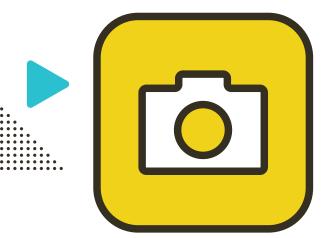# Activity: Guess who?

The purpose of this activity is to teach children the importance of consent, while also learning skills in taking photos and editing them using digital devices.

This activity is offered in parts that you can introduce sequentially and stop wherever works for your group. The different parts scaffold learning and you will know with your group which activities to use or how to adapt them to meet the level of understanding of the children in your class.

Readiness

Children are ready for this activity when they show an understanding of the concept of taking photos using digital technology. If children are having difficulty with this activity you may like to try the activity called 'Taking a photo' from the infant and toddler resources.

It is important for adults to model seeking consent when taking a photo so children learn the appropriate language and behaviour. Educators might say,

- That's a great tower you built, can I take a photo and send it to mummy?"

- "Would you like to be in the photo?"

Description

Part 1:
Taking photos and consent

Offer a child the opportunity to take some portrait photos of their friends. You can explain that a portrait is a photo of someone's face. Discussions may come up about selfies or similar ideas, like Facetime. When the child takes the photos, they can practise consent by asking their friend if it's okay for them to take their photo.

Part 2:
Digitally manipulating an image

The child can then use a filter, or other tool in the photo app, to manipulate the photos and make them look a bit different. For example, they can zoom in on them or use a blur tool to smudge some of their friend's face out.

Part 3:
Images we see on computers may not be real or may be changed

Next, at circle or mat time the child who took the photos can share them and the class has to guess who is in the photo. You can then expand on any of the topics by asking, "Who takes photos of their family?" and, "What do you like about that?", to explore ideas of capturing and reflecting on images with technology.

You can then explain to the children that digital technology means you can change photos and make them look different and this can be both a good and a bad thing. You can ask children, "Why would it be a good thing?" and, "Why might it be a bad thing?".

Resources required

Tablet, smartphone or digital camera.

Modelled play

You may need to offer support to the child by modelling:

- How to hold the device to take a photo of someone's face.

- How to use the technology to manipulate photos (e.g. zoom or use a filter).

Prompts

- Why do you think we take photos of people's faces?

- Why should we ask someone if we can take their photo?

- How can you make it harder for someone to guess who is in this photo?

Learning statement

<Name of child> demonstrated the ability to independently use technology to create an image of their friend. They practised asking their friend for consent to take the photo. They are developing their fine motor skills in both taking the photo and manipulating it on the screen using applications and digital tools on the technology device.

<All the children> demonstrated an ability to identify themselves or their friends in a digital image and were able to develop a strong sense of identity and connection to each other. They learnt that images and pictures captured with digital technology can be changed and that this can be a good thing, but also a bad thing.

Alignment

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 a digital image or online profile like in a digital planning tool.

- Independently use technology in an early learning environment.