

# Everyone Matters – Engagement for Learning

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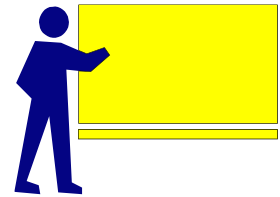
## Strategy: Delivering short presentations

**Brief description:** for use in situations where students are given preparation time to deliver short feedback on a learning outcome

**Curriculum example:** Science – where students are asked to re cap on a resource exercise e.g. renewable and non – renewable energy

**Teaching Development:** i.e. introduction, groupings, timings, key skills required, messages, behaviour skills etc

- Clear assessment criteria are needed in order to focus the task
- clear explanation of the resource related to the task will support active research
- purpose of the presentation needs to be made clear i.e. who is the audience and how will it be assessed
- use 'rule of 3' (only 3 key points) and KISS (keep it simple) to help assessment.
- use the group and paired work CTS to support the planning
- the behaviour expectations should be made clear re constructive talk and movement around the room
- clear time frames need to be set for the active research element and then the presentation preparation element. More time is probably needed on preparation than research



### Assessment Criteria –staff

- effective group activity without off task behaviour
- completion of all tasks
- good active research
- progression in understanding

### Assessment Criteria – pupils

- clear understanding of the task
- all members of the group involved in the active research
- no off task talking or loss of focus
- completion of all tasks
- effective final delivery



## Strengths

- encourages active research
- encourages good group work skills
- allows for different learning styles

## Weaknesses

- requires good focus from the class
- only as good as the clarity of explanation and task instruction
- can lead to off task behaviour if class not engaged