

LESSON 9

Digital content vs traditional content

40 minutes

Evaluating Online Content

Outcome 2.1

WHAT THIS LESSON DOES

Learn what sets digital content apart from traditional media like newspapers and CDs. Compare examples side by side to spot features such as interactivity and reach. Then apply these insights to content you use every day.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
2.1	identify the characteristics of digital media content which make it different from traditional (non-digital) content

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify the characteristics that make digital media content different from traditional content (LO 2.1)
- Pull out what digital adds and changes: interactivity, sharing, updating, data and reach
- List three things a digital form of content you use can do that a non-digital version could not

BEFORE THE BELL

- Have the five frame words ready to write on the board. The three matched pairs are already printed on screen, so there is nothing to prepare for them: Pair B (modelled first) and Pair A are on the Hands-on: matched pairs teardown step, and Pair C is on the Next pair step.
- The answer shape, Digital adds ___ (idea). That changes ___. , is on screen in the Hands-on: matched pairs teardown step, so there is nothing to write up for it.
- The five-cell pooling grid is on screen in the Next pair step, so there is nothing to draw for it.
- Board space for five frame words, modelled Pair B, then Pair A only; hold Pair C for the next step
- Reveal Pair C only after Pair A is underway; the five-column pooling grid is on screen

Digital content vs traditional content

HOW THE LESSON RUNS

4 min	introduction	Start
4 min	content	Examine and discuss
10 min	activity	Hands-on: matched pairs teardown
8 min	activity	Next pair
8 min	activity	Hands-on: Publish it digitally
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Write the five words on the board as a reusable frame for the class.
- Model Pair B in about two minutes, asking the class to look only at Pair B while you do, then turn them to Pair A; Pair C arrives on the Next pair step.
- Circulate during pair work and push vague answers toward a named idea.
- Pool on the on-screen grid, taking one short phrase for each of the five ideas, so that the pooling does not run into the time Make sense needs.
- If Pair C overruns, skip the optional privacy extension and take only three pooled examples (sharing, updating, data) before Make sense.
- While students build their notices, ask a few of them to name the two things their version does that a printed notice could not.
- In Make sense, ask three or four students to send you their notice and put those on the board; ask, for each, two things it does that the printed version could not, then talk two or three examples through with the class.

WHAT TO WATCH FOR

- Students list features without explaining adds or changes; point them back to the answer shape.
- Overlook data or reach; remind them of the five ideas on the board.
- Treating digital as automatically better; keep the gain-and-cost framing.

DIFFERENTIATION

- Support: point a student who stalls to the answer shape on the teardown step's screen, and have them fill in its two blanks for one pair first.
- Extension: Ask students which pair shows the biggest change in privacy as well as reach.