

Presentation Strategies & Tactics

Media Type: Video
Duration: 40 minutes

Goal: To gain an understanding of presentation techniques and applying the techniques to different settings.

Description: The basic skills necessary to better prepare for a presentation are crucial. The presentation explains the different types of speeches, the main concepts and flow of a speech as well as ways to research and organize information for the speech. Also, the presentation covers the information needed to create a speech tailored to the audience, rehearsing techniques, microphone tips and ways to practice the speech and use body language appropriately. The production also provides examples of different settings and presentation strategies to help leave a lasting impression on the audience.

Objectives:

1. To understand the strategies used when making a presentation.
2. To explore tactics used to present in different settings.
3. To utilize different visual aids to heighten the experience of the presentation.



College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards	
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	9-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	

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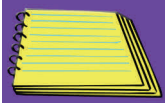
College & Career Readiness Anchor Standards for Language

Language Standards	
Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Vocabulary Acquisition & Use	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Business Management & Administration Career Cluster (BM)

Cluster	Standard
	Explore, develop and apply strategies for ensuring a successful business career.
	Identify, demonstrate and implement solutions in managing effective business customer relationships.
General Management Career Pathway (BM-MGT)	Access, evaluate and disseminate information for business decision making.
	Employ and manage techniques, strategies and systems to enhance business relationships.

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Lesson Plan

Class 1: Begin the class by instructing students to complete the *Good vs. Bad Activity*. Distribute the *Presentation Strategies & Tactics Vocabulary Handout*, the *Multimedia Presentation Tips Student Handout* and the *Presentation Strategies & Tactics Worksheet* for students to use as reference materials during the presentation. View *Presentation Strategies & Tactics (Part 1)*. Ask students to consider adding characteristics to the *Good vs. Bad Activity*.



Video
4 min.

Class 2: Review the content from the previous day. Ask students if there are any other characteristics to add to the previous day's activity. View *Presentation Strategies & Tactics (Part 2)*. Instruct students to complete the *Presentation Development Activity*.



Video
13 min.

Class 3: Continue adding or removing characteristics to the *Good vs. Bad Activity* from the first day. View *Presentation Strategies & Tactics (Part 3)*. Instruct students to choose one of the listed projects and begin.



Video
11 min.

Class 4: View *Presentation Strategies & Tactics (Part 4)*. Distribute the *Presentation Strategies & Tactics Assessment*. Allow students to continue working on the project.



Video
2 min.

Class 5: Allow students to present their projects. View *Presentation Strategies & Tactics (Part 5)*.



Video
10 min.



Lesson Links

Online Technology Learning Center

- <http://www.online.tusc.k12.al.us/tutorials/grdesign/grdesign.htm>

The Institute for Strategic Clarity

- <http://www.instituteforstrategicclarity.org>

Typography, Layout and Graphic Design

- <http://condor.depaul.edu/~dsimpson/pers/typography.html>



Career & Technical Student Organizations

BPA

- Digital Media Production
- Graphic Design Promotion

FBLA

- Business Presentation
- Desktop Publishing



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50384 Katy Barrett, Speech/Language Pathologist, Covenant Medical Center
- iCEV50319 Calvin Davis, J.D., Special Assistant Attorney, Small Business Association
- iCEV50133 Kyle Perry, Director, Leadership

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Lab Activities

Good vs. Bad

Directions:

Divide students into groups of two or three. Each group should use the *Good vs. Bad Activity Sheet* to complete a t-chart comparing the characteristics of good and bad presentations. Each group should list at least five characteristics on each side of the chart. Discuss student answers and list the most common characteristics for the entire class to view.

Presentation Development

Directions:

Allow students to design their ideal presentation by choosing their own topic, audience size, etc. Students will prepare to give a presentation by creating note cards containing the information discussed in the DVD. The note card should include the following information: purpose, type, topic, number of people, age of audience, education level, experience



Projects

Presentation Tips

Directions:

Students will create a three to five minute video or podcast concerning tips for effective presentations. Allow students to create the project from their own point of view and incorporate what they value as the important parts of public speaking.

Children's Speech

Directions:

Assign or allow students to choose a speech topic appropriate for children ages 5 to 8. Students will then research and write the presentation. Students should determine the appropriate, length, language, visual aids and delivery method. After completing the presentation, have students choose a peer to review their work and note ways to improve. Students should then note how they would modify the presentation for up to two other age groups.

Career Opportunities Speech

Directions:

Strong presentation skills are necessary in almost every career field. Students will research their chosen career field and create a project outlining the related opportunities which will require strong presentation skills. Allow students to choose the type of project to complete, such as a website, video diary or slide show presentation.