

Racist and Religious Hate Crime

SCHOOLS PROJECT



Classroom activities and guidance for teachers

If you would like to use the Racist and Religious Hate Crime Resource for Schools it can be accessed free of charge on line at:

http://www.cps.gov.uk/northwest/tackling_crime/hate_crime/schools_project_racist_and_religious_hate_crime/

Alternatively hard copies are available from david.leighton@cps.gsi.gov.uk while stocks last.

Contents

How to use this pack to suit your school	5
Foreword	8
The Crown Prosecution Service and the role of the Police	9
Aims and objectives	10
Section 1: activities and worksheets	11
Activity 1: Icebreaker – who’s who	12
Who’s who quiz	13
Who’s who answers	14
Activity 2: introduction to racist and religious hate crime and behaviour	15
Teachers’ notes	15
Racist and religious hate crime and behaviour worksheet	16
Categories of racist or religious hate crime or hate incidents	17-20
Activity 3: Real stories	21
Teachers’ notes	22-24
Scenario worksheets	25-31
Section 2: activities and worksheets	33
Activity 1: victims talking	34
Teachers’ notes	35
Victims talking worksheets	36-37
Activity 2: taking action	38
Teachers’ notes	39
Taking action worksheets	40-41

Section 3: extension, enrichment and enhancement activities	43
Activity 1: simulation exercise	44
Teachers' notes	44
Simulation exercise worksheets	45-46
Activity 2: thinking about motivation	47
Teachers' notes	47
Thinking about motivation worksheet	48
Activity 3: looking at similarities between racist and religious hate incidents and bullying in school, and the legislation and sentencing on race and religious hate crime	49
Teachers' notes	49
Legislation used to prosecute racist and religious crime (abridged)	50
Information sheet	51
Activity 4: thinking about consequences	52
Teachers' notes	53
Thinking about consequences worksheets	54-56
Activity 5: how events can become more serious	57
Teachers' notes	57
How events can become more serious worksheet	58
Activity 6: simulation exercise – developing a welcoming classroom	59
Teachers' notes	60
Developing a welcoming classroom worksheets	61-63
Activity 7: creative writing about the effects of bullying	64
Teachers' notes	65
"I thought they were my friends"	66
Information sheet	67
Activity 8: discussion: good practice in dealing with a racist incident	68
Teachers' notes	69
Good practice worksheet	70
Activity 9: exploring feelings	71
Teachers' notes	72
Exploring feelings worksheet	73
Section 4: Equality duties and guidance for schools	75
New equality duties and guidance for schools relevant to this pack	76
Useful websites for pupils and teachers	79
Phoneline cards for pupils	83

How to use this pack to suit your school

The pack has been produced for key stages 2, 3 and 4. It has two core lessons and a number of activities which you can use as appropriate to your school situation, the time available, your curriculum area and the age and experience of your pupils. The activities are as important in monocultural or mostly monocultural schools, and faith schools as they are in schools with diverse communities.

Section one

This section is the first of the two core lessons. It contains:

- an introductory warm-up activity
- an introductory activity to teach pupils about racially and religiously motivated incidents and crime
- the first part of a PowerPoint presentation on DVD, with a series of filmed scenarios for discussion and classroom activities
- the worksheets to go with these.

Section two

This section is the second of the two core lessons. It contains:

- the second part of a PowerPoint presentation on DVD, with filmed stories from young people about their experiences, for discussion and classroom activities
- the worksheets to go with these.

Section three

Extension, enrichment and enhancement activities

These are optional and additional. Teachers can use as many or as few of them as they wish or have time for. However, we strongly recommend teachers consider them as they will deepen the pupils' understanding of the impact of racist behaviours and give them some strategies for challenging them and avoiding getting involved in them.

- This section contains more in-depth classroom activities in which pupils can give more thought to the serious issues in the pack. Pupils can think about their own roles and responsibilities; about how to challenge and resist racist behaviours and behaviours based on religious prejudice; about how to move from being a bystander to being an upstander; about preventing and challenging bullying and about potentially far-reaching consequences for everyone involved in such incidents.
- There are suggestions for using the activities in different curriculum areas.

Section four

This section contains notes for teachers including:

- legislation and Ofsted guidance pertaining to race and religious equality work
- useful weblinks
- reporting and helplines for pupils.

IMPORTANT NOTE

The stories in the DVD video clips are sensitive and there is the possibility that a scenario might have specific significance for one or more pupils. Teachers should watch the clips before showing them to the class so that they can be prepared for any issues which might arise.

How to use this pack

Sharing understandings

When introducing the pack to pupils, the teacher should begin by establishing some shared understandings of race and religious hate. The notes and definitions below are included to help teachers find forms of words appropriate to their teaching contexts.

What do we mean by racism?

"Something someone does or says that offends someone else in connection with their colour, background, culture, religion, nationality or immigration status."

(Definition expanded from work with teachers and pupils, included in 'Bullying around racism, religion and culture', DfES 2006)

What does the CPS mean by racist or religious incidents?

The *Stephen Lawrence Inquiry Report* was published in February 1999. It defined a **racist incident** as:

"... any incident which is perceived to be racist by the victim or any other person."

The CPS accepts this definition.

The CPS defines a **religious incident** as:

"Any incident which is believed to be motivated because of a person's religion or perceived religion, by the victim or any other person."

Both definitions help the CPS to identify all racist or religious incidents on their case files to make sure they take the racist or religious element into account when they make decisions about prosecuting.

What does the CPS mean by racist and religious crime?

If it can be proved to the court that the motivation behind the crime being committed was because of their race or religion then the court can increase the sentence given.

Here are two examples:

- the accused threw a brick through an Asian shopkeeper's window breaking it because he disliked Asians.

This could be prosecuted as racially aggravated criminal damage. If someone was injured then a racially aggravated assault may also be charged. The prosecution would have to prove the racial motivation.

- the accused was seen shoplifting and ran out of the shop with some goods. When the shopkeeper chased him, the accused shouted religiously abusive language towards him.

This would be prosecuted as theft of the goods (religiously motivated) and as a religiously aggravated public order offence.

Foreword

This pack is the outcome of collaboration between the Crown Prosecution Service (CPS), the National Union of Teachers (NUT) and the Anthony Walker Foundation (AWF). We are extremely grateful for the advice, support and practical assistance from a number of teachers, organisations and from children and young people. Our aim has been to provide a resource which will help schools to promote understanding of what racist and religious hate crimes are, develop pupils' understanding of the effects of racist behaviour and anti-religious prejudice and bullying, and enhance commitment to preventing it.

The CPS exists to ensure that victims of crime obtain justice through the courts, that they are supported and assisted, and that people feel safer in their communities. It is keen to ensure that young people understand the seriousness of all hate crimes including racist and religious hate crimes, and to promote commitment to responsible citizenship. The NUT has a long-standing commitment to combating all kinds of prejudice and bigotry through education. Over the years it has frequently published guidelines on equality, inclusion and human rights. The AWF is a charity established by Anthony Walker's family following his tragic death in a racially-motivated attack in July 2005. The mission of the Foundation is to promote equality and diversity through education, sport and arts events and to support law enforcement agencies and local communities to reduce hate crime and build safe cohesive communities.

The pack consists of guidance notes and information for teachers, classroom activities with worksheets for pupils, and a DVD with video clips as starting points for the work. The key questions which the pack explores include the following:

- What is hate crime and why is it essential that all young people should understand its nature and seriousness?
- What are effective ways of preventing and dealing with bullying and oppressive behaviour amongst pupils in schools?
- How can teachers help to foster empathy, responsibility and moral courage in young people?
- How can teachers enable pupils to take positive steps in co-operation with others to deal with issues of prejudice which they meet in their everyday lives?

The positive contributions to this pack from children and young people, who shared their experiences and insights, make it all the more special. We hope the pack will be widely used and will lead to the development of further materials and projects in schools and teacher training.



Nazir Afzal OBE
Chief Crown Prosecutor
Crown Prosecution Service
North West Area



Christine Blower
General Secretary
National Union of Teachers



Gee Walker
Founder
Anthony Walker Foundation

The Crown Prosecution Service and the role of the Police

The Crown Prosecution Service (CPS) was created in 1986 and is responsible for the prosecution of criminal cases investigated by the police in England and Wales.

The CPS advises police on cases for possible prosecution, reviews cases submitted by the police and decides on the charges in more serious or complex cases. The CPS is also responsible for preparing cases for court and presenting cases at court. The CPS is completely independent from the police although its staff work in close partnership.

The CPS is responsible for advising the police on cases for possible prosecution and reviewing cases submitted by the police.

When deciding whether a case should be prosecuted the CPS applies a two stage test. The first stage is known as the evidential test and determines whether there is enough evidence to provide a realistic prospect of conviction. If there is, then the second stage of whether it is in the public interest to prosecute is considered.

“Special Measures” are a series of provisions that help vulnerable and intimidated witnesses give their best evidence in court and help to relieve some of the stress associated with giving evidence. Special measures apply to prosecution and defence witnesses, but not to the defendant. Many witnesses experience stress and fear during the investigation of a crime and subsequently when attending court and giving evidence. Stress can affect the quantity and quality of communication with, and by, witnesses of all ages. Some witnesses may have particular difficulties attending court and giving evidence due to their age, personal circumstances, fear of intimidation or because of their particular needs.

Should a case fail the first stage it will not proceed, even if it would have passed the second stage. Both stages must be satisfied for the CPS to proceed with a case.

Further information about the CPS can be found on our website at www.cps.gov.uk

The role of the police

The police are responsible for the day-to-day investigation of crimes or alleged crimes. Their role is to collect evidence, obtain statements from witnesses and interview suspects. The police also provide further information required by the CPS to proceed with a case and collate information, e.g. forms, and exhibits, so it can be used in court.

The police will warn witnesses to attend court via their civilian support staff and arrange for interpreters or witness intermediaries.

Further information about the police can be found at www.direct.gov.uk/en/crimejusticeandthelaw

Aims and objectives

Aims

To provide classroom activities for pupils in key stages 3 and 4 and the top of key stage 2 to:

- support the school's policy and practice in preventing racism and anti-religious prejudice and bullying
- support teachers to challenge and respond to racism and anti-religious prejudice and bullying
- empower pupils to challenge and respond to racism and anti-religious prejudice and bullying
- teach pupils about the legislation relating to racist and religious hate crime, and its consequences for perpetrators.

Objectives

For pupils to:

- understand the damaging effect of racism, anti-religious prejudice and bullying on their targets
- understand what racist and religious hate crimes are, and see the relationships between them and racist and anti-religious behaviour in school
- understand how small incidents can escalate into serious incidents if they are not stopped
- understand that there are steps they can take and they do not have to put up with racism, anti-religious prejudice and bullying, either as targets or witnesses
- understand the potential consequences for people who are convicted of race and religious hate crime.

Options for teachers

The pack contains two core lessons which cover the objectives.

To support the delivery of the lessons, the pack contains a number of activities which enable pupils to think about the concepts in more depth. Teachers can choose to use as many or as few of these activities as they wish or have time for.

Section One

**ACTIVITIES AND
WORKSHEETS**

Section 1

Key stages 2, 3 and 4: lesson plan

Activity 1: Icebreaker – who's who

Activity:	A photo quiz to look at stereotyping
Learning objectives:	To make pupils aware of the danger of stereotyping
	To create an atmosphere free from tension in order to be able to discuss sensitive issues
Learning outcome:	Pupils will understand that they should not stereotype others by what they look like
Tools:	The photographs, quiz sheet and answer sheet [pp13-14]
Time:	Ten minutes for the quiz and marking Five minutes for the debriefing
Extension or in-depth activities:	Looking at media stereotyping

Teachers' notes

Hand round the quiz sheet to each pupil

Pupils try to complete quiz individually.

Put pupils into fours to discuss

Pupils compare their thoughts and discuss why they have decided on their answers.

Very important: teacher explains there is to be no scoring – it is a discussion activity.

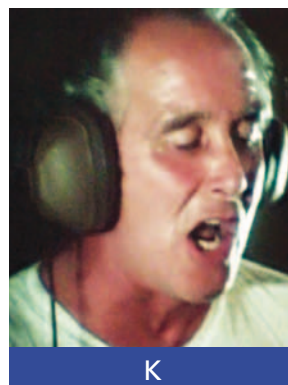
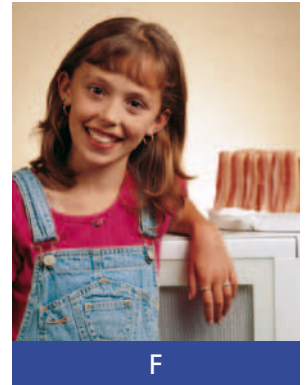
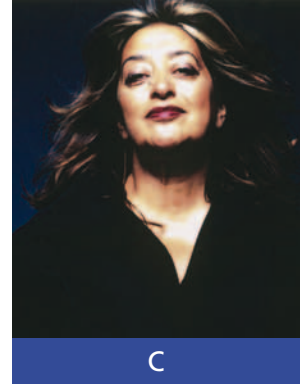
Give out the answer sheets for pupils to look at in their groups.

Reflection and discussion

Pupils are asked to think about why they made their original choices and what they have learned from the activity. Guide them towards a discussion on stereotypes and making assumptions about people from their physical appearance.

Who's who: can you match the description to the photo?

- 1 Artist and author
- 2 Senior Minister of State and former co-chair of the Conservative Party
- 3 Chief Executive
- 4 Academic
- 5 Millionaire inventor
- 6 Murderer
- 7 Archbishop
- 8 Most wanted robber in England
- 9 Senior director of the World Bank
- 10 England Football Team coach
- 11 Architect
- 12 Attorney General (top legal advisor to government)



Who's who: answers

Dr Admos Chimhowu lectures at the University of Manchester's School of Environment and Development.

A

Xia-Lu is a Chinese born artist and published author now living in the UK.

B

Zaha Hadid is an Iraqi born British architect. In 2012 Hadid was awarded the title Dame Commander of the British Empire for her services to architecture.

C

Noel Traynor is Chief Executive of Manchester Deaf Centre. Noel is profoundly deaf and a highly skilled British Sign Language user who has worked on both local and national policy development.

D

Baroness Patricia Scotland was Attorney General (the most senior legal advisor) to the Labour government (2007-2012). She made legal history becoming the first black female QC (Queen's Counsel) at the age of 35.

E

Abbey Fleck, aged eight, invented the Makin' Bacon microwave oven bacon cooker in 1991. She became a millionaire.

F

Baroness Warsi is Senior Minister of State at the Foreign and Commonwealth Office and Minister for Faith and Communities. She was co-chair of the Conservative party 2010-2012.

G

John Sentamu is Archbishop of York, the second most senior person in the Church of England.

H

Dr Harold Shipman was convicted of killing 15 elderly patients, but thought to have killed some 250 patients in all.

I

Sri Mulyani Indrawati is one of three managing directors at the World Bank.

J

Ronnie Biggs was convicted of taking part in what was known as 'the great train robbery'. He escaped from prison and was on the run overseas for 36 years before returning to prison in Britain.

K

Hope Powell OBE, CBE won 66 England caps as a player and is now coach to the England Women's Football Team.

L

Section 1

Key stages 2, 3 and 4: lesson plan

Activity 2: introduction to racist and religious hate crime and behaviour

Activity: Racist and religious hate behaviours in school and community Race and religious Hate Crime – the legal perspective	To look at the kinds of behaviour pupils are likely to experience or witness in their own lives To look at the legal definitions for race and religious hate crime, including concepts of 'motivated' and 'aggravated' and the consequences of sentencing in a racially or religiously aggravated offence
Learning objectives:	To raise awareness of racist and religious hate behaviour To enable pupils to talk about these issues To be able to understand what race and religious hate crimes are and why they are wrong in the eyes of the law
Learning outcome:	Pupils have increased knowledge of how the legal system views race and religious hate crimes
Tools:	Stephen Lawrence Inquiry/Association of Police Officers definition of a racist incident Definition of racism [p7] The table of racist and religiously-motivated incidents in school [p16] The legislation table on race and religious hate crimes and penalties [pp18-20] Legislation used to prosecute racist and religious crime [p17]

Teachers' notes

Ask pupils

Show the definition of racisms. Discuss these to make sure they are understood. Discuss the concept of 'perceived to be'.

Give out the school table. Pupils carry out the school-based discussion activity in pairs.

Class activity to identify which behaviours they have experienced or witnessed, or heard about, and to clarify terminology.

Give out the legislation table information on race and religious hate crimes.

Class discussion

Look at similarities between the two tables, to pick out where behaviour might be a criminal offence. Pupils should be told that the behaviour in school is dealt with through education, the school disciplinary process and anti-bullying policy, and other school procedures. It would be rare for incidents to be reported as crimes, but it can be.

Racist and religious hate crime and behaviour worksheet

Categories of race or religious hate crime or hate incidents that might take place inside or outside school



Verbal abuse, racist name-calling, insults, racist or religious hate comments or jokes

Verbal bullying and threats based on culture, religion, ethnicity

Ridiculing and stereotyping comments based on culture, religion, ethnicity

Ostracising and excluding from friendship groups for reasons of culture, religion, ethnicity

Making racist or religious hate comments in discussion or interaction

Refusing to work with or sit next to another pupil, rejecting someone or not wanting to work with them because of the culture, religion or colour of their skin

Inciting others to racist or religious hate behaviour

Posting racist or religious hate messages on the internet or mobile phone networks

Making racist or religious hate graffiti

Damaging personal property motivated by race or religious hate

Wearing racist or religious hate symbols (badges, National Front 'skinhead' culture dress, swastikas)

Showing or distributing racist or religious hate leaflets, comics or other propaganda

Attempting to recruit others to racist or religious hate organisations

Cyberbullying, on the internet or using mobile phone texts, based on race or religious hate

Racist chanting at football matches in and around the stadium

Physical violence motivated by race or religious hate

Racially or religiously motivated murder



Legislation used to prosecute racist and religious crime

If it can be proved that an offence was motivated by a person's race or religion then the court has a duty to take this into account when sentencing the perpetrator under Section 145 of the Criminal Justice Act (CJA) 2003.

Section 145 Criminal Justice Act 2003

S.145 Criminal Justice Act 2003 applies to all offences other than those charged under ss.29 – 32 Crime and Disorder Act (CDA) 1998.

- It imposes a statutory duty upon the court to take account of racial or religious aggravation (RARA) in assessing seriousness for the purpose of sentencing.
- If the offence is racially or religiously aggravated, the court:
 - “Must treat that fact as an aggravating factor”; and
 - “Must state in open court that the offence was so aggravated”.
- Prosecutors should remind the court of its duty to comply with s.145 where it does not appear to do so. Also, make full file endorsements of court's findings and outcome.

In the case of either a specific RARA offence under CDA, or any other offence that is to be sentenced as a RARA offence pursuant to S145 CJA 2003, the court **MUST** follow the set procedure which is:

- i. Announce the sentence that they would have passed had the offence not been an aggravated one.
- ii. Thereafter announce the amount that the sentence has been enhanced to take account of the aggravating factor.



Legislation used to prosecute racist and religious crime

Crime and Disorder Act 1998

(amended by Anti-terrorism, Crime and Security Act 2001)

Offence	Maximum penalty – aggravated form	Maximum penalty – basic form
Racially/religiously aggravated wounding/grievous bodily harm (s.29(1)(a) CDA)	Crown Court: 7 years imprisonment Magistrates' court - 6 months	Crown Court: 5 years imprisonment Magistrates' court: 6 months
Racially/religiously aggravated actual bodily harm (s.29(1)(b) CDA)	Crown Court: 7 years imprisonment Magistrates' court: 6 months	Crown Court: 5 years imprisonment Magistrates' court: 6 months
Racially/religiously aggravated common assault (s.29(1)(c) CDA)	Crown Court: 2 years imprisonment Magistrates' court: 6 months	Magistrates' court: 6 months
Racially/religiously aggravated damage (s.30(1) CDA)	Crown Court: 14 years imprisonment Magistrates' court: 6 months	Crown Court: 10 years imprisonment Magistrates' court: 3 months
Racially/religiously aggravated fear/provocation of violence (s.31(1)(a) CDA)	Crown Court: 2 years imprisonment Magistrates' court: 6 months	Magistrates' court: 6 months
Racially/religiously aggravated intentional harassment/alarm/distress (s.31(1)(b) CDA)	Crown Court: 2 years imprisonment Magistrates' court: 6 months	Magistrates court: 6 months
Racially/religiously aggravated harassment/alarm/distress (s.31(1)(c) CDA)	Magistrates' court: fine up to level 4	Magistrates' court: fine up to level 3
Racially/religiously aggravated harassment/stalking without violence (s.32(1)(a) CDA)	Crown Court: 2 years imprisonment Magistrates' court: 6 months	Magistrates' court: 6 months
Racially/religiously aggravated harassment/stalking with fear of violence (s.32(1)(b) CDA)	Crown Court: 7 years imprisonment Magistrates' court: 6 months	Crown Court: 5 years imprisonment Magistrates' court: 6 months



Legislation used to prosecute racist and religious crime

Incitement to racial hatred: sections 17-29 Public Order Act 1986

Offence	Maximum penalty
s.18: using threatening/abusive/insulting words or behaviour or displaying written material with intent/likely to stir up racial hatred	Crown Court: 7 years imprisonment Magistrates' Court: 6 months
s.19: publishing/distributing written material which is threatening/abusive/insulting with intent/likely to stir up racial hatred	Crown Court: 7 years imprisonment Magistrates' Court: 6 months
s.20: public performance of a play involving threatening/abusive/insulting words/behaviour with intent/likely to stir up racial hatred	Crown Court: 7 years imprisonment Magistrates' Court: 6 months
s.21: distributing/showing/playing a recording of visual images or sounds that are threatening/abusive/insulting with intent/likely to stir up racial hatred	Crown Court: 7 years imprisonment Magistrates' Court: 6 months
s.22: broadcasting or including programme in cable programme service involving threatening/abusive/insulting visual images or sounds with intent/likely to stir up racial hatred	Crown Court: 7 years imprisonment Magistrates' Court: 6 months
s.23: possessing racially inflammatory material/material for display/publication distribution with intent/likely to stir up racial hatred	Crown Court: 7 years imprisonment Magistrates' Court: 6 months



Legislation used to prosecute racist and religious crime

Incitement to religious hatred: sections 29B-29G Public Order Act 1986

Offence	Maximum penalty
s.29B: Use of words or behaviour / display of written material intended to stir up religious hatred	Crown Court: 7 years imprisonment Magistrates' Court: 6 months
s.29C: publishing or distributing written material intended to stir up religious hatred	Crown Court: 7 years imprisonment Magistrates' Court: 6 months
s.29D: public performance of a play intended to stir up religious hatred	Crown Court: 7 years imprisonment Magistrates' Court: 6 months
s.29E: distributing/ showing/playing a recording intended to stir up religious hatred	Crown Court: 7 years imprisonment Magistrates' Court: 6 months
s.29F: broadcasting/including a programme in a programme service intended to stir up religious hatred	Crown Court: 7 years imprisonment Magistrates' Court: 6 months
s.29G: possession of inflammatory material intended to stir up religious hatred	Crown Court: 7 years imprisonment Magistrates' Court: 6 months

Football Offences - s.3 Football Offences Act 1991 (amended by s.9 Football (Offences and Disorder) Act 1999)

Engaging in or taking part in indecent/racist chanting at a designated football match	Fine up to level 3 (£1,000)
---	-----------------------------

Section 1

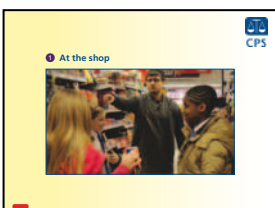
Key stages 2, 3 and 4

Activity 3: Real stories

Activity:	DVD: Race and Religious Hate Crime DVD (section 1) To watch 7 dramatisations of racially and religiously motivated hate behaviour in and out of school, and discuss the issues they raise
Learning objectives:	For pupils to consider a range of prejudice-related behaviour in familiar situations, and the implications for targets, witnesses and perpetrators
Learning outcome:	Pupils will understand more about racially and religiously motivated hate behaviour, its damaging impact and their own roles and responsibilities
Tools:	PowerPoint on DVD Worksheets [pp25-31] Computer with DVD drive

Extension activities	Worksheets
Thinking about consequences	[pp52-56]
Developing a welcoming classroom	[pp59-63]
Creative writing about the effects of bullying	[pp64-67]
Good practice in dealing with a racist incident	[pp68-70]
Thinking about motivation	[pp47-48]
Exploring feelings	[pp71-73]
Why does the CPS view racist and religious hate crime more seriously?	[pp49-51]
Simulation exercise	[pp44-46]

PowerPoint
slide 7



Teachers' notes

The DVD is a PowerPoint presentation in two sections. The first part of the PowerPoint presentation has 7 embedded filmed dramatisations. Pupils should be told that these are based on real experiences, although everybody taking part is an actor. Then the PowerPoint and the films should be shown to the whole class. We would suggest that the discussions below take place after the showing of the related scenario.



1 At the shop

Ask pupils what was happening in the clip.
Do they think it was just a bit of fun?



2 At football training

Ask the pupils what happened to the black player when he went to the football training.



3 In school

Ask the pupils what happened in the clip.

Ask if anyone knows the name of the head covering the girl was wearing, and what its significance is. If necessary, tell them it is called a hijab and explain how important it is. It is a symbol of modesty and of belief in Allah, the Arabic word for God. It is a part of a Muslim girl's religious identity.

Ask how they think the girl felt at the end of the clip.

In the clip one of the boys mouths the word 'Paki'. The teacher should make it quite clear to the class that this word is offensive and unacceptable in any circumstance. **Tell the class that another name for anti-Muslim racism is Islamophobia.** It is religiously motivated.



4 At home

Ask the pupils what the girl is being bullied about? **Tell the class that another name for prejudice against people from another country is xenophobia.**

Are the friends on her social networking page really her friends?

Have they had experience of cyberbullying? What do they think the girl should do about it?

Make sure the class knows about internet safety and reporting procedures.



5 At the park

Ask the pupils what happened in the clip.

Did everyone on the park seat behave in a racist way, or did anyone try to stop it? Who do they think had responsibility for what happened?

Discuss joint responsibility with the class. (This concept will be expanded later in the pack to cover the legal concept of joint enterprise. It is a way in to the activities about moving from a bystander to an upstander.)



6 In the neighbourhood

Show the class the video clip.

There are things in this clip that may need explaining; the teacher will need to check that the class understands them.

Ask the class: if they know why the children said 'Can you smell gas?', and did the goosestepping and the nazi salute.

If they have not yet covered the Holocaust in history, the teacher will need to explain to the class that during the second world war Hitler, Germany's leader, set out to kill everybody who was of the Jewish religion. He had them rounded up by his troops and taken to special camps, called concentration camps, where they were killed in gas chambers. The boy saying 'can you smell gas' refers to this terrible time and the boy goosestepping and giving a nazi salute refers to Hitler's troops.

Ask the class: how they think the Jewish boy felt when those remarks were made.

The children were laughing when they made those remarks. Ask the class if they think that remarks about the Holocaust are funny. Why do they think that?

Tell the class that, in the street, the Jewish boy is taunted with food being pushed into his face and being told 'It's not got pork in it.' On the final day of the story, the boy's yarmulke is taken. Explain to the class that pork is forbidden in Jewish dietary laws (as it is in some other faiths, such as Islam, Christian Seventh Day Adventists and some Ethiopian Orthodox Churches.) Wearing the yarmulke, or kippah, is a part of Jewish identity and a sign of respect for God.

Ask the class whether the events in the clip were religiously motivated? Why? **Tell the class that another name for anti-Jewish racism is antisemitism.**

Can they see any parallels between the behaviour in this story and the school story?



7 You're not welcome here!

In this clip one of the boys mouths the word 'Nigger'. The teacher should make it quite clear to the class that this word is offensive and unacceptable in any circumstance.

Show the class the video clip.

Ask the class: what does it tell us about dealing with things which may seem small in school?

Ask the class: have you read or heard about serious race and religious hate incidents? What effect would these stories have on people from the communities attacked?

Real stories

Worksheets for 7 scenarios

For each scenario there is a worksheet.

Divide the class into 7 small groups and allocate a scenario to each group.

Have enough copies of each worksheet so that each pupil has a worksheet for his or her scenario.

Have some spares in case there is time and pupils want to go on to a second scenario.

- ① **At the shop**
- ② **At football training**
- ③ **In school**
- ④ **At home**
- ⑤ **At the park**
- ⑥ **In the neighbourhood**
- ⑦ **You're not welcome here!**

Scenario worksheet

1 At the shop



Why do you think the girls had gone into the shop in the first place?

What offences were the girls committing?

Do you think the shopkeeper should have called the police? If yes, why? If no, why not?

Scenario worksheet

2 At football training



What is happening in this picture?

Before, during and after the game, how many different ways can you remember that the black boy is made to feel unwelcome? Make a list of them.

Look at the list of religious hate crime or hate incidents that might take place in or outside school (see page 16). Which of them can you identify in this story?

Did his friend help him? What else might he have done?

Scenario worksheet

3 At school



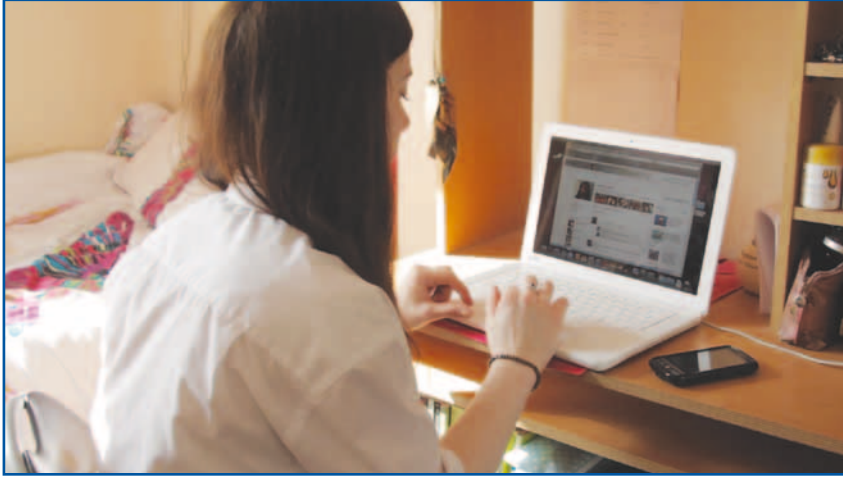
The whole class seems to be involved in the incident. Do you think it is religiously motivated bullying? If so, what elements of the story demonstrate that it is?

Everyone is laughing. Do you think it is funny or not? Why do you think that?

Are there issues you think the teachers need to address with the class? What are they? Can you suggest what the teachers should do?

Scenario worksheet

4 At home



How does the Polish girl feel when she opens the social networking pages? What effect do you think this will have on her feelings about herself and her relationships with people she meets in school and around her?

Cyberbullying is a type of emotional bullying. People say that emotional bullying is worse than physical bullying because it will have long term effects on the person being bullied long term. Do you agree with this?

What does the law say about the messages she is reading? Look at the table of legislation used to prosecute racist and religious hate crime to help you.

Scenario worksheet

5 At the park



The young people on the park seat saw the incident as having fun. How do you see it?

Could anyone have stopped it? How could they have stopped it?

Is this incident a hate crime? If it is, what charges might be brought against any of the people in the group?

Scenario worksheet

6 In the neighbourhood



In the first three days of the story, what elements of the story tell us that this is a series of particularly nasty religious hate crimes?

On the last day, why does the boy pull his hood up when he sees the group approaching?

What do you think should happen next?

Scenario worksheet

7 You're not welcome here!



In the first scenes, the boys were getting away with racist bullying in the classroom and the canteen. Do you think the other pupils knew it was going on? What could have been done about it?

If you had seen this in your own school would you have known where to go for help? What could schools do to make it easier for pupils to report this behaviour?

Is writing racist graffiti a hate crime?



Section Two

**ACTIVITIES AND
WORKSHEETS**

Section 2

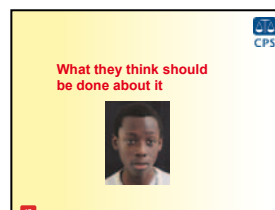
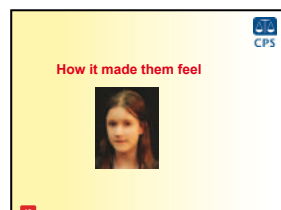
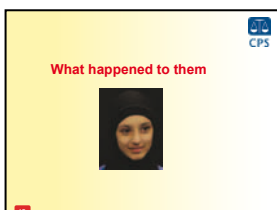
Key stages 2, 3 and 4

Activity 1: victims talking

Activity: DVD: Race and Religious Hate Crime DVD (section 2)	To watch 10 children and young people talking about their experiences of racist and religiously motivated incidents, and the effects on them
Learning objectives:	For pupils to understand and empathise with targets of racist and religiously motivated incidents
Learning outcome:	Pupils will understand more about racially and religiously motivated hate behaviour and its damaging impact
Tools:	PowerPoint on DVD Worksheets [pp36-37] Computer with DVD drive

Extension activities	Worksheets
Developing a welcoming classroom	[pp59-63]
Creative writing about the effects of bullying	[pp64-67]
Exploring feelings	[pp71-73]

PowerPoint
slides 15-17



Teachers' notes

Remind the pupils of the issues they discussed in the last session.

Tell them that in the first part of this lesson they are going to see some young people talking about what actually happened to them. In the second part of the lesson they will be giving their views and working on how they could make a difference.

Distribute the worksheets on pages 36-37 with the photographs; one for each pupil. Show the pupils the first part of the video (11 mins) and ask them to listen out for what people are saying about how the incident made them feel.







Then give them 10 minutes to make notes of anything they remember on the worksheet.





Then show the second part of the video (2 mins) and give the pupils three minutes to add anything they want to.

Working in groups for 10 minutes, they discuss what they have noted and in the space at the end of their worksheet they write what their group thinks are some of the worst effects of racist and religious hate incidents.

Finally, tell the pupils that you are going to show them some of the thoughts and advice the people in the video have for others. Show them the last piece of film (2 mins 45 secs).

Victims talking worksheets

Person talking	How did the incident make them feel?
	
	
	
	
	
	

Person talking	How did the incident make them feel?
	
	
	
	
<p>What are some of the worst things you have found out about the effects of racist and religious hate bullying and harassment?</p>	

Section 2

Key stages 2, 3 and 4

Activity 2: taking action

Activity: DVD: Race and Religious Hate Crime DVD (section 2)	For pupils to look at the dynamics of intimidation, harassment and bullying in the classroom, and consider how to challenge and resist it
Learning objectives:	For pupils to understand the roles that people play in bullying scenarios, and role play ways to resist it For pupils to have more confidence to resist For pupils to see that, if possible, working together is best
Learning outcome:	Pupils will feel more confident to talk about and challenge bullying, intimidation and harassment
Tools:	Worksheets [pp40-41] Whiteboard Flipchart paper Glue Marker pens

Extension activities	Worksheets
Thinking about motivation	[pp47-48]
Thinking about consequences	[pp54-56]
Developing a welcoming classroom	[pp59-63]

Teachers' notes

Tell the pupils they are going to look at what people might do if they witness a situation of racism or bullying.

Racist and religious bullying

Give each of the pupils a copy of the picture [p40] from the video they saw in the last session. Each person in the picture has been allocated a letter to identify them.

Ask the pupils if they think that is a happy classroom to be in.

Ask the pupils what is happening. Then ask if they remember what happens next.

Ask the pupils who is involved in the bullying? Write up their responses on the whiteboard.

Then give the pupils 10 minutes in small groups to discuss the role of each of the people in the picture. Let them feedback their conclusions in a class discussion.

Give the pupils the second worksheet [p41], with the definitions of targets, perpetrators, henchpersons, bystanders and upstanders, and go through it briefly to make sure that they understand. Give the pupils 5 minutes to do their labelling.

Then ask the class which pupils are in each of the roles. Draw out the following:

- They should realise that no-one in the class was prepared to be an upstander.
- Ask the class why people find it hard to be an upstander and discuss the implications.
- Point out that the people who know about it and ignore it are also involved. They play a role in colluding and this supports the bullies and makes the targets feel that they are against them.
- It is much easier to be an upstander if you act with friends rather than on your own.
- If it has not come out in the discussion, emphasise that they should always **TELL SOMEONE**.

For key stages 3 and 4, draw the following parallels with the legal system:

Target	→	victim
Perpetrator	→	accused
Henchperson	→	accused
Bystander	→	witness, and possibly joint enterprise
Upstander	→	witness

Give each group a sheet of flipchart paper. Stick a copy of the picture in the middle of it.

In groups, the pupils discuss some of the ways in which the pupils in the picture could have stopped the bullying. What could they have said?

As they prepare their 'script' they draw lines from the person to a speech bubble on the flipchart. Groups should see how many positive ways they can find to show how the scenario could have ended well. Ideally there should be at least one speech bubble from each pupil in the picture, except perhaps the bully who is the person being challenged.

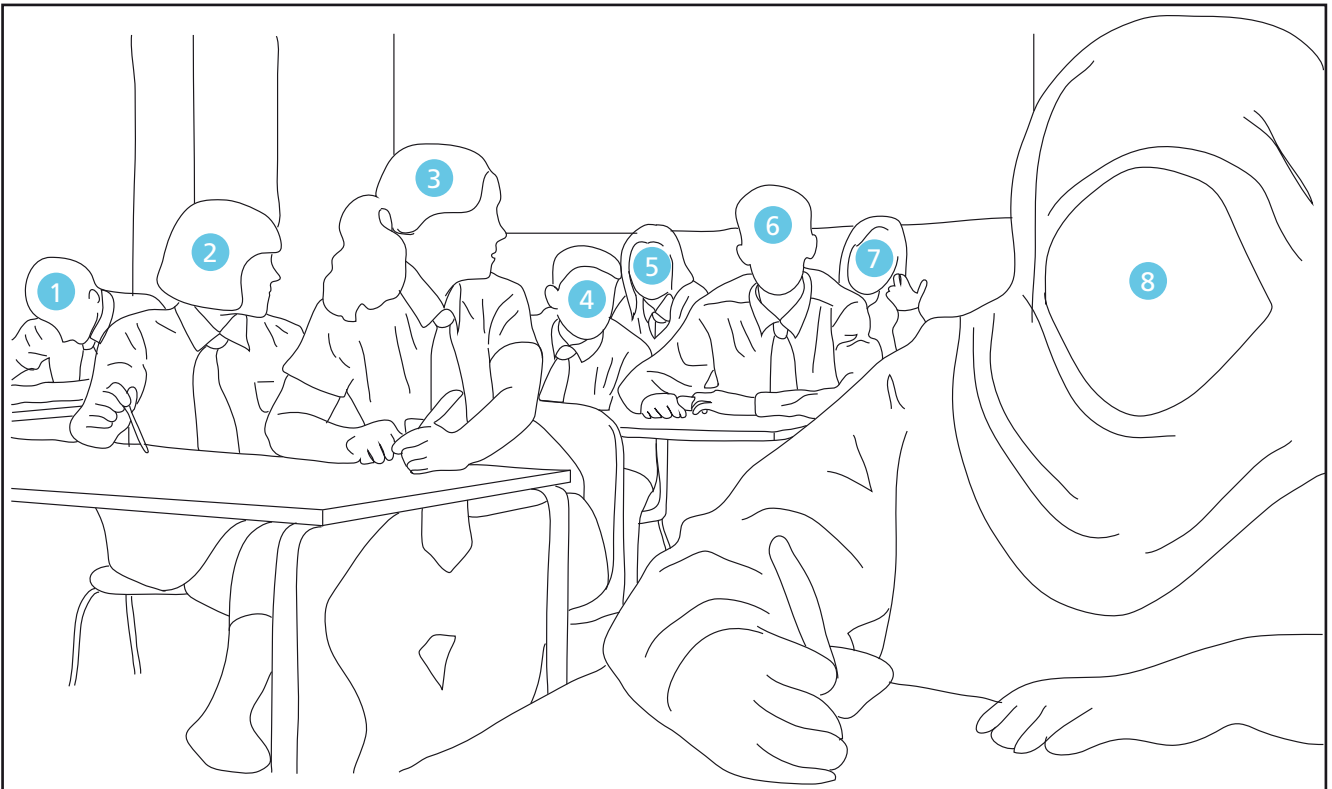
In the plenary, groups take it in turns to read out their ideas. They should be told to imagine they are one of the people in the picture and voice their ideas assertively. It may help if the groups stand up for their turn.

(This is a good way for pupils to experience voicing the challenges and taking action with friends.)

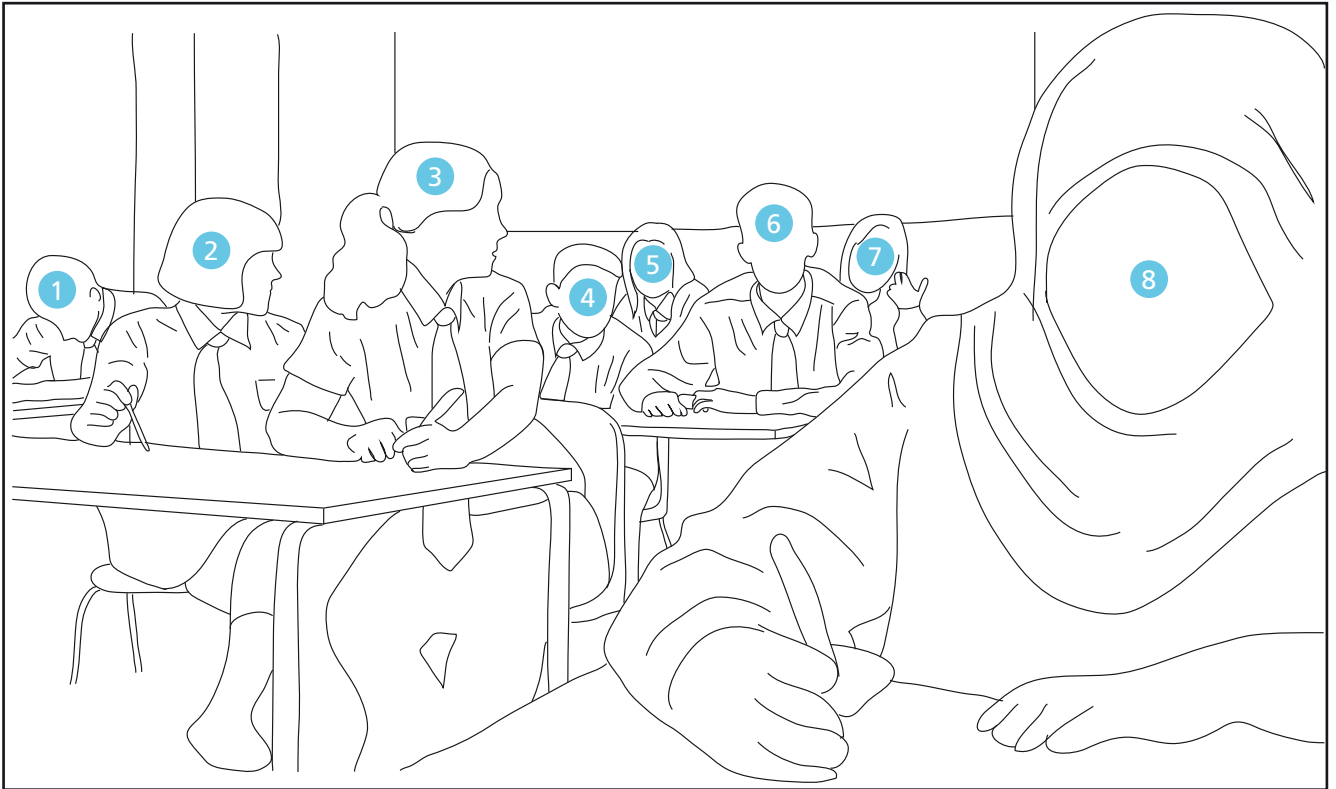
The sheets can be displayed around the class as a resource for pupils to look at.

Extension activity: if more time is available, or as a possible homework task, pupils can 'stop the action' from the moment of the picture, and write an alternative ending to this story.

Taking action worksheet



Taking action worksheet



This is a picture of the classroom. A person is being bullied. We will call that person the target. The lead bully, who we will call the perpetrator, has two people helping. We will call them the henchpersons. There are other pupils in the class. Some are watching it happening. They might be laughing, they might pretend not to notice or they might just be too scared to do anything. We will call them the bystanders. A person who is willing to support the target, or to tell people to stop, or to get help is called an upstander.

In your groups, look at the picture

- Put the letter T by the target
- Put the letter P by the perpetrator
- Put the letter H by the henchpersons
- Put the letter B by the bystanders
- Put the letter U by the upstanders

Which of the people in the diagram could help the situation to end well?



Section Three

EXTENSION, ENRICHMENT AND ENHANCEMENT ACTIVITIES

These activities are optional and additional. Teachers can use as many or as few of them as they wish or have time for. However, we strongly recommend that teachers consider them as they will deepen the pupils' understanding of the impact of racist behaviours and give them some strategies for challenging them and avoiding getting involved in them.

- This section contains more in-depth classroom activities in which pupils can give more thought to the serious issues in the pack. Pupils can think about their own roles and responsibilities; about how to challenge and resist racist behaviours; about how to move from being a bystander to being an upstander; about preventing and challenging bullying and about potentially far-reaching consequences for everyone involved in such incidents.
- There are suggestions for using the activities in different curriculum areas.
- There are also indications of the key stages for which they are suitable.

Section 3

Key stages 3 and 4: lesson plan

Activity 1: simulation exercise

Where the activity can be used	
Key stages	Key stages 3 and 4
Concepts to be enhanced:	The exercise should bring out the potential criminal charges, including the concepts of 'aggravated', 'motivated', 'witnesses' and 'joint enterprise', and indicate possible consequences
Curriculum areas:	Citizenship Literacy Drama
Contributes to spiritual, moral, social and cultural development:	Yes
Equipment	Worksheets below for every pupil [pp45-6] Table of legislation used to prosecute racist and religious hate crime [pp17-20]. Abridged version [p50]

Teachers' notes

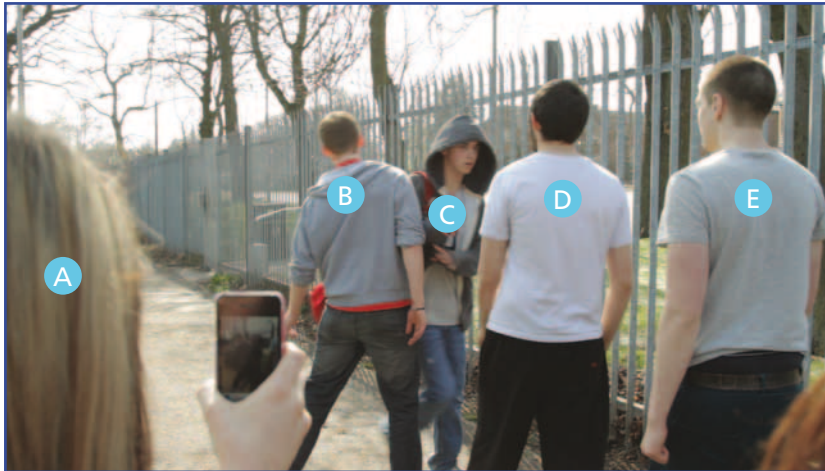
Class discussion: ensure that the pupils remember the last scene in the 'In the neighbourhood' video on the DVD.

Pupils work in groups. Tell them that they are a team of police officers investigating an incident in which a boy was injured. They believe it was a religiously aggravated hate crime. They have CCTV footage of the whole incident and they have identified all of the people on CCTV.

Distribute the three worksheets for every group. The pupils should discuss the potential questions and the potential charges and share their ideas. However, the teacher can decide whether they will record their answers individually or as a group on one sheet.

In the final class plenary pupils can discuss the possible charges they have identified and what the potential consequences would be for any person found guilty.

Simulation exercise worksheet



Imagine you are one of a group of police officers looking at the incident on CCTV footage.

You have identified all the people who took part.

Who will you want to interview? Make a list and give your reasons for talking to them.

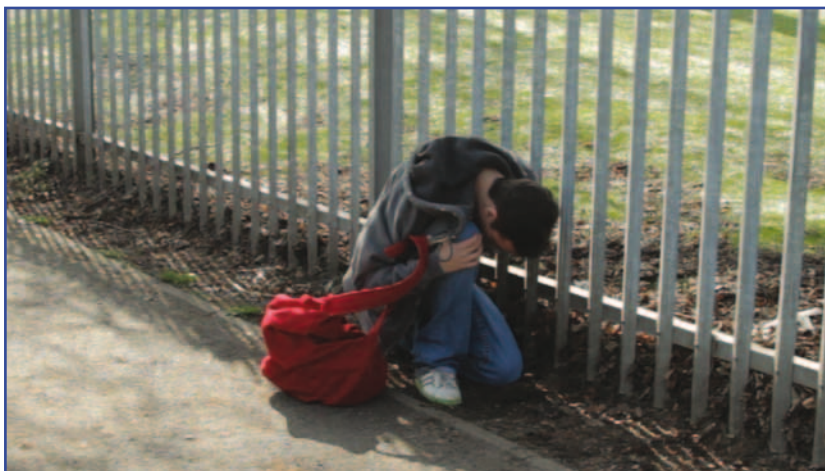
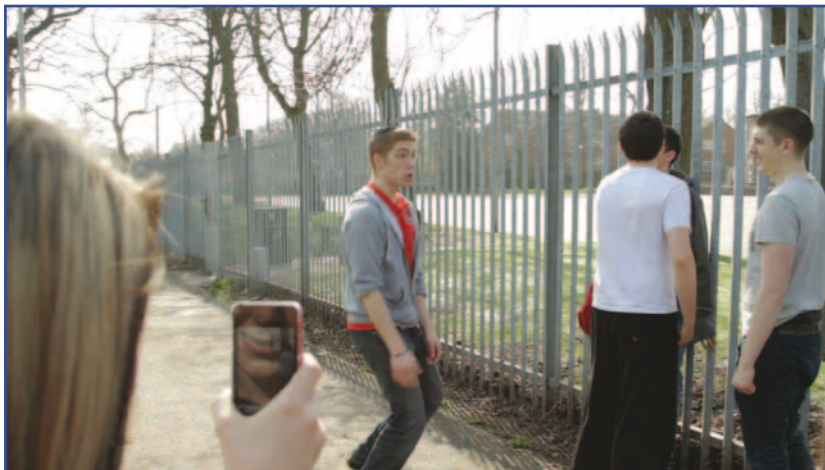
What will you ask them?

What charges might you bring?

What might the outcomes be for each of them?

You can refer to the table of legislation used to prosecute racist and religious hate crime.

Record your answers on the sheets below: one for each person in the incident.



Simulation exercise

Incident by park railings: 19 October
Investigating officer (s):
Person to be interviewed:
Reason for interview:
Interview questions:
Possible charges:

Section 3

Key stages 2, 3 and 4: lesson plan

Activity 2: thinking about motivation

Where the activity can be used	
Key stages	Key stages 2, 3, and 4
Concepts to be enhanced:	Taking responsibility for one's own actions Resisting peer pressure The harmful effects of racist behaviour
Curriculum areas:	Literacy Spiritual, moral, social and cultural development
Contributes to spiritual, moral, social and cultural development:	Yes
Equipment	Worksheet for each pupil [p48] DVD part 1 clip of the park to refresh memory of the story

PowerPoint
slide 11



Teachers' notes

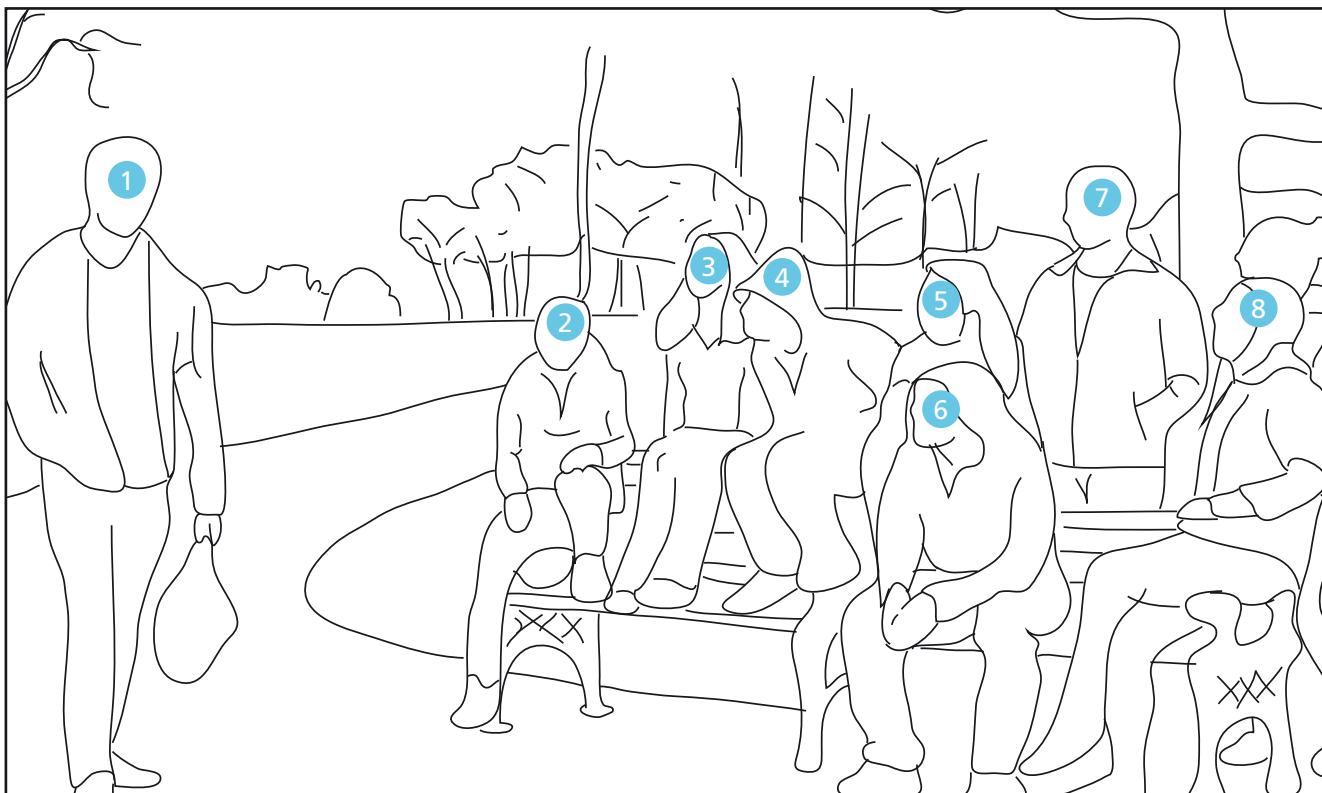
This activity is for pupils to write the story from the perspective of one of the participants in it.

- Tell the class you are going to show them the park scenario again to refresh their memory.
- Tell pupils you want them to pay particular attention to the part each person plays in the scenario.
- Then let the pupils watch the video. Hand out the worksheets for each pupil. Tell them to choose one of the people in the scene and to write the story from their character's perspective, taking into account the instructions on the worksheet.
- You might want to check that all the people in the scenario are covered and ask people to change if necessary.

Plenary session

- Ask the pupils if they think it is easy for young people to get drawn into situations where they can hurt other people.
- Ask the pupils to contribute their thoughts about people in the scenario's motivations.
- Ask what they think young people could do if they find themselves in that situation.

Thinking about motivation worksheet



Imagine you are one of the people in this picture. You are writing about it in your diary the following day for no-one's eyes but your own.

- Start by saying who you are (I am 1, 2, etc)
- Write the story from your perspective
- Say whether you think you or anyone behaved in a racist way
- Say why you behaved in the way that you did
- Say how you felt at the time
- Say how you feel now, one day later thinking back
- Say if you wished you had done something differently and why

Section 3

Top of key stage 2: lesson plan

Activity 3: looking at similarities between racist and religious hate incidents and bullying in school, and the legislation and sentencing on race and religious hate crime

Where the activity can be used	
Key stages	Top of key stage 2
Concepts to be enhanced:	Learning the range of racist and religious hate behaviours Learning that consequences for perpetrators can become serious
Curriculum areas:	Citizenship
Contributes to spiritual, moral, social and cultural development:	Yes
Equipment	Worksheets [p16] and [pp17-20]. Abridged version [p50]

Teachers' notes

- Start by distributing the table of racist and religious hate incidents in school. Read through it with the class, making sure that they understand everything on it (primary). For high schools, give the pupils time to read it and ask if they have any questions.
- Explain the concept of hate crime to the pupils and the uplifted sentencing for aggravated crime.
- Hand out the worksheet for their appropriate age and ask them to complete the cross-referencing task. For this task allow the pupils to discuss it in pairs.
- Finally, have a class plenary for pupils to feed back what they have found.

Nb. In the course of introducing this activity to the class, they may ask why the CPS takes racially and religiously aggravated hate crime more seriously. They can be given the information on page 51 on similarities and differences between racist and religiously motivated bullying, and other bullying. Alternatively, the teacher might find it a useful reference to use in talking to pupils.

Legislation used to prosecute racist and religious crime (abridged)

Offences: racist and religious hate crime	Maximum penalty for racially aggravated crime (this can be from 3 months to 4 years more than if there were no race or religious hate element)
Racially/religiously aggravated wounding, causing grievous bodily harm, assaulting Racially/religiously aggravated causing damage	Crown Court: 14 years imprisonment Magistrates' court: 6 months
Racially/religiously aggravated causing fear, harassment and causing distress, threatening	Crown Court: 7 years imprisonment Magistrates' court: 6 months
Offences: Incitement to racial hatred	Maximum penalty
Using threatening/abusive/insulting words or behaviour or displaying written material with intent/likely to stir up racial hatred Possessing, publishing or distributing written material which is threatening/abusive/insulting with intent to stir up racial hatred, or which is likely to stir up racial hatred Distributing, showing or playing a recording of visual images or sounds that are threatening/abusive/insulting with intent to stir up racial hatred, or which are likely to stir up racial hatred	Crown Court: 7 years imprisonment Magistrates' court: 6 months
Offences: Incitement to religious hatred	Maximum penalty
Use of words or behaviour, or display of written material intended to stir up religious hatred Publishing or distributing written material intended to stir up religious hatred Distributing/ showing/playing a recording intended to stir up religious hatred Broadcasting a programme intended to stir up religious hatred Possession of inflammatory material intended to stir up religious hatred	Crown Court: 7 years imprisonment Magistrates' court: 6 months
Offences: football offences	Maximum penalty
Taking part in racist chanting at a designated football match	Fine up to level 3

Information sheet

Why does the CPS view racist and religious hate crime more seriously?

What are the similarities and differences between bullying on the grounds of race and religion and other bullying?

Similarities

- All pupils who are targeted experience great distress. They may become depressed and lacking in self-confidence and feel worthless.
- They may feel afraid or threatened. If they are targets of cyberbullying, they may feel they cannot trust anybody.
- They may feel isolated and unwanted.
- They will find it difficult to concentrate on their learning and may fall behind at school or even avoid going to school through fear.
- They will be distressed by the fact that they are being bullied about something they can do nothing about – their size, whether they wear glasses, the colour of their hair, the colour of their skin, their religious or cultural background.
- Those who engage in bullying develop a false pride in their own superiority.
- They may be too unhappy or frightened to tell anybody. Teachers and even parents are sometimes not aware of the cruel behaviour that they are experiencing and they may even resort to desperate measures.

Differences

- Racist and anti-religious hate behaviour has all the features of bullying but has others over and above them.
- People can suffer serious harm, and even murder because of their skin colour, their ethnic background or their religion.
- What is different about a racist attack or insult is that a person is attacked not as an individual, as in most other offences, but as a member of a family, community or group. This has three particularly harmful consequences:
 - Other members of the same group, family or community are made to feel threatened and intimidated as well. So it is not just the pupil who is attacked who feels unwelcome or marginalised; it is their family and all members of the same community. Furthermore, the person being bullied or attacked because of their colour or religion will be afraid that other members of their family or community might also be attacked and are at risk.
 - Racist words and behaviour feel like attacks on the person's identity and self-worth. This means that often they hurt more deeply.
 - The offenders often see themselves as being supported by their own family and community who agree with their racist views. This gives them a false sense of their own superiority.

This has been adapted from a paper originally published in DfES guidance on Bullying around Race, Religion and Culture. The full paper is available on the Insted website at <http://www.insted.co.uk/race11.pdf>

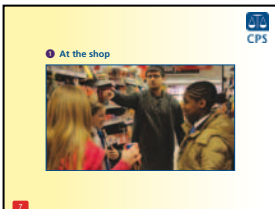
Section 3

Key stage 2: lesson plan

Activity 4: thinking about consequences

Where the activity can be used	
Key stages	Key stage 2
Concepts to be enhanced:	Taking responsibility for your own actions, resisting peer pressure, thinking about consequences, empathy
Curriculum areas:	Literacy Citizenship
Contributes to spiritual, moral, social and cultural development:	Yes
Equipment	Worksheets for each pupil [pp54-56] DVD part 1 "At the shop" clip to refresh memory of the story

PowerPoint
slide 7



Teachers' notes

Tell the pupils that they are going to watch the DVD part 1 clip "At the shop" scenario. They are told to pay particular attention to the way that all of the children behave and the part each takes in what happens.

The pupils work individually. Distribute the worksheets to each pupil. Ask the pupils to write the story of what happened.

Then have a class discussion on the following questions:

- Was this a race hate incident?
- Why do you think the first girl wanted to get other girls to join in?
- What did the first girl do to get others to join in?
- Did all the children in the shop join in?
- Were the other girls willing followers?
- What could they have done differently?
- How do you think the shopkeeper felt?
- What do you think of the first girl's behaviour? Was it a joke or something more serious?

A choice of two activities to finish this activity:

1. As the children were running out of the shop, two police officers were entering.
Ask the pupils to write the ending of the story and draw the final picture in the blank box.
2. One of the girls outside the shop is the shopkeeper's daughter. She is in the same class as the other children in school.
Ask the pupils to write the story of how she felt and what happened in school the next morning.

The teacher can allocate one activity to the whole class, or give pupils a choice, or ask half of the class to write each story, with the option of sharing their thoughts after they have finished.



Thinking about consequences worksheet



Thinking about consequences worksheet



Thinking about consequences worksheet



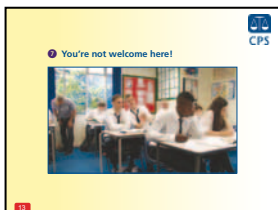
Section 3

Key stages 3 and 4: lesson plan

Activity 5: how events can become more serious

Where the activity can be used	
Key stages	Key stages 3 and 4
Concepts to be enhanced:	An analytical approach to how racism builds up if it is ignored
Curriculum areas:	Literacy Citizenship
Contributes to spiritual, moral, social and cultural development:	Yes
Equipment	This activity relates to the DVD part 1 video clip of the assault (You're not welcome here!) but it may not be necessary to show it again The worksheet for this activity is below [p58]

PowerPoint
slide 13



Teachers' notes

This is an individual writing task and is intended to be demanding.

Pupils are given the writing task and photographs on page 58.

How events can become more serious worksheet



A serious assault. File of photographs sent to the investigative journalist.

You are a journalist investigating a serious racially motivated assault. The boy who has been assaulted is in hospital on a life support machine.

You have managed to get some pictures from mobile phones and CCTV and a crumpled note saying 'We have something for you later BLACK bastard!!!' Now you have to piece together the full story of how the situation came to the point of a serious assault. You have started by interviewing a couple of classmates who say 'there was only a bit of classroom banter.'

Your editor has given you the centre page spread. Write a serious hard-hitting, thought-provoking opinion piece showing the build-up to the assault. Your opinion piece can go on to discuss the implications for the future.

You can imagine quotes from anyone you choose: possibly the headteacher; someone in the boy's family; the girls who informed the police; the police officers investigating; people in the neighbourhood; a local race equality organisation.

Start by examining the classroom picture and the quote 'there was only a bit of classroom banter.'

Section 3

Key stages 2 and 3: lesson plan

Activity 6: simulation exercise – developing a welcoming classroom

Where the activity can be used	
Key stages	Key stages 2 and 3
Concepts to be enhanced:	Developing a welcoming and cohesive classroom environment
Curriculum areas:	Literacy Citizenship Spiritual, moral, social and cultural development
Contributes to spiritual, moral, social and cultural development:	Yes
Equipment	Worksheets for each pupil [pp61-63] DVD part 1 "At school" clip

PowerPoint
slide 9



Teachers' notes

- Tell the pupils they are going to use the work they did on the Islamophobia at school scenario to develop and improve their own classroom and prepare advice for others.
- Give out the photograph worksheets and ask the class 'How do you feel when you look at those photographs?' Have a class discussion to bring out the empathy and anger. If any pupils display anti-Muslim prejudice, deal with it immediately. Often other pupils in the class voice their disapproval of prejudiced behaviour but this will depend very much on the school context. In all-white or mainly white areas the children may not have had contact with diverse communities and may have picked up racist attitudes and misinformation. This makes it all the more important for schools in these areas to introduce anti-prejudice programmes.
- Ask how they think the Muslim girl feels in the classroom. Does she feel welcome? Does she have any friends to support her?
- Ask 'Would you like to come to school in a classroom like this? Why?'
- Tell the pupils that they will work in groups and each group will be a team of Ofsted inspectors coming into the school in the photographs to inspect what they are doing and give advice for improvement.
- The pupils look at the photos and in groups write their ideas for making that school classroom welcoming and supportive to all the pupils in it. The ideas should be written on flipchart paper and put up around the room. The pupils might draw on ideas from their own classroom.

Plenary session

- Class feedback and discussion. The pupils can talk about what they have recommended for the school in the photos but also what they value in their own classroom or what they would like to see in their own classroom.
- If there is time, additional or alternative activities could be to draw and label the features of the supportive classroom or to prepare a class charter of rights and respect for all pupils in the class.

Developing a welcoming classroom worksheet



Developing a welcoming classroom worksheet



Developing a welcoming classroom worksheet



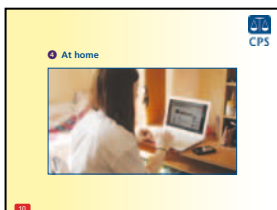
Section 3

Top of key stage 2, key stages 3 and 4: lesson plan

Activity 7: creative writing about the effects of bullying

Where the activity can be used	
Key stages	Top of key stage 2, key stages 3 and 4
Concepts to be enhanced:	Bullying which has especially harmful features The nature of cyberbullying Racist bullying on the grounds of ethnicity and nationality Empathy
Curriculum areas:	Literacy: creative writing
Contributes to spiritual, moral, social and cultural development:	Yes
Equipment	Worksheet [p66] Information sheets on race and religious hate crime [p51] and cyberbullying [p67] (If needed, the DVD part 1 cyberbullying scenario ("At home"), part 2 victims' stories)

PowerPoint
slide 10



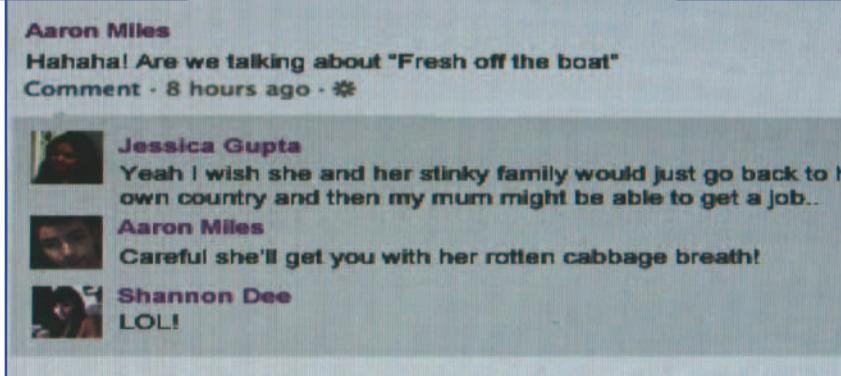
Teachers' notes

Tell the class that all bullying is harmful and damaging. They have already seen that bullying on the grounds of race and religion has unique and especially damaging features; that the law says that when people are convicted of crime aggravated by racist and religious hate, the sentences given are more severe.

In this lesson they are going to look at cyberbullying and the features which make it different from other forms of bullying and especially damaging.

- Hand out the information sheet on some of the features that make cyberbullying especially damaging. Give the class a few moments to read it silently and then ask what they are thinking.
- Draw out whether it has happened to them or their friends or whether they have ever been involved in the passing of malicious messages.
- Point out that it is against the law and people involved could be prosecuted.
- Point out that it is a nasty silent crime and that if pupils are being bullied or have any involvement at all, they should **TELL SOMEONE** immediately. They can report anonymously. There is information at the end of this pack to help them.
- Remind them about the story they saw of the Polish girl who was the victim of cyberbullying on the grounds of her nationality. Remind them also that in the victims' stories people talked about being very hurt to discover that people who they thought were their friends racially abused them.
- Ask the pupils to think about this and write a poem imagining how it feels when you are bullied by someone who you thought was your friend. Give them the worksheets below to help them.

"I thought they were my friends"



"I thought they were my friends"



"In class like when they switch the lights off they go like 'Where's Mluleki?' or something like that, and like yeah, I didn't take it too seriously, but like it did happen quite frequently, so they did start to hurt my feelings and stuff. And yeah they used to make other jokes as well and just hurt my feelings and knocked my confidence as well."



"In school a racist comment was said to me, like I was kind of bullied and I was picked on, and I asked that person why, and he said by the way I looked. And she said 'Oh look at you, look at your skin colour, you're so dark' and stuff, and I was offended. I felt really upset and lonely. Yes, she was one of my friends. But then I didn't realise that she was being horrible to me, but then later on I realised that she was. I felt really upset and lonely. I felt that I could not trust anyone at all."

Information sheet

Some of the features that make cyberbullying especially damaging

- Cyberbullying includes sending:
 - messages
 - threats
 - rumours
 - private information
 - pictures
 - videos
 - unkind comments
- they can be sent through social networking websites, emails, tweets, mobile phone texts
- they can be posted on public access websites such as Youtube
- they can be addressed just to the person being bullied
- they can be sent around groups of real friends
- anyone can alter or manipulate photographs to make unkind images
- they can be sent around groups of network friends
- they can be put into the public domain and circulated more and more widely
- the person being bullied can't remove them from the internet
- the person being bullied does not know who has seen the messages. They can feel that anyone they meet has seen them.
- often it is not possible to identify the person sending or disseminating them
- it could be one person or it could be a whole group of people acting together
- the bully could be giving a false name or identity or could just be writing anonymously
- the person being bullied feels it could be anyone; even their close friends
- because they don't know who it is, they don't know how likely the bully is to carry out threats to harm them or their family
- because they don't know who it is, they feel they can't trust anybody
- because they don't know who it is, they feel excluded and isolated
- the messages and the bullies are everywhere with the target:
 - in their home
 - in their room
 - in their class and school
 - in their private places
 - wherever they carry a phone or a computer
 - no matter whom they are with

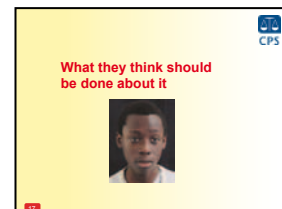
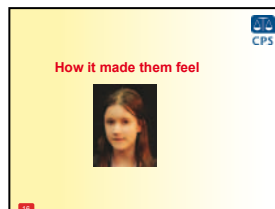
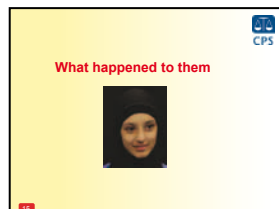
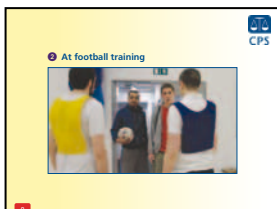
Section 3

Key stages 2, 3 and 4: lesson plan

Activity 8: discussion: good practice in dealing with a racist incident

Where the activity can be used	
Key stages	Key stages 2, 3 and 4
Concepts to be enhanced:	Contrasting and discussing how two similar scenarios can be dealt with in different ways and identifying which is the most productive
Curriculum areas:	Literacy: creative writing
Contributes to spiritual, moral, social and cultural development:	Yes
Equipment	Worksheet [p70] (If needed, the DVD part 1 "At football training" and DVD part 2 victims' stories)

PowerPoint
slides 8 and 15-17



Teachers' notes

Give out the worksheets.

- Remind the class of two true stories about football training from the DVDs.
- Ask them if they remember what happened in the acted out story.
- Then ask them to read the statement in the second worksheet.
- The pupils work in groups. Ask them to discuss what is the same and what is different in these two stories. They should draw a line down the centre of their chart, and write their ideas on each side.

Similarities	Differences

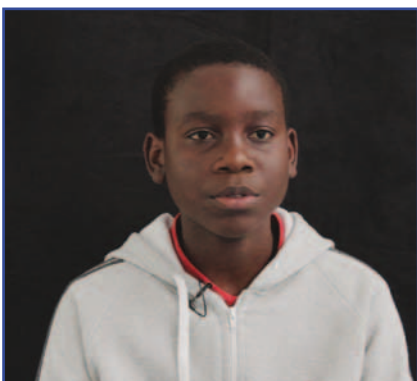
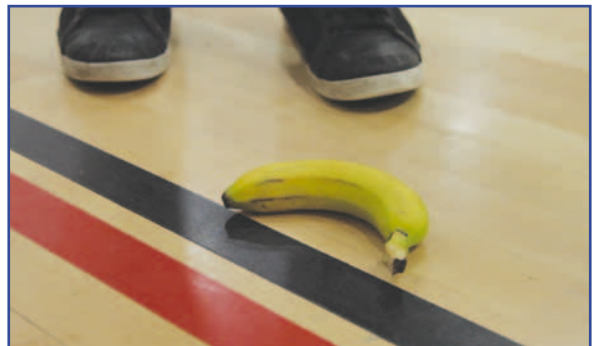
- Then have a class discussion about their findings. Finally ask the question: "which of these two ways of running a football practice is the most likely to produce a good team with good results?"

For older pupils

It would be more challenging to have a debate on the motion "This house believes that racist behaviour on the sports field should always be challenged." Pupils can be given advance notice. The media has many stories they will be able to draw on.

Good practice worksheet

Football training 1



Football training 2

Boy talking about his experience

*"What happened when I was younger, around 10, when I was playing football, I was on goal, I was about to score, then I was fouled. And I stood up and my reaction was not good. I like said to him 'what are you doing?' and then he said 'shut up you black ****' and then I said back "why are you saying that for? I didn't say anything to you, like nasty."*

So then he walked away and I left it, and then I went to the referee and I told him what he said. And the referee stopped the match and he went to the team's manager, and he said to the manager "This and this has happened. What are you going to do?"

Then the manager took him off the pitch and sent the boy home. I think it was dealt with very well, like they took it seriously what happened and they didn't just hide away from it and say 'Oh, he didn't mean it' or something like that and let the player go on. They stopped it and took good care of the situation."

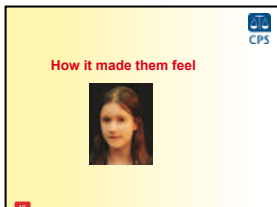
Section 3

Key stage 2, year 7: lesson plan

Activity 9: exploring feelings

Where the activity can be used	
Key stages	Key stage 2, year 7
Concepts to be enhanced:	An understanding of how race and religious hate crime makes people feel
Curriculum areas:	Citizenship Literacy Spiritual, moral, social and cultural development
Contributes to spiritual, moral, social and cultural development:	Yes
Equipment	Worksheet for every pupil [p73] DVD part 2, victims talking about their feelings

PowerPoint
slide 16



Teachers' notes

This activity will impact differently on classes, depending on their context. In some contexts no-one in the class will have experience of being the target of racist behaviour, whilst in other contexts there will be pupils, possibly isolated pupils, who will be subject to such behaviour possibly daily and recognise it all too well. Teachers will be mindful of the need to be sensitive to possibly vulnerable pupils, but also of the need to take care not to single them out for special mention or attention.

Play the DVD part 2 to the class, the section on victims talking about their feelings.

Ask the class to think quietly for a moment about how the people in the video were feeling about what had happened to them.

In pairs, ask them to discuss the feelings that they have discovered from the DVD, or thought about from their own experience.

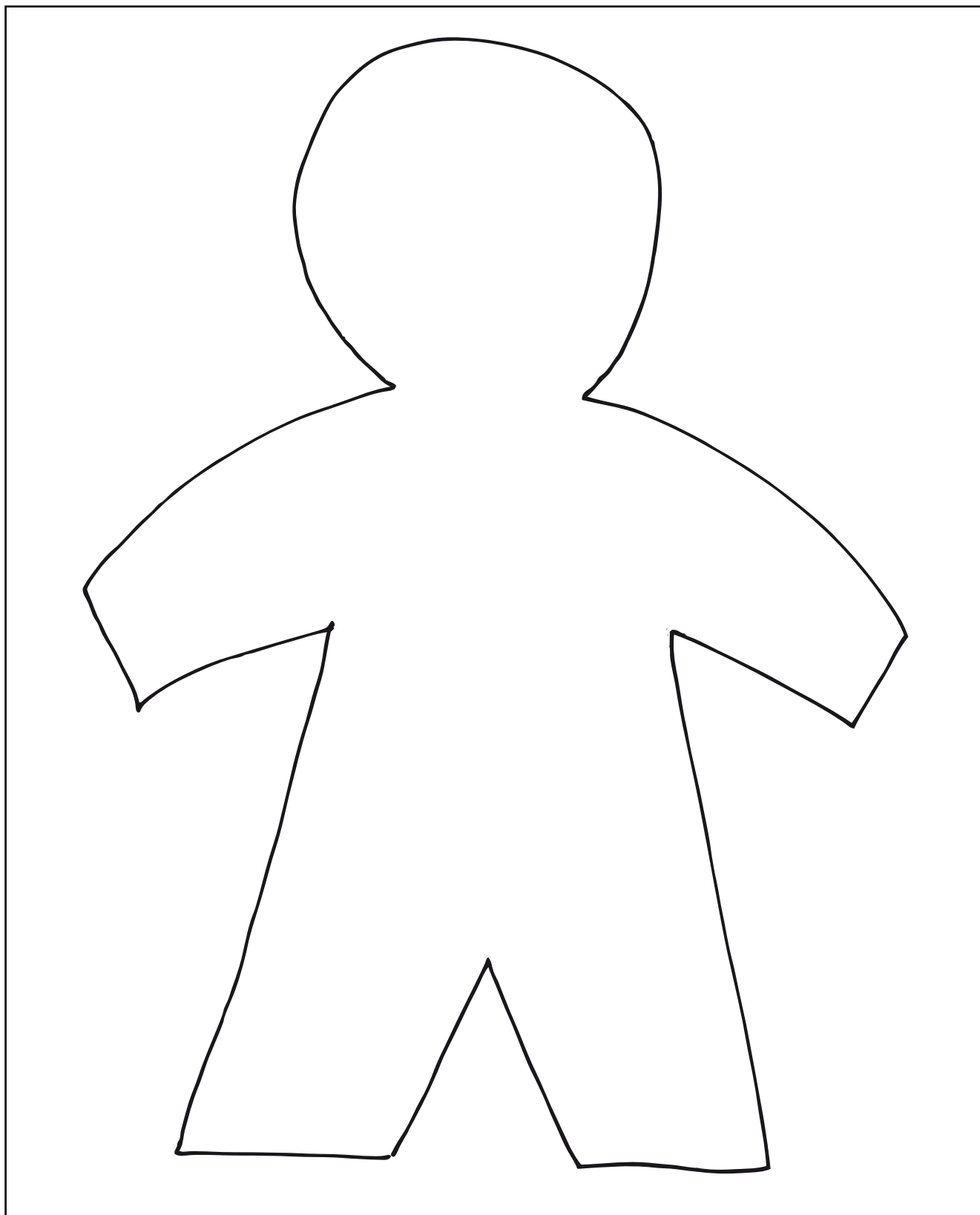
Then ask them individually to choose a person from the video and fill in the worksheet.

Final discussion

Let the pupils feed back some of their thoughts to the class on the victims' feelings. Then let them discuss the behaviours that they have identified as making them feel that way; see if there are any common motivations and find positive ways people could act so as not to cause hurt.

Exploring feelings worksheet

On the inside of the body, write how the person may feel.
Around the outside, write what you think made them feel that way.





Section Four

**EQUALITY DUTIES AND
GUIDANCE FOR SCHOOLS**

Equality duties and guidance for schools relevant to this pack

There are several legislative frameworks that have an impact on the way in which schools address issues of race and religious equality and bullying.

The Equality Act (2010)

The Equality Act brings together previous equality legislation into a single equality act. It contains a general duty and two specific duties.

Under the **general duty**, schools are required to have due regard for three aims:

- eliminate discrimination
- advance equality of opportunity between people who share a protected characteristic and people who do not share it, and
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Under the **specific duties**, schools are required to:

- publish information, and
- set objectives.

Protected characteristics

The Equality Act general duty requires that in respect of pupils, schools must have due regard for seven protected characteristics: disability, ethnicity and race, gender, gender identity, maternity and pregnancy, religion and belief, and sexual identity.

Positive Action

New positive action provisions in the Act allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics.

Fostering good relations

An implication of the duty to foster good relations is that schools must ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.

'Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it.'

The DfE has pointed out that 'It should be particularly easy for schools to demonstrate that they are fostering good relations since promoting good relations between people and groups of all kinds is inherent in many things which they do as a matter of course. It may be shown through – for example – aspects of the curriculum which promote tolerance and friendship, or which share understanding of a range of religions or cultures, the behaviour and anti-bullying policies, assemblies dealing with relevant issues, involvement with the local communities, twinning arrangements with other schools which enable pupils to meet and exchange experiences with

children from different backgrounds, or initiatives to deal with tensions between different groups of pupils within the school itself.'

<http://media.education.gov.uk/assets/files/pdf/e/df/e%20equality%20act%20guidance%20oct%202012.pdf> (para 5.23)

Equality issues in the Ofsted Evaluation Schedule for the Inspection of maintained Schools and Academies, September 2012

The schedule says that in their key judgements inspectors must consider how groups of pupils benefit from their school, and how well any gaps in achievement are narrowing. The groups are:

- disabled pupils, as defined by the Equality Act 2010, and those who have special educational needs
- boys
- girls
- groups of pupils whose prior attainment may be different from that of other groups
- those who are academically more or less able
- pupils for whom English is an additional language
- pupils from minority ethnic backgrounds
- Gypsy, Roma and Traveller children
- looked after children
- pupils known to be eligible for free school meals
- lesbian, gay and bisexual pupils
- transgender pupils
- young carers
- pupils from low income backgrounds
- pupils from other vulnerable groups

Behaviour, respect and bullying

Inspectors are required to evaluate pupils' behaviour towards and respect for others. This includes

- ensuring freedom from bullying and harassment. The guidance specifies cyberbullying and prejudice-related bullying. In this respect it refers to disability, gender, gender reassignment, race, religion and belief, sexual orientation, and special educational needs
- managing the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

Inspectors must take into account a range of evidence to judge behaviour and safety over an extended period and should consider types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment. Inspectors expect schools to keep detailed records not only of racist incidents but also of all prejudice-related incidents. This expectation follows implicitly from the duty to foster good relations.

The briefing paper for Ofsted inspectors on equalities re-issued in September 2012 requires inspectors to check whether

'there are clear procedures for dealing with prejudice-related bullying and incidents, and appropriate staff training that equips staff to identify and deal with this effectively'.

<http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academiesjanuary-2012>

How well the school promotes all pupils' spiritual, moral, social and cultural development

In evaluating this aspect, inspectors look at pupils' understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life.

Guidance from the DfE

Preventing and tackling bullying – advice for headteachers, staff and governing bodies

In September 2012 the Department for Education re-issued advice in 'Preventing and tackling bullying' to help schools prevent and respond to bullying as part of their overall behaviour policy, to understand their legal responsibilities in this area, and to understand the Department's approach.'

Under the heading '**What does the law say and what do I have to do?**' the document points out that there are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. It refers in particular to section 89 of the Education and Inspections Act 2006, which:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents
- gives headteachers the ability to discipline pupils for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff.

More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in *Behaviour and discipline in schools – advice for headteachers and school staff*.

The document refers specifically to cyberbullying as a child protection issue, and new legal powers for schools under the Education Act 2011.

Other important areas covered include:

- bullying outside school premises
- dealing with bullying
- prevention
- intervention
- features of successful schools
- schools' accountability
- links to further information.

The full document can be accessed from <http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

Useful websites for pupils and teachers

This is by no means an exhaustive list. Teachers will find that visiting one website will lead them to many others. There is a wealth of information and help on racism, anti-religious prejudice and bullying.

Antibullying helplines and advice

Anti-Bullying Alliance

www.anti-bullyingalliance.org/index.htm

The Anti-Bullying Alliance has a network of organisations across Britain. It has information and advice for education professionals, parents and students at all key stages.

The Anthony Walker Foundation (AWF)

www.anthonywalkerfoundation.com

The AWF is a charity established by Anthony's family following his tragic death in a racially-motivated attack in July 2005. It provides outreach support to individuals and families who have experienced, or are experiencing, hate-crime, and can work with schools. Trained volunteers provide emotional support, information and guidance. You can contact the Anthony Walker Foundation's support line on freephone number 0800 876 6646 during office hours.

Hometown

www.anti-bullyingalliance.org/hometown.htm

Interactive website for students at KS1, 2 and 3: has good background information for education professionals. The site also contains links to websites giving information on racist bullying in schools.

Antibullying

www.antibullying.net/

The Scottish website of the Antibullying network contains advice on countering racist bullying at www.antibullying.net/racistinfotwo.htm Interactive pages for students are at www.antibullying.net/youngpeople.htm These include support for people who are bullying as well as for their targets.

Childline

www.childline.org.uk/Racism.asp

The Childline website is full of information, stories and practical advice for children and young people but also for parents and educators. They offer advice and support, by phone and online, 24 hours a day. Whenever and wherever you need them, they'll be there. Call 0800 1111. There is a section on racism and racist bullying. Kid Zone www.childline.org.uk/Just4U.asp is an interactive site for children which includes racist bullying in the content.

Cybermentors

www.cybermentors.org.uk

CyberMentors is a safe social networking site providing information and immediate and longer-term support for young people affected by cyberbullying, parents and carers and others who are worried about someone.

Directgov

www.direct.gov.uk/en/YoungPeople/HealthAndRelationships/Bullying/index.htm

Government website for young people on cyberbullying; bullying on social networks; internet and email bullying; bullying on mobile phones; bullying at school; what to do about bullying and information and advice for people who are bullying others and want to stop.

EACH

www.eachaction.org.uk

EACH has a freephone Actionline for children experiencing homophobic bullying: 0808 1000 143. It's open Monday to Friday 10am-5.00pm.

Kidscape

www.kidscape.org.uk/professionals/racistbullying.shtml

The Kidscape website is full of practical and readable advice for educators, parents and children on dealing with bullying in schools. It includes information on countering racist bullying. There are examples of anti-bullying activities that educators can use, for example 'Watch out for Crocodiles' activity sheets for young children.

Hate crime reporting lines**Reporting to the police**

All hate crime can be reported to the police. Local area police authorities have their own reporting lines. Call your local police authority, or look online for the appropriate number.

The Community Security Trust

www.thecst.org.uk/

The Community Security Trust website provides information on antisemitism and anti-Semitic racist incidents. You can report an antisemitic incident to CST via their website, by emailing incidents@thecst.org.uk or by phoning 020 8457 9999.

Stop Hate UK

www.stophateuk.org

Stop Hate UK is a charity that provides independent and confidential support to people affected by Hate Crime in various areas of the country. They have reporting phonelines and information about these can be accessed from their website.

TELLMAMA

<http://tellmamauk.org>

Phone MAMA on 0800 456 1226

(Mon-Fri 9-6)

Text MAMA on 01157070007

Email MAMA at info@tellmamauk.org

Tweet MAMA @tellmamauk

TELLMAMA is a reporting, support and advice service on Islamophobic incidents. (From their website you can find a link to Faith Matters interfaith projects to reduce religious tensions, at <http://faith-matters.org>)

True Vision

www.report-it.org.uk/home

True Vision is the government's website with information about hate crime, what it is, how the police and CPS deal with it, and how to report it. It includes online reporting.

Websites with education activities for challenging racism and anti-religious prejudice**Interactive websites for pupils**

The websites below can all be safely accessed by pupils who will enjoy the anti-discrimination activities.

Britkid

www.britkid.org

This is a lively, interactive website about race, racism and life as seen through the eyes of the

Britkids. Students at KS2 and 3 are invited to hang out with a Britkid or go into town. It is enjoyable but thought-provoking with serious underlying messages. The site includes 'serious issues' – the information behind some of the messages and 'teachers' stuff' – information, advice and classroom activities for educators. Also contains the campaign to Kick Racism out of Football and to Show Racism the Red Card.

Coastkid

www.coastkid.org

Coastkid is the anti-bullying website of Brighton and Hove authority with scenarios including racist and homophobic bullying and material on anti-traveller and anti-asylum seeker bullying. Students at KS 2 and 3 will enjoy using this lively site and will benefit from its messages. Entering the site they can choose the person they want to accompany to school and to other places, and follow their story. The site also has valuable background information on the issues underlying racism, prejudice and bullying.

Ekta Kettering

www.ektakettering.org

Run for teenagers by teenagers: about racist attacks and attitudes. Based in a single borough but with relevance and interest everywhere.

Hometown

www.anti-bullyingalliance.org/hometown.htm

This interactive website for students at KS1, 2 and 3 is part of the Anti-Bullying Alliance website. You can enter the site and follow the stories of the Hometown residents in a number of situations. It is enjoyable to use and raises many issues about bullying, including racist bullying, and how to deal with it. It can be used by individual children, groups of children and in classroom situations.

Kiddiesville Football Club

www.kiddiesvillefc.com

Intended particularly for primary schools, a very lively site about the exploits of an imaginary football team with music, stories, games, humorous and nonsense verse and vivid graphics. Also, explanatory background notes for teachers ('Adultsville'.) Highly recommended.

Virtual Classroom

www.isb.org.uk/virtual/newsite/index.htm

The Virtual Classroom site is aimed at helping pupils learn about Islam in a fun and exciting way. Stage One of the project focuses on Muslim heritage, culture and contributions to modern day life. It looks at Muslim heritage and objects related to Islam. It also has an interesting 12 question quiz where players have to solve a riddle then find the relevant object in the classroom. The virtual classroom itself allows you to explore how Muslims use or have contributed to the discovery or creation of everyday objects.

Youthweb

www.youth-web.org.uk

This is a great website for students and by students. It is lively, interactive, promotes and asks for discussion and covers issues including racism, identity and bullying. It is designed for KS 3 and 4 but will be of value to educators. It can be used independently, or it could be used in classroom situations to promote discussion.

Useful websites for teachers

The Anne Frank Educational Trust

www.annefrank.org.uk

This site gives information about Anne Frank and the Holocaust and places it firmly in the context of combating racism in all its forms. Whether you are an educator or a student at KS 2, 3 and 4 you will find something to interest you. There are assembly packs, interactive pages and the chance to make a voice heard in the antiracist world by signing a leaf on the Anne Frank tree.

Insted Consultancywww.insted.co.uk

The website of the Insted Consultancy is a wonderful place to begin (and return to) if you are interested in researching and learning about any aspect of combating racism in education. It is aimed at adults and contains information for teachers on a range of topics concerned with equality issues, including prejudice related bullying and Islamophobia. The Insted Resource Folder on the Equality duties for schools www.insted.co.uk/equalities.html is essential information.

Kick It Outwww.kickitout.org

Kick It Out is the national campaign against racism in football. The website includes useful classroom materials for schools which can be downloaded free. It is full of information about positive initiatives in national and community football and pictures of famous footballers with strong antiracist and antibullying messages. Pupils are very motivated by the footballer role models.

NASUWTwww.nasuwt.org.uk

It is worth checking the NASUWT for publications on equality matters. These include not only new publications on topical issues but an archive of their own and government publications.

National Union of Teacherswww.nut.org.uk

The NUT continues to lead the teaching profession in fighting racism – challenging the far right, producing educational resources and keeping race equality on the national agenda. Materials include Born to be Great – a charter on promoting the achievement of black Caribbean boys; Racism, Antisemitism and Islamophobia: Issues for schools and teachers; and Mosaic – Victims of Nazi Persecution produced in association with the Holocaust Educational Trust and including the stories of Gypsies, Jews and disabled people. It is well worth searching their website for papers, survey findings and advice on a number of issues related to equality and inclusion. Forthcoming resources include research into the impact of the counter-terrorism agenda in schools and 'Breaking the Mould' – practical resources for primary school teachers on disputing and defying gender stereotypes.

The Runnymede Trustwww.runnymedetrust.org

The Runnymede Trust is a respected independent organisation researching, publishing and initiating and carrying out projects related to equality in multiethnic Britain. Two studies in particular are relevant to this pack: Source: 'A very light sleeper', by the Runnymede Commission on Antisemitism www.runnymedetrust.org/publications/33/32.html, and 'Islamophobia: a Challenge for us all', by the Runnymede Commission on Islamophobia www.runnymedetrust.org/publications/17/32.html

Show Racism the Red Cardwww.srtrc.org

This is a national campaign against racism in football with a lively site full of information, articles and photographs. Pupils at all key stages will find something they are interested in and can download full colour posters of teams supporting the antiracist movement. If you support an Irish, Scottish or Welsh team, try:

www.theredcard.iewww.theredcardscotland.orgwww.srtrc.org/wales/index.htmlwww.srtrc.org/cymru/index.html

Each site is interesting and each is different.



This page can be copied onto card and cut into four to make cards pupils can carry.

IN AN EMERGENCY ALWAYS CALL THE POLICE ON 999

→ **Phonelines for help with racist and religious bullying**

ChildLine

0800 1111
(free 24-hour helpline)

Antibullying campaign

020 7378 1446
(open Mon-Fri 9.30am - 5.30pm)

→ **Report antisemitic incidents**

CST

LONDON

07659 101 668
24 hour Emergency Pager


MANCHESTER

0800 980 0688

→ **Report islamophobic incidents**

TELLMAMA

0800 456 1226
(Mon-Sat 9-6) Text MAMA on 01157070007

Produced by the Crown Prosecution Service 

IN AN EMERGENCY ALWAYS CALL THE POLICE ON 999

→ **Phonelines for help with racist and religious bullying**

ChildLine

0800 1111
(free 24-hour helpline)

Antibullying campaign

020 7378 1446
(open Mon-Fri 9.30am - 5.30pm)

→ **Report antisemitic incidents**

CST

LONDON

07659 101 668
24 hour Emergency Pager


MANCHESTER

0800 980 0688

→ **Report islamophobic incidents**

TELLMAMA

0800 456 1226
(Mon-Sat 9-6) Text MAMA on 01157070007

Produced by the Crown Prosecution Service 

IN AN EMERGENCY ALWAYS CALL THE POLICE ON 999

→ **Phonelines for help with racist and religious bullying**

ChildLine

0800 1111
(free 24-hour helpline)

Antibullying campaign

020 7378 1446
(open Mon-Fri 9.30am - 5.30pm)

→ **Report antisemitic incidents**

CST

LONDON

07659 101 668
24 hour Emergency Pager


MANCHESTER

0800 980 0688

→ **Report islamophobic incidents**

TELLMAMA

0800 456 1226
(Mon-Sat 9-6) Text MAMA on 01157070007

Produced by the Crown Prosecution Service 

IN AN EMERGENCY ALWAYS CALL THE POLICE ON 999

→ **Phonelines for help with racist and religious bullying**

ChildLine

0800 1111
(free 24-hour helpline)

Antibullying campaign

020 7378 1446
(open Mon-Fri 9.30am - 5.30pm)

→ **Report antisemitic incidents**

CST

LONDON

07659 101 668
24 hour Emergency Pager


MANCHESTER

0800 980 0688

→ **Report islamophobic incidents**

TELLMAMA

0800 456 1226
(Mon-Sat 9-6) Text MAMA on 01157070007

Produced by the Crown Prosecution Service 

Acknowledgements

Crown Prosecution Service North West Area would like to especially thank our partners the Anthony Walker Foundation and the National Union of Teachers for working with us to develop this resource. We are also immensely grateful to Accrington Academy, Bispham High School and King David High School for their support and guidance in developing the scenarios.

We would also like to thank several organisations for providing resources and assistance and supporting the project. These include:

- Community Security Trust (CST)
- Equality and Diversity Development Services (EDDS)
- Kick It Out
- Manchester Deaf Centre
- Motion Loco
- North West Ambulance Service
- Stagecoach Theatre Arts Schools
- The Co-operative
- UCLAN
- Vuka Afrika

Thank you to the actors, advisers and the young people who provided direction and through their contributions and willingness to share have helped to bring the scenarios and stories to life:

- Anees Ahmed
- Aneeq Ahmed
- Sarah Allen
- James Beglin
- Anne Boardman
- Bill Bolloten
- Carl Bownas
- Rebecca Boxx
- Lucy Collins
- Aaron Dhaliwal
- Harvey Domingos
- Bongji Dube
- Brenton Hamilton
- Andrew Hickman
- Peter Jennens
- Farah Jones
- Ben Kerry
- Jeet Khosa
- Jackie Lamb
- David Larbi
- Polly Lovegrove
- David Maris-Mckenzie
- Alisha Mawoko
- Jessica McDonagh
- Buhle Miles
- Catherine Millan
- Jordan Moore
- Kingsley Mario Mpofo
- Mluleki Mvubu
- Mthabisi Mvubu
- Maritz Nkomo
- Levi Payne
- Daniel Petts
- Amy Pryce
- Mia Roberts
- Robin Richardson
- Sacha Sangha
- Eric Shango
- Arden Sills
- Wendy-Anne Smith
- Selvey Sosa
- Peter Stone
- Emma Tierney
- John Topping
- Ben Walker
- Maddie Webb
- Michael Whittaker

Thank you to the people who generously let us use their images in the pack.

Special thanks go to Berenice Miles our passionate and dedicated educational adviser who developed the lesson plans and accompanying activities and CLC Media and Column Communications Ltd for their patience, production, media and artwork.

