

Theme, purpose and audience

40 minutes

Following My Interests Online

Outcome 3.1

WHAT THIS LESSON DOES

Explore how digital content is created with a specific theme, purpose and audience in mind. Apply a four-field analysis frame to real examples and recognise the intent behind every piece of media you encounter.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
3.1	analyse an example of digital media content to identify the theme, purpose, and audience

WHAT STUDENTS SHOULD BE ABLE TO DO

- Analyse digital media content to identify theme, purpose and audience (LO 3.1)
- Apply a shared four-field frame: theme, purpose, intended audience, techniques used
- Recognise that every piece of content is made for someone, for a reason

BEFORE THE BELL

- Display the four field names on the board for the duration of the lesson.
- Piece A is the on-screen activity in the teardown step: the class picks a label and clicks the part of the post it fits, and Show the model puts all six model labels on at once. Nothing to prepare for it. Piece B is printed on the same step for pupils to do on paper, and so are the two extra pieces, C and D, for anyone who finishes early.
- Have the step 4 board fallback list ready (school app notice; GAA or LOI clip trailer; free-premium game banner).
- Board or slide with the four field names; case pieces ready to display one at a time; extension C and D ready only for early finishers
- Student devices optional depending on school policy; board fallback list of three safe public options ready

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HOW THE LESSON RUNS

4 min	introduction	Start
8 min	content	Examine and discuss
14 min	activity	Hands-on: content teardown
6 min	activity	Your turn
3 min	content	Make sense
3 min	content	Reflect
2 min	summary	What you covered

TEACHING MOVES

- Keep the four fields visible on the board at all times.
- Take the teardown one piece at a time so the class stays together and anyone can be asked for a field.
- Say the two takeaways aloud at the end of the teardown share, that purpose is often mixed, and that the techniques reveal the audience, because the closing steps are short and the class has the evidence in front of them at that moment.
- Circulate during pair activities to monitor separation of purpose and audience.
- Emphasise analysis over judgement in the closing summary.

WHAT TO WATCH FOR

- Collapsing purpose and audience into one answer; remind students to address each field separately.
- Stating the audience is 'everyone'; encourage use of techniques as evidence for a specific group.
- Assuming a single purpose; note that multiple aims can exist in one piece.

DIFFERENTIATION

- Support: Offer sentence starters for each of the four fields (see step 3 teacher notes: Theme: This is mainly about... / Purpose: The maker wants the viewer to... / Intended audience: Someone who... (not everyone) / Techniques used: They use ... to reach that group).
- Extension: Pieces C and D on the teardown step, with the model answers for both in the step 3 teacher notes, or challenge students to compare the same theme across different intended audiences.
- Support: Allow verbal discussion before committing to written notes.