

# SAFETY:

## Dating & Cyber Safety



**LESSON PLAN  
GRADES 6-8**

# Dating & Cyber Safety

## LEARNING OBJECTIVES:

1. Students will be able to differentiate between healthy and unhealthy relationships.
2. Students will be able to describe risky cyber behavior and ways to keep themselves safe online.

## MATERIALS:

- ☐ Safety: Dating & Cyber Safety PowerPoint
- ☐ Would You Rather, Left or Right Statements
- ☐ Unhealthy Relationships Table and Example Sorting Cards
- ☐ Change It Up Scenarios and Worksheets
- ☐ Reflection Page
- ☐ Writing utensils

## WARM-UP:

- ☐ Would You Rather, Left or Right
  - ☐ Have students stand in the front of the class.
  - ☐ Read the list of “Would You Rather Left or Right” statements, one at a time. Students will either go to the left or right side of the room, depending on their answer.
  - ☐ Pause after each statement to allow students to notice which side other students are on. Allow students to volunteer their reasoning for why they chose the side they did, if they’d like.
  - ☐ When all statements have been read, have students return to seats. Ask:
    - ☐ How did it feel when someone had a different interest or opinion than you?
    - ☐ Were any of the responses opposite yours, raise any concerns or worries for you?
    - ☐ Why is it important to get to know someone?

## ACTIVITY:

- ☐ Using the PowerPoint presentation, facilitate the lesson: Dating and Cyber Safety.
- ☐ Use the Unhealthy Relationship Table Charts and Sorting Cards to facilitate the Unhealthy and Toxic Relationships activity.
  - ☐ Divide class into groups. Provide each group with one Table Chart.
  - ☐ Each group will receive two example sorting cards at a time.
  - ☐ Students will discuss in their group which category the example fits into. Then, they will write it on the table chart, in the appropriate category.
  - ☐ Students will raise their hands and exchange their cards for two more. Repeat process until students have rotated through all cards.

# Dating & Cyber Safety

## ACTIVITY CONTINUED:

- ☐ Unhealthy and Toxic Relationship Activity Continued
  - ☐ Moving clockwise around the room, one group at a time, ask the students to share the examples they have listed. Groups should select a category and read out all the examples they have listed.
  - ☐ Provide an opportunity for students to discuss if they have listed examples differently.
- ☐ After Unhealthy and Toxic Relationship activity, continue PowerPoint.
- ☐ Facilitate Change It Up Scenarios.
  - ☐ Divide class into equal groups, ensure they are different than the prior groups.
  - ☐ Provide a Change it Up worksheet and one scenario.
  - ☐ Students will read the scenario and complete the worksheet.
- ☐ After Change it Up Scenarios, continue PowerPoint.
- ☐ Provide reflection sheet to students. After a given time, review as a class

## DISCUSSION:

- ☐ Use Discussion Questions embedded in the PowerPoint.

## EVALUATION:

### STUDENT:

- ☐ Were the students able to how to differentiate between healthy and unhealthy relationships?

### LEADER:

- ☐ Did the students meet the learning objectives?

# Dating & Cyber Safety

## **ASCA MINDSETS AND BEHAVIOR**

### **MINDSET STANDARDS**

**School counselors encourage the following mindsets for all students.**

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

### **BEHAVIOR STANDARDS**

**School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:**

B-SMS 9. Personal safety skills.

B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary.

# Would You Rather, Left or Right Statements

*The first option is the 'left' side of the classroom and the second option, students will go to the 'right' side of the classroom.*

- ☐ Would you rather spend a day without your phone or a day with no people at all?
- ☐ Would you rather date someone who rarely expresses emotions or who has big, loud emotions?
- ☐ Would you rather have a famous family member or be the famous family member?
- ☐ Would you rather get a high score on the SAT or be the best athlete in school?
- ☐ Would you rather be happy and content, but not earn a lot of money or never be completely happy but have a lot of money?
- ☐ Would you rather date someone who is really loud or really quiet?
- ☐ Would you rather be turned down by someone you do like or asked out by someone you don't like?
- ☐ Would you rather stay in your hometown or move far away?
- ☐ Would you rather have a great date with someone who you disagree with everything with or an okay date with someone you agree with about everything?

# UNHEALTHY AND TOXIC RELATIONSHIP CHART

Read the example, then write it into the category it fits best.

<b>PHYSICAL</b>	
<b>EMOTIONAL</b>	
<b>FINANCIAL</b>	
<b>SEXUAL</b>	
<b>CYBER</b>	

**UNHEALTHY AND TOXIC  
RELATIONSHIP EXAMPLES**



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RELATIONSHIP EXAMPLES**



**UNHEALTHY AND TOXIC  
RELATIONSHIP EXAMPLES**



Makes fun of your  
interests or  
opinions.

Doesn't share  
information or lies  
about things.

Tells you that your  
feelings are not  
important.

Gets upset when you  
are busy or cannot  
spend time with  
them immediately.

Using the location  
on your phone to  
check up on you.

Shares private  
photos or texts  
online.

Requires you to  
share your social  
media passwords.

Grabs your arm or  
pushes you when  
they are upset.



**UNHEALTHY AND TOXIC  
RELATIONSHIP EXAMPLES**



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**UNHEALTHY AND TOXIC  
RELATIONSHIP EXAMPLES**



Raises their hands  
or fists when they  
are angry, as if to  
hit you.

Locks you out of  
the car or home.

Pressures you into  
sexual activity  
without your  
consent.

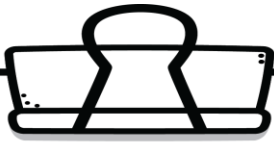
Tells you that if  
you don't hook up  
with them, they will  
break up with you.

Rumors and gossip  
being shared about  
sexual activity.

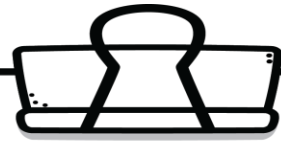
Borrows money but  
refuses to pay it  
back.

Doesn't offer to  
share the cost of  
anything, which means  
you pay for  
everything.

Makes you give  
them money for  
their own needs or  
wants.



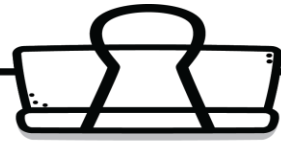
**CHANGE  
IT UP**  
Scenarios



**CHANGE  
IT UP**  
Scenarios



**CHANGE  
IT UP**  
Scenarios



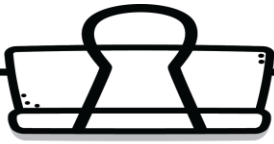
**CHANGE  
IT UP**  
Scenarios

Sloane is snapping a guy during homeroom. Kate sees the messages; the guy is asking Sloane to meet up after school. Sloane has never met the guy in real life before, so Kate tells her it is not a good idea. Sloane shares that the guy really likes her—he's been calling her 'hot', telling her that she is the only one that makes him smile and he loves her.

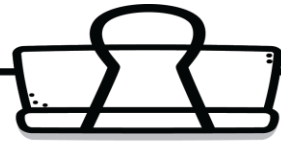
Anne begins to notice Thom follow her around school. He is waiting outside classes for her and asking a lot of personal questions. Anne is uncomfortable with the questions. She tells him to stop, but Thom tells her that they are soulmates, destined to be together. Thom begins to try and take her books to carry them for her and gets upset when Anne asks him to leave her alone.

Moe tells Jada that he really likes her and wants to go to homecoming together. Jada has already told another guy she was going to homecoming with him and tells Moe this. Moe tells his friends that Jada is a 'hoe' and is going with this older guy that she has hooked up with. Moe says that Jada told him she was only going with this guy, so that she could hook up with the guy's friend too.

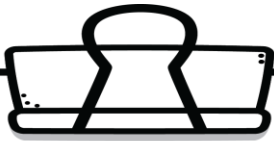
Avery and Camila are together all the time, Camila really likes Avery and wants to date her. Gianna invites Camila to a sleepover, but not Avery. When Camila tells Avery she is going, Avery gets upset. She tells Camila that Gianna is not really her friend and talks badly about Avery behind her back. Avery tells Camila that if she goes, Avery will not be her friend anymore. But if she doesn't, Avery will go out with Camila.



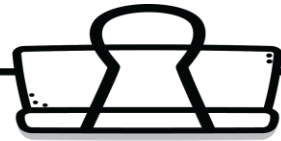
**CHANGE  
IT UP**  
Scenarios



**CHANGE  
IT UP**  
Scenarios



**CHANGE  
IT UP**  
Scenarios



**CHANGE  
IT UP**  
Scenarios

Jerrod and Ben are friends and soccer teammates. When they hang out or do team activities, Jerrod asks Ben if he can borrow money. Jerrod tells Ben his parents can't afford extra spending, but Jerrod wants to feel a part of the team. Ben wants to help but is having a hard time explaining to his parents why he needs much extra allowance. Jerrod tells Ben that he will pay him back, but he never has. Jerrod also comes to school with new shoes, frequently, so Ben doesn't think his parents are that poor.

Julianne posts a Tik Tok to her public page. A girl in her school comments, 'ur so ugly, why do you get up in the morning.' The girl then goes to Julianne's page and comments on a lot of her videos, calling Julianne a 'pick me', a 'hoe' and 'ugly.' Julianne tries to defend herself, but the girl continues, calling Julianne dramatic and 'just take a joke b'.

Jason and Ellie have been dating for 3 months. Jason tells Ellie that he loves her, and he wants to marry her when they are older. Ellie and Jason have kissed, and Ellie doesn't want to go further. Jason pressures Ellie into hooking up more, telling Ellie that if she really loved him, she would do anything he wanted. Ellie is uncomfortable but does it anyway, she doesn't want to lose Jason.

Liam and Oliver get into arguments about their relationship and if they should be open about it. When Liam is upset, he will stand really close to Oliver and push him backwards, so Oliver stumbles. Liam calls him a 'wuss' and says he can't even stand up for himself or their relationship. Oliver has asked Liam not to shove him, but Liam tells him he 'just can't handle it like a man.'

# CHANGE IT UP WORKSHEET

Circle the type of unhealthy relationship

FINANCIAL

CYBER

SEXUAL

PHYSICAL

EMOTIONAL

Why is this relationship or interaction unhealthy?

How can the situation be changed so that it is respectful and healthy?

Name: \_\_\_\_\_

## DATING & CYBER SAFETY

DESCRIBE WHAT A HEALTHY RELATIONSHIP LOOKS LIKE, FOR YOU.



Two things I  
should I  
keep private  
online are:

1

2

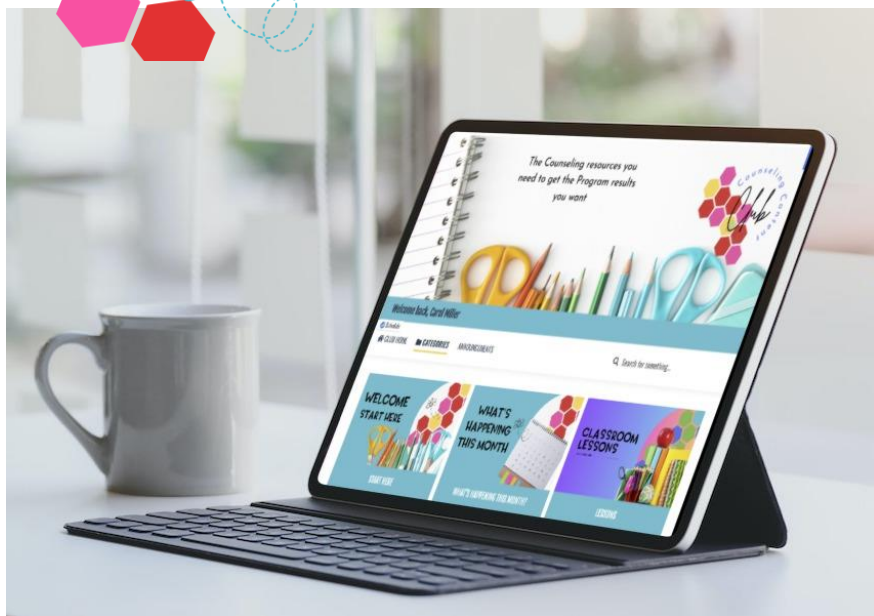
RED FLAGS LOOK A LITTLE DIFFERENT FOR EVERYONE. WHAT IS A RED FLAG TO YOU?

WHAT SHOULD YOU DO IF YOU KNOW SOMEONE HAS CROSSED THE LINE OR YOU NOTICE AN UNHEALTHY RELATIONSHIP?





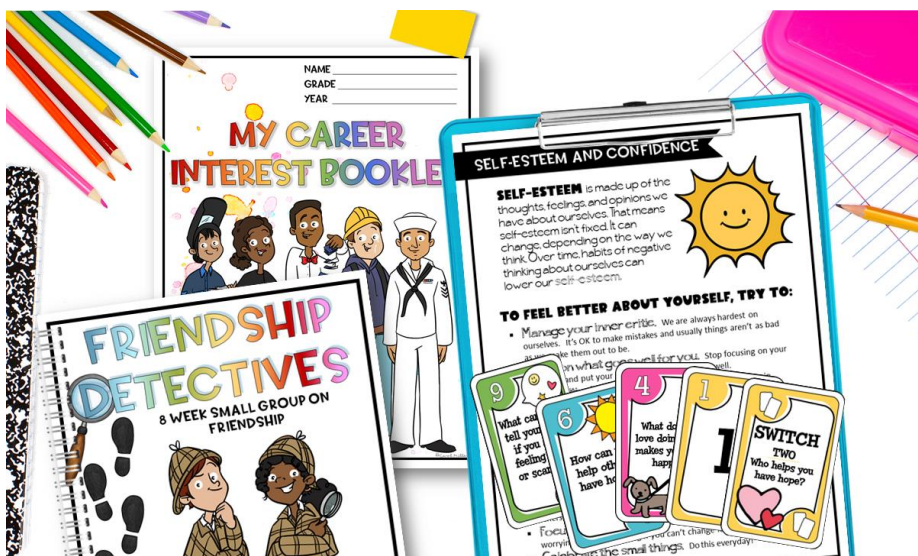
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*Quite Simply, It's*  
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## *Plus*

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## **HOPE TO SEE YOU INSIDE THE CLUB!**

# HOW TO JOIN?

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### MONTHLY OPTION:

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- A year long curriculum map so your Scope and Sequence is planned out for you!
- Access to all our lessons, groups, and individual curriculum with new materials added all the time!
- Growing resource library of ready-to-use tiered interventions, templates, forms, room décor and more
- Monthly networking session - our monthly buzz
- Private Facebook community
- Trainings and PD that tailor to your needs

### ANNUAL OPTION:

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- A year long curriculum map so your Scope and Sequence is planned out for you!
- Access to all our lessons, groups, and individual curriculum with new materials added all the time!
- Growing resource library of ready-to-use tiered interventions, templates, forms, room décor and more
- Monthly networking session - our monthly buzz
- Private Facebook community
- Trainings and PD that tailor to your needs
- **PLUS:** Two months free every year

*Plus:*

You can earn Graduate Credit Through The University of the Pacific by being a member. . .just attend our PD trainings!

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# Carol Miller

## COUNSELING ESSENTIALS

### Hi, I'm Carol!

I am a school counselor in NY. I have over 25 years experience as a counselor in all 3 levels, middle school, high school and currently, elementary. I was awarded the NY School Counselor of the Year Award in 2014 and was the NY Representative for the American School Counselor of the Year Award at the White House in January of 2016. School Counseling is my passion.

I am a strong proponent for school counseling programs, and I am always looking for ways to help my fellow colleagues, to share my knowledge and learn from them. I co-sponsor the School Counselor | Community Scholarship and find great joy in helping counselors attend top notch professional development by sending them to the ASCA conference each year. In addition, I have held various board positions with the New York State School Counselor Association.

My lessons are designed using the ASCA National Model and lesson plans align with the corresponding Mindsets and Behaviors. My goal is to help students find personal, academic, career, and social/emotional success and help school counselors move their program from striving to thriving.

### Making the Good Better.

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