

Track Changes and Comments

60 minutes

ICT Specialism 1: Word processing

Outcome M1.U2.3

WHAT THIS LESSON DOES

Learn how to use Track Changes and comments in word processors to review documents professionally. Activate the review tools, record edits clearly, and add suggestions on a newsletter draft. This skill supports feedback in work experience and collaborative projects.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U2.3	Proof and edit a document in preparation for printing.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Turn on Track Changes and find the author label on a change
- Add and reply to comments as suggestions rather than edits
- Produce a reviewed copy of the project newsletter

BEFORE THE BELL

- Organise seating to allow clear sight of the demonstration screen.
- Prepare a demo document with tracked markup and a visible second author name if possible; leave it open before the bell.
- Nothing to share for students missing sm1_doc2_newsletter.docx: Independent Practice prints a short stand-in newsletter that they paste into a new file under that name.
- Confirm students can open their project newsletter; anyone without one uses the stand-in newsletter printed in Independent Practice. Prepare a short dual-author demo document with one tracked edit and one comment visible before the bell.
- Demo file from the introduction with at least one tracked edit showing a clear second author label. Be ready to name Copy to and Make a copy on screen.
- Students need Word Online or Google Docs and access to Project_Portfolio in cloud storage. The sample paragraph is printed on the step for students to paste. Dual-author board sample ready.
- Students need their existing project newsletter in Project_Portfolio/09_specialism/sm1. Demo file copy once for both suites and model one real edit aloud. Students missing their newsletter use the stand-in printed on the task card. Plan filename gate before any markup.

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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
20 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Key concepts: run the live demo with two authors in the first minute and use the table only as something to point along to, so that the step-by-step task starts within six minutes.
- Model the toolbar comment paths first, treat shortcuts as optional, and name the suite you are in out loud.
- Demonstrate Make a copy or Copy to once before independent practice and think one real-edit decision aloud, such as a vague date becoming an exact date.
- Nobody starts editing until sm1_doc2_newsletter_reviewed.docx sits beside the clean file, because a student who marks up the original has nothing clean to go back to.
- Circulate during activities to confirm review tools are activated and students are editing the reviewed copy only.
- Reflection: two-minute pair talk, one Work Experience answer to the room, then file spot-checks.
- Check random files at the end for separate filenames, visible markup, and author labels. For students working from the stand-in newsletter, two strong edits plus one comment is enough to accept.

WHAT TO WATCH FOR

- Students make changes without activating Track Changes or Suggesting mode. Solution: Verify the mode is on before starting edits.
- Students edit the clean newsletter instead of a copy. Solution: Check the new filename exists before any typing starts.
- Students treat comments as direct edits. Solution: Emphasise that comments provide suggestions without altering text.

DIFFERENTIATION

- Support: Offer additional guidance during the step-by-step task; allow paste of the sample paragraph; accept two strong edits plus one comment on the stand-in newsletter if time is short.
- Extension: Challenge students to add a second accuracy-check comment in independent practice.
- Support: Allow paired work for the practice activity if appropriate.