

# Harms of Hate

## Teaching aid

BUILDING A STRONGER  
BRITAIN TOGETHER

Rotherham  
Metropolitan  
Borough Council 

**Hate is dangerous. Hatred in society, of other individuals and other groups, causes great harm to us all. Hate also has many different forms – words and insults, physical attacks or even trying to seriously injure people.**

The kind of school, community and country we want to live in – where people are respected, where we each have a role to play, free from fear and threats – means that we all need to educate against hate and challenge people who think it is acceptable.

These 43 short videos feature five people talking about their own experiences of hate in their own words: how it has impacted them and how they think it should be challenged. Their stories are personal and thought-provoking – a young Muslim victim of a terror attack in Pakistan, a mother who lost her son in the Manchester bombings, a Zimbabwean refugee living in Rotherham, a surgeon stabbed in the neck outside his Mosque and an older LGBT poet.

Each of them believes that the best way to tackle hatred is by improving understanding, through education and by equipping young people with the skills and the confidence to have difficult conversations.

These videos can be used as teaching aides to help facilitate those discussions. They have been deliberately kept conversational and open, so that teachers can pick and choose them as they wish. You may want to focus on an individual's videos, opening each story up to conversation. Or you might want to focus on their themes.

These are your resource to use how you think is most appropriate. Suggested ideas for questions around each video are included.

*'It can be for a particular reason or for no reason. That hate can become stronger. People want to put action on it, negative action. Hitting somebody, spitting at people, saying negative words to somebody walking around the streets. And when someone hears that hate, they also become angry inside.'*

– Sile Sibanda

*'When communities engage and see the other person as a person, you feel amicability between communities. The message has to be open and has to be engaging.'*

– Dr Nasser Kurdy

*'When I hear the insults coming, it does hurt inside. We are human beings. We can't help how we are born. I'm not so sure it has got easier. I'm horrified we are still getting it today.'*

– Carol Robson

The background features a dark blue gradient with intricate, light blue wavy lines that create a sense of depth and movement. A prominent grid-like pattern is visible in the upper left quadrant, while the rest of the image is filled with fluid, undulating lines that resemble topographical contours or a complex data visualization.

# Themes

The themes of the interviews are acceptance, forgiveness and opportunity.

## **ACCEPTANCE:**

What is acceptance?

What is the difference between accepting yourself, someone else and accepting situations? (brainstorm different ideas for each area e.g. accepting yourself if you get something wrong, accepting a friend for being mean, accepting that you can't go out as you have no money).

Why is it important to feel accepted?

How might you feel when you're not accepted?

Which groups in our society may not feel as accepted as others? Why?

<https://www.youtube.com/watch?v=duUViid5SGk>

[https://www.youtube.com/watch?v=mkxS\\_40VTIM](https://www.youtube.com/watch?v=mkxS_40VTIM)

Show these clips and discuss why being accepting is so important.

## **Share the dictionary definitions –**

### **Tolerance:**

The ability or willingness to tolerate the existence of opinions or behaviour you might disagree with.

### **Acceptance:**

The agreement that something is right or that someone should be.

Is tolerance the same as acceptance? Would you rather be tolerated or accepted? Why?

Can you think of examples where you have tolerated someone, and when you have accepted someone?

Why might some people believe that tolerance is much harder than acceptance?

## **FORGIVENESS:**

What is it (definition)?

Why might someone not be able to forgive?

How might that make them feel?

<https://www.bbc.com/bitesize/clips/zdt4wmn>

### **Activity**

In pairs students discuss a time when someone they know has made a mistake, and they have forgiven (or not) and why. Followed by whole class feedback. An additional task could be that students are given a number of examples/scenarios and they need to describe whether they are forgivable or not.

## **OPPORTUNITY:**

Watch the video.

What is opportunity? What does opportunity mean to you?

Sum it up in a sentence. Why might some people have fewer opportunities than others?

<https://www.youtube.com/watch?v=FyUI2xLUdmo>

### **Activity**

Students look at different groups of people from different communities, and they decide who has more/less opportunities and why.



# Interviews

Teaching aid films here  
password: rotherham

## **AHMAD NAWAZ**

Ahmad Nawaz was 14-year-old when the Taliban attacked his school in Peshawar, Pakistan. 143 of his friends and teachers were killed. Ahmad's brother died in hospital from his injuries two weeks later. Ahmad himself was shot in the arm and wounded. *"It was the most horrible experience of my life" he says. "School is a place where you expect to be safe - I never thought I would be attacked there."*

Ahmad is now rebuilding his life in Birmingham. As well as studying, he tours schools talking to young people about the importance of education and peace. Hearing about young people travelling to Syria shocked him and he wanted to use his story to bring people together, promote the importance of understanding one another, and inspire young people. *"I couldn't believe that children living in the UK were going abroad to get involved in terrorism - I thought they were mad," Ahmad said. "Why would children here - who have everything - get involved in terrorist activity? I say to schools, this is my story, listen - you're living in the UK, you're lucky, you have lots of opportunities - use them."*

### **Key Questions**

- Why do you think terrorists like the Taliban wanted to attack a school?
- How is Ahmad's story different to the usual things we hear about terrorism?
- Ahmad decided to use his experience in order to make a positive change. How might other surviving students at this school have been affected differently by the attack?
- Ahmad believes that the best way to defeat terrorism is through education. Why might Ahmad believe this?

### **Activity**

Write a letter to Ahmad inviting him to school – explain to him what is good about your school and the people who are here and what you think he should tell people if he did an assembly here.

### **Teaching aid films** (password: rotherham)

1. [Introduction](#)
2. [The Attack](#)
3. [Aftermath](#)
4. [How The Attack Changed Me](#)
5. [The Importance of Education](#)
6. [Life in the UK](#)
7. [Terrorism](#)
8. [Ahmad's Brother](#)
9. [Islam](#)
10. [Speaking to Young People](#)



## **DR NASSER KURDY**

Dr Nasser Kurdy is a surgeon based in Manchester. He works in Wythenshawe Hospital, where many of the victims of the Manchester Arena bombing were treated. In September 2017, Dr Kurdy was stabbed outside his mosque by a man with a long history of mental illness.

Dr Kurdy's response to the attack was to try to avoid falling into the trap of feeling hatred. With local people worried about a rise in hate attacks by extremists, he wanted to ensure that more people weren't hurt as a result. By offering forgiveness to his attacker, Dr Kurdy feels that he has been able to grow as a person. "I feel that my forgiveness has touched many people positively", he said. "I was told that at one of my local schools where the children were being taught about forgiveness, I was the example that was given to them." Dr Kurdy's story shows that resisting hatred, people and communities can come together.

### **Key Questions**

- Could you forgive someone who hurt you or someone you loved?
- Why might the message: 'I forgive hate' be really difficult to achieve?
- Why is it important to build trust in a community?
- Think about when there has been arguments and problems in your community. Why are they sometimes really hard to solve?

### **Activity**

In pairs, one person talks about something that makes them angry and the other person explains to them why forgiveness might be the better option.

### **Teaching aid films** (password: rotherham)

1. [Introduction](#)
2. [Reaction & Social Media](#)
3. [Feelings on the Day & Next Day](#)
4. [Emotional Impact](#)
5. [Resisting Anger](#)
6. [Forgiveness](#)
7. [Message for Young People](#)
8. [Tackling Extremism and Hatred](#)
9. [Reaction For Others](#)
10. [Message to Radicalisers](#)

## **FIGEN MURRAY**

Figen Murray is the mother of Martyn Hett, a young man who was killed in the Manchester Arena bombings. Martyn was attending the Ariana Grande concert before going travelling in America the next day. Martyn was a warm, friendly person who Figen describes as “hilarious...he meant so much to so many people”. After his death, Figen gave up her career as a therapist and life coach to become a full-time peace campaigner. She is currently campaigning for Martyn’s Law, which would ensure all public venues have proper security checks. The petition has already attracted more than 10,000 signatures.

Figen describes her work as “working together, putting aside differences and sharing good practices, that’s what it’s all about.” Despite her own loss, she works tirelessly to make sure “no other parent has to sit where I am sitting.”

### **Key Questions**

- Figen decided to use her experience of losing her son as a way of telling people about the impact of terrorism, extremism and hate. Why is Figen’s story so powerful?
- How might Figen have reacted differently to Martyn’s death?
- Why do you think Figen chose to be positive even after the murder of her son?
- If you were to send Figen a message about her talks, what would you say and why?

### **Activity**

Write Figen a letter responding to her interview.

### **Teaching aid films** (password: rotherham)

1. [Introduction](#)
2. [Manchester Bombing](#)
3. [Reaction to the News](#)
4. [Impact Since](#)
5. [Forgiveness and Impact of Trolling](#)
6. [Message to Extremists](#)
7. [Message to Young People](#)
8. [Combatting Hatred](#)
9. [Questions I Get Asked](#)



## **SILE SIBANDA**

Sile Sibanda moved to the United Kingdom from Zimbabwe with her family aged 12 due to how unsafe her home country had become. She quickly adapted to life in Rotherham and enjoyed meeting new people at Rawmarsh School. She speaks passionately and lovingly about the welcome she received from her new home.

However, things were not always easy for Sile. She was the victim of bullying and racism, and in her video she talks movingly about what that felt like and the impact it had on her. It was this experience that inspired how to become a campaigner against hate crime and for young people to stand up and be counted. Speaking alongside her mother in 2016 she said she wants young people to “be empowered, be inspired, and love each other - love is always louder. Speak up. Don’t wait for others to do for you, let your voice be heard.”

### **Key Questions**

- What emotions might you feel coming to a new country, not speaking the language and joining a new school?
- Imagine a pupil from another country has joined your school. How would you help them overcome the challenges they may face?
- Have you ever seen someone being bullied? How did it make them feel – and how did it make you feel?

### **Activity**

In groups, put together a short play showing how bullying can be harmful and how you could stop it.

### **Teaching aid films** (password: rotherham)

1. [Introduction](#)
2. [Life as an Immigrant](#)
3. [Moving to the UK](#)
4. [Life in the UK](#)
5. [Bullying and Racism](#)
6. [Impact of Bullying and Racism](#)
7. [Message to Young Self](#)
8. [Message to Racists](#)
9. [Hatred](#)
10. [Speaking out Against Hate](#)
11. [Message for Young People](#)

## **CAROL ROBSON**

Carol Robson is a spoken word artist and is Rotherham born and bred. She was born in Wath and now lives in Thorpe Hesley. Carol was awarded a lifetime achievement award by the South Yorkshire LGBT community in 2017. She has performed her unique brand of poetry at fringe festivals from Brighton to Edinburgh and is a regular performer in venues across Yorkshire. Carol speaks about her experiences as a member of the LGBT community in living in Rotherham.

### **Key Questions and possible learning activities**

- What challenges might someone from the LGBT community face?
- How might someone feel attending an event aimed at celebrating (Pride March) and finding people had turned up just to shout hateful things at them?

### **Activity**

Write your own poem (or acrostic) about overcoming hate.

### **Teaching aid films** (password: rotherham)

1. [Introduction](#)
2. [Experiencing Abuse](#)
3. [Impact of Hate of Young People](#)