

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 the hands-on step 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 the opening paragraph.
- At the 10-minute mark of the partner step, call the swap-back even if pairs are mid-argument, so that everyone has minutes left to repair their own draft rather than only a list of its faults.
- 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.
- If earlier steps overrun, take the time from the partner fix minutes rather than from Make sense, because that is where the class hears which check caught the most across the room.
- 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 Examine and discuss.
- 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.
- Comparing running past the 10-minute mark so nobody reaches a fix. Solution: Call the swap-back on the minute and remind them that 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 the first self-check, with guiding questions.
- No own draft: the student stays as second checker on the partner piece and writes one concrete next-step note for the owner.