**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.

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| **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**

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| **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 time  speaks 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. |