

Teacher slide

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.

Please note the 'Do It Now' task, and slide with local resources, were written by the Isle of Man Department of Education, Sport, and Culture, to ensure that these resources are as relevant as possible for young people on the Isle of Man.

Teacher slide

This lesson includes a timeline activity. The original instructions for the lesson ask you to split the class into groups, and to print out the timelines located in the resources document. Each group receives one of the two timelines. 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.

****Due to teacher feedback, these timelines have also been included on the slides if you wish to read them together as a class and discuss. A simplified timeline is available in the documents (Resource 1A) if you wish for students to work on this instead, to save time. The way you do this activity is entirely up to you and the needs of your class.**

Do It Now

If somebody is receiving unwanted attention from another person, why do you think they might not seek help? What kinds of barriers might be in the way?

REDUCING INAPPROPRIATE BEHAVIOURS



GROUND RULES

- Listen to and respect each other
- One person speaking at a time
- Openness but no personal stories
- No such thing as a silly question
- During discussions we have the right to pass
- We won't laugh at, judge, or make assumptions about anyone else in the group

LEARNING OUTCOMES

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

OVERHEARD CONVERSATION

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.

TIMELINE ACTIVITY

GROUP A: Cerys

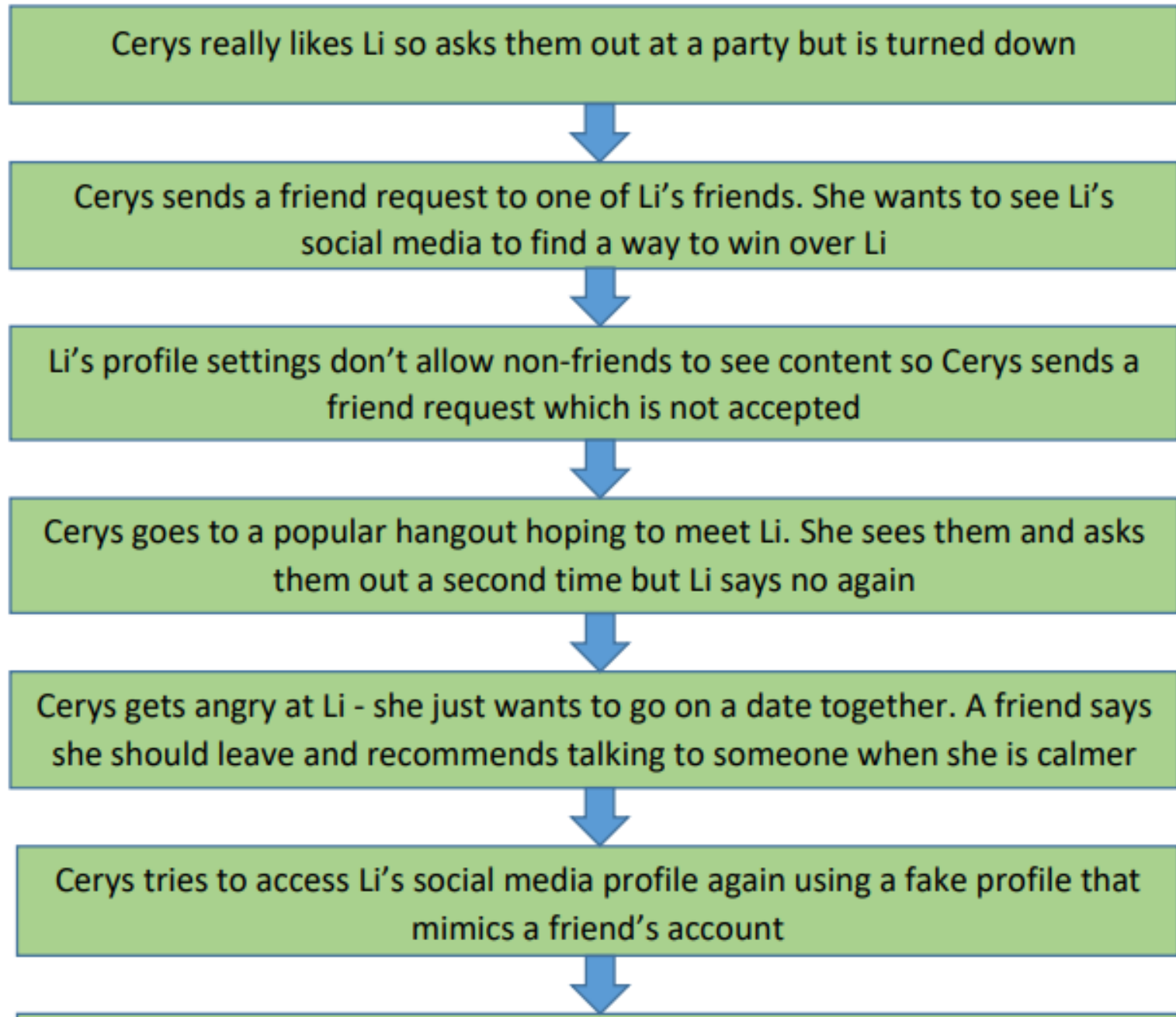
Annotate her timeline to highlight how she could have stopped her behaviour escalating.

GROUP B: Roe

Annotate her timeline with comments on how she could have reduced risks to Li.



Timeline - Cerys



Timeline - Cerys

Cerys tells friends about creating the fake profile to find out more about Li. They tell Cerys this is a bit obsessive and she should just accept Li isn't interested



The fake profile gets Cerys access to Li's social media. She finds a way to hack into Li's photos and conversations – she just really likes Li and wants to find a way to make Li see they are perfect for each other. Cerys uses geolocation to find Li while they are out.

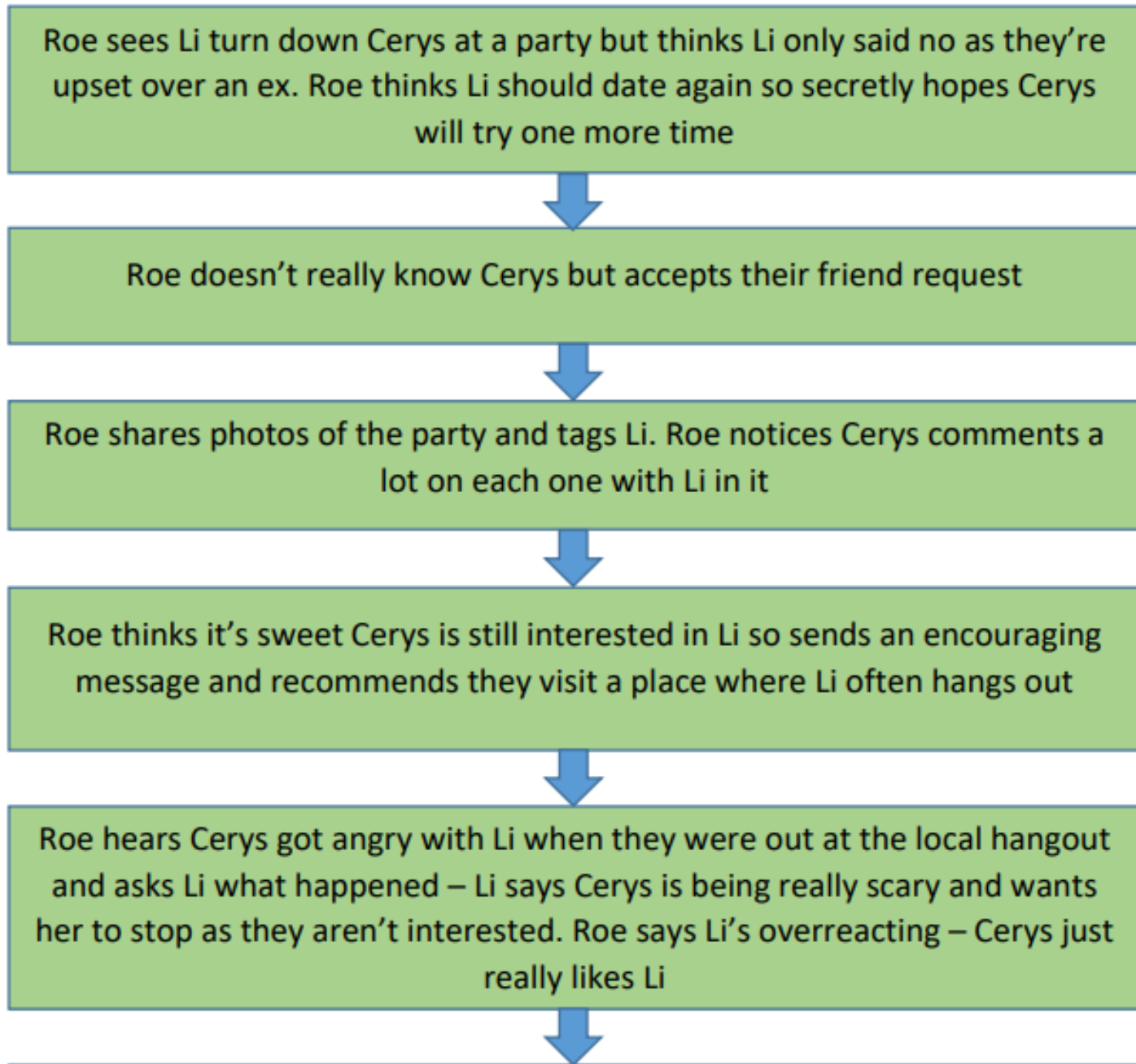


Cerys gets angry when Li turns off geolocation on their social media account and thinks Li had help to stop Cerys getting access to their account settings.



Cerys bombards Li with messages – none of which are answered – so tries to get Li to agree to meet by threatening to reveal the private photos and conversation screenshots she had saved.

Timeline - Roe



Timeline - Roe

Roe hears that Cerys has created a fake profile to spy on Li but dismisses it as gossip. Roe doesn't think there's much wrong with fake profiles anyway so doesn't tell Li



Roe stops hearing from Li as much and wonders what's up. The last time they spoke, Li was really withdrawn – Roe assumed it was because Li was still upset over their ex so didn't ask for details. College is quite busy so doesn't really think about it that much

BARRIERS TO HELP SEEKING



1. People might delay seeking help as they are worried about being seen to over-react, or about getting people into trouble unnecessarily.
2. Someone who shames their partner deserves to be made to feel scared and uncomfortable.
3. Inappropriate behaviour is to be expected if someone's upset.

BARRIERS TO HELP SEEKING

4. It can be hard to judge if someone's interested or not, so it's worth trying a few times so people don't miss out on something great.

5. It might just be a coincidence when someone keeps bumping into a person, particularly in a small community.

6. The police don't take stalking seriously so there's no point contacting them.



SOURCES OF SUPPORT

At school - tutors, school nurse, safeguarding team

Police – 999

Victim Support IOM – 679 950 or go online
<https://victimsupport.im/>

**National Stalking Helpline - 0808 802 0300 email support
& online tools www.stalkinghelpline.org**

**24-hour National Domestic Violence Freephone Helpline -
0808 2000 247**

**Respect - support for those exhibiting controlling behaviours
0808 802 4040**

**Men's Advice Line - supports men with controlling partners
0808 801 0327**

POLICE CHANGES

Sometimes news stories can create concerns that reporting to police is not helpful.

Alice Ruggles was killed by an ex-partner who had been stalking her for a number of months.

Alice took time to seek help as she did not initially recognise the risks she faced. When she did contact the police, the procedures at the time meant she did not get the protection she needed.



POLICE CHANGES

Campaigners have tried to reduce the risk of similar tragedies occurring.

Many police forces have worked hard to change how they deal with stalking and harassment, including updating training for front-line officers.

New laws like the Stalking Protection Act 2019 also provide better protection for people experiencing stalking.



- Call the police
- Seek support
- Tell trusted people
- Be cyber secure:
 - change passwords
 - check privacy settings
 - scan for spyware
 - visit getsafeonline.org
- Avoid contact
- Vary routines
- Record all contact

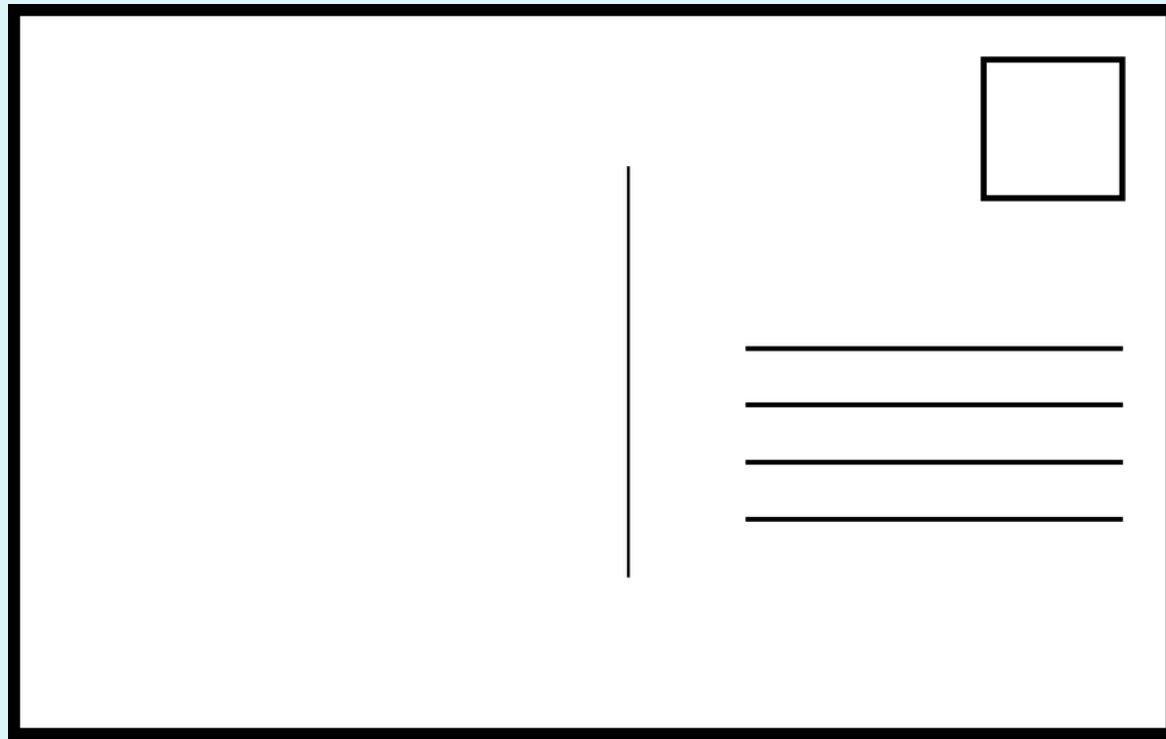
**IF BEING
STALKED**



OVERHEARD CONVERSATION

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.

WHAT HAVE YOU LEARNED?



A large rectangular box with a black border, intended for writing. It contains a vertical line on the right side, a small square in the top right corner, and four horizontal lines near the bottom right.

IDENTIFY INTEREST

