

Influencers and content creators

40 minutes

Following My Interests Online

Outcome 3.5

WHAT THIS LESSON DOES

Explore how influencers and content creators earn from your attention. Learn to separate sponsored posts, personal opinions and techniques that keep you watching, then weigh how much to trust their recommendations.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
3.5	discuss the role of influencers and content creators in how information is presented online

WHAT STUDENTS SHOULD BE ABLE TO DO

- Discuss the role of influencers and content creators in how information is presented online (LO 3.5)
- Separate what is sponsored, what is opinion, and what is designed to keep you watching
- Weigh how much to trust recommendations from people whose income depends on attention

BEFORE THE BELL

- Prepare the board to note the three layers of creator content: sponsored, opinion and keep-you-watching.
- Check that student devices can open the composer activity, since students build a post of their own in the second hands-on step.
- No physical materials required beyond standard classroom setup.
- Teacher device and board for the interactive activity
- Devices with a browser; students signed in

Influencers and content creators

HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and discuss
13 min	activity	Hands-on: forensic teardown of a creator post
12 min	activity	Hands-on: Build the sponsored post
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Keep Examine short: the three layers plus the line about Irish advertising being clearly identifiable, then straight into the post. Give fuller detail on how creators earn only if someone asks.
- Run the teardown activity on the board with the whole class, asking students to call out what they notice in a zone before you tap it.
- In the teardown, collect the five tricks and then run the single discuss prompt once, leaving the deeper argument about trust for later in the lesson.
- In the building step, insist that students do not label the techniques they used, because naming them from the post alone is what the class does in Make sense.
- If a real creator or a personal story comes up, redirect to the pattern of incentives and keep names off the board; the invented post in the teardown is the evidence the class works from.
- Leave Make sense, Reflect and What you covered their full time even if earlier talk ran long, since that is where students state their own trust rule.

WHAT TO WATCH FOR

- Students may label all content as sponsored. Solution: Point out clear disclosure labels and personal opinion sections.
- Students may conclude that no creator can be trusted. Solution: Discuss cases where niche expertise adds value despite sponsorship.
- Overlooking attention-holding techniques. Solution: Highlight specific examples like urgency codes or borrowed authority in the post.

DIFFERENTIATION

- Support: Provide sentence starters for the trust discussion such as 'One reason to trust is...'.
 - Extension: Ask students to apply the layers to a real creator post they have seen recently (patterns only; no names on the board).
 - Support: Pair students for the teardown activity to discuss observations together.