Toolbox
for students

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Tools

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Toolbox for students

Tool 1:
Planning the learning process

- I will set myself the following objectives – for the next chapter/unit/today etc.: ...

- I will tackle the following tasks today: ...

- I am particularly interested in: ...

- I have particular difficulties with: ...

- I have set up the following plan: ...

  (What will I do first? Where will I learn? What will I do after that?

- When will I have a break? When will I finish my work?)

- I will talk my plan over with: ...

- I will be satisfied with my learning if I succeed in the following: ...

- I will collect the following learning materials: ...

- To ensure that I can work undisturbed, I will take the following measures: ...

- To improve my learning, I will ask the following classmates for support:

- When I am tired, I will pick up new energy by ...

- If I don't enjoy learning any more I will ...

Tool 2:
Reflecting on the learning process

- What were my first learning activities?

- What were my next learning steps?

- When did I allow myself to have a break?

- How long did I learn by myself?

- How long did I learn together with another colleague?

- When did I learn in a group?

- Did I learn well in the group?

- Did I carry out my learning activities according to my plan?

- Could I concentrate on my work without being disturbed?

- Was I distracted at any time? Must my concentration improve?

- Can I say that I learnt well?

- Did I feel bored while I was learning?

- Did I learn happily?

- When did I enjoy learning?

- Was I sure, while learning, that I would be successful? (Learning with self-confidence)

- How did I take an interest in the subject matter and come to enjoy learning?

- Which learning strategies and techniques did I apply?

- Did I learn well? What did I do well, what did I do badly?

- What was difficult for me? How did I overcome these difficulties?

- Should I work faster or more slowly?

- Is there anything I ought to change?

- How can I improve my life?

- This is what I will try to achieve in my next learning task: ...

Tool 3:
Reflecting on achievements

- What have I learnt?

- Have I actually made progress?

- Have I really understood what I have learnt?

- Am I able to apply my newly acquired abilities in different situations?

- Where and when can I make use of what I have learnt?

- Am I personally satisfied with what I have succeeded in doing?

- Would I like to understand or be able to apply anything even better?

- Have I achieved my learning objectives?

- What must I still learn?

- Will I set myself new objectives for future learning?

Tool 4:
Researching in libraries

In libraries, you can find lots of information that you need when researching a topic. In order to be able to use this information, you need to be able to pick out the most relevant bits. The following checklist can help you to find information (research).

1. **What is my goal?**
   – What am I creating? What should the final product look like?
     Should it be a presentation? A report? A poster?
   – You will need to look for different types of information depending on what the goal of your work is. To make a poster, you have to find pictures you can cut out; for a report you need to find exact information about a topic.

2. **What information do I need?**
   – Write down everything you know about the topic (a mind map can help you with this).
   – Write down everything that you'd like to know about the topic (highlight points on your mind map). Define precisely what aspect of the topic you would like to learn about. Depending on what your final product will be, you may need to define a lot of aspects or only a few.

3. **How do I find information and how do I organise it?**
   – Look through the books, magazines, films, etc. that you have found in the library and decide whether they can answer the questions you asked. Looking through the index or the tables of contents can help.
   – On a separate sheet of paper, note down the title of the book and the page number where you found the information. You can also mark the page with a bookmark or post-it note.
   – It can often be useful to photocopy the page. However, don't forget to note down the title of the book on the copy.
   – Look at pictures from magazines. Photocopy them or mark the page with a bookmark.
   – If using a film, watch the film and stop it each time something interesting is described.
   – Gather the materials and put them all together in a plastic folder.
   – Highlight the most important information.
   – In your own words, write down the most important information about a topic on a sheet of paper.

4. How do I present the information?

You can, for example:
– make a poster;
– hold an exhibition;
– give a speech;
– create a transparency;
– write a newspaper article;
– show video clips.

5. How do I evaluate my research?
– Did you learn anything new?
– Did you find enough useful information?
– Which steps in your research went well? What was difficult?
– What would you do differently next time?

Tool 5:
Researching on the Internet

You can find information about every imaginable subject on the Internet. You have to consider how you want to go about finding the most essential and accurate information regarding your topic.

1. **Finding information**
   Note down keywords about your given or chosen topic on a piece of paper. Try to think what exactly you want to know about this topic.
   Examples:
   – Minorities;
   – Democracy;
   – … .
   Combine search terms, for example "medieval town markets", using quotation marks. Which word combination helps you to find the most relevant information about your topic? Note down these criteria on a piece of paper.

2. **Checking your information**
   Because anybody can access the Internet and create information, it's important to double-check the information you find before you actually use it.
   Try to clarify the following problems:
   – Can you find this information on other pages on the Web?
   – Who made the information publicly accessible?
   – What interest could this person or organisation have in making this information publicly accessible?
   – Is the person or organisation reliable?
   Compare the information from the Internet with information from other sources:
   – Can you find the same information in a book, through an interview or through your own experiences?
   – Is the information on the Internet up-to-date, comprehensible, more comprehensive than what you can find in a book, interview or through your own observation?
   – Which information suits your purpose best?

3. Saving the information

Once you've found a good Internet site that you want to go back to later or that you want to use as a source for your work, make your own personal list of websites:

- Open a separate document.
- Highlight the URL (address).
- Copy the URL by pressing CTRL (control) and C at the same time.
- Paste the URL into the document by pressing CTRL (control) and V at the same time.
- Save your document under "weblist_topic", e.g. "weblist_democracy".

Tool 6A:
Carrying out interviews

You can gather information about a topic when you question people about their knowledge of the subject or when you ask them for their opinion.

You can ask:

– Specialists – if you want to find something specific about a subject;
– Or people who don't have any special expertise in the subject – if you are interested in knowing what they think about your topic.

Interviews are best done together in a small group. That way, you can help one another with the questions and with recording the answers.

Go through the following points on the checklist:

– Write down a short answer to every question.
– Mark the questions to which you don't have an answer.
– Discuss any open questions with your class.

Steps to take:

1. The goal
– What is our topic? What do we want to know?
– What should the final product look like?

2. Preparation
– Who should be interviewed? How many people? Is age or gender important?
– How do we choose the right people?
– When should the interview take place?
– How should it take place?
– Who has to be informed or who do we have to get permission from?
– How will the answers be recorded (recorded on tape, notes, questionnaires)?

3. The questions
- What questions shall we ask?
- How many questions can we ask? How much time do we have?
- Put the questions together to form an interview.

These words might be helpful for you:
- What?
- Why?
- What for?
- How?
- Who?
- Where?
- When?

You can also ask the person about the following things:
- tasks and functions of the job
- how they chose their job
- work surroundings
- the most important tasks
- standards for the job (What do you HAVE to know?)
- type of training
- present situation in the job
- future perspectives of the job
- pros and cons of the job

4. Conducting the interview
- How do we begin with the questions?
- Who plays what role in the group (asking questions, noting down answers, starting and stopping the tape recorder)?
- How do we end the interview?

5. Evaluation
   – If you interviewed a specialist, think about the most important things he or she said and highlight them.
   – If you asked several people about the same topic and would like to know how many people gave similar answers, then sort the answers accordingly.

6. The presentation
   Decide whether the presentation will be for:
   – sharing in class; or
   – writing a newspaper article; or
   – creating a poster; or
   – something else.

Quality criteria for an interview

Decide who takes on which role during the interview. One of you will be asking the questions and the other one will be taking notes.
   – Talk in a friendly and open way.
   – Respect the person's feelings.
   – If a person does not want to answer a question, you have to respect this.
   – Look the person into their eyes when you talk to him/her. Smile every now and again.
   – If you don't understand a word or a sentence, ask again.
   – If the interviewed person does not understand a question, try to rephrase it.
   – Don't worry if you miss a word or a sentence. You will have enough answers at the end of
   – the interview.

After you have done the interview, sit back and answer the following questions:
   – How did you feel during the interview? As the interviewer? As the interviewee?
   – Which question worked best from your point of view? Which didn't?
   – Do you think you should change something? About the questions? About your way of asking the questions?

Tool 6B:
Carrying out surveys

You can gather information on a topic when you question people about their knowledge of the subject or when you ask them for their opinion. Surveys are usually done to get an opinion about a topic from a larger number of people. Surveys can be done through short interviews or question-naires. In JOBS you will use interviews for your surveys.

You can ask:
– People who don't have any special expertise in the subject but you are interested in knowing what they think about your topic.
– People who do have some kind of expertise about the subject you are interested in, i.e. specialists.

Surveys are best done as pair work, especially if you use interviews. That way you can help one another with the questions and with recording the answers.

Go through the following points on the checklist:
– Write down a short answer to every question.
– Mark the questions to which you don't have an answer.
– Discuss any open questions with your class.

Steps to take:

1. The goal
– What is our topic? What do we want to know?
– What do we want to get out of it? How will the results be used?
– What should the final product look like?

2. Preparation
– Who should be interviewed? How many people? Does age or gender play a role?
– How do we choose the right people?
– When should the survey take place?
– How will the answers be recorded (recorded on tape, notes, questionnaires)?

3. The questions
– What questions shall we ask?
– How many questions can we ask? How much time do we have?
– Put the questions together to form a survey. When asking people on the street, make sure there are only very few questions (a maximum of 3).

4. **Conducting the survey**
    – How do we begin with the questions?
    – Who asks the questions, who writes down the answers, who starts and stops the tape recorder?
    – How do we end the survey interview ("thank you", etc.)?

5. **Evaluation**
    – If you asked a larger number of people the same questions, is it necessary to get an overview of the given answers (How many people said x? How many people said y? Etc.).
    – If necessary, you can also group the answers given, even if they are not exactly the same word-for-word but are saying the same thing.

6. **The presentation**
    Decide whether the presentation will be for:
    – sharing in class,
    – writing a newspaper article,
    – creating a poster, or
    – something else.
    When having completed a survey, it is often very interesting to see the results in tables or in a diagram.

7. **Interpretation**
    Interpretation is more than writing down the results in a table. It raises the questions: What is the meaning of the results? What could be the reason for this result? It is best to make interpretations in pairs or in a small group.

Tool 7:
Interpreting images

Just like texts, pictures contain a lot of information. The following tips will help you to interpret and understand pictures.

Discover information about the picture:
- What are the most important colours in the picture?
- Where are noticeable shapes, patterns or lines?
- What is larger or smaller than normal?
- How big is the thing/person in the picture in reality?
- What time period (the past, the present) and what time of the year or day are presented in the picture?
- From what perspective do you see the subject of the picture: through the eyes of a frog, a bird or a person?
- What can you recognise in the picture?
- What type of picture is it (a photography, a poster, a painting, a wood engraving, a graphic, a collage, a portrait, a landscape, a caricature, etc.)?
- What is exaggerated or emphasised in the picture (light/dark, proportions, foreground/background, colourfulness, movement/stillness, gestures, facial expressions)?

Take in the picture:
- What is particularly noteworthy about it?
- What do you like about it?
- What is characteristic of the picture?
- How do you feel when you look at the picture?
- Which part of the picture is the most beautiful?
- Which words come to mind when you look at the picture?

Discuss the picture:
- Describe the picture in your own words.
- Tell one another what is meaningful, striking or important in the picture.
- Ask one another questions about the picture.
- Give short commands to one another, such as search for, find, show, explain …
- Discuss such questions as: Why were these pictures chosen? Which pictures complement the text that belongs to the pictures? Which pictures clash with what is written in the text?

Work with the pictures:
- Choose a picture and act out the scene you see there.
- Introduce the person that you see in the picture.
- Alter the pictures and comment on them.
- Compare the initial pictures with the modified ones.
- Explain what would have been difficult to understand in the text if you hadn't had the pictures to help you.
- Add suitable pictures that complement the text.
- Compare the pictures and appraise them. Do you like them? If not, why not?
- Write a description of the picture.
- Think about what happened just before the picture was taken or painted/drawn.
- Think about what would happen if the picture were to come alive.
- Add some speech bubbles with text to the picture.
- Describe the smells and sounds that the picture makes you think of.
- Collect pictures of similar subjects.

Interpret the picture:
- What title would you give the picture?
- Where was the picture taken or painted/drawn?
- What did the photographer/artist want to say with this picture?
- Why was this picture taken or painted/drawn?

Tool 8:
Creating mind maps

A mind map helps you to organise your thoughts. This is what the term literally means. Mind maps can be useful in many different situations when you have to think about a specific topic: gathering ideas, preparing for a presentation, planning a project, etc.

Look at the mind map below:
- What are the main categories? What are the subcategories?
- Would you have added more terms? If so, which ones?

Instructions for creating a mind map
- Write the name of your topic in the middle of a piece of paper and draw a circle around it. Be sure to use paper that is large enough.
- Draw a few thick lines radiating out from the circle. On each line, write the name of one subtopic related to the main topic in the middle.
- From the thick lines, you can draw additional, thinner lines that represent subcategories or questions related to the subtopic written on the thick line.
- Try to find as many different terms as you can and place them in the correct categories. You can use different font sizes, symbols and colours.

Compare your mind map with those of your classmates
- What do you notice?
- In what ways are your mind maps similar?
- In what ways are they different?
- What are the most important terms?
- Does the organisation of the subcategories make sense?
- Is anything important missing?
- What would you do differently next time?
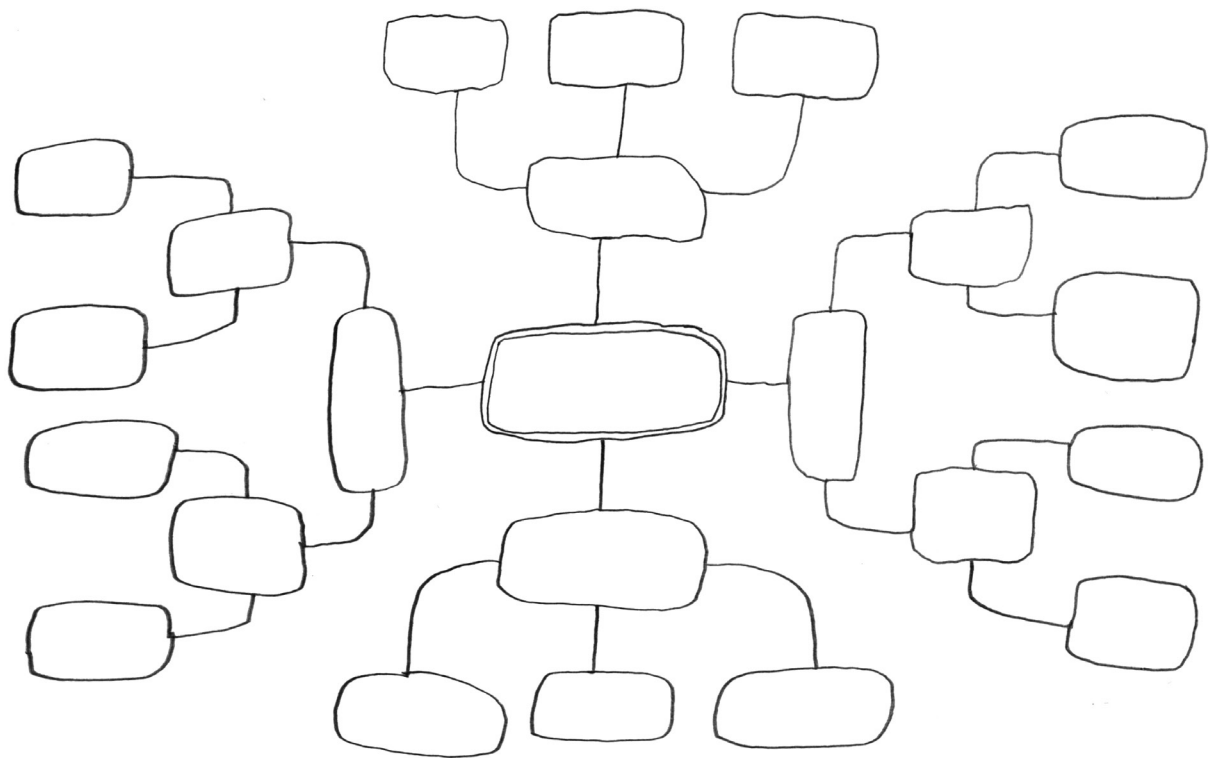
Tool 9:
Creating posters

A poster allows you to record your work and present it to your classmates. It is important that a poster is organised in a way that makes people pay attention. It should make the observers curious to find out more.

In a small group, examine the important features of a successful poster and think about what elements you can integrate into your own poster.

If you have already prepared your poster, you can use these features as a checklist to evaluate another poster.

Checklist

Title: should be short, interesting and visible from a distance.

Writing: should be large enough and legible. If you use the computer, don't use too many different fonts. Write short sentences that are readable from a distance.

Pictures, photographs and graphics: these should support what you have to say and make the poster interesting. Limit yourself to a few impressive ones.

Presentation: where should the title, headings, bullet points, symbols, boxes, photographs or pictures go? Sketch out your poster before you begin.

Put it together carefully: the poster should fill the chosen format but shouldn't be cramped.

Tool 10:
Holding exhibitions

An exhibition helps groups of students to present their work so that others (the class or invited guests) can get an idea of what the groups did. The following checklist can help you plan and hold an exhibition.

Checklist

1. **What do we want to demonstrate**
   – What is the main message that your exhibition is trying to get across?
   – What could the title of your exhibition be?

2. **Who is the audience?**
   – Children and teachers from your school?
   – Parents and siblings?
   – Clients from a tourism office?

3. **Where will the exhibition take place?**
   – In the classroom or somewhere in the school?
   – In a public place (at the town hall, for example)?
   – Will there be enough space and light?
   – Will we be able to have the infrastructure we need?

4. **How do we hold a memorable exhibition?**
   – Do we allow models and objects to be touched?
   – Do we allow room for playing, trying things out, observing or experimenting?
   – Do we play music or perform it ourselves?
   – Do we offer snacks?
   – Do we offer a guided tour of the exhibition?
   – Do we create a flyer as a guide to the exhibition?
   – Do we create a contest or a quiz?

5. Who has to be informed beforehand?
- Teachers in our school?
- Caretakers?
- School board members?
- The head teacher?
- Experts who can help us?
- Guests?

6. What do we have to do?
- Create a personal checklist?
- Create a list of materials?
- Create a time plan (who does what by when)?
- Know how much money is available and how much has been used?
- Create a flyer or an invitation?
- Inform the local newspapers?

7. How will the exhibition be evaluated?
- What are the most important criteria?
- Who will evaluate the exhibition (teachers, classmates, guests)?

Tool 11:
Planning and giving presentations

You can give a presentation to your classmates, your parents or other children in your school. In any case, you've got to prepare yourself well. The following checklist will help you do this.

A. Planning a presentation

1. **Who will be listening?**
   – Where should you give your presentation?

2. **Who will give the presentation?**
   – Are you giving your presentation alone or with a group?
   – How has the group organised itself?

3. **What is the goal of the presentation?**
   – What should the audience learn?
   – Should the audience give you feedback?

4. **How much time do you have?**
   – Should you leave time for the audience to ask questions?
   – Should you leave time for the audience to provide you with feedback?

5. **What resources are available?**
   – Blackboard/whiteboard?
   – Overhead projector?
   – Computer and beamer for a PowerPoint presentation?
   – Posters (flipchart)?
   – Stereo?

6. **How can you involve your audience?**
   – Allow time for questions.
   – Create a puzzle or a quiz.
   – Pass around objects.

7. **What do you want to say?**
   – Think about three to six headings that are important for your topic and write them down on an individual sheet of paper;
   – On each piece of paper, note down a few keywords about each heading.

B. Giving the presentation

A presentation can be divided into different parts: an introduction, the main part and a conclusion. Here are some ideas to help you give your presentation.

1. **Introduction**
   – Start with a relevant quotation, or by showing a relevant picture or object.
   – Present the main topic.
   – Explain how the presentation will be structured.

2. **Main part**
   – Inform the audience about the subject of the presentation.
   – Put the previously prepared sheets showing the headings and information in order.
   – Organise the presentation according to these headings.
   – Each time you begin with a new heading, make this clear by showing a picture, giving an explanation, etc.
   – Present a relevant picture, object, or piece of music under each heading.
   – Think about how you will show the pictures – whether you will pass them around, draw them on a transparency or display them on a poster, etc.

3. **Conclusion**
   – Say what was new for you.
   – Say what you learned.
   – Show one final picture.
   – Quiz your classmates.
   – Allow time for questions.

Tool 12:
Preparing overhead transparencies or a PowerPoint presentation

PowerPoint presentations or overhead transparencies shown on an overhead projector are often used during presentations and the same rules apply to both.

When creating a transparency/slide, pay attention that:
– the font is clear and legible;
– only one font is used;
– the print is large;
– there's enough space between the lines;
– there's not much text on each transparency/slide;
– the transparencies/slides are clean with no black toner or copy marks;
– there are enough large, visible pictures, maps and graphics;
– there are only a few different colours and symbols;
– there are not too many transparencies/slides.

Which are better – overhead transparencies or a PowerPoint presentation?
There are advantages and disadvantages to each. Here you will find a few important hints that can make it easier for you to choose between using overhead transparencies or a PowerPoint presentation.
Which form of presentation is right for your needs?
Read through the following points to help you choose.

Overhead transparencies are good if:
– you have fewer than five transparencies to show;
– you want to show or explain something in between showing the transparencies;
– you want to write on a transparency during the presentation;
– you only want to show one picture on each transparency;
– you want to cover and uncover something on the picture;
– you want to share the task in your group and assign one transparency to each group member.

PowerPoint presentations are good if:
– you have a lot of information to present;
– you have a large number of slides;
– you want to show pieces of information one after another on the same slide;
– you want to show something from the Internet during your presentation;
– you want to show a video clip, a digital image or something that has been saved onto your computer;
– you want to use the video at a later point in time or put it together in another way.

Tool 13:
Writing newspaper articles

In order to inform others about your topic, you can try playing the role of a reporter and write an article for a newspaper. Writing an article is also a way of making topics public. This can help to change things that are bad in society or show the others what is good.

A newspaper article is divided into different sections:
– **Headline:** should be short and clear.
– **Lead paragraph:** an introduction to the topic in very few and rather short sentences.
– **Authors:** who wrote the article?
– **Running text:** the article itself.
– **Headings:** to help the reader see "chapters".
– **Picture:** a meaningful picture relevant to the text with a short explanation underneath.

Checklist:

– Compare a newspaper article from today's newspaper with the example you see above. Can you find the different sections?
– Highlight the sections using different colours.
– Pay attention to the font styles (bold, normal, italics).
– Compare your newspaper article with those of your classmates.
– Use these sections in your own newspaper article.

Tool 14:
Putting on performances

Acting out stories is a good way of reflecting human life. You can also create scenes using a picture, a piece of music or an object. When you act, you take on a role. This means that you try to take on the feelings of a specific person and act these out. After the performance, everybody will be able to think about which parts of the performance appeared "real" and which parts were imagined.

"Free" performing
  – Write down key words that represent the performance.
  – Decide who will play which role and what is important to remember in each role.
  – Gather all the necessary materials.
  – Rehearse the performance.
  – Get the stage ready.
  – Enjoy the show.
  – Afterwards, discuss the following questions:
    • What could you see?
    • Did everybody understand everything?
    • What was particularly good?
    • Was something missing in your opinion?
    • What was a bit too exaggerated?
    • What questions do we have about the content?

Creating a performance from a text
 Read the story together and create scenes:
  – Who was involved? Where did it take place?
  – How did the people deal with the situation? What did they say?
  – How did others react?
  – How did the story end?
  – Decide upon the number of acts in the performance.
  – Who will play which role? What costumes will be necessary?
  – Rehearse your performance.
  – Evaluate your performance together with your classmates.

Creating a performance from an image
- Look for a picture that could be used as the basis for a play.
- Imagine yourself in the picture.
- Gather ideas: how did/do the people you see in the picture live? What are they happy about? What are they unhappy about?
- Create a performance using this picture and note down key words for each scene.
- Decide upon the number of acts in the performance.
- Decide who will play which role and what is important in this role.
- Rehearse the performance and find props.
- Get the stage ready and invite the guests.
- Evaluate your performance together with your classmates.

Tool 15:
Holding debates

A debate can help to make us aware of various opinions about a topic and to understand the advantages and disadvantages of controversial issues. In order to hold a debate, there needs to be a controversial question that can be answered with a yes or a no. In a democracy, there is always more than one solution or one opinion.

Two opinions – a debate

Here's how it works:
- Divide your class into two groups. One group is "for" (in favour of) the issue, the other group is "against" the issue.
- Each group finds possible arguments to support their opinion. They should also put together arguments that go against the opinion of the other group.
- Note down your argument using keywords.
- Each group designates two speakers.
- The debate is organised in three parts: the opening round, an open debate, and the closing round.
- The opening round: Each speaker briefly explains his or her argument. The "pros" group and the "cons" group take turns presenting.
- The debate: the speakers present their arguments and try to counter the opposing side's arguments.
- The closing round: this round has the same procedure as the opening round. Each person has the possibility to summarise his or her opinion.

The time keeper

Choose someone from your class who is responsible for keeping time during the debate.

– The opening round should last no more than eight minutes (each person can speak for two minutes).
– The debate should last no more than six minutes.
– The closing round should last no more than four minutes (one minute per person).
– If somebody goes over the allotted time, a bell is rung.

Observers

Students who are not speakers during the debate observe what happens. After the debate, they say what they noticed using the following points as a basis:

– Which arguments were presented?
– Who will implement what and how?
– Was each speaker allowed to speak or were they interrupted?
– How did different speakers try to get their message across?
– Which arguments were convincing?
– What examples of good arguments were presented?
– Which words were used frequently?
– How did the speakers speak (using body language, speaking loudly enough, with inflection, etc.).

[1] Argument: a statement that is formulated to support a claim.
[2] Pros and cons: this means "for" and "against".

Tool 16:
Giving feedback

Why give feedback?

Feedback is an important part of our communication process. Without feedback we do not know when we have done something well or could maybe improve upon something.

Of course, it is easier to give positive rather than negative feedback. However, it is possible to give feedback constructively and in a way that helps to improve learning.

Giving feedback step-by-step

Giving feedback step-by-step

1) **Encourage reflection** and ask the speaker how she or he felt while presenting:
   a. Did it go as planned? If not, why not?
   b. If you were doing it again what would you do the same next time and what would you do differently? Why?
   c. How did you feel during the presentation?

2) Are you **ready for feedback?**
   Ask the speaker whether she or he would like to receive feedback.
   Do not give feedback if the other person is not ready for it.

3) **Be descriptive** in your feedback.
   Try to describe as objectively as possible what you saw the person do or heard the person say. Avoid judgment.
   Examples: "You often walked up and down." instead of "The way you kept walking up and down was awful."

4) **Speak for yourself** when giving feedback.
Use "I" statements to make clear that what you say is your subjective point of view. Someone else might see things completely differently.
Example: I, personally, did not like the fact that you were walking up and down, because I felt it created a restless atmosphere.

5) **Keep it short.** Give one positive and one negative feedback. Comment on the most relevant points.

6) **Be direct** and give specific examples. Get to the point and avoid beating around the bush. Both negative and positive feedback should be given in a straightforward manner.

7) **Focus on the positive.** Feedback should be given constructively. When giving negative feedback, suggest alternative behaviours.

8) **Take notes.** You can only give reliable and good feedback if you took notes during the presentation.

The following checklist can help you to structure your thoughts when preparing feedback about your classmates' presentations:

Aspects to consider for feedback after presentations

Content	not at all ◄————|————► very much so
1) Introduction The attention of the audience was captured.	○ ○ ○ ○ ○
2) Structure The presentation was structured in a logical way.	○ ○ ○ ○ ○
3) Explanations The presentation was illustrated with specific examples.	○ ○ ○ ○ ○
4) Conclusion The main points were summarised.	○ ○ ○ ○ ○
5) Audience-friendliness The content was adapted to the audience's needs and background knowledge.	○ ○ ○ ○ ○
6) Timing The presentation was well timed.	○ ○ ○ ○ ○

Performance	
7) Communication The speaker had eye contact with the audience.	○ ○ ○ ○ ○
8) Comprehension The speaker made sure the audience could follow his/her thoughts.	○ ○ ○ ○ ○
9) Variety of methods The speaker used different presentation methods, e.g. audio-visual material, demonstrations etc.	○ ○ ○ ○ ○
10) Prosody The speaker used rhythm, stress and intonation in a meaningful way, i.e. spoke with emphasis on important aspects.	○ ○ ○ ○ ○
11) Atmosphere The speaker created a relaxed atmosphere and encouraged questions from the audience.	○ ○ ○ ○ ○
12) Body language The speaker used body language to support the content of his/her presentation.	○ ○ ○ ○ ○
13) Personal involvement The speaker talked about personal experiences and gave his/her personal point of view.	○ ○ ○ ○ ○

JOBS