

## Labelled Session Plan

### Learning Intentions:

- To understand the impact of language and how this can contribute to other types of abuse.
- To understand that language can be sexist and contribute to gender inequality.
- To recognise the role of bystanders and ways in which bystanders can intervene.

### Key Learning Outcomes:

#### HWB 1/2/3/4-16a

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

#### HWB 4-08a

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 4-05a

As I develop and value relationships, I care and show respect for myself and others.

#### HWB 4-45a

I recognise that power can exist within relationships and can be used positively as well as negatively.

### UNCRC Children's Rights:

**Article 2** states that children have the right to protection against discrimination.

**Article 19** states that you have the right to be protected from being hurt or mistreated, in body or mind.

**Article 29** states that children have the right to an education which encourages them to respect other people's rights and values.

### GIRFEC Wellbeing Indicators:

Safe, Respected, Healthy, Included

### RSHP: Third/Fourth level

<https://rshp.scot/third-fourth-level/#stereotypes>

<https://rshp.scot/third-fourth-level/#equality>

**Success Criteria:**

I can speak about the ways in which language can be used to be abusive.

I understand that language can be sexist and can contribute to gender inequality.

I know different ways I can safely intervene and support if I see this abuse.

**Preparation:**

- Prepare short icebreaker activity (see lesson plan below for an example)
- PowerPoint slides or handout sheet of scenario / train of thought / options (ppt. download available)
- Slides or flipchart with Agree/Disagree/Unsure statement (ppt. download available)
- Agree and Disagree signs (download available)

**Resources:**

- Projector & PowerPoint (if being used)
- Flipchart / whiteboard
- Marker pens
- Post-It's (if Ice-Breaker below is used)
- Your Group Agreement (pin/tack this up in the room)
- Gender box flipcharts (pin/tack this up in the room)

**Other Useful resources:**

[A summary of Relationships, Sexual Health and Parenthood \(RSHP\) resources | Resources | National Improvement Hub \(education.gov.scot\)](#)

## Introduction (2 minutes)

Welcome and inform the class that **this session will focus on the impact of name calling; especially shaming using negative sexist comments.**

Refer to the Learning Intentions and Success Criteria on the slide and also the Children's Rights articles this session will cover.

Refer to group agreement and ask if pupils would like to add / change anything.

**Remind the group that the issues raised in the lesson can be difficult and there might be people in the class with personal experiences. The group agreement is there so that everyone feels safe, included and supported.**

**If anyone needs support during the lesson they can ask a mentor or speak to the teacher who is nearby.**

**At the end of the lesson, mentors will put up a list of places in and out of school that can offer support if anyone needs it. They can also get these at any time from mentors or staff.**

## Icebreaker Activity (5 minutes)

### Example - Groupin

Share with everyone that you are going to stick a post-it on some people's backs that has a name of a group on it (i.e. Gamer, Ned, Goth...). Ask for 5/6 volunteers to do this.

Have the volunteers face the wall as you place the post-it's on so they cannot see. Invite them to turn around and ask the rest of the group to start describing what type of person they are. Encourage the group to share how they would expect that person to behave.

After all of the names have been guessed explain to the group that today's session will be on being labelled and how this shaming can sometime cause harm.

## Scenario (5 minutes)

Remind the class that for this session they will be bystanders to an incident involving a friend, classmate or someone they know.

Show slide/ flipchart or share copy of scenario and ask for a volunteer to read the scenario (If, after asking twice, no one volunteers then read it yourself).

**You are part of a group chat with your friends. One of your friends posts that a girl in your year at school was with some boys at the weekend. Others in the group are commenting, saying that she is a 'slag' and 'slut'.**

**Ask the group:**

- 1. Is this realistic, does it happen?**
- 2. Put your hand up if you think there is something wrong with what is happening in this scenario...**

Before the group lower their hands ask them to look around the room and see how their friends/classmates have responded.

- 3. What do you think the red flags are? What are the key words or phrases in this which make you think there is something wrong?**

Ask pupils to discuss this for 30 seconds with the person beside them, then ask class to call them out – note the red flags down on flipchart/whiteboard as they call them out.

## Train of Thought (5 minutes)

**Ask the group:**

**As a bystander to this what questions might you have? What might you be thinking?**

This can be briefly discussed in pairs or groups and then shared or called out individually.

Ask for a volunteer to read the following train of thought (if after asking twice no one volunteers then read it yourself)

**Does anyone deserve to be called these names? Why are they just blaming her? What about the boys? Is this just gossip? How do we even know this is true? Is it anything to do with us if it is? People always gossip about stuff like this, but how would she feel if she knew people were judging her and calling her names? Is it any of my business?  
Nobody else is doing anything. What should I do?**

**Ask the group:**

**Why might people choose not to get involved when this kind of thing happens?**

Suggestions may include: fear, think it's nothing to do with me, don't want to get involved, it happens all the time, they don't see anything wrong with it etc.

# Agree Disagree Unsure (10 minutes)

## AGREE/DISAGREE/UNSURE

Place your agree and disagree signs at opposite sides of the room.

Tell the group you are going to show them a statement (on ppt/flipchart) and they should decide whether they agree or disagree with the statement, then move to the relevant side of the room. If they are unsure, they can stand in the middle.

### Statement

**A girl who has lots of boyfriends is a slut.**

Give a short amount of time for group to make their choice then ask 2-3 people in each group:  
**Why did you agree/disagree/Why are you unsure?**

**Ask the group:**

#### **1. What does the word slut mean?**

Answers could include; a person who has been in lots of relationships, someone who has done many sexual acts with different people or someone who has a reputation of 'easily' consenting to sexual acts.

Share with the group that the word slut has been used for many things in the past, including female dogs and also rags that were used instead of candles. Most people use the word as a slang word to describe women who have many sexual partners with no emotional attachment to them (Cambridge Dictionary).

#### **2. Do you think that the word slut is being used to describe the girl in a positive or negative way?**

Most will likely agree that it is negative.

#### **3. What are the reasons that people use this word to describe others?**

To make fun of them, to upset them, to highlight their sexual behaviour to others.

#### **4. What is the potential harm caused to the girl by calling her this?**

Share that she could develop low self-esteem, feel excluded from the rest of their friends, start to feel self-conscious and also could also harm herself/others as a response to being called names.

#### **5. Do you think that calling someone this name would have a long term effect on them?**

Take some responses and share that the effects of name calling can last for a long time. And the use of this term in particular could also make the girl vulnerable to unwanted sexual attention from others in the future.

# Discussion (10 minutes)

Ask group to sit down and again show the scenario.

## DISCUSSION STARTERS:

Ask the group:

- 1. It says that the girl in the scenario is called these names in a group chat? Why would people write this about her on that?**

Answers could include to humiliate her, shame her, they don't like her etc...

- 2. What are the potential consequences of sharing this online?**

More people see the comments, it isn't as easy to delete them and more people could also start calling her names.

- 3. Thinking about the Gender Box activity we did in an earlier session, do you think there are any connections between the negative names people are called and the expectations placed on them by others/media?**

Share that these words are used to keep people 'inside their gender box' and can make people behave in ways that they are expected to instead of how they feel like.

- 4. Thinking about the Gender Box, do boys tend to get called names like 'slut' or 'slag' in the same way as girls? If not why not?**

Generally boys don't receive these kinds of insults. Often they are praised for being more sexually experienced, particularly by other boys.

- 5. Do people who have sex always choose to?**

Not always. Some young people are subject to unwanted sexual assaults, and some young people feel pressured or coerced to engage in activity that they don't want.

- 6. Do people sometimes have regrets? Why?**

Explain that sometimes people can act in certain ways and feel guilty/ashamed afterwards. By calling them names like slut/slag they could feel this shame for a long time.

- 7. Why might a bystander perhaps not want to get involved in this scenario?**

Answers could include fear of being left out, not wanting to become a target themselves, not seeing anything wrong with calling someone these names.

Prompt: **How would you feel if someone was calling you these names?**

# Responsibility

Refer to scenario again, and ask group:

**1. Do we have a responsibility to do something here?**

**2. Who do we have a responsibility to?**

You may need to prompt group:

**3. Do we have a responsibility to the girl who is the subject of the shaming? Why?**

We have a responsibility to make sure she doesn't come to harm.

**4. Do we have a responsibility to the person who is doing the shaming? Why?**

We have a responsibility to let them know what they are doing is wrong and could lead to them getting into serious trouble.

**5. Do we have a responsibility to ourselves?**

We have a responsibility to keep ourselves safe, and to be able to say if we don't agree with something.

Explain to the group we are now going to explore some of the things we could do in this situation.



# Options (10 minutes)

If you have time you might ask the group to consider these options in small groups first, before you discuss as a larger group.

When discussing options, consider the following:

## **Option 1: Do nothing. It's none of your business.**

**Ask the group:**

### **1. Is this an option that some might consider using?**

We have already identified some of the reasons people might give for not getting involved.

### **2. What might happen if you do nothing?**

Responses may include: It could get worse, the name calling continues, the girl gets a 'reputation' for her behaviour.

### **3. What does doing nothing say to those involved?**

That you don't think there is anything wrong with what is happening.

## **Option 2: Change the subject in the group chat.**

**Ask the group:**

### **1. What could you say?**

### **2. What would be the benefits of this option?**

People might recognise you don't want involved in the shaming, you don't have to specifically risk your friendships etc.

### **3. What doesn't this option do?**

It doesn't challenge the behaviour so is unlikely to stop it from happening again.

## **Option 3: Contact the girl and let her know what is going on. Let her know that you think it is wrong and offer support.**

**Ask the group:**

### **1. Could speaking to the girl help her deal with the situation?**

She mightn't feel so alone. Perhaps she would welcome some support and advice on how to address the shaming.

Share with the group that the girl might not be aware of the shaming. Ask the group if they want to tell her if this was the case? Explain that as a supportive friend you need to consider how you would speak to the girl.

## **Option 4: Post on the group that you don't think it's fair to make assumptions and call her names. Consider leaving the chat.**

**Ask the group:**

### **1. What might stop someone from choosing this option?**

Suggestions might include: you don't want get into an argument, you don't want to fall out with the group, you don't want to be targeted next etc.

### **2. What might you post in the group?**

Take suggestions on what comments could be said to stop the shaming. Ask the group if this is an easy option to take and what potential difficulties are there with choosing this option.

**Option 5: Outwith the group chat, speak to your friends and ask them whether they think what is happening is fair. Discuss what to do together.**

**Ask the group:**

#### **1. Why do you think that this might be a good option?**

It may be safer or easier to do something with your friends. Remind the group that as most/all have already agreed that they see this behaviour as wrong, their friends will most likely think this too.

#### **2. What might happen if you did this?**

If a group of people challenge a behaviour it might be more powerful and therefore more likely to stop it than if one person challenges it alone.

**Option 6: Talk about what happened with a parent/carer, a teacher/ adult you trust or an MVP mentor, and ask their advice on what to do.**

**Ask the group:**

#### **1. What might stop a person speaking to a teacher or someone at home?**

If required prompt: **Is telling on someone always seen as a good thing?** You might hear the word 'grass' being used. **Do you think being called a grass might stop someone telling an adult?**

#### **2. Would telling a teacher that your friend is in trouble make you a grass or a good friend?**

Acknowledge that this might be difficult to do, however friends look out for each other.

#### **3. What might happen if you did this?**

Suggestions might include: it stops it going any further etc.

#### **4. Why might some people choose to speak to an MVP Mentor? Is this easier than talking to an adult?**

**Option 7: Personal Option**

**Ask the group:**

#### **1. Is there anything else you could do?**

Remember to explore the possible consequences for any additional options.

Thank the group for their answers and ideas.

## Accessing support (1 minute)

The last slide highlights places and organisations in which learners can access support if they have been impacted by the lesson in any way or are worried about a friend.

Ensure that in-schools supports are discussed, but make the mentees aware of where they can get support outside of school, so that they have a range of options.

You can add local supports to the slide, alongside the national ones already included, that you feel are relevant to your community/area. You can also discuss this with your supports in school and also partners.

## Conclusion (1 minute)

Let the group know that as leaders, they have the opportunity to make their school and community a safe and respectful place.

**Ask the group:**

**What have you learnt from today's session?**

You might want to note responses on flipchart.

Reinforce key messages from discussion to include:

- ✓ Shaming people by calling them names such as slut and slag can lead people into behaving in ways they don't want to.
- ✓ Names can often remain with a person and affect them for a long time.
- ✓ Many people use these words as a negative but don't know why they are using them. It is important as bystanders to share with them the possible impact of shaming people.
- ✓ We have a responsibility to help our friends and keep ourselves safe.

## Accessing support

Leave this slide up as the lesson finishes and the mentees leave.