

Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson #

17

# How to Give Presentations

Layer 1: Collect Prior Knowledge

## Scorecard Preview

**Directions:** Rate yourself on the following scale.

Note: The ratings below do NOT have to *exactly* match to the Scorecard completed at the beginning of the course.

#	Do you...	Pre-Score		
		Always	Sometimes	Never
48	Feel fear or anxiety over speaking in front of an audience?	1	2	3 4 5
49	Feel overwhelmed preparing content for presentations?	1	2	3 4 5
50	Find it challenging to gather content and coordinate visual aids for a presentation?	1	2	3 4 5

## Investigation

**Directions:** Follow the prompts in the course to fill in the boxes, below.

A

B

C

D

# How to Give Presentations

## Layer 2: Connect New Information

### Key terms

The following terms and concepts are introduced in this lesson:

- **public speaking** - delivering a speech in front of an audience.
- **3-D Writing Organizer** - a tool (introduced in Lesson 15) for organizing content of a presentation.
- **visual aids** - Images/slides and props used to enhance communication.
- **engagement with audience** - techniques for connecting with the audience, such as eye contact.
- **feedback and revision** - refining a presentation based on reviews.
- **Toastmasters** - an international organization focused on public speaking training.

### Sections

This lesson includes the sections below. Use this information to guide your note-taking and track your progress through the lesson.

A. And “How will ‘asking questions’ help me give presentations?”

B. And “Why is public speaking so intimidating?”

C. And “How do I prepare the content of a presentation?”

D. And “How do I manage visuals and props?”

E. And “How do I practice ‘presenting’ a presentation?”

# How to Give Presentations

## Layer 3: Confirm Understanding

### Apply + Practice Prepare for a presentation

Ideally, the best way to “apply and practice” the content from this lesson is to give a presentation using the information and tools provided in this lesson to prepare.

So, if possible, use these tools to prepare for a presentation assigned in another class OR for an Exit Presentation, as we bring this course to a close. This assignment will get you started.

If you are not able to give a presentation, this assignment will help reinforce the strategies for future use.

### Directions

Complete Phase 1 (pages 1 & 2) of the Writing Roadmap for a presentation from another class or an Exit Presentation for this course, as directed by your teacher.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ ID: \_\_\_\_\_

## WRITING ROADMAP

### 1 PHASE 1: PLAN YOUR PIECE

80% of the time you spend “writing”... will NOT be spent writing. It will be spent planning. The more time you spend planning, the less time you will spend writing and revising.

#### A. THE WHY: “WHY Am I Writing This Piece?”

**a. What is the purpose for writing this piece?**  
Most often, your real purpose is, “Because my teacher said so!” So, let’s ask, “Why did my teacher assign it? What does he/she want to get from this assignment?”

**b. What is the topic?**  
What are you going to write about? Often, teachers assign the topic. If you can select your own but need help choosing it, look for a Brainstorm Prompt on the Thinking Tools page.

**c. Who is the intended audience?**  
Once again, for a school assignment, your teacher may be your one and only real audience. If that’s the case, who do you think your potential audience should be?

**d. What is my angle?**  
What, exactly, do I want to say about my topic? If your angle is “too big,” you’ll struggle to focus. If your angle is “too small,” you won’t have much to say. See the Thinking Tools for help on how to “Cut the Right-Sized Slice of Your Topic.”

**e. What is my role?**  
Is my primary objective to persuade, inform, entertain? Or a combination?

#### B. THE OUTCOME: “What Should the Final Piece Look Like?”

**a. What are the specific parameters required?**  
READ DIRECTIONS CAREFULLY! Underline every detail that must be included. (Missing elements is how students lose most points.) If possible, staple assignment rubric to this map.

**b. What questions should my paper answer?**  
Look at the assignment for required sub-topics; convert them to questions. Combine smaller questions. In an essay, each guiding question should have 3-4 answers; questions resulting in only 1-2 answers should combine them into broader questions. Use the Writing Planning Guide on page 2 to get started.

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### DIRECTIONS

Use this Planning Guide before assembling the 3-D Writing Organizer. Follow the prompts, below, then:

1. Cross out extra “body paragraphs” (pockets B-G) you won’t need.
2. Copy all text from the “boxes” (below) on to the “envelope pockets” in your 3-D organizer.

Body Paragraph A	Body Paragraph B	Body Paragraph C	Body Paragraph D
What is a question my paper should answer about this topic?	What is a question my paper should answer about this topic?	What is a question my paper should answer about this topic?	What is a question my paper should answer about this topic?
Write question here:	Write question here:	Write question here:	Write question here:
A	B	C	D

What Is Your Topic & Angle?

Body Paragraph E	Body Paragraph F	Introductory Paragraph	Concluding Paragraph
What is a question my paper should answer about this topic?	What is a question my paper should answer about this topic?	The “Lede” Most often, inspiration for the lede comes DURING the research and/or writing process. Collect ideas for your lede in this pocket.	Now that I have covered a lot of information about my topic...
Write question here:	Write question here:		
E	F	G	H

**Introductory Paragraph**  
The “Lede”  
Most often, inspiration for the lede comes DURING the research and/or writing process.  
Collect ideas for your lede in this pocket.

**Concluding Paragraph**  
Now that I have covered a lot of information about my topic...

**How can I summarize the unifying theme of all the information?**

**Why is this topic/argument important... to me and/or others?**

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## Apply + Practice

## Prepare for a presentation

Name: \_\_\_\_\_ Date: \_\_\_\_\_ ID: \_\_\_\_\_

# WRITING ROADMAP

1

## PHASE 1: PLAN YOUR PIECE

80% of the time you spend "writing"... will NOT be spent writing. It will be spent planning. The more time you spend planning, the less time you will spend writing and revising.

### WRITING TOOLS

To access the various "thinking tools" referenced in this map, go to:

ELASKILLS.COM/TOOLS



### A. THE WHY: "WHY Am I Writing This Piece?"

#### a. What is the *purpose* for writing this piece?

Most often, your real purpose is, "Because my teacher said so!" So, let's ask, "*Why did my teacher assign it? What does he/she want to get from this assignment?*"




#### b. What is the *topic*?

*What are you going to write about?* Often, teachers assign the topic. If you can select your own but need help choosing it, look for a Brainstorm Prompt on the Thinking Tools page.




#### c. Who is the *intended audience*?

Once again, for a school assignment, your teacher may be your one and only real audience. *If that's the case, who do you think your potential audience should be?*




#### d. What is my *angle*?

*What, exactly, do I want to say about my topic?* If your angle is "too big," you'll struggle to focus. If your angle is "too small," you won't have much to say.



See the Thinking Tools for help on how to "Cut the Right-Sized Slice of Your Topic."

#### e. What is my *role*?

*Is my primary objective to persuade, inform, entertain? Or a combination?*




### B. THE OUTCOME: "What Should the Final Piece Look Like?"

#### a. What are the specific parameters required?

READ DIRECTIONS CAREFULLY! Underline every detail that must be included. (Missing elements is how students lose most points.) If possible, staple assignment rubric to this map.




#### b. What questions should my paper answer?

Look at the assignment for required sub-topics; convert them to questions.



**Combine smaller questions.** In an essay, each guiding question should have 3-4 answers; questions resulting in only 1-2 answers should combine them into broader questions.

Use the Writing Planning Guide on page 2 to get started...

## Apply + Practice

## Prepare for a presentation

1

(CONTINUED)

### PHASE 1: PLAN YOUR PIECE – EXPOSITORY REPORT/ESSAY

#### DIRECTIONS

Use this Planning Guide before assembling the 3-D Writing Organizer. Follow the prompts, below, then:

1. Cross out extra "body paragraphs" (pockets B-G) you won't need.
2. Copy all text from the "boxes" (below) on to the "envelope pockets" in your 3-D organizer.

#### Body Paragraph A

What is a question my paper should answer about this topic?

Write question here:

A

#### Body Paragraph B

What is a question my paper should answer about this topic?

Write question here:

B

#### Body Paragraph C

What is a question my paper should answer about this topic?

Write question here:

C

#### Body Paragraph D

What is a question my paper should answer about this topic?

Write question here:

D

#### What Is Your Topic & Angle?

#### Body Paragraph E

What is a question my paper should answer about this topic?

Write question here:

E

#### Body Paragraph F

What is a question my paper should answer about this topic?

Write question here:

F

#### Introductory Paragraph The "Lede"

Most often, inspiration for the lede comes DURING the research and/or writing process.

Collect ideas for your lede in this pocket.

G

#### Nine different types of ledes:

1. True story/anecdote
2. Imaginary story/anecdote
3. Analogy/metaphor
4. Interesting fact
5. Gallery (overload)
6. "The release"
7. Play on words
8. Question
9. Quote

#### Concluding Paragraph

Now that I have covered a lot of information about my topic...

H

How can I summarize the unifying theme of all the information?

Why is this topic/argument important... to me and/or others?

## How to Give Presentations

## Layer 3: Confirm Understanding

**S**corecard Review**Directions:** What solutions have you learned to resolve each problem, below?

For each statement: rate yourself post-lesson, briefly describe a solution you learned, and calculate the difference from your pre-score.

#	Do you...	Solution	Post-Score			+/- change from pre-score		
			Always	Sometimes	Never			
48	Feel fear or anxiety over speaking in front of an audience?		1	2	3	4	5	
49	Feel overwhelmed preparing content for presentations?		1	2	3	4	5	
50	Find it challenging to gather content and coordinate visual aids for a presentation?		1	2	3	4	5	

**R**ubric: Apply + Practice**Directions:** This rubric is to help you and your teacher evaluate your progress on the Apply + Practice activity.

CRITERIA	EXCELLENT (4)	SATISFACTORY (3)	NEEDS IMPROVEMENT (2)	POOR (1)
<b>Understanding the Purpose</b>	Articulates a clear and fully aligned purpose for the presentation.	Purpose mostly clear and aligned, with minor omissions.	Purpose somewhat clear but lacks alignment.	Purpose unclear or not articulated.
<b>Defining Audience and Role</b>	Accurately identifies intended audience and role with full context and appropriateness.	Correct identification with some lack of detail or slight inaccuracies.	Audience and role identified but lacks detail and appropriateness.	Fails to identify audience and role, or identification is incorrect.
<b>Clarity of Topic and Angle</b>	Topic and angle are well-defined and perfectly scoped.	Topic and angle are mostly well-defined but may lack some precision.	Topic and angle defined but not well scoped.	Topic and angle are poorly defined or irrelevant.
<b>Questions for Exploration</b>	Lists comprehensive, detailed questions fully relevant to the presentation's goals.	Lists relevant questions with some lacking detail.	Questions are somewhat relevant but incomplete.	Questions lack relevance or are missing.
<b>Use of Planning Tools</b>	Uses all planning tools effectively and shows thorough strategic planning.	Uses most tools effectively with minor lapses.	Some use of tools, but lacks effectiveness.	Incorrect use or no use of planning tools.

Total points: \_\_\_\_\_ / \_\_\_\_\_

Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson #

17

## How to Give Presentations

### Skill Demonstration Form

The purpose of this activity is to apply the information from this lesson to “real life” situations. It can be a stand-alone assessment and/or used as preparation for the end-of-course Exit Presentation.

#### Directions

Complete the prompts below, in writing or with multimedia tools.

NOTE: As an alternative to this form, a digital portfolio is provided throughout the curriculum

Section #: \_\_\_\_\_ Section Title: \_\_\_\_\_

Chapter #: \_\_\_\_\_ Chapter Title: \_\_\_\_\_

1. What is the skill or topic you learned?

(For example: taking notes, using a planner, communicating with teachers, etc.)

2. What is the name of the evidence and a short description?

(Examples of evidence: a page of notes, a page from a planer, an email to a teacher, a photo of your organized binder or bedroom, etc.)

3. How does this evidence illustrate what you learned about this skill or topic?

4. How/why/when do you expect to use this skill or information in the future?

#### Rubric

Evaluation guidelines are below.  
(Your teacher will determine the total number of points possible.)

SCORE	POINTS POSSIBLE	PERFORMANCE INDICATOR
		The evidence provided demonstrates an <u>understanding of the concept/strategy</u> .
		The evidence provided demonstrates <u>appropriate application to a current setting</u> .
		The description of a future application demonstrates an understanding of the <u>potential use</u> for this concept/strategy.
		COMMENTS: