
UNIT 1

Hate Crime

Who Are Its Victims? Who Are Its Perpetrators?

- Lesson 1:** **Victims of Hate Crime in America**
- Lesson 2:** **Understanding the Victim's Perspective**
- Lesson 3:** **Names Can Really Hurt Us**

* To the Teacher: We recommend using all lessons (1-3).

<input type="radio"/>	People have to understand that no matter what you do to that person, they are not going to change just because you don't like them. If they did something to cause this, it would be that they were being themselves.
	Elizabeth

Lesson 1

Victims of Hate Crime in America

Purpose

The purpose of this lesson is to help students understand the prevalence and magnitude of hate crimes in our society.

Student Objectives

In this lesson, students will accomplish the following:

- ◆ realize that hate crime victimization is a significant and serious problem in our country
- ◆ understand the range of victims and types of crimes involved
- ◆ empathize with the victims of such crimes

Preparation

- Cut reading strips from Handout 1 along the lines indicated.
- Provide each student with an individual reading strip of a hate crime.
- Provide each student with 3 sheets of paper.

Teacher's Instructions

To introduce the lesson, *review* the definitions of **hate crime** and **hate incident** with students:

A **hate crime** can be defined as a crime motivated by prejudice against a person, property, or group of people. Examples: (1) A Hispanic man beats up an Asian man because he does not like "Orientals"; (2) A group of white people burn a cross on the lawn of an African-American family; (3) Several teenagers draw swastikas on the steps of a Jewish temple.

A **hate incident** can be defined as harmful words or actions motivated by prejudice against a person or property, which do not fall into any criminal category according to United States law. Examples: (1) A white student calls a black student a "nigger"; (2) A group of black teenagers tells a group of white teenagers they don't want "whiteys in their neighborhood"; (3) A group of young men taunt a gay man, calling him "faggot" and "queer."

Teaching Points

Convey the following points to the class as an overview of the lesson:

- ❑ Victims of all types of crime experience losses and difficulties. Victims of hate crime often experience similar losses, but may also have some unique difficulties. For example, being targeted for victimization because of a core and unchangeable aspect of oneself is a devastating experience. Victims of hate crimes may try to distance themselves from their own group and, in doing so, deny a large part of their identity.
- ❑ Many victims experience a personal crisis as a result of their victimization, resulting in difficulties in their work, home life, and friendships.
- ❑ Victims of hate crimes, like victims of other crimes, may suffer (1) physical injury; (2) financial loss; and (3) psychological trauma.

Activity One



The Widespread Victimization in the United States: Examples of Real Cases

Note to Teacher

These statements have been carefully selected to represent a range of actual hate crimes and incidents that have occurred in various parts of the country and have been perpetrated against a variety of different racial, ethnic, religious, sexual orientation, and gender groups. To fully engage the students, more incidents involving adolescents have been included. If you feel that any of the statements would be too disturbing to members of your class, you may delete these cases before beginning the lesson.

- Explain** to students that this activity may be disturbing to them, but it is important for their understanding of the seriousness of the problem of hate crime in America. **Tell** them that they will get a chance to discuss their feelings about the activity after it is completed.
- Ask** students to stand in a circle and **instruct** each student to read their passage aloud, one person at a time. **Ask** students to remain quiet throughout the readings and refrain from any comments. After the last person is finished, **tell** students to think about what they have just heard. **Wait** another minute or two before proceeding with the rest of the activity.

Note to Teacher

This activity is meant to provide students with an awareness of the many individual victims of hate crimes. The statements may evoke strong emotional reactions among the students, so it is important for them to be able to speak informally about their feelings and thoughts after everyone has read.

Some students may react to their discomfort by giggling or laughing; tell students that although we sometimes try to handle uncomfortable feelings by giggling or laughing, it is not appropriate to do so here. Remind them that they will have a chance to talk about their real thoughts and feelings once the activity is over.

This activity may provoke a few students to make biased or prejudiced comments. Tell students that such comments and behaviors will not be tolerated in the classroom. Ask them to reflect on how they would feel if such crimes had happened to them or members of their families.

- Ask** if anyone needs one of the statements repeated or explained. **Make sure** students understand the incidents they have just communicated.

- Provide** each student with paper. **Tell** students to take a few minutes to write their thoughts and feelings about the activity on the paper. **Explain** to students that what they write is for their eyes only and that they will have the opportunity to share as much or as little of their thoughts and feelings as they wish with the class.
- Help** students process their thoughts and feelings by **asking** the following questions:
 - *How did you feel about what you just heard?*
 - *Think of three words that describe how this makes you feel.*
- List** students' feelings on the board.
 - *Now, imagine that these things happened to a friend or family member you care about. How would you feel?*
- Add** new feelings to the list on the board.
 - *Which incidents bothered you the most? Why?*
 - *Are there any that didn't bother you? Why not?*
- If students were not bothered by the incidents which did not involve physical violence, **explain** that even words can cause a great deal of fear and emotional pain. If the students are not bothered by incidents which target a certain group of people (perhaps students say they do not identify with or know any members of a certain group), **point out** that these people feel the same kind of pain that everyone else feels. **Stress** the point that the victims did nothing to harm others or invite the attack.
 - *Did anyone have a hard time believing the incidents actually occurred? Did anyone wonder if any of the victims did something to cause the crime?*
- Explain** that these are all normal reactions to upsetting events that are outside our control. **Remind** students that in most cases the victims of hate crimes are targeted because of a core aspect of their identity, such as their race or religion, and that victims do nothing to provoke the attack.
- Conclude** the lesson by asking students why they think it is important to study hate crimes. **Tell** students that in upcoming lessons we will be learning more about hate crimes, their perpetrators and victims, and how to prevent them.



HANDOUT 1

HATE CRIMES IN THE UNITED STATES, 1988–1995

These examples are representative of the thousands of violent hate crimes that occurred during 1988–1995.



In 1989, a cross was burned outside the home of a Chinese American, and BB gun pellets were fired at his house, causing \$1,800 in damages.



In 1990, the home of Joe Moore, a black man, and his white wife, Kathy, was severely damaged by an arson fire. The home was sprayed with neo-Nazi graffiti. Moore said he had received threatening phone calls from an anonymous caller who said, “Get out, nigger!”



Candido Galloso Salas, 27, a migrant worker, was dragged to the rear of a store, handcuffed for two hours and hit in the stomach in 1990. Police later found him tied up in a field with a sack over his head, which bore a clown’s face and the words, “No más aquí” (“No more here”).



In 1990, the home and car of Randolph Brown, a 31-year-old black man, were spray-painted with racial slurs. He had previously received several telephone threats telling him, “Get out of town in 24 hours, or we’ll kill your wife and family.”



Teenagers painted swastikas on the floor of a Jewish-owned restaurant before they set fire to the building in 1990.



A 1990 battle over Native American fishing rights in Wisconsin led racist whites to adopt the slogan, “Save a Fish, Spear an Indian.”





HANDOUT 1, Continued



In 1990, in San Francisco, a gay church was bombed; in New York, a gay man was beaten to death; in Seattle, three members of the hate group Aryan Action planned to blow up a gay bar. On college campuses in Ohio and Utah, gays and lesbians were threatened and harassed.



In 1988, a man in Portland, Maine, smashed the windshield of a car belonging to a lesbian and attempted to set it on fire. Later the victim found the word *dyke* scrawled on the car.



In 1990, Cindy Evans, a white woman, and Millie Thorton, a black woman, moved out of the mobile home they had shared for two months after a series of threatening incidents, including a cross burning, hate mail, racial slurs, vandalism, and the burglary of their home.



Three members of the Ku Klux Klan issued threats against a St. Louis gay/lesbian bookstore in 1991. As they were asked to leave the bookstore, they were overheard saying, "We're watching you; we know where you are."



An openly lesbian candidate for a seat on the city council of Hawaii Island was attacked in her home and left unconscious in 1988.



In 1990, Charles Gibson, a 19-year-old black teenager, was beaten to death by white teenagers while driving through a suburb.



In 1990, Henry Kwok Kin Lau, a recent immigrant from Hong Kong, was stabbed to death on a train in Bay Ridge by a man who yelled Asian slurs.





HANDOUT 1, Continued



In 1990, a white man was shot as he tried to aid a black man who was being harassed by two white men.



In 1989, a cross was burned on the lawn of a black woman whose family is one of three black families that live on a street. During the past year, the children of the families have been taunted with racial slurs, their pets have been killed, and the houses have been pelted with eggs.



On June 2, 1991, a gay man in Wisconsin was stabbed to death by a man who told police, "I wanted to kill this fag. My whole life is devoted to killing faggots and child molesters....They spread AIDS."



On June 15, 1991, three teenagers with baseball bats in Pensacola, Florida, went out on a "wilding" spree targeting gays and African Americans. They beat a man to death because they thought he was gay.



On August 15, 1991, bombs exploded outside a lesbian and gay bookstore in Lancaster, Pennsylvania. The explosions damaged the building, shattered windows, and destroyed merchandise.



At California State University at Northridge in October 1991, anti-gay flyers were posted across campus. The flyers announced a "gay-bashing night" and included the caption, "Smear the queer."



During the Gulf War, an Arab American activist received a call the day after he took part in a peace rally. The caller threatened, "Stop supporting Saddam or we will blow your house up."





HANDOUT 1, Continued

✂ -----

During the Gulf War, someone called an Arab American community center in Cleveland, Ohio, and said, "If there are any attacks on this country, you people are going to die."

✂ -----

On January 14, 1991, two individuals in Dayton, Ohio threatened to shoot worshipers at a local Islamic center. Later that night, several windows were broken at the mosque.

✂ -----

During 1992, 16 desecrations of Jewish cemeteries took place in the following states: Georgia, Florida, Maryland, Massachusetts, Pennsylvania, Texas, Connecticut, Minnesota, and Virginia.

✂ -----

On March 19, 1992, a number of dead cats stolen from a science lab were dropped in toilets at Queens College in New York City. Written on the wall above the toilets were the words, "We're going to do to Jews what we did to the cats."

✂ -----

In Houston, Texas, on July 4, 1991, a gay man was killed and another was injured when they were attacked by a group of ten young men outside a gay bar. The group was armed with wooden clubs and a knife. The murder victim died several hours later from a knife wound in the abdomen.

✂ -----

In Bellmore, New York, on December 28, 1991, two men in a car screamed anti-gay slurs at men in a parking lot outside a gay bar, kicked their cars, and tried to run them down. When one of the men tried to flee, the attackers rammed the man's car off the road and into a tree. The victim died as a result of this attack.

✂ -----

In Springfield, Missouri, in May 1991, members of the Ku Klux Klan harassed and threatened a gay couple after one of the men testified in support of a proposed local hate crime law. Robed Klan members regularly paraded outside their home, smashed the windows of their car, threw eggs and tomatoes at their house, and drove trucks through their yard, tearing up the lawn.

✂ -----



HANDOUT 1, Continued



On July 12, 1991, in Canton, Ohio, a teenager entered a house that was to be used as a private residence for people with AIDS, poured gasoline in every room, and set it on fire. Damage as a result of the blaze was estimated at \$22,000.



In Berkeley, California, on July 26, 1992, a black man and a 16-year-old black youth beat two white men outside a nightclub, telling them that they had to pay for their fathers' sins.



On July 27, 1992, in Glendale, California, an Asian woman claimed that she was verbally and physically assaulted by a store clerk who did not want to serve her.



In 1992, in Denver, Colorado a 17 year old who was one of a group of teenagers harassing a Hispanic family shot at the Hispanic family's car, hitting the father in the forehead (1992).



In Hermosa Beach, Florida, on August 24, 1992, two 19-year-old Vietnamese gang members confronted two white men and shot one of them.



On July 6, 1992, five black women tried to run over a 14-year-old runaway white girl with a truck after robbing and beating her in Largo, Florida.



On July 3, 1992, in Tampa, Florida, a black man said that all whites should be killed, as he struck a white man in the face with a beer bottle.





HANDOUT 1, Continued



On July 25, 1992, in Idaho, a black man was chased and thrown through a store window by about 30 teenagers.



Two 11-year-old boys pointed a toy rifle at a black woman and yelled racial slurs at her in Chicago, Illinois, on August 4, 1992.



In Attleboro, Massachusetts, on June 26, 1992, two skinheads attacked a Hispanic teenager, beating him unconscious.



In Minneapolis on August 8, 1992, a black teenager was shot by white motorcycle gang members. The gang members reportedly shot the first black person they saw after being told that a black person had turned over their motorcycles.



In Greensboro, North Carolina, on July 11, 1992, a crowd of 75 people chanting “Rodney King!” threw rocks and bottles at two police officers. This occurred after the officers arrested the host of a rowdy party for assaulting a fellow police officer.



In Willingboro, New Jersey, on June 23, 1992, a group of about 30 black men beat another black man whom they thought was Hispanic.



In Monsey, New York, an elderly Jewish man was thrown to the ground, punched, and kicked by a young white man who screamed anti-Semitic slurs.





HANDOUT 1, Continued



In Princes Bay, New York, on June 26, 1992, a gang of teenagers attacked a youth with high-pressure water guns while yelling anti-Semitic slurs.



In Walnut Hills, Ohio on July 14, 1992, a group of black teenagers attacked a stranded car full of white teenagers. They destroyed the car and injured several of the occupants.



A group of skinheads attacked two black teenagers and a white friend who were walking together in Eugene, Oregon, on August 13, 1992.



In June 1992, in Medford, Oregon, a white woman spit on a Japanese college student and slapped another one after asking them their ancestral origin.



On July 9, 1992, in Akron, Ohio, a cross was burned on the hood of a black man's truck.



On July 14, 1992, in Arlington, Texas, two teenagers burned a cross in the yard of a black family.



On July 21, 1992, in Dayton, Texas, a cross was burned in a yard to retaliate for the previous night's incident when four black men beat a retarded, disabled white man.





HANDOUT 1, Continued



In December 1992, Luyen Phan Nguyen, a Vietnamese American college student, was beaten to death by a group of teenagers at a party in a Coral Springs, Florida, apartment complex. One of the young partygoers was heard to scream, "I should have killed you in 'Nam, you gook!" Twenty partying teenagers watched the whole event.



In 1989, Patrick Purdy, dressed in military clothing, entered a Stockton, California schoolyard and fired an assault rifle, killing five Asian American children and wounding 29. Purdy told authorities he had picked the school because he felt "particular animosity" toward Southeast Asians.



As Hung Truong, a 15-year-old Vietnamese refugee, walked down a Houston street in 1990, two 18-year-old youths jumped from a car shouting, "White power!" and beat him. "God, forgive me for coming to this country," Truong said before dying.



In March 1992, at Northeastern University in Boston, a male student made an anonymous phone call to the campus lesbian and gay organization's office and threatened to blow it up. He also threatened to kill all the group's members. The perpetrator later turned himself in to authorities.



On January 11, 1991, four or five drunken men verbally assaulted a man, calling him a "Filthy Arab! Arab pig!" and shouted obscenities. The man was a Polynesian Jew.

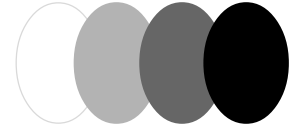


On January 12, 1991, *The Detroit Free Press* reported a bomb threat at Fordson High School where approximately 50 percent of the students are of Arab descent. The Fordson basketball team reported ethnic hostility at games, in which opposing teams and fans said, "Go back to Saudi Arabia. You are not wanted here."



On January 14, 1991, faculty and students harassed Iraqi American children in school. Incidents included mentions of internment camps and statements that the Americans should kill all the Iraqis.





HANDOUT 1, Continued



Someone stoned an Iranian student's windshield. Another driver shouted, "Kill that Iranian." The victim filed a report, but was told that a "reliable" witness (the second driver, a retired police officer) had already testified against him.



The *San Jose Mercury News* reported that someone issued a bomb threat against a local Islamic center and shouted racial epithets at children wearing traditional Arab clothing. This prompted the center to cancel class.



In 1995 and 1996, dozens of churches were burned in the South. Most of these churches had primarily black congregations.



2
Lesson

Understanding the Victim's Perspective

Purpose

The purpose of this lesson is to help students understand the impact of hate crimes on the victims.

Student Objectives

In this lesson, students will accomplish the following:

- ◆ understand the devastating trauma of hate crimes
- ◆ describe the physical, emotional, and financial impact of hate crimes
- ◆ identify the unique features of hate crimes

Preparation

- Obtain flip chart, markers, and overhead projector.
- Set up Anti-Defamation League's *Hate Crime: A Training Film for Police Officers* video.

For ordering information, please contact:

ADL Materials Library
22-D Hollywood Avenue
Ho-Ho-Kus, NJ 07423
(800) 343-5540
FAX: (201) 652-1973
E-Mail: tmcndy@aol.com
9 am – 5 pm EST.

Healing the Hate

Teaching Point

To introduce the lesson, give students the following definitions for **aggressors** and **victims**:

An **aggressor** is someone who commits harmful acts or gestures against another person or persons which have a physical, emotional, or psychological impact on the targeted person(s).

A **victim** is a person who is harmed or killed by another person, group of people, condition, or system.

Activity One



The Victim's Perspective: A Video Segment and Class Discussion

- Tell** the students that they will be watching a video segment from the Anti-Defamation League, *Hate Crime: A Training Film for Police Officers*, about a victim of hate crime. **Tell** them that the video may be disturbing to watch, but will enable them to have a better understanding of what victims of hate crime experience.
- Point out** that victims of hate crime may suffer many types of injuries, including *physical, emotional, and financial hardships*. **Make sure** students understand the meaning of each of these terms by asking them to provide examples of physical, emotional, and financial hardships from their own lives or the lives of people they know. **Write** their examples on the blackboard.
- Ask** students to review Handout 1. **Explain** that this list can be used in any victim's case to understand the degree of victimization. **Ask** students to keep the types of victim trauma in mind when they view the video segment.
- Remind** students that it is normal to react emotionally to victims.
- After viewing the video, **ask** students to take five minutes to write down their feelings and reactions to what they have just watched. **Remind** them that these journals are private and will not be read by anyone but themselves.

- **Pose** the following discussion questions to enable the students to process the feelings triggered by the video.
 - *What are some things that went through your mind as you watched this video?*
 - *How did you feel about what happened?*
 - *Why did the perpetrators attack these victims?*
 - *Why do you think the cases are crimes?*

Note to Teacher

Be aware that students in your class may have strong emotional reactions to the video. Some students may identify strongly with the victim. Some may know someone who has been the victim of a hate crime or some students may have been victims of a hate crime or hate incident themselves. It is important to realize that those students who are most affected may react in different ways. For example, some may be very outspoken; some may express strong emotional reactions; some may become very quiet. Be sensitive to the varied reactions. Give students an opportunity to express their feelings, but do not push them to do so in the large group. Check with them privately before they leave to make sure they are okay.

Activity Two



The Physical, Emotional, and Financial Trauma of Hate Crime

- Place** three different sheets of large paper, each with one of three different headings—*Physical*, *Emotional*, *Financial*—on the top of three different tables or desks around the room. **Place** several magic markers on each of the three desks. **Tell** students to walk calmly around the room and write one example of the type of reaction the victims experienced that corresponds to the heading of the paper. **Remind** students that they may refer to the notes they took while watching the video. **Tell** students that they may write only one reaction at a time on each paper, but can walk around the room until they have provided all their ideas. **Tell** students they should sit down as soon as they have written all their ideas. This activity should be done at a quick, lively, but controlled pace. **Intervene** if students are becoming rowdy or the class chaotic and **remind** students to remain calm.
- Once all students are seated, **tape** the three sheets of paper on different walls in the classroom so that they are visible to all students. Student responses should include:

Physical

- *pain*
- *bleeding*
- *injuries*
- *painful rehabilitation*

Emotional

- *constant fear*
- *inability to trust others*
- *anger/rage/hatred*
- *nightmares*
- *flashbacks*
- *inability to concentrate*
- *confusion*
- *blaming oneself*

Financial

- *medical bills (for emergency treatment, surgeries, rehabilitation, and possibly psychological counseling)*
- *loss of income (victim can no longer work)*
- *friend's car damaged*

- Ask** students if anyone has any more responses to add or any questions about the responses listed.
- Explain** that some aspects of victim harm are felt immediately, as a result of the incident or crime. Others are felt later, as a result of resuming daily life at home, in the community, at work, and in dealing with the medical, legal, insurance, social service, and/or criminal justice systems.
- Ask** students:
 - *Do you think it is possible to have a physical and financial injury without an emotional injury? Why or why not?*
- Conclude** the lesson with a brief class discussion around the following question:
 - *If all victims can experience physical, emotional, and financial impacts of victimization, why might hate crimes be felt more deeply than other types of crime?*
- Write** their responses on a separate sheet of paper titled “The Unique Impact of Hate Crime on Victims.”

Note to Teacher

You may want to keep this last sheet posted in the class throughout the course of the program as a reminder to students of the unique impact of hate crime on victims.



HANDOUT 1

LOOKING AT THE PHYSICAL, EMOTIONAL, AND FINANCIAL IMPACT ON THE VICTIM

Physical

- How serious is the victim's injury?
- How might the victim be permanently disabled by the injury?
- Will there be a permanent scar or disfigurement because of the injury?

Emotional

- What emotions is the victim experiencing? What fears does the victim have?
- What other parts of the victim's life might be affected by this crime?
- What aspect of the victim's culture or background might affect his/her reaction to this incident?
- Why do you think these people committed this crime? What is the evidence that this crime was based on prejudice?
- How did the crime affect the victim's family?
- What types of emotional support does the victim have?

Financial

- How much has the victim lost in terms of money and/or property due to this crime?
- Has the crime affected the victim's ability to earn income?
- How much money will the victim have to spend to recover from the crime?

Lesson 3

Names Can Really Hurt Us

Purpose

The purpose of this lesson is to make students aware of the seriousness and the consequences of prejudice and common hate incidents.

Student Objectives

In this lesson, students will accomplish the following:

- ◆ explain how people are hurt by prejudice and hate incidents
- ◆ recognize that hate incidents have serious consequences for the victim and for the perpetrator

Preparation



- Set up the *Names Can Really Hurt Us* video.
- Copy Handout 1 for students.
- Write headings on blackboard:

Victims

Emotional Impact for Victims
 Social Impact for Victims
 Physical Impact for Victims
 Other Impact for Victims

Aggressors

Emotional Consequences for Aggressors
 Social Consequences for Aggressors
 Physical Consequences for Aggressors
 Other Consequences for Aggressors

Teacher's Instructions

Tell students that people who commit hate crimes, like those described in the previous lesson, probably learned their prejudices early in life. These prejudices grew so strong that the people could do terrible things to others without ever caring about the pain they were causing. **Explain** that the people who commit hate crimes were probably involved in a number of hate incidents before they committed these crimes. **Explain** that although not all people who are prejudiced will go on to try to kill someone who is different from themselves, the same lack of consideration for others' pain is involved in all hate incidents.

Activity One



Names Can Really Hurt Us

- Distribute** Handout 1, "Names Can Really Hurt Us," to each student.
- Tell** students that they will be viewing a video in which young people describe their experiences with name calling and other hateful behavior. **Explain** that after the video, they will be discussing the questions on the handout "Names Can Really Hurt Us." Briefly **review** the questions on the handout and **tell** students to watch and listen for the answers.
- Show** the video *Names Can Really Hurt Us*.
- Tell** the students that many disturbing and hurtful acts of prejudice were discussed in the video, and that you will be reviewing one of the first incidents. **Ask** them to remember the girl who described her emotions when a boy spat on her sandwich and called her a name.
- Ask** two students to share their answers to the first question on the worksheet. **Discuss** it, emphasizing the girl's emotional pain from this incident.
- Remind** students that there can be different kinds of consequences for victims.
- Ask** the entire class the remaining questions on the worksheet. **Refer** to the teacher's copy of the worksheet for examples of possible student answers.

Alternate Activity



The Phone Call

- Explain** that people sometimes fail to understand just how serious hate incidents can be. **Tell** students that they will be reading about and discussing a hate incident that may sound familiar.
- Divide** students into six groups, called A through F. **Distribute** Handout 2, “The Phone Call,” to each student.
- Read aloud** the scenario from “The Phone Call.” **Explain** that groups will have approximately 15 minutes to read and discuss their questions and then to write their answers. **Tell** groups to select a group member to report answers to the class.
- Beginning with question #1 and going in order through #7, **ask** groups how they answered the questions and discuss their answers. **Emphasize** the seriousness of the phone call.



HANDOUT 1: TEACHER COPY

NAMES CAN REALLY HURT US

1. What are your reactions to the hate incident in the video when the girl describes the feelings she experienced when a boy spat on her sandwich and called her a name ?

How would you feel if this happened to you?

Can this hateful behavior be as harmful as physical assault? Explain.

2. What are the consequences of prejudice and hate for the victims in this video?

Note to Teacher: *The purpose of this question is to review the consequences of hate incidents for victims. The chart below lists a range of categories of victim consequences. It is only necessary to ask the students for a general range of consequences.*

IMPACT ON THE VICTIM

Emotional Consequences (feelings)

hurt
confusion
fear
anger
loneliness
hopelessness (that prejudice would ever end)
embarrassment
fear of continued incidents

Physical Consequences

pain
possible injury

Social Consequences (relationships with others)

trying to act tough
stop trying to make new friends
associating only with those who are like oneself

developing prejudices in response to the incident

spending lots of time alone
not trusting others
not being included by friends in activities

Other Consequences

trying not to do so well in school so
that one might be accepted



HANDOUT 1: TEACHER COPY, Continued

3. What are the consequences for people who are prejudiced and who commit hateful acts?

Note to Teacher: The purpose of this question is to emphasize the consequences of hate incidents for the aggressors. Ask students for specific consequences in each of the categories listed below.

AGGRESSOR CONSEQUENCES

Emotional Consequences (feelings)

shame
disappointment in self
anger with self
embarrassment
regret

Social Consequences (relationships with others)

disliked
isolated/shunned by others
miss out on getting to know people whom
they might really like

Physical Consequences

may become victims of hate acts
themselves
may expose themselves to violent
retaliation

Other Consequences

legal (arrested, convicted, fined, detained)
having difficulty holding down a job because
they don't get along well with others
getting into trouble at school
criminal record

4. Was the incident in the video in which Suju was held while other students pulled at her eyes a crime?

What could happen to the students who did this?

5. According to the video, the best way to stop prejudice is always to show perpetrators how much they hurt the victim. Do you agree? Why or why not?



HANDOUT 1

NAMES CAN REALLY HURT US

1. What are your reactions to the hate incident in the video when the girl describes the feelings she experienced when a boy spat on her sandwich and called her a name?

How would you feel if this happened to you?

Can this hateful behavior be as harmful as physical assault? Explain.

2. What is the impact of prejudice and hate on the victims in this video?
3. What are the consequences for people who are prejudiced and who commit hateful acts?
4. Was the incident in the video in which Suju was held while other students pulled at her eyes a crime?

What could happen to the students who did this?

5. According to the video, the best way to stop prejudice is always to show how much perpetrators hurt the victim.

Do you agree? Why or why not?



HANDOUT 2

THE PHONE CALL

(This lesson has been adapted from *Prejudice and Violence Education (P.A.V.E.)*, Newton Middle School, Newton, MA.)

Michael, Mary, Joan, Susan, and Rachel were 7th-grade students in the Newton Middle School. They had all gone to elementary school together. Recently, Rachel had an argument with Mary. They had been growing apart before the argument, and this seemed to have ended the friendship.

Last night, Mary, Joan, and Susan were over at Michael's house visiting him. His parents weren't home. The kids started to make "prank" phone calls to other classmates, hanging up on them or asking silly questions. Mary, to get back at Rachel, dialed Rachel's number and gave the phone to Michael. She told him to make Rachel look really foolish.

Michael started talking, using a fake accent of someone from India. The girls laughed. He said in the accent, "I really like you. I want to know you better. I am watching you." The girls continued to laugh. He then started to make obscene comments. Mary continued to laugh. Michael then started to make fun of Rachel's religion and said that she should go back to her own country, that she wasn't wanted here. Then he used slurs against the religion and Rachel. Michael hung up.

During the phone call, Mary laughed the whole time. Later, she said that she laughed because the accent was funny. Joan and Susan did not participate in the phone calls but remained in the room. It also turned out that Rachel was not home and the answering machine had picked up and recorded the phone call. One of Rachel's friends was able to identify the voice on the tape as Michael's.



"THE PHONE CALL" QUESTIONS

Groups A & B

1. How do you think Rachel felt when she came home and heard the phone call?
2. How do you think Rachel's family felt when they heard the phone call?
6. What are some reasons why someone might make a phone call like this?
7. What might have been done differently to change these events?

Groups C & D

3. What do you think happened after Rachel and her family heard the phone call?
4. Do you think any laws were broken? If so, what laws?
7. What might have been done differently to change these events?



HANDOUT 2, Continued

Groups E & F

5. What consequences do you think may have resulted from this incident?

For Rachel and her family?

For Michael?

For Mary?

For Joan and Susan?

7. What might have been done differently to change these events?

NOTES
