform alive.

**Boosting:** You can also boost the content on your social media platforms for more reach. This is a paid service – but it is reasonable priced. You need a debit or credit card to boost your content on social media platforms such as Facebook and Instagram.

When sharing content, it is also important for participants to remember the following to make sure they manage their expectations of online advocacy:

**It is a slow process that will evolve with time** – There have been posts and campaigns that only started to get traction after months.

**Rapid success is not always the case** – So don't expect your first post to be a hit or go viral.

**Numbers don't define successful** – Do not measure the quality of your post by the number of likes and comments, especially when you are just starting out.

**Disagreements will happen** – People you want to communicate with might not always agree with your opinion.

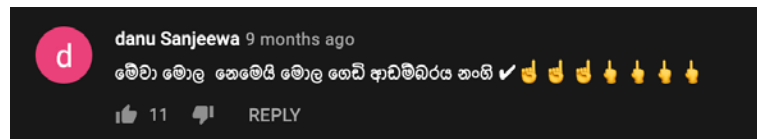
## WHAT IS ONLINE HATE?

Duration: 15 minutes

While the digital space can open activists to countless opportunities and a massive audience, much like offline activism it also makes them vulnerable to online hate and harassment. Many activists have faced experiences of hate, negativity and discrimination as a result of their advocacy work. However, it is important for participants to understand that online spaces give people easier access to express their disagreement. Since it is possible for individuals to comment and criticize from behind a screen, it increases the likelihood of content creators facing hate and harassment.

Nevertheless, hate speech has not discouraged activists from around the world and in Sri Lanka from moving forward with their advocacy work. As online hate is not something that can be eliminated entirely, it is essential that as activists we learn how to respond to it in a safe and sensible manner.

In digital activism, hate speech is usually directed towards the work of the activist and/or organization. It can also be directed towards the issues, ideas and individuals being discussed on your platform. Online hate aims to injure, dehumanize, harass, intimidate, debase, degrade and victimize activists and their work. The following are some examples of hate and



harassment content creators have faced when discussing social issues in digital platforms.

## HOW TO ENSURE OUR ONLINE SAFETY?

Duration: 30 minutes

An important part of learning about online hate and harassment is learning how to protect yourself against it. Ask the participants the following questions:

Do you have a passcode for your smartphone?

Do you use your name, birthday, or a personal detail as your password?

Do you use the same password for all your social media profiles?

Do you use your own email address to access your social media profiles?

The answers to these questions will enable you to understand the knowledge of the participants regarding online safety. Explain how the above behaviors makes them more vulnerable to online harassment and violence.

A global survey by Plan International revealed that 60 percent of girls and women have experienced harassment on social media platforms and one-fifth of them have either quit or reduced their social media use. It is important to understand that discontinuing the use of digital devices and online platforms is not a sustainable solution for ending online violence against women and girls. The internet is a remarkable resource for all humans. Everyone has the right to access the internet. More importantly, everyone has the right to access the internet safely.

Inform the participants that an effective and sustainable solution for combating online violence is to equip ourselves with the knowledge and

tools to be safe and sensible online. It is essential that they understand we understand our right to privacy and the need for digital security. The following are some general digital safety tips they need to know:

**Don't share your passwords** - Sometimes relationships change before your password does. Use your discretion and keep your passwords private.

**Don't share more than necessary** - Use caution when you share intimate messages, pictures or information with another person via online platforms.

**Reveal only as much as needed** - Be mindful of posting details about your whereabouts and lifestyle.

**Block people you don't want to interact with** - Trust your instinct and ignore, unfriend and block people as you prefer. You get to choose who gets to be friends with you online.

In this session, you will educate the participants on four basic but important online safety features.

### HOW TO LOCK YOUR SMARTPHONE

#### HOW TO SET A SAFE PASSWORD

#### HOW TO MAKE A FACEBOOK PROFILE PRIVATE

#### HOW TO REPORT A FAKE PROFILE ONLINE

You must make sure all participants understand how to do the above strategies correctly. Take your time with it and help them figure it out. You can find the information you need below.

### HOW TO LOCK YOUR SMARTPHONE

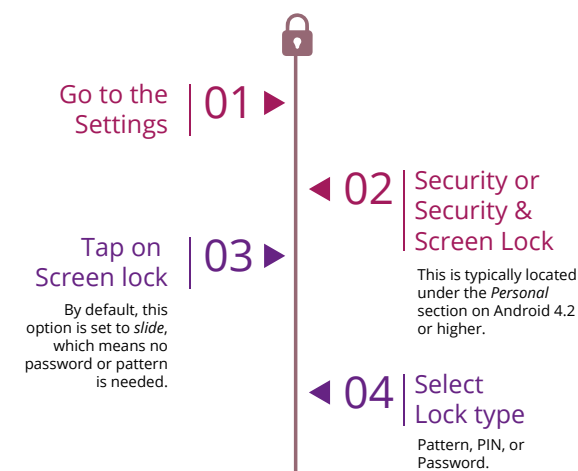
If you think about it, our smartphones hold so much information about us. It knows who your contacts and friends are, it takes snapshots of our lives through photos and videos, it knows where you've been and where you're headed, your browsing habits, your financial transactions, and your shopping habits; it knows virtually everything about you!

But surprisingly, over one-third of smartphone users don't even bother to use even the simplest 4-digit passcode to secure their gadgets. Now that's one security lapse that one shouldn't ever do. Currently, there are a number of ways to lock and unlock smartphones - face scans, thumbprints, irises, passcodes, patterns, and more.

Since the way in which you lock your smartphone (setting up a password to open your device) can

change depending on the device and operating system you use, here is a general instruction you can provide the participants.

Go to the Settings menu on your device.



**Pattern:** swipe to draw an unlock pattern you want to use. If you messed up, hit retry. Otherwise, hit continue. It will then ask you to draw that pattern again to confirm.

**PIN:** insert a 4-digit PIN that you're comfortable with. It's a good idea not to use repeating numbers (don't use more than two if you absolutely must). Hit continue. Re-enter the PIN to confirm.

**Password:** type the password you're comfortable with. The password must be at least 4 characters, must be no more than 17 characters, and must contain at least 1 letter. Hit continue. Re-enter the password to confirm.

No matter which option you chose, you should now be asked to enter your pin every time you open your device.

### HOW TO SET A SAFE PASSWORD

When using social media platforms, it is important to pay attention to your password. Here is how you can make sure your password is safe and secure.

**Don't share your password.** Think of it as a secret only you are allowed to know.

**Never use personal information** such as your name, birthday, username, or email address. This type of information is often publicly available, which makes it easier for someone to guess your password.

**Use a longer password.** Your password should be at least six characters long, although for extra security it should be even longer. Try to include numbers, symbols, and both uppercase and lowercase letters.

**Don't use the same password for each account.** If someone discovers your password for one account, all of your other accounts will be vulnerable. Use different passwords on different accounts.

**Don't write them down.** Resist the temptation to hide your passwords in a notebook or even post them somewhere another person could find them.

Ask the participants if they believe their password is a safe one. If they don't think, encourage them to change it immediately after the session.

**HOW TO MAKE YOUR FACEBOOK PROFILE PRIVATE**

By default, other people on Facebook can see the information you post on your Facebook account. This is not entirely safe since the information you post can be stolen, exploited and misused. There are ways to ensure that your activity and profile information on Facebook is limited when it comes to the general public and even those on your friends list. It only takes a few minutes to secure your account and may be worthwhile to do. It's very simple.

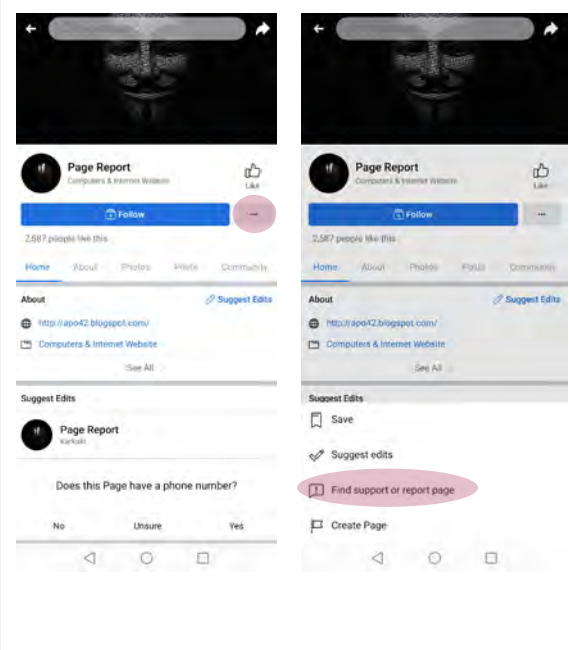
Go to Settings & Privacy > Settings > Privacy. Under Who Can See Your Posts, change Public to Friends, or another option.

You might need to do a demonstration for the participants. If necessary, you can find the instruction here in [Sinhala](#) and [Tamil](#).

**HOW TO REPORT A FAKE PROFILE ON FACEBOOK**

A fake account is an account where someone is pretending to be something or someone that doesn't exist. If you find a fake account, you must immediately report it to Facebook as it is serious identity theft. Here is how you can report a fake profile or page on Facebook.

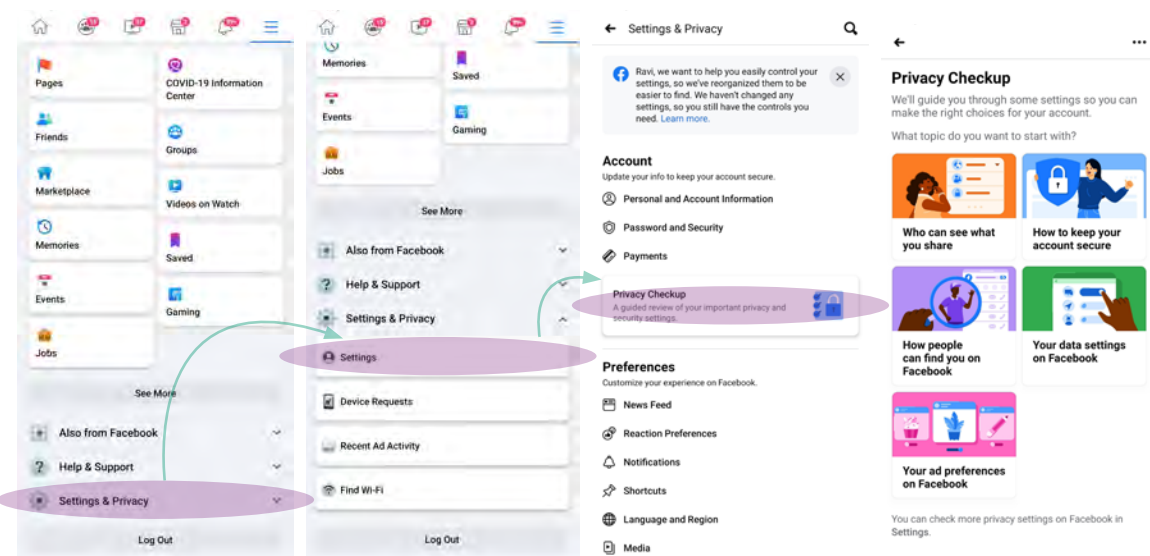
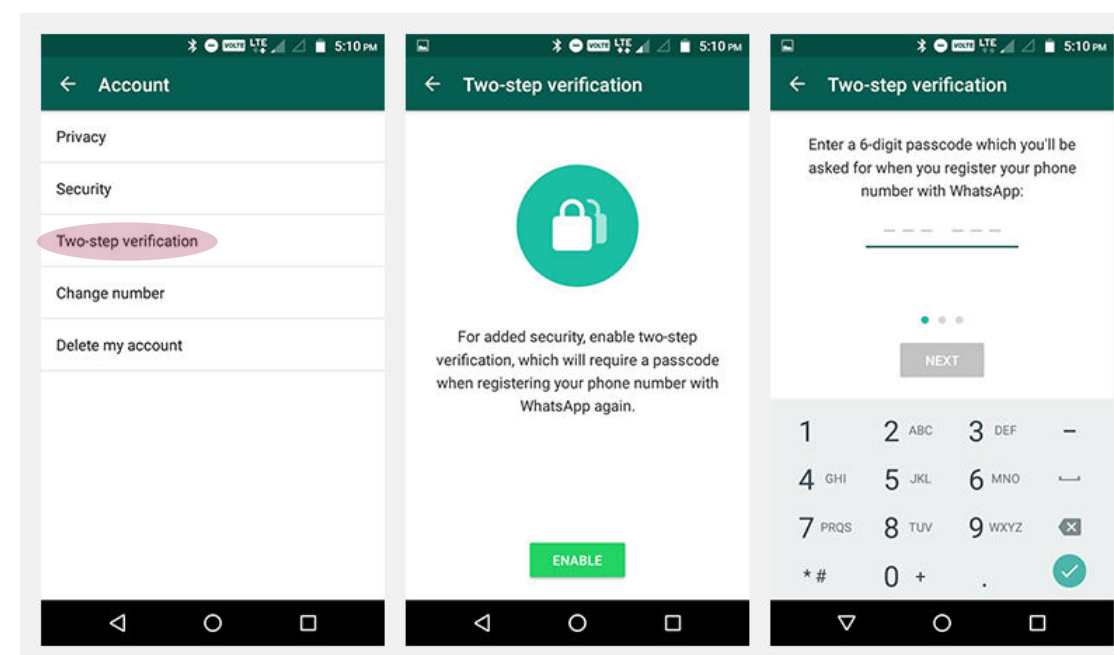
Go to the profile or page you want to report > Click on the three dots under their cover photo > If you are reporting a profile, click Find Support or Report Profile. If you are reporting a page, click Find Support or Report Page > Follow the onscreen instructions for 'impersonation' to report a complaint.



**HOW TO USE TWO STEP VERIFICATION ON WHATSAPP**

Two step verification is an optional feature that adds more security to your WhatsApp account. This allows WhatsApp to email you a reset link in case you ever forget your PIN and helps safeguard your account. To help you remember your PIN, WhatsApp will prompt you to periodically enter your PIN. Here is how you can enable two step verification on WhatsApp.

Open WhatsApp Settings > Tap Account > Two Step verification > Enable > Enter a six-digit PIN of your choice and confirm it > Provide an email address you can access > Tap Next > Confirm the email address > Tap Save or Done.



## HOW TO REPORT ONLINE HATE?

Duration: 15 minutes



Encouraging reporting of online violence helps us gain a more accurate picture of the reality of online violence in Sri Lanka. If action is taken against the perpetrator, the prevalence of such incidents can reduce to a significant extent. In most cases of blackmail and exploitation through digital platforms, the perpetrator often uses the victim's inability to ask for support and their fear of reporting. Therefore, it is essential that we practice seeking support from existing mechanisms and be aware of the current reporting mechanisms to take that power away from the perpetrator.

Of course, there might be instances where you want to report the case to the local police station or legal action. In this case, here are the most sensible steps to follow:

**Save the Evidence** - Screenshot everything. Delete nothing. Save all links.

**Inform** your family, employer or any trusted adult of the incident.

**If blackmailed**, do not send more nude pictures or videos to the blackmailer as these can be used for further exploitation in the future.

**Do not share** any personal or contact details with the perpetrator.

**Seek help** from an organization that can offer immediate assistance.

In the previous session, you have already discussed how to report a page or profile on Facebook. Now it's time to refresh the participant's memory. Open a Facebook profile, identify a page that spreads online hate, and ask the participants to share the steps to successfully report the profile to Facebook. Even when women and girls know how to report online hate and harmful profiles, many seem reluctant to make a complaint. So, simply teaching them how to report content is not enough. This is how you need to help them understand the importance of reporting online hate and harassment.

## WHY DO WE NEED TO REPORT CASES OF ONLINE VIOLENCE?

Victims of online violence often do not report incidents of cyber violence because they fear not being believed or not having their concerns appropriately and thoughtfully addressed by relevant authorities. Different ideas about what violence is and is not may also contribute to victims not reporting. Fear of making things worse is another reason victims of online violence have for being reluctant to report. The social stigma and fear of retaliation – both from the perpetrator and society – is a massive challenge in encouraging women and girls to report such incidents.

**WHAT TO DO IF YOU OR SOMEONE YOU KNOW IS FACING HARASSMENT VIA PHONE CALLS**

- 1 TAKE SCREENSHOTS**  
Take screenshots of the number of calls that are coming in and any websites that have the number or messages that come in
- 2 BLOCK**  
Block the number that is harassing you via your service provider, WhatsApp, Viber and any other apps so it is more difficult for them to contact you
- 3 CONTACT THE POLICE AND TRCSL**  
TRCSL may be able to take action, and it is also good to have a record of the complaint. In some cases the police will call the number and give them a warning which could help
- 4 CONTACT THEIR SERVICE PROVIDER**  
For example if they are calling from a Dialog number, you can contact Dialog customer service and report the number for harassment. They will be able to warn them

**USEFUL CONTACTS**

TRCSL 0112 689 345	Sri Lanka Police 0112 689 345	National Child Protection Authority 1929
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**WHAT TO DO IF YOU OR SOMEONE YOU KNOW IS A VICTIM OF CYBER EXPLOITATION AND VIOLENCE**

- 1 DELETE NOTHING**  
If you are being blackmailed ensure that any communications with the perpetrator are not deleted regardless of the platform that it is on. The police may require you hand in your phone to confirm the evidence first hand, ensure it is not doctored etc. This could include messages, call logs etc.
- 2 TAKE SCREENSHOTS**  
We recommend for your records and information you take and store screenshots as well, as with some platforms like Instagram Direct Messages can be unsend. When you make a complaint to the police speak to your lawyer or the person who accompanies you about asking if the police can take the screenshots on their computer or to certify the validity of the screenshots taken.
- 3 CREATE A LIST**  
If a phone is being handed over to the Police, you should have saved screenshots of all evidence. Ideally, you should create a list of all related material that can be found on the phone and give a copy of it along with the phone so that there is a clear acknowledgment of what was given.
- 4 KEEP A RECORD**  
Keep a record of everything that has happened, for example if threatening phone calls/texts were received over the period of time, you should keep a written record of dates/times or approximately dates/times and nature of the call/text. Keeping a chronological account is helpful when making a police complaint, will help them remember the order of events, and be more clear and consistent when you are giving evidence to making a complaint.

**USEFUL CONTACTS**

Sri Lanka CERT 011 2 661 692	Women in Need 077 5676 555	National Child Protection Authority 1929	CID Cyber Crimes 011 232 8879
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**Activity** – As a final activity, you can get the participants to reminisce on their learnings over the last three days. Divide them into three groups and assign each group a day of the session (day 1, 2 and 3). Open a mural board for each group and support them to write down everything they remember and learned from each day. For example, group 1 will write about the things they learned in day 1. Give each group 10 minutes to complete this activity. Once they are done, the participants can share and reflect on their learnings from each day with the entire group.

## QUESTIONS AND ANSWERS

Duration: 15 minutes

You can do a final Q&A for the participants to clarify any questions or doubts they might have. You can also ask them to give feedback on the session and anything else they would like to learn about content creation, hate speech and online safety in the future.

You can conclude the session by emphasizing the importance of the internet in our lives – especially in the post covid world. Remind the participants that despite the violence, hate and harassment online, social media is a wonderful and resourceful platform. Encourage them to continue to use it safely and sensibly.

## DEBRIEFING

Duration: 20 minutes

The key message to reiterate at the importance of understanding the real impact of online violence and encouraging participants to be safe and sensible online. In a world where we seamlessly navigate the online and the offline everyday - it is crucial for us to address the violence that women face in both realms. Online violence is real violence. It limits our right to free and full participation, our freedom of expression and our right to safety and to privacy. Just because it's in the virtual realm doesn't make it any less real.

While cybercrimes have been steadily growing in Sri Lanka over the past few years, the increased dependency on the digital world since the global pandemic has resulted in more victimizations and violence – especially among women and girls. Online violence particularly affects women and girls as it is a form of gender-based violence that is reinforced by patriarchal norms and values. However, another serious contributor to this increased vulnerability to online violence is the lack of exposure and awareness regarding the digital world. So, explain the need for more awareness and learning about the online world. Encourage the participants to use the internet and social media to learn more about it.

## UNDERSTANDING EDITING TOOLS

**Duration: 60 minutes**

### Objectives:

- Learn how to use Canva
- Learn how to use KineMaster

**Tools:** Canva Mobile App and

Note to trainer: The purpose of this session is to give additional support to utilize editing tools such as Canva and KineMaster. You must make sure that participants who attend this session have also attended the sessions on digital storytelling since this session mainly focuses on the technical aspect of creating content. The key is to be patient and take them through the platforms slowly and clearly.

### Methodology:

## EXPLORING CANVA

**Duration: 30 minutes**

1. Downloading the App and Signing Up - First, you must confirm that all participants have the Canva mobile app downloaded on their smartphone. It is freely available for both Android and iOS devices. Next, they must sign up for an account. They can sign up with an email address or through their Facebook account. Demonstrate how to sign up on Canva. Some smartphones require you to give access to the app for the photos and other media in your phone. You need to fix that first too.

2. Choosing the Template – Depending on the type of post you want to create; the size and design requirements might change. For example, you cannot have the same dimensions for a poster and an Instagram post. You must type what kind of post you want to design into the search box (Facebook Post, Photo Collage, Poster). You can also type something specific such as Women's Day or School. Teach the participants how to use keywords to maximize their research.

3. Fixing the Background – Participants can simply use the existing background design and/or colour. But they can also change this – by changing the colour or uploading a background picture of their own. Also show them how to add filters so they can play around with the brightness, clarity and saturation of the images/background being used.

4. Fixing the Text – First, you must show them how to add the text. Make sure to show how to change

the size and colour of the font as well. Next, show the participants how to change their fonts. Remind the participants that they should not add more than two types of fonts in a post since it can make it look unappealing.

5. Final Elements – Canva users can also add other elements such as graphics, gifs and images through Canva itself. The app has a wide range of free content for you to explore and use. First, show them how to access these free elements and then show how to use them. Once again, remind the participants not to add too many elements or overdo it. The design must be simple and straightforward.

Here are some video tutorials on how you can use the Canva via Desktop/Laptop:

[Instructions in Tamil](#)

[Instructions in Sinhala](#)

## EXPLORING KINEMASTER

**Duration: 30 minutes**

1. Downloading the App and Signing Up - First, you must confirm that all participants have the Kinemaster mobile app downloaded on their smartphone. It is freely available for both Android and iOS devices. KineMaste does not require you to sign up with your email. But warn the participants that they will encounter many ads and popups – which they should close and ignore. Some smartphones require you to give access to the app for the photos and other media in your phone. You need to fix that first too. Remind the participants they must hold their phone in landscape mode when using this app.

2. Choose the Aspect Ratio – The participants need to choose the correct size dimension for the video – (Facebook – 16:9, Instagram – 4:5, IGTV – 1:1, Regular videos – 4:3)

3. Gather the Materials – It is much easier if participants have all the media content, they need in one place. For example, if they need an audio and visual to create the video, make sure they already have it in hand. They can use existing audios and videos from the internet or even create their own.

4. Putting it Together – The key features you must explain include: how to insert audio/video into the app, how to split an audio/video according to their needs, how to use filters, how to include font into the video, how to reduce or change audio features and how to save the video on their phone. There are multiple other features participants can use, encourage them to explore it and have fun.

**Note:** For video editing softwares such as KineMaster, participants will need more visual demonstrations than verbal demonstration. So, 'telling' them what to do isn't enough. You must 'show them' how to do it as well.

Here are some video tutorials on how you can use KineMaster:

[Instructions in Tamil](#)

[Instructions in Sinhala](#)

## DEBRIEF

**Duration: 10 minutes**

Use the debrief session to discuss with participants about their thoughts on both these tools. Ask them how they feel about it and what they like and what they find challenging. You can also allow them to ask any doubts they might have. The key is to remind the participants that video and photo editing is not a skill that one develops within a day. But with easy tools and lots of practice, they can become develop this skill quite easily. Encourage them to continue to experiment with these tools and explore more features and expand on their skills.



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