**VIRUS SPEECH / PRESENTATION OUTLINE**

**DIRECTIONS:** To help you prepare for your presentation, complete the components for each slide. You may use 2 index cards during your presentation. You may write the components for each slide on one side of a card.

|  |  |
| --- | --- |
| **SLIDE NUMBER** | **COMPONENT** |
| **1** | **INTRODUCE YOURSELF** “Hi my name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I am an expert at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name of virus).**OPENING** – Why should everyone listen to you? For your opening, write 3 to 5 sentences about how your presentation can **help** your audience OR about how your presentation can make the audience **feel** better after your speech. **STATE PRESENTATION TITLE** – In a sentence, give some explanation of why you chose that title. |
| **2** | **BODY** – ELABORATE (write details) for each bullet |
| **3** | **BODY** – ELABORATE (write details) for each bullet**CALL FOR ACTION** – What can audience do to **prevent** virus attack? |
| **4** | **CLOSE –** How has this virus impacted the world? How has learning about viruses impacted you? Answer should be thoughtful and not just the same answer that other students will probably say. **THINK ABOUT IT!** |

**“FAILING TO PREPARE, IS PREPARING TO FAIL” – John Wooden**

**Oral Presentation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** |  **4** |  **3** |  **2** |  **1** |
|  **Eye Contact** | Always has eye contact with audience.  | Most of the time has eye contact with the audience. | Sometimes has eye contact with the audience. | Does not have eye contact with the audience. |
| **Media, Graphics, Props** | Media, graphics props relate, add information, help explain and keep interest. | Media, graphics props relate and add information. | Media, graphics props sometimes relate and add information. | Media, graphics props incomplete or missing. |
| **Preparedness and Organization** | Very prepared and organized during the presentation. | Most of the time prepared and organized during the presentation.  | Somewhat prepared and organized for the presentation. | Does not appear to have prepared for the presentation. |
|  **Speaks**  **Clearly** | Speaks very clearly. Very easy for the audience to understand. | Most of the timespeaks clearly. Easy for the audience to understand. | Sometimes speaks clearly. Sometimes easy for the audience to understand. | Does not speak clearly. Difficult for the audience to understand. |
| **Knowledge of** **Content** | Student shows full understanding of content during presentation. Appropriate science vocabulary used and explained. | Knowledge of content is clear most of the time during the presentation. | Knowledge of content is sometimes evident during the presentation. | Knowledge of content is not clear. Student does not show understanding during presentation. |