



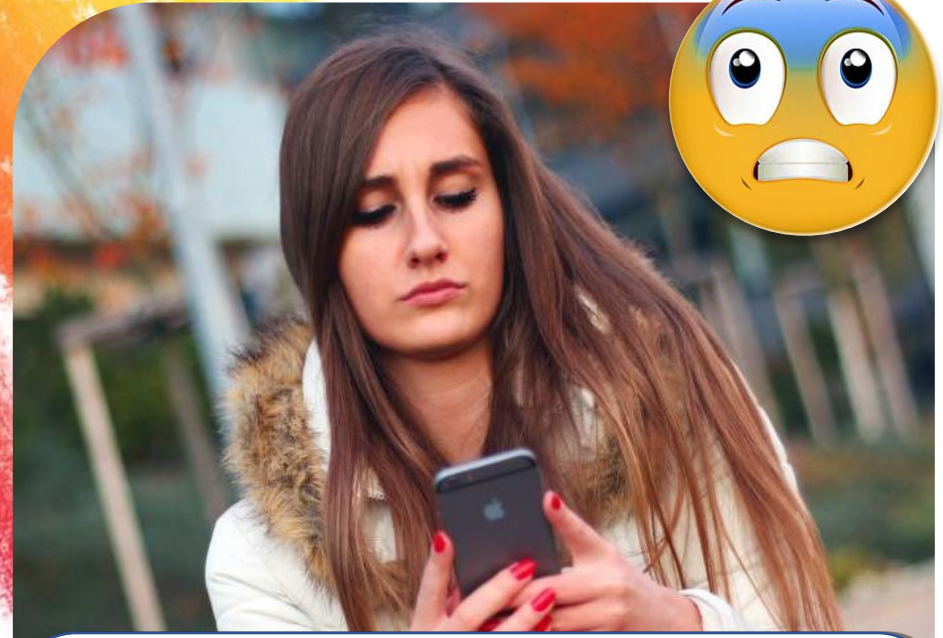
Stalking and harassment; the impact and the law



Scaffolded Starter:

Keely had 74 WhatsApp messages off Gary today and 41 missed calls. After blocking him as a contact, she then received another 25 calls from an 'unknown number.' When Keely returned home, she found flowers and a love letter on her doorstep. On top of this, Keely seemed to be bumping into Gary everywhere. Why couldn't he just take 'no' for an answer?

Discuss: How do you think Keely feels?



What is stalking? Explain what you believe this to mean in your own words.

I think stalking is when...



Stalking and harassment; the impact and the law



Learning outcomes:

Recognise unwanted attention (such as harassment and stalking including online), the law regarding these crimes and how to seek help.

Understand the law in relation to stalking and harassment and how to access support.

Key terms:

Stalking - To follow someone around without their consent, sometimes consistently and sometimes taking photos or footage.

Harassment – When someone behaves in a way which offends you or makes you feel distressed or intimidated. Harassment is a form of discrimination under the Equality Act 2010.



RSE topic reminder:

Some people find sexual harassment and stalking embarrassing to talk about – but we really shouldn't. This is such an important subject and it's about the law, so we all need to know about it. With that in mind, let's just remind ourselves of our **success in RSE class protocol** 😊

We don't laugh – there are no 'silly' questions.

We know that everyone is different and everyone is valued.

We don't judge

We can always ask a question privately if we wish to.

How do we work together for excellent learning in RSE?

We listen carefully

We know that there are different viewpoints, and we are respectful of them

We show respect to all students and staff

We know that just because it hasn't happened to us, it doesn't mean it doesn't happen.

Starter Review:

Keely is definitely being harassed – the fact Gary is everywhere she goes, and has been to her house, indicates she is being stalked too.

Keely needs to report Gary's behaviour to the police, as although she hasn't come into any physical harm yet – she is being emotionally distressed and having her privacy invaded. This is evidence enough for the police to start an investigation.

Fortunately, Keely has kept screenshots and documented everything that has happened to her – as she knows she will be asked by the police for proof.

<https://www.youtube.com/watch?v=fPoCBkIIGRs>



Did you know?

Statistics show that the majority of stalking victims (80.4%) are female while the majority of perpetrators (70.5%) are male. However, many men are stalked too, and this can severely impact their lives.



What is stalking and why is this a criminal offense?

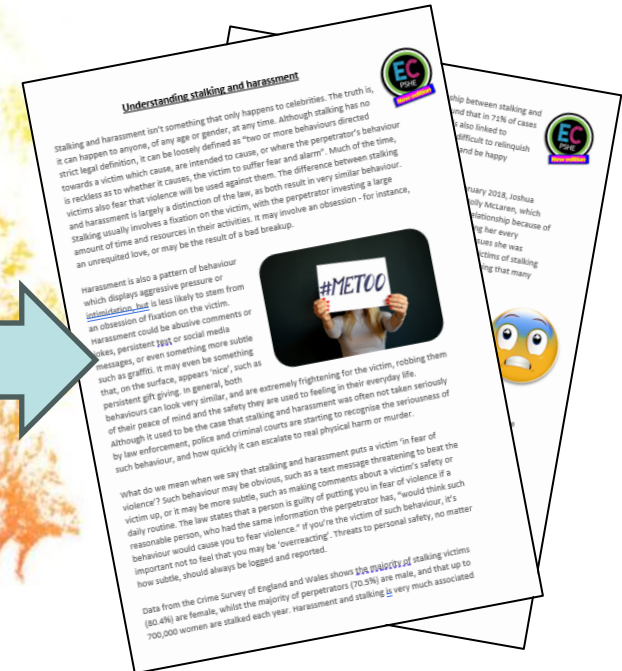
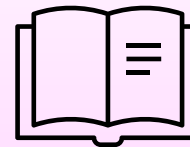


Task One:

You have just been given an information pack, which you will need for today's activities. Before we get started, let's read it through carefully.

SILENT READING

Today we are studying a very serious subject, and you never know when you will need this information. After we have read, your teacher will answer any questions about the definition of terms you haven't heard before.



Task Two:

How does stalking impact lives?

Watch the clips carefully and complete your table. We'll go through the answers together as a class afterwards.

<https://www.youtube.com/watch?v=ATym2s6gZM4>

<https://www.youtube.com/watch?v=dNJn7Ow2nWA>



What happened to the victim?

What happened to the perpetrator?

ANSWERS:

How does stalking impact lives?

We'll go through the answers together now as a class. Be sure to complete any parts of the table you missed.

<https://www.youtube.com/watch?v=ATym2s6gZM4>
<https://www.youtube.com/watch?v=dNJn7Ow2nWA>



What happened to the victim?

Chris says he ruined her life. She received message after message for six years. She was sent disgusting offensive messages and was contacted over 2000 times.

He threatened violent abuse and Chris was scared for her life. She wasn't taken seriously by the police.

Imre's stalker began to get aggressive. He had to keep calling the police. Eventually his girlfriend had to leave him as she couldn't cope with the fear and threats.

Imre was tracked down on social media after the police let his full name slip. He had to start wearing a stab proof vest. He feels he'll have to leave the UK.

What happened to the perpetrator?

He was caught on CCTV and was arrested but let out on bail.

There were big delays in handling this case, it being passed to at least ten officers over time.

She kept following Imre, wherever he went, crying at his rebuttals. She didn't stop after the first police visit. After prison she sent death threats and visited him with a knife.

She has a restraining order against her and was banned from Oxford, but she broke this and was eventually sentenced to prison time.

Task Three:

In our online world there are many more instances of harassment and stalking than ever before. Access to people's personal lives is easier than many realise, and abuse can take many forms.

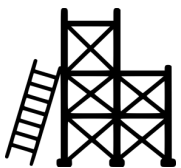
Using the information from your handout, clip task and the definition sheet (optional) complete the table you have just been given.

We will review our answers together as a class in 15 minutes.



Terminology:	Definition:	How could this affect a victim's life:	Why does this constitute abuse? Can this be classed as stalking or harassment? How?
 CYBER-BULLYING			
 DOXXING			
 TROLLING			
 CYBER-STALKING			
 HATE SPEECH			
 PUBLIC SHAMING			
 INTIMIDATION /THREATS			

Use the helpful definitions hand out if you wish.



REVIEW:

Terminology:	Definition:	How could this affect a victim's life:	Why does this constitute abuse? Can this be classed as stalking or harassment? How?
 CYBER-STALKING			
 DOXXING			
 TROLLING			
 CYBER-BULLYING			
 HATE SPEECH			
 PUBLIC SHAMING			
 INTIMIDATION /THREATS			



What is stalking and why is this a criminal offense?

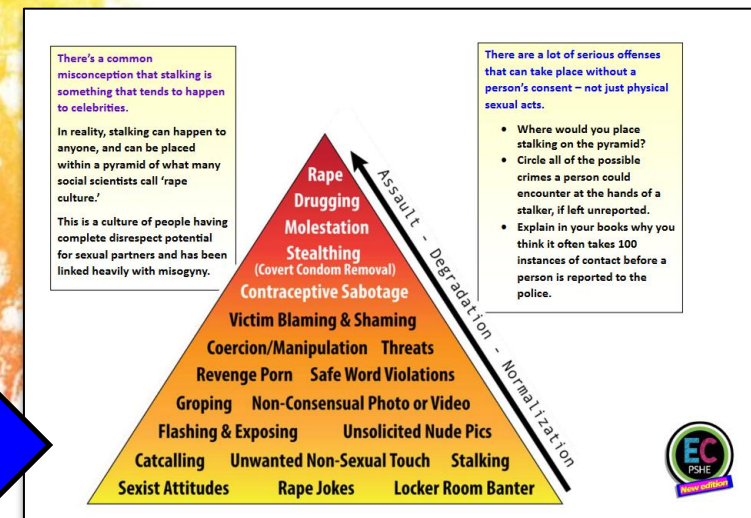


Task Four:

How serious is stalking? Let's refer back to our pyramid we first studied in our consent lesson (see your handout). In some cases, stalking can include or end in many of the other crimes and unpleasant acts included here, if not reported to the police.

Study your handout in silent now. Then complete the questions on the right hand-side in your books.

Use the scaffolding in PSHE sheet if you wish.





Harassment

COURT HEARING

to the Sheriff of

County

What are the maximum sentences for harassment and stalking?

If the offence is harassment or stalking:

The maximum sentence is **six months' custody**. BUT - if it is racially or religiously aggravated, the maximum sentence is **two years' custody**.

If the offence is harassment (with putting people in fear of violence) or stalking (involving fear of violence or serious alarm or distress):

The maximum sentence is **10 years' custody**.

BUT - if racially or religiously aggravated, the maximum sentence is **14 years' custody**.

<https://www.youtube.com/watch?v=zoUum-iydWk>

Task Five:

Freda thinks the criminal penalties for stalking are nowhere near harsh enough. She's heard of the damage stalkers can do to innocent people's lives.

Andy disagrees. He says stalking needs to be taken very seriously and people may need to be locked up on many occasions – but it depends on the acts they've committed. He says some stalkers may need treatment for severe mental health issues.

Read your '**For or Against it**' sheet and complete the boxes explaining what you think about these two ideas.

Use the scaffolding in PSHE sheet if you wish (handout).



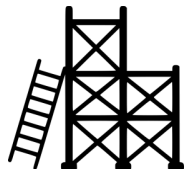
For or against the idea?

Today's idea:
'The penalties for stalking need to be harsher. Stalking ruins people's lives and no one should be in fear for their safety once a perpetrator's prison sentence is over.'

List five ideas that back up Freda and Andy.

Freda For-It

Andy Against-it





Stalking and harassment; the impact and the law



Plenary:

You have been given an exit ticket. Without looking back through your book, you need write down as many new facts as you can about harassment and stalking you have learned today. Be prepared to read out your exit ticket if you're chosen to do so 😊

Write down up to seven new facts you have learned about stalking, harassment and the law that you have learned today.

- | | |
|---|---|
| 1 | |
| 2 | 5 |
| 3 | 6 |
| 4 | 7 |



Starting sentences about importance:

It's essential that we...
It's always important to realise...
Essentially, we must all take note of...
Critically....

Starting sentences for two-sided arguments:

We must consider both sides when...
On the one hand...
One point of view might be..
There are two opposing viewpoints on this subject..

Starting sentences about opinion:

My personal opinion on this matter is...
It may be controversial, but I believe...
My opinion is based on two factors....

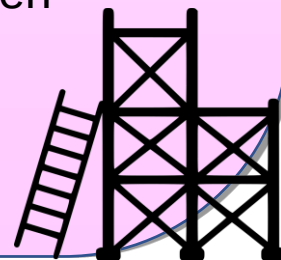
Useful conjunctives:

Additionally
Furthermore
Subsequently
Similarly
In contrast
Nonetheless
However

Complete second part of argument, or second paragraph of PSHE extended writing piece.

Concluding extended writing:

In conclusion...
When all has been considered..
Therefore as expressed...
In consideration of all the above..
Finally, when all has been considered...
Overall I would state...





Stalking and harassment; the impact and the law



Signposting support:

Useful helplines and charities:

[Childline](#). Support for people under 19 in the UK. Call: 0800 11 11

[Young Minds](#). Child and adolescent mental health charity. Call: 0808 802 5544

[Teen Line | Teens Support hotline - Connect, talk, get help!](#) Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

<https://www.gov.uk/report-stalker> Report a stalker - Gov UK crime page

<https://www.police.uk/advice/advice-and-information/sh/stalking-harassment/what-is-stalking-harassment/> Advice from the UK police about stalking

<https://www.suzylamplugh.org/pages/category/national-stalking-helpline> National stalking helpline and charity.





Top UK PSHE, Citizenship and RS complete package and lesson provider, serving thousands of schools since 2017.

Email:

info@ecpublishing.co.uk

Website:

www.ecpublishing.co.uk

All products on our website, unless stated, are sold with a Single User License. This means that one purchase of one product means only one person is permitted to use that product. Multi-teacher licenses are available upon request, just email us info@ecpublishing.co.uk. Every product, and any part of any product on this website, may not be resold or distributed under any circumstances, including through any website, newsletters, unauthorized groups or organizations, without express written permission from EC Publishing. EC Publishing are not responsible for the content of any external sites we link to. All suggested external content, clip links or information for further reading is used at the teachers' discretion. All rights to all products remain with EC Publishing.

This product, or any part of it, is not to be distributed, or resold under any circumstances, including through any websites, groups or organisations, without written permission from the author. Group and whole school licenses are available at the publisher's request.



Thanks for choosing EC Resources
©EC Publishing 2022/23