

## Activity #3

### *a) Activity title and short description*

**What Can You Do to Make a Difference?** – Students will research and prepare a persuasive speech about a global problem in a country. Countries can be assigned from Africa, Europe, or Latin America. Students will persuade the audience on how to become part of a solution.

Problems should be related to sustainability development goals found at:

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

### *b) Purpose of activity*

Students will be made aware of global problems. This activity also makes students critically think as they create solutions.

### *c) Time needed for activity*

3 – 6 hours of in-class discussion and outside research time (at least a week.)

### *d) Materials for activity*

Students need computers and access to the internet in order to complete this activity. They will also need some sort of presentation software (Prezi, PowerPoint, etc.) in order to make and present charts, graphs, and/or photographs during the presentation

### *e) Procedure*

1. Students will be assigned a country from Africa, Europe, or Latin America.
2. Students will research their assigned country.
3. Students will prepare charts/graphs displaying their global problem and offer ways to solve the problem.
4. Student writes a 7 – 9 minute speech detailing the specific problem and solution ideas.

Problems should be related to sustainability development goals found at:

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

The speech should include statistics, stories, and organizations that offer to help to solve the global problem. The student should persuade the audience to become part of the solution

### *f) Assessment of activity*

The instructor will use the attached grading rubric to assess the assignment. Percentages may be adjusted.

**Resources:**

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

<http://www.oecd-ilibrary.org/>

<http://data.worldbank.org/>

## COM 231 Speech Rubric

Speaker: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

SLO & Gen Ed Notes	Category	Grade	Exemplary 9-10 (90-100%) SLO 4 points	EVALUATOR'S SCORE & COMMENTS	Good 7-8 3 pt.	Adequate 5-6 2 pt	Weak 5 & under 1 pt
SLO 1				Demonstrate ability to <b>PREPARE</b> well organized speeches (average of next 5 categories)			
	Preparation		1.Paperwork complete 2.Practiced enough 3.Totally familiar with topic 4.Logical organization		Meets 3 of 4 or equiv	Meets 2 of 4 or equiv	Meets 1 of 4 or equiv
	Introduction		1.Gets attention 2.Identifies topic 3.Establishes credibility 4.Previews main points		3 of 4	2 of 4	1 of 4
	Body		1.Has 2,3,4 main points clear & well supported 2.Well researched – 3 sources 3.Factual & ethical 4.Clear transitions & signposts		3 of 4	2 of 4	1 of 4
	Conclusion		1.Reviews main points 2.Brings closure 3.Memorable 4.STRONG last sentence		3 of 4	2 of 4	1 of 4
<b>GLO #1 &amp; GLO#2</b>	Effective		1.Diverse cultural frames of reference. 2.Alternative global perspectives 3.Knowledge of geography 4.Knowledge of current events	(20% of overall grade)	3 of 4	2 of 4	1 of 4
SLO 2				Demonstrate ability to <b>PRESENT</b> well organized speeches (average of next 5 categories)			
	Eye Contact		1.Eye contact with all audience all the time 2.BRIEF notes 3.Sincere & appropriate 4.Facial expressions appropriate		3 of 4	2 of 4	1 of 4
	Verbal		1.Language & pronunciation effective & appropriate 2.No repetition (um, uh, and, words, etc.) 3.Highly descriptive words 4.Conversational		3 of 4	2 of 4	1 of 4
	Non-verbal Body language		1.Body language controlled 2.Feet firmly planted 3.Gestures appropriate 4.Deliberate & appropriate body movements		3 of 4	2 of 4	1 of 4
	Visual Aids (& Audio)		1.LARGE & clear enough 2.Effective 3.Introduce at appropriate time 4.Shows time spent		3 of 4	2 of 4	1 of 4
	Time		On time Within allotted time		Within 10% of allotted time	Within 15% of allotted time	Beyond 15% over or under time