

Editing, Formatting, Proofing: First Pass

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U2.2

WHAT THIS LESSON DOES

Students perform a first-pass edit on their presentation draft by cutting non-essential material, proofreading text and narration, and reducing the length by at least ten percent to create a tighter version ready for peer review.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U2.2	Investigate image editing software.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Tighten slides, frames, or minutes by cutting non-essential material
- Proof text and narration elements
- Reduce format 1 length by at least 10 percent

BEFORE THE BELL

- Folder audit: every student has a content-filled format 1 v2 in Project_Portfolio/09_specialism/sm2/, or is flagged for the sample artefact path.
- Printed roster columns: student name | medium (slides/video/audio/infographic) | exact v2 filename.
- Pre-load sm2_edit_practice and TEST a forced-copy link (or Make a copy workflow). Each student must get their own copy named sm2_edit_practice_YourName; never one shared live deck.
- Plant one wordy bullet and one fake name/euro error in the sample for guided tighten/proof beats.
- Optional non-slide mini-sample for CapCut/Canva/audio students.
- Exit-ticket slips or a one-line shared form ready: start | end | v3 filename.
- NIGHT BEFORE (non-negotiable): (1) Folder audit every Project_Portfolio/09_specialism/sm2/ for a content-filled format 1 v2. (2) Build a printed roster column: student name | medium (slides/video/audio/infographic) | exact v2 filename. (3) Pre-load bloated sample sm2_edit_practice and TEST a forced-copy link (or Make a copy workflow) so each student gets their own file, not one shared deck. (4) Plant one wordy bullet and one fake name/euro error in the sample for the guided tighten/proof beats. (5) Optional non-slide mini-sample for CapCut/Canva/audio students. Before class: roster on clipboard, forced-copy link on the board, bloated sample ready on the classroom screen.
- Have a 12-slide bloated sample and a 9-slide tightened sample ready to flip between on the projector. If you have video students, a 60s and ~52s clip pair makes the non-slide cut concrete. Plan to narrate Aoife live rather than set silent reading.
- Forced-copy link for sm2_edit_practice tested the night before. Sample must include: at least one clearly weak/repeated slide or section, one deliberately wordy bullet, and one planted name or euro error (e.g. letter O in a price). Prepare a non-slide mini-sample if you have video/audio/infographic students. Students need PowerPoint Online or Google Slides (or their locked format 1 tool) and access to Project_Portfolio.
- Roster in hand with each student's medium and exact v2 filename. Before the timer: confirm each student can find 09_specialism/sm2/ and know their save-as _v3 name. Slips or a one-line shared form ready for start | end | v3 filename. Spot-check start-length numbers after the opening minute.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
5 min	content	Key concepts
15 min	activity	Step-by-step task
3 min	content	Common issues
24 min	activity	Independent practice
3 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Do not set silent reading of key concepts. Narrate Aoife live in 3-4 minutes; read the Jamál callout aloud.
- Model open own copy → count → delete one weak slide → tighten one wordy bullet → fix planted euro/ name → Editor/spell-check on the classroom screen.
- Name CapCut, Canva, and audio out loud; mirror slide-demo length for non-slide tools and point at the Other formats card.
- Independent practice opens with roster filename confirm + write-start-number beat. Default everyone onto the four sm2_vet_*_v3 stems unless roster says otherwise. Sample catch-up saves sm2_edit_practice_v3.
- One peer swap only, on the real v3 (~3 minutes). Unfinished pairs roll to the start of next lesson.
- Last 5 minutes: slips/form for start|end|v3 while you spot-check sm2/ on a subset; missing _v3 stays 2 minutes for rename help.

WHAT TO WATCH FOR

- Whole class edits one shared sample: force per-student copies immediately.
- Students cut individual words but leave overall length unchanged: advise cutting entire slides, clips, or sections.
- Students focus only on proofreading without reducing length: require start and end numbers on paper.
- Students give vague feedback: model one strength and one specific cut.
- Mac/Chromebook Delete key does nothing: use Fn+Backspace, Backspace, or right-click Delete slide.

DIFFERENTIATION

- Support: lagging students edit the shared bloated sample as their v3 artefact (sm2_edit_practice_v3) so everyone still banks a cut-and-proof file.
- Support: pair struggling students with a peer who has completed a clear cut.
- Extension: aim for a twenty percent reduction or time a full out-loud delivery of v3 tonight (optional homework).