

How platforms are designed, regulated and report harm

40 minutes

Publishing Online

Outcome 4.4

WHAT THIS LESSON DOES

Explore how digital technology companies design features that benefit users but can also influence behaviour. Understand their roles in regulation and safety reporting. Sort examples of benefits against downsides and learn reporting steps for harm.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
4.4	discuss the role of digital technology companies in terms of design, regulation, and safety reporting

WHAT STUDENTS SHOULD BE ABLE TO DO

- Discuss the role of digital technology companies in design, regulation and safety reporting (LO 4.4)
- Sort genuine user benefits of design features against ways they can work against the user
- Explain how safety reporting is supposed to work and judge where a design balance tips

BEFORE THE BELL

- Class Play needs a device each and students signed in. Start it from the step on the board; the join code appears on screen for them to type in.
- Have paper, pens or mini-whiteboards ready for pair work on the reporting sequence.
- Have the drag-sort open on the board before students arrive, ready to model the first card.

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HOW THE LESSON RUNS

4 min	introduction	Start
4 min	content	Examine and discuss
4 min	activity	Hands-on: design teardown sort
10 min	activity	Class Play: everyone answers
10 min	activity	Reporting harm: the Jordan sequence
5 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Model the first card with a full because... line so the room hears the standard; Class Play then sorts all six.
- Circulate during pair work to prompt order and evidence on the Jordan steps, not dramatic detail.
- Build the agreed reporting sequence on the board at the end of the Jordan step, and keep the tipping-point talk in Make sense to three spoken lines.
- Use whole-class discussion to link design choices back to user rights.

WHAT TO WATCH FOR

- Students label all features as working against the user - remind them to find at least one genuine benefit argument for each feature.
- Students list reporting steps out of order - refer back to Jordan and rebuild the sequence step by step.
- Students treat neutral cards as already sorted by tone - insist on the because... line before a card stays.
- Students chase the right box in Class Play and drop the reason: after each round, ask one student why the card belongs where it does.

DIFFERENTIATION

- Support: Write the two box names and the line "It goes here because..." on the board.
- Support: Pairs copy the five skeleton lines from the Jordan step and finish each one.
- Extension: Ask students to suggest an additional platform feature and its balance, or run the targeted-ads pair as a quick oral sort.