



RESPECT

A PROGRAMME FOR UNDERSTANDING RESPECTFUL
RELATIONSHIPS
AIMED AT SCOUT SECTIONS



SFNI Programme Team 2023



Respect– Respectful Relationships



All through our lives we come into contact with lots of different types of people, for young people these will include family, friends, teachers, youth leaders, just about anyone. With so many relationships to track it can often become confusing as to what the expectations are for how we interact and respect one another in all the different types of engagements we have with others.

However, at the heart of how we develop and undertake these relationships should be the concept of 'respect' and our own ability to recognise how it looks, how we should give it, and in how we understand in what ways we wish to be treated respectfully.

About the 'Respect' One Shot Session

This session has been developed using a number of sources to inform and shape the content and underlying aims and objectives that it intends to deliver.

The session has been developed in response to a request from a Group member and is presented as a gentle way to introduce and/ or revisit what it is to have respect and what it means to receive it. The session aims to introduce the topic of 'respect', explore what is meant by the term and identify behaviours and actions that reinforce what it is to respect someone in a positive way. It also encourages young people to consider what respect means to them and has the potential to explore areas such as language and actions both in the physical world and across the electronic world which so many young people now occupy.

Preparing for the Session

Familiarize yourself with what is meant by the term 'Respect' and consider what areas in young people's lives it may prove beneficial in understanding the importance of acting in a respectful manner and what the negative impacts of not showing respect may be. Think about all the different type of interactions that young people are engaged in across the provision and activities which you support and deliver and have examples as to the impact positive and negative respect can potentially hold across all that you do and across the lives as experienced by the young people whom you support.

Using the Session Plan

The session plan has been designed to make it easy and accessible to understand the activities and resources required to deliver this one shot session on 'Respect'.

At the top of each session plan, you will find a 'session number', a suggested 'session time' and an 'overall title' heading for the One-Shot. You will also see a 'session aim' detailing the intent behind delivery of the session

Each session begins with an **energizer** activity, loosely linked to the learning activities. Each session also contains an **introduction**, provides a **description** of the learning activity(s) and includes a **close/ reflection** element.

The first column describes what the activity is and what the **associated learning** will be.

A **description** of an activity to complete, along with prompts on how to undertake the activity are provided in the middle column.

A **suggested timing** has been included, for guidance only, along with the resources required to complete the activities.

The last element of the session plan is a **review activity** which should be complete as part of quality assurance and recording.

Cyberbullying (A Short/ Introductory Programme)		Session length	40 minutes	Introduction & Negative Behaviours online
Cyberbullying – Session 1		Session Aim	Introduce the concept of 'cyberbullying' and explore negative behaviours that are experienced online including consequences and impacts of these activities/ behaviours.	
Energizer – Activity	Excited! Hackers/ Online	Activity	Time	Resources
Focus & Energize	Prepare this activity by writing the letters CDEEXTI on blank pages. • Ask 7 of the group to come and collect a letter in the order as above and face the rest of the group. The task is now for the others to direct the volunteers to spell out the word excited. • Repeat the activity with the letters SHEKARC to make 'Hackers' and ONENIL to make 'Online'.		Suggested time: 10 minutes	Large, quiet space
Introduction-Discussion	Introduce the topic of Cyberbullying, asking group members to tell you what they think is meant by the term. e.g., Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow you wherever you go, via social networks, gaming, and mobile phone. Explain that across the next few sessions the Group will be exploring more about what Cyberbullying is, consider the consequences of it, and think about how we should all act to avoid acting like a cyberbully. The key take away points for the programme will be: • Your online world will follow you offline. What you say or do online can be seen forever • How you behave, upload or share may be seen by parents, friends, teachers, and even future employers and you can lose control of how its shared and by whom very quickly • Some behaviours are illegal, make sure you know the facts, or you might end up breaking the law • Your behaviour online and your behaviour offline should be the same. You shouldn't behave differently simply because you're online		Suggested time: 5 minutes	Large, quiet space Optional: Flipchart and Markers if you wish to record the answers provided by the group
Writing/ Discussion	Post It, Post It, Post It – Part 1 Begin by asking the group to write or draw all the negative behaviours they see online that they dislike (one behaviour per note) and try and encourage examples from each participant. Gather up the Post It notes and stick them on a board/wall. Take a few minutes to look at some of the examples and reflect on what they are and how this can be seen as hurtful to others. Next the group will identify if the behaviours can be grouped under the following headings: Threatening behaviour e.g., credible death threats, stalking Trolling – the trend of anonymously seeking to provoke outrage by posting insults and abuse online Cyberbullying – name calling, nasty comments including on content uploaded by people on YouTube Tagging photos with defamatory or negative comments Hacking accounts & Fake profiles Use discretion and appropriate language if these headings are identified: Blackmail including revenge porn/ Grooming online To close this part of the activity, tell the group that they are now going to rate if using any of the above behaviours/ headings is ever ok.		Suggested time: 15 minutes	Post Its, Pencils, Pens Behaviour headings

RESPECT – One Shot Session (Scouts)		Session length	60 minutes	Pg 1
Session Aim				
Introduce the concept of 'RESPECT' and explore the impact that it has for us in both a positive and negative way, understanding why it is important to show and receive respect.				
		Activity		Time Resources
Energizer – Activity <i>Focus & Energize</i>	Respect Relay <ul style="list-style-type: none"> Split the group into two teams and have them race to complete a series of respectful actions, such as shaking hands, using polite language, and showing gratitude. The winning team is the one who completes all actions first. To debrief and prepare for the session, explain that the race was all about completing actions which are showing respect and that this is what the session is all about. 		Suggested time: 10 minutes Large playing space	
Introduction- Discussion	Introduce the topic of Respect and why it is an important quality to show in how we act and behave with each other. Explain that the key take away points for the session will be: <ul style="list-style-type: none"> To understand the meaning of respect, respectful behaviour and ways respect can be demonstrated. To understand the effects and consequences of our behaviour on the wellbeing of others. To understand the contribution that respectful behaviour has towards developing healthy relationships. To understand that everyone shares responsibility for creating an environment of trust and respect. To promote inclusion and tackle prejudiced based attitudes and behaviour. 		Suggested time: 5 minutes N/a	
Activity- Writing/ Discussion <i>Identify behaviours that are negative which we see online</i>	R.E.S.P.E.C.T – tell me what it means to you? Explain to the group that it can be <i>'tricky to describe what respect means exactly so during this session we will all explore what we think it means to help gain a greater understanding.'</i> Ask the group for ideas about what respect is and record these on a flipchart page; answers may include: Listen - One of the best ways to show respect for others is to simply listen to them. This can be difficult, especially if you don't agree with what the person is saying. But try to give them the courtesy of really hearing them out. Be open-minded - This means being willing to see things from others perspective, even if you don't necessarily agree with them. It also means being willing to learn from them. Be honest - Respect also means being honest with others. This doesn't mean that you have to agree with everything they say, but it does mean that you should be honest about your own opinions and feelings. Be considerate - This means thinking about others needs and feelings, and not just your own. It might mean making sacrifices or compromises, but it's important to remember that respect is a two-way street. Use the right language and tone – Think about how things that are said, even only in fun can be hurtful to someone else whether you intend it to or not. Be respectful of their belongings - Finally, respect also means being respectful of others' belongings. This includes things like their possessions, their property, and even their time. Showing respect for someone else's belongings is a sign of respect for the person. Summarise by saying that respect can mean several things, different things to different people, It's a combination of our behaviour towards others and how it makes them feel		Suggested time: 10 minutes Flip Chart/ Markers	

RESPECT – One Shot Session (Scouts)		Session length	-	Pg 2
		Activity		Time
				Resources
<p>Written/ Discussion</p> <p><i>Identify what being respectful looks and sounds like.</i></p>	<p>Show me a little respect</p> <ul style="list-style-type: none"> Divide the larger group into smaller discussion groups and give each group a piece of flipchart paper and ask them to draw a large stick figure on it. On one half at the top, write “looks like” i.e. behaviours you can see/notice and on the other half, write “sounds like” i.e. the kinds of things people say/how they say it. Explain that this exercise is about exploring in our groups what behaving with respect actually means in practice. What does respectful behaviour look like and sound like? How would we know that respect was happening. Discuss how can you tell when you are receiving respect from others by the things they do/actions they take? Record under “Looks Like” Discuss the kinds of things people say to each other when they are showing respect. Record under “Sounds like” Reference also that respect isn’t just about how we are when with other people, it also relates to how we act when using both online and social communication channels like WhatsApp, TikTok etc. Record as many answers and ideas as possible, as to what respect looks and sounds like and use these to feedback and start a discussion. <p>Examples for “looks like” could be: Others show interest in what you are saying by listening to and including you/ Others accept you for who you are and don’t try to change you / Others include you are left out.</p> <p>Examples for “sounds like” could be: Others ask, “How are you doing?” They recognise when you have done something good - “Well done you!”</p>		<p>Suggested time: 15 minutes</p> <p>Flip Chart/ Markers.</p>	
<p>Video/ Discussion</p> <p><i>Reflect on how Respect makes the self and others feel</i></p>	<p>RESPECT Video Short(s)</p> <p>Show the first YOUTUBE video (1) and hold a group discussion afterwards using the following questions:</p> <ul style="list-style-type: none"> What did you take from the film? What did you think of the film? How has it made you think about your own behaviour? <p>Play the second YOUTUBE video (2) and use the summary below to close the activity.</p> <p>Summarise by saying it’s ok not to like someone, agree with someone, enjoy different things but despite our differences we all share a basic human right to be treated with respect. It’s not ok to bully someone because we don’t like them or that they are different from us.</p> <p>Relationships come in many different shapes and sizes – including online relationships – but respect is fundamental to them all and it should be at the heart of how we treat each other. By role-modelling respectful relationships, you can help prevent bullying.</p> <p>*An alternative approach may be to take the themes of respect and what it looks like as illustrated in the videos and use these to undertake ‘roleplay’ scenarios that will encourage the group to identify what respect looks like and why it is important.</p>		<p>Suggested time: 10 minutes</p> <p>Laptop/ Speakers/ Projectors</p> <p>RESPECT YOUTUBE (VIDEO 1)</p> <p>RESPECT ME YOUTUBE (VIDEO 2)</p>	

RESPECT – One Shot Session (Scouts)		Session length	-	Pg 3	
		Activity		Time	Resources
Practical/ Arts <i>Highlight what RESPECT means to each individual in the group</i>	What Respect means to me... This final activity will encourage participants to reflect on the connection between respectful behaviour and the impact it has on them as individuals. <ul style="list-style-type: none"> • Hand out blank copies of the speech bubble template. • Ask each person individually to write down in large letters a word or phrase in their speech bubble that best describes for them personally what respect means or feels like to them. • Take individual and collective photos and use to create a collage for use in your learning space or on Social media that highlights what Respect means to the Group. 			Suggested time: 5 minutes	Blank Speech Bubbles (printed) Felt Tips/ Markers Camera
Review	Reflect on all the learning delivered asking group members to tell you one thing that they have learned; one thing that they are taking away with them and evaluate the activities delivered by the session.			Suggested time: 5 minutes	



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Blank Speech Bubble Template

