Email and Instant Messaging

Lesson plan and teacher's notes · Form 2 Information and Communication Technology · 1 period of 40 minutes

School	(write school name)	**Teacher**	(write name)
Date	(date)	**Class**	Form 2
Subject	Information and Communication Technology	**Enrolment**	Boys ___ Girls ___ Total ___
Time	40 minutes	**Topic**	Email and Instant Messaging

Learners study how email and instant messaging are used for school communication. They identify mailing services and the parts of an email address, follow the steps of creating an account and sending an email with an attachment, explore the interface, and practise respectful academic messaging, folders and etiquette. Safety is stressed throughout: private passwords, unknown attachments and personal information.

Specific outcomes

By the end of the lesson, learners should be able to:

1. Name common mailing services and label the parts of an email address
2. Describe how to create an email account and send an email with an attachment
3. Identify the Inbox, Compose, Drafts, Sent and Outbox
4. Use instant messaging for academic communication responsibly
5. Organise emails into folders and apply good email etiquette

Prior knowledge

Teaching and learning materials

- Computers with approved email access, or printed screenshots
- Printed fictional email addresses and sample emails
- Email interface worksheet
- Projector or board
- Scenario cards for messaging and etiquette

References

Ministry of Education (CDC) Form 2 Information and Communication Technology syllabus and module; 25Schools learners' note: Email and Instant Messaging.

Lesson development

Stage and time	Teacher activities	Learner activities
5 min	Ask: you must send a group project with a report, photographs and a spreadsheet to your teacher. How would you send it, and how do you make sure it reaches the right person.	Suggest email, WhatsApp or other ways, and say what could go wrong.
10 min	Show Gmail, Yahoo Mail and Outlook. Write a fictional address on the board and break it into username, @ symbol, domain name and top-level domain such as .edu.zm.	Label the parts of three fictional addresses on a worksheet.
10 min	Demonstrate account creation steps with a teacher-approved account, then compose, add a subject, attach a file, check and send. Stress strong, private passwords and checking the Sent folder.	Follow the steps on a computer or complete a printed template, marking where the attachment goes.
10 min	Show Inbox, Compose, Drafts, Sent and Outbox. Then explain academic use of WhatsApp, Messenger and Telegram and good messaging practice.	Label an interface screenshot and role-play a short respectful academic message.
5 min	Show folders for Assignments, School Notices and Projects and list etiquette points. Ask scenario questions.	Answer in pairs and add one point to a class etiquette checklist.

Teacher's content notes

Read these before the lesson. They are what you need to know, not what to copy onto the board.

Mailing services and addresses

Gmail, Yahoo Mail and Outlook are common mailing services; others include iCloud Mail, Proton Mail and Zoho Mail. An address has a username, the @ symbol, a domain name and a top-level domain such as .com, .org, .edu, .gov or .zm. Use fictional addresses in practice.

Creating an account and sending

Steps are choose a service, open sign-up, enter details, choose a username, create a strong private password, verify and sign in. To send, compose, enter the address, add a subject, write the message, attach a file, check and send. Cc copies others; Bcc hides recipients from each other.

Interface and instant messaging

Inbox holds received mail, Compose starts a message, Drafts holds unsent messages, Sent holds sent messages and Outbox holds messages waiting to be sent. WhatsApp,

Messenger and Telegram support academic communication when used respectfully and privately.

Folders and etiquette

Use clear folder names, group emails by purpose and move them from the Inbox. Etiquette includes a greeting, clear language, no unnecessary uppercase, a meaningful subject, no offensive language and care with unknown attachments.

Questions to ask during the lesson

Question	Expected answer
A learner is writing an email to her teacher and has typed the address teacher@school.edu.zm but forgotten the @ symbol by mistake. (a) What may happen to the message? (b) What does the @ symbol do in an address? (c) What should she check before sending?	(a) It may go to the wrong address or fail to arrive. (b) It separates the username from the domain. (c) The recipient, subject, message and attachment.
A learner starts typing an assignment email but the school bell rings and she closes the window. (a) Where is the message kept? (b) How does she send it later? (c) Where will it appear afterwards?	(a) In Drafts. (b) Open Drafts, finish it and send. (c) In the Sent folder.
A classmate sends the class group a message in capital letters with insults about another learner. (a) Which etiquette points did he break? (b) What should the teacher guide the group to do? (c) What would a better message say?	(a) Uppercase shouting and offensive language. (b) Discuss respectful communication and the school rules. (c) A polite, clear and relevant message.

Worked examples for the board

Reading an address

The address library@community.org has the username library, the @ symbol, the domain name community and the top-level domain .org. The username identifies the mailbox, and the domain part shows where it is hosted.

Sending an assignment

A learner opens Compose, enters the teacher's address, writes the subject Form 2 ICT Assignment, writes a polite message, attaches the file, checks the recipient and attachment, presses Send and finds the message in the Sent folder.

Board plan

Address: username @ domain name . TLD. Send: To, Subject, Message, Attach, Check, Send, then Sent folder. Interface: Inbox, Compose, Drafts, Sent, Outbox. Messaging: respectful, relevant, private. Folders: Assignments, School Notices, Projects. Etiquette: greeting, clear subject, no uppercase shouting, careful with unknown attachments.

Mistakes to expect

Learners often think	Put it right
Email addresses are the same everywhere, so spelling does not matter.	A small mistake such as a missing @ or a changed domain can send the message to the wrong address or stop it arriving.
The Outbox and the Sent folder are the same thing.	The Outbox holds messages waiting to be sent, while Sent holds messages already sent.
Writing in capital letters makes a message more important.	Uppercase can look like shouting. Use capitals only where normally required.

Differentiation

Learners who struggle

Give learners printed address cards and a step list for sending an email, and let them work in pairs so that a stronger learner reads each step aloud.

Learners who finish early

Ask learners to draft a short class checklist for safe and respectful email and messaging, and to rewrite a rude message politely.

Hearing or visual impairment

Read all messages and steps aloud for learners with visual impairment and give large print. For learners with hearing impairment, write each step on the board and demonstrate on screen.

No projector, no printing

If there are no computers or internet, use printed screenshots, paper templates with To, Subject, Message and Attachment fields, and paper folders for sorting sample emails.

If time is short

Skip the Outbox discussion and the folders section; teach the address parts, the sending steps and the main etiquette and safety rules.

Evaluation

Question or task	A correct answer shows
A learner sees the address student@school.edu.zm on a school notice and the teacher wants to check that she understands every part of it. (a) Ask her to name the username. (b) Ask for the domain name. (c) Ask what .edu.zm shows.	Username student, domain name school, and .edu.zm shows the type and country of the domain.
A learner must send an assignment to the teacher by email. (a) Ask which fields she completes. (b) Ask what she checks before sending. (c) Ask where she confirms it was sent.	To, Subject, Message and Attachment; recipient, subject, message and file checked; the Sent folder.

A learner receives an email from an unknown sender with an unexpected attachment. (a) Ask what he should not do. (b) Ask who to tell. (c) Ask why.	Do not open it, tell the teacher or a responsible adult, attachments can be harmful.

Homework

Your class WhatsApp group will share ICT notes and your teacher will ask you to email an assignment. (a) Write a polite email subject and opening line to your teacher. (b) Say two rules you will follow in the class group. (c) Name two folders you would create and what you would put in each.

Extra practice with answers

Question	Answer
1. A learner must send three fictional email addresses for the school office, the library and a learner to a partner, and label each part. (a) What comes before the @ symbol? (b) What comes after it? (c) What does the top-level domain show?	(a) The username. (b) The domain name and top-level domain. (c) The type or country of the domain.
2. A learner attaches the wrong file and sends it to the teacher, then wonders how to check what was sent. (a) Where can she see the sent message? (b) What should she have checked before sending? (c) Why should file names be clear?	(a) The Sent folder. (b) That the correct file was attached. (c) So that the receiver can recognise the file.
3. A study group uses Telegram to share revision materials and one member forwards a message that nobody has checked. (a) What should the group do before sharing information? (b) What should members avoid sharing about others? (c) Whose rules should the group follow?	(a) Verify it. (b) Personal information without permission. (c) The school rules and the teacher's instructions.
4. A learner has fifty emails in the Inbox about homework, school notices and a club and cannot find one. (a) What can she create to organise them? (b) Name two sensible folder names. (c) How does this help her?	(a) Folders or labels. (b) Assignments and School Notices. (c) She finds messages quickly and reduces clutter.

Answers to the learners' check-yourself questions

1. In the address student@school.edu.zm, which part is the username and which part is the top-level domain?
   The username is student and the top-level domain is .edu.zm.
2. What is the difference between Cc and Bcc?
   Cc sends a copy to extra recipients; Bcc sends a copy without revealing the addresses to the other recipients.
3. A learner has started typing an email to her teacher but closes the window before finishing. (a) Where will the unfinished message be saved? (b) Where should she look to continue writing it? (c) Where will the message appear after it has been sent?
   (a) In Drafts. (b) In the Drafts folder. (c) In the Sent folder.

4. You must send your group's ICT assignment to your teacher as a Word file, but you are in a hurry and want to press Send straight away. (a) What should you check before sending? (b) Where can you confirm afterwards that the email went? (c) Why should the attachment have a clear name?
   (a) The recipient, subject, message and attachment. (b) In the Sent folder. (c) So that the teacher can easily recognise the file.
5. You receive an unexpected email with an attachment from someone you do not know, and the message asks you to open it quickly. (a) What should you not do? (b) Who should you tell? (c) Why is it risky?
   (a) Do not open the attachment or any link. (b) Tell your teacher or a responsible adult. (c) An attachment can contain harmful or unwanted content.
6. The class WhatsApp group is used to share ICT notes. A classmate posts a message about a rumour that cannot be checked and shares another learner's phone number. (a) What good practice has he ignored about information? (b) What good practice has he ignored about privacy? (c) What would be a better m
   (a) Verifying information before sharing it. (b) Respecting privacy and not sharing personal information without permission. (c) A clear, polite message with relevant, checked school information.
7. A learner writes an email to the teacher entirely in capital letters with no greeting and the subject Hello. (a) Why is uppercase a problem? (b) What should the subject say? (c) What should the email begin with?
   (a) It can seem like shouting. (b) A short meaningful subject such as Form 2 ICT Assignment. (c) A polite greeting such as Good morning, Teacher.

Teacher's reflection

What went well:

What I will change next time:

Learners who need follow-up: