

LESSON 2

What you already know about digital media

40 minutes

Understanding Myself When Engaging Online

Outcome 1.2

WHAT THIS LESSON DOES

Prove what you already know across five areas of digital media literacy in five timed rounds, scored across the whole class. Make a card in the maker, then fill in an evidence card and set two strengths and two goals 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)
- Prove what you can already do across safe use, searching, spotting dodgy content, sharing and creating
- Set a personal start-point from evidence: two strengths and two goals for the course

BEFORE THE BELL

- Put a timer where the whole room can see it. Three minutes a round, stopped dead; the pressure is what makes the lesson work.
- Rule a scoreboard on the board with five columns: Safe use, Searching, Spotting, Sharing, Creating. You record how many pairs got each round and never a name, a pair or a table. Say that rule out loud in the first minute.
- Pupil devices are needed for round 2 (a live search) and round 5 (the maker). Without them, run the board-only version in the hands-on notes: round 2 becomes one search you type on the board from pupils' called-out terms, round 5 becomes a sketch plus which picture they would need and whether they could use it. Nothing about the scoring changes.
- Read the round answers in the hands-on notes before the class, especially round 1, so you can score fast between rounds.
- Have paper ready for pupils who would rather write the evidence card by hand.
- Timer visible to the room; a place on the board to keep five round scores
- Timer on the board; five round headings with room for a score; pupil devices for rounds 2 and 5 (board-only version in the notes if you have none)
- Class way of saving short notes ready

What you already know about digital media

HOW THE LESSON RUNS

3 min	introduction	Start
5 min	content	Examine and discuss
20 min	activity	Hands-on: prove-it rounds
6 min	activity	Your turn: your evidence card
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Keep the round questions back in the opening. Not knowing what is coming carries a lot of the energy, and a class that has heard the questions early starts debating them instead of racing.
- Stop each round on time even when pairs are still writing. A round that runs to five minutes is no longer a round.
- Between rounds take three or four answers, put one number on the board, and move. The scoring should take under a minute.
- In round 2, read out the shortest working search beside the longest one. Seeing the two side by side teaches more than any explanation.
- Let a restricted picture refuse to be placed in round 5 rather than steering pupils around it: that refusal is where the copyright work later in this unit starts.
- Hold the bar on the evidence column in Your turn. A colour with no evidence beside it is the guess this lesson exists to replace.
- Leave Make sense its full three minutes, because reading the five scores together is what turns twenty minutes of rounds into a picture of where the class stands.

WHAT TO WATCH FOR

- Naming pupils or tables when scoring: count pairs only, or the room stops trying.
- Letting rounds overrun so the evidence card and the closing discussion are lost: cut round 5 to four minutes before you cut anything else.
- Pupils writing colours with no evidence: send them back to the round and ask what they actually got.
- Vague goals such as 'be better online': prompt for something they would know they had improved.
- Treating the class scoreboard as a personal score: it shows the room, never a pupil.

DIFFERENTIATION

- Support: pair a pupil who is unsure with a confident partner; only one list per pair is handed up, so nobody works alone.
- Support: sentence starters for the two strengths and two goals.
- Extension: in round 2, challenge early finishers to beat the shortest working search in the room.
- 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.