



Click, Play, Learn!

STUDENT GUIDE

2026

A QUICK HELLO

Welcome!

You're about to master Prep ICT teaching, one click at a time.

This guide is **your companion** for the CLICK.TRACK.LEARN. training session and beyond. It is packed with practical strategies, step-by-step instructions, and insider tips to help you teach ICT with confidence, purpose, and ease.

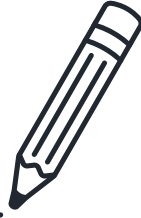
Whether you are new to Prep ICT or looking to sharpen your approach, take a deep breath, grab a pen, and let's build something great together.



P.S. Don't just read it... Use it!

There are pages for jotting down notes, capturing your "aha!" moments, and planning your next ICT lesson. By the time you are done, this guide will be more than a resource, it will be your personalized teaching toolkit.

Notes

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THE BREAKDOWN

YOUR NO-FLUFF GUIDE

01 | Welcome, Why This Matters, and Skill Snap

- Welcome and tech check: devices, Wi-Fi, resource hub access
- Why This Matters: Share your biggest Prep ICT challenge on a sticky note
- Skill Snap: Identify 6 digital skills from the Prep ICT curriculum map
- Skill Connect: Explain how two skills support 5–7-year-old ESL learners

02 | Mac Match-Up and Resource Scavenger Hunt

- Mac Match-Up: Rewrite 3 Windows instructions for Mac
- Resource Hub Demo: Log in and navigation of the Prep ICT Website
- Resource Scavenger Hunt: Find 1 lesson plan, 1 student activity, and 1 assessment tool in 5 minutes
- Share your favorite find with the group

03 | Match, Defend, Support, and Track

3a | Match and Defend

- Read three ICT activity cards and identify the skill each practices
- Match each activity to the correct curriculum objective
- Defend your match with a written explanation using the sentence frame
- Review correct matches as a group

3b | Support the Student and Track It

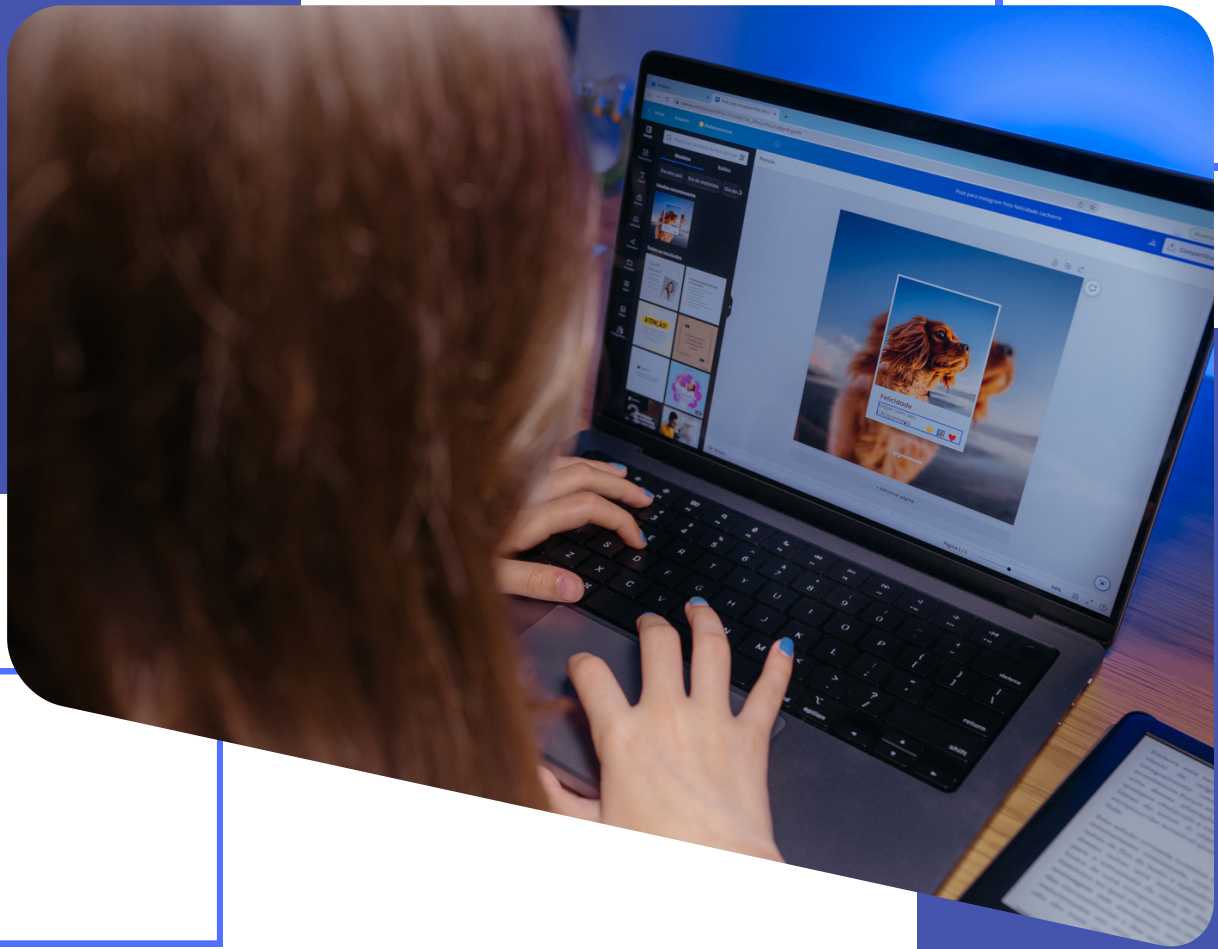
- Read Leo's student profile and identify two barriers
- Choose two differentiation strategies from the strategy bank
- Write two reasons why differentiation matters for ESL learners
- Watch the tracker model, then complete your own tracker entry with observable evidence

04 | Comment Builder and Commit Card

- Learn the Comment Formula: Skill + Evidence + Next Step
- Write one parent-friendly report comment using your tracker entry
- Swap with a partner for feedback: Is it evidence-based? Clear? Parent-friendly?
- Complete your Commit Card: which class, when, and what support you need
- Submit your ICT Lesson Readiness Pack

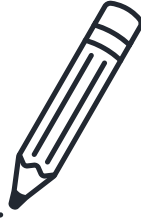
Click with purpose. Track with clarity. Teach with confidence.

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1 Welcome, Why This Matters, and Skill Snap

Notes



WELCOME AND TECH CHECK

ACTIVITY 1.1

Before we begin, take a few minutes to make sure your device is ready for the session. Work with a partner to complete the checklist below, access the ICT resource hub, and test the tools you will need. Completing this quick tech check now will help prevent interruptions and allow you to focus fully on the activities ahead.



YOUR TASK

- ☐ Find a seat with a partner.
- ☐ Open your device.
- ☐ Check that your device has enough battery, or connect it to a charger.
- ☐ Sign in to your school account.
- ☐ Connect to the school Wi-Fi.
- ☐ Open the correct internet browser.
- ☐ Close any unnecessary tabs or applications.
- ☐ Confirm that you can access the school's ICT resource hub.
- ☐ Open one sample resource from the ICT hub.
- ☐ Check that all links are working.
- ☐ Check that videos and sound are working.
- ☐ Make sure you know where to ask for technical help.
- ☐ Grab a sticky note and a pen.

WHY THIS MATTERS

ACTIVITY 1.2

Before exploring the Prep ICT curriculum and resources, take a moment to reflect on your current experience. Identifying the challenges teachers face will help us focus on practical solutions that make ICT lessons more consistent, manageable, and meaningful for both teachers and students.



YOUR TASK

1. Think about the ICT lessons you currently teach or support.
2. Identify one challenge that makes Prep ICT difficult for you.
3. Write your challenge clearly on a sticky note.
4. Place your sticky note on the shared challenge board.
5. Read at least two challenges shared by other teachers.
6. Look for challenges that are similar to your own.

COMMON CHALLENGES TEACHERS MAY EXPERIENCE

- Inconsistent lessons across the grade
- Lost time searching for suitable resources
- Students working at different ability levels
- Students with different levels of English
- Uncertainty about what to assess
- Uncertainty about how to record or report progress
- Windows and Mac differences
- Limited lesson time
- Students needing frequent individual support
- Difficulty managing devices and classroom routines
- Technical problems interrupting learning
- Uncertainty about how much support to give students

SKILL SNAP

ACTIVITY 1.3

The Prep ICT curriculum includes more than learning how to use a device. Students must gradually develop the digital skills, routines, and confidence needed to work independently. In this activity, you and your partner will explore the curriculum map and identify the key skills students are expected to learn during Semester Two (2).



YOUR TASK

1. Open the Prep ICT curriculum map.
2. Work with your partner.
3. Scan the curriculum for key digital skills.
4. Identify six skills students need to learn this year.
5. Record each skill and the term in which it is introduced or taught.
6. Highlight each skill using the color key below.

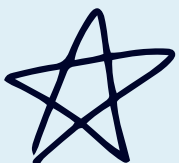
COLOR KEY



Use one color for skills that most students can already demonstrate.



Use another color for skills that students still need to develop.



Add a star next to any skill you believe is essential for student independence.

No.	Lesson	Giggle Goal (I can...)	Key Vocabulary	Website Activities	Curriculum Links
1	ICT Class Rules and Logging In	I can log in to a MacBook and follow our ICT class rules.	- MacBook - account - password - log in - Caps Lock - tab	VIDEO Rules and login model GAME Login, memory and close-tabs games STORY Linked story and reflection	UK COMPUTING Safe, respectful and purposeful technology use; keep information private. PYP ATL self-management and communication; Principled.
2	Parts of a MacBook	I can name the main parts of a MacBook and say what they do.	- screen - keyboard - trackpad - camera - speaker - port	VIDEO Parts-of-a-computer video GAME Build, match and memory games STORY Linked story and reflection	UK COMPUTING Recognise common uses of information technology and use it purposefully. PYP Playful inquiry; Inquirer and Knowledgeable.
3	Mouse Skills: One Click DRAFT TITLE	I can use one careful click to select an icon, button or object.	- mouse - click - pointer - icon - select - wait	VIDEO One-click teacher model GAME Icon and button selection games STORY Linked story and reflection	UK COMPUTING Use technology purposefully to select and manipulate digital content. PYP ATL self-management; Inquirer.
4	Mouse Skills: Two Clicks	I can double-click at the correct speed to open folders and objects.	- double-click - open - folder - icon - speed - restart	VIDEO Mouse skills video GAME Folders, bubbles, frog and balloon games STORY Linked story and reflection	UK COMPUTING Use technology purposefully to open and manipulate digital content. PYP ATL thinking and self-management; Risk-taker.
5	Mouse Skills: Two-Click Challenges	I can double-click accurately and adjust my timing when it does not work.	- double-click - timing - accurate - file - match - try again	VIDEO Double-click recap GAME Shape, fruit, file and memory challenges STORY Linked story and reflection	UK COMPUTING Use technology purposefully and improve actions through logical reasoning. PYP Problem solving and reflection; Reflective.

No.	Lesson	Giggle Goal (I can...)	Key Vocabulary	Website Activities	Curriculum Links
6	Trackpad Skills: Drag and Drop DRAFT TITLE	I can press, hold, move and release to drag an object to the correct place.	- drag - drop - press - hold - move - release	VIDEO Press-hold-move-release model GAME Build, sort and target games STORY Linked story and reflection	UK COMPUTING Use technology purposefully to manipulate digital content. PYP Play and problem solving; Thinker.
7	Trackpad Skills: Scroll and Zoom DRAFT TITLE	I can scroll and zoom to find information or hidden objects.	- scroll - up - down - zoom in - zoom out - find	VIDEO Scroll and zoom demonstration GAME Page search and hidden-object games STORY Linked story and reflection	UK COMPUTING Retrieve and manipulate digital content using technology purposefully. PYP ATL research and self-management; Inquirer.
8	Trackpad Challenge: Drag, Scroll and Zoom	I can choose and combine trackpad actions to complete digital challenges.	- drag - drop - scroll - zoom - build - restart	GAME Build a face and cookie GAME Scroll story and virus detective GAME Build a zoo; linked story	UK COMPUTING Use technology purposefully to manipulate and retrieve digital content. PYP ATL thinking, research and self-management; Thinker.
9	Keyboard Introduction	I can find and type letters using the QWERTY keyboard.	- keyboard - key - letter - QWERTY - type - space bar	VIDEO Keyboard introduction video GAME Letter-finding and TypingClub practice STORY Linked story and reflection	UK COMPUTING Use technology purposefully to create and manipulate digital content. PYP Curiosity and research; Inquirer and Knowledgeable.
10	Keyboard Skills: Numbers	I can find, order and type numbers using the number keys.	- number key - digit - number row - order - missing - count	VIDEO Number-key video GAME Monster, order and missing-number games GAME Count-and-type challenge; story	UK COMPUTING Use technology purposefully to create and manipulate digital content. PYP Transdisciplinary maths connection; Thinker.

No.	Lesson	Giggle Goal (I can...)	Key Vocabulary	Website Activities	Curriculum Links
11	Keyboard Skills: Arrow Keys	I can use the arrow keys to control movement on the screen.	- arrow key - up - down - left - right - control	VIDEO Arrow-key video GAME Pac-Man, bee, mouse and frog games GAME Diamond Miner; linked story	UK COMPUTING Use logical reasoning to predict behaviour and control digital content. PYP Cause-and-effect thinking; Thinker.
12	Keyboard Skills: Capital Letters	I can use Caps Lock to type capital letters.	- capital letter - uppercase - Caps Lock - on - off - check	VIDEO Keyboard and Caps Lock video GAME 26-letter capital typing challenge EXTRA Fast finisher; linked story	UK COMPUTING Use technology purposefully to create digital content. PYP ATL self-management and communication; Knowledgeable.
13	Keyboard Skills: Small Letters	I can switch Caps Lock off and type lowercase letters.	- small letter - lowercase - Caps Lock - off - repeat - type	VIDEO Lowercase keyboard recap GAME 26-letter and repeat-five challenges EXTRA Fast finisher; linked story	UK COMPUTING Use technology purposefully to create digital content. PYP Self-monitoring and reflection; Reflective.
14	Keyboard Skills: Letters and Space Bar	I can type letters or short words and use the space bar.	- space bar - space - word - letter - cursor - type	VIDEO Special-keys video GAME Type letters and short words EXTRA Teacher-approved extension; story	UK COMPUTING Use technology purposefully to create and organise digital content. PYP Communication and meaning-making; Communicator.
15	Keyboard Skills: Red Words	I can type familiar Red Words and check my work.	- Red Word - tricky word - spell - letter - space - check	VIDEO Red Words video GAME Type familiar Red Words EXTRA Literacy extension; linked story	UK COMPUTING Use technology purposefully to create digital content. PYP Transdisciplinary literacy; Knowledgeable and Communicator.

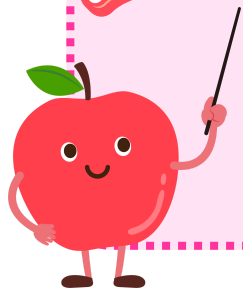
No.	Lesson	Giggle Goal (I can...)	Key Vocabulary	Website Activities	Curriculum Links
16	Internet Safety: Be Kind Online IN DEVELOPMENT	I can choose kind online behaviour and keep private information safe.	- online - kind - message - password - private - share	VIDEO Be Kind Online video GAME Kind/unkind and privacy scenarios STORY Stop-Think-Be Kind; linked story	UK COMPUTING Use technology safely and respectfully; keep personal information private. PYP ATL social and communication skills; Caring and Principled.
17	Internet Safety: Fix the Bug IN DEVELOPMENT	I can stop, leave and tell a trusted adult when something online feels wrong.	- safe - unsafe - stop - leave - close - trusted adult	VIDEO Online safety video GAME Safe/unsafe picture scenarios STORY Stop-Leave-Tell practice; story	UK COMPUTING Know where to seek help when concerned about online content or contact. PYP Agency and responsible action; Principled and Risk-taker.
18	Internet Safety: Safe Choices DRAFT TITLE	I can make safe choices, ask permission and get help when I am unsure.	- choice - permission - private - report - unsure - safe	GAME Safe-choice scenario game GAME Ask, protect, leave and tell practice STORY Class safety promise; linked story	UK COMPUTING Use technology safely and respectfully; protect information and seek help. PYP Responsible action; Principled and Caring.
19	Review: Mouse, Trackpad and Keyboard Skills IN DEVELOPMENT	I can use and explain the mouse, trackpad and keyboard skills I have learnt.	- review - remember - practise - challenge - skill - independent	GAME Login, mouse and trackpad review stations GAME Letters, numbers, arrows and spaces STORY Reflection and linked story	UK COMPUTING Use technology purposefully to create, manipulate and retrieve content. PYP Reflection and self-assessment; Reflective.
20	Review: Digital Skills Celebration IN DEVELOPMENT	I can use a MacBook safely and independently to complete a digital challenge.	- independent - safe - demonstrate - reflect - progress - celebrate	GAME Tech Ninja-style challenge GAME Favourite skill demonstration STORY Smiley reflection and celebration	UK COMPUTING Become a responsible, competent and confident user of technology. PYP Agency, self-efficacy and reflection; Reflective and Principled.

SKILL SNAP

ACTIVITY 1.3

SKILL SNAPS YOU MAY FIND

- Logging in safely
- Identifying the parts of a device
- Using a mouse or trackpad
- Clicking and double-clicking
- Dragging and dropping
- Opening an application
- Navigating between screens
- Using the keyboard
- Typing letters, words or simple sentences
- Opening a file
- Saving work
- Finding saved work
- Closing applications correctly
- Using age-appropriate digital tools safely
- Following ICT classroom routines



Always look beyond the final task.

Students may need to learn several smaller steps before they can complete an activity independently. For example, opening a file may require students to recognize an icon, control the mouse, double-click, and wait for the file to load.

SKILL CONNECT

ACTIVITY 1.4

Digital skills are not taught in isolation. For young ESL learners, ICT lessons can also support language development, confidence, problem-solving and independence. In this activity, you will connect two digital skills to the wider learning needs of Prep students.



YOUR TASK

1. Choose two skills from your Skill Snap list.
2. Discuss each skill with your partner.
3. Explain how the skill supports 5–7-year-old ESL learners.
4. Consider what students will be able to do more independently once they have developed the skill.
5. Record one practical example for each skill.

This skill supports:

- Language development
- Listening and following instructions
- Confidence
- Independence
- Fine-motor development
- Problem-solving
- Collaboration
- Digital safety

What language or visual support could help students learn this skill?

- Teacher modelling
- Picture instructions
- Demonstration video
- Vocabulary cards
- Sentence frames
- Partner support
- Repeated practice
- Step-by-step checklist



Think beyond the technology itself.

A student who can log in, open an application or save a file independently is also developing confidence, memory, sequencing, problem-solving and responsibility.



CHECKPOINT

BEFORE YOU MOVE ON, MAKE SURE YOU CAN

Before you move on, make sure you can:

- Access the ICT resource hub on your device.
- Identify at least six digital skills in the Prep ICT curriculum.
- Locate the lesson in which each skill is introduced or taught.
- Identify which skills students already know.
- Identify which skills students still need to develop.
- Explain how at least one digital skill supports ESL learners.
- Connect a digital skill to confidence, language development, or independence.
- Identify one challenge you would like the ICT program to help address.

MY PHASE 1 TAKEAWAY

One important idea I will take from this phase is:

One question I still have is:



2 Mac Match-Up and Resource Scavenger Hunt

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



MAC MATCH UP

ACTIVITY 2.1

Your students will be using Mac devices, but many online resources and older lesson plans still include Windows instructions. This can cause confusion for both teachers and young learners.

In this activity, you will practice changing common Windows instructions into short, clear Mac instructions that 5–7-year-old ESL learners can easily understand and follow.

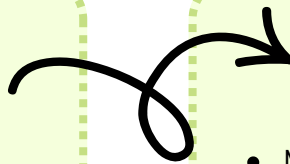


YOUR TASK

1. Read each Windows instruction.
2. Identify the Windows-specific word or action.
3. Rewrite the instruction using the correct Mac terminology.
4. Keep your new instruction short and child-friendly.
5. Compare your answers with a partner

Windows

- Windows Start Menu
- Windows Control Panel
- Right-click
- Windows Explorer
- Alt key
- Windows key
- Recycle Bin
- Microsoft Edge



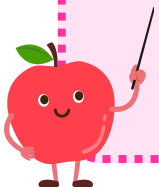
MAC

- Mac Launchpad
- Mac System Settings
- Two-finger click or Control-click
- Mac Finder
- Mac Option key
- Mac Command key
- Mac Bin or Trash
- Safari



Use the same Mac words consistently in every lesson.

Avoid switching between terms such as “program” and “app” or “Control Panel” and “System Settings.” For young ESL learners, demonstrate the action while saying the instruction aloud. Use the same wording each time so students can connect the language to the action.



RESOURCE HUB DEMO

ACTIVITY 2.2

The ICT resource hub has been designed to keep lesson plans, student activities, and assessment tools together in one place. In this activity, you will follow the facilitator's demonstration and practice navigating from the login page to a downloadable Prep ICT lesson plan.

The aim is not simply to find one resource. By the end of the activity, you should feel confident repeating the process independently each week.



YOUR TASK

1. Write down the Password
2. Log in to the school's ICT resource hub.
3. Navigate to Prep ICT.
4. Select Lesson Land
5. Open Any Lesson you want to explore.
6. Find and open Teacher Resources.
7. Find and download the lesson plan.
8. Locate and open the downloaded file.

LOGIN!



Think beyond the technology itself.

A student who can log in, open an application or save a file independently is also developing confidence, memory, sequencing, problem-solving and responsibility.

RESOURCE SCAVENGER HUNT

ACTIVITY 2.3

Now that you know how to navigate the resource hub, it is time to explore what is available. During this scavenger hunt, you will locate three different resources and consider how each could support your teaching.

The goal is to help you move beyond simply finding files. You should also understand where each resource belongs and how it can be used before, during, or after an ICT lesson.



YOUR TASK

You have five minutes to locate:

- ☐ One lesson plan
- ☐ One student activity
- ☐ One assessment tool

BONUS CHALLENGE

Can you also find:

- ☐ One teacher support resource
- ☐ One resource that could support ESL learners
- ☐ One resource that could be used for differentiation

SCAVENGER HUNT RULES

1. Work independently or with your partner.
2. Begin on the main Prep ICT page.
3. Search through the lessons.
4. Open each resource to check that it is the correct type.
5. Record where you found it.
6. Explain briefly how you could use it.
7. Bookmark or save any resource you would like to use again.

SHARE YOUR FAVOURITE FIND

ACTIVITY 2.4

Sharing useful resources helps the Prep team build a more consistent approach to ICT teaching. Choose one resource from the scavenger hunt that you believe will make the greatest difference to your lessons.

Be ready to explain what it is, why it is useful, and how you plan to use it.



YOUR TASK: MY FAVOURITE FIND



CHECKPOINT

BEFORE YOU MOVE ON, MAKE SURE YOU CAN

Before you move on, make sure you can:

- Rewrite a Windows-based instruction so that it is appropriate for Mac.
- Identify common differences in Windows and Mac terminology.
- Log in to the school's ICT resource hub.
- Navigate to the Prep ICT section.
- Select the correct lesson for each week.
- Find and download a lesson plan.
- Locate and open a downloaded file on your device.
- Find a lesson plan, student activity, and assessment tool.
- Explain how a resource could be used during an ICT lesson.
- Bookmark or save a frequently used page.
- Identify where to get support if a resource does not open or download.

MY PHASE 2 TAKEAWAY

One important idea I will take from this phase is:

One question I still have is:



3 Match, Defend, Support, and Track

READ THE ACTIVITIES

ACTIVITY 3.1

A fun activity is only valuable when it helps students practise the intended digital skill. Before choosing a resource, teachers need to identify exactly what students will do and which skill the activity develops.



YOUR TASK

1. Read each activity carefully.
2. Underline the action students will perform.
3. Identify the main digital skill being practiced.
4. Record your answer in the space provided.
5. Compare your ideas with a partner before checking the curriculum map.

1

Students press, hold, move and release images to drag them into the correct sections of a sorting grid on a MacBook.

The skill it practises: _____

Clue: Think about the trackpad action students must use.

2

Students use the keyboard to type short words and leave a space between each word.

The skill it practises: _____

Clue: Think about the keyboard keys students must control.

3

Students practise double-clicking at the correct speed to open folders and objects.

The skill it practises: _____

Clue: Think about click speed and accuracy.

MATCH ACTIVITIES TO ‘I CAN...’

ACTIVITY 3.2

The Prep ICT curriculum describes each learning objective as a Giggle Goal. Your task is to match each activity to the Giggle Goal that best describes what students are expected to demonstrate. A strong match focuses on the skill students actually practise, not simply the topic or appearance of the activity.



YOUR TASK

1. Match each activity to the most appropriate ‘I can...’
2. Explain why the activity and objective belong together.
3. Use the planning checklist to review your decision.

“I can press, hold, move and release to drag an object to the correct place.”

**Lesson 6:
Trackpad Skills: Drag and Drop**

“I can type letters or short words and use the space bar.”

**Lesson 14:
Keyboard Skills: Letters and Space Bar**

“I can double-click at the correct speed to open folders and objects.”

**Lesson 4:
Mouse Skills: Two Clicks**

For each match, ask:

1. Does the activity directly practice the Giggle Goal?
2. Does it match the students’ current skill level?
3. Is it appropriate for 5–7-year-old learners?
4. Can ESL learners understand the instructions?

MATCH ACTIVITIES TO ‘I CAN...’

ACTIVITY 3.2

For each match, ask:

1. Does the activity directly practice the Giggle Goal?
2. Does it match the students' current skill level?
3. Is it appropriate for 5–7-year-old learners?
4. Can ESL learners understand the instructions?
5. Does the activity include clear modeling?
6. Can students demonstrate the skill independently?
7. Can the teacher observe whether the skill was completed successfully?
8. Does the activity use the correct MacBook action and terminology?

SKILL LEVEL

Choose the level that best describes the activity:

- **Beginning** — students are introduced to the skill and require modeling.
- **Developing** — students practice the skill with prompts or support.
- **Consolidating** — students complete the skill independently and consistently.
- **Advanced** — students apply the skill independently in a new situation.

ONE CHANGE I WOULD MAKE

- **To improve one of these activities for Prep students, I would:**



CHECKPOINT

BEFORE YOU MOVE ON, MAKE SURE YOU CAN

Before you move on, make sure you can:

- Identify the main digital skill practiced in an ICT activity.
- Match an activity to the correct Semester 2 'I can...'.- Identify the lesson connected to the 'I can...'.- Defend an activity match using a clear explanation.
- Describe what successful performance would look like.
- Identify a language barrier experienced by an ESL learner.
- Identify an ICT skill, confidence, or independence barrier.
- Choose a differentiation strategy that supports language development.
- Choose a differentiation strategy that supports ICT confidence or independence.
- Explain how a strategy will be used during the lesson.
- Use the Beginning, Developing, Secure, and Advanced scoring guide.
- Complete a tracker entry using observable evidence.
- Avoid subjective or judgemental assessment language.
- Identify an appropriate next step for a student.

MY PHASE 3 TAKEAWAY

One change I will make to the way I record student progress is:

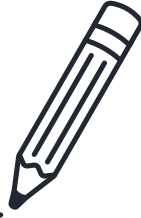
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4

Comment Builder and Commit Card

Notes



THE COMMENT FORMULA

ACTIVITY 4.1

A strong report comment tells parents what their child can do, provides clear evidence of progress, and identifies an achievable next step. Your tracker notes provide the evidence you need. Report comments should be factual, encouraging, and easy for families to understand.

THE COMMENT FORMULA: SKILL + EVIDENCE + NEXT STEP

1 | SKILL

Name the digital skill and describe the student's current progress.

Useful sentence starters:

- Leo is beginning to...
- Leo is developing confidence in...
- Leo is becoming more accurate when...
- Leo can independently...
- Leo demonstrates confidence when...

2 | EVIDENCE

Describe something you directly observed the student doing.

Useful sentence starters:

- I observed him...
- He successfully...
- During ICT lessons, he...
- He can now...
- With visual support, he was able to...

3 | NEXT STEP

Identify one clear and achievable skill for the student to practise next.

- Useful sentence starters:
- His next step is to...
- He will continue working on...
- Further practice will help him...
- He is encouraged to practise...
- The next focus will be...

Report Comment:



SUBMIT AND CELEBRATE

BEFORE YOU MOVE ON, MAKE SURE YOU

Thank You!

Thank you for your participation, collaboration, and thoughtful contributions today.

You have explored the Semester 2 ICT curriculum, navigated the resource hub, matched activities to Giggle Goals, selected differentiation strategies, recorded observable evidence, and written a parent-friendly report comment.

ICT LESSON READINESS PACK

Before leaving, submit the following:

- Skill Snap notes from Activity 1.3
- Resource Scavenger Hunt findings from Activity 2.3
- Differentiation plan for Leo from Activity 3.5
- Tracker entry from Activity 3.6
- Final report comment from Activity 4.2
- Completed Commit Card from Activity 4.4

Your facilitator will check in with you in two weeks.

Be prepared to share:

- The skill you tracked
- The evidence you collected
- One success
- One challenge
- The support you need next

