

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 and the class-sample link on the board before students sit.
- Have the class sample (three edits and one comment) open on the classroom screen. It is the default warm-up and drill file, and personal reviewed-file checks happen later, in the step-by-step task.
- Pre-share pair folders or teacher-owned editor links the period before. Plan a 30-second mutual-edit check at the start of independent practice.
- Before the lesson: put pair lists and class-sample link on the board. Prepare one class-ready sample (three edits + one comment) as the default warm-up and drill file. Pre-share pair folders or teacher-owned editor links. Have the sample on the classroom screen for the demo.
- No prep needed beyond the classroom-screen worked example
- Students need word-processor access and the class sample (or a reviewed newsletter) with tracked edits and at least one comment.
- Pairs pre-assigned. Pre-share pair folders or teacher-owned editor links the period before. 30-second mutual-edit check at start. Class sample ready as immediate solo fallback.

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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

- 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 with the class sample 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 open the class sample.
- 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: Offer the pre-reviewed class sample with fewer changes for the practice task.
- 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.