

Fun with filters: An image manipulation lesson



This lesson can take up to 45 minutes. It can be broken down into two smaller lessons; one focusing on the importance of consent, and the other on image manipulation.

Ages 4-6

The lesson has been designed for learners aged 4-6. The “checkpoints” offer differentiation strategies to scale learning as required.

About this lesson

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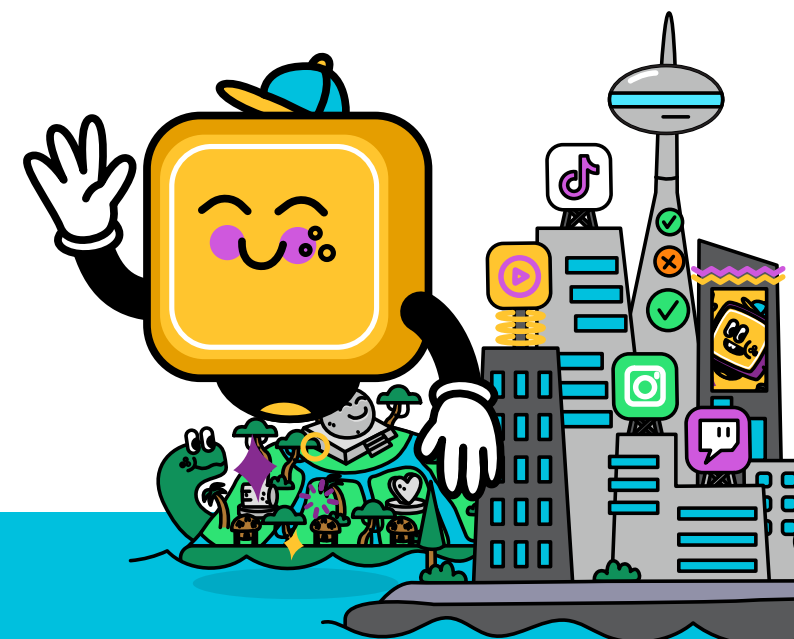


This lesson is part of the eSmart Digital Licence program

By completing just four engaging lessons, including this one, your class can earn their eSmart Digital Licences—signalling their understanding of safe and responsible online behaviour. Start now and guide your learners toward becoming confident and positive digital citizens.



Learn more about the program
be.esmart.org.au/dl/overview



Overview

This lesson focuses on consent and image manipulation. Learners will explore the importance of asking for permission before taking photos and videos, fostering a sense of respect for others' privacy. They will then manipulate images themselves using digital tools or the "Offline Activity Pack" provided.

Setup

Note: there are two setup options. The lesson can be run with or without devices.

- ☐ Project the lesson slides onto a central screen.
- ☐ (Optional) Provide a digital version of the slides for learners using assistive technology.
- ☐ If using devices: Distribute tablets with "markup" features or a basic photo editing app.
- ☐ (Optional) Ensure devices have accessibility features (text-to-speech, voice commands, magnification) and alternative input methods (styluses, adapted touchscreens) as needed.
- ☐ If not using devices: Print and distribute the "Fun with Filters: Offline Activity Pack" from the Resources section.
- ☐ (Optional) Provide learners with glue, scissors, and coloured pens to use the "Offline Activity Pack".
- ☐ (Optional) Pre-cut materials for learners who struggle with fine motor skills.

Learning intentions & success criteria

Learners will:

- Understand the importance of consent in the form of asking permission to take photos and videos.
- Discover that images can be altered and manipulate and do not always reflect what is real.

These intentions are evidenced when learners can:

- ☐ Ask for consent and explain why it is important to ask for permission before taking photos or videos of others.
- ☐ Identify at least one way that images can be altered and manipulated using digital tools.

Educators will:

- Deepen their understanding of how to effectively teach the concept of consent, specifically in the context of taking photos and videos.
- Gain insight into how to explain the concept of image manipulation to young learners, emphasising the importance of critical thinking in media literacy.

These intentions are evidenced when educators can:

- ☐ Successfully lead discussions that help learners articulate the importance of asking for consent before taking photos or videos.
- ☐ Encourage learners to identify and discuss at least one way that images can be altered.

Consent and image manipulation

The lesson: Key messages

- It is important to ask permission before taking pictures of someone else. This shows that you respect their feelings and privacy.
- If someone asks to take your photo and you feel uncomfortable, it's okay to say "no." You have the power to keep yourself safe!
- It is easy to change photos and make them look different using special tools. Remember, not everything you see online is the same in real life.

Importance of asking for consent

Emphasise the importance of asking for permission before taking photos or videos. Consent is about respecting others' feelings and choices, not just getting a "yes" or "no." When children learn to ask for consent, they understand boundaries better and build respect for themselves and others. Encourage polite requests, active listening, and gracious acceptance of any response.

Explaining photo manipulation

Simplify the concept of photo manipulation by explaining that it involves changing images to look different from the original. Use relatable examples, like how food in advertisements often looks perfect but may not represent reality. Link this to broader media literacy, teaching them to question what they see, fostering critical thinking skills as discerning consumers of media.

Answer key: Detective Fry had a photo taken without consent. He might feel:

- Like his privacy has been violated.
- Uncomfortable, nervous, and surprised.
- Like his boundaries had been crossed, and his feelings ignored.
- Worried because he doesn't know what the picture will be used for, or who will see it.

Judging when it's appropriate to consent to a photo or video

Below are some factors that children may consider when deciding to give consent for photo and video. When deciding to give consent for a photo or video, children should always check with a parent, carer, or trusted adult first.

Familiarity:

Children should only allow photos to be taken by people they know and trust, such as friends and family. If a stranger asks for a photo, they should feel comfortable saying "no." Emphasise that their safety and comfort come first.

Comfort Level:

If they feel uncomfortable or simply don't want to be photographed, they should feel empowered to say "no." Trusting their feelings is essential for setting personal boundaries.

Ask Questions:

Encourage children to ask questions if they're unsure why someone wants their photo, such as, "Where will this photo go?" or "Who will see it?" This helps them gather important information and assess their comfort with the request.

Privacy:

Children should be mindful of details in photos that could reveal their exact location. For instance, a school uniform in a photo can indicate where they go to school, and sharing pictures that show specific landmarks or their home address can put their privacy at risk.

Location:

Discuss that certain places may not be suitable for taking pictures, like restrooms. If a child feels a location isn't right, they should trust their instincts and decline.

1

Introduce the lesson

Discuss scenario

- Share the story of Detective Fry, who said "no" to a stranger wanting to take his photo. Ask, "Why might Detective Fry be upset?"



Slide 1 - p. 6

Define consent

- "What does consent mean?"
 - Consent means asking someone if it's okay to do something, like taking their photo, and respecting their answer.



Slide 2 - p. 7

Three steps to asking for consent

- Outline the steps.
- Give options for handling a situation where someone takes a photo without consent.



Slide 3 - p. 8

Differentiate the lesson by assessing the discussion.

Modify instruction as appropriate, based on whether learners can:

- Explain what consent means and give examples of when to ask for it.
- Identify an action to take if someone takes a photo without consent.

Options:

- Use puppets or dolls to model what asking for consent looks like. Invite volunteers to play one of the characters.
- Pair learners with varying levels of understanding together for the next activity to encourage and learn from each other.

2

Main activity

This activity can be run with or without devices.

Discuss "image manipulation"

- Use the prompts and visuals on Slide 4 to explain that images can be altered using simple tools.



Slide 4 - p. 9

Using devices

- Show learners how to use filters and editing tools.
- Let them experiment with taking and changing photos.

Using the Offline Activity Pack

- Ask learners to glue, cut, and paste "filter" items onto their image. Use coloured pencils to create filter effects.

Present completed images, and discuss:

- What did you change about the image?
- How did that make it look and feel different?
- What are some good and bad things about changing images?
- How might someone feel if their image was manipulated without consent?

Checkpoint: Check understanding

Observe activity participation. Modify instruction if learners struggle to:

- Understand the concept of image manipulation.
- Use the digital tools provided.

Options:

- Provide more visual aids, such as before-and-after images, to illustrate what image manipulation looks like.
- Model the manipulation of an image as a whole group, and explain along the way how each step changes perception.

3

Exit pass

In-class discussion.

Discussion: Thumbs up, thumbs down

- Read the statements on Slide 5 to the class. ask learners if they agree (thumbs up) or disagree (thumbs down).
 - Invite volunteers to explain why they agree or disagree, and why. Discuss as a group.
- If some learners struggle with the concepts, consider a breakout group to work on the "Top-up" activity on Slide 6.



Slide 5 - p. 10

Checkpoint: Learning intentions & success criteria

Assess the "Exit pass" to ensure learners have met the following success criteria:

- Ask for consent and explain why it is important to ask for permission before taking photos or videos of others.
- Identify at least one way that images can be altered and manipulated using digital tools.

Next steps:

If some learners didn't meet the criteria, do the "Top-up" activity in the following section. Discussion about the lesson's themes can be continued at home, by setting the extension task as homework.

Important Note:

If this lesson is part of the eSmart Digital Licence, you'll need to ensure that all learners have met the success criteria before accessing the Digital Licences.

4

(Optional) Top-up or extend the lesson

Top-up the lesson

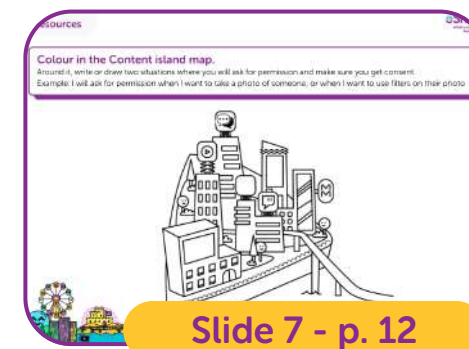
For learners who need more help meeting the learning intentions & success criteria.



Slide 6 - p. 11

Extend the lesson

For learners who have met the learning intentions & success criteria, and need a bit more of a challenge.



Slide 7 - p. 12

In a breakout group, use the resource on Slide 6 to talk through two examples: one where consent is given, and the other where it is not.

Discuss: Why might they give consent in one case, but not the other? What would the person feel in either case?

In class or at home, ask learners to colour in the Content Island map. Around it, they should write or draw at least two situations where they will ask for permission and make sure to get consent.

Example: I will ask for permission when I want to take a photo of someone; or when I want to use filters on their photo.

Content Island is part of the eSmart Digital Licence quest. If your class is not already on the quest and would like to explore other islands, please visit be.esmart.org.au/dl/overview.

A stranger asked Detective Fry if they could take a photo of his cool outfit. Detective Fry said "no", but the stranger took the photo anyway. Why might Detective Fry be upset?



Clues



Privacy



Stranger



Surprise



Feeling shy or nervous



Feelings ignored

Share



What will happen to it?

Detective Fry did not consent to having his photo taken.

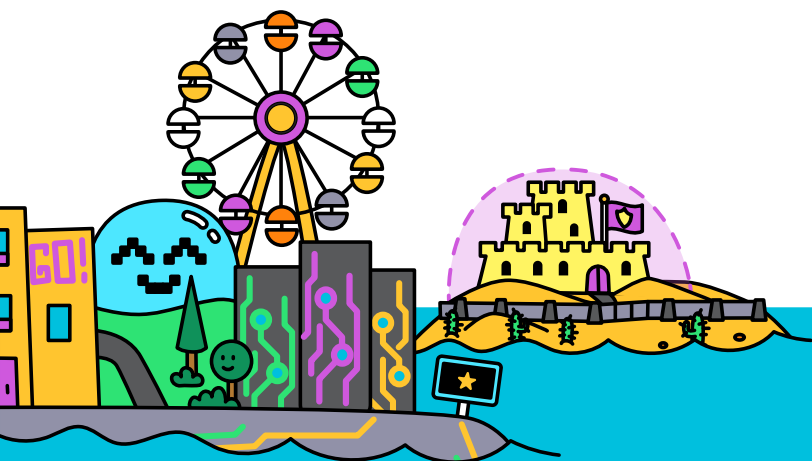
What does consent mean?

Examples:

"I need to ask for consent before taking a picture of my friend at the park".

"If someone does not give consent, I should respect their decision".

Clues



Three steps to getting consent:

1



Ask

Ask politely.
Tell them why.

2



Wait for their answer.

Give them time to think and
respond.

3



Respect their decision.

If they say "yes," you can go ahead.
If they say "no," thank them for
telling you.

If someone takes a picture without your consent, what can you do?



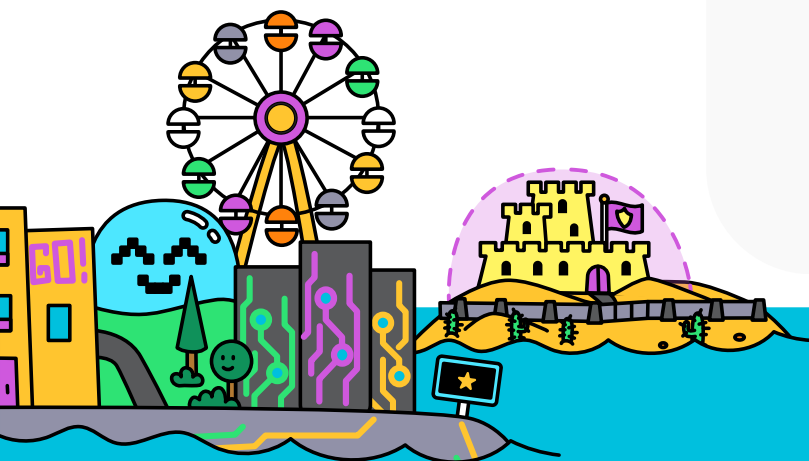
Tell them to stop



Tell an adult

DELETE

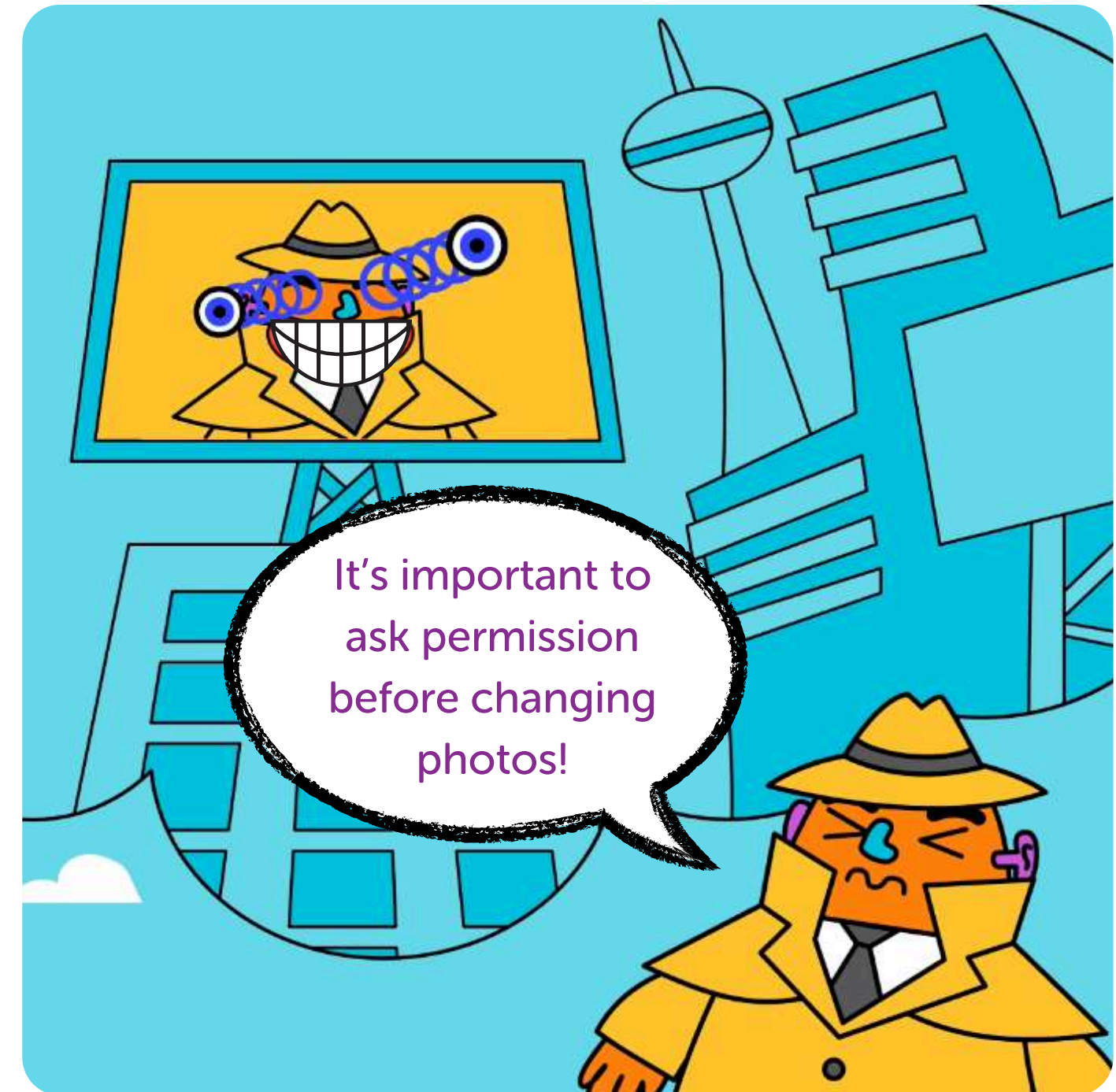
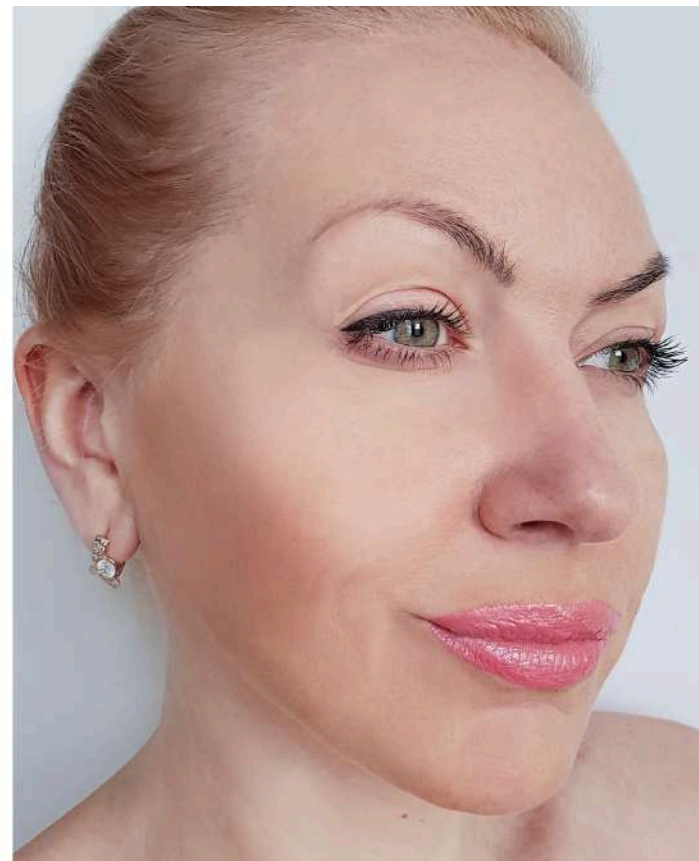
Ask them to delete it



We are now going to “manipulate” some photos, which means:

Change them with special filters and tools so they look different.

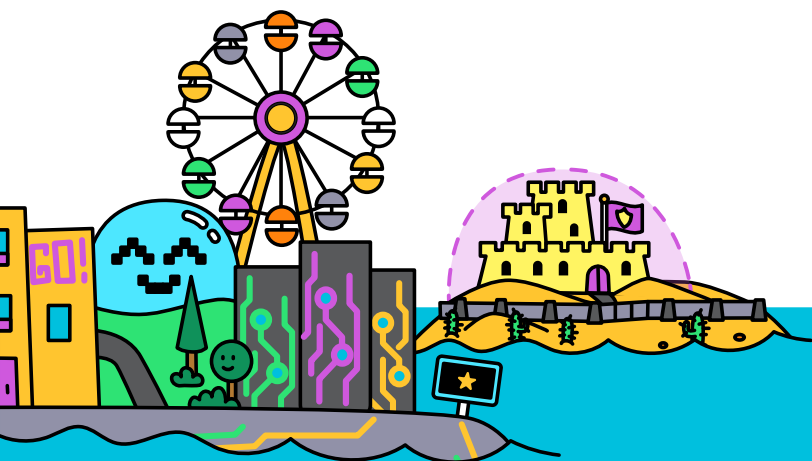
Can you spot the differences?



Thumbs up for agree, thumbs down for disagree...



1. It's important to ask for permission before taking a photo or video of someone.
2. You don't need to worry about asking for consent if it's just for fun.
3. Images can be changed to make someone look different from how they really are.
4. If I see a photo of someone that looks too perfect, it must be real.
5. Asking for consent shows respect for others' feelings.
6. It's okay to take pictures of someone if they are not looking.





One of these examples gives consent, and the other doesn't.
Can you pick the one that shows consent?
Why might they give consent in one case, but not the other?

You ask a friend, "Can I take a picture of you holding your trophy?"

Your friend smiles and responds, "Yes, of course!"

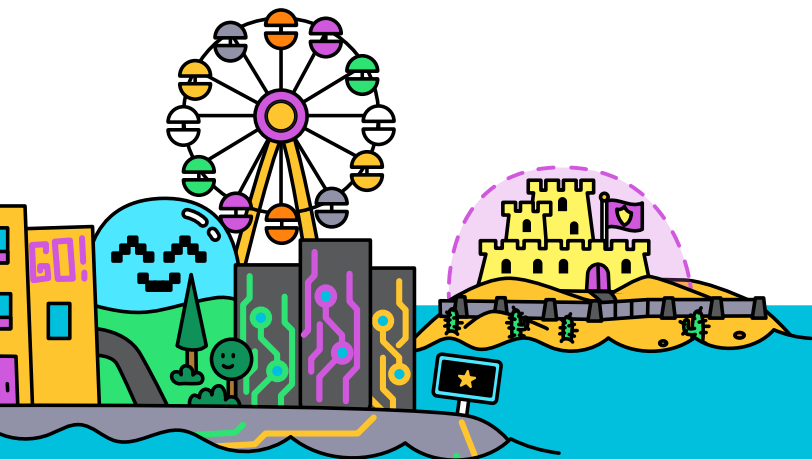
If the photo was taken, how might the friend feel?



You go up to a child you don't know and ask, "Can I take a photo of your bike?"

The child shakes their head and says, "No, please don't."

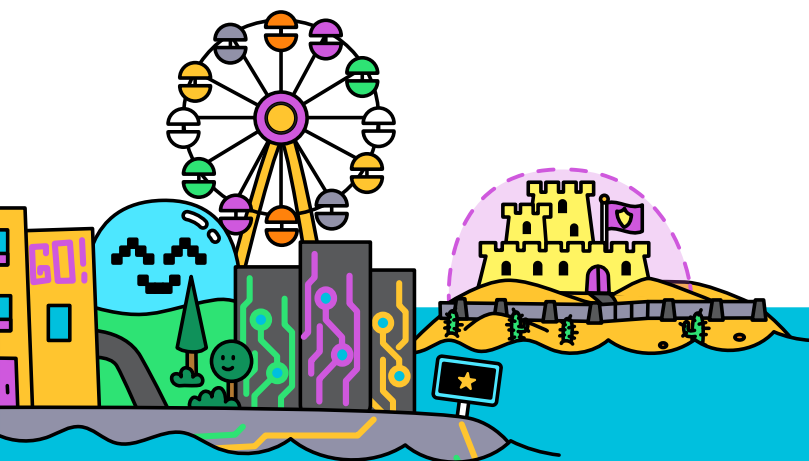
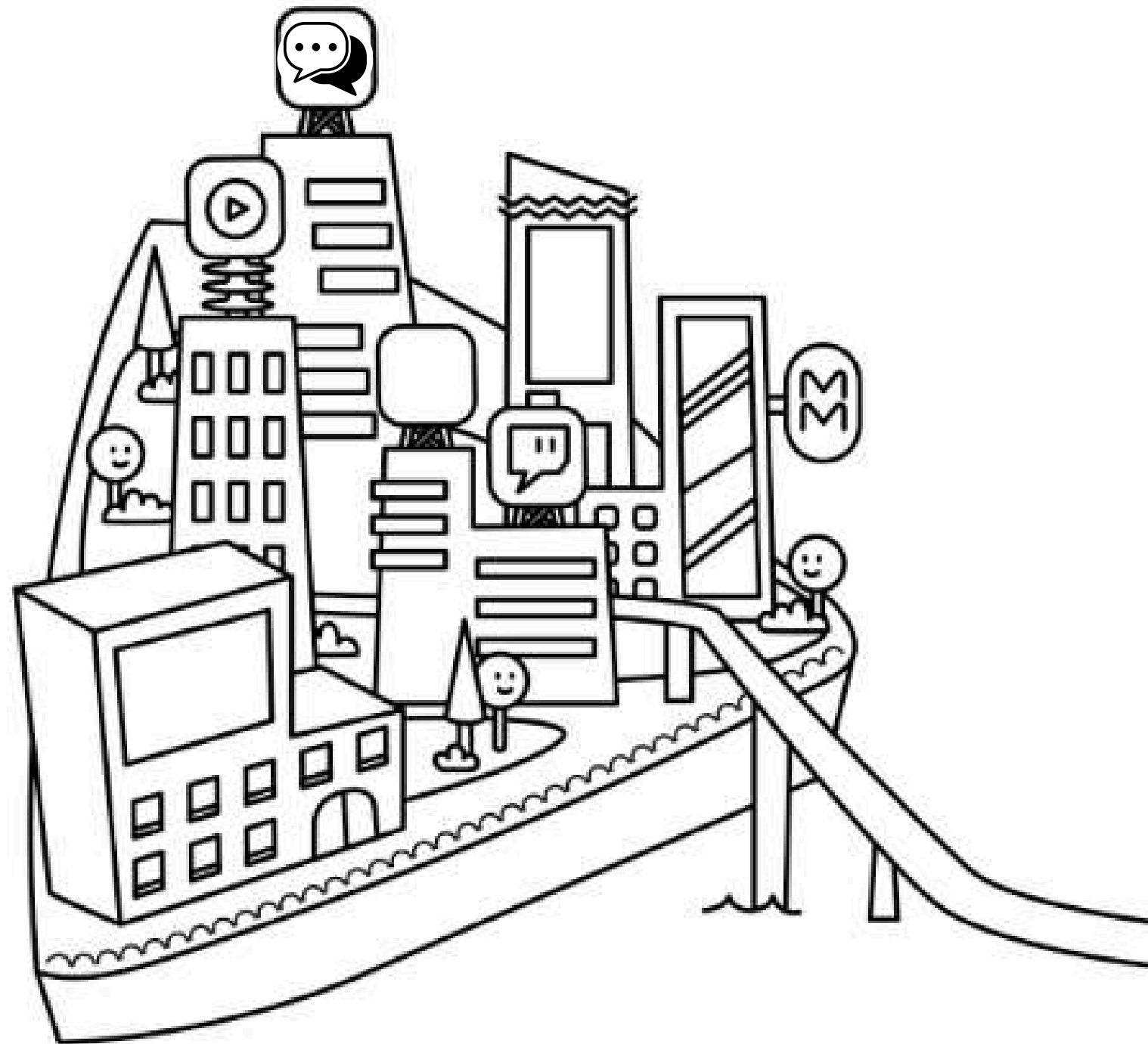
If the photo was taken, how might the child feel?



Colour in the Content island map.

Around it, write or draw two situations where you will ask for permission and make sure you get consent.

Example: I will ask for permission when I want to take a photo of someone; or when I want to use filters on their photo



Australian Curriculum (Version 9.0)



Digital Literacy

Visual Arts

Health & Physical Education

Digital Technologies

Foundation: Digital Literacy

Manage Online Safety:

- Level 1: Use online tools that are safe or only under direct supervision, seeking help from trusted adults when feeling unsafe.

Foundation: Digital Technologies

- AC9TDIFK01: recognise and explore digital systems (hardware and software) for a purpose.

Foundation: Health and Physical Education

- AC9HPFP04: Explore how to seek, give or deny permission respectfully when sharing possessions or personal space.

Foundation: Visual Arts

- AC9AVAFD01: Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas.
- AC9AV AFC01: Create arts works that communicate ideas.
- AC9AVAFP01: Share their arts works with audiences.

Year One: Digital Literacy

Manage Online Safety:

- Level 2: Use online tools that are age appropriate or only under supervision, seeking help from trusted adults when feeling unsafe.

Year One: Digital Technologies

- AC9TDI2P04: Use the basic features of common digital tools to create, locate and communicate content.
- AC9TDI2P05: Use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults.

Year One: Health and Physical Education

- AC9HP2P04 : Practise strategies they can use when they need to seek, give or deny permission respectfully.

Year One: Visual Arts

- AC9AVA2D01: Experiment and play with visual conventions, visual arts processes and materials.
- AC9AVA2C01: Use visual conventions, visual arts processes and materials to create artworks.
- AC9AVA2P01: Share artworks and/or visual arts practice in informal settings.

My Time, Our Place



Outcome 1: Children have a strong sense of identity.

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.

This is evident when children:

- Identify themselves or their friends in an image.
- Identify key signs of manipulation to the image or identity of another person.
- Independently use technology in an early learning environment.

CASEL Framework



- Responsible decision-making: The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations.

For example:

- Learning how to make a reasoned judgment after analysing information, data, and facts.
- Recognising how critical thinking skills are useful both inside and outside of school.