

Crown Prosecution Service



# Disability Hate Crime

**SCHOOLS PROJECT**



**Guidance for teachers**

# How to use this pack

This document provides a step-by-step approach to delivering the lessons broken down into:

- An overview of the activity.
- The learning objective.
- The learning outcome.
- Tools required.
- Time required.

This product has been designed as either:

- 1 x 60 minute lesson or
- 2 x 60 minute extended lesson

to be delivered to Key Stage 3 and Key Stage 4 pupils by their PSHE teacher. The following resources have been provided as part of this pack:

- 1 **Lesson Plan** (one or two lesson)
- 2 **Resource pack for pupils** (one or two lesson) – To be copied for each pupil. This includes an evaluation sheet. Copy resource 2d if undertaking two hour lesson or as an optional scenario in the one hour lesson. If you wish you may choose to print one between four for resources 2a, 2b, 2c and 2d as this is a group exercise.
- 3 **Disability Hate Crime DVD** which includes an electronic copy of the Guidance for teachers and the PowerPoint presentation which supports the pack.
- 4 **Resource pack** – background information you may need including relevant website addresses and links to relevant National Curriculum.

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# Introduction and background

## Project overview

On 5th March 2009 Greater Manchester Crown Prosecution Service in partnership with Greater Manchester Coalition of Disabled People, Manchester Disabled People's Access Group and Manchester People First held a Disability Hate Crime Conference.

One of the most important things that came out of the conference, and that many attendees agreed upon, was the importance of raising awareness of what disability hate crime is among children and young people. Secondly, it was thought vital that they understood not only the hurt, pain and anguish that disability hate crime could cause to victims, but also the impact that having a criminal conviction could have upon the perpetrator themselves.

In 2010 Greater Manchester Crown Prosecution Service, Greater Manchester Coalition of Disabled People's Young Actors Group, drama students from the University of Central Lancashire and Blackpool Learning Resource Centre came together to discuss how they could best reach children and young people about the impact of disability hate crime.

This resulted in a DVD which shows four scenarios based on the life experiences of several disabled people, discussions with disabled people themselves about being the victims of disability hate crime or crime and the impact that it had and continues to have on their lives.

## Definition of hate crime

There is no legal definition of a disability hate crime. However, when prosecuting cases of disability hate crime, and to help us apply our policy on dealing with such cases, the Crown Prosecution Service adopts the following definition:

“

*Any criminal offence, which is perceived, by the victim or any other person, to be motivated by hostility or prejudice based on a person's disability or perceived disability.*

”

# The Crown Prosecution Service and the role of the Police

The Crown Prosecution Service (CPS) was created in 1986 and is responsible for the conduct of criminal cases investigated by the police in England and Wales. It is a government department which since 2006 has been responsible for determining the level of charge in all but the most minor of cases.

The CPS reviews cases submitted by the police and prepares cases for court. Cases are presented by Crown Prosecutors in the magistrates' court and Higher Court Advocates or self employed barristers in the Crown Court. The CPS is completely independent from the police although its staff work in close partnership.

The CPS is responsible for advising the police on cases for possible prosecution and reviewing cases submitted by the police. Where the decision is to prosecute, CPS lawyers determine the charge in all but minor cases, then prepare cases for court and present those cases at court.

When deciding whether a case should be prosecuted the CPS applies a two stage test. The first stage is known as the evidential test and determines whether there is enough evidence to provide a realistic prospect of conviction. If there is, then the second stage of whether it is in the public interest is considered.

Should a case fail the first stage it will not proceed, even if it would have passed the second stage. Both stages must be satisfied for the CPS to proceed with a case.

Further information about the CPS can be found on our website at [www.cps.gov.uk](http://www.cps.gov.uk)

## The role of the police

The police are responsible for the day-to-day investigation of criminal cases following an offence, or an alleged offence. Their role is to collect evidence, obtain statements from witnesses and interview suspects. The police also provide further information required by the CPS to proceed with a case and collate information, e.g. forms, and exhibits, so it can be used in court.

The police will warn witnesses to attend court via their civilian support staff and arrange for interpreters or witness intermediaries.

Further information about the police can be found at [www.police-information.co.uk](http://www.police-information.co.uk)

# Aims and objectives

To deliver either a single 60-minute lesson to pupils in Key Stage 3 and Key Stage 4 in order to understand the impact of disability hate crime on victims and offenders and the legal and moral issues relating to the crime.

Or, to deliver a more in-depth 2 x 60 minute lessons to pupils in Key Stage 3 and Key Stage 4 in order to understand the impact of disability hate crime on victims and offenders and the legal and moral issues relating to the crime.

## Course objectives

Pupils should:

- Be able to define what disability hate crime is.
- Understand the potential consequences of committing Disability Hate Crime.
- Be able to identify that in our communities, there are similarities as well as differences between disabled and non-disabled people.
- Be able to discuss how and why Disability Hate Crime is wrong in the eyes of the law and unacceptable as a social norm.
- Have a greater awareness of how badly some disabled people are treated in “everyday life” because they have an impairment(s).
- Be able to list how people who are victims of disability hate crime may feel.
- Define the difference between the social and medical model of “disability”.





# One Lesson

**KEY STAGE 3 & 4:  
LESSON PLAN**

# One lesson

## Key Stage 3 & 4: Lesson plan

Activity	Time taken	Resources required	Further details
Starter <b>Activity one:</b> Famous people	10 mins	PowerPoint 1-3 A pen or pencil per pupil. Appendix Two – Resource Pack Resource 1, Resource 1a	
<b>Activity two:</b> Disability Hate Crime – the legal perspective	5 mins	PowerPoint 4-5	
<b>Activity three:</b> DVD: Disability Hate Crime DVD (section 1)	15 mins (6 mins of DVD)	PowerPoint 6a, 6b, 6c and 6d (optional) Resource 2a, b and c (equally shared between class)	Knowledge of school policy on bullying and criminal records
<b>Activity four:</b> DVD: Our story (section 2)	10 mins	PowerPoint 7a – Our Story PowerPoint 7b – How do you think these people feel?	
<b>Activity five:</b> The job interview	10 mins	PowerPoint 8 – Legal implications PowerPoint 9 – Job applications Resource 4 – Pen pictures of applicants	
<b>Plenary</b>	10 mins	Evaluation sheet	

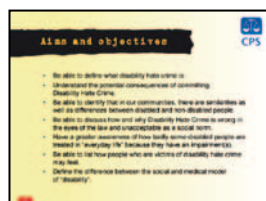
## Activity one: Famous people

Activity:	Icebreaker activity designed to gauge pupils' perceptions of disabled people.
Learning objectives:	Be able to identify several famous and influential disabled people.
	Be able to distinguish between the social and medical model of disability.
Learning outcome:	Pupils appreciate that everyone is different and this should be celebrated.
	Have an understanding of the social and medical models of disability.
Tools:	PowerPoint slides 1-3
	Pens or pencils
	Whiteboard marker
Time:	10 minutes

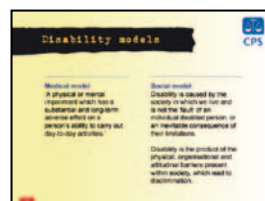
PowerPoint  
slide 1



PowerPoint  
slide 2



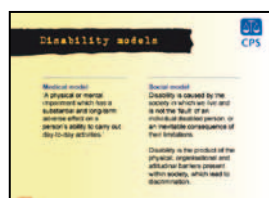
PowerPoint  
slide 3



## Activity one: Famous people

Ask pupils:	If they know any famous disabled people and what do they know about them?
Discuss:	Their perceptions of who they consider to be disabled and why?
Show:	PowerPoint 3 – Models of disability
Ask pupils:	To read the slide
Discuss:	Different perspectives of disability

PowerPoint  
slide 3



### Teacher notes:

The Equality Act 2010 defines disability as:

*“A physical or mental impairment, which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”*

Under the **medical model**, disabled people are defined by their illness or medical condition. They are disempowered: medical diagnoses are used to regulate and manage access to social benefits, housing, leisure and employment.

The **social model** has been developed by disabled people in response to the medical model and the impact it has had on their lives.

Under the social model, disability is caused by the society in which we live and is not the ‘fault’ of an individual disabled person, or an inevitable consequence of their limitations. Disability is the product of the physical, organisational and attitudinal barriers present within society, which lead to discrimination.

The removal of discrimination requires a change of approach and thinking in the way society is organised. For example, steps will make it difficult for a wheelchair user to enter a building. However, if a ramp is put in, it enables the wheelchair user to enter the building and the person is no longer disabled from entering the building.

## Resource 1a: Famous disabled people

### Teacher notes:

Below you will find some facts about 2 famous disabled people. They have many and varied achievements and each person has an impairment. In some images the impairment is obvious, in others less so. Some pupils may or may not be aware of the impairment. Use this part of the lesson to discuss how some disabilities can be more obvious than others and how some are physical whilst others can be learning disabilities.

**Ask pupils to look at Resource 1a in their Resource Pack.**

**Ask the students (in groups of 3 or 4) to write at least 5 things they know or think they know about one of the images.**

**Discuss as a group opinions and observations about disability.**

#### Facts about Cerrie Burnell:

- Born 30th August 1979.
- Is a CBeebies presenter, actress, singer and playwright
- Cerrie graduated from Manchester Metropolitan University, where she studied acting
- She has appeared in Holby City, Eastenders, Grange Hill and The Bill.
- Within a month of becoming a CBeebies presenter some parents complained because they did not think a disabled person with part of one of her arms missing should be on TV
- She says her disability did not hinder her from doing what she wanted, including 'sports, swimming, windsurfing, singing in the choir or joining the Army cadets.'
- Cerrie Burnell: "People are reluctant to cast disabled actors in main roles; so we don't get any profile, and then casting directors presume we don't exist, and even disabled roles go to actors without disabilities..."
- Cerrie was born without the lower part of her arm.

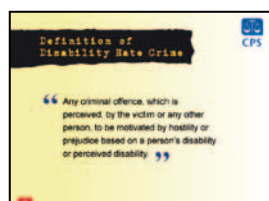
#### Facts about Ade Adepitan MBE:

- Born 27th March 1973.
- He works as a television presenter. His credits include; Channel Four's That Paralympic Show, BBC1's The One Show, BBC2's Beyond Boundaries, CBBC's daily live XChange, BBC1's Sports Round, BBC1's Holiday, BBC Radio Five Live, BBC's 1Xtra, TigerTiger for Channel Five and Dream Ticket for ITV.
- The Queen awarded Ade an MBE in the 2005 Birthday Honours list for his contribution to disability sport.
- Ade survived polio as a youngster. He went on to compete as a wheelchair basketball player at an international level, representing GB at the Olympics in Athens 2004 (winning Bronze) and in Sydney in 2000, plus competing in the European (winning Silver) and World Championships (winning Gold).
- Ade retired from International Basketball and took up a tennis which sees him training at Roehampton and mentoring other players.
- Ade travels the UK giving motivational speeches to blue chip companies, schools and charities.
- He was an Ambassador for London's 2012 Olympic bid, featured in the bid's high profile poster campaign and was an integral part of the delegation that went to Singapore to present to the Olympic committee to help bring the games to London.
- Ade is a patron for the charity go kids go ([www.go-kids-go.org.uk](http://www.go-kids-go.org.uk)) and the charity
- WheelPower ([www.wheelpower.org.uk](http://www.wheelpower.org.uk)).
- Ade is a wheelchair user.

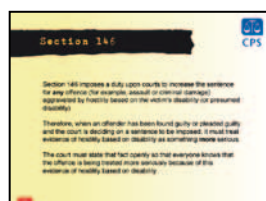
## Activity two: disability hate crime – the legal perspective

Activity:	To look at the legal definition for disability hate crime.
Learning objectives:	To be able to define what disability hate crime is.
	Look at why disability hate crime is wrong in the eyes of the law.
Learning outcome:	Pupils have increased knowledge of how the legal system views disability hate crime.
Tools:	PowerPoint 4 – definition of disability hate crime
	PowerPoint 5 – Section 146
	Whiteboard marker
Time:	5 minutes

PowerPoint  
slide 4



PowerPoint  
slide 5



### Teacher notes:

Display PowerPoint 4: Definition of disability hate crime.

- **Ask the pupils** to read the definition of disability hate crime.
- **Ask the pupils** Is there anything written on the board that they don't understand or are confused about?

In order to help pupils understand the definition for disability hate crime it may be necessary to help them understand the meaning of some of the words.

The following words may need to be described in more detail (possible alternatives are offered. However, you may wish to find more of your own):

**Perceived:** supposed; seeming; alleged

**Victim:** sufferer

**Motivated:** moved by; encouraged; because of

**Hostility:** unfriendliness; aggression

**Prejudice:** discrimination; intolerance; unfairness.

Once the pupils have an understanding of the definition;

**Explain:** Safety and security and the right to live free from fear and harassment are basic human rights. The CPS's policy is to prosecute disability hate crime fairly, firmly and robustly.

In April 2005 the law was changed by section 146 of the Criminal Justice Act 2003 (CJA). Explain that not all crimes committed against disabled people are "Disability Hate Crimes". Sometimes crimes are committed against disabled people not because someone does not like disabled people or is hostile to disabled people. Sometimes people commit crimes and the person happens to be a disabled person.

**Show:** PowerPoint 5: Section 146.

**Ask pupils:** to read the definition.

**Discuss:** Why the CPS may view this type of crime to be more serious.

### Teacher's information

[www.opsi.gov.uk/acts/acts2003/30044—o.htm#146](http://www.opsi.gov.uk/acts/acts2003/30044—o.htm#146)

Section 146 did not create any new offences; it imposed a duty upon courts to increase the sentence for any offence (for example, assault or criminal damage) aggravated by hostility based on the victim's disability (or presumed disability). Therefore, when an offender has been found guilty or pleaded guilty and the court is deciding on a sentence to be imposed, it must treat evidence of hostility based on disability as something more serious. The court must state that fact openly so that everyone knows that the offence is being treated more seriously because of this evidence of hostility based on disability.

(2.1.1 CPS Policy for Prosecuting Disability Hate Crime)

[www.cps.gov.uk/publications/prosecution/disability.html](http://www.cps.gov.uk/publications/prosecution/disability.html)

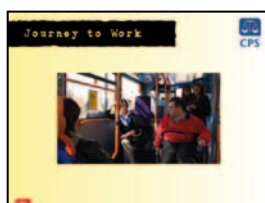
## Activity three: DVD – section 1

Activity:	To watch 3 scenarios based on the real experiences of disabled people
Learning objectives:	To observe the impact that hostility can have on the lives of disabled people
Learning outcome:	Pupils have a better understanding of how their behaviour can impact on disabled people
Tools:	PowerPoint 6a, 6b and 6c (6d optional scenario)
	Computer to show DVD
Time:	15 minutes

PowerPoint  
slide 6a



PowerPoint  
slide 6b



PowerPoint  
slide 6c



PowerPoint  
slide 6d (optional)



### Teacher notes:

The DVD is in two sections. The first section shows 3 dramatisations (4th optional) of disability hate crime.

#### 1. Off to the shops

Ask pupils what was happening in the clip?

#### 2. Journey to work

Ask pupils what was happening in that clip?

#### 3. Family ties

Ask pupils what should they do if they see this happen?

Discuss different types of bullying; i.e. cyber bullying, physical bullying, mental bullying.

For each scenario there is a resource sheet. **Copy** enough of each sheet so that one third of the class is covering each scenario.

Split class into groups of 3 or 4 and issue either 2a, 2b, or 2c to each group (if you have shown the optional scenario 6d "Good Neighbour?" also distribute resource 2d).

In their groups ask them to answer the questions as best they can, thinking about what they had seen in the clip.

Discuss their answers to the questions, offering answers to any questions the pupils may have as a result of this exercise.



## Teacher notes:

### Off to the shops – questions on Resource 2a

- How did the girls make the woman feel?
- What is the job of the guide dog and how do you think the dog felt?
- How can you and the law prevent this from happening?

### Off to the shops:

Explain that by doing this the girls may be causing, alarm, harm or distress to the woman and this could be considered a crime under section 5 of the Public Order Act 1986. However, if the court found that it was motivated by hostility or hatred towards the disabled person then a 146 uplift could apply and the sentence may be more severe.

### Journey to work – questions on Resource 2b

- Do you think the girls should have moved, and why?
- Do you think other people should get involved?
- What do you think should happen to the girls?

**Discuss:** What the pupils think should happen?

### Journey to work:

Explain what probably should happen is the bus driver should intervene and ask the girls to move so that the man in the wheelchair can sit safely and comfortably on the bus, leaving room for other passengers to move around the bus easily and safely. If they refuse to move and carry on abusing the wheelchair user, the bus driver should inform them that he cannot drive the bus until the man is in a suitable place and advise the girls if they don't move for him and stop being abusive he will have no option but to call the police.

When the police arrive they will want to interview the driver, any witnesses, the wheelchair user and the girls involved. Potentially this could be seen as a section 5 offence and because the language used was derogatory and referred to the person's impairment it would be classed as a disability hate crime.

### Family ties – questions on Resource 2c

- What do you think the school policy would be? What is our school policy on bullying?
- How should the boys be punished for their behaviour?
- Is it a disability hate crime?

### Family ties:

Explain that even though the victim is not disabled, if he is being bullied because a friend or a family member is disabled, this could still be classed as a disability hate crime. This is because the law says that if someone assaults you because you have a relative or a friend that is disabled, it can still be classed as a disability hate crime.

### Section 5 offence

The following types of conduct are examples, which may at least be capable of amounting to disorderly behaviour:

- causing a disturbance in a residential area or common part of a block of flats;
- persistently shouting abuse or obscenities at passers-by;
- pestering people waiting to catch public transport or otherwise waiting in a queue;
- bullying.

**Good neighbour (optional):**

- Do you think he is a good neighbour?
- Why do you think the neighbour mentioned going into a home and not being able to live independently?
- What do you think should happen next? Should the Police be called?

Explain that proof would be needed to show that the victim had been tricked into handing over more money than he thought he had. It may not be possible to show that this was a hate crime but instead was about the victim being vulnerable. The issue would be investigated further to find out if this had happened before and if there were other victims.

## Activity four: Body on the wall and DVD – section 2

Activity:	Real life events designed to encourage pupils to witness the consequences of disability hate crime on the victim.
Learning objectives:	To see how a hate crime against a disabled person can affect their life.
	Be able to show in writing how people who are victims of a disability hate crime may feel.
Learning outcome:	To understand the impact on disabled people's feelings and how other peoples' hostility towards them can affect their lives.
Tools:	PowerPoint slide 7a – Our story: real people, real lives
	PowerPoint slide 7b – Our story: how do you think they feel?
	Pens or pencils/marker pens
	Resource 3 – Body on the wall
	Roll of lining wallpaper
Time:	10 minutes (DVD time 8 minutes)

PowerPoint  
slide 7a



PowerPoint  
slide 7b



The second part of the DVD is titled "Our story". This part of the DVD has disabled people sharing their experiences of disability hate crime and how it made them feel. **Show:** PowerPoint 7a "Our Story: real people, real lives" and play the footage. Split the class into groups of four or five.

**Refer pupils to the Resource Pack – Resource 3:** Body on the wall.

**Ask the pupils,** in their groups to choose one character from "Our story" and in their group on Resource 3; on the inside of the body write how they think this person may be feeling; around the outside of the body ask the pupils to write what may be making the person feel that way or what has happened to them?

**Show:** PowerPoint 7b – Our story: real people, real lives. How do you think they feel?

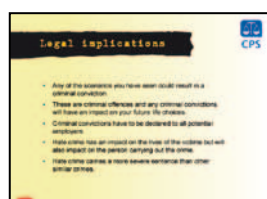
**Discuss:** Pupils' own observations on their body on the wall and how this reflects the victims' feelings.

**Ask:** If watching the DVD has changed pupils' perception of this type of behaviour and why?

## Activity five: The job interview

Activity:	Pupils are cast in the role of employer. They have to decide which of the applicants to interview for a job working with children.
Learning objectives:	To understand the potential consequences of committing a disability hate crime.
Learning outcome:	To highlight the effect committing a disability hate crime (or any crime against another person), can have on the perpetrator's future job prospects.
Tools:	PowerPoint slide 8 – legal implications
	PowerPoint slide 9 – job applications
	Pens or pencils, whiteboard marker
	Resource 4 – Pen picture of applicants
Time:	15 minutes

PowerPoint  
slide 8



PowerPoint  
slide 9



### Teacher notes:

You are placing the pupils in the position of 'expert'.

**Explain:** The importance of employing the correct person for the job when working with vulnerable people. The person who gets the job will be working alone with 11-14 year old children.

**Ask:** Which people in society they think are vulnerable?

The answers should include children (under the age of 18, vulnerable adults including those who lack mental capacity and older people)

**Show:** PowerPoint 8 – Legal implications

**Discuss:** How something you do as a young person could prevent you from getting employment in a field you want to work in, later in life.

**Show:** PowerPoint 9 – Job applications

**Ask pupils:** To read the information on the slide.

Split the class into groups of 4 or 5 to complete the task.

**Refer to workbook:** [Resource 4](#)

**Ask pupils:** To read the instructions at the top of the page and in their groups imagine that they are an employer at the local council; they will look at 3 job applications and decide which applicants to interview for the job.

If they decide that there are some they will not interview, they will need to say why they have decided not to interview them for the job.

**Discuss:** As a class who each group decided to interview and what may happen if they decided to employ someone with a criminal record. And which employment fields someone with a criminal record may be deemed to be unsuitable for. For example: teaching, nursery nurse, emergency services, hospital staff, anyone working with vulnerable groups (children, disabled or elderly). Anything you may need a Criminal Record Bureau (CRB) check for.

**Explain:** That actions have consequences and although someone may have committed a crime when they were younger it could impact on them getting the job they really want when they are older.

## Evaluation

Activity:	To provide an opportunity to assess what students have learned and to reflect on the lesson.
Learning objectives:	To give students the opportunity to reflect on what they have learned during the lesson.
Learning outcome:	Teachers have an increased knowledge of what students have learned about the Disability Hate Crime.
Tools:	Evaluation sheet for each pupil
	Small round stickers
	Flip chart paper and pens to write comments
	General comments exercise as students leave the room – provide post it notes and pens, prepared flip chart/s pages with title General Comments (please leave your post it notes comments here before you leave).
Time:	10 minutes

## Teaching notes

### Evaluation and gathering general comments

**Refer to workbook:** Pupils to complete evaluation sheets, ask them to return them to you during the lesson.

# Two Lesson

**KEY STAGE 3 & 4:  
LESSON PLAN**

# Two lesson

## Key Stage 3 & 4: Lesson plan

### Lesson 1 of 2

Activity	Time taken	Resources required	Further details
Starter <b>Activity one:</b> Famous people	10 mins	PowerPoint 1-3 A pen or pencil per pupil. Appendix Two – Resource Pack Resource 1, Resource 1a	
<b>Activity two:</b> Disability Hate Crime – the legal perspective	5 mins	PowerPoint 4-5	
<b>Activity three:</b> DVD: Disability Hate Crime DVD (section 1)	20 mins (6 mins of DVD)	PowerPoint 6a, 6b and 6c Resource 2a, b and c (equally shared between class)	Knowledge of school policy on bullying and criminal records
<b>Activity four:</b> DVD: Our story (section 2)	15 mins	PowerPoint 7a – Our story: real people, real lives PowerPoint 7b – Our story: How do you think they feel? Resource 3 – Body on the wall	
<b>Plenary</b>	10 mins	Evaluation sheet	



# Two lesson

## Key Stage 3 & 4: Lesson plan

### Lesson 2 of 2

Activity	Time taken	Resources required	Further details
Recap <b>Activity five:</b> DVD: acted scenarios (section 1)	20 mins	DVD – Off to the shops, Journey to work and Family ties Marker Pens 3 different colours Roll of wallpaper Appendix Two – Resource Pack	Whole group activity
<b>Activity six:</b> The job interview	20 mins	PowerPoint 8 – Legal implications PowerPoint 9 – Job applications Resource 4 – Pen pictures of applicants	
<b>Activity seven:</b> Good neighbour	10 mins	PowerPoint 6d DVD – Good Neighbour	
<b>Plenary</b>	10 mins	Recap on both lessons Evaluation sheet	

# Two lesson

## Lesson 1 of 2

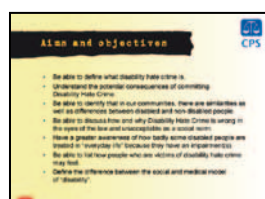
### Activity one: Famous people

Activity:	Icebreaker activity designed to gauge pupils' perceptions of disabled people.
Learning objectives:	Be able to identify several famous and influential disabled people.
	Be able to distinguish between the social and medical model of disability.
Learning outcome:	Pupils appreciate that everyone is different and this should be celebrated.
	Have an understanding of the social and medical models of disability.
Tools:	PowerPoint slides 1-3
	Pens or pencils
	Resource 1a – Activity sheet: Famous disabled people
	Whiteboard marker
Time:	10 minutes

PowerPoint  
slide 1



PowerPoint  
slide 2



PowerPoint  
slide 3



## Teaching notes

Pupils to work in groups of 3 or 4 for this task so they can discuss their ideas.

- **Issue** each pupil with copied resource pack
- Check if they know the names and, if they don't offer the names, to see if this prompts anyone.
- **Ask the students** to choose one of the images on PowerPoint 3 and write down 5 or more things they know about that person from personal knowledge or what they can see in the image.

**Teacher use:** Resource 1a to help them if needed or enrich their knowledge during discussion.

**At end of discussion show:**

**PowerPoint 3** – Models of disability, different perspectives of disability

## Teacher information:

The Equality Act 2010 defines disability as:

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Under the social model, disability is caused by the society in which we live and is not the 'fault' of an individual disabled person, or an inevitable consequence of their limitations. Disability is the product of the physical, organisational and attitudinal barriers present within society, which lead to discrimination.

The removal of discrimination requires a change of approach and thinking in the way society is organised. For example, steps will make it difficult for a wheelchair user to enter a building. However, if a ramp is put in, it enables the wheelchair user to enter the building and the person is no longer disabled from entering the building.

## Resource 1a: Famous disabled people

### Teacher notes:

Below you will find some facts about famous disabled people. They have many and varied achievements and each person has an impairment. In some images the impairment is obvious, in others less so. Some pupils may or may not be aware of the impairment. Use this part of the lesson to discuss how some disabilities can be more obvious than others and how some are physical whilst others can be learning disabilities.

**Ask pupils to look at Resource 1a in their workbook.**

**Ask the students (in groups of 3 or 4) to write at least 5 things they know or think they know about one of the images.**

**Discuss as a group opinions and observations about disability.**

#### Facts about Cerrie Burnell:

- Born 30th August 1979.
- Is a CBeebies presenter, actress, singer and playwright
- Cerrie graduated from Manchester Metropolitan University, where she studied acting
- She has appeared in Holby City, Eastenders, Grange Hill and The Bill.
- Within a month of becoming a CBeebies presenter some parents complained because they did not think a disabled person with part of one of her arms missing should be on TV
- She says her disability did not hinder her from doing what she wanted, including 'sports, swimming, windsurfing, singing in the choir or joining the Army cadets.'
- Cerrie Burnell: "People are reluctant to cast disabled actors in main roles; so we don't get any profile, and then casting directors presume we don't exist, and even disabled roles go to actors without disabilities..."
- Cerrie was born without the lower part of her arm.

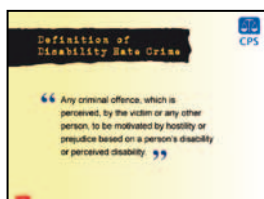
#### Facts about Ade Adepitan MBE:

- Born 27th March 1973.
- He works as a television presenter. His credits include; Channel Four's That Paralympic Show, BBC1's The One Show, BBC2's Beyond Boundaries, CBBC's daily live XChange, BBC1's Sports Round, BBC1's Holiday, BBC Radio Five Live, BBC's 1Xtra, TigerTiger for Channel Five and Dream Ticket for ITV.
- The Queen awarded Ade an MBE in the 2005 Birthday Honours list for his contribution to disability sport.
- Ade survived polio as a youngster. He went on to compete as a wheelchair basketball player at an international level, representing GB at the Olympics in Athens 2004 (winning Bronze) and in Sydney in 2000, plus competing in the European (winning Silver) and World Championships (winning Gold).
- Ade retired from International Basketball and took up a tennis which sees him training at Roehampton and mentoring other players.
- Ade travels the UK giving motivational speeches to blue chip companies, schools and charities.
- He was an Ambassador for London's 2012 Olympic bid, featured in the bid's high profile poster campaign and was an integral part of the delegation that went to Singapore to present to the Olympic committee to help bring the games to London.
- Ade is a patron for the charity go kids go ([www.go-kids-go.org.uk](http://www.go-kids-go.org.uk)) and the charity
- WheelPower ([www.wheelpower.org.uk](http://www.wheelpower.org.uk)).
- Ade is a wheelchair user.

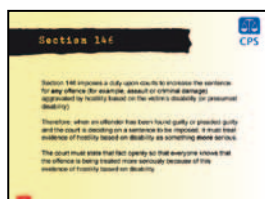
## Activity two: disability hate crime – the legal perspective

Activity:	To look at the legal definition for disability hate crime.
Learning objectives:	To be able to define what disability hate crime is.
	Look at why disability hate crime is wrong in the eyes of the law.
Learning outcome:	Pupils have increased knowledge of how the legal system views disability hate crime.
Tools:	PowerPoint slides 4 – definition of disability hate crime
	PowerPoint 5 – Section 146
	Whiteboard marker
Time:	5 minutes

PowerPoint  
slide 4



PowerPoint  
slide 5



### Teacher notes:

Display PowerPoint 4: Definition of Disability Hate Crime.

- **Ask the pupils** to read the definition of disability hate crime.
- **Ask the pupils** Is there anything written on the board that they don't understand or are confused about?

In order to help pupils understand the definition for disability hate crime it may be necessary to help them understand the meaning of some of the words.

The following words may need to be described in more detail (possible alternatives are offered. However, you may wish to find more of your own):

**Perceived:** supposed; seeming; alleged

**Victim:** sufferer

**Motivated:** moved by; encouraged; because of

**Hostility:** unfriendliness; aggression

**Prejudice:** discrimination; intolerance; unfairness.

Once the pupils have an understanding of the definition;

**Explain:** Safety and security and the right to live free from fear and harassment are basic human rights. The CPS's policy is to prosecute disability hate crime fairly, firmly and robustly.

In April 2005 the law was changed by section 146 of the Criminal Justice Act 2003 (CJA). Explain that not all crimes committed against disabled people are "Disability Hate Crimes". Sometimes crimes are committed against disabled people not because someone does not like disabled people or is hostile to disabled people. Sometimes people commit crimes and the person happens to be a disabled person.

**Show:** PowerPoint 5: Section 146.

**Ask pupils:** to read the definition.

**Discuss:** Why the CPS may view this type of crime to be more serious.

## Teacher's information

[www.opsi.gov.uk/acts/acts2003/30044—o.htm#146](http://www.opsi.gov.uk/acts/acts2003/30044—o.htm#146)

Section 146 did not create any new offences; it imposed a duty upon courts to increase the sentence for any offence (for example, assault or criminal damage) aggravated by hostility based on the victim's disability (or presumed disability). Therefore, when an offender has been found guilty or pleaded guilty and the court is deciding on a sentence to be imposed, it must treat evidence of hostility based on disability as something more serious. The court must state that fact openly so that everyone knows that the offence is being treated more seriously because of this evidence of hostility based on disability.

(2.1.1 CPS Policy for Prosecuting Disability Hate Crime)

[www.cps.gov.uk/publications/prosecution/disability.html](http://www.cps.gov.uk/publications/prosecution/disability.html)

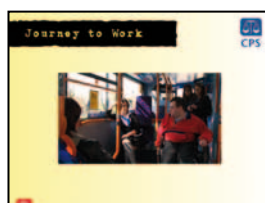
## Activity three: DVD – section 1

Activity:	To watch 3 scenarios based on the real experiences of disabled people
Learning objectives:	To observe the impact that hostility can have on the lives of disabled people
Learning outcome:	Pupils have a better understanding of how their behaviour can impact on disabled people
Tools:	PowerPoint 6a, 6b and 6c
	Computer to show DVD
Time:	20 minutes

PowerPoint  
slide 6a



PowerPoint  
slide 6b



PowerPoint  
slide 6c



### Teacher notes:

The DVD is in two sections. The first section shows you four dramatisations of disability hate crime. Show the first three; Off to the shops, Family ties and Journey to work:

#### 1. Off to the shops

Ask pupils what was happening in the clip?

#### 2. Journey to work

Ask pupils what was happening in that clip?

#### 3. Family ties

Ask pupils what should they do if they see this happen?

Discuss different types of bullying; i.e. cyber bullying, physical bullying, mental bullying.

For each scenario there is a resource sheet.

Copy enough of each sheet so that one third of the class is covering each scenario.

Split class into groups of 3 or 4 and issue either Resource 2a, 2b or 2c to each group.

In their groups ask them to answer the questions as best they can, thinking about what they had seen in the clip.

Discuss their answers to the questions, offering answers to any questions the pupils may have as a result of this exercise.

## Teacher notes:

### Off to the shops – questions on Resource 2a

- How did the girls make the woman feel?
- What is the job of the guide dog and how do you think the dog felt?
- How can you and the law prevent this from happening?

### Off to the shops:

Explain that by doing this the girls may be causing, alarm, harm or distress to the woman and this could be considered a crime under section 5 of the Public Order Act 1986. However, if the court found that it was motivated by hostility or hatred towards the disabled person then a 146 uplift could apply and the sentence may be more severe.

### Journey to work – questions on Resource 2b

- Do you think the girls should have moved, and why?
- Do you think other people should get involved?
- What do you think should happen to the girls?

**Discuss:** What the pupils think should happen?

### Journey to work:

Explain what probably should happen is the bus driver should intervene and ask the girls to move so that the man in the wheelchair can sit safely and comfortably on the bus, leaving room for other passengers to move around the bus easily and safely. If they refuse to move and carry on abusing the wheelchair user, the bus driver should inform them that he cannot drive the bus until the man is in a suitable place and advise the girls if they don't move for him and stop being abusive he will have no option but to call the police.

When the police arrive they will want to interview the driver, any witnesses, the wheelchair user and the girls involved. Potentially this could be seen as a section 5 offence and because the language used was derogatory and referred to the person's impairment it would be classed as a disability hate crime.

### Family ties – questions on Resource 2c

- What do you think the school policy would be? What is our school policy on bullying?
- How should the boys be punished for their behaviour?
- Is it a disability hate crime?

### Family ties:

Explain that even though the victim is not disabled, if he is being bullied because a friend or a family member is disabled, this could still be classed as a disability hate crime. This is because the law says that if someone assaults you because you have a relative or a friend that is disabled, it can still be classed as a disability hate crime.



## Activity four: Body on the wall and DVD – section 2

Activity:	Real life events designed to encourage pupils to witness the consequences of disability hate crime on the victim.
Learning objectives:	To see how a hate crime against a disabled person can affect their life.
	Be able to show in writing how people who are victims of a disability hate crime may feel.
Learning outcome:	To understand the impact on disabled people's feelings and how other peoples' hostility towards them can affect their lives.
Tools:	PowerPoint 7a: Our story: real people, real lives and 7b: Our story: real people, real lives: How do you think they feel?
	Pens or pencils/marker pens, roll of lining wallpaper
	Resource 3 – Body on the wall
Time:	15 minutes (DVD time 8 minutes)

PowerPoint  
slide 7a



PowerPoint  
slide 7b



The second part of the DVD is titled "Our story". This part of the DVD has disabled people sharing their experiences of disability hate crime and how it made them feel.

**Show:** PowerPoint 7a "Our story: Real people, real lives"

Split the class into groups of four or five

**Refer pupils to the Resource Pack – Resource 3:** Body on the wall.

**Ask the pupils,** in their groups to choose **one** character from "Our story" and in their group on Resource 3; on the inside of the body write how they think this person may be feeling; around the outside of the body ask the pupils to write what may be making the person feel that way or what has happened to them?

**Show:** PowerPoint 7b "Our story: real people real lives: How do you think they feel?"

**Discuss:** Pupils' own observations on their body on the wall and how this reflects the victims' feelings.

**Ask:** If watching the DVD has changed pupils' perception of this type of behaviour?

# Two lesson

## Lesson 2 of 2

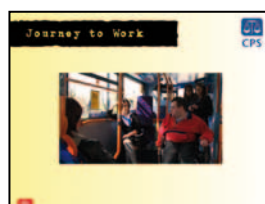
### Activity five: Recap of first lesson

Activity:	Whole group activity to recap previous lesson
Learning objectives:	To review collectively some of the issues covered in the first lesson
Learning outcome:	Review and checking learning from first lesson
Tools:	PowerPoint 6a – Off to the Shops, 6b – Journey to work and 6c – Family ties
Time:	20 minutes

PowerPoint  
slide 6a



PowerPoint  
slide 6b



PowerPoint  
slide 6c



### Recap: Body on the wall

**Show DVD:** Off to the Shops, Family ties and Journey to work.

This is a whole group activity to recap the previous lesson. There are 3 acted scenarios. Play all 3 and choose 1 to discuss.

**Using:** Roll of wallpaper – lie paper on the floor and draw around a pupil, then as a group decide which person from the scenarios above you want to look at.

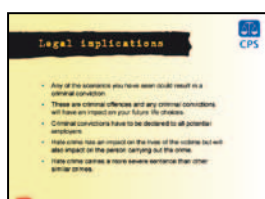
As you did for 'Our story' in the previous lesson – on the inside of the body write how they think this person may be feeling; around the outside of the body ask the pupils to write what may be making the person feel that way or what has happened to them?

**Discuss:** Pupils' own observations on their body on the wall and how this reflects the victims' feelings.

## Activity six: The job interview

Activity:	Pupils are cast in the role of employer. They have to decide which of the applicants to interview for a job working with children.
Learning objectives:	To understand the potential consequences of committing a disability hate crime.
Learning outcome:	To highlight the effect committing a disability hate crime (or any crime against another person), can have on the perpetrator's future job prospects.
Tools:	PowerPoint slide 8 – legal implications PowerPoint slide 9 – job applications Pens or pencils, whiteboard marker Resource 4 – Pen picture of applicants
Time:	15 minutes

PowerPoint  
slide 8



PowerPoint  
slide 9



### Teacher notes:

You are placing the pupils in the position of 'expert'.

**Explain:** The importance of employing the correct person for the job when working with vulnerable people. The person who gets the job will be working alone with 11-14 year old children.

**Ask:** Which people in society they think are vulnerable?

The answers should include children (under the age of 18, vulnerable adults including those who lack mental capacity and older people)

**Show:** PowerPoint 8 – Legal implications

**Discuss:** How something you do as a young person could prevent you from getting employment in a field you want to work in, later in life.

**Show:** PowerPoint 9 – Job applications

**Ask pupils:** To read the information on the slide.

Split the class into groups of 4 or 5 to complete the task.

**Refer to workbook:** [Resource 4](#)

**Ask pupils:** To read the instructions at the top of the page and in their groups imagine that they are an employer at the local council; they will look at 3 job applications and decide which applicants to interview for the job.

If they decide that there are some they will not interview, they will need to say why they have decided not to interview them for the job.

**Discuss:** As a class who each group decided to interview and what may happen if they decided to employ someone with a criminal record. And which employment fields someone with a criminal record may be deemed to be unsuitable for. For example: teaching, nursery nurse, emergency services, hospital staff, anyone working with vulnerable groups (children, disabled or elderly). Anything you may need a Criminal Record Bureau (CRB) check for.

**In Groups:** One pupil to act as applicant and others as interviewers. Decide which candidate to interview for the job and 'in role' conduct the interview.

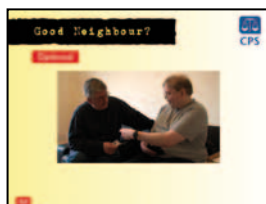
**Explain:** That they must try to stay in role – be that as the candidate or the interview panel. It may be useful if they develop a 'persona' as in for example; *Dragon's Den*. Try and keep the scenario realistic and, at the end, ask pupils to say if they would employ this person.

**Show:** If time is available show one or two examples of the interview.

## Activity seven: Good neighbour

Activity:	Real life events designed to encourage pupils to witness the consequences of disability hate crime on the victim.
Learning objectives:	To see how a crime against a person with a disability can affect their life and to distinguish between a hate crime and a crime against a person with a disability.
Learning outcome:	To understand that people with disabilities are also human beings who have feelings and how other peoples' treatment of them can affect their lives.
Tools:	DVD
Time:	10 minutes (DVD time 1.32 minutes)

PowerPoint  
slide 6d



### Teacher notes:

Show: **The good neighbour DVD – scenario 6d**

**Ask:** Pupils if this is a disability hate crime?

**Suggest:** That they think back to the definition of a disability hate crime and consider why this is **not** a disability hate crime, but a crime against a person with a disability. This **would not** be a section 146 offence.

**Explain:** that proof would be needed to show that the victim had been tricked into handing over more money than he thought he had. It may not be possible to show that this was a hate crime but instead was about the victim being vulnerable. The issue would be investigated further to find out if this had happened before and if there were other victims.

## Evaluation

Activity:	To provide an opportunity to assess what students have learned and to reflect on the lesson.
Learning objectives:	To give students the opportunity to reflect on what they have learned during the lesson.
Learning outcome:	Teachers have an increased knowledge of what students have learned about the Disability Hate Crime.
Tools:	Evaluation sheet for each pupil
	Small round stickers
	Flip chart paper and pens to write comments
	General comments exercise as students leave the room – provide post it notes and pens, prepared flip chart/s pages with title General Comments (please leave your post it notes comments here before you leave).
Time:	10 minutes

## Teaching notes

### Evaluation and gathering general comments

**Refer to workbook:** Pupils to complete evaluation sheets, ask them to return them to you during the lesson.

# Appendix one

The CPS, the evidential and public interest test

# How does the CPS make decisions?

The CPS applies two stages.

## Stage one: The evidential stage

- Crown Prosecutors must be satisfied that there is enough evidence to provide a 'realistic prospect of conviction' against each defendant on each charge. They must consider what the defence case may be and how that is likely to affect the prosecution case.
- A realistic prospect of conviction is an objective test. This means that a jury or bench of magistrates or judge hearing a case alone, properly directed in accordance with the law, is more likely than not to convict the defendant of the charge alleged. This is a separate test from the one that the criminal courts themselves must apply. A court should only convict if satisfied of a defendant's guilt.

## Stage two: The public interest stage

- In 1951, Lord Shawcross, the then Attorney General, made the classic statement on public interest, which has been supported by Attorney Generals ever since: *"It has never been the rule in this country – I hope it never will be – that suspected criminal offences must automatically be the subject of prosecution"*. (House of Commons Debates, volume 483, column 681, 29 January 1951.)
- The public interest must be considered in each case where there is enough evidence to provide a realistic prospect of conviction. Although there may be public interest factors against prosecution in a particular case, often the prosecution should go ahead and those factors should be put to the court for consideration when sentence is being passed. A prosecution will usually take place unless there are public interest factors tending against prosecution, which clearly outweigh those tending in favour, or it appears more appropriate in all the circumstances of the case to divert the person from prosecution (see below).
- Crown Prosecutors must balance factors for and against prosecution carefully and fairly. Public interest factors that can affect the decision to prosecute usually depend on the seriousness of the offence or the circumstances of the suspect. Some factors may increase the need to prosecute but others may suggest that another course of action would be better.



# Appendix two

## RESOURCE PACK

Resource 1a: Famous disabled people

Resource 2a: Off to the shops

Resource 2b: Journey to work

Resource 2c: Family ties

Resource 2d: Good neighbour (optional)

Resource 3: Body on the wall

Resource 4: Pen pictures

Resource 5: Disability Hate Crime  
– pupil evaluation

## Resource 1a:

### Famous disabled people – activity sheet

Choose one of the images and write at least 5 things you know about them or think you know. You can also include things you see in the picture.

**Cerrie Burnell**



1

2

3

4

**Ade Adepitan**



1

2

3

4

## Resource 2a:

### Off to the shops – activity sheet



How did the girls make the woman feel?

What is the job of the guide dog and how do you think the dog felt?

How can you and the law prevent this from happening?

## Resource 2b:

### Journey to work – activity sheet



Do you think the girls should have moved, and why?

Do you think other people should get involved?

What do you think should happen to the girls?

## Resource 2c:

### Family ties – activity sheet



What do you think the school policy would be? What is our school policy on bullying?

How should the boys be punished for their behaviour?

Is it a disability hate crime?

## Resource 2d:

### Good neighbour (optional) – activity sheet



Do you think he is a good neighbour?

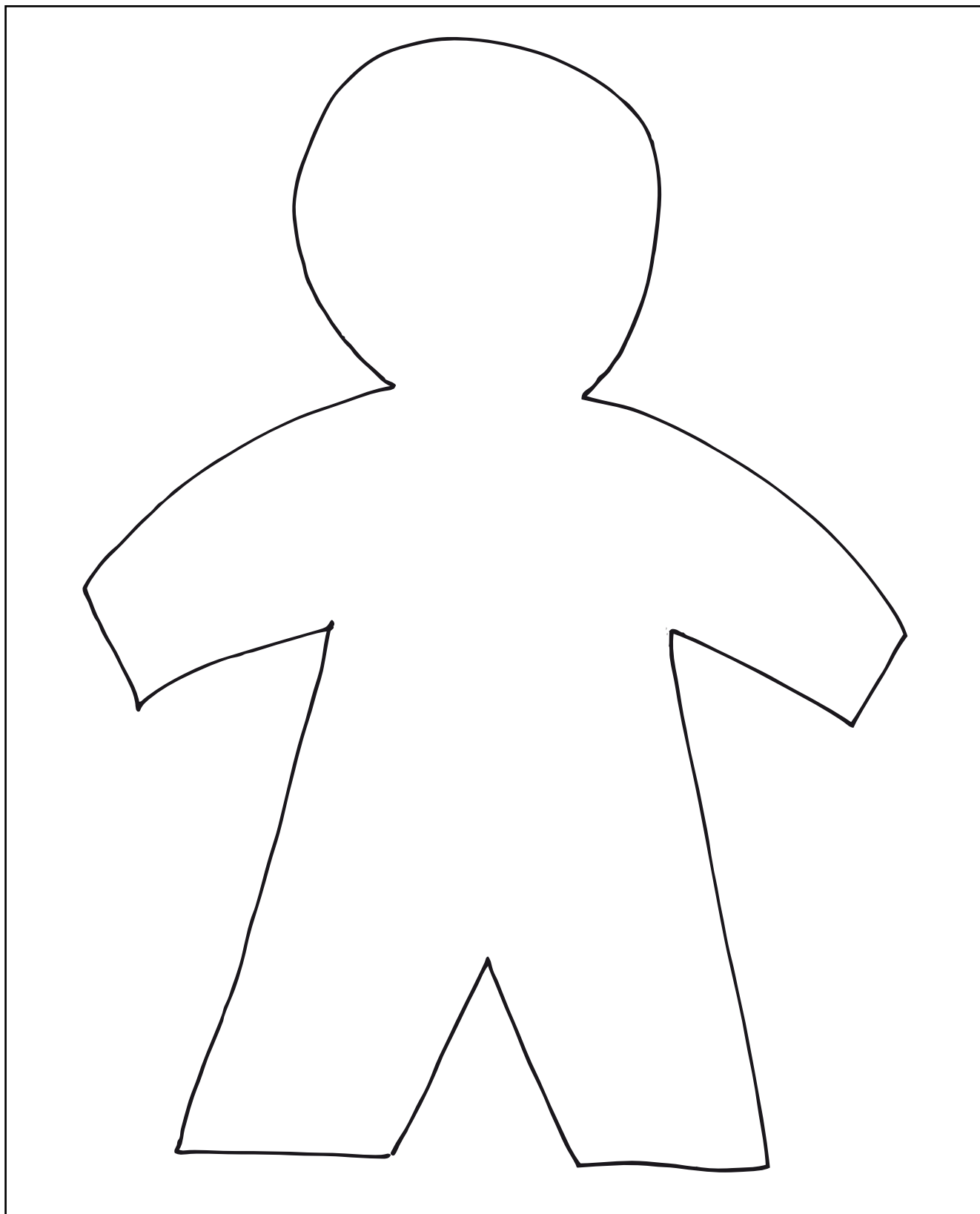
Why do you think the neighbour mentioned going into a home and not being able to live independently?

What do you think should happen next? Should the Police be called?

## Resource 3:

### Body on the wall – activity sheet

On the inside of the body, write how the person may feel.  
Around the outside, write what you think made them feel that way.



## Resource 4:

### Pen pictures of applicants for the position of part-time after school football coach – activity sheet

- In groups of 3-4, you are an employer at the local council; you will look at 3 job applications and decide which applicants you will interview.
- If you decide that some will not be interviewed, you will need to say why you have decided not to interview them.

#### **Applicant 1**

Bradley is 19 years old and has 1 GCSE grade B in PE. Since he was 17 he has been working as a football referee on a Saturday in the local junior league. Since leaving school at 16 he has completed a course at the local college in construction but enjoys sport and is keen to work with children.

#### **Applicant 2**

Waleed is 17 years old and left school with 7 GCSEs grade A\*-C including Maths, English and PE. He started his A levels but realised that he didn't want to continue with the subjects he had chosen and would like to become a football referee and do his Football Association Referee exams. Waleed has a part-time job in his father's estate agents but will be able to take on another part-time job. Working as a part-time football coach would give him very valuable experience. He is good at most sports and plays football in a local league every week.

#### **Applicant 3**

Christina is 20 years old and has never worked since leaving school at 18 with 9 GCSEs, grade A\* - C and 3 A levels, grade A-C. She plays a variety of sports on a regular basis and is captain of the football team. She represented her school at cricket, football, netball, badminton and hockey and played football at club level. Christina was a junior football referee from age 16-18.

Christina has a conviction for a public order offence for disability hate crime. She was found guilty when she was 19 years old. She was verbally abusive on 4 occasions to a person with learning difficulties and has a previous conviction for assault. She was given a fine and a community-based penalty.



## Resource 5:

### Disability Hate Crime – pupil evaluation

Please answer the following questions the best that you can from the information you received during the lesson.

1. What is a 'disability hate crime'?

2. In the first scenario – Off to the shops, what do you think the effect was on the visually impaired lady and her guide dog?

3. In the second scenario – Family ties, the disability hate crime was against the brother (boy being bullied).

☐ True

☐ False

4. How does the law treat people differently if they are found guilty of a disability hate crime?

5. In the third scenario – Journey to work, the action of the young people on the bus was...

☐ a) A disability hate crime

☐ b) A crime against a disabled person

☐ c) Not a crime.

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