

# Talk, Test, Present

*Build, deliver and revise a sourced presentation together.*

**GRADE 12 • 12.C**

**12.C** "The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together. Communication, Listening..."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## OUR GROUND RULES Read together first

**1** Every learner listens, speaks and reflects.

**2** Separate observations from causal claims.

**3** Check summaries with their speakers.

**4** Use audience feedback to revise.

## HOW TO PLAY Teams of 3 or 4

1. Groups of 3-4: print two copies of all cards; give each learner a Source Packet and Process Record. Have blank paper and pencils for a shared visual. Read A-C.
2. Assign four roles; combine two for three learners. Deal four Move Cards each from two sets. Discuss for 12 minutes; everyone evaluates evidence, responds to a peer and checks a summary.
3. Complete all three task cards in order. Prepare a three-minute presentation recommending a four-week phone-policy pilot. Cite A-C, explain a limitation and address an opposing concern. Use the supplied chart or draw a labeled visual.
4. Present to another group acting as school leaders; every member speaks. Ask one audience question and adjust an explanation after the response. Obtain specific feedback on evidence, organization and clarity.
5. Revise one weak section and present that section again; everyone explains a revision or reason to keep a choice. Each learner completes the Process Record. Adapt, reuse or leave unhelpful Move Cards unused.

## AFTER THE ROUND Check what you did

☐ I evaluated and cited supplied evidence.

☐ I responded to a peer and verified a summary.

☐ I presented and adjusted to audience feedback.

☐ I evaluated my role using an action and its effect.

**TOPIC CARDS** · Complete all three phases for the same policy presentation.

| TOPIC                                                                                                                                                   | TOPIC                                                                                                                                                 | TOPIC                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Build the Position</b><br>What pilot should leaders test?<br>Compare A-C, choose a visual and organize claim, evidence, counterclaim and conclusion. | <b>Test with Listeners</b><br>Deliver the presentation. What audience question will reveal understanding? How will you adjust when listeners respond? | <b>Revise and Reflect</b><br>Use specific feedback to improve and re-present a section. What did your own role help or hinder, and what will you change next time? |

**ROLE CARDS** · Assign all four jobs; combine two jobs for groups of three.

| ROLE                                                                                             | ROLE                                                                                            | ROLE                                                                                   | ROLE                                                                                          |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Evidence Checker</b><br>Check each source's relevance, limits and spoken or visible citation. | <b>Audience Monitor</b><br>Plan a question and notice listeners' responses to guide adjustment. | <b>Structure Coach</b><br>Connect introduction, evidence, counterclaim and conclusion. | <b>Process Coach</b><br>Invite every learner and check that summaries reflect members' views. |

**MOVE CARDS** · Deal four from two sets; adapt, reuse or exchange. Unused cards are allowed.

| MOVE CARD                                                                                   | MOVE CARD                                                                                                  | MOVE CARD                                                                                  | MOVE CARD                                                                              |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <b>BUILD ON</b><br>"I connect your point about ____ to ____ because ____."                  | <b>BUILD ON</b><br>"Have I represented your reason accurately: ____?"                                      | <b>CHECK EVIDENCE</b><br>"Source ____ supports ____, but cannot establish ____."           | <b>CHECK EVIDENCE</b><br>"Before saying ____ caused ____, we would need ____."         |
| MOVE CARD                                                                                   | MOVE CARD                                                                                                  | MOVE CARD                                                                                  | MOVE CARD                                                                              |
| <b>CHECK AGREEMENT</b><br>"We share ____; our remaining difference is _____. Is that fair?" | <b>ADDRESS A CONCERN</b><br>"I understand the concern about _____. Source ____ helps us respond by _____." | <b>CHECK THE AUDIENCE</b><br>"What did our visual make clear, and what remains confusing?" | <b>REFLECT AND REVISE</b><br>"My action ____ had the effect _____. Next I will _____." |

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

Fictional school documents, supplied for evaluation. Cite labels A-C. Treat classmates as the intended school-leader audience; no outside facts are needed.

### A. Teacher log: two different weeks

Six teachers logged 12 phone interruptions during one week. The same teachers logged seven in a later week when they tried a storage routine. Different lessons and attendance occurred; no comparison group was used. The logs describe observed interruptions, not learning gains or proof that the routine caused the difference.

### B. Voluntary student survey

Forty of 200 invited seniors answered one question about their main phone-policy concern. The categories below are mutually exclusive. The other 160 seniors did not respond; their views are unknown. Counts describe respondents, not all seniors.

#### MAIN CONCERN: 40 RESPONDENTS



Students choosing each response

### C. Current rules and pilot limits

Teachers may authorize phone use for a lesson. Approved health-related access continues under any pilot. The office provides urgent family contact. Leaders will consider a four-week pilot that keeps these provisions. A pilot must specify where phones go, when authorized use occurs, and how interruptions and access concerns will be reviewed.

Each learner records brief, specific evidence. Continue notes on notebook paper if needed; a group product does not replace your own record.

**Discussion and design**

Record a source strength and limit, a peer's reason and your response, checked agreement/difference, and your part in the plan.

**Sources; peer/response; checked summary; own contribution:**

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**Delivery, revision and role evaluation**

Record your speaking part, the audience response, an adjustment and its result. Name your role, one action and its effect; evaluate a next step.

**Delivery; feedback/change; role/action/effect; next step:**

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**RUNNING THE ROUNDS**

Allow two class periods for reading, discussion, design, presentations and revision. Pair groups as audiences; distribute speaking time so all members present. Evaluate the performed task, not merely a plan or card counts. A does not prove causation; B represents 40 volunteers, and  $18+16+6=40$ . Contact is selected by 24 respondents when Both is included; do not confuse that with 24 of all seniors. C supplies access provisions and pilot limits. A defensible recommendation proposes a trial and a review measure without promising learning gains. The model is a selected exchange, not a full three-minute presentation. Maya and Theo verify their shared position; Avery models a specific audience-driven change. Require the actual group presentation, repeated revised section and each learner's record.

**WHAT A STRONG ROUND SOUNDS LIKE**

|              |                                                                                                                                                                                                                                                                                  |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Maya</b>  | A shows fewer recorded interruptions, but the weeks differed. I support testing a routine, not claiming that it already improved learning.                                                                                                                                       |
| <b>Theo</b>  | I worry about access. B includes contact and learning concerns among 40 volunteers; it cannot tell us what every senior wants.                                                                                                                                                   |
| <b>Maya</b>  | We both want fewer interruptions with needed access preserved. You want the exceptions made explicit. Is that accurate?                                                                                                                                                          |
| <b>Theo</b>  | Yes. C keeps authorized learning use, health access and urgent office contact. With those conditions, I support a four-week pilot and review.                                                                                                                                    |
| <b>Avery</b> | In our presentation, a listener mistook B for all 200 seniors. As Audience Monitor, I asked what the bars counted, heard the mistake and relabeled them "40 respondents." Our revised explanation clarified the denominator; next time I will state it before showing the chart. |

**LISTEN FOR**

- Every learner evaluates sources and contributes reasoned discussion
- Accurate checked summaries and respectful responses
- Actual oral delivery with a cited visual and an audience response
- Evidence-based revision and individual role evaluation

Assess each learner's actual listening, contributions and accurate use of evidence against the stated skill requirements. Review the individual record as well as the group result. Different supported decisions are valid; unsupported claims and missed required performances need revision.