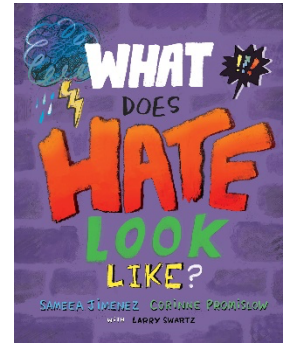




Lesson Plan

What Does Hate Look Like



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WITS Connection: Look & Listen Explore points of view Act Did it work Seek Help



What Does Hate Look Like

Story Summary:

This book explores stories of hate from real classrooms to help students understand the bias, prejudice, violence, discrimination, and exclusion around us. This book can help teach students how to identify hate and microaggressions and how to self-advocate and support each other in standing up against hate in all forms. Themes include discrimination, inclusion, oppression, bias, prejudice, violence, homophobia, transphobia, physical, cyber, and verbal bullying, anti-Black racism, antisemitism, anti-Asian racism, Islamophobia, anti-Indigenous racism, body shaming, xenophobia, ableism, microaggressions, and the importance of identity.

Teacher's Notes:

- It is important to note that this book contains topics that are sensitive in nature and can be triggering to some students. It is also important to approach these topics with sensitivity and to allow students to take in the information at a pace that is comfortable for them. This will look different for each student, so it is crucial to check in with students and allow breaks if needed.
- This book does not need to be read from beginning to end. You can choose to teach the book chronologically or sections on their own. The book can be used throughout the year to teach sensitive topics or to address hate incidents in class or school.
- Before reading, co-create a safe community circle setting to have the discussions and complete the activities below.



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Resources:

- Teacher's Guide

[Teachers Guide Created by Authors](#)

Pre-Reading

Questions:

1. What does the word "hate" mean to you?
2. What does hate look like?
3. What impact can hate have on individual people, or groups of people?
4. What privileges do some people have, that others do not?
5. How might your lived experience colour the way you see the world differently from those with different experiences?
6. Watch the following video on unconscious bias (2:26):

<https://www.youtube.com/watch?v=KCgIRGKAbfc>

- a. What was the most surprising part for you?
- b. Introduce the peanut butter and jelly analogy (things you associate without even thinking, they just "go" together)
- c. Have students reflect on some of the biases they might hold like peanut butter and jelly



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While Reading

Questions:

1. After reading the introductory story – pause and ask students if they have changed their mind or want to add to their earlier answer about what hate looks like.
2. What are some common symbols you encounter in your life? What meanings do they hold?
 - a. Do any of them hold negative, or hateful meanings?
 - b. How does appropriation change the meaning of a symbol?
3. After each section in Chapter 3 (Looks like, Sounds Like, Feels Like, Microaggressions), break students into groups to discuss the stories in that section and why they could, or could not relate to them.
4. In chapter 5, pause after each of the five strategies for standing up to hate. Which LEADS strategies are each of these connected to?
 - a. In what ways are these strategies similar to, or different from LEADS?
5. Have you ever witness someone act as an upstander? How did it change the situation?
 - a. How did it make you feel?



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Post-Reading

Questions:

1. Did any of your peanut butter and jelly biases from the pre-reading discussion come up in the book? How did seeing/hearing them make you feel?
2. Why is standing up to hate important?
3. Which of the LEADS strategies do you think is most important/impactful to put into action when you experience or witness hate?
4. What is the difference between being a bystander, and an upstander?
 - a. What are some ways to be upstanders?
5. After reading this book, are your unconscious biases clearer to you?

Activity 1:

1. Divide the class into small groups.
2. Instruct each group to select one of the “What would you do if...” stories from the book (starting on p.76).
3. Have each group discuss what they would do and how they would use LEADS strategies in that scenario.
4. Have each group share back with the class.



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Activity 2: Conduct each time you finish an activity/session related to the book.

1. Guide students to sit in a circle.
2. Ask everyone how they are feeling after reading the book and if they want to share a word with the class.
3. Go around the circle giving each student a chance to share or pass.
4. Lead a debrief:
 - a. What important lessons did we learn today?
 - b. How can we support ourselves and our friends when we/they have big feelings?
 - c. Remind students that these topics can be emotional and important to talk about and reflect on at the same time
 - d. Share some ideas amongst yourselves for how to process your emotions (playing quietly, going outside, drawing, talking to a friend, etc.) and then give students time to act on them