

Module 2:

Alternative Strategies to Scripting Presentations

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Module	2 – Alternative Strategies to Scripting Presentations
Module Learning Outcomes	
By the end of this module students will be able to:	
<ol style="list-style-type: none"> 1. Recognize content needs of the audience. [CLO 2] 2. Organize content in a manner that is appropriate to the context and purpose. [CLO 2, 3] 3. Develop fluency in delivery. [CLO 4, 5] 4. Develop a sense of timing. [CLO 4] 5. Develop a familiarity and comfort with content that leads to the ability to improvise, rephrase, or restructure an explanation to meet audience response and needs. [CLO 2, 5] 6. Develop strategies for comprehending, clarifying, and responding to audience questions. [CLO 2, 3] 	

Resources (Bank)	
Item	Description of how to be used
Structure Handout for Students	Distribute Structure Handout in Workshop A as students are working on Step 2, Storyboarding
Listener Checklist	Distribute to students for Activity 5 in Workshop B
Handling Questions Handout	Distribute to students at end of Workshop B
Sample Presentation Assignments	The sample presentation assignments may be used only if the facilitator has not been able to get a current assignment from local instructors. Content, purpose and expectations for presentations are highly variable so it is important to emphasize understanding the presentation purpose and audience rather than a general template.

Face to Face Workshop Plan	
Description of Workshop	<p>Workshop A—Developing Presentation Content Workshop B—Developing Presentation Skills</p> <p>Workshops A and B may be used together or separately depending on the time available for students. They are meant to be complementary as it is possible but not probable to give a brilliant</p>

	<p>performance without content just as it is possible but not probable to have brilliant content without performance skills.</p> <p>These workshops are meant to help students develop the skill of preparing for presentations not to fully prepare a specific presentation.</p>
Time for Completion	1 hour for each section. Total: 2 hours
Materials	<p>Post-Its</p> <p>Markers or Pens</p> <p>Index cards</p> <p>Video cameras if possible (or use students' phones)</p>
Workshop Preparation Instructions	Identify student presentation assignments. Are they formal or informal, team or individual, marked or unmarked, cumulative activity, public facing or class only.
Procedure	<p>Workshop A: Developing Presentation Content</p> <p><i>Facilitator Notes:</i></p> <p>Although students may worry more about the act of standing in front of a group of people and speaking, it is equally important to have something of value to say to that group of people. Developing confidence in the content that they will present also develops confidence in their ability to present. Remind students that if they are not using more than half of their conscious effort to remember the content, then they will have more attention to focus on how they are presenting that content. Start the workshop with three questions. Answering the why and the who questions helps students to answer questions about the level of technical language they can use, confident that their listeners will understand. The answer will also help students make decisions about the level of detail they need to include about context or background information. Answering the third question will help students articulate what response or action they expect from their audience. These questions should be written and displayed where everyone can see them.</p> <ol style="list-style-type: none"> 1. Why are you presenting what you are presenting? 2. Who are you presenting to? 3. What do you hope to achieve with your presentation?

Step 1: (~3-5 minutes)

Everyone writes on an index card why they are presenting, to whom and what they hope to achieve.

Facilitator Notes:

Once students have individually written down the answers to those questions, ask a few students to share their audience and purpose. Follow that up by asking about the implications for language and content. Try to get students to articulate if the audience is familiar with the project or the lab, if so, then they will not need to include detailed background information. They will most likely only need a brief sentence or two to make sure their listeners know which project or lab they are going to speak about. Also, ask students to make the connection between their assumptions about the depth of the listeners' understanding—can they use the acronyms or technical terms and be confident that most of the listeners will be familiar with them? If they cannot, what does that imply about language choices they will need to make.

Step 2: Storyboarding (~20-25 minutes)

Following the initial discussion with a few students' examples, distribute the [Structure Handout](#).

Explain the idea of storyboarding as a way of prototyping a presentation.

Instruct students to use their notes from Activity One. Students can use the Post-Its to record key words or phrases from their particular topic and organize them on their large chart paper. Each time they organize their ideas, encourage students to clearly state what the links are between the Post-Its.

Facilitator Notes: Storyboarding and explaining links helps students articulate their reasons for organizing and linking ideas, allows them to rehearse possible transitions between ideas, pick out where the links are missing and to build an understanding that there are multiple ways to organize ideas. They should be able to see a coherent flow in the organization of their Post-Its.

Step 3: (~20-25 minutes)

	<p>Filling in the outline—what will you need to complete your thoughts/ideas? Make “Notes to self” about what you want to look for and/or create to complete your presentation outline.</p> <p><i>Facilitator Notes:</i></p> <p>This part of the process allows students to make notes about what specific information, details, visuals, they might need to use to make their point. They can start to use more Post-Its as “Notes to self” to remind them to find the information, create the visual, etc. At the end of this step, students should be able to give a “quick and dirty” version of their presentation to a partner who can help them evaluate if there is a logical flow of information that supports the purpose.</p>
Procedure	<p>Workshop B—Developing Presentation Skills</p> <p><i>Facilitator Notes:</i></p> <p>It is important for students to understand the difference between written and oral styles. Oral presentations are dependent on listeners’ short-term memories. As a result, oral presentations use shorter sentence structures, repetition and “sign posting” to help listeners remember and connect the information or points they are hearing. Because of this fundamental difference in style, it is best NOT to write out a presentation in complete sentences. Rather, students are usually better served if they develop their presentations from “talking it through”. IF students want to write something out first to organize their thoughts that is not necessarily a problem. Writing it out can often help clarify thoughts. However, if students then use that as their “script” it often becomes a problem. Confidence in the content students have prepared will contribute to their ability to deliver that content. Standing in front of an audience demands that students pay attention to much more than the words they are reciting. Students must attend to where they are standing, how they are standing and moving, where they are looking, how fast they are speaking, how loudly or softly they are speaking, how their listeners are responding, how much time they have used—that’s a lot to think about which is why they need to feel confident in their content. Then they can concentrate on delivery.</p> <p>Activity 1: (~15 minutes)</p>

Seated, ask students to “talk through” the outline they have prepared in Workshop A with a partner. Partners should check one another’s outlines for what was included or missed. Partners need only provide the total time from start to finish. Instruct students not to cut anyone off.

Activity 2: (~15 minutes)

Repeat Activity 1 but this time use a cut-off using the students’ presentation time limits.

Activity 3: (~20 minutes)

Instruct students to work individually and use the information learned from the two previous activities to revise their presentation plan. Encourage students to use the Post-its to avoid anchoring.

Facilitator Notes:

Encourage students to make notes that use their key words/phrases but not full sentences. Talk about “owning their difficult words” which means they need to recognize the words or phrases that are difficult and plan to slow down and take the time to say them with confidence.

Activity 4: (~10 minutes)

Stand and Deliver - This activity will get students on their feet and using their voices without having to think about content. Introduce the terms: Speed, intonation, volume and articulation

Facilitator Notes:

Speed refers to the how quickly or slowly students speak (how many words per minute). Related to speed is breathing. Many students will speed through their presentations and finish breathless because they have not taken a breath. The audience will not be listening but only waiting for the presenter to take a breath. Intonation refers to the rise and fall of pitch and volume in speaking. Volume refers to how loudly or softly someone speaks. Articulation refers to how clearly sounds are produced. Control of speed, intonation and volume all require support from the diaphragm to avoid straining the vocal cords. If there are any

students who have sung in choirs or have had voice training, they will know what this means.

Have students stand, place one hand on their upper chests and breathe ONLY moving the upper chest. Ask them to repeat a phrase slowly, quickly, loudly, softly, with exaggerated rises and falls in pitch. Students do NOT need to do this in unison.

Sample phrase: T'was brillig and the slithy toves did gyre and gimble in the grabe. (From The Jabberwock by Lewis Carroll)

Next have students place their hands on their belly and breathe from the belly and repeat the same sequence of speaking.

Ask students to compare the two experiences.

Facilitator Notes:

Students should notice a difference in their ability to control speed, volume, and intonation between the two breathing methods. Belly breaths or breathing from the diaphragm and supporting the breath should give students both more breath and more ability to control their voices.

Finally have students practice some tongue-twisters after “warming up” their facial muscles with exaggerated yawns and stretches. Emphasize the need to slow their speech down in order to take the time to clearly enunciate each sound.

Facilitator Notes:

Speed often compromises clear articulation. This is a good time to remind students to “own” the words they may find challenging to clearly pronounce. Everyone has them—not just multilingual speakers!

Activity 5: (~20 minutes)

Ask students to work with a partner and deliver their presentation, standing and imagining they have slides or any other aid (a model or prototype). Partners pay attention to pace, volume, intonation and posture, using the provided [Listener Checklist](#) to guide feedback.

	<p><i>Facilitator Notes:</i></p> <p>Students will likely not be ready to think about answering questions at this point in the preparation of their presentations. Distribute the Handling Questions Student Handout for information only at the end of the workshop.</p>
<p>Supplemental Materials</p>	<p>There are two supplemental materials for this Module. Use the documents labelled as follows to get these exercises and information.</p> <ol style="list-style-type: none"> 1. Unscripted Presentation Exercise – The purpose of this exercise is to build skills in delivering a successful speech or an oral presentation. 2. Checklist for Preparing and Delivering Presentations – The purpose of this handout is to provide students with some suggestions for developing their own personal checklists when they are preparing a presentation. 3. TED Talk links can be used as models of good presentations. Please note that a good presentation requires many hours of practice. Ted Talk presenters get 40 to 60 hours of one-to-one coaching before they are recorded. <p>https://www.ted.com/talks/danit_peleg_forget_shopping_soon_you_ll_download_your_new_clothes</p>

Resources

Possible Ways to Organize Content Related to Why You Are Presenting

In order to establish a clear and coherent line of thought, you need to consider what links your points together. Part of the answer to this question will come from the first question you were asked to answer—Why are you presenting what you are presenting. The following are only two of many possible reasons why you would be making a presentation and **possible** organizational structures. You need to make **decisions** about the order in which you wish to present your ideas, what the possible links are between the ideas, and what are possible transitions you can use to move from between each portion of your presentation.

- Inform—overview and organize the information in connected chunks
 - Big picture—so the audience has a frame and an outline
 - Specific details—to fill in the outline
 - Conclusion that returns to a better informed/complete big picture
- Recommend—an argument that justifies a recommendation with evidence
 - Recommendation (usually not trying to keep audience in suspense as the emphasis is on why this is the best decision)
 - Background/context
 - Criteria for the decision
 - A series of arguments and rebuttals (anticipating any objections or counter arguments) that usually begins with strongest arguments/claims and works down to ones of lesser importance. Time considerations often determine how many arguments a presenter uses
 - Conclusion restates recommendation now linked with criteria, arguments and how it best meets or answers the question

Listener Checklist

Content “makes sense”:

- Purpose is clear from the beginning
- Presentation follows a logical path evident to a listener
- Repetition and “sign posting” is used to reinforce key points and the structure of the presentation

Delivery makes the content accessible:

- Volume is sufficient to follow
- Articulation is clear and intelligible (not the same as “no accent”—we all have accents)
- Speed is neither too fast nor too slow
- Intonation is appropriately varied (not too “flat”, not too “sing-songy”)
- Posture and gestures do not distract a listener
- Speaker includes audience in his/her gaze (eyes not glued to any one place e.g. notecards, screen, ceiling or the back wall)

Tips for Handling Questions

- Be prepared to answer the questions asked by the audience at the end of your presentation (Anticipate questions as you prepare your presentation. What might someone want to know?)
- Be calm, wear a smile on your face and breathe before you answer a question
- Show confidence and reply slowly and clearly
- Keep eye contact
- Project your voice so that everyone can hear you
- Say “I don’t know” or “I am not sure” or “That’s a really interesting question that I need to consider, thank you” if you really don’t know
- Ask the person to repeat the question slower and clearer in case you didn’t understand the question (This also gives you time to think.)
- Repeat the question in your own words if needed to make sure that this is what you were asked (This is always a good idea as you are then more certain that you are answering the question the person has asked.)
- Try to be short and to the point so that there is enough time for everyone to ask their questions
- Thank the people for their questions at the end

Unscripted Presentation Exercise

Exercise for students to do on their own.

Overview:

This exercise is designed to build skills in delivering a successful speech or an oral presentation.

Instructions:

1. Pick a topic that you know a lot about it and you are confident to talk about
2. Choose a group of people you want to share your knowledge with
3. Without spending a lot of time thinking about what to say, get ready to talk about the main things that are important for the audience to understand your topic
4. Taking into consideration the main elements in delivering a successful oral presentation (please see the attached list) set your video camera/phone and record yourself while you talk about your topic
5. Having in mind that you only have 5 minutes, try to start and finish your mini presentation within that time
6. When you are done, watch the video of yourself and make notes of how you projected your voice, eye contact with your audience, hand gestures and facial expressions, tone of your voice, confidence in your speech, etc.
7. Make a list of the good things and the bad things of your presentation and write an assessment report of one page
8. Redo the presentation by recording yourself again and see if you made any improvements

Sample Presentation Assignments

Assignment: Final Presentation

This oral presentation will provide an overview of your completed project. The audience will be faculty members, colleagues and clients. Generally, oral presentations cannot cover the same amount of detail as written documents; therefore, your presentation must be a distillation of your report, organized around its most significant information (key messages). It is recommended that, early in your presentation, you identify the problem you were addressing and the solution you chose; it is also recommended that you follow the presentation sequence indicated in these instructions. Each team, however, will need to decide itself the best way to organize its presentation.

Industry Analogy: This is similar to a Final Client Meeting which is common in industry. At the conclusion of a design contract you will meet one final time with your client. You are attempting to persuade your client that your final design meets their needs and is ready for implementation. Rarely directly stated, but important, is communicating what value you have added to your client's situation. I.E. Have you been worth the cost to hire you?

Final Presentation Required content:

- Presentation should include:
 - Opening strategy
 - Main statement
 - Keyword Summary of Sub-statements
 - Sub-statements with individual explanations and evidence
 - Conclusion
 - Take-away statement
 - Question and answer period
- Visual support. Presentation slides are commonly used. You may also bring handouts, prototypes, or anything that is reasonable and will help to persuade your client to accept your final design.

Final Presentation Format:

- Presentations shall be a maximum of 21 minutes long. Teams that are significantly under 21 minutes will have the lack of content reflected in their grade. Teams will receive a one-minute warning at 20 minutes. At 21 minutes, they will be stopped; if they are not finished, the lack of conclusion will be reflected in their grade.
- The total final presentation time, the presentation plus the mandatory question answer period, will not exceed 25 minutes.
- EVERY team member shall present for at least three (consecutive) minutes, but teams may have members speak twice, providing these members speak the second time for approximately three additional (consecutive) minutes.
- After the title slide, a slide should be presented with the main idea of the presentation and its components. Each team member's full name shall be listed next to the section of the presentation for which that team member is responsible.

- At the end of the presentation there is a mandatory question and answer period. The ability of the team to respond to questions will be reflected in their grade.
- Dress code: business casual. Failure to dress business casual will be reflected in their grade.
- The presentation shall be carefully thought-out, organized and practiced beforehand, but neither read nor memorized, though you may glance briefly at notes or the podium monitor. Your presentation should have the feeling of a conversation with the audience, rather than a lecture or a speech. You are not permitted to read slides from the screen. If you must point briefly to the screen, your body must remain turned $\frac{3}{4}$ toward the audience and you must return to the audience as quickly as possible.