

Build the piece you will publish

40 minutes

Publishing Online

Outcome 4.7

Outcome 4.8

Outcome 4.9

WHAT THIS LESSON DOES

Today you build your piece in your chosen format, creating a complete draft for that format that a partner could follow. You credit sources as you go, stay within the class charter and note any AI help honestly in your 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
4.8	demonstrate how to reference online-sourced material accurately, safely, and ethically
4.9	document the planning and research history of the published work.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Build your piece in your chosen format, applying safety, consent and crediting habits (LO 4.7)
- Credit sources as you add them rather than at the end
- Note any AI help honestly in your log and stay inside the class charter

BEFORE THE BELL

- Write the four habits on the board before students enter so Examine stays short.
- Student devices with browser access; plans and logs saved the class way
- Four habits written on the board before the class enters
- Student devices with browser access; class way of saving work ready before the end of the period

Build the piece you will publish

HOW THE LESSON RUNS

4 min	introduction	Start
4 min	content	Examine and discuss
26 min	activity	Hands-on: build your piece
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Keep habits restatement to one line each, then open tools.
- Run build as one continuous block with a halfway checkpoint (beginning and ending placed) and a five-minute warning that always happens: stop new material, then credits, AI note and save.
- Point students once at the Done today box and format done bars so the written bar is visible mid-build, not only what you say out loud.
- Use format-specific done bars so video and audio students finish a followable sequence with placeholders rather than a polished opening only.
- Treat a named gap on the plan as a valid end point; do not force publish-ready polish.
- If the build overruns, drop Reflect pair-share and keep one voice in Make sense plus the summary, so students still leave knowing that checking is the next job.

WHAT TO WATCH FOR

- Students may leave crediting until the end; remind them to log sources immediately as they add them.
- Omitting the AI note; prompt them to include an honest line if any help was used.
- Rushing the draft without ensuring it is complete for the format; enforce the five-minute stop on new material.
- Using the US label fair use; keep student language on permission, licences and the class charter.

DIFFERENTIATION

- Support: Pair students without devices with a partner who has one.
- Support: Accept labelled placeholders in video, audio and image sequences as part of a complete-for-format draft.
- Extension: Encourage students to add more detail to credits or consider additional consent aspects in their piece.