



Magyar Tannyelvű Alapiskola és Gimnázium
ZŠ a Gymnázium s vyučovacím jazykom maďarským
Dunajská 13, 814 84 Bratislava



DIDACTIC UNIT 4 - HISTORY

Lesson plan 2

Type of love: Philia

Topic: Love and friendship against hate and prejudice

INTRODUCTION (8 min.)

Internet activity - Students go on the internet and find examples of friendship in war situations (e.g. German and British soldiers sat down for Christmas dinner during WWII, Russians and Germans team up against wolves in WWI, the British and German pilots who got lost in the wilderness). Students feedback to the class about their findings.

DEVELOPMENT

Main activities: (25 minutes)

1. The teacher writes the following words on board: stereotype, prejudice, scapegoating, discrimination, violence, genocide, hate crime. Ask students to explain the meaning of each of the words and think about how they differ from one another.

Suggested definitions (write in exercise books)

Discrimination - the denial of justice and fair treatment

Genocide - the systematic destruction or the attempted extermination of a group of people

Hate crime - a criminal act directed at an individual or property because of the victim's real or perceived race, ethnicity, gender, religion, nation origin, sexual orientation, or disability
Prejudice - a negative attitude toward a person or group formed without examining individual characteristics

Scapegoating - unfairly blaming an individual or group for circumstances that have varied causes
Stereotype - an oversimplified generalization about an entire group of people without regard to individual differences

Violence - an action that emotionally or physically harms individuals or communities

2. Students are given sentences on a piece of paper:

a. The gay community is frequently blamed for AIDS.



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- b. In 1997, the FBI documented 8,049 hate crimes based on race, religion, ethnicity, sexual orientation, and gender.
- c. During World War II, Nazis killed six million Jews to protect the so-called “Aryan Race.”
- d. Employers often do not hire people whose native language is not English.
- e. People often refer to Asian Americans as the “model minority.”
- f. Fashion magazines rarely photograph overweight people positively

3. Working in pairs, students match the examples on the right to the terms on the left. [Answer Key: 1-scapegoating; 2-violence; 3-genocide; 4-discrimination; 5- stereotype; 6-prejudice.]

Ask students to consider if more than one word could be applied to some of the statements and to be prepared to explain their responses.

4. Organize a whole-class discussion using some or all of the following questions:

- What are some factors that make it more likely that hate will escalate? (e.g., hate behaviors are tolerated, the media reinforce stereotypes, friends and family agree with and reinforce each other’s prejudices)
- What are some things that might help stop the escalation of hate? (e.g., education, new laws, enforcement of existing laws, school policies)
- What can individuals do to stop the escalation of hate?
- What is the cost to the individual who does not act to challenge hate? What is the cost to the targets of hate? What is the result for society?
- Is there hope to turn hate into love, prejudice into friendship? Give examples if you know any.
- What are some examples from history where hate, prejudice or discrimination prevailed?

CONCLUSION

Students are given a worksheet. Their task is to prepare a mind map with the above categories and write words or expressions related to the categories. Then they prepare another mind map with positive words related to the categories with positive meaning.

FOLLOW-UP



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Homework: (3 minutes):

Students have to read newspaper, magazine, or Internet stories about prejudice and hate. They should prepare 3 short summaries of the stories or cut them and glue them in their exercise books. They can also prepare short presentations.



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