



DON'T HATE ME LESSON RESOURCES



'Don't Hate Me' project was driven passionately by the late Yasin Khan the Schools Equality & Cohesion Lead at Rochdale Council. It's a real testament to Yasin's dedication and hard work for bridging the gap between young people from all diverse backgrounds and communities by bringing them together.

M6 Theatre is proud to work with St. Luke's Primary especially the teaching staff and young people who made 'Don't Hate Me' possible. Our ambition is for the film to be used by all primary school children locally and nationally as a resource to tackle hate crime. These lesson resources are to be used in conjunction with the film.

The film is a small tribute to Yasin Khan's relentless dedication working in schools and helping to improve the lives of the young people. M6 Theatre in partnership with St Luke's is honored to be part of that legacy.

You can access the film using the following link:

www.rbscb.org/professionals/education-resource-packs/

Don't Hate Me

Lesson ideas/resources

Lesson 1 - Understanding Hate Crime.

Resources

Lesson ideas

Video

- Introduce the video
- Discuss knowledge of hate crime
- Affect it has on individuals, groups, schools, society.
- Talk about possible causes of hate crime
- Think of ways to challenge these causes.
- Devise scenes to represent hate crime.

Examples of work:



Don't Hate Me

Lesson ideas/resources

Lesson 2 - Understanding emotions	
Resources	Video/ hot seating card
Lesson ideas	<ul style="list-style-type: none">• Discuss last lessons learning• Listen to first 17 seconds of video• Discuss situation that could cause that child to feel like that• Hot seat characters feeling that emotion. <i>Hot seating card</i>• Discuss and create a list of other emotions that could be used to describe the feelings of someone being affected by hate crime.

Examples of work:



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Lesson ideas/resources

Lesson 3 - Feeling alone	
Resources	Video/ game card 1/ hot seating card
Lesson ideas	<ul style="list-style-type: none">• Watch video from 17sec - 35 sec.• Discuss is being alone the same as being lonely.• Mind map ideas.• Play game card 1• Hot seat for emotions/ <i>hot seating card</i>• Write own scene, reflection on emotions.

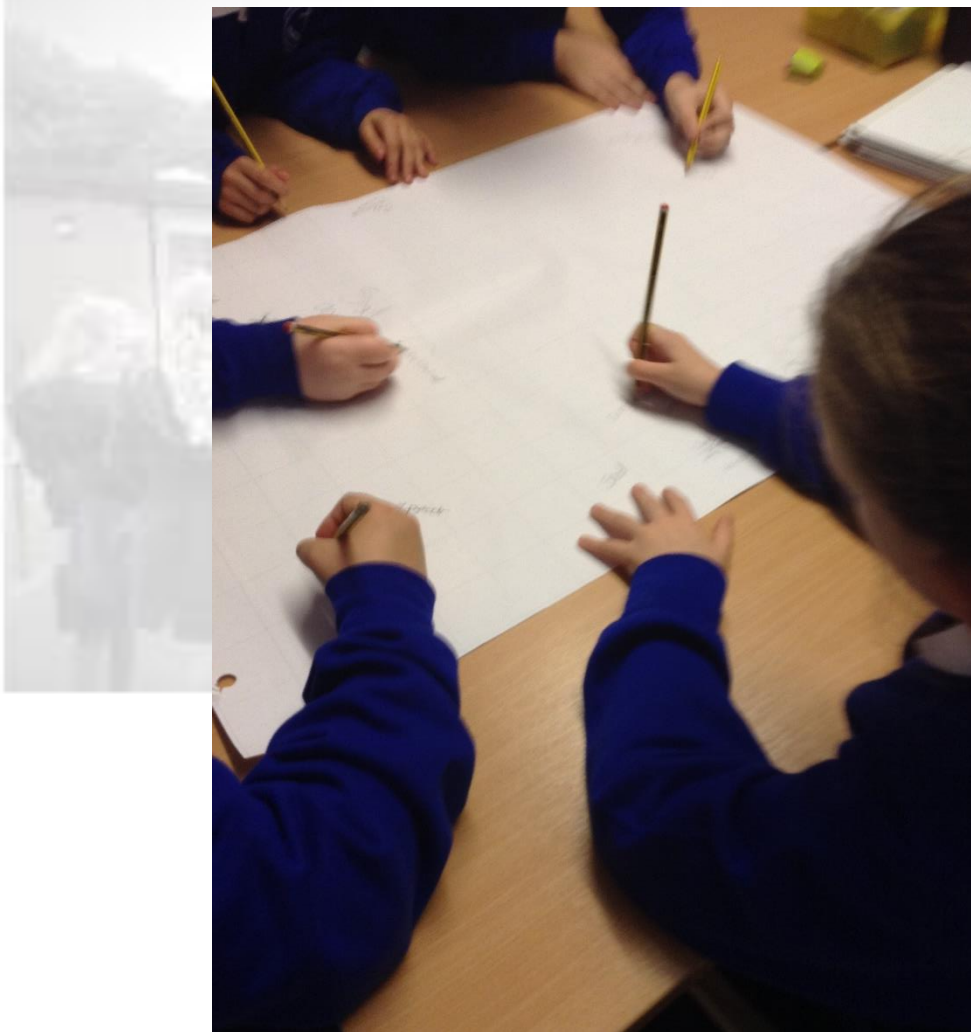
Lesson 4 - Feeling powerless	
Resources	Video/ Game card 2/ game card 3
Lesson ideas	<ul style="list-style-type: none">• Discuss last lessons learning• Listen to first 35 sec - 1min.• Discuss situation that could cause that child to feel like that• Game card 2• Discuss emotions from the game.• Game card 3• Discuss emotions from the game.

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Lesson ideas/resources

Lesson 5 - Words Hurt	
Resources	Video
Lesson ideas	<ul style="list-style-type: none">• Discuss last lessons learning• Listen to first 1 min - 1.25min.• Discuss situations where words have hurt.• Write a list of negative words.• Scribble out the negative words• Write positive words in their place.

Examples of work:



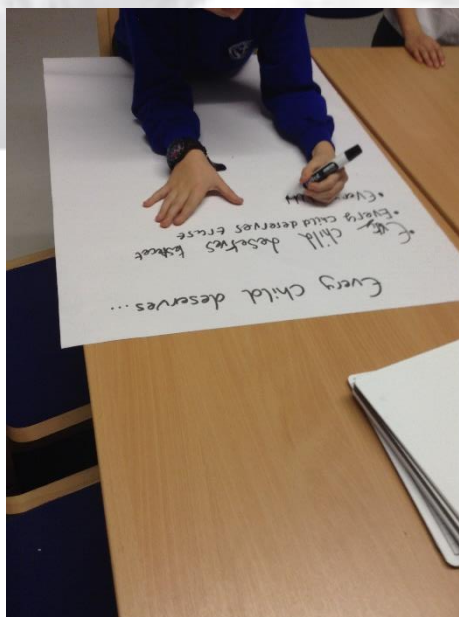
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Lesson ideas/resources

Lesson 6 - Immigration	
Resources	Video/ hot seating card
Lesson ideas	<ul style="list-style-type: none">• Discuss last lessons learning• Discuss common views on immigration.• Listen to 1.25min - 1.56min.• Discuss the back story.• Devise a scene around the back story.• Hot seat characters from scenes. <i>Hot seating card</i>

Lesson 7 - Every Child Deserves...	
Resources	Video
Lesson ideas	<ul style="list-style-type: none">• Discuss last lessons learning• Listen to 1.56min to end.• Discuss school rules. Why we have them. What would happen if they weren't there?• Write list of rules starting with 'Every Child Deserves...'

Examples of work:



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Lesson ideas/resources

Hot seating card

Children to sit in a seat in character. They are to answer the questions.

1. Who are you?
2. What just happened?
3. How did that make you feel?
4. What could have happened instead?
5. How can we make you feel better?

Game card 1

1 child is selected to be invisible.

Other children are to play a game of either tig or stuck in the mud while ignoring the person that has been selected as invisible.

Game card 2

Children label themselves A and B

Children to walk around the room until either A or B is shouted. The letter that is called has the higher status (power), the other letter has lower status. The pair make a frozen image together showing their level of status.

Game card 3

A group of children are blindfolded.

All children have to move around making their way to certain parts of the room that are called out by the teacher. Children that are blindfolded still have to join in but should be careful of other children. Encourage not to run.