



Learning about Hate Crime: Secondary Resources, Year 7&8 (KS3)



Lesson	Learning Objective	Questions for reflection.	Learning Outcome
1	To enable students to think about their identities and celebrate their differences. To encourage students to think about the school community.	What does a happy, diverse school look like? What does a happy, diverse community look like?	Begin to hold a clearer understanding about identity and differences. Discussion about the school community and diversity.
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?	Legal understanding of hate crime. Quiz on hate crime (demonstrate their understanding of it and the law).
3	To understand how to challenge prejudicial behaviour by being an up stander.	How to be an up stander? What actions within school help to reduce hate crime?	Understanding of prejudiced behaviour and what is/isn't a hate crime. Mini-presentation on 'How to be an Up stander' – small groups.
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?	Clear understanding about hate crime, its impact and potential for harm. Manifesto/assembly speeches will demonstrate understanding about how to make a change.



Hate Crime: Lesson Plan 1



Lesson Objective(s)

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

Assessment Opportunities

Paired and group discussion on key theme: Identity

Identity tree/collage

Key Words

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 - Identity Of I Poem by Abhiraj Rajadhyaksha \(poemhunter.com\)](https://poemhunter.com/poem/identity-of-i/)

Photos and images provided by students

Old magazines/leaflets (to be used for collage)



Lesson outline:

Introduction: 2-3 mins

In pairs/small groups, students have one minute to discuss the theme; identity. What does the word mean to them?

Each pair/small group to then join with another group to discuss the theme and add in examples of their own identities.

Teach: 10-12mins

Activity 1

Introduce the class to the poem [Identity Of I - Identity Of I Poem by Abhiraj Rajadhyaksha \(poemhunter.com\)](https://www.poemhunter.com/poem/identity-of-i-identity-of-i-poem-by-abhiraj-rajadhyaksha/) a copy of which is also included in this pack.

Once they have all read or listened to the poem, ask the following:

- What is the poem about?
- What is the poet's message?
- What does it suggest about identity?

As an additional activity or stretch/homework task, you could also get the group to write their own identity poem

Do: 30 mins

Ask the group to think about their identities, discuss and make notes (write, draw, spider gram, list). Encourage them to think about aspects of their lives that are obvious (appearance, gender, etc.) as well as things that people might not be aware of (character, beliefs/faith, interests/views, values, etc.).

They can 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.

Encourage the class to portray their identities using images from the magazines/leaflets. They 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: 8-10mins

To finish the session students 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?
- Through completing this activity, what have you realised about yourself and others?
- 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?



Resource: Identity Poem



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



Resource: Identity Template

**safe4
me**

My Name:

Religion and Belief:

Family/Friends:

Appearance:

Culture/Tradition:

Heritage:

Family/Friends:

Likes/Dislikes:

Ambition/Dreams:



Hate Crime: Lesson Plan 2



Lesson Objective(s)

To be able to explain what hate crime is and the relevant laws.

Assessment Opportunities

Paired and group discussion on hate crime

Hate crime quiz

Key Words

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

Resources

If possible, for this lesson, students should have access to computers (enabled for internet, word, power point, google/MS forms)



Lesson outline:

Introduction: 1–2 minutes – PAIRED DISCUSSION

What do you think a hate crime is?

As a stretch activity, ask the group if they can come with examples of what a hate crime is.

Teach: 20 minutes

Show students the definition of “hate crime” but without the detail of the criteria (see below). In pairs, students are given two minutes to fill in the blanks.

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

d _____
r _____
r _____
t _____
s _____ o _____

Play one of the two provided video clips:

[Hate Crime - Nationwide Campaign - YouTube](#)

[Apple Hate - YouTube](#)

It should be played twice. 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?

After the video, 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.”

Class to feedback after second viewing (10–12 minutes).

Do: 30 minutes

Students have 20–25 minutes to create a quiz (with correct answers) using an online quiz format (Microsoft Teams or Google Classroom). Refer students to website:

<https://www.stophateuk.org/resources/glossary/>



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.

Review: 8 minutes

In pairs, students will take one another's tests OR teachers can use the following exit questions to ensure all students 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?

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



Hate Crime: Lesson Plan 3



Lesson Objective(s)

To understand how to challenge prejudicial behaviour by being an up-stander.

Assessment Opportunities

True or false quiz

Discussion to develop understanding about what is/is not a the crime

Small group mini-presentation on "How to be an up-stander"

Key Words

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

Resources

If possible, for this lesson, students should have access to computers (enabled for internet, word, power point)



Lesson outline:

Do now: 5 minutes

Students complete a true/false quiz on hate crime (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. **(True)**
- 2) The five characteristics of hate crime are race, age, religion, disability and sexual orientation. **(False – not age, transgender is the 5th)**
- 3) Hate crimes are not covered by specific legislation and do not carry a sentence. **(False – they are covered by Crime and Disorder Act 1998 and section 66 of the Sentencing Act 2020, although they do not carry a specific stand-alone sentence, if the perpetrator is found guilty of a hate crime, a sentence uplift can be applied to the original sentencing to extend the sentence to be served).**
- 4) In 2020, the CPS (Crown Prosecution Service) found defendants guilty in 86% of cases. **(True)**
- 5) It is not possible to be the victim of more than one hate crime. **(False)**

Source: [Hate crime | The Crown Prosecution Service \(cps.gov.uk\)](https://www.cps.gov.uk/hate-crime)

It is useful to discuss the answers that the class may have got incorrect, to ensure gaps in their knowledge are addressed. You can do this by using the CPS link above or via [Home - Stop Hate UK](https://www.stop-hate.co.uk/)

Teach: 20 minutes

If there has been a significant gap between lessons 2 and 3, it is advised that you remind the class 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.”



Scenarios: How could this be prevented?

The main task in this activity is for the group to discuss how each scenario can be prevented. What kind of discussion can be held with the people in each scenario to help them understand why this is inappropriate behaviour.

As a stretch activity - can they identify which of these scenarios would be a hate crime?

Example: Scenario 1: Rohit – Educate the group of young people in school about different disabilities and the difference between visible and non-visible.

Share [Stephen's story : Stephen Lawrence Day Foundation](#) to help students understand the impact of hate crime.

Do: 15 minutes

Provide students with the brief below.

Up-stander presentation

In small groups (max 6), you have 15 minutes to use your knowledge about hate crime to create a three-minute presentation, entitled “**How to be an up-stander**”.

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:

- Audience
- Content
- Delivery

Review: 15 minutes

Watch and review one another's presentations. Students can use the same success criteria to assess each other's presentations.

Resource: Scenarios

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

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".

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



Lesson Objective(s)

To demonstrate understanding of hate crime by delivering a short speech to the rest of the group.

Assessment Opportunities

Speech to the class.

Key Words

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

Resources

You Tube: [Zayne Adeshokan, A Manifesto on the Future of Education, JPSpeakOut - YouTube](#)

Extract from transcript of Obama's speech



Lesson outline:

Do now: 5 minutes

Watch this speech: You Tube [Zayne Adeshokan, A Manifesto on the Future of Education, JPSpeakOut - YouTube](#)

Students need to identify and write down at least five ways this speech is effective.

Teach: 15 minutes

Students 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?

Teacher shows students 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

Students write their speeches where they persuade young people to be up-standers rather than bystanders. Teacher can rotate between students and use this time to highlight good phrases and ideas to the whole class.

Review

Students pair up, swap speeches and provide written feedback.



Resource: Obama's Speech



Hello everyone – how's everybody doing today? I'm here with students at Wakefield High School in Arlington, Virginia. And we've got students 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' 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 students 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 the best schools in the world – and none of it will matter unless all of you fulfil your responsibilities. Unless you show up to those schools; pay attention to those teachers; listen to your parents, 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.

