

Module 1 • Lesson Plan • Year 10

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're grateful for your work. Use this lesson plan to navigate Module 1: it offers clear instructions, engaging activities, and a glossary of key concepts to help you confidently address sensitive topics. Begin here this lesson is the introduction that opens the conversation about healthy and unhealthy relationships and sets things off on the right foot.

How to use this resource

1

Starter activity before the online module

Complete this first to set the scene and gauge prior knowledge before students tackle the module content.

2

Students complete the online module

Learners work through the self-paced To Future Me content.

3

Plenary activity after the module

Review and consolidate the learning, gauge students' confidence, and clarify any misunderstandings.

4

Optional additional activities

Dive deeper via homework tasks, independent study projects or further classroom discussion.

Materials required

● 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.

● Help-seeking plan:

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

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.

AC9HP10P04 Interacting with others:

Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships

AC9HP10P06 Interacting with others:

Evaluate emotional responses in different situations to refine strategies for managing emotions

AC9HP10P08 Making healthy and safe choices:

Plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk

AC9HP10P10 Making healthy and safe choices:

Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing

Key Themes & Concepts

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

- Students encouraged to recognise that they are not required to manage everything independently and that assistance is available if needed. Support can be sought from a trusted friend, a reliable adult, or a specialized organisation. Examples are provided to illustrate situations where seeking help is necessary. The overarching message throughout this topic is that it is acceptable to seek help when feeling overwhelmed or uncertain, particularly in romantic relationships where intuition may indicate underlying issues.
- Acknowledging that help-seeking can be challenging, we explore various reasons why individuals might hesitate to reach out. We emphasise that regardless of any perceived stigma, everyone is entitled to request and receive support if required.
- Where to help-seek for assistance include trusted friends, reliable adults, or expert organizations such as Lifeline, 1800 Respect, Q Life, Kids Helpline, and Headspace.
- Listening to your body: Recognising signs is key to knowing when you may need help. We give examples of physical signs, emotional cues and behaviour changes someone might feel themselves or notice in others.

● 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.

● An Unhealthy Relationship

Involves mean talk, lies, control and feeling unsafe. It leaves you feeling disrespected and mistreated — marked by negative communication, dishonesty, controlling behaviour and a lack of safety.

Lesson plan

1. Starter activity: Healthy vs Unhealthy Relationship Spectrum

Pre-module - 10 min

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.
5. Encourage students to share their reasons for placing each statement where they did and discuss any disagreements or differing perspectives.

2. Module 1 Completion

Online Module - 25-35 mins

Students complete the online Module 1 content at their own pace.

3. Plenary activity: Healthy vs Unhealthy Relationship Spectrum

Post-module - 10 min

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.

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

Optional Additional Activities:

Help-Seeking Plan:

20 mins

Students create a help-seeking plan using the template on page 7

Raise a Red Flag:

15 mins

Read some statements and ask the students to raise a red flag (PAGE 8) (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:

20 mins

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

My help-seeking plan

Fill this in and keep it somewhere safe. It's a plan just for you — there are no wrong answers.

● Trusted people

Who can you talk to if something bothers you?
How can you contact them?

● Warning signs

What signs show 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 them?

● 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, when things get tough?

● Keeping safe out & about

Who will you tell before you go out? How can
you stay safe at parties or online?

● Self-care

What helps you feel better when you're
stressed or anxious? How can you ask for help?

● Personal strengths

What are your strengths in tough situations?
How can you use them to speak up?

Raise a Red Flag

OPTIONAL ACTIVITY - RED FLAGS



Module 1 glossary

Key terms from Module 1 - helpful for confidently addressing sensitive topics.

● **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.

● **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.

● **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.

● **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.