

SDG 14 Future of the Ocean

MM6: Problem to Pitch Marine Plastic Waste



Micro Module 6: Problem to Pitch Marine Plastic Waste

Implementation

Lesson 14: Preparing to Pitch - Pecha Kucha 1

**Subjects: Design,
Technology, Maths,
Environment, Science,
Sustainability**

Lesson Title and Summary: Preparing to Pitch- Pecha Kucha 1

A Pecha Kucha ('chit chat' in Japanese) is a presentation format that encourages presenters to be concise and use the relationship between image and text. The Pecha Kucha format is 20 slides with a 20 second limit – 400 seconds.

In this lesson, students will be introduced to the Pecha Kucha format and begin to analyse what makes a good presentation so they can prepare to create their own Pecha Kucha presentation.

Vocabulary: Outline, Pecha Kucha, Pitch

In this lesson, the learner will:

- learn about the Pecha Kucha format
- develop research and analysis skills
- share ideas and opinions
- develop an understanding of what makes a good presentation
- develop an awareness of presentation skills

Materials

- Video: A Pecha Kucha About Pecha Kucha
- Video: Bad Presentation 1
- Video: Bad vs Good Presentation
- Worksheet: Pecha Kucha Analysis
- Internet
- Paper
- Pens, pencils or markers



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Activity Instructions

Activity 1 - What is a Pecha Kucha? (25 mins)

1. Watch Video: '[A Pecha Kucha About Pecha Kucha](#)' and ask learners to answer the following:
What is different between a Pecha Kucha and a traditional presentation?
2. Visit www.pechakucha.com in pairs and select 1-2 Pecha Kucha presentations to watch and complete Worksheet: Pecha Kucha Analysis.
3. As a whole class, discuss responses in the Pecha Kucha Analysis worksheet.
 - *Does this feel easier or harder as a format for a presentation?*
 - *Did you notice anything interesting about the presentations?*
 - *What did you like about the format?*
 - *Was there anything you didn't like?*

Activity 2 - What makes a good presentation? (25 mins)

1. Watch Video: [Bad Presentation 1](#) - review in pairs.
2. Share your thoughts with your partner, then share your comments with the whole class.
3. Repeat Steps 1 & 2 with Video: [Bad vs Good Presentation](#) and watch up to up to 1:24 min.
4. Compare the two bad presentations. What was similar between the two?
5. After the comparison and discussion begin the video from 1:24 min and watch the good presentation example.
6. Compare the good presentation with the bad ones.
 - What made it good?
 - Ask learners to think about anything else that is important for a good presentation.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

Use Post-its or a mentimeter survey - www.mentimeter.com - to gather reflections

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, complete Activity 1 only and follow up with Activity 2 in the next lesson, or set it as an at-home task.

Extension: For a longer lesson, encourage learners to explore the Pecha Kucha presentations and find an example they'd like to present to small groups. Extend discussion time in Activity 1 & 2.

Learners could look at other videos for tips on presentations- see Media Box.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

'A Pecha Kucha about Pecha Kucha' - <https://www.youtube.com/watch?v=jJ2yeplaAtE>

'Pecha Kucha' <https://www.pechakucha.com>

'Bad Presentation 1' <https://youtu.be/KgObza4ek1U>

'Bad Presentation vs Good Presentation' <https://www.youtube.com/watch?v=S5c1susCPAE>

'Pecha Kucha Presentation' tips (6:58min) https://www.youtube.com/watch?v=zAZ_8UJUUpno

'Using PowerPoint for your presentation' (4:26min)
<https://www.youtube.com/watch?v=q0XWIPbXmVY>

'How to give a great presentation' (7:04min) <https://www.youtube.com/watch?v=MnIPpUiTcRc>

'7 Presentation structures used by the best Ted' Talks (11:22min)
<https://www.youtube.com/watch?v=hMk5s1y486l>

Local Trip / Expertise / Additional Work and Assessments

Stakeholder mapping worksheet supports students to focus on their local audience - see Lesson 2.

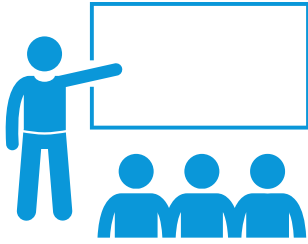
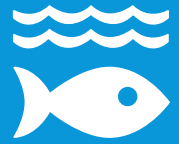
Develop the project across subject areas through multiple outcomes such as video, poster, Pecha Kucha, Interviews or Podcasts.

- SDG 8 Media Communication - supports the development of the 4Cs skills - Creativity, Communication, Critical Thinking and Collaboration, sign in using your school email https://www.codesres.ie/_files/ugd/92a067_a8f108ce0a6448e9851a5b03dd2e8d40.pdf
- SDG 4 Supporting Skills <https://www.codesres.ie/sdg-4-supporting-resources> sign in using your school email.

MM6: L14 PECHA KUCHA ANALYSIS

Pecha Kucha (pe cha ku cha) means 'chit chat' in Japanese and was devised as a presentation format to get presenters straight to the point.

14 LIFE BELOW WATER



Team: _____

Date: _____

1

Watch the following presentation and answer the questions below
<https://www.youtube.com/watch?v=jJ2yeplaAtE>

- What did you like about the format?
- Was there anything you didn't like or thought was boring?
- What stood out most for you about the presentation?
- Does this feel easier or harder, as a format, for a presentation?

2

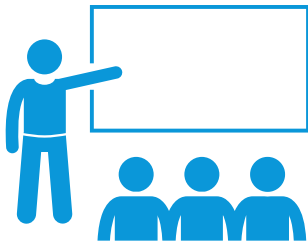
Visit www.pechakucha.com and select 2 contrasting presentations. Use the questions in box 2 and 3 to make notes about the presentations.

Pecha Kucha #1 Title: _____

- What was the presentation about?
- What stood out to you about their images?
- Did the image and words work well together?
- What did you learn from the presentation?

MM6: L14 PECHA KUCHA ANALYSIS

Pecha Kucha (pe cha ku cha) means 'chit chat' in Japanese and was devised as a presentation format to get presenters straight to the point.



Team: _____

Date: _____

Pecha Kucha #2 Title: _____

3

- What was the presentation about?
- What stood out to you about their images?
- Did the image and words work well together?
- What did you learn from the presentation?

4

Think about your answers above - use them to start thinking about your presentation.

- Who is your audience? - think about their age and interests or what might interest them about your topic.
- What style will you use? - drawings, photos, collage
- What information do you want them to know?