

Module 2 • Lesson Plan • Year 10

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

Starter activity before the online module

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 complete the online module

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

3

Plenary activity after the module

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

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

Materials required

● 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 5)

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

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

AC9HP10P07 Interacting with others:

- 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

AC9HP10P10 Making healthy and safe choices:

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

AC9HP8P08 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

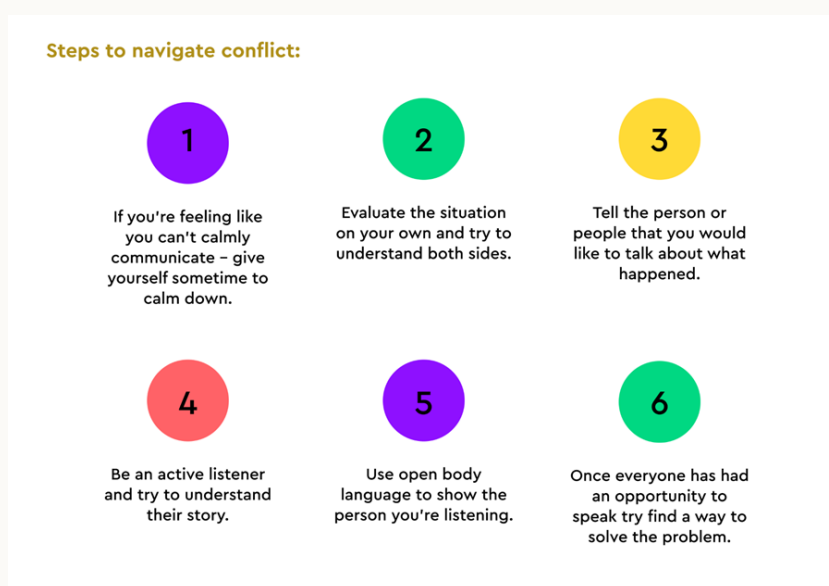
Key Themes & Concepts

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

- 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.
- 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. This can be done verbally, looking out for non-verbal cues, affirmative responses and checking in.

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.

- 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. Students reflect on safety questions in conflict to determine whether the conflict is safe, unsafe, healthy or unhealthy.



Lesson plan

1. Starter activity: Consent Spectrum

Pre-module - 10 min

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? (page 5) eg. "Can I have a hug?" "Ummmmm sure?" - this response could have them question what the persons facial expressions and body language were with this response.
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

Online Module - 25-35 mins

Students complete the online Module 2 content at their own pace.

3. Plenary activity: Consent Spectrum

Post-module - 10 min

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?

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

Looks down and no reply

Ok, I'd like that

Looking away so doesn't hear the question

Is passed out...

Optional Additional Activities:

Module 1 Healthy vs unhealthy relationship spectrum revisited:

20 mins

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 students 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?

20 mins

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'

20 mins

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?

Module 2 glossary

Key terms from Module 2 - helpful for confidently addressing sensitive topics.

● **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.

● **Abuse of Power**

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

● **Stealthing**

Stealthing is Non-consensual condom removal, or "stealthing", 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.

● **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.

● **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