

Editing, Formatting, Proofing: First Pass

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U2.2

WHAT THIS LESSON DOES

Students perform a first-pass edit on their presentation draft by cutting non-essential material, proofreading text and narration, and reducing the length by at least ten percent to create a tighter version ready for peer review.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U2.2	Edit, format, proof and publish the information in a suitable medium.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Tighten slides, frames, or minutes by cutting non-essential material
- Proof text and narration elements
- Reduce format 1 length by at least 10 percent

BEFORE THE BELL

- Folder audit: every student has a content-filled format 1 v2 in Project_Portfolio/09_specialism/sm2/, or is flagged for the sample artefact path.
- Printed roster columns: student name | medium (slides/video/audio/infographic) | exact v2 filename.
- Nothing to build or share for the practice deck. Step 3 prints its six slides and each student builds their own sm2_edit_practice_YourName from them in about five minutes. Build one yourself from the same text for the demo. First, a title slide: Local Club Sock Boxes / A small enterprise idea for my VET interview. Then About me (A), the fuller bio covering design, sales, GAA and the small enterprise. Then About me (B), the weak repeat, a shorter near-duplicate that students delete. Then the problem: club volunteers and mismatched socks before blitz weekends. Then costs: the long wordy starter-pack sentence plus the line "Target pack price: €450 per box" with a letter O. Finally next steps: "Pilot with clare gaa under-14s next month" and a clear ask for a 20-box trial. After a correct guided pass the deck should be 5 slides, with the cost bullet in short lines, €450 fixed, Clare GAA capitalised and spell-check run.
- Optional non-slide mini-samples for your own demo (students on those tools practise on a copy of their own draft): CapCut ~60s with repeated B-roll and a "clare gaa trial" sticker; Canva 6 panels with two About panels and €450; audio ~60s with dead air or a repeat plus a show-notes title error. Have the CapCut trim, Canva page-delete and audio-cut screenshots ready if those media are in the room.
- Exit-ticket slips or a one-line shared form ready: start | end | v3 filename.
- NIGHT BEFORE (non-negotiable): (1) Folder audit every Project_Portfolio/09_specialism/sm2/ for a content-filled format 1 v2. (2) Build a printed roster column: student name | medium (slides/video/audio/infographic) | exact v2 filename. (3) Nothing to share for the practice deck: each student builds their own from the six slides printed on step 3, so build one yourself from the same text for the demo. (4) Optional non-slide mini-sample from the lesson notes for your own CapCut/Canva/audio demo. (5) Exit-ticket slips ready. Before class: roster on clipboard, your demo copy of the practice deck on the classroom screen.
- Have a 12-slide bloated sample and a 9-slide tightened sample ready to flip between on the projector (or narrate Aoife from the teacher_notes bullets if you only built the 6-slide practice deck). If you have video students, a 60s and ~52s clip pair makes the non-slide cut concrete. Plan to narrate Aoife live rather than set silent reading. Student page is deliberately short.
- Nothing to share: students build sm2_edit_practice_YourName from the six slides printed on their step (titles, wordy cost bullet, €450, clare gaa, repeated About me). Build your own copy from the same text for the demo. Optional non-slide mini-samples from the same notes for your own demo if video/audio/infographic students are present. Students need PowerPoint Online or Google Slides (or their locked format 1 tool) and access to Project_Portfolio.
- Roster in hand with each student's medium and exact v2 filename. Before the timer: confirm each student can find 09_specialism/sm2/ and know their save-as _v3 name. Slips or a one-line shared form ready for start | end | v3 filename. Spot-check start-length numbers after the opening minute.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
5 min	content	Key concepts
15 min	activity	Step-by-step task
3 min	content	Common issues
24 min	activity	Independent practice
3 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Narrate Aoife live in three or four minutes using the detail in the step notes, and read the Jamál callout aloud, because the key concepts page is only a short checklist and a silent read of it leaves the class with the words but not the standard.
- Model the sequence on the classroom screen: open your own copy, count the six slides, delete About me (B), tighten the wordy cost bullet, fix €450 and clare gaa, then run Editor or spell-check.
- Name CapCut, Canva and audio out loud, give those tools the same demo time as the slides, and point those students at the Other formats card.
- Independent practice opens with you reading each filename from the roster and everyone writing their start number on paper before they cut anything. Default everyone onto the four sm2_vet_*_v3 stems unless the roster says otherwise, and catch-up students on the sample save sm2_edit_practice_v3.
- One peer swap only, on the real v3, for about three minutes. Pairs who do not finish roll over to the start of next lesson.
- Last 5 minutes: slips or the form for start, end and v3 filename while you spot-check sm2/ on a subset of machines; anyone missing a _v3 file stays two minutes for rename help.

WHAT TO WATCH FOR

- Students cut individual words but leave overall length unchanged: advise cutting entire slides, clips, or sections.
- Students focus only on proofreading without reducing length: require start and end numbers on paper.
- Students give vague feedback: model one strength and one specific cut.
- Mac/Chromebook Delete key does nothing: use Fn+Backspace, Backspace, or right-click Delete slide.

DIFFERENTIATION

- Support: lagging students keep the practice deck they built in step 3 as their v3 file (sm2_edit_practice_v3) so that everyone still ends the lesson with a cut-and-proofed piece saved.
- Support: pair struggling students with a peer who has completed a clear cut.
- Extension: aim for a twenty percent reduction or time a full out-loud delivery of v3 tonight (optional homework).