**Canadian Justice System Presentations**



**Task**:

* Prepare a Ted Talk Style presentation on one of the following topics that are relevant to the Canadian justice system and your ever-evolving conception of justice.

**Objectives**:

* Research and Communication Skills
  + Develop strong verbal presentation and audience engagement skills.
  + Continue developing effective media for presentations.
  + Continue developing effective research skills, especially incorporation of evidence and references.
* Topic
  + Develop a deep understanding of one important aspect of the Canadian justice system.
  + Develop a familiarity with other aspects of the Canadian justice system.
  + Be able to make connections between the topics.
  + Continue to articulate, test and expand personal conception of justice.

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| **Topic Area** | **#1** | **#2** | **#3** | **#4** |
| Youth in the Justice System |  |  |  |  |
| Aboriginal Peoples within the Justice System |  |  |  |  |
| People with Mental Illness in the Justice System |  |  |  |  |
| Media (traditional and social) |  |  |  |  |
| Access (financial and time to trial) |  |  |  |  |
| Self-representation |  |  |  |  |
| Sentencing (maximum, minimums and alternatives to jail) |  |  |  |  |

**Timeline and Assessment Pieces:**

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| Introduced | April 29 | There are 4 items due, to be included in Term 2: |
| Presentation Skills Workshop | May 2 |
| Work Periods | April 29, May 2, 3, 5, 6 |
| Critical Friends Feedback Day | May 3 | #1 Outline and References Due  Presentation to be shared in draft format |
| Presentation Day | May 9-11 | #2 Presentation Product and #3 One Pager Due (day of presentation) |
| Reflection | May 12 | #4 Reflective Writing due June 5 |

**Presentation Styles:**

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| **TED Talk Style**  [www.ted.com](http://www.ted.com) |
| * More of a traditional style of presentation. * Mixture of evidence, examples, narrative and supporting images, data sets, etc. * Media may include text, unlimited number of slides/components. * Should be fitting of the TED focus on technology, education and design in orientation. |

**Presentation and Product Checklist**

* Content and Concept Knowledge
  + Give a solid grounding of this aspect past, present and future.
  + Establish related economic, social and political influences on the topic.
* Critical Thinking
  + Be organised around a question that is related to the chosen/given topic area.
  + Connections to Canadian justice system.
  + Connections to personal conception of justice.
* Research Skills
  + Be based upon research from 5-6 reliable and relevant sources.
  + Refer to at least 1 case study/example.
* Communication
  + Reflect principles of effective presentations (from workshop).
  + Reflect principles of effective media creation (from workshop).
  + Reflect principles of audience engagement (from workshop).
* Technical:
* Multi-media product expected.
* Students are responsible for ensuring needed equipment (e.g. speakers, mac adapter) is organised ahead of time. Assume all spaces will have a projector.

**Presentation Outline and References:**

**Due**: June 2nd

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| Name: | Topic: |
| Focus Question: | |
| Research Question #1 + 3-4 supporting ideas, thoughts, pieces of evidence, etc. | |
| Research Question #2 + 3-4 supporting ideas, thoughts, pieces of evidence, etc. | |
| Research Question #3 + 3-4 supporting ideas, thoughts, pieces of evidence, etc. | |
| Presentation Outline:   * *Style, sections, A/V needs* | |
| Audience Engagement:   * *Plans, places to check in, alternative plans* | |
| References (minimum 5, MLA format): | |

**PRESENTER NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ASSESSOR: ☐ STUDENT (SELF) ☐ PEER ☐TEACHER**

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| **90-100%- Excelling**   * Gold standard * Display shows creativity, effort and reflects the desired level of engagement with material. * Incorporation of justice system and conceptions of justice, along with other concepts considered throughout the year to date. * Thematic analysis shows depth, critical thought, connections and originality * Solid, independent and committed effort throughout process * Findings are productive, original, unique and thoughtful. | **80-89%- Advancing**   * Meets the vast majority of expectations. One component may be lacking but it balanced by others. * Product is traditional, well put together and informative. * Incorporation of mostly one theme (justice system, conception of justice) with some reference to the other. * Mostly expository with some thematic analysis. * Findings are comprehensive, thoughtful and understandable. | **70-79%- Emerging**   * Uneven and misses many of the objectives. * Work does not reflect the set expectation of engagement and depth. * Product is lacking in effective communication, creativity, professionalism and/or connection to topic. * Work and information communicated is expository in nature; no analysis present. * Findings lack depth, are without support or reflect gaps in understanding or engagement. | **IP-69%- Lacking**   * Most objectives are missed. * Work does not reflect set expectations * Display appears unfinished and/or unconsidered. * No evidence of research or connection to themes (justice system, justice conception) * Survey of seemingly disconnected evidence/material presented. * Evidence of student-generated work is absent. * Work may need to be resubmitted for final assessment. |

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| **Component** | **Excelling** | | **Advancing** | | **Emerging** | | **Lacking** |
| **Content and Conceptual Knowledge** | Student has an exceptional grasp of their issue and its relation to the themes and has developed a rich understanding of different perspectives and causes/consequences. Language used is precise, sophisticated and rich. | | Student has sound grasp of their issue and has developed sound knowledge of a variety of factors affecting it Language use is relevant, accessible and helps the audience understand more about that topic. | | Student has some understanding of the issue but has omitted or two key factors of issues that have resulted in their incomplete knowledge of the subject. Language use is generic or opportunities are missed to use more technical terminology. | | Student has very little or no understanding of the real issue. Student’s knowledge is basic, flawed or misrepresentative. Language reflects surface-level understanding. |
| **Critical Thinking:**  **Analysis**  (Canadian justice system, conception of justice) | Strong placement of this issue within the broader context of the justice system, featuring both background knowledge and analysis.  Personalised/analytical explanations and connections to how this issue connects to justice on a personal/philosophical level.  Themes are considered in-depth, featuring analysis, critical thinking and questioning. | | Focus on the issue is good, some connections make to other systems/processes of the justice system.  Reference to how this issue fits into the conception of justice in a generic or broadly applicable way.  Themes are applied in a “top-down” manner with obvious and illustrative connections made. | | Project is loosely connected to the themes. The themes are another layer added to the project, rather than integrated. | | Project is lacking in reference to the themes and does not seem to serve as a valid exercise to achieve the learning outcomes. |
| **Research Skills:**  Presentation Outline and References | Research questions and notes reflect anticipated level of engagement, depth and academic research. 🞐 Yes 🞐 No  Presentation outline reflects components discussed in workshops while maintaining individual style and creativity. 🞐 Yes 🞐 No  Resources are credible, relevant and reflect exploration of the full issue. 🞐 Yes 🞐 No  *Yes = acceptable at this point, minor improvements and additions still expected for final product.*  *No= unacceptable reflection of available work time to date. Major improvements and additions are expected for final product.* | | | | | | |
| **Research Skills:**  Case Study + Use of Sources | The case study(ies) are highly relevant, compelling and engaging adding both weight and depth to the presenter’s own material.  Presenter references and integrates credible, academic sources. | | The case study(ies) are relevant to the issue and help articulate why the issue is important for consideration.  Presenter has obviously done research using credible, mass-media sources. | | The case study(ies) may be relevant to the issue, but represent a limited or short-sighted understanding of the issue itself. The presenter may need to clarify the issue/case study.  Presenter does not reference sources or seems to have not used credible, relevant sources. | | The case study and reference sources lack relevance and/or credibility and discredit the presenter’s work. |
| **Communication:**  **One pager** | Assessed separately using one pager rubric. | | | | | | |
| **Communication:**  **Audience Engagement** | Presenter is able to respond to questions with depth, creativity in a manner that reflects interest in the ideas.  Presenter is able to generate healthy discussion with questions, hypotheticals, personal reflection methods, etc. | Presenter is able to respond factually to direct questions and is able to make some connections.  Presenter has prepared questions, engagement methods. | | Presenter seems unable to respond factually to expected questions or does not realise the limit of his expertise.  Presenter is not able to generate discussion or reflection. | | Presenter is ill prepared to answer questions or misrepresents level of expertise.  Presenter stifles discussion or otherwise creates a negative atmosphere for discussion. | |
| **Communication:**  **Product** | Student presents their work in interesting and engaging formats.  Product is professional-grade, deeply connected to the focus of the project and enhances the viewer’s knowledge and understanding of the work. | Student presents their work in clear, understandable formats.  Display is visually pleasing and contributes to the viewer’s knowledge of the issue. | | Student presents their research findings in a simple, predictable format that may not effectively communicate their work. | | Display is lacking in care or organisation in its creation.  Student fails to present their information clearly. | |
| **Communication:**  **Presentation Skills** | Presentation adds depth, clarity and opportunity for engagement with the viewers.  Presentation is planned, exceptionally delivered and demonstrates a genuine interest and engagement in the issue. | Presentation adds understanding for the viewers and presenter is able to answer direct questions.  Presentation is thought-out, well-delivered and demonstrates a commitment to the issue. | | Presentation is a review of the display and may not add much to the viewer’s understanding.  Presentation is overly casual or appears unprepared. | | Presentation is unrelated to the project or demonstrates a lack of respect for the subjects or the work.  Presentation appears unprepared and is approached negatively. | |
| **Highlights:** | | | | **Areas to Improve:** | | | |