

Healthy relationships

Lesson 1

Understanding healthy and unhealthy relationships



Before the lesson, ensure your learners understand:

- What pressure, control and privacy mean

Key vocabulary:

Online relationship, pressure, control, healthy relationship, unhealthy relationship, trusted adult, kind, polite

Resources:

- Healthy Relationships slides
- Printed copies of Appendix 1 (optional)
- Printed copies of Appendix 2, 3, and 4
- Pens
- Highlighters

Lesson Outline:

In this lesson, learners will explore different types of relationships, both online and offline. They will identify examples of healthy and unhealthy behaviours within a relationship and think about who they can speak to if they experience any of these unhealthy behaviours.

Lesson Objective:

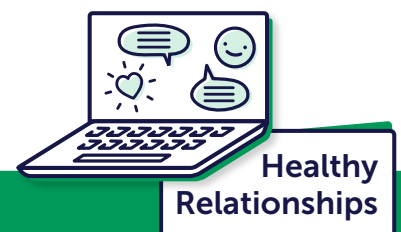
To understand what makes an online relationship healthy or unhealthy.

Learning Outcomes:

Learners will know...

- what online relationships are
- healthy and unhealthy behaviours in online relationships
- which trusted adults they can talk to if they need support

> Starter	What is a relationship?
> Film and Discussion	Healthy Relationships – Film 1
> Main Activity	Healthy vs Unhealthy
> Plenary	Trusted adults
> Challenge	Celebrating healthy relationships





Starter:

What is a relationship?
(10 minutes)

Display the question on **slide 4**. Ask learners to discuss and then take answers.

Relationships

A relationship – the way two or more people talk and behave towards each other.

- A romantic relationship
- A friendship – for example, a friend from school
- A relationship with a family member – for example, a brother, a sister or parent
- A relationship with someone professional – for example, a teacher, doctor or social worker

Display **slide 5** and talk through the different types of relationships.

Explain to your learners that we can meet, speak, and do things in person with the people in our relationships, but we can also use technology and the internet in our relationships.

Display the question on **slide 6** and ask learners, how might you use technology and the internet to communicate within the different relationships that you have? Ask learners to discuss and then take answers.

Display **slide 7** and read out the possible answers.

Explain to learners that, whether their relationships are in person or online, or a combination of both, it is important that they can recognise when a relationship is healthy and when it is becoming unhealthy.

Online relationships

- Play online games with people
- Comment under posts and videos
- Look at and like your friends' pictures online
- E-mail your teachers
- Video call friends and family who you can't see in person
- Use messaging / group chats to speak to your friends

Possible adaptation: Add further relationships that your learners have to **slide 7** that are specific to your setting.





Film and Discussion:

Healthy Relationships – Film 1 (20 minutes)

(A script for this film can be found at the end of this lesson plan in [Appendix 1](#))

1. Play Film 1 up until the pause point.
2. Work through the part one discussion questions below.
3. Play the outcome of Film 1.
4. Work through the part two discussion questions below.



Discussion (part one):

1. How would you describe Jade and Sada's relationship?
2. What was good about Jade and Sada's relationship? What was bad?
3. Why was it hard for Jade to say no to Sada?
4. Why might Sada be behaving this way?
5. Why was Dion upset?
6. What could Jade have done differently?
7. What should Jade do now?



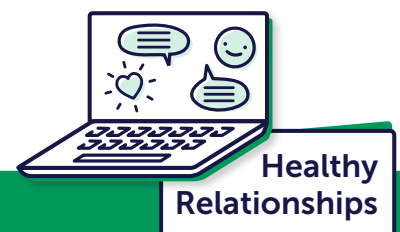
Discussion (part two):

1. What did Jade do to repair her friendship with Dion?
2. What sorts of pressure can we face online from the different relationships we have?
3. How can we all be better online friends?

Meet the Character



Jade is 14 and worries a lot. She can be easily swayed. She misses her best friend Sada who is now at a different school.





Main Activity:

Healthy vs Unhealthy (20 minutes)



Display **slide 10**. Ask learners, how do people treat each other in a healthy relationship? You could ask them to share how someone in a healthy relationship would feel and how they would be treated and treat others. Allow them time to discuss and then take some answers. Click through the examples.

Display **slide 11**. Ask learners, how do people treat each other in an unhealthy relationship? You could ask them to share how someone in an unhealthy relationship would feel and how they would be treated and treat others. Allow them time to discuss and then take some answers. Click through the examples.

Explain to learners that no relationship is perfect: it is normal for people to fall out with each other, have disagreements, and make mistakes. But it is never okay for anyone to make you feel unsafe, worried or scared.



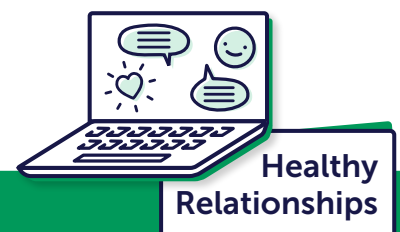
Display **slide 12**. Put students into pairs or groups and give them a printed copy of one of the scenarios found in **Appendix 2, 3** and **4** and highlighter pens.

Ask learners to read the scenario and highlight features which are unhealthy or negative in one colour and things which are healthy or positive in another. This could also be done as a circle for one and an underline for the other, a tick and a cross etc.

Once they have done this, go around the room and ask learners to share their scenario, explaining which things they thought were positive and which were negative.

Slides 12, 13 and **14** provide highlighted answers to the scenarios.

Possible adaptation: Read through the scenarios together and highlight the signs as a whole class.





Plenary:

Trusted adults (5 minutes)

Display **slide 15**. Explain to learners that, if they are experiencing unhealthy things in a relationship, they need to talk to a trusted adult. A trusted adult is someone who cares about your safety and wellbeing, listens to you, is someone you trust, and who can help you with what to do next.

Ask learners to give examples of the trusted adults they could talk to. Take some answers and click through examples.

Ask learners which of these trusted adults would they feel most comfortable going to with a relationship problem and why? This can be done in pairs or as a whole class.

Possible adaptation: Learners could instead describe their trusted adult in one to three words.



Challenge:

Celebrating healthy relationships

Display **slide 16**. Challenge learners to celebrate a healthy relationship in their life by telling a friend, family member or someone else something they enjoy about the relationship.

E.g. "You are a really good friend. I like that you listen to me," or, "Thank you for making me smile and telling funny jokes," or, "It's great that you respect my boundaries and don't try to pressure me."

Possible Extensions:

- Ask learners which actions they could take alongside talking to a trusted adult if something makes them feel uncomfortable or upset in a relationship. (E.g. saying no, blocking or reporting, walking away).
- Ask learners to think about what they would want their trusted adult to do and how they would want them to act if they asked them for help.



Appendix 1: Healthy Relationships – Film 1 Script



Healthy Relationships Film 1 (Jade)



I spend most of my time online with my friend Sada. She goes to a different school to me now, so this is how we keep in touch. She is so funny and makes me laugh. We like the same things, so we're always sharing things we've seen on YouTube, music, game hints and photos. All sorts of things really. Sada can be a bit bossy and sometimes a bit mean, with things that she says or does. Like this one time, she made me send a message to my friend Dion, to have a joke about something he was wearing. I didn't want to send the message, but Sada said it would be funny. I said no... that I didn't want to do it, but she said she wouldn't be my friend if I didn't do it. So, I sent it. Dion was upset and angry with me. I never meant to make him feel like that. I just didn't know what to do.

What happened next...

I felt really sad about what I had done. So, I sent Dion a message to say sorry. That even though it was meant as a joke, I shouldn't have sent it. Even if Sada says she won't be my friend if I didn't do what she says, next time I will say no to Sada if I don't want to do something. I will decide what I send or share with people online.

