

## Strand 4 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

- Class Play needs a device each and students signed in. Start 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.
- Have the finished example line ready: Consent and rights: ask in writing before any face or chat appears.
- Park support starters where students can see them: Standard: I will... / Habit: Before I hit publish I will...
- Have the class charter ready to show; the sample pieces are in the interactive
- Board the four short check labels before students arrive
- Teacher device with the interactive activity ready; board space for the four checks
- A device each, students signed in; the board shows the join code
- 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

|               |              |                                       |
|---------------|--------------|---------------------------------------|
| <b>4 min</b>  | introduction | Start                                 |
| <b>5 min</b>  | content      | Examine and discuss                   |
| <b>4 min</b>  | activity     | Hands-on: responsible publisher audit |
| <b>8 min</b>  | activity     | Class poll: pass, or needs fixing?    |
| <b>13 min</b> | activity     | Your turn: publishing-standards card  |
| <b>3 min</b>  | content      | Make sense                            |
| <b>2 min</b>  | content      | Reflect                               |
| <b>1 min</b>  | 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.
- Run the audit in explore mode with three pieces only; give pairs about a minute before each vote. Cap each piece at about 3.5 minutes. If you are behind after Piece C, take hands only on D, read the reasoning yourself, and ask the single-change question in Make sense instead.
- 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.