

Module 1 - Lesson Plan

My Safe Future Self

A note to the educator:

Congratulations on taking on the invaluable task of delivering the Year 8 To Future Me program from Kids First! Your commitment to guiding students through this essential content is awesome!

As you embark on this journey, we encourage you to utilise this comprehensive lesson plan to help navigate module 1 with your students. 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. The starter activity should be done before students begin the online module. This sets the scene for the learning and gauges prior knowledge before students tackle the module content.
2. Students then complete the online module.
3. The plenary activity should be done once all students have completed the online module. This is an opportunity to review and consolidate the learning from the online module, gauge student's confidence with the content and clarify any misunderstandings.
4. Optional additional activities are provided should you wish to dive deeper or engage in further work with your students. These could be set as homework tasks, independent study projects or further classroom discussions.

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 I should 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.

The content descriptors that align with this module are:

- **Identities and change: AC9HP8P02**
 - analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes
- **Making healthy and safe choices: AC9HP8P08**
 - refine protective behaviours and evaluate community resources to seek help for themselves and others
- **Making healthy and safe choices: AC9HP8P09**
 - investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing
- **Making healthy and safe choices: AC9HP8P10**
 - plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing

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, Q_Life, Kids Helpline and Headspace.



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- 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:

"Kids Helpline has an anonymous chat that might be great to get help from a professional."

"I am so glad you spoke to me about this. Have you spoken to anyone else about it? I think it would be good to get advice from an adult you trust "

"It's OK that you feel this way. Your doctor could actually help you and refer you to speak to a professional. "



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Lesson Plan:

1. Starter activity, Pre To Future Me - Help-seeking continuum (10 min)

Instructions:

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



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Lesson Plan:

3. Plenary activity – Help-seeking continuum revisited (10 min)

Instructions:

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:

Activity: Help-Seeking Compass:

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.

Activity: Help-Seeking Puzzle:

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?

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.



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Optional Additional Activities:

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

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.

Discussion: What might prevent someone from seeking help? Might there be different barriers for different genders, cultures, or groups of people?

You might offer some examples of barriers to start the discussion: not knowing who to talk to; fear of being judged; previous bad experiences of help-seeking; shame; fear. Ask if they think that barriers are the same for both genders. Could gender stereotypes prevent someone from seeking help? Discuss different stereotypes that could impact help-seeking, e.g. boys have to be tough/boys don't cry; girls love attention/girls are too emotional. It's important to acknowledge that gender diverse people are also stereotyped which may be a barrier to them seeking help. Remind students that stereotypes can be harmful and that it is important to challenge them when we see or hear them.



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Module 1 Glossary

My Safe Future Self

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.

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).

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.

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.

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.



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