

Lesson 6: Presenting and Playing the Hole

Guide students through the steps to create and deliver an oral presentation, and end with playing their golf hole.

by Andrew Brosnan and Jenny Parma; curriculum by Build SF staff

This last lesson helps students reflect upon and show off all the things they've learned. Here, students will create and present their golf-hole designs—either to a select group of people or to the class. Finally, if resources are available, students will set up and play their course for the ultimate satisfaction.

Engaging Students

Get your students interested in the lesson by asking them the following questions:

- » What characteristics make for a strong speech? For example, what qualities do you like in teachers or other speakers when they present something to you?
- » What have you learned about writing English papers, such as how to create a coherent essay, use transitions, and build unified themes?
- » How do you translate a good paper into a good speech?

Project Application: Oral Presentation and Critique

Tell students that they'll be presenting their projects to an audience (for example, to members of the community or to the class, depending on the final outcome of the project). Students will need several class sessions to prepare by getting feedback and practicing their presentations.

Get the ball rolling by asking your students to follow these steps:

1. Have them brainstorm as a group about what they should include in their presentations. Then fill in the gaps. The presentation should include the original presentation board and animation. Talking points might include:
 - » Why the student picked his or her theme
 - » Challenges and how the student overcame them
 - » The math or design techniques the student used
 - » The outside research the student did
 - » Experiences with partners (classmates or outside mentors)
 - » Points of pride in the design
 - » The presentation's length—about five to fifteen minutes

LESSON OBJECTIVES AND MATERIALS

OBJECTIVES

- » Learn 3-D-modeling software or become more proficient using it

MATERIALS

- » 3-D-modeling software or graphics-arts software, such as Autodesk 3-Ds Max, Google SketchUp (free), or Autodesk AutoCAD
- » computers to demo and work on

Project Application: Oral Presentation and Critique (continued)

2. Have students establish, individually or in a group, a logical order of topics (general to specific, first step to last step, etc.).
3. Ask students to draft an outline and to practice delivering the presentation to others. Put students in pairs or in small groups, and have them work on critiquing one another by offering constructive criticism.
4. Determine what information students can put on PowerPoint slides to make the presentation more effective.
5. Have students create a PowerPoint presentation (if the software is available), but urge them to limit the text on any one slide to three lines at the most, with about five words per line. Have students link their presentations to their 3-D computer model.
6. Let students practice delivering the final presentation in small or large groups. Encourage feedback loops.
7. Finally, have students make their final presentations.

Student Assessment

At the end of this lesson, you should have a good idea of each student's skills in creating a cohesive presentation, presenting it, and in the other concepts covered. Here are some guiding points to help assess each student.

The student's mastery of the subject matter is

- » **Excellent:** Students present with a strong volume and an enthusiastic tone. They explain their project clearly and persuasively, discussing both the process and product. Students incorporate presentation software such as PowerPoint to highlight main ideas or provide extra visuals, and they've done outside research. Students participate in the critique by covering the strengths and weaknesses of others' projects, and their criticism shows an awareness of the goals of the project and presentation.
- » **Good:** Students present using strong volume and a good tone. They explain their project clearly, discussing both the process and product. Students incorporate presentation software such as PowerPoint to highlight main ideas or provide extra visuals, but do so inexpertly. Students participate in the critique, and their criticism shows some awareness of the goals of the project and presentation.
- » **Fair:** Students explain their project. They might lack adequate content and resources, such as presentation software. They participate only briefly in the critique, but their criticism is on topic.
- » **Poor:** Students are difficult to understand due to one or more of the following issues: poor language or annunciation, a low volume, or incoherence. Students fail to participate in the critique or do so disruptively.

PROJECT WRAP-UP: BUILD OUT AND PLAY

If the resources and time are available, wrap up the project by building the actual course and letting the students play it. In the original program, the school partnered with local architects and contractors to construct the course. However, you can build student holes through different means.

Here are some tips for building out the course:

- » Work with the school's art department or woodshop or with parent groups to collect the proper materials.
- » Choose which holes to construct based on a class or school vote, or ask participating partners to judge the best holes.
- » Build the course off-site, such as at a fundraising event, or on site in the school gym, parking lot, multipurpose room, or classroom.

KEY POINTS

Use the rubrics you've downloaded with this curriculum sample to help assess your students' final presentations.

Rubric for Assessing Oral Presentation

STUDENT NAME _____ DATE _____

CATEGORY	EXCELLENT	GOOD	PROFICIENT	NEEDS IMPROVEMENT
COMPREHENSION 10 points	Student is able to accurately answer almost all questions regarding topic.	Student is able to accurately answer most questions regarding topic.	Student is able to accurately answer a few questions regarding topic.	Student is unable to accurately answer questions regarding topic.
CONTENT 10 points	Student shows a full understanding of the topic.	Student shows a good understanding of the topic.	Student shows a good understanding of parts of the topic.	Student does not seem to understand the topic very well.
PREPAREDNESS 10 points	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed more rehearsal.	Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
SPEAKS CLEARLY 10 points	Student always speaks clearly, enunciates, and projects voice.	Student mostly speaks clearly, enunciates, and projects voice.	Student rarely speaks clearly, enunciates, and projects voice.	Student does not speak clearly, enunciate, or project voice.

TOTAL POINTS _____