

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.*

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| Learning objective         | <p><b>We are learning:</b></p> <ul style="list-style-type: none"> <li>To recognise and manage unwanted attention</li> </ul>   |
| Intended learning outcomes | <p><b>By the end of the lesson, we will be able to:</b></p> <ul style="list-style-type: none"> <li>✓ Define the terms stalking and harassment</li> <li>✓ Identify the behaviours associated with stalking</li> <li>✓ Explain what to do if someone feels they or someone they know is the target or perpetrator of stalking or harassment</li> </ul>  |
| Resources required         | <ul style="list-style-type: none"> <li>Box or envelope for anonymous questions</li> <li>Paper and pens</li> <li><b>Resource 1:</b> <i>Concept map [1 copy between 2-3 students]</i></li> <li><b>Resource 2:</b> <i>Attitude sort [1 copy each]</i></li> <li><b>Resource 3:</b> <i>What could they do? [1 copy between 2-3 students]</i></li> <li><b>Resource 4:</b> <i>Teacher notes</i></li> </ul>   |
| Key words                  | Harassment, stalking, target, perpetrator   |
| Baseline assessment        | <p><b>Introduction</b> <span style="float: right;"><b>5 min</b></span></p> <ul style="list-style-type: none"> <li>Revisit ground rules.</li> <li>Introduce the learning objectives and outcomes.</li> </ul>   |
|                            | <p><b>Baseline activities</b> <span style="float: right;"><b>10 min</b></span></p> <ul style="list-style-type: none"> <li>Ask class to complete the concept map on harassment and stalking. Use this to assess students' baseline understanding of the key concepts.</li> <li>During feedback:                             <ul style="list-style-type: none"> <li>Agree definitions of 'harassment' and 'stalking' as a class such as:                                     <ul style="list-style-type: none"> <li><i>Harassment is repeated unwanted behaviour that offends someone or makes them feel distressed.</i></li> <li><i>Stalking is a pattern of unwanted and persistent behaviour motivated by a fixation or obsession towards a person that causes them to feel distressed or fearful.</i></li> </ul> </li> <li>Reinforce that stalking is an uninvited, unwanted pattern of contact that often causes distress. Stalking can be carried out online or offline but often involves aspects of both.</li> <li>Note that whilst harassment has similar features to stalking, a stalker's behaviour shows a fixation or obsession towards a person which is not the case with harassment.</li> <li>Highlight that the person stalking is imposing a connection between the target and them which is unwelcome. Stalking and harassment are illegal.</li> <li>Emphasise that anyone can be a target, regardless of age, gender or social status –it is never the target's fault.</li> </ul> </li> </ul> |
|                            | <p><b>Support:</b> Ask students to come up with a definition of stalking.</p> <p><b>Extension:</b> Ask students to summarise their table's ideas to support feedback.</p>   |

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| Core activities                          | <h2>Attitude sort <span style="float: right;">15 min</span></h2> <ul style="list-style-type: none"> <li>• Give out <i>Resource 2: Attitudes sort</i>. Students should put a tick by behaviours they think are acceptable, a cross next to unacceptable behaviours, and a question mark next to those where they need more information.</li> <li>• Review the statement responses as a class. Teacher guidance is provided at <i>Resource 4: Teacher notes</i>.</li> <li>• During feedback, ask students at what point romantic communication turns into behaviour which has crossed a line into stalking. Ideas could include the pursuit becoming frightening rather than flattering, a person not accepting 'no' for an answer, and/or causing the target to make changes to their life.</li> <li>• Highlight that stalking may have no obvious trigger but often starts after a perceived rejection, an infatuation or perceived wrongdoing. Sometimes targets of stalking are slow to get help due to fear, not wanting to get the stalker in trouble, or worrying that the situation is not 'serious enough'. However, research suggests that the sooner a person acts decisively, the more likely that the undesirable behaviour will cease rather than escalate.</li> </ul> |
|  | <h2>Signposting support <span style="float: right;">5 min</span></h2> <ul style="list-style-type: none"> <li>• Explain that in the last activity, we saw examples of stalking behaviours. If someone is the target of stalking, it is important that they seek help. Students should be made aware that stalking does not require visible injuries to report behaviour to the police and is illegal. The following sources of support and information may be helpful: <ul style="list-style-type: none"> <li>○ Police 999 in an emergency or 101 for further support and advice</li> <li>○ National Stalking Helpline: 0808 802 0300 – email support is also available, along with an online information tool linking to local services</li> <li>○ The Mix – provides information on stalking in the <a href="#">crime and safety section</a></li> </ul> </li> <li>• Share the safety guidance on slides 8 and 9. These are things a person can do to reduce the risks to their safety in such situations but it is important to emphasise that the focus should be on changing the perpetrator's behaviour.</li> </ul>  |
|  | <h2>What could they do? <span style="float: right;">15 min</span></h2> <ul style="list-style-type: none"> <li>• Read the scenario on <i>Resource 3: What could they do?</i>. Students discuss responses to the questions in groups. Ask each group to nominate someone to feedback their group's points.</li> <li>• Key points to draw out are in the teacher notes.</li> </ul> <p><b>Support:</b> Ask students to list 3 actions to take if they are worried about stalking behaviour.<br/> <b>Extension:</b> An extension scenario on workplace harassment is provided.</p>  |
| Plenary / Assessment for and of learning | <h2>Demonstrating progress <span style="float: right;">5 min</span></h2> <ul style="list-style-type: none"> <li>• Ask students how they could help if a friend is being harassed or stalked. Come up with 3 clear suggestions as individuals and then share these to create 5 key ideas as a class.</li> <li>• Discuss how the lesson has impacted students' understanding of stalking and harassment. Use this feedback to inform future learning.</li> </ul>   |
| Extension activities                     | <h2>Signposting leaflet</h2> <ul style="list-style-type: none"> <li>• Students could create a leaflet with key signposting and safety information. They can use the information from the slides along with further researched information using appropriate websites.</li> </ul>   |