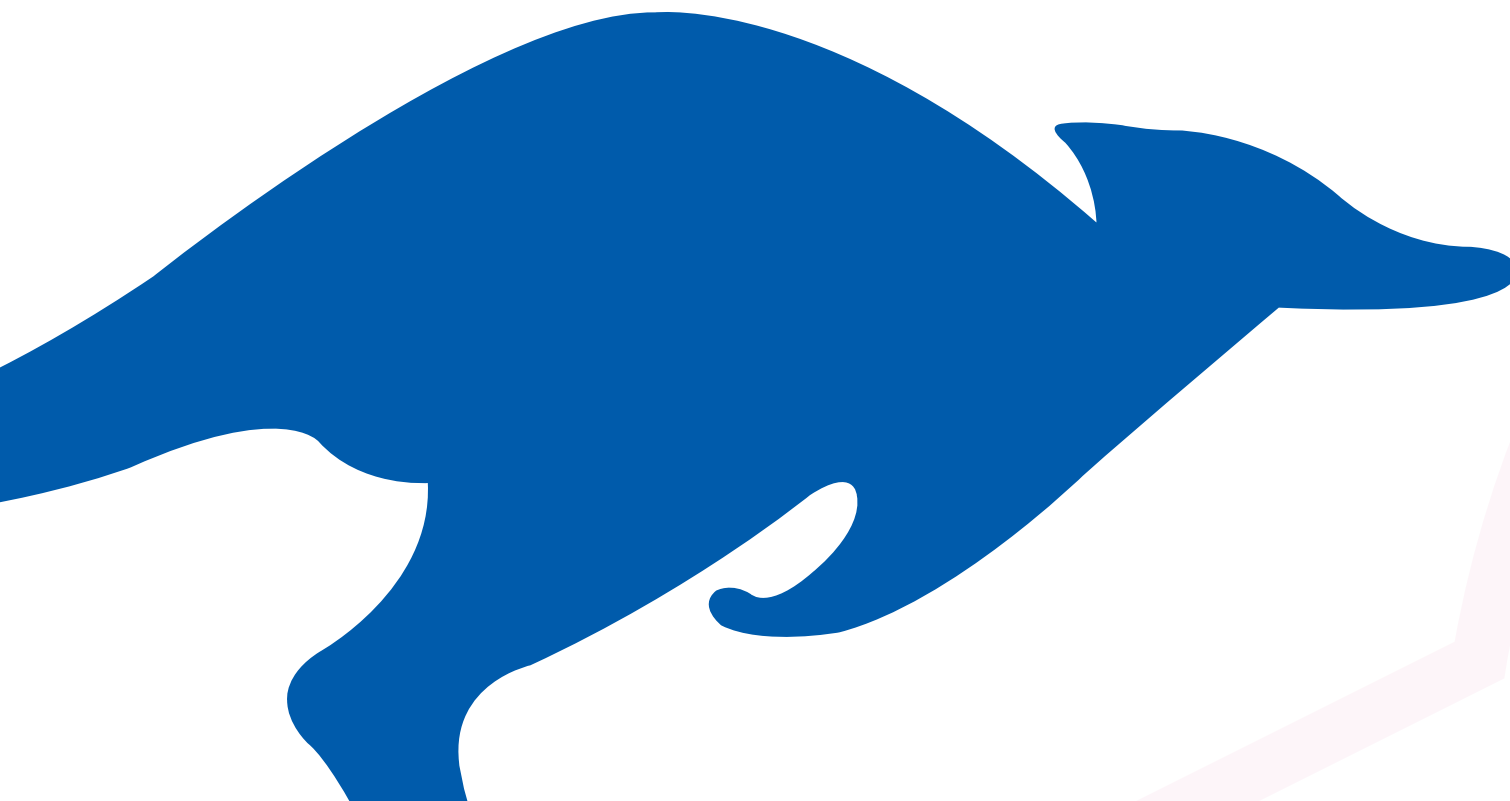




Finding True North

Learning Resources

Level 9-10



Education
and Training

True North Foundation - Level 10



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CURRICULUM MAP

LEVEL 9-10

	Lesson 1 Sense of Self	Lesson 2 Expectations and Stress	Lesson 3 Communicating Consent	Lesson 4 Responsibility
Personal and Social	strategies for reflecting on, using and further developing personal strengths to support themselves and others in challenging contexts; strategies for connecting personal strengths and interests to plan for the future <u>VC2CP10S03</u> how to identify and adapt strategies for improving confidence, adaptability and perseverance in response to challenges in	when and how to identify and use help-seeking and other productive coping strategies suited to different contexts; strategies for providing peer support, peer referral and empathetic communication in different contexts <u>VC2CP10S02</u>	personal, social and cultural factors that influence the ability to experience respectful personal and group relationships; the rights and responsibilities of individuals in relationships <u>VC2CP10O03</u>	the significance of individual responsibility and adaptability in decision-making when completing challenging tasks and planning for the future <u>VC2CP10S05</u>

	different contexts, considering personal and social enablers and barriers <u>VC2CP10S04</u>			
Ethical		the distinction between ethical and legal, and the distinction, connection and/or tension between ethical concepts such as trust and integrity, or individual happiness and the common good, in different contexts <u>VC2CE10U01</u> interconnections between dispositions, experiences, emotions and/or context and how these influence and can challenge and change ethical perspectives <u>VC2CE10U03</u>	the distinction between ethical and legal, and the distinction, connection and/or tension between ethical concepts such as trust and integrity, or individual happiness and the common good, in different contexts <u>VC2CE10U01</u>	how more than one of the consequences framework, duties framework or virtues framework can be used to guide decision-making in response to an ethical issue, and similarities and differences between these and alternative ethical frameworks <u>VC2CE10D02</u>
Critical and Creative Thinking		ways to analyse and evaluate claims and grounds for claims for	the construction and adaptation of	

		the qualities of accuracy, precision, depth or breadth when reasoning, and ways to identify what qualities are required in different contexts <u>VC2CC10R02</u>	questions to suit different contexts <u>VC2CC10Q01</u> ways to analyse and evaluate claims and grounds for claims for the qualities of accuracy, precision, depth or breadth when reasoning, and ways to identify what qualities are required in different contexts <u>VC2CC10R02</u>	
Health and Physical Education	evaluate factors that shape identities and evaluate how individuals influence the identities of others <u>VC2HP10P01</u>	evaluate emotional responses in different situations to refine strategies for managing emotions to positively impact health and wellbeing <u>VC2HP10P06</u>	examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships <u>VC2HP10P07</u>	refine, evaluate and adapt strategies for managing changes and transitions <u>VC2HP10P02</u>

LESSON 1: SENSE OF SELF

Finding True North | Level 9-10

Time	50 to 60 minutes
Resources	• <i><u>Pieces of Me</u></i> (one per student) • <i><u>Rise and Respond</u></i> (one per student) • <i><u>Finding True North anchor chart</u></i> • Lesson slides
Learning Intention and Success Criteria	To explore our sense of self and its role in guiding our actions and choices. I can: • Explain the difference between identity and sense of self • Explain why a sense of self is important • Create a visual representation of my sense of self • Explain how I can use my sense of self to support myself in challenging contexts and situations
Curriculum Links	• strategies for reflecting on, using and further developing personal strengths to support themselves and others in challenging contexts; strategies for connecting personal strengths and interests to plan for the future <u>VC2CP10S03</u> • how to identify and adapt strategies for improving confidence, adaptability and perseverance in response to challenges in different contexts, considering personal and social enablers and barriers <u>VC2CP10S04</u>

	evaluate factors that shape identities and evaluate how individuals influence the identities of others <u>VC2HP10P01</u>
Method	Activate prior knowledge: What do you already know about the idea of a sense of self? - Display the learning intention and success criteria. Read them aloud and unpack the meaning. - Run Who am I? Display slide 3. Explain that students will use clues to guess five famous figures. Display slides 4-13. Read each clue slide aloud. Students guess the person. Reveal the identity on the next slide. Teacher note: This activity is building students' understanding of how appearance and social roles can form a person's identity. It should be a rapid-fire activity. - Display slide 14. Explain: Every individual has an identity which is shaped by factors such as their appearance, social roles they play and the groups they belong to. This is why it was easy to guess the figures in Who am I? - Display slide 15. Every individual also has a sense of self shaped by internal factors such as their values, aspirations and how they would like to be seen by others. It can be difficult to articulate a sense of self. Check for understanding: Cold call: Who can explain the difference between identity and sense of self?

6. In AFL, it is important for players to 'play their role'. To do this, they need to have a strong sense of self. **Play the player video** on **slide 16**. The player guides students through an activity which will support them to better understand their sense of self. Students will move across the classroom to agree or disagree with statements read by the player.
7. Class discussion: Why is a sense of self important?

Assessment	Students	Observe
Formative	Suggest reasons why a sense of self is important.	Students recognise differences between sense of self and identity. They can explain that our sense of self influences our choices and actions and shapes how we see ourselves. They are able to synthesise their learning from Who am I? and the player video .

8. Run **Pieces of Me**.



Display *Pieces of Me* on **slide 19** and think aloud as you respond to the My Strengths and My Values sections.

Teacher note: Clarify the difference between a skill and a character strength. A skill is something you can do, such as playing AFL. A character strength describes how you approach situations, such as perseverance or determination.



For each of the remaining prompts, invite students to share one to two ideas. These should be general, rather than specific to the worked example.



Distribute *Pieces of Me* to the class. Students respond to the prompts with either words or drawings related to their own sense of self. Students do not need to share back to the class. However, encourage them to share ideas with each other as they work.

Check for understanding: Written response: Show me one thing that motivates you.

Teacher note: Students may struggle to complete some of the prompts. It is common to find it hard to describe your sense of self. How we present ourselves may not always match our values. By considering these different pieces, students will be on their way to a better understanding of their most authentic self.

Enable

Students who require support may benefit from further scaffolding of the prompts:

- Strengths: What personal qualities help you when things are difficult?
- Values: What do you care about? / What is important to you?
- Character traits: What words would you use to describe your personality?
- Things that motivate me: What drives you to work hard?

If students are still reluctant, you can offer suggestions of things you have genuinely observed:

- Strengths: I have noticed that you are an excellent friend.
- Values: You talk about your siblings a lot. It seems like family is important to you.

Extend

Students requiring extension can form connections between how their sense of self informs their identity and vice versa:

- One of my greatest strengths is creativity (sense of self) and because of this, people know me as a painter (identity).
- Sometimes I come across as being overly competitive (identity) because I gain a lot of my self-confidence from being seen as a successful athlete (sense of self).

Assessment	Students	Observe
Formative	Respond to prompts on <i>Pieces of Me</i> . As they work, they share ideas with peers.	Observe students making links between concepts from prior learning (strengths, values, identity) and applying them in a novel context. Look for students making connections between the different 'pieces' of the handout, e.g. identifying links between Values and Expectations of myself or Things that motivate me and How I hope others see me.

9. Run **Personal Reflection**. Explain: Reflect on your *Pieces of Me* learning. Students close their eyes while you read a list of statements. For each statement, students raise one hand and hold up a number of fingers to show how much they agree. One means strongly disagree and five means strongly agree.
- The way I act is aligned with my values.
 - I find it easy to motivate myself (intrinsic motivation).
 - I am more motivated by others (extrinsic motivation).
 - My actions are usually aligned with my expectations of myself.
 - I find it easy to be myself around others.
 - I use my strengths often.
 - I reflect on my values often.
 - I have gained a better understanding of my sense of self.

10. Run **Rise and Respond**. Explain: A strong sense of self can support us when we face challenging contexts or situations.



Display *Rise and Respond* on **slide 21**.

- Explain: In the Rise sections, we are going to record challenges we face and must rise to. I am going to start by thinking of a situation that I might find personally challenging.
- In one of the Rise sections write: Academic setback.
- Explain: Next, I'm going to think about how my sense of self can support me in this situation. That's what the Respond section is for. To do this I will reflect on what I have written in my *Pieces of Me* sheet.
- In the corresponding Respond section, write one way that your sense of self would support you during an academic setback, thinking aloud as you write.



Invite students to suggest ideas for challenges they might face. Record 6-8 ideas on the board, or type directly into **slide 21**.



Distribute *Rise and Respond* to students. Students work independently to fill in each section and decorate the section in the centre of the page to reflect their sense of self and identity.

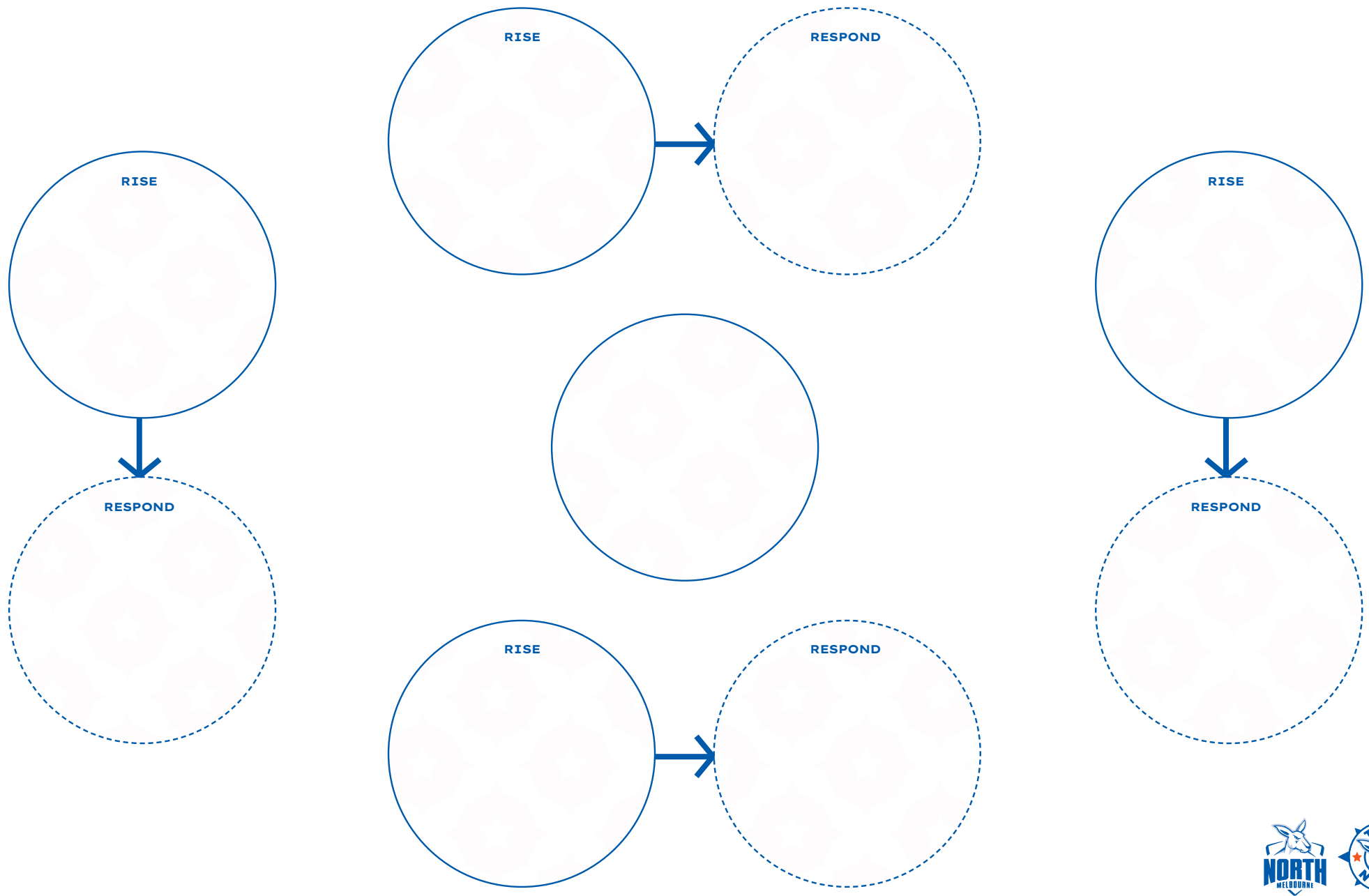
Check for understanding: Cold call: How will you use your learning from *Pieces of Me* to support your writing in *Rise and Respond*?

	<table><tr><th>Assessment</th><th>Students</th><th>Observe</th></tr><tr><td>Formative</td><td>Work independently to complete their handout.</td><td>Note whether students can apply information recorded in their <i>Pieces of Me</i> exercise in a novel way. Note whether students can respond to challenges with relevant and well-chosen strategies.</td></tr></table>	Assessment	Students	Observe	Formative	Work independently to complete their handout.	Note whether students can apply information recorded in their <i>Pieces of Me</i> exercise in a novel way. Note whether students can respond to challenges with relevant and well-chosen strategies.
Assessment	Students	Observe					
Formative	Work independently to complete their handout.	Note whether students can apply information recorded in their <i>Pieces of Me</i> exercise in a novel way. Note whether students can respond to challenges with relevant and well-chosen strategies.					
	11. Share back: Ask students to share what they have written with the class.						
Review	1. Return to the learning intention and success criteria. Ask: What have you discovered about the importance of a strong sense of self? 2. Synthesise today’s key learning into one takeaway message and record it on the <i>Finding True North anchor chart</i>. For example: Our sense of self is guided by our values and aspirations. It is an important tool for navigating social and personal challenges. Taking it further: Ask students to select an item from ‘The things that make me happy’ section of their <i>Pieces of Me</i> learning and prioritise this throughout the week. Ahead of the next session, check in with students about how this has impacted their daily life.						

Pieces of Me

My strengths	The things that make me happy	The things that motivate me
How I hope others see me	Expectations of myself	My character traits
My values	Who I am when I'm alone	How I see myself

Rise and Respond



Finding True North

Sense of Self

Expectations and Stress

Communicating Consent

Responsibility



LESSON 2: EXPECTATIONS AND STRESS

Finding True North | Level 9-10

Time	50 to 60 minutes
Resources	• Butcher's paper (six) • <u>3-2-1 Bridge</u> (one per student) • <u>Stress Scenarios</u> (one set) • <u>Finding True North anchor chart</u> • Lesson slides
Learning Intention and Success Criteria	To prepare and plan for supporting ourselves and others when dealing with stress. I can: • Describe physical symptoms of stress and identify suitable regulation techniques • Work collaboratively with my peers to select appropriate help-seeking strategies • Use evidence and reasoning to justify my choices when responding to ethical dilemmas
Curriculum Links	• when and how to identify and use help-seeking and other productive coping strategies suited to different contexts; strategies for providing peer support, peer referral and empathetic communication in different contexts <u>VC2CP10S02</u> • the distinction between ethical and legal, and the distinction, connection and/or tension between ethical concepts such as trust and integrity, or individual happiness and the common good, in different contexts <u>VC2CE10U01</u> • interconnections between dispositions, experiences, emotions and/or context and how these influence and can challenge and change ethical perspectives <u>VC2CE10U03</u>

	- ways to analyse and evaluate claims and grounds for claims for the qualities of accuracy, precision, depth or breadth when reasoning, and ways to identify what qualities are required in different contexts <u>VC2CC10R02</u> - evaluate emotional responses in different situations to refine strategies for managing emotions to positively impact health and wellbeing <u>VC2HP10P06</u>
Method	- Open by reviewing the previous lesson. Read the previous lesson's takeaway from the <i>Finding True North anchor chart</i> aloud. Ask: What is a challenge you faced this week, and how have you used your sense of self to support you through that challenge? Activate prior knowledge: What are some ways that stress and expectations impact the daily life of young people? - Display the learning intention and success criteria. Read them aloud and unpack the meaning. - Run Move it, Buddy! Students stand in a circle, with one student in the middle. Agree on the name each student wishes classmates to use. Give students 30 seconds to memorise those names for the classmates on either side. When students have memorised the names, the person in the middle points to someone around the outside and says 'LEFT' or 'RIGHT'. The person picked must say the agreed name of the person next to them. If they pause or stumble saying the name, they become the person in the middle of the circle. If students memorise the names quickly, the person in the middle can call out 'Move it, Buddy!' and everyone must find a new space in the circle and memorise the names of the new people next to them. - Run Class Reflection. Students return to their seats. Explain: To successfully complete this warm-up, you had to move quickly and make decisions under pressure. It is likely to have triggered some physical reactions similar to those we experience when stressed. Ask: What are some physical reactions you are experiencing now?

Responses might include:

- Increased heart rate
- Flushed skin
- Rapid breathing
- Stumbling on words

Ask: What are some techniques we can use to counter these reactions?

Responses might include:

- Deep breaths
- Having a drink of water
- Taking a break

6. Display **slide 6**. Run the following thinking routine, **3-2-1 Bridge**.

Project Zero: 3-2-1 Bridge

A routine for understanding how learning experiences change conceptions.

Before learning

3 words or ideas

2 questions

1 metaphor or simile

After learning

3 words or ideas

2 questions

1 metaphor or simile

Bridge

Explain how your new responses connect to or have changed from your initial responses.

How to run it:

Students complete the **Before** column of *3-2-1 Bridge*, working independently to record:

- 3 words or ideas they already have about stress
- 2 questions they have about stress
- 1 metaphor or simile for stress

Give students four minutes to write before asking them to share their thinking.

Students will return to the Bridge and After columns at the conclusion of the lesson to see whether and how their ideas have changed.

Teacher note: This activity is intended to gauge student prior knowledge. If students seek advice or direction, encourage them to write what first comes to mind.

Assessment	Students	Observe
Diagnostic	Students independently write 3 words or ideas, 2 questions and 1 metaphor or simile in the Before column of 3-2-1 Bridge .	Observe the words or ideas that students are recording (for example stressors, symptoms, synonyms, related concepts or ideas). Look for patterns or trends across student responses. If students are identifying common stressors, or if any responses require further intervention, communicate with relevant wellbeing staff.

7. Run **Stress Scenarios**.



Being a professional AFL player is both mentally and physically challenging: players face a lot of pressure on and off the field. **Play the player video on slide 7.** The players introduce the **Stress Scenarios**. They discuss how to support peers and explore how nuance can impact decision-making.



When prompted, pause the video and work with students to brainstorm positive and negative consequences of each option for responding to *Caoimhe's scenario*. See **slide 8** for the help-seeking and/or coping strategy options. After reviewing the options, work together to select the most appropriate one.



Display **slide 9**. Organise students into six groups. Provide each group with a card from *Stress Scenarios* and butcher's paper. Students read the scenario and options as a group and record the positive and negative consequences of each on butcher's paper. The group must select the option which they agree is the most appropriate and be prepared to explain their choice. Use the prompts on **slide 9** to support your decision making. Ask: When could keeping a friend's confidence conflict with getting them help? Explain the values involved.

Teacher note: This activity should take place in a judgement-free zone to support students' understanding of the complexities and nuance of providing peer-support or help-seeking behaviours. Students should consider both positive and negative consequences for themselves (as responder/friend providing peer support) as well as the character in the scenario. Encourage students to explore their thoughts and feelings, not just the evidence in the text.

Check for understanding: Cold call: Which help-seeking or coping strategy would be appropriate if:

- A friend is nervous about an upcoming job interview?
- A friend confides that a loved one is very unwell?
- A friend says that they scratched a teacher's car with their bike? (It was an accident.)
- A friend is not getting enough sleep and it is beginning to impact their daily activities?

Enable

For students requiring support, sit with the group and read their card from ***Stress Scenarios*** aloud. Identify and record the stressor or stressors in the scenario. Read each option aloud. Ask the group to identify and record:

Problems each option might solve AND issues each option could create

Extend

For students requiring extension, invite the group to propose a fourth option for responding to their card from ***Stress Scenarios***. They should also prepare a list of positive and negative consequences for this option.

Assessment	Students	Observe
Formative	Read their card from <i>Stress Scenarios</i> and its options as a group. Students consider the positive and negative consequences of each option. Groups select the most appropriate option and provide reasoning to explain their choice.	Students work collaboratively to discuss and evaluate options. Look for responses which thoughtfully consider evidence as well as students' own thoughts and feelings. Higher-order responses will discuss the tension between ethical choices and factors such as relationships, personal happiness and trust.

8. Display **slide 10**. Run the following thinking routine, **3-2-1 Bridge**.

Project Zero: 3-2-1 Bridge

A routine for understanding how learning experiences change conceptions.

Before learning

3 words or ideas

2 questions

1 metaphor or simile

After learning

3 words or ideas

2 questions

1 metaphor or simile

Bridge

Explain how your new responses connect to or have changed from your initial responses.

How to run it:

Students complete the **After** column of *3-2-1 Bridge*, working independently to record:

- 3 words or ideas they now have about stress
- 2 questions they now have about stress
- 1 metaphor or simile they now have for stress

Next, students complete the **Bridge** column of *3-2-1 Bridge*. Explain: Draw connections between your prior knowledge and what you have learnt during the lesson. Ask: How has your thinking changed, and what changed it? Remind students that their initial thoughts were not wrong; they were simply a starting point.

	<table><tr><th>Assessment</th><th>Students</th><th>Observe</th></tr><tr><td>Formative</td><td>Fill in the Bridge and After columns of 3-2-1 Bridge. Students share ideas with peers as they complete the task.</td><td>Look for responses consolidating prior and new knowledge of stress. Student responses should be specific and demonstrate clear links to examples and concepts discussed in the lesson. Look for responses which reflect an understanding of nuance and tension created when help-seeking or offering support.</td></tr></table>	Assessment	Students	Observe	Formative	Fill in the Bridge and After columns of 3-2-1 Bridge . Students share ideas with peers as they complete the task.	Look for responses consolidating prior and new knowledge of stress. Student responses should be specific and demonstrate clear links to examples and concepts discussed in the lesson. Look for responses which reflect an understanding of nuance and tension created when help-seeking or offering support.
Assessment	Students	Observe					
Formative	Fill in the Bridge and After columns of 3-2-1 Bridge . Students share ideas with peers as they complete the task.	Look for responses consolidating prior and new knowledge of stress. Student responses should be specific and demonstrate clear links to examples and concepts discussed in the lesson. Look for responses which reflect an understanding of nuance and tension created when help-seeking or offering support.					
Review	<						

3-2-1 Bridge

BEFORE	BRIDGE	AFTER
3 words/ideas you have about stress		3 words/ideas you have about stress
2 questions you have about stress		2 questions you have about stress
1 metaphor or simile about stress		1 metaphor or simile about stress

Stress Scenario 1

Sione

Sione is what some might call an all-rounder; he's academic, sporty, and well-liked by his peers and teachers. He's the captain of his local footy team and finals are just around the corner; the first game in the series is against their rival club. It's also a heavy assessment period at school. Teachers have been reminding everyone that these tasks are very important.

Sione has stopped hanging out with his mates. At lunch and recess he is spending his time studying in the library, and he is putting in extra work on his footy training after school. When people suggest that he should take it easy, he says that everyone expects him to be the best at everything and that he will be fine if people just allow him to focus.

Option 1

Food isn't allowed in the library, but you sneak a sandwich in.

You tell Sione that if he is going to spend his lunchtime studying, he needs to eat something.

He thanks you and eats the sandwich.

Option 2

You talk to Sione and he lists all the things he is stressed about.

He's got a lot on his plate, and there are people that might be able to help him. You encourage him to talk to some of his teachers and his footy coach. You offer to go with him.

Option 3

You invite Sione to a party at your house, and after some convincing, he agrees.

At the party, he seems on edge. You and your friends tell jokes and funny stories to make him laugh.



Stress Scenario 2

Leah

Your friend Leah used to be bubbly and outgoing, but over the past few months, you have noticed that she seems to have lost some of her spark. There is a school social coming up, a semi-formal dance for Year 10 students, and you and your friends are planning to go dress shopping. Leah comes along but doesn't try anything on.

You ask Leah if she has seen any dresses that she likes and she tells you there is no point looking because she will look terrible in everything. She says she is "too fat" to wear a formal dress, and people will make comments about her appearance. "I wish I looked like everyone else in our group," she says. "I probably won't even go to the dance."

Option 1

You reassure Leah that you think she is beautiful and insist that she comes to the dance.

You help her pick a dress and compliment the way she looks in it.

Option 2

You and your friends decide that, if Leah is not going to the dance, neither will you.

You offer to host a big sleepover at your house on the night of the dance instead.

Option 3

You ask Leah to talk to you about how she's feeling. She tells you that she feels a lot of pressure to meet beauty standards and says that she doesn't feel like you and your other friends really get it.

Your feelings are hurt, but you apologise for making her feel that way.

Stress Scenario 3

Jonah

Your friend Jonah enjoys playing multiplayer computer games and he spends a couple of hours on Discord most days. He tells you that a random person who added him as a friend has sent him a message with his street address and other personal information like where he goes to school and where his mum works. The person has promised to leave him alone if he sends money.

Jonah asks you if you could help him out by lending him some money.

Option 1

You tell Jonah not to send the person any money but suggest instead that he blocks them.

You help him take screenshots of everything, change all his passwords and make sure that he is logged out on all his devices.

Option 2

You lend Jonah the money and ask him to pay you back as soon as possible.

Option 3

You talk to your parents about what has happened.

Your parents call Jonah's parents and tell them what has happened.

Stress Scenario 4

Mischa

Your friend Mischa has just broken up with her first boyfriend. The relationship did not end on positive terms and she is devastated. They were in the same friendship group, and because of the breakup, she has lost a lot of her friends. Mischa tells you that she's feeling abandoned and like no one supports her.

She comes to your house after school almost every day and only wants to talk about the breakup. You've got some exams coming up, including one that is worth 40% of your total grade.

Option 1

You're firm with Mischa: she can't come over anymore after school. You need the time to study.

Option 2

You let Mischa continue to come over after school and try to study while she's there; she is just talking about the breakup anyway, and you don't really need to say anything.

Option 3

You talk to Mischa. You tell her you're sympathetic about the breakup but are feeling a lot of pressure being the only person she goes to for support.

You try to figure out a compromise, so you can support her while also making sure you are able to study.

Stress Scenario 5

Ash

Ash's parents are strict. Ash isn't allowed to go to anyone's house but yours and they can't go out unless their parents drop them off and pick them up. They hate being treated like a little kid and wish their parents would give them a bit more freedom.

A couple of people in your friendship group have got their red Ps and want to go out to play mini golf. Ash tells their parents they are at your house, and you all go out, knowing that you will be back at your place before curfew. On the way back to your house, the car you and Ash are in breaks down. Everyone is safe, but you quickly realise that you aren't going to make it back in time before Ash's parents arrive at your place. Ash has a panic attack while you are waiting for someone to jumpstart the car.

Option 1

You help Ash to regulate their breathing. They ask you to call your dad to come and pick the two of you up.

You know your dad will come and pick you up, but it means leaving the friend who drove you to wait at their car alone.

Option 2

You help Ash to regulate their breathing. When they have calmed down, you tell them that you think it would be best to be honest with their parents.

They know that their parents are going to be really upset with them.

Option 3

You order an Uber for everyone who was in the car so that you can get back to your place before curfew.

You promise the friend who drove you to help them get back to their car tomorrow.

Stress Scenario 6

Zach

Zach has applied for casual jobs at fast-food chains and supermarkets. He wants to earn money to save for his own car. He's received a few rejection letters, but he isn't too worried.

One morning, he tells you that he got an interview at a fast-food place. He's excited, but he's also feeling quite nervous. On the day of the interview, he is distracted and says he feels too nervous to eat.

Option 1

You tell Zach that it's not a big deal and he is making a fuss about nothing.

At lunchtime, you and your mates start a game of footy and encourage him to join in.

Option 2

You congratulate Zach.

You ask him what he is feeling nervous about and offer him advice on how to handle the interview.

Option 3

You congratulate Zach and acknowledge how persistent he has been in his job search.

You encourage him to eat some lunch and buy him his favourite thing from the canteen.



Stress Scenario 7

Elsie

Your friend Elsie is great; she is kind, funny and caring. Sometimes in social situations, she asks unusual questions and tells jokes that other people don't get. No one else thinks too much about it, but you know that Elsie worries a lot about how others see her.

At lunch, she leaves the group and is gone for a long time. You decide to look for her and find her crying in the bathroom. When you ask her what's wrong, she says that everyone thinks she is a freak, and she wishes she could just fit in.

Option 1

You offer Elsie some tissues and encourage her to let the tears out.

When she stops crying, you ask her what happened or what was said that made her so upset. You reassure her that you and your other friends love her.

Option 2

When you find Elsie, you say that she is being silly. You tell her that everyone accepts her for who she is, and she should stop worrying about it.

You tell her some of your favourite things about her and encourage her to come back outside.

Option 3

You give Elsie a hug and tell her that, while you might not understand exactly how she's feeling, you are there to support her.

You suggest that you go somewhere quiet, and offer to sit with her. She doesn't even need to talk.

Stress Scenario 8

Max

Your friend Max loves footy. You both play in the U18s for your local club. Max is very proud to wear the club colours, especially because his dad is a club legend. Max's team has made the Grand Final. The last time they made it that far, Max's dad was on the team.

Max has been in good form all season and he knows his dad is hoping for a win. It's a lot of pressure, and Max is finding it difficult to manage. In class, he loses his temper at the teacher when they ask him to focus on his classwork. He pushes all his things off the desk and storms out of the classroom.

Option 1

You ask for permission to check on Max. When you find him, he complains about how unfair the teacher is and how they don't understand the pressure he is under.

You tell him you agree that the teacher was unfair and suggest the two of you go for a walk to calm down.

Option 2

You apologise to your teacher after Max's outburst.

You go to footy training early so you can tell your coach what happened at school.

Option 3

At the end of the lesson, you check if your teacher is okay.

You catch up with Max at lunch and ask how he is going. You encourage him to apologise to the teacher and offer to go with him if he wants.

Stress Scenario: Teacher Worked Example

Caoimhe

Your friend Caoimhe is a talented ballerina. Her parents have dreams for her to attend a prestigious ballet academy, and she's got an audition for a spot next month. She has been doing a lot of preparation and training. She has started to fall asleep during school. You and your friends laugh about this at first, but soon it's happening in almost every lesson. When you ask her about it, she laughs it off. She's just been training a lot, she explains; she'll sleep when she feels like she's earned it.

In the week leading up to the audition at the ballet academy, Caoimhe truanted an English lesson. You find her in a toilet cubicle. She's crying hard and struggling to breathe. She says that it doesn't matter how hard she tries, she's never going to be good enough for the ballet academy. Ballet used to be fun, but now it is just something she is expected to be good at. If she makes it in, she says the work is only going to get harder. And if she doesn't get in, her parents will be furious.

Option 1

You and another friend decide to talk to a teacher that Caoimhe trusts. The teacher thanks you for letting them know.

When you ask what will happen next, the teacher explains they will check in with her and get in touch with her parents.

Option 2

You skip English and stay with Caoimhe. You do a mindful breathing exercise with her until her breathing has settled. You ask if she wants advice or if she just needs someone to listen.

She tells you she just wants someone to listen, and you sit with her for the rest of class. She asks you not to tell anyone and you agree.

Option 3

When you find Caoimhe, you sit with her and help her to regulate her breathing. You explain that it's okay to be overwhelmed, and that this is a big problem that she doesn't have to deal with on her own.

You explain that this doesn't sound like something the two of you can solve on your own. You suggest she speaks with a trusted teacher and offer to go with her.

Teacher Worked Example

Option 1

You and another friend decide to talk to a teacher that Caoimhe trusts. The teacher thanks you for letting them know.

When you ask what will happen next, the teacher explains they will check in with her and get in touch with her parents.

Positives

Support from an adult (important, not a situation that can be handled alone); Caoimhe trusts the teacher; problem is urgent; no longer your responsibility

Negatives

Don't know how Caoimhe's parents will respond; she may see this as a betrayal of her trust; don't have any control over how the situation will be handled

Teacher Worked Example

Option 2

You skip English and stay with Caoimhe. You do a mindful breathing exercise with her until her breathing has settled. You ask if she wants advice or if she just needs someone to listen.

She tells you she just wants someone to listen, and you sit with her for the rest of class. She asks you not to tell anyone and you agree.

Positives

Short-term benefits; Caoimhe said she just wanted someone to listen; Caoimhe might feel relieved that she was able to share

Negatives

You've been asked to keep a secret; if you decide later to tell someone, you will betray her trust; stressful for you; this is a problem that requires support from someone else

Teacher Worked Example

Option 3

When you find Caoimhe, you sit with her and help her to regulate her breathing. You explain that it's okay to be overwhelmed, and that this is a big problem that she doesn't have to deal with on her own.

You explain that this doesn't sound like something the two of you can solve on your own. You suggest she speaks with a trusted teacher and offer to go with her.

Positives

In the short term, Caoimhe will feel calmer; you are able to reassure her; probably leads to input from a trusted adult with more resources; don't have to handle the problem alone

Negatives

Don't know how Caoimhe will react and there is a risk of her responding poorly; Caoimhe might feel anxious about talking to a teacher; possibility of ongoing responsibility for you

LESSON 3: COMMUNICATING CONSENT

Finding True North | Level 9-10

Time	50 to 60 minutes
Resources	• Sticky notes (one per student) • <u>Discussion Survey</u> (one per student) • <u>Famous Pairs</u> • <u>Communicating Consent Scenario Cards</u> (one set) • <u>Reporter's Notebook</u> (seven, A3) • <u>Reporter's Notebook Worked Example</u> (teacher reference) • <u>Finding True North anchor chart</u> • Lesson slides
Learning Intention and Success Criteria	To understand the role consent plays across a range of contexts and relationships. I can: • Use clear, specific questions and non-verbal cues to communicate with my peers • Discuss aspects of communication such as questioning and non-verbal cues and evaluate their effectiveness • Define consent and explain how it applies across a range of relationships • Work with peers to explore the perspectives of characters in a scenario and respond
Curriculum Links	• personal, social and cultural factors that influence the ability to experience respectful personal and group relationships; the rights and responsibilities of individuals in relationships <u>VC2CP10O03</u>

	- the distinction between ethical and legal, and the distinction, connection and/or tension between ethical concepts such as trust and integrity, or individual happiness and the common good, in different contexts VC2CE10U01 - the construction and adaptation of questions to suit different contexts VC2CC10Q01 - ways to analyse and evaluate claims and grounds for claims for the qualities of accuracy, precision, depth or breadth when reasoning, and ways to identify what qualities are required in different contexts VC2CC10R02 - examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships VC2HP10P07
Method	Teacher note: Conversations in today’s session will explore issues relating to relationships, including romantic and sexual relationships. If you feel that your class may prefer to work in gendered groups, consult with your students prior to the delivery of this session. To gauge student concerns, carry out an anonymous survey using the <i>Discussion Survey</i>. (Department of Education, <i>Building Respectful Relationships</i>, 2024) - Open by reviewing the previous lesson. Read the previous lesson’s takeaway from the <i>Finding True North anchor chart</i> aloud. Ask: What are some clues that might suggest someone we care about is experiencing stress? Activate prior knowledge: What does consent mean to you? - Display the learning intention and success criteria. Read them aloud and unpack the meaning.

4. Run **Famous Pairs**. Select a range of famous pairs/trios for your class from *Famous Pairs*. Write one member from each pair/trio on a sticky note and distribute them. Ask students to place the sticky note on their forehead so their identity is visible to everyone but them (like Celebrity Heads). Every student in the class is given the identity of one member of a famous pair or trio and must uncover their identity and find their partner/group. The game is intended to challenge their verbal and non-verbal communication skills. Display the rules on **slide 5**.

When all students have uncovered their identities and found their pair/trio, or after an allotted time has elapsed, students return to their seats for reflection. Ask:

- How did having a limited number of questions impact what you asked?
- How did non-verbal communication help or hinder?
- How did the game change as people began to uncover their identities?
- Did you discover your identity before or after your partner? How did this impact your experience?

Teacher note: Effective communication is foundational to understanding consent. This warm-up and reflection are designed to prompt students to think about the importance of communication and how it can impact our agency and decision-making. Students may have found the task frustrating; reassure them that this is a valid response and encourage them to interrogate why it was frustrating.

5. Explain: Communication is fundamental to understanding consent. It will be key to think about how verbal and non-verbal communication factor into discussions about consent in this lesson.

6. Understanding consent is important across a range of relationships and contexts. **Play the player video** on **slide 8**. The players explain that there are five key things to remember about consent.

Check for understanding: Cold call: What are the five key things to remember about consent?

Teacher note: Information about the legal age of consent can be found on **slide 15**.

7. Display **slide 10**. Run the following thinking routine, **Reporter's Notebook**.

Project Zero: Reporter's Notebook

A routine for separating fact and feeling.

Identify a **situation, story, or dilemma** for discussion.

Name the **facts and events** of the situation.

(What evidence confirms these?)

Identify the **thoughts and feelings** of the characters/participants in the situation.

(What evidence confirms these?)

Make your **best judgement** about the situation, based on this information.

How to run it:

For the group task after modelling, use small groups, being mindful of gender groupings if using the *Discussion Survey*. Each group will use one *card from Communicating Consent Scenario Cards* and *Reporter's Notebook*.

During the group task, students imagine they are news reporters: they will need to differentiate the facts of their *Consent Scenario* from thoughts and feelings. They will organise information into four quadrants.

	Clear	Need to check
Facts & events What happened?	- Things that we are sure happened - Supported by written evidence	- Things that are likely to have happened - Inferred, implied or suggested
Thoughts & feelings How did the character/s think or feel?	- Things that we are sure characters thought and felt - Supported by written evidence	- Things that were likely felt or thought - Inferred, implied or suggested

Once students have recorded the available information in the relevant quadrants, each group evaluates whether consent was given in its scenario and records this in the Our evaluation section.

8. Run **Reporter's Notebook**.



Display *Sienna's consent scenario* on **slide 11** and read aloud. Display *Reporter's Notebook* and read the labels. Explain: We are going to imagine that we are news reporters, and we need to collect information about this scenario. In the Clear X Facts & events quadrant, write: Sienna attended her friend Junie's birthday party. Explain: This is a clear fact. The evidence is in the first sentence of the scenario.

Teacher note: Students may not be able to complete all quadrants of their *Reporter's Notebook* for their card from *Communicating Consent Scenario Cards*, for example: Clear X Thoughts & feelings. See Reporter's Notebook Worked Example in the resources of this lesson for suggested responses to *Sienna's consent scenario*.



Display **slide 12**. Work through each quadrant as a class. Record up to two responses per quadrant where the text provides evidence or supports a reasonable inference. Leave a quadrant blank if there is insufficient information. Then evaluate consent using the available evidence.



Organise students into six groups and select the scenarios most appropriate for your class. Provide each group with a card from *Communicating Consent Scenario Cards* and *Reporter's Notebook*. Students work collaboratively to complete the handout and prepare to share their responses with the rest of the class.

Check for understanding: Cold call: Is someone consenting if:

- They agreed to partake in an activity at the beginning but changed their mind once they got started?
- They said, “I guess,” when they were asked if they wanted to join in?
- They were excited about joining in with a game, and continued to express their enjoyment throughout?

Enable

For students who need support, sit with the group and read the scenario aloud together. Ask students to underline the events in the scenario, focusing only on the actions. Record these in the Facts & events X Clear quadrant. Ask students how the characters in the scenario are feeling and ask them to explain why. Record answers which are supported by the text in the Thoughts & feelings X Clear quadrant and anything that is implied or intuited in the Thoughts & feelings X Need to check quadrant. Ask: What else might have happened in this scenario? Record responses in the Facts & events X Need to check quadrant.

Extend

For students who require extension, invite them to suggest next steps for the character in the scenario. They write a monologue or diary entry from that character's perspective, explaining how they would respond.

9. Invite students to share their scenario and responses with the class.

		Assessment	Students	Observe
		Formative	Work collaboratively to fill the <i>Reporter's Notebook</i>. They provide responses which use evidence from the text in the Clear column and infer meaning from context in the Need to check column. Students use the five things to remember about consent to evaluate whether consent has been given in their <i>Consent Scenario</i>.	Look for responses which demonstrate an understanding of the difference between fact and feeling. Responses in the Clear column should be clearly supported by evidence from the text. Group evaluation statements should refer to the five things to remember about consent.
Review	1. Return to the learning intention and success criteria. Ask: What have you learnt today about the role of consent in respectful relationships? 2. Synthesise today's key learning into one takeaway message and record it on <i>the Finding True North anchor chart</i>. For example: Everyone has the responsibility to seek consent and the right to choose whether they want to consent.			

Discussion Survey

Please circle or underline your answers to the following questions.
I identify as:

- Male
- Female
- Non-binary
- Gender-diverse
- Prefer not to say

If I were discussing consent with my classmates, potentially discussing romantic and sexual relationships, I would like to do this in a group of students who are:

- Male
- Female
- Gender-diverse and non-binary
- Everyone



Discussion Survey

Please circle or underline your answers to the following questions.
I identify as:

- Male
- Female
- Non-binary
- Gender-diverse
- Prefer not to say

If I were discussing consent with my classmates, potentially discussing romantic and sexual relationships, I would like to do this in a group of students who are:

- Male
- Female
- Gender-diverse and non-binary
- Everyone



Famous Pairs

★ Fictional TV and Film Duos

- Finn and Jake (Adventure Time)
- Kermit and Miss Piggy (The Muppets)
- SpongeBob and Patrick (SpongeBob SquarePants)
- Joey and Chandler (Friends)
- Scooby-Doo and Shaggy (Scooby-Doo)
- Tom and Jerry (Tom and Jerry)
- Bert and Ernie (Sesame Street)
- Lilo and Stitch

★ Fictional TV and Film Duos

- Timon and Pumbaa (The Lion King)
- Galinda and Elphaba (Wicked)
- Mickey and Minnie Mouse
- Barbie and Ken
- Shrek and Donkey (Shrek)
- Frodo Baggins and Samwise Gamgee (The Lord of the Rings)
- Woody and Buzz Lightyear (Toy Story)
- Maverick and Goose (Top Gun)

★ Musical Duos

- John Lennon and Paul McCartney (The Beatles)
- Beyoncé and Jay-Z

★ Misc. Fictional Duos

- Mario and Luigi
- Batman and Robin
- Romeo and Juliet
- Thing 1 and Thing 2 (The Cat in the Hat)
- Hansel and Gretel



Famous Pairs

★ Non-human Famous Duos

- Mac and cheese
- Milk and cookies
- Bread and butter
- Bacon and eggs
- Keyboard and mouse
- Salt and pepper
- Spaghetti and meatballs
- Sun and moon

★ Historical Duos

- JFK and Jackie Onassis
- Frida Kahlo and Diego Rivera
- Marie and Pierre Curie
- Antony and Cleopatra
- F. Scott and Zelda Fitzgerald
- Bonnie and Clyde
- Mary Shelley and Percy Bysshe Shelley

★ Trios

- Harry, Ron and Hermione (Harry Potter)
- Ash, Misty and Brock (Pokémon)
- Blossom, Bubbles and Buttercup (The Powerpuff Girls)

★ Misc. Duos

- Taylor Swift and Travis Kelce
- David and Victoria Beckham
- Ronaldo and Messi
- Carlos Alcaraz and Jannik Sinner



Guiding Questions

Starting Questions:

- Am I a person, a character or an object?
- Is the relationship between myself and the other person in my pair romantic, friendly or something else?
- Would I find myself on television, in a film, in music or somewhere else?

Follow-up Questions:

- What are three words that you might use to describe me?
- What school subject does my character/thing remind you of?
- What is something that my character/thing and I have in common?
- What is a place associated with my character/thing?
- What is an emoji that is associated with my character/thing?
- Am I dead or alive?
- Am I real or fictional?
- Am I male, female or other?
- What size am I?



Communicating Consent Scenario 1: Sienna

Sienna is at her friend Junie's birthday party. She's known Junie since prep, but now the two of them go to different high schools. During the party Sienna starts talking to Marcus, a boy from Junie's school. The two of them talk to each other all night, and Marcus asks for her number.

The next morning, a friend sends Sienna a message. It's a screenshot of an Instagram story, from an account that Sienna doesn't recognise. It's a photo of her and Marcus sitting by the bonfire at the party; the person who posted it has covered Sienna's face with a vomiting emoji.

When Sienna asks who posted the photo, her friend explains it was Marcus's ex-girlfriend.



Communicating Consent Scenario 2: Tyler

Tyler has had the same five friends ever since prep: Bailey, Lucien, Michael, Harry and Augie. He's close with all of them, but his best friend is Lucien.

Recently, Tyler has been questioning his sexuality. He's had girlfriends before, but he's had crushes on other boys too. He comes out to Lucien as bisexual; he's nervous and explains that he's not ready to tell the others yet. Lucien tells him that he supports him and nothing will change that.

At school, Tyler feels like Michael and Harry are avoiding him. When he gets home, he sees a message from Augie which says, 'I still love you, bro.'

When Tyler asks him what this is all about, Augie replies, 'Lucien let us know. Don't worry, Michael and Harry will come around.'



Communicating Consent Scenario 3: Lara

Lara and Jamie have been friends ever since they were in Year 7. Recently, Jamie confessed to Lara that he had a crush on her and asked her on a date to the movies.

Lara was excited for the date; she wore her favourite outfit and brought lollies for them to share. They had a great time at the movie and went for ice cream afterwards.

When they were saying goodbye, Jamie asked if he could give her a kiss. Lara nodded and they shared a quick kiss before parting ways.



Communicating Consent Scenario 4: Evie

Evie's room is a mess. Her mum has been telling her to tidy it up, but she's busy: exams are coming up at school, and she has a part-time job most afternoons. She promises that once exams are over, she will clean her room.

Evie comes home from school one afternoon and notices that her room is clean. Her clothes have been folded neatly, her bed has clean sheets, and her desk has been organised. Her diary and lucky pen have been arranged neatly on top of a pile of her study notes.

She confronts her mum. 'I'm sorry, Evie,' her mum says, 'it had got out of control. I promise I didn't read any of your things; I just cleaned.'



Communicating Consent Scenario 5: Emre

Emre's brother Max asks to borrow his guitar for rehearsals for a school performance. Emre is reluctant at first, as it was a gift from their grandfather, but Max promises it will just be this once and he promises to take good care of it.

A few weeks later, Emre sees one of Max's friends playing a guitar in the quad; it looks a lot like his. He asks Max if he took the guitar again and he says that he did, but nothing happened to it. Emre checks the guitar and nothing seems out of place, but he asks Max not to take it again.



Communicating Consent Scenario 6: Bel

At a sleepover, Bel and her friends are practising a TikTok dance. They record a great take, and one of the girls, Hajir, posts it on her personal account, tagging everyone in it.

The video gets a lot of views, mostly from people at school, but also some people the girls don't know. Bel reads the comments, and while some of them are nice, others make her uncomfortable.

She approaches Hajir and asks her if she could delete the video. Hajir is reluctant – the video has got a lot of likes – but when Bel shows her some of the comments, she takes it down.



Communicating Consent Scenario 7: Marco

A girl in Marco's English class asks him out on a date. He thinks she's nice, but he only sees her as a friend and turns her down. She is upset and says to him, 'I thought you were a nice guy, but you're a jerk! Do you think I'm so disgusting that you won't go on a date with me?'

Marco feels bad for hurting her feelings. He tells her he doesn't think that she's disgusting and will go on a date with her if that makes her feel better. They make plans to go bowling, but Marco doesn't feel good about it.



Communicating Consent Scenario 8: Alena

Alena's grandmother has just passed away. It's been a hard time for her family, especially her mum. She calls her best friend, Elliott, and tells him what has happened. She tells him she doesn't want anyone else at school to know because she doesn't want people to treat her differently.

When she gets to school, Elliott gives her a big bunch of white flowers with a heartfelt handwritten card. Alena starts to cry. Other students notice and ask what's wrong. Elliott tells them it's none of their business.



Communicating Consent Scenario 9: Wren

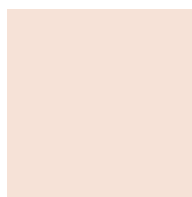
Wren has a crush on an older student - Theo - in the school choir. After school, they are texting their friend Skye about choir practice, gushing about how cute Theo is.

At the next choir practice, Theo is laughing with their friends; they point at Wren. At the end of practice, one of Theo's friends walks by Wren and says in a sing-song voice something Wren had texted to Skye. Wren blushes, humiliated.

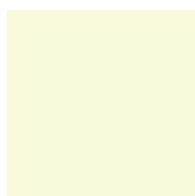
'Don't worry,' the older student says, 'Theo thought it was cute.'



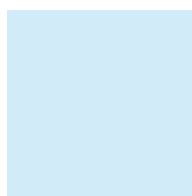
Gossip/rumours



Personal space
and privacy



Property



Romantic
relationships



Social media

Reporter's Notebook

	Clear	Need to check
Facts & events What happened?		
Thoughts & feelings How did the character or characters think or feel about it?		

Our evaluation: _____

Reporter's Notebook Worked Example

	Clear	Need to check
Facts & events What happened?	• Sienna attended Junie's birthday party. • Sienna and Marcus talk to each other all night. • Marcus asks for Sienna's number. • Marcus's ex-girlfriend shares a photo of Sienna on her Instagram story.	• Marcus's ex-girlfriend has been told that Sienna and Marcus are talking to each other. • Who took the photo of Marcus and Sienna?
Thoughts & feelings How did the character or characters think or feel about it?	• No clear evidence of any character's thoughts or feelings in this scenario.	• Marcus's ex-girlfriend is upset that Marcus and Sienna are talking to each other. • Marcus and Sienna like each other.

Our evaluation: _____

LESSON 4: RESPONSIBILITY

Finding True North | Level 9-10

Time	50 to 60 minutes
Resources	• Butcher's paper (six pieces) • Coloured markers or pens • <i>Who I'm Becoming</i> (one per student) • <i>Finding True North anchor chart</i> • Lesson slides
Learning Intention and Success Criteria	To feel empowered to take responsibility for and ownership of our choices and actions. I can: • Explain how my responsibilities will change over time • Collaborate with peers to analyse the consequences of avoiding responsibility in different contexts and situations • Reflect on what I have learnt and create a plan for the future
Curriculum Links	• the significance of individual responsibility and adaptability in decision-making when completing challenging tasks and planning for the future VC2CP10S05 • how more than one of the consequences framework, duties framework or virtues framework can be used to guide decision-making in response to an ethical issue, and similarities and differences between these and alternative ethical frameworks VC2CE10D02 • refine, evaluate and adapt strategies for managing changes and transitions VC2HP10P02

Method

1. Open by reviewing the previous lesson. Read the previous lesson's takeaway from the Finding True North anchor chart aloud. Ask: What are the five things to remember about consent?
2. **Activate prior knowledge:** What are some things you have become responsible for since becoming a high school student?
3. Display the learning intention and success criteria. Read them aloud and unpack the meaning.
4. In AFL, it is important for every player to understand their role. Players must take responsibility for their actions both on and off the field. **Play the player video on slide 4.** The players explain how responsibility is not only about being accountable but is also a tool for personal empowerment.
5. Class discussion:
 - What things will you need to take responsibility for as an adult?
 - What happens if you don't take responsibility?
6. Display **slide 7**. Run **Choices and Consequences**. Explain: Read your group's scenario and respond to the questions on the butcher's paper to show your understanding of accountability. When an individual makes a choice, it's up to them to own the consequences, both positive and negative. Organise students into six groups and allocate each group a scenario displayed on **slides 8-13**. Ask them to read the scenario and record their answers to the questions on the paper, leaving room on the paper for others to write questions or comments later.

Scenarios:

- Sharing a private message with someone else.
- Blaming someone else for your own poor results in a subject.
- Using AI to complete an assessment task without permission and presenting the output as your own work.
- Sharing hurtful rumours about a peer.
- Being a bystander to bullying.
- Using class time to play games or chat with friends.

Questions:

- How could this impact my reputation as an adult?
- What would be the consequence of this behaviour in a workplace or in adult relationships?
- What habit or habits does this behaviour build?

Teacher note: Prepare butcher's paper with the scenarios ahead of the lesson.

7. Display **slide 14**. Run the following thinking routine, **Chalk Talk**.

Project Zero: Chalk Talk

A routine for silently considering ideas, questions, or problems and responding to others.

How to run it:

Collect students' butcher's paper from **Choices and Consequences** and spread the sheets on desks around the classroom. Leave several coloured markers or pens at each station.

Students circulate silently, reading the various scenarios on the butcher's paper. They can then add any new ideas, comments or questions below the existing responses.

- What ideas come to mind when you consider this idea, question, or problem?
- What connections can you make to others' responses?
- What questions arise as you think about the ideas and consider the responses and comments of others?

Facilitate: While groups are circulating, help students connect ideas, elaborate on others' ideas and respond with more detail.

Share: When groups return to their original scenario, invite them to share some of the ideas which have been recorded, both by their group and others. Ask:

- What are some common issues or reactions?
- What responses surprised you?
- How did your thinking change from the beginning of the activity until the end?

8. Review **Choices and Consequences** scenarios. Explain: We might not always have control over what happens to us, but we do have responsibility for what we do next. Invite each group to give an example of how the character could take responsibility in their scenario.

Teacher note: This activity should be short and sharp. This ties together ideas from **Chalk Talk**. It is not an in-depth discussion.

9. Explain: The sessions in *Finding True North* have worked together to support you in your journey through young adulthood and beyond.

Sense of Self = When do I feel most like myself and why is that important?

Expectations and Stress = How can I use my strengths to support myself and others throughout challenges?

Communicating Consent = What are my roles, rights and responsibilities in my relationships with others?

Responsibility = Who do I want to be, and what do I need to do to get there?

10. Run **Who I'm Becoming**. Display *Who I'm Becoming* on **slide 17**. Explain: Reflect on what you have learnt throughout Finding True North. Consider who you are and who you want to become.



Explain: There is always an opportunity for growth and change, and you can develop your identity and sense of self at any age. Read the first *Who I'm Becoming* prompt (The kind of adult I want to be) aloud. Synthesise a response which captures some of the ideas covered in the Finding True North lessons and share your thoughts aloud as you write. For example: I know that two of my strengths are curiosity and creativity, so for this prompt I am going to

write “The kind of adult I want to be is someone who is always learning new things. I want to be open to new ideas and experiences.”



Invite students to brainstorm ideas for the next prompt (Character traits I want others to recognise in me). Ask: What are some character traits that you admire in other people? Record a few ideas on the board.



Distribute *Who I'm Becoming*. Students work independently, reflecting on how they will use responsibility to become the person they want to be. Tell students to take a moment to carefully read all prompts before beginning.

Check for understanding: Written response: Show me one area where you are currently avoiding responsibility.

Enable

Students who require support may benefit from further prompting.

Consider asking:

- What do you care about?
- How do you want to be seen by others?

Character traits I want others to recognise in me:

- What about your personality are you proud of?
- Can you list three words you hope others would use to describe you?

One area where I avoid responsibility:

- What is something you know you must do?
- What is making you avoid doing that?

What this might cost me in the long term:

- If you continue avoiding X, what might be the consequences?

A change I can make right now:

- What is one action you can take to be more responsible? Make it simple and achievable.

Extend

For students who require extension, ask them to think about the responsibilities they have as a Year 9 or 10 student. Ask students to write a how-to guide for students in Years 7 and 8, explaining how to be a responsible Year 9 or 10 student.

They could consider things such as:

- Study habits
- What to expect from assessment tasks
- Being a role model to younger students
- Uniform
- Leadership roles

	Assessment	Students	Observe
	Formative	Students work independently to reflect on and complete the prompts in <i>Who I'm Becoming</i> .	Look for responses which demonstrate an understanding of the significance of individual responsibility. Responses should demonstrate an understanding of accountability, followed by a relevant and realistic change. Look for a clear link between the student's values or aspirations, a responsibility they identify and a realistic change they can make. Assess that link separately from writing fluency. For example: If I want to be seen to have X character traits and an area where I am currently avoiding responsibility is Y, a change I can make right now is Z.
Review	1. Return to the learning intention and success criteria. Ask: What have you learnt today about responsibility? 2. Synthesise today's key learning into one takeaway message and record it on the <i>Finding True North anchor chart</i>. For example: My actions today contribute to the person I'm becoming. I have the power to shape my own future.		

Taking it further: Take some time to reflect on the person you are becoming. Make a list of five habits that you would like to build. Select one of these habits and experiment with building it into your routine for the next two weeks.

Who I'm Becoming

The kind of adult I want to be:

Character traits I want others to recognise in me:

One area where I avoid responsibility:

What this might cost me long-term:

A change that I can make right now:

