

Poster presentation guidelines and rubric.

As a group, create a virtual poster in Microsoft PowerPoint or a similar program that summarizes what you learned in the recreational fishery activity and displays your group's research findings about your coastal development issue. (**Note:** If you do not have access to computers in the classroom, create a physical poster instead.)

You will present the poster as a group and be evaluated by your classmates and teacher. Use the following guidelines to help you.

Poster content

Your poster and oral presentation should address the following points:

Game 1: Free harvest

- ✓ A graph showing how your group's red drum population changed over time in Game 1 (free harvest). Use your datasheet to help make the graph.
- ✓ What happened to your red drum population during Game 1?
 - Why? Did this match your predictions?
- ✓ Based on your findings, why do scientists manage wildlife populations?
- ✓ What type of resource are red drum and other fish?

Game 2: Management tools

- ✓ A graph showing how your group's red drum population changed over time in Game 2. Use your datasheet to help make the graph.
- ✓ What fisheries management tool did you use?
 - How did you use it?
 - Did it successfully maintain or increase your population?
 - How feasible would it be to apply your management tool from Game 2 in real life? Why or why not?

Game 3: Coastal development scenarios

- ✓ A graph showing how your group's red drum population changed over time in Game 3. Use your datasheet to help make the graph.
- ✓ What was your coastal development scenario?
- ✓ What management tools did you use in response?
 - Did it successfully maintain or increase your population?
 - How would you change your management plan?
- ✓ Research component: Research a real-life example of your coastal development issue, either locally or globally. Information sources can be from both the primary literature and popular press.
 - Compare your group's management plan to the wildlife managers' management plan from the real-life example. What were the key similarities and differences?
 - What other factors would we need to consider to make Game 3 more realistic?

Peer-evaluation sheet: Poster presentation.

For each presenting group, imagine that you are a citizen about to vote on passage of the group's management plan to combat their coastal development issue. Would you vote for or against it?

On a separate piece of paper or using the space below, explain your reasoning. Make sure to consider the following:

- How would your reaction change depending on your community role (e.g., fisherman, policy maker, biologist, cook, beach-goer)
- What modifications would you suggest to make the management plan more appealing?

Hand in this evaluation form to your teacher at the end of the group presentation period.

Poster rubric.

Criteria	4: Excellent	3: Good	2: Fair	1: Poor
Organization	<ul style="list-style-type: none"> • Clear title • Clearly defined sections • Clear flow of topics • Easy to follow 	<ul style="list-style-type: none"> • Clear title • Sections defined • Generally easy to follow, though may require rereading for clarity 	<ul style="list-style-type: none"> • Title present • Sections unclear or inappropriate • Takes effort to follow thoughts and ideas 	<ul style="list-style-type: none"> • Title unclear or absent • Sections unclear or absent • No flow of ideas • Cluttered, messy
Creativity	<ul style="list-style-type: none"> • Neat and eye-catching • Diagrams clearly labeled • Good balance of text and graphs or pictures • Engaging use of color 	<ul style="list-style-type: none"> • Neat • Some use of color • Diagrams present • Fair balance of text and graphs or pictures 	<ul style="list-style-type: none"> • Bland • Little or no color • Diagrams absent or unclear • Mainly or all text 	<ul style="list-style-type: none"> • Bland • Boring • No variety in layout • Diagrams absent • Majority is text
Science Content	<ul style="list-style-type: none"> • Addresses all the guidelines (see worksheet) • Thorough, detailed analysis and comparison of real-life coastal development research example for group's particular scenario 	<ul style="list-style-type: none"> • Addresses all the guidelines • More superficial analysis and comparison of real-life coastal development research example for group's particular scenario 	<ul style="list-style-type: none"> • Addresses most of the guidelines • Coastal development research components incomplete or missing 	<ul style="list-style-type: none"> • Addresses few or none of the guidelines • Large portions missing
Oral presentation	<ul style="list-style-type: none"> • All students speak • Clearly defined role for each student • Well-rehearsed 	<ul style="list-style-type: none"> • All students speak • Well-rehearsed with some pauses • Articulation, eye 	<ul style="list-style-type: none"> • Most students speak • Obvious lack of rehearsal • Lacking in one of 	<ul style="list-style-type: none"> • Only one or two students speak • Obvious lack of rehearsal

	<p>without awkward pauses</p> <ul style="list-style-type: none">• Clear articulation• Appropriate eye contact, voice volume	<p>contact, voice volume generally adequate</p>	<p>the following areas: articulation, eye contact, voice volume</p>	<ul style="list-style-type: none">• Lack of conveyed information• Lacking in one or more of the following areas: articulation, eye contact, voice volume
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