

LESSON 22

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.
- No physical materials required beyond standard classroom setup.
- Teacher device and board for the interactive activity
- Devices with a browser; students signed in

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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 thin: three layers plus the Ireland line, then straight into the post. Fuller business-model detail only if someone asks.
- Run the interactive activity teacher-led on the board, encouraging students to call out observations first.
- In the teardown, find the six tricks then run one discuss prompt only; save the deeper trust argument for the next step.
- In the trust step, pairs strengthen one angle, optionally swap, then write the trust sentence. If under 7 minutes, skip the swap and go straight to the sentence. Revoice three of those sentences in Make sense rather than touring every angle in plenary.
- If a real creator or personal story lands, redirect to the incentive pattern and keep names off the board; default evidence is the NovaBite post.
- Protect Make sense, Reflect and What you covered even if earlier talk ran long.

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.