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Powerful presentations

December 2022

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Activity introduction

Quick summary

In this lesson students will develop oral presentations based around the issue of loot boxes in gaming. They will first consider the relevance of speeches in society and the impact they can have to empower voices and promote change. They will then view and analyse an example text, before researching and preparing their own presentation.

Learning intention

To deliver impactful presentations.

NSW Syllabus outcomes

- **EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- **EN5-2A** effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- **EN5-3B** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- **EN5-5C** thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

General capabilities

Critical and creative thinking

Literacy

Ethical understanding

Personal and social capability

Relevant parts of Year 9 and 10 achievement standards

NSW Stage 5 English Syllabus Statement

By the end of Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students use varying technologies to compose texts. They apply their knowledge of the elements that shape meaning in texts. They use a range of strategies to shape their texts to address purpose and audience in different

Activity introduction

contexts. They conform to or challenge an audience's preconceptions and expectations about content and form, and they evaluate the effectiveness of each approach. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. They work through the composing process, including planning, researching, drafting, conferencing, editing and publishing. Students reflect on their composing process and how it has affected the final version of their text.

Students reflect on their own and others' learning, assessing learning strategies and purposes to adapt their knowledge, understanding and skills to new contexts.

Australian Curriculum Year 9 Level Description

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Australian Curriculum Year 10 Level Description

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Topic

Presentations

Unit of work

Stage 5 English

Time required

80 minutes (plus time to share presentations)

Level of teacher scaffolding

This lesson asks students to draw on a range of skills to develop their presentation. They are to develop their knowledge of the focus topic, consider their use of language, develop visual components and consider their delivery. A high level of teacher scaffolding will be required to ensure students are considering and planning for each element.

Resources required**Example Presentation Videos:**

[Alex Campbell Supports the Keeping All Students Safe Act](#)

[Greta Thunberg full speech at UN Climate Change COP24 Conference](#)

[Malala Yousafzai's UN speech | Channel 4 News](#)

[Molly Wright: How every child can thrive by five | TED](#)

Loot Box Videos:

[Are loot boxes in video games exposing your child to gambling?](#)

[What are video game loot boxes, and do they encourage gambling?](#)

[Loot Boxes 101: A primer for parents family zone](#)

- 'Molly Wright reflection' worksheet
- 'Oral presentation' task sheet
- Oral presentation rubric
- 'PIP Peer feedback' sheet
- Learning Intention display (optional)

Keywords

Content, delivery, audience engagement, theme, purpose, audience, projection, word choice, vocabulary, position, gesture, tone, props, multimodal.

Teacher worksheet

Teacher preparation

This lesson culminates in students developing a presentation on the topic of loot boxes in children's games. They are encouraged to develop digital content that can be displayed as part of their presentation. Given this, it is important to ensure they have access to digital devices for the lesson. If possible, it would also be beneficial to conduct the lesson in an area that would allow groups to breakout into their own spaces once they begin working so that they may collaborate and practise their presentation without disrupting other groups.

This lesson explores the similarities between loot boxes and gambling. Given that gambling can be a high-risk activity and is a priority concern for young people it is recommended that teachers and parents read the Facilitator pack before implementing the lesson. The pack provides teachers and parents with essential information about gambling harm amongst young people and clarifies the nature of gambling-related behaviours as well as how to approach sensitive topics.

Initial stages of this lesson require students to view examples of speeches and presentations. It is important to provide students with direct access to the links below through your school's digital platform so that students may refer to them when completing lesson activities and developing their presentations.

[Alex Campbell Supports the Keeping All Students Safe Act](#)

[Greta Thunberg full speech at UN Climate Change COP24 Conference](#)

[Malala Yousafzai's UN speech | Channel 4 News](#)

[Molly Wright: How every child can thrive by five | TED](#)

Learning intention

To deliver impactful presentations.

Success criteria

Students can:

- structure their presentation to maximise impact.
- make intentional choices about language use to engage and motivate the audience (emotive language, technical language).
- manipulate the tone of their presentation to connect with and prompt responses from the audience.
- use technology to include audio and visual elements which complement their presentation.

Teaching sequence

5 minutes - Lesson introduction

30 minutes - Part A: The power of presentations

35 minutes - Part B: Developing presentations

(Teacher discretion - delivery of presentations)

10 minutes - Reflection

Lesson introduction

Display the learning intention and success criteria for the lesson. This can be written onto the board, or the included resource can be displayed. Invite students to read and discuss the learning intention and success criteria to ensure understanding before beginning the lesson.

Part A:

The power of presentations

Step 1

Show the following videos to the class:

[Alex Campbell Supports the Keeping All Students Safe Act](#)

[Greta Thunberg full speech at UN Climate Change COP24 Conference](#)

[Malala Yousafzai's UN speech | Channel 4 News](#)

After viewing the speeches, discuss the following with the class:

- Who are these people?
- What are they doing?
- Who has the power to prompt change within our society?
- What makes speeches and presentations such a powerful tool to promote change?

Emphasise that everyone in our society has the power to speak up about issues of concern. To share our voices and opinions to motivate change within and beyond our communities.

Step 2

Invite students to share what they know about TED talks. What are they? Why are they made? How are they shared?

Discuss the way in which the internet and social media platforms have made it possible to share speeches or presentations with the world in an instance. That it has allowed for a diversity of voices to be heard without censorship or vetting.

Confirm that TED talks are powerful presentations about topics that impact a large breadth of people within society.

Step 3

Show the TED example:

[Molly Wright: How every child can thrive by five | TED](#)

Explain to students that they will now consider this as an example of how an impactful speech can be structured and delivered.

Provide students with the 'Molly Wright reflection sheet' and ensure they have access to the video link. Allow time for them to watch the video independently and complete the worksheet.

Step 4

Once students have had adequate time to develop their own responses, invite them to share and discuss their thoughts as a class. Encourage them to build upon each other's ideas and observations.

Throughout the discussion, ensure the following points are covered:

- The way Molly's personalisation of the story connected with the audience.
- The manner in which her neighbour and his baby were used as 'props' to both demonstrate her point and evoke an emotional response in the audience.
- The way she interchanged between less formal, conversational language when telling her story and explicit scientific language when reinforcing her point. This allowed the science of the presentation to be shown within relatable contexts.
- The manner in which Molly has not used overly sophisticated language so as not to create any detachment from the audience by appearing 'too smart' or 'arrogant'.

Part A: The power of presentations

- The way she used 'props', images, videos and graphics to demonstrate her ideas in a simplified form.
- The structure of her presentation: hook the audience, engage them in her narrative, tell her story (with science sprinkled within) and summarise her viewpoint, ending with a call to action.

Step 5

Show a short section of the video again and encourage students to observe the way Molly delivered her presentation.

Consider her:

- Position
- Gestures
- Tone
- Volume

Invite students to share what they observed about these factors and what the impact was for the audience.

Part B:

Developing presentations

Step 1

Provide students with the 'Oral Presentation' task sheet, explaining that everyone will be creating a presentation on the issue of loot boxes in video games. Discuss the expectations of the task, explaining and giving examples for each element of the task, emphasising that they will first need to find information about the issue, then form their opinion or viewpoint and finally develop a presentation.

Ensure that students have digital access to the following links to begin their research.

[Are loot boxes in video games exposing your child to gambling?](#)

[What are video game loot boxes, and do they encourage gambling?](#)

[Loot Boxes 101: A primer for parents family zone](#)

Allow time for students to work on the task.

Step 2

About three quarters of the way through work time, prompt groups to pause and share their progress with others within the class. Provide them with the Peer feedback sheet to be completed before continuing on with their work.

Remind students to ensure that they are rehearsing and refining their presentation with the time remaining.

Step 3

(To be implemented at the discretion of the teacher)

The final step in this task is to present to the class. The manner in which this step is implemented is to be determined by the teacher based on the context in which the lesson is being delivered. If you have the opportunity to conduct a longer session, you may wish to

have students present during the lesson. You may prefer to allow students time to refine and rehearse their presentation between classes to be shared in the following session. There may be an opportunity for students to share their presentations in genuine contexts within the school such as at assemblies or parent information nights. If this is an option, it is highly recommended as it adds genuine purpose and context to the task.

Reflection

This reflection is to be conducted once all student presentations have been shared.

Provide students with the Oral presentation rubric. Invite them to complete a self-assessment of the task, rating themselves on each element and then providing a comment. Retain this along with your own notes for assessment and reporting purposes.

Differentiation

Extension - For students working at a high standard, prompt them to ensure they are referring to the 'Exceeds expectations' statements on the rubric to guide the development of their work. During the peer feedback stage of the lesson, pair advanced students with others working at a similar level to them. This will allow them to give each other specific and targeted feedback and also view other pieces of work that may model text features and language use that they could consider adding to their own work.

Provisions for Learning Support - For students who find the task challenging or overwhelming, work with them early in the lesson to develop a plan for their presentation. Be sure to identify the stance they will take and the points they will make to support their stance. Be sure that students retain this as a written plan to take with them as a scaffold to develop their presentation independently.

Molly Wright: How every child can thrive by five –

Reflection sheet

What was the intended message of Molly's talk? Who was it relevant to?

How did Molly catch and maintain the attention of her audience?

What was the tone of Molly's presentation? What was the impact of this?

What type of language did Molly use? Did she use informal or sophisticated language? When and how? How did this contribute towards audience connection?

What perspective did Molly share? Did she share a clinical view of the context or personalise the story? What was the impact of this?

What other elements did Molly include in her presentation? In what way were they used? How were these strategies beneficial to the presentation of her ideas?

Oral presentation – Loot boxes

Learning intention

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Success criteria

Students can:

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- Manipulate the tone of our presentation to connect with and prompt responses from the audience.
- Use technology to include audio and visual elements which complement our presentation.

Task outline:

For this task you may work on your own, in a pair or in a group of three. The objective for this task is to develop an oral presentation sharing your perspective on the suitability of loot boxes in video games for children.

Task expectations

Content

It is important that you form an understanding of the issue of loot boxes. Explore the links below and do any additional research necessary to determine your point of view. Once you have determined your stance on the issue, develop your presentation.

[Are loot boxes in video games exposing your child to gambling?](#)

[What are video game loot boxes, and do they encourage gambling?](#)

[Loot Boxes 101: A primer for parents family zone](#)

You should:

- Understand the reasons for the concerns about loot boxes in children's games.
- Be aware of the perspectives of different stakeholders, including children playing the games, parents and game developers.
- Have a clear opinion about what you believe needs to be done.
- Know who your target audience is (i.e. is your speech directed at parents, students, teachers ...).

Presentation

The core focus of this task is the development of presentation skill. Be sure to carefully consider the various elements of your presentation, thinking about what was seen in the example TED talk.

Be sure to consider:

- Structuring your presentation in a way that hooks in with the audience and maintains engagement throughout.
- Making choices about content and language use that:
 - Connect with your audience
 - Demonstrate knowledge of the topic
 - Express your viewpoint clearly
 - Persuade your audience

Oral presentation rubric – Loot boxes

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	Exceeds expectations	Meets expectations	Working towards expectations
Content	The presentation is clearly framed around a specific stance on the issue of loot boxes. Information included gives the audience an understanding of the context and supports the stance being taken.	The presentation clearly identifies the concerns around loot boxes being included in video games for those under 18 and possible action that should be taken.	Some key information about loot boxes in video games for under 18s has been included.
Language features	A variety of language features are used in a complementary way. Use of topic specific vocabulary emphasises relevance and importance of the issue and the stance of the speakers. Vocabulary and sentence structure and length engage and connect with the target audience, persuasive techniques are included throughout the presentation in a natural way.	Topic specific language is used in context to clearly explain concerns, stance and arguments. Intentional language choices have been made to ensure the presentation appeals to the target audience. There is some use of persuasive techniques.	The presentation includes general conversational language familiar to the presenters.
Delivery	Position, gesture, tone and volume are adapted throughout the presentation in a natural way that increases audience engagement, highlights the message of the presentation and increases overall impact.	Some use of position, gesture, tone and volume has been shown to complement content, engage the audience and increase the overall impact of the presentation.	There has been limited consideration of how position, gestures, tone and volume are used to complement content and increase impact on the audience.
Presentation features	Audio and visual elements have been used in a strategic manner to complement key points in the presentation and convince the audience of the stance.	A range of audio and visual elements have been included to reinforce the points being made.	Some or no audio and visual elements have been included with some link to the presentation content.

PIP Peer feedback sheet

Students work:

Students providing feedback:

Task expectation	Positive	Improvement idea	Positive
Knowledge of the topic			
Strength of the presentation			

PIP Peer feedback sheet

Students work:

Students providing feedback:

Task expectation	Positive	Improvement idea	Positive
Knowledge of the topic			
Strength of the presentation			

Learning intentions

I deliver impactful presentations.

Success criteria

I can:

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