

Reflect on the whole course

40 minutes

The Student Project

Outcome 1.2

WHAT THIS LESSON DOES

You revisit your initial confidence card across five areas of digital media literacy and mark current levels honestly. You compare these with your starting point to identify changes before naming one habit to maintain.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.2	outline their learning to date related to digital media literacy

WHAT STUDENTS SHOULD BE ABLE TO DO

- Reflect on what you can do now that you could not at the start, across all four strands (LO 1.2)
- Return to the confidence card from early in the course and mark it again
- Name the single habit from this course you will actually keep

BEFORE THE BELL

- Write the five area headings on the board with one-clause glosses: safe use (looking after yourself and others online); searching (precise terms and reading results critically); spotting dodgy content (reliability, bias, fake or twisted info); creating (making digital media of your own); sharing and publishing (credit, rights, publish safely).
- Board ready with the five confidence areas and short glosses from early in the course
- Student devices or paper for re-marking; class way of saving work available

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HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and discuss
12 min	activity	Hands-on: re-mark your confidence card
10 min	content	What changed for us
3 min	content	Make sense
5 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Keep the opening discussion short and concrete: the board list of five headings with glosses, then straight into re-marking.
- During re-marking, ask for colour marks on all five areas, at least one concrete example, the change-or-stayed sentence, and one habit. A second example is only for students who finish early.
- Stop the re-marking at about minute 21 so that every student has marks, one example and a habit written down before the pair share. Keeping the closing reflection intact matters, because that is where each student says their habit out loud rather than only writing it.
- Run the pair and class discussions by capturing student phrasing on the board. If the board is thin, use the two fallback patterns printed on the student screen.
- Model listening and clarifying questions in pairs before students begin.
- In Reflect, every student reads their written habit to a partner before any whole-class voices.

WHAT TO WATCH FOR

- Students may exaggerate improvements to please the teacher; emphasise that marks are private and honesty is key.
- Focusing only on positive changes; remind them that naming what stayed the same, with a reason, is valid.
- Choosing vague habits; prompt for practical actions like pausing before sharing.
- Trying for five written examples and running out of time; one strong example is enough.

DIFFERENTIATION

- Support: point students who need structure at the five areas and their glosses on the board.
- Extension: A second example beside an area that stayed the same, or one specific action they will take next week to maintain their chosen habit.
- Support: Allow time for quiet reflection before pair sharing for those who prefer not to speak first.