

## PRESENTATION DESIGN MODEL

*“Good communication, written or oral, begins with an understanding of the audience. If you can get inside their heads, you can find a way to connect.”* Debra Bennetts

### Critical Questions to ask before planning your presentation

- \* Have you ever experienced an ineffective presentation? How can I plan a presentation that will **WOW** the teachers.
- \* My usual question is: Who is your audience?
  - Second: What do they want to hear?
  - Third: What is the goal/purpose of the presentation?
- \* If I want the audience to experience the feeling and types of experiences that helped me answer the LMD essential question, what type of equipment, props, and attention-getting techniques should I consider using?
- \* What presentation skills outlined in **S O F T E N** are going to communicate my enthusiasm, interest in communicating with each of the audience participants, and ensures the participant is connecting to the possible Living miDream impact on students.

**Smile**    **O**pen hands    **F**orward lean    **T**ouch/Tone    **E**ye contact    **N**od

**S- Smile** Convince the audience that you are happy to be sharing information about “Living miDream.”

Take #1: Good morning Ladies and Gentlemen. I am “.....” and I am happy to be able to share some part of my “Living miDream” project with you. As a junior (senior or sophomore) from (..... School) I was asked by my teacher (counselor, etc) if I wanted to participate in a four day learning opportunity with participants from other school districts.

Continue with your 2-3 minute presentation.

Thank the audience for being with us today and learning more about this wonderful learning opportunity

**O- Open** hands/arms People who cross their arm in front of their chest are saying “I am closed to anything you might say.” By opening your arms and hands you are welcoming them to be part of the interaction.

**F- Forward lean** to continue a feeling of “togetherness.” A forward lean indicates that you are comfortable to share your “space” with others. This continues to invite them to be part of the interaction.

**T- Touch/Tonality** Before the presentation, you might want to give a handout or some physical object to participants. A “common touching of a handout” begins to establish a bond, a link that you are in this together.

Tonality is even a more important tool to keep your audience connected. Allowing your voice to communicate excitement and enthusiasm is important to the listener. It’s almost contagious.

For example, you can use this when introducing your team by complimenting their work:

Take #2: Today, Jon, Sam, Hilda and..., all students from ..... High School are pleased to share our Living miDream stories with you. Jon (student) is one of our creative team members. He choose to explore his interests and talents in xxxxxxxx through xxxxxxxx (tools/process used/experienced in this project.

Hilda found that there were ways to present without using “um,....ah.....and like” in our workshop on presentation skills.

Sam discovered that he felt wonderful when he took ownership of the process and product of his project.

Continue with your 2-3 minute presentation. Thank the audience for being with us today and learning more about this wonderful learning opportunity.

**E- Eye Contact** It is critical that the audience feel that you are talking directly to them. One technique to use when talking to a large audience is called the “wiper effect.” You move your gaze across the audience, making sure that you spend 3 seconds on each person. To practice this, ask everyone in your audience to raise their hand. When they feel that you have given them eye contact for three seconds, they may put their hand down. See if you are able to have everyone’s hand down before you finish your presentation.

**N- Nod** is a technique to see if you have your audience in agreement with your message. It can be used by saying something like, “Wouldn’t it be delightful if all of your students wanted to learn how to discover that the information that you are presenting will help them in finding an exciting career?”

You nod your head as you say this, and then note how many of the audience also nods their head. This acknowledgement provides a confirmation that your presentation was heard and appreciated.

- \* Focus your message on questions or concerns teachers might have about Living miDream in their Classrooms? (For example:)
  - How do I get started?
  - How can I incorporate this into my already too demanding curriculum?
  - What 3 things could I begin to do in my class?
  - Where can I turn for support and encouragement?
- \* How will teachers see the impact that Living miDream has had for me?

Other Communication Techniques that are powerful in your presentation toolbox might include:

- Pair-Share Introductions

Students in pairs find out about each and then introduce their partner to the group. Students form two-person pairs, ask each other questions in preparation for introducing their partner. Introduction should include other person's name, school, and something notable about the person such as career interest, extra-curricular involvement, or special talent.

FIRST AND LAST NAME  
SCHOOL ATTENDING AND GRADE

THINK ABOUT STORY, NOT JUST FACTS; Something interesting about an activity or event that the person is involved with. What is the person you are introducing proudest of?

Example: Alex is interested in science, particularly nuclear science. He hopes to someday develop nuclear energy to improve our lives and protect our environment.

OR

Sarah is taking all the graphics classes she can in high school. She wants to be an art director so she can influence the messages we see every day.

OR

Sally really enjoys track. She is on the school track team. Her main event is the relay. She hopes to use her athletic experiences to become an athletic trainer and help athletes be healthy and perform at their highest level.

GO BIG

It's OK to compliment someone.

"She's the most creative person I know."

"He's really interested in helping others."

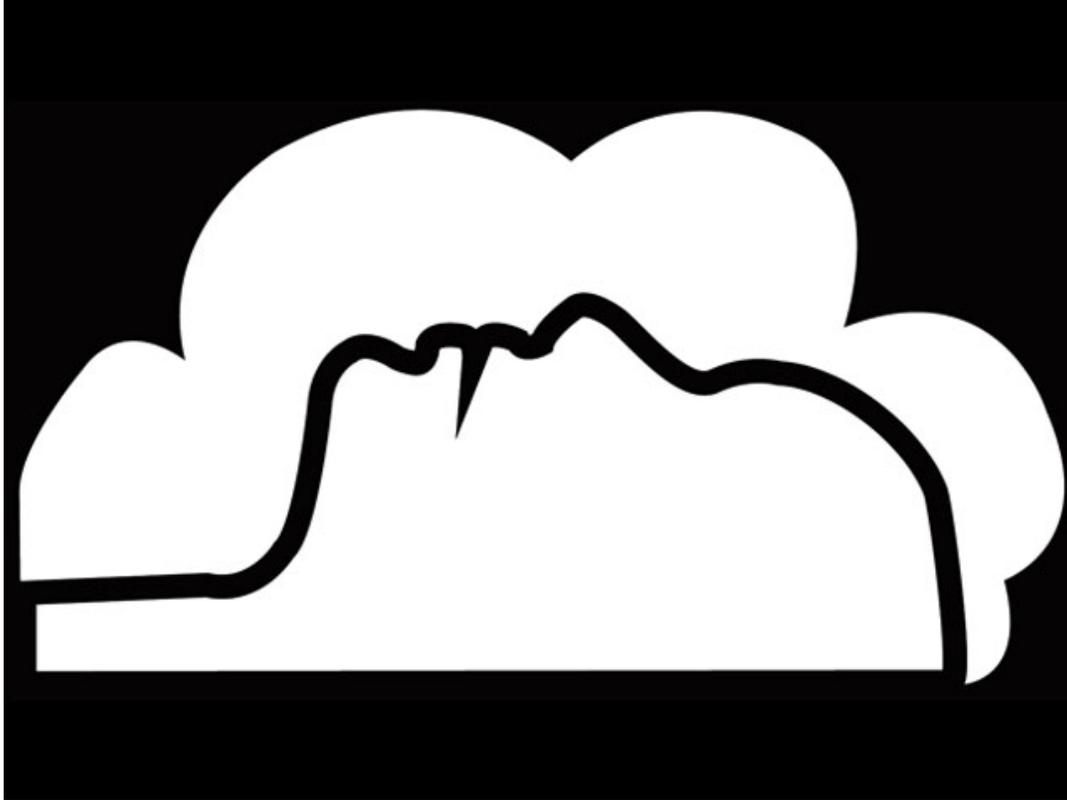
"I've already learned that Mary is super athletic and is excelling at school and on the field."

"I learned that Barry and I are both interested in fishing. He has photos of some really great fish. I'm looking forward to swapping some great fish stories with him at lunch."

Pointers on introductions:

- Smile
- Stand up straight, no leaning on tables and chairs.
- Speak loudly enough so people across the room can hear you. Project your voice. It's not yelling, it's using your diaphragm to give power to your voice.
- No gum in your mouth.
- Identify what three things you want the audience to know about the person.
- Be aware of your body language. No leaning on tables or chairs. Use hand and arm gestures to welcome the audience to your guest.
- Language matters, use formal language, no slang. No "ums, yaknows, and likes."

**REMEMBER THAT YOUR PRESENTATION  
ALSO SAYS A LOT ABOUT WHAT YOU VALUE**



# W I I F M      What's In It For Me

As a participant in the Living miDream process, you will have the opportunity to:

- Use reflective thought as a process for self-assessment and exploring career pathways.
- Fine-tune personal and career decision-making skills.
- Explore your personal vision and mission.
- Develop communication and presentation skills.
- Experiment with improvisation as it relates to interpersonal skills and your personal pathway.
- Apply technology in the creative process through digital storytelling.
- Develop a portfolio of processes and tools for personal and professional development in a world where collaboration, innovation, high-tech and high-touch skills are essential for success.

Life isn't about  
finding yourself.

Life is about creating  
yourself.

George Bernard Shaw

WIIFM in learning how to give powerful presentation is an amazing gift. As you increase your confidence in presenting a meaningful message that others want to hear, you will realize that you have gained professional speaking skills and are able to tell your message with articulation, with purpose, and with meaning. Your SOFTEN skills will be an evaluation of how you use your body, your voice, and your choice of words to tell a compelling message that you believe have helped you and can help other students. By understanding that your message needs to be meaningful to your audience, you have learned to "Begin with the End in Mind"; to create a synergistic environment which communicates that if they have the interest to duplicate your experience, they have the ability to make a difference in their students. At this presentation, you have become the "resident expert." Through your presentation you continue to grow personally and make a difference for others.