

How format shapes the message

40 minutes

Following My Interests Online

Outcome 3.2

WHAT THIS LESSON DOES

Investigate how the same story changes when told as text, an image, audio or short video. Identify what each format highlights or omits and select formats for building trust or easy sharing.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
3.2	Explain how the choice of digital media format influences how information is accessed and transmitted.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain how the choice of digital media format influences how information is accessed and transmitted (LO 3.2)
- Compare the same story as text, image, audio and short video
- Justify a format choice for trust versus shareability and name the trade-off

BEFORE THE BELL

- Write the shared facts of the Glenford lorry incident on the board before class starts. The three-row, four-column notes table itself is on screen in the teardown step, so there is no grid to draw and the three prompts do not need writing up.
- Minimum viable prep: three-frame storyboard slides alone (BRIDGE CHAOS / AVOID GLENFORD / end caption N72 closed till Fri. Nobody hurt.) still beat prose-only if no filming happened.
- Prefer also a Format 1 still (captioned photo or slide: N72 Glenford bridge shut till Friday) and a Format 2 ~15s vertical clip with the same on-screen text.
- Keep the audio script and text post on teacher-controlled slides; unlock them only after image and video have run.
- Minimum viable: three-frame storyboard slides alone still beat prose-only if no filming happened. Prefer one still plus one ~15s vertical clip (or that storyboard) for the Glenford formats; write shared facts on the board; keep audio script and text post on teacher-controlled slides unlocked in order

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HOW THE LESSON RUNS

4 min	introduction	Start
4 min	content	Examine and discuss
14 min	activity	Hands-on: same story, four ways
8 min	activity	Your turn
5 min	content	Make sense
3 min	content	Reflect
2 min	summary	What you covered

TEACHING MOVES

- Hold on the still, click the three frames through once at video speed, and read the audio aloud before revealing the text post, so students experience format rather than four reading blocks.
- Do not narrate Formats 1 and 2 as prose - the class must meet them as pictures and on-screen words, or the comparison has nothing to compare.
- Keep the three table rows on the board as a checklist; allow same as baseline; model one sharer-belief bullet for the image.
- Hard-stop pair work so Make sense keeps its full slot.
- Use the flood-warning sketch only to model how format steers attention, then move on quickly.
- In Make sense, collect board lines first; harvest student lines; leave only the two takeaway sentences on the board.

WHAT TO WATCH FOR

- Students may treat formats as neutral. Point them back to the shared facts and what each format emphasises or omits.
- Students might struggle to name a specific trade-off. Ask for one concrete reason why one format suits trust but not sharing.
- Some may choose the same format for both goals without justification. Require them to explain the difference explicitly.
- If media prep is skipped and all four formats become reading blocks, LO 3.2 is lost; use the storyboard minimum viable instead.

DIFFERENTIATION

- Support: Provide sentence starters for the trade-off explanation during the independent task.
- Support: Whole-class oral bullets for Image and Video first so pairs only complete audio and text columns if the room needs a lighter load.
- Extension: Ask students to consider a fifth format and how it would alter the message further.
- Support: Pair stronger readers with those needing help during the hands-on comparison activity.