# Before you begin

<table>
<thead>
<tr>
<th>Time suggested</th>
<th>75 minutes</th>
</tr>
</thead>
</table>
| **Resources** | Student workbooks  
Whiteboard and pens or blackboard and chalk  
Overhead projector and overhead transparencies  
Butcher’s paper and textas |
| **Things to do** | Make photocopies and overhead transparencies as required. |
| **Key points** | There is potential in this module to get caught in anecdotes such as:  
‘My friends and I were in this shopping centre minding our own business and …’  
Students need to be reminded that in most cases, conflicts regarding the right to be in a certain place stem from behaviour which affects the rights of others to use that space as well. |
| **Links to SACSA** | Learning Area: Society and environment  
Strands:  
Societies and cultures  
Social systems  
Outcomes: 3.9, 4.9, 3.12, 4.12  
Key Competencies: KC2, KC3, KC4  
Essential Learnings: In T C |
| **Getting started** | Acceptable behaviour is not an easy concept to define because it depends on subjective judgements of what a reasonable person would find acceptable. Clearly, the degree to which a person will be offended by an incident is determined by their social contact, personal history, culture and value system. Different people witnessing the same incident may have reactions ranging from amusement to outrage. When judging whether behaviour is acceptable or not, one has to consider the whole context and the feelings of the people present. This module aims to help students make informed judgements about the way they behave in public to avoid offending others. Students need to be made aware that behaviour that is not acceptable to some people is not necessarily unlawful. |

*This information is for the presenters. It is not to be read to the group.*
Module content

**Activity 1 – Ice breakers**

‘Knots’ or ‘Kaos’ or ‘True colours’

See details in Handouts/Activities section at the end of this module.

**Activity 2 – ‘It’s not what you say but how you say it!’**

(OHP or large photocopy)

See Handouts/Activities section at the end of this module.

**Topic overview – Define the topic 5 mins**

Behaviour which is likely to anger, embarrass, upset, frighten, insult or harm someone can be seen as unacceptable or offensive.

People can behave offensively individually or in groups. Offensive acts are usually done with the knowledge that they are upsetting other people.

Behaviour which is not welcome by the people who witness it and is inappropriate could be termed unacceptable and offensive. Sometimes this behaviour is also a crime because it breaks a law.

This module will touch on the principles of Restorative Practices with a view to students understanding that both unacceptable and criminal behaviour are the violation of a person by another and that both harm the victim. It will explore the notion that the perpetrator needs to make good with the victim for the damage done and when people accept responsibility for their actions it nearly always helps with the healing process.

The difference between behaviours that are inappropriate and behaviours that are criminal needs to be discussed, including the likely consequences for both.

**Activity 3 – ‘You never get a second chance to make a first impression’**

(OHP or large photocopy)

Presenter should discuss with students that first impressions are not always correct and that it is difficult to change someone’s opinion once it is formed.

See Handouts/Activities section at the end of this module.
Opening discussion – 10 mins

Go through these brainstorming questions. Pick the most appropriate questions for the group. (You may not have time to discuss all of them.)

<table>
<thead>
<tr>
<th>Initial questions</th>
<th>Possible responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What offends you?</td>
<td>- Rude people</td>
</tr>
<tr>
<td></td>
<td>- Violence</td>
</tr>
<tr>
<td></td>
<td>- Bad language</td>
</tr>
<tr>
<td></td>
<td>- Stupid behaviour</td>
</tr>
<tr>
<td>2. Imagine something you’d never do in front of your grandparents or school principal? Why wouldn’t you do it?</td>
<td>- They’d think it was disrespectful</td>
</tr>
<tr>
<td></td>
<td>- They’d get angry</td>
</tr>
<tr>
<td></td>
<td>- You’d get into trouble</td>
</tr>
<tr>
<td></td>
<td>- You just don’t</td>
</tr>
<tr>
<td>3. Why do people laugh when a streaker runs onto a cricket pitch?</td>
<td>- It’s funny</td>
</tr>
<tr>
<td></td>
<td>- You don’t expect it</td>
</tr>
<tr>
<td></td>
<td>- It’s a break from the game</td>
</tr>
<tr>
<td>4. Would the streaker be just as funny naked in his/her own shower?</td>
<td>- Of course not</td>
</tr>
<tr>
<td></td>
<td>- No, because a shower is where you expect people to be naked</td>
</tr>
<tr>
<td>5. Is going to the toilet generally considered to be unacceptable?</td>
<td>- No</td>
</tr>
<tr>
<td></td>
<td>- It depends where you are doing it</td>
</tr>
<tr>
<td>6. Would you call a toddler relieving him/herself in the front garden unacceptable?</td>
<td>- No, because he/she is too young to know what he/she is doing</td>
</tr>
<tr>
<td></td>
<td>- No, it’s natural</td>
</tr>
<tr>
<td>7. What would happen if you relieved yourself in public and someone called the police?</td>
<td>- This is a crime</td>
</tr>
<tr>
<td></td>
<td>- You could be arrested</td>
</tr>
<tr>
<td></td>
<td>- It would be embarrassing</td>
</tr>
<tr>
<td>8. If someone’s behaviour is unacceptable to you what might they need to do to fix this?</td>
<td>- Apology, verbal or written</td>
</tr>
<tr>
<td></td>
<td>- Pay for damage</td>
</tr>
<tr>
<td></td>
<td>- Do work for you</td>
</tr>
<tr>
<td>9. How can you make amends with a person if you have done something wrong towards them?</td>
<td>- Apology, verbal or written</td>
</tr>
<tr>
<td></td>
<td>- Pay for damage</td>
</tr>
<tr>
<td></td>
<td>- Do work for them</td>
</tr>
<tr>
<td>10. If you were a victim of crime what would you consider as appropriate action?</td>
<td>- Fine</td>
</tr>
<tr>
<td></td>
<td>- Replace items</td>
</tr>
<tr>
<td></td>
<td>- Apology</td>
</tr>
<tr>
<td></td>
<td>- Chance to tell offender how you feel</td>
</tr>
</tbody>
</table>

This is a brainstorming activity. Try to make sure that as many students as possible respond to the questions. If the group is hesitant to get involved, suggest some of the answers in the right hand column. Try to encourage as many answers as possible, but try to get through the list reasonably quickly. The students should be allowed to respond to the questions in the brainstorming session without interruption, to encourage openness and trust. Answers could be written on the board while this is happening.

Restorative Practices – key principles

Restorative Practices bring together the people affected when inappropriate behaviour takes place. The people involved talk things through with the teacher or counsellor and sometimes parents to decide what the consequences will be. The aim of Restorative Practices is to repair the damage and to stop future inappropriate behaviour or crime. Some consequences might be that the perpetrator gives something back to the victim and sometimes the perpetrator is punished. This may be an opportune time to discuss the Juvenile Justice system and the possible consequences of unacceptable or unlawful behaviour.

The Juvenile Justice system

Where an offence is committed by a youth aged 10 or over but below the age of 18 he or she will be dealt with under the Young Offenders Act. The youth will be dealt with by either:
- informal caution
- formal caution
- family conference
- youth court.

(See Crime Reporting Strategies module – ‘Before you begin’ section.)
Activity 4 – Rating activity

Can be done individually or in pairs.
See Handouts/Activities section at the end of this module.

Concept building

Discussion of Activity 4 ratings together with further discussion of specific comments made during the Opening Discussion will help students to build their concepts of acceptable community behaviours.

A common belief amongst young people is that we basically have the right to be ourselves and that if other people disapprove of our actions, that is their problem. However, young people should be encouraged to be individuals but to consider how their behaviour and attitudes affect those around them.

Whether behaviour is offensive or not depends upon personal judgement of those who witness it. Time and place (context) help us decide if behaviour is offensive.

Young people need to be able to recognise the potential impact of their choices upon others and respect social norms. An awareness of other people’s rights and needs is a highly valued personal quality.

Restorative Practices encourage dialogue and responsibility for past behaviour, while focussing on future problem solving and offender accountability. Ideally, the victim, the offender and the community should be involved in ‘making things right’ to enable all parties to be returned to their pre-crime states. It aims to address a win/win for all parties.

Activity 5 – Restorative Practices

See Handouts/Activities section at the end of this module.

Ethical enquiry – Go through these probing questions

- What would happen if there were no rules of the road?
- Why do games and sports have strict rules?
- How would you feel if you saw someone behave rudely towards a person you loved and respected?
- How would you feel if someone did something unlawful towards a person you loved and respected? For example, stole their property or assaulted them?
- Would you complain if a teacher or police officer behaved in what you believed to be an unacceptable manner?
- What might stop a person from reporting unacceptable behaviour?
- What might stop a person from reporting criminal behaviour?
• Do you think some people think behaving inappropriately is a good way to impress their friends?
• How would you try to stop a friend from behaving offensively or inappropriately in public?
• How can people resolve their differences?
• When people harm someone or their property they should take responsibility for their actions by facing up to the victim. How can a successful outcome be reached?

Activity 6 – Rating activity
See Handouts/Activities section at the end of this module.

Sum up key learnings – Discuss these points with the group

• People are offended by different behaviour in different circumstances and are entitled to hold those views.
• An act which is entertaining, fun or even necessary in one place may be totally inappropriate somewhere else.
• Don’t allow peers to encourage you to engage in silly or dangerous behaviour. They might get a laugh, but the joke will be at your expense.
• Don’t let your friends make fools of themselves or do dangerous and illegal things just for a cheap laugh.
• If someone is offended by your language or actions they have the right to complain about it to your parents, teachers or the police.
• Something which seems funny at the time can be very embarrassing later on.
• Don’t fall into the trap of reacting to other people’s complaints about your behaviour by saying it’s their problem. It is very likely that the problem is yours.
• Restorative Practices are about conflict resolution to come up with an acceptable outcome for the victim and the offender.
• When someone commits a crime they usually hurt another person.
• Most crimes have victims.
• Just because behaviour is inappropriate or unacceptable does not necessarily make it a crime.

Activity 7 – Community survey
Discuss these activities with the students. You may wish to photocopy and display activities.
See Handouts/Activities section at the end of this module.
Take action

1 Form a group and observe the playground for two lunch time periods and record unacceptable behaviours observed. Do not get involved; if necessary, call the teacher. Answer the following questions in your response:
   • What are they?
   • Where did they happen?
   • Why were they unacceptable?
   • What could be done to stop them happening again?

2 Make up a rap about your community and what people can do to all get along with each other.

3 Police powers: Scenarios

Activity 8 No. 3 – Police powers: Scenarios

See Handouts/Activities section at the end of this module.
Handouts/Activities

Activity 1 – Ice breakers

1 ‘Knots’

**Equipment:** None  
**Number of students involved and formation:** Circles of 8 to 10 people. Needs an even number of participants.  
**Description:** Each person in the circle holds up their right hand and grasps someone else’s right hand, as if they were shaking hands. Then they do the same with their left hands, making sure that each person is holding the hands of two different people. From this position, the group attempts to untangle themselves without breaking contact. The solution should produce either a circle, figure 8, or two circles intertwined.  
**Variations:** Change the number of people per circle; limit the form of communication.

2 ‘Kaos’

**Equipment:** Assorted balls (different texture, size, shapes)  
**Number of students involved and formation:** Start with small groups of about 10 people (or smaller).  
**Description:** Form a circle. One person starts with a koosh ball. He/she names a particular person in the group and throws the ball. That person must catch the ball then names another person in the group and throws the ball to him/her. Everyone in the circle will throw the ball to the person they have each named. This implies that everyone will receive the ball from the same person and throw it to the same person, ie A always throws the ball to C and C always throws it to G, etc.  
Once the students have completed a full circle of ball throwing (3–4 times) without dropping the ball, the students will become more familiar with the activity. Then add a second ball and repeat the motion. Then go to 3–4 balls.  
Once the students are comfortable with this pattern, form a bigger circle by integrating all the students, and start throwing 1 koosh ball. Make a complete pattern. Every student will have the opportunity of receiving and throwing the koosh ball. Once the ball has gone around without being dropped, introduce a second ball, then a third, and so on.  
This game creates a pattern of motion, involving concentration, focus and a lot of fun.  
**Variation:** Students are numbered and call numbers instead of names. The ball can be thrown up in the air and the number called must catch it before it falls to the ground.

3 ‘True colours’

**Equipment:** A large variety of 30cm lengths of wool, different colours and textures.  
**Number of students involved and formation:** The group forms a circle.  
**Description:** Teacher explains that all students will form a friendship group (6 people max) and take a bundle of wool containing a variety of different types of wool. Each person in the group chooses one strand of wool to represent each other person in the group according to how that strand symbolically represents the good qualities of that person (eg thick piece of red wool might be chosen for a person who is of a very strong character who is not afraid of standing out from the crowd and being noticed for a good cause).  
Once all group members have chosen their stands for everyone in the group a volunteer begins by choosing one member of the group, and explaining how their strand of wool represents the good qualities they see in that person, they then give the strand of wool to the person. All other members follow, talking about this first person and giving them their selected strand of wool. The person receiving the wool can only respond by saying thank you and may choose to hug the other group members.
Activity 1 – Ice breakers (continued)

Once all group members have given their strand to the first person they move to the next member of the group and follow the process for that member. Follow the process until all group members have received their wool from all fellow group members.

Group members usually braid their strands into a friendship bracelet. Whilst the activity is going on you may choose to play True Colours in the background.

This activity relies on very clear instructions from the teacher and works best if modelled by the two teachers/leaders first.

It is important to frame the activity in such a way that students appreciate the importance of giving and receiving praise in an appropriate way.
**Activity 2 – ‘It’s not what you say but how you say it!’**

This exercise is designed to help students understand the importance of the way you say things. The real message is not necessarily in the words, but in the way they are spoken or the way they are taken.

Go around the group’s circle and ask everyone to say:

‘ARE YOU TALKING TO ME?’

See if they can try and communicate the message differently just by changing their tone and voice.

<table>
<thead>
<tr>
<th>Suggest these attitudes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>surprised</td>
<td>disbeliefing</td>
</tr>
<tr>
<td>happy</td>
<td>triumphant</td>
</tr>
<tr>
<td>frightened</td>
<td>worried</td>
</tr>
<tr>
<td>nervous</td>
<td>amused</td>
</tr>
<tr>
<td>aggressive</td>
<td>pleasant</td>
</tr>
<tr>
<td>provocative</td>
<td>bewildered</td>
</tr>
<tr>
<td>sarcastic</td>
<td>uncertain</td>
</tr>
</tbody>
</table>
Activity 3 – ‘You never get a second chance to make a first impression’

Show the overhead transparency or large photocopy of the following statement. Ask for volunteers from the group to explain what they think it means.

You never get a second chance to make a first impression

Work in groups and come up with some other statements that reinforce messages that the way you behave is the way you will be seen by others.
Activity 4 – Rating activity

Rate the following actions from your point of view and other person’s point of view by putting a number in the appropriate boxes using the rating system below.

<table>
<thead>
<tr>
<th>Rating system</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acceptable</td>
<td>3</td>
<td>Unacceptable</td>
<td>5</td>
<td>Extremely unacceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Slightly acceptable</td>
<td>4</td>
<td>Very unacceptable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your point of view</th>
<th>Rating</th>
<th>Other person’s point of view</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming naked in a friend’s pool</td>
<td>What the friend’s parents who come home earlier than expected think</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dropping a chip packet on the ground</td>
<td>What your best friend thinks about littering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking up two seats on a crowded bus</td>
<td>What an elderly person with a bad leg who has to stand up on the bus thinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoking in a place marked No Smoking</td>
<td>What an asthmatic thinks about this behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A streaker at a cricket Test Match</td>
<td>What a batter who is nearing a century and needs to concentrate on their game thinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A jet-skier near a beach</td>
<td>What a person who has gone to the beach for peace and quiet thinks about the jet skier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A group of school students talking loudly on a train on the way home from school</td>
<td>What a passenger on the way home from a stressful day at work thinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spitting in the gutter</td>
<td>What the shopkeeper next to the gutter thinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spitting on a path at school when you’ve got a bad cold</td>
<td>What another student at school thinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A nappy being placed in the gutter when there are no bins around</td>
<td>What a person driving past who sees the nappy thinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A student deliberately pushing in on the canteen queue</td>
<td>What you think about the queue jumping student if you’ve been waiting for 5 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing music loudly at a party at midnight</td>
<td>What the neighbours think</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When you have filled in all the boxes, discuss your ratings with the class.
### Activity 5 – Restorative Practices

In your group come up with some ideas about what you think each of the following terms mean.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victim</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
</tr>
<tr>
<td>Conflict resolution</td>
<td></td>
</tr>
<tr>
<td>Win/Win</td>
<td></td>
</tr>
</tbody>
</table>
Conflict resolution

The emphasis is on how victim, offender and others can move past this event by looking at ways to make things right and reduce the likelihood of recurrence. For example, paying for damage (compensation), writing an apology or doing work to repair/repay costs etc. There may be financial compensation issues. It requires compensation and conciliation among key players.

Victim/communication

The victim and offender play a key role in both defining the problem and coming up with solutions. The offender is encouraged to take responsibility for his or her actions while victim’s needs are recognised. This means both parties need to listen and communicate effectively.

Responsibility

Punishment is not the key concern in a restorative approach. Rather, having the offender accept responsibility for his or her actions is of primary importance. It ensures a sense of accountability and ownership, not often found in the traditional system where offenders are represented by lawyers and encouraged to plead ‘not guilty’.

Win/win

Through the nature of the process, Restorative Practices allow for all parties to be winners and for everyone present to contribute in finding a solution to the incident.
Activity 6 – Rating activity

In this exercise you are going to think about your own behaviour. For each activity in the list, put a number in the box which most closely matches your feelings about it. Use the rating system below.

<table>
<thead>
<tr>
<th>Rating system</th>
<th>1 Acceptable</th>
<th>2 Slightly acceptable</th>
<th>3 Unacceptable</th>
<th>4 Very unacceptable</th>
<th>5 Extremely unacceptable</th>
</tr>
</thead>
</table>

Kick a garbage bin over if I was really angry

Make loud jokes or noises in class if I was bored

Ride a bicycle on the footpath

Spit when I am on a school excursion

Make a paper aeroplane out of a school newsletter

Help a person at the supermarket if their shopping bag broke

Have my stereo up as loud as possible when I’m with friends in my own room

Laugh at a person who has a disability

Try to stop one of my friends from harassing an unpopular student

Not using a garbage bin at school if I was feeling lazy or tired

Run away if I accidentally broke a window

Spit when I am with a group of friends playing soccer

When you have filled in all the boxes, discuss your rating with the class. How do others compare? Discuss any similarities and differences.
Activity 7 – Community survey

Either individually, in pairs or in small groups, interview an adult/s and ask them what behaviour/s angers, embarrasses, upsets, frightens or insults them and why?

Then as a class collate and graph the information to rate those behaviours from the least offensive to the most offensive.

Discuss the findings of the survey with the class and discuss strategies that young people can use to avoid either behaving in a way that is unacceptable or to avoid becoming a potential victim of such behaviour/s.
Activity 8 No. 3 – Police powers: Scenarios

Questions
• Read the questions below and discuss the rights and responsibilities of all people in the group.
• What (if any) offences are/have been committed.
• What can police do?

Scenario 1
Imagine a group of young people at the beach swimming and listening to music. One person in the group is smoking a cigarette.

Scenario 2
Two friends are at the shops together. One is seen stealing a video. When that person is stopped, and searched, it is found that person has lots of stolen items in their bag. The two friends have been together all day.

Scenario 3
Three young people are sitting in the shopping centre drinking soft drink, laughing, being loud and having fun. Shopping Centre staff ask the police to speak with the young people and ask them to move on.

Scenario 4
A group of young people are hanging around school premises after hours. The night before a window was broken and there has been other property damage done to the school in the last few weeks. Police do not know who is responsible for these offences.

Scenario 5
Four people are out on a Saturday night driving in the driver’s mother’s car. One person (not driver) in the vehicle is not wearing a seat belt.
Police Powers: Scenarios

Presenters’ answer guide

Scenario 1
Imagine a group of young people at the beach swimming and listening to music. One person in the group is smoking a cigarette.

Considerations:
• Age of person smoking
• Do all young people have to give name and address?
• Do any of them have to give their name and address?

Scenario 2
Two friends are at the shops together. One is seen stealing a video. When that person is stopped, and searched, it is found that person has lots of stolen items in their bag. The two friends have been together all day.

Considerations:
• Person who has stolen items
• Other person with that person, ie witness to offending behaviour or is that person also suspected of offending?

Scenario 3
Three young people sitting in the shopping centre drinking soft drink, laughing, being loud and having fun. Shopping centre staff ask the police to speak with the young people and ask them to move on.

Considerations:
• What have they been doing?
• Have they been or are they likely to commit any offences?
• Loitering

Scenario 4
A group of young people are hanging around school premises after hours. The night before a window was broken and there has been other property damage done to the school in the last few weeks. Police do not know who is responsible for these offences.

Considerations:
• Reasonable cause to suspect offence has been/is about to be committed
• Able to assist with investigation

Scenario 5
Four people are out on a Saturday night driving in the driver’s mother’s car. One person (not driver) in the vehicle is not wearing a seat belt.

Considerations:
• Does the driver have to supply name and address?
• Does person not wearing seatbelt have to give name and address?
• What about the two other passengers?