

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

- Class Play needs a device each and students signed in. Start 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.
- No separate photo, audio or video files to prepare: each live item is a self-contained media case card, with the caption, source and observable details written into the interactive activity, and the two pictures for Your turn are already on that step.
- Keep a printed answer key for Your turn (and optional extensions) for teacher reference only.
- Teacher device with the interactive activity ready to project full-screen; each item is a self-contained case card, no separate media files to prepare
- A device each, students signed in; the board shows the join code
- No prep needed; board descriptions in the step are the full stimulus

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HOW THE LESSON RUNS

4 min	introduction	Start
6 min	content	Examine and discuss
4 min	activity	Hands-on: manipulation forensics
10 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: Sideline crop, Fair editing Cropping steers the eye, but nothing false was invented. The goal still happened; the editor just chose the tightest moment. That is ordinary fair editing, the same move many of you used when you framed a graphic.
- Item 2: Short speech clip, Altered to mislead A fuller recording from the same meeting includes the line just before it: "I will not scrap the youth club budget." Cutting out "not" (or starting after it) reverses the meaning. The jump, clipped first syllable and mid-breath start are audio tells that a cut was made. Trimming for length can be fair; trimming to invent the opposite view is altered to mislead.
- Item 3: Corridor clip, Altered to mislead At normal speed the same footage is ordinary end-of-class walking, and the crash was not in the original room. Speeding the footage and adding that sound manufactures drama the original moment did not have. Together with a panic label, the edit is built to mislead about how serious the scene was.

TEACHING MOVES

- Run the interactive activity with whole-class discussion, pausing for calls before revealing.
- Co-build the tell checklist on the board during Item 1 rather than lecturing it up front.
- Call first on Items 2 and 3; the fuller speech line and normal-speed corridor comparison live in the reasoning reveal, not in the content students judge from.
- 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.