

Specialism Module 3 Kickoff: Revisit Your Project Data

60 minutes

ICT Specialism 3: Spreadsheets

Outcome M3.U1.1

WHAT THIS LESSON DOES

Today you take stock of the project data you already hold, spot what is missing, and write one sharp problem that a spreadsheet can solve for your Something Real project.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M3.U1.1	Understand the uses and functions of spreadsheets.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Stocktake existing Something Real project data from the Introduction course (or notes if you have no sheet yet)
- Identify what data the Something Real project needs now
- Write one real problem a Module 3 spreadsheet will solve

BEFORE THE BELL

- Prepare sample project portfolios for class demonstration on both OneDrive and Google Drive.
- Have paper available for students without digital files to note data.
- Check on your own screen what the exploration space on the stocktake step puts on the board, so you know whether you are teaching from it or from your sample folder.
- Have one sample project budget open on the classroom screen for the stocktake demo. Also open onedrive.com and drive.google.com so both cloud paths are one click away.
- Confirm students can sign in to cloud storage. Open both OneDrive and Google Drive on the board. Have paper ready for students without digital files.
- Have the six headings and one warm-up guessed number ready to convert live on the board. Confirm both OneDrive and Drive new-document paths work on the demo machine.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
4 min	content	Common issues
15 min	activity	Project data stocktake
20 min	activity	Portfolio build
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Say that having no old spreadsheet is fine before the stocktake begins, not only when a student runs into trouble.
- Run the project data stocktake with the class following your screen, demonstrating both cloud paths before they open their own files.
- Demonstrate the difference between a topic and a decision-ready question using the GripLocal contrast.
- During the introduction you collect three guessed numbers on the board; before independent practice, take one of them and write it up under the six headings in front of the class, then show both create paths for Word Online and Google Docs and check the real question line as students write.
- Before reflection, spend a minute banking the work: have each student open the folder, confirm the file is named sm3_problem_statement, confirm the name and class sit on the first line, and skim the real-question line with them.
- Keep the reflection oral with Option A and Option B so unfinished writers can still speak.

WHAT TO WATCH FOR

- Students cannot locate old spreadsheets: Normalise this and allow use of notes or receipts instead.
- Writing a vague topic rather than a specific problem: Prompt for a decision-ready question focused on one issue.
- Forcing a .docx name on Google Docs: use sm3_problem_statement for both platforms.
- Leaving the problem statement too broad: Review the real question line first to ensure it is sharp.

DIFFERENTIATION

- Support: Sentence starters are on the student practice card (real question, data have/need, who uses answer, success looks like).
- Extension: Encourage students to add an "Inputs to collect this week" box to their statement and to write the exact question they will ask each person named in it.
- Support: Allow students without prior data to use Work Experience details or messages as starting points.