

Module 4 Lesson Plan

My Respectful Future Self

A note to the educator:

As we wrap up our "To Future Me" program for Year 8 students, we are pleased to have you here for this final module. This module focuses on exploring gender and identity, helping students understand themselves and others better. Your guidance is essential as they navigate this journey. Use the resources provided in these pages, like the glossary and key concepts, to spark conversations and deepen understanding. Let's create a safe space where students feel confident exploring who they are and also while understanding others.

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.

We want to extend a heartfelt thank you for your dedication and support throughout this journey!



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.

Materials Required:

1. Identity collage:

- Magazines or printed materials for collage materials.
- Scissors.
- Glue or tape.
- Paper or poster boards for creating collages.
- Pens, pencils, markers, or other drawing materials.

2. Interviews:

- Recording devices or notebooks for conducting interviews.

3. Media analysis:

- Access to media materials for analysis (movies, TV shows, songs, social media campaigns).
- Note-taking materials for analysis.

4. Refresher on gender:

- Whiteboard or flip chart for drawing the outline of a human body.
- Markers for drawing.

Overview of module:

In this module, students explore gender and sexual identities and learn what it means to be respectful. These themes are explored through activities and videos that explain what pronouns are and why they are important to get right, as well as the meaning of LGBTQIA+. Students are also reminded in their final module of how to stay safe online.

Topics covered in the online module:

- 4.1 Attractions vs Behaviours
- 4.2 Gender identity
- 4.3 How I can talk respectfully about gender
- 4.4 Sexual identity
- 4.5 How I can talk respectfully about sexual identity
- 4.6 Who I can talk to about my identity
- 4.7 How to stay safe when exploring my identity



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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:

- **Identities and change: AC9HP8P01**
 - analyse and reflect on the influence of values and beliefs on the development of identities
- **Identities and change: AC9HP8P02**
 - analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes
- **Identities and change: AC9HP8P03**
 - examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes
- **Interacting with others: AC9HP8P04**
 - examine the roles of respect, empathy, power and coercion in developing respectful relationships
- **Interacting with others: AC9HP8P05**
 - investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities
- **Interacting with others: AC9HP8P06**
 - analyse factors that influence emotional responses and devise strategies to self-manage emotions
- **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



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

- Attractions vs Behaviours: It's important for students to understand that attractions and behaviours, although similar, are very different. We discuss that we cannot control who we're attracted to, but we can control our behaviours. This is important for their future self, to build their understanding how important it is to behave by respecting others and making sure the situation is always consensual.
- Gender Identity: We explain to the students that the social understanding of gender and identity is evolving as we continuously learn more. What gender they consider themselves to be may be for some simply their assigned-at-birth gender (cisgender), for others this may be different or a more complex process of discovery. There may be a range of ways that they express their gender, how they feel about the world and their place in it, how they present physically – this could be their voice, their style, their mannerisms. These expressions may vary day to day for some and may vary less or even not at all for others. We provide the students with a visual to help them with this.
- Sexual Identity: The understanding and awareness of sexual identity is also evolving, we discuss previous views of gender e.g. that genitals you're born with meant that you would automatically be assumed to be attracted to the opposite sex - and for some of us that may be true, but not for all. We run through the meaning of LGBTQIA+ which is an acronym used to represent the non-traditional sexual orientations and gender identities.
- Who to talk to about identity: We reiterate messages from the first module, My Safe Future Self, and emphasise the importance of trusted adults and trusted friends. We also refer students to expert organisations that can help them if they are questioning their gender or sexual identity, for example: QLife, Minus18, headspace, ReachOut. We remind them that only they can make decisions about who to talk to about their identity, and they have the right to decide when is best.



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

- How to stay safe when exploring identity: We discuss that there's multiple ways that one can explore their identity, such as making connections with people, making friends outside of your friendship circle or using the internet for helpful insights and information. Due to the risks of meeting someone you're not familiar with in person we designed a checklist for staying safe if meeting someone from online:
 - Always meet new people in busy, public places
 - Take a mobile phone with you and make sure an adult and/or friend knows where you're going and when you will be back
 - Stay sober and look out for anything suspicious
 - If you feel uncomfortable physical feelings like pain in your stomach, or goosebumps, don't be afraid to leave and tell an adult.
- How to stay safe when exploring identity: Due to the internet also being a method students may use to explore their identity, we run through a series of steps on how to stay safe online. These tips are:
 - Privacy settings: It's important to update your privacy settings on all accounts to limit who can see information about you and contact you.
 - Personal details: Don't share personal details like your full name, address, geo location, or phone number. Other important things not to share are: where you go to school, church, gym, and your sports club.
 - Age: Try to make friends online that are the same age as you.
 - Reality: Remember that people are not always what they seem online. Always talk to a trusted adult before planning to meet with anyone you've met online.
 - Talk to an adult: If someone is sending you nude photos or videos or asking you to, talk to an adult immediately.
 - Image search: If you think someone's profile is fake and you aren't sure if you can trust them, Google reverse image search to check if their profile image is used elsewhere.



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Subjective

Objective

Possessive

Reflexive

Example

She

Her

Hers

Herself

She is speaking.
I listened to her.
The backpack is hers.

He

Her

Hers

Herself

He is speaking.
I listened to him.
The backpack is his.

They

Them

Theirs

Themselves

They are speaking.
I listened to them.
The backpack is theirs.

Ze

**Hir
Zir**

**Hirs
Zirs**

**Hirself
Zirself**

Ze is speaking.
I listened to hir.
The backpack is zirs.



Lesson Plan:

1. Starter activity, Pre To Future Me -Identity Collage (10 min)

Instructions:

Explain to the students that they will be creating a collage that represents their understanding of identity.

1. Encourage the students to select images, words, and symbols either handwritten/drawn or from magazines/written material that reflect their understanding and experiences.
2. Students choose items that relate to their views on sexual attraction and behaviour and they should consider different aspects such as emotions, relationships, stereotypes, and personal experiences.
3. After completing their collages, students share with the class.
4. They explain why they chose particular elements and what they represent.
5. Facilitate discussion with questions that encourage students to explore diverse perspectives and experiences.

2. Module 4 Completion

Plenary activity – Identity Collage revisited (10 min)

Instructions

1. Ask students to revisit their Identity collages from the starter activity.
2. They may want to do this in a quiet spot on their own or with a peer.
3. Ask students to consider the following as they review their Identity collages:
 - Have any of your thoughts or ideas about gender and identity changed since you created this collage?
 - Are there any images, words, or symbols on your collage that you now see differently or that hold new meanings for you?
 - What experiences or learning moments during the module influenced your perspective on gender and identity?
 - Are there aspects of your collage that you would now like to add, remove, or change based on your current understanding?
4. Ask students to think about how they can continue to learn and grow in their understanding of gender, identity, and related topics.
5. Ask them to identify areas where they would like to explore further or engage in deeper conversations



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Optional Additional Activities:

Activity: Interviews:

Ask students to conduct interviews with family members, friends, or community members from different generations about their perspectives on sex, gender, and identity.

Activity: Analysis:

Ask students to analyse a piece of media (e.g., a movie, TV show, song, or social media campaign) that addresses themes of sex, gender, or identity. Encourage them to reflect on how the media portrayal aligns with or challenges their current views or what they have learnt from the module.

Activity: Refresher on gender:

This activity clearly visualises the difference between sex, gender identity, gender expression and sexuality. Draw an outline of a human body on the board. Ask students to point to where gender identity is formed, the correct answer is that it is a person's internal sense of identity, regardless of their sex assigned at birth; circle around the top of the head for gender identity. Ask students where sexual orientation comes from, the correct answer is that it is a person's emotional, physical, and/or sexual attraction to others and it may not be the same as a person's sexual behaviours, circle around the heart of sexual orientation. Next, ask what gender expression is and reiterate that this can include pronouns appearance, name, and social behaviour, draw a star outside of the body outline for gender expression. Finally, ask what assigned sex is. The correct answer is a category that is assigned to someone at birth based on physical characteristics (e.g. genitals), circle around the genital area for assigned sex.

Discussion: What is an ally and how can you show allyship?

Ask students to brainstorm the meaning of 'ally' and ask them to name some of the qualities that an ally has. You may prompt them to discuss actions people can take to make it clear that they are an ally, what actions could you take at school? What about outside of school? What does it take to move from being a bystander to an ally?



Module 4

My Respectful Future Self - Glossary

Cisgender

A person whose gender identity corresponds with the sex they were assigned at birth.

Gay Pride

This can be different for everybody, but it is often confidence, self-respect, and solidarity as expressed by gay people, associated with openness about one's own sexual identity, and the celebration of gay culture and history.

Gender Expression

The way you express your gender, usually through the way you dress or behave e.g. someone who identifies as a girl, may like to wear skirts and dresses.

Gender identity

The personal sense of a person's own gender. This might be the same as the sex a person is assigned at birth, or it can be different.

Homophobia

Negative feelings or behaviours toward gay or queer people.

LGBTQIA+

Stands for: Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, other sexual or gender identities like pansexual.

Pronouns

We use pronouns every day to refer to people and things. Examples of pronouns used for people are: he/his, she/her, they/theirs. Currently in Australia: he, she and they, are the most commonly used pronouns – however some non-binary or genderqueer people may also use: xe, ze, sie, co, and ey.

Sexual Attraction

Romantic and/or sexual feelings

Sexual Behaviour

What we do sexually with ourselves and others

Sexual identity

The way that a person thinks of themselves in terms of who they are romantically and/or sexually attracted to. This can be fluid throughout a person's life.

Stereotyping

Making assumptions that someone will behave a certain way based on their beliefs or identity.

Transphobia

Negative feelings or behaviours toward transgender or gender diverse people.

Transgender

A person whose gender identity doesn't correspond with the sex they were assigned at birth



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Q LIFE 1800 18 4527