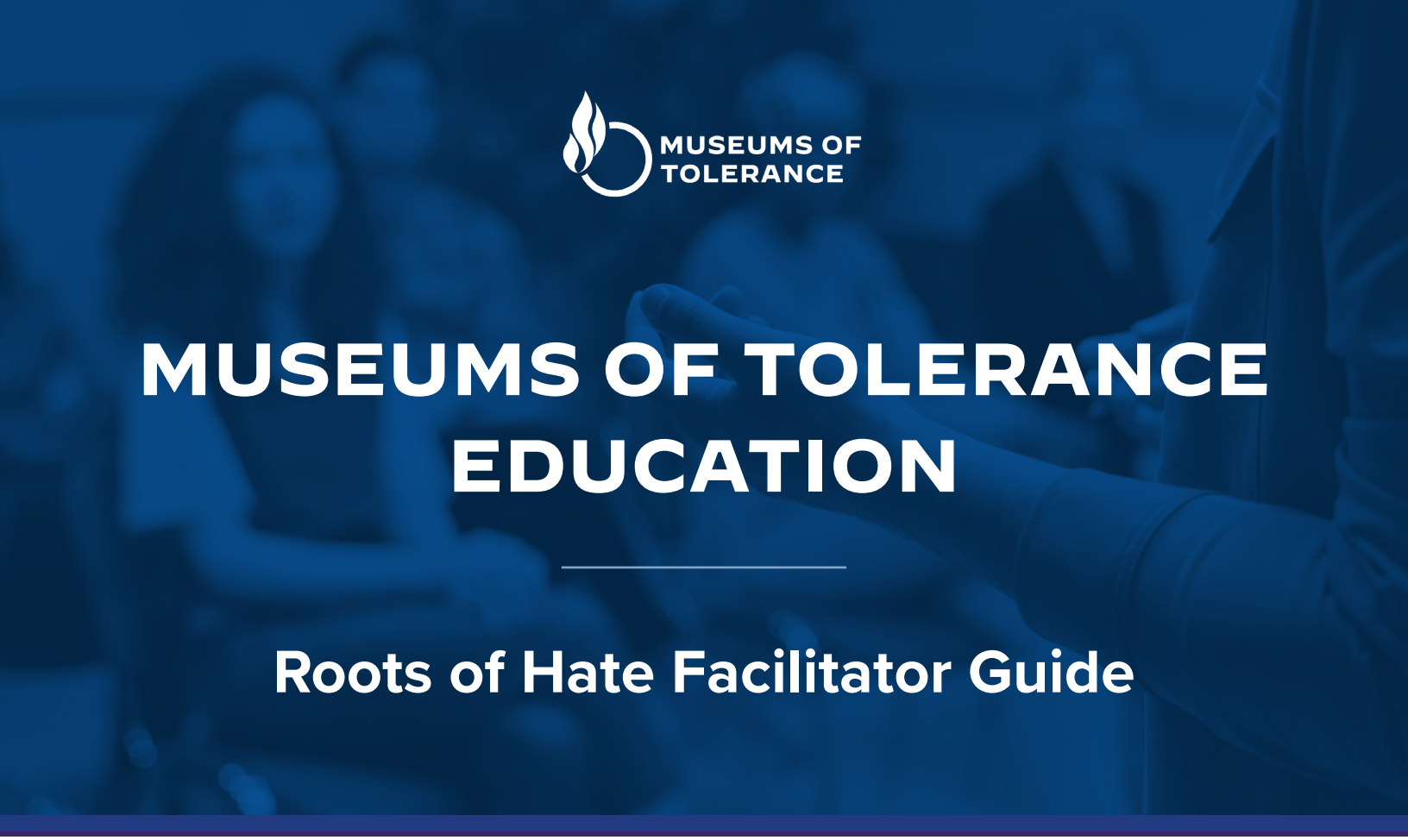

MUSEUMS OF TOLERANCE

MUSEUMS OF TOLERANCE EDUCATION

Roots of Hate Facilitator Guide

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MUSEUMS OF TOLERANCE

ROOTS OF HATE FACILITATOR GUIDE

This guide is designed to assist facilitators in the delivery of *Roots of Hate* Workshop. Facilitators will find instructional strategies to promote student engagement, clear learning objectives and all the materials required for effective workshop delivery. The workshop operationalizes MOT's unique pedagogical framework—rooted in Holocaust and genocide education, values-based dialogue, and social-emotional learning—to equip facilitators with tools to support participants through the learning process allowing for active and thoughtful engagement in the workshop.

In alignment with our Pedagogical Framework, this workshop fosters learners' ability to:

- Embrace complexity
- Situate learners as contributors to history
- Begin in story and end in story

Program Overview

At the Museum of Tolerance (MOT), we believe that students are not just passive witnesses to history — they are active contributors in shaping the future. Rooted in MOT mission, our programs place students at the intersection of history and social responsibility. Consistent with our mission to catalyze history into action, the *Roots of Hate* examines fear as one of the drivers of hate and emphasizes how cognitive inquiry can help learners recognize how the way they feel informs what they believe, and how they act.

HATE CAN STEM FROM FEAR, IGNORANCE, AND A SENSE OF POWERLESSNESS.

When people feel threatened, they may project feelings of suspicion and blame onto others to regain control1 in the face of uncertainty. This is the ecosystem in which hate thrives. Psychologically, hate sits at the intersection of thoughts, feelings, and actions. It thrives on the belief that the targeted person or group has no redeeming value and therefore does not have the innate right to exist. Historically, hate has often been used as a tool of power—justifying dominance, exclusion, and violence.

The concept of a "scapegoat", where misfortunes are symbolically transferred to a designated entity, is a century- old human response to uncertainty and discomfort that is compounded by the lack exposure to different cultures or beliefs, which can deepen mistrust and fuel prejudice and discrimination.

There exists a paradoxical nature to hate where a democratic society may denounce and actively fight hate abroad, while simultaneously marginalizing and oppressing segments of its own population. This contradiction is often powered by the amplification of fear and the use of exclusionary policies. This dynamic can erode democratic values, opening the way for a shift toward authoritarianism.

Lesson Outcomes through Standards Alignment

In alignment with C3 Social Studies Standards, the Social Justice Standards, and California's Transformative SEL Competencies, learners will:

- *Reflect on emotional responses to historical case studies*
- *Deepen understanding of how fear and anxiety contributed to the Holocaust and Incarceration of Japanese Americans*
- *Bolster critical thinking skills through questioning, writing, and peer dialogue*
- *Explore democratic and human rights principles through narrative sharing*
- *Strengthen emotional regulation via SEL-inspired activities*

Grades: 8-12

Materials

Paper, Pens, Definition of Tolerance, Dialogue Guidelines, Roots of hate Animation.

Duration

1 hour

ESSENTIAL QUESTIONS

1.) What factors contribute to uncertainty and anxiety—and how do groups respond when their sense of identity or security feels threatened?

2.) How can we critically recognize when external forces shape our thoughts, emotions, and beliefs, and what tools can we use to resist manipulation?

3.) How do systems of influence exploit our fears and desires to shape group identity—and what drives individuals or communities to participate in fear-based exclusion or hate?

4.) How and why is dehumanization used as a tool to justify harm—and what psychological, social, or political forces allow it to take hold?

Core Facilitation Approach

Situate Learning

At MOT, we center learners using an inquiry-based approach that honors their voices, affirms their perspectives, and invites them to partner in shaping their learning journey. Studies show that moving away from lecture-based classrooms can provide learners with a wider array of learning modalities[1] and allows for learners to develop resiliency and agency in the learning process, as well as build community with their peers through dialogue and active listening.

Inquiry Focused Model

An inquiry-focused model, coined by scholar John Dewey, is a method of instruction that relies on a series of scaffolded questions supporting learners in making authentic connections with the topic, leading them to take greater agency in their own learning process. **The facilitator's role is that of a guide on the learner's journey.** This method is often the most efficient in learning spaces where static facts live alongside arrays of thoughts, lived experiences, ideas, and emotions that can be valuable contributors to the overarching themes. Since our workshops often fuse Social-Emotional practices with historical case studies, the inquiry method allows for learners to take ownership of the content and lessen the gap between history and their own lives.

Inquiry Focused Learning Best Practices

Guide on the Side

Every facilitator comes in with a beautiful breadth of knowledge that we are excited to share. In an inquiry space, our rule should be 80/20, we ask and listen 80% of the time, and talk 20% of the time (or less). We should be keeping to a steady cadence of questioning. While literal questions are necessary to assess participants' understanding of the content, it is reflective and universal questions that spark deep and meaningful dialogue. We encourage you to strike a balance between the three levels of questions.

- **Literal question:** "What does this word mean?"
- **Interpretive question:** "What motivates survivors to give testimony?"
- **Universal question:** "How does this idea connect to your own life?" "How can we practice...?"

It is also important for facilitators to encourage engagement between learners and peers. Our presence is there to build community, and to decentralize the facilitators as the arbiter of all knowledge. It is the learner's journey that we guide them through.

The Power of the Pause

Learners have diverse processing needs so in order to ensure that those needs are addressed consider adding in a pause by counting to 10 slowly to yourself after asking complex questions. It is also a good practice to engage in a pair-share after the pause to invite students to clarify and share their thinking with a partner.

[1] Learning modalities, synonymous with learning styles, are how Learners learn and process information. For example, the four main learning modalities are: visual, auditory, tactile, and kinesthetic.

Core Facilitation Approach

Listen Actively, Clarify, Rinse and Repeat

When learners are expressing their understandings, questions, or thoughts, it is important to listen closely, and repeat back what you heard without any individual interpretation. We invite you to ask clarifying questions ensuring that there is no potential for misunderstandings. After clarification, thread their ideas within the larger context of themes or discussions in the workshops. It is important learners feel heard in a genuine and attentive manner. Listening, responding, and positively reinforcing creates efficacy in inquiry learning.

It's a heavy lift, Atlas

Often, people assume that inquiry focused learning means the facilitator takes a passive role in the workshop. In fact, in an inquiry-driven, student-centered environment, the facilitator has the dynamic role of tailoring the learning experience to the unique needs of each learner. This method requires the facilitator to actively listen, to have a deep understanding of the workshop materials, and to model effective dialogue and inquiry-based strategies. Facilitators should maintain ongoing interactions with participants, through questioning, and collaborative discussions.

Centering Learner's Voices

As part of our core pedagogical approach, we strive to center the learner's voices at the heart of our workshops. When we step in to facilitate workshops, we are not simply teachers delivering information—we are learners ourselves, guiding the process through inquiry-based facilitation and student-driven dialogue. Facilitators can support this by creating space for open-ended questions, encouraging personal reflection, and affirming lived experiences.

Resource Usage

With inquiry-based facilitation, tools such as multimedia and slide decks should serve as accompanying materials — not as the primary mode of instruction. These resources can help spark conversation, support differing learning modalities and deepen understanding. Facilitators should use the carefully developed questions in this guide for supporting dialogue, while also actively observing and listening to the learners in the room. Questions to consider during this process are; What connections are learners making to modern history? How do these topics relate to their lived experiences? How are ideas being shaped across cultural or generational lines?

Observe Carefully to Make Connections

Through inquiry-based facilitation, we can create connections between global events, and their local implications for both communities and individuals. This can be achieved through text to self and text to world questions. Discovery and exploratory learning seeks to engage learners' curiosity and investment.

Emotional Awareness Check-In's

Much of the subject matter of our programs may elicit emotional responses from learners. Therefore, a best practice will be to, when possible, check-in with learners throughout the workshop.

We recognize that we are not mental health professionals and therefore we encourage facilitators to practice their own self-care and awareness of boundaries.

Sample questions:

- "How are we feeling?"
- "Let's do a one-word check-in—what's coming up for you?"

Workshop Plan

Welcome & Introduction

Greet all participants and check in with the teacher or group leader to assess learners' accessibility needs.

- Introduce yourself and share your preferred pronouns if comfortable.
- The Museum of Tolerance transforms history into action through immersive visitor experiences, dynamic programming, and foundational narrative strategies. Through immersive exhibits, tolerance-focused education, and values-aligned dialogue, we equip individuals to confront antisemitism, challenge prejudice, and engage in the ongoing work of social justice. As a dynamic space of reflection and responsibility, we activate the lessons of the Holocaust and other histories of intolerance to inspire empathy, civic engagement, and enduring acts of "chesed"—loving kindness—in communities around the world.

Definition of Tolerance

Ask participants:

- What does tolerance mean to you?
- When have you practiced or witnessed someone practicing tolerance?
  - What was that experience like? What happened? How did it make you feel?

Make sure learners understand that this is an open space for dialogue and that expression of topic-aligned thoughts, feelings, and interpretations is encouraged.

Landing Point: This provides an opportunity to reframe or expand students' understanding of tolerance. Tolerance is a spectrum. By defining it at the outset, we encourage participants to be open and receptive to the diverse opinions and ideas shared by their peers throughout the workshop. This also provides an opportunity to reframe or expand their understanding of tolerance in a constructive and inclusive way.

Tolerance The ability to recognize, respect, and value people of different races, religions, cultures, abilities, sexual orientations, genders, and nationalities. It serves as the foundation for acknowledging others' right to exist and to be treated with dignity.

INVITE LEARNERS TO RESPOND WITH THEIR THOUGHTS AND FEELINGS TO THE MOT DEFINITION OF TOLERANCE.

Workshop Plan

Workshop Overview

Grounding participants in the "so what[2]" is a necessity for any successful program. It is important to begin the session introducing the anticipated learning gains and purpose of the workshop.

"Today we are going to be talking about how fear, while a natural human emotion, can be manipulated to harm and dehumanize[3] others. When left unchecked, fear can evolve into hate and manifest in harmful or violent actions. Together, we'll examine key moments in history where fear transformed from an idea into action and consider how this has deeply impacted communities."

Student Reflection & Goals

After introducing the workshop theme, facilitators should ask the learners what they hope to learn or gain from the experience. This not only helps tailor the workshop to their interests but also fosters a sense of ownership and personal investment in the content.

- Ask for volunteers to write down their responses on Post-its chart paper. Invite learners to put their Post-it on a master chart paper. Let participants know that at the end of the workshop, they'll have an opportunity to reflect on their initial goals and assess whether they achieved what they hoped to gain from the experience.
- If learners are reluctant to share their goals publicly, they can keep their Post-its.
- For those learners who need more processing time, invite them to write their questions or comments on the Post-its when ready.

You are the Container

One of the pillars of our programming is our ability to create containers for safe and open dialogue. We rely on our incredible facilitators to create a space for everyone who enters our learning experiences! Thank you for creating this container of reflection, connection, and transformation.

[2] **"So, what"**: This part of the instruction aims to answer the question: Why should this matter to me personally? It helps participants connect the content to their own lived experiences. Each student processes information differently, but the overarching goal of these workshops is to support meaningful learning and takeaways for all participants.

[3] Dehumanization: Treating someone as sub-human by stripping them of their right to dignity and self-worth

Roots of Hate Introduction (8min)

Setting The Stage for Learning

Fear is an innately human and extremely important emotion that we all feel. It can be the gut feeling that warns us when we are in danger, or at times, it can show up as something seemingly innocent, like a fear of heights or spiders. **In this workshop, we are going to explore how emotions like fear and anxiety can be and have been used as a tool to manipulate and influence people and societies to hate.** Together, we will learn about historical moments where fear has been manipulated into hate, like the Holocaust and Incarceration of Japanese Americans. We will also be taking some time to talk to one another, learn about each other, ask questions, and do some writing in order to grow as a community and to create safe environments of curiosity and growth.

Pair Share[4] Discussion Questions (3min)

1. When was the last time you were afraid?
2. How might the feeling of fear be a natural response when facing uncertainty or unrest?

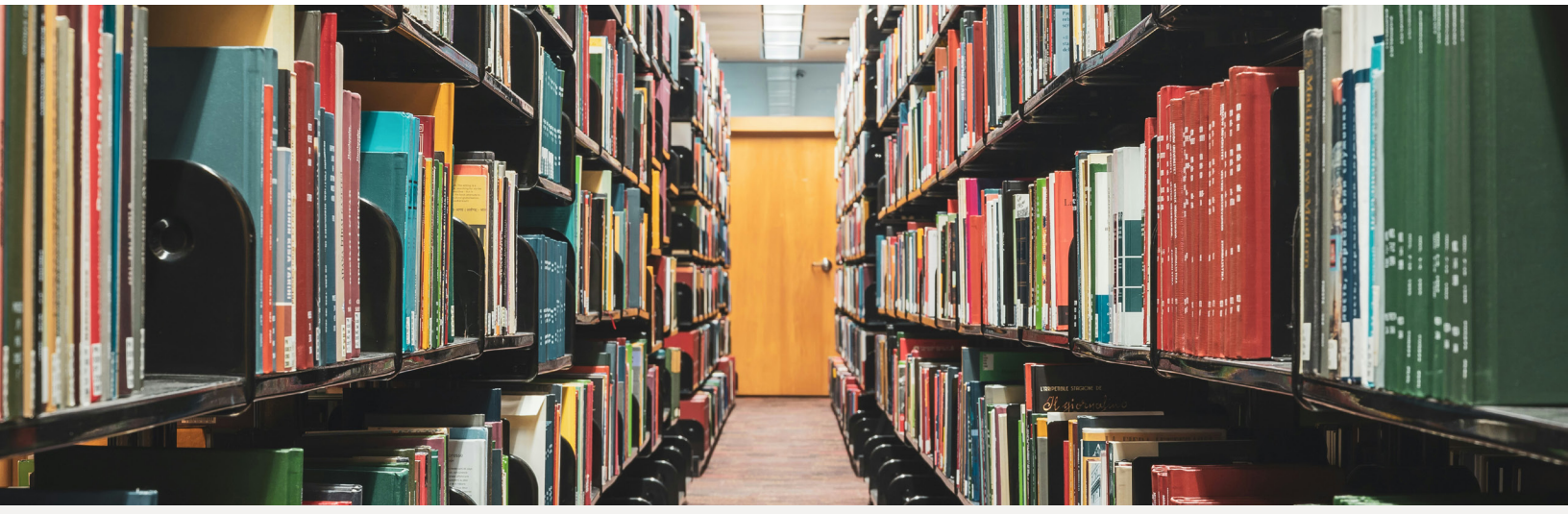
Whole Group Discussion Questions

Facilitator Note: The following are optional questions that can be used to guide discussion with learners. Please use them only if necessary to support the flow of conversation.

1. Can you think of a time when fear may be beneficial?
2. Can you think of examples where fear might be a harmful or unhelpful emotion?
3. What are some responses we have when we are afraid? Physical/ Emotional?

Transition Once the pair-share is over, invite learners to share out the highlights of their conversation, focusing on how it felt for each of them to share about something potentially vulnerable (2min).

[4] ThinkPairShare Handout.pdf



Historical Context (10-12min)

Historical Grounding Launch Prompts

1.) Do you think that your parents, grandparents, and even great-grandparents had some of the same fears that we experience today?
2.) What specifically were they afraid of?
3.) Do you think these are fears others had?
- If time permits, select and unpack one or two detailed student responses.

4.) Can you think of moments in history when people felt similar fears or uncertainties about the world around them, or anxiety about their future?

Anticipated Responses:
- Historical: WWII, The Holocaust, Pearl Harbor, 9/11
- Modern: Immigration/Politics, COVID health scare

TRANSITION

If you hear learners mention these anticipated responses, segue into the first portion of historical grounding.

If learners do not provide any responses, generalize the question and ask learners what factors might cause people to feel afraid or unsafe. Connect this general question to the historical experiences provided.

Can you think of times in history when people's fears were used to hurt others? Who used those fears, and how?
Fear can often follow repeating patterns. Sometimes, the things in the world that our parents/grandparents worried about, can be the same things we feel anxious about in our day to day lives. The same can be said in regard to history. As we transition to our historical cases, let's keep in mind how the fears that these past societies felt might appear in our world today, and explore how we can fight those fears and anxieties, so they don't continue to have an impact.

Dimensions of Fear

Domain 1: Fear of Societal and Economic Unrest

In this section of the workshop, you will explore how fear-- specifically of social and economic threats-- can evolve into hatred and lead to harmful actions or attitudes toward others.

Facilitation Best Practices

- Before the workshop, please review the one pager provided to you for historical grounding. While not all of the information needs to be presented directly to participants, it's important to be well-versed in the historical context. This foundational knowledge will support the inquiry-based facilitation practices outlined above.
- As the primary source images and videos appear on the screen, engage learners in explicating, or unfolding the materials they see. For example, prompt learners to examine images that contrast wealthier areas of the Weimar Republic with those showing extreme poverty. Ask them to identify the differences and connect these visual disparities to the economic fears and anxieties you've discussed.

Thematic Framing

- The fears and prejudices seen in the past still underlie modern-day events, showing us how history tends to repeat itself if we're not aware and engaged.
- Hatred and extreme violence do not appear overnight. It is a gradual transition that develops through a series of social, political, and economic actions and decisions.
- Fear-driven hatred can appear on both systemic and individual levels—sometimes through laws and policies, and other times through personal actions and beliefs.
- Economic and political upheavals can be co-opted by perpetrators of hate.
- Economic insecurity often fuels fear, which can easily turn into resentment and hatred. When people feel their jobs or resources are at stake, they may look for someone to blame. When rhetoric targets a particular group, an "other," it can turn fear into resentment, and over time, that resentment can grow into hatred.

Foundational Historical Context

Weimar Republic shift to Nazi Germany

- Germany loses WW1- Forced to sign Treaty of Versailles and pay reparations to the Allied countries which included the U.S. France, and the United Kingdom.
- A dichotomy emerged as a vibrant social and cultural renaissance flourished alongside a crippling economic struggle caused by reparation payments and the effects of the Great Depression.
- Marginalized communities are frequently the scapegoats blamed for society's issues- for instance, after the First World War, the Weimar Republic experienced significant economic unrest. Jews were blamed for Germany's economic woes, as people frequently accused them of controlling the banks and taking away jobs from other Germans.
- The economic and political struggles faced by the Weimar Republic following World War I and how these challenges contributed to the rise of Nazi Germany.

Dimensions of Fear

Foundational Historical Context (cont...)

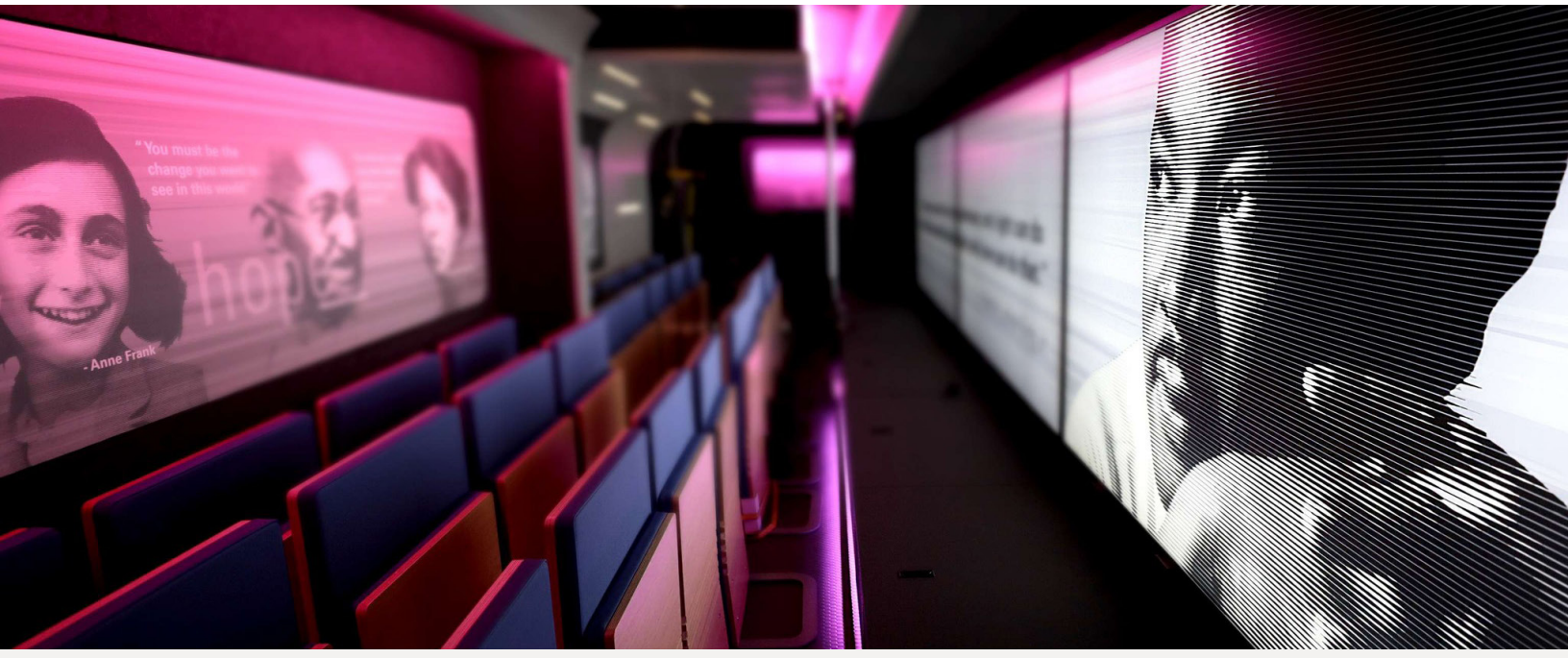
Incarceration of Japanese Americans- Agricultural Competition

- Racial prejudice, national security fears, and economic competition—especially in agriculture—contributed to the push for the forced incarceration of Japanese Americans during World War II.
- Many white farmers, such as Austin E. Ansen, went to Washington to lobby advocating for the incarceration of Japanese Americans.
- Japanese farmers produced 40% of California's vegetables and 70% of its greenhouse flowers *(U.S. National Archives)*. However, their economic success provoked resentment among white American farmers, who saw them as a threat to their livelihoods.
- In the days that followed the Pearl Harbor Attacks, the United States was gripped by widespread fear, anticipating further attacks. As Americans struggled to process this sudden threat to national security, suspicion toward Japanese Americans intensified. A combination of fear of the unknown, preexisting racial prejudices, and economic anxieties bolstered public support for their forced removal.

Discussion Questions

1. Why would society choose to blame other people for problems not of their making?
2. What factors make it easier for people to fear someone they don't know?

Facilitator Note: After learners respond to question two, discuss how the media and information we consume can shape our perceptions of others. Emphasize that when we lack knowledge or curiosity about a person or group, those gaps are often filled by biased or harmful messaging—what we call propaganda.



Dimensions of Fear

Domain 2: Fear of the Other

For the next portion of the workshop, learners will explore how propaganda and the process of "othering" contribute to the fear of those who are perceived as different.

Facilitation Best Practices

- To start, ask the learners how they would define propaganda. After giving them the opportunity to respond, offer them the MOT's definition of propaganda.[5]
- Before showing learners any of the provided propaganda material, make them aware that the images they are about to view may elicit an emotional response and were designed to dehumanize and spread hate.
- Ask the learners why they feel it is important to analyze propaganda.
- How to manage learners who laugh at these images: if you find that Learners laugh at these images, pause and acknowledge the way they react. Ask them why they find the images funny. Rather than shaming the student, use this moment as a teaching opportunity to explain why these images are so effective in influencing their audience, highlighting how emotion, symbolism, and repetition can shape perception and lead to extremely harmful stereotypes.

Thematic Framing

- Propaganda dehumanizes the people it depicts. And it is often used during times of war to sway public opinion by portraying an enemy or group in a negative light, reinforcing fear and division.
- Propaganda usually depicts its targets as animals or subhuman figures.
- Propaganda fuels fear of 'the other' by suggesting that a group of people pose a threat to the safety of a community, and it often includes messages that encourage or justify hateful or violent actions.

Foundational Historical Context

- Images of Anti-Jewish and Anti-Japanese propaganda will be provided for analysis and discussion.
- Propaganda was a state-sponsored tool wielded by both the Americans and Germans used during WWII.
- Propaganda was extremely effective as it played on the fears, anxieties, and dangerous rhetoric of the time.
- Propaganda can move beyond shaping opinions to actively influencing people to target, blame, or harm others—often by portraying them as threats. Ultimately, multiple forces—such as othering, propaganda, and economic and social threats—can intensify fear and drive individuals or groups to engage in violent or harmful behaviors. These harmful behaviors can culminate in severe human rights abuses, like the Holocaust and the Incarceration of Japanese Americans.

Discussion Questions

1. Have you seen similar images in the modern era? If so, where and when? Who was the intended audience, and why do they think the images were created?
2. What techniques does propaganda use to exploit fear and uncertainty in order to encourage harmful actions?

[5] **Propaganda:** Strategically spread biased or misleading information about political or social issues designed to shape public opinion and action. When effectively presented, it seamlessly integrates into television, literature, art, and other media, appearing as mainstream content.

Dimensions of Fear

Domain 3: Fear Manifested

For this portion of the workshop, learners will explore how– although multiple factors contributed to the Holocaust and the Incarceration of Japanese Americans– collective fear and anxiety were turned into harmful action. The closing historical portion will also emphasize that fear and anxiety can be combated through curiosity and inquiry.

Facilitation Best Practices

- Explain to learners how societal and economic unrest, combined with dehumanization of certain groups, can drive hatred. Ensure that you are continuously connecting back to the two previous domains to keep the thread of discussion.
- Leave learners with hope. It is easy to frame manifestations of hate as the end-all be-all for these chapters in history and generalize, but many people chose curiosity and kindness over hate, which saved many lives.
- Human rights atrocities like the Holocaust and Japanese American Internment should be respected for their complexity, but fear plays a significant role in fueling the hatred and othering seen throughout these atrocities.
- Fear often becomes a catalyst that enables people to accept harmful ideologies and, in extreme circumstances -- such as the ones mentioned-- commit acts of violence against others.
- People often ask how events like these happened-- and how to prevent them from happening again. There's no single or easy answer. In this workshop, we will lessen some of the hopelessness that can be felt in seeking these answers by teaching learners that using curiosity as a tool can challenge the roots of hate.
- Curiosity encourages us to pause, reflect, and move toward understanding before drawing conclusions or making assumptions about others. If we lead with curiosity, we will be able to better understand others and develop greater **tolerance** for the world and people around us.

Foundational Historical Context

- The Holocaust, also referred to as the Shoah, was the mass killing of 6 million Jews, and 5 million other marginalized groups such as Sinti, Roma, Jehovah's Witness, Queer Folks, and Political Partisans.
- The incarceration of Japanese Americans saw 120,000 innocent Americans incarcerated, solely based on unwarranted fear.
- These manifestations, although vastly different and incomparable, showcase how fear and anxiety can take root in communities and societies, and how ordinary people can allow their emotions to live in a space where their fear-motivated actions justify the violent outcomes.
- The Munemitsu and Mendez family story is an anchor of hope, allyship, and an empowering example of overcoming adversity through kindness.

Discussion Questions

1. How can the Munemitsu and Mendez story help us to understand how to combat fear and anxiety?
2. What can we gain by listening to someone we disagree with?

Tree of Curiosity Activity Guide

Facilitation Best Practices

- This activity builds on earlier conversations on the possible evolution of fear and anxiety into curiosity and inquiry. By guiding learners through possible initial discomfort or uncertainty, a mindset of exploration and openness can be fostered.
- The primary goal of the activity is to support learners' understanding that questioning and seeking clarity can be powerful tools to challenge harmful narratives and cultivate empathy.
- This activity requires active facilitator engagement. The facilitator should move frequently between groups to ensure learners remain on topic and to address any misunderstandings.
- As the learners are journaling, it may be helpful, depending on the classroom space, to play ambient music.
- During this journaling time, facilitators should prepare the tablets for learners to access the word cloud app.

Activity Launch

To begin, prompt a brief individual reflection leading into a pair-share. This opening exercise encourages learners to consider how they perceive themselves and others in a neutral setting. It promotes the exploration of how fear and anxiety can alter our perceptions.

Facilitation Note: Learners should be given small journals as they enter the program.

Reflect-Pair-Share

1. How do people see me?
2. How do I want people to see me?

Activation Activity

Time: 10 minutes **Materials:** Journal, Pens/Pencils, Tablet

Activity Framing

Think about a time you felt afraid. It may be easy to jump in with an initial response of heights or spiders, but I encourage you to think more deeply for a moment and journal your response with the following guiding questions (3min)

Guiding Questions

1. Can you recall a time when you felt truly afraid-- either for yourself or for someone else?
2. How did you react? OR (What caused that fear, and how did it affect your thoughts or actions in the moment?)
3. Was your response an automatic reaction—driven by instinct or emotion—or a conscious reaction, where you paused to think before responding?
4. What did that fear feel like-- in your body and your mind? Were there physical sensations, thoughts, or emotions that stood out in that moment?
    - Did this fear change the way you see yourself or others? If so, how?

Tree of Curiosity Activity Guide

Word Cloud

After journaling, learners will be prompted to take their response to the first journaling question (can you recall a time when you felt truly afraid-- either for yourself or for someone else?) and plug it into the word cloud generator. Learners will then be given time to share their words and why they chose them (4min).

Facilitation Notes

- An example preset word cloud will be provided for your use with learners. It may support a deeper level of engagement and inspiration. Encourage learners to push past surface-level or humorous responses and dive deeply into elements they feel cause them fear. If the answers still seem surface, pose the following secondary question:
- What fears do you think influenced the actions of the people and/or groups in the historical examples we just learned about?

TRANSITION

Provide learners will the following instructions:

1. Select one word that stands out to you as something you are curious about, or maybe that you do not understand. Write that word down in your journal and create two branches from the word.

2. On one branch, write down how that word made you feel seeing it on the cloud. These will be your initial thoughts and reactions.

3. On the other branch, write down a question you have for the person who wrote the word. This question can be about the word itself, the emotions behind the word, or any other wonderings that come to mind (3min).

Activity Part II: "Tree of Curiosity"

Activation Activity

Time: 20 minutes **Materials:** Journal, Pens, Pencils

Activity Framing

Have learners think back to the word they selected in the fear activity.

Whole Group Discussion Questions

1. If we only ever saw one word about an individual's experience, with no context, what kinds of conclusions could we draw about them?
2. What are the dangers in assuming a narrative based on little fact, evidence, or clarity?
3. Do assumptions help someone become more or less afraid?
4. What kind of behaviors in the historical grounding developed because people were afraid or assumed something about other individuals?

Individual Reflection: After discussing how fear can alter individual perceptions of themselves, and others (connection to stereotypes and fear-based hate) engage learners in a journal reflection.

Journal Guiding Questions (4 min)

1. How do people see me?
2. How do I want people to see me?

Facilitation Notes

Contextualizing the journaling questions: These questions serve to have learners reflect on how fear affects the way we see ourselves and others. Often feelings of fear and anxiety allow for the manipulation and distortion of our perceptions along with the influence of judgments and external factors skewing our worldviews.

Pair Share Activity

Facilitation Notes

Contextualizing the journaling questions: These questions serve to have learners reflect on how fear affects the way we see ourselves and others. Often, feelings of fear and anxiety allow for the manipulation and distortion of our perceptions, along with the influence of judgments and external factors skewing our worldviews.

Pair-Share Framing

In your journal, locate the fear word you wrote down in Part 1. Draw a straight line leading down from the original word you selected. Ask your partner for their word. Write this word down, and before discussing further, add a branch to the word. On the left branch, write down your first thoughts and emotions upon hearing this word, and on the right branch, jot down one question (3 min).

Pair Share Guiding Prompts

1. **Share your initial reactions with your partner.**
    - What came to mind when you heard that word, and what was your question? Make sure to answer your partner's question in as much detail as possible, the goal is understanding. Each student will have two minutes to share and then switch. (4min).
2. **Revisiting the Tree:** While remaining in your pairs, take a moment to add another branch under the question you jotted down for your partner. Write your answer from them as accurately as you remember them answering. After writing down their answer, add another branch under your initial reaction and answer the following: How have your thoughts changed after hearing your partner's explanation? (4 min).

Final Pair Share (2mins)

Facilitation Notes

As a culminating question, learners will refer back to their responses to during the self-perception and peer-perception activity.

Pair Share Guiding Prompts

1. What would you want me to understand about your fears?
2. What do you want me to understand about you?

Pair Share Activity and Closing & Reflection

Revisiting the Tree of Curiosity: After gathering this information, learners will be asked to complete an individual reflection and add two more branches to their tree:

Revisiting the Tree of Curiosity Prompts

1. Under the initial feelings branch, respond to the following prompt: "Something new that I learned about my peer is..."
2. Under the question branch, respond to the following prompt: "Something I am curious to learn more about is..."

Tree of Curiosity Diagram Example: 12.30 Roots of Hate Activity Outline.docx

CLOSING & REFLECTION

- The Tree of Curiosity pushes us to think more deeply about our snap judgments, impulsive thoughts, and emotions. It encourages us to engage in dialogue with our peers and pull ourselves out of our comfort zone and into deeper connections with other individuals. Invite learners to note that there are still sections of the tree unanswered and unfilled. Remind learners that like in real life, the tree of curiosity is always growing, but it cannot grow without being watered. It is our responsibility to seek out other perspectives, to ask questions, branch out, and to avoid being stuck with our first initial thoughts and judgments.
- Encourage learners to revisit the first branches of the tree and connect with the individual who wrote that word, ask them their why's and use this connection to keep the tree growing strong.
- Engage in a brief check-in with learners and thank them for their time in the workshop.

CONGRATULATIONS! YOU HAVE REACHED THE END OF THE FACILITATOR GUIDE! WE APPRECIATE YOUR DEDICATION TO MOT EDUCATION AND KNOW THAT THE CONTENT TEAM IS HERE FOR ANY OF YOUR NEEDS, QUESTIONS, AND FEEDBACK.

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