



YOUNG & eSAFE



THEME - Critical Thinking



TARGET AGE GROUP - Years 9 and 10 (Level 6)



LESSON DURATION - 30 mins (Optional activity 30 - 60 mins)

Activity purpose: Develop students' critical thinking skills through awareness of how digital imagery can be misleading or manipulated.

BACKGROUND INFORMATION

Critical thinking involves the ability to evaluate knowledge and information in order to make an accurate judgement on an issue. Critical thinking skills can be applied to anything a person reads or views online, including images and videos (i.e. digital imagery).

Critical thinking skills are important as information online can be modified or displayed in a way that can change context and may change how information or images are interpreted. Without critical thinking skills individuals can often formulate incorrect assumptions about online content/digital imagery based on their initial impression and reaction to what they have viewed online. For example, digital imagery can be shown from a limited perspective, be outdated, used in an incorrect context, photoshopped or manipulated to persuade the viewer of one viewpoint or opinion.

When we view a still image it can be difficult to infer the thoughts and intentions of others as the image only tells one piece of the story. When analysing the authenticity and truth of digital images, it is therefore essential to ask questions about how reliable and trustworthy the information or image appears, and double check information through additional web searches.

The activity is structured to teach critical thinking skills by having students purposely led to misinterpret the image. The activity simulates how images are viewed online, and for this reason an explanation of image manipulation is not provided at the beginning of the activity. This will ensure that students are not primed to think about how images can be manipulated.

Activity 1

TEACHING SEQUENCE / ACTIVITY	DURATION	RESOURCES REQUIRED
<p>There are two image options (motorcyclist or celebrity) for this activity.</p> <p>Explain to the class that they will view a video demonstrating how digital imagery can be misleading.</p> <p>1. Show the Young & eSafe Critical Thinking video – ‘I question things’.</p> <p>Focus question:</p> <p>Have you or someone you know copied the actions of someone based on what you thought was real in a video clip?</p>	3 mins	<p>Smartboard/screen to display the video.</p> <p>YOUNG & ESAFE CRITICAL THINKING VIDEO. (see link below in 'External links')</p>
<p>Image analysis activity:</p> <p>1. Divide the class into small groups.</p> <p>2. Display the PowerPoint slide with Image No 1 (motorcyclists).</p> <p>3. Encourage the groups to critically discuss the image with the following questions:</p> <p>*Note these questions are on the PowerPoint</p> <p>a. Describe what you are seeing in this image.</p> <p>b. What do you think might be happening in this image?</p> <p>c. What might be the headline related to this image?</p> <p>4. Display the PowerPoint slide with Image No 2 (Celebrity). In groups, students answer the three questions used for Image 1.</p> <p>5. Have the groups present their interpretations to the class.</p> <p>6. Display the actual images to the class. Ask the class what interpretation they now make of the image.</p> <p>Option 1: The motorcyclists are doing a charity toy run.</p> <p>Option 2: The celebrity assisted the man in the wheelchair.</p>	<p>7 mins</p> <p>10 mins</p>	<p>PowerPoint slides with Option 1 (Motorcyclist) and Option 2 (Celebrity).</p>

<p>7. Encourage class discussion with the following questions:</p> <ul style="list-style-type: none"> • What was the first image trying to persuade you to think? <p>Option 1: The motorcyclists were a gang.</p> <p>Option 2: The celebrity was ignoring the man in the wheelchair.</p> <ul style="list-style-type: none"> • What information was left out of the image that led you to a different or incorrect conclusion? <p>Option 1: The toys on the bikes.</p> <p>Option 2: The moments before and after when the celebrity was walking past.</p> <ul style="list-style-type: none"> • Aside from photos, what other online images do we need to question and evaluate? <p>Videos, advertising, celebrity endorsements, images on social media and the news.</p> <ul style="list-style-type: none"> • What questions can you ask yourselves to check the trustworthiness and reliability of online images? <p>Example questions include: When was the image taken? Who took the photo? Is the image trying to sell something? Is the image real or photoshopped/digitally manipulated? Could the image have a hidden agenda? What could be left outside of the frame?</p> <ul style="list-style-type: none"> • How could you ensure that the image you are seeing is what happened? <p>Check for other copies, look for videos, look for other angles, check for any editing or cropping.</p>	<p>10 mins</p>	
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Optional extension:		
<p>1. How can viewing manipulated images affect how you see yourself?</p> <p>Comparing yourself to your friend's images, comparing yourself to unrealistic media images, putting too much emphasis on how others perceive you online.</p> <p>2. Have students use a computer or device to generate their own manipulated images. Students can search for images and then use cropping or editing to leave out information and change the way the photo is interpreted. Have students share with the class.</p> <p>3. Show students real life examples of images that have been misinterpreted in the popular media. An example image is provided in the external links below. The misinterpreted image is of a woman on her phone during a bombing attack in London.</p> <p>4. Ask students to collect and share examples of images they have seen in their Instagram feed and determine if they have been manipulated. Student led discussion on how this might make them feel.</p>	30 – 60 mins	<p>Student access to computers and the internet.</p> <p>Smartboard/projector screen to display the URL link.</p>

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AUSTRALIAN CURRICULUM

Health and Physical Education Learning Area:

- Making healthy and safe choices: propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices. (ACPPS092)

English Learning Area:

- Text structure and organisation: Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects. (ACELA1566)
- Responding to literature: Evaluate the social, moral and ethical positions represented in texts. (ACELT1812)
- Expressing and developing ideas: Evaluate the impact on audiences of different choices in the representation of still and moving images. (ACELA1572)

Critical and Creative Thinking Capability:

- Poses questions: Poses questions to critically analyse complex issues and abstract ideas.
- Organise and process information: Critically analyse independently sourced information to determine bias and reliability.

Information and Communication Technology Capability:

- Select and evaluate data and information: Develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources.

EXTERNAL LINKS INCLUDED IN THE ACTIVITY

Young & eSafe – ‘I question things’ video: [esafety.gov.au/youngandesafe/question](https://esafety.gov.au/youngandesafe/question-things)

Optional extension:

Article example of a misinterpreted image: [news.com.au/technology/online/social/whats-wrong-with-this-photograph/news-story/9fafd1a593f4c94e86c782b6b59cf385](https://www.news.com.au/technology/online/social/whats-wrong-with-this-photograph/news-story/9fafd1a593f4c94e86c782b6b59cf385)