**Responsible Online Relationships: Grades 9-12**

**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 myBlueprint “Digital Citizenship” Portfolio.

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

**DURATION:** 75 minutes

**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

**CURRICULUM CONNECTIONS:**

**English 9-12:**

* **Media Literacy:**
  + **4.1**: describe several different strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify several specific steps they can take to improve as media interpreters and producers

**Healthy and Physical Education:** <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

* **Healthy Living:**
  + **C1.2:** demonstrate an understanding of the benefits and risks of using electronic communication technologies and describe strategies that they can apply to ensure their safety while using these technologies
  + **C2.2:** demonstrate an understanding of the skills and strategies needed to build healthy social relationships
  + **C2.3:** apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-
  + making skills to think in advance about their sexual health and sexuality

**21st Century Competencies:** <http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf>

* Learning to Learn/Self-Aware & Self-Directed Learning
  + Cultivates emotional intelligence to understand self and others (1),(2),(4)
  + Manages various aspects of life-physical, emotional (relationships, self-awareness),spiritual, and mental well-being (5)
* Global Citizenship
  + Interacts safely and responsibly within a variety of communities (5),(6)

**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. Ask students to login to their myBlueprint account and to create a new portfolio titled “Digital Citizenship”. Once students have created their portfolio, have students add a journal entry titled “Digital Relationships” (+ Add Box > + Journal). Have students answer the following questions in the journal body:
      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 “Digital Citizenship” portfolio
* Students can upload a video of a presentation/”talk” they gave to their peers to spread awareness to their “Digital Citizenship” portfolio.

**ASSESSMENT:**

* Teacher can monitor assessment based on verbal discussion and student understanding found in both journaland reflectionentries on myBlueprint.
  + Teacher can monitor understanding through written work