

## Theme: Be the change: unite for a better internet

### Sub theme: The Power of Image

#### Target audience

Ages 14-18

#### Lesson Aim

This lesson aims to look at the way young people share images online, and asks them to reflect on the potential negatives and positive consequences to this. Implicit in the lesson plan is to encourage young people to 'be the change' and to share, and to help others, share images positively to make the internet a better place.

#### Success criteria

- To reflect on the impact an image has over words and how images can be interpreted in different ways
- To understand what an online reputation is and what is important to consider when sharing images online
- To understand why it is important that their images reflect themselves in a positive light and what they can do to be the change online if they see images online which concern them

#### Timing

30 minutes

#### Resources

PPT, appendix 1 (1per group), appendix 2 (1 per pupil)

#### Preparation

Print and copy the attached appendices

#### Key vocabulary

Online reputation, images, memes, quotes, post, consequence

#### Session breakdown

<b>Starter</b>	<b>Scenarios – Can we communicate using only images?</b> Considering how we use images to communicate and if they are always interpreted in the way we intended them to be	5 mins	Small groups
<b>Activity 1</b>	<b>Discussion – What impact does an image have over words?</b> Reflecting on why image apps have become a popular way of communicating and the possible negative consequences for sharing images	5 mins	Whole class
<b>Activity 2</b>	<b>Quiz – Just post it?</b> A quiz to consider whether or not to share an image online and how it would impact on your online reputation	15 mins	Whole class
<b>Plenary</b>	<b>Discussion – Advice and signposting</b> 1. Steps to take/ things to consider 2. How to make a report 3. Signposting to support	5 mins	Whole class
<b>Extension</b>	<b>Suggested extension activities</b> 1. Reflecting on their own online images 2. Campaign to encourage positive image sharing online	Extension time	

NB – This lesson plan does not cover the issue of ‘sexting.’ If you would like to explore this issue further then please refer to our sexting lesson plan at [www.childnet.com/resources/pshetoolkit](http://www.childnet.com/resources/pshetoolkit) and guidance for schools in England: [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis).

## Starter – Can we communicate using only images? (Scenarios)

Begin by asking how we use images to communicate, focusing on the types of images we could use:

- Posting pictures
- Memes
- Quotes
- Emojis

Divide the class into smaller groups or pairs and give them the scenario cards in **appendix 1** to discuss – Challenge – Can you communicate the following using only images? This could be through an image, series of emojis, meme etc

You may wish to just run this activity as a discussion or if time allows you could get the young people to draw or take the images.

Follow on questions;

- Did they manage it using 1 image or did they need to use a series of images or emojis?
- Are images always easy/ appropriate to use?
- Are they easy to understand?
- Does it work? (only using images to communicate)

## Activity 1 First impressions carousel

Image sharing apps like Instagram and Snapchat have become increasingly popular over the last few years. Why do you think people prefer to communicate via images over words?

- Its quick and easy
- It's not language specific
- It can evoke emotion/ empathy
- Communicate minute detail
- Give a lot of information at once

Sometimes sharing images can result in negative consequences. What could the negative impact of sharing an image be?

### Suggested answers:

- Images can be misinterpreted and get you in trouble, offend someone or receive unkind/unfair comments
- They may reveal more personal information than you realised
- Images can be shared on very quickly and sometimes discreetly so your audience may be wider than intended
- Risky images could result in having a negative influence on your online reputation

## Activity 2 – Just post it? (Quiz)

What is an online reputation and why does it matter?

*“An online reputation is the way others perceive you online based on the information and content you share or others share about you.”*

*Your online reputation is important because employers and education settings, eg universities and colleges, will google your name upon receiving an application form. They will use the information they find online to help them form a judgement about you before even meeting you in person.”*

Print **appendix 2** for each young person and run through the images in **appendix 3** asking pupils to raise their ‘post’ buttons. If they would be happy to share this online – Then discuss why; considering how the images could affect their online reputations – What do you think that person is doing? What is your *first impression* of them?

### Suggested discuss points;

Image 1 – Where is he jumping from? Is this a potentially dangerous situation? Does it matter that he is topless?

Image 2 – Why has his hair been shaved off? (Dare? Prank? Passed out and unaware at the time? Potentially ill?)

Image 3 – This could be a very positive image suggesting strong team work

Image 4 – is he smoking? (Note that there is no smoke and the ‘cigarette’ is not in his mouth), Could he just be pretending to in order to show off and poke fun at someone else’s similar image? How old is he?

Image 5 – What is she drinking? (Alcohol?) How old is she? Where is she? Does the image look negative?

Image 6 – Who has taken the picture? Has he over slept? Why has he over slept? What time of day is it?

Image 7 – How do they boys know each other? What is happening? (messing around? Bullying?)

Image 8 – How old are they? Are they drinking alcohol? Do they appear drunk? (Green bottles could contain alcohol or just a premium soft drink)

## Plenary – Second impressions / What can I do now? (Signposting and advice)

### Second impressions

Ask the young people to consider the times they form first impressions about others online.

Show one of the images from activity 2 – After discussing it do they change their opinion on the person?

Ask the young people to give a ‘second impression’.

When you make a first impression, do you think it is always right?

What might that person really be feeling?

What might have happened just before this photo was taken?

Some young people may say that their opinion hasn’t changed after viewing the photo again. This could be discussed in terms of how first impressions can have a lasting effect on how we think about or view something/someone. You can also discuss how some photos don’t have a deeper meaning, and what you see is a true reflection of what happened.

### Advice

- Think before you post – Once something is shared it is out there for others to see and potentially share or screen shot

### Before posting ask yourself this ...

- Does it reflect the reputation you want to have? If not, what’s missing?
- Is it accurate?
- Would everyone understand?
- Are your privacy settings locked down?

Discuss with the young people what they can do if they are worried about content online

- Reporting any content you are concerned about the networks [www.childnet.com/resources/how-to-make-a-report](http://www.childnet.com/resources/how-to-make-a-report)
- Remove your own content if you are concerned and regularly google your name to check your digital footprint
- Talk to an adult you trust
- Contact Childline 0800 11 11 or [www.childline.org.uk](http://www.childline.org.uk) for support and advice

## Suggested extension activities – Reflect and spread the word

1. Get the young people to google themselves. Do any images appear? Are they happy with these images? What do they say about them? Encourage them to make sure they are private users if social media
2. Create a campaign to deliver your important safety messages about image sharing to your local community. This could be younger children, parents, staff or other members of the community. This could be using/creating:
  - posters
  - assemblies
  - displays
  - social media etc

## Appendix 1

### Scenario cards

**Challenge** – Can you communicate the following using only images? This could be through an image, series of emojis, meme etc.

You want to ask your friend if they are free on Saturday night to go to the cinema



**Challenge** – Can you communicate the following using only images? This could be through an image, series of emojis, meme etc.

You have had a really bad day where everything seems to have gone wrong



**Challenge** – Can you communicate the following using only images? This could be through an image, series of emojis, meme etc.

Recently you've become worried about your friend and you want to let them know you are there for them if they need you



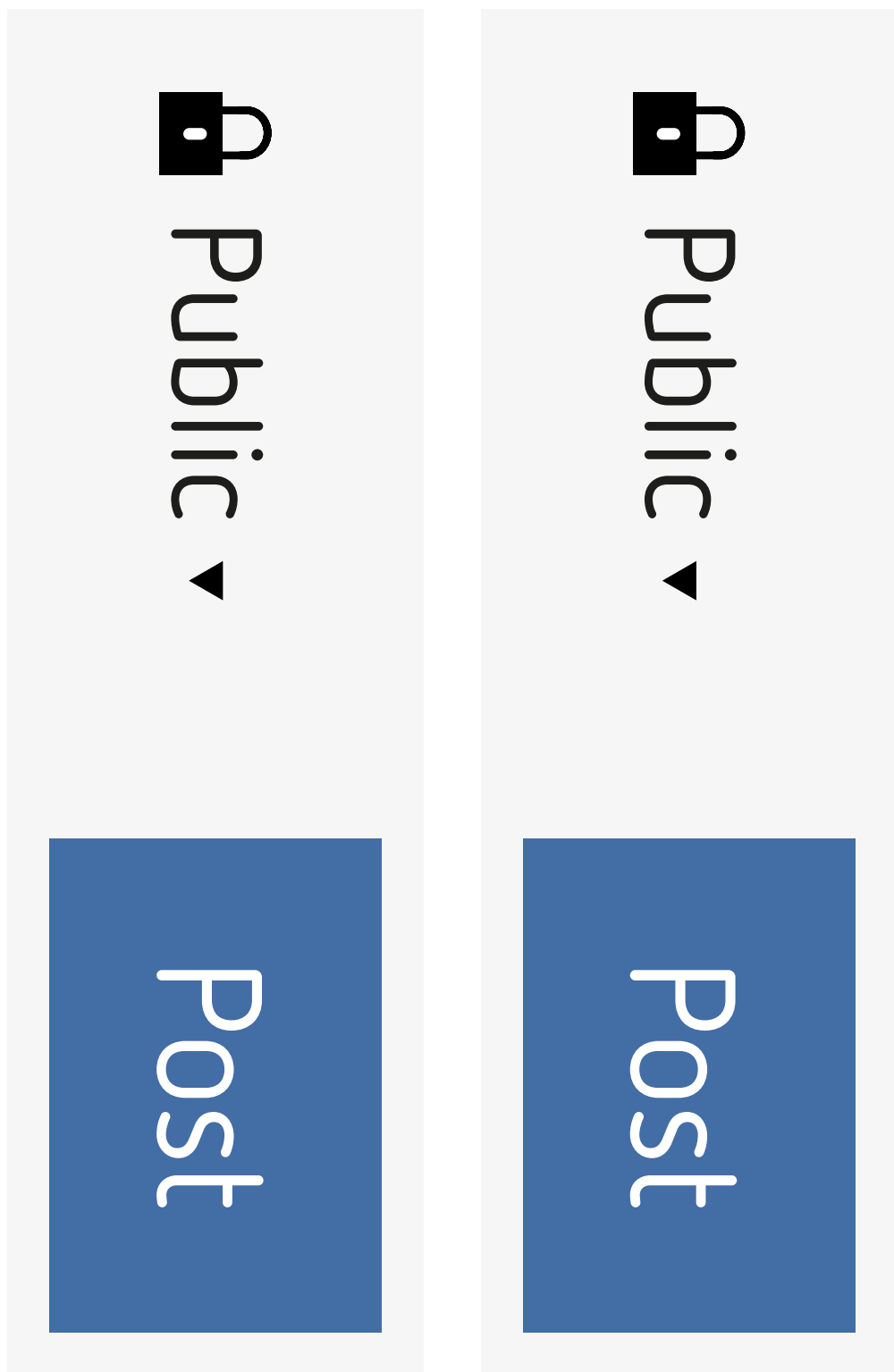
**Challenge** – Can you communicate the following using only images? This could be through an image, series of emojis, meme etc.

You're finding a piece of coursework really tricky and need to explain why to your teacher



**Challenge** – Can you communicate the following using only images? This could be through an image, series of emojis, meme etc.

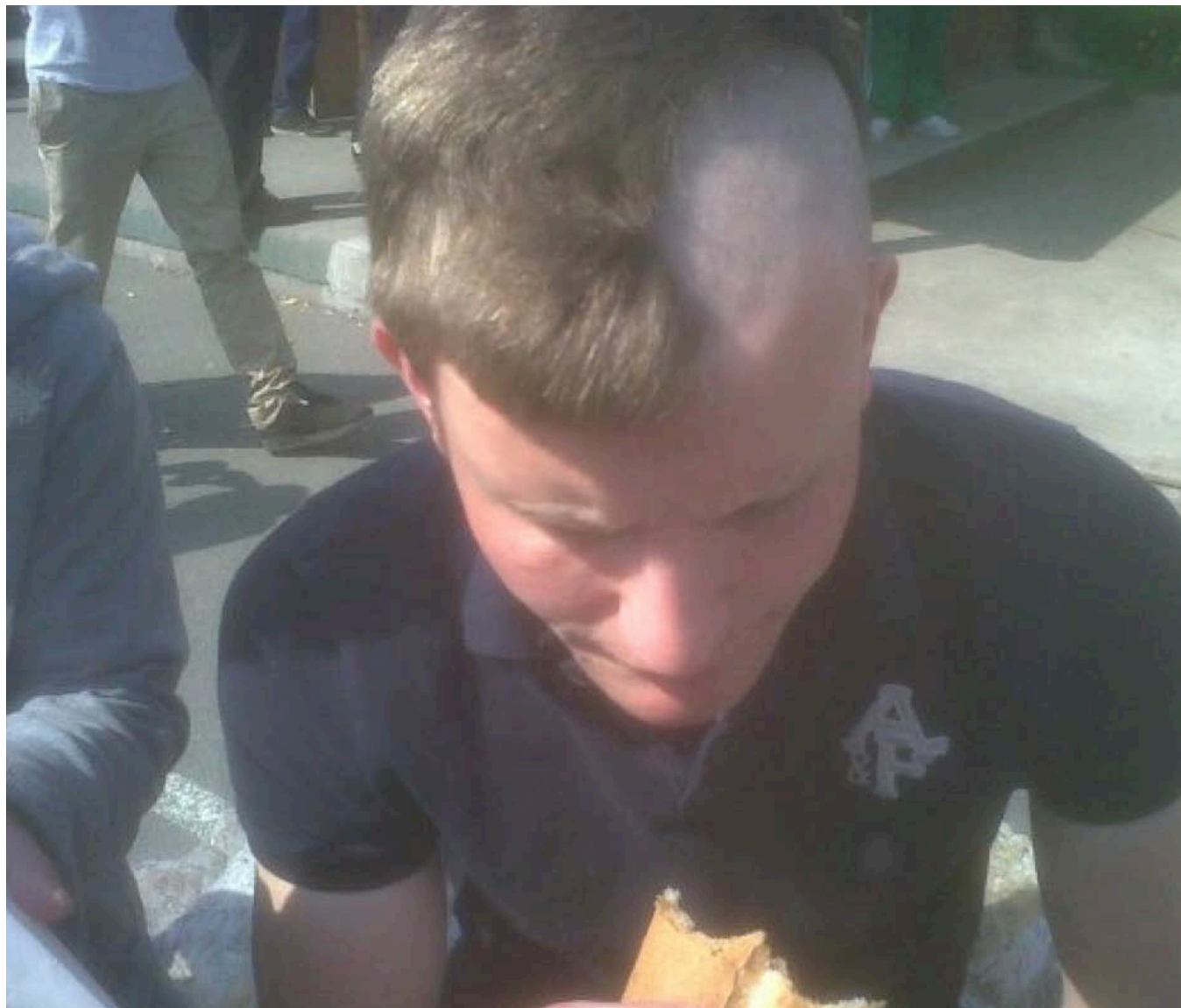
Your team won the match on Monday and are now through to the finals





© **Dave Dyet** licenced under **Freemages content licence**



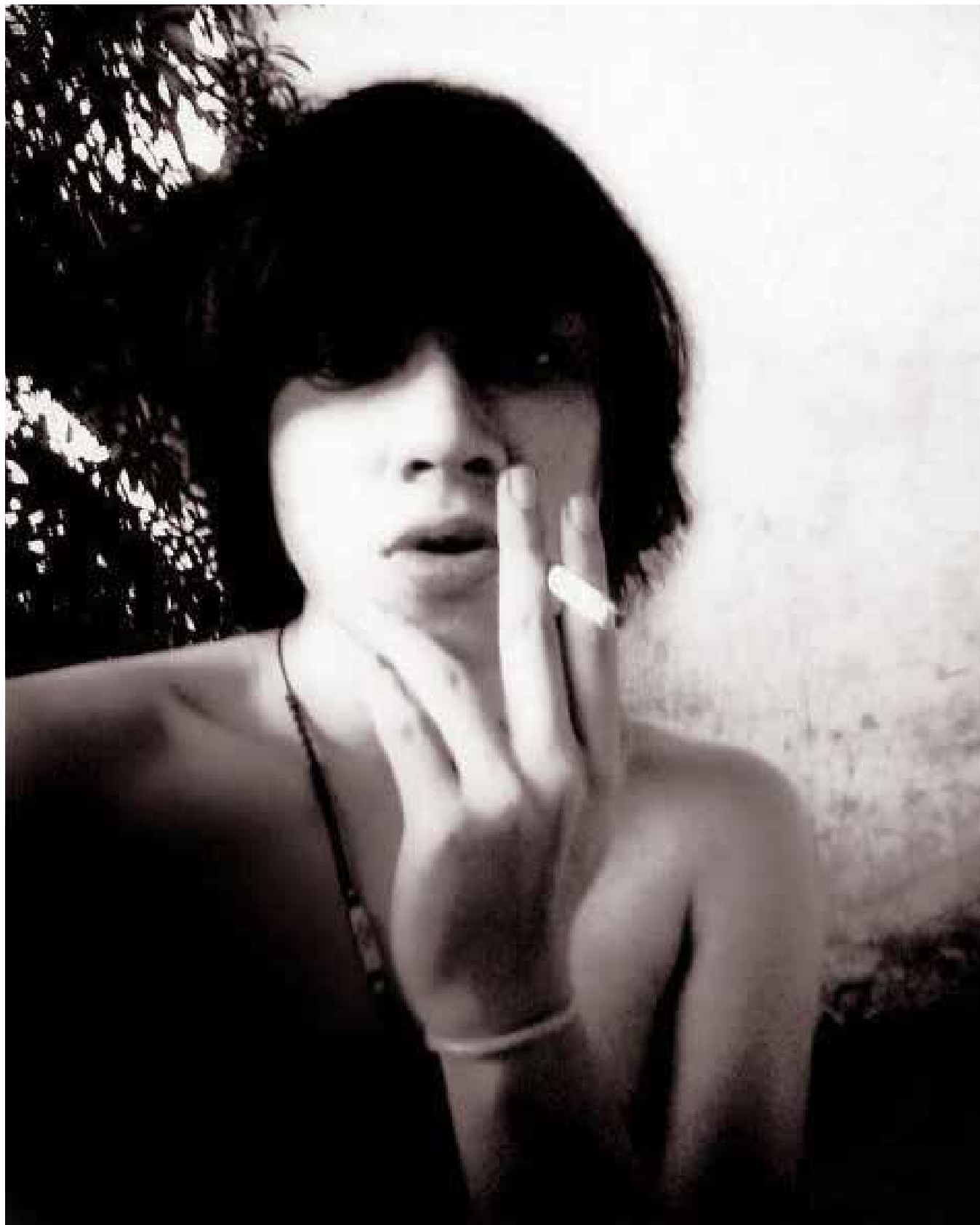


© Childnet 2017



© Saifulmulia licenced under **CC0**





© **ALubron** licenced under a **Creative Commons Attribution-Noncommercial-Share Alike 3.0 Licence**



© [Alexandra Lakovleva](#) licenced under [iStock standard licence](#)





© [RyanJLane](#) licenced under [iStock standard licence](#)



© [4x6](#) licenced under [iStock standard licence](#)



© [Sturti](#) licenced under [iStock standard licence](#)