

How format shapes the message

40 minutes

Following My Interests Online

Outcome 3.2

WHAT THIS LESSON DOES

Investigate how the same story changes when told as text, an image, audio or short video. Identify what each format highlights or omits and select formats for building trust or easy sharing.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
3.2	explain how the choice of digital media format influences how information is accessed and transmitted

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain how the choice of digital media format influences how information is accessed and transmitted (LO 3.2)
- Compare the same story as text, image, audio and short video
- Justify a format choice for trust versus shareability and name the trade-off

BEFORE THE BELL

- There is nothing to film, record or make. The still, the ten-second clip, the radio bulletin and the text post are all on the hands-on step, and so are the six shared facts of the Glenford lorry story, so there is nothing to write up on the board before class.
- Play the clip and the bulletin once yourself so you know how long they run, and check the room can hear the audio. The bulletin's words are in that step's teacher notes in case the sound fails and you need to read it aloud.
- Pupils need devices with a browser and to be signed in, for the notes table in the hands-on step and for the two versions they build afterwards.
- In Make sense you will put one pupil's version A and version B on the board side by side. They send their piece to you with the button under the activity; if that is slow, walking to three screens and turning them to the room works as well.
- Nothing to prepare. The still, the clip, the audio bulletin and the text post are all on the step. Play the clip and the bulletin once yourself first, and check the room can hear the audio.
- Devices with a browser; students signed in

How format shapes the message

HOW THE LESSON RUNS

4 min	introduction	Start
4 min	content	Examine and discuss
14 min	activity	Hands-on: same story, four ways
8 min	activity	Hands-on: The same story, two shapes
5 min	content	Make sense
3 min	content	Reflect
2 min	summary	What you covered

TEACHING MOVES

- Run the four formats as media, in order: hold on the still, play the clip once, play the bulletin once, and open the text post last. If you read the picture and the clip out as prose, the class meets four readings instead of four formats and the comparison has nothing to compare.
- The flood-warning example on the second step is there to show the idea in miniature before the hands-on: same facts, four different experiences. Two or three sentences on it, then move on.
- The three questions for the table are on screen in the activity, so they do not need writing up. Say one sharer bullet aloud yourself before pairs start, for example: from the photo alone they would know the bridge is shut but might not know nobody was hurt.
- Stop the pair work at minute 22 and the building at minute 30, even mid-sentence, so Make sense keeps its five minutes. The board lines are collected at the start of Make sense, not during the hands-on.
- In Make sense, take the two shows of hands (trust, then share) before anyone explains, then write the pupils' reasons on the board in their words, and leave only the two takeaway lines up at the end.

WHAT TO WATCH FOR

- Treating the formats as neutral. Point pupils back to the shared facts and ask what each version made them notice first and what it made easy to miss.
- Struggling to name what they give up. Ask for one concrete reason why the version they trust would travel less well, or the reverse.
- Choosing the same version for trust and for sharing without a reason. Ask what would have to change about it to win the other vote.
- Reading the picture and the clip out loud instead of showing them, which turns the comparison into four reading tasks.

DIFFERENTIATION

- Support: give sentence starters for the trade-off explanation, such as "I would trust ___ because it ___, but I would share ___ because ___".
- Support: if the room needs a lighter load, fill the image and video columns of the table together as a class first, so pairs only complete the audio and text columns.
- Extension: ask pupils to name a fifth format (a meme, a group-chat message, a podcast clip) and say how it would change the story further.
- Support: pair stronger readers with those who need help during the hands-on comparison.