***Replacing Hate with Understanding: #DareToUnderstand (Part 1)***

**(60 Minute Activity Guide)**

**Curriculum Goals**

1. Participants express **curiosity** in respectful ways.

2. Participants become **aware of stereotypes.**

3. Participants learn strategies for **dispelling sterotypes.**

4. Participants embody the **shared values** across traditions that inspire **faith-rooted action** in response to societal issues.

5. Participants **gain communication skills** for articulating their identities, passions, and questions.

**I. Preparation**

* Print out required materials.
* Obtain a laptop, projector, and screen to share the “Replacing Hate with Understanding: #DareToUnderstand PowerPoint Presentation” and “Taking a Stand Image Compilation.”

*Note: This activity is not dependent on the PowerPoint. If you are not able to show the PowerPoint, become familiar with its contents, which are mainly visual.*

**II. Required Materials**

* “Taking a Stand Image Compilation” (see attached)
* “AFDI Anti-Muslim Ad Appearing on SEPTA Buses”—one copy per student (see attached)
* “First They Came,” by Pastor Martin Niemoller—one copy per student (see below)
* “Take a Closer Look” worksheet—one copy per group (see below)
* Chart paper
* Markers
* 5”x7” sheets of medium-weight white paper

**III. Introduction/Dive-In Activity** (20 mins)

1. Post images of the following events around the room: Boston Tea Party, Women’s Suffrage movement, Gandhi’s Salt March, the Little Rock Nine, first Earth Day, fall of the Berlin Wall, protests against rape culture, and the #BlackLivesMatter movement. Feel free to add your own images to this collection. Note: These photos can be posted on wall, displayed on table or hung on a clothesline.
2. Share that each of these events is an example of people taking a stand to bring about positive change. Ask students to silently view the pictures, take note of the feelings each photo evokes, and consider what all of the photos/events have in common.
3. After a few minutes, bring the group together and have students share their responses. (What does each picture depict? How are they taking a stand to bring about positive change?)
4. Provide everyone with a copy of “First They Came” by Pastor Martin Niemoller. Take turns reading the poem out loud.
5. Share that today we will be exploring the topic of speaking up and taking a stand as a way of living out our values and affecting change for the greater good.

Ask:

* Can you connect personally to the poem? How?
* What groups of people are marginalized in society today? In your school?

**IV. Small Group Activity** (30 mins)

1. Present the first portion of the PowerPoint on the SEPTA bus ads to provide students with background information on the situation. (Stop at the “Take a Closer Look” slide)
2. Give each student a copy of the bus ad. After everyone has had a moment to look over the piece, split students into groups of 4. Provide each group with chart paper, markers, and a copy of “Take a Closer Look.” Give the groups 10-12 minutes to discuss the questions on “Take a Closer Look” and record their answers on chart paper.
3. Gather everyone back together.
4. Have a spokesperson from each group share their group’s responses, and ask students to reflection the thoughts and ideas that were shared.
5. Show the second half of the PowerPoint: slides that depict ways other cities have addressed the anti-Muslim bus ads.

**V. Debriefing Activity** (10 mins)

1. Ask students to create a #DareToUnderstand message. Depending upon time, do this in small groups or as individuals.
2. Photograph students holding their message and post on Facebook, Instagram, Twitter, and (if appropriate) the *Dare to Understand* webpage.
3. Closing prompt: How else will you share your #DareToUnderstand message this week? Ask each person to share.

**NOTE:**

This activity can be used to examine other current events which call us to “Speak up and Take a Stand.”

***Replacing Hate with Understanding: “Taking a Stand” (Part 2)***

**(60 Minute Activity Guide)**

**Curriculum Goals**

1. Participants express **curiosity** in respectful ways.

2. Participants become **aware of stereotypes.**

3. Participants learn strategies for **dispelling stereotypes.**

4. Participants embody the **shared values** across traditions that inspire **faith-rooted action** in response to societal issues.

5. Participants gain **communication skills** for articulating their identities, passions, and questions.

**I. Preparation**

* Print out required materials.
* Ask students to come with a “taking a stand” story to share with the group (the story can be about a personal experience, one that they witnessed, or one that they heard/read about).
* Obtain a laptop, projector, and screen to share the “Replacing Hate with Understanding: #DareToUnderstand PowerPoint Presentation” and “Taking a Stand Quote Compilation”

*Note: This activity is not dependent on the PowerPoint. If you are not able to show the PowerPoint, become familiar with its contents, which are mainly visual.*

**II. Required Materials**

* “Taking a Stand Quote Compilation” (see attached)
* “Taking a Stand Case Studies”—one copy per student (see attached)
  + Dr. Eboo Patel’s story about a high school friend
  + Leena’s and Hannah’s Stories
* “Take a Closer Look”—one copy per student (see below)
* Smooth stones (paperweight size)
* Tape
* Sharpie Pens
* 5”x7” sheets of medium weight white paper

**III. Introduction/Dive-In Activity** (10 min)

1. Post inspirational quotes around the room. Ask students to roam around and read the quotes.
2. After students have had a chance to read the quotes, ask them to stand in front of a quote that resonates with them.
3. Have students share why they selected the quote they did with others who are nearby.

**IV. Large Group Activity** (20 min)

1. Share Eboo Patel’s story about discovering many years after the fact that a high school friend was greatly impacted by the hurtful comments of peers, and that he had missed an opportunity to stand up for a friend (Read the story out loud).
2. Elicit comments from the group about the story.
3. (“Leena’s and Hannah’s Stories” can be shared in addition to or in place of Eboo Patel’s story.)

Ask students to share their own “taking a stand” stories that they have brought to the session.

**V. Individual Activity** (20 min)

1. Present the “Take a Closer Look” PowerPoint slide. Point out that the difference between “reacting” and “responding.” (Responding involves asking questions, identifying options, considering consequences, and making the best choice; reacting goes directly from feelings to actions and skips these critical steps.)
2. Throughout their lives there will be situations that call for taking a stand.

Here are some questions to think about:

* How do we stay inspired to stand up for the things we believe in?
* How do we remind ourselves to not just “talk the talk” but to “walk the walk”?

Provide materials for students to create something tangible to keep their favorite inspirational quote at hand. Students can choose from the options below or come up with other options:

* Make a paperweight by copying the quote onto a smooth stone with a Sharpie pen.
* Copy a favorite quote onto a piece of 5”x7” piece of card stock that can later be put into a picture frame and kept somewhere where it will be viewed often.
* Other?

**VI. Debriefing** (10 mins)

1. Give students an opportunity to share their paperweights, hand-lettered signs and other “taking a stand” reminders.
2. Closing prompt: What will you do now as a next step?

**“Take a Closer Look”**

1. What questions does this raise for you?
2. What feelings does it evoke?
3. Why was this written?
4. What is the source of information in this piece?
5. Is the material accurate or free from exaggeration?
6. Does it contain photos or graphics that are obscene or offensive primarily for shock value?
7. What negative impacts could this material have?
8. What #DareToUnderstand message would you create to address this situation?

**“First They Came”**

**Pastor Martin Niemoller**

First they came for the Communists

And I did not speak out

Because I was not a Communist.

Then they came for the Socialists

And I did not speak out

Because I was not a Socialist.

Then they came for the trade unionists

And I did not speak out

Because I was not a trade unionist.

Then they came for the Jews

And I did not speak out

Because I was not a Jew.

Then they came for me

And there was no one left

To speak out for me.

**Martin Niemoller** (1892-1984) was a prominent Protestant pastor who emerged as an outspoken public foe of Adolf Hitler and spent the last seven years of Nazi rule in concentration camps. Niemoller is best remembered for the above quotation. Different versions of the quotation exist. These can be attributed to the fact that Niemoller spoke extemporaneously and in a number of settings. A version of the above quotation appears in the United States Holocaust Memorial Museum in Washington, D.C.

Sources: Holocaust Memorial Day Trust website

United States Holocaust Memorial Museum website