

MODULE

5

Public Speaking 2

"People who know what they're talking about don't need PowerPoint."

- Steve Jobs

Introduction

In module 3, students were introduced to public speaking drills. To continue to advance their public speaking skills, students will learn how to make a good presentation and apply those skills by creating and displaying their own presentations.

Objectives

1. Students will improve their public speaking skills.
2. Students will understand the basics of creating a good presentation.
3. Students will be introduced to design sprints.

Agenda

1. How to make a good presentation(5 minutes)
2. Prepare presentations(15 minutes)
3. Presentations(35 minutes)
4. Intro to Design Sprint(5 minutes)

Facilitator Notes

- Go to class earlier than usual to set up the projector.
- Remind students to bring a computer to class.
- At the *very beginning* of the module, tell students they will have to make a presentation during class, so tell them to have a topic in mind.
- Take up as little time as possible explaining what a good presentation looks like: the important part of this module is that students will practice and receive feedback.
- Have students organize into groups of 3 and pick a topic of choice.
- Ask for volunteers to go first to present.
- Be a cheerleader: hype your students up, give them the confidence to go up in front of the class and speak, especially for your more nervous students.
- Tell each student what they can do to make both their speaking and slides better.
- Tell students they need a computer next module as well.

How to make a good presentation (5 min)

Materials:

[\(How to make good presentation slides\)](#)

- Structure
 - Good presentations have an easy-to-follow structure
 - Start with an introduction/claim, follow with evidence, then end with takeaways and conclusion
 - Creativity is important in presentations, but the structure above should be rigid in most cases so the audience can clearly understand the presentation
 - A clear structure not only helps the audience, but helps the speaker remember what to speak about and in what order
- Brevity
 - Limit slides: you don't have to limit the length of the presentation, but make sure the number of slides you have is at most 10 to minimize the chance of the presentation distracting rather than helping the audience
 - There is no such thing as "too few words" on a slide: the less is better, dispense information through your words rather than your slides
 - "No more than six words on a slide. Ever." -Seth Godin (don't take this too literally, it's just a quote)
- Design
 - Stick to a few colors to use throughout the presentation, it helps to keep a common theme
 - Visually emphasize evidence that is important
 - Use visuals: could be pictures, drawings, or just styled words. Include more than just text
 - Remember, the fewer words on a slide, the more appealing it will look
- Remember your public speaking skills: be engaging, be fun, know your audience, and limit filler words
- Give students examples of good presentations

Presentations(35 min)

Purpose:

Students will improve their presentation skills.

Materials:

Projector

Directions:

1. After teaching students how to make a good presentation, have them get in groups of 3. Tell students to take 15 minutes to create their own presentation on something they get to choose and they will have 3 minutes to present (adjust as necessary).

2. Let the students work for 15 minutes. Answer any questions they have. Have all students share their presentation with one of the facilitators.
3. After the 15 minutes are over, let volunteers go first, and start calling on people to go once there are no volunteers left.
4. Connect your computer to the projector and project students' presentations.
5. Give each student feedback. Ask students to share feedback as well. (look at facilitation notes).

Intro to Design Sprints (5 min)

Purpose:

Get students ready for next module and begin to set up design sprint groups

Materials:

Messenger

Directions:

1. Tell students that they will be working in groups on a design sprint next module.
 - a. Put students into groups of 3 or 4 based on UNSDG (create google form ahead of time for students to fill out have them select which UNSDG interested in)
 - b. Go over basics of design sprints
 - c. Essentially solving a problem in their community
 - d. Solving a problem at IMSA is the most obvious common community, but tell students they don't have to limit themselves to IMSA, they can go about solving any problem they want to.
2. Tell students to message one of the facilitators with the problem they are going to solve before the next module.