



The Decibels Foundation

Stink Week Curriculum

Developed by: Kathryn Contini, Jason Dimen, Janet LaVigne

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Stink Week Curriculum

Since 2012, The Decibels Foundation has hosted **Stink Week**, a fundraiser and social awareness campaign about children with hearing loss and their families. From 2012 to 2015, over 700 infants, toddlers, students, parents, teachers, principals, school administrators, professionals, and other supporters have raised over \$82,000. This extremely successful initiative was created by a 4th grader, Jack Dunning. He wanted a fun way to get his peers to learn about and support children with hearing loss, like his older sister Bella.

In the beginning, Jack's concept was basic: he challenged his friends to wear the same Stink Week t-shirt for 7 days while asking people to donate to their fundraising pages. The simple concept was: help me reach my fundraising goal and I'll change my shirt! Each year Jack's campaign has grown and now Stinkers are challenged to not only wear a shirt and raise funds, but to learn more about hearing loss, take on daily challenges and raise awareness every day of Stink Week.

The success of Jack's campaign inspired the foundation to work with three of his 6th grade teachers, from Blanchard Elementary School in Boxborough, MA, to develop a formal 6th grade curriculum on developing social awareness campaigns. During the curriculum development process the teachers decided to expand the terminology from 'Make a Stink' to 'Stand Up For' so that students would develop their own unique campaigns.

The following curriculum includes lesson plans for Social Studies, Science, Math, and English Language Arts. All lesson plans are aligned with the Common Core State Standards (CCSS).

The Decibels Foundation would like to give special thanks to the 6th Grader Teachers at Blanchard Elementary who developed this curriculum and first implemented it with their 2014/15 6th grade class: **Kathryn Contini, Jason Dimen, and Janet LaVigne.**

For more information about the Decibels Foundation please visit our website at www.decibelsfoundation.org

Or contact us at:
The Decibels Foundation
2 Clock Tower Place, Suite 418
Maynard, MA 01754
978-637-2622

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Lesson 1: Social Studies

Time: One 45 minute session

I. Lesson Overview

The goal of this initial lesson plan is to introduce students to the concept of social awareness and to have them choose a cause of their own to investigate further over the course of this week.

II. Essential Questions

- A. What is social awareness?
- B. What are causes worth “Standing Up For”?
- C. How can you help/get involved with one of these causes?

III. Standards

- A. Technology - Ethics - Grades 6-8: 2-1 to 2-3
- B. Technology - Problem Solving - Grades 6-8: 3-4

IV. Objectives

Students will be able to . . .

- A. Understand the concept/value of social awareness.
- B. Identify a cause of interest.
- C. Explain why they value this particular cause.

V. Materials/Resources

- A. Laptop with Internet & projector
- B. Laptops, Chromebooks, and iPads
- C. Student cause selection form (See Appendix A)

VI. Instructional Procedure

- A. Whole Grade (15 mins)
 - 1. Introduce concept of social awareness.
 - a. Students generate kid friendly definition.
 - b. Show youtube.com video samples of student activists.
 - 1. Bullying <https://www.youtube.com/watch?v=rbE3t6Bik2s>
(2 mins)
 - 2. Drugs https://www.youtube.com/watch?v=EMMH_3ngJiw
(3 mins)
 - c. Explain how social media can be used to raise awareness.
 - 2. Provide background on *Stink Week* (www.stinkweek.org)
 - a. Explain history of how one student’s idea became a movement.
 - b. Show different ways Decibels raises awareness through Stink Week.
 - 3. Begin discussion of other causes that are worth “Standing Up For”.

B. In Homerooms (30 mins)

1. Turn and talk to a partner about your understanding of social awareness and social causes.
2. Begin whole class brainstorming of possible causes.
 - a. Students generate ideas
 - b. Teacher scribes
3. Small group discussions to generate additional ideas.
4. Share out of any new ideas to add to class list.
5. Individual time to reflect and choose a cause.
 - a. Student completes a Student Selection Form (See Appendix A)
 - b. Hand in form as a ticket to leave
 - c. Teachers will group students with similar interests prior to science class.

VII. Evaluation/Assessment

- A. Ongoing progress monitoring of groups during talk time.
- B. Provide feedback during work time and also opportunities for sharing.
- C. Student completed Student Selection Forms.

Lesson 2 & 3: Science

Time: Two 60 minute sessions

I. Lesson Overview

In keeping with the CCSS and Next Generation Science Standards, students will design and model a solution or solutions to a social problem. Students will work with their social awareness groups to plan action steps toward a solution within given constraints. In the process, students will apply the engineering design process, learn how to work collaboratively and overcome challenges and problems.

II. Essential Questions

- A. How do you define a problem?
- B. How do you create a solution to a problem?
- C. How can we apply the engineering design process to a real-world problem?
- D. What constraints need to be considered when creating solutions?

III. Standards

- A. MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution. Include potential impacts on people and the natural environment that may limit possible solutions.* Think Like a Scientist/Engineer
- B. MS-ETS1-5(MA). Create visual representations of solutions to a design problem. Accurately interpret and apply scale and proportion to visual representations.* Math, Structures
- C. MS-ETS1-6(MA). Communicate a design solution to an intended user, including design features and limitations of the solution. Financial Constraints, Math
- D. MS-ETS1-7(MA). Construct a prototype of a solution to a given design problem.

IV. Objectives

Students will be able to demonstrate. . .

- A. How to define a problem, determine constraints to a solution, and apply the engineering design process toward a solution.
- B. How to model a problem and a solution.
- C. How to communicate a solution to an intended audience.
- D. How to create a prototype solution.

V. Materials/Resources

- A. Chromebooks or iPads to do research
- B. Any other arts/crafts materials to create a model of their project
- C. Engineering Process Assessment Rubric (See Appendix B)
- D. Team Member Observation Form (See Appendix C)

VI. Instructional Procedure

Day One (continued into Day Two)

- A. Whole Class Mini Lesson (10 mins)
 - 1. *Connection:* “Over the last few days you’ve been working to select a cause, research your cause, and even brainstorm ways to fundraise for your cause. You really have been launching a social awareness campaign. Now that you have all of this information, how will you summarize the problem and potential solutions? What are actions students your age or adults do now to help solve the problem?”

2. *Teach Point*: “The goal of a social awareness campaign is to encourage someone to help with the cause, to get people to care enough to do something about the problem, to act in whatever way they can help, whether it’s something small or grand.”
 3. *Demonstration/Inquiry*: “So let’s look at a few examples. . .”
 - a. Decibels examples of raising funds for research and support of families
 1. <http://www.decibelsfoundation.org/>
 2. Students brainstorm ways individuals can help their cause
 - b. Animal Rescue cause - what is the mission of the organization
 1. <http://www.lowellhumanesociety.org/>
 2. Students brainstorm ways we could add to what the organization is already doing.
- B. *Student Practice* - Work in Social Awareness Groups (40 mins)
1. Discuss ways to help solve the problem:
 - a. Raise awareness
 - b. Raise funds
 - c. Volunteer
 - d. Initiate a project or program
 2. Plan a solution:
 - a. Create a newsletter or a website
 - b. Use social media to briefly describe the problem (Twitter, Instagram)
 - c. Use social media to encourage others to help solve the problem.
 3. Create a 3-dimensional model (e.g., diorama) that visually represents the problem and or solution. (Appendix D)
- C. *Share* - Whole Class (5 mins)
1. Highlight groups who were working well together.
 2. Ask for volunteers to share what they’ve been working on so far.
 3. Questions and comments

VII. Evaluation/Assessment

- A. Ongoing progress monitoring of groups and projects during work time.
- B. Provide feedback during work time and also opportunities for sharing.
- C. Rubric for application of the Engineering Process.
- D. Group work feedback form completed by each student.

Lesson 4: Math

Time: One 60 minutes session

I. Lesson Overview

Students will already be familiar with the Stink Week fundraiser from previous classes. Students will brainstorm an action plan for the math teacher's example cause (e.g.: childhood hunger). Students will then work in social awareness groups to plan their action steps and determine funding and funding mechanisms. Students will learn how to use Google spreadsheet to ultimately create their own spreadsheets and graphs.

II. Essential Questions

- A. How do you add, subtract, multiply and divide multi-digit decimals?
- B. How can different types of graphs be used to show/organize information?
- C. What are some situations in life where you use both negative and positive numbers?
- D. How can spreadsheets be used to organize data?
- E. How can spreadsheets be used to keep track of money earned and spent?
- F. How do formulas on a spreadsheet make it easier to make changes to the total after a making a change in the middle of the calculations?

III. Standards

Math Standards

- A. 6.NS.2. Fluently divide multi-digit numbers using the standard algorithm.
- B. 6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- C. 6. MA.4.a. Apply number theory concepts, including prime factorization and relatively prime numbers, to the solution of problems.

Technology standards

- A. G6-8:3.5 Use and modify databases and spreadsheets to analyze data and propose solutions.
- B. G6-8:1.12 Describe the use of spreadsheets to calculate, graph, organize, and present data in a variety of real-world settings.
- C. G6-8:1.13 Create an original spreadsheet, using formulas.
- D. G6-8:1.15 Produce simple charts and graphs from a spreadsheet.
- E. G6-8:1.16 Distinguish among different types of charts and graphs, and choose the most appropriate type to represent given data.
- F. G6-8:1.17 Apply advanced formatting features to customize tables, charts, and graphs.

IV. Objectives

Students will be able to demonstrate...

- A. How to organize their data about the cost of their social awareness campaign.
- B. How to organize their data about fundraising initiatives.
- C. Create graphs showing what their fundraising efforts will accomplish.

V. Materials/Resources

Chrome books or iPads to do research

school Gmail account to use Google spreadsheet to create spreadsheets and the graphs

VI. Instructional Procedure

A. Whole Class Mini Lesson

1. Students will be presented with the information on the Stink Week example (cost of a cochlear implant) and the teacher's example of the cost to feed a 9-11 year old child.
2. Action steps will be modeled on the Stink Week example by the teacher, and then the students will brainstorm possible action steps for the teacher's cause – childhood hunger.
3. There will be a class discussion on how money is raised during Stink Week, and the students will then brainstorm ideas of how to raise money or what action to take for the teacher's cause – childhood hunger.

B. Student Practice – Work in Social Awareness Groups

1. Break into social awareness groups and plan their action steps, determine the amount of money needed, and create a plan to raise the funds.
2. Students will be instructed on how to use Google spreadsheet. They will become familiar with entering data, writing formulas, and creating graphs from the data.
3. Students will work in their social awareness groups to put their information into their Google spreadsheet, and then, using it, choose the most appropriate graph to represent their data.
4. Students will create a budget on how to use the actual money raised to purchase items for their cause. The students will contact an organization that support their cause to determine what items are needed, determine the cost of the items, and create a spreadsheet that itemizes their purchases, including tax, to maximize their available amount of cash raised. Students will also create a theoretical spreadsheet of purchases based on a donation of \$100.00.
5. Students will then learn about the impact even a small group of people have on a spreading the news of a cause. The students will do a math exercise to determine how many people will learn of their cause if they tell 5 people, and those 5 people tell 5 people, and those people tell 5 people, etc. for 5 iterations so they will understand how quickly news of a good thing can spread.

VII. Evaluation/Assessment

Each group will create a Google spreadsheet which will contain data, formulas, and the most appropriate graph to represent their data. The type of graph should be selected with the concept that it will be used to convince people to believe a particular social awareness campaign is the best one in which to invest their money. See rubric in Appendix E.

Lesson 5 & 6: English Language Arts (ELA)

Time: Two 60 minute sessions

I. Lesson Overview

After having spent a few days in social studies, science, and math developing their own ideas for a social awareness campaign, students will work in ELA class to decide the best way to communicate their message to others. With the intent to inform others about their cause, they will develop a multi-media presentation to share at the upcoming “Stand Up For Fair” that will persuade community members about the value of their cause.

II. Essential Questions

- A. What do people need to know about your cause?
- B. How can you persuade them that your cause is important?
- C. What media can best communicate your message?

III. Standards

- A. Writing/Speaking Conventions - 1.6.1 to 1.6.3
- B. Technology/Communication - Grades 6-8: 3-7

IV. Objectives

Students will be able to. . .

- A. Brainstorm ways to effectively communicate ideas persuasively.
- B. Draft and plan a multi-media presentation for their cause.
- C. Revise their presentation for effective word choice.
- D. Complete a final version of their multi-media presentation to share with others.
- E. Collaborate effectively as a team to be productive, creative, and to incorporate every group member’s ideas and talents.

V. Materials/Resources

- A. Plain paper
- B. Writing utensils
- C. Laptop with Internet & projector
- D. Chart paper and markers
- E. Laptops, Chromebooks, and iPads
- F. Any other arts/crafts materials students need to create their project.
- G. Assessment rubric
- H. Team Member Feedback form

VI. Instructional Procedure

Day One

- A. Whole Class Mini Lesson (10 mins)
 - 1. *Connection:* “Over the last few days you’ve been working to select a cause, research your cause, and even brainstorm ways to fundraise for your cause. You really have been launching a social awareness campaign. Now that you have all of this

information, how are you going to communicate it to the community? What is the best way for others to take notice of your cause?

2. *Teach Point*: “The goal of anyone who is trying to raise awareness for a cause is not only to get people to notice it, but also to get people to care. Therefore, organizations plan a multi-media approach to get the word out about their work, and use the art of persuasion to convince others to get involved.
3. *Demonstration/Inquiry*: “So let’s look at a few examples. . .”
 - a. Decibels examples of communicating their ideas
 1. <http://www.decibelsfoundation.org/>
 2. Students brainstorm ways they’ve heard the Decibels’ message.
 - b. Animal Rescue cause - how to communicate ideas
 1. <http://www.lowellhumanesociety.org/>
 2. Students help the teacher brainstorm ways to add to what the organization is already doing.

B. Student Practice - Work in Social awareness groups (40 mins)

1. Discuss ways to effectively communicate their campaign’s message.
 - a. Use of music/art
 - b. Use of familiar technology
 - c. Use of persuasive writing
 - d. Use of multi-media
2. Begin planning a multi-media presentation.
 - a. Cause & Research
 - b. Cost/Fundraising - Excel & Graphs
 - c. Ways they can help
 - d. Why to support the cause
3. Draft a storyboard or templates as needed by the choice of media.
4. Begin creating multi-media presentation.

C. Share - whole class (5 mins)

1. Highlight groups who worked well together.
2. Ask for volunteers to share what they’ve been working on so far.
3. Questions and comments

Day Two

A. Whole Class Mini Lesson (10 minutes)

1. *Connection*: “Yesterday you began thinking about how to best communicate your message to the community. I saw some great examples such as. . . “
2. *Teach Point*: “Today as you are working, I want you to think about your word

choice in particular. Words can be powerful, and when they are carefully chosen, you can say more with fewer of them. So as you are working, remember to select words that have a persuasive and positive tone.”

3. *Demonstrate/Inquiry*: “So let’s look at a few master examples of few, yet powerful words.

a. Presidential Campaign Slogans

http://en.wikipedia.org/wiki/List_of_U.S._presidential_campaign_slogans

1. “Yes we can”

2. “Change we can believe in”

b. Ask for volunteers to share text they generated yesterday.

c. Experiment with ways of revising the text to make the word choice more effective.

B. *Student Practice* - Work in Social awareness groups (40 mins)

1. Revise storyboard/template/drafts for word choice.

2. Complete multi-media presentation.

3. Begin to practice presenting.

C. *Share* - whole class (5 mins)

1. Highlight groups who were working well together.

2. Ask for volunteers to share what they’ve been working on.

3. Questions and comments

VII. Evaluation/Assessment

A. Ongoing progress monitoring of groups and projects during work time.

B. Provide feedback during work time and also opportunities for sharing.

C. Rubric for final presentation. (*See Appendix F*)

D. Student completed group work feedback form. (*See Appendix C*)

Lesson 7: Interdisciplinary

Time: two 40 minute sessions and one 3-hour “Stand Up For” Fair

I. Lesson Overview

In their social awareness campaign groups, the students will share their presentations with other groups to practice persuading others why their cause is the one worth “standing up for”. Students will then practice their presentation with their group. Feedback will be given to students by their groupmates. These student groups will then present to the entire homeroom and feedback will be given. Final presentations will be set up at the “Stand Up For” fair for parents, other grade level students and the sixth graders to watch.

II. Essential Questions

- A. Why is your cause worth “standing up for”?
- B. How does your presentation convey that?
- C. How can others help/get involved with one of these campaigns?

III. Standards

- A. Technology Presentation -Grades 6-8: 1-24, 1-25, 3-6
- B. ELA Speaking - 1.6.1

IV. Objectives

Students will be able to. . .

- A. Share a multi-media presentation for their social awareness campaign.
- B. Explain to others why they value this particular cause.
- C. Provide feedback to classmates on the persuasiveness of their presentations.

V. Materials/Resources

- A. Laptop with Internet & projector
- B. Laptops, Chromebooks, and iPads

VI. Instructional Procedure

- A. Small group practice share in social studies (40 mins)
 - 1. Partner three campaign groups together from three different homerooms.
 - 2. Each group will practice presenting.
 - 3. Students will provide each other feedback
 - a. Strengths
 - b. Areas for improvement
 - c. Questions/Suggestions
 - 4. Use remaining time to edit/revise presentation.
- B. Whole class presentations in social studies (40 mins)
 - 1. Each cause group presents to their entire homeroom.
 - 2. Homeroom students provide feedback.
 - 3. Use time remaining to make any changes necessary before the fair.

C. Stand Up For Fair (3 hours)

1. Set-up a table for their social awareness campaign presentation
 - a. Multi-media presentation
 - b. Any other forms of propaganda
2. Parents walk through (1 hour)
 - a. Preview multiple presentations.
 - b. Provide students with feedback.
3. Grades 4 & 5 and other staff walk through (1 hour)
 - a. Preview multiple presentations.
 - b. Provide students with feedback.

D. “Stand Up For” Persuasive Essay

1. Students reflect on how their presentations went.
2. Use information from their research across the content areas to create a persuasive argument for their cause.
3. Organize essay.
4. Draft and revise essay.

E. Follow Up

1. Students debrief on how their presentations went.
2. Reflect on feedback from those who visited their presentation.
3. Decide whether they want to actually put their project into action during the Decibels Foundation’s “Stink Week”.
4. Contact a local organization to help put project into action.

VII. Evaluation/Assessment

- A. Ongoing progress monitoring of groups during small group practice sharing of presentations.
- B. Provide feedback during sharing of presentations. (See rubric from ELA lesson plan.)
- C. Talk to parents, teachers and other community members to determine their input on how effective the students’ presentations were.

VIII. Stand Up For Fair Follow-Up

- A. Present at community meeting.
- B. Share the causes that students intend to put their projects into action.
- C. Introduce “Stink Week” and the Decibels Foundation to the school.

Appendix A: Student Selection Form

Name: _____ Date: _____

Student Selection Form

Cause: _____

Explain why you value this cause.

Appendix B: Engineering Process Assessment Rubric

Name _____ Section _____ Date _____

Standard	4	3	2	1
<p><i>Technology and Engineering</i></p> <p>Understands that engineering design is an iterative process that involves modeling and optimizing to develop technological solutions to problems with given constraints</p>	<p>Independently identified an idea and was able to present it orally, visually, and in writing; planned out steps and timeframes; created a prototype and tested and retested a working model (if applicable).</p>	<p>With minimal support, identified an idea and was able to present it orally, visually, and in writing; planned out steps and timeframes; created a prototype and tested and retested a working model (if applicable).</p>	<p>With significant support, identified an idea and was able to present it orally, visually, and in writing; planned out steps and timeframes; created a prototype and tested and retested a working model (if applicable).</p>	<p>Had difficulty identifying an idea and/or presenting the idea clearly visually, orally, or in writing; unable to plan out steps and timeframes; was unable to build a prototype nor test a working model (if applicable)</p>

Appendix C: Team Member Observation Form

Team Member Observation Form

The following list of observations of your team members is a tool to help improve your experience with group work. Its purpose is to help determine those who have been active and cooperative members versus those who could have done more. Be consistent when evaluating each group member's performance by using the guidelines below.

1— never 2— sometimes 3— usually 4— always

Name of student being evaluated: _____

Please circle your responses. Write comments under each question if you wish.

Has he/she made a serious effort to fulfill his/her responsibilities on assignments? **1 2 3 4**

Does the student attempt to make contributions in group meetings? **1 2 3 4**

Does the student listen to his/her teammates' ideas respectfully? **1 2 3 4**

Does the student cooperate with the group effort? **1 2 3 4**

Based on your responses to these questions, assign an overall rating on the following scale (circle):

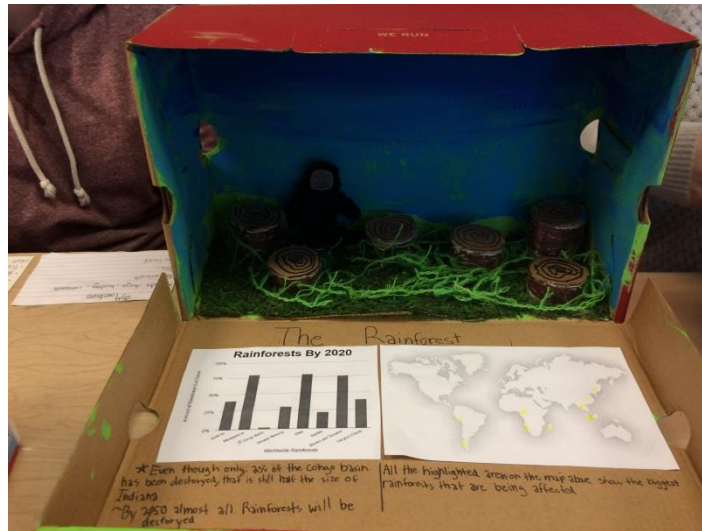
4 Excellent: Consistently carried his or her fair share of the workload (or more) in a timely manner.

3 Satisfactory: Usually did what he/she was supposed to do and was cooperative.

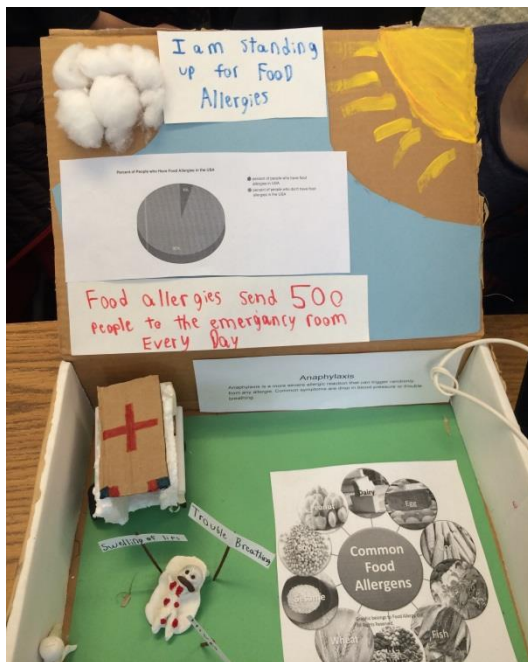
2 Deficient: Often failed to complete assignments and was rarely cooperative.

1 No show: No participation at all.

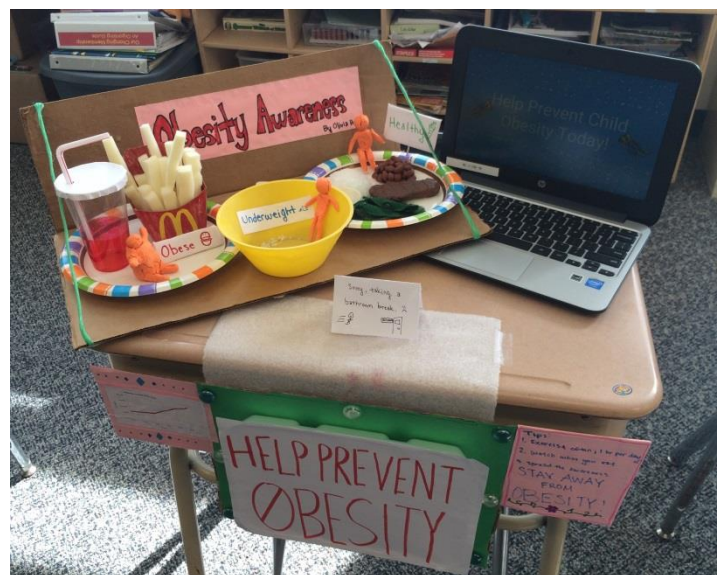
Appendix D: Examples of 3-dimensional models that visually represents the problem and or solution



Rainforest Deforestation Awareness Campaign



Stand Up for Food Allergies



Help Prevent Obesity

Appendix E: Math Rubric

Name _____ Section _____ Date _____

Standard	4	3	2	1
<p>Statistics and Probability</p> <p>Develops understanding of statistical variability</p> <p>Summarizes and describes distributions</p>	<p>Independently and accurately creates a graph by making an excel spreadsheet of the fundraising/ cost of activities for the cause. All calculations will be done using formulas wherever possible. The spreadsheet contains NO errors or omissions. The graph will have proper labeling and titling. The most appropriate type of graph to persuade supporters has been chosen. The graph contains NO errors or omissions.</p>	<p>With minimal support, creates a graph by making an excel spreadsheet of the fundraising/ cost of activities for the cause. All calculations will be done using formulas wherever possible. The spreadsheet contains some minor errors or omissions. The graph will have proper labeling and titling. The most appropriate type of graph to persuade supporters has been chosen. The graph may contain some minor errors or omissions.</p>	<p>With support, creates a graph by making an excel spreadsheet of the fundraising/ cost of activities for the cause. All calculations will be done using formulas wherever possible. The spreadsheet contains errors or omissions. The graph will have proper labeling and titling. The most appropriate type of graph to persuade supporters has been chosen. The graph may contain errors or omissions.</p>	<p>With significant support, creates a graph by making an excel spreadsheet of the fundraising/ cost of activities for the cause. All calculations will be done using formulas wherever possible. The spreadsheet contains errors or omissions and lacks formulas. The graph will have proper labeling and titling. The most appropriate type of graph to persuade supporters has been chosen. The graph may contain errors or omissions.</p>

Appendix F: Group Multi-Media Presentation Rubric

Name _____ Section _____ Date _____

Standard	4	3	2	1
<p>Topic Development</p> <p>Draws audience in, presents claims with supporting evidence, and is convincing of the value of the cause.</p>	<p>Strong hook that captures attention</p> <p>Persuasive claims with strong supporting evidence (offers counterclaim)</p> <p>Convincing conclusion</p> <p>Powerful word choice</p>	<p>Hook that captures attention.</p> <p>Persuasive claims with several pieces of supporting evidence</p> <p>Strong conclusion</p> <p>Careful word choice</p>	<p>Introduction somewhat captures attention.</p> <p>Strong claims with some supporting evidence.</p> <p>Summarizing conclusion</p> <p>Some careful word choice</p>	<p>Introduction does not capture audience attention</p> <p>Claims with minimal supporting evidence</p> <p>Redundant conclusion</p> <p>Some obvious word choice.</p>
<p>English Language Conventions</p> <p>Writes and speaks using appropriate English language conventions (e.g.: grammar, spelling, punctuation.)</p>	<p>Minor to no errors in conventions.</p>	<p>Few errors in conventions.</p>	<p>Some errors in conventions.</p>	<p>Many errors in conventions that detract from the meaning.</p>
<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Presents claims and findings in logical sequence with supporting details • Uses appropriate eye contact, adequate volume and clear pronunciation • Includes multi-media components in presentations to clarify information 	<p>Presentation shows a large amount of original thought.</p> <p>Ideas are very creative and innovative.</p> <p>All information is clearly and effectively presented in a multi-media format.</p> <p>Presentation is persuasive and effective.</p>	<p>Presentation shows several examples of original thought.</p> <p>Ideas are creative.</p> <p>Information is clearly and effectively presented in a multi-media format.</p> <p>Presentation is persuasive.</p>	<p>Presentation shows some examples of original thought.</p> <p>Ideas are somewhat creative.</p> <p>Information is clearly presented in a multi-media format.</p> <p>Presentation is persuasive at times.</p>	<p>Presentation shows minimal examples of original thought.</p> <p>Ideas are consistent with models from class.</p> <p>Information is presented in a multi-media format.</p> <p>Presentation is minimally persuasive.</p>