

Career Fair: Presentation Practice

The **BIG** Idea

- What techniques will make me a more effective speaker?

AGENDA

- Approx. 45 minutes
- I. Warm Up: Public Speaking Comfort Poll (5 minutes)
 - II. Qualities of Good Speakers (10 minutes)
 - III. Write Your Career Fair Presentation (15 minutes)
 - IV. Presentation, Practice & Peer Evaluation (10 minutes)
 - V. Wrap Up Presentation Reflection (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 15-16, Career Fair Mini-Reviews
 - Portfolio pages 10-11, Career Pamphlet (completed in lesson 6)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 56, Oral Presentation: Peer Evaluation
- FACILITATOR PAGES:**
 - Facilitator Resource 1, Career Fair Sign-Up Sheet
 - Facilitator Resource 2, Career Fair Tips
- Laptop
- LCD projector
- Chart paper and marker
- Note cards (three to four per student)

OBJECTIVES

During this lesson, the student(s) will:

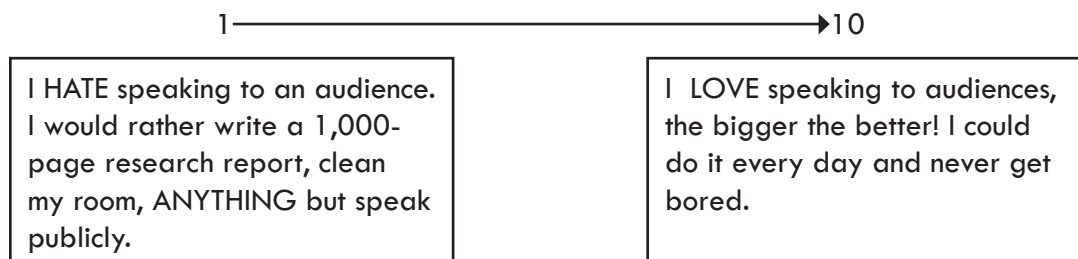
- Recognize that body language, tone of voice, dress, speaking pace, and clarity of speech, all contribute to a speaker's credibility.
- Identify qualities of a good speaker.
- Outline their career fair presentations and practice with a partner.

OVERVIEW

The objective of this lesson is to help students become more confident, comfortable, and credible speakers. The lesson begins with students ranking their comfort level with speaking in front of an audience. The teacher will model good and poor speaking strategies, and help students identify the qualities of a good speaker. Students will then watch a video clip of a powerful speaker. Next, students will prepare their own short presentations for the career fair. Finally, student pairs will practice their presentations and evaluate each other's performance.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 56, Oral Presentation: Peer Evaluation**
 - **Portfolio pages 15-16, Career Fair Mini-Reviews**
 - **Facilitator Resource 2, Career Fair Tips**
- Prepare **Facilitator Resource 1, Career Fair Sign-Up Sheet**, with students' names and careers.
- For the **Warm Up**, draw a continuum of one to 10 on the chalkboard as follows:



- For **Activity II, Qualities of a Good Speaker**, prepare a short, one-minute speech about a job you've held. You'll use this to model good and poor speaking behaviors. Write brief notes on note cards for your presentation.
- For **Activity II**, prepare a sheet of chart paper labeled, "Effective Speakers" on one side and "Ineffective Speakers" on the other.

- ❑ For **Activity II, Qualities of a Good Speaker**, visit the Academy of Achievement website and choose one of the clips listed below. You may wish to download the clip to your laptop for easier viewing during class. (Be sure to preview the clip before class, and be prepared to describe the interviewee’s achievements to the students.)

Academy of Achievement:

<http://www.achievement.org/autodoc/pagegen/galleryachieve.html>

Maya Angelou, Poet & Historian (Select her name from Select Achiever pull-down menu; click **Interview**; when you reach her page, scroll down and play the first video clip, in which she talks about Martin Luther King, Jr.)

George Lucas, Creator of “Star Wars” (Select his name from Select Achiever pull-down menu; click **Interview**; when you reach his page, scroll down and play the second video clip, in which he talks about going to film school.)

Oprah Winfrey, Entertainment Executive (Select her name from Select Achiever pull-down menu; click **Interview**; when you reach her page, scroll down and play the first video clip, where she talks about her childhood realization that there was something better in her future.)

Robert Ballard, Discoverer of the Titanic (Select his name from Select Achiever pull-down menu; click **Interview**; when you reach his page, scroll down and play the second video clip, in which he talks about tidal pools.)

Chuck Yeager, First Man to Break the Sound Barrier (Select his name from Select Achiever pull-down menu; click **Interview**; when you reach his page, scroll down and play the second video clip, in which he talks about flying the X-1 airplane.)

BACKGROUND INFORMATION

Effective public speakers are able to capture an audience’s attention, meet listeners’ needs, get their points across, and be remembered. Good speakers are confident, straightforward, and in command of the subject. When a speaker “connects” with an audience, there is an energy flow between the speaker and the audience.

There are many elements that go into a presentation, but research shows that what's actually said contributes surprisingly little to the effectiveness of a presentation.

According to A. Barbour, author of *Louder Than Words: Nonverbal Communication**, the total impact of a message breaks down like this: seven percent verbal (words); 38 percent vocal (volume, pitch, rhythm, etc); and 55 percent body language (mostly facial expressions). Appearance is also important. While comfort is a factor, speakers should dress in a way that encourages the audience to take them seriously.

*SOURCE: <http://www.minoritycareernet.com/newsletters/95q3nonver.html>

VOCABULARY

Body language: Unspoken communication that includes gestures, postures, and facial expressions.

Posture: Position of your body when you stand, sit, or walk.

Gesture: To move your head or hands in order to communicate a feeling or an idea.

Tone: A way of speaking that shows a certain feeling or attitude.

IMPLEMENTATION OPTIONS

In **Activity II**, if time is an issue, you may prefer to choose between the teacher modeling of good and poor speaking and the video clip. Several facilitators suggested giving the speech-modeling task to student actors as a third option.

If desired, make copies of **Facilitator Resource 2, Career Fair Tips** to help students in their final preparations for the career fair.

ACTIVITY STEPS

I. Warm Up: Public Speaking Comfort Poll (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone. Next week, we'll gather in the _____ for the seventh grade career fair. Each of you will present your career information to a small group of students interested in your career. You will also have a chance to be in the audience for three presentations that interest you.

[Pass around **Facilitator Resource 1, Career Fair Sign-Up Sheet**. Instruct students to find their name, then put a check mark in the column below it next to any career they'd like to hear more about. This will help you match students with career presentations they're interested in. Also direct them to **Portfolio pages 15-16, Career Fair Mini-Reviews**. Explain that on the day of the career fair, they'll get a copy of this page with the names and "booth" numbers of three presentations they are to attend. They will be expected to complete a mini-review for each presentation they attend. They will also be expected to ask a question of one of the presenters and write the answer at the bottom of the page. Provide an example of a completed mini-review so students remember to complete the "because" sentence describing why the career is/ isn't a good fit.]

2. **SAY SOMETHING LIKE:** Today, you'll be preparing for your career fair presentation. This will be a brief, three-minute presentation that highlights some of the most important and interesting aspects of your career. We'll discuss the behaviors of effective public speaking, and you'll have time to prepare and practice your own presentation.

How many of you are comfortable with public speaking?

[Draw students' attention to the public speaking comfort level continuum you drew on the chalkboard. Tell students they should rank their feelings about public speaking on a scale of one to 10, with one being the least comfortable and 10 being the most comfortable. Have students write their ranking on a piece of scrap paper. Ask volunteers to share their ranking and their thoughts on the topic of speaking to audiences.]

3. **SAY SOMETHING LIKE:** As you can tell, many people don't enjoy presenting. They find it scary and intimidating. They get nervous. [**NOTE:** You can pick up the actual words the volunteers used to describe it here, rather than "scary" and "intimidating."] When you're scared and nervous, it's hard to capture your audience's attention. So,

crumple up your paper and let's throw away our "nervous thoughts" and our old ideas about public speaking. Get ready to learn strategies that will help you become a comfortable and confident presenter.

II. Qualities of Good Speakers (10 minutes)

1. **SAY SOMETHING LIKE:** What do you think is the most important part of speaking to an audience? [Give students a chance to respond—most will probably say that it's what you're saying that's most important.] While the words you say are important, believe it or not, they are not the most powerful part of presenting. Researchers have found that body language, which includes posture, gestures, and facial expressions, are even more important than the actual words. *How you say the words—like your pace and tone—are also important.*
2. **SAY SOMETHING LIKE:** There are many ways a speaker draws in an audience and keeps them listening. I'd like you to listen—and watch—closely as I give the same short presentation in two ways. As I speak, please note effective—and ineffective—behaviors.

[Speak for about a minute about a career you've had that would interest students. For example, you could talk about a career that you had before you were a teacher, or you could share your favorite and least favorite parts of being a teacher.

Your first presentation should model poor speaking behaviors. For example:

- Mumble and speak softly.
- Speak quickly and without feeling, not pausing between sentences.
- Don't look up at the class, or only do so periodically.
- Read directly from your note cards.
- Don't use your hands or make any gesture.
- Do not use any facial expressions.

Your second presentation should model excellent speaking. For example:

- Speak loudly, clearly, and slowly.
- Speak with feeling, pausing to make a point.
- Look at the class often, only glancing at your note cards periodically.
- Use your hands, making gestures when appropriate.
- Smile or use facial expressions to get across your point.]

3. [Have students share their observations from both speeches. Record their responses on chart paper, under one of two columns: “Effective Speakers” and “Ineffective Speakers.” Use the lists above as guidance.]
4. **SAY SOMETHING LIKE:** Now let’s take a look at a powerful speaker to see what she does to grab an audience’s attention.
[Introduce the speaker and describe why he or she is noteworthy.]
As you view the clip, think about what makes her a good speaker
5. [Play the selected clip from www.achievement.org.]
6. **SAY SOMETHING LIKE:** What about this person’s speaking is powerful?
[As students’ respond, jot their ideas on chart paper. If students’ are not able to express what makes the presentation powerful, provide the following prompts:
 - Did she speak clearly?
 - How was her volume? Pace? Tone?
 - Where was she looking when she made the speech? (Did she make eye contact with the audience?)
 - Did she seem nervous or relaxed? How could you tell?
 - Did her sentences run together, or did she pause for punctuation or emphasis?
 - What was her posture? What were her facial expressions like?]

III. Write Your Career Fair Presentation (15 minutes)

1. **SAY SOMETHING LIKE:** Now it’s time to prepare your own oral presentation for the career fair. Remember, you’ll have five minutes to present your career—three minutes for the presentation and two minutes for other students to ask questions. Also keep in mind that your presentation should NOT repeat everything you’ve researched about the career, or even all the information shown on your display. After all, your classmates will have time to read your displays.

The presentation should provide three things:

[Write the following on the board.]

- A brief introduction to the career.
- Something interesting or surprising you learned about the career.
- Your own feelings about this career, based on your research.

2. **SAY SOMETHING LIKE:** Even though your presentation is short, you'll find that it helps to have some notes jotted down to help you remember what you want to say. Small note cards are perfect for this. You'll each receive three note cards. I encourage you to use one card for each "section" of your presentation. One note of caution about these cards: You should NOT write down exactly what you want to say, as you'll end up reading directly from the cards. This will be unnatural, and make it almost impossible to make eye contact with people during the presentation. Instead, just jot down a few key ideas on each card.

[Give students an example of how to do this, and refer them to **Portfolio pages 10-11, Career Pamphlet**, which include all of the information they'll need for their presentations.]

3. [Give students time to jot down notes on their note cards.]

IV. Presentation, Practice & Peer Evaluation (10 minutes)

1. **SAY SOMETHING LIKE:** Now is your chance to practice your presentation skills. Remember that *how* you speak to an audience is just as important as *what* you say.
2. [Divide the class into pairs. Allow students a few minutes to rehearse their presentations. Also instruct them to turn to **Student Handbook page 56, Oral Presentation: Peer Evaluation** and review the presentation skills you'd like them to keep in mind today.]
3. [Have pairs take turns presenting their career fair speeches to each other, keeping in mind everything they've learned from watching the speeches today. Allow a couple of minutes after each speech for the partner to rate the presentation using **Student Handbook page 56, Oral Presentation: Peer Evaluation.**]

V. Wrap up: Presentation Reflection (5 minutes)

1. [Conclude the lesson by allowing time for students to reflect on the peer evaluation feedback. Encourage them to jot down some ideas about what they might do differently when they present again.]
2. [If there is time left at the end of the lesson, give pairs a second chance to present to each other so they can practice some of what they learned from their evaluations.]
3. [Congratulate students on their efforts and remind them of the details regarding the upcoming career fair.]

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Career Fair Tips

I. Be sure your career poster is complete.

- Due date is _____; leave in _____ room.
- Make sure your name, teacher, and class period is written on the back of it (e.g., Daniel Scholl, Mrs. Davis, 5th period).

II. Dress your best on the day of the career fair.

- I encourage you to dress like business professionals by wearing a dress shirt, tie and pants (boys) or sweater and skirt/pants (girls).
- Your other option is to wear clothes that represent your chosen profession (e.g., if you're a mechanic, you could wear a shirt and jeans or a relative's uniform/shirt; if you're a doctor, nurse or veterinarian, you might wear a pair of scrubs or a lab coat and stethoscope; or if you're a professional athlete, you could wear a sports jersey).

III. When it's your turn to be a presenter, you'll want to keep the following five helpful hints in mind:

1. Have your space neatly set up (including poster and any props).
2. Make sure your body language (facial expressions and gestures) and posture show others that you're confident and knowledgeable about your job.
3. Speak clearly, slowly, and loudly enough to be heard and understood by your peers. Also, speak with feeling, pausing to make a point.
4. Maintain eye contact with the individuals that you're sharing job information with. Try to avoid looking down at your poster board or notes.
5. Be friendly (smile), answer any questions as best as you can, and thank your peers for taking interest in your career.

IV. When it's your turn to be a listener, you'll want to keep the following four helpful hints in mind:

1. It's your responsibility to approach and collect information from at least three different presenters about their careers.
2. Be an active listener when the presenters are sharing their job information with you. This means that you'll want to listen and focus on what he/she is saying, rather than interrupting or thinking about what you're going to say or ask next. (Lean in and look at the speaker; this shows him/her that you genuinely care and are interested in what he/she is telling you.)

3. Carry on a good conversation. There are three kinds of questions for you to ask each presenter:
 - **First question** (asked when you first meet someone): Why did (or what made) you choose this career?
 - **Open-ended questions** (cannot be answered with a simple 'yes' or 'no'): What are some of your main responsibilities in this job? What is the salary like for this job?
 - **Follow-up question** (asked to get a little more information about something; usually based on the person's answer to your previous question or something you heard during the conversation): For example, if the presenter is portraying a mechanic, you might've just asked him/her about his/her average work hours. He/she might've responded "40-50 hours a week." Then, you might follow up with, "Do you ever have to work evenings or weekends?"

4. Be polite, take good notes on your career fair mini-reviews sheet, and thank each presenter for taking the time to share some information about his/her career with you.

Oral Presentation: Peer Evaluation

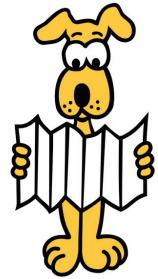
Person Presenting:

For each statement, rate your partner on a scale of one to five.

(needs improvement) 1 2 3 4 5 (good)

1. The presenter spoke clearly.	1	2	3	4	5
2. The presenter spoke loudly enough to be heard.	1	2	3	4	5
3. The presenter spoke slowly, and paused for punctuation or to make a point.	1	2	3	4	5
4. The presenter looked up from his or her notes to make eye contact with the audience.	1	2	3	4	5
5. The presenter appeared relaxed.	1	2	3	4	5
6. The presenter stood up straight.	1	2	3	4	5

What did you learn from the
other students' presentations?
Record your reactions here.



Career Fair Mini-Reviews

Review 1:

Career _____

Presenter _____

One thing I learned about this career is _____

I (circle one) would might would not like this career because

Review 2:

Career _____

Presenter _____

One thing I learned about this career is _____

I (circle one) would might would not like this career because

Review 3:

Career _____

Presenter _____

One thing I learned about this career is _____

I (circle one) would might would not like this career because

Question/Answer:

Below, write a question for one of the presenters, followed by the answer.

Q: _____

A: _____

