

Start your research log

40 minutes

The Student Project

Outcome 4.9

WHAT THIS LESSON DOES

Establish a research log for your student project by examining sample entries to pin useful criteria. Then record a first source using an evaluation checklist and note any AI help honestly.

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

- Set up the research log that carries the evidence of your process (LO 4.9)
- Record a first source with the evaluation checklist applied
- Note any AI help honestly and agree what a useful log entry looks like

BEFORE THE BELL

- Display the source-evaluation checklist on screen or board.
- Ensure students have access to their project plan from the previous session (have a blank plan outline ready as recovery).
- The two example entries (A and B) are already in Examine and discuss. Have them ready to put on the board side by side; you do not need to write new ones.
- Pre-write the five log-standard headings and starter bullets for the short board capture.
- Have the class source-evaluation checklist ready to display; students need their project plans
- Have Entry A and Entry B ready to display side by side
- Board or screen with five headings and starter bullets pre-written; space for the untraceable-source rule
- Class way of saving work ready; evaluation checklist available; plan for teacher-device live search if students have no personal devices

Start your research log

HOW THE LESSON RUNS

4 min	introduction	Start
6 min	content	Examine and discuss
3 min	activity	Hands-on: pin the class log standard
20 min	activity	Your turn: set up your log and first entries
4 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Do not re-derive the five parts in the board capture; step 2 already set them as the draft standard.
- Circulate during Your turn; protect the first three minutes for the file set-up quick win.
- Success is one complete source entry; a second source or rejected path is stretch only.
- Spotlight strong examples in the make sense close and insist on the class-way save before Reflect.

WHAT TO WATCH FOR

- Omitting the checklist judgement reason - prompt students to include why they made that call.
- Forgetting the AI note - remind that honesty is required even if no AI was used.
- Missing source details like date or link - refer back to the agreed criteria.

DIFFERENTIATION

- Support: Offer a structured template with prompts for each entry component; starter bullets are already on the board.
- Extension: Ask students to add a second source or a note on a source they decided not to use.
- No devices: run live searches on the teacher machine or let students log sources already on their plan and add links next session.