

LESSON 9

Working with Others: Collaboration, Feedback & Email

60 minutes

Presenting & Pitching

WHAT THIS LESSON DOES

Swap your pitch deck with a peer, exchange constructive feedback using comments, and practise composing a professional email with an attachment. Learn to accept, decline, and act on feedback before your live pitch.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Share a document with appropriate permissions and collaborate using comments and suggestions.
- Provide peer feedback that balances recognition with specific, actionable suggestions.
- Evaluate and act on feedback selectively, accepting or declining changes with clear reasoning.
- Compose professional emails with clear subject lines and properly sized attachments.

BEFORE THE BELL

- Check that every student has completed their pitch deck from lesson 8.
- Pair solo students with a classmate before Independent Practice begins.
- Confirm pairings for the deck swap, and have your email address ready on the board for the email task.
- Students need their 08_pitch_deck from lesson 8 available in their portfolio folder.
- Have your email address ready on the board so students can send you the real email during Independent Practice.
- Keep your email address on the board with a reminder of where the Digital_Portfolio folder is, and confirm the pairs before the round starts.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
3 min	content	Key Concepts: Collaboration
9 min	activity	Step-by-step: Share a Deck and Add a Comment
3 min	content	Common Issues
2 min	content	Key Concepts: Email
6 min	activity	Step-by-step: Compose a Clear Email with an Attachment
25 min	activity	Independent Practice: Feedback Round
4 min	content	Reflection
3 min	summary	Lesson Summary

TEACHING MOVES

- During the share-and-comment walkthrough (Step 3), model the full workflow on screen so students see exactly where to find share settings and how to format a comment.
- Circulate during Independent Practice to check that comments are constructive (specific and named) rather than vague praise; intervene quickly if you spot generic feedback.
- Remind students to use their school email account, not a personal one, when sending the practice email to you.
- Keep the reflection step quiet and ungraded; avoid turning it into a written worksheet.

WHAT TO WATCH FOR

- Share link shows 'request access': double-check the permission is set to Commenter (Google Slides) or Can comment (PowerPoint for the web), not Viewer.
- Comments are praise-only ('Great slide!') instead of constructive: redirect by asking students to name one specific thing that could be stronger.
- Attachments exceed size limits: remind students to check file size first; if over 20-25 MB, send a share link instead.

DIFFERENTIATION

- Support: Give students who struggle to structure feedback this pattern to copy: 'I liked... because... One thing to consider is...'
- Support: Pair students strategically so that stronger communicators model clear feedback for peers who are less confident giving or receiving criticism.
- Extension: Ask students to video-call their feedback partner to discuss one piece of feedback in real time, explaining their reasoning and hearing the response directly.