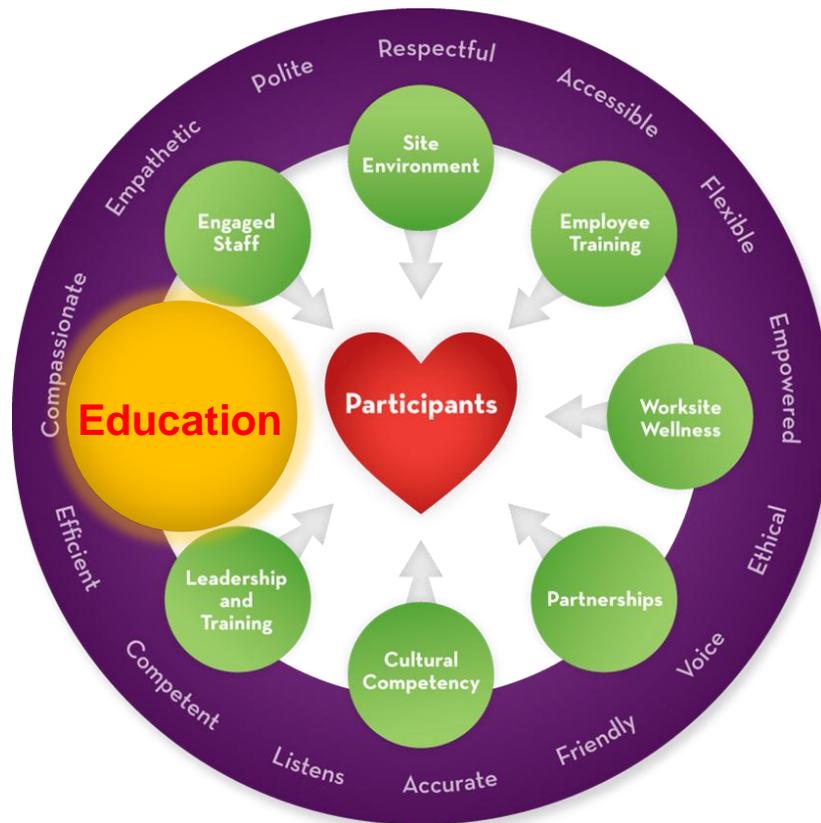


# Now Presenting...

## Basic Presentation Skills

### Participant Centered Education

## Facilitator's Guide



This module is one in a series focusing on Participant-Centered Education (PCE). PCE is a key component of California WIC's effort to offer *Platinum WIC – Participant Centered Services (PCS)*. The California WIC PCS approach puts the WIC family at the center of everything we do and focuses on the strengths of participants, employees and community.

PCE places the participant at the center of the education process. PCE focuses on the participant's capabilities, strengths, and their nutrition, health, and referral needs, not just problems, risks, or unhealthy behaviors. PCE includes working collaboratively, eliciting and supporting motivation to change, and respecting participants as the ones who decide if and when they will learn and/or make a change.

## **PRESENTATION SKILLS: Basic Presentation Skills**

Effective presentation skills can make or break a WIC group education session. Many or most WIC staff may not have much training or previous experience to help them feel totally comfortable and confident leading a class in front of a group of participants.

### **Trainer's Notes**

#### **Purpose:**

Help staff to effectively deliver group education by increasing confidence with basic presentation skills.

#### **Objectives:** By the end of the session, staff will have:

- Identified characteristics of skilled presenters
- Identified their feelings about leading presentations and barriers to overcome nervousness
- Reviewed steps of preparation
- Practiced breathing and visualization techniques as ways to calm nerves
- Reviewed and practiced effective body language and vocal techniques
- Practiced being comfortable with not knowing answers to questions

#### **Materials:**

- "Now Presenting" Trainee Workbooks
- Projector
- Flip chart paper or whiteboard and markers
- Post-it notes and pens (for trainees)
- OPTIONAL: Access to Internet to show YouTube clip

#### **Room Set Up:**

- Staff seated at tables or in small groups



Slide 1

## Warm up and agenda review: What makes a good presentation?

**Say** *Think to yourself about a time when you were a learner in a class and the facilitator did a good job.*

**Ask** *What did the facilitator do that made it a good class? What did the facilitator do that let you know he or she was confident about leading the class?*

**Instructions:** Invite trainees to call out their ideas. Chart their ideas on a flip chart or whiteboard.

**Say** *With a partner, discuss which one of these things you already do.*

**Instructions:** Invite comments from a few of the trainees.



## About this training

**Say** *Teaching classes is part of your job. The purpose of this training will be to help you feel more confident in leading any kind of group discussions. It is designed to help you build on the skills you already have, and give you a chance to practice presentations techniques.*

**“Now Presenting”**

**Trainee Workbook**



**Agenda**

- What Skilled Presenters Do
- Presenting with Confidence
- Building Confidence
- Staying Calm – Breathing and Visualizing
- How to Present Like a Pro – Positive Body Language and Voice
- It's OK not to Know

Workbook page 1

**Instructions:** Read aloud the agenda. Invite questions or comments.

**Imagine yourself...**



**Presenting w/Confidence!**

**Say** *Imagine yourself speaking in front of a group. How does it make you feel? On a Post-It note, write down one or two words that describe how you feel.*

**Instructions:** Comment on their answers with affirmations. (eg – “Several people mentioned being nervous” or “Wow, lots of you are already very confident”)

**No Slide**

**Say** *Being afraid to speak in public is VERY COMMON. Some surveys show that nearly 1/3 of Americans are more afraid of being in front of a group of people than anything else! That includes fear of wild animals.*



**Say** *Many very famous performers who make their living being in front of audiences are often extremely nervous when they get in front of groups. So if you are anxious before teaching a class – you may take comfort in knowing you are not alone! (e.g. Barbra Streisand and Adele at times have vomited before going on stage)*

**No Slide**

**Say** *We will spend most of the rest of the session today exploring ways to overcome nervousness and become a more confident presenter.*



**Building Confidence**

**Building Confidence**

**Say:** *Think of something from your past that USED to make you nervous, but now it doesn't. Examples might be: riding a bike, flying in an airplane, swimming,*

**Building Confidence!**



Something from my past that made me nervous	How I became more confident
Some things about leading classes that make me nervous	How I will become more confident

Workbook page 2

**Say:** *Open your workbook to page 2 called "Building Confidence". At the top of the page in the box on the left write the thing that USED to make you nervous. On the RIGHT side jot down how you became more confident with this.*

*After you are finished writing, turn to your partner and share your experiences.*

**Instructions - Optional:**

After trainees have talked in pairs, invite a few trainees to **share their experiences** with the larger group.

## No Slide

**Say** *Now go back to page 2. There are some boxes for you to write down things that make you nervous about leading classes. Take a moment and jot down one or two things in these boxes.*

*Leave the right side blank for now. We will come back to that later. Keep these things in mind as we go through the training today.*



## Preparing for Success

### Preparing for Success

**Ask** *What things do you already do to help overcome nervousness when you get anxious?*

**Instructions:** Invite a few trainees to **call out** what they do

### Preparing for Success



#### Prior to class

- Read and understand outline/script thoroughly
- Read/know Background info for answering questions
- Practice not using or reading from notes
- Personalize the presentation
  - Anecdotes, share from your experiences (only if applicable AND don't overdo it)
- Practice using the equipment, materials/props and PowerPoint

#### Immediately before the class

- Arrive early
- Set up room
  - Consider group size
- Have all necessary materials including handouts and posters
- Check your appearance
- Choose comfortable and appropriate attire
- Avoid distracting accessories
- Put cell phone on vibrate

#### During the class

- Introduce name, position, topic, length of session
- Keep track of your time
- Be prepared for interruptions

Workbook page 3

**Say:** *While there are a lot of confidence-boosting techniques you can use during a class, many of the most important keys to leading a successful class need to happen BEFORE the class.*

#### Instructions:

Have trainees **review the information** on the Preparing for Success sheet. (page 3)

Ask them to put a **star** next to the steps they already **do well**.

Ask them to **circle or underline 1 or 2** they might like to **improve**.

Invite them to **share** their thoughts in pairs or trios.

Hear from the **large group**.

## Focused Breathing



## Staying Calm – Focused Breathing

**Say** *As we talked about earlier, sometimes even people who are very well prepared for a presentation can still get nervous. What techniques do you use to calm yourself down before a big event or a presentation?*

### **Instructions:**

Invite trainees to share a few ideas

**Say:** *Now we will practice 2 techniques, breathing and visualization, that might help calm you before leading a class.*

**Ask** *Have you ever heard the expression “stomach in, chest out”?*

**Say** *That is how you breathe when you're stressed: All of the movement is in the chest, very little in the stomach. This type of breathing only makes stress worse.*

*One type of breathing that helps to relax is when you breathe in and out through your nose, and your exhalations are a little bit longer than your inhalations.*

*Put one hand on your chest and one hand on your stomach. As you breathe, pay attention to which hand moves. If the hand on your chest is moving, that is shallow breathing and can indicate stress. If the hand on your stomach is moving that is an indication of deep breathing which can help you calm down.*

**NOTE:** This is a technique that Adele uses to help with her stage fright.

## Visualization



**Say.** *Now we will practice "visualization" as a way to prepare for something that might make you nervous. In a moment I'll ask you to imagine yourself leading a class. This will just take a minute or so. First, I invite you to find a comfortable position. If you like, you can close your eyes and imagine the things I say.*

**INSTRUCTION:** For the following visualization activity read each sentence or question slowly, softly, and calmly. Pause a few seconds after each one.

- **Imagine** what the class **room looks like**. What is the class **topic** about today? **How many people** are in the class? How many **dads** are there? How many **babies**?
- *Imagine that, because of what you know about preparing for and leading classes, you are **feeling ready** to lead this class. Participants naturally see that **you are the leader** and they respect you.*
- *Imagine **explaining all the material** and **leading all the activities** in the class. **Participants appreciate** the information. They are very **involved** in the class and **enjoy** being there.*
- *When the class is over, you know the **participants learned** something to help them and their families to be **healthier**. Perhaps one or more people thank you. You know you did a good job leading this class, and **feel confident** about the next one.*

**INSTRUCTION:** **Invite** trainees to discuss how they feel about focused breathing or visualization as ways to deal with nerves.

<p style="text-align: center;"><b>Bad Presentation</b></p> 	<p><b>Optional Activities - Poor Presentations</b></p> <p style="text-align: center;"><b>INSTRUCTION:</b></p> <p><b>Show</b> YouTube clip linked on slide and listed below.</p> <p><a href="http://www.youtube.com/watch?v=ATfY8dvbuFg?">http://www.youtube.com/watch?v=ATfY8dvbuFg?</a></p> <p><b>Invite</b> trainees to comment on what the presenter did poorly.</p> <p><b>Ask:</b> What the learners in the video clip may have felt about the presenter?</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Role play</b> a presentation that demonstrates poor presentation skills. <b>Invite</b> trainees to comment on what you did poorly.</p> <p><b>NOTE:</b> You may use the “guidelines for role playing poor presentation skills” found on the last page of this module.</p>
<p style="text-align: center;"><b>No Slide</b></p>	<p><b>How to Present like a Pro</b></p> <p><b>Say</b> <i>Two very important ways to “come across with confidence” are by using effective body language and by using your voice well.</i></p>

## PRESENTATION PRACTICE

Hello! My name is \_\_\_\_\_

I'm a \_\_\_\_\_ (position)

Welcome! I'm glad you are here!

Today we will talk about \_\_\_\_\_ (topic)

It will last \_\_\_\_\_ minutes (time)

Before we begin, what questions do you have?

Workbook page 5

## Practice Effective Body Language

### INSTRUCTIONS:

Direct trainees to page 5 called "**Presentation Practice**" and to fill in the blank lines with their name, their position, a topic for a class they might teach, and how long that class might last.

Have trainees form **groups of 4 or 5**. Explain that each person in the group will practice all 6 lines on the Presentation Practice sheet.

Explain that **each person** in the group can **practice it at least twice** to have a chance to try something different.

Stress that THIS time focus on practicing Effective **BODY** Language

**After** ask staff what comments they have about this activity.

**NOTE:** Consider allowing staff who usually teach classes in languages other than English to team together and use that language for these practice session.

Your Voice  
is  
Your Friend



**Say:** *When you give a presentation, one of the most important pieces of equipment is your voice. Using your voice well helps ensure others are confident in you, and keeps them interested in what you say.*

### Your Voice Is Your Friend



- Volume – make sure you are loud enough so everyone can hear you
- Speak clearly
- Speed – you may have to slow down. Many people speak too quickly when they get nervous
- Friendly tone of voice - what do you sound like when you invite someone in your house?
- Vocal variety. People will be more interested in what you say if your voice changes sometimes from higher and lower
- Ask questions clearly. When you ask a question, make sure everyone knows it is question.
- Avoid "filler words" – such as "um", "ah", "like", "so" (it IS ok to pause without saying anything)
- **Show enthusiasm** - If the presenter seems bored the learners probably will be too.

Workbook page 6

### Instruction:

Have trainees **find** the information about voice in the workbooks. (page 6) Again, **review** each of the points about use of voice, **demonstrating** good examples of each.

Ask what questions they have.

Explain that they will practice the same 6 lines as before, but this time they will focus on using their **voice** well. Allow **each person** to try it **at least twice**. Encourage them to experiment.

### Body Language and Voice



### Instruction:

Explain that the trainees will get one more chance to practice their lines. This time trying to **combine** using good body language and good vocal techniques.

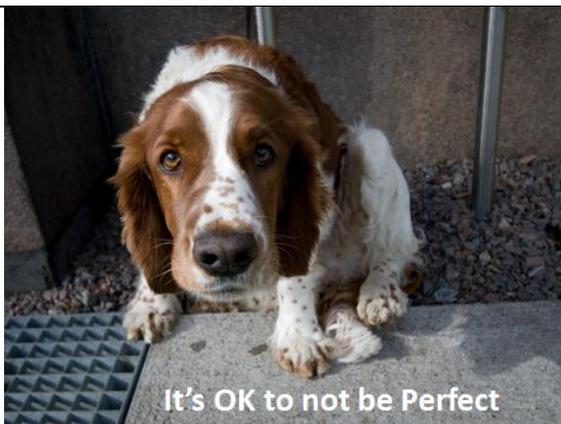
Before starting each practice, invite each trainee to do some **focused breathing**. Demonstrate again the focused breathing technique.

After each person practices, encourage the others in the group to share one thing that they thought the presenter did well.

Debrief to see what questions they have.

### Permission to make mistakes

*Say Something else that may make you feel more confident is to realize that it's OK if everything is not perfect. Even the very best teachers or presenters have things go wrong all the time.*





I'm  
Sorry



~~I'm  
Sorry~~



**Say** *You don't have to apologize for making mistakes. Everyone does.*

<p style="text-align: center;"><b>No Slide</b></p>	<p><b>Ask:</b> <i>Who here knows the answer to EVERYTHING? Raise your hand. (see if anyone puts up their hand)</i></p>
	<p><b>Say:</b> <i>Obviously, we all know nobody knows the answer to everything. But when we are in front of the group, sometimes it hard to admit that. The three words "I don't know" can be the hardest words to say. But sometimes we as educators we can end up confusing or possibly hurting people with the wrong answers, when we really should be saying "I don't know."</i></p>
<p style="text-align: center;"><b>No Slide</b></p>	<p><i>Because it can be difficult for us to say "I don't know" it might help to practice. So let's all say it together. I'll count to three and then we can all say "I don't know" together. Ready? 1,2,3...</i></p> <p><b>INSTRUCTION:</b> Try saying "I don't know" as a group several times. You might invite the group to try saying it softly, and then loudly.</p>
<p style="text-align: center;">"I Don't Know"</p> <p style="text-align: center;"><i>Some other ways to say I don't know...</i></p> <p>I'm not sure...</p> <p>Good question. I can't really say...</p> <p>Wow – you stumped me...</p> <p>I hadn't heard that before. Let me find out for you....</p> <p>That's a new one. I'll have to investigate...</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p style="color: red; font-size: small;">What might I say?</p> </div> <p style="text-align: center; margin-top: 20px;">Workbook page 7</p>	<p><b>Invite</b> the trainers to review page 7 in the workbook. Ask them to choose one of the examples, or come up with their own way of saying I don't know, and write these in blank provided.</p> <p>Ask for a few <b>volunteers</b> to share how they do/would say "I don't know".</p>

## No Slide

## Review and Conclusion

**Say** *Now take a moment to look back on page 2 in your workbook called "Building Confidence". What tips or techniques did we discuss today that might help you with one or more. . .*

### Instructions

Allow the trainees to talk in pairs of small groups. Then invite a few to share with the large group.



## Visualization

**Say** *We have one last activity, but before we do that, what other questions do you have about presentations?*

**Say** *Now we will do **one more visualization** – this time you will imagine doing everything we learned today. Again, get comfortable, and if you like you can close your eyes.*

### Instructions

Read the guided imagery called "Getting Ready for Your Successful Class" on the last page in the Trainee Workbook.

### Getting Ready for Your Successful Class

Imagine the next class you will teach. What will the topic be?

Now imagine seeing the class outline for the first time. How will you become familiar with this class? Will you add any notes or highlight or underline parts of it?

Imagine looking at any handouts or other materials for this class. What do you notice? If the class has slides, imagine yourself reviewing the slides.

Imagine there are some parts you don't understand something or have questions about. How will you get the answers to your questions?

Imagine yourself with time to practice the class before you have to teach it. Where would you practice? How does it feel to practice it?

Imagine that you have prepared so well you feel very confident to teach this class.

Now imagine it's shortly before you teach the class. You are looking at the class outline, handouts, materials and slides again. Imagine that they feel like old friends.

Imagine using a technique to make you feel calm. Can you see yourself doing the breathing technique you practiced today? Can you see yourself visualizing the class you will teach in a moment? Where would you do this?

Imagine checking your appearance and turning off your cell phone.

See yourself arriving to the room early. What do you do to get the class ready?

Now imagine watching the WIC participants come into the class room. You are feeling good about the class they will have.

Imagine welcoming everyone, introducing yourself, your position, the class topic, and how long the class will take. You use good eye contact. Your voice is friendly, slow and confident. You have good posture and are smiling. Participants naturally see that you are the leader and respect you.

Imagine explaining all the material in the outline and leading all the activities clearly. Participants appreciate the information and the opportunity to be involved in the class. They are enjoying being there.

You invite participants to ask questions. If you get a question you can't answer, you smile and say "That's a good question. I'll have to find out!"

Imagine keeping track of the time and finishing just about on time. When the class is over, you know they participants appreciated it and learned something to help them and their families be healthier. Perhaps one or more people thank you. You know you did a good job leading this class, and feel confident about the next one.

### Instructions

After you read the guided imagery, invite the **trainees to read this page (8)** to themselves and to circle, underline or highlight whatever will be important for them to succeed.

Ask them to **share** their thoughts.

Wish them well with their classes.

Workbook page 8

## **Guidelines for role playing “Poor Presentation Skills”**

Choose a class outline (or portions of it) that most of your staff will recognize. While leading the class try to do some or all of the following:

- Slouch
- Avoid smiling
- Scowl or sigh
- Read directly from the outline
- Avoid eye contact with the “learners”
- Make nervous gestures (such as playing with your hair, clothing, or a pencil)
- Speak too fast or too slow
- Speak too loudly or too softly (mumble)
- Use a monotone
- Say “uh”, “ah”, “like”, or “you know” frequently
- Finish the presentation by quickly saying – “OK, no questions, right?” and ignoring any contact from the “learners”