

Presenting information: Being persuasive

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Class Profile

This class is made up of students attending the online Language and Culture program at TRU. The students are international, but have completed at least one semester in Canadian classrooms.

Goal(s)

The goal of the lesson is to enhance presentation skills. At the end of the lesson SWBAT demonstrate use of presentation vocabulary in the correct context .

Materials

- 1. Big Blue Button Whiteboard**
- 2. PPT**

Procedures

Timing	What are the teachers doing?	What are the students doing?
Introduction 10 minutes	<ul style="list-style-type: none">● The teacher will welcome the students to the class.● The teacher will start by asking students to write a What Are their weekend Star's and wishes<ul style="list-style-type: none">○ This will serve as taking the students attendance/participation mark. (Make sure to copy	Students will take a turn adding their stars and wishes to the shared notes.

	<p>the list before clearing the shared notes)</p> <ul style="list-style-type: none"> ○ Teacher will ask for volunteers to share. 	
<p>Explanation</p> <p>Presentation vocabulary</p> <p>10 minutes</p>	<p>Teacher will display a word bank with the words used in last lesson</p> <p>Professional, Clarity, visual, relaxed, capable, expert, goals, errors, sufficient, appropriate, confident, evidence, relevant, technology, volume, emphasis, convincing, focused.</p> <p>As a class we will define the words from the academic word list. Students will make a simple sentence with the word and add it into the public chat.</p>	<p>Students are actively participating by using the multi using the public chat or microphones</p>
<p>Activity 1</p> <p>Presentation Language</p> <p>25 minutes</p>	<p>If the explanation activity goes well, I will try this activity in groups.</p> <p>Teacher will display a word bank with the words used in last lesson</p> <p>Professional, Clarity, visual, relaxed, capable, expert, goals, errors, sufficient, appropriate, confident, evidence, relevant, technology, volume, emphasis, convincing, focused.</p> <ul style="list-style-type: none"> ● under the word bank there are sentences with blanks. The students will fill in the blanks with the appropriate word. Words can be used more than once, provided they fit the context of the sentence. ● Students will suggest what word to use either through public chat or their mics <p>Ex. The presenter was _____ and _____ his presentation had no _____.</p>	<p>Students are actively participating.</p>

	In this sentence there are many answers for blank one and two but the third blank has a specific target. If they decided the presenter was professional and capable then errors would go in the third blank.	
Closing 5 minutes	For closing students will answer this question in the public chat and say goodbye before signing off. How would giving a presentation make you feel?	Students are replying and signing off.

Assessment

For learning assessments will be used to determine if students are actively participating. Students will gain a participation mark for attending and joining the class. I will take anecdotal notes during their presentations. I will use the notes to provide the students with specific feedback.