

	<b>Send me a selfie - Session plan 1</b>		
<b>Teacher</b>		<b>Date</b>	
<b>Topic</b>		<b>Time</b>	
<b>Lesson Aims</b>	<p>To consider the “social norms” associated with the sharing of images.</p> <p>To reflect upon a simple model for risk assessment.</p> <p>Use simple <b>image theatre</b> to explore a worst case scenario as part of a risk assessment strategy.</p>		

<b>Activity &amp; Duration</b>	<b>Exercise</b>	<b>Objectives/learning outcomes The learner will:</b>	<b>Teaching Method</b>	<b>Resources Required</b>	<b>Assessment Methods</b>
<b>1.1</b>	Watch the film “Send me a selfie”.	Watch the film “Send me a selfie” and discuss 3 key scenes from the film.	Show the film and use the questions on the slides to discuss key scenes.	Slides 1.1 a to d and Handout 1.1	Listen to the responses to your questions.
<b>1.2</b>	What is Shannon thinking when she says, “Why would you do that?”	Discuss what Shannon might be thinking in the scene where she says, “Why would you do that?”	Facilitate a discussion based on the question asked on slide 1.2	Slide 1.2 and handout 1.2	Listen to student contributions to the discussion.
<b>1.3</b>	Reasons for and against sending a selfie.	Identify 3 reasons why Megan might want to send a selfie.  Identify 3 reasons why Shannon thinks this would be unwise.	Ask pupils to identify reasons for and against.	Slide 1.3 and handout 1.3	Assess the reasons identified by pupils, especially those ‘against’.
<b>1.4</b>	Open discussion about worst case scenarios.	Discuss what might happen if Megan chooses to share images with Chris, explore best and worst case scenarios.	Facilitate a discussion about what might happen.	Slide 1.4 and handout 1.4	Assess pupils willingness to reflect upon a worst case

					scenario as part of risk assessment.
<b>1.5</b>	Reflect on a given scenario which might be the worst case.	Discuss a scenario that Shannon might outline in order to get Megan to reflect on a worst case scenario.	Facilitate a discussion focused on a given worst case scenario, using the questions on slide 1.5c	Slides 1.5a and 1.5b. & Handout 1.5 describe the worst case scenario and provide questions for discussion.	Assess student answers to questions.
<b>1.6</b>	In pairs, create 3 still images to represent the worst case.	Create 3 still images to represent the beginning, the crisis and the defeat associated with the worst case scenario.	Introduce <b>simple</b> image theatre and ask pupils to represent the worst case scenario.	Slides 1.6a and 1.6b. & Handout 1.6, introduction to image theatre.	Assess the images created by students.
<b>1.7</b>	Show back and discuss the images created in pairs.	“Show back” the result of their pairs work and discuss the feelings of the character represented here.	Ask selected pairs to perform simple images in front of the class and facilitate a discussion about how the characters might feel.	Slide 1.7 & handout 1.7 contain a feelings wheel and illustrations of the characters to stimulate this discussion.	Listen to the student discussion of how the characters might feel.
<b>1.8</b>	Consider a simple model for risk assessment.	Discuss how normal risk assessment involves time spent thinking about worst case scenarios.		Slide 1.8a to 1.8e and handout 1.8, risk assessment.	

## Teachers’ Notes

### Activity 1.1 - Watch the film, “Send me a selfie” and discuss 3 key scenes

The questions on handout 1.1 are designed to support a simple discussion to make sure that students have focused on the important scenes from the film.

**Activity 1.2 – Discuss what Shannon might be thinking in the scene where she says, “Why would you do that?”**

The question asks pupils to think creatively about Shannon’s motivation in this scene.

**Activity 1.3 - Identify 3 reasons why Megan might want to send a selfie and 3 reasons why Shannon thinks this would be unwise**

It is important to allow pupils to express the reasons why Megan might want to send a selfie; this is ‘the social norm’.

Allow students to explore this social norm, we are going to ask them to reflect on a worst case scenario as part of a risk assessment. Risk assessment being a healthy behaviour.

**Activity 1.4 - Discuss what might happen if Megan chooses to share images with Chris, explore best and worst case scenarios**

It is important that students can describe both scenarios openly without making judgements, at this stage.

**Activity 1.5 - Discuss a scenario that Shannon might outline in order to get Megan to reflect on a worst case scenario**

The scenario is set out on handout 1.5; we are asking students to reflect on the worst case scenario as part of a risk assessment. We are asking them to think about what might happen because we are trying to teach simple risk assessment skills.

Beginning

Crisis

Defeat

Chris asks Megan  
To share an image of  
herself

Megan decides to begin sharing  
images of herself, including private  
images that Megan doesn’t want anyone  
else to see. Then Chris decides to share  
private images of Megan with his mates

Megan feels humiliated  
she refuses to go to  
school, she turns  
her anger inward

### **Activity 1.6 - Introduce image theatre and use it to represent the worst case scenario**

**Simple image theatre** requires students to work in pairs and create 3 still images to represent the scenario outlined above.

We are asking students to spend a little time in the roles of Megan and Chris to get them to reflect further on the worst case scenario. In the next lesson we are going to practice some skills that Megan might use to avoid this scenario but for now we are practising how we should use our imagination to think about risk.

### **Activity 1.7- “Show back” the result of their pairs work and discuss the feelings of the character represented here**

Ask selected pairs to perform simple images in front of the class and facilitate a discussion about how the characters might feel.

### **Activity 1.8 - Discuss how normal risk assessment involves time spent thinking about worst case scenarios**

When making important decisions a normal risk assessment process involves spending a little time thinking about worst case scenarios. In the next lesson, we are going to practice some skills that might used to avoid these scenarios, but this lesson has been about simple assessment of risk.