

LESSON 15

Showcase: Show What You Made

40 minutes

Show Your Work

WHAT THIS LESSON DOES

You will present one of your digital media pieces to a classmate and explain its purpose. Then review a peer's work on intent and craft with specific comments, quickly check honesty and credit, name one priority change, and apply one note to improve your own piece.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Present creative digital work and articulate its intended purpose and audience.
- Apply intent and craft criteria to evaluate peers' digital media pieces, with a quick check on honesty and credit.
- Provide specific, actionable feedback that identifies the single most useful improvement.
- Use peer feedback to revise and enhance personal digital creations.
- Reflect on the benefits of external input in the creative process.

BEFORE THE BELL

- Organise student pairs in advance, matching those who created similar media types where possible.
- Have the board line ready: one piece · usable note · one change.
- Sentence starters ready on the board or a slip for anyone who stalls on comments.

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HOW THE LESSON RUNS

2 min	introduction	Start
8 min	content	Examine and Discuss
14 min	activity	Hands-on: Review a Classmate's Piece
10 min	content	Your Turn: Act on One Note
3 min	content	Make Sense
2 min	content	Reflect
1 min	summary	What You Covered

TEACHING MOVES

- 1. Start. Write the three-word arc on the board and have students confirm a file opens. If one is missing, tell them now they can still give a full review and act on a note using any piece.
- 2. Examine and Discuss. Take three or four pair answers, no more. Push for the time code, the named fix and the effect. If someone calls B mean, flip it: B is kinder because the maker can act on it. Stop once the class states the difference in one sentence.
- 3. Hands-on: Review a Classmate's Piece. Pair same-medium reviewers where you can. Circulate for empty comments and for Honesty notes that attack the maker: reframe onto what the edit does, not the person. Every reviewer names one priority change before they swap.
- 4. Your Turn: Act on One Note. Hold them to one change. Steer big rebuilds to the smallest visible version: one cut, one level, one line of text. Say the saving routine aloud before anyone closes a file.
- 5. Make Sense. Take one or two voices after the pair sentence. Listen for a note that pointed at a moment and named a change the maker could make in one move. Do not re-lecture feedback theory.
- 6. Reflect. Keep it spoken. Take two quick answers if time allows. For anyone who tried a note they disagreed with, ask whether trying it changed their mind.

WHAT TO WATCH FOR

- Students treat a friendly line like "nice edit, make it shorter" as useful feedback. Use the Review A versus Review B comparison: ask what the maker could actually do with A. A usable note points at a moment and names the change.
- Students think setting a level on the review activity is the review, and leave the comment box empty. Tell them the level alone is not the review. Every Intent and Craft level needs a comment that points at a specific moment before they swap.
- Students try to fix every note and finish nothing, or think the saved browser file will survive on a shared device. One change only. Make big rebuilds the smallest visible version and note the rest under the file. Save the class way before closing.

DIFFERENTIATION

- Emerging: Offer a sentence starter for a stalled comment box: "At [moment] the [cut/crop/level] makes me [react]. Try [specific change]." If every note feels wrong, they still pick the least-wrong one and try it, then check in Reflect whether trying it helped.
- Developing: If comments stall after the second criterion, have them finish full comments on Intent and Craft, tick Honesty and Credit quickly, and still name the one priority change.
- Proficient: Once both reviews are done and the change is saved, have them write one sentence under the file naming the change they made and why. Ask them to take on Honesty and Credit as a full comment, keeping the note on what the edit does rather than the maker.