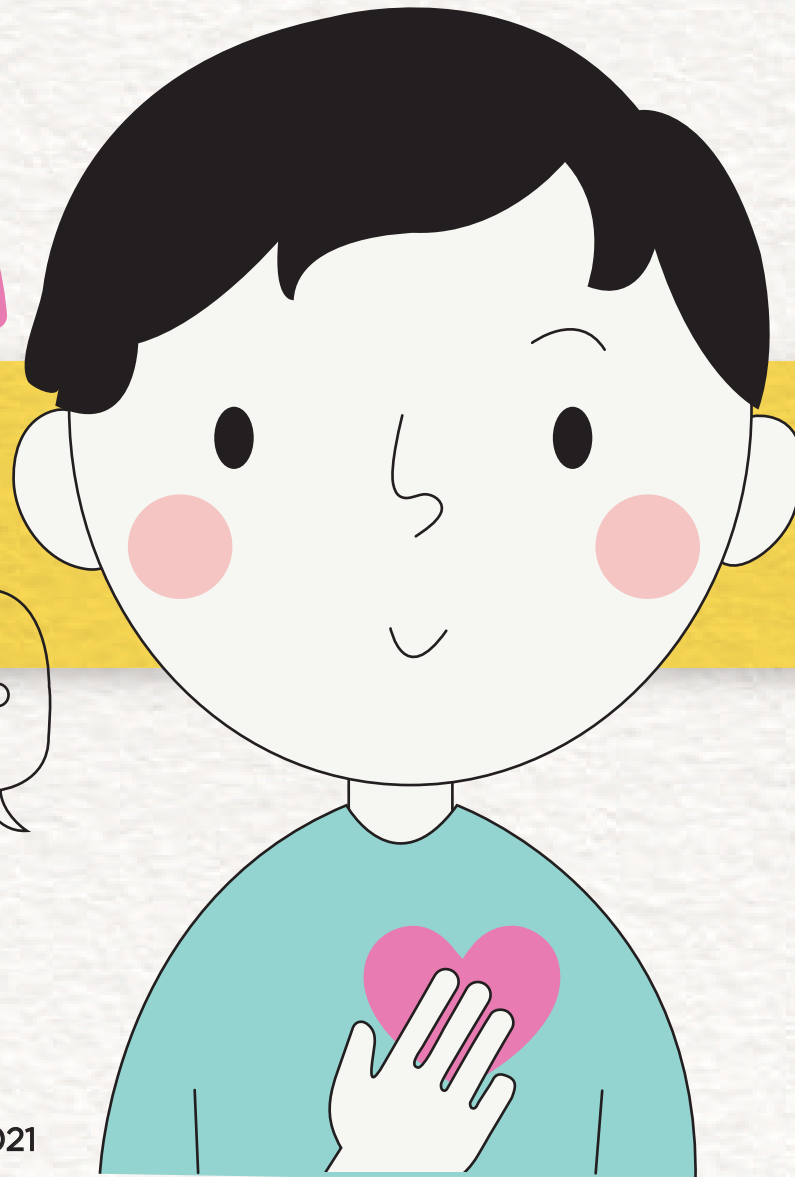


# HONESTY

## Online Anonymity



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# HONESTY - Online Anonymity - Teacher information

## What we are learning:

- Understand the impact of **honesty** and dishonesty on self and others
- How to encourage **honesty** of others by not manipulating the truth
- Recognise that others may not show **honesty** online and how to identify this

## Key Information


### What is mis- and disinformation?

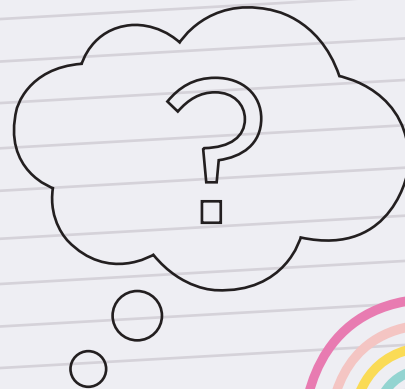
**Misinformation:** False, manipulated, or misleading information shared online, but it is not intended to cause harm, for example, humour taken seriously or unintentional mistakes. Whilst misinformation is generally not dangerous, it can be problematic.

**Disinformation:** False, manipulated, or misleading information shared online in order to cause harm. This is purposefully created to negatively influence people's emotions about or understanding of an event. Disinformation can be very damaging.

### What can I do to detect mis- and disinformation?

Our Mis- and Disinformation booklet, which was produced in collaboration with Manchester Metropolitan University, is free to access in the downloads section of our Wise Owl Trust website

- 
- Check sources
  - Google the story
  - Reverse-image search
  - Fast checking websites
  - Think before sharing



## Did you know?

Teachers information. Information that is shared with the children is at the teacher's discretion

According to a recent study, 4 out of 10 people cannot identify a fake photo, and half of those who can, cannot say exactly what is wrong.



What's crazy is how easy it is to manipulate people's memories. When participants in one study were shown fake childhood photos of themselves riding in hot-air balloons with their families (when they hadn't actually), 50% of them began "remembering" going on the ride that never happened.

A systematic review of 20 papers published in 2016 found that photo-based -activities, like scrolling through Instagram or posting pictures of yourself, were a particular problem when it came to negative thoughts about your body. It has been reported that 7 in 10 young people said that Instagram made them feel worse about their body image.



Amy Slater, an associate professor at the University of West England, Bristol, published a study in 2017 in which 160 female undergraduates viewed either #fitspo, self-compassion quotes, or a mix of both, all sourced from real accounts on Instagram. Those who viewed only #fitspo scored lower on self-compassion, but those who viewed the compassionate quotes (e.g. "You're perfect just the way you are") were nicer to themselves - and felt better about their bodies.

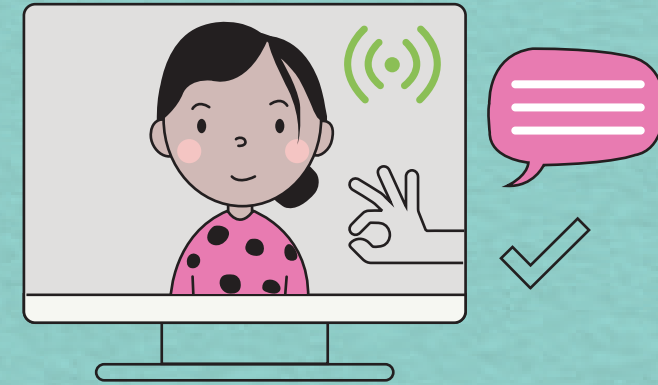
Another study published earlier this year involved showing 195 young women either body-positive content from popular accounts like [@bodyposipanda](#), photos showing thin women in bikinis or fitness gear, or neutral images of nature. The researchers found that exposing women to #bodypositive Instagram content appeared to boost their satisfaction with their own bodies.

# HONESTY - Online Anonymity - Teacher information

## Intended Learning Outcomes

### CHARACTER OUTCOMES

- To understand the importance of honesty when offered the anonymity of online, and the intrinsic benefits this brings.
- To know how things can be manipulated online and how this can affect others, and why honesty is important.
- To recognise ways in which the internet and social media can be used both positively and negatively (honesty and dishonesty).
- To assess the reliability of sources of information online (honesty and dishonesty).



### Links to Statutory RSE and Health Education 2019 ONLINE RELATIONSHIPS

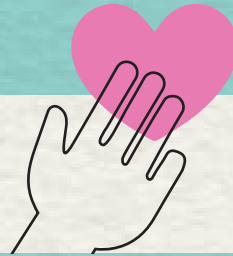
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.



# Workshop 1: HONESTY - Online Anonymity

## Introduction

### What is honesty?



Many children think honesty means you "don't tell a lie"-- and speaking the truth is a big part of being honest. But honesty means more than "not lying". Honesty means your actions are truthful too. If you have to hide what you are doing because you are trying to trick someone, you probably aren't being honest. So honesty is about both speaking and acting truthfully. How is honesty similar and different online to honesty in real life? Discuss with talk partner things that people lie about online. Children to share some of their ideas and record them as a group or share as a class and the teacher to record their ideas on the IWB. Some ideas could include:

- lying about their age so they can access an app
- pretending to have a job
- pretending to be somebody else
  - another persona
- pretending to be a made up person
- lying about pets

- giving a different name
- lying about something in a chat to try to impress others
- filtering a photo/Photoshop and photo editing apps (Facetune)
- fake accounts - imitate someone else or pretend to be a made up person



# Workshop 1: HONESTY - Online Anonymity

“Truthfulness is one of the main elements of character”

## Character challenge

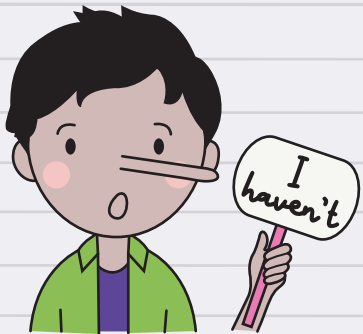
### Are you always honest?

Today we are going to see how honest you really are by having a game of “Never Have I Ever...”

Before the game begins, it is important for everyone to follow the workshop rules, especially ‘respect confidentiality.’

As a range of different scenarios are read aloud you will hold up your paddle board/white board to show either the side that says “I HAVE” or the side that says “I HAVE NEVER.”

At the end of the game ask the children to rate how honest they think they are, and how they could improve their honesty.



But how does honesty affect how we feel?

When we are honest, it gives us an internal sense of pride. When we are dishonest, how does that make you feel? When someone is dishonest to you, how does that make you feel?

Children to complete ‘Honesty’ resource.

Challenge: Are there any circumstances where dishonesty online may be required?  
For example, having social etiquette if you don't like what somebody is wearing or telling a ‘good’ lie because you are helping to plan a surprise.



### TEACHERS NOTES:

Ask questions such as I have never lied about my age to get on an app.

Finish with the question ‘I have never edited a photo.’

Praise for honesty but also take the opportunity to talk about the dangers and repercussions. Ensure that pupils don't think it is cool if another child admits to lying about things. E.g. don't create a culture of lying is cool as the cool kid does it.

# Workshop 1: HONESTY - Online Anonymity



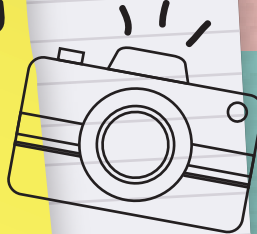
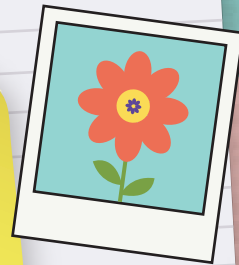
## Classroom challenge

Present the children with a range of photographs (see Resources for suggested photographs). This could be either done as a full class on the IWB or as groups – placing the photos into piles of real or fake. Were they correct? How do fake photographs spread across the internet? Why is this a bad thing – because they are so believable.

Ask the children to find clues as to the authenticity of the photographs.

Where would you see fake/edited photos? Discuss.

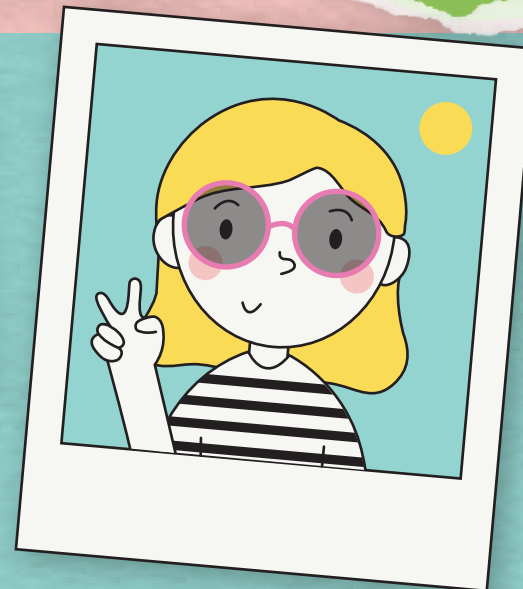
How can you edit and falsify photos? Discuss.



Activity: Allow the children to edit photos either taken by themselves or given to them using a photo editing app.

fomo

Share with the class and discuss the edits made. Can you tell? Why would someone edit a photograph? Explore feelings and extend into everybody being different and we should all be proud of ourselves without the need to edit. With older children talk to them about how editing photos can portray a completely different lifestyle. Talk about this and how it can make people feel. You could brainstorm ideas as a group e.g. loneliness, FOMO, depression, anxiety etc.



# Workshop 1: HONESTY - Online Anonymity

## Extension activities:

Explore honesty further. How can you support younger children with learning about the importance of honesty? Write a book, or an assembly to share with younger children in school.

## Suggested Resources:

Paddle

Post it notes

IWB/PowerPoint

Range of fake/edited photos



## Links to other learning

### PSHE

- Body image, appearance,
- Online relationships
- Fake News
- Good/bad lies



## Computing

- Editing photos and manipulating other media

## English

- Diary entry about how it feels to be honest/dishonest or how it feels to be duped.

## Suggested Vocabulary:

Honesty

Dishonesty

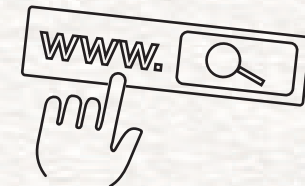
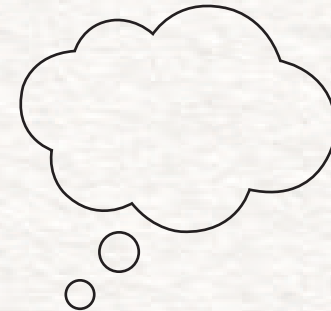
Truthful

Anonymity

Intrinsic reward

Pride

Self-awareness



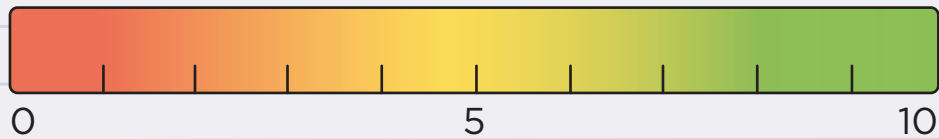


# Workshop 1: HONESTY - Online Anonymity

Rate your level of honesty in real-life.  
Place yourself on the scale below:



Rate your level of honesty online.  
Place yourself on the scale below:



How do the two scales compare?

If the two scales are different, explain why.



What could you do to improve your honesty?



How does it make you feel when you are:

HONEST

DISHONEST





# MY REFLECTION JOURNAL: HONESTY

What does honesty mean to you?

How important do you think honesty is when you are online? *Draw an arrow where you think honesty lies on the scale of importance below.*



Sometimes we all make mistakes, what could you do to rectify a mistake/mistruth?

What steps are you going to put in place to try to control your own honesty?



Personal thoughts and notes:



# RESOURCES:

**PADDLE BOARD -  
Character Challenge**  
Cut out your paddle  
board template and  
fold it.



# RESOURCES:

## EXAMPLES OF FAKE PHOTOS:

[Fake Shark Photograph](#)

[Fake Shark Photograph 2](#)

[Fake Whale Photograph](#)

[Fake Whale Photograph 2](#)

[Viral Fake News Photographs](#) - A selection of edited photographs that have gone viral. The teacher can select appropriate examples.

