



# **Presentation Skills**

## **Student Guide**

### **A Training Module in the Leadership Training Academy**

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Mail to following address or give completed form to the lead instructor.

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## Presentation Skills Registration Form

Name (please print) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

E-mail address \_\_\_\_\_

Church Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Pastor's Name \_\_\_\_\_

Senior Commander's Name \_\_\_\_\_

Section \_\_\_\_\_ District \_\_\_\_\_

Location of Training \_\_\_\_\_

Name of Trainer \_\_\_\_\_

**Fill out this form and give it to the lead instructor.**



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# **Royal Rangers**

## **Presentation Skills**

### **Outline**

<b>Session 1:</b>	<b>Introduction</b>	<b>15 minutes</b>
<b>Session 2:</b>	<b>Creating a successful presentation – Preparing</b>	<b>20 minutes</b>
<b>Session 3:</b>	<b>Creating a successful presentation – Designing</b>	<b>30 minutes</b>
<b>Session 4:</b>	<b>Creating a successful presentation – Structuring</b>	<b>35 minutes</b>
<b>Session 5:</b>	<b>Creating a successful presentation – Performing</b>	<b>50 minutes</b>
<b>Session 6:</b>	<b>Team Teaching</b>	<b>20 minutes</b>
<b>Session 7:</b>	<b>Conclusion</b>	<b>10 minutes</b>

**Total Time = 3 Hours**



## Introduction

“Education is the activity (or process) that permits us to ‘know about’ something – the level of knowledge the Greeks called gnosis. Education leads to knowledge and comprehension.”

“Training is the activity (or process) that permits us to ‘do something’; the Greeks called this level of knowledge techne. Training leads to competence, to the ability to do something.”

“A person may be well-educated but poorly trained.”

So you want to be a presenter, teacher, or speaker? Royal Rangers is always in need of topnotch, enthusiastic leaders willing to improve themselves and their ministry. In an effort to equip leaders to become better presenters/instructors, this module will address two broad presentation areas:

- The Four Major Steps in Creating a Successful Presentation
- How to Team Teach

These two areas will provide you with an excellent start at becoming a skilled presenter. Whether you are just beginning your presentation career or are a seasoned veteran, you’ll find useful tips and tools you’ll be able to apply immediately.

The wonderful thing about presentation skills is they are learnable. Therefore, most people can become skilled at developing, teaching, and speaking if they apply themselves over

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**Time Allocated for this session: 15 minutes**

time. The goal of this module is to provide you with ideas you can use to become a better, more effective presenter.

As you read through this module keep in mind that for this module, the words “presenter”, “teacher”, and “instructor” can all be used interchangeably. However, you should note that the goals of a presenter are usually different than those of a teacher. Therefore, ask yourself the question: “Is there anything I need to change or adapt as a presenter/teacher to make a positive impact on my audience/students?”

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The instructor will now divide you into teams.

Please turn to “Module Application Worksheet 1” located in the back of this student guide and write the name of your team in the top box.

Each team will be working on the same presentation topic: “Rangers 101”.

This is a **20 minute** presentation you would give to a new church interested in Royal Rangers. As a team, discuss ideas and content you want to include in your presentation. Write these down on the spaces provided beneath your team name.

You have 5 minutes to complete this task.

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**Time Allocated for this session: 20 minutes**

## **Creating a Successful Presentation – Preparing**

*“When you fail to plan, plan to fail”*

Preparing for a presentation can sometimes seem like a daunting task. However, when broken down into its components, it’s really quite simple. The sub-parts of preparing for a presentation that will be addressed during this session are:

- Classroom Set Up
- Tips for Preparing/Using Presentation Tools
- Rehearsal Strategies

Finally, Appendix A, “Presentation Logistics Checklist”, is a useful checklist that you will want to incorporate into your preparation phase of creating a presentation.

### **Classroom Set-Up**

Classroom set-up is basically arranging the room and projector and/or teaching aids in a way that best meets the \_\_\_\_\_ of your audience. The proper positioning of chairs/tables, the projector, screen, flipchart, and/or white board can make a big difference in providing an environment that is conducive to learning. The key is arranging the room so that the students view of the screen, flipchart, or whiteboard is not obstructed. The number of students, chairs/tables, and the physical properties of the room will many times dictate the room arrangement and best location for teaching aids.

Keep in mind that the classroom is your domain. Position your audience in such a way that their attention will be on you and your teaching aids and not the classroom surroundings. Some ideas and issues to keep in mind when setting up your room are:

- **Windows/\_\_\_\_\_** – If at all possible set up the room so your audience does not have an opportunity to look out a window or door. This will definitely distract their attention to things going on outside the classroom.
- **Escape route** – No one expects to have to evacuate a building but a smart presenter sets up a room so the exit is unobstructed and easily reached.
- **Lighting** – Projectors are especially vulnerable to bright light and direct sunlight. If possible, choose a location for the screen so it doesn't have bright light shining directly onto it. If lighting may be an issue, set up the projector and screen first and test different locations for lighting. Dimming the lights or shutting off certain lights can help students see better. However, avoid turning off all lights as this will encourage sleep and discourage note taking.
- **Seating** – If students need to use a table for writing, be sure not to “cram” too many students on each table. A good rule of thumb is 1 person per 2 – 3 ft of table. A six foot table would seat 3 and an eight foot table 4.
- **Projector screen** – Make certain that the screen is positioned high enough so a person sitting in the back of the room can see the screen above the heads of people in front.
- **Teaching \_\_\_\_\_** – If you are using teaching aids, it is very likely that you will need a table in the front of the class area for your aids – the overhead projector, your laptop and LCD projector, slide projector, etc.

If you are using a teaching aid that projects an image (overhead projector, slide projector, LCD projector), then you need to make sure you have a good quality screen to project onto. Many churches will have screens available, but they may not be of good quality, or they may not be large enough for everyone to see. If you don't have a screen of your own, make sure you confirm that the location for your class has a good screen. In a crunch, you can project on a solid white wall, but most walls aren't true white, or they are textured, or they have posters and other things hanging on them.

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Keep in mind that whatever you place in the center of the “stage” area will be the \_\_\_\_\_ of attention. If you want your visual aids to be the focus of attention, put them in the center. However, it is very likely that you do not want your visuals to be the focus of attention all the time. Therefore, you should place the visual aids to one side or the other.

You may wonder where you should stand relative to your teaching aids. There are several things to consider. First, make sure you don’t stand between any of the students and the teaching aid. If the aid is important enough to be using in your class, it’s important to make sure everyone can see it. Second, since the English language is read from left to right, you should stand to the \_\_\_\_\_ of the class so they can easily shift from looking at you to looking at the visual aid.

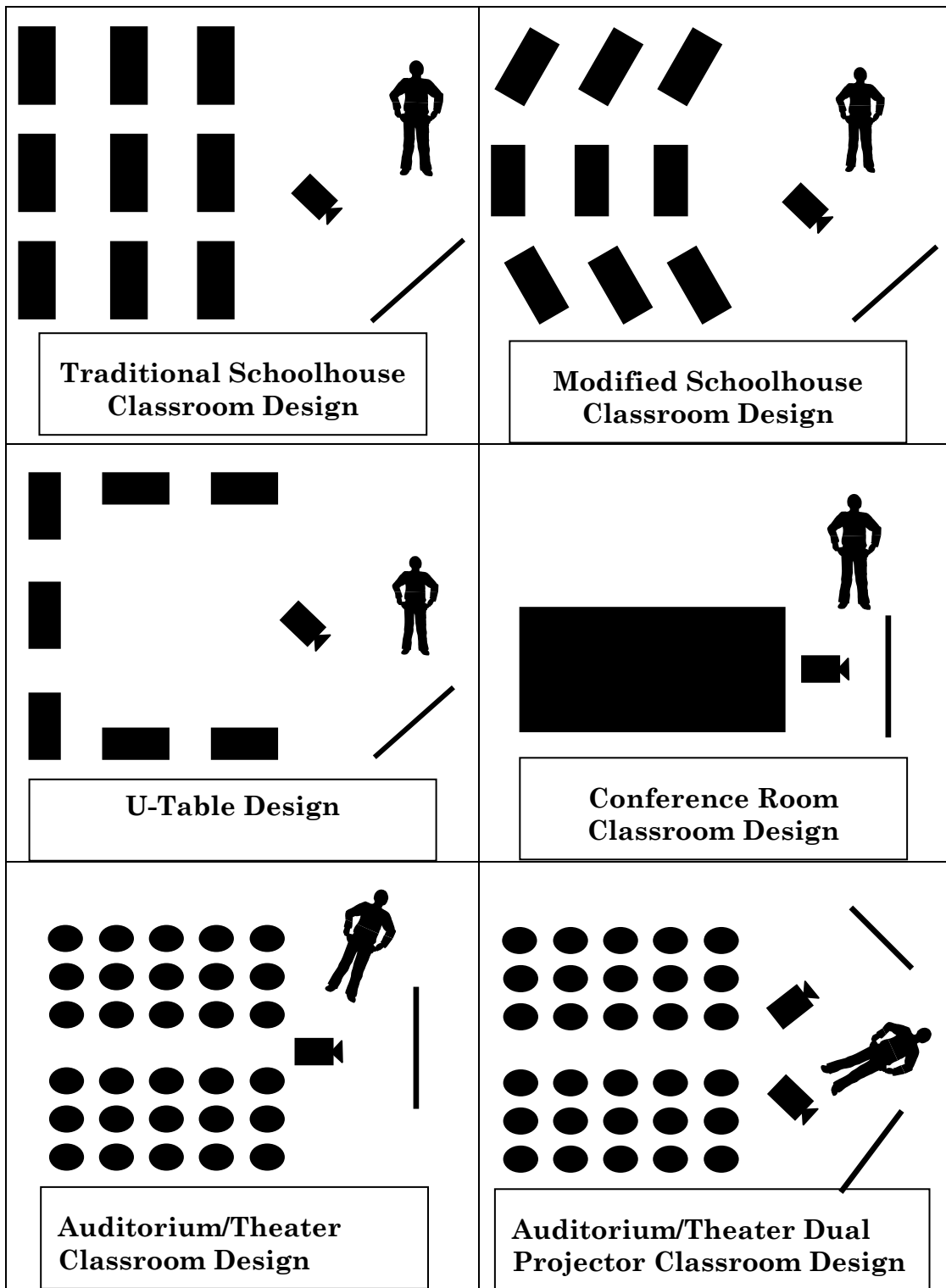
Questions you should ask yourself when setting up a classroom are:

- Is the environment I’ve created conducive to learning?
- Is there anything I can do that will help my audience learn more effectively?
- If I were in the audience would the set-up help or hinder me from learning?
- Will the audience be able to see the teaching aids?
- Will the audience be able to see you?

Listed on the next page is a table showing six different classroom designs. Each has its benefits and drawbacks. The key is flexibility. Some rooms will lend itself to one style, while another room will provide you with options. Experiment with the different designs so you become familiar with the benefits and drawbacks of each. A brief description of each of the classroom designs is located on the page following the designs.

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## Classroom Layout Designs



**Traditional and Modified Traditional Schoolhouse** - The presenter is at the front of the classroom, making it easy for him to scan the room and make eye contact with the students. However, those students in the back of the room tend to get less attention than the ones in the seats up front. Therefore, the presenter must constantly make eye contact and interact with those students in the back to make certain they aren't being left out. This class layout is useful when the class size is going to be larger than 15 – 20 students. With this class layout, it is difficult for the students to interact with each other. The modified traditional schoolhouse design angles the tables toward the center so students can more easily see each other during the class. This modification makes interaction between the students a little easier than the traditional layout.

**U-shape Table Layout** - This layout is designed so the audience and presenter can interact easily and attendees can work together as a team. A U-shaped classroom layout is recommended for learning. Attendees will be more apt to ask questions and interact with one another. It places the presenter in a role of facilitator rather than that of focus and authority. One disadvantage to this layout is it can be difficult to make eye contact with the entire classroom when you are standing in the middle of the U. Therefore, it's best if you can stand outside the top of the U when you are teaching so you can easily scan attendees. Another issue will be class size. The U-shape layout is not feasible for class sizes larger than 15 – 20.

**Conference Room** - A conference room set up allows attendees to work together as a team and promotes discussion. It is best for long meetings. It is not feasible for class sizes larger than 15 – 20. If possible, seat everyone at the table otherwise those sitting along a wall will feel left out.

**Auditorium/Theater** - This layout is suitable for any size audience, but is most efficient for large groups. Typically there are no tables so note taking can be cumbersome for the audience. Also, audience-to-presenter and audience-to-audience interaction can be a challenge, so this layout tends to be more impersonal. Therefore the presenter will need to consciously make an effort to make eye contact, even if it's only with those in the front of the room. The dual projector layout will give the presenter more latitude. This layout provides a better learning environment for the audience as they have the ability to choose a screen that is closer or easier to view. It also provides a backup in case one projector dies.

## Tips for Preparing/Using Presentation Tools

There are many different presentation tools that you should incorporate into your presentation style. Variety is the spice of life and this holds especially true for presenting! Consider some of these tips and tools when preparing for your next presentation.

**Teaching** \_\_\_\_\_. Teaching aids are tools that can enhance any training session. It is often easier for people to understand information if it is presented in a clear visual format. Some of the most common teaching aids are:

- Overhead transparencies
- Whiteboards and/or chalkboards
- Flipcharts
- Computer generated presentations using \_\_\_\_\_ software and a projector

When using any of these teaching aids, make certain you write large enough (at least 2" high) or use a large enough font (at least 24 point<sup>1</sup>) that it can be seen by students seated in the back of the room. A good test of font size, if you are using a laptop and LCD projector, is to stand back from your laptop's screen between six and eight feet. If you can read your presentation on the screen, then your font size is probably large enough. Write titles in all caps, use proper case for names, and lower case letters for easier reading. When writing, use a consistent alphabet style, either printing or cursive. However, most audiences will find \_\_\_\_\_ easier to read.

When using any electronic type of teaching aid (overhead, projector, VCR, computer, etc.) make sure you know how to use it and test it before you use it.

Since all of the LTA modules will have PowerPoint presentations available, and since more and more presenters have access to laptop computers and LCD projectors for showing PowerPoint shows, it is important to keep in mind a few tips for effectively using these shows:

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<sup>1</sup> "Point" is a printing term that refers to how tall the capital letters are. There are 72 points to an inch, so 36 points would be ½ inch, and 12 point (the size type used in most books) is 1/6 of an inch. If you take something that has been created in 12 point type, create a transparency, and try to project it with an overhead projector, the resulting image on the screen will be too small for anyone to read.

- Always \_\_\_\_\_ the PowerPoint slides. You need to make sure you know what's on the slides, where there are builds and transition effects, etc.
- Use a wireless mouse to advance through the slide show; this enables you to move away from the laptop and into the lighted area of the room so the audience will be able to see you.
- Turn off all screen \_\_\_\_\_ on your laptop and power management features that may cause the screen to go blank.
- Learn how to toggle between the computer screen and the projector on your laptop – this is different with each make of computer, but is usually a function key combination (e.g., Fn – F8 on a Dell computer); ideally you will want the image to come up on both your computer screen and the projector.
- If you want to blank out the display for a while, press the “b” key; to resume the presentation, press the “b” key again.
- If you want to jump to a particular slide, and you know what number it is in the slideshow, you can type in the number and then press the enter key – you will immediately jump to that slide.
- Always arrive early enough to make sure that your laptop will work with the projector, and that you have adequate power source, etc.
- Always bring an extension cord (100 feet) and a power strip.
- Have a \_\_\_\_\_ plan (the PowerPoint slides on transparencies, diskette, CD, or another complete set of technology) in case your primary technology fails.

Any teaching aid must be large enough so that everyone can see it. For example, a 13” TV may be O.K. if you are doing a one-on-one mentoring session with a commander, but it would be totally inadequate in a class of more than 4 or 5 commanders. The same is true of any of the visual aids you may use – a flip chart won't work in a class of 50 (use an overhead projector with write-on transparencies instead), though it will work in a session with 10 to 15 students with no problem.

There are times when you will direct the audiences' attention to a visual aid, either with a pointer or a verbal cue to look at the

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aid. When you are ready to get their attention back, do one of the following:

- Shut off the overhead projector, or cover the transparency with a piece of paper
- Turn the flipchart to a blank page
- Erase what is on the chalkboard or white board
- Put a blank slide in your presentation (or push the “b” key on the keyboard to “black out” your PowerPoint presentation; pressing the “b” key again will restore your presentation)
- Cover up your demonstration

**Pointers and laser pointers** – These can be very helpful to direct attention to specific points needing further discussion. When pointing to the screen, however, be careful not to move the screen; otherwise, the image on the screen will be distorted. Be cautious not to aim the laser pointer at someone’s eye as it may cause blindness. Tips to consider:

- Use your pointer to make a quick visual reference to something on your visual; you don’t need to continue pointing to it.
- Point to the screen, not your overhead. This allows everyone to see your slide.
- Face your audience; this means that you will have to point to your slide.
- Don’t play with your pointer when not in use.
- When using a laser pointer, briefly circle the item you want to focus on.
- Don’t lay your pointer on the overhead projector and leave it there – this keeps the focus on that point even if you have moved on to another point in your presentation.

Tips to consider when using teaching aids:

- DO write legibly and large enough to be seen
- DO use abbreviations to save space
- DO provide “bite-sized” pieces of information
- DO give participants time to take notes
- DO vary colors, but use colors that can be seen
- DO make sure your visuals can be seen from the back of the room
- DO preview the film/video tape before using it

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- DON'T face your visuals while talking
- DON'T stand in front of your visuals
- DON'T clutter your visuals with too much information

Strive for a mix of teaching aids to provide variety. Also, don't become so dependent on your teaching aids that you can't continue to teach if the aid fails. Always have plan B ready.

**Effective use of color in visual aids** – When making posters or other visual aids, you want color combinations with high contrast:

- Black on yellow
- Green on white
- Blue on white
- White on blue
- Black on white

When creating PowerPoint presentations, it is best to have a background in the “warm” color range (blue, purple) with a good contrasting color for the text. If text comprises the majority of the PowerPoint presentation, use a white background and black text. Do not use too many colors on any single visual aid; too many colors can become a distraction.

### **Rehearsal Strategies**

Rehearsal strategies can be broken down into three main steps: Practice, Practice, and Practice. It doesn't matter which one you do first, as long as you complete all three. There are a couple different ways one can approach rehearsing.

**Imagination station.** It's important to sit down and go over in your head the flow of your presentation. As you “play the

\_\_\_\_\_ in your mind”, ask some important questions, such as: Which teaching aids to use and when? How should the room be laid out to best \_\_\_\_\_ learning? How long will the presentation last? What could or has gone wrong in the past that should be planned for?

**Dress rehearsal.** After you've run through the presentation in your mind, now practice it in a room by \_\_\_\_\_. Be sure you practice with the teaching aids you plan on using. Time yourself to make certain you aren't taking longer than scheduled. If needed, go through the presentation twice to better familiarize yourself with the entire presentation. Finally, ask someone to sit through your entire presentation and honestly critique you. Ask them to write down things you did well and

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didn't do well. They should especially look for things you do that would prevent them from learning.

**Presentation strategies** – There are a number of strategies you can use when preparing for the presentation:

- Memorize the first \_\_\_\_\_ minutes of the presentation. This will allow you to begin your presentation with confidence since you won't be "attached" to your notes.
- When using flip charts, write in pencil any notes you want to be reminded of. Generally your audience will not be able to see the pencil marks.
- Print a copy of speaker notes to make sure you don't wander to far off your subject matter. Speaker notes also help you remember key points and exact quotes.
- Use \_\_\_\_\_ notes on transparencies.
- Write notes on the white border of those transparencies that have one. No one but you will see the notes so be sure to use ink so it can be easily seen in the bright light.

Notes are an excellent way to keep facts straight and stay on track. However, know your material well so you aren't relying on just your notes. The best way to know your material is rehearse. One can never rehearse enough. The more you rehearse the more relaxed you'll be when you give the presentation and the quicker you'll build rapport with your audience.

**Reviewing strategies** – One of the most effective ways to improve your presentation skills is to debrief each presentation. What went well? Where are the rough spots? What surprises where there? What was missing? How was the pace? Reviewing past presentations is one of the best ways to prepare for future presentations. Two areas to consider are:

- **Talk with someone.** Invite someone to the presentation that will give you constructive feedback. If you can't invite someone, watch your audience and find a good listener. After the presentation ask them to critique you. Another alternative is to find a good listener who wasn't there, but can ask good questions.
- \_\_\_\_\_ – Take time to review immediately following the presentation. Journaling is an excellent way of developing a diary of what works and what doesn't.

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# Quiz

Take a few minutes to complete this short quiz. Once everyone is finished, your instructor will go over the correct answers with you.

1. Position your audience in such a way that their attention will be on \_\_\_\_\_.
  - a. The surroundings
  - b. The clock
  - c. Training aids
  - d. Lunch
2. This classroom set up is most efficient for large groups.
  - a. Traditional Schoolhouse
  - b. U-Shape
  - c. Conference Room
  - d. Auditorium
3. Teaching aids are tools that can \_\_\_\_\_ any training session.
  - a. enhance
  - b. hinder
  - c. harm
  - d. slow down
4. Sitting down and going over the flow of the presentation in your head is called:
  - a. Preplanning Thought
  - b. Imagination Station
  - c. Thought Processing
  - d. Mental Auditorium
5. Memorizing the first seven minutes of your presentation is called a:
  - a. Preparing Strategy
  - b. Debriefing Strategy
  - c. Presentation Strategy
  - d. Difficulty
6. Pressing the \_\_\_\_\_ key will blank out the PowerPoint presentation.
  - a. A
  - b. B
  - c. C
  - d. D



## Creating a Successful Presentation - Designing

*“The mind can only absorb what the seat can endure”*

Proper design and forethought will result in a successful presentation. A successful presentation is one where your audience goes away knowing more than when they arrived, excited about the subject you presented, and looking forward to attending your next presentation.

When teaching LTA modules, the design process has already been done for you. However, a good presenter will want to add his or her own flair to the existing presentation. Although you can not change the content of LTA materials, you certainly will want to “design” your presentation style. This session will help you think about and ask design questions that will help your presentation be a success. Three areas addressed will be:

- Design Questions
- Presentation Design
- Design Process

When designing a presentation, keep these three goals in mind:

- \_\_\_\_\_ – “an emotional bond or friendly relationship between people based on mutual liking, trust, and a sense that they understand and share each other’s concerns”

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**Time Allocated for this session: 35 minutes**

- **Resourcefulness** – “ingenious and enterprising; full of initiative and good at problem-solving, especially in difficult situations”
- **Learning** – “the acquisition of knowledge or skill”

Achieving these goals can be challenging, but attainable. The key will be never design a presentation where the expected outcome is anything less than meeting these three goals. When these goals are reached, you and your presentation will be successful.

**Design questions** – Before starting down the road of design, have these three simple questions in mind:

1. **Who am \_\_\_?** Perhaps two better questions are: “What are my strengths?” “What are my limits?”
2. **What are the expected \_\_\_\_\_?** Setting expectations helps better understand the amount/type of content and teaching aids. Is your approach one of “FYI” (10,000 ft level) or do you expect competency (weed level)?
3. **What \_\_\_\_\_?** – Audiences always have filters such as gender, language, age, race, region, religion, knowledge, interest, attitude, etc. They apply these filters both consciously and unconsciously. Understanding that filters exist will help you plan the presentation so that your major points won’t be filtered out.

**Presentation design** – The following five-step approach to designing a presentation will always result in the opportunity for you to achieve the above stated goals. This will result in your audience leaving your presentation thankful they took the time/effort to attend. Each step should be written down with answers to questions and concerns.

1. **Who will be attending?** Know your audience and their expectations. Are they blue collar, white collar, technical, or the general public? Are there pre-requisites they must meet before attending? These questions will help you understand how to approach the design. Will you be presenting at the “10,000 foot” level or down in the weeds?
2. **Desired \_\_\_\_\_.** What is the bottom-line you’re expecting the audience to receive by the end of the event? If you complete the following statement, then achieve it during your presentation you will be a hero:

Evidence of success = \_\_\_\_\_

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3. **What is my content?** This is the “meat and potatoes” you’ll be presenting. Most presenters have too much content. Consider time factors. Always end on time. When you state that the presentation will last 2 hours, your audience will plan their schedules accordingly. Therefore, don’t create so much content that you have to fly through your presentation to meet the time deadline. When creating content keep these issues in mind:
  - a. **First things first: Endings**– create an ending that will tie your entire presentation together. Endings should last less than 10% of the overall presentation time.
  - b. **Edit \_\_\_\_\_ content** – As you build content, review what you’ve developed and eliminate information that is unimportant. Time is critical, don’t waste it on fluff.
  - c. **Organize time bites** – We are a sound bite society. The entire evening news can be printed on the front page of the newspaper, with room to spare! Therefore, think of your content in the form of “time bites” and organize your thoughts in small chunks.
  - d. **10:2 Ratio** – Audiences need time to process information. When presenting new ideas, allow time for the audience to process those ideas and how it affects them. Content should be designed with a ratio of 10:2; for every ten minutes of content, two minutes of reflection/absorption should occur. This can take the form of a break, Question and Answer time, or open discussion, to name just a few.
4. **Presentation station.** What presentation style(s) and/or teaching \_\_\_\_\_ are you going to use? What limitations, if any, does the room present for the presentation style(s) chosen?
5. **Agendas.** There is a need to prepare two agendas:
  - a. \_\_\_\_\_ – The material the audience will use and see. In the LTA environment it is the Student Guide and the PowerPoint presentation.
  - b. **Private** – The material; script, detailed notes, cues, used by the instructor to aid in his presentation. In the LTA environment it is the Instructor Guide.

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The above design will provide presenters with a very good design framework to follow. Once these concerns/questions are identified/answered the design process can begin.

**Design process** – The design process located in Appendix B will provide presenters with a step-by-step outline for designing a successful presentation.

As you will see, there is a lot to consider when designing a successful presentation. Each step in the process should be carefully considered and evaluated with the audiences' needs and outcome in mind. Once a design process is completed the information will be used to create the actual presentation. Devoting the proper amount of time and effort to produce a detailed design will help shorten the creation process and assure a successful presentation is achieved.

Some final thoughts on presentation design to consider. Great presenters:

- Build trust and risk-taking with the audience
- Realize the audience's understanding of the \_\_\_\_\_ is more important than the content
- Build a relationship with the audience one audience member at a time
- Uses humor, knowledge, and teaching aids wisely
- Do something else when what they aren't doing isn't working
- \_\_\_\_\_ three goals: rapport, resourcefulness, and learning
- Energize an audience with their humor, enthusiasm, knowledge, and presentation skills.

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### Practical Application

As a team complete the "Creating a Successful Presentation – Designing" located on the bottom of Module Application Worksheet 1.

You have 10 minutes to complete this task.

Take a 10 minute break when you are finished with the practical application, or 10 minutes are up.

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## Creating a Successful Presentation – Structuring

*Preparation reduces perspiration*

All of the work put into designing the presentation is about to pay off. Structuring the actual presentation requires developing “openings”, “closings”, and content. Referring to the design outlines will keep the structuring process on the right track, shorten the structuring time, and ensure a successful presentation is realized. As with the previous session, for LTA instructors creating the presentation structure has already been completed for you. However, this session provides excellent information when you need to create your own presentations.

The first step in creating a presentation is to break it down into its individual pieces. A generic presentation framework includes the following six steps.

1. **Informal Welcome** – Availability before the opening
2. **Openings**
  - a. **Welcome and Self/Team Introduction** – Who I am and why someone should listen
  - b. **Set Norms** – Acceptable/Unacceptable behavior: “Raise your hand any time during class to ask questions.” “Feel free to stand up to stretch.”
  - c. **Topic Overview**
    - i. **Relevance** – Why is it important?

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**Time Allocated for this session: 35 minutes**



- ii. **Outcomes** – What are the expected results?
  - iii. **Purposes** – How it can be applied?
- d. **Opening Statement** – Focus, energize, gain rapport
- 3. **Building Content** – New/Important ideas/issues
  - a. **Content Folders** – Building your case
  - b. **Bridge Building**– Relating new idea/issue with existing experiences/knowledge
  - c. **Teaching Method** – Method of conveying information
- 4. **Summary/Closing Statement** – Keep it brief and summarize content
- 5. **Evaluation** – Student and self-evaluations of presenter
- 6. **Informal Follow-up** – Availability after the close

### **Step 1 & 6: Informal welcome/follow-up**

Don't overlook the critical aspect of steps 1 and 6. Your likelihood of connecting with your audience and building rapport will improve drastically based on your approachability before and after the presentation.

### **Step 2: Openings**

Though it seems like there is a lot to do during the opening, it is important that it not last more than 5 – 10 minutes. You don't want your audience to feel rushed, but keep it brief enough so you aren't playing catch up the rest of the presentation.

#### **Welcome and Introduce Yourself/\_\_\_\_\_ –**

Give your name and credentials so the audience knows why they should listen.

**Set Norms** – Define acceptable/unacceptable behavior.

**Topic Overview** – As you briefly cover the topics, attempt to convey its relevance, outcomes, and purposes by answering three questions:

- Why is it important?
- What are the expected results?
- How it can be applied?

**Opening \_\_\_\_\_** - A great opening statement will go a long way towards making a connection between the presenter and the audience. When creating an opening statement, refer back to the expected outcomes and objectives you listed during the presentation design process, and then try to meet these three key purposes:

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- **Relate**
  - Apply topic to personal benefit
  - Apply topic to previous learning
- **Enthusiasm**
  - Audiences' feed on your enthusiasm
  - Movement creates energy and builds enthusiasm
  - Enthusiasm is lost when participants don't know why they are there
- **Build Rapport**
  - Understand audiences' needs and meet them
  - Don't take yourself \_\_\_\_\_; have fun
  - Audiences imitate the presenters' attitude
  - Confidence, playfulness, and flexibility are powerful messages to send
  - Check for audiences' responsiveness

### Step 3: Building Content

Building the right content will require your subject expertise and presentation expertise to decide which teaching methods and/or teaching aids to use. Content, to be most effective, requires that you put your "expertise" into presentation containers for organizational purposes. Teaching methods are the many options presenters have to deliver the content.

**Content** \_\_\_\_\_ – Listed below are a number of different ways content can be organized. A single presentation can, and many times will, use different containers to effectively deliver content.

- **Sequencing** – This is used to explain something in the exact order in which it occurred or happens in real time. *Example: "First we must buy the cookie dough. Second cut it up and place on a baking sheet..."*
- **Question and** \_\_\_\_\_ – This presentation container is logically built from answers to one or more key questions. To create this structure, first identify: (a) all major questions you feel need to be answered, plus: (b) any extra questions your audience will likely want answered. Then, simply consolidate both lists of questions into a unified sequence which becomes your Q/A framework. *Example: "Today, we'll answer three basic questions: How did the project begin? How has it progressed? Why is it unique?"*

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- **Three points** – This is used to focus listeners on important concepts or issues related to a topic. You might use this as an advanced organizer from which you could provide extensive elaboration or to highlight areas a group should consider in reaching a decision. This works very well when organizing impromptu speeches. *Example: “Let’s explore the three major goals of developing an outstanding presentation...”*
- **Compare/ \_\_\_\_\_** – When you’re presenting a choice between two or more alternatives, an excellent framework to use is compare-contrast. The compare-contrast gives your audience a detailed, side-by-side comparison of each alternative. For best results, include advantages and disadvantages between each choice. *Example: “The Digital Nervous System Project evaluated two products: Microsoft Exchange and Lotus Notes. We will outline the strengths and weaknesses of each product which will clearly reveal why we chose...”*
- **Cause and effect** – Describing how one action leads to another. *Example: “Smoking produces many negative effects on the human body...”*
- **Problem solving** – Describing what can go wrong and potential solutions to correcting or preventing it from occurring. *Example: Recently I attended a presentation where the presenter struggled to get the group on task. The opening statement was unclear and he clearly didn’t understand the subject. We are going to look in depth at two areas that would have saved him: Compelling openings and How to become a Subject Expert in 48 hrs...”*
- **Grouping by \_\_\_\_\_** – If the topic is large and no other container seems exactly right, consider trying a topical grouping. This approach is created simply by dividing the total topic into several smaller sub-topics, each of which is discussed in turn. Topical grouping is a very common pattern and usually easy to create, but it’s also less original and less compelling than other options. *Example: “Today we will be discussing each of the major subsystems of the human body are Skeletal, circulatory, digestive...”*

**Bridge \_\_\_\_\_** – Learning occurs at its fastest rate when new concepts are introduced and related to existing knowledge. This is referred to as bridge building. Too many

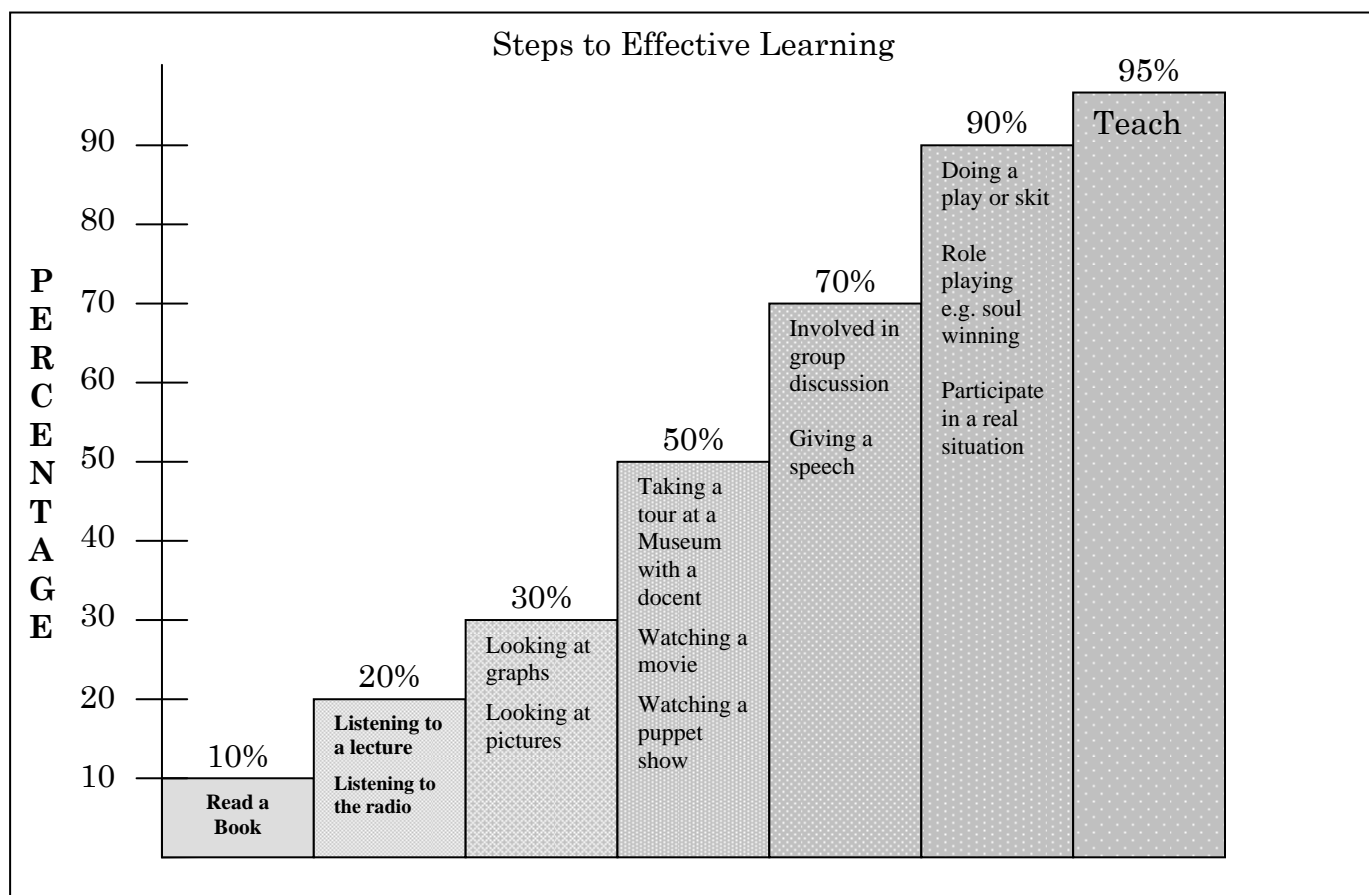
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times, a presentation introduces new concepts and ideas using the “Emeril Lagasse” approach to presenting: BAM! They just throw new concepts out there. BAM! BAM! Two in a row and they don’t even relate to one another. Bridge building creates ways to relate ideas/concepts with existing knowledge.

- **Foretelling** – This bridges, or connects, the new concept by presenting relative information before the new concept is introduced.
- \_\_\_\_\_ – Moving to the next concept by using information from the previous concept.
- **Retracing** – Used mostly for presentations scheduled over an extended period of time. This bridge building backtracks and reviews previous concepts and their relationship to the next concept about to be discussed.

**Teaching Methods.** A good presenter uses different methods during the class to provide the audience a better learning environment. The “Steps to Effective Learning” (see figure on next page) provides a list of teaching methods that can be used to convey information to students and audiences alike. Some of these methods are much more effective than others at conveying information in a manner that will be remembered later. The bottom of the chart labels the nature of the involvement of the student in the learning process. It ranges from hearing (“verbal receiving”), to seeing (“visual receiving”), to doing. There is a shift from passively receiving information to actively participating in the learning process. As you study this diagram, compare the nature of the involvement with the percent of information we tend to remember two weeks after the learning activity. Passive learning, activities of reading and hearing, provides 10-20 percent retention, whereas actually doing the activity provides up to 90 percent retention. Thus good presenters strive to use teaching methods that are on the active end of this diagram, rather than passive methods like reading and listening (“hearing words”). The \_\_\_\_\_ approach to teaching – tell them, show them, have them do it – is one of the best approaches to use, as it should provide close to 100 percent retention. A Chinese proverb states: “I hear and I forget, I see and I remember, I do and I understand.” Every presentation should strive for “understanding,” not just completion of the module.

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The more popular teaching methods include:

- \_\_\_\_\_ – Used most often, but least effective. However, is most used when new information is presented. If possible, try to use other teaching methods as appropriate. As shown in the figure above, lecturing yields close to the lowest level of retention.  
**Question and Answer** – Tests for understanding and keeps students involved. This is one discussion technique that according to the figure above yields close to 70 percent retention of the material presented. An in-depth study of Questions and Answers will occur in the “Performing” session.
- **Demonstrations** – Provides a way of showing the concept or point trying to be made. Make sure you have all of the required materials or props in place before you begin. If you demonstrate an incorrect way of doing something, be sure to demonstrate the correct way, the incorrect way, and then the correct way again. That

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maximizes the likelihood that the audience will remember the correct way, not the incorrect way.

- **Brainstorming** – Gathers \_\_\_\_\_ from everyone without criticizing ideas or suggestions. A great way to encourage input from everyone while gathering lots of ideas. Capture these ideas on a white board or flip chart so you can refer to them later. Consider having someone assist you on a second flipchart or the opposite side of the white/chalk board so you can record comments and ideas quicker. Do not criticize an idea as it is presented – just record it. At the conclusion of the brainstorming session, go over each response and determine whether it's valid or applicable to the discussion. At this point, someone may want to remove it from the list, but do your best to gain consensus from the entire class before doing so. Brainstorming is another one of the discussion techniques that yields about 70 percent retention of the material discussed.
- **Small \_\_\_\_\_ discussions** – In-depth discussions on a subject matter or issue in an attempt to better understand or develop solutions. It's best to separate each group, in different classrooms if possible, so ideas and communication can flow easier. Alternatively, you can have individuals sit around a table (round tables are ideal if you are going to use the group discussion method frequently). This teaching method can help some of the more timid students become more involved in the smaller group surrounding. You can easily do this following the N x N rule – allow 4 people in a group four minutes to discuss; 6 people six minutes, etc. Upon conclusion of the discussions, appoint one person in each group as the spokesperson to report the group's findings/solutions.
- **Simulation** – Going through the motions of the actual experience. Simulation training provides more uniform results when people have to actually go out and perform the skill in a real world experience. Mouth-to-mouth resuscitation is a typical simulation. This is the next to the best teaching method in terms of retention.
- **Role playing** – Taking on the character or characteristics of a person to emphasize the interaction and reaction between individuals in an impromptu setting. An effective way of increasing awareness and enhancing student participation. Soul winning, played out between a Christian and a non-believer, can be illustrated

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through role-playing. Be very careful to plan out your script and stay on subject. For best results, have a general overview to follow and talk to an audience member or fellow presenter before class or during a break and discuss their role and expectations. This is a very powerful, active teaching method that should yield high levels of retention of the material learned.

- **Teachable** \_\_\_\_\_ – When an unplanned event occurs that can be used to teach or comment on. For example, safety awareness can be taught when a Royal Ranger slips and falls on a wet floor. As a presenter you must be quick to take advantage of this opportunity and apply this situation to the training at hand.

#### **Step 4: Closing Statement**

Finally, the closing statement brings everything together and sends the audience off better than when they arrived. Traits of an effective closing statement will include the following.

Closings:

- Are \_\_\_\_\_
- Summarize content
- Acknowledge audience
- Engage feelings
- Are early
- \_\_\_\_\_
- Connect content to audience
- Commit audience to using content

#### **Step 5: Evaluation**

For those presenters who truly want to improve, step 5, evaluation, should be provided at the conclusion of each presentation. For best results, evaluation should be done by your audience, evaluating your presentation and by you, self-critiquing the presentation.

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#### **Practical Application**

As a team, complete the “Creating a Successful Presentation – Structuring” located on Module Application Worksheet 2.

You have 15 minutes to complete this task.

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## Creating a Successful Presentation – Performing

*Activity is not necessarily accomplishment*

How you present yourself and the skills you use will say a lot about you as a presenter. Do you stand stiff and in one position the entire time you are in front of the audience? Are you nervously playing with keys or pulling the top off of a pen or marker? Or do you engage your audience with thought provoking questions and interesting dialog? The good news is, no matter how long you've been a presenter there's always room for improvement!

This session will cover the following performing areas:

- Confidence Builders
- Building Rapport
- Physical Skills
- Keeping Audience Tuned In
- Questions and Answers

These strategies and tips will greatly help with performing styles you will be able to refer to every time you prepare to give a presentation.

### **Confidence Builders**

Standing up in front of a group of strangers can sometimes be a little nerve racking. One of the reasons for this is many

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**Time Allocated for this session: 50 minutes**



presenters think audiences are like attack dogs, sensing fear and ready to pounce on you at the first sign of nervousness. Though “butterflies” are expected and accepted, nervousness typically isn’t. The best remedy for nervousness is expertise and experience. The more you know, and the more you get in front of an audience, the more comfortable you’ll become. Of course, this is easy to say to a presenter who has an opportunity to get in front of audiences on a regular basis. But for the average presenter, who only gets an opportunity to present a couple times a year, this statement isn’t very comforting. Therefore, some ways to help build confidence include:

- **Over rehearse** – There’s nothing like practice to build confidence.
- **Be a \_\_\_\_\_** – SME stands for Subject Matter Expert. There is no better way to feel confident than when you know your stuff. Preparation reduces perspiration.
- **Warm up** – Arrive early, get the feel of the room, meet members of the audience as they arrive, and review your notes.
- **Memorize** – The first \_\_\_\_\_ minutes of your presentation.
- **Say something you enjoy** – Not only will this help you relax, but it will also build rapport with your audience as you share personal stories or information you enjoy.
- **Breathe** – in–out, in–out. Just repeat this, you’ll do ok.

### Building Rapport

Getting your audience to buy into you and your ideas is critical for success. Some ideas that will help build rapport quickly are:

- **Come prepared** – As noted in building confidence, your audience will be more willing to bond with you when they see you are organized, willing to meet their needs, start on time, and willing to share your information and expertise openly and equally.
- **Post agenda** – Let everyone know what is on the agenda and the times allotted, and then stick to it!
- **Reveal \_\_\_\_\_** – Smile and use humor. Audiences will create an emotional bond when you reveal your true self.
- **Communicate respect and caring** – Use humor, music, and food as you move around the room talking to your audience.

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- **Relate to your audience** – Put yourself in your audience’s shoes.
- **Connect one at a time** – Whether your audience is 4 or 40,000, speak to them as individuals.

Another way to build rapport is to send “signs” audiences want to hear throughout your presentation, such as:

- I’m a SME
- I don’t take myself seriously
- I have a well thought-out plan
- You can apply this now
- You will benefit
- I value your time
- I know your name
- I will finish on time

## Physical Skills

We are a visual society. We tend to make judgments and decisions based on what we see. The audience will decide in the first few minutes whether or not you’re worth their time based on what they see in you. If you stumble at first, will you fail? No. Will recovery be difficult? Yes. The following ideas will help you get your presentation off to a positive, fast start.

**First** \_\_\_\_\_. The very first thing your students will notice is what you are wearing. If it’s a Royal Rangers class, it will be your uniform. If it’s a non-ranger event it will be your suit, clothes, etc. No matter what it is, look sharp!

For ranger events, your uniform should be clean, pressed, and properly worn. If at all possible, purchase a complete dress khaki uniform. Remember, you are the example the students will follow. Make certain all medals, ribbons, patches, and pins are in the proper location, order, and orientation. If in doubt, check the *Leaders Manual* for exact position and orientation. Before your presentation look in the mirror and make certain you look sharp.

For non-Royal Rangers presentations, you should be dressed according to the dress code of the event at which you’re speaking. No matter if the dress code is casual or formal your clothes should be clean, pressed and make a professional statement about you as the speaker! If you aren’t sure of the dress code, err on the side of business professional. It’s easier to

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remove a coat and tie than looking out of place because you've underdressed.

**Using your body** \_\_\_\_\_. Effective communication involves more than just talking. Using body language effectively will help engage your audience and help hold their attention. However, be careful not to go overboard, thus causing the students to focus more on your actions than the message you are trying to convey. Here are some tips on body language:

- Stand up straight with your shoulders back; this projects confidence
- When you stand, keep your feet about shoulder-width apart, one foot slightly toward the audience
- Turn your whole head to look at your audience as you speak to them, not just your eyes
- Use your hands to gesture and emphasize points. Relax your shoulders and make your hand movements large and free
- Move into your audience as much as possible, avoid staying behind a lectern or computer
- Reach out and touch someone. Physical contact brings your audience into the teaching process
- Be relaxed and comfortable with the material you are presenting
- Enthusiasm is \_\_\_\_\_. Work at being a high energy presenter

**Using** \_\_\_\_\_ **contact effectively.** One of the fastest ways to establish a connection between you and the audience is to see your audience as individuals. Therefore, it's important that you reach out and touch each student with eye contact throughout the class. Different methods of eye contact to try or to avoid include:

<b>Do</b>	<b>Don't</b>
Make eye contact with everyone	Don't allow your eyes to dart around the room nervously
Be familiar with your material so you aren't tied to your notes or overhead	Don't stare two feet over the heads of the audience
If you're nervous, look for a friendly face and establish eye contact	Don't talk to the white board, chalk board, flipchart or other visual aids you may be using

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**Using your \_\_\_\_\_ effectively.** How you use your voice can make the difference between an exciting presentation and one in which your audience falls asleep! A colorful voice is one that is interesting, audible, understandable, and pleasant to hear. Your voice can imply anxiety, anger, boredom, or humor. An effective voice has the following components:

- **Pitch** – The highness or lowness of the voice, its range. Stress and poor breathing greatly alter your pitch. Keep your pitch as natural as possible unless you are using your voice for emphasis.
- **Inflection** – The manner in which pitch is varied as you speak, its verbal punctuation. Upward inflection asks a question, downward inflection conveys strength, certainty, and authority. Lack of inflection leads to a monotone voice that is certain to put your class to sleep! Make sure you use appropriate inflections in your voice during your classes.
- \_\_\_\_\_ – The ability to pronounce words distinctly. Clear, articulate words reflect self-confidence and interest. Slurred or mumbled words indicate insecurity or indifference and are difficult for students to understand.
- **Projection** – Directing the voice so it can be plainly heard at a distance. Always project your voice so the person in the back of the room can clearly hear and understand you.
- \_\_\_\_\_ – Excessive coughing, throat clearing, using “um,” “uh,” “you know,” “O.K.,” etc. are distracting. Strive to eliminate these fillers from your speech. You may not even realize you use fillers like these. Tape record one of your presentations and listen to it, or ask a friend for honest feedback. If you detect that you are using fillers like these as you present, you will need to make a conscious effort to remove them from your speaking habits.
- **Keep it simple** – Choose common terms and words everyone can understand.

### **Keeping Audiences Engaged**

As the presentation moves along, good presenters look for signs that the audience is tuning out their presentation. When audiences begin to lose interest try one or more of these tips to tune them back in:

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- **Sound bites** – Give information in small chunks
- **Volume change** – Change between your “exciting” voice, “indoor” voice, and “outdoor” voice
- **Silence** – This will quickly identify the snorers
- \_\_\_\_\_ **paragraph** – Paint word pictures
- **This is my most important point** – This tends to only work once, so use it wisely
- **Take a break** – Has it been longer than one hour since the last break?
- **Change** \_\_\_\_\_ **styles/aids** – Keep the audience moving by changing your teaching style or aid. Move from PowerPoint to flipcharts. Change from lecture to role playing, etc.
- **Adding interest and humor** – A presentation that is fun reduces resistance to learning and increases audiences’ attention and rapport. In a classroom environment humor should be used as an extra, not the focus of the class. The do’s and don’ts of humor include:

Do	Don’t
Get to know the audience before introducing humor	Sarcasm, off-color, or put-down humor should never be used
The humor should be directly related to the topic being discussed	Don’t direct humor at the audience or course material
Real world examples or war stories can be both entertaining and informative	Don’t over do humor, you’ll lose credibility
	Don’t take yourself seriously

**Reducing** \_\_\_\_\_ **lapses**. The audience makes sense of new information by integrating it with prior knowledge. However, mental lapses occur when any of the following situations arise.

- Short term memory becomes overloaded
- An idea is not immediately understood
- Several words or ideas are used to identify the same piece of knowledge
- Something heard during the presentation sends an individual off on a mental ‘rabbit trail.’

These mental lapses occur while the discussion or presentation continues on. Therefore it is important for the instructor to

pause occasionally to intentionally allow time to process new information.

Two ways to provide information processing are:

- Small group note sharing or discussion
- The routine injection of questions by the instructor during the presentation.

### Questions and Answers

The frequency of questions is directly related to the amount of learning. Unfortunately, many presenters find using questions and answers (Q&A) very difficult to incorporate into their “bag of tools”. Listed below are a number of tips and tricks that will help presenters take advantage of this important tool.

Using Q&A can achieve the following:

- **Stimulate** \_\_\_\_\_ – Audience members who have thought very little about a certain subject will give careful thought before answering a question.
- **Determine progress** – Q&A will assist the presenters in analyzing just how much of the subject the audience has absorbed.
- **Clarify** \_\_\_\_\_ – Commenting on the students’ answers will enable the presenter to expand and clarify more fully the subject being taught. The presenter should provide positive comments, and try to tie the answers received back to the concept being reinforced.
- **Apply concepts** – Answering questions enables the audience to apply the knowledge they have received in their own words and examples.
- **Involve** \_\_\_\_\_ – Q&A encourages higher involvement rate from the audience while providing an opportunity for audience to express themselves.
- **Midcourse adjustment** – Q&A provides the presenter an opportunity to adjust the presentation level or speed to the audiences needs.

**Designing effective questions.** Because poorly worded questions can backfire and impede learning, it’s important that a presenter spend time designing effective questions. Questions should be:

- **Planned** – Plan and write down questions that support the presentation material
- **Clear** – Questions need to be clear and unambiguous

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- **Purposeful** – Ask yourself “what is the point of the question?”
- **Brief** – Keep the question short and to the point
- **Thought provoking** – Questions should require more than a yes/no response
- **Open** – Allow for the audience to provide their perspective which reduces the potential for an incorrect answer
- **Distributed** \_\_\_\_\_ – Provide the opportunity for every audience member to answer a question

**Handling** \_\_\_\_\_. If you’re going to ask a question, you need to be prepared to handle your audiences’ response. Presenters should:

- Not answer their own questions
- Rephrase questions or cue participants if they cannot answer immediately
- Not repeat their questions immediately
- Not repeat participants responses *if* everyone in the audience heard the answer
- Repeat participants response *if* everyone in the audience could *not* hear the answer
- Provide feedback to participants after they respond

Eventually, every presenter will be asked a difficult question from the audience. So how do you maintain credibility when answering difficult questions from the audience? The following patterns work best when answering: 1.) Questions in which you don’t know the answer, or 2.) Questions that appear to be communicating objections or hostility.

- **Questions you** \_\_\_\_\_ **know the answer to.** Honesty is always the best policy. Three potential answers are:
  - “I don’t know, but consider this...”
  - “I don’t know, let me research it and get back to you...”
  - “I don’t know, but here’s where I would look for the answer...”
- \_\_\_\_\_ **or hostility questions.** These challenges call for unique verbal and nonverbal skills. Three ways to handle these types of questions are:

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- **Attitude counts** – Always answer the question in a professional, unemotional, and courteous manner. Try to understand their position to verify the challenge, and then provide an answer that states your position in a confident manner.
- **Size counts** – Your response should be short and sweet. The longer the answer, the more defensive it sounds. The shorter the answer, the more confident it sounds..
- **Confidence counts** – Keep your facial muscles up. Each sentence should end on a down tone. This will avoid you sounding condescending, defensive, disgusted, frustrated, or worried. Maintain eye contact with everyone, particularly when you get to the end of your answer. If you finish the thought looking directly at the questioner or challenger you may get another challenge. If you finish the thought looking at another member of the audience, you give the impression that you are including everyone in the exchange. Plus, someone in the audience may bail you out with a question of their own.

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#### Practical Application - Option

Take the next 10 minutes and, as a team, utilizing Module Application Worksheets 1 and 2 as your framework, create a 20 minute, “Rangers 101” presentation. If needed, flipcharts, blank transparencies, and/or PC for creating a PowerPoint presentation will be provided. Select at least two team members to deliver the presentation, although the entire team is encouraged to participate.

Each team will potentially be selected to present their topic.

You have 10 minutes to complete this task.



## Quiz

Take a few minutes to complete this short quiz. Once everyone is finished, your instructor will go over the correct answers with you.

1. The best remedy for nervousness as mentioned in the materials is:
  - a. Let someone else present
  - b. Expertise and experience
  - c. Squeezing your hands together
  - d. Standing behind the podium
2. One way **not** to build rapport is:
  - a. Come prepared
  - b. Post agenda
  - c. Display arrogance
  - d. Reveal self
3. Using eye contact effectively means:
  - a. Darting your eyes around the room
  - b. Staring two feet over audience's heads
  - c. Making eye contact with everyone
  - d. Wearing dark glasses
4. A presentation that is \_\_\_\_\_ reduces resistance to learning.
  - a. Fun
  - b. Fatiguing
  - c. Short
  - d. Long
5. Questions and Answers can achieve the following
  - a. Determine audience progress
  - b. Involve the audience
  - c. Clarify concepts
  - d. Stimulate thought
  - e. All the above
6. One way to properly handle objections or hostile questions is to:
  - a. Stare coldly at the person asking the question
  - b. Answer the question in a professional manner
  - c. Just ignore them, eventually they'll go away
  - d. Tell the person you'll get back to them, but don't



## Team Teaching

*And Jesus sent them out two by two*

A number of the LTA modules are quite long and should be taught by more than one instructor. This approach benefits the students and \_\_\_\_\_ alike since each instructor has his or her own style and will be fresh when they teach.

Team teaching can be compared to two commanders piloting a canoe downstream during a NCE. They need to continuously monitor the direction to make sure they're navigating properly as they go. They must work together to know when to paddle on the same sides or opposite sides. During the course of the trip, they may reevaluate the goal itself. Is the destination agreed to earlier still attainable? When done properly, it's very rewarding. When done poorly, it's produces unpleasant results and often times very wet paddlers.

Since many instructors experience more pain than pleasure in team teaching, why try it at all? Because, when done properly, the benefits are tremendous:

- Enthusiasm
- Variety
- Development
- Rescue
- Modeling
- Synergy

A positive learning environment will result when the teaching team agrees to and follows the key aspects of the following team teaching guidelines:

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**Time Allocated for this session: 20 minutes**

- Team Teaching Responsibilities
- Team Teaching Agreements
- Team Teaching Arrangements
- Team Teaching – The Duet
- Review Questions

### Team Teaching Responsibilities

Before starting a class all instructors need to understand and follow the following responsibilities:

- Personal Composure
- Professional Attitude
- Have \_\_\_\_\_
- Make my Partner(s) Look \_\_\_\_\_

When the above responsibilities are fulfilled, both student and instructor benefit.

### Team Teaching Agreements

The best teams are those where all teachers understand and adhere to certain agreements.

- **We are a team** – When all parties work as a team, they create a synergy that is hard to beat
- **Learning goals take** \_\_\_\_\_ – The students needs are always more important than those of the instructors
- **Whatever it takes** – Each instructor has permission to do whatever necessary to achieve the goals
- **No one right way** – There is no “only one way” to do anything
- **Flexible agreements** – Prior agreements can be changed for the sake of the students
- **Team and individual plans** – Plan parts as a team to do together and parts to do separately

Other agreements can be added. As with these or any agreement, be sure all parties understand and agree to abide by them.

### Team Teaching Arrangements

Some team teaching arrangements or groupings to consider.

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- **Tag team** – One on – One off or prearranged rotation schedule for more than two instructors. This arrangement is easy to use early in relationships. Partners can listen and learn as they check student response.
- **Lead** \_\_\_\_\_ – One instructor leads and is responsible for making decisions. Other instructors adds or fills in missing data, tells anecdotes, explains, picks up the pace, watches and makes contact with students, and/or teaches prearranged module sessions.
- **Present and record** – One instructor presents content or elicits student response while team members record student responses.
- **Perform and critique** – One instructor demonstrates an interactive skill with an audience member. Team members observe student responses and make comments.
- **Duet** – teach as equals, spontaneously working off each others comments.

No matter which role is chosen or played, the key is communication and understanding role responsibility. As with any team environment, flexibility will go a long ways towards presenting a harmonious look to your students.

### **Team Teaching – The Duet**

Many times the best team teaching approach is using two instructors in a duet role. This will be especially true if the two instructors work together over a period of time. Like all good teams, they will begin to build on each others strengths and weaknesses. Here are some ideas on how to become an effective “duet”.

- \_\_\_\_\_ content discussions
- Be ready to complete a thought
- Stay relatively close to one another
- Make proper use of entire stage
- Preplan responsibilities
- Develop signals
- Focus on the audience
- Treat each other professionally
- Review each \_\_\_\_\_

Each of the above ideas will take some time to master. However, they will begin to occur naturally as each partner becomes familiar with the others’ style and ability. If you have a choice

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for picking a partner, find an instructor whose strengths are your weaknesses and vice versa. This ideal situation provides the best opportunity for the students to learn. Just as important, you will begin to build your weaknesses into strengths as you observe your partner teach.

### **Review Questions**

As you begin working with other instructors, use the time before and especially after the class to review and improve. Questions you should consider asking include:

- How did we work as a team?
- Was our contribution effective?
- Did the students learn?
- What interfered with learning?
- Did we meet the intended objectives?
- Did we learn anything new?
- Did we ask the right questions?
- Did we ask any new questions?
- What are our goals for improving next time?

Team teaching when approached and carried out properly provides an excellent environment for teaching. It can be beneficial for both student and instructor. Open dialog between team members will be the key to providing the very best learning experience for all.

Notes

## Quiz

Take a few minutes to complete this short quiz. Once everyone is finished, your instructor will go over the correct answers with you.

1. A team teaching responsibility does not include:
  - a. Having fun
  - b. Competitive attitude
  - c. Professional Attitude
  - d. Make my partner look good
2. One of the team teaching agreements listed is:
  - a. One right way
  - b. Rigid agreements
  - c. Whatever it takes
  - d. Pay for performance
3. One instructor is the lead in this team teaching arrangement.
  - a. Tag Team
  - b. Present and Record
  - c. Duet
  - d. Lead Instructor
4. This teaching arrangement has each member teaching as equals, spontaneously working off each other.
  - a. Tag Team
  - b. Present and Record
  - c. Duet
  - d. Lead Instructor
5. One instructor presents content while the other records responses in this teaching arrangement.
  - a. Tag Team
  - b. Present and Record
  - c. Duet
  - d. Lead Instructor
6. When team teaching use the time before and especially after to \_\_\_\_\_.
  - a. Review and improve
  - b. Set goals for next time
  - c. Determine if the team was effective
  - d. All the above



# Session 7

## Conclusion

This module has provided you with excellent presentation skills that you can use immediately, don't stop your learning here. Other modules have been developed that will help you in other areas of your Royal Rangers ministry. If you want to continue developing your presentation skills, consider attending other LTA modules such as:

- Teaching Techniques
- Classroom Management

Also, organizations such as Toast Masters International can provide excellent tools to help you go farther and achieve more. Plus, companies in many cities also hold 2 – 5 day "Train the Trainer" classes that will provide you with multiple opportunities to have your presentation strengths and weaknesses evaluated.

The number one goal of *every* presenter is to transfer new skills, ideas, or knowledge. Effectively transferring those skills or knowledge will allow your audience to feel good about themselves and the time they've devoted for the class. Therefore, as a presenter, respecting and motivating your students is the key to the learning process.

Simply put, poor presenters:

- Have a bad demeanor
- Have nothing to say

Notes

**Time Allocated for this session: 10 minutes**

- Talk down to the audience
- Are boring
- Plan poorly

However, good presenters:

- Use Questions and Answers effectively
- Don't take themselves seriously
- Have passion for their subject
- Have a secure feeling because they've prepared properly
- Are a SME
- Make you feel like a friend

### **Charles Shultz Philosophy**

You don't actually have to take the quiz. Just read the quiz straight through and you'll get the point it is trying to make!

Take this quiz:

1. Name the five wealthiest people in the world.
2. Name the last five Heisman trophy winners.
3. Name the last five winners of the Miss America contest.
4. Name ten people who have won the Nobel or Pulitzer Prize.
5. Name the last half dozen Academy Award winners for best actor and actress.
6. Name the last decade's worth of World Series winners.

How did you do? The point is, none of us remember the headliners of yesterday. These are no second-rate achievers. They are the best in their fields. But the applause dies. Awards tarnish. Achievements are forgotten. Accolades and certificates are buried with their owners.

Here's another quiz. See how you do on this one:

1. List a few teachers who aided your journey through school.
2. Name three friends who have helped you through a difficult time.
3. Name five people who have taught you something worthwhile.
4. Think of a few people who have made you feel appreciated and special.
5. Think of five people you enjoy spending time with.

Notes



6. Name half a dozen heroes whose stories have inspired you.

Easier? The lesson:

The people who make a difference in your life are not the ones with the most credentials, the most money, or the most awards. They are the ones that care.

----- Charles Schultz

### **Royal Rangers Mission**

Remember, the mission of Royal Rangers is to “Reach, Teach, and Keep Boys for Christ.” You have been called by Christ, and empowered by the Holy Spirit, to help fulfill the great commission by reaching out to the boys in your church and community. We encourage you to take what you have learned in this Presentation Skills Module and put it to work in your section, district or region so you too may begin to see the harvest of souls.

Notes

## Module Application Worksheet 1

**Team Name:** \_\_\_\_\_

**Content ideas for “Rangers 101” a 20 min. presentation (5 Minutes)**

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### Creating a Successful Presentation – Designing (10 Minutes)

**Outcomes:** \_\_\_\_\_

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**Objectives:** \_\_\_\_\_

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**Audience:** \_\_\_\_\_

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**Content:** \_\_\_\_\_

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**Delivery:** \_\_\_\_\_

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Outcomes: What will success look like after Rangers 101?

Objectives: What do you expect to achieve?

Audience: Who will be attending and what filters can I expect?

Content: What information does my presentation need?

Delivery: What does the presentation “Rangers 101” look like?

## Module Application Worksheet 2

### Creating a Successful Presentation – Structuring (15 Minutes)

**Topic:** \_\_\_\_\_

**Opening:** \_\_\_\_\_

\_\_\_\_\_

**Content: Topic #1:** \_\_\_\_\_

\_\_\_\_\_

**Connector:** \_\_\_\_\_

\_\_\_\_\_

**Topic #2:** \_\_\_\_\_

\_\_\_\_\_

**Teaching Method #1:** \_\_\_\_\_

**Teaching Method #2:** \_\_\_\_\_

**Closing:** \_\_\_\_\_

\_\_\_\_\_

For larger teams of 4 or more members, assign one or two members to the Open Statement, one or two members to the Closing Statement, and the remainder of the team would work on Content.

Opening Statement Requirement: State objectives and begin to build rapport

Content Requirement: List 2 Major Topic Points. List a connector type. List two teaching methods you will use.

Closing Statement Requirement: Summarize and Inspire

## APPENDIX A

### Presentation Logistics Checklist

#### Equipment

- ☐ Laptop
- ☐ Printer
- ☐ Chalkboard
- ☐ Overhead Projector
- ☐ Screen
- ☐ LCD Projector
- ☐ VCR
- ☐ TV
- ☐ Easel w/Pads
- ☐ Audio Cassette Recorder
- ☐ Microphone(s) (hand, lavalier, cordless)
- ☐ Extension Cord
- ☐ Other: \_\_\_\_\_

#### Room Set-Up

- ☐ Room Arrangement
- ☐ Refreshments Arranged
- ☐ Podium / Lectern
- ☐ Head Table
- ☐ High Stool(s) for Presenter(s)
- ☐ Sign-In Table
- ☐ Breakout Room(s)
- ☐ Other: \_\_\_\_\_

#### Supplies

- ☐ Handouts
- ☐ Chalk, Eraser
- ☐ Felt Pens
- ☐ Masking Tape
- ☐ Overhead/Whiteboard Pens
- ☐ Blank Transparencies
- ☐ Sign-In Sheet
- ☐ Name Tags
- ☐ Name Cards
- ☐ Pencils, Scratch Paper
- ☐ Music Cassettes
- ☐ Certificate Paper
- ☐ Other: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

## APPENDIX B

# Presentation Design Process

1. **Outcomes** – What will success look and sound like?

List the desired outcome(s) of your presentation.

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2. **Objectives** – What do you expect to achieve?

By the end of the presentation, the audience will:

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3. **Time** – How much time do I have: \_\_\_\_\_ Minutes / Hours

4. **Audience** – Who will be attending and what filters can I expect?

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5. **Content** – What information does my presentation need?

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6. **Delivery** – What does my presentation look like?

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## Answers to Presentation Skills Training Module

Page 3	Needs	Page 15	I Outcomes Filters Outcomes
Page 4	Doors Aids	Page 16	Unimportant Aids Public
Page 5	Focus Left	Page 17	Content Achieve
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Thought	3d
Concepts	4c
Audience	5b
	6d

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# Training Feedback – Presentation Skills module

Complete and return to  
instructor

**3** things I learned that made me go... **AH HA!**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

☐ I had a great time and  
learned a lot!

☐ It was okay.

☐ Not relevant to me because...

**What suggestions do you have to  
help us improve this module?**

**As a result of my  
presence in this  
training, I am going  
to...**

**Additional Feedback**

(Use back side if needed)

**Location:**

**Knowledge & Preparation  
of Instructor:**

**Time Schedule:**

**Materials:**