

## KA2 Workshop: Reflection and Justification

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U2.1

### WHAT THIS LESSON DOES

In this workshop you reflect on Module 2 by justifying your two presentation formats. You also describe real-life applications for the VET interview, other LCA courses and beyond, before banking Key Assignment 2.

### CURRICULUM OUTCOMES

| Outcome        | What the specification asks for                                                                                       |
|----------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>M2.U2.1</b> | Represent information on a topic that is relevant to them in an appropriate digital format and justify the selection. |

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Reflect on Module 2 learning and justify format choices
- Describe real-life applications for VET, other LCA courses, and beyond LCA
- Bank Specialism Module 2 Key Assignment 2

### BEFORE THE BELL

- Confirm every student has finished format 1 and format 2 from the previous workshop.
- Plan a short polish lane (about ten minutes at most) for anyone still finishing a format before they join the reflection.
- Check each student has finalised format 1 and format 2 from KA1. Have the SEC SM2 KA2 wording visible on the board or screen. Plan a short polish lane for anyone still finishing a format. Keep the joining-after-polish card ready to re-show.
- Display the three KA blocks and narrate the full Conor sample on the classroom screen. Plan a two-minute teacher narration of the sample.
- Students need word processor access and their format 1 / format 2 files open for reference. Demo Heading styles once on the board.
- Be ready to run a two-minute two-volunteer oral bridge and board the strong/weak Section 2 pair plus Section 3 triple. No PDF demo in this step.
- Board the three-column checklist (working file / PDF / quality OK). Start IP with a short PDF click-along. Circuit: PDF first, then quality. Note who needs catch-up export before the bell.
- Call missing-PDF names first. Record which students are fully banked for SM2 KA2 and who needs a catch-up PDF export.

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### HOW THE LESSON RUNS

|               |              |                      |
|---------------|--------------|----------------------|
| <b>5 min</b>  | introduction | Introduction         |
| <b>6 min</b>  | content      | Key concepts         |
| <b>15 min</b> | activity     | Step-by-step task    |
| <b>4 min</b>  | content      | Common issues        |
| <b>25 min</b> | activity     | Independent practice |
| <b>5 min</b>  | summary      | Lesson summary       |

### TEACHING MOVES

- Read the full Conor sample aloud from the board; the students' own screens carry only the short model sentences, so the detail has to come from you.
- Demonstrate the file setup in the portfolio folder using heading styles, with format 1 and format 2 open for reference.
- During the two-minute oral bridge, keep a weak and a strong version of section 2 and a complete set of three applications on the board.
- Open independent practice with a short click-along of the PDF menus, then let the writing run.
- Go around the desks with a three-column checklist on the board headed working file, PDF and quality, and check that the PDF exists before you look closely at the writing.
- Leave the common issues table up during independent practice so students can solve small problems themselves.
- Finish with exporting and filing: call the students with no PDF first, and let the extension start only after both files have been shown.

### WHAT TO WATCH FOR

- Generic statements such as 'I learned a lot' - prompt for specific skills and moments from their own work.
- The third section mentions only the VET interview - encourage other courses and post-school applications too.
- Thin justifications - model linking choices to purpose and audience.
- PDF left in Downloads - insist on the move and rename into sm2 before you tick it off.

### DIFFERENTIATION

- Support: Use the sentence starters already in the independent practice card and the placeholders from the step-by-step task.
- Extension: Optional fourth section 'If I remade format 1' only after both files are checked.
- Support: Allow brief peer discussion for initial ideas before independent writing.
- Essential versus stretch: three expanded sections plus the PDF is enough to bank; polishing wording is for early finishers only.