

## TEACHER INFORMATION

### 1. TOPIC: THE IMPACTS OF COASTAL DEVELOPMENT ON THE GOLD COAST

#### 2. AIM:

This activity is designed to enhance students’ understandings of the advantages and disadvantages of coastal development on the Gold Coast through investigating, researching and performing a debate. This activity develops logical thinking skills as well as higher-order thinking skills as students explore and take on particular viewpoints to attempt to resolve a contentious, real-life issue.

Teachers may also scaffold students where necessary, by engaging in whole-class brainstorming and substantive conversations about the issue, thereby activating students’ prior knowledge and experiences. In this way, peers can assist each other through a supportive classroom environment that encourages risk-taking.

#### 3. PRIOR KNOWLEDGE:

Students’ prior experiences and knowledge of building development, high-rise, traffic bottlenecks, traffic fumes, loss of beach access by the public, afternoon shadows on the beach, increased litter and pollution, media coverage of developments

#### 4A. FOCUS QUESTION:

What are the impacts of coastal development on the Gold Coast?

#### 4B. USEFUL VOCABULARY:

Suburbs, high-rise, community, development, population increase, population pressures, traffic jams, car parking, busses, fumes, environment, privacy, residences, residential block sizes, positive, negative greenspace, parks, birds, midges, Eucalypts, Australian native trees, shrubs and climbers; plants, ecology, play, enjoyment, pets, swings, relaxation, shady parks, litter, pollution, Gold Coast City Council approval process of building plans, mangroves, cruise ship terminal etc.

### 5. CORE LEARNING OUTCOMES, STRANDS AND PROCESSES:

- Studies of Society and Environment

*Key Values:* Ecological and economic sustainability and peace.

Strand: Place and Space	Strand: Time, Continuity and Change
<b>Reflecting</b> <b>PS 3.5</b> Students describe the values underlying personal and other people’s actions regarding familiar places.	<b>Reflecting</b> <b>TCC 3.5</b> Students describe various perspectives based on the experiences of past and present Australians of diverse cultural backgrounds.

- English (Draft)

Strand:		
<b>Speaking and Listening:</b> <b>Cr 3.1</b> When speaking, students: <ul style="list-style-type: none"> <li>• use aspects of subject matter and resources to construct positive or negative representations of people, places, events and things to achieve their purposes.</li> <li>• When listening, students:</li> <li>• identify aspects of subject matter and resources others use to construct people, places, events and things positively or negatively, and suggest reasons for these representations.</li> </ul>	<b>Reading and Viewing:</b> <b>Cu 3.2</b> When reading and viewing, students: <ul style="list-style-type: none"> <li>• select texts for own reading and viewing purposes using knowledge of text types</li> <li>• interpret subject matter by making connections between directly stated information to identify main ideas and supporting details</li> <li>• make some inferences about characters from directly stated descriptions and actions</li> <li>• identify aspects of the text that indicate the author considered the interests of the audience.</li> </ul>	<b>Writing and Shaping:</b> <b>Cu 3.3</b> When writing and shaping, students: <ul style="list-style-type: none"> <li>• negotiate purposes for writing and shaping</li> <li>• select relevant genre and medium</li> <li>• research familiar and unfamiliar ideas and information to develop a topic or argument that uses some elaborated ideas with supporting details</li> <li>• develop simple plots, character descriptions and settings</li> <li>• consider interests of the audience when selecting subject matter.</li> </ul>



**6A. SYLLABUS LINKS:**

Lifelong Learners	Cross-Curricular Priorities	Learners and Learning	Equity
<ul style="list-style-type: none"> <li>Participant in an interdependent world</li> <li>Reflective &amp; self-directed learner</li> </ul>	<ul style="list-style-type: none"> <li>Literacy</li> <li>Life skills</li> </ul>	<ul style="list-style-type: none"> <li>Unique individual with divergent views</li> <li>Occurs within particular contexts</li> </ul>	<ul style="list-style-type: none"> <li>Meets the needs of students</li> </ul>

**6B. PRODUCTIVE PEDAGOGIES:**

Intellectual Quality	Supportive Classroom Environment	Recognition of Difference	Connectedness
<ul style="list-style-type: none"> <li>Substantive conversation</li> <li>Knowledge as problematic</li> </ul>	<ul style="list-style-type: none"> <li>Social support</li> <li>Self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>Inclusivity</li> <li>Group identity</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge integration</li> <li>Connectedness to the world</li> </ul>

**6C. NEW BASICS (ALTERNATIVE CURRICULUM ORGANISER):**

Life Pathways and Social Futures	Multiliteracies and Communications Media	Active Citizenship	Environments and Technologies
<ul style="list-style-type: none"> <li>Collaborating with peers and others</li> </ul>	<ul style="list-style-type: none"> <li>Mastering literacy</li> <li>Making creative judgments and engaging in performance</li> </ul>	<ul style="list-style-type: none"> <li>Interacting with local and global communities</li> </ul>	<ul style="list-style-type: none"> <li>Building and sustaining environments</li> </ul>

**6D. RICH TASK (CULMINATING ACTIVITY):**

Students give presentations to a parents' evening.

**7. SUGGESTED FOLLOW-UP ACTIVITIES FOR TEACHERS:**

- For more information or assistance please contact the CoastEd Coordinator at Griffith Centre for Coastal Management, Griffith University (Gold Coast) on (07) 55 528506 or [gccm@griffith.edu.au](mailto:gccm@griffith.edu.au). Alternatively search the CoastEd website at [www.gu.edu.au/centre/gccm](http://www.gu.edu.au/centre/gccm).
- Invite a local Environmental Consultant to visit your class to educate students about caring for our waterways, beaches and sand dunes, and the importance of safety around stormwater infrastructure.
- Ask the school's librarian for resources to be shared with your class, which will encourage discussions about beaches, surf, sand dunes, waves and safety. Read books on storms. Ask your librarian to recommend some books.
- Teachers can download a range of related excellent Educational Activities for students on the Gold Coast City Council website (in Section 8 below), [www.goldcoastcity.com.au/teachers](http://www.goldcoastcity.com.au/teachers), titled "My House and my Street", "Public Space", "Population Growth and Nature Conservation", "Ecotourism Symposium", "Our School's Australian Native Gorgeous Garden". "Wack those Wasteful Weeds", "Our Marvellous Magnificent Mangroves", "Protecting my water Catchment Area", and "My Water Catchment Area", "Surfers' Paradise: Investigating the Past, Present and Future".

## 8. USEFUL LINKS:

Web Address	Types of teaching and learning activities available
<b>Coast and Marine Education Framework</b> <a href="http://www.environment.sa.gov.au/coasts/cmeducation.html">http://www.environment.sa.gov.au/coasts/cmeducation.html</a>	The South Australia Dept. of Environment and Heritage provides this list of resources related to coastal management and human impacts on the environment.
<b>Queensland Environmental Protection Agency</b> <a href="http://www.epa.qld.gov.au/environmental_management/coast_and_oceans/coastal_management/beach_and_ocean_litter/">http://www.epa.qld.gov.au/environmental_management/coast_and_oceans/coastal_management/beach_and_ocean_litter/</a>	This website provides excellent information regarding beach and ocean litter.
<b>Gold Coast City Council - History of the Gold Coast Beach Culture</b> <a href="http://www.goldcoast.qld.gov.au/t_std2.asp?PID=2341">http://www.goldcoast.qld.gov.au/t_std2.asp?PID=2341</a>	This web page summarises a history of beach culture on the Gold Coast.
<b>Gold Coast City Council Library Services</b> <a href="http://www.goldcoast.qld.gov.au/library">www.goldcoast.qld.gov.au/library</a>	This page provides a link to the Library Catalogue, which contains "Picture Gold Coast". This is a wonderful online collection of photographs documenting the beach history of the Gold Coast.
<b>Gold Coast City Council - Beach and Water Safety</b> <a href="http://www.gccc.com.au/t_std.asp?PID=289">http://www.gccc.com.au/t_std.asp?PID=289</a>	This page details the Lifeguard's beach and water safety rules, and the meanings of all the beach flags.
<b>Griffith Centre for Coastal Management</b> <a href="http://www.gu.edu.au/centre/gccm">http://www.gu.edu.au/centre/gccm</a>	This website contains details of the "CoastEd" programme including a brochure and "Expression of Interest Form" for schools to participate in one of its many educational programmes, including "Beach Clean Up" and "Coastal Processes".
<b>Sunsmart</b> <a href="http://www.sunsmart.com.au">http://www.sunsmart.com.au</a>	This site provides a schools' and students' link, which includes activities and information for primary school students.
<b>Field Activities for Coastal and Marine Environment</b> <a href="http://www.deh.gov.au/coasts/publications/series/report10.html">http://www.deh.gov.au/coasts/publications/series/report10.html</a>	The Dept. of Heritage and Environment provides this resource of field activities for primary students.
<b>Clean Up Australian Website</b> <a href="http://www.cleanup.com.au/">http://www.cleanup.com.au/</a>	Get involved in Clean Up Australia Day, held each year in March. There are also general fact sheets about litter.
<b>Gold Coast City Council</b> <a href="http://www.goldcoastcity.com.au/teachers">www.goldcoastcity.com.au/teachers</a>	Download and complete the following activities: Stormwater (Yr 5/6), Protecting My Water Catchment (Yr 6/7), Mangroves (Yr 6/7), My Water Catchment Area (Yr 6/7).

## 9. SOURCES:

Queensland School Curriculum Council. (2000). *Studies of Society and the Environment Years 1 to 10 Syllabus*. Brisbane.

Queensland Studies Authority. (2003). *English (draft) Years 1 to 10 Syllabus*. Brisbane.

This Educational Activity was compiled by Dr J.D.G. Goldman ACM, Griffith University, Australia.

## 10. ANTICIPATED STUDENT RESPONSES TO ACTIVITY:

- Step 1** In groups of 4, students research the viewpoints of the Developer group and the Citizen Environmentalist group.
- Step 2** Students draft, plan, write, rehearse and present the findings of their research addressing Consensus, in a Venn Diagram, using any medium, to their class,.
- Step 3** Students complete their Self-Evaluation Sheet about their participation in this activity. Teacher completes the Teacher Assessment Criterion Grid Sheet for each group of students.

## Teacher's Activity Sheet 1: Coastal Education

TEACHERS MAY PRINT THIS FOR THEIR OWN USE.

### 11. OCCUPATIONS IN COASTAL MANAGEMENT AND THEIR LEARNING PATHWAYS:

Care, protection and management of the coastal and marine environment is vital to the social and economic health of the Gold Coast, which is exposed along its whole length to the Pacific Ocean. Career opportunities in this area are growing in response to the Gold Coast's expanding tourism and marine industries, and to the increasingly important need to monitor and manage the effects of stormwater, natural processes such as wind, tides and rain, and human carelessness, local drought and also global warming.

Some University Degree occupations are:	Some Certificate, Apprenticeship, Traineeship or In-House occupations are;
<ul style="list-style-type: none"> <li>• Coastal Engineer</li> <li>• Marine Biologist</li> <li>• Ecologist</li> <li>• Environmental Consultant</li> <li>• Bio-Chemist</li> <li>• Hydrologist</li> <li>• Climatologist</li> <li>• Meteorologist</li> <li>• Environmental Manager</li> <li>• Ecology Administrator</li> <li>• Marine Environment Pollution Lawyer</li> <li>• Ecotourism Guide and Educator</li> <li>• Marine and Coastal Environment Educator</li> <li>• Marine Surveyor</li> <li>• Marine Veterinarian</li> <li>• Marine Photographer/Artist</li> <li>• Marine Event Manager</li> <li>• Project Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Marine Photographer</li> <li>• Coastguard/Marine Rescue</li> <li>• Council Lifeguard</li> <li>• Beach Inspector</li> <li>• Water Services Officer</li> <li>• Marine Tourism Manager</li> <li>• Dive Instructor</li> <li>• Dive Boat Operator</li> <li>• Surfing Instructor</li> <li>• Rowing Instructor</li> <li>• Marine Sports/Swimming Coaches</li> <li>• Navigator</li> <li>• Pilot</li> <li>• Marina Operator</li> <li>• Naval Architect</li> <li>• Shipwright/Boat and Yacht Builder</li> <li>• Commercial Fishing/Trawler Operator</li> <li>• Recreational Boating Operator               <ul style="list-style-type: none"> <li>- Fishing Charter</li> <li>- Houseboat Charter</li> <li>- Cruiser/ Yacht Charter</li> </ul> </li> </ul>

### 12. FURTHER EDUCATION AND TRAINING OPPORTUNITIES FOR GOLD COAST YOUNG PEOPLE: UNIVERSITY DEGREES, APPRENTICESHIPS, CAREER PATHWAYS, CERTIFICATES AND QUALIFICATIONS:

Gold Coast Institutions offering Coastal Management and Marine Industries courses include the following. Check their web sites to see the current list of courses available and the relevant course outlines.

**GRIFFITH UNIVERSITY GOLD COAST** [www.griffith.edu.au](http://www.griffith.edu.au)

- Bachelor of Science (majoring in Environmental Science)
- Bachelor of Science (majoring in Applied Biology)
- Bachelor of Science (majoring in Ecotourism)
- Bachelor of Science (majoring in Marine Biology)
- Bachelor of Science (majoring in Wildlife Biology)
- Bachelor of Environmental Planning
- Bachelor of Engineering in Coastal Engineering
- Bachelor of Engineering Technology
- Bachelor of Civil Engineering/Bachelor of Environmental Science
- Bachelor of Laws/Bachelor of Science
- Bachelor of Business (Tourism)
- Bachelor of Science in Environmental Health (at Logan campus)
- Bachelor of Health Promotion (at Logan campus)

**CENTRAL QUEENSLAND UNIVERSITY** [www.cqu.edu.au](http://www.cqu.edu.au) (Distance Education)

- Bachelor of Environmental Science
- Bachelor of Chemical Science/Bachelor of Information Technology
- Bachelor of Science (majoring in Aquatic Resource Management)
- Bachelor of Science (majoring in Marine Ecology)

**UNIVERSITY OF SOUTHERN QUEENSLAND** [www.usq.edu.au](http://www.usq.edu.au) (Distance Education)

- Bachelor of Engineering Technology (majoring in Environmental Engineering)
- Bachelor of Science - Climatology
- Bachelor of Spatial Science
- Bachelor of Spatial Science Technology
- Associate Degree in Engineering (specialising in Environmental Engineering)
- Associate Degree in Spatial Science

**SOUTHERN CROSS UNIVERSITY** [www.scu.edu.au](http://www.scu.edu.au)

- Tweed Gold Coast Campus, Corner Brett and Wharf St. Tweed Heads Ph. 5506 9200
- Diploma of Sport Management (Surfing Studies)

**GOLD COAST INSTITUTE OF TAFE** [www.goldcoast.tafe.net](http://www.goldcoast.tafe.net)

- Course in Boatbuilding – Pre-Apprenticeship
- Certificate III in Marine Craft Construction
- Certificate II in Transport and Distribution (Marine Engine Driving III)
- Vessel Operator (12 metres) Certificate II in Transport and Distribution (Maritime Operations) Coxswain
- Vessel Operator (24 metres) Certificate III in Transport And Distribution (Maritime Operations) Master Class V
- Diploma of Business Management/Diploma of Business (Human Resources)
- Diploma of Business/Diploma of Sport and Recreation
- Diploma of Event Management
- Diploma of Tourism (Marketing & Product Development)/ Diploma of Tourism (Operations Management)

**AUSTRALIAN MARITIME TRAINING CENTRE** [www.maritimetraining.com.au](http://www.maritimetraining.com.au)

- Southport Yacht Club Marina, Main Beach Ph. 5571 0836
- Certificate I in Transport and Distribution (Maritime Operations) General Purpose Hand
- Certificate II in Transport and Distribution (Maritime Operations) Coxswain(Restricted)
- Certificate II in Transport and Distribution (Maritime Operations) Coxswain
- Elements of Shipboard Safety
- Marine Radio
- Recreational Powerboat Licence
- Recreational Seamanship and Radio
- Navigation

(Some courses are accredited by the Australian National Training Authority (now under the Department of Education, Science and Training - DEST) and Maritime Safety Queensland)

## Teacher's Activity Sheet 1: Coastal Education

TEACHERS MAY PRINT THIS FOR THEIR OWN USE.

The following web sites offer information about new apprenticeships and trades along with relevant links and contacts to find out all the details of requirements for obtaining an apprenticeship or traineeship in coastal management or the marine industries.

### GOLD COAST INSTITUTE OF TAFE

Apprenticeships and Traineeships in the Marine, Hospitality, Surf and Dive industries, at

[www.goldcoast.tafe.qld.gov.au/courses/appship\\_tship/index.html](http://www.goldcoast.tafe.qld.gov.au/courses/appship_tship/index.html)

Click on 2006 Program Guide, and downloading the appropriate PDF file.

<http://www.newapprenticeships.gov.au/> - This provides contact details for your closest apprenticeship offices, and other links to more information about the apprenticeship programs.

<http://www.nsss.gov.au/> - This official Australian Government web address provides information about the trades, what they are, and how you can obtain qualifications in those trades.

### QUEENSLAND STUDIES AUTHORITY

<http://www.qsa.qld.edu.au/testing/cross-curric/print-qctest.html>

Outlines details of the Queensland Core Skills Testing. Provides information on the purpose, characteristics, testing conditions and the 49 common curriculum elements.

### VOCATION EDUCATION AND TRAINING (VET) AT QUEENSLAND STUDIES AUTHORITY (QSA)

[vet@qsa.qld.edu.au](mailto:vet@qsa.qld.edu.au) Provides information on VET and QSA.

### VET IN SCHOOLS

[http://cms.curriculum.edu.au/the\\_cms/tools/new-display.asp?seq=-9&industry=Vetis](http://cms.curriculum.edu.au/the_cms/tools/new-display.asp?seq=-9&industry=Vetis)

Provides information on the training courses and resources available to be undertaken in schools.

The Gold Coast Education and Training Network, [www.studygoldcoast.org.au/pathways](http://www.studygoldcoast.org.au/pathways)

Click on "Where can I study?"

Then click on "Vocational Education and Training", and check out the list of VET providers on this page.

### INDUSTRY TRAINING ADVISORY BOARDS – ITABS

[www.trainandemploy.qld.gov.au/partners/industry\\_news\\_and\\_events/industry/industry\\_training\\_advisory\\_bodies/contact.html](http://www.trainandemploy.qld.gov.au/partners/industry_news_and_events/industry/industry_training_advisory_bodies/contact.html)

Promote and provide advice about the development of training products and services that meet the specific needs of an industry, either nationally or in a given region;

## 13. APPRENTICES AND YOUTH WORKERS IN THESE INDUSTRIES:

(Videos and /or other materials to be provided by the ICT industry staff.)

# Teacher's Activity Sheet 1: Coastal Education

TEACHERS should PRINT THIS PAGE FOR EACH STUDENT.

## What are the impacts of coastal development on the Gold Coast?

Names: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

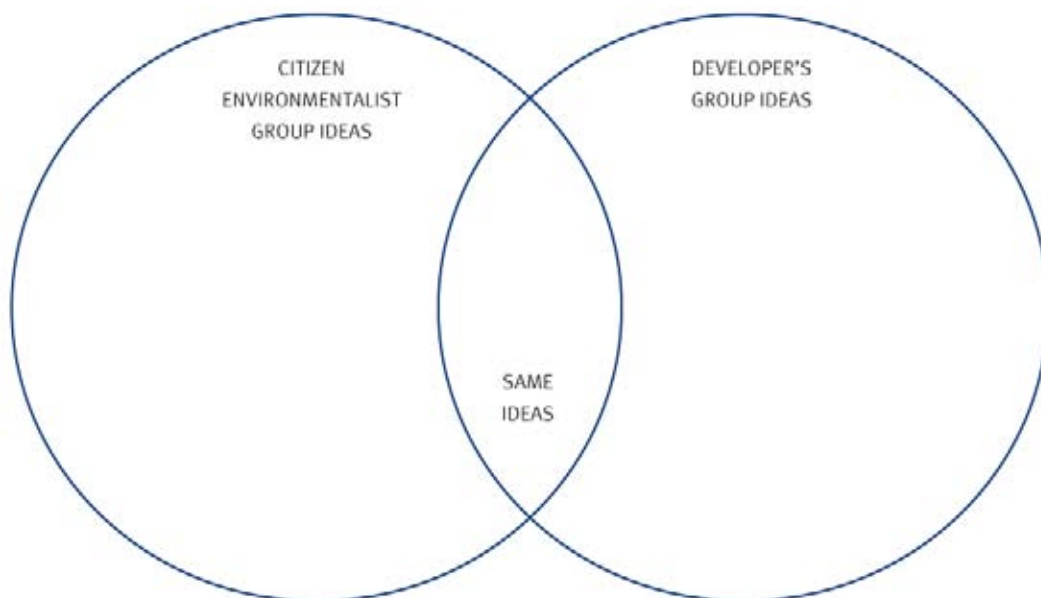
### SCENARIO:

A private Gold Coast beach block of land has been offered to developers to build a high-rise apartment building. In groups of four students, research the viewpoints of a Developer Group and a Citizen Environmentalist Group. Use the Internet, library books, local newspapers or other sources of information.

- 1. VENN DIAGRAM.** Make a large chart with the following Venn diagram. Using your research information, add to the chart, in dot points, the ideas of both groups. Consider issues such as economic development; preservation of the natural environment; increased population; more cars; increased noise, litter and pollution; human and industrial waste disposal; water supplies; the effects on the marine animals, beach and its sand dunes; the shadows of buildings over the beach; Gold Coast City Council Building Approval process; and other building and coastal issues.

### CONSENSUS VIEWPOINTS OF A CITIZEN ENVIRONMENTALIST GROUP AND A DEVELOPER GROUP ON THE IMPACTS OF BEACHSIDE DEVELOPMENT

- 2. PRESENTATION titled "How to achieve Consensus":** Plan, draft, write, rehearse and present your Venn Diagram research to your class. Use any medium, e.g. Power Point, cardboard etc. Arrive at an agreed solution to address as many similarities as you can create. Make suggestions about resolving the differences in the ideas of the groups. This is called a Consensus.



- 3. Complete your Self-Evaluation Sheet below, check it, then hand it to your teacher.**

## Student Self-Evaluation Sheet 1: Coastal Education

TEACHERS SHOULD PRINT THIS PAGE FOR EACH STUDENT.

# What are the impacts of coastal development on the Gold Coast?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

1. What did I do well in this activity?

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2. What could I do better next time?

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3. What part of the activity did I find interesting?

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4. What did I find was the most difficult part of the activity?

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5. Self-assess my work on this scale. Tick my mark out of 10.

1      2      3      4      5      6      7      8      9      10

6. Write 3 reasons why I gave myself that mark.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

7. In my future learning I think I should try harder to; (please tick)

- listen more carefully
- communicate more clearly
- control my movements
- contribute to class and group discussions

- concentrate for longer periods
- be polite to other students and my teacher
- develop my abilities as a learner

Source: Marsh, C.J. ( 2005). Teaching Studies of Society and Environment. Frenchs Forest, Pearson Education.



# Teacher Assessment Criterion Grid Rubric

TEACHERS SHOULD PRINT THIS PAGE FOR EACH STUDENT'S ASSESSMENT.

## What are the impacts of coastal development on the Gold Coast?

Names: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

	Very High Achievement	High Achievement	Sound Achievement	Limited Achievement	Very Limited Achievement
<b>A) Research</b>	<input type="checkbox"/> Very high research including note taking. <input type="checkbox"/> Very high use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> Very high level understanding of logical relationships between relevant topics and sub-topics.	<input type="checkbox"/> High research including note taking. <input type="checkbox"/> High use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> High level understanding of logical relationships between relevant topics and sub-topics.	<input type="checkbox"/> Sound research including note taking. <input type="checkbox"/> Sound use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> Sound level understanding of logical relationships between relevant topics and sub-topics.	<input type="checkbox"/> Limited research including note taking. <input type="checkbox"/> Limited use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> Developing understanding of logical relationships between relevant topics and sub-topics.	<input type="checkbox"/> Very limited research including note taking. <input type="checkbox"/> Very limited use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> Very limited understanding of logical relationships between relevant topics and sub-topics.
<b>C) Consensus &amp; Venn Diagram Presentation</b>	<input type="checkbox"/> Very high level concepts included in Venn Diagram <input type="checkbox"/> Very high use of rehearsal to improve performance. <input type="checkbox"/> Very high level of oration skills. <input type="checkbox"/> Very high level of audience engagement. <input type="checkbox"/> Very high presentation skills, using: <input type="checkbox"/> Introduction of argument; <input type="checkbox"/> Body of argument; <input type="checkbox"/> Conclusion of argument; <input type="checkbox"/> Clarity of speech; <input type="checkbox"/> Eye contact; <input type="checkbox"/> Appropriate body language; <input type="checkbox"/> Closure.	<input type="checkbox"/> Very high level concepts included in Venn Diagram <input type="checkbox"/> High use of rehearsal to improve performance. <input type="checkbox"/> High level of oration skills <input type="checkbox"/> High level of audience engagement. <input type="checkbox"/> High presentation skills, using: <input type="checkbox"/> Introduction of argument; <input type="checkbox"/> Body of argument; <input type="checkbox"/> Conclusion of argument; <input type="checkbox"/> Clarity of speech; <input type="checkbox"/> Eye contact; <input type="checkbox"/> Appropriate body language; <input type="checkbox"/> Closure.	<input type="checkbox"/> Very high level concepts included in Venn Diagram <input type="checkbox"/> Sound use of rehearsal to improve performance. <input type="checkbox"/> Sound level of oration skills <input type="checkbox"/> Sound level of audience engagement. <input type="checkbox"/> Sound presentation skills, using: <input type="checkbox"/> Introduction of argument; <input type="checkbox"/> Body of argument <input type="checkbox"/> Conclusion of argument; <input type="checkbox"/> Clarity of speech; <input type="checkbox"/> Eye contact; <input type="checkbox"/> Appropriate body language; <input type="checkbox"/> Closure.	<input type="checkbox"/> Very high level concepts included in Venn Diagram <input type="checkbox"/> Limited use of rehearsal to improve performance. <input type="checkbox"/> Limited level of oration skills. <input type="checkbox"/> Limited level of audience engagement. <input type="checkbox"/> Limited presentation skills, using: <input type="checkbox"/> Introduction of argument; <input type="checkbox"/> Body of argument; <input type="checkbox"/> Conclusion of argument; <input type="checkbox"/> Clarity of speech; <input type="checkbox"/> Eye contact; <input type="checkbox"/> Appropriate body language; <input type="checkbox"/> Closure.	<input type="checkbox"/> Very high level concepts included in Venn Diagram <input type="checkbox"/> Very limited use of rehearsal to improve performance. <input type="checkbox"/> Very limited level of oration skills <input type="checkbox"/> Very limited level of audience engagement. <input type="checkbox"/> Very limited presentation skills, using: <input type="checkbox"/> Introduction of argument; <input type="checkbox"/> Body of argument; <input type="checkbox"/> Conclusion of argument; <input type="checkbox"/> Clarity of speech; <input type="checkbox"/> Eye contact; <input type="checkbox"/> Appropriate body language; <input type="checkbox"/> Closure.

**Teacher's Comments:**  
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