

# Learning about Hate Crime

A teaching resource pack  
for primary and secondary pupils

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# Introduction

## Developed and produced by HFL Education

**HFL Education** is a leading national provider of school improvement and business support services, training, and resources, which enable schools, educational settings and multi-academy trusts to deliver a great education. We support those we work with to achieve successful long-term outcomes for their children. We believe that every young person, through access to a great education, should be able to realise their potential, regardless of where they live, their background or circumstances.

## Commissioned by County Community Safety Unit

The CCSU is a joint unit between Hertfordshire County Council and Hertfordshire Constabulary and tackles crime and disorder issues that impact communities within Hertfordshire.

Every care has been taken to ensure the information and any recommendations in this resource are accurate at the time of publishing. HfL and CCSU are not responsible for information on third-party sites. Schools must make their own judgements on all content and links and, where appropriate, always risk assess with their pupils and whole school community in mind.

For details of other behaviour and wellbeing support available from the HFL Education Wellbeing team, please contact them at [wellbeing@hfleducation.org](mailto:wellbeing@hfleducation.org) or call 01438 544464.



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Above image credit: Caught Light  
Photography Limited/Alamy Live News

This resource has been created by the HFL Education Wellbeing Team and is a teaching resource for use with pupils in Years 5, 6, 7, 8, 9 and 10. The resource was originally commissioned for use in Hertfordshire schools by the County Community Safety Unit (CCSU) – a joint unit comprising Herts County Council and Hertfordshire Constabulary.

The resource aims to support teachers in KS2, KS3 and KS4 with providing their pupils with information on hate crime, including what it is, what the law says about it and how to report it.

The pack includes KS2 and KS3/4 activities to help teachers and pupils begin to explore:

- identity
- inclusion and exclusion
- belonging
- acceptance of difference
- supporting and valuing others
- hate crime
- hate incidents
- the law and hate crime
- reporting hate crime
- understanding of impact and empathy.

Visit [Herts Against Hate](https://hertsagainsthate.org) to find out more about hate crime prevention in Hertfordshire



[hertsagainsthate.org](https://hertsagainsthate.org)



### KS2 – RSHE Curriculum Strands

- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe
- Mental wellbeing
- Internet safety and harms



### KS3/4 RSHE Curriculum Strands

- Respectful relationships, including friendships
- Online and media
- Being safe
- Mental wellbeing
- Internet safety and harms





# National Hate Crime Awareness Week

National Hate Crime Awareness Week is marked every October through a range of local and national activities. For more information, please look at: [nationalhcaw.uk](https://nationalhcaw.uk)

You can also contact your local Hate Crime Officer in Hertfordshire: [hertsagainsthate.org/herts-against-hate.aspx](https://hertsagainsthate.org/herts-against-hate.aspx)

## What are the hate crime statistics in the UK?

Hate Crimes recorded by the police	2017/18	2018/19	2019/20	2020/21	2021/22	% change 2020/21 to 2021/22
Race	71,264	78,906	X	92,063	109,843	19
Religion	8,339	8,559	X	6,383	8,730	37
Sexual orientation	11,592	14,472	X	18,596	26,152	41
Disability	7,221	8,250	X	9,945	14,242	43
Transgender	1,703	2,329	X	2,799	4,355	56

Source: [GOV UK | Home Office | Hate Crime, England and Wales, 2021/22](https://gov.uk/home-office/hate-crime-england-wales-2021-22)

*It is important to be aware that ALL hate crimes and hate incidents are under reported.*

By March 2022, hate crimes recorded by the police in England and Wales, saw a 26 per cent increase compared with the previous year which was the biggest percentage increase in hate crimes since March 2017. This maybe due to significant improvements in police recorded crime made in recent years, but it is unclear as to how far this reflects a genuine rise. Majority of hate crimes were racially motivated, accounting for over two-thirds of such offences. In the main police recorded crime collection have been specifically racially or religiously motivated. Half (49%) of hate crime offences recorded were racially or religiously aggravated offences.

The upward trends in Hate crime has also been linked to the EU Referendum and the terrorist attacks in 2017.

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## How to use this resource

### Prepare before you share!

It is important that teachers review all the materials in this resource prior to using them with pupils, as some of the language and topics covered are mature and challenging and may require additional preparation. It is vital that, due to differing sensitivities, a supportive environment is created for discussions – a non-judgemental space where pupils feel safe.

Teachers are encouraged to work with their pupils to **create a set of ground rules** to ensure that during discussions, pupils have an opportunity to develop the skills to express a range of views and opinions, demonstrate respect and feel comfortable in disagreeing with or challenging one another. We recommend that such ground rules are linked to the school's values and could encompass the following:

- listening to and value other people's ideas
- treating others with kindness and respect
- showing regard for the feelings, wishes or rights of others
- showing willingness to work with different people when asked
- being honest and helpful
- offering your ideas.

We intend that these **lessons need to be delivered by staff members well known to pupils** who have developed good relationships with their pupils, where there is shared understanding, mutual trust, and respect.

The resources chosen are to support with overall planning using examples that affect some groups that experience hate crime. It is important to ensure, young people are presented with a range of examples of different types of hate crime that can affect more than one community.

To understand the difference between a hate crime or hate incident, watch these videos to find out more. <https://hatecrime.campaign.gov.uk/>

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## How to use this resource

Addressing sensitive issues can be difficult for school leaders and teachers as this can lead to conflicting values and arouse strong feelings in pupils where groups of people within the school community may hold different values. When planning lessons, teachers will need to be prepared to discuss these issues with young people. This may bring up challenges and difficulties but there are significant benefits to pupils as they will begin to gain a deeper understanding of complex issues and develop critical thinking skills that is much needed to help young people communicate better and navigate their way round media so they become more emotionally aware of the impact of hate crime.

The guidance and manuals below have been used widely across Europe and beyond and will be very useful for teachers to use to develop their pedagogy and confidence in curriculum planning for teaching about hate crime.

| [Teaching Citizenship | The Prevent and controversial issues creating a curriculum response through citizenship](#)

| [Teaching Citizenship | Resource | Prevent and controversial issues guidance](#)

| [Council of Europe | materials on how to teach and deal with controversy](#)

**Headteachers and teachers can also educate pupils about hate crime through other areas of the school curriculum. Here are a list of suggestions:**

1. Whole school assemblies programme.
2. Invite local community officers to talk to pupils.
3. Invite inspirational speakers to share age-appropriate talks.
4. Teach pupils in KS4 about the Holocaust, Srebrenica or any other genocide that has affected a whole community.

| [Holocaust Education | Teacher resources | Beacon schools](#)

| [Confronting Islamophobia | Facing History & Ourselves](#)

| [Guidelines for Educators on Countering Intolerance and Discrimination against Muslims: Addressing Islamophobia through Education | OSCE](#)

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## How to use this resource

- | [Discussing the Israel-Palestine Conflict in the Classroom | Facing History & Ourselves](#)
- | [Walling Off or Welcoming In?: Balancing Inclusivity and Free Speech](#)
- | [Processing Attacks in Israel and the Outbreak of War in the Region](#)
- 5. Teach high quality RE lessons that teach pupils different faith groups: [What are worldviews? How should I teach about them? How is RE changing? - RE:ONLINE](#) (reonline.org.uk)
- 6. Take part in Interfaith projects or mark Interfaith Week in your school: <https://www.interfaithweek.org/>
- 7. Plan high quality Citizenship lessons: <https://www.teachingcitizenship.org.uk/resources/>
- 8. At KS2 Philosophy for Children (P4C) is a wonderful way of bringing teachers and children together to discuss topics that matter. <https://p4c.com/>
- 9. Plan a high quality PSHE programme that addresses wider issues across the year. [Celine's Story - BBC Teach](#) extra-curricular opportunities may include pupils taking part in mock trials and competitions.
- 10. Plan high quality SRE lesson or for Year 9 pupils and above teach sexual ethics lessons to broaden their understanding of different perspectives on sexuality.
- 11. Audit the whole school curriculum to see where hate crime themes are covered and where the gaps might be.
- 12. Promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) development. Teach about the respect for the law, respect for others and individual liberties. Examples of lessons can be found through NATRE membership: <https://www.natre.org.uk/resources/re-and-british-values/> and various training courses are available to support teachers in this area.
- 13. Teach pupils about online safety and using age appropriate materials, educate pupils about fake news, the media, and support parents and carers to help their children stay safe. <https://www.gov.uk/government/publications/teaching-online-safety-in-schools> and <https://www.childrenscommissioner.gov.uk/resource/talking-to-your-child-about-online-sexual-harassment-a-guide-for-parents-and-carers/>

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## Teaching preparation and sequencing

These lessons are designed to be sequential; they build on teaching and skills pupils are developing through the PSHE/RSHE curriculum and ongoing personal development.

They could be taught as a comprehensive short unit of consecutive lessons or as standalone lessons throughout the year. We strongly advise assessing prior knowledge – particularly in KS3 – to ensure that the topics and content addressed in this unit have been covered in KS2.

**Given the nature of the topics covered and the sensitivity of the teaching material, it is vital that support is available to pupils before, during and after teaching.** Schools may also wish to make parents and carers aware as part of the PSHE/RSHE curriculum.

The activities have been designed for teaching in three phases: KS2 and KS3 and KS4. They include a range of creative individual, paired and group activities. There are also links to video clips and websites, which could be used in lessons or signposted to pupils.

This resource meets many of the statutory requirements within RHE and the wider PSHE/RSHE curriculum. Key strands from all these areas are highlighted.

## What is a hate incident?

A **hate incident** is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation or disability, or transgender.

This definition should be used in schools to record prejudice based incidents.

## What is a hate crime?

A **hate crime** is defined as:

**'Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.'**

RACE

RELIGION

SEXUAL  
ORIENTATION

TRANSGENDER

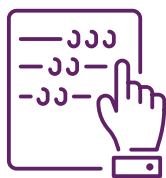
DISABILITY

A hate crime can include verbal abuse, intimidation, threats, harassment, assault or damage to property. A hate crime is any crime that has been aggravated by hostility or prejudice.

**Source:** [Metropolitan Police | What is hate crime?](#)

## How do I involve parents and carers?

Ensure that school leaders have communicated plans to teach about hate crime and inform parents and carers about the topics that will form part of the pupils planned learning.



## Information about teaching units on Hate Crime

The following lessons have been designed to support schools from a starting point so that they may increase pupil's awareness of different types of hate crime and prejudice and educate pupils about how to challenge hate crime. You will find a range of activities and examples but it is important that teachers use these resources to support the overall understanding that any crime can be prosecuted as a hate crime if the offender has demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity and that someone can be a victim of more than one type of hate crime. Not all examples will be reflected in every lesson plan but it is important that leaders and teachers ensure a balanced representation is presented across the school curriculum.

Each section is designed to be taught separately. Some of the issues apply regardless of the form of hate crime. As mentioned, skilled educators may draw on different examples to cover all forms of hate crime. All lessons have been designed to allow for flexibility in teaching and any increase in challenge using the suggested ideas and resources.

**The KS2 lessons have been designed for Years 5 & 6** with the aim of enabling pupils to think about their identities and celebrate their differences and the importance of acting when witnessing unkind behaviour. At this stage there should be an awareness of hate crime and protected characteristics.

**The KS3 lessons have been designed for Year 7 & 8** with the aim for pupils to think more deeply about their identities and differences, recognise and understand what the school protocols are for taking action if they see unkind behaviour. Pupils are to be able to define hate crime and hate incidents based on race, religion, disability, sexual orientation and transgender identity and understand the difference between different types of hate crime. Lessons in other subject areas can be linked to these introductory lessons so that pupils develop deeper awareness of hate crime within their community and develop a thorough understanding of protected characteristics and consequences of unkind behaviour in and outside of school. They should understand the damaging effects of prejudice and bullying and know what steps to take if they witness or experience prejudice or bullying.

**The KS4 lessons have been designed for Year 9 & 10** to encourage pupils to think about their identities and celebrate their differences in relation to their school community. The aim is not only enable pupils to define hate crime and hate incidents but also help them understand that there are similarities and differences within communities regardless of race, religion, sexual orientation, transgender, or disability. Pupils should be able to discuss relevant laws and know the potential consequences for people who are convicted of hate crime. They should be reminded of how to challenge prejudicial behaviour by being an upstander and demonstrate this understanding by delivering a presentation/speech to an audience that is impactful and recognises how small incidents can escalate if not stopped. If you would like to go beyond the lesson plans, you can explore and critically examine the different theories people have used to understand difference in our communities.



## KS2, KS3 and KS4 teacher resources

**Website Scavenger Hunt** – [stophateuk.org/onlinehate/](https://stophateuk.org/onlinehate/)

**Stop Hate UK – Online Hate** – watch the YouTube video [Welcome to our Young People's Online Hate Resource Hub.](#) | [Stop Hate UK](#)

**Additional hate crime scenarios (pictures and limited words) for #whatisthelaw**

[Sam's Story](#) | [634d4f8793.nxcli.net/wp-content/uploads/2021/10/Sams-Story\\_Final\\_R1\\_DL.pf\\_.pdf](https://634d4f8793.nxcli.net/wp-content/uploads/2021/10/Sams-Story_Final_R1_DL.pf_.pdf)

[Jaz's story](#) | [634d4f8793.nxcli.net/wp-content/uploads/2021/10/Jazs-Story\\_Final.pdf](https://634d4f8793.nxcli.net/wp-content/uploads/2021/10/Jazs-Story_Final.pdf)

[Bilals story](#) | [634d4f8793.nxcli.net/wp-content/uploads/2021/10/Bilals-Story\\_Final.pdf](https://634d4f8793.nxcli.net/wp-content/uploads/2021/10/Bilals-Story_Final.pdf)

**BBC Bitesize:** Tackling Racism – stories of children who have been targets of racism

### Links to additional resources and websites

**Educating younger children about conflict and creating safe spaces for refugees.**  
<https://www.savethechildren.org.uk/blogs/2023/save-the-children-aardman>

[Herts Against Hate](#)

[Information for professionals \(hertsagainsthate.org\)](#)

[Home | Gate Herts](#) (Gypsy and Roma Traveller Empowerment in Hertfordshire)

[Hertfordshire Equality Council – Creating a Hertfordshire where everyone is treated fairly, with dignity and respect \(hertsequality.org\)](#)

[National Hate Crime Awareness Week - Nationalhcaw](#)

[Stop Homophobic, Transphobic, Racial, Religious & Disability Hate Crime - True Vision \(report-it.org.uk\)](#)

[Stop Hate UK | Whatever they call you, call us](#)

[Childline](#)

The Crown Prosecution Service | [cps.gov.uk/crime-info/hate-crime](https://cps.gov.uk/crime-info/hate-crime)

Community Security Trust | [cst.org.uk/](https://cst.org.uk/)

[Report in Anti-Muslim Hate or Islamophobia \(tellmamauk.org\)](#)

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## KS2, KS3 and KS4 teacher resources

[Galop | galop.org.uk/](https://galop.org.uk/)

<https://www.childrenscommissioner.gov.uk/blog/childrens-views-on-online-safety-in-the-big-sky/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/your-rights/discrimination-hate-crime-equality>

<https://www.travellerstimes.org.uk/news/2020/08/together-against-hate-2020-say-report-racism-grt>

Protecting the rights of children with disabilities <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/06/Childrens-Commissioner-Submission-CRPD-List-of-issues-PDF.pdf>

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks3-ks4-celines-story/z972jsg>

[https://www.stonewall.org.uk/system/files/stonewall\\_staying\\_safe\\_online\\_april2022.pdf](https://www.stonewall.org.uk/system/files/stonewall_staying_safe_online_april2022.pdf)

<https://www.booktrust.org.uk/booklists/b/books-about-refugees-and-asylum-seekers-younger-children/>

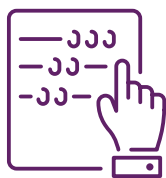
<https://www.booktrust.org.uk/booklists/b/books-about-refugees-and-asylum-seekers-teens/>

[A guide for those affected by Hate Crime](#)

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# Teaching about Hate Crime at KS2

Suitable for primary school (Years 5 & 6) pupils

Year group / key stage: Years 5 & 6 (KS2)

Lesson	Learning objective	Key questions	Learning outcome
1	To enable pupils to think about their identities and celebrate their differences.	What is diversity? Do we have to be the same and like the same things to be friends? What makes you special and unique?	<ul style="list-style-type: none"> <li>Pupils can explain and give examples of identity and diversity.</li> <li>Pupils have increased understanding of uniqueness and difference.</li> </ul>
2	To understand the importance of taking action when we hear or see unkind behaviour.	Why are some people treated differently? How does it feel to be left out? Why do some people find it hard to accept differences?	<ul style="list-style-type: none"> <li>Pupils understand how it feels to be left out and how to act when they see unkind behaviour.</li> <li>Pupils will be able to give advice and support to help the whole community feel included.</li> </ul>
3	To demonstrate awareness of hate crime and protected characteristics.	Why do some people feel they are not seen or have no voice? How can you help everyone to feel included? What are the protected characteristics and why do we need them?	<ul style="list-style-type: none"> <li>Pupils are able to discuss how being left out can make someone feel.</li> <li>Pupils have an understanding in their role in inclusion and the importance of valuing everyone.</li> </ul>

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## Hate Crime – lesson plan 1

## Year group / key stage

Years 5 & 6

## Lesson objective(s)

- To enable pupils to think about their identities and celebrate their differences

## Lesson assessment opportunities/outcomes

- Paired and group discussion on key theme: Diversity and uniqueness
- Class jigsaw
- Peer review

## Context / links to PSHE/RSHE

- Lesson 1 of 3 for Hate crime unit (PSHE/RHE)
- RHE: Families
- PSHE: KS2: Health and Wellbeing
  - H21.** To recognise what makes them special
  - H22.** To recognise the ways in which we are all unique
- PSHE: KS2: Relationships
  - R23.** To recognise the ways in which they are the same and different to others

**(taken from PSHE Association Programme of Study)**

## Key vocabulary

identity, diversity, similarities, differences, unique, individual, respect, preferences, perspective, contribute, character

## Resources

- Bingo cards
- You Tube | [FREE: Jake's Story Chapter 2 – YouTube](#)
- Jake and Harry puzzle pieces
- Large sugar paper
- Individual jigsaw pieces that create a complete puzzle (available on a variety of teacher resources websites)
- Pencils, colouring pencils, colouring pens

- [“Mixed – A Colourful Story” by Arree Chung](#)
- [“The Perfect Fit” by Naomi Jones](#)
- [“Be Kind” by Pat Zietlow Miller](#)
- The Invisible Boy by Trudy Ludwig
- A Family Is a Family Is a Family by Sara O’Leary
- A Church for All by Gayle E. Pitman
- When Aidan Became a Brother by Kyle Lukoff
- Bilal Cooks Daal by Aisha Saeed

## Teaching outline

### Introduction/warm-up/recap: 5–8 minutes

1. Explain that the pupils are going to play a game to start their lesson. They have a few minutes to fill in each square on their bingo card by asking their peers and finding the answers. When ready, ask pupils to share some of the names they have recorded. Ask pupils “What do these answers tell us?”

### Teach: 20–25 mins

2. Share the learning objective with the class and key vocabulary.
3. Ask the question “What does diversity mean?”
4. In pairs or small groups, pupils have two minutes to think about what diversity means and what it looks like, recording ideas on whiteboards or in a thought shower.
5. As a class, share ideas, and teacher to record all pupils’ thoughts and ideas about what diversity means and what it looks like. This could be recorded in a thought shower (to be part of a working wall to refer to in later lessons) or turned into a wordle poster.
6. Teacher to define diversity to mean **“that there are lots of different kinds of people”** who look different, like different things, believe in different things, etc, and that being different is what makes us unique. It is really important that we are open and accepting of other people’s differences and they are open and accepting of ours.
7. Share the video You Tube | [FREE: Jake’s Story Chapter 2 – YouTube](#) (Jake and Harry are best friends, but they don’t like all the same things – Jake loves singing and dancing, while Harry wants to be a footballing pro and can’t understand why Jake doesn’t like “boy things” – Stonewall video description.)

### Pause through the film and consider/discuss as a class:

- Why does Baz get annoyed with Jake?
  - What could Baz be missing out on by not wanting to be friends with Jake?
  - What would it be like for Jake or Harry if they were pupils at your school?
  - What are the main characteristics that Jake and Harry share in their friendship?
8. In pairs/groups, ask pupils to think about the personalities / unique qualities / skills Jake and Harry have; collect answers as a class.
  9. Share the two puzzle pieces (partially completed); see which ones match and what can be added to make a puzzle piece for each character complete.

**Do: 20 minutes**

10. Explain to the class that they are going to be completing their own puzzle piece about themselves.
11. Ask each child to create a list of all their individual qualities, likes, dislikes, race, culture and family dynamic (if appropriate and comfortable for them to do so).
12. Give every pupil a cut-out jigsaw piece for them to illustrate/record their personal lists.
13. In a space on tables or on the carpet, ask the pupils to fit their jigsaw pieces together to create one whole puzzle.
14. Explain that we are all different, we share similarities, and we are all individual and unique, but we can fit together.

**Review: 8–10 minutes**

15. As a class, think about and discuss the following questions:
  - Can you share one thing that makes you similar to or different from someone else in the room?
  - What does us all being different but sharing similarities mean?
  - What is the puzzle showing us about diversity?
  - What would our whole school puzzle look like? What would it show us?

**Homework**

Pupils could research examples of stories/poems/videos/pictures that show uniqueness, difference and diversity.

# Resources – bingo card

Someone who has lived  
in another country



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.....

Someone who speaks or  
understands another language



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Someone who has only  
lived in England



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Someone who has a bedroom  
in two different homes



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.....

.....

Someone who follows a faith



.....

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.....

.....

Someone who has a bedroom  
in only one home



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Someone who doesn't  
follow a faith



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Someone who only  
speaks English



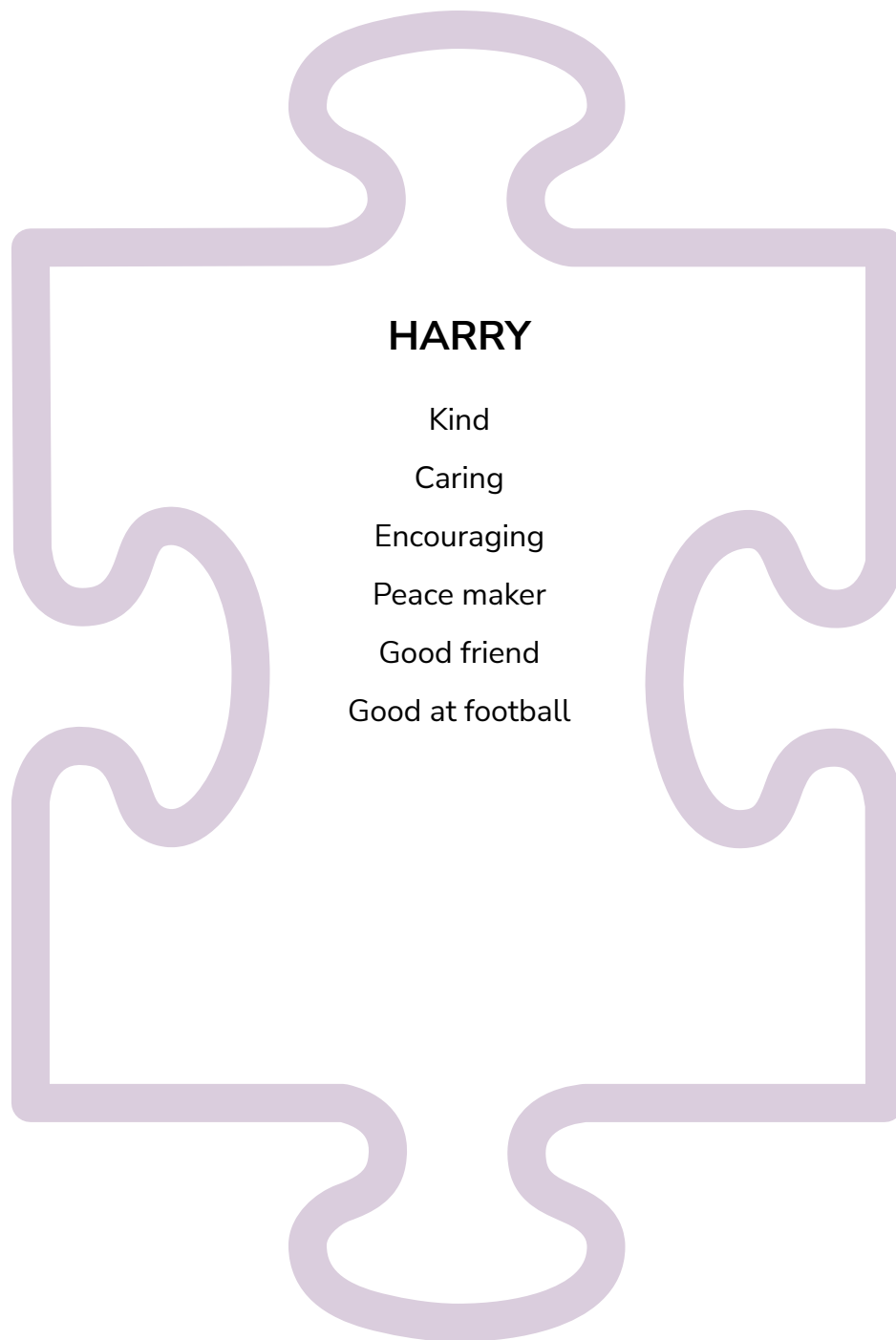
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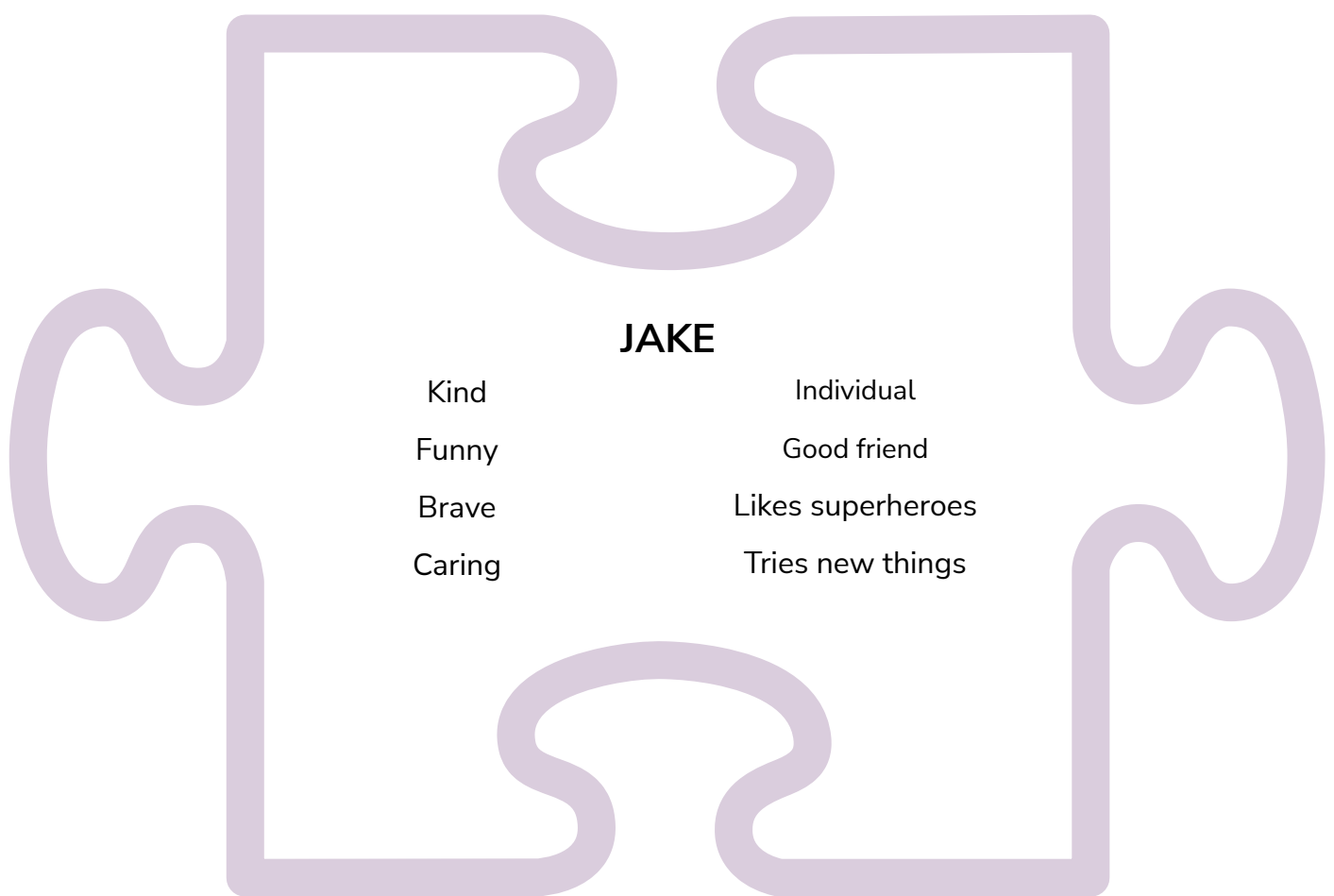
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Resources – puzzle pieces Jake and Harry



Resources – puzzle pieces Jake and Harry



## Hate Crime – lesson plan 2

## Year group / key stage

Years 5 & 6

## Lesson objective(s)

- To understand the importance of taking action (speaking out and telling a trusted adult) when we hear or see unkind behaviour

## Lesson assessment opportunities/outcomes

- Group and class discussion of scenarios
- Individual definitions

## Context / links to PSHE/RHE

- Lesson 2 of 3 for Hate crime unit (PSHE/RHE)  
PSHE: KS2: Relationship
- **R21.** About discrimination: what it means and how to challenge it
- **R29.** Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)  
PSHE: KS2: Living in the wider world
- **L4.** The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

**(taken from PSHE Association Programme of Study)**

## Key vocabulary

hostility, prejudice, kindness, respect differences, unwanted, isolated, belonging, included

## Resources

- Plain paper/card
- Pencils, colouring pencils, colouring pens



## Teaching outline

### Introduction/warm-up/recap: 5–8 minutes

1. Think back to our last lesson. We watched a video about Jake and Harry, who were different in lots of ways but still very good friends – think of words to describe their friendship, e.g. caring, compromising. Share your ideas in small groups and collect as a class.

### Teach: 25–30 minutes

2. Share the learning objective with the class and key vocabulary that they might use during the lesson.
3. Watch the story “Something Else” by Kathryn Cave and Chris Riddell You Tube | [Home Start AWA reads: Something Else with Russ Keffert – YouTube](#)

During the story, pause to ask/discuss with the class:

- Why is Something Else being treated differently?
  - How do you think Something Else feels? What might he think about himself?
  - Why won't the others allow him to join in? What might they be feeling?
  - Why is Something Else unkind to The Creature?
  - How did Something Else feel when he told The Creature to leave?
  - What are the differences between how The Creature was treated and how Something Else was treated?
4. Ask the class to stand up if the answers to any of these questions is yes (explain to pupils that this is a safe space – they only have to share what they want to and they will all show respect by keeping any conversations ‘inside the room’ and not talk about them after the session):
    - You have seen pupils thinking or acting as if they are better than or more important than other pupils.
    - You have been left out by others or have left people out yourself.
    - You have seen people joining in (or if you yourself joined in) in being hurtful to someone else.
    - You have been expected – or you expected someone else – to take sides against someone disliked.
  5. Discuss how any of these actions ...
    - being left out
    - feeling unaccepted
    - being told you don't belong... could make someone feel and if that is how they want other people to feel.
  6. Explain that they have to be the first ones to make change, that they can choose respect. To respect everyone for who they are, no matter their differences. Sometimes people do make the wrong choices and are unkind. But to help make change, we must not take sides but help both sides to understand each other's feelings and showing respect. Respect includes:
    - treating others with courtesy and thoughtfulness
    - showing regard for the feelings, wishes and rights of others
    - showing appreciation for someone's special qualities.
  7. In small groups, ask pupils to create a list of ways they can help ensure no one feels like an outsider at your school. This could include:
    - what to say if they hear or see unkind language or behaviours

- who they can tell about unkind language or behaviours
  - how they can help their classmates not to make poor choices again
  - how being an upstander fits into the school rules and expectations
  - examples of positive language about uniqueness and individuality.
8. Collect all the answers and create a class list of suggestions.
  9. Remind pupils that they must also have respect for themselves as well as others, and be kind to themselves and celebrate what makes them special and unique. Share these statements with the pupils:
    - Believe in yourself – remember the things you really like about yourself.
    - Know yourself – discover who you are and what makes you feel good – as long as it doesn't make others feel bad.
    - Show regard for the feelings, wishes and rights of others, and treat people with courtesy and thoughtfulness.
    - Accept other people even when they are very different from you and show appreciation for their qualities.
    - Always be open to new and different friends – don't let other people tell you who to be friends with.

**Do: 25–30 minutes**

10. Utilising the list created as a class, in pairs or individually, ask pupils to make a poster/ leaflet giving examples of and explaining how to help everyone feel included in their school and wider community.

**Review: 8–10 minutes**

11. Ask pupils to leave their posters/leaflets out on tables and then all pupils move around the room looking at each other's work and sharing what they like about each other's work.
12. Following the lesson, display the posters around the school. These could also be shared with school council / school ambassadors and used in a school assembly.

## Differentiation

### Support

Pre-teaching of story

Provide word map / translations of key vocabulary that might be needed

### Challenge

Create a glossary of definitions to accompany their poster/leaflet

## Hate Crime – lesson plan 3

## Year group / key stage

Years 5 & 6 (Upper KS2)

## Lesson objective(s)

- To demonstrate awareness of hate crime and protected characteristics

## Lesson assessment opportunities/outcomes

- Group and class discussion of scenarios
- Individual definitions

## Context / links to PSHE/RHE

- Lesson 3 of 3 for Hate crime unit (PSHE/RSE)  
PSHE: KS2: Relationship
- **R20.** Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- **R29.** Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)  
PSHE: KS2: Living in the wider world
- **L10.** About prejudice; how to recognise behaviours/actions that discriminate against others; ways of responding to it if witnessed or experienced

**(taken from PSHE Association Programme of Study)**

## Key vocabulary

hate crime, hate, protected characteristics, acceptance, prejudice, gender, sexuality, race, religion, disability, hostility, diversity

## Resources

- Books/paper to record
- Pencils, colouring pencils, colouring pens

## Teaching outline

### Introduction/warm-up/recap: 5–8 minutes

1. In pairs or small groups, reflect on the story from the previous lesson “Something Else” and discuss the journey of emotions that Something Else felt
  - How did Something Else feel at the beginning?
  - What emotions were felt when Something Else was continually rejected?
  - How did Something Else treat Something?
  - How did both characters feel at the end?

### Teach: 25–30 minutes

2. Share the learning objective with the class and key vocabulary that they might use during the lesson
3. [“The Invisible Boy” by Trudy Ludwig – Mr Bakers Books | Bing video](#)
4. During the video, pause and consider/discuss the following questions:
  - What makes Brian feel invisible?
  - What could make someone feel invisible?
  - Has there ever been a time when you have felt invisible?
  - At the end of the story we see Brian being “brave” – what skills does Brian show? What makes him brave?
5. The children in the class treated Brian differently because he wasn’t like them. They also laughed at and excluded Justin because he was different – he ate with chopsticks and ate Korean food, which they laughed at and made fun of its name. Sometimes people are treated differently because of many different reasons; these could be because:
  - they come from a different country
  - they believe in different religions
  - they be differently abled
  - they choose to dress in a way that doesn’t “match” their sex (male/female)
  - they love someone and have a relationship with someone who is the same sex as them.
6. Over the past few lessons, we have talked a lot about celebrating what makes us special, and of being accepting and tolerant of others who are different from each of us. Sadly, sometimes people are treated incredibly badly because of these things and have unkind things said to them, and sometimes have unkind things done to them. This unkindness can happen face to face or online. This is never acceptable behaviour.
7. There is a law in place to protect people if they are treated very badly because of their differences. There are nine protected characteristics that are protected in law. These are:
  - age
  - disability
  - transgender
  - marriage and civil partnership
  - maternity and pregnancy
  - race
  - religion
  - sex
  - sexual orientation

The five strands of hate crime are:

- disability
- transgender
- race
- religion
- sexual orientation.

When people harm others because of their differences related to the five strands of identity, the law and the police recognise this as a “hate crime”. A hate crime is motivated by prejudice towards something that makes a person different from someone else. If someone is ever unkind to you because of your difference to them, it is really important to tell an adult. Reporting any unkind behaviour about your identity within the five strands is essential and schools will record it and investigate. If you see it happening to someone else you must not join in but tell an adult.

**Do: 10–12 minutes**

8. Ask pupils to work in pairs or small groups to creatively record the five protected characteristics.

**Review: 8–10 minutes**

9. Ask the class to reflect and share their thoughts. The questions could be collated and used as stimulus for further exploration.
  - one memory from a lesson in the Hate Crime series
  - one fact they have learnt today
  - one question they would like to find the answer to

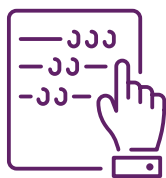
### Differentiation

**Support:** Pre-teaching/translation of definitions, characteristics, and scenarios into first language

**Challenge:** Create their own scenario demonstrating a hate crime

### Homework

Research number of hate crimes recorded in their area over the last year



# Teaching about Hate Crime at KS3

Suitable for secondary school (Years 7 & 8) pupils

Year group / key stage: Years 7 & 8

Lesson	Learning objective	Key questions	Learning outcome
1	To enable pupils to think about their identities and celebrate their differences. To encourage pupils to think about the school community.	What does a happy, diverse school look like? What does a happy, diverse community look like?	<ul style="list-style-type: none"> <li>• Clear understanding and knowledge about identity and differences.</li> <li>• Discussion about the school community and diversity.</li> </ul>
2	To be able to explain what hate crime is and what the relevant laws require.	Baseline activity – what do you know about hate crime? What are the protected characteristics and what is a hate crime? What can you learn about hate crime from <a href="https://hertsagainsthate.org">hertsagainsthate.org</a> ?	<ul style="list-style-type: none"> <li>• Legal understanding of hate crime.</li> <li>• Quiz on hate crime (demonstrate their understanding of it and the law).</li> </ul>
3	To understand how to challenge prejudicial behaviour by being an upstander.	How to be an upstander? What actions within school help to reduce hate crime?	<ul style="list-style-type: none"> <li>• Understanding of prejudiced behaviour and what is/isn't a hate crime.</li> <li>• Mini-presentation on 'How to be an Upstander' – small groups.</li> </ul>
4	To demonstrate understanding of hate crime by delivering a confident presentation/speech to an audience.	What needs to change in our understanding, attitude and behaviour in relation to prejudice and hate crime? How can young people be the change?	<ul style="list-style-type: none"> <li>• Clear understanding about hate crime, its impact and potential for harm.</li> <li>• Manifesto/assembly speeches will demonstrate understanding about how to make a change.</li> </ul>

**Don't ignore  
HATE  
REPORT IT**

[hertsagainsthate.org](https://hertsagainsthate.org)



## Hate Crime – lesson plan 1

## Year group / key stage

Years 7 & 8 (KS3)

## Lesson objective(s)

- To enable pupils to think about their identities and celebrate their differences
- To encourage pupils to think about the school community

## Lesson assessment opportunities/outcomes

- Paired and group discussion on key theme: identity
- Identity tree/collage
- Peer review

## Context / links to PSHE/RHE

- Lesson 1 of 4 for Hate crime unit (PSHE/RHE)
- RHE: Families; Respectful relationships, including friendships
- **PSHE: KS3 Self Concept: H1.** How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
- **KS3 Relationships: R3.** About the similarities, differences and diversity among people of different disability, gender reassignment, race, religion or belief and sexual orientation.

(taken from PSHE Association Programme of Study)

## Key words/terms/concepts

identity, appearance, personality, character, attributes, belief(s), faith, language, hobbies, interests, gender, value(s), aspiration(s), respect, diversity, heritage

## Resources

- Poem Hunter | [Identity of I by Abhiraj Rajadhyaksha](#)
- Photos and images pupils have brought in themselves
- Old magazines/leaflets (that pupils can use to collage their work)
- Scissors, glue sticks, colouring pencils, colouring pens and coloured paper (A3/4)
- Identity posters (examples)  
[pinterest.com/pin/158189005647627001/?mt=login](https://pinterest.com/pin/158189005647627001/?mt=login)  
[pinterest.com/pin/427279083387889020/?mt=login](https://pinterest.com/pin/427279083387889020/?mt=login)
- Identity template



## Teaching outline

### Do now: 2–3 minutes

#### PAIR/SQUARE/SHARE

1. In pairs / desk partners, pupils have one minute to discuss the theme: identity. What does the word mean?
2. Pairs can then square (join with another pair) and discuss the theme and verbally add on examples of their own identities.

### Teach: 10–12 minutes

3. Pupils are introduced to the lesson objectives. Pupils then review definition supplied by teacher.
4. Stimulus: teacher introduces pupils to stimulus (suggested poem by: Abhiraj Rajadhyaksa "Identity of I" OR refer to one of the identity poster images OR Kwame Alexander's reading of "The Undefeated": You Tube | [Kwame Alexander reads The Undefeated](#))

#### THINK/PAIR/SHARE

- 4i. What is the poem about? What is the poet's message? What does it suggest about identity?
- 4ii. If pupils have referred to an identity poster, ask: What does the poster tell us about identity? How has identity been represented?

### Do: 30 minutes

5. Ask pupils to think about their identities, discuss and make notes (write, draw, spidergram, list, etc). They should be encouraged to think about aspects of their lives that are obvious (appearance, gender, etc) as well as things that people might not be aware about (character, beliefs/faith, interests/views, values, etc).
6. Pupils then create an "Identity tree or collage" (use materials listed in resource box). Branches they can include: family, appearance, ethnicity, food/drink, interests/hobbies, values, beliefs, hopes/ambitions and role models.
7. Encourage pupils to graphically portray their identities using images. Pupils should be free to choose a style of identity poster that best reflects them and to focus on demonstrating their creative and artistic skills.

### Review: 8–10 minutes

8. Pupils should come together in fours and share their work (if they feel comfortable). Alternatively, the teacher (using a pre-prepared space) can display identity posters for whole-class discussion. Teacher can use some or all of the prompt questions below.
  - What does your identity mean to you?
  - What have you learned about one another?
  - Through completing this activity, what have you realised about yourself and others?
  - What has this activity meant to you?
  - If the whole school, including all the staff and your parents and carers, completed their identity pieces, what would they look like? Why?
  - Why is it important to know your identity? Why is it important to share identities? Why is it important to respect one another's identities?

## Differentiation

**Do now:** Silent debate – word “Identity” is written on paper, and pupils are asked to write what they think it means in silence for 3–4 minutes (groups of four to six).

**Stretch:** what factors/influences impact on their identity?

**Challenge:** start with Kwame’s reading of the poem “The Undefeated” OR Abhiraj’s text of “Identity of I”, and allow pupils to respond independently to prompt questions.

**Teach:** Challenge – Introduce pupils to a few other poems that reflect identity of your choosing. Legacy English Spec suggestions, which reflect on identity: “Search for my Tongue”, “Half Caste”, “Checking out me History”, etc.

**Do:** Challenge – pupils can write their own identity poems, choosing images to illustrate each stanza.

**Review:** Pupils could complete answers to the teacher’s prompt questions on a Post-it / exit card.

## Homework

Pupils could research “hate crime” and create their own definition.

Pupils could use this resource to learn about hate crime:

[hertsagainsthate.org/documents/easy-read-hate-crime-leaflet-2019.pdf](https://hertsagainsthate.org/documents/easy-read-hate-crime-leaflet-2019.pdf)

**Resources – identity poem by Abhiraj Rajadhyaksha****Identity of I**

Identity is not what I promise others  
Identity is what I do when I am alone  
Identity is what I think of others  
Knowing all the hatred they've shown

Identity is what every wound reminds me  
Identity is what I learn and what I pass by  
Identity is what I see in the mirror  
After giving my best try

Identity is what I make out of my given chance  
Identity is what I accept and what I deny  
No one else has control over me  
Life is about me, and what I identify

**Abhiraj Rajadhyaksha**

The diagram features a central line drawing of a person's head and shoulders. The person is holding a large rectangular sign in front of their chest with both hands. The sign contains the text "My Name:" followed by a blank space for writing. Ten rectangular boxes are arranged around the central figure, each connected to the central area by a line. The boxes are labeled as follows:

- Appearance
- Friends
- Heritage
- Family
- Food
- Dreams
- Ambition
- Likes and dislikes
- Tradition
- Culture
- Religion or belief

## Hate Crime – lesson plan 2

## Year group / key stage

Years 7 & 8 (KS3)

## Lesson objective(s)

- To be able to explain what hate crime and the relevant laws are

## Lesson assessment opportunities/outcomes

- Paired discussions on hate crime
- Quiz on hate crime

## Context / links to PSHE/RHE

- Lesson 2 of 4 for Hate crime unit
- **KS4 Relationships:**  
R5. the legal rights, responsibilities and protections provided by the Equality Act 2010
- **KS3 Relationships:**  
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships  
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

(taken from PSHE Association Programme of Study)

## Key words/terms/concepts

hostility, resentment, dislike, prejudice, antagonism, ill will, target, offender, victim

## Resources

- If possible, for this lesson, pupils should have access to computers (enabled for internet, Word, PowerPoint).
- [hertsagainsthate.org/what-is-a-hate-crime.aspx](https://hertsagainsthate.org/what-is-a-hate-crime.aspx)
- [hertsagainsthate.org/documents/easy-read-hate-crime-leaflet-2019.pdf](https://hertsagainsthate.org/documents/easy-read-hate-crime-leaflet-2019.pdf)
- You Tube | [Apple Hate](#)

## Teaching outline

### Do now: 1–2 minutes – PAIRED DISCUSSION

1. What do you think a hate crime is?

Stretch: can you think of any examples?

Or use image of Azeem Rafiq (see resource) and ask: Do you know who he is? Why has he been in the news?

### Teach: 20 minutes

2. Teacher shows pupils the definition of “hate crime” but without the detail of the criteria (see below). In pairs, pupils are given two minutes to fill in the blanks. Refer to: [hertsagainsthate.org/what-is-a-hate-crime.aspx](https://hertsagainsthate.org/what-is-a-hate-crime.aspx)

A hate crime is any crime that is targeted against a person because of their:

d\_\_\_\_\_

r\_\_\_\_\_

r\_\_\_\_\_

t\_\_\_\_\_

s\_\_\_\_\_ o\_\_\_\_\_

3. Teacher plays this video clip [You Tube | Apple Hate](#) for pupils to watch twice (five minutes). First viewing is just for viewing. Second viewing is to identify the following:

- What is a hate crime?
- Who can report it?
- Why is the role of observers/witnesses important?

Teacher to show the following definition and lead discussion to support student understanding:

“Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person’s disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity.”

Teacher to take feedback from pupils after second viewing (10–12 minutes).

### Do: 30 minutes

4. Pupils have 20–25 minutes to create a quiz (with correct answers) using an online quiz format (Microsoft Teams or Google Classroom).

**Option 1:** (access to computers): refer pupils to [hertsagainsthate.org/documents/easy-read-hate-crime-leaflet-2019.pdf](https://hertsagainsthate.org/documents/easy-read-hate-crime-leaflet-2019.pdf) and website | [stophateuk](https://stophateuk.org)

**Option 2:** Provide pupils with printed copies of the leaflet (link above) “Hate Crime is not acceptable” developed by Hertfordshire Constabulary.

### Quiz success criteria

- Quizzes must have at least 10 questions.
- They must provide correct answers.
- Questions must cover: what hate crime means; examples; how to report it; difference between a hate crime and a hate incident.
- Questions need to be written in standard English with correct spelling, punctuation and grammar.

Stretch:

- Quizzes must include at least three multiple choice questions
- Quizzes must include at least two easy questions, four medium and four hard questions.
- Questions should be graded – easy, medium and hard.

**Review: 8 minutes**

5. In pairs, pupils will take one another's tests.

OR teachers can use the following exit questions to ensure all pupils understand hate crime.

- 1) What is a hate crime?
- 2) Name one of the five characteristics that are included.
- 3) Is damaging property a hate crime?
- 4) Is graffiti a hate crime?
- 5) Is starting a fire a hate crime?
- 6) Is saying or doing something to hurt someone a hate crime?
- 7) Can you commit a hate crime online?
- 8) Can you commit a hate crime in school?
- 9) What is the difference between a hate crime and a hate incident?
- 10) True or false: any crime can be a hate crime?

6. As pupils leave, on Post-its they can ask: One thing about hate crime I'd like to know.

### Differentiation

**Stretch:** Can you think of examples of hate crimes?

**Teach:** Pupils who have conducted their own research could lead this part of the lesson.

**Do:** Challenge – pupils can make an interactive quiz in the style of "Who Wants to be a Millionaire".

**Review:** Use **5, 4, 3, 2, 1**, e.g. 5 things you know/learned, 4 keywords you have, 3 characteristics covered by hate crime, 2 things you would do to stop hate crime and 1 question you have.

**Challenge:** Discuss today's learning.

### Homework

Pupils could visit the website: [www.hertsagainsthate.org](http://www.hertsagainsthate.org)



## Resource



Above image credit: Caught Light Photography Limited/Alamy Live News

## Hate Crime – lesson plan 3

## Year group / key stage

Years 7 & 8 (KS3)

## Lesson objective(s)

- To understand how to challenge prejudicial behaviour by being an upstander

## Lesson assessment opportunities/outcomes

- True/false quiz
- Discussion to develop understanding about what is/isn't a hate crime
- Mini-presentation on "How to be an Upstander" – small groups

## Context / links to PSHE/RHE

- Lesson 3 of 4 for Hate crime unit (PSHE/RHE)
  - **KS3 RSE Relationships:**
    - R39.** The impact of stereotyping, prejudice and discrimination on individuals and relationships
    - R40.** About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
    - R41.** The need to promote inclusion and challenge discrimination, and how to do so safely, including online
    - R42.** To recognise peer influence and to develop strategies for managing it, including online
- (taken from PSHE Association Programme of Study)**

## Key words/terms/concepts

hostility, resentment, dislike, prejudice, antagonism, ill will, target, offender, victim

## Resources

- If possible, for this lesson, pupils should have access to computers (enabled for internet, Word, PowerPoint).
- [hertsagainsthate.org/what-is-a-hate-crime.aspx](https://hertsagainsthate.org/what-is-a-hate-crime.aspx)
- [hertsagainsthate.org/documents/easy-read-hate-crime-leaflet-2019.pdf](https://hertsagainsthate.org/documents/easy-read-hate-crime-leaflet-2019.pdf)
- [stephenlawrenceday.org/stephens-story/](https://stephenlawrenceday.org/stephens-story/)

## Teaching outline

### Do now: 5 minutes

1. Pupils complete a retrieval practice true/false quiz on hate crime.

True/false quiz (this could be on Quizlets or Kahoot to increase interactivity).

- 1) Almost any crime if motivated by hostility or demonstrating hostility could be a hate crime.
- 2) The five characteristics of hate crime are race, age, religion, disability and sexual orientation.
- 3) Hate crimes are not covered by specific legislation and do not carry a sentence.
- 4) In 2020 the CPS (Crown Prosecution Service) found defendants guilty in 86% of cases.
- 5) It is not possible to be the victim of more than one hate crime.

Source: [cps.gov.uk/crime-info/hate-crime](https://cps.gov.uk/crime-info/hate-crime)

### Teach: 20 minutes

2. Teacher uses answers in quiz to address misunderstandings and misconceptions. Please refer to: [hertsagainsthate.org/what-is-a-hate-crime.aspx](https://hertsagainsthate.org/what-is-a-hate-crime.aspx)

If there has been a significant gap between lessons 2 and 3, the teacher must remind pupils of the definition below:

“Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person’s disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity.”

3. Teacher uses scenarios to reiterate what is/isn’t a hate crime and explains why.

#### **Scenario: How could this be prevented?**

Example: Scenario 1: Rohit – Educate the group of youths in school about different disabilities

4. Share [stephenlawrenceday.org/stephens-story/](https://stephenlawrenceday.org/stephens-story/) to help pupils understand the impact of hate crime.

### Do: 15 minutes

5. Provide pupils with the brief below.

#### **Upstander presentation**

In groups of six, you have 15 minutes to use your knowledge about hate crime to create a three-minute presentation, entitled “How to be an upstander”.

Your presentation must educate people in your year group about three to six ways they can stand up against hate crime.

Be creative and imaginative! You can use role play, song, rap, poetry, a quiz and any of the resources I have provided you with.

Remember that you need to educate and inform, but I’d like to be entertained too.

Each presentation will be scored out of 30 – 10 marks for each area of the success criteria.

Success criteria: Audience --- Content --- Delivery

### Review: 15 minutes

6. Watch and review one another’s presentations. Pupils could use the same criteria to assess each other’s presentations. Accept one star/WWW and one wish/EBI for each group.

### Differentiation

**Stretch:** Add additional statements.

**Teach:** If teaching consecutive lessons, do not reteach definitions or use short scenarios.

**Do:** Provide pupils with an outline for the presentation.

**Review:** If time is limited, groups could deliver their presentations to one another instead of to the whole class.

### Homework

If pupils will be delivering speeches in an assembly, they could watch this:  
You Tube | [Zayne Adeshokan "A Manifesto on the Future of Education" \(JP SpeakOut\)](#)

Pupils should learn more about Stephen Lawrence's life and murder by visiting:  
[stephenlawrenceday.org/stephens-story/](http://stephenlawrenceday.org/stephens-story/)

## Resources – Scenarios

### Short versions

#### Scenario 1

Rohit has Down's Syndrome. He takes the bus into town every morning. He is regularly spat at when he boards the bus by some young people who regularly make fun of people with disabilities. Rohit thinks this is normal and is therefore not upset by the behaviour.

#### Scenario 2

I was volunteering at my school's football club one evening. As I was packing away the equipment, a supporter said, "Go back to your own country".

#### Scenario 3

Beth is part of an Instagram group. She decides to write a new post, where she makes discriminatory comments about trans people and makes threats towards trans people. No one is specifically mentioned in her post.

## Hate Crime – lesson plan 4

## Year group / key stage

Years 7 & 8 (KS3)

## Lesson objective(s)

- To demonstrate understanding of hate crime by delivering a confident talk/speech to an audience

## Lesson assessment opportunities/outcomes

- Manifesto/assembly

## Context / links to PSHE/RHE

- Lesson 4 of 4 for Hate crime unit (PSHE/RHE)
- **KS3 Health and Wellbeing: H4.** Simple strategies to help build resilience to negative opinions, judgements and comments
- **KS4**
  - R34. Strategies to challenge all forms of prejudice and discrimination**
  - R35.** To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
  - R36.** Skills to support younger peers when in positions of influence

(taken from PSHE Association Programme of Study)

## Key words/terms/concepts

speech, manifesto, advice/advising, persuasive techniques, humour, purpose, vision, encouraging, repetition, modal verbs (must/should/could), statistics, audience

## Resources

- Video clip: You Tube | [Zayne Adeshokan "A Manifesto on the Future of Education" \(JP SpeakOut\)](#)
- Extract from transcript of Obama's speech



## Teaching outline

### Do now: 5 minutes

1. Watch this speech: You Tube | [Zayne Adeshokan "A Manifesto on the Future of Education" \(JP SpeakOut\)](#)

Pupils need to record at least five ways this speech is effective.

### Teach: 15 minutes

2. Pupils need to record notes around both central questions (chart/spidergram/list).

Part 1 – Class discussion (think/pair/share OR small groups):

What needs to change in our understanding, attitudes and behaviour in relation to hate crime?

Part 2 – Class discussion (think/pair/share OR small groups):

How can young people be the change?

3. Teacher shows pupils the guidelines for their talk/manifesto below.

You have been asked by your head of year / school / house to deliver a three-minute talk/manifesto in an assembly to your year group about hate crime. Your talk will need to be engaging, informed and persuasive.

#### What is the structure for your talk/manifesto?

- Decide on a title for your talk.
- Explain what hate crime is.
- Give examples of hate crime.
- Explain why hate crime is a problem.
- Explain why attitudes and behaviour need to change, and suggest solutions.

### Do: 30 minutes

4. Pupils write their speeches where they persuade young people to be upstanders rather than bystanders. Teacher can rotate between pupils and use this time to highlight good phrases and ideas to the whole class.

### Review

5. Pupils pair up, swap speeches and provide written feedback – one WWW and one EBI – based on the success criteria.

## Differentiation

**Do:** Support pupils with framing, sentence starters, literacy mats and keywords, if needed.

**Review:** Listen to two or three speeches as a class. Pupils listening become critical friends and offer feedback.

## Homework

Encourage pupils to find out more about the charity Stephen Lawrence Day:

[stephenlawrenceday.org/](http://stephenlawrenceday.org/)

Ask them to review the website, give suggestions and guidance, and write a piece for the school's newsletter, Twitter, etc.

**Resources – Extract from transcript of Obama's speech to pupils in America**

Hello everyone – how's everybody doing today? I'm here with pupils at Wakefield High School in Arlington, Virginia. And we've got pupils tuning in from all across America, kindergarten through twelfth grade. I'm glad you all could join us today.

[section omitted]

So I know some of you are still adjusting to being back at school. But I'm here today because I have something important to discuss with you. I'm here because I want to talk with you about your education and what's expected of all of you in this new school year.

Now I've given a lot of speeches about education. And I've talked a lot about responsibility.

I've talked about your teachers' responsibility for inspiring you, and pushing you to learn.

I've talked about your parents and carers' responsibility for making sure you stay on track, and get your homework done, and don't spend every waking hour in front of the TV or with that Xbox.

I've talked a lot about your government's responsibility for setting high standards, supporting teachers and principals, and turning around schools that aren't working where pupils aren't getting the opportunities they deserve.

But at the end of the day, we can have the most dedicated teachers, the most supportive parents and carers, and the best schools in the world – and none of it will matter unless all of you fulfill your responsibilities. Unless you show up to those schools; pay attention to those teachers; listen to your parents and carers, grandparents and other adults; and put in the hard work it takes to succeed.

And that's what I want to focus on today: the responsibility each of you has for your education. I want to start with the responsibility you have to yourself.

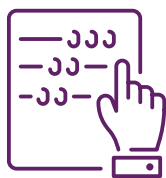
Every single one of you has something you're good at. Every single one of you has something to offer. And you have a responsibility to yourself to discover what that is. That's the opportunity an education can provide.

Maybe you could be a good writer – maybe even good enough to write a book or articles in a newspaper – but you might not know it until you write a paper for your English class. Maybe you could be an innovator or an inventor – maybe even good enough to come up with the next iPhone or a new medicine or vaccine – but you might not know it until you do a project for your science class. Maybe you could be a mayor or a Senator or a Supreme Court Justice, but you might not know that until you join student government or the debate team.

And no matter what you want to do with your life – I guarantee that you'll need an education to do it. You want to be a doctor, or a teacher, or a police officer? You want to be a nurse or an architect, a lawyer or a member of our military? You're going to need a good education for every single one of those careers. You can't drop out of school and just drop into a good job. You've got to work for it and train for it and learn for it.

And this isn't just important for your own life and your own future. What you make of your education will decide nothing less than the future of this country. What you're learning in school today will determine whether we as a nation can meet our greatest challenges in the future.





# Teaching about Hate Crime at KS4

Suitable for secondary school (Years 9 & 10) pupils

Year group / key stage: Years 9 & 10

Lesson	Learning objective	Key questions	Learning outcome
1	To enable pupils to think about their identities and celebrate their differences. To demonstrate awareness of hate crime.	What does a happy, diverse school look like? What does a happy, diverse community look like? What do you know about hate crime? What are the protected characteristics and what is the law about hate crime?	<ul style="list-style-type: none"> <li>Knowledge and understanding of Stephen Lawrence's life, his murder and his family's campaign for justice.</li> <li>Quiz on hate crime (to demonstrate their understanding of it and the law).</li> </ul>
2	To be able to explain what hate crime is and its effect in history on individuals and groups.	What is the history of hate crime?	<ul style="list-style-type: none"> <li>Legal understanding of hate crime.</li> <li>Research piece on hate crime.</li> </ul>
3	To more deeply appreciate the impact hate crime can have on the individual and linked communities. To consider how the BLM movement reflects the impact of hate crime on a community.	What is the impact of hate crime? How does hate crime affect people? What is the psychological effect of hate crime? What motivates (sociological) hate crime?	<ul style="list-style-type: none"> <li>Clear written understanding about hate crime; motivation of perpetrators; and impact and effects on targets (victims).</li> <li>Surveys to find out about hate incidents and hate crime in the school / local community.</li> </ul>
4	To confidently use persuasive language to challenge views about the issues of prejudice and hate crime.	How can we influence others to make changes?	<ul style="list-style-type: none"> <li>Clear criteria on effective speech writing and delivery.</li> <li>Letter/speech/presentation to senior leaders about the impact of hate crime on their school and the local community.</li> </ul>

**Don't ignore  
HATE  
REPORT IT**

[hertsagainsthate.org](https://hertsagainsthate.org)

**HFL** Education

## Hate Crime – lesson plan 1

## Year group / key stage

Years 9 & 10 (KS4)

## Lesson objective(s)

- To enable pupils to think about their identities and celebrate their differences
- To demonstrate awareness of hate crime

## Lesson assessment opportunities/outcomes

- Knowledge and understanding about Stephen Lawrence's life and murder, and his family's campaign for justice
- Quiz on hate crime (demonstrate their understanding of it and the law)

## Context / links to PSHE/RHE

- Lesson 1 of 4 for Hate Crime Unit (PSHE/RHE)
- **KS4**
  - R5.** The legal rights, responsibilities and protections provided by the Equality Act 2010
  - R9.** To recognise, clarify and, if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours
  - R10.** To understand a variety of faiths and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values

**(taken from PSHE Association Programme of Study)**

## Key words/terms/concepts

diversity, identity, appearance, personality, belief(s), faith, language, hobbies, interests, gender, respect, unkindness, hatred

## Resources

- Chromebooks/laptops/BYoD for internet research
- You Tube | [Hate scribble](#)
- Only print if required: [hertsagainsthate.org/documents/easy-read-hate-crime-leaflet-2019.pdf](https://hertsagainsthate.org/documents/easy-read-hate-crime-leaflet-2019.pdf)

## Teaching outline

### Do now: 2–3 minutes

**Post your identity** (this could also be achieved using sticky notes)

1. Teacher gives each student six Post-it notes (works best if same colour for each student). Pupils are told to use each one to write down something about their identity (three obvious/known and three that are unlikely to be known), e.g. I have a sister; I love football; My favourite food is yam and fried plantain; My grandad was a refugee to the UK; I love watching black and white musicals with my mum; I feel really nervous about public speaking.

Teacher can collect these up and, at various points in the next activity, display them on a window, wall, door or table.

### Teach: 10–12 minutes

2. Teacher leads discussion about identity:
  - What is identity?
  - What does your identity mean to you?
  - Did you feel vulnerable or uncertain in the last activity? Why?
  - How should we treat people whose identities differ from our own? Why?
  - What does it mean to tolerate and accept? What does it mean to be respectful?
  - What does it mean to give others respect and dignity?
3. Teacher asks pupils to think about the school community and in pairs discuss: What makes this school a happy, diverse and respectful community? Which things threaten the school's happy, diverse and respectful community?

After a few minutes, teacher can take feedback and record on the board. Move discussion towards: How can we make sure our school is a happy, diverse and respectful community?

4. Show pupils image of Stephen Lawrence (see bio resource) and ask: Do you know who he is? Do you know what happened to him? [stephenlawrenceday.org/stephens-story/](http://stephenlawrenceday.org/stephens-story/)

Use resource sheet to show pupils who Stephen Lawrence was and how he was murdered. Allow for discussion and questions about his life, murder and subsequent family campaign.

5. Show pupils the definition of a hate crime:

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity."

6. Teacher asks pupils to discuss in pairs any words/phrases they are uncertain of and write down any questions they have.

Teacher addresses feedback and explains that for the rest of today's lesson they will be learning about hate crime. Reinforce by showing: You Tube | [Hate Crime Scribble](#)

### Do: 30 minutes

7. Teacher directs pupils to use: [hertsagainsthate.org/herts-against-hate.aspx](http://hertsagainsthate.org/herts-against-hate.aspx)

Pupils needing support can use (only print if required):

[hertsagainsthate.org/documents/easy-read-hate-crime-leaflet-2019.pdf](http://hertsagainsthate.org/documents/easy-read-hate-crime-leaflet-2019.pdf)

By the end of the lesson, pupils will need to submit a 15-question quiz to demonstrate that they:

- understand what a hate crime and a hate incident are
- know what the protected characteristics are in relation to hate crime
- know how to report it
- know why you need to report it
- know the support victims will receive.

Inform pupils that additional information such as facts, statistics and particular examples of victims of hate crime can also be included. Refer pupils to websites listed in the homework section.

#### **Review: 6 minutes**

8. Teacher will select one test for all the pupils to take to prove their knowledge and understanding about hate crime.

#### **Differentiation**

**Teach:** Use this video for pupils who may find these concepts challenging.  
You Tube | [Apple Hate](#)

**Do:** Support with worksheet questions that pupils complete.

**Review:** Pupils could complete answers to the teacher's prompt questions.

#### **Homework**

Pupils could carry out their own research by visiting the website: [stephenlawrenceday.org/](http://stephenlawrenceday.org/)

Johnny Delaney:

Traveller Times | Article | [National hate crime service to remember Johnny Delaney](#)

BBC | Article | [Boys guilty of killing 'Gypsy'](#)

Holocaust Memorial Day Trust | [Letter from Nellie | PDF](#)

Sophie Lancaster (This would be recorded but it is not a strand of hate crime that is required to be reported to the Home Office and will be used for local intelligence):

BBC | Video | [Murdered for Being Different](#)

The Metro | Article | [Teen who murdered girl because she was dressed as a goth has jail term cut](#)

## Resources – Stephen Lawrence

[stephenlawrenceday.org/stephens-story/](http://stephenlawrenceday.org/stephens-story/)

| [The Grid](#) | [Blog](#) | [Stephen Lawrence Day Support](#)



Credit: James Boardman Archive / Alamy Stock Photo

## Hate Crime – lesson plan 2

## Year group / key stage

Years 9 & 10 (KS4)

## Lesson objective(s)

- To be able to explain what hate crime is and its effect in history on individuals and groups

## Lesson assessment opportunities/outcomes

- Legal understanding of hate crime
- Research piece on hate crime

## Context / links to PSHE/RHE

- Lesson 2 of 4 for Hate crime unit (PSHE/RHE)
- **KS4 Relationships:**  
**R5.** the legal rights, responsibilities and protections provided by the Equality Act 2010
- **KS3 Relationships:**  
**R38.** to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied  
**R39.** the impact of stereotyping, prejudice and discrimination on individuals and relationships  
**R40.** about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice  
**R41.** the need to promote inclusion and challenge discrimination, and how to do so safely, including online

(taken from PSHE Association Programme of Study)

## Key words/terms/concepts

diversity, identity, appearance, personality, belief(s), faith, Christianity, Judaism, Islam, Holocaust, slavery, racism, language, prejudice, gender, respect, unkindness, hatred, homophobia, murder, genocide, intimidation, harassment

## Resources

- You Tube | [Stop Hate UK – Online Hate](#)
- Lesson 2 Resource (hate crime research and questions)

## Teaching outline

### Do now: 2–3 minutes

1. Teacher shows video You Tube | [Stop Hate UK – Online Hate](#) to remind pupils about what hate crime is. If necessary, pupils complete a retrieval practice quiz.

### Teach: 20 minutes

2. Teacher reminds pupils about legal framing around hate crime and shows information below. Teacher then explains that today's learning will focus on the history of hate crime. Remind pupils about the challenging nature of the things they will be discussing today and reminds them of ground rules.

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity."

### Sections 145 & 146 Criminal Justice Act 2003

This act imposed a duty on courts to enhance against an offender and to declare in court they are doing so.

Section 145 – requires the courts to consider racial or religious hostility as an aggravating factor when deciding on the sentence which has been identified as racially or religiously aggravated.

Section 146 – addresses increased sentences for aggravation related to sexual orientation, disability or transgender identity.

3. Teacher asks pupils to think about key world events in modern history past/current (if possible support with an appropriate image): Can you explain how each of these events reflect hate crimes?
  - transatlantic slave trade
  - Boer war
  - Holocaust
  - 1972 Asians made to leave Uganda by Idi Amin
  - IRA
  - Bosnia
  - murder of Trayvon Martin
  - treatment of the Uyghur people in China.

### Do: 30 minutes

4. Teacher provides pupils with resource materials on the definitions and history of hate crime.

Volunteer pupils should read this aloud and teacher should provide glossary of key terms.

Following a brief discussion, pupils can complete one of the following.

Option 1: Pupils read and complete the questions in full sentences.

Option 2: Pupils produce an information sheet using the materials provided for a KS4 audience.

### Review: 5 minutes

5. Teacher asks pupils to share one thing they have learned this lesson that they didn't realise before about the history of hate crime (if possible, use Post-its as exit cards).

### Differentiation

**Teach:** Stretch – Ask pupils to think of their own examples of world events where hate crimes have been committed?

**Do:** Support with worksheet questions that pupils complete.

### Homework

Find out if hate crime is a problem in your area. Pupils could carry out their own research into hate crime in their local area. They can use online newspapers, libraries and chat rooms as well as groups listed here: [hertsagainsthate.org/how-to-report-a-hate-crime.aspx](https://hertsagainsthate.org/how-to-report-a-hate-crime.aspx)

Find out about Trayvon Martin and how his murder (in 2012) led to the development of the BLM movement.

Find out about Charlie Graham and how she was assaulted in a homophobic attack: Sky News | [Sunderland homophobic attack: Victim Charlie Graham targeted five times in past few years](#)



## Resources – History of hate crime (Crime Museum)

## CRIME MUSEUM

### History of hate crime

A hate crime is defined as any wrong doing perpetrated against a particular group of people. It is a form of prejudice directed at a group of individuals based on their ethnicity, age, sexual orientation, gender identity, religious preference, or any other defining characteristic. Anytime two different groups of people come in contact with each other, there is the possibility of tension or conflict developing, which often leads to violence. Whether the crime in question is assault, theft, verbal abuse or even murder, the motivation behind it is based on the hatred for a group that is perceived as being different in some way.

The origin of hate crimes dates back to ancient civilizations. One of the earliest examples is from the Roman Empire, which was well known for persecuting various religious groups. According to several historical documents, Christianity was largely tolerated by Emperor Nero until the year 64 AD, when a tremendous fire destroyed a great portion of Rome. The Emperor felt he was being blamed for the damage, so he shifted the guilt to the Christians and called for anyone who followed the religion to be punished. This led to years of hate crimes against anyone who followed the beliefs of Christianity as well as several other religious groups.

Some hate crimes have been so tremendous that they have affected the entire world. One of the most notable is the Nazi's persecution of the Jewish people. Hitler's "Final Solution" called for the total annihilation of the Jews and led to building of full scale death camps. This dark period in world history, The Holocaust, resulted in the mass murder of millions of people. In more recent years, the act of genocide, or attempting to obliterate an entire ethnic, racial or religious group, has occurred in both Bosnia and Rwanda.

Hate crimes occur on a smaller scale constantly all over the world. In the United States the majority of hate crimes are racially motivated. These crimes primarily consist of intimidation, vandalism and assault. Statistics provided by the Federal Bureau of Investigation have shown that hate crimes are on the rise in America. In 2006, the number of crimes increased by 8% from the year before. These bleak facts show that despite how far society has advanced, hate crimes are still far from history.

Source: [crimemuseum.org/crime-library/hate-crime/history-of-hate-crime/](http://crimemuseum.org/crime-library/hate-crime/history-of-hate-crime/)

### Questions

1. What is a hate crime? List the types of prejudice it includes.
2. List the types of crime that are included if the motivation is "hatred for a group that is perceived as being different".
3. When does hate crime date back to?
4. What is one of the earliest examples of hate crime? Explain what Emperor Nero did to Christians, and his motivations.
5. What happened to Christians following Nero's decision?
6. List three hate crimes that have occurred, which have affected the entire world (you do not have to stick to the examples in this piece).
7. What was the Holocaust? Why did it happen?
8. Are hate crimes still happening around the world?
9. Can you list local and national examples?

## Resources – Hate crime (Britannica)

**Britannica****hate crime****law**

**hate crime**, harassment, intimidation, or physical violence that is motivated by a bias against characteristics of the victim considered integral to his social identity, such as his race, ethnicity, or religion. Some relatively broad hate-crime laws also include sexual orientation and mental or physical disability among the characteristics that define a hate crime.

The concept of hate crime emerged in the United States in the late 1970s. By the end of the 20th century, laws mandating additional penalties for bias-motivated crimes had been passed by the federal government and by most U.S. states. (Unlike many broader state laws, the federal law allowed for the prosecution of hate crimes motivated only by the colour, race, religion, or national origin of the victim.) Increasingly, criminal conduct motivated by bigotry came to be regarded as substantially different from, and in some respects more pernicious than, other kinds of crime. Reflecting the politics of the issue as well as the actual incidence of bias-motivated crime, racial and religious minorities and women have been recognized in many statutes as potential victims of hate crime, whereas other groups, such as the elderly and children, have not.

Laws intended to curb hate crimes have been implemented in several other Western countries. Australia, for example, has outlawed at the federal, state, and territory level words and images that incite hatred toward particular racial, ethnic, and religious groups. Relying on existing discrimination law, Australia has also prohibited conduct that constitutes “vilification” or “racial hatred.” Britain and Canada have passed laws designed to curb violence directed at minority groups, and Germany has forbidden public incitement and the instigation of racial hatred, including the distribution of Nazi propaganda or literature liable to corrupt the youth. Most legislation outside the United States, however, has taken a narrow view of hate crime, focusing primarily on racial, ethnic, and religious violence, and in most non-Western countries there are no hate-crime laws. Nevertheless, by the beginning of the 21st century, civil rights organizations around the world were applying the term hate crime broadly to describe bias crimes involving various characteristics used to differentiate social groups.

Source: [britannica.com/print/article/914040](https://www.britannica.com/print/article/914040)

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**Questions**

1. When and where did the concept of hate crime emerge?
2. What have countries such as Australia, Britain and Canada done to curb hate and violence?
3. What has Germany done? Why?

## Hate Crime – lesson plan 3

## Year group / key stage

Years 9 & 10 (KS4)

## Lesson objective(s)

- To fully appreciate the impact hate crime can have on the individual and linked communities
- To consider how the BLM movement reflects the impact of hate crime on a community

## Lesson assessment opportunities/outcomes

- Clear written understanding about hate crime, motivation of perpetrators, and impact and effects on targets (victims)
- Surveys to find out about hate crime in the school/local community

## Context / links to PSHE/RHE

- Lesson 3 of 4 for Hate Crime Unit (PSHE/RHE)
- **KS3 Relationships: R39.** The impact of stereotyping, prejudice and discrimination on individuals and relationships

(taken from PSHE Association Programme of Study)

## Key words/terms/concepts

diversity, identity, appearance, personality, belief(s), faith, Christianity, Judaism, Islam, Holocaust, slavery, racism, language, prejudice, gender, respect, unkindness, hatred, homophobia, murder, genocide, intimidation, harassment, BLM (Black Lives Matter)

## Resources

- Lesson 3 Resource (extracts about hate crime – motivation and impact)
- BLM information sheet

Johnny Delaney:

- Traveller Times | Article | [National hate crime service to remember Johnny Delaney](#)
- BBC | Article | [Boys guilty of killing 'Gypsy'](#)
- Holocaust Memorial Day Trust | [Letter from Nellie](#) | PDF

## Teaching outline

### Do now: 2–3 minutes

1. Pupils spend 1–2 minutes generating at least five ideas in answer to this question: What is the impact of hate crime?

If there has been a significant gap between lesson 2 and 3, show this video first (1 minute):  
You Tube | [Hate Crime – Nationwide Campaign](#)

### Teach: 20 minutes

2. Teacher shows BBC video below to remind pupils about the impact of hate crime on people with special educational needs and/or disabilities. Remind pupils about the challenging nature of the things they will be discussing today and remind them of ground rules.
  - BBC | [Shocking stories of disability hate crimes](#)

**Please note that all hate crimes will be taken seriously by Hertfordshire County Constabulary.**

- If pupils have not watched this in Year 7/8, show:  
You Tube | [Stop Hate UK – Online Hate](#)

Following the videos, pupils should add to their responses to the question: **What is the impact of hate crime?** Teacher can supplement with John Delaney bio.

### Do: 30 minutes

3. Teacher divides the class into two groups and labels them Y and I. Then each side divides into smaller groups of three or four.

Teacher explains that **groups Y and I** will have 15–20 minutes to read and discuss their resource material. They will share their findings with a group from the other side at the end of the session. By the end of this section, they need to have identified the following:

**Groups in Y:** Identify at least five reasons why people commit hate crimes?

**Groups in I:** Identify at least five effects that hate crime could have on a person and, in particular, their mental health and wellbeing.

**Group Y:** Sources 1 and 3

**Group I:** Sources 2 and 4 (source 1 is optional)

Teacher brings whole class together, selects pupils to volunteer their understanding of a) the reasons and motivation for hate crime and b) the impact of hate crime on victims.

4. Teacher shows pupils the BLM information sheet to ensure pupils understand why the movement has been set up and the link between the impact on hate crime on a community.

#### Key questions:

- Who was Trayvon Martin?
- What is the BLM Movement?
- Why did the BLM Movement start?
- In which ways has a broad community been impacted by Trayvon Martin's murder?

### Review: 15 minutes

5. Using their knowledge and findings, pupils should create a survey to find out about hate crime in either their school or their local area.

### Differentiation

**Teach:** Use this video if BBC is too challenging: You Tube | [Stop the Hate A film by Suffolk young people with special educational needs and disabilities](#)

**Do:** Support with questions (supplied) that pupils complete.

Use shorter extracts from sources.

### Homework

Watch this impassioned speech:

You Tube | [Zayne Adeshokan "A Manifesto on the Future of Education" JP SpeakOut](#)

Why is it effective?

## Resources – Source 1:

**How hate crime affects a whole community**

By Rupert Brown, Mark Walters & Jenny Paterson

University of Sussex

Published 12 January 2018

Thousands of people are physically and sometimes brutally attacked each year in hate crimes. Such offences not only affect the victims, but also the thoughts and behaviour of others.

Within 24 hours of the massacre of 49 people at a gay nightclub in Orlando, protests and vigils were joined by thousands in London, Sydney, Hong Kong, Bangkok and many other cities around the world.

Although a particularly stark example, the response shows how the effects of hate crime are not limited to the immediate victims: they also affect others who learn of such events.

Over the past five years, the Hate Crime Project at the University of Sussex has investigated these wider impacts of hate crime, looking at how simply knowing a victim, or even hearing about an incident, can have significant consequences.

Many such attacks take place: in England and Wales, for example, the number of hate crimes recorded by police has increased sharply, rising 29%, to more than 80,000, in 2016-17.

Race hate crimes were most common, but victims might also be targeted because of their sexual orientation, religion, disability, or because they are transgender.

The University of Sussex project used studies, experiments and interviews with a total of more than 1,000 Muslim and 2,000 LGBT people in the UK to investigate the indirect effects of such crimes.

It found that four out of five participants knew someone who had been victimised in the past three years, with about half knowing someone who had been physically assaulted.

As a result of hearing about hate crime in their community, the most common responses were anger, anxiety and feelings of vulnerability.

These emotional reactions had a significant impact on both LGBT and Muslim participants' feelings of safety.

Many said they took steps to increase their own security and avoided parts of their neighbourhood where they thought an attack was likely.



*People vector created by freepik*

Others joined community support groups.

One Muslim woman described how she had responded to reports of Islamophobic hate crimes, including the murder of 82-year-old Mohammed Saleem, who was stabbed as he walked home from a mosque in Birmingham.

"I do feel vulnerable... and it does affect my behaviour," she said.

"I become more fearful and avoid going to certain places that I feel might be a risk to my safety. And especially within certain times, I would avoid walking within those areas."

One reason for these indirect effects is that people feel more empathy for victims who come from their own community.

When they learned about a fellow Muslim, or LGBT person, being abused because of their identity, they put themselves in the victims' shoes and felt something of what they must have felt during the attack.

This made them feel angry on the victims' behalf, but also threatened and fearful that they could also become a victim.

These feelings can lead people to change their behaviour - for example, using social media to raise awareness of such attacks - with the effects lasting three months or longer in many cases.

The University of Sussex research demonstrated these effects through experiments in which participants read newspaper articles about someone being attacked.

All the articles were identical, except that some described the attacks as anti-LGBT or Islamophobic hate crimes, while the others portrayed the attacks as random, with no mention of hate as the motivation.

Those who read about hate crimes reported more empathy for the victim which, in turn, made them more likely to express feelings of anger or anxiety than those who read about the non-hate crimes.

The strength of their responses suggest that hate crimes can have a greater impact on the victims and those in the wider community than otherwise comparable attacks which are not motivated by hate.

### Questions on Source 1:

1. What is the Hate Crime Project? What has it been investigating?
2. What happened to the number of hate crimes recorded in 2016–17?
3. Which types of hate crimes were the most common?
4. What data did the University of Sussex use?
5. List three common responses from a community to hearing about hate crime.
6. List three things individuals and groups do if they feel targeted and threatened.
7. What happened to Mohammed Saleem? Why was this man targeted?
8. What happened after the massacre in Orlando? Why was this group targeted?
9. What have you realised about the effects of hate crime?
10. What do you think you and your friends could do about hate crime?

**Resources – Source 2:****The impact of hate incidents and hate crime**

Incidents motivated by hate have a devastating impact on the victim and their family. Some hate crimes start as more minor incidents, which can escalate into more serious and frequent offences. Where victims suffer a series of such incidents, the cumulative effect can destroy their lives through emotional damage and long-term trauma. People are made to feel like they don't belong and will often change their lifestyles or question their identities to try and avoid further incidents.

Source: [ourwatch.org.uk/impact-hate-crime](https://ourwatch.org.uk/impact-hate-crime)

**Questions on Source 2:**

1. What kind of impact do incidents of hate have?
2. What happens to some “minor incidents” of hate crime?
3. What happens to victims who suffer a series of incidents?
4. What changes might victims of hate crime make? Why?



## Resources – Source 3:

**Causes and motivations**

The CMHC report found that a person who commits a “hate crime” need not actually be motivated by hatred for his or her victim, but rather it is his or her expression of prejudice or bias against the victim’s (presumed) group membership that more properly characterises such crimes. Perpetrators of hate crimes are not always motivated by a single type of prejudice or hatred but can be influenced by a combination of different prejudices.

- There is no single type of hate crime perpetrator.
- Hate crimes may also be the product of our social environments.
- Perpetrators of hate crime can be motivated by a variety of different factors.
- Some research (from the US) suggests that there are four “types” of perpetrators, including:
  - thrill seekers (those motivated by a thrill and excitement)
  - defensive (those motivated by a desire to protect their territory)
  - retaliators (those who act in retaliation for a perceived attack against their own group)
  - mission (perpetrators who make it their mission in life to eradicate “difference”)
- Some evidence within social psychology suggests that perpetrators may be influenced by their perception that certain groups pose a threat to them.
  - These threats can be divided into “realistic threats” – such as perceived competition over jobs, housing and other resources, and physical harm to themselves or others – and “symbolic threats” which are concerned with the threat posed to people’s values and social norms.
- There is some research suggesting that perpetrators of cyber hate crime have motivations similar to those who act offline.

**Source:** Equality and Diversity Forum “Hate Crime: Cause and Effect” (Aziz Foundation)  
[equallyours.org.uk/wp-content/uploads/2018/10/Hate-crime-cause-and-effect.pdf](http://equallyours.org.uk/wp-content/uploads/2018/10/Hate-crime-cause-and-effect.pdf)

**Questions on Source 3:**

1. Did the CMHC report find that all perpetrators of hate crime hate their victims?
2. Can perpetrators of hate crime be motivated by more than one type of prejudice or hatred?
3. Is there one type of hate crime perpetrator?
4. List the four types of hate crime perpetrators.
5. What is a “realistic threat”?
6. What is a “symbolic threat”?
7. What does the research suggest about the motivations of cyber hate crime?
8. What has this research made you realise about the reasons and motivations of those who commit hate crimes?

## Resources – Source 4:

**Effects of hate crime**

The report found that the indirect experiences of both anti-LGB&T and anti-Muslim/Islamophobic hate crime are similar to those of direct experiences. Hate crimes spread fear and anger throughout communities, which impact upon people's actions and their perceptions of the criminal justice system. Individuals themselves do not have to be targeted to be impacted – simply knowing someone who has been victimised is sufficient to cause these effects. Hate crimes have the potential to cause injury and distress both at the individual and community level. They affect individuals' emotional wellbeing, predominantly causing anger and anxiety. These emotions are linked to certain behavioural responses, both proactive and avoidant.

Specifically, it found that:

Hate crimes, whether experienced directly, indirectly, through the media, in person or online were consistently linked to:

- increased feelings of vulnerability, anxiety, anger, and sometimes shame
- being more security conscious, avoidant, and more active within the community

Hate crime victims received more empathy than non-hate crime victims and sometimes were blamed more than non-hate crime victims.

The indirect effects of hate crimes can be described as a process:

- Hate crimes increase feelings of vulnerability and empathy.
- Feelings of vulnerability and empathy then increase emotional reactions (anger, anxiety, shame).
- These emotional reactions motivate specific behavioural responses:
  - Anger leads to pro-active behaviours and less avoidance.
  - Anxiety leads to avoidance and security concerns.
  - Shame, although not always felt strongly, is linked to avoidance, pro-active behaviours, security concerns, and uniquely to retaliation.

**Source:** Equality and Diversity Forum "Hate Crime: Cause and Effect" (Aziz Foundation)  
[equallyours.org.uk/wp-content/uploads/2018/10/Hate-crime-cause-and-effect.pdf](http://equallyours.org.uk/wp-content/uploads/2018/10/Hate-crime-cause-and-effect.pdf)

**Questions on Source 4:**

1. As a result of hate crimes, what spreads within communities?
2. List three direct effects of hate crime on individuals/communities.
3. List five indirect effects of hate crime.
4. What has this report made you realise about the impact of hate crimes directly and indirectly?

## Resources – Black Lives Matter information sheet

**About**

#BlackLivesMatter was founded in 2013 in response to the acquittal of Trayvon Martin's murderer. Black Lives Matter Global Network Foundation, Inc. is a global organization in the US, UK, and Canada, whose mission is to eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes. By combating and countering acts of violence, creating space for Black imagination and innovation, and centering Black joy, we are winning immediate improvements in our lives.

**LET'S DO THIS TOGETHER!**

We stand together as a social civil rights movement in solidarity in the UK and across the globe to change the world. We kneel together for peace and unity asserting Black Lives Matter, and that Black people are treated as humanely and fairly as White people. It is a human right to receive racial equality, social and criminal justice in the societies where we live, and to receive parity as full citizens of the country and as a nation.

We are apolitical – Meaning this is a non-political, non-partisan, non-violence platform. Some content published on this website may have limited political content by the very nature of a state governed country, and system of democracy.

We operate in a humanitarian capacity and concern first and foremost. We believe racism transcends politics and endeavour to avoid distractions that attempt to get in the way of dismantling racist systems and harm that racism causes right across and around the world.

We are not operating in any political capacity. We are not a member of or connected with any political party nor are we staging a political campaign.

Racial equality and social justice are the main goals of the Black Lives Matter Movement.

**BLACK LIVES MATTER**

**Disclaimer:** We are NOT affiliated or associated with BLM US the political organisation, registered as the Black Lives Matter Global Network Inc, neither are we affiliated, or associated with @ukblm the political collective registered in the UK operating under the name of the Black Liberation Movement UK. Nor with any other political party or group in the UK or abroad.

[blacklivesmatter.uk/](https://blacklivesmatter.uk/)

**Source:** [britannica.com/event/shooting-of-Trayvon-Martin](https://www.britannica.com/event/shooting-of-Trayvon-Martin)

Martin, a 17-year-old African American, was returning from a convenience store when he was noticed by Zimmerman, a neighbourhood-watch volunteer of German and Peruvian ancestry. Zimmerman contacted the nonemergency line of the Sanford Police Department, mentioned that there had been burglaries in the neighbourhood, and told the dispatcher that he had observed “a real suspicious guy” who was “walking around, looking about.” Zimmerman also described Martin as someone “up to no good, or he’s on drugs or something.” The dispatcher communicated to Zimmerman that the police did not need him to follow Martin, but Zimmerman, nevertheless, left his vehicle. He later said he had done so in order to ascertain his location by taking a closer look at a street sign. A violent confrontation ensued, and Zimmerman fired his

weapon at Martin at close range, causing Martin's death. When police arrived, Zimmerman argued that he had been assaulted by Martin, who was unarmed, and fired in self-defense. Concluding that they could not hold Zimmerman—because no evidence contradicted his version of the event and because state law permitted the use of deadly force in self-defense—the police released him.

In the following weeks, as Zimmerman remained uncharged, the shooting drew increasing attention. On March 12 the chief of the Sanford Police Department affirmed that no criminal charge could be filed against Zimmerman, mainly because of the absence of probable cause. A day later, however, a Sanford police investigator assigned to the case recommended that Zimmerman be charged with manslaughter, on the basis that the violent encounter between the two men could have been avoided. Zimmerman remained free, which was seen by many as an injustice, and demonstrations demanding his prosecution for murder were organized in cities across the United States. In April 2012 the governor of Florida, Rick Scott, appointed a special prosecutor for the case, who brought a criminal charge of second-degree murder against Zimmerman.

Zimmerman's trial—which began more than a year later, in June 2013—received intensive media coverage. The prosecution argued that Martin's death resulted from Zimmerman's profiling of him as a criminal and trying to take the law into his own hands. The defense argued that the evidence corroborated Zimmerman's version of the event—namely, that he fired his weapon because Martin was attacking him and that he felt that his life was threatened. Central elements of the incident, however, could not be ascertained. For instance, witnesses disagreed on which of the two men could be heard screaming for help on a recorded call to emergency services.

Although the original criminal charge brought against Zimmerman was second-degree murder, the judge also gave the jury the option of convicting him of the lesser charge of manslaughter. In order to find Zimmerman guilty of second-degree murder or manslaughter, the jury had to find not only that Zimmerman had caused Martin's death but also that he did not do so in self-defense. The issue of self-defense was linked to Florida's law permitting the use of deadly force to defend oneself against a perceived threat—known as a “stand-your-ground” law—which was central to debate over the shooting. Instructions to the jury referenced the law, but Zimmerman's lawyers ultimately did not invoke Zimmerman's rights under it, because, they argued, he did not have the option to retreat anyway. On July 13, 2013, after more than 16 hours of deliberation, the jury declared Zimmerman not guilty.

Martin's death heightened a debate over the persistence of racism in the United States and in particular over the issue of racial profiling. In March 2012 Pres. Barack Obama—the first African American president of the United States—expressed his dismay at the shooting, saying that “if I had a son, he'd look like Trayvon.” Later Obama compared Martin to his younger self and characterized racial profiling as a reality that most African Americans, including himself, have had to face. Protests continued across the United States in the wake of the Zimmerman verdict and led to the formation of the prominent Black Lives Matter social movement, which focused on better treatment of African Americans in all facets of American society.

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## Hate Crime – lesson plan 4

## Year group / key stage

Years 9 & 10 (KS4)

## Lesson objective(s)

- To confidently use persuasive language to challenge views about a social issue

## Lesson assessment opportunities/outcomes

- Clear criteria on effective speech writing and delivery
- Letter/speech/presentation to senior leaders about the impact of hate crime on their school and the local community

## Context / links to PSHE/RHE

- Lesson 4 of 4 for Hate crime unit (PSHE/RSHE)
- **KS3 health and wellbeing: H4.** Simple strategies to help build resilience to negative opinions, judgements and comments
- **KS4 R34.** Strategies to challenge all forms of prejudice and discrimination
- **R35.** To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
- **R36.** Skills to support younger peers when in positions of influence

## Key words/terms/concepts

speech, emotive language, polemic, rhetoric, anecdotes, rule of three, humour, purpose, vision, encouraging, repetition, prognosticate, counter-arguments, analogy, modal verbs, statistics, audience, tone, evidence

## Resources

- You Tube | Video | [President Obama Makes Historic Speech to America's Pupils](#)
- An example of a persuasive speech

## Teaching outline

### Do now: 5 minutes

1. **First to five:** Pupils need to record at least five ways this speech is effective.

If time, supplement with: You Tube | [Zayne Adeshokan "A Manifesto on the Future of Education" JP SpeakOut](#)

### Teach: 15 minutes

- Watch the opening (beginning to 9 minutes) of Obama's historic speech on education delivered to American pupils in 2009: You Tube | Video | [President Obama Makes Historic Speech to America's Pupils](#)
2. Teacher shows pupils the guidelines for their speeches and an example.
    - Catchy/engaging title for your talk – make your stance clear.
    - Define what hate crime is.
    - Exemplify your point and develop your argument by providing reasons and detail about why hate crime is a problem.
    - Explain why attitudes and behaviour need to change and suggest solutions.
    - End your speech in a memorable way.
  3. Class discussion: What does it mean to be an upstander?
  4. Pupils and teacher create success criteria for the speeches.

### Do: 30 minutes

5. Pupils write their speeches where they use persuasive language techniques to persuade young people to be upstanders rather than bystanders.

### Review

6. Pupils pair up, swap speeches and provide written feedback – one WWW and one EBI – based on the success criteria.

Or listen to two or three speeches as a class. Pupils listening become critical friends and offer feedback.

## Differentiation

**Do now:** List persuasive devices and text mark an example.

**Teach:** Use example of persuasive speeches from history.

**Do:** Teacher can provide sentence starters for pupils and a literacy mat.

## Homework

Pupils rehearse their speeches for delivery in school assembly.

If they have not already done so, pupils carry out the surveys they completed in lesson 3.



## Teacher Glossary

**Hate crime:** Any criminal offence that is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity.

**Hate incident:** A hate incident is any non-crime incident that is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's disability, race, religion, sexual orientation or transgender identity or perceived disability, race, religion, sexual orientation or transgender identity.

**Bullying:** Behaviour that is repeated and/or intended to hurt someone either physically or emotionally, often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

**Trolling:** Making a deliberately offensive or provocative online post with the aim of upsetting someone or eliciting an angry response from them.

**Types of hate crime:** Hate crime can fall into one of three main types: physical assault, verbal abuse and incitement to hatred.

**Physical assault:** Physical assault of any kind is an offence. If you've been a victim of physical assault, you should report it. Depending on the level of the violence used, a perpetrator may be charged with common assault, actual bodily harm or grievous bodily harm. This can include making a fist at someone (intimidation), shoving, spitting, pushing, punching, using a weapon, or throwing/stealing objects.

**Verbal abuse (on or off line):** Verbal abuse, threats or name-calling can be a common and extremely unpleasant experience for minority groups. Victims of verbal abuse are often unclear whether an offence has been committed or believe there is little they can do. However, there are laws in place to protect you from verbal abuse.

**Incitement to hatred:** The offence of incitement to hatred occurs when someone acts in a way that is threatening and intended to stir up hatred. That could be in words, pictures, videos or music, and includes information posted on websites or social media sites.

**Hate content may include:**

- messages calling for violence against a specific person or group
- web pages that show pictures, videos or descriptions of violence against anyone due to their perceived differences
- chat forums where people ask other people to commit hate crimes against a specific person or group.

**Source:** [Metropolitan Police | What is hate crime?](#)

[Homophobic, Biphobic and Transphobic Hate Crime - Prosecution Guidance | The Crown Prosecution Service \(cps.gov.uk\)](#)

<https://www.cps.gov.uk/crime-info/hate-crime>

**Don't ignore  
HATE  
REPORT IT**

[hertsagainsthate.org](https://hertsagainsthate.org)

**HFL Education**