

Module 1 - Lesson Plan

My Safe Future Self

A note to the educator:

Congratulations on joining the Year 10 To Future Me program from Kids First! Your dedication to guiding students through this important content is truly impressive and we are grateful for your work.

As you start this journey, use this lesson plan to navigate module 1 with your students. It offers clear instructions to help students understand the concepts covered. You'll find activities to engage students and deepen their understanding. Plus, it provides a glossary and key concepts to help you confidently address sensitive topics. It is important to begin with this lesson as it serves as the introduction; opening the conversation about healthy and unhealthy relationships, and setting things off on the right foot.

How to use this resource:

1. The starter activity should be completed 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 completed once all students have completed the online module. This is an opportunity to review and consolidate the learning from the online module, gauge students' 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:

1. Healthy vs unhealthy spectrum:

- Whiteboard, chart paper, or a designated area in the classroom to draw a spectrum line labelled "Healthy" on one end and "Unhealthy" on the other end.
- Markers or Sticky Notes: For students to mark their position along the spectrum for each scenario and to be used as exit tickets for the end of the activity.

2. Help-seeking plan:

- Printed template for students to create their help-seeking plans. (Print-out resource on page 6)

3. Raise a red flag:

- Red flags or symbols for students to raise when identifying warning signs for unhealthy behaviour in relationships. (Print-out resource on page 7)

Overview of module:

In this module, students will learn about seeking help and why it's important. They'll discover who they can turn to for support and why it's important to trust their instincts. They'll also explore what makes a relationship healthy or unhealthy. Through video and interactives, they'll learn to recognise the signs of positive, supportive relationships and understand warning signs of unhealthy ones.

Topics covered in the online module:

- 1.3 Healthy vs Unhealthy Relationships
- 1.4 Aspects of Healthy and Unhealthy Relationships
- 1.5 The Importance of Help Seeking
- 1.6 Barriers for Seeking Help
- 1.7 How to Help a Friend
- 1.8 Who to Turn To
- 1.9 Remember to Trust Your Gut

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:

- **Interacting with others: AC9HP10P04**
 - evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships
- **Interacting with others: AC9HP10P06**
 - evaluate emotional responses in different situations to refine strategies for managing emotions
- **Making healthy and safe choices: AC9HP10P08**
 - plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk
- **Making healthy and safe choices: AC9HP10P10**
 - plan, justify and critique strategies 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.

- Students need to understand that they don't have to handle everything alone and that help is available to them if they need it. They may get help from a trusted friend, a trusted adult or an expert organisation. Students are provided with examples of when one might need to seek help. Throughout this topic, the message is conveyed that it's okay to seek help when feeling overwhelmed or unsure, especially in romantic relationships where gut feelings may signal problems.
- Help-seeking is not always easy and we explore the different reasons why someone might find it hard to reach out. We reinforce that no matter what the 'stigma', everyone has the right to ask and receive help if they need it.
- Students learn about three ways to get help: From a trusted friend, a trusted adult or an expert organisation. Included within those recommended organisations are Lifeline, 1800 Respect, QLife, Kids Helpline and Headspace.



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- Listening to your body and recognising signs is important to know when you may need help in a situation. We give examples of physical signs, emotional cues and behaviour changes that someone might feel themselves or see in others which may show that help is needed.
- A healthy relationship makes you feel supported, happy, and respected. It means having a support system, respecting personal space, being honest and kind, trusting each other, and being fair. While disagreements can happen, talking respectfully helps keep the relationship healthy. On the other hand, unhealthy relationships involve mean talk, lies, control, and feeling unsafe.

Lesson Plan:

1. Starter activity, Pre To Future Me - Healthy vs Unhealthy Relationship Spectrum (10 min)

Instructions:

Begin by explaining to students that they will participate in an activity to explore different aspects of relationships, focusing on what is healthy or unhealthy in a relationship.

1. Draw a large spectrum on the board, chart paper or even a physical line in the classroom. Label one end "Healthy" and the other end "Unhealthy"
2. Provide students with the set of relationship statements related to friendships, family relationships, and romantic relationships. (Example statements on next page)
3. Instruct students to read the statement and decide where it falls on the relationship spectrum. They can use sticky notes or markers to mark their position along the spectrum for each scenario.
4. After students have placed their marks, facilitate a brief discussion about the statements. Encourage students to share their reasons for placing each statement where they did and discuss any disagreements or differing perspectives.

2. Module 1 Completion



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Relationship Statements:

- "Your friend listens to you when you're upset and offers support." (Healthy)
- "Your partner constantly checks your phone and gets jealous when you spend time with friends." (Unhealthy)
- "Your family respects your boundaries and allows you to express your opinions freely." (Healthy)
- "Your friend ignores your feelings and only talks about themselves." (Unhealthy)
- "Your partner encourages you to pursue your interests and goals." (Healthy)
- "Your sibling makes fun of your appearance and criticises you in front of others." (Unhealthy)
- "Your sibling makes fun of your achievements and makes you feel stupid." (Unhealthy)
- "Your friend spreads rumours about you behind your back and tries to turn others against you." (Unhealthy)
- "Your romantic partner respects your boundaries and doesn't pressure you into doing things you're uncomfortable with." (Healthy)
- "Your romantic partner apologises when they make mistakes and actively works to resolve conflicts with you." (Healthy)

3. Plenary activity, Healthy vs Unhealthy Relationship Spectrum (10 min)

Instructions:

1. Return to the Healthy vs Unhealthy Relationship spectrum and ask students to reflect on the placement of the statements from the starter activity.
2. Lead a brief discussion about whether their perceptions of healthy and unhealthy relationships have changed since completing the online module and if so, ask them to share why/how it may have changed.
3. Encourage students to expand the spectrum by sharing more statements or scenarios they have encountered either in the online module or in their own lives/lives of others. Explain that you will return to this spectrum at the end of each module to review some of the statements and engage in further discussion if needed.



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Help Seeking Plan Template

Trusted people:

Who can you talk to if something bothers you?

How can you contact them if you feel uncomfortable or unsafe?

Warning Signs:

What signs show you that a situation might be unsafe?

How can you act if you feel uneasy?

Boundaries:

What are your limits in different situations?

How can you tell others about your limits?

Safe Spaces:

Where do you feel safest?

How can you go there if you need to leave a difficult situation?

Resources:

Where can you get help at school or in the community?

How can you get help when things get tough?

Keeping safe when you are out and about:

Who will you tell before you go out and how will you tell them?

How can you stay safe at parties or online?

What can you do if you feel unsafe?

Self-Care:

What helps you feel better when you're stressed or anxious?

How can you take care of yourself and ask for help?

Personal Strengths:

What are your strengths in tough situations?

How can you use them to speak up and get support when you need it?

Raise a red flag



Optional Additional Activities:

Activity: Help-Seeking Plan:

Students create a help-seeking plan using the template on the page prior

Activity: Raise a Red Flag:

Read some statements and ask the students to raise a red flag (or their hand) if the statement is a warning sign for unhealthy behaviour in a relationship or for when someone might need help. Discuss any that might have the students unsure.

Statements:

- Arguments or disagreements: "We argue a lot, nothing gets resolved"
- Excessive gift giving: "They're giving me a lot of gifts, we've only been dating two months"
- Physical hurt "They slapped me the other day, but already said sorry!"
- Obsession "They made a slide show of me the other day"
- Gives compliments "They keep telling me how beautiful I am"
- Understands and accepts 'no' to sexual activity
- Constant put downs: "I can't say much without them shutting me down"
- Checking phone or social media pages without permission: "They figured out my Insta password the other day"
- Extreme temper: "They shout at me a lot when we fight, it's scary"
- Is possessive: "They have said that she can't hang out with us anymore"
- Puts pressure on having sex: "They keep saying how much they love me and want to have sex because what we have is special, but I am not ready"

Discussion: Relationship messages:

Everywhere we look, we're faced with ideas about relationships—what they should look like and how we should feel. Some of these messages make sense, while others are unrealistic and confusing.

Ask the students to consider the influence of movies, TV shows, books, social media, the internet, parents, friends, siblings, social groups, religious/spiritual community, school, government etc on our understanding of relationships.



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Module 1 Glossary

My Safe Future Self

Healthy Relationships

A healthy relationship is supportive, and helps you to feel happy within yourself. Elements of a healthy relationship include: support for each other, providing personal space, being open, honest and kind, trust for one another and being equal.

Unhealthy Relationships

An unhealthy relationship will make you feel disrespected and mistreated. Elements of an unhealthy relationship include: Negative communication, dishonesty, controlling behaviour and feeling unsafe.

Trusted Person

A reliable, responsible person that you can trust to listen when you need help. They can help you find information, provide advice, or support you to resolve relationship problems. There is no single person who fills this role – it is unique to every person.

Physical Signals

Signs to look for in your body or someone else's that may appear when you're unable to handle a situation and should seek help. Signs could be: Headaches, Sore stomach, no appetite, not able to sleep, too much sleep, crying, nausea, always feeling tired.

Emotional Cues

Emotional indicators to look for in your body or someone else's that may appear when you're unable to handle a situation and should seek help. Indicators could be: sadness, anxiety, irritability.

Behavioural Changes

Behavioural changes to look for in yourself or someone else that may appear when you're unable to handle a situation and should seek help. Changes could be: Avoiding seeing friends and family, not wanting to go to school, wanting to be alone, difficulty concentrating.



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