

Module 2 - Lesson Plan

My Informed Future Self

A note to the educator:

Welcome to Module 2 of the "To Future Me" course on Communication. This module covers important topics like consent, conflict resolution, and grooming to help students understand how to build healthy relationships.

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 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. Consent spectrum

- Horizontal line drawn on the board, chart paper, or designated space in the classroom.
- Markers for labelling the spectrum.
- Sticky notes or markers for students to mark their position on the spectrum.
- Printed set of responses to the question "Can I have a hug?" for students. (Print-out resource on page 7&8)

Overview of module:

Throughout this module, we'll cover key topics including understanding consent and its legal implications in Australia. We also delve into the importance of ongoing communication or 'checking in' because obtaining sexual consent is an ongoing process that doesn't end once the initial consent is given. We will look at the impact of drugs and alcohol on consent, as well as helping students know how to recognise and manage conflict within various relationships; friendships, romantic relationships, peer groups and with family. The final section of the module explores grooming. We recognise that students may have some knowledge about grooming, particularly if they have done the Year 8 course, but here we look at identifying grooming behaviours, specifically by peers and the red flags to look out for. By exploring these essential concepts, we aim to empower students with the knowledge and skills needed to create and navigate healthy relationships and promote safety and respect in all interactions.

Topics covered in the online module:

- 2.2 What consent is
- 2.3 The importance of checking in and reconfirming consent
- 2.4 The impacts of drugs and alcohol on consent
- 2.5 Consent laws
- 2.6 What conflict is and steps to navigate conflict
- 2.7 - 2.9 How to manage conflict within peer, family and romantic relationships
- 2.10 What grooming is
- 2.11 The stages of grooming and red flags for yourself and others



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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: AC9HP10P07**
 - examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships
- **Making healthy and safe choices: AC9HP10P10**
 - plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing
- **Making healthy and safe choices: AC9HP8P08**
 - plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk

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

- Students need to be clear about the importance of consent in sexual activities. In the learning, we stress that everyone involved must enthusiastically agree before engaging in any sexual activity, like kissing or touching. Consent involves both verbal and non-verbal cues, and it's crucial to pay attention to how the other person feels and acts. Simply put, always ask for and ensure clear consent before any form of sexual touching.
- In Australia, the age of consent is a crucial rule to protect people in sexual relationships. It's about making sure everyone involved is old enough to agree to it. These laws are there to stop younger people from being taken advantage of and they show that everyone deserves respect and safety in relationships. Students are informed about the age of consent laws in each state. Additionally, we reinforce that just because someone can legally engage in sexual activity, it doesn't mean they have to, or that engaging in sexual activity is healthy or consensual. It's a personal choice to decide when someone is ready, considering factors like communication, respect, and equality.



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- Giving sexual consent is an ongoing process that doesn't end once the initial consent is given. Students learn ways they can check in on consent. For example, looking for or using:
 1. Verbal communication: Ask questions like "Are you still comfortable?" or "Is this okay for you?"
 2. Non-verbal cues: Pay attention to body language and expressions. If someone seems tense or withdrawn, pause and check in with them.
 3. Affirmative responses: Encourage active participation by asking if they're enjoying themselves or if they want to try anything.
 4. Regular breaks: Take breaks to reaffirm consent and ensure comfort levels.
 5. Checking for clarity: Use open-ended questions such as "How are you feeling about this?" to allow the other person to share how they feel.
- It is crucial to emphasise the importance of understanding and respecting sexual consent, especially when drugs and alcohol are involved. If someone is showing signs of intoxication, such as falling over, slurring words, being loud or even unconscious - they can't provide consent. It's as simple as that! Intoxication leads to impaired judgment, causing individuals to make decisions they wouldn't typically make when sober.
- Conflict can happen in healthy and unhealthy relationships. It is a natural and inevitable part of relationships and is completely normal. What is not normal is if the conflict makes someone feel unsafe, either because it is emotional or physically dangerous.

Consider questions like:

- Do I feel unsafe?
- Did the conflict involve violence of any kind? Including physical harm, throwing of objects or emotional abuse?
- Does conflict happen a lot?

If there were 'yes' answers to any of the above questions, it is a good idea to get help from a trusted adult or organisation to help navigate the conflict. If the conflict doesn't happen all that often, and doesn't make anyone feel unsafe, it is likely part of a healthy relationship or is a sign that better communication and understanding is needed.



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The following steps can be helpful in navigating conflict:

Steps to navigate conflict:

1

If you're feeling like you can't calmly communicate – give yourself sometime to calm down.

2

Evaluate the situation on your own and try to understand both sides.

3

Tell the person or people that you would like to talk about what happened.

4

Be an active listener and try to understand their story.

5

Use open body language to show the person you're listening.

6

Once everyone has had an opportunity to speak try find a way to solve the problem.



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Lesson Plan:

1. Starter activity, Pre To Future Me - Consent spectrum (10 min)

Instructions:

Begin by explaining to students that they will participate in an activity to explore consent.

1. Draw a large spectrum on the board, chart paper or even a physical line in the classroom. Label one end "Yes" and the other end "No"
2. Provide students with the set of responses to the question – Can I have a hug?
3. Instruct students to read the responses and decide where it falls on the consent 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.
5. Ask students to consider why they placed each statement where they did on the spectrum.
6. Encourage students to discuss scenarios where consent may be ambiguous or difficult to navigate.

2. Module 2 Completion

3. Plenary activity – Agree or disagree revisited (10 min)

Instructions

1. Return to the Consent spectrum and ask students to reflect on the placement of the responses from the starter activity.
2. Lead a brief discussion about whether their perceptions of consent 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.
4. Ask students to reflect on a time when they had to check in for consent and how they handled the situation?



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Consent spectrum statements

Yes

No

Ummmmm sure

(laughing) ok I guess (stiffens up)

I dont want to

If I say yes will you stop hurting me?

**Fine! But only because you keep asking and
I'm sick of it!**

No thanks, I don't really do hugs



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Consent spectrum Statements

Looks down and no reply

Ok, I'd like that

Looking away so doesn't hear the question

Is passed out...



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Optional Additional Activities:

Activity: Module 1 Healthy vs unhealthy relationship spectrum revisited:

Healthy vs Unhealthy Relationship spectrum from Module 1. Lead a brief discussion about whether the student's perceptions of healthy and unhealthy relationships have changed since completing the online module about consent, conflict and grooming. Invite them to add any further scenarios to the spectrum from Module 2's learning, for example – constant fighting (unhealthy), physical abuse when arguing (unhealthy), respect for boundaries and when someone doesn't want to engage in sexual activity (healthy), equal power dynamics – no one is dominant over someone else, forcing or manipulating them into doing things they don't want to do (healthy), open calm communication when disagreeing (healthy) etc.

Discussion: Grooming: What are some common misconceptions or myths about grooming, and how can we debunk them through education and awareness?

Help students recognise common misconceptions about grooming, such as who can be groomed and who the groomers are. Encourage students to question why these myths exist and to think about how they can tell if something is true or not. Remind students that learning about grooming helps keep them safe. Encourage them to share what they've learned with others.

Common misconceptions: Grooming only happens to young children, Grooming only occurs in person, Only strangers groom, Grooming is easy to detect, Victims of grooming are to blame, why didn't they see it coming?

Discussion: How does it feel to say and hear 'No'

·Many individuals find it challenging to say 'no' because they fear disappointing others, hurting their feelings, or causing conflict. Can you think of any other reasons why saying 'no' might be uncomfortable? Similarly, hearing 'no' can be difficult for people as well. It can feel like rejection or lead to conflict. Can you identify any other reasons why hearing 'no' might be uncomfortable?



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Module 2

My Informed Future Self - Glossary

Affirmative Consent

An enthusiastic agreement between everyone involved in a sexual activity. Consent also includes body language and other physical clues that let us know that a person is comfortable in a sexual situation.

Conflict

Conflict is when you have what you might call an argument, fight or disagreement with another person or people. It can appear in all relationships from family, friends, peers and romantic relationships.

Abuse of Power

Abuse of power: Someone in a position of authority using their power to control you.

Intoxication

If you're intoxicated, you can't really think straight. A person's speech and physical abilities can be impaired. Things to look out for: Speech: Slurred, sentences not making sense, slow responses to questions. Physical: Unable to walk, swaying, unconscious, vomiting, spilling their drinks, disoriented, drowsy, falling asleep

Stealth

Stealth is Non-consensual condom removal, or "stealth", is the practice of a person removing a condom during sexual intercourse without consent, when their sexual partner has only consented to condom-protected sex.

