

LESSON 2

What you already know about digital media

40 minutes

Understanding Myself When Engaging Online

Outcome 1.2

WHAT THIS LESSON DOES

Reflect on your existing knowledge of digital media literacy. Rate your confidence in safe use, searching, spotting dodgy content, creating and sharing. Identify two strengths and two goals to set your starting point for the course.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.2	Outline their learning to date related to digital media literacy.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Outline your learning to date in digital media literacy (LO 1.2)
- Rate your confidence across safe use, searching, spotting dodgy content, creating and sharing
- Set a personal start-point: two strengths and two goals for the course

BEFORE THE BELL

- Prepare paper for students preferring handwritten confidence cards.
- Have the list-builder ready on the board or projector.
- Board or projector with the list-builder interactive ready; students need notes or a device for private cards

What you already know about digital media

HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and discuss
19 min	activity	Hands-on: confidence card and class map
6 min	activity	Your turn
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Open with the five areas as a tight board list and a 60-second pair point-to task before longer talk.
- Allow private completion of confidence cards before any class sharing; the five-box strip is optional for early finishers only.
- Target about 7 minutes private; start the map when most have colours and at least the red-line examples.
- Cap the class map at about ten notes in total, letting them fall unevenly; pre-choose one pattern to name in Make sense.
- If a card or note hints at harm, bullying or unwanted contact: thank them quietly, do not read it aloud or put it on the map, and follow the school's child-protection process after class.
- Circulate during the personal start-point activity to prompt specific examples; early finishers can build a three-box mini checklist for their top goal.
- Highlight class map patterns through whole-class discussion without singling out individuals.

WHAT TO WATCH FOR

- Writing vague goals such as 'be better online': Prompt students to make goals specific and measurable with examples.
- Rating all areas identically without examples: Encourage one real-life example at least on every red and any unsure amber.
- Treating the class map as a personal score: Remind students it shows group patterns only.

DIFFERENTIATION

- Support: Offer sentence starters for writing strengths and goals.
- Extension: Early finishers turn their top goal into a three-box mini checklist of what good would look like in a real scroll or search this week.
- Support: Permit brief pair discussion during the reflection step for those needing support.