

# Don't React. Consider.

EDUCATION EDITION

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Practical education tools for recognising online pressure, checking claims, avoiding harm, and responding safely.

**SAMPLE PACK**

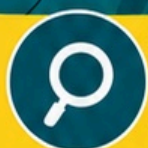
# Don't React. Consider.

## Education Edition

A Student Field Guide for Thinking Clearly Online



**RECOGNISE  
PRESSURE.**



**CHECK  
CLAIMS.**



**RESPOND  
SAFELY.**

**Recognise pressure. Check claims. Respond safely.**

# What This Is

REVIEW / EARLY ACCESS

The Consider Project creates practical education tools that help students, families, and communities think more clearly online.

**Don't React. Consider. — Education Edition** is the first resource. It helps students recognise online pressure, check claims before reacting, avoid spreading harm, and respond safely in noisy digital spaces.

This sample pack shows a selection of pages, tools, and activities from the full resource. It is not the complete guide.

## 1 A clear framework

Eight questions that help students slow down and check before reacting.

## 2 Pressure and patterns

How fake popularity, emotional pressure, and other tactics work online.

## 3 Safer response tools

Language for exiting loops, naming tactics, and responding calmly.

## 4 Classroom activities

Worksheets, reflection prompts, and decision tools for students.

**The aim is understanding, not just knowledge.**

# Recognise pressure. Check claims. Respond safely.

## Recognise pressure

Online messages can push people to react before they have had time to think. The first skill is noticing when that is happening.

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## Check claims

Before sharing, reacting, or deciding, check what is actually being claimed, where it came from, and what evidence supports it.

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## Respond safely

Once you have slowed down and checked, you can choose your next step with more care — including choosing not to respond at all.

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# Understanding, Not Just Knowledge

**KNOWLEDGE SAYS:**

*"Here are the steps."*

**UNDERSTANDING SAYS:**

*"Here is why the steps matter, so you can build your own system."*

A student who understands why checking matters will still check in a situation they have never seen before. A student who only knows the steps may not.

This guide is built around understanding. Every framework part, every activity, and every closeout is designed to make the reasoning visible — not just the rule.

When the reasoning is visible, students can adapt it. They can apply it in new situations, explain it to others, and use it under pressure — which is exactly when it matters most.

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# Pressure Works Fast

Online pressure works best when people react before they think.

Different types of pressure push people in different ways. Knowing what they feel like makes them easier to notice.

■ **Urgency:** Something needs to happen now. There is no time to check.

■ **Outrage:** Something is so wrong that a reaction feels justified immediately.

■ **Belonging:** Everyone in the group agrees. Disagreeing feels like betrayal.

■ **Fear:** Not reacting feels dangerous. Silence feels like taking a side.

■ **Identity:** The issue feels personal. Checking feels like doubting yourself.

## REFLECTION

Think of a time you felt pushed to react quickly online. Which type of pressure was it most like?

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STUDENT WORKSHEET

# The Consider Check

Before you react, share, or reply — work through these questions.

## What is being claimed?

State the claim in one sentence. Remove labels, insults, and side arguments.

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## What evidence is shown?

What actually proves the claim? Is it a source, a screenshot, a video, or a number?

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## What is missing?

What would I need to see before I could call this confirmed?

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## Who benefits if I react quickly?

Is urgency part of the message? Who gains if I share without checking?

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## What is the safest next step?

Check more · Ask a question · Do not share yet · Exit · Report

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**A strong claim can survive being checked.**

# Infographic Cards

The full resource includes printable infographic cards for each concept. Four samples are shown below. Use them as classroom prompts, discussion starters, or reference tools.

**Fake Popularity**  
Loud doesn't mean real. Numbers can be faked.

bots | paid boosts  
fake accounts | manufactured agreement

125K Likes  
2.3M Views  
850K Shares

- Big numbers are not automatic proof.
- Ask who is posting and amplifying.
- Check whether many posts trace back to one weak source.
- Focus on quality, not volume.

**Check the signal, not the volume.**

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## Fake Popularity

PRESSURE & INFLUENCE

**Return To The Claim**  
Don't chase every distraction.

The Claim

- State the claim in one sentence.
- Ignore side arguments and noise.
- Check the claim, not the person.
- Ask: what is actually being claimed?

**Return to the claim.**

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## Return To The Claim

CHECKING CLAIMS

**Pause Before You Post**  
Your first reaction is not always your best response.

Pause and take a breath.  
Check how you feel.  
Think about the impact.  
Post with purpose, not impulse.

**Pause first. Post second.**

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## Pause Before You Post

SAFE RESPONSE SKILLS

**Term Hijacking**  
When useful words get twisted, blurred, or weaponised.

What does this word actually mean?

- Ask what the word actually means.
- Check whether the word explains the claim or replaces evidence.
- Notice when a label is being used to create pressure or embarrassment.
- Return to the claim.

**Strong arguments can explain their terms.**

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## Term Hijacking

EXTRA PATTERNS

# Classroom and Family Use

The Education Edition can be used in classrooms, at home, in youth programs, and in digital literacy sessions. It is designed to be flexible — individual pages, the full guide, or selected activities.

## CLASSROOM

- Introduce the Consider Framework as a thinking skill
- Use worksheets as structured activities
- Use infographic cards as discussion prompts
- Practise response language in low-stakes scenarios

## HOME AND FAMILY

- Use as a conversation starting point
- Work through the Consider Check together
- Discuss real examples using fictional framing
- Use the checklist as a quick reference tool

## YOUTH PROGRAMS

- Use as a standalone digital literacy session
- Run the worksheets as group activities
- Use the framework as a peer discussion tool
- Adapt for different year levels

## DIGITAL LITERACY

- Teach claim-checking as a practical skill
- Introduce pressure recognition
- Cover safer response language
- Use the decision tree for safety situations

**Use fictional or low-stakes examples. Do not require students to share personal experiences publicly.**

REVIEW / EARLY ACCESS

# Request Access or Register Interest

The Education Edition is currently in review and early access. Educators, families, and organisations can register interest, ask about sample materials, or enquire about access.

The resource is designed for schools, youth programs, family use, and community digital literacy sessions.

WEBSITE

[theconsiderproject.net](https://theconsiderproject.net)

CONTACT

[theconsiderproject.net/contact](https://theconsiderproject.net/contact)

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