Hate Crime Awareness Week 2018
Lesson Plan/2
The Impact of Prejudice and Discrimination

Delivery context:
Form or Tutor Group session (25 minutes)

Key messages:
- The impact of Hate Crimes and Incidents on individuals and groups
- That we are all capable of being negative to people we see as different
- How to report Hate Incidents and Crimes and the value in reporting

Materials and format: Flip chart / white board

Part 1: Introduction (2 minutes) – set the scene for the session. Suggested point to include:-
Looking at how prejudice, discrimination and stereotyping affects the way we treat others. How prejudice can sometimes become something called a Hate Incident or Hate Crime, the impact of such behaviours.

Play a quick-fire word association game. Can note that:
- We all stereotype, it’s a natural part of how we make sense of the world
- It happens fast and we often aren’t even aware we’re doing it
- You won’t be judged for sharing stereotypes, often words our minds associate with certain names/labels don’t reflect what we truly think or believe. It’s something we all do naturally
- The focus is on the five characteristics covered under Hate Crime Legislation:

  FACILITATOR NOTE – ensure participants understand the principle of a ‘word association game’, i.e. terms / ideas / characteristics the name brings to mind for them about that person.

Part 2: Exploring Prejudices (8 minutes)

a) Quick-fire word association activity
Read out and write up the following list of names one by one, ask students to write down the first word(s) that comes to mind after each name. (Allow approximately 10 seconds for each.)

  1. Person in a wheelchair
  2. Black man
  3. Muslim woman
  4. Gay boy
  5. Trans girl (born a boy, identifies as a girl)

b) Students invited to share the words they have written down

  FACILITATOR NOTE – write up each one as they are shared next to the names.
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c) Where might the associated terms/phrases have come from and why? - Quick-fire ideas from the group

(PROMPTS: Parents, family, friends, teachers, news, social media, films, T.V. shows, unspoken cultural norms, etc.)

Pick out the particularly harsh terms shared and encourage group to think about where the term and association might have come from. If there is laughter, explore with the group why the term may have provoked this (e.g. is it awkwardness) why might this be?

Part 3: Behaviours and impact on others (8 minutes)

a) Read out types of negative behaviour/incident/crime (some examples to use):
Verbal abuse, damage to your home, harassment on the bus, bullying and intimidation, physical assault, abusive phone-calls or texts and online comments, threats of violence.

- How might such behaviours impact on those targeted? Invite discussion.
  (PROMPTS: e.g. low self-esteem / low confidence / fear / anxiety / distress / avoidance of places or people / acceptance that it is part of life / harm through retaliation / anger)
- What happens if we aren’t aware of and/or never question stereotypes?
  (PROMPTS: e.g. fixed and narrow perception of others / established attitudes and values).

FACILITATOR NOTE

It can be particularly impactful to share an example of having been victimised yourself in some way, or even having perhaps discriminated against someone else (knowingly or not).

Reference any recent examples of hate-related news items.

Invite students to share examples that may have happened to them if they feel able.

b) Link to Hate Crime / Incidents (and linking to bullying)
These are types of negative behaviour that could be a hate incident or even a crime if directed towards someone for who they are if based on their perceived or real ‘difference’ and vulnerability; because of their disability, race, religion, sexual orientation or because they are transgender.

DEFINITIONS

A Hate Incident is: Any incident which does not constitute a criminal offence, which is perceived by the victim or any other person as being motivated by prejudice or hate.

A Hate Crime is any such incident which DOES constitute a criminal offence.
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Part 4: What can YOU do about it, either as a victim or witness (2 minutes)

- Tell someone you trust – parent, teacher, youth worker
- Report it to Wiltshire Police: call 999 in an emergency or 101. For more information go to www.wiltshire.police.uk
- True Vision: www.report-it.org.uk
- Stop Hate UK: 0800 138 1625 www.stophateuk.org
- Victim support: 0808 281 0113 www.victimsupport.org.uk
- Crimestoppers: report anonymously on 0800 555 111 www.crimestoppers-uk.org
- Citizens Advice Bureau: www.citizensadvice.org.uk

If you are witness to an incident (whether at or away from school), or are a trusted adult: challenge negative language or behaviour / support those affected / report it yourself as above.

FACILITATOR NOTE

REALLY IMPORTANT to emphasise how valuable it is for incidents and crimes motivated by Prejudice or Hate to be reported and recorded somewhere.

Even if done anonymously, this creates an understanding of the extent of the problem that will enable something to be done about it.

PART 5 Animated film:

‘I CAN’T IGNORE HATE, CAN YOU?’ (4 minutes)

If time within the session, please link below to a short animated film about the impact of Hate Incidents and Hate Crimes which gets the key messages across in a simple, but effective way.

https://www.youtube.com/watch?v=uHKQ5HHEHko

With thanks to Gloucestershire Constabulary for making these resources available