**Lesson #4: Project Proposal Presentations and Group Feedback**

**Problem statement:** In the media today, there is a disparity with how various demographic groups are portrayed and referred to. While some groups are referenced with seemingly innocuous language and descriptions, others do not share that privilege. In order to best understand how to solve this inequity, we must first understand the challenges these groups face due to loaded language and discover how to push against it. After initial research and analysis of loaded language, students will formulate groups to begin their summative assessment.**This lesson will allow for students to share their proposals and seek feedback from their peers.**

**Learning objectives:**

1. Students will present project proposals to the class through a powerpoint presentation using collaboration and communication with group members.
2. Students will facilitate verbal feedback from their peers through a Q & A format. Students will note feedback in an organizing manner to address at a later date.
3. Students will provide constructive feedback to peers, citing group goals and possible solutions.

**Lesson standards (NGSS, CCSS, CTE):**

[CCSS.ELA-Literacy.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.9-10.1.d](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/d/)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Soft skills:**

* **Collaboration**
* **Communication**

**Locally and/or personally relevant for students:**

Unit content focuses on resisting negative narratives in the media against any targeted group. Many students find this relevant for a variety of reasons.

**Connections to career and educational pathways:**

In this unit, students will use a variety of skills valuable in any career, such as problem solving, critical thinking, analytical and comparative thinking, collaboration, and presentation

**Materials:**

1. Team Project Proposal (in Teacher Materials folder)
2. Additional Resources: Professional Campaigns Examples (in Student Materials folder)

**Lesson preparation:**

1. Students need to complete their “Team Project Proposal” before this lesson, allowing plenty of time for collaboration.
2. Given student population, teachers can provide extra resources or foster mini-lessons using “Additional Resources: Professional Campaign Examples” to help students understand the goal of their campaigns, how their finished projects should look, and what variety of choices they have.

**Time required:** 1-2 lessons to provide all groups time to present and receive feedback from peers.

**Grouping of students for instruction:** Students will present with project groups. Here are some potential ways to group students for peer feedback:

1. Expectation that each student provides 2-3 comments of feedback for the whole class period.
2. Day 1: Have each group present to other small groups first, to foster more private feedback and allow for more student participation.
3. Day 2: Open up to full class for a second day of feedback.

**What is the instruction? Consider the PBL Procedure that is being addressed here:**

**Understanding the Problem**

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| **Teacher** | **Student** |
| 1. Determine which grouping of students for instruction works best for the classroom environment.    1. Organize the structure of the lesson and determine order of presentations (volunteer based? Random? Alphabetical? topical? ). | Come to class with a proposal ready. |
| 1. Give students 5-10 minutes to meet with groups and get organized for their proposal presentation: review speaking roles, who is in charge of tech, note-taking, facilitating questions etc. | Ensure each team member has a role during the proposal presentation. |
| 1. Establish a spot in the classroom that gives students control. Students should lead their own presentations and should solicit feedback from their peers. From this point forward, the teacher is a time facilitator - providing written feedback to student groups to return later. | Students will present their proposals to the class and will seek feedback from their peers, calling on one another.  This process will repeat with different groups until about 10 minutes are left on the class period. |
| 1. Teacher will close presentations for the remainder of the period and will direct students to check-in with teams for the last 10 minutes to make an agenda for their next team meeting, noting the feedback they’ve received.    1. Groups that haven’t presented can use this time to get organized, make last minute changes, etc.    2. Teacher should pass out formative feedback to groups that presented at this time. | 4. Students will check-in with their groups to create an agenda for their next team meeting. This agenda should be shared on the platform utilized in the class for collaboration (Outlook, OneNote, PowerSchool, Noodle Tools, etc.). |

**Accommodations:**

1. Provide white boards or other note-taking methods for students that may need additional processing before they provide feedback to peers.
2. Ask students for slides for proposals ahead of time to hand out to students that may need the day before to review presentations.

**Assessment:**

The goal of this lesson is for students to assess one another; however, the teacher will also provide written feedback for the groups based on their proposal. This formative feedback will be provided in the last 10 minutes of class while students are making their next meeting agenda.

**References/Resources:**

Team Project Proposal.dox created by Matt Macomber