ATL CHARACTER SKILLS PRESENTATION

PURPOSE — IB APPROACHES TO LEARNING: Character skills help us manage ourselves, respond to challenges, and keep learning. Your job is to use research and a real-life activity to teach classmates one practical skill they can use at school and beyond.

CHOOSE ONE TOPIC (teacher approval; no repeated topics)

1) Emotional regulation
2) Stress management
3) Self-motivation
4) Self-care
5) Self-awareness
6) ~~Learning styles / strategy fit*~~
7) Failing well
8) Resilience vs. determination
9) Courage

WHAT TO PREPARE

☐ RESEARCH + EXPLAIN Define the skill; why it matters; benefits; evidence or science. Cite at least two credible sources.

☐ SHOW REAL APPLICATION Provide specific school and outside-school examples; explain how someone could practice the skill.

☐ TEACH AN ACTIVITY Lead classmates through a realistic scenario, practice, or decision using the skill (not a trivia quiz).

☐ CHECK + REFLECT Show a strong response/model; give feedback; have classmates identify one useful next step.

SLIDE / SPEAKING RULES: Maximum 4 bullets per slide AND 4 words per bullet. Do not look at the screen or read slides. All members contribute; include a Sources slide.

GRADING RUBRIC / 100 POINTS

50 points: class activity (rows 6–10) • Circle one level per row

CRITERION / 10 PTS	10 — STRONG	8 — PROFICIENT	6 — DEVELOPING	4 — LIMITED
Definition + relevance	Clear, accurate definition AND specific reason this matters to students.	Accurate definition and benefit; reason stays general.	Partial definition; relevance is vague.	Inaccurate or missing explanation.
Evidence + sources	Explains relevant evidence/science; TWO credible sources, all credited.	Credible research and citations; evidence only briefly explained.	Thin evidence or missing credits.	Unsupported claims; sources missing.
Real-world examples	Specific school AND life examples; explains HOW to practice skill.	Two relevant examples; steps remain general.	Examples vague, incomplete, or repetitive.	No usable example or application.
Slides: 4 × 4 rule	EVERY slide meets both limits; visuals clarify ideas.	Both limits met; visuals add little to explanation.	One or more violations or cluttered slides.	Repeated violations; slides used as script.
Delivery + teamwork	NEVER faces screen or reads; all present confidently and smoothly.	One brief glance or rough handoff; all contribute.	Frequent reading/glancing or uneven roles.	Mostly reading; major preparation gaps.
Activity fits skill	Students must PRACTICE the actual skill in a realistic situation.	Uses the skill in a mostly guided scenario.	Activity loosely related; mostly discussion.	No relevant skill practice.
Model + materials	Strong worked example and ready materials make task repeatable.	Usable model/materials; some steps unexplained.	Incomplete example or missing materials.	No useful model; materials lacking.
Directions + pacing	Instructions and roles clear; all time used purposefully.	Minor confusion or delays; task completed.	Unclear steps; activity rushed or stalled.	Class cannot complete task independently.
Participation + guidance	Nearly everyone participates; group actively coaches classmates.	Most participate; presenters offer some help.	Several passive; limited presenter support.	Most classmates merely watch or listen.
Feedback + reflection	Class checks result and chooses a SPECIFIC next action.	Checks results and suggests a general next step.	Brief debrief; little meaningful reflection.	No check, feedback, or reflection.

SCORE: _____ / 100

Activity = rows 6–10 (50 pts) | Research/presentation = rows 1–5 (50 pts) | 0 = no evidence