LESSON 1

Specialism Kickoff: Project, Portfolio, and What's Different

60 minutes | ICT Specialism 1: Word processing | Outcome M1.U1.1

WHAT THIS LESSON DOES

This lesson introduces the ICT Vocational Specialism structure with four modules and eight key assignments. Students set up their project portfolio folders and complete a Specialism Plan with project details and Module 1 goals.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U1.1	Demonstrate proficiency in creating and managing a filing framework (opening, saving, folders within folders, etc.).

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain how the Specialism differs from Introduction to ICT and how the four modules fit together
- Identify how Module 2 feeds the Vocational Education Task interview
- Continue or set up a Something Real project and create the 09_specialism filing framework with sm1-sm4 folders
- Complete a Specialism Plan naming the project, current status, and three Module 1 goals

BEFORE THE BELL

- Know which students completed the platform Introduction course and will reopen Project_Portfolio, and which are new and will make it from scratch.
- Check that students can sign in to OneDrive or Google Drive in the browser with their school accounts.
- Decide which cloud most of the room uses, OneDrive or Google Drive, and run the live demonstration on that one. Keep the other for one-to-one help at individual screens.
- Have two or three extra starter project ideas ready for anyone still stuck on a choice.

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HOW THE LESSON RUNS

4 min	introduction	Introduction
5 min	content	Your Specialism Journey
13 min	activity	Build the Specialism folders and sample plan
3 min	content	Common issues
25 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Model the folder setup on the classroom screen on the majority cloud before students begin.
- In Your Specialism Journey, talk the class through the four-module table and the Key Assignments line on the screen, and say the key ideas (Something Real, 09_specialism, VET, the plan) out loud. Leave the Key Assignment filenames for later lessons, since a list of file names on day one buries the single idea that one project runs through everything.
- In the guided build, require the folders, the create-and-rename, and the four headings; treat the sample body as optional and use the model projected on the board.
- At the start of independent practice, tell students who are stuck on goals to copy the four headings from the sample file they just made and use the three goal stems on their screen.
- Circulate during independent practice to check folder structures, the real plan filename, and that no sample text has been left in the real plan.
- Encourage students to name their projects clearly during the reflection share-back.

WHAT TO WATCH FOR

- Students may search for the portfolio folder in the wrong location; direct them to use search or create it at the root.
- Students may treat sm1_specialism_plan_sample as the finished plan; insist on a separate sm1_specialism_plan with their own project.
- Folders or the plan may land outside sm1; remind them to create files while already inside sm1.
- Project names or goals may be too vague; push the three goal stems and the Centra/GAA table-based models, and keep mail merge out of it unless desktop Word is available.

DIFFERENTIATION

- Support: For students who stall on wording, point to the four headings in their sample file and the three goal stems on their screen, so they can copy them into their plan and fill the blanks.
- Support: Pair students for the initial folder setup if navigation is slow.
- Extension: Add Notes naming two real audiences for Module 1 documents, or draft a fourth stretch goal linked to a later module skill. Mail merge is a stretch only where desktop Word is available.