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STOP THE HATE FOR GOODNESS SAKE

How can classroom teachers
disrupt discrimination and
promote hope, foster healing,
and inspire joyful learning?

A Sampler of Reproducibles for Classroom Use

The ABCs of Hate

These terms are related to the topic of hate. Which words and names are you familiar with? What language might you want to learn more about?

A	Activism	Agency	Assimilate
B	Bias	Bigot	
C	Cisgender	Colonize	
D	Democracy	Discrimination	Deficit Thinking
E	Equality	Equity	Ethnicity
F	Freedom		
G	Gender Identity	Genocide	
H	Harassment	Healing	Homophobia
I	Inclusion	Intersectionality	
J	Joy	Justice	
K	Kindness		
L	LGBTQ2S+		
M	Marginalized	Microaggression	
N	Nazism		
O	Oppression		
P	Prejudice	Privilege	
Q	Queer		
R	Race	Racism	Racist
S	Slur	Stereotype	Swastika
T	Transphobia		
U	Upstander		
V	Vandalism	Victim	
W	White Supremacy	Woke	
X	Xenophobia		
Y	Youth Activism		
Z	Zealot		



Thinking About Hate: An Assumption Guide

Part A: Read each statement and reflect upon it. Circle whether you agree with (A), disagree with (D), or feel unsure about (U) each statement.

- | | | | |
|---|---|---|---|
| 1. Hate is something that people are taught. | A | D | U |
| 2. Love is the opposite of hate. | A | D | U |
| 3. I used the word <i>hate</i> at least once this past week. | A | D | U |
| 4. It's always wrong to hate. | A | D | U |
| 5. Cyberbullying is a hate crime. | A | D | U |
| 6. Discrimination is a hate crime. | A | D | U |
| 7. Someone who hates others mostly thinks badly about themselves. | A | D | U |
| 8. You can teach someone not to hate others. | A | D | U |
| 9. I have at least one personal story about hate that I could share. | A | D | U |
| 10. Some social media sites promote hate. | A | D | U |
| 11. Education can conquer hate. | A | D | U |
| 12. "Sticks and stones can break my bones, but names will never hurt me." | A | D | U |

Part B: Complete the following stems:

If hate were an animal, what animal would it be? Why?

When I hear the word *hate*, I think about...

If someone asked me to explain the word *hate*, I would say....



Reasons for Hate

1. Working alone, read the following list. Choose the three or four reasons you think are the most accurate. Put an asterisk (*) beside each item you choose.
2. Group Discussion: Work in groups of four to six to compare and assess your answers.
 - Which reason was the most common?
 - Which of the 10 items haven't been identified with an asterisk? Why do you think that is?
 - Can you think of additional reasons that are not on this list?

People hate because...

- _____ 1. They are afraid of things that they don't know.
- _____ 2. They are influenced by friends' opinions, sometimes going along with cruel things because they want to be accepted by others.
- _____ 3. They absorb negative attitudes from family members.
- _____ 4. They enjoy having power over others.
- _____ 5. They are jealous or envious of others.
- _____ 7. They hold on to what they think is "normal."
- _____ 8. They are unwilling to tolerate those who are different from themselves.
- _____ 9. They have had a bad experience(s) in their life that gave them opinions about others.
- _____ 10. They are insecure and don't like themselves.

3. Answer the following:

How might the ideas on the list be applicable to people who are racist? Homophobic?

What might you say to someone who is being hateful to others?



What Would You Do?

1. You received an email with the message *I HATE YOU*. You don't know who the sender is. You would...
 - a) Delete and ignore the message.
 - b) Reply to the message with a warning that you are reporting the incident.
 - c) Report the message to an adult right away.
2. You're having lunch with friends at school. When one of your friends opens their lunch, someone calls out, "Oooo, that's so gross!" You would...
 - a) Offer some of your own lunch to your friend.
 - b) Insult the attacker for the lunch they brought.
 - c) Ask your friend if you could try some of their lunch.
3. A friend has told you that she was bullied and harassed for wearing a hijab. She doesn't want to tell her parents because she's afraid that they might worry. You would...
 - a) Advise your friend that she needs to talk to a parent and ask them to intervene.
 - b) Offer to talk to the bully (with or without your friend).
 - c) Tell someone else you know about the incident because you don't know how to handle it.
4. You are visiting a daycare centre. You notice that a boy is being teased because he is wearing a dress in the dress-up centre. You hear two girls tell him, "Boys don't wear dresses." You would...
 - a) Encourage the girls to try on different clothes and join the boy.
 - b) Have a conversation with the two girls and explain that it's okay if the boy wants to wear a dress during playtime.
 - c) Compliment the boy on his dress and tell him to ignore the girls.
5. You're walking with friends down the hall at school. After passing by two other boys, you hear them call out, "Fag." You would...
 - a) Turn and confront the boys.
 - b) Ignore the comment. It's a common put-down and you can't change the boys.
 - c) Talk with your friends and plan a way to get back at the boys.
6. You hear a good friend calling someone you don't know a bad name. You would...
 - a) Try not to get involved.
 - b) Ask your friend why they enjoy making someone feel bad.
 - c) Call your friend a bad name, then ask, "How do you feel?"



What Would You Do? (cont'd)

7. You have a new neighbor that you've become friends with. Your old friends make fun of them because the clothes they wear are badly torn and somewhat smelly. You would...
 - a) Tell your old friends that they are being mean and should stop.
 - b) Advise your neighbor to get some new clothes and offer to help.
 - c) Invite your old friends over to your house to have fun with the new neighbor.
8. Josh is known to be the class clown. When a new student in the class walks by his desk, Josh says, "Why don't you go back where you came from?" When he realizes people are noticing, Josh says, "I was just joking!" You would...
 - a) Challenge Josh about his harmful comment.
 - b) Have a conversation with the new student, assuring them that not everyone is like Josh.
 - c) Have a conversation with Josh and the new student together.
9. Someone left a hateful message inside your desk. This isn't the first time. The teacher is aware there may be a problem in the class but hasn't done anything about it. You would...
 - a) Show the teacher the message and let them handle it.
 - b) Show the note to your parents and ask them connect with the teacher to address the situation.
 - c) Ignore it. It's not worth it.
10. You are in the change room after a gym class. Some of your classmates are talking about how overweight another classmate is. You would:
 - a) Ignore your classmates because the student didn't know they were being talked about. No harm done.
 - b) Tell the gym teacher what you heard in the change room.
 - c) Befriend the person who was being talked about and assure them that they should be comfortable with who they are.



What If...?

As you read each of these true-to-life incidents of hate, think about what you would do or say to address/confront the incident. Which scenario is the most challenging for you to consider? Which scenario reminds you of incidents from your own life, or the life of someone you know?

1. *What if...* you are walking home from school and you see someone spray-painting a piece of graffiti that could be consider offensive to you or someone you know?
2. *What if...* you receive an email that says something racist about one of your best friends and that friend is unaware of the email?
3. *What if...* you are in a store with your friends and you overhear a customer making fun of the cashier's accent?
4. *What if...* someone in your school calls out a homophobic slur every time they pass you in the hallway, and you hear giggling as they walk away?
5. *What if...* a student in your class uses a wheelchair and they are often excluded from participating in gym class or other class events?
6. *What if...* your cousin tells you he was bullied at school because he wore nail polish?
7. *What if...* you saw someone in the washroom who was really upset because someone made fun of the lunch they were eating and, when you volunteer to help, the person refuses?
8. *What if...* you arrive at school and notice that someone painted a swastika on a locker near yours?
9. *What if...* an immigrant family moves into your neighborhood. Neighbors put up a sign on their own front lawn saying, "Go home!"?
10. *What if...* you hear someone telling a racist joke?
11. *What if...* you are on the school bus and you witness someone making fun of a girl wearing a hijab?
12. *What if...* your best friend tells you that someone made fun of their skin color, and their parent advised them to ignore such incidents because reacting to it will only lead to more trouble?
13. *What if...* your father comes to pick you up at school wearing a pink shirt and some classmates make fun of this?
14. *What if...* the teacher's back is turned and you witness someone in your class mocking the teacher's religion? Their weight?
15. *What if...* you are having lunch with friends and hear someone at the next table say, "I'm so tired of hearing 'Black Lives Matter'. All lives matter."?
16. *What If...* you invite a friend over for a family celebration and you hear some say, "She's pretty for a fat girl/Asian girl/Black girl/disabled person."?
17. *What if...* you hear someone say, "I'm not racist!"?



Who Am I?

For this activity, each circle is labelled with an item connected to your identity. Complete each circle by writing an answer that applies to who you are. If you are unsure about an item, leave it blank. Five circles have no labels and you are invited to fill in any descriptions of your identity you wish to add. Once completed, you will be sharing and comparing your identity lists with others in your class.

My birthday	My weight	My height	My skin color	My eye color
My pronouns	My citizenship	My best subject in school	My talent	My social class
My religion	My siblings	My race	My ethnicity	My strength
My weakness	The language(s) I can speak	My country of birth	Word that best describes me	My hope



Fictional Words of Hate

You might recognize some of these authors who talk about caring, belonging, and confronting hate, often through the characters in their novels. The word *hate* often escapes from the mouths of fictional characters. Will you find the word *hate* in the next novel you read?

Hate hurts the hater more'n the hated.

— Madeline L'Engle (*A Wrinkle in Time*)

I can **hate** you more, but I'll never love you less.

— Michael Morpurgo (*War Horse*)

Caroline was always moody and miserable, but I liked it. I liked feeling as if she had chosen me as the only person in the world not to **hate**, and so we spent all this time together just ragging on everyone, you know?

— John Green (*The Fault in the Stars*)

"If you start by **hating** one or two people, you won't be able to stop. Pretty soon you'll hate a hundred people."

"A zillion?"

"Even a zillion. **Hatred** goes a long long way. It grows and grows. And it's hungry."

— Jerry Spinelli (*Love, Stargirl*)

Nico's anger turned as cold and dark as his blade. He'd been morphed into a few plants himself and he didn't appreciate it. He **hated** people like Bryce Lawrence, who inflicted pain just for fun.

— Rick Riordan (*The Blood of Olympus*)

I'm running on **hate**.

— Suzanne Collins (*Mockingjay*)

That's the **hate** they're giving us, baby, a system designed against us. That's Thug Life.

— Angie Thomas (*The Hate U Give*)

I'd rather have anybody's **hate** than their pity.

— S.E. Hinton (*The Outsiders*)

I **hate** it when you lie. I **hate** it when you make me laugh, even worse when you make me cry. I **hate** it when you're not around, and the fact that you don't call. But mostly, I **hate** the way I don't **hate** you. Not even close, not even a little bit, not even at all.

— David Levithan (*Ten Things I Hate About You*)

The people who **hate** us can't see through the wall.

— Deborah Ellis (*My Name is Parvana*)

The word I **hate** most in the English language has to be *appropriate*.

— Gordon Korman (*The Fort*)

There's **hate** and then there's *hate*.

— Wendy Wan-Long Shang (*The Secret Battle of Evan Pao*)

"I **hate** her," Jess said through his sobs. "I **hate** her. I wish I'd never seen her in my whole life.

— Katherine Paterson (*Bridge to Terabithia*)

Sometimes I feel like he **hates** me. It's a very strange feeling. I'm not used to being **hated**.

— David Levithan (*Boy Meets Boy*)

He couldn't see that Mars Bar disliked him, maybe even **hated** him.

— Jerry Spinelli (*Maniac Magee*)



Ten-Sentence Book Report

In completing each of the statements on this page, you will have a chance to think about the main issues of the story. Although writing one-sentence responses will help you to focus on the essential features of the book, you may, if you wish, write two or three sentences to complete any of the items

Your Name: _____

Title of Novel: _____ Author: _____

Number of Pages: _____ Date of Publication: _____

Sentence 1: A summary of the novel

Sentence 2: Something to know about the main character

Sentence 3: A hate problem evident in the story

Sentence 4: Hate/discrimination is evident in the novel in this way:

Sentence 5: Something from the novel that reminded me of my own life (or someone I know)

Sentence 6: A sentence from the novel that I found interesting

Sentence 7: A question or questions about hate that I thought about as I read the novel

Sentence 8: A question or questions about hate that I thought about as I finished the novel

Sentence 9: Here's what I would tell someone about this novel

Sentence 10: I would rate this novel as a _____ (from 1 to 10) because...

Bonus: If this novel was made into a movie, here is an illustration of a scene I would expect to see in the movie. (You can use the back of this page for the drawing.)



Actions to Take

- ☐ 1. Write persuasive letters to those who make rules and laws (in the community, in the country).
- ☐ 2. Boycott stores and businesses that have discriminated against others.
- ☐ 3. Start a group or club in the school: e.g., environmental club, anti-racist group, GSA, etc.
- ☐ 4. Participate in a protest, perhaps making protest sign to announce what you believe in.
- ☐ 5. Make your voice heard when you are concerned about an issue of discrimination that emerges in the classroom after reading a story, unpacking a news event, or exploring a theme or issue in any curriculum area.
- ☐ 6. Advocate for others. An advocate is someone who supports others by sharing their power, speaking up, arguing, and promoting a cause.
- ☐ 7. Read a novel that has racism, bullying, or homophobia present in the narrative. Share your reactions with others in writing or through discussion.
- ☐ 8. Read about heroes, living or dead, young or old, who have resisted discrimination and other forms of microaggressions. What can we learn from the activism of others?
- ☐ 9. Choose an activist hero to admire. What actions did they take? Why? How did they persevere in the face of adversity? Amplify their words, ideas, and actions.
- ☐ 10. Learn the language and gain knowledge about the vocabulary of discrimination. Investigate definitions that can help foster understanding.
- ☐ 11. Pay attention to the news. Bring stories of hate that are featured almost daily in the media. Participate in a discussion where different viewpoints from classmates are heard.
- ☐ 12. Share your personal stories about injustices.
- ☐ 13. Report any cyberbullying or hate messages you've witnessed on social media.
- ☐ 14. Take action by making art. Create a poster. Create a dramatization. Create a Public Service Announcement (PSA).
- ☐ 15. Have discussions at home about incidents of injustice you have witnessed.
- ☐ 16. Even when you think no one will pay attention, let your anti-hate voice be heard.
- ☐ 17. Listen to the stories of others in your world.
- ☐ 18. Seek help if you have been the victim. It is not your fault. Confiding in others is an important step for supporting and acting on hate experiences.
- ☐ 19. Share what you know about racism and other forms of discrimination. Learn facts. Investigate statistics. Seek and tell the truth. Talk about what is fair and just when talking about injustice.
- ☐ 20. Be kind.



Acknowledge the HATE

Brave the HATE

Confront the HATE

Disrupt the HATE

Erase the HATE

For

Goodness Sake,

STOP THE HATE!

Stop the Hate for Goodness Sake shows teachers how to confront hate and disrupt discrimination as they deepen students' understanding of social justice, diversity, and equity. Background information, statistics, and reports on incidents of hate will help students to recognize actions motivated by prejudice and to consider ethical and moral behavior. Exploring hate based on race, religion, gender, sexual orientation, and disability, this in-depth guide will show teachers how to start and manage important conversations that will lead to real change.

Committed to building a safer school culture, this thoughtful examination of today's world includes

- More than 25 step-by-step lessons that invite oral, written, media- and arts-based, and inquiry responses to deepen understanding of anti-racism and equity
- Personal narratives by students and adults describing their own experiences of hate
- Perspective pieces by diverse educators and authors that detail how to approach critical issues with students
- Lists of recommended children's literature, including picture books, novels, and nonfiction
- Reproducible masters that invite students to reflect on issues around hate
- Tips for teachers and students to take action for disrupting and erasing hate
- Tools that support teachers in addressing challenging topics, including definitions, quotations, references and resources, and a glossary

Stop the Hate for Goodness Sake will help teachers encourage reflection, foster inclusion, and inspire students to make a difference



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Larry Swartz is currently a literacy and arts instructor at OISE, University of Toronto. For the past 40 years, Larry has worked as a classroom teacher, consultant, and workshop and keynote presenter, both nationally and internationally. He is committed to helping teachers choose and use quality children's literature to deepen the understanding of social justice, diversity, and equity. On his website, Dr. Larry Recommends, he posts a monthly list of the newest and best book titles for educators and students. Larry's most recent books for teachers include *Better Reading Now*, *Teaching Tough Topics*, and *Write to Read*.

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