

## **Unit C:** Communication

### **Lesson 6:** Presentation Tips—Skills and Strategies

#### **Student Learning Objectives:**

Instruction in this lesson should result in students achieving the following objectives:

1. Create presentations that meet the needs of the three learning preferences.
2. Interact with and involve the audience in presentations.
3. Weave personal life experiences into presentations.

#### **Recommended Teaching Time:** 2 hours

#### **List of Equipment, Tools, Supplies, and Facilities:**

- Writing surface
- PowerPoint Projector
- PowerPoint Slides
- Transparency Masters
- Copies of student worksheets
- Paper
- Markers

**Terms:** The following terms are presented in this lesson (shown in bold italics):

- Auditory learners
- Kinesthetic learners
- Visual learners

## Interest Approach:

Create discussion about what makes a super presentation. Show PowerPoint Slide 2 as students arrive to class. Ask students to list five answers to the question.

*Script for Teacher: As you get settled, take a look at the question that is on the projector. What do the absolute best presenters—speakers, teachers, workshop presenters—do to make their presentations great? Try to list at least five things they do during their presentation to make them great.*

Have students share some of their answers.

*Script for Teacher: Those are awesome suggestions and ideas for making presentations great! For your next presentation, do you want it to be great?*

Make sure each student responds with, “Yes!”

*Script for Teacher: Well, today’s learning will help you to make great presentations!*

Sing a song to introduce the big-picture goal of today’s lesson. The lyrics can be projected by using TM: 6-2 or PowerPoint Slide 3.

Great, great presentations  
Meeting their needs is fun  
Involving people and telling stories  
Will make me number one.

*Script for Teacher: Here’s how the next thing is going to work. On the projector is the wonderful song, “Great, Great Presentations.” What you don’t remember that one from growing up? Well, now is a great time to learn it then! Your task is to practice your rendition of “Great, Great Presentations.”*

To add to the fun factor, assign each group a different pitch (high, low) or different volume (whisper, shout).

*Script for Teacher: Here’s the catch: your table will be assigned a specific way of singing it.*

Give a time limit to practice and divide into groups of four or five students.

*Script for Teacher: Take one minute to prepare your rendition. Get in your groups, and go!*

Have each group perform and celebrate their success with a mini-ovation. To do this, give each group a two-second standing ovation. When finished, have all groups perform one final time in a round.

When finished, introduce the macro-contextual set, or goal, for today’s lesson.

**Script for Teacher:** *Today, we are going to dig deep and explore techniques for making us the absolutely best presenters we can be. The three major goals for today are in our song: meet our audience’s needs, keep them from falling asleep by getting them involved, and keep them interested by telling stories. We’ll need our desire to become hungry learners and an attitude of, “I want to grow and get better.”*

## **SUMMARY OF CONTENT AND TEACHING STRATEGIES**

**Objective 1:** Create presentations that meet the needs of the three learning preferences.

*Anticipated Problem:* How do I create a presentation that meets the needs of the three learning preferences?

**Ask the students,**

**Script for Teacher:** *What kinds of classroom activities do you like best?*

**Possible responses include:** hands-on activities, drawing, writing, team activities, working on the computer, music.

**Script for Teacher:** *How do you learn best?*

**Possible responses include:** by taking notes, by listening carefully in class, by participating in hands-on activities, reviewing with other people.

**Share with the students:**

**Script for Teacher:** *You’ve just mentioned many different ways that you prefer to learn. Great presenters also want their audience members to learn.*

**Have the students repeat the following actions as you demonstrate them:** cup your hand to your ear, then put your hands out in front of you, then put your hands to your eyes as if they were binoculars. Make this fun by doing it in “super fast forward,” “slow motion,” and “rewind.”

**Script for Teacher:** *Watch carefully and mirror what I do.*

**Use TM: 6-3 or PowerPoint Slide 4.** Make the connection between the actions and the content.

**Script for Teacher:** *Let’s take a look at three learning preferences.*

**(PowerPoint Slide 4)**

- I. Meeting audience needs
  - A. **Auditory learners**—prefer to hear it.
  - B. **Kinesthetic learners**—prefer to experience or do it.

C. **Visual learners**—prefer to see it.

Have the students form three columns in their notes—one for each learning preference. Have students work in groups or at their tables to brainstorm what they could do in a presentation to meet the needs of auditory, kinesthetic, and visual learners. Then show the following from TM: 6-4 or PowerPoint Slide 5 to fill in any they may have missed.

**(PowerPoint Slide 5)**

- Auditory—use music, discussions, voice, sounds, poetry, oral directions, mnemonics, lyrics.
- Kinesthetic—use actions, movement, physical activities, role plays, writing, note-taking, team tasks.
- Visual—use drawings, charts, pictures, computer slide shows, transparencies, color, movies, maps.

**Objective 2:** Interact with and involve the audience in presentations.

*Anticipated Problem:* How do you interact with and involve the audience in presentations?

**Sit down for one minute and say nothing to the students. Pretend that they are not even there. When the minute is finished, ask them:**

**Script for Teacher:** *How did you feel for the last minute?*

**Possible responses include:** left out, ignored, bored, uninterested.

**Share with the students:**

**Script for Teacher:** *I'm guessing that you probably do not want your audience to feel that way. To be a successful presenter, you should always strive to interact with and involve your audience.*

**Note:** The content for this objective will be taught in chunks, with a short activity between each of the three ways to interact with your audience. Students will use WS: 6-1 to fill in the blanks for the content.

**Before class, have a picture drawn that contains the following:** mountains in the distance, rainbow connecting two mountains, tree, two birds, waterfall flowing between the mountains, and the sun. Have a volunteer come forward and show him or her the picture you have created. Instruct them to give directions to the class on how to draw the picture. Pass out markers and blank pieces of paper to each student.

**Script for Teacher:** *For this activity, we need someone in the room who is really good at giving directions. Great, (insert name), if you would please come forward. Take about 30 seconds to look at this picture while I give directions to the rest of the class. Using the markers and paper, you will draw the picture (insert name) describes. Draw only what (insert name) gives you directions to draw—nothing more, nothing less.*

On a separate sheet of paper, list the following words and tell the volunteer that they cannot use any of these words:

Rainbow  
Mountains  
Sun  
Tree  
Waterfall

**Script for Teacher:** *(insert name), your task is to have their drawings match this one. However, you will not be able to use the words that are on this sheet of paper. Oh, and by the way, you only have two minutes to give your directions. Are you ready? Go ahead and start.*

When finished, have the students compare their drawings to the original. Process with the following questions:

**Script for Teacher:** *What directions did (insert name) give that worked for you? What directions may have been unclear? What does it take to give clear directions?*

Use TM: 6-5 or PowerPoint Slide 6 and WS: 6-1 for the following notes. Students just fill in the blanks on their activity sheet. The words in parentheses are the ones that are missing on their worksheet.

### **(PowerPoint Slide 6)**

- II. Interacting with the audience
  - A. Giving (directions)
    1. Be (clear) and (concise), use (action) verbs—take, cut, stand up, color, draw.
    2. Provide (verbal) and (written) direction if possible.
    3. Go (step-by-step) in the (order) the audience will do them.

Ask give volunteers to participate in an activity that requires them to communicate by only using questions.

**Script for Teacher:** *We need five people to help us out with this next activity. Your task will be quite simple; the only thing you have to be able to do is ask questions. Who will help us out? Great, thanks for volunteering. Let's give a big thank-you to our volunteers.*

Students respond with “thank-you.”

Script for Teacher: *Choose one of the following scenarios:*

- *You are five players before a big football game.*
- *You are five high school students planning a project for one of the farm plots.*
- *You are five buzkashi players and wanting to become a chapandaz player.*

Script for Teacher: *Your task is to act out what these scenarios might sound like. Use only questions to communicate, and communicate with each other for at least one minute. What can I clarify? Your time starts now.*

Process the activity with these questions:

Script for Teacher: *What types of questions did they ask? Were most of the questions able to be answered with a simple “yes” or “no?”*

Continue to use TM: 6-5 or PowerPoint Slide 7 and WS: 6-1 for the following content.

(PowerPoint Slide 7)

B. Asking (questions)

1. Use (open-ended) questions: why, how, what, where, when?

The next tip for asking questions is more inviting and provides a more comfortable environment in which to ask questions. The standard, “Are there any questions?” is a closed-ended question that in a way says to the audience, “I explained this well enough, so there shouldn’t be any questions.” On the other hand, by saying “What questions are there?” the audience feels as if there should be questions and will be more likely to speak up.

2. When (inviting) questions, ask “What questions are there? Versus “Are there any questions?”
3. Step (towards) the audience and (raise) your hand when asking a question.

Have groups of three to four students brainstorm a list of ways to provide positive feedback to your audience.

Script for Teacher: Here is what you need to know and do for the next activity. Answer the question, “How can I, as a presenter, provide positive feedback to my audience?”

Script for Teacher: *When I say, “feedback,” your group will select the person who is the most positive or optimistic to be the scribe. Scribes, you will need*

***something with which to write. Work together to brainstorm a list of ways that you can provide positive feedback to an audience. Ready, feedback!***

**Have the scribe select someone in his/her group to be the team's reporter, and have each group share their lists. Celebrate success with positive feedback such as, "Awesome ideas!"**

**Continue to use TM: 6-5 or PowerPoint Slide 8 and WS: 6-1 for the following content.**

**(PowerPoint Slide 8)**

- C. Providing (feedback)
  - 1. (Compliment) audience, both individually and as a group.
  - 2. Be (sincere); do not say, "That is great!" every time.
  - 3. Use their (names).

**Objective 3:** Weave personal life experiences into presentations.

*Anticipated Problem:* How do you weave personal life experiences into presentations?

**Give each student a copy of WS: 6-2. This worksheet has the content for Objective 3 on it. Allow the students to work in pairs to create at least five questions and answers.**

**(PowerPoint Slide 9)**

- III. Sharing personal life experiences
  - A. Best stories are personal experiences.
  - B. Structure of stories.
    - 1. Set the stage.
      - a. Begin with who was involved, what happened, when it took place, and where it occurred.
    - 2. Use descriptive language to paint the picture.
      - a. Describe the smells, sounds, tastes, and sights.
    - 3. End the story with a learning point.
      - a. Have a reason to tell the story.

**(PowerPoint Slide 10)**

- C. Making stories memorable.
  - 1. Appeal to the audience's emotions—mix humorous and serious messages.
    - a. Take your audience on an emotional roller coaster ride.
  - 2. Animate your body and use movement.
  - 3. Vary your voice and use pauses.
    - a. Change your volume, pitch, and rate.
  - 4. Utilize props and sound effects.

**Review/Summary:** Use the questions on **PowerPoint Slide 11** to review the objectives of this lesson.

Students could start on this in class and complete it as homework. Use a Shape Review technique. Draw a circle, square, and a triangle on the writing surface. Write the following next to each:

Circle—Three things from today that added to your circle of knowledge.

Square—Three things from today that squared with something you already knew.

Triangle—Three things that you are going to ‘tri’ to do in your own presentations.

Give students a copy of WS: 6-3 to complete and bring back tomorrow. This self-assessment asks them to determine their preferred mode of learning. When the students bring them back, share with them that visual learners will usually be visual presenters, and so on. They need to adapt their presentation strategies to the other modes of learning.

**Application:** Have students develop a five to seven minute speech that addresses all three of the learning preferences, involves the audience, and includes at least two personal stories.

**Evaluation:** Evaluation should focus on student achievement of the objectives for the lesson. A sample test is included.



## Answers to Sample Test:

### Part One: Fill-in-the-blank

1. Visual
2. Kinesthetic
3. Auditory

### Part Two: Short Answer

4. Any of the following:
  - Be clear and concise, use action verbs—take, cut, paste, color, draw.
  - Provide verbal and written directions if possible.
  - Go step-by-step in the order the audience will do them.
5. Any of the following:
  - Use open-ended questions: why, how, what, where, when?
  - When inviting questions ask, “What questions are there?” versus “Are there any questions?”
  - Step towards the audience and raise your hand when asking a question.
6. Any of the following:
  - Compliment the audience, both individually and as a group.
  - Be sincere; don’t say, “That is great!” every time.
  - Use their names.

### Part Three: Essay

Answers will vary; but should include information from Objective 3.

## Presentation Tips—Skills and Strategies

### Part One: Fill-in-the-blank.

**Instructions:** Write the correct learning preference.

1. They need to see it. \_\_\_\_\_
2. They need to experience it. \_\_\_\_\_
3. They need to hear it. \_\_\_\_\_

### Part Two: Short Answer.

**Instructions:** Provide one “tip” for interacting with and involving the audience in each of the following areas.

4. Giving directions—
5. Asking questions—
6. Providing feedback—

### Part Three: Essay.

**Instructions:** Write a complete response to the questions. Use proper grammar and spelling.

When sharing a personal life experience with your audience, how should you structure it? What can a presenter do to make his/her experiences more memorable.

TM: 6-1

**What do the absolute best presenters—  
speakers, teachers, workshop presenters—do to  
make their presentations great?**

**List at least five things they do during their  
presentation to make them great.**

TM: 6-2

**Great, great presentations.**

**Meeting their needs is fun.**

**Involving people and telling stories.**

**Will make me number one.**

## **MEETING AUDIENCE NEEDS**

- Auditory learners—prefer to hear it.
- Kinesthetic learners—prefer to experience or do it.
- Visual learners—prefer to see it.

- Auditory learners—use music, discussions, voice, sounds, poetry, oral directions, mnemonics, and lyrics.
- Kinesthetic learners—use actions, movement, physical activities, role plays, writing, note-taking, and team tasks.
- Visual learners—use drawings, charts, pictures, computer slide shows, transparencies, color, movies, and maps.

# INTERACTING WITH THE AUDIENCE

## ➤ Giving directions

- ✓ Be clear and concise, use action verbs—take, cut, paste, color, draw.
- ✓ Provide verbal and written directions if possible.
- ✓ Go step-by-step in the order the audience will do them.

## ➤ Asking questions

- ✓ Use open-ended questions: why, how, what, where, when?
- ✓ When inviting questions, ask, “What questions are there?” versus “Are there any questions?”
- ✓ Step towards the audience and raise your hand when asking a question.

## ➤ Providing feedback

- ✓ Compliment audience, both individually and as a group.
- ✓ Be sincere; don't say, “That is great!” every time.
- ✓ Use their names.

# INTERACTING WITH THE AUDIENCE

## A. Giving \_\_\_\_\_

1. Be \_\_\_\_\_ and \_\_\_\_\_, use \_\_\_\_\_ verbs—take, cut, paste, color, and draw.
2. Provide \_\_\_\_\_ and \_\_\_\_\_ directions if possible.
3. Go \_\_\_\_\_ in the \_\_\_\_\_ the audience will do them.

## B. Asking \_\_\_\_\_

1. Use \_\_\_\_\_ questions: why, how, what, where, and when?
2. When \_\_\_\_\_ questions, ask, “What questions are there?” versus “Are there any questions?”
3. Step \_\_\_\_\_ the audience and \_\_\_\_\_ your hand when asking a question.

## C. Providing \_\_\_\_\_

1. \_\_\_\_\_ audience, both individually and as a group.
2. Be \_\_\_\_\_; don't say, “That is great!” every time.
3. Use their \_\_\_\_\_.



# SHARING PERSONAL LIFE EXPERIENCES

- A. Best stories are personal experiences
- B. Structure of stories
  - 1. Set the stage
    - a. Begin with who was involved, what happened, when it took place, and where it occurred.
  - 2. Use descriptive language to paint the picture.
    - a. Describe the smells, sounds, tastes, and sights.
  - 3. End the story with a learning point.
    - a. Have a reason to tell the story.
- C. Making stories memorable.
  - 1. Appeal to the audience's emotions—mix humorous and serious messages.
    - a. Take your audience on an emotional roller coaster ride.
  - 2. Animate your body and move around.
  - 3. Vary your voice and use pauses.
    - a. Change your volume, pitch, and rate.
  - 4. Utilize props and sound effects.

## Directions:

Using the information above, work with a partner to develop at least five questions and answers. An example would be:

Question: The best stories are this.

Answer: Personal

- 1. Question:  
Answer:
- 2. Question:  
Answer:
- 3. Question:  
Answer:
- 4. Question:  
Answer:
- 5. Question:  
Answer:

# SELF-ASSESSMENT OF LEARNING PREFERENCES

## Directions:

Read each question or statement, and circle the most appropriate answer. Some will be difficult to answer, but try to respond according to how you would react most often.

1. You usually remember more from a class lecture when:
  - a. You do not take notes, but listen very closely.
  - b. You sit near the front of the room and watch the speaker.
  - c. You take notes (whether or not you look at them again).
2. You usually solve problems by:
  - a. Talking to yourself or a friend.
  - b. Using an organized, systematic approach with lists, schedules, etc.
  - c. Walking, pacing, or some other physical activity.
3. You remember phone numbers (when you cannot write them down) by:
  - a. Repeating the number orally.
  - b. Seeing or visualizing the numbers in your mind.
  - c. Writing the numbers with your finger on a table or wall.
4. You find it easiest to learn something new by:
  - a. Listening to someone explain how to do it.
  - b. Watching a demonstration of how to do it.
  - c. Trying it yourself.
5. You remember most clearly from a movie:
  - a. What the characters said, background noises and music.
  - b. The setting, scenery, and costumes.
  - c. The feelings you experienced during the movie.

6. When you go to the market, you:
  - a. Silently or orally repeat the shopping list.
  - b. Usually remember what you need from the list you left at home.
  - c. Walk up and down the aisles to see what you need.
7. You are trying to remember something and so you:
  - a. Hear in your mind what was said or the noises that occurred.
  - b. Try to see it happen in your mind.
  - c. Feel the way "it" reacted with your emotions.
8. You could best learn a foreign language by:
  - a. Listening to records or tapes.
  - b. Writing and using workbooks.
  - c. Participating in class activities in which you read and write.
9. You are confused about the correct spelling of a word and so you:
  - a. Sound it out.
  - b. Try to "see" the word in your mind.
  - c. Write the word several different ways and choose the one that looks right.
10. You enjoy reading most when you can read:
  - a. Dialogue between characters.
  - b. Descriptive passages that allow you to create mental pictures.
  - c. Stories with a lot of action in the beginning (because you have a hard time sitting still).
11. You usually remember people you have met by their:
  - a. Names (you forget faces).
  - b. Faces (you forget names).
  - c. Mannerisms, motions, etc.
12. You are disturbed most by:
  - a. Noises.
  - b. People.
  - c. Environment (temperature, comfort of furniture, etc.)

13. You usually dress:

- a. Fairly well (but clothes are not very important to you).
- b. Neatly (in a particular style).
- c. Comfortably (so you can move easily).

14. You are ill and can't do anything physical. You can't read, so you choose to:

- a. Talk with a friend.
- b. Watch TV or look out a window.
- c. Move slightly in your chair or bed.

## Scoring

**Count the total number of responses for each letter and write them below.**

- a. \_\_\_\_\_ auditory (learn best by hearing).
- b. \_\_\_\_\_ visual (learn best by seeing).
- c. \_\_\_\_\_ kinesthetic (learn best by touching, doing, moving).

Were the results as you expected them to be? Is that the way you see yourself?