

KA2 Workshop: Reflection and Justification

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U2.1

WHAT THIS LESSON DOES

In this workshop you reflect on Module 2 by justifying your two presentation formats. You also describe real-life applications for the VET interview, other LCA courses and beyond, before banking Key Assignment 2.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U2.1	Use presentation application software to create an effective presentation and promotional materials.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Reflect on Module 2 learning and justify format choices
- Describe real-life applications for VET, other LCA courses, and beyond LCA
- Bank Specialism Module 2 Key Assignment 2

BEFORE THE BELL

- Confirm every student has finished format 1 and format 2 from the previous workshop.
- Plan a short polish lane (about 10 minutes max) for anyone still finishing a format before they join the reflection.
- Keep the joining-after-polish card ready to re-show for late joiners.
- Check each student has finalised format 1 and format 2 from KA1. Have the SEC SM2 KA2 wording visible on the board or screen. Plan a short polish lane for anyone still finishing a format. Keep the joining-after-polish card ready to re-show.
- Display the three KA blocks and narrate the full Conor sample on the classroom screen. Plan a two-minute teacher narration of the sample.
- Students need word processor access and their format 1 / format 2 files open for reference. Demo Heading styles once on the board.
- Be ready to run a two-minute two-volunteer oral bridge and board the strong/weak Section 2 pair plus Section 3 triple. No PDF demo in this step.
- Board the three-column checklist (working file / PDF / quality OK). Start IP with a short PDF click-along. Circuit: PDF first, then quality. Note who needs catch-up export before the bell.
- Call missing-PDF names first. Record which students are fully banked for SM2 KA2 and who needs a catch-up PDF export.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Step-by-step task
4 min	content	Common issues
25 min	activity	Independent practice
5 min	summary	Lesson summary

TEACHING MOVES

- Project and narrate the full Conor sample; student card only shows short model sentences under Teacher model.
- Demonstrate file setup in the portfolio folder using heading styles, with format 1 and format 2 open for reference.
- Board a strong/weak Section 2 pair and a complete Section 3 triple during the oral bridge.
- Start independent practice with a short PDF click-along, then writing.
- Stage the KA desk circuit with a three-column board checklist: working file / PDF / quality OK. Verify PDF before deep quality.
- Use the common issues table as a live help wall during independent practice.
- End with an export/bank station: call missing-PDF names first; extension only after both files shown.

WHAT TO WATCH FOR

- Generic statements such as 'I learned a lot' - prompt for specific skills and moments from their own work.
- Section 3 only mentions the VET - encourage inclusion of other courses and post-school applications.
- Thin justifications - model linking choices to purpose and audience.
- PDF left in Downloads - insist on move/rename into sm2 before the KA tick.

DIFFERENTIATION

- Support: Use the sentence starters already in the independent practice card and step-by-step placeholders.
- Extension: Optional fourth section 'If I remade format 1' only after both files are banked.
- Support: Allow brief peer discussion for initial ideas before independent writing.
- Must-bank vs stretch: expanded three sections + PDF is enough to bank; wording polish is early-finisher only.