

LESSON 53

Plan and document the piece you will publish

40 minutes

Publishing Online

Outcome 4.7

Outcome 4.9

WHAT THIS LESSON DOES

You will begin planning a short piece for publication on a topic from your own life. You will decide on an audience, format and viewpoint, then start recording your planning decisions in a research log.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
4.7	publish online content safely and ethically which presents their views on a subject or topic that is relevant to their lives
4.9	document the planning and research history of the published work.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Plan a piece you will publish on a topic relevant to your life (LOs 4.7, 4.9)
- Begin a record of your planning and research history (LO 4.9)
- Set audience, format and viewpoint, and draft the first log entry

BEFORE THE BELL

- Read the two log entries on the Examine and discuss step beforehand, so you can read them aloud and point out the four parts of Entry B
- Decide where students will save their plans in this class, so that you can tell them at the end of the planning step
- Slide or board with starter plan plus one fallback answer per discussion question ready
- Student devices or notebooks; class way of saving work ready; topic menu ready to display

Plan and document the piece you will publish

HOW THE LESSON RUNS

4 min	introduction	Start
6 min	content	Examine and discuss
4 min	content	Model a publish plan
20 min	activity	Your turn: your plan and first log entry
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Work through the invented bus plan with the whole class rather than sending it to pairs, because everyone needs to see the same worked example before writing their own
- Hold each of the four model questions to about forty seconds, offer your prepared fallback answer if the room stalls, and move on to planning at four minutes even if you only covered three questions
- Keep the pair talk in the planning step on each student's own draft, so that nobody spends their time editing someone else's piece
- Cold-call two pairs in the second step for one difference each between Entry A and Entry B
- In Make sense, hear two topic-and-audience pairs only, in about ninety seconds, so the close does not run over
- Name the split with the larger Student Project once at the start, then keep the rest of the lesson on this unit's shorter piece

WHAT TO WATCH FOR

- Students may write personal feelings instead of process details in the log: remind them the log records decisions, sources and reasons
- Students may choose vague audiences: prompt them to name a specific group, such as the students who use the last buses and the people who set the timetable
- Students blur this task with the larger Student Project: restate that this is a smaller piece finished in the current unit
- Students pick a peer-identifying or highly personal topic: redirect to a public-facing angle such as a policy, a facility or a rule, with no real names

DIFFERENTIATION

- Support: use the frames from the planning step, "Audience: other students who... / adults who decide...", "Format fits because they will actually open a...", and the safety line about avoiding names, faces and private chat. Full success for these students is the outline plus one log entry covering the plan decisions
- Extension: students who finish early may draft the log entry for next lesson, naming the source or check they will look for and why, still using the four-part shape