Lesson 1: Topic	**Lesson Title**	**Date**
Prevent, online safety, extremism, safeguarding, algorithms	'Online Influences' pt1 (45 mins)	DD/MM/YYYY

Slides	**Resources**	**Learner Activity**	**Teacher Activity**	**Extras**
Starter	White board and pens	Ask learners, "How do you find out what's going on in the world – where do you get your news from?"	Ask students to shout out their sources (e.g. TikTok, Instagram, Snapchat, YouTube, TV, friends/family, News websites Then ask – are all these sources equally reliable? Then introduce the lesson: Today we are going to explore fake news and how to spot it.	Option to get them to discuss in pairs first if needed.
Activity: Real or Fake (10 mins)	Slides, whiteboards, pens, red and green cards	Guess whether the news presented is real or fake. Either verbal answers, hold up red for fake and green for real or written answers on whiteboards	Go through the slides of news quickly, to imitate scrolling attention. Remember the main consensus from the group	The idea behind this task is for pupils to react to seeing various news 'sources' quickly as they would when online. When online they only have a few seconds of attention per post to judge whether they believe it is real or fake.
Real or Fake Explanation (10 mins)	Slides, whiteboards, pens	Pupils can share what they found in common with the fake news, and the real news.	Ask the pupils what made them think they were fake or real Ask the pupils what they believe the fake news had in common	If time, ask pupils for their experience on whether they've encountered any similar sources or have fallen for something fake

		Write down any hints or giveaways to whether the news was likely to be real or fake	<u>Answers</u> Henry 8th – FAKE – TikTok video using new outlet templates Zombies – REAL – Official news outlet Bird drones – FAKE – deepfake AI video Sugary drinks – REAL – official news outlet investigation Sausage vending machine – REAL – official news outlet Money making secrets – FAKE – clickbait language Queen passing away – FAKE – tweet from 2016 posing as an official news outlet account Robux – FAKE – enticing giveaways Reading – REAL – official scientific publication Powerlifting dogs – FAKE – deepfake AI video Generate an open discussion of what they might've seen before, explore how decisions were reached.	
Manipulation Tactics (20 mins)	Slides, notebooks, pens,	Hands up answers/suggestions for physical,	Ask pupils what methods of physical manipulation tactics they know, reveal answers after a few answers	

		emotional tactic methods as well as why people manipulate Take notes as needed Ask any questions that arise	Show the emotional tactic, and ask pupils for an example quote to match that tactic, reveal answers Explain what the amygdala does in the brain, responsible for: - Processing emotions - Memory formation - Emotional learning When under intense emotion/stress, the amygdala responds through - Fear - Panic - Action without thinking - Anger - Elation - Impulsivity Ask pupils for reasons why they think people manipulate online Answer any questions that arise	
Plenary (5 mins)	Slides, post it notes, tray, pens	Students write 2 manipulation tactics, and 1 reason for manipulation.	Go through any questions from pupils and address any misunderstandings.	

Learning Objective	**Learning Outcome**
To understand how online content can influence beliefs and behaviour, and to develop skills to identify misleading information and verify sources	By the end of the workshop, pupils will be able to: 1. Identify characteristics of real and fake news 2. Explain how manipulation tactics are used online 3. Apply basic source-checking strategies

Lesson 2: Topic	**Lesson Title**	**Date**
Prevent, online safety, extremism, safeguarding, algorithms	'User Generated Content vs Journalism' (45 mins)	DD/MM/YYYY

Slides	**Resources**	**Learner Activity**	**Teacher Activity**	**Extras**
Starter: (5 mins)	Whiteboards, pens	Get in small groups of 2/3. Draw a line halfway down the whiteboard, write on one side user generated and the other journalism Write down what your initial thoughts are as to what they may be and any examples	Read out the task Whilst pupils are engaging in the activity go round and ask them their initial thoughts.	The idea of this task is to get an initial understanding of the pupil's knowledge about the two types of content they can encounter when online
Code of Conduct (15 mins)	Slides	Listen to the first slide Hands up to give any suggestions/examples of how they can: - Source verifying - Fact checking - Consult experts - Stand up to ethical standards	Read first slide on journalist's code of conduct Explain how journalists are held to this code of conduct and those who go against this can be struck off/let go from their jobs. Members of the public can complain to an independent body if they believe a news source has been untrue. Ask pupils what they think would happen to a user generating content creator if they were to post untrue information?	

			Answer: nothing! Ask pupils for hands up suggestions on how journalists can - Verify sources - Fact checking - Consult experts - Stand up to ethical standards Reveal answers for each slide after suggestions	
Crappy System (5 mins)	Slides	Listen to the teacher	Read the CRAPPY system to the pupils	
Activity: Journalism (15 mins)	Slides, A3 paper, pens Tablets/computer with internet access to social media apps (or on web). Option to print out CRAPPY page	Get into pairs/small groups Find a piece of user-generated content Use the CRAPPY system to go through it and correct any shortcomings Write/draw ideas on A3 paper ready to give a mini presentation	Read out the task, hand out A3 Whilst pupils are engaging in the activity go round and ask them their initial thoughts. Ask a few groups who feel comfortable to give a mini-2-minute presentation	The idea behind this task is to get the pupils to think critically when interacting with user generated content. If you prefer not to use the internet – print out or show a selection of user generated content to students yourself.
Plenary (5 mins)	Slides, post it notes, tray, pens	Write 2 you can do to check your sources. Bonus points for 2 ways journalists check their sources.	Go through any questions from pupils Wrap up by offering further resources at Educate Against Hate	

Learning Objective	**Learning Outcome**
To understand how algorithms and cognitive biases can influence what we see online, how we feel about it and how our beliefs can be shaped by information presented to us	By the end of the workshop, pupils will be able to: 1. Recognise how algorithms influence online content 2. Evaluate different types of online posts 3. Explain how emotions and confirmation bias can affect how people interpret information online 4. Reflect on how online content can be designed to attract attention and influence opinions

Lesson 3: Topic	**Lesson Title**	**Date**
Prevent, online safety, extremism, safeguarding, algorithms	‘Algorithms and our biases” (45 mins)	DD/MM/YYYY

Slides	**Resources**	**Learner Activity**	**Teacher Activity**	**Extras**
Starter	Slides	Learners discuss in pair and then with the class their experiences of scrolling on social media platforms and consider where one video took them half an hour later.	Put this question on the board: **"Have you ever opened TikTok, YouTube or Instagram to watch one video... and an hour later realised you're still scrolling?"** Ask students to discuss: • What did you start watching? • What were you watching 30 minutes later? • Did you choose every video, or did the app keep suggesting them? Then say "Today we're going to find out why that happens." This gets straight to the "rabbit hole" concept.	

Activity: Algorithm Tweets (10 mins)	Slides, printed tweets, A3 sheet with scale	Get in small groups of 2/3. Read the tweets and place them on the scale as to where you think they belong. *Green – harmless posts, Orange – confusing or dark humour posts, Red – false and/or dangerous posts* Contribute in open discussions/question answering	Hand out the tweets and A3 sheet of the scale to groups Whilst pupils are engaging in the activity go round and ask them their initial thoughts. Reveal correct answers Ask questions on following slide to the class for hands up answers Explain – because algorithms are designed to keep our attention, they will often show us more and more extreme content about the same topic. They will rarely provide an alternative balanced perspective.	The idea behind this task is to get pupils thinking about how subtle harmless posts can escalate to harmful and extreme posts. They may not be wanting to find such dangerous posts, but the algorithm may guide them there without their knowledge
Algorithm Emotions (10 mins)	Slides, post it notes	Write how they made you feel on post its and stick to the A3 sheet of tweets Rewrite one harmful tweet into a healthy, respectful one	Go through questions with the class, or in the groups Collect A3 tweet sheets with post it notes	
Confirmation Bias (8 mins)	Slides, video, notebook, pens	Watch the video Take brief notes	Play the video Give pupils time to take notes on the theories Ask students: what do they think is the impact of algorithms PLUS confirmation	

			bias on society. (Answer- more division, more echo chambers).	
Activity: Guilty or Not Guilty? (20 mins)	Slides, guilty or not guilty cards, whiteboards, pens, A3 paper, pens	Pupils read through the example of Alex and choose guilty or not guilty. Either write on a whiteboard and hold up or hold up a guilty or not card After the teacher provides more evidence, choose again guilty or not guilty Think about whether and why they changed their belief after hearing the new evidence Divide into two groups, guilty and non-guilty Design 3 social media posts/tweets that would gather the most attention from your group Write/draw designs on A3 paper ready to show the other group and teacher Contribute to open discussions from the follow up questions	Read out the task, hand out whiteboards or cards If viable, have guilty move to one side of the room and non-guilty to the other When asked again, have any pupils who changed their mind move across Ask questions on the slide to gauge some reasoning behind their choices, and explain why they moved or didn't move If the guilty and non-guilty are fairly equal, have them stay in those groups and read the next task. If not, randomly assign into the two groups Go round whilst they are designing, asking questions about their work Go through the two sets of posts, asking the slide questions to the groups	The idea behind this task is to get pupils to experience confirmation bias in real time, where they might stick with an original idea that Alex is guilty despite being shown new evidence that suggests he is not guilty. We want the pupils to think deeply about their choice and reasoning If the pupils don't slip into the confirmation bias you can congratulate them for being aware of interpreting new information, and suggest that it may

				not always be as clear in real life
Plenary	Slides	Pupils shout out or write on post it notes their answers.	**The Recommendation Challenge** Say: "Imagine you watched five videos about aliens being real." Ask: • What might YouTube recommend next? • How might that affect what you believe over time? Draw out: • The algorithm is trying to keep you engaged. • Algorithms will give us more of the same content, which superpower our existing confirmation bias about ideas.	

Learning Objective	**Learning Outcome**
To understand how algorithms can interplay with our natural confirmation biases and impact what we believe.	By the end of the workshop, pupils will be able to: 1. **Explain** that online algorithms recommend content based on what people engage with, which can lead to seeing more similar content over time. 2. **Describe** what confirmation bias is and how it can influence the way people interpret information. 3. **Explain** how algorithms and confirmation bias can reinforce each other, making it easier to become stuck in an "echo chamber."

	4. **Identify** at least one strategy for thinking critically about information they encounter online (e.g. checking other sources, seeking different viewpoints, or pausing before sharing).