Self-image and identity (S)

Education for a Connected World I can statements

EYFS	- I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. - I can explain how this could be either in real life or online.
Year 1	- I can recognise that there may be people online who could make me feel sad, embarrassed or upset. - If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.
Year 2	- I can explain how other people's identity online can be different to their identity in real life. - I can describe ways in which people might make themselves look different online. - I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.
Year 3	- I can explain what is meant by the term 'identity'. - I can explain how I can represent myself in different ways online. - I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).
Year 4	- I can explain how my online identity can be different to the identity I present in 'real life'. - Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.
Year 5	- I can explain how identity online can be copied, modified or altered. - I can demonstrate responsible choices about my online identity, depending on context.
Year 6	- I can describe ways in which media can shape ideas about gender. - I can identify messages about gender roles and make judgements based on them. - I can challenge and explain why it is important to reject inappropriate messages about gender online. - I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. - I can explain why I should keep asking until I get the help I need.

All videos must be watched prior to use in class by teachers to ensure they suit the intended cohort. Some videos may contain subtle references to more mature topics which help to reinforce the message but may not be suitable for all classes.

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EYFS

<table>
<tr><td rowspan="4">EYFS</td></tr>
<tr><td>NSPCC - Pants rule with pantosaurus</td><td>https://www.youtube.com/watch?v=-IL07JOGU5o</td></tr>
<tr><td>Smartie the Penguin - Think before you click</td><td>https://www.childnet.com/ufiles/Online-Smartie-the-Penguin-for-EYFS.ppt</td></tr>
<tr><td>CEOP -Jessie & friends - Episode 1 - Watching Videos</td><td>https://www.thinkuknow.co.uk/parents/jessie-and-friends-subtitled/</td></tr>
</table>

Year 1

<table>
<tr><td rowspan="3">Year 1</td><td>Smartie the Penguin - Playing with others</td><td>https://www.childnet.com/ufiles/Online-Smartie-the-Penguin-for-Year-1.ppt</td><td>CEOP - Lee and Kim - Animal Magic</td><td>https://www.youtube.com/watch?v=XXBAxU-wbpY</td></tr>
<tr><td>Wrong and right</td><td>See below</td><td>CEOP - Hector's World - Episode 6 - You're Not Alone</td><td>https://www.youtube.com/watch?v=lYytzjmeyQU</td></tr>
<tr><td>Trust draw</td><td>See below</td><td>CEOP - Jessie & friends - Episode 2 - Sharing Pictures</td><td>https://www.thinkuknow.co.uk/parents/jessie-and-friends-subtitled/</td></tr>
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Self-image and identity (S) - Year 1 – Wrong and right
S1 Yr1 - SCENARIOS

Children to work in groups of three. One child finding themselves with a problem, one child shows how you could react wrongly to the other child's problem, then the other child shows how to react correctly.

Scenario 1 – Playground - A child falls over in the playground and really hurts their knee, what do you do?

Scenario 2 – Class – A friend has picked up your work from the floor, will they destroy it or return it?

Scenario 3 – Street – Whilst playing with friends in a playground, your mum sat on a bench nearby. A stranger approaches you and asks your name. Do you talk to her?

Scenario 4 – Friends – Your friend draws a funny picture of someone in your class. What should you do?

Self-image and identity (S) - Year 1 – Trust draw
S2 Yr1 - SCENARIOS

Read out the scenarios and ask children to quickly sketch the adult they would look to tell. Discuss who they can trust when at school and when at home, also what to do if their trusted adults aren't around. Remind them of who they could go to with relatives, chance to discuss how our families are different and therefore we might have different rules.

Scenario 1 - During playtime, someone says something unkind to you in the playground. Who do you look for to tell?

Scenario 2 – You are playing a game on your tablet at home and a worrying picture appears. It makes you feel like you have butterflies in your stomach. Who do you tell?

Scenario 3 – You are out shopping with mum in Supermarket name. Whilst you look at something, your Mum walks away. You look around but now can't find her. Which adult should you look for?

Scenario 4 – A new friend request comes up on your tablet with a name you don't recognise. They then send you an unkind message. Who could you talk to?

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Self-image and identity (S)

	When to be…	*See below*	CEOP - Lee and Kim - Animal Magic	https://www.youtube.com/watch?v=XXBAxU-wbpY
Year 2	Guess who	*See below*	CEOP - Hector's World - Episode 6 - You're Not Alone	https://www.youtube.com/watch?v=lYytzjmeyQU
			Childnet - The SMART crew - Episode 4 - Tell	https://www.youtube.com/watch?v=N3o9yVlxMD0
			CEOP - Jessie & friends - Episode 3 - Playing Games	https://www.thinkuknow.co.uk/parents/jessie-and-friends-subtitled/

Self-image and identity (S) - Year 2 – When to be…
S3 Yr2 – Profile
S11 Yr2 - Profile - Usage

Remind children that many superheroes have two identities i.e. Batman and Bruce Wayne. This is an opportunity for children to create their own superhero online identity including fake profile picture, false name, fake outfit and 'Friends only' icon. Once created, show resource *S11* and ask children which identity do they think they should use in each situation. At the party and at the bank, it's safe or necessary to be ourselves but in videos or talking to others we don't know online, we should use our false identities.

Self-image and identity (S) - Year 2 – Guess who

Explain to the children you are holding 3 pictures of people they know and they have to guess who you have from the clues you give them. *These pictures can be staff / pupils / celebrities, try to make them known but not obvious.* Children to take turns asking a yes or no question until they can guess the identity of person. The aim is for children to experience how tricky it is to work out a person's identity with only a small amount of information and how this is even harder online with people being able to lie. This could be demonstrated by using one of the previous photos but adding glasses or silly hat etc. and repeating the challenge.

Self-image and identity (S) - Year 2 – Compliments
S9 Yr2 - Compliments

Ask the children to write down words we can use to describe a book character's appearance and personality from a story they all know. Select children at random to feedback ideas. Discuss how some children are describing the appearance and some are describing their personality. Children to work in groups and sort the 12 compliments into appearance and personality. Vote as a class which is the correct placement. Discuss how we feel when receiving positive comments about our appearance or our personality. How do these differ? Relate to the phrase 'don't judge a book by its cover'; it's important we compliment the story as well.

Self-image and identity (S)

Year 3	My identity Wordle	*See below*	CEOP - Play Like Share - Episode 2	https://www.youtube.com/watch?v=E7sDLmi8Txw
	Same but different	*See below*	Act your age	*https://www.youtube.com/watch?v=HAZU49hHMLE*
	True or false	*See below*		
	Different faces	*See below*		

Self-image and identity (S) - Year 3 – Identity Wordle

Children to make a Word Cloud about their identity using https://www.wordclouds.com/

- Sports you like / play.
- Groups or clubs you belong to.
- Favourite things
- Personality – funny, caring, serious?
- Appearance – What they think and what others would think

Children will need to repeat random words or edit the 'weight' of words in the word lists to vary the size. This could be expanded for other children to add additional words instead of children changing the weighting.

Self-image and identity (S) - Year 3 – Same but different

Students to be sat in pairs, give each pair 1 minute to discover things that they don't share in common, this guide be liking different books, food they dislike, apps, etc. Once the time is up, go around the class asking children to say one thing they don't have in common with their partners.

Then repeat, giving each pair time to find things that they have in common and share with the class. What does this show us? Even when people's identities are different, we can always find characteristics in common.

Self-image and identity (S) - Year 3 – True or false

Children to write down two true facts and one false fact about themselves and their identity on a whiteboard. Make sure children know the facts must be believable as our aim is for people to believe all the facts. Selecting a child at random, the class have to guess which of the facts are false and which are true. Hiding the false fact shows children we can't always believe what we read, especially online.

Self-image and identity (S) - Year 3 – Different faces
S4 Yr3 – Different faces

Children to draw self-portraits and avatars for the various profiles to show how their identify changes to their situations. For instance wearing uniform at school, maybe a different uniform or kit at a club compared to their changing appearances online with different usernames for forums, games etc.

Self-image and identity (S)

Year 4

Year 4	When to be…	*See below*	Little Red Riding Hood	*https://www.youtube.com/watch?v=KGr_KFiCX4s*
	Compliments	*See below*	CEOP - Jigsaw	*https://www.youtube.com/watch?v=_o8auwnJtqE*
	Folding	*See below*	Know Your Friends with Josh & Sue	https://www.youtube.com/watch?v=ecr6OJmT3Mg

Self-image and identity (S) - Year 4 – When to be…

S5 Yr4 - Profiles

Using the template, children to draw a self-portrait and complete the details in the side bar. They complete their profile by describing themselves and listing or drawing their likes and interests.

The avatar profile is for an online game character or app character, the children can use a character they know or make one up, like a superhero, fireman or soldier. *Pushing children to use known characters will give an insight to their online behaviour.*

Self-image and identity (S) - Year 4 – Compliments

S6 Yr4 - Compliments

Children to write something they like about themselves in the middle circle. If they aren't happy to do so, they can draw a picture of themselves in a happy mood. Children go round the class and ask friends to write compliments in their circles. Encourage children to talk to others they don't normally talk to. Stress children don't need to collect a comment from all children in their class. Paying compliments to others shows the children how much of an impact being kind can enlighten others lives. Maximum impact for little effort.

Self-image and identity (S) - Year 4 – Folding

S7 Yr4 – Folding

With a strip of paper divided into 3 parts. Children draw a head of a person, using the lines to symbolise the neck. This can then be folded over to cover all but the neck and passed to another child. They complete the body, fold and pass on for other children to complete the legs and feet. Another child adds a name, job, likes etc. and pretends to be the person, introducing themselves to classmates.

This activity shows how easy it is for people to create an identity and make it believable by adding small details.

Self-image and identity (S)

Year 5	Profile changers	*See below*	Act your age	*https://www.youtube.com/watch?v=HAZU49hHMLE*
	Profile pictures	*See below*	CEOP - Jigsaw	*https://www.youtube.com/watch?v=_o8auwnJtqE*
			Funmoods- Love at First LIKE!	https://www.youtube.com/watch?v=IGpODSE0PHo

Self-image and identity (S) - Year 5 – Profile changers
S8 Yr5 – Profile changers

Children to complete an online profile with their own information. Separate the profile by cutting along the white lines. In groups of six, children to pass round the profiles. *Either ask all children to swap parts of the information or secretly select one child in each group to swap peoples information.* The aim is for people to end up with a multi-coloured profile with their information changed and information missing. This shows how easy it is for information to be taken or edited.

Self-image and identity (S) - Year 5 – Profile pictures

Using class photos/talk partner photos/photos from home, children to carefully cut out their heads and any parts of the body. They are then to draw around the head to put themselves in a funny situation or add a silly body. Children could swap pictures but expectations must be made clear prior to activity. Alternatively, the original photo could be edited using permanent markers. Both activities show how easy photos can be edited with very simple software.

Obviously, there are apps available for tablets to edit photos such as Faceswap© or Face Changer© but the majority require in app purchases so haven't been included here.

⟨icon⟩ **Self-image and identity (S)**

Year 6	Football players	*See below*	CEOP - Jigsaw	*https://www.youtube.com/watch?v=_o8auwnJtgE*
	Gender roles	*See below*	Gender equality	*https://www.youtube.com/watch?v=G3Aweo-74kY*
	Gender design	*See below*	Online soon offline	*https://www.youtube.com/watch?v=eIYv-pZVgyo*
	Discussion	*See below*	Ditch the label - do you feel ugly today?	*https://www.youtube.com/watch?v=4utSXkrO0Dc*

Self-image and identity (S) - Year 6 – Football players

Show the children pictures of the national men's football team and national women's' football team, asking the children who is better. Playing ignorant with silly remarks for the children to argue against i.e. the men get more money? Follow up with profiles of top male and female players such as wages earned etc, ask children if they can justify the difference. It's likely there will be stereotypical comments made, ask a few children to look up stereotype in the dictionary and discuss the meaning. Apply the meaning to other sports such as no female drivers racing in F1 since 1992 and men always saying women are bad drivers.

Discuss the evolution of tennis and although men and women don't compete against each other, they do now earn the same money. This could be taken a step further of making stereo typical comments about the women players like they look like men with muscular arms and see how the class react.

Self-image and identity (S) - Year 6 – Gender roles

Start by holding up a pink item or piece of wrapping paper and ask who should this belong to? Then hold up a blue piece of wrapping paper and repeat. The colours we see as gender specific are ingrained from an early age and yet they are just colours. This next part can be approached in two ways depending on the cohort's family make up.

1 – Children to write on 'Post-it' notes the tasks their parents/siblings do around the house and stick them under Male or Female labels. Discuss the tasks, asking why that role is under that gender. Be prepared for children to not challenge the roles and play ignorant with derogatory comments. Outcome aim is for children to realise tasks shouldn't be assigned by gender but ability or shared.

2 – Google 'non stereotypical roles', showing some pictures and ask child if there is anything wrong. Hopefully the children might not see a problem so be prepared to question 'should women be …?' Establish anyone can be what they want to be, sadly some people still think of stereotypical job roles but these should be something of the past. Google 'inspirational Winnie the Pooh quotes' pointing out the quotes can inspire us, regardless of the fact that we are not bears or characters, but we can read and understand so anything should be able to inspire us.

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Share out the statements to groups of children. They are to discuss the statements and convince the rest of the class if it is true or false. The statements mostly concern the variance of gender appearance online and how people promote a false image online.

Though peer pressure and societal pressure to look a certain way has existed for decades with women, the increase comparing to online photos has raised the issue and is increasing effecting boys as well. Show the file *'Are You Living an Insta Lie? Social Media vs. Reality'* by ditch the label to show how false social media can be.