

**Module 3 Lesson Plan**

# **My Protected Future Self**

**A note to the educator:**

**Welcome to Module 3 of the "To Future Me" course. In this module, we'll delve into essential topics of peer pressure and violence, equipping students to recognise signs of unhealthy relationships while fostering the development of healthy ones.**

**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 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:

### 1. Interactive poll:

- Online polling tool or interactive classroom platform (e.g., Survey Monkey, Microsoft Forms, Google Forms).
- Device with internet access to conduct the poll (computer, tablet, smartphone).
- Prepared series of poll questions related to peer pressure for example [Peer Pressure \(Preview\) \(microsoft.com\)](#)
- Projector or screen to display poll questions and results.

### 2. Mind mapping:

- Large sheet of paper or digital mind mapping tools.
- Markers or digital drawing tools.

### 3. Quote analysis:

- Large sheet of paper or white board
- white board markers or markers for paper
- Selection of quotes related to peer pressure (Write quotes on board or paper, page 7)

## Overview of module:

Students will explore the concept of peer pressure, learning to recognise and effectively handle it. Additionally, students will examine various types of violence that can manifest in relationships, including emotional abuse, online bullying, and physical abuse or sexual violence. They will gain insight into identifying warning signs indicating an unhealthy relationship, empowering them to seek necessary support and assistance.

## Topics covered in the online module:

- 3.2 What is peer pressure
- 3.3 Types of peer pressure and how to deal with it
- 3.5 Understanding the types of violence that can happen in relationships
- 3.6 - 3.10 Being able to identify what emotional abuse, online/bullying, physical and sexual violence can look like
- 3.11 Red flags to look out for in relationships

## 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.

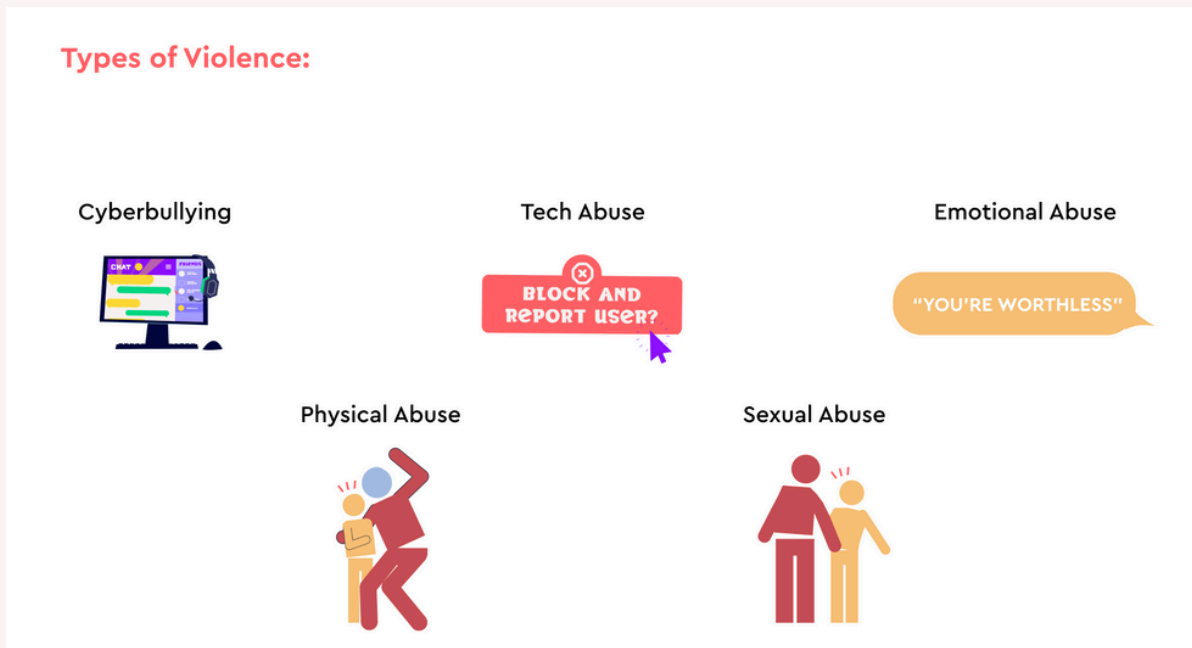
## The content descriptors that align with this module are:

- **Interacting with others: AC9HP10P04**
  - evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships
- **Interacting with others: AC9HP10P05**
  - propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities
- **Interacting with others: AC9HP10P06**
  - evaluate emotional responses in different situations to refine strategies for managing emotions
- **Identities and change: AC9HP10P02**
  - refine, evaluate and adapt strategies for managing changes and transitions
- **Identities and change: AC9HP10P03**
  - investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships
- **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

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

- Peer pressure is when you feel influenced by your friends or peers to do something you might not want to do. It could be anything from trying a new activity or hobby, to dressing a certain way, or even making choices that you know aren't good for you. Peer pressure can sometimes make you feel like you need to go along with what others are doing, even if it doesn't feel right to you. It's important to remember that you always have the power to make your own decisions and to say 'no' if something doesn't feel right.

- Violence is when someone hurts or harms another person physically, emotionally, or mentally. It can involve physical actions like hitting, punching, or pushing, as well as verbal abuse like yelling, name-calling, or threatening. It's important that violence should not only be understood as a physical form. In this module we explore violence in the following ways:



- You may feel that this is like online abuse and bullying however, it's a slightly different form of abuse. Monitoring and controlling behaviour can take different forms, such as using tracking apps, making frequent phone calls or texts, or monitoring your social media location.
- Emotional abuse could appear through the following:
  - Verbal abuse: Shouting at you, swearing at you, putting you down, making you feel like you have done something wrong
  - Isolation: Controlling where you go and who you can see and be friends with.
  - Social: Putting you down in public, spreading rumours about you
  - Gaslighting: A key part of the emotional abuse is lying or tricking you in a way that makes you doubt yourself and situations
- Physical abuse is when a person intends to hurt you physically in any form. In unhealthy relationships the signs of this may start small and grow more intense and unsafe as the physical violence and the relationship progresses. So that's why it's so important to get help early!

- It's important to discuss 'red flags' - things to look out for that might signal problems in a relationship. We provide students with some guidance in the image below.

## Red Flags to look out for in relationships:

Hover on the flags below to understand the examples further



Controlling behaviour



Lovebombing



Constant arguing



Gaslighting



Being disrespectful



Negative energy



No trust



Physically abusive



Jugemental



They make you feel low



Isolating you



Pushing your boundaries

## Lesson Plan:

### 1. Starter activity, Pre To Future Me - Interactive poll (10 min)

#### Instructions:

1. Begin by introducing students to an activity focused on peer pressure. Let them know that they'll be anonymously answering questions about peer pressure to help spark a discussion and gain insight into common experiences.

1. Select an online polling tool or interactive classroom platform that allows you to create and conduct polls in real-time. Options include Survey Monkey or Microsoft/Google Forms.
2. Create a series of poll questions related to peer pressure. Make sure the questions are clear, concise, and relevant to the experiences of Year 10 students.

#### Example Questions:

- Have you ever felt pressured by your friends to do something you were uncomfortable with?
- How do you usually respond to peer pressure?
- Have you ever experienced negative consequences as a result of giving in to peer pressure?
- Have you ever felt excluded or judged by your peers for not conforming to their expectations or behaviours?
- Have you ever confronted a friend who was pressuring you or others into something you didn't want to do?

3. Present each poll question to the students one by one. Give them some time to consider their response and select their answer using the polling platform. Ensure that all students have the opportunity to participate.

4. After each question, review the anonymous poll results with the class in real-time.

Highlight any notable trends or patterns that emerge from the responses.

5. Use the poll results as a starting point for a discussion about peer pressure. Encourage students to share their thoughts, experiences, and insights related to the poll questions.

### 2. Module 3 Completion

## Lesson Plan:

### 1. Starter activity, Pre To Future Me - Interactive poll (10 min)

#### Instructions:

1. Return to the interactive poll and ask students to reflect on the questions they were presented, stressing the significance of recognising peer pressure.
2. Encourage students to contribute additional statements or scenarios they have encountered related to peer pressure, drawing from both the online module and their personal experiences or observations of others.
3. Facilitate a brief discussion about navigating peer pressure in healthy ways. Invite students to share strategies they use or have seen others use to deal with peer pressure effectively.

#### Optional Additional Activities:

##### **Activity: Mind Mapping:**

Provide students with a large sheet of paper or digital mind mapping tools and ask them to brainstorm words, phrases, or images associated with violence in relationships. Encourage them to explore different aspects, including causes, consequences, warning signs, and coping strategies. Afterward, facilitate a group discussion to share and compare their mind maps, identifying common themes and insights.

##### **Discussion: Quote Analysis:**

Ask students to create their own checklist of actions and behaviours that can help protect them from grooming. They should be specific about the red flags to look out for and the actions they can take to protect themselves. For example, "I will be cautious about accepting gifts or favours from strangers" or "I will not engage in private conversations with people I don't know well online."

##### **Discussion: Quote Analysis:**

Present students with a selection of quotes related to peer pressure. Encourage students to choose a quote that resonates with them personally. Discuss its meaning in the context of peer pressure and how it might relate to their own experiences or observations of peer dynamics and relationships.

##### **Quotes:**

"It is better to walk alone than with a crowd going in the wrong direction." - Diane Grant  
"Don't let the noise of others' opinions drown out your own inner voice." - Steve Jobs  
"Be yourself; everyone else is already taken." - Oscar Wilde

### Module 3

## My Protected Future Self - Glossary

#### **Positive peer pressure**

Positive peer pressure is when friends encourage positive habits and attitudes in your life. It's about friends supporting each other to make positive choices and grow together.

#### **Negative peer pressure**

Negative peer pressure happens when friends or peers push you to do things that can hurt you or cause problems. The negative form of peer pressure can lead to things that negatively impact your life or could have life-changing effects.

#### **Boundaries**

Boundaries are like rules we set for ourselves to feel safe and respected in relationships. They help us decide what's okay and not okay in how we're treated and what we're comfortable with.

#### **Violence**

Violence is when someone physically hurts or harms another person, like hitting or pushing them. Violence in relationships can appear in many forms. It is important to understand that violence should not only be understood as a physical form.

#### **Abuse**

Abuse is a broader term that includes not only physical harm but also other ways of mistreating someone, like being mean to them, controlling them, or not taking care of their needs. It can appear as cyberbullying, tech abuse, emotional abuse, physical abuse and sexual abuse.

#### **Online abuse and bullying**

Cyberbullying is a form of abuse; it can also be called online abuse. It is when someone is being mean or bullying a person through the internet with their goal being that the other person feels bad or upset. Places cyberbullying can occur include social media, sites, games, apps, or any other online service. The forms it can be delivered in can be post, comment, texts, messages, chats, livestreams, memes, images, videos, and emails.

## Tech abuse

Tech abuse or technology abuse is a form of abuse which occurs through technology.

## Emotional abuse

Emotional abuse is when a person is constantly making another person have self-doubt, feel bad or as if the person is useless. The emotionally abusive person does this to have power and control over the other person.

## Physical abuse

Physical abuse is when a person intends to hurt you physically in any form.

## Sexual violence

Sexual violence can also be known as sexual assault. It's recognised as when someone forces, pressures, tricks, takes advantage of a person for any kind of sexual activity without the other person consenting.

## Red flag

A red flag is like a warning sign that something might not be quite right in a situation or a relationship.



To Future Me would like to acknowledge the Traditional Custodians of the land on which we are gathered and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and future.



We celebrate and value diversity. To Future Me has the HEART for providing support to the community in the most inclusive manner.

**KIDS HELP LINE 1800 55 1800**

**LIFELINE 13 11 14**

**QLIFE 1800 18 4527**