RELATIONSHIPS EDUCATION

MODULE D
Online Relationships

O35 - Applying the same principles to online relationships as face-to-face relationships

Year 3
Summer Term: Lesson 3

AMS UK

Lesson Overview

Lesson 3: Applying the same principles to online relationships as face-to-face relationships

Engage & Activate

Whole Class & Paired Activities

Communicating online

10 minutes

Explore & Explain

Group Activity

Online vs. face-to-face

20 minutes

Elaborate & Reflect

Whole Class & Paired Activities

'Code of Conduct' wall

20 minutes

Evaluate & Review

Whole Class & Paired Activities

Responding to negativity

10 minutes

Lesson Plan

Lesson 3: Applying the same principles to online relationships as face-to-face relationships

Aim

To apply the same principles to online relationships as face-to-face relationships

Lesson Objectives

In this lesson pupils will:

Recognise the benefits of using the internet to communicate

Know the difference between online and face-to-face relationships

Describe how to deal with negative behaviour online

Learning Outcomes

By the end of this lesson pupils will have:

Discussed the importance of having good manners when communicating both online and face-to-face

Differentiated between behaviour online and face-to-face behaviour

Outlined through a 'Code of Conduct', how to deal with others

Key Vocabulary

| anonymous | conduct | communicate | obscene |

Resources

| Resource sheets | Pens / Pencils | Post – it notes |
| Video | Glue stick | Envelopes |

Lesson Plan

Lesson 3: Applying the same principles to online relationships as face-to-face relationships

Whole Class & Paired Activities

Communicating online

Write, 'communicating online' in the middle of the whiteboard.

Give each pair of pupils a post-it note.

Ask pupils: Why do people communicate with each other online?
In pairs, pupils **discuss** and **write** down **one** reason on their post-it note.

Nominate one pupil from each pair to **share** their reason with the rest of the class and then **stick** their post-it note on the whiteboard to produce a class **spider diagram**.

Possible reasons could include:
- for work
- for learning
- for maintaining family ties (something Islam strongly encourages)
- to save time and money (it is quicker and cheaper than sending a letter)
- allows communication from anywhere in the world

Explain that using the internet to communicate with other people, whether it be for the purposes of studying, working or even leisure, has become a big part everyday life for many people around the world, therefore it is important we know how to deal with people online.

Introduce learning objectives and learning outcomes.

Discuss key vocabulary and **share** definitions.

anonymous	a person that cannot be identified
conduct	the ways you behave with others
communicate	sharing information, ideas or news with others
obscene	rude and offensive

Lesson Plan

Lesson 3: Applying the same principles to online relationships as face-to-face relationships

Group Activity | Online vs. face-to-face

Ask pupils: Are online relationships (e.g. meeting someone in a game), the same as face-to face relationships (e.g. meeting someone in the park)? (No)

Inform pupils that in this activity, we will **explore** the difference between the **two** types of relationships.

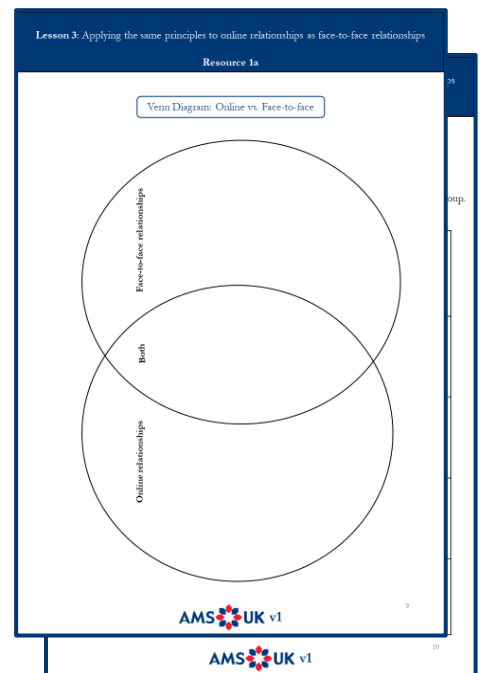**Prepare** Venn diagram cards (**Resource 1b**) beforehand. **One** set for each group.

Put students into groups of **five**. **Give** each group an **A3** copy of a Venn diagram (**Resource 1a**) and the pre-made pack of Venn diagram cards, in envelopes. (Note: If pupils have not used a Venn diagram previously, an explanation of how Venn diagrams work will be required.)

Explain to pupils that the cards will need to be **sorted** and then **stuck** in the correct section of the Venn diagram. Those that apply, only to **online relationships**, go in the left circle; those that apply, only to **face-to-face relationships**, go in the right circle; and those that apply to **both**, go in the overlapped section in the middle.

Remind pupils of the importance of turn-taking and **ensuring** that all group members are partaking in the activity.

Encourage pupils to **write** some of their own statements using the blank cards.

Take feedback from all the groups, noting any discrepancies in where the cards have been placed.

Lesson 3: Applying the same principles to online relationships as face-to-face relationships

Resource 1a

Venn Diagram: Online vs. Face-to-face

Face-to-face relationships

Both

Online relationships

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Lesson Plan

Elaborate & Reflect

Lesson 3: Applying the same principles to online relationships as face-to-face relationships

Whole Class & Paired Activities

'Code of Conduct' wall

Explain that just as it's important to have good manners with those we meet face-to-face, it is also equally important that we have good manners with those we meet online.

The Messenger of Allah ﷺ said:
'Nothing is weightier on the Scale of Deeds than one's good manners.'

Tirmidhi

Being Respectful Online

Watch the video: https://www.bbc.co.uk/bitesize/clips/z9rw7ty

Ask and **discuss**: Should we treat people differently just because we are online and we can be anonymous? (No)

Explain the importance of having a 'Code of Conduct' (i.e., rules) we can follow to help us make sure we treat others well in real-life situations as well as those online.

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Lesson 3: Applying the same principles to online relationships as face-to-face relationships

Whole Class & Paired Activities

'Code of Conduct' wall

Give each pair a 'Code of Conduct' scroll (**Resource 2a**) and ask them to **write** down **two** rules to ensure that we follow the example of the Prophet ﷺ in making our conduct with people good.
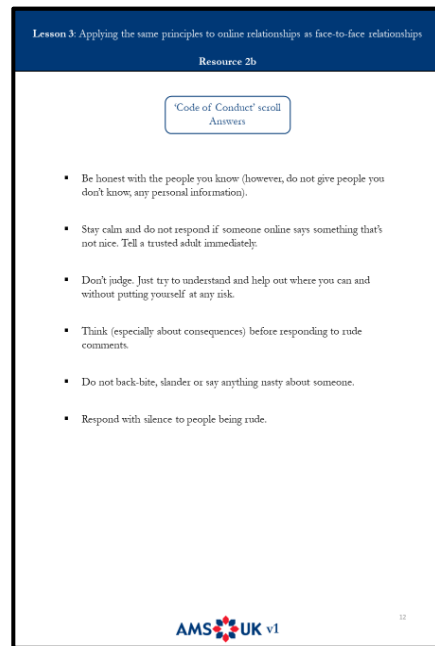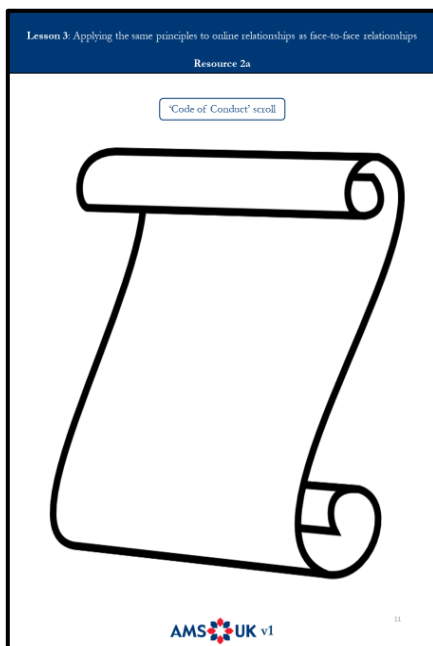
Abdullah ibn 'Amr would say the Messenger of Allah ﷺ was not obscene.
The Messenger of Allah ﷺ said:
'The best amongst you are those who have the best manners and character.'

Bukhari

(Note: **Resource 2b** can be used for 'Code of Conduct' ideas. **Emphasise** that these are Islamic concepts also.)

Resource 2a — 'Code of Conduct' scroll

Resource 2b — 'Code of Conduct' scroll Answers

- Be honest with the people you know (however, do not give people you don't know, any personal information).
- Stay calm and do not respond if someone online says something that's not nice. Tell a trusted adult immediately.
- Don't judge. Just try to understand and help out where you can and without putting yourself at any risk.
- Think (especially about consequences) before responding to rude comments.
- Do not back-bite, slander or say anything nasty about someone.
- Respond with silence to people being rude.

Ask the pupils to share their rules.
(Note: Scrolls can be displayed an assigned wall in the classroom to make a 'Code of Conduct' Wall.)

Lesson Plan

Lesson 3: Applying the same principles to online relationships as face-to-face relationships

Whole Class & Paired Activities

Responding to negativity

Read the hadith to the class:

The Messenger of Allah ﷺ said:
'Whoever believes in Allah and the Last Day, let him speak goodness or remain silent.'

Bukhari

Ask pupils what they understand by this statement.

Explain that in this hadith the Messenger of Allah ﷺ tells us that sometimes silence is better than speech.

So, if someone says something online which is not very nice, it is best not to respond. You should tell your parents or teacher immediately.
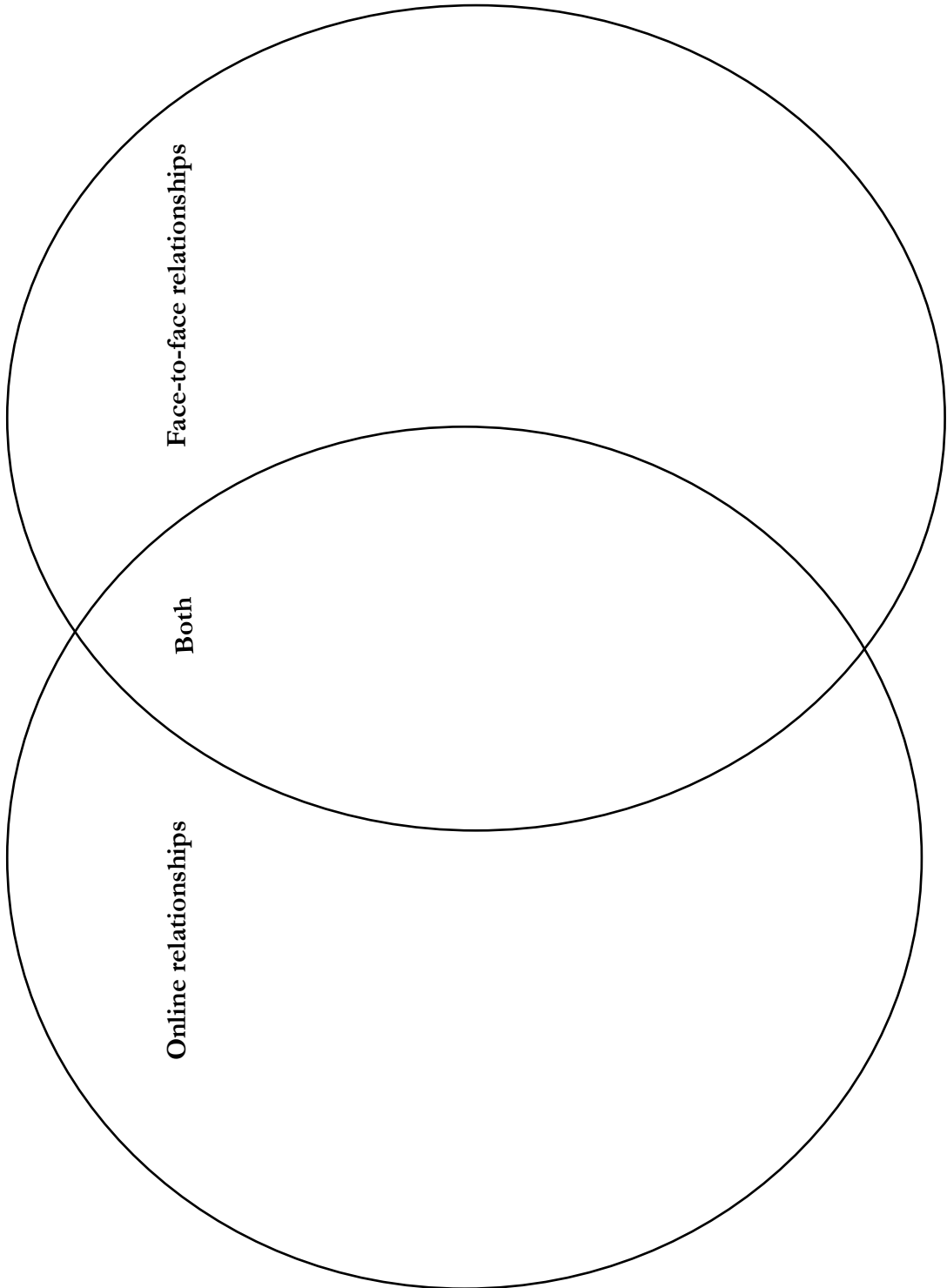
Review learning by referring to learning objectives and learning outcomes.

Pose questions to check understanding and clarify misconceptions using **think, pair, share**:

- In which ways is using the internet to communicate beneficial to us?

- How can you deal with negative behaviour online?

- What are **two** things we can do to ensure we have good manners with others, both online and face-to-face?

- What did the Prophet ﷺ say is the heaviest thing on the scale of good deeds?
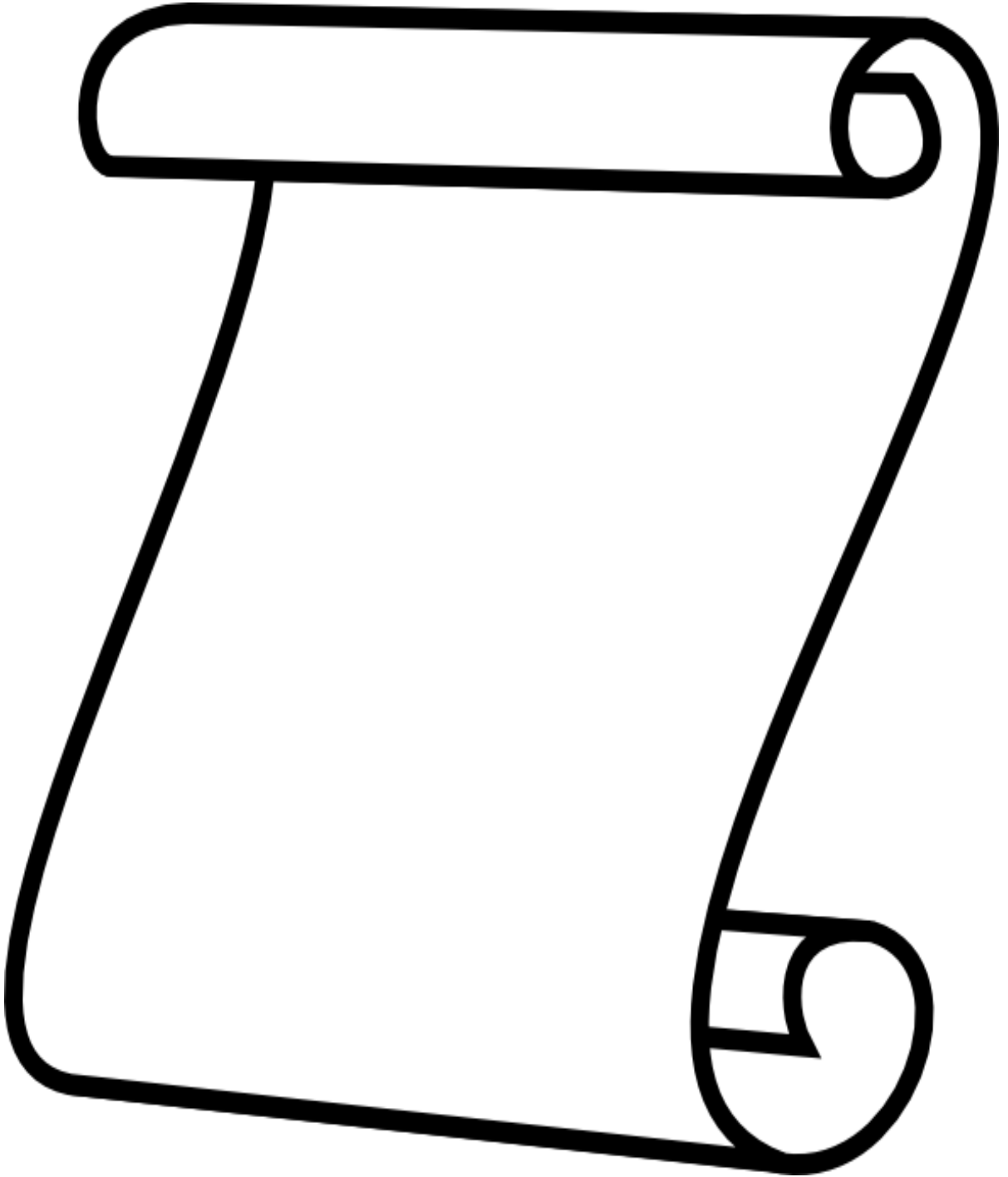
Venn Diagram: Online vs. Face-to-face

Face-to-face relationships

Both

Online relationships

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Venn Diagram: Online vs. Face-to-face

TEACHER NOTE: Cut out the cards and place in an envelope, make one pack for each group.

1) People are normally who they say they are	2) You can connect with different types of people, especially those you may not normally be able to	3) It is quicker to meet up and communicate with people	4) It is more personal and real
5) It's easier to have misunderstandings	6) You can see people's facial expressions easily	7) It is enjoyable	8) Money is saved in travelling to a person or place
9) You can see and hear people better	10) It is easier to lie	11) You have to get changed out of your pyjamas	12) You don't have to get changed out of your pyjamas
13) You can see people's expressions easily	14) It is harder to lie	15) You don't have to give your full attention to the person	16) It is a way of talking to your family and friends
17)	18)	19)	20)

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'Code of Conduct' scroll

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Resource 2b

'Code of Conduct' scroll
Answers

- Be honest with the people you know (however, do not give people you don't know, any personal information).

- Stay calm and do not respond if someone online says something that's not nice. Tell a trusted adult immediately.

- Don't judge. Just try to understand and help out where you can and without putting yourself at any risk.

- Think (especially about consequences) before responding to rude comments.

- Do not back-bite, slander or say anything nasty about someone.

- Respond with silence to people being rude.

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TEACHER NOTES

A Venn diagram is used in this lesson. Teachers can either introduce Venn diagrams beforehand or adapt the activity to one where pupils sort into **three** piles rather than place into the Venn diagram.

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