



LESSON PLAN

GRADE: 12

MEETING 8 (50 Minutes)

DATE: 2/18/10

**THEME: Preparing for the
Culminating Presentation**

NAVIGATION 101:

CLEAR, CAREFUL, AND CREATIVE PLANNING FOR LIFE BEYOND HIGH SCHOOL

Announcements:

- ◆ Tell students that during the next March 4th advisory we will watch a video of an exemplary Culminating Project Presentation.
- ◆ Direct students to look at the **cover of their portfolios**. Is it what the judges should see? Advise them to make a new one that they will be proud to present to their judges.
- ◆ Remind students they need **four examples of exemplary work** as well as reflection sheets for their portfolios.
- ◆ Remind students that all the items which are found on their **Final Advisory Portfolio Checklist** are a *graduation* requirement. Review that the items we have worked on this year should have been added by now:
 1. WOIS Interest Profiler
 2. WOIS Career Interest Areas
 3. WOIS Training Plan
 4. WOIS Career Map
 5. WOIS Reflection
 6. R sum 
 7. Cover Letter
 8. Job Applications
 9. Two Letters of Recommendation
 10. Letter of Recommendation Information Sheet
- ◆ If you need help with getting your portfolios up-to-date, plan to attend the help sessions on **Wednesday, March 3rd** and **Wednesday, March 17th** from 3:15 to 4:30 in the library. Student Led Conferences are **March 24th and 25th**.

Lesson Goals:

Students will begin preparing for their Student Led Conferences which will be a warm-up for their Culminating Project Presentation.

ESSENTIAL QUESTIONS:

Who am I?
How can I present myself clearly?

MATERIALS NEEDED:

Letter to Parents/SLC Reservations Sheet (class set)
SLC Teacher Schedule Sheet (one per advisor)
Culminating Presentation Scoring Sheet (class set)
Instruction for Preparing the Senior Presentations and SLC (from Lesson 7)
Planning Your Culminating Project/Portfolio Presentation (from Lesson 7 as well as pages 10, 11 of the **Culminating Project Packet**)
Note Cards (class set)
The Culminating Project Mid-Year Status Report (page 9 of the **Culminating Project Packet** students worked on during Lesson 5)

CLASSROOM REVIEW:

Setting up Appointments for the SLC (5 minutes)
Pass out the **Letter to Parents/SLC Reservations Sheets** and inform students that they need to choose 3 different possible times that they could meet to prioritize which times work best. Be sure to emphasize the due date for their reservation sheet.

CLASSROOM ACTIVITY 1:

Unfinished Business (will vary)

1. Check with those students who had not completed their two letters of recommendation for last advisory.
2. Have students give any **Mid-Year Status Reports** which have yet to be completed.. Their statement should last about two minutes and include:
 - ◆ what they are doing
 - ◆ where they are in the process
 - ◆ how they would evaluate their work so far
3. Check over Resumes, Cover Letters, and Job Application if you have not done so yet.

CLASSROOM ACTIVITY 2:

Practicing Culminating Presentations (will vary)

1. Check to see if students have finished their **Planning Your Culminating Project/Portfolio Presentation** worksheets as they were directed to do last time. If they have not, they get to experience the horrors of "winging it" as we move into the next activity! Remind them that their Student Led Conferences are on **March 24th and 25th** and their Senior Boards are on **April 21st**.
2. Begin by handing out and discussing the rubric which members of their "Culminating Project Board" will use to evaluate their presentations. Point out the nine areas which will be evaluated. Especially point out the scoring

criteria at the bottom. If a student receives a "0" in any category, they fail. If a student receives less than "27" points, they fail. Have them do the math: a "27" is an average of "3" in each category. Also point out that if a student doesn't talk for at least 8 minutes they most likely will fail. Judges have room in specific categories to help students reach "27" if they talk for at least eight minutes. If they talk for less than eight minutes, judges probably won't come up with "27" points.

3. Direct students to divide into groups of three and to take turns. One will be the "speaker," the other two will be the "culminating project board." Tell students that the speakers will be giving their **8-12 minute speeches**. Remind the "students" to look at their "guest," to speak in complete sentences, to speak with expression and to apply the rubric provided.

4. Ask the other two students to time (8 to 12 minutes) the presentation and critique it by using the scoring sheet on page 17. Ask the group to offer constructive criticism and help the presenter to make the presentation better. Remind them they need some form of visual. If they have a PowerPoint have them print it out (in handout form) for next time so they can use the printout to practice with.

Note: Please email Tammy the names of your students who are not prepared and seem at a loss.

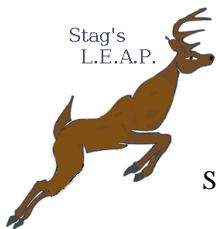
CLOSE

Advisor Reflection (five minutes)

Five to ten minutes from the end of the period pull the group together and hold a discussion. Gather feedback on what seems to be going well and where the challenges lie. Offer advice on how to solve the challenges. For example, tell them they should prepare in a way which works for them (note cards, outline, PowerPoint slides). Also tell them to practice, practice, practice! *Be sympathetic with the anxiety they must be feeling and explain that although public speaking is anxiety producing, most of our DPHS seniors for the last twelve years have all come through with flying colors.*

ASSESSMENT:

1 point for participation (presenting the Senior SLC), and 1 point for completing the SLC outline worksheet.



Stag's
L.E.A.P.

CULMINATING PRESENTATION SCORING SHEET

Student Name _____ Advisor _____

Scoring: 0 = not included, 1 = poor, 2 = low average, 3 = average, 4 = above average, 5 = excellent
 Comments _____ Score _____

Personalization: Presenter shares individuality and uniqueness.							
Creativity/Presentation Tools: The presentation is interesting because of its creativity, originality and presentation tools.							
Communication: The presenter communicates effectively by utilizing eye contact, a clear voice and enthusiasm.							
Introduction/Conclusion: The presenter includes an introduction and conclusion, asks for questions and thanks guests.							
Academic: The presenter describes academic experience and its influence on his/her, highlights learning.							
Career: The presenter shares activities experiences and how these relate to career and future goals.							
Personal & Social: The presenter communicates self-knowledge showing development of interests, passions, abilities and personality.							
Appearance: The presenter is dressed appropriately (business attire—for job interview).							
Overall Presentation: The presenter effectively connected interests, abilities, academic preparation to career and future goals. 8—15 minutes.							

Required to pass:
 Minimum of 1 in each category
 Minimum total of 27 points
 Name of Board Member: _____

Total: _____