Presentations and Reflection: Speaking with care, listening with respect

NBE3U, Unit 4: Living Words, Lesson 13. 75 minutes. Teacher lesson plan.

Lesson at a glance

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.

What students do: Students deliver 8- to 10-minute presentations or play their podcasts, listen actively and ask respectful questions, complete listening notes, and write a final reflection evaluating their strengths, the strategies that helped most and their next steps in oral communication.

Curriculum expectations

Code	Students will…
B3.3	orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience
B3.7	use a variety of audio-visual aids effectively to support and enhance oral presentations on subject matter related to First Nations, Métis, and Inuit cultures, and to engage their intended audience
B4.1	explain which of a variety of strategies they found most helpful before, during, and after listening to and speaking about texts from and/or related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength in oral communication and identify the steps they can take to improve their skills
B4.2	identify a variety of skills they have in reading, writing, viewing, and representing, and explain, with increasing insight, how these skills help them interpret and discuss oral texts from and/or related to First Nations, Métis, and Inuit cultures more effectively

From The Ontario Curriculum, Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019), English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation (NBE3U). A = First Nations, Métis, and Inuit Perspectives and Text Forms in Canada, B = Oral Communication, C = Reading and Literature Studies, D = Writing, E = Media Studies.

© 2026 K9solutions

Learning goals and success criteria

Learning goals	Success criteria
• We are learning to present clearly and respectfully to an audience. • We are learning to reflect on our growth as listeners and speakers.	• 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.

Materials and preparation

- **Slides:** Presentations and Reflection deck.
- **Handouts:** Listening Notes (page 1), Final Reflection (page 2).
- **Students:** Presentations or podcasts; listening journals.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–5	**Set up**	Protocols.	Review.	
5–60	**Presentations**	About five or six.	Present and listen.	Summative.
60–75	**Reflect**	Final reflection.	Write.	Summative.

Differentiation

- **Accommodations:** Recorded presentations or podcasts; smaller audiences as needed.
- **ELL:** Speaking notes allowed.
- **Challenge:** Moderate the question period for another presenter.

Assessment

Type	Tool	Purpose
Assessment of learning	Presentation or podcast	Speaking (B3.3) and audio-visual aids (B3.7)
Assessment of learning	Listening journal and final reflection	Reflection on strategies and strengths (B4.1, B4.2)

© 2026 K9solutions

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.

Teacher notes

- In larger classes, spread presentations across two classes or play podcasts in small listening groups.
- If a presentation includes anything inappropriate (a retold sacred story, sacred imagery), stop privately afterward, not in front of the class, and arrange a revision.
- Do not ask Indigenous students to speak for their communities, to share personal or family histories, or to act as experts. Every student's participation in sharing is optional.
- We strongly recommend reviewing this unit with your board's Indigenous education lead and, where possible, inviting a First Nations, Métis or Inuit Elder, Knowledge Keeper or guest speaker following your board's protocols (including offerings and honoraria). Local Nations' own sources come first.

Coming up

Unit 5, Stories Now.

© 2026 K9solutions