

Short-Form Formats: Vertical Video and Audio Explainers

60 minutes

ICT Specialism 4: The internet and digital literacy

Outcome M2.U2.1

Outcome M2.U2.2

WHAT THIS LESSON DOES

Transform one finding from your investigation into a 30-90 second audio or vertical video. Master hook-first structure and captions for sound-off viewing, then export a publishable quality file for your portfolio.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U2.1	Represent information on a topic that is relevant to them in an appropriate digital format and justify the selection.
M2.U2.2	Edit, format, proof and publish the information in a suitable medium.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Produce a 30-90 second audio or vertical video summary of one finding
- Apply hook-first structure and captions for sound-off viewing
- Save a publishable-quality .mp3 or .mp4 without requiring public posting

BEFORE THE BELL

- Ensure each student can attempt one clear finding from their investigation workbook; prepare a fallback finding bank.
- Nothing to stage for the practice piece: the sample finding is printed in the lesson, and each student takes their own photo of a cup or mug, or records a talking-head. Lock sample wage wording as teacher-pre-verified practice copy, do not send students to external sites mid-lesson.
- Device-check CapCut or the school-approved fallback: opens, vertical canvas, captions, export folder path; name Voice Recorder / Chromebook recorder for audio.
- Write fallback editor and recorder names on the board before Part B.
- Confirm CapCut (or school-approved video editor) and a simple audio recorder are available; prepare fallback finding bank; pre-verify sample figures offline if needed, students must not be sent to external wage sites in class
- Optional: print or share matching_short_form worksheet for a 3-minute pair check
- Open CapCut (or fallback) on the demo machine; device-check vertical canvas, captions, export folder; write fallback editor and recorder names on the board
- Plan mid-block hook checkpoint and final 3-minute play-from-sm4 check; enforce own-finding vs practice filename split, no sample under final KA name

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Step-by-step task
4 min	content	Common issues
20 min	activity	Portfolio Build
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Demo CapCut on the classroom screen while students watch; then guided sample practice only.
- Mid-Portfolio checkpoint at ~10 minutes (hook or first audio sentence); export hard stop; final 3-minute play-from-sm4 check.
- Approve format choices quickly; one finding only.
- Optional matching worksheet as a 3-minute pair check after Key concepts if time allows.
- Filename integrity: final KA names only for own investigation findings. Sample never renamed to sm4_short_form_finding.*; bank practice as practice and schedule retakes.

WHAT TO WATCH FOR

- Too broad a finding: demand one sentence before record.
- Landscape video: force vertical 9:16 at project start.
- Greeting instead of hook: cut the first three seconds.
- Sample work filed under sm4_short_form_finding.*: reject and keep practice filename; own finding only for final KA.

DIFFERENTIATION

- Support: sentence starters for hooks; sample finding and their own practice photo; audio-only path (practice filenames).
- Extension: basic text animations or a two-line source-honesty caption note beside an own-finding media file.