Associated Trolls: Instarr, Tormentor, Dwellor, Mutator

Communicate/Analyse
Pre-assessment

Introduce topic:

This topic explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

Pre-assessment ideas

- What does self-image mean?
- What does body image mean?

Picture of themselves or an outline of a figure to de-personalise:

- Tell me about yourself, all your strengths/ positives and also what you need to do better or what you think your weaknesses are.
- What things could affect your self-confidence or self-image +/-?
- What have you heard or seen that has made you feel confident?
- What have you heard or seen that has made you feel less confident?
- How did both those make you feel – use emotions cards/pictures and allow children to explain how they felt – or how they think someone else felt.

Scribe responses/post it notes/scale on 1-10/verbal discussion – if appropriate for class to share.

Provide an example of a celebrity who has done something good – explore aspects we think are part of their identity.

BUT then explore criticism they have had for doing it (Marcus Rashford – FSM campaign) – explore how they might have felt, and why they continued taking the action they did.

OR

Read a section of one of the Trolls stories – ask pupils to storyboard the actions that might have affected the characters self-image.

Developing Ideas/Misconceptions/Apply

Provide a definition:

Self-image is how you see yourself. It is built over time. Self-image can be very positive, giving a person confidence in their thoughts and actions, or negative, making a person doubtful of their capabilities and confidence.

The dictionary describes self-esteem as: "confidence in one's worth or abilities."

Talk to children about the similarities between these two definitions. Emphasise how you see yourself.

Reflect on whether this definition fits the conversations from the pre-assessment.

Use pictures of recent news events/ character in a familiar book/class text.

Why did these scenarios affect the chosen person's self- image? How do you know? Is everything in news accurate?

Explore the context and compare back to previous tasks responses.

Some people might say that having a positive self-image is all about what you look like. Discuss in pairs, groups and class.

Self-image is not all about photos/selfies, but a picture inside your head and heart of how you think people see you.

How can you affect your own self-image? What can you do to help you feel a positive self-image? Develop a range of known strategies that can be used to help feel positively about yourself – check they are not comparative statements to others.

How many different ways can you affect self-image? (texting, social media, body language, playground behaviour, parental interaction, criticism).

Consider misconceptions people have about self-image.

Pupils to determine their own list about what matters for their own self-image (evaluate if any support might be needed).

How might Dwellor affect self-image? Use story excerpts or cartoon segments.

Key idea/message: "You can have belief in yourself to help yourself/take positives and build your self-image, and also affect yourself negatively."

TROLL-FREE ZONE
I'M SAFETY SAVVY

Contextualise

Choose an appropriate context for your class:

Ask pupils to look on the Lurking Trolls website and identify which Troll is most concerned about their appearance. Ask the following questions:

1. What is the name of the Troll you have found?
2. How does the Troll behave?
3. What are their good and bad points?
4. If you were this Troll's friend what advice would you provide to change their behaviour?

- Role play a piece of drama: give appropriate scenarios for your class – gaming, social networking, online chats (writing insulting comments, being left out in playground games/activities, being unkind through headset/seen online, positive messages from unknown people in online games, cruel comments spoken or typed).
- Develop speech bubbles with statements to sort into feeling likely to be due to positive/negative self-image.
- Provide 3/4 emotive images – person staring out to sea thoughtfully, smiling into camera, picture with obvious filter applied, person crying.
- Describe own thoughts about the persons self-image on seeing the image OR what person was thinking posting image (developmental choice).
- Explore need for "life to appear perfect" – discuss this so that children build understanding that life may not be perfect but you can support your own self-image without filtering pictures or not being honest with how you feel.

Practical

Give X amount of tokens in bags to two pupils who have shared positive self-image with the class (prep before that you will make some comments that might make them feel bad through the lesson, others might be prepped to do this too depending on class development and cohesion). Instruct pupil to take one token out of the bag when someone says something negative/cruel.

At relevant point in lesson ask: "how does it feel when you lose all/many tokens?" How can we avoid the "loss" by using coping strategies – explore what strategies could have been used to avoid the "loss".

Explore if pupils are going to develop individual/paired enquiry for following lesson.

Enquire

Child led enquiry:

- Share and receive compliments with peers (pair them up).
- What makes me feel good?
- Why is that important?
- Follow line of enquiry raised in class discussion as a class.

Depending on enquiry:

Real life case study of Katie Piper/Billy Monger or other person affected by self-image through changing appearance/injury.

Consider strategies the chosen case study has used to retain a positive self-image.

Offer time to carry out own/paired enquiry using a selection of real-life incidents/ challenges where a person might have lost part of their positive self-image or never have felt they have a positive self-image, and ask pupils to provide:

- Perception vs reality (pictures of celebrities or well-known adults using filter vs no filter comparisons).
- Provide quality time to explore and present findings from their chosen enquiry – pairs might choose different enquiry – allow to explore something that has resonated or challenged them – not necessarily a whole class enquiry.

Assess/Evaluate

Link back to previous stages:

Pupils to evaluate what they know now that they didn't before.

Suggested activities could include any of the following:

- Add to pre-assessment in different colour. Revisit to add things about their own self- image.
- Give a picture of a celebrity that the class have discussed – explain what are the aspects they know about what might be important to the person's self-image.
- Explore filtered photos and why people might use them – discuss what they think about filtered photos.
- Can all pupils identify some coping strategies they can apply to retain or strengthen their own self-image?
- Have these lessons made you think differently about how your actions can affect your own self-image/others' self-image?
- What will you do differently as a result? Create a pledge to themselves OR a pledge to others.

Pre-assessment

What is self-image?

_____

_____

_____

_____

_____

What is body image?

_____

_____

_____

_____

_____

TROLL-FREE ZONE
I'M SAFETY SAVVY
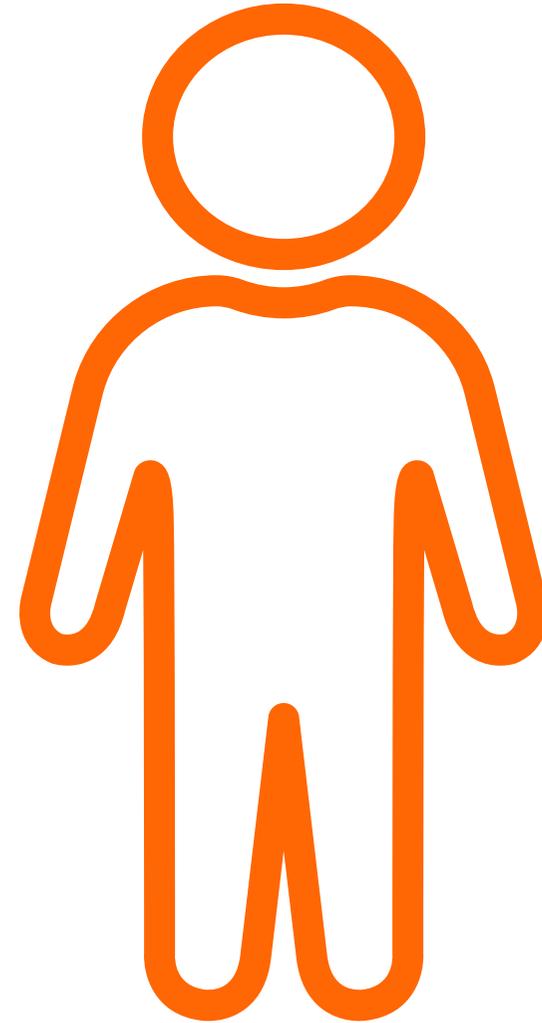
This book is too hard for you, let me get you an easier one.

Can you be quiet, your voice is so annoying!

I don't want to play with you, you can't even kick a ball properly.

You are so annoying!

Why can't you be like your brother, he never gets in trouble.

You will never have any friends because you're not a nice person.

Your handwriting is so messy I can't even read what you have written.

It's not good enough, do it again.

TROLL-FREE ZONE
I'M SAFETY SAVVY

I don't care about you.

Don't speak to me. I haven't got time to listen.

Your hair is messy and horrible.

You look so much better in pictures with a filter on.

Thank you for being a kind friend.

Would you like to play with me?

Would you like a hug? You look sad.

You're excellent at drawing, I love your concentration.

I care about you, I will help you.

You're a great listener, thank you for being my friend.

I love your new haircut it really suits you.

Well done, you've tried really hard!

What could affect my self-image?

How can I prevent this?