

Share It, and Keep Every Version

40 minutes

Working with Digital Tools (Optional)

Outcome 1.5

WHAT THIS LESSON DOES

In this lesson you will explore the difference between sending a copy of a file and giving live access. You will share a document at comment-only permission, add feedback, and restore an earlier version from history.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.5	Identify the issues, including the importance of consent, around sharing personal information and/or footage in relation to privacy and data privacy of both themselves and others.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Share a file with the right people at the right permission and use comments to give useful feedback
- Recover an earlier version of your work

BEFORE THE BELL

- Prepare pairs for the partner activity in advance.
- Decide on the exact sharing permissions for the class project file or folder.
- Confirm every student can sign in to the school Microsoft 365 or Google Workspace path.
- Plan to project only the school platform path on the board (not both interleaved).
- Student devices with Microsoft 365 or Google Workspace signed in; partners paired before the lesson; board set to the school platform path only
- Student devices signed in; partners paired; board showing only the school platform path for share, comment, resolve and version history
- Tell the class the exact share audience and permission you want before this step

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HOW THE LESSON RUNS

3 min	introduction	Start
5 min	content	Examine and discuss
18 min	activity	Hands-on: share, comment and restore
5 min	activity	Your turn
4 min	content	Make sense
3 min	content	Reflect
2 min	summary	What you covered

TEACHING MOVES

- Model share and permission whole-class, then pairs.
- Call a visible mid-point: if students only finish share plus one comment, they stop and watch the restore demo.
- Run version history and restore as a board demo first; pairs repeat only if minutes remain.
- Circulate during hands-on to check comment-only permission and that comments name a specific line.
- Keep Reflect as a quick verbal exchange.

WHAT TO WATCH FOR

- Students set edit access instead of comment-only: remind them of risks to assessed work and correct to comment permission.
- Trying to verify a named-person share in incognito: named invites only show correctly when the recipient is signed in as themselves.
- Sharing links too widely: discuss audience settings and how to tighten them.
- Skipping version history under time pressure: protect the demo so the restore learning outcome is not lost.

DIFFERENTIATION

- Support: paired work with a confident peer; teacher-led restore on the board counts as meeting the version-history goal.
- Extension: second comment, revoke and re-share as view-only, or explore link expiry if the school tool offers it.
- Support: simplified on-board step cards for the school path only.