

Presenting to Peers: Pair Rehearsal Round 1

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U2.3

WHAT THIS LESSON DOES

In this lesson you deliver your format 1 presentation live to a partner for the first time. You exchange two pieces of feedback and record them to improve your work. This rehearsal prepares you for a vocational interview task.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U2.3	Present the information to their peers and consider the feedback received.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Deliver format 1 live to a partner
- Give and receive two pieces of feedback (strength and improvement)
- Record peer feedback for later action

BEFORE THE BELL

- Confirm every student can open format 1 from sm2, and plan the fallbacks of an outline-only delivery or a spare machine.
- Prepare a 30-45 second dummy pitch to model at the start of the pair block.
- Decide in advance how you will pair the class, and plan an odd-number triad and an absent-partner standby.
- Pair list ready; every student has format 1 openable from sm2 or outline fallback; classroom layout allows pairs to rehearse without shouting; spare machine ready
- Checklist and sentence starters on board or screen; sample exchange ready to read aloud if needed
- Four fix lines ready on board or prompt card
- Pairs on board; timer ready (2-minute delivery cap); odd-number triad plan; spare headphones or speakers; quiet corners identified; dummy pitch ready
- Projector ready for 60-second create-path demo on Word Online and/or Google Docs
- Sample layout on board; spot-check plan for path + two feedback lines from minute 10 of this block
- Confirm VET link and pack-up; any remaining path checks only

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HOW THE LESSON RUNS

5 min	introduction	Introduction
5 min	content	Key concepts
2 min	content	Common issues
18 min	activity	Pair rehearsal round 1
5 min	activity	Create your feedback page
15 min	activity	Portfolio build
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Lead Key concepts from the board yourself, because a silent whole-page read uses up the five minutes without giving the class any practice with the sentence starters.
- Model a 30-45 second dummy pitch and elicit one strength plus one improvement at the start of the pair block, showing one messy jot turned into a full sentence.
- While the pairs rehearse, circulate and coach any vague feedback with a single prompt, asking the listener to name the moment they mean.
- Hold the 2-minute delivery cap so that both partners finish and the portfolio block keeps its full time.
- Demo the create-in-folder click path for 60 seconds before students create sm2_peer_feedback_round1.
- Start checking file paths and feedback sentences during portfolio time rather than only at the bell.

WHAT TO WATCH FOR

- Students give vague feedback such as 'it was good'. Solution: Prompt for a named moment or use the sentence starters.
- Pairs encounter file access issues. Solution: Pre-flight before the timer; outline-based presentation once; fix file after the round.
- File created outside sm2. Solution: Whole-class create demo; early path checks.
- Feedback is not recorded clearly. Solution: Spot-check the path and the two feedback sentences during the portfolio block.

DIFFERENTIATION

- Support: Pair less confident students with more confident peers, and keep the on-screen sentence starters visible (Strength: "When you said/showed ___, I understood ___." Improvement: "On [slide/second], try ___ so the listener can ___.").
- Extension: Optional "Feedback I gave" section on the same portfolio page, still with only two pieces each way, or a second shortened run of the opening only using today's improvement note. Keep it to two pieces, because a third one leaves the presenter with more than they can act on.
- Extension: Early finishers may practise their delivery again with the new feedback note.