

How manipulation affects the audience

40 minutes

Following My Interests Online

Outcome 3.10

WHAT THIS LESSON DOES

This lesson explores how edits to images, audio and video influence audience emotions. Students examine before-and-after examples to identify specific changes and the reactions they aim to create. They also evaluate whether edits are fair or misleading.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
3.10	Discuss how image, audio and video manipulation can impact on the audience or user.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Discuss how image, audio and video manipulation can impact the audience (LO 3.10)
- Name exactly what was changed in matched before-and-after pairs and the reaction engineered
- Record for altered media: the change, the effect intended, and whether it is fair editing or misleading

BEFORE THE BELL

- Have the interactive activity ready on your device for the board. The matched before-and-after pairs are written into the Hands-on step: read each pair aloud and leave the original vs altered blurb visible before students tap that item.
- Rehearse the Case 2 school-interview lines once aloud (quiet full answer, then the same answer clear with the fair disclosure). Under 2 minutes.
- Skim Extension A (debate) and Extension B (councillor) only if you expect early finishers; both scripts sit in the Your turn teacher notes.
- Review the definitions of fair editing and misleading manipulation and the three-part frame: change, technique, engineered reaction.
- Teacher device with the interactive activity on the board
- Devices with a browser; students signed in

How manipulation affects the audience

HOW THE LESSON RUNS

4 min	introduction	Start
4 min	content	Examine and discuss
10 min	activity	Hands-on: before-and-after teardown
16 min	activity	Hands-on: One picture, two reactions
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Display the three-part frame of change, technique and engineered reaction on the board from the start of Examine and discuss.
- Teach colour grade and fair vs misleading off Pair A; do not lecture them in full before students see an example.
- On the interactive, require two mandatory zones per post plus one full three-part class answer. StormWatch: headline + smallprint. Club Day: smallprint + headline. Do not open claim, crowd or price unless both items are done by minute 8 of Hands-on. Leave Club Day until last and protect the fair-edit call. Say explicitly that Club Day zones may be fair production choices, not tricks.
- Your turn core bar is two cases only: Case 1 pitchside (misleading image) and Case 2 school interview (fair video + sound). Case 2 is the independent fair-edit contrast so students must defend fair in their own writing.
- For Case 2, play or read original then altered before students write. Harvest only two or three student examples in Make sense.

WHAT TO WATCH FOR

- Students label every edit as misleading; Case 2 and Club Day are the fair anchors.
- Students describe the whole piece as fake instead of naming the specific change; insist on exact details.
- If a student links Extension B to a real politician, acknowledge once, stress the case is invented, and return to the three-part frame without adjudicating the real person.

DIFFERENTIATION

- Support: Sentence starters are already in the student step (The change was... / It pushes the audience to feel... / I call this fair/misleading because...).
- Support: Allow pair work for the case studies to encourage discussion.
- Extension: Misleading debate cut + soundtrack (Extension A) and councillor cut + caption (Extension B) in the Your turn teacher notes, for pairs who finish both core cases.