

# Hate Crime Awareness Week 2018

## Lesson Plan/3



### The Impact of Prejudice and Discrimination

#### Delivery context:

#### PHSE lead or equivalent (60 minutes)

#### Learning Outcomes

- Awareness of the impact of Hate Crimes and Incidents on individuals and groups
- Understanding that we are all capable of being negative to people we see as different
- Know how to report Hate Incidents and Crimes and the value in reporting

**Materials & format:** Pen & paper for each person; flip chart / white board; groups of 5 or 6

### Part 1: Introduction– set the scene for session (3 minutes)

#### Suggested points 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**, and the impact of such behaviours. Play a quick fire word association game. Avoid allowing too much time to think. 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
- Don't think about it for too long, write the first thing you think of
- We will be discussing some of your answers at the end, but there is **no requirement** for you to share your words then, so be honest with yourself as you write

**FACILITATOR NOTE** – ensure the participants understand the principle of a 'word association game', i.e. that they are being asked to record what terms / ideas / characteristics the name brings to mind for them about that person.

### Part 2: Exploring Prejudices (25 minutes)

#### a) Word association activity

Read out, and write up the following list of names one by one, ask students to write down /say the first word(s) that comes to mind after each name. (Allow approximately 10-15 seconds for each.)

1. Asylum seeker
2. Gay boy
3. Person in a wheelchair
4. Muslim woman
5. A Goth
6. Person with mental illness
7. Black man
8. Trans girl (born a boy, identifies as a girl)

If anyone seems to struggle to come up with something, encourage them **NOT** to over-think it and just record whatever springs to mind, even if it feels uncomfortable.



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#### b) Group feedback on association words

- Invite students to share some of their answers for each and write them against each one.

**FACILITATOR NOTE** – reassure students that they won't be judged for sharing stereotypes, often the words our minds associate with certain names/labels don't reflect what we truly think or believe. Remind that it's something we all do naturally.

#### c) Group discussion / de-brief

##### Where the associated terms/phrases might have come from and why?

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

- Were they surprised about what they wrote?
- How do they feel about some of the terms?

##### **FACILITATOR NOTE**

Seek on-going comments and thoughts from the wider group as you go.

- Are they OK terms are or not?
- 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 why the term may have provoked this (e.g. is it awkwardness) why might this be?

## Part 3: Behaviours and impact on others and on ourselves (20 minutes)

#### a) Invite the group to identify types of negative behaviour/incident/crime. Some examples:

- **Verbal abuse**, jokes in the street, on the bus etc.
- **Harassment**, like constantly knocking the door or throwing eggs at windows.
- **Bullying or intimidation** by children, adults, neighbours or strangers.
- **Physical assault** on a person - hitting, punching, pushing, spitting, violent words.
- **Hoax calls, abusive phone or text messages.**
- **Insulting or derogatory online** comments (eg via Facebook, Twitter, Whatsapp etc).
- **Harm or damage** to your home, pet, vehicle, community building or place of worship etc.
- **Graffiti, Arson, Threats of violence.**
- **Displaying or circulating discriminatory literature.**

#### b) How might such behaviours impact on those targeted? 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 our stereotypes?

(**PROMPTS:** e.g. fixed and narrow perception of others / established attitudes and values remain unchallenged).

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



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### Part 4: Link to Hate Crime and Hate Incidents (and linking to bullying) (2 minutes)

All those types of behaviour could be a hate incident or even a crime if directed towards someone for who they are, based on their perceived or real 'difference' and vulnerability; because of their: **disability, race, religion, sexual orientation or transgender identity.**

#### 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.

### Part 5: What can YOU do about it? (5 minutes)

#### What could someone who is affected do?

(PROMPTS: e.g. tell someone they trust – parent, teacher, youth worker.)

- Tell someone you trust – parent, teacher, youth worker
- Report it to Wiltshire Police 999 in any emergency or 101 For more information, go to [www.wiltshire.police.uk](http://www.wiltshire.police.uk)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate UK: 0800 138 1625 [www.stophateuk.org](http://www.stophateuk.org)
- Victim support: 0808 281 0113 [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Crimestoppers: report anonymously on 0800 555 111 [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Citizens Advice Bureau: [www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)
- **What if you witness an incident?** (whether at or away from school)  
(PROMPTS: challenge negative language or behaviour / support those affected / report it yourself as above)

**FACILITATOR NOTE** – Explore HOW it might be challenged, e.g. use positive descriptive terms instead of negative, challenge friends, and don't assume that certain terms aren't relevant to those around you, you never know! **REALLY IMPORTANT - emphasise** how valuable it is for incidents and crimes that are motivated by Prejudice or Hate to be reported and recorded somewhere. Even if this is done anonymously, this creates an understanding of the extent of the problem that will enable something to be done about it.

### PART 6 Animated film

### 'I CAN'T IGNORE HATE, CAN YOU?' (5 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>

**Follow up, including any missed elements, in tutor time.**

*With thanks to Gloucestershire Constabulary for making these resources available*