



<b>SUBJECT:</b> Citizenship	<b>KS/Year</b>  <b>Group:</b> Upper KS2	<b>Lesson Title:</b> What Is A Hate Crime?	<b>Duration:</b> 60 mins
<b>Essential Skills met:</b>  1. Discussion 2. Reading 3. Comprehension	<b>National Curriculum targets met:</b>  1. To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.  2. Why and how rules and laws are made and enforced.		<b>Cross-Curricular Opportunities:</b> 1. English  2. PSHE  3. History- Crime and Punishment.
	<b>TIMING</b>	<b>ACTIVITY</b>	
<b>Learning Outcomes:</b>  To know what a hate crime is and who can be a victim.		By the end of the lesson, children will know what a hate crime is and which communities/individuals can be victims.	
<b>Key Vocabulary</b>  Hate crime, protected characteristics, discriminate, unlawful, age, sexual orientation, gender reassignment/identity.			
<b>Starter learning activity:</b>	<b>5 Mins</b>	Display PP and ask the children to discuss their answers to the question 'What is Hate?' Encourage all children to be involved and stress there is no right or wrong answer. They are to express what hate is or what it means to them.	
<b>Continue the Learning:</b>	<b>5-10 Mins</b>  <b>5-10 Mins</b>	Play the video in the PowerPoint twice. The first time let the children watch it straight through. The second time, ask them to think about what insults the man might be shouting at the people we see in the video. Allow children to share their answers. Ask the children to discuss WHY they think the man in the video is shouting at the people he sees in the street. What reasons might he have to be shouting at them? <b>Protected Characteristics.</b> Once the children have discussed that the people in the video may have been shouted at because of race, disability or sexual orientation, explain that these are referred to as <b>protected characteristics</b> .	

<b>Challenge – Next Steps</b>	<b>20 Mins</b>	<p>Discuss the Equality Act and the terminology of each of the protected characteristics with the children.</p> <p>Ask the children to think back to the video, what did they see happening at the end of the video? <i>The video implies that the man was arrested.</i> Why do the children think he was arrested? What message is the video trying to portray? <i>That acting in this way is against the law.</i></p> <hr/>		
	<b>15 Mins</b>	<p><b>Hate Crime.</b> Explain that acting in certain ways towards certain individuals or communities is called a hate crime.</p> <p>Guide the children towards the Northumbria Police website (link in resources) and allow children to work in pairs to answer differentiated questions (see separate sheet) or to research the topic of hate crime freely if you wish.</p> <p><b>Review and Apply.</b> Ask the children to create a mini presentation that summarises what they have learned about hate crime.</p>		
<b>Support the learning – Differentiation:</b>			<p><b>Task for students who need support:</b></p> <p>Adapt questioning to match the needs of pupils.</p> <p>Differentiated extension questions.</p>	<p><b>Task for students who need extension work:</b></p> <p>Further questioning to match the needs of the pupils.</p> <p>Differentiated extension questions.</p>
<b>Celebrate the Learning – Plenary:</b>	<b>10 Mins</b>	<p>If time allows, invite pairs to present their summaries of what hate crimes are, who can be a victim and what can be done about it.</p> <p>Alternatively, ask children to recap on what they can do if they themselves are a victim of a hate crime or if they see someone else being a victim.</p>		
<p><b>Resources/Equipment needed:</b></p> <p>Hate Crime Presentation. (Video is embedded into the PowerPoint.)</p> <p>Hate Crime Questions.</p> <p>Access to the internet.</p> <p>Northumbria Police Website-</p> <p><a href="http://www.northumbria.police.uk/advice_and_information/advice_and_support/hatecrime">http://www.northumbria.police.uk/advice_and_information/advice_and_support/hatecrime</a></p> <hr/>				

<b>Equal Opportunities and SMSC:</b>	<p><b>Equality Act:</b> Respect everyone equally and fairly.</p> <p>Identifying protected characteristics.</p> <p><b>British Values through SMSC</b></p> <p>Encourage respect for other people.</p> <p>Give children an acceptance that other people having different beliefs to oneself (or having none) should be accepted and should not be the cause of prejudicial or discriminatory behaviour.</p> <p>Appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p>
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**Possible Follow Up Activities.**

- Children can write poems entitled 'Hate Is'. Encourage the use of metaphors, similes and personification.

For examples/further information please visit

<http://howletchblog.weebly.com/year-6-blog/what-is-hate> or tweet

@Miss\_P85 Children can write the script for the video, then act it out to make their own campaign videos.



### Hate Crime Comprehension Questions.

1. What is a hate crime?
2. Give 4 different examples of a hate crime?
3. Who can report a hate crime?
4. In what ways can hate crimes be reported?
5. If you have been a victim of a hate crime, what should you do?

### **Extension Questions.**

6. Why do you think the man was shouting at the other man?
7. Why do you think the man was shouting at the women?
8. What is the main message of the video?
9. What do you think about people being targeted because of their personal characteristics?
10. Why do you think Northumbria Police didn't include any speech in the video?



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6. How do you think the women in the video felt about the man shouting at them?
7. What would you do if you were present at the incidents in the video? Answer honestly.
8. Can you think of any real life examples of hate crimes that you might have seen or heard about?
9. What is your opinion on people being victimised as a result of their personal characteristics?
10. What message is the video trying to give to victims of hate crime? What about to those who might be guilty of committing hate crimes?