

Healthy relationships

Lesson 3

Consent in Online Relationships



Before the lesson, ensure your learners understand:

- The difference between friendship and romantic relationships

Key vocabulary:

Consent, pressure, control, privacy, personal information, romantic relationships, nude images, sexting

Resources:

- Healthy Relationships slides
- Printed copies of Appendix 1, 2, 3, 4, 5 and 6 (optional)
- Pens
- Sticky notes

Lesson Outline:

In this lesson, learners will be introduced to the idea of consent, and the importance of consent in any healthy relationship. Learners will explore what they should consider before deciding whether to give consent.

Lesson Objective:

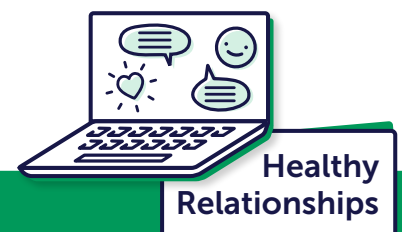
To explore consent within relationships and romantic relationships.

Learning Outcomes:

Learners will know...

- how to make healthy choices in online relationships
- what consent is
- when they can safely give consent in online relationships

> Starter	True or false?
> Film and Discussion	Healthy Relationships – Film 3
> Main Activity	Consent check
> Plenary	I deserve...
> Challenge	Saying no



Starter:

True or false?
(10 minutes)



Display **slide 35**. Explain to learners that they are going to look at some statements about online relationships and they need to decide whether they are true or false.

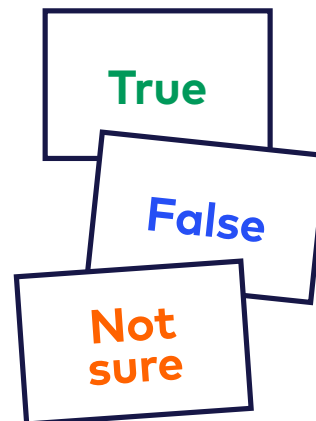
Display **slide 36**. Ask learners to vote. Learners can use hands up, thumbs up and down, traffic lights, etc. After the vote, click to reveal the answer and supporting information.

Repeat this process for each statement on **slides 37 – 43**. You may wish to select the statements best suited for your learners within the 10 minutes allocated for the activity. Alternatively, you may wish to extend the length of the starter and complete all the statements.



Possible adaptations:

- Add to the true or false statements to reflect any emerging trends and concerns with your learners.
- Place 'True' and 'False' cards at different ends of the room and learners can move to either to give their answer.
- Create a card sort activity where learners place the statements under 'True' or 'False' headers.
- You could also provide learners with a Not Sure option (e.g. an orange traffic light, a NOT SURE card, etc.).



Film and Discussion:

Healthy Relationships – Film 3 (20 minutes)



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

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



Discussion (part one):

1. What was good about the relationship / how did it help Ezra?
2. What does Ezra know about Lara?
3. How did Lara take away Ezra's privacy?
4. In what ways did Lara start to control Ezra?
5. How might both Ezra and Leo be feeling now?
6. Why does Ezra need to be careful about sharing personal information, meeting up and sharing pictures or videos with Lara?
7. What should Ezra do now?

Meet the Character

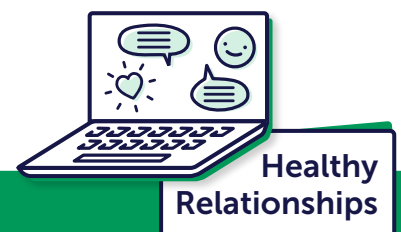


Ezra is 16 and very shy. He prefers to communicate with other people online rather than talk to people face to face.



Discussion (part two):

1. Why do we need to be careful about giving away pictures, personal information, or meeting up with people we only know online?
2. Is it okay to say no in a relationship?
3. What should you do if someone you are in a relationship with says no to you?
4. What can you do if someone you have any relationship with wants to control you?



Main Activity:

Consent check
(20 minutes)



Display **slide 46**. Ask learners to try and define consent, discuss and take some answers, then click to display and share the definition. Explain to learners that, whether a relationship is romantic or not, every time you agree to do or share something, you are choosing to consent.

Ask learners if they can think of any further examples of things you might consent to online.

Display **slide 47**. Read it aloud to your learners, highlighting the three questions that you should ask yourself when working out whether you should consent or not.

Ask learners if they can think of any examples of things that are kind, safe and make them feel happy online.

Explain to learners they are now going to look at some scenarios and decide if consent should be given or not.

Give learners printed copies of each scenario (**Appendix 2, 3, 4, 5 and 6**) and work through them together. Using the questions on **slide 47**, learners should discuss if the character in each scenario should give consent or not. Encourage your learners to explain their answers.

Use **Appendix 7** to help facilitate the conversation with your learners.

*Please note: Scenario 6 (**Appendix 6**) is about sending sexually explicit self-generated imagery. More advice can be found on this in the accompanying [Educators Guidance](#).*

Possible adaptation: Split the learners into groups and give each group one of the scenarios. Ask each group to work together to decide whether to consent. Ask each group to share their scenarios and the reasons for their answer.



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Plenary:

I deserve...
(5 minutes)

Display **slide 48**. Remind learners that every person deserves to have happy, healthy relationships whether they are romantic or friendships. This means having the ability to make choices about what they want to do or choosing not to give consent whenever they don't want to do something.



On a sticky note, ask learners to write the top three things that they deserve in any relationship. Ask learners to stick their sticky note in a centralised area in the room. Learners can then read each other's ideas.



Challenge:

Display **slide 49**. Explain to learners that saying no can be difficult, but it's an important way to show when we don't consent to something.

Challenge learners to think about how many ways they can think of saying no. Saying no can be done through words, actions, and other visual signs like hand gestures.

Possible Extensions:

- Ask learners why it's important to be themselves in a relationship.
- Ask learners to consider how they should respond if anyone says no to them online.
- Ask learners to think of one kind and respectful action they can do for a friend online.



Appendix 1: Healthy Relationships – Film Script 3



Healthy Relationships Film 3 (Ezra)



I find it easier to chat to people online. Lara was really easy to talk to and we started chatting online after she commented on something I posted. She would always say nice things, which made me feel good about myself. After a while she asked if I wanted to be her boyfriend. I really liked her, so I said yes. Lara immediately changed her bio on social media to let everyone know she was in a relationship and told me to do the same thing, which I did. She also told me to send her a picture so she could share it to show people that we were a couple. She said that was what everyone does online if they're in a relationship. She sent me a lot of messages and I always had to reply straight away because she would get angry if I didn't. One time I fell asleep before replying and she was so angry the next day she threatened to break up with me. To prove she could trust me, I agreed to always message where I was and who I was with. She even asked me to send a picture to prove I was telling the truth. I didn't mind doing it because I really liked her. Leo said I should be careful, that Lara was trying to control me.

What happened next...

When I told her what Leo had said, she said he was jealous, and that I should stop speaking to him. I said I wasn't going to do that, so Lara said I had to choose between them. There was no way I was going to stop speaking to Leo. He's been my friend for ages, and I trust what he says. Lara got really angry when I said no so she broke up with me. I thought I would be really upset but, actually, I feel much happier now because I'm able to make my own choices again. It's never okay to be controlled and told what to do by another person.



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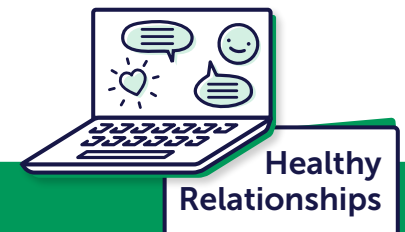
Recently, Isaiah and his friends filmed themselves doing a video dance challenge.

One friend asks in the group chat if they can share it publicly online. Everyone says yes, but Isaiah says he doesn't want to because he feels embarrassed.



Should Isaiah give consent?

Yes No





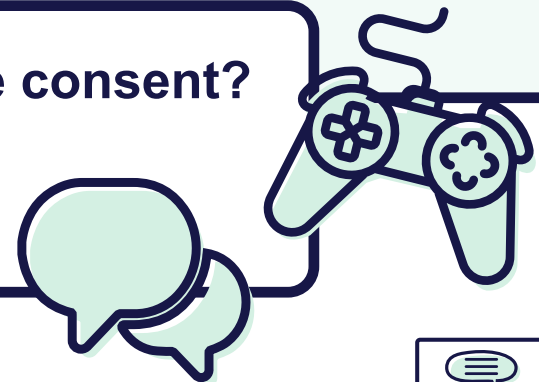
Emilia enjoys playing online games with her school friend Ross.

One day, Ross tells Emilia that he has found some other people from their year group at school who also like playing the same games.

Emilia knows them all quite well. Ross asks if she wants to be in a group chat with them so they can talk tactics and arrange playing together.

Should Emilia give consent?

Yes No





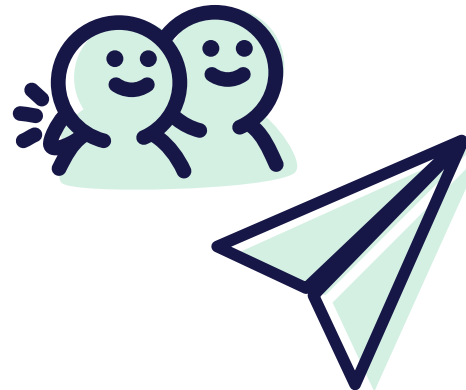
Danny is going out with Alex and likes spending time with them, but also likes spending time with his best mate Kamrul.

Alex says that Danny is spending too much time with Kamrul.

Alex says that they want to send Kamrul a message telling him to leave Danny alone for a bit. Danny doesn't want to hurt Kamrul's feelings.

Should Danny give consent?

Yes No

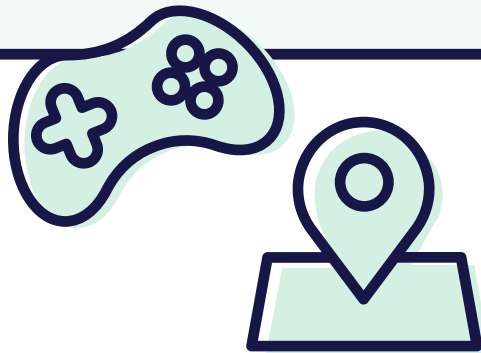




Hadiza has become really good friends with Casey. They started talking to each other on an online game. They've been chatting for months now and have a lot in common

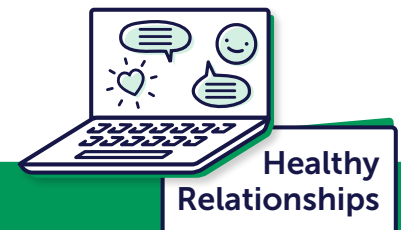
One day, Casey suggests that they meet up in person and asks for Hadiza's address.

Hadiza really likes Casey, but she's really unsure about sharing her address and agreeing to meet up.



Should Hadiza give consent?

Yes No





Antje has been going out with someone she really likes for a while now. Recently, they asked her to send a nude picture.

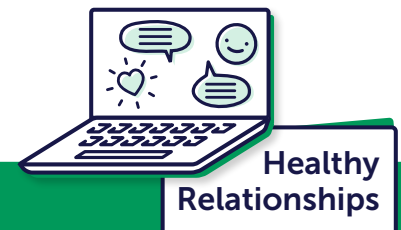
At first, Antje says she doesn't want to, but they say she's being silly, and that this is what people do in a relationship.

Antje isn't sure – she doesn't feel comfortable about doing it, but doesn't want to upset or annoy them.



Should Antje give consent?

Yes No



Appendix 7: Educator's notes



Appendix 2 notes

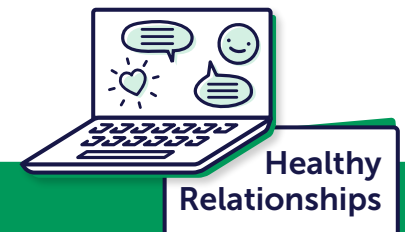
- Posting something publicly online means that anyone can see your face, so it isn't very **safe**.
 - It isn't very **kind** of Isaiah's friends to make him feel bad for not wanting to post the video.
 - The idea of posting the video doesn't make Isaiah feel **happy or comfortable**.
 - Isaiah should **not give consent** to posting the video.
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Appendix 3 notes

- Emilia knows all of the people that will be in the group chat from school, and she knows them well. Being in a group chat with people you know is **safe**.
 - This is a **kind** thing that Ross has suggested, as it means that Emilia can have fun with other people who also like playing the same game as her.
 - Emilia would probably feel **happy and comfortable** being in a group chat with these people, especially as Ross has checked with her first.
 - Emilia can safely **give consent** in this situation.
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Appendix 4 notes

- Consenting to sending a message like this to Kamrul **isn't necessarily dangerous**, but it **might negatively affect their friendship**.
 - Sending a message like this to Kamrul is not **kind**. Someone you're in a relationship with should not make you feel bad for spending time with a friend.
 - Sending this message would not make Danny feel **happy or comfortable**, as he doesn't want to hurt Kamrul's feelings.
 - Danny should **not give consent** to Alex sending this message
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Appendix 7: Educator's notes



Appendix 5 notes

- It is not **safe** to give your address to someone you only know online, or to agree to meet up. Even if you feel like you know them really well, that person is still a stranger.
 - Casey asking Hadiza to meet up might be harmless, but if they're not who they say they are then it is not **kind**. Hadiza cannot know for sure if Casey is truly who they say they are.
 - Hadiza doesn't feel **happy or comfortable** about sharing her address and agreeing to meet up, as she's feeling really unsure about the situation.
 - Hadiza should **not give consent**.
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Appendix 6

- Sending a nude image is not **safe**, as that person might share that picture with someone else or post it publicly online. It is also against the law for someone under the age of 18 to send a nude image.
 - Making Antje feel bad for not sending the nude image by calling her silly is not **kind**.
 - Antje does not feel **happy or comfortable** about sending this kind of image.
 - Antje should **not give consent** to sending a nude image.
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