

Package your project

40 minutes

The Student Project

Outcome 4.9

WHAT THIS LESSON DOES

Students organise their project files (the piece, research log, references and consent notes) into an agreed folder structure. They verify all files open and check that a partner can find everything easily.

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

- Assemble your project and its evidence into the form it will be submitted in
- Bring the piece, the log, the references and any consent notes together in the agreed structure
- Check every file opens and that someone else could find their way around the package

BEFORE THE BELL

- Display the agreed package structure on the board (or the default: ProjectFolder_NameOrClassCode / piece | research-log | references | consent or not-needed).
- Name the class transfer route on the board (school email to self, upload folder, cable, or whatever works in your room).
- Have any necessary printed materials ready if using paper checklists.
- Agreed submission structure and transfer route on the board; class way of saving ready
- Default or agreed folder structure, naming pattern, and transfer route ready to display
- Student devices with access to the class save location; transfer route named on the board

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HOW THE LESSON RUNS

3 min	introduction	Start
5 min	content	Examine and discuss
16 min	activity	Hands-on: assemble your package
10 min	content	Your turn: cold-open partner check
4 min	content	Make sense
1 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Circulate during the hands-on activity to check the piece is present, the log is included and files open; push scattered files (phone, chat) into the class save location first.
- Treat a failed or slow transfer as gap-list work, not a stalled student: piece and log first, then references and consent.
- Students missing a part use a gap-list rather than inventing files.
- Keep the partner check tight: two minutes open, silent scan, one strength and one gap spoken, swap, then only the flagged fix.
- Make sense: three hands only (broken open, unclear name, missing part), one sentence each, then the navigable-versus-complete line. Stop.
- Focus feedback on practical improvements rather than criticism.

WHAT TO WATCH FOR

- Export files that will not open: have students test each file before the partner check.
- Unclear or generic file names: suggest names that clearly indicate content such as final-piece or source-list.
- Missing consent notes: remind students to include them if their project required them, or to leave the slot empty honestly.
- Period lost on phone transfer: failed moves become gap-list notes naming the file and where it lives.

DIFFERENTIATION

- Support: Offer a printed checklist to students who benefit from paper references.
- Extension: Encourage students to include a short text file explaining the folder contents.
- Support: Pair less confident students with those familiar with the save location.