

LESSON 55

Check it before it goes out

40 minutes

Publishing Online

Outcome 4.7

Outcome 4.8

WHAT THIS LESSON DOES

You will examine your draft piece using four checks for safety, consent, crediting and accuracy. Perform your own review first, noting any issues with precise details. Then exchange with a partner for further checking and make necessary fixes.

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.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Check a piece against safety, consent, crediting and accuracy before it is published (LO 4.7)
- Run the class checklist and partner-check naming the exact line, image or credit behind any fail
- Fix your own piece where a check failed

BEFORE THE BELL

- Keep the four checks visible for the whole lesson; they are on screen in the partner check, and step 3 carries them in its own card.
- If the class charter is not already visible, put its three headline rules beside the four checks.
- Optional: print four-row check cards (Check | Pass/Fail | Exact line, image, credit or gap | Fix now / next step) if students work better on paper; the same card is on screen in the hands-on step.
- Student devices with drafts from earlier work; class way of saving work ready
- Four checks ready to display on the board for the whole lesson
- Student devices with browser access and drafts available; optional printed four-row check cards if preferred
- Student devices; pairing plan ready

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HOW THE LESSON RUNS

4 min	introduction	Start
6 min	content	Examine and discuss
8 min	activity	Hands-on: run your own four checks
16 min	activity	Your turn: partner check and fix
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Circulate during the hands-on and partner activities to promote specific naming of issues such as the second image or opening paragraph.
- At the 10-minute mark of the partner step, call a hard swap-back so fix time is protected; do not let compare eat the close.
- Model clear feedback in the whole-class discussion by using concrete craft-type examples of named fails only.
- Mix pairs so that stronger checkers are distributed evenly.
- Protect the close: if earlier steps overrun, trim partner fix time rather than dropping Make sense.
- Focus discussion on the practical value of identifying problems early.

WHAT TO WATCH FOR

- Providing vague notes like credits need work. Solution: Require students to specify the exact credit or line missing on the four-row check card.
- Failing to run checks independently during partner review. Solution: Instruct partners to read the draft first without consulting the original notes.
- Overlooking the accuracy check. Solution: Emphasise examples of potential false claims during the examine and discuss phase.
- Sharing consent or safety detail about a real person with the whole class. Solution: Allow only craft-type examples in the room; keep personal fails inside the pair.
- Compare running past the 10-minute mark so nobody reaches a fix. Solution: Hard swap-back; one solid fix beats four half-started ones.

DIFFERENTIATION

- Support: Use the on-screen four-row check card (or a printed copy) so students fill columns rather than inventing a note layout.
- Extension: Students who finish four passes early mark one near-fail and what would tip it.
- Support: Allow extra time for initial self-check with guiding questions.
- No own draft: student stays as second checker on the partner piece and writes one concrete next-step note for the owner.