

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

- Class Play needs a device each and students signed in. Start it from the step on the board; the join code appears on screen for them to type in.
- 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

4 min	introduction	Start
5 min	content	Examine and discuss
4 min	activity	Hands-on: informed or just mobilised?
11 min	activity	Class poll: informed, or mobilised?
7 min	activity	Your turn
6 min	content	Make sense
2 min	content	Reflect
1 min	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 and the reasoning is revealed.
- Take Cases 1, 2 and 4 as the default path so the contrast in Case 4 is always reached, and keep Case 3 as extension only.
- Keep Your turn in class rather than setting it as homework, because Make sense is built on the examples students find there.
- The default expectation in Your turn is the minimum done state: one public example, one trust signal and one change that could mislead, each in one sentence. The fuller bullets are for pairs who finish early.
- In Make sense, board the three headings of example, trust signal and one misleading change, take two students' examples only, and close with the question of whether we are 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; steer them back to public categories, and let students share a personal example only if they are happy for it 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, the fuller Your turn bullets, or rewriting the park post as a fair informing version in three lines.