

## The Nature & Impact of Hate and Hate Crimes

### Lesson Plan: Civics 10; Law 11; Law 12

**Key themes:** Responding to hate through legal institutions

**Estimated Time:** 60 minutes

### Lesson Steps

- Discuss Pre-viewing Questions with students
- View the five clips (total running time: 10 minutes)
- Discuss the post-viewing questions as a class
- Give students 5 minutes to prepare arguments in favour of or against one of the two statements in Activity 1. In pairs, have students debate the statement. After three minutes, ask students to switch sides of the desk or table and argue the other perspective, focusing on points that were not made previously
- Assign one of Activities 2 or 3 as individual research project or homework assignment

### Pre-Viewing Activities

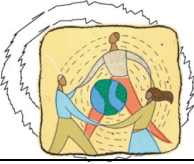
- 1) Discuss the importance of knowing about context and background as a means of combating hatred.
- 2) Consider the following questions: What drives hatred within our society? Where does it come from? What strategies can we, as a people, adopt to address it?

### Post-Viewing Discussion Questions

- 1) According to Shakir, why and how is the state contributing to the problem of hatred?
- 2) Justice Corbett states that he is not calling for a quota system for hiring racially diverse judges. What ways can you think of, that would increase the diversity of the justice system *and* ensure qualified judges?

### Activities

- 1) Prepare three arguments in favour of and three arguments against one of the following statements:



## Combating Hatred in the 21<sup>st</sup> Century



- a. A specialized hate crimes tribunal should be created, as suggested by David Matas, with experts who understand the impact of hate on the victims of hate crimes.
  - b. Appointing racially diverse judges will make the justice system fairer.
- 2) Search online for Ontario Courts documents that relate to hatred and hate crimes. What approach, if any, do the courts take? What more could be done?
  - 3) Explore the cases of *R. v. Keegstra* [1990] 3 S.C.R. 697 and *R. v. Zundel* [1992] 2 S.C.R. 731. Why do we have laws to prevent hate related offences? What rights did these two men claim in their defense?

### Related OJEN Resources ([www.ojen.ca](http://www.ojen.ca))

Landmark Case: *R. v. Keegstra*

Formal Equality versus Substantive Equality handout