



# Presentation Skills

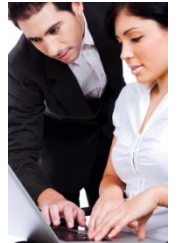
**Scroll Through the Following Slides  
to Learn More About Our  
Presentation Skills Materials**

[www.brainstormdynamics.com](http://www.brainstormdynamics.com)

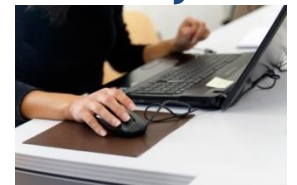
# Brief Overview



Our **Presentation Skills Content** Can Change the Way You Create Some of Your Training and Learning Materials



Making it **Simple and Easy** to **Customize** and Publish Workbooks, Leader's Guides, eLearning Content, Handouts, and Other Learning Materials . . .



**Saving Both Time and Money**



# The Participant's Workbook and Leader's Guide

Are Created in Microsoft WORD

PRESENTATION SKILLS

## Overview

Presentation Skills provides you with the essential information and skills needed for you to excel as a presenter.

This program will improve the quality of your presentations through better use of your voice, eyes, gestures, posture, and movement. You will develop a presentation framework that ensures audience members know the goals and objectives of your presentation. This format will assist you in generating immediate interest in your presentation while also giving you a framework to use your creativity and skills to maintain the audience's interest.

Presentation Skills is designed for you to actively participate with your peers in the training workshop. This training program encourages you to improve your knowledge and skills by integrating your work-related situations into the workshop.

## Course Objectives

Our goal is to build greater personal skill and confidence in your ability to present information and yourself by focusing on the areas listed below.

- *Understanding the Two Key Roles of Effective Presenters*
- *Developing Your Voice*
- *Using Eye Contact, Gestures, Posture, and Movement for Maximum Impact*
- *Preparing Concise, Hard-Hitting, and Memorable Presentations*
- *Defining Meaningful Objectives for Presenter and Audience Alike*
- *Creating Opening Statements that Grab the Audience*
- *Designing the Body to Support Your Objectives and Opening Statements*
- *Using Flip Charts, Overhead Projectors, and Podiums Effectively*
- *Successfully Closing the Presentation*
- *Handling Questions from the Audience*
- *Giving Group Presentations*

## Personal Objectives

In this section of your workbook, write out one or two personal objectives you would like to accomplish by the end of Presentation Skills. Use these objectives as your measuring tools to help you determine where to focus your energies during the workshop. Try to limit your initial objectives to about 10 to 15 words and maybe one or two bullet points. As you get into the exercises and talk to other participants, you can modify your objectives.



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PRESENTATION SKILLS

## Developing Your Voice



When you deliver your presentation, your audience not only hears what you say, they also observe how you say it. Your presentation is both visible and audible. Outlined below and on the following pages are different examples of the voice. In your small group, discuss each one and provide a work-related example. Also, try to identify the areas where you believe you are strong, and the areas where you believe you could use improvement.

### What Kind of VOICE Do You Have?

1) Is it monotonous? A flat, non-inflected voice that "can put an audience to sleep," or lose a person's attention and interest.

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2) Is it harsh? A raspy, grating voice that tends to grind on the nerves of listeners.

\_\_\_\_\_

3) Unfriendly? A cold, antagonistic tone that puts people "on their guard." Their defensive attitude will put you in a difficult situation if you expect to persuade or influence the audience in any way. A warm, friendly sounding voice helps put the audience at ease.

\_\_\_\_\_

4) Do you talk too fast or too slow? Try to vary your rate of delivery so that you can range from a deliberate rate of speech to a rapid-fire delivery.

• Good presenters are particularly distinguished by their extensive use of changes in delivery rate

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## Sample Two-Day Agenda

The times listed below are approximate and should be used only as a basic guideline. It's more important to allow the participants to spend time in the exercises that benefit them the most. You can easily modify these times. Try not to let the clock run your workshop. Observe the participants and make your time decisions accordingly. The number of participants in your session and the amount of videotaping you decide to do will also affect the times listed below.

Opening the Workshop	20 minutes	8:30 - 8:50
Administration	10 minutes	8:50 - 9:00
The Effective Presenter	10 minutes	9:00 - 9:10
Developing Your Voice	20 minutes	9:10 - 9:30
Skill Practice	40 minutes	9:30 - 10:10
Break	15 minutes	10:10 - 10:25
Skill Practice	40 minutes	10:25 - 11:05
Eye Contact	15 minutes	11:05 - 11:20
Gestures	15 minutes	11:20 - 11:35
Posture and Movement	15 minutes	11:35 - 11:50
Skill Practice	20 minutes	11:50 - 12:10
Lunch	60 minutes	12:10 - 1:10
Skill Practice	60 minutes	1:10 - 2:10
Break	15 minutes	2:10 - 2:25
Preparing Presentations	15 minutes	2:25 - 2:40
Define Your Objective	15 minutes	2:40 - 2:55
Create Your Opening Exercise	40 minutes	2:55 - 3:35
Design the Body of Your Presentation/Exercise	60 minutes	3:35 - 4:45

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## Create Your Opening

1) State the following and direct participants to page 21.

You are now going to begin working in your groups of three people. The first part of the exercise is to create your opening. The one thing you must convey in your opening to the audience is your credibility about the subject matter you are going to present. Outlined on page 21 are three key areas to consider. The primary thing I want you to focus on in creating your opening is setting the level of expectations. Remember, your audience is each other.

Review page 21.

2) State the following and direct participants to page 22.

In your small group, discuss the different opening statements each person in the group might use. Each person is to develop a separate opening statement based on his or her subject and objectives. This is a good opportunity to brainstorm several different openings. Use the spaces in your workbook to write your statements.

Practice your opening several times so you get it down. You can do this just by reading or reviewing your notes with your group once you have finished developing your opening statement. Later on, you'll have time to do a complete skill practice. If you become nervous, you want to rely on your training and practice sessions to get you through those first tense moments. If you are well-practiced, the likelihood is much higher that you will do well. Once that happens, your confidence will tick-in and the presentation will go smoothly for you.

You can use the 3 x 5 cards that I have to write your notes in addition to using your workbooks. When you do your presentation in a complete skill practice, you will be able to use your note cards if you wish. It can be a good way to keep you on-track.

Does anyone have any questions?

Answer any questions.

Add any personal insight. Walk around and assist as needed.

An alternative method to this exercise is to briefly walk the participants through the workbook pages for the opening, body, and close, pointing out the key items to focus on in each section. In their small group, the participants would discuss pages 21 through 29 while developing their presentation.

3) Draw conclusions.

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# Sample Workbook Pages

PRESENTATION SKILLS

## Overview

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## Short-Term Meetings

If you are going to facilitate this program in a series of short-term meetings instead of two-days, divide the program into the seven segments listed below. Each segment of the program will run from around 45 minutes to three hours.

Segment 1 - Leadership, and Management With Leadership

• Workbook pages 1 - 10

Segment 2 - Skills of an Effective Leader, and Blocks to Leadership

• Workbook pages 11 - 15

LEADERSHIP

## Skill Practice

This is your first opportunity to practice skills in this program. Use any of the previous work-related situations you worked on under Listening Responses or Questioning Skills. This first skill practice is fairly simple and is practiced in groups of three people. The person practicing the skills is to be in a leadership role and keep the conversation alive using their listening responses, listening acknowledgments, and questioning skills for about 2 minutes. That's all. The person responding to the person practicing is to act as an employee and respond as appropriately as possible. The third person in the group is the coach.

Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

## Skill Practice Coaching

LEADERSHIP

## Skill Practice Coaching Checklist

- Does the Person Practicing:
- Continually Recognize the Prevailing Emotion?
  - Use Effective Listening Responses?
  - Prove Full Attention?
  - Clarify and Confirm?
  - Prove Respect?
  - Use Effective Questions?

What Went Well?

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What Could Use Improvement?

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LEADERSHIP

## an Effective Leader Exercise

the leadership skills you believe are necessary to deal with each and on the following page. Write down the ideas your group. Also talk about how you would apply the skills in each situation

h your team and you notice that whenever you give an idea, the one best way, no matter what you say. How do you

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# Sample Workbook Pages

Presentation Skills provide a format that ensures audience understanding and gives you a framework to excel as a presenter.

This program will improve your voice, eyes, gestures, posture, and tone that ensures audience understanding and gives you a framework to excel as a presenter.

Presentation Skills is designed to be a workshop. This training integrates your work-related skills into the exercises and activities.


Our goal is to build your confidence and yourself by focusing on the following:

- Understanding Your Audience
- Developing Your Voice
- Using Eye Contact
- Preparing Content
- Defining Media
- Creating Openings
- Designing the Presentation
- Using Flip Charts
- Successfully Closing
- Handling Questions
- Giving Group Feedback

In this section of your workbook, you will find the tools to help you determine your initial objective and translate it into the exercises and activities.

## PRESENTATION SKILLS

### Developing Your Voice



When you deliver your presentation, your audience not only hears what you say, they also observe how you say it. Your presentation is both visible and audible. Outlined below and on the following page are different examples of the voice. In your small group, discuss each one and provide a work-related example. Also, try to identify the areas where you believe you are strong, and the areas where you believe you could use improvement.

#### What Kind of VOICE Do You Have?

1) Is it **monotonous**? A flat, non-inflected voice that "can put an audience to sleep," or lose a person's attention and interest.

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2) Is it **harsh**? A raspy, grating voice that tends to grind on the nerves of listeners.

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3) **Unfriendly**? A cold antagonistic tone that puts people "on their guard." Their defensive attitude will put you in a difficult situation if you expect to persuade or influence the audience in any way. A warm, friendly sounding voice helps put the audience at ease.

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4) **Do you talk too fast or too slow?** Try to vary your rate of delivery so that you can range from a deliberate rate of speech to a rapid-fire delivery.

- *Good presenters are particularly distinguished by their extensive use of changes in delivery rate*

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### Short-Term Meetings

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Segment 2 - Skills of an Effective Leader, and Blocks to Leadership

• Workbook pages 11 - 15

### LEADERSHIP

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Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

#### Skill Practice Coaching

### LEADERSHIP

#### Skill Practice Coaching Checklist



- Does the Person Practicing:
- Continually Recognize the Prevailing Emotion?
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  - Prove Full Attention?
  - Clarify and Confirm?
  - Prove Respect?
  - Use Effective Questions?

What Went Well?

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What Could Use Improvement?

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# Sample Workbook Pages

Presentation Skills provide a framework that ensures audience understanding and gives you a framework to excel as a presenter.

This program will improve your voice, eyes, gestures, posture, and confidence. The format will assist you in giving you a framework to excel as a presenter.

Presentation Skills is designed to be a workshop. This training integrates your work-related skills into the program.

Our goal is to build your confidence and yourself by focusing on the following:

- *Understanding Your Audience*
- *Developing Your Voice*
- *Using Eye Contact*
- *Preparing Content*
- *Defining Media*
- *Creating Openness*
- *Designing the Presentation*
- *Using Flip Charts*
- *Successfully Closing*
- *Handling Questions*
- *Giving Group Feedback*

In this section of your workbook, you will learn the tools to help you determine your initial objective to achieve and how to integrate them into the exercises and training.

When you deliver your presentation, observe how you say it. The following page will provide you with a worksheet to use on the following page and provide a worksheet to use on the following page and provide a worksheet to use on the following page.

1) Is it monotonous? A monotone voice loses a person's attention.

2) Is it harsh? A raspy voice is tiring to listen to.

3) Unfriendly? A cold, stiff attitude will put your audience in any way. A friendly attitude is more inviting.

4) Do you talk too fast? A fast delivery rate can be overwhelming.

- *Good presentation delivery rate*

## PRESENTATION SKILLS

### Define Your Objective



The first thing you must do in creating your presentation is define your objective. Outlined below are some helpful hints in defining your objective.

1. The objective answers the question, "Why am I doing this presentation?"
2. The audience must feel the presentation was designed for them.
3. It's important that you have some understanding of the audience. For example:
  - Are they young or old? They may have different objectives.
  - Are they technical information or general information oriented? They want different levels of detail.
  - Are they blue collar, white collar, administrative, sales, or engineers? They have different interests.
  - Do they have some knowledge or no knowledge of the subject? You may bore them or mystify them.
4. When it's all over, what is it you want the audience to remember, understand, believe, or what actions do you want them to take?

### Define Your Objective Exercise

You will be working in groups of three people in this exercise. Use the other group members for brainstorming purposes and to gain their insights. As a group, you can decide how much individual work and group work you do. You will stay with the same group while you develop your presentation. You will be developing a five-minute presentation based on the following statement:

1. Select your own personal or business topic. Make sure it is something you believe very strongly in or have great passion for!

A) Write your objective below.

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## Meetings

series of short-term meetings instead of two-days. Each segment of the program will run for 30 minutes.

Leadership

Blocks to Leadership

## LEADERSHIP

## Skill Practice

practice skills in this program. Use any of the previous work under Listening Responses or Questioning Skills. This first is practiced in groups of three people. The person practicing role and keep the conversation alive using their listening responses, and questioning skills for about 2 minutes. That's all. person practicing is to act as an employee and respond as appropriate in the group is the coach.

time to go longer than 2 minutes. There should be plenty of time for the exercise to be stopped, the coach provides his or her insight into the following two pages. Once the person coaching is finished, the person coaching is finished and tries to incorporate the coaching he or she just received. If you follow the rules, and the coaches' practices will be worthwhile. Outlined below are some basic skill practice.

## all Practice Coaching

## LEADERSHIP

## Practice Coaching Checklist



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# Sample Workbook Pages

Presentation Skills provide you with the tools to excel as a presenter.

This program will improve your voice, eyes, gestures, posture, and format that ensures audience understanding. This training format will assist you in giving you a framework.

Presentation Skills is designed to be a workshop. This training integrates your work-related skills.

Our goal is to build greater confidence and focus on your part of the presentation.

- *Understanding Your Audience*
- *Developing Your Presentation*
- *Using Eye Contact*
- *Preparing Content*
- *Defining Message*
- *Creating Openness*
- *Designing the Presentation*
- *Using Flip Charts*
- *Successfully Closing*
- *Handling Questions*
- *Giving Group Feedback*

In this section of your workbook, you will learn the tools to help you determine your initial objective to use in the exercises and talk.

When you deliver your presentation, observe how you say it. On the following page, you will provide a worksheet that you are strong, and the audience is weak.

1) Is it monotonous? A monotone voice loses a person's attention.

2) Is it harsh? A raspy voice is tiring to listen to.

3) Unfriendly? A cold, stiff attitude will put your audience in any way. A friendly attitude is more inviting.

4) Do you talk too fast? A fast range from a deliberate pace to a rapid pace.

- *Good presents in delivery rate*

The first thing you must know about your presentation below are some helpful tips.

1. The objective answer must be clear.
2. The audience must feel that the presentation is relevant to them.
3. It's important that you are clear and concise.
  - Are they young or old?
  - Are they technical or non-technical?
  - Are they blue collar or white collar?
  - Do they have a common interest or are they different?
4. When it's all over, what actions do you want them to take?

You will be working in pairs for brainstorming purposes. Each person will do much individual work as you develop your presentation on the following statement.

1. Select your own presentation topic very strongly in or highly interested in.

A) Write your objective.

## Design the Body of Your Presentation

This is where you begin to talk and think-through your presentation. The body needs to support your opening statements and prepare the audience for your closing statements. When you are developing the body, have your objectives clearly displayed so you stay on-track. You may want to use a yellow pad or 3 x 5 cards, and write one key point per page or per card. You can then move the pages or cards around to change the order of the presentation.

Outlined below are several key points to consider as you are working on this part of the presentation. You will continue to write out the body of your presentation on the following pages.

### 1. Decide on the Approach to the Design of the Outline of the Body

- Chronological
- Topical
- Categorical
- Problem/Cause/Solution
- Comparison/Contrast
- Ideal vs. Reality
- Features/Benefits
- Old Way/New Way
- Advantages/Disadvantages
- Goal/Roadmap
- Objections/Answers
- Added Value

### 2. Decide on Visual Aids

- Go through each of the pages or cards and decide whether a visual aid would help explain, understand, or punctuate the thought.
- If yes, what picture, symbol, or graphic would be best?

### 3. Add Interest

- Breathe life and human interest into the presentation by adding stories, examples, analogies, gimmicks, jokes, and pre-planned questions.
- You can use current events, numbers, statistics, references, and testimonials.
- Use thought-provoking quotations or persuasive words.

### 4. Create Notes

- Decide on the first three to five words you will use to introduce each key point. Next, develop any essential words or phrases for the details on each key point.
- Write out any special instructions to yourself such as when to use handouts, the flip chart, pointer, etc.

# Sample Leader's Guide Pages

## Sample Two-Day Agenda

The times listed below are approximate and should be used only as a basic guideline. It's more important to allow the participants to spend time in the exercises that benefit them the most. You can easily modify these times. Try not to let the clock run your workshop. Observe the participants and make your time decisions accordingly. The number of participants in your session and the amount of videotaping you decide to do will also affect the times listed below.

Opening the Workshop	20 minutes	8:30 - 8:50
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Skill Practice	40 minutes	10:25 - 11:05
Eye Contact	15 minutes	11:05 - 11:20
Gestures	15 minutes	11:20 - 11:35
Posture and Movement	15 minutes	11:35 - 11:50
Skill Practice	20 minutes	11:50 - 12:10
Lunch	60 minutes	12:10 - 1:10
Skill Practice	60 minutes	1:10 - 2:10
Break	15 minutes	2:10 - 2:25
Preparing Presentations	15 minutes	2:25 - 2:40
Define Your Objective	15 minutes	2:40 - 2:55
Create Your Opening/Exercise	40 minutes	2:55 - 3:35
Design the Body of Your Presentation/Exercise	60 minutes	3:35 - 4:45

## Short-Term Meetings

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What Went Well?

\_\_\_\_\_

What Could Use Improvement?

\_\_\_\_\_

## Skills of an Effective Leader Exercise

Small group the leadership skills you believe are necessary to deal with each situation below and on the following page. Write down the ideas your group situation. Also talk about how you would apply the skills in each situation.

Working with your team and you notice that whenever you give an idea, your idea as the one best way, no matter what you say. How do you respond?

\_\_\_\_\_

\_\_\_\_\_

# Sample Leader's Guide Pages

The times listed below are important to allow the participants and make your time the amount of videotaping.

Opening the Workshop

Administration

The Effective Presenter

Developing Your Voice

Skill Practice

Break

Skill Practice

Eye Contact

Gestures

Posture and Movement

Skill Practice

Lunch

Skill Practice

Break

Preparing Presentations

Define Your Objective

Create Your Opening/Exit

Design the Body of Your

## Skill Practice

### 1) State the following and direct participants to page 6.

This is your first opportunity to practice skills in this program. You will work in groups of three to five people. This is a voice exercise, so your emphasis is to practice the areas of the voice you just reviewed in your previous exercise.



Review the diagram on the flip chart as you explain the skill practice.

The person practicing the skill is to stand in front of their group and answer the question, "What is the value of your job in this organization?" Make sure you focus on the word "value." Some additional words you can use to act as a catalyst to help you in your mini-presentation are; significance, impact, importance, consequences, benefits, advantages, ramifications, worth, results, savings, etc.

Hopefully, you can respond to the question fairly easily so you can concentrate on sending a confident and controlled voice. Don't be overly concerned about your choice of words. The primary focus is your voice. However, if there are key words you want the audience to remember, be sure to emphasize them. Your time limit for this exercise is two to three minutes.



You may want to have the question written on the flip chart along with some of the key words for the participants to think about using in their skill practice. Once you review the question on the flip chart, tear the page off and post it to the wall for easy reference.

The remaining people in the group who are listening to the person practicing are to act as coaches. When you are coaching, observe the person practicing the skills and make some notes to provide coaching feedback. Use the Coaching Checklists on pages 8 and 9 as your guideline. Make sure you stop the person practicing once the two to three minutes are up.

Let's take a look at the rules. The rules help keep the skill practice on-track and increases the likelihood the practice session will be worthwhile.

First, when completed, keep quiet. This rule is for the person practicing the skill. The tendency for many people once the practice session is completed is to rationalize, make excuses, and so on. Leave your egos outside the workshop. Once you've completed your 2 to 3 minutes of practice, keep quiet. It's your coach's turn.

Second, listen to your coach. As the person practicing, you may not agree with the coaching suggestions. You may not even like the people coaching you. None of that matters. What does matter is how your coaches saw the 2 to 3 minutes. Take the coaching as an opportunity to improve.

And third, do 3 to 5 repetitions. This is where you really become skillful. It is based on

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LEADERSHIP

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What Went Well?

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What Could Use Improvement?

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LEADERSHIP



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# Sample Leader's Guide Pages

The times listed below are important to allow the participants and make your time the amount of videotaping

- Opening the Workshop
- Administration
- The Effective Presenter
- Developing Your Voice
- Skill Practice
- Break
- Skill Practice
- Eye Contact
- Gestures
- Posture and Movement
- Skill Practice
- Lunch
- Skill Practice
- Break
- Preparing Presentations
- Define Your Objective
- Create Your Opening/Exercise
- Design the Body of Your

## 1) State the following and

This is your first opportunity to work with three to five people. The voice you just reviewed



Review the diagram on the

The person practicing the "What is the value of your value." Some additional presentation are; significant ramifications, worth, re

Hopefully, you can respond a confident and control. The primary focus is your remember, be sure to exercise minutes.



You may want to have this for the participants to this the flip chart, tear the page

The remaining people in coaches. When you are notes to provide coaching guideline. Make sure you

Let's take a look at the the likelihood the practice

First, when completed, deny for many people cases, and so on. Leave to 3 minutes of practice

Second, listen to your coaching suggestions. You may What does matter is hot opportunity to improve

And third, do 3 to 5 rep

## Create Your Opening

### 1) State the following and direct participants to page 21.

You are now going to begin working in your groups of three people. The first part of the exercise is to create your opening. The one thing you must convey in your opening to the audience is your credibility about the subject matter you are going to present. Outlined on page 21 are three key areas to consider. The primary thing I want you to focus on in creating your opening is setting the level of expectations. Remember, your audience is each other.

Review page 21.

### 2) State the following and direct participants to page 22.

In your small group, discuss the different opening statements each person in the group might use. Each person is to develop a separate opening statement based on his or her subject and objectives. This is a good opportunity to brainstorm several different openings. Use the spaces in your workbook to write your statements.

Practice your opening several times so you get it down. You can do this just by reading or reviewing your notes with your group once you have finished developing your opening statement. Later on, you'll have time to do a complete skill practice. If you become nervous, you want to rely on your training and practice sessions to get you through those first tense moments. If you are well-practiced, the likelihood is much higher that you will do well. Once that happens, your confidence will kick-in and the presentation will go smoothly for you.

You can use the 3 x 5 cards that I have to write your notes in addition to using your workbooks. When you do your presentation in a complete skill practice, you will be able to use your note cards if you wish. It can be a good way to keep you on-track.

Does anyone have any questions?

Answer any questions.

Add any personal insight. Walk around and assist as needed.

An alternative method to this exercise is to briefly walk the participants through the workbook pages for the opening, body, and close, pointing out the key items to focus on in each section. In their small group, the participants would discuss pages 21 through 29 while developing their presentation.

### 3) Draw conclusions.

## Meetings

A series of short-term meetings instead of two-days. Listed below. Each segment of the program will run

5th Leadership

6th Blocks to Leadership

LEADERSHIP

## Skill Practice

Practice skills in this program. Use any of the previous workbooks under Listening Responses or Questioning Skills. This first is practiced in groups of three people. The person practicing a role and keep the conversation alive using their listening responses, and questioning skills for about 2 minutes. That's all. The person practicing is to act as an employee and respond as appropriate in the group is the coach.

Exercise to go longer than 2 minutes. There should be plenty of time when the exercise is stopped, the coach provides his or her insight on the following two pages. Once the person coaching is finished again and tries to incorporate the coaching he or she just received are critical. If you follow the rules, and the coaches' professional exercises will be worthwhile. Outlined below are some basic for the skill practice.

## Skill Practice Coaching

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## Practice Coaching Checklist

1. Evaluate the Prevailing Emotion?  
2. Listening Responses?  
3. Questioning?  
4. Summary?

Feedback?

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Lunch

Skill Practice

Break

Preparing Presentations

Define Your Objective

Create Your Opening/Exit

Design the Body of Your

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Add any personal insight

An alternative method to pages for the opening, be their small group, the part presentation.

## 3) Draw conclusions.

## Design the Body of Your Presentation

### 1) State the following and direct participants to page 23.

This is where you begin to talk and think-through your presentation. The body needs to support your opening statements and prepare the audience for your closing statements. When you are developing the body, have your objectives clearly displayed so you stay on-track. You may want to use a yellow pad or 3 x 5 cards, and write one key point per page or per card. You can then move the pages or cards around to change the order of the presentation.

Outlined on page 23 are several key points to consider as you are working on this part of the presentation. You will continue to write out the body of your presentation on the following pages or on your cards. Concentrate on number 1 and decide on the approach you will use for your presentation.

Review page 23.

### 2) State the following and direct participants to page 24.

Stay in your small group and brainstorm how you might design the body. Use the spaces on pages 24 and 25 to write your statements. Be creative in your design. However, don't be concerned with developing visual aids. They will be reviewed in a later section.

Remember, the more thought-provoking or stimulating you are, the more likely the audience will listen to you and accomplish the objectives you set for them.

Again, practice your body several times so you have it down. The primary area to practice is the logical flow that you are going to use. Once you have that down, it becomes much easier to remember the words you will use to fill in each area.

Does anyone have any questions?

Answer any questions.

Add any personal insight.

Walk around and assist as needed.

### 3) Draw conclusions.

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