

Unit 1 Recap and Safety Workshop

60 minutes

ICT Specialism 4: The internet and digital literacy

Outcome M4.U1.1

Outcome M4.U1.2

Outcome M4.U1.3

WHAT THIS LESSON DOES

Review key concepts from Unit 1 on digital terminology, email management, online communities, and safety. Collaborate to create a practical class safety checklist and identify one specific habit to improve in your digital life.

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.U1.2	Understand the concepts and functions of online communities and applications.
M4.U1.3	Demonstrate an ability to use the many functions of email effectively such as sending attachments, searching, sorting and filing emails.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Demonstrate Unit 1 outcomes on terminology, email, communities, and safety
- Build a class safety checklist of concrete actions drawn from Unit 1 risks
- Name one habit to change as a result of Unit 1

BEFORE THE BELL

- Run this lesson once the class has been through the whole of Unit 1, from terminology to safety, rather than early in the file order. It asks students to recall the unit, so it needs the unit behind it.
- Open the list-builder on your own screen once beforehand so you know where the three headings and the starter lines sit, and check it puts up on the board clearly.
- Have worksheet matching_unit1_terms ready as an optional quiet check or early-finisher stretch.
- Put reflection sentence starters on the board for Portfolio Build.
- No prep needed beyond board space for three checklist headings later.
- Open the list-builder on the board before this step.
- Confirm students can open Project_Portfolio and the sm4 folder. Put sentence starters on the board.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Class safety checklist
4 min	content	Common issues
20 min	activity	Portfolio Build
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Run the oral quiz quickly, as a recap rather than a second teaching of the unit. If energy drops, or if students finish early, give `matching_unit1_terms` to those individuals quietly; taking the whole class back through the terms would cost the checklist its time.
- Keep the first five minutes of the safety checklist step as talk only, before anyone opens the interactive, so that the wording comes from the class rather than from the starter lines. Students should jot the agreed lines at their desks as they go.
- At the start of Portfolio Build, say aloud that students with no project of their own running can tie the habit to email, the VLE, or coursework logins instead.
- Circulate during Portfolio Build to verify file names and push for concrete habit statements.
- Keep the common issues table on screen while students write so you can point at it rather than repeat yourself.

WHAT TO WATCH FOR

- Checklist lines remain as slogans such as stay safe - rewrite as specific actions like check the URL or tell a teacher.
- Students cannot identify a habit to change - direct them to select one line from the completed class checklist.
- Vague habit statements like be more careful - push for an actionable step the student can do this week.
- Students treat HTTPS or the lock icon as proof a page is trustworthy - correct to encrypted connection only.

DIFFERENTIATION

- Support: Offer sentence starters for the reflection such as I will check the sender before opening emails; keep them on the board.
- Extension: Invite students to complete the extension challenge by adding a second section to their reflection document.
- Support: Allow early finishers to assist peers with organising their files correctly, or use `matching_unit1_terms`.