LESSON 1

Welcome: your digital life online

40 minutes | Understanding Myself When Engaging Online | Outcome 1.1

WHAT THIS LESSON DOES

This lesson introduces the Digital Media Literacy course and its four main strands, leading to a Student Project. Students build a card showing how they use digital tools and apps on a normal day, then the class finds the patterns it has in common.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.1	describe how they use digital technologies, communication tools and the internet in their daily lives

WHAT STUDENTS SHOULD BE ABLE TO DO

- See the course arc across the four strands and the Student Project
- Map your own daily digital footprint: the tools and apps you use, what each is for, and how often (LO 1.1)
- Notice patterns in how the class uses digital technologies

BEFORE THE BELL

- This is the first lesson of the course, so nothing has been covered yet: decide the one or two sentences you will use to say what the course is, and have the four strand names and the Student Project ready to put on the board as labels while you say them.
- Pupils need devices with a browser and to be signed in, for the card they make in the first hands-on step. The shared class list in the second hands-on step runs on your own device on the board; pupils do not open it.
- Nothing today is graded. Three or four cards go up on the board with the names hidden during the class patterns step. Pupils do not need to send them. Each card is in Class work, in the Teacher menu, as they make it, and no names show unless you turn on Show names. If that is slow, walking to three screens and turning them to the room works as well.

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HOW THE LESSON RUNS

3 min	introduction	Start
2 min	content	Examine and discuss
16 min	activity	Hands-on: Make your digital day
13 min	activity	Hands-on: our class patterns
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Keep the opening to the labels on the board and one line about today's card, and be into the making by minute 5; the course is explained by doing it, not by a tour of it.
- While pupils build their cards, circulate rather than demonstrate, and let a picture that refuses to be placed happen: it is the first time the course makes copyright real.
- Open the class patterns step with the guessing, names hidden, and let the giveaways become the list; it shows what the class has in common far faster than asking people to describe their habits.
- Build the shared list live under its three headings only, at the level of patterns (group chats most days, short video after school), so nobody has to name a particular account.
- Close on the one line, describe first, judge later, and keep Reflect to a minute of pair talk and two answers, or one whole-class answer if the patterns discussion ran long.

WHAT TO WATCH FOR

- Pupils listing apps from holidays instead of a normal school day. Ask for a typical weekday.
- Including things that are not digital. Only tools, apps and habits on a screen count.
- Holding back from the shared list out of privacy worries. Only general patterns go on it, never a personal list, and nobody has to name everything on their card.
- Looking for more headings on the shared list. It carries three and none can be added; anything that fits none of them goes on the whiteboard by hand.

DIFFERENTIATION

- Support: name two or three moments of the day out loud (waking up, break, after school) so a pupil who is stuck has somewhere to start.
- Extension: pupils who finish early compare cards with a partner and note one similarity and one difference, without copying each other's card.
- Support: pair pupils for the Reflect question so nobody has to answer alone.