

## Plan and document the piece you will publish

40 minutes

Publishing Online

Outcome 4.7

Outcome 4.9

### WHAT THIS LESSON DOES

You will begin planning a short piece for publication on a topic from your own life. You will decide on an audience, format and viewpoint, then start recording your planning decisions in a research log.

### CURRICULUM OUTCOMES

| Outcome | What the specification asks for                                                                                               |
|---------|-------------------------------------------------------------------------------------------------------------------------------|
| 4.7     | Publish online content safely and ethically which presents their views on a subject or topic that is relevant to their lives. |
| 4.9     | Document the planning and research history of the published work.                                                             |

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Plan a piece you will publish on a topic relevant to your life (LOs 4.7, 4.9)
- Begin a record of your planning and research history (LO 4.9)
- Set audience, format and viewpoint, and draft the first log entry

### BEFORE THE BELL

- Have the five-angle topic menu ready to display
- Prepare to display log entry examples (Entry A and the four-bullet Entry B) on the board
- Prepare a slide or board with the starter bus plan plus one fallback answer per discussion question
- Slide or board with starter plan plus one fallback answer per discussion question ready
- Student devices or notebooks; class way of saving work ready; topic menu ready to display

## Plan and document the piece you will publish

### HOW THE LESSON RUNS

|               |              |                                          |
|---------------|--------------|------------------------------------------|
| <b>4 min</b>  | introduction | Start                                    |
| <b>6 min</b>  | content      | Examine and discuss                      |
| <b>4 min</b>  | content      | Model a publish plan                     |
| <b>20 min</b> | activity     | Your turn: your plan and first log entry |
| <b>3 min</b>  | content      | Make sense                               |
| <b>2 min</b>  | content      | Reflect                                  |
| <b>1 min</b>  | summary      | What you covered                         |

### TEACHING MOVES

- Model the bus plan live on the board as whole-class content; do not send the invented plan to pairs and do not use a tool interactive for this beat
- Hard-cap each model question at about 40 seconds; use the pre-loaded fallbacks and cut to planning at 4 minutes even if only three questions landed
- Keep pair talk on each student's own draft shell
- Use cold-calling to harvest one difference between Entry A and Entry B
- Harvest only two topic-audience pairs in make-sense (about 90 seconds)
- Keep the focus on this unit's publish piece and avoid references to the larger project

### WHAT TO WATCH FOR

- Students may write personal feelings instead of process details in the log: remind them the log records decisions, sources and reasons
- Students may choose vague audiences: prompt them to name a specific group such as classmates or the student council
- Students blur this task with the Student Project: restate that this is a smaller piece finished in the current unit
- Students pick a peer-identifying or highly personal topic: redirect to a public-facing angle (policy, facility, rule) with no real names

### DIFFERENTIATION

- Support: Use the step 4 frames: "Audience: other students who... / adults who decide..."; "Format fits because they will actually open a..."; "Must avoid: names, faces, private chat." Reduced done is plan shell plus one log entry (plan decisions only)
- Extension: Students who finish early may draft the next-lesson source-or-check log entry (what they will look for and why), still using the four-part shape