

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 description of each original post sits in the instructions at the top of the interactive: read it aloud and leave it visible before students tap that item, since there is no second picture on screen to compare against.
- Check that the composer activity in One picture, two reactions opens on the student devices, and that you can receive the pieces students send you.
- Review the definitions of fair editing and misleading manipulation and the three-part frame: change, technique, engineered reaction.

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
12 min	activity	Hands-on: One picture, two reactions
7 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 versus misleading off the StormWatch post; do not lecture the definitions in full before students see an example, because the words mean little until there is a picture attached to them.
- On the interactive, require two zones per post plus one full three-part class answer. For StormWatch open the headline and the smallprint; for Club Day open the smallprint and the headline. Leave the claim, crowd and price zones closed unless both posts are done by minute 8 of that step. Leave Club Day until last and hold the line that its edit is fair, saying explicitly that its zones may be fair production choices rather than tricks.
- In One picture, two reactions the constraint carries the learning: students may crop, brighten, cover and caption, but may not add anything the picture did not contain. Ask each student to write down the reaction they are engineering and the single edit doing most of the work, because they will speak from those notes in Make sense.
- In Make sense, take only two or three student examples, ideally one pair the class calls misleading and one it calls fair.

WHAT TO WATCH FOR

- Students label every edit as misleading; the Club Day post is the fair anchor, and any student version the class defends as true is a second one.
- Students describe the whole piece as fake instead of naming the specific change; insist on exact details such as the crushed shadows or the added urgency in the caption.
- If a student links a post to a real person or a real event, acknowledge it once, stress that the material here is invented, and return to the three-part frame rather than ruling on the real case.

DIFFERENTIATION

- Support: for students who stall, offer sentence starters aloud or on the board - The change was... / It pushes the audience to feel... / I call this fair or misleading because...
- Support: allow pairs to talk through the zones in the teardown before anyone answers, so quieter students have said the words once already.
- Extension: students who finish both versions early can make a third version of the same picture that engineers trust instead, and say which single edit did it.