

Lesson three: Hurtful behaviour

Ages 11-12

+ Lesson overview

This is the last of three lessons that focus on protecting and empowering young people as they enter new stages of their lives and form new relationships. This lesson explores the right everyone has, to be treated with respect, the nature of sexualised hurtful behaviour and what is acceptable and unacceptable. It also explores how young people can respond and challenge hurtful behaviours and where to get support if needed.

NB: The phrase 'hurtful behaviour' is used in this lesson as an umbrella term for behaviours which may be considered unacceptable, inappropriate, or unkind. Although it may refer to behaviours which are physically hurtful, it is also used to describe behaviours which are emotionally hurtful or in other ways abusive. At times in the lesson, the terms 'disrespectful/respectful' and 'unacceptable/acceptable' are also used, to support you to find the most appropriate and clear terminology for your class.

These lessons would work well as part of wider learning about relationships and as part of your teaching about relationships or personal safety.

Learning objective

To learn to recognise hurtful behaviours and strategies to manage these.

Learning outcomes

Young people will be able to:

- Explain what respectful behaviour is and the right everyone has, to be treated with respect
- Identify the specific nature of unacceptable sexualised behaviour
- Explain strategies to respond to, or challenge, hurtful behaviours
- Identify how to report worries and where to get support.

Resources

- Box or envelope for anonymous questions
- Resource 1: *Diary extract* [one per person or pair] - optional
- Resource 2: *Incident cards* [one set per group]
- Resource 3: *Character scenarios* [one per group]
- Resource 4: *Head, heart, hands template* [enlarged to A3 or drawn on flipchart paper – one per group]

Lesson summary

Activity	Description	Timing
Baseline assessment	Remind the class of ground rules. Individuals read a diary extract and write about the incident the character has experienced.	10 mins
Respectful behaviours	Pairs read cards describing different behaviours and place them on a 'respectful' to 'disrespectful' continuum.	10 mins
Teacher input	Introduce the learning outcomes. Discuss the continuum activity and types of behaviour identified.	5 mins
Responding to hurtful behaviour	Pairs discuss strategies for managing incidents of hurtful behaviour from different characters' perspectives.	10 mins
Head, heart, hands	Groups discuss a character scenario, what they think, how they feel, and how they can respond to the situation.	10 mins
Reflection and endpoint assessment	Return to the diary extract from the baseline assessment and add to or amend initial ideas.	10 mins
Signpost support	Signpost support and advice the class can access if they want to report a concern or ask questions.	5 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.

Keywords

Acceptable/unacceptable, appropriate/inappropriate, behaviour, challenge, hurtful, respect, respectful/disrespectful, report, respond, support

Baseline assessment

➤ Baseline assessment – 10 mins

Before starting, remind the class of the agreed ground rules. Reiterate any that may be particularly important for this lesson, such as keeping personal stories private and not making assumptions about others. Draw attention to the question box and remind the class that they can submit questions at any time during or after the lesson. They can choose to do this anonymously if they wish, or to add their name if they would like you to follow up with them.

Use slide 2 or hand out copies of *Resource 1: Diary extract*. Ask the class to write an answer to each of the following questions:

- What might have happened?
- What is the problem with what has happened?
- What can Lex do about it now?

Circulate to gain a sense of the type of incidents the class is aware of and use this information to inform teaching throughout the lesson. Collect in work so that the activity can be revisited at the end of lesson.

Core activities

➤ Respectful behaviours – 10 mins

Give one set of *Resource 2: Incident cards* to each group. Ask them to place the cards labelled 'acceptable' and 'unacceptable' at either end of a horizontal line. (You could provide a strip of masking tape for each group to make the line by sticking it on their table.)

Then, ask them to read each incident card and place them on the continuum line, according to whether the behaviour described is 'respectful' or 'disrespectful'. You may want to offer alternative vocabulary, such as 'okay' or 'not okay', 'appropriate' or 'inappropriate', 'acceptable' or 'unacceptable'.

Bring the class back together to feedback where they placed different cards. Discuss what makes the behaviours respectful or disrespectful and ensure the class comes to some consensus about which cards should be placed where on the continuum.

Summarise key learning:

- Respectful or disrespectful behaviour can be through actions or how someone speaks.
- Respectful behaviour is acceptable and desirable. By treating each other with respect, we can create a fair environment for everyone.
- Disrespectful behaviour is hurtful to others and the opposite of respectful behaviour.
- Respectful behaviours include being polite, noticing personal space, asking for consent/permission, considering other people's feelings.
- Disrespectful behaviour is unacceptable and undesirable.
- Disrespectful behaviours include being impolite, doing something to someone without asking first, excluding others, not being considerate to other people's privacy or feelings, doing something which might make someone feel uncomfortable or unsafe.

Explain that some of the incident cards describe hurtful behaviour based on sex, gender, or sexual orientation, and that this is never acceptable. It can be a one-off incident or bullying that goes on for a longer period of time. It can include name-calling, touching someone without permission, making rude noises or gestures, gossiping, or spreading nasty rumours about someone, saying unkind comments about someone's body or personality, sending unwanted images, or pressuring someone to do something they do not want to do.

Support: Instead of placing *Resource 2: Incident cards* on to a continuum line, young people could have fewer cards and could sort them into three groups: 'okay', 'not okay' and 'not sure'.

Challenge: Ask individuals to discuss which of the incident cards (*Resource 2: Incident cards*) might be recognised as hurtful sexualised behaviour. They could re-sort them into three new groups: sexualised incidents, non-sexualised incidents, depends.

➤ Teacher input –5 mins

At this point in the lesson, once the class has had an opportunity to explore the meaning of respectful and disrespectful behaviours, introduce the learning objectives and outcomes. Explain that the rest of the lesson will explore what respectful behaviour does and does not look like, which will include talking about unacceptable sexualised behaviour, how it can be challenged, and where people can get advice and support if they experience it.

➤ Responding to hurtful behaviour - 10 mins

Show slide 13 and ask the question: 'What should someone do if they experience hurtful behaviour?'

Working in pairs, young people discuss:

- What could someone do if unacceptable behaviour happened to them?
- What could someone do if they saw (or heard) unacceptable behaviour happening to someone else?

Take feedback and share suggested strategies to respond to, or challenge hurtful behaviours on slides 14 to 25.

In the moment, the person could:

- not join in / not 'go along' with it
- calmly ask the person to stop what they are saying or doing
- ask someone else for help
- state that the behaviour is unacceptable, say why it is wrong
- walk away from uncomfortable situations
- say firmly or shout at the perpetrator (person doing the hurtful behaviour) to stop
- communicate through body language / facial expressions that certain behaviour is upsetting

After the incident has occurred, the person should:

- inform a trusted adult such as a teacher, parent, or carer
- talk to a friend for support, or ask for more help or advice if they want it

Key learning:

Explain that any type of hurtful behaviour is not okay and that if someone has experienced or seen it happening, they should ask for help, or try and challenge it, if it is safe to do so. Explain that how someone responds might depend on the situation, but that it is okay to 'call it out' to make it stop, even if that means shouting. Explain why it is important to report incidents of hurtful behaviour to a trusted adult, including the importance of not 'just ignoring it' or 'letting it go' as this can lead to the behaviour continuing, or someone else experiencing the same thing another time.

Support: Give options and ask young people to choose which is the better strategy if someone experiences hurtful behaviour, e.g. trying to ignore it or doing something about it; laughing along with it or telling the person they don't like it; smiling at the person or saying/gesturing 'no'; not telling anyone or telling a parent/teacher. If possible, they should explain their reasoning.

Challenge: Encourage young people to consider what could be done both in the moment, and after the incident has occurred.

➤ **Head, heart, hands - 10 mins**

From *Resource 3: Character scenarios* choose the most appropriate scenarios for your class. The whole class could discuss the same scenario, or you could choose to use all of them, by giving a different one to each group.

Give out copies of *Resource 3: Character scenarios* and *Resource 4: Head, heart, hands* template.

Introduce the activity, explaining the scenario/scenarios are about a character who has experienced sexualised unacceptable behaviour. Read the scenario to the class and discuss what has happened, what the character might be thinking, how the character might be feeling and what they could do next.

Young people write down their ideas on *Resource 4: Head, heart, hands*; writing words and captions in the thought bubble to demonstrate what the character might be thinking, write around the heart what they might be feeling, write beside the hand what they might do next.

Take feedback, asking the groups to share some of the feelings they thought the character(s) might have about the situation(s) and some of their suggestions for next steps. Ask those who did the challenge activity, to share some of the barriers that might prevent the character(s) from reporting what happened and asking for support, and what would help the characters to do so.

Key learning:

Experiencing hurtful behaviour can be really upsetting and can make people feel anxious and worried. It is therefore important that it is not ignored. If someone experiences hurtful behaviour, knowing what to do next means they can take positive steps to manage the situation. Getting support and advice can help the person it happened to feel better, and reporting incidents can stop them from happening again in the future.

Support: To help individuals complete *Resource 4: Head, heart, hands* template, give them some example ideas for what the character could do next, such as: shout at the person/people to stop, tell them their behaviour is not okay, talk to another friend about it, talk to their parent, tell a teacher.

Ask them to choose the most appropriate action for the situation.

Challenge: Once they have completed the head, heart, hands activity, ask individuals to discuss what might make it difficult for the character to report the incident. Are there any barriers that might stop them, and what would help them to report it? Discuss their ideas during the class feedback.

Plenary/assessment for end of learning

➤ Reflection and endpoint assessment – 10 mins

Return to the baseline assessment Lex's diary. Using a different colour pencil or pen, young people add to or amend their original ideas. Ask them to focus on the second and third questions: What is the problem with what has happened? What can Lex do about it now? Encourage the class to suggest any additional or alternative strategies for managing the situation.

➤ Signposting support – 5 mins

Remind the class of the importance of reporting hurtful behaviour, including sexualised unacceptable behaviour, and asking for help or advice if they ever experience or witness it. Explain that talking to a trusted adult is vital as it can help adults recognise what is happening and take steps to stop it. Make them aware of systems in your school that support young people to report hurtful sexualised behaviour.

Sources of support might include:

- At school: class teacher / form tutor, support teachers, heads of year
- At home / outside of school: parents and carers
- Childline www.childline.org.uk 0800 1111

Extension activity

➤ Extension 1

Young people imagine that Lex has asked them for advice about the situation. They write to Lex (a message, email, or short letter) explaining what to do next, why it is important for Lex to report what happened and how to report the incident.

➤ Extension 2

Ask young people to work independently to create a slogan which promotes respect for all. Explain the slogan must be catchy and use vocabulary that is easy to understand, e.g. *We all deserve respect, no matter who we are*. Provide individuals with strips of paper they can write their slogans on which can be added to a class display.