

Hate Crime Lesson - Science

Objective:

Students will examine the impact that a hate crime can have on a community and discuss ways to feel empowered to stand-up and have their voice be heard if they see a hate crime occurring in our community.

Time & Materials:

- 30-60 minutes – depending on length of conversation
- SJSU news article/SJSU news broadcast or NIOT Video
- Student Reflection handout

Prior to activity: Generate “Group Norms” to make the following discussion to take place in a safe environment. Here are some ideas: **(5 minutes)**

- Allow people to say mistakes
- Allow people to say the wrong words
- Do not judge
- What is said here stays here
- Ask class for others...

Step 1: Preface the video/news article with a brief intro about what they are going to view. Feel free to say the following: **(2 minutes)**

SJSU incident: “This hate crime took place on San Jose State University’s campus in the fall of 2013. While you watch/read, think about how you may have reacted if you had seen the students committing the crime, and where do we draw the line between a prank and a hate crime/bullying.”

NIOT Video: “This hate crime took place in different communities in Northern California during the 1990’s. While you watch the video, think about how you would have reacted if you had seen the crimes being committed, and how the Palo Alto community may have reacted as a whole.”

Step 2: Ask students to write a brief passage describing any experiences with someone saying or doing something hurtful to you (i.e. a fellow student posting untrue things about you online). **(5 minutes)**

Show the video to students or ask them to read the article.

Step 3: Ask students to reflect for a few minutes writing down their reactions to the video (on the handout provide) using **any** of the following questions. **(3-5 minutes)**

1. Are you surprised by what you just saw? Why or why not?
2. If you are surprised, what surprised you most?
3. What do you think you would have done in the situation?
4. With whom did you identify most strongly in the video?
5. What part of the video did you have trouble understanding or believing?
6. Do you think your friends would have done the same thing as you? Why or why not?
7. What is your reaction to the people that chose not to be involved?
8. How would your neighborhood respond if someone threw a brick through the window of a neighborhood resident’s home? How would you respond?
9. Could being silent be seen as a negative action in situations like the one shown today? Why or why not?

Step 4 (optional): Generate a conversation around standing up to “hate” when it happens in our community. Ask students to discuss the following questions with a partner or in small groups. **(5-10 minutes)**

1. Describe some ways in which to distinguish between “joking” comments and “hateful/hurtful” comments.
2. When would you know to intervene?

3. Have you intervened in the past when you've seen "hateful/hurtful" comments being said to someone in our community? If yes, what did you do? If not, what do you wish you would have done and why didn't you intervene?
4. Would you intervene now? Why or why not?

Step 5 (optional): Ask students to revisit their passage from Step 2. After viewing the video and the discussions today, please write another passage on what they have learned, how their feelings might have changed, and how they would react if they encountered a similar situation. **(5 minutes)**

