

Planning and starting your CBA

80 minutes (2 periods)

The CBA: Putting the pieces together

WHAT THIS LESSON DOES

Turn your CBA choice into a workable plan by writing a clear scope and setting milestones. Start the first piece of real work and check that your plan still fits after some hands-on progress.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Write a clear one-sentence scope for your CBA project or portfolio
- Set achievable milestones with done criteria
- Start and save the first milestone work

BEFORE THE BELL

- This CBA checkpoint runs across 2 class periods, 80 minutes in total, not a single period.
- Confirm who is on the project path and who is on the portfolio path; seat project teams together
- Put the remaining CBA dates on the board before students write milestones: next progress check, final checkpoint, presentation day
- Confirm the class saving method (class accounts or a saved-projects folder on the school drive), since projects and portfolio folders have to survive between sessions
- Read the look-fors in the notes on the scope and milestones step so you know what you are watching for as you circulate
- Confirm approach choices from last session; seat project teams together; class saving method ready; CBA dates for the board
- Have the two sample plans ready to point at on screen or the board; students need access to earlier saved work
- Student devices with access to earlier saved work; class way of saving plans ready; CBA dates on the board; the four plan headings on the board
- Student devices; tools from earlier strands available; class saving method confirmed

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HOW THE LESSON RUNS

4 min	introduction	Start
3 min	content	What a realistic plan looks like
2 min	content	Sample: a software project
1 min	content	Sample: a portfolio
18 min	activity	Scope, evidence and three milestones
6 min	content	Risk, backup and the AI note
6 min	content	Done for this block
15 min	content	If you are on the software project path
12 min	content	If you are on the portfolio path
7 min	content	Done looks like
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Walk the two sample plans on the screen before students write; keep it to about five minutes, including the thirty seconds where everyone opens an earlier file
- Where the approach was confirmed last session, students write their path immediately and start on scope
- Firm mid-point in planning at about 8 minutes: if path, scope, evidence and three milestones are done, students open the tool or start gathering files; that instruction is on the student screen too
- Path plus the first three headings must finish in the planning block; risk, backup and the AI note may spill two minutes into the build block; the save location is written when they save
- Circulate during hands-on and keep it as building time rather than planning talk
- On the project path, ask for a one-sentence prediction before the first test run
- Full-class save check three minutes before make-sense

WHAT TO WATCH FOR

- Scope remains too broad: use the sentence frame on the student screen, and cut until it fits one sentence
- Students focus on planning instead of starting work: call time after the planning block and move to the first milestone
- Work not saved correctly: every student or team reopens what they saved before leaving the build

DIFFERENTIATION

- Support: the sentence frame is already on the student screen: "I am making/collecting [specific product] that [one main behaviour or contents]." Example: "I am making a two-level Arcade chase game with a score and a lose condition."
- Support: read out one milestone from each sample plan before students write their three, so both paths have a model
- Support: pair students needing help with those who have clearer plans; point them at the matching sample plan
- Extension: after first contact with the build, add a stretch milestone or extra detail on risks and backups