

What the Student Project is

40 minutes

The Student Project

Outcome 4.7

Outcome 4.9

WHAT THIS LESSON DOES

In this lesson, you learn about the Student Project and what the Features of Quality reward in strong work. You draft candidate topics relevant to your life, fully map one against the four strands, score a second, and pick a front-runner.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
4.7	publish online content safely and ethically which presents their views on a subject or topic that is relevant to their lives
4.9	document the planning and research history of the published work.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand what the Student Project is and what the Features of Quality reward
- Choose a topic relevant to your life that lets you draw on learning across the strands
- Draft candidate topics, fully map one against the four strands, score a second, and pick a front-runner

BEFORE THE BELL

- Have board space ready for the filled model grid and the four strand headings.
- If your school has a student-friendly Features of Quality sheet from the NCCA Assessment Guidelines, place it beside the plain bullets (required when available).
- Board space for model grid and strand headings; student-friendly Features of Quality summary from the NCCA guidelines if your school has one (place beside plain bullets)
- Student devices or notebooks for drafting topic grids; board model and strand headings still visible
- Class way of saving work available

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HOW THE LESSON RUNS

4 min	introduction	Start
7 min	content	Examine and discuss
15 min	activity	Hands-on: candidate topics
9 min	activity	Your turn: lock the front-runner
2 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Keep the examine step lean: board model first, plain markers beside it, then the pair rank. The hands-on work should start by about minute 11.
- Circulate during the hands-on activity, and pause the room at the halfway mark so titles get narrowed before the maps go thin.
- Require one fully mapped topic plus a scored second topic, not two full grids. A full second map is extension only.
- Use the end of the front-runner step and the short whole-class discussion that follows it to share examples of how broad topics can be narrowed.
- Encourage students to consider publishability and ethical issues when choosing topics.
- If a topic names a peer, a specific incident, or ongoing harm, reframe privately to a general pattern and follow school safeguarding; keep that story off the board.

WHAT TO WATCH FOR

- Choosing topics that are too broad such as 'social media' - guide students to make them more specific and personal.
- Selecting topics that only relate to one strand - prompt students to think about connections to multiple strands.
- Proposing topics that raise consent or privacy issues - discuss early the need for ethical publishing choices.
- Trying to fully map two topics and finishing neither - insist on one solid full map, a scored second topic, and one circled front-runner.

DIFFERENTIATION

- Support: Offer sentence starters for mapping Topic A to strands.
- Support: Provide a list of example topics to help generate ideas.
- Support: Accept Topic B as title + both scores only; do not push a second full map.
- Extension: Complete a full four-strand map for Topic B, outline potential evidence in more detail, or add a third topic name.