



CFE Level 3, 4 and senior phase (ages 12-16)

## ***Hate* by Alan Gibbons Learning Resources**

Activities to explore  
Holocaust Memorial Day,  
inspired by the novel

Resource created by Scottish Book Trust

---

## About Hate

---

Alan Gibbons was inspired to write *Hate* after meeting Sylvia Lancaster, the mother of 20 year-old Sophie Lancaster who was brutally assaulted and murdered in 2008. The victims of a horrific hate crime, Sophie and her boyfriend Rob were attacked for looking and dressing a certain way.

Founded on facts, *Hate* tells the story of Evie, whose older sister Rosie was brutally beaten whilst walking home through the park one night with her boyfriend. On the night that Rosie was killed witnesses stood by and did nothing to help. In the months after Rosie was murdered Eve struggles to come to terms with her sister's death and to comprehend how so few people came forward to defend her sister or testify against her attackers.

*Hate* is a poignant and thought-provoking novel about accepting how others choose to live their lives, taking a stand against persecution and challenging discrimination. The novel challenges readers to think about what they have done or would do in situations where they are witness to hate crime, whether verbal or physical.

### **Note to teachers using this resource**

These resources have cross-curricular activity suggestions to help you to explore *Hate* and discuss the themes which arise in the book. The resources have been produced as part of Holocaust Memorial Day 2016 but you can use them at any point to engage students with *Hate* and discuss ideas around challenging discrimination and standing up against injustice.

### **About Holocaust Memorial Day**

Every year on 27 January people come together to remember the millions of people murdered in the Holocaust, under Nazi persecution and in subsequent genocides. On Holocaust Memorial Day we honour the survivors of these genocides and learn lessons of their experiences to challenge hatred and discrimination.

The theme for Holocaust Memorial Day 2016 is Don't Stand By – a call to action to not be a bystander to injustice and persecution. Every day people face discrimination, hatred and exclusion and many of your pupils will have experienced a time where they were a victim of or witness to intolerance.

The aim of this resource is to get your pupils thinking about how they can challenge prejudice and victimisation in their own lives and to encourage them to consider what they would do or have done to speak up against discrimination.

---

# Activities

---

## Group discussion questions

Lit 4-02a, Lit 4-09a

*Hate* brings up a lot of questions about identity, tolerance and how we react when we are witness to discrimination or bullying. The novel and the tragic story which inspired it will probably spark a lot of discussion amongst your pupils. Here are some starting questions to get the conversation going:

- When he accepted the Nobel Peace Prize in 1986 Elie Wiesel, a survivor of Auschwitz, said;

I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.

- Thinking about *Hate* and about your own life, do you agree with this statement? Is it always better to speak up rather than remain silent?
- Has reading *Hate* changed your opinion about whether it is better to speak out or keep your head down to avoid trouble?
- Have you ever been in a situation where you witnessed someone being bullied or discriminated against? How did you react?
- Some people might say that it is OK to call someone a derogatory term if they are joking around and don't mean any harm. Do you agree?
- Evie's Dad says that; 'It takes a hell of a lot of people to do good. It only takes one or two to do evil'. What do you think of this statement?
- How do you feel about the ending of the book? Why do you think Alan Gibbons decided to not write a neat happy ending?

## Take a stand in school

There are lots of ways that your pupils can campaign against prejudice at school. From pledging a month of small actions to a guerrilla craftivism campaign, here are some ideas to get you started:

### A Month of Action

HWB 4-13a, Rme 4-05b

Ask your pupils to brainstorm a list of actions, big or small, they could take to combat bullying and foster an attitude of tolerance and acceptance at school and at home. This could be anything from saying hi to someone they don't usually speak to, challenging their peers for using derogatory language or learning something new about a person.

Once your pupils have come up with a list ask them to agree on 31 actions which will become their daily challenges for the month. Each pupil can design a bingo-style checklist with their actions which they can stamp or tick off, marking the day which they completed the action.

Your pupils can then come together to share their experiences and talk about how they can use what they learned during the month of action in their daily lives.

### **Craftivism Campaign**

HWB 4-13a, Rme 4-05b, Exa 3-02a

Craftivism is a form of activism which uses traditional handicrafts to voice opinion and campaign for change. It can take many forms from embroidering slogans on protest banners, designing badges or making squares for a quilt or flag.

Ask your pupils to design slogan banners for a guerrilla craftivism campaign with the aim of promoting tolerance and acceptance in school. Pupils could stitch or paint slogans onto fabric and then display them around school in unexpected places.

A how to video can be found here: <https://vimeo.com/24765537>

For some craftivism project ideas have a look at: <https://craftivist-collective.com/project-ideas/>

Lots more project ideas can be found here:  
<https://craftivistcollective.wordpress.com/project-archive/>

### **Make a Pledge Wall**

HWB 4-13a, Rme 4-05b, Exa 3-02a, Eng 3-27a

Your pupils could design a pledge wall where the whole school community are encouraged to sign a pledge to combat bullying in school. This would require a large public space to display the pledge wall which the wider school community can contribute to. Ideally the final pledge wall could be painted onto a large MDF board but cardboard or a large roll of paper would also work.

Firstly, ask your pupils in small groups to brainstorm ideas about what form the pledge wall will take.

Some things to consider are:

- How can they make it eye-catching to draw the attention of pupils and staff?
- What slogan or message will the pledge wall carry?
- How will others contribute to the wall? Will they add a signature or their own pledge?

Once pupils have come up with some ideas ask them to choose a final design to present to the rest of the group. Pupils can then vote for their favourite design to be turned into the pledge wall.

Once the pledge wall has been made pupils can then ask fellow pupils and staff to add their signature or to contribute their own pledge.

## Don't Stand By Open Mic

Eng 4-31a, Lit 4-14a

Your pupils could host an open mic night where they share testimony and life stories to celebrate people throughout history who didn't stand by and watch whilst others were persecuted. The event can take the form of a poetry slam where pupils perform their own poetry, read witness testimony and show photographs and video footage.

First ask your pupils to pick a person who they would like to represent at the open mic, some suggestions are:

- Sophie and Hans Scholl
- Malala Yousafzai
- Agnes Humbert
- Harriet Tubman
- Nelson Mandela
- Rosa Parks
- Harvey Milk

Ask your pupils in small groups to research the life of their chosen person and to gather information, quotes, witness accounts, video footage and photos from their lives.

Once pupils have researched their chosen person they can begin to think about how they want to represent them at the open mic, whether this is creating a piece of performance poetry, reading witness testimony or sharing the information in another way.

Scottish Book Trust has learning resources to get your pupils started writing and performing slam poetry: [scottishbooktrust.com/learning/learning-resources/resource/poetry-slam-resources](http://scottishbooktrust.com/learning/learning-resources/resource/poetry-slam-resources). You might also find our resources for poet and author Steven Camden useful – they give guidance on writing dramatic monologue poems: [scottishbooktrust.com/learning/learning-resources/resource/steven-camden-learning-resources-character-creation-and-poetry](http://scottishbooktrust.com/learning/learning-resources/resource/steven-camden-learning-resources-character-creation-and-poetry)

## Hot Seating

Eng 4-19a, Lit 4-09a

Hot seating is a great way for pupils to explore a character's actions and motivations.

Ask each pupil in the class to choose a character from *Hate*. Give pupils some time to research their character by reading about them in the book and also ask them to use their imaginations to fill in the blanks where information is not given. As a whole class or in smaller groups each character in turn comes to the front of the group and takes the 'hot seat'. They are questioned by the rest of the group about their background, behaviour and motivation. For some of the characters we already know quite a bit about their background, but for others there is less information and so pupils can be spontaneous and use their imaginations.

---

## Further Resources

---

The Holocaust Memorial Day website has links to brilliant learning resources and classroom ideas around the theme of Don't Stand By:  
<http://hmd.org.uk/resources/theme-papers/hmd-2016-dont-stand>

Stonewall campaigns for the equality of LGBT people across Britain and their website has links to resources and training:  
[www.stonewall.org.uk/our-work/education-resources](http://www.stonewall.org.uk/our-work/education-resources)

Bystander Revolution has videos and testimonies from young people and celebrities with advice and support to help tackle bullying:  
[www.bystanderrevolution.org/](http://www.bystanderrevolution.org/)

Your pupils can get involved with advocating girls' rights to education by uploading photos and creative projects to the Malala Fund website:  
[www.malala.org/take-action](http://www.malala.org/take-action)

### Reading Recommendations

If your pupils enjoyed *Hate* here's a link to four more books about speaking out: [scottishbooktrust.com/blog/teachers-librarians/2016/01/dont-stand-by-4-ya-books-about-speaking-out](http://scottishbooktrust.com/blog/teachers-librarians/2016/01/dont-stand-by-4-ya-books-about-speaking-out)