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**Hate Crime and Incidents Awareness**

**The Impact of Prejudice and Discrimination**

**Key messages:**

The impact of Hate Crimes and Incidents on individuals and groups

That we are all capable of being negative to people we see as different

How to report Hate Incidents and Crimes, and the value in reporting

**Delivery context – Form/Tutor Group session, length 15 to 20 mins (or run over two sessions?)**

*(Please note: There is also a 45-60 minute session which contains additional supporting material.)*

**Materials & format:** Flip chart / white board

**Part 1: Introduction (1 min) – set the scene for the session. Suggested point 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, the impact of such behaviours. Play a quick-fire word association game. 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
* You won’t be judged for sharing stereotypes, often words our minds associate with certain names/labels don’t reflect what we truly think or believe. It’s something we all do naturally
* The focus is on the 5 characteristics covered under Hate Crime Legislation:-

***disability, race, religion, sexual orientation or transgender identity***

**FACILITATOR NOTE** – ensure the participants understand the principle of a ‘word association game’, i.e. terms / ideas / characteristics that the name brings to mind for them about that person.

**Part 2: Exploring Prejudices** (**5-8 mins**)

**a) Quick-fire word association activity**

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

*1. Person in a wheelchair 2. Black man 3. Muslim woman*

*4. Gay boy 5. Trans girl (*born a boy, identifies as a girl)

**b) Students invited to share the words they have written down**

**FACILITATOR NOTE** – write up each one as they are shared next to the names.

**c) Where might the associated terms/phrases have come from and why?** - Quick-fire ideas from the group

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

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 with the group why the term may have provoked this (e.g. is it awkwardness) why might this be?

**Part 3:** **Behaviours and impact on others (6-8 mins)**

**a) Read out types of negative behaviour/incident/crime (some examples to use):**

Verbal abuse, damage to your home, harassment on the bus, bullying and intimidation, physical assault, abusive phone-calls or texts and online comments, threats of violence.

* How might such behaviours impact on those targeted? Invite 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 stereotypes?

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

**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 recent examples of Hate-related news items. Invite the students to share examples that may have happened to them if they feel able.

**b) Link to Hate Crime / Incidents (and linking to bullying)**

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

**DEFINITIONS - A Hate Incident is: “Any incident which may or may 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 4: What can YOU do about it either as a victim or witness (2 mins)**

* Tell someone you trust – parent, teacher, youth worker
* Report it to the police 999 / 101.
* Report it in confidence through Victim Support; online at [www.gloshate.org](http://www.gloshate.org); by phone (0800 077 8460) or text (text HATE to 80800).
* Witnesses can report through **Crimestoppers** (0800 555 111)

If you are witness to an incident (whether at or away from school), or are a trusted adult: challenge negative language or behaviour / support those affected / report it yourself as above.

**FACILITATOR NOTE** – **REALLY IMPORTANT to 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.

**FILM – If there is time within the session please see link below to a short animated film on YouTube about Hate Incidents / Crime (3 min 55 sec).**

<https://www.youtube.com/watch?v=uHKQ5HHEHKo>