

# Healthy relationships

## Lesson 2

### Managing Online Conflict



Before the lesson, ensure your learners understand:

- How people are treated in a healthy and unhealthy relationship
- What online bullying is
- What conflict online means (pressure, online bullying and disagreements)

#### Key vocabulary:

Online bullying, anxious, bystander, conflict, disagreement, block, report, retaliate

#### Resources:

- Healthy Relationships presentation
- Printed copies of Appendix 1 and 2 (optional)
- Printed copies of Appendix 3
- Pens

#### Lesson Outline:

In this lesson, learners will explore a range of choices they can make when faced with online conflict which can have positive or negative outcomes. Learners will reflect on the importance of making choices when calm.

#### Lesson Objective:

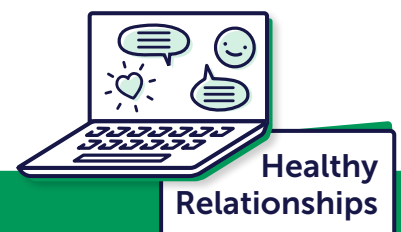
To understand the choices we have when things go wrong in a relationship online.

#### Learning Outcomes:

Learners will know...

- how to recognise negative feelings caused by online conflict and how to manage them
- that we have choices online
- how to make good choices and to respond appropriately when things go wrong online

> Starter	Would you rather...?
> Film and Discussion	Healthy Relationships – Film 2
> Main Activity	Brindi's choice
> Plenary	Strategy steps
> Challenge	Keep calm



## Starter:

**Would you rather...?**  
(10 minutes)



Display **slide 19**. Explain to learners that whenever anything happens online, they always have a choice about how they respond. Explain to learners that they are going to be given a number of online choices.

Run through the slides for each 'Would you rather...?' choice. For each one, give learners a chance to discuss and vote on which option they would choose, explaining that they can only pick one. After each vote, click to reveal an explanation of the most appropriate choice. You may wish to develop these explanations further.

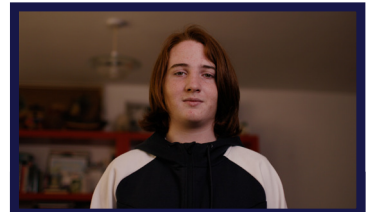
## Film and Discussion:

**Healthy Relationships – Film 2**  
(20 minutes)

(A script for this film can be found at the end of this lesson plan in **Appendix 1**)

1. Play Film 2 up until the pause point.
2. Work through the part one discussion questions below.
3. Play the outcome of Film 2.
4. Work through the part two discussion questions below.

## Meet the Character



**Dion** is 14 and loves online games. He's quiet and sensitive.



### Discussion (part one):

1. What parts of the online gaming group does Dion enjoy?
2. What does Dion not enjoy about the gaming group?
3. Why was Leo upset?
4. What choices did Dion have when other players started being mean to Leo?
5. What could Dion do now?



### Discussion (part two):

1. What would you want your friend to do if people were being unkind to you online?
2. Is it okay to not always agree with your friends?
3. How did Dion make the situation better?
4. How can we all be better friends online?

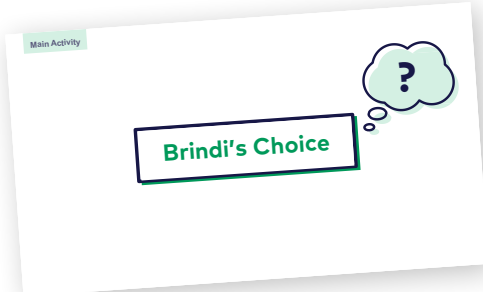


**Healthy Relationships**



## Main Activity:

**Brindi's choice**  
(20 minutes)

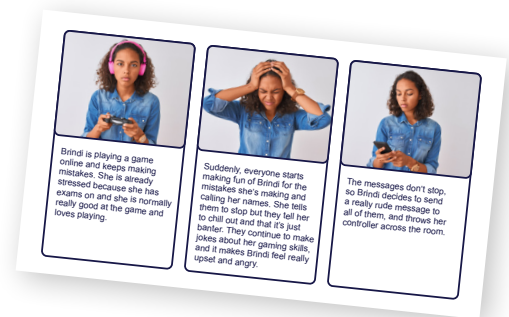


Display **slide 26**. Explain to learners that there are many ways we can choose to manage online conflict. Some choices can lead to positive outcomes, whereas other choices may lead to negative outcomes. Explain that they are now going to explore another example of online conflict and have a think about how it can be best managed.

Display **slide 27**. Read through the scenario together. Printable copies of 'Brindi's Choice' can be found in **Appendix 2**.

Ask learners about the choices Brindi made. Were they the right choices? Why / why not?

Why did Brindi make these choices? (E.g. because she was angry, tired, upset, stressed, etc.)



Display **slide 28**. Provide learners with a printed copy of the second version of 'Brindi's choice' (**Appendix 3**). Ask learners to complete the final two boxes to finish Brindi's story, this time with a more positive outcome. Once learners have written the new outcomes and illustrated the blank boxes, invite them to share their new positive ending.

Display **slide 29**. Explain to learners that it is best to make decisions when feeling calm. Ask learners to discuss with each other the best ways to remain calm if something has made them angry or upset and what techniques could be used.

If you have time, practise counting to ten and taking deep, slow breaths with your learners.

Display **slide 30**. Ask learners what better choices Brindi could have made that would have meant a more positive outcome. Take ideas from learners then click through the examples.

**Possible adaptations:** Change the coping strategies on **slide 28** to reflect any that do or don't work particularly well with your learners. You may have coping strategies that you talk about regularly within your setting.

Instead of writing and drawing an ending to Brindi's story, learners could say their story continuation aloud or act it out in groups.



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## Plenary:

### Strategy steps (5 minutes)

Display **slide 31**. Ask learners to stand at one side of the room. Explain that they need to reach the other side to combat some conflict.

Explain that to take a step they must answer the questions on the slide. You could ask each question to each young person or ask learners to work together to answer the questions so they can all move forward.

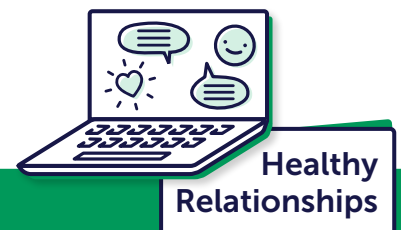


## Challenge:

Display **slide 32**. Challenge learners to practise a strategy for keeping calm at least once this week!

## Possible Extensions:

- Ask learners what they can do if they have created conflict online.
- Ask learners what it means to be an upstander or a bystander.



## Appendix 1: Healthy Relationships – Film Script 2



### Healthy Relationships Film 2 (Dion)



I love spending time online and one of my favourite things to do is gaming. Me and my friend Leo enjoy online gaming together and sometimes speak to people that we don't know in the chat. In fact, often Leo is the only person I actually know. Some of the games are so realistic, that you feel like you're the character in the game. Most of the time it's fun but sometimes people can get competitive or rude. One time this player beat my friend Leo and started saying rude things to Leo. I didn't know whether the things the person was saying were a joke or whether they were being serious. Leo told the person to shut up and then this argument started. The player started saying really bad things to Leo, started swearing and threatening him. Saying things like he was going to get him kicked off the game. I told the person to leave Leo alone and that, if he wasn't careful, we would get him kicked off the game instead. Then it got really bad, and the person started saying bad things to me too. I didn't like what was happening, so I left the game. Then Leo sent me a message asking me where I was and why I had left him on his own. I didn't know what to say.

### What happened next...

I decided to talk to my mum about what had happened. Mum told me that it's not okay for people to say or do bad things online just because you can't see them face-to-face. She also told me that although I was sticking up for my friend, sometimes it's better not to get involved in other people's arguments. She also suggested that I should talk to Leo and explain why I had left the game. Which I did. I told Leo what mum had said, that it's always best not to retaliate if someone gets angry or says bad things online. After Leo had cooled off, he understood why I left the game and everything's okay between us now.



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Brindi is playing a game online and keeps making mistakes. She is already stressed because she has exams on and she is normally really good at the game and loves playing.



Suddenly, everyone starts making fun of Brindi for the mistakes she's making and calling her names. She tells them to stop but they tell her to chill out and that it's just banter. They continue to make jokes about her gaming skills, and it makes Brindi feel really upset and angry.



The messages don't stop, so Brindi decides to send a really rude message to all of them, and throws her controller across the room.





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To calm herself down, Brindi...

Brindi then decides to...

