

What Does Hate Look Like

Activity 1: What Does Hate Look Like?

Students will reflect on what hate looks like to them and find a way to depict or describe this on a page. The teacher will then guide students through a reflection of the similarities and differences within the class and the role that someone's positionality and identity may play in shaping how they see and understand hate.

Format:

- Individual
- Teacher-Facilitated Group Discussion

Materials:

- Letter size paper
- Pencil
- Colouring pencils, markers, crayons

Instructions:

1. Ask students to close their eyes and think about words and images of what hate in general or a specific kind of hate (i.e., anti-Black racism, homophobia etc.) looks like or feels like to them.
2. Have the students draw the images and/or write the words and descriptions.
3. Have students share their drawings and words.
 - Discuss what they have come up with:
 - a. What is similar?
 - b. What is different?
 - c. Do their similarities and differences relate to their identities or their background experiences?
 - Ultimately, you will want students to reflect on the role that their positionality and identity may play in shaping how they see and understand hate.

Activity 2: Word Walk

Students will move around the room to anonymously respond to questions and reflect on the themes of the book, recording their answers on chart paper as they go.

Format:

- Teacher-Facilitated Group Discussion

Materials:

- Chart paper or other large writing surface
- Colouring pencils, markers, crayons

Instructions:

1. On chart paper scattered around the room, write select quotes from pages 1, 7,10, 25, 57, 74, 85, and 90 and the questions "Where does hate come from?" and "Why do people hate?".
2. Instruct students to move from paper to paper, writing down their ideas about how the quote is relevant to the themes of the book and responses to the questions.
 - This allows students to anonymously share responses, see what other students have written and expand on other responses.
3. In a circle with the papers in the middle, discuss what came up/out on paper in the activity.

Activity 3: Symbols

Students will reflect on the meaning of certain symbols from the book.

Format:

- Individual

Materials:

- Computers
- Printouts of the Symbols handout
- Pencils


Instructions:

1. Instruct students to fill in the Symbols handout exploring the symbols on pages 11-13 of the book. Allow them to use the book and/or the internet as a resource.
2. Lead a discussion with the class:

- What do the symbols mean?
 - How have they been appropriated? Who has appropriated them?
 - How has the symbol's meaning changed?
3. If appropriate for the class, allow students to research another symbol and answer the same questions for the symbol they found. They can create an info-graphic poster to teach their classmates about the symbol.

Symbols

Name: _____

Symbol	What does the symbol mean?	How has it been appropriated? Who has appropriated it?	How has the symbol's meaning changed?
Okay symbol 			

<p>Closed Black fist symbol</p> 			
<p>Pepe the Frog meme</p> 			

Activity 4: Community Word Cloud

Students will reflect on how reading stories of racial attacks and religious violence make them feel. Using a word cloud the students will see and discuss how they and other classmates felt.

Format:

- Individual
- Teacher-Facilitated Group Discussion

Materials:

- Computer and projector (or white/chalk board)
- Letter size papers or journals
- Pencils

Instructions:

1. Instruct students to independently read the stories of racial attacks and religious violence on pages 14-20.
2. Ask them to write 10-15 words capturing their feelings, thoughts and reactions to what they've read.
3. Ask the class to share their words.
 - As they do, ask others that noted the same words to raise their hands.

4. Transcribe the words (and number of occurrences into a digital word cloud like Mentimeter (or on a chalkboard/paper).
5. Discuss the largest words in the cloud and how the class felt.

Activity 5: Standing Up to Hate

Students will create skits about the different ways to stand up to hate that are outlined in chapter 5 of the book.

Format:

- Small Groups

Materials:

- What Does Hate Look Like book
- Any props the groups need or want to create for their skit

Instructions:

1. Divide the class into five groups.
2. Assign each group one of the five ways you can stand up to hate in chapter 5.
3. Guide each group to create a skit or a presentation that they will share with the class.
 - Their skit/presentation should help the class understand their way of standing up to hate better by answering the following questions in some way:
 - What is the main idea of this section?
 - What was the most impactful message from this section?
 - How can you stand up to hate this way?
 - Why is it important to practice being an upstander?
4. Each group will perform their skit for the class.

Activity 6: Personal Journal

Students will write journal entries to reflect on their own biases on racism, power and privilege, and religion.

Format:

- Individual

Materials:

- Letter size paper or journal
- Pencil

Instructions:

1. Guide students to write a journal entry reflecting on their own biases on racism, power and privilege, and religion. Some possible questions that can serve as prompts for discussion before individual journaling include:
 - What does it mean to be a person of colour?
 - What does it mean to be white?
2. Students can complete the following sentences based on their personal experiences:
 - People assume about me that I...
 - It makes me feel...
 - I want them to understand...

OR

- When I make generalized statements like...
- It makes me sound...
- I realise...