



**TACKLING  
DISCRIMINATION  
TOGETHER  
EDUCATIONAL RESOURCE**

CrimeStoppers.



# OPENING COMMENTS

**TO MARK NATIONAL HATE  
CRIME AWARENESS WEEK 2022  
#NATIONALHCAW IT SEEMS FITTING  
TO PRESENT THIS RESOURCE  
PACK THAT EMBODIES THE NEED  
TO EMPOWER PROFESSIONALS TO  
TACKLE THIS ISSUE WITHIN LOCAL  
COMMUNITIES.**

This resource is brought to you by the charity West Country Crimestoppers and creative provider, Unique Voice CIC. After nearly 10 years of working in partnership through the youth crime prevention project 'What Would You Do?' it's time to share our knowledge and resources with communities far and wide. We hope this resource will be used by teachers, educators, youth workers, police and many more organisations who have a front row access to the younger generation.

Discrimination and hate crime are against the law yet we know these issues dominate our society and pose a wider threat to our young people's futures, mental health and wellbeing if not tackled head on. This resource uses the power of young people's voices through a pioneering film to call for a change in our culture on how we talk about, tackle and challenge discrimination. It also amplifies and signposts to organisations who can help our communities report crimes of this nature.

*Let's tackle this together;  
creativity and collaboration are key.*

*West Country Crimestoppers and  
Unique Voice CIC*

*#NationalHCAW*

**DISCRIMINATION CAUSES PAIN  
BUT EACH OF US CAN BE THE CHANGE.  
WITH KINDNESS, RESPECT, LOVE AND CARE  
OUR COMMUNITIES CAN BE EQUAL AND FAIR.  
WHEN DISCRIMINATION CAUSES CRIME  
IT HELPS TO TELL SOMEONE IN TIME.  
TO STOP INJUSTICE WE CAN ACT  
CALL CRIMESTOPPERS, DON'T LOOK BACK.  
YOU WON'T EVEN HAVE TO GIVE YOUR NAME,  
YOU DON'T NEED TO WORRY ABOUT BEING BLAMED.  
CRIMESTOPPERS IS FOR EVERYONE  
0800 555 111**

**WHY SHOULD WE TREAT SOMEONE DIFFERENTLY  
BECAUSE OF THE SIDE OF THE LINE THEY WERE BORN ON,  
WHAT COLOUR SKIN THEY HAVE, OR WHAT LANGUAGE THEY SPEAK?  
WHY SHOULD PEOPLE BE TREATED WITH LESS RESPECT  
BECAUSE OF THEIR ABILITY, GENDER, OR WHO THEY LOVE?  
DIVERSITY MAKES US A BETTER COMMUNITY.  
IF YOU EVER FEEL AS THOUGH SOMEONE IS BEING VICTIMISED  
BECAUSE OF WHO THEY ARE, YOU CAN HELP STOP IT.  
CALL CRIMESTOPPERS ON 0800 555 111**

**WRITTEN BY CHILDREN FROM FROME VALE ACADEMY, BRISTOL**

# ABOUT HATE CRIME AND DISCRIMINATION

NO PLACE FOR HATE CRIME IN OUR COMMUNITIES  
HATE CRIME CAN BE REPORTED DIRECTLY TO  
CRIMESTOPPERS VIA 0800 555 111

## HATE CRIME\*:

ANY CRIME HAS THE POTENTIAL TO BE A HATE CRIME, ESPECIALLY IF IT INVOLVES ONE OR MORE OF THESE:

- Offensive language  
*(including name-calling and insults)*
- Abusive verbal or written comments which are meant to threaten and intimidate  
*(including through email, social networks and mobile phone messages)*
- Physical assault
- Domestic violence
- Financial exploitation
- Vandalism or criminal damage to your property
- Sexual abuse and assault
- Threats, intimidation, humiliation or degradation

A CRIME BECOMES A HATE CRIME WHEN IT IS MOTIVATED BY HOSTILITY OR PREJUDICE ON THE FOLLOWING GROUNDS:

- Ethnicity or race
- Disability  
*(including mental health)*
- Sexual orientation
- Gender identity
- Religion or belief
- Age
- Gender



\*Reference - SARI, 2022

## DISCRIMINATION:

DISCRIMINATION IS WHEN YOU ARE TREATED UNFAIRLY BECAUSE OF WHO YOU ARE OR WHAT YOU BELIEVE. DISCRIMINATION CAN COME IN ANY OF THE FOLLOWING FORMS:

### DIRECT DISCRIMINATION

Treating someone with a protected characteristic less favourably than others.

### INDIRECT DISCRIMINATION

Putting rules or arrangements in place that apply to everyone but that puts someone with a protected characteristic at an unfair disadvantage.

### HARASSMENT

Unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them.

### VICTIMISATION

Treating someone unfairly because they've complained about discrimination or harassment.

DIVERSITY

TOLERANCE

SAFE

COMPASSION

CULTURE

INCLUSION

UNITY

COMMUNITY

TOGETHER

PEACE

RESPECT

FAIRNESS

RIGHTS

EQUALITY

IDENTITY

WELCOMING

# ABOUT CRIMESTOPPERS

CRIMESTOPPERS IS AN  
INDEPENDENT CHARITY THAT GIVES  
YOU THE POWER TO SPEAK UP TO  
STOP CRIME, 100% ANONYMOUSLY.

WHOEVER YOU ARE, WHEREVER  
YOU LIVE, FROM COMMUNITIES TO  
COMPANIES.

BY PHONE AND ONLINE, 24/7, 365  
DAYS A YEAR.

We also share advice on how to  
protect the people you care about  
from crime, so everyone can feel safe.

After receiving your call or a  
completed anonymous online  
form, we create a report that brings  
together all the information you gave  
us, making sure it doesn't contain any  
information that could identify you.



# There's no place in the West Country for hate crime.



Speak up and stop hate crime.  
100% anonymous. Always.

[crimestoppers-uk.org](https://www.crimestoppers-uk.org)



Crimestoppers Trust is a registered charity.  
UK Registration Nos. 1108687/SC037960.

**CrimeStoppers.**

**0800 555 111**

100% anonymous. Always.

Don't be a bystander to hostility, prejudice, violence, threats, abuse or damage because of someone's disability, race, religion, sexual or gender orientation.

Scared to speak up? Your voice can help stop hate crime. Tell the independent charity what you know and remain **100% anonymous. Always.**



[www.report-it.org.uk/home](http://www.report-it.org.uk/home)  
[www.sariweb.org.uk](http://www.sariweb.org.uk)

[crimestoppers-uk.org](http://crimestoppers-uk.org)



Crimestoppers Trust is a registered charity.  
UK Registration Nos. 1108687/SC037960.

**CrimeStoppers.**

**0800 555 111**

100% anonymous. Always.

## WHY DO PEOPLE USE CRIMESTOPPERS?

Our research confirms that nearly a fifth of the public have known about a crime, but chose not to talk to the police (*according to insights drawn from various research projects commissioned by Crimestoppers*).

### SOME OF THE REASONS FOR PEOPLE NOT SPEAKING OUT INCLUDE:

- I DO NOT WANT TO TALK TO THE POLICE
- I NEED TO REPORT SOMEONE I KNOW
- I AM WORRIED THAT OTHERS WILL KNOW IF I SPEAK OUT
- I AM NOT SURE IF WHAT I KNOW WILL HELP
- I DO NOT WANT TO GET INVOLVED WITH COURTS

Last year we sent police forces over 185,000 anonymous crime reports - that's 507 per day and 21 per hour... but what do we mean by anonymous?

You may be thinking about using our service, or just want a deeper understanding of our anonymity promise so that you can reassure someone else. Crimestoppers employs around 100 members of staff who are supported by a huge number of volunteers working at national and regional level.

We are proud to welcome volunteers from all communities across the UK to support our charity. Because, at Crimestoppers, we believe in the power of people to stop crime.

**THE POWER IS IN SPEAKING UP - SILENCE ALLOWS CRIMINALS TO PROSPER. TO HURT US AND THOSE WE CARE ABOUT.**

**THE POWER IS ALSO IN HELPING OTHERS SPEAK UP - LETTING EVERYONE KNOW THAT THEY DO NOT NEED TO BE SILENCED. THAT THROUGH CRIMESTOPPERS' ANONYMITY THEY CAN BE SAFE AND STOP CRIME.**

# ABOUT UNIQUE VOICE

We are a Community Interest Company delivering creative programmes in Bristol, South Gloucestershire, and across the South West using the Arts as a medium to make a positive and long-lasting social impact. We create programmes designed to enable young people to learn, develop and grow in all aspects of their educational and emotional development whether that is through classroom-based learning or through our holiday provisions for vulnerable young people.

Here at Unique Voice, we believe that social and emotional education is the most important learning that children and young people can receive. We want to enable young people to thrive with the resilience to overcome adversity, the confidence to make positive decisions, and a strong moral compass to guide them on their journey through life.

*We have been recognised by UNESCO to be successfully using the medium of drama and creativity to tackle conflict amongst young people. The work we deliver links to DFE guidelines, PSHE framework and Global Goals and has been acknowledged by the Centre for Excellence in Outcomes for Young People. We have worked with over 80,000 young people.*

The work at UV shows that drama and creative activities are excellent tools to achieve peace in communities and schools and that no technical knowledge of drama or the Arts is needed to implement these practices, provided the educators involved believe in the principles of Global Citizenship themselves and have a willingness to play with their participants.

We proudly work with organisations across sectors to ensure programmes presented to the younger generation are relevant, impactful and full to the brim with creativity.



**FIND OUT MORE ABOUT THE WORK  
WE DO HERE: [UNIQUEVOICE.ORG](http://UNIQUEVOICE.ORG)**



# HOW THIS RESOURCE CAME ABOUT

This resource was influenced and inspired by the crime prevention programme 'What Would You Do?'

The 'WhatWouldYouDo?' programme is the first of its kind and was piloted in 2014 and has been delivered across the West Country. It is known that many children, parents and carers are aware of crimes being committed and who the perpetrators are in their communities but they will not go to the Police with that information.

Having worked in several communities with this project over the years we have unlocked a model that works in ensuring that the key messages of Crimestoppers are understood and help to keep everyone safe. This has involved young people at the heart of the delivery design. After taking part in creative workshops, young people are inspired to deliver / perform / record these messages back to the community. During covid, we adapted the model so that the final showcase could involve young people starring in their own films, made and produced with their opinions and aligned with the Crimestoppers message of speaking up, stopping crime and staying safe whilst remaining 100% anonymous.

The film 'Discrimination', on which this resource is based, was made with the young people who attend Frome Vale Academy in Bristol. In 2021, it was premiered at St Michael's Community Centre with families, community members and Deputy Mayor Councillor Asher Craig in attendance.

The legacy of the film continues with this resource as it calls for educators and professionals to consider using it to tackle hate crime and discrimination.

## OVERVIEW OF FILM



[CLICK TO WATCH THE FILM HERE](#)

The film was made with the amazing Frome Vale Academy and explores the important topic of discrimination. As soon as we met the young people at Frome Vale it was clear that the pupils in the school have made a huge commitment to tackling discrimination and creating a culture of equality.

The young people had so much to say on these subjects and addressed them with mature, thoughtful and creative mindsets. We even had the pleasure of meeting with the school's dedicated equality, diversity and inclusion group which representatives from each class attend to discuss key issues.

This amazing commitment from the school made a huge impact on the quality of this film and it was such a joy to record the voices of these young people speaking about a subject that they felt truly passionate about.

Our film stars worked hard over the course of our workshops and film-making process, learning to speak to camera, remembering lines and even illustrating the film themselves.

*Thank you, Frome Vale Academy for your incredible work.*

# TOP TIPS ON HOW TO USE THE RESOURCE

Each of the activities included in the resource has 3 output sections which encourages you to consider using the film in different ways. The idea with all activities is that you watch the film first, as this creates an engaging stimulus for future activities / discussions that will follow.

## OUTPUT 1 USING THE FILM IN AN ASSEMBLY / PRESENTATION

20-30 minute assembly plan /  
Keynote with talking points for KS2  
children

## OUTPUT 2 USING THE FILM IN A WORKSHOP STYLE SESSION

1 hr workshop plan with engaging  
activities, e.g. PSHE style session or  
youth session

## OUTPUT 3 USING THE FILM IN THE COMMUNITY

20 minute script / talking points so  
that you could use it at a parents  
evening / community event. This  
includes signposting and safety tips.

# THINGS TO PREPARE

- Decide on which activity you plan to use from the above and which group you will work with
- Download any supporting presentations attached to the activity (*these can be found on [uniquevoice.com](http://uniquevoice.com)*)
- Ensure that the group you are presenting to are ready for this type of activity. You may consider sending letters out to parents / carers or informing your manager that you plan to run this activity to ensure all emerging conversations or disclosures by young people are well supported and managed.

# THINGS TO CONSIDER

This is a creative scheme of work that uses public speaking, games, drama, art and discussions to underpin the learning in an accessible and fun way. This resource complements the PSHE curriculum and, in addition to this, the learning objectives have been linked to the four pillars of learning created by UNESCO:

### LEARNING TO KNOW:

To provide the cognitive tools required to better comprehend the world and its complexities and to provide an appropriate and adequate foundation for future learning.

### LEARNING TO DO:

To provide the skills that would enable individuals to effectively participate in the global economy and society.

### LEARNING TO BE:

To provide self-analytical and social skills to enable individuals to develop their fullest potential psycho-socially, effectively as well as physically, for an all-round complete person.

### LEARNING TO LIVE TOGETHER:

To expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

**IT HAS ALSO BEEN BASED ON THE PRINCIPLES LISTED BELOW:**

**CHILDREN'S FEELINGS ARE VALID AND SHOULD BE HEARD.  
CHILDREN HAVE THE RIGHT TO FEEL SAFE.  
CHILDREN HAVE THE RIGHT TO KNOW WHERE TO GO FOR HELP.**



# OUTPUT 1

## USING THE FILM IN AN ASSEMBLY / PRESENTATION: 20-30 MINUTE ASSEMBLY

### THINGS TO PREPARE

- DOWNLOAD THE SUPPORTING PRESENTATION
- PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE
- PLAIN PAPER (6 SHEETS)
- MARKER PEN
- EMPTY BACKPACK
- 6 DENSE ITEMS E.G. BOOKS

## STEP 1

### WHAT DO THESE PEOPLE HAVE IN COMMON?

1. Open the assembly by showing slide 2 which will feature pictures of several celebrities [slide 2].
2. Ask the audience - What do you think all of these people have in common? This can be a straight hands up or a 'think, pair, share' activity.

*EXAMPLES: Nadiya Hussain, Marcus Rashford, Rosie Jones, Emma Watson, John Boyega, Ade Adepitan, Ellie Simmonds, Sam Smith.*

3. After a couple of suggestions, explain to the children that **All of these people have faced discrimination either because of their race, disability, age, gender identity or sexual orientation.**

**Nadiya Hussain** - Wasn't able to audition for a modelling job because of her skin colour

**Marcus Rashford** - Encountered racial abuse for missing a penalty in the Euros 2020

**Rosie Jones** - Encountered online threats and abuse against her disability

**Emma Watson** - After experiencing gender discrimination, Emma sought to promote women's rights and women's political participation

**John Boyega** - Experienced racial abuse and threats because of his role in Star Wars

**Ade Adepitan** - Experienced disability discrimination during his sporting career

**Ellie Simmonds** - Experienced harassment and bullying when she appeared on Strictly Come Dancing

**Sam Smith** - Experienced discrimination against his gender identity and sexual orientation

4. Click to reveal the definition of discrimination [slide 3].

#### DEFINITION:

**Discrimination is when you are treated unfairly because of who you are, or what you believe.**

*(saricharity.org.uk)*

## STEP 2

### THE FILM

1. Explain to the children that we are now going to watch a short film which explores discrimination.
2. This film has been created by young people for young people, to help them explore and understand what discrimination is and how we can stand up to it.
3. Discuss the film with the children [slide 3].
4. Play the film to the children [slide 4].

## STEP 3

### THE CHILDREN'S THOUGHTS ON THE FILM

1. Once you have played the film, invite the children to share their thoughts on what they have seen [slide 5].

#### SUGGESTED QUESTIONS:

*What happened in the film?*

*Name three types of discrimination that were mentioned in the film?*

*How did the film make us feel?*

*What could the charity Crimestoppers do to help?*

*This can be a straight hands up or a think, pair, share activity.*

## STEP 4

### PROTECTED CHARACTERISTICS

1. Display the protected characteristics [slide 6].

- **What we look like**

*(features, hair colour, glasses, height etc.)*

- **Skin colour**

- **Where we are from / where we live**

- **Culture or beliefs**

- **Sexuality**

- **Family**

- **Gender**

- **Abilities / disabilities**

2. Explain to the children that we all have a right not to be treated less favourably, or subjected to an unfair disadvantage, by reason of our given characteristic. These characteristics are known as protected characteristics.

3. Explain that the words above are examples of some protected characteristics.

4. Discuss each of these in turn and invite the children to think of any other examples to ensure their understanding of each characteristic.

## STEP 5

### HOW WOULD YOU FEEL?

1. Invite the children to discuss how it might feel to experience discrimination [slide 7].

N.B. Be mindful that some children may have or may be experiencing discrimination in some way.

2. Ask the children for some key words associated with how discrimination may make them feel. **e.g. isolated, upset, angry, scared, unseen, marginalised etc.**

3. Ask a confident child or another adult to write each word down on a separate piece of paper and invite selected children to hold these up and present them to the assembly.

4. Ask another volunteer child to come up and explain that we will be exploring the 'weight of discrimination'. To do this, ask the child to place an open backpack on their back. [Slide 8]

5. Recall each of the words in turn and as you do add the written word as well as an item such as a book into the backpack. Each item will be metaphorically representing the layers of feelings involved in discrimination and the added weight that discrimination holds.

6. Start by asking the volunteer child to describe how it felt to have such a heavy pack to carry. Summarise by asking the children to think about what it may feel like to carry the backpack around with them always. What impact would it have on your confidence? Your relationships? Learning or even your sleep?

7. Ask the child to re-join the audience and thank them for helping to portray this. Keep the backpack full of the items, you will need this for the next activity.

## STEP 6

### WHAT CAN WE DO?

1. Explain that discrimination can take shape in many forms. We are now going to explore some examples and think of what we can do to tackle discrimination [slide 9].

2. Ask the children to close their eyes or lower their gaze whilst you read aloud each of the scenarios [slide 10].

#### SCENARIOS -

**You are being excluded from a sports team because of your skin colour**

**A building you are going into on a school trip doesn't allow you access because of a disability**

**You are being bullied because you didn't grow up in the same place as your peers**

**You get a job in the future but you are paid less than your co-worker because of your sex**

3. Give the children 1-2 minutes to think about the question 'What Would You Do?' to tackle these discrimination scenarios.

4. Invite the children to feedback their advice on what action they would take.

5. To help conclude this activity, invite your volunteer child who wore the backpack back to the stage.

6. Place the backpack on again with all the items inside.

7. Focus on one of the previously discussed scenarios, potentially the one that the children had the most advice for. Recall some suggested actions/ advice in a step-by-step fashion and with each suggestion remove an item and associated word, metaphorically removing the weight of discrimination.

8. Ask the volunteer to describe how it feels now to have an empty backpack.

9. Congratulate the children on helping to achieve this after emphasising that we all the power to lift the weight that discrimination has on individuals / groups that experience it.

10. Explain to the children that our backpacks are always there and can be re-filled based on the actions, thoughts and opinions of others. Invite the children to come up with suggestions on how we can stop the backpack filling up again in our society [slide 11].

## STEP 7

### TOP TIPS

1. Explain that it is important to remember all of our learning today.

2. Introduce the slogan that the children can use to remember the key points of what they can do to try and stand up to end discrimination in their communities [slide 12].

3. Ask three children to stand at the front and each read out one part of the slogan and demonstrate an action to emphasise it. As the whole assembly audience to repeat it back.

**SIT UP** - acknowledge that discrimination exists

**STAND UP** - noticing when it happens and be committed to making it stop

**SPEAK UP** - about the negative behaviour by talking to someone

4. Conclude the assembly by ensuring that the children have the following top tips as takeaways [slide 13].

Know who could help in your school or setting - who is a trusted adult in your life?

Report if you see something that you think is wrong, tell someone who you trust; the police, teacher, Crimestoppers, family, club leader

Keep a record. If you think you or someone around you is experiencing discrimination, record or write it down so you can show your trusted adult about the times it's happening.

Think about your actions and words! How does the way you speak and act affect others around you? How would you feel if you were discriminated against?

# OUTPUT 2

USING THE FILM IN A WORKSHOP STYLE SESSION: 1 HR WORKSHOP PLAN WITH ENGAGING ACTIVITIES, THINK PSHE STYLE SESSION OR YOUTH SESSION.

## THINGS TO PREPARE

- DOWNLOAD THE SUPPORTING PRESENTATION
- PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE
- PLAIN PAPER
- PENS / PENCILS

# WARM-UP GAME

## CELEBRATING DIFFERENCES GAME: ANYONE WHO!

**AIM: TO IDENTIFY SIMILARITIES AND DIFFERENCES BETWEEN PARTICIPANTS.**

1. Ask the group to make a circle, either sitting on chairs or floor dependent on your space and preference [slide 2].
2. Ask a volunteer to stand in the centre of your circle, if using chairs ask them to bring their chair with them.
3. The person in the centre then says the sentence "Anyone who ..." completing it with something about themselves, it could be a hobby, like, dislike, character trait or anything about themselves e.g. "Anyone who likes football/has a brother/is wearing trainers" etc.
4. Then anybody sat around the circle that agrees the statement is true or that it refers to them must stand up and switch places within the circle finding an empty space/chair, as quickly as they can. At the same time the person in the middle tries to find a place.

Be aware that the whole group may get up if they agree/ the statement is true to them. Alternatively it could just be one person, in which case they swap with the person in the middle or perhaps nobody in which case the person in the middle goes again.

5. The last person to find a place is the next person in the centre.
6. Continue for several turns encouraging the group to focus on things that they may have in common as well as the differences between them.
7. Finish the game and ask children to summarise the learning from the activity [slide 3].

### SUGGESTED QUESTIONS:

Did you have many things in common?  
What were your differences?  
Did you discover anything new about anybody else?  
What did we learn from this game?

8. Conclude the activity by asking the group why is it important for us to celebrate what makes us different and ask what it might be like if we lived in a place where these were not celebrated.

# FILM SCREENING & DISCUSSION

## THE FILM!

**AIM: TO PRESENT THE IDEA OF DISCRIMINATION IN A YOUNG PERSON FRIENDLY WAY AND TO OPEN UP OUR THINKING AROUND OUR OWN ATTITUDE**

1. Introduce the film to the group [slide 4] Explain that it was created by young people, for young people. Ask them to think about how this film might relate to the last activity about celebrating our differences [slide 5].

*N.B. If your group has already completed the assembly then re-watch the film.*

2. Ask the group to explain their thoughts on the film by using the prompt questions [slide 6].

### SUGGESTED QUESTIONS:

*How does the film relate to celebrating our differences?  
Name three things mentioned in the film?  
How did the film make us feel?  
What could the charity Crimestoppers do to help?*

2. Explain that today we will be exploring the themes and activities associated with discrimination and what we can do to tackle it in our communities. Take suggestions from the group to what they think the word discrimination might mean?
3. Celebrate their contributions and clarify by revealing the definition of discrimination and protected characteristics examples [slide 7]

### DEFINITION:

*Discrimination is when you are treated unfairly because of who you are, or what you believe.*

*(saricharity.org.uk)*

### EXAMPLES OF PROTECTED CHARACTERISTICS:

- |   |                            |
|---|----------------------------|
| - What we look like<br><i>(features, hair colour, glasses, height etc.)</i> | - Culture or beliefs       |
| - Skin colour   | - Sexuality                |
| - Where we are from / where we live   | - Family                   |
|   | - Gender                   |
|   | - Abilities / disabilities |

4. Explain to the children that we all have a right not to be treated less favourably, or subjected to an unfair disadvantage, by reason of our given characteristic. These characteristics are known as protected characteristics.

5. Explain to the group that there are different types of discrimination as shown in the presentation [slide 8].

### EXAMPLE TYPES OF DISCRIMINATION:

**Direct, indirect, harassment, stereotypes, assumptions, bullying, prejudice.**

6. Talk through each of the different discrimination types.
7. Explain that we are now going to focus on understanding the difference between direct and indirect discrimination, so we can be better at noticing these.

# INTERACTIVE DEBATE

## EXPLORING DISCRIMINATION

**AIM: TO SAFELY AND OPENLY DISCUSS THE GROUP'S OPINIONS ON DIFFERENT EXAMPLES OF DISCRIMINATION AND TO SOLIDIFY WHAT DISCRIMINATION IS.**

1. Move the presentation to the Exploring Discrimination - Interactive Debate title slide [slide 9]
2. Ask the group to stand in the middle of the room.
3. Aloud, label one side of the room Direct and the other side of the room Indirect and the middle as unsure/ undecided.
4. Explain that you are going to then read different statements and they will need to move to a different side of the room depending on whether they think it is direct or indirect discrimination. If they are unsure or undecided then they can stay in the middle.
5. Read out the first statement from the presentation and ask the group to move to either the direct, indirect or unsure/undecided spaces in the room [slide 10]
6. Discuss the statement by asking for a few volunteers to explain why they believe their answer to be correct.  
*This should open up healthy discussions on their own thoughts and actions and might get some of the children to question their own thinking whilst offering a balanced view.*
7. After hearing their fellow participants reasons, allow the group time if they wish to switch side and change their answer.
8. Repeat this for all statements, revealing each one by clicking the presentation [slides 11-13].

TOP TIP - Encourage the participant to express their answers in a respectful way. Below are some sentence starters that create a safe and positive debate environment

I respectfully disagree with what they just said  
I understand their point of view however, I feel that ...  
That is a good point, it has made me think differently because...

### STATEMENTS:

- *Someone has made an insulting remark about somebodies race (Direct)*
- *A school has asked all young people to wear a hat as part of their school uniform and as a result a child cannot wear their religious head piece (Indirect)*
- *A child is being bullied because they say they have "two mums" (Direct)*
- *Everyone is invited to go to after school club but they must climb a flight of stairs to get there (Indirect)*

9. After debating all four statements, reveal the answers to the debate questions [slide 14] and conclude the activity with the closing questions [slide 15].

10. Explain that it can be harder to spot indirect discrimination, but we must educate ourselves and be aware of possible barriers we might unintentionally create and make changes when we notice them.

10. Explain to the children how forms of discrimination can result in hate crime.

11. Reveal the definition of hate crime [slide 16]

**DEFINITION: 'Hate Crime' is when someone commits a crime and shows hostility towards someone because of their race, disability, religion, sexual orientation, gender identity or any other protected characteristic.**

#### A hate crime could include:

**Threats:** A statement of an intention to inflict pain, injury, damage, or other hostile action on someone.

**Harassment:** Behaviour which frightens you and causes you distress or alarm.

**Violence:** behaviour involving physical force intended to hurt, damage someone or something.

**Damaging property:** Inflicted damage to something the person owns (house, car, phone etc)

# ACTIVITY 1

## EMOTIONS FISH TANK

**AIM: TO EXPLORE THE FEELINGS AND EMOTIONS SURROUNDING HATE CRIME.**

1. Explain to the class that we are going to imagine that our classroom is a fish tank, and we are the fish [slide 17].
2. Ask the children up and instruct them to all walk in the same direction in a circle around the room.
3. Now explain that if you tap them on the shoulder, they must turn around and walk in the opposite direction around the circle to everyone else. Remind them to be careful not to bump into each other. The rest of the class who are still walking in the original direction must show unkindness, disgust, and hate on their faces whenever they pass one of the people walking the other way.
4. Tap a few children on the shoulder to begin this.
5. After some time has elapsed, call the child to freeze and find a space to sit on the floor.
6. Ask the children how this made them feel.
7. Now repeat, but this time the class must show kindness, respect, and happiness to the people walking in the other direction.
8. Compare the feelings and emotions for these two scenarios.
9. Conclude the activity by explaining that a 'Hate Crime' is a criminal offence and needs to be reported to the police or Crimestoppers [slide 18]

10. Talk about who Crimestoppers is and how they can take anonymous pieces of information about crime.

### Key Facts about Crimestoppers

- Crimestoppers is a charity and NOT a part of the police
- Crimestoppers will pass on your information to the police for you
- The number to call Crimestoppers is **0800 555 111** (To be spoken as, "o eight hundred, triple five, triple one")
- Website is [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- When you call Crimestoppers you are completely anonymous (*Why might this be useful? E.g. if you know the person or are nervous*)
- Crimestoppers can be used to report any crime or suspicious activity.
- Note that children cannot call Crimestoppers alone - it is important to gain the help of a trusted adult
- **Remember, if you are in immediate danger or it is an emergency you should call the police on 999**

# ACTIVITY 2

## HATE CRIME FREEZE FRAMES

**AIM: TO APPLY THEIR LEARNING ABOUT HATE CRIME TO A CREATIVE ACTIVITY.**

1. Reveal the four key types of criminal offences for Hate Crime [slide 20]

**Threats, Harassment, Violence, Damaging property.**

2. Ask the children to get into groups of 4-5.

3. Task the groups to create four freeze frames to represent each of the listed offences.

4. Give them time to prepare.

5. Create a performance space in the room and have the children seated as an audience.

6. Invite a couple of groups to share their creations with the class.

*You could call out numbers 1 - 4 to guide them through presenting their freeze frames.*

7. Ask the performing children to explain what is happening in their freeze frames.

8. Conclude the activity by identifying with the children what we have explored so far in our workshop. We have: celebrated what makes us different, identified what discrimination is, explored example types of discrimination and how this might feel, and identified what hate crime looks like [slide 21].

9. Now ensure the young people you work with know who to report hate crime or discrimination to. Signpost key trusted adults in your setting that are visible to the young people. Then talk about wider signposting such as the police, charities and Crimestoppers.

4. Explain that this is the start of a poem they could take in any creative direction, ensuring that stopping discrimination is at the heart of its message.

5. Ask the children to get back into their breakout groups and provide them with a piece of paper and pen.

6. Task them to create two additional verses to follow the poem starter verse.

7. Emphasise that beat poetry follows a rhythm and encourage them to choose words and sentences that flow.

8. Give them children time to write these, and then practise how they plan to present their poem.

Do they say it altogether in chorus or allocate lines amongst their group? Perhaps there could be physical actions that emphasise their words to make their sharing even more memorable?

9. Once everyone is ready, bring the children back together to perform their beat poem verses.

10. Celebrate everyone's contributions to the sharing and invite the children to comment on each other's poetry.

**Follow on activity: You may consider displaying the poems at your setting or if appropriate sharing on your social media channels.**

# OUR VOICE

## BEAT POEM CREATION

**AIM: TO APPLY THEIR LEARNING ABOUT HATE CRIME TO A CREATIVE ACTIVITY.**

1. Explain that spoken word / beat poetry are powerful ways to portray messages, reference the film as an example [slide 22]

2. Advise the children that they are going to create their own beat poetry piece using their learning from today's session and their creativity.

3. Read the children the poem verse [slide 23].

### POEM STARTER VERSE

With our voices, we can make a change.  
We can bring an end to the fear and pain.  
We have the power to speak out, stand tall,  
Our community belongs to us all.

# CLOSING DISCUSSION

## CLOSING CIRCLE

**AIM: TO RECAP AND SOLIDIFY TODAY'S LEARNING, ENSURING THE GROUP'S KNOWLEDGE ABOUT DISCRIMINATION AND HOW TO REPORT IT.**

1. Ask the children to get into a circle

2. Ask each member of the circle to think of one word that sums up today's workshop for them [slide 24].

3. Ensure all children know they can report urgent incidents

4. Reflect together on what the key learning has been for them and what changes they might consider making to help end discrimination and prevent hate crime.

5. Reiterate who can help them if they are experiencing these issues and how to keep safe.

# OUTPUT 3

USING THE FILM IN THE COMMUNITY:

20 MINUTE SCRIPT OR TALKING POINTS SO THAT AN EDUCATOR COULD USE IT IN A PARENTS EVENING / COMMUNITY EVENT. THIS COULD INCLUDE SIGNPOSTING AND SAFETY TIPS.

## THINGS TO PREPARE

- DOWNLOAD THE SUPPORTING PRESENTATION
- PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE
- PLAIN PAPER
- PENS
- STICKY NOTES

## STEP 1

### WELCOME / WHAT IS DISCRIMINATION?

1. Welcome the group/ audience and briefly explain that we are going to explore the themes surrounding discrimination and discuss how we as professionals / members of the community can challenge our own behaviours and thought processes to help tackle discrimination and discriminatory behaviours within our settings and communities.

2. Pose the question 'How would you describe discrimination?' OR 'What does discrimination look like to you?'

3. Allow the group thinking time

## STEP 2

### THE FILM

1. Play the film to the group and ask them to consider the following points:

- *What are the different ways in which we can discriminate/ be discriminated against?*
- *What role do we play in preventing discrimination?*
- *What actions can we take/ are we taking to reduce or stop discrimination within our settings or communities?*
- *What is it like to listen to young people calling for change?*

2. These considerations will help to explore our solutions later.

## STEP 3

### DISCRIMINATION IN SOCIETY!

1. Ask the group to consider Where do we see discrimination within our society? Prompting them to think about categorising them into the following: **the media, government, Arts and culture, sport, communities, work places and schools.**

2. Ask the group to share their own ideas and any examples they can think of to demonstrate the widespread issue of discrimination.

3. Now begin to explore what discrimination looks within society and the forms it takes.

4. Divide the group into 5 smaller working groups, giving them a key fact to focus on from the below.

#### KEY FACT:

Currently, there have been no black Oscar winning directors?

In England in 2019, White British classroom teachers represented 84.9% of the workforce

Hate crimes targeted at sexual orientation increased by 43% in 2021

Disability offences saw a rise of 41% in 2021

21% of people have reported experiencing discrimination at work in the West Country

5. Ask them to consider what they believe is root cause of the given examples of discrimination. To help aid the discussion, introduce key reasons for discrimination examples from the presentation:

Language, Stereotyping, Not embracing change, Unwilling to learn, Unconscious Bias

6. Ask each group to share with the wider group their opinions on why this may be happening.

KEY SUGGESTION: Encourage that the discussions are open and respectful throughout - we may not all agree on the reasons but it's important to hear everyone's point of view.

## STEP 4

### WHAT WILL HAPPEN IF WE DO NOTHING TO TACKLE DISCRIMINATION? THE IMPACT!

1. Now ask the question to the group: What happens if we do nothing? What will the impact be on our children and our communities?

2. Provide everyone with some sticky notes and ask them to write down their ideas on the following:

*What will happen if we stand by and allow discrimination to happen?*

*How will it affect the children in their care both now and in the future?*

*What may happen to them or how might it shape the people they become?*

3. Ask the group to stick their post its up at the front of the room and randomly select some to read out. Does the group agree / disagree? What are their thoughts?

## STEP 5

### OUR ROLE!

#### WHAT CAN WE DO ABOUT IT?

1. Explain that we are now going to look at our role as professionals and what we can do to tackle discrimination within our setting and the communities we work in.

2. Working in small groups you are going to create a table of actions divided into 2 columns. 1 column should reflect what is in your capabilities now to challenge discrimination and column 2 should be what you could do in the future with more time, more traction and more dedication to tackle discrimination.

3. Once they have compiled 4-5 ideas on each side, bring the group back together.

4. Ask the groups to share some of their findings and suggestions.

4. Now task the group to now consider how you could turn this into an activity you could share with the young people you work with.

Could you create a table with them?

Could you get them to create a community poster or leaflet educating others on how to safely challenge discrimination with top tips and directions to sources of help?

Could your young people create their own project to challenge discrimination?

A film/ piece of art/ poem/ piece of music?

How could they express their own experiences of discrimination?

## STEP 6

### WHAT CAN WE DO CONTINUED...

1. Discuss with the group some top tips on helping them to challenge discrimination within their community and youth settings now and in the future. Use the following questions to aid thinking and discussion:

#### What is our role?

**Our children will be looking to us to lead and model. They learn key characteristics from us so we must be their role models in actions, language and thoughts.**

#### How can we be better?

#### Who can we learn from?

2. Ask the group to work in pairs and label themselves A and B.

3. To get creative with this activity, ask person A to draw person B to create a mini portrait of their partner.

4. Based on the discussion include key buzz words around the portrait of the characteristics that person needs in order to model positive behaviour from discrimination to young people.

5. When they are finished swap over so that each pair ends up with two complete portraits.

6. Finish this activity by celebrating the portraits and concluding those key characteristics we need to advocate to our young people.

## STEP 7

### SIGNPOSTING

1. Explain to the group that there are so many organisations and tools that we can use to help prevent discrimination but we have to be willing to accept that we can change.

#### Who can help us?

If you're worried about discrimination in your community, Crimestoppers is here to help. 100% anonymous so you're safe to speak up!

#### Be a community ambassador!

What could you do to promote discrimination prevention?

2. Thank the group for their attendance today and use the following script to close:

Thank you for listening and engaging with us today. There are of course many sources of information you can access to support you in challenging discrimination.

Hopefully what we have spoken about today will help you to have meaningful and empowering conversations with your young people about what you can all do now and in the future to help us stop discrimination!

#### USEFUL LINKS:

[crimestoppers-uk.org](http://crimestoppers-uk.org)

[saricharity.org.uk](http://saricharity.org.uk)

[raceequalityfirst.org](http://raceequalityfirst.org)

[stophateuk.org](http://stophateuk.org)

[victimsupport.org.uk](http://victimsupport.org.uk)

[childline.org.uk/info-advice/bullying-abuse-safety/your-rights/discrimination-hate-crime-equality](http://childline.org.uk/info-advice/bullying-abuse-safety/your-rights/discrimination-hate-crime-equality)

[equalrightstrust.org/our-story](http://equalrightstrust.org/our-story)

**WITH THANKS TO  
NISBET TRUST  
BRISTOL CITY COUNCIL  
SARI  
AVON AND SOMERSET POLICE**



**CrimeStoppers.**