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Unwanted, inappropriate and illegal behaviours

Ground rules

• [Add your class rules here]



Learning objective:

To learn how to manage, respond to and report unwanted, inappropriate or illegal behaviour.

We will be able to:

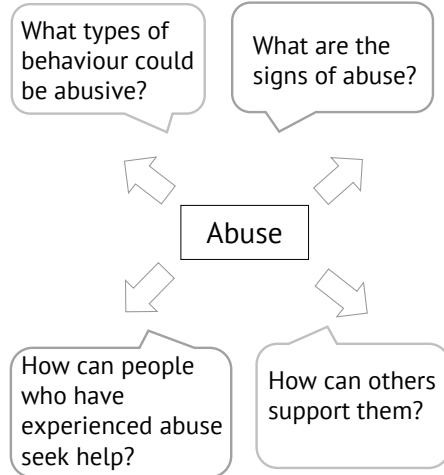
- identify the signs of unwanted, inappropriate or illegal behaviours, including abuse, exploitation, assault and rape
- explain where, why and how to access support and report concerns
- evaluate attitudes towards abuse and their impact on young people
- explain how to challenge victim-blaming, including when abuse occurs online

Baseline assessment

Key questions

Read through the questions about abusive behaviour, signs of abuse, seeking help and support.

Write down your responses to the questions in as much detail as you can.



Warning signs

Read the sources, which tell Casey's story and the development of an abusive relationship between herself and Jack, a popular boy from school.

Identify and highlight:

- Jack's abusive relationship behaviour
- Changes in Casey's behaviour



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Responding to abuse

In pairs, look back at Casey's story and discuss:

- Who could have helped?
- What barriers might have prevented them from helping?



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Responding to abuse

Jack and Casey – What happened next:

Jack and Casey had an argument and Jack told Casey that if she didn't do what he wanted, he would share one of the nude images on his phone.

He then shared it with one of his friends, who passed it on, and it was shared around the school so that almost everyone saw it.

Casey complained to the school and since then people are saying it is her fault that Jack has got into trouble and that if she didn't want people to see it, she should never have taken the picture in the first place.

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Discuss with your partner:

1. What **type** of abuse has happened here?
2. Who is **responsible**?
3. How have people **responded**?
4. What should **be done** next?
5. How should we respond to **victim blaming** when we see it?



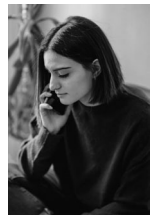
Seeking support



Discuss in your group:

Where could Casey go for help?

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Seeking support

- In your groups, share out your case studies
- For your case study, use the fact files to identify:
 - Which organisation or tool you would advise the character from their case study to use
 - What help this organisation or tool provides
 - What will happen when they report to this organisation or use this tool
- You should then share your case study and findings within your group and be prepared to feedback to the class.



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Support is available

For further support about healthy relationships or consent:

- Speak to a parent, tutor, counsellor, support service or other trusted member of staff in the school, university or workplace
- Contact: Childline www.childline.org.uk 0800 1111 (up to age 18)
Samaritans, www.samaritans.org, 116 123
- Explore advice on the Brook website www.brook.org.uk
- Contact Victim Support: www.victimsupport.org.uk or Rape Crisis: www.rapecrisis.org.uk



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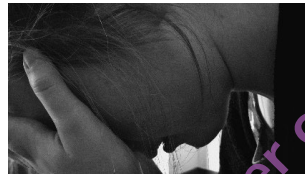
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Endpoint assessment

- Re-visit the questions about abusive behaviour, signs of abuse, seeking help and support.
- Using a **different coloured pen**, add anything new you have learnt to your responses to the questions. You might also want to make corrections or amendments to your original responses, based on your learning.

What types of behaviour could be abusive?

What are the signs of abuse?



How can people who have experienced abuse seek help?

How can others support them?



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Extension activity

Create a **public information campaign** about one of the organisations from today's lesson.

Your campaign could be presented as:

- a social media page
- a poster
- a TV or radio advertisement.

Your campaign should include information on:

- the aim of the organisation or tool
- how to use it to report abuse
- what happens when reporting



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