



High School

National FFA Organization

## Lesson HS.85

# MAGIC FORMULA OF PRESENTATION PLANNING

**Unit.** Stage Three of Development—DO

**Problem Area.** How Do I Effectively Communicate with Others to Accomplish the Vision?

**Precepts.** A5: Communicate effectively with others. M3: Make effective business presentations.

**National Standards.** NL-ENG.K12-4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

**Student Learning Objectives.** As a result of this lesson, the student will ...

- 1 Describe the components of the magic formula of presentation planning.





**Time.** Instruction time for this lesson: 50 minutes.



## Resources

DiResta, Diane. *Knockout Presentations: How to Deliver Your Message with Power, Punch, and Pizzazz*. Worcester, MA. Chandler House Press. 1998.

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## Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Projection surface
- ✓ Overhead projector and transparencies
- ✓ HS.85.Assess—one per student
- ✓ HS.85.TM.A
- ✓ HS.85.TM.B
- ✓ HS.85.TM.C
- ✓ HS.85.TM.D
- ✓ HS.85.TM.E
- ✓ HS.85.TM.F
- ✓ HS.85.TM.G
- ✓ HS.85.TM.H
- ✓ HS.85.TM.I
- ✓ HS.85.TM.J
- ✓ HS.85.TM.K
- ✓ HS.85.AS.A—one per student
- ✓ Scrap Paper

*Compile a set of resources that could be used to find supporting material for presentations. Some examples include: almanacs, industry specific magazines, books, textbooks, reports, video tapes, etc. Have the resources in a table that is readily available during the lesson.*



**Key Terms.** The following term is presented in this lesson and appear in bold italics:

- ▶ Magic Formula



## Interest Approach

*Ask some questions to engage the students.*



What are your greatest fears?



*Anticipated responses will differ, depending on the students. If it's not mentioned, ask if anyone is afraid of speaking in front of others.*

 How many of you are afraid of speaking in front of others?

*Make a note that speaking in front of others is often mentioned on surveys as the number one fear people have.*

 What are some situations in high school where you might have to speak in front of others?

*Anticipated responses: during a class; in a play; as an officer in a club, at work*

 Why would we want to get better at speaking and presenting in front of others?

*Anticipated responses: it's key to getting a job; it's a part of everyday life just on a different scale; communication is a part of how our democracy works; if you don't speak up, your opinion won't be heard; it builds our confidence.*

*Ask the students a leading question. Have them write their thoughts on a piece of scrap paper.*

 What fears do you have about doing classroom presentations, speaking, or presenting workshops in front of other people?

*Pause while they think.*

 Jot down those fears you have on a piece of scrap paper.

*Allow them time to write.*

*Elicit responses and write them on a common writing surface for all to see.*

 Who can share one of their fears?

*Anticipated responses: I'm afraid of making a fool of myself in front of others, I'm afraid of being made fun of, I'm afraid I'll forget what I want to say, I just don't know where to start, I have a hard time being creative, I'll never be able to live up to my own expectations, I'll never be able to be as good as someone else, I've never given a speech before, I'm afraid of sounding dumb.*

*Ask engaging questions and have them give thumbs up if they agree.*

 Who would like to learn about a tool that can give you an advantage when you're called on to give a presentation?

 Who would like to discover a tool that can address each of the concerns you stated earlier?

*Explain that there is a tool that can do all of those things and more.*

 Ladies and Gentlemen, after today you can throw those fears away. You are about to wrap your minds around a tool that will forever change the way you approach creating and delivering pre-



sentations! This tool is called the Magic Formula and it's designed to deliver on the following promises.

*Write the following information on a writing surface or show HS.85.TM.A.*

Advantages to using the Magic Formula in presentation planning:

- Gives you a place to start when you begin to create a presentation.
- Helps you remember your presentation with just a few notes.
- Helps you create and deliver consistently effective presentations.
- Helps you organize and present your ideas so you sound like you know what you're talking about.
- Helps you build confidence as an effective presenter.
- Helps you create a presentation where the focus is on your audience; which will make them more interested in what you have to say.
- Gives you a tool that will help you influence others in a positive way.

*Challenge them to assume the attitude of an adventurer: willing to take risks, learn, and try new things, be bold and persistent.*

 Are you ready to explore this amazing tool? Today, as we get our hands on the Magic Formula for presentation planning, call on the adventurer inside yourself. How would you expect an adventurer to act?

*Elicit responses.*

 To add to that great list, let's be willing to take risks, learn and try new things, be bold, ask questions, and keep a persistent attitude.

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1.** Describe the components of the magic formula of presentation planning.

*This can be a long process; the lesson is designed to give students time to interact with the information. Make sure not to skip the portions of the lesson where students take and process the information. This lesson is designed to take 50 minutes; however, it is more important to be flexible with students' needs to establish a clear working understanding of the presentation development process before they are asked to create a speech or workshop in future lessons.*



Define what the phrase *Magic Formula* means. Write the following on a writing surface or show HS.85.TM.B.

I. Magic Formula for presentation planning

A. **Magic Formula**—a process to follow when creating a presentation

Explain that they are going to go right into discovering the *Magic Formula* and its related components. It will be important to continually ask yourselves, “Why is this important to creating a great presentation?” as each piece is unveiled.

 Let’s dive into to this process. As we unveil a component of the formula, ask yourself, “Why is this important to creating or delivering a great presentation?” Capture the icons with the related questions and comments in your notes. Let’s go!

Write the following on a writing surface or show HS.85.TM.C. If writing, make sure to draw the icon that corresponds with the related questions and comments.

1. Telephone: Get the information.
  - a. Who is the audience? How many will be in the audience?
  - b. What date? What time? How long?
  - c. Where will the presentation take place?
  - d. What is the purpose of the speech?

Allow time for the students to capture their thoughts in their notes. Ask a question to engage students:

 Who can share why this is important?

Elicit answers. Lead students to the conclusion that this is a key step that must be determined before planning the presentation.

Write the following on a writing surface or show HS.85.TM.D.

2. Heart: What does the audience care about?
  - a. What is appropriate for the audience?
  - b. Why are they going to want to listen to what you have to share?
  - c. What do they expect to hear?

Allow time for the students to capture their thoughts in their notes. Have students get with a partner to brainstorm a list of speech topics students their age might care to hear about. Challenge them to think outside the box.

 Think outside the box. What topics would other people your age care to hear about?

Pause and let them think.

 Turn to a neighbor and brainstorm a list of topics that other people your age would be interested in hearing about.



*After some thinking time, elicit some of the brainstormed responses. As a group, choose one of those topics to use throughout the rest of the lesson. Capture that topic on a writing surface.*

*Write the following on a writing surface or show HS.85.TM.E.*

3. Movie Clapper: What action do you want the audience to take?
4. What do you want them to know or be able to do after your presentation?
  - a. What are your objectives?
    - i. Objectives are action-oriented. Therefore, objectives should include the action you want the audience to take with the main points, or concepts, presented.

*Allow students time to capture their thoughts. Have students brainstorm a list of actions they hope others would be able to do or know after hearing the speech topic just chosen by the group in the last step.*

-  Look back at the topic we chose earlier. Now consider this: what actions do you hope others would be able to complete or know how to do when your presentation is finished? Here are some examples: choose a hobby, set personal goals, choose to use safe handling practices when preparing food.

*Allow some thinking time.*

-  Write down some of your thoughts.

*Allow some writing time.*

*Have students create an action/charade that represents what you want the audience to know or be able to do after they hear your speech.*

-  Choose one of the actions that you just brainstormed. What might that action look like if someone were to actually do it? Create a charade or motion that represents that action.

*Allow time to create, then share in triads.*

-  Turn to two other neighbors and share your motions. Have the other group members try to guess the action you are demonstrating.

*Write the following on a writing surface or show HS.85.TM.F.*

5. Pointing Finger: What are your points?
  - a. Main points
    - i. Should be simple and memorable.
    - ii. Should incorporate a statement or catchy phrase to help your audience remember.
    - iii. Should be able to be supported with facts, personal experience, or evidence.



*Allow students time to capture their thoughts. Have students take one of the actions they brainstormed and think of main points that would support their reasons why that action is important. They may also choose to tell how someone can make progress towards being able to perform that action. Have them share their ideas with a different neighbor or in triads.*

-  Look back at the list of actions you brainstormed. Consider this question: What main points will you use to support the importance of the action? For example, let's say one of your actions was for the listener to understand the importance of starting a hobby. A main point might sound like this: starting a hobby is fun and inexpensive.

*Allow some time to think.*

-  Turn to a different neighbor or form a triad and share those main points. Prepare to defend why those main points are the best points for that particular action.

*Writing the following on a writing surface or show HS.85.TM.G.*

6. Books: What supports your main points?
  - a. Support comes in the form of facts, statistics, news articles, websites, interviews, and personal stories.
  - b. Support must be credible and believable.

*Have students brainstorm a list of resources they might use to support each of their main points. For instance: personal story, almanac, government report, leadership book.*

-  Look back at the main points you just wrote down. Consider this question for each main point: What will be the best place to find material that will provide credibility for that statement?

*Allow students some time to think.*

-  You have two minutes to find one of those resources in this room, and bring it back to your seat.

*Allow some time to find the resource. Find the resources you compiled prior to the lesson. Make sure there is a variety of resource material available, including magazines, newspapers, textbooks, almanacs, websites, reports, books, etc.*

-  Now, show and tell about your resources with a neighbor.

*Write the following on a writing surface or show HS.85.TM.H.*

7. Application: What is the application?
  - a. How will the audience know what to do with the main point after hearing the presentation?
  - b. How can the audience make the main point a reality in their lives?

*Have students look back at the list of main points they brainstormed earlier and create a series of pictures or icons that represent what it would look like if someone performed that action or knew that information.*



*Have them share their pictures and a list of main points with a partner. The partner will try to guess which main point the pictures represent.*

-  Look back at the list of main points you created and choose one. Consider these questions for that main point:

What would it look like if someone took the information you were sharing with them and made it a reality in their lives?

What would they do?

How would they act?

Where would they be?

*Allow them time to think.*

-  Create a picture, or series of pictures, of what that action would look like. Make it obvious enough that a partner could look at your list of main points and clearly identify which action matches it.

*Allow some time to think of an action or series of actions.*

-  Turn to a partner, give them a list of your main points, and show them your pictures. Partners, you determine which main point relates to this application.

*Draw out a few vivid examples and share them with the class.*

*Write the following on a writing surface or show HS.85.TM.1.*

8. Rearview mirror: How are you going to close and review your points with impact?
  - a. Review or restate your points at the conclusion of your presentation.
  - b. Make certain they remember the main points of your presentation.
  - c. Close the presentation with power and impact.

*Have students think of typical phrases that they might hear or use when creating a review. Elicit responses. Have them think outside the box and brainstorm with a partner to develop a list of atypical and unique phrases or activities they could do to review the information and close with impact.*

-  What are some typical phrases that might be used when creating a review?

*Elicit responses. Anticipated responses: in conclusion, let me reiterate, in closing, to review, let me restate, let's look back at.*

-  Consider this: What happens when you hear those phrases as a listener?

*Anticipated responses: shut down, know that the end is near, prepare to clap, beg for it to be over, thank all goodness that it's about finished.*





Think outside the box. What could you do to be different with the way you review the main points or close with impact?

*Allow some time to think.*



Turn to a neighbor and create a list of those out of the box ideas.

*Elicit responses. Anticipated responses or thoughts to share: create a vivid picture of how life might be different if each of those main points were implemented, use a piece of music to reiterate the main points and wrap up your presentation, have the listeners turn to a neighbor and review what they will take away from the presentation, create a poem that reviews the main points and closes with purpose.*

*Write the following on a writing surface or show HS.85.TM.J.*

9. Electric Outlet: How are you going to connect the topic of the presentation with your audience?
  - a. A connection is built by tying your topic to something your audience can relate to.
  - b. The introduction should make a connection with your audience.

*For example: this lesson made a connection because each student was able to list fears about speaking and presenting. Another example might be telling a personal experience that many audience members will relate to, like the first day of school. Yet another example might be using recent events that they would have heard about in the news that relate to the topic.*

- c. Build your presentation around a theme

*Have students look back over the list of topics they brainstormed that others their age might care to hear about. Explain that this list makes a great place to find some ideas for connecting with the audience.*



Look back at the list of topics you brainstormed earlier that people your age might be interested in. This list is a great place to find ideas for creating an effective introduction. Some of the topics could become themes, which you could relate to your main points. Some might have personal stories attached to them that others would relate to.

*Ask a probing question.*



Think back over your own lifetime. What are some things you've heard other speakers do that made super introductions?

*Elicit responses. Anticipated responses and ideas to share: a personal story, a catchy phrase, rhetorical questions, a poem that can be explained, explaining a prop that will be used throughout the speech, using a headline from a local newspaper*

*Write on a writing surface or show HS.85.TM.K.*

10. Coming Attractions: How are you going to preview your presentation?
  - a. Let the audience know your objectives.



- b. Provide a map to help them follow your presentation.
- c. Make this creative step relate to your theme and build interest in what's coming up.

*Elicit responses to the question, "Why?" Have the students brainstorm phrases they might hear during a preview of what's coming up in the presentation.*

 What are some phrases that you hear on TV that preview upcoming shows?

*Elicit responses. Anticipated responses: This evening, Don't miss out, Today on the news, Don't change that channel, Coming up today, Tonight we bring you, You'll want to stick with us because.*

 How could you translate those phrases into a phrase that you might use in a presentation?

*Allow some thinking time.*

 Turn to a neighbor and tell them what ideas you just generated.

*Congratulate the students on acquiring their new tool. Explain that as they practice with it, the tool will become much easier to use. Celebrate the incredible amount of learning by having students give each other high fives.*

*Use a Dickens Moment to apply the information. Students divide up into groups of three to four, then review the components to the Magic Formula. Their task is to create a story that can be told to help others understand how the Magic Formula goes together and works. Students should prepare an outline of the story and be ready to present to the rest of the class following the work time.*

 When you hear, "Go to it," you'll begin crafting a story you could tell to others to help them understand the Magic Formula and how to use it. You may have characters that interact, dialogue, and a challenge to solve. Make only an outline of your story and be prepared to share it with the rest of the class. What questions are there? We will work in groups for this.

*Number off the class at this point, and make designations where the students should go. Keep the groups to three or four. Once the designations are made then say the command words:*

 Go to it!

## Review/Summary

*Distribute HS.85.AS.A. Have students fill in the boxes on the organizer with either the missing icon of the magic formula or the key question they need to remember.*



## Application

### ► Extended Classroom Activity:

*Option 1: Have students create a presentation and then give it in class. Option 2: Have the students create a Magic Formula game or teaching tool that can be left in the classroom to be used by students after their class is finished.*

### ► FFA Activity:

*Option 1: Have the students watch the next speaker they hear at an FFA function, then hold a discussion about what pieces of the Magic Formula the speaker used well. Option 2: Have the students write a review of the next speaker they hear regarding the speaker's use of the Magic Formula.*

### ► SAE Activity:

*Have the students use the formula to prepare a speech about why their SAE activity would be a great program for freshmen to start. Then have them deliver it to a group of incoming freshmen or at a service club meeting.*

## ✓ Evaluation

*HS.85. Assess is a written evaluation provided to evaluate the content of this lesson.*

## Answers to Assessment:

### Part One: Matching

1. E.
2. C.
3. G.
4. A.
5. B.
6. H.
7. I.
8. F.
9. D.



## **Part Two: Short Answer**

1. Any three of the following:
  - Gives you a place to start when you begin to create a presentation.
  - Helps you remember your presentation with just a few notes.
  - Helps you to create and deliver consistently effective presentations.
  - Helps you organize and present your so that you sound like you know what you're talking about.
  - Helps you to build confidence as an effective presenter.
  - Helps you to create a presentation where the focus is on your audience; which will make them more interested in what you have to say.
  - Gives you a tool that will help you to influence others in a positive way.
2. Any form of the following definition is acceptable.

Magic formula—a process to follow when creating a presentation.

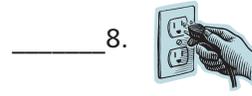
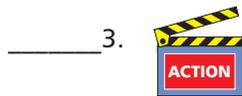
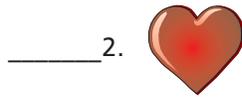
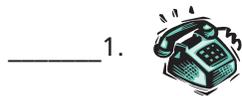


# MAGIC FORMULA OF PRESENTATION PLANNING

## ► Part One: Matching

Instructions: Match each of the following Magic Formula icons with their appropriate guiding question or phrase by listing the appropriate letter from List B next to the icon in List A.

### List A



### List B—Guiding Question or Phrase

- A. What is the main point?
- B. What supports my main point?
- C. What does my audience care about?
- D. How will I preview my main points in the introduction?
- E. Get the information.
- F. How will I connect to my audience in the introduction?
- G. What do I want my audience to know and be able to do?
- H. What is the application for my audience members?
- I. How will I review and close with impact?





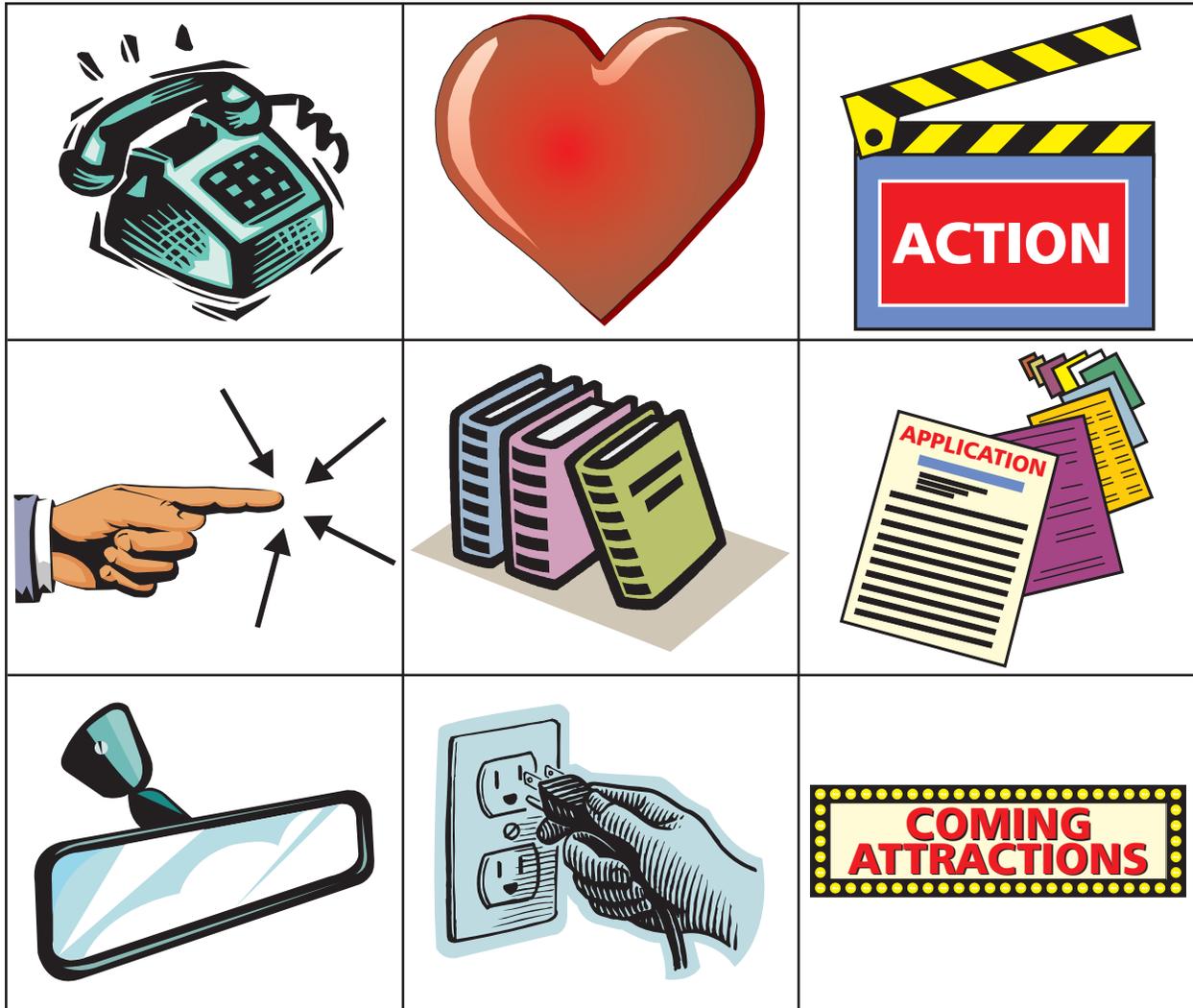
## **BENEFITS OF USING THE MAGIC FORMULA**

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- ◆ Gives you a place to start when you begin to create a presentation.
- ◆ Helps you remember your presentation with just a few notes.
- ◆ Helps you to create and deliver consistently effective presentations.
- ◆ Helps you organize and present your ideas so you sound like you know what you're talking about.
- ◆ Helps you build confidence as an effective presenter.
- ◆ Helps you create a presentation where the focus is on your audience, which will make them more interested in what you have to say.
- ◆ Gives you a tool that will help you to influence others in a positive way.



# THE MAGIC FORMULA FOR PRESENTATION PLANNING



The *Magic formula* is a process to follow when creating a presentation.



## GET THE INFORMATION

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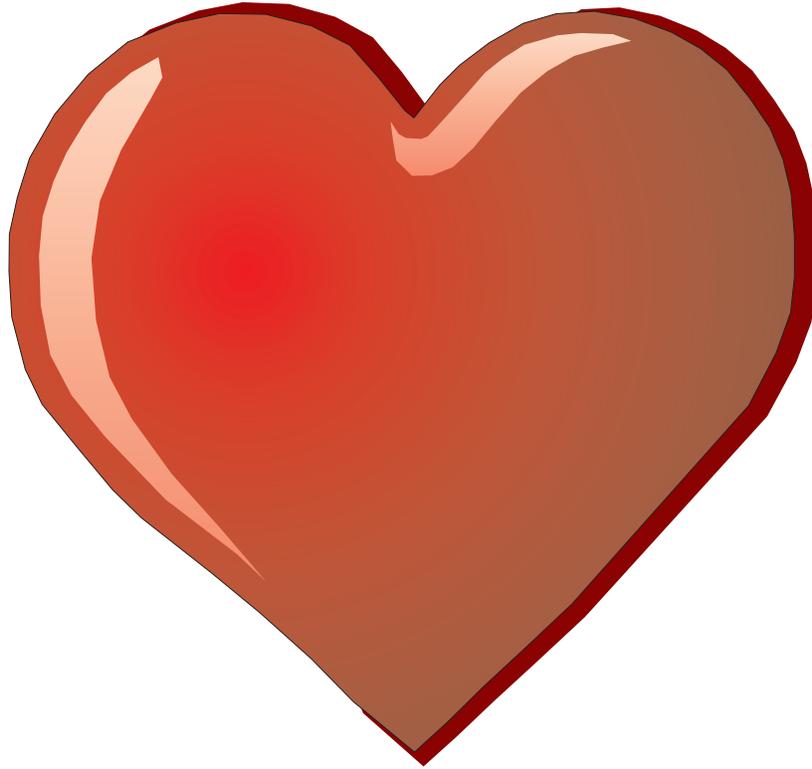


*Other questions for consideration...*

- ◆ Who will the audience be? How many will be in the audience?
- ◆ What date? What time? For how long?
- ◆ Where will the presentation take place?
- ◆ What is the purpose of the speech?

## WHAT DOES THE AUDIENCE CARE ABOUT?

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*Other questions for consideration...*

- ◆ What is appropriate for the audience?
- ◆ Why are they going to want to listen to what you have to share?
- ◆ What do they expect to hear?



# WHAT ACTION DO YOU WANT THE AUDIENCE TO TAKE?

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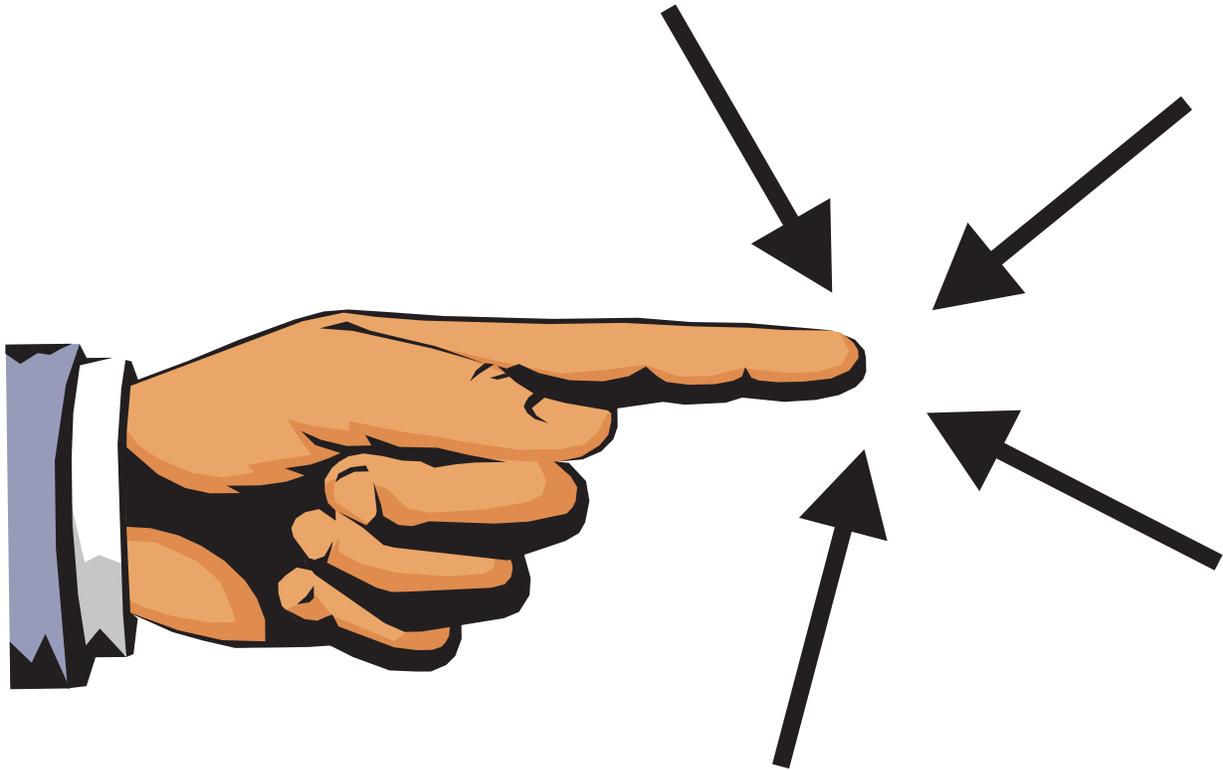


*Other questions for consideration...*

- ◆ What will your objectives be?
- ◆ What do you want them to know or be able to do after your presentation?
- ◆ What impact will you make?

## WHAT ARE YOUR POINTS?

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*Other questions for consideration...*

- ◆ What are your main points?
- ◆ Main points should be succinct and memorable.
- ◆ What statement or catchy phrase can you use to help your audience remember this point?



## WHAT SUPPORTS YOUR MAIN POINTS?

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*Other thoughts for consideration...*

- ◆ Support may come in the form of facts, statistics, activities, experiences, personal stories, other people's stories, and poems.
- ◆ What support material will best convey the main points I have?
- ◆ Support must be credible and believable.



## WHAT IS THE APPLICATION?

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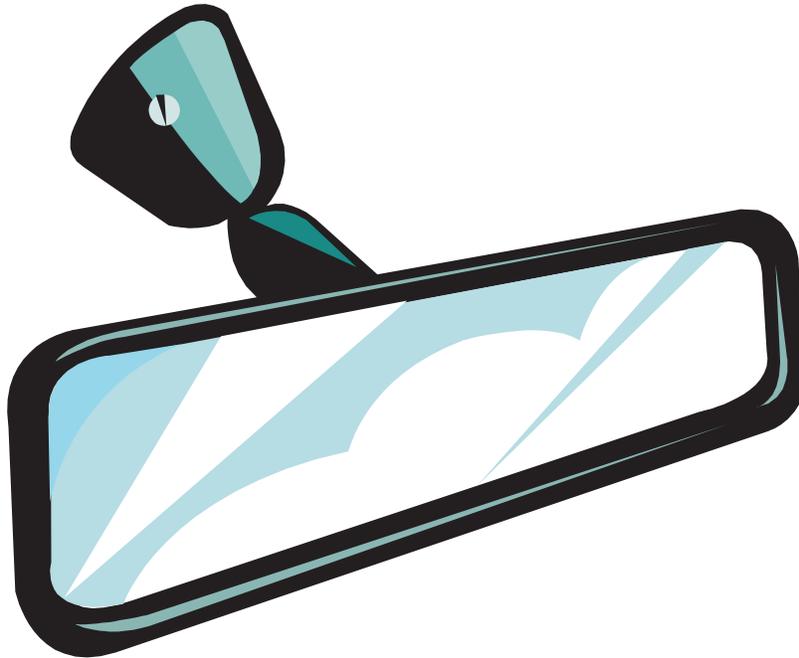
*Other questions for consideration...*

- ◆ How will they know what to do when they get home?
- ◆ How can they take the main point and make it a reality in their lives?



## HOW ARE YOU GOING TO CLOSE AND REVIEW YOUR POINTS WITH IMPACT?

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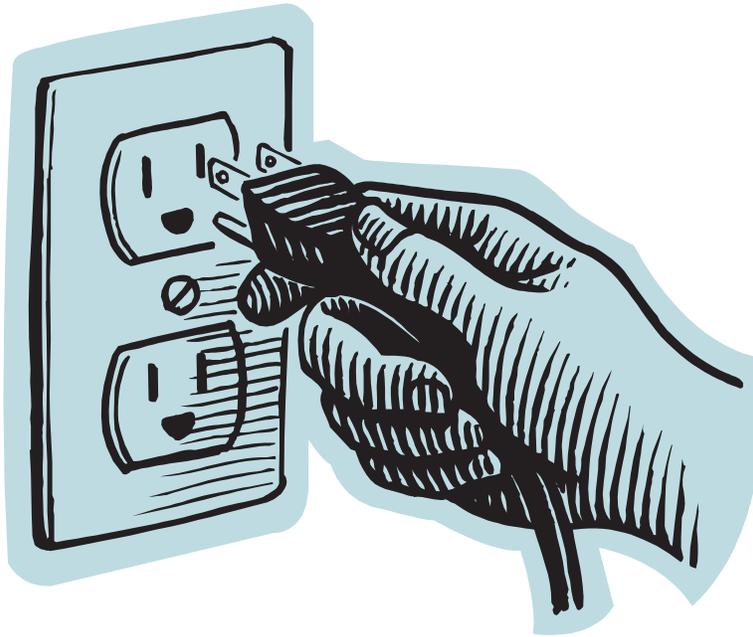


*Other questions for consideration...*

- ◆ How are you going to review or restate your points?
- ◆ What will you use to make certain they remember?
- ◆ How are you going to close with power and impact?

## HOW ARE YOU GOING TO CONNECT WITH YOUR AUDIENCE?

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*Other questions for consideration...*

- ◆ What are you going to do in your introduction to make the connection with your audience?
- ◆ A connection is built by connecting your topic to something your audience can relate to.
- ◆ Can you build your presentation around a theme?



## HOW ARE YOU GOING TO PREVIEW YOUR PRESENTATION?

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*Other thoughts for consideration...*

- ◆ How will you let the audience know your objectives?
- ◆ What kind of map will you give them to help them follow your presentation?
- ◆ Make this creative step relate to your theme and build interest in what's coming up.

# THE MAGIC FORMULA

 _____	What does the audience care about? _____	What action do you want the audience to take? _____
What are your points? _____	 _____	 _____

