

## KA1 Workshop Part 1: Creating the Range of Documents

60 minutes

ICT1: Introduction to the computer and word processing

Outcome M1.U2.1

### WHAT THIS LESSON DOES

This lesson shows why ICT1 KA1 requires several word-processed documents. You will learn to lay out a formal letter correctly, write one for your project and save it as a PDF in your portfolio.

### CURRICULUM OUTCOMES

| Outcome | What the specification asks for                             |
|---------|-------------------------------------------------------------|
| M1.U2.1 | Create documents and understand how and where to save them. |

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain that ICT1 KA1 needs a range of word-processed documents for specific purposes
- Lay out a formal letter with salutation, body and sign-off
- Write a one-page project-connected letter to a real or realistic stakeholder
- Save 03\_letter and export a PDF copy for the portfolio

### BEFORE THE BELL

- Prepare printed samples of formal letters for any students needing paper references.
- Have fallback stakeholder roles ready (LCA teacher, subject teacher, Work Experience supervisor, club/ community contact).
- Have practice-ask and cost/date fallback ready for students without project detail.
- Be ready to recreate Project Portfolio / 03\_documents for absentees in the first minute.
- Board checklist ready: Portfolio open / 03\_documents visible / stakeholder chosen.
- Board model ready: one non-GAA planning bullet expanded into a formal sentence.
- Board checklist ready (Portfolio / 03\_documents / stakeholder); fallback stakeholder roles and practice-ask list; display the formal letter layout image; be ready to recreate folders in the first minute
- Display the sample letter on the board for a quick class read-through; practise the salutation call-and-response; keep concept detail oral
- Word processor access (Word Online or Google Docs); Project Portfolio with 03\_documents folder; board ready for 2-minute PDF path demo on the majority platform
- Board model ready (bullet to sentence); help with PDF export catch-up; verify 03\_letter and 03\_letter.pdf both land in 03\_documents in the last 3 minutes
- Spot-check that 03\_letter and 03\_letter.pdf exist before students leave; block extension until the pair is shown

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### HOW THE LESSON RUNS

|               |              |                                       |
|---------------|--------------|---------------------------------------|
| <b>6 min</b>  | introduction | Introduction                          |
| <b>6 min</b>  | content      | Key concepts                          |
| <b>18 min</b> | activity     | Build a formal letter from the sample |
| <b>2 min</b>  | content      | Quick fixes before you write          |
| <b>20 min</b> | activity     | Independent practice                  |
| <b>2 min</b>  | content      | Reflection                            |
| <b>6 min</b>  | summary      | Lesson summary                        |

### TEACHING MOVES

- Open-and-show portfolio checklist before objectives.
- Open on the formal letter layout visual, then sample on screen; keep student page light (notice bullets + one KA1 line).
- Call-and-response salutation pairs before students type.
- Allow paste-then-reformat in guided practice so layout fits the time.
- Two-minute whole-class PDF path demo before students export; catch stragglers at the start of independent practice.
- Show bullet-to-sentence board model once before independent writing.
- Minimum viable letter: layout + purpose + one concrete detail + PDF; two body paragraphs allowed if time is short.
- Last 3 minutes of independent practice and summary gate: both 03\_letter and 03\_letter.pdf visible.
- Have students read one draft paragraph aloud to assess tone.

### WHAT TO WATCH FOR

- Using informal salutations like 'Hey': Recommend formal options such as 'Dear' with matching sincerely/faithfully.
- Cannot locate the documents folder: Advise opening the Project Portfolio first or create 03\_documents now.
- Casual tone in the letter: Prompt with suitability for a Work Experience supervisor.
- Vague body with no concrete detail: insist on date, place, cost, number, or clear ask.
- PDF left in Downloads or exported as DOCX: insist on Download as PDF and both files visible in 03\_documents.
- Copying the GAA sample with only the name changed: require original project detail.

#### **DIFFERENTIATION**

- Support: Three-bullet plan plus sentence starters on the student card; two-paragraph minimum; paper letter template if needed.
- Extension: Email version only after both files are teacher-checked; or more specific project costs and dates.
- Support: Peer help for PDF export only; wording stays the author's own work.