

LESSON 1

Welcome: your digital life online

40 minutes

Understanding Myself When Engaging Online

Outcome 1.1

WHAT THIS LESSON DOES

This lesson introduces the Digital Media Literacy course and its four main strands leading to a Student Project. You will map your daily use of digital tools and apps, then identify common patterns across the class.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.1	Describe how they use digital technologies, communication tools and the internet in their daily lives.

WHAT STUDENTS SHOULD BE ABLE TO DO

- See the course arc across the four strands and the Student Project
- Map your own daily digital footprint: the tools and apps you use, what each is for, and how often (LO 1.1)
- Notice patterns in how the class uses digital technologies

BEFORE THE BELL

- Write the four strand names and the Student Project on the board as short labels for visibility throughout the lesson.
- Prepare paper or notebooks for students to record their digital footprint maps if not using devices.
- Have the list-builder interactive ready on the teacher device for board display.
- Board space for the four strand names and the Student Project
- Student devices or notebooks for personal digital-day maps
- Teacher device with the list-builder interactive ready on the board

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HOW THE LESSON RUNS

3 min	introduction	Start
2 min	content	Examine and discuss
14 min	activity	Hands-on: map your digital day
15 min	activity	Hands-on: our class patterns
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Keep the opening to labels on the board plus one line about today's map; move into making quickly.
- Skip a long pre-talk: the digital-footprint line sits at the top of the map step so students start plotting straight away.
- During the mapping activity, circulate and invite quick call-outs of everyday digital uses.
- For class patterns, run list-builder on the teacher machine only while students keep private maps open; build live under the three main headings.
- Land the class takeaway and 'describe first, judge later' in Make sense so the course arc locks even on a busy Monday.
- Protect Reflect: partner talk then two voices, or one whole-class answer if the patterns discussion ran long.

WHAT TO WATCH FOR

- Students listing apps from holidays instead of a normal school day: Remind them to focus on a typical weekday.
- Including non-digital activities in the footprint: Clarify that only digital tools and apps count.
- Not sharing patterns due to privacy concerns: Emphasise that only general patterns are contributed, not personal lists.
- Looking for more headings: the interactive carries three and none can be added. Anything that fits none of them goes on the whiteboard by hand.

DIFFERENTIATION

- Support: Provide a structured template with time blocks for mapping the digital footprint.
- Extension: Students who finish early compare maps with a partner and note one similarity and one difference, without copying each other's full list. Optionally, add a third star for one item they want to understand better later in the course and write one sentence on why.
- Support: Pair students for the reflection discussion to encourage sharing.