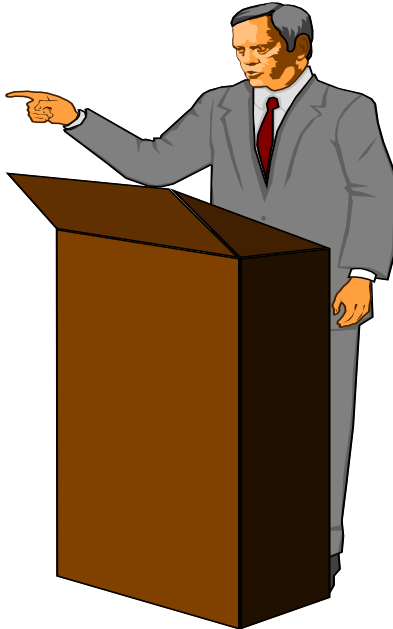


YOU WANT ME TO MAKE A PRESENTATION?



COMPETENCY

CATEGORY: Leadership and Self-Development

CATEGORY

NUMBER: E.28

COMPETENCY: Deliver presentations to a group.

OBJECTIVE: Upon completion of this module, students will be able to deliver an effective presentation to a group.



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INDEX

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Learning Activity E.28-1 <ul style="list-style-type: none"> • Pencil and paper 			20
Learning Activity E.28-2 <ul style="list-style-type: none"> • Pencil and paper 			21
Learning Activity E.28-3 <ul style="list-style-type: none"> • Pencil and paper • Presentation title from Learning Activity E.28-1 • Flip chart, flip chart paper and markers • Mind-mapping activity from Section H in Module G.42 			23
Learning Activity E.28-4 <ul style="list-style-type: none"> • Presentation outline from Learning Activity E.28-3 • Pencil and paper for those who want to develop printed media (handouts) • Writing board • Slide projector (optional) • Video camera and playback unit (optional) • Flip chart, flip chart paper and markers • Poster board and markers • Transparency film and markers (non-permanent suggested) • Overhead projector • Microcomputers (optional) 			24
Learning Activity E.28-5 <ul style="list-style-type: none"> • Presentation outline from Learning Activity E.28-3 • Any presentation media developed in Learning Activity E.28-4 that is necessary for the self-introduction 			26

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Learning Activity E.28-6 <ul style="list-style-type: none"> • Presentation outline from Learning Activity E.28-3 • Any presentation media developed in Learning Activity E.28-4 • Personal introduction developed in Learning Activity E.28-5 • Video camera and playback unit • Videotapes for camera 			27
Learning Activity E.28-7 <ul style="list-style-type: none"> • Presentation outline from Learning Activity E.28-3 • Any presentation media developed in Learning Activity E.28-4 • Personal introduction developed in Learning Activity E.28-5 • Topic introduction developed in Learning Activity E.28-6 • Video camera and playback unit • Videotapes for camera • 8 1/2 X 11 paper cut into “feedback” slips 			29
Reading Activity E.28 <ul style="list-style-type: none"> • “Conquering the Dragon” • “Project Interview” 			31 32 36
Math Activity E.28 <ul style="list-style-type: none"> • Microcomputers with graphing software • Packages of M&M® candies (both plain and peanut) for each team 			39
Pre-Assessment/Post-Assessment			41
Answer Key—Pre-Assessment/Post Assessment			45
Answer Key—Reading Activity			48
Answer Key—Math Activity			49

INTRODUCTION

- State module title and review module objective.

Note to the Specialist: Role play the following situation with one of your students. You should play the role of “Aaron” in this situation. The use of a telephone might make the role play more realistic.

Aaron: “Yes, Michelle, I will get back with you in the morning. Bye. I think I am going to be sick!”

Rick: “What’s wrong, Aaron? You look like you just saw a ghost.”

Aaron: “That was Michelle Potter, from the local Chamber of Commerce. She just spoke with the Superintendent and she wants me to give a 40 minute talk on Conflict Resolution Strategies.”

Rick: “Why did the Superintendent suggest you for the job?”

Aaron: “Well, Jim was their first choice but he is going to be traveling for the district that day and I was suggested as the replacement. Michelle says she has all the confidence in the world that I can do a good job. I only wish I could say the same. How am I ever going to get this presentation together by Monday? How can I be certain that I can do an effective job with only four days to prepare? I think I am going to be sick!”

- Many presenters say, “I’ve been there, done that, and have the tee shirt to show for it.”
- If you have not faced a situation like Aaron’s you are lucky. (Be prepared, you will.) If it is not at a meeting like the Chamber of Commerce, then it will be in a team meeting at your place of employment. Some time, some place, your presentation days are coming. Be prepared!

Administer Pre-Assessment

OUTLINE

- A. A little Greek mythology
1. What does Greek mythology have to do with giving a presentation, you ask?
 2. The answer is simple. In ancient Greece, if the grand ruler didn't like the message, he simply had the messenger killed.
 3. In today's world, if we don't like the message (or the messenger) we don't have the presenter killed, we do other things.
 - a. We might walk out on the presenter.
 - b. We might show our boredom by not paying attention or talking when the presenter is talking.
 4. YOU, the presenter, are directly responsible for the message that you are delivering.
 5. If your audience does not like the message or the way you are delivering that message, they are going to take their feelings (or sometimes their hostility) out on YOU.
 6. Therefore, it is important to develop good presentation skills.
- B. Getting started
1. What is the purpose of your presentation?
 - a. Inform?
 - b. Persuade?
 - c. Entertain?

Example: “The purpose of my presentation is to inform you of a change in the procedures for scheduling classes at...”

2. Why should your audience listen to you? What information are they looking for?
3. How long should you talk? Generally, about 15 minutes is long enough.
4. How should you deliver your presentation? Should you read your presentation or should the presentation be given more casually from your notes? (Most people do not like to have materials read to them.)
5. After you have answered these questions, the next step is to develop a creative presentation title.
6. A creative title sets the stage for your presentation.
7. Be creative but don't mislead your audience.

Example: “A Winning Team: The Importance of Good Team Work”

8. Think about your audience. Why are they attending your presentation? What is it that you want them to get out of your presentation?
9. Fold these ideas into a creative presentation title.
10. Use the KIS approach, Keep It Simple. Don't confuse your audience, but focus on why they are attending your presentation.

COMPLETE LEARNING ACTIVITY E.28-1
“DEVELOP A CREATIVE PRESENTATION TITLE”

11. Determine how long your presentation should be. Some presentations are as short as 2 - 3 minutes but most are about 15 minutes in length.
12. Plan to start on time and end on time.
13. If appropriate, allow time for questions.

C. Know your audience.

1. How many participants will be attending your presentation?
2. This is important for several reasons:
 - a. The number of handouts you may be distributing to your audience
 - b. The amount of time necessary to leave for questions and interaction
 - c. Arrangement of facilities
3. Why is the audience attending? Again, this one is important so that you can address the needs of your audience.
4. What is the background of your audience?
 - a. Use this information when you give examples in your presentation.

Example: (You are giving a presentation to high school students) you might say something like this: “...the best example that I can give would be the amount of time that we spend standing in line in the school cafeteria. If we could...”

5. If you know a little bit about your audience before you assemble your notes you can do a better job of relating the topic to your audience.
6. What is the age level of your participants? (Used for the same reasons as above.)
7. Are there any topics that you should avoid? This is helpful to know just in case you plan to say something that will take your presentation off of your topic.

Example: Let's say your career association has not yet decided on the type of community service project to undertake and the group is rather divided on the options. You might not want to give your presentation on the importance of team work and cooperation because the message you are trying to deliver might get lost in a discussion of the community service project.

8. Are there any audience members that can assist you with your presentation? These would be individuals whom you can call on for clarification, to distribute handouts, etc.

D. Arranging the facilities

1. How many are attending your presentation? You will need to know this so that you can make suggestions as to how you would like the room arranged for your presentation.
2. Are the facilities free of distractions?

Example: Outside noises, people entering and leaving the room, etc.

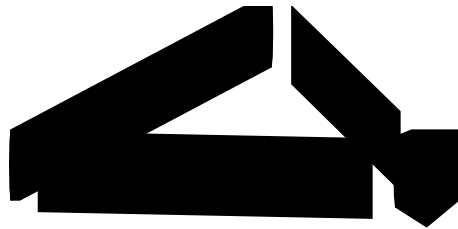
3. Are the facilities accessible to all?

Example: Is the room easily accessible for participants who use a wheelchair?

4. What type of audience arrangement is best suited for your presentation?

a. Theatre Style

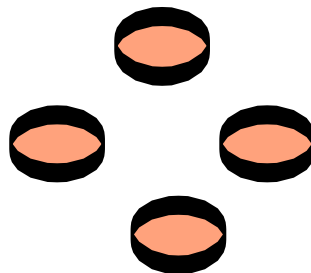
Example:



1. Can accommodate a large audience
2. Works well with projected media
3. Works well for questioning and audience interaction
4. Can be somewhat difficult to “manage” the behavior of the audience

b. Round tables with chairs

Example:

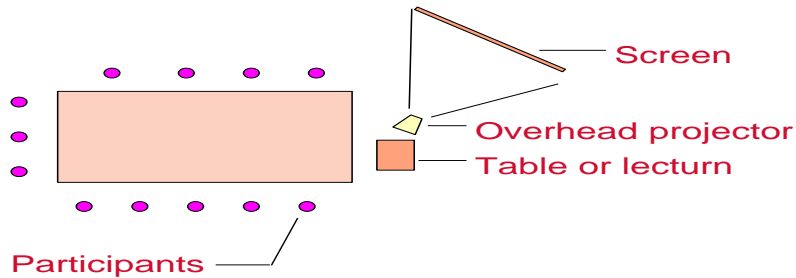


1. Permits good eye contact with audience
2. Works well for interaction and discussion

3. Use of visuals is somewhat limited

c. Conference style

Example:



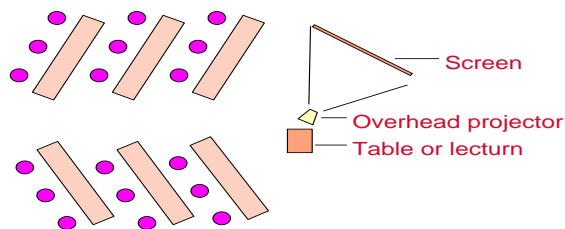
1. Excellent for small groups

2. Permits good eye contact

3. Use of media is somewhat limited

d. Classroom arrangement

Example:



1. Works well with small (5) to medium (30) size groups

2. Works well with media

3. Participants have plenty of space for placement of handouts.

COMPLETE LEARNING ACTIVITY E.28-2
“5 MINUTE TEAM PRESENTATIONS”

E. What are the needs of the presenter?

1. Do you need a podium or table located near the front of the room?
2. How about a microphone? If you have never used one before request a clip on or wireless microphone.
3. How about media? Are you going to use a flip chart, writing board, overhead projector, video playback unit, or slide projector for you presentation?
4. Are you going to have handouts? How are you going to distribute them? Before, during, or after your presentation?

F. Selecting a presentation strategy

1. You can select from any number of presentation strategies.

Example: Illustrated presentation, non-illustrated presentation, discussion, team presentation, or a demonstration.

2. Selecting a strategy should be based on the topic of your presentation.

Example: If your presentation is designed to inform your audience (give them information) then you might want to give an illustrated presentation or non-illustrated presentation.

- a. If you are trying to show your audience how to do something (like procedures or steps) you might want to give a demonstration where you can show each step.
3. The background of your audience is important in selecting your presentation strategy.

Example: If the topic contains new information for your audience you will need to slow down the pace of your presentation, give lots of examples, and allow time for discussion and questions.

G. Preparing your presentation notes

1. Mark Twain once said, “It takes three weeks to plan for a good ad-lib speech.”
2. Once you have selected your presentation topic, developed a creative title, did a quick check on your audience, arranged for the proper facilities, and selected your presentation strategy, you are now ready to outline your presentation.
3. On rare occasions it might be appropriate to read a prepared speech. But these are generally very short and are designed as prepared speeches.
4. If you are going to give a presentation that is to be more natural (not a prepared speech) then you will need to put together an outline of your presentation.

Note to Specialist: Review the mind-mapping activity in Section H of Module G.42.

- a. Outline using bulleted points, short words or short phrases.
 - b. Highlight or underline key words or points.
 - c. Double space your outline.
5. When developing an outline, there are two formats to select from:
- a. 8 ½ x 11 paper
 - b. Note cards

COMPLETE LEARNING ACTIVITY E.28-3
“DEVELOP A PRESENTATION OUTLINE”

6. Are you going to use any media to support your presentation?
7. The use of media can help the presenter deliver a more relaxed presentation through the use of visuals.
8. There are several options to select from:
 - a. Printed media (handouts)
 - b. Writing board
 - c. Slides
 - d. Videotape
 - e. Models
 - f. Real objects
 - g. Flip chart
 - h. Poster displays
 - i. Overhead projections such as transparencies
 - j. Computer based projections

COMPLETE LEARNING ACTIVITY E.28-4
“DEVELOP PRESENTATION MEDIA”

- H. Kicking off your presentation
 1. Introducing yourself
 - a. Keep it short, generally less than a minute long.

- b. Highlight your background and experiences as they relate to your topic.
2. If appropriate, ask participants to introduce themselves.

COMPLETE LEARNING ACTIVITY E.28-5 “INTRODUCING YOURSELF”

3. When introducing your topic, there are several suggestions:
 - a. Review the purpose of your presentation.

Example: “I am here today to speak with you about...”
 - b. Ask a “rhetorical question” (a question that you already know how people will respond to).

Example: “How many of you would like to improve your study skills?”
 - c. Ask for a show of hands.

Example: “How many of you have eaten in the school cafeteria this past week?”
 - d. Ask a series of questions.

Example: “How many of you are having difficulty with English?”

“How many of you are having difficulty with math?”

“How about science?”

“I am going to offer you a number of suggestions which will...”
 - e. Famous quote

Example: “Somebody has to do something; it is just incredibly pathetic that it has to be us.”

- f. Relate to previous topics.

Example: “Last week I talked with you about... this week I am here to talk with you about...”

- g. Personal experience

Example: “Let me share with you a personal experience. When I gave my first presentation...”

- h. Real life experience

Example: “Let me set the stage for you. The temperature outside has just dropped below freezing and my car is...”

- i. Cartoon

- j. Make a provocative statement. (Be careful with this one - you don't want to have your audience turn against you).

Example: “Most teenagers I have talked with have shown a blatant disregard for one another.”

- k. Give a unique demonstration.

Example: “On the front table I have assembled a number of items that have been taken from students who have entered our school this past year.”

- l. Conduct a role play.

Example: (You have been asked to give a presentation on the importance of teamwork.) “I have distributed 4 envelopes to members of the audience, I would like each of the participants to open the envelope, read the directions, and act out the role that they have been assigned.”

COMPLETE LEARNING ACTIVITY E.28-6
“DEVELOP A TOPIC INTRODUCTION”

- I. Tips for delivering your presentation
 1. Reduce your anxiety level by:
 - a. Arriving early.
 - b. Checking all equipment.
 - c. Checking your notes one last time.
 - d. Having a glass of water available.
 - e. Using the restroom before your presentation.
 - f. Avoiding big meals before your presentation.
 - g. Taking a short walk just before you are to start.
 2. Good verbal communication skills include:
 - a. Good voice projection
 1. Rate of speech should be about 120 - 180 words per minute.
 2. Volume is critical. Every member of your audience must be able to hear you.
 3. Pitch or tone is important.
 4. Emphasis is important to making your point. Avoid a monotone pattern.
 - b. Set and keep an appropriate pace.
 - c. Avoid the use of fillers.

Examples: “Ah,” “Uh,” “Um,” or “OK”

- d. Enunciate clearly using good pronunciation.
- e. Use participant names when appropriate.
- f. Use familiar terms.
- g. Make smooth transitions between sub-topics or points.

Example: “The next point I would like to make is...”

- h. Use lots of examples.
- i. Praise participants for their comments or questions.

Example: “That is a very good point.”

- j. Use appropriate humor.

3. Good non-verbal communications skills include:

- a. Maintain eye contact.
- b. Use positive facial expressions.

Examples: smiling, looking interested, etc.

- c. Keep a good posture when standing, sitting, etc.
- d. Move about the room.
- e. Follow your notes.
- f. Use gestures to emphasize your message.
- g. Limit putting your hands in your pockets.
- h. Do not jingle coins in your pockets.

4. Practice, practice, practice
 - a. In front of a mirror
 - b. With a tape recorder
 - c. With a videotape recorder
 - d. In front of a friendly audience
 - e. In front of a small audience

5. The best way to get over nervousness is to be prepared!

COMPLETE LEARNING ACTIVITY E.28-7
“DELIVERING AN EFFECTIVE PRESENTATION”

COMPLETE READING ACTIVITY E.28
“CONQUERING THE DRAGON”

COMPLETE MATH ACTIVITY E.28
“GRAPHING DATA”

Administer Post-Assessment

LEARNING ACTIVITY E.28-1
“DEVELOP A CREATIVE PRESENTATION TITLE”

OBJECTIVE: To develop a creative topic presentation title

RESOURCES: Pencil and paper

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Ask each of your students to select a presentation topic that they know something about. For example: cars, latest CD's, clothing styles, make-up tips, etc.

Note to Specialist: You may need to help your students select a topic that they can use to make a 10 minute presentation to the class. Be certain to stress that this topic will be the one that they will be developing in each of the Learning Activities throughout this module.

2. Your students will be asked to present this topic as part of a presentation to the class.
3. Ask each student to develop a creative presentation title that will set the stage for their presentation.
4. Stress that they are to develop a title that is honest (tells the audience something about their topic) yet does not mislead them.
5. As a class, ask each student to identify their topic and get feedback and suggestions about their title.
6. Ask the class to critique each presentation title.

LEARNING ACTIVITY E.28-2
“5 MINUTE TEAM PRESENTATIONS”

OBJECTIVE: To develop skills in giving an effective presentation

RESOURCES: Pencil and paper

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Divide your students into teams of 2 or 3.
2. Ask your students to use the information in this module that you presented on “Knowing Your Audience” or “Arranging the Facilities” as the topic for their team presentations.
3. Have your students develop a creative presentation title for their presentation.
4. Have your students present the module materials back to the group in a 5 minute team presentation.

Note to Specialist: The purpose of this Learning Activity is two-fold. First, it will serve as a review of the module information on “Knowing Your Audience” or “Arranging the Facilities” and secondly, it is designed to give your students a chance at getting up in front of the class to begin to practice their presentation skills.

5. Ask your students to give a lot of positive comments about the presentation.

DISCUSSION QUESTIONS:

1. Did you find this task to be difficult? Why or why not?

2. Were the comments from your audience helpful in improving your presentation? Why or why not?

3. Which type of comments were most often given?

LEARNING ACTIVITY E.28-3
“DEVELOP A PRESENTATION OUTLINE”

OBJECTIVE: To develop a presentation outline

RESOURCES:

- Pencil and paper
- Presentation title from Learning Activity E.28-1
- Flip chart, flip chart paper and markers
- “Mind-mapping” activity from Section H in Module G.42

SUGGESTED TIME: 1 - 2 hours

DIRECTIONS:

1. Using the presentation title selected in Learning Activity E.28-1, have students develop an outline of the key points for their 10 minute presentation.
2. Have students research their topic using the Internet, books, articles, magazines, and/or by conducting personal interviews.
3. Encourage students to develop an outline of points as opposed to preparing a speech that they will read.

Note to Specialist: It might be helpful to work out an outline on the writing board or a flip chart for your students as an example.

4. When your students have finished this task, have each student share their **outline** with the class (do not have them give their entire presentation, simply share the main points in their outline).

LEARNING ACTIVITY E.28-4
“DEVELOP PRESENTATION MEDIA”

OBJECTIVE: To develop presentation media

RESOURCES:

- Presentation outline from Learning Activity E.28-3
- Pencil and paper for those who want to develop printed media (handouts)
- Writing board
- Slide projector (optional)
- Video camera and playback unit (optional)
- Flip chart, flip chart paper and markers
- Poster board and markers
- Transparency film and markers (non-permanent suggested)
- Overhead projector
- Microcomputers (optional)

SUGGESTED TIME: 2 - 4 hours

Note to Specialist: Encourage students to select and develop at least one and, in many cases, two different types of media to help support their presentation topic.

DIRECTIONS:

1. Overview each of the types of presentation media that students will have access to for their presentations.
2. Show students how to develop each of the types of presentation media. For example, with the writing board, show students how to PRINT so that everyone in their audience can see. For the flip chart, provide the same type of instruction, along with the use of color. For transparencies, show students how to prepare a good transparency and how to use the overhead projector. The same suggestions would be true for the use of the video camera and playback unit, slide projector, etc.

3. Encourage students to develop a plan on scratch paper before they put their ideas on the flip chart paper, transparency film, etc.
4. When possible, encourage students to develop their original ideas on the computer so that changes can be easily made.

LEARNING ACTIVITY E.28-5
“INTRODUCING YOURSELF”

OBJECTIVE: To develop and present a personal introduction

RESOURCES:

- Presentation outline from Learning Activity E.28-3
- Any presentation media developed in Learning Activity E.28-4 that is necessary for the self-introduction

SUGGESTED TIME: 1 hour

Note to Specialist: The purpose of this Learning Activity is two-fold. First, it is designed to have students develop a personal introduction they can use at the start of their presentation; secondly, it is another opportunity to get up in front of a group to practice their presentation skills.

DIRECTIONS:

1. Brainstorm with students the various “types” of things they might include in their personal introduction.
2. Have students write a personal introduction they might use at the start of their presentation.
3. Encourage students to outline points as opposed to “writing” their personal introduction out in sentence form.
4. Remind students that their personal introduction is to be less than 1 minute long.
5. After students have developed their personal introductions, have each student present their personal introduction to the class.

LEARNING ACTIVITY E.28-6
“DEVELOP A TOPIC INTRODUCTION”

OBJECTIVE: To develop and present a topic introduction

RESOURCES:

- Presentation outline from Learning Activity E.28-3
- Any presentation media developed in Learning Activity E.28-4
- Personal introduction developed in Learning Activity E.28-5
- Video camera and playback unit
- Videotapes for camera

SUGGESTED TIME: 3 hours

Note to Specialist: Like the previous Learning Activities, the purpose of this Learning Activity is two-fold: to have students develop a topic introduction they can use at the start of their presentation and to practice their presentation skills.

DIRECTIONS:

1. Have students develop a topic introduction from those that were highlighted in Section G of this module.
2. Encourage students to develop a topic introduction that will capture the interest of their audience.

Note to Specialist: You may have to work closely with some students to help them develop their topic introduction idea.

3. Again, encourage your students to outline the points in their topic introduction as opposed to “writing” them out in sentence form.
4. Encourage your students to use some type of media to assist them with their topic introduction.
5. Have your students present their topic introduction to the class.

6. Stress to your students that they are to present their **topic introduction ONLY**, not their complete presentation.
7. As a class, ask students to provide two things they really liked about the student's topic introduction and one suggestion for improvement.

DISCUSSION QUESTIONS:

1. Ask the students to "evaluate" their presentation experience. Did they feel comfortable in front of the class? Why or why not?

2. What suggestions would they make to improve their topic introduction?

LEARNING ACTIVITY E.28-7 “DELIVERING AN EFFECTIVE PRESENTATION”
--

OBJECTIVE: To deliver an effective presentation

RESOURCES:

- Presentation outline from Learning Activity E.28-3
- Any presentation media developed in Learning Activity E.28-4
- Personal introduction developed in Learning Activity E.28-5
- Topic introduction developed in Learning Activity E.28-6
- Video camera and playback unit
- Videotapes for camera
- 8 1/2 X 11 paper cut into “feedback” slips

SUGGESTED TIME: 3 hours

DIRECTIONS:

1. Review the tips presented in this module related to delivering an effective presentation.
2. Have students deliver their topic presentations.
3. Ask students to listen attentively and to participate in the presentation when asked to do so.
4. As individuals, ask all students to list on a slip of paper two things they really liked about the student’s presentation and one suggestion for improvement.
5. Pass completed slips of paper to the student who just presented.

FOLLOW-UP ACTIVITIES:

1. Meet with each student and review their videotape presentation.
2. Provide positive feedback as well as suggestions for improvement.
3. Have students deliver their presentation a second time, incorporating the suggestions that you have provided.

READING ACTIVITY E.28 “CONQUERING THE DRAGON”
--

OBJECTIVE: To demonstrate recall and retention

RESOURCES: Reading Activity E.28

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity E.28 and distribute to each student.
2. Have students read “Conquering the Dragon.”
3. Have students complete recall questions and check their answers for accuracy.
4. Divide the class into pairs. Using the “Partner Interview” form one partner should interview the other for ten minutes.
5. Have the partners then switch roles for an additional ten minutes.
6. Have students use the “Partner Interview” form to develop an outline for a one-minute introduction of their partner.
7. Emphasize that they will have to rearrange the responses to make a logical presentation.
8. Have students give an introduction of their partner to the class.

“CONQUERING THE DRAGON”

“I can’t believe Miss Mason is making me do this!” Ron groaned as he and Jennifer left their marketing class. “She knows I don’t like to speak in front of a group, especially a big one. There are probably going to be a hundred people at the district convention. I’m going to look like a total idiot with my tongue tied in knots.”

“Calm down, Ron,” Jennifer soothed. “It can’t be that bad.”

“That’s easy for you to say. You don’t get stage fright the way that I do. My stomach starts churning, and my hands get like ice cubes. Then the ol’ mind goes blank -- and I stand there mumbling. I might as well just pass out right there at the podium. It wouldn’t be any more embarrassing than trying to talk.” Ron chewed on his lower lip and frowned in frustration.

“If you’re that worried,” Jennifer suggested as she patted Ron’s arm in comfort, “why don’t you see the speech teacher, Mr. Jeffers? I’m sure he could give you a few pointers so that you can get through this without making yourself a nervous wreck.”

Realizing that his bankbook did not have enough money for a plane ticket to somewhere far away, Ron knew that he would have to go through with this assignment. So he followed Jennifer’s advice and asked Mr. Jeffers for help.

Mr. Jeffers nodded sympathetically as he listened to Ron’s tale of woe. “Your problem is a common one, Ron, but not an impossible one to conquer. It’s kind of like slaying a dragon. If you rush right in without a weapon or a strategy, you’re going to end up as dragon food. But if you are armed and have a plan of attack, you can conquer even the most frightening dragon.”

“We’ll work on some techniques to help eliminate your stage fright later,” Mr. Jeffers assured Ron. “The best way, though, to improve your confidence now is for you to be totally prepared. If you **know** your material thoroughly and if you have planned your presentation, you can’t help but be more confident. Your “dragon” won’t be so scary anymore.”

With Mr. Jeffers' help, Ron wrote a list of the points that he needed to make in his presentation. From this list, they organized the points into a logical form and developed an outline. Once it was down on paper, the speech no longer seemed an unconquerable beast.

"But I still don't know how to start this thing out," Ron complained. "I can't just say, 'Hey guys, here's my report.'"

"There are several methods that we can choose from to get your audience's attention," Mr. Jeffers replied smiling, "including an anecdote or a joke. How are you at joke telling? Can you remember a punchline?"

After developing an attention-getting introduction and summary, Ron felt like his "dragon" had been cut down to size a bit. He now had the "armor" of knowing exactly what he wanted to say. But somehow, the idea of facing that audience still troubled him. He could feel the butterflies in his stomach start to take flight just thinking about walking up to the speaker's platform.

Mr. Jeffers, once again, had a strategy. "Ron, I want you to practice this speech over and over again -- while looking into a mirror. Make eye contact with the image in the mirror, smile, and learn to relax. I know this sounds silly, but I'd still like you to try it," he said with an encouraging grin. "Next week, we'll videotape you giving the speech. We'll try to make it as much as possible as the real circumstances will be. Then we'll look at the videotape to see how well you did and what you might still need to do to improve. By that time, you should be feeling pretty comfortable with your material."

Doing just as Mr. Jeffers had recommended, Ron practiced in front of the mirror. At first it **did** feel silly; but the more he practiced, the easier it became. Later the videotaping did not seem nearly as embarrassing as he had expected and Ron was able to critique himself and his performance.

"You've done it." Mr. Jeffers congratulated Ron. "You've gotten yourself prepared to face the dragon. You "armored" yourself by being organized and now you've got the weapon -- the confidence of being fully prepared. You may be a bit nervous before you speak, but you'll be ready."

RECALL QUESTIONS

DIRECTIONS: Answer the following questions as quickly as possible to check comprehension and recall of what you have read.

1. How did Miss Mason upset Ron?

2. Who gave Ron sympathy?

3. What did Mr. Jeffers teach?

4. What did Mr. Jeffers say was necessary to have in order to slay a dragon?

5. What two things did Ron and Mr. Jeffers do to help Ron know his material?

a.

b.

6. What did Ron need to begin his speech?

7. What strategy did Ron do at home to help him with his stage fright?

8. Why did Mr. Jeffers videotape Ron practicing his speech?

9. When Ron was to conquer the “dragon” of his speech, what was his armor?

10. What was his weapon?

PROJECT: INTERVIEW

DIRECTIONS: Divide the class into pairs. For ten minutes, the first partner will “interview” the other partner asking open-ended questions. (See questions below.) The students should be encouraged to go beyond the questions provided in their questioning if they still have time remaining.

Call time after ten minutes and reverse the procedure, with the **other** person doing the interviewing.

After the interviews have been completed, the students should then organize their information into an outline for a one-minute introduction of their partner.

1. Name? Nickname?

2. My friends like me because ...

3. If I've learned one thing in my life, it's ...

4. When I'm nervous, I ...

5. I'm never surprised when ...

6. I am proudest of ...

7. The person who had the greatest impact on my life ...

8. My fantasy vacation would be ...

9. My worst habit is ...

10. The guests at my fantasy dinner party would be ...

11. If I could invent anything, it would be ...

12. If I could improve the world in some way, I would ...

13. My best leadership trait is ...

14. If an employer could know just one thing about me, it should be ...

15. If I had a “free day” to spend, I’d ...

MATH ACTIVITY E.28
"GRAPHING DATA"

OBJECTIVE: To collect, organize and arrange information in a pictograph; to create a survey and administer it to the class; to find the range, mode, median, and mean of a set of data; and to create a pie, bar, and line graph on a computer

RESOURCES:

- Microcomputers with graphing software
- Packages of M&M® candies (both plain and peanut) for each team

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Divide the class into teams of 2-3.
2. Ask the class how graphs could make a presentation more interesting. List responses on the writing board.
3. Ask your students what type of graphs work best and are the easiest to understand. List responses on the writing board.
4. Explain to students that presentations are a powerful tool in getting information across to an audience.
5. Have the students work in groups to count the different colors of M&M®'s in each kind of package and then draw a pictograph to show the results.
6. Have each group use the microcomputer to graph their results and then compare the manually-drawn and computer-drawn graphs.
7. Discuss with the class the difference in results and the two methods.
8. Brainstorm with the class to identify data to graph (favorite pizza, sports, musical groups, pets).

9. Using the microcomputer, have each team create a 10 question survey. Print and administer copies to class.
10. Tabulate the results on a chart.
11. Teach “range, mode, median and mean concept”. (See Module D.25.)
12. Have students find the range, mode, median, and mean for each survey.
13. Have each group present their survey results to the class.
14. Have the teams create a database with the data and display the data as a pie, bar, and line graph.

PRE-ASSESSMENT **POST-ASSESSMENT**

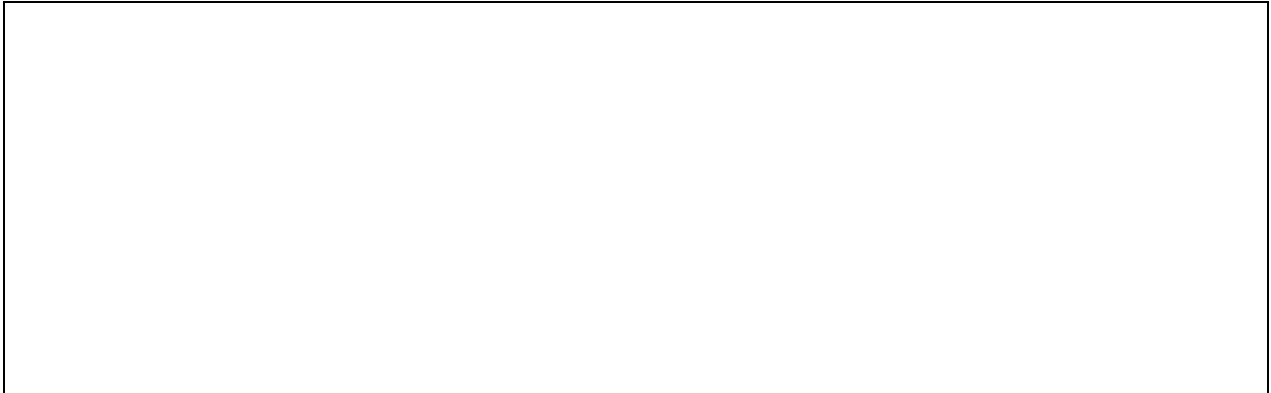
DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. Why is a creative title important?

2. What are some of the things a presenter should know about his/her audience?

3. What are some of the things a presenter should address when it comes to arranging the facilities?

4. What are four popular audience arrangements?



5. What are some of the needs of a presenter?



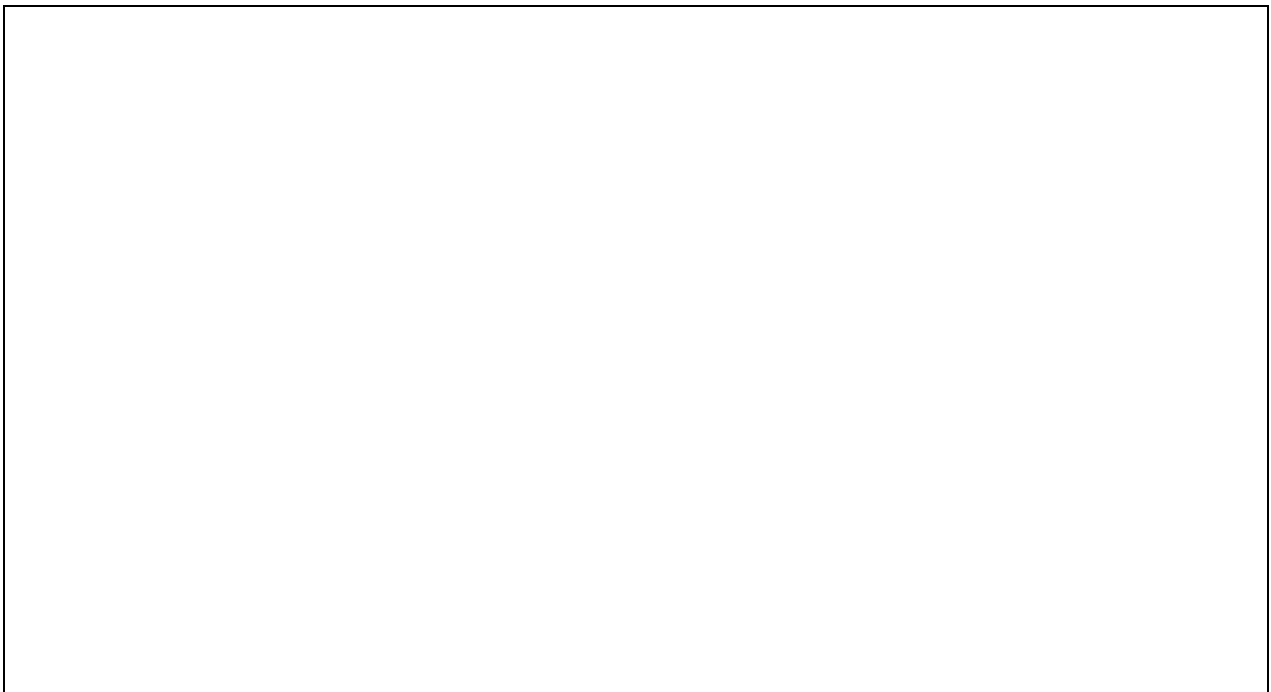
6. What are some suggestions to follow when putting together presentation notes?



7. List 6 suggestions for introducing a topic.



8. List 6 tips for delivering an effective presentation.



9. Identify 4 verbal communication skills.



10. Identify 4 non-verbal communication skills.



ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. Why is a creative title important?
 - It sets the stage for your presentation
2. What are some of the things a presenter should know about his/her audience?
 - Number attending
 - Why they are attending
 - Backgrounds of audience
 - Age level
 - Topics to avoid
 - Are there members who can be of assistance
3. What are some of the things a presenter should address when it comes to arranging the facilities?
 - Number attending
 - Are facilities free of distractions
 - Facilities accessible to all
 - Type of arrangement needed
4. What are four popular audience arrangements?
 - Theater
 - Round tables with chairs
 - Conference
 - Classroom
5. What are some of the needs of a presenter?
 - Podium
 - Microphone
 - Media

6. What are some suggestions to follow when putting together presentation notes?

- Outline
- Use bullets
- Highlight
- Underline
- Short words
- Double space
- 8 ½ x 11 paper or note cards

7. List 6 suggestions for introducing a topic.

- Review purpose of presentation
- Ask a “rhetorical question”
- Ask for a show of hands
- Ask a series of questions
- Famous quote
- Relate to previous topics
- Personal experience
- Real life experience
- Cartoon
- Make a provocative statement
- Give a unique demonstration
- Conduct a role play

8. List 6 tips for delivering an effective presentation.

- Arriving early
- Check all equipment
- Check notes
- Have a glass of water available
- Use the restroom before your presentation
- Avoid big meals before your presentation
- Take a short walk
- Use good verbal communication skills
- Use good non-verbal communication skills
- Practice, practice, practice

9. Identify 4 verbal communication skills.

- Good voice projection
- Rate of speech (about 120 - 180 words per minute)
- Good volume
- Good pitch or tone
- Emphasis is important
- Avoid a monotone pattern
- Set and keep an appropriate pace
- Avoid the use of fillers
- Enunciate clearly using good pronunciation
- Use participant names when appropriate
- Use familiar terms
- Make smooth transitions between sub topics or points
- Use lots of examples
- Praise participants for their comments or questions
- Use appropriate humor

10. Identify 4 non-verbal communication skills.

- Maintain eye contact
- Use positive facial expressions- smile
- Keep a good posture when standing, sitting, etc.
- Move about the room
- Use gestures
- Keep hands out of pockets
- Keep your head up

ANSWER KEY
READING ACTIVITY

1. She asked him to make a speech in front of a group
2. Jennifer
3. Speech
4. Have a plan of attack
5. a. Organize points
b. Develop an outline
6. Attention-getting introduction
7. Practice looking into a mirror
8. In order to review his speech
9. Be organized
10. Confidence

ANSWER KEY
MATH ACTIVITY

* Answers will vary