

Powerful Presentations: 6 Steps to Success

Teacher's Notes

Step 3

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 3, you will find:

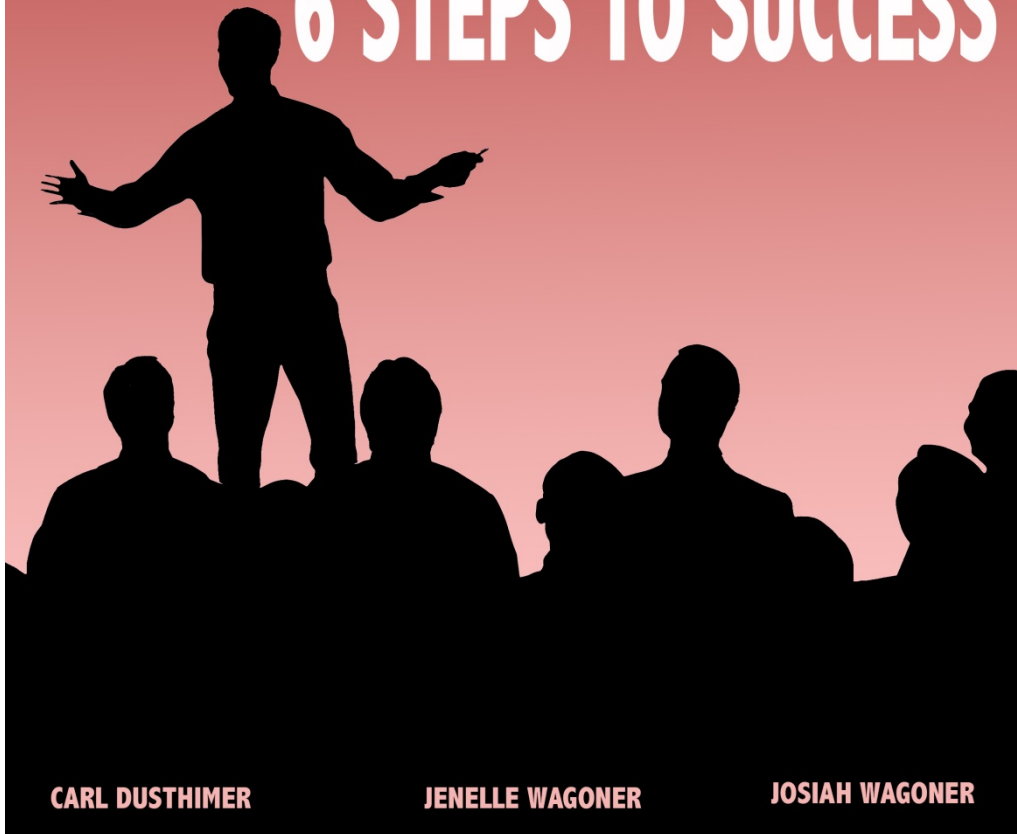
1. **Warm-up Question** – a simple question that gets the students thinking and, perhaps, talking.
2. **Pre-Teaching** – concepts students might need to understand before engaging the material
3. **Questions to Anticipate** – Questions from students we have encountered
4. **Talking Points** – This section 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 (one activity per section).

Thank you,

Carl, Jenelle and Josiah

POWERFUL PRESENTATIONS

6 STEPS TO SUCCESS



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Today we are going to begin Step 3.

Let's look at how to successfully support our main points.

Warm Up Activity (Optional)

It's Just a Word

Purpose: To get the students thinking and talking about research. They can share their fears and worries and start to see “research” as simply an exercise in gathering information.

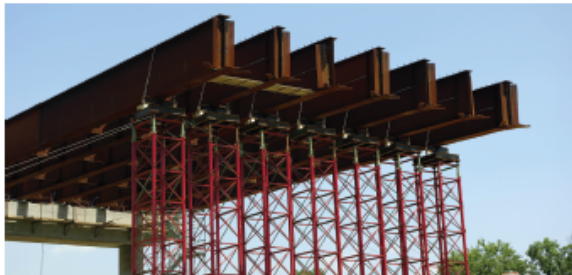
Description: Students get into pairs or small groups and discuss the following questions:

1. What does support mean?
2. What are some examples in everyday life?
3. Why is support (in everyday life) important?
4. How do you feel about research? Worried? Intimidated? Bored?
5. Where do you get information when you don't know something?

Teacher closes the activity by soliciting answers and writing some of them on the board.

STEP 3

Successful Support



Does the idea of gathering information scare you? Don't let it! It is a useful life skill, one you can use forever.

In the last step, you outlined your presentation. You wrote your introduction and conclusion. You brainstormed your main points. You also planned your transitions.

Now that you know your main points, you need to support them. To do this, you need to gather information. In this step, you'll learn how to research effectively. You'll also learn how to add research to your presentation. If you haven't researched much before, don't worry. We will be with you every step of the way. Soon, you'll know how to conduct research on your own.

**To make your main points meaningful,
you will learn about:**

Gathering
Information

Supporting
Your Points

Clarifying
Information



Warm Up Question

What do you think about “global warming”? How do we solve the problem of poverty? Why do you think that? (Those reasons are your “support”)

Pre-Teaching

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

- research (conduct research)

Questions to Anticipate

- Where can I find information?
- How much information do I have to find?

Talking Points

As you can see from the image, support is really important. What happens if the support is taken away?

Many people are afraid of the word “research”. It sounds very official and academic. It might be better just to think of it as “gathering information”. Actually you do this everyday when you read the newspaper or read about something on the Internet. Every headline in a newspaper is supported by the information in the article. Whenever you express your point of view to a friend (or in class) you explain “why” you think that way.

In Step 3 we’re going to:

1. Look for information and takes notes
2. Make sure the information supports our main points, and
3. Make sure the information is clear for your audience.

Guiding Questions

What sources can I trust?

How do I give credit to my sources?

How do I explain my supports?

How do I avoid plagiarism?

Key Terms



Plagiarism "Plagiarism" is presenting someone else's ideas as if they are yours.
In most countries, plagiarism is considered to be stealing.



Anecdote "An anecdote" is a short story.
When I want people to see my perspective, I tell them an anecdote.



Analogy An "analogy" is a comparison showing how two different things are actually similar.
When a presenter uses an analogy, he or she improves the audience's understanding.



Support "Support" means evidence.
If you want your audience to agree with you, give support for your points.



Credit To "credit" means to say where your information came from.
When you give statistics or expert opinions, be sure to credit the original source.

Step 3: Successful Support

Warm Up Question

How would you feel if a friend copied your work? How would you feel if a stranger copied your work? How would you feel if someone took your idea and made a lot of money?

Pre-Teaching

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

- source
- perspective

Questions to Anticipate

- Why do research if I can't use the ideas I find??
- Why is plagiarism like stealing??

Talking Points

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

1. What kind of sources do you want?
2. When you find information, what do you have to do to your audience?
3. When you use what another person says, what do you have to do?

Now let's look at the Key Terms

1. In many countries, plagiarism is like what?
2. What is another word for "short story"?
3. An analogy shows how two difference things are _____ ?
4. What should you do if you want your audience to agree with you?
5. If you say where your information came from, you are giving _____.

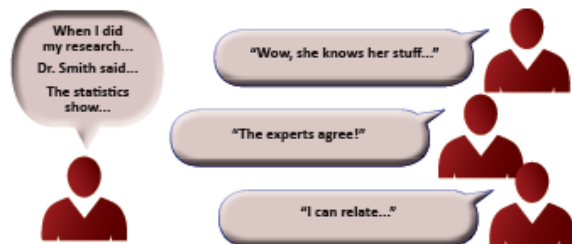
Section 1 **Gathering Information**



What to Research

You brainstormed three points in Step 2. Now you need to support them. You must always support what you say. When you don't, you lose your audience's trust. Furthermore, supporting your points is an opportunity to connect to the audience. To best support your points, you need to do research. When we research, we search for four types of support: examples, explanations, expert opinions, and statistics. Read the box below to learn more about each support.

The Benefit of Researched Points



Warm Up Question

Where do you get most of your information? How do you know the information is correct?

Pre-Teaching

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

- expert opinions
- statistics

Questions to Anticipate

- Where do I begin my research?
- How much research do I have to do?

Talking Points

Why do people do research?

(wait for student responses and write them on the board)

OR ASK

Which of the following do you think are true?

1. To find out new information
2. To have fun
3. To find information that supports their ideas

What is the main benefit of supporting your points?

What are the four types of support?

Types of Support

Support	Definition	Example
Example	Examples come from experience. This means examples are stories. The example could be your story, a friend's story, or someone else's story.	For example, in 2006, a girl named Megan Meier was bullied on the Internet so much that she committed suicide.
Explanation	Explanations come from logic. They either show cause and effect or they point out common knowledge.	Most of the time, teens bully each other when they are unsupervised. In general, social networking sites (SNS) are unsupervised; therefore, SNS are prime places for bullying.
Expert Opinion	Expert opinions come from knowledgeable people. They are quotes by someone who knows a lot about your topic.	According to Dr. Caudle, a family physician, bullied children tend to experience depression, anxiety, loneliness, and unhappiness.
Statistics	Statistics are numbers that show relationships.	A study conducted by the Cyberbullying Research Center found that about 50% of all teens have experienced Internet bullying.

Activity 3.01 Types of Support

What kind of support would be good for your presentation? Circle your answer.

Point 1:

Example

Explanation

Expert Opinion

Statistics

Point 2:

Example

Explanation

Expert Opinion

Statistics

Point 3:

Example

Explanation

Expert Opinion

Statistics

Warm Up Question

What do you think is the best way to convince someone to agree with you?

Pre-Teaching

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

- logic
- bully (bullying, to bully)

Questions to Anticipate

- Of the four types of support, which is the best?
- How long does each type have to be?

Talking Points

OK. We know there are four main types of support. Let's look at some examples (See the table in the book).

One thing you can see is that the examples for each type are short. So you don't have to worry about saying a lot. You can follow the K.I.S.S. rule. Have you ever heard about KISS?

It means Keep It Short & Simple.

Many presenters tend to "ramble" during their presentation. That can be confusing for the audience and make the presenter seem unfocused. So in the spirit of KISS, just say what you want to say and move on. Don't feel that you have to keep talking

Now let's look at Activity 3.01. Since you have your 3 points for your presentation (from Step 2), think about them and decide what kind of support would be good.

Getting Started

There are many places to get information for your presentation including the library, newspapers, and journals. But most people these days conduct research on the Internet because it is faster and more convenient. Let's follow that trend.

First, decide whether to research in English or your native language. In general, if you are presenting in English, research in English. Translating research from your native language to English is difficult and time-consuming. Ultimately, you will save time and energy by researching in English. Furthermore, researching in English will help you develop your English ability in a natural way. This is because you'll see correct expressions for explaining your support. To start your research, think of key words or questions.

EXAMPLE

Topic: Playing Video Games

Message: Video games should be used in schools to engage students.

Point: Social Benefits of Playing Video Games

Keywords	Questions
video games	<i>What are the benefits of video games?</i>
gaming	<i>What are the benefits of playing video games?</i>
playing video games	<i>Are there social benefits to video games?</i>
social video games	<i>How do video games improve social skills?</i>

Activity 3.02 Key Words for Searching

Write your main points on the lines below. Write three key words and one question for each point.

My first point is _____

Key Words

Question

My second point is _____

Key Words

Question

My third point is _____

Key Words

Question



Warm Up Question

If you don't know anything about a certain topic/idea/thing, what is the first thing you would do to get some information?

Pre-Teaching

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

- journal (academic journal)
- translate

Questions to Anticipate

- How many key words should I enter at one time?
- What if my question is not grammatically correct?
- What if I misspell key words??

Talking Points

You have all probably done many, many searches on the Internet. You are like experts in finding things on the Internet. But let's take a look at the example. It might help, especially if you haven't done a lot of searches in English.

Speaking of English, it is REALLY a good idea to do your research in English. It may seem easier to research in your native language, but remember this:

The more you use English, especially reading, the more you will improve your English.

It may seem a little slow at first, but you will get faster and better.

Let's look at Activity 3.02. Think of some key words and one question for each of your points.

Trustworthy Sources

The Internet has so much information. This is both a good and a bad thing. It's good because you can find all the information you need. It's bad because not all of the information is correct. That's why you need to know which sources you can trust.



Websites to Avoid	Why
Wiki	On a "wiki," anyone can contribute. Only use research web sites that are created by relevant experts.
Blog	Blogs are online journals. They are opinion-based and usually subjective.
Comments	Comments are mostly opinion-based and subjective. The contributors are not relevant experts.
SNS	SNS are usually opinion-based and subjective. The contributors are probably not relevant experts.

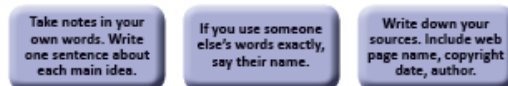
Trustworthy Sources



Avoiding Plagiarism

"Plagiarism" means "presenting someone else's ideas like they are yours." Within the global community, plagiarism is a serious crime. It is considered to be stealing. Someone else has worked hard to develop their ideas. This person deserves to be recognized for his or her work. To avoid plagiarism, say things in your own words.

How to Avoid Plagiarism



Warm Up Question

What happens if you know that the person you are talking to have wrong information? (you don't trust them)

Pre-Teaching

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

- trustworthy
- subjective/objective
- outdated/up-to-date

Questions to Anticipate

- What if the language in academic journals is too difficult?
- How much can I "copy" from my sources?

Talking Points

What kind of websites should you get your information from? Do you believe everything you read on the Internet? Probably not. If you read something amazing or strange or unbelievable, what do you do? You probably try to check on another website. That's good.

If you read something on a wiki or a blog it might be a rumor or just someone's opinion. What happens if your audience doesn't believe your information? Right. They won't trust you. That's not good!

When you do research for your presentation, you should start by going to "trustworthy" sites. On Page 51, what are some good sites to get information?

It's OK to read blogs and wiki sites, but you should confirm the information you read there on more reliable sources

Giving credit to others builds your believability and the audience will trust you more.

Crediting Sources

- According to _____...
- A recent article in _____ stated that...
- _____, an expert in _____, said that...

Now it's time for you to start your research! As you research, take notes in the space provided to stay organized.

Activity 3.03 Research Your Support

Research your supports. Take notes in the space provided below.

Point 1: _____

What kind of support is it?

Example

Explanation

To Inspire

Statistic

Notes:

Point 2: _____

What kind of support is it?

Example

Explanation

To Inspire

Statistic

Notes:

Point 3: _____

What kind of support is it?

Example

Explanation

To Inspire

Statistic

Notes:



Warm Up Question

Consider these two statements:

“Milk is the perfect food.”

“Einstein said that milk is the perfect food.”

Which do you believe more? NOTE: You can also use examples like “Worm holes are not possible.” and “An astro-physicist at MIT says wormholes are not possible.”

Pre-Teaching

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

- credit (to give credit)

Questions to Anticipate

- What if I know something but can't find the person who said it?
- Is it OK if all of my research (facts) comes from the same source?

Talking Points

Imagine this situation:

You have a great, new idea for a new smart phone app. You work really hard to develop it. It takes 6 months. When you finish you take it to a computer exhibition and show it to some companies. They are not interested. But 3 months later you read that there is a new app on the market. It's your app!!! How would you feel?

Or this: You are a scientist. You study a lot about your area and publish your research in a famous journal. One day you go to a conference and listen to a speaker. He says exactly what you wrote, but he says that he came up with the idea. How would you feel?

Always let your audiences know about your sources!

Section 1 Activity (Optional)

Matching Topics and Search Terms

Purpose: To become familiar with thinking of search terms for different topics.

Description: Some students have topics (topic cards). Most students have search terms (search term cards). Students circulate around the class and group themselves so there is one topic and search terms that fit that topic. The first group to match their topic and all four matching search terms wins.

Possible questions students can ask:

What topic do you have?

What search term are you?

Ideal ratio: 1 topic to 4 search terms

Sample Topics

Sample Search Terms

Recycling

waste, garbage, reduce, reuse, plastic, cardboard, glass

Gender Inequality

stereotype, male, female, wage gap (income gap), maternity or paternity leave, sexism, gender bias

Finding Your Dream

career, goal, salary, self-discovery, interests, achieve, IQ (EQ)

Travel

destination, sightseeing, passport, packing list, cultural differences, ecotourism, souvenir

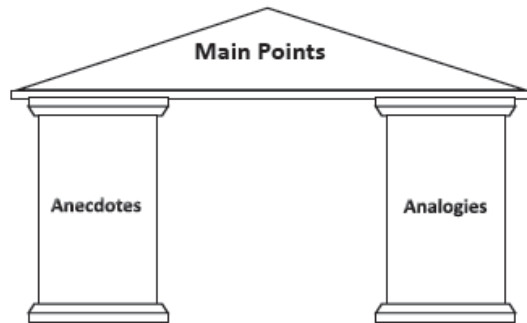
Alternative: Students would benefit more if they created the topics and search terms.

Section 2 Supporting Your Main Points



Explaining Your Support

Now you're ready to add support to your presentation outline. When you add your support, you want to make it relatable. Why? People make decisions with both their heads and their hearts. For many, the heart is the most persuasive. That's why you should explain your support in relatable ways as often as possible. There are many ways to do this. However, we recommend two ways: anecdotes and analogies.



Step 3: Successful Support

Warm Up Question

What do the legs of a chair, the wheels of a car and the trunk of a tree all have in common??

Pre-Teaching

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

- anecdote
- analogy
- relatable (covered previously, but needs reinforcement)

Questions to Anticipate

- Do I have to support everything I say?

Talking Points

If I gave you a choice between reading an encyclopedia (a collection of facts) or a story, what would you choose?

Most people would choose the story. Why? Because you can relate better to a story than a collection of facts.

Which attracts you more?

Ice cream is 86% cream, 10% sugar and 3% vanilla extract. It is a popular food especially in the summer.

I was a beautiful, warm spring day . We were walking next the lake and an ice cream truck came by. We each got a cone and set down eating our ice cream as the sun set.

Your SUPPORT is the key to getting your audience to follow you. What tools can you use?

Anecdote

An anecdote is a persuasive story. Anecdotes are one of the best ways to make your support relatable. Why? Anecdotes help you to connect emotionally to the audience. We all experience difficulty, failure, and success. Everyone likes to know that we're not alone. Sharing a story helps the audience to understand you. More importantly, it shows the audience that you understand them.

Explaining Your Support With Anecdotes

Point: Women should not have mandatory military service because they are not as physically capable as men.

Example
For example, my friend Jane was unable to complete combat training because she couldn't build enough muscle to carry necessary equipment.

Anecdote
My friend Jane played sports throughout childhood and adolescence. In middle school, she joined the track team. By the time she graduated, she was the fastest runner in her high school. Clearly, Jane was a fit person. That's why, when she decided to join the military, she thought she would have no problem. But after a month of combat training, Jane had to drop out. Although she was fast and fit, she couldn't develop enough muscle to carry all the necessary equipment.

Explanation
On average, women are shorter and less muscular than men. Therefore, they are less capable of carrying heavy equipment into battle.

Anecdote
Some couples divide grocery shopping by section: one person goes to the butcher while the other goes to the bakery. But my husband and I do it differently. My husband buys everything on the top shelves. Why? He's 10 centimeters taller than me. Furthermore, when we leave the store, he carries two bags and I carry one. This isn't because I don't want to contribute. I simply can't carry as much weight as he can.

Expert Opinion
Anecdote Rick Santorum, a Republican party leader, said in 2012 that "the front line of combat" is not the best place for women.

Anecdote
Jessica Lynch is a U.S. soldier who served in the Middle East. Despite completing her training, Jessica got lost while in combat, was unable to operate her weapon properly, and was kidnapped. Ultimately, she was rescued by the male soldiers in her unit but only because they felt a need to protect Jessica, a woman.

Statistics
A recent study conducted by John Hopkins Medical University found that men have about 50% more upper body strength and 30% more lower body strength than women.

Anecdote
In university, I was friends with many athletes. My friends Ben and Alison were the star athletes of their respective soccer teams. Although they were both the best athletes on their teams, Ben was able to bench press 60 kilos, whereas Alison could only bench press 40 kilos. Why? She was a great athlete, but her biology was different from Ben's. As a woman, Alison simply had less strength and muscle in her upper body.



Warm Up Question

What is the most important part of a movie? (action, special effects, attractive actors, the STORY)

Pre-Teaching

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

- relatable (once again!)

Questions to Anticipate

- What if I don't have any interesting stories?

Talking Points

We know that anecdotes (or stories) have a greater effect on people than just facts. Remember that you can use stories:

1. about yourself
2. about people you know
3. that you have read

The most important thing is that the stories bring your point to life so your audience can relate to your point.

The most popular TED talks have about 25% information and 75% stories.

Activity 3.04 Writing Anecdotes

Choose two supports from your notes. Write an anecdote for each to make your support more relatable.

1)

2)

Analogy

An analogy is a comparison. In an analogy, you show how two different things are similar. Usually, you focus on just one similarity. This encourages your audience to search for more similarities. They will naturally want to find more connections. This is good because your audience continues thinking about your message.

Analogies are also a good way to make your support relatable. Why? Analogies compare your support to something the audience already knows about. This makes your support easier to understand.

EXAMPLE

School is like a prison. The teachers are the guards, and the students are the prisoners.

This is a good analogy because it is easy to understand. We immediately know that our speaker doesn't like school. Also, we can easily guess that real prisoners feel trapped and controlled. Thus, our speaker must feel trapped and controlled at school.

Analogies can be used to make all four types of support relatable. On the next page, you can see some examples of how each type of support can be explained as an analogy.

Warm Up Question

What animal is most similar to you (your personality)?

Pre-Teaching

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

- comparison
- prison

Questions to Anticipate

- Which is better, analogies or anecdotes?

Talking Points

Now it's time to try and write an anecdote for one or two of your points. Again, don't worry about writing the perfect story. Just tell your audience what happened. Remember KISS! Keep it short and simple.

Writing anecdotes formula:

1. Who is there?
2. Where are they? What are they doing?
3. What's the problem? What's the action? What's the challenge?
4. How was it solved?
5. What did you learn? What was the lesson?

If you have time, you can go back through your story and add some adjectives. Adjectives can make your story more appealing.

Explaining Your Support as Analogy

Point: Poverty commonly and negatively affects children.

Example
For example, when I was in elementary school, my best friend participated in a free lunch program. Because of this, she was often bullied by the other students.

Analogy
Poverty is like a heavy backpack. You have to carry it with you everywhere. Everyone sees it and it always hurts.

Explanation
It is hard to escape poverty when you are born into it. Children who live in poverty often don't receive proper nutrition. This affects their physical and mental development, which negatively affects their academic achievement. This makes it difficult for children to get the education they need to break the cycle of poverty.

Analogy
Poverty is like a circle. It starts in childhood, continues into adulthood, and begins again when the next generation is born.

Expert Opinion
According to the U.S. Census Bureau, children are the most likely age group to experience poverty in the United States.

Analogy
Poverty is like disease. It affects those who are weakest and not able to prevent it.

Statistics
Over 20% of people under 18 years in the United States are living in poverty.

Analogy
Poverty is like crime. It's hard to fight, and it's more common than you realize.

Activity 3.05 Writing Analogies

Choose two types of support from your notes. Write an analogy for each to make your support more relatable.

1) _____ is like

2) _____ is like



Warm Up Question

What sport or game is similar to studying for a test?

Pre-Teaching

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

- poverty
- census bureau

Questions to Anticipate

- What is the difference between “analogy” and “metaphor”?

Talking Points

Analogies can be fun. They can make your audience think while you make your point.

Making Analogies – Look at these phrases. They are different but can show similarities. Can you make the connections?

Eating chocolate	carrying a gun
Driving a car	a bird flying
In a good mood	finishing a project
Reaching the peak	breathing air

OK. Let's look at Activity 3.05. Try making a couple of analogies for your points. Choose two types of support and write an analogy for each one. Then show them to a classmate and see if they understand your analogies.

Section 2 Activity (Optional)

Working with Analogies

Purpose: Help students understand what analogies are so they can create their own for their presentations.

Description: This is a whole class activity. Half of the class receives the analogy and the other half receives the meaning of the analogy. Students circulate and find their match.

Sample Analogies are on the next page.

For higher level students: Have each student write an analogy on a strip of paper and its meaning on another. Then collect all the students' work. As above, give half the students the analogies and half the meanings. Students should find their match. Be careful not to give students their own work. This can also be done after students have done the activity with the samples on the next page.

Sample Analogies

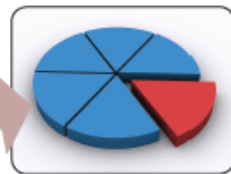
Her bedroom was like a nuclear bomb.	very messy
Hi socks reminded me of rotten food.	awful
The lecture was like a sedative.	very boring
Her smile was as captivating as a rainbow at sunset.	extremely beautiful
She had a heart of stone.	cold personality
Skydiving is like driving a car at 200 kilometers per hour.	very exciting
Life is like a box of chocolates.	You never know what you are going to get

Section 3 Statistics and Expert Opinions



Using Statistics and Expert Opinions

Statistics and expert opinions can be very powerful. However, they are only powerful if they are shared properly. This means you should make your statistics and expert opinions both relatable and clear. You just learned how to make your statistics and expert opinions relatable through anecdotes and analogies. In this section, you'll learn how to share your statistics and expert opinions clearly. To share statistics clearly, you need to simplify your statistics and use the audience. To share expert opinions clearly, you need to introduce your expert.



Step 3: Successful Support

Warm Up Question

Where can you find statistics? Why are they useful?

Pre-Teaching

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

- statistics
- graph (pie graph)

Questions to Anticipate

- Do I have to use statistics?

Talking Points

Statistics and the opinions of experts are very powerful tools for a presenter.

“Like dreams, statistics are a form of wish fulfillment.” Jean Baudrillard (French Philosopher) reflects the widely held belief that statistics can be used to say anything you want (whether it’s true or not!). It’s also an example of analogy!!!

“The statistics on insanity are that one in four people is suffering from some form of mental illness. Think of your three best friends. If they’re OK, then it’s you.” Rita Mae Brown (famous American author)

Statistics and experts are a presenter’s best friends. Why do you think that’s true?

Statistics can also be dangerous for a presenter because they can easily be complicated and confusing. Therefore, it’s your responsibility as a presenter is to make a lot of confusing numbers seem simple and clear.

Simplifying Statistics

Whenever you share a statistic, explain it. A lot of presenters think that people will understand statistics immediately. That's not true. You need to explain to your audience what your statistics mean. A good way to do this is to make numbers smaller. Smaller numbers are easier for people to understand. You should also explain why the audience should care about the statistic.

EXAMPLE

We're using an incredible amount of oil. Every year, four billion tons of oil is consumed. This means that each person in the world, every day, uses nearly 5 kilos of oil. It also means that by 2052, our oil deposits will be gone.

This is a good example of explaining statistics. Why? The presenter changes a huge number—four billion—into a smaller number. The smaller number is easier for the audience to understand. Finally, the presenter explains why high oil use is a problem. This shows the audience why they should care about high oil use.

Activity 3.06 Explaining Statistics

Rewrite each statistic so that numbers are smaller. The first one has been done for you.

- There are over 1.3 billion Facebook users in the world.
Around the world, about one in seven people use Facebook.
- In 2010, Starbucks made over \$10 billion.
- The average person eats almost 680 kg of food per year.

Activity 3.07 Writing Clear Statistics

Did you research any statistics to support your points? If so, provide context for each statistic by making the numbers smaller and explaining why these statistics are important.

Statistic 1:

Statistic 2:



Warm Up Question

How many women are there in this room?

What percentage of people in this room are women?

Which is easier to figure out? Understand?

Pre-Teaching

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

- immediately
- billion (million)

Questions to Anticipate

- How do I know if my statistics are clear?

Talking Points

How many of you like statistics?

How many of you understand statistics easily?

If you answered “yes” to both questions, you are a very unusual person! Most people are not comfortable with statistics UNLESS they are explained in a simple, clear way.

Let's look at the example. How many zeros in 4 billion? You have to think about it right? How many zeros in 5? Easy, you don't have to think much. In a similar way, a “kilo” is easier to understand than a “ton”. Like this we need to simplify statistics.

Look at Activities 3.06 and 3.07. Try to make those statistics easier to understand.

Using the Audience

Statistics are hard to understand because they are abstract. Your audience has to imagine the numbers in their minds. That's why using your audience is a great way to clarify statistics. When you use your audience, you make abstract numbers concrete. How? You tell the audience that each person represents a number. This makes it easy for the audience to actually see what the numbers mean.

EXAMPLE

Example 1 (Less Relatable):

Only 10 percent of people succeed in achieving their goals for the new year.

Example 2 (More Relatable):

There are 10 people in each row. Look up and down your entire row. If all 10 of you set goals for the new year, only 1 of you will succeed.

Example 2 is a good example of using the audience. "10 percent" in Example 1 is an abstract idea. In contrast, "one person sitting in your row" in Example 2 is concrete. The audience doesn't have to imagine anything; they can see what "10 percent" looks like. This helps your audience to understand the purpose of your statistic: showing that goals are hard to achieve.

Activity 3.08 Involving the Audience with Statistics

Rephrase each statistic to involve the audience. The first one has been done for you.

- 25% of smartphone users say they can't remember the last time their phone was not beside them.

Look at the person sitting on your left. Look at the person sitting on your right. Now look at the person sitting behind you. Out of the four of you, one person can't remember the last time they didn't have their cell phone. Is it you?

- Only 10% of the world's population lives in deserts.

- Only 10% of all nurses are male; the other 90% are female.

Warm Up Question

75% of people in the world

75 % of people in this country

75% of people in this room

Which is easiest to relate to?

Pre-Teaching

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

- abstract
- concrete
- achieve

Questions to Anticipate

- What if the audience is very big (or very small)?

Talking Points

Write these letters:

E, L, B, A, A, E, R, L, T,

What word can you make from these letters? You've read it before.

Right, RELATABLE. That is another way to make statistics understandable. Involve your audience.

We have read and talked about this word a few times in this Step. It is very close to another important concept we have talked about before: CONNECT. In order for you to connect with your audience, your information (your message) has to relate to their lives.

Look at Activity 3.08 and try to rewrite numbers 2 & 3 and involve the audience.

Activity 3.09 Writing Statistics that Use the Audience

Did you research any statistics to support your points? If so, rewrite your statistics to use the audience.

Statistic 1:

Statistic 2:

Introduce Your Expert

Some experts, like Steve Jobs, are well-known. However, most experts are not. That's why, when giving an expert opinion, you should introduce your expert. When you do, you bring your expert to life. This helps the audience to remember the expert and his or her opinion.

EXAMPLE

In 1990, a physicist from England named Tim Berners-Lee had a new idea. His idea became the world wide web. As the inventor of the Internet, Berners-Lee understands its social importance. According to him, "We have to start talking about a human right to connect."

This is a good example of introducing an expert. Why? First, we learn that our expert is qualified. As the inventor of the Internet, Berners-Lee is qualified to talk about its social impact. Second, we learn our expert's qualification quickly. This allows the presenter to get back to his or her point.

Activity 3.10 Introducing Your Experts

Did you research any expert opinions to support your points? If so, introduce your expert, showing his or her qualification, in three sentences or less.

Expert Opinion 1:

Expert Opinion 2:



Warm Up Question

What have you spent over 100 hours learning about? Are you an expert in that area? What makes someone an expert?

Pre-Teaching

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

- qualified (qualification)
- invent (inventor)

Questions to Anticipate

- Who qualifies to be an expert?

Talking Points

Experts are like gold. Can you explain that analogy?

If your presentation included information about physics, who could you quote?

If your presentation included information about philosophy, who could you quote?

If your presentation included information about India, who could you quote?

Think about your presentation. Using the example, try to introduce your expert.

Section 3 Activity (Optional)

That's a Lie!

Purpose: To work with and talk about the information they have gathered about their topic.

Description: Students write down three statements about what they learned while gathering information for their presentation. Ideally these would be statistics or expert opinions. They then write one false statement (that they make up). Then, working in pairs or groups of 3-4, they share their statements. The other students have to guess which of the statements is false.

Example (taken from the Author's Model):

- According to HERO, people who eat healthily all day long are 25% more likely to have better job performance.
- People who eat 5 servings of fruit and vegetables four times per week are 20% more productive.
- Studies show that typing for two hours per day is as good for your health as eating 3 servings of fruits and vegetables. (FALSE)
- Our brain cells use chemicals called neurotransmitters to communicate.

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.

T means Topic, M means Message; P means Point; A means Audience



STEP 1 Motivate with Your Message **STEP 2** Purposeful Planning **STEP 3** Research and Support **STEP 4** Dynamic Design **STEP 5** Perform with Power **STEP 6** From Uncertain to Unstoppable

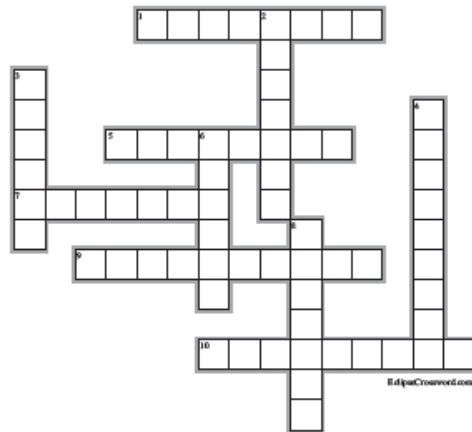
Let's take a few minutes and review some of the main ideas from Step 3.

Turn to page 66. Get into groups and play the Review Game.

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.



Across

1. to gather information
5. a story
7. short and to the point
9. using someone else's idea as your own
10. trained, certified

Down

2. a comparison that shows how different things are similar
3. place where you get information
4. not influenced by personal feelings
6. to say where your information came from
8. having many holes

Answers are on page 133.

Let's do a little review work. Turn to page 67. Work with a partner and complete the crossword puzzle.

Section 4 Step Summary

By completing Step 3, you have finished the biggest step in preparing your presentation: gathering information to support your ideas. Now all you need to do is add supporting details to your body. You can do this on the following pages, using the Author's Model as an guide. When you finish, take a break and relax! You've earned it!

Author's Model

Body: Point 1

Your body is like a machine. Everything is connected. Think of the machines you have in your life, like your computer. Would you download a virus on your computer? Of course not! That would damage your machines, causing them to slow down. Eating unhealthy foods is like choosing to download a virus.

When you eat healthily, you give your body nutrients like vitamins, minerals, and proteins. These nutrients give your body instructions about how to function. When you eat unhealthily, you give your body sugars, fats, and chemicals that give wrong instructions about how to function. This is why eating unhealthily steals your energy. Your body is getting the wrong instructions on how to operate and has to work hard to repair that damage.

When you're tired, you're more likely to take a work break. These breaks usually involve drinking coffee or eating a candy bar from a vending machine. Thus, the cycle of eating unhealthily, feeling tired, and taking more work breaks continues. This reduces your daily productivity. For example, look at the person sitting next to you. Imagine that this person eats five servings of fruits and vegetables at least four times a week, and you don't. Simply because of eating healthily, this person is 20% more productive than you. In other words, what you do in two hours, he or she finishes in just over an hour and a half. Who do you think your boss is going to be more impressed with? If you want to be the person who impresses, then you need to hear the next truth.

Body: Point 2

The second benefit to eating healthily is better concentration. Have you ever had a big project to complete, but you struggled to complete it? When I was in university, I interned at a publishing company for two months. It was my job to proofread all the new manuscripts before submitting them to the head editor. I worked long hours and often had to stay late. To survive my 80-hour work weeks, I often skipped meals and drank extra coffee.

Analogy

Explanation

Explanation

Statistic ;
Providing
Context

Transition
Promising

Anecdote

Talking Points

So far, you have gathered a lot of information to support your points.

Good Job!!!

Now you have to use your notes and write your presentation. It's not difficult if you take it one step at a time.

First, read the Author's Model and see how the author wrote. Pay attention to the margin on the right side. Every component we learned in Step 3 is there.

Also, don't worry if your writing is not perfect. The first draft is never perfect. Just put your thoughts on your paper (or your computer!).

Author's Model *(continued)*

After a month or so, I started having trouble concentrating. At the time, I couldn't understand it. I was working hard, and I had never had trouble getting things done in the past. But suddenly, I was barely meeting my deadlines, and my work was riddled with mistakes. If my internship had been a real job, I would have been fired for sure.

What I now understand is that I was sabotaging my concentration with my unhealthy eating. Our bodies maintain concentration by burning nutrients throughout the day. So when I skipped meals, I literally stopped giving my body the fuel that it needed to function. It's no wonder that my job performance dropped! Eating healthily means more than just eating fruits and vegetables. It also means eating regularly and consistently. According to a study conducted by the Health Enhancement Research Organization and the Center for Health Research at Healthways, people who eat healthily all day are 25% more likely to have better job performance. This means that if you are eating healthily and eating consistently, you have a much better chance of impressing others with your work. It's like you're getting ready to run a 100 meter race, but while everyone else is starting at 0 meters, you're starting at 25. 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 ideas.

Body: Point 3

A third benefit to eating healthily is a better mood. How? If our bodies are machines, then our brains are the operating centers. In other words, our brains run our bodies. Medicine, psychology, and neuroscience have all shown that our brains use chemicals to communicate. What we eat affects these chemicals, so when you eat unhealthy foods, these chemicals can get out of balance.

Let me give you an example. Suppose that you eat a piece of chocolate cake. This sweet treat is loaded with sugar. When you eat a lot of sugar, it releases an excess of a chemical that makes you feel happy in the short term. As this chemical fades, your happy mood fades, causing you to feel sad, irritated, or bored.

Your mood plays a key role in your work because it affects your attitude and working relationships. Think of your favorite people in your office or at your company. What are they like? Let me get some volunteers. How would you describe their personalities? (calls on volunteers) Exactly. In general, the best people to work with are friendly, hard-working, dependable, and relaxed. And these people aren't just your favorite; they tend to be your boss's favorites, too. They're stable, so your boss knows that he or she can rely on them. It's that simple!

Expert Opinion;
Statistic

Analogy

Transition
Promising

Analogy

Example;
Explanation

Use the
Audience



Continue as on the previous page (page 61).

Keep noticing how the Author's Model uses what we have been learning.

Don't forget to look at the **Helpful Expressions** and **Hints for Greater Success** on pages 68 & 69.

My Three Main Points

Body Point 1:

Body Point 2:

Look at your notes and write the body for each of your points.

Don't forget to look at the **Helpful Expressions** and **Hints for Greater Success** on pages 68 & 69.

My Three Main Points *(continued)*

Body Point 3:



Look at your notes and write the body for each of your points.

Section 4 Activity (Optional)

Jigsaw Presentation

Purpose: To help students identify the parts of a presentation and get a feel for the flow from the Introduction to Point 1 to Point 2 to Point 3 to the Conclusion.

Description: Students work in groups of 5. Give each student one section of the summarized “Author’s Model” (**on the next page**). Each student should read their part to their group. Group members should listen to all the parts and then work together to put the parts in the right order.

In the beginning, students should be encouraged not to show their part to their group members. If time is short and they haven’t found the solution verbally, they could lay the parts on the desk and find the correct order.

Section Summaries for the Author's Model

Below , in order, are Introduction, Point 1, Point 2, Point 3 and the Conclusion

My friend, Sara, wasn't overweight, but she had a heart attack when she was only 35. If you want to succeed, then you need to eat healthily.

One reason why eating healthily is important for success is because you'll be more productive. Eating five servings of fruits and vegetables four times a week will make you 20% more productive.

Another reason why eating healthily is important for success is because you'll have better concentration. People who eat healthily all day long are 25% more likely to have better job performance because they can concentrate better.

A final reason why eating healthily is important for success is because you'll have a better mood. What you eat affects your mood and your mood affects your working relationships.

Too often, people like my friend Sara wait to eat healthily until they are already overweight or suffering from a sickness. Don't make the same mistake. Start eating healthily today, and you can eat your way to the top!

Helpful Expressions

Section 1: Gathering Information



1. Additional expressions to introduce examples:
For instance...
For instance, when my puppy greets me at the door, I can't help but smile.
2. Additional expressions for explanations:
If _____, then _____.
If you are kind to others, then they'll be kind to you.
3. Additional expressions for expert opinions:
To quote _____
To quote Steve Jobs, "Stay hungry, stay foolish."
4. Additional expressions for statistics:
According to a recent study...
According to a recent study by the i-SAFE Foundation, about half of teens are cyberbullied.

Section 2: Supporting Your Main Points

Phrases for writing clear statistics:

1. (20%) Twenty percent of all _____.
In Great Britain in 2010, twenty percent of all women smoked.
2. (1.5) One out of five _____.
In Great Britain in 2010, one out of five women smoked.

Section 3: Statistics and Expert Opinions

Phrases for involving the audience with statistics (Activity 3.09)

1. Look up and down your row...
Look up and down your row. Research shows that half of you have been cyberbullied, and the other half have been cyberbullies. Which group do you belong to?
2. Out of the (number) of you, only (number)
Imagine that everyone in this room represents the population of our world. Out of the 100 of you, only one person has a college education.

Section 4: Author's Model

1. To express that something is true most of the time:
Most of the time...
Most of the time, we're not as understanding of each other as we should be.
2. As a general rule...
As a general rule, people who read a lot have big vocabularies.



Talking Points

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: Gathering Information



Examples are emotional, but statistics are rational.

When you want to support a point emotionally, choose an example. Examples are usually more personal and relatable. In contrast, when you want to support a point rationally, choose statistics. Statistics come from research, so audiences tend to trust that they are factual.

Avoid using small words when gathering information online.

Using small words such as "and" and "the" when you search online can actually make your research more difficult. Sometimes, off-topic results appear when you research with small words. To get the best results fast, avoid small words. Use key words instead.

Section 2: Supporting Your Main Points

Anecdotes and examples work together well.

Anecdotes are a good strategy for explaining examples because examples often come from people's personal stories. Remember, anecdotes are short stories. That's why, when you use an anecdote to explain an example, you don't have to change or create many details.

Analogies and explanations work together well.

Explanations are based in logical thinking. If someone doesn't think like you, then explanations can be hard to understand. That's why analogies are a good strategy for adding explanations to your presentation. Analogies make explanations relatable by comparing your logic to something familiar.

Section 3: Clarifying Statistics and Expert Opinions

Make your facts clear and relatable.

Cold, hard facts are just that: cold and hard. People make decisions with both their heads and their hearts. For many, the heart is the most persuasive. That's why it's important to share your statistics and expert opinions clearly and in a relatable way. If you do this, people will understand them with both their hearts and their heads.

Talking Points

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