



High School

National FFA Organization

Lesson HS.92

PRESENTATION TIPS— VISUAL AIDS

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. **M4:** Communicate appropriately with co-workers and supervisors.

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 Identify the benefits of using visual aids.
- 2 Utilize visual aids to enhance a presentation.
- 3 Select visual aids that meet the needs of the situation.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Advanced Public Speaking Institute Web page. www.public-speaking.org
Westerfield, Jude. *Giving a Presentation*. New York, New York. Silver Lining Books, 2003.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector and transparencies
- ✓ Examples of each type of visual aid (if possible)
- ✓ HS.92.AS.A—one per student
- ✓ HS.92.AS.B—one per student
- ✓ HS.92.Assess—one per student
- ✓ HS.92.TM.A
- ✓ HS.92.TM.B



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

- ▶ Flip charts
- ▶ Handouts
- ▶ Overhead transparencies
- ▶ Presentation software
- ▶ Props



Interest Approach

Before class, draw the following two pictures on the writing surface: two eyes and a red cross (like the first aid or American Red Cross symbol). These two pictures will represent today's lesson: Visual (eyes) Aids (red cross). Challenge the students to try to figure out what the drawing represents.



Take a look up here, and you will see my fine artwork. Together, the two pictures represent the focus of today's lesson. Work with the people sitting around you to try to figure out what we will be learning in today's lesson.

Have the students take guesses as to what the pictures represent, then set the context for today's learning by asking the following questions:





When you are presenting, how many of you want to confuse your audience.
How many of you don't want your audience to remember anything that you said or did.
How many of you want your audience to fall asleep.



Obviously, we don't want these things to happen, and today's lesson will help us to prepare professional presentations using visual aids to keep these things from occurring. We will need your desire to become the best presenter you can be, and your willingness to discover new ways of bringing your presentations to life.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify the benefits of using visual aids.

Have the students work in small groups of two to three to create a list of benefits of using visual aids.



First things first, why in the world would we want to take the time to develop and use visual aids. Brainstorm a list of at least three answers to the question: Why should a presenter use visual aids. You may work in pairs or trios to develop your list. Make sure one person in your group is capturing your thoughts on paper.

Capture the students' best ideas on the writing surface. Use HS.92.TM.A for the following notes:

I. Why Use Visual Aids?.

- A. Increase audience members' understanding and retention.
- B. Save time by not having to explain yourself several times.
- C. Promote attentiveness.
- D. Help control your nervousness.

Compare the notes on the transparency to the student-created list.

Transition into the next objective.



Now that we are sold on the benefits of using visual aids, let's take a look at five common types of visual aids.



Objective 2. Utilize visual aids to enhance a presentation.

Use HS.92.AS.A for this objective's notes. Students simply need to figure out which term goes with which definition.



Using the activity sheet, match the correct visual aid with the correct definition. When you are finished, compare your paper to a neighbor.

II. Common Types of Visual Aids

- A. Overhead transparencies—text or graphics on transparent film projected onto a screen.
- B. Handouts—key points from the presentation printed and distributed to the audience.
- C. Flip charts—large pads of paper on easels.
- D. Presentation software—computer-generated “slides” projected onto laptop or large screen.
- E. Props—objects displayed or passed around to illustrate a point.

If resources allow, show an example of each type of visual aid.

Provide students with a copy of HS.92.AS.B. This activity sheet provides five tips for using each of the types of visual aids. If time permits, give them five to ten minutes to read over the tips for each type of visual aid, and star the one tip they think is most important for each type.

Transition into the third objective.



Obviously, we wouldn't use all five types in one presentation, and different situations call for different types of visual aids. Let's answer the question, “How do I select which type to use.”

Objective 3. Select visual aids that meet the needs of the situation.

Provide the following notes on HS.92.TM.B. As you uncover each item, discuss with the class how it relates to the five types of visual aids.

III. Selecting Visual Aids

- A. Consider this:
 - 1. Information to convey

Ask the class the following discussion questions. The possible responses are included.



Which visual aids would you use if you had a lot of information to provide.

Handouts



 How about if you just wanted to peak their curiosity or spark their interest.

Props: overhead with a picture or puzzle on it.

 What if you needed to show colorful charts or graphs.

Presentation software, handouts, overhead transparencies

 Pretend that you want to brainstorm a quick list from the audience. What would work well to capture their answers? .

Flip charts, overhead transparencies.

2. Physical environment

Ask the class the following discussion questions. The possible responses are included.

 Which visual aids would work best in a large room with a lot of people.

Presentation software, overhead transparencies, handouts

 Which types would you use in a smaller setting with less than fifty people.

They all would work well.

 What would you need to think about if the room cannot be darkened?.

It would be difficult to use presentation software and overhead transparencies.

3. Available equipment

Ask the class the following discussion questions. The possible responses are included.

 What equipment would you need for presentation software?.

Computer; software program; projector; screen or bare wall; extension cords

 What will you need for overhead transparencies?

Projector; transparency film; transparency markers; extra bulbs; extension cords; can create and print on a computer.





If you are using a flip chart, what will you need.

An easel; markers

4. Time available to prepare

Ask the class the following discussion question. The possible responses are included.



Which types of visual aids would require a lot of time to develop?.

Presentation software; possibly handouts and overhead transparencies

5. Amount of money to spend

Ask the class the following discussion question. The possible responses are included.



Which types are expensive?

Presentation software; overhead transparencies if computer-generated and in color; color handouts; flip chart padscan get expensive.

Ask the students if there is anything further to consider.



What else could we add to our list.



Review/Summary

Use a Hieroglyphics Moment to review the three objectives. Divide into groups of three. Have the students in each group decide if they are a one, two, or three. Ones are to draw icons for Objective One, Benefits of Using Visual Aids. Twos are to draw icons for Objective Two, Types of Visual Aids. Threes are to draw icons for Objective Three, Selecting Visual Aids.



Application

►Extended Classroom Activity:

Have students create and use at least two of the visual aids in the lesson for an informative speech. Also, visit the computer lab and have students use a search engine such as www.google.com to locate related information. Try searching for “using flip charts” or “creating overheads.” Have the students report back with their findings.

►FFA Activity:

Have students participate in the Ag Issues Forum, which challenges students to research and



prepare a presentation on an agricultural issue. Also, challenge the officer team to use visual aids at meetings to assist with member understanding.

►SAE Activity:

Have students create and use at least two of the visual aids in the lesson for a short informative speech about their SAE. Their speech could be used at a meeting to introduce younger FFA members to the endless possibilities for their SAE.

►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.91.Lesson: Presentation Tips—Skills and Strategies

✓ Evaluation

Use HS.92.Assess to evaluate student mastery of content.

Answers to Assessment:

Part One: Short Answer

1. Three of the following:
 - Increase audience members’ understanding and retention.
 - Save time by not having to explain yourself several times.
 - Promote attentiveness.
 - Help control your nervousness.

Part Two: Fill-in-the-Blank

2. Overhead transparencies
3. Flip charts
4. Props
5. Presentation software
6. Handouts

Part Three: Essay

7. answers will vary but should include information such as:
 - Information to convey
 - Physical environment
 - Available equipment
 - Time available to prepare
 - Amount of money to spend



PRESENTATION TIPS—VISUAL AIDS

►Part One: Short Answer

1. List three benefits of using visual aids discussed in class.

►Part Two: Fill-in-the-Blank

Instructions: Write the correct visual aid in the blank.

2. _____—text or graphics on transparent film projected onto a screen
3. _____—large pads of paper on easels
4. _____—objects displayed or passed around to illustrate a point
5. _____—computer-generated “slides” projected onto laptop or large screen
6. _____—key points from the presentation printed and distributed to the audience

►Part Three: Essay

Instructions: Answer completely using proper grammar and spelling.

7. How would you select which type(s) of visual aids to use in a presentation.



WHY USE VISUAL AIDS.

- ◆ **Increase audience members' understanding and retention**
- ◆ **Save time by not having to explain yourself several times**
- ◆ **Promote attentiveness**
- ◆ **Help control your nervousness**



SELECTING VISUAL AIDS

Consider this:

- ◆ **Information to convey**
- ◆ **Physical environment**
- ◆ **Available equipment**
- ◆ **Time available to prepare**
- ◆ **Amount of money to spend**



►Directions:

Write the name of the correct visual aid in the blank. When you are finished, compare with a neighbor. Include this handout as a part of your notes.

II. Common Types of Visual Aids

- A. _____—text or graphics on transparent film projected onto a screen.
- B. _____—key points from the presentation printed and distributed to the audience.
- C. _____—large pads of paper on easels.
- D. _____—computer-generated “slides” projected onto laptop or large screen.
- E. _____—objects displayed or passed around to illustrate a point.

Handouts

Flip charts

Props

Overhead transparencies

Presentation software



SUPER TIPS FOR USING VISUAL AIDS

A. Flip Charts

1. Consider the size of your audience. They work best in smaller rooms with less than fifty people.
2. Use lots of color alternated between headings and separate lines. Use special flip chart markers to prevent bleed-through. Black, blue, and green have the best visibility. Pink, yellow, and orange are difficult to read, so don't use them for lettering.
3. Buy flip charts with grids on them to assist you in writing level in drawing straight lines.
4. Consider using two flip charts. One can be prepared ahead of time and used for pre-determined points; the other can have blank pages for group brainstorming.
5. Make your lettering large enough for everyone to see. Here are some guidelines: headings should be three inches high, subheadings two inches, and body text at least an inch.

B. Handouts

1. Provide space for the audience to make notes and to write their own thoughts and questions. Use fill-in-the-blanks to encourage audience to follow along.
2. Use headers and page numbers to assist with referencing specific pages in multiple-page handouts.
3. Include pictures, drawings, graphs, and/or diagrams to add visual impact and clarity. Use color if your budget allows.
4. Use at least a 12 point font.
5. If you distribute copies of your visual aids (overheads, slides) as handouts, do so before your speech so people can follow along and take notes. If you distribute copies of your speech or an outline of it, do so after the presentation has concluded. This will keep audience members from "reading ahead."

C. Overhead Transparencies

1. Keep text to a minimum. Follow the "Rule of Seven"—no more than seven words per line and seven lines per transparency.
2. Reveal information as you go. Cover up the information that is yet to be presented, so the audience doesn't get ahead of you.
3. Stand off to one side of the projector, so you don't block the audience's view of the screen.
4. Talk to the audience, not to the screen.
5. Make sure you have the following supplies:
 - Spare bulbs and a glove (it will be hot!)
 - Extension cord
 - Wet-nap to wipe off projector lens and transparencies you write on
 - Extra colored markers, preferably wet-erase



Spare blank transparencies
Duct tape to secure extension cord on floor

D. Presentation Software

1. Select your color scheme carefully. Use dark colors for the background and light colors for text. Choose two to three colors, and use them consistently throughout the entire presentation.
2. Use a large, easily read font such as Arial. Keep text to a minimum. A good rule of thumb is five to seven words per line, and five to seven lines per slide.
3. Incorporate charts, graphics, and photographs; however, be careful when stretching or shrinking images, as distortion may occur. Use transitions and animations, but be careful. They can make a presentation look unprofessional if overdone.
4. Don't just read what's on your slides; blend the projected text naturally into your speech. Introduce each slide with an overview comment, then project the slide.
5. Be prepared for technical difficulties. Have a copy of your slides formatted as overhead transparencies. Bring an extra disk with your presentation on it. Check to make sure your connecting cables are compatible with the computer and projector.

E. Props

1. Create a "bag of tricks," which contains various items that could come in handy for props. Choose things that might be humorous, interesting, unique, etc.
2. If you plan to pass the prop around, do so with caution. If an item is being passed around while you are talking, the audience members may be distracted.
3. The size of your prop should be proportionate to the size of your audience: the bigger the audience, the bigger the prop, and vice versa.
4. Normally, you should keep "special" props hidden until you are ready to use them.
5. Make sure the prop can be seen from all parts of the room.

