



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

(60 minute Activity Guide)

### Curriculum Goals

- Participants express **curiosity** in respectful ways. (Goal #2)
- Participants become **aware of stereotypes**. (Goal #5)
- Participants learn strategies for **dispelling stereotypes**. (Goal #6)
- Participants embody the **shared values** across traditions that inspire **faith-rooted action** in response to societal issues. (Goal #9)
- Participants gain **communication skills** for articulating their identities, passions, and questions. (Goal #15)

### Preparation

1. Print out required materials (See below)
2. 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).
3. 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.*

### 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” x 7” sheets of medium weight white paper (5” x 8” cards can be trimmed to size)

### 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.

### **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 important 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.

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

1. Present the "Take A Closer Look" Power Point 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 our 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?

### **Debriefing (10 min.)**

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?