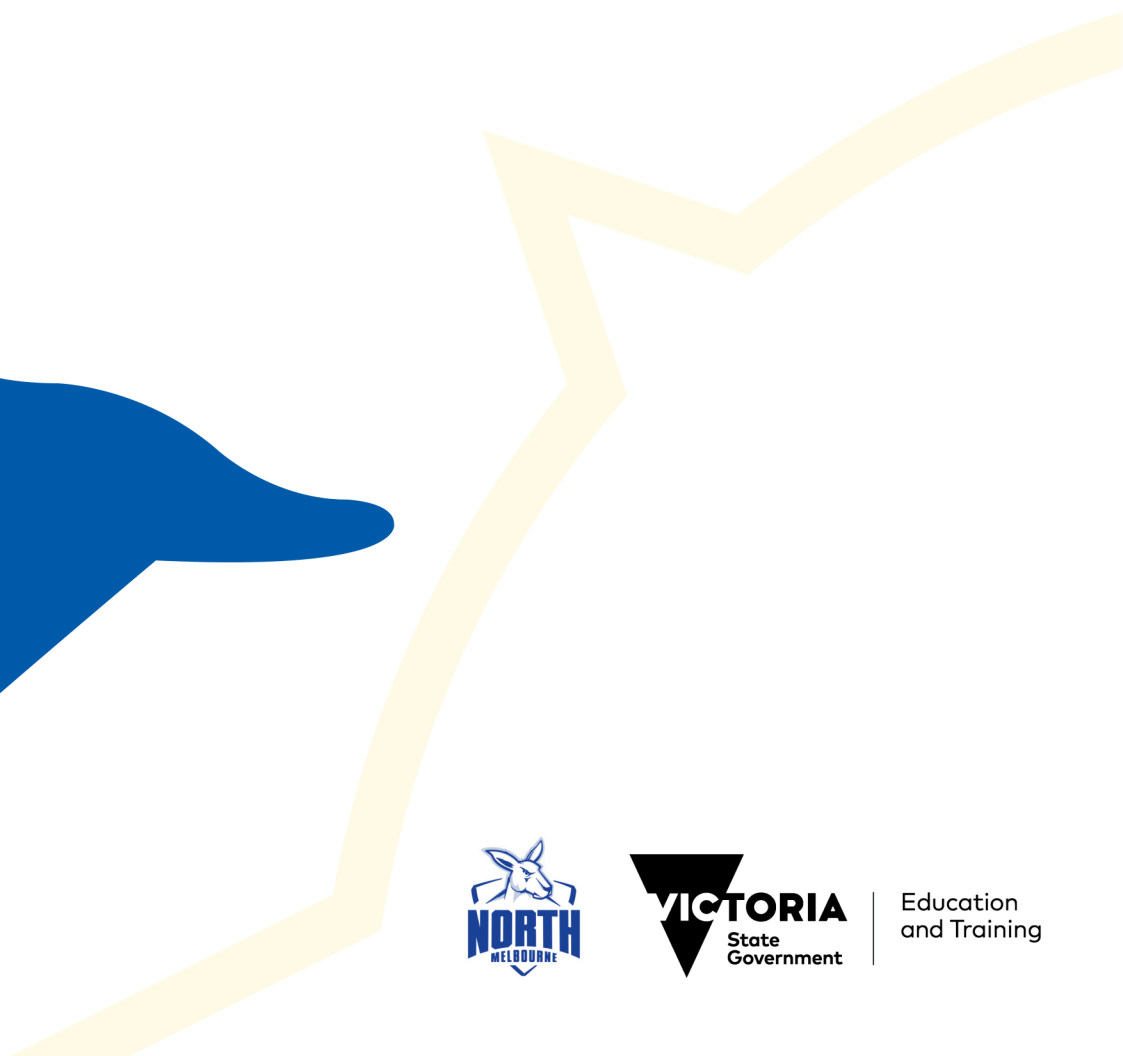
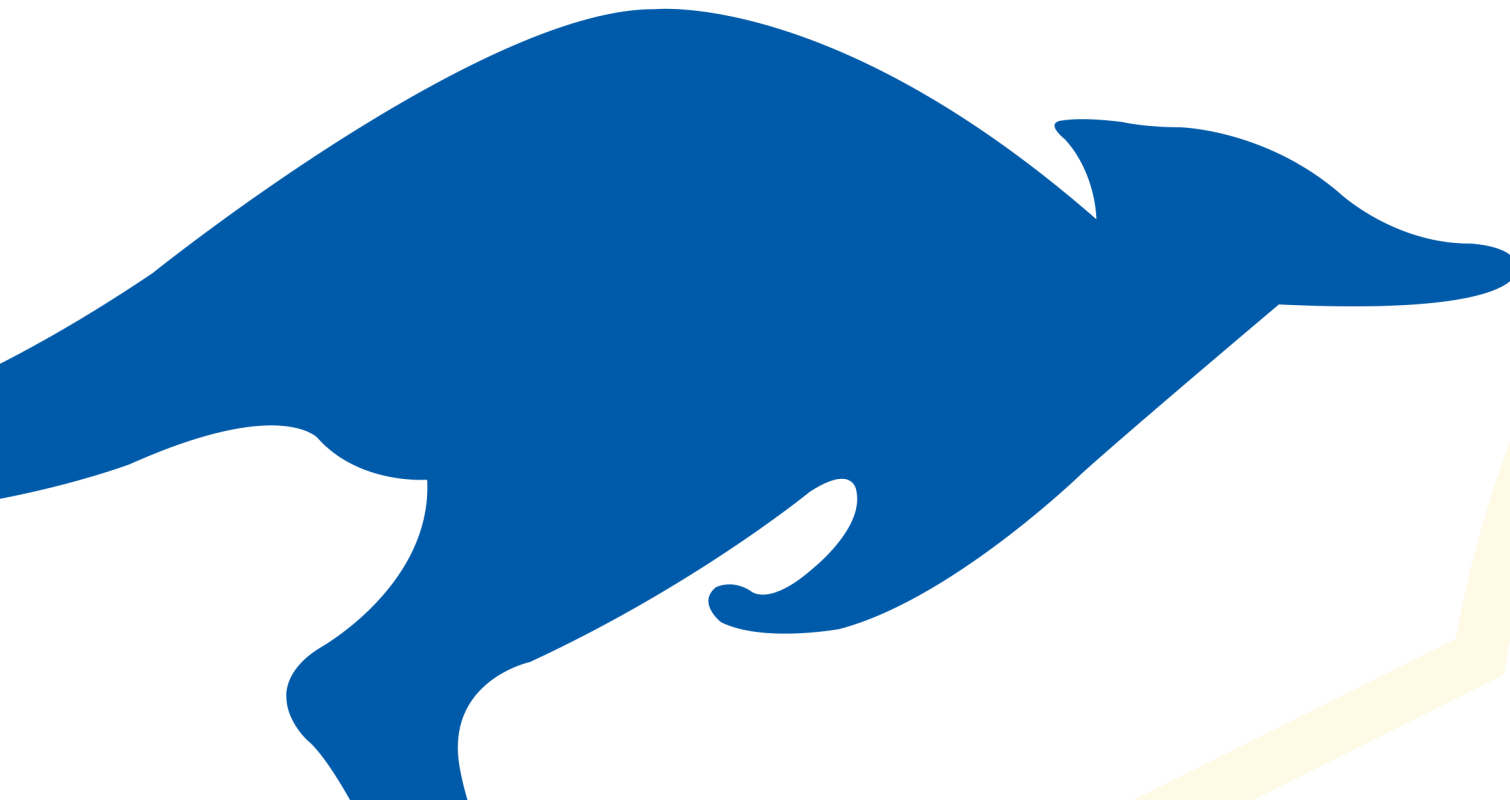




# Your True North

Learning Resources

Level 7-8



Education  
and Training

# True North Foundation - Level 10



# CONTENTS

|                  |                                |       |
|------------------|--------------------------------|-------|
| Teacher Resource | Your True North Curriculum Map | 1-2   |
| Lesson 1         | Influence                      | 3-13  |
| Lesson 2         | Perspective                    | 14-23 |
| Lesson 3         | Boundaries                     | 24-35 |
| Lesson 4         | Agency                         | 36-45 |

# CURRICULUM MAP

# LEVEL 7-8

|                            | Lesson 1<br>Influence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Lesson 2<br>Perspective                                                                                                                                                                                   | Lesson 3<br>Boundaries                                                                                                                                                                                                                                                                                                                                                                           | Lesson 4<br>Agency                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal and Social</b> | <p>how to distinguish between productive and unproductive help-seeking and other coping strategies when responding to challenge or adversity; strategies for peer support and empathetic communication when others encounter challenge or adversity<br/><u>VC2CP8S02</u></p> <p>factors that affect the ways in which personal and group relationships are expressed and experienced, including personal boundaries, extent of intimacy, distribution of power and social expectations<br/><u>VC2CP8O03</u></p> |                                                                                                                                                                                                           | <p>factors that affect the ways in which personal and group relationships are expressed and experienced, including personal boundaries, extent of intimacy, distribution of power and social expectations<br/><u>VC2CP8O03</u></p> <p>when and how to use skills and strategies to prevent, defuse and resolve conflict within and between groups in different contexts<br/><u>VC2CP8O05</u></p> | <p>how to distinguish between productive and unproductive help-seeking and other coping strategies when responding to challenge or adversity; strategies for peer support and empathetic communication when others encounter challenge or adversity<br/><u>VC2CP8S02</u></p> <p>similarities and differences in people's values and beliefs; how they can be expressed in diverse ways in relationships<br/><u>VC2CP8O01</u></p> |
| <b>Ethical</b>             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>how ethical perspectives may be individual or shared, and reasons for similarities and differences in ethical perspectives, such as similar or different values or worldviews<br/><u>VC2CE8U02</u></p> |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                       |                                                                                                                                                                                          |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       |                                                                                                                                                                                          | <p>how dispositions including open-mindedness, personal and non-personal experiences and context influence ethical perspectives and can help to explain similarities and differences in ethical perspectives</p> <p><u>VC2CE8U03</u></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Critical and Creative Thinking</b> | <p>ways to identify, structure and communicate a conclusion and its justification where competing claims, and grounds for claims, are analysed and evaluated</p> <p><u>VC2CC8R01</u></p> | <p>when and how judgement is suspended to support generating and evaluating alternative ideas and possibilities</p> <p><u>VC2CC8Q02</u></p>                                                                                              | <p>when and how judgement is suspended to support generating and evaluating alternative ideas and possibilities</p> <p><u>VC2CC8Q02</u></p>                                                                                                                                                                                                                                                                                                                                                                                | <p>strategies for generating new ideas and possibilities including identifying a pattern across multiple information sources</p> <p><u>VC2CC8Q03</u></p>                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Health and Physical Education</b>  | <p>examine the roles of respect, empathy, power and coercion in developing respectful relationships</p> <p><u>VC2HP8P04</u></p>                                                          | <p>examine the roles of respect, empathy, power and coercion in developing respectful relationships</p> <p><u>VC2HP8P04</u></p>                                                                                                          | <p>examine the roles of respect, empathy, power and coercion in developing respectful relationships</p> <p><u>VC2HP8P04</u></p> <p>explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline)</p> <p><u>VC2HP8P07</u></p> <p>refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR)</p> <p><u>VC2HP8P08</u></p> | <p>analyse factors that influence emotional responses and devise strategies to self-manage emotions</p> <p><u>VC2HP8P06</u></p> <p>explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline)</p> <p><u>VC2HP8P07</u></p> <p>refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR)</p> <p><u>VC2HP8P08</u></p> |

# LESSON 1: INFLUENCE

Your True North | Level 7-8

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Time</b>                                    | 50 to 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Resources</b>                               | <ul style="list-style-type: none"> <li>• <u><i>Hard Read Scenario Cards</i></u> (one card per pair; duplicate scenarios as needed)</li> <li>• <u><i>Causes of the Values-Behaviour Gap</i></u> (one per student)</li> <li>• <u><i>Neve's First Week</i></u> (display or read aloud; if printed, one copy per student)</li> <li>• <u><i>Your True North anchor chart</i></u></li> <li>• Lesson slides</li> </ul>                                                                                                                                          |
| <b>Learning Intention and Success Criteria</b> | <p>To understand how peer pressure and the need to belong can change the way we behave in relationships.</p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Identify one or more influences that help explain a person's behaviour and justify my explanation with evidence</li> <li>• Explain how power or social status can be used to influence someone's behaviour</li> <li>• Identify a values-behaviour gap by comparing a person's actions with their values</li> </ul>                                                                   |
| <b>Curriculum Links</b>                        | <ul style="list-style-type: none"> <li>• how to distinguish between productive and unproductive help-seeking and other coping strategies when responding to challenge or adversity; strategies for peer support and empathetic communication when others encounter challenge or adversity <u>VC2CP8S02</u></li> <li>• factors that affect the ways in which personal and group relationships are expressed and experienced, including personal boundaries, extent of intimacy, distribution of power and social expectations <u>VC2CP8O03</u></li> </ul> |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <ul style="list-style-type: none"> <li>ways to identify, structure and communicate a conclusion and its justification where competing claims, and grounds for claims, are analysed and evaluated <a href="#">VC2CC8R01</a></li> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships <a href="#">VC2HP8P04</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Method | <p><b>Teacher note:</b> Your True North deals with sensitive themes across all four lessons, including peer pressure and coercion, sharing private information, rumours, exclusion, family difficulties, comments about eating, and mocking someone's background. Before teaching the unit, read every lesson and resource carefully. Change or remove any scenario, question or activity that may be too close to a situation a student is experiencing or has experienced.</p> <p>Remind students at the start of each lesson that the scenarios are fictional and that they can discuss them in general terms without sharing personal experiences. Monitor students throughout for signs of distress. If a student begins to share something personal or sensitive in front of the class, gently interrupt and redirect them, then follow up privately. If a student becomes upset or discloses information that raises a concern for their safety or wellbeing, follow your school's child safety procedures.</p> <ol style="list-style-type: none"> <li><b>Activate prior knowledge:</b> What are some ways that people can be influenced by others?</li> <li>Display the learning intention and success criteria. Read them aloud and unpack the meaning.</li> </ol> |

3. Run **Four Corners**. Label the corners Strongly Agree, Agree, Disagree, and Strongly Disagree, and have the students stand in the corners that reflect their opinions on the statements you make. Encourage students to think about the statements in relation to people in general rather than themselves. Ask a student or two from different corners to explain their thinking.

Core statements:

- Most people my age change how they act depending on who they're around.
- It's possible to feel pressure to do something even when no one has directly asked you to.
- It's harder to stand up for what you think is right when you're in a group compared to when you're alone.
- Wanting to belong is one of the strongest forces that shapes how people behave.

Optional statements:

- People usually know when they're being influenced by a group.
- Most people have done something they weren't proud of because of social pressure.

**Teacher note: Four Corners** is a diagnostic activity before the values-behaviour gap and eight types of influence are taught. Use the four core statements, adding the two optional statements if useful.

4. After the statements, bring the class back together. Ask: What did you notice about where people landed? Were any results surprising?

5. Explain: Today's activities are about the forces which shape how we act around other people, sometimes without us even noticing. Display **slide 4**. Introduce the central idea: the values-behaviour gap, which is when our behaviour in a group doesn't match our beliefs about what is right.
6. Even AFL players feel pressure to go along with the group sometimes. **Play the player video on slide 5**. The player explains the values-behaviour gap directly and the eight types of influence.

**Check for understanding:** Cold call: Name one type of influence that can cause the values-behaviour gap.

7. Display **slide 6**. Revise the eight types of influence that can create the values-behaviour gap as explained in the video.
8. Distribute *Causes of the Values-Behaviour Gap* for students to refer to.
9. Introduce **Neve's Story**. Explain that the narrative they are about to read will run through Your True North and will be explored during the lessons.

Explain: Neve has just started Year 7 at a new school. She's made a few new friends, including Georgia and Sienna, and is starting to find her place. She also plays for a local AFL club, where she gets some additional support from Sandy, the club wellbeing coordinator. There's a girl called Freya, a year above her at school and in an older age group at the same club, part of a tight, risk-taking crowd who mostly keep to themselves. Neve has something she doesn't want other people to know, and Freya overhears something she shouldn't have.

10. Display *Neve's First Week* on the screen, or distribute to students as a handout. As you read, ask students to listen for two things:
  - Moments where Neve changes how she is acting depending on who is around her
  - Moments where someone uses power or status to influence someone else's behaviour

### *Part 1: Neve's First Week*

Neve is talking quietly with Sandy, the club wellbeing coordinator, near the clubrooms after training, at one of their scheduled check-ins. Neve gets some extra 'support' as Neve's mum likes to call it. Freya has stayed behind to collect her bag from beside the fence. Neve notices her pause nearby, close enough to overhear part of the conversation.

Neve doesn't know exactly how much Freya's caught, but from the look on Freya's face as she walks off, it's clearly enough. Neve's stomach drops. She's never actually spoken to Freya before; they play in different age groups, and it's only this term Neve's even realised they go to the same school, but she knows who Freya is by reputation, the kind of person other people go quiet around.

The next day at lunch, Neve finds Freya on her own and asks her, quietly, not to say anything to anyone about what she overheard her and Sandy talking about. Freya doesn't answer straight away. She lets Neve wait for it, watching her fidget, before saying:

*"Of course not, I'd never do that... unless I had a reason to."*

Then, almost as an afterthought, she mentions a girl in Neve's new friend group, Sienna, who Freya's had a problem with since last year.

*"It would do a lot to keep things friendly if Sienna stopped getting invited to things,"* she says.

She doesn't frame it as a threat. She doesn't need to. Neve understands exactly what's being offered.

On Wednesday, Neve brings Sienna up at lunch. Freya wanted Sienna left out, but the rumour is Neve's idea. She tells the group that Sienna has been talking behind everyone's back, even though she knows she has made it up. The words come out anyway. The rest of the group, Georgia included, take her at her word. Neve has never given them a reason to think she would invent something like that.

Sienna doesn't get asked to sit with them the next day. Neve knows exactly what she's just done, and hates herself for it, but getting on Freya's bad side is not something Neve is interested in doing, especially after what Freya overheard.

By Friday, the group has started doing impressions of the way Sienna talks, and everyone is laughing, including Neve, because laughing along is easier than admitting she's the reason any of this started. It hasn't stopped feeling like a big deal to her, not for one day. Once, she opens her mouth to say something different, but when she thinks about having to explain why she'd suddenly change her story, she stays quiet instead.

That afternoon, Neve is at the tennis courts with her friends when Freya turns up with her own group. Freya catches her eye across the courts and gives her a small, satisfied nod, checking the deal is still holding. Then she says something to the girls next to her, and they all laugh, glancing at Neve a beat too long. Neve doesn't know what was said or how many of them know her secret. For the rest of the afternoon, she can't stop replaying it, wondering exactly how far her secret has already spread beyond Freya, and whether doing what she was told is still enough to keep it contained.

11. Display **slide 8**. Run the following thinking routine, **Claim, Support, Question**.

### Project Zero: Claim, Support, Question

A routine for reasoning with evidence. Drawing on what you have read:

Make a **claim** about (or give an explanation for, or offer an interpretation of) the topic

Identify **support** (things you see, feel, know) for your claim

Ask a **question** related to your claim or the support. What isn't explained?

#### How to run it:

After reading *Neve's First Week*, ask students to write independently in response to the three prompts below. Give them 4 minutes before sharing. Prompt students to revisit the eight types of influence that cause the values-behaviour gap.

What is your **claim** about why Neve keeps going along with things?

What evidence from the story **supports** your claim? Name a specific moment or line.

What **question** does this leave you with about Neve's situation?

Once complete, share with the class or in pairs.

| Assessment | Students                                             | Observe                                                    |
|------------|------------------------------------------------------|------------------------------------------------------------|
| Formative  | <b>Claim, Support, Question:</b><br>Students respond | Watch for an explanation of how one influence is operating |

independently to all three prompts before sharing in pairs or with the whole class.

to encourage Neve's behaviour, using text evidence to support their thinking. Accept multiple influences if justified by the evidence.

12. Class discussion:

- What strategy did Neve use to deal with the secret Freya was holding over her?
- Was this a constructive or unconstructive way to deal with the problem she faced? Why/why not? (Consider consequences in terms of safety, access to help/support, and impact on others, rather than focusing on whether it made an immediate improvement to her circumstances.)
- What alternatives might she have used, and who might she have turned to?
- Who is in a position of power, and how is this being demonstrated?
- What is Neve doing that she might not otherwise do if Freya was not present?

13. Return to **slide 6** with the eight types of influence that can create the values-behaviour gap. Ask: Which of the eight types of influence showed up in Neve's situation?

14. Turn and talk: Someone might argue this is social risk rather than power dynamics. What is the strongest evidence for each? Could both be operating in Neve's situation? Which explanation is best supported by the evidence?

15. Run **Hard Read**.



Use *Hard Read Scenario 1: Chloe* for modelling. Display **slide 11**. Read it aloud, then think through the three questions on **slide 12**.

- What is this person doing?
- What do you think this person believes is right? What evidence supports that belief?
- Is there a values-behaviour gap, and what influence might help explain it?

Think aloud as you work and record your thinking in **slide 13**. Identify what the character is doing based on the evidence in the text. Infer what the character might believe and explain the evidence for that belief. Consider whether there is a gap and whether one or more influences might account for it.



Ask students to share their own thinking on the same scenario. Record their responses as well, working through all three questions so the whole structure is clearly visible before students work on their own.



Give each pair a *Hard Read Scenario card* and ask them to discuss the questions on **slide 12** in relation to the scenario on their card. Duplicate the cards for various groups as required.

- What is this person doing?
- What do you think this person believes is right? What evidence supports that belief?
- Is there a values-behaviour gap, and what influence might help explain it?

After pairs have discussed the questions, bring the class back together and share their responses.

| Assessment | Students                                                                           | Observe                                                                                                                                                                                                                                                                                                                     |
|------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Formative  | Pairs analyse a <i>Hard Read Scenario Card</i> to identify a values-behaviour gap. | <p>Look for students who can explain how an influence could affect behaviour, support their suggestion with text evidence from the card, and who can differentiate between evidence and inference.</p> <p>Ask each partner to explain a different aspect and include quieter voices as well as more confident speakers.</p> |

### Enable

For students who require support, read the scenario aloud together. Ask them to underline or circle what the person does. Then ask: What does the character appear to value? What evidence shows a mismatch between their values and behaviour? What pressures or uncertainties might explain it? Read the eight types of influence on the slides together, or refer to the *Causes of the Values-Behaviour Gap* handout. Ask students to choose a type of influence

### Extend

Students who finish choose one scenario and write a second version where the person acts in alignment with their values instead of against them. Then answer: What would have needed to be different (in them, in the group or in the situation) for that to happen?

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <p>supported by the scenario and explain how it affects the character's choice. More than one cause may apply.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Review</b> | <ol style="list-style-type: none"> <li>1. Return to the learning intention and success criteria. Ask: How can peer pressure and the need to belong affect the choices people make? Use an example from <b>Four Corners</b>, <b>Neve's First Week</b> or <b>Hard Read</b> to explain your thinking.</li> <li>2. Revisit the Four Corners statement: It's harder to stand up for what you think is right when you're in a group than when you're alone. Ask: Has your view changed? What evidence influenced you?</li> <li>3. Synthesise today's key learning into one takeaway message and record it on the <b>Your True North anchor chart</b>. For example: Understanding why someone acts against their own values helps us see what's driving behaviour, including our own.</li> </ol> <p><b>Taking it further:</b> In between sessions, encourage students to notice one moment this week where they felt social pressure, no matter how small. They need not do anything with it, just notice. What was it that was pulling them in a certain direction?</p> |

## Hard Read Scenario Card 1: Chloe

Two girls in Year 7 have been best friends since primary school. One of them, Chloe, has started hanging out with a new, more popular group. The new group makes fun of Chloe's old friend behind her back. Her clothes, the way she talks, the fact that she still plays Minecraft. Chloe doesn't join in directly, but she laughs when it happens and has stopped defending her. When her old friend texts asking if everything is okay between them, Chloe leaves it on read for three days then replies, 'yeah all good why?'

- **What is Chloe doing?**
- **What might Chloe believe is right? What evidence supports that?**
- **Is there a values-behaviour gap? What influence might help explain it?**



## Hard Read Scenario Card 2: Zara

A Year 8 student has been telling people that another student, Priya, got with someone at a party. This did not actually happen. The story has spread and people have started treating Priya differently. Zara knows the story is false because she was there. She hasn't repeated it herself, but she also hasn't corrected it. When Priya asks her directly, 'Have you heard what people are saying about me?' Zara says, 'I don't really know the details,' and changes the subject.

- **What is Zara doing?**
- **What might Zara believe is right? What evidence supports that?**
- **Is there a values-behaviour gap? What influence might help explain it?**



## Hard Read Scenario Card 3: Kareem

A student in Year 8 called Marcus has started getting roasted in the group chat every night. It started as banter but has got progressively worse. People are screenshotting his old posts and sharing them, making memes out of his photos, and tagging him in things designed to humiliate him. Most people in the chat find it uncomfortable but nobody says anything because the person running it is well-liked and saying something would mean becoming the next target. Kareem has been in the chat the whole time, reacting with laughing emojis so nobody suspects he's uncomfortable.

- What is Kareem doing?
- What might Kareem believe is right? What evidence supports that?
- Is there a values-behaviour gap? What influence might help explain it?



## Hard Read Scenario Card 4: Kel

Someone starts a rumour that a Year 7 student, Declan, was removed from his last school for something serious. Nobody knows exactly what, but the story changes depending on who is telling it. There is no truth to it. Within a week it has spread across two year levels and people who have never spoken to Declan are treating him differently: moving away from him in class, not picking him for groups, whispering when he walks past. Kel knows the rumour is made up because she heard it being invented as a joke in the bathroom. She has told nobody. When Declan is left without a group in class and the teacher asks students to sort themselves out, Kel looks down at her desk.

- What is Kel doing?
- What might Kel believe is right? What evidence supports that?
- Is there a values-behaviour gap? What influence might help explain it?



## Hard Read Scenario Card 5: Jesse

A Year 7 student named Aiden is new to the school and has been trying to find his place. He's quiet and a bit awkward in social situations, but a small group has started including him at lunch. One day, a louder, more dominant kid in the year level starts imitating the way Aiden speaks in front of a crowd - exaggerating his accent and the phrases he uses. People laugh. The group that had been including Aiden laughs too. Later that day, one of them, Jesse, messages Aiden privately: 'hey just so you know i think you're actually really cool.' They don't mention what happened at lunch.

- What is Jesse doing?
- What might Jesse believe is right? What evidence supports that?
- Is there a values-behaviour gap? What influence might help explain it?



## Hard Read Scenario Card 6: Bridie

A Year 8 girl named Nour has been going through something hard at home and has started missing a lot of school. When she does come in, she's quieter than usual and keeps to herself. Her friend group has started filling the silence by speculating about what's going on: guessing at reasons, comparing theories, sharing them with people outside the group. One of her closest friends, Bridie, knows some of what is actually happening because Nour told her in confidence. Bridie hasn't shared the real story, but she hasn't shut the speculation down either. When someone says, 'Something's obviously going on with her,' Bridie shrugs and says, 'yeah, who knows.'

- What is Bridie doing?
- What might Bridie believe is right? What evidence supports that?
- Is there a values-behaviour gap? What influence might help explain it?



## Hard Read Scenario Card 7: Liam

A group of Year 8 boys has been calling one of their friends, Jordan, 'the sensitive one' for as long as anyone can remember. It started because Jordan cried at a movie in Year 6 and someone made a joke about it. Now, two years later, it's just part of how the group talks about him. When he has an opinion, someone says 'classic Jordan'; when he gets annoyed at something, they tell him to calm down. Jordan has started going quiet in the group more often. Nobody in the group thinks they're doing anything wrong because it's always been like this. Liam has been part of the group the whole time and joins in without thinking. When Jordan doesn't show up to hang out one weekend, Liam genuinely doesn't connect it to anything.

- What is Liam doing?
- What might Liam believe is right? What evidence supports that?
- Is there a values-behaviour gap? What influence might help explain it?





# Causes of the Values-Behaviour Gap

## **Social risk**

Fear of judgement, exclusion or targeting.

## **Power dynamics**

Following people with more influence, status or authority.

## **Skill gap**

Wanting to act but not knowing what to say or do.

## **In-the-moment reactions**

Reacting automatically or emotionally before thinking.

## **Misreading the group**

Assuming others approve because no one speaks up.

## **Diffusion of responsibility**

Waiting for someone else to step in.

## **Belonging**

Choosing group acceptance over your values.

## **Normalisation over time**

Repeated behaviour gradually seems normal or acceptable.



# Part 1: Neve's First Week

Neve is talking quietly with Sandy, the club wellbeing coordinator, near the clubrooms after training, at one of their scheduled check-ins. Neve gets some extra 'support' as Neve's mum likes to call it. Freya has stayed behind to collect her bag from beside the fence. Neve notices her pause nearby, close enough to overhear part of the conversation.

Neve doesn't know exactly how much Freya's caught, but from the look on Freya's face as she walks off, it's clearly enough. Neve's stomach drops. She's never actually spoken to Freya before; they play in different age groups, and it's only this term Neve's even realised they go to the same school, but she knows who Freya is by reputation, the kind of person other people go quiet around.

The next day at lunch, Neve finds Freya on her own and asks her, quietly, not to say anything to anyone about what she overheard her and Sandy talking about. Freya doesn't answer straight away. She lets Neve wait for it, watching her fidget, before saying:

"Of course not, I'd never do that... unless I had a reason to."

Then, almost as an afterthought, she mentions a girl in Neve's new friend group, Sienna, who Freya's had a problem with since last year.

"It would do a lot to keep things friendly if Sienna stopped getting invited to things," she says.

She doesn't frame it as a threat. She doesn't need to. Neve understands exactly what's being offered.

On Wednesday, Neve brings Sienna up at lunch. Freya wanted Sienna left out, but the rumour is Neve's idea. She tells the group that Sienna has been talking behind everyone's back, even though she knows she has made it up. The words come out anyway. The rest of the group, Georgia included, take her at her word. Neve has never given them a reason to think she would invent something like that.

Sienna doesn't get asked to sit with them the next day. Neve knows exactly what she's just done, and hates herself for it, but getting on Freya's bad side is not something Neve is interested in doing, especially after what Freya overheard.

By Friday, the group has started doing impressions of the way Sienna talks, and everyone is laughing, including Neve, because laughing along is easier than admitting she's the reason any of this started. It hasn't stopped feeling like a big deal to her, not for one day. Once, she opens her mouth to say something different, but when she thinks about having to explain why she'd suddenly change her story, she stays quiet instead.

That afternoon, Neve is at the tennis courts with her friends when Freya turns up with her own group. Freya catches her eye across the courts and gives her a small, satisfied nod, checking the deal is still holding. Then she says something to the girls next to her, and they all laugh, glancing at Neve a beat too long. Neve doesn't know what was said or how many of them know her secret. For the rest of the afternoon, she can't stop replaying it, wondering exactly how far her secret has already spread beyond Freya, and whether doing what she was told is still enough to keep it contained.



# Your True North

**Influence**

**Perspective**

**Boundaries**

**Agency**



# LESSON 2: PERSPECTIVE

Your True North | Level 7-8

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Time</b>                                    | 50 to 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Resources</b>                               | <ul style="list-style-type: none"> <li>• <i><u>The Backstab</u></i> (display or read aloud; if printed, one copy per student)</li> <li>• <i><u>Your True North anchor chart</u></i></li> <li>• Lesson slides</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Learning Intention and Success Criteria</b> | <p>To understand how perspective shapes what people see as fair, reasonable or respectful.</p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Explain how two people can experience the same situation differently and both give honest accounts of what they experienced</li> <li>• Use perspective-taking questions and evidence to explain what someone might be thinking, feeling and worried about</li> <li>• Distinguish between understanding why someone acted the way they did and agreeing with what they did</li> </ul>                                                                                        |
| <b>Curriculum Links</b>                        | <ul style="list-style-type: none"> <li>• how ethical perspectives may be individual or shared, and reasons for similarities and differences in ethical perspectives, such as similar or different values or worldviews <u>VC2CE8U02</u></li> <li>• how dispositions including open-mindedness, personal and non-personal experiences and context influence ethical perspectives and can help to explain similarities and differences in ethical perspectives <u>VC2CE8U03</u></li> <li>• when and how judgement is suspended to support generating and evaluating alternative ideas and possibilities <u>VC2CC8Q02</u></li> </ul> |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <ul style="list-style-type: none"> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships <a href="#">VC2HP8P04</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Method</b> | <ol style="list-style-type: none"> <li>Open by reviewing the previous lesson. Ask a student to read the previous lesson's takeaway from the <i>Your True North anchor chart</i> aloud. Ask: Can anyone remember some of the different types of influence that can create the values-behaviour gap?</li> <li><b>Activate prior knowledge:</b> What does it mean to see something from someone else's perspective?</li> <li>Display the learning intention and success criteria. Read them aloud and unpack the meaning.</li> <li>Two players can walk off the same ground after the same game with completely different takes on how it went. <b>Play the player video</b> on <b>slide 4</b>. The players explain that two people can experience the same situation yet see it differently, and explore the factors that shape someone's perspective.<br/><br/><b>Check for understanding:</b> Cold call: What factors did the players identify that could shape someone's perspective?</li> <li>Display the list on <b>slide 5</b>. Ask: Are there other factors that can shape perspective?</li> <li>Turn and talk: Think of a time you and someone else saw the same situation completely differently. You were both there, but you described it in totally different ways. What happened? Why? Share back.</li> </ol> |

| Assessment | Students                                                                          | Observe                                                                                                                             |
|------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Formative  | Students describe an example of two people seeing the same situation differently. | Look for whether students can describe both perspectives without assuming that understanding makes both actions equally acceptable. |

7. Display **slide 6**. Explain: Two people can experience the same situation differently and both give honest accounts of what they experienced. Understanding someone's perspective does not mean agreeing with their actions.
8. Read *The Backstab* aloud. Before you read, introduce the three prompting questions for students to consider during the reading and discuss afterwards.
  - What's happening from each person's point of view?
  - What are they worried about?
  - What do they wish the other person knew?

### *The Backstab*

Jordan and Marcus have been best friends since primary school. They've played on the same AFL team since Under 10s, they've survived pre-season fitness together, and everyone at school knows if you find one, the other's nearby.

At the start of Year 8, Marcus starts dating someone from their friendship group. Almost immediately, things get complicated. There are arguments. There's a lot of back-and-forth about where things stand. Some nights Marcus texts Jordan for hours, needing to talk it through before he can let it go.

Jordan shows up for him, every time. But after a few months, he's tired. He cares about Marcus, but he's starting to feel like he's carrying a weight that isn't his. One night, he opens a separate group chat with two other mutual friends, teammates who also care about Marcus, and vents. He says the girlfriend is 'stirring stuff up', and at one point types:

"honestly marcus has been kinda exhausting to deal with lately too"

He doesn't send any of it to Marcus. To Jordan, it feels like blowing off steam.

A few days later, one of those friends accidentally sends a screenshot of the chat to Marcus instead of to someone else.

Marcus reads it at his locker between classes. He feels his stomach drop. His best friend, the person he trusted with everything, on and off the field, was calling him exhausting behind his back, to other people, in a conversation he never got to be part of.

He doesn't say anything to Jordan. He just starts pulling away. Shorter replies. Skipping training 'because he's got stuff going on'. Missing Saturday's game with a vague excuse. Jordan notices, but doesn't know why.

9. Students complete a one-minute turn and talk with their table partner, discussing how Jordan and Marcus could both be telling the truth, even though their stories don't match. They use the following prompts to guide their thinking:
  - What's happening from each person's point of view?
  - What is each person worried about?
  - What does each person wish the other knew?

## 10. Run **Two Perspectives**.



Display **slide 8**. Model thinking aloud through all three questions for Jordan. Distinguish a feeling stated in the story from one inferred from his words or actions, and identify the evidence for an inference.

- What's happening from his point of view?
- What is he worried about?
- What does he wish Marcus knew?

Record a full worked example on **slide 9**.



Cold call or take suggestions to build all three answers for Marcus as a class, recording on **slide 10**. Push past superficial thinking towards the reasoning underneath.



Display **slide 11**. Divide the class into two groups: one representing Jordan and one representing Marcus. Explain: Your task is to explain your character's perspective, using evidence from the story.

Give students 2 minutes to prepare notes individually:

- What did your character do, and why might it have felt reasonable to them?
- What evidence from the story supports this explanation?
- What is one thing your character could have handled differently?

Then, pair each Jordan with a Marcus.

Each student has 90 seconds to explain their character's perspective while their partner listens. After both have spoken, give each student 30 seconds to respond to one point their partner made.

### **Enable**

Roam and provide 1:1 support to students who are finding inferring challenging. Suggested prompts include:

For Jordan:

- What does Jordan want in this scenario?
- What is he worried will happen if nothing changes?
- What does he think Marcus doesn't understand about how he's feeling?

For Marcus:

- What is Marcus trying to protect himself from?
- What does he think Jordan doesn't understand yet?
- Why might he have pulled away instead of saying something?

### **Extend**

Once students have prepared their notes, ask them to identify one piece of evidence from the story that could support both Jordan's and Marcus's perspectives, and to explain how each character might interpret it differently. Encourage them to predict the strongest point their partner is likely to make and plan how they would respond in their 30 seconds.

11. Come back together as a class and run a class discussion:

- Was Jordan's way of seeking support fair to Marcus, and was Marcus's response fair to Jordan?
- What is one argument your partner used to support their character that surprised you or was difficult to refute?

- How could taking the other side's viewpoint help Jordan or Marcus make a better choice, even if they still disagree?

12. After the discussion, students write independently about their assigned character's action. Display **slide 13**. Explain: You have heard both perspectives. Now give your own judgement, using evidence from the story and considering how the action affected the other person. You may agree or disagree with what your character felt and did.

Students use the following sentence stems:

I do/don't think it makes sense that [character] feels [emotion] because...  
Their action affected [other character] by...

I do/don't think that makes it okay for them to [action] because...

Once students have finished, pose a final question to the whole class: What would Jordan need to know about Marcus, or what would Marcus need to know about Jordan, that might change how they understand the situation? Invite two or three students to share their thinking.

| Assessment | Students                                                                                                                                                                              | Observe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Formative  | Students explain their character's perspective to a partner, then write one final line from their own point of view about if they agree or disagree with their character's behaviour. | <p>The paired explanation tests whether students can explain their character's perspective based on the modelled reasoning rather than surface detail. The final line tests whether they can differentiate between understanding and developing their own view.</p> <p>A strong response gives a clear judgement, supported by evidence from the text, and acknowledges what is valid in the other character's perspective. Students can reach a strong response whether they agree or disagree with their character. A weak response restates the character's position without evaluating it.</p> |

13. Time permitting, run **Fishbowl**. Set up the room with six chairs in a small circle, and the rest of the class standing in a larger circle behind them. Explain: Six people will start the discussion in the middle; everyone else watches and listens but can tap in at any point by tapping the shoulder of someone in the inner circle, who then swaps out and joins the outer

circle. The tap-in/tap-out norm keeps the conversation moving and means no one is stuck waiting to contribute. When contributing, you must reference the last speaker before adding a new point. No hands up in **Fishbowl**. Once you're in the chair, you talk when there's an opportunity, or gap in conversation, not when called on.

14. Seed the inner circle with six volunteers or selected students and open with: Who is right in this situation, Jordan or Marcus? Or is it more complicated than that? Once the conversation is underway, go deeper with: What makes it so complicated? If the conversation gets stuck or shallow, bring in the more difficult question: Is it possible that someone could be wrong about their own feelings? Wrong about their own motivations?

Let the discussion run for 5-7 minutes, inviting tap-ins from the outer circle. Conclude by naming one or two things you heard that were worth holding onto, particularly any moment where a student acknowledged the limits of their own position.

**Teacher note:** The **Fishbowl**'s question 'who is right' is deliberately provocative. The intention is not to have students agree on one position but instead to highlight the complexity of the issue. The most sophisticated responses will be from students who can argue for one position but acknowledge the limitations of their argument. Name these moments publicly and link explicitly back to the learning intention: perspective informs what people see as fair, reasonable and respectful and explains why neither answer is simple.

## Review

1. Return to the learning intention and success criteria. Ask: How does perspective shape what people see as fair, reasonable or respectful?
2. Synthesise today's key learning into one takeaway message and record it on the *Your True North anchor chart*. For example: Considering another person's perspective can help us judge a situation more fairly. Understanding their perspective does not mean agreeing with their actions.

### **Taking it further:**

Ask students to invite someone they live with to describe a time when they and someone else saw the same situation differently. Explain that it does not have to involve the student or be a conflict, just a moment when two people were there but would have described it differently.

Ask students to use these questions:

- What did you see happening?
- What were you worried about?
- What did you wish the other person understood?

# The Backstab

Jordan and Marcus have been best friends since primary school. They've played on the same AFL team since Under 10s, they've survived pre-season fitness together, and everyone at school knows if you find one, the other's nearby.

At the start of Year 8, Marcus starts dating someone from their friendship group. Almost immediately, things get complicated. There are arguments. There's a lot of back-and-forth about where things stand. Some nights Marcus texts Jordan for hours, needing to talk it through before he can let it go.

Jordan shows up for him, every time. But after a few months, he's tired. He cares about Marcus, but he's starting to feel like he's carrying a weight that isn't his. One night, he opens a separate group chat with two other mutual friends, teammates who also care about Marcus, and vents. He says the girlfriend is 'stirring stuff up', and at one point types:

"honestly marcus has been kinda exhausting to deal with lately too"

He doesn't send any of it to Marcus. To Jordan, it feels like blowing off steam.

A few days later, one of those friends accidentally sends a screenshot of the chat to Marcus instead of to someone else.

Marcus reads it at his locker between classes. He feels his stomach drop. His best friend, the person he trusted with everything, on and off the field, was calling him exhausting behind his back, to other people, in a conversation he never got to be part of.

He doesn't say anything to Jordan. He just starts pulling away. Shorter replies. Skipping training 'because he's got stuff going on'. Missing Saturday's game with a vague excuse. Jordan notices, but doesn't know why.



# LESSON 3: BOUNDARIES

Your True North | Level 7-8

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Time</b>                                    | 50 to 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Resources</b>                               | <ul style="list-style-type: none"> <li>• <u><i>Boundaries Scenario Cards</i></u> (one card per pair; duplicate scenarios as needed)</li> <li>• <u><i>Script It</i></u> (one per pair)</li> <li>• <u><i>The Screenshot</i></u> (display or read aloud; if printed, one copy per student)</li> <li>• <u><i>Your True North anchor chart</i></u></li> <li>• Lesson slides</li> </ul>                                                                                                                                                                                                  |
| <b>Learning Intention and Success Criteria</b> | <p>To understand what boundaries are, why they matter and how to communicate them assertively.</p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Identify and explain the four types of boundaries</li> <li>• Analyse how power and context affect how boundaries are set and respected</li> <li>• Write an assertive boundary-setting statement using the NVC framework</li> <li>• Evaluate whose responsibility it is to respect a boundary in a given scenario</li> </ul>                                                                                              |
| <b>Curriculum Links</b>                        | <ul style="list-style-type: none"> <li>• factors that affect the ways in which personal and group relationships are expressed and experienced, including personal boundaries, extent of intimacy, distribution of power and social expectations <u>VC2CP8O03</u></li> <li>• when and how to use skills and strategies to prevent, defuse and resolve conflict within and between groups in different contexts <u>VC2CP8O05</u></li> <li>• when and how judgement is suspended to support generating and evaluating alternative ideas and possibilities <u>VC2CC8Q02</u></li> </ul> |

|            | <ul style="list-style-type: none"><li>examine the roles of respect, empathy, power and coercion in developing respectful relationships <a href="#">VC2HP8P04</a></li><li>explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline) <a href="#">VC2HP8P07</a></li><li>refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR) <a href="#">VC2HP8P08</a></li></ul>                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                           |          |         |            |                                                            |                                                                                                                                                                                                                           |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------|------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Method     | <div><div><div>1. Open by reviewing the previous lesson. Ask a student to read the previous lesson’s takeaway from the <i>Your True North anchor chart</i> aloud. Ask: What factors make it possible for two people to experience the same situation but explain it in completely different ways?</div><div>2. <b>Activate prior knowledge:</b> What do you think a boundary is? Record key words on the board.</div></div><table><tr><th>Assessment</th><th>Students</th><th>Observe</th></tr><tr><td>Diagnostic</td><td>Opening: Students offer definitions of what a boundary is.</td><td>Note whether students define boundaries in personal terms (what I am comfortable with) or relational terms (what I communicate to others). The lesson works to establish both and to show how power dynamics affect each.</td></tr></table><div>3. Display the learning intention and success criteria. Read them aloud and unpack the meaning.</div></div> | Assessment                                                                                                                                                                                                                | Students | Observe | Diagnostic | Opening: Students offer definitions of what a boundary is. | Note whether students define boundaries in personal terms (what I am comfortable with) or relational terms (what I communicate to others). The lesson works to establish both and to show how power dynamics affect each. |
| Assessment | Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Observe                                                                                                                                                                                                                   |          |         |            |                                                            |                                                                                                                                                                                                                           |
| Diagnostic | Opening: Students offer definitions of what a boundary is.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Note whether students define boundaries in personal terms (what I am comfortable with) or relational terms (what I communicate to others). The lesson works to establish both and to show how power dynamics affect each. |          |         |            |                                                            |                                                                                                                                                                                                                           |

4. Display **slide 4**. Explain: A boundary is a limit about what you are comfortable with and what you will participate in. It can concern your body, personal information, time or relationships.

5. Display **slide 5**. Name and define each boundary type.

**Physical:** limits about personal space and touch. For example: “I decide whether I want a hug.” Pressuring someone to hug after they have declined may cross that limit.

**Emotional:** limits about sharing personal information or taking responsibility for another person’s feelings. For example: “I’m not ready to talk about that.” Pressuring someone to disclose may cross that limit.

**Digital:** limits about messages, photos and online information. For example: “I decide who may share my private messages.” Sharing a screenshot without permission may cross that limit.

**Social:** limits about time, availability and participation in relationships or groups. For example: “I can spend time with you without joining in when someone is mocked.” Making belonging conditional on joining in may cross that limit.

6. **Turn and talk:** Can you think of a situation that might cross more than one boundary? Explain: The categories can overlap; a scenario does not need one single correct label.

**Teacher note:** Naming the four types of boundaries before reading the narrative is a deliberate cognitive load decision; it reduces extraneous load during the reading. When students read *The Screenshot* having already processed the categories, they can focus on recognising and analysing rather than simultaneously building a new schema.

7. Before reading *The Screenshot*, prompt students to recall what's happened so far between Freya and Neve in the previous instalment in Lesson 1 and briefly discuss their relationship dynamic. Ask students to hold one question in mind: Which boundary or boundaries are being crossed and by whom? Read *The Screenshot* either displaying on the screen or distributing it as a handout.

### ***Part 2: The Screenshot***

Since the tennis courts, Freya's been messaging Neve most nights, small talk at first, then swapping real stuff back and forth: a fight with her mum, a teacher she hates. It feels even, like an actual friendship. Neve's guard starts to drop; she stops rereading her replies before she sends them.

One night, Freya brings up what she previously overheard at the clubrooms. She says she's been worrying about it, thinks it sounded serious, and says she'd rather hear it properly from Neve than sit there guessing and stressing about it. She's not actually worried; it's just an easier way to get Neve talking. Neve, wanting to shut down the guessing more than she wants to protect the truth, tells her. It's not nothing. Until Freya overheard the conversation, only Neve's family and Sandy knew about it. Typing it to Freya means it's out in the ether, and putting it down into black and white makes Neve a little uneasy. Freya's reply is reassuring and Neve, reassured, thinks that's the end of it.

A few nights later, Freya asks her to confirm what really happened with Sienna, "*just so we're on the same page*". Neve hesitates, then talks herself into it; she's already shared so much that holding back now feels paranoid. She texts it all: that she made it up.

Freya doesn't reply for two days. Not because she's busy. She wants Neve to sit with it. When she finally does:

*“good chat”*

For a moment, Neve thinks about telling Sandy. Then she thinks about having to admit what she did to Sienna and all the trouble she might get into for spreading the rumour. She worries the conversation will become about what she has done. She puts her phone away and feels sick.

A few days later, a friend messages to check if Neve's okay. Freya has screenshotted both conversations and shared them, stripped of context, stripped of anything reassuring she'd said. It spreads fast, including to Sienna. Neve feels so stupid. She realises Freya has used her trust and private information to manipulate her.

**Check for understanding:** Cold call: What are the four types of boundaries we have learnt about today? Can you explain what each one means?

8. Display **slide 7**. Run the following thinking routine, **Connect, Extend, Challenge**.

### Project Zero: Connect, Extend, Challenge

A routine to make explicit connections to something previously learnt or experienced. Consider what you have just read and then ask yourself:

How are the ideas and information **connected** to what you already know?

What new ideas did you get that broadened your thinking or **extended** it in different directions?

What **challenges** emerge for you?

#### How to run it:

After reading *The Screenshot*, students work independently:

How does what happened to Neve **connect** to the boundary types we've already named?

Which boundary or boundaries have been crossed? What does it **extend** or add to your understanding of why boundaries can be hard to enforce?

What **challenge** or tension does it raise?

Provide 5 minutes of independent writing before any sharing. Take responses in sequence: connect, then extend, then challenge.

| Assessment | Students                                                                                                             | Observe                                                                                                            |
|------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Formative  | <b>Connect, Extend, Challenge:</b><br>Students complete all three prompts independently after reading the narrative. | The Challenge stage provides evidence of higher-order thinking. A genuine tension or unresolved question indicates |

students are thinking beyond what the narrative states directly. Students whose Extend response is vague ('it's bad because it's private') need prompting to point at what specifically makes digital sharing hard to undo.

9. Introduce the next concept: how power in a relationship can impact your ability to enforce or hold a boundary. Display **slide 8**. Explain: Power is not just about who is older or in charge. It comes from several sources:

- **Control of resources:** selection, transport, belonging, money
- **Social standing:** social capital, numbers or group size
- **Information:** knowing something the other doesn't
- **Physical:** size or strength
- **Relationship factors:** how long you've known each other, whether you can walk away

When someone has power over something you need, asserting a boundary means there is more at stake. That does not make the boundary less valid. It means the calculation about whether and how to name it is more complicated.

10. Run **The Power Spectrum**. Create a physical continuum in the room: one end is high power, the other is low power. Have students stand in the centre of the room, facing the screen. Setting a boundary with a mate is different from setting one with a coach or a senior player. Power changes the conversation. **Play the player video on slide 9**. Each scenario is read aloud and students move to position themselves on the line to show how much power they think the person setting the boundary has. After each placement, take two or three verbal justifications. Pause the video if you need more time. After students explain a position, ask: What support or change in the situation could make it safer or easier to uphold this boundary?
11. Run **Boundaries Scenarios**. For each *Boundaries Scenario Card*, students will discuss the following five questions:
- Name the boundary type (physical, emotional, digital, social).
  - Whose boundary or limit is involved? Is it stated, being negotiated, or possibly being crossed?
  - Who has the power in this situation?
  - What power does the person whose boundary is involved have to communicate or uphold it?
  - Who is responsible for respecting this boundary, and what should they do?



Display **Boundaries Scenario 3: Aisha and Priya** on **slide 10**. Read it aloud and model the first two prompts, recording your thinking on **slide 12**. Name the boundary type. Whose boundary or limit is involved? Is it stated, being negotiated, or possibly being crossed?



Invite students to answer the remaining questions and record in the table on **slide 12**. Who has power in this situation? What power does the person whose boundary is involved have to communicate or uphold it? Who is responsible for respecting it, and what should they do?



Distribute the remaining **Boundaries Scenario Cards**, one per pair; duplicate scenarios as needed. Students read their scenario and discuss the five questions on **slide 11**. Once complete, invite pairs to share with the class, focusing on harder cases where more than one boundary type is involved.

| Assessment | Students                                                                                                          | Observe                                                                                                                                                                                                              |
|------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Formative  | Pairs identify boundary types, explain who holds power and evaluate who is responsible for respecting a boundary. | Look for explanations that recognise overlapping boundary types, use evidence to connect power with the difficulty of communicating a boundary, and explain what the person responsible for respecting it should do. |

12. Run **Script It**. Introduce the NVC framework on **slide 14**. Explain: Nonviolent Communication (NVC) gives us a structure for communicating clearly and it can support boundary-setting, but it cannot guarantee how the other person will respond. It has four parts:

- **Observation:** what happened, without judgement or interpretation. What you actually saw or heard, not what you think it meant.
- **Feeling:** how it landed for you.
- **Need:** what was underneath the feeling. What did you need that was not there?
- **Request:** what you are asking for going forward.

**Check for understanding:** Cold call: What's the purpose of the NVC framework?



Explain that we are going to use the same scenario about *Aisha and Priya* on **slide 10** to model how to use this framework to set a boundary in a calm, clear and assertive way.

Explain the worked example on **slide 15**, breaking down each of the parts. When our friend repeated details that were only in the voice message I sent you [observation], I felt hurt and confused [feeling] because trust and privacy matter to me [need]. Can we talk about how that happened, and agree that private messages stay between us? [request].

**Check for understanding:** Cold call: What are the four parts of the NVC framework in order?



Give each pair a copy of *Script It*. Using the **Boundaries Scenario Card** from the previous task, pairs choose one character and write a short NVC script from that character's perspective.

13. Bring the class back together. Invite a few pairs to share their NVC scripts. Whole-class reminder: When a conversation feels safe, NVC makes it less likely the other person will become defensive. But even a clear request can't control how someone responds. If someone is threatening or pressuring you, confronting them directly may not be the safest choice. You can end the conversation and talk to a trusted adult.

| Assessment | Students                                                                                    | Observe                                                                                                                                                                                                                                                                                                                                      |
|------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Formative  | <i>Script It.</i> Pairs write an assertive boundary-setting script using the NVC framework. | Circulate to check that partners can locate all four parts; keep the observation factual and separate it from an inference; distinguish a feeling from a need; and make the request specific and actionable. Watch for feeling and need being combined, and revisit the distinction if needed. Ask each partner to explain a different part. |

#### Enable

Work directly with each pair that requires support, using each pair's assigned scenario card. Move through the same four boxes together, one at a

#### Extend

Students who finish take their completed script and answer two questions in writing: Given the power dynamic in your scenario, what is your

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | <div data-bbox="510 108 1285 636" data-label="Text"> <p>time: agree on the observation before moving to feeling, then need, then request, refining each before advancing to the next. Students write each part only once you've agreed on it together, not the full script alone.</p> </div> <div data-bbox="1285 108 2067 636" data-label="Text"> <p>character actually risking by saying this? And knowing that risk, would they still say it, and why?</p> <p>There is no correct answer. The goal is for students to sit with the reality that assertive communication is not always a straightforward choice, and that deciding to use it anyway, or deciding not to, is itself a decision that deserves thought.</p> </div>                                                                                                          |
| <p><b>Review</b></p> | <ol style="list-style-type: none"> <li>1. Return to the learning intention and success criteria. Ask: Whose job is it to respect a boundary?</li> <li>2. Synthesise today's key learning into one takeaway message and record it on the <i><b>Your True North anchor chart</b></i>. For example: Boundaries take different forms (physical, emotional, digital, social), and how easily you can hold one depends on the power you have in that relationship, not on how valid it is.</li> </ol> <div data-bbox="510 1054 2067 1273" data-label="Text"> <p><b>Taking it further:</b> Ask students to notice one boundary they set or observe being set this week, however small. Invite them to consider whether they felt able to communicate it and what made it easier or harder. They do not need to share their reflection.</p> </div> |

## Boundaries Scenario 1: Priya and the Group

Priya's friend group has a thing where they pile on top of each other on the couches at lunch. It has always just been what they do. Zara has recently started sitting with them and goes along with it, but Priya has noticed Zara goes quiet when it happens and leaves early most days. Nobody has said anything.



## Boundaries Scenario 2: Theo and River

River is going through something hard at home and has started texting Theo constantly, including late at night. Theo has started leaving his phone on silent and feeling guilty about it. He has not said anything because he does not want to seem like a bad friend. River does not know any of this.



### Boundaries Scenario 3: Aisha and Priya

Aisha sends Priya a private voice message about a fight with another friend. A few days later, that friend repeats details that Aisha only mentioned in the message. Priya was the only person Aisha sent it to, so Aisha believes Priya shared it. Priya denies sharing it, and the other friend has become distant towards Aisha.



### Boundaries Scenario 4: Zara and Yuna

Zara and Yuna had a falling out and stopped talking for a few weeks. They have patched things up but Zara finds out that Yuna screenshotted some of her messages from when things were bad and showed them to other people while they were not speaking. Yuna says she just needed to vent to someone.



## Boundaries Scenario 5: Luca and the Group

Luca's friend group has started a group chat that everyone is in except him. It is not official but everyone knows. Luca knows too. Nobody made a decision to leave him out; it just kind of happened, and now it feels too awkward to add him.



## Boundaries Scenario 6: Aisha and Mia

Aisha and Mia have been friends since primary school. Lately Mia has started making comments about what Aisha eats at lunch, not in a mean way, just noticing out loud. Aisha has not said anything because she is not sure if she is overreacting. She knows Mia would be really upset if she found out it was bothering her.



## Boundaries Scenario 7: Dev

Dev has been going through something and has posted a series of vague stories on his Instagram that a lot of people in his year level have seen. Kobi is worried about him. He screenshots the stories and sends them to a few people in their friend group, asking if anyone knows what is going on. By the next day, everyone is asking Dev if he is okay. Dev did not want anyone to know something was wrong.



# Script It

With your partner, choose one character and write from their perspective. Use Nonviolent Communication (NVC) to write your script.

## The four parts of NVC

**Observation:** Describe what happened without judgement or interpretation. Stick to what you actually saw or heard, as if you were describing it to someone who was not there.

**Feeling:** Name how it landed for you. Say I felt, rather than you made me feel. One or two words are enough.

**Need:** Name what was underneath the feeling. What did you need that was not there?

**Request:** Ask for something specific going forward. A request is not a demand. It leaves room for the other person to respond.

## Worked example

When our friend repeated details that were only in the voice message I sent you [observation], I felt hurt and confused [feeling] because trust and privacy matter to me [need]. Can we talk about how that happened, and agree that private messages stay between us? [request]

**When...**

**I felt...**

**Because I needed...**

**So I would like to ask...**



## Part 2: The Screenshot

Since the tennis courts, Freya's been messaging Neve most nights, small talk at first, then swapping real stuff back and forth: a fight with her mum, a teacher she hates. It feels even, like an actual friendship. Neve's guard starts to drop; she stops rereading her replies before she sends them.

One night, Freya brings up what she previously overheard at the clubrooms. She says she's been worrying about it, thinks it sounded serious, and says she'd rather hear it properly from Neve than sit there guessing and stressing about it. She's not actually worried; it's just an easier way to get Neve talking. Neve, wanting to shut down the guessing more than she wants to protect the truth, tells her. It's not nothing. Until Freya overheard the conversation, only Neve's family and Sandy knew about it. Typing it to Freya means it's out in the ether, and putting it down into black and white makes Neve a little uneasy. Freya's reply is reassuring and Neve, reassured, thinks that's the end of it.

A few nights later, Freya asks her to confirm what really happened with Sienna, "just so we're on the same page". Neve hesitates, then talks herself into it; she's already shared so much that holding back now feels paranoid. She texts it all: that she made it up.

Freya doesn't reply for two days. Not because she's busy. She wants Neve to sit with it. When she finally does:

"good chat"

For a moment, Neve thinks about telling Sandy. Then she thinks about having to admit what she did to Sienna and all the trouble she might get into for spreading the rumour. She worries the conversation will become about what she has done. She puts her phone away and feels sick.

A few days later, a friend messages to check if Neve's okay. Freya has screenshotted both conversations and shared them, stripped of context, stripped of anything reassuring she'd said. It spreads fast, including to Sienna. Neve feels so stupid. She realises Freya has used her trust and private information to manipulate her.



# LESSON 4: AGENCY

Your True North | Level 7-8

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Time</b>                                    | 50 to 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resources</b>                               | <ul style="list-style-type: none"> <li>• Butcher's paper (one sheet per selected station)</li> <li>• <i><u>Dilemma Scenario Cards</u></i> (one set)</li> <li>• <i><u>The Choice</u></i> (display or read aloud; if printed, one copy per student)</li> <li>• <i><u>Your True North anchor chart</u></i></li> <li>• Lesson slides</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Learning Intention and Success Criteria</b> | <p>To understand agency and how we can act on our values under social pressure.</p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Explain what agency means</li> <li>• Explain how agency differs from simply reacting to pressure</li> <li>• Identify the forces that enable and constrain acting on personal values</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Curriculum Links</b>                        | <ul style="list-style-type: none"> <li>• how to distinguish between productive and unproductive help-seeking and other coping strategies when responding to challenge or adversity; strategies for peer support and empathetic communication when others encounter challenge or adversity <a href="#"><u>VC2CP8S02</u></a></li> <li>• similarities and differences in people's values and beliefs; how they can be expressed in diverse ways in relationships <a href="#"><u>VC2CP8O01</u></a></li> <li>• strategies for generating new ideas and possibilities including identifying a pattern across multiple information sources <a href="#"><u>VC2CC8Q03</u></a></li> <li>• analyse factors that influence emotional responses and devise strategies to self-manage emotions <a href="#"><u>VC2HP8P06</u></a></li> </ul> |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <ul style="list-style-type: none"> <li>explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline) <u>VC2HP8P07</u></li> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR) <u>VC2HP8P08</u></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Method</b> | <ol style="list-style-type: none"> <li>Open by reviewing the previous lesson. Ask a student to read the previous lesson's takeaway from the <i>Your True North anchor chart</i> aloud. Ask: What can impact how easy or hard it is for someone to set or uphold a boundary?</li> <li><b>Activate prior knowledge:</b> What are some reasons that people make choices influenced by others, or choices that might go against their values?</li> <li>Display the learning intention and success criteria. Read them aloud and unpack the meaning.</li> <li>Run <b>Zip, Zap, Boing</b>. Students stand in a circle. Explain the three moves: <b>Zip</b> passes energy to the person immediately next to them, <b>Zap</b> sends it across the circle to anyone they choose with eye contact, and <b>Boing</b> sends it back the way it came. Students use eye contact, the word and a pointing gesture to direct each move. Run one quick practice round where nobody is out. Then play for real: anyone who hesitates, goes the wrong direction or uses the wrong word is out and bobs down on the spot. Keep the pace fast. Run for 3 to 4 minutes or until the circle is down to 4 or 5 people.</li> </ol> <p>Debrief: Ask students to stay where they are. Ask: In that game, were you choosing or reacting? What happened when the pace got faster? How did the pressure of being out change how you played? Explain: Pressure in real life often feels like this game: fast, with other people watching, and with a cost for getting it wrong. Today is about what happens when we slow down enough to make a choice.</p> |

**Teacher note:** The game is deliberately fast, so students experience reacting rather than choosing. The pressure of being eliminated mirrors the social cost of getting something wrong in front of others. The debrief makes both contrasts explicit and sets up the definition of agency. Keep it quick and light-hearted, and keep the debrief to about a minute.

5. AFL players make deliberate choices under real pressure all the time. **Play the player video** on **slide 5**. The player explains *values*, *integrity* and *agency* and opens the discussion about how agency helps us make choices that reflect our values and shape the person we become.
6. Display slide 6. *Values. Integrity. Agency*. Tell students these three words are connected but they are not the same thing.
  - Values are the core beliefs and principles that shape the decisions we make.
  - Integrity is what happens when your actions match your values.
  - Agency is the capacity to make a deliberate choice. Pausing between pressure and a response can help us decide. Agency can include seeking support and making safe choices. A choice does not need to be risky to be deliberate.

**Check for understanding:** Cold call: Can you tell me the difference between values and agency?

7. Ask: Can anyone think of an example of acting with agency? A moment where someone made a deliberate choice, with or without support? If students are stuck, offer a concrete example of someone deciding how to respond to pressure in a way that reflects their values.
8. Tell students they are going to hear the final part of Neve's story. Before reading, display the focus question on **slide 7** so students can refer to it while they listen: What deliberate

choice does Neve make, and what does it cost her? Give students a moment to read it, then begin.

### *Part 3: The Choice*

At school the next day, Georgia pulls Neve aside. She's seen the screenshots, both of them, and she's angry about Sienna first. She says Neve owes Sienna an apology, a real one, not just letting it come out this way and hoping it blows over. Neve agrees straight away, no argument.

Then Georgia says the second thing, quieter. She says she thought they were meant to be ride-or-dies, that you tell your actual friends when something's wrong before Freya gets the chance to do it for you, and it stings that Neve didn't.

Neve doesn't push back on the first part. She tells Georgia, steadily, that she's going to apologise to Sienna properly, and she understands if the group doesn't want to hear excuses about why she did it.

As for the second part about Freya, she holds firm. She says she's not sorry for not telling people. That secret Freya took from her was never anyone's to know but hers, and that didn't stop being true just because Freya manipulated it out of her. Being someone's ride-or-die doesn't mean owing them everything, and she isn't going to hand over her private information just to beat Freya to it.

Georgia doesn't take that well. She says an explanation doesn't undo what happened to Sienna, and she's not sure she can trust Neve the same way again. She walks off, and Neve knows deep down that their friendship won't recover.

Later that day, Neve apologises to Sienna properly and acknowledges the harm she's caused. Neve knows what she's lost. Georgia was one of the first real friends she made at the new school, and there's no version of this where that comes back easily.

She stands by the apology she's given Sienna and the boundary she just held. Owning the harm and keeping the right to her own privacy aren't the same decision.

A few days later, Freya corners Neve at training. She tells Neve that if she doesn't start being 'nicer', going along with things and backing Freya up, she can always find something else to say. For a second, Neve almost gives in from pure habit. Then she realises Freya's old threat no longer has the same hold over her. Everyone knows about Sienna, and her private information is out too. That doesn't mean every risk has gone, but Neve no longer believes keeping Freya happy will protect her.

Neve tells her clearly that she's not scared of her anymore, and that she's done going along with things just to keep Freya happy. She turns and walks away, and for once Freya doesn't have anything to say back.

As Neve walks towards the clubrooms, she sees Sandy. She almost keeps walking. Telling means admitting what she did to Sienna as well as explaining what Freya did to her. She knows she's missed the chance to seek help before Freya shared the screenshots. Sandy can't undo that. But Neve doesn't want Freya to do this to someone else.

Neve stops and asks Sandy if they can arrange a time to talk.

At that meeting, she tells Sandy about the threats, the rumour and the screenshots. She doesn't pretend her own part didn't happen. She explains that she wants help with what's happened and wants to stop Freya doing the same thing to someone else.

Sandy listens and asks what Neve is worried about now. Together they agree on a next step and arrange another check-in. There are still things to work through. The screenshots don't disappear, and Neve can't control whether Georgia or Sienna will

want to be friends again. But she no longer has to work out every next step on her own.

9. Run a class discussion:

- What deliberate choices does Neve make, and what might they cost her? Ask students to identify lines showing that Neve takes responsibility for hurting Sienna and maintains her right to privacy.
- What can Neve control, and what is out of her control? Invite students to consider more than one explanation for Georgia's withdrawal, using evidence from the story. Neve's right to privacy does not depend on whether Georgia agrees with her.
- What did dealing with Freya's threats on her own achieve?
- What were its limits? What might have changed if Neve had asked for support about the threats and a safe adult had intervened earlier? Distinguish help-seeking from telling friends everything.
- What has changed in Freya's leverage, what risks remain, and what other safe responses could Neve choose? Can a safe or supported choice still show agency? Use Neve's decision to speak with Sandy as one example.

10. Run the **Dilemma Gallery Walk**. Stick one *Dilemma Scenario* to the top of a sheet of butcher's paper for each station. Divide students into small groups, one group per station. The situations involve choices about values and possible costs. Costs are not guaranteed: distinguish a likely consequence from a certain outcome. Ask groups to divide each station's butcher's paper into three columns with the headings displayed on **slide 8**.

- What could the person do?
- What might it cost?

- What could help?



Model the task using *Dilemma Scenario 1* on **slide 10**, or on the butcher's paper with the attached card. Read the scenario aloud and think aloud while modelling questions one and two. Record the worked responses on **slide 11**.



Open the third question to the class. Take two or three responses, record the strongest, and leave them visible as a reference while groups work.



Groups move to their stations. Give groups 4 minutes at each station to read the card and record their thinking in the three columns. Rotate to a new station every 4 minutes. Groups read what the previous group wrote and add their thinking, agreeing, questioning or filling a gap. After at least three rotations, groups return to their original sheet and share with the class one response that surprised them or that they want to question.

11. Explain: Although groups explored different dilemmas, many shared ideas appeared across them. Invite groups to identify patterns and recurring themes.

Prompt students with questions such as:

- What kinds of costs came up repeatedly?
- What social pressures or influences kept appearing?
- What helped people make a deliberate choice, even when it was difficult?

12. Record the recurring themes on the board (for example, fear of being judged, wanting to fit in, pressure from friends or staying true to your values).

| Assessment | Students                                                                                                                                                                                                                                                                            | Observe                                                                                                                                                                               |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Formative  | <p><b>Dilemma Gallery Walk.</b> Groups discuss a values-based choice and its possible costs, recording responses under these headings:</p> <ul style="list-style-type: none"> <li>• What could the person do?</li> <li>• What might it cost?</li> <li>• What could help?</li> </ul> | Look for a specific possible cost and an explanation of what makes it more or less likely. Look for groups who identify a source of help and explain how it could change the options. |

### Enable

For groups that name only a surface cost, such as losing a friend, ask them what that might look like and whether it is likely or certain. For the “What could help?” column, ask who or what could help and how that support might change the choice. Keep explanations specific to the scenario.

### Extend

Groups who finish early consider: What other response could be defensible? Which values or safety concerns would it protect, and what harm might remain? They may consider delaying, acting privately or seeking support. Use evidence to compare the options.

13. Return to *The Choice*. Run a **Fishbowl Discussion**. Set up the room with six chairs in a small circle, and the rest of the class standing in a larger circle behind them. Explain: Six people will start the discussion in the middle; everyone else watches and listens but can tap in at any point by tapping the shoulder of someone in the inner circle, who then swaps out and joins the outer circle. The tap-in/tap-out norm keeps the conversation moving and means no one is stuck waiting to contribute. When contributing, you must reference the last speaker before adding a new point. There are no hands up in a Fishbowl. Once you're in the chair, you talk when there's an opportunity, not when called on.
14. Seed the inner circle with six volunteers or selected students. Limit the discussion to 5-7 minutes. Begin with the first priority question below, then use the other questions. Use optional questions only if time allows. Encourage text evidence.

**Priority questions:**

- What deliberate choice does Neve make and what is the cost?
- What forces make it easier or harder for Neve to act on what she believes is right?
- Why does Neve respond differently to Georgia's two demands?
- Neve was manipulated, so she's not really at fault for what happened to Sienna. Discuss.
- If you really trust someone, you should be able to tell them anything. Discuss.

**Optional questions:**

- Neve and Georgia both believe they're doing the right thing in this conversation. Whose reasoning do you find hardest to argue with, even if you don't agree with what they did?
- Was Georgia wrong to be angry about the clubroom secret?
- At which moments could support have helped, and what might have made it hard to ask?
- What choices become possible when Freya's leverage changes? Can a safe or supported choice still show agency?
- Is the right choice always the one with the lowest cost? Consider costs to the person making the choice and to other people.

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <ul style="list-style-type: none"> <li>What do we know about Freya's motives, what are we inferring, and what remains unknown? Understanding a possible motive does not justify coercion.</li> </ul> <p>15. Encourage students to use text evidence and build on others' ideas. Close by naming both responsibilities: Neve is responsible for the rumour about Sienna; Freya is responsible for coercion and sharing private information. Friendship does not create an entitlement to someone's private information.</p>                                                                                                                                                                                                                          |
| <b>Review</b> | <ol style="list-style-type: none"> <li>Return to the learning intention and success criteria. Ask each student to write a brief response: Explain agency using one deliberate choice from the story.</li> <li>Synthesise today's key learning into one takeaway message and record it on the <i>Your True North anchor chart</i>. For example: Agency means making deliberate choices. We can take responsibility for our actions, hold a boundary and seek support while deciding how to act on our values.</li> </ol> <div> <p><b>Taking it further:</b> This week, notice a moment when you felt pressure to go along with something. Did you stop and choose, or did you react? What would you do the same or differently next time?</p> </div> |

## Dilemma Scenario 1

Your best friend has been talking to someone they really like for weeks. You find out from multiple people that this person has been saying completely different things to someone else at the same time – stringing both of them along. Your friend has no idea and is genuinely excited. Telling them means destroying something they are happy about, and they will probably be angry at you for being the one who said it. Not telling them means watching it play out and knowing you knew the whole time.



## Dilemma Scenario 2

You are in a group chat with about 30 people from your year level. Someone screenshots a private conversation between two people and shares it without their knowledge. Everyone is reacting: laughing and adding comments. One of the people in the conversation is someone you are close to. You know they would be mortified. Saying something means 30 people watching you be the one who ruined the moment. You also really want to stay in this chat.



### Dilemma Scenario 3

You have been cast for a school production that someone else in your friendship group really wanted to be in. They did not make it and they are devastated. A rumour starts going around that the selection was unfair and that you only got in because of who you know. The rumour is not true, but the person spreading it is your friend who missed out. You worry that defending yourself could embarrass your friend. You could correct the rumour privately, ask for clarification or seek support.



### Dilemma Scenario 4

You are at a friend's place after school. Another person in the group starts going through someone's phone without their knowledge and reading out their messages to everyone. The group is laughing. The person whose phone it is has stepped out of the room. You know that if you say something, you will be the one who made it weird, and you are still pretty new to this group and do not want to lose your place in it.



## Dilemma Scenario 5

Someone in your friendship group has started making comments about what another person in the group is eating. Small digs, always framed as jokes. The person on the receiving end laughs it off, but you have noticed they have stopped eating lunch in front of the group. You are not close enough to the person making the comments to call them out without it becoming a whole thing. The person being targeted is one of your close friends but has told you directly that they are fine.



## Dilemma Scenario 6

You find out that someone in your year level has been posting about a classmate on an anonymous account. The posts are genuinely cruel and specific enough that people who know them can tell who it is. You suspect who runs the account because you recognise the writing style and some of the details. The person you suspect is popular and well-liked. You could report the harmful posts and the evidence you have without publicly accusing someone of running the account. You worry about how people might react.



## Dilemma Scenario 7

Your parents are going through something difficult and are not okay. You can see it. Your younger sibling is too young to fully understand what is happening but is picking up that something is wrong and is scared. Your parents have told you everything is fine and asked you not to say anything to your sibling. You think your sibling deserves more than that. You could ask a trusted adult for help with an age-appropriate explanation, rather than manage your sibling's worries alone.



## Dilemma Scenario 8

You have been friends with someone since primary school. Lately they have been saying things that make you uncomfortable. Comments about other people that are getting progressively worse. Your other friends have started avoiding them. You are the last one still showing up. If you say something you risk the friendship entirely. You worry your silence might look as though you agree. You could have a private conversation or ask for support. Pulling back also raises questions about loyalty and your own limits.



## Part 3: The Choice

At school the next day, Georgia pulls Neve aside. She's seen the screenshots, both of them, and she's angry about Sienna first. She says Neve owes Sienna an apology, a real one, not just letting it come out this way and hoping it blows over. Neve agrees straight away, no argument.

Then Georgia says the second thing, quieter. She says she thought they were meant to be ride-or-dies, that you tell your actual friends when something's wrong before Freya gets the chance to do it for you, and it stings that Neve didn't.

Neve doesn't push back on the first part. She tells Georgia, steadily, that she's going to apologise to Sienna properly, and she understands if the group doesn't want to hear excuses about why she did it.

As for the second part about Freya, she holds firm. She says she's not sorry for not telling people. That secret Freya took from her was never anyone's to know but hers, and that didn't stop being true just because Freya manipulated it out of her. Being someone's ride-or-die doesn't mean owing them everything, and she isn't going to hand over her private information just to beat Freya to it.

Georgia doesn't take that well. She says an explanation doesn't undo what happened to Sienna, and she's not sure she can trust Neve the same way again. She walks off, and Neve knows deep down that their friendship won't recover.

Later that day, Neve apologises to Sienna properly and acknowledges the harm she's caused. Neve knows what she's lost. Georgia was one of the first real friends she made at the new school, and there's no version of this where that comes back easily. She stands by the apology she's given Sienna and the boundary she just held. Owning the harm and keeping the right to her own privacy aren't the same decision.

A few days later, Freya corners Neve at training. She tells Neve that if she doesn't start being 'nicer', going along with things and backing Freya up, she can always find something else to say. For a second, Neve almost gives in from pure habit. Then she realises Freya's old threat no longer has the same hold over her. Everyone knows about Sienna, and her private information is out too. That doesn't mean every risk has gone, but Neve no longer believes keeping Freya happy will protect her.

Neve tells her clearly that she's not scared of her anymore, and that she's done going along with things just to keep Freya happy. She turns and walks away, and for once Freya doesn't have anything to say back.

As Neve walks towards the clubrooms, she sees Sandy. She almost keeps walking. Telling means admitting what she did to Sienna as well as explaining what Freya did to her. She knows she's missed the chance to seek help before Freya shared the screenshots. Sandy can't undo that. But Neve doesn't want Freya to do this to someone else.

Neve stops and asks Sandy if they can arrange a time to talk.

At that meeting, she tells Sandy about the threats, the rumour and the screenshots. She doesn't pretend her own part didn't happen. She explains that she wants help with what's happened and wants to stop Freya doing the same thing to someone else.

Sandy listens and asks what Neve is worried about now. Together they agree on a next step and arrange another check-in. There are still things to work through. The screenshots don't disappear, and Neve can't control whether Georgia or Sienna will want to be friends again. But she no longer has to work out every next step on her own.

