



High School

National FFA Organization

Lesson HS.91

PRESENTATION TIPS— SKILLS AND STRATEGIES

Unit. Stage Three of Development—DO

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

Precepts. **A7:** Invest in others by enabling and empowering them.

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 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.



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Time. Instruction time for this lesson: 100 minutes.



Resources

Any public speaking text would be beneficial for this lesson.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector and transparencies
- ✓ Pre-drawn picture and list of words—see Objective Two
- ✓ Markers
- ✓ White sheets of paper—one per student
- ✓ HS.91.AS.A—one per student
- ✓ HS.91.AS.B—one per student
- ✓ HS.91.AS.C—one per student
- ✓ HS.91.Assess—one per student
- ✓ HS.91.TM.A
- ✓ HS.91.TM.B
- ✓ HS.91.TM.C
- ✓ HS.91.TM.D
- ✓ HS.91.TM.E



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Auditory learners
- ▶ Kinesthetic learners
- ▶ Visual learners



Interest Approach

Use a *Me-you-us Moment* to create discussion about what makes a super presentation.

HS.91.TM.A can be shown as students arrive to class. As roll is being taken, ask students to list five answers to the question.



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

Process by using a Me-you-us Moment.



Those are awesome suggestions and ideas for making presentations sizzle! For your next presentation, do you want it to sizzle?





Those are awesome suggestions and ideas for making presentations sizzle! For your next presentation, do you want it to sizzle?

Make sure each student responds with, “Yes!”



Well, today’s learning will help you to sizzle!

Use a Karaoke Moment to introduce the big-picture goal of today’s lesson. Use the tune of “Row, Row, Row Your Boat.” The lyrics can be projected by using HS.91.TM.B.

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

Here’s how the next thing is going to work. On the overhead projector is the wonderful children’s song, “Great, Great Presentations.” What? You don’t remember that one from your childhood? Well, it is set to the tune of a more familiar song—“Row, Row, Row Your Boat.” 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).



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 to five students.



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.



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.

Ask the students,



What kinds of classroom activities do you like best?

Possible responses include: hands-on activities; drawing; writing; team activities; working on the computer; music



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:



You've just mentioned many different ways that you prefer to learn. Great presenters also want their audience members to learn.

Use a Motion Moment to introduce the content. 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.”



Watch carefully and mirror what I do.

Use HS.91.TM.C. Make the connection between the actions and the content.



Let's take a look at three learning preferences.

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 HS.91.TM.D to fill in any they may have missed.

- 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.

Sit down for one minute and say nothing to the students. Pretend that they aren't even there. When the minute is finished, ask them,



How did you feel for the last minute?

Possible responses include: left out; ignored; bored; uninterested
Share with the students:



I'm guessing that you probably don't 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 HS.91.AS.A 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.



For this next activity, we need someone in the room who is really good at giving directions. Great, (insert name), if you'd 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



 (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:

 ? 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 HS.91.TM.E and HS.91.AS.A 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 activity sheet.

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) directions if possible
3. Go (step-by-step) in the (order) the audience will do them

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

 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.”

 Choose one of the following scenarios:

You are five basketball players before a big game.

You are five high school students at prom without a date.

You are five students in the principal's office for being late to school.

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:

 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:

- 
- 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 HS.91.TM.E and HS.91.AS.A for the following content.

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.

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- Here’s 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.”

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- 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 or her group to be the team’s reporter, and have each group share their lists. Celebrate success with positive feedback such as, “Awesome ideas!” or “Cool stuff!”

Continue to use HS.91.TM.E and HS.91.AS.A for the following content.

C. Providing (Feedback)

1. (Compliment) audience, both individually and as a group.
2. Be (sincere); don’t say, “That’s great!” every time.
3. Use their (names).

Objective 3. Weave personal life experiences into presentations.

Give each student a copy of HS.91.AS.B. This activity sheet has the content for Objective Three on it. Use a A and Q Moment to review the information on the sheet. Allow students to work in



pairs to create at least five Jeopardy questions and answers.

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.

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

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 HS.91.AS.C 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

►Extended Classroom Activity:

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.



►FFA Activity:

Have students participate in the public speaking CDEs.

►SAE Activity:

Have students develop interactive presentations about their own SAEs that address all three of the learning preferences.

►Connections to Other Lessons:

HS.85.Lesson: Magic Formula of Presentation Planning

HS.86.Lesson: Developing Speeches Using the Magic Formula

HS.87.Lesson: Developing Workshops Using the Magic Formula

HS.90.Lesson: Presentation Tips—Voice and “Non-verbals”

HS.92.Lesson: Presentation Tips—Visual Aids



Evaluation

Use HS.91.Assess to evaluate student mastery of content.

Answers to Assessment:

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

Part Three: Essay

7. Answers will vary, but should include information from objective three or HS.91.AS.B.



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.

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



What do the absolute best presenters—speakers, teachers, workshop presenters—do to make their presentations sizzle.

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



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**—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.



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’s great!” every time.

→ Use their names.



INTERACTING WITH THE AUDIENCE

A. Giving _____

1. Be _____ and _____, use _____ verbs—take, cut, paste, color, 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, 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’s 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 Jeopardy answers and questions. An example would be:

Answer: The best stories are this.

Question: What is personal.

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



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 can't 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 grocery store, you:
 - a. silently or orally repeat the grocery 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).
2. Were the results as you expected them to be. Is that the way you see yourself.

