

SELF REFLECTION

# ACCEPTABLE/ UNACCEPTABLE



RESPECT STARTS WITH YOU  
**#CHOOSE RESPECT**

**chooserespect.scot**



**PURPOSE**

To explore the participants' values and attitudes towards respectful and disrespectful behaviour

**GROUP**

Group: 12 - 18 years, see links with Experiences and Outcomes below

**TIME**

20 minutes

**MATERIALS**

Statements, 'acceptable' / 'unacceptable' / 'not sure' mats (or you can designate sides of the room as each and ask individuals to vote by moving).

**PREPARATION**

Exploring the concept of respect can be a helpful way to set the scene for this activity. You may wish to use respectme's [#respectmeans resource](#) to facilitate this conversation.

**ACTIVITY**

Give each participant in your group a statement and ask them to read it aloud and decide whether they feel it is acceptable or unacceptable. Ask them to explain why and place the statement on the appropriate mat.

Once they have made their decision, other participants in the group can move the statement, if they disagree with it, as long as they explain why.

Continue until all statements have been discussed.

If you have a larger group, this session could be delivered by breaking up into smaller groups, resuming for a whole group discussion to consider what each group thought about each statement.

You can use the statements below, or make up your own. This exercise isn't about right and wrong answers but aims to provide an open and safe place to reflect on common situations.

**EXAMPLE DISCUSSION**

**LEAVING SOMEONE OUT  
OF A GROUP CHAT BECAUSE  
YOU DON'T LIKE THEM**

When might this be acceptable?

- We don't have to like everyone and be best friends with everyone we meet
- Maybe this person isn't your friend nor in your friendship group, or isn't involved in the thing you're talking about in the group
- You can't always include everyone you know in every group chat

When might this be unacceptable?

- If the group chat discussed the person or made negative comments about them
- If the person feels excluded by being left out and is affected by that
- If leaving them out of the group is done in a disrespectful way

**REMINDER**

Talking about bullying can be sensitive, remind your group where they can seek support or who they can talk to if they are affected by the session.

OTHER EXAMPLE STATEMENTS

WEARING A T-SHIRT  
WITH AN OFFENSIVE  
STATEMENT ON IT

TELLING YOUR  
TEACHER YOU'RE  
BEING BULLIED

MAKING FUN OF SOMEONE  
BECAUSE THEY SUPPORT  
A DIFFERENT FOOTBALL  
TEAM TO YOU

BEING CALLED A  
GRASS BECAUSE  
YOU TOLD YOUR  
TEACHER YOU'RE  
BEING BULLIED

PARENTS TELLING  
THEIR SON TO  
BULLY BACK IF THEY  
ARE BEING BULLIED

FILMING SOMEONE  
BEING BULLIED ON  
YOUR PHONE

TELLING YOUR  
BEST FRIEND  
YOU'RE BEING  
BULLIED

LIKING A PHOTO THAT  
SOMEONE POSTED OF YOUR  
FRIEND, EVEN THOUGH YOUR  
FRIEND WOULD FIND THE  
PHOTO EMBARRASSING

**EXPERIENCES AND OUTCOMES**

For delivering Curriculum for Excellence, this activity can be used to explore:

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.	HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a
I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.	HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a
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 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a
As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.	HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a
I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.	HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a

**DOWNLOADS & RESOURCES**

This resource has been adapted from [YouthLink Scotland's](https://www.actiononsectarianism.info/library-main/activities/beyond-a-culture-of-two-halves) Anti-Sectarianism Toolkit, Beyond A Culture of Two Halves. To download the full resource visit: <https://www.actiononsectarianism.info/library-main/activities/beyond-a-culture-of-two-halves>



**ACCEPTABLE**

**UNACCEPTABLE**

**NOT SURE**