Monumental contest

Module IV | Interpersonal skills | Having an impact | All lessons

Activity: Monumental contest

- **Short Description**: Students will be engaged in a contest, where they have to present an unknown monument of their choice as candidate to become one of the future seven Wonders of the World. For this, they will have to prepare their presentation to generate the best possible impact on their audience.

- **Methodology**: Learning by doing

- **Duration:** 5 minutes per presentation + time for vote and feedback. Depending on the size of the group, about 2 hours.

- **Difficulty (high - medium - low)**: Medium

- **Individual / Team**: Preferably individual, but could also be done by small teams

- **Classroom / House**: This activity is to be prepared at home and implemented in the classroom

- **What do we need to do this activity?** (Indicate what resources we need to be able to carry out the proposed activity)

  - **Hardware**: Computer and screen
  - **Software:** Any, depending on the presentation the student decides to use
  - **Other resources:** any accessories are to be accepted, as it is a creative exercise. To be decided by the students.

Description

- **Text description**:

In this activity, students will practice oral communication and the presentation of a monument for which they need to collect votes. They will compete with other students so to raise more adherence from their peers, which can only be achieve with an impactful presentation. To achieve this objective, they will have to apply the recommendations given in our topic 9, having an impact.

After being given basic instructions, students will have about one week to prepare their presentation, which should not last for more than 5 minutes. In this short time, they will have to present all the assets of the monument they have chosen. For this, any artifact is permitted, so they should be creative and convincing. Also, teachers should recommend them to take care about specific elements:

- Entrance on stage
- Visual elements – outfit of student
- Artifacts used
- Expression, verbal communication
- Nonverbal communication and gestures
- Assets of the monument defended
- Last word

Students are not allowed to vote for themselves. Thus, they will also be active while looking at others' presentation, as they should evaluate the performance of their peers and chose the monument that most convinced them.

Again, teacher might give them instruction to pay attention to several elements before they make their choice, making reference to the above-mentioned list. Eventually, he can provide a table for students to write their score, as proposed in annex.

Once the presentations are completed and the votes done, the class should take some time to reflect on the general performance achieved in this activity, and what where the most impactful points that oriented their decision to award one or another monument.

- **Illustration**:

Source:

Instructions

1. STEP 1 – Teacher should present the instructions to the students
2. STEP 2 – Students should have about one week to prepare their presentation
3. STEP 3 – During a classroom, each student will successively present the monument chosen, trying to make the greatest impact.
4. STEP 4 – The audience, made of the rest of students, will vote for a monument (which can be any excepted their own)
5. STEP 5 – Teachers and students will reveal the result of the vote and discuss about the result
6. STEP 6 – General feedback about students' performance, intending to detect the elements that made a positive impact and how this could be transferred in other situations.

Expected outcomes

- Students will gain a direct practice of oral presentation, with the objective of having an impact on others.
- Loosing "shame" of talking in front of an audience
- Bettering general communication skills
- Care to detail and visual elements
- Working on how bringing others to one's side, which can also be related to project pitch and how to convince people with a short and impactful presentation

This activity can be used in other (module, course, topic, lesson):

- **Module III, Business Pitch**
- **Module IV, Interpersonal skills, Conversation and Language (verbal and nonverbal)**

ENTRECOMP (Competences developed): Spotting opportunities, Creativity, Vision, Mobilizing others, Taking the initiative

Example:

A student born in Beuren, Germany, 420 inahbitants, might focus his/ her presentation on the city council of this village:

Picture: https://de.m.wikipedia.org/wiki/Datei:Rathaus_Beuren.jpg

ANNEX:

Teacher can provide students with the following table for the evaluation of the different presentations that they will see during the contest.

Students should then score the different monuments taking into consideration the mentioned elements, from 1 to 5, 1 being the smallest and 5 the highest score. Then, students should choose a coefficient for the

different elements, then preparing the discussion about which are, according to their opinion, the most impactful element that will determine their choice. Finally, they should vote following the ranking obtained.

MONUMENT: xxx			
Element	Score (1 to 5)	Coefficient	Total
Entrance on stage			
Visual elements – outfit of student			
Artifacts used			
Expression, verbal communication			
Nonverbal communication and gestures			
Last word			
Assets of the monument defended			
Total			