

Module 2 • Lesson Plan • Year 8

My Confident Future Self

A note to the educator

Welcome to our second lesson plan, where we're diving into some important topics with your students: consent and pornography. These discussions are all about respect, equality, and understanding boundaries. By fostering an open and supportive environment, we're helping our students navigate these crucial issues with confidence.

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



Agree or disagree activity:

- Printed 10 statements about consent (print-out resource on page ..)
- Pens/pencils
- Additional paper for groups to write 2-3 more consent statements.



Consent campaign project:

- Art supplies (posters, markers, paper, etc.) or digital tools for designing multimedia materials.



Communication exercise:

- Printout of resource on page
- Chairs for demonstration.
- Pens/pencils for each participant.

Overview of module:

In this module students will explore the topics: consent and pornography. Students explore the meaning of consent through quizzes and videos that prompt critical reflection. We introduce students to the C.A.R.E factor, a framework that helps young people to assess whether a situation is consensual.

Topics covered in the online module:

- 2.1** What is affirmative consent
- 2.2** What is CARE factor
- 2.3** What should I know about porn

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.

AC9HP8P04 **Interacting with others:**

Examine the roles of respect, empathy, power and coercion in developing respectful relationships

AC9HP8P06 **Interacting with others:**

Analyse factors that influence emotional responses and devise strategies to self-manage emotions

AC9HP8P07 **Interacting with others:**

Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent

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

AC9HP8P10 **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.

- What Consent means: We run through what sexual consent means and introduce the students to affirmative consent. Affirmative consent means that there is an enthusiastic agreement between everyone involved in a sexual activity. Everybody has a responsibility to get clear, verbal consent before engaging in any sexual activity, including kissing and touching. Throughout the module we remind students that constant check in's are important and that everyone involved, can change their minds at any time.
- The CARE Factor: To further understand consent, we use the CARE Factor, a framework that can help students to quickly assess a situation. It stands for Communication, Age, Respect and Equality.
- The C in CARE Factor: Students need to know that communication goes beyond just words. It includes both verbal and non-verbal signals that express intentions and boundaries. While it may be daunting to ask directly, it's crucial to obtain clear permission for any physical interaction. Consent means one person gives permission to another based on a mutual understanding. It also allows individuals to say no when needed.
- A is for Age: We learn about the age of consent in each state, understanding the laws and their implications. It's important to know that the age of consent sets a legal boundary for when someone can engage in sexual activities like having sex, touching sexually, or performing sexual acts. We also want to emphasise to students that legality doesn't equate to healthy or consensual behaviour. It's always essential to seek consent and evaluate whether the relationship is fair and healthy for all parties involved.
- R is for Respect: Respect is being kind and thoughtful to yourself and to others. We educate students on how everyone thinks and feels differently, and someone's choices and preferences might be different to yours. It might feel disappointing and confusing when someone's choices aren't what you expected or hoped for, but respect means listening, being kind and showing understanding.
- E is for Equality: Equality is having a fair power balance between all people involved in sexual activity. We run through scenarios where a sexual act can be 'legal' but not respectful or equal. Examples of some of these unequal relationship scenarios are age difference, difference in popularity, professional roles, religious or cultural roles, disability, financial circumstances and more.
- What should I know about porn? Due to the widespread and accessible nature of porn in our digital age, it's important to discuss what it is and the unrealistic views and expectations it may bring about. We run through what porn is: porn is explicit sexual media that is made to sexually arouse viewers; this includes naked images and videos and/or various forms of sexual acts. We discuss the fact that there's different types of porn (softcore and hardcore) and the fact that porn can often have harmful stereotypes present which can be sexist, racist, degrading or illegal. We emphasise the importance of thinking critically about what is seen online and encourage students to again reflect on the CARE factor.

Lesson plan

1. Starter activity: Pre To Future Me - - Agree or disagree

Pre-module - 10 min

Explain that students will be participating in a debate/discussion activity about statements related to consent.

1. Divide the class into small groups of 3-4 students each. Ensure that each group has a mix of perspectives and personalities.
2. Provide each group with the 10 statements about consent write down statements below.
3. Instruct each group to discuss each statement and decide whether they agree or disagree with it.
4. Consent can be given through body language alone.
5. It's okay to pressure someone into saying yes if it's for something important.
6. Consent given once means consent is given for future interactions.
7. If someone is in a relationship with you, they always have to say yes to physical intimacy.
8. Consent can be revoked at any time, even after initially given.
9. If someone is drunk, they cannot give valid consent.
10. It's important to respect someone's boundaries even if they don't explicitly say 'no.'
11. Consent is only necessary for physical touch, not for other types of interactions like kissing
12. Consent is a continuous process that requires ongoing communication.
13. It's not necessary to ask for consent if you know the person well.
14. Encourage students to consider various perspectives and reasons behind their opinions.
15. Come together as a whole class and ask each group to share one thing that came out of their discussions.

2. Module 2 Completion

Online Module - 25-35 mins

Students complete the online Module 2 content at their own pace.

3. Plenary activity: Agree or disagree revisited

Post-module - 10 min

1. Get the students to return to the statements from the starter activity.
2. Ask them to identify if their 'agree/disagree' choices have changes, if so, why/how?
3. Ask students in their groups to write 2-3 more consent statements from what they learned from the module.

Optional Additional Activities:

Consent campaign project:

10 mins

Challenge students to design a consent campaign aimed at promoting awareness and understanding of consent among their peers. Students can create posters, social media posts, videos, or other multimedia materials to convey their message effectively. Encourage them to present their campaigns to the class or school community and solicit feedback for improvement.

Discussion: Hearing the word, no can sometimes be difficult, as can saying no. What are some ways of responding to a no with respect?

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 are some gender stereotypes that are reinforced by porn?

10 mins

Students looked at some of the stereotypes depicted in porn in this module, invite them to reflect on the gendered nature of these stereotypes. We know that 94% of pornography depicts violence against women by which it actively reinforces rigid gender stereotypes of women as more submissive, and men as dominant.

Module 2 glossary

Key terms from Module 2 - helpful for confidently addressing sensitive topics.

● **Affirmative Consent**

An enthusiastic agreement between everyone involved in a sexual activity. When people talk about affirmative consent, they mean that everybody has a responsibility to get clear, verbal consent before engaging in any sexual activity, including kissing and touching.

● **The C.A.R.E Factor**

C.A.R.E. stands for: Communication, Age, Respect, Equality OR otherwise known as the CARE Factor. You can use the C.A.R.E. Factor framework to guide you when making decisions about relationships.

● **Hardcore Porn**

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.

● **Sexting**

Sending, taking, receiving or storing nude, semi-nude pictures/videos of someone. Sexting under the age of 18 is illegal, even if the person in the photo or video agrees to it being sent. You could be charged with producing child pornography.

● **Age of Consent**

The legal age limit for when another person can: have sex with you; touch you sexually or get you to touch them sexually; perform a sexual act in front of you. If somebody has sexual intercourse (sex) with someone younger than the age limit, they can be charged with a sexual offence, even if the younger person agrees to it. Remember, the age of consent is different in every state.

● **Consent**

Actively agreeing to engage in a sexual activity with someone. Sexual activity without consent is rape or sexual assault.

● **Mutual Agreement**

When related to consent, it is a shared understanding between all people involved in a sexual activity, that is also voluntary, made without pressure, and reversible.

● **Softcore Porn**

Softcore porn is the use of sex in different platforms of media: TV, Music, Advertising and more. It may contain nudity or sexual acts but usually these are acted by actors or models and are not really taking place behind the camera.