

# Unit 1: Risky Business

## *Teacher's Notes*

**Sea kayaking alone around Papua New Guinea is seen by many people as risky. Risk is an integral part of life. How we identify and manage risk in our life determines the activities we participate in, and our perception of the activities that other do. Often our understanding of risk, both physical and emotional, and particularly when we are young, is not fully informed. This unit will pose questions about the nature of risk in our life and develop a personal risk profile. It will help us understand why we choose to participate in some activities and not others from a risk assessment perspective.**

In preparing for this expedition and previous ones, I have found myself tussling with the concept of risk. What are the risks? How can I plan around them? Why do I take risks?

To understand the role that risk plays in our life is a key component in exploring and understanding our identity. That is the premise that launches this unit. Many of us think about risk in the literal sense, what we stand to lose from some action. In this unit students will confront risk and risk-taking decisions in their own life by systematically analysing their school environment and the situation I have created for myself (long distance sea-kayaking).

Everyone has been in, seen, or heard of risky situations.

The decisions we make, subconsciously or consciously, and the actions we take usually have an element of risk attached. By actively studying and discussing these thought processes students will become more aware of their actions. Risk is a complex equation between cost, benefit, likelihood, and values.

Sometimes it is difficult to see the benefits; more often it is difficult to evaluate the costs. In focusing on the costs we can sometimes overlook the benefits and vice-versa. The aim of this unit is not to formulate a table highlighting acceptable vs. unacceptable risks. The aim of this unit is for students to comprehend some of the risks in their life, understand how to manage them (the only chance of managing a risk is by first knowing the nature of it) and, most importantly, understand why they take risks in the first place.

Before beginning the unit you might like to consider a world where no-one took risks, no-one acted where physical or mental loss/damage was a possible outcome.

<h1>Risky Business</h1>	
<b>Learning Sequence</b>	<b>Risky Business</b>
<b>Developed by:</b>	<b>Expeditionclass.com and the Tasmanian Department of Education (thanks Judy Travers)</b>
<b>Grade Level:</b>	<b>5 -8</b>
<b>Time Frame:</b>	<b>Time:</b> Approximately 12 hours over 4 weeks
<b>Generative Topic:</b>	<p>Can we grow through risk taking?</p> <p>The purpose of this unit is to make students aware of the behaviours they may partake in and to understand the nature of the risk of such behaviours. Students will learn how to evaluate risk and design risk management strategies.</p> <p>Throughout this learning sequence, students will gain a deeper understanding of risky behaviour and risk management.</p>
<b>Understandings Goals (UGs):</b>	<p><b>UG1:</b> Students will understand that risk is associated with many of their life choices. <i>What are the risks I face in my life now, and in the future?</i></p> <p><b>UG2:</b> Students will understand that they can make informed decisions to manage their exposure to risk. Choosing our job, hobbies, sports, how fast we drive, how much we drink, if we smoke etc. <i>What can I do to manage the risks in my life?</i></p> <p><b>UG3:</b> Students will understand and identify various reasons for risk-taking behaviour. <i>Why do I take risks?</i></p>
<b>Throughlines</b> <i>(those highlighted are the Throughlines in focus for this unit)</i>	<ol style="list-style-type: none"> <li>Students will understand the importance of evaluating all stages in a project or challenge: the plan, the action and the consequences. <i>How do I evaluate projects or challenges?</i></li> <li>Students will understand the skills required to communicate a personal experience to a wider audience. <i>What communication skills are required for wider audiences?</i></li> <li>Students will understand the importance of setting and achieving goals in everyday life.</li> </ol>
<b>Concepts</b>	Risk, change, choice, consequence, decision making, personal identity, justifying an opinion

Skills Focus	Research skills, discussion skills, questioning skills, listening skills	
UGs	Introductory Performances	Ongoing Assessment / Notes to Teachers
	<p>Share with students the intention of the unit, the Throughlines and the unit long understanding goals.</p> <p>Use <i>Visual Thesaurus</i> <a href="http://www.visualthesaurus.com/trialover.jsp">http://www.visualthesaurus.com/trialover.jsp</a> or <i>Inspiration</i>, to explore the meaning of the word risk. Discuss the meanings and brainstorm situations where there is risk.</p> <ul style="list-style-type: none"> <li>• List &amp; discuss the occupations that have potential risks.</li> <li>• Create a list of synonyms and antonyms.</li> <li>• List 30 animals. Identify at least 2 risks that they take in their life.</li> </ul> <p><b>Tuning in activities</b></p> <p>a. <b>Paired Interviews</b></p> <p>Have students work with a partner, for a given time limit to interview each other to find out what they know and generate ideas for the task.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> <li>• What is one of the most risky things you have ever undertaken or been involved in?</li> <li>• How did it make you feel?</li> <li>• Is it important for people to take risks?</li> <li>• What are some of the benefits/negatives in trying to take personal risks?</li> <li>• What are some risks that you would like to take in the future?</li> <li>• Why do you think some people succeed when taking risks?</li> <li>• Why do you think some people fail to succeed when taking risks?</li> </ul>	<p>▲ Teacher notes ● Assessment notes</p> <p>● Assess prior knowledge and understanding to adjust learning sequence where required.</p> <p>▲ Paired Interviews is a tuning in activity designed for students to interview each other about their understanding of the topic.</p> <p>● <b>Assess the extent to which each student contributes ideas. Students will:</b></p> <ul style="list-style-type: none"> <li>▪ contribute ideas</li> <li>▪ demonstrate active listening skills</li> <li>▪ summarise points from interview</li> <li>▪ share ideas with group.</li> </ul> <p>▲ Following the paired interviews students report back, summarising the key points from their interviews. The teacher could record this information on the board. Some students may wish to share their risk taking story.</p>

Read the following quotes about risks and risk taking. Use the Internet to find more quotes. In a group discuss the quotes and what they might mean.

Write 4 key messages that you have interpreted from the quotes. Discuss with the class.

- *Don't refuse to go on an occasional wild goose chase - that's what wild geese are for. ~Author Unknown*
- *To dare is to lose one's footing momentarily. To not dare is to lose oneself. ~Soren Kierkegaard*
- *I am always doing that which I cannot do, in order that I may learn how to do it. ~Pablo Picasso*
- *And the day came when the risk to remain tight in a bud was more painful than the risk it took to blossom. Anais Nin*
- *I dip my pen in the blackest ink, because I'm not afraid of falling into my inkpot. ~Ralph Waldo Emerson*
- *Progress always involves risks. You can't steal second base and keep your foot on first. ~Frederick B. Wilcox*
- *Why not go out on a limb? Isn't that where the fruit is? ~Frank Scully*
- *Yes, risk taking is inherently failure-prone. Otherwise, it would be called sure-thing-taking. ~Tim McMahon*

▲ Share with students some quotes about risks and taking risks. The following URLs will be useful:

<http://www.quotegarden.com/risk.html>

<http://en.thinkexist.com/quotations/risk/>

<http://www.zaadz.com/quotes/topics/risk/>

<http://quotes.prolix.nu/Risk/>

Lead discussion about the key messages from the quotes.

Students display their favourite quotes and their interpretation of what it means.

● Criteria for assessment:

- quality of quote collection
- quality of interpretation of quote
- Depth of understanding shown via discussion.

**Guided Inquiry Performances**

**Ongoing Assessment / Notes to Teachers**

**Activity 1: Risks at School**

Identify the potential / existing risks associated with the school. Make a table identifying the risk, the impacts and the management strategy if any. You may need to interview people around the school to assist you with your task.

What is the risk / hazard?	Who is affected?	By whom is it managed,?	How is it managed?

Discussion Points:

Discuss the list of risks. How might the list be divided into categories?

Did anyone come up with 'bullying'? Where are the bullying hot-spots? Risk can be

▲ Students work in pairs to map a section of the school and identify potential risks / hazards associated with that area. The format of the map will need to be negotiated or specified.

Rationale: Through this activity students should develop an understanding that risks are often associated with bodily harm, BUT can equally relate to mental well-being. Students will begin to think deeply about the concept of risk. It should lead to an understanding that risk is associated with loss. Without loss we risk nothing.

▲ Use the following Risk Assessment Procedure

- Identify risks / hazards associated with activities or situations,
- Somehow or other quantify the associated risk:

physical or mental/emotional. Emotional risk is something we often face, perhaps more than physical risk. Discuss.

Present your list of risks, categorised into 4 – 5 categories to be assessed, together with a summary of your perception of the range and level of risks / hazards within the school.

*Using digital photography, capture the risks that you see around the school and present your observations and understandings in a Powerpoint Presentation of no more than 12 slides. Use music or sound effects to accompany the slides if you wish.*



- How likely is that any hazard will be realised?
- How severe will the consequences be?
- How often does exposure to the hazard occur?)
- Identify who is at risk,
- Identify the control measures to be used to reduce the risk to a "reasonable" level,
- Quantify the residual risk.
- Record the assessment.
- Implement the control/ management measures.

#### An Example ... Crossing The Road

The steps involved in making a risk assessment can be illustrated by a simple example i.e. the activity of crossing the road.

- Criteria for assessment:
  - Quality of criteria to group risks
  - Range of risks identified – has included more than physical risks
  - Thoughtfulness of analysis and synthesis and overall presentation
  - Demonstrated a consistent, logical process.

#### Activity 2: Risk taking in History

Students work in groups of 3-4 students to generate a list of Life's Difficult Challenges faced by people in the 1900's on and 1950's on and those faced by you today in 2006."

Provide each student group with 10 pieces of coloured paper (5 each of two different colors) and a marker. Give students approximately 10 minutes to brainstorm the difficulties people faced during the time periods Each group will record a different 'Life Challenge-'1900s-1950' on one colour of paper and a different 'Life Challenge-'96' on a different color. During this discussion, the teacher should make two large category headings on the board. The headings are Life Challenges-1960's and Life Challenges-Today. After students have completed recording

▲ The teacher starts the unit by saying, "It has been said that making small mistakes in life are good learning experiences, but making large mistakes can take years to recover. We also know that taking major risks in the way we live our lives can be very costly for ourselves and our families. These risks have been changing over the years. Think about the lives your parents and grandparents led. How do they compare with the experiences you encounter?"

- Criteria assessment. The student will be able to:
  - Identify low risk behavior and high-risk behavior by placing those risks in their correct "spot" on the board
  - Discuss which low risk behaviors could become high risks and which high risks could become low risks


	<p>their ideas discuss within the class.</p> <p>Begin with one group. Discuss the ideas as they are posted. Allow the second group to tape their ideas to the board. If they have the same or similar idea shared by the Group 1, they should tape their coloured paper over that matching Group 1. Continue until all groups have shared their 10 ideas.</p>	<ul style="list-style-type: none"> <li>• Categorise risks eg health risk etc</li> </ul>
	<p><b>Activity 2: Sea-kayak Risk Analysis</b></p> <p>Decide on a format to record all the risks that Andrew has/will/might face on his journey.</p> <ul style="list-style-type: none"> <li>• What is the likelihood of that occurring?</li> <li>• What is the result if that does happen?</li> <li>• How can we use this information to rate these risks? Use a number scale to represent the words? Very likely=10, not likely=1 etc.</li> <li>• What has Andrew done to minimise the chances that these risks will happen?</li> <li>• What could Andrew do to better protect himself from risk?</li> <li>• Even with all the precautions, do risks still remain?</li> <li>• Do you think Andrew would like to remove all the risks? Maybe you should ask him.</li> </ul>	<p>▲ Rationale: Through this activity students will develop an understanding that risks can be actively predicted and minimised by taking actions to lessen their severity or likelihood. It is only by knowing a risk that we can hope to avoid/minimise it. However, even with careful preparation, some risk remains. Students should be starting to think more deeply about why we accept some risk in our lives and not others, and why everyone's concept of acceptable risk is different.</p> <p>Use the template in Appendix 1 to assist students. Use a simple 'test example' first eg. <i>Risk management of getting to school each day</i>, to understand the strategy.</p>
	<p><b>Activity 3: Risk Analysis of Your Life</b></p> <ul style="list-style-type: none"> <li>• What risks do you face in your life right now? What about in the future, what sort of risks might you face?</li> <li>• Which risks will you choose to completely avoid? How? Write a short passage to describe your life if you removed all the risks. Present this in graphical format? Maybe order from most severe to least severe; most likely to least likely; greatest impact to least impact.</li> </ul>	<p>▲ Criteria for assessment of report:</p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of risks and risk taking</li> <li>• Depth of insight / analysis of own perspective.</li> </ul>
	<p><b>Activity 4: Discussion Group: Mostly Stupid Risks</b></p> <p>Stupid risks are the ones we take without thinking about the consequences. When we take stupid risks we don't realise that the outcome will nearly always be unhelpful to</p>	


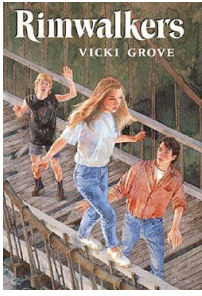
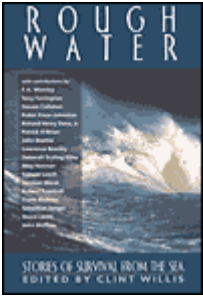

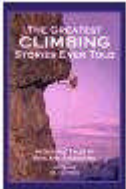

	<p>us. Examples of stupid risk-taking include smoking, binge drinking, diving into unknown water, shoplifting, etc. Usually they include a combination of high probability of a bad outcome and low probability of providing a useful benefit.</p> <ul style="list-style-type: none"> <li>• Watch a 30 /60 minute TV show that includes more than one example of a character taking risks. You will find that most shows will provide many such examples. Every action and decision has an element of risk.</li> <li>• Students take notes during the showing.</li> <li>• Have students prepare a brief report describing: the action and subsequent risk; cost/benefit analysis on this action and possible alternative. actions.</li> </ul>	<ul style="list-style-type: none"> <li>● Criteria for assessment of report:             <ul style="list-style-type: none"> <li>• Clarity re assessment of risk /s</li> <li>• Clarity and accuracy of written descriptions</li> <li>• Depth of interpretation</li> <li>• Quality of alternative actions.</li> </ul> </li> </ul>
	<p><b>Activity 5: Guest Risk-taker</b></p> <p>Invite someone from the community who you think must take a lot of risks. Be prepared with a list of questions.</p> <p>Before the guest arrives brainstorm a list of questions and decide on the best ones. Information from the guest can be recorded and displayed for use in the culminating performance. Possible guests could include:</p> <ul style="list-style-type: none"> <li>• Antarctic Division</li> <li>• Duke of Edinburgh Award Scheme</li> <li>• Elite athletes</li> <li>• Local Council Youth Initiatives</li> <li>• Past students / parents / other staff</li> <li>• Services: army, navy, airforce, medical etc.</li> <li>• Tasmania Fire Service</li> <li>• Tasmania Police</li> </ul> <p>Student generated list.....</p>	<p>▲ Rationale: This activity is an opportunity for students to refine new understandings about risk and relate them to a real and other situation. By formulating appropriate questions the teacher can assess UG 2,3. Useful URLs:</p> <p><a href="http://www.vision.net.au/~dukeofedtas/faq.htm">http://www.vision.net.au/~dukeofedtas/faq.htm</a>  <a href="http://www.utas.edu.au">http://www.utas.edu.au</a>  <a href="http://www.fire.tas.gov.au/">http://www.fire.tas.gov.au/</a>  <a href="http://www.aad.gov.au/default.asp?casid=1588">http://www.aad.gov.au/default.asp?casid=1588</a>  <a href="http://www.police.tas.gov.au/">http://www.police.tas.gov.au/</a></p> <ul style="list-style-type: none"> <li>● <b>Criteria for generating interview questions include</b> <ul style="list-style-type: none"> <li>• display of effective communication skills</li> <li>• contribution of ideas</li> <li>• the extent to which the students' questions assist in helping them arrive at their own personal risks.</li> </ul> </li> </ul>
<b>Culminating Performances</b>	<b>Culminating Performances</b>	<b>Ongoing Assessment / Notes to Teachers</b>
	<p><b>Activity 6: Knowing your Risk, Loving your Risk</b></p> <p>Choose a risk that you encounter in your life and write a report for 'The Big Book of Risks'.</p>	<p>▲ Rationale: This task is designed to allow students to express the targeted understanding goals at their level. Students will select just one risk taking activity and be given the</p>

	<p>Everyone in the class will contribute a report for the book.</p> <ul style="list-style-type: none"> <li>• Decide how to format the report. What should it include? (What, Examples, Frequency, Damage, Statistics, Avoidance Strategies, Reasons, Conclusions)</li> <li>• One element of the report must be a list of solutions including one novel method, to manage or reduce the risk under study. The novel method does not need to be realistic because it won't be invented until you're 35 years old. Draw a plan for the risk-reducing invention / strategy, using a computer design package. Make a scale version of the invention if possible. All aspects of how it works must be described.</li> <li>• As a class decide how to collect and publish all the reports for 'The Big Book of Risks'. Share your ideas with others in the school or elsewhere. Where can you display your big book?</li> </ul>	<p>opportunity to consider it deeply. Designing a risk-reduction device/strategy gives students a second opportunity to display their understandings; this may be useful for students who lack appropriate written skills in the report.</p> <ul style="list-style-type: none"> <li>● <b>Criteria for presenting information:</b> <ul style="list-style-type: none"> <li>▪ report is clearly articulated</li> <li>▪ level of creativity of solution</li> <li>▪ relevance of solutions to the risk.</li> </ul> </li> <li>● <b>Criteria for giving a presentation</b> <ul style="list-style-type: none"> <li>• Clearly outlines the details of the risk</li> <li>• Is concise</li> <li>• Can answer questions if asked.</li> </ul> </li> </ul> <p>Students to reflect on their performance of the whole unit.</p>
	<b>Extension activities</b>	
	<p>Students to undertake at least 5 activities from the Extension list.</p>	<ul style="list-style-type: none"> <li>▲ Use the Williams Model to extend student thinking in the area of risk. See Appendix 2.</li> <li>● <b>Criteria for Assessment include:</b> <ul style="list-style-type: none"> <li>• Quality of response and presentation</li> <li>• Depth of understanding against Standard 3</li> </ul> </li> </ul>



## Appendix 2: Extension Model (Williams, 1998)

STRATEGY	Risky Business	
PARADOX	Outline the meaning of these statements: <ul style="list-style-type: none"> <li>• And the day came when the risk to remain tight in a bud was more painful than the risk it took to blossom.</li> <li>• “Risk varies inversely with knowledge”</li> <li>• “Risk is a part of God's game, alike for men and nations.”</li> </ul> Provide real examples that may exemplify these quotes.	
ATTRIBUTE LISTING	Make an inventory of people who have successfully taken risks and those who have not successfully taken risk. Do a PMI for each person; outlining the strengths and weaknesses of their risk management.	
ANALOGY	Brainstorm ways in which risk taking is like: <ul style="list-style-type: none"> <li>• Playing Russian roulette; a food processor; Socrates, a weeping willow tree.</li> <li>• Why do you think is known as Biology's moonshot?</li> </ul> Try to record this non-verbally and share with another student.	
PROVOCATIVE QUESTION	Choose 2 of the following questions to consider: <ul style="list-style-type: none"> <li>• Should we not be allowed to take unnecessary risks that may involve people coming to rescue us?</li> <li>• Debate whether mass inoculation is worth the risk of the few who die each year as a result of receiving a vaccination</li> </ul>	
EXAMPLES OF CHANGE	Make a flowchart showing the steps for risk assessment for HIV Aids; Space travel; motorbike riding; listening to loud music; 2 other activities. Make your boxes as descriptive as possible. What are the issues linked to each box?	
EXAMPLES OF HABIT	Can we improve on the risk management of soldiers in wartime? Investigate how the military is using robots to reduce the <b>risk</b> to soldiers in areas of conflict?	
SKILLS OF SEARCH	The answer is: Risk minimisation: Brainstorm 5 questions which can only have this as an answer.	
TOLERANCE FOR AMBIGUITY	What if the Australian Government introduced legislation that supported the banning of any individual undertaking a solo adventure like Andrew Hughes is undertaking. Write a letter to the Prime Minister either fully supporting the legislation and giving reasons why or not supporting the legislation and giving convincing reasons why not.	
INTUITIVE EXPRESSION	 <p><i>Step Into Someone Else's Shoes!</i>            Would your views about taking risks be the same if you were a different person? How might they change if you...</p> <ul style="list-style-type: none"> <li>• Were a soldier?</li> <li>• Knew a family member or close friend who is a risk taker?</li> <li>• Worked as a fireman?</li> <li>• Were a prominent religious leader?</li> <li>• Were a policymaker, involved in making laws?</li> </ul> Can you think of other people who would have a special interest in risk taking? How might their views differ from yours?	Imagine you are Richard Branson or Tony Bollinger or another <i>extreme adventure</i> sports person. Outline some of the adventures they have undertaken and some of the risks they would have encountered, what steps they have taken and some of the issues involved in some of their adventures.  Imagine you are a space traveller. Outline some of the risks involved. Differentiate the risks taken by some of the earliest astronauts to space travel now. Is there a difference in the risk? Present your findings using a graphic organizer. Write your responses in 1 – 2 paragraphs.
ADJUSTMENT TO DEVELOPMENT	Write a risk assessment for the following, from their perspectives: <ul style="list-style-type: none"> <li>• A dog in the Dogs Home assessing a prospective owner</li> <li>• A fish travelling into a heavily human populated area</li> <li>• A hungry fisherman wanting to catch a fish in crocodile infested area</li> <li>• An elderly person contemplating moving to a Rest Home</li> </ul>	

	<ul style="list-style-type: none"> <li>• A young couple, each with a different genetic disorder, wanting to have children</li> <li>• An adolescent wanting to try cigarette smoking</li> <li>• A prospective home buyer wanting to buy a house in an area previously hit by hurricanes.</li> <li>• A person with a kidney transplant wishing to climb Mt. Everest</li> </ul> <p>Utilise research to inform the assessment and the recommended action.</p>
<p><b>STUDY CREATIVE PROCESS</b></p>	<p>Develop a cartoon strip to illustrate key messages about risk taking and risk management. Develop characters/ plot / message.</p> <p>Research any cartoon strips that are available that depict positive and negative risk taking.</p>
<p><b>EVALUATIVE SITUATIONS</b></p>	<ul style="list-style-type: none"> <li>• Write your opinions of 'extreme adventure sports'.</li> </ul> <p>In formulating your response, investigate what the term refers to, evaluate the circumstances and outline a sound and evidence supported essay of your views.</p> <p><a href="http://www.adrenalinepages.com/sportindex/listing.asp">http://www.adrenalinepages.com/sportindex/listing.asp</a></p>
<p><b>CREATIVE READING SKILLS</b></p>	<p>Select and read 2 fiction books, which outline an element of risk taking by the main characters. Possible books include the following:</p> <div style="display: flex; justify-content: space-around;">    </div> <p>Write a book review assessing the risk taking decisions made by the characters and using a Consequence Chart, outline the outcomes of their risk taking.</p> <p>Were there moments when positive risk taking nearly or did become negative risk taking. If so, identify what caused the change.</p>
<p><b>CREATIVE LISTENING SKILLS</b></p>	 <p><b>Watch the DVDs/ Videos / read stories about the key Antarctic and Arctic Explorers; eg. Robert Scott, Douglas Mawson, Ernest Shackleton James Ross, Roald Amundsen, James Ross etc.</b></p> <ul style="list-style-type: none"> <li>• Work with a partner to conduct an interview about the risks that were taken by these people. One person is the Interviewer and the other the explorer.</li> <li>• Tape the interview and replay it to the class/ wider audience.</li> </ul>
<p><b>CREATIVE WRITING SKILLS</b></p>	<p>Analyse the risks of climbing Mt Everest. Research the actions of key climbers such as Sir Edmund Hilary and less successful climbers.</p> <p>Read <b>The Greatest Climbing Stories Ever Told: Incredible Tales of Risk and Adventure</b>. by Bill Gutman, to assist you.</p>  <p>Write a short manual that you would give to a prospective mountain climber outlining the key risks and some strategies to overcome them.</p>
<p><b>VISUALISATION</b></p>	 <p>Read the article titled <b>Fear Factor: Success and Risk in Extreme Sports</b> at: <a href="http://news.nationalgeographic.com/news/2004/07/0709_040709_sciencerrisk.html">http://news.nationalgeographic.com/news/2004/07/0709_040709_sciencerrisk.html</a></p> <p>Develop a Powerpoint presentation that demonstrates your understanding of the key concepts.</p>

## Appendix 3: Reflective Assignment Rubric

Student Name:

CATEGORY	4 Above Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard	Score
<b>Content Familiarity/Accuracy</b>	<ul style="list-style-type: none"> <li>Student demonstrates more knowledge than expected, with detailed explanation and elaboration</li> </ul>	<ul style="list-style-type: none"> <li>Student is at ease with content, but fails to elaborate</li> </ul>	<ul style="list-style-type: none"> <li>Uncomfortable with information</li> <li>May use questionable evidence</li> <li>May use repetition to fill space</li> </ul>	<ul style="list-style-type: none"> <li>Student does not have grasp of basic information</li> <li>May use inaccurate or inappropriate content</li> </ul>	
<b>Organisation/Clarity</b>	<ul style="list-style-type: none"> <li>Student presents information in a logical, interesting way which enhances the effectiveness of the project</li> </ul>	<ul style="list-style-type: none"> <li>Student presents information in a logical organisation or sequence which is easily followed</li> </ul>	<ul style="list-style-type: none"> <li>Project is difficult to understand because the student jumps around</li> </ul>	<ul style="list-style-type: none"> <li>Project is incomprehensible because there is little or no organisation or sequence of information</li> </ul>	
<b>Interpretation of Information</b>	<ul style="list-style-type: none"> <li>Solid and well-expressed conclusion drawn from both the information given in the module and outside individual research</li> </ul>	<ul style="list-style-type: none"> <li>Drawn a conclusion about the issue, but analysis not necessarily well supported by research</li> </ul>	<ul style="list-style-type: none"> <li>No analysis or research presented but demonstrates some thought about issue</li> </ul>	<ul style="list-style-type: none"> <li>Little or no analysis or conclusion drawn and no evidence of research presented</li> </ul>	
<b>Effectiveness of Chosen Format</b>	<ul style="list-style-type: none"> <li>Student uses project format effectively to show a mastery of content</li> </ul>	<ul style="list-style-type: none"> <li>Ideas of research effectively demonstrated through chosen format</li> </ul>	<ul style="list-style-type: none"> <li>Does not use chosen format effectively to demonstrate knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Format is entirely irrelevant to stem cell issue</li> </ul>	
<b>Creativity</b>	<ul style="list-style-type: none"> <li>Information is brought alive by use of fitting examples in writing or design features in a visual project</li> <li>Easily captures and holds attention</li> </ul>	<ul style="list-style-type: none"> <li>Uses fitting examples or design features to enhance project</li> </ul>	<ul style="list-style-type: none"> <li>Solid ideas but lacks fitting examples features to enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>Presentation simply reformats areas of the student resource booklet</li> </ul>	

## Presentation Rubric

**Student Name:**

CATEGORY	4 Above Standards	3 Meets Standards	2 Approaching Standards	1 Below Standards	Score
<b>Content Knowledge</b>	<ul style="list-style-type: none"> <li>Powerful and articulate argument from appropriate perspective</li> <li>Hesitates little a clearly comfortable with content</li> </ul>	<ul style="list-style-type: none"> <li>Argument is quite well articulated from appropriate perspective</li> <li>Has short moments of hesitation but recovers quickly</li> </ul>	<ul style="list-style-type: none"> <li>Appears uncomfortable with content and unclear on appropriate perspective</li> <li>May use questionable evidence</li> <li>May use repetition to fill space</li> </ul>	<ul style="list-style-type: none"> <li>Student clearly does not have a grasp of appropriate perspective</li> <li>Does not use presentation time effectively because unsure</li> </ul>	
<b>Organisation</b>	<ul style="list-style-type: none"> <li>Presents information in a logical, interesting sequence which the audience can follow</li> <li>Delivers opening and closing remarks that capture attention of the audience and set mood</li> </ul>	<ul style="list-style-type: none"> <li>Presents information in a logical sequence which the audience can follow</li> <li>Student delivers clear opening and closing remarks</li> </ul>	<ul style="list-style-type: none"> <li>Audience has difficulty following presentation because student jumps around</li> <li>Uses either opening or closing remarks but not both</li> </ul>	<ul style="list-style-type: none"> <li>May use inaccurate or inappropriate content</li> <li>Audience cannot understand presentation because there is no sequence of information</li> <li>No opening or closing remarks</li> </ul>	
<b>Pacing and Delivery</b>	<ul style="list-style-type: none"> <li>Good use of drama and meets apportioned time interval well</li> </ul>	<ul style="list-style-type: none"> <li>Delivery is smooth but may not meet apportioned time interval well</li> </ul>	<ul style="list-style-type: none"> <li>Delivery is in bursts and does not meet apportioned time interval well</li> </ul>	<ul style="list-style-type: none"> <li>Delivery is either far too quick or far too slow to meet apportioned time interval</li> </ul>	
<b>Voice</b>	<ul style="list-style-type: none"> <li>Use of fluid speech and inflection maintains the interests of the audience</li> <li>Clear voice</li> <li>Correct, precise pronunciation of terms</li> </ul>	<ul style="list-style-type: none"> <li>Uses inflection, but speech is not consistently fluid</li> <li>Clear voice</li> <li>Pronounces most words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Displays some level of inflection throughout delivery</li> <li>Audience has difficulty hearing presentation</li> <li>Incorrectly pronounces some terms</li> </ul>	<ul style="list-style-type: none"> <li>Consistently uses a monotone voice</li> <li>Mumbles or speaks too quickly for back of audience to hear</li> <li>Incorrectly pronounces a significant number of terms</li> </ul>	
<b>Body Language</b>	<ul style="list-style-type: none"> <li>Fluid movements and gestures aid to audience understanding and interest</li> <li>Holds attention of audience using direct eye contact</li> </ul>	<ul style="list-style-type: none"> <li>Made some movements or gestures to enhance articulation</li> <li>Consistent use of direct eye contact with audience</li> <li>Mostly holds attention of audience</li> </ul>	<ul style="list-style-type: none"> <li>Little movement or descriptive gestures</li> <li>Minimal eye contact with audience</li> <li>Sometimes holds attention of audience</li> </ul>	<ul style="list-style-type: none"> <li>No movement or descriptive gestures</li> <li>No eye contact with audience</li> <li>Is not able to hold attention of audience</li> </ul>	
<b>Creativity</b>	<ul style="list-style-type: none"> <li>Easily captures and holds attention of audience</li> <li>Use visuals well to reinforce presentation</li> <li>Highly imaginative, unique solution</li> </ul>	<ul style="list-style-type: none"> <li>Uses some visuals related to presentation</li> <li>Well thought out solution</li> </ul>	<ul style="list-style-type: none"> <li>Minimal use of visuals</li> <li>Solution OK but not well thought out</li> </ul>	<ul style="list-style-type: none"> <li>Does not use visuals</li> <li>Solution not well thought out or imaginative.</li> </ul>	