

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 objective	<p>We are learning:</p> <ul style="list-style-type: none"> • How to recognise and respond to unwanted attention, including stalking and harassment, both online and offline
Intended learning outcomes	<ul style="list-style-type: none"> ✓ Define the terms stalking and harassment ✓ Identify the behaviours associated with stalking ✓ Explain what to do if someone feels they or someone they know is the target or perpetrator of stalking or harassment
Resources required	<ul style="list-style-type: none"> • Box or envelope for anonymous questions • Paper and pens • Resource 1: <i>Bus stop quote</i> [1 copy between 2-3 students] • Resource 2: <i>Attitude sort</i> [1 copy each] • Resource 3: <i>What should they do?</i> [1 copy between 2-3 students]
Key words	Harassment, stalking, coercion, controlling behaviours
Baseline assessment	<p>Introduction 5 min</p> <ul style="list-style-type: none"> • Revisit or introduce ground rules. • Introduce the learning objectives and outcomes.
	<p>Baseline activities 15 min</p>
	<ul style="list-style-type: none"> • Ask students to define ‘harassment’ and ‘stalking’. Agree definition as a class. <ul style="list-style-type: none"> ○ <i>Harassment is unwanted behaviour that offends someone or makes them feel distressed.</i> ○ <i>Stalking is a pattern of unwanted and persistent behaviour, motivated by a fixation or obsession, that causes someone to feel distressed or fearful.</i> • Give out <i>Resource 1: Bus stop quote</i>. Ask students to imagine they have overheard this comment at a bus stop. Ask them to explain how far they agree/disagree with the statement. • Optional: discuss media messages around repeatedly asking someone out (i.e. often seen as romantic to use ‘grand gestures’ / keep trying to win someone’s affections). • Explain that statistics show most stalkers are known to their targets, often through a past dating relationship. Recap from the previous lesson on coercive relationships. Note the same power and control dynamic is often present in stalking situations. However, research suggests that if people act early and decisively if they are in a controlling relationship, the risk of stalking behaviour after the breakdown of that relationship is reduced. • Highlight that stalking/harassment may have no obvious trigger but often stalking starts after a rejection or relationship split. This sometimes means people are slow to get help. However, again, research suggests that the sooner a person acts decisively, the more likely that the undesirable behaviour will cease rather than escalate. • During feedback, ensure students are aware that anyone can be a target, regardless of age, gender or social status –it is never an individual’s fault. Stalking and harassment are illegal.

Attitudes sort**15 min**

- Give out *Resource 2: Attitudes sort*. 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.
- 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, causing the target to make changes to their life.

Signposting support**5 min**

- Students should be made aware that stalking does not require visible injuries to report behaviour to the police and is illegal. Remind class of sources of support.
 - Childline 0800 1111
 - Women's Aid 24-hour National Domestic Violence Freephone Helpline 0808 2000 247
 - Relate <https://www.relate.org.uk/relationship-help/help-relationships>
 - Police 999 in an emergency or 101 for further support and advice
 - Respect - support those exhibiting controlling behaviours 0808 802 4040
 - Men's Advice Line supports men with controlling partners 0808 801 0327
 - Suzy Lamplugh Trust's National Stalking Helpline: 0808 802 0300
- Share the following guidance. These are things a person can do to reduce the risk of such situations occurring but it is important to emphasise that the emphasis in stalking and harassment situations should be on changing the perpetrator's actions.
 - When breaking up or turning a person down, be clear about the decision – don't feel a reason is needed – for some this is just something to challenge.
 - Do not try to be gentle with someone who makes you feel uncomfortable – this could be misinterpreted as giving mixed signals. The earlier a person gives a strong 'no', the less emotional investment there will be which reduces the likelihood of escalation.
 - It is important to take any harassment seriously early on. The earlier someone takes assertive action, the more likely that the unwanted attention will stop and that police warnings etc will be effective.
 - Cut off all contact. Even negative attention can be misconstrued by a stalker. This includes not returning calls, not getting anyone to warn them off, and especially not agreeing to meet them, even to return left behind belongings.

What should they do?**15 min**

- Read the first scenario on *Resource 3: What should they do?*. Students discuss responses to the questions in groups. Ask each group to nominate someone to feedback their group's points.
- Key points to draw out are in the teacher notes.
 - Support: Ask students to list 3 things someone should do if they are worried about stalking behaviour.
 - Extension: An extension scenario on harassment is provided.

Demonstrating progress**5 min**

- 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.
- Revisit the baseline bus stop quote and ask students how the lesson has added to their understanding on this issue. You may wish to ask students to write a paragraph about how the lesson has impacted their understanding of stalking and harassment to evidence progress.

Managing relationship breakups

Ask students to script potential ways to break up with one of the people in the *Makeup or breakup scenarios* activity from last lesson which use assertive language.