

Presentation Tips & Techniques

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Planning

General:

- Who will be attending
- Know the educational, language, cultural background and reason or motivation for attending. Identify the participants' needs.
- Be aware of the wide variety of personality and learning styles.
- Study effective speakers. What makes this speaker effective? Emulate that style.
- Decide on the objectives of the presentation. Are you trying to inform or convince or prepare the audience?

PAL

- **Purpose:** Why are you there? What results do you want?
- **Audience:** Who is there? What are their expectations? Why are they there?
- **Logistics:** How many people? How much time? Room Set-up?

Will each person have his/her own materials/computers or will they share?

Specific:

PAR

- **Problem:** What is the situation, challenge, opportunity or issue you are addressing?
- **Action:** What do you propose to do? What ideas do you have? How can you involve the audience?

- **Results:** What is the audience going to receive? What are the benefits of being in your session and listening to you?

Learning Objectives

Write learning objectives. What do you want to get across, what should a participant know or understand or be able to "do"? Learning objectives might include knowledge or factual information; feelings, attitudes, beliefs, subjective information, or physical skills, actions, or behaviors. They are of the format, "by the end of this presentation (talk, workshop, class, program, unit) the participant (attendee, student) will be able to" Limit it to one skill or idea per objective and usually you would have only a few objectives for a one hour program. You can sometimes combine 2 related objectives.

Example:

1. By the end of the talk and practice session the participant will be able to name 2 ways to stop bleeding and will be able to demonstrate both without reference to the handout.
2. By the end of the presentation the attendee will be able to discuss 3 of the 5 problems typically encountered in setting-up a community health fair and give at least one solution for each.

Writing the presentation outline

- Write down an initial outline or key phrases or points, come back and write a sentence on each one as though explaining to your mother what it is means.
- Consider yourself as introducer/explorer/facilitator—stimulate curiosity.
- Consider an opening "hook", cartoon or activity, a striking statistic, metaphor, or story.
- What will have been presented already? Give a review, pose questions, have a warm-up of previously learned skills.
- List words/concepts/abbreviations/jargon that need to be defined.
- Whenever possible, talk about the audience benefits of your ideas before explaining your ideas.
 - "I'm now going to tell you how you can take control of salary negotiations away from your boss."
- Try to avoid straight, nonstop lecturing. Consider using personal experiences, analogies, case studies, graphs, audience questions, and examples in the body of your presentation. These can illustrate a point, break up a lecture, and make the presentation more memorable. Validate your opinions with expert opinion and data.
- Include bridges or transitions between activities or subjects.
- Point out similarities between you and your audience.
 - "we are all concerned with what..."
- Use names of people in your talk. If you can, refer to members of the audience by name.

- Write down questions that might be asked. How will you respond? What questions can you ask the audience? Request a show of hands, ask for examples, and otherwise include members of your audience.
- What additional information is needed? What needs to be checked for fact, what do you not totally understand?
- What diagrams/pictures/graphs or other visual aids do you need to find or create?
- Include a list of your resources.
- Write your opening and your closing in advance.

Introductions

Include an introduction which sets the tone and might include:

- Clarification of role
- Introduction of participants
- Show of hands (ex. How many people here have.....),
- Tell what is going to be discussed or practiced
one common method is to say what you are going to say, say it, tell what you said
- Announce if questions will be during or after the presentation
- Give verbal and/or written learning objectives and the purpose of the presentation
- "Housekeeping" information--emergency exits, bathrooms, location of food

Closing

- Example: "**In the last two minutes that we have, I'd like to end by...**"
- **Summarize.** Close positively. Suggest an action step to follow-up the presentation.

Factors to Consider When Planning a Presentation

Some **presentation methods** are better for certain learning outcomes than others.

--Consider team teaching or round robins.

--Knowledge or factual information:

lecture, group discussion, programmed learning, simulation, brainstorming, handout

--Feelings, attitudes, beliefs, or subjective information:

group discussion, role play, brainstorming

--Physical skills:

demonstration and explanation, skill practice

--Group-centered:

brainstorming, case study, debate, discussion, role play, simulation, problem-based learning

--Learner-centered:

creative writing--including blogging and reflective writing, lab, oral report, project, reading, self-learning, self-test

--Presenter-centered:

demonstration, field trip, drill, lecture, question-answer, review, test

Abstracts

A note about writing abstracts (see below for an example).

The format is specified and cannot usually be changed. One method is to use the headings provided and write down everything you would like to say under each one. Then go back and edit and edit and edit. It is almost like writing poetry. What is the most effective way to make this point but with the least number of words. The word count or the space into which the abstract must fit are specified, rarely the character (words plus commas, periods, etc.) count is specified. You can check the word or character count by typing the abstract into Word, then going to Tools, then Word Count. Usually the font type and size and margins also are specified. The title usually does not count and should be as descriptive as possible. Sometimes learning objectives or presentation format, key words, or target audience are required but these also do not count for the number of words, though they may for space.

Once an abstract has been submitted and accepted it cannot be changed! You can add to your presentation but you cannot delete. Often the abstract is published in an abstract book or online for participants. For a poster, it usually is required to be part of the poster, often on the top left.

Be VERY careful to follow all instructions, such as putting the presenter first or in italics, including the institution, giving only the contact person, not all the authors, etc. This is a common reason for rejection that has nothing to do with your content. Most abstracts are submitted online but some have special websites they use where you have to register first. Some of these do not have a way for you to save your work and return to finish the abstract or complete the submission form. Keep track of everything you enter and save a copy or save the screen, and do it frequently. Some sites 'time out' as you are entering. Most do not allow you to look ahead to see what information you will need. Most sites will either send you a copy of your abstract or you will receive one when accepted but some only tell you it was accepted. This can be many months later. Keep a copy of the abstract and what you proposed.

Example instructions

All abstracts **MUST** include the following elements: title, author(s) [including faculty advisor for students and eligible graduates], current affiliation of each author, objective, methods, results, and conclusions.

1. All of the required elements (stated above) **MUST** fit within the text box for review purposes and printing in the Research Day abstract book.
2. All submissions **MUST** abide by the following (SEE SAMPLE FORMAT BELOW): Type all required elements single spaced using a font size of 11 point, Times New Roman. The abstract/project title must be bolded and the first letter of each word

should be capitalized. The presenter's name must be underlined. Student/Alumni submissions: Faculty advisor name should be followed by (faculty advisor). Titles of the following required elements should be underlined: objective, methods, results, and conclusions.

Example Abstract and submission

Forming a partnership with an immigrant Muslim community to solve local public health problems

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OBJECTIVE: Universities and research institutions frequently enter a community with a short-term goal of advancing their own concerns. This often involves the Community feeling blackmailed into accepting the proposed program in order to receive services. We were invited by the Government of Ghana to start a public health program in a predominantly Muslim, immigrant slum in the capital. The community, however, was not a partner in these initial negotiations and was unaware of the request. We wanted to form a lasting relationship and partnership to solve community-identified problems.

METHODS: We formed a multi-national team—the majority of the members are Ghanian. We gathered background information from published data then met with key informants, both governmental and community, and held community focus groups to validate and increase our knowledge. We tested and revised a rapid survey and delineated community-identified resources, strengths, and problems.

RESULTS: We met and received pledges of cooperation from government, local religious leaders, community leaders, and many community members, revised the rapid survey based upon community member suggestions for research, and implemented community-requested classes and training.

CONCLUSIONS: A partnership with a community can take time to build, especially when they are underserved or neglected by local programs. We have shown that it is possible to have early positive relationships with careful planning, cooperation, and an ability to immediately address community concerns.

International Health Topic: Displaced Populations (e.g. immigrants, refugees)

Keywords: Community Involvement, Urban Health Care

Learning Objectives: At the conclusion of the session, the participant will be able to: 1. Describe three common problems with university-initiated public health projects. 2. Identify at least four methods to begin a lasting partnership with a community. 3. Prioritize community-identified concerns.

Target Audiences: Public health professionals trying to initiate community-campus partnerships

Presentation Format: No Preference

Skills

- Break each skill or idea into component parts and re-form in a logical progression general to specific, small steps, synthesize parts into a general whole
- Demonstration/Explanation
- Include both a demonstration and an explanation, as well as, practice
- Be careful of YOUR right versus the AUDIENCES' rights—learn to reverse what you say or turn with your back to the audience to demonstrate, if appropriate and safe.

Additional Tips

- Create a lesson plan or time line (see examples below), especially if you are presenting a longer session or a skills session.
- Write a "to do list" with a tentative schedule.
 - Example
 - 3/5 make 10 copies of handout
 - 3/6 call and confirm reservation of LCD projector, confirm IT assistant
- Establish priorities—what would be nice but is not essential to convey. Mark which items can be shortened or eliminated if out of time.
- Prepare more material than you think you will need.
- Decide how you will handle questions for which you have no answer? Give your phone number or Email, take theirs? Send the answer to the organization?
- Bring your resource materials if possible, so you can look up questions or in case anyone wants additional sources
- List materials needed--AV materials, supplies, equipment, chalk, flip chart, markers, handouts, books, models, extension cords, etc.
- Don't forget extension cords (does it need to be 3 prong and/or polarity sized— one prong wider than the other?)
- Bring business cards.
- Eat the appropriate meals even though you are nervous.
- Clothing
 - should be neat, professional, and comfortable
 - don't forget a sweater or jacket in case it is cold
 - for women evaluate critically the length of skirt, sheerness of blouse, gaping at bra, carry extra stockings
 - when in doubt, overdress
- Avoid dangling jewelry and spare change in your pockets
- Bring hard candy in case of a coughing fit when mouth goes dry, small water bottle, Band-Aid for bleeding paper cut
- Do not chew gum
- You may want a little snack with you for immediately before or after
 - nonfat string cheese or peanut butter crackers are good
 - check teeth, shirt and tie front for food

- Include paper, yellow highlighter, and pencil to write down questions or points to come back to later
- Include paper clips—good for marking places or to enable you to flip between different sections
- Include a watch, ask for someone in the audience to give you a 5 minute warning
- Will there be refreshments? What, where, when, etc.
- Name tags?
- Handouts? Check that both sides were copied. Numbering pages is helpful. Always make more than you think you will need.
- Are there fees to be collected? If so, bring change.
- Any tests/quizzes/forms to be administered? If so bring extra writing materials.
- If carrying a lot of materials, consider a rolling baggage cart. Saves neck, back and rumpled clothing.

AUDIO VISUALS:

- Never assume AV equipment is available (i.e. overhead projector, slide projector, movie projector, screen, etc.) Always confirm. Practice with it before presentation.
- Only use if it will enhance the information you are presenting.
- Print a copy of AV materials or list content in your notes--in case illegible, slide eaten up by machine, bulb burns out, etc.
- Don't forget extension cord
- Do interrupt films, slides, or videotapes with appropriate questions

SLIDES:

Legibility guidelines for slides (and a good idea for view graphs):

- 5 words in the Title, no more than 7 lines in height, no more than 7 words in width, always consider if 2 lines might fit better than 1.
- If you can read the slide comfortably without a projector, it will usually be legible on the screen
- Simplify your slides
- Consider room light levels, and subject matter—light letters on a dark background are better if ambient light is set higher for note taking, dark letters on a light background are better for anatomical artwork.
- In certain auditoriums, vertical slides cannot be projected in their entirety, therefore a horizontal format is the best bet.
- Limit each slide to one main idea. Consider an overall slide with one or more detail slides.
- Slides upside down and flipped, try ahead and again at facility. Number and label slides, even if temporarily. Very helpful if they fall and become mixed up or taken from multiple sources. Put label or a color dot to indicate proper orientation in carousel.

VIEW GRAPHS (overheads):

- Number and label on edge.
- Separate with a sheet of plain paper or a copy of content.

FLIP CHARTS:

- Stand to the side rather than in front during presentation.
- Put a duplicate of the material on the back so you can see or read without blocking the view of the audience.
- Write notes or comments in pencil on the side margin (consider on both sides for -maximum flexibility) so you can read while talking.

LCD:

- It is usually better if you bring your own laptop on which you have tried the program. You can bring a CD and/or thumbnail drive. If your presentation is done in PowerPoint there is a Save As option that allows for packing a presentation and can include the necessary files for viewing in case the computer you use does not have PowerPoint.
- Some LCDs have 2 switches that need to be turned "ON".

Logistics

- Consideration for participant safety and comfort is first. Where are exits and nearest stairs and restrooms?
- Arrangement of class for explanation, demonstration.
- Indoors and/or outdoors.
- Room size, chairs, blankets, tables, seating arrangement. Where are extra chairs? Are tables, chairs moveable?
- Can AV materials/ demonstration be seen from all angles/ positions in room?
- Sun or light, temperature, sounds, other distractions. Will papers blow about? Do not wear sunglasses as the presenter. Do not let audience face into the sun.
- What time of day is the presentation? Consider relation to meals and need for breaks.
- Who will distribute handouts? Will there need to be a registration or sign-in or attendance sheet? Who will administer, collect?
- Facility set-up and clean-up—who, what, when, how?
- Is a key needed? From whom?

GIVING THE PRESENTATION

- Place watch in an unusual position on your wrist, on the wrong wrist or on podium or table to help keep to schedule.
- Speak from your personal experience, whenever possible.
- Practice giving your talk to real people or the mirror. Consider video taping or audio taping.
- Do not draw attention to negatives, for example, don't admit that you're nervous, or say "I'm really not a very experienced speaker".
- Be adaptable—it never goes exactly the way you think it will.

One summary method is **EGB (eyes, gestures, breath)** (1).

Eyes:

- Make your presentation a series of brief one-on-one conversations by looking at individual members of the audience. Pick a few members to watch as "barometers" for your talk. Their facial expressions and body language will help you test how you're doing. Complete a thought with one person then shift your focus onto somebody else.
- Do not read materials. You can write out example sentences and highlight major words. Use your thumb or paper clips to mark place.
- If you are extremely nervous, try writing on the top of the sheet: "**Swallow, Smile, Read, Breathe!**"

Gestures:

- Use gestures to add emphasis to your message but make sure they match the importance of your words.
- When not gesturing, keep your arms by your sides in a relaxed and natural manner.

Breath:

- Exhale, then let the air flow in. The more air you have in your lungs the more you'll be in control of your voice. This is worth practicing, and correct breathing will help you remain calm.

Voice:

- Roaming, soothing/ quiet, stirring, etc. Try to modulate—not monotone.
- Vary the speed of your phrases. Slowing down or even pausing before important points will command audience attention. Try to avoid, "uh...", "well,....", "you know", "like", and "got".
- Be enthusiastic. If you are not excited about your presentation, you cannot expect participants to be.
- Microphone should be about the length of your thumb away from your mouth. Check at the beginning of your talk. Be careful not to turn your head and talk to the side of the mic when pointing.

Posture:

- Stand erect but relaxed. Slouching or leaning against a table creates a poor impression.
- Careful of mannerisms—twirling hair, constant scratching or touching face, playing with clothes or microphone cord, leaning on one hip or hands on hips.

Evaluation

Audience Participants:

- What could be changed to make this better for you?
- What was the best part, most positive?
- What did not work?
- What seemed to be missing?

Yours:

Suggestion—even though you do not want to think about your presentation immediately after giving it, take 10 minutes to think through the following and write notes to yourself to include with your presentation. They are invaluable, when you give another presentation or if you have to re-give the same one. Think about keeping a separate notebook for each talk with a CD containing the handout(s) and slide content, a hard copy of the handout, slide content, the actual slides, copy of your presentation notes, lesson plan, copy of your evaluation notes to yourself and audience evaluation or a summary. You can pull the entire unit off the shelf and revamp, when needed.

- Overall, how did it go?
- Did I cover the learning objectives? Are they still clear and realistic?
- Any problems with safety?
- How was the physical setting? Distractions—cold, heat, hearing, vision, etc. How did the arrangement(s) work for each part?
- How was the organization and progression?
- Was everyone involved and interested?
- How did my AV materials work? Too many? Need new ones? Any I need to redo?
- How did my demonstrations, practice drills, etc. work?
- How close did I stick to the schedule?
- What else should I have prepared?
- What graphs, charts, etc. were unclear or did I need that I didn't have?
- What questions did I receive—especially that I had not expected? Did they reflect understanding and interest?
- What additional words do I need to define?
- Did I establish rapport? How did I come across?
- Were individual needs and differences recognized and appropriate assistance given?
- If I had to re-give this tomorrow what would I definitely keep? What would I throw? What would I rearrange?

Resources

Why Bad Presentations Happen to Good Causes and How to Ensure They Won't Happen to Yours, Andy Goodman & Cause Communications, 2006.

Available: www.agoodmanonline.com

Sample Lesson Plans

Sample 1:

Team Retreat: 5/7

Location: ACC 1-401 (Spell out building name if not known by all)

Time: 8:00-10:00

22nd & I entrance

Time	Content	Activity	Resources	Notes
8:00		find team & take seats	team placards	
8:15	Introduction <ol style="list-style-type: none"> 1. welcome 2. talk outline 3. food, water, bathrooms 		Handout 1 "Contacts"	Joan distributes
8:30		complete contact sheet	box extra pencils	
9:00	Definitions	Slide #1,#2-definitions	Notebook Chapter 1 p20	
	Parenting Class			

Sample 2:

Date: 5/7

Activity: Choking Infant & Child Lesson #3

Time: 2 hours

Key from Maribel

Special Announcements: Wear loose clothing next class, bring a pillow

Equipment:

- 2 infant mannequin
- 2 child mannequins
- video #2

Time	Goals-What to teach	Organization	Cues-Key Points
5 min	Lesson Preview	sitting	
10 min	See video child conscious choking	sitting	reemphasize conscious, not in distress, leave alone
	Review hand position	standing with partner, back to sun	
10 min	Independent practice		"do not actually practice abdominal thrusts"
10 min	<ul style="list-style-type: none">• Closure: will repeat new skills next time• recap new skills• remember clothes next class		
	Evaluation Notes write names of students needing special help	To Do confirm projector for next week check off worksheet for skills completed	

Reference:

1. Gedaliah, Robert & Rande, The Eight Second Connection, The Image Networker, vol XVI, issue2, Summer 2000, p4