

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. This counts towards outcome 1.5: deciding who can see and change your work, and at what level, protects the privacy of your work and anything personal in it.

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

- 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, rather than both interleaved.
- Partners paired before the lesson

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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 with the whole class first, then let the pairs work.
- Call a visible mid-point: if students have only finished the share and one comment, they stop there and watch the restore demo.
- Run version history and restore as a board demo first, and let pairs repeat it only if minutes remain.
- Circulate during the hands-on step to check that permission is set to comment-only and that comments name a specific line.
- Keep Reflect as a quick spoken exchange.

WHAT TO WATCH FOR

- Students set edit access instead of comment-only: remind them of the risk to assessed work and correct it 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 when time is short: leave yourself the last few minutes for the restore demo, because that is the one move students cannot work out for themselves later.

DIFFERENTIATION

- Support: pair a student with a confident peer; watching the teacher-led restore on the board is enough to meet the version-history goal.
- Extension: a second comment, revoking and re-sharing as view-only, or exploring link expiry if the school tool offers it.