

LESSON 11

Influencers and Content Creators

40 minutes

Behind the Content

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.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Discuss the role of influencers and content creators in how information is presented online
- Separate sponsored content, opinions and attention-holding techniques
- Weigh how much to trust recommendations from creators paid for 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.

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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	content	Your Turn: How Much Should We Trust?
3 min	content	Make Sense
2 min	content	Reflect
1 min	summary	What You Covered

TEACHING MOVES

- 1. Start. Keep it light and quick. Link back to spotting deliberate versus accidental wrongness, then reframe: today is about people who make a living from your attention. One business-model sentence is enough.
- 2. Examine and Discuss. Write the three layers on the board; they frame the whole lesson. Do not lecture on the business model or moralise about influencers. If asked about Irish rules, keep it high-level: commercial content should be clearly identifiable.
- 3. Hands-on: Forensic Teardown of a Creator Post. Run it on the board in explore mode. Let students call out what a part is doing before you tap. After each trick is revealed, ask which of the three layers it serves. Push for evidence from the post, not vibes.
- 4. Your Turn: How Much Should We Trust? Chair a three-angle discussion, do not land a verdict. Protect all angles. If a real creator name comes up, redirect to the incentive: what does that person gain if you never pause? If under seven minutes, skip the swap but keep the trust sentence.
- 5. Make Sense. Revoice two or three student trust sentences from the whiteboards so the close comes from the room. Resist collapsing it to never trust influencers or ads are fine. Name the skill: separate layers, check disclosure, decide your own weight.
- 6. Reflect. Spoken only. Take two or three quick voices on which single check they will run first. Nothing is written or saved. Protect this even if earlier talk overran.

WHAT TO WATCH FOR

- Students assume that if a creator says they genuinely love a product, it cannot be a paid ad. Point out that paid creators can both love a product and be paid for it. The skill is spotting the commercial relationship, disclosure and codes, separately from the opinion.
- Students treat the whole post as either fake or fine, one verdict for everything. Send them back to the three layers. Ask them to name which layer each element belongs to; a post can hold honest opinion, clear disclosure and attention tricks all at once.

DIFFERENTIATION

- Emerging: If pairs are stuck choosing an angle, start them on the headline and small print of the post only, then open the other zones once they have one observation.
- Developing: Prompt them to back their trust sentence with one specific NovaBite detail rather than a general feeling about influencers.
- Proficient: Ask which single change would make the post more honest without killing the creator's income, or whether the same trust rule should apply to a teacher, a friend and a news clip, and why the bar might differ.