

Presentation Guidelines: “Do you have what it takes to be a global citizen?”

The Presentation: Your assignment is to give a 5-minute (strict limit: try to get as close as possible without going over!) oral presentation on a topic “do you have what it takes to be a global citizen?”. Your goal is to tell us about traits which you believe a global citizen must have and prove that you can become one.

Goals: In addition to helping you get to know about the importance of different cultures and traditions, this assignment works on several skills: presenting orally, anticipating audience, organizing a presentation, and contextualizing your work.

Anticipating Audience: The biggest challenge in this project is figuring out what your audience is likely to know already and make your presentation interesting as well as unique. You need to share interesting facts about you which makes you a good candidate to become a global citizen and your future plans which will lead you to achieve this goal.

Organization: The second biggest challenge is organization. Because you are speaking on a topic that you know or don't know well, it is tempting to wing it. Students who have tried this, though, find that they forget things when they are nervous, and are not able on the spot to figure out what their audience needs to know as background. Even if they offer abundant information, they don't present it logically, and so the audience is lost. They tend to keep having to go back and explain something when they see that the audience has missed something. That kills organization and is frustrating to the audience. You lose credibility.

Context: The third challenge is to make the information you are providing is clear to your audience.

Rubric: Selection committee members will each submit a rubric giving feedback and evaluating your presentation. The highest scoring one in each facilitation group will be a finalist, and all finalists will be reviewed by a committee. The top ten winners be given an opportunity to travel to Italy. The evaluation rubric is on the back page. Please look at it carefully to be sure you have included everything to get the highest possible grade!

Checklist:

- Notes to organize you but not so detailed that you are tempted to read them! Clear, logical sequence of points!
- Examples to support your points
- Audio-visuals to support your points
- DO NOT put the text you plan to say on the slide if you are using powerpoint! The examples you want to refer to go there. The slides should *illustrate --not narrate--* your presentation!
- Clear explanations for all unusual terminology you use (on slide, handout, or verbal).
- Clear explanations of any processes you describe (maybe an illustration of the steps or flow chart)
- Clear projected voice
- Rehearse, rehearse, rehearse to increase fluidity! • DO NOT READ the presentation
- The presentation is as close to 5 minutes as possible without going over!

World Diplomacy Presentation Rubric

	4	3	2	1	Total
Organization	Student presents information in logical, interesting sequence which audience can follow. It is clear that the presentation was planned and rehearsed. It is close to 5 min but not over	Student presents information in logical sequence which audience can follow. It is close to 5 minutes.	Audience has difficulty following presentation because student jumps around. It is over or under 5 minutes.	Audience cannot understand presentation because there is no sequence of information. It is way over or under 5 minutes	
Audience	There is abundant evidence (concrete and specific examples, including good audio-visuals) to support the points being made. Audience understands terminology and processes. Topic or approach offers something new to most of the audience.	There is some evidence (concrete and specific examples) to support the points being made. Maybe some audio-visuals, but perhaps not enough. Audience understands terminology and processes. Topic/approach is new to some of the audience.	There is little evidence (concrete and specific examples) to support the points being made. Minimal audio-visuals. Some questions remain about terminology or processes or topic/approach is too obvious.	There is no evidence to support the points being made. No audio-visuals. Much is not clear. Audience is lost or bored	
Context	it is clear why the topic is interesting to the presenter and the audience has a new appreciation for or interest in the topic. Audience learns something. "So what?" is clear	It is clear why the topic is interesting to the presenter. There is some attempt to answer "so what?"	Presenter keeps interest during the talk, but it isn't clear why he or she cares about the topic, nor is it interest in the topic sparked by the presentation.	It isn't clear why the audience should care.	
Presence	All audience members can hear presentation. Student shows positive attitude with audience, seldom returning to notes. Student looks confident, prepared and at ease.	Most audience members can hear presentation. Student shows confident behavior but frequently returns to notes. Some stumbles, but student looks prepared.	Audience members have difficulty hearing presentation. Student seems not well prepared, but still reads most of report. Looks under-rehearsed.	Student mumbles and/or incorrectly pronounces terms. Little eye contact. Look frightened, looks unorganized	

Total Points: