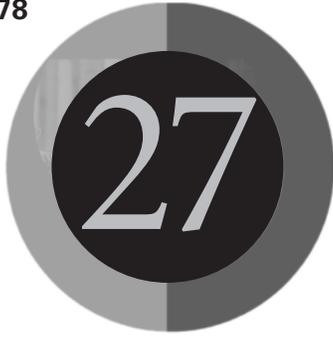




Hate Crime

What It Is and What You Can Do About It

Overview of Lesson	National Standards for Civics and Government	National Standards for English	National Standards for Health
<p>Through statistics and vignettes, students learn about hate crimes and the many forms hate crimes take in the United States and the world. Students discuss ways they can help reduce racism and hate crimes</p>	<p>in their community.</p> <ul style="list-style-type: none"> • Diversity in American society (NSCG II.B.4) • Dispositions that foster respect for individual worth and human dignity (NSCG V.D.2) 	<ul style="list-style-type: none"> • Conduct research on issues and interests by generating ideas and questions and by posing problems. (ELA 7) 	<ul style="list-style-type: none"> • Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5) • Demonstrate the ability to advocate for personal, family, and community health. (NHES 7)



SESSION

HATE CRIME

WHAT IT IS AND WHAT YOU CAN DO ABOUT IT

In this session, teens will focus on hate crime. They will examine the causes of hate crime, investigate and report on examples of hate crime involving teens, and look at how hate crime can range from discrimination to genocide. Teens then explore some positive teen-led ways to respond to hate crime.

TEENS WILL LEARN

- How to define hate crime, racism, anti-Semitism, and homophobia
- Some basic facts about hate crime in the United States
- That hate crime takes many forms from discrimination to genocide
- Ways teens can be part of the solution to hate crime

TEACHING STRATEGIES

These teaching strategies are included in this session:

- Whole-group Discussion
- News Broadcast
- Paired Discussion
- Debriefing
- Brainstorming
- Case Study
- Journal Writing

MATERIALS

- Newsprint and markers
- Handout 1: *Hate Crimes in the United States*
- Handout 2: *Facts About Hate Crimes—Discrimination Hate Crimes*
- Handout 3: *Facts About Hate Crimes—Destruction of Property Hate Crimes*
- Handout 4: *Facts About Hate Crimes—Violence Against People Hate Crimes*
- Handout 5: *Facts About Hate Crimes—Crimes Against Humanity*
- Handout 6: *Case Study: Some Solutions*
- *Handling Difficult Situations* poster from the *Community Works* kit and the list “Negative Stereotypes: Things We Can Say or Do” from Session 26
- Pens or pencils for teens to use in groups
- Masking tape
- Optional: Video camera or cassette recorder to record teens’ news broadcasts in Step C
- Journal for Session 27



Ask someone familiar with hate crimes and their impact to serve as a resource person for this session. Try contacting the Anti-Defamation League, the Gay and Lesbian Task Force, or the Southern Poverty Law Center. Many departments of the federal government work to prevent hate crimes, such as the U.S. Department of Justice’s Community Relations Service and the U.S. Department of Housing and Urban Development (which has jurisdiction over home-based hate crimes). You could also try local groups, such as civil rights or human rights councils under the mayor’s office. A survivor of the Holocaust or a refugee from genocide in Sudan, Bosnia, Rwanda, or Cambodia could also answer teens’ questions and convey some of the realities of hate crimes. See the Introduction in Volume One for information on how to contact, meet, and work with a resource person.

SUMMARY OF STEPS

PART 1

Step A. Warm-up

Step B. What Do You Think?

Step C. Investigate and Report About Hate Crime



50 Minutes

PART 2

Step D. How Teens Are—and Can Be—

Part of the Solution

Step E. Reflection



40 Minutes

BEFORE THE SESSION

1. Plan to present both sessions Session 26 and Session 27. They are designed to go together.
2. Read the session plan.
3. Decide how you will involve teens in the session as helpers, leaders, or readers. For more information about facilitating teen involvement, consult the Introduction in Volume One.
4. Make copies for each teen of Handout 1: *Hate Crimes in the United States* and Handout 6: *Case Study: Some Solutions*.
5. Make enough copies of each of these handouts for one-fourth of your teens (about five copies of each if you have a group of 20 teens):
 - Handout 2: *Facts About Hate Crimes—Discrimination Hate Crimes*
 - Handout 3: *Facts About Hate Crimes—Destruction of Property Hate Crimes*
 - Handout 4: *Facts About Hate Crimes—Violence Against People Hate Crimes*
 - Handout 5: *Facts About Hate Crimes—Crimes Against Humanity*
6. Make one copy of the journal for each teen.
7. Ask a teen to help you prepare for this session by writing the definitions of the words *hate crime*, *racism*, *anti-Semitism*, and *homophobia* on slips of paper. The definitions for these four words are found in Step B, #1 and #4.
8. Hang up the *Handling Difficult Situations* poster and “Negative Stereotypes: Things We Can Say or Do,” created in Session 26.
9. Post teen-created guidelines from Session 1 in the room.
10. Gather the materials you will need.

P A R T

1

STEP A

TEACHING STRATEGY

■ Icebreaker



10 MINUTES

Warm-up

- Review the purpose of *Community Works*.
 - Have teens think for a minute about the purpose of *Community Works*. Ask teens to tell what they remember.
 - Use the teens themselves to update newcomers and those who missed earlier sessions. Assign this task to teens on a rotating basis. Tell them it helps build their public-speaking skills.
 - Remind teens that these sessions will help them get information and develop skills to avoid being the victims of crime and help them develop skills to help others and their communities become safer.
 - Return journals with your comments from last session.
- Explain the purpose of this session. Tell teens they will focus on hate crimes in this session. They will examine the hate that underlies these crimes, and investigate and report on some examples of hate crimes involving teens. Tell teens they'll consider how hate crime can range in severity from discrimination to mass murder. They'll discover the consequences of hate crime. Then they will explore some positive responses to hate crime, created by teens.
- Remind teens of the guidelines they developed for these sessions. Be sure their list is posted on the wall. One way to increase the teens' involvement and give them ownership of the session is to have them volunteer to go over the group guidelines at the start and recap the activities from the last session.
- To warm up the group, choose an icebreaker (optional) from the Introduction in Volume One. (Allow additional time for this activity.)

STEP B

TEACHING STRATEGY

■ Whole-group Discussion



10 MINUTES

What Do You Think?

- Ask teens what they think hate crime is.
 - Write their answers on newsprint under the words *hate crime*.
 - Hand out the definitions written on slips of paper to four different teens.
 - Ask the teen who got the slip of paper with definition of *hate crime* to read it aloud:

Hate crime is the violence of intolerance and bigotry, intended to hurt and intimidate someone because of their race, ethnicity, national origin, religion, sexual orientation, or disability.—Community Relations Service, U.S. Department of Justice

- Tell students that at least 41 states and the District of Columbia have laws against hate crimes. This means that, if bias is involved, a crime such as vandalism, assault, or murder is also a hate crime and the penalty is more severe than it would be if bias were not involved. The idea is to punish a person more severely if the crime was, for example, racially motivated. In addition, federal hate crime law gives prosecutors the latitude to seek additional charges that tend to carry a longer sentence if a crime victim is targeted because of his or her race, religion, or ethnicity. In recent years, Congress has passed many pieces of legislation to help shape the future of hate crime initiatives and preventive measures. These anti-hate crime acts include the following:
 - Hate Crimes Prevention Act of 1999
 - Church Arson Prevention Act of 1996
 - Hate Crimes Sentencing Enhancement Act of 1995
 - Hate Crime Statistics Act of 1990
2. Ask teens why they think people commit hate crimes.
 - Write teens' answers on newsprint.
(Possible answers include being ignorant of people different from themselves and being terrified of the difference, having a need to look down on others in order to raise themselves up, and having been brutalized themselves and wanting to return the brutality.)
 3. Distribute a copy to each teen of Handout 1: *Hate Crimes in the United States*.
 - Ask a teen to read the first statistic aloud, then discuss with the group. Based on this statistic, does hate crime occur more often or less often than they had thought?
 - Ask a teen to read the second group of statistics. Ask teens to offer examples of these types of hate crimes (incidents that they may have learned about through personal experience or the media). As a group, discuss what might motivate people to commit these types of crimes.
 - Ask a teen to read the third group of statistics. Ask teens to identify examples of each form of hate crime. Ask them to imagine that they are victims of hate crime. How would they feel if someone hurt them, their property, or their community just because of their race, sexual orientation, or religion?
 - Ask a teen to read the final group of statistics. To what extent is hate crime a problem in their school?
 4. Point out to teens that hate crime is most often directed against people because of their race, religion, or sexual orientation.
 - Write these words on newsprint and then ask teens if they know what they mean: *racism*, *anti-Semitism*, and *homophobia*.
 - Write their answers on newsprint.
 - Ask teens who have the definitions of these terms to read them aloud.
 - As the definitions below are read aloud, add to or correct teens' definitions on the newsprint.
 - *Racism is the exploitation, mistreatment, and abuse of one group of people by another based upon race.*
 - *Anti-Semitism is prejudice, discrimination, and violence directed against people who are Jewish.*

- In 2002 in the United States, anti-Jewish bias accounted for 65.9 percent of the 1,576 reported offenses rooted in religious bias. Anti-Islamic bias made up 10.8 percent of these types of offenses, and bias against other, unspecified religious groups made up 13.8 percent.—
Hate Crime Statistics, 2002, Federal Bureau of Investigation
- *Homophobia is the fear of lesbians and gay men, the fear of being gay or of even being thought to be gay.*
- Ask teens if they have seen or heard about any of these kinds of hate in their community. If they are comfortable sharing this information, ask teens to do so.

STEP C**TEACHING STRATEGIES**

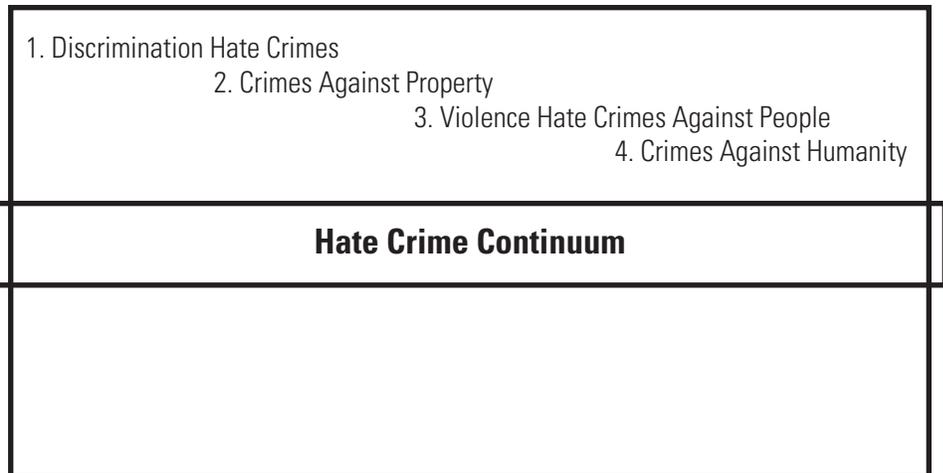
- News Broadcast
- Paired Discussion
- Debriefing



30 MINUTES

Investigate and Report About Hate Crime

1. Tell teens that they will work in small groups to present information on hate crime in the form of a short news broadcast.
 - Each group will discuss its particular topic, then use a TV or radio news format to tell the others about what they have learned about hate crime.
 - Ask for volunteers to offer ideas about news reporting. What is the basic format of the news? What basic rules do news reporters have to follow? (Example: Reporters must be unbiased, able to speak clearly, have an understanding of the issues, take the news seriously, and only report facts and the truth.)
 - Have teens find a way for *all* group members to participate in the news broadcast.
 - Tell teens that each group will need to limit its news report to three or four minutes.
 - Divide teens into four small groups and tell them that they will have about ten minutes to prepare.
 - Distribute the *Facts About Hate Crimes* handouts (Handouts 2–5) so that Group #1 gets Handout 2: *Discrimination Hate Crimes*; Group #2 gets Handout 3: *Destruction of Property Hate Crimes*; Group #3 gets Handout 4: *Violence Against People Hate Crimes*; and Group #4 gets Handout 5: *Crimes Against Humanity*.
2. While teens prepare their news broadcasts, you should
 - Circulate to be sure they understand their handouts. A resource person familiar with hate crimes could also assist teens and answer questions.
 - Use masking tape to hang up two pieces of newsprint horizontally right next to each other so that you can write on them *after* the news broadcasts. (See diagram.)
 - Draw a thick red line with a marker from one end to the other of these two pieces of newsprint, so the line goes the long way across.
 - This line is the Hate Crime Continuum.
 - Above the line write these four categories:
 1. Discrimination Hate Crimes
 2. Crimes Against Property
 3. Violence Hate Crimes Against People
 4. Crimes Against Humanity



- Prepare for teens' reports (with the resource person) by re-reading the handouts. You will be asking them to report out in the above order—going from the least to the most severe hate crimes, ending in Crimes Against Humanity.
 - Give the most help to Group #4 because this information is the hardest to read and the most difficult to understand. Also, it's the only handout that deals with hate crime on a global basis (rather than focusing solely on the United States).
 - After ten minutes, bring teens together again for the Hate Crimes News Broadcast.
 - Call up each group (in the above order) to present its news broadcast while standing in front of the Hate Crime Continuum.
 - Introduce each group by pointing to the category on the continuum.
 - Have each group present its news broadcast.
 - Optional: Use a video camera or cassette to record the teens' news broadcasts.
 - Compliment teens on their presentations.
4. Debrief this activity by telling teens, "Don't consider only the section your group worked on, but look at the other three as well."
- Have teens take a minute to take it all in, then have them pair up and exchange their thoughts, feelings, and observations about hate crimes. Ask them to focus on
 - Surprises
 - Patterns
 - Whether crimes in #1, #2, and #3 connect to #4
 - Bring teens together again and ask for volunteers to share their observations.
 - Write teens' comments on the lower half of the Hate Crime Continuum diagram on newsprint.
 - Ask them what—if anything—they have seen or heard about in their own communities that is like any of these hate crimes.

- Ask teens how they might learn more about hate crime in their community, such as which groups are targeted, etc.
- Explain that following the terrorist attacks of September 11, 2001, our country saw a surge in hate crimes directed against people from Middle Eastern ethnic groups. Ask teens to consider why that occurred.
- Ask teens to describe the profile of a terrorist. Encourage them to think about how American concerns about security could fuel hate crime.
- Make sure that teens understand this key point:

It is easy to think of people in “our” racial, ethnic, religious, or other group as “us” and everyone else as “them.” From there, it is a small step to assuming “they” are not only different but inferior. Once this happens, it frees ordinary people from moral restraints to commit hate crimes, including killing.

- Ask teens what they think of this statement: “Discrimination of any kind, anywhere, contains the seeds of genocide.” (*Genocide is the systematic, planned annihilation of a racial, political, or cultural group.*)

Wrap-up for Part 1

Have you watched a group focus on someone who is a little “different” and then harass him or her in some way? What might be some ways that the information we are learning could be used to develop a service-learning project?

PART



REVIEW AND PREVIEW

Begin this part by reviewing the previous session. Be sure to remind participants about the objectives for these sessions and give them an overview of what will be accomplished during this part of this session. (Use the objectives set out at the beginning of this session.)

STEP D

TEACHING STRATEGIES

- Case Study
- Whole-group Discussion
- Brainstorming



30 MINUTES

How Teens Are—and Can Be—Part of the Solution

1. Tell the group that although teens are often victims and perpetrators of hate crimes, they are also part of the solution.
 - Ask teens to look at the Hate Crime Continuum to suggest where they could step in and do something. Ask them what strategies they would suggest to prevent hate crimes and to help in healing the wounds produced by hate crimes.
 - Say that there are many cases in which teens responded effectively to hate crimes and also worked to prevent them from taking place in the first place.

2. Use Handout 6: *Case Study: Some Solutions* to get teens thinking about how teens can help prevent hate crimes.
 - Distribute Handout 6: *Case Study: Some Solutions*.
 - Read the case aloud to be sure teens understand.
 - After reading the case, ask these questions (which you could also write on newsprint):
 - Where on the Hate Crime Continuum did the teens intervene to solve the problem?
(The Wellesley teens decided to act after property had been destroyed or vandalized—#2 on the Hate Crime Continuum.)
 - What strategies did the teens use?
(Together teens organized a rally, bought a newspaper ad, and organized a workshop. As an individual, one teen decided to speak out when others told racist jokes.)

Note: Suggest to teens that they could use the *Handling Difficult Situations* information to speak up about racist, ethnic, religious, and homophobic jokes. Point to the relevant sections of the *Handling Difficult Situations* poster, and ask teens what they think.

 - Do you think their approaches were successful? What does it mean to be successful?
 - Which of these strategies do you think you could use or adapt to your community?
3. Ask teens to brainstorm other ideas that might help prevent hate crimes.
 - Write teens' ideas on newsprint.
 - Use these suggestions to supplement their list:
 - Start an advocacy group for people who come together around an identity that they share (such as shared gender, sexual orientation, or religion). The group provides support and allies for dealing with tough external situations.
 - Start a peer education program to teach about bias awareness to teens or younger children.
 - Organize community-wide Days of Respect or Days of Dialog in which all members of the community can share strategies about bias awareness and hate crimes.
 - Have a Teen Weekend Exchange with a teen of a different culture. Go to each other's home for an afternoon, evening, dinner, or perhaps weekend.
 - Visit an elderly person of a different culture on a regular basis.
 - Adopt a Little Brother/Sister of a different culture.
 - Actively recruit and include youth from diverse backgrounds in citywide activities.
 - Create a puppet show about bias awareness for younger children.
 - Peer-tutor English as a second language.

STEP E

TEACHING STRATEGY

■ Journal Writing



10 MINUTES

Reflection

1. Relate the session to teens' lives.
 - Ask teens what groups of people they think should learn about hate crimes and what can be done to prevent these crimes.
2. Turn learning into action.
 - To get teens thinking about possible action projects related to this session, ask teens what they think would be the most effective ways of sharing this information—particularly their ideas for solutions—with these groups. Possible suggestions include holding a panel discussion, designing and exhibiting posters, and writing and distributing brochures about hate crime.
 - Key points to make here are that collaboration with other groups will strengthen teens' efforts *and* that teens can also begin acting as individuals to speak out against hate crimes in their early stages, such as standing up against hate jokes.
 - Optional: Plan to show the videotape of the teens' news broadcasts to others in the community.
 - Consult the Introduction in Volume One on service-learning projects for information about getting teens involved in preventing hate crime.
 - If this session has sparked special interest with your group and they are interested in doing a short service-learning project (approximately two hours or less) related to this session, consult "Easy Steps to a Service-learning Project" in the Introduction in Volume One.
 - Ask for volunteers for the next session's tasks such as making posters, contacting community resource people, and setting up the room.
3. Distribute the journal for Session 27.
 - Explain, remind, or ask teens the purpose of the journal. Be sure they know it is to help them reflect on what they learned—and for you to read and respond to what they write. Be clear that you will not be correcting what they write—just reading and responding.
 - Ask teens to write their answers to the journal questions.
 - Ask teens if they are willing to share their thoughts with the group.
 - Collect their journals and review them after the session, writing short comments. Tell them you will return their journals with your comments at the next session. This gives the teens something tangible and provides them with a connection to previous sessions.



HANDOUT 1

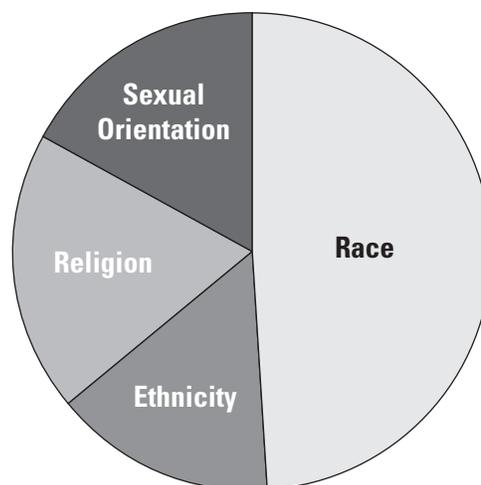
Hate Crimes in the United States

The FBI's *Hate Crime Statistics, 2004* reports that

- A total of 12,711 law enforcement agencies reported 7,649 hate crime incidents in 2002.

Of these,

- 54 percent of these crimes were directed at people because of their **race**.
- 16 percent were directed at people because of their **religion**
- 16 percent were directed at people because of their **sexual orientation**.
- 13 percent were directed at people because of their **ethnicity** or national origin.

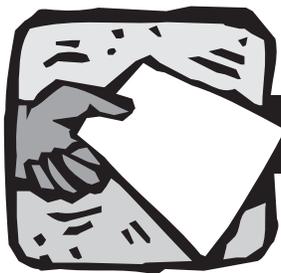


Hate crimes by category of offenses in 2004 were as follows:

- 62.4 percent were crimes against persons.
- 37 percent were crimes against property.
- 0.7 percent were crimes against society.

School-based hate crime is a serious problem. According to *Indicators of School Crime and Safety: 2005* from the Bureau of Justice Statistics,

- In 2003, 12 percent of students ages 12–18 reported that someone at school had used hate-related words against them (called them a derogatory word related to race, religion, ethnicity, disability, gender, or sexual orientation).
- About 36 percent of students saw hate-related graffiti at school.



HANDOUT 2

Facts About Hate Crimes

DISCRIMINATION HATE CRIMES

Discrimination is taking action against a person based on prejudice or negative stereotypes.

It can include name calling, taunting, ethnic slurs, public humiliation (shame, embarrassment), intimidation (frightening, terrorizing, scaring), threats, and exclusion. A few of the examples of this kind of hate crime involving teens:

Panzerfaust, a white power music company based in Minnesota, has recruited teens to help distribute racist and anti-Semitic CDs to schools and other locations throughout the United States.

A Muslim girl was sent home from her high school because she refused to remove her head scarf. Her religious beliefs require that women keep their heads covered in public.

A teenage boy who had recently “come out” faced the taunts of his peers. In the locker room, other boys called him names, harassed him, and threatened to hurt him if he attended PE class.



HANDOUT 3

Facts About Hate Crimes

DESTRUCTION OF PROPERTY HATE CRIMES

Destruction of property that also involved hate or bias included the following: vandalism (particularly graffiti), theft and burglary, and arson. A few of the examples of this kind of hate crime involving teens:

Following the September 11 terrorist attacks, teens broke into an Arab-owned grocery store, destroyed property, and caused the owner to lose business.

In Gloucester, MA, a 14-year-old allegedly tore down a Jewish couple's fence and arranged the pieces in the shape of a swastika and the Star of David.

In Jupiter, FL, a 14-year-old boy allegedly set a wooden sign on fire at a middle school after spray-painting racial slurs on it in an effort to intimidate (frighten) some of his classmates. The youth was charged with arson and faces criminal charges.

**H A N D O U T 4****Facts About Hate Crimes**

VIOLENCE AGAINST PEOPLE HATE CRIMES

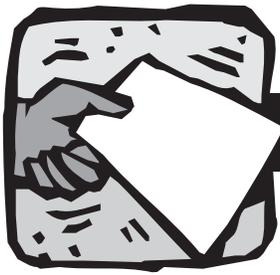
Crimes against people that also involved hate or bias included the following: intimidation (frightening or scaring), assault, rape, and murder. A few of the examples of this kind of hate crime involving teens:

In January 1996, in Gilroy, CA, a 15-year-old Mexican-American was beaten allegedly by a gang of youth who yelled racial slurs and mimicked his ability to speak English.

In Garfield County, CO, a 16-year-old gay youth was taunted and beaten, allegedly by a 14-year-old youth who used anti-gay slurs.

In Durant, OK, a 17-year-old black youth was stabbed to death outside a convenience store, allegedly by a white man who shouted racial epithets (slurs). A 26-year-old white man was charged with first-degree murder.

In Saugus, CA, two white youth were attacked with a baseball bat allegedly by two black youth, a black man, and a white youth. The youth, ages 14 to 16, were charged with assault.



HANDOUT 5

Facts About Hate Crimes

CRIMES AGAINST HUMANITY

Genocide is the planned killing of a people not because of anything they have done individually but because of who they are as members of a group. Examples of genocide in this century include

The Holocaust:

The systematic killing of six million Jews in Europe by the Nazis during World War II (in the 1930s and 1940s). Although Jews were the primary victims, hundreds of thousands of Gypsies and mentally or physically disabled people were also the victims of Nazi genocide. Homosexuals and others considered "antisocial" were also murdered.

During the 1990s in Bosnia (in Europe), there was mass murder of whole communities of Serbs, Croats, and Muslims. Ethnic and religious differences were used as excuses to kill.

During 1994 in Rwanda (in Africa), warfare between the Hutu and the Tutsi (two ethnic groups) led to the killing of up to half a million people in genocidal violence. Ethnic and tribal differences were used as excuses to kill.

Fighting between government-backed Arab militias and Africans has caused a humanitarian crisis in Sudan. More than four million African people have lost their homes. And at least two million have died.



H A N D O U T 6

Case Study Some Solutions

Teens Organize in Wellesley, MA

One night in Wellesley, MA, a suburb west of Boston, some people painted racist graffiti on dozens of cars, homes, and shops. Among the things they wrote were “Whites Only” and “I Hate Niggers, Chinks, and Spics.”

A few days after the incident, the police charged two 19-year-olds with 26 counts of malicious destruction of property and with intimidating individuals based on their religion.

In response to this, three Wellesley High School students decided to act. They organized a candlelight rally to protest racism. About a thousand people attended. The students also bought a full-page ad in the local newspaper to publicly condemn hate crimes. They then helped organize a day-long workshop at their school, bringing in experts to discuss the reasons for hate crimes.

One of the students said that because of these hate crimes she decided to change her behavior. “Sometimes people say or do things that offend me by way of offending other people. Before this I would not have said anything. Now, I find that when people start telling racist jokes, I say, ‘Could you tell this another time when I’m not here . . . or could you just not tell it?’ I’m not so scared of offending people when they do those things.”



JOURNAL

Session 27

NAME _____ DATE _____

One thing I learned about hate crime is

One thing I would like others to know about hate crime is

I would like to share what I learned with

The thing that concerns me most about hate crime is
