

AFL GOALS

WHO'S MY CREW?

In this module students will reflect on who is in their 'crew' - the people and groups around them who contribute to their sense of belonging, identity and overall mental health and wellbeing.

SECONDARY SCHOOL MODULE 4 LESSONS 1-4



GENERAL CAPABILITIES:

**Personal and
Social Capability**

ELEMENT

Self-Awareness

Social Management

SUB-ELEMENT

Relational Awareness

Communication

PROGRAM OVERVIEW

In this module students will reflect on who is in their 'crew' - the people and groups around them who contribute to their sense of belonging, identity and overall mental health and wellbeing. Having a strong sense of belonging is an important factor in maintaining positive mental health and wellbeing, and students will reflect on the groups they belong to. They will also reflect on how these people and groups can influence them as they go through their teenage years - their style, thoughts, actions and hobbies. Students will reflect on the role social media plays in their sense of belonging and connection with others, and will explore positive and negative friendships and how communication is key in these. They will learn how to communicate effectively and to apply these skills to making new friends and maintaining existing friendships. Students will explore boundaries within relationships and learn about the importance of consent, and where this is necessary. Students will then consolidate this learning in a Physical Education or on-field practical lesson. Suggested activities incorporate AFL-specific skills. If you would like to build your capacity or familiarise yourself with how to teach these skills, you may like to learn more through our professional learning platform [Professional Learning - Play AFL](#). In addition, there is a range of free, downloadable content that supports the teaching of practical skills on the AFL Play/Schools website under [Teacher Resources](#).



LESSON SUMMARIES

LESSON 1

In this lesson students are introduced to the concept of belonging and the role this plays in their mental health and wellbeing. They will make the connection between belonging to one or more groups and positive mental health. Students will look at the different types of groups they might belong to from family and friends to online communities. They will also reflect on how the people around us can influence us, and apply this to media and social media. Students will think about the pros and cons of social media and explore the eSafety Commissioner's website to learn about common challenges/problems they can come across online.

LESSON 2

This lesson will see students learn about what cyberbullying is and strategies for managing it if they experience it. Building and maintaining strong, positive relationships with the people around them can help them create a strong support network. Students will explore boundaries within relationships, what does and does not constitute acceptable behaviour in particular relationships, and the importance of consent.

LESSON 3

Students will learn what makes a positive relationship and what makes a negative relationship, and reflect on how their relationships change throughout their teenage years. They will learn about the importance of communication in maintaining good relationships and reflect on the fact that how we say something can be just as important as what we say. They will consider how tone of voice, body language and facial expressions can be key in conveying messages and maintaining positive relationships.

LESSON 4

The final lesson of this module is an on-field activity that is designed to be run similar to a PE lesson on a field or in a gym. This lesson will consolidate the learnings from the module through physical activity and reflection. In this lesson, students will take part in activities that focus on teamwork and communication. They will practise different ways of communicating on the sports field, and reflect on what happens when the ability to communicate is taken away. They will then make connections between this and daily interactions with people in their lives.

FOR TEACHERS

The Reflection Journal has been provided to record student learning. This is an opportunity for students to make notes about their thoughts, feelings and reflections throughout the module.

VICTORIAN CURRICULUM OUTCOMES

LEARNING AREA

Health and
Physical Education

STRAND

Personal, Social and
Community Health

Sub-strand	Content Descriptors	Content Elaborators
Being Healthy, Safe and Active	Investigate the impact of transition and change on identities (VCHPEP123)	<ul style="list-style-type: none"> examining online profiles and identities and developing strategies to promote safety in online environments (RS, S)
Communicating and Interacting for Health and Wellbeing	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)	<ul style="list-style-type: none"> examining how individuals, family and peer groups influence people's behaviours, decisions and actions analysing how their relationships at home and at school influence behaviours and actions
	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)	<ul style="list-style-type: none"> recognising and interpreting emotional responses to stressful situations at home and at school, and proposing strategies for managing these responses

LEARNING AREA

Health and
Physical Education

STRAND

Movement and
Physical Activity

Sub-strand	Content Descriptors	Content Elaborators
Learning Through Movement	Practise and apply personal and social skills when undertaking a range of roles in physical activities (VCHPEM139)	<ul style="list-style-type: none"> adopting roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes (GS, CA, RS, LLPA) applying an understanding of verbal, physical and situational cues to identify and respond appropriately to the feelings and motives of others when working in a team or group (GS, CA, RS)

LESSON 1

WHAT IS BELONGING?

Year Level

Lower Secondary

Learning Area

Health & Physical
Education

Duration

40–60 minutes



OVERVIEW

This lesson explores what a sense of belonging is, and the various groups students might belong to. Having a strong sense of belonging can significantly impact one's mental health and wellbeing for the better. Students will also explore the pros and cons of social media and strategies for staying safe online.

LEARNING OBJECTIVES

- To understand what is meant by a sense of belonging and to reflect on the groups students belong to
- To develop an awareness of the pros and cons of social media, and to develop strategies for staying safe online

RESOURCES

- Video: [Who's My Crew? Booksmarts](#)
- Video: [6 Points With Joanna Lin](#)
- Student worksheet: [Where do I Belong?](#)

STUDENT SUCCESS CRITERIA

- 1 I can explain what a sense of belonging is and list various groups I belong to
- 2 I can list several pros and cons of social media, and have strategies I can use to stay safe online

CURRICULUM LINKS

Victorian Curriculum / Health and Physical Education Years 7/8

- **Strand:** Personal, Social and Community Health
- **Sub-Strand:** Being healthy, safe and active
- **Content Description:** Investigate the impact of transition and change on identities ([VCHPEP123](#))
- **Elaboration:** examining online profiles and identities and developing strategies to promote safety in online environments ([RS](#), [S](#))

LESSON 1

WHAT IS BELONGING?

INTRODUCTION

5-10 mins

Start by sharing the learning objectives and student success criteria.

Opening question (individual reflection, group or class):

- What is belonging? Where do you feel like you belong?

List all the places/groups students can come up with on the board e.g. family, footy team, class groups (like the class completing this lesson – 7 Health, or Year 8 Homegroup etc).

Belonging describes the way we fit in and the places we feel welcome and valued, e.g. home, school, sports club, drama club, church or mosque, local library, dance class, etc.

Explain that the following video will help students understand why a sense of belonging is important for our mental health.

Video

▶ Play [Who's My Crew? Booksmarts](#)



LESSON 1

WHAT IS BELONGING?

MAIN LESSON CONTENT

30–40 mins

Activity 1

In the video the host Jazz mentioned several types of groups that people can belong to – from immediate family and friends to local organisations and online communities. Take a look at the list on the board – are there any to be added? Can they be grouped according to categories?

Hand out student worksheet: Where do I Belong? and ask students to fill in the groups they belong to and key individuals they are connected to through those groups. For example in the family circle, list family members. In the local groups circle they might list sports teams, chess clubs, choirs etc. The final circle, subcultures/online communities, might contain things like online pages/groups for a specific interest e.g. Taylor Swift, anime/manga, or gaming communities like Minecraft.

Extension 1

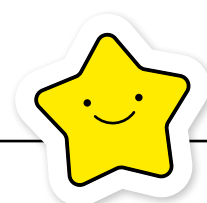
Have students move around the room to try to find students with common shared groups in the 3rd and 4th circles on their sheet. Are there any groups that only one person belongs to? Are there any groups students are inspired to join?

Extension 2

Students complete a maths-based activity collating the class information, e.g. creating a bar chart or graph to present information on which groups in the class are most represented.

Explain to students that the people and things we surround ourselves with influence us as we grow. Initially as young children our main influence is our family, and as we enter our teenage years we start to be exposed to more external influences like pop culture (culture that is popular!), media and community.

- How might the people/groups around us influence us?
- Think about the decisions we make, our personalities, how we spend our time, etc.



LESSON 1

WHAT IS BELONGING?

MAIN LESSON CONTENT

The more time we spend with people or in a group, the more likely we are to be influenced by them. This might mean:

- Dressing like them
- Changing our appearance to be like theirs, e.g. hair, make-up etc
- Wanting to own the same things they own, e.g. a bag or hat
- Making decisions to spend more time with them, or do the things they do

Ask students if they have heard of or remember any viral internet trends from recent times e.g. ice baths, planking, bottle flipping, dabbing. Explain to students that viral trends like this are an example of pop culture/media influencing us on a massive scale.

Fun, right? Well, not always – the 2011 viral planking challenge saw people holding plank positions in increasingly strange places around the world and taking photos to post to social media. Some of these positions were very risky and someone actually died trying to get the perfect photo.

Explain to students that having groups and places we belong is really important for us in many ways, but we also need to be aware of the possible risks that can come with involvement in certain groups.

Explain to students that in the following video VFLW footballer Joanna Lin will share 6 places she feels like she belongs.

Video

▶ Play 6 Points With Joanna Lin

Discussion questions

- Where does Joanna feel like she belongs, and why?
- Where do you feel like you belong, and why?



LESSON 1

WHAT IS BELONGING?

MAIN LESSON CONTENT

Activity 2

Ask students to raise their hands if they are members of any online groups (they can refer to the worksheet from Activity 1). Nowadays it is common to follow pages, websites and groups online and on social media platforms. Explain to students that even following several creators online devoted to a certain interest e.g. reading books, or make-up products can make you feel like you're part of a community who shares that interest. This can be a real advantage of social media – giving people the chance to connect with other people with shared interests.

On the board write pros and cons of social media. On the pro side write 'Enhanced sense of belonging'. On the con side write 'Dangerous viral trends' and refer back to planking. What other pros and cons of social media can students come up with? Brainstorm on the board.

For teachers: Prompt students using additional information here:

- Social media benefits and risks
- Internet safety for teenagers

Extension

Run a class debate: 'The world is better off with social media' or 'Social media helps people feel like they belong' or a prompt of your choosing.

Explain to students that while social media absolutely has its benefits, there are certain risks that come with it. Refer back to the list on the board – students may have

come up with negatives like cyberbullying/ internet trolls, inappropriate content, target advertising, and being deceived by people who are not who they say they are. Ask students what advice they would give friends or younger students on staying safe online e.g. don't give out personal information, report suspicious comments/profiles etc.

Give students time to explore the eSafety Commissioner's website. In pairs, students choose and read through the information on one of the topics listed e.g. bullying online, I'm being pressured to send nudes, etc. Students write down their top 3 tips on what to do in this situation.

Extension 1

Students prepare a 2-minute presentation for the rest of the class on the area they researched. Make sure they include:

- A definition (what the issue/area is)
- How to prevent it from happening
- What to do if it does happen

Extension 2

Collect the 3 top tips from each pair and bind them together into a booklet that can be kept in the classroom for students to refer to. Alternatively each pair could create a poster with their tips and these could be displayed around the room.

Reflection (5–10 mins)

Support students to think reflectively about whether they've met the lesson's success criteria.

- Why is a sense of belonging important?
- How can you stay safe online?

Reflection could be written, verbal, in class or set as homework.

LESSON 2

COMMUNICATION AND CONNECTION

Year Level

Lower Secondary

Learning Area

Health & Physical
Education

Duration

40–60 minutes



OVERVIEW

This lesson explores the importance of communication and connection in relationships and how these can help or hinder a strong sense of belonging. Students will learn signs of negative relationships or bullying, and explore strategies to deal with this.

LEARNING OBJECTIVES

- To gain an understanding of the significance of communication and connection in relationships
- To identify signs of negative relationships or bullying, and strategies to overcome these

RESOURCES

- Video: [Who's My Crew? IRL](#)
- Video: [Ask Me Anything with Joanna Lin](#)
- Student worksheet: [How Well Do You Know Your Classmates?](#)

STUDENT SUCCESS CRITERIA

- 1 I can explain how communication and connection can strengthen or damage relationships
- 2 I can identify negative relationships or bullying, and list strategies to deal with these if faced with them

CURRICULUM LINKS

Victorian Curriculum / Health and Physical Education Years 7/8

- **Strand:** Personal, Social and Community Health
- **Sub-Strand:** Communicating and Interacting for Health and Wellbeing
- **Content Description:** Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing ([VCHPEP127](#))
- **Elaboration:** examining how individuals, family and peer groups influence people's behaviours, decisions and actions
 - analysing how their relationships at home and at school influence behaviours and actions

LESSON 2

COMMUNICATION AND CONNECTION

INTRODUCTION

5-10 mins

Start by sharing the learning objectives and student success criteria.

Opening question (individual reflection, group or class):

- **Note:** Explain this is a private reflection. Ask students to not share their answer or say it out loud. This will ensure no one feels left out.
- Who are you closest to in this world? Who knows you best and just 'gets you'?

Once students have thought of their answer (or answers, plural), ask them the following questions:

- Raise your hand if you thought of a person in your family
- Raise your hand if you thought of a friend
- Raise your hand if you thought of someone who is not family or a friend (teacher may consider following up on this privately, as it may indicate a relationship with a person online or unknown to the student)

As a class where were most hands raised? Why do you think this might be? Chances are most hands were raised for friends, which is pretty normal for teenagers. The following video will look at the types of relationships we have, and how they can change in our teenage years.

Video

▶ Play [Who's My Crew? IRL](#)



LESSON 2

COMMUNICATION AND CONNECTION

MAIN LESSON CONTENT

30–40 mins

Activity 1

Ask students to think about their relationships with their immediate family members or the people they live with. How have these changed in the last couple of years? Make the connection with AFL Goals Module 2 – what happens in the brain during puberty, and how this can impact our relationships. Explain to students that it is normal to experience changes in the dynamic of relationships with your parents or carers, siblings and other family during this time. Ask students to list some of the ways these relationships might change (encourage students to depersonalise examples – keep them general). Examples might include:

- Arguing more
- Feeling frustrated/snapping for no reason
- Becoming more distant, communicating less
- Spending less 1:1 time with family, more with friends
- Taking on more responsibilities in the relationship

Explain to students that a key part of all relationships – positive and negative – is communication. Ask students to brainstorm all the different ways they communicate with the people in their lives e.g. talking face to face, texting, direct message on social media platforms.

Generally communication occurs in one of two forms; verbal or non-verbal (written or body language/facial expressions). When communicating there are certain things we can keep in mind to communicate well, and to ensure that our communication with the people in our lives leads to positive relationships. This helps protect our relationships with key people in our lives, like friends and family.

Explain to students that there are two key things to keep in mind when communicating: what we say, and how we say it. The ‘how’ can be affected by things like our tone of voice, our facial expressions and our body language. On social media (written communication) or by text message, we lose a large part of the ‘how’ component, and have to rely on the ‘what’.

Divide students into pairs and write the following statements on the board. Ask students to take it in turns delivering the compliments to a partner.

- I love what you’re wearing.
- Wow, you’ve been killing it on the footy field lately.
- You’re so good at maths, can you help me with this week’s homework?
- Nice shoes!
- I’m sorry you had a bad day yesterday

As a last prompt, ask students to deliver a genuine compliment to their partner.

LESSON 2

COMMUNICATION AND CONNECTION

MAIN LESSON CONTENT

As a class discuss:

- How did the person delivering the compliment say the words? Think about their tone of voice (e.g. high pitch, warm tone, inflections at the end of words, sounded excited)
- What facial expressions did they use? (e.g. smiling, making eye contact)
- What was their body language saying? (e.g. open body language – shoulders back, facing the person front on)

Ask students if they have ever experienced miscommunication. This is where an idea or message is not communicated effectively, and leads to a misunderstanding. For example, have you ever thought someone was mad at you based on the way they spoke to you, only to find out this wasn't true?



Write the following on the board where students can see it:


Hey. We need to talk.

Ask students to imagine they received this via text message/social media messaging from a friend. How might they react? What might this be about? How would it differ if the message came from a parent/carer? What about if it came from a teacher?

Add an exclamation mark to the message. Ask students: how would you feel receiving this message now? The same, or different? Adding punctuation like an exclamation mark can change the tone of a written message.

For teachers who have taught AFL Goals Module 3, remind students about what they learnt about empathy – putting yourself in someone else's shoes and trying to see things from their point of view. This can be really important to effective communication and building strong relationships with the people around us. In the following video, Joanna Lin shares whose shoes she would walk in for a day and why.

Video

 Play [Ask Me Anything with Joanna Lin](#)

Discussion questions

- Who really inspires Joanna and why?
- Who really inspires you and why?



MAIN LESSON CONTENT

Activity 2

Explain to students that clear and positive communication can be hard (even for many adults), and takes practice. Sometimes people simply don't know how to communicate what they want to say, while sometimes people say things that might appear to be nice, but they actually mean them in a nasty way.

Consider the below statements again. Recap what students said about how the compliments were delivered – tone of voice, facial expressions etc. In pairs, have students repeat the statements but in a negative (insulting) way, thinking about the same things.

- I love what you're wearing.
- Wow, you have been killing it on the footy field lately.
- You're so good at maths, can you help me with this week's homework?
- Nice shoes!
- I'm sorry you had a bad day yesterday

What was different?

As a class, discuss how tone of voice, body language and facial expressions can change the meaning of something. Explain that if someone is saying something nice but in a mean way, this can be a sign of a negative relationship. If it happens often, this can be a sign of bullying.

Ask students to brainstorm what they could do if they observe or experience bullying.

Strategies might include: tell someone, walk away from the situation, call the person out on their behaviour, avoid that person, find new friends to hang out with or befriend the person being bullied. Are there school guidelines/processes in place for bullying? If so, refer to these.

FOR TEACHERS

Bullying is when someone deliberately and repeatedly upsets, frightens, threatens or hurts someone else. Bullying can look like:

- Saying nasty things e.g. teasing, threatening, calling names
- Deliberately ignoring or excluding someone
- Spreading rumours or playing nasty jokes
- Aggressive or violent acts like pushing, tripping or hitting
- Damaging or stealing someone's things

More information: [Bullying and school problems](#)

One key strategy if you are experiencing bullying, or if you feel like your friendships aren't serving you well, is to make new friends (or strengthen your relationships with friends you don't know as well).

LESSON 2

COMMUNICATION AND CONNECTION

MAIN LESSON CONTENT

Extension 1

One way to do this is to join new groups where you can meet people with shared interests. As a class brainstorm all the possible clubs and groups at the school that can be joined. Encourage students to try out a new group, or even create their own around a specific topic e.g. manga, anime, Taylor Swift.

Extension 2

Play a game of How Well Do You Know Your Classmates? To encourage students to get to know other members of the class better. Use the student worksheet: How Well Do You Know Your Classmates? Print one and hand it out to each student and have them complete with at least 4 students' answers.

Reflection (5–10 mins)

Support students to think reflectively about whether they've met the lesson's criteria.

- Why is communication important in relationships? What steps can we take to ensure positive and effective communication?
- What strategies can you take when faced with bullying or negative relationships?

Reflection can be written, verbal or set as homework.

Option

If a person is being bullied, who could they talk to (parent/carer, teacher, another friend)? Discuss the merits of telling each of these people, versus the disadvantages (e.g. a friend might not be able to do anything about it).



LESSON 3

TALKING ABOUT TOUGH TOPICS

Year Level

Lower Secondary

Learning Area

Health & Physical
Education

Duration

40–60 minutes



OVERVIEW

This lesson explores cyberbullying, setting boundaries and consent. Students will learn about what cyberbullying is and strategies for managing it if they experience it. They will also explore boundaries within relationships, what does and doesn't constitute acceptable behaviour in particular relationships, and the importance of consent.

LEARNING OBJECTIVES

- To learn what cyberbullying is and how it can be managed
- To learn about boundaries and consent and how they can be respected

RESOURCES

- ▶ Video: [Who's My Crew? Gameplan](#)
- ▶ Video: [Drills with Joanna Lin](#)
- 📄 Student worksheet: [Consent](#)

STUDENT SUCCESS CRITERIA

- 1 I can explain cyberbullying and have strategies to manage it
- 2 I can define boundaries and consent and I know how to respect them

CURRICULUM LINKS

Victorian Curriculum / Health and Physical Education Years 7/8

- **Strand:** Personal, Social and Community Health
- **Sub-Strand:** Communicating and Interacting for Health and Wellbeing
- **Content Description:** Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity ([VCHPEP128](#))
- **Elaboration:**
 - recognising and interpreting emotional responses to stressful situations at home and at school, and proposing strategies for managing these responses

LESSON 3

TALKING ABOUT TOUGH TOPICS

INTRODUCTION

5-10 mins

Start by sharing the learning objectives and student success criteria.

Opening Question:

- Where is your 'safe space'? A safe space is somewhere you feel comfortable, 'at home' and - you guessed it - safe! Why is this space safe, and what do you do there?

Examples could include: bedroom (reading a book), kitchen (baking something with parent/carer), the footy field (kicking the footy with parent/carer, or just solo), the quiet room at school (sitting quietly). Ask students to share their safe space with a partner.

Explain that the following video will talk about cyberbullying. It will explain what this is, and how it can negatively impact our sense of belonging. The host will chat to a couple of pro sports players about how they deal with negativity online.

Video

▶ Play [Who's My Crew? Gameplan](#)



FOR TEACHERS

Some students may not be able to articulate a safe space – that's okay too. In that case, what would be their ideal safe space? It could be as simple as a beach or a forest, or they can get creative e.g. a spaceship in the middle of space, with puppies floating around, or a desert island with a chocolate fountain.



LESSON 3

TALKING ABOUT TOUGH TOPICS

MAIN LESSON CONTENT

30–40 mins

Activity 1

Ask students if they remember the conversation about bullying in the previous lesson of this module. As a reminder, bullying can look like:

- Saying nasty things e.g. teasing, threatening, calling names
- Deliberately ignoring or excluding someone
- Spreading rumours or playing nasty jokes
- Aggressive or violent acts like pushing, tripping or hitting

Explain to students that as increasing numbers of young people have access to phones and the internet, increasing numbers of young people are exposed to the threat of cyberbullying: using the internet to bully another person. For a lot of people the home used to be a really safe space where they would feel relaxed and free of judgement. Now, with devices and social media, we can be connected with everyone all the time. This can be great – but it has its hazards too.

Refer back to the safe spaces from the start of the lesson. Do students have access to their phones or devices in them? Explain to students that taking some time away from phones and devices can help maintain good mental health and wellbeing, even if they are not experiencing cyberbullying. Challenge students to find a time each day where they put their phones away for just 15 minutes.

Share the [eSafety Commissioner information on cyberbullying](#) with students either by projecting on the board or directing students to the page on their own devices. Read through the information and reflect:

- What is cyberbullying?
- What should you do if you are being cyberbullied?
- How can you help someone else who is being cyberbullied?


One of the key strategies for dealing with cyberbullying is talking to someone about it. As a class, brainstorm a list of people students could go to in these circumstances, e.g. teacher, wellbeing leader, parent/carers, friend.

Extension

In pairs ask students to roleplay asking for help with cyberbullying. Think about what to say, how to say it, and when and where to say it.

Another key strategy for dealing with cyberbullying is making new friends or investing in positive friendships. Introduce the following video by explaining that VFLW footballer Joanna Lin will take students through some of her best tips for building and maintaining friendships.

Video

 Play [Drills with Joanna Lin](#)

Discussion questions

- What were Joanna's key tips for building and maintaining friendships?
- Which one was your favourite and why? Have you tried any of them?

LESSON 3

TALKING ABOUT TOUGH TOPICS

MAIN LESSON CONTENT

Activity 2

Write the following words on the board and ask students if they can define them:

- Boundaries
- Consent

FOR TEACHERS

Boundaries are setting limits to what is considered to be acceptable behaviour. Consent is agreeing to something or giving permission for something.

Further information:

- Consent and sexual consent
- Sexual consent for teenagers

Explain to students that all relationships have boundaries. Think about the football field where there are boundaries that players must stay inside. Just like this, all relationships have boundaries, which both parties agree to stay within. Write the following on the board:

A best friend. A friend. A classmate. Teacher. Parent/caregiver. Stranger.

Part A

Brainstorm what boundaries students have with the people in their life, using the people on the board and the following questions as prompts:

- Who would you hug?
- Who would you text/contact via social media rather than email?
- Who would you use casual language or slang with, e.g. yo, whatsup?
- Who would you sign off a text message with x (kiss) with?
- Who do you have nicknames for?

Part B

Read out the following questions and have students brainstorm how they can put boundaries in place and maintain them:

- Your friend texts you at 2am and it wakes you up. Do you reply? When? How can you set boundaries here?
 - *E.g. put Do Not Disturb on your phone so that you won't receive notifications until the next day*
- Your bedroom is a safe space in your house and your siblings know they aren't meant to go in if you're not there, and they knock before entering when you are. Your younger sister barges in and starts rooting around your closet. What do you do, and who do you tell?
 - *E.g. have a conversation with your sister once you are in a calm mood. Remind her of your boundaries and ask her to respect them.*
- You are at a party with friends and they start encouraging you to engage in some risky behaviour (e.g. drinking alcohol, smoking/vaping - teacher can choose appropriate example). How do you respond, what do you do?
 - *E.g. practise being assertive and saying no, remove yourself from the situation*

MAIN LESSON CONTENT

Explain to students that it is important to respect people's boundaries, and to be able to ask others to respect your boundaries. This is particularly true for consent. Consent is where permission is given for something. There are lots of places in life where consent is sought and given, e.g. parental consent for a school field trip, or allowing your sibling to go into your room to grab that ball they wanted to borrow. Explain to students that consent also applies when it comes to physical and sexual activity. Everyone has boundaries here too – things they are and are not prepared to do. A good rule of thumb is assuming that whenever you are in a situation where you are physically touching another person, it is important to get consent. It is not enough to just get consent once – consent needs to be freely and actively given, and ongoing. It can be removed at any time – it's okay to change your mind.

Hand out the worksheet: Consent and ask students to work through it in groups or pairs. Students will look at various situations and decide if consent needs to be given. Move around the class and assist students as needed. You may choose to reveal the answers to the class or as you move around the room.

1. Noah wants to go on the optional field trip to the swimming centre and the school has sent a note home. Does Noah need consent to attend?

Answer: Yes. Noah will need to return the consent form to attend the trip.

2. Kiara rocks up at her grandparents' house and gives them a massive hug, which she always does. They give her big smiles and lean in for the hugs too. She goes to hug her 5-year-old cousin but the cousin moves away and hides behind her aunt's leg. Does Kiara need consent to hug her family members?

Answer: Even if it's typical in Kiara's family to hug, Kiara's cousin is showing with her body language that she doesn't want a hug right now, and it's her right to deny consent. Kiara can smile and wave instead.

3. Kai is hanging out with their partner and wants to kiss them. They have kissed a couple of times before and seemed to enjoy it. Does Kai need consent to kiss their partner?

Answer: Yes, consent is important. Kai could ask their partner if they want to kiss, and can use body language and facial expressions as clues too, e.g. is their partner smiling, making eye contact, leaning in, holding hands etc.



LESSON 3

TALKING ABOUT TOUGH TOPICS

MAIN LESSON CONTENT

Extension 1

Run the following True/False activity with students. Discuss why/why not.

- **True or False:** If you are just putting your hand on someone's waist you do not need to get consent. (*False - if you are touching another person anywhere on the body you need to get consent.*)
- **True or False:** If you are drunk you can consent to sex. (*False - a person cannot freely give consent to sexual activity if they are too intoxicated.*)
- **True or False:** A doctor needs to get consent before touching you. (*True - a doctor should ask and receive consent from you to touch your body anywhere.*)
- **True or False:** Consent can be given only through body language. You don't need to hear words. (*False - body language can support verbal consent, but must be accompanied with verbal consent like the word 'yes'.*)
- **True or False:** If someone said yes before then it is okay to ignore them if they are saying no now. (*False - consent can be withdrawn at any time. If someone says no then you need to respect that and stop immediately.*)

Reflection (5–10 mins)

Support your students to think reflectively about whether they've met the lesson's success criteria.

- What is cyberbullying and how can it be managed?
- What are boundaries? How do they differ from consent? Why are they important?



In-class Module Reflection

This reflection can be completed at the end of this third lesson or after completing the on-field activity.

The Reflection Journal has been provided to record student learning. This is an opportunity for students to make notes about their thoughts, feelings and reflections throughout the module.

- Why is a sense of belonging important for good mental health and wellbeing?
- How significant is communication in having positive relationships? Why?
- What is consent and why is it important?

ON-FIELD ACTIVITY

Year Level

Lower Secondary

Learning Area

Health & Physical Education

Duration

40–60 minutes



OVERVIEW

This on-field activity is designed to be used as part of a Physical Education class to reinforce learnings in this module. Students will explore how sport and physical activity can enhance a sense of belonging, and how the same skills for effective communication to build relationships can apply in sport.

LEARNING OBJECTIVES

- To understand that sport can play a key role in a person's sense of belonging
- To practise effective communication skills in a team

SKILL FOCUS

- Communication
- Teamwork
- Reflecting
- Critical Thinking

EQUIPMENT

- Football
- Marking cones

STUDENT SUCCESS CRITERIA

- 1 I can explain some of the emotions that physical activity can produce
- 2 I can pause and identify my own emotions at any given time during a physical activity

CURRICULUM LINKS

**Victorian Curriculum /
Health and Physical Education
Years 7/8**

- **Strand:** Movement and Physical Activity
- **Sub-Strand:** Learning Through Movement
- **Content Description:** Practise and apply personal and social skills when undertaking a range of roles in physical activities ([VCHPEM139](#))
- **Elaboration:**
 - adopting roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes ([GS](#), [CA](#), [RS](#), [LLPA](#))
 - applying an understanding of verbal, physical and situational cues to identify and respond appropriately to the feelings and motives of others when working in a team or group ([GS](#), [CA](#), [RS](#))

ON-FIELD ACTIVITY

WARM-UP ACTIVITY

5-10 mins

Explain to students that this lesson will help consolidate what they have learnt in the last few lessons about belonging, and how sport can be a great place to find a sense of belonging and build your team or tribe. Communication is a key part of this. Ask students what they can remember from lessons 1-3 in this module about effective communication – think about what you say and how you say it, as well as non-verbal cues like facial expressions and body language.

Have students gather in a zone on the field or in a gym, and direct them to stay inside the boundaries. The following activity is about finding things in common with classmates.

- The teacher blows the whistle and students begin to move around and chat with other students. The aim is to find a person who has something in common with you, e.g. has the same pet, or loves the same ice-cream flavour. Once you find a partner, stick with them.
- When the teacher blows the whistle again each pair must move around and chat with other pairs, trying to find something that all 4 people have in common. If they can find something, the two pairs become a group of 4.
- Repeat with the teacher blowing the whistle to indicate the start of the next round. If students haven't found a group to match with, they can keep searching for another group of the same size.
- Keep going until there is one clear winning group – the largest group. What do they all have in common?



ON-FIELD ACTIVITY

ACTIVITY 1: COMMUNICATION IS KEY

30-35 mins

Play a game of AFL 9s. Allow students to play it normally. At the halfway point reflect:

- How did you communicate with your teammates during the game?
- How important was this communication? Do you think you could have performed as well if you couldn't communicate?

Explain that you will now continue playing the game, however for the next 5 minutes students are not able to communicate and must remain silent. When the 5 minutes is up reflect:

- How challenging was playing without being able to communicate verbally with your teammates?
- Did you find alternative ways to communicate? How effective were these (e.g. eye contact, waving)?

Finish the game using everything you have learnt about communication to communicate effectively.

When finished:

- Did anything change about the way teams communicated after what they learnt during the silent 5 minutes?
- What have we learnt about communication in sport?



COOL DOWN/REFLECTION

5 mins

Ask students what they have learnt about communication from today's lesson. Explain that communication on the sports field is just one type of communication, but it mirrors other types like with friends and family in daily life.

Disclaimer

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Credits



MATTERWORKS

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