

Review: you as a responsible publisher

40 minutes

Publishing Online

Outcome 4.1

Outcome 4.7

Outcome 4.8

WHAT THIS LESSON DOES

Today you will reflect on responsible publishing practices by auditing sample published works using four important checks covering credits, safety, rights and honesty about AI assistance before creating your personal standards card.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
4.1	outline the opportunities and risks presented by young people's use of social media
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

- Reflect on what it means to publish responsibly, drawing together rights, safety, crediting and respect (LOs 4.1, 4.7)
- Audit invented sample published pieces against four checks: sources credited accurately, views safe and respectful, rights and consent respected, honest about AI help
- Build your own one-page publishing-standards card and save it the class way

BEFORE THE BELL

- The class poll needs a device each and students signed in. Open it from the step on the board; the join code appears on screen for them to type in.
- Display the four short checks on the board (Credits; Safe and respectful; Consent and rights; Honest AI) for reference during the audit.
- The finished example line for the standards card is on the students' screen in Your turn, so there is nothing to prepare for it.
- Write the support starters on the whiteboard before Your turn: Standard: I will... / Habit: Before I hit publish I will...
- Have the class charter ready to show: you point to it at the start, and in Make sense any gap the class keeps finding is noted against it. The sample pieces are in the interactive
- Board the four short check labels before students arrive
- Student devices or paper for the standards card; class saving method confirmed; example row ready to show

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HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and discuss
4 min	activity	Hands-on: responsible publisher audit
8 min	activity	Class poll: pass, or needs fixing?
13 min	activity	Your turn: publishing-standards card
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

ANSWERS AND LOOK-FORS

- Piece A, Pass All four checks hold. Sources are credited with enough detail to find them again, another person's involvement has clear consent, the view is argued without putting anyone down, and AI help is named rather than hidden. Pass does not mean you must agree with optional sports days; it means the piece was published responsibly.
- Piece C, Needs fixing Crediting the music is not enough. Private messages and other people's names are personal information. Banter in a closed chat is not consent to publish. The rights and consent check fails, and the piece also risks harm and embarrassment. The fix is to remove the screenshot entirely, or reshoot with invented names and messages everyone involved has clearly agreed can go public.
- Piece D, Needs fixing Credits and consent look strong, and the view is presented safely. The honesty check fails. If AI drafted large parts of the piece, readers and teachers deserve a plain note such as "AI chat tool used for a first draft; I edited and checked every claim." Hiding that help makes the publishing process less trustworthy even when the topic is handled well.

TEACHING MOVES

- Keep Examine short: labels plus one example line each, then straight into Piece A.
- Work Piece A together at the board, then let the class poll take all three pieces in the interactive (A, C and D; Piece B is the optional oral stretch under Differentiation); give pairs about a minute before each vote.
- If a student discloses a real non-consensual sharing incident during Piece C: thank them, do not dig or name anyone, say private cases stay out of class discussion, offer a quiet follow-up with you or the year head, and return to the invented piece.
- Circulate during the standards card activity and prompt for specific, doable habits using the starters and the finished example line.
- Focus whole-class discussion on practical fixes for issues identified in the audit.
- Encourage students to reword the checks in their own voice for the card.

WHAT TO WATCH FOR

- Students propose vague standards such as be respectful; prompt them to specify concrete actions like checking for consent.
- Omitting the AI honesty check; remind the class to include it where relevant during the card creation.
- Failing to justify verdicts in the audit; ask which of the four checks led to their decision.
- Treating Pass as I agree with this view; separate responsible publishing from personal agreement.
- Stalling on the extra personal standard; point them to the opportunity and risk hooks (more people hear your take / a post you cannot pull back).

DIFFERENTIATION

- Support: Offer sentence starters for the standards and habits on the card (Standard: I will... / Habit: Before I hit publish I will...), and keep the finished example line visible.
- Extension: Ask students to test their standards against an additional real-world example, or run the oral Piece B stretch.
- Support: Allow pair work for the initial audit discussions to build confidence.