

## Digital media, citizenship and decisions

40 minutes

Following My Interests Online

Outcome 3.6

### WHAT THIS LESSON DOES

Explore how digital media supports citizenship by helping with informed decisions. Judge invented campaigns to see if they inform or mainly mobilise feeling. Then find a real example of helpful digital media and note what could mislead.

### CURRICULUM OUTCOMES

| Outcome | What the specification asks for                                                       |
|---------|---------------------------------------------------------------------------------------|
| 3.6     | Outline how digital media content can support citizenship and inform decision-making. |

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Outline how digital media content can support citizenship and inform decision-making (LO 3.6)
- Judge when digital media genuinely informs and when it mainly mobilises feeling
- Find one example where digital media helped people decide better, and what could have made it misleading

### BEFORE THE BELL

- Write the key question on the board: informed decision versus mainly mobilised feeling.
- Have paper ready for any notes if students prefer not to use devices.
- Teacher device and board for the interactive activity; student devices if available for pair work
- A device each, students signed in; the board shows the join code

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### HOW THE LESSON RUNS

|               |              |                                       |
|---------------|--------------|---------------------------------------|
| <b>4 min</b>  | introduction | Start                                 |
| <b>5 min</b>  | content      | Examine and discuss                   |
| <b>4 min</b>  | activity     | Hands-on: informed or just mobilised? |
| <b>11 min</b> | activity     | Class Play: everyone answers          |
| <b>7 min</b>  | activity     | Your turn                             |
| <b>6 min</b>  | content      | Make sense                            |
| <b>2 min</b>  | content      | Reflect                               |
| <b>1 min</b>  | summary      | What you covered                      |

### ANSWERS AND LOOK-FORS

- Case 1: Bin day change, Genuinely informed This gives people what they need to change behaviour: what is changing, when, how to check, and who to ask. Feeling is low; decision support is high. That is digital media supporting everyday citizenship.
- Case 2: River clean-up, Mixed or cannot tell There is real decision support (time, place, kit, safety note) and real feeling load (choking river, blame, share pressure). Without a clear organiser identity or track record, a careful reader cannot fully trust the call to action. Mixed is fair until those facts appear.
- Case 3: Locker petition (extension), Mixed or cannot tell Dated photos and a specific ask look like strong accountability, but two gaps keep it mixed: the petition is open to any email (so support can be inflated) and readers cannot tell whether the board can actually order or fund repairs. Independent confirmation that the photos are current and a clearer decision path would tip it toward informed.
- Case 4: "Park sold overnight", Mainly mobilised feeling This mainly mobilised feeling: fear, urgency and loyalty to the park, with almost nothing a reader could verify before sharing. The later correction shows how a mobilising post can mislead decision-making. A fair version would have linked the real consultation and said what people could actually do.

### TEACHING MOVES

- Run the interactive activity in explore mode. Pairs use their own devices where available for 20 to 30 seconds per case, then the class commits from the board.
- Default path: Cases 1, 2 and 4 so the mobilised contrast is always reached; Case 3 is extension only.
- Keep Your turn in class; Make sense depends on harvesting those examples.
- Your turn default is the minimum done state: one public example, one trust signal, one change that could mislead, each in one sentence. Fuller bullets are stretch.
- Make sense harvest: board example / trust signal / one misleading change; two voices only; close with "Equipped to decide, or mainly wound up to share?"

### WHAT TO WATCH FOR

- Students may focus only on the cause rather than the content; remind them to check for verifiable facts and next steps.
- Confusing emotional appeal with misinformation; clarify that feeling can support facts but should not replace them.
- Struggling to find examples; point them to the on-screen public starters (weather warning, school app notice, sports-club fixture, library hours, transport update) and the sentence starters.
- Volunteering private feed content; reframe to public categories and only share personal examples if the student is happy for them to be heard aloud.

### DIFFERENTIATION

- Support: Use the on-screen sentence starters for verdicts and examples; pair students for the hands-on activity.
- Extension: Case 3 in the interactive activity, fuller Your turn bullets, or rewrite the park post as a fair informing version in three lines.