

**Stage: Presentation**

**Final Presentation**

<b>Day 1</b>	Content & Create Note Cards
<b>Day 2</b>	The 5 P's
<b>Day 3</b>	Final Presentations

<b>Day 1</b>	Content & Creating Note Cards
<b>Learning Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Craft a presentation outline using their final draft of their argument in order to professionally present their research.</li> </ul>
<b>Lesson Resources</b>	<p>Student Journal</p> <ul style="list-style-type: none"> <li>• Pages 64-69</li> </ul> <p>Digital Resources (available on One World website):</p> <ul style="list-style-type: none"> <li>• Google Slides presentation</li> </ul>
<b>Do Now</b>	Direct students to turn to page 64 in their journals and complete Pitch #1 in complete sentences. After students complete their do now, invite students to stand up, find a partner, and each take 30 seconds to present their pitch. Switch partners two times.
<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>• Review class agenda.</li> <li>• Pass out student journals.</li> <li>• Congratulate students on completing their argumentative essays and praise their hard work throughout the writing process. The next step is to translate what they've learned into a presentation. They are not starting research from scratch; they will use the research and writing they've already developed and repurpose it to share with an audience.</li> </ul>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>• Play a video of an exemplar presentation for students.             <ul style="list-style-type: none"> <li>○ What do you notice?</li> <li>○ What do you wonder?</li> </ul> </li> <li>• Today you will create note cards to remind yourself of your argument. You'll be able to use these note cards during your presentation. Alternatively, you can direct students to outline their presentations on page 68 of their journals.</li> <li>• Have students turn to page 69 in their One World journals and review the presentation rubric in small groups/partners.</li> <li>• Go over expected presentation content and time limit (90-120 seconds):             <ul style="list-style-type: none"> <li>○ 1. Hook and personal connection</li> <li>○ 2. Claim</li> <li>○ 3. Reason one with at least one piece of evidence and explanation</li> <li>○ 4. Reason two with at least one piece of evidence and explanation</li> <li>○ 5. Concluding statement                 <ul style="list-style-type: none"> <li>▪ OPTIONAL: 6th notecard for counterclaim and rebuttal (before concluding statement)</li> </ul> </li> </ul> </li> <li>• Emphasize that students will not be presenting their entire essay; they will be selecting the most important pieces to persuade their audience to care about their issue and take action.</li> </ul>

	<p>Model highlighting essay to pick out the key components for first notecard (hook and personal connection).</p> <p>Example (yellow highlighting belongs on notecard #1):</p> <p><b>Can technology help students stay focused in class?</b> The reason I say this is because one day, when I was in class, my friends and I were using computers and then I saw someone playing games when we were supposed to be on an educational site. This can impact student scores because the educational site they are supposed to be on is supposed to help them. <b>This topic is important to me because if students are playing when they are supposed to be on a different site then it is not a good idea to let students use technology.</b> I think technology makes students get distracted, so it should be removed.</p> <ul style="list-style-type: none"> <li>• Model how to label each note card with name and chronological order. Give students two minutes to label their notecards. Recommendation: hole punch the upper left corner of each note card so that they can be easily clipped into binder rings for safekeeping.</li> </ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>• Put the expectations for each note card up on the board with a timer. For example: Notecard #1 - 4 minutes Hook - draw in your audience and make them engaged for the rest of your presentation. Briefly state your connection to the topic.</li> <li>• Continue to put the expectations for each note card up on the board with a timer through notecard #6 (optional). Students that did not write a counterclaim and rebuttal can use the time to review their note cards and add any missing information.</li> </ul>
<b>Exit Ticket</b>	<p>Rate how confident you feel about presenting about your topic on a scale from 1 (extremely nervous) to 5 (extremely confident).</p> <p>What supports do you need to feel confident presenting? Write in complete sentences.</p>
<b>Differentiation Suggestions</b>	
<b>Virtual Learning</b>	<ul style="list-style-type: none"> <li>• Utilize an online platform like Flipgrid to have students' progress through the presentation process. Students can record and submit several drafts of their presentation for feedback.</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>• Challenge students to create a visual support for their presentation. This could be a Google Slides presentation, video, poster, etc.</li> </ul>
<b>Student Support Tips</b>	<ul style="list-style-type: none"> <li>• Record students rehearsing so they can view themselves and make adjustments during practice.</li> </ul>

<b>Day 2</b>	The 5 P's of Presentation & Practice
<b>Learning Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Present their arguments clearly, concisely, and in a manner that engages their audience.</li> </ul>
<b>Lesson Resources</b>	<p>Digital Resources (available on One World website):</p> <ul style="list-style-type: none"> <li>• Google Slides presentation</li> </ul>
<b>Do Now</b>	<p>Direct students to turn to page 64 in their journals and complete Pitch #2 in complete sentences. After students complete their do now, invite students to stand up, find a partner, and each take 45 seconds to present their pitch. Switch partners two times.</p>

<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>• Review class agenda</li> <li>• Pass out student journals</li> <li>• Yesterday you created notecards for the content of your presentation. Today, you'll learn about the 5 P's of presentation: speaking skills you use to engage your audience and make them care about your topic. Strong presentation skills and presence help you appear experience and confident.</li> </ul>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>• Direct students to turn to page 63 in their journals. Review the 5 P's of presentation as a class (posture, poise, pace, projection, and professionalism). As you introduce each skill, project images on the board to show students your expectations or model each skill yourself (what do you sound like to the back of the room when you mumble vs. project your voice?).</li> <li>• Invite a student volunteer up to the front of the class to demonstrate what NOT to do (mumble, don't face the audience, speak in a monotone voice, etc.).</li> </ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>• Now that you know about the 5 P's of presentation, we are going to jump into practice so that you feel confident in the way that you convey your expertise on your topic.</li> <li>• Direct students to turn to page 67 of their journals and invite one confident student to present in front of the entire class. Explain to students that they will be completing "Pitch #1" in their One World journal as the student presents. Project the same rubric up on the board and complete the rubric as the student presents.</li> <li>• After the presentation and applause, explain your scores. Invite two students to share feedback (positive and area for growth).</li> </ul>
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>• Divide students into groups of four. Each student presents to their small group. Project a 2-minute timer up on the board and announce the start of each new presentation. Audience members score presentations and give feedback under pitch #2 - pitch #4. Ensure that presenters stand up and take the practice seriously, meeting the expectations for the 5 P's. Give one minute between presentations for feedback.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Your notecards are for you! No one else can see them, so they're a good place to write reminders for yourself.</li> <li>• Model writing a message on a notecard like drawing an eye as a reminder to look up or writing SLOW DOWN! on the claim notecard.</li> <li>• Give students three minutes to think about the feedback they received today and make additions to their note cards. Allow students to talk during their exit ticket so they can try out a rewording or practice the note card that's been tripping them up.</li> </ul>
<b>Differentiation Suggestions</b>	
<b>Virtual Learning</b>	<ul style="list-style-type: none"> <li>• Utilize an online platform like Flipgrid to have students progress through the presentation process. Students can record and submit several drafts of their presentation for feedback.</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>• Challenge students to create a visual support for their presentation. This could be a Google Slides presentation, video, poster, etc.</li> </ul>
<b>Student Support Tips</b>	<ul style="list-style-type: none"> <li>• Record students rehearsing so they can view themselves and make adjustments during practice.</li> </ul>

<b>Day 3</b>	Final Presentations
<b>Learning Objectives</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Present their arguments in a clear, cohesive, persuasive, and engaging presentation.</li> </ul>
<b>Lesson Resources</b>	Digital Resources (available on One World website): <ul style="list-style-type: none"> <li>• Google Slides presentation</li> </ul>
<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>• Welcome students and, if applicable, adult judges to the One World Presentations. Invite everyone to take a few calming breaths, remind everyone that you, the judges, and the peers want to learn about their school issue. If you are providing students with multiple opportunities to present (see options below), remind them of this.</li> <li>• Distribute rubrics (make copies of page 69 of One World journal for adults and page 67 of One World journal for students).</li> </ul>
<b>Final Presentations</b>	Options for arranging final presentations: <ul style="list-style-type: none"> <li>• Invite in adult judges from within and outside your school community. Assign each judge a small group of students (5-7). Have students and their assigned judge sit in a small circle of chairs. Students take turns standing up to present to their group. If time permits, allow each student to present a second time (only count their higher score).</li> <li>• Have <math>\frac{1}{3}</math> of the class arrange themselves as the first group of presenters in a circle around the outer edge of the classroom. All other students and invited adult judges rotate between presenters, as in a gallery walk. Once students have presented two or three times, have the presenters switch to another <math>\frac{1}{3}</math> of the class.</li> <li>• Each student presents to the entire class (one at a time). This allows you to hear and score every presentation but will take more than one class period.</li> <li>• Have students video record their presentations and post to google classroom or other online learning website for peer and adult feedback.</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Invite students to share “shout outs” or “glows” with the class and recognize their peers. Invite adult judges to also share positive feedback.</li> <li>• End with a big round of applause or a cheer for every student that presented.</li> </ul>
<b>Differentiation Suggestions</b>	
Reach out to One World Education for more ideas on how to celebrate student learning through school-based presentations.	