

Spotting image, audio and video manipulation

40 minutes

Following My Interests Online

Outcome 3.9

WHAT THIS LESSON DOES

Practise identifying whether digital images, audio clips and videos have been altered. Learn to tell the difference between ordinary edits for clarity and changes made to mislead viewers. Use simple checks to decide on a selection of media examples.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
3.9	identify examples of where image, audio and video manipulation has been used in digital media content

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify examples of image, audio and video manipulation using practical tells and checks (LO 3.9)
- Distinguish as taken, fair editing, and altered to mislead, including legitimate edits
- Decide for a small set of media whether and how it has likely been manipulated

BEFORE THE BELL

- The class poll needs a device each and students signed in. Open it from the step on the board; the join code appears on screen for them to type in.
- Have the interactive activity open on the teacher device, ready to project full-screen.
- Nothing else to prepare but the sound: the photos, the audio clip and the video are on the steps themselves. Check the classroom speakers before the lesson, because two of the three hands-on items are heard.
- Your turn's answers, with the reasons and the optional extension items, are in that step's teacher notes: the harbour photo is as taken, and the apples photo is altered to mislead (two apples copied into the crate to pad it out).

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HOW THE LESSON RUNS

4 min	introduction	Start
6 min	content	Examine and discuss
7 min	activity	Hands-on: manipulation forensics
7 min	activity	Class poll: as taken, fair editing, or altered?
10 min	activity	Your turn
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

ANSWERS AND LOOK-FORS

- Item 1: Parade photo, Fair editing The posted photo is a crop of the original. It cuts away the sky, the stands and the crowd so the teams fill the frame, but nothing in the moment itself was added, moved or removed: the players, the light and the colours all match. A crop steers the eye without inventing a story, so this is fair editing.
- Item 2: Councillor clip, Altered to mislead The full recording from the meeting says “I will not scrap the youth club budget.” The shared clip starts partway through the sentence and cuts out the word “not”, which turns a promise into its opposite. The jump in the middle of the line is where the cut was made. Trimming a clip for length can be fair; trimming it so it says the opposite is altered to mislead.
- Item 3: Snow video, Altered to mislead The original footage is a calm snowy morning on Heuston Bridge in Dublin: one person walks steadily across and a Luas passes slowly. The repost plays it two and a half times too fast and swaps the real sound for a howling wind, so light snow looks like a storm and a steady walk looks like a struggle, while the trees hardly move. With the caption, the edit is built to make the scene look far worse than it was.

TEACHING MOVES

- Work Item 1 of the interactive activity with the whole class, pausing for a call before revealing; every pupil calls all three in the class poll.
- Co-build the tell checklist on the board during Item 1 rather than lecturing it up front.
- Call first on Items 2 and 3, then open the originals under the video: the councillor's full recording and the snow video at its real speed.
- Circulate during Your turn and listen for reasoning; keep the three verdicts displayed throughout.
- Model naming both the change and the deciding tell during discussion.
- If fewer than 5 minutes remain after Your turn, run Make sense only and park Reflect as an exit question.

WHAT TO WATCH FOR

- Viewing every edit as deception: Use Item 1 and optional Clip A to show fair edits (crop, title card, music).
- Not specifying the tell: Prompt students to name one concrete change that decided their verdict.
- Missing the distinction: Revisit the definitions in the Make sense section.

DIFFERENTIATION

- Support: Offer sentence starters for writing the three lines in Your turn.
- Support: Allow pair work for the independent judgement task.
- Extension: Clip A, Audio C, Image D, crowd-stitch and brightness-fix items in the teacher notes.