# HEALTHY RELATIONSHIPS ONLINE

1. Guidance
2. Lesson Plan

# Healthy Relationships Online

The Collins English Dictionary defines a relationship as, 'The way in which two or more people feel and behave towards each other'. Healthy is defined as showing 'good sense'.

## What constitutes a healthy relationship vs. an unhealthy relationship online?

A sign of a healthy relationship is that both individuals are able to decide for themselves what they see as acceptable, and this view is respected and valued. It is important for young people to recognise unhealthy behaviours that are unacceptable in their relationships. For example, behaviours that are non-consensual, intentionally hurtful, or carried out under pressure to fit in or make others happy. It is important to note that there may be some examples of what could be unhealthy behaviours that happen within a healthy relationship, and are entered into with consent from both parties involved or challenged and effectively addressed.

### Influence

There are many different factors that can influence young people's perception of what is healthy within a relationship. These include examples set by those who surround young people in their everyday life, such as parents or carers and other family members, behaviour they witness through the media and social media and even the portrayal of gender stereotypes and behaviour within pornography.

### Public and private behaviours

The nature of the internet means evidence of unhealthy or abusive behaviour can easily be hidden from public view, via private messages or profiles. This may isolate the other person from family and friends, and cut them off from receiving support. It is therefore crucial that young people know of routes to get support from and that their voice will be listened to.

Conversely to this, unhealthy behaviour can also take very public forms online. When a relationship is played out in public view, images and comments posted between the pair will most likely be seen by their peer group. This aspect can also be used as a tool in manipulation and control. For example, pressures to show 'proof' of an apparently happy relationship through sharing images or comments publicly. It is therefore crucial to encourage young people to look out for their friends online, to offer support, and to recognise that support can help someone who may be in an unhealthy or even abusive relationship.

**88%**

**of young people have sent a kind message online to a friend who was feeling sad or upset**

*Digital Friendships Report 2017, UK Safer Internet Centre*

## How does consent form part of a healthy relationship online?

Consent is typically spoken about in relation to physical or sexual contact but it can encompass a range of different behaviours within a relationship, both platonic and romantic. In a healthy relationship, everyone should be able to openly talk about and discuss what kind of activity they wish to engage in. Whether it's physical contact, sharing information, posting images online or engaging with content online, it's important for everyone in the relationship to feel comfortable with what is happening.

Consent must always be communicated every step of the way when a new situation is entered into and respect should be given whether someone choses to give consent or not.

**Key issues:**

- Feeling pressured or controlled
- Feeling worried or anxious
- Difficulties with boundaries
- Showing love and respect
- Friendship or relationship problems
- Consent

**Guidance for the accompanying films is available on *page 13***

**(On delayed responses to messages)**
**"You start getting a bit self conscious, you're thinking 'what have I done? Why are they not answering me?'"**

*Young person, Childnet focus group*

## What form can a 'relationship' take for young people?

**Friends – offline and online:** friendships that were formed between individuals who knew each other offline, who also communicate using the internet.

**Friends – online only:** friendships that were formed online and communicate using the internet only.

**Boyfriends/girlfriends/partners – offline and online:** romantic/sexual relationships that were formed between individuals who knew each other offline, who also communicate using the internet.

**Boyfriends/girlfriends/partners – online only:** romantic/sexual relationships that were formed online and communicate using the internet only.

**Family members – offline and online:** Some family relationships may be only online e.g. family members who live abroad/long distance away.

# Topic Guidance (Continued)

## Healthy Relationships Online

The Collins English Dictionary defines a relationship as, 'The way in which two or more people feel and behave towards each other'. Healthy is defined as showing 'good sense'.

### What can I do as an educator to encourage healthy behaviours within young people's relationships?

Educators can encourage healthy behaviours by dispelling the myths about what is 'normal' in a relationship, and encourage young people to speak up if they find something unacceptable. The young people you work with may be entering into romantic relationships for the first time, and feel unsure of what is expected of them. It is important to be aware that young people may still be figuring out how relationships work, and there will be a learning process to go through. As an educator, it is also essential that you can reassure them that their views matter. There is no excuse for intentionally hurtful or controlling behaviour, and if they find something unacceptable they have the right to say so and seek help from a trusted adult or friend.

### If you **suspect** a student is in an unhealthy or abusive relationship, **what should you do as an educator?**

- Follow your school's safeguarding policy
- Report any concerns you might have to your designated safeguarding lead (DSL)
- Raise awareness with your students of what is classed as unhealthy or abusive behaviour and give them opportunities to talk about any concerns they may have
- Provide them with clear reporting routes and signpost to further support

### If a student thinks a friend is in an unhealthy or abusive relationship, advise them to take the following steps:

- Report any unacceptable comments or images if they violate the community guidelines of that site/service/app.
  Visit w**ww.childnet.com/how-to-report** for more information and advice on making reports on a variety of different sites/services/apps
- Talk to your friend and ask if they are okay. It can be hard for people to talk about this issue. Start a conversation with them by asking how they are and share you concerns for them in a neutral way, avoiding judgment and focusing on your concerns for their feelings, wellbeing or behaviour. Let them know you are there to support them if they need it
- Reassure your friend that you are here to help and offer to go with them to talk to a trusted adult or tell them about helplines like **Childline** and **The Mix** (See support services on ***page 44***)
- Do not confront the person who is being abusive, but do tell a trusted adult or support your friend in doing so

### If a student is in an unhealthy or abusive relationship, advise them to take the following steps:

- Talk to a trusted adult – this could be a parent or teacher or by contacting:
  Childline on **0800 11 11** (**www.childline.org.uk**)
  The Mix on **0808 808 4994** (**www.themix.org.uk**)
- If you are experiencing abuse, remember that it is not your fault and that support is available. It is never too late to tell someone
- If you are receiving unacceptable or abusive messages, save them or 'screen shot' them, so you can show a trusted adult later
- Let your boyfriend/girlfriend/friend know that you find their behaviour upsetting. If you feel worried to do this alone, ask a trusted adult to be present when you have this conversation
- If you are worried your relationship is putting you at risk of harm, tell a trusted adult for further support and call 999
- If you are worried you are being abusive in your relationship, talk to a trusted adult – this could be a parent or teacher or by calling the Respect Phoneline on **0808 802 4040** or visiting www.respectphoneline.org.uk

* These activities may be suitable for a mature upper KS2 class

# Healthy Relationships Online

Key words: relationships, respect, communication, platonic, romantic, control, behaviour, consent

Time: **60 minutes+**

Resources: projector/whiteboard, PowerPoint slides, worksheets, plain paper

## Intended learning outcomes:

- Students will understand the key components of a healthy relationship online.
- Students will recognise the signs of an unhealthy relationship online.
- Students will explore misconceptions about what is 'normal' behaviour in healthy relationships online.
- Students will know where to go for help and advice on healthy relationships.

This toolkit has been created with timings as a guide. The activities are designed to facilitate discussions which may fall outside of the suggested timings. In this case, the follow on activities can be used in subsequent sessions or you may wish to select the most appropriate activities for your session and pupils.

| Lesson outline | Description | Time | Resources | Class set up |
|---|---|---|---|---|
| **Starter*** | **Defining healthy relationships -** Assessing understanding | 5 mins | Plain paper | Pair work |
| **Talking Heads*** | **3 talking heads** - discussing the unwritten rules in relationships and the pressure to be 'always available' online | 10 mins | Films and/or worksheet 2.1 | Whole class |
| **Discussion*** | **Discussion questions** – Explore the themes of the talking heads in more detail | 10 mins | n/a | Whole class |
| **Follow on activities** | | | | |
| **Activity A*** | **Healthy or unhealthy?** – Sorting activity | 10 mins | Worksheets 2.2, 2.3 | Group work |
| **Activity B*** | **Spot the signs** – Scenarios | 10 mins | Worksheet 2.4 | Group work |
| **Activity C*** | **Myth vs reality** – Matching activity | 10 mins | Worksheet 2.5 | Group work |
| **Plenary*** | **#RealityCheck** - Strategy building and hand out exit slip | 5 mins | Worksheet 2.6 | Whole class |

A PowerPoint presentation has been provided as a guide to support the flow of activities and delivery of questions. This can be found at **www.childnet.com/pshetoolkits**.

## Reminder of the ground rules

At the beginning of each lesson, briefly go through your agreed ground rules to ensure everyone knows what is expected of them during the discussions and activities that follow. Explain that this lesson may explore some sensitive issues. Review the guidelines for a successful PSHE lesson in the educators' guidance section or on ***page 16***.

Starter:

# Defining Healthy Relationships - Assessing knowledge

5 mins  Plain paper

Ask the group to think of the 3 people they communicate most with online (via text, direct message, social media, gaming etc.).

Ask them to consider what their relationship is to each of the 3 people e.g. a friend, family member, boyfriend or girlfriend etc. Clarify that a relationship can be classed as any close connection you have with someone, including platonic relationships (family and friends) as well as romantic relationships (someone you're flirting with, boyfriends, girlfriends).

The Collins English Dictionary defines a relationship as, **'The way in which two people or a group feel and behave towards each other.'**

Explain that a relationship does not have to be 'official' or romantic for it to be classed as a relationship. Everyone has the right for all their relationships to be healthy and make them feel good about themselves, regardless of the form they take. Students will be learning how to recognise healthy relationships in this lesson, with a focus on how the internet can affect relationships and perceived 'norms'.

In pairs, ask the group to fold a piece of paper to create 2 halves. On one half ask them to write 3 traits of a healthy relationship. On the other half, write 3 traits of an unhealthy relationship. Allow 30 seconds, then each pair passes their paper to the next pair. Repeat the process, choosing different words. Repeat once more.

### Healthy and unhealthy relationship traits

| Healthy | Unhealthy |
|---|---|
| Friendship | Uninterested |
| Love | Uncaring |
| Respect | Disrespectful |
| Trust | Suspicious |
| Honesty | Lying |
| Support | Indifference |
| Loyalty | Intimidation |
| Equality | Control |
| Kindness | Anger |
| Thinking of the other person's feelings | Unpredictable behaviour which causes distress |
| Compromise | Frequent mood swings |
| Thoughtfulness | Pressure |

Take feedback and review the different traits as a group. Ask:

- Where do these ideas about healthy/unhealthy come from?
- Who and what influences our ideas?
- Do you think people can always recognise an unhealthy relationship?
- What might make the signs of an unhealthy relationship difficult for someone to see/recognise?

Explain to the students that you will be discussing a topic that can be very personal.

Reassure them that:

- Everyone's thoughts and opinions are to be respected
- No one will be expected to talk about anything they do not wish to
- No one has to talk about their own relationships
- There is no expectation that they will have had any romantic relationships i.e. boyfriends/ girlfriends before
- It does not matter what form your relationships take i.e. friendship, romance, straight, gay or other. All relationships deserve to be healthy and happy
- It is not appropriate to speculate on other people's relationships or sexuality

# Talking Heads

20 mins | Films and/or scripts (worksheet 2.1)

**Guidance for the accompanying films is available on *page 13***



## Overview

Beth, Sadie and Ryan discuss the rules and expectations of a relationship in the online world. Here they talk about the urgency of updating statuses, the need to gain likes and followers and how certain posts can have a negative impact on someone else's feelings. They seek to explore what defines a healthy relationship, the importance of consent and how it is obtained.

## Starter questions

5 mins | n/a

Before watching the talking heads use the following starter questions to assess young people's prior thoughts, feelings and opinions about what makes a healthy relationship and how consent works in an online context.

### What makes a healthy relationship?

Refer to guidance on ***page 36***.

### What is consent?

The Collins English Dictionary defines consent as you agreeing to something or allowing it to be done.

It is important that consent is always obtained willingly and knowingly and that someone feels completely happy with the situation.

### How is consent given online and offline?

Whether online or offline consent within friendships and relationships is really important and should always be communicated and obtained every step of the way and respect should be given whether someone chooses to give consent or not. It can be given verbally or over message by asking if something is okay or by checking if someone feels comfortable with a situation.

## Watch the talking heads

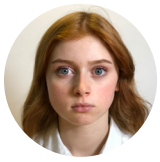
5 mins | Films and/or scripts (worksheet 2.1)

**Ryan**

"It's what I expect."

**Beth**

"Is this what I should do?"



**Sadie**

"What's the right thing to do?"

## Follow on discussion questions

10 mins | n/a

### Ryan "It's what I expect."

- Ryan states that he broke up with someone because they didn't reply to his message within 10 minutes. Do you think this is fair? What do you think is an acceptable amount of time to reply to a message?
- What do you think about the comment Ryan makes when he says that it's up to him what he shares or posts online when in a relationship?
- Is it ever okay to share pictures or information of someone online without their consent or knowledge?
- What should happen to posts and messages shared during a relationship once it comes to an end?

  *Should content be deleted? Is it okay if one person deletes but the other chooses not to?*

# Talking Heads (Continued)

20 mins | Films and/or scripts (worksheet 2.1)

**Guidance for the accompanying films is available on *page 13***

## Follow on discussion questions

10 mins | n/a

## Beth "Is this what I should do?"

- Do you think you find out more about what's going on in people's relationships from what you read online or what you see in real life? Why?
- She comments that her friend posted too much information about her relationship online. How much is too much?
- Beth thinks that it would be okay to share her password. Is this a wise move and what could be the repercussions of doing this?
- Are there any other unwritten rules of relationships and if so, what are they?

  *Some examples might include:*

  - *Updating relationship status*
  - *Sharing login details*
  - *Posting pictures together*
  - *Liking each other's posts*
  - *Replying to messages within a certain amount of time*
  - *Not posting content with certain people, e.g. another boy/girl*
- What would happen if someone didn't follow these unwritten rules?

## Sadie "What's the right thing to do?"

- Sadie says that it makes her feel a bit down when she sees other people's relationship posts. Why might it make someone feel this way and what advice would you give them?
- Sadie tells us about her friend who is in a controlling relationship. Which behaviours do you consider to be controlling in a relationship?

  *See topic guidance on **pages 36-37***
- What could Sadie do if she was concerned about one of her friends again?

  *See topic guidance on **page 37***
- What makes a healthy relationship?

  *See topic guidance on **pages 36-37***
- What do you consider to be your rights and responsibilities when you are in a relationship?

  *See Figure 1*

| I have the right... | I have the responsibility... |
|---|---|
| To be treated with respect - always | To communicate my values and limits and listen to my partners |
| To not be abused - physically, sexually or emotionally | To respect my partner's limits, values, feelings and privacy |
| To enjoy friends and activities away from my partner | To accept my partner's culture and identities |
| To express myself honestly | To not abuse — physically, sexually or emotionally |
| To determine my values and set limits | To communicate clearly, honestly and respectfully |
| To decide what I share with whom | To give my partner space to enjoy activities and friendships outside of our relationship |
| To say no | |
| To feel safe | To not exert power or control in relationships and compromise when needed |
| To be treated as an equal | |
| To feel comfortable being myself | To admit to being wrong when appropriate |
| To leave or stay in a relationship | To ask for consent before engaging in a new activity |
| To decide what to do or what happens to me | |

*Figure 1*

## Activity A:
# Healthy or Unhealthy? - Sorting activity

10 mins | Worksheets 2.2, 2.3

This activity asks young people to sort different online behaviours into healthy, unhealthy, and warning signs of an unhealthy relationship.

How to run the activity:

1. Explain that the internet can play a big part in relationships, as it allows for communication, even when two people are physically apart. People may sometimes do or say things online they would never do face to face, because of the distance the internet can offer.
2. Ask the group to work in pairs, or smaller groups, to sort some online behaviours, **worksheet 2.2**, into a 'traffic light' template, **worksheet 2.3**:
   - **Green: Part of a healthy relationship**
   - **Amber: Warning signs in a relationship**
   - **Red: Part of an unhealthy or abusive relationship**
3. Choose 2 or 3 behaviours to run a group survey on, by a show of hands. Encourage the group to explain their choices.

   Ask: Which were most difficult to categorise and why?

   **Further questions for discussion:**

   - How have you formed your own opinions on what makes a relationship healthy or unhealthy? (I.e. parents, friends, vloggers, celebrities, TV programmes etc.).
   - How would you be able to tell if these behaviours were meant as a joke or not? What difference would that make?
   - Does it make a difference if these behaviours happen in platonic friendships or romantic relationships?
   - Does it make a difference if these behaviours were happening offline too? Are any of these behaviours more acceptable online?

Some traits are very context dependent, so the group may interpret them differently.

For example, if someone has an argument or disagreement, it may still be part of a healthy relationship if approached and resolved in a healthy way, and not part of a pattern of unacceptable behaviour.

For more information on healthy relationships in general, visit: **www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/**

The discussion questions are designed to help young people recognise that every relationship is different, and that unacceptable, unhealthy behaviour might present itself differently in different relationships.

This activity gives students the chance to explore what they feel is healthy and unhealthy, and to consider how different circumstances and contexts may affect this view.

## Activity B:
# Spot the signs - Scenarios

10 mins | Worksheet 2.4

This activity asks young people to challenge unacceptable behaviour in relationships and explore misconceptions.

How to run the activity:

1. Split the class into 4 smaller groups. Give each group one scenario from **worksheet 2.4**.
2. Questions for each group:
   - What type of relationship is it? (E.g. romantic or platonic).
   - Does it seem unhealthy or healthy? Why?
   - Are there examples of both types of behaviour in the same scenario? What does this tell you about the relationship(s)?

**"If you have someone's password it shows that you trust them, but it shouldn't be used as proof of trust. You might just give it to them because you want to, or because you just do it."**

*Young person, Childnet focus group*

3. Ask groups to write a response to the message, as if they were the person on the receiving end. In their response ask them to consider how they will explain their feelings about the messages, how they will share their own expectations of how they wish to be treated and how they will get the relationship back on a 'healthy' track.
4. Display each scenario to the whole group, and ask each of the 4 smaller groups to summarise the discussion they had around their scenario and their reply. Encourage group feedback on the suggested replies, and if they have expressed their concerns in a positive way.

Tips for dealing with an uncomfortable situation:

- **Be direct** - express your feelings without arguing or accusing. E.g. "I'm not okay with you sharing photos of me."
- **Be honest** - healthy relationships are built on trust and respect. E.g. "I feel uncomfortable when you ask for my passwords."
- **Use humour** - sometimes this can get your point across in a light-hearted way.
- **Give a reason** - in healthy relationships, each person can see things from the other's point of view. E.g. "I can't always reply after 10.30pm because I'm not allowed my phone in my room."
- **Tell someone** - if you are ever having a difficult time online, ask a trusted friend or adult for advice on how to handle the situation.

With a single scenario, young people may decide you cannot class it as an unhealthy relationship.

If it was a one-off situation or a genuine misunderstanding, that may be true. However, there is never an excuse for intentionally hurtful or controlling behaviour.

It is important for young people to find ways to speak up when they experience something unacceptable, so that their relationships do not develop into a pattern of unhealthy behaviour.

## Activity C:
## **Myth vs reality** - Matching activity

10 mins | Worksheet 2.5

This activity asks young people to match the online myths about healthy relationships to the offline reality.

How to run the activity:

1. Hand out one statement to each person from **worksheet 2.5**. Ask students to consider if their statement is a myth or reality. They must then find the person with the matching statement i.e. the 'reality' to their 'myth' or vice versa. N.B. There is more than one possible pairing to fit within the time.
2. Once all pupils have found the matching statement to theirs, ask for volunteers to read out their matching statements. Ask: Which do you think happens more, the myth or the reality? Why?
3. Ask: What percentage of young people do you think know the following behaviours can be:

   A. unhealthy,

   B. unhealthy...but do them anyway?

   - Sharing passwords with close friends
   - Sharing passwords with boyfriends/girlfriends
   - Getting worried if someone does not reply to a message straight away
   - Getting angry if someone does not reply to a message straight away

**"Sometimes I don't get it, because if people didn't post pictures of themselves or where they're going, then what would be the point of social media?"**

*Young person, Childnet focus group*

Take some feedback on the estimates the group made about the percentage of young people's understanding of these issues. Explain that it is hard to know for certain how many young people know about these behaviours, or behave in this way themselves.

The key question is why do people continue to behave in this way, even if they know it is unhealthy? Take feedback on this question. If this sparks a larger debate, make notes that could be revisited another time.

To the whole group, ask:

- How easy is it to behave like the 'reality' examples?
- What worries young people about behaving like the 'reality' examples?
- What negatives can come from believing the 'myths'?
- What positives can come out of the 'reality' behaviours?

You may wish to remind students that feeling unhappy because of a close relationship is not OK. It's important to remember you are not to blame, and to seek help if you are experiencing signs of an unhealthy relationship.

Ask for advice from a trusted friend or adult on how you can let the other person know their behaviour is making you unhappy, and how you want your relationship to change for the better.

## Plenary:
## #RealityCheck - Healthy Behaviour - Strategy building

5 mins | Worksheet 2.6, plain paper

1. Conclude that everyone can have slightly different views on what makes a healthy relationship. However, all healthy relationships have the same purpose: that each person feels happy, loved, confident, free to be themselves and not pressured into anything. i.e. 'believing the 'myths'.
2. Ask the group to write down 3 ways to keep / make relationships healthy online on 3 small pieces of paper. e.g. "I will stop worrying when someone takes a little longer to reply to me," "I will check before I tag someone in a picture." Collect these into a box, then let everyone take one as they leave the room, so everyone has a suggestion. Students can take these away with them, you may wish to use any spares to form a display.
3. Review the intended learning outcomes and hand out the exit slip, **worksheet 2.6**, to each student to be filled out. Encourage each student to tear the last question from the page to add into the anonymous question box. These questions can be answered in the next lesson or be used to inform future planning.
4. Check with the students that they know who in their school they could turn to if they did ever need advice e.g. Head of Year, a PSHE teacher, a school counsellor or nurse and refer to the external organisations below for more support on healthy relationships.

**#Bethechange**

Talk to the group about being honest with themselves about what they want and don't want in a relationship.

It's a good idea for each person to start by respecting and liking themselves.

If you know what makes you happy and how you want to be treated, you'll know how to recognise a healthy relationship with another person, online and offline.

Take a look at our **PSHE Toolkit 'Crossing the Line' Self-Esteem lesson** for more on this topic.

## Signposting

**Respect Phoneline:** 0808 802 4040 **-** A confidential and anonymous helpline for anyone concerned about their violence and/or abuse towards a partner or ex-partner - **respectphoneline.org.uk**

**Childline:** 0800 11 11 – A service that allows young people to talk to someone anonymously without judgement via chat, or via phone, on whatever issue they would like. A lot of helpful support and advice is on their website – **www.childline.org.uk**

**Childline YouTube channel:** Childline have produced a series of videos called 'Voice Box' (**www.youtube.com/user/childline**) which cover issues like **different types of relationships (youtu.be/BJAnT9eicy8)**, **positive relationships (youtu.be/klrxZv1dW_A)** and **abuse in relationships (youtu.be/XhcRxsSfCl0)**

**The Mix:** 0808 808 4994 – A charity which offers essential support to under 25s on anything from embarrassing problems and weird questions to please-don't-make-me-say-it-out-loud thoughts - **www.themix.org.uk**

**Thinkuknow:** If someone has asked you to do things online that you feel uncomfortable with or to meet up offline, Thinkuknow offers a reporting tool and advice about staying safe online - **www.thinkuknow.co.uk**

# Worksheet 2.1

Talking Heads Character Summary Scripts

## Talking Head 1 - Ryan - "It's what I expect."

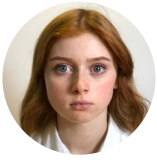
**This talking head takes the stance that it's your right to do what you like with shared online information, especially after a split in a relationship.**

'It's up to you what you share and it's your right to post what you like. Especially if it gets more likes. And it's the same thing if you break up with someone. I think it's up to you what you say, good or bad. You have to be quick and get in there first though so they can't say anything bad about you. The main thing I expect from someone I'm seeing, and my friends too, is that they should respond to a message or something I send straight away. You know when something's been seen or read so it's rude if you don't reply immediately. I did end it with somebody once because they still hadn't replied to a message I sent them after 10 minutes. **What do you think?**'

## Talking Head 2 - Beth - "Is this what I should do?"

**This talking head highlights the unwritten rules of how you are expected to behave online when you are in a relationship with someone.**

'A friend of mine was seeing someone and was completely obsessed with posting everything they did and everywhere they went together. It was a bit much but as soon as the updates stopped you could be pretty sure that they weren't seeing each other anymore. It was a clear way of letting people know what's going on. The other thing you're expected to share with the person you're seeing is your password. I don't really see any problem with that. It's like it is with your close friends. I actually like sharing my password with my best friends because it shows that you trust them. So I think if I started seeing someone I'd definitely let them have my password. **What do you think?**'



## Talking Head 3 - Sadie - "What's the right thing to do?"

**This talking head touches on how 'happy' posts can sometimes cause 'unhappiness' for others and offers an example of an unhealthy relationship and how it is played out and witnessed online.**

If you're not in a relationship, it can make you feel a bit down seeing all the 'look how happy we are and look at all the great places we go to' posts. I would never say anything about how it made me feel though. People would just think I'm looking for attention. I do have a friend though who posts things when she's not feeling great because she says that it makes her feel that people care that she's alive. I always make sure to respond. Ask if she's ok. Then this other friend of mine was seeing someone who wouldn't let her say or post anything without his consent. Decided who she could speak to and follow online. He completely controlled her. She wouldn't listen to any of us and everyone could see it apart from her. **What do you think?**'





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UK Safer Internet Centre

# Worksheet 2.2

## Healthy or unhealthy - Sorting activity behaviours

| | | |
|---|---|---|
| Share your passwords/ PINS to your online accounts/ devices | Feel you have to respond to messages instantly so you don't upset the other person | Let the other person deal with online problems by themselves |
| Feel angry if the other person reads a message but takes a long time to reply | Message or call the other person more than they do to you | Message or call the other person less than they do to you |
| Update your online status to prove you are in a relationship | Tag each other in silly photos or memes because it's just a joke | 'Like' all of each other's posts/photos |
| Take screenshots of each other's messages | Set your profile picture as a photo of you and the other person | Check the other person's messages/ phone without asking |





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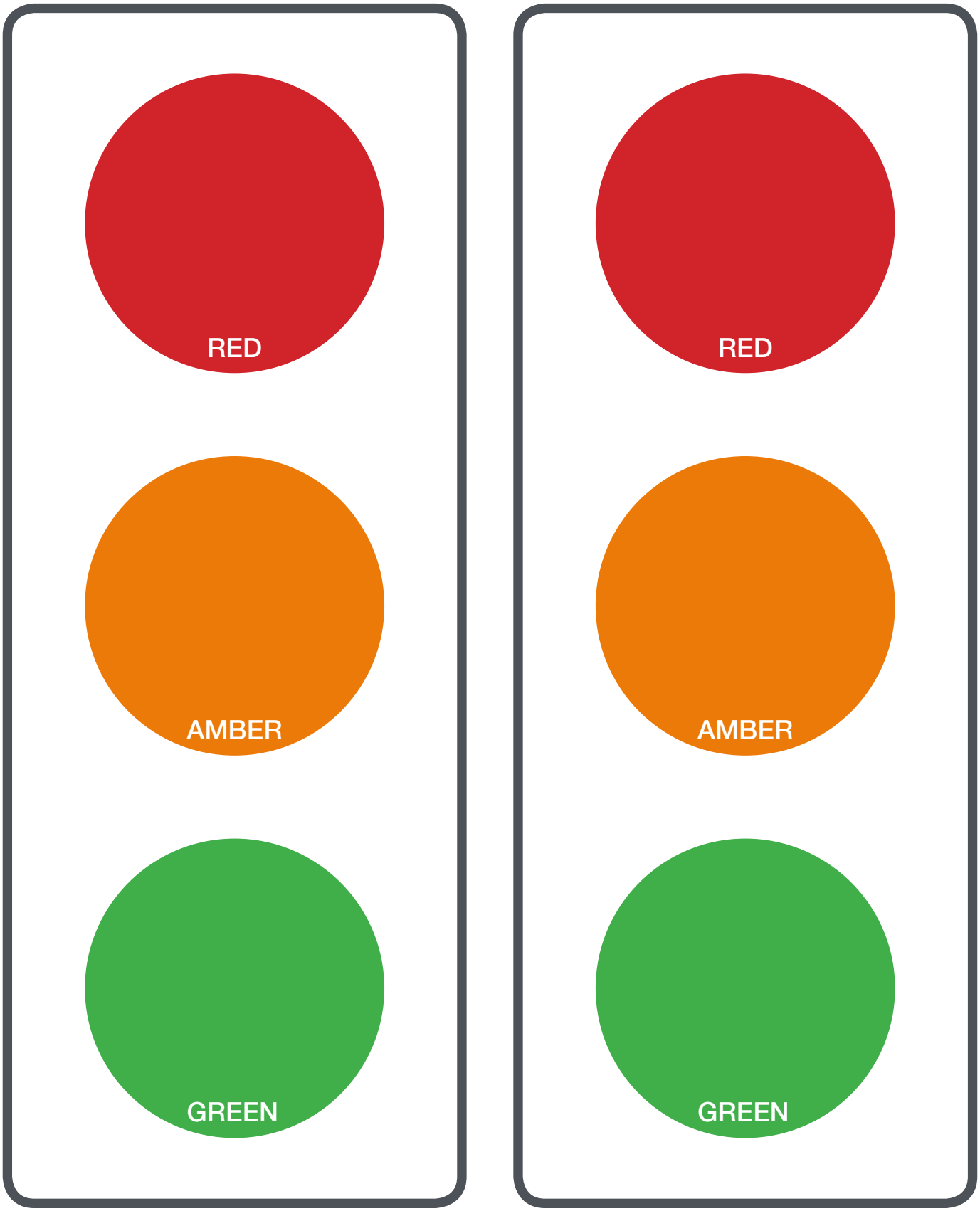
# Worksheet 2.3

Healthy or unhealthy - Sorting activity traffic light





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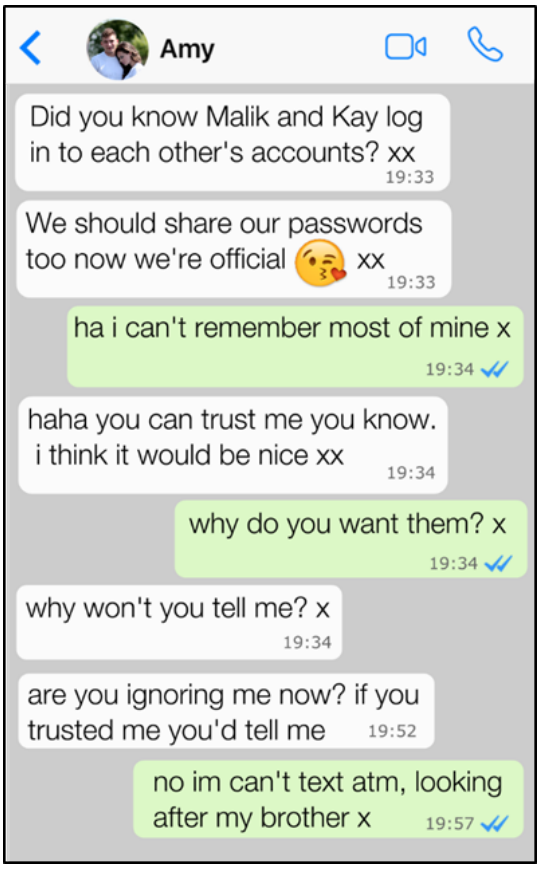
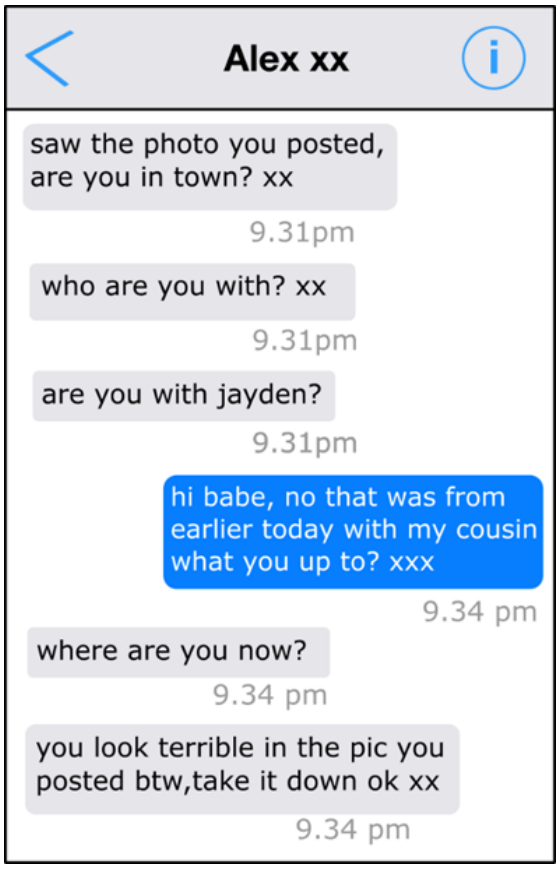
# Worksheet 2.4

## Spot the signs - Scenarios



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# Worksheet 2.5

## Myth vs reality - matching activity

| MYTH | REALITY |
|---|---|
| Everyone shares their passwords with their best friend/boyfriend/girlfriend | You don't have to prove you trust your best friend/boyfriend/girlfriend by sharing your passwords |
| It's rude if you don't respond to someone's message within 10 minutes of reading it | You don't have to reply immediately to messages, there are lots of reasons why people don't/can't reply straight away |
| It's a worrying sign if you see someone has read your message but hasn't replied | You don't have to feel worried if someone reads your message straight away, they might be busy, or waiting for a time to give your message more attention |
| It's acceptable to get angry at someone if they take a long time to reply to you | Getting angry at someone for taking a long time to reply is not helpful. Everyone is allowed space, they will reply when they are ready |
| Posting images of your relationship online proves you are happy | You don't have to post images of your relationship online to prove you are happy |
| When other people in relationships seem happy in the photos and comments they share, that means their relationship is healthy | People sometimes only share what they want people to see and not what is actually going on. Looking happy online doesn't prove that people are in a healthy relationship |
| Other people have better friendships than you if they are always liking and commenting on each other's posts | Even if people online like and comment on each others posts, it doesn't mean they have better friendships than you do. A good friendship is about a lot more than online likes and comments |
| The internet shows us what other people are really thinking and feeling | It's easy to pretend about how you are feeling and what you are thinking when online |
| If you break up with someone, you can say whatever you want about them online | If you break up with someone, you still need to be respectful if you talk to them, or about them online |
| When you are in a new relationship, you need to update your online status to prove it | When you are in a new relationship, you don't have to update your status to prove it if you don't want to |
| When you are in a new relationship, you need to update your online status to make your boyfriend/girlfriend happy | When you are in a new relationship, you shouldn't have to update your online status to make your boyfriend/girlfriend happy |
| It's OK to screenshot a message and share it publicly if you are good friends with someone | You need to ask before you share a private conversation with other people. The other person might feel uncomfortable about it |
| It's OK to tag someone in a silly picture or meme when it is really funny | Think carefully before you tag someone in a silly picture or meme. They might find it really embarrassing. Send it to them privately first so you can check |
| If someone is annoyed you won't share your password with them, you need to share it to make them happy | A good friend will respect your right to privacy and will not expect you, or pressure you, to share a password |
| Followers online are really important and if you don't have that many then you aren't appreciated | If you don't have many likes or followers it doesn't mean you are not appreciated or don't have many friends. Friendships exist outside of the internet too |





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## Healthy Relationships Online

| Intended learning outcomes | I'm still not sure | I'm nearly there | I've got it |
|---|---|---|---|
| I understand the expected behaviours of a healthy relationship online. | | | |
| I recognise the signs of an unhealthy relationship online. | | | |
| I understand that there are sometimes misunderstandings when it comes to what is considered 'normal' as part of a healthy relationship. | | | |
| I know where to go to find reliable information and advice on healthy relationships. | | | |

## Exit slip

| | |
|---|---|
| 3 | Things I have learned today… |
| 2 | Things I already knew… |
| 1 | Question I still have… |

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