



DIGITAL  
AWARENESS

Leading  
Independent  
Schools

HMC

# TECH CONTROL 4



School Handbook

2023



# TECH CONTROL 4

## TOXIC INFLUENCER CULTURE

Social media influencers are shaping young people's opinions and behaviours in a profound way. For the most part, they are being influenced positively. However young people are also being exposed to extreme and potentially dangerous views.

With extreme and divisive views on topics from misogyny to toxic masculinity to the beauty ideal circulating freely and gaining traction, it's becoming increasingly challenging for schools to tackle and provide helpful solutions. Therefore, the Head's Conference together with Digital Awareness UK have created some valuable and innovative resources as part of their Tech Control campaign - helping schools to tackle the most critical digital wellbeing issues.

This document provides an overview of the learning resources available and information on how they can be employed effectively.

### RESOURCES



#### **Influencer Culture & Extreme Views online training module**

Hosted on an AI adaptive learning platform for Key Stage 3 – 5



#### **Supporting lesson plan**

Designed to extend learning and reflection, offering a guided blended learning experience



This is the fourth instalment of the Tech Control series. Educational resources developed in previous Tech Control campaigns can be found [here](#).



# ONLINE TRAINING TOXIC INFLUENCER CULTURE

The Influencer Culture & Extreme Views online training module has been designed for students in Key Stage 3-5. Learners will embark on an interactive journey through a series of slide resources, activity probes (quizzes, multiple choice questions, crosswords, etc), and engaging videos from experts including Dr Emily Setty and the Digital Sisters.

- ◆ The module can be **accessed on any device** and takes between **15 and 20 minutes to complete**
- ◆ Teachers can track and **monitor student progress** through the platform's analytics page
- ◆ The module and can be completed as **homework, at registration time or in a PSHE/ICT lessons**
- ◆ A **supporting lesson plan** for the module is available in this handbook





# ONLINE TRAINING DEPLOYMENT OPTIONS

The Influencer Culture & Extreme Views module has been designed to offer a flexible and blended learning experience for students and teachers. Each course takes between 15 and 20 minutes to finish and can be deployed in a variety of ways, depending on the school's timetable, preference and access to devices. See below three examples of how the module can be deployed in schools.

## OPTION 1 IN-CLASS LEARNING



Teachers can factor a dedicated lesson into their planning, where students complete the module during class time on devices.

This option delivers a full blended learning experience using the Tech Control 4 lesson plan.

## OPTION 2 INDEPENDENT & IN-CLASS



Teachers can plan lessons to incorporate a mix of independent and in-class learning.

In this scenario they might use the Tech Control 4 lesson plan to facilitate some group discussion or activities and give the option for students to complete the module during lesson time or as homework.

## OPTION 3 INDEPENDENT LEARNING



Teachers can ask students to independently complete the module over a set period (e.g. during a half-term), as homework or during registration time.

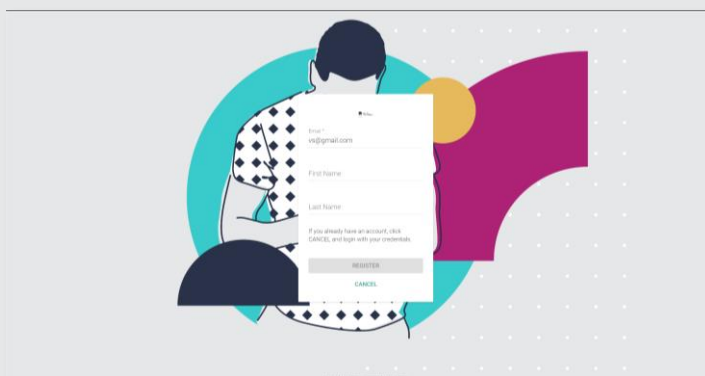


# GETTING SET UP

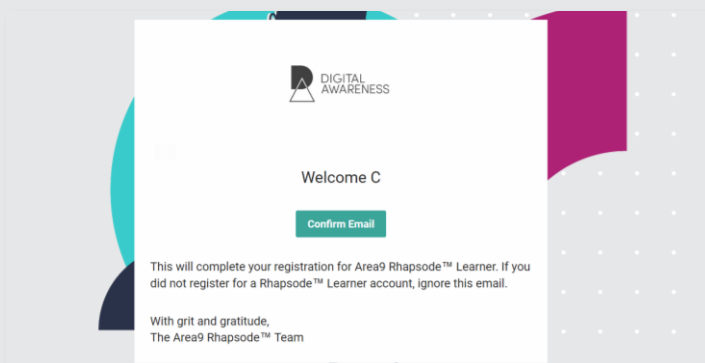
The steps outlined below explain how students can get set up on the platform and access the training module.

**Step 1:** Click on the unique course link provided by Digital Awareness UK

**Step 2:** Students can use their school email and password to create an account



**Step 3:** Students will receive a verification email – ask them to follow the instructions to complete the account registration



**Step 4:** Now students can log into the platform and access the module which will be clearly displayed on a dashboard.





**CLICK HERE TO  
ACCESS  
SUPPORTING  
LESSON PLAN**

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**Part 2 | Group exercise**

Ask students how they might spot information influencers share, that could be dangerous - whether it's advice about beauty, health, how to treat others or how to make money.

Display slide eight of this lesson plan on the screen. Then split the class into groups and tell them to pretend that they are working for a social media company that wants its users to learn how to spot dangerous information that influencers could be sharing on their app.

Challenge students to come up with five tips on how to spot dangerous advice and present their ideas back to the class.

See ideas for tips on the right.

- The advice seems unrealistic e.g. 'Make £10,000 in a week' or 'double your muscle mass in a day'
- There is no evidence from credible places (e.g. academic research) to back up what is being said
- The images or videos the influencer has used to provide evidence look like they could have been edited
- The advice being shared could be harmful or dangerous if followed

**Lesson aims**

- Identify what extreme and harmful content on social media is
- Recognise why extreme, harmful content can be dangerous and the impact it has on society and wellbeing
- Know how to identify extreme views and false information that influencers may share
- Understand how social media algorithms work and why students are viewing harmful content
- Reflect on experiences students may have had when being exposed to extreme, harmful content
- Consider steps students can take to protect themselves and others from being exposed to such content

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**Social Media Influencers & Extreme Content**

**Lesson Plan – Key Stages 3 to 5**



**Overview**

Social media influencers are shaping young people's opinions and behaviours in a profound way. For the most part, they are being influenced positively. However young people are also being exposed to extreme and potentially dangerous views.

This lesson has therefore been developed to help students to consider the impact extreme, harmful content social media influencers share, can have on themselves and others. It will also provide clear solutions for managing harmful experiences they may face.

It has been designed to offer a blended learning experience and features the Influencer Culture & Extreme Views module created by Digital Awareness UK and the Head's Conference.

**Lesson aims**

- Identify what extreme and harmful content on social media is
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- Consider steps students can take to protect themselves and others from being exposed to such content

**Notes for teachers**

In advance of the lesson, please ensure that students have access to the Influencer Culture & Extreme Views module. Contact [info@digitalawarenessuk.com](mailto:info@digitalawarenessuk.com) for your school's unique Learner Link and information on how to sign up. See the Module Handbook for further information.

As this lesson plan aims to tackle issues surrounding harmful social media influencers, some students may mention the names of specific influencers in the classroom. We would encourage teachers not to mention any harmful influencers they may have heard of and to encourage their students to do the same to avoid exposing them to harmful content.

Some of the topics discussed in this lesson may be triggering or upsetting for students, so it's important that topics (such as misogyny or homophobia) are discussed in a sensitive manner and that students are made aware of the support systems available to them.

**#TechControl**

Campaigning to promote healthy and positive use of technology





# GET IN TOUCH

Digitalawarenessuk.com  
info@digitalawarenessuk.com

