CHAPTER 9: PRESENTATIONS

Communication Essentials for College by Jen Booth, Emily Cramer & Amanda Quibell

- 9.1 – Why should I learn public speaking?
- 9.2 – Why am I so nervous?
- 9.3 – How to be clear
- 9.4 – How to structure your presentation
- 9.5 – How to deliver your presentation
- 9.6 – How to make slides & visuals

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9.1 - WHY SHOULD I LEARN PUBLIC SPEAKING?

Learning Objectives

- Describe the many benefits of public speaking
- Explain why public speaking is important to your career

The benefits of public speaking

Learning to present effectively has many benefits that will positively affect your career, education and personal life. These benefits include:

- Communicating clearly with others
- Increased self-esteem and confidence
- Managing stress
- Improved polish and professionalism
- Teamwork
- Listening skills
- Giving feedback
- Being able to "**think on your feet**"

What are you most excited about learning in this course?

Why are public speaking skills so important? An incredibly brief history of communication

A time before reading & writing

Long ago there was no writing. Information, culture and history were passed down orally. In other words, people told stories. If you wanted power or influence you had to be a great presenter.

An example of this is Canada's Indigenous peoples, including Vancouver's Musqueam, Squamish, and Tsleil-Waututh communities. They had no written language, so they used stories, such as the ones symbolized in these totem poles in Stanley Park, to pass down wisdom.

The rise of written communication

Then came a major shift – the rise of written communication. The printing press was introduced to Europe in the mid-1400's, which meant that books could be mass produced. The western world became more and more literate over the following centuries, and the influence of written communication grew. Instead of just stories and presentations, reading and writing became a major way of wielding power. If you wanted to influence people, you'd write books or own a newspaper.

Radio, television, and the return to presentations

The arrival of radio and television marked another major shift – this time away from the written word and back towards presentations. People still read books and newspapers, but radio and TV allowed them to see and hear other people presenting live.

   More and more channels grew as we continued this trend away from just words and towards media presentations. In the 1980s and 1990s, if you wanted power, or to influence people, you'd own a TV network.

Today, and new media

This brings us today. People have shorter attention spans and don't want to read as a much. We love to watch content (YouTube, TikTok, Snapchat, Instagram, Facebook

videos). And all of that content is basically other people presenting – speaking in public. Tons of people are doing it, and in super engaging ways.

In many ways we've come full circle since the ancient days of needing to be a good presenter in order to influence people. The difference today is that instead of influencing small groups, you can reach millions of people.

Because we see so many engaging presentations every day, being able to present well is becoming an expectation – not just on social media, but in real life. Reading and writing still counts, but many situations – including video applications and online interviews – require strong presentation skills.

Presentation skills – the ability to communicate clearly, professionally and confidently – are crucial to compete in today's job market and progress in your career.

Test your knowledge

Test your knowledge (Text version)

Match the words to the correct blanks

- social media
- written word
- telling stories
- radio and television

Long ago, before written language, people communicated through (1) _____. After the invention of the printing press and with increased literacy, people wielded power and controlled information through (2) _____. The invention of (3) _____ started a trend back towards people hearing and seeing presentations in their own homes. Today, there is an increasing expectation that everyone will present well because of (4) _____.

Check your Answer: [1]

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Attribution & References

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Notes

1. 1. Telling stories, 2. written word, 3. radio and television, 4. social media

9.2 - WHY AM I SO NERVOUS?

Learning Objectives

- describe some of the causes for the fear of public speaking
- identify some coping strategies to help build your confidence

Why do we get so nervous?

If you feel nervous when speaking in public, or even just *thinking* about speaking in public, you're not alone. In fact, public speaking is a common fear; some people are terrified just thinking about it.

Most of us can talk to our family and friends without fear, but when facing an audience – especially if it's people we don't know – we get nervous. Why?

Four things contribute to our public speaking fears:

1. Experiences
2. Expectations
3. Biology
4. Lack of practice

1. Experiences

We tend to remember situations in which we have been hurt or suffered in some way; it's our brain's way of protecting us from being hurt again. When we think about presenting, we remember past experiences of presenting. If you didn't know how to present well, maybe you were boring or forgot what to say. Maybe people laughed at

you, or you felt embarrassed and ashamed. Your brain will remember presenting as painful and embarrassing – something to avoid.

The good news is that as you create new, positive memories of presenting in public, they'll replace those earlier negative memories.

2. Expectations

We may have beliefs about what will happen when we speak in public. These are sometimes reinforced by past experiences, and can include the following:

I might…

- *Forget what to say*
- *Look nervous*
- *Be boring*
- *Not make sense*
- *Be shy*
- *Be the only bad presenter in the class*
- *Say the wrong thing*
- *Forget how to speak English*

What beliefs do you have about speaking in public?

3. Biology

When faced with a stressful situation, our brain activates the *fight or flight* response, an ancient mechanism designed to protect us from danger. When we go into fight or flight response, our body releases adrenaline, which can cause:

- Rapid, shallow breathing
- Increased heartbeat
- Sweating
- Stomach discomfort, dry throat
- Feeling like you need to pee
- Mind going blank
- Tunnel vision
- Muscles tense or tremble
- Feeling too hot or too cold

- Goosebumps
- Hunching
- Changed perception of time
- Difficulty sleeping the night before your presentation

The fight or flight response is useful if we're under attack and need to protect ourselves, but not if we're delivering a presentation! These reactions are the exact opposite of what helps us present well. But they *are* normal – even professional presenters experience them. And they don't mean that you're a bad speaker; it's just biology! Luckily there are lots of strategies to reduce or eliminate your fight or flight symptoms.

Take a moment to think about what happens to your body when you're feeling nervous. Imagine that you're about to present in front of a large audience. What physical symptoms do you notice?

4. Lack of practice

If we don't have a lot of public speaking experience, or haven't done it for a long time, it can be scary. And if we don't know how to manage our fears, it can become terrifying. One of the great benefits of taking this this course is that you'll a chance to present in a safe environment. We'll work on how to present well, how to manage the fear, and offer some opportunities to practice your skills. The more you present, the easier it gets. Promise!

Coping strategies

These practices help keep your nerves in check before, during and after your presentation.

Practice

Practice is the most effective coping strategy. When you know your content, you're more confident. And because you're not struggling to remember the content, you can focus on delivery. We recommend that you practice any presentation at least ten times.

- Practice delivering & timing your speech: rehearse in front of family, friends, pets, a mirror
- Practice silently on transit or walking down the street

- Record yourself
- Practice until you don't need notes

Before your presentation

Calming techniques

- Take slow, deep breaths
- Meditate
- Visualize success
- Workout earlier in the day to regulate your hormones
- Substitute negative thoughts with positive ones
- Remind yourself that you're only presenting to a few classmates, not thousands of people
- Remind yourself that your audience wants you to succeed

Biology hacks

- Stay hydrated
- Use the bathroom
- Ensure you're cool / warm enough (wear layers or adjust thermostat)
- Adopt power poses, as described by Dr Amy Cuddy in her famous TED Talk [New tab]

Preparation

- Create a presentation that uses *your* language (don't try to be someone you're not) Speak like you do in conversation; don't be formal or try to impress your audience with fancy words.
- Practice! (At least 10 times is best)
- Familiarize yourself with the setting/room ahead of time
- Familiarize yourself with the equipment ahead of time
- Dress comfortably & appropriately
- Bring water to drink
- Arrive early

During your presentation

- Remember to breathe. If you get anxious, pause and take a long slow breath in through your nose.
- Have water nearby (in a spill-proof container)
- Nobody knows exactly what you're planning to say, so if you stumble, just continue on
- If you feel overwhelmed, try to concentrate on *what* you're saying, not *how* you're saying it

When to seek help for anxiety

It's natural to experience some nervousness when speaking in public. But for some people, significant anxiety makes it really difficult to "press through the fear." If you're feeling distressed, overwhelmed, or have concerns about your wellbeing, please know that there are many resources available. You may want to start by speaking with your instructor, health care provider, or contacting the your college's Counseling Department.

Shame Waves

Shame Waves – Article/Text

You just gave the best presentation ever. You were calm, confident and engaging. The audience loved you!

But now you're done. Flooded with adrenaline, your brain works quickly, evaluating your performance — your dreadful, awful performance. In high resolution, your brain replays the errors, the omissions, the failures. Moments ago you were proud, now you're embarrassed.

What happened?

You've been hit by a shame wave. It may feel like you're drowning in shame, but you can and will survive.

What's a shame wave?

A shame wave is a strong, sudden tidal wave of shame and embarrassment that slams into many people right after they do something in public, whether it's giving a presentation or speaking up in class. Shame waves attack beginners and experts.

Where do shame waves come from?

Humans are social creatures. We crave community. Community helps us survive and thrive.

But our community has to accept us or they might abandon us. Public actions – like giving a presentation – are risky. If the community doesn't like our performance, they might not want us. So our brains use embarrassment as a tool to stop us from doing things the community might not like.

Embarrassment keeps us safe, but too much can cause a shame wave.

Why are shame waves bad?

Although their intentions are good — to protect us — shame waves drown us in powerful negative messages. Shame Waves tell us "for our own good" that:

- You're not perfect
- Failure is bad
- Because you're not perfect, you're a failure

Those messages are evil. Failure is a normal, necessary part of learning. We do very few things perfectly the first time — almost everything you've learned took more than one attempt. If you refuse to do things you're not good at, you won't learn. And you need to be a lifelong learner to have a great life.

How do shame waves affect our confidence?

It's human nature to evaluate our own performance. This helps us learn and improve. But shame

waves are destructive. Not to be confused with useful feedback, which is gentle, timely and appropriate, shame waves are violent, inconsiderate and hateful.

- Shame Waves damage your self-confidence
- They also damage your learning-confidence — the belief that you can improve at something
- Shame waves can make you give up

Shame waves focus on the negative. Reviewing our performance, we tend to remember only mistakes and problems. Even if 99% was perfect, shame waves focus on the 1% that wasn't.

Try this simple perspective trick: Hold your hand at arm's length. How big is it? Now hold it right in front of your eyes. How big is it now? Huge, right? It's the same with shame waves; if we focus on the 1%, it feels like *everything* was terrible. Now we feel ashamed, embarrassed and hopeless.

Grab a strategy and enjoy the ride

We need coping strategies to support ourselves. Good coping strategies are like surfboards that help us ride shame waves to safety. Good strategies can decrease the number of shame waves that hit, and the amount of damage done.

Coping strategies can be simple, like taking a few slow breaths. They can be complex, like retraining our thoughts. Here are some useful coping strategies:

Coping strategies

1. Expect shame waves. They're normal; most people experience them. When it hits, just say to yourself, *There's my shame wave, right on schedule.*
2. Remind yourself that your brain's being mean but its intentions are good. Thank your brain and tell it to be nicer.
3. Expect to be imperfect, and to make mistakes. Focus on what you learned from the experience.
4. Think about next time: What will you do better next time?
5. Meditate. Do nothing except sit with the shame. Allow it to wash over you. Don't try to fix it. Just sit and feel shame's heat. Let it blaze and rage until it burns itself out.
6. Breathe. A long, deep, slow breath in through your nose, then out through your mouth. Relax.
7. Tell someone you trust about your shame wave. Talking can help weaken its power. And you'll probably discover that you're not alone.
8. Practice the 10-10-10 rule: How will you feel about your performance in 10 hours? 10 weeks?

10 years? Adjust as necessary.

You'll find that some of these strategies resonate with you and some don't. That's fine. Find what works, and make your own surfboard of strategies. Next time a shame wave hits, grab your coping strategies surfboard and ride to the Beach of Calm Self-Acceptance.

Audio & transcript source: "Why am I so nervous?" In *Business Presentation Skills* by Lucinda Atwood & Christian Westin licensed under CC BY-NC 4.0.

Fears Quiz – Test your knowledge

Fears Quiz – Test your Knowledge (Text version)

1. True or false? Fears associated with public speaking are normal. They can stem from past experiences, beliefs about ourselves, our biology, and a lack of practice.
2. Complete the sentence by adding the following words in the correct place: equipment, practise, early, dress, setting:
   In order to set yourself up for success in advance of a presentation, familiarize yourself with the (a) _____, such as where you and the audience will be situated, and the (b) _____, such as a microphone or presentation remote control. You should also arrive (c) _____, (d) _____ comfortably and appropriately, and (e) _____ ahead of time.
3. Some calming techniques that you can engage in before your presentation include:

   a. Working out earlier in the day to regulate your hormones, visualizing success, and replacing negative thoughts with positive ones.
   b. Working out after your presentation, visualizing a past time when you were nervous, and replacing positive thoughts with negative ones.
   c. Taking quick, shallow breaths.
   d. Drinking lots of tea or coffee

4. Fill in the missing words:

Some biology hacks when getting ready to deliver your presentation include: drinking water to ensure you're properly (a) _____, wearing layers or adjusting the room temperature to ensure you're comfortable, and adopting power (b) _____, as recommended by Dr. Amy Cuddy.

5. Complete the sentence by adding the following words in the correct place: talking, breathe, perspective, learned

   Shame Waves are normal. Some coping strategies for dealing with them include: Focusing on what you (a) _____ from the experience, remembering to (b) _____ deeply, (c) _____ to someone you trust about the experience, and taking (d) _____ to remember that you may not feel this shame as intensely in the future.

Check your Answers: [1]

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Notes

1.
   1. a
   2. a) setting, b) equipment, c) early, d) dress, e) practise.
   3. (a). perspective.
   4. a) hydrated, b) poses.
   5. a) learned, b) breathe, c) talking, d)

9.3 - HOW TO BE CLEAR

Learning Objectives

- identify methods to engage an audience by being easy to understand

What is Clear Communication and why is it important?

Watch Clear communication for Presenters on YouTube (2 mins) (https://youtu.be/OuGdj58bbmc)

Tips for presenters:

1. Think from the audience's point of view:

    ◦ What do they need to know?
    ◦ What do they already know?
    ◦ What interests them?
    ◦ How much background info do they need?

2. Avoid bland words such as *really* or *very*. Use strong words instead. For example: *brilliant* is stronger (and more interesting) than *very smart*

3. Speak to the senses: use descriptive words that help your audience see, hear, feel, taste and smell what you're talking about

Clear Communication – Test your Knowledge

Clear Communication – Test your Knowledge (Text version)

1. What is clear communication?

    a. Speaking really loudly
    b. Making your message easy to understand
    c. Clear communication is easy for your audience to quickly understand
    d. Dumbing down your message
    e. Speaking really slowly

2. Finish the sentence by inserting the following words into the right place: included, audience, respect, easy

    Clear communication: makes you (a) _____ to understand, shows (b) _____ for your (c) _____ and helps everyone feel (d) _____.
3. True or false? Clear communication includes gestures.
4. True or false? Knowing your audience helps you give precise information
5. True or false? When presenting you should speak formally and use big words to impress the audience.

Check your Answer: [1]

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Attribution & References

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Notes

1.
   1. b) Clear communication is easy for your audience to quickly understand.
   2. a) easy, b) respect, c) audience, d) included.
   3. True. Clear communication includes gestures, writing, design and presentation slides.
   4. True. When you know your audience you can provide content that they want and need.
   5. False. Speak like you do in conversation and use simple, common words. Your audience will appreciate it.

9.4 - HOW TO STRUCTURE YOUR PRESENTATION

Learning Objectives

- organize your presentation into a clear, simple structure
- use valid resources and avoid plagiarism

Structure

There are lots of ways to structure a presentation, but we like this one best. It's clear, simple and fits most presentations. This structure has 10 parts:

1. Grabber/hook: A very brief and interesting statement or question that grabs the audience's attention
2. Self-introduction including full name & credential: Who you are and why you're qualified to present this content
3. Thesis: What you're going to speak about
4. Overview of main points
5. Key point 1
6. Key point 2
7. Key point 3
8. Conclusion: Restate the thesis
9. Summary of main points: Restate the overview
10. Call to action: What you want the audience to do

Beginning

In this part of your presentation, you'll capture the audience's attention, tell them who you are, and give them a preview of your presentation.

- **Grabber/hook** (Goes before or after the self-introduction) A very brief and interesting statement or question that grabs the audience's attention. See Grabber Types below for more details.
- **Self-introduction** (Goes before or after the grabber*)* Tell the audience your name and credentials. For example: *I'm Minh and I've been a professional presenter for 10 years.*
- **Thesis** The main point or argument of your presentation. Be brief and precise, not general or vague. For example: *I'm going to show you how practicing your presentation 10 times will improve your grade by 20%.*
- **Overview of main points** Briefly outline the main points that you'll cover in your presentation. To help your audience, do list these in same order that you'll deliver them later on. For example: *First, we'll talk about what makes presentations great, then I'll share some data on how practice affects your confidence and performance, and finally we'll look at how to practice.*

Body

In this part of your presentation, you'll deliver the detailed information of your presentation.

- **Key point 1** A major point that supports your thesis and may have supporting sub-points
- **Key point 2** Another major point that supports your thesis and may have supporting sub-points
- **Key point 3** The final major point that supports your thesis and may have supporting sub-points

Ending

In this part you'll remind the audience of what you told them, and tell them what to do next.

- **Summary of main points** (Can be merged with your conclusion) Clearly restate your three main points in the same order you delivered them. It's the same as your overview but in past tense. *First, I described what makes presentations great, then I shared data on how practice affects confidence and performance, and finally we looked at how to practice.*
- **Conclusion** Restate your thesis in past tense. For example: *I'm showed you that practicing your presentation 10 times will improve your grade by 20%.*
- **Call to action** Give your audience clear, active and compelling direction, based on what you told them. For example: *Practice your presentations ten times and start collecting those A-plusses!*

Grabber types

Remember that the grabber's job is *grabbing* the audience's attention, so it must be surprising, fascinating or intriguing. It must also be related to your presentation's topic. Here are some descriptions and examples:

Bold statement

- An opinion or view that may be extreme, perhaps even shocking.
  "Gambling in all forms should be completely banned!"

Strong statistic

- A strong statistic is a *fact* from a reputable source.
  "More Canadians die each year as a result of a tobacco-related disease than due to traffic accidents in Canada and the US combined." Source: The Canadian Lung Association [New tab]

Story

- A story is a great way to capture your audience's imagination and get them to "project" themselves into your presentation. Powerful stories are often emotional. They could be about you or someone else, or may be allegorical.
  In 1964, I was a little girl sitting on the linoleum floor of my mother's house in Milwaukee, watching Anne Bancroft present the Oscar for best actor at the 36th Academy Awards. She opened the envelope and said five words that literally made history: "The winner is Sidney Poitier." Up to the stage came the most elegant man I had ever seen. I

remember his tie was white, and of course his skin was black. I'd never seen a black man being celebrated like that. And I've tried many, many, many times to explain what a moment like that means to a little girl — a kid watching from the cheap seats, as my mom came through the door bone-tired from cleaning other people's houses. ... In 1982, Sidney received the Cecil B. DeMille Award right here at the Golden Globes, and it is not lost on me that at this moment there are some little girls watching as I become the first black woman to be given this same award!

~ Oprah Winfrey accepting the Cecil B. DeMille Award at the 2018 Golden Globe Awards

Question

- Questions can be powerful because they prompt the audience to think and interact. There are different types of questions:
    ◦ Rhetorical: you ask a question without expecting an answer. For example: *Have you ever wondered how electricity works?*
    ◦ Closed-ended: you ask the audience to respond. For example: *Raise your hand if you've ever wondered how electricity works.*
    ◦ Open-ended: where you don't give options to the audience and they can answer freely. For example: *What's your favourite candy?*
- It's important to consider that they audience might not respond exactly as you expect. So prepare responses for what you'll do based on a variety of responses.

Invitation to imagine something

- Similar to a story, an invitation to imagine something is powerful because it gets the audience to use their imaginations, and can transport them "into" your presentation. You could ask the audience to imagine something extremely positive, or could have them imagine something very negative.Example*: "I want to invite you all to close your eyes and imagine that the term is over. You earned an A+ in 1500, Covid is over, and you're on vacation on a lovely tropical beach. You can hear the soft ocean waves and feel the warm breeze as you sip an ice cold drink. You're in paradise, and think to yourself... I don't have a care in the world... everything is perfect."*

Quote

- A quote is something that a famous person said. The person should be credible / well known.
    Example: *"Life is what happens when you're busy making other plans." John Lennon*
    Example: *"You miss* 100 percent of the shots you never take*." Wayne Gretzky*

Proverb

- A proverb is a common saying. These can be somewhat cliché, and less than exciting because we've heard them a lot. To keep things interesting, you could consider introducing a foreign proverb to the audience:Example: *"the first pancake is always ruined" (Russian proverb conveying that things might not be perfect at first, but will improve as you continue to practice. Used in a presentation designed to convey that you should never give up)*
- Alternatively, you could "twist" a common proverb and contradict it:Example: *"I'm here to tell you that an apple a day doesn't keep the doctor away!" (Used in a presentation on diabetes and being mindful of sugar intake)*

Prop

- A prop is a physical item that you can show to the audience. Make sure the item is large enough to be easily seen.Example: *Wearing a jersey and showing a basketball for a presentation on Michael Jordan*

Media

- In presentations that include slides or other media, you can briefly show or play video, audio or images. Make sure the media isn't too long – remember the audience is here to see *you* speak.Example: *A short drone video of beautiful Thai beaches for a presentation designed to convince people to visit Thailand*

Humour

- You can use humour or a joke as a grabber, but be careful that that everyone will get the joke and it won't offend anyone.

Other creative idea

- Some presenters have done other unexpected and creative things for their

grabbers.
- ◦ Example*: Playing a guitar and singing (for a presentation on the mental health benefits of music)*
- ◦ Example*: Beatboxing (for a presentation on the basics of beatboxing)*
- ◦ Example*: Describing a lovely scene, then making a shocking noise (at the start of a presentation on the Fukushima Daiichi nuclear disaster)*

You can also mix and match grabbers. For example, you could show an image and ask the audience to guess what it is.

The length of your grabber is relative to your total presentation time. For a 2-minute presentation, it should be quite brief – maybe one sentence. For a 16-minute team presentation, a 45-60 second grabber would be appropriate.

Outline your presentation

The fastest way to create a successful presentation is to start with an outline.

Use an outline, not a script; this will allow you to be more natural and let you look at the audience or camera. Reading is a guaranteed way to make your presentation boring.

The easiest way to create your outline is to work in this order:

1. Determine your thesis and write this as a full sentence
2. Determine your 3 Main Points
3. Add key supporting points for each of your Main Points
4. Complete the other parts – introduction, grabber, call to action, etc.

Working in this order is fast because it's easier to create the conclusion and grabber when you've already decided on the content. Also, after you have the main structure it's easy to add details, examples and stories that make your presentation interesting and convincing.

Another benefit of outlining is that you can use the outline as your presentation notes.

Presentation Model – Test your Knowledge

Presentation Model – Test your Knowledge

Label each part of the presentation correctly.

Labels:

a. Call to Action
b. Key Point 2
c. Thesis
d. Summary
e. Key Point 1
f. Overview
g. Grabber
h. Key Point 3
i. Conclusion
j. Introduction

Presentation part

1. Hello, my name is Sarah Green and I have been a barista for two years
2. There is a famous company that was founded in Seattle, has a mermaid for its logo, and has over 31,000 stores worldwide. Can you guess which company it is?*
3. I am here today to tell you why you should patronize Starbucks Coffee*
4. because of convenience, quality, & amazing food
5. Starbucks is Convenient~ many locations, mobile app, quick service*
6. Starbucks has Quality~ arabica beans, top ingredients, staff trained to make drinks and food properly*
7. Starbucks has amazing food~ grab and go, hot food, prepackaged meals*
8. Today I told you why you should patronize Starbucks*
9. because of its *convenience*, *quality*, and *amazing food*
10. So, what are you waiting for? Go to a Starbucks store today and order an amazing coffee!*

Check your Answer: [1]

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Notes

1. 1. j, 2. g, 3. c, 4. f, 5. e, 6. b, 7. h, 8. i, 9. d, 10. a

9.5 - HOW TO DELIVER YOUR PRESENTATION

Learning Objectives

After reading this chapter, you'll be able to

- identify voice and body language skills that keep an audience engaged and inspired.

What makes good presenters engaging? What makes you want to watch and listen? Great delivery includes:

- Confidence
- Passion
- Proficient body language
- Eye contact
- Speaking clearly, being easy to understand
- Effective pauses
- Few hesitations or filler words
- Using words and phrases that are appropriate for the audience
- Accurate timing: not going overtime or ending too early
- Smooth transitions between sentences and sections

Delivery

Excellent presenters use many delivery skills. Don't worry about being perfect at all of

them; start by working on a few of them. When those skills feel improved, choose three more to work on.

Voice

Volume Speak loudly enough so that we can hear you. Good volume also makes you sound confident

Clarity Enunciate your words, and avoid mumbling, so the audience can easily understand what you're saying

Tone Match your tone to the content. Typically, tone goes higher when we are unsure or are asking a question, and goes lower when we are stating a fact or being authoritative

Pace Speak slowly enough to be understood, and vary your pace to add interest

- Choppiness – Speak as fluidly as possible, avoid hesitations and unusual pacing
- Speed – Speak smoothly and confidently, but a little slower than in normal conversation. In multicultural situations (where we might not be familiar with each others' accents) speak even slower, and watch your audience to make sure they understand you.
- Pauses – Listening can be tiring. Brief pauses let your audience absorb information. You can also use pauses to add emphasis or anticipation.

Vocal variety Vary your tone, pace and volume to add interest, emphasis and clarity. For example, speak a little faster to add excitement or anticipation, or speak a little louder to show emphasis. Some cultures and languages tend to be more monotone, so some students may have to work a little bit harder to ensure they vary their tone.

Body language

Professional posture Good posture supports your voice, and makes you look professional and confident (when we're nervous we tend to hunch and cross our arms). Face the audience most of the time, and avoid turning your back on them to look at your slides.

Manage your movement Repetitive body movements, such as tapping your foot or swaying, can also distract the audience. If you're presenting in person, slowly move

around the physical space, such as moving towards the audience, or from one part of the room to another.

Use gestures Use gestures to add interest, emphasis, and help explain what you're saying, such as indicating part of a slide or demonstrating an action.

Eyes & face

Make eye contact most of the time Eye contact shows confidence and helps everyone in the audience feel included. Look at all parts of the room. Secret tip for shy presenters: look at people's foreheads – it has the same effect as eye contact. If you're presenting online, this means looking at the camera. If you're using notes should be point form – not full sentences – that you can quickly glance at, not read.

Manage your facial expressions You can show passion and emotion through facial expressions. But be careful, sometimes presenters show how nervous they are by having a look of worry on their face.

Passion

Your passion will engage the audience. Show your enthusiasm, energy and interest through appropriate use of tone, pace, volume, facial expressions, gestures, and body language.

Your level of energy can be infectious, and inspire the audience. Even if your topic is serious, like mental health or a tragedy, you can still convey conviction and interest in the subject matter. Conversely, without passion, you can make even the most fascinating content boring, and cause your audience to disengage.

Words

Filler words Fillers distract the audience and make you seem nervous, unprepared or professional. These include *uhh*, *umm*, *like, you know,* and any other words or noises that are not actual content. Real words like *and* and *so* can also be used as filler words.

Vocabulary Use words and phrases your audience understands; language that is appropriate for them. Will they understand abbreviations, acronyms, slang and jargon?

Transitions Use transitions to connect sentences to each other, indicate that you're moving to the next major point, or in group presentations, that you're moving to the next speaker.

Timing

Make sure the length of your presentation matches your audience's expectations. If your presentation is a lot shorter, the audience (and instructor!) might be disappointed; if you go overtime they might resent you.

Pro Tip

After each presentation, make a note of 3 things that you did well, and 3 things you want to improve.

If you have a speech impediment or accessibility needs

If you have a speech impediment, visual impairment, hearing difficulty, physical disability, or other health issue, there are many resources available. You may want to start by speaking with your instructor and contacting Accessibility Services at your college.

If you stutter, you're not alone. Many famous people have found ways to become great presenters while managing their stutter, including President Joe Biden, James Earl Jones (the voice of Darth Vader) and Nicole Kidman. Some basic coping strategies include speaking slowly, managing stress and thoroughly knowing your material. Additional resources are available from The Canadian Stuttering Association [New Tab] (https://www.stutter.ca/).

Test your knowledge

Watch each of these videos and test your understanding of the presenter's skills.
Watch Why 1.5 billion people eat with chopsticks on the TED Website (3 mins)
(https://www.ted.com/talks/
jennifer_8_lee_why_1_5_billion_people_eat_with_chopsticks?referrer=playlist-
the_most_popular_talks_of_2020#t-198298)

Jennifer 8. Lee – What did you notice?

Jennifer 8. Lee – What did you notice? (Text version)

1. Complete the sentences by filling in the blanks with the following words: confident, hesitations, clearly, practiced
   The speaker has obviously (a) _____ until she knows the content well. She seems (b) _____ and speaks (c) _____ without (d) _____ .
2. Complete the sentences by filling in the blanks with the following words: eye contact, passion, varies
   The speaker shows (a) _____ for the topic. She makes frequent (b) _____ with the camera, and (c) _____ her tone, pace and volume to add interest.
3. Complete the sentences by filling in the blanks with the following words: high quality, easy
   The visuals are (a) _____ and (b) _____ to see and understand.

Check your Answers: [1]

Activity source: "Jennifer 8. Lee – What did you notice?" is adapted from "How to deliver your presentation" In *Business Presentation Skills* by Lucinda Atwood & Christian Westin licensed under CC BY-NC 4.0. / Text version created.

Watch Looking for a job? Highlight your ability, not your experience (6 mins)
(https://www.ted.com/talks/
jason_shen_looking_for_a_job_highlight_your_ability_not_your_experience)

Jason Shen – What did you notice?

Jason Shen – What did you notice? (Text version)

1. Complete the sentences by filling in the blanks with the following words: call to action, three, story
   The speaker starts with a (a) _____to grab the audience's interest. His presentation includes (b) _____ key ideas. He ends with a (b) _____.

2. Complete the sentences by filling in the blanks with the following words: understand, enunciates, slowly
   The speaker (a) _____clearly and speaks (b) _____enough so that the audience can (c) _____him.

3. Complete the sentences by filling in the blanks with the following words: practiced, filler words, posture
   The speaker's (a) _____ shows confidence. He obviously has (b)_____his presentation because he doesn't hesitate or use (c) _____.

Check your Answers: [2]

Activity source: "Jason Shen – What did you notice?" is adapted from "How to deliver your presentation" In *Business Presentation Skills* by Lucinda Atwood & Christian Westin licensed under CC BY-NC 4.0. / Text version created.

Bad Presentation Example

Watch the following presentation and respond to the interactive questions by clicking on your screen.

Bad Presentation Example

Bad Presentation Example (Text version)
Watch Bad Presentation Video on Pressbooks (1 min) (#bad)

1. True or false? This video starts with a grabber.
2. How's the camera angle?

     a. Too low
     b. Too high
     c. Perfect

3. What would make the speaker look more confident? Select all that apply.

     a. Looking at the camera
     b. Better posture – not hunching
     c. Not reading
     d. Smiling occasionally
     e. Keeping hands off face
     f. Few filler words

4. What else would improve this presentation? Select all that apply.

     a. Tidy the background
     b. Show passion for her topic
     c. Practice until she doesn't have to read
     d. Turn her body to the camera
     e. Use some gestures

5. True or false? The presentation ended with a conclusion and call to action

Check your Answers: [3]

Activity source: "Bad presentation example" by Lucinda Atwood is licensed under CC BY-NC-ND 4.0. / Text version created.

Attribution & References

Except where otherwise noted, this chapter (text & H5P activities) is adapted from "How to deliver your presentation (https://pressbooks.bccampus.ca/ businesspresentationskills/chapter/public-speaking-skills/)" In *Business Presentation Skills* by Lucinda Atwood & Christian Westin licensed under CC BY-NC 4.0.

Notes

1. Jennifer 8. Lee:
   1. a) practiced, b) confident, c) clearly, d) hesitations.
   2. a) passion, b) eye contact, c) varies.
   3. a) high quality, b) easy.

2. Jason Shen:
   1. a) story, b) three, c) call to action. understand.
   2. a) enunciates, b) slowly, words
   3. a) posture, b) practiced, c) filler

3. Bad presentation example:
   1. False,
   2. a,
   3. a, b, c, d, e.
   4. All of the above.
   5. False.

9.6 - HOW TO MAKE SLIDES & VISUALS

Learning Objectives

In this chapter, you'll learn how to

- identify the basics of visual design to make clear, compelling and well-organized presentation slides and images
- find great images
- storyboard your presentation.

Getting started

Before starting on your slides create a storyboard that's based on your presentation outline. The storyboard helps you organize and plan your slide deck, including the order slides appear and what text or images you'll include on each slide.

We recommend using sticky notes to create your storyboard, with one sticky note representing one slide. Sticky notes help you organize your slides because they're so easy to move around, edit and delete. They'll save you lots of time!

In the example below you can see that you don't need to be an artist or expert to make an effective storyboard.
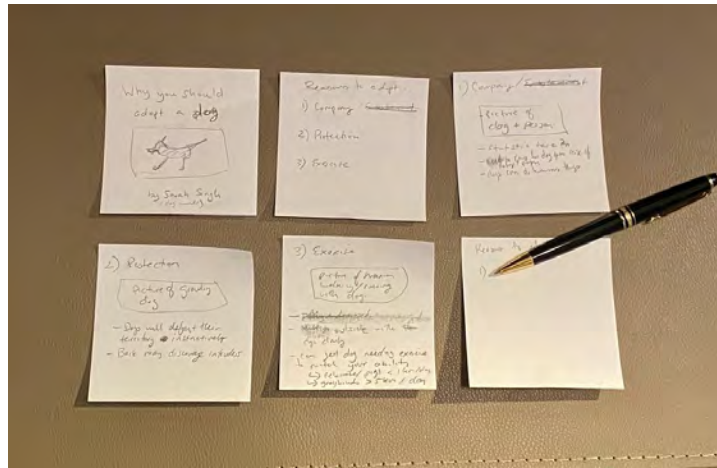
Photo by Christian Westin, used under CC BY-NC 4.0

You can use sticky notes to create your storyboard, with each sticky note representing a single slide. This will allow you to quickly change the order or replace a draft slide without having to erase or start from scratch.

Creating slides

When making slides, make sure to include these five elements: organization, titles & text, visual design, content and user experience.

Tip: Need help making slides?

Check with your school's peer tutors or Academic Success department. The tutors can help you with PowerPoint, Google Slides and other apps. They won't create your presentation for you, but they can help you get started, and answer specific questions.

Organization

Your slide deck must be logically organized to match the order of your presentation. Make sure that information is presented in a logical way. For example, if you're talking about something that happens in a sequence, make sure it's in the correct order in your slides. And present information based on its importance. The size and list format of key points, sub-points and sub-subpoints should be consistent with their importance.

Titles & text

Consistent Throughout your slide deck, titles and text should be consistent in title & text size, shape, placement, bullet & heading hierarchy, and formatting. If any of this does change, it should be an intentional design choice that reflects the presentation. Be especially careful with team projects – it's easy to lose consistency when more than one person creates the slides.

 Brief Your slides are not a script. If you include too much information on them, your audience will be reading, not listening to you. Slides should reinforce your key points, highlighting only the most important information. Share the rest verbally – anecdotes, smaller details and extra information.

Pro Tip

There are two great ways to help you keep slides brief: The 1-6-6 Method recommends that each slide have a maximum of 1 idea, 6 bullet points, and 6 words per bullet. The 1-3-5 Method is similar: it suggests 1 idea, 3 bullet points and 5 words per bullet, per slide

Fonts Your audience might have less than perfect vision or a small device, so make type easy to read. If you're not sure which font to use, avoid fancy decorative fonts and use a standard font like Arial, Helvetica or Times. Unless you're a trained designer, limit the number of fonts you use to about three per slide deck.

 Use high-contrast colours for text, such as black on white, or white on navy blue. If you're placing text on an image, use a solid background colour in the text box.

 We recommend using at least size 32 for your text. If you're using a font size smaller than 32, test your slides to make sure text is visible from the back of the room or an a small device.

 Spelling & grammar Checking your spelling and grammar! (Most presentation apps include spell-check tools.) Typos and grammar errors make you look sloppy and unprofessional.

 Animations You can use the app's animation tools to move objects and text on, off or around a slide. You've probably seen slides with bullet points that appear one at a time. Animations are useful when you want to gradually reveal information. For example if you want the audience to focus on one point at a time, or when you want to ask a question before showing the answer.

Limit the number of animations you use, and avoid whimsical or unnecessary ones – they can make your slides annoying and unprofessional.

Transitions You can use transitions, like fade-in or fade-out, when you're moving from one slide to the next. To avoid distracting your audience, don't use too many different types of transitions, and avoid overly dramatic transitions. Just like animations, a little goes a long way.

Visual design

You don't have to be a designer to make professional slides – most apps include professionally-designed templates, or you can start with a blank slide. Whichever you choose, make sure the visual design supports your content and strengthens your message. Slides should relate to each other visually: colours, layout, text and images should be consistent.

Consistent All slides should have a consistent design as though they were created by one person, not cobbled together from multiple sources. If any of this does change, it should be an intentional design choice that reflects the presentation. Be especially careful during team projects – it's easy to lose consistency when more than one person creates the slides.

Alignment Keep slides looking clean and professional by aligning various text or image elements. For example, text is almost always left-aligned (except captions and titles). Space text and images so they're balanced and visually pleasing. PowerPoint shows alignment markings to help with this.

Branding Branded elements make your slides look professional. You can use your brand's colours and logo on the title page, and/or at the top or bottom of each slide. Your branding may include fonts, text size and colour. Whatever you choose, make sure all text is easy to read and not distracting.

Images Human brains love images! Include images in your slides to add interest and explain key points. Make sure every image is high quality, high resolution, relevant and appropriate, large enough to be easily seen from afar, not stretched or distorted, and free of watermarks. (More about watermarks in *Using other people's images* below)

Single images are generally better than collages because you want slides to be uncluttered. No matter how cute they are, *don't* include images that are unprofessional or unrelated to your subject – such as emojis, minion pictures, and bad clip art.

Charts & graphs Well-displayed information can enhance your audience's understanding and help to convince them that you're a professional expert. Charts and graphs are fantastic ways to show data, describe relationships, and help your audience

understand a key point. Make sure the labels and titles are large enough to be easily read, and remove unnecessary details; you can verbally explain details and background information. If your presentation includes handouts, you can show the basic chart or graph on screen, and add a more detailed version in the handout. See *Which chart, or visual should I use?* below for examples and additional guidelines.

Content

Complete Your presentation should include at least one slide for each key point. Make sure the most important information of your presentation is on your slides.

   Makes sense Information presented is well researched & makes sense. Your content should also be interesting or exciting.

   Fits audience Assume that your audience is smart like you, but doesn't have specialist knowledge. Take the time to explain anything that the majority of people might not know.

   Citations and references For facts, quotes, or other statistics, you may want to include your source on the slide, especially if it adds credibility. Otherwise, sources (including for images) are listed in 1) the notes section; and 2) in a list of sources at the end of your presentation.

   Authorship Include your full name at the start of your slides. You may want to include your name and contact information on your last slide.

   Engages the left & right brain Audience members engage and remember better when you engage the "left brain" – logic, facts, science, numbers, and hard data – and the "right brain" – emotion, colour, artistic and sensory information like music, videos, and other media.

Audience experience

This element is a bit different from the ones above because it focuses on the live integration of your slides and your presentation.

   Slides enhance the presentation Remember that you're the star of the show, and your slides are there to support your live delivery. For this reason it's important to ensure that you don't use the slides as a teleprompter – always practice and know your entire presentation and slideshow thoroughly.

   Number of slides is reasonable As a general rule, 1-2 slides per minute is appropriate.

Practise delivering your presentation to ensure you're not rushing through too many slides, or forcing the audience to stare a the same slide for several minutes.

Agenda / overview Longer or more complex presentations often include an agenda or overview slide. Shorter presentations typically don't use them.

Animations & transitions executed When practicing your presentation, remember which slides have animations or transitions, and practice advancing your slides at the right time. Sometimes presenters get caught up in their content and forget to move the slides ahead. This is especially common during online presentations.

Using other people's images

You can use your own images in your presentations. You can also use downloaded images, but be careful to use copyright-free images, and credit them properly.

Many images that you see online are copyrighted, meaning you can't use them without the creator's permission. A lot of those images have watermarks to make sure people don't use them, or pay to use them. Don't use watermarked images—it's illegal and unethical. A watermark looks like this:

A watermark often states the name of the photography collection or the word Copyright, and is layered over top of the image to create a visual cue that the image is not free. Image courtesy of Lucinda Atwood

Where to find images

Many high-quality images are freely available online. Carefully check your image to

ensure it is marked as *free to use*, as many of these collections often offer images for purchase! Here are some places to find them:

1. [New tab] (https://burst.shopify.com/)
2. Pexels [New tab] (https://www.pexels.com/)
3. Unsplash [New tab] (https://unsplash.com/)
4. Pixabay [New tab] (https://pixabay.com/)
5. Flicker – Creative Commons license [New tab] (https://www.flickr.com/creativecommons/)
6. Google [New tab] (https://www.google.com): Enter your search words and click *Search*. Then click *Images,* and *Tools* (underneath the search bar). Then click *Usage Rights* and select *Creative Commons Licenses*.

How to give credit

Always give credit to the creators of anything you didn't create – including images, charts, graphs, video, audio and gifs. You don't need to credit anything you made, but you might want to include a note so your instructor knows it's your creation.

1. Provide the credit **on the slide where the image appears.**
2. Include a final slide that includes the full APA reference list entry. (https://apastyle.apa.org/style-grammar-guidelines/references/examples/clip-art-references)

Free to use with no attribution required

In an APA style paper, you should provide a figure number and title before the image. Figure numbers and titles for images like the example below are OPTIONAL for presentations (like PowerPoint).

Figure 1: *Dog sitting in front of a book*

Photo (https://unsplash.com/
photos/Zqy-x7K5Qcg) by Jamie
Street, used under Unsplash
license

The APA Style book indicates that when you use a clip art or a stock image, that says "No
Attribution required" a citation is optional. Because Unsplash provides author information, even
though it's not mandatory, it's considered good practice to list the details that are provided with
the image. In this case, "Photo by Jamie Street used under Unsplash license" can be included on
your slide.

Image that requires attribution

Figure 1: *Butterfly.*

From Butterfly [Photograph], by John Fowler, 2011,
Flickr. (https://flic.kr/p/acU6L8). CC BY 2.0.

The APA Style book indicates that when you use an image like the one above that requires an attribution, you should provide the following details on your slide:

- From *Title* [Photograph], by creator's name, date, source (url). Creative Commons information.
- Figure Number and Title, like the ones shown above, are optional on your slides

On your final reference slide, you should include a reference list entry that includes Author, Intial. (date). Title. [Descripton]. Source. url.

Example:

Fowler, J. (2011). *Butterfly.* [Photograph]. Flickr. https://flic.kr/p/acU6L8

Which graph, chart, or visual should I use?

You can easily make charts and graphs for your presentation, using Excel or Google Spreadsheets. Add the data to the spreadsheet, then decide which type of chart or graph to use.

No matter what type you use, always include a title, clear labels, and high-contrast colours that are visible to all users. For example, many people can't see the difference between red and green, so avoid using them together.

Here the most common types:

Pie chart Shows percentages – portions of a whole. The total segments should add up to 100% or a complete whole. Pie charts are excellent for showing relationships. In the example below we quickly see that Staff Salaries are a huge portion of the company expenses.
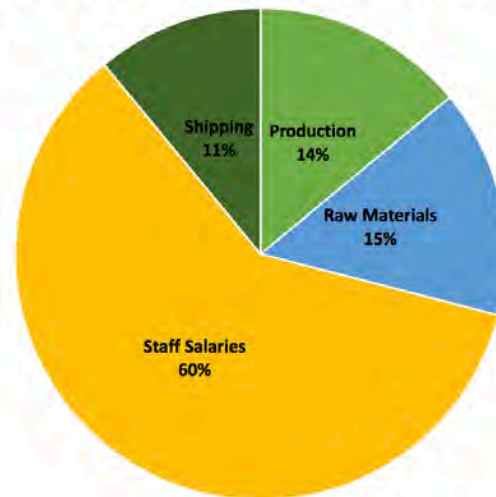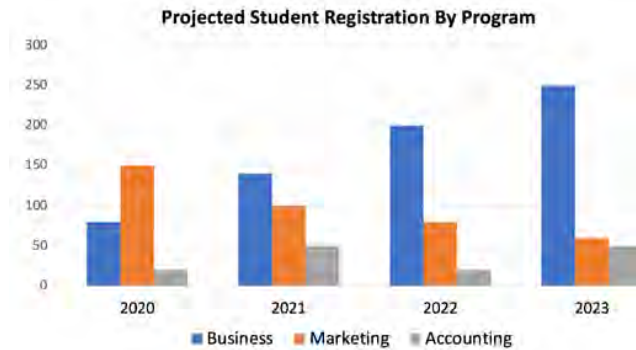

"Pie chart ", by Lucinda Atwood & Christian Westin,
licensed under CC BY-NC 4.0

Bar graph Allows comparison between different values, and can show changes over time (if the difference in values are large). The horizontal and vertical axis must always be labelled. This graph show that the number of Business students is expected to rise, while the number of Marketing students will decrease.
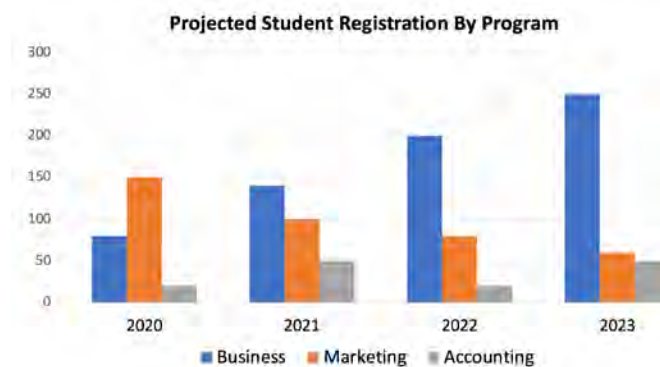
"Sample bar graph" by by Lucinda Atwood & Christian
Westin, licensed under CC BY-NC 4.0

Line graph Shows a trend or progress over time. They can show small changes over time better than a bar graph. Note that the example below shows the same data used in the chart above, but emphasizes the trend of business registrations growing, marketing registrations declining, and accounting registrations remaining low with a bit of fluctuation. This would better if you wanted to focus on changes over time.

"Sample bar graph" by Lucinda Atwood & Christian Westin, licensed under CC BY-NC 4.0

Heatmap chart Uses colour to convey the magnitude of certain values. Examples include a risk management heatmap showing low, medium, and high risk based on the likelihood and impact of various outcomes, or an atlas heatmap as displayed below. Because heatmaps depend only on colour – not shape or size – be very careful to use colours that all users can see.

"Sample heat map" by Lucinda Atwood & Christian Westin, licensed under CC BY-NC 4.0

Which chart? An example

Imagine that our team is excited to share the success of our recent marketing campaign to promote bluebell flower sales during the month of March. Here are two ways we

might display the data. Look at both and note your response: which one is easier to understand? Which do you prefer to look at?

Example 1

	January	February	March	April
Bluebells	20.4	27.4	90	20.4
Redbells	30.6	38.6	34.6	31.6

"Flower Fix" by Lucinda Atwood & Christian Westin, licensed under CC BY-NC 4.0

EXAMPLE 1: It isn't as easy for the audience to quickly interpret the information displayed above because it is not displayed in a visual way that emphasizes the difference between various months. This example also lacks a title or indication of what the data is conveying.

Example 2

"Flower Fix 2" by Lucinda Atwood & Christian Westin, licensed under CC BY-NC 4.0

EXAMPLE 2: This example shows the same information, but displays it in a more effective way for this particular purpose. This version allows the audience to quickly see the dramatic success of our bluebell flower marketing campaign, which boosted sales during the month of March. Also notice the inclusion of a title, legend, clear labels, and

colour coding, which all help audience the audience to understand what we are showing them. From

Example 1 is harder to read because it's not visual. There are lots of percentages, no hierarchy or colour, and the heavy lines compete with the content. It's not easy for the viewer to quickly understand the information. This example also lacks a title or legend (a description of what the data is conveying).

Example 2 shows the same information, but in a way that's easy to quickly understand. This version emphasizes the dramatic success of our marketing campaign, which boosted sales of bluebells during March. Also notice the inclusion of a title, legend, clear axis labels, and colour coding – all of which help the audience's understanding.

Slides Quiz – Test your Knowledge

Slides Quiz – Test your Knowledge (Text version)

1. The first step in creating a presentation is:

    a. Finding images
    b. Creating a presentation outline and storyboard
    c. Designing charts and graphs for the slides
    d. Ensuring you have selected the correct font and font size

2. Complete the sentences by placing the following words in the correct blank: watermarks, contrast, logos
   When considering visual design, you should ensure enough (a) _____ between text and the background. Branding can also be incorporated into the slide design, including font, colour use, and (b) _____. When choosing images, avoid (c) _____, which indicate that the image belongs to someone else.

3. How could this slide above be improved? (select all that apply)

  a. Increase the contrast between the background and text & select a less distracting background

  b. Reduce the length of text used in the second bullet point

  c. Correct the spelling error

  d. Use a higher quality image, and enlarge and align it more uniformly

4. True or false? You should use your slides as a script that you can read from during your presentation.

5. When creating slides, the following elements should be considered first:
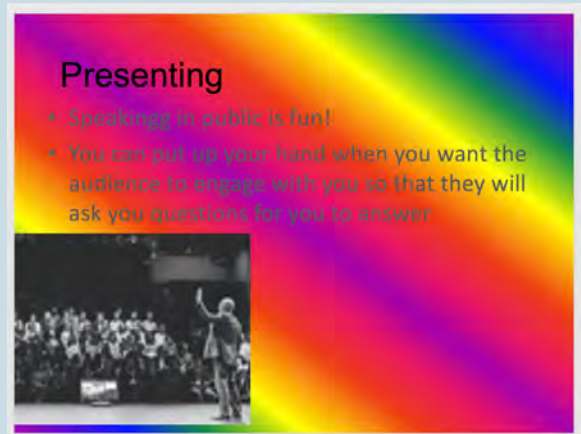
Slide has a bright, diagonal rainbow background with lengthy grey writing, "Speaking" Is misspelled, and a blurry photo in one corner. Slide image by Lucinda Atwood is licensed under CC BY-NC 4.0.

  a. Organization, titles & text, visual design, content, and audience experience

  b. Spelling, Brevity, Animations, Images::These are indeed important considerations for slides, but don't fall under the category of "Organization"

  c. Including as much text as is possible to demonstrate that you've done lots of research

  d. Using watermarked images

Check your Answer: [1]

Attribution & References

Except where otherwise noted, this chapter (text, images & H5P activities) is adapted from "How to make slides & visuals (https://pressbooks.bccampus.ca/businesspresentationskills/chapter/6-creating-effective-slides/)" In *Business Presentation Skills* by Lucinda Atwood & Christian Westin licensed under CC BY-NC 4.0.

Notes

1.   1. b   2. a) contrast, b) logos, 3) All suggestions would help.
      watermarks.

4. False.

5. a.