

Public Presentations

ESTIMATED TIME

This lesson will require 3 class periods and outside work to introduce how to give public presentations, develop the presentation, and present the presentation.

PREREQUISITES

- Students will need a basic knowledge of computers to construct a multimedia presentation.
- Students will also need access to computers with presentation software available.

RESOURCES AVAILABLE

- **Public Speaking: The Basics** presentation
- **Public Speaking Presentation Rubric**
- **Peer Feedback Form**

ACROSS THE CURRICULUM

This lesson is appropriate for use across a variety of subject areas. It includes oral and written communication development for language arts, research skills and methods for social studies and science, and use of technology.

LESSON PLANNING

LESSON GOAL

Demonstrate good public speaking skills through a self-designed multimedia presentation.

Essential Question

How can I use effective communication to publicly present my experiences?

Student Expectations

1. Prepare a presentation according to the guidelines.
2. Give and use feedback from small group informal presentations.
3. Construct a multimedia presentation with information gathered.
4. Deliver the presentation to the class.
5. Complete a reflection about the lesson.

LESSON OBJECTIVES

1. Reflect on their experiential learning curriculum.
2. Prepare an effective multimedia presentation.
3. Use critical thinking to make constructive feedback.
4. Create an effective presentation.

RATIONALE

It has been widely known for some time that public speaking is the #1 fear of most Americans, even over death. Therefore, start preparing students for the expectation of speaking in front of their peers. This should include reflecting on prior public speaking experiences, reviewing the topics from the research list, and discussing what makes a good presentation. It might be advisable to watch videos of famous speeches (i.e. Dr. Martin Luther King, Jr. “I have a dream” speech or President John F. Kennedy’s Inaugural Address, “Ask not what your country can do for you...”).

Young high school students are often either too intimidated or not sufficiently intimidated by public speaking. Typically, your students will break into one of these two groups. So with a group of diverse learners, be prepared to offer various points of entry and provide sufficient support for all students.



Public Presentations Rubric



Peer Feedback Form



Public Speaking: The Basics

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out *Public Presentations Rubric* to introduce the lesson and explain how students will be evaluated. Explain that students are to develop a 5-6 minute multimedia presentation of their work over the past year in the experiential learning curriculum. Make a list of the types of information students could include in their presentations. These may include the following.
 - a. Apprehensions about experiential learning
 - b. Initial impressions of experiential learning
 - c. Overview of the different lessons and activities completed
 - d. What I learned from experiential learning
 - e. How experiential learning compares to other types of learning
 - f. What I want to do next year

ASSESSMENT

Brainstorming Brainstorm ideas for information to include in the presentation.

2. **INDIVIDUAL** Allow time for students to plan their presentations. Have them create an outline that shows what information and in what order they will present. Then have students prepare an informal presentation that conveys their plan. The focus of the informal presentation is to summarize their experience and effectively convey that information to peers.



ASSIGNMENT 1

ASSESSMENT

Presentation Outline Create a presentation outline of a review of the experiential curriculum experience.

3. **SMALL GROUP** Have students present their informal presentation to a small group of peers. Have the peers fill out the *Peer Feedback Form* after the informal presentation. After reviewing the forms, have students use the *Sakai* Assignments Tool to submit the presentation outlines and *Peer Feedback forms* for evaluation.

ASSESSMENT

Peer Feedback Complete a *Peer Feedback Form* for each informal presentation.

4. **WHOLE GROUP** Present *Public Speaking: The Basics*. After viewing the presentation and addressing any questions, have students begin to construct their own multimedia presentations using their outlines as a guide.

ASSESSMENT

Public Speaking Presentation Engage in a presentation to learn about the basics of public speaking.

5. **WHOLE GROUP** Have students give their presentations. Assess all



ASSIGNMENT 2



Student Pages

students using the *Public Speaking Presentation Rubric*. Have peers evaluate the presentations as well using the same rubric or the *Peer Evaluation Forms*. At the end of the presentations, have students use the *Sakai Assignments Tool* to submit their presentations for evaluation.

ASSESSMENT

Presentation Present a multimedia presentation that incorporates parameters of good public speaking skills.

REFLECTION

Have students reflect in writing on their experience during the lesson using the following questions. Have them use the *Sakai Assignments Tool* to submit their reflections for evaluation.



- During what part did you have the greatest success?
- During which part did you have the most challenges?
- Public speaking is a fear of many Americans. Would you say that this is a fear of yours?
- What new skill have you learned from this lesson that you think will help you during your next presentation?

ASSESSMENT

Reflection Write a reflection about the public speaking presentation.

ASSESSMENT

Use the *Public Presentations Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Mailtool
- Chat Room
- Roster
- Drop box

Ohio Academic Content Standards

Grade 9 English Language Arts

Communication: Oral and Visual

8. Deliver informational presentations (e.g., expository, research) that:
- demonstrate an understanding of the topic and present events or ideas in a logical sequence;
 - support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
 - include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
 - use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and
 - draw from multiple sources, including both primary and secondary sources, and identify sources used.

Grade 9 Technology

Use of Communications

2. Identify and use the appropriate communication tool to collaborate with others (e.g., presentation, Web site, digital video).

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs may present in front of teacher alone (without peers) and work one-on-one with a teacher or tutor to research and construct the presentation.

GIFTED AND TALENTED

Students can present in other courses and give their teacher the presentation rubric. Students can work with IEP students on their research and multimedia presentation.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- Use this site to find background information and tips regarding speechmaking. Advanced Public Speaking Institute <http://www.public-speaking.org/>
- Use this site for information about conquering fear of speaking. <http://www.stresscure.com/jobstress/speak.html>
- Use this site for hints and tips for nervous speakers. Toastmasters <http://www.toastmasters.org/>

BOOK SOURCES

- Beebe, Steven A., and Susan J. Beebe. *Public Speaking: An Audience-Centered Approach (6th Edition) (MySpeechLab Series)*. Allan & Bacon, 2005.
- Esposito, Janet E. *In The SpotLight, Overcome Your Fear of Public Speaking and Performing*. In the Spotlight, 2005.