

# *Powerful Presentations: 6 Steps to Success*

## **Teacher's Notes**

### **Step 2**

**Dear Teacher,**

The intention of these Teacher's Notes is simply to provide you with ideas we have found to work in the classroom when we use the book. For each page of Step 2, you will find:

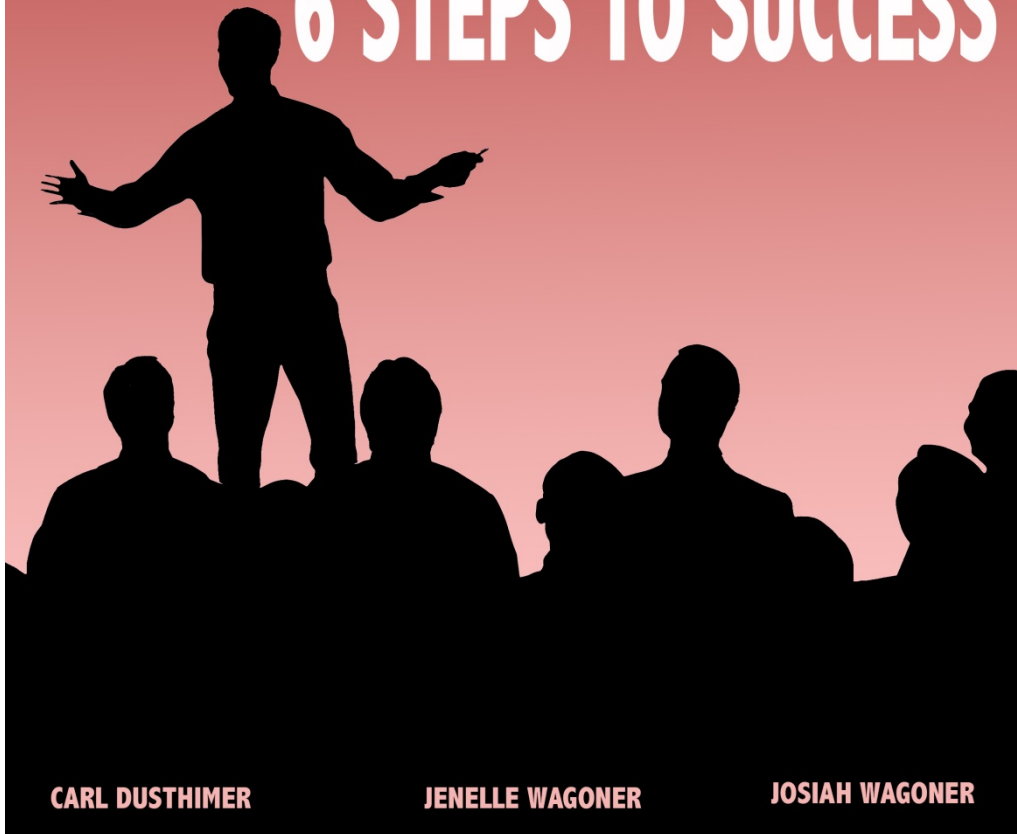
1. **Warm-up Question** – a simple question that gets the students thinking and, perhaps, talking.
2. **Pre-Teaching** – concepts students might need to understand before engaging the material
3. **Questions to Anticipate** – Questions from students we have encountered
4. **Talking Points** – This section is meant to provide useful language you can use if you find it useful and appropriate. It is phrased as “teacher talk”. If you don't find the style of the language useful, you might find the content useful.
5. **Communicative Activity** – This activity allows students to interact with one another using the concept(s) explored in that section.

Thank you,

Carl, Jenelle and Josiah

# POWERFUL PRESENTATIONS

## 6 STEPS TO SUCCESS



CARL DUSTHIMER

JENELLE WAGONER

JOSIAH WAGONER

Today we are going to begin Step 2.

Let's look at how to plan our presentations with purpose.

## **Warm Up Activity (Optional)**

### **Hooking Your Audience**

**Purpose:** The purpose of this activity is for students to practice hooking their audience with a strong opening line.

**Description:** This activity is half collaboration, half competition. Partner students. Give each pair two minutes to write an opening (one to three sentences) for a given topic. Teachers may choose their own topics or may reference the list below. After two minutes, ask each pair to share their opening with the class. After everyone has shared, ask the class to vote on whose opening was the best; clarify that students may not vote for their own opening.

Exercise

Being vegetarian

School uniforms

Cell phones in classrooms

Working part time while in school

Adopting a pet

Working on a team project

### Warm Up Activity con't

**For Lower Level Students:** Provide students with some sentence stems to help them express their ideas.

Did you know that...? (to share a fact)

I always thought **X**, but in reality, **Y** is true. (to share a surprising fact)

When I was younger... (to tell a story)

\_\_\_\_\_ once said... (to quote someone)

## STEP 2

# Purposeful Planning



Writing a presentation can be challenging. But if you make a plan, you can easily succeed!

In the last chapter, you discovered three things: your topic, your audience, and your message. Now you're ready to plan your oral presentation. Don't worry if you need to prepare a long presentation. Our suggestions will work for any time limit.

In this step, you'll make an outline for your presentation. The purpose of this outline is to organize your thoughts. A well made outline shows a clear plan for the presentation and makes it easy to remember. Later, when you practice performing, the outline will be your best friend.

**To make a great outline, you need to have:**

Introduction

Main Points

Conclusion

Transitions



### Warm Up Question

What types of activities do you make a plan for before you do them? Why do you make a plan? Why not "just do it!"?

### Pre-Teaching

Students need to be familiar with the following terms and concepts:

- outline

### Questions to Anticipate

- What if my plan doesn't work?
- Can I change my plan?

### Talking Points

Think about the game of chess. I'm sure you've heard that good players plan 4 or 5 or even 10 moves in advance! Planning is really important. Can you think of a game or activity where you have to plan or make a strategy?

How can you plan for your presentation? First, you should make an OUTLINE! Look at the beginning of your book (Table of Contents). Can you see something that is like an outline? Look at Page 1.

## Guiding Questions

How do I  
organize my  
presentation?

How do I  
write my  
introduction?

How do I  
choose my  
main points?

How do I  
write my  
conclusion?

?

### Key Terms

**Hook** A "hook" grabs your audience's attention at the start of your speech.

*You should always start your introduction with a hook.*

**Punch** A "punch" is a powerful sentence at the end of your speech.

*Usually, your punch will be the last line of your presentation.*

**Point** A "point" is a main idea that supports your message.

*Your presentation should have three points in the body.*

**Conclusion Clue**

A "conclusion clue" is a word or phrase that tells the audience that the presentation is almost over.

*Example sentence: Because you used a conclusion clue, I knew exactly when you started your conclusion.*

**Transition** A "transition" is a word or phrase that tells the audience you are moving to a new idea.

*I like to use transition words like "next" or "then."*

Step 2: Purposeful Planning

### Warm Up Question

What does the word "introduce" or "introduction" mean? Why is an introduction important? Where do you find an introduction (book, movie, story, research paper etc)?

### Pre-Teaching

Students need to be familiar with the following terms and concepts:

- attention
- clue

### Questions to Anticipate

- What is the difference between a message and a "punch"?
- What is the difference between a "conclusion clue" and a "transition"?

### Talking Points

Let's see what we're going to learn about in this Step.

1. What are we going to use to organize our presentations?
2. What are we going to learn to write?
3. What are we going to choose?

Now look at the Key Terms.

1. How should you always start your introduction?
2. What comes at the beginning of your conclusion?
3. "Next" and "Then" are examples of what?
4. What should your body have 3 of?
5. What comes at the very end of your presentation?

## Section 1 Introduction



### Impressive Introductions

The first 15 seconds of your presentation are extremely important. In this time, you need to capture your audience's interest. If you don't, the audience may not pay attention.

Imagine two presenters. The first presenter says, "Good afternoon, and thank you for being here today." In contrast, the second presenter doesn't introduce himself. Instead, he begins by saying something surprising or interesting. Whose introduction is more exciting and memorable? The first presenter isn't memorable because self-introductions are easy to forget. But, the second speaker grabs attention by doing something unusual.

To capture your audience's interest, don't start your presentation with a greeting. Instead, begin your presentation with a hook. A hook grabs your audience's interest. There are two hook strategies for you to choose from:



### Warm Up Question

What can you say to someone to make them say (or think) "Hmmm" or "Wow!" or "That's interesting"?

### Pre-Teaching

Students need to be familiar with the following terms and concepts:

- capture
- contrast

### Questions to Anticipate

- Why shouldn't I introduce myself? Most people do that!

### Talking Points

People in an audience quickly decide if they are going to listen to you. In other words they decide quickly if you are interesting or boring. First they look at your body language. Then they listen to your first words. So you must use the first 15 seconds wisely!

Listen to this:

Hi. My name is John Smith. I work for General Electric. I'm an researcher. I have been at GE for about 15 years. Today I would like to talk about .....

Now listen to this:

Do you want to be successful? The next 10 minutes could change your life.

Which of these makes you want to listen to the speaker?

### Question Hook

Question hooks invite the audience to participate in the presentation. This makes the audience feel important. When your audience feels important, they are motivated to listen. Furthermore, question hooks focus your audience's attention on your topic.

#### EXAMPLE

**Message:** People's beliefs often change over time, but that doesn't mean you can't get along.

**Question Hook:** Who here disagrees with their parents about something, like politics or fashion?

Even when there is an expected answer, your question should make your audience think. In other words, the best question hooks are both easy to answer and thought-provoking. That's why you should always pause after a question hook. This gives your audience time to think. Moving too fast can confuse your audience.

### Statement Hook

Statement hooks show confidence. They also motivate the audience to agree, disagree, or ask for more information. In all three cases, your audience reacts to what you said. This is exactly what you want. The reaction doesn't matter; it can be understanding, anger, or curiosity. In any case, your audience will be listening for more.

#### EXAMPLE

**Message:** If you seek out love, you will find it.

**Example:**

*Moving to a new city was the most stressful time of my life; I felt lost, lonely, and unsupported.*

### Activity 2.01 Writing Hooks

Using your message, write a question hook and a statement hook.

Question Hook:

Statement Hook:

## Warm Up Question

Thank of your favorite movie (or book or TV show). What happened at the very beginning? Or think of a popular TV show. How does it begin every episode?

## Pre-Teaching

Students need to be familiar with the following terms and concepts:

- motivate
- focus
- reaction

## Questions to Anticipate?

- Are there other kinds of hooks??
- C?

## Talking Points

What is the purpose of a “hook”? In your everyday life, where can you experience “hooks”? (advertisements, product placement at stores etc)

Here, we see two simple kinds of hooks: the question and the statement. Let's red about them and try to come up with a few.

Think about your message from Step 1. What question could you ask to start your introduction? What statement could you use?

Remember, you want to make your audience think or react.



### Tell a Story

Stories are effective when you want to relate to your audience. We have all struggled, failed, or succeeded at something. By telling a story, you show your audience that you understand them. This creates more trust and interest, especially if you tell a personal story.

Don't focus too much on successes, though. People who haven't had many successes might feel jealous or discouraged. To avoid this problem, share successes after sharing failures. Knowing that you or others have failed will give your audience hope; if someone can fail and then succeed, so can they.

#### EXAMPLE

**Message:** You can make big changes easier by making many little changes.

**Story:** *Before I met my college roommate, I wondered, "Will she like me?" When we finally met, I asked her lots of questions to show that I was a good listener. I also bought a pizza to share for dinner the first night. I thought she would definitely want to be my friend. But by the end of that first day, she was cold and distant. I didn't understand. I began wondering, "Why does she hate me?" I worked to repair that relationship for almost a year. Little by little I worked to improve our friendship. Each day was a challenge, but each day was also an opportunity to make things better.*

This example is a good story because it is relatable. We all meet new people and wonder whether we'll be liked. Additionally, the story is short. Your story shouldn't be very long, either. Most of your presentation needs to be the body, not the introduction.

#### Activity 2.02 Write a Short Story

Write a story related to your message.

Your Message:

Write a short story for your introduction:



### Warm Up Question

What is a story? When do you tell stories? When is the last time you told one?

### Pre-Teaching

Students need to be familiar with the following terms and concepts:

- relate (relatable)
- struggle

### Questions to Anticipate

- How long should a story be?
- What is the difference between a "story" and an "experience"?
- My stories are boring. How do I make them exciting (or fun)?

### Talking Points

Another way to get your audience's attention is to tell a short story.

When humans first began to talk, they told stories. Stories touch our minds and our hearts. They are how we connect to each other. CONNECT. That is what you are trying to do with your audience. Connect to their minds and their hearts.

Let's try to write a short story.

Don't worry about grammar or spelling. Just think and write!

## Section 1 Activity (Optional)

### Matching Titles and Opening Lines

**Purpose:** The purpose of this activity is to help students recognize strong opening lines for presentations.

**Description:** Display the slide with three first lines and three TED Talk titles. Explain to the class that these are three famous opening lines for TED Talks. Give students two to three minutes to work with a partner to match each opening line to each title. After time is up, ask for volunteers to share their answers and reasoning. After hearing from several groups, reveal the answers. Finally, ask students to vote on which TED Talk they would like to watch as a class.

“Sadly, in the next 18 minutes when I do our chat, four Americans that are alive will be dead from the food that they eat.”

(Answer: [Jamie Oliver’s TED Wish: Teach every child about food](#) 21:46)

“Okay, now I don’t want to alarm anybody in this room, but it’s just come to my attention that the person to your right is a liar.”

(Answer: [Pamela Meyer: How to spot a liar](#) 18:46)

### Section 1 Activity con't

"Imagine a big explosion as you climb through 3,000 ft. Imagine a plane full of smoke. Imagine an engine going clack, clack, clack, clack, clack, clack, clack. It sounds scary. Well I had a unique seat that day. I was sitting in 1D."  
(Answer: [Ric Elias: 3 things I learned while my plane crashed](#)) 5:00

**For Lower Level Students:** Bold key words in each opening line. See below for examples.

"Sadly, in the next 18 minutes when I do our chat, four Americans that are alive will be dead from the **food that they eat.**"

"Okay, now I don't want to alarm anybody in this room, but it's just come to my attention that the person to your right is a **liar.**"

"Imagine a **big explosion** as you climb through 3,000 ft. Imagine a **plane** full of smoke. Imagine an engine going clack, clack, clack, clack, clack, clack, clack. It sounds scary. Well I had a unique **seat** that day. **I was sitting in 1D.**"

## Section 2 Body Outline



### Body Basics

The body of your presentation is important because it is where you work to inform, persuade, or inspire your audience. You won't prepare all the details for your body now. You'll write the details in Step 3. Here, you will brainstorm your points. A point is a concise idea that supports your message.

#### EXAMPLE

Message: Social networking sites cause more harm than good.

Points:

1. Internet addiction
2. Internet bullying
3. Loss of social skills

These are good points because they clearly support the message. The message is that social networking sites are harmful. Each point shows how social networking sites cause harm. Also, each point is short and easy to understand. This makes it easier for the presenter to remember her points. This also makes it easier for the audience to understand the presentation.

### How to Order Your Points

**POINT 1**  
Is the  
Strongest  
Open Strong!

**POINT 2**  
Is the Clearest  
Help them  
Understand!

**POINT 3**  
Is the most  
Impactful  
Wow Them!

### Warm Up Question

When you build a building (house, tall building, apartment etc), what do you make first? (frame, foundation)

### Pre-Teaching

Students need to be familiar with the following terms and concepts:

- support
- brainstorm

### Questions to Anticipate

- What is the difference between “strongest” and “most impactful”?
- How much detail do I need to put in my outline?

### Talking Points

There is a MAGIC number in presentations. Can you guess what that magic number is?

I'll give you a hint. It's the maximum number of things or points that most people can easily remember.

Take a guess.

Look at the bottom of the page. This is how you should put your points (the magic 3) in order.

Here's an interesting fact about psychology: In almost any situation, people remember BEST what is first (or happens first) and what comes last (or happens last). It is more difficult for people to remember what comes (or happens) in the middle. Keep that in mind when you plan your presentation!

### Points That Matter

Think about your message. Ask yourself, "What points will best support my message?" Then brainstorm a list of three points. Three points is ideal for presentations under 30 minutes. Why? By only giving three points, you help the audience organize your information. This makes it easy for your audience to remember your presentation. As you brainstorm, don't worry about the order of your points. Right now, that's not important.

#### Activity 2.03 Brainstorm Your Points

Try to write 6 points that support your message.

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Look again at your brainstorm. Which three are the strongest? Your strongest point should come first in the presentation to help hold your audience's attention. Below is a box with some possible strengths for your points. Which of your points has the most strengths?

#### Activity 2.04 Identifying Strengths

For each point you chose, circle its strengths.

Point:

<input type="checkbox"/> Humorous	<input type="checkbox"/> Relatable	<input type="checkbox"/> Emotional
<input type="checkbox"/> Surprising	<input type="checkbox"/> Easily Understood	<input type="checkbox"/> Inspiring

Point:

<input type="checkbox"/> Humorous	<input type="checkbox"/> Relatable	<input type="checkbox"/> Emotional
<input type="checkbox"/> Surprising	<input type="checkbox"/> Easily Understood	<input type="checkbox"/> Inspiring

Point:

<input type="checkbox"/> Humorous	<input type="checkbox"/> Relatable	<input type="checkbox"/> Emotional
<input type="checkbox"/> Surprising	<input type="checkbox"/> Easily Understood	<input type="checkbox"/> Inspiring



### Warm Up Question

What are the disadvantages of having many points? (audience can't remember, more preparation is necessary, dilutes the importance of important points)

### Pre-Teaching

Students need to be familiar with the following terms and concepts:

- ideal
- relatable (this is a repeat, but is critical for Ss to understand)
- emotional

### Questions to Anticipate

- What are the most important strengths (in Activity 2.04)?

### Talking Points

Now it's time to BRAINSTORM!!! Remember, when you brainstorm, you don't worry if the ideas are good or bad. Just think and write them down!

Look at Activity 2.03 and think of 6 possible points for your message (presentation).

Now choose the three you like best. Look at Activity 2.04 and write the 3 points you like. Now think about each one and circle their strengths (what is good about them).

Choosing points that are relatable is very important. You want your audience to think "ahh, I've done that", or "yes, I've felt that way before" or "hmmm, I want to do that, too"

### Transitions

How will you transition, or move, from one point to the next? Transitions are like bridges between two ideas. They also keep your audience's interest. You show your audience a part of what is next without revealing everything. This makes people pay attention and want to hear more. That's why your audience needs to easily recognize your transitions.

To help them, start your transition with a common transition word.

#### Activity 2.05 Discovering Transition Words

Unscramble the words below to discover some useful transition words and phrases. Then check your answers in the Appendix.

1. sriht \_\_\_\_\_
2. no ihet rothe hdna \_\_\_\_\_
3. ni dditanio \_\_\_\_\_
4. trmorufehre \_\_\_\_\_
5. ni cranstot \_\_\_\_\_

### Promise Transition

A promise transition is a special type of transition. When you use it, you make a promise. You promise the audience that something good is coming. So if the audience continues to listen, they will get something. This gives the audience what they want.

#### EXAMPLE

*If you want to decrease your study time by up to 50%, you need to follow my next strategy.*

#### Activity 2.06 Writing a Promise Transition

Write one promise transition between two of your main points.

Promise Transition:

### Warm Up Question

What does "transition" mean? (change, moving from one place to another, etc) What are some examples of transitions in life?

### Pre-Teaching

Students need to be familiar with the following terms and concepts:

- promise
- strategy

### Questions to Anticipate

- Is "promise" transition the only kind of transition?
- Where do I draw the vocal variety symbols in my script?

### Talking Points

Let's look at "transitions". What does it mean? Can you think of one time in your life when you made a transition?

In your presentation, how many points are you going to have? What does transition mean in your presentation?

What is a "promise"? Can you think of a promise that you made recently? What is a promise you made for this course?

Look at Activity 2.06. Think of two of your points and write a transition from your first point to your second point OR your second point to your third point.

Here we are focusing on transition "words" (or language). Language (spoken) transitions are often combined with "movement" transitions which are discussed in Step 5.

## **Section 2 Activity (Optional)**

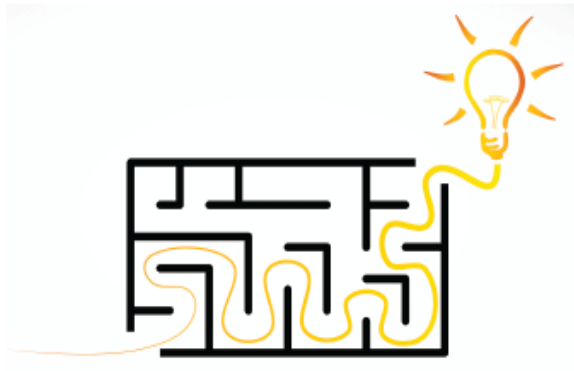
### **Group Brainstorm**

**Purpose:** The purpose of this activity is for students to help one another brainstorm body points for their presentations.

**Description:** This is a brainstorming activity using their topic, purpose and message from Step 1. Divide students into small groups of four. Instruct each student to write his or her topic, purpose, and message at the top of a piece of paper. Beneath this, students should list, three times: 1, 2, 3. Show students the example template in the PPT for clarity. Then, ask Ss to pass their papers to the left. After receiving a new paper, students write three possible body points for their classmates based on the topic, purpose, and message. Students continue passing papers and suggesting body points for each other until students receive their original sheets. When the activity is finished, explain that students can use this group brainstorm to help them brainstorm their own body points.

**For Higher Level Students:** Prompt students to write each point as a full sentence and, when time allows, to provide examples for each point.

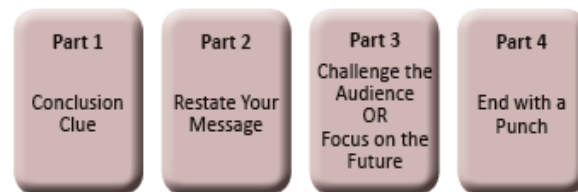
## Section 3 Conclusion



## Compelling Conclusions

Your conclusion needs to be powerful and memorable. Why? Usually, audiences remember conclusions best because they are last. You want your audience to feel impressed after your presentation. A powerful conclusion is a great way to do this. Furthermore, a powerful conclusion can overcome introduction and body weaknesses. You can create a compelling conclusion in four easy steps:

## Compelling Conclusions



### Warm Up Question

Why do you think it's important to repeat your main points?  
Why do you think it's better to say something in a slightly different way when you repeat your points?

## Pre-Teaching

Students need to be familiar with the following terms and concepts:

- compelling
- overcome
- challenge

## Questions to Anticipate

- Can I say something new in my conclusion? (Give new information)
- Should I repeat my takeaway also?

## Talking Points

What fact about psychology regarding what people remember best did we talk about in Section 2?

Right, so we know that your conclusion is really important. You should end your presentation in a strong and interesting way. In other words it should be “compelling”!

### What are the four parts to a compelling conclusion?



### Create a Conclusion Clue

A conclusion clue is a word or phrase that tells the audience you are almost finished. You want the audience to know that you are giving the conclusion, or they will feel surprised and disappointed when you finish. Some conclusion clues are "In the end..." "Overall..." and "To conclude..." Conclusion clues are easy to add and help your presentation flow smoothly.

#### Activity 2.07 Conclusion Clues

Unscramble the words below to discover some new conclusion clues. Check your answers in the Appendix.

1. ni mus \_\_\_\_\_
2. iloavre \_\_\_\_\_
3. ni het ned \_\_\_\_\_
4. ot ccudnelo \_\_\_\_\_
5. in mmasuiton \_\_\_\_\_

### Restate Your Message

Now that your audience knows it's time for your conclusion, you need to restate your message. Why? You want your audience to remember it. You want your audience to walk away saying, "I really agree with the presenter's idea that..." Restating your message also allows you to emphasize the importance of your message.

#### EXAMPLE

Message: Regular exercise is good for your emotional health.

1. *If you exercise every day, then you'll be happier every day.*
2. *Make exercise a regular part of your life, and you'll be in a better mood in just a couple of weeks.*

#### Activity 2.08 Restate Your Message

Restate your message in two different ways.

Your Message:

- 1.
- 2.

### Warm Up Question

What can you give someone to help them guess what you are talking about? (clue)

### Pre-Teaching

Students need to be familiar with the following terms and concepts:

- showing confidence
- control nervousness

### Questions to Anticipate

- Do I have to choose a confident person that I know, or can I choose a celebrity?
- Should I smile if I'm talking about something sad or serious

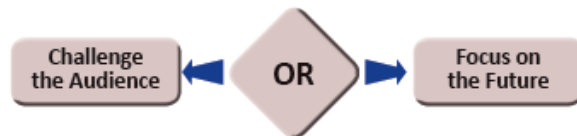
### Talking Points

Where can we use "clues"? We see them a lot in guessing games. Most people like guessing games. They are like puzzles and we all like to "figure out" something instead of being told the answer. If you can include some game-like element in your presentation, it makes your presentation more fun. This is good even if your topic is serious.

Look at Activity 2.07 and unscramble the words that can be used as conclusion clues.

Why do you think you should "restate" your message? Do you remember everything when you hear it one time? Most people can't. They need to hear something a few times in order to remember .

It's important to tell you r audience your message a few times. But you should say it in different ways.



### Challenge Your Audience

Challenging your audience to take action is an inspiring way to end a presentation. In other words, you ask them to do something. This shows your audience how to improve their own lives.

#### EXAMPLE

**Message:** It is important to take breaks during long study times.

**Challenge:** Many people think taking a break is a sign of weakness. Actually, breaks are important for maintaining concentration. By taking breaks, you prevent burnout and improve creativity. So the next time you are studying for a test, take a 10 minute break every 30 minutes. Rest your mind! You'll improve your concentration, your fun, and your test scores.

### Focus on the Future

When you focus on the future, you explain cause and effect. You tell the audience what will happen if they follow your advice. This shows the importance of your presentation.

Your purpose will affect how you explain cause and effect. Read the descriptions below. You will see how to focus on the future for each purpose.

- **Informative:** You shared new information with your audience. What can your audience do with this information to benefit themselves?
- **Persuasive:** You convinced your audience to change their thinking. What will happen if they do or do not change their thinking?
- **Inspirational:** You convinced your audience to take some action. If your audience takes this action, how will they benefit themselves or others?

#### EXAMPLE

**Message:** Teachers should receive higher salaries

**Presentation Conclusion:** If higher-paying careers continue to attract the best and brightest people, there will not only be a shortage of teachers, but the teachers will not have the best qualifications. Our youth will suffer. And when our youth suffer, the future suffers.



## Warm Up Questions

How can you motivate someone to do something? (tell them how they can benefit)

What often happens when you tell someone that they can't do (or have) something? (it's makes them want it more)

## Pre-Teaching

Students need to be familiar with the following terms and concepts:

- cause and effect
- focus

## Questions to Anticipate

- How do I know when to use "challenge"? How do I know when to use "focus on the future"?

## Talking Points

Which do you think is a better way for your audience to remember your presentation:

1. Just listen to your words OR
  2. Actively think about your words and do something?
- Right!!

What can you do to make your audience be active and do something?

You can give your audience a Challenge OR Ask your audience to look into the future.

Both are good because they show the audience how your presentation will benefit them.

### Activity 2.09 Challenge or Focus

Think of your message. Write a Challenge or a Focus on the Future.

#### End with a Punch

Saying, "Thank you," is not ending your presentation. Saying, "Thank you," is only a courtesy, a polite thing to do. That's why you need to end with a punch. A punch is a lot like a hook. Although the punch comes at the end, it grabs your audience's attention. After your points and transitions, you need to end with a powerful last line: a punch.

Only after your punch should you say, "Thank you." There are two main types of punches.

#### Bookend Punch

A bookend punch refers back to the introduction. It strengthens your message by restating it in an inspiring way.

#### EXAMPLE

**Message:** Recycling is a great way to help the environment.

**Bookend Punch:** "Recycling, one item at a time. If you recycle just one item each day, you can help our environment move in the right direction. You can make the difference"

#### Repeat Punch

A repeat punch asks the audience to participate in the speech. Since you've been repeating the takeaway throughout the speech, the audience will know it well by the time you get to the punch. A repeat punch begins the takeaway, then asks the audience to finish it.

#### EXAMPLE

**Message:** Spend like a poor man, save like a rich man.

**Repeat Punch:** "Spend like a poor man, save like a rich man. (pause) Spend like a poor man, (pause until the audience finishes the takeaway)."

In this example, the speaker pauses at the end and waits for the audience finish the takeaway. Because the audience is speaking the takeaway, they are more likely to remember that takeaway.

### Warm Up Question

Imagine that someone hits you. Do you remember better if that person hits you with strong punch or a weak punch?

Think of a set of books being held up by bookends. The one on the left represents your "hook". The one on the right is your punch. What happens if you take one of them away?

### Pre-Teaching

Students need to be familiar with the following terms and concepts:

- punch
- bookend

### Questions to Anticipate

- What do I do if my audience doesn't repeat my takeaway when I use a "repeat punch"?
- What if my audience gives me an answer that I don't expect?

### Talking Points

Look at the part called "End with a Punch". Why is it good to end with a punch?

No matter what your purpose is (inform, persuade or inspire), you want your audience to remember what you say. And your conclusion is your last chance to say something to help your audience remember your message.

What did you use at the beginning of your presentation to get your audience's attention? (hook). The punch at the end serves a similar purpose.

## Section 3 Activity (Optional)

### Practicing Re-stated Messages

**Purpose:** The purpose of this activity is for students to recognize messages that are re-stated.

**Description:** This is a matching activity. First, scramble the messages below and pass them out to each student. Give students two minutes to unscramble their message, putting the words in the correct order. After unscrambling, instruct students to circulate the room to search for the person who has a restated version of their message. Below are six messages and restated messages for you to use or get inspiration from. When students find their match, they should sit down with this person. If time allows, ask each pair of students to share their restated messages with the class.

You can make big changes easier by making many little changes.  
If you want to make a big change, start by making a small change first.

When we all work together, we can get more done, more quickly.

Teamwork is the fastest way to achieve any goal.

**Continued on next page**

### Section 3 Activity con't

Saving energy saves the money and the planet.

If everyone works together to save energy, the world will be a better place.

A good first impression can be made by wearing professional clothes and showing confidence.

You can impress others with your confidence and what you wear.

The more you practice, the better you'll be.

Consistent hard work lead to positive results.

You should spend more time outside to improve your health and happiness.

Outdoor activities are good for your well-being.

**For Lower Level Students:** Don't scramble every word of the message. Instead, scramble sets of words.

## Review Game

Here's how to play: Get in a group. The first player spins two coins.



Move forward  
one space.



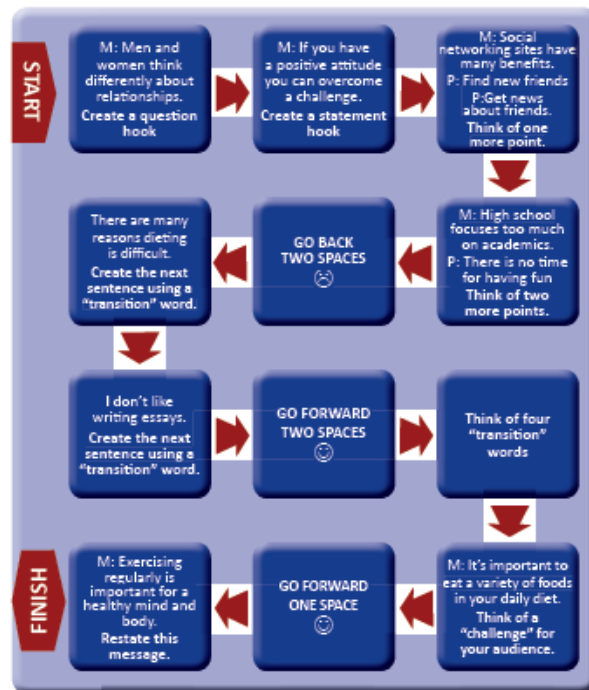
Move forward  
two spaces.



Move forward  
three spaces

Answer the question in the space. The first person to the FINISH is the winner.

M means Message; P means Point; A means Audience



OK. Let's jump to Page 42 and have some fun.

This game will help review what we learned in this Step.

Then we can look at the Author's Model and write your own Outline.

## Section 4 Step Summary

### Author's Model

#### Introduction

**Question Hook:** *My friend Sara was smart, hardworking, beautiful, and kind. So it was no surprise that she was the favorite for the upcoming manager position. But then, at only 35, Sara had a massive heart attack. How could this have happened to my young, thin, beautiful friend?*

**Question Hook:** *I always thought that as long as you were thin, you were healthy. I thought that as long as you were thin, you could eat whatever you wanted. Have you ever thought this way? Raise your hand if you have.*

**Story:** *Sara's heart attack showed me whether you are overweight or not, eating healthy is important. Her heart attack showed me that eating healthy is important not only for your health but also for your career. Hindered by heart damage, Sara could only work reduced hours. Her salary had to be cut, and the manager position came and went. She went from being a company favorite to having almost zero professional mobility.*

**Message:** *Who here wants to be successful? Who wants to get more done in less time? Who wants to impress their boss and make more money? If you want these things, then you have to eat healthy. When you eat healthy, you empower yourself professionally and set yourself up for success. In this way, you can eat your way to the top!*

#### Main Point 1: Better productivity

**Transition:** *If you want to be the person who impresses, then you need to hear the next truth.*

#### Main Point 2: Better concentration

**Transition:** *If your work is that good, you're definitely going to get your boss's attention. When you do, you want to be ready. How? Just listen to my next idea.*

#### Main Point 3: Better mood

#### Conclusion:

**Conclusion Clue:** *In short, people like my friend Sara wait to eat healthy until they are overweight or suffering from a sickness, but you can't be a success if you lack the ability to do your job well. So don't wait! To maximize your success, start eating healthy now.*

**Challenge/Focus:** *As your energy and concentration improve, your productivity will increase. As your mood and happiness improve, your relationships will prosper. And when your employers observe your enhanced contributions, they'll reward you as well.*

**Punch:** *With a healthy diet, you can eat your way to the top!*



### Warm Up Question

What are a couple of advantages of having a good outline?

### Questions to Anticipate

- Do I have to follow the Author's Model exactly?

### Talking Points

We did a lot in this Step. We have a full outline.

Remember that the Author's Model is just an example. Your outline might look similar or it might look very different.

Let's take a look at the Author's Model and see how she wrote her outline.

Take a few minutes and read through it.

## My Outline

### Introduction

Question Hook:

Question Hook:

Story:

Message:

### Main Point 1:

Transition:

### Main Point 2:

Transition:

### Main Point 3:

### Conclusion:

Conclusion Clue:

Challenge/Focus:

Punch:

Now, using your notes and the activities in this Step, it's time to put everything together and write your outline.



**Purpose:** The purpose of this activity to review the main concepts from this step.

**Description:** This is a student scavenger hunt activity. Pass out a handout with several prompts that begin “Find someone who...” Teachers may make their own handouts or may reference the list below. Tell students that they are competing to see who can complete the handout first. Set a time limit of five to ten minutes depending on the needs of your class.

Find someone who uses the word, “How,” in their question hook.

Find someone who tells a story about their family in their introduction.

Find someone who uses, “To conclude,” as a conclusion clue.

Find someone who has alliteration in their takeaway.

Find someone who uses, “In summation,” as a conclusion clue.

Find someone who uses the word, “You,” in their punch.

Find someone who uses the word, “Why,” in their question hook.

Find someone who uses the word, “Next,” in one of their transitions.

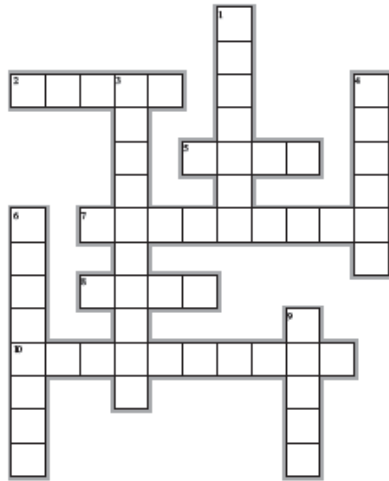
Find someone who tells a story about themselves in their introduction.

**For Higher Level Students:** When students “find someone,” students must write both the author’s name and the relevant example or quote.

## Review Crossword

### Instructions:

Work alone or with a partner to solve the puzzle. You can find the words in this Step and in the glossary in Appendix B.



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### Across

2. powerful sentence at the end of your presentation
5. a statement or question that grabs the audience's attention
7. easy to understand
8. organization of your presentation
10. a phrase that shows you are moving to the next idea

Answers are on page 132.

### Down

1. provide evidence for something
3. powerful
4. slow down
6. a polite thing to do
9. a main idea that supports your message

Let's have a little fun and do the crossword.

It will help us review the concepts and words we learned in Step 2.

## Helpful Expressions

### Section 1: Introduction



Expressions for your hook:

1. "Do you....?" (question)  
*Do you ever wish you had more confidence?*
2. "\_\_\_\_\_ is one of the most \_\_\_\_\_ things someone can experience" (statement)  
*International travel is one of the most valuable things someone can experience.*

### Section 2: Body

Additional transition words:

1. Similarly  
*Similarly, when my feelings were hurt, I showed anger rather than sadness.*
2. Despite  
*Despite her book being rejected twelve times, J.K. Rowling didn't give up trying to publish her Harry Potter series.*

### Section 3: Conclusion

Additional conclusion clues:

1. In conclusion  
*In conclusion, I learned a lot from my failed relationships.*
2. Ultimately  
*Ultimately, I became a vegetarian.*

### Section 4: Author's Model

To express promise transitions:

1. To become \_\_\_\_\_, listen to my next idea.  
*To become a better friend, listen to my next idea.*
2. If you're ready to \_\_\_\_\_, then my next point is for you.  
*If you're ready to take the next step in your career, then my next point is for you.*
3. Becoming \_\_\_\_\_ is easy if you follow my next idea.  
*Becoming a better student is easy if you follow my next idea.*

Here are some Helpful Expressions that you can use in your presentation.

You can use them now or come back later and use them.

## Hints for Greater Success

### Section 1: Introduction



**Delay introducing yourself.**

If you really feel you must greet your audience and introduce yourself, wait until after your hook. Remember, hooks are short. They grab your audience's attention in just the first 10-15 seconds of your presentation. You can easily greet your audience and introduce yourself after starting your presentation strong.

### Section 3: Body

**People usually remember what they hear first and last.**

Research shows that people usually remember what they hear first and last. That's why your first and last points must be strong and inspiring. You want your audience to remember your best ideas long after your presentation ends. If they do, your audience will be more likely to agree with you and appreciate your presentation.

### Section 4: Conclusion

**Always answer the question, "So what?"**

Your conclusion is your last chance to impress your audience with your message. That's why your conclusion should answer the questions, "So what? Why should I care?" If these questions are answered in your conclusion, then you have clearly explained to your audience why your message is important.

Here are some useful HINTs to keep in mind as you prepare for your presentation.