



Learning about Hate Crime: Junior Resources, Year 5&6 (KS2)

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Lesson	Learning Objective	Questions for reflection.	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?	Pupils can explain and give examples of identity and diversity. Pupils have increased understanding of uniqueness and difference.
2	To build an understanding of the importance of taking action when we hear or see unkind behaviour.	Why are people treated differently? Why do some people find it hard to accept our differences?	Pupils have a better understanding of how to act when they see unkind behaviour. Pupils will be able to support each other and the wider community to feel included.
3	To demonstrate awareness of hate crime and protected characteristics.	Why do some people feel they are not seen or heard? How can you help everyone to feel included? What are the protected characteristics, and why do we need them?	Pupils are able to discuss how being left out can make someone feel. Pupils have an understanding of their role the importance of valuing everyone.



Learning about Hate Crime: Lesson Plan 1



Lesson Objective (s)

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

Assessment Opportunities/Outcomes

Paired and group discussion on key theme: Diversity and uniqueness

Class jigsaw

Peer review

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

Blank Jigsaw pieces (you will to download these, from your favourite resource website)

Pencils, colouring pencils/pens

Lesson outline:

Introduction: 5-8 mins

Using the bingo card activity, ask the class to spend a few minutes speaking to their peers and filling in as many squares on their bingo card as possible. When they have finished, they can share some of the names they have recorded.

You may also want to summarise this activity by getting pupils to think about what their completed bingo cards show.

Teach: 20-25mins

Activity 1

Begin this part of the session with a discussion around the question 'What is Diversity'; responses should be recorded to enable us the group to revisit them.

Activity 2

After the discussion, summarise this by defining diversity, we find the best way to phrase this is *"that there are lots of different kinds of people, who look different, like different things, believe in different things, and that being different is what makes us, us"*. It is important that we are open and accepting of other people's differences and they are open and accepting of ours.

Activity 3

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?

In pairs/groups, ask pupils to think about the personalities / unique qualities / skills Jake and Harry have; collect answers as a class.

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 mins

Using the blank puzzle pieces you have downloaded, ask each pupil to create a list of all of their individual qualities, their likes/dislikes, race, culture and family dynamic (if they are comfortable to do so).



Once they have completed their puzzle piece, get them to fit them all together to create a whole puzzle.









The idea behind this is to emphasise that although we are all different, we fit together, and all have similarities.

Review: 8-10mins

To finish of this session, discuss the following questions:

- What would our whole school puzzle show us?
- Can you share one thing that makes you similar or different from someone else in the room?

Resource: Bingo Card

<p>Someone who has lived/was born in another country</p> 	<p>Someone who is left handed</p> 
<p>Someone who follows a faith/religion</p> 	<p>Knows what LGBT stands for</p> 
<p>Someone who speaks or understands another language</p> 	<p>Favourite colour is blue</p> 
<p>Someone who has a bedroom in two different houses</p> 	<p>Someone who is the oldest in the class (not your teacher or teaching assistant)</p> 



Harry

Kind

Caring

Encouraging

Peace Maker

Good Friend

Good at football



JAKE

Kind

Funny

Brave

Caring

Individual

Good Friend

Likes Superheroes

Tries new things



Learning about Hate Crime: Lesson Plan 2



Lesson Objective (s)

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

Assessment Opportunities/Outcomes

Group and class discussion of scenarios

Individual definitions

Vocabulary

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

Resources

You Tube: [Home Start AWA reads: Something Else with Russ Keffer - YouTube](#)

Plain paper/card

Pencils, colouring pencils/pens

Lesson outline:

Introduction: 5-8 mins

As a review of last lesson, go back to Jake and Harry, who were different in lots of ways but still good friends. Ask the group to describe their friendship e.g. caring. This activity can be done in small groups, with each group feeding back at the end.

Teach: 20-25mins

Activity 1

Watch the story "Something Else" [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?

Activity 2

This next activity will get your class thinking about 'by stander' reactions. Use your judgement and knowledge of your group before you begin.

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 are.
- 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.

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.

Young people can be the first to make a chance, by simply choosing to respect each other. Sometimes people do make the wrong choices and are unkind, but we must not take sides and help both sides to understand each other's feelings and show respect. This includes:

- treating others with courtesy and thoughtfulness
- showing regard for the feelings, wishes and rights of others
- showing appreciation for someone's special qualities.

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 up stander fits into the school rules and expectations
- examples of positive language about uniqueness and individuality

It is also just as important for us to respect ourselves, as well as others, and be kind to ourselves and celebrate what makes us 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: 20 mins

Utilising the list created; 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: 8-10mins

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. These could also be displayed around the school at the end of the session.



Learning about Hate Crime: Lesson Plan 3



Lesson Objective (s)

To demonstrate awareness of hate crime and protected characteristics.

Assessment Opportunities/Outcomes

Group and class discussion of scenarios

Individual definitions

Vocabulary

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

Resources

You Tube: [The Invisible Boy by Trudy Ludwig - YouTube](#)

Plain paper/card

Pencils, colouring pencils/pens

Lesson outline:

Introduction: 5-8 mins

As a review of last lesson, go back to "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: 20-25mins

Activity 1

Watch the story "The Invisible Boy" [The Invisible Boy by Trudy Ludwig - YouTube](#)

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

- 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?

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 are differently abled
- they choose to dress in a way that doesn't "match" their gender (male/female)
- they love someone and have a relationship with someone who is the same sex as them.

Activity 2

Over the past few lessons, we have talked about celebrating what makes us different, and being accepting of others who are different from us. Sadly sometimes people are treated badly because of these things and have unkind things said and even done to them. This can happen face to face, or online, but is never acceptable behaviour.

There is a law in place to protect people if they are treated badly because of their differences.

Nine protected characteristics exist that are protected in law. These are:



- age
- disability
- transgender
- maternity and pregnancy
- marriage and civil partnership
- race
- religion
- sexual orientation
- sex

The five strands of hate crime are:

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

When people harm others because of their differences related to these 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 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: 20 mins

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

Review: 8-10mins

Ask the group to reflect and share their thoughts. As this is the last lesson in this topic, you may want to consider a wider reflective activity and include some of these questions:

- one memory from a lesson in this series
- one fact they have learnt today
- one question they still have, that they would like to find the answer to.