

SPEAKING & PRESENTING

Session 8

90 minutes

OBJECTIVES:

Youth will learn basic components of a good presentation and improve the quality of their oral presentation skills by practicing with a partner and learn how to give and receive effective feedback.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, markers, and clipboards.
- Copy and cut out the *Bad Presentation Role Play* scenarios (Master Copy 1.8a).
- Copy the *Presentation Skills Check List* (Master Copy 1.8b) before the session: one copy of each for each participant or as posters.
- Copy the *Tips for a Good Presentation* (Master Copy 1.8c) before the session: one copy of each for each participant or as posters.
- Copy the *Personal Coaching and Feedback Sheet* (Master Copy 1.8d) before the session: two copies for each participant.
- Write "What Not to Do in a Presentation" on the board or on a piece of butcher paper.

I. OPENING: ATTENDANCE, SNACKS,

ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): What is one issue in your community that really concerns you? (Write what youth say on the board or butcher paper, as you will come back to this later in the session.)

II. WARM UP: LOOK UP AND SCREAM! (5 MINUTES)

Have youth stand in a circle with shoulders touching (or very close) and instruct everyone to look down at the tops of their shoes. On the count of three ask youth to look up and pick one person to look at. If that person is looking back at them (rather than at someone else) both people scream! This is a loud, fun activity. Repeat several times.

III. THE BAD PRESENTATION ROLE PLAY (10 MINUTES)

Ask for two volunteers. Hand each volunteer one of the *Bad Presentation Role Plays*. Encourage the youth to improvise and have fun making their presentations

Speaking in Public and Making Presentations



as bad as possible. Have the first volunteer give the presentation. Have the group brainstorm a list of what was wrong or ineffective about the presentation. Record this on the board or butcher paper. Have the second volunteer give the presentation, brainstorm again, and then review the complete list of things that make for a "bad presentation."

IV. DEFINITIONS AND EXPLORATIONS (15 MINUTES)

Step 1: Brainstorm the purpose of a presentation.

What are some different types of presentations and the reasons behind them? For example: Youth sit through presentations every day (teachers delivering material is one good example).

Step 2: Brainstorm the qualities of a good presentation. Have youth take a minute to think about a good presentation they have attended. Ask youth what was good about it. What are some characteristics of the presenter that stood out to you? Can you remember all of the content, or can you remember the details of the presenter more?

Step 3: Hand out and review the *Presentation Skills Check List* and the *Ten Tips for a Good Presentation*. There are three main things to focus on for any presentation: body and movement, voice and expression, and content. Revisit the brainstorm of effective, good

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presentations. Do most of the characteristics fall in line with these handouts? Does anything on the handouts surprise you?

V. GIVING AND RECEIVING FEEDBACK (10 MINUTES)

The purpose of feedback is to learn, be proactive, and improve skills through reflection on information shared and received. There are ways to give feedback so people hear what we are saying and can learn from it. Ask youth for some quick examples of how they like to receive feedback – or not!

Explain the *Personal Coaching and Feedback Sheet* handout. Ask youth why it is important to end on a positive. What is the difference between telling people what they are doing wrong vs. telling them where you see opportunities for growth? (Answers will vary: have the presenter feel good about themselves, create a safe and supportive environment, have an opportunity to improve and grow, negatives without suggestions for improvement can be harmful). Relate this back to the bad presentation role plays. Have youth come up with examples of the feedback process based on the bad presentations.

VI. PRESENTATION PRACTICE, FEEDBACK PRACTICE (30 MINUTES)

Hand out two *Personal Coaching and Feedback Sheets* to each youth. Have them put their name on one of the forms. They will put their partner's name on the other.

Think: Have each youth take five minutes to brainstorm some ideas for a presentation on an issue they personally think is VITAL for their school or community to address. Offer an outline for the presentation (e.g., Introduction, Issue, Some Possible Solutions, Thank you and Closing Remarks.) Youth can think back to the session's opening Around the World question, and use their answer or someone else's. Remind youth to focus on the objectives of a good presentation.

Pair: Pick partners, and have youth designate who will go first in giving their presentation to the partner. Have one person start while the other is taking notes on the feedback handout. After the first presenter is done, take

a few minutes for youth to write notes on the feedback forms. (Make sure that the presenter self-evaluates at this time.) Switch roles and repeat the process.

Share: In their pairs, have youth give each other very specific, detailed feedback. Have each youth identify and write down what they most want to work on or improve. If you have time, ask youth to take another five minutes to revisit their presentation outline and make changes. Ask if anyone would like to present for the entire group (take volunteers). Be sure to point out the constraints of the limited preparation time. For example, because this is a short practice, we can't expect the content to be fully developed.

Variations: Have every member of the group present to the full class, and videotape the presentations. This can be a great evaluation and reflection tool, and a very effective way to identify strengths, improvements, and areas for growth. Be sure that the participant is ready and wants to do this step, as it can be intimidating!

VII. DEBRIEF (5 MINUTES) What is hard about presenting? What comes naturally? Were the guidelines and feedback helpful? How can you continue to improve your presentation skills?

VIII. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Rank your nervousness about public speaking on a scale of 1-5, with 5 being extremely nervous, and 1 being not at all nervous.

Learning Strategy:

Think-Pair-Share

This works well to increase student engagement and to allow students to gather their thoughts before speaking. Think: Participants spend several moments thinking and writing on their own.

Pair: Participants pair up with one other person and share their thinking. Remind pairs of active listening techniques. Share: Volunteers share out what they discussed in pairs.



 Bad Presentation Role Play

BAD PRESENTATION EXAMPLE ONE

While delivering this presentation, you should:

- Never look at the audience.
- Speak in a very quiet tone of voice so no one can hear you.
- Even if the audience tells you that they can't hear you, do not raise your voice.
- Cover your mouth once or twice while talking.
- In between sentences, say "um," "well," or "uh."

Your speech:

Hello, my name is _____. I am here today to tell you a little about a community. It is located in the middle of the country, near the prairies, and has a population of 120,000 people. There are a lot of great neighborhoods and shopping districts within it. I like the movie theater especially, and a lot of youth hang out there on the weekends. Thank you for your attention.

Do you have any questions?

BAD PRESENTATION EXAMPLE TWO

While reading this presentation you should:

- Fidget with the paper, your hair, clothes, and the chalkboard.
- Talk really fast and talk really loud.
- Do not give an introduction, thank the audience, or ask for questions.
- When you are done reading, just sit down.

Your speech:

Hi, my name is _____. I really like where I live because there are a lot of great shopping areas and different people. For example, I went to a concert last night and it was cool. Our community has a population of 75,000 people. They do a lot of different things and hang out at a bunch of different places around the city. Some of these places are the main town square, the movie theater, and restaurants. I'm out.



Facilitation Tip:

You can also create your own speeches that include fun facts about your particular town or area.

Presentation Skills Check List

Objectives of a presentation:

- ★ Gain attention
- ★ Maintain reception
- ★ Promote retention

1. Body and Movement

- Appearance
- Eye contact
- Posture
- Action
- Gestures
- Facial expressions
- Speech attitudes

2. Voice and Expression

- Language
- Pausing
- Vocal versatility
- Articulation

3. Content

- Organization
- Listener involvement techniques
- Humor
- Audience interests and adaptations

Fun Fact: Mehrabian's Communication Study

In his oft-quoted (and often mis-quoted) study on how people decide whether they like one another, Albert Mehrabian constructed the following formula: **Total Liking = 7% Verbal Liking + 38% Vocal Liking + 55% Facial Liking**

Useful ideas that come from this research are:

- It's not just words: a lot of communication comes through nonverbal communication.
- Without seeing nonverbal cues, it is easier to misunderstand the words.
- We pay more attention when we are unsure about words and when we trust the other person less.

http://changingminds.org/explanations/behaviors/body_language/mehrabian.htm

10 Tips for Good Presentations

1. PLAN AND PRACTICE!

- Have your thoughts organized beforehand in an order that makes sense.
- Practice as if you were actually giving your presentation. Time your presentation, make changes, and get feedback from friends or family members.

2. IN THE VERY BEGINNING OF YOUR PRESENTATION, INTRODUCE YOURSELF AND WHAT YOU ARE GOING TO TALK ABOUT.

- Tip: As part of your introduction, let your audience know if you would like them to ask questions during the presentation or to wait until the end.

3. STAND STRAIGHT AND LOOK AT THE AUDIENCE WHEN YOU ARE TALKING. MAKE EYE CONTACT!**4. TRY NOT TO READ DIRECTLY FROM THE PAPER (BUT IT IS OK TO LOOK AT IT SOMETIMES).**

- Tip: Write some ideas in the order you want to say them and try just flowing from there. (It takes practice for this to come off in an organized way.)

5. SPEAK SLOWLY, CLEARLY, AND LOUDLY, USING PROFESSIONAL LANGUAGE. (TRY NOT TO USE FILLER WORDS LIKE UM.)**6. USE VISUALS TO DEMONSTRATE WHAT YOU ARE TALKING ABOUT.****7. DON'T WORRY, AND DON'T APOLOGIZE FOR MISTAKES! EVERYONE IN THE ROOM IS THERE TO SUPPORT YOU.**

- Tip: Take a deep breath when you are stuck or use humor if that helps.

8. ASK THE AUDIENCE FOR QUESTIONS.**9. THANK THE AUDIENCE WHEN YOU ARE DONE.****10. BE YOURSELF!**

 Personal Coaching and Feedback Sheet for Presenters

PRESENTATION QUALITIES	POSITIVES	OPPORTUNITIES FOR GROWTH
APPEARANCE		
EYE CONTACT		
POSTURE AND GESTURES		
FACIAL EXPRESSIONS		
LANGUAGE		
PAUSING		
VOCAL VERSATILITY/ VOICE (INFLECTION)		
ARTICULATION (EASY TO HEAR AND UNDERSTAND)		
ORGANIZATION OF IDEAS		
LISTENER ENGAGEMENT		
HUMOR		
APPROPRIATE TO AUDIENCE		
OVERALL COMMENTS		

The Feedback Process: Bracket with Positives!

1. **Start with Strengths and Positives:** What were some things that are great as is and should be repeated?
2. **Share Opportunities for Growth:** What are some specific things that could get better?
3. **End with Strengths and Positives:** End with one more positive observation.