

Plan your Student Project

40 minutes

The Student Project

Outcome 4.9

WHAT THIS LESSON DOES

Finalise your chosen topic for the Student Project and outline what you will create along with specific milestones written as achievable tasks. Receive a partner or teacher scope check to confirm the plan is realistic before beginning work.

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

- Settle your Student Project topic, what you will produce, and milestones you can actually hit
- Write milestones as things that can be ticked off rather than intentions
- Have your plan scope-checked (partner or teacher) before anyone starts building

BEFORE THE BELL

- Confirm the class method for saving project plans, such as a shared folder or account.
- Prepare any physical materials like notebooks if students prefer to draft on paper first.
- Be ready to board the five plan parts in order (topic, product, what it can show, milestones, first next step), one filled miniature example, both ways of naming what a project can show (the four course areas plus the skill examples). The four scope questions are on the students' screen in step 3, so they do not need writing up.

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HOW THE LESSON RUNS

4 min	introduction	Start
8 min	content	Examine and discuss
22 min	activity	Hands-on: write your project plan
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Display all five plan parts on the board throughout the hands-on activity, in the same order as the student screen.
- Run the pair rewrite of 'work on the video' so vague-vs-tickable is a quick try, not only teacher talk.
- Use partner checks so every student is reached, and stamp a plan quickly once it is clearly finishable and has the five basics (topic, product, two or more things it can show, three tickable milestones, first next step); sit longer only with oversized or vague ones.
- Anyone without a teacher stamp today may refine milestones and gather sources but must not start making the product until you stamp it next session; run a short queue at the start of the next project session.
- Facilitate a quick pair share on the first reflect question if time is limited.

WHAT TO WATCH FOR

- Students write vague goals like 'make a video' instead of tickable tasks: prompt them to rephrase as 'film three scenes and export the clips'.
- Plans are too broad or too narrow: use the scope check to adjust before building.
- Forgetting to name the audience, format, or what the project can show: refer students back to the five required plan sections.
- Using 'fair use' language: correct gently to Irish copyright rules and fair dealing.
- Naming a skill cluster or a course area with no evidence beside it: either name is fine, but it needs a piece of evidence, so point them at the board list.

DIFFERENTIATION

- Support: offer sentence starters for the settled topic sentence and for the line on what the project can show.
- Extension: ask students to add one contingency milestone in case of delays.
- Support: allow students to discuss ideas with a partner for one minute before writing independently.