

Making Sense of Relationships

Lesson 3:
Healthy online friendships

Key stage 2

NSPCC

In partnership with

PSHE
Association



Lesson 3:

Healthy online friendships

Key stage

2

Context

This is the next in a series of three lessons designed to empower year 6 pupils as their friendships and relationships change in the transition from primary to secondary school. Lesson 3 looks at ways to keep online relationships healthy, while exploring the differences between online and offline relationships – including potential risks and benefits of communicating with others online.

While PSHE education lessons should be pacy, of course you want to meet the needs of your pupils. Since the activities take one hour to complete, this lesson is planned

as a minimum one-hour lesson. But pupils can gain more from a longer in depth exploration of an activity, so long as you are comfortable leading the discussion and you feel pupils are progressing towards the objectives. If you want to do this, you might want to extend the time to two lessons.

Note:

None of the lessons are designed to be taught in isolation. They should always form part of a planned, developmental PSHE education programme.

Learning objectives

- We are learning about the features of communicating with friends, both online and offline
- We are learning how to manage relationships positively, online and offline
- We are learning what to do if we feel an online relationship is not safe, or positive

Intended learning outcomes

- ✓ I can identify how communicating with friends, or others online differs from face-to-face friendships and relationships
- ✓ I can describe ways to keep friendships safe, positive and healthy, including when communicating online
- ✓ I can explain some of the risks of meeting new people online

Resources required

- Box or envelope for anonymous questions
- Post-it notes (2 different colours) for baseline and assessment activity
- Resource 1: *Friendship Online sort cards*
- Resource 2: *Jaz's story (general use)*
- Resource 3: *Jaz's story versions 1 and 2 (for pupils who need more support)*
- Resource 4: *Friendship issues storyboards (enlarged onto A3 paper)*
- Resource 5: *Features of a good friendship diamond 9 cards (extension activity)*

Climate for learning

Before teaching this lesson make sure you have read the accompanying Resource Guidance. It contains guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Key words

Friendship, relationship, online, face-to-face, online forum, chatroom, social media

Baseline activity

Revisit ground rules and remind pupils of the importance of keeping personal stories private, and using appropriate language. Draw attention to the anonymous question box and remind them that they can submit questions at any time, whether during or after the lesson. Highlight the services they can access for support at any time. (Referenced later in this lesson plan.)

Baseline activity 5 min

Ask pupils to consider the question: How can people keep online relationships positive and safe? Individual pupils should jot their ideas on to post-it notes. Each idea should have a separate post-it. Pupils then work together to group the post-it notes into different themes, noticing the similar things they have thought about.

This should then be discussed as a class. It is useful to cover themes such as gaming, using respected sites, using sites aimed at young people, getting parents to check safety, and using forums with common interests.

Introduction 5 min

Share the learning objectives and outcomes. Explain that today the class will be thinking about ways to maintain safe, healthy online relationships, as well as the differences between online and offline relationships.

It is important to stress that not everybody communicates with other people online. While some children do, many others do not. So try to avoid implying that they should make friends online or that this is the norm.

Core activities

Communicating with friends online 15 min

Organise the pupils into small groups of about four. Give out the *Friendship Online* cards. Ask the pupils to read the cards and sort them into three piles: agree, disagree, and not sure.

When groups have finished, guide a class discussion. You can use the questions below as prompts:

- How did you decide where to place the cards?
- Did everyone agree where to place the cards?
- If not, why were there some disagreements?
- Was there anything on the cards which was especially positive or negative about managing relationships online?

For learners who need support:

Reduce the number of cards given or focus on just a few of the cards, discussing the questions above in more depth.

For learners who need a challenge:

Pupils could add any further ideas to blank cards. Pupils should be expected to explain why they agree or disagree in further detail. For further extension, a group could present a debate, or write a persuasive piece about the benefits and challenges of online friendships. This could form the basis of a presentation about online safety.

Jaz's story 10 min

Remind the pupils of the previous lesson about making new friends. Then explain that they are going to read a story about someone who makes a new friend online.

Working in pairs or small groups, give pairs of pupils a copy of *Jaz's story*. Ask them to read it, and answer these questions:

- Is Jaz's online relationship healthy and safe?
- What clues are there to help you decide? (you could mark these with a highlighter pen)
- What advice would you give Jaz at the end of the story?

Bring the pupils back together as a class. Ask them to suggest what to do if a friend is thinking about doing something online that would cause harm or upset. What would they do if they were Jaz's friend?

You may wish to discuss the SMART rules from Childnet for staying safe online (or if you have already covered these, remind pupils of them):

Safe, Meeting, Accepting, Reliable, Tell (for an explanation of each see childnet.com/resources/be-smart-on-the-internet). You may also want to display a poster in the classroom, or a copy of the SMART rules as a reminder for the next activity.

For learners who need support:

Show pupils the two versions of Jaz's story. Which one shows a safe and healthy relationship, and which one could be unsafe? Ask them to highlight the clues that show the differences.

For learners who need a challenge:

Ask pupils to re-write Jaz's story, changing key details (for example the clues they have highlighted) so that the relationship between Jaz and JustMe becomes a healthy and safe one. Ask them to present their version to the rest of the class, explaining why their changes make the relationship safe.

Before moving on, reinforce the learning from this activity by reading the second version of Jaz's story from Resource 3: *Jaz's story versions 1 and 2*, which presents Jaz managing the friendship with JustMe in a safe and positive way (or compare this to pupils' work if they have undertaken the more challenging activity above). Check it against the advice the class came up with for Jaz – is there anything they would now like to add to their original ideas?

Friendship issues in storyboards 10 min

Explain to pupils that they are going to think about scenarios where communication between friends has gone wrong or broken down. Mention that it's not uncommon for friends have a problem, but that a lack of communication can make the problem become worse, especially online.

Organise the pupils into groups and give out a copy of one or more of the *Friendship issues* storyboards. These are best copied onto A3 paper to allow pupils the space to respond. Ask the pupils to read the storyboard and to discuss these questions:

1. What has caused the issue?
2. What made the issue worse?
3. How are the characters feeling?
4. What could have stopped the issue arising in the first place?
5. What would help solve the issue? What would make it worse?

Ask the pupils to record in the final box how the issue could be most suitably resolved. Ask groups to share different responses to the storyboards and discuss the different resolutions, including which might be most effective.

For learners who need support:

Pupils mark what started the issue with a cross (x) on the storyboard (some pupils may need pictorial versions of the storyboards).

Next they add thought bubbles to describe how each character is feeling.

Finally they choose from a selection of possible resolutions. For example: 1) Say sorry to the person 2) Delete the posts or messages 3) Write a nice comment online about the person 3) Ignore the issue and hope it goes away 4) Break friends with the person 5) Something else.

For learners who need a challenge:

Pupils write diary extracts for both of the characters in the storyboard, explaining from each character's point of view, what went wrong, how they felt and how the issue was resolved. Compare each character's view of the situation.

Assessment for and of learning

Demonstrate progress 5 min

Ask the pupils to go back to their baseline activity and review the post-it notes they wrote earlier in the lesson: How can people keep relationships positive and safe online? Ask them to add any further ideas with different colour post-it notes. This will help you and the pupils see the lesson's learning clearly.

Reflecting on today's learning 5 min

Ask pupils to write a top tips list for someone their age, for keeping relationships healthy and safe online. As a way in, give them some sentence starters:

- Five good ways to keep positive relationships, including online are...
- Three things which show that an online relationship is safe, positive and healthy are...
- Three things which you can do if you don't think an online relationship is safe, positive, or healthy are...
- Three places you can go to for help are...

Extension activities and home learning

Extension activity 1:

Ask pupils to design something that will help children of their age remember how to use the SMART rules. It could be a song, a rap, a cartoon strip, or some thing else that's eye-catching or easy-to-recall. This will help you check that they are making sure an online relationship is safe, positive and healthy.

Extension activity 2:

Working in pairs or small groups, give pupils the Diamond 9 card sort *Features of a good friendship*. One card has been left intentionally blank. Ask pupils to consider and discuss the most important features of a friendship. Then get them to add their own suggestion to the blank card. Remind them that there is no right answer, but that they should try to agree, and that they should be ready to justify their choices.

If pupils need more of a challenge, ask them to devise their own Diamond 9 card statements about good friendships.

The features:

1. *Laugh at the same things.*
2. *Have exactly the same likes and dislikes.*
3. *Share the same views on everything.*
4. *Look like one another.*
5. *Don't always agree but respect each other's views.*
6. *Are always honest with each other.*
7. *Have lots to talk about.*
8. *Stick up for one another.*
9. *[Blank]*

Ask the pupils to discuss whether these things:

- are as important online as offline
- are as important for new friendships as more established friendships
- should be true for other relationships, not just friendships.

Resource 1

Friendship online

Use these cards for the Lesson 3 card sort activity.

It is easier to talk to people online about things that you might be too shy to say to people face-to-face.	If you need information or advice, there are a lot more people online who might be able to help you.
Nobody knows who you are in an online forum so you can say whatever you like.	You can have fun meeting people online.
You could be doing something else at the same time as talking to someone online.	Sometimes it is easier to write something down than it is to say it out loud.
If you're really into something (e.g. a game), you can find lots of people online who are into the same thing.	You can be your real self online.
Someone may not be who they say they are.	You can speak privately.
You can have multiple conversations with different people or groups of people all at once.	It's not as easy to share some types of experiences with friends online, such as swimming, ice-skating, or going for a bike ride.
You can talk to someone whenever you like, any time of day or night.	



Resource 2

Jaz's story

Read Jaz's story, then discuss these questions:

- Is Jaz's online relationship healthy and safe?
- What clues are there to help you decide? (you could mark these with a highlighter pen)
- What advice would you give Jaz at the end of the story?

Jaz is 12 years old and in the first term at secondary school. Jaz still has friends from primary school, but they are at different schools, so don't see so much of one another any more. Jaz hasn't made friends at the new school yet, and has been feeling a bit lonely.

One evening, Jaz finds a website which seems to have lots of friendly people on it helping one another out with homework questions or information. Jaz sets up an account with the name Jaz2006, and is soon chatting with others on the site, getting information for homework, and giving other people information that they need too. Jaz gets on particularly well with one person called JustMe, and soon they are chatting about all kinds of things. Jaz's parents don't know about the website, or about the friendship with JustMe.

JustMe says they are the same age as Jaz and they seem to have lots in common. Jaz finds that it is easy to tell JustMe about being lonely at school. JustMe is really sympathetic and gives Jaz lots of helpful advice. Jaz starts to spend a lot of time on the website chatting to JustMe, and ignores texts and messages from old primary school friends. Every day Jaz rushes home from school to get online to chat to JustMe. When Jaz's parents ask Jaz to come and join in things with the family, Jaz says there is too much homework to do, and stays upstairs on the website with JustMe. Jaz is very tired and grumpy some mornings, from staying up, because JustMe prefers to go to bed much later.

One day Jaz has a message from JustMe saying 'Amazing news! My parents say I can go to the same school as you! Shall we meet up so we can walk to school together on my first day?' Jaz replies 'That's awesome! I'll tell my mum.' JustMe replies 'No, don't do that - it'll spoil things. What if your mum decides to turn up too? Embarrassing!! Let's not tell anyone then we can just go on our own and chat'. Jaz can't wait to meet JustMe, but now feels a bit unsure.



Resource 3

Jaz's story: versions 1 and 2

Here are two versions of Jaz's story. Which one shows a safe and healthy online relationship? Which one could be unsafe? What are the clues that the relationship is safe or unsafe?

Version 1

Jaz is 12 years old and has just started secondary school. Jaz feels a bit lonely.

Jaz finds a website with lots of friendly people on it. Jaz sets up an account with the name Jaz2006.

Jaz meets someone online called JustMe and they chat about lots of different things. Jaz tells JustMe about being lonely at school and JustMe gives Jaz lots of helpful advice and support.

Jaz starts to ignore texts and messages from old friends. Jaz spends more and more time online chatting to JustMe. Sometimes Jaz stays up very late to chat and feels tired and grumpy the next day.

JustMe sends Jaz a message asking to meet. When Jaz says 'I will just tell my mum' JustMe tells Jaz not to because JustMe wants it to be their special secret. Jaz feels worried.

Version 2

Jaz is 12 years old and has just started secondary school. Jaz feels a bit lonely.

Jaz finds a website with lots of friendly people on it. Jaz sets up an account with the name LittleFish.

Jaz meets someone online called JustMe and they chat about lots of different things. Jaz tells JustMe about being lonely at school and JustMe tells Jaz about what has helped them settle into secondary school.

Jaz likes chatting to JustMe but doesn't forget to text and call old friends from primary school. Jaz's friends and family know all about the online friendship with JustMe. Jaz tells JustMe that they can't chat after 9pm as Jaz has to be in bed by then on school nights. Jaz's phone is left downstairs so that it's not tempting to use it.

JustMe sends Jaz a message asking if they could meet face-to-face. Jaz suggests that they bring their mums with them to the meeting, and JustMe says 'Good idea. I agree.'



Resource 4

Friendship issues in storyboards (You can enlarge from that size to A3 by using photocopier)

<p>Martine and Asad had an argument in the corridor at school.</p>	<p>Later that day, Martine wrote a nasty comment about Asad on the school drama club online chat page. All the members of the club saw it. So did Asad.</p>	<p>The next day, Martine and Asad are paired to work together in drama club.</p>	<p>What happened next...?</p>
<p>Rani and Shaheera had been mucking around taking funny photographs of each other making silly faces.</p>	<p>Later that day, Rani decided to take some really embarrassing photographs of herself and send them to Shaheera to make her laugh.</p>	<p>The next day, Shaheera sent the photographs to everyone else in the class.</p>	<p>What happened next...?</p>
<p>Philippe and Marek disagreed about which football team was best.</p>	<p>Later that day, Marek sent Philippe lots of horrible text messages saying that his team were the worst football team ever.</p>	<p>The next day, Philippe and Marek met in the playground just before school.</p>	<p>What happened next...?</p>

Resource 5

Jaz's story: versions 1 and 2

Use these for the diamond 9 activity in Lesson 3. Place each card in order of importance, in a diamond shape, with the most important at the top and least important at the bottom.

Laugh at the same things	Have exactly the same likes and dislikes	Share the same views on everything
Look like one another	Don't always agree but respect each other's views	Are always honest with each other
Have lots to talk about	Stick up for one another	



Together we can help children who've been abused to rebuild their lives. Together we can protect children at risk. And, together, we can find the best ways of preventing child abuse from ever happening.

We change the law. We visit schools across the country, helping children understand what abuse is. And, through our Childline service, we give young people a voice when no one else will listen.

But all this is only possible with your support. Every pound you raise, every petition you sign, every minute of your time, will help make sure we can fight for every childhood.

[nspcc.org.uk](https://www.nspcc.org.uk)

Personal, social, health and economic (PSHE) education is a school subject that supports pupils to be healthy, safe and prepared for modern life. The PSHE education curriculum covers a range of pressing issues facing children and young people today, including those relating to relationships, mental and physical health, staying safe and aware online, financial literacy and careers.

The PSHE Association is the national body for PSHE education. A charity and membership organisation, the Association works to improve PSHE education standards by supporting over 20,000 teachers and schools with advice, training and support. Find out more at **[pshe-association.org.uk](https://www.pshe-association.org.uk)**

©NSPCC 2019. Registered charity England and Wales 216401. Scotland SC037717. J20171436.

NSPCC

In partnership with

PSHE
Association

