
LESSON 4. PREPARING FOR ORAL PRESENTATIONS

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Lesson 4. Preparing for Oral Presentations

Lesson Objectives

At the completion of this lesson, participants will be able to:

- Identify strategies for conducting effective oral presentations.
 - Identify your own anxiety about public speaking and take steps to reduce your anxiety.
 - Prepare and deliver an oral presentation in a manner that effectively delivers the message and meets the needs of the target audience.
 - Identify personal action steps to improve your oral presentation skills.
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Scope

- Lesson Overview and Objectives
 - Presentation Purpose
 - Activity: Informational or Motivational?
 - Preparing an Oral Presentation
 - Controlling Your Nerves
 - Activity: Speech Anxiety Self-Assessment
 - Activity: Oral Presentation Review
 - Summary and Transition
 - Final Exam
-

Methodology

A video presentation opens this lesson by summarizing the process and the strategies involved in preparing to give an effective oral presentation. Participants will learn about the key components of a good oral message. The instructor will provide an overview about the differences between informational and motivational presentations. Participants will learn about the importance of developing a delivery strategy and preparing for working with small groups, the media, and news conferences. The instructor will review tips from the first lesson about engaging with the audience.

Participants will complete a self-assessment of their own speech anxiety, and the instructor will provide tips on controlling nerves before and during a presentation. Participants will be encouraged to practice presenting an oral presentation after this course concludes and will receive several job aids to help them complete this activity. Participants will then complete the final exam for the course.

Materials

- PowerPoint visuals 4.1 – 4.20 and a computer display system
 - Instructor Guide
 - Student Manual
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Lesson 4. Preparing for Oral Presentations

Time Plan

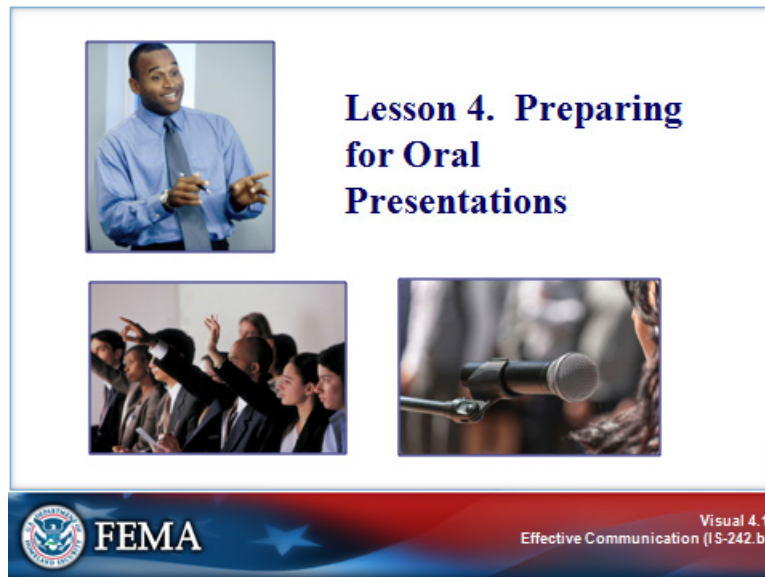
A suggested time plan for this lesson is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Lesson Overview and Objectives	3 minutes
Presentation Purpose	5 minutes
Activity: Informational or Motivational?	10 minutes
Preparing an Oral Presentation	10 minutes
Controlling Your Nerves	5 minutes
Activity: Speech Anxiety Self-Assessment	10 minutes
Activity: Oral Presentation Review	10 minutes
Summary and Transition	2 minutes
Final Exam	5 minutes
Total Time	1 hour

Lesson 4. Preparing for Oral Presentations

LESSON OVERVIEW AND OBJECTIVES

Visual 4.1



Key Points

This lesson presents strategies for improving your oral presentation skills.

VIDEO: PREPARING FOR ORAL PRESENTATIONS

Visual 4.2



Key Points

Transcript:

Effective presentation is much more than just presenting your ideas or delivering a speech. It is about skillful communication and relating to the audience—whether the audience is a few people or a large gathering.

An effective presentation is one that matches the message to the audience, matches the content and delivery to the purpose, and is delivered in a clear and engaging manner.

To create that kind of presentation requires preparation. You need to learn about your audience and any logistical factors so that you can tailor your message accordingly. With your audience in mind you can outline the presentation to clarify your key messages and establish a logical sequence.

Next comes the writing. Informational and motivational speeches will differ somewhat in structure, but most speeches have an introduction, a discussion, and a conclusion.

Getting ready to deliver your presentation involves practicing until you are comfortable with your performance. Practice is one of the best ways to dispel any pre-speech jitters that you may feel.


When you present, be sure to face the audience and maintain an attentive stance. Don't stand in a fixed position. Instead, move around, make eye contact, and relax so you can connect with the audience.

LESSON OVERVIEW AND OBJECTIVES


Visual 4.3

Lesson 4 Objectives

- Identify strategies for conducting effective oral presentations.
- Identify your own anxiety about public speaking and take steps to reduce your anxiety.
- Prepare and deliver an oral presentation in a manner that effectively delivers the message and meets the needs of the target audience.
- Identify personal action steps to improve your oral presentation skills.



Visual 4.3
Effective Communication (IS-242.b)



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Key Points

At the completion of this lesson, you should be able to:

- Identify strategies for conducting effective oral presentations.
- Identify your own anxiety about public speaking and take steps to reduce your anxiety.
- Prepare and deliver an oral presentation in a manner that effectively delivers the message and meets the needs of the target audience.
- Identify personal action steps to improve your oral presentation skills.

INTRODUCTION

Visual 4.4

What Makes a Good Oral Presentation?

Great speeches:

- Match the message to the audience.
- Match the content and the delivery to the purpose.
- Are delivered in a clear and engaging manner.



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Visual 4.4
Effective Communication (IS-242.b)

Key Points

At the beginning of this course you considered great speeches you have heard and what made them strong and effective. Typically, great speeches:

- Match the message to the audience.
- Match the content and delivery to the purpose.
- Are delivered in a clear and engaging manner.

Matching the message to the audience begins with analyzing the needs of the audience. The more you know about your audience, the better you can connect with them.


PRESENTATION PURPOSE



Visual 4.5

Understanding the Presentation Purpose

You will likely make two types of presentations:

- Informational
- Motivational



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Visual 4.5
Effective Communication (IS-242.b)

Key Points

What you say and how you say it also need to be consistent with the purpose of the presentation. It is likely that you will make two types of presentations:

- Informational
- Motivational

Often, presentations will have elements of both types but will be primarily aimed at one purpose or the other. The quickest way to determine which type is appropriate is to ask yourself this question: Am I relaying facts or shaping opinions?

Informational presentations:

- Transmit specific knowledge.
- Present information directly or through explanation.
- Feature statistics or supporting research.
- Present ideas in logical sequence.

For example, if asked to provide fire evacuation guidance to the occupants of a residential complex, you would make an informational presentation.

Motivational presentations:

- Create awareness, change attitudes, or garner support.
- Use concrete language to communicate abstract points.
- Use vivid and interesting language.

For example, if you want to gain community support for a preparedness initiative, you would make a motivational presentation, or one with both informational and motivational elements.

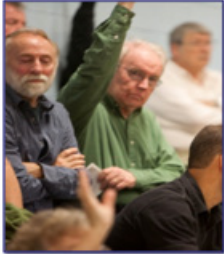
PRESENTATION PURPOSE



Visual 4.6

Informational Presentations

The information is usually delivered in this order:

- Introduce the topic.
- Provide explanation, directions, or descriptions.
- Restate or conclude the topic.



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Visual 4.6
Effective Communication (IS-242.b)

Key Points

Often, informational messages are delivered in the following order:

1. Introduce the topic.
2. Provide explanation, directions, or descriptions.
3. Restate or conclude the topic.

Example: Fire Evacuation Presentation

1. **Introduce** the importance of fire safety awareness.
2. **Discuss:**
 - Exit signs and locations
 - The importance of knowing where the closest exit is
 - Heeding fire alarms
 - The location of fire boxes or use of 911 to notify the fire department
 - Quick, calm, and orderly evacuation
 - Smoke inhalation and safety techniques
 - Caution in opening hot or closed doors
 - Caution against elevator use
3. **Restate** the importance of pre-identifying exits and being prepared to vacate quickly.

PRESENTATION PURPOSE

Visual 4.7

Motivational Presentations



Typically:

- Open with an attention-getting introduction.
- Create a tension or need for the message.
- Demonstrate the message can satisfy the need.
- Use visualization.
- Provide an action step.

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Visual 4.7
Effective Communication (IS-242.b)

Key Points

Motivational presentations are delivered in a different manner than informational presentations. A common approach is to:

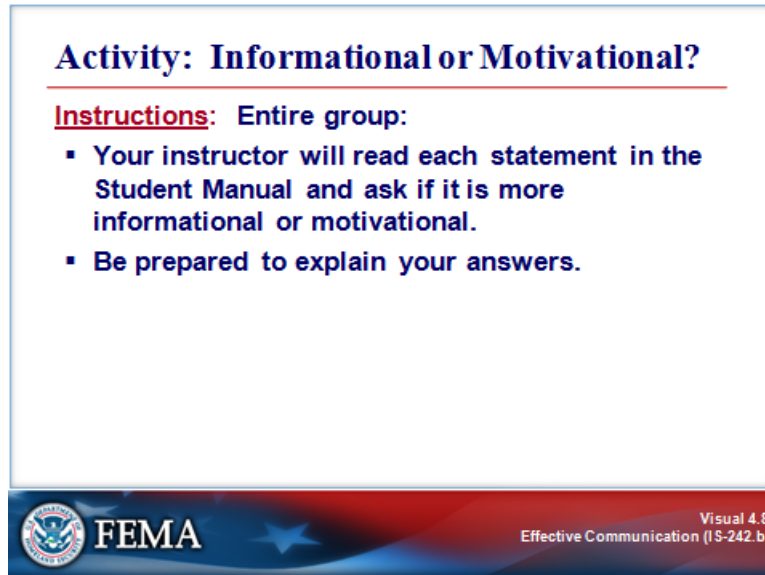
1. Open with an attention-getting introduction.
2. Create tension or a need for the message in the audience.
3. Demonstrate that your message can satisfy the need you identified.
4. Use visualization to magnify the appeal.
5. Provide the action step that you want the audience to take.

Tips for motivational presentations:

- Use the introduction to establish your credibility by demonstrating your familiarity with the topic.
- Use a vivid illustration to highlight the importance of the need or problem to the listeners.
- Create a need for your solution or idea by highlighting one or two benefits, rather than providing a laundry list.
- Show how your specific ideas will resolve the problem or meet the need you've identified.
- Tell the audience how, when, why, and what it can do to carry out your proposal.

ACTIVITY: INFORMATIONAL OR MOTIVATIONAL?


Visual 4.8



Activity: Informational or Motivational?

Instructions: Entire group:

- Your instructor will read each statement in the Student Manual and ask if it is more informational or motivational.
- Be prepared to explain your answers.

 **FEMA** Visual 4.8
Effective Communication (IS-242.b)

Key Points

Purpose: The purpose of this activity is to identify whether each presentation is more informational or motivational.

Time: 5 minutes

Instructions: Entire group:

- Your instructor will read each statement in the Student Manual and ask if it is more informational or motivational.
- Be prepared to explain your answers.

Statements:

- Tell the community about new traffic patterns during reconstruction of a ruptured main water line.
- Persuade community officials that mitigation is cost effective.
- Urge residents to prepare for emergencies by assembling an emergency kit and developing a family reunification plan.
- Congratulate emergency responders for their dedicated work during a disaster.
- Review flood mitigation techniques with county officials.

ACTIVITY: INFORMATIONAL OR MOTIVATIONAL?

Visual 4.8 (Continued)

Instructor Note: If not suggested by the participants, provide the following responses:

The following presentations are primarily informational:

- Tell the community about new traffic patterns during reconstruction of a ruptured main water line.
- Review flood mitigation techniques with county officials.

The following presentations are primarily motivational:

- Persuade community officials that mitigation is cost effective.
- Urge residents to prepare for emergencies by assembling an emergency kit and developing a family reunification plan.
- Congratulate emergency responders for their dedicated work during a disaster.

Most emergencies will require that you communicate both informational and motivational messages. Information is factual, but motivational messages are emotional. While the differences in informational and motivational presentations are many, both are based in well-researched, logical arguments that lead the listener to the desired conclusion.

PREPARING AN ORAL PRESENTATION

Visual 4.9



Key Points

Preparing an oral presentation involves planning, development, and writing, as described below.

Planning the Presentation

- Determine the occasion and the goal of the presentation.
- Learn about the audience so that you can tailor your message accordingly. Consider group size, age range, gender ratio, common interests, and hot issues.
- Determine any specific needs of the audience, such as sensory disabilities, language proficiency, and cultural factors that may affect how they receive your message.
- Investigate the logistics:
 - Room size
 - Available equipment
 - Number of other speakers
 - Time constraints

Developing the Presentation

- Decide the type of speech that is appropriate—informational, motivational, or a combination.
- Outline the presentation:
 - Introduce the topic.
 - Clarify your opinion.
 - Identify key messages.
 - Establish a logical sequence.
- Be succinct. Plan to speak briefly and clearly.
- Identify any information or research required to support key points.

PREPARING AN ORAL PRESENTATION

Visual 4.9 (Continued)

Writing the Presentation

- **Introduction:** Establish your relationship with the audience and let them know what to expect. For example, one approach is to:
 - Introduce yourself and establish credibility.
 - Capture the essence of your message in a single topic sentence. Make your personal stance clear.
 - Get your audience's attention through relevant humor, provocative statements, startling facts, or rhetorical questions.

- **Discussion:** This section illustrates or proves your viewpoint.
 - Present your main points using statistics, details, and analogies.
 - To stir emotion in the audience, let your enthusiasm and sincerity show.
 - Use vivid language.
 - Personalize your message through anecdotes or examples.

- **Conclusion:** The end of a presentation should be as carefully orchestrated as the other sections. For example:
 - Tell the audience you are about to bring your remarks to a close.
 - Briefly summarize your main points.
 - Make a memorable parting statement.

It is a good idea to prepare notes with key points in advance so you can avoid reading text in front of the audience.

PREPARING AN ORAL PRESENTATION

Visual 4.10

Getting Ready To Deliver Your Speech

Develop a delivery strategy:

- How do you wish to appear?
- What tone is appropriate for the subject matter and audience?
- How can you use body language effectively?
- How long should you speak?

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Visual 4.10
Effective Communication (IS-242.b)

Key Points

The first step toward effective delivery is to develop a delivery strategy:

- How do you wish to appear?
- What tone is appropriate for the subject matter and audience?
- How can you use body language effectively?
- How long should you speak?

Effective communication requires practice to get it right. Practice your presentation repeatedly until you are completely familiar with the content. Rehearse the opening until you have it memorized. (This strategy will help you to relax.)

- Become comfortable with the pronunciation and enunciation of your material.
- Present your speech in front of a mirror to check your nonverbal behavior and identify any unconscious mannerisms.
 - Stand upright and relaxed.
 - Make eye contact with people in various parts of the room.
 - Try to gesture an average of twice in each sentence.
 - Turn your torso to face various parts of the audience.
 - Use volume, pitch, and emphasis to maximize your message.
 - Use pauses for impact before you begin and during speech transitions.
- Practice with a watch to check your pacing. Ensure that your message fits the allotted time.
- Get feedback as you practice:
 - Ask an observer to provide feedback to refine your delivery.
 - If possible, videotape or tape record your practice session.

PREPARING AN ORAL PRESENTATION

Visual 4.11

Preparing for Small-Group Presentations

Small-group presentations can be enhanced by the use of presentation media, such as:

- Charts,
- Whiteboards, and/or
- PowerPoint visuals.



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Visual 4.11
Effective Communication (IS-242.b)

Key Points

There may be times when you will prepare an oral presentation for a small audience in a small meeting space—for example, in a room instead of an auditorium. In these circumstances, you may be able to use charts, PowerPoint visuals, or other media to enhance your presentation.

Use of presentation media may be especially effective for audience members who have access and functional needs because it allows them to use multiple senses to take in the information.

It is important to use presentation media effectively so they enhance rather than detract from your presentation.

The job aid on the next page provides tips for using presentation media.

Job Aid: Tips for Using Presentation Media

Preparing and Using Charts or Whiteboards

- **Use dark colors for text.** Black, blue, green, brown, and purple stand out and are easier to read than pastels. Alternate colors from line to line to separate ideas or topics. Water-based markers will not bleed through to the next page.
- **Highlight key points.** Use color, shapes, graphics, boxing, underlining, and pictures to focus attention on key points.
- **Use bold printing, at least 1 inch tall.** Smaller letters are hard to read.
- **Leave space between lines.** Lines of text that are too close together are hard to read.
- **Use the top 2/3 of the pad.** It can be hard to read text near the bottom of the page, especially for those in the back of the room.
- **Use as few words as possible.** Too much text can be distracting.
- **Check readability.** Walk to various parts of the room to see if people will be able to see and read the chart.
- **Don't block the audience's view.** Stand to one side so that you don't block people's view of what is being written.
- **When capturing audience ideas, record key words quickly and write exactly what they say.** This technique keeps the audience interested. Do not edit the content of what was said.


Using PowerPoint Visuals

- **Test the equipment.** Arrive early and test the equipment. Check the readability of your visuals for different locations within the room.
- **Have backups.** If you are using a projector, have an extra bulb on hand. Have a second set of PowerPoint files. Recognize that equipment can fail so also prepare to give your presentation without the hardware!
- **Dim lights as little as possible.** Dim the lights in the room (but don't make it too dark). If you can, darken the lights in the front of the room where the screen is located. Bring the lights back up to complete exercises or during discussions.
- **Position yourself.** Stand to either side (rather than in front) of the equipment and screen. Talk to the audience, not to the projected image or your computer.
- **Use motion.** Motion attracts people's eyes. Gesture to the screen when appropriate. Stand still when you want people to read the screen.
- **Pace yourself.** During the presentation, hold the image on the screen only until the audience has had time to grasp the meaning.
- **Control attention.** Turn the projector off or make the screen black when it is not being used.
- **Be confident of the technology.** Learn the keyboard "shortcuts" for the program you are using.

PREPARING AN ORAL PRESENTATION


Visual 4.12

Preparing for Interactive Presentations



Interactive presentations:

- Give you less control of content.
- Are more difficult to pre-script.
- Require planning responses for anticipated questions.

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Visual 4.12
Effective Communication (IS-242.b)

Key Points

Interactive presentations, such as media interviews and news conferences, differ from static presentations in that you are less in control of the content and flow, and it is difficult to pre-script them.

On the other hand, these very qualities can add interest and energize both you and the audience. You need to stay on your toes and be ready to respond in a calm, confident, and clear manner.

It is important to plan ahead by anticipating the types of questions that will be asked and practicing how you will respond.

The job aids on the next pages provide tips for media interviews and news conferences.

Job Aid: Tips for Media Interviews

General Tips for Radio, Podcasting, and TV Interviews

Radio/Podcasting

- Use your voice to create variety and interest—no monotones.
- Feel free to have notes of key points, facts, etc.
- Paint a word picture. Remember that old adage, “see it on the radio.” Use examples and stories to “illustrate” your point.
- Call-Ins: Don’t let angry or hostile callers fluster you. Always take the high road.
- Avoid ums, ahs, and “verbal nodding”—it sounds silly on radio.

Television

- Dress appropriately. Mostly that means dress conservatively, but there are exceptions. Avoid short skirts, white shirts, loud ties, and complicated patterns if you are trying to come across as credible. Solid, dark colors work well.
- For Digital and HD television, watch for imperfections in clothing and avoid bright colors. For Web broadcasts, brighter colors may make the image more appealing.
- Men—button coats if standing, unbutton if sitting.
- Studios are cold with the lights off, ovens when the lights are on. Dress in mid-weight clothing.
- Avoid shiny or dangly jewelry. Watch for jewelry banging against lavalier microphones.
- If you have the choice, choose contacts over glasses.
- If offered makeup, accept it. Men—5 o'clock shadows show on camera. Women—makeup should be only slightly heavier than normally worn.

Preparation

- Develop two or three key messages that you want to include in some way in your overall responses.
- Be sure your messages:
 - Are simple and easy to remember and say.
 - Emphasize the important point.
 - Tell people something new, something they had not thought about.
 - Articulate the need to take action, and provide a solution.
- Anticipate questions and prepare answers ahead of time. It’s important to stay on message during the entire interview.

Lesson 4. Preparing for Oral Presentations

Job Aid: Tips for Media Interviews (Continued)

Nonverbal Communication

- Eye contact:** Look at the reporter, not the camera. Avoid looking down. Avoid rolling your eyes or looking up.
- Voice:** Speak clearly and modulate your voice by varying tone and volume. Slow down for emphasis when making important points.
- Expression:** Appear attentive. Show emotion as appropriate (sincerity). Remember that the camera is always on. Make sure your facial expression is conveying the right message.
- Body position:** Stand straight and align your body with the interviewer.
- Gestures:** Use natural, but not “big” gestures. Keep your hands away from your face; do not cross your arms, raise your eyebrows, or shrug your shoulders. Avoid jerky or sudden movements.
- Movement:** If standing, do not lock your knees, sway, bounce, or jingle jewelry or change in pockets. If sitting, don’t jiggle legs, or spin or rock in the chair. Sit on your coat tail to keep your jacket from riding up.

Forming Your Responses

DO:

- Listen before you respond.
- Know what you want to say and repeat your key message at every opportunity.
- Use language that everyone will understand. Use examples and analogies to help explain difficult concepts.
- Keep your answers short.
- Be positive, yet realistic. Turn a negative question around and answer it in the positive.
- Show compassion and empathy, as appropriate.
- Use transitional phrases to bring the discussion back to your message, such as “What is most important is,” “What we should focus on is,” “What the public should know is,” or “The point (or goal) is.”
- Whenever possible, summarize your key points at the end of the interview and direct the audience to your Web site or social networking page for updates.

DON'T:

- Don't use jargon or “insider” terms.
- Don't use fillers such as “um,” “er,” or “you know.”
- Don't speculate or discuss hypothetical situations.
- Don't respond for other agencies.
- Don't use glib or negative language.
- Don't say anything “off the record.”
- Don't say anything you wouldn't want to see in the news media.
- Don't say “No Comment.”

Lesson 4. Preparing for Oral Presentations

Job Aid: Tips for News Conferences

Location, Access, and Egress

- Have a backup plan in case weather or other events make the location impractical.
- Provide speakers clear access and egress without having to pass through reporters. (If speakers do not have a clear exit, the media will continue to ask questions.)

“Sound” Issues

- Try to minimize background noise so speakers can be heard clearly.
- If at all possible, select a place for your news conference where external noise can be reduced or eliminated. Sounds from heavy machinery, airplanes, trains, or other sources can be distracting to the public who may need to hear the information you are sending out. Occasionally these noises can be so loud as to entirely drown out what is being said by the speaker.
- If you are inside a building, consider the “echo” factor.
- Have an audio “mult box.” This device allows just one microphone to be placed in front of the speaker, eliminating a microphone “tree” and providing clearer audio.
- Make sure to get your own recording of the news conference for transcription and possible legal issues.

Camera Issues

- Make sure that the cameras have a clear line of sight to the speakers.
- Try to set up in an area where the cameras will be at the same level as the speakers.
 - When the camera is shooting down from a position of higher elevation, the image tends to diminish the speaker and the message being presented.
 - When the camera is shooting up from a position of lower elevation, the image tends to place the speaker in a position of greater authority—which is not recommended.

Security Issues

A location filled with cameras and various officials about to make a statement can be an opportunity for someone who may want to cause a disturbance or promote an “alternative” viewpoint. Also, media satellite/live trucks contain a considerable amount of high-value equipment.


- Security should be provided both for members of the media and for the news conference participants. Often local law enforcement may offer to assist in providing security.
- Security staffing should be visible but not intrusive, and can be stationed near where the news conference will take place or possibly out by the news media satellite/live trucks.



PREPARING AN ORAL PRESENTATION

Visual 4.13

Engaging Your Audience

- **Face the audience and appear attentive.**
- **Avoid reading.**
- **Move out from behind the podium.**
- **Move around the front of the room.**
- **Make eye contact.**



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Visual 4.13
Effective Communication (IS-242.b)

Key Points

Effective presentation is much more than just presenting your ideas or delivering a speech. It is about skillful communication and relating to the audience (whether a few people or a large gathering).

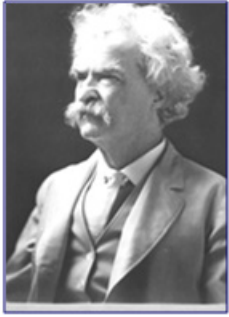
- Face the audience and maintain an attentive stance.
- Avoid reading to the group. Simple notes can help you avoid reading from a prepared script.
- Come out from behind the podium, minimizing barriers between you and the audience.
- Don't stand in a fixed position. Move around to keep the audience engaged and energized. Draw people in by moving toward them. Remember: If you fidget, then everyone will sense your discomfort.
- Make eye contact and avoid talking with your back toward the group.



CONTROLLING YOUR NERVES

Visual 4.14

Controlling Your Nerves

Mark Twain said:
“There are two types of speakers. Those who get nervous and those who are liars.”



 **FEMA**  Visual 4.14
Effective Communication (IS-242.b)

Key Points

Mark Twain said, “There are two types of speakers. Those who get nervous and those who are liars.”

Speech anxiety is the single most common social anxiety in the United States. The effect can range from simple nervousness to a degree that makes the speaker physically ill.

How do you feel when you learn that you must present a speech? To analyze your level of speech anxiety, complete the self-assessment activity on the next page.


ACTIVITY: SPEECH ANXIETY SELF-ASSESSMENT

Visual 4.15

Activity: Speech Anxiety Self-Assessment

Instructions: Working individually:

- Review the Speech Anxiety Self-Assessment.
- Identify your own concerns in each area.

 **FEMA** Visual 4.15
Effective Communication (IS-242.b)

Key Points

Purpose: The purpose of this activity is to analyze how you typically feel when you learn you must present a speech.

Time: 10 minutes

Instructions:

- Review the Speech Anxiety Self-Assessment.
- Identify your own concerns in each area.

Instructor Note: Give the participants 10 minutes to complete this activity.

Speech Anxiety Self-Assessment

Symptoms: Before I have to give a speech, I experience:

- No symptoms of anxiety.
- Tightness in my chest.
- Dry mouth.
- Clammy palms.
- Stomach pain or nausea.
- Shortness of breath.
- Other _____

Level of Anxiety: Rate your level of anxiety on the following scale:

0 No anxiety	1 Simple Nervousness	2 Recurring Worry	3 Constant Anxiety	4 Overwhelming Fear	5 Physical Illness
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Anxiety Triggers: My level of anxiety increases with:

- Lack of familiarity with the topic.
- Size of the audience.
- Use of microphones.
- Existence of camera equipment.
- Negative attitude of the audience.
- Power or seniority of the audience.
- Expectation that I will have to answer questions “off the cuff.”

Other Sources of Anxiety: My anxiety relates to:


- General lack of self-confidence.
- Body image.
- Tendency toward occasional mispronunciations.
- Other _____



CONTROLLING YOUR NERVES

Visual 4.16

Gaining Control

- Prepare ahead of time.
- Practice and visualize the presentation.
- Connect with the audience first.
- Convert nervousness to positive energy.
- Maintain a sense of humor.
- Realize the audience wants you to succeed.
- Know it is OK to pause and gather your thoughts.



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Visual 4.16
Effective Communication (IS-242.b)

Key Points

Whatever the sources of your anxiety, there are many steps that you can take to reduce nervousness and gain control of your presentation. Most presenters control their nerves by:

- Preparing ahead of time.
- Practicing and visualizing the presentation.
- Connecting with the audience before starting the presentation.
- Converting the nervousness into positive energy.
- Maintaining a sense of humor.
- Knowing that there is no such thing as a perfect presentation.
- Realizing that audiences want the presenter to succeed.
- Knowing it is okay to pause to gather thoughts.

The job aid on the next page provides additional tips for controlling your nerves.

Lesson 4. Preparing for Oral Presentations

Job Aid: Tips for Controlling Your Nerves

Preparation	<ul style="list-style-type: none">• Know your audience.• Preview the venue, if possible.• Do your research and know your facts.• Consider the emotional issues of your message.• Anticipate the questions you may be asked and prepare answers.
Practice	<ul style="list-style-type: none">• Present the speech aloud, to yourself, until it is completely familiar.• Read the speech in front of a mirror and ensure that your body language aids your message.• Seize all opportunities to speak aloud so that you become more comfortable (e.g., ask questions in meetings, join Toastmasters or another public-speaking group, speak to small friendly groups, present slides to your family, or teach a course).
Acceptance and Relaxation	<ul style="list-style-type: none">• Accept your nervousness as normal.• Accept that you may misspeak during your presentation and plan to correct yourself immediately and smoothly.• Use relaxation techniques, such as:<ul style="list-style-type: none">○ Stretching.○ Muscle tensing and relaxing.○ Deep breathing.○ Body alignment.○ Consciously choosing to let go of tension.○ Visualizing an effective presentation.


ACTIVITY: ORAL PRESENTATIONS REVIEW

Visual 4.17

Activity: Oral Presentations Review

Instructions: Entire group:

- Your instructor will read each statement in the Student Manual and ask if it is true or false.
- Be prepared to explain your answers.



Visual 4.17
Effective Communication (IS-242.b)

Key Points

Purpose: The purpose of this activity is to review the information you have learned about preparing for oral presentations.

Time: 5 minutes

Instructions: Entire group:

- Your instructor will read each statement in the Student Manual and ask if it is true or false.
- Be prepared to explain your answers.

Statements:

- For most presentations, the makeup of your audience should not affect the content or manner of delivery.
- Most presentations are strictly informational or motivational, seldom both.
- Practicing is an essential part of preparing to deliver an effective oral presentation and controlling your nerves.
- To engage the audience, it is better to move around in the available space rather than remain behind a podium.

ACTIVITY: ORAL PRESENTATIONS REVIEW

Visual 4.17 (Continued)

Instructor Note: If not suggested by the participants, provide the following responses:

False: For most presentations, the makeup of your audience should not affect the content or manner of delivery.

Explanation: Learning about the audience can help you tailor your message, in terms of both content and delivery style. Factors to consider include group size, age range, gender ratio, common interests, hot issues, and any specific needs of the audience, such as sensory disabilities, language proficiency, and cultural factors that may affect how they receive your message.

False: Most presentations are strictly informational or motivational, seldom both.

Explanation: While the purpose of your presentation may be primarily informational or motivational, presentations often have elements of both. For example, to make a convincing argument to motivate community members to take preparedness measures, you will probably need to provide facts and figures that illustrate its importance.

True: Practicing is an essential part of preparing to deliver an effective oral presentation and controlling your nerves.

Explanation: Practice enables you to learn the content of your presentation so you do not need to read from a script, get comfortable with pronunciation and enunciation, refine your nonverbal behaviors, and get comfortable enough to relax and connect with the audience.

True: To engage the audience, it is better to move around in the available space rather than remain behind a podium.

Explanation: Standing behind a podium puts a barrier between you and the audience. Changing your position and posture and moving toward the audience helps keep you and them energized.


POST-COURSE ACTIVITY: PREPARE AND DELIVER A BRIEFING

Visual 4.18

Post-Course Activity: Prepare & Deliver a Briefing

Instructions:

- Prepare a briefing or other oral presentation using the provided worksheet.
- Deliver the presentation to a friend or colleague. Have your listener record feedback on the provided observer checklist.
- Review the feedback. Identify strengths and areas for improvement.

The slide footer features the FEMA logo on the left, which includes the text 'FEDERAL EMERGENCY MANAGEMENT AGENCY' around a central emblem. To the right of the logo is the FEMA acronym in large letters. Further right is a stylized American flag graphic. On the far right of the footer, the text 'Visual 4.18' and 'Effective Communication (IS-242.b)' is displayed.

Key Points

Purpose: The purpose of this activity is to practice preparing and delivering a briefing or other oral presentation.

Instructions:

- Prepare a briefing or other oral presentation using the worksheet on the next page. You may choose to use a regular work-related responsibility or event as the basis of your presentation, or you may wish to use this activity as a practice opportunity.
- Deliver the presentation. Ask a friend or colleague to observe the presentation and give you feedback using the provided checklist.
- Review the observer's feedback. Identify strengths and needed improvements, and develop strategies for improvement.

Lesson 4. Preparing for Oral Presentations

Job Aid: Presentation Activity Worksheet

Plan the Presentation:

Presentation topic:

Occasion/event and goal:

Audience (size, makeup, characteristics):

How will the characteristics or needs of your audience impact the content of your presentation?

How will the characteristics or needs of your audience impact your delivery?

Logistics:

- Room size
- Available equipment
- Other speakers
- Time constraints

Develop the Presentation:

Type of presentation:

- Informational
- Motivational
- Combination

Outline the presentation, including key points for the introduction, key messages, and sequence of ideas.

Lesson 4. Preparing for Oral Presentations

Job Aid: Presentation Activity Worksheet (Continued)

Develop the Presentation (Continued):

What information, research, or experts are needed to support your message?

Write the Presentation:

Develop the introduction, discussion, and conclusion.

Get Ready To Deliver the Presentation:

- Practice delivering the presentation aloud, using a mirror if possible.
- Record your practice sessions, critically review your performance, and identify needed improvements.
- Use personal strategies to control your nerves, as needed.
- Continue practicing!

Deliver Your Presentation:

Ask a friend or colleague to observe your presentation and provide feedback using the provided checklist.

Identify Strategies for Improving Your Presentation Skills:

After your presentation, review the observer's feedback and summarize below:

Strengths:

Areas for Improvement:

Strategies for Improving Presentation Skills:

Lesson 4. Preparing for Oral Presentations

Job Aid: Observer Checklist


	Excellent	Satisfactory	Needs Improvement
Nonverbal Communication			
Eye contact with audience			
Body language—posture			
Facial expression			
Natural, spontaneous gestures			
Body control (no fidgeting, unconscious mannerisms)			
Body language reinforces the message (no mixed messages)			
Suggestions:			
Use of Voice			
Vocal intonation (pitch, tone, inflection)			
Volume, projection			
Rhythm, timing (e.g., effective use of pace, silence, pauses)			
Avoids fillers (er, um, like)			
Suggestions:			
Engaging the Audience			
Response to audience's nonverbal cues			
Appropriate use of:			
• Paraphrasing			
• Open-ended questions			
• Response to questions (not defensive)			
• Positioning, movement (e.g., doesn't stay behind podium)			
Suggestions:			
Delivery			
Clear and concise language and enunciation			
Enthusiasm			
Use of techniques to engage the audience			
Suggestions:			

SUMMARY AND TRANSITION

Visual 4.19

Summary and Transition

- In Lesson 4, you learned strategies for improving your oral presentation skills.
- It is now time to complete the final exam.

 **FEMA** Visual 4.19
Effective Communication (IS-242.b)

Key Points

This lesson has presented strategies for improving your oral presentation skills. You should now be able to:

- Identify strategies for conducting effective oral presentations.
- Identify your own anxiety about public speaking and take steps to reduce your anxiety.
- Prepare and deliver an oral presentation in a manner that effectively delivers the message and meets the needs of the target audience.
- Identify personal action steps to improve your oral presentation skills.

It is now time to complete the final exam.

FINAL EXAM


Visual 4.20

Final Exam

Instructions:

- Take a few moments to review your Student Manual and identify any questions.
- Make sure that you get all of your questions answered prior to taking the final exam.
- You must take your test online at:
<http://training.fema.gov/IS/crslst.aspx>

➤ You may refer to your Student Manual when completing this test.



FEMA

Visual 4.20
Effective Communication (IS-242.b)

Key Points

Instructions:

1. Take a few moments to review your Student Manual and identify any questions.
2. Make sure that you get all of your questions answered prior to taking the final exam.
3. You must submit your test online, and upon successful completion will receive an email message with a link to your electronic course completion certificate.
4. Go to: <http://training.fema.gov/IS/crslst.aspx> and click on the link for IS-242.b
5. Click on “Take Final Exam”
6. When taking the exam . . .
 - Read each item carefully.
 - Select your answer on the test.
 - Check your work, then complete the course registration form on the last page of the online examination.

You may refer to your Student Manual when completing this test.

Instructor Note: Review the instructions with the participants. Remind the participants that to receive a certificate of completion, they must score at least 75 percent on the test.

Review any questions they may have about the course content or the exam process.