

info hunter

InfoHunter is an educational program to help young people better understand the world of digital information and develop their critical thinking skills

Lesson Guide

Primary School Level

A critical analysis on images and photos

Level: Primary school
Age: 9-12 years old

<p>Duration of the workshop</p> <ul style="list-style-type: none"> • 2 sessions of 45 min each <p>Method</p> <ul style="list-style-type: none"> • Collective workshop • In small groups 	<p>Required material</p> <ul style="list-style-type: none"> • A connected computer • A video projector or interactive whiteboard • The group needs to be in the computer room or school library, to be able to search different things on the Internet (one tablet or computer per group will be necessary for the decoding step)
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BACKGROUND

With more than **4 billion posts being shared daily on social networks that mix real information, hoaxes, and "fake news"**, it is essential to **give young people the keys to question what they see or read and put all that information into perspective.**

This is InfoHunter's goal: a program that helps young people think critically and allows them to have a better understanding on how information is created.

The video available in the course was produced by Spicce in order to set a trap for conspiracy theorists.

The Lesson Guide (ages 9-12) on analyzing an image was created by TRALALERE in partnership with Rose-Marie Farinelle (school teacher specialized in media education), and based on her lesson "*Real information or fake news, how to make the difference online, starting in primary school*". Farinelle's work aims to help young people discern the reliability of sources and images online.

The video features Morgan, a teenager, who shares his holiday photos on social media. The images allow us to study different concepts on the analysis of an image: an image used out of context, framing, editing, etc.

The objective of this course is to **give students the keys to take a critical look at the different images, and teach them how to analyze and interpret them.**

EDUCATIONAL OBJECTIVES

Main goal:

A picture or a video could be edited and manipulated in a thousand different ways. We can change the date of a picture, its story, or even the picture itself. Where was it taken? When? How? Why? Asking the right questions is crucial, as well as observing details, and understanding the tools being used.

This lesson's goal is to help young people think critically and allow them to have a better understanding on how information is created, how to analyze a picture, decrypt information, and sort out real news from fake news.

Specific objectives:

- Learn to take a critical look at an image.
- Learn how to observe and analyze an image to understand its context.
- Understand that the way an image is taken and its background can influence the message received by others.
- Understand that you can edit an image with, for example, an image editing software.
- Understand that the same image can have a completely different meaning depending on its context. Some images are misused and given a different meaning to arouse emotion.
- Understand that information and pictures can be perceived in a very different way among people; it depends on their individual thinking patterns.
- Discover tools to analyze information.

INFOHUNTER AND ELEMENTARY SCHOOL LEARNING

Critical thinking and communication

Understand and express yourself out loud.

- Express yourself verbally
 - Present information in a clear fashion, express a personal point of view and justify it;
 - Make a short presentation
 - Participate in a debate with other students
 - Use and cite words from other texts, such as written and oral statements

Methods and tools for learning

- Research information and learn about media languages
 - Search for information in different media (print, audiovisual, web) and documentary resources.
 - Question the reliability of information and sources
- Use digital tools to learn and communicate
 - Use digital tools to make a presentation

Become an active citizen

- Express your opinions while respecting those of others
 - Calmly express emotions
 - Formulate an opinion, gain some perspective, and compare it with those of others
- Exercise a critical mind, demonstrate reflection and discernment
 - Understand the issues at the heart of a situation
 - Go beyond clichés and stereotypes

Media and information literacy for Elementary School.

This course covers 3 core educational skills for the elementary level:

- Research, use and organize information (Info-documentary skills)
 - Become familiar with different documentary sources and develop research methods to identify relevant information to answer questions and solve problems.
 - Question the validity of information and the reliability of sources
 - Learn to prioritize information, to classify it, and to distinguish information from an opinion, a rumor or a statement relating to propaganda.
 - Compare and relate several types of documents.
 - Know how to cite a source
- Write, create, publish and carry out a project in groups
- Appropriate and understand an information space and a work environment.
 - Understand and work with different forms of media
 - Understand the differences between print, digital, and multimedia sources and be able to understand their usage

CONDUCTING THE SESSION

Step 1: WE WATCH

Discovery and understanding of the video

(Length: 10 min - all together)

Objective: watch the video and listen to students' initial ideas and opinions

You can start by watching the video without telling the students what the theme of this workshop is. This step is important, and it can be clarified after step 2.

Suggest that students take notes of the things they find interesting on the video. Play the video and follow with a Q&A session to gather students' initial ideas, opinions and to have an idea of their level of understanding on the subject. Questions should be basic; we are not yet on the decoding and analyzing step.

Sample questions:

What is this video's topic?

What did you think of this video?

Step 2: WE VOTE

Survey and initial impressions

(Length: 5 min - all together)

Objectives: Ask students to speak their minds and talk about their ideas and opinions, gather all this information. We are not yet on the decoding and analyzing step.

After watching the video for the first time, ask students to give their point of view on the following statements:

Statement 1 : In this video we see Morgan's holiday photos.

Statement 2 : All the information in the video is true.

Statement 3 : I would share this information.

For each statement, ask students to raise their hands, then note the result (the number of students, with the corresponding percentage) on the platform, using the provided pointer.

Voting tip: As a group, students risk being influenced by the votes of their peers. Suggest that they vote with their eyes closed or write their answer on a piece of paper that they lift up when voting!

Step 3: WE INVESTIGATE

Decrypting the video

(Length: 40 min - all together or in small groups)

Objectives: learn to decipher, research, and compare information

5 markers are available in the video. These are 5 key moments that have been selected to carry out an investigation with the students.

These Key Elements allow your students to discuss the main rules to know in order to decipher any type of information.

At each stop on a Key Element, the question "What did you learn?" appears with an "Investigate" button.

Click on the "Investigate" button to bring up the form on the screen that includes:

1. **A question** which challenges the pupils on their own knowledge and their perception of the selected Key Element.
2. **Clues** that provide them with useful information to answer the question. These are the key messages that students should take away from the session.
3. **A track to follow** to guide them in their investigation. For each track, instructions and a link to an Internet site are available.

We have deliberately not displayed the existing tools in the course in order to promote an active teaching approach. On the other hand, you will find them in the course of the educational sheet. Please feel free to add your own and share your findings with us.

If you have chosen to work as a whole class, stop at each key Element and solve the investigation together. You can do this orally only or take the time to fill in the survey booklet (everything you fill in during this step will automatically be carried over to step 5 of the feedback process). It is advisable to open the different links of the "Pathways" before your session so that you do not have to go through the whole process.

It is advisable to open the various links of the "Tracks to Follow" before your session so as not to waste time.

If you have chosen to work in groups of students, divide this step into two parts.

Part 1: As a class, discover the markers and assign one marker to each small group of students. Create as many groups as there are markers. Groups can be formed randomly or by affinity for a marker.

This step is also an opportunity to explain to the students that each of their cards will make up **the group survey booklet** that you will complete in step 5.

To facilitate work in small groups, you can provide them with **a survey sheet** for each marker, which you will find in the appendix of this guide.

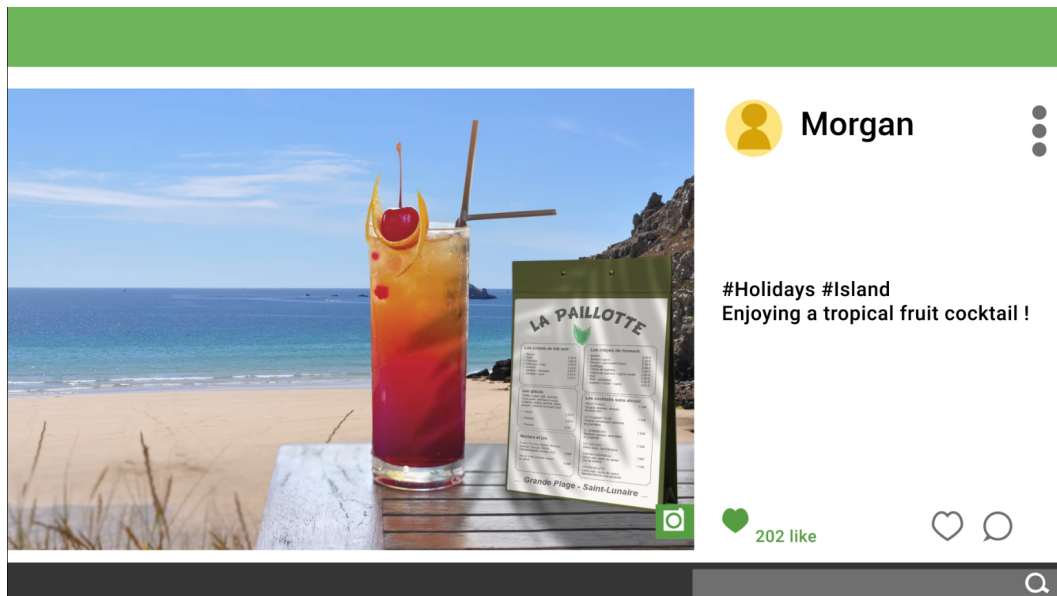
Part 2: Each group will work on a marker, answer the questions with the help of the clues provided, and follow the suggested trail.

The research can be done online but also with the help of paper documentation.

It is interesting here if you can guide them to verify the selected information.

Key Elements in the Video

Key Element #1: Source



Educational objectives: Learn to observe an image in order to contextualize it.

Questions displayed: Do you know these places? How would you go about checking where these beaches are?

Additional question: Where is Morgan in these first two images?

Clues:

All the details of an image or photograph can be good clues to locate a place: architecture, monuments, landscapes, people, clothing, objects, cars ...

To answer, and after reading the clues, ask the children to describe the picture. Once the name of the restaurant and its location have been found on the table "La Paillette - Grand plage, Saint-Lunaire", do a search on a search engine to realize that this beach is not on the Comtesse Islands. Besides, the Countess Islands do not exist!

Track to follow:

Instructions: Can you find this place?

Link:

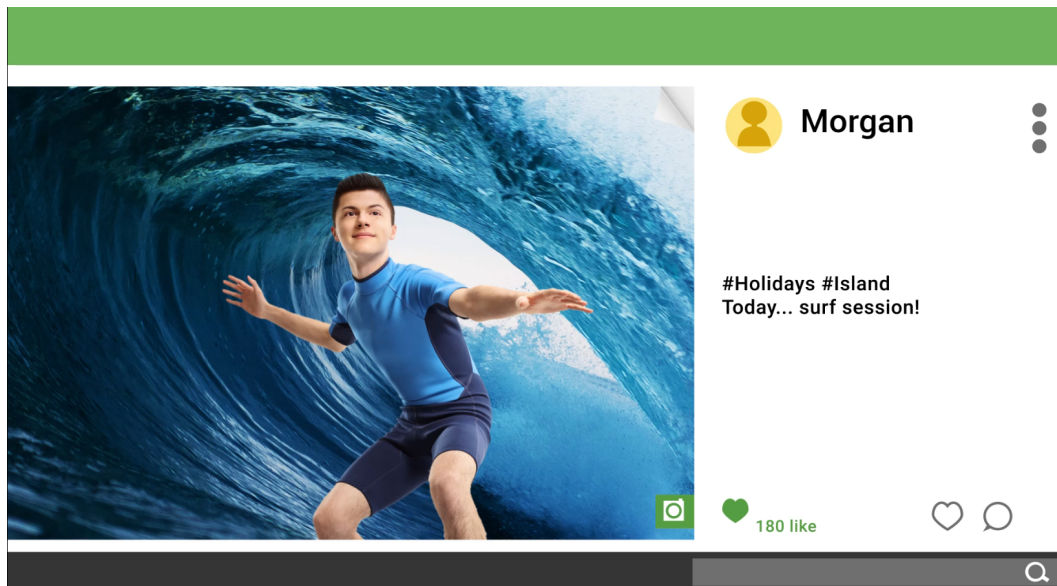
https://s.observers.france24.com/media/display/a46acc38-f72b-11ea-a216-005056bfe576/china_t.webp



(20 Bowery (China town), New York, NY, United States)

Tips: To conduct the survey, have students describe the photo in detail and check their guesses using [Google Maps](#) or [Street View](#).

Key Element #2: Framing



Educational objectives: Understand that the composition of an image and its framing can influence the message conveyed.

Questions displayed: What is Morgan doing in this image? How can we be sure?

Additional questions: Can you describe the scenery?

Clues:

The composition of an image can give clues to decipher it. We can focus, for example, on perspective, proportions, framing, shadows. Changing the framing allows you to modify the message.

To answer, and after reading the clues, have the children look closely at the picture. You will notice that Morgan does not surf but is in front of a poster with the top right corner peeled off.

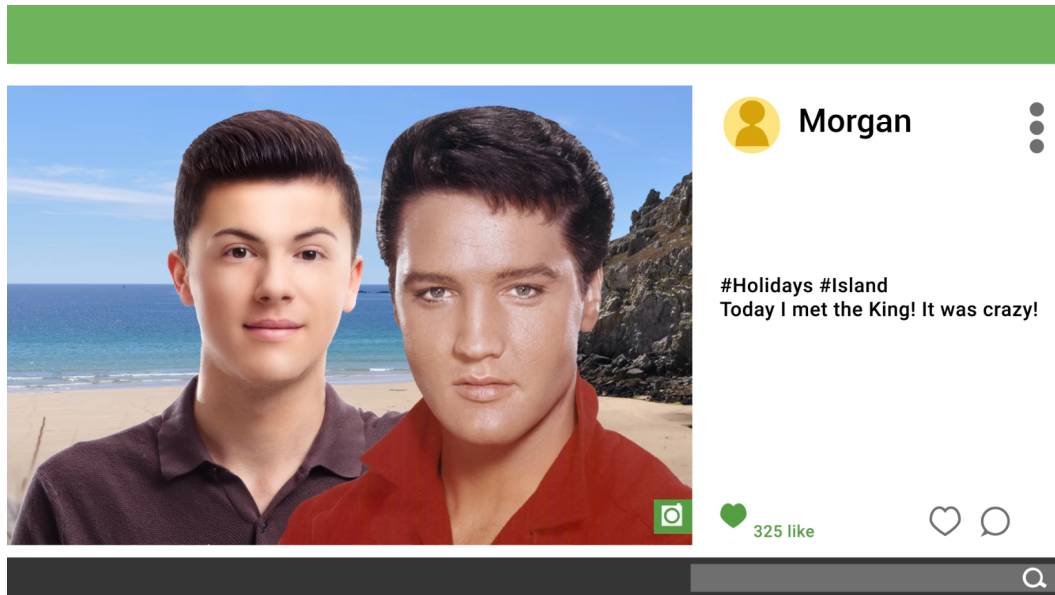
Track to follow:

Instructions: How does the framing change our perception of this photo? Can you imagine a story for each of them?

Link :



Key Element #3: Retouching



Educational objectives: Understand that you can manipulate an image with technological tools, such as image editing software.

Questions displayed: Who is Morgan with? What do you think of the composition of this image?

Additional question: What does this image represent?

Clues:

A lot of software is available online to retouch and adapt an image to convey the message you want.

Observe every detail to spot the photomontages: error of proportion, perspective, and rough outlines.

To answer, and after reading the clues, have the children answer the question. Some will tell you that Morgan is in the company of Elvis Presley. By doing a little research on a search engine, they will learn (if they don't already know) that Elvis's nickname is "the King" and that he died in 1977.

Track to follow:

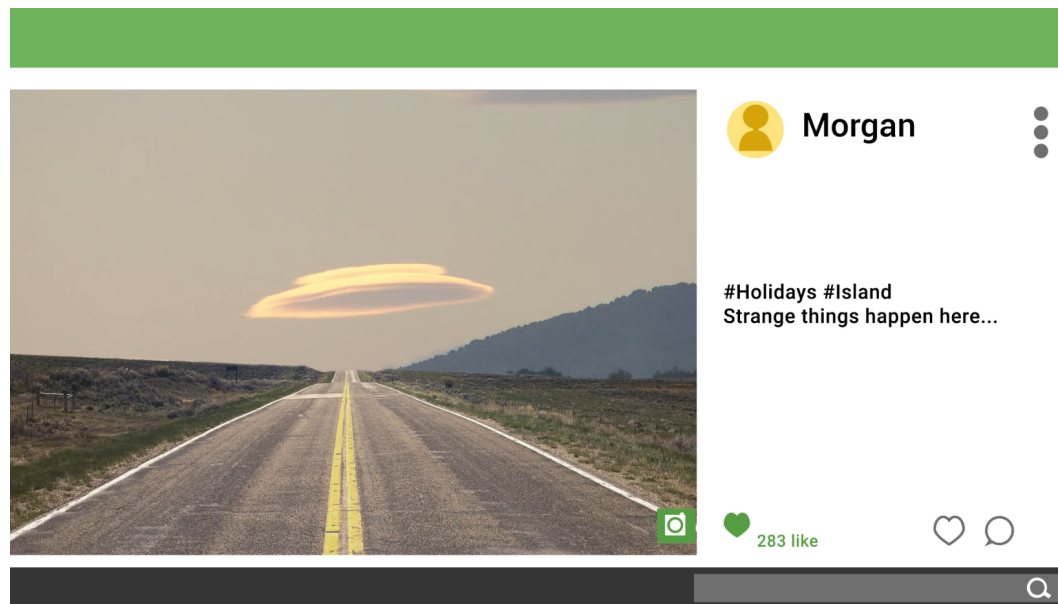
Instructions: Observe this photo published in a Chinese newspaper and locate the retouching.

Link:

https://s.observers.france24.com/media/display/a49057e6-f72b-11ea-acc1-005056bfe576/chine_volant.webp



Key Element #4: Optical illusion



Educational objectives:

- Understand that the same image can be perceived in different ways depending on the individual cognitive mechanisms.
- Discover pareidolias, this form of perceptual bias, optical illusions that make us see a familiar form in a landscape, a cloud, smoke, an object...
- Remember that we must be wary of our brains, which can play tricks on us.

Question displayed: What do you see in this picture?

Clues:

The same image can be seen and interpreted in different ways, depending on the person. Our eyes and our brains can play tricks on us and make us see things that are not there.

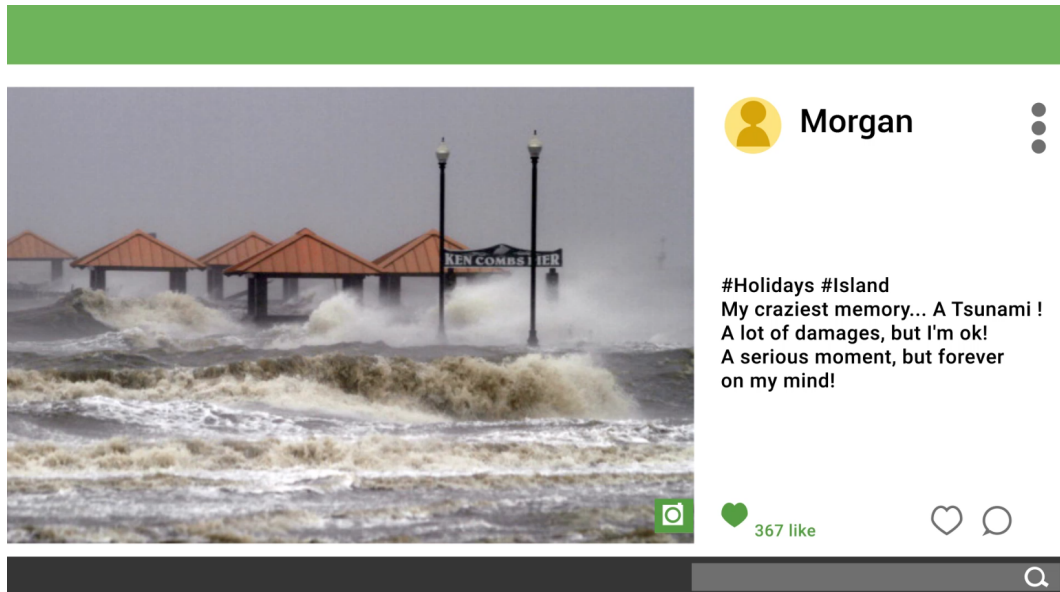
To answer, and after reading the clues, have the children answer the question. Clouds are certainly the first form of optical illusion we encounter. Who has not already imagined what the clouds represented! Our brain is always trying to humanize. This may be the only REAL vacation photo of Morgan.

Track to follow:

Instructions: What color do you think this dress is?

Link: https://img.lemde.fr/2015/02/27/0/0/0/0/1328/0/45/0/ill_4584837_4316_tumblr_nkcjuq8tdr1tnacy1o1_500.jpg

Key Element #5: Context



Educational objectives: Understand that an image taken out of context can be used to convey a different message.

Questions displayed: What does this picture show? Have you ever seen a phenomenon like this?

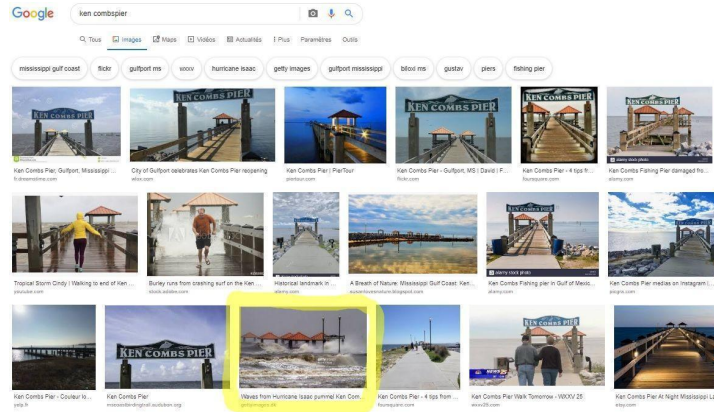
Additional question: Does this image remind you of current events?

Clues:

An image taken out of its context can be used to convey a different message and to illustrate other events ...

Some people do not hesitate to use the emotion aroused by an image to illustrate fictional events or to ask for money.

To answer, and after reading the clues, ask the children to describe the picture. Once the name "Ken Combs Pier" is spotted, do a search on a search engine to find that it is a port in the United States that was hit by a hurricane. If you search further by clicking on "Images", you will find a photo very similar to Morgan's. So Morgan here took an event that took place and took it out of context.



Track to follow:

Instructions: Discover the story behind this photo of children used in different contexts.

Link:

https://ichef.bbci.co.uk/news/976/media/images/82753000/jpg/_82753641_nsn-hagiang-oct2007-img_3819-bbc.jpg



Tips: Using **an existing reverse image search engine** (www.tineye.com or Google's image search for images, for example), show students how to verify the source of an image and its different uses. To do this, right click on the photo presented in the article and click on "Search for an image on Google".



You will then have access to all the Internet pages where this photo appears and will therefore quickly find the author and the context in which the photo was taken.

To learn more about the history of this photo, see this article:

<https://www.bbc.com/news/world-asia-32579598>

Step 4: WE REVOTE

Post-decryption survey

(Length: 10 min - all together)

Objective: Gather students' opinions to compare them to their initial ideas

After the the decoding and analyzing step, go back to the polling phase, available in activity #4. Ask students to vote again by raising their hands (just like on step #2). A final screen, comparing the two surveys' results, will highlight the evolution of students' opinions from the beginning to the end.

At the end of this second voting phase, you can discuss the evolution of students' answers, and talk about what information was crucial for changing their votes.

Step 5: WE KEEP IN MIND

Restitution of knowledge

(Length: 15 min - all together or in small groups)

Objective: retain the skills learned over the course of the workshop

If you have chosen to work as a whole class, ask students to think about the key messages and the tools they can use in deciphering information.

If you worked in small groups, ask each group to present their thinking and the results of their research. Then, fill in each marker together. Together they will constitute the survey log.

APPENDIX

Key Element #1 : Source

Questions:

Do you know these places? How would you go about checking where these beaches are?

Clues:

All the details of an image or photograph can be good clues to locate a place: architecture, monuments, landscapes, people, clothing, objects, signs, cars ...

Track to follow:

Instructions: Can you find this place?

Link:

https://s.observers.france24.com/media/display/a46acc38-f72b-11ea-a216-005056bfe576/china_t.webp

Investigation Notes:

Note here your approach, the best practices / reflexes and the tools you used

Key Element #2 : Framing

Questions :

What is Morgan doing in this image? How can we be sure?

Clues:

The composition of an image can give clues to decipher it.
We can focus, for example, on perspective, proportions, framing, and shadows.
Changing the framing allows you to modify the message.

Track to follow:

Instructions: How does the framing change our perception of this photo? Can you imagine a story behind each of them?

Link: https://www.swissinfo.ch/blob/153364/a79e0cba779ea4db0e2886ffc74221a0/srijmg20071101_8377012_0-data.jpg

Investigation Notes :

Note your investigation approach and the decryption tools you used here:

Key Element #3 : Retouching

Questions :

Who's Morgan with? What do you think of the composition of this image?

Clues:

A lot of software is available online, to retouch and adapt an image to the message you want. Observe every detail to spot the photomontages: error of proportion, perspective, rough outlines, incomplete elements...

Track to follow:

Instructions: Observe this photo published in a Chinese newspaper and locate the retouching.

Link:

https://s.observers.france24.com/media/display/a49057e6-f72b-11ea-acc1-005056bfe576/chine_volant.webp

Investigation Notes :

Note your investigation approach and the decryption tools you used here:

Key Element #4: Optical Illusion**Question :**

What do you see in this picture?

Clues:

The same image can be seen and interpreted in different ways, depending on the person.
Our eyes and our brains can play tricks on us and make us see things that are not there.

Track to follow:

Instructions : What color do you think this dress is?

Link:

https://www.buzzfeed.com/catesish/help-am-i-going-insane-its-definitely-blue?z=345435gfdt&utm_term=.ldgOj48Rn#.ow8GzaLRq

Investigation Notes:

Note your investigation approach and the tools used here:

Key Element #5 : Source

Questions :

What does this picture show? Have you ever seen a phenomenon like this?

Clues:

An image taken out of its context can be used to convey a different message and to illustrate various events ...

Some people do not hesitate to use the emotion caused by an image to illustrate fictional events or to ask for money.

Track to follow:

Instructions: Discover the story behind this photo of children used in different contexts.

Link:

https://ichef.bbci.co.uk/news/976/media/images/82753000/jpg/_82753641_nsn-hagiang-oct2007-img_3819-bbc.jpg

Investigation Notes:

Note your investigation approach and the tools used here:

Key Element #
Questions :
Clues:
Track to follow:
Investigation Notes: