

Powerful Presentations: 6 Steps to Success

Teacher's Notes

Step 5

Dear Teacher,

The intention of these Teacher's Notes is simply to provide you with ideas we have found to work in the classroom when we use the book. For each page of Step 5, you will find:

1. **Warm-up Question** – a simple question that gets the students thinking and, perhaps, talking.
2. **Pre-Teaching** – concepts students might need to understand before engaging the material
3. **Questions to Anticipate** – Questions from students we have encountered
4. **Talking Points** – This section is meant to provide useful language you can use if you find it useful and appropriate. It is phrased as “teacher talk”. If you don't find the style of the language useful, you might find the content useful.
5. **Communicative Activity** – This activity allows students to interact with one another using the concept(s) explored in that section.

Thank you,

Carl, Jenelle and Josiah

POWERFUL PRESENTATIONS

6 STEPS TO SUCCESS



CARL DUSTHIMER

JENELLE WAGONER

JOSIAH WAGONER

Today we are going to begin Step 5.

You have your presentation content and your visual aids. Now it's time to get ready to:

**Perform Your Presentation
with POWER!**

Warm Up Activity (Optional)

WARM UP

Teacher: You should choose a TED Talk or other video that is appropriate for your students and their level.

Purpose: The purpose of this activity is to show students how body language impacts perceived confidence and communication. By the end of this activity, students should be able to describe the differences between good and bad body language.

Description: This is a Think-Pair-Share (TPS) activity. Introduce PEGS: Posture, Eye Contact, Gestures, Smile. Explain that these four elements are important for good body language. Clarify that the best presenters stand up straight (posture), make eye contact, move their hands naturally (gesture), and smile occasionally while speaking. Tell students that they will watch a TED Talk on mute and focus only on the speaker's body language. While watching, students should think about their answers to the following questions:

Warm-up activity con't

1. What do you like and dislike about the speaker's body language?
2. Does the speaker appear confident or nervous? Why?
3. Does the speaker appear friendly or not? Why?
4. Based on the speaker's body language, what do you think the topic of his/her presentation is? Why?

After watching, pair students and ask them to share their answers with a partner. Finally, ask pairs to share their ideas with the whole class.

For Lower Level Students: Pre-teach a few more vocabulary words to help students describe body language: listing, pointing, motions, charisma, and pacing.

NOTE: Direct students to page 104 when introducing PEGS.

STEP 5

Perform with Power



You're not just going to present your presentation. You're going to perform it! Presenting can be boring, but a performance is always exciting.

When you perform, both you and your audience have more fun. In addition, performances tend to be powerful and memorable. Just think: Which do you remember more easily: a movie you watched in high school or a lecture from one of your high school teachers? Most likely, you remember the movie more easily.

In this step, you will learn how to perform your presentation powerfully, memorably, and confidently!

In this step, you will learn about:

Body
Language

Vocal
Variety

Audience
Management



Warm Up Question

What is the best performance you've ever seen? Why?

Pre-Teaching

Students need to be familiar with the following terms and concepts:

- high school lecture

Questions to Anticipate

- What is the difference between performing and presenting?
- What makes a performance fun?

Talking Points

Look at the guy in the image. Actually, he looks pretty average, doesn't he?

But if you look at his eyes, his posture (the way he is standing) and the way he's dressed, he does look powerful. He looks confident.

In Step 5 we are going to learn how we can use our bodies, our voice and the way we move to make our presentations more powerful. As you work on these elements, you will begin to feel more confident about what you are saying.

One important thing to remember is that if you "appear" confident, the audience will think you are confident. There is a common phrase "Dress for Success". If you LOOK successful to other people, it will help you BE successful.

Guiding Questions

How do I
best use the
stage?

How can I
use my voice
effectively?

When and
how should
I gesture?

Key Terms

Body Language "Body Language" is how you communicate with the audience using your body.
Great body language can make a presenter seem enthusiastic

Rhetorical Questions "Rhetorical questions" ask the audience to think.
You can ask rhetorical questions when you want your audience to think about something.

Stage Use "Stage use" means where you stand and when you move during your presentation.
Experienced presenters know that effective stage use can make their presentation more interesting.

PEGS Posture, Eye Contact, Gestures, Smile.
The key to confidence is using PEGS when you interact with the audience.

Vocal Variety "Vocal variety" includes the volume, pacing, and intonation of your voice.
A presenter who knows when to pause and when to speak quickly has good vocal variety.

Step 5: Perform With Power

Warm Up Question

Each key term is a skill for performance. Which skill will be easiest for you, and which skill will be most difficult? Why?

Pre-Teaching

Students need to be familiar with the following terms and concepts:

- stage
- posture

Questions to Anticipate

- What is the difference between good and bad body language?
- Why should you vary your voice?

Talking Points

OK. As we learn about performing your presentation with power, we're going to be using the Key Terms. So let's have a look at them now.

Everyone take 60 (or 120) seconds and read the terms and their definitions.

OK. Now close your books! And answer my questions.

1. What includes volume, pacing and intonation?
2. What kind of question makes the audience think?
3. What means where you stand and move when you are presenting?
4. How do you communicate besides using your voice and words?
5. What does the "E" in PEGS mean?
6. What does the "S" in PEGS mean?

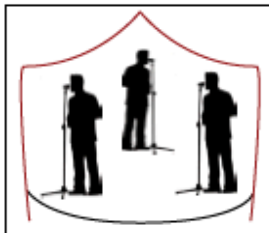
Section 1 Body Language



Benefits of Body Language

Body language plays an important role in your presentation. First, strong body language helps you to show confidence. Strong body language also helps to keep your audience engaged. It's boring to watch a presenter who never moves. Finally, strong body language can help your audience to better understand the words you're saying. This adds meaning and emphasis to your presentation. You will learn about two areas of body language:

Stage Use



Gestures



Warm Up Question

Who are three confident people you know? What is their body language like?

Pre-Teaching

Students need to be familiar with the following terms and concepts:

- adds meaning
- emphasis

Questions to Anticipate

- Why does strong body language show confidence?
- How do you use a microphone and show strong body language at the same time?

Talking Points

In the past, it was common for presenters to stand behind a podium and talk to the audience. These days, that doesn't work anymore. The audience wants to feel that the presenter is talking to them, like you're having a conversation with them.

In Step 4 we learned that we should choose images that help the audience more clearly understand our words. In a similar way, we should use our bodies on the stage to help the audience better understand our message and our points.

A lot of research has been done about body language. In general:

- 55% of what a person "says" is understood through body language
- 38% is understood through tone of voice
- ONLY 7% is through the meaning of words.

That why we call it body "LANGUAGE"!

Stage Use

No matter the size of your stage, use it! Just make sure you use it deliberately. Why? Stage movement can be your friend or enemy.

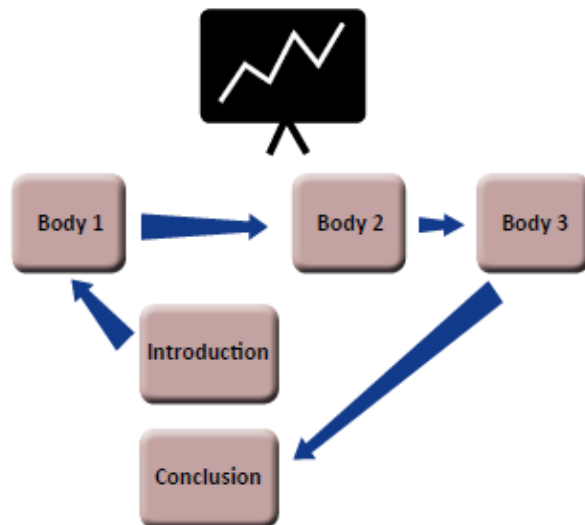
When you move deliberately, you will...

Feel calmer
Engage your audience
Show confidence
Visually organize your speech

When you move without purpose, you will...

Block your visuals
Distract your audience
Look nervous
Seem disorganized and unprepared

How do you move deliberately? Move when you change ideas. Usually, people change ideas when they transition to the next section of their presentation. You have five sections in your presentation: the introduction, body 1, body 2, body 3, and the conclusion. This means you should move four times.



Warm Up Question

Have you ever had a class that was so boring you wanted to fall asleep? What class was it, and why was it so boring?

Pre-Teaching

Students need to be familiar with the following terms and concepts:

- deliberate
- fidget

Questions to Anticipate

- Why does movement help us pay attention?
- Is it okay to move more than four times during my presentation?
- Can I move when I'm not changing ideas? If so, when can I move?

Talking Points

What happens when you look at something that is completely still, not moving at all? You might start to think of something else (or daydream) or you might even doze off (fall asleep). It's similar when you watch a presenter.

PRESENTERS NEED TO MOVE ON STAGE

How do you feel when someone repeatedly taps a pen on the desk? Or when you see someone moving part of their body over and over again for no reason? You might feel annoyed, right? It is similar when a presenter walks back and forth across the stage without a purpose.

PRESENTERS SHOULD MOVE WITH PURPOSE

Each member of the audience wants you to have a conversation with them. So you need to move on stage so you can create the perception of speaking to each person individually.

There are, of course, other ways to move deliberately on the stage. For example, you can move forward, backward, and side-to-side as well. These movements require more practice, but they are also powerful.

More Tips for Deliberate Movement

Forward	When you move forward, you show passion. Move forward when you want to inspire your audience or challenge them to do something.
Backward	When you move backward, you show seriousness. Move backward when you want to calm your audience's emotions.
Left to Right	When you move left to right, you can revisit a previous idea in your presentation. Move left to right when you want to repeat an idea, place, or person you already talked about.
Right to Left	When you move right to left, it's easy to show time passing. Remember, your audience sees the opposite movement: left to right. Move right to left when you want to show time passing or introduce a new idea.

Activity 5.01 Mapping Your Movement

Think about your presentation. In the space below, draw where your visuals will be. Then draw a map of where you will stand for each section of your presentation: the introduction, body 1, body 2, body 3, and conclusion.



Warm Up Question

When in your presentation might you want to help your audience feel inspired?

Pre-Teaching

Students need to be familiar with the following terms and concepts:

- movement

Questions to Anticipate

- Should our movement map be the same as the example on page 97?
- What are some ways to make our movement map different?

Talking Points

We know that movement is important to make a connection with the audience. Your movement also helps you show emotion.

If you are having a conversation with someone and they take a step towards you, how do you feel? If they take a step backwards, how do you feel?

Let's look at the blue box on (page 98) and think some more about moving with a purpose.

It's also a really good idea to make a map of your movement. Look at Activity 5.01. Where do you want to stand for each of your points? When is it a good time to move forward? Backward? To the left or to the right?

Gestures

"Gesture" means to "move your hands." Gesturing is a good way to engage your audience. Gestures are different from fidgeting because gestures have purpose. Gestures should match and reinforce what you're saying. When you fidget, you move without purpose. This makes you look nervous and unprepared. However, you don't need to gesture all the time. When you're not emphasizing anything, let your arms hang at your sides. This is a confident, neutral position. Below is a list of some common hand gestures. As you use these gestures, remember that you want them to make sense to your audience.

Common Gestures

Listing

Count "1, 2, 3," on your fingers; pinch fingers to show "first, second, third."

I/My/Me

Put an open palm on your chest; fold elbow and point hand toward chest near shoulders

You/Your

Move your hand towards the audience and drag it from left to right.

Asking the Audience to Do or Consider Something

Open your arm and spread them wide, keeping your palms up.

Comparing Two Things

Hold your right hand out to the side with the palm up. Then do the same on the left.

Pointing

To refer to something you mentioned before, point to the place on the stage where you said it. It will help the audience remember.

Gestures to Avoid



Crossed Arms



Hands in Pockets



Hands on Hips

Warm Up Question

Some people gesture a lot when they speak, but other people keep their hands to themselves. What is your habit? Why do you think this is?

Pre-Teaching

Students need to be familiar with the following terms and concepts:

- neutral

Questions to Anticipate

- Why does keeping your arms at your sides look confident?
- Do I need a gesture for everything I say?

Talking Points

There's a saying that "the eyes are the windows to your soul." In a way, gestures are the windows to your emotions or "state of mind" when you make a presentation.

When you are talking to someone you usually don't consciously think about their gestures, but you can "read" their intentions and emotions.

Your audience will do the same with your gestures. So make sure you avoid negative gestures like the ones at the bottom of page 98.

As you prepare your presentation, take some time to observe others while they are talking. What gestures do you notice? What can you tell about their mood, emotions or the meaning of their words?

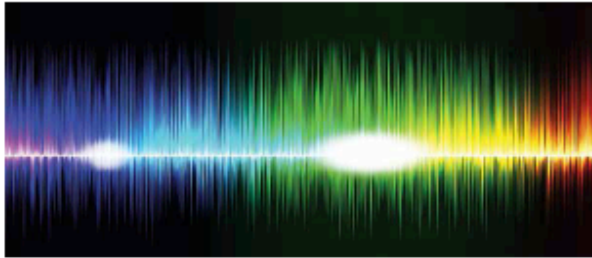
Section 1 Activity (Optional)

Purpose: In this activity, students will help each other generate ideas to add body language to their presentations. Students will also be able to practice their introductions in front of an audience.

Description: This is a charades (acting silently) activity. Pair students into **A** and **B** partners. Ask partner **A** to read his or her introduction aloud to partner **B**. Then, partner **B** reads his or her introduction aloud to partner **A**. After reading introductions to each other, students have 10 minutes to work separately. Partner **A** prepares body language for partner **B's** introduction while partner **B** prepares body language for partner **A's** introduction. Finally, partner **A** reads his or her introduction aloud to the class while partner **B** acts out appropriate body language for partner **A's** introduction. Then partners switch roles; partner **B** reads his or her introduction aloud to the class while partner **A** acts out appropriate body language for partner **B's** introduction. Continue until every pair has shared with the class.

For Lower Level Students: The student who is performing body language may have their partner's script in front of them.

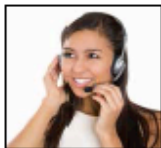
Section 2 Vocal Variety



Using Your Voice

Your voice plays an important role in showing confidence. Think of a confident person. What does this person sound like when speaking? Now think of a nervous person. What does this person sound like when speaking? To show confidence, you must speak carefully, emotionally and loud enough for the entire audience to hear you.

Speak Carefully



Speak Emotionally



Speak Loudly



Warm Up Question

Who has a voice that you like to listen to? What do you like about this person's voice?

Pre-Teaching

Students need to be familiar with the following terms and concepts:

- monotone
- intonation

Questions to Anticipate

- What does speak carefully mean?
- Is it possible to speak too loudly? How loud is too loud?

Talking Points

Using your voice gives you another opportunity to help the audience understand you better.

If you speak in a monotone (no change in your voice) what does that tell the audience?

Let's brainstorm a little:

- What does speaking in a whisper indicate?
- What does speaking loudly say to the audience?
- What does speaking with emotion mean?

Keep these ideas in mind as you practice your presentation.

Volume

Speaking audibly means speaking at a comfortable volume. You shouldn't yell during your presentation, but everyone needs to hear you. Be ready to speak more loudly than normal. Practice speaking more loudly by talking to a friend in a large room. Ask your friend to stand at the back of the room. When your friend can hear you, you've found the correct volume.

Activity 5.02 Normal Voice VS Presentation Voice

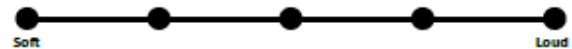
In your normal speaking voice, say, "Hello, my name is _____ and I am preparing a presentation about _____."

How soft or loud is your normal speaking voice? Circle your voice's volume on the scale below.



Now with a partner, stand at opposite ends of a room. In a voice that your partner can hear, say, "Hello, my name is _____ and I am preparing a presentation about _____."

How loud was your presentation voice? Ask your partner, and circle the volume on the scale below.



Speed

Speaking carefully means not speaking too fast. Speaking too fast can cause two problems. First, when you speak too fast, you seem nervous and your audience doesn't have time to think. Instead of talking fast, pause briefly between ideas. This will give your audience time to understand your message. Finally, avoid saying, "and," between each sentence. Instead, pause for a moment and then continue. This will make you sound more relaxed and prepared.

Plan Your Vocal Variety

Many presenters use these symbols when they prepare. See if they work for you.

➔	Speak Quickly	If you want your audience to feel excited and inspired, speak quickly. If you want your audience to know you're angry about something, speak quickly.
...	Speak Slowly	If you want your audience to feel serious or calm, speak slowly. If you want to emphasize something, speak slowly.
/	Pause	Pause occasionally if you want to build your audience's anticipation or emphasize something.

Step 5: Perform With Power

Warm Up Question

Some people find it difficult to speak loudly. What could a quiet person do to increase their volume more effectively?

Pre-Teaching

Students need to be familiar with the following terms and concepts:

- pace
- presentation voice

Questions to Anticipate

- Why does speaking quickly communicate nervousness?
- Where do I draw the vocal variety symbols in my script?

Talking Points

It's important that you find the right speaking volume when you are speaking. It's not really difficult, but you need to practice to make sure the people in the back of the room can hear you.

You want the audience to feel that you are having a conversation with each of them, but it's different than talking with your friend who's standing right in front of you.

Another element of "Vocal Variety" is your speaking speed (or pace). You have to speak slowly enough so that the audience understands your words.

What does it usually mean when someone is speaking very quickly? Right. It probably means they are nervous.

Let's look at the box at the bottom of p. 101 and see how we can plan our vocal variety.

Emotion

Speaking emotionally means changing your intonation and adding expression. When telling a happy story, sound enthusiastic. When telling a serious story, use a soft voice and speak slowly. When telling an angry story, increase your volume and speed. The more emotion you show with your voice, the more powerful your presentation will be.

Activity 5.03 How Different Emotions Sound

Some of the emotions below have descriptions of how they should sound. Fill in the blank, describing how the other emotion should sound.

1. <u>E</u>	A.
Normal volume; low tone; speaking a little slow; pausing occasionally	Passion
2. ____	B.
Loud; normal tone; emphasizing words often; sometimes speaking fast and sometimes speaking slow	Anger
3. ____	C.
Somewhat soft; low tone; gentle sound; speaking a little slowly	Excitement
4. ____	D.
Loud; almost shouting; low tone; harsh sound; speaking a little fast	Sadness
5. ____	E.
Loud; high tone; speaking a little fast	Seriousness



Warm Up Question

What emotions will you need to show during your presentation and when?

Pre-Teaching

Students need to be familiar with the following terms and concepts:

- tone
- harsh

Questions to Anticipate

- What does speak carefully mean?
- Is it possible to speak too loudly? How loud is too loud?

Talking Points

Think about the three purposes of giving presentations: to inform, to persuade and to inspire. Which one do you think has the most emotion? It's probably persuade or inspire, right? Why? It's because you are trying to make the audience change their thinking or their behavior.

Do you think people make decisions to change their thinking or behavior based on logic? or emotion? The research shows that usually people decide based on emotion. So you need to be able to show your emotions in a way that will support your ideas. And remember that even in informative presentations, you want to show how people will benefit from the information you are giving them.

Let's look at Activity 5.03 and see what different emotions sound like. Then you can use emotion better in your presentation.

Section 2 Activity (Optional)

Intonation Charades

Purpose: To help students practice saying phrases using different emotions in a fun way

Description: In this activity students will work in pairs.

Student A writes 10 emotions on ten small slips of paper.

Student B writes 10 short phrases on ten small slips of paper.

Procedure: Students take turns drawing one emotion and one phrase from the pile; the target student says the phrase showing the emotion; the listening students have to guess the emotion (and can require each other to repeat the emotion until it sounds genuine).

Low Level Student Support: The Instructor provides the emotions and phrases

Possible Emotions: Serious, Passionate, Angry, Happy, Excited, Sad, Bored, Enthusiastic, Crazy, Romantic

Possible Phrases: Thank you.

Goodbye.

I hate you.

Do I have to?

Can you believe it?

I never do that.

Help me!

Guess what!

I'm hungry.

This hamburger is amazing.

Oh no! I forgot to do my homework!

What time is it?

I never watch TV.

I love presentations.

I had so much fun.

Section 3

Audience Management



Lead the Audience

When you give a presentation, you are the center of attention. You might find this situation scary, but don't worry. Your ideas are valuable, and you've worked hard to prepare. Your hard work is about to pay off.

To be the center of attention, you need to control the room. This means you need to lead your audience. You can do this by:

Showing confidence



Asking for audience participation



Step 5: Perform With Power

Warm Up Question

Do you like to participate during classes or lectures? Why or why not?

Pre-Teaching

Students need to be familiar with the following terms and concepts:

- control the room
- center of attention

Questions to Anticipate

- What does audience management mean exactly?
- What if I don't want to be the center of attention?

Talking Points

A presentation is an OPPORTUNITY to talk with an audience and share your ideas. And your ideas are worth hearing about, right? So it makes sense that you should try hard to get the audience to pay close attention.

Mark Twain once said, "There are two types of speakers. Those who get nervous and those who are liars."

Basically, he is saying that we are all nervous when we present. But there are ways to feel more confident and, equally important, there are ways that we can "appear" or "look" confident.

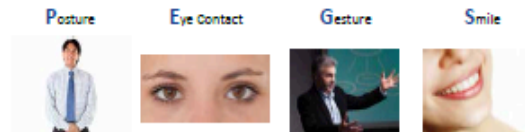
We should also remember that it should not be "you VS the audience". It should be "you AND the audience." How can you make this happen? One way is to get the audience to JOIN you and work with you!

Let's see how we can do that.

Showing Confidence

If you're like most people, you'll feel nervous when you present. That's why we recommend "showing" confidence instead of "being" confident. It's normal to be nervous. Even the best speakers feel nervous before presenting! These speakers have simply learned to control their nervousness. Soon, you'll know how to control nervousness. Showing confidence is mostly about body language. It's easy to remember good body language using:

PEGS



Activity 5.04 Recognizing Confidence

Think of a confident person. How do you know this person is confident? Choose ways to show confidence from the box below or write your own answer!



Example Confident Person: Barack Obama is confident because he...

1. Makes eye contact
2. Gestures when he speaks
3. Smiles

My Confident Person: _____ is confident because he/she...

1.

2.

3.



Warm Up Question

On a scale from 1-10, how nervous do you feel before speaking in public? Why?

Pre-Teaching

Students need to be familiar with the following terms and concepts:

- showing confidence
- control nervousness

Questions to Anticipate

- Do I have to choose a confident person that I know, or can I choose a celebrity?
- Should I smile if I'm talking about something sad or serious?

Talking Points

Confidence is key! How can you be confident on stage? We suggest you practice PEGS. To see how important PEGS is, answer these questions about the opposite of PEGS. What is a presenter "telling" the audience when:

1. they are slightly slumped over?
2. they look at the floor or up at the ceiling?
3. they never move their arms or hands?
4. they never smile?

Simply put, the presenter doesn't look confident.

When you stand up straight, look at your audience, move naturally and smile, your audience will feel engaged and will be more likely to listen attentively.

PEGS is the KEY to Confidence!

Audience Participation

Audience participation is a great way to energize your audience. It also shows that you are interested in your audience. The most common form of audience participation is asking questions. When you ask a question, the audience can respond by thinking, raising their hands, or speaking.



Invitation to Think

Rhetorical questions are questions that ask the audience to think. These questions are a great way to involve your audience without slowing down your presentation. Before asking your rhetorical question, let the audience know that they should think of an answer.



EXAMPLE

Think for a moment. Are you really so busy that you can't set aside 20 minutes each day to exercise?

Invitation to Raise Hands

Sometimes, it's helpful to allow your audience to participate even more. A great way to do this is to ask your audience to raise their hands. Raise your own hand while you ask your question to show the audience what you want them to do.



EXAMPLE

(The presenter raises his hand.) Have you ever felt so overwhelmed by work that you were sure you would fail? Go ahead and raise your hand if you've ever felt this way.

Invitation to Speak

Make it clear that you want spoken answers. If you don't, your audience will remain silent. First, invite your audience to speak. Next, ask your question a second time. Finally, pause. This gives your audience time to think of and call out answers.



EXAMPLE

We all dislike our jobs sometimes. What are some things you don't like about your job? Go ahead and call out your answers. What are some things you don't like at work?

Warm Up Question

What are some things that a presenter can do to make his or her audience happy?

Pre-Teaching

Students need to be familiar with the following terms and concepts:

- give-and-take
- call out

Questions to Anticipate

- What do I do if I ask a question that my audience doesn't know the answer to?
- What if my audience gives me an answer that I don't expect?

Talking Points

Why is audience participation a good idea?

We've mentioned before that you want to have a "conversation" with your audience. Think about conversations that you have with your friends, family or classmates. Is it a "one-way" exchange, where only one person interacts (talks)? No, right? As presenters we should think of our presentation in a similar way. We should give our audience an opportunity to participate.

Let's look at pa. 105 and see some ways we can do that.

Activity 5.05 Asking for Audience Participation

Put each of the expressions below in the correct category:

Consider this for a moment.

Just think.

Please share your ideas.

If your answer is "Yes," then please raise your hand.

Don't be afraid to say your answer.

Pause and imagine this.

Show everyone your answer by raising your hand.

Feel free to tell us what you think.

Don't be shy, let us see your hand.

Invitation to Think	Invitation to Raise Hands	Invitation to Speak
1.	1.	1.
2.	2.	2.
3.	3.	3.

Managing Audience Responses

When you ask for audience participation, you might get a perfect answer. Other times, your audience might not say what you expect. Your audience might even disagree with you. That's why you must be prepared to respond to any answer. You never want to tell an audience member, "You're wrong."

There are two steps to responding to your audience. First, acknowledge your audience's ideas. Show appreciation for their willingness to participate. Second, transition to your own idea.

EXAMPLE

Expected Answer: Being Interrupted

Presenter: We all dislike our jobs sometimes. What are some things you don't like about your job? Go ahead and call out your answers. What are some things you don't like at work?

Audience: My boss! Getting up early! Being told what to do!

Presenter: Exactly! These things bother a lot of people, and sometimes, they bother me, too. What really drives me crazy, though, is being interrupted.

This is a good example because the presenter acknowledges the audience's ideas. She says, "Exactly!" to show agreement. Then, even though no one gave the expected answer, she transitions to her idea. This saves time and keeps the atmosphere comfortable. When presenters repeat their questions over and over, audiences can get stressed.



Warm Up Question

Have you ever volunteered in class only to be told by your teacher that you're wrong? How did you feel?

Pre-Teaching

Students need to be familiar with the following terms and concepts:

- expected answer
- acknowledge ideas

Questions to Anticipate

- If my audience is wrong, why is it bad to say that they're wrong?
- What if I don't agree with my audience? Do I have to pretend that I agree?

Talking Points

Let's continue with our analogy of having a conversation with your audience.

When you are talking with friends or family, do you always get the response from them that you want or expect? Probably not. What do you do when you don't get the response to expect?

Working with an audience is similar. If you ask a question, you won't always get the response you expect. That is OK. It's normal. You just have to be prepared to understand and respect the responses you get. Then be able to guide the audience in the direction you want to go.

Let's look at p. 106 and get some ideas about how to do that.

Activity 5.06 Anticipating Audience Responses

Answer the questions below to anticipate what your audience will say.

1. What is one question you want to ask your audience to answer?

2. What answer will you expect?

3. What are three different answers your audience might say instead of your expected answer?

(a)

(b)

(c)



Step 5: Perform With Power

Warm Up Question

Do you like being surprised? Why or why not?

Pre-Teaching

Students need to be familiar with the following terms and concepts:

- anticipate

Questions to Anticipate

- How can I guess what my audience might say?

Talking Points

The best way to guide the audience after they respond to you is to try and guess (anticipate) what their responses might be BEFORE your presentation.

Look at Activity 5.06 and think about your presentation.

What questions do you plan to ask your audience?

How do you think they might respond?

Step 3 Activity (Optional)

Stare & Share (an Eye Contact activity)

Purpose: To help students get in the habit of making eye contact with their audience.

Description: Students stand in a circle. If students make eye contact with each other, they must trade places in the circle *without breaking eye contact*; if eye contact is broken, then students should go back to their original place and try again. Once two students trade places, they cannot trade again with each other. They should make eye contact with others.

After students get the hang of the activity, add emotions while they are making eye contact: Serious, Passionate, Angry, Happy, Excited, Sad, Bored, Enthusiastic

Section 4 Step Summary

You're nearly there! In this step, you learned how to perform your presentation. You know how to show confidence and involve your audience. You also know how to move deliberately and vary your voice.

Author's Model

Symbols in the Author's Model	
... means speak slowly	S means stage movement
/ means pause	BL means body language
	V means voice

Oral Presentation	Voice, Body Language, and Stage
My friend Sara was smart, hardworking, beautiful, and kind. So it was no surprise that she was the favorite for the upcoming manager position. (...)	V: Passionate, energetic BL: Gesture toward image of Sara S: Stand center right
But then, / at only 35, / Sara had a massive heart attack. How could this have happened to my young, thin, beautiful friend?	V: Sad BL: Hold hands out to the sides, palms up S: Step forward to ask the question and move to the center
I always thought that as long as you were thin, you were healthy. I thought that as long as you were thin, you could eat whatever you wanted. Have you ever thought this way? / Raise your hand if you have. /	V: Serious, passionate BL: Raise hand
Sara's heart attack showed me whether you are overweight or not, eating healthily is important. Her heart attack showed me that eating healthily is important not only for your health but also for your career. Hindered by heart damage, Sara could only work reduced hours. Her salary had to be cut, and the manager position came and went. / She went from being a company favorite to having almost zero professional mobility.	BL: Move hand to chest on "me" V: Serious, sad BL: Gesture to the side with right hand on "company favorite," gesture to the side with left hand on "zero professional mobility"



Talking Points

Let's see how the author planned to use her voice, body language and the stage.

Read the Author's Model and pay attention to how the author makes notes for each part of her "performance".

Author's Model (Continued)

Oral Presentation	Voice, Body Language, and Stage
Who here wants to be successful? / Who wants to get more done in less time? / Who wants to impress their boss and make more money? If you want these things, then you have to eat healthily. When you eat healthily, you empower yourself professionally and set yourself up for success. In this way, you can eat your way to the top!	S: Walk to the left while asking questions; stand stage left BL: Raise hand while asking questions V: Passionate, then excited for the message
The first benefit you'll notice when you start eating healthily is that you will have more energy. Your body is a machine. Everything is connected. Think of the machines you have in your life, like your computer. Would you download a virus on your computer? Of course not! That would damage your machines, causing them to slow down. Eating unhealthy foods is like choosing to download a virus.	V: Passionate, serious BL: Hold up a finger on "first benefit"
When you eat healthily, you give your body nutrients like vitamins, minerals, and proteins. These nutrients give your body instructions about how to function. When you eat unhealthily, you give your body sugars, fats, and chemicals that give wrong instructions about how to function. / This is why eating unhealthily steals your energy. (...) Your body is getting the wrong instructions on how to operate and has to work hard to repair that damage.	BL: Hold hands out to the sides, palms up, when asking the question
When you're tired, you're more likely to take a work break. These breaks usually involve drinking coffee or eating a candy bar from a vending machine. Thus, the cycle of eating unhealthily, feeling tired, and taking more work breaks continues. This reduces your daily productivity. For example, look at the person sitting next to you. / Imagine that this person eats (...) five servings of fruits and vegetables at least four times a week, and you don't. / Simply because of eating healthily, this person is (...) 20% more productive than you. In other words, what you do in two hours, he or she finishes in just over an hour and a half. Who do you think your boss is going to be more impressed with? / If you want to be the person who impresses, then you need to hear the next truth.	S: Remain stage left but turn body to face the right half of the audience BL: Gesture to the side with right hand on "When you eat healthily," gesture to the side with left hand on "When you eat unhealthily"
	BL: Gesture to the image of vending machines.
	BL: On "cycle," draw a circle in the air with finger. Then list "eating unhealthily," "feeling tired," and "taking more work breaks" on fingers
	BL: Gesture toward the image of vegetables and days of the week
	BL: Point to the yellow bar line on "what you do" and point to the blue bar line on "he or she"
	V: Energetic

Step 5: Perform With Power

Talking Points

As you read through the Author's notes, notice:

Where is she standing?

How is she using her body to support her words?

It may sound a little strange, but sometimes it takes "planning" to "look natural"!

Author's Model (Continued)

Oral Presentation	Voice, Body Language, and Stage
<p>The second benefit to eating healthily is better concentration. Have you ever had a big project to complete, but you struggled to complete it? / When I was in university, I interned at a publishing company for two months. It was my job to proofread all the new manuscripts before submitting them to the head editor. I worked (...) long hours and often had to stay late. To survive my 80-hour work weeks, I often skipped meals and drank extra coffee. /</p> <p>After a month or so, I started having trouble concentrating. At the time, I couldn't understand it. I was working hard, and I had never had trouble getting things done in the past. But suddenly, I was barely meeting my deadlines, and my work was riddled with mistakes. If my internship had been a real job, I would have been fired for sure.</p> <p>What I now understand is that I was sabotaging my concentration with my unhealthy eating. Our bodies maintain concentration by burning nutrients throughout the day. So when I skipped meals, I literally stopped giving my body the fuel that it needed to function. It's no wonder that my job performance dropped! / Eating healthily means more than just eating fruits and vegetables. It also means eating (...) regularly and consistently. According to a study conducted by the Health Enhancement Research Organization, people who eat healthily (...) all day are 25% more likely to have better job performance. This means that if you are eating healthily and eating consistently, you have a much better chance of impressing others with your work.</p> <p>It's like you're getting ready to run a 100 meter race, but while everyone else is at the starting at 0 meters, you're starting at 25. If your work is that good, you're definitely going to get your boss's attention. When you do, you want to be ready.</p> <p>How? Just listen to my next idea.</p>	<p>S: Walk to the center of the stage BL: Gesture toward the audience with palm up while asking the question BL: Bring palm to chest on "I"</p> <p>V: Serious but also passionate</p> <p>V: Serious, a little sad BL: Hold hand to head, as though you have a headache</p> <p>BL: Bring palm to chest on "my," then gesture over shoulder with thumb out on "fired for sure"</p> <p>V: Serious but also passionate</p> <p>BL: Gesture towards the image of circulating nutrients, miming their movement throughout the body</p> <p>V: Very passionate, almost excited</p> <p>BL: Move both hands to the sides in a circular motion on "all day"</p> <p>S: Move slightly right so that you don't block visuals</p> <p>BL: Gesture toward the image of runners in the back on "while everyone else," then gesture toward the image of the runner in front on "you're starting at"</p>



Talking Points

Planning your stage movement is really important because it doesn't come naturally. Especially be careful not to block the screen if there is an image you want your audience to see.

However, for body language, you only need to plan your gestures for your most important points (sentences). Your natural body language should be OK for most of your presentation.

Author's Model (Continued)

Oral Presentation	Voice, Body Language, and Stage
<p>A third benefit to eating healthily is a better mood. How? If our bodies are machines, then our brains are the operating centers. In other words, our brains run our bodies. Medicine, psychology, and neuroscience have all shown that our brains use chemicals to communicate. What we eat affects these chemicals, so when you eat unhealthy foods, these chemicals can get out of balance.</p> <p>Let me give you an example. Suppose that you eat a piece of chocolate cake. This sweet treat is loaded with sugar. When you eat a lot of sugar, it releases an excess of a chemical that makes you feel happy / in the short term. As this chemical fades, your happy mood fades, causing you to feel sad, irritated, or bored.</p> <p>Your mood plays a key role in your work because it affects your attitude and working relationships.</p> <p>Think of your favorite people in your office or at your company. What are they like? Let me get some volunteers. How would you describe their personalities? (calls on volunteers) Exactly. In general, our favorite people to work with are friendly, hard-working, dependable, and relaxed. And these people aren't just your favorite; they tend to be your boss's favorites, too. They're stable, so your boss knows that he or she can rely on them. If you want to improve your working relationships and get ahead simply by being happier, then eat healthily. It's that simple!</p> <p>In conclusion, people like my friend Sara wait to eat healthily until they are overweight or suffering from a sickness, but you can't be a success if you lack the ability to do your job well. So don't wait! To maximize your success, start eating healthily now.</p> <p>As your energy and concentration improve, your productivity will increase. As your mood and happiness improve, your relationships will prosper. And when your employers observe your enhanced contributions, they'll reward you as well. With a healthy diet, you can eat your way to the top!</p>	<p>S: Move to the right of the stage</p> <p>BL: List "Medicine," "psychology," and "neuroscience" on fingers, then move both hands to the sides in a small circular motion, palms up, on "have all shown."</p> <p>BL: Raise hand while asking the question</p> <p>V: More serious throughout the sentence starting "As this chemical fades..."</p> <p>V: Passionate</p> <p>BL: Raise hand while asking the questions</p> <p>BL: List "friendly," "hard-working," "dependable," and "relaxed" on fingers BL: Gesture toward the right on "your favorite," then gesture toward the left on "your boss's favorites"</p> <p>V: Excited on "It's that simple!"</p> <p>V: Serious S: Move to the center of the stage BL: Holds hands to the side and slightly forward, palms up on "In conclusion, people like my friend Sara"</p> <p>S: Move forward V: Passionate BL: Gesture to the right for each "as your / when your..." and then to the left for each "your / they'll"</p> <p>V: Passionate, excited</p>

Step 5: Perform With Power

Talking Points

You can see how well the author planned her movement, gestures and vocal variety.

You don't have to be as detailed as the author, but remember that the more you plan, the better your presentation will be!!

GOOD LUCK!!!

Section 4 Activity (Optional)

Practice Like the Author

Purpose: To give students a chance to see (and practice) how the author's model works. They can then incorporate these ideas into their presentation.

Description: The author's model text and the notes are cut into sections. Students work in pairs. Student A gets a section of text and the notes. Student B gets only the section of text. Students A "performs" the section according to the notes. Student B watches and listens and tries to write down the voice, body language and voice notes as Student A performs.

For lower level students: Instead of "trying to do all of the notes (voice, body language and stage movement) at the same time, they can do them one at a time.

NOTE: Students A and B should read through their section of the Author's Model before the activity to familiarize themselves with the content and flow of that section. This preparation will allow them to focus on the voice, body language and stage movement while they do the activity.

Student A

My friend Sara was smart, hardworking, beautiful, and kind. So it was no surprise that she was the favorite for the upcoming manager position. (...)

But then, / at only 35, / Sara had a massive heart attack. How could this have happened to my young, thin, beautiful friend?

I always thought that as long as you were thin, you were healthy. I thought that as long as you were thin, you could eat whatever you wanted. Have you ever thought this way? / Raise your hand if you have. /

V: Passionate, energetic
BL: Gesture toward image of Sara
S: Stand center right

V: Sad
BL: Hold hands out to the sides, palms up
S: Step forward to ask the question and move to the center

V: Serious, passionate

BL: Raise hand

Student B

V:

BL:

S:

V:

BL:

S:

V:

BL:

My friend Sara was smart, hardworking, beautiful, and kind. So it was no surprise that she was the favorite for the upcoming manager position. (...)

But then, / at only 35, / Sara had a massive heart attack. How could this have happened to my young, thin, beautiful friend?

I always thought that as long as you were thin, you were healthy. I thought that as long as you were thin, you could eat whatever you wanted. Have you ever thought this way? / Raise your hand if you have. /

Student A

When you're tired, you're more likely to take a work break. These breaks usually involve drinking coffee or eating a candy bar from a vending machine. Thus, the cycle of eating unhealthily, feeling tired, and taking more work breaks continues. This reduces your daily productivity. For example, look at the person sitting next to you. / Imagine that this person eats (...) five servings of fruits and vegetables at least four times a week, and you don't. / Simply because of eating healthily, this person is (...) 20% more productive than you. In other words, what you do in two hours, he or she finishes in just over an hour and a half. Who do you think your boss is going to be more impressed with? / If you want to be the person who impresses, then you need to hear the next truth.

BL: Gesture to the image of vending machines.

BL: On "cycle," draw a circle in the air with finger. Then list "eating unhealthily," "feeling tired," and "taking more work breaks" on fingers

BL: Gesture toward the image of vegetables and days of the week

BL: Point to the yellow bar line on "what you do" and point to the blue bar line on "he or she"

V: Energetic

Student B

BL:

BL:

BL:

BL:

V:

When you're tired, you're more likely to take a work break. These breaks usually involve drinking coffee or eating a candy bar from a vending machine. Thus, the cycle of eating unhealthily, feeling tired, and taking more work breaks continues. This reduces your daily productivity. For example, look at the person sitting next to you. / Imagine that this person eats (...) five servings of fruits and vegetables at least four times a week, and you don't. / Simply because of eating healthily, this person is (...) 20% more productive than you. In other words, what you do in two hours, he or she finishes in just over an hour and a half. Who do you think your boss is going to be more impressed with? / If you want to be the person who impresses, then you need to hear the next truth.

Student A

The second benefit to eating healthily is better concentration. Have you ever had a big project to complete, but you struggled to complete it? / When I was in university, I interned at a publishing company for two months. It was my job to proofread all the new manuscripts before submitting them to the head editor. I worked (...) long hours and often had to stay late. To survive my 80-hour work weeks, I often skipped meals and drank extra coffee. /

S: Walk to the center of the stage
BL: Gesture toward the audience with palm up while asking the question
BL: Bring palm to chest on "I"

V: Serious but also passionate

Student B

S:

BL:

BL:

V:

The second benefit to eating healthily is better concentration. Have you ever had a big project to complete, but you struggled to complete it? / When I was in university, I interned at a publishing company for two months. It was my job to proofread all the new manuscripts before submitting them to the head editor. I worked (...) long hours and often had to stay late. To survive my 80-hour work weeks, I often skipped meals and drank extra coffee. /

Student A

In conclusion, people like my friend Sara wait to eat healthily until they are overweight or suffering from a sickness, but you can't be a success if you lack the ability to do your job well. So don't wait! To maximize your success, start eating healthily now.

As your energy and concentration improve, your productivity will increase. As your mood and happiness improve, your relationships will prosper. And when your employers observe your enhanced contributions, they'll reward you as well. With a healthy diet, you can eat your way to the top!

V: Serious

S: Move to the center of the stage
BL: Holds hands to the side and slightly forward, palms up on "In conclusion, people like my friend Sara"

S: Move forward

V: Passionate

BL: Gesture to the right for each "as your / when your..." and then to the left for each "your / they'll"

V: Passionate, excited

Student B

S:

BL:

S:

V:

BL:

V:

In conclusion, people like my friend Sara wait to eat healthily until they are overweight or suffering from a sickness, but you can't be a success if you lack the ability to do your job well. So don't wait! To maximize your success, start eating healthily now.

As your energy and concentration improve, your productivity will increase. As your mood and happiness improve, your relationships will prosper. And when your employers observe your enhanced contributions, they'll reward you as well. With a healthy diet, you can eat your way to the top!

Student A

Think of your favorite people in your office or at your company. What are they like? Let me get some volunteers. How would you describe their personalities? (calls on volunteers) Exactly. In general, our favorite people to work with are friendly, hard-working, dependable, and relaxed. And these people aren't just your favorite; they tend to be your boss's favorites, too. They're stable, so your boss knows that he or she can rely on them. If you want to improve your working relationships and get ahead simply by being happier, then eat healthily. It's that simple!

BL: Raise hand while asking the questions

BL: List "friendly," "hard-working," "dependable," and "relaxed" on fingers

BL: Gesture toward the right on "your favorite," then gesture toward the left on "your boss's favorites"

V: Excited on "It's that simple!"

Student B

BL:

BL:

BL:

V:

Think of your favorite people in your office or at your company. What are they like? Let me get some volunteers. How would you describe their personalities? (calls on volunteers) Exactly. In general, our favorite people to work with are friendly, hard-working, dependable, and relaxed. And these people aren't just your favorite; they tend to be your boss's favorites, too. They're stable, so your boss knows that he or she can rely on them. If you want to improve your working relationships and get ahead simply by being happier, then eat healthily. It's that simple!

Student A

Who here wants to be successful? / Who wants to get more done in less time? / Who wants to impress their boss and make more money? If you want these things, then you have to eat healthily. When you eat healthily, you empower yourself professionally and set yourself up for success. In this way, you can eat your way to the top!

S: Walk to the left while asking questions; stand stage left
BL: Raise hand while asking questions
V: Passionate, then excited for the message

Student B

S:

BL:

V:

Who here wants to be successful? / Who wants to get more done in less time? / Who wants to impress their boss and make more money? If you want these things, then you have to eat healthily. When you eat healthily, you empower yourself professionally and set yourself up for success. In this way, you can eat your way to the top!

Review Game

Here's how to play: Get in a group. The first player spins two coins.



Move forward one space.

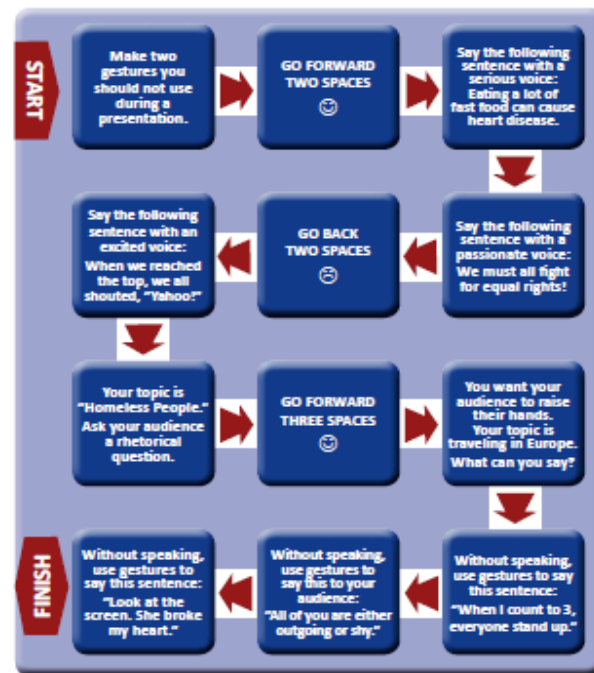


Move forward two spaces.



Move forward three spaces.

Follow the instructions in each space. The first person to the FINISH is the winner.
Important Rule: When it is your turn, do not look back at Step 5.



Talking Points

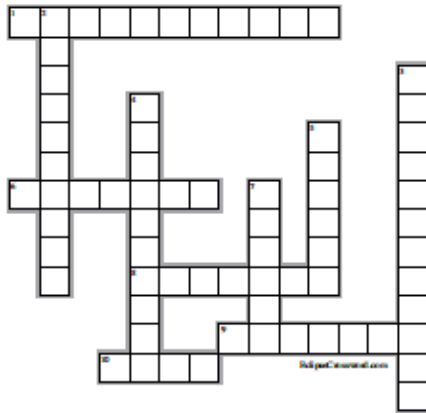
OK. Let's see what we've learned during this Step!

Get into groups of 3 or 4 and play the Review Game.

Review Crossword

Instructions:

Work alone or with a partner to solve the puzzle. You can find the words in this Step and in the glossary in Appendix B.



Across

1. to recognize
6. to act, or deliver a presentation
8. the position of your body (i.e. standing up straight)
9. to move your hands
10. Posture, Eye contact, Gestures, Smile

Down

2. feeling that you can do something well
3. doing something with purpose
4. the feeling of a place or a situation
5. to make interested
7. loudness of voice or other sound

Answers are on page 135.

FUN CHALLENGE!

Work with a partner and try to solve the crossword puzzle.

Helpful Expressions

Section 1: Body Language

Phrases to ask the audience to do or consider something:

1. I challenge each and everyone one of you to...

I challenge each and everyone one of you to give a sincere compliment to a stranger every day.

Phrases for comparing two things:

1. On the one hand... on the other hand...

On the one hand, going to the gym is expensive. On the other hand, paying to treat preventable diseases like diabetes is even more expensive.

Section 2: Vocal Variety

To express seriousness:

1. I truly believe that...

I truly believe that if we all work together, we can stop global warming and save the environment.

To express anger:

1. It is an outrage that...

It is an outrage that so many children in the United States are living in poverty.

To express sadness:

1. _____ is heartbreaking.

Whether you're 10 years old or 50 years old, death is heartbreaking.

Section 3: Audience Management

To acknowledge the audience's ideas and transition to your own:

1. Good idea, but I'm looking for a slightly different answer.

Good idea, but I'm looking for a slightly different answer. Instead of listening to music, I recommend dancing to music to relieve your stress.

2. That's a good point. I have a different idea, though.

That's a good point. I have a different idea, though. My idea is that if we want to be happier, we have to spread happiness to others first.

Talking Points

Here are some **Helpful Expressions** that you can use in your presentation.

You can use them now or come back later and use them.

Hints for Greater Success

Section 1: Body Language

Move forward on stage during your conclusion.

Your conclusion is your last chance to show passion to the audience. Whether your purpose is to inform, persuade, or inspire, you should move forward during your conclusion. This will show your passion and will make you seem interested in your audience.

Section 2: Vocal Variety

Vary your volume to get your audience's attention.

Changing the volume of your voice is a great way to get your audience's attention. When you want your audience to listen carefully, speak in a softer voice. Speaking in a soft voice can also make your audience feel like you are sharing a secret with them. In contrast, if you want to shock your audience, speak in a louder voice. Speaking in a loud voice can also show your passion to the audience.

Section 3: Audience Management

Motivate your audience to listen through energy, humor, and breaks.

Sometimes audiences are required to listen to a presentation. When this happens, the audience isn't always motivated to listen. If this happens to you, try one of the following suggestions to gain your audience's favor:

- a. Present energetically and enthusiastically
- b. Try to make your audience laugh
- c. Give your audience a short break during your presentation

Talking Points

Here are some useful **HINTs** to keep in mind as you prepare for your presentation.