Lesson 4   On-line Relationships

Learning Intention
To explore positive and negative ways of communicating in a relationship

Learning Outcomes
To have considered when it is appropriate to share personal/private information in a relationship
To know how and where to get support if an online relationship goes wrong

Resources
Relationship Question cards
Communication Scenario cards
Communication Scenarios answers
Communication Scenarios whiteboard summary

We recommend that teachers refer to relevant websites about internet safety in advance of this lesson to ensure awareness of recent trends in how young people access the internet. See Additional Activities section below for sites.

Activities

1. Ground Rules and re-cap
In a circle, remind the class of the ground rules for this lesson. Ask the children to recall their learning about relationships from previous lessons, in particular, consider the important qualities in a relationship. Remind them of the timeline activity and how relationships can develop over time.

2. Introduction
Refer to the learning outcomes on the whiteboard and discuss what the term personal/ private information means. Give a couple of examples and invite pupils to suggest other ideas. Write these on the board as a list. Ensure the following are included: real name and surname, age, date of birth, home address, school address, email address, phone numbers, photos of you with friends/family, passwords (e.g. for social media sites).

3. Defining Relationships
Ask the class what words we use when someone is having a relationship with someone else, for example we might say two people are 'going out together'. In pairs, give one of the Relationship Question cards to each pair and ask them to briefly discuss the question on their card. As a whole class, discuss responses to the questions. Refer to the list on the board from Activity 2 and ask pupils at what point in a relationship would they share this information with the other person. Establish that it would not be appropriate to share any private information with someone you met online and ensure pupils understand why this would be risky.

4. Communication Scenarios
Ask pupils to think about the different ways in which two people might communicate with each other. Invite pupils to identify the different technologies used by young people of their age; these might include mobile phone, chat room, Instant Messenger (IM), social network sites (e.g. Facebook), gaming sites and consoles, video hosting sites (e.g. YouTube), email, webcam, virtual learning environments (VLEs).
In groups, give a set of Communication Scenario cards to each group and ask pupils to take turns to read out a card. The whole group should then try to reach a consensus on whether the statement is true, false or they don't know, and place the card in the appropriate pile. As a whole class, go through the statements, checking answers and using the Communication Scenarios whiteboard summary to display the answers. Use key points from the Communication Scenarios answers to ensure pupils understand how to manage each situation.

5. Advice for Keeping Safe

Display the SMART rules from the Kidsmart website http://kidsmart.org.uk/beingsmart/ as an example of where to find advice about keeping safe online. Ensure that children know there are a number of different sites, such as those listed below in Additional Activities, where they can get help and advice if relationships online go wrong. Recommend the following actions for pupils to follow if an online relationship goes wrong:

• Remember people do not always tell the truth online.
• Don't reply to a nasty text, email or message.
• Save or print the message so that you have a record of it.
• Block the number or user from your phone or site.
• Tell your parent, carer or a trusted adult.

6. Closing Round/Review

Discuss in pairs and/or finish with a closing round: *One way to communicate safely is…*

Additional Activities

Film Clip

Use a short film clip from an internet safety website, such as CEOP's www.thinkuknow.co.uk to reinforce learning; there are two short films particularly relevant for the issues covered in this lesson: 'Jigsaw' (aimed at 8 -10 year olds) and 'Consequences' (aimed at 11-16 year olds); both films are approximately 8 minutes long and are also available on YouTube. **Always view any film clip to be included in a lesson in advance from beginning to end to ensure it is appropriate for all the children in the class.**

Online Activities

Useful online resources for lessons about cyberbullying and internet safety for children, including short films, online games for children, plus guidance factsheets for parents and teachers are available from:
• Child Exploitation and Online Protection (CEOP): www.thinkuknow.co.uk
• Childnet International: www.childnet.com,www.kidsmart.org.uk, and www.chatdanger.com
• Childline: www.childline.org.uk