

Real World Issue/Concept

Presentation: Years 2 - 6

Research a Real World Issue/Concept of your choice to present.

The structure below will guide your research on your chosen issue/concept.

There is also a rubric below to help you along the way.

1. Choose a Real World Issue/Concept

2. Develop a research question. Ensure the question is not too simple but broad enough to get information.

(How and Why questions for example, How does it affect others/environment? What is the purpose for the _____? Where is it found? Is it discovered? Why do we think it is a problem? Who is involved in the concept?)

3. Research your information

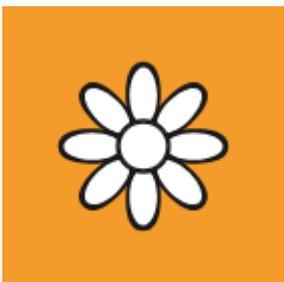
Use the World Encyclopedia or educational websites. Be sure to record the websites you use for information or your own information for your issue / concept of choice.

4. Write your information in your own words. Use the summarising reading strategy to help you pull out the main parts.

5. Choose an effective way to present your information.

6. Presentation to the class:

7. Presentation to the wider community: Week 10, Monday, from 2:15-3:00 pm - Open afternoon



Use these KAPLAN prompts for your research

Details 	Traits, attributes, characteristics to describe something; the defining characteristics/ the evidence to support ideas and opinions	<ul style="list-style-type: none">• identify traits• describe• differentiate• compare/contrast• prove with evidence• observe	<ol style="list-style-type: none">1. What are its attributes?2. What features characterise this?3. What specific elements define this?4. What distinguishes this from other things?
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The Details icon challenges students to determine the key facts, traits, parts, or elements of the content. Learners are tasked with looking for the vital details or characteristics to define the topic of study.

Overtime 	Past, present, future happenings - connecting points in time.	<ul style="list-style-type: none">• relate• sequence• order	<ol style="list-style-type: none">1. How are ideas related between the past, present, and future?2. How are these ideas related within or during a particular time period?3. How has time affected the information?4. How and why do things change or remain the same?
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The Over Time icon challenges students to look at the past, present and possible future of a topic to determine how it has been influenced or changed. Learners analyze something historic and make predictions based on present knowledge.

Real World Issue/Concept Presentation: Years 2 - 6

	Elementary	Basic	Sound	Thorough	Extensive
Information	Information has no relevance to your project	Information has some relevance to your project	Information is relevant to your project	Information is relevant and on topic to your project	All information is relevant and on topic to your project
Presentation of Invention	No effort has been put into the presentation of your project	Some amount of effort has been put into the presentation of your project	A good amount of effort has been put into the presentation of your project	A good amount of effort has been put into all aspects of the presentation of your project	An outstanding amount of effort has been put into the presentation of your project
Time management	No time management occurred in preparation for the project	Little time management occurred in preparation for the project	Some time management occurred in preparation for the project	Time management was thought about regularly in preparation for the project	Time management was always thought about regularly in preparation for the project
Reference/ Bibliography	No information is referenced	One piece of information is referenced	Some information is referenced	All sources are referenced including two different sources	All sources are referenced correctly and have included three different sources

Real World Issue/Concept Presentation: Years 2 - 6 **ORAL PRESENTATION RUBRIC**

Student Name:					
	1	2	3	4	5
Presentation	Speaks to class with disjointed and unrelated ideas.	Makes brief oral presentations to the class. There is no evidence of organisation.	Presents a brief oral presentation with some preparation.	Plans and presents a brief oral presentation to an audience.	Plans and delivers a structured and engaging oral presentation to an audience.
Use of Voice	Difficult to hear, mumbled speech. Poor pronunciation.	Speaks clearly most of the time. Occasional mumbling and/or mispronunciation of words.	Consistently speaks in an audible, clear way. Most words are pronounced correctly.	Consistently speaks in an audible, clear way. Minimal mispronunciation of words.	Clear and precise speech. Skillfully uses expression for emphasis appropriately throughout.
Confidence	Needs more confidence, constantly fidgeting and moving. No eye contact.	Speaks with some confidence. Fidgeting and movement distract from speech. May look at the audience occasionally. Notes may obstruct the face.	Speaks confidently. There is some evidence of fidgeting or awkward stance. Glances at the audience sporadically.	Speaks clearly and confidently. Stance is secure most of the time. Maintains eye contact most of the time.	Speaks clearly and confidently. Stance is appropriate. Maintains eye contact throughout.
Volume	Inability to hear or understand the speaker due to low voice level	Voice level too low or too high making it difficult for audience engagement	An appropriate volume is generally used throughout the presentation	An appropriate volume is consistently used throughout the presentation	An appropriate volume is consistently maintained and skillfully varied to enhance the presentation
Pace	Inability to understand the speaker due to a fast pace.	The pace is too fast or too slow making it difficult to understand	An appropriate pace is generally maintained	An appropriate pace is consistently maintained throughout the presentation	An appropriate pace is consistently maintained and skillfully varied to enhance the presentation
Comments:					