

Specialism Module 4 Kickoff: The Bigger Picture

60 minutes

ICT Specialism 4: The internet and digital literacy

Outcome M4.U1.1

Outcome M4.U2.1

WHAT THIS LESSON DOES

Start Module 4 by previewing deeper skills in ethics, bias, digital footprint and investigation. Explore possible topics from your Something Real project, then write a clear Investigation Proposal with a focused question and audience.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M4.U1.1	Understand concepts and safety considerations relating to the effective and ethical uses of digital technologies and the internet.
M4.U2.1	Search the internet to gather information on a specific topic of interest and accurately reference the material.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Preview Module 4 depth on ethics, bias, footprint, and investigation
- Choose an investigation topic linked to the Something Real project or another LCA course
- Write an Investigation Proposal with topic, question, and intended audience

BEFORE THE BELL

- Read the worked example in the key concepts step through once, so that you can read it aloud at pace.
- Have the investigation-cycle diagram and the vague-versus-focused proposal image up on screen before the class comes in.
- Check that every student can reach Project_Portfolio / 09_specialism / sm4, and sort out anyone who cannot before the writing time starts.
- Have the investigation-cycle diagram and Module 4 finish-line (SM4 KA1 Presentation / SM4 KA2 Process Reflection) ready on screen. Confirm students can reach Project_Portfolio / 09_specialism / sm4.
- Have the proposal before-and-after image ready on screen.
- Open a blank board list headed Possible investigation questions.
- Be ready to approve or tighten each Investigation Proposal before the end of class. Proposal completion stays in the period, not homework. Filename must be sm4_investigation_proposal with no extension.
- Spot-check every sm4_investigation_proposal before dismissal.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Module 4 map and topic exploration
4 min	content	Common issues
20 min	activity	Portfolio build: Investigation Proposal
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- This lesson opens the Module 4 investigation, so it needs to run before the research lessons, all of which work from the proposal written today.
- Do not leave the introduction until you have seen the sm4 folder open on screens, because a student still hunting for it later will lose most of the twenty minutes of writing time.
- Lead the exploration from the front for the first half and then circulate, so that the shortlisting happens with your ear nearby.
- Just before the pair-share, spend about sixty seconds on the huge-topic and yes/no slogan fixes, so students hear that wording before they write rather than after.
- Read the three priority concept rows aloud (topic, question, audience) and keep the digital-literacy depth row for one-to-one use while you circulate, since a full lecture on it eats the writing time.
- Read the worked example aloud and stress that it is a model of shape, not a topic to copy; otherwise you will collect six proposals about phone cases.
- While they write, circulate with a simple approve-or-tighten judgement, and point students who are stuck straight at the skeleton and sentence starters on their own screen.
- Everyone saves one file, sm4_investigation_proposal with no extension, inside 09_specialism/sm4, because later lessons ask them to reopen it by that name.
- Keep the product names steady all module: Investigation Proposal, SM4 KA1 Presentation, SM4 KA2 Process Reflection, and Unit N Reflection labelled by unit number.
- During the reflection share-backs, listen for whether students can say who their findings are for, and praise the tight questions aloud so the rest of the room hears the standard.
- The only piece that may go home is the optional first-search shortlist; the Investigation Proposal itself is finished and approved in class.

WHAT TO WATCH FOR

- Topic too broad such as 'social media' - add limits like place or time to focus it.
- Proposal lacks intended audience - ensure students include who will read the findings.
- Question not linked to a project - guide students to connect to Something Real.
- Filename drift (extensions or alternate titles) - insist on sm4_investigation_proposal only.

DIFFERENTIATION

- Support: Use the on-card sentence starters and proposal skeleton for the Investigation Proposal.
- Support: Allow students to discuss topic ideas in pairs.
- Extension: Early finishers add a list of three places they might search first (optional shortlist may finish after class).