

Grade 4

Lesson 3: Healthy Relationships, Consent, and Online Safety

Curriculum Expectations

A1.5 - Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.

D1.2 - Identify risks associated with the use of communications technology, including Internet use, texting, and gaming.

[Ontario Health and Physical Education Curriculum](#)

This lesson also connects to **A1.4 and **D1.3** by addressing interpersonal skills such as communication and respect, as well as strategies for maintaining **healthy relationships**. While **consent** is not explicitly mentioned in these expectations, it has been included as part of the lesson to help students understand the importance of asking for and respecting personal boundaries, which ties naturally into the topics covered in these expectations.*

How to Use

This lesson plan contains four activities to achieve the learner outcome above. You may choose to do some or all of the activities, based on the needs of your students and the time available.



Educators may choose to use these [Google Slides](#) to complement this lesson plan. The slides provide visual aids and key points to enhance the teaching experience. They can be used as a flexible resource to engage students and facilitate discussions. Detailed information and student activities remain available in the lesson plan, which can be referenced as needed.

Classroom Activities & Timing

- A. Ground Rules (5 minutes)
- B. Healthy Relationships Role-Play (40 minutes)
- C. Navigating Puberty and Online Safety (40 minutes)
- D. Using Trusted Sources for Puberty Information (10 minutes)
- E. Revisiting the K-W-L chart (10 minutes)

Required Materials

- Printed or digital Healthy Relationships Scenario Cards
- Printed or digital Online Safety Scenario Cards

Background Information for Educators

In health education, it is essential to help students develop healthy and respectful relationships, both in person and online. Interpersonal relationships have a significant impact on the well-being of young people, and it is important to teach them how to establish positive connections while respecting each other's personal boundaries. Consent is a key concept to ensure respectful interactions.

With the increasing prevalence of online interactions, it is also crucial to raise students' awareness of digital safety. They need to learn how to navigate the Internet responsibly, engage in appropriate behaviours, recognize inappropriate behaviours, and understand the risks associated with sharing personal information.

If needed, refer to [Lesson 1](#) for more information on:

- Considerations
- Creating a comfortable learning environment
- Redirecting the topic and maintaining focus
- Addressing disclosures of abuse or violence
- Inclusive language
- Cultural sensitivity
- Instructional methods

A. Ground Rules

Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.

B. Healthy Relationships Role-Play

This activity will allow the students to learn about the characteristics of healthy relationships by discussing respect, consent, and personal boundaries, and practicing them through role-play scenarios.

1. To introduce the concept of consent, you may start with the video [Consent for Kids](#). You are encouraged to preview the video beforehand to ensure it is compatible with your classroom setting. Afterward, engage students in a discussion about what they learned, connecting these ideas to respect in friendships and relationships.
2. Facilitate a brief discussion about what makes a relationship healthy. Ask students:
 - What does respect look like in a friendship?
 - How do we show respect to others?
 - What does consent mean?
 - How do we know if someone is comfortable with something?
3. Write key terms like “Respect”, “Consent”, and “Personal Boundaries” on the board. Define them simply:
 - **Respect:** Treating others kindly and fairly.
 - **Consent:** Asking for and getting permission before doing something that involves another person. The absence of a verbal “no” does not imply consent; clear, affirmative agreement is necessary for any interaction.
 - **Personal boundaries:** Limits people set about how they want to be treated.
4. Divide students into small groups and give each group a Healthy Relationship Scenario Card.

The absence of “no” does not automatically mean “yes.”

5. Students act out their scenario in front of the class, demonstrating how they would respond in a respectful way that respects consent and personal boundaries.
6. After each role-play, lead a class discussion asking:
 - What went well in the role-play?
 - How was respect shown?
 - How did they handle asking for consent or respecting boundaries?

C. Navigating Online Safety During Puberty

This activity will allow students to explore the importance of online safety as they begin to experience the physical and emotional changes of puberty. They will discuss how these changes may influence their online behaviours and learn strategies to protect their privacy and well-being in the digital world.

As students navigate these physical and emotional transitions, they often seek information and connection online, making safe digital habits essential. Teaching online safety alongside puberty education provides a comprehensive approach to personal health, addressing key topics such as privacy, boundaries, and respectful communication both offline and online. By integrating online safety into the discussion, we ensure that students receive clear and consistent guidance, complementing what educators may also cover.

1. Divide the class into small groups. Each group will receive a scenario that involves an online situation related to puberty and growing up. (Some groups will have the same scenario, allowing them to compare different approaches and perspectives in their discussions).

** Alternatively, if you think your students might find this activity challenging, you could run through the scenarios as a class.*

2. Groups will discuss the potential risks of sharing personal information online and the importance of protecting their privacy, especially when seeking information about puberty.
3. After five minutes, groups share their discussions with the class, offering safer alternatives and highlighting key safety tips. You can use the educator prompts following the scenario cards to guide the discussion.

Remember to guide students through the scenarios, offering clarification or guidance as needed. Encourage respectful sharing of thoughts and let students know it's okay to ask for help if they're unsure about something.

4. After the group discussion, conduct a quick true/false quiz that links online safety to puberty-related scenarios, using the provided statements. Each student can respond to the true/false statements using one of the following methods, or another method of choice:
 - Students can raise their hand for True and keep it down for False.
 - Students stand up for True and stay seated for False.
 - Designate one side of the room as True and the other as False. Students will move to the corresponding side based on their answer.
5. Use this time to discuss the correct answers and explain why it's important to protect personal information when seeking puberty-related advice online.
6. You can emphasize that we are all part of a large community sharing space online, where it's essential to show the same respect to others as we do in person. Encourage students to report any inappropriate behaviour to trusted adults, ensuring a healthy and safe environment for everyone.
7. Wrap up with a discussion about trusted adults and how students can reach out to them when they encounter uncomfortable situations.

D. Using Trusted Sources for Puberty Information

This section focuses on where students can find trustworthy information about puberty and health. It's important to help them understand where to look for reliable answers.

- Trusted adults, such as parents, caregivers, or older siblings, can be valuable sources of support. These adults can offer guidance and provide answers to questions related to puberty or changes in the body.
- Teachers are another helpful resource, particularly for questions related to what students are learning in school. They can explain concepts in a way that is understandable and provide clarification on topics related to puberty.
- Websites can be useful for finding information, but it's important to choose those that are reliable. Reputable sources include well-known health organizations or government websites. These sites typically provide accurate and trustworthy information.
- Library books are another great option. Both school and local libraries have books that cover topics on puberty and growing up, offering reliable information for students to explore.

- If students feel uncertain or need expert advice, health professionals, such as doctors or nurses, or community health centres are great sources for health-related questions. These professionals have the knowledge to answer concerns students may have.

Important Tips:

- It is important to visit only reliable websites, such as those from recognized health organizations or government sources.
- Websites that focus on selling products should be avoided, as they may not provide accurate information.
- Social media and random blogs should not be relied upon for health advice, as information found there may not be trustworthy. Always check the source.
- Friends may not always have the correct information about health topics, so it's better to seek guidance from a trusted adult.

E. Revisiting the K-W-L Chart

In [Lesson 1](#), we began exploring puberty by discussing what we already knew and what we wanted to learn. Now that we've worked through these lessons, it's time to fill out the L section: What we've learned.

1. Ask students to look back at what they initially knew and wanted to know about puberty. Then, prompt them to reflect on what they've learned throughout the lessons.
2. Encourage students to write down any important concepts, surprising insights, or helpful strategies they've gained. These might include physical, emotional and social changes, and healthy ways to manage change.
3. If comfortable, students can share something from their "L" section with the class. This can spark conversations and help students recognize the diversity of experiences and questions surrounding puberty.

Completing the K-W-L chart reinforces students' learning, helping them see how much they've learned and connecting their new knowledge to questions they had at the start. It also encourages them to keep an open mind as they continue learning about themselves.

Healthy Relationships Scenario Cards

1

You and your friend are playing a game, and your friend says they don't want to play anymore.
What do you do?

2

At recess, you want to borrow your classmate's ball, but they say no.
What do you say?

3

Your friend keeps sitting too close to you, and it makes you uncomfortable.
How do you tell them?

4

You are working on a group project, and someone is making all the decisions without asking what you think.
What should happen?

5

You are playing a game with a group of friends, and one person is left out.
How can you include them?

6

Your friend wants to share something personal with you, but you don't feel comfortable talking about it.
How do you tell them without hurting their feelings?

7

You want to give your friend a hug, but you're not sure if they're okay with it.
What should you do?

Online Safety Scenario Cards

<p>1</p>	<p>Emma has just started noticing changes in her body. She feels a bit shy about it and wants to talk to someone. She sees an online chat group where people are sharing their experiences and thinks it might be a good place to ask questions about puberty.</p> <p>Is this a safe place to ask personal questions? What should Emma do to stay safe online while learning about her body?</p>
<p>2</p>	<p>Amir gets a friend request on social media from someone he doesn't know. The person starts asking him personal questions, including what type of after-school activities he's involved in.</p> <p>How should Amir respond to this situation? What should he do if a stranger online asks him personal questions?</p>
<p>3</p>	<p>Lucas is in a group chat with his friends. One of them dares the group to share an embarrassing picture of themselves. Some friends start sharing pictures of themselves, and they ask Lucas to join in.</p> <p>What should Lucas do? Why is it important to think about the consequences of sharing pictures online?</p>

Online Safety Scenarios - Educator Prompts

Each scenario includes prompts and guiding points to encourage discussion on personal boundaries, online privacy, and making safe choices in digital spaces.

Scenario 1

Emma has just started noticing changes in her body. She feels a bit shy about it and wants to talk to someone. She sees an online chat group where people are sharing their experiences and thinks it might be a good place to ask questions about puberty.

Is this a safe place to ask personal questions? What should Emma do to stay safe online while learning about her body?

Prompt 1: Why might Emma feel like asking questions about puberty online instead of talking to someone she knows?

- Feeling shy
- Thinking it's anonymous
- Wanting quick answers

Prompt 2: What are some risks Emma might face by asking personal questions in an online forum?

- Sharing private information with strangers
- Not knowing who is really on the other side
- Getting wrong or harmful advice

Prompt 3: If Emma wants to learn more about her body and puberty, what are safer ways she could get information?

- Talking to a trusted adult (parent, teacher, nurse)
- Using school-approved resources
- Visiting trusted websites

Scenario 2

Amir gets a friend request on social media from someone he doesn't know. The person starts asking him personal questions, including what type of after-school activities he's involved in.

How should Amir respond to this situation? What should he do if a stranger online asks him personal questions?

Prompt 1: Why do you think Amir might feel uncomfortable with someone he doesn't know asking him personal questions online?

- It's not safe to share personal information with strangers
- He may feel pressured or unsure how to handle it

Prompt 2: What are some good ways for Amir to respond to the stranger's request?

- Ignore or block the person
- Never answer personal questions from strangers
- Tell a trusted adult about the situation

Prompt 3: How can Amir make sure he stays safe when using social media or online games?

- Only accept friend requests from people he knows in person
- Keep personal information private
- Avoid sharing his location, or any photos that might include a location in the background
- Talk to an adult if something feels off

Scenario 3

Lucas is in a group chat with his friends. One of them dares the group to share an embarrassing picture of themselves. Some friends start sharing pictures of themselves, and they ask Lucas to join in.

What should Lucas do? Why is it important to think about the consequences of sharing pictures online?

Prompt 1: Why might Lucas feel pressured to share an embarrassing picture just because his friends are doing it?

- Wanting to fit in
- Not wanting to feel left out
- Peer pressure

Prompt 2: What could happen if Lucas shares an embarrassing picture? How might it affect him later?

- The picture could be shared with others
- Might make him feel embarrassed
- Could lead to bullying

Prompt 3: What can Lucas do instead of participating in the dare, and how can he say 'no' in a way that feels confident?

- He could explain why it's not safe or fair
- Suggest other fun activities for the group
- Talk to an adult if he feels uncomfortable

Online Safety - True or False Statements

1. It's safe to share personal feelings about puberty in online chatrooms if everyone is talking about the same topic.	False
2. If someone online asks for details about your body or personal life, you should talk to a trusted adult before responding.	True
3. Websites that ask for your private information in exchange for advice about puberty should be avoided.	True
4. It's safe to accept friend requests from people you don't know in person if they seem nice.	False
5. You should never share your password with anyone, even your best friend.	True
6. If you see something online that makes you uncomfortable, it's okay to talk to a trusted adult about it.	True
7. Posting personal photos online is safe as long as your account is private.	False
8. It's safe to share your location when posting about where you are if you're with friends.	False
9. Talking to people online about your feelings during puberty can be helpful and is always safe.	False
10. Before posting something online, it's a good idea to think about how it might affect you later.	True
11. If a website looks unsafe or untrustworthy, it's better to avoid entering any personal information on it.	True