

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

- Display the three key discussion questions on the board.
- The Round 2 stem, "The piece made X clear, but left Y fuzzy", is the heading on the on-screen list, so it does not need writing up.
- Plan to advance the hands-on as short phase cards (Round 1, between-rounds write, Round 2) so students only see the live step.

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

- Conduct the silent one-word reflection at the end of Start without interruption.
- Step 2 is board-only framing; go straight into Round 1 so students speak early.
- Every student writes before talk (silent difference stem, takeaway sentence, micro-task note); reporter shares the gap type only.
- Micro-task works from memory or a piece to hand; no student device required; ban publish-the-change.
- Allow view-only reopen for memory; ban re-edit and rating.
- Protect Make sense and Reflect if earlier rounds overrun; trim the Round 2 star step first.
- Keep Make sense brief and student-owned: two things to watch for, drawn from the board, not a teacher pre-list.
- In Reflect, if habits stay vague, point at boarded gap types and ask for a do-phrase.

WHAT TO WATCH FOR

- Students state nothing felt different; probe using the three board questions.
- Talk drifts to personal details; restate the ground rule in the student description.
- Focus returns to editing the piece; redirect to reflection on the public aspect.
- Running step 2 as open discussion and blowing the timing before Round 1.
- Showing the full Round 1 and Round 2 script at once so students lose the live task.

DIFFERENTIATION

- Support: Provide sentence starters for the one-word explanation in pairs and for the written stems.
- Extension: Invite links to how habits apply across different media platforms.
- Support: Permit reflection on a draft if no publication occurred; micro-task from memory is fine.