

What publishing changed

40 minutes

Publishing Online

Outcome 4.7

WHAT THIS LESSON DOES

In this lesson you reflect on the differences between making and publishing your digital piece. Explore how having an audience affects your choices and identify one publishing habit you will continue using.

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

WHAT STUDENTS SHOULD BE ABLE TO DO

- Reflect on what changed once the piece was public (LO 4.7)
- Name what felt different about publishing rather than making
- Identify one habit from this strand you will keep for everything you publish

BEFORE THE BELL

- There is nothing to prepare in advance beyond reading the rounds through. The three discussion questions appear on screen in step 2 and stay visible from there, and the Round 2 stem, "The piece made X clear, but left Y fuzzy", is already the heading on the on-screen list.
- Decide in advance how you will handle students who did not publish last lesson, so that they start Round 1 with a draft or a general topic in mind rather than with nothing.

What publishing changed

HOW THE LESSON RUNS

4 min	introduction	Start
3 min	content	Three questions to hold
10 min	activity	Round 1: what felt different
3 min	activity	Between rounds: write it down
12 min	activity	Round 2: takeaway and one gap
3 min	content	Make sense
4 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Give the silent one-word reflection at the end of Start its full thirty seconds without interruption, because the word is only useful later if each student chose it before hearing anyone else's.
- Step 2 is framing rather than discussion, so read the three questions and move straight into Round 1, where the talking happens in pairs and everyone gets a turn.
- Every student writes before the group talks, in the silent difference stem, the takeaway sentence and the micro-task note, and the reporter adds the gap type on top of that rather than in place of it.
- The micro-task works from memory as easily as from a piece on screen, so no student device is required, and nothing is republished today: students write the change down and leave it there.
- Students may reopen a piece to remind themselves what is in it, but ask them not to edit it or to rate anyone else's, since either one turns the lesson back into production.
- Keep the last seven minutes for Make sense and Reflect. If the earlier rounds overrun, shorten the whole-class ticking of gap types in Round 2 instead.
- Make sense should stay brief and student-owned: two things to watch for, drawn from what is on the board, rather than a list you supply.
- In Reflect, if habits stay vague, point at the ticked gap types and ask for a phrase that starts with "I" and a verb.

WHAT TO WATCH FOR

- Students say nothing felt different. Probe with the three questions on the board, particularly audience and permanence.
- Talk drifts to personal details. Restate the ground rule that sits on the student screen.
- Attention returns to editing the piece. Redirect to what changed once other people could see it.
- Running step 2 as an open discussion, which uses up the time Round 1 needs.

DIFFERENTIATION

- Support: provide sentence starters for the one-word explanation in pairs and for the written stems.
- Support: allow students who did not publish to reflect on a draft, and to do the micro-task from memory.
- Extension: invite students to link their habits to how different platforms and audiences change what a publisher has to check.