

Present and justify your proposal

40 minutes

Strand 2: Let's get connected

Outcome 2.12

Outcome 2.13

WHAT THIS LESSON DOES

You present your proposal based on real Irish data to peers. Peers provide one strength and one question as feedback. You then justify continuing with your topic, explain its worth and any adjustments from the input, save that justification, and post your one-sentence idea to a shared class collection for the website work ahead.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
2.12	Present the proposed topic or challenge for discussion, and reflect on the feedback received.
2.13	Justify continuing with the chosen topic or challenge, the on-ramp to the CBA.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Present your proposed topic or challenge to the class for discussion, and reflect on the feedback you receive (LO 2.12)
- Justify continuing with your chosen topic or challenge, outlining why it is worthwhile and any changes you made after feedback (LO 2.13)

BEFORE THE BELL

- Organise students into groups of four for the pitch activity.
- Prepare a visible one-minute timer on the board or screen.
- Open a shared class pad or slide for one-sentence idea lines and decide where full justifications are saved (school drive folder, shared class folder, or notebook). Write both destinations on the board before the justify step.
- Open the shared class pad or slide for idea sentences and have its name or link ready for the board
- Student devices or notebooks with last lesson's data notes; one-minute timer visible to the class
- Name two destinations on the board before this step: (1) where full justifications are saved (school drive folder, shared class folder, or notebook); (2) the shared class pad or slide for the one-sentence idea lines. Have the pad or slide open and ready to project.

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HOW THE LESSON RUNS

4 min	introduction	Start
3 min	content	How a strong pitch works
3 min	content	A worked example pitch
4 min	content	One strength and one question
11 min	content	Run the pitch round
6 min	activity	Write your justification
3 min	content	Add your idea to the class collection
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Show the four pitch headings first, model a 60-second pitch aloud, then leave the written example up for a quick scan.
- Teach the Strength / Question stem at the top of the pitch round, with a quick weak-vs-strong feedback contrast, not inside the pitch model step.
- Keep groups at four so every student has time to pitch.
- Circulate during writing time to encourage specific justifications using data.
- Project the shared pad or slide during the justify step so idea sentences appear on screen as students add them.
- Bridge orally only into the website unit: no HTML or file authoring today.
- Keep the final reflection brisk with a short whole-class share.

WHAT TO WATCH FOR

- Students provide vague feedback; encourage noting one precise strength and one clear question on the two-line stem.
- Justifications lack evidence; prompt students to reference their data table explicitly.
- Pitches run over time; use the timer and model concise delivery.
- Students want to abandon a topic after one hard question; coach refine-with-evidence rather than a full restart unless a replacement with data is already in hand.
- Students paste their full justification into the shared pad; remind them the pad takes only the one idea sentence.

DIFFERENTIATION

- Support: Offer sentence starters for writing the justification.
- Extension: Ask students to suggest how the program could be developed further in their justification.
- Support: Allow extra time for planning the pitch if needed.