

# LESSON 3: Reducing inappropriate behaviours

## Key Stage: 4

This lesson has been developed by the PSHE Association in collaboration with the Alice Ruggles Trust to promote awareness of unhealthy relationship behaviours and stalking in order to help protect young people from the potential risks in such situations. Make sure you have read the accompanying teacher guidance notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

### Learning Objectives

By the end of the lesson, we will be able to:

- Recognise when romantic attention is unwanted or unacceptable, including online
- Explain how perpetrators and their peers can safely address potential perpetrator behaviours

### Resources

- Box or envelope for anonymous questions
- Paper and pens
- Resource 1: Stalking scenario timeline [1 copy of either timeline per group]
- Resource 1a: Stalking scenario timeline [differentiated resource]
- Resource 2: Barriers to help-seeking [1 copy cut into strips or read from the slide]
- Resource 3: Teacher notes

## Introduction

5 Mins

- Revisit or introduce ground rules. Introduce the learning objectives and outcomes.

## Activity 1: Baseline assessment, Overheard conversation\* – slides 4

10 Mins

- Show the overheard conversation quote on PowerPoint slide 4: People play hard to get so it's important not to give up at the first 'no'. It's expected you'll keep asking to show you really like someone.
- Ask students to imagine they have overheard this comment.
- Ask them to explain how far they agree/disagree with the statement and what they could do if someone said that to them.

This is an opportunity to check understanding of prior lessons around unacceptable and illegal behaviours. It is also an opportunity to explore where romantic pursuit becomes stalking. This could involve discussion of media messages around characters persisting to try and win the partner of their dreams, and using 'grand gestures' to overcome initial reluctance to date/continue dating.

- Discussion could also include conversation suggestions to discuss what is acceptable or unacceptable with friends and could dispel any barriers to doing so (e.g. embarrassment, not knowing what to say, not wanting to seem like preaching).

## Timeline Activity

20 Mins

Split class into two halves to look at different perspectives on cyber-enabled stalking of a 'crush' in Resource 1: Stalking scenario timeline. One side focus on the perpetrator's perspective, the other on the friend of a target's perspective.

In the scenario, Li clearly rejected Cerys' attentions but the stalker's obsessive behaviours, unwittingly supported by Roe's behaviours, have led to an escalation of the situation.

- Ask the students looking at Cerys' perspective to annotate their timeline with comments exploring how better self-awareness could have led Cerys to seek help to stop her behaviour escalating.
- Ask the students looking at Roe's perspective to suggest where Roe could have acted differently to better support Li if they had been more alert to the signs of stalking. Inform students that this activity is not about 'blaming' Roe for what happened – it is to highlight ways that people can unwittingly contribute to an escalation of a difficult situation and delay help-seeking so we can see how to better support those around us.
- Once students have had time to review their character's perspective, ask students to swap so they can compare the two perspectives. Explore key ideas as a class – teacher notes are provided.

**Support:** Use the differentiated sheet which shows a simplified version. Ask students to identify how Cerys acted in unhealthy ways and how the characters could get help to stop the stalking behaviour getting worse.

**Extension:** Ask students to annotate both perspectives before comparing with others.

## Barriers to Help Seeking

15 Mins

- Allocate one of the statements on Resource 2: barriers to help-seeking to a group/pair of students (also on PowerPoint slides 6 and 7 for ease of reference).
- Ask them to read the statement and identify the barrier to early help-seeking.
- Ask students to explain why any assumptions are unhelpful and provide advice to challenge the assumption.

During feedback, ensure all statements are considered. Elicit the following key points:

***No-one deserves to be stalked, whatever they may or may not have done. The importance of early help-seeking and trusting your instincts – if something doesn't feel right, speak to someone who can help.*** Checking in with a trusted person around new relationships can help if someone commonly finds reading social cues difficult. There have been times in the past when not every case of stalking has been taken as seriously as it should have.

Share the outline of Alice Ruggles' story on slides 8 and 9 to help explain how past tragedies have led to police procedural changes.

Remind class of sources of support.

- Police 999 in an emergency or 101 for further support and advice
- National Stalking Helpline: 0808 802 0300 – email support is also available, along with an online information tool linking to local services
- The Alice Ruggles Trust– provides information on stalking  
<https://alicerugglestrust.org/about-stalking/>

## Demonstrating Progress

10 Mins

- Revisit the baseline quote and ask students how the lesson has added to their understanding on this issue.
- To evidence progress, ask students to write a paragraph on an exit postcard about how this series of lessons has supported their understanding of unhealthy relationships and stalking, and any new understanding around seeking support for themselves or others.

Ask students to hand this in as they leave to assess progress and identify any future learning which may be required.

## Identifying Interest

Ask students to suggest situations, dialogue, non-verbal cues that might show that someone's attentions might be welcome e.g. smiling, flirting, agreeing to share numbers, or unwelcome e.g. walking away, blocking online contact.