

Getting Ready for Your Presentation

READ THIS

The rubric for your presentation gives details on the expectations. It is like any speech that is done well. It has an introduction, body, and conclusion. You speak clearly, loudly, and use language correctly. You are prepared, make eye contact, and talk to the audience without reading to them.

This is your time to brag about not only your project but also what you have learned through out your high school career. If you look at the rubric it says

- *a defense of the student's readiness to assume responsibility for her/his own learning* – This means that through out your presentation you show us how your work on this project shows that you are an independent learner and have achieved the Washington State Learning Goals. (listed in the *Ideas* section)
- *Length: Somewhere in the 10-15 minute range is good*
- *communicate how their learning experience integrates into each component of the project and into an overall assessment of themselves as learners.* If you talk about the same information that you wrote in your paper, you will do this. You may even use the same order of ideas as your paper.
- *include relevant details, anecdotes, and information as evidence to support the conclusions in their self-assessment*—As with good writing, be specific. This specific information will make the presentation more fun for you and more interesting for the audience.
- *media is in support of what you say not in place of it.* Presentations in our modern society should include audio-visual elements or technological elements. This may be a PowerPoint or computer projected image, photography, graphics on a poster, video, or even the technology you used in completing the project. Remember, however, that they support your presentation but do not take the place of it. For example, do not simply read PowerPoint to the audience or just show a video.

Ideas

1. Tell how you have achieved one or all of the Washington State Learning Goals.

1. **Read** with comprehension, **write** with skill, and **communicate** effectively and responsibly in a variety of ways and setting.
2. **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
3. **Think** analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
4. **Understand** the importance of work and how performance, effort, and decisions directly affect **future career and educational opportunities**.

2. Bring your portfolio and tell of your successes throughout high school. Tie this in with how you have become an independent learner.

3. Rather than starting with, "I did my senior project on -----" " Grab the audience's attention with a quote, statement, or anecdote. For example,

"It has been said that music is a doorway to the soul. I had always greatly enjoyed listening to music but had never played an instrument, so for my senior project I decided to learn to play the piano. I am still very much a beginner, but I have found that playing the piano does indeed allow me to express what I feel deep inside."

4. Use the topics of the written analysis to guide you through the body of your speech.
5. In your conclusion tell the audience how this has impacted your future and tie your ideas back into your introduction. For example, rather than saying, "and that is all." Say, " I never expected the problems I had with this project, but I never expected it to be so much fun either. I know that with determination I can work through difficulties. I also know that I will be playing some musical instrument for enjoyment for the rest of my life."