# Section 1

**#1: "Define Roles and Responsibilities" section**

**Strengths:**

- Your writing clearly breaks down the tasks into three easy steps that group members can follow
- The advice to think about each person's strengths is practical and helps groups work better together

**Missing Specificity** → While you mention considering strengths like "research, design, speaking," your guide would be stronger if you explained *how* to actually figure out who's good at what. For example, do group members discuss their past experiences? Do they try small tasks first? Without this guidance, students might struggle to assign roles fairly. The phrase "consider each person's strengths" sounds helpful but doesn't tell readers the steps to take.

**Exemplar:** *Before dividing tasks, have each group member share one thing they enjoy doing and one thing they find challenging. This helps everyone understand who might be best suited for each job.*

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**#2: "Craft a Compelling Outline" section**

**Strengths:**

- Your three-step process moves logically from brainstorming to structuring to scripting
- The instruction to include "introduction, body paragraphs, and a conclusion" gives a clear framework

**Vague Action Steps** → Your advice to "generate a list of key points and supporting evidence" doesn't explain where this evidence should come from or what makes a point "key." Students might list random facts without understanding how to evaluate whether they're important for their presentation. Similarly, "practice the transitions" doesn't specify what a good transition sounds like or how to create smooth connections between speakers.

**Exemplar:** *When brainstorming, ask yourselves: "What are the three most important things our audience needs to learn?" Then, find examples or facts that prove why each point matters.*

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**#3: "Rehearse, Rehearse, Rehearse!" section**

**Strengths:**

- Your emphasis on multiple types of practice (individual, group, with feedback) covers different rehearsal needs
- The exclamation mark in the heading shows enthusiasm and reinforces importance

**Shallow Guidance on Improvement** → While you suggest getting feedback from "a friend or family member," you don't tell students what kind of feedback to ask for or how to use it to improve. The phrase "run through the entire presentation multiple times" also lacks detail about what to focus on during each run-through. Should they time themselves? Check if slides match what they're saying? Work on eye contact? Without specific goals for each practice session, students might simply repeat the same mistakes.

**Exemplar:** *During your first group rehearsal, focus on timing—make sure no one speaks too quickly or too slowly. In your second rehearsal, practise looking at your audience instead of reading from notes.*

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■ Your guide provides a solid starting point for students preparing group presentations, with a logical structure that moves from planning through to delivery. However, your content stays at the surface level throughout most sections. You tell students *what* to do but rarely explain *how* to do it well or *why* it matters. For instance, when you mention "realistic deadlines," you could strengthen this by adding that deadlines should account for other schoolwork or that the group should build in extra time for unexpected problems.

Additionally, your "Design Engaging Visuals" section would benefit from concrete examples. Instead of just saying "use visuals," you could suggest specific tools students might use or explain that a graph works better than a paragraph when showing number comparisons. The "less is more" advice is good, but you could make it more actionable by suggesting a specific limit, such as "aim for no more than five lines of text per slide."

Your Q&A section is quite brief compared to the others and could be expanded. You might include advice about staying calm when someone asks a difficult question, or suggest that the Q&A lead should repeat questions so everyone in the audience can hear them. Also consider adding a final section about the actual presentation day—what to wear, how early to arrive, or how to handle technical problems with equipment. These practical details would make your guide more comprehensive and useful for nervous students who want to prepare for every possibility.

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**Overall Score: 40/50**

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# Section 2

~~7~~ **[#1]** Ace Your Group Presentation: A Quick Guide

**Purpose:** This guide provides actionable steps to help you and your group members prepare effectively for a successful presentation. Following these steps will help you feel confident, ~~organized~~ **[organised]**, and ready to deliver a compelling presentation.

**Actionable Steps:**

**Define Roles and Responsibilities:**

- **Assign tasks:** Clearly divide the work among group members. Consider each person's strengths (research, design, speaking). ~~Consider each person's strengths (research, design, speaking).~~ **[Before assigning tasks, have group members discuss their past experiences with presentations and identify which areas they feel most comfortable with, such as researching information, creating slides, or speaking in front of others.]**
- **Set deadlines:** Establish realistic deadlines for each task to ensure everyone stays on track.
- **Document everything:** Use a shared document or platform to track progress, share resources, and communicate updates.

~~Craft a Compelling Outline:~~ **[#2] [Develop a Strong Outline:]**

- **Brainstorm ideas:** ~~Generate a list of key points and supporting evidence.~~ **[As a group, discuss what your audience needs to learn and create a list of the three to five most important points. For each point, find specific examples, facts, or stories that help explain why it matters.]**
- **Structure your presentation:** Create a logical flow with an introduction, body paragraphs, and a conclusion.
- **Develop a script:** Write out the main points you want to cover~~,~~ and ~~practice~~ **[practise]** the transitions. ~~Write out the main points you want to cover, and practice the transitions.~~ **[Write out the main points you want to cover, noting which group member will speak after each section. Practise how you'll hand over from one speaker to the next using phrases like "Now, [name] will explain..." or "Building on that point..."]**

**Design Engaging Visuals:**

- **Choose a theme:** Select a consistent design theme for your slides.
- **Use visuals:** Incorporate images, charts, and graphs to illustrate your points.
- **Keep it simple:** Avoid overcrowding slides with too much text. Remember: Less is more!

**~~Rehearse, Rehearse, Rehearse!~~ [#3] [Rehearse with Purpose!]**

- **~~Practice~~ [Practise] individually:** Each member should ~~practice~~ **[practise]** their assigned part.
- **Rehearse as a group:** ~~Run through the entire presentation multiple times.~~ **[Run through the entire presentation multiple times, with each rehearsal focusing on a specific goal. In your first rehearsal, focus on timing to ensure your presentation fits within the time limit. In your second rehearsal, practise using your slides smoothly and making eye contact with your audience rather than reading from notes.]**
- **Get feedback:** Ask a friend or family member to watch and provide feedback. ~~Ask a friend or family member to watch and provide feedback.~~ **[Ask a friend or family member to watch your presentation and give you specific feedback on areas such as speaking clearly, maintaining good posture, and explaining ideas in ways that make sense.]**

**Prepare for Q&A:**

- **Anticipate questions:** Brainstorm potential questions the audience might ask.
- **Prepare answers:** Research and prepare concise, informative answers.

- **Designate a Q&A lead:** Assign a group member to lead the Q&A session. ~~Assign a group member to lead the Q&A session.~~ **[Assign a group member to lead the Q&A session by repeating questions loudly so everyone can hear, then directing them to the most appropriate person to answer.]**