

Top Tips for Presentation Preparation

1. Always Prepare to START WITH ART
2. Always Prepare Learning Outcomes
3. Always Prepare a Lesson Plan
4. Always Prepare an Assessment
5. Always Prepare more than you need
6. Always Prepare well in advance

Learning Outcomes

What are your Learning Outcomes for your PARTICIPANTS?

By the end of the presentation, each participant will...

1. KNOWLEDGE (head) predict, choose, recognize, list
2. EXECUTION (hand) do, make, create, follow, compose, use, sing, play
3. REFLECTION (heart) enjoy, benefit, appreciate, like

(these are from Bloom's Taxonomy: Cognitive, Affective, Psychomotor; or knowledge, attitude, skills.)

Lesson Plans

5 min	HOOK – Give them a taste of your performance
5 min	INTRODUCE yourself, Gluck Program, your major topic of presentation
5 min	BACKGROUND INFO on your topic
5-15 min	more Performance or start your TED talk
5-10 min	more INFO on your performance
5-10 min	more Performance
5 min	Teach them a SKILL – looking or listening for something or doing something
5-30 min	Let them DO IT Repeat as necessary
5 min	Finish on a high note – Thank them! Short quiz to assess your Learning Outcomes. Thank them again!

Assessment

Q: How will you know your participants have met your Learning Outcomes?

A: Ask questions!

1. "Can anyone give me an example of...?" "Who can tell me..?"
2. "Did you like that?" "What was your favorite part?"
3. "Who wants to try..?" "Who wants to show..?"

Q. What if it falls flat or gets out of control?

A. You may be talking at the wrong level (or talking too much). Who is in the audience? How much of what you *know* did you know at that age, or what do your parents/grandparents know about your subject? You need to know your subject so well, it is as if you are talking about your best friend. If you know all the nuances about your subject, you can talk about it on many levels. (head)

A. They may not be *feeling* your presentation. You may not have communicated the importance of your subject. People need to know **why** your subject is relevant to them, and they need YOU to tell them why (or show them through performance). (heart)

A. They are probably not sure what you actually want them to do. STOP! Start that bit again. Tell them exactly what you want them to do, demonstrate. (hands)