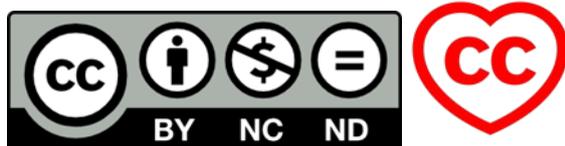


<b>Session Title</b>	Learning from Jordan’s Experience Learning Disability & Autism Hate Crime
	Workshop #2 Lesson Plan
	Suggested time: 2 hours

**Notes:**

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For follow up learning, visit [www.dimensions-uk.org/imwithsam](http://www.dimensions-uk.org/imwithsam)

**Requirements:**

Training delivery is recommended in conjunction with a local disability advocate in order to provide ‘lived experience’. Contacts for local advocates can be found via local contacts, or to receive further support contact Dimensions UK at: [sarah.walters@dimensions-uk.org](mailto:sarah.walters@dimensions-uk.org)

**Please use this after the first workshop** - learnings from the first workshop will feed into both the student’s experience of this and your delivery and facilitation.

**Safe Learning Environment.** Emphasise that the session is a ‘safe learning environment’ individuals must not be not be spotlighted or castigated for voicing views and opinions. The aim of the session is to enlighten participants and broaden their awareness

<b>Duration</b>	2 - 3 Hours
<b>Aims</b>	<ul style="list-style-type: none"> <li>To increase awareness of disability and neurodiversity hate crime</li> <li>To improve interactions with individuals who have learning disabilities and neurodiversity conditions</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To increase understanding of disability hate crime &amp; the impact upon police, victims and witnesses</li> <li>To increase understanding of neurodiversity and how it affects interactions with police and public services</li> <li>To enable better communication and interaction strategies</li> <li>To provide a greater understanding of learning disabilities and neurodiverse conditions</li> </ul>

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**ADVISORY** – It is strongly advised that facilitators for this session provide a warning to students and participants that the contents and discussions may be a trigger to underlying issues around learning disabilities and neurodiversity conditions. A significant number of people in society may have an undiagnosed condition, or may be diagnosed but have chosen not to declare such to their employer or peer group.

This is intended to be an andragogic (student centred) session facilitated by an experienced trainer or educator with assistance from a disability advocate.

### **Lesson Plan: Learning from Jordan’s Experience (Suggested time: 2 hours)**

This lesson utilises three video clips from YouTube Dimension UK: (6m 09s, 1m 50s and 3m 47s)

- The lesson plan requires attendees to sit and work in discussion groups, so this should be organised before commencement of the lesson.
- The videos are shown one at a time and then the facilitator draws out a discussion after each part of the video, by reading out either a quote from Jordan (see below) or asks a suggested question and then allowing a short group discussion before a spokesperson answers.
- Some access to other information would be very useful when delivering this lesson such as section 16 of The Youth Justice and Criminal Evidence Act 1999 (Achieving Best Evidence Special Measures) and the Fiona Pilkington case and subsequent enquiry/findings.

#### **Key learning points**

- It can be difficult to pinpoint who’d responsible for neighbourhood disputes, likes Jordan’s (the police, the landlord, the housing authority?). Police should be involved wherever possible when safety and well-being is at risk.
- Seemingly small events can accumulate and cause significant emotional harm. People with learning disabilities and autistic people grow up experiencing abuse, don’t treat each incident separately and appreciate the slow burn affects.
- Be adaptable in your approaches and thinking; changing communication and how you work with someone based on their needs is critical. Use Clip 3 as inspiration and discuss other cases and how you can adapt the approaches.

#### **Clip 1: What Happened**

<https://youtu.be/xZO6r-2D4oY?si=Z1Cbksl-uecKsyet>

*‘We reported it to the police and the first thing the police said was because you’ve all got a learning disability, it’s going to be difficult to prove in court because the defence would say that people with learning difficulties get things wrong and make things up’.*

- What do you think about that?
- Was anything wrong in the information given to Jordan?

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- What could have been better?

*'It was a neighbourhood dispute and we should go to our landlord. (We had already tried that).'*

- What do you think about that?
- Was anything wrong in the information given to Jordan?
- What could have been better?

*'The call handler said we need more evidence to make it a crime because it sounds like a domestic neighbourhood harassment case'*

*'We know you have reported us and we don't care'*

- What do you think about that?
- Was anything wrong in the information given to Jordan?
- What could have been better?

### **Clip 2: How Jordan felt**

<https://www.youtube.com/watch?v=eSj0R41S-2c&list=PL8bhQ9jH6VpSJ-jVFkpvBo7eC2D3q1t-j&index=6>

*'I felt like a piece of shit if I am honest, like I wasn't worth anything'*

*'The more it carried on, the more I didn't want to be here. I wanted to die. I wanted to kill myself'*

*'I was going to put all my medication into a glass and take it all.... I think the police thought we better do something now'.*

- How does this relate to the Fiona Pilkington case?
- What happened in that case?
- What did the police do wrong in the Pilkington case?

### **Clip 3: How Police helped**

<https://www.youtube.com/watch?v=csmpBh6oy34&list=PL8bhQ9jH6VpSJ-jVFkpvBo7eC2D3q1t-j&index=8>

- What was good about the police action in this case?
- How could Jordan have been supported in capturing and giving his evidence for court?
- What Special Measures are open to the police to support Jordan in court proceedings?

### **Resources and information**

Visit [www.dimensions-uk.org/imwithsam](http://www.dimensions-uk.org/imwithsam) for resources and information for:

- Victims and witnesses
- Teachers

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- Police services
- The general public



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