Lesson plan for learning –
BIK MOOC: Helping kids build and manage healthy online relationships

Your Name	Marjeta Amanović, math teacher		
Main online safety theme(s)	Understanding Healthy Relationships	**Dimensions of learning**:	☐ Knowledge and Understanding ☐ Skills ☐ Values/Attitudes x All 3 ☐ Other:
Class profile: *Provide a brief description of the class you are creating this lesson for. Include:* ● *Age and number of learners*	The lesson is designed for a 1st-year class of a four-year vocational secondary school, program Mechanical Engineering Technician. The group consists of 25 students, aged 15–16 years. Relevant context: Students are digitally literate and have regular access to smartphones and computers, both at		

● *Relevant context (e.g. digital access and skills, language or inclusion needs)* ● *Any identified online safety needs related to your chosen theme(s), and how these were identified (e.g. survey, discussion, previous teaching).* ● *Any specific learning needs the lesson plan should take into account.*	home and at school. They are active users of social media platforms, group chats, and online gaming communities. Their technical digital skills are strong, but they have limited awareness of emotional and ethical aspects of online communication. The lesson will take place during the Class Teacher Lesson period, allowing for open and reflective discussion. Identified online safety needs: Through informal class discussions and a short anonymous survey, several students expressed uncertainty about how to maintain respect and trust in online communication. Some reported witnessing or experiencing teasing or exclusion in group chats. These observations revealed a need to develop understanding of healthy online relationships, empathy, and digital boundaries. Specific learning needs: One student has mild dyslexia and benefits from adapted written materials (clear fonts and short texts). Two students participate more confidently through oral communication rather than written tasks. All activities will include both visual and verbal components to ensure inclusion and engagement for all learners.
Lesson Overview: In 300 characters or less, briefly describe the purpose of your lesson, the key topics it covers, and the main tools or activities you will use.	Students will explore what makes online relationships healthy through discussion, group analysis, and role-play. They will use examples, polls, and reflection to learn how to apply respect, empathy, and boundaries in digital communication.

Lesson Aim	**Lesson Aim**
What is the central focus of this lesson?	The lesson will aim to help students understand the characteristics of healthy and unhealthy online relationships and to encourage them to communicate respectfully, empathetically, and responsibly in digital environments.
Learning objectives and outcomes	
What are the goals to be achieved by your lesson?	**Learning objectives (teacher focus)**
● **Learning objectives (teacher focus):** What do you intend the pupils to learn or practise?	By the end of the lesson, the teacher will:
	• Guide students to recognise the difference between healthy and unhealthy online behaviours.
	• Facilitate reflection on respect, empathy, and digital boundaries.
● **Learning outcomes (learner focus):** What will pupils be able to *do* as a result of the lesson? *Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the values and attitudes they would explore. Ensure your learning outcomes show a progression of learning.* (e.g., *identify, describe, analyse, evaluate*).	• Support students in practising positive communication and conflict resolution skills.
	• Encourage the application of learned values in real online contexts.
	Learning outcomes
	By the end of the lesson, students will be able to:
	• Identify the main features of healthy and unhealthy online relationships.
	• Describe how empathy, trust, and respect contribute to positive online connections.
	• Analyse real or simulated online situations and evaluate behaviours shown.

	• Demonstrate appropriate and respectful ways to respond to digital conflicts or pressure. • Reflect on their own online behaviour and plan how to improve their digital interactions.
Resources/Equipment *What type of resources or equipment are required to carry out your lesson plan?*	• Computer and projector with internet access • Whiteboard and markers • Students' smartphones or tablets (for Mentimeter or Kahoot poll) • Printed scenario cards for group work and role-play activities • "Digital Relationship Checklist" reflection worksheet • Sticky notes and pens • Speakers (for short video or audio examples, if available)
Specific online safety resources used *For ease of reference, use this space to include names and URLs of any educational materials you plan to use in your lessons.*	• Better Internet for Kids Portal: https://www.betterinternetforkids.eu – General guidance and resources on building healthy digital relationships. • Childnet – Digital Friendships Toolkit: https://www.childnet.com/resources/digital-friendships-toolkit – Activities and discussion prompts for respectful online communication.

	- Common Sense Education – "How to Be a Good Digital Friend" Lesson: https://www.commonsense.org/education – Classroom activities promoting empathy and responsibility online. - BIK MOOC Resources: "Comfort, Stretch, Panic", "Is it Legal? Is it Right?", and "Explain it to an Alien" – adapted from the BIK Online Safety course to encourage critical thinking and reflection.
Group Agreement/Ground Rules *Please share the version of ground rules you intend to use to keep your learning environment as safe as possible.*	- **Respect others' opinions and experiences** – everyone has the right to speak and be heard. - **Keep examples anonymous** – do not use real names or share private information. - **Listen actively** – allow others to finish speaking before responding. - **Be kind and constructive** – avoid judging or mocking others' ideas. - **Confidentiality matters** – what is shared in class stays in class. - **Ask for help** – if something feels uncomfortable or confusing, speak privately with the teacher.

Title/name of lesson: Healthy Connections Online

Establishing baseline:	Details and description	Time
	At the beginning of the lesson, pupils will take part in a short brainstorming and live poll activity to identify what they already know about healthy online relationships. The teacher will display a Mentimeter or Kahoot question on the screen: *"What makes an online relationship healthy?"* Pupils will anonymously submit one or two words (e.g. trust**, respect, honesty, kindness).** The teacher will project the resulting word cloud and lead a brief discussion, highlighting the most common ideas and asking questions such as: • "Why is this word important for online friendships?" • "Do the same values apply online and offline?" • "Can a healthy relationship exist without respect or trust?"	Approximately **15 minutes**, to be carried out at the start of the lesson.

Pupils will first think individually, then discuss in pairs, and finally share with the class.

This activity will allow the teacher to gauge pupils' prior understanding and attitudes, and adapt subsequent activities where necessary.

Materials**:** projector, internet connection, pupils' smartphones, Mentimeter or Kahoot platform.

Method	Details and description	Time
Group discussion, collaborative analysis, and role-play.	**1) Mini-presentation – "Healthy vs Unhealthy Online Behaviour" (10 minutes)** **Teacher will:** • Display 6–8 short anonymised screenshots/text snippets (prepared in advance) showing mixed examples: active listening, mutual consent, jokes that go too far, pressure for personal info, supportive check-ins, sharing without permission. • Briefly model how to read a digital interaction: tone, intent, impact, evidence (what we can/can't infer). • Pose two guiding questions on the board: *"What makes this respectful?"* and *"What might be harmful here?"* **Pupils will:**	75 minutes total

- Use **red/amber/green** cards (or phone emojis) to vote whether each example is healthy, mixed, or unhealthy.
- In a quick **Think–Pair–Share**, justify their colour choice with one reason linked to **respect**, **consent**, **empathy**, or **boundaries**.

Materials: slides with examples; R/A/G cards or phones.
Differentiation & inclusion: read the examples aloud; key terms shown in a corner of each slide; allow pupils to point to a colour if they prefer not to speak.
Mini-assessment: teacher notes common misconceptions to revisit later.

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2) Group Challenge – "Comfort, Stretch, Panic" (20 minutes)

Set-up (2 minutes):

- Class forms **groups of 4–5**. Each group receives a **deck of 12 scenario cards** plus a **sorting mat** with three zones: *Comfort*, *Stretch*, *Panic*.

Teacher will:

- Briefly remind criteria:
  - **Comfort** = safe/healthy, normal boundaries respected.
  - **Stretch** = uncertain/awkward; needs checking in, clarifying boundaries.
  - **Panic** = clearly unsafe/unhealthy; stop, save evidence, seek support.
- Circulate, ask probing questions ("What evidence puts this in Stretch not Panic?"), and capture one strong rationale per group on a sticky note.

Pupils will:

- **Sort** scenarios onto the mat and write a **one-sentence rationale** per card.
- Select **two cards** and propose a **safe response** (boundary statement or help-seeking action).
- Place a **blue star** sticker on any cards they are unsure about (for later class discussion).

Sample scenarios (mix of easy–challenging):

1. A friend checks in after you posted you were stressed.
2. Classmate adds you to a private meme chat; jokes target one pupil.
3. Partner insists on your phone password "to prove trust".
4. Teammate reposts your photo from Stories without asking.
5. Stranger in a game DMs for your real name and school.
6. Friend ignores your "please stop" during a banter thread.
7. You are excluded from the group chat after a disagreement.
8. Someone shares exam answers in a group DM.
9. You receive a spam link from a hacked account.
10. Older teen keeps commenting on your appearance.
11. You ask before tagging a friend; they decline; you accept.
12. Peer posts an apology after a misunderstanding.

Materials: printed scenario cards; sorting mat; stickers; pens.
Differentiation & inclusion: assign roles (Reader, Scribe, Timekeeper, Reporter) to support varied strengths; provide **plain-language** scenario versions if needed.
Mini-assessment: teacher listens for correct use of concepts (**consent, empathy, boundaries**) and notes any scenarios commonly mis-sorted.

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3) Ethical Reflection – "Is it Legal? Is it Right?" (10 minutes)

Teacher will:

- Present 4 brief statements (one per slide):

    . *"Forwarding a classmate's selfie to one friend."*

    . *"Reading a partner's messages without permission."*

    . *"Sharing a copyrighted meme edit with your class group."*

    . *"Publicly posting a private argument."*

- Ask pupils to move to one of four corners labelled **Legal**, **Right**, **Both**, **Neither**.

- Invite 1–2 voices per corner to justify choices; highlight **law vs ethics** and **school policy** vs **platform rules**.

Pupils will:

- **Physically choose** a corner, then give a **10-second defence** of their stance.

- Note one **"If in doubt…"** rule they will use (e.g. *ask before you share*, *default to private*, *check age/consent*).

Materials: four corner signs; slides.
Differentiation: allow pupils to place a sticky on a corner if they prefer not to move; pair support for EAL/less confident speakers.
Mini-assessment: teacher records misconceptions to address in the role-play.

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4) Role-play – "Online Dilemmas" (25 minutes)

Structure (clearly timed):

- **2 minutes** – Teacher models a **"wrong" → "better"** response using a short script (e.g. receiving pressure for a password).

- **10 minutes** – Groups choose **one scenario** (or are assigned one) and prepare **two mini-scenes**:

  - **Scene A (what not to do)** – shows escalation, disrespect, or unsafe sharing.

  - **Scene B (what to do instead)** – shows a **boundary script**, empathy, or help-seeking.

- **10 minutes** – Performances (about 60–90 seconds per group).

- **3 minutes** – Debrief: audience uses an **Observer Checklist** to give one *Glow* (worked well) and one *Grow* (improve).

Teacher will:

- Provide **Boundary Script Cards** pupils can adapt, e.g.:

- o *"I'm not comfortable sharing that."*

- o *"Please delete that post and don't share it again."*

- o *"Let's take a break and talk when we're calmer."*

- o *"This feels unsafe; I'm going to block and tell a trusted adult."*

- Ensure **psychological safety** (no real names; stop any reenactment that feels personal).

- Timekeep and ensure every group performs or shares their plan.

Pupils will:

- Draft two contrasting mini-scenes, allocate roles (Speaker, Upstander, By-stander, Boundary-Setter), and rehearse.

- Use the **Observer Checklist** (tick boxes for *clear boundary*, *respectful tone*, *help-seeking*, *evidence saved*, *platform tools used*).

- Offer concise, kind feedback.

Materials: scenario slips; boundary script cards; observer checklists; timers.
Differentiation & inclusion: offer non-acting roles (director, narrator, chat-moderator) for pupils who prefer not to perform; allow reading from cue cards.
Mini-assessment: collect 2–3 observer checklists to verify understanding of positive responses.

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5) Reflection – "My Online Values" (10 minutes)
Teacher will:

- Distribute a Digital Relationship Checklist with two parts:

  - Part A (tick): *I ask before sharing or tagging; I respect a "no"; I respond kindly; I take a break when heated; I save evidence if worried; I know whom to ask for help.*

  - Part B (write): *One behaviour I will change* and *One value I will strengthen*.

- Invite **voluntary** share-outs (1–2 pupils).

Pupils will:

- Complete the checklist; write a one-sentence personal pledge in future tense (e.g. *"I will ask before reposting any image."*).

- Hand in for formative review.

Materials: printed checklist; pens; optional QR to an online form.
Differentiation: offer sentence starters and icons; allow voice-note submission if needed.
Mini-assessment: teacher scans for accurate understanding and realistic pledges; follows up next tutor period.

Assessment for learning

- *How will you know that outcomes have been achieved?*
- *Which activities allow you to see evidence of learning?*
- *Define what "good" looks like (success criteria).*

How will you know that outcomes have been achieved?
The teacher will gather evidence of learning through direct observation of pupil engagement, reasoning, and communication during all interactive tasks. Understanding will also be assessed through group discussions, scenario analysis, and individual reflection sheets. Pupils' language and behaviour during role-plays will demonstrate whether they can identify, analyze, and apply the principles of healthy online relationships.

Which activities allow you to see evidence of learning?

- Mini presentation discussion reveals initial understanding and misconceptions about respectful online behavior.
- Comfort–Stretch–Panic group challenge shows pupils' ability to categorize behaviors and justify decisions with appropriate reasoning.
- "Is it Legal? Is it Right?" reflection: highlights pupils' grasp of ethical and legal boundaries in online contexts.
- Role-play and peer feedback: demonstrate application of empathy, boundary-setting, and conflict-resolution skills.
- Digital Relationship Checklist: provides individual written evidence of self-reflection and value formation.

Define what "good" looks like (success criteria):

- Pupils accurately differentiate between healthy, uncertain, and unhealthy online interactions.
- Pupils explain their reasoning using key concepts such as respect, consent, and empathy.
- Pupils demonstrate constructive and responsible ways to respond to online conflicts.

- Pupils reflect honestly on their own behavior and identify at least one personal improvement goal.
- Classroom dialogue remains respectful and inclusive throughout the lesson.

Who will assess?

- Teacher assessment: continuous observation of participation, reasoning, and application of concepts.
- Peer assessment: feedback provided after each role-play using the Observer Checklist ("Glow and Grow" method).
- Self-assessment: completed individually through the Digital Relationship Checklist and personal pledges at the end of the lesson.

Other comments *Add any additional notes, considerations, or adaptations.*

This lesson has been designed to be flexible and inclusive, allowing all pupils to participate actively regardless of confidence level or learning preference. Activities combine discussion, movement, creative expression, and written reflection to maintain engagement and support varied learning styles.

Adaptations have been considered for pupils with specific needs, such as providing printed materials in accessible fonts, using visual icons, and allowing verbal rather than written responses.

The lesson can easily be extended into a follow-up session entitled **"**Tackling Unhealthy Relationships Online"**,** which would focus on managing manipulation, harassment, and online pressure, and introduce reporting tools and support services.

If delivered later in the year, the class teacher may also integrate this topic with broader Digital Citizenship or Personal Development units, reinforcing empathy, responsibility, and online ethics across the curriculum.

You may wish to plan a sequence of lessons for a particular topic, although the MOOC assessment only requires one lesson plan to be assessed. Feel free to copy and paste this template for multiple lessons if you wish to do so.