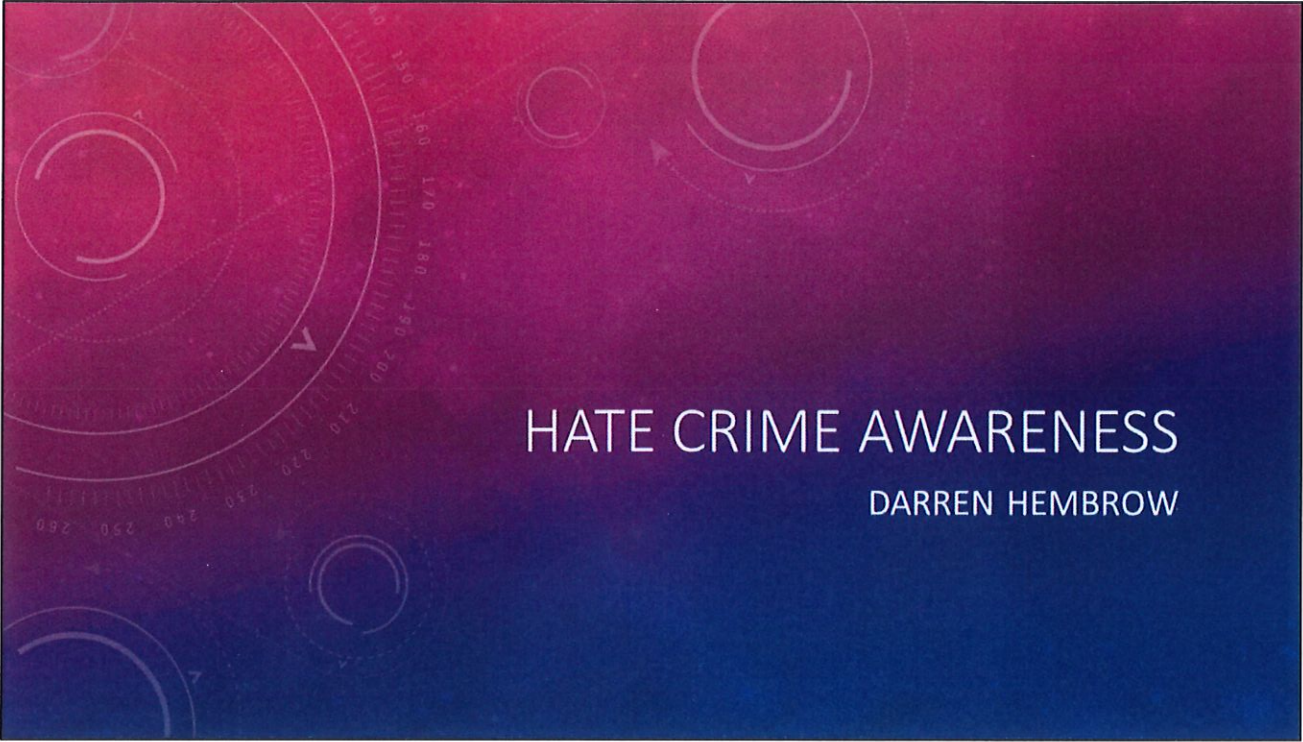




HATE CRIME AWARENESS

DARREN HEMBROW

DISCLAIMER

This lesson is on Hate Crime Awareness, and some of the content you may find offensive or you may find close to home, to which no offence is meant, however, it is what members of the public put up with, sometimes, several times a day.

Should you need to speak to myself after the lesson for support, please feel free to do so, and I will signpost as appropriate.

Any questions on this disclaimer, and talk about classroom confidentiality. Offer support and signpost as appropriate.

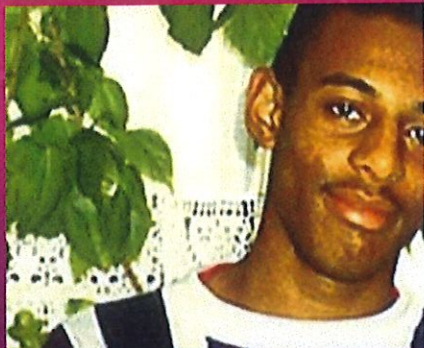
OBJECTIVES

By the end of the lesson, students should be able to:

- List the 5 strands of Hate Crime
- List the additional 5 strands of the Equality Act 2010
- Name at least 3 organisations which support Hate Crime Victims
- State at least 3 reasons why people are reluctant to report hate crime to the police

AIMS

To give an input of Hate Crime Awareness to students in a supportive way, highlighting victimisation and support mechanisms that can be put in place to support members of the community who fall under or are perceived to fall under a protected characteristic.



Images from
Google



Stephen Lawrence was murdered on 22nd April 1993, and his death was initially treated as some sort of gang related incident by the Met Police. It was suggested during the investigation that Stephen was killed because he was black, and the Met police and CPS were affected by issues of race. In 1998, Sir William McPherson carried out a public inquiry in relation to the police handling of the murder and coined the phrase: Institutionally racist. As a result of the findings, and upon McPherson's recommendation, the double jeopardy ruling should be repealed.

Sir William McPherson stated the Met Police were Institutionally racist: "the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin", which "can be seen or detected in processes, attitudes, and behaviour, which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping, which disadvantages minority ethnic people

Initially the case was the most prolific hate crime related murder that remained unsolved for some years, however, on 18 May 2011, after a further review,^[8] it was announced that two of the original suspects, Gary Dobson and David Norris, were to stand trial for the murder in the light of new evidence.^[9] At the same time it was

disclosed that Dobson's original acquittal had been quashed by the [Court of Appeal](#), allowing a retrial to take place.^[10] Such an appeal had only become possible following the 2005 change in the law, although Dobson was not the first person to be retried for murder as a result.^[11] On 3 January 2012, Dobson and Norris were found guilty of Lawrence's murder;^[12] the pair were [juveniles](#) at the time of the crime and were sentenced to [detention at Her Majesty's pleasure](#), equivalent to a [life sentence](#) for an adult,^[13] with minimum terms of 15 years 2 months and 14 years 3 months respectively^[14] for what the judge described as a "terrible and evil crime"

Sir William McPherson made a definition of a racist incident as being "A racist incident is any incident which is perceived to be racist by the victim or any other person".

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf



**METROPOLITAN
POLICE**

Working together for a safer London

WHAT IS A HATE CRIME?

Any *hate incident*, which *constitutes* a *criminal offence, perceived* by the *victim* or any *other person* as being *motivated* by *prejudice* or *hate*

ACPO definition

You do not need to actually be under the strands to be a victim of hate crime.
The perception part of the definition by the victim OR ANY OTHER PERSON is an important part of the

ACPO – Association of Chief Police Officers

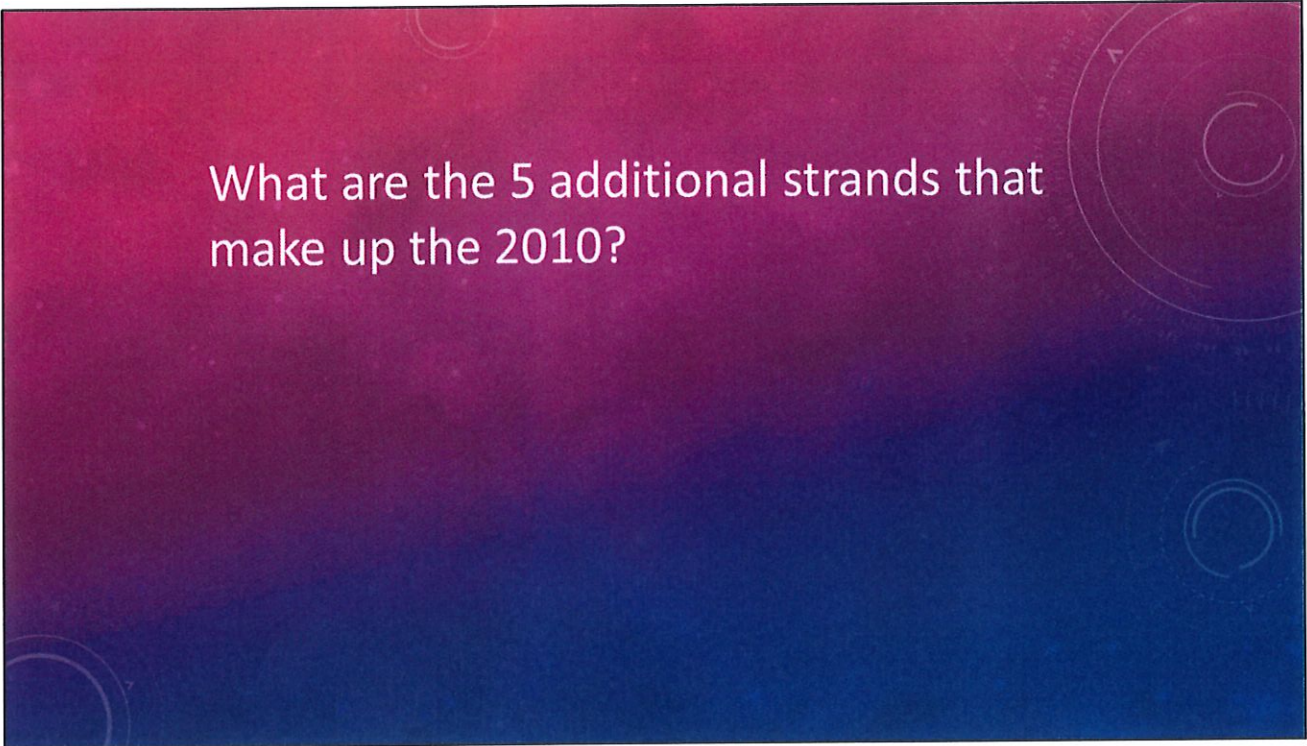
WHAT IS A HATE INCIDENT?

Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person as being motivated by prejudice or hate

ACPO definition

5 STRANDS OF HATE CRIME

1. Race (including GRT)
2. Belief or No Belief
3. Disability
4. Sexual Orientation
5. Gender Identity



What are the 5 additional strands that
make up the 2010?

Board Blast before next slide

EQUALITY ACT 2010

1. Pregnancy + maternity
2. Marriage, partnership, civil partnership
3. Sex (Actual Gender)
4. Age
5. Welsh Language*

HIGH PROFILE CASES



Brutal death of a travelling child:

A boy aged 15 is left to die in the middle of a playing field in Ellesmere Port. His family believe he was killed for 'being a Gypsy'

www.theguardian.com

Jonny Delany lived in Liverpool and came from a Traveller/Gypsy family. Probably like every other 15 year old, he would have been well behaved as well as not well behaved.

His two killers were also teens, and Jonny received such a severe beating, he died in hospital from head/brain injuries

One of his assailants had jump into the air to stamp with both feet in his head.

Although the 'being a Gypsy' quote is from his family, one of the assailants actually said 'he was only a f***ing gypsy' showing the utter contempt for his life

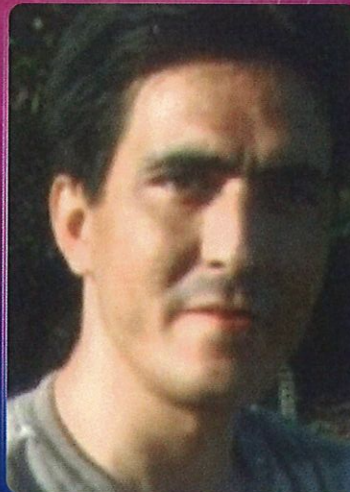
BIJAN EBRAHIMI MURDER

Bijan was an Iranian Refugee and was made disabled by being tortured in Iran, and thus sought sanctuary in the UK.

One of his neighbours continually harassed him for 7 years, and each time Bijan contacted the police or the council for help, they sided with the abusers, even arresting Bijan on occasion

Bijan was wrongly accused of being a paedophile

<https://www.bbc.co.uk/news/uk-england-bristol-42696102>



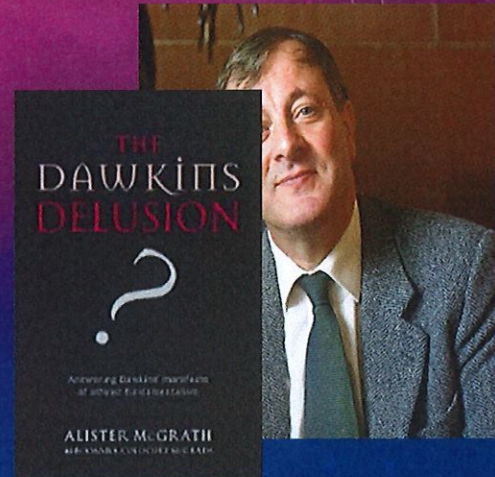
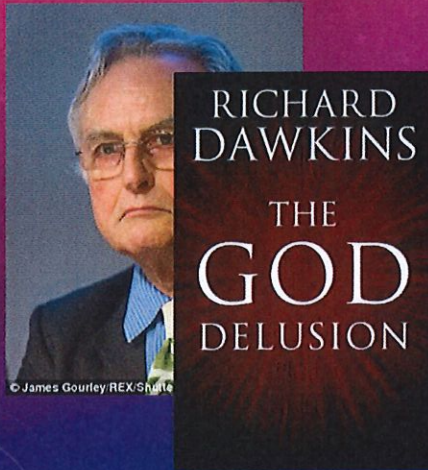
The IPCC (Independent Police Complaints Commission) found that both Avon and Somerset Police and Bristol Council were Institutional racist and also stated that no officer had actually acted in a racist manner.



Lee James is on the right, and his accomplice is on the left, his name is Stephen Norley helped Lee James

Lee James received a life sentence

BELIEF OR NO BELIEF



Richard Dawkins is an atheist and whole heartedly believes that everyone should fall under his way of thinking.

He is a fantastic scientist in evolutionary science, to which a lot of people, including atheists are now saying that the argument is tired and no longer a topic for society. Dawkins has made several claims about religion just highlighting aspects that have been brought forward by acts such as 9/11, and he, along with a few others have stated that this is the norm for religious practice.

A lot of atheists will state that Dawkins does not represent them in any way and think he is a dangerous man, if you researched some comments made in relation to him.

He is often referred to as the Angry Scientist

Alister McGrath is a bio-physicist, and some have claimed is higher standing in his field than Dawkins is in his.

McGrath wrote a book called the Dawkins Delusion, to which counteracts claims made by Dawkins in his God Delusion Book – he is also trying to bring to the forefront where people say that science is opposed to religion and vice versa, that this is not the case.

To quote that there is no scientific evidence to support the existence of God,

however you perceive the Divine to be, faith does not have to be put into a test tube.

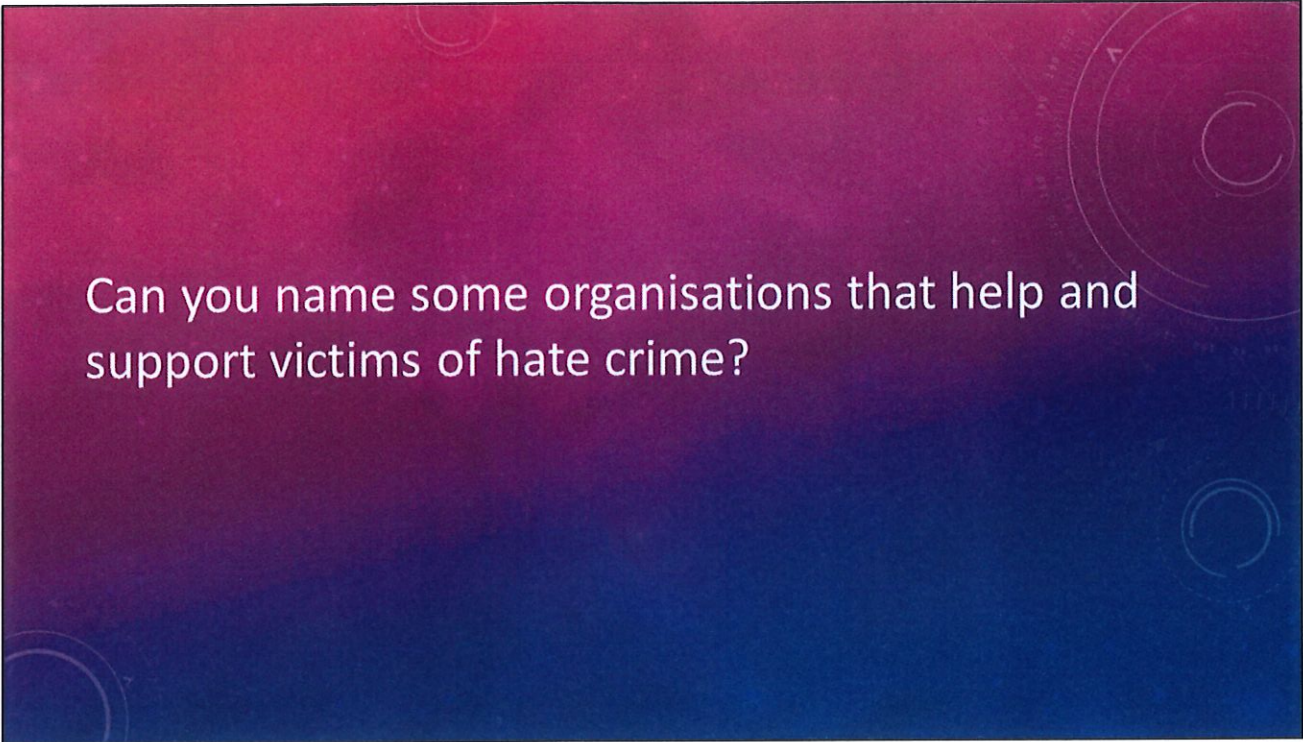
There are lots of things that science has not got an answer for or proof of, but there are those who say for atheism to work, there needs to be a belief in God

GROUP WORK:

Split the class into 2 groups, and give each group one of the named scientists:

They are to write 5 positive and 5 negative comments they have about the scientists.

A volunteer from each group to present the list, and then debrief accordingly.

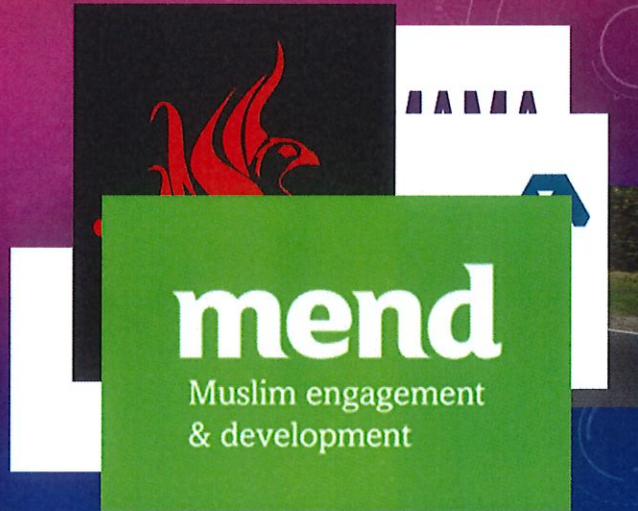


Can you name some organisations that help and support victims of hate crime?

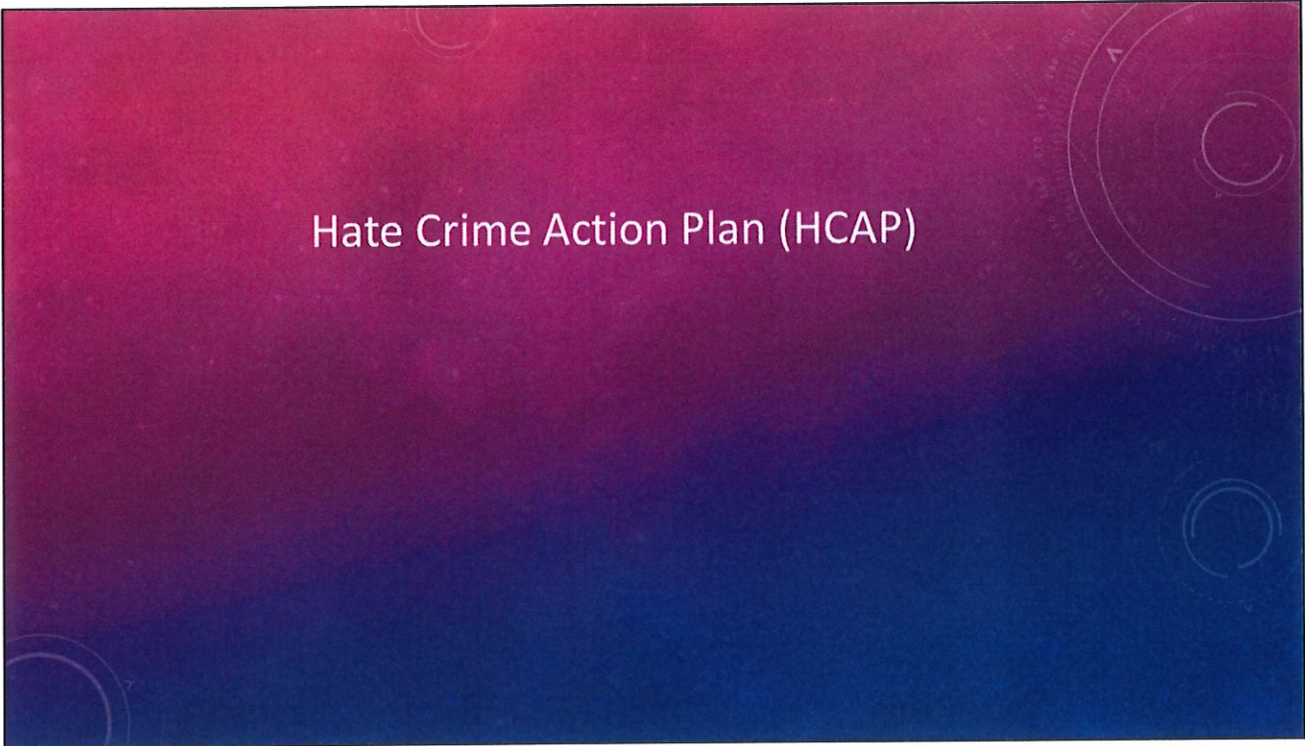
Board Blast

ORGANISATIONS TO HELP

1. Tell Mama
2. EYST
3. The Police
4. Victim Support
5. YMCA
6. Local Council
7. MEND



The list is not exhaustive

The slide features a background with a vertical gradient from dark red at the top to dark blue at the bottom. Faint, light-colored circular patterns are visible in the background, particularly on the right side.

Hate Crime Action Plan (HCAP)

Discuss what can be done:

Based on a risk assessment (see hand out)

Increased Patrols

All police calls to be treated as urgent

Multi-Agency support

Referral to move house if in social housing

Victim Support assistance – given to all hate crime victims

Court visit

Liaison to other agencies

Crime reduction visit and assessment

And anything else the victim would need for support

What do you think some of the barriers are in reporting to the police?

1. Trust
2. Community Shame
3. Language and Accent barriers
4. Feeling they won't be believed
5. Women in some cultures won't speak to men and vice versa
6. Believe it is normal that they should put up with this behaviour

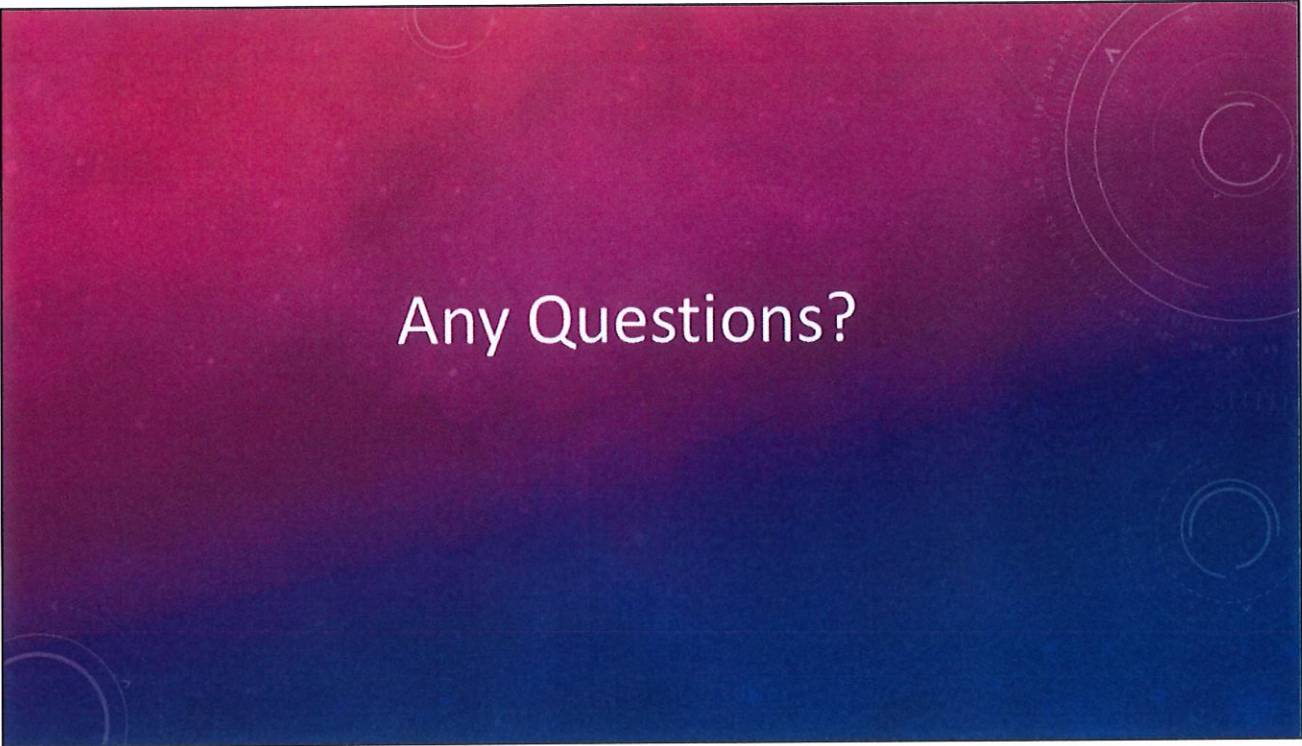
The list is not exhaustive

Vulnerability

<https://www.youtube.com/watch?v=OmR1CR6iq7s>

Q + A TIME





Any Questions?

LESSON PLAN

TOPIC: Hate Crime		CLASS: PCET
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ABILITY/SPECIAL EDUCATIONAL NEEDS: Members of the class may be affected by the lesson and support to be given thereafter by means of debriefing the student/s, and this will need to be explained at the start of the lesson. There is a disabled member of the class, who may not be able to take part in any physical aspects of the class, and I would support her in this. Any member of the class may have been a victim of Hate Crime, and thus, signposting to appropriate organisations will be made if anything is disclosed. Other aspects: none apparent, however, the lesson will be adapted if anything comes to light.		
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ANTICIPATED DIFFICULTIES: Very Sensitive area, and offer of debriefing for students should be made to assist them in any issues that may come to light as well as signposting to appropriate organisations if required.		

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RESOURCES/EQUIPMENT REQUIRED:

Computer/Internet:

PowerPoint

YouTube

Consolidation question sheet

Post it notes

Marker Board Pens/wiper

HEALTH & SAFETY:

No physical aspects to the lesson

Emotional Support may be required if necessary

PROFESSIONAL STANDARDS

Please note **WHEN** and **HOW** relevant professional standards occur and are met:

(Include detail of standard, not just a reference number)

Areas of Activity:

A1 Design and plan learning activities and/or programmes of study – *Lesson plan completed, didactic elements created, student interaction created, assessment designed by means of a written quiz. Five areas of activity will be covered throughout the lesson, including Visual, Auditory and kinaesthetic involvement of the students*

A2 Teach and/or support learning – *throughout the lesson, through appropriate working knowledge of hate crime from a policing view point, as I had been a hate crime officer for three years.*

A3 Assess and give feedback to learners – *assessment of learning via a quiz, to which students will swap papers to mark each other's work. Feedback can be given thus on the scoring and feedback to highlight as a teacher, hate crime may occur in the classroom.*

A4 Develop effective learning environments and approaches to student support and guidance – *the learning environment and approach will be evident from the outset, as the lesson is extremely student focused, and due to the nature of the lesson, the offer of a debrief to support learners has been made at the very start of the lesson, and they will be reminded throughout the lesson.*

A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice – *this will be throughout the lesson. I continually research hate crime, and high risk hate crime incidents for knowledge to bring students up to date with aspects of the strands. The lesson will take into account that any person can be a victim of hate crime, even if they do not fall under a hate crime strand directly.*

By highlighting this, I can bring the students from unknowledgeable to knowledgeable and evaluation will take place via student feedback to myself (Post it notes) – this will tie into work placed feedback in relation to inclusion and equality.

I will also coach students during the lesson on any specific questions to find the answer.

I am a level three coach and recently attended a Coaching Seminar run by UWTSD.

Core Knowledge:

K1 The subject material –*I have in-depth knowledge of hate crime and supporting the victims of hate crime via work placed role*

K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme – *The appropriate methods will be made via PowerPoint, YouTube, and to ensure learning has taken place, assessment will be carried out via a quiz, to which students will mark each other's quiz sheet, and can also encourage peer to peer support/learning.*

K3 How students learn, both generally and within their subject/ disciplinary area(s) – *all elements of Visual, Auditory, and kinaesthetic elements will be covered: PowerPoint, Hand Outs, student interaction, as well as taking into account learning styles of the students, as this is a PGCE (PCET) course, one can expect the questions to be at a higher level of phraseology.*

K4 The use and value of appropriate learning technologies – *the technologies that have been considered have included KAHOOT, PowerPoint, YouTube, Poll based sites, however, having considered the lesson, I would only be adding additional technology for the sake of it.*

K5 Methods for evaluating the effectiveness of teaching – *I will be giving the students a quiz to assess their knowledge towards the end of the lesson.*

I will also be giving them post it notes in order to make specific comments on the lesson

K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching – *the lesson will reflect back on to teaching practice per se. Although the lesson highlights hate crime in general, it will also be instilled that hate crime and hate crime levels of discrimination can take place in the class room, whether from teacher to student, vice versa or peer to peer. This should enhance the student knowledge and in turn, bring forward professional practice within teaching.*

Quality assurance is necessary to allow open access to student learning, and student feedback on the lesson will take place.

Professional Values:

V1 Respect individual learners and diverse learning communities - *the lesson itself is on hate crime, and thus in turn, respecting diversity within the classroom. The students have a wide range of backgrounds e.g. Muslim, Disabled etc.*

V2 Promote participation in higher education and equality of opportunity for learners – *I will be suppling a list of further reading in order to facilitate further education and I will be ensuring that all students have an input into the lesson, to which I will observe students and speak to the quieter members of the class so that they can feel included.*

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V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice – *this will be highlighted verbally throughout the lesson, and again reflecting back into the classroom in relation to hate crime and student support.*

CROSS-CUTTING ENHANCEMENT THEMES

Please note any cross-cutting enhancement themes are embedded in the lesson and **WHEN** and **HOW** they are met:

01. The McPherson Report (Stephen Lawrence Enquiry) – led to the introduction of hate crime strands and community safety departments within the police. This forms the hate crime strands section of the lesson
02. The Equality Act 2010 – forms basis of equality in occupations, access to services etc. this forms the follow on from the hate crime strands of the lesson.
03. Hate Crime Reporting – Hate crime awareness week and continual aspects there, as well as giving students knowledge of where/who to report to in relation to hate crime/perceived hate crime.
04. Victim Support – third sector reporting facility
05. Community Safety – organisations have community safety departments e.g. police, local authorities
06. Press reporting on hate crime – the impact they have; discussion focus on is the press to blame on hate crime levels increasing.

LESSON DETAIL:

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION Aims and Objectives	Outline Objectives	Talk and present by PowerPoint	½ minute
	Question Students	Ask students about any awareness of hate Crime, however, this is not to ask if they have been victims, just about their general understanding of Hate Crime, which will then keep confidentiality of the students. (PowerPoint slides 1-4)	1 Minute
DEVELOPMENT Hate Crime Overview	Highlight the McPherson report on Stephen Lawrence.	Explain the background to Hate Crime and the McPherson report. Talk about the definitions of Hate Crime and Hate Incidents. Introduce the ACPO definitions and state ACPO is the Association of Chief Police Officers Talk about the 5 strands of Hate Crime (PowerPoint slides 5-9)	2 minutes
	The Equality Act 2010	Objective one Explain the Equality Act 2010 in relation to the fact it is an umbrella law, and that Hate Crime Strands also fall under the equality Act 2010 (PowerPoint slides 10-11)	3 minutes
		Objective two – Tie one and two together through discussion Introduce two high profile cases: Jonny Delaney and Bijan Ebrahimi and also speak about the collective failure to safe guard Mr. Ebrahimi (PowerPoint slides 12-14)	4 minutes
		Group Work: (PowerPoint slide 15)	4 minutes

PLENARY/ CONCLUSION	Support Agencies	Speak about Richard Dawkins and Alister McGrath and split group into two groups, listing 5 positive and 5 negatives in relation to both. Allow one student from each group to present their findings and debrief. Show PowerPoint in order that students will know of some organisations that support hate crime victims including the police, as well as a Hate Crime Action Plan, and explain the barriers of reporting to the police (PowerPoint slides 16-19) Objective three – Tie all objectives together Ask students if they have had any issues in reporting matters to agencies (not necessarily the police) and encourage participation of students. Answers may not be positive in relation to their experience Objective 4	2 ½ minutes 3 minutes
	Vulnerability Video	On YouTube, and ask for brief opinions thereafter. (PowerPoint 20)	4 minutes
	Consolidation exercise	Give the students the quiz and peer marking to take place. This is to ascertain learning has taking place. (PowerPoint 21) Recap on Objectives and Aims (PowerPoint 3 and 4) Feedback session – Post It Notes	5 minutes 5 minutes

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ASSESSMENT STRATEGIES USED (**WHEN** and **HOW**):

Open questions:

01. Asking about reporting incidents to appropriate authorities
02. Asking students for their understanding of Hate Crime/The equality Act 2010
03. Allow Discussion to develop, but bring lesson back under control when discussion has drawn to a close.

Assessment:

Consolidation exercise at end of lesson, after the video – students will be given a q and A sheet to answer based on the lesson.

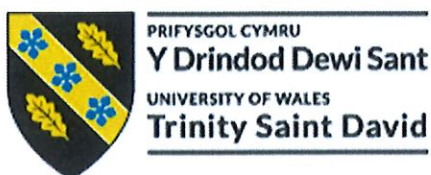
Peer marking will take place, and this will also go towards reflection.

Other interaction:

Board Blast will give students a chance to give answer on the board, and bring forward their thinking process to allow continuance of the class, and will also potentially teach other students from their debriefing of their board blast answers.

INFORMAL LESSON EVALUATION:

(This section should be completed straight after the lesson)



LESSON PLAN

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		Group Work: (PowerPoint slide 15)	4 minutes

PLENARY/ CONCLUSION	Support Agencies	Speak about Richard Dawkins and Alister McGrath and split group into two groups, listing 5 positive and 5 negatives in relation to both. Allow one student from each group to present their findings and debrief. Show PowerPoint in order that students will know of some organisations that support hate crime victims including the police, as well as a Hate Crime Action Plan, and explain the barriers of reporting to the police (PowerPoint slides 16-19) Objective three – Tie all objectives together Ask students if they have had any issues in reporting matters to agencies (not necessarily the police) and encourage participation of students. Answers may not be positive in relation to their experience Objective 4	2 ½ minutes
	Vulnerability Video	On YouTube, and ask for brief opinions thereafter. (PowerPoint 20)	4 minutes
	Consolidation exercise	Give the students the quiz and peer marking to take place. This is to ascertain learning has taking place. (PowerPoint 21) Recap on Objectives and Aims (PowerPoint 3 and 4) Feedback session – Post It Notes	5 minutes
			5 minutes

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ASSESSMENT STRATEGIES USED (**WHEN** and **HOW**):

Open questions:

01. Asking about reporting incidents to appropriate authorities
02. Asking students for their understanding of Hate Crime/The equality Act 2010
03. Allow Discussion to develop, but bring lesson back under control when discussion has drawn to a close.

Assessment:

Consolidation exercise at end of lesson, after the video – students will be given a q and A sheet to answer based on the lesson.

Peer marking will take place, and this will also go towards reflection.

Other interaction:

Board Blast will give students a chance to give answer on the board, and bring forward their thinking process to allow continuance of the class, and will also potentially teach other students from their debriefing of their board blast answers.

INFORMAL LESSON EVALUATION:

(This section should be completed straight after the lesson)

Hate Crime Awareness Assessment

Name

Kell Gells.

01. List the five strands of hate crime

Race
Religion
Disability
sexual orientation
gender identity

02. Name at least 3 organisations which support Hate Crime Victims

Police
MIND
Church
local carneys
support groups

03. List the additional 5 strands of the Equality Act 2010

Pregnancy
marriage
sex
Age
Welsh language

04. Name 3 reasons why people do not report Hate Crime to the police

- worried won't be believed
- Accent barriers
- unliking its gang on

Kelly feedback

pos. { encouraged to interact from beginning
good local examples
good humour & passion/hard with subject
providing
neg. { slides could be more memmable to be official

Hate Crime Awareness Assessment

Name Alice

01. List the five strands of hate crime

Race (GRT) ✓
Religion + no religion ✓
Disability ✓
Sexual Orientation ✓
Gender Identity ✓

02. Name at least 3 organisations which support Hate Crime Victims

Mind ✓
Local community groups ✓
Support counsellor ✓

03. List the additional 5 strands of the Equality Act 2010

Pregnancy + maternity ✓
Marriage ✓
Sex (Actual Gender) ✓
Age ✓
Welsh language ✓

04. Name 3 reasons why people do not report Hate Crime to the police

Accents ✓
They may not be believed ✓
Gender barmies. ✓

Hate Crime Awareness Assessment

Name	
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01. List the five strands of hate crime

Disability
Race
Belief/non belief
Sexual orientation
Gender identity

02. Name at least 3 organisations which support Hate Crime Victims

MEND
E-IST
local council

03. List the additional 5 strands of the Equality Act 2010

welsh language (Widespread)
Marriage & Civil Partnership
Pregnancy & Maternity
Gender
Age

04. Name 3 reasons why people do not report Hate Crime to the police

Language Barriers.
Believe they deserve it / won't be believed

Hate Crime Awareness Assessment

Name

01. List the five strands of hate crime

Race / Disability
sex
Identity
pregnancy / maternity
Religion
gender identity

02. Name at least 3 organisations which support Hate Crime Victims

Mate
Mend
~~YMCA~~ YMCA
Tell MAMA

03. List the additional 5 strands of the Equality Act 2010

Pregnancy

04. Name 3 reasons why people do not report Hate Crime to the police

won't be believed
Shame to community
Accent and language barrier

Hate Crime Awareness Assessment

Name

01. List the five strands of hate crime

- Race
- Belief
- Sexual orientation
- Gender
- Disability

02. Name at least 3 organisations which support Hate Crime Victims

- Mind
- Bansa
- Womens Aid

03. List the additional 5 strands of the Equality Act 2010

- Welsh language
- Sex
- Maternity / Pregnancy
- Religion
- Marriage

04. Name 3 reasons why people do not report Hate Crime to the police

- Trust
- community shame
- acceptance / beliefs etc.

Hate Crime Awareness Assessment

Name

01. List the five strands of hate crime

Race
Age
Disability - Depression
Sex
XEW & / or Gender

02. Name at least 3 organisations which support Hate Crime Victims

EUSP
YMCA
Africa - community centre -
Police

03. List the additional 5 strands of the Equality Act 2010

welsh
pregnancy / maternity
sex
gender
marriage

04. Name 3 reasons why people do not report Hate Crime to the police

Do not want to get involved.
community - shame
language barrier

Hate Crime Awareness Assessment

Name	
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01. List the five strands of hate crime

02. Name at least 3 organisations which support Hate Crime Victims

03. List the additional 5 strands of the Equality Act 2010

04. Name 3 reasons why people do not report Hate Crime to the police

Excellent!
links must materials

Barren

→ Picture - should have
need more info
attached to it.

⇒ Nice place.
good warming

- Informative, calm
+ easily followed.
(Informative content).

- When you went off
topic, you kept it
relevant and to the
point. You know
your stuff.

Video was quite
emotive: needed context if
you don't know your
audience especially.

You were very, relaxed,
knowledgeable + kept
a hard subject, light.

-ive

Disclaimer.
Assessment
engaging.

-ve

+ Good knowledge

- Disjointed, not sure
where some bits fitted into
objectives

PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: David Hennessy Establishment: WUSTD Date: 2.3.2020

GRADE DESCRIPTORS: (When compared with an experienced teacher)						Context of observation (e.g. class, ability, number of students; topic; main activities, and organisation; other features)	
VG - Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. G - Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. S - Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. U - Needs attention through further development and improvement							
A SUBJECT KNOWLEDGE		VG	G	S	U	General Notes and Comments: Planning and Preparation A superb, detailed lesson plan with the best information, accurate, a high quality lesson plan	
1 accuracy of knowledge of subject matter							
2 understanding of context e.g. scheme of work, programme of study							
B LESSON PLANNING AND PREPARATION		VG	G	S	U		
1 detail and structure of plan							
2 clarity and suitability of learning objectives							
3 consideration of SPLDs, anticipated difficulties, health and safety, etc.							
4 resources selected, prepared, organised						Development/Delivery Excellent to start with discipline. - superb! A confident and knowledgeable lesson, clearly based on a superb level of expert knowledge and experience. You delivered a superb topic lesson, which dealt with a difficult topic expertly. Certainly learned a lot. You have a great teaching style, teaching style	
5 consideration of professional standards							
6 consideration of appropriate cross-cutting enhancement theme(s)							
7 consideration of active learning, learner engagement and skills development							
C TEACHING		VG	G	S	U		
1 lesson start, e.g. outlining content, aims and objectives							
2 presentation, instructing, explaining, demonstrating							
3 effective questioning						Plenary / Conclusion Great use of formative & summative assessment Really effective lesson. Excellent use of resources	
4 choice and variety of task/activities							
5 variety and suitability of teaching strategies/methods/approaches							
6 use of emergent technologies							
7 pace of lesson, use of time							
8 lesson ending, e.g. summarising, recapping key points, etc.							
D CLASS MANAGEMENT AND CONTROL		VG	G	S	U		
1 presence and voice projection						TARGETS FOR IMPROVEMENT Thank you for delivering this lesson, I think you have gone up a level. You have been very clear in your delivery. The support points were clear & easy to follow. You have a very good understanding of the subject. You have a very good understanding of the subject. You have a very good understanding of the subject.	
2 transitions - smooth							
3 awareness, vigilance and intervention							
4 use of praise and encouragement							
5 management of tasks/learners/work groups							
E MONITORING AND ASSESSING STUDENTS' PROGRESS		VG	G	S	U		
1 monitoring understanding and progress during lesson							
2 suitability of assessment strategies/methods/approaches						F EFFECTIVENESS 1 in setting high expectations for work 2 in conveying enthusiasm and challenging students 3 of students' engagement and learning in this lesson	
3 assessing achievement of learning objectives							
4 giving feedback and setting targets for progress							
F EFFECTIVENESS		VG	G	S	U		
1 in setting high expectations for work							
2 in conveying enthusiasm and challenging students							
3 of students' engagement and learning in this lesson							

Observer Signature: [Signature] 2.3.2020

A thick lens, very bold in appearance in execution and depicted with superb design.

A very Anaglyphical lens. as per to H/era.