

LESSON 1

Specialism Kickoff: Project, Portfolio, and What's Different

60 minutes

ICT Specialism 1: Word processing

Outcome M1.U1.1

WHAT THIS LESSON DOES

This lesson introduces the ICT Vocational Specialism structure with four modules and eight key assignments. Students set up their project portfolio folders and complete a Specialism Plan with project details and Module 1 goals.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U1.1	Demonstrate proficiency in creating and managing a filing framework (opening, saving, folders within folders, etc.).

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain how the Specialism differs from Introduction to ICT and how the four modules fit together
- Identify how Module 2 feeds the Vocational Education Task interview
- Continue or set up a Something Real project and create the 09_specialism filing framework with sm1-sm4 folders
- Complete a Specialism Plan naming the project, current status, and three Module 1 goals

BEFORE THE BELL

- Know which students completed the platform Introduction course and will reopen Project_Portfolio versus newcomers who need the folder from scratch.
- Write three starter Something Real names on the board before the warm-up (CV pack for a local part-time job, Work Experience report, community project proposal).
- Decide the room-majority cloud (OneDrive or Google Drive) for the live demonstration; keep the other branch for one-to-one help at individual screens.
- Project a finished Centra sample plan on the board so typing the sample body can stay optional.
- Have the three goal stems ready to write up for independent practice: "Make a ___ for ___", "Type and fix a ___ about ___", "Use a table (or heading and footer) to ___".
- Know which students completed the platform Introduction course; write three starter Something Real names on the board before the warm-up; have the intro graphic ready on the classroom screen.
- Display the four-module table, VET callout, and key-ideas table; keep the full KA filename list for your notes, not the board.
- Default the live demo to the room-majority cloud (OneDrive or Google Drive); keep the other branch for one-to-one help only. Project a finished Centra sample plan on the board. Students need browser access and a working school login.
- Be ready to help students search OneDrive/Drive and rename folders quickly.
- Hand out the Specialism Plan support worksheet at the start of independent practice. Circulate with a checklist of folder names and the real plan filename; confirm every student has a named Something Real project and no sample text left in sm1_specialism_plan before the bell.
- Plan a short share-back so several project names are heard by the class.

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HOW THE LESSON RUNS

4 min	introduction	Introduction
5 min	content	Your Specialism Journey
13 min	activity	Build the Specialism folders and sample plan
3 min	content	Common issues
25 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Model the folder setup on the classroom screen on the majority cloud before students begin.
- Keep the four-module table, the VET callout and the key-ideas table on screen in Your Specialism Journey, and leave the Key Assignment filenames for later lessons, since a list of file names on day one buries the single idea that one project runs through everything.
- In the guided build, require the folders, the create-and-rename, and the four headings; treat the sample body as optional and use the model projected on the board.
- At the start of independent practice, tell students who are stuck on goals to copy the four headings from the sample file they just made and use the three goal stems on the board.
- Circulate during independent practice to check folder structures, the real plan filename, and that no sample text has been left in the real plan.
- Encourage students to name their projects clearly during the reflection share-back.

WHAT TO WATCH FOR

- Students may search for the portfolio folder in the wrong location; direct them to use search or create it at the root.
- Students may treat sm1_specialism_plan_sample as the finished plan; insist on a separate sm1_specialism_plan with their own project.
- Folders or the plan may land outside sm1; remind them to create files while already inside sm1.
- Project names or goals may be too vague; push the three goal stems and the Centra/GAA table-based models, and keep mail merge out of it unless desktop Word is available.

DIFFERENTIATION

- Support: For students who stall on wording, write the four headings and the three goal stems on the board during independent practice so they can copy them into their file and fill the blanks.
- Support: Pair students for the initial folder setup if navigation is slow.
- Extension: Add Notes naming two real audiences for Module 1 documents, or draft a fourth stretch goal linked to a later module skill. Mail merge is a stretch only where desktop Word is available.