

Project checkpoint: solve what is stuck

40 minutes

The Student Project

WHAT THIS LESSON DOES

During this lesson you will name the main thing blocking your project, get a partner's fresh view on it, and leave with one specific next target to work on next.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Get past whatever is blocking your build, using the class as a resource (CBA)
- Name what is stuck and work in pairs as a fresh pair of eyes on each other's blockers (CBA)
- Return to building with a specific next target (CBA)

BEFORE THE BELL

- Ensure all students can access their project files and previous status notes.
- Prepare a board or shared document for listing common blockers and solutions (cap at two common blockers).
- Student devices with project files; board space for common blockers
- Student devices with project work; board for common blockers
- Student devices with project work; class way of saving ready

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HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and discuss
12 min	content	Hands-on: fresh eyes on your blocker
13 min	activity	Your turn: build with a next target
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Model one specific blocker sentence on the board, then move straight to students writing their own.
- Keep discussions practical and calm, normalising being stuck in long projects.
- Bring the pairs back together after eight minutes in total, calling the swap yourself at four, and keep the board list to two common blockers with one short fix each.
- Coach individually during the build phase, starting with students who seem most anxious.

WHAT TO WATCH FOR

- Students name vague blockers: model specific sentences like replacing an uncredited image.
- Students do not swap roles in pairs: call the swap at four minutes yourself.
- Next targets are too broad: emphasise choosing a single action that can start in this work stretch.
- The board list runs long: stop at two shared fixes and park the rest so building time survives.

DIFFERENTIATION

- Support: offer sentence starters for naming blockers clearly; use the stranger-prompt line from Start.
- Support: allow a little extra time for pair discussions if needed, trimming the board list first.
- Extension: ask students who finish early to help others or plan further steps.