Lecture Notes

Professional Communications OER: Presentations



# How to Use this Document

Slide decks and lecture notes have been provided for each of the module topics. Lecture notes are contained within the slide decks as ‘presenter notes’, and are also provided here for easy reference. Slide decks and lecture notes are intended for instructor modification. Please add to or remove content from these to suit your lesson goals and the length of time you have available. You may also wish to use them as part of a blended or fully online course plan. Where additional documents are referenced in the lecture notes, you will find links here. If you are unfamiliar with using Google Slides, see the [Google Docs help file](https://support.google.com/docs?hl=en&p=#topic=2811776).

As you prepare for lessons in this module, it may be useful to review the [Assessment Instructor Notes](https://drive.google.com/open?id=1xbfzavdVhBKe7YL8M4L9Yp4lZKkFLwXYXPT01sOwo8w) and the [Class Activity Description & Instructions](https://drive.google.com/open?id=1MSfqnMGCxrvL4DMAKqEY9UwOgR2mb5MYi0qx4ANzJj0). This file contains a series of activities that you can use in the lessons for this module. It is not intended that you will use them all, but some have been placed in the lecture notes and slides. You may choose to delete or swap these, depending on the needs of your students.

# Your Presentation Style Slide Deck

There is pre-work for this lesson that should be assigned at the end of the previous lesson.

Students search online (YouTube, TED etc.) to find good speeches, and choose a speech to analyze. They are looking for the use of logos, pathos and ethos in their chosen speech, as well as how the speech is arranged, styled and delivered. They should post a link to their speech and write their analysis using the ‘Speeches that Resonate with Me’ handout. They should then share the speech and their analysis, either using the class website/LMS, and/or by bringing their analysis and a link to class for sharing. If they bring the speech to class for sharing, they should choose 2 minutes of it to play for their classmates. If using an LMS, this activity could be extended so that students are asked to comment/share their thoughts on two of their peers’ selections.

**Note to Instructors:** In the [Presentation & Public Speaking Journal](https://drive.google.com/open?id=1elB8bD97rmFXChkakU-twZRoblu0VehgFfHAFr0cY_c), there is an opportunity for students to record themselves speaking on camera in order to examine their own movements, facial expressions and gestures. You may wish to assign this for homework following this lesson to follow up with the verbal techniques.

For this lesson, you may need access to the [Presentation & Public Speaking Journal](https://drive.google.com/open?id=1elB8bD97rmFXChkakU-twZRoblu0VehgFfHAFr0cY_c), [JOHARI Window Worksheet](https://docs.google.com/document/d/1HJ-RiUiTYz2pnkKQwkiHFO3vrqEVIdE_9WA83TECVig/edit#heading=h.xz3s3mno1h4a), [Speaking & Listening handout](https://drive.google.com/open?id=1kCqm-2UQRRBYJuRuHPOK5g0GE3EY156qdBZUXXjfOwc) and the [Speeches that Resonate with Me handout](https://docs.google.com/document/d/11S7U0vWXKpZIlaVus_e8OsNXicelp3NM5GYY-9ib5g0).

## Cover Slide

## Welcome

**Notes:** Add to slide a course name, dates, location, instructor name.

## Intro to Presentation Style (Video)

**Notes:** If using, the OER ‘Intro to Presentation Style’ video.

## What Makes a Successful Speech or Presentation?

**Notes:** Call on students to share their link and analysis from the pre-work activity. Students should choose 2 minutes of the speech to share with the class, and explain why they think it was successful. (Students will need access to the teacher’s computer/projector to do this, or could submit a link for the teacher to show their selected speech). How does the speaker use logos, pathos and ethos? What do students notice about the arrangement and delivery of these speeches?

Each student submits their [Speeches that Resonate with Me](https://drive.google.com/open?id=11S7U0vWXKpZIlaVus_e8OsNXicelp3NM5GYY-9ib5g0) handout to the teacher.

## Great Speakers

**Notes:** The teacher should choose a couple of great speeches to show the class. A few suggestions are below:

[Nelson Mandela](https://www.youtube.com/watch?v=gvnLk96vLQE)

[Winston Churchill](https://www.youtube.com/watch?v=MkTw3_PmKtc)

[John F. Kennedy](https://www.youtube.com/watch?v=RclaV_3_eOA)

[Martin Luther King Jr.](https://www.youtube.com/watch?v=3vDWWy4CMhE)

[Steve Jobs](https://www.youtube.com/watch?v=D1R-jKKp3NA)

**Lecture:** Some speakers are remembered many years later for a speech they gave that had a significant impact. Here are some excerpts from great speeches. What is it about these speeches that is so memorable? What techniques do the speakers use?

## Successful Speakers...

**Lecture:**

* Voice - Can the person be easily understood?
* Body Language - Does their body support what they’re saying? Are they confident?
* Coherent Structure - Does what they’re presenting make sense? Is it logical?
* Enthusiasm - Do they care about what they’re presenting?
* Expertise - Do they know what they’re talking about? Are they credible?
* Practice - If they haven’t practiced or sufficiently prepared, it will likely show up in one or more of the above.

**Notes:** Initiate a class discussion about whether or not these items were present in the speeches that resonated with the students. Was anything missing? Which speakers were the best users of each of these elements?

**Self-Knowledge**

**Lecture:** The Johari window was created by psychologists Joseph Luft and Harry Ingram in 1955. The bottom left quadrant (open) represents information known to you and others, such as your height or hair colour.

The top left quadrant (blind) represents things others observe about us that we are unaware of, like how many times we say “umm” in the space of five minutes.

The bottom right quadrant involves information that you know, but do not reveal to others (secret). It may involve actively hiding or withholding information, or may involve social tact.

Finally, on the top right (unknown) marks information that neither you or others are aware of. For example, a childhood experience that has been long forgotten or repressed may still motivate you.

**Johari Window**

(paired with journal reflections)

**Notes:** This exercise is intended to increase students’ self awareness by comparing and contrasting their own descriptions of their personality with those solicited for feedback.

* Download the [JOHARI Window Worksheet](https://docs.google.com/document/d/1HJ-RiUiTYz2pnkKQwkiHFO3vrqEVIdE_9WA83TECVig/edit#heading=h.xz3s3mno1h4a), and review the list of adjectives. Select 5 or 6 adjectives you would use to best describe your own personality. You can temporarily copy and paste these into the *Hidden Self* cell.
* Print out at least 3 copies of the *Adjective List* from the [JOHARI Window Worksheet](https://docs.google.com/document/d/1HJ-RiUiTYz2pnkKQwkiHFO3vrqEVIdE_9WA83TECVig/edit#heading=h.xz3s3mno1h4a), and give a copy to classmates that you can trust to give honest yet supportive feedback. Ask each person to select 5 or 6 adjectives they believe best describe your personality.
  + NOTE: Make sure they do not see the adjectives you chose for yourself.
* When you receive the lists of adjectives from those you asked for feedback copy and paste them into the *Blind Self* cell.
* Review the adjectives in both the *Blind Self* and *Hidden Self* cells. Move any adjectives that appear in both of those cells into the *Open Self* cell.
* Any adjectives that are not present in any cell can be moved from the adjective list into the *Unknown Self* cell.

Instructors, you may choose to have a large group discussion to discuss the outcomes of the exercise (alternatively this could be done in the *Presentation and Public Speaking Journal*) such as asking students:

* Who did you ask for feedback and why?
* Did any adjectives appear in the *Open Self* or *Blind self* cells that surprised you?
* Are there items in the *Hidden Self* cell that you had hoped would appear in the *Open Self* cell or vise versa?
* Are there items in the *Blind Self* cell that you are happy with? Unhappy with?
* Now that you are aware of the adjectives that both you and others would use to describe your personality, how might these perceptions affect your relationship with the audience during a presentation?
* If there are items you wish to move from the *Hidden Self*  cell to the *Open Self* cell, or items you are unhappy with in the *Blind Self*, brainstorm some strategies for improvement, including activities, timelines, and ways to find out if you are making progress.

## Warming Up: Introduce a Classmate

**Notes:** Divide students into pairs by chance (draw names out of a hat). Students interview each other. The pairs then introduce each other to the rest of the class. To keep the atmosphere comfortable and unthreatening, don’t require any particular length for the speech and don’t ask the students to remove hats or otherwise alter their appearance to enhance their professionalism. This is basically an ice-breaking, getting-to-know-you activity. This activity may be followed by students writing an entry in their *Presentation and Public Speaking Journal*.

## Speaking and Listening

**Notes:** Students discuss the following in small groups. First, how do your speaking behaviors change in the following situations. Second, how do your listening behaviours change in the following situations?

* At a concert,
* At a movie,
* Walking along a busy downtown street with a friend,
* In a classroom during small group discussion,
* In a classroom during large group discussion,
* In a classroom during lecture,
* At the dinner table in an open concept restaurant,
* At the dinner table with your parents,
* In a doctor’s office?

What are the distractions and other barriers to listening you might encounter in each setting? What might you do to overcome the barriers to effective listening in each situation? What verbal cues might you give to demonstrate you are actively trying to listen? What non-verbal cues might you give to demonstrate you are actively trying to listen?

[Speaking & Listening (Handout)](https://drive.google.com/open?id=1kCqm-2UQRRBYJuRuHPOK5g0GE3EY156qdBZUXXjfOwc)

## 

## Effective Listening and Barriers to Understanding

**Notes:** Read the following scenario to the students and ask the questions at the end.

Scenario: *A greyhound bus leaves Lethbridge at 7:45 AM Tuesday morning with 5 passengers. It arrives in High River at 9:15 AM and picks up another 4 passengers. Next it arrives in Okotoks at 9:45 AM drops off 2 passengers and picks up 3 more. It arrives in Calgary at 10:30 AM and drops off 3 passengers and picks up 8 more. The bus arrives in Airdrie at 11:15 AM and no passengers get on or off. Next it arrives in Red Deer at 12:30 PM and picks up 10 passengers. Next it arrives in Edmonton at 2:30 PM and drops off 6 passengers. Finally the bus reaches Athabasca at 4:30 PM where all remaining passengers get off.*

**Lecture:**

How many stops did the bus make?

What actions did you take while you were listening to the scenario in order to try and remember the key points? What interfered with your ability to listen?

**Active Listening**

**Lecture:** What’s the difference between listening and hearing? Have you ever heard the expression “He has *selective* hearing”? This phrase tells us something about the difference - hearing takes no effort or attention - we do it automatically, but listening is a conscious choice. When you are actively listening, for example, to instructions or a presentation like this one I’m doing right now, you can use some techniques to make you a better listener. First, you’ll need to check in with yourself to see if you are paying *Attention* or if you’re just passively listening. Second, you’ll need to approach it with the right *Attitude.* If you want to know what the person is saying, you’re more likely to take it in - for example, if you’re trying to hear your friend across a noisy restaurant vs. if you are tuning out your sister because she is cross with you. Third, you’ll need to be willing to *adjust* to follow the speaker’s thought. Sometimes what a speaker is saying isn’t immediately clear, but, as listeners we often want the details right now. You may have to stick with it for a moment to get the point.

We experience barriers to effective listening. Some of these might have come up during your group discussions on speaking and listening. The three main barriers are *Anticipating, Judging* and *Reacting Emotionally.*

Have you ever found yourself finishing your friends’ sentences for them? Sometimes, this happens with people who know each other well, but have you ever considered that by doing this, you actually stop listening to the other person as you’ve jumped ahead in your own mind? This can be a communication barrier.

Maybe you can also relate to judging someone’s words, from time to time. We make up our own mind that we agree or that we don’t, and it becomes more of a challenge to see the other person’s point of view.

Last, but probably the most common barrier, is reacting emotionally. Sometimes a speaker will discuss a topic that hits a nerve for you - your previous experiences have left a mark, and you feel a certain emotion (perhaps sadness or anger) around a topic. It can be a real challenge to consciously listen to what the person is saying when our thoughts are clouded by emotions.

**Verbal Communication Techniques**

**Notes:**

* Pitch
* Volume
* Emphasis
* Pronunciation
* Fillers
* Rate

**Lecture:** Sometimes we do unconscious things with our voices that change the meaning or focus of our words. Part of learning to be a good speaker is about consciously using these as techniques.

For example, do you vary the pitch of your voice or go ‘up’ at the end of sentences? This might make people think you are asking a question or are uncertain. What about volume? Have you ever listened to a speech by someone who speaks very quietly? It’s hard to concentrate on the content of their message because you are so busy trying to hear them at all! When you speak, you can put emphasis on certain words to tell your listeners that they are *very* important, or *not* important at all.

Pronunciation can be tricky for second-language speakers or if your subject is relatively new to you. Build up your confidence by making sure you know how to correctly pronounce the words in your speech. As for fillers, many of us are guilty of sticking an *ummm….* or a *like* into our sentences sometimes. Keep this in check when you speak, as it is distracting for the listener. You’ll also need to focus on your rate of speech - many people speak quickly when they are nervous. Conversely, have you ever listened to a very slow speaker? That can be just as much of a challenge for listeners, as we get distracted and finish their sentences for them in our minds -- not signs of a good listener.

**Non-Verbal Cues**

**Notes:**

* Gestures
* Facial Expressions
* Posture
* Silence
* Movement

**Lecture:** Gestures and Facial Expressions, which we’ll come back to in a minute, are the main non-verbal cues that you’ll use while speaking. But there are also a few others to think about. First is posture. Standing up straight, rather than slouching or leaning on a podium, puts you in a position of power -- this will help your audience to trust you and to see that you’re serious about what you are saying. Next is silence, which can be a very powerful tool to catch your audience’s attention, or for dramatic effect. Remember to take frequent pauses as you speak, to give yourself a chance to take a breath, and to give your audience a chance to digest your meaning. Having a glass of water with you when you speak can be a helpful reminder to do this, and it is a natural motion to pause and take a sip. Last, but equally important, is movement. This is all about the way that you use space. Depending on the level of formality of your speech, you might choose to move around a bit, for example, writing on a whiteboard, or you might stand fairly fixed behind a podium. You don’t want to come across as robotic, though -- some natural movement is a good thing, but too much can be distracting.

**Gestures & Body Language**

**Notes:** Play the following Toastmasters video for the class.

<https://www.youtube.com/watch?v=-3ywrgCA-1I>

**Let’s Try It!**

**Notes:** In pairs, students try to convey the following using only their hands (each partner tries two):

1. “It’s OK.”

2. “I give up.”

3. “He’s crazy.”

4. “We will be victorious.”

Then, the try facial expressions for the following without words or gestures:

1. “I am thrilled that I am getting a raise.”

2. “I am worried about tomorrow.”

3. “Lemons are too sour for me.”

4. “I am suspicious about what he did.”

**Lecture:** Which gestures were easiest to convey? How did you convey them? Which were more difficult? What about facial expressions? Do you think it is easier to control and be aware of your gestures or your facial expressions?

## Presentation & Public Speaking Journal

**Lecture:** You will be working on this assignment throughout the module, to reflect on the various exercises that we’ll do, designed to make you a better speaker.   
**Notes:** [Presentation & Public Speaking Journal](https://drive.google.com/open?id=1elB8bD97rmFXChkakU-twZRoblu0VehgFfHAFr0cY_c)

## Review

**Notes:** Recap today’s lecture, touching on key points. *Today, you have learned…*

## Closing Slide

**Add to slide:** Any readings, homework, preparations or reminders that students need before next class.

## Credits

# Developing a Presentation Strategy Slide Deck

For this lesson, you may need access to [Class Activities & Descriptions](https://drive.google.com/open?id=1MSfqnMGCxrvL4DMAKqEY9UwOgR2mb5MYi0qx4ANzJj0).

## Cover Slide

## Welcome

**Notes:** Add to slide a course name, dates, location, instructor name.

## Intro to Presentation Strategy (Video)

**Notes:** If using, the OER ‘Intro to Presentation Strategy’ video.

## Incorporating FAST

**Lecture:** Just like you did in in your written documents, you can also use FAST to help you prepare your presentations. First, we’ll think about Format. In a speaking and presenting context, Format is the type of presentation you choose. It might be a speech, presentation with visual aids, panel, meeting, teleconference, workshop, webinar, podcast or some other method of communicating verbally. Just like in all other forms of communication, you’ll need to think about what your Audience needs and expects, as you choose a format and the content of your presentation. The Style of your presentation has a lot to do with your personality and the required formality of your speech. Perhaps you want something quite formal, or maybe you’d prefer an informal, conversational style. You’ll also think about Tone, deciding what mood you want your presentation to take on. When you think about this, ask yourself “How do I want my audience to feel when they leave?” Your style of dress, voice, body language, use of space and other elements contribute to the tone of your talk.

**Notes:**

* Format
* Audience
* Style
* Tone

## Timing your Speech

**Lecture:** To work out the timing of your speech there are a few things you can do. You can:

* Set a timer while you do a few practice runs and take an average
* Run your speech text through an online speech timer
* Estimate based on the number of words (the average person speaks at about 120 words per minute)

Aim to speak for 90% of your allotted time if you’re allowing for a Q&A at the end, or 95% of your time, if you are not taking questions.

You may want to mark your notes with approximate timings so that, when you are delivering your speech, you can estimate how much time you have left.

## Using Rhetoric & Argument

**Lecture:** Who can give an example of the use of these rhetorical strategies in the speeches we’ve talked about so far? What other examples can you think of? What techniques could you use to incorporate these into your speech?

## Self-Introduction (Ethos)

**Notes:** The details of this task can be found in the [Class Activities & Descriptions](https://drive.google.com/open?id=1MSfqnMGCxrvL4DMAKqEY9UwOgR2mb5MYi0qx4ANzJj0) document.

**Lecture:** You will each be preparing a four minute speech to introduce yourself. This is a chance to present ethos/credibility. You will want to manage the impression you make by isolating aspects of yourself that show you in a favourable light. Please do not read your speech - notecards with keywords only, please.

**Notes:** The Speech of Self-Introduction is your chance to develop ethos or credibility when giving a short introductory speech about yourself. People frequently have to introduce themselves before a group. The speech developed as a result of this assignment is one you should keep and develop for specific situations later on in life. It is useful for job or scholarship interviews, an organization meeting where you are new, or even the first day of class. You want to isolate a few aspects of your life, personality, or beliefs that reflect favorably on you. This is often called impression management. By managing the impressions you make you want to convey competence, integrity, attractiveness (likable, easy to identify with), and natural or conferred power.

**General directions for delivery:**

* Deliver the speech when assigned in class.
* 3–5 minutes. Time your speech for 4 minutes.
* Limit notes to three note cards with keywords only. No written speeches are allowed. No reading or heavy note use is allowed. The speaking style should be extemporaneous.
* No sources are needed for this speech.
* An effective introduction, body, and conclusion.
* Please avoid selecting topics that require a significant amount of set-up time, numerous objects or props, or extensive room rearrangement.

**Suggested Themes and/or Topics**

The Speech of Self-Introduction requires a general theme or purpose. The student should consider some of the following question areas for developing the speech. A “scatter shot” approach of discussing them all is not recommended:

* Geographic locations: Have you been shaped by where you grew up or by your culture?
* Important people: Who has made a great impact on you?
* Experience: Has some unique experience shaped your life?
* Activities: Do you enjoy an activity or hobby that is meaningful?
* Career or work: Are you largely defined by what you do for an occupation?
* Values: Do you have some values that are important in your life?
* Goals: Do you an overwhelming purpose in your life that defines what you do?

The speaker needs to make certain that an effective introduction and conclusion have been developed. The Speech of Self-Introduction should begin with an introduction that introduces the speech, not list the speaker’s biographical information. The conclusion should summarize the speech, not just bring general biographical information to an end.

## 

## Selecting a Topic

**Lecture:** At the end of this module, you will be making a speech on a topic of your choice. At this occasion and others, you may need to choose a topic for your speech. Here are a few questions that you can ask yourself when you are thinking about a topic that will appeal to your audience.

* What important events are occurring locally, nationally and internationally?
* What do I care about most?
* Is there someone or something I can advocate for?
* What makes me angry/happy?
* What beliefs/attitudes do I want to share?
* Is there some information the audience needs to know?

## Structure of your Speech

**Lecture:** Speeches or presentations follow a linear path, from introduction (which includes and attention-grabber), through the body (which usually has 2-3 main points), then a conclusion with a closing statement. The way you open and close a speech is key to making sure your audience is engaged all the way through, and that they remember the key points you make.  
**Notes:**

* Introduction (Attention-grabber)
* Body
* Conclusion (Closer)

How to Open and Close a Speech (Toastmasters)

<https://www.youtube.com/watch?v=Yl_FJAOcFgQ>

## What is an Attention-Grabber?

**Lecture:** Look for a way to introduce your speech that will get your audience to sit up and listen to your message. Capture their attention in the first few seconds, and aim to hold it all the way through your speech. Here are some techniques that you can use to do this.   
**Notes:**

* Subject Statement
* Audience Reference
* Quotation
* Current Event
* Historical Event
* Anecdote, Parable or Fable
* Surprising Statement
* Question
* Humour
* Personal Reference
* Occasion Reference

## Audience Engagement

**Lecture:** Let’s watch a short Toastmasters video on keeping your audience engaged.  
**Notes:**

https://www.youtube.com/watch?v=JHl4yUQMBYA

## Review

**Notes:** Recap today’s lecture, touching on key points. *Today, you have learned…*

## Closing Slide

**Add to slide:** Any readings, homework, preparations or reminders that students need before next class.

## Credits

# Presentation Aids Slide Deck

For this lesson, you may need access to [Class Activities & Descriptions](https://drive.google.com/open?id=1MSfqnMGCxrvL4DMAKqEY9UwOgR2mb5MYi0qx4ANzJj0)

## Cover Slide

## Welcome

**Notes:** Add to slide a course name, dates, location, instructor name.

## Intro to Presentation Aids (Video)

**Notes:** If using, the OER ‘Introduction to Presentation Aids’ video.

## Types of Visual Aids

**Lecture:** When you are making a presentation, you may want to use visual aids, particularly when your topic is complex or incorporates statistics. You might want to show photographs, charts & graphs, websites or some other visual material to support your speech. Slide decks are probably the most common, now, but depending on the location of your speech and the needs of your audience, you may choose others instead of, or in addition to your slide deck. Alternatively, if you are making a speech, you may not use visual aids at all. Here are a few different types of aids that you might use in your presentations.  
**Notes:**

* Slide Decks
* Flipcharts, Whiteboards & Large Prints
* Handouts
* Demos & Tactile Aids

## Making Charts & Graphs

**Notes:** This activity makes use of a class website or LMS where students can post their work. Instructors may copy and paste the following instructions into your course site for students to refer to when completing this task.

* Search the internet for data on a topic of your choice.
  + Some suggestions include: population growth, use of social media by age group, average income and home prices, etc.
* Use the data you have collected to design 3 **different** types of charts or graphs to effectively communicate this data. These charts could be presented as stand alone images, or be embedded into a slide show.
* Complete Part 1 of the journal entry for *Making Charts & Graphs.*
* Post the link to the data and your three charts or graphs to the course site.
* Review the data and charts of at least two of your peers and write a reply to each one answering the question, “Which chart or graph did you think was most effective? Why?”
* Post your data and charts before (instructor set date).
* Post two replies before (instructor set date).
* Complete Part 2 of the journal entry for *Making Charts & Graphs*.

## Using Visual Aids

**Lecture:** When you use visual aids, there are a few tips that you’ll need to keep in mind. First, stick to one main idea per slide, flipchart page or large print. You don’t want to overwhelm your audience with too much information at one time. Next, you should keep your aids legible (make sure the people in the back row can read them), clear and consistent, meaning that there should be no ambiguous visuals that don’t clearly connect to your verbal message, and that you should use a consistent theme (fonts, colours, style) across all of your aids. Your font choice is important because it will dictate whether or not your aids are easy to read - stick to a common font that works well in large formats. You’ll also need to be cautious about colours - decide on what sort of feel you want your visuals to have, and choose colours using the colour wheel as a guide. Choose only a few colours - too many colours will overwhelm and confuse your audience. Remember that some members of your audience could be colourblind, so choose your colours wisely.   
**Notes:**

* One main idea per slide
* Legible, clear, consistent
* Font choice
* Colour

## Lightning Presentations

**Lecture:**

In pairs, design a presentation on a topic of your choice. You may have 20 slides in total, and each slide may run for 20 seconds each. Your talk will run for four minutes. What can you tell us about in that time?  
**Notes:** Divide the class into pairs. Each pair will need access to a computer. Decide which tool you want the students to use (PowerPoint, Google Slides, Prezi etc.) or leave it open for them to decide. The aim of this activity is twofold - first, for students to get experience in creating slide decks and visuals to accompany a presentation, and, second, for them to practice speaking using visual aids and getting their points across in a short time. When these presentations are delivered, teachers will need to be fairly strict about having the slides advance every 20 seconds. Encourage the students to rehearse beforehand so that they know they can deliver inside of the allotted time.

## Review

**Notes:** Recap today’s lecture, touching on key points. *Today, you have learned…*

## Closing Slide

**Add to slide:** Any readings, homework, preparations or reminders that students need before next class.

## Credits

# Communicating with a Live Audience Slide Deck

For this lesson, you may need access to the [Class Activities & Descriptions](https://drive.google.com/open?id=1MSfqnMGCxrvL4DMAKqEY9UwOgR2mb5MYi0qx4ANzJj0). the [Presentation Preparedness Checklist](https://drive.google.com/open?id=16dr3xc8HUAYJtuAVyoZkf2VzAYtBvDpVXWtoR3y5Iq4), the [Speaking Anxiety Handout](https://drive.google.com/open?id=0B3IVvwBUCTdCNktzcFMzQXZwd0E) and the [Summative Assignment](https://drive.google.com/open?id=11mxmLssKKdJClTcg38SApxL_un1sCpDOTRgI9DyCoSM), [Rubric](https://drive.google.com/open?id=1EiSbVLTA6DLpSyLUm0Kz2iwL33cQEq13dKGO3ZtPAcg) and [Scoring Feedback](https://drive.google.com/open?id=16eRM7_2Jfd9RP9YIaYPhISRNsB5NW0a1cSgjuWDBpSc).

## Cover Slide

## Welcome

**Notes:** Add to slide a course name, dates, location, instructor name.

## Intro to Communicating with a Live Audience (Video)

**Notes:** If using, the OER ‘Introduction to Communicating with a Live Audience’ video.

## Preparing to Present

**Notes:**

* Rehearse
* Dress for Success
* Set up your Environment
* Create a Contingency Plan

**Lecture:** There are various things you can do in the lead up to your speech or presentation to make your life easier. First, and most important is to rehearse! The more prepared you are, the more comfortable you will be. Use your rehearsal time as an opportunity to identify any weaknesses, and to improve them. Rehearsing will also help you to get your timing right, and prevent you from needing to refer to notes during your speech. You will also feel more confident during your speech if you are dressed appropriately. Aim to dress one level above your audience, in terms of formality, but wear something you are comfortable in, that won’t be a distraction while you speak. If you can, set up the location of your speech before your audience arrives. You might need to move furniture around to create the tone you are striving for, and you should definitely test any A/V equipment to make sure everything is in working order. Lastly, you should create a contingency plan for anything that could go wrong - for example, have a handout as backup in case there is a problem with your slides, and email yourself a copy of your notes in case your papers get lost.

## Practicing Delivery

**Notes:** The following are three exercises students may use to practice specific aspects of their verbal public speaking skills, with low risk. The exercises could be completed as: a whole class in a large group discussion and presentation format; a series of stations where groups of 5 - 8 students move through the stations completing the tasks as small groups; a *choose one* exercise to complete and have students self group; or any other arrangement that meets your instructional context. It is recommended that these activities be paired with a student entry in their *Presentation and Public Speaking Journal*. The instructions below can be given to the students.

* **Practice Inflection:** Gather some children’s books (aimed at ages 6-10) and read them aloud in class. Practice the use of inflection to indicate the punctuation, the energy, and the characters. Do not be afraid to seem foolish. Remember that this is how most children learn to read and speak.
* **Pronunciation:** Bring in several books or publications of a variety of types and disciplines. Scan through the text and find words that are unusual. Look them up in an online dictionary and see how they are pronounced. This could be turned into a game of “stump the speaker” guessing how each word is pronounced. It can also be used to point out some simple yet often mispronounced words.
* **Projection:** Stand in as large a circle as possible. Each person has a partner across the room. Partners introduce each other and carry a conversation over the noise of others doing the same thing. Do not shout. Keep it going for a few minutes (it will be loud), then quiz the partners about the conversation they had.

## Managing Anxiety

**Lecture:** The more prepared you are, the less anxious you will feel. Some things you can do to reduce your speaking anxiety are smiling, deep breathing, having some water with you to remind you to pause, make eye contact with audience members individually, visualising a successful speech, and, of course, practice!

**Notes:**

* Practice/rehearse in similar conditions as your speech
* Be organized
* Think positively
* Analyze your audience
* Adapt your language to speaking style

[Speaking Anxiety (Handout)](https://drive.google.com/open?id=0B3IVvwBUCTdCNktzcFMzQXZwd0E)

## Handling Q&A

**Lecture:** Questions are easier to handle if you are expecting them, so it is better to keep a short period of time available after your speech to take questions from the audience, unless there is a good reason not to (i.e. you are sitting on a panel, in which case, the presentation itself is Q&A based). Let the audience know how you will handle Q&A at the beginning of your speech so that they know what to expect. If you get any interruptions, you can politely ask the person to hold on to their question until the end. Also let the audience know what the context of your knowledge is, to avoid getting questions taht are outside of your scope of knowledge. Make sure you’re clear about what a person is asking, but never pretend to know an answer if you’re not sure -- this can really harm your credibility if you’re found to have given false or misleading information. Pause for a moment to decide how you want to respond, rather than blurting out the first answer that comes to mind.

## Critiquing a Presentation

https://www.youtube.com/watch?v=v06oz5JYFIg

## Final Presentations

**Notes:** Students deliver their final presentations for the module.

Distribute the [Presentation Summative Assignment](https://drive.google.com/open?id=11mxmLssKKdJClTcg38SApxL_un1sCpDOTRgI9DyCoSM) and [Rubric](https://drive.google.com/open?id=1EiSbVLTA6DLpSyLUm0Kz2iwL33cQEq13dKGO3ZtPAcg). The [Presentation Preparedness Checklist](https://drive.google.com/open?id=16dr3xc8HUAYJtuAVyoZkf2VzAYtBvDpVXWtoR3y5Iq4) is available for them to use as they get ready for this task.

## Review

**Notes:** Recap today’s lecture, touching on key points. *Today, you have learned…*

## Closing Slide

**Add to slide:** Any readings, homework, preparations or reminders that students need before next class.

## Credits