



High School

National FFA Organization

Lesson HS.85

MAGIC FORMULA OF PRESENTATION PLANNING

Unit. Stage Three of Development—DO

Problem Area. How Do I Effectively Communicate with Others to Accomplish the Vision.

Precepts. **A5:** Communicate effectively with others. **M3:** Make effective business presentations.

National Standards. NL-ENG.K12-4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Describe the 9 components of the magic formula of presentation planning.



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Time. Instruction time for this lesson: 50 minutes.



Resources

DiResta, Diane. *Knockout Presentations: How to Deliver Your Message with Power, Punch, and Pizzazz*. Worcester, MA. Chandler House Press. 1998.
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Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Projection surface
- ✓ Overhead projector and transparencies
- ✓ HS.85.Assess—one per student
- ✓ HS.85.TM.A
- ✓ HS.85.TM.B
- ✓ HS.85.TM.C
- ✓ HS.85.TM.D
- ✓ HS.85.TM.E
- ✓ HS.85.TM.F
- ✓ HS.85.TM.G
- ✓ HS.85.TM.H
- ✓ HS.85.TM.I
- ✓ HS.85.TM.J
- ✓ HS.85.TM.K
- ✓ HS.85.AS.A—one per student
- ✓ Scrap Paper

Com pile a set of resources that could be used to find supporting material for presentations. Some examples include: almanacs, industry specific magazines, books, textbooks, reports, video tapes, etc. Have the resources in a table that is readily available during the lesson.



Key Terms. The following term is presented in this lesson and appear in bold italics:

- ▶ Magic Formula



Interest Approach

*Write - The **Magic Formula** - on the board, overhead or easel and keep it covered*

Ask some questions to engage the students.



What are your greatest fears.



Anticipated responses will differ, depending on the students. If it's not mentioned, ask if anyone is afraid of speaking in front of others.

 How many of you are afraid of speaking in front of others.

Make a note that speaking in front of others is often mentioned on surveys as the number one fear people have.

 What are some situations in high school where you might have to speak in front of others.

Anticipated responses: during a class; in a play; as an officer in a club, at work

 Why would we want to get better at speaking and presenting in front of others.

Anticipated responses: it's key to getting a job; it's a part of every day life just on a different scale; communication is a part of how our democracy works; if you don't speak up, your opinion won't be heard; it builds our confidence.

Ask the students a leading question. Have them write their thoughts on a piece of scrap paper.

 What fears do you have about doing classroom presentations, speaking, or presenting workshops in front of other people.

Pause while they think.

 Jot down those fears you have on a piece of scrap paper.

Allow them time to write.

Elicit responses and write them on a common writing surface for all to see.

 Let's list some of those fears?

Select people to share by those who have on a white shirt (or some other variable).

Anticipated responses: I'm afraid of making a fool of myself in front of others, I'm afraid of being made fun of, I'm afraid I'll forget what I want to say, I just don't know where to start, I have a hard time being creative, I'll never be able to live up to my own expectations, I'll never be able to be as good as someone else, I've never given a speech before, I'm afraid of sounding dumb.

Ask engaging questions and have them give thumbs up if they agree.

 We are about to unveil a tool that can give you an advantage when you're called on to give a presentation?

You may consider this tool second only to the clapper, the miracle blade and the chia pet. Throw those presentation fears away because we have the - drum roll please -

Have students drum roll with their hands on the table.

 Ladies and Gentlemen, I present the ***Magic Formula***!

*Reveal where you've written - The ***Magic Formula*** !*

 We can alleviate much of the stress involved in presentations because the Magic Formula provides the following advantages:



Write the following information on a writing surface or show HS.85.TM.A.

Advantages to using the Magic Formula in presentation planning:

- Gives you a place to start when you begin to create a presentation.
- Helps you remember your presentation with just a few notes.
- Helps you create and deliver consistently effective presentations.
- Helps you organize and present your ideas so you sound like you know what you're talking about.
- Helps you build confidence as an effective presenter.
- Helps you create a presentation where the focus is on your audience; which will make them more interested in what you have to say.
- Gives you a tool that will help you influence others in a positive way.

Challenge them to assume the attitude of an adventurer: willing to take risks, learn, and try new things, be bold and persistent.

Are you ready to explore this amazing tool. Today, as we get our hands on the Magic Formula for presentation planning, call on the adventurer inside yourself. How would you expect an adventurer to act.

Elicit responses.

To add to that great list, let's be willing to take risks, learn and try new things, be bold, ask questions, and keep a persistent attitude.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Describe the components of the magic formula of presentation planning.

This can be a long process; the lesson is designed to give students time to interact with the information. Make sure not to skip the portions of the lesson where students take and process the information. This lesson is designed to take 50 minutes; however, it is more important to be flexible with students' needs to establish a clear working understanding of the presentation development process before they are asked to create a speech or workshop in future lessons.



Define what the phrase *Magic Formula* means. Write the following on a writing surface or show HS.85.TM.B.

I. Magic Formula for presentation planning

A. Magic Formula—a process to follow when creating a presentation

Explain that they are going to go right into discovering the Magic Formula and its related components. It will be important to continually ask yourselves, “Why is this important to creating a great presentation.” as each piece is unveiled.



The ***Magic Formula*** is a process, just like the process of baking a cake has sequential steps, so does developing a presentation.

Let’s dive into to this process. As we unveil a component of the formula, ask yourself, “Why is this important to creating or delivering a great presentation?” Capture the icons with the underlined key terms in your notes. Let’s go!

Write the following on a writing surface or show HS.85.TM.C. If writing, make sure to draw the icon that corresponds with the related questions and comments. Underline Get the information, audience, date, time, where.

1. Telephone: Get the information.
 - a. Who is the audience. How many will be in the audience.
 - b. What date. What time. How long.
 - c. Where will the presentation take place.
 - d. What is the purpose of the speech.

Allow time for the students to capture their thoughts in their notes. Ask a question to engage students:



Why is this step important? On the count of three everyone tell your neighbor why it’s important to get information. One, two three!

Listen to answers. Lead students to the conclusion that this is a key step that must be determined before planning the presentation.

Write the following on a writing surface or show HS.85.TM.D. Underline What does the audience care about?



Great on to the heart of the matter...capture the icons with the underlined key terms in your notes. Let’s go!

2. Heart: What does the audience care about.
 - a. What is appropriate for the audience.
 - b. Why are they going to want to listen to what you have to share.
 - c. What do they expect to hear.

Allow time for the students to capture their thoughts in their notes. Have students get with a partner to brainstorm a list of speech topics students their age might care to hear about. Challenge them to think outside the box.



Think outside the box. What topics would other people your age care to hear about.

Pause and let them think.



Let's brainstorm a list of topics that other people your age would be interested in hearing about. Turn to a neighbor and share your ideas.



After some thinking time, elicit some of the brainstormed responses. As a group, choose one of those topics to use throughout the rest of the lesson. Capture that topic on a writing surface.

Write the following on a writing surface or show HS.85.TM.E.

3. Movie Clapper: What action do you want the audience to take.
4. What do you want them to know or be able to do after your presentation.
 - a. What are your objectives.
 - i. Objectives are action-oriented. Therefore, objectives should include the action you want the audience to take with the main points, or concepts, presented.

Allow students time to capture their thoughts. Have students brainstorm a list of actions they hope others would be able to do or know after hearing the speech topic just chosen by the group in the last step.



Look back at the topic we chose earlier. Now consider this: what actions do you hope others would be able to complete or know how to do when your presentation is finished. Here are some examples: choose a hobby, set personal goals, choose to use safe handling practices when preparing food.

Allow some thinking time.



Please write down some of your action ideas.

Allow some writing time.

Have students create an action/charade that represents what you want the audience to know or be able to do after they hear your speech.



Choose one of the actions that you just brainstormed. What might that action look like if someone were to actually do it. Create a charade or motion that represents that action.

Allow time to create, then share in triads.



Turn to two other neighbors and share your motions. Have the other group members try to guess the action you are demonstrating.

Write the following on a writing surface or show HS.85.TM.F.

5. Pointing Finger: What are your points.
 - a. Main points
 - i. Should be simple and memorable.
 - ii. Should incorporate a statement or catchy phrase to help your audience remember.
 - iii. Should be able to be supported with facts, personal experience, or evidence.



While explaining HS.85.TM.F, keep your hand pointed like the icon to emphasize – What are your points?



Focusing in on what our point is in a presentation is key to getting our point across. Please get this step in your notes.

Allow students time to capture their thoughts. Have students take one of the actions they brainstormed and think of main points that would support their reasons why that action is important. They may also choose to tell how someone can make progress towards being able to perform that action. Have them share their ideas with a different neighbor or in triads.



Look back at the list of actions you brainstormed. Consider this question: What main points will you use to support the importance of the action. For example, let's say one of your actions was for the listener to understand the importance of starting a hobby. A main point might sound like this: starting a hobby is fun and inexpensive.

Allow some time to think.



Write one main point you would cover for the action you chose.

Good work! Do you see how we're building our presentation step by step? What questions do you have so far?

Writing the following on a writing surface or show HS.85.TM.G. Underline What supports your main points?

6. Books: What supports your main points.
 - a. Support comes in the form of facts, statistics, news articles, websites, interviews, and personal stories.
 - b. Support must be credible and believable.

Have students brainstorm a list of resources they might use to support each of their main points. For instance: personal story, almanac, government report, leadership book.



Look back at the main points you just wrote down. Consider this question for each main point: What will be the best place to find material that will provide credibility for that statement.

Allow students some time to think.



You have two minutes to find one of those resources in this room, and bring it back to your seat. If you choose to use a website, write down the web address to bring back to your seat. Any questions?

Allow some time to find the resource. Find the resources you compiled prior to the lesson. Make sure there is a variety of resource material available, including magazines, newspapers, textbooks, almanacs, websites, reports, books, etc.



We are really looking like presentation pros! Let's see what's next.

Write the following on a writing surface or show HS.85.TM.H. Underline What is the application?

7. Application: What is the application.
 - a. How will the audience know what to do with the main point after hearing the presentation.
 - b. How can the audience make the main point a reality in their lives.

Have students look back at the list of main points they brainstormed earlier and create a series of pictures or icons that represent what it would look like if someone performed that action or knew that information.



Look back at the list of main points you created and choose one. Consider these questions for that main point:
What would it look like if someone took the information you were sharing with them and made it a reality in their lives.
What would they do.
How would they act.
Where would they be.
Allow them time to think.

Create a picture, or series of pictures, of what that action would look like. Make it obvious enough that someone could look at your list of main points and clearly identify which action matches it. For example if one of your main points was the fun of having a hobby, you might draw a person with a big smile on their face while doing the hobby.
Allow some time to think of an action or series of actions.

Have them share their pictures and a list of main points with a partner. The partner will try to guess which main point the pictures represent.

Let's see how vivid your pictures are, when I say "Go!" share a list of your main points, and show them your pictures. Partners, you determine which main point relates to this application. Please find a partner on the other side of the room. "Go!"

Walk around and listen in on sharing to check for understanding. Share a few examples with the class.

Looks like we're right on track! Great presentations deserve review time. Let's see how that's done.

Write the following on a writing surface or show HS.85.TM.I.

8. Rearview mirror: How are you going to close and review your points with impact.
 - a. Review or restate your points at the conclusion of your presentation.
 - b. Make certain they remember the main points of your presentation.
 - c. Close the presentation with power and impact.

Have students think of typical phrases that they might hear or use when creating a review. Elicit responses. Have them think outside the box and brainstorm with a partner to develop a list of atypical and unique phrases or activities they could do to review the information and close with impact.

What are some typical phrases that might be used when creating a review.
Elicit responses. Anticipated responses: in conclusion, let me reiterate, in closing, to review, let me restate, let's look back at.

What happens when you hear those phrases?

Anticipated responses: shut down, know that the end is near, prepare to clap, beg for it to be over, thank goodness that it's about finished.

We don't want our audiences shutting down early; let's think outside the box. What could we do to be different with the way you review the main points or close?

Allow some time to think.

For example we can ask our audience to participate by sharing with their neighbor, what they've just learned from the presentation. See how that would be more engaging than saying "in closing"?

-Pause-





Let's be creative. Turn to a neighbor and create a list of those outside the box ideas.

Elicit responses. Anticipated responses or thoughts to share: create a vivid picture of how life might be different if each of those main points were implemented, use a piece of music to reiterate the main points and wrap up your presentation, have the listeners turn to a neighbor and review what they will take away from the presentation, create a poem that reviews the main points and closes with purpose.



Let's hear what you created. We'll put them up here to create a master list of ideas.

Wow! I knew you guys were creative! Let's plug in to what's next.

Write the following on a writing surface or show HS.85.TM.J.

9. Electric Outlet: How are you going to connect the topic of the presentation with your audience.

a. A connection is built by tying your topic to something your audience can relate to.

b. The introduction should make a connection with your audience.

For example: this lesson made a connection because each student was able to list fears about speaking and presenting. Another example might be telling a personal experience that many audience members will relate to, like the first day of school. Yet another example might be using recent events that they would have heard about in the news that relate to the topic.

c. Build your presentation around a theme

Have students look back over the list of topics they brainstormed that others their age might care to hear about. Explain that this list makes a great place to find some ideas for connecting with the audience.



Connecting to your audience is essential to making the message real. If we connect, it deepens the meaning. Just like we started out today by connecting through our fears of presentations, we can connect any presentation and make it real.

Some of the topics could become themes, which you could relate to your main points. Themes help connect to your audience as well as preview your presentation.

Ask a probing question.



What are some things you've heard other speakers do that made super introductions?

Elicit responses. Anticipated responses and ideas to share: a personal story, a catchy phrase, rhetorical questions, a poem that can be explained, explaining a prop that will be used throughout the speech, using a headline from a local newspaper

Write on a writing surface or show HS.85.TM.K.

10. Coming Attractions: How are you going to preview your presentation.

a. Let the audience know your objectives.



- b. Provide a map to help them follow your presentation.
- c. Make this creative step relate to your theme and build interest in what's coming up.

Elicit responses to the question, "Why." Have the students brainstorm phrases they might hear during a preview of what's coming up in the presentation.

 What are some phrases that you hear on TV that preview upcoming shows.

Elicit responses. Anticipated responses: This evening, Don't miss out, Today on the news, Don't change that channel, Coming up today, Tonight we bring you, You'll want to stick with us because.

 We can use those phrases to grab our audience and entice them to stay tuned!

Pick your favorite preview phrase.

-Pause-

 Stand up!

On 1 shout out your preview! Three, two one!

High five everyone around you!

Congratulate the students on acquiring their new tool. Explain that as they practice with it, the tool will become much easier to use. Celebrate the incredible amount of learning by having students give each other high fives.

*Use a Marcel Marceau Moment to apply the information, and review the components to the **Magic Formula**.*

 When you hear, "Mime time!" you'll begin by one group member miming a step in the **Magic Formula**, after the group has correctly guessed it, move on to another person and step. Take your notes with you to help remember the steps. What questions are there? We will work in groups for this.

Number off the class at this point, and make designations where the students should go. Keep the groups to three or four. Once the designations are made then say the command words:

 Mime time!

 **Review/Summary**

Distribute HS.85.AS.A. Have students fill in the boxes on the organizer with either the missing icon of the magic formula or the key question they need to remember.



►Extended Classroom Activity:

Option 1: Have students create a presentation and then give it in class. Option 2: Have the students create a Magic Formula game or teaching tool that can be left in the classroom to be used by students after their class is finished.

►FFA Activity:

Option 1: Have the students watch the next speaker they hear at an FFA function, then hold a discussion about what pieces of the Magic Formula the speaker used well. Option 2: Have the students write a review of the next speaker they hear regarding the speaker's use of the Magic Formula.

►SAE Activity:

Have the students use the formula to prepare a speech about why their SAE activity would be a great program for freshmen to start. Then have them deliver it to a group of incoming freshmen or at a service club meeting.

✓ Evaluation

HS.85.Assess is a written evaluation provided to evaluate the content of this lesson.

Answers to Assessment:

Part One: Matching

1. E.
2. C.
3. G.
4. A.
5. B.
6. H.
7. I.
8. F.
9. D.



Part Two: Short Answer

1. Any three of the following:

- Gives you a place to start when you begin to create a presentation.
- Helps you remember your presentation with just a few notes.
- Helps you to create and deliver consistently effective presentations.
- Helps you organize and present your so that you sound like you know what you're talking about.
- Helps you to build confidence as an effective presenter.
- Helps you to create a presentation where the focus is on your audience; which will make them more interested in what you have to say.
- Gives you a tool that will help you to influence others in a positive way.

2. Any form of the following definition is acceptable.

Magic formula—a process to follow when creating a presentation.



MAGIC FORMULA OF PRESENTATION PLANNING

►Part One: Matching

Instructions: Match each of the following Magic Formula icons with their appropriate guiding question or phrase by listing the appropriate letter from List B next to the icon in List A.

List A

_____ 1.  _____ 2.  _____ 3.  _____ 4.  _____ 5. 	_____ 6.  _____ 7.  _____ 8.  _____ 9. 
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List B—Guiding Question or Phrase

- A. What is the main point.
- B. What supports my main point.
- C. What does my audience care about.
- D. How will I preview my main points in the introduction.
- E. Get the information.
- F. How will I connect to my audience in the introduction.
- G. What do I want my audience to know and be able to do.
- H. What is the application for my audience members.
- I. How will I review and close with impact.



►Part Two: Short Answer

Instructions: In the space provided, write a response to each of the following questions.

1. List three advantages associated with using the Magic Formula.
2. In your own words, describe the Magic Formula to a person who knows nothing about developing or delivering presentations.

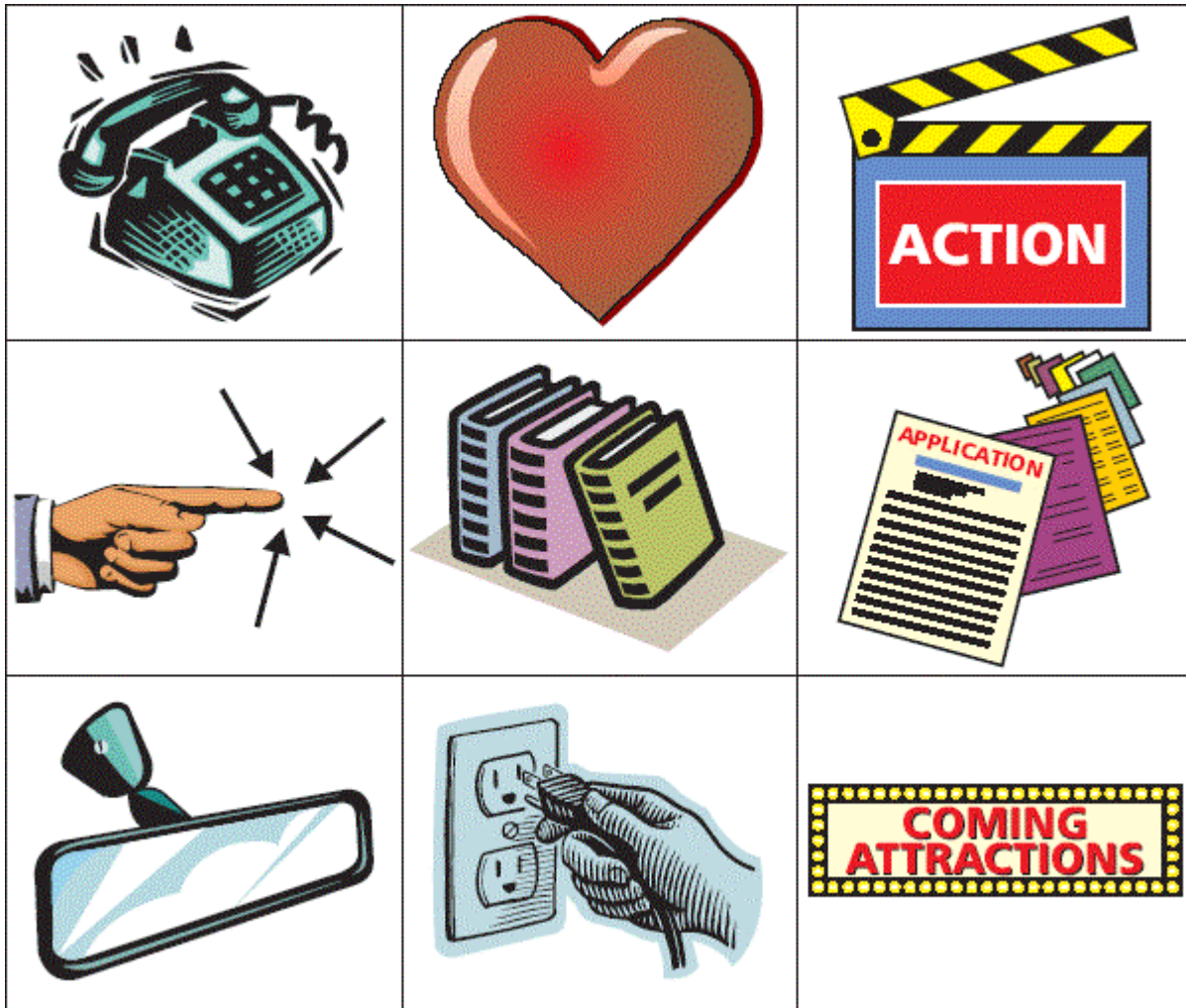


BENEFITS OF USING THE MAGIC FORMULA

- ◆ Gives you a place to start when you begin to create a presentation.
- ◆ Helps you remember your presentation with just a few notes.
- ◆ Helps you to create and deliver consistently effective presentations.
- ◆ Helps you organize and present your ideas so you sound like you know what you're talking about.
- ◆ Helps you build confidence as an effective presenter.
- ◆ Helps you create a presentation where the focus is on your audience, which will make them more interested in what you have to say.
- ◆ Gives you a tool that will help you to influence others in a positive way.



THE MAGIC FORMULA FOR PRESENTATION PLANNING



The *Magic formula* is a process to follow when creating a presentation.



GET THE INFORMATION

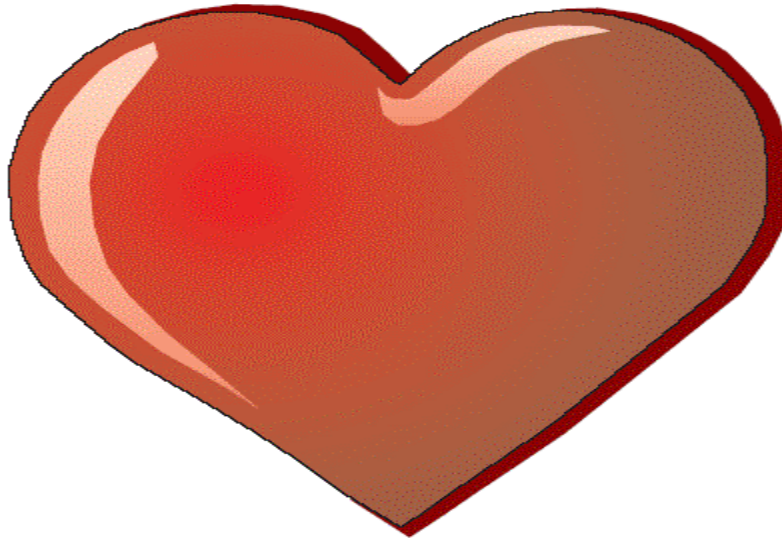


Other questions for consideration...

- ◆ Who will the audience be. How many will be in the audience.
- ◆ What date. What time. For how long.
- ◆ Where will the presentation take place.
- ◆ What is the purpose of the speech.



WHAT DOES THE AUDIENCE CARE ABOUT.



Other questions for consideration...

- ◆ What is appropriate for the audience.
- ◆ Why are they going to want to listen to what you have to share.
- ◆ What do they expect to hear.



WHAT ACTION DO YOU WANT THE AUDIENCE TO TAKE.

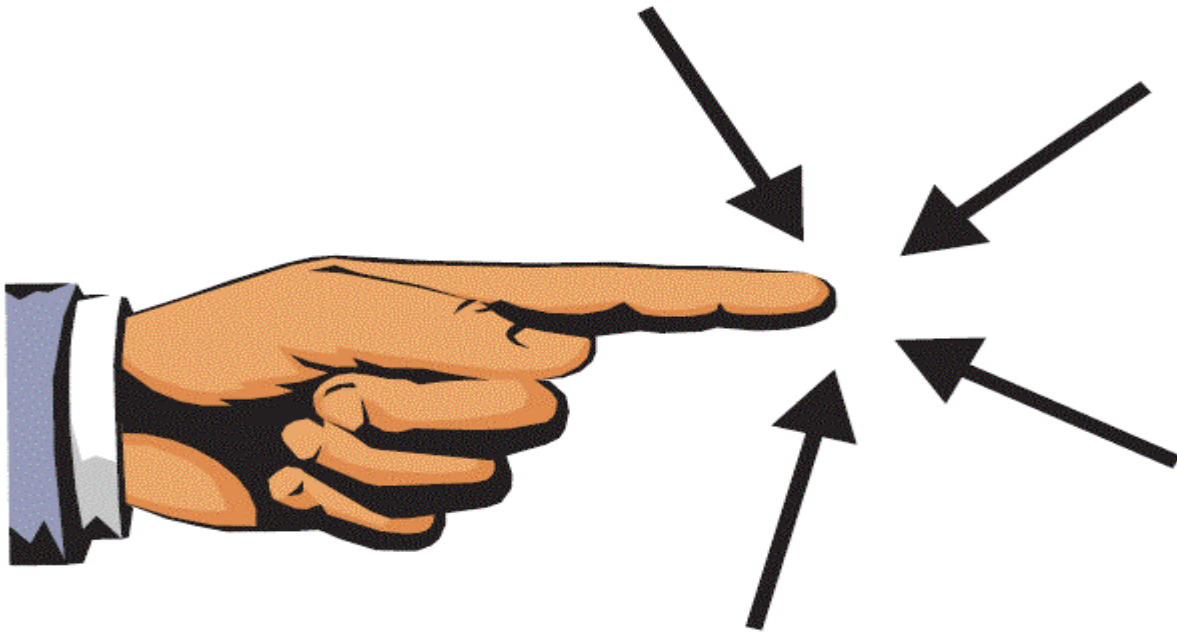


Other questions for consideration...

- ◆ *What will your objectives be.*
- ◆ *What do you want them to know or be able to do after your presentation.*
- ◆ *What impact will you make.*



WHAT ARE YOUR POINTS.



Other questions for consideration...

- ◆ **What are your main points.**
- ◆ **Main points should be succinct and memorable.**
- ◆ **What statement or catchy phrase can you use to help your audience remember this point.**



WHAT SUPPORTS YOUR MAIN POINTS.



Other thoughts for consideration...

- ◆ Support may come in the form of facts, statistics, activities, experiences, personal stories, other people's stories, and poems.
- ◆ What support material will best convey the main points I have.
- ◆ Support must be credible and believable.



WHAT IS THE APPLICATION.

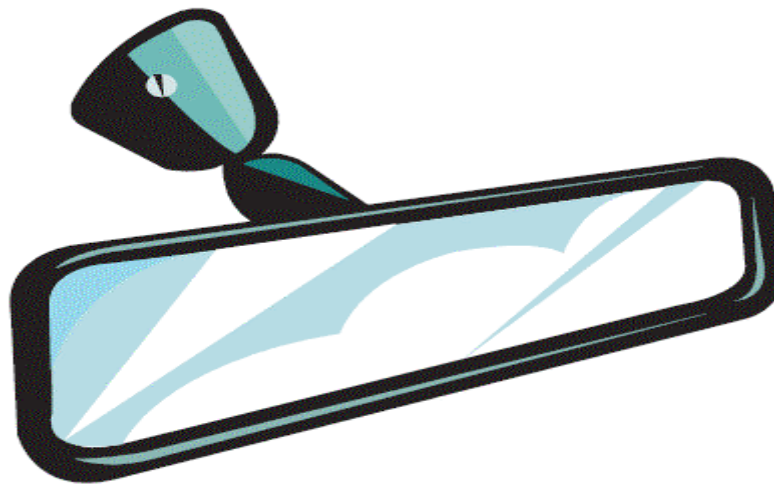


Other questions for consideration...

- ◆ How will they know what to do when they get home.
- ◆ How can they take the main point and make it a reality in their lives.



HOW ARE YOU GOING TO CLOSE AND REVIEW YOUR POINTS WITH IMPACT.



Other questions for consideration...

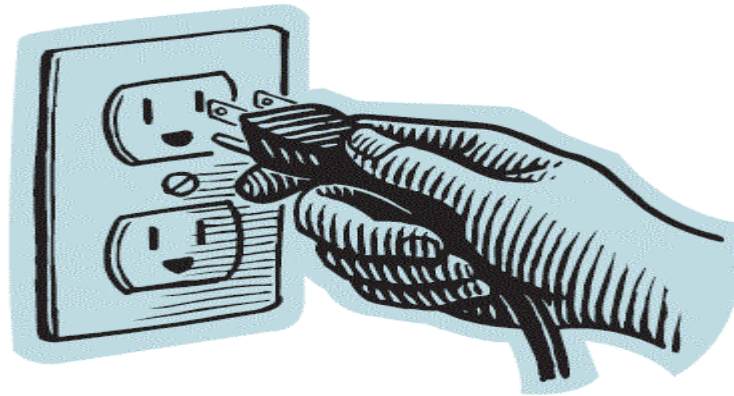
◆ How are you going to review or restate your points.

◆ What will you use to make certain they remember.

◆ How are you going to close with power and impact.



HOW ARE YOU GOING TO CONNECT WITH YOUR AUDIENCE.



Other questions for consideration...

◆ What are you going to do in your introduction to make the connection with your audience.

◆ A connection is built by connecting your topic to something your audience can relate to.

◆ Can you build your presentation around a theme.



HOW ARE YOU GOING TO PREVIEW YOUR PRESENTATION.



Other thoughts for consideration...

- ◆ How will you let the audience know your objectives.
- ◆ What kind of map will you give them to help them follow your presentation.
- ◆ Make this creative step relate to your theme and build interest in what's coming up.



THE MAGIC FORMULA

 _____	What does the audience care about?	What action do you want the audience to take?
What are your points?	 _____	 _____

