**Responsible Online Relationships**

**LEARNING OUTCOME:** Students will learn the risks surrounding relationships and social media. Students will engage in discussion on online relationship etiquette while exploring the associated risks. Students will then record their findings in their **My CLE Portfolio**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher Led** | **X** | **Can Use Technology** | **X** | **Requires myBlueprint Education Planner** | **X** |

 **LEARNING GOALS:**

* Students will the risks associated with relationships and social media
* Students will self-disclosure and its relation to online relationships
* Students will reflect and develop strategies to avoid inappropriate relations associated with social media and online activity

**MATERIALS:**

* Projector for video’s
* Video 1 (12 min): <https://www.youtube.com/watch?v=rt_SKeGPRcE>
* Video 2 (3 min): <https://www.youtube.com/watch?v=Ng4YKem_yJ8>
* Computer, tablet, or mobile phone

 **INSTRUCTIONS:**

***Before the lesson:***

1. Pre-watch both video clips to familiarize yourself with the video content and stories shared.

*\*Note: if you are uncomfortable sharing Video 2, simply describe the situation verbally for the students*

1. Set up both *Video 1* and *Video 2* in the classroom

***During the lesson:***

1. Begin watching Video 1 with students.
	1. Pause video at 3:17min
	2. Add the following to their **CLE Portfolio** as a journal entry:
		1. What is happening in this video?
		2. How does the video make you feel so far?
		3. Can you relate to their situation and/or relationship?
		4. Would you have reacted in a similar way? Why or why not?
2. Watch the remainder of the video with students
	1. Ask students to add to the body of their existing journal entry by answering the following questions:
		1. What changed?
		2. How do you feel now? What caused this?
		3. Can you relate to their situation and/or relationship?
		4. What shocked you the most and why?
3. *Discussion* (15-20 min)
	1. As a class, discuss the following guiding questions:
		1. How do students communicate in relationships with technology today?
		2. How do online and real life relationships differ?
	2. Defineself-disclosure and its place in digital relationships
		1. self-disclosure: sharing private, sensitive, or confidential information about oneself with others
	3. Ask students to discuss in small groups different strategies for healthy online relationships
		1. Once students are done discussing, ask students to add two (2) strategies they discussed as a reflection to their existing journal entry
4. *Activity- Inappropriate texting and online messaging (20-25 min)*
	1. Watchvideo 2 with students
	2. In groups, ask students to discuss the following questions:
		1. Who is affected by this act?
		2. How might the victim feel?
		3. How can someone avoid this situation?
		4. How can we control inappropriate messaging? Should we have laws in school? In the community?
	3. Ask students to relate these questions back to self-disclosure in digital relationships and add a new reflection to their “Digital Relationships” journal entry

***After the lesson:***

1. Ask students to create either a new **journal** entry or **reflection** by answering these questions:
	1. What are the benefits of sharing online?
	2. What are the risks of sharing online?
	3. How has digital technology changed relationships? Is this positive or negative?
2. Ask students to visit <https://www.getthefacts.health.wa.gov.au/keeping-safe/online-relationships> and add the link to their portfolio (+Add box > +Media > Link). Have students add a reflection to share two (2) fun facts they learned by exploring this website.
3. *Exit Card-* Have students create a new journal entry titled “Exit Card” and list 3 (three) things they learned today and how they can help to develop smart digital relationship strategies.

**EXTENSIONS:**

* Students can use what they have learned to spread awareness across the school
* *Project*: Students can create posters (safe digital relationship tips) to post in the school
* Students can become ambassadors and take initiative to put an end to inappropriate messaging in the school
* Students can upload their poster (as a picture or file) to their **CLE Portfolio**
* Students can upload a video of a presentation/”talk” they gave to their peers to spread awareness to their **CLE Portfolio**