

# LESSON 4 : HATE



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Overview	This lesson aims to build awareness and understanding of HIV stigma & discrimination.
Duration	1 hour
Lesson Objectives	<ul style="list-style-type: none"> <li>• Explore the meaning of stigma and how it manifests itself in UNDEFEATED.</li> <li>• Understand the importance of challenging stigma.</li> <li>• Identify practical ways to challenge stigma as individuals, groups and communities.</li> </ul>
Key Terms	Stigma, Discrimination Prejudice, hate, fear stereotypes, exclusion, isolation, empathy.
Teacher's Notes	<p>This unit starts by replaying the climax of 'UNDEFEATED' – 'The Bus Scene'. The session links from the previous Lesson 3. by confronting students with the reality of what can happen if someone's HIV status becomes known in the wider community, without their prior consent. The abuse experienced by young people because of their HIV status is put centre stage to illustrate the harsh reality of what this can be like.</p> <p>The aim is to guide students through an experience that helps them to understand where this hate originates from. 'The Bus Scene' involves levels of abuse that have a profound effect on the victim, but can become detached from individual students. This can be addressed by asking young people to place themselves at the scene of the incident. From this perspective it's possible to enable students to consider the role that fear plays in propagating stigma and prejudice.</p>
Resources	Lesson Plan 4 Powerpoint 4 Spotlight Series: Hate Undeclared clip: x1 The Bus. Quotes
Curriculum Links	<p><b>PSHE:</b> Health and wellbeing Relationships Identity Risk and safety Diversity and equality Rights, responsibilities</p> <p><b>SRE:</b> Relationships Influences &amp; behaviour Feelings &amp; attitudes</p>



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TIME	ACTIVITY	INSTRUCTIONS	FACILITATOR'S NOTES	EQUIPMENT NEEDED
15 mins	Activity 1: Making sense of hate	<p>Introduce bus scene film clip from UNDEFEATED.</p> <p>Ask students to discuss the following questions in small groups</p> <ol style="list-style-type: none"> <li>1. Identify examples of stigma in this scene</li> <li>2. Why do you think the young people at the bus stop attacked Blessing? What was their motivation?</li> <li>3. Do you think they would have acted that way if they didn't have 'strength in numbers'?</li> <li>4. Is there always an instigator?</li> <li>5. Do you think anybody gained anything from this kind of behaviour?</li> <li>6. What impact did this experience have on Blessing?</li> <li>7. Can you find examples of 'self-stigmatising'?</li> </ol>	<p>Young people experience unfair, hateful treatment without justification on a regular basis. By using the example of HIV-related stigma, students may likely relate the experiences to their own lives, which provide opportunity for meaningful discussion.</p>	<p>AV materials to view film clips. Clip 1. The Bus PowerPoint 4</p>
15 mins	Activity 2: What is stigma	<p>The purpose of this activity is for students to understand stigma and explore its impact.</p> <p>Students brainstorm a working definition: <b>What is stigma?</b></p> <p>Encourage students to include the words hate/fear/ignorance/isolation/anger/discrimination to help guide their definition.</p> <p>Prompt questions for teacher:</p> <ol style="list-style-type: none"> <li>1. What do you think a definition of stigma should include?</li> <li>2. Does fear play a role in stigma? Is it a rational fear?</li> <li>3. What are some other words that are similar to stigma (prejudice, hatred, stereotypes, exclusion, bully, isolation, discrimination)</li> <li>4. How is stigma or abuse shown in actions?</li> <li>5. What are some examples of this? (these can be real world or from UNDEFEATED )</li> </ol>	<p>Language is an incredibly powerful tool that can be both empowering and destructive. In order for students to have a clearer understanding of what stigma is, it is essential that they have a common language. This activity gives students the opportunity to communicate more effectively around complex concepts.</p>	<p>Flipchart paper or Whiteboard</p>

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10 mins	Activity 3: In the Hot Seat	<p>Each group of (2-3) is given a quote from one of the characters in the film UNDEFEATED Using their previous working definition of stigma from activity 2 to help them answer; <b>What do you think fuelled them to say this?</b></p> <p><b>Mean girls:</b> "Don't come round here spreading your disease. You're disgusting. What you looking at you slag? No one likes you. You little tramp. Look at you? Who's going to want you?"</p> <p><b>Mrs Radcliffe:</b> "Listen to me...don't let her near my baby, do you understand?"</p> <p><b>Stephanie:</b> "You're the one with the problem."</p>		
15 mins	Activity 4: You	<p>Ask students to think about when they have been in a position where their actions were fuelled by: Fear/ignorance/hate/anger.</p> <ol style="list-style-type: none"> <li>1. What did you do?</li> <li>2. How did that make you feel?</li> <li>3. Did your response make you feel better/worse?</li> <li>4. Was it a short term or long term solution?</li> <li>5. What would have helped?</li> </ol>	<p>Explore and challenge students' behaviour.</p> <p>Identify positive behaviour</p>	
5 mins	Activity 5: The reality Spotlight on HATE	<p>Introduce Spotlight : Hate. Students should recognise the story is the one which inspired the final bus scene.</p>	<p>The spotlight film is a true story and the person speaking is not an actor.</p>	<p>Spotlight series: Hate</p>