

Presenting and reflecting

80 minutes (2 periods)

The CBA: Putting the pieces together

Outcome 3.7

Outcome 3.8

Outcome 3.10

WHAT THIS LESSON DOES

Across two periods you present your documented project or portfolio to classmates, share feedback on strengths and questions, note one improvement, and reflect on your growth in computational thinking and problem-solving across Strand 1 Introducing computer science, Strand 2 Let's get connected, and Strand 3 Coding at the next level.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
3.7	Present that documented code to each other.
3.8	Test their work with external users.
3.10	Reflect on how their learning and problem-solving developed.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Present your documented work to peers and, where possible, test it with external users (LOs 3.7, 3.8)
- Reflect on how your learning and problem-solving developed across the three strands (LO 3.10)

BEFORE THE BELL

- Plan this as a two-period CBA checkpoint (80 minutes total).
- Ensure students have their documented CBA projects or portfolios ready to present.
- Prepare the board with the four presentation points and feedback rules.
- Set small groups of three or four (five only if needed) and a speaking order; print or cut feedback slips (Strength / Question).
- Confirm any external users if available.
- Two-period plan ready; presentation order and small groups set; board prep; optional external users lined up; AI ground rules on display
- Four presentation points and two feedback rules written on the board before or during this step; feedback slips or sticky notes ready
- Student devices or printed portfolios ready; timer; feedback slips; optional external users

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HOW THE LESSON RUNS

3 min	introduction	Start
1 min	content	What each strand covered
7 min	content	How presenting works today
2 min	content	What listeners give back
30 min	content	Present your CBA work
9 min	content	While you listen
3 min	activity	What done looks like
19 min	content	Read your feedback, make one improvement
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Model good feedback with a ready example: 'One strength: your three-step start instructions meant I could open the project and play without asking you anything. One question: what happens if the player enters a number outside the range you expected? Did anyone try that, and where is that noted in your documentation?'
- Run two mini-rounds with a 1-minute reset so listening time stays short.
- Prefer groups of three or four so default slot lengths fit the block.
- Circulate during presentations to support groups and keep slips specific.
- Keep the whole-class Make sense and Reflect discussion student-voiced, and press for one concrete strand-linked example.
- Do not dismiss until presentation notes and any improvement note are saved into each CBA package.

WHAT TO WATCH FOR

- Students give vague praise instead of specific strengths; remind them to note what worked and why.
- Students try to make major changes instead of one small improvement; steer towards clarity or documentation fixes.
- Reflection stays only about computational thinking; prompt for which of the three named strands stretched them and what evidence shows it.

DIFFERENTIATION

- Support: Allow presentations in pairs for students who need extra confidence.
- Support: Provide sentence starters for the reflection discussion.
- Extension: Encourage students to consider testing their work with external users if time permits.