



Middle School

National FFA Organization

Lesson MS.45

PLANNING A PUBLIC PRESENTATION

Unit.

Stage Two of Development-WE

Problem Area.

How Do I Communicate My Thoughts and Ideas to Others?

Precepts.

A5 Communicate effectively with others.

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 Define the key message, audience, and communication type for the presentation.
- 2 Identify Skills to build confidence presenting a presentation.
- 3 Identify skills to help anticipate questions and problems in a presentation.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Set of encyclopedias
- ✓ Overhead projector
- ✓ MS.45.TM.A
- ✓ MS.45.TM.B
- ✓ MS.45.Assess—one per student
- ✓ MS.45.AS.A—one per student
- ✓ MS.45.AS.B—one per student



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

- ▶ Preparing
- ▶ Practicing
- ▶ Knowing material
- ▶ Getting supplies



Interest Approach

In this lesson, students will plan a presentation. It is recommended that you let them perform this in groups, since they are in middle school and this lesson falls in Stage Two-E. Many of the terms used have been covered in previous lessons about communication-Lessons 45 through 50. Through today's lesson, you will facilitate the planning of the presentation. If you decide, as is recommended, that students should present as well as plan their presentations, another class period will be required. It is very important to decide on a timeline for the members of your class to prepare their presentations and to set up a time for them to make their presentations. This will be the number one question on students' minds!



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How many of you have ever watched people on TV giving a speech and wished you were able to do that? How many of you wish you could get up right now and deliver the best presentation to your peers? Well today we are going to do just that. We are going to learn the skills that will help us become excellent presentors. However, to be successful today,



we will need to stay focused. You should constantly ask yourself and your partner if we are staying on task. We have a lot of fun work to do! Before we start, however, be advised that each of us will be working with a partner for the entire period. Please take 30 seconds to choose a partner and move your desks together. Go!

Show MS.45.TM.A on the overhead projector.

I. Presentation outline

- A. Introduction to topic
 - 1. Why is it important to know about this topic?
 - 2. What will the audience gain by hearing the presentation?
- B. Information about the topic
 - 1. What is the most important information about the topic-need to know?
 - 2. What is the information that is nice to know about the topic-nice to know?
- C. Conclusion of topic
 - 1. How can the audience use this information?
 - 2. Thank the audience for their time.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define the key message, audience, and communication type for the presentation.

Students will start by choosing a topic with which they are comfortable to present to the class. To do this, they will use an Encyclopedia Moment



We will have five minutes to organize our thoughts and decide on a topic. It is up to you and your partner to choose a topic you both will enjoy presenting. There are encyclopedias available for everyone to use. You don't have to know about the topic, but it is okay if you do. Please be patient and courteous as you wait for others to get done with the encyclopedias. By the time the five minutes are over, I expect each group to have decided on one topic. What are your questions? Please go topic hunting!

Wait five minutes. Walk around the classroom to make sure all students are on task and their questions are answered. Encourage groups to choose different topics from other groups.



Now that we know what we'll be presenting, we can use everything we've learned about communication up to this point to help with our presentation! In fact, making a presentation is easy when we know how to present a key message and how to identify our audience.

Hand out MS.45.AS.A.



This worksheet contains everything we should consider before starting our presentation. Please fill out each part so we can create a successful presentation! We have five minutes to complete this worksheet as a team.



Let students work on their worksheets for five or more minutes. It may take more or less time, depending on the topic and the ability level of your students.

II. Define key message, audience, and communication type for the presentation

A. Key message

1. The main point or objective you are communicating
 - a. It should be very specific.
 - b. It can be persuasive or informative.
 - c. Everything you say supports it.

B. Audience-to whom are you talking?

1. An individual.
2. A group.

C. Things to consider

1. What is the age of the audience?
2. What is the background of the audience?
3. What do they know about the topic?
4. What do they not know about the topic?

D. Supporting information

1. What information is most important?
2. What information will the audience find most important?
3. WIIFM-What's in it for me?

E. Type of communication used

1. How will the message be sent?
 - a. Spoken?
 - b. Written?
 - c. Non-word?
2. How will the message be received?
 - a. Spoken?
 - b. Written?
 - c. Non-word?

Objective 2. Identify Skills to build confidence presenting a presentation.



Now that we know our topic, to whom we're going to present it, and how it's going to be presented, we ready to present? NO! There are many other things to think about before making a presentation to a group. One of the most important things to consider is if we are confident about the presentation. Let's ask ourselves the question, "Am I comfortable presenting?" If not, we will now learn the four confidence-builders for presenting. Please add them to your class notes.

Show MS.45.TM.B on the overhead projector or display on a writing surface:>



III. The four confidence-builders for presenting

- A. **Preparing:** Gathering information and writing down your outline and presentation
- B. **Practicing:** Repeating your presentation several times
- C. **Knowing the material:** Looking over supporting information and becoming familiar with your topic
- D. **Getting supplies:** Gathering the tools or items you will use with your speech

Use a *Hieroglyphics Moment* to help students remember the four confidence-builders. Ask students to work with partners. Have them demonstrate their understanding of the confidence-builders by seeing if they can distinguish among the different types.



Take 30 seconds to draw an icon beside each confidence-builder to help us remember each one. Wait 30 seconds.



Please show your partner to see if he or she can guess which is which!

Let students guess. Students will now take a considerable amount of class time to work on and develop their presentations. Monitor the students to make sure they are on task and answer any questions. Help them if they have trouble with an opening, with finding information, etc. If needed, let some students use resources from the library, the Internet, or other sources of information.



All eyes up front in 5 ... 4 ... 3 ... 2 ... 1. Thank you! As I said before, today's activities require all of us to be attentive, on-task learners. We will have an extended amount of time to work on your speeches and practice the four confidence-builders for presenting.

When I say "prepare," take the next 15 to 20 minutes to get ready for our speech. Whatever we get done now, we won't have to do at home! Remember to use the outline as a guide and to always take into account our audience, key message, and communication types. Before we begin, what are your questions? Ready, set, prepare!

Objective 3. Identify skills to help anticipate questions and problems in a presentation.

After the extended period of time, focus students back on the classroom lesson. They will complete a worksheet to think about possible questions and problems that may arise during their presentation.



On the count of three, everybody say, "I'm ready to learn!" 1 ... 2 ... 3. Great! I hope each of us have a great start on our presentations.

We have one more thing to consider before we present. Speaking to the audience is only one part of communication. Questions are one way in which the audience can speak back. Using our knowledge of questions and why people ask questions, think about what questions the audience may ask. Remember: for this presentation, we will ask questions! If we think about what causes the audience to question, we will better be able to answer them.

Second, consider any possible problems that may come up during the presentation. What problems could we have with the equipment we're using? What problems could the surroundings bring about during our presentation? Think of these things as we complete the following worksheet in the next two to three minutes.



IV. Anticipate questions and problems with the presentation.

- A. Determine the cause of questions from your audience.
 - 1. Clarification: Needs more information to understand the topic
 - 2. Interest: Wants more information because they like the topic or have previous experience
 - 3. Test knowledge: Wants to know how much you know
 - 4. Disagreement: Wants to see if you are consistent with your information
- B. Think of possible problems.
 - 1. Technical: problems with equipment
 - a. Computer and projector
 - b. Overhead projector
 - c. Flipchart
 - d. Other problems
 - 2. Environmental: problems with surroundings
 - a. People in the room
 - b. Temperature control
 - c. Noise from outside the room
 - d. Other problems

Depending on what you want to do and your timeframe, you may want to have students keep the worksheets or hand them in. If students are finished preparing for their presentations and don't need to work on them at home, you can collect them now. If students do require more time, you may want to let them keep the presentations.



Review/Summary

Congratulate students on a hard day's work. Ask questions about defining the purpose and audience of a presentation. Ask about the four confidence-builders for making effective presentations. Finally, quiz them about foreseeing possible questions and problems that may arise during their presentations.



Today, we all were able to overcome our fears of presenting because we are now equipped with the tools needed to develop and deliver a professional speech. Let answer the following questions in our notebooks.

What steps helped make the process of writing a presentation easy?

What would you do differently the next time I develop and present to a group?

How do you feel your presentation went?



Application

►Extended Classroom Activity:

Have the students present during the next class period. You may want to give them time to practice and prepare if they need it.



►FFA Activity:

Encourage students to present in a junior public speaking contest.

►SAE Activity:

Students can help to sell a product or promote a service by presenting to their SAE customers.

✓ Evaluation

Evaluate students with MS.45.Assess and by grading their presentations if applicable.

Answers to Assessment:

- A. Get supplies
- B. Practice
- C. Know the material
- D. Prepare
- 1. True
- 2. False
- 3. True
- 4. False
- 5. False



PLANNING A PUBLIC PRESENTATION

Instructions: Write the proper confidence-builder for making effective presentations.

- _____ A. Gather the tools or items needed for your speech.
- _____ B. Repeat your presentation several times.
- _____ C. Look over supporting information and become familiar with your
topic.
- _____ D. Gather information, writing down your outline and presentation.

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement.

- _____ 1. Problems with the presentation can be either technical or environmental.
- _____ 2. Noise from outside the room is a technical problem.
- _____ 3. You should anticipate questions before presenting.
- _____ 4. Practicing too much is possible.
- _____ 5. A question after your presentation is a bad sign.



PRESENTATION OUTLINE

Introduction to topic

- ◆ **Why is it important to know about this topic.**
- ◆ **What will the audience gain by hearing the presentation.**

Information about the topic

- ◆ **What is the most important information about the topic—need to know.**
- ◆ **What is the information that is nice to know about the topic—nice to know.**

Conclusion of topic

- ◆ **How can the audience use this information.**
- ◆ **Thank the audience for their time.**

Presentation must be a minimum of five minutes and must contain visuals.



THE FOUR CONFIDENCE- BUILDERS FOR MAKING EFFECTIVE PRESENTATIONS:

◆ *Preparing: gathering information and writing down your outline and presentation*

◆ *Practicing: repeating your presentation several times*

◆ *Knowing the material: looking over supporting information and becoming familiar with your topic*

◆ *Getting supplies: gathering the tools or items you will use with your speech*



DEFINE KEY MESSAGE, AUDIENCE, AND COMMUNICATION TYPE FOR THE PRESENTATION

Complete the table by filling in the required information about your key message, audience, supporting information, and communication type.

Key message	
1. The main point or objective you are communicating a. Very specific b. Can be persuasive or informative c. Everything you say supports it	
Audience	
1. To whom are you talking. a. An individual b. A group	
2. Things to Consider a. Age b. Background c. What do they know about the topic. d. What do they not know about the topic.	
Supporting Information	
1. What information is most important.	
2. What information will the audience find most important.	
3. WIIFM—What's in it for me.	



Type of communication used	
1. How is the message sent. a. Spoken b. Written c. Non-word	
2. How will the message be received. a. Spoken b. Written c. Non-word	



ANTICIPATE QUESTIONS AND PROBLEMS WITH THE PRESENTATION.

Think of any questions your audience may have about your presentation, and label them with a cause. Also, think of anything you may use in your presentation that could cause technical or environmental problems in your presentation. List all possibilities!

A. Determine the cause of questions from your audience 1. Clarification: Needs more information to understand topic 2. Interest: Wants more information because they like topic or have previous experience 3. Test knowledge: Wants to know how much you know 4. Disagreement: Wants to see if you are consistent with your information	
B. Think of possible problems 1. Technical: problems with equipment a. Computer and projector b. Overhead projector c. Where to hang the flipchart d. Many others 2. Environmental: problems with surroundings a. People in the room b. Temperature control c. Noise from outside the room d. Many others	

