

Module 1 • Lesson Plan • Year 8

My Safe Future Self

A note to the educator

Congratulations on joining the Year 8 To Future Me program from Kids First your dedication to guiding students through this important content is truly impressive, and we're grateful for your work. Use this lesson plan to navigate Module 1. The plan offers clear, bite-sized instructions on how to facilitate the session, ensuring that students grasp the concepts with clarity and enthusiasm. You'll find a pre and post activity within the lesson plan, designed to engage students and deepen their understanding of the material. Additionally, background knowledge and key information is included to equip you with the confidence needed to tackle the sensitive topics and address any questions that may arise.

How to use this resource

1

Starter activity before the online module

Complete this first to set the scene and gauge prior knowledge before students tackle the module content.

2

Students complete the online module

Learners work through the self-paced To Future Me content.

3

Plenary activity after the module

Review and consolidate the learning, gauge students' confidence, and clarify any misunderstandings.

4

Optional additional activities

Dive deeper via homework tasks, independent study projects or further classroom discussion.

Materials required

Help-seeking continuum:

- Horizontal line drawn on the board, chart paper, or designated space in the classroom.
- Markers for labeling the continuum.
- Sticky notes or markers for students to mark their position on the continuum.

Help-seeking compass:

- Paper or poster boards
- Markers or pens

Help-seeking puzzle:

- Materials for creating a visual puzzle (paper, cardboard, markers, etc.).

Overview of module:

In this module students explore the topic of help-seeking. The content supports students to develop their help-seeking skills, both for themselves and for others. They explore who their trusted adults could be, what it means to feel safe and unsafe, and are encouraged to reflect on their own personal experiences when they may have felt scared or unsafe.

Topics covered in the online module:

- 1.1 What is help-seeking
- 1.2 When should I seek help
- 1.3 Why should I seek help
- 1.4 Who should I seek help from
- 1.5 How can I help myself?
- 1.6 How can I help others?

National curriculum mapping

These topics are covered under the Health and Physical Education learning area. Specifically, they align with the content descriptions related to personal, social, and community health.

AC9HP8P02 Identities and change:

Analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes

AC9HP8P08 Making healthy and safe choices:

Refine protective behaviours and evaluate community resources to seek help for themselves and others

AC9HP8P09 Making healthy and safe choices:

Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing

AC9HP10P10 Making healthy and safe choices:

Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing

Key Themes & Concepts

Key themes and concepts covered in online content for you to be aware of and reinforce with learners.

- Understanding that some situations, no matter how big or small, can require students to get help from a trusted adults and trusted friends. Students are provided with examples of when one might need to seek help and throughout this topic, the message that everyone has the right to feel safe, no matter what the situation is, is reinforced.
- As not all students may feel confident in seeking help from their trusted friend or adult, we also make them aware of the expert organisations where they can go to seek help. Included within those recommended organisations are Lifeline, 1800 Respect, QLife, Kids Helpline and Headspace. Where to help-seek for assistance include trusted friends, reliable adults, or expert organizations such as Lifeline, 1800 Respect, QLife, Kids Helpline, and Headspace.
- It's important for students to understand that although there are trusted friends they can go to in difficult situations, it may be necessary for them to link to a trusted adult or organisation so that they can get the help you need. We discuss throughout the topic that a trusted adult may be a family member, a teacher, a wellbeing officer, a coach, a social worker, a doctor, or a parent of a friend. We ask students to evaluate who they personally believe are their trusted adults and friends so that they know who they can go to for support in difficult situations.
- We introduce students to early warning signs, which is the awareness of recognising how your body can react to situations and how identifying particular warning signs within the body is a skill that can be developed with practice. When they are able to recognise warning signs from their body it can help them to understand what is going on in a situation, and therefore signal when to seek help.
- Due to the possibility that students may prefer to seek help from a trusted friend, we guide them on how to support a friend in a difficult situation and that when you don't have all the answers it is best to seek help from a trusted adult or organisation. We also provide students with things that could be helpful to say to a friend when they approach you with a difficult situation, such as:

Lesson plan

1. Starter activity: Pre To Future Me - Help-seeking continuum

Pre-module - 10 min

Begin by briefly introducing the concept of help-seeking, inviting students to share their understanding of the term. Explain to students that they will engage in an activity to assess their confidence levels in help-seeking.

1. Create a horizontal line, labelling one end as "Not Confident" and the other end as "Very Confident." This can be done on the board, a large piece of paper, or by utilising the classroom space, encouraging students to move along the line as necessary.
2. Give students a moment to reflect on their own feelings about help-seeking, prompting them to consider situations where they've sought help before and how confident they felt.
3. Ask students to position themselves on the continuum. They can use sticky notes if you've drawn a line, or physically move themselves to the designated spot if you've utilized the room space.
4. Lead a brief discussion about where students have positioned themselves on the continuum. Encourage them to explain why they chose their placement and to explore factors that might influence confidence levels in seeking help.

2. Module 1 Completion

Online Module - 25-35 mins

Students complete the online Module 1 content at their own pace.

3. Plenary activity: Help-seeking continuum revisited

Post-module - 10 min

1. Redraw the help-seeking continuum and instruct students to move to a spot on the confidence scale now that they have completed the online module.
2. Lead a brief discussion about whether their confidence level in seeking help has changed since completing the module and ask them to share why it may have changed.
3. At the end of the lesson, give students exit tickets (small pieces of paper or Post-it notes) and ask them to write down the most important thing they learned or the key message they took away from the module. Collect the exit tickets as students leave the classroom/learning space to assess their understanding and identify any areas that may need further clarification.

Optional Additional Activities:

Help-Seeking Compass:

10 mins

Students design a compass with different directions pointing toward sources of help in different areas of their lives. Each direction (e.g., north, south, east, west) can be associated with specific categories of support, such as academic assistance, emotional support, family guidance, and peer counselling.

Help-Seeking Puzzle:

10 mins

Students can create a visual puzzle where each piece represents a different source of help or support. As they fit the pieces together, they can see how all the different sources of support connect to form a complete picture of their help-seeking network.

Discussion: Is it harder to seek help for something that has happened online, as opposed to in real life?

10 mins

You could refer to the case of Levi's story (first video in the module) as an example of needing to seek help for something that happened online. We know that young people may not feel the need to report unsafe or concerning behaviour they see or experience online, explore with students why this may be the case and discuss ways of getting help when online e.g. Lifeline Crisis Chat, eSafety Commissioner, reporting and blocking.

Discussion: What qualities do you look for in a trusted adult? What about in a trusted friend? Are they the same?

10 mins

Prompt students to think about the differences between a trusted adult and a trusted friend. We know that young people are statistically far more likely to seek help from friends than from adults, which may limit their access to support if the trusted friend is unable to refer them to appropriate help. Ask students to discuss the differences between the help that a trusted adult can provide versus help from a trusted friend, you could list these in a table on the board.

Module 1 glossary

Key terms from Module 1 - helpful for confidently addressing sensitive topics.

● **Sexual Exploitation**

A form of sexual, emotional, and physical abuse. It often involves the young person being given food, accommodation, drugs, affection, gifts, or money in return for performing sexual activities. In this situation, sexual activity can mean touching, kissing or sex acts including penetration.

● **Trusted Adult**

This is somebody that can support you when you're feeling unsafe. It is somebody that you know will listen, and that you will feel comfortable talking to. This may be a relative (e.g. parent/carer, older sibling, grandparent) or maybe someone in your community (e.g. coach, teacher, parent of a friend).

● **Expert Organisation**

An organisation that can direct you to the appropriate services for your needs. You might contact them via telephone or in person. Check the To Future Me website for a list of expert organisations.

● **Help Seeking**

Help-seeking is something you should do when you, or someone else, feel unsafe. Understanding how to help seek is important because it can protect us from being, or continuing to be, hurt.

● **Trusted Friend**

This could be someone who listens, doesn't judge, and who find ways to support you in seeking help by connecting you to a trusted adult or an expert organisation.

● **Body Signals**

How your body reacts to certain feelings, which could be an early warning sign of danger. For example, sweaty palms, heart beating fast or feeling hot when you're feeling unsafe or scared.