TEACHER GUIDE · AGES 14 TO 18 · 50 MINUTES

Healthy Relationships, Online

Essential question: How can I keep my relationships healthy online, and spot when they aren't?

Overview

Lesson 2 takes the relationship spectrum from Lesson 1 online. Students explore how phones and social media can bring people closer or be used to pressure and control, practice setting digital boundaries, and learn what to do if something goes wrong online. Lesson 1 is recommended first, but this lesson also works on its own.

Students will be able to

1. Recognize healthy, unhealthy and controlling behaviors in messages, social media and online games.
2. Explain why tracking, password demands and pressure for photos are forms of control, even when they look like caring.
3. Set digital boundaries in words and with actions such as muting, blocking and turning off location sharing.
4. Follow four steps if something goes wrong online: stop, save, block and report, tell.

Key vocabulary

Term	Meaning
Digital boundary	A limit you set about how people contact you, what they post about you and what you share.
Digital footprint	Everything you leave online: posts, comments, photos, and what others share about you.
Consent online	Asking before you post, tag or share something about someone, and respecting their answer.
Location sharing	Letting an app show where you are. You choose who sees it, and you can turn it off.
Grooming	When someone builds trust, often with gifts and secrecy, so they can manipulate or harm a young person.
Sextortion	Threatening to share someone's private images unless they pay or send more. It's a crime, and never the victim's fault.

Materials

- Sticky notes, 2 per student

- Wall signs: Healthy, Unhealthy, Controlling (wall-signs.pdf)
- Scenario cards, one set per group of 4 (scenario-cards.pdf)
- Student activity sheets, one per student (student-activity-sheets.pdf)
- Quiz, one per student (quiz.pdf)
- Family tips to send home (family-tips.pdf)
- Optional: the lesson video, at the top of the lesson web page (about 80 seconds)

Before you teach

- **Agree on ground rules.** No names, screenshots or stories about real people. It is fine to pass.
- **Keep it about characters, not students.** Never ask students to show their phones, messages or photos.
- **Read Cards 4 and 7 first.** They involve grooming and sextortion. Keep the discussion on warning signs and what to do, not on details.
- **Make it safe to tell.** Say clearly that a young person who is threatened online is never in trouble for asking for help. Fear of punishment or losing their phone is a common reason teens stay silent.
- **If a student discloses.** Listen calmly, do not promise secrecy, and follow your child protection policy the same day. Do not ask to see, copy or forward any image of a young person, even as evidence. Leave that to the authorities.

Lesson procedure

Step	Time	Activity
1. Warm up	5 min	My phone and my relationships
2. Learn	10 min	The spectrum online, and the video
3. Discuss	15 min	Scenario cards in groups
4. Create	12 min	Digital boundaries
5. Wrap up	8 min	If something goes wrong, quiz and exit ticket

1. Warm up: My phone and my relationships (5 min)

1. Hand out two sticky notes per student.
2. > *"On one note, write something you love about staying in touch online. On the other, write something online that stresses you or makes you uncomfortable."*
3. Students stick notes on the board in two columns. Read a few aloud. Most groups find the same pattern: connection on one side, pressure on the other.

2. Learn: The spectrum online (10 min)

1. Remind students of the three zones from Lesson 1. If you can, play the lesson video.
2. Walk through each zone using page 1 of the student sheets.

3. Stress three points: *you are allowed to be offline*; *control online often looks like caring*, as in "share your location so I know you're safe"; and *if someone threatens you with a photo, it is never your fault*.
4. Quick check: read each behavior below aloud and have students point to a sign.

Behavior	Zone
Asks you before posting a photo of you	Healthy
Gets angry when you don't reply within minutes	Unhealthy
Asks for your passwords to prove you love them	Controlling or abusive
Says "no problem" when you'll reply tomorrow	Healthy
Gets jealous about who likes your posts	Unhealthy
Threatens to share a private photo of you	Controlling or abusive

3. Discuss: Scenario cards (15 min)

1. Put students in groups of 4. Give each group 2 or 3 cards, including at least one healthy card (5 or 8).
2. Groups read each card aloud, answer its questions on their activity sheet and tick a zone on the card.
3. Each group shares one card. A student stands under the matching wall sign. Ask: *"What could a friend who sees this do?"*

4. Create: Digital boundaries (12 min)

1. Write the formula on the board: **I feel… when… I need…**
2. Example: *"I feel stressed when you keep sending '??' while I'm with my family. I need you to trust that I'll reply when I can."*
3. Point out that online, a boundary can also be an action: mute, unfollow, block, report, or turn off location sharing.
4. Students write one boundary on page 3 of the activity sheet and tick the digital boundaries they already keep.

5. Wrap up (8 min)

1. Teach the four steps for when something goes wrong online:

1 Stop
Don't reply, don't pay and don't send anything more.

2 Save
Take screenshots of the messages, the account name and the date.

3 Block and report
Block the account and report it on the app.

4 Tell
Talk to a trusted adult. You are not in trouble, and you are not alone.

2. Students complete the quiz (4 min), then go through the answers.

3. Students fill in the exit ticket. Hand out the family tips.

Teacher key: scenario cards

Card	Zone	Signs to notice
1. Answer me!	Unhealthy	Expecting instant replies, guilt-tripping, and treating time offline as a betrayal.
2. Share your location	Controlling or abusive	Tracking someone and demanding to know where they are at all times is control, even when it's called caring.
3. The edited photo	Unhealthy	Humiliating someone online is cyberbullying. Every laughing reaction helps it spread.
4. New friend in the game	Controlling or abusive	Gifts, secrecy and requests for private photos from someone you only know online are warning signs of grooming.
5. Can I post this?	Healthy	Asking before posting and respecting a no. This is consent online.
6. Password proof	Controlling or abusive	Demanding passwords and reading private messages is control. Love is being used as pressure.
7. The threat	Controlling or abusive	This is sextortion, a crime. The person to blame is the one making threats, never Sami.
8. Mom's post	Healthy	A boundary respected and a mistake repaired. Healthy families make mistakes too.

Cards 4 and 7 describe crimes against young people. Make sure students leave knowing that they would not be blamed, and who they could tell.

Where to get help

Write these on the board, with your school counselor's name and room.

1564

National Lifeline for emotional support, open 24/7

LARA

Email for support and guidance: laraa@laraa.org

112

Internal Security Forces, if someone is in danger or threatening you

Take It Down (takeitdown.ncmec.org): Free help to remove private images taken before you turned 18. The image never leaves your device.

Activity 6 answer guide: Reflect

Students complete three sentence starters. These are examples of strong answers, not the only right ones. Use them to check understanding and to correct the common misconception in each "Watch out for" line. Online, students see the same examples after they finish the activity.

1. One online habit I want to keep is...

Strong answers include:

- Asking before posting a photo of a friend
- Keeping my passwords private, even from a partner
- Sharing my location only with family, not all the time
- Waiting before I reply when I'm upset

Watch out for: "Sharing passwords proves trust." Trust doesn't need passwords. Keeping your accounts private is healthy.

2. One online red flag I will now pay attention to is...

Strong answers include:

- Someone asking me to keep our chats secret
- Requests for private photos
- Wanting my location all the time
- Gifts or heavy flattery from someone I only know online

Watch out for: "Tracking my location means they care." Constant tracking is control, even when it's described as caring.

3. If something went wrong online, I would tell...

Strong answers include:

- A parent, carer or another trusted adult
- A teacher or school counsellor
- The app, by reporting and blocking
- National Lifeline 1564
- LARA at laraa@laraa.org
- 112 if I'm in danger

Watch out for: "I'd sort it out alone so I don't get in trouble." You are not in trouble. Adults can help stop it.