

Module 4 Lesson Plan

My Mindful Future Self

A note to the educator:

Welcome to Module 4 of the Kids First program! This time, we're tackling some important topics about relationships and interpersonal relationships and dynamics. We'll cover essential topics like safe sex, understanding the impacts of pornography and sexting, challenging gender stereotypes, respecting boundaries, and exploring personal values. Our aim is to equip you with the knowledge and skills to support students in navigating relationships safely and respectfully.

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.

Your guidance is crucial in leading your students through this journey of discovery and helping them build meaningful connections with others. Thank you for your valuable contribution in empowering them along the way!



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Materials Required:

1. Self continuum:

- Whiteboard, chart paper, or large physical line in the classroom for drawing the continuum.
- Markers for labelling the continuum.
- Sticky notes or markers for students to mark their positions along the spectrum.
- Set of statements related to safe and respectful sex, sexting, pornography, gender stereotyping, values, and boundaries. Statements available on lesson plan page.

2.Values map:

- Paper or digital tools for brainstorming and creating visual representations.
- Writing materials for students.

3.Boundary map:

- Statements from the online module related to setting boundaries. Statements available on lesson plan page.
- Paper or digital tools for creating the boundary map.
- Writing materials for students.

Overview of module:

In this module, students will explore crucial topics such as safe and respectful intimacy and sex. They will delve into the impacts of pornography and sexting on relationships, while also examining and challenging gender stereotypes. Through a study of personal boundaries, students will gain insight into fostering respect and healthy connections. Additionally, they will explore values that guide them in making choices contributing to positive and fulfilling relationships.

Topics covered in the online module:

- 4.2 What is Safe Sex
- 4.3 Pornography and its impacts
- 4.4 Sexting and its impacts
- 4.5 Gender stereotypes
- 4.6 Understanding boundaries and values



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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.

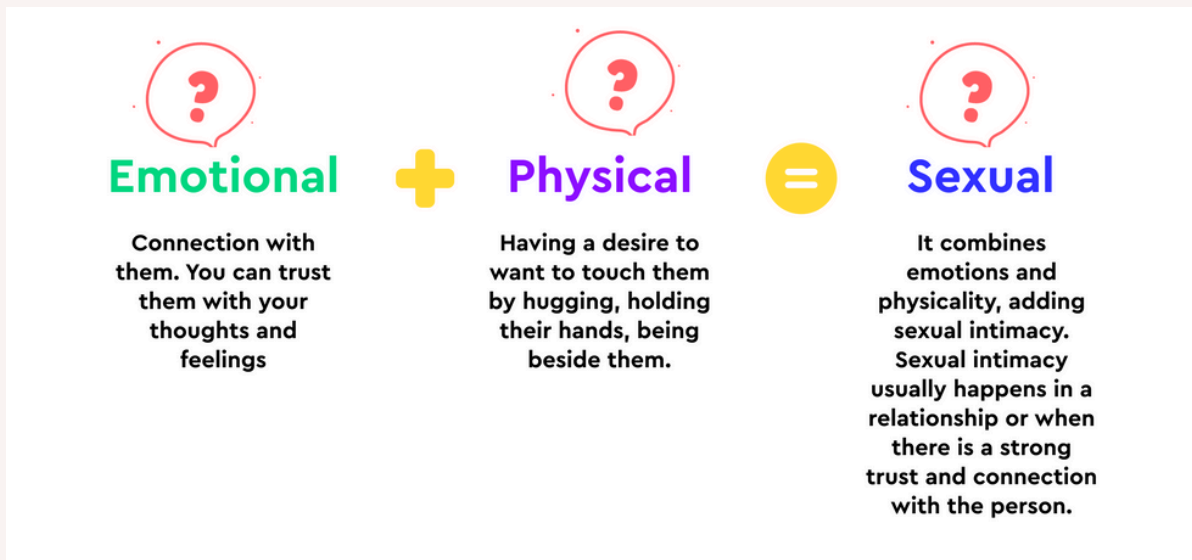
The content descriptors that align with this module are:

- **Identities and change: AC9HP10P01**
 - analyse factors that shape identities and evaluate how individuals influence the identities of others
- **Identities and change: AC9HP10P03**
 - investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships
- **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: 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: 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: AC9HP10P09**
 - critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions
- **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.

- Being intimate with another person means you have a connection with that person and feel a huge amount of trust to be your best and worst self with them. There are three types of intimacy that are part of an intimate relationship as shown in the image:



- In this module we talk about sex, but less about the mechanics of sex and more about whose decision it is to have sex (your own) and how to ensure sex is respectful and safe. The key to respectful sex is consent from all parties involved, clear communication, and that no harm (physical or emotional) is caused. Safe sex involves more than just choosing the right protection and contraception and we encourage asking the following questions of yourself and your partner:

Do I feel safe?

Do I want to have sex?

What contraception and protection do we agree on?

Is this consensual sex?

Am I feeling pressured in any way to have sex? If yes, then this isn't the right time

Do I understand the risks?

Establish any boundaries

- Sexting can be illegal and depends on the laws within the state that you live in and your age when the sext was sent. We recommend reviewing the laws stated in the interactive slide within module 4.



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- Students will be encouraged to think about the ethics and questions that should be considered when watching porn or if they are considering watching it. We reinforce that porn is not real and that watching porn can impact viewers, especially teenagers, by shaping their expectations of sex and blurring their understanding of consent and equality. It may also lead individuals to question their own desires if they don't match what they see in porn. The ethics of porn should be considered too and we break this down for students. In short: To watch porn ethically, focus on consent, diversity, and safety. This includes ensuring all acts are consensual, featuring a range of body types and identities, and providing a safe environment for performers. By keeping these in mind, viewers can find porn that portrays sex in a healthy and respectful way.
- Society often tells us how boys and girls should behave and what they should like. These ideas, known as gender stereotypes, are now being questioned more, but some cultures still strongly believe in them. The media, including TV and movies, plays a big role in shaping our views of gender. For instance, women are often portrayed as only caring about their looks, while men are shown as having power over women. Social media also contributes by showing us content based on our past likes, which can reinforce these stereotypes even more. These stereotypes can impact how we treat people of different genders, which is harmful. In the module, students are encouraged to break down these barriers and promote inclusivity in all areas of life. They learn about toxic phrases and why they're harmful, as well as alternative ways to respond to common toxic stereotyping.
- Values are personal beliefs that shape who you are, influenced by family, friends, community, society, and religion. They can change over time as you grow and learn new things. It's important to respect others' values and not let peer or societal pressure change yours, unless you genuinely agree. While you can challenge someone's values, you can't force them to change. Trust your instincts if certain values don't feel right and explore other perspectives. Examples of values include community, religion, justice, beauty, and family.
- Boundaries are like rules you set for yourself in relationships, whether with family, friends, peers, or partners. They can be about what you're comfortable with sexually, emotionally, or in any other way. It's important to communicate your boundaries clearly to others, so they know what's okay and what's not. You might need to have a conversation to explain your boundaries, especially if there are any red flags in the relationship. It's okay to speak up if something makes you uncomfortable, and the best way to do it is by scheduling a time to talk and using "I" statements to express your feelings and reasons. Overall, boundaries help you feel safe, valued, and respected in relationships.



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Lesson Plan:

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

Instructions:

1. Begin by explaining to students that they will participate in an activity to different perspectives on statements related to safe and respectful sex, sexting, pornography, gender stereotyping, values and boundaries.

1. Draw a large continuum on the board, chart paper or even a physical line in the classroom. Label one end "Strongly agree" and the other end "Strongly disagree".
2. Provide students with the set of statements.
3. Instruct students to read the statement and place the statements along the continuum according to their level of agreement or disagreement. They can use sticky notes or markers to mark their position along the spectrum for each scenario.
4. Introduce the concept of a "neutral" position on the continuum where students can place statements, they feel ambivalent about or unsure of too.
5. 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. Encourage them to discuss any statements that sparked a disagreement, or challenged their views and values.

Suggested statements:

- Sometimes it's okay to engage in sexual activity without explicit consent.
- Pornography has no impact on people's perceptions or expectations of sex, it's clear that it's not real life.
- Gender stereotypes portrayed in media reflect reality.
- Our values are solely determined by our individual experiences, not influenced by external factors.
- Communication in relationships isn't always necessary; actions speak louder than words.
- It's okay to sext or send nudes to your boyfriend/girlfriend/partner.
- We should not watch porn.
- Boys don't cry.
- Values can change over time.

2. Module 4 Completion



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Lesson Plan:

Plenary activity – Self continuum revisited (10 min)

Instructions

1. Return to the Self continuum and ask students to reflect on the statements they were presented with in the starter activity.
2. Encourage students to contribute additional statements to the continuum, drawing from both the online module and their personal experiences or observations of others, or even examples from popular media, related to safe and respectful sex, sexting, pornography, gender stereotyping, values and boundaries.

Optional Additional Activities:

Activity: Create a values map:

Students will explore their personal values by brainstorming examples like honesty and kindness. Ask students to choose their top values and create visual representations. Ask students to consider/discuss how their values influence their decisions. Finally, ask students to find quotes or stories that match their values and reflect on how values impact their lives.

Activity: Boundary map – what can you say and when can you say it:

Provide students with statements from the online module and ask them to create a Boundary Map, identifying boundary-setting statements and linking them to relevant situations. Encourage students to brainstorm additional boundary-setting statements if needed. Facilitate a class discussion where students share and explain their identified boundary-setting statements and associated situations, emphasising the importance of clear communication and respect for personal boundaries in interpersonal interactions.

Statements:

"I didn't like when you did ----- I think I have mentioned I don't like being called that"

"I am not comfortable doing ----, this is moving too fast. I would prefer if we.."

"Hey, I mentioned the other day how I don't like ---- due to a past experience. Can you please try and avoid doing that."

"You man me feel ----- this is because I ----"



Discussion: Let's Talk About It:

The aim of this discussion is to explore the benefits of education on sensitive topics such as sex, pornography, and sexting as opposed to an abstinence-based approach.

Split students into two groups: one supporting abstinence-based education and the other supporting comprehensive education. Give each group time to think of reasons why their chosen approach might be effective. Have a short debate where each group presents their arguments.



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Module 4

My Mindful Future Self - Glossary

Intimacy

Intimacy means having a deep, close connection with someone, which can be emotional, physical, or romantic. It's about feeling safe to share your thoughts and feelings with someone you trust, and them sharing theirs with you.

Sex

Sex is a physical act that should always be consensual.

Respectful sex

Respectful sex means everyone involved agrees to it, while also communicating openly, not causing harm, and making each other feel safe and respected.

Safe sex

Safe sex involves more than just choosing the right protection and contraception, it involves consent, safety, boundaries, communication.

Porn

Porn refers to explicit sexual media created to arouse viewers. It involves a production team and performers hired to act out sexual fantasies.

Sexting

Taking naked or partly naked photos, videos of yourself or explicit texts and sharing them online or through your mobile phone. You might refer to the photos as "nudes". Sexting also includes receiving, forwarding, or posting videos/photos online or through mobile phones.

Values

Values are personal beliefs that guide an individual's behaviour and decisions, shaping their attitudes and actions in life.

Boundaries

Boundaries are personal limits or rules that individuals establish to protect their physical, emotional, and mental well-being in relationships and interactions with others.

Gender stereotypes

Gender stereotypes are oversimplified or generalised beliefs about the characteristics, roles, and behaviours that are typically associated with individuals based on their gender.

Image-based abuse

Sometimes, the person you think you can trust with your images/videos can share these on with other people without your consent. This is illegal.



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