Lesson Plan 4

FUSE

Year Group	3rd Year
Suggested Time	60 minutes
Theme	Think Before You Share

Learning Outcomes

FUSE specific Learning Outcomes	This lesson assists teachers in facilitating open discussions with students on the sharing of images/pictures of others and the implications that this has for students. It examines the relationships involved in the exchange of images, how the images might be shared and the potential consequences if an image goes wider than its intended use. As mentioned in the 1st Year FUSE programme, students should be taught to have accountability for their actions online. This lesson aims to continue to promote good digital citizenship while also reinforcing the message that any bullying behaviour should always be reported. It also enables students to reflect on their own behaviour and use of social media Students are now living in a time where they have more access to phones, social media and technology than ever before. While apps such as TikTok, Instagram, Snapchat and Whatsapp may have their benefits they can also be used by people to bully others. It is important that students adopt a critical approach and begin to learn the concepts of 'permission' and 'consent', and the difference between joking with friends or bullying behaviour **Students should be enabled to:** • Understand the concept of consent in relation to taking images/pictures of others and the sharing of these • Develop a greater awareness of positive digital citizenship • Reflect on and identify ways in which to spot bullying behaviour online • Create a list of ways in which to share images, comments or posts online in a safe and respectful manner.
SPHE Curriculum Learning Outcomes	In terms of the skills developed throughout the lessons, students will learn to: **2.7** Assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise **2.8** Discuss how to share personal information, images, opinions and emotions in a safe, responsible and respectful manner online and in person **4.6** Recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person **4.7** Explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including, why, how, where and when to report

Methodology

The lesson will be delivered through a collaborative learning approach and promotion of a positive climate in the classroom. Teachers are invited to contribute to the activity while taking a student-led approach that relies on activities, visual resources, and group discussion.

The methodologies covered include: Supportive learning climate; Integration of different approaches (pair discussions; classroom discussions; problem-solving); Encouraging participation; Promotion of cooperative learning; Reflection time; Generalisation of content.

Introduction

- The teacher welcomes students to the lesson.
- The teacher reminds students of the ground rules for participating in the lessons. These can be shared by the teacher or co-constructed with the students (e.g., everyone is included; students will take turns; students raise their hand if they want to participate in the discussion; students are mindful and respectful of other people's opinion; students follow teacher's directions).
- The teacher reminds students of the rationale for the lesson.

Resources

Resources: (The Unit of Learning contains other online resources you may find helpful).

- Powerpoint Presentation
- Videos
- Activity Sheets

- The teacher shares the learning outcomes with the students.
- The teacher shares the powerpoint slides on screen.

Important Note: The teacher is encouraged to adopt a sensitive approach when carrying out these activities and to ensure that students are comfortable.

Digital Citizenship

Instructions for Teachers

- The teacher will display the first slide on the board with the words Digital Citizenship.
- The students should be asked if they know what this word means or have any idea what it might mean (areas of this topic have been covered in the 1st Year FUSE programme).
- The teacher will then provide the definition: *Digital citizenship is having the ability to positively and actively engage in society through the use of digital technology. (Webwise)*
- The teacher will facilitate a whole class discussion on ways in which we can be '*good digital citizens'.* Some examples might include:
  » being kind to others online
  » not giving away private information online
  » ensuring you have privacy settings on
  » being aware of scams or fake information online
  » thinking before you post
  » not posting or liking rude comments
  » being respectful to others online
  » being mindful about what you post or share online
  » always reporting mean, bullying or hate speech content

Consent and Permission

It is important that students are aware that they should not take photos of anyone without their consent or permission, and that it is never acceptable to share a photo of someone online without their consent.

Permission is the act of allowing someone to do something.

Note: While this lesson is not focusing on intimate image sharing the teacher may wish to tell the students that any sharing of intimate images without a person's consent is illegal under Coco's Law. Please also note that there is a FUSE module, for older students, which focuses on the topic of Intimate Image Sharing.

- The teacher displays the slides about consent and explains the following to the students:
- **Consent**: a core principle of all respectful interpersonal relationships; it involves recognising and respecting one's own boundaries and the boundaries of others and always checking whenever one is unsure. (JC SPHE)
- **Consent on image sharing:**
  » It is the individual's responsibility to ask permission to share an image
  » It is the individual's responsibility to give permission to share an image

Discuss with the students the following:
  » We should always get permission before taking a picture or recording a video of someone else.
  » We should always get permission before sharing a picture or video of someone.
  » Once you share an image or video online, you lose control of the content. It is out in the world and people can forward it on and share it.

Image altering/sharing scenario	Key Questions:
Brian is in 3rd Year, Class Group A. He has started to take pictures of people in his year and some of the teachers in the school without them knowing e.g., during class, during PE, teachers walking through the corridor. He has set up a fake TikTok account and is making videos including these pictures, sometimes altering the images or putting people's faces on fake bodies. He's been sharing the TikTok page around the lads Whatsapp group and with the guys on his GAA team. One night Ciara (who is in the same class group) comes across the TikTok page. She has heard rumours that it's Brian in her class created it. She doesn't feature in any of the videos (not yet! She thinks), however there are some videos of her friends and her maths and "home ec" teacher. Ciara knows this page is really mean and thinks what Brian is doing is horrible, but she really doesn't want to get caught telling on him. If he finds out she'll just be known as a rat!	• Did Brian get permission to take a photo of the students? • What do you think Brian's main goal was when taking these photos? • Do you think this classifies as bullying behaviour? Why/Why not? • What do you think someone who sees this TikTok profile should do? • What advice would you give Ciara? • Why do you think Ciara is worried about reporting the TikTok videos?

Image altering/sharing scenario	Key Questions:
<u>Webwise #SilentWitness: A Snapshot (3 mins)</u>	• Did the other boy in the class have permission to take a picture of Colm and Kai? • Do you think this could be viewed as a joke? • Is this bullying behaviour? Why/Why not? • Was there intent to cause harm? • What should other participants in the Whatsapp group do? • Is it enough to delete the picture?

Think Before You Post!

• The teacher should remind students that once digital images or pictures are shared online, it can be difficult to know who sees or shares them. Students should always be mindful of what they post, like, comment or say online and to think whether they would want their parents, family or a future employee to see it.

• Sharing mean pictures of people, creating memes/altering images of people or creating fake profiles and impersonating someone is not a joke. It is bullying behaviour. Online bullying behaviour has been covered in previous lessons, hopefully students will be able to connect what they have learnt previous to this.

• The teacher should remind students that inappropriate, mean, rude or offensive content/ pictures or videos online should always be reported. If students are sent these types of pictures or videos, they should not be forwarded onwards.

• The students will then watch the following video which highlights that we should always think about what we are posting online, how it makes others feel and who could be affected. Be thoughtful about sharing content, whether it should be amplified, and who it may impact. **(<u>TikTok Digital Media Literacy tip,</u>** 1 min)

• Students should be reminded that deleting a photo does not stop its circulation.

Activity sheet: Top Tips before you Share/Post on social Media

• The teacher distributes **Activity Sheet 1** to the students.

• Students are asked to work in pairs to come up with some rules or advice that they would recommend before posting on social media based on what they have learned in today's lesson. The teacher should remind students that they should be focusing on how to post images, comments or posts in a way that is safe and respectful.

• Answers should then be shared with the class

• Some possible answers may include:

  » always ask permission before you post someone's photo on social media

  » never forward any images that are sent to you

  » think about whether your post is going to harm anyone

  » never reshare any mean images, content or videos online

  » think before you post, is it something you would want your parents to see?

  » think about how someone may feel if you post the comment or picture

Lesson Closure

- In conclusion, the teacher asks students to reflect on the topics discussed.
- The teacher reminds the students of today's key learnings.
- The teacher then asks the class to **"List/write down the three most important things you learnt during today's lesson"** or focuses on a specific question from the learning outcomes.

Assessment

Formative Assessment	Summative Assessment
• Teachers share the **Learning Outcomes** with students at the beginning of each lesson. • **Reflective Questions** are posed by teachers in order to frame students' prior learning and setting new learning goals. • **Learning Checkpoints** will be placed throughout the lessons by using self-reflective questions, class discussion and the FUSE Activity Sheets, to monitor student learning and provide ongoing feedback. • **Teacher Feedback** aimed to support students' learning and to address misinterpretation will be provided continuously. • **Peer and Self-Assessment** will encourage students to self-reflect on their own learning, and will also offer the space to connect the contents learnt to their life experiences.	• At the end of each lesson students are asked to write down three important things they learnt in the lesson. Teachers can use this as an opportunity to assess students' learning. As an alternative, teachers may wish to ask students to answer a specific question based on the learning outcomes for each lesson.