



CULTURE AND COMMUNITY

LET'S TACKLE HATE CRIME

CrimeStoppers.



OPENING COMMENTS

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

As adults, we play a crucial role in shaping the future and welfare of young people.

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 that 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

“ THEY LEARNED THEIR SONGS AND TRIED EACH OTHER’S FOOD. THEY TAUGHT EACH OTHER NEW GAMES AND USED THEIR DIFFERENT MAGICAL ABILITIES TO HELP EACH OTHER. TOGETHER, THEY PROMISED TO CELEBRATE THEIR DIFFERENCES AND KEEP THE FOREST A HAPPY AND MAGICAL PLACE TO LIVE.”

**EXTRACTED FROM “ THE ZEBADEES AND THE JABAROOS
– THE FOREST THAT CHANGED”
(THE FILM FEATURED IN THIS RESOURCE)**

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

INCLUSION

UNITY

COMMUNITY

CULTURE

PEACE

RESPECT

FAIRNESS

TOGETHER

RIGHTS

EQUALITY

IDENTITY

WELCOMING

ABOUT CRIMESTOPPERS

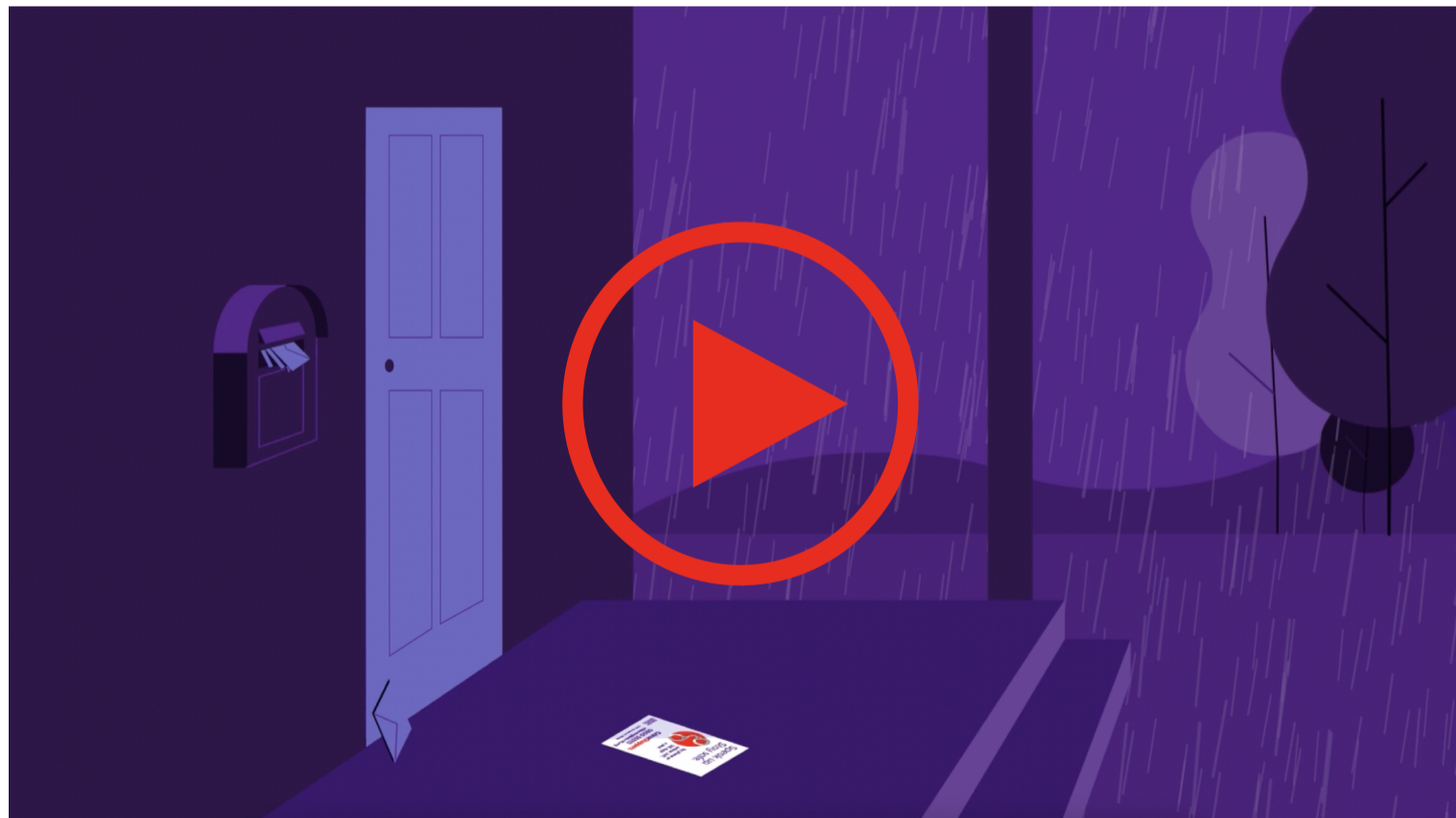
Crimestoppers is an independent charity that gives you the power to speak up to stop crime, 100% anonymously.

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.



Click to watch clip about Crimestoppers

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



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

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).

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.

Some of the reasons for people not speaking out include:

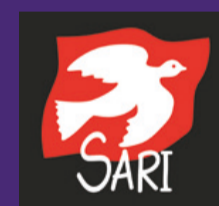
- I do not want to talk to the police
- I need to report someone I know
- I am worried that others will know if I speak out
- I am not sure if what I know will help
- I do not want to get involved with courts

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.

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
www.sariweb.org.uk

crimestoppers-uk.org



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

CrimeStoppers.

0800 555 111

100% anonymous. Always.

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 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 100,000 young people.

Our work at Unique Voice shows that drama and creative activities are excellent tools to achieve peace in communities and schools. 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](https://uniquevoice.org)**



HOW THIS RESOURCE CAME ABOUT

This resource was influenced and inspired by the crime prevention programme 'What Would You Do?'. The 'What Would You Do?' programme, piloted in 2014, is the first of its kind and has now been delivered across the whole of the South West. It is known that many children, parents and carers are aware of crimes being committed in their communities and who the perpetrators are but will not go to the police with this 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 the pandemic, 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 stopping crime, speaking up and staying safe whilst remaining 100% anonymous.

The film "The Zebadees and the Jabaroos - The Forest That Changed", on which this resource is based, was made with young people who attended St James' Church School, Taunton. A version of the film was used to support a live performance made by the children at Taunton Brewhouse, attended by families, community members and local figures. 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 within their communities.

This resource is funded by:



OVERVIEW OF FILM



CLICK TO WATCH THE FILM HERE

The film was made with the amazing young people at St James' Church School, Taunton and explores the important topic of hate crime and discrimination.

The young people worked hard to explore challenging and sensitive topics surrounding culture, differences, inclusivity and identity. They considered the emotional impact of discrimination within a community, and brought their energy and passion for the subject into their performance and creation of the film.

This fairytale inspired animation welcomes the viewer into the magical world of the Zebadees and the Jabaroos, two differing cultural groups who occupy the same space. Within the safe realm of storytelling, we explore the challenges and emotions faced by newcomers within a community, and how discriminatory behaviour and attitudes have a negative effect on the community as a whole.

The film is set in a magical forest, the beautiful home of the Jabaroos. One day, the Zebadees move into the forest, and things begin to change. The Jabaroos feel threatened by the Zebadees' differences, and treat them with unkindness and disrespect. As the Jabaroos' acts of hate progress, the once-beautiful forest becomes increasingly dark and decayed. However, once they realise the negative impact that their behaviour has had on their home, they work to resolve their negative attitudes and change their ways. Once more inclusive and kind behaviour begins to take place, the forest evolves into a more beautiful home than ever before.

THANK YOU ST JAMES' CHURCH SCHOOL FOR YOUR HARD WORK AND IMPORTANT MESSAGE.

TOP TIPS ON HOW TO USE THE RESOURCE

The activities in this resource are categorised into 3 outputs, encouraging you to consider using the film in different ways. The film itself creates an engaging stimulus for all of the activities and discussions within this resource.

The resource will work best in tackling this topic when presenting in an early intervention style. This is an important way to safeguard and advise young people ahead of possible future challenges

OUTPUT 1 USING THE FILM IN AN ASSEMBLY / PRESENTATION

40 minute assembly plan/ presentation with activities and talking points for KS2 young people.

OUTPUT 2 USING THE FILM IN A WORKSHOP STYLE SESSION

1 hour workshop plan with engaging activities; think KS2 PSHE style session or youth session.

OUTPUT 3 USING THE FILM IN THE COMMUNITY

40 minute script and talking points for professionals to use at a parent/ carer evening and/or community event.

THINGS TO PREPARE

- Decide on which output you plan to use and which group you will work with.
- Download any supporting presentations attached to the activity (*these can be found at www.wvyd-wccs.co.uk*).
- Ensure that the group you are presenting to are ready for the themes and style of the session. You may consider sending letters out to parents / carers or informing your manager that you plan to run this session 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 A 40 MINUTE ASSEMBLY/ PRESENTATION

THINGS TO PREPARE:

- **DOWNLOAD THE SUPPORTING PRESENTATION**
- **PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE**
- **INPUT THE NAMES OF THE RELEVANT PEOPLE/ ORGANISATIONS IN YOUR SETTING THAT THE CHILDREN AND YOUNG PEOPLE (CYP HEREAFTER) CAN GO TO FOR SUPPORT ON SLIDE 29**
- **PLAN YOUR ASSEMBLY SEATING SO THAT THERE IS SPACE AT THE FRONT FOR 5-10 CYP TO PARTICIPATE (SEE STEP 4 & 6)**

STEP 1

COMMUNITY SPACES – FREEZE FRAMES (10MINS)

AIM: To explore community.

1. Once CYP have settled, welcome them and explain that we are going to start off today's assembly by exploring 'community'. [slide 1]
2. Show the CYP the pictures of the park, high street, train station, and library. Ask for a volunteer to identify what these places are. [slide 2]
3. Ask for suggestions:
What might people be doing in the park?
4. Invite 4 volunteers to come up to the front of the assembly and create a freeze frame to represent some of the suggestions from the audience. They may need your help as a director.
5. Repeat these steps with the the high street, the train station, and the library.
6. Click to reveal the following question and ask the CYP:
What do all these spaces have in common?
7. Thank the volunteers and invite them to return to their seats.
8. Explain that these spaces are all 'community spaces', and read them the following statement [slide 3]:

Community spaces belong to us all. The people around us, who we share these spaces with, are all part of our community.

Here at school, we are all part of a community together.

STEP 2

PEOPLE IN OUR COMMUNITY – WE ARE ALL DIFFERENT (5MINS)

AIM: To explore people and diversity in a community.

1. Explain to the CYP that we are going to start by getting to know the people in our school community.
2. Ask the CYP to turn to the person next to them and label themselves 1 and 2. [slide 4]
3. Explain that there will be a 30 second timer on the board, and number 1 will have 30 seconds to describe themselves to their partner out loud. [click to slide 5 to start timer]
4. When the timer ends, they must swap over so that number 2 describes themselves to number 1 for the second 30 second timer. [click to start second timer on slide 6]
5. Once this activity has been completed, invite volunteers to share some of the words and sentences their partner used to describe themselves.
6. Highlight that there are many different ways to describe a person, and these things might include the way they look, their personality, or other things we know about them. No two people are the same and we are all different.
7. Show the word cloud and explain that these are all ways we can be different from others. Some of these things might change throughout our lives, but some of these things we cannot change about ourselves, or might be things which are very important to us. [slide 7]
8. It is important that every element of ourselves is represented and celebrated in the communities we live in.
9. Invite the CYP to take a moment to quietly consider in their heads how they would describe themselves based on some of these words.
10. Explain that the description they just thought of in their heads is important because it describes how they are unique and special as an individual.
11. Read the children the statement on the slide [slide 8]: **In a community, everyone is different. This is Diversity. Diversity makes our community a more interesting, creative, positive place.**

STEP 3

THE ZEBADEES AND THE JABAROOS FILM (5MINS)

AIM: To introduce the learning concepts of the film.

1. Explain to the CYP that we are going to watch a film about a community, and encourage them to watch and listen carefully.
2. Play The Zebadees and The Jabaroos film. [slide 9]
3. Discuss with the CYP [slide 10]:

What do you think?

**What happened in the film?
How did the Jabaroos behave?
Why do you think the Jabaroos behaved in this way?
How do you think it made the Zebadees feel?**

4. Read the children the following statement [slide 11]:

Treating someone unkindly because they are different is called discrimination. Discrimination can be words, actions, or attitudes. Discrimination is not OK, and is sometimes even illegal.

STEP 4

SPOT THE DIFFERENCE – ORIGINAL FOREST VS DISCRIMINATION FOREST (10MINS)

AIM: To recognise the damage of discrimination.

1. Show the children the comparison image of the Original Forest and the Discrimination Forest. [slide 12]
2. Invite the CYP to put their hands up and point out the visual differences of the two forests.
3. Remind the CYP that the forest changed throughout the film.
4. Ask the CYP: **In which moment in the film did the forest look like this?**

If needed, explain that one forest is the forest from the beginning of the film, before any discrimination had taken place, and the other forest is the forest when discrimination was taking place.

5. Move to the next slide to show the image of the Discrimination Forest. [slide 13]
6. Ask the CYP the following questions [slide 14]:

What do you think?

- **How did the Jabaroos behave to make the forest look like this?**
 - **What emotions did the Jabaroos feel at this moment in the film?**
 - **What emotions did the Zebadees feel at this moment in the film?**
7. Invite 3-5 volunteers to the stage to represent the Jabaroos, and ask them to show the audience with their faces and bodies what the emotions of the Jabaroos might be in the Discrimination Forest.
 8. Invite 3-5 volunteers to the stage to represent the Zebadees, and ask them to show the audience with their faces and bodies what the emotions of the Zebadees might be in the Discrimination Forest.
 9. Ask the audience to put their hands up and offer suggestions of the emotions presented by the volunteers on stage.
 10. Invite your volunteers to return to their seats and show the CYP the emotion word cloud on the slide. These are examples of the emotions and feelings which could be present in the Discrimination Forest. [slide 15]
 11. Explain: **When discrimination was taking place, the forest became a negative place to live for everyone. Our community also becomes a negative place to live for everyone when discrimination takes place.** [slide 16]
 12. Ask the CYP the question on the slide. [slide 17] **What might happen to our community if discrimination takes place?**

STEP 5

DEFINING HATE CRIME (5MINS)

AIM: To define and identify hate crime.

1. Explain that some of the behaviour shown in the film can be identified as a hate crime.
2. Show the children the definition of hate crime on the slide [slide 18]:

A hate crime is any criminal offence which is motivated by hostility or prejudice towards someone's:

- race
- religion
- sexual orientation
- gender
- transgender identity
- disability

These aspects are known as 'protected characteristics'.

(Source: Government guidance at: <https://hatecrime.campaign.gov.uk>)

A hate crime can include verbal abuse, intimidation, threats, harassment, assault and damage to property.

3. Explain that 'protected characteristics' means things about ourselves which are protected by the law. These are important parts of our unique identities which deserve respect. Invite the CYP to think back to the activity at the beginning of the assembly where they described themselves to their partner. Did they mention any protected characteristics in this activity?
4. Ask the CYP: **In the film, which acts of unkindness do you think would be called a hate crime?** [slide 19]
5. Explain: **Hate crime affects different communities in different ways. Today we are specifically looking at hate crime towards new people in a community.** [slide 20]
6. Explain: **Not all acts of hate are crimes, but they still have a negative impact on communities and individuals and contribute to a culture of hate.** [slide 21]

STEP 6

SPOT THE DIFFERENCE – DISCRIMINATION FOREST VS INCLUSION FOREST (10MINS)

AIM: To understand why celebrating diversity in our communities is important and promote inclusion and kindness.

1. Show the CYP the comparison image of the Inclusion Forest and the Discrimination Forest. [slide 22]
2. Invite the CYP to put their hands up and point out the visual differences of the two forests. *If needed, explain that one forest is the forest when discrimination was taking place, and the other is the forest at the end of the film when the Jabaroos began treating the Zebadees with kindness and respect.*
3. Show the image of the Inclusion Forest. [slide 23]
4. Ask the CYP the following questions [slide 24]:

What do you think?

- **How did the Jabaroos behave to make the forest look like this?**
 - **What emotions did the Jabaroos feel at this moment in the film?**
 - **What emotions did the Zebadees feel at this moment in the film?**
5. Invite 3-5 volunteers to the stage to represent the Jabaroos, and ask them to show the audience with their faces and bodies what the emotions of the Jabaroos might be in the Inclusion Forest. [slide 25]
 6. Invite 3-5 additional volunteers to the stage to represent the Zebadees, and ask them to show the audience with their faces and bodies what the emotions of the Zebadees might be in the Inclusion Forest. [slide 25]
 7. Ask the audience to put their hands up and offer suggestions of the emotions presented by the volunteers on stage.
 8. Invite your volunteers to return to their seats and show the CYP the word cloud. These are examples of the emotions and feelings which could be present in the Inclusion Forest. [slide 26]
 9. Explain: **When kindness and inclusion was taking place, the forest became a positive place to live for everyone. Our community also becomes a more positive place to live for everyone when kindness and inclusion takes place.** [slide 27]
 10. Ask the CYP the following question: **Which acts of kindness and inclusion could we do at school?** [slide 28]

STEP 7

SPEAK UP STAY SAFE (5MINS)

AIM: To outline avenues for reaching out and seeking help.

1. Explain to the CYP that there are places they can seek help when they notice discrimination happening to them or around them.
2. Ask the CYP to suggest who some of the Trusted Adults they could turn to are.
3. Share the information on the slide and Inform the CYP that if ever they think they or someone they know has experienced a hate crime, they have the right to speak up and to stay safe [slide 29]
4. Conclude the workshop by sharing the final slide. [slide 30]
5. Ideally, please name and profile people and organisations that are relevant and specific to your community and geographical area.
6. Inform the CYP that Crimestoppers are 100% anonymous and that they can report to this charity if they are concerned about someone they know.
7. Remind the CYP that if they or someone they know are in immediate danger, they should call the police.
8. Thank the CYP for their contributions, celebrating their investment and ability to overcome challenges.

NB: Remind the CYP that they can always speak to your setting's staff if they have any worries or concerns. Please be aware that you may receive disclosures from certain CYP following this session.

OUTPUT 2

USING THE CONCEPTS OF THE FILM IN A WORKSHOP STYLE SESSION.

55-65 MINUTE 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
- INPUT THE NAMES OF THE RELEVANT PEOPLE/ORGANISATIONS IN YOUR SETTING THAT THE CHILDREN AND YOUNG PEOPLE (CYP HEREAFTER) CAN GO TO FOR SUPPORT ON SLIDE 25

STEP 1

OPENING CIRCLE (5MINS)

AIM: To introduce the session and spark discussion.

1. Welcome the CYP to the session and invite them to join you in a seated circle. [Slide 1]
2. Explain that we are going to start off today's session by exploring what we mean by 'culture'.
3. Highlight that this session will be interactive and contain activities which involve moving around the space and making noise.
4. Highlight any ground rules you wish to be observed during the session (e.g. showing respect, putting hands up, ceasing noise to a certain cue etc.).

STEP 2

CULTURE IMMERSION (10MINS)

AIM: To explore how we celebrate culture and identity, and understand why culture is important.

1. Watch the Culture Immersion video with the CYP. [slide 2]
2. Discuss the following questions [slide 3]:
What do you think?
 - *What did you see in the video?*
 - *What is Culture?*
3. Look at the 'Culture is...' mind map. [slide 4]
4. Explain that there are many things which make up a person's or community's culture and we saw some examples of these in the video. Food, fashion, music, arts, religion, special events, celebrations, language and traditions are all important parts of a cultural identity of a community or an individual.
5. Next, split the CYP into smaller groups.
6. Give each group one of the categories: Food, Dance, Traditions, or Celebrations. [slide 5]
7. Task the groups with remembering what they saw in the video of their allocated area of culture and pick one example to create a freeze frame. [slide 6]
8. Invite each group to share their freeze frame with the class.
9. Show the Marcus Garvey quote [slide 7]:
'A person without the knowledge of their past history, origin and culture is like a tree without roots.'
10. Ask the CYP to suggest what they think this quote means.

11. Read the following consolidation [slide 8]:

We all have our own cultures and they are important because they are part of who we are. Different people celebrate their culture in lots of different ways. When we are unkind or laugh at things that others do differently, like eating different food or wearing different clothes, we might not realise that we are being disrespectful of something which is important to their culture.

12. Ask the CYP for their thoughts [slide 9]:

- *Is a person's culture always the same as the country they live in?*

13. Explain [slide 10]:

In the modern world people from many different nationalities and cultures live together in the same countries.

Everyone has an equal right to express their culture, no matter where they live.

14. Highlight that a high percentage of people in UK identify as a nationality other than White British. That means that we can experience many different languages, foods, traditions, religions, arts, and celebrations all in one country.

STEP 3

RED ROAD, BLUE ROAD, YELLOW ROAD. (10MINS)

AIM: To address fear of change and differences.

1. Split the participants into 3 groups. [slide 11]
2. Ask them to imagine that each group lives in the same community but on different roads.
3. Label them Red Road, Blue Road and Yellow Road.
4. Explain that each road has a strong personality. Ask the children to describe their road's identity in 4 words based on the colour they have been given. For example - Red Road could be strong, passionate, fast and driven.
5. Now task the groups with making up a chant to celebrate their road, reflecting the personality of their road using both their voice and bodies. For example - "Red Road" could be said purposefully with a stamp of their feet or clapping.
6. Once they have had time to practise, invite each 'road' to perform their chant and actions.
7. Next, ask all three roads to perform their chants at the same time.
8. Now pause the groups and explain that you will now tap a few members of each 'road' on the shoulder and will move them to live on another road. However, when they join another road they need to bring their original road's identity with them, carrying on with the same chant and actions.
9. Once the selected CYP have moved to their new road, start up the chanting again - the chants should now be scattered across different roads. (For example - Yellow road now has lots of original members, but also has some people from Red Road living there, who are still singing their original chant from Red Road.)
10. Debrief this activity by discussing how it felt to be part of a 'road' and what happened when they were integrated, using the following questions [slide 12]:
 - **What do you think?**
 - *How did it feel to chant with your road?*
 - *How did it feel to be joined by a different colour road?*
 - *How did it feel to move to a new road?*
 - *How easy was it to maintain your original chant when the roads were mixed?*
11. Explain that this activity can help us understand how it could feel when newcomers move into a community.
12. Remind the CYP of the elements of culture from the previous activity and highlight that the identity chants they performed in their roads represented the culture of their road.
13. Conclude by reading the following statement to the CYP [slide 13]:

When a group feels threatened by changes happening in their community, and the differences of another group, this can lead to fear and aggression.
14. Highlight that this is what we saw happen in The Zebadees and The Jabaroos film.

ADDITIONAL STEP

THE ZEBADEES AND THE JABAROOS FILM (10MINS)

AIM: To view the "The Zebadees and the Jabaroos" film and extract the learning.

REMINDER: If the CYP have already seen the film, please skip to Step 4 and to Slide 16.

1. Explain to the CYP that they are going to watch a short film made with Year 5 pupils with the help of Unique Voice and Crimestoppers.
2. Play the film to the CYP. You may wish to turn the lights off or dim them for a fully immersive experience. [slide 14]
3. Once the film has ended, discuss the following questions [slide 15]:

What do you think?

- *What happened in the story?*
- *Why did the Jabaroos behave in the way they did?*
- *What happened to the forest?*
- *What made the forest better?*
- *What can we learn from this?*

4. Explain that we can use this story to learn more about what happens to a community when newcomers move in and are treated with unkindness and discrimination.

STEP 4

THE ZEBADEES AND THE JABAROOS: ACTS OF HATE (15MINS)

AIM: To explore behaviour associated with hate crime.

1. Show the CYP the stills from the film and ask them to recount what is happening in each still. [slide 16]
2. Split the class into groups of 4 or 5 and allocate each group a different still to recreate as a freeze frame.
3. Give them time to practise before inviting them to present their freeze frame to the rest of the class.
4. For each freeze frame, discuss the questions [slide 17]:

What do you think?

- *How do you think the characters are feeling in this moment?*
 - *What behaviour is taking place?*
 - *What might the characters be saying/ thinking in this moment?*
 - *Why might the Jabaroos be acting in this way?*
5. Explain that there are lots of reasons why people might react negatively to newcomers in their community; they might feel afraid of them, have misunderstandings about their differences, or feel worried that their own way of life might change.
 6. Conclude by sharing the following statement. [slide 18]:

Discrimination causes sadness, fear and loneliness. Unkind attitudes, words and behaviour can escalate and lead to more serious crimes which we can identify as hate crime. We can make others feel more included by making small changes to our behaviour.

STEP 5

ATTITUDES, BEHAVIOUR AND LANGUAGE SWAPS (10MINS)

AIM: To establish tools to celebrate culture and identity within diverse communities.

1. Show the CYP the slogan and discuss what they think it might mean: **'Swap negative and unkind for positive and curious'**. [slide 19]
2. Look at the speech bubble which shows a quote from the Jabaroos in the film. [slide 20]
3. Explain that we want to swap these negative and unkind words for a more positive and curious response and show the following 'top tips' [slide 21]:
 1. **Say something kind.**
 2. **Ask a curious question.**
 3. **Extend a hand of friendship.**
(e.g. *inviting someone to join in*).
4. Return to the speech bubbles and show the examples of alternative language. [slide 22]
5. Invite some volunteers to read out the speech bubbles to the class.
6. Ask the CYP how these swaps followed the top tips.
7. Now show the CYP the new negative and unkind speech bubbles. [slide 23]
8. Explain to the CYP that they are going to work in groups of four and choose one of the speech bubble examples to swap to positive and curious. Remind them of the top tips.
9. Explain that you will be inviting some groups to share what they have come up with by asking them to say out loud their sentences, e.g in their groups of four, one person will read out the original Jabaroo quote, and the other three will say aloud the new language swap they have devised together.
10. Give them time to practise, before inviting groups to share what they have devised.
11. Conclude by discussing the following questions [slide 24]:

What do you think?

- *How did it feel to say aloud the negative and unkind words?*
- *How did it feel to say aloud the positive and curious words?*
- *How we could swap negative and unkind for positive and curious at school?*

STEP 6

MAKING A CHANGE (5MINS)

AIM: To build confidence and resilience individually and in reaching out.

1. Remind the CYP that it was the youngest Jabaroo who began the positive changes in the community with an act of kindness.
2. Highlight the power of an individual to make a change in their community.
3. Explain that there are many ways to help make discrimination and hate crime stop.
4. Ask the children to suggest examples of Trusted Adults they could go to for help.
5. Share with the CYP any avenues for support specific to your setting. [slide 25]
6. Highlight Crimestoppers and the Police as avenues for reporting hate crime, as depicted. [slide 25]

OUTPUT 3

USING THE FILM IN THE COMMUNITY: 45 MINUTE SCRIPT AND TALKING POINTS FOR PROFESSIONALS TO USE AT A PARENT/CARER EVENING OR COMMUNITY EVENT

THINGS TO PREPARE

- DOWNLOAD THE SUPPORTING PRESENTATION
- PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE
- PRINT CHARACTER OUTLINES WORKSHEET FOR STEP 6 (PAGE 32)
- PENS
- POST-IT NOTES

CLICK TO SKIP TO PRINTABLE RESOURCES

STEP 1

OPENING QUESTIONS

AIM: To encourage empathy and connection to the subject matter.

1. Whilst participants arrive, ask them to consider the opening questions on the slide. [slide 1]
 - *Can you remember a moment in your life when you have felt included?*
 - *Can you remember a moment in your life when you have felt excluded?*
2. These questions do not need to be explored at this stage, they are simply for the community members to consider internally at the start of the session.

STEP 2

CULTURE MAP (3MINS)

AIM: To explore the concept of cultural identity.

1. Show participants the 'Culture Is...' word cloud. Explain that these are some of the many components of what makes up culture. [slide 2]
2. Ask participants for some suggestions on what they think makes traditional British culture.
3. Now show the 'Culture Map' visual aid. Explain that this represents some of the things we might consider to be traditional elements of British culture, and shows where they actually originate from. [slide 3]
4. Conclude by sharing the following statement [slide 4]:

Community and culture are always evolving. This is a natural process and is how our communities learn and grow.

STEP 3

THE ZEBADEES AND THE JABAROOS FILM (5MINS)

AIM: To view the "The Zebadees and the Jabaroos" film and extract the learning.

1. Explain that we are now going to watch a short animated film made with Year 5 children with the help of Unique Voice and Crimestoppers. The film is aimed at children and young people to help them understand and explore hate crime.
2. Click to watch the film. [slide 5]
3. Discuss the following questions [slide 6]:
 - *Why do you think the Zebadees went to live in the forest?*
 - *How did the Jabaroos react to the Zebadees arriving in their community?*
 - *Why do you think they behaved in this way?*
4. Conclude by sharing the following statement [slide 7]:

Fear of other people's differences and of change can lead to negative behaviour. When people feel that their safety and culture is being threatened, they might react with distrust and dislike.

STEP 4

DEFINING HATE CRIME (5MINS)

AIM: To address fear of change and differences, and to define hate crime.

1. Ask participants the questions on [slide 8]:
 - *How did the behaviour of the Jabaroos escalate in the film?*
 - *Which acts do you think were the most serious?*
 - *Could any of the acts be classified as a crime?*
2. Define hate crime by reading the statement on the slide [slide 9]:

A hate crime is any criminal offence which is motivated by hostility or prejudice towards someone's:

- race
- religion
- sexual orientation
- gender
- transgender identity
- disability

These aspects are known as 'protected characteristics'. (Source: Government guidance at: <https://hatecrime.campaign.gov.uk>)

A hate crime can include verbal abuse, intimidation, threats, harassment, assault and damage to property.

The acts the Jabaroos commit against the Zebadees are examples of hate crimes.

3. Explain the statement [slide 10]:

Hate crime affects different communities in different ways. Today, we are specifically looking at hate crime towards migrant and travelling communities.
4. Reiterate that not all acts of hate are crimes, but they still have a negative impact on communities and individuals and contribute to a culture of hate.

STEP 5

WHO ARE THE ZEBADEES? (7MINS)

AIM: To encourage empathy and humanisation within a diverse community.

1. Discuss with the participants the following question [slide 11]:

Who might the Zebadees represent in real life?

2. Highlight that the UK is made up of many different cultural groups. This means that there is a high percentage of the population who could be represented by the Zebadees in the film.

3. Show the question [slide 12]:

Why might people migrate to a new place?

4. Explain that they are going to explore this question in groups.
5. Split the participants into smaller groups and give each group a piece of paper and some pens.
6. Invite them to work together in their groups to write down some ideas for reasons why people might migrate to a new place.
7. Return together and invite the groups to share what they wrote in their mind maps.
8. Share the example reasons for migration [slide 13]

- **Economic** - e.g. Moving to find work, to follow a particular career path, to access education, by invitation for skilled worker positions.
- **Cultural** - e.g. Religious freedom, identity freedom.
- **Political** - e.g. Civil war or escaping from political persecution.
- **Social** - e.g. Moving for a better quality of life or moving closer to a family member or friend.
- **Environmental** - e.g. Escaping climate related challenges and natural disasters.

9. Conclude by explaining that people move for many different reasons. Helping our community to understand these reasons can give us all a better ability to empathise and relate to newcomers.

STEP 6

DISCRIMINATION FEELS... (7MINS)

AIM: To encourage empathy and humanisation within a diverse community.

1. Explain that we are going to explore the emotions and feelings behind discrimination by focusing on the characters of the Zebadees and the Jabaroos. [slide 14]
2. Separate participants into smaller groups.
3. Give each group some pens and the worksheet with the Zebadee and Jabaroo outlines on it.
4. Give the groups 5 minutes to write as many emotion words or thought phrases inside the character outlines to represent how people might be feeling on either side of a discrimination situation.
5. Once they have had time to complete this, return together to share their findings.
6. Remind the participants of the key questions which were asked at the beginning of the session. [slide 15]
7. Invite them to take a moment to consider their own emotions and feelings relating to their experiences of inclusion/exclusion, and connect them to the film characters.
8. Conclude with the following statement [slide 16]:

The emotions and feelings behind hateful behaviour are often born of fear, distrust, jealousy, and lack of empathy. The emotional impact of lack of tolerance and discrimination on marginalised communities is extremely negative. In order to end hate crime in our communities, we need to understand the emotional motivations behind discrimination and build empathy and respect towards targeted groups.

STEP 7

ATTITUDES, BEHAVIOUR, AND LANGUAGE SWAPS (7MINS)

AIM: To consider how we can make changes to our own behaviour and inspire those around us to do the same.

1. Show the Thrive quote [slide 17]:

The way we support children & young people to be inclusive and tolerant of others is by 'acting as a role model for the exploration of values'.

2. Express that we all have the ability to support our community members, particularly CYP, in changing their attitudes, behaviours, and language surrounding discrimination.
3. Introduce that you are going to share with them an activity created for children and young people as an example of how the Zebadees and the Jabaroos story can help us to make changes to our behaviour.
4. Show the following and explain that this statement is designed to open discussion about behaviour with CYP; **'Swap negative and unkind for positive and curious'**. [slide 18]
5. Invite participants to suggest what this slogan might mean in the context of discrimination.
6. Show the 'top tips'. [slide 19]
7. Explain that these are some simple top tips which have been developed to help CYP make positive 'swaps' in their language and behaviour.
8. Look at the speech bubbles which show a quote from the Jabaroos in the film and some suggestions for language swaps. [slide 20]
9. Explain that this is an example of how the Zebadees and the Jabaroos film has been used to help CYP understand how to adjust language to become more inclusive.
10. Explain that we are now going to explore how we can use these simple tips in our own lives to swap negative and unkind words for a more positive and curious response. [slide 21]
11. Split the participants in half and explain that one half of the room is going to discuss together how and when we could apply these tips ourselves as adults in our interactions with other community members. The other half of the group will discuss how and when they could use these tips to support CYP to change their attitudes, behaviours and language. Encourage both groups to think of specific examples or scenarios.
12. Invite the groups to share the findings of their discussion with the room.

STEP 8

SEEKING HELP (3MINS)

AIM: To build confidence and resilience individually and in reaching out.

1. Highlight the power of an individual to make a change in their community.
2. Highlight that CYP will need a Trusted Adult to report situations of hate crime and discrimination to.
3. Show the following information [slide 22]:
 - Crimestoppers is 100% anonymous
 - You can call them on 0800 555 111
 - They are an independent charity
 - In your setting: please input names here of support routes within your setting
 - If you, or someone you know is in immediate danger, you should call the police on 999
4. Explain that if they or their CYP need support with incidents of discrimination there are organisations which are there to support them.
5. Highlight Crimestoppers and the Police as avenues for reporting hate crime.

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We hope that you've found this resource useful.
We'd love to hear your feedback, thoughts or questions,
Please do not hesitate to get in touch.

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