



Combating Hatred in the 21st Century



Courageous Conversations: Dialogue and Reconciliation

Lesson Plan: Civics 10; Law 11; Law12; Media Studies 11; Introduction to Anthropology, Psychology, and Sociology 11; Challenge and Change in Society 12; Challenge and Change in Society 12

Key themes: Role of students in Combating Hatred; Courageous Conversations

Estimated Time: 60 minutes + presentation of students projects in following class

Lesson Steps

- Discuss Pre-Viewing Question with students
- View the four clips (approximate running time 13:00 minutes)
- Conduct one or more of the post-viewing activities
- In small groups, have students research a Canadian human rights issue, as outlined below.
- Assign the Activity as a homework assignment

Pre-Viewing Discussion Questions

- 1) What role do dialogue and discussion play in resolving or addressing hatred?
- 2) What role can or do students play in these “courageous conversations”?

Post-Viewing Activity

- 1) Discuss student initiatives for combating hatred within your school, board or community.
- 2) Discuss the meaning of the statement: “It’s hard to hate your friends”. How does the interdependence of the groups Ms. Chowdhury refers to help to move them beyond dialogue?

Activity

Divide students into groups of 4 or 5. Have each group conduct one of the following projects:



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- a) *Interview a member of your school and/or board administration into your classroom for a discussion regarding strategies for combating hatred in your school or board. Consider whether there is a need to form committees or clubs to discuss solutions and propose action plans.*
- b) *Prepare a list of issues pertaining to hatred and marginalization that receive public attention and encourage dialogue? List the areas or issues that do not? (e.g.: racial profiling, gangs, terrorism, anti-Semitism; refugees, immigration issues, etc). Prepare a poster charting the responses.*
- c) *Collect articles from local newspapers that deal with hate-based issues. Consider whether some issues receive more coverage than others. Create a concept map to show these connections.*

Have student groups present the results of their projects. As a class discuss the various results. Do some suggest more immediate strategies for student involvement? Do administrators or adults engage young people as part of the solution on these issues?

Either in the same groups, or as a class, decide on a project that will address the issues identified by the student projects. Complete the Active Citizens Action plan as a template for identifying a problem, brainstorming a solutions and itemizing the steps required to execute the project.

Related OJEN Resources (www.ojen.ca)

Cases that Have Changed Society - downloadable handout

Active Citizens Action Plan - downloadable template for student project planning and execution