

How comfortable are you when preparing for a presentation?

WORKSHOP CONTENT GATHERING & ORGANIZATION

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#ONETEAMNAD
PLAYBOOK
2020

Gathering the Meeting Facts

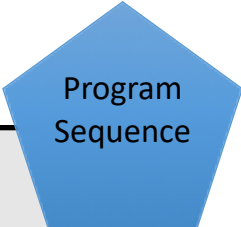
Before you begin to plan your presentation, you need to know more about what is expected and the audience to whom you will be presenting. Make contact with the organizer to find out his/her expectations.

Essential factors to discuss with your organizer include:

1. The date.
2. The starting time.
3. The length of the presentation.

Topic	* State this clearly. * Make sure you are clear about what you can cover in the time frame.
Purpose	* Are you presenting to inform (provide information) or to persuade (inspire action)?
Result	* This is governed by your overall purpose. * Should be related to your presentation. * Your audience should be able to (i) talk about it, (ii) be familiar with it, or (iii) take a specific action.

About the Presentation



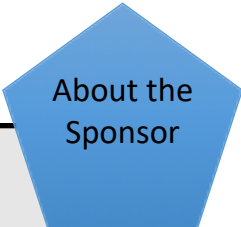
Program Sequence

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- | | |
|-------------------------|--|
| Program Sequence | <ul style="list-style-type: none">* Where do you fit in the program?* Who will introduce you?* How does your presentation relate to those of other presenters? |
|-------------------------|--|
-



Audience

-
- | | |
|------------------|---|
| Name | <ul style="list-style-type: none">* What are the names of the organizers and key people?* What is the culture of the conference? |
| Occasion | <ul style="list-style-type: none">* What is the reason for coming together?* Relate your reason back to the purpose of your presentation to keep the audience engaged. |
| Knowledge | <ul style="list-style-type: none">* People have different knowledge levels of the topic being presented. Talk at the level of your audience so that everyone can understand. |
| Number | <ul style="list-style-type: none">* Know how many people will be in attendance. |
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About the Sponsor

-
- | | |
|----------------------------|---|
| Name | <ul style="list-style-type: none">* Know who asked you to present!* Establish credibility by referencing “your pleasure that <i>[insert name]</i> invited you to speak”. |
| Techniques to Avoid | <ul style="list-style-type: none">* Ask your sponsor what techniques they do not like.* SEEK TO AVOID THESE! |
| For Assistance | <ul style="list-style-type: none">* Know whom, and how to contact your sponsors (organizers) if you need assistance.* You need to have names, phone numbers, email addresses, etc. |
| Shift Outline | <ul style="list-style-type: none">* When possible, and allowed, give your audience an outline to help with subject retention. |
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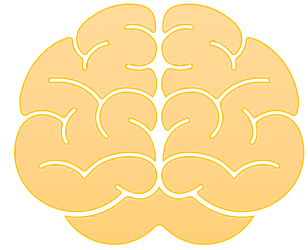
Focusing on Your Audience

Include interactive activities within your presentation so that learners can participate in their own learning. If you want things done differently from the norm, then you as the presenter need to provide opportunities where learners can be comfortable to change from their routine. **Encourage and allow participants to become involved in the learning process.**

- Acknowledge, honor, and draw on the previous experience of adult learners whenever possible.
- Work on establishing a rapport with the audience.
- Seek out information about them that you can weave into your presentation.

If your audience is relatively unfamiliar with the material you are to present:

- Use clear visuals.
- Emphasize key points and review them using different words.
- Summarize frequently.
- Allow audience participation (activities, questions).
- Go from the known to the unknown.
- Be sure to illustrate.
- Think realistically about what you can accomplish.
- Be aware of information overload.



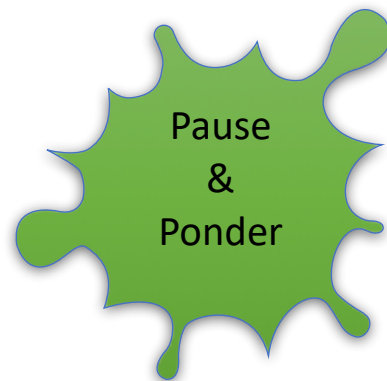
If your audience has some understanding of the subject:

- Assess your audience in terms of what they know; use this as a frame of reference.
- Be sure to get feedback so you are sure of the level of comprehension.
- Be a gaps person. In other words, you do not have to cover everything—just be careful to fill in the gaps in the participants' information and knowledge.
- Eliminate complex discussions unless they are critical to your participants' understanding.

Needs Assessment of Your Audience

Think of your upcoming presentation, or reflect on the last one you gave. Briefly answer each of these needs assessment questions.

1. Who is my audience?
2. What do they want to know?
3. Are they required/voluntary attendees?
4. Is this topic new to them?
5. Are they coming for knowledge or specific skills?
6. How much do they already know about the subject?
7. How can I build my credibility with the group?
8. What time of day will it be (and time zone)?
9. What is my message?
10. How should I approach this audience?



Presenter Tips

1. Support material should be in the form of cues, not sentences. Why? If you wrote out information word-for-word, you would get stuck with those phrases, and your lecture would lose freshness and variety.
2. Copy quotes word-for-word and put them in quotation marks. Sources must be included.
3. If your objective calls for the audience to be able to talk about the topic, they must talk about it during the presentation. You can use questions, forcing the audience to give the answers, but cue the correct answers for yourself.
4. Stay on the technical level of the audience. Aim in general for the majority, but include examples for both extremes. When in doubt, aim for the lower level. It's better to be too simple than too complex.
5. Try to suppress thoughts about the presentation aids. Make brief notes on them. Concentrate on what you will be talking about.

Fears and Fantasies

Fear is a normal reaction but we should not let that cripple us. The four greatest human fears are:

1. Fear of failure, which is actually fear of rejection.
2. Fear of success, which is actually guilt.
3. Fear of catastrophic danger, which is the built-in “flight or fight” instinct. This typically causes psychological changes.
4. Fear of the unknown, which is associated with the fear of change.

Fear not, for I am with you. Do not be dismayed for I am your God. I will strengthen you.

Isaiah 41:10



Ponder
this...

1. What are some rejection fears that a presenter can face?

2. What type of guilt can a presenter feel?

3. Can you list some psychological changes you experience during the fight or flight instinct?

Once you have organized your material, ask yourself the following questions:

1. Am I familiar enough with this topic to hold a dialogue with my audience?
2. Is my material organized to express my ideas clearly and concisely?
3. Is my message simple and sincere?
4. Is my material organized, keeping the audience in mind?
5. Do I know what they need to know? Want to know? What would I like them to know?

Limit your topic.
Select suitable material.
Arrange material coherently.

Presentation Development

Setting an Objective

Adult learners insist on knowing the whole picture at the beginning of the presentation.

1. Set an objective to focus the content.
2. Give the participants and sponsor an automatic evaluation component.
3. Objectives should be the beginning and ending points of presenting your training material.

State your objective so your audience knows the presentation destination.

Choose a Title

Think of a catchy phrase to express your objective, even if your workshop already has an official title.

Outline the Body

Decide how to reach your objective by using four general organizational steps:

1. Limit the topic—the objective includes the topic.
2. Select an approach—think of who, what, where, why, and how.
3. Select a pattern— this is the logical sequence of your material.
4. Select a presentation method—Here are several methods from which to choose:
 - a. Series of facts—the speaker states a fact once then supplies information to back it up.
 - b. Series of comparing (contrasting) statements or questions—this is a way of presenting both sides of a question to the audience and it is often used in persuasive lectures.
 - c. Series of questions—you might want to ask questions and give direct answers, provide proof and let the audience draw conclusion, or prompt the audience to give answers.

Content Organization

Start organizing the body of your speech. Do not worry about the introduction and conclusion until later - build from the center of your presentation outward. The following suggestions will help you.

Brainstorm main ideas

- Using Post It notes, brainstorm some possible main ideas of your presentation.
- Write one idea per card.
- Let ideas flow at this point.
- Generate as many ideas as possible.



State the sub-points

- These are your supporting ideas.
- They may consist of explanations, data, or other evidence to support your main idea.

State the benefits

- Persuasive presentations tell the audience, specifically, the benefits that are usually placed in the body of the presentation.
- Benefits can be used as the main points.

Develop handouts

- To reinforce important information.
- To summarize action items for the audience to follow up on.
- To supply supporting dates and figures.
- To be distributed either before, during, or at the end of the presentation.

Develop visual aids

- Decide where you will use visual aids.

Main idea

- Tells the audience what you're going to expand on later.
- Tell them. Tell them. Then tell them what you told them.
- Preview and review the main points in your presentation.



Develop the introductions

- They provide necessary background material, establishing the significance of the topic, introducing yourself, and establishing your credibility by telling the audience why you're qualified to speak on the topic.
- They get attention, by using one of four methods:
 - An involved question (can be open ended).
 - A rhetorical question (with an obvious answer).
 - A shocking statement (this will capture attention).
 - A quotation (be brief).

Develop a conclusion

- A good conclusion always returns to material in your introduction. It will normally reinforce the background material, rhetorical question, anecdote or data that you have used.
- Summarize the presentation.
- Re-motivate the audience.
- Write out a concise closing statement.

Finding Content

Use recent, credible content sources.

To begin finding content for your presentation, begin by seeing if there is a ready-made curriculum that you can pull from.

Study your workshop title and the description of the course as these can provide adequate guidance to develop an hour workshop. Couple this with recent credible sources and you have the makings for a powerful workshop.

Curriculum reference material can include:



- Adventurer Leadership Growth Curriculum.
- Pathfinder Leadership Award.
- Pathfinder Instructors Award.
- Youth Instructors Award.
- Master Guide Curriculum.
- Senior Youth Leadership.

Many SDA church publications include lots of valuable resources as well.

It's your personal story, as related to the topic, that will really keep people interested. Use your unique experiences to illustrate the points and make them relatable.

Using Non-SDA Material

Not all workshop topics are related to the Adventist Church and Faith. As such, you can turn to appropriate secular material.

Pause
&
Ponder

What are some secular topics covered in Adventist Youth Ministries (AYM)?

Reputable sources for secular content:

- **Camping Information** – REI, Backpacker Magazine, The Boy Scouts of America, The American Camping Association.
- **First Aid Information** – American Red Cross, American Heart Association, St Johns Ambulance.
- **Medical Information** – John Hopkins University, Mayo Clinic, CDC.
- **Leadership** – Numerous books.
- **Presentation skills** – Numerous books, Presentation Software web sites.
- **Youth and YA Ministries** – Group, Focus on the Family, Youth Specialties.

Evaluating Your Source

There are five criteria to consider when seeking credible source material.

P A A R C

Purpose - Who is the sponsor of the website? The *About Us* section can give information about this or you can check for information about them online. What is their purpose for publishing the information? Are they trying to sell something? Are they a political site?

Authority - Does the information carry authority? Who is the author? Does it say? Does it give his or her credentials? Can you check who he or she is? Is the website sponsored by a credible organization? .gov, .edu and some.ngo, and .org sites are examples.

Accuracy- Is the website or publication written in standard language, with no spelling or grammar errors? Does the website or publication provide references, a bibliography, or sources that can be checked? Does the information cross check with other reputable sources?

Relevance - Is the information relevant to your topic, written at an appropriate level, etc.?

Currency - Is the information in the website current? Does it have a date of publication and a last updated date? Credible sources tend to print those.

Presentation Workup Form

About the Presentation

Location	
Topic	
Date	
Time	
Duration	
Purpose (inform or persuade)	

After this presentation, the audience will be able to

Presentation Objectives

1. _____
2. _____
3. _____

About the Audience

Who are they? _____

Number attending _____

Why they are there _____

Their knowledge of the topic _____

Their vocabulary level _____

About the Facilities

Location and directions

Seating arrangements (Draw a diagram of the presentation room.)

Equipment available

Organize Your Material

Title _____

Topic _____

Approach _____

Sequence _____

Method _____

Presentation Body

Point 1 _____

Support _____

Point 2 _____

Support _____

Point 3 _____

Support _____

Point 4 _____

Support _____

Presentation aids

Other special considerations

Preparation of Introduction

Conclusion

Summary

Excerpt from Delivering Effective Training Sessions, by Geri e. H. Mcardle, Ph.D. Reprinted with permission of Crisp publications, 1200 Hamilton Court, Menlo Park, California 94025.

Remember

As you go on to become an impactful workshop presenter, God is always by your side.



I can do all things through Christ who strengthens me.

Philippians 4:13



He who began a good work in you, will carry it on to completion until day of Christ Jesus.

Philippians 1:6



Well done my good and faithful servant.

Matthew 25:21

