

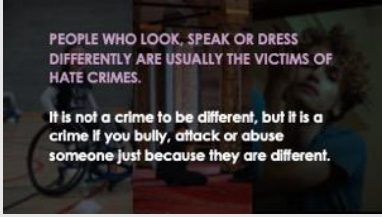


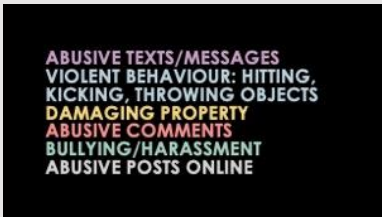



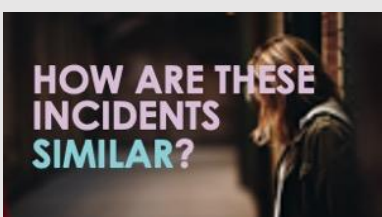
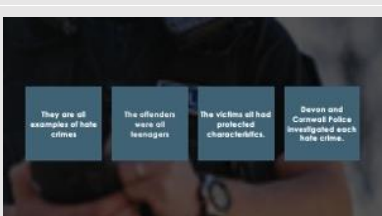
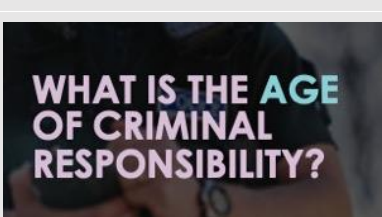
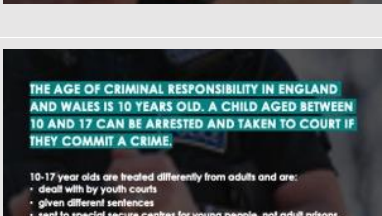






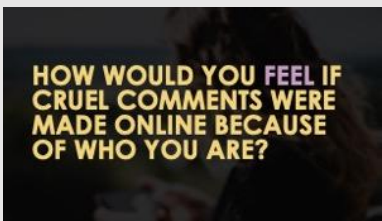




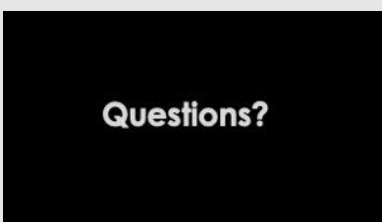
Title	Hate Crime		
Audience	Key Stage 3-4	Duration	45-60 mins
Aims	To understand the impact of hate crime on victims and to make the choice not to engage in hate activity,		
Objectives	<ul style="list-style-type: none"> • To understand what hate crime is • To know the age of criminal responsibility • To understand the impact of hate crime on a victim • To know how to get support for hate crime • To know how to report hate crime 		
National Curriculum	<p>KS3</p> <p>Managing risk and personal safety</p> <p>H30. how to identify risk and manage personal safety in increasingly independent situations, including online</p> <p>Bullying, abuse and discrimination</p> <p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p> <p>KS4</p> <p>Bullying, abuse and discrimination</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p>		
NPCC drivers	-		
Resources	PowerPoint presentation and software projector		
Notes	<ul style="list-style-type: none"> • The speaker is not in charge of classroom/group discipline which remains with the schoolteacher or equivalent. • Teacher/leader will remain in the classroom during delivery. • Consider classroom layout with regard to group discussion, viewing presentation. 		

Lesson plan

Section	Details	Duration
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	<p>Introduce yourself and explain your role. Explain why you are delivering the session.</p>	<p>3 mins</p>
	<p>Ask the question, 'what is hate crime?'. Consider the group size. This can be discussed in groups of 4-6 students or with the person next to you. (2-3 mins)</p> <p>Ask for responses. During discussion, watch who can feedback from the group. Consider how choosing the right person can encourage discussion debate.</p>	<p>5-10 mins</p>
	<p>Read the top statement. Ask the group what they think the reason is for that.</p> <p>Following answers, read the second statement</p>	<p>3 mins</p>
	<p>Read the top paragraph and discuss each box one by one ensuring what each characteristic includes. Show the last section. Make it clear that targeting someone for their characteristic may be a crime. All hate crimes are investigated by the police.</p>	<p>5 mins</p>
	<p>In pairs/groups, ask the group what kind of behaviour can be a hate crime? Ask them to consider each characteristic and what offences can be committed against each.</p> <p>Consider the group size. This can be discussed in groups of 4-6 students or with the person next to you. (2-3 mins).</p> <p>Ask for responses.</p>	<p>10 mins</p>
	<p>Following the responses, check whether the group stated all on this list. Discuss any that were missed.</p>	<p>3-5 mins</p>
	<p>Show this and the following 2 slides. Read the news headline.</p>	<p>1 mins</p>

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	<p>Ask the whole group, how are these incidents similar. Ask for and discuss responses.</p>	3-4 mins
	<p>Check against answers given in the previous section.</p> <ul style="list-style-type: none"> • They are all examples of hate crimes • The offenders were all teenagers. • Devon and Cornwall Police investigated each hate crime. • The victims all had protected characteristics. 	3 mins
	<p>Ask the whole group, what is the age of criminal responsibility? Ensure the group understand what that statement means.</p> <p>Read this statement to clarify meaning: 'age of criminal responsibility (ACR) is the minimum age that a child can be prosecuted and punished by law for an offence'.</p>	2 mins
	<p>Read first statement</p> <p>'This means that children under 10 can't be arrested or charged with a crime. There are other punishments that can be given to children under 10 who break the law.' Gov.uk</p>	2 mins
	<p>Ask the group how they talk with their friends when they are not in school.</p> <ul style="list-style-type: none"> • Is it different to when they are in school? • Is it different to how they talk to adults? • Is it different depending on which of their friends they are talking to? • Is it different online? 	3 mins
	<p>Thinking of how we communicate online, in pairs/groups, ask 'what they think would be actions online that are a hate crime?'</p>	4-5 mins

	<p>In pairs/groups, ask why do they think people think it is okay to say cruel things on social media?</p>	<p>4-5 mins</p>
	<p>Check against answers given in the previous section. Discuss anything not mentioned</p>	<p>3 mins</p>
	<p>Ask them to think on their own how they would feel if cruel comments were made to them purely because of who they are, not anything they have done? Ask them to think of /write down 3 words to describe how they would feel Give individuals the opportunity to feedback.</p>	<p>4-5 mins</p>
	<p>Explain the consequences step-by-step of having a criminal record, i.e., if someone posted something online and was found to have committed a crime.</p>	
	<p>Explain the THINK method on how to behave online.</p>	<p>2 mins</p>
	<p>Explain how they and other can report hate crime. Explain how crime stoppers allows for anonymous reporting.</p>	<p>2 mins</p>
	<p>Explain how the following websites/organisations can support victims of hate crime</p>	<p>2 mins</p>
	<p>Give the group opportunity to ask questions.</p>	<p>-</p>