Increasing Hate Crime and Hate Incident Awareness

Facilitator Resource and Information Pack
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Introduction

Following the Brexit vote in 2016 it was noted that there was a rise in anecdotal reports of community tensions, hate incidents and hate crime, but this was not always reflected in official figures. This led to conversations between East Coast College and Norfolk Constabulary who decided to embark on a joint research and education programme, helping people identify if they are a victim or perpetrator of hate crimes or hate incidents and how to report these. The resources in this pack have been developed following forums with over 300 children and young people of nursery-age, high school students and post-16 students accessing further education. The resources reflect young people’s voices.

In order to facilitate an open and honest conversation during delivery of these resources the content includes language which may be distressing. As a facilitator it is important to remember that you may be delivering these resources to people who have been victims or perpetrators. They may have had a negative experience of reporting previously, whether in education, to police or via another route, or may not realise they are a victim or perpetrator prior to these sessions. Ensure you have read all materials fully prior to delivery and have discussed any concerns with your organisation’s safeguarding lead. They will be able to support you in identifying potential vulnerabilities in your delivery group and managing any disclosures during or after delivery. It is also important that you manage your own wellbeing and have an identified route within your organisation to discuss any personal impact which may arise as a result.

The resources are based around learning by discussion and activity. Forum feedback informed us that this is the way participants feel they learn best when dealing with subjects like hate crimes and hate incidents.

We hope you find delivering these resources fun and informative!

Nathan Clark
Chief Inspector
Great Yarmouth District
Norfolk Constabulary

Nikki Lane
Assistant Principal for Student Wellbeing and Support
East Coast College
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Hate Crimes and Hate Incidents
### Aim:
For participants to learn about hate crime and hate incidents. This includes what they are, how they impact individuals and the community and how to report them.

### Delivery time:
This session can be delivered as one two-hour session or as two one-hour sessions. If delivery is over two sessions it is suggested the first session ends with slide 14.

### Resources/Activities:
Before starting the session it is useful to give the group a trigger warning as there may be participants who have been victims of hate crime/incidents. Ensure that the group are aware of where support can be found in your establishment if needed. Group discussions may include strong individual opinions and while it is useful to have open discussions, classroom management of these may be needed. Ensuring rules and boundaries are set at the beginning of the session to support this.

1.1 Session plan – this provides an overview of the session including approximate timings to allow for discussion

1.2 Presentation – Hate Crimes and Hate Incidents

1.3 Resources for activity on slide 13 – Rude vs mean vs bullying vs hate crime

### Useful Links:
General links regarding hate crime:
- [www.norfolk.police.uk/stop-hate](http://www.norfolk.police.uk/stop-hate)
- [www.police.uk/](http://www.police.uk/)
- [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- [www.stophateuk.org/what-is-hate-crime/](http://www.stophateuk.org/what-is-hate-crime/)
Disability:
- https://www.scope.org.uk/hate-crime
- https://www.mind.org.uk/information-support
- https://equallives.org.uk/
- https://www.mencap.org.uk/

Religion or belief:
- https://www.allfaithsandnone.org/

Race or ethnicity:
- http://raceequalityfoundation.org.uk/

Sexual orientation:
- https://www.stonewall.org.uk/
- http://www.norfolklgbtproject.co.uk/

Trans*:
- https://www.stonewall.org.uk/
- http://www.norfolklgbtproject.co.uk/
## Session Plan 1.1 – Hate Crime and Hate Incidents

Timings are for guidance only

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Plan</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>0.00-0.05 Introduction</td>
<td>Explain session content</td>
<td>Flip chart paper/A3 paper, Marker pens</td>
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<tr>
<td></td>
<td></td>
<td>Agree session rules and boundaries with the group and record these for display in the room</td>
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<tr>
<td>10 minutes</td>
<td>0.05-0.15 Presentation delivery</td>
<td>Deliver Presentation 1.2 slides 1-6</td>
<td>Presentation 1.2</td>
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<tr>
<td></td>
<td>0.15-0.20 Presentation delivery and discussion</td>
<td>Deliver Presentation 1.2 slides 7-8</td>
<td>Presentation 1.2</td>
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<tr>
<td></td>
<td>0.20-0.25 Presentation delivery</td>
<td>Deliver Presentation 1.2 slides 9-10</td>
<td>Presentation 1.2</td>
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<tr>
<td></td>
<td>0.25-0.30 Presentation delivery</td>
<td>Deliver Presentation 1.2 slide 11</td>
<td>Presentation 1.2</td>
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<tr>
<td>10 minutes</td>
<td>0.30-0.40 Presentation delivery Activity</td>
<td>Deliver Presentation 1.2 slides 12-13</td>
<td>Presentation 1.2</td>
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<tr>
<td></td>
<td></td>
<td>Group work for activity 1.3 Rude vs mean vs bullying vs hate crime</td>
<td>Resources for Activity 1.3 Rude vs mean vs bullying vs hate crime</td>
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<tr>
<td></td>
<td>0.40-0.50 Group discussion and feedback</td>
<td>Feedback from activity 1.3 rude vs mean vs bullying vs hate crime</td>
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<tr>
<td>Duration</td>
<td>Time</td>
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<td>Task Description</td>
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| 5 minutes | 0.50-0.55 | Reflection | Deliver Presentation 1.2 slide 14  
Give the group an opportunity for reflection | Presentation 1.2 |
| 5 minutes | 0.55-1.00 | Feedback | Deliver Presentation 1.2 slide 15  
Give the group an opportunity for feedback | Presentation 1.2 |
| 5 minutes | 1.00-1.05 | Video | Deliver Presentation 1.2 slide 16 | Presentation 1.2 |
| 10 minutes | 1.05-1.15 | Presentation delivery and discussion | Deliver Presentation 1.2 slide 17-18 | Presentation 1.2 |
| 5 minutes | 1.15-1.20 | Presentation delivery | Deliver Presentation 1.2 slide 19-23 | Presentation 1.2 |
| 10 minutes | 1.20-1.35 | Presentation delivery | Deliver Presentation 1.2 slide 24 | Presentation 1.2 |
| 10 minutes | 1.35-1.45 | Presentation delivery and discussion | Deliver Presentation 1.2 slide 25-26 | Presentation 1.2 |
| 5 minutes | 1.45-1.50 | Presentation delivery | Deliver Presentation 1.2 slide 27 | Presentation 1.2 |
| 10 minutes | 1.50-2.00 | Group discussion | | Presentation 1.2 |
Before starting the session it is useful to give the group a trigger warning as there may be participants who have been victims of hate crime/incidents.

Ensure that the group are aware of where support can be found in your establishment if needed.

Group discussions may include strong individual opinions and while it is useful to have open discussions, classroom management of these may be needed. Ensuring rules and boundaries are set at the beginning of the session supports this. Agree rules and boundaries as a group and display these in the room.
**Definitions**

*Group discussion:* What is the definition of a hate crime and a hate incident?

**A hate crime is:** “A crime that the victim or any other person perceives to be motivated by hostility or prejudice towards any aspect of a person’s identity”.

**A hate incident is:** “Any incident, which may or may not be a crime, that the victim or any other person perceives to be motivated by hostility or prejudice towards any aspect of a person’s identity”.

(ref: www.stophateuk.org)

Ask the group about their understanding of hate crime and hate incidents before showing the formal definitions.

Allow participants to discuss why they have the understanding they do.

Highlight that it can be reported by someone other than the victim, if the other person perceives it to be a hate crime/incident.

Ensure participants understand the importance of the statement ‘perceives to be motivated by’. Be clear that the perception of the victim and/or witness is very important in clarifying this.
Who can be a victim?

Anyone!

Ask participants who they feel could be a victim of a hate crime or hate incident.

Write the group’s answers on a flip chart/whiteboard before highlighting that anyone could be a potential victim of a hate crime.
What are prejudice and discrimination?

**Prejudice** is: “A preconceived opinion that is not based on reason or actual experience”.

**Discrimination** is: “the unjust or prejudicial treatment of different categories of people”.

(ref: Oxford Dictionary)

Clarify that prejudice is the thought process and discrimination the behaviour.

Highlight that prejudice can be an influencing factor for perpetrators of hate crimes and incidents and discriminatory behaviour can also sometimes constitute a hate incident or crime.
Categories of hate crime/incident

• Disability – can be seen or unseen
• Religion or beliefs – this includes not having a religion or belief
• Race or ethnicity
• Sexual orientation
• Trans* status
• Other

Before listing the categories ask participants what they think these may be.

Make the group aware that it is possible for a hate crime to have more than one motivating factor.

Clarify the difference between seen and unseen disabilities
• Seen – visible to other people. e.g. someone is a wheelchair user.
• Unseen – not visible to other people. e.g. someone has a mental health difficulty.

Clarify for the group the difference between sexual orientation and transgender status.
• Sexual orientation is about a person’s emotional, romantic and/or sexual attraction to another person. eg: a male who is attracted to other males
• Trans* status is about a person's internal sense of their own gender. eg: assigned male at birth due to having a penis but identifies as female and may or may not have had gender reassignment surgery.
Others may include categories such as age or gender, but may also include things like alternative lifestyles. See next slide on Sophie Lancaster for an example.
Sophie Lancaster and Rob Maltby

- Sophie Lancaster (20) and Robert Maltby (21) were attacked in a park in Lancashire in August 2007. Sophie died from her injuries and Robert was in a coma with long-term physical impact as a result.
- Two teenagers (ages 16 and 15) were found guilty of the murder and three others (aged 16-17) of grievous bodily harm.
- Motivation for the attack was found to be that Sophie and Robert were ‘goths’ and it was noted throughout the investigation and trial that some of the perpetrators and their families viewed the attack with amusement.
- The attack was viewed as a hate crime.

Ask participants if they can think of other forms of alternative lifestyles. Examples may include those with lots of tattoos/piercings or veganism.

There is a BBC docudrama about Sophie Lancaster and Rob Maltby. This is called ‘Murdered for Being Different’. It is an hour long and has scenes of extreme violence. Consider signposting participants to this for further information but ensure a trigger warning for violence and language is given.
What kind of hate crimes/incidents are there?

In pairs or small groups discuss the different kinds of hate crime/incidents you think there are.

Once you have done this on the next slide I will show you a list, see how many you have found.
Some forms of hate crime/incident

- Verbal abuse like name-calling and offensive jokes
- Harassment, intimidation or bullying
- Refusal of service
- Physical attacks such as hitting, punching, pushing, spitting
- Threats of violence
- Hoax calls, abusive phone or text messages or hate mail
- Online abuse, for example, on Facebook, Twitter or sharing videos
- Displaying or circulating discriminatory literature or posters
- Harm or damage to things such as personal belongings
- Graffiti
- Arson
- Throwing rubbish into a garden
- Malicious complaints

When reviewing this list give the group the following definitions:

Bullying – there is no legal definition of bullying. However the Anti-Bullying Alliance refers to bullying as “The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online.”

Harassment – Can include elements of bullying and in particular, a situation in which a person engages in unwanted conduct that has the purpose or effect of violating the others person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. Harassment can be ‘one off’ incidents or continuous behaviour. Clarify with the group that this is the definition according to the Equality Act 2010 not the Protection from Harassment Act 1997.
Are hate incidents illegal?

- When hate incidents become criminal offences they are known as **hate crimes**.
- A criminal offence is something which breaks the law of the land. Any criminal offence can be a hate crime because of hostility or prejudice based on disability, race, religion, transgender identity, sexual orientation or other personal characteristic.
Is it banter or is it a hate crime or incident?

What is banter?


Ask the group what their understanding of the word ‘banter’ is?

After this has been discussed bring up the Oxford Dictionary definition. Ask the group whether this is the same as their understanding of ‘banter’?
When does it change from banter to hate crime or incident?

In small groups consider these questions…

• When is it a joke?
• Is banter okay?
• What happens when it's not funny anymore?

Allow the small groups to feedback to the group as a whole what they have discussed.
Rude vs mean vs bullying vs hate crime or incident

- **Rude**: Something which is offensive, impolite or bad mannered and may not be said or done intentionally.
- **Mean**: Something which is said or done to cause upset and is intentional.
- **Bullying**: Intentional harm over period of time or where there is a power imbalance.
- **Hate crime or incident**: A crime or incident which is motivated or perceived to be motivated by prejudice.

Ask the group what they think these terms mean before showing the definitions.

For bullying and hate crime/incidents this will be a recap of what they have seen earlier in the PowerPoint.
Activity

• The sheets you have been given have a series of statements.
• Discuss in groups of 3-4 which category each statement belongs to.
• Stick your statements to the corresponding category using the scale to determine how severe you think the statement is.
• When everyone has put up their answers, as a whole group discuss why you may or may not agree.
• Are there any new opinions?
• Should any of them be changed?

Give participants activity 1.3

Review the trigger warning given at the beginning of the session with the group as this activity will contain language which may be impacting.

The aim of this activity is that context is vital in defining whether something is rude, mean, bullying or a hate crime. Use Activity 1.3 discussion points for clarification about the statements if you are unsure.
Reflection

Following on from the previous activity reflect on any occasions where you have witnessed hate crimes or hate incidents.

- Did you report them? If not, why not?
- How did you feel? How do you think victims feel?
- Why do you think people don’t report witnessing hate crimes?
- Would you report them in the future?

Allow the group time for reflection.

If any members of the group feel comfortable sharing why they did not/would not report this can be discussed.

If no one feels comfortable doing this, discuss in general terms why they think people do not report witnessing hate crimes.

These were questions asked at forums and the results regarding why people do not report included fear of misunderstanding, concern about getting involved and not wanting to be involved in the follow-up.
Before showing the video revisit the trigger warning regarding language.

Video is embedded. The direct YouTube link is:
https://www.youtube.com/watch?v=BivtPsWTYjs
Discussion

In pairs or small groups discuss the case study you just watched and answer the following questions:

• What do you think stopped people intervening?
• Would you get involved?
• What would you do if you did?
• Do you think there is a risk if you get involved?
• How do you think it would make the victim feel if you intervened?
• If you were the victim would you want someone to take a stand?
• Do you think it is right for people to be bystanders?

Following group discussions open this up to a discussion from the whole group about what their thoughts were.

Ensure the subject of risk assessment is covered in this discussion. Highlight there may be occasions where it is not safe to challenge directly and witnesses may need to make themselves safe before seeking help (e.g. calling 999).
What is the bystander effect?

The bystander effect is when individuals are less likely to offer help to a victim when other people are present. The greater the number of bystanders, the less likely it is that any one of them will help. Several factors contribute to the bystander effect, including uncertainty, cohesiveness and diffusion of responsibility.
The five stages of the bystander effect

• Notice the event (or not notice)
• Realise the situation (or assume that as others are not acting you have misunderstood)
• Assume responsibility (or assume that others will do this)
• Know what to do (or not)
• Act (or worry about danger, legislation, embarrassment, etc.)

In each of these stages the individual can choose to act or to do nothing.
Why should we report hate crimes or incidents?

Hate crimes and incidents are harmful to the victims involved not only them but the people close to them. They can cause a person harm not just physically, but mentally. They can cause people to feel very isolated, frightened and unsure of who or where to turn to. By reporting them when they happen to you or someone else, you may be able to prevent these incidents from happening again. You will also help the police understand the extent of hate crime in your local area so they can better respond to it.

Before clicking for the answer ask the group why they feel hate crimes/incidents should be reported.
Why should we report hate crimes or incidents continued?

Hate crimes and incidents are an early indication of community tension and by reporting them you are helping agencies identify what support needs to happen in a particular area to resolve these tensions before they escalate.

Before clicking for the answer ask the group why they feel hate crimes/incidents should be reported.
How can you report?

• In an emergency call 999.
• If you cannot make voice calls, you can now contact the 999 emergency services by SMS text from your mobile. Although you must be registered to the emergency sms website first (See link below).
  • http://www.emergencysms.org.uk/
• Self reporting form- you can download the self reporting form and send this to your local police force (See link below).
  • http://www.report-it.org.uk/self_reporting_form
How can you report (continued)?

- Third party reporting centres - local agencies including the Citizens Advice Bureau and community support centres can also report hate incidents on your behalf and provide you with guidance and support.
- You can choose to give a contact point such as a teacher or friend when you report so contact is made via them.
- ‘Stop Hate UK’ provide a confidential and independent hate crime reporting service in various areas in the UK including a 24 hour helpline, 7 days a week.

Stop Hate UK Support Line …… 0800 138 1625
How to report

www.norfolk.police.uk/stop-hate

https://www.victimsupport.org.uk

Who would you report to in your school/college/training provider?

https://www.police.uk/

Ask students with smartphones to scan the QR code and show the group how it takes them to the reporting form.
Discussion

As a group discuss:

• How would you report?
• What do you think the barriers to reporting are?
• Where are your local reporting centres?
What happens when I report?

What happens when you report depends on the route taken.

If you choose to report anonymously, the details of the crime/incident will be passed to the police but your name will not. This means that you will not get feedback on the actions taken by the police.
What happens when I report?

If you choose to report giving your details the following will happen:

• You will be given a crime/incident reference number – make a note of this.
• As the victim/witness the police will need to talk to you to gather information. They may need to take a formal statement.
• Police investigations can take some time but you can ask for updates using your reference number if needed.
• If the case goes to court you may be asked to attend court as the victim/witness.
• You will have access to support throughout the process if needed.
What am I going to do personally to reduce hate crime/incidents?

How will the community know this is improving?

Review the idea of making a pledge and how this can be followed up. Focus on concrete actions with a follow-up plan.
Any questions?

Thank the participants and remind them of where support can be found in your organisation.
Rude

Something which is offensive, impolite or bad mannered and may not be said or done intentionally.
Rude vs Mean vs Bullying vs Hate Crime/incident
Activity Definitions

Mean

Something which is said or done to cause upset and is intentional.
Bullying

Intentional harm over period of time or where there is a power imbalance.
Hate crime or incident

A crime or incident which is motivated or perceived to be motivated by prejudice.
### Rude vs Mean vs Bullying vs Hate Crime/incident

**Activity Statements**

<table>
<thead>
<tr>
<th>Statement</th>
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<tbody>
<tr>
<td>“That dude looks like a lady”</td>
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<tr>
<td>“Why should we have to pay for all these sponges on benefits?”</td>
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<tr>
<td>“People with piercings don’t get good jobs”</td>
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<td>“Men don’t talk about these things, they should just suck it up”</td>
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<td>“Oh that’s just their OCD”</td>
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<td>“Refugees are not welcome in our town”</td>
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<td>“Lesbo”</td>
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<tr>
<td>“Dirty pikey scum”</td>
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<td>“Catholic priests are just a bunch of paedophiles”</td>
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<tr>
<td>“How can you be disabled? You look fine”</td>
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[Stop Hate in Norfolk](http://www.stophateinnorfolk.org.uk)

(east)coast COLLEGE
<table>
<thead>
<tr>
<th>Rude vs Mean vs Bullying vs Hate Crime/incident Activity Statements</th>
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<tbody>
<tr>
<td>“Isn’t he pork ‘n’ cheese?”</td>
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<tr>
<td>“Nigga”</td>
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<tr>
<td>“Spaz”</td>
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<tr>
<td>“That’s normal for Norfolk”</td>
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<tr>
<td>“He’s just a chick with a dick”</td>
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<td>“The Welsh are all sheep-shaggers”</td>
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<td>“If you voted to leave in Brexit, you’re a racist”</td>
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<td>“Feminists are just females who can’t make a decent sandwich”</td>
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<tr>
<td>“All lesbians are butch”</td>
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<td>“All people who wear them head dress things are walking post boxes”</td>
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<td>Activity Statements</td>
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<tr>
<td>“All Muslims are terrorists”</td>
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<td>“Pakis go home”</td>
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<td>“Black lives don’t matter”</td>
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<tr>
<td>“You’re not depressed, you are just attention seeking”</td>
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<td>“They’re autistic like rain man”</td>
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<tr>
<td>“You are male or female, whichever you were born as. You can’t change your sex.”</td>
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<tr>
<td>“He looks like a paedo”</td>
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<tr>
<td>“All young people do drugs and commit crimes. It’s not safe to be around them”</td>
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<tr>
<td>“She’s asking for trouble dressed like that”</td>
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<td>“That’s so gay”</td>
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<tr>
<td>Activity Statements</td>
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<tr>
<td>“That’s retarded”</td>
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<td>“You people are all the same”</td>
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<td>“Foreigners should go back to their own country”</td>
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<td>“Fag”</td>
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<tr>
<td>“All gypsies are thieves”</td>
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<tr>
<td>“Cripple”</td>
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<tr>
<td>“Is it a man or a woman?”</td>
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<tr>
<td>“If you have tattoos you are in a gang”</td>
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<tr>
<td>“Bible-bashers are just stupid people who don’t understand science”</td>
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<tr>
<td>“Stupid paddy”</td>
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</tbody>
</table>
Rude vs Mean vs Bullying vs Hate Crime/incident
Activity Discussion Points

- “That dude looks like a lady”
  o This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate incident category of ‘transgender identity’.

- “Why should we have to pay for all these spongers on benefits”
  o This would usually be seen as rude or mean depending on the context.

- “People with piercings don’t get good jobs”
  o This would usually be seen as rude or mean depending on the context. There is an element of prejudice to the statement as well. While some workplaces have dress codes or industry standards (such as healthcare) which prohibit piercings, having a piercing does not automatically mean you are able to or will get a ‘good job’.

- “Men don’t talk about these things, they should just suck it up”
  o This could fall anywhere from rude to hate incident depending on the context and how those hearing it felt. This falls under the protected category of ‘sex’ and if the statement was relating to mental health, for example, it would fall under the hate incident category of ‘disability’.

- “Oh that’s just their OCD”
  o A statement like this could be well intended or could be targeted. For example, if it was said in a situation where there was a power imbalance and the subject of the statement felt distressed this would be considered as ‘bullying’. It would fall under the hate incident category of ‘disability’.

- “Refugees are not welcome in our town”
  o This statement would be considered a hate incident under the category of ‘race/ethnicity’. It may also be part of a bullying situation.

- “Lesbo”
  o This statement would be considered a hate incident under the category of ‘sexual orientation’. It may also be part of a bullying situation.

- “Dirty pikey scum”
Activity Discussion Points

- ‘Pikey’ is used to describe people from the travelling community. For members of this community it is as offensive as ‘Nigger’. With the addition of the word ‘scum’ and the reference to travellers as ‘dirty’ this would be considered a hate incident under the category of ‘race/ethnicity’. It may also be part of a bullying situation.

- “Catholic priests are just a bunch of paedophiles”
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate incident category of ‘Religion/beliefs’. There is an element of prejudice to this statement as well.

- “How can you be disabled? You look fine”
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate incident category of ‘Disability’. There is an element of prejudice to this statement as well. It is important to remember that not all disabilities are visible.

- “Isn’t he pork ‘n’ cheese?”
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate incident category of ‘race/ethnicity’. While members of the Portuguese community may use this to describe themselves and individuals may be comfortable with it being used towards them it is important to remember not everyone feels this way and hate incidents are not just about the subject of the statement but also about those witnessing it.

- “Nigga”
  - It is often felt there is a difference between using the word ‘nigga’ as opposed to ‘nigger’. In reality both are offensive and while some members of the black community may be reappropriating (reclaiming) the word ‘nigger/nigga’, there should be no assumption made that it can be used.

- “Spaz”
  - This could fall anywhere from mean to hate incident depending on the context and how those hearing it felt. It may also be part of a bullying situation and would fall under the hate incident category of ‘disability’.

Stop Hate in Norfolk

eastcoast COLLEGE
Rude vs Mean vs Bullying vs Hate Crime/incident

Activity Discussion Points

- “That's normal for Norfolk”
  - Originally used as a medical definition for patients who families were inbred due to people in rural communities being isolated over a long period of time, this is now used as a generic term both in and out of Norfolk to describe anything perceived as eccentric about those living in Norfolk. This could be seen as rude or mean but may be seen as bullying if, for example, it was used toward a person from Norfolk who was living outside Norfolk.

- “He’s just a chick with a dick”
  - As well as using the phrase ‘chick with a dick’ there is also potential misgendering of the subject by using the pronoun ‘he’ if the subject identified as female. This could fall anywhere from mean to hate incident depending on the context and how those hearing it felt. It may also be part of a bullying situation and would fall under the hate incident category of ‘transgender identity’.

- “The Welsh are all sheep-shaggers”
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate incident category of ‘race/ethnicity’. There is an element of prejudice to this statement as well.

- “If you voted to leave in Brexit, you're a racist”
  - This would usually be seen as rude or mean depending on the context. There is an element of prejudice to the statement as well.

- “Feminists are just females who can’t make a decent sandwich”
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate incident category of ‘hate other’ and the protected characteristic of ‘sex’. There is an element of prejudice to this statement as well.

- “All lesbians are butch”
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate incident category of ‘sexual orientation’. There is an element of prejudice to this statement in the assumption that gay women are trying to appear stereotypically male.
Rude vs Mean vs Bullying vs Hate Crime/incident

Activity Discussion Points

- “All people who wear them head dress things are walking post boxes”
  - This could fall anywhere from mean to hate incident depending on the context and how those hearing it felt. It would fall under the hate incident category of ‘religion/belief’.

- “All Muslims are terrorists”
  - This could fall anywhere from mean to hate incident depending on the context and how those hearing it felt. It would fall under the hate incident category of ‘religion/belief’.

- “Pakis go home”
  - There are two areas of concern in this statement. The first is use of the word ‘paki’ which is a negative term for a person of Pakistani heritage but is often used for anyone perceived to be from South Asian or Indian heritage. The second area of concern is the ‘go home’ statement. This would be classed as a hate incident under the category of ‘race/ethnicity’.

- “Black lives don’t matter”
  - This could fall anywhere from mean to hate incident depending on the context and how those hearing it felt. It would fall under the hate incident category of ‘race/ethnicity’.

- “You're not depressed, you are just attention seeking”
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate incident category of ‘disability’. There is an element of prejudice to this statement in the assumption that people can choose whether they are depressed or not.

- “They're autistic like rain man”
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate incident category of ‘disability’. There is an element of prejudice to this statement in the assumption that all people who are on the autistic spectrum display a specific set of characteristics when in reality their personalities and behaviours are as diverse as those in the neurotypical community.

- “You are male or female, whichever you were born as. You can’t change your sex.”
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate
incident category of ‘transgender identity’. There is an element of prejudice to this statement in the assumption that everybody should identify with either male or female in line with the gender they were assigned at birth. It does not allow for people who identify as trans, non-binary or are intersex. (Please see section 2 – gender identity and sexual orientation)

- **“He looks like a paedo”**
  - This would usually be seen as rude or mean depending on the context. If it was said in a situation where there was a power imbalance and the subject of the statement felt distressed this would be considered as ‘bullying’. There is an element of prejudice to the statement as well in the idea that there is a particular way paedophiles would ‘look’. If this was used in reference to an Asian male, for example, in reference to prejudices regarding Asian males being part of grooming gangs this would become a hate incident under the category of ‘race/ethnicity’.

- **“All young people do drugs and commit crimes. It’s not safe to be around them”**
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate incident category of ‘hate other’ and the protected characteristic of ‘age’. There is an element of prejudice to this statement in the assumptions made about the behaviour of young people.

- **“She’s asking for trouble dressed like that”**
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate incident category of ‘hate other’ and the protected characteristic of ‘sex’.

- **“That’s so gay”**
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate incident category of ‘sexual orientation’. This statement is often used to describe things rather than people but could still be deemed offensive by people hearing the phrase used.
Rude vs Mean vs Bullying vs Hate Crime/incident
Activity Discussion Points

- “That’s retarded”
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate incident category of ‘disability’. This statement is often used to describe things rather than people but could still be deemed offensive by people hearing the phrase used.

- “You people are all the same”
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. By targeting a particular community of people it would be likely to be seen as offensive. Which category of hate incident this fell under would depend on which community the statement was directed at.

- “Foreigners should go back to their own country”
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This would fall under the hate incident category of ‘race/ethnicity’.

- “Fag”
  - This could fall anywhere from mean to hate incident depending on the context and how those hearing it felt. It would fall under the hate incident category of ‘sexual orientation’.

- “All gypsies are thieves”
  - This could fall anywhere from mean to hate incident depending on the context and how those hearing it felt. It would fall under the hate incident category of ‘race/ethnicity’.

- “Cripple”
  - This could fall anywhere from mean to hate incident depending on the context and how those hearing it felt. It would fall under the hate incident category of ‘disability’.

- “Is it a man or a woman?”
  - This could fall anywhere from mean to hate incident depending on the context and how those hearing it felt. It would fall under the hate incident category of ‘transgender identity’. There is also the use of the pronoun ‘it’ which is offensive. If the subject identifies as non-binary or intersex then use of ‘ze’ or ‘they’ is preferable.
Rude vs Mean vs Bullying vs Hate Crime/incident

Activity Discussion Points

- “If you have tattoos you are in a gang”
  - This would usually be seen as rude or mean depending on the context. There is an element of prejudice to the statement as well. While some gangs use tattoos as an identifier, the vast majority of tattoos are for decorative purposes.

- “Bible-bashers are just stupid people who don’t understand science”
  - This could fall anywhere from mean to hate incident depending on the context and how those hearing it felt. There is an assumption here that people of faith are not intelligent. Use of the phrase ‘bible-basher’ is also an offensive way to describe Christians. It would fall under the hate incident category of ‘religion/belief’.

- “Stupid paddy”
  - This could fall anywhere from rude to hate incident depending on context and how those hearing it felt. This falls under the hate incident category of ‘race/ethnicity’. There is an element of prejudice to this statement as well.
Gender Identity and Sexual Orientation
Tutor Briefing Sheet 2 – Gender Identity and Sexual Orientation

Aim:
For participants to learn about gender identity and sexual orientation. This includes common terminology, what this means and things to be aware of when discussing gender identity and sexual orientation.

Delivery time:
This session is designed to be delivered as a one hour session. It can be delivered as a follow-on to session 1 hate crime and hate incidents or as a stand-alone session.

Resources/Activities:
Before starting the session it is useful to give the group a trigger warning as there may be participants who are impacted by some of the subjects discussed. Ensure that the group are aware of where support can be found in your establishment if needed. Group discussions may include strong individual opinions and while it is useful to have open discussions classroom management of these may be needed. Ensuring rules and boundaries are set at the beginning of the session supports this.

2.1 Session plan – this provides an overview of the session including approximate timings to allow for discussion.

2.2 Presentation – gender identity and sexual orientation.

Useful Links:
- https://www.stonewall.org.uk/
- http://www.norfolklgbtproject.co.uk/
- https://www.mind.org.uk/information-support/guides-to-support-and-services/lgbtq-mental-health/#.W0OLLv6ovcs
**Session Plan 2.1 – Gender Identity and Sexual Orientation**

Timings are for guidance only

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Plan</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Introduction</td>
<td>Explain session content and agree session rules and boundaries with the group. Record these for display in the room</td>
<td>Flip chart paper/A3 paper Marker pens</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Presentation delivery and discussion</td>
<td>Deliver presentation 2.2 slide 2</td>
<td>Presentation 2.2</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Presentation delivery and discussion</td>
<td>Deliver presentation 2.2 slides 3-6</td>
<td>Presentation 2.2</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Presentation delivery and discussion</td>
<td>Deliver presentation 2.2 slides 7-9</td>
<td>Presentation 2.2</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Presentation delivery and discussion</td>
<td>Deliver presentation 2.2 slide 10</td>
<td>Presentation 2.2</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Presentation delivery and discussion</td>
<td>Deliver presentation 2.2 slide 11-12</td>
<td>Presentation 2.2</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Youtube video</td>
<td>Deliver Presentation 2.2 slide 13</td>
<td>Presentation 2.2</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Any questions?</td>
<td>Deliver Presentation 2.2 slide 14</td>
<td>Presentation 2.2</td>
</tr>
</tbody>
</table>
Before starting the session it is useful to give the group a trigger warning as there may be participants who are impacted by discussion of gender identity and sexual orientation.

Ensure that the group are aware of where support can be found in your establishment if needed.

Group discussions may include strong individual opinions and while it is useful to have open discussions classroom management of these may be needed. Ensuring rules and boundaries are set at the beginning of the session supports this. Agree rules and boundaries as a group and display these in the room.
Ask the group about their understanding of gender identity and sexual orientation before showing the formal definitions.

Allow participants to discuss why they have the understanding they do.
Ask the group about their understanding of LGBT(QIA)+

Allow participants to discuss why they have the understanding they do.
Ask the group about their understanding of each term

Allow participants to discuss why they have the understanding they do.
Ask the group about their understanding of each term

Allow participants to discuss why they have the understanding they do.
What is LGBT(QIA)?

Asexual/ace
• Someone who does not experience sexual attraction.

+ Any other identities people may have. Not everyone feels they fit clearly into LGBT(QIA).

Ask the group about their understanding of each term

Allow participants to discuss why they have the understanding they do.
Other terms used to define sexual orientation

Heterosexual/straight
- Refers to a man who has an emotional, romantic and/or sexual orientation towards women or to a woman who has an emotional, romantic and/or sexual orientation towards men.

Pansexual
- Refers to a person whose emotional, romantic and/or sexual attraction towards others is not limited by biological sex, gender or gender identity.

Ensure the group are aware this is not an exhaustive list but an example of commonly used terms.

Before showing the definition for each term ask the group if anyone knows what this is.
Ensure the group are aware this is not an exhaustive list but an example of commonly used terms.

Before showing the definition for each term ask the group if anyone knows what this is.
Ensure the group are aware this is not an exhaustive list but an example of commonly used terms.

Before showing the definition for each term ask the group if anyone knows what this is.
Ask the group to discuss what challenges someone who is transitioning may face.
Things to be aware of

The words we use to refer to people’s relationships (for example, ‘boyfriend’ or ‘girlfriend’) or gender in conversation (for example, ‘he’ or ‘she’). If you are unsure use gender neutral language such as they/their.

Using someone’s birth name rather than their chosen name – this is particularly important if a person has not legally changed their name but has a preferred name.
Ask the group if there are any other things which they feel are useful to be mindful of when looking at sexual orientation and gender identity.
Explain this video is to give a short overview of LGBT* rights in the UK.

Video is embedded but direct link to YouTube is: https://youtu.be/d7oAYekEsJ8
Any questions?
3

Court Room
Aim:
To illustrate for participants the criminal court room process and the roles involved.

Delivery time:
This session is designed to be delivered as a one hour session. It can be delivered as a follow-on to session 1 hate crime and hate incidents or as a stand-alone session.

Resources/Activities:
Before starting the session it is useful to give the group a trigger warning as there may be participants who are impacted by some of the subjects discussed. Ensure that the group are aware of where support can be found in your establishment if needed. Group discussions may include strong individual opinions and while it is useful to have open discussions classroom management of these may be needed. Ensuring rules and boundaries are set at the beginning of the session supports this.

3.1 Session plan – this provides an overview of the session including approximate timings to allow for discussion.

3.2 Presentation – court room activity

3.3 Resources
- Court room police report – chose a completed report or write your own using the blank police report format.
- Court room place cards
- Court room sentencing guidelines
- Court room timeline
- Court room roles

Useful Links:
- www.nacro.org
- www.sentencingcouncil.org.uk
### Session Plan 3.1 – Court room activity

Timings are for guidance only. Before the session ensure the room is laid out in line with Presentation 3.2 slide 3 and ensure that all paper-based resources are printed out in line with Presentation 3.2 slide 5.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Plan</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>0.00-0.05 Introduction</td>
<td>Explain session content. Agree session rules and boundaries with the group and record these for display in the room</td>
<td>Flip chart paper/A3 paper Marker pens</td>
</tr>
<tr>
<td>5 minutes</td>
<td>0.05-0.10 Presentation delivery and discussion</td>
<td>Deliver presentation slide 2-3</td>
<td>Presentation 3.2</td>
</tr>
<tr>
<td>10 minutes</td>
<td>0.10-0.20 Activity</td>
<td>Deliver presentation slides 4-5</td>
<td>Presentation 3.2 Activity 3.3 paper-based resources as listed. Paper for notes Pens</td>
</tr>
<tr>
<td>30 minutes</td>
<td>0.20-0.50 Activity</td>
<td>Complete courtroom role play</td>
<td>Activity 3.3 paper-based resources as listed. Paper for notes Pens</td>
</tr>
<tr>
<td>10 minutes</td>
<td>0.50-1.00 Presentation delivery and discussion</td>
<td>Deliver presentation 3.2 slide 6</td>
<td>Presentation 3.2</td>
</tr>
</tbody>
</table>
Before starting the session it is useful to give the group a trigger warning as there may be participants who have been victims of hate crime/incidents.

Ensure that the group are aware of where support can be found in your establishment if needed.

Group discussions may include strong individual opinions and while it is useful to have open discussions classroom management of these may be needed. Ensuring rules and boundaries are set at the beginning of the session supports this. Agree rules and boundaries as a group and display these in the room.
Aims and objectives

In this activity you will learn how a courtroom works.
This will include what happens while a court is in session and what roles are involved in this.
The activity leader will play the role of the Youth Offending Team court officer and will direct the session.
Participants with assigned roles should follow their instruction cards.
Those viewing should watch and take notes.
At the end of the session a sentence should be delivered.
Advise the group that the room is laid out as a Magistrates' Court would be.
Roles can be either allocated by the activity leader or chosen depending on the dynamics of the group.

Once roles have been allocated ask each person to read out their agency and job role in turn.
Give the participants time to read their briefing sheet and the police report so they are aware of their roles. They can make notes on these.

In addition, Magistrates, usher and clerk to have copies of the timeline and sentencing information.

Complete the activity based on the scenario you/the group have chosen. Use the timeline to prompt participants.
As a group discuss the points listed on this slide.

What did you think?

- Do you understand why this was a hate crime?
- Was the decision fair?
- Do you understand the process of how a youth court works?
- How can we prevent things like this happening again?
Head Magistrate
Magistrate
Magistrate
Defence solicitor
Crown Prosecution Service prosecuting solicitor
Youth Offending Team officer
Defendant
Family member
Police
Police
Usher
Clerk
**Head Magistrate**

**Agency:** Volunteer

**Job role:** To hear cases in criminal or family court.

**Role in the court-room:**

You are in charge of the three magistrates and chairperson.

You should listen to the statements during the session.

If anyone uses their mobile telephone during the session or their mobile telephone goes off you have the option of declaring they are in contempt of court.

You will then ask the participants watching for their opinions and decide on the following:

- Should the defendant receive a referral order with Youth Offending Team (minimum of 3 months/maximum of 24 months)?
  - Should this order have movement restrictions in certain areas (including those of the victim)?
  - Should this order include any community based work or workshop on hate crime?
- Should they receive an electronic tag to monitor their movements?
- Should they receive a custodial sentence (minimum 3 months/maximum 24 months)?
- Should they pay damages? If so, how much?
- How much should they pay in court fees?

You will deliver the final sentence.
## Magistrate

### Agency:
Volunteer

### Job role:
To hear cases in criminal or family court.

### Role in the court-room:

You should listen to the statements during the session.

You will then ask the participants watching for their opinions and decide on the following:

- Should the defendant receive a referral order with Youth Offending Team (minimum of 3 months/maximum of 24 months)?
  - Should this order have movement restrictions in certain areas (including those of the victim)?
  - Should this order include any community based work or workshop on hate crime?
- Should they receive an electronic tag to monitor their movements?
- Should they receive a custodial sentence (minimum 3 months/maximum 24 months)?
- Should they pay damages? If so, how much?
- How much should they pay in court fees?
Defence Solicitor

**Agency:** Independent

**Job role:** To represent your client to either get a not guilty verdict or to minimise sentencing if a guilty plea is entered.

**Role in the court-room:**

Your job is to defend your client.

You must use some of the Youth Offending Team worker’s information to show that the defendant has not been in trouble before and has a good record at school/college.

You should talk about their remorse and family low income and single parent status.

You should ask for leniency for a first time offence.
# Crown Prosecution Service Prosecuting Solicitor

<table>
<thead>
<tr>
<th>Agency:</th>
<th>Crown Prosecution Service (CPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job role:</strong></td>
<td>To formulate present the Crown Prosecution Service’s case for prosecution of the defendant. The Crown Prosecution Service is the agency who decide whether to pursue a prosecution or not.</td>
</tr>
<tr>
<td><strong>Role in the court-room:</strong></td>
<td>Your job is to read the report and obtain a conviction. You can use your own words to summarise the incident and may question the defendant.</td>
</tr>
</tbody>
</table>
Youth Offending Team Officer

Agency: Youth Offending Team

Job role: To work with young people who have committed criminal offences or on pre-criminal orders to prevent reoffending.

Role in the court-room:
You will explain that you have spoken to the defendant and completed an assessment.

You should tell the court that the defendant has not been in trouble with the police before and have good attendance and behaviour record at school/college.

You should say that they have shown some remorse for the incident and are willing to work with the Youth Offending Team to move forward.

They have no independent financial means.
### Defendant

<table>
<thead>
<tr>
<th><strong>Agency:</strong> Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job role:</strong> Not applicable</td>
</tr>
</tbody>
</table>

**Role in the court-room:**

- You must stand when spoken to and for sentencing.
- You will have the charge sheet and police report and can talk about what happened in your own words.
- You have seen the Youth Offending Team worker and are feeling sorry for what happened (or may not be feeling sorry for what happened).
- You may be asked questions.
Family member

Agency: Independent

Job role: Not applicable

Role in the court-room:

You are angry you are here.

You don’t think this should have gone to court.

You will have the report to use.

You can tell off your son/daughter if you wish.

At the end of the session, you may be asked to pay for damages and court costs.

You must tell them you are a single parent on benefits and argue that you do not think you should pay.

You will however have to agree to pay in the end.
Police

**Agency:** Police

**Job role:** To attend court, give evidence if needed and follow-up on custodial sentencing.

**Role in the court-room:**

If the defendant is given a custodial sentence, you must arrest them and take them from the room.

They are not permitted to say goodbye to their parents/carers or receive any items or money.
**Usher**

**Agency:** Her Majesty’s Courts Service (HMCS)

**Job role:** Preparing courts for hearing and making sure everyone knows what to do.

**Role in the court-room:**

You will bring in defendant.

You must advise everybody to stand when the magistrates enter and leave the room.

You must advise the defendant to stand when they are spoken to and at the end for sentencing.

Your job will be to deal with any requests made by the magistrates or solicitors.
Agency: Her Majesty’s Courts Service (HMCS)

Job role: To provide the magistrates with legal and procedural advice.

Role in the court-room:

You need to advise participants that mobile telephones must be set to silent or turned off as anyone using a mobile telephone during the session will be in contempt of court.

You are there to advise the magistrates on the law and the sentencing and monetary options.

Damages are normally allocated alongside any sentence.

This should include a minimum of £25 for court costs on top.

Any parent of someone under 18 will be liable and the clerk of the court can set up a payment plan, if the whole amount cannot be recovered at one time.
Court Room Activity Police Report

Sexual Orientation

Restricted when complete

Name:  
Anticipated plea:  

---

**KEY EVIDENCE.** ‘key evidence’ is that evidence which either alone (i.e. the evidence of one witness) or taken together (e.g. a number of witnesses each of whom provide some key evidence and any key exhibits) establishes every element of the offence to be proved and that the person charged committed the offence with the necessary criminal intent. The summary should be set out in chronological order so that it tells the story of the offence (not the investigation) and covers each of the ‘points to prove’. It should be made clear which witness (provide name, age, occupation & status e.g. key eye witness, victim) can provide the evidence summarised. The Summary should be balanced and fair, setting out the facts in a narrative style. Witnesses who give the same evidence or deal with procedure (charge, interview etc) should be listing in Section 3 below. State value of property stolen or damaged and what recovered. Address and contact details of the civilian witnesses to be entered on separate form and provided to the prosecutor.

---

**Victim’s statement:**

‘I was walking down the street near to my house, with my partner. Some youths approached us and started to shout “gayboys” and “fags”. We ignored them and carried on walking home. The verbal abuse continued all the way home. We did not respond to the abuse, but my partner became visibly upset and started to cry. At that point the youths ran into us shouting, “look we made the gay boy cry” and started laughing.

Several people along our route home laughed as we were being taunted and some were seen videoing it on their mobile phones. Two of the youths were also filming on their mobile phones, the whole time.

We went into our home and locked the door. We could hear lots of noise outside, but after about 1 hour, they seemed to go away.

When we went outside later that evening, we found painted words “Gayboys live here” on our front wall and bin. We called the police, on finding this.

Some friends on social media have also alerted us to the videos being posted online and shared with comments from lots of people.'
My partner and I are very upset by the continued insults and behaviour towards us.

Perpetrator’s statement:
‘I was out with my mates, when we saw these two blokes holding hands, walking down the road. There was a bit of banter and laughing, because it looked funny. I think one of my mates knew one of them. We were taking some selfies and pushing in to each other, as a joke and think someone bumped into them.

There were lots of other people on the street laughing too, so what’s the problem. It’s just banter. We carried on the field to play football, and the blokes went into their house. My mate says he saw some paint on their wall on his way home.’

Parent/carer of perpetrator’s statement:
‘They’re just teenagers having fun. Anyway, these people shouldn’t be flaunting that stuff out in public, they leave themselves open to this sort of thing. They should do that sort of stuff in their own homes.’

Additional information:
The other co-defendants have disappeared on bail and have not attended court for their cases.
Court Room Activity Police Report

Religion or Belief

Restricted when complete

<table>
<thead>
<tr>
<th>Name:</th>
<th>Anticipated plea:</th>
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KEY EVIDENCE. ‘key evidence’ is that evidence which either alone (i.e. the evidence of one witness) or taken together (e.g. a number of witnesses each of whom provide some key evidence and any key exhibits) establishes every element of the offence to be proved and that the person charged committed the offence with the necessary criminal intent. The summary should be set out in chronological order so that it tells the story of the offence (not the investigation) and covers each of the ‘points to prove’ It should be made clear which witness (provide name, age, occupation & status e.g. key eye witness, victim) can provide the evidence summarised. The Summary should be balanced and fair, setting out the facts in a narrative style. Witnesses who give the same evidence or deal with procedure (charge, interview etc) should be listing in Section 3 below. State value of property stolen or damaged and what recovered. Address and contact details of the civilian witnesses to be entered on separate form and provided to the prosecutor.

Victim’s statement:
‘As we left the mosque from prayer, we were walking into town to have lunch. My wife and daughter stopped to look in a shop window. A couple of young people, shouted “Go back to where you came from, you Muslims are all terrorists”. Both my wife and daughter wear hijabs as part of our religion. My young son, overheard these comments and ran up to my wife and daughter and shouted at the young people to stop being mean to his mum and sister. The teenagers, became aggressive and shouted “look at that another bomber”.

At that point, more people arrived and made a circle around us all, shouting. I reached for my phone to call the police, but it was knocked out of my hand. We managed to push through the crowd and ran into a nearby shop to call the police.

When we got home, we found painted words “Terrorists” on our front wall and car. We called the police again, on finding this.

My wife is very upset and both my children, have been traumatised and having nightmares since. They keep asking me why people think like that.’
Perpetrator’s statement:
‘I was in town with a friend. There were these two women looking in a shop at clothes. They were wearing them headdress things. My mate’s cousin was in one of them bombing things last year. These people should go back and bomb their own countries and not ours. They live here and should follow our rules. Everyone thinks like that here, so we are not saying anything that the rest of the country doesn’t say. Thought we had freedom of speech here. Don’t know anything about any paint.’

Parent/carer of perpetrator’s statement:
‘You know what I am tired of people telling us, we can’t say what we think anymore. We never had any of these bombings before these Muslims arrived. My kids are British born and bred and they have the right to be here, them lot don’t.’

Additional information:
The other co-defendants have disappeared on bail and have not attended court for their cases.
Court Room Activity Police Report

Disability

Restricted when complete

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<tr>
<th>Name:</th>
<th>Anticipated plea:</th>
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</table>

**KEY EVIDENCE.** ‘key evidence’ is that evidence which either alone (i.e. the evidence of one witness) or taken together (e.g. a number of witnesses each of whom provide some key evidence and any key exhibits) establishes every element of the offence to be proved and that the person charged committed the offence with the necessary criminal intent. The summary should be set out in chronological order so that it tells the story of the offence (not the investigation) and covers each of the ‘points to prove’. It should be made clear which witness (provide name, age, occupation & status e.g. key eye witness, victim) can provide the evidence summarised. The Summary should be balanced and fair, setting out the facts in a narrative style. Witnesses who give the same evidence or deal with procedure (charge, interview etc) should be listing in Section 3 below. 
State value of property stolen or damaged and what recovered. Address and contact details of the civilian witnesses to be entered on separate form and provided to the prosecutor.

**Victim’s statement:**
'I was on the bus going to college. It was the number 3 bus and at 8.47am two boys got on the bus and sat behind me. They were playing loud music. I told them it was too loud. One said “piss off you spas”, I again said “It’s too loud”, because it was. They laughed and pushed me in the back. I don’t like being touched. I told them “I don’t like being touched”. They laughed again and turned the music up. I was getting angry and anxious. I got up to tell the driver about their behaviour. As I moved forward one pushed me again in the back and I fell forwards onto the floor of the bus. It hurt. I got off the bus at the next stop and was very angry and upset. The two boys also got off the bus. I was not sure where I was, but tried to walk towards college. The boys ran up to me and pushed me against a wall and ran away shouting “Spas”.

When I got to college I spoke to my teacher and they said I had cut my face and asked if I would like to see a first aid person. The first aid person cleaned my face and the teacher called the safeguarding person. They called the police. I told the police that the two boys were wearing the same lanyard as I was. I think they might be at my college. I looked at some pictures and recognised the two boys."

**Perpetrator’s statement:**
'I was with [name]. We were on the bus and this dude was talking to himself in front of us. We were listening to music and he shouted at us to turn it down. Think
there was something wrong with him, cos he looked like a bit of a nerd. It was quite funny, because we were just having a laugh and listening to music. We got us and I tripped. I fell into my mate and he knocked into this dude. He was red in the face and quite funny. He should not be on the bus on his own, if he has special needs.

Next thing we know, the police are talking to us about hate crime, what’s that all about?’

Parent/carer of perpetrator’s statement:
‘These kids should not be out on their own. My boy wouldn’t hurt anyone with disabilities, it’s clear that this lad doesn’t understand what happened.’

Additional information:
The other co-defendant has disappeared on bail and has not attended court for her case.
Court Room Activity Police Report

Race and Ethnicity

Restricted when complete

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<th>Name:</th>
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Victim’s statement:

‘When travelling home approximately 8pm I noticed a car come right up to the back of our car. I slowed down and the car continued to bang its horn. I pulled over and the car passed and there were a lot of people in the car shouting abuse at me and my wife. One of the comments was “go home you chinkys”. A mile up the lane the car pulled out of a side road behind us again and followed us home with the same amount of abuse and horn blowing.

On arrival at our home my wife went indoors and we shut the door and closed the curtains.

About an hour later the doorbell went and there was no no-one there, but a group of youths were standing across the road laughing. I closed the door and there was a bang on the door. When I went out a stone hit the wall next to me. I said I was calling the police and they started shouting that I should “send the chinky” back home. My wife is Indonesian and speaks little English and has suffered a lot of abuse in the village.

I closed the door and called the police. Shortly after, the window in the lounge smashed and when I went out the youths ran and police came around the corner stopping them.'
When I looked out of the window I also noticed the back window of my car was also smashed.

My wife is very frightened by the continued insults and behaviour towards her.’

Perpetrator’s statement:
‘Me and my mates were out and we saw the bloke who has a “tie bride”, he started to go slow so the driver bipped the horn and he pulled in. We then went to local pub. Later we walked past the house and he came out and told us to clear off. Someone threw a stone and it hit his window.

It was just a laugh no one got hurt so what’s the big deal?’

Parent/carer of perpetrator’s statement:
‘The trouble is foreigners come in the village and they take over, my child has done nothing wrong, the kids were having some fun’

Additional information:
The other co-defendant has disappeared on bail and has not attended court for their case.
Court Room Activity Police Report

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Victim’s statement:
Perpetrator’s statement:

Parent/carer of perpetrator’s statement:

Additional information:
Court Room Activity Timeline

- The session should start with everyone in the room except:
  - the magistrates
  - the defendant
  - the usher.
- The clerk advises everyone that mobiles must be turned off.
- The usher brings in the defendant.
- The usher advises everyone to stand as the magistrates enter the room.
  - When the magistrates sit down, the rest of the courtroom can also sit down.
- The Crown Prosecution Service solicitor should present their case.
- The defence solicitor replies to this in line with their briefing sheet.
- The defence solicitor should ask the Youth Offending Team officer to give their statement.
  - The Crown Prosecution Service solicitor can ask the Youth Offending Team worker questions based on this.
- The defence solicitor should ask the defendant to give their statement.
  - The Crown Prosecution Service solicitor can ask the Youth Offending Team worker questions based on this.
- The magistrates should ask the observers for their thoughts.
- The magistrates should discuss the sentence based on the sentencing guidance given. The clerk can support with this.
- The Head Magistrate should deliver the final sentence.
  - If this includes court costs the Head Magistrate should speak to the family member(s) regarding payment of these.
  - If this includes a custodial sentence the police must escort the defendant from the room without allowing them to say goodbye to their family/friends.
- The usher should advise everyone to stand as the magistrates leave the room.
Court Room Activity Sentencing Information

- **Discharge**
  Discharges are given for the least serious offences such as very minor thefts.

- **Fine**
  Fine should reflect the offence committed and the offender’s ability to pay.

- **Referral order**
  This requires the offender to attend a youth offender panel and agree a contract containing certain commitments. The aim is for the offender to make up for the harm caused and address their offending behaviour. An order must be imposed for a first time young offender who has pleaded guilty (unless the court decides that another sentence is justified) and may be imposed in other circumstances.

- **Youth rehabilitation order**
  This is a community sentence which can include one or more requirements that the offender must comply with for up to three years. Some examples of the requirements that can be imposed are a curfew, supervision, unpaid work, electronic monitoring, drug treatment, mental health treatment and education requirements.

- **Custodial sentences**
  Young offenders can receive custodial sentences but they will only be imposed in the most serious cases. When they are given, they aim to provide training and education and rehabilitate the offender so they don’t reoffend. Sentences can be spent in secure children’s homes, secure training centres and young offender institutions.

(www.sentencingcouncil.org.uk)
4

Posters
### Tutor Briefing Sheet 4 - Posters

**Aim:**
For participants to produce posters which will raise awareness in your organisation. If they do not have pre-existing knowledge of hate crimes and how to report them this activity will build their knowledge.

**Delivery time:**
This session time is flexible depending on the group and format of the session. This can be delivered as a follow-on activity from presentation 1 or as a stand-alone activity. If it is delivered as a stand-alone activity, ensure that there is time allocated for research prior to creating the posters and that participants have access to the internet for this.

Activity can be delivered as a single session or broken down into block sessions. It is suggested if the session is broken down it is broken down into sessions of approximately an hour.

**Resources/Activities:**
Before starting the session it is useful to give the group a trigger warning as there may be participants who have been victims of hate crime/incidents. Ensure that the group are aware of where support can be found in your establishment if needed. Group discussions may include strong individual opinions and while it is useful to have open discussions classroom management of these may be needed. Ensuring rules and boundaries are set at the beginning of the session supports this.

1. **Session plan** – this provides an overview of the session including approximate timings to allow for discussion.

2. **Participant Briefing Sheet**

Examples of participant-created posters are included. These can be given to participants and/or can be used for awareness raising in your organisation.
### Useful Links:

#### General links regarding hate crime:
- [www.norfolk.police.uk/stop-hate](http://www.norfolk.police.uk/stop-hate)
- [www.police.uk/](http://www.police.uk/)
- [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- [www.stophateuk.org/what-is-hate-crime/](http://www.stophateuk.org/what-is-hate-crime/)
- [https://crimestoppers-uk.org/](https://crimestoppers-uk.org/)
- [http://report-it.org.uk/home](http://report-it.org.uk/home)

#### Disability:
- [https://www.mind.org.uk/information-support](http://https://www.mind.org.uk/information-support)
- [https://equallives.org.uk/](http://https://equallives.org.uk/)
- [https://www.mencap.org.uk/](http://https://www.mencap.org.uk/)

#### Religion or belief:

#### Race or ethnicity:

#### Sexual orientation:
- [http://www.norfolklgbtproject.co.uk/](http://http://www.norfolklgbtproject.co.uk/)

#### Transgender:
- [http://www.norfolklgbtproject.co.uk/](http://http://www.norfolklgbtproject.co.uk/)
**Session Plan 4.1 – Posters**

Timings are for guidance only – adapt time given for research and production of posters according to the group.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Plan</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Introduction</td>
<td>Explain session content. Agree session rules and boundaries with the group and record these for display in the room.</td>
<td>Flip chart paper/A3 paper Marker pens</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Briefing sheets</td>
<td>Give participants the briefing sheet so they are aware of the requirements. Participants may also be show the example posters if required.</td>
<td>Activity 4.2 Participant briefing sheet Activity 4 Exemplar posters</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Research</td>
<td>If this session is not a follow-on session from Presentation 1 allow participants time to research hate crimes and how they can be reported.</td>
<td>Access to the internet Activity 4.2 Participant briefing sheet for research links</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Planning</td>
<td>Allow participants time to plan either as individuals or in groups the information they want to include on their posters.</td>
<td>Paper Pens (including coloured pens)</td>
</tr>
<tr>
<td>Time</td>
<td>Time Range</td>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>30 minutes</td>
<td>1.15-1.45</td>
<td>Production</td>
<td>Participants to produce posters either paper-based or electronically depending on the session.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper Pens</td>
<td>(including coloured pens)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computers</td>
<td>(if creating posters electronically)</td>
</tr>
<tr>
<td>15 minutes</td>
<td>1.45-2.00</td>
<td>Presentation</td>
<td>Group members to feedback what they have chosen for their designs and why.</td>
</tr>
</tbody>
</table>
## Briefing sheet

**Aim:** To raise awareness of hate crimes and how to report them.

**Activity:** To create a poster for display in your organisation. If you do not know what hate crime is you should research it before creating your poster.

**Specifications:**
The following specifications must be met:
- It must be clear that hate crime is not acceptable
- It can include information about what a hate crime is
- It should include information about where support can be found in your organisation
- It should include information about how to report hate crime in the community
- It can be about hate crime in general or about one area in particular

**Useful Links:**

**General links regarding hate crime:**
- [www.norfolk.police.uk/stop-hate](http://www.norfolk.police.uk/stop-hate)
- [www.police.uk/](http://www.police.uk/)
- [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- [www.stop hateuk.org/what-is-hate-crime/](http://www.stop hateuk.org/what-is-hate-crime/)
- [https://crimestoppers-uk.org/](https://crimestoppers-uk.org/)
- [http://report-it.org.uk/home](http://report-it.org.uk/home)

**Disability:**
- [https://www.scope.org.uk/hate-crime](https://www.scope.org.uk/hate-crime)
- [https://www.mind.org.uk/information-support](https://www.mind.org.uk/information-support)
- [https://equallives.org.uk/](https://equallives.org.uk/)
- [https://www.mencap.org.uk/](https://www.mencap.org.uk/)

**Religion or belief:**
- [https://www.allfaithsandnone.org/](https://www.allfaithsandnone.org/)
Race or ethnicity:
- http://raceequalityfoundation.org.uk/

Sexual orientation:
- https://www.stonewall.org.uk/
- http://www.norfolklgbtproject.co.uk/

Transgender:
- https://www.stonewall.org.uk/
- http://www.norfolklgbtproject.co.uk/
Hate Crime

Don’t get yourself involved in this act of hate...

THE BLOOD COULD BE ON YOUR HANDS

Report here:
Stop Hate Crime

Where to go for help:

You are not alone

There is help – Talk to Someone
THERE’S NO PLACE FOR HATE

HATE

CRIME

Report here:

For any concerns please contact:
STOP

Hate Crime is wrong and is a serious offence which can lead to serious consequences!

HATE

If you have been a victim of hate crime don’t keep it to yourself. Report it

CRIME

NOW

Report here:

For concerns regarding hate crime please contact:

Stop Hate in Norfolk  eastcoast COLLEGE
When someone is a victim of hate crime, they can have various emotions such as FEAR and SADNESS. If we don’t stop it now, this can get much worse...

For concerns regarding hate crime please contact:

Report here:
A hate crime is threats, harassment, or physical harm which is motivated by prejudice against someone's race, colour, religion, national origin, ethnicity, sexual orientation or physical or mental disability.

It causes things like ISOLATION and LONELINESS to the victim...

If we stop it now we can stop people feeling this way.

For concerns regarding hate crime please contact:

Report here:
5

Storyboard
Aim:
For participants to produce storyboards which will raise awareness in your organisation. If they do not have pre-existing knowledge of hate crimes and how to report them this activity will build their knowledge.

Activity can be delivered as a single session or broken down into block sessions. It is suggested if the session is broken down it is broken down into sessions of approximately an hour.

Delivery time:
This session time is flexible depending on the group and format of the session. This can be delivered as a follow-on activity from presentation 1, a preparation activity for activity 6 or as a stand-alone activity. If it is delivered as a stand-alone activity, ensure that there is time allocated for research prior to creating the storyboards and that participants have access to the internet for this.

Resources/Activities:
Before starting the session it is useful to give the group a trigger warning as there may be participants who have been victims of hate crime/incidents. Ensure that the group are aware of where support can be found in your establishment if needed. Group discussions may include strong individual opinions and while it is useful to have open discussions classroom management of these may be needed. Ensuring rules and boundaries are set at the beginning of the session supports this.

5.1 Session plan – this provides an overview of the session including approximate timings to allow for discussion.
5.2 Participant Briefing Sheet
5.3 Blank storyboard

Examples of participant-created storyboards are included. These can be given to participants and/or can be used for awareness raising in your organisation.
Useful Links:
General links regarding hate crime:
- www.norfolk.police.uk/stop-hate
- www.police.uk/
- www.victimsupport.org.uk
- www.stopmateuk.org/what-is-hate-crime/
- https://crimestoppers-uk.org/
- http://report-it.org.uk/home

Disability:
- https://www.scope.org.uk/hate-crime
- https://www.mind.org.uk/information-support
- https://equallives.org.uk/
- https://www.mencap.org.uk/

Religion or belief:
- https://www.allfaithsandnone.org/

Race or ethnicity:
- http://raceequalityfoundation.org.uk/

Sexual orientation:
- https://www.stonewall.org.uk/
- http://www.norfolklgbtproject.co.uk/

Transgender:
- https://www.stonewall.org.uk/
- http://www.norfolklgbtproject.co.uk/
**Session Plan 5.1 – Storyboards**

Timings are for guidance only – adapt time given for research and production of storyboards according to the group.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Plan</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>0.00-0.05</td>
<td>Introduction&lt;br&gt;Explain session content,&lt;br&gt;Agree session rules and boundaries with the group and record these for display in the room</td>
<td>Flip chart paper/A3 paper&lt;br&gt;Marker pens</td>
</tr>
<tr>
<td>5 minutes</td>
<td>0.05-0.10</td>
<td>Briefing sheets&lt;br&gt;Give participants the briefing sheet so they are aware of the requirements.&lt;br&gt;Participants may also be show the example posters if required.</td>
<td>Activity 5.2 Participant briefing sheet&lt;br&gt;Activity 5 Exemplar storyboards</td>
</tr>
<tr>
<td>45 minutes</td>
<td>0.10-0.55</td>
<td>Research&lt;br&gt;If this session is not a follow-on session from Presentation 1 allow participants time to research hate crimes and how they can be reported.</td>
<td>Access to the internet&lt;br&gt;Activity 5.2 Participant briefing sheet for research links</td>
</tr>
<tr>
<td>20 minutes</td>
<td>0.55-1.15</td>
<td>Planning&lt;br&gt;Allow participants time to plan either as individuals or in groups the information they want to include on their storyboards.</td>
<td>Paper&lt;br&gt;Pens (including coloured pens)</td>
</tr>
<tr>
<td>Duration</td>
<td>Time</td>
<td>Session</td>
<td>Activity</td>
</tr>
<tr>
<td>-----------</td>
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<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>30 minutes</td>
<td>1.15-1.45</td>
<td>Production</td>
<td>Participants to produce storyboards either paper-based or electronically depending on the session.</td>
</tr>
<tr>
<td>15 minutes</td>
<td>1.45-2.00</td>
<td>Presentation</td>
<td>Group members to feedback what they have chosen for their designs and why.</td>
</tr>
</tbody>
</table>
Briefing sheet

**Aim:** To raise awareness of hate crimes, how to report them and what happens after a report has been made.

**Activity:** To create a storyboard which can be used to raise awareness of hate crime. If you do not know what hate crime is you should research it before creating your storyboard.

**Specifications:**
The following specifications must be met:
- It must be clear that hate crime is not acceptable
- It should include information about or examples of what a hate crime is
- It needs to include one of the following:
  - Where support can be found in your organisation
  - How to report in the community
  - What happens after a hate crime is reported
- It can be about hate crime in general or about one area in particular

**Useful Links:**
General links regarding hate crime:
- www.norfolk.police.uk/stop-hate
- www.police.uk/
- www.victimsupport.org.uk
- www.stopgateuk.org/what-is-hate-crime/
- https://crimestoppers-uk.org/
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Transgender:
- https://www.stonewall.org.uk/
- http://www.norfolklgbtproject.co.uk/
Hate Crime Story Board

This is a story board based on hate crime...

Hate crime can result in various emotions which can include: fear, sadness, loneliness...

Hate crime is something you need to be aware of... you or a friend could be a victim...
Want or need help? Know an act of hate crime you witnessed? Don’t know what to do?

REPORTING is the most important part...you can do this online...

Make sure it doesn’t happen to you or anyone else! Help us stop hate crime today!
This is a story board based on hate crime...

Perpetrator attacks a girl because of her religion, she’s scared and calls the police...

The police arrive....
The perpetrator is arrested and taken to the police station, the victim is pleased to something is being done…

The victim is taken to the hospital for treatment…

The victim then goes to a support group to get help.
Hate Crime Story Board

The perpetrator…

They make a verbal attack on an unsuspecting victim because they have a disability …

"(Words of abuse against disabilities)"

The victim is scared what else the perpetrator might do and tries to get away but they stand in the way stopping them…
A passer-by intervenes to help the victim, he asks the perpetrator why he attacking the victim and asks them to leave them alone...

The perpetrator tries to run away but they remember what he looks like...they report it at a third-party reporting centre...

The third-party reporting centre helps the victim get support and the perpetrator get consequences for their actions.
A non-binary couple were walking through a busy town centre…

A person walking the other way starts shouting abuse at them both...

The couple ask why he has such a problem with them and what they have done to provoke such an attack…
He shouted back a variety of abuse and one of the couple began to cry...

A passer-by rang the police when he became aware of the problem; he didn't want to be a bystander...

The police arranged for a restorative meeting so the couple could explain to the perpetrator how they felt.
Short Film
Tutor Briefing Sheet 6 – Short film

**Aim:**
For participants to produce short films which will raise awareness either inside or outside your organisation. If they do not have pre-existing knowledge of hate crimes and how to report them this activity will build their knowledge.

**Delivery time:**
This session time is flexible depending on the group and format of the session. This can be delivered as a follow-on activity from presentation 1, activity 5 or as a stand-alone activity. If it is delivered as a stand-alone activity, ensure that there is time allocated for research prior to creating the films and that participants have access to the internet for this.

Activity can be delivered as a single session or broken down into block sessions. It is suggested if the session is broken down it is broken down into sessions of approximately an hour.

**Resources/Activities:**
Before starting the session it is useful to give the group a trigger warning as there may be participants who have been victims of hate crime/incidents. Ensure that the group are aware of where support can be found in your establishment if needed. Group discussions may include strong individual opinions and while it is useful to have open discussions classroom management of these may be needed. Ensuring rules and boundaries are set at the beginning of the session supports this.

6.1 Session plan – this provides an overview of the session including approximate timings to allow for discussion.

6.2 Participant Briefing Sheet

6.3 Exemplar videos
Useful Links:
General links regarding hate crime:
- www.norfolk.police.uk/stop-hate
- www.police.uk/
- www.victimsupport.org.uk
- www.stophateuk.org/what-is-hate-crime/
- https://crimestoppers-uk.org/
- http://report-it.org.uk/home

Disability:
- https://www.scope.org.uk/hate-crime
- https://www.mind.org.uk/information-support
- https://equallives.org.uk/
- https://www.mencap.org.uk/

Religion or belief:
- https://www.allfaithsandnone.org/

Race or ethnicity:
- http://raceequalityfoundation.org.uk/

Sexual orientation:
- https://www.stonewall.org.uk/
- http://www.norfolklgbtproject.co.uk/

Transgender:
- https://www.stonewall.org.uk/
- http://www.norfolklgbtproject.co.uk/
**Session Plan 6.1 – Short film**

Timings are for guidance only – adapt time given for research and production of short films according to the group.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Plan</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Introduction</td>
<td>Explain session content</td>
<td>Flip chart paper/A3 paper Marker pens</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree session rules and boundaries with the group and record these for display in the room</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Briefing sheets</td>
<td>Give participants the briefing sheet so they are aware of the requirements.</td>
<td>Activity 6.2 Participant briefing sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participants may also be shown the example videos if required.</td>
<td>Activity 6 Exemplar videos</td>
</tr>
<tr>
<td>45 minutes(approx.)</td>
<td>Research</td>
<td>If this session is not a follow-on session from Presentation 1 or activity 5 allow participants time to research hate crimes and how they can be reported.</td>
<td>Access to the internet Activity 6.2 Participant briefing sheet for research links</td>
</tr>
<tr>
<td>1 hour</td>
<td>Planning</td>
<td>Allow participants time to plan either in groups the information they want to include on their videos. This time should be used to agree roles and scripts.</td>
<td>Paper Pens (including coloured pens) Storyboards from Activity 5 (if this is a follow-on activity)</td>
</tr>
<tr>
<td>Activity</td>
<td>Duration</td>
<td>Phase</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>---------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow-up</td>
<td>If this activity is being used as a follow-on from activity 5 storyboards should be used as part of the planning session.</td>
</tr>
<tr>
<td>30 minutes</td>
<td>1.55-2.25</td>
<td>Production</td>
<td>Participants to record videos. These can be on mobile telephones or on professional recording equipment based on resources available.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Storyboards from Activity 5 (if this is a follow-on activity) Mobile telephones or professional media equipment.</td>
</tr>
<tr>
<td>30 minutes</td>
<td>2.25-2.55</td>
<td>Presentation</td>
<td>Group members to feedback what they have chosen for their videos and why.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Videos produced</td>
</tr>
</tbody>
</table>
Briefing sheet

**Aim:** To raise awareness of hate crimes, how to report them and what happens after a report has been made.

**Activity:** To create a short film which can be used to raise awareness of hate crime. If you do not know what hate crime is you should research it before creating your film.

**Specifications:**
The following specifications must be met:
- It must be clear that hate crime is not acceptable
- It should include information about or examples of what a hate crime is
- It needs to include one of the following:
  - Where support can be found in your organisation
  - How to report in the community
  - What happens after a hate crime is reported
  - What is the impact of hate crime on the victims
  - What is the impact of hate crime on the community
  - How can we prevent hate crime
- It can be about hate crime in general or about one area in particular
- Video should be under 3 minutes

**Useful Links:**
General links regarding hate crime:
- [www.norfolk.police.uk/stop-hate](http://www.norfolk.police.uk/stop-hate)
- [www.police.uk/](http://www.police.uk/)
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- [www.stop-hateuk.org/what-is-hate-crime/](http://www.stop-hateuk.org/what-is-hate-crime/)
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