JUST A LAUGH?
Introduction

This unit is an opportunity for pupils in S1 to explore the issue of Hate Crime. Pupils will use the following video: Just a Laugh?, to explore different types of relationships and expectations. They will reflect on the difference between fear and respect and how different choices can have a significant impact on themselves and others. Pupils will learn about the consequences of Hate Crime and how to respond appropriately and seek support in these situations.
Film

Introduction
JUST A LAUGH?
S1 PSHE:

Verbal Abuse and Hate Crime

Introduction - Equality Matters

Positive Behaviour
Create your ‘Home Team’

In small groups, you are going to come up with a set of ground rules in preparation for future lessons where sensitive issues may be discussed.

In your group, you should:

- Think about the words you use
- Think about each other
- Think about how everyone can take part and is able to contribute

Group Roles:
1. Writer
2. Resource Manager
3. Encourager
4. Time Manager

Remember anyone can be called upon to present!
Who am I?

Relationships

Relationships can be very sensitive and sometimes difficult when we don’t understand another person’s culture or background. It is therefore important that we provide a basis for respectful, safe and supported discussions where we can feel free to speak and be heard in a secure environment.

**Starter Task:**

*Note down the different people you have relationships with.*

*Why is each relationship different?*

**Learning Intentions:**

- We are learning to establish ground rules which will help us to be able to discuss sensitive issues
- We are learning to recognise the good in others
- We are learning the importance of respectful communication
- We are learning to identify our positive qualities and to use those to create a self-motto.
**Task 1: Who am I?**

**Cultural Background: Definition**

*(Your teacher will explain if you’re unsure what any of these mean.)*

**a) Individually** you are going to write the following list on A3 paper. Divide the page into two columns. With the list on the left side column, write your answers on the right side column:

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<td><strong>Name</strong></td>
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<td><strong>Where I live</strong></td>
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(*these could all be the same, but they might not be.*)
### Task 1: Turn to your shoulder partner

b) **Individually**, you are going to write down three qualities (e.g. kind, funny, smart) that you like about your **shoulder partner**.

c) You are then going to trade this information and explain to your partner why you like those qualities, starting with the youngest person. When you hear what others like about you, you may add these to your 'Who Am I?' list.

d) Individually, you should then write up a self-motto, beginning with 'I am ...' before moving on to 'I am good at ...'. You may also wish to add music or sport that you like, TV programmes you enjoy, etc. These are all part of who you are.
**Homework.**

You are going to take home your Self Motto and the shield template, and complete your personal Motto Badge. In next week’s lesson, you are going to reflect on whether a positive self motto made any difference to the way you feel about yourself, or how others treated you.

We will also discuss how we feel about sharing information about ourselves. For next week, think about the following:

What might people not want to share about themselves? Why?
Lesson 2: Others in society

Others in society

Task 1:
Discuss the following question as a class: *What is it that makes me different?*

Task 2: Fruit Bowl Game
You will be given a name: Apple, Orange or Banana. Every third person will be one of each of these. When your teacher shouts 'Banana!' all you Bananas get up and move to another chair in the circle as quickly as you possibly can. Same goes for all you Oranges or Apples. When the teacher shouts 'Fruit Salad!' you all get up and change seats asap.

Brief post game discussion: How did that feel? When you were asked to change seats for a certain reason, did some of these reasons make you feel uncomfortable? Do you think some of these reasons would be protected by laws? Which ones?

Learning Intentions:
- We are learning to appreciate what makes everyone different.
- We are learning how some people are discriminated for their differences.
- We are learning how discrimination can be tackled by the law.
Lesson 2: Others in society

Task 3: In your jotter:

- Which of the differences, highlighted in the game are protected by the law?
- Why do some people abuse or hate others because of their characteristic or perceived characteristic (e.g. disability, sexuality, race)?
- Who influences you to behave in this way?

Here's what the Law has to say about it:

**Equality Act 2010**

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. The law sets out the different ways in which it is unlawful to treat someone. The Equality Act names 10 Protected Characteristics. These include:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Race
- Religion or Belief
- Gender
- Sexual Orientation
- Pregnancy or Maternity.
Lesson 3: When verbal abuse becomes hate crime

When Verbal Abuse becomes Hate Crime

Let’s watch Faisal’s, Gordon’s and Chloe’s Story.

Individual Task
The actions we commit have consequences for others and ourselves. Sometimes, these can be very positive consequences. Other times, they may be negative or even hurtful.

- In your jotter, you should write out the sentences below and beside each sentence, try to think of a possible consequence. Answer in full sentences.
- Write a list of any verbal abuse that you see in the video.
- Who in the video used texting to ‘slag someone off’?
- Give an example of a situation in the video where someone was verbally abused?

Learning Intentions:
- We are learning to explore the relationships between young people
- We are learning about how others influence our own behaviour
- We are learning to reflect on how the different choices we make can have an impact on us and those around us.
Reflective Questions:

Think about the video you have just seen. Answer these questions:

- What names would you not like to be called?
- If you were called these names, how would you feel?
- If you saw someone else being called these names, how would you react?
- What advice would you give someone who is being ‘slagged off’?
- Is it OK to call someone a racist name even when they are not of that race? Call someone an offensive name for a gay person if they’re not gay?

In the video, you see Colin in a police cell as a result of his actions. What could be done to help Colin avoid ending up with a criminal record?

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<th>Friends</th>
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Lesson 4: Why Hate Crime is prosecuted: Exploring the Harm Caused.

Why Hate Crime is prosecuted: Exploring the Harm Caused.

The Scottish Government defines Hate Crime as:

*Any criminal offence that is motivated by malice and ill will or prejudice based upon the victim’s perceived: Disability, Race, Religion or Belief, Sexual Orientation or Transgender identity.*

These include:

- Threatening Behaviour
- Assault
- Robbery
- Damage to Property
- Inciting others to commit Hate Crimes
- Harassment.

Learning Intentions:

- We are learning to describe what counts as Verbal Abuse
- We are learning to respond appropriately to verbal abuse/on-line abuse situations
- We are learning about the consequences of on-line abuse
- We are learning about when verbal abuse becomes something else: Hate Crime.
Lesson 4: Why Hate Crime is prosecuted: Exploring the Harm Caused.

Let’s watch the video again.

Task 1: Placemat Activity

Works in groups of 4 (maximum 5)

- Groups 1 and 2 – focus on Faisal
- Groups 3 and 4 – focus on Chloe
- Groups 5 and 6 – Focus on Gordon

(go to next page)

Group roles (reminder):

1. **Resource Manager/Reader** (collects and organises materials, and reminds others of the laws and other information.)

2. **Highlighter/Recorder** (Takes notes of comments and helps write them into answers, highlighting most important points for the Reporter.)

3. **Time Manager** (Uses a stopwatch to keep others on task and reminds them of the questions and how long the group has to answer these.)

4. **Reporter** (Reports the group’s answers back to the rest of the class.)
Lesson 4: Why Hate Crime is prosecuted: Exploring the Harm Caused.

Group 1 and 2: Think about Faisal:

- Is this a case of verbal abuse? Is it an example of a Hate Crime?
  
  Give reasons for your answer.

- What advice would you give to Faisal, and why?

- Do you think Faisal acted quickly enough, and do you think he did the right thing?

- Is it OK for Colin to use these words to Faisal if Faisal's not from a Pakistani background? Is it then just banter?

- Did Gordon do anything to harm Faisal?

- Would this be a crime if Faisal wasn’t there when they were making racist remarks about him?

(Remember – no ‘one word’ answers – give a full explanation for your answer, in sentences!)
Groups 3 and 4: Think about Chloe:

- Is this a case of verbal abuse? Is it Hate Crime?
- Do you think Chloe took the right course of action in dealing with this?
- What advice would you have given Chloe?
- Is it OK to use these words to Chloe if she doesn’t have a disability? Do people use these words because it’s ‘just a laugh’?

(Remember – no ‘one word’ answers – give a full explanation for your answer, in sentences!)
Lesson 4: Why Hate Crime is prosecuted: Exploring the Harm Caused.

Groups 5 and 6: Think about Gordon:

- When Colin sends upsetting messages or speaks directly to Gordon in this way, is this a case of verbal abuse? Is it Hate Crime?
- Could it just be ‘banter’, as they are friends?
- Do you think Gordon took the right action to stop the abuse?
- Why didn’t Gordon act sooner?
- If Gordon isn’t gay, is it still verbal abuse? Is it still Hate Crime?
- What advice would you give Gordon? (Give reasons/explanations for all your answers. Remember – everyone must contribute their very best here!)
- Each group will be asked to feed back their answers to the class.

(Remember – no ‘one word’ answers – give a full explanation for your answer, in sentences!)
Homework Task / Extension

- Collect Hate Crime form from the teacher. Now that you’ve worked hard in your group and have much more information, complete the form in the role of Gordon, Chloe or Faisal. When you have completed the form for homework, we will take 5 minutes next lesson to share with the other members of the group.

- Discuss- would you have completed the form in the same way as the others? What would you change? Do you agree with how they completed their form? Why do you agree/disagree?

- Please complete the task to the very best of your ability, as it will help others learn from your answers – we’re in this together!

(Remember – no ‘one word’ answers – give a full explanation for your answer, in sentences!)
Hate Crime and the Law

Definition of Hate Crime:

_in Scotland, you can be prosecuted for crimes against someone just because they have a disability, are lesbian, gay, bisexual or transgender (LGBT), or because they are of a particular race, religion or faith._

Learning Intentions:
- We are learning the definition of hate crime.
- We are learning about the laws and consequences of committing a hate crime.
### Task 1: The 5W’s of Hate Crime

To refresh our memory of last week, work in a group to complete the 5W activity for each individual.

<table>
<thead>
<tr>
<th>Who did this happen to?</th>
<th>Faisal</th>
<th>Chloe</th>
<th>Gordon</th>
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<td>Why did it happen to them?</td>
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Lesson 5: Hate Crime and the Law

Task 2: On-Line Abuse: fact or fiction?

1. There are at least 7 forms of this type of abuse that can be done using technology (social media, text, messaging etc.)  
   True / false

2. Schools can't do anything about on-line abuse that happens outside school  
   True / false

3. Most young people say they have been abused on-line.  
   True / false

4. People who abuse on-line in this way will always know they are doing it.  
   True / false

5. A lot of on-line written abuse is against the law  
   True / false

6. Young people are the only ones who get abused on-line  
   True / false

7. There is no way to trace things that are done on the internet  
   True / false

8. The 4 most popular social networking sites for young people in the UK have over 300 million registered users between them worldwide.  
   True / false

9. Children and young people feel that picture/video clip and phone call abuse is the most harmful  
   True / false

10. Banning children and young people from using the internet and mobiles is the best way to prevent on-line abuse.  
    True / false
Criminal Responsibility

Note: the age of criminal responsibility is 8, but the Crown cannot prosecute anyone under the age of 12. Up to the age of 16 all cases other than the most serious would be dealt with by the Children’s Reporter rather than a criminal court.

Discussion: Why do you think this is? Discuss with your face to face partner.

Task 3-
What are the consequences of being prosecuted for hate crime?

Copy and complete the spider diagram:
The Hot Seat

Below is a list of laws that could be breached from hate crime. Read through them then listen to the various scenarios that will be read out by your classmates. You have to identify which laws have been breached for each crime. For example if we were to take Faisal’s case from the video, laws A, C and E were breached. Write your answers on the smart boards or in your jotter.

A. Protection from Harassment Act 1997
   – for incidents that occur repeatedly i.e. more than twice

B. Threatening Communications Act 2012
   (Scotland, part of wider legislation)
   – sending offensive or menacing communications or sending or causing to be sent false communications to cause annoyance or anxiety to a person of particular description.

C. Police, Public Order and Criminal Justice Act (Scotland) 2006: - where mobile phones are used as cameras or videos to record something offensive or upsetting

D. Computer Misuse Act 1990 – ‘hacking’ into someone’s computer or online activities

E. (Aggravation by Prejudice)(Scotland) Act 2009. In Scotland, you can be prosecuted for crimes against people just because they are gay, lesbian, bisexual or transgender, or if they are of a particular race or faith, or have a disability.
Task 4: Individual
In your jotters answer the following questions:

a) Can you think of other scenarios which could be considered as Hate Crimes?

b) When does abuse become a Hate Crime?

c) What about other types of verbal/written abuse – can you think about when it is not considered to be a Hate Crime?

d) Does this make it OK? Give reasons for your answer. Write your answer in sentences.

Task 5 How to Keep Safe from Abuse:
Copy the tips below into your jotter.

- Tell someone you trust
- Remember the law is there to protect you
- Report any on-line abuse, even if it’s not happening to you
- Never respond/retaliate, as it could make matters worse
- Block the on-line abusers from contacting you
- Save and print any abusive messages, posts, pictures or videos that you receive
- Make a note of the dates and times they are received
- Keep your passwords private
- Don’t post any personal information or pictures online
- Have fun...but surf the internet safely!
End of unit evaluation form

Topic: Verbal Abuse/On-Line Abuse (Just a Laugh?)

My overall feelings about this topic are: (1 = Not good 5 = Excellent)
1  2  3  4  5

My feelings about the ways we learned about the topic: (1 = Not good 5 = Excellent)
1  2  3  4  5

The things I most enjoyed in this unit were:

The things I enjoyed least were:

The things that I still want to find out about this topic are:

Are there other, related topics you would want to know more about?
'This House Believes that Hate Crime should be Prosecuted.'

What you need to do:

Think of it a bit like being a lawyer, and have to argue either side in court. Your client could be the victim or the alleged perpetrator (person who may have committed the crime.) You would try to see it from their point of view. Well, this is similar, but the debate is on the principle—whether or not it is right to prosecute Hate Crime.

The class will be divided into groups of four, then into teams of two within the group. One team will argue for, one against. Each speaker has two minutes to make their case. Your teacher will choose by ballot who is for, and who is against. You decide in your own team of two who should speak first. After a short practice with your opposing team, it's time to present your debate to the class. Remember to time yourself – marks will be deducted if your argument is too short or too long.

Rules

- No interrupting the Speaker.
- Teacher is the chairperson, and must be obeyed (obviously!)
- Try to bring as many facts with you from homework.
- You can get 10 points for the debate: a maximum of five for style and five for content.
- Bonus Points: Two points awarded if you take a question 'from the floor' (as they say in debating) - in other words, from someone in your class. If you answer the question well and as fully as you can, these bonus points could make you the winning team!
This is the difficult part – you may have to argue something you don’t believe is true, but that’s what debate is all about – how well you argue your case. You’ll be working with your team mate to look at all the reasons you could be right, for example:

**Homework:**

**How to prepare:**

**Internet Exercise:** Search 'Idebate', Buzzle and Debatatabase for schools. Then in their Search area, type in the words ‘Hate Crime’. These sites are for young people and will give you lots of good arguments for and against. If you are in an Opposition team you may wish to think about alternatives to prosecution – what could be done instead? What are the consequences of prosecution? Can you give reasons why these might seem harsh?

If you’re looking to use the law to back up your argument (and you should!), check out:


Copfs Hate Crime stats from:

[www.copfs.gov.uk](http://www.copfs.gov.uk)

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**Other things to think about:**

- **Pace:** Don’t speak too quickly or no-one will catch what you’re saying.
- **Good Tip when practising at home:**
  
  Actually walk across the floor, saying your speech out loud. Stop talking when you get to the other side of the room. Keep doing this back and forth, and you’ll know when to pause. Speak clearly (you may wish to record yourself speaking – scary!) Don’t be afraid to be loud – you have to reach everyone in the room.

- **It’s not just WHAT you say, it’s HOW you say it!**

- **Remember** – Fail to Prepare – Prepare to Fail! Debate is about knowing your topic and being enthusiastic in your presentation.
My Experiences and Outcomes:

I am aware of and able to express my feelings and am developing the ability to talk about them.  
**HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a**

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. 
**HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a**

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. 
**HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a**

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. 
**HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a**

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.  
**HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a**

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. 
**HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a**

I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. 
**HWB 3-19a**

I understand and can demonstrate the qualities and skills required to sustain different types of relationships. 
**HWB 3-44b / HWB 4-44b**
**My Experiences and Outcomes:**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

**HVB 0-45b / HVB 1-45b / HVB 2-45b / HVB 3-45b / HVB 4-45b**

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

**LIT 3-02a**

As I listen or watch, I can:

- identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements
- identify and discuss similarities and differences between different types of text
- use this information for different purposes.

**LIT 3-04a**

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

**LIT 2-10a / LIT 3-10a**

To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.

**LIT 3-18a**

I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.

**LIT 3-24a / MNU 4-10a**

Using time efficiently is necessary in the workplace, in lifelong learning, leisure time and all other aspects of daily life. The ability to estimate how long different tasks take and then build a programme of sequential tasks is a critical numeracy skill which is fundamental to effective time management.
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