

## 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

- Have paper, pens or mini-whiteboards ready for pair work on the reporting sequence.
- Open the drag-sort interactive on the board in explore mode before students arrive. Do not open scored mode.
- Paper/pens or mini-whiteboards for pairs; drag-sort open on board in explore mode before the lesson
- Interactive activity on the board (drag-sort, explore mode only); optional student devices for pair sort first

## How platforms are designed, regulated and report harm

### HOW THE LESSON RUNS

|               |              |                                     |
|---------------|--------------|-------------------------------------|
| <b>4 min</b>  | introduction | Start                               |
| <b>4 min</b>  | content      | Examine and discuss                 |
| <b>14 min</b> | activity     | Hands-on: design teardown sort      |
| <b>10 min</b> | activity     | Reporting harm: the Jordan sequence |
| <b>5 min</b>  | content      | Make sense                          |
| <b>2 min</b>  | content      | Reflect                             |
| <b>1 min</b>  | summary      | What you covered                    |

### TEACHING MOVES

- Model the first two card placements with full because... lines so the room hears the standard.
- Circulate during pair work to prompt order and evidence on the Jordan steps, not dramatic detail.
- Harvest reporting on the board in step 4; run tipping points as three spoken lines in Make sense only.
- 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 a correct-bucket tick - keep explore mode only; disputed placements stay.

### DIFFERENTIATION

- Support: Provide a printed list of the two buckets for the sort activity.
- Support: Offer sentence starters for writing the reporting sequence.
- Extension: Ask students to suggest an additional platform feature and its balance, or run the targeted-ads pair as a quick oral sort.