

## Appendix E-5. Quick Tips for Presenters

### Power of 3: Getting the Point Across

Many practiced public speakers ranging from pastors to politicians repeat important points three times. They introduce the points in the opening, elaborate on each during the presentation, and summarize each in the closing statements.

### Time Use

Think of the presentation time being divided into three parts: an introduction, explanation/interaction, and wrap-up. In general, 25% of the time is spent on the introduction, 25% on the wrap-up, and 50% of the time on the explanation.

### Handouts

- People read handouts when they get them, so give time to look over the materials before launching into your presentation or immediately asking participants to look for or do something in the handout.
- Assure participants that information on the slides is included in the handouts so they will not have to spend time during the presentation taking lots of notes.

### Participant Involvement

A quick activity, demonstration of technique, or non-threatening question can enhance audience participation.

### Slide Presentation

Prepare slides that all participants can see by:

- Using a plain font (such as Times Roman, Helvetica, or Arial)
- Selecting a large font size (18 point or larger)
- Including no more than 8 lines of text per slide

### Movement

Limit your movement when speaking. Some participants may be very distracted if you “talk with your hands” or play with items in your pockets.

### Information

- If referencing a book, know the title, author, and ISBN number—people always ask.
- Provide contact data: phone number, e-mail address, or mailing address.

### Adult Learners

Adult learners are different from students in K–12 classrooms.

Adult learners are responsible for their own learning, and they seek ways to fill that need.

Adult learners are involved in workshops for a variety of reasons such as:

- Professional benefit
- Benefits to their students
- Mandatory attendance requirement
- Personal interest

Adult learners are professionals in their field and can benefit from both the presentation and the opportunity to interact with colleagues.

Participants like to leave knowing how they can affect positive change. One way to do this is to offer participants something that they can try immediately when they get back to school. It should be fairly easy to implement with few, if any, materials needed.