

Accepting and Rejecting Edits

60 minutes

ICT Specialism 1: Word processing

Outcome M1.U2.3

WHAT THIS LESSON DOES

Practise reviewing tracked changes one by one and decide to accept or reject each edit with a reason. Reply to comments and clear all review markup to produce a clean final document ready for any reader.

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

- Review tracked changes one by one and accept or reject with a reason
- Finalise a document after peer review
- Respond to comments and clear review markup for publication

BEFORE THE BELL

- Put pair lists on the board before students sit, pairing students who use the same platform, because a file shared from OneDrive cannot be edited from a Google account, or the other way round.
- Have the class sample (three edits and one comment) open on the classroom screen. It is the warm-up and demo file. Students drill on their own files (last lesson's reviewed newsletter or practice file, or markup they add themselves), and personal reviewed-file checks happen later, in the step-by-step task.
- Plan a 30-second mutual-edit check at the start of independent practice, once each student has shared their own newsletter with their partner.
- Before the lesson: put pair lists on the board, pairing students on the same platform. Prepare one class sample (three edits + one comment) for the warm-up and the demo, and have it on the classroom screen. Nothing to share: students drill on their own files.
- No prep needed beyond the classroom-screen worked example
- Students need word-processor access and a file with tracked edits and at least one comment: last lesson's reviewed newsletter or practice file, or markup they add themselves at the checkpoint.
- Pairs pre-assigned, on the same platform. 30-second mutual-edit check at start. Solo fallback: each student finalises the markup on their own reviewed copy.

Accepting and Rejecting Edits

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

- Project only Aoife's four decisions in Key concepts; treat Accept/Reject/Respond as a desk strip during practice.
- Model the full accept, reject and respond workflow on the classroom screen first.
- Keep the step-by-step drill to one Accept, one Reject, a reply and Resolve, and tracking off, so students have time to give a reason for each decision.
- Before pairs leave markup, model one good suggestion and one good comment (clarity, facts, or audience). Remind students to turn Track Changes on or switch to Suggesting before typing.
- If sharing fails after one retry, switch that pair to the solo route (each finalises the markup on their own reviewed copy) so they still save a clean v5 today.
- Circulate and prompt students to state their reason before clicking.
- Spot-check final files for any remaining review elements before the end.

WHAT TO WATCH FOR

- Students accept all changes without review: Pause and demonstrate one deliberate reject as a class.
- Tracked changes not visible: Direct students to the Review tab and set markup display correctly, or have them add two tracked edits and a comment themselves.
- Partners type ordinary edits with no markup: remind them to turn Track Changes on (Word for the web) or switch to Suggesting (Google Docs) before leaving feedback.
- Google Docs students try Accept while still in Suggesting: switch mode menu to Editing first.
- Body edits while Track Changes is still on in Word for the web: turn tracking off before own fixes.
- Comments left unresolved: Remind pairs to reply and resolve each thread.
- Students finalise the _review_practice drill instead of the real newsletter: name the source file and v5 save target explicitly.

DIFFERENTIATION

- Support: Let students drill on last lesson's practice file, `sm1_track_changes_practice`, which carries only two tracked edits and one comment.
- Extension: Ask students to create additional comments for their partner to address.
- Support: Allow extra time or pair with a peer for the independent practice step; unfinished finalise becomes supported catch-up next lesson.