Seeing Isn't Always Believing

Cyber Safety Lesson Plan (Age 12)

This lesson educates students about the prevalence of manipulated content online, highlighting the importance of critical thinking when interacting with digital media.

Learning Objectives

Students will be able to:

- Identify manipulated photos and videos online.
- Understand the impact of presenting information in a false context.
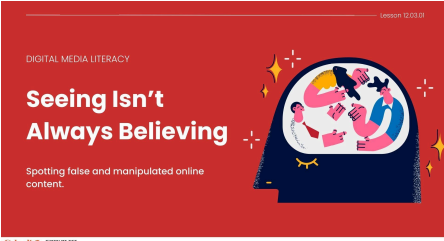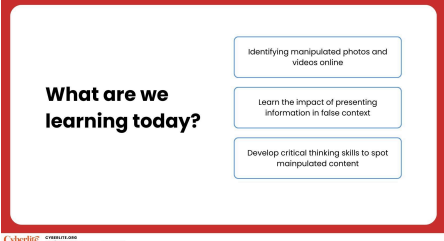- Develop critical thinking skills to spot manipulated content.
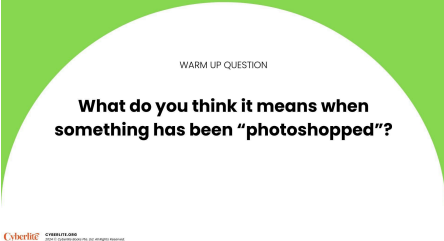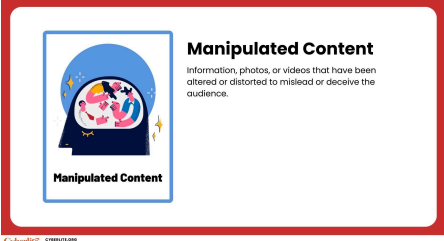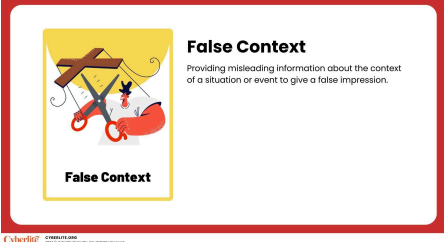
Duration

30 minutes

Key Concepts

- **Manipulated Content:** Information, photos, or videos that have been altered or distorted to mislead or deceive the audience.
- **False Context:** Providing misleading information about the context of a situation or event to give a false impression.

Internet Independent Framework

The learning objectives in this workshop are aligned with the Digital Media Literacy pillar of the Internet Independent Framework. Visit cyberlite.org for more information.
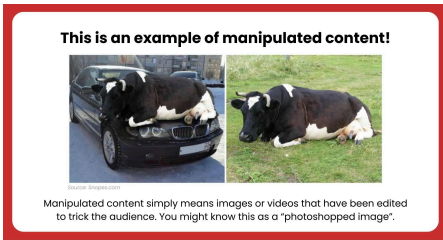
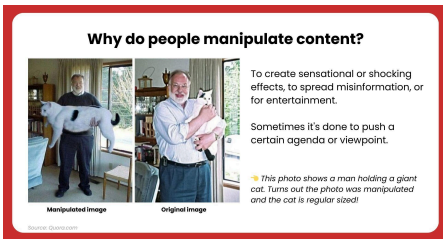| LESSON SLIDE	WHAT TO SAY OR DO
Slide 1	Welcome students to the lesson and briefly explain that today's lesson is about the things we see online and how trustworthy they might or might not be.
Slide 2	Share the lesson objectives of what students will be learning today.
Slide 3	Initiate discussion with, "What does 'photoshopped' mean to you?" to assess students' initial understanding. *Note for teachers: The term 'photoshopped' was derived from the popular image-editing software, Adobe Photoshop. Today, it broadly refers to digital media (i.e. image or video) that has been altered or edited.*
Slide 4	Explain manipulated content as photos or videos altered to deceive, which is sometimes referred to as 'photoshopped'. Use localised examples that might be familiar to students.
Slide 5	Clarify the concept of false context by discussing how accurate images or videos can mislead when paired with incorrect information.

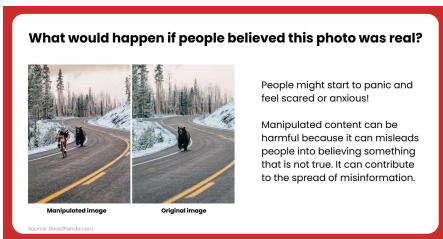|	
Slide 6	This is a Tweet from the account @SurreyRoadCops: "Remember as days get colder animals are attracted to the warmth of cars so check wheel arches or other hiding places" with a photo of a cow resting on top of a car. Encourage students to examine the image by asking them if there is anything strange about this image? Take a quick vote to see if students believe this to be true.
Slide 7	Explain that the image is an example of manipulated content. The cow has been edited or photoshopped to look like it was on top of the car, when in fact the original image (on the right) shows the cow laying on grass.
Slide 8	Discuss various reasons for manipulating content, such as to entertain, misinform, or influence opinions. Use the provided image of a man holding a giant cat as a case study.
Slide 9	Prompt students to consider the consequences of believing manipulated images, focusing on emotional and societal impacts.
Slide 10	Explain manipulation through false context by using a photo or video out of its original setting to convey a misleading narrative.

Out of Context "This is the first time I've seen giraffes in the wild on safari. They're beautiful!" BREAKING NEWS The only giraffe left in the world has been spotted in Africa! Original Post False Context This photo has been taken out of context and is now used in a fake news story. Can you think of why this might be harmful? *Slide 11*	Use this slide to discuss how out-of-context information can lead to misinformation, emphasising the importance of context in understanding content. In this example, the original post was by a regular person snapping photos from his trip to the safari. Taken out of context, the headline and image tells a different story.
Look out for these clues! Check for signs of manipulation Fact-check for the original source Use critical thinking *Slide 12*	Teach students strategies to detect manipulation, including looking for visual cues of photoshopping and editing, verifying sources, and applying critical thinking.
ACTIVITY **Headline Heroes** Can you capture attention with your headlines? *Slide 13*	Guide students through a creative activity where they generate headlines for images taken out of context, stressing the importance of accuracy and ethics in information sharing.
What You'll Need • Paper or notebook • Pencil or pen **Instructions** The following images have been taken out of context. Your task is to write down an attention-grabbing headline to go with each image to make your readers want to click on your link. *Slide 14*	Prepare students for the activity by ensuring they have paper and pens ready to create their own attention-grabbing headlines. For each photo presented, instruct students to brainstorm and write down headlines.
QUESTION 1 **Can you think of an attention grabbing headline for this photo?**	This is a photo of a group of young children running across grass. Encourage students to share their own headlines with the class. Discuss the impact of each headline and how it might affect reader perception. Debrief (slide 16): There are two headline examples provided. Use these examples to illustrate how different headlines can tell vastly different stories using the same image.

Slide 15-16

Slide 17-18

This is a photo of a female singer on stage.

Encourage students to share their own headlines with the class. Discuss the impact of each headline and how it might affect reader perception.

Debrief (slide 18): There are two headline examples provided. Use these examples to illustrate how these contrasting headlines can make an image look positive or negative.

Slide 19-20

This is a photo of a woman high-fiving a robot.

Encourage students to share their own headlines with the class. Discuss the impact of each headline and how it might affect reader perception.

Debrief (slide 20): There are two headline examples provided. Use these examples to demonstrate how many fake news articles will use exclamation marks and emotive words such as 'Shocking" to entice readers to click on the article.

This is a photo of a boy playing with slime.

Encourage students to share their own headlines with the class. Discuss the impact of each headline and how it might affect reader perception.

Debrief (slide 22): There are two headline examples provided. Use these examples to show how an image or video can be taken out of

QUESTION 4 **Can you think of an attention grabbing headline for this photo?** "Students discover alien goo in science class!" "Young boy worried after seeing his snot is blue" *Slide 21-22*	context, and a new story can be woven very easily.
Seeing isn't always believing! It is easy for photos or videos to be manipulated and taken out of context. Even if you read something online that has a compelling image, **always think twice and verify.** *Slide 23*	Summarise this activity by highlighting the ease of manipulation and the importance of scepticism and verification when interacting with online content.
WRAP UP **What have you learned today?** Let's reflect on today's lesson. *Slide 24*	Encourage reflection on the day's lesson, asking students to share insights or changes in their perception of online media.
Remember This! • Manipulated content and false context can be deceptive and misleading. • It is easy for photos or videos to be taken out of context. Don't always believe what you see. • Look out for clues of manipulated or "photoshopped" images or videos. • Use critical thinking skills to check if the information you see online is accurate. • Think twice and verify anything you read online. *Slide 25*	Close with a recap of key points, urging students to apply critical thinking and verification skills to online content they encounter in the future.
Well Done! *Slide 26*	Congratulate the students for their thoughtful participation and remind them to think twice and verify online content before believing what they see online.