Unit 3, Outcomes 1 and 2 – Blood Donation Storyboard and Oral Presentation

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| **Excelling** | Creates a relevant Kahoot | Compares chosen resources to other resources | Uses 6 + document types | Builds upon the information | Compares to other audiences and purposes | Includes a detailed script | Includes a variety of other persuasive language techniques | Focusses on the target audience | Varies tone and pace | Incorporates a variety of appropriate techniques | Engages with the wider audience | Presents for 4 + minutes |
| **Achieving** | Participates in classroom discussions | Explains the reliability and accuracy of chosen sources | Uses 4 to 5 document types | Explains the information | Justifies audience and purpose | Includes a basic script | Includes expert opinion and/or evidence | Includes a tagline | Uses intonation consistently | Enhances presentation with hand gestures and facial expressions | Engages with a few members of the audience | Presents for 3 to 4 minutes |
| **Satisfactory** | Completes short-answer questions | Accesses information from means other than the internet | Uses 2 to 3 document types | Summarises the information | Describes audience and purpose | Includes visuals | Includes inclusive language | Outlines the importance of blood donation | Uses intonation on occasion | Stands in a formal manner | Looks at the audience occasionally | Presents for 2 to 3 minutes |
| **Not yet satisfactory** | Fills in missing information on worksheets | Accesses information on the internet | Uses one document type | Reads/views the information | Identifies audience and purpose | Completes a plan | Includes strong and/or emotive words | Mentions blood donation | Speaks in monotone | Remains in one position or moves around a lot | Looks at the teacher occasionally | Presents for less than 2 minutes |
| Not shown | Not shown | Not shown | Not shown | Not shown | ot shown | Not shown | Not shown | Didn’t present |
| **Criteria** | **Class activities** | **Source access** | **Document types** | **Text****meaning** | **Audience and purpose** | **Design** | **Persuasive language** | **Message** | **Voice** | **Non-verbal communication** | **Eye contact** | **Length** |
| **Research** | **Storyboard** | **Oral presentation** |
| **Other sources –** brochures, people, textbooks.**Document types** – website, Facebook page, promotional material, video advertisements, newspaper articles/media stories. | Strong words are words that state the meaning forcefully. *Furious instead of angry, thrilled instead of happy.*Emotive words make the audience feel a certain emotion and connect to what is said. *An innocent bystander was murdered.* Inclusive language makes the audience feel like part of the group. *We need to fight hard for our children.*Expert opinion is the opinion of experts to add weight to an argument. *The Prime Minister agrees by saying…*Evidence is cited facts and figures to build your argument. *70% of people in Australia believe*…… | **Monotone**= no change in speed or intonation, the voice stays the same the whole time, not engaging.**Intonation**= voice going up and down when speaking, highlights key words, interesting to listen to.**Non-verbal communication** *=* body movement, posture (how you hold your body), gesture (hand movements) and facial expression.**Looks vs engages**= looking at someone means you glance at them for a short time but there is no connection. Engaging someone means you look them in the eye, may smile and are talking directly to them. |