



# Good Relations




# 9

**Purpose:** To help participants understand and explore online conflict and practice strategies to overcome conflict situations.

**Participant learning objectives:**

1. Develop greater understanding of online conflict and why it arises
2. Be aware of strategies to deal with both face to face and online conflict
3. Practice strategies to deal with both face to face and online conflict

CONTENT	METHODS/ RESOURCES <i>Slides 72-81 can assist with this session.</i>	APPROX. TIME
<p><b>Online conflict – Why does it happen?</b></p>	<p><b>Resources:</b>  <a href="#">Flip chart</a>  <a href="#">Markers</a></p> <p>It's well known that people say and do things in cyberspace that they wouldn't ordinarily say or do in the face-to-face world. People tend to loosen up, feel less self-conscious, and express themselves more openly online. Discuss as a group what sorts of things people might say/ post online that they wouldn't do in a face-to-face context e.g., hurtful comments, tributes to loved ones, intimate details of themselves etc.</p> <p>Because people are more likely to feel less self-conscious and express themselves more freely, online conflict is more likely to occur. Slide 75 shows some negative consequences of expressing yourself freely online. Think about your own online habits, whether it be Messenger, WhatsApp, Facebook, Snap Chat, Tik Tok, etc., and situations where conflict has occurred.</p> <p>Ask participants to brainstorm why online conflict/ bullying/ trolling is so rife? Why are people more likely to behave this way online? If appropriate, write feedback on flipchart for group to see.</p> <p>Go through the five reasons listed on slide 76:  <b>Anonymity</b> – it feels like no-one knows who you are so you can say what you like  <b>Invisibility</b> – no-one can see your facial expression or body language  <b>Hit and run</b> – you can say things whenever you want, even in the middle of the night when you're tired and upset, without waiting to see the response</p>	<p>30 minutes</p> 

	<p>Can feel like it's <b>just in your head</b> – because you can't hear or see their voice. And we can say or do what we like in our thoughts</p> <p><b>Your own personality is heightened</b> – reactive sharks and withdrawing turtles can become even more so online</p> <p><b>Debrief:</b> What are your thoughts around online conflict and expressing yourself freely online? Have you ever posted something nasty online? Have you ever come across nasty comments online? What about in relation to Catholics and Protestants?</p>	
<p><b>Conflict Resolution Tools</b></p>	<p><b>Resources:</b>  <a href="#">Conversation between Alex and Ashley</a></p> <p>This activity will allow participants to practise some conflict resolution techniques. It can be done as creatively as desired!</p> <p>Split participants into smaller groups of 3-4. Ask participants to read the conversation between Alex and Ashley in their booklets. Give them 10 minutes to determine the position, interests and needs of both characters.</p> <p>Now ask each group to re-write the situation between Alex and Ashley, resulting in a better outcome than the example provided. Ask half of the group to showcase this through role-play, and half of the group to showcase this through revised text messages. For those using role-play, they will have to more mindful of tone of voice, body language etc., and for those using text message, encourage them to think of the use of emojis and their usefulness in conveying the correct message.</p> <p>Use the tools listed on slide 77 to give participants some tips on how to handle both online and face to face conflict effectively. Ask participants which of these tools they used when creating a better outcome between Alex and Ashley. Could they have used these tools more effectively? How about in personal situations of conflict in their lives?</p>	<p>30 minutes</p>
<p><b>Online Positivity</b></p>	<p>Illustrate to participants that the online world has a lot of potential to spread positivity – messages are instant and global! Show participants the campaigns on slide 78 which encourage positivity and the message of being kind to one another within society.</p> <p>Are these campaigns effective? Why/ why not?</p> <p>Are there any other campaigns that have inspired you?</p> <div data-bbox="1317 986 1765 1469" data-label="Image"> </div>	<p>10 minutes</p>

<p><b>Positive Affirmations</b></p>	<p><b>Resources:</b>  Paper  Coloured pens/ markers</p> <p>Inform participants that we should be more caring and kinder to one another and focus on the positives that we see in people. This will ultimately make us happier too!  This next exercise should leave participants feeling good about themselves and feeling good about others within the group.</p> <p>Provide everyone with a page and pens/ markers.</p> <p>Ask participants to do the following:</p> <ul style="list-style-type: none"> <li>• Draw around your hand</li> <li>• Write your name on your palm</li> <li>• Pass your handprint to the person on your left</li> <li>• As you receive each person’s handprint write one positive comment/ word about that person</li> <li>• When you get your handprint back – SMILE!!</li> <li>• These are all the positive things that make you – YOU!</li> </ul> <p><b>Debrief:</b> How do you feel when you read all the positive comments? What are the ways in which we could be more kind to others, both online and face to face?</p> <p>Ask participants to now think of and write a pledge for their week ahead.  This must include something they promise to be, something they promise to do, something they promise to say.  Inform participants that you will check-in on pledges at the beginning of the next session.  Encourage them to be creative!</p>	<p>50 minutes</p>
<p><b>Check-Out/ Evaluation</b></p>	<p><b>Resources:</b>  Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	<p>10 minutes</p>



# Conversation Between Alex and Ashley

