

# Presenting Professionally



**FCCLA Event Description:** These lessons are based on the Professional Presentation STAR (Students Taking Action with Recognition) Event and lay a strong foundation for preparation for the event. Students will practice teamwork and research skills to collaboratively develop a short presentation about a topic related to individual well-being..

**Project Description:** This four-to-five-day lesson plan teaches students to organize and research a professional presentation, while also applying teamwork skills. Students will work in small teams to research a topic related to well-being, then share what they learn by creating a presentation with visual aids.

Classroom Integration			
FCS Courses	Grade Level	Average Time to Complete	FCCLA National Programs
Any	8-12	4-5, 50-minute class periods	Any

Objectives, National Standards, Additional Resources		
Lesson Plan Objectives	National FCS Standards	Additional Resources
Students will identify elements of a high-quality presentation Students will identify elements of a high-quality speech Students will research a topic related to well-being Students will practice teamwork, communication, planning, and problem solving skills in a group setting Students will cooperatively develop a short presentation related to well-being, using visual aids	1.2.3 Apply communication skills in school, community and workplace settings and with diverse populations. 1.2.4 Demonstrate teamwork skills in school, community and workplace settings and with diverse populations. 1.2.8 Demonstrate employability skills, work ethics, and professionalism. 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members. 13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members. 13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members. 13.5.4 Demonstrate techniques that develop team and community spirit. 13.5.5 Demonstrate ways to organize and delegate responsibilities.	Many support materials and activities can be found on the FCCLA website.  Other sources of additional resources include Teachers Pay Teachers and the Family and Consumer Sciences Teachers Facebook group.

Prior Instruction	
Content Prerequisites	Anticipated Misconceptions
None required, however basic understanding of FCCLA may be helpful. Consider using the Three Days with Montana FCCLA prior to this lesson	Students are often somewhat hesitant to speak publicly; this lesson helps to prepare them for success in an activity that can often increase anxiety.

Materials	
Provided in the lesson plan	To be accessed separately
<a href="#">Presentation</a> <a href="#">Student Handouts and Rubric</a> <a href="#">Video Link</a>	2 sticky notes per student Chromebook/computer Pen/pencil Internet Access

Lesson Facilitation	Teaching Tips
<b>Anticipatory Set:</b> Approximate time: 10 minutes Materials needed: Projector, screen, computer, video link two sticky notes per student, pen/pencil per student,	
<ol style="list-style-type: none"> <li>(Slide 2) Share the slide presentation with the class and ask them which of the three items listed are most scary? Ask them to justify their answers; discuss.</li> <li>(Slide 3) Share with students that according to LinkedIn, a recent study in the UK asked 2000 people to rate 13 common phobias, and the results indicated that the only things these people found to be scarier than public speaking were heights and snakes! Ask the students how they feel about that information. Allow time to discuss. Explain to students that often, humans feel more stress when facing the unknown. One way to reduce the stress experienced when facing a new situation is to prepare for the situation, and that is one of the goals of our work over the next few days.</li> <li>Ask students to share examples of public speaking that they have experienced; discuss what they enjoyed, what was challenging, and what they learned.</li> <li>(Slide 4) Provide each student with two sticky notes, and on the chalkboard or whiteboard, write the words “Love It” and “Lose It”. Explain to the students they will review a video and note things the speaker did well on one sticky note, along with areas of improvement for the speaker on the other. At the end of the video clip, ask students to post their sticky notes on the side of the board that corresponds with the correct category. On the “Love It” side is where the things the speaker did well will belong, and the “Lose It” side is for the areas of improvement.</li> <li>Share results from the sticky notes and lead a discussion regarding the students’ thoughts about the speaker. Ask students to share which qualities they feel confident in, along with qualities they expect to find most challenging</li> </ol>	<p>One suggestion for a video to use is <a href="#">“How I Stopped Being An Overthinker”</a></p> <p>Teachers are encouraged to choose any video that their particular students might relate well to.</p>
<b>Facilitation:</b> Approximate time: 4-5, 50 minute class periods Materials to prepare: Student copies of the handout	
<ol style="list-style-type: none"> <li>Explain to students that in order to deliver a high-quality presentation, one must prepare for it. We will be working in small teams to plan and deliver the presentations.</li> <li>Divide students into groups</li> </ol>	<p>Pro Tip: Consider these options for organizing groups:</p> <ul style="list-style-type: none"> <li>Allow the students to choose groups, reminding them that no students</li> </ul>

8. (Slide 5) Once the groups are determined and settled, explain to the students that the next step will be researching our topics. Remind students of the importance of selecting reliable sources for research, as well as the importance of documenting those sources while developing the project. Share with students that documenting their findings, along with sources, on their research document will be a valuable element of their final project. Ask if anyone has any questions about completing the research document.
9. (Slide 6) When all questions have been answered, share the research topic slide with the class. Ask students to talk with their teams, with each team member choosing a different topic from the slide to research individually for the first part of this assignment.
10. (Slide 7) When each team member has secured their topic, ask them to begin their Ten Minute Research activity. Set a timer for 10 minutes and circulate the room as students work. Students will complete the 10 Minute Research box on their handout during this time.
11. Once the time has expired. Ask the students to pitch the topic they researched to the team, including:
  - a. Why the topic is important
  - b. Benefits and disadvantages of choosing the topic
12. (Slide 8) Each student should pitch their topic to the group for 2 minutes, then the group will discuss which topic to select, based on the pitches, for 5 minutes. Ultimately, ask the team to rank the three topics. While this group activity is taking place, the teacher will remind students of how much time they have for each portion, and stop them when time is up, moving them along to the next stage.
13. At the conclusion of the discussion portion, the teacher will ask the teams to determine which member has a birthday closest to today. When selection time begins, the student from the team with the closest birthday will come to the teacher, forming a single-file line to select the topic. As topics are selected, some students may request one that has already been chosen. Each teacher should address this in the way that works best for them; encouraging the team to select the second-ranked topic, or allowing multiple presentations on the same topic.
14. (Slide 9) Once all teams have a topic, explain to the class that they will need more time to complete their topic research, and they will also need a plan for their presentation. Explain the expectation for each group member to contribute by completing one slide from each of the three color groups, and also responsible for narrating the slide during the presentation portion of the project. Review the team member evaluation portion of the rubric on the handout with the group, explaining that each team member will be scoring the other team members in regards to their efforts and contributions. Finally, review the group presentation rubric, explaining that the teacher will assess the final product using that rubric. Each student will earn the average score from

are to be left out of the groupings

- Facilitate random assignments, such as each student's name is put into a drawing and the slips are sorted before opening them
- The teacher may want to consider individual student strengths and personalities and make group assignments.

When selecting topics, the teacher should determine if multiple presentations over the same topic are permitted.

Topics offered relate to well-being, but these could be adapted for any topic area. Simply make a copy of the Canva slides deck and edit the presentation topics.

the student rubric, in addition to the teacher score from the project rubric.. Ask for any questions about the research and planning portion of the project, as well as any questions about the rubric. Ask students to begin the work, circulating to support learning.

15. Once the research portion is nearing completion, ask for the students' attention and review slide 10 with guidelines for a high quality presentation. Share slides 11-13 with examples of both poorly and well designed presentations, asking students to discuss the elements of each category. Ask them to consider how to design their presentation slides to ensure their presentation is of the highest quality. Ask students if they have any questions about creating their presentations; ask them to begin creating the presentations for their project.
16. After students have designed their slide decks, ask the groups to review elements on slide 14 to help them revise and update their presentations.
17. Meet with each team individually to offer praise and constructive feedback to each group.
18. Once the presentations have been completed, ask students to refer back to the presentation notes and review strategies for creating an effective presentation. Ask the students to divide up with their teams, finding a corner of the room where they may practice their presentations with their teams. Circulate to support learning and check progress.
19. When it is time for the students to share their projects, there are many options, including:
  - a. Presenting in person in front of the class
  - b. Presenting in small groups, with ½ the students presenting on one day to the other students in small groups, then switching roles on the second day.
  - c. Asking students to record their presentations, sharing in a gallery-walk format. Ask students to reflect on their own presentations using the Reflection Form included in this lesson.
20. Ask students to complete "Reflect On Your Results" at the end of the handout. Ask for volunteers from the group to discuss individual growth as well as successes of other team members and groups. Ask for students to complete the Team Member Scoring rubric for each member of their team.

This learning activity is based on the FCCLA STAR Event Professional Presentation, and it includes several elements of the event. Students who enjoy this activity could be encouraged to utilize the event rubric to enhance the original project and fully prepare for the competitive event at the state level. Explain to the students that the student leadership organization FCCLA offers a competition very similar to this project, and students who enjoyed this activity may consider adding a few elements to prepare for competition at the state level. Winners at the state level will advance on to national competition. Students who may want to compete, but not in this particular event have many other options as well.

Pro tip: Ask one student to create the presentation using a resource such as Google Slides or Canva, then share the presentation, along with editing rights, with the other team members.

Pro tip! For some students, working in a team involves developing skills. Some students may also allow personal feelings to cloud team member scores. Be prepared to discuss these situations with students in order to measure growth as well as results and also to promote future group involvement for individual students.

<b>Formative Assessment:</b>	
Materials to prepare: student copies of the handout	
Check progress of students as they are completing the Ten Minute Research activity Frequently monitor groups during the research and planning portions of the project Check progress of teams as they complete the slide design portion of the project Monitor team progress as they practice their presentation in small groups	
<b>Summative Assessment:</b>	
Materials to prepare: student copies of the handout	
Rubrics for both the finished project/presentation and the team member evaluation are included in the student handout.	