

0.2 The Way We Meet



Technology Commons
Port Credit Secondary School

Attention, connection, and making space for one another.

Presentations: Weds., Sept. 16 & Thurs., Sept. 17, 2026

Value: /10 - equal to 0.1 Past, Present & Becoming

Submit: one completed PDF after the final presentation day

Submitted by (student number):

Learning goal

I can make space for another person by listening with attention, recording meaningful notes, contributing respectfully, and using what I hear to reflect honestly on both my listening and my own presentation.

Being present for someone else

- phones away unless directed otherwise
- face the speaker and use attentive body language
- avoid side conversations and other distractions
- write one brief note for every presenter
- listen for something you learned, noticed, or connected with
- be ready to ask a question, make a comment, or share a connection

Be honest about your attention

An honest “Some lapses” or “Not attentive” is better than falsely claiming full attention. A lapse does not automatically mean zero. A knowingly inaccurate self-rating can reduce **Integrity & Reflection** more than the original lapse would have.

Your 3-part listening package

Part 1, pages 1-2: notes for presenters 1-34 + A/S/N attention ratings.

Part 2, page 3: Listening Reflection + Learning Skills self-evaluation.

Part 3, page 4: Presentation Reflection comparing your **0.1 presentation** with what you learned from classmates + activity feedback and submission check.

Both written reflections are required.

Google Classroom - submit one PDF

Digital: complete a digital copy, then export or download it as a PDF. **Paper:** scan directly to PDF, or put clear photos in a document in order and export as PDF. Submit one readable PDF, not separate images.

Learning Skills - how we meet one another matters

Responsibility: prepared, phone away, completes and submits
Collaboration: listens respectfully and supports speakers

Organization: notes complete, readable, and in order
Initiative: offers thoughtful questions, comments, or connections

Independent Work: records notes without repeated reminders
Self-Regulation: manages distractions and refocuses after a lapse

0.2 The Way We Meet · Rubric · /10

Each criterion is worth 2 marks: 4+ = 2 marks · Level 4 = 1.5 marks · Level 3 = 1 mark · Level 2 = 0.5 marks · Level 1 = 0 marks.

Criterion	4+ · 2 marks	Level 4 · 1.5 marks	Level 3 · 1 mark	Level 2 · 0.5 marks	Level 1 · 0 marks
Attention & Presence Were you genuinely listening?	Consistently attentive, respectful, and visibly engaged; quickly redirects any minor distraction.	Attentive and respectful throughout with very few lapses.	Generally attentive with some minor lapses that do not disrupt others.	Attention is inconsistent; repeated distraction, device use, or side conversation is evident.	Frequently disengaged, distracting, or not meaningfully listening.
Audience Notes Did your notes show listening?	Complete, specific notes consistently capture meaningful details and connections.	Complete notes capture clear details and useful connections for nearly every presenter.	Most notes are complete and show reasonable attention to the presentations.	Notes are incomplete, vague, or missing for several presenters.	Very few usable notes are recorded.
Discussion & Connections Did you help the conversation?	Thoughtful questions, comments, or connections consistently deepen discussion.	Contributes relevant questions, comments, or connections when appropriate.	Participates appropriately and makes some relevant contributions.	Rarely contributes or contributions need significant prompting.	Does not participate respectfully in discussion.
Completion & Consistency Did you follow through?	All three parts are complete and carefully maintained across the presentation days and reflections.	Nearly complete and consistently maintained across the notes and both reflection pages.	Mostly complete with only a few gaps.	Several gaps, missing sections, or repeated reminders are needed.	Work is largely incomplete or not submitted.
Integrity & Reflection Were you honest and thoughtful?	Self-ratings are accurate; the listening reflection uses specific evidence, and the presentation reflection thoughtfully compares the student's work with classmates to identify clear learning and next steps.	Self-ratings are honest; both reflections are specific, thoughtful, and well connected to what was observed and heard.	Self-ratings are generally honest; both reflections identify reasonable evidence, learning, or next steps.	Self-ratings or reflections are superficial, inconsistent, vague, or need prompting.	Self-assessment is missing, knowingly inaccurate, or one or both required reflections show little meaningful thought.

Integrity rule: Knowingly marking yourself “Attentive” when your notes or observed behaviour clearly show otherwise may result in 0/2 for **Integrity & Reflection**. Honest acknowledgement of a lapse is treated more favourably than misrepresenting it.