

Module 3 • Lesson Plan • Year 10

# 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

### Starter activity before the online module

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 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 student's 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

### Anonymous Sticky Note Response

- Sticky notes or blank pieces of paper - 10 pieces per student.
- Whiteboard or blank wall.
- Paper to write the yes, no maybe sections if using a wall.
- Example questions (page 4) printed out or written down to refer back to
- A box or hat to shuffle answers in post activity

### Mind mapping:

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

### 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 5)

## 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:

- |                                                                    |                            |
|--------------------------------------------------------------------|----------------------------|
| <b>3.2</b> What is peer pressure?                                  | <b>3.7</b> Emotional abuse |
| <b>3.3</b> Types of peer pressure and ways to manage it            | <b>3.8</b> Tech abuse      |
| <b>3.4</b> Peer pressure video                                     | <b>3.9</b> Physical        |
| <b>3.5</b> What is violence? Different forms of violence and abuse | <b>3.10</b> Sexual         |
| <b>3.6</b> Online abuse and bullying                               | <b>3.10</b> Red flags      |

## 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

### **AC9HP10P05** Interacting with others:

Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities

### **AC9HP10P06** Interacting with others:

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

### **AC9HP10P02** Identities and change:

Refine, evaluate and adapt strategies for managing changes and transitions

### **AC9HP10P03** Identities and change:

Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships

## National curriculum mapping

**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

## Key Themes & Concepts

**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: Cyberbullying, tech abuse, emotional abuse, physical abuse and sexual abuse.
- - 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: Controlling behaviour, gaslighting, no trust, they make you feel down, lovebombing, being disrespectful, physically abusive, isolating you, constant arguing, negative energy, judgemental, pushing your boundaries.

## Lesson plan

### 1. Starter activity: Peer Pressure Reflection

Pre-module - 10 min

**Introduce the activity by letting students know they'll be anonymously responding to statements about peer pressure to spark discussion and surface common experiences.**

1. Hand out sticky notes (or small slips of paper) and read the statements one at a time e.g. "I have felt pressured by friends to do something I was uncomfortable with"). For each one, students write "yes," "no," or "sometimes" on a sticky note, no names.
2. Students place their sticky note on a designated spot on the board/wall for that statement as they finish (e.g. three columns: yes / no / sometimes).
3. Once all five statements are done, step back and look at the board together. Point out clusters or patterns: "look how many landed in 'sometimes' for this one."
4. Use the visual spread as the discussion starter: ask students to share thoughts, experiences, and insights connected to what the board shows.

#### Example Statements:

- 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?

### 2. Module 3 Completion

Online Module - 25-35 mins

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

### 3. Plenary activity: Peer Pressure Reflection

Post-module - 10 min

1. Read the same five statements aloud again. This time, ask students to privately reflect on how their thinking has shifted after the module, no need to share this part aloud.
2. Give out blank sticky notes/slips and invite students to anonymously write one additional statement or scenario about peer pressure, drawing on the module or their own experiences/observations. Collect these in a box and shuffle them.
3. Pull a handful out and read them aloud (anonymously) to spark further discussion.
4. Facilitate a short discussion on healthy ways to navigate peer pressure, inviting students to share strategies they use or have seen work.

## Optional Additional Activities:

### Activity: Mind Mapping:

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.**

- 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:

10 mins

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

### Discussion: Quote Analysis:

20 mins

Ask students to create their own checklist of actions and behaviours that can help protect them from tech abuse. They should be specific about the red flags to look out for and the actions they can take to protect themselves. For example, "I turn off location services on my phone" or "I will not check into venues online"

## Module 3 glossary

**Key terms from Module 3 - helpful for confidently addressing sensitive topics.**

### ● **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.

### ● **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.

### ● **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.

### ● **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.

### ● **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.

### ● **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.

### ● **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.