Lesson Plan

Date	
Period	
Class	
Lesson	Lesson 6 – Assessing their presentation

Context of the lesson Where this fits into the "Big Picture"	In this unit, pupils will plan and create presentations about endangered animals. Pupils will explore the concept of 'fitness for purpose' when using images, text, colour and sound to enhance their presentation. They will consider how to match and adapt their presentation to a given audience and purpose. Finally, they will evaluate the suitability of their work for different audiences and purposes.	
MLO for this lesson. What will pupils know/understand by the end of the lesson	*Know:* The rules for a perfect presentation *Understand:*. The guidelines used to judge a 'perfect presentation' for adults *Be able to:* Evaluate presentations for different audiences for suitability	
Teacher input/Activities. What the pupils should undertake with approximate timings.	*Greet and settle students. Collect homework. Take register*	5 mins
	Starter activity: Rules for a perfect presentation • Load Resource 1 on the whiteboard. • Tell pupils that this was designed by a company to help people to prepare a presentation for adults. Say that is shows the 'dos' and 'don'ts' of using presentation software for adult audiences. • Hand out a copy of Resource 2 to each student. Using the sheet, ask the students to judge whether the company has kept to its own rules by filling in the left hand column. At this stage they should not complete the right hand column about their own presentation. Go through answers as a class	10 mins
	Individual activity: Comparing the presentation with the rules. Using resource 2 again, ask students to consider their own presentation and decide whether they have followed the 'perfect presentations' rules. Ask them to tick the rules they have followed in both the 'do' and the 'don't' sections.	5 mins
	Teacher led discussion: Comparing the presentation with the rules Lead a whole-class discussion about why students' presentations may not follow the guidelines. Draw out the idea that their presentations were designed for an audience of 11 year olds but the guidelines are written for an audience of adults.	5 mins
	Evalating presentations against criteria Remind students that in this unit they have learned how to manipulate text, colour, font, sound and images to make a presentation to a given audience with information about themselves. Ask students in groups of four to present their presentations to each other. Ask them, as a group to fill in a copy of the evaluation sheet (resource 3) after they have seen the presentation. The group should give this copy to the person whose presentation they have just watched.	20 mins

	Tell students they should: • be honest in their opinions but sensitive to others' feelings • not be offensive or rude • be constructive rather than negative and make helpful suggestions for what might be improved • be prepared to be challenged and to explain their views. • Ask them to feedback to one another	
Review/ Summary At least 5 minutes before end.	Ask students what lessons they have learned about creating perfect presentations throughout this unit. Remind students that these lessons don't just apply to presentations they create in ICT. They should follow the same rules for any presentation they create for any subject.	5 min
Extension work	Create a poster or leaflet to tell parents about the issues of endangered animals (different audience)	
Homework	Ensure teacher receives an electronic copy of their presentation so that it can be marked.	
Materials required	Interactive whiteboard Resource 1 Resource 2 Resource 3	