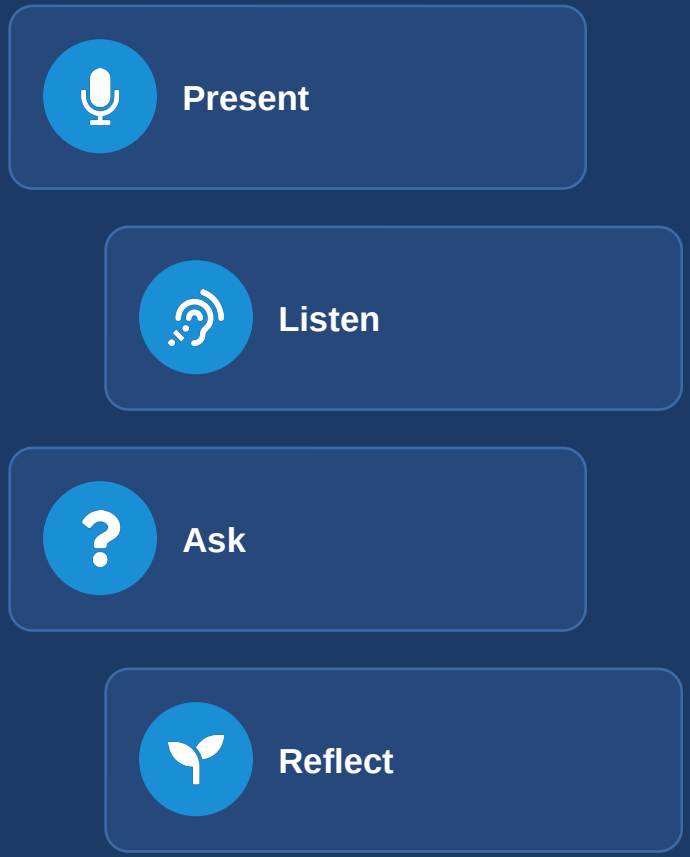
NBE3U Living Words, Lesson 13

Presentations and Reflection

Speaking with care, listening with respect



Today's goals

We are learning…

- To present clearly and respectfully to an audience.
- To reflect on our growth as listeners and speakers.

I can…

- Present a clear, accurate, respectful presentation.
- Use audio-visual aids that support my message.
- Listen actively and ask a respectful question.
- Evaluate my strengths and next steps in oral communication.

Today's plan

Time	What we're doing	You will…
0–5 min	**Set up**	Review
5–60 min	**Presentations**	Present and listen
60–75 min	**Reflect**	Write



Big idea

We end the unit as we began it: listening. Each presenter shares what they learned about an oral tradition and the people who keep it. Then each of us reflects on how we have grown as listeners and speakers.

Our protocols

Phones away

Eyes and ears on the presenter.

Real questions

Curious, not “gotcha.”

Speak for yourself

Not for a Nation.

Thank each presenter

Every presentation is work and care.

Running order

For each presenter:

1. Presentation or podcast (8 to 10 minutes).
2. Questions from the audience (2 minutes).
3. Listening notes (page 1).
4. Thank the presenter.

Good questions

Ask…	Instead of…
“What surprised you in your research?”	“Why didn't you pick something else?”
“Which source taught you the most?”	“Is that really true?”
“What would you want us to learn next?”	Silence

Between presentations



What idea came up in more than one presentation?

Sentence starters

“Several presenters showed…”

“Language keeps coming up…”

“Control over knowledge…”

How it works

- Use if time allows.

Then and now

Lesson 2

- How did you listen?
- What did you think “text” meant?
- What did you know about oral traditions?

Today

- How do you listen now?
- What counts as text?
- What will you carry forward?

Use these questions to start your reflection.

Final reflection

On page 2, 250 to 350 words:

1. How have you grown as a listener and speaker?
2. Which strategies helped most, and why?
3. Your greater and lesser strengths; your next steps.
4. How did reading, writing and viewing skills help?

Model: a reflection

Task: Growth as a listener.

At the start of the unit, I listened by writing everything down, and I didn't notice how much I missed while I was writing. Listening to the recorded teaching all the way through without writing was hard, but I remembered more than I expected because I was paying attention to what she repeated. When I presented, I used that: I repeated my inquiry question at the start and the end. My next step is pace. I still speed up when I'm nervous.

Why it works

- Before and after.
- A specific moment.
- A strategy that transferred.
- An honest next step.

Carrying it forward

This unit ends, but listening doesn't. Notice whose voices you hear, how you listen, and who controls the stories you're told.

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Check yourself

Be honest. This helps you choose what to work on next.

Success criteria	Not yet	Almost	Got it
I can present a clear, accurate, respectful presentation.			
I can use audio-visual aids that support my message.			
I can listen actively and ask a respectful question.			
I can evaluate my strengths and next steps in oral communication.			

Exit ticket

1. One presentation that taught you something.

2. One listening strategy you'll keep.

3. One speaking goal for next unit.

Next unit: Stories Now.

Teacher reveal

A strong final reflection…

Before and after: Compares how you listened in Lesson 2 with how you listen now.

Specific moments: Names lessons, texts or the teaching you heard that changed your thinking.

Strategies: Explains which listening and speaking strategies helped most, and why.

Strengths and steps: Evaluates greater and lesser strengths and names concrete next steps.

Transfer: Explains how reading, writing and viewing skills helped you understand oral texts.