Image

SESSION	SLIDES	WORKBOOK
45–55 min	12	Pages 9–14

A note to facilitators

This is a guide, not a script. We want to make the session as simple as possible for you, but it is your time with your students. You know them best. Feel free to follow a question, adjust the pace or allow a conversation to go somewhere unexpected. These sessions work best when students own the discussion.

Follow your school's wellbeing and safeguarding processes if a student needs support.

Session at a glance

Aim

Help students recognise the difference between the image they present and what they may keep hidden, and explore the belief that every person has dignity and worth as someone made in the image of God.

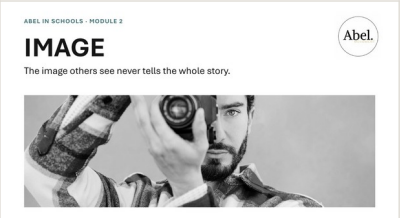
Prepare

Deck, workbooks (pages 9–14), magazines or printed images, paper, scissors, glue and pens. For the collage, divide students into two groups or sets of groups.

Facilitator care

Students should never feel pressured to reveal personal worries or insecurities. Invite voluntary sharing and respond sensitively to disclosures.

Slide by slide



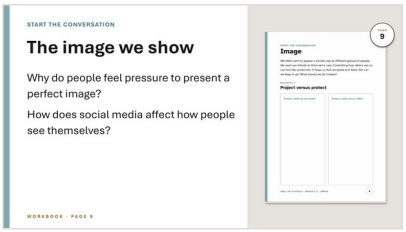
START THE CONVERSATION · SLIDE 1

Image

Introduce the idea that we all have an image others see, but that image never tells the whole story.

Facilitator notes

Ask students what comes to mind when they hear the word 'image'. Keep this brief; the next slide opens the conversation.



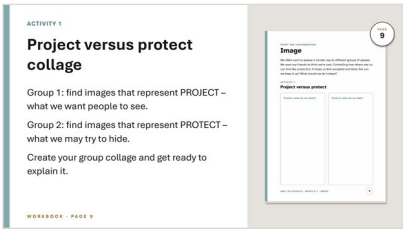
START THE CONVERSATION · SLIDE 2 WORKBOOK · PAGE 9

The image we show

Ask: Why do people feel pressure to present a perfect image? How does social media affect how people see themselves?

Facilitator notes

Invite examples such as photos, appearance, achievements or online profiles. Avoid assuming social media affects everyone in the same way.



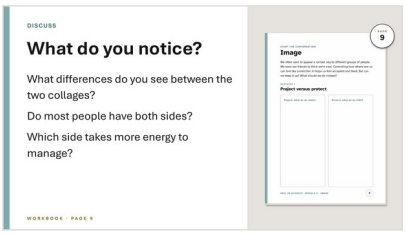
ACTIVITY 1 · SLIDE 3 WORKBOOK · PAGE 9

Project versus protect collage

Group 1 finds images that represent PROJECT: what we want people to see. Group 2 finds images that represent PROTECT: what we may try to hide. Each group creates a collage and prepares to explain it.

Facilitator notes

Explain that ‘protect’ can include insecurities, worries or things we keep private. Give groups time to select and arrange images; they do not need to share personal experiences.



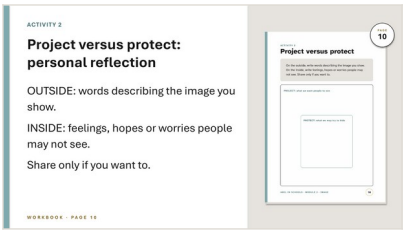
DISCUSS · SLIDE 4 WORKBOOK · PAGE 9

What do you notice?

Ask: What differences do you see between the collages? Do most people have both sides? Which side takes more energy to manage?

Facilitator notes

Let students interpret their collages before offering your own observations. Emphasise that some privacy is healthy; the question is whether maintaining an image becomes exhausting.



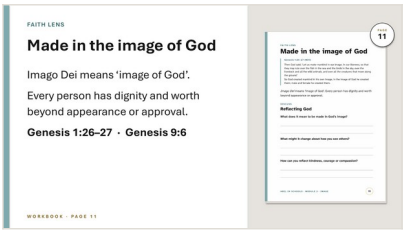
ACTIVITY 2 · SLIDE 5 WORKBOOK · PAGE 10

Project versus protect: personal reflection

Students write words on the OUTSIDE describing the image they show, and on the INSIDE feelings, hopes or worries people may not see. Sharing is optional.

Facilitator notes

Give quiet time to reflect. Explicitly say students can keep their work private. Do not collect or read personal reflections aloud without permission.



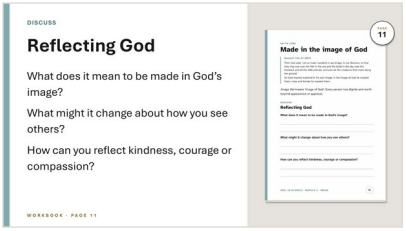
FAITH LENS · SLIDE 6 · WORKBOOK · PAGE 11

Made in the image of God

Introduce Imago Dei, meaning 'image of God'. Read or refer to Genesis 1:26–27 and Genesis 9:6. Explain that every person has dignity and worth beyond appearance or approval.

Facilitator notes

Keep the focus on inherent worth, not on looking or performing a certain way. You can say: 'Your value is not something you earn by impressing people.'



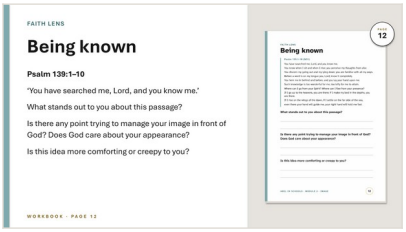
DISCUSS · SLIDE 7 · WORKBOOK · PAGE 11

Reflecting God

Discuss: What does it mean to be made in God's image? What might it change about how you see others? How can you reflect kindness, courage or compassion?

Facilitator notes

Encourage practical examples at school, home and online. Give space for honest questions about the faith perspective.

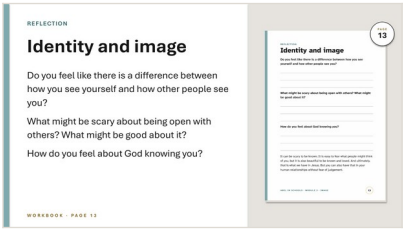


FAITH LENS · SLIDE 8 · WORKBOOK · PAGE 12

Being known

Read Psalm 139:1–10 together from workbook page 12. Ask: What stands out to you about this passage? Is there any point trying to manage your image in front of God? Students write their responses on the page.

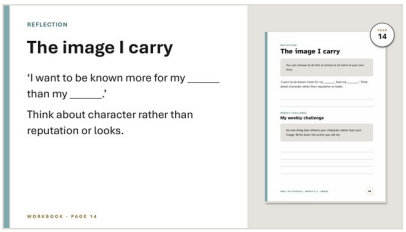
Keep the tone gentle: being fully known can feel comforting or uncomfortable, and both responses are welcome.



REFLECTION · SLIDE 9 · WORKBOOK · PAGE 13

Identity and image

Students reflect privately on workbook page 13: the difference between how they see themselves and how others see them, what might be scary or good about being open, and how they feel about God knowing them. Sharing is optional.



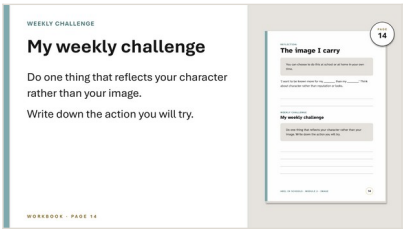
REFLECTION · SLIDE 10 WORKBOOK · PAGE 14

The image I carry

Ask students to complete: 'I want to be known more for my _____ than my _____.' Encourage character rather than reputation or appearance.

Facilitator notes

Offer an example only if needed, such as 'kindness rather than popularity'. Students can write privately or share if they choose.



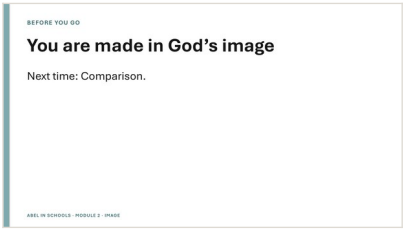
WEEKLY CHALLENGE · SLIDE 11 WORKBOOK · PAGE 14

My weekly challenge

Invite students to choose one action this week that reflects their character rather than their image, and write it down.

Facilitator notes

Encourage a small, specific action, such as including someone, telling the truth or helping without seeking recognition. Close by reminding students that worth goes deeper than what others see.



BEFORE YOU GO · SLIDE 12

You are made in God's image

Close with the line on the slide: your worth comes from being made in God's image, not from the image you show. Let students know the next session looks at comparison.