

LESSON 10

How content is published, and the rise of AI content

40 minutes

Evaluating Online Content

Outcome 2.2

WHAT THIS LESSON DOES

Explore the shift from traditional gatekept publishing to open online sharing, including the role of AI. Through class activities, judge invented content as human-made, machine-made or both, and investigate a real example for its origins and generation method.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
2.2	investigate how digital media content is published on the internet and the potential role of new technologies in content creation

WHAT STUDENTS SHOULD BE ABLE TO DO

- Investigate how digital media content is published and the role of new technologies including AI (LO 2.2)
- Commit to a verdict on whether invented items were likely made by a human, a machine, or both
- Work out who published a real piece and what evidence suggests machine-generated content

BEFORE THE BELL

- The class poll needs a device each and students signed in. Open it from the step on the board; the join code appears on screen for them to type in.
- Prepare a simple board diagram contrasting traditional and digital publishing paths, to talk through; the students' screen has two short paragraphs on it.
- Have the interactive activity open on the teacher device.

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HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and discuss
4 min	activity	Hands-on: human, machine, or both?
13 min	activity	Class poll: human, machine or both?
8 min	activity	Your turn
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

ANSWERS AND LOOK-FORS

- Item 1: product review, Machine The timing, empty superlatives, lack of concrete detail and brand-new account together point to machine-generated text, not a real buyer writing from experience. One tell alone would not be enough; the cluster is what makes the call fair.
- Item 2: match-day caption, Human The inside jokes, uneven spelling and very local detail are hard for a machine to invent without being fed the whole story. Messy writing is not proof on its own, but combined with a lived, specific moment it points to a person posting from the bus home.
- Item 3: how-to short, Both The words were drafted by a machine and the filming, voice and edits are human. A lot of everyday content now sits in this middle: AI helps with a draft or image, and a person shapes, records or publishes it. Spotting both is as useful as spotting pure human or pure machine.
- Item 4: local news note, Human A named reporter, a named official, a date and a checkable link are the marks of ordinary human news publishing. Nothing here needs a machine to explain it. Human does not mean perfect; it means a person is visible and accountable for the piece.
- Item 5: concert crowd image, Machine These glitches (warped hands, unreadable signs, repeated faces) are one cluster that still appears on some generated images. Absence of glitches does not prove human. Weigh the cluster plus the missing photographer. If the image looked clean, you would still ask who took it, whether an original post exists, and what reverse-image or source check you would run next.

TEACHING MOVES

- Work item 1 of the hands-on together at the board, with 20 seconds for pairs to lock a verdict before the public commit and the reveal; the class poll takes the rest.
- In the poll, talk items 1 to 3 through properly and take items 4 and 5 as a quick vote and reveal, because Your turn needs its full eight minutes at the end. Never drop Your turn to finish the last two items.
- Your turn gives students the council library notice on screen, so there is nothing to prepare; students with a safe example already open on a device may judge that instead. Devices are optional, not required.
- In Make sense, take two or three student verdicts quickly and use them to name the habit: publisher, then process, then evidence.

WHAT TO WATCH FOR

- Students rush to verdicts without pointing to tells; ask for specific evidence each time.
- Misuse of the both category; clarify it requires clear marks from both human and machine.
- Assuming all smooth content is AI; discuss that humans can also produce polished work.
- Treating finger or sign glitches as proof forever; absence of glitches does not prove human.

DIFFERENTIATION

- Support: Offer sentence starters such as The evidence for machine generation is...
- Extension: If devices are available and the class is fast, challenge pairs to judge a second real example after the council notice.
- Support: Allow paired work for the Your turn activity if needed.