

Help-Seeking, Upstanding & Consent

Lesson Overview:

In this lesson, students explore how online interactions can influence emotions, relationships and choices. Using the Theo & Evie episode, students examine how behaviour may not always reflect how someone is really feeling. They consider the impact of unkind online behaviour, the difference between snitching and help-seeking, ways to be an upstander, and why consent and permission matter when sharing another person's content or information online.

Learning Outcomes:

By the end of this lesson, students will be able to:

- reflect on how digital technology can influence friendships and relationships
- identify both visible and hidden emotions in different situations
- infer how a person may be feeling using evidence from their words and actions
- recognise that behaviour does not always reflect a person's true emotions.

Key Words:

Help-seeking, upstander, consent, trusted adult, snitching, permission, empathy, online behaviour.

Lesson Resources:

[Lesson slides](#), student workbook or paper, pencils and drawing materials.

Curriculum Links

Health and Physical Education

- Investigate how emotional responses vary in depth and intensity, and apply strategies that promote their own and others' health, safety and wellbeing ([AC9HP6P04](#))
- Explain and apply protective behaviours and help-seeking strategies that can be used in a range of online and offline situations ([AC9HP6P08](#))

English

- Use interaction skills to contribute to discussions, clarify and build on the ideas of others, and respond using appropriate language and evidence ([AC9E5LA01/AC9E6LA01](#))

LESSON SLIDES

Introduce:

- Display the feelings chart from Slide 3.
- As students re-watch the Theo & Evie episode, encourage them to consider how each character might be feeling at different points.
- Reinforce that people can experience the same situation differently and that behaviour does not always reflect how someone is really feeling.

Explore:

Students...

- Watch the clips from the Term 2 episode (slides 4-19)
- Respond to the 'Turn & Talk' questions
 - Do you think Theo is helping Evie feel better? Why do you think he is/isn't helping?
 - How do you think Evie felt when she first saw the word "Brick"? How do you think her feelings might have changed as more people joined in?
 - Why do you think some people behave differently online?
 - What does Evie think being a "snitch" means? What could happen if nobody takes action?
 - How do you think Evie felt before talking to Karly? How do you think she felt after talking to her?
 - Why might someone share the playlist even if they didn't create it? What would you do if you were in Theo & Evie's situation?
 - Why does Theo create a different playlist rather than confronting everyone directly?
 - Why is
 - "I didn't think you'd care" different from asking permission?

Reflect:

- **NOTICE** - What was a moment or message that really stood out to you?
- **RETHINK** - Is there something you see differently now?
- **ACT** - What's a strategy you are eager to try yourself?
- Invite students to share their responses with a partner or the class if they feel comfortable.

Exit Ticket:

- "If I experience something uncomfortable online, I can..."