



OVERVIEW

BIG IDEA

Great presentations are clear, compelling, and professional

OBJECTIVE

13.8: Communicate orally in a clear, compelling, and professional manner.

AGENDA

1. Self-Reflection
2. Good to Great
3. Clear, Compelling, & Professional
4. Mock Extemporaneous Speeches

HOMEWORK

Watch a TED talk and identify characteristics that make it clear, compelling, & professional.

LESSON 13.8

Oral Presentations

SUMMARY:

In this lesson, students will practice speaking in a clear, professional and compelling way to prepare for the upcoming case study. Students will begin with a self-reflection on their attitudes toward public speaking. Then they will brainstorm what makes a presenter great. Next they will read the definitions of clear, compelling & professional & apply them to public speaking. Finally, students will practice three rounds of mock extemporaneous speeches on a topic of interest with a partner. This low-pressure, multiple-practice repetitions opportunity will give them immediate and useful feedback to help them improve.

STANDARDS:

IL Learning Standard 24.A.5: Demonstrate procedures for communicating in positive ways.



MODULE 13: GLOBAL HEALTH

LESSON 13.8

Oral Presentation Skills

Obj. 13.8: Communicate orally in a clear, compelling, and professional manner.



Self-Reflection

1. Do you generally like or dislike public speaking? Why do you think you feel this way?
2. What do you think you do **well** when you speak publicly? Explain.
3. What is one thing you know you could **improve** when you speak publicly. Explain.



Good to Great.

What makes a presentation not just good, but great? Discuss this question with a partner and together list as many factors as you can in the box below.



Clear, Compelling, & Professional

The definitions of clear, compelling & professional are listed below. But when we refer to these words as descriptors for a presentation or speech, what are the things we are looking for. Work with a small group to fill in the table on the following page with your ideas.

- Clear:** easy to perceive, understand, or interpret
- Compelling:** evoking interest, attention, or admiration in a powerfully irresistible way
- Professional:** having or showing the skill appropriate to a professional person; competent or skillful

DO NOW:

Many students are fearful of public speaking or have had past issues with anxiety when getting up in front of peers to present. This initial reflection is meant to put these feelings out in the open. Encourage students to think about this lesson and the opportunities to practice the skill of speaking as no-pressure exercises designed to get them better and better. It's okay to be nervous, but shifting your mindset to seeing public speaking as something that you enjoy working at and getting better and better at can be very powerful.

DISCUSS:

Consider having students write ideas on a whiteboard or poster papers to hang throughout the room

NEW INFO:

Ask students: What qualities (in addition to these three) do you think are essential or should have been included in this discussion?



Describe what a presentation or speech sounds and looks like if it is...

...Clear	
...Compelling	
...Professional	



Mock Extemporaneous Speeches

1. Think of a topic you enjoy... Something you are passionate about, have fun doing or talking about, and/or know a great deal about. Write it down on the front of a notecard.
2. Now think of THREE big ideas or concepts about that topic that you would want to explain or discuss with someone who does not know much about your topic, but is interested and wants to learn more. Write these down on the back of the notecard.
3. Take one moment to mentally gather your thoughts about this topic. You will be making a one minute extemporaneous "speech" about it (to an audience of one, so no pressure!) And extemporaneous speech is one that is not prepared or rehearsed ahead of time, but remember that you have your big ideas already organized on your notecard!
4. You will be randomly paired with three partners. In the first round you will present to partner #1 for one minute, then partner #1 will present to you for one minute. Then you will repeat this with partners #2 and #3.
5. After each round you will have one minute to write a brief piece of positive and constructive feedback. (Each person should carry around a piece of looseleaf paper for this purpose). Try to make your feedback as specific and useful as possible. For example, saying "Try to make more eye contact" is not as helpful as saying, "You looked up at the end, but make sure you try to add a bit more eye contact in the beginning and middle."

NEW INFO:

Encourage students to be as specific as possible. Ex: Rather than just saying "Confidence" have them describe what confidence looks like, For example: "Deep breaths before starting a sentence, smiles, appears to be enjoying the process, not rushed, etc."

INFO: Project onlinestopwatch.com so that all students are starting and ending each round on time. Be stringent about time!

Warn students ahead of time that the room will get LOUD and that that is okay. You don't want them to have to whisper, as that will make the quality and experience of their speaking different. Just encourage students to use a slightly lower volume than usual and spread them out as much as possible. If the class size is so loud that this would be difficult, have half of the student pairs go at one time. During this time, the other pairs must not speak and silently write feedback to their peers from the previous round.



Critique a TED Talk

1. Visit TED.com or TEDMED.com.
2. Find a talk about a topic that interests you. It could be related to something you already love or a topic that just sounds new and fascinating. The talks range from just a 3 minutes (the snack-sized talks) to 14-18 minutes for the normal length ones. You may choose one of any length.
3. Watch the TED talk, taking notes in the graphic organizer below.

What specific factors made the presentation...	
...Clear	
...Compelling?	
...Professional?	
Positive Feedback:	Constructive Feedback:

HOMEWORK:

The purpose of this homework assignment is to give students a chance to observe and note habits of excellent speakers talking about a topic they are passionate about. Explain to students that the honor of being a TED speaker is huge and that if chosen, speakers have to undergo intense preparations with a coach in which they write multiple drafts of their speech, practice up to 20+ times, recording themselves and getting feedback from the coach. All this takes several months which leads to the final polished, amazing talk that they deliver live and then goes online. (Explain all this to students so that they can see how even incredible speakers have to practice, listen to others' feedback, watch and critique themselves, and practice, practice, practice even more! :)