

6th-Grade Teacher Notes

Adapt the activities each week to fit your time frame! For videos that students may not be able to access, pull a small group or watch as a whole class.

***** In need of optional activities? Consider using i-Ready to build skills that meet the needs of your students. *****

Click the link below to jump to the list you need.

Priming Plan Considerations

Pre-Assessment (to be completed the first week)

Week 1 — Priming

Education Champion Unit Considerations

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Teacher Notes for Presentation Day

Priming Plan Considerations

1. **Know Your Students:**

- Take time to understand the diverse backgrounds, interests, and experiences of your students.
- Be mindful of students who may feel uncomfortable sharing personal stories and provide alternative ways to participate (e.g., focusing on hobbies or future aspirations).

2. **Set a Welcoming Tone:**

- Foster a safe, inclusive environment where students feel comfortable sharing.
- Reinforce that every student's story is valuable and that differences enrich the classroom community.

3. **Provide Clear Examples and Expectations:**

- Show a completed quilt square and writing sample as a model.
- Use rubrics and graphic organizers to clarify expectations.

4. **Differentiate the Process:**

- Offer scaffolding for students who need extra support, such as sentence starters or visual aids.
- Challenge advanced students with opportunities for deeper reflection or more complex designs.

5. **Support Storytelling:**

- Encourage students to think critically about their stories through guided questions:
 - "What makes your story special?"
 - "How can you visually represent this on your quilt square?"

6. **Check for Understanding:**

- Regularly check in with students to ensure they understand the directions and feel confident in their work.

7. **Build Community Throughout:**

- Use whole-class and small-group activities to help students share and connect with one another.
- Model vulnerability by sharing your own story or a quilt square you created.

Pre-Assessment (to be completed the first week)

- [Assessment to print](#)
- [Answer key to grade the test](#)

Pre-assessment Purpose:

- This is your baseline data.
- Do not encourage students to guess, as you want to see what they actually know. Have them do the best they can, and if they don't know an answer, it is okay to skip it.
- They will take a similar assessment at the end of the program so you can see the improvement.
- Do not review the test with students after completion.

Overall Directions:

- Make photocopies of the test pages for the students.
- Select a time to administer this to the whole class at once during the first week of the program.
- Have students seated so they are not near other students, so they answer on their own.
- Do not help students with the answers.
- Have students put their names on the top of the test.

Upon Completion:

- When they are finished, grade the papers.
 - You will input this data into the Google Sheet/Form (shared by Dr. Bhojwani).
- If you find the assessment was easy for your students, let an IDE Corp. consultant know this as soon as possible so we can create another assessment at a higher level.

Week 1 — Priming

To Print/Provide:

Task

Rubric

[Priming Activity List](#)

[Find Someone Who](#)

[Graphic Organizer](#)

[How to Share Google Docs, Slides, and Drawings](#)

Paper for physical *Research Journal*

RESOURCE TABLE: You will want a table or area accessible in the classroom where students can find printed copies of any of the resources/documents used during the project. You may also have any other resources useful during the activities (paper, books, calculators, rulers, etc.).

HELP BOARD: Create a chart in the classroom for students to add their questions as they work. This will help you support students as they need it.

GROUPING: Have students find a partner or trio with whom they will work throughout the PBL. They can choose to work together on activities if they want; however, they will work together to complete the PBL product. Alternatively, you can choose the partnerships or groups for students. Then, students can move into the Unit Launch section of the *activity list*.

[Getting to know you activity](#) (15 minutes)

How to play:

- Give each student a sheet or list.
- Students move around the room, asking their classmates questions to find someone who matches a prompt. For example: “Do you play a musical instrument?”
- When they find someone, that person writes their name next to the prompt.
- After 10 minutes, bring the group back together.
- Ask students to share one interesting fact they learned about a classmate.

Introducing the *activity list* (10 minutes)

- Pull up the link to the Priming Plan Activity List for students to view and let them know this is what they will be using to guide their work each day.
- Direct them to the first activity in the Getting Started section to begin their [Research Journal](#). They will share it with you to capture their work for the next few weeks. Students may need assistance with this, so walk through it as a whole group (or a small group) if necessary.

- Please read through the directions at the top of the *activity list* to explain the format.
- Students will then work through the *activity list* throughout the program.

WHOLE GROUP: Launching the Unit (15 minutes)

LAUNCH ACTIVITY: Watch [this video](#) as a class. Have a few of these discussion questions posted on a chart or the front board:

- In what ways can teachers help students feel nurtured and valued?
- What role do classroom meetings play in building community among students?
- How can writing activities promote students' voices and stories?
- Why is it important for students to feel safe and loved in school?
- How can team-building exercises at the beginning of the year impact classroom dynamics?
- How does sharing successes and accomplishments contribute to a sense of community in the classroom?
- How can the concepts of belonging and community in the classroom be applied to real-life situations outside of school?
- In what ways can students take responsibility for fostering a sense of belonging among their peers?
- Reflect on a time when you felt a strong sense of belonging. How did that experience affect your learning or participation?

Shift students back to the *activity list* for the **Unit Launch — Task Statement**. If they choose to review in a group, consider this [discussion protocol](#):

Discussion Protocol for Task Statement Review

- **Read Through:** As a group, take turns reading the task statement aloud. Pause after each section to ensure everyone understands what is being said.
- **Define Vocabulary:** Write down any words you don't understand. Work together to find definitions for these words.
- **Summarize the Task:** Each group member should try to explain the task in their own words. Then, combine your explanations to create a group summary of the task.
- **Answer Discussion Questions:** As a group, work through the discussion questions on your organizer. Discuss each question and write down the group's thoughts.
- **Clarify the Next Steps:** Discuss what you need to do to start working on the task. What should you focus on first? What challenges do you think you might face?

- **Group Reflection:** At the end of the discussion, each group member should share one new thing they learned or one question they still have about the task.

Shift students back to the *activity list* for the **Unit Launch — Rubric Review**: If they choose to review in a group, consider this discussion protocol:

Discussion Protocol Rubric Review

- **Read Through:** As a group, read through the entire rubric aloud, stopping after each section to discuss the following items.
- **Define Vocabulary:** Clarify any words you don't understand and define the given words.
- **Discuss Questions:** Work through the discussion questions to deepen your understanding of how to move from *Novice* to *Expert*.
- **Group Reflection:** What skills do you feel confident about? Where do you think you need more practice to reach the *Practitioner* or *Expert* level?

Possible questions as you facilitate the classroom:

- What is the product you will be creating?
- What do you know about this topic already?
- What questions do you have?
- How does the launch video connect to the task you read?
- What are you looking forward to learning more about?

Have students go back to working through the activity list for the Quilt Square, All About Me Writing, and Reflection.

Education Champion Unit Considerations

- This PBL is 13 weeks long, so you'll have 13 activity lists to facilitate student learning and PBL creation.
 - The rubric is the roadmap for the unit, and the development of the product (as noted in the rubric) will be designed over 13 weeks, with the final two weeks of activities focused on finalizing the product.
- The standards for the unit are below. Students will focus on applying the reading during the first half of the PBL, and then the writing portion will be part of their product.
 - **6R1:** Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.
 - **6R2:** Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text
 - **6R3:** In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.
 - **6R8:** Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.
 - **6W1:** Write arguments to support claims with clear reasons and relevant evidence.
 - **6SL4:** Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.
- Use flexible grouping strategies to support collaboration and peer learning. Group students intentionally to ensure diversity of thought and support for varying ability levels.
- Participation in discussions, quality of group projects, campaign materials, and individual reflections all contribute to assessment information.
- Use formative assessments (e.g., journal entries, class discussions) to gauge ongoing understanding and provide feedback.
- Encourage regular reflection in *activity lists* to help students connect what they are learning to their own lives and communities.
- Cultural sensitivity: Be mindful of the diverse cultural backgrounds of students when discussing sensitive topics such as segregation and global education disparities. Create a safe and inclusive environment for sharing.

Activity List 1

To Print/Provide:

Task

Rubric

[Online Learning Tracker](#)

[Article 26](#)

[6th-Grade Discussion Protocol](#)

Continue with the following resources. You may update the groups if preferred.

1. Introducing the *activity list* (15 minutes on Day 1)
 - Pull up the link to Activity List 1 for students to view and let them know this is what they will be using to guide their work each day.
 - Direct them to the first activity in the **Getting Started** section to add to their *Research Journal* (adding a task, rubric, and [online learning tracker](#)).
 - Please read through the directions at the top of the *activity list* to explain the format.

2. Launching the Unit (~30 minutes on Day 1)

LAUNCH ACTIVITY: Watch [this video](#) as a class. Have a few of these discussion questions posted on a chart or the front board:

- What are your main takeaways from this video?
- How different does your life look from these students' lives?
- How do their educational opportunities compare to yours?

3. Shift students back to the activity list for the Task Statement and Rubric Review.

Possible questions as you facilitate the classroom:

- What is the product you will be creating?
- What do you know about this topic already?
- What questions do you have?
- How does the launch video connect to the task you read?
- What are you looking forward to learning more about?

Activity List 2

To Print/Provide:

[KWL chart](#)
[Investigating the Issue](#)
[Real Stories](#)

KWL Chart: Model how to fill out the chart and analyze interactive charts to ensure students understand expectations.

Check *Research Journal* entries as you facilitate the room. Provide sentence starters or guiding questions to help students write thoughtful responses if they need it.

Circulate the room to observe group discussions and individual progress. Offer feedback to guide students.

Use the *help board* questions as an opportunity to reteach difficult concepts or clarify misunderstandings.

Facilitation Questions

Use these questions to guide students during the activities:

For the KWL Chart (Education as a Human Right):

- "What surprised you the most about what you learned last week? Why?"
- "What do you think causes global education disparities?"
- "What do you hope to learn as you continue your research?"

For the Video ("UNESCO Education for All"):

- "What challenges do children in the video face when trying to get an education?"
- "Why do you think education is important for improving a community?"
- "Can you think of examples where education changed someone's life?"

For the Global Education Chart Exploration:

- "What patterns do you notice in the data across different regions?"
- "Which statistic do you find most surprising? Why?"
- "How can these statistics help us understand the barriers to education?"

For Investigating the Issue (Illustration & Stories):

- "What barriers stood out to you the most in the illustration?"
- "How would your life be different if you faced the challenges these children do?"
- "What solutions could you imagine to help remove these barriers?"

For the Rubric Review:

- "Why do you think these parts of the rubric are important for your project?"
- "How can understanding these rows of the rubric help you succeed?"

- "What strategies can we use to figure out the meaning of difficult words?"

For Online Learning (Lexia/iReady):

- "What did you find challenging or interesting during your practice session?"
- "How can these skills help you understand the content we're discussing?"

For the Daily Reflection:

- "What would you tell one of the children you've learned about today if you could speak to them?"
- "What steps can you personally take to help children overcome barriers to education?"
- "How do you feel after learning about the obstacles some children face?"

Activity List 3

To Print/Provide:

[Ruby Bridges](#) printed story

[Ruby Bridges Common Lit link](#)

Monitor group discussions and journal responses to check for understanding and provide feedback.

Use the Rubric Review activity to guide students in identifying their progress and areas for improvement.

As you facilitate the room, highlight the importance of understanding multiple perspectives in history and relate the content to present-day issues.

Facilitation Questions

Videos: "Did the Civil Rights Movement Achieve Educational Equality?" and "School Integration"

- "Why was the *Brown v. Board of Education* decision so significant in changing public education?"
- "What do you think made desegregation efforts more effective in some areas than others?"
- "How do you think the *Brown v. Board* decision continues to affect schools today? Can you see any examples in your own community?"

Reading: "Ruby Bridges" by Kio Herrera

- "What do you think Ruby Bridges's story teaches us about courage and resilience?"

- "How do you see diversity represented in our school? Are there areas where we can improve?"
- "What actions can we take to create a more supportive school environment, just like Ruby Bridges inspired change in her time?"

Civil Rights Movement Activities (Video and Website Exploration)

- "What methods did the civil rights movement use to push for change? Do you think they were effective?"
- "Who are some of the key figures in the civil rights movement, and what were their contributions to education?"
- "What impact did the movement have on schools, and how is that legacy still important today?"

Rubric Review

- "Which column do you think you're currently in? Why?"
- "What are the next steps you can take to move toward the *Practitioner* column?"
- "What support do you need from your teacher or peers to improve in this area?"

Daily Reflection Prompts

- "How did it feel to learn about people who stood up against unfair treatment? What lessons can we take from their actions?"
- "Can you think of ways you've seen others act as allies? How can you be an ally in your school or community?"
- "What do you think is the biggest challenge in education today, and how can you help make a difference?"

Activity List 4

To Print/Provide:

- [HerAtlas Directions Sheet](#)
- [Awa](#)
 - You may opt to use the CommonLit link for the story, "[Awa](#)."
- ★ Students may need background knowledge for the key terms and concepts such as "barriers to education," "societal stability," and "sacrifice for the greater good."
- ★ Establish a safe, respectful discussion space, especially for sensitive topics like gender equity and cultural beliefs.
- ★ Monitor group discussions and journal responses to check for understanding and provide feedback.
- ★ Use the Rubric Review activity to guide students in identifying their progress and areas for improvement.
- ★ As you facilitate the room, highlight the importance of understanding multiple perspectives in history and relate the content to present-day issues.

Facilitation Questions

Barriers to Girls' Education (Videos and Article)

- "What are some of the most significant barriers that prevent girls from going to school?"
- "What cultural attitudes or beliefs do you think need to change to improve access to education for girls?"
- "How can educating girls lead to healthier, more stable communities?"
- "Why do you think there's a strong connection between girls' education and the future of a country?"

HerAtlas Exploration

Have a class discussion after the groups meet to share the findings from each group.

- "What patterns do you notice about the challenges faced by girls in different parts of the world?"
- "Which countries or regions face the greatest challenges in girls' education? Why do you think that is?"
- "What solutions have been successful in helping girls access education in some places?"

Reality-Based Fiction Reading: "Awa" by Keisha Bush

- "How does Awa's perspective on education change throughout the story?"
- "Have you ever had to give up something important for the greater good? How did it affect you?"
- "What lessons can we learn from Awa's story about resilience and sacrifice?"
- "How can students like Awa inspire us to value our own educational opportunities?"

Rubric Review

- "What does it mean to be in the *Practitioner* column? What do you think you need to do to get there?"
- "Which skill do you want to focus on improving next?"

Daily Reflection Prompts

- "How can we help change negative attitudes toward girls' education in our own community?"
- "Why are self-esteem and confidence important for success in education?"
- "What strategies can communities use to promote equality in education for girls and boys?"

Activity List 5

To Print/Provide:

- [Graphic Organizer](#)
- [Essay Option](#)
- [Journal/Letter](#)
- [Reflection](#)
- [“Malala Yousafzai: A Normal Yet Powerful Girl”](#)
 - You may opt to use the CommonLit link for the story, [“Malala Yousafzai: A Normal Yet Powerful Girl”](#).

- ★ Students may need background knowledge for the key terms and concepts such as *activism, education rights, resilience, advocacy, global change, funding gap, global education crisis, persuasive message*.
- ★ Encourage students to pause and replay key sections of the video to analyze Malala’s speech.
- ★ Establish a safe, respectful discussion space, especially for sensitive topics like gender equity and cultural beliefs.
- ★ Monitor group discussions and journal responses to check for understanding and provide feedback.
- ★ Use the Rubric Review activity to guide students in identifying their progress and areas for improvement.
- ★ As you facilitate the room, highlight the importance of understanding multiple perspectives in history and relate the content to present-day issues.

Facilitation Questions

Malala’s Story

1. How did Malala’s early experiences shape her beliefs about education?
2. What specific actions did Malala take to fight for education after the major event in her life?
3. How does Malala continue her advocacy today through the Malala Fund?
4. What actions does Malala recommend for high-income countries to support education?
5. How does Malala connect education to peace and stability in the world?
6. What makes Malala’s message compelling and powerful?

Writing Options

1. How does Malala’s story connect to your life or experiences?
2. What message do you want to focus on in your writing?
3. How can you use details from Malala’s life to support your response?

Nonfiction Reading

1. What character traits make Malala stand out in the story?
2. Why do you think the author chose to write from her father's perspective?
3. How does this story connect to what you've learned about Malala's real-life experiences?

Rubric Review Activity:

1. Where are you currently on the rubric, and why?
2. What specific steps can you take to move toward the next level?
3. What strengths can you build on as you improve?

Online Learning

1. What skill are you focusing on today?
2. How can you apply what you learned in Lexia/iReady to other areas?
3. What progress are you proud of so far?

Daily Reflection

1. How has Malala's story changed your perspective on education or courage?
2. What does education mean to you? Why is it important?
3. How can you take action in your own life to make a difference like Malala?

Activity List 6

To Print/Provide:

- [Global Goal 4 Exploration](#)
- [Grade 6 Quiz 1](#) (*This is not listed on the Activity List. Keep in mind that this Activity List has about 30 minutes less of activities to account for time for students to take this quiz.*)
 - [Quiz Answer Key](#)
- ★ Students may need background knowledge for the key terms and concepts such as *poverty, sustainability, inclusive, equitable, nonprofit, strategic*.
- ★ Establish a safe, respectful discussion space, especially for sensitive topics like gender equity and cultural beliefs.
- ★ Monitor group discussions and journal responses to check for understanding and provide feedback.
- ★ Use the Rubric Review activity to guide students in identifying their progress and areas for improvement.
- ★ As you facilitate the room, highlight the importance of understanding multiple perspectives in history and relate the content to present-day issues.

Facilitation Questions

Global Goals Activities:

- What are the Global Goals trying to achieve by 2030?
- Why do you think Goal 4: Quality Education is important for other global goals like health or reducing poverty?
- How does ensuring quality education affect future generations?

Room to Read Exploration:

- Why is learning to read by third grade considered a crucial milestone?
- How might Room to Read's programs need to adapt in different countries?
- What kinds of books would you choose to include as “mirrors” and “windows” for your classroom library?

Local Connection (New Rochelle Strategic Roadmap):

- What are some of the literacy goals for New Rochelle schools?
- How do these goals compare to what you've learned about global challenges in education?
- What strategies from Room to Read could be helpful in New Rochelle?

Reflection Activities:

- How can families help support girls' education in both local and global communities?
- How does education help communities grow and become more stable?
- What are some ways literacy programs can create fairness and equal opportunities for all children?

Activity List 7

To Print/Provide:

[Brainstorm: Campaign Ideas for Educational Change](#)

Facilitation Questions

Local Connection (New Rochelle Strategic Roadmap):

- What are some of the literacy goals for New Rochelle schools?
- How do these goals compare to what you've learned about global challenges in education?
- What strategies from Room to Read could be helpful in New Rochelle?
- What similarities do you notice between global education challenges and local needs in New Rochelle?
- How does the district's focus on literacy and community support reflect larger global trends?
- What role can students play in addressing these needs at the local level?

Can Children Change the World?

- What lessons from Ayanna and her friends can you apply to your own life?
- What strategies can young people use to make change in their communities?
- Can you recall a time when you felt strongly about an issue? How did you respond?

Young Activists

- What inspired you most about the child activists you read about?
- Which qualities do you think are most important for creating change?
- If you could make one change in your school or community, what would it be?

What Can I Do?

- What educational challenges in New Rochelle do you feel strongly about?
- How can your campaign ideas make a difference in your community?
- What resources would you need to turn your ideas into action?

Activity List 8

To Print/Provide:

[How to Properly Cite Sources](#)

Facilitation Questions

Peer Review — Refining Your Campaign Idea

- How would you explain each of your campaign ideas in one sentence?
- What is the most important message you want your audience to take away?
- As a reviewer, what makes an idea compelling and impactful?
- Which campaign idea do you think would be the most effective, and why?
- What are potential obstacles to making each campaign idea successful?
- What feedback did you find most helpful in refining your final choice?

Understanding Your Goal

- Who is your target audience, and what do they care about?
- What specific change or action do you want to inspire?
- Why is your campaign message important for your audience?
- What emotions or responses do you want your campaign to generate?

Research and Support

- What key facts or statistics support your campaign's purpose?
- How can you present this data in a way that is clear and persuasive?
- What sources are you using, and how do you know they are credible?
- How does your research strengthen the argument of your campaign?

Rubric Review

- Where do you currently fall on the rubric?
- What steps can you take to move to the next level?
- What strengths in your work align with the rubric expectations?

Online Learning

- How does this practice connect to skills you're using in your campaign?
- What reading or math strategies did you use today that helped you improve?

Daily Reflection

- What was the most challenging part of today's activities?
- How did your perspective on your campaign evolve through peer review and research?
- What is one key takeaway that will guide your next steps?

Activity List 9

To Print/Provide:

[How to Properly Cite Sources](#)

[Video: To review how to properly cite sources \(if needed\)](#)

Facilitation Questions

Crafting Your Claim

- What is the central message of your campaign in one clear sentence?
- Does your claim directly address a problem and suggest a solution or action?
- What evidence supports your claim, and how does it strengthen your argument?
- How can you make your claim statement more persuasive or impactful?

Inspiring Action Statements

- What emotions or reactions do you want your audience to have?
- How do your action statements encourage people to get involved?
- Which statements feel the most powerful when read aloud? Why?
- How can you revise your statements for greater clarity and impact?

Proper Citations

- Why is it important to properly cite your sources?
- How can incorrect or missing citations affect the credibility of your campaign?
- Do your citations follow MLA format correctly? If not, what needs adjusting?
- Where will you place your citations in your final campaign materials?

Rubric Review

- What areas of the rubric do you feel confident about?
- What feedback have you received that can help you improve?
- What is one specific step you can take to reach the next level?

Online Learning

- What strategies are you using to stay engaged in online learning?
- How does this practice support your skills in research, writing, or campaign building?

Daily Reflection

- How does your campaign connect to your own passions or values?
- What strategies helped you write stronger claims and action statements today?
- If you could learn more about one activist, who would it be, and why?

Activity List 10

To Print/Provide:

[Post Assessment / Answer Key](#)

Overall Directions:

- Make photocopies of the test pages for the students.
- Select a time to administer this to the whole class.
- Have students seated so they are not near other students, so they answer on their own.
- Do not help students with the answers.
- Have students put their names on the top of the test.

Upon Completion:

- When they are finished, grade the papers.
 - You will input this data into the Google Sheet/Form (shared by Dr. Bhojwani).

Facilitation Questions

Creating Print Materials

- How does your color scheme reinforce the message of your campaign?
- What layout will make your print materials clear, engaging, and easy to read?
- Where will you place key text, statistics, and graphics to create the most impact?
- How can you balance text and visuals so your message is strong and clear?

Graphics and Data

- What type of graph or chart best supports your campaign message?
- How does your data help persuade your audience to take action?
- Are your visuals easy to read and understand? How can you improve them?
- What feedback did your peers give you, and how can you apply it?

Edit and Review

- Does your print material communicate your message clearly and effectively?
- Are there any areas where the wording could be more concise or powerful?
- Do all visuals support your message, or are any distracting?
- What small changes could make a big difference in the final version?

Rubric Review

- What areas of the rubric do you feel most confident about?
- Where do you need to improve to reach the next level?
- What's one final adjustment you can make to strengthen your materials?

Online Learning

- How does online reading or math practice support your overall learning?
- What skills from online practice could apply to your campaign work?

Daily Reflection

- How do the visual elements of your campaign enhance your message?
- What was the most valuable feedback you received today?
- If you had more time, what improvements would you make to your print materials?

Activity List 11–13

To Print/Provide:

[Presentation Preparation](#) Graphic Organizer

[Peer Feedback](#)

These last few weeks are for students to put together their final products, and then present them to the class. Depending on how you have run your projects, students may be presenting in groups, partners, or individually. You may need to flex the time to give each student time to finish.

Facilitation Questions

Drafting Your Presentation

- What are the most important points you need to communicate in your presentation?
- How can you structure your script or talking points to make your message clear and persuasive?
- What are some strategies to make your presentation engaging for your audience?
- How will you transition between different points smoothly?

Audio Clarity and Delivery

- Are you speaking at a pace that is easy to understand?
- How can you use your tone and emphasis to make key points stand out?
- What techniques can help you sound more confident and engaging?
- If you recorded your test audio/video, what improvements can you make based on playback?

Peer Feedback and Adjustments

- What feedback did you receive about the clarity and persuasiveness of your presentation?
- Are there any areas where you need to slow down or emphasize more?
- How does your audience react to your message? Are they engaged?
- What is one specific change you can make to improve your final presentation?

Rubric Review

- Based on the rubric, which areas are your strongest?
- What improvements can you make to move toward the *Practitioner* column?
- What final adjustments can you make to strengthen your delivery?

Online Learning

- How does this online learning activity support your reading or math skills?
- What strategies from online learning can you apply to your campaign work?

Daily Reflection

- What techniques did you use to make your presentation engaging and clear?
- How did practicing with a peer help improve your delivery?
- What changes did you make after receiving feedback, and why?

Teacher Notes for Presentation Day

Before Presentations Begin:

1. Review Expectations with Students:

- Presentations should be clear, structured, and **justified with evidence**.
- Every group member should contribute.
- Audience members are responsible for active listening and thoughtful feedback.

2. Set Up the Classroom:

- Arrange the space so that presenters are visible and their visuals/models can be displayed.
- Provide notecards or a simple feedback form for audience members to jot down **comments or questions**.

Guiding Questions for Presenters:

- What problem does your campaign/solution address, and why is it important?
- What evidence supports your claim that this is the best idea/solution?
- How does your model visually explain your idea/solution?
- What challenges might arise when implementing this idea/solution?

Guiding Questions for the Audience:

- What is one strength of this group's idea/solution?
- What is one question or concern you have?
- How does this idea/solution compare to others presented?

After Presentations: Class Discussion

1. Debrief as a Group:

- What trends did you notice in the ideas/solutions presented?
- Which ideas/solutions seemed most feasible? Why?
- If we combined elements from multiple ideas/solutions, could we create an even stronger plan?

2. Encourage Reflection:

- Have students complete their **self-reflection journal entry**.
- If time allows, ask students to share insights from their reflection.