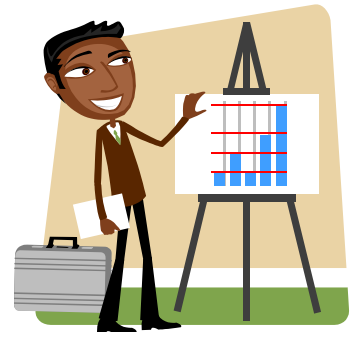


Give an informational presentation

Here's your chance to be a teacher! Think about something of which you are passionate – something that deeply interests you. Prepare a **3-5 minute** presentation to give to the class on your area of interest. This exercise is to put you in the role of an expert teaching the rest of us about something you know or with which you have had experience. Your discussion must be **live** – not a video of you presenting your topic.



Here are some ideas:

- * a hobby or sport (such as horse-back riding, soccer, baseball, dance)
- * using a power tool (lathe, electric saw, lawn mower)
- * a vacation (photos, computer, map)
- * a type of animal (ie: dogs, cats, chimps, elephants, etc.)
- * a trip to a museum (Air and Space, Metropolitan Art, etc.)
- * a trip to a historical city (Jamestown, Williamsburg, etc.)
- * a scientific subject (honey bees, gravity, magnetism, etc.)
- * your musical instrument or a historical musical period
- * an aspect of your state (gov't, history, industry, agriculture)

You may choose something not on the list above, but it must be approved by your teacher. The presentation **must have one** or two (**no more than two**) visual aids, one of which is your slide presentation.

Steps to Completion of this project:

- Submit a Presentation Plan to your teacher with enough talking points to show you have at least 3 minutes of material to discuss
- Build a Slide Presentation using Google Slides or MS PowerPoint
 - Eliminate wordy bullet points (3-5 words per bullet)
 - Light text on dark background or dark text on light background
- Practice in front of an audience
 - Time yourself, get feedback from audience
 - Revise Presentation slides as needed
- Turn in your Presentation Slide to teacher via Google Classroom

Presentation Pointers

Select the RIGHT topic! If you don't give enough thought to your topic, you run the risk of a poor presentation. Choose something you which excites or interests you. This first step is the most important. It requires a lot of thought on your part, so you might even ask family and friends for ideas. Let's say you love to listen to music from the 50's and 60's – you might discuss an artist such as Elvis Presley or the music from that period. If your passion is horses, talk about how to care for a horse, what you at the stable, horse competitions you enter, etc. Don't select a topic that you know little about. Reflect on your experience with the subject when identifying your talking points.

Preparation:

Think about how you will present this subject using 1 or 2 visuals. What type of visuals will you use? Ideas: PowerPoint on the computer, pictures displayed from the computer, etc.

Before a presentation topic is approved, the student must submit a **presentation plan**. When thinking about your presentation, consider the following:

- Who is my audience? (my classmates and my teacher)
- What information will be of interest to them?
- How long do I have for my presentation? (3-5 minutes)
- What are my talking points?
- How can I keep this simple enough for everyone to understand?
- What visual aid(s) will I use?
 - One is my presentation slides
 - A second visual aid is optional (such as an instrument I demonstrate)
- The presentation slides should cue my talking points
- What is my sequence (logical order) of information

Your **presentation plan** does not need to be long. It should be a very simple bullet outline – no sentences allowed.

Sample Informational Presentation Plan

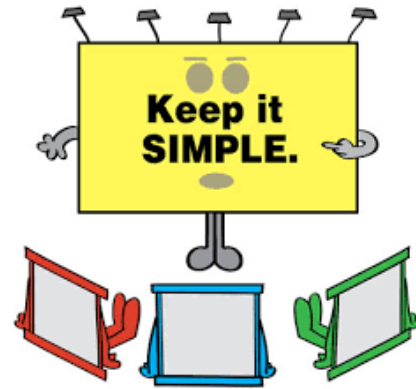
Topic: Tips on Horseback Riding

Visual: PowerPoint or Google Slides Presentation

Talking points:

- * Mounting the horse
 - where to stand
 - safety practices
- * Sitting on the horse
 - posture
 - where to put your feet
 - holding the reins
- * Steering the horse
- * Dismounting

Building Your Presentation Slides:



- Keep your slides uncluttered
 - Not too many pictures per slide
 - Bullet points should be 3-5 words
 - Keep to 5 bullets per screen or less
 - You can always add more screens if you organize it right
 - Keep enough balance of white space
 - Break up a cluttered slide into 2 or 3 more uncluttered ones

- Use colors wisely
 - Light text on dark background or
 - dark text on light background

- Pictures and graphics should be large enough to see
 - Consider your audience seeing your pictures from back room
 - You can drag the corner of the picture to enlarge (or minimize) it
 - Lot of graphics? It may be a good idea to use more slides so that there are no more than 1-2 pictures per slide
 - Keep slides uncluttered
 - Slides with pictures, use less text bullets
 - Break up a cluttered slide into 2 or 3 more uncluttered ones

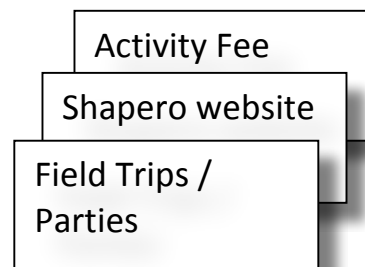
- Organize slides wisely
 - Think of the sequence of your information
 - For example, show the names of the parts of an instrument BEFORE you talk about how to clean them
 - Keep topics together that belong together – do not scatter your slides around in a random order

- Check the speed of your animations
 - Don't let SLOW animations eat into your presentation time
 - Bullet text should rapidly appear
 - Graphics should fly in quickly
 - Default times may be slower than you'd like
 - (Default times are the settings you get when you use a feature before you make an adjustment, such as how fast it should be)

Speaking to an audience – KEY WORDS are the KEY

Do NOT read your discussion. You will talk from your presentation slides' bullet points, but with **just a few words** to help you remember your talking points. NEVER read a lot of words. Words can be used to remind you of what comes next in your discussion, but they should not be read word for word to your listeners, otherwise they will become bored. The most interesting discussions are those where the speaker makes **eye contact** and uses the visuals while still effectively speaking to the audience. The most important thing bullets can do is remind the speaker what to say next – not the details, just the main talking points. Take an example of a PowerPoint presentation that I use when I meet with parents for Parent Night in August:

- Activity fee
- My website
 - Parent Info
 - Student Links
- Field Trips & Parties
 - Chaperone opportunities
 - Refreshments & Food Allergies



Slide 1 cues me to discuss how much the activity fee is this year and what it pays for.

Slide 2 tells parents about my website and to show some of the webpages that will be of value to them

Slide 3 is the first of several slides highlighting the field trips we will take. It also talks about class parties, refreshments and food allergies to consider

All that information cued by 2-3 simple words. And if I forget to mention something, that's okay. It is better that I give eye contact to my audience than worry that I might forget to say something, because if I'm boring my audience, they won't hear anything I say anyway.

Public Speaking Tips

Volume: The ability to speak loudly enough so everyone can hear you from any point in the room. Speak from your diaphragm (above your stomach) – not from your throat. Practice using your outside voice as if calling someone to dinner from a distance.

Enunciation: The ability to speak clearly so your words are understandable. Be sure to OPEN your MOUTH widely enough and move your lips in an exaggerated fashion. Sometimes it is a good idea to slow down your speech in order to have more time to form your words. Practice exaggerating your words – almost to the point of being ridiculous; but then, if you do so in front of an audience, ask them if it helped them understand your words better. You may think your exaggerated speech sounds funny, but you may be surprised that your audience could understand you a lot better.

Expression: The ability to hold your audience's interest when you deliver a speech. Your voice should change its inflection as appropriate. If you are able to bring some humor to your discussion that is always a plus.

Pacing: The ability to talk at just the right speed. Most people have problems talking too quickly (the problem is **almost never** talking too slowly). Most students should attempt to slow down their speech, which will also help enunciation problems.

| Informational Presentation | 4 | 3 | 2 | 1 |
|--|--|--|---|---|
| | Excels | Strong | Competent | Developing |
| Idea Development | | | | |
| Topic Choice | | Narrow & manageable topic | Topic defined, but broad | Beginning to define topic |
| Organization | | | | |
| Sequencing: the art of presenting your ideas in a logical flow | | Masterfully sequenced, ideas flow logically throughout | Mainly logical sequence | Some sequencing apparent |
| Voice | | | | |
| Holds audience attention; reflects an interest and enthusiasm - able to maintain eye contact | | Speaker appears to hold audience attention; enthusiastic about subject | Speaker loses audience and/or teacher sometimes | Speaker unable to hold the attention of the audience and/or teacher |
| Enunciation | Entire presentation is understood | All but 1 or 2 sentences | All but 3 or 4 | More than 4 sentences not understandable |
| Volume | Entire presentation can be heard | All but 1 or 2 sentences | All but 3 or 4 | More than 4 sentences not understandable |
| Presentation | | | | |
| Use of Visual Aids | | 1-Effectively uses 1 or 2 visual aids adding to the clarity of the presentation 2- visual is not distracting to presentation | 1 of the 2 in the highest category | No visual aids were used |
| Maintains eye contact | All the time | Most of the time | Some of the time | Never |
| 24/24 = 100 % | 12 | 12 | | |
| After points have been converted to a percentile grade, 6 points will be deducted for every 15 seconds the presentation is short of the 3 minute minimum | This works out to be 24 points per minute. | Students who seem to be stalling for time will begin their time deduction when it becomes apparent they are stalling. | | |