

Lesson 21	Study Module 8: Using ICT to communicate (1/2)	Time
	<p><i>Optional: Components of an email</i></p> <p><i>If students are not familiar with email, take them through the section Components of an email (page 3). If the centre's email system looks very different, show students a new email on the board and point out its key components.</i></p>	5 mins
	<p>Creating emails fit for purpose and audience</p> <p>Check that students know how to attach a file to an email, then add to the board:</p> <p style="text-align: center;">Jamie Hendrix Councillor P Jones</p> <p>Start:</p> <p>Finish:</p> <p>Signature:</p> <p style="text-align: center;">Jamie Hendrix, charityball@bentley.gov.uk Councillor P Jones, cllrJonesP@bentleytc.gov.uk</p> <p>Ask students to:</p> <ol style="list-style-type: none"> 1. prepare - but not send - emails to <ul style="list-style-type: none"> • Jamie Hendrix with Councillor P Jones copied in • Councillor P Jones with Jamie Hendrix copied in 2. say in the text <ul style="list-style-type: none"> • they enjoyed creating the publication and finished it on time • they attach their publication as requested per email yesterday 3. attach the relevant file (poster for Jamie, presentation for Councillor Peter Jones) 4. make sure the email systems informs them that <ul style="list-style-type: none"> • the email has been delivered • the recipient has opened it 5. take a screenshot of each email 6. paste the screenshots into a word processing document and format it if necessary 7. enter their own details into the footer and save the word processing documents. 	10 mins

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	<p>Applying a mark scheme to emails</p> <p>Recap the starter and remind students that just like any other publication emails must be purpose and audience.</p> <p>Ask students to check somebody else's screenshots of their emails. Explain that this is the evidence people see who mark their test papers: candidates who do not capture all important details in their screenshots risk losing marks.</p> <p>Take the students through the check list:</p> <p>Fit for purpose:</p> <ol style="list-style-type: none"> 1. Email addresses <ol style="list-style-type: none"> (a) in the To: and CC: fields (b) correctly spelt, no typing errors 2. Attachment <ol style="list-style-type: none"> (a) Yes (b) Meaningful filename 3. Boxes ticked for <ol style="list-style-type: none"> (a) delivery receipt (b) read receipt 4. Message format: appropriate for text <p>Fit for audience</p> <ol style="list-style-type: none"> 5. Subject line <ol style="list-style-type: none"> (a) Text entered (b) Text is meaningful and language appropriate 6. Body of the message - language and etiquette 7. Wording <ol style="list-style-type: none"> (a) appropriate start, e.g. greeting, salutation (b) appropriate form of address for Councillor Peter Jones 8. Main message - language used <ol style="list-style-type: none"> (a) Appropriate, easy and clear to read <i>Note: in the email to Jamie is SMS-style language appropriate, e.g. 4u instead of for you</i> (b) Spelling: accurate, no typing errors (c) Grammar: correct, no words missed out 9. Conclusion: appropriate, matching greeting / salutation 10. Own sign-off: own name given in appropriate form 11. Body of the message - formatting <ol style="list-style-type: none"> (a) Default style (font, font size) modified (b) Not written with CapsLock on <p>Use a show of hands to find out which email students found easier to write: the one to Jamie or he one to Councillor Peter Jones. Invite some students to explain why.</p> <p>Ask students to speculate: How would Jamie and Councillor Peter Jones react if they received each other's (not via CC:)? What would they do? What would students do if they received an email not meant for them?</p> <p>Use point 11, association of capital letters with SHOUTING, to lead to the Tips on page 6, then email etiquette on page 7.</p>	10 mins

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	<p>Respecting others</p> <p>Take students through the dos and don'ts of email etiquette on page 7. Link points made to (a) their day-to-day use of email and (b) possible test scenarios.</p> <p>Conclude by asking students what other dos and don'ts they would add.</p> <p><i>Note: also refer to the centre's acceptable use policy (APU)</i></p>	10 mins
	<p>Spam</p> <p>Ask students if their email to Jamie Hendrix might be treated as spam by his email service.</p> <p>Ask them to check the size of the file they attached. Explain that some email filtering systems set limits for attachments: when an email arrives with a larger attachment, it does not go straight into the inbox - instead it goes into the Spam-box or the recipient is notified and has to release it.</p> <p>Remind students that attachments can carry viruses - taking steps to minimise risks was part of managing information (Study Module 2).</p> <p>Take students through the section What is spam? on page 8 and ask some about their own experience with spam.</p>	10 mins
	<p>Plenary</p> <p>Remind students of the learning objectives and recap on what they have learnt in this lesson.</p> <p>Conclude this lesson by taking students through the eight bullet points of Tips for staying safe online (page 8)</p>	5-10 mins
Homework	<p>Ask students to:</p> <ol style="list-style-type: none"> (1) complete Skill Builder 8.1. (2) create and save at least one digital signature (if possible two or three for different emails, e.g. formal and informal) (3) read section Managing your inbox (page 6) (4) do some email-housekeeping, e.g. delete emails no longer needed, archive emails (5) have at least three entries in their address book with email addresses that can be accessed during lessons (6) compare and contrast email with three other ICT tools used primarily to communicate. Create a 4-column table with the headings ICT Tool, Advantages, Disadvantages and My Ranking. Enter details, then sort the records in rank order. 	40 mins