

Session 8: Designing a Presentation

Focus: Communicating Information
Grade Level: 3-5
Session Length: 45-60 minutes

Driving Questions

- How can we share our research with our community?

NGSS Links

- Obtaining, Evaluating, and Communicating Information

Systems Thinking Characteristics

- Identifying Hidden Dimensions of the System
- Proposing Explanations Based on Data
- Thinking Temporally & Making Predictions

In the eighth and final session of Project Crystal, student research teams design a presentation to share what they've learned from their experiment.

Students decide on how they want to present their research and what information is the most important to include in their presentation. The research teams will then create their final presentations and share it with their chosen audience!

Learning Outcomes & Assessments

<i>By the end of this module, students will be able to...</i>	<i>You can assess this using...</i>
1. Use what they've learned in Project Crystal to design a presentation to share their results with Crystal Cove State Park and their community.	Science journals; Student presentations

Session Overview

Section	Description	Length	Format
Launch	Kaitlin introduces the students to their final task in Project Crystal: making a presentation to share their findings!	5 minutes	Whole group
Explore	Students decide on a format for their presentation and the content they want to share.	10-15 minutes	Research teams or Whole class
	Finally, students design their presentation in the form of a slideshow, a video, a poster, or some other format.	20-30 minutes	Research teams
Share	Students share their presentations with the class.	5-10 minutes	Whole class
Reflect	Students reflect on their experience during Project Crystal.	5 minutes	Individual

Materials

- *Session 8 Google Slides Presentation*
- Science Journals and pencils (1 per student)
- *Session 8 Presentation Template* (optional)

Before You Start Teaching

- Copy over the Session 6 Slideshow to your own Google Drive account. Test to make sure that the videos work. (If not, you may have to check the permissions on the Crystal Cove Conservancy Youtube Account.)
- Decide how you want students to create their final presentations. They could make slideshow presentations, film a video, create a poster, or any other format that you prefer. You can pick one format that you want the whole class to use, or you could leave it up to each research team to decide on their own. Designing a presentation can also take place during class or assigned as independent work.
- Review the Session 8 Presentation Template. If you want students to use it as a starting point for designing their presentations, copy it over to your own Google Drive account and save the link to share with the research teams.
- Decide how you want students to share their presentation. You may want to set aside additional time for students to present to other students, or invite family and community members.

Learning Sequence

Launch

Getting Ready to Design a Presentation (5 minutes)

1. Open the [Session 8 Slideshow](#) and play the video on [Slide 2](#) for your group. In this video, Kaitlin will introduce the final task in Project Crystal: making a presentation to share their findings!
2. After watching the video, move on to [Slide 3](#), which gives an overview of what students will do and learn during Session 8.

Explore

Part 1: Planning Our Presentations (10-15 minutes)

1. In [Slides 4-9](#), Kaitlin walks the students through a few steps to plan their presentations. If you want the students to all use the same presentation format, you can go through these steps together with the whole group, but if you want to leave it open for each team to decide, you can let research teams work together on their own for each step:

- **Step 1:** Decide on an audience. This could be classmates, students' families at home, the Crystal Cove staff, or anyone else!
- **Step 2:** Choose three key messages. What is the most important information to include in the presentation?
- **Step 3:** Select the format for the presentation. This could be the slideshow presentation, a video, a poster, or anything else!

Part 2: Designing Our Presentations (30+ minutes)

2. Once your class or each research team has developed their plan, move on to [Slide 10](#) and play the video of Kaitlin introducing the last task, to make their presentations!
3. Split the students into their research teams, and give them time to work on creating their presentations! If they are making a slideshow, or other online format, you can share a link to the presentation template [link] with students. If they're creating posters, the templates could also be printed for students to write on.

Share

Sharing Our Findings (Optional) (varies)

1. Depending on the format that students created their presentations in, you can decide on a format for students to share their presentations with each other. You can have all the groups present their work to other students, display their posters for students to circulate and look at, or post videos online somewhere for other students or families to view!
2. We also encourage you to share any student presentations with us! You can send videos, Google Slides presentations, or images of posters to Kaitlin so we can see what your students recommended and share that with the Crystal Cove State Park land managers.

Reflect

Reflecting on Project Crystal (5 minutes)

1. At the end of the discussion, advance to **Slide 11** in the slideshow and play the video of Kaitlin thanking them for helping with Project Crystal, and asking them to reflect on their experiences for the whole project.
2. Advance to **Slide 12**, which will share reflection questions. Ask students to spend five minutes reflecting on their experiences today in their science journals.
3. Congratulate the students on making it all the way through Project Crystal, and thank them for all of their hard work throughout the project! Let them know that the staff at Crystal Cove Conservancy and the land managers at Crystal Cove State Park will be able to use what they've learned to help better restore native habitats in the future.