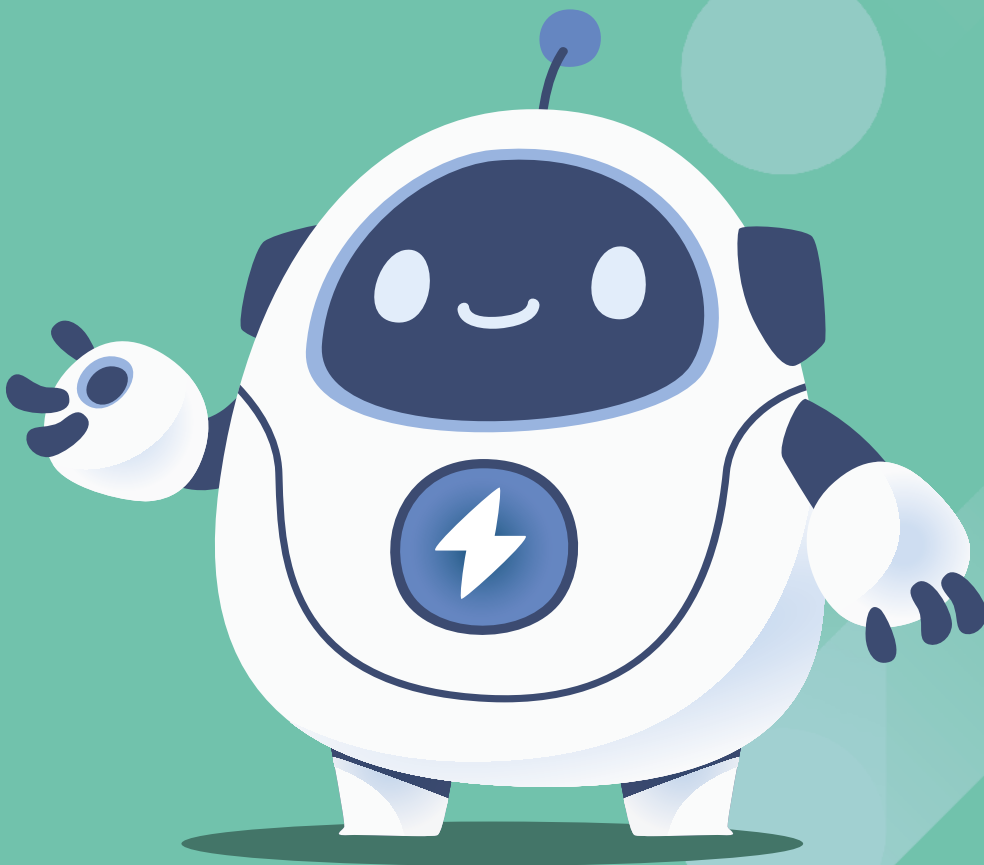


**Gauging
Information
Risks**

Teachers Resource



**To understand how to
assess new content online
and the associated risks**

Lesson title:

Gauging information risks

Lesson Overview

From earning money to influencing beliefs, content creators and social media personalities share content for a range of reasons. In this lesson, students use an iceberg model to practise critical thinking when it comes to online content. From gauging the 'surface' information to diving 'below the surface' and looking deeper, children learn strategies for assessing information to help keep them safer online.

Lesson Intentions:

Lesson objective:
**To understand how to assess new content online
and the associated risks**

By the end of this lesson, students will be able to:

- Understand different reasons why online content is created
- Recognise how online content can influence people
- Develop the ability to look beyond surface-level information
- Question the reliability of information
- Support safe and informed decision-making online

Lesson Outcomes – KS2

By the end of this lesson, students will be able to:

- **Recognise that some online content is designed to attract attention** (e.g. clickbait).
- **Identify simple features that may make content misleading** (e.g. “free”, exaggerated claims, bright visuals).
- **Describe what they can see “on the surface”** and begin to think about what might be happening “below the surface”.
- **Ask basic questions about online content** (e.g. Why was this made? Can I trust it?)
- **Explain simple risks linked to online content** (e.g. scams, unsafe products, pressure to copy behaviours).
- **Suggest safe actions they can take** when unsure about online information (e.g. ask a trusted adult, check another source).
- **Work collaboratively** to discuss and present ideas about online risks.

Lesson Outcomes – KS3

By the end of this lesson, students will be able to:

- **Analyse how online content is designed to influence audience behaviour** (e.g. clickbait, persuasive language, algorithms).
- **Apply the iceberg model** to critically evaluate content at surface, hidden and deeper levels.
- **Explain the intentions behind online content** (e.g. financial, health and social impacts.)
- **Assess the credibility of sources** and identify bias or misleading claims.
- **Rank and justify levels of risk** in different online scenarios using evidence.
- **Reflect on how online content can shape beliefs, behaviours and decision-making.**

Curriculum Links:

Key Stage 2 (Primary)

Curriculum Area	NI Curriculum Requirement	How the Lesson Meets This
Using ICT - Managing Information	Students should access, select, interpret and evaluate information from digital sources	Students identify misleading features (clickbait) and begin evaluating content using the iceberg model
Using ICT - Research	Students should use safe and reliable sources	Students learn to question content and consider safer ways to verify information
PD&MU (Personal Development and Mutual Understanding)	Develop awareness of risk and responsible decision-making	Students explore risks such as scams, unsafe products and copying harmful behaviours
Thinking Skills & Personal Capabilities - Managing Information	Students should ask questions and recognise when information is unclear or unreliable	Iceberg activity develops questioning and deeper thinking about intent and reliability
Thinking Skills - Working with Others	Students should collaborate and share ideas	Group iceberg tasks and discussions support collaborative learning

Key Stage 3 (Post-Primary)

Curriculum Area	NI Curriculum Requirement	How the Lesson Meets This
Using ICT - Managing Information	Students should evaluate, interpret and challenge information from digital sources	Students critically analyse content, identify bias and assess reliability
Learning for Life and Work - Citizenship	Explore how information influences individuals and society	Students examine how influencers, algorithms and media shape behaviour and beliefs
Learning for Life and Work - Personal Development	Develop independent thinking and informed decision-making	Students assess risk and reflect on how content affects choices
Thinking Skills & Personal Capabilities - Managing Information	Students should distinguish fact, opinion, bias and misinformation	Iceberg models supports layered evaluation of content and intent
Communication	Students should justify opinions using evidence	Students rank risk scenarios and explain reasoning in discussion

Cross-Curricular Skills (KS2 & KS3)

Skill	How this Lesson Meets This
Communication	Discussion, group work, presentations and written justifications
Using ICT	Understanding digital platforms, algorithms and online content creation
Managing Information	Analysing, questioning and evaluating online content
Critical Thinking	Moving from surface-level understanding to deeper reasoning using the iceberg model

Lesson plan

Starter: Clickbait deception

Display the starter slide for the class, which features three types of content:

1. A YouTube-style thumbnail for a video which says 'How to get FREE Robux!'
2. A social media post with a link to an article called '8 ways to level up your video game skills'.
3. A TikTok-style video still with text that says 'Watch to the end for a free iPhone!'

Show all three to students and ask them which one they think people are most likely to click on or watch. Ask them to explain their choices and explore the following:

- **How visuals influence us:** Bright colours, exclamation marks, emojis, etc. grab our attention and make us more interested in clicking or watching.
- **How language influences us:** A sense of urgency or feelings of missing out if we don't click or watch can make us take action.
- **How subjects influence us:** Topics about free or low-cost things that we want like in-game currency or tech can make us want to watch so that we don't miss out.

Note: The social media post/article is meant to be the least engaging or 'boring', which could mean that most people pass by it instead of clicking on it.

Explain that these types of features are called clickbait. It's a form of misleading content where what's promised in the title or thumbnail isn't actually in the video or article.

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Example 1:

The video promises free Robux, but when you watch it, it will either explain that you can't get free Robux, or it will offer a route that's probably a scam.

Example 2:

The video promises an iPhone if you watch until the end, but these types of videos usually don't have a satisfying conclusion (and you definitely won't win an iPhone).

Clickbait to mislead people might be used for a range of reasons.

Activity 1. Thinking Below the Surface

Use the Iceberg Handout for this activity (printed on A3 paper or larger; or projected on the whiteboard and filled in this way). You can also draw an iceberg shape on flipchart paper, whiteboard or similar.

Read the following scenario:

A famous video creator posts content about historical people and events, but she has recently been posting more content about beauty and health. Some videos even feature supplements that she says work like "they're aging you backwards," which she offers discount codes on. The comments on her content are all fairly positive and thank her for her informative videos.

Ask students to brainstorm what some of the positives about this kind of content could be and write them in/around the 'above the surface' part of your iceberg.

Ask students if they can think of any negatives about this kind of content being shared. Write their ideas just 'below the surface' of the iceberg. Explain that sometimes we need to think a little deeper (below the surface) of content to understand the risks.

Once you've filled in the iceberg based on your students' answers, see if they can dig a little deeper and think more critically about the 'why'. Here are some examples based on the table on the next page:

- Why would she want to share products with her viewers?
- Why would she offer a discount code?
- Why would she make such big claims like 'aging backwards' about the products?
- Why would she start making more content for beauty and health instead of history?

Add these answers to the area deep below the surface on your iceberg.

Use the following examples for what might be on your iceberg and where to place them.

Above the surface	Below the surface	Deep below the surface
<p>Informative and educational</p> <p>Interesting and fun</p> <p>A good variety of content</p> <p>Encouraging self-care and health</p> <p>A generally positive community</p>	<p>Promoting products</p> <p>Making bold claims about products</p> <p>Changing the type of content she offers to her followers</p>	<p>Offering discount codes for more sales</p> <p>Bold claims made for more sales</p> <p>Manipulating people's trust</p> <p>Sharing potentially unsafe products</p> <p>Choosing content which will make her more money</p> <p>Changing content to reach more people</p> <p>Less educational content, more moneymaking content</p>

Explain that a lot of creators online are there to share their ideas with their followers. This might include playing video games, teaching makeup techniques, baking, painting or any number of things. They might earn money from their videos, but that's **not** the only reason for them sharing.

Some creators, though, are **only** sharing content for more risky purposes like making money, turning people against each other, promoting products or sharing harmful beliefs.

In this example, the video creator is trying to make money. Ask students to suggest ways that this creator's video content could harm their viewers. Touch on the following points:

- **Health:** Someone might start taking a supplement she promotes because they want the positive effects. But they might not have consulted with a doctor, or the product might not actually be safe for consumption.
- **Finances:** If someone trusts the creator, they might buy the products because they think they're getting a good deal, even if they can't afford it. They might put it on a credit card or something else that puts them into debt.
- **Algorithms:** If someone followed the creator because of her historical content and now sees health content, the algorithm might start suggesting similar content, so that all suggestions are related to health. This can influence people's ideas about the world, themselves and the topics being pushed on them.

Activity 2. Iceberg Risk Assessment

Choose from the following activities to help consolidate your students' learning. Activity 2a is designed for Key Stage 2 while Activity 2b is designed for Key Stage 3. However, you can choose the activity which best suits your students' abilities.

Activity 2a

Put students in groups and provide each group with their own Iceberg Handout and one of the 'Iceberg Scenarios'. You can choose to give all students the same scenario or give each group a different one.

They must read the scenario and review the associated image.

They must then re-create the iceberg activity that you modelled.

1. What are your initial thoughts or the positive things you notice? Put these above the surface.
2. What are the initial negatives you notice? Put these just below the surface.
3. What are they 'whys' to the negatives? Put these at the bottom of the iceberg.

Students must then summarise their scenario with what they think the purpose of the content is, what clues they have for this and how they think it might negatively impact people who see the content.

Activity 2b

In groups, give students the '**Risk Scenario Handout**'.

They must read each scenario and review the associated image.

They must then re-create the iceberg activity that you modelled.

1. What are your initial thoughts or the positive things you notice? Put these above the surface.
2. What are the initial negatives you notice? Put these just below the surface.
3. What are they 'whys' to the negatives? Put these at the bottom of the iceberg.

Once they have done this for each scenario, they must make a judgement on how risky each piece of content is, ranking them from 1 (most risky) to 3 (least risky).

They should consider:

- How many positives a piece of content has
- How many negatives a piece of content has (and how many are deep below the surface)
- What the impact on viewers is (for example, content designed to make money might not be as harmful to viewers as content designed to turn people against each other).

When they've decided on the order of risk, they should write a paragraph that explains their choice, including examples from their Risk Scenario Handouts.

Plenary: Content Risk Types

Going by scenario, ask groups to share the biggest negative impact they think the scenario might have on those who see it. Write them somewhere like on a whiteboard.

For example, the online challenges scenario could lead someone to getting injured if they try the challenge themselves.

Review the impacts you've written down and see if your class can find 1-3 things they have in common. It could be as simple as seeming positive on the surface but dangerous when you look deeper.

Have each group come up with a 'universal rule' that everyone should follow when seeing new information online to make sure they consider the risk level.

For example, 'when an influencer shares a product, think about the 'why'.

You could have students share their rule at the end or collect them and pull them together into one universal rule that you display in the classroom.

Additional Creative Task Ideas:

Audiogram - The person behind the views

Students will put themselves in the shoes of someone affected by one of these scenarios. They will write a short script detailing what happened, what they initially believed, and how that changed and how they were affected. It can be written as a diary entry, an interview between 2 people, or as a factual statement. A great creative writing task to explore someone else's experience and feelings.

Using Adobe Podcast or Garageband, students will then create an audio recording of their script. They can work in pairs or individually to achieve this. Encourage them to listen back and be critical of their recordings. Once they are happy, export it out and share with the class. Additionally, they can add some background music that suits the mood of the recording.

Example Adobe Podcast outcome: [Click Here](#)

Audio tips for recording:

- Locate microphone on device
- Suggested distance from sound source - Hands width away (about 5 inches)
- Make sure no hands are covering the microphone when recording
- Be aware of background noise and try to find a quiet space to record
- Avoid windy environments
- Speak clearly and record in small sections. Don't record all in one go as you are more likely to make mistakes
- Listen back to your recordings and re-record or edit any mistakes
- If using Adobe Podcast, be sure to turn off the camera during recording as it will save you a lot of processing time, and won't be as dependent on a high-speed connection

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Digital Poster - The Iceberg Model

Taking the physical posters students have already created on the iceberg model, they can digitise them using Adobe Express. The idea is to make a moodboard of the different emotions, feelings, and reasoning behind the scenario. Students will work on adding a mix of photos with the background removed, design assets, icons, and text to represent the different facts and elements they added to their iceberg model.

The final product will be a visual representation of the different levels.

Use this template to get started: [Click Here](#)

How to use this template:

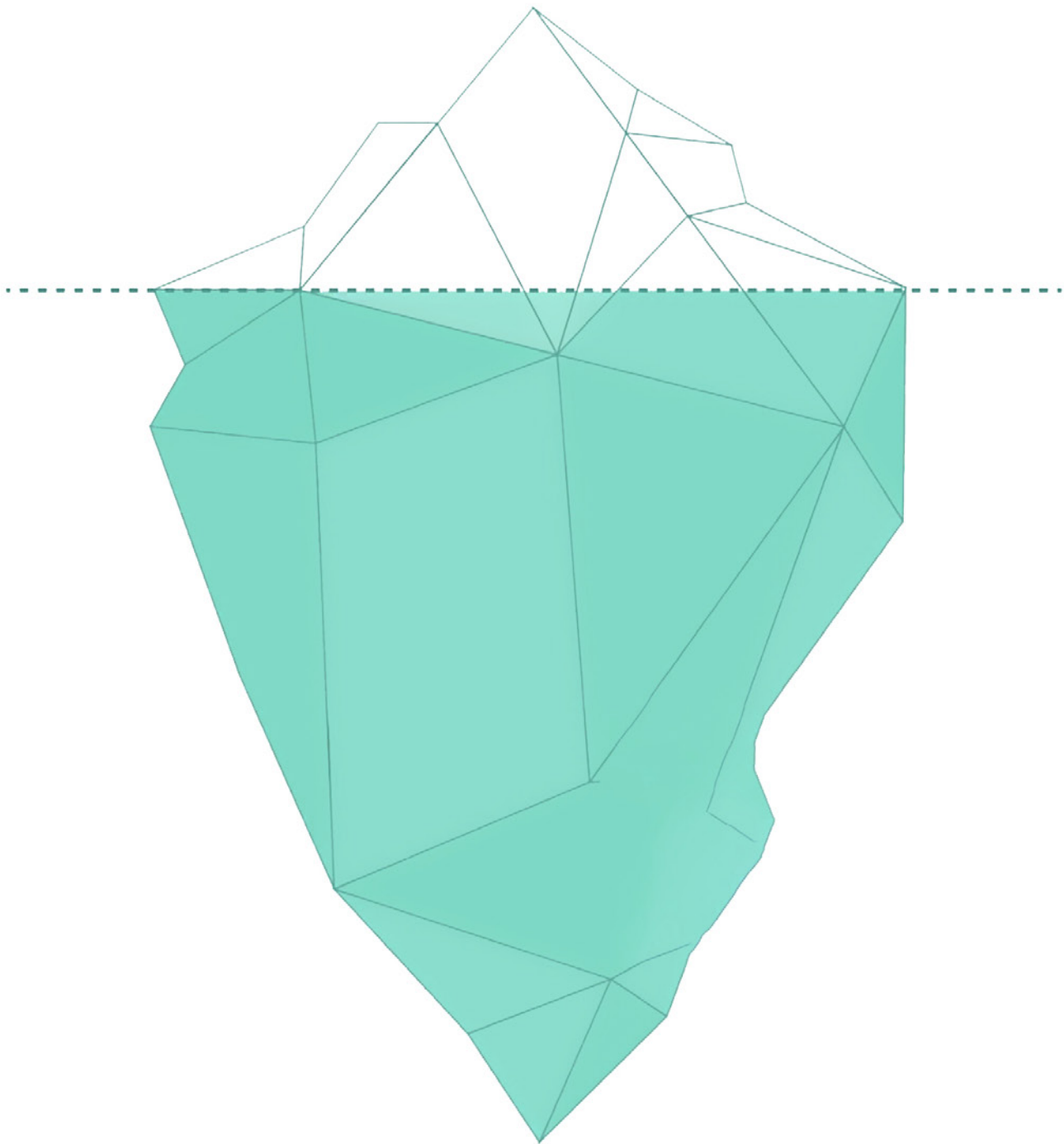
1. Click on File and Duplicate.
2. Rename the template, for example your pupils initials and the date.
3. Click open
4. Add in a variety of photos, design assets, icons, and text to represent the idea
5. Position them in the correct section of the iceberg
6. Download the finished product as a .png or .pdf for printing

Example Adobe Express outcome: [Click Here](#)

Review

Students can download the file and print it for display purposes. This task could be completed as a small group. The group could present their ideas and poster to the rest of the class and open up a discussion around the positives, negatives, and impact of the scenario they listed and maybe what they missed.

Iceberg Handout



Iceberg Scenarios

Scenario 1: Online challenge

A popular video games streamer announces that she's creating a compilation video to make money. All proceeds from the video will go to a charity that equips children's hospitals with video games consoles to keep sick and injured children entertained during long hospital stays. She says she needs her viewers' help.

She asks her followers to send videos of them going into public and acting like a glitching video game character, filming people to see how long it takes for someone to react. She says only the most crazy and funny videos will make it to the compilation video, so followers should 'get creative'.

Scenario 2: Video game tokens

After weeks of grinding for the ultra-rare 'Galactic Dragon' skin, Leo is only five tokens short and ready to give up for the night. Suddenly, a stranger messages him, offering ten spare tokens for FREE! The stranger claims to be a fellow gamer who just wants to help out.

To receive the gift, Leo simply needs to share his login details for five minutes so the stranger can manually transfer the tokens to his account. The stranger says they've done this for dozens of others and even shares screenshots of messages from those players. When Leo asks why they can't use the normal trading system, the stranger says it's because of a glitch that makes it too difficult.

Scenario 3: Streamer Promises

Games streamer SuperSkye posts a new video where she's surrounded by bright, glowing boxes of 'Giga-Gummy Vitamins,' which is different from her normal content. She tells her millions of followers that they are the 'secret weapon' to helping her focus, win every tournament and stay energised all day. She pops one into her mouth, claiming they're the best thing she's ever eaten.

Underneath the video, there's a pinned comment that says 'BUY NOW: Get 50% off your first purchase of Giga-Gummy Vitamins with code SKYE-WINS!!!' Skye promises that anyone who buys three jars might even get a personalised shout-out in her next stream.

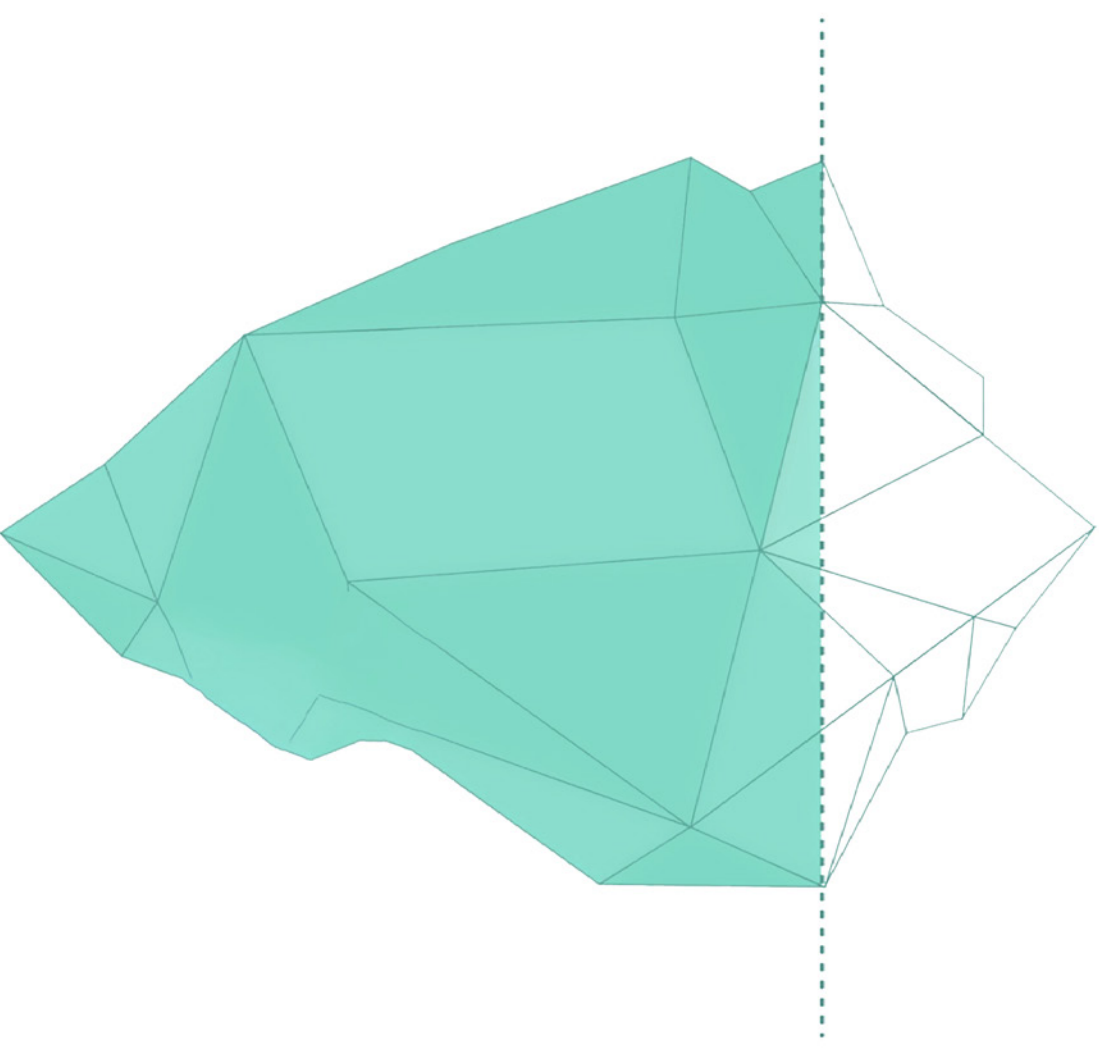
Risk Scenarios

Scenario 1: A Video Essay

Zane, the popular cultural critic on 'Zane-Check,' just dropped his biggest video essay yet, titled 'The Rise of the Alpha Student: Why We Need to Stop Being Average.' In the 20-minute video, Zane, who wears a t-shirt from a crypto trading company, argues that most students are not reaching their full potential.

He claims that only those who are disciplined to rise early, take cold showers, and read one non-fiction book a day can achieve true success. For Zane, 'success' means wealth, fame, and control. He claims he transformed his own life this way and wants to 'rescue' his viewers from 'the trap of mediocrity.'

Under the video, inspired teens promise to start the 'Alpha Routine' immediately. There's also a pinned comment linking to the Zane-Check Alpha Masterclass, an exclusive productivity app which requires a monthly subscription.



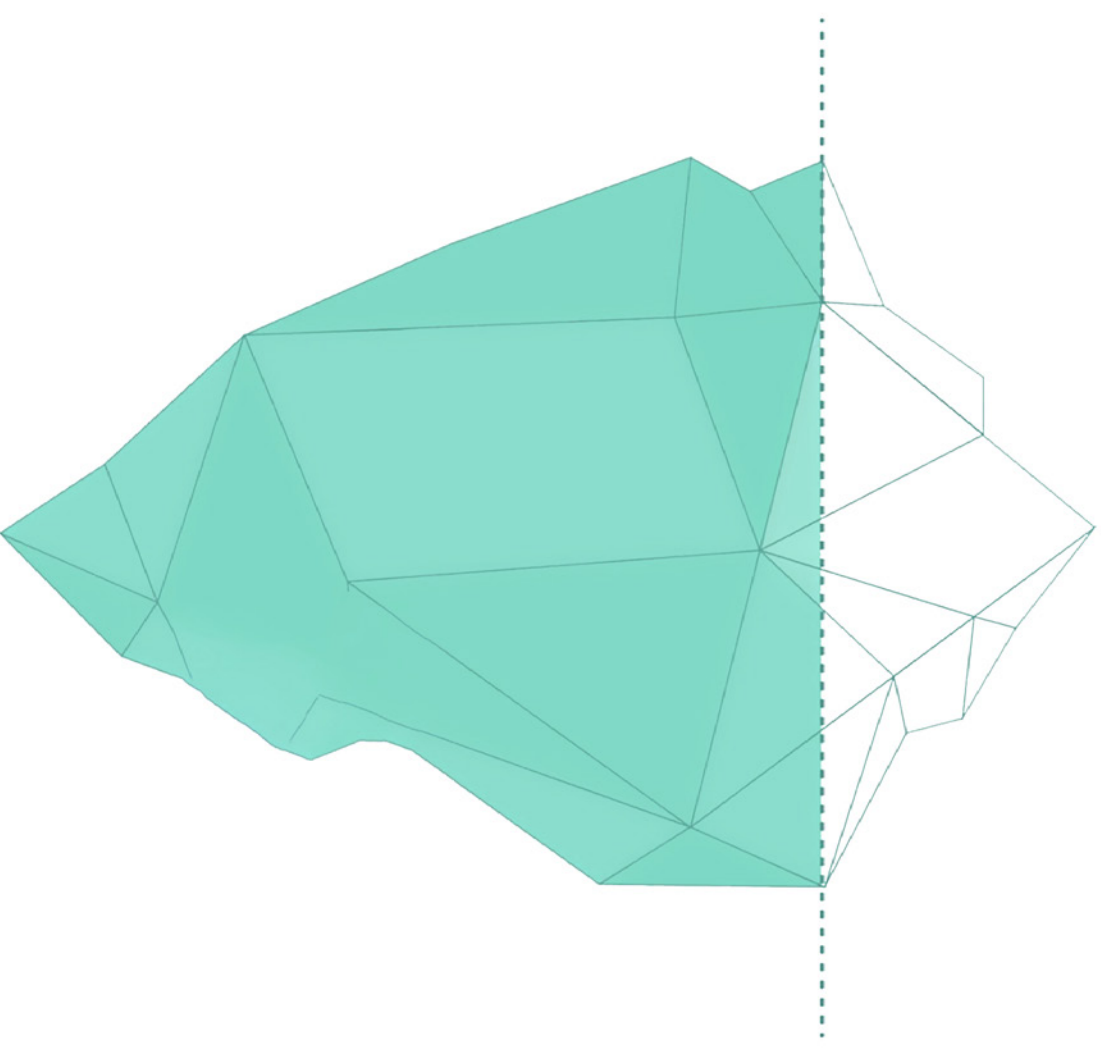
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Risk Scenarios

Scenario 3: The Social Media Post

LXAura is a lifestyle influencer known for her 'relatable' morning routines and 'honest' GRWM videos. In her latest post, which already has 200,000 likes, she's in a sun-drenched kitchen holding a sleek, minimalist bottle of 'ClearMind Vitamin Water.' The caption says: 'Finally feeling like myself again. Swapping coffee for this was the best decision I made this year. No more brain fog, just pure energy.'

In the comments, fans are asking where she got the bottle and LXAura is actively replying to everyone, sharing a link to a wellness website. She tells one follower, 'I honestly just stumbled across this and had to share because it changed my life!' But a few viewers noticed that the same 'ClearMind' bottle appeared in the background of three other major influencers' posts this week, all using the same 'brain fog' keywords.



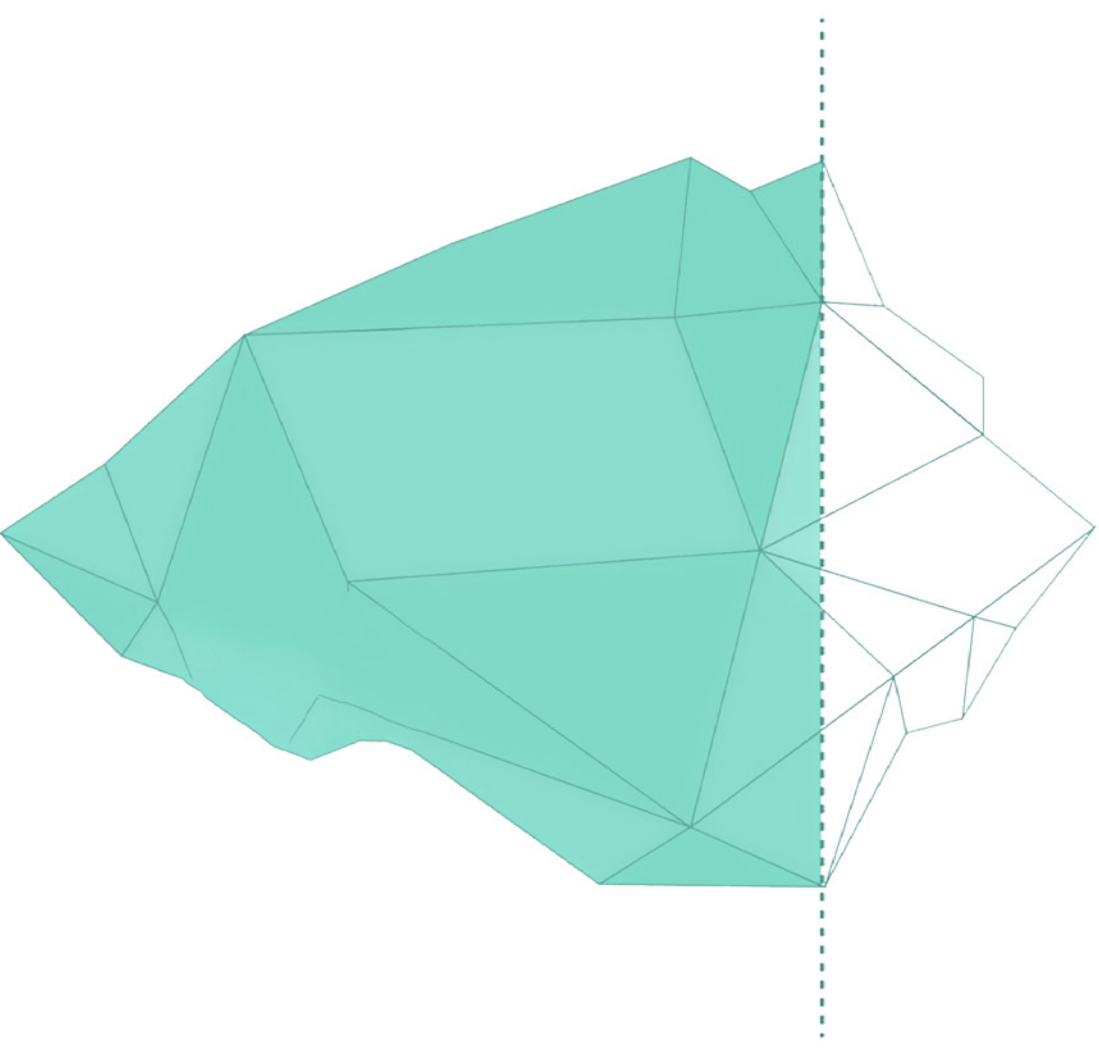
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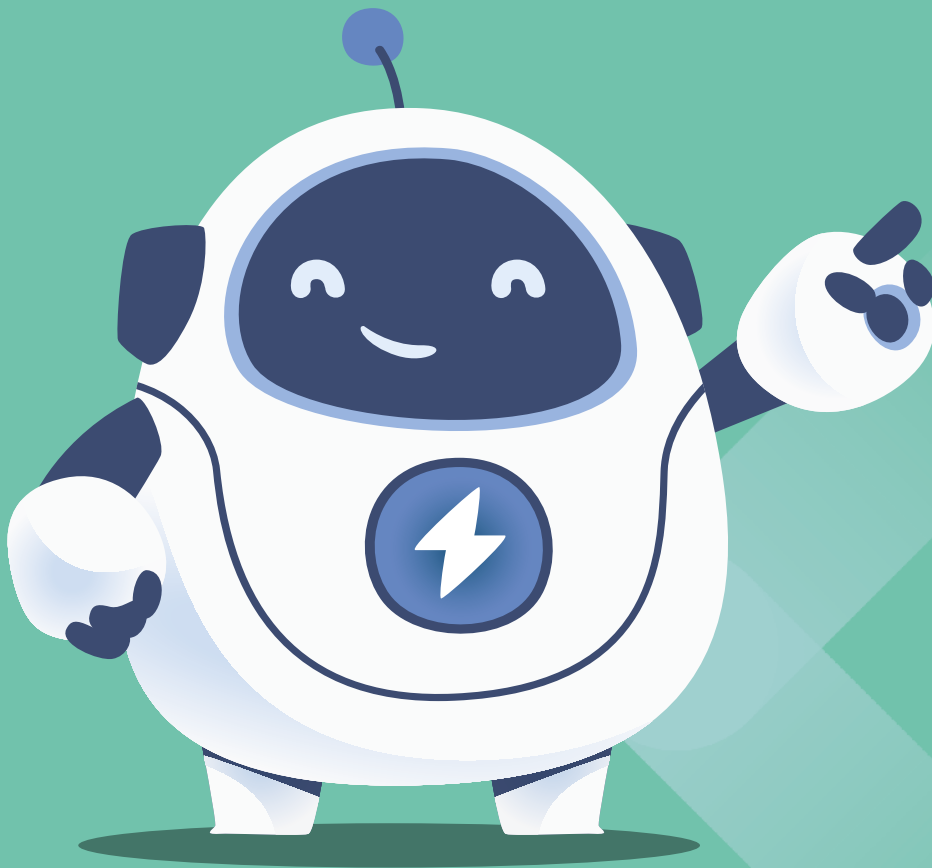
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