

LESSON PLAN

TOPIC: Hate Crime		CLASS: PCET
DATE:	LENGTH OF LESSON: 45 Minutes	NO IN CLASS: 10
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.		
AIM OF LESSON To give students an input into Hate Crime Awareness of actual and perceived crime.		
LEARNING OBJECTIVES - The Learners Should Be Able To: 01. State the 5 strands of Hate Crime 02. State 5 additional strands under the Equality Act 2010 03. Name three organisations that can support Hate Crime Victims 04. List three barriers to why Hate Crime Victims do not report crimes to the police		
PREVIOUS KNOWLEDGE: 3 years working as a Hate Crime Police Officer in the Community Safety Unit in Swansea Central Police Station. Have attended several courses in relation to Hate Crime, Anti-Social Behaviour etc. Attended Manchester Sparkle and supported members of the Trans* community. Have a deep understanding of the Muslim community and disability community.		
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.*

V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development – *The lesson is based on evidence gathering, through legal approaches and government led public inquiries that have in turn led to new legislation being created and for authorities to change and adapt their constitution accordingly.*

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.

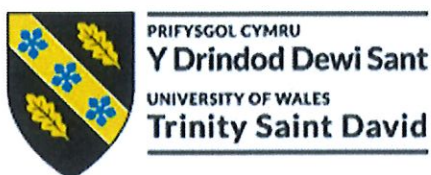
Peer marking will take place, and this will also go towards reflection.

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)



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