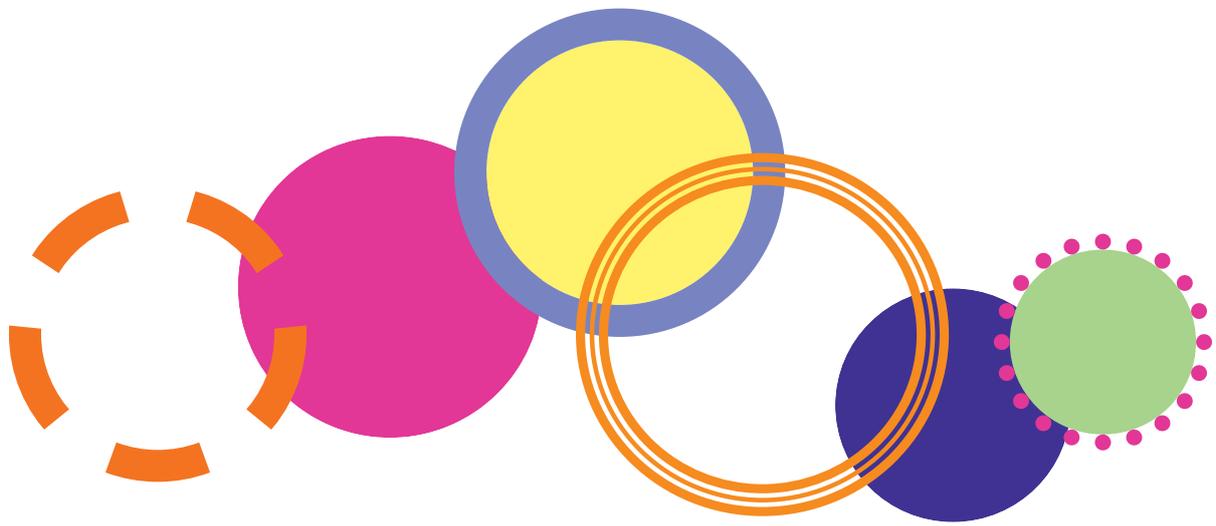


RESPECT

Primary Lessons



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How to use the materials

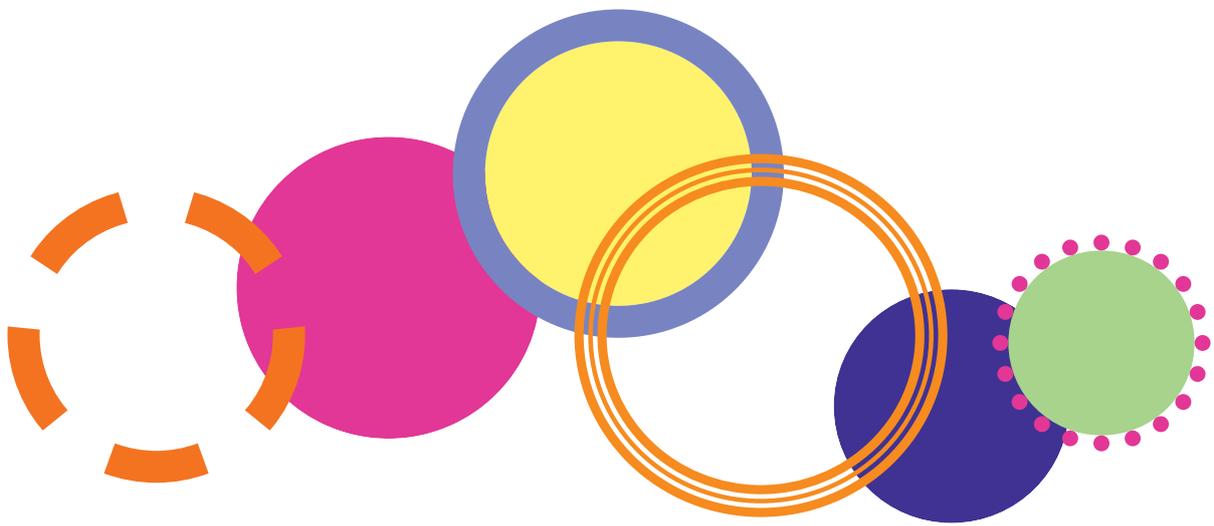
The **RESPECT** programme materials have been designed to use with a smart board.

In this file you will find an outline of each of the seven lessons, how they relate to the Curriculum for Excellence References and their activity/activities. Some activities have a PDF to bring up on the smart board and these can be found in the activities file. For example **Lesson 1 What is respect? - Activity 1: What's the answer?** PDF found on page 1 of the primary activities.

Printed hand outs have been kept to a minimum.

Time for each lesson is at the discretion of the teacher.

Each of the lesson plans are flexible and may be used in a variety of ways, depending on levels of ability, understanding and knowledge.



Lesson 1

What is respect?

You will need

Smart board

Activity: What is respect?

Overview

This lesson looks at respect, our right to respect and our responsibility to respect each other. Developing communication skills is widely recognised as being of primary importance in enabling young people to express their views and experiences and to listen to, and respect, the views of others. This lesson encourages the participants to consider and discuss the concept of respect, the right we have to respect in all aspects of our lives and the responsibility we have to respect others.

You may also want to include a ground rule about young people not disclosing personal information in the classroom with some information about who they can talk to if anything comes up for them. You could include information on **ChildLine 0800 11 11** or any other appropriate local or national support services.

Aim of the lesson

- To consider how we show respect in the group so that everyone feels safe and comfortable enough to join in.
- To establish a safe, supportive environment for discussion and activities.
- To encourage equal participation of all members of the group.
- To agree on rights and responsibilities of group members.

Learning outcomes

This section encourages young people to explore rights and responsibilities in the context of effective communication, in particular the right to be heard and the responsibility to listen. It offers introductory activities which aim to promote the development of communication skills.

Curriculum for Excellence References

Mental and emotional well being	I am aware of and able to express my feelings and am developing the ability to talk about them.	HWB 0-01a HWB 1-01a HWB 2-01a
	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.	HWB 0-02a HWB 1-02a HWB 2-02a
Social well being	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.	HWB 0-09a HWB 1-09a HWB 2-09a
Physical well being	I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.	HWB 0-44a HWB 1-44a
Relationships	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.	LIT 1-02a

Activity: What is respect?

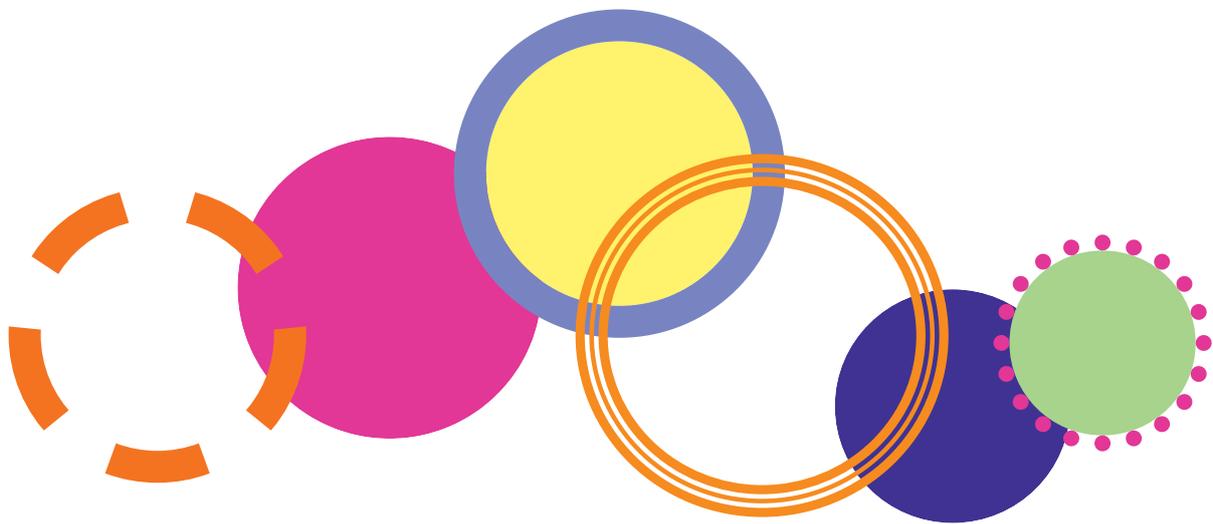
Have a quick think session with the class on what they think the word 'respect' means. Discuss whether students agree or disagree with the definitions. Next, ask the class to look up the dictionary definition of 'respect' and put that alongside their own definition. All of these should be brought together to form one class definition of 'respect' that everyone is happy with. Print out the agreed definition and keep in the classroom for each lesson.

Alongside the definition, develop ground rules for the next eight lessons. You would expect to end up with a list that may include:

- Everyone has a chance to talk and not be interrupted.
- Everybody's opinions are valuable.
- It's OK for my opinions to be challenged.
- It's OK for me to challenge other people's opinions.
- It's not OK for my opinion, or anyone else's to be dismissed.

Finish lesson

By asking the class how they feel about having their own definition of 'respect'. How do they think it will make them feel when they are away from the classroom? Will it make a difference to how they behave with others, both in and out of the classroom?



Lesson 2

Respect and gender

You will need

Smart board

Activity 1: What's the answer? PDF found on page 1 of the primary activities

Activity 2: Confused alien PDF found on page 2 of the primary activities

Overview

This lesson looks at gender stereotypes and how these are used to influence young people's perceptions of themselves and others. The lesson also aims to explore how these stereotypes affect how we make judgements about others.

Aim of the lesson

- To analyse gender stereotypes by looking at commonly held attitudes on women and men.
- To look at the implications of stereotypical views of women and men and how these have an impact throughout life choices.

Learning outcomes

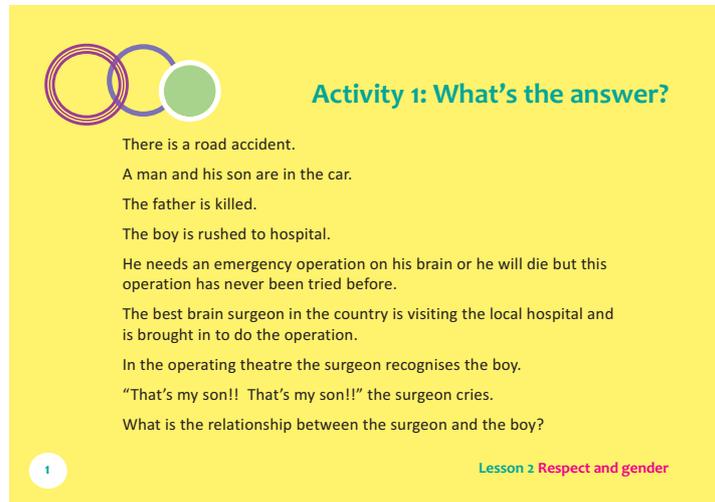
In this lesson, students will have the opportunity to explore what messages are around that tell us how women and men should look, behave and what they should choose as a career.

Curriculum for Excellence References

Mental and emotional well being	I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.	HWB 0-04a HWB 1-04a HWB 2-04a
Social well being	I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.	HWB 0-10a HWB 1-10a HWB 2-10a
Relationships	I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.	HWB 0-44a HWB 1-44a

Activity 1: What's the answer?

Divide the class into small groups. Bring up **Activity 1: What's the answer?** PDF (found on page 1 of the primary activities) on the smart board. Ask each group to discuss the scenario and come up with an answer. Bring the groups back together and then open up the question to the large group for discussion.



The image shows a yellow rectangular box containing the text of the activity. At the top left, there is a graphic of three overlapping circles: two purple and one green. To the right of this graphic is the title 'Activity 1: What's the answer?'. Below the title is a series of paragraphs describing a scenario. At the bottom left of the box is a small white circle with the number '1'. At the bottom right is the text 'Lesson 2 Respect and gender'.

Activity 1: What's the answer?

There is a road accident.
A man and his son are in the car.
The father is killed.
The boy is rushed to hospital.
He needs an emergency operation on his brain or he will die but this operation has never been tried before.
The best brain surgeon in the country is visiting the local hospital and is brought in to do the operation.
In the operating theatre the surgeon recognises the boy.
"That's my son!! That's my son!!" the surgeon cries.
What is the relationship between the surgeon and the boy?

1

Lesson 2 Respect and gender

Answer to Activity 1: The surgeon is the boy's mother

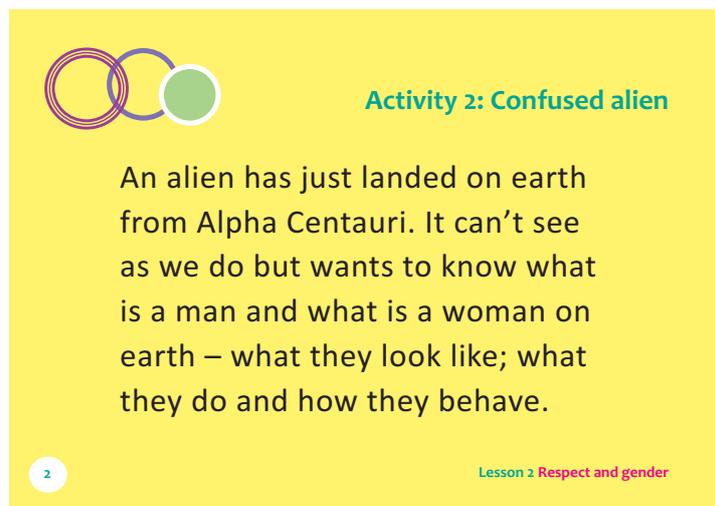
Most may assume that because of the occupation that the surgeon will be male and therefore be confused by the question. The exercise is to highlight gender segregation in the labour market and expectations of occupations for each sex.

Activity 2: Confused alien

Divide the class into small groups and bring up **Activity 2: Confused alien** PDF (found on page 2 of the primary activities) on the smart board. Ask the groups to imagine they have just met a confused alien who has landed from Alpha Centauri.

The alien cannot see as we do but wants to know the difference between women and men on earth – what they look like; what they do and how they behave. The group needs to agree a description of a woman and a man for our alien.

In one large group discuss answers. Agree one overall class description of a woman and a man. The exercise should highlight the expectations, attitudes and views held on what 'being a girl' and 'being a boy' means to each student.



The slide features a yellow background. In the top left corner, there is a graphic of three overlapping circles: two purple and one green. To the right of this graphic, the title "Activity 2: Confused alien" is written in teal. The main text, in black, describes an alien from Alpha Centauri who cannot see and wants to know about men and women. In the bottom left corner, there is a small white circle with the number "2". In the bottom right corner, the text "Lesson 2 Respect and gender" is written in a small, pink font.

Activity 2: Confused alien

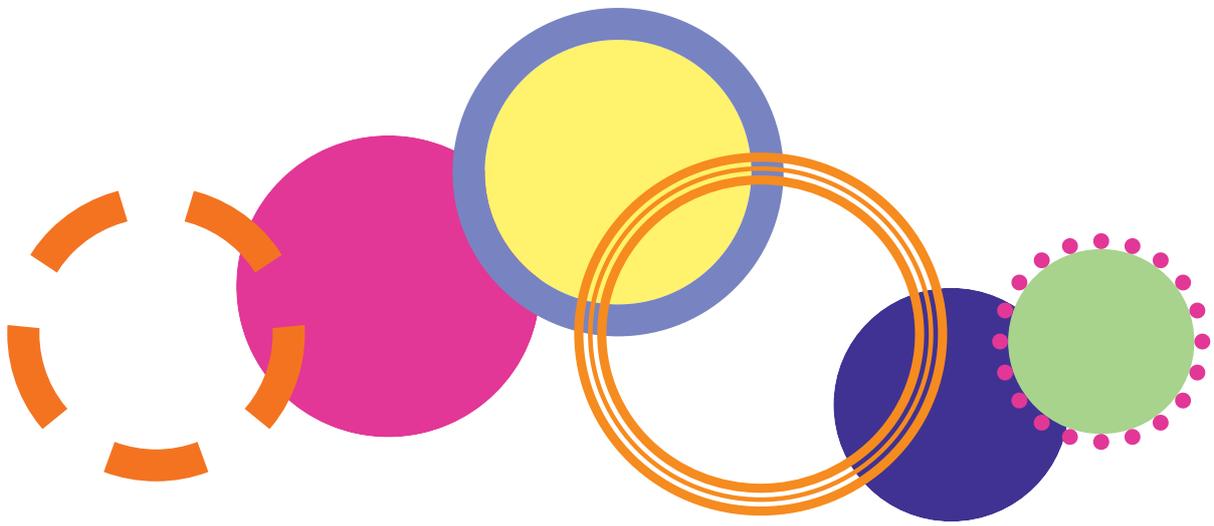
An alien has just landed on earth from Alpha Centauri. It can't see as we do but wants to know what is a man and what is a woman on earth – what they look like; what they do and how they behave.

2

Lesson 2 Respect and gender

Finish lesson

Ask the students to think about what this alien would think of women and men on earth and how this fits with what they think about differences between the sexes.



Lesson 3

Respect difference

You will need

Smart board

Activity 1: Making the rules PDF found on page 3 of the primary activities

Activity 2: Difference and discrimination

Overview

This lesson encourages young people to think about difference and about social and cultural factors influencing who they are. The lesson explores the notion of 'difference' as a source of the unfair or unequal treatment of many people. It aims to give an awareness of the diversity within groups within the wider community and to promote the realisation that discrimination often results in real practical consequences for many people.

The lesson also aims to develop empathy, to promote identification with different groups who are treated unfairly as the result of difference and to question whether it is ever acceptable to discriminate against others on the ground of difference.

Aim of the lesson

- To consider how we should show respect in the group so that everyone feels safe and comfortable about joining in.
- To consider what our 'rights' and our 'responsibilities' are.
- To establish a safe, supportive environment for discussion and activities.
- To encourage equal participation from all members of the group.

Learning outcomes

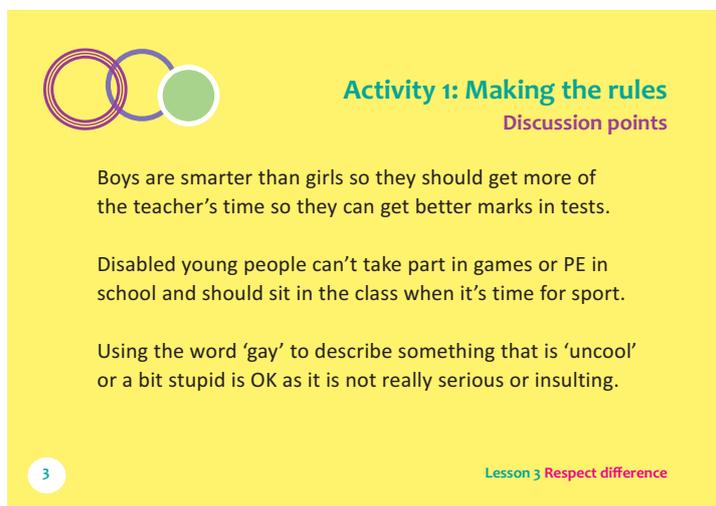
In this lesson students will have the opportunity to think about and define difference, to be aware of difference and diversity within groups and the wider community and to challenge the acceptability of using difference to discriminate.

Curriculum for Excellence References

Mental and emotional well being	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.	HWB 0-05a HWB 1-05a HWB 2-05a
	I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.	HWB 0-08a HWB 1-08a HWB 2-08a
Social well being	I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.	HWB 0-10a HWB 1-10a HWB 2-10a
Relationships	I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.	HWB 2-44b

Activity 1: Making the rules

The aim of this activity is to establish new rules for the class around respect. Bring up **Activity 1: Making the rules** PDF (found on page 3 of the primary activities) on smart board for the three discussion points. Ask the group to decide whether they agree or disagree. Note any gender division in responses. Debate each statement. Each speaker should have to provide reasonable evidence to back up what they say.



The slide features a yellow background. In the top left corner, there is a graphic of three overlapping circles: two purple and one green. To the right of this graphic, the title 'Activity 1: Making the rules' is written in teal, with 'Discussion points' in purple below it. The slide contains three discussion points in black text. At the bottom left, there is a small white circle with the number '3'. At the bottom right, the text 'Lesson 3 Respect difference' is written in purple.

Activity 1: Making the rules
Discussion points

Boys are smarter than girls so they should get more of the teacher's time so they can get better marks in tests.

Disabled young people can't take part in games or PE in school and should sit in the class when it's time for sport.

Using the word 'gay' to describe something that is 'uncool' or a bit stupid is OK as it is not really serious or insulting.

3

Lesson 3 Respect difference

Discussion point 1: Boys are smarter than girls so they should get more of the teacher's time so they can get better marks in tests.

For example 'girls are just as smart as boys because they get similar test results' or 'boys are better at maths because there are more male scientists than women on television programmes'. A possible rule to be set is 'the girls and boys in this class are equally clever and deserve equal time with the teacher so that they can all get better marks in their tests'.

Discussion point 2: Disabled young people can't take part in games or PE in school and should sit in the class when it's time for sport.

For example 'There are no safe facilities in our school for disabled students so it isn't safe for them to participate.' or 'Look at how many disabled athletes won gold medals at the Paralympics – that proves that everybody can enjoy sports and games.' A possible rule to be set is 'sports and games are for everyone and everyone should work together to make it safe and enjoyable'.

Discussion point 3: Using the word 'gay' to describe something that is 'uncool' or stupid is OK as it's not really serious or insulting.

For example 'Gay is just a word and doesn't mean that somebody is actually gay so it's OK to use.' or 'Words can really hurt people and if somebody is self-conscious or worried about how they look, it can be like bullying.' 'It could feel like bullying to gay people or people who have members of their family that are gay'. A possible rule to be set is 'words are very powerful so this class agrees not to use words that could offend anyone or bully them about who they are or how they look.'

Activity 2: Difference and discrimination

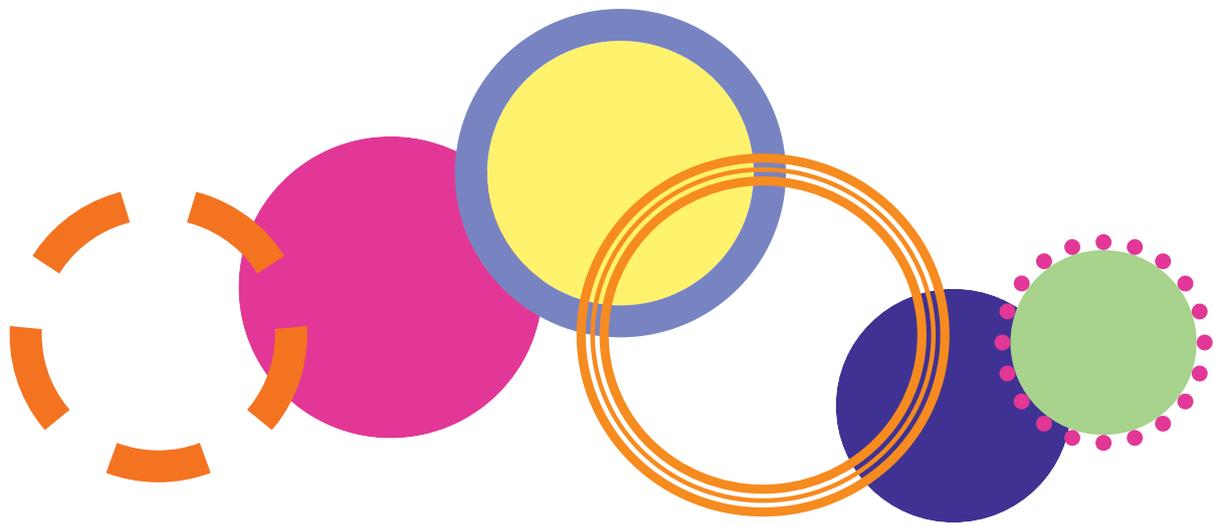
In small groups, ask the students to write a list of all the people who might experience discrimination or be treated unfairly, and the ways they might be discriminated against. This could be minority ethnic groups, disabled people, women, gay men or lesbians. Ask the students how discrimination can negatively impact on people's lives.

The following questions may be useful:

- In what ways are some groups of people treated unfairly?
- Why are they treated unfairly?
- Why do you think some groups of people are considered different?
- Different from whom?
- Can you think of any instances where young people treat people badly or unfairly simply because they are considered different?
- What is the 'right' way to be and how do you know?

Finish lesson

By asking the groups if their opinions have changed after the discussions. Ask if they think they will change their behaviour after the discussion – for example, not using the word 'gay' to mean uncool or stupid. If you have used the Making the Rules activity, pin up your new rules in the class.



Lesson 4

Respect and power

You will need

Smart board

Activity 1: What is power

Activity 2: It's a choice print out a copy of the 'boys handout' and the 'girls handout' PDF found on page 4 and 5 of the primary activities

Overview

This lesson builds on lesson three and encourages students to think about difference and power and how difference is used to justify unequal power relations. The lesson aims to give students an understanding of different forms of power and the ways in which power is used, misused and abused. It explores examples of bullying and physical violence, acknowledging both what may seem to be the rewards of physical violence and bullying as well as the ways in which it is damaging and destructive. It uses bullying and racial, sexual and other forms of harassment as examples of the misuse of power that everyone will be familiar with. Young people may often be the perpetrators as well as the victims. They are also in situations where forms of powerlessness are not acknowledged, and where the ways young people may attempt to redress power imbalances are seen as inappropriate.

Aim of the lesson

- To explore the concept of power.
- To explore who has power in society and why.
- To explore the kind of power young people have and the power others have over them.
- To look at different forms of bullying.
- To understand how it might feel to be a bully and to be bullied.
- To look at how people misuse power to try and control others.

Learning outcomes

In this lesson students will have the opportunity to think about and define difference, to be aware of difference and diversity within groups and the wider community and to challenge the acceptability of using difference to discriminate. The lesson will also enable discussion on how to deal in a positive and non-violent way to resolve certain situations.

Curriculum for Excellence References		
Mental and emotional well being	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.	HWB 0-02a HWB 1-02a HWB 2-02a
	I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.	HWB 0-04a HWB 1-04a HWB 2-04a
	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.	HWB 0-07a HWB 1-07a HWB 2-07a
	I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.	HWB 0-08a HWB 1-08a HWB 2-08a
Social well being	Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.	HWB 0-13a HWB 1-13a HWB 2-13a
Physical well being	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.	HWB 0-16a HWB 1-16a HWB 2-16a
Relationships	I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.	HWB 0-44b HWB 1-44b

Activity 1: What is power?

Ask the students to think about 'power' and what it is. In small groups, ask students to decide on a definition of 'power' and to think about who has power, and why they have power, and who decided who has power and why?

Activity 2: It's a choice

Break the students into single sex groups. Print out and give each the 'It's a Choice' handout (found on page 4 and 5 of the primary activities). Ask each group to consider how to deal with the situation. They must not use bullying or violence or abuse to remedy the situation. The examples here are of difficult situations. These have been chosen specifically so that students can discuss how to resolve in a positive way.

Bring the students together and ask:

- Was it difficult to think of other options?
- If it was difficult, why?
- Was it easier to think of violent or negative options?
- If it was easier to be violent, why?

It's a choice (boys) handout

- A girl you have liked for weeks calls you 'ugly' in front of your friends. You call her a 'bitch' who no one would want to go out with anyway.
- Your best friend falls out with you for no reason. He begins to be friendly with another boy in your class and you feel excluded. You meet the other boy in the street and you punch him.
- You are feeling annoyed about something. A smaller younger boy walks into you in the corridor by accident. You push him forcefully into the wall.
- Your best friend asks you to help him 'frighten' a girl who doesn't want to go out with him. You don't feel happy about doing it but you agree to help him because he is your best friend.

4 Lesson 4 Respect and power

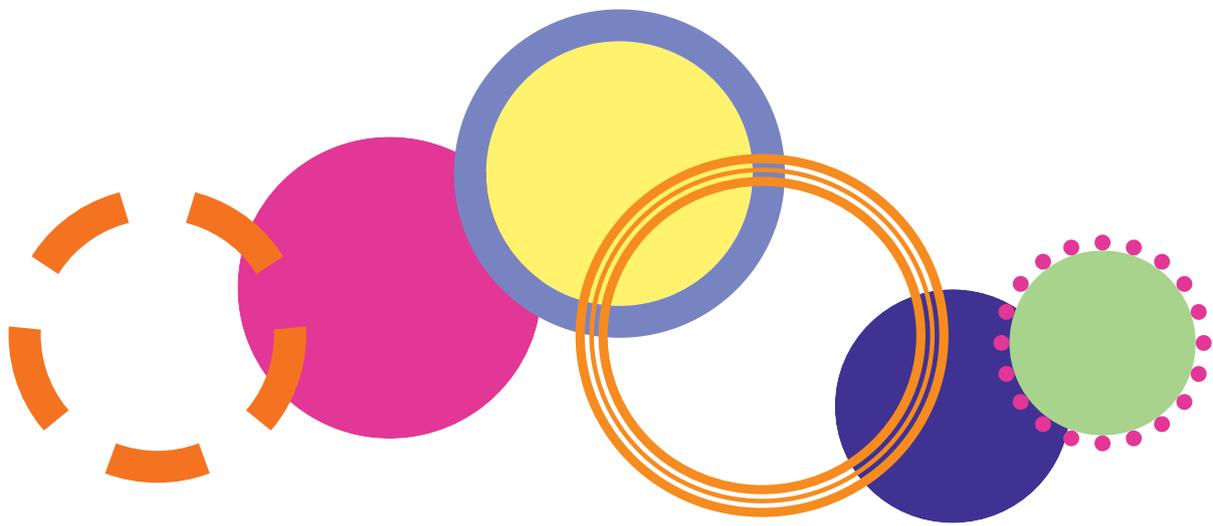
It's a choice (girls) handout

- You found out that someone hit your little brother in the street. You go looking for her to hit her back.
- You are sick of this girl who is 'teacher's pet'. You decide with a group of girls that you will all completely ignore her and whisper and giggle when she goes past.
- Your best friend falls out with you for no reason. She begins to be friendly with another girl in the class. The next day you send her an abusive message via Facebook messenger.
- A new girl has arrived at school. You hear she has a reputation for being 'hard'. You and your friends decide to take her on in a fight to show her you are 'harder'.

5 Lesson 4 Respect and power

Finish lesson

By discussing with the students that 'violence is never inevitable', and by exploring why a choice always has to be made.



Lesson 5

Respect and online safety

You will need

Smart board

Activity 1: Different kinds of bullying

Activity 2: Internet safety quiz PDF found on page 6 of the primary lessons

Activity 3: Online bullying What? Why? Who? Stop It! PDF found on page 7 of the primary activities

Overview

The lesson aims to give the students an understanding of different kinds of bullying. (This is also picked up in the next lesson for further discussion). This lesson concentrates on online safety and respect. The lesson examines the danger of giving out personal information online not only to those who are unknown to the young person but also to online 'friends' or contacts. The online quiz also looks at issues of sending photos, webcams and online bullying.

Aim of the lesson

- To define bullying and different ways in which young people can be bullied.
- To define online bullying.
- To understand the concept of online safety.
- To learn about online resources that can help young people who are concerned about their own safety or the safety of others.
- To look at how bullies can be challenged and stopped.

Learning outcomes

In this lesson, students will have the opportunity to think about and define bullying and on-line bullying in particular. The students will also be able to identify what safe online behaviour is and look at the consequences of bad 'netiquette'.

Curriculum for Excellence References

Mental and emotional well being	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.	HWB 0-02a HWB 1-02a HWB 2-02a
	I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.	HWB 0-03a HWB 1-03a HWB 2-03a
	I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.	HWB 0-06a HWB 1-06a HWB 2-06a
Physical well being	I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.	HWB 0-16a HWB 1-16a HWB 2-16a
Relationships	I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.	HWB 0-44b HWB 1-44b
	I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.	HWB 0-45b HWB 1-45b HWB 2-45b

Activity 1: Different kinds of bullying

In the large group, ask the students to think of different kinds of bullying that people can experience, and ask them to describe that kind of bullying. Responses may include the following:

Physical bullying

- being hit, pushed around by someone or more than one person
- having their clothes, glasses or bag damaged
- having their phone or other belongings damaged or taken from them
- having money taken from them, or being forced to steal money for the bullies

Verbal bullying

- being called names or having comments made about how they look
- spreading nasty rumours or stories about them
- threatening them
- making comments about their house, belongings or family

Emotional bullying

- leaving them out of games or activities
- making others ignore them as well
- telling them they are stupid, can't do anything right, hopeless at games etc

Racist bullying

- calling them racist names
- always talking to them in ridiculous accents
- making fun of their country or culture or religion

Prejudice bullying

- bullying someone because they are disabled
- making fun of someone who looks a bit different
- homophobic remarks like calling someone 'gay' in a negative way

Online bullying

- posting offensive remarks about somebody online
- encouraging a lot of people to be involved in bullying using texts or social networking sites
- sending threatening messages anonymously

Sexist Bullying

- being ridiculed for the way you look in relation to your sex (e.g. girls being called names for large or small breasts; boys being called names for small stature)
- being called names relating to sexual behaviours (e.g. slut)
- threatening behaviours to disclose information about you/show photographs of you

Activity 2: Internet safety quiz

Bring up **Activity 2: Internet safety quiz** PDF (found on page 6 of the primary activities) up on the smart board and either as a class or in small groups answer the questions.

Activity 2: Internet safety quiz			
	Yes	No	Not sure
1. I meet someone in a chat room. They say they are my age, is it OK to give them my contact details?			
2. Somebody wants to be my Facebook friend, is it OK, especially if they are friends with someone I know?			
3. Is it safe to give personal details online if you are entering a competition?			
4. I got an email from Hotmail saying they need personal details, including my password, so they can fix my account. I do have a Hotmail account so is it safe to give them the information?			
5. I have met somebody online and they want to see what I look like. They do not have a webcam but I have. Should I get them on webcam?			
6. Is there any risk to sending a photo of myself from my phone to people I know?			
7. If someone is bullying me using texts, should I just delete it?			
8. If someone sends me a text with a video of almost naked models posing, is it OK to send it on as everyone does it?			
9. Is it safe to use my own name as a user name?			

6 Lesson 5 Respect and online safety

Internet safety quiz answers

1. I meet someone in a chat room. They say they are my age, is it OK to give them my contact details?

Answer: No. Students should be advised that they can never know if someone is the same age as them. If someone asks for contact details in a chatroom, it is always best for young people to check with parents or guardian before giving any information out.

2. Somebody wants to be my Facebook friend, is it OK, especially if they are friends with someone I know?

Answer: No. The best way to remain safe on Facebook is for young people to be friends with people they know in their day to day life, for example, school friends. It is common for people to accept friends of friends just to increase their 'friends list' but they may never know who these people are. There are many ways that people can get a lot of information about young people from their Facebook status and activity and what discussions they are having with friends.

3. Is it safe to give personal details online if you are entering a competition?

Answer: No. A genuine competition from reputable organisations should only need a name and contact email. Young people shouldn't have to give any other information unless it's a competition that needs date of birth because entrants have to be over 18 years of age. It is best to advise young people that it's always safest to give as little information as possible online.

4. I got an email from Hotmail saying they need personal details including my password so they can fix my account. I do have a Hotmail account so is it safe to give them the information?

Answer: No. There are many 'Phishing' emails all over the internet asking for personal information, passwords, bank account details. These are not genuine and should not be answered. Young people should be advised that if they are in doubt about, for example, a Hotmail account, then they should not enter via a link provided on the email, but instead sign in to their Hotmail and go to 'My Account' where there will be a message if there are any genuine problems with the account. This applies to all other messages that may be received of a similar nature.

5. I have met somebody online and they want to see what I look like. They do not have a webcam but I have. Should I get them on webcam?

Answer: No. Young people should be advised that if anyone requests to see photos of them, they should speak to a parent or guardian. Young people can also be directed to look at some of the internet safety websites such as www.thinkuknow.co.uk or www.respectme.org.uk or www.safehub.org.uk

6. Is there any risk in sending a photo of myself from my phone to people I know?

Answer: There could be! Remind young people that there is software around that can change the photographic image. It is also worth reminding them that once they press 'send', they have no control over any image that they have sent out.

7. If someone is bullying me using texts, should I just delete it?

Answer: You should show someone. Young people should be encouraged to tell a parent or someone they trust about such bullying texts. It is important to show someone else what is being posted, tweeted about them as these messages can be used in evidence if the sender is to be challenged.

8. If someone sends me a text with a video of almost naked models posing, is it OK to send it on as everyone does it?

Answer: No. Young people should be advised to speak to someone they trust if they are receiving a lot of texts or videos with which they are uncomfortable. They should also be advised not to send anything on which they consider to be offensive or that they are unsure about as this may come back on them at a later date.

9. Is it safe to use my own name as a user name?

Answer: You should think about this. Young people should be advised that the safest user name might be one which doesn't show a particular sex or age, and that is quite anonymous. For example:

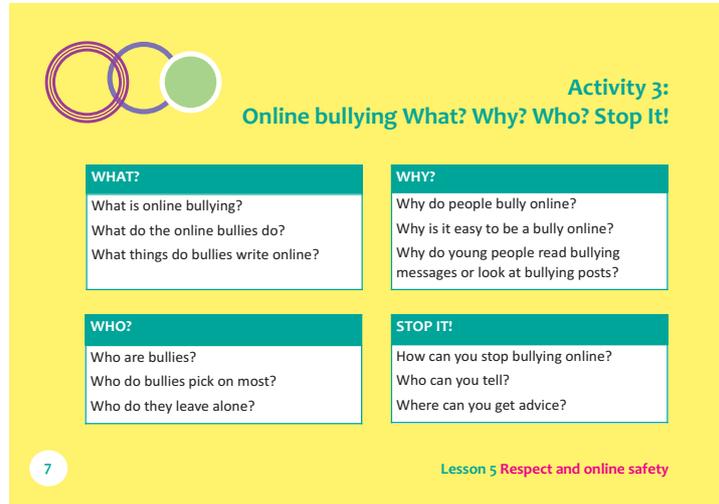
Xxxangelface_12 – might suggest a pretty 12 year old girl

Chloe_Smith2002 – might suggest you are a young girl born in 2002

SportsFan_2012 – may be the safest option because sex and age are not obvious.

Activity 3: Online bullying What? Why? Who? Stop It!

Bring up **Activity 3: What?, Why?, Who?, Stop It!** PDF (found on page 7 of the primary activities) on the smart board break up into small groups and ask the groups to answer the questions. At the end of the lesson, give the class www.respectme.org.uk web address and **ChildLine number 0800 44 1111** for confidential advice and support.



The worksheet is titled "Activity 3: Online bullying What? Why? Who? Stop It!". It features a logo of three overlapping circles (purple, blue, and green) in the top left. The content is organized into four boxes with teal headers: "WHAT?", "WHY?", "WHO?", and "STOP IT!". A small circle with the number "7" is in the bottom left, and the text "Lesson 5 Respect and online safety" is in the bottom right.

WHAT?
What is online bullying?
What do the online bullies do?
What things do bullies write online?

WHY?
Why do people bully online?
Why is it easy to be a bully online?
Why do young people read bullying messages or look at bullying posts?

WHO?
Who are bullies?
Who do bullies pick on most?
Who do they leave alone?

STOP IT!
How can you stop bullying online?
Who can you tell?
Where can you get advice?

7

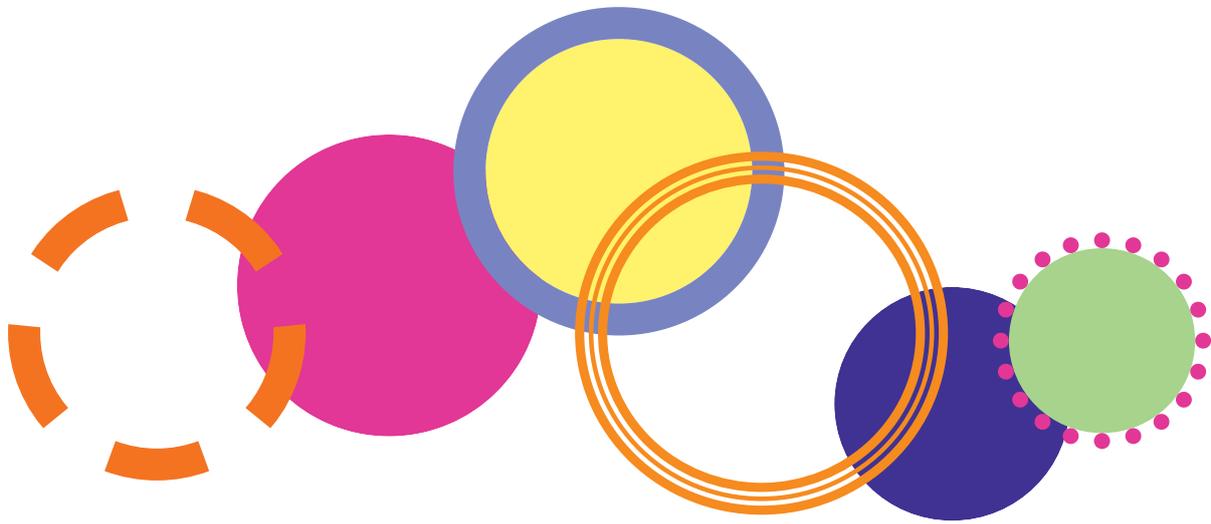
Lesson 5 Respect and online safety

Finish lesson

As well as highlighting some of the dangers, these exercises are supposed to make young people think about different behaviours. It is important to also counteract this by saying something positive about social media.

Examples of positive uses of Internet and social media:

- Keeping in touch with friends and family in particular those who may have moved away or don't live near by.
- Accessing educational information on a variety subjects from reputable websites.
- Using reputable websites such as the BBC to keep up do date what is going in locally and world wide as well as enjoying fun and often educational online games.
- Reading book/film reviews and recommendations as well as checking your local libraries catalogue holdings.



Lesson 6

Respect in relationships

You will need

Smart board

Activity 1: True or false quiz PDF found on page 8 of the primary activities

Activity 2: Why doesn't she leave? PDF found on page 9 of the primary activities

Overview

This lesson deals with violence and abuse within relationships. It builds on previous lessons by making the links between different forms of violence and abuse in the context of all abuse involving the misuse of power, and controlling behaviour. It provides young people with the opportunity to have accurate information and some understanding of the range, impact and consequences of abusive and violent behaviour. It will be important to point out during this lesson that abuse occurs in same sex relationships too, and that men can also be the victims of domestic abuse. It is important that teachers recognise that some young people may have experienced or will be experiencing some of the abuse or had to deal with some of the issues covered in this section.

Aim of the lesson

- To increase understanding of the nature and prevalence of 'gender based violence'.
- To challenge the myths and stereotypes about gender based violence and raise awareness of causes of gender based violence.
- To involve young people in challenging the acceptability of violence and explore prevention.
- To increase understanding of the impact of domestic abuse on women and children and why women (and men) stay with abusive partners.
- Explore the wider impact of violence and abuse on everyone.

Learning outcomes

In this lesson students will have the opportunity to think about gender based violence and challenge prevalent myths and stereotypes. The material aims to encourage young people to think critically about the acceptability of their own attitude and behaviour in relationships with their peers.

Curriculum for Excellence References		
Mental and emotional well being	I am aware of and able to express my feelings and am developing the ability to talk about them.	HWB 0-01a HWB 1-01a HWB 2-01a
	I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.	HWB 0-04a HWB 1-04a HWB 2-04a
	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.	HWB 0-05a HWB 1-05a HWB 2-05a
	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.	HWB 0-09a HWB 1-09a HWB 2-09a
Physical well being	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.	HWB 0-16a HWB 1-16a HWB 2-16a
	I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.	HWB 0-17a HWB 1-17a HWB 2-17a
Relationships	I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.	HWB 2-44b

Activity 1: True or false quiz

Bring up **True or false quiz** PDF (found on page 8 of the primary activities) on the smart board. Ask groups have to discuss each statement and decide if it is 'True' or 'False'.

Activity 1: True or false quiz		
	True	False
1. Women abuse their partners just as often as men abuse their partners.		
2. Once a woman leaves a man who is abusive to her, she will then be safe.		
3. When a man is aroused, he can't help what he does as he is not in control.		
4. Every year over 100 women are murdered by their partner or ex-partner in the UK.		
5. Many girls aged 13-17 years have experienced physical violence from their partner.		
6. As long as young people are not physically harmed by an abuser, they are not affected by domestic abuse between parents/carers at home.		

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True or false quiz answers

1. Women abuse their husbands and partners just as often as men abuse their wives and partners.

Answer: False. 82% of reported domestic abuse incidents are male perpetrators and female victims. It is important to point out to students that men can also be the victims of domestic abuse, and that domestic abuse also occurs within same sex relationships. (source: Scottish Government Statistical Bulletin 2010)

2. Once a woman leaves a man who is abusive to her, she will then be safe.

Answer: False. 41% of recorded domestic abuse incidents were committed by ex-partners or when the couple were no longer living together. (source: Scottish Government Statistical Bulletin 2010)

3. When a man is aroused, he can't help what he does as he is not in control.

Answer: False. Just because a man is aroused sexually does not mean that he is not in control either physically or mentally. A man does not need to have sex once he is aroused.

4. Every year over 100 women are murdered by their partner or ex-partner in the UK.

Answer: True. In the UK, statistics show that a woman is murdered by her partner or ex-partner every three days. This is equivalent of 122 murders per year. (source: UK Home Office 2009).

5. Many girls aged 13-17 years have experienced physical violence from their partners.

Answer: True. A study carried out by the NSPCC and Bristol University in 2011 which questioned 1353 young people in Scotland, England and Wales, showed that 25% (or 338 girls) had been physically abused by their boyfriends. (source: NSPCC/Bristol University study 2011)

6. As long as young people are not physically harmed by an abuser, they are not affected by domestic abuse between parents/carers at home.

Answer: False. Children and young people are always affected by domestic abuse, even if they are not physically targeted by the perpetrator. Figures from Scottish Women's Aid show that 100,000 children and young people in Scotland are living with domestic abuse and nine out of ten young people are in the same room or the next room when domestic abuse incidents are happening.

Activity 2: Why doesn't she leave?

This discussion will focus on the reasons why some women will not leave abusive relationships and/or go back to live in an abusive situation.

This may not be considered age appropriate for some primary school students, and discretion should be applied by the teacher.

It is also important to point out throughout the lesson that men can live with domestic abuse too, and that same sex couples also experience domestic abuse.

It is very important that no one misunderstands the information given in the quiz and, for example, leaves thinking that women are to blame in some way for being abused. It is always the perpetrator's responsibility.

Bring up **Activity 2: Why doesn't she leave?** PDF (found on page 9 of the primary activities) on the smart board. Break up into small groups and ask the groups to discuss and add any other reason they can think of.

Then ask the groups to think about what a woman and her children would lose if they left their home/partner and also what would they gain. The aim of this exercise is to think about what can be lost and gained both in the immediate and long term. Consider why women and children often go back to men who abuse.



The slide features a yellow background with a graphic of three overlapping circles (purple, blue, and green) in the top left. The title 'Activity 2: Why doesn't she just leave?' is centered in green. A text box on the left contains a paragraph about Janet's situation. A list box on the right contains several bullet points. A small circle with the number '9' is in the bottom left, and the text 'Lesson 6 Respect in relationships' is in the bottom right.

Activity 2: Why doesn't she just leave?

Janet is 35 years old and she has three children aged 12, 8 and 3 years old. She has been married to Colin for 14 years. Over the last five years, Colin has been physically abusive to Janet and she has had to go to the local accident and emergency department a couple of times with the more severe cuts and bruises. Janet feels that Colin is under a lot of pressure at work and tries very hard to keep home life as easy to cope with as possible. Janet has never told anyone about Colin's behavior. Janet did have a job but had to give it up because she found it difficult to hold down her job and keep the house and family to a standard that Colin liked.

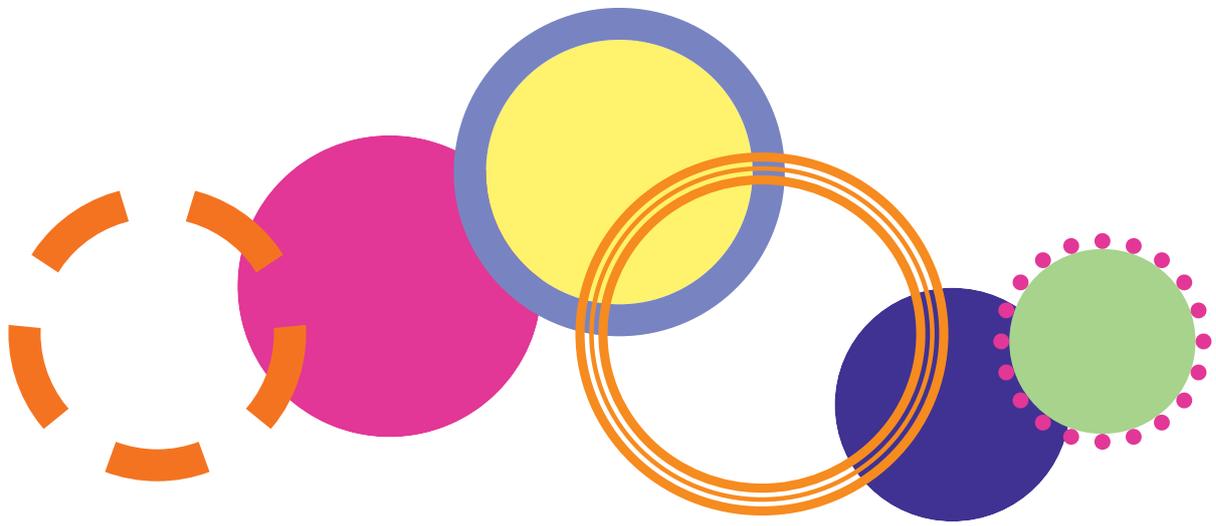
- Colin says he will change, and Janet believes him.
- Janet doesn't have anywhere to go.
- Janet doesn't want to upset the children.
- Janet loves Colin and believes that Colin loves her.
- Colin has always said he will find Janet if she leaves as he will always love her.
- Janet doesn't want to leave Colin – but just wants the violence to stop.
- Janet thinks her family would be ashamed if she was a lone parent.
- Janet thinks people will think it is her fault for not keeping the family together through hard times.
- Janet is afraid of what Colin might do if she leaves – what he may do to her, the children or himself.

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Lesson 6 Respect in relationships

Finish lesson

By asking the class if they now believe that it is easy for an individual to leave an abusive partner.



Lesson 7

Respect, power and change

You will need

Smart board

Activity 1: Timeline PDF found on page 10 of the primary activities

Activity 2: Collective power PDF found on page 11, 12, 13 of the primary activities

Activity 3: What did you learn? PDF found on page 14 of the primary activities

Overview

This final lesson looks back at the previous seven lessons and what has been learnt. Discussing how students have found the lessons is an important part of the **RESPECT** programme. (It will also help Zero Tolerance as a means of evaluating the programme.) The lesson looks at the historical context of violence against women and the abuse of power and encourages young people to look at how things have changed. The language used in the following exercises may be challenging for some students. In the 'timeline' exercise, the issue of rape is mentioned. Use of this exercise is, of course, at the teachers' discretion and will depend on the maturity of the group and the policy of the school/education department on how to deal with these issues. This lesson also explores the meaning of 'power with' as an alternative to 'power over' and how people can come together to make change happen and redress injustice or inequality through highlighting various struggles in the 20th century.

Aim of the lesson

- To look at the historical context of power and privilege in relation to gender.
- To show that current gender roles are not rigid; that they have changed over time and that making change is possible.
- To consider collective power and how power can be used positively to challenge misuse of power.
- To provide young people with the opportunity to reflect back on what they have learned during the course.

Learning outcomes

In this lesson, students will have the opportunity to develop an understanding of how change is possible; what collective power means and how change can happen by looking at examples of historical injustices and their remedies.

Curriculum for Excellence References		
Mental and emotional well being	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.	HWB 0-02a HWB 1-02a HWB 2-02a
	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.	HWB 0-05a HWB 1-05a HWB 2-05a
	I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.	HWB 0-06a HWB 1-06a HWB 2-06a
Social wellbeing	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.	HWB 0-11a HWB 1-11a HWB 2-11a
	Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.	HWB 0-12a HWB 1-12a HWB 2-12a
	Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.	HWB 0-02a HWB 1-02a HWB 2-02a
Relationships	I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.	HWB 0-45b HWB 1-45b HWB 2-45b

Activity 1: Timeline

Split into small groups and show **Activity 1: Timeline** PDF (found on page 10 of the primary activities) up on the smart board. Ask them to discuss the statements that focus on the position of women in history. The following questions may be useful:

- Are any statements surprising?
- What do the statements tell you about the position of women?
- Who has the power in these situations and who does not?
- Can you find examples of power being used in a positive way or in a negative way?

What's included in the timeline

1600 – Branks (use of on women)

1800 – Possessions (all women's possessions belong to men)

1878 – University Degrees (women could gain for first time)

1909 – Suffragettes

1919 – Nancy Astor

1928 – The vote

1970s – First refuges

1989 – Rape within marriage (becoming illegal)

1600 — **1800** — **1878** — **1909**

1600

Women who were found guilty of gossiping and quarrelling were forced to wear "branks". Made out of metal they had a mouthpiece to hold down the tongue, keep the mouth open and keep the woman silent.

1800

Before a woman married, her father or nearest male relative made decisions for her until she was 21. When she married, her husband made decisions for her. A woman's husband owned all her possessions up to 1870.

1878

Women, for the first time, are allowed to study for university degrees.

1909

Women, known as suffragettes, campaigning for the right to vote began to take direct action. Some went on hunger strike and were force-fed.

1919 — **1928** — **1970s** — **1989**

1919

Nancy Astor, the first woman MP to take up her seat, is elected at a by-election.

1928

All women over the age of 21 are able to vote.

1970s

The first refuges for women experiencing domestic violence were opened in Scotland and England.

1989

Rape within marriage was recognised as a crime in Scotland. The law was changed in England and Wales in 1991.

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Activity 2: Collective power

Break up into small groups. Ask the groups to read and discuss how 'power' has been used to create inequalities and challenge inequalities using **Activity 2: Collective power** handouts (found on page 11,12,13 of the primary activities).

- How does 'power **with** others' differ from 'power **over** others'?
- Think of other examples in history of collective power being used.

Examples might be the civil rights movement or trade unions. Discuss the examples and relate to any examples of collective power in their school (perhaps pupil council) or in their community.

Activity 2: Collective Power The Soweto Uprising

In 1976 in South Africa, black people were subjected to extreme discrimination and oppression under racist apartheid laws. Families were forced to live in townships which were settlements outside the main towns and cities. Townships were poor housing and had few or no resources. Young black people struggled to gain the best education they could. When the South African Government ruled that education should only be instructed in Afrikaans language (which few black teachers and pupils understood) many young people in the Soweto Township decided to take action in protest to protect their right to learn.

Without consulting adults, the students planned a peaceful protest for 16 June 1976. They marched, and soon others joined the high spirited demonstration – singing as they walked. The police tried to stop the march and the situation became very tense. Student leaders appealed for calm and most of the students remained well ordered – even when a police officer threw a tear gas canister into the crowd. But when another police officer fired a shot into the crowd, panic broke out. As the students fled in terror, the police continued to shoot and hundreds of young people were killed.

The shooting of young people involved in peaceful protest enraged many people in South Africa. The courage of the young people involved in the Soweto Uprising inspired many others to fight against apartheid. The name 'Soweto' and the memory of the students' uprising became a symbol of the onward struggle against apartheid throughout South Africa and the world.

Today South Africa has a democratic non-racial Government but the country and its people have not forgotten the courage of those who fought to change South Africa. Youth day (16 June) is now a public holiday in honour of the young people of Soweto and their struggle against Apartheid.

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Lesson 7 Respect, power and change

Activity 2: Collective Power Glasgow Rent Strike 1915

During the First World War, workers came to cities to work in factories building machinery for the war. Housing for working class families was in short supply and greedy city landlords took advantage of the desperate need for homes. They increased the rents and evicted those who could not pay. Many of those affected were women who were bearing sole responsibility for their family's welfare while their husbands were fighting in the war.

Families living in tenements in Glasgow developed a sense of community. Women held meetings in kitchens to discuss the way forward and share experiences. Rent Strikes were organised and money for rents withheld from landlords. When Sheriff Officers came to remove families from their homes, they were blocked by organised numbers of tenants who prevented these evictions.

Public meetings and demonstrations were held and the movement against the increased rents and greedy landlords grew. Eighteen tenants were prosecuted for non-payment of rent increases. Their case was due to be heard in court on 17 November 1915. On the day of the court hearing, masses of women men and children assembled in George Square in support of the 18 tenants who stood their ground before the prosecution. Their case was dismissed.

The Glasgow Rent Strike of 1915 and the collective actions of tenants were crucial factors in the passage of the Rent Restrictions Act, which set a limit on rents and prevented unfair increases.

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Lesson 7 Respect, power and change

Activity 2: Collective Power The Stonewall Riots 1969

In June 1969 in New York, the police tried to raid the Stonewall Inn, which they suspected of illegally selling alcoholic drinks to gay men. Several police officers entered the bar at around 3am and ordered everyone outside.

The police became aggressive. When the crowd outside saw the police behaviour they became angrier.

The police were eventually forced to barricade themselves inside the Stonewall Inn and called for backup. More police arrived in full riot gear and the confrontation between the police and the patrons of the Stonewall Inn lasted well into the morning. As the news of the police's behaviour spread, hundreds of gay men and lesbians converged in the area to join the struggle.

No one had ever expected the gay men and the lesbian community to fight back. Most people at the time tended to avoid confrontations with the police. The very public stand taken by the patrons of the Stonewall Inn provided a catalyst for future change.

The Stonewall Riots are regarded today as having played a very important role in the modern gay and lesbian rights movement. In fact, one of the leading organisations which campaigns for lesbian, bi-sexual and gay and transgender rights are known as, 'Stonewall'.

Marches are now held every year in many cities around the world to remember the day the patrons of the Stonewall Inn stood together and said, 'enough is enough'.

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Lesson 7 Respect, power and change

Activity 3: What did you learn?

This could be done at the end of this lesson or a separate on-off lesson to act as an evaluation of the full course. Bring up **Activity 3: What did you learn?** (found on page 14 of the primary activities) and discuss.

A yellow rectangular worksheet titled "Activity 3: What did you learn?". At the top left, there are three overlapping circles: two purple and one green. The title is in teal. Below the title is a numbered list of seven reflection questions. At the bottom left, there is a small white circle with the number "14". At the bottom right, it says "Lesson 7 Respect, power and change" in teal and pink.

Activity 3: What did you learn?

1. I learned the most about . . .
2. The most interesting part was . . .
3. The things I learned will help me to . . .
4. The thing I will remember most is . . .
5. The most surprising was . . .
6. The hardest thing was . . .
7. It is different to other lessons because . . .

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Lesson 7 Respect, power and change

Finish lesson

Discuss different views of the **RESPECT** lessons. Show the below websites to the class if possible. If not ensure web addresses are made available to all students.

www.safehubscotland.org

www.respectme.org.uk

www.thinkyounow.com