

**NIH SEPA Environmental Health Investigators  
PhotoVoice Curriculum: Lesson 10  
Grade Level: Middle School  
Duration: 1 hour**

## **Presentation Practice**

### **Standards**

#### **NGSS:**

- Science and Engineering Practices in NGSS Practice 6: Constructing Explanations and Designing Solutions Grades 6-8: Apply scientific ideas, principles, and/or evidence to construct, revise, and/or use an explanation for real world phenomena, examples, or events.

#### **NGSS Connections to CCSS:**

- CCR Speaking and Listening Anchor #4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### **National Core Art Standards:**

- 7th VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- 7th VA:Cr3.1.7a: Reflect on and explain important information about personal artwork in an artist statement or another format.

### **Objectives**

1. Students will explain their projects to an audience.
2. Students will develop presentation skills.
3. Students will demonstrate the ability to have an informative discussion with others.

### **Materials**

- Student final posters (previously completed)
- “Why present a poster?” video:  
(<https://www.youtube.com/watch?v=twSuc7KrQA8>)

## Activities

**Bell Ringer:** Watch the video “Why present a poster?”. Have a brief discussion about why it is important to present your research findings. Relate the video to the students’ posters by asking why the posters might be important for their community to see. (5 minutes)

**Lecture:** Students will practice the presentation of their PhotoVoice poster projects. Discuss why it is important to share their findings with the community to generate awareness and support for environmental change. Explain who their audience will be (community members, classmates, etc.), and provide tips on how to best communicate with that audience. (10 minutes)

**Activity:** Have students stand next to their posters and arrange them so their posters comfortably are spread out. (Or have one student present at the front of the room at a time.) Students will practice presenting their photos and narratives while standing next to their posters. The instructor and other students should ask questions that may be asked of them during the presentation, as well as help each other practice answering questions about their posters. (35 minutes)

**Discussion:** Ask students to point out the positives and some challenges they faced while practicing their presentations. Ask students what else they can or should practice prior to the presentation on their own time. (10 minutes)

*\*Posters should be presented during the next program session, or if possible at an event including community members. The goal of the student Environmental PhotoVoice presentations is to share their environmental health concerns with others, as well as a solution they have thought through to address this concern.*

## Resources

University Nebraska-Lincoln. *Presenting a Research Poster.*

<https://www.unl.edu/gradstudies/connections/presenting-research-poster>