

Present your Student Project

40 minutes

The Student Project

Outcome 4.9

WHAT THIS LESSON DOES

Present your completed student project to peers by explaining what it is, the reasons behind your main choices, and insights from your research log. Practise asking and responding to questions about the planning and research process rather than personal opinions.

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

- Present your Student Project, explaining what it is, why you made key choices, and what your research log shows about your process (CBA)
- Ask and answer process questions about planning, research, sourcing and decisions rather than opinion-only responses (CBA)

BEFORE THE BELL

- Arrange classroom seating into groups of three.
- Prepare a visible rotating timer for four-minute presenter slots.
- Student devices or shared access so each presenter can open their package and research log

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HOW THE LESSON RUNS

4 min	introduction	Start
8 min	content	Examine and discuss
22 min	content	Hands-on: present and question
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Present an invented project yourself for about sixty seconds so the class hears the three parts in order.
- The four process-question stems are on the students' screens in step 3, so there is nothing to write on the board.
- Circulate during group work to listen and coach as needed.
- Stop the group work at minute 34 so that Make sense and Reflect still happen.
- If time is tight, hold each listener to one question rather than cutting anyone's presentation or the final five minutes, because that is where students name what their answers showed them.

WHAT TO WATCH FOR

- Students give opinions like 'I liked it' instead of process questions: Redirect them to the question stems on their screens.
- Presenters do not refer to their research log: Remind them to open and show it.
- Questions are too general: Rephrase live to focus on decisions or evidence.
- Groups drift past four minutes: enforce the rotating timer so every student presents.
- A question turns personal: redirect to a decision in the log, then move the group on.

DIFFERENTIATION

- Support: Offer printed question stems for students who struggle to formulate questions.
- Extension: If a group finishes early, a second process question per presenter, or connect a question to a specific habit such as source evaluation.
- Support: Allow a confident partner to sit beside a less confident presenter without taking over the three parts.