

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 stays on paper, and extensions C and D are yours to show to early finishers.
- 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

Theme, purpose and audience

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.
- Gate the teardown piece by piece so the class stays synchronised for cold calls.
- Land the two takeaways (mixed purpose; techniques reveal audience) at the end of the teardown sample share so the close is protected if later steps shrink.
- 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 (full copy in 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.