1. All groups give a presentation to explain how their scheme would work.

2. They are also going to be actively involved in assessing the presentations from the other groups and so should listen attentively to each presentation.

3. To help them structure their ideas, they are going to use a technique called ‘Plus, minus, interesting’ using copies of the student sheet.

4. For each presentation they should try to record at least:
   - one thing that they think is a positive (e.g. seemed like a good idea)
   - one thing that they think is a negative (e.g. seemed like it might cause a problem)
   - one thing that they found interesting (e.g. something that hadn’t occurred to them or that surprised them).

5. They will need to listen to the presentations carefully, then AS A GROUP they will have to agree which comments they want the team leader to record on the sheet.
   
   This format allows them to focus their ideas and provides an opportunity to discuss and compare with each other the key pieces of learning they derived from each presentation. Within some groups it may be appropriate to encourage a balanced evaluation – not concentrating too much on either P, M or I.

6. Students should be given A4 copies of the PMI sheet on their tables to allow them to record responses for each presentation. The team leader can then collate the responses on to the A3 sheet.

7. A useful extension of this exercise is to allow presenting groups to answer one or two managed questions from the audience.

8. Invite staff to form a panel to hear the students’ presentations.

**Plus, minus, interesting**
For each presentation you see try to record at least one thing that you think is a positive (e.g. seems like a good idea), one thing that could be negative (e.g. seems like it might cause a problem) and one thing that you found interesting (e.g. something that hadn’t occurred to you or that surprised you.