

Plan your Student Project

40 minutes

The Student Project

Outcome 4.9

WHAT THIS LESSON DOES

Finalise your chosen topic for the Student Project and outline what you will create along with specific milestones written as achievable tasks. Receive a partner or teacher scope check to confirm the plan is realistic before beginning work.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
4.9	Document the planning and research history of the published work.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Settle your Student Project topic, what you will produce, and milestones you can actually hit
- Write milestones as things that can be ticked off rather than intentions
- Have your plan scope-checked (partner or teacher) before anyone starts building

BEFORE THE BELL

- Confirm the class method for saving project plans, such as a shared folder or account.
- Prepare any physical materials like notebooks if students prefer to draft on paper first.
- Be ready to board the five plan parts in order (topic, product, strands, milestones, first next step), one filled miniature example, both strand forms (four course titles plus skill examples), and the four scope questions.
- Student devices or notebooks; class way of saving plans ready; five plan parts and four scope questions ready to board

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HOW THE LESSON RUNS

4 min	introduction	Start
8 min	content	Examine and discuss
22 min	activity	Hands-on: write your project plan
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Display all five plan parts on the board throughout the hands-on activity, in the same order as the student screen.
- Run the pair rewrite of 'work on the video' so vague-vs-tickable is a quick try, not only teacher talk.
- Use partner checks for whole-class reach; stamp clearly finishable MVP plans quickly (topic, product, strands, three milestones, first next step) and sit longer only with oversized or vague ones.
- Anyone without a teacher stamp today may refine milestones and gather sources but must not start making the product until you stamp next session; mini-queue at the next project session.
- Facilitate a quick pair share on the first reflect question if time is limited.

WHAT TO WATCH FOR

- Students write vague goals like 'make a video' instead of tickable tasks: prompt them to rephrase as 'film three scenes and export the clips'.
- Plans are too broad or too narrow: use the scope check to adjust before building.
- Forgetting to name the audience, format, or strands: refer students back to the five required plan sections.
- Using 'fair use' language: correct gently to Irish copyright rules and fair dealing.
- Writing only skill clusters with no link to the four strand titles: accept either form if evidence is clear, and point them at the board list.

DIFFERENTIATION

- Support: offer sentence starters for the settled topic sentence and the strands line.
- Extension: ask students to add one contingency milestone in case of delays.
- Support: allow students to discuss ideas with a partner for one minute before writing independently.