

# Challenge Overview

The **Stronger Than Hate Challenge** highlights the extraordinary change that can occur when individuals and groups recognize acts and beliefs that are motivated by hatred and take action to counter them.

By participating in the challenge, students will listen to eye witness testimonies that explore historical and modern-day stories of hate, investigate if these are occurring in their school or community, develop insight into the opportunities for change, and build a video essay telling the story of how they made their community and our world a better place.

Are you and your students ready to make the world stronger than hate?

## Grade Level

6–12 (13 years+)

## Subject Areas

Literature, History, Civics & Government, Contemporary World Issues, English Language Arts, Ethics, Foreign Language, Holocaust & Genocide Studies, Humanities, Media & Digital Literacy, Character Education, Social Studies, Service Learning

## Time

2 hours classroom instructional time + 6 hours independent study

## Standards Addressed

Common Core, ISTE NETS

### **The College, Career & Civic Life Framework for Social Studies State Standards**

- D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches,

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reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- D 4 .7.9 -12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**Below is the Stronger Than Hate Challenge Activity that students will complete once their educator or parent registers them for the challenge. This provides insight into what they will be learning and asked to do during the course of the challenge.**

## Introduction

This lesson will help you prepare for and complete the Stronger **Than Hate Challenge**. By the end of this lesson, you will have collaborated with your peers to create a 3–4 minute video essay showcasing your efforts to end hate in your community.

The lesson is divided into four parts: **CONSIDER, COLLECT, CONSTRUCT, COMMUNICATE**. Each segment of the lesson guides you through the process of creating your own video essay and provides resources and guidelines to support you.

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In **CONSIDER**, you will reflect on the meaning of hate particularly with regard to equality, democracy, human rights, and freedom from persecution based on ethnicity, religion, or gender. You will examine what it means to hate and hear from eye witnesses about the devastating impacts of policies and actions borne out of hatred. Finally, you will learn how people have fought—and are fighting—against hate in their communities and consider how you can make a difference in your community through social action.

Students may either participate individual or in teams of 2–4 students. If participating as a team, you will choose a Team Leader from the group, who will be responsible for submitting your final video essay.

In **COLLECT**, you and your team will seek inspiration and insight through the testimony of people who have experienced violence, hate or genocide first-hand. These clips will help you narrow your focus and choose a specific hate-inspired problem. You will choose one video clip to include in your final project that helps you connect the lessons you have learned about hate with your ideas for counteracting hate in your community. In **COLLECT**, you will also turn your passion into action! You will implement your social action plan and collect video evidence of what you did, how it went, and how it made an impact in your community.

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In **CONSTRUCT**, your team will build your final project—a video that pulls together all of the elements of your social action plan, the eye witness testimony (or testimonies) that inspired you, and the results of the actions you took in your community. Tell the world your story of how you made hate end here!

In **COMMUNICATE**, you will view video essays created by your classmates and provide constructive, helpful, respectful feedback to help them fine tune their submissions. You will use the feedback provided by your classmates to put the finishing touches on your video, too, and make sure it aligns with the criteria in the Judging Score Sheet.

## CONSIDER

### Stronger Than Hate Challenge

Many people across the world believe in and value equality, democracy, human rights, and freedom from persecution based on ethnicity, religion, or gender. Lately, such ideas and values seem to be under attack.

Our cities, our towns, our schools have been confronted with a growing wave of racism and intolerance. The Center for the Study of Hate and Extremism at California State University reports that the total number of hate crimes in the 10 largest cities in America increased four years in a row. Chicago, Dallas, Houston, Los Angeles, New York, Philadelphia, Phoenix, San Antonio, San Diego and San Jose, California saw increases in hate crimes of 12.5% from 2016 to 2017.<sup>1</sup> The number of hate groups in the U.S. rose to 954 in 2017, up from 917 in 2016 and 784 in 2014.<sup>2</sup> On average over the past five years, approximately half of the victims of hate crimes were targeted because of race, ethnicity, or ancestry; over 20% were victimized due to religious bias.<sup>3</sup> In the UK, a similar wave of religious and hate crimes has swept England and Wales and surged by 40%.<sup>4</sup>

Acts motivated by narrow-mindedness, extremism, prejudice or xenophobia have undermined the values rooted in respect, freedom and equality. In online gaming environments, anonymous participants hurl racist, sexist, and homophobic slurs without fear of repercussions. In schools and neighborhoods, bullies attack those they perceive to be different from them. Isolated teenagers navigating the social challenges of adolescence find sympathy and friendship in fringe groups. These seemingly small, individual acts plant seeds of intolerance and can ultimately sprout violence. In 2017, white supremacists marched and rallied in Charlottesville, Virginia, killing a protestor as the march drew to a close. In July 2018 in Turlock, California, a Sikh man was attacked and beaten by strangers as he put up political signs. The attackers wrote, “Go back to your country” on his truck. In October 2018, vandals spray painted swastikas on a Jewish community center in Virginia.

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<sup>1</sup>Hauslohner, A. (2018, May 11). Hate crimes jumped for fourth straight year in largest U.S. cities, study shows. *Washington Post*.

<sup>2</sup>Hate Map.” *Southern Poverty Law Center*, [www.splcenter.org/hate-map](http://www.splcenter.org/hate-map).

<sup>3</sup>Victims.” *FBI*, FBI, 30 Oct. 2017, [ucr.fbi.gov/hate-crime/2016/topic-pages/victims](http://ucr.fbi.gov/hate-crime/2016/topic-pages/victims).

<sup>4</sup>Hate Crime, England and Wales, 2017/18.” *Home Office*, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748598/hate-crime-1718-hosb2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748598/hate-crime-1718-hosb2018.pdf)

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But it is not all bad news. We have also seen individuals and groups stand against this hate. Even governments are helping to inspire individuals to help. In the UK for example, the government has pledged £1.5 million will be made available to groups that support young people to challenge prejudice and hatred.

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## Question

This year's Stronger Than Hate Challenge asks you to consider what hate is, its roots how it grows, and importantly how it can be countered by students like you to say, Hate Ends Here.

What do you think Stronger Than Hate means? Why is it important?

Answer below in 3–5 sentences and click Save. Then, click Next to continue.

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## What is Hate?

In order to help us understand the roots and effects of hate and how to counter it in our neighborhoods, schools, communities, and cities, it is important to study the concept of hate. Having a strong understanding of what this means will help you construct a meaningful community project.

Merriam-Webster defines hate as "an intense hostility and aversion usually deriving from fear, anger, or sense of injury."

Now watch the video to gain a deeper understanding of the impacts of hate.

### Video: What is Hate?

Some people are inspired to promote peace, empathy, and togetherness following acts of hate, even in the midst of intense emotional pain. Consider Susan Bro, the mother of Heather Heyer. Heather was in Charlottesville, Virginia protesting a white supremacist rally, when she was killed by someone who opposed her stance.

[Video: Susan Bro](#)

Other acts may be much smaller and in the classroom around you already. Together these small acts can make a large difference and together, add up to a powerful movement. Students Natalia Podstawka and Emma Heintz worked together to write small encouraging notes to each of their school classmates to promote kindness and create unity among their peers. This simple act led to 415 letters sent to classmates, inspired by testimony of Dina Gottliebova-Babbitt talking about receiving a smile from a stranger.

### Additional Resources:

- [Hate crimes rose 17% last year, according to new FBI data](#)
- [Millions are victims of hate crimes, though many never report them](#)
- [FBI: Hate Crime Statistics](#)

## Challenge

### Question

Using these definitions and examples as a guide, list some other ways hate has manifested itself in present day society.

List your answers below and click Save. Then, click Next to continue.

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### Message to the Future

#### Question

Listening to stories from individuals who witnessed and survived genocide can help us understand the importance of what can happen when hate goes unchecked, as well as why it is important to counter hatred in whatever form it appears. Their stories provide us with messages for a better future.

Listen to George Papanek, Phansy Peang, Tamara Branitsky, and Freddy Mutanguha as they share their experiences. Read their biographies to learn about them.

**Video: George Papanek**

**Video: Phansy Peang**

**Video: Tamara Branitsky**

**Video: Freddy Mutanguha**

What is their message? To whom is it directed? Why is it important for them to share their stories?

Answer in 3–5 sentences below and click Save. Then, click Next to continue.

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### Overview of Videos

#### George Papanek

George Papanek was born on April 2, 1931, in Vienna, Austria. He was brought up as an unobservant Jew, since his parents did not consider themselves religious. His mother was a doctor and head of a hospital while his father was exiled in 1934 for being politically active. In 1939, he left Vienna with his mother to join their father in France and became part of Oeuvre de Secours Aux Enfants, a French organization that rescued children from the German regime. They later migrated to America, and lived in New York until the war was over. Growing up in America, George pursued his academic career, earning his doctorate at Harvard. This interview was conducted on February 11, 1996, in Cambridge Massachusetts.

#### Phansy Peang

Phansy Peang was born on December 12, 1948, in Phnom Penh, Chamkar Morn district, Boeng Keng Korng village, to parents Tun Peang and Im Sophon. Phansy was the youngest of 11 siblings, some of whom died and one who disappeared before the genocide. The Peangs were an ethnically Khmer family, as well as practicing Buddhists. Phansy's parents owned a flower shop and the family was affluent, with connections to the royal family. As a child, Phansy attended a

French school. At 18, she married Ham Chen. She dropped out of school, intending to take a year break, because of a severe migraine condition. Phansy and Ham moved to Kampot Province for Ham's job as a director of a fertilizer factory. They lived at the factory during the week and returned home for weekends, and had two children by 1975. Like many younger Cambodians, Phansy supported Marshall Lon Nol and the Khmer Republic. On April 20, 1975, Phansy and her family were forced to evacuate Phnom Penh and relocate in rural Cambodia, where Phansy was separated from her husband. Six months after evacuation, Phansy's daughter Munichahda died from convulsions. From 1975–1979, she performed forced labor—constructing canals, digging rice paddies, and demolishing buildings. In late 1977, she discovered from an acquaintance that Ham was shot dead by the Khmer Rouge. Phansy was liberated in July 1979 and was able to move back to Phnom Penh. She returned to the city alone, and shortly thereafter, migrated to Thailand where she stayed in refugee camps. While in Thailand, Phansy converted to Christianity and became a Catholic. The Church eventually sponsored her visa to France, where she remained for a short time. She immigrated to the United States and settled in Long Beach, California. Phansy was interviewed on April 11, 2009, in Los Angeles, California, USA.

**Tamara Branitsky**

Tamara Branitsky was born in Lwow, Poland, on January 30, 1922. Her father died shortly after she was born and her mother had to go to work. In September 1939, the Soviet army occupied her town and, instead of going to the university, Tamara got a job to help her mother. The Germans invaded Poland, and on July 1, 1941, they entered Lwow. After hiding out with false papers for a time, Tamara ended up in the Krakow Ghetto and put in prison. From there she was sent to Krakow-Plaszow Concentration Camp. Here Tamara was held as a political prisoner due to connections she had made while she was in hiding. Later, Tamara was transferred to Skarzysko-Kamienna Concentration Camp and then to Leipzig Concentration Camp. As the Allies were closing in, April 1945, Tamara and the other prisoners from Leipzig were taken from camp on a Death March. Tamara and her friend Wanda ran away and hid in a nearby barn whose owner fed them and sent them to a safe place to hide. The Russian army liberated her there. Tamara eventually married one of the Polish men serving in the Russian army, Leopold Branitsky. In 1952, they emigrated to Canada. Tamara worked for the Canadian government for many years and had two children and five grandchildren. The interview with Tamara took place on April 24, 2001, in Toronto, Canada.

**Freddy Mutanguha**

Freddy Mutanguha grew up in Rwanda with his mother, sister, and grandfather. As a Tutsi, Freddy experienced discrimination in school. In 1994, when the genocide began, Freddy hid at a Hutu friend's house. His mother and stepfather were killed, and Freddy and his sister went to the home of the uncle of his Hutu friend. The uncle gave them Hutu identification cards. His sister, Rosette, was able to find sanctuary with the director of their old school while Freddy continued hiding. After liberation, Freddy and Rosette were reunited in Rwanda. He finished his education and founded an organization that helps student survivors of the genocide.

*Challenge*

## Real World Example

**Question**

The messages of George, Phansy, Tamara, and Freddy ring as true today as it did when they were interviewed. In recent events around the world, there has been a notable increase in acts motivated by hate. Conversely, there has also been an increase in calls to action by groups of people working to make a difference by countering hate.

One such incident took place in Denmark. Early in 2015 there was a shooting in a Copenhagen synagogue, a place where those of Jewish faith congregate for religious worship. The attack was motivated by antisemitism—hate towards Jewish men, women and children.

Click the video to hear stories that took place in the aftermath of the attack and read the descriptions to learn about the people involved.

**Video: Denmark**

**In the space below, collect as many examples as you can about how some individuals countered the hate. How did they find ways to stand up and say “Hate Ends Here.”**

When finished, click Save. Then, click the red arrow to continue.

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## Overview of Videos

**Denmark**

**Mette Bentow** is from Copenhagen, Denmark. In February 2015, her daughter's bat mitzvah was disrupted by an antisemitic attack in which one security guard was killed and two police officers were injured. Mette gave her testimony to the USC Shoah Foundation in 2015.

**Niddal El-Jabri** is a Muslim activist in Copenhagen, Denmark. Following the deadly attack on a Copenhagen synagogue in 2015, he was inspired to organize a peace ring around the synagogue. This event drew over a thousand people to protest the antisemitic attack. He was interviewed on May 7, 2015, in Denmark.

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## Question

Recently, there have been other events that have been incited by hate such as the Orlando nightclub shooting that targeted the LGBTQ community in June 2016, and the protests in Charlottesville led by white nationalists in the summer of 2017. Think about other current events that seem to have been motivated by hatred. Consider how individuals have countered those sentiments or acts of hate.

Many individuals and organizations work to combat hate in the U.S. and around the world. People often volunteer to clean up following acts of vandalism or to support victims of hate crimes. Groups like the [Southern Poverty Law Center](#) monitor hate groups in the U.S. and publicize their activities to media and law enforcement. The [Human Rights Campaign](#) advocates for equal rights for LGBTQ people.

*Challenge*

How have others countered these acts? Provide as many examples as you can think of below.

When finished, click Save. Then, click Next to continue.

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## Recognizing Hate

### Question

Now that you have gained a deeper understanding of hate, its impact, and ways in which others have countered it, the **Stronger Than Hate Challenge** asks you to find a way to counter hate-inspired beliefs or actions that have a negative impact on individuals in your community. To do so, you must first recognize the presence of hate.

### Where do you see hate in your community (e.g., school, town, city, state, etc.)?

Think about how and when you, your family and/or friends have been impacted by it.

Use the **GET STARTED Recognizing Hate Worksheet** in the Tool Kit to help you list the ways you see hate occur in your community. Once you complete it, provide a brief description of what you identified below.

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Now that you have identified the issue you would like to address in your community, you need to design your social action plan.

In the next section, your team will search for testimony on the Teaching with Testimony website and watch survivors and witnesses of genocide talk of their experiences with hate and how they or others countered it. The goal of the next section is to help inspire your team create a plan for your **Stronger Than Hate Challenge** project. Your team's video project **MUST** include at least one clip from testimony in Teaching with Testimony.

Click the Next button to begin your search.

## COLLECT

### Finding Inspiration and Insight

Now that you've found a community issue you want to address in the **Stronger Than Hate Challenge—what can you do about it?**

### Finding Testimony:

Visit the testimony page and watch a minimum of 4 clips. Try to choose a diverse range of experiences.

### GOAL

Find at least one (1) clip from the videos that inspires you with an idea for your social action plan to counter hate.

You may also want to collect materials (video, pictures, sound, etc.) from outside Teaching with Testimony to integrate into your project later.



**START YOUR SEARCH BY VIEWING SOME OF THESE RECOMMENDED TESTIMONIES BELOW:****Armenian Genocide:**

- **Elise Taft (Armenian Survivor)** remembers her parents' decision to shelter a dying mother's daughter in their tent during a forced march in the Armenian Genocide.
- **Richard Hovannisian (Armenian Genocide Scholar)** outlines why he believes not recognizing the Armenian Genocide is a dangerous precedent that could allow other genocides to occur more easily in the future.

**Genocide against the Tutsi in Rwanda:**

- **Francoise Muteteli (Tutsi Survivor)** explains why commemorating the Genocide against the Tutsi is so important to her.
- **Roméo Dallaire (Rescuer/Aid Provider)**, who was Force Commander of the UN Assistance Mission in Rwanda during the Genocide against the Tutsi, explains why he defied an order to withdraw his peacekeeping troops after the genocide began.

**Guatemalan Genocide:**

- **Rosalina Tuyuc Velasquez (Guatemalan Genocide Survivor)** reflects on the need to preserve ancestral indigenous culture, particularly in the aftermath of the genocide perpetrated on Guatemalan Mayans.

**Holocaust:**

- **Esther Bem (Jewish Survivor)** recounts how a family in the northern Italian mountains was willing to completely restructure their lives at a moment's notice in order to hide and protect Esther and her parents, whom they had never met before.
- **Kitty Fischer (Jewish Survivor)** remembers a gay Auschwitz inmate whose small act of kindness saved Kitty's life.
- **Ruth Pearl (Jewish Survivor)**, whose son, a journalist, was executed by terrorists in 2002, explains how critical thinking and respect for common humanity can save lives.
- **Leon Bass (Liberator)**, an African-American soldier who fought in World War II, describes how he reacted to segregation in America upon returning after the war.

**Nanjing Massacre:**

- **Guixiang Chen (Nanjing Massacre Survivor)** reflects on how her present-day interactions with Japanese students helped her overcome her prejudice toward the Japanese and invigorated her hopes for a peaceful future.

**You should:**

- View a minimum of 4 clip(s).
- Download minimum of 1 clip to integrate into your completed video to show the world your inspiration.

*Challenge*

## Collect Clips

Once you choose a clip, download it and save it on your computer. You'll need to include the clip in your final video project. If you are including additional multimedia elements (e.g., audio, video), be sure to save them on your computer, as well.

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## Constructing Your Social Action Plan

### Question

Now it's time to generate an action plan. How will you counter hate in your community? Think back on the testimony clip you picked, and why it inspired you.

Generate as many ideas as possible. Do not judge your ideas or limit yourself. Be bold and be creative. Sometimes the craziest ideas spark the actions that will have the greatest impact.

Use the **EXPLORE THE POSSIBILITIES Worksheet** in the Tool Kit to brainstorm your ideas.

In the space below, write down your three favorite ideas.

When finished, click Save. Then, click the red arrow to continue.

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Before you go out into the community to capture your social action activities, you need to have a plan.

The **BUILD YOUR STORY Worksheet**, available in the Tool Kit, will guide you through this process. This is an important step, so be as detailed as possible.

Click the red arrow to continue.

Now, design your storyboard. This will help you plan out your video and help you decide what footage you need to capture. It will also help you make sure you have all the required elements.

In the Tool Kit there is a sample storyboard: **STORYBOARD Worksheet**. It is very simple and only includes six frames. It is a good idea to use sticky notes or "Post-its®" in the frames so you can move things around easily before you make your final structure.

Click the Next button to continue.

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## Take Action

Now, it is time for you to go into your community to implement your social action plan and take a stand against hate.

Capture your preparation process and community-based activities in video or pictures (or in some other way) to include in your final project. Remember, you will need to show the viewer what you did, how it went and how it made an impact.

Once you have collected your material you will build and edit your video essay. Make sure to include all the required elements.

Click the Next button to continue.

## COMMUNICATE

### View and Comment

If working in a team, your designated Team Leader will submit your group's video essay for consideration in the **Stronger Than Hate Challenge** judging. If working independently, you may submit your own project. Constructive feedback will help you and your classmates improve your video essays, and therefore your chances of winning.

Use the Judging Score Sheet to focus your feedback and help your classmates refine their video essays to align with the project requirements.

Record your feedback on the **Video Essay Feedback Capture Sheet**.

You should also refer to the **Judging Score Sheet** to see how the judges will evaluate your video essay: (also available in the Tool Kit).

Your teacher will provide instructions as to how to compile and share your feedback with your classmates. Make sure your comments are constructive, helpful, and respectful.

## CONSTRUCT

### Construct Your Video

Now that you have collected the various elements needed for your **Stronger Than Hate Challenge** project, you are ready to build your video to show what you did. Before you begin working on your video essay, watch the video on **Ethical Editing**.

Your project should:

- be between **3 and 4 minutes long**.
- include at least one testimony from Teaching with Testimony and how that action inspired you
- show the **action** that you took in your community through video, audio and/or photos
- show the **impact** of the actions you took in your community through video, audio and/or photos

### Video: Ethical Editing

List of Free Video Editing and Music Resources for Students:

- Adobe Spark Video
- Animoto
- iMovie
- Magisto
- Moviemaker
- Screencastify
- Tunetastic
- Windows Movie Maker
- [Free Music Archive](#)

*Challenge*

## About Your Video

### Question

Now that you've created your video essay, provide a 3–5 sentence description that introduces someone to your work.

Upload your final video essay to YouTube. Make sure it is marked as “public” and be sure to include a link to your video essay along with your description.