Make It Count

Sort presentation moves by their effect on a message.

9.1.S.3 "Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues."

NAME _____ DATE _____

SUPPORTS THE MESSAGE

A presentation move supports a message when relevant evidence helps prove a point, or when voice and body language help listeners understand it.

During a pet-care pitch, Maya quotes a veterinarian's feeding advice and uses a calm hand gesture to mark her main point.

WEAKENS THE MESSAGE

A move weakens a message when evidence is missing or unrelated, or when voice and body language make the message hard to follow.

During a music review, Leo reads in a flat voice, so listeners cannot tell which point matters most.

1 SORT

8 items

For Part 1, circle SUPPORTS or WEAKENS for each numbered move; for Part 2, choose one item from each category and explain aloud to a partner which details led to your choices.

1.	At a school board speech, a student calls for safer bus stops and cites a district report listing five bus-stop incidents last year.	SUPPORTS WEAKENS
2.	During an election speech, a student says, "My idea is the best because it is the best," and offers no evidence.	SUPPORTS WEAKENS
3.	In a science report, a student races through the results so quickly that the audience misses them.	SUPPORTS WEAKENS
4.	In a debate, a student faces the audience and pauses after stating the main point.	SUPPORTS WEAKENS
5.	In a class talk about water waste, a student cites meter readings showing less water used after leaks were fixed.	SUPPORTS WEAKENS
6.	In a club update, a student stresses the sign-up deadline with a clear voice and points to the written date.	SUPPORTS WEAKENS
7.	In a debate about planting trees for shade, a student cites a poll about favorite cafeteria meals.	SUPPORTS WEAKENS
8.	At a neighborhood meeting, a student turns away and speaks too softly for listeners to hear.	SUPPORTS WEAKENS

2 PROVE IT

Explain your thinking

Choose one item from each category and explain aloud to a partner which details led to your choices.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

For Part 3, write one new presentation move that SUPPORTS a message and one that WEAKENS a message.

SUPPORTS _____

WEAKENS _____

CHALLENGE

Give a partner a 30-second presentation proposing one school change. Use one specific piece of evidence, one verbal cue, and one nonverbal cue; then write what you said and name the cues you used.

ANSWER KEY

Make It Count

GRADE 9 · 9.1.S.3

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	At a school board speech, a student calls for safer bus stops and cites a district report listing five bus-stop incidents last year.	**SUPPORTS**	The report provides relevant evidence for the safety concern.
2	During an election speech, a student says, "My idea is the best because it is the best," and offers no evidence.	**WEAKENS**	Repeating the claim does not support it with evidence.
3	In a science report, a student races through the results so quickly that the audience misses them.	**WEAKENS**	The speaking pace prevents listeners from understanding the results.
4	In a debate, a student faces the audience and pauses after stating the main point.	**SUPPORTS**	The student's body language and pause help listeners focus on the point.
5	In a class talk about water waste, a student cites meter readings showing less water used after leaks were fixed.	**SUPPORTS**	The readings are relevant evidence about water use.
6	In a club update, a student stresses the sign-up deadline with a clear voice and points to the written date.	**SUPPORTS**	The verbal and nonverbal cues draw attention to important information.
7	In a debate about planting trees for shade, a student cites a poll about favorite cafeteria meals.	**WEAKENS**	The poll does not provide evidence about shade or trees.
8	At a neighborhood meeting, a student turns away and speaks too softly for listeners to hear.	**WEAKENS**	The student's position and volume make the message hard to hear.

PART 2 · PROVE IT

Task: Choose one item from each category and explain aloud to a partner which details led to your choices.
Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **SUPPORTS**: During a proposal for a new bike rack, a student cites a count of bikes locked to the fence.
- **WEAKENS**: During a poetry reading, a student mumbles so the audience cannot hear the words.

Challenge: Our class should put a paper-recycling bin by the door. Clean paper can be recycled into new paper, so a bin could help us keep it out of the trash. Verbal cue: I stressed "clean paper." Nonverbal cue: I gestured toward the door.

For Part 2, accept explanations that identify the relevant evidence or speaking cue in each chosen item. For the challenge, check that the student presents aloud, uses evidence that fits the proposal, and demonstrates both cues.