

Learning about Hate Crime: Secondary Resources, Year 9&10 (KS4)

Lesson	Learning Objective	Questions for reflection.	Learning Outcome
1	<p>To enable students to think about their identities and celebrate their differences.</p> <p>To demonstrate awareness of hate crime.</p>	<p>What does a happy, diverse school look like?</p> <p>What does a happy, diverse community look like?</p> <p>What do you know about hate crime?</p> <p>What are the protected characteristics and what is the law about hate crime?</p>	<ul style="list-style-type: none"> - Knowledge and understanding of Stephen Lawrence's life, his murder and his family's campaign for justice. - Quiz on hate crime (to demonstrate their understanding of it and the law).
2	<p>To be able to explain what hate crime is and its effect in history on individuals and groups.</p>	<p>What is the history of hate crime?</p>	<ul style="list-style-type: none"> - Legal understanding of hate crime. - Research piece on hate crime.
3	<p>To more deeply appreciate the impact hate crime can have on the individual and linked communities.</p>	<p>What is the impact of hate crime?</p> <p>How does hate crime affect people? What is the psychological effect of hate crime?</p> <p>What motivates (sociological) hate crime?</p>	<ul style="list-style-type: none"> - Clear written understanding about hate crime; motivation of perpetrators; and impact and effects on targets (victims). - Surveys to find out about hate incidents and hate crime in the school / local community.
4	<p>To confidently use persuasive language to challenge views about the issues of prejudice and hate crime.</p>	<p>How can we influence others to make changes?</p>	<ul style="list-style-type: none"> - Clear criteria on effective speech writing and delivery. - Letter/speech/presentation to senior leaders about the impact of hate crime on their school and the local community.



Hate Crime: Lesson Plan 1



Lesson Objective(s)

- To enable students to think about their identities and celebrate their differences.
- To demonstrate awareness of hate crime.

Assessment Opportunities

Knowledge and understanding of Stephen Lawrence's life, his murder and his family's campaign for justice.

Quiz on hate crime (to demonstrate their understanding of it and the law).

Key Words

Diversity, identity, personality, belief(s), faith, language, hobbies, interests, gender, respect, unkindness, hatred.

Resources

Device for internet research

You Tube: Hate Scribble (provided by Devon and Cornwall Police) [Hate Scribble - YouTube](#)

Post It Notes

Stephen Lawrence Photo/website



Lesson Outline:

Introduction Activity: 'Post your identity' (2-3 mins)

Provide each student with six post it notes. Get each student to use each one to write down something about their identity (three obvious/known and three unlikely to be known) i.e. I have a sister, I love football, my favourite food is..., my grandad was a refugee, I get nervous when public speaking.

Once the group have completed this activity, you can collect them up and display them in the classroom.

Activity 1:

Teacher leads discussion about identity:

- What is identity?
- What does your identity mean to you?
- Did you feel vulnerable or uncertain in the last activity? Why?
- How should we treat people whose identities differ from our own? Why?
- What does it mean to tolerate and accept? What does it mean to be respectful?
- What does it mean to give others respect and dignity?

Ask students to think about the school community and in pairs discuss:

- What makes this school a happy, diverse and respectful community?
- Which things threaten the school's happy, diverse and respectful community?

After a few minutes, take feedback and record on the board. Move discussion towards:

- How can we make sure our school is a happy, diverse and respectful community?

Activity 2:

Show students image of Stephen Lawrence (see bio resource) and ask: Do you know who he is? Do you know what happened to him?

[Stephen Lawrence Day Foundation: A Legacy For Change](#)

After sharing information about who he was and the campaign that came after his murder, allow for discussion and questions about his life, murder and subsequent family campaign.

Activity 3:

Show students the definition of a hate crime:

"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.”

Provide students with some reflection time to discuss in pairs any words/phrases they are uncertain of and write down any questions they have.

Address feedback and explain that for the rest of today's lesson they will be learning about hate crime. Reinforce by showing: You Tube: [Hate Scribble - YouTube](#)

Activity 4:

This final activity, involves the group making a 15-question quiz to demonstrate their understanding of:

- what a hate crime and a hate incident are
- know what the protected characteristics are in relation to hate crime
- know how to report it
- know why you need to report it
- know the support victims will receive.

To help them with this, they can use the following websites:

[Stop Homophobic, Transphobic, Racial, Religious & Disability Hate Crime - True Vision \(report-it.org.uk\)](#)

[Home - Stop Hate UK](#)

Inform students that additional information such as facts, statistics and particular examples of victims of hate crime can also be included.

Review: 6 minutes

Select one test for all the students to take to prove their knowledge and understanding about hate crime, you can do this in any style you prefer.

Resource: Stephen Lawrence





Hate Crime: Lesson Plan 2



Lesson Objective(s)

To be able to explain what hate crime is and its effect in history on individuals and groups.

Assessment Opportunities

Legal understanding of hate crime
Research piece on hate crime

Key Words

Diversity, identity, personality, belief(s), faith, Christianity, Judaism, Islam, Holocaust, slavery, racism, language, prejudice, gender, respect, unkindness, hatred, homophobia, murder, genocide, intimidation, harassment.

Resources

You Tube: [Stop Hate UK - Online Hate - YouTube](#) trigger warning, this video contains images of online hate messages and significant injuries.

Lesson 2 Resource (hate crime research and questions)



Lesson Outline

Do now: 2–3 minutes

Show video You Tube: [Stop Hate UK - Online Hate - YouTube](#). The purpose of the video is to remind the group what hate crime is and how it can happen online.

Trigger Warning: We do advise you watch this video first to ensure it is appropriate for your students. It does contain signs of injury and inappropriate language that some young people may be triggered by.

Teach: 20 minutes

Remind the group of the definition of hate crime 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.”

Today’s learning will focus on the history of hate crime. Remind students about the challenging nature of the things they will be discussing today and reminds them of ground rules.

Sections 145 & 146 Criminal Justice Act 2003

This act imposed a duty on courts to enhance against an offender and to declare in court they are doing so.

Section 145 – requires the courts to consider racial or religious hostility as an aggravating factor when deciding on the sentence, which has been identified as racially or religiously, aggravated.

Section 146 – addresses increased sentences for aggravation related to sexual orientation, disability or transgender identity.

Ask students to think about key world events in modern history past/current (if possible support with an appropriate image): Can you explain how each of these events reflect hate crimes?

Examples could include:

- transatlantic slave trade
- Boer war
- Holocaust
- 1972 Asians made to leave Uganda by Idi Amin
- Stonewall Riots
- IRA
- Bosnia
- Soho bombings
- murder of Trayvon Martin
- treatment of the Uyghur people in China.



Activity 1 (Approx. 30mins)

Provide your group with resource materials on the definitions and history of hate crime.

Ask members of the group to volunteer to read this aloud, you can support this reading by providing a glossary of key terms.

Following a brief discussion, students can complete one of the following.

- **Option 1:** Students read and complete the questions in full sentences.
- **Option 2:** Students produce an information sheet for their age group using the information provided and their own research.

Review: 5 minutes

Exit Cards: Group asked to write down one thing they have learned from this lesson and one thing they would like to know more about.



Resource Sheet: History of Hate Crime

Source: [History Of Hate Crime - Crime Museum](#)

A hate crime is defined as any wrong doing perpetrated against a particular group of people. It is a form of prejudice directed at a group of individuals based on their ethnicity, age, sexual orientation, gender identity, religious preference, or any other defining characteristic. Anytime two different groups of people come in contact with each other, there is the possibility of tension or conflict developing, which often leads to violence. Whether the crime in question is assault, theft, verbal abuse or even murder, the motivation behind it is based on the hatred for a group that is perceived as being different in some way.

The origin of hate crimes dates back to ancient civilizations. One of the earliest examples is from the Roman Empire, which was well known for persecuting various religious groups. According to several historical documents, Christianity was largely tolerated by Emperor Nero until the year 64 AD, when a tremendous fire destroyed a great portion of Rome. The Emperor felt he was being blamed for the damage, so he shifted the guilt to the Christians and called for anyone who followed the religion to be punished. This led to years of hate crimes against anyone who followed the beliefs of Christianity as well as several other religious groups.

Some hate crimes have been so tremendous that they have affected the entire world. One of the most notable is the Nazi's persecution of the Jewish people. Hitler's "Final Solution" called for the total annihilation of the Jews and led to building of full scale death camps. This dark period in world history, The Holocaust, resulted in the mass murder of millions of people. In more recent years, the act of genocide, or attempting to obliterate an entire ethnic, racial or religious group, has occurred in both Bosnia and Rwanda.

Hate crimes occur on a smaller scale constantly all over the world. In the United States, the majority of hate crimes are racially motivated. These crimes primarily consist of intimidation, vandalism and assault. Statistics provided by the Federal Bureau of Investigation have shown that hate crimes are on the rise in America. In 2006, the number of crimes increased by 8% from the year before. These bleak facts show that despite how far society has advanced, hate crimes are still far from history.

Questions:

1. List the type of prejudices a hate crime would include
2. When does hate crime date back to?
3. List three hate crimes that have occurred, which have affected the entire world? (you can come up with your own examples)
4. What was the holocaust, why did it happen?
5. What happened to Christians under Emperor Nero's rule?



Resource Sheet: Britannica, Hate Crime

Source: [hate crime -- Britannica Online Encyclopedia](#) (reprinted with permission from Encyclopaedia Britannica, © 2018 by Encyclopaedia Britannica, Inc.).

Hate crime, harassment, intimidation, or physical violence that is motivated by a bias against characteristics of the victim considered integral to his social identity, such as his race, ethnicity, or religion. Some relatively broad hate-crime laws also include sexual orientation and mental or physical disability among the characteristics that define a hate crime.

The concept of hate crime emerged in the United States in the late 1970s. By the end of the 20th century, laws mandating additional penalties for bias-motivated crimes had been passed by the federal government and by most U.S. states. (Unlike many broader state laws, the federal law allowed for the prosecution of hate crimes motivated only by the colour, race, religion, or national origin of the victim.)

Increasingly, criminal conduct motivated by bigotry came to be regarded as substantially different from, and in some respects more pernicious than, other kinds of crime. Reflecting the politics of the issue as well as the actual incidence of bias-motivated crime, racial and religious minorities and women have been recognized in many statutes as potential victims of hate crime, whereas other groups, such as the elderly and children, have not.

Laws intended to curb hate crimes have been implemented in several other Western countries. Australia, for example, has outlawed at the federal, state, and territory level words and images that incite hatred toward particular racial, ethnic, and religious groups. Relying on existing discrimination law, Australia has also prohibited conduct that constitutes "vilification" or "racial hatred."

Britain and Canada have passed laws designed to curb violence directed at minority groups, and Germany has forbidden public incitement and the instigation of racial hatred, including the distribution of Nazi propaganda or literature liable to corrupt the youth.

Most legislation outside the United States, however, has taken a narrow view of hate crime, focusing primarily on racial, ethnic, and religious violence, and in most non-Western countries there are no hate-crime laws. Nevertheless, by the beginning of the 21st century, civil rights organizations around the world were applying the term hate crime broadly to describe bias crimes involving various characteristics used to differentiate social groups.

Questions

1. When and where did the concept of hate crime emerge?
2. What have countries such as Australia, Britain and Canada done to curb hate and violence?
3. What has Germany done? Why?



Hate Crime: Lesson Plan 3

Lesson Objective(s)

To fully appreciate the impact hate crime can have on the individual and linked communities

Assessment Opportunities

Clear written understanding about hate crime, motivation of perpetrators, and impact and effects on victims.

Surveys to find out about hate crime in the school/local community

Key Words

Diversity, identity, appearance, personality, belief(s), faith, Christianity, Judaism, Islam, Holocaust, racism, language, prejudice, gender, respect, unkindness, hatred, homophobia, murder, genocide, intimidation, harassment.

Resources

Lesson 3 Resource (extracts about hate crime – motivation and impact)



Lesson Outline

Starter Activity: 2–3 minutes

Students spend 1–2 minutes generating at least five ideas in answer to this question: **What is the impact of hate crime?**

If there has been a significant gap between lesson 2 and 3, show this video first (1 minute): You Tube | [Hate Crime - Nationwide Campaign - YouTube](#)

Teach: 20 minutes

Start of this session by showing BBC video below to remind students about the impact of hate crime on people with special educational needs and/or disabilities. Remind students about the challenging nature of the things they will be discussing today and remind them of ground rules.

BBC | [Shocking stories of disability hate crimes - BBC - YouTube](#)

Please note that all hate crimes are taken seriously by Hampshire and IOW Constabulary.

Following the videos, students should add to their responses to the question: ***What is the impact of hate crime?***

Activity 1: 30Mins

For the main part of this session, divide the class into two groups and labels them Y and I. Then each side divides into smaller groups of three or four.

Explains that **groups Y and I** will have 15–20 minutes to read and discuss their resource material.

They will share their findings with a group from the other side at the end of the session.

By the end of this section, they need to have identified the following:

- **Groups in Y: Using source material 1 and 3;** Identify at least five reasons why people commit hate crimes?
- **Groups in I: Using source material 2 and 4;** Identify at least five effects that hate crime could have on a person and, in particular, their mental health and wellbeing.

After the allocated time bring the whole class together, selects students to volunteer their understanding of:

- a) the reasons and motivation for hate crime
- b) the impact of hate crime on victims.

Review: 15 minutes

Using their knowledge and findings, students should create a survey to find out about hate crime in either their school or their local area.



Resources: Source Material 1:

Thousands of people are physically and sometimes brutally attacked each year in hate crimes. Such offences not only affect the victims, but also the thoughts and behaviour of others.

Within 24 hours of the massacre of 49 people at a LGBT+ nightclub in Orlando, protests and vigils were joined by thousands in London, Sydney, Hong Kong, Bangkok and many other cities around the world.

Although a particularly stark example, the response shows how the effects of hate crime are not limited to the immediate victims: they also affect others who learn of such events.

Over the past five years, the Hate Crime Project at the University of Sussex has investigated these wider impacts of hate crime, looking at how simply knowing a victim, or even hearing about an incident, can have significant consequences.

Many such attacks take place: in England and Wales, for example, the number of hate crimes recorded by police has increased sharply, rising 29%, to more than 80,000, in 2016-17.

Race hate crimes were most common, but victims might also be targeted because of their sexual orientation, religion, disability, or because they are transgender.

The University of Sussex project used studies, experiments and interviews with a total of more than 1,000 Muslim and 2,000 LGBT+ people in the UK to investigate the indirect effects of such crimes.

It found that four out of five participants knew someone who had been victimised in the past three years, with about half knowing someone who had been physically assaulted.

As a result of hearing about hate crime in their community, the most common responses were anger, anxiety and feelings of vulnerability.

These emotional reactions had a significant impact on both LGBT+ and Muslim participants' feelings of safety.

Many said they took steps to increase their own security and avoided parts of their neighbourhood where they thought an attack was likely.

Others joined community support groups.

One Muslim woman described how she had responded to reports of Islamophobia hate crimes, including the murder of 82-year-old Mohammed Saleem, who was stabbed as he walked home from a mosque in Birmingham.

"I do feel vulnerable... and it does affect my behaviour," she said.

"I become more fearful and avoid going to certain places that I feel might be a risk to my safety. And especially within certain times, I would avoid walking within those areas."



One reason for these indirect effects is that people feel more empathy for victims who come from their own community.

When they learned about a fellow Muslim, or LGBT+ person, being abused because of their identity, they put themselves in the victims' shoes and felt something of what they must have felt during the attack.

This made them feel angry on the victims' behalf, but also threatened and fearful that they could also become a victim.

These feelings can lead people to change their behaviour -for example, using social media to raise awareness of such attacks -with the effects lasting three months or longer in many cases.

The University of Sussex research demonstrated these effects through experiments in which participants read newspaper articles about someone being attacked.

All the articles were identical, except that some described the attacks as anti-LGBT+ or Islamophobia hate crimes, while the others portrayed the attacks as random, with no mention of hate as the motivation.

Those who read about hate crimes reported more empathy for the victim, which, in turn, made them more likely to express feelings of anger or anxiety than those who read about the non-hate crimes.

The strength of their responses suggest that hate crimes can have a greater impact on the victims and those in the wider community than otherwise comparable attacks which are not motivated by hate.

Questions on Source 1:

1. What is the Hate Crime Project? What has it been investigating?
2. Which types of hate crime were the most common?
3. List three common responses from a community to hearing about a hate crime.
4. What happened after the massacre in Orlando? Why was the group targeted?
5. What have you realised about the effects of hate crime?
6. What do you think you and your friends could do about hate crime?



Resources: Source Material 2:

The impact of hate incidents and hate crime

Incidents motivated by hate have a devastating impact on the victim and their family. Some hate crimes start as more minor incidents, which can escalate into more serious and frequent offences.

Where victims suffer a series of such incidents, the cumulative effect can destroy their lives through emotional damage and long-term trauma. People are made to feel like they do not belong and will often change their lifestyles or question their identities to try to avoid further incidents.

Source: [Impact of hate crime | Neighbourhood Watch Network \(ourwatch.org.uk\)](https://ourwatch.org.uk/impact-of-hate-crime/)

Questions on Source 2:

1. What kind of impact do incidents of hate have?
2. What happens to some 'minor incidents' of hate crime?
3. What happens to victims who suffer a series of incidents?
4. What changes might victims of hate crime make? Why?



Resources: Source Material 3:

Causes and Motivations of Hate Crime (CMHC)

The CMHC report found that a person who commits a “hate crime” need not actually be motivated by hatred for their victim, but rather it is his or her expression of prejudice or bias against the victim’s (presumed) group membership that more properly characterises such crimes. Perpetrators of hate crimes are not always motivated by a single type of prejudice or hatred but can be influenced by a combination of different prejudices.

- There is no single type of hate crime perpetrator.
- Hate crimes may also be the product of our social environments.
- Perpetrators of hate crime can be motivated by a variety of different factors.
- Some research (from the US) suggests that there are four “types” of perpetrators, including:
 - o thrill seekers (those motivated by a thrill and excitement)
 - o defensive (those motivated by a desire to protect their territory)
 - o retaliators (those who act in retaliation for a perceived attack against their own group)
 - o mission (perpetrators who make it their mission in life to eradicate “difference”)
- Some evidence within social psychology suggests that perpetrators may be influenced by their perception that certain groups pose a threat to them.
- These threats can be divided into “realistic threats” – such as perceived competition over jobs, housing and other resources, and physical harm to themselves or others – and “symbolic threats” which are concerned with the threat posed to people’s values and social norms.
- There is some research suggesting that perpetrators of cyber hate crime are motivated similar to those who act offline.

Source: Equality and Diversity Forum “Hate Crime: Cause and Effect” (Aziz Foundation) [Hate-crime-cause-and-effect.pdf \(equallyours.org.uk\)](https://equallyours.org.uk/hate-crime-cause-and-effect.pdf)

Questions on Source 3:

1. Did the CMHC report find that all perpetrators of hate crime their victims?
2. Can perpetrators of hate crime be motivated by more than on type of prejudice or hatred?
3. List the four types of hate crime perpetrators.
4. What is a ‘realistic’ threat?
5. What has this research made you realise about the reasons and motivations of those who commit hate crimes?



Resources: Source Material 3:

Effects of hate crime

The report found that the indirect experiences of both anti-LGB&T+ and anti-Muslim/Islamophobia hate crime are similar to those of direct experiences.

Hate crimes spread fear and anger throughout communities, which impact upon people's actions and their perceptions of the criminal justice system. Individuals themselves do not have to be targeted to be impacted – simply knowing someone who has been victimised is sufficient to cause these effects.

Hate crimes have the potential to cause injury and distress both at the individual and community level. They affect individuals' emotional wellbeing, predominantly causing anger and anxiety. These emotions are linked to certain behavioural responses, both proactive and avoidant.

Specifically, it found that:

Hate crimes, whether experienced directly, indirectly, through the media, in person or online were consistently linked to:

- increased feelings of vulnerability, anxiety, anger, and sometimes shame
- being more security conscious, avoidant, and more active within the community

Hate crime victims received more empathy than non-hate crime victims and sometimes were blamed more than non-hate crime victims.

The indirect effects of hate crimes can be described as a process:

- Hate crimes increase feelings of vulnerability and empathy.
- Feelings of vulnerability and empathy then increase emotional reactions (anger, anxiety, and shame).

These emotional reactions motivate specific behavioural responses:

- Anger leads to pro-active behaviours and less avoidance.
- Anxiety leads to avoidance and security concerns.
- Shame, although not always felt strongly, is linked to avoidance, pro-active behaviours, security concerns, and uniquely to retaliation.

Source: Equality and Diversity Forum "Hate Crime: Cause and Effect" (Aziz Foundation) [Hate-crime-cause-and-effect.pdf \(equallyours.org.uk\)](https://equallyours.org.uk/Hate-crime-cause-and-effect.pdf)

Questions on Source 4:

1. As a result of hate crimes, what spreads within communities?
2. List three direct effects of hate crime on individuals/communities
3. List five indirect effects of hate crime
4. What has this report made you realise about the impact of hate crimes directly and indirectly?



Hate Crime: Lesson Plan 4

Lesson Objective(s)

To confidently use persuasive language to challenge views about a social issue.

Assessment Opportunities

Clear criteria on effective speech writing and delivery

Letter/speech/presentation to senior leaders about the impact of hate crime in your school and the local community.

Key Words

Speech, emotive, language, polemic, rhetoric, anecdotes, rule of three, humour, purpose, vision, encouraging, repetition, prognosticate, counter-arguments, analogy, modal verbs, statistics, audience, tone, evidence.

Resources

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

You Tube: [President Obama Makes Historic Speech to America's Students - English subtitles - YouTube](#)



Lesson Outline

Starter Activity: 5 minutes

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

First to five: Students need to record at least five ways this speech is effective.

Teach: 15 minutes

Watch the opening (beginning to 9 minutes) of Obama's historic speech on education delivered to American students in 2009:

You Tube [President Obama Makes Historic Speech to America's Students - English subtitles - YouTube](#)

Shows your group the guidelines for their speeches:

- Catchy/engaging title for your talk – make your stance clear.
- Define what hate crime is.
- Exemplify your point, develop your argument by providing reasons, and detail about why hate crime is a problem.
- Explain why attitudes and behaviour need to change and suggest solutions.
- End your speech in a memorable way.

As a group, create success criteria for the speeches.

Class discussion: What does it mean to be an up-stander?

Activity: 30 minutes

Students write their speeches where they use persuasive language techniques to persuade young people to be up-standers rather than bystanders.

Review

Students pair up, swap speeches and provide written feedback – based on the success criteria.

Alternatively, listen to two or three speeches as a class. Students listening become critical friends and offer feedback.