

HATE HARMS

TOGETHER WE CAN

END THIS

**Schools Hate Crime Lesson Plan and Resources**

**Lesson summary**

This session focuses on hate crime

Students will have the opportunity to learn about hate crime and begin to consider how they might respond to hate crime which may be encountered.

The lessons in this programme are intended to be delivered as part of a suitable scheme of work to ensure they are part of a developmental, broad and age appropriate PSHE education programme.

**Learning objectives**

Students will learn:

- What stereotyping is

- What a hate crime is

- The impact of hate crime

-The different forms in which hate crime can take place

- The barriers to reporting a hate crime

- The importance of reporting hate crime

- What Hate Crime Third Party Reporting Centres are

- Where to get support

**Learning outcomes**

Students will be able to:

- Identify criminal offences which are based on prejudice or hostility towards someone based on their race, religion, sexual orientation, disability or gender identity as hate crime

- Understand the impact hate crime has on victims, families and entire communities

- Understand that hate crimes are criminal offences and committing a hate crime can have serious consequences

- Know how and where to get help and support

**Key words/vocabulary**

Hate Crime – Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice towards a person based on their race, religion, sexual orientation, gender identity or disability

Hate Crime Third Party Reporting Centre – Space within the local community where a victim or witness of a hate crime can report this and access the support they may need in the aftermath of a hate crime

Stereotype - A stereotype is a fixed belief about a particular group of people

**Resources required**

Resource 1: Who’s who?



**Activity 1 – Setting the scene (2-3 minutes)**

**Activity 1.1 – What we’re talking about today**

**Explain**:

* *In the last session we talked about ……………………………………….*
* *Today, we will be looking at hate crime. Don’t worry if you don’t know what this means – we’ll spend plenty of time thinking about it and why it’s so important.*

**Activity 1.2 – Making sure we work well (2-3 minutes)**

Establish or reinforce existing ground rules and highlight any rules that are especially relevant to the lesson themes. Discuss any rules created which worked well and any that didn’t work – do they need to change? Make amendments if needed and make sure they are displayed for the class to see.

**Activity 1.3 – What is a stereotype? (10 minutes)**

**Explain:**

Notify the class that they will begin the lesson today by completing a short activity in pairs. Hand out resource 1 and ask pupils to complete this by aiming to guess who’s who by matching photographs of people on the sheet to the job they think they do. Explain that this is not a quiz that will be scored but you want the pupils in their pairs to discuss with each other why they have decided on their answers. Pupils will have 5 minutes to do this activity and then there will be 5 minutes for the debriefing where you will go through the answers and ask pupils to reflect on their original choices.

**Ask:**

Once the class has had 5 minutes to complete the activity and you have gone through the correct answers with them, ask the class what they have learnt from the activity.

It is likely that pupils will refer to making assumptions about people from their physical appearance. Guide the conversation towards stereotypes.

**Explain:**

A stereotype is a fixed belief about a particular group of people.

Here are some examples of stereotypes:

* + Girls are better at cooking than boys
  + Teenagers who were hoodies cause trouble
  + Boys are messy

In other words, stereotyping is believing that people of a certain group (such us gender, race, religion or age) are all the same, when they aren’t. When people stereotype, groups of people sometimes get blamed for things they are not responsible for.

**Ask:**

*Why are stereotypes unfair?*

Ask pupils to put their hands up to answer this question. There may be different responses provided but we are looking for answers that refer to individuality. For example, ‘stereotypes are unfair because we are all individual, and we should be treated as individuals’.

**Activity 2.1 – What is a Hate Crime? (5 minutes)**

**Explain:**

A hate crime to simplify is a criminal offence where someone is targeted by another person for abuse because they dislike them for their identity.

**Ask:**

*What are the different aspects to someone’s identity which prejudice towards would be considered as a hate crime?*

Give pupils 2-3 minutes to think of the different hate crime strands, note down the responses and then briefly review them. It’s likely that students may give some very specific examples,

but they will all most likely fit into the following categories, which you can summarise

and note down for students to refer to:

* Race (including nationality, ethnicity and skin colour)
* Religion
* Sexual Orientation
* Disability, including physical disability, learning disability and mental health difficulty
* Gender/Transgender Identity

**Explain:**

The definition of a hate crime is that this is any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice towards a person based on their:

* Race
* Religion
* Sexual Orientation
* Gender/Transgender Identity
* Disability

Hate crimes can have more than one motivating factor, for example, a blind man may be targeted for abuse by a perpetrator because of prejudice towards his disability and race.

To summarise, with a hate crime, it is ‘who’ the victim is, or ‘what’ the victim is perceived to be that motivated the offender to commit the crime.

**Ask:**

*Who can be the victim of a hate crime?*

You may receive different answers in response to this question but explain to the class that anyone anywhere can be the victim of a hate crime.

**Activity 2.2 – What are the different forms in which hate crime can take place? (5 minutes)**

**Explain:**

A hate crime can take place in different forms but the one thing that is common amongst all hate crimes is that the victim has been targeted because another person does not like who they are because of their race, religion, sexual orientation, gender/transgender identity or disability.

One example of a form of hate crime is violence or physical assault.

**Ask:**

*Can anyone think of any other forms in which hate crime can take place?*

Give pupils a couple of minutes to think of the different ways in which a hate crime can take place, note down the responses and then review these with the class. It’s likely that students may provide answers beyond the list below which is not exhaustive. If there are any other criminal offences put forward by the pupils who can explain that these would be considered a hate crime if they are motivated by prejudice or hostility towards the identity of the victim, these answers can also be recorded.

Different forms in which hate crime can take place:

* Violence/Assault/Murder
* Verbal Abuse (e.g. insults, name-calling, threats)
* Harassment
* Hate Mail/Malicious Communications (e.g. offensive leaflets, calls or messages via a phone, social media platforms or chat rooms)
* Burglary
* Criminal Damage (e.g. offensive graffiti, damage to places of worship, arson)
* Theft

**Activity 2.3 – What impact can hate crime have? (10 minutes)**

Pupils will need to have a reasonable understanding of how hate crime can have harmful effects on not just victims but families and entire communities too.

**Explain:**

Hate crimes can cause pain and fear to not just victims but their families and entire communities also. There are many negative effects of hate crime which can sometimes be long-term too. So, for example, if someone has been the victim of a hate crime on a bus, they may be left terrified and hesitant to use the bus again in the future. It can also make other people from their family and community feel scared when going out or using public transport.

**Ask:**

*Can anyone think of other effects of hate crime?*

Put pupils in groups of 4 and give them 10 minutes to discuss the impact of hate crime, encouraging them to think of how a hate crime can make someone feel. Capture the feedback from each group asking for one answer at a time from each group and review with the class. Examples of the effects of hate crime can be found below although this list isn’t exhaustive, and pupils may come up with other correct answers.

Impacts of hate crime:

* Victims can feel traumatised, terrified and vulnerable
* Victims can feel isolated and lonely
* Victims can be overcome by panic or anxiety
* Victims can be afraid to go out
* A break-down in family relationships
* Negatively affecting the health and wellbeing of victims
* Can negatively impact on families and entire communities
* Can lead to tensions and conflicts between different groups

**Activity 3.1 – What are the barriers to reporting hate crime? (5 minutes)**

**Explain:**

Despite more and more reports being made about hate crime on a year-by-year basis since 2012, it is still widely accepted that a lot of victims of hate crime don’t report this and it remains largely under-reported.

**Ask:**

*What do you think are some of the barriers to reporting hate crime?*

Give pupils 5 minutes to discuss what might put people off from reporting hate crime in the same groups they were in for the previous activity. Capture the feedback from each group asking for one answer at a time from each group and review with the class. Examples of common barriers to reporting hate crime can be found below although this list isn’t exhaustive, and pupils may come up with other correct answers.

Barriers to reporting hate crime:

* Lack of confidence in anything being done
* Fear of reprisals/retaliation
* Hate crime being accepted as normal
* Not identifying a hate crime for what it is
* Social embarrassment
* Language barriers
* Fear of being judged

**Activity 3.2 – Why is it important that hate crime is reported? (5 minutes)**

**Ask:**

*Why is it important that hate crime is reported?*

In the same groups that pupils have been in for the previous 2 tasks, give 5 minutes for pupils to list the different reasons as to why it is important to report hate crime. Capture the feedback from each group asking for one answer at a time from each group and review with the class. Examples of some of the reasons as to why it is important to report a hate crime can be found below although this list isn’t exhaustive, and pupils may come up with other correct answers.

Reporting is important because it means:

* Perpetrators can be bought to justice and be prevented from hurting someone else
* Vulnerable people in communities can be protected
* Authorities who the hate crime is reported to can help victims access support services which will help them to feel safe once more following a hate crime
* Some hate crimes begin as small incidents before they escalate into more serious and frequent attacks – every report matters and can save lives.

**Activity 3.3 – What are Hate Crime Third Party Reporting Centres? (5 minutes)**

**Explain:**

Hate Crime Third Party Reporting Centres are spaces where victims or witnesses can report a hate crime confidentially to organisation within their own communities who will then forward the report to the police on behalf of that person, if that person does not want to directly contact the police. The Third Party Reporting Centres are trained on dealing with reports of hate crime and can also help individuals access victim support services and receive emotional and practical support.

There are currently a wide range of Hate Crime Third Party Reporting Centres in Sandwell including libraries, community organisations and places of worship. Sandwell Young Peoples Services are specifically a Hate Crime Third Party Reporting Centre for young people.

Show the class the full list of Hate Crime Third Party Reporting Centres in Sandwell by clicking on [www.sandwell.gov.uk/hatecrime](http://www.sandwell.gov.uk/hatecrime) and provide contact details for Sandwell Young People’s Services.

Sandwell Young Peoples Services – Tel: 0121 569 2899, Email: [*youngpeople\_services@sandwell.gov.uk*](mailto:youngpeople_services@sandwell.gov.uk)

Remind the class that they can report a hate crime at school to teachers and safeguarding staff. In an emergency, the police should always be called on 999. The police can also be contacted in a non-emergency by calling 101 or can be sent reports of hate crime online through the West Midlands Police website.

**Activity 3.4 – What can you do to help someone else who has been the victim of a hate crime? (5 minutes)**

**Explain:**

If a hate crime takes place and is not reported, school or the police won’t know about what has happened and won’t be able to take action to stop it and protect the victim. By reporting, you can help stop the person who committed the hate crime from doing this again.

If you have witnessed a hate crime, it can be helpful to a victim to speak to them in a friendly manner and reassure them, if it is safe for you to do so. This can show the victim they are not alone and help them feel safer.

Witnessing a hate crime can be distressing and it may be helpful for you to speak about what you have come across and talk through your feelings. This can be with someone you trust such as a family member, friend, teacher, neighbour or doctor.

**Activity 4.1 – Are we all okay? (5 minutes)**

**Explain:**

Remind the young people that if they ever feel unsafe, in any area of their life, or if they are worried

about someone they know, then they should speak with someone.

You should now signpost to in-school, local, and national support that they can access. This is a

vital opportunity to make sure that your learners are VERY clear on who, how and where they can

get more information and support around today’s topics.

Raise awareness of the following links on the Sandwell Just Youth website which will have more information on where young people in Sandwell can find helplines and organisations who can support them with a range of different matters or worries which they may have:

<https://www.justyouth.org.uk/advice-2/mental-health/>

<https://www.justyouth.org.uk/advice-2/sexual/>

<https://www.justyouth.org.uk/advice-2/advice-self-help-pages/>

If there is any time left, ask learners if they have any questions they would like to ask – these can

always be followed up outside of class if needed.