LESSON 1

Kickoff: Pick Something Real and Set Up Your Digital Portfolio

60 minutes | Digital Foundations

WHAT THIS LESSON DOES

Students choose a real project they care about, set up a Digital_Portfolio folder in their school cloud storage, and write a one-page brief that explains what they are planning, why it matters and who it is for.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Choose and commit to a real project to develop across all 10 lessons
- Understand cloud storage and its importance for multi-week collaborative schoolwork
- Create and navigate a folder structure in the school's cloud platform using the navigate-first pattern
- Articulate a project idea clearly in writing, identifying purpose and audience
- Set personal learning goals that guide their work over the 10-week module

BEFORE THE BELL

- Test cloud storage access on both Microsoft 365 and Google Workspace accounts to confirm folder creation and document save work as expected.
- Decide whether students will work on their project alone or in pairs. You tell the class in step 1, and they keep that grouping for the rest of the module.
- Decide before the lesson whether students work solo, in pairs or by their own choice. Starter ideas for anyone who gets stuck are in the notes.
- Confirm which platform your school uses (OneDrive or Google Drive) and ensure students can sign in. Tell the class once at the start so there's no ambiguity.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
8 min	content	Your 10-week Journey
6 min	content	Key Concepts
9 min	activity	Step-by-step Task: Set Up Your Digital Portfolio Folder
2 min	content	Common Issues
20 min	activity	Portfolio Build: Write Your Project Brief
5 min	content	Reflection
5 min	summary	Lesson Summary

TEACHING MOVES

- Pause deliberately before the folder-creation activity to reinforce the navigate-first pattern (open the folder first, then create the file inside it); this is the concept students skip and then break when they attempt the task.
- Circulate the room during the Project Brief writing; students who write one-line sections need a prompt to add concrete detail (where, when, how much). Push back gently so the brief is substantive.
- Share a few student project ideas aloud at the end to bring out the range of ideas early and reassure quieter students that their choice is valid.
- Check sign-in status during the folder-creation step; the most common blocker is students working in the wrong school account in their browser.

WHAT TO WATCH FOR

- Student creates the document in the root of OneDrive or My Drive instead of inside Digital_Portfolio: they created the file before opening the folder. Remind them to open Digital_Portfolio first, then click Create or upload (OneDrive) or + New (Google Drive) from inside it.
- Student cannot tell which platform their school uses: Outlook or Teams means Microsoft 365, so the OneDrive tab in step 4, and Gmail or Google Classroom means Google Workspace, so the Google Drive tab. If they are still unsure, tell them which one your school uses.
- Student writes a Project Brief that is too vague or one-line: ask them to add at least one concrete detail (a date, a location, a number, a specific audience member) so the idea becomes real.

DIFFERENTIATION

- Support: Pair a student who struggles to identify a Something Real with a peer, or offer them one of these to make their own: a TY trip to Galway, a lunchtime film club, a charity bake sale, or relaunching a dormant school club.
- Support: For students who find the Project Brief daunting, give them this sentence starter to copy and finish: 'I am planning to… because… and the person who will benefit most is…'
- Extension: Ask students who finish early to draft a one-sentence elevator pitch of their project, or sketch a rough timeline showing the 10-week journey mapped to their specific project milestones.