

# **THE PRESENTATION**

## STUDENT GUIDELINES FOR THE PRESENTATION

The Senior Experience Capstone presentation is a culminating event. It should reflect elements of the research, project, and the portfolio.

1. Prior to the presentation confirm the time and place. Also confirm with the Faculty Advisor that the judges have been invited.
2. Plan the presentation *using the presentation checklist*: Check the speech itself – Do you have an introduction (attention-getting device)? Is your outline completed? How are you going to conclude your presentation (a concluding device)?
3. Prepare audio / visual materials that you will need. Check the technology to make sure it's working and ready to use.
4. Practice and time the presentation using the audio/visual materials.
5. Arrive early to check that everything is in order and functional.
6. Keep these tips in mind when answering questions following your presentation:
  - a. Answer with confidence.
  - b. Request clarification when necessary.
  - c. Admit when you don't know the answer.
  - d. Pack up and remove product/presentation materials.
7. Send thank you notes to your Mentors, Faculty Advisors, and judges.
8. Please dress according to business standards. If you are not sure what constitutes appropriate dress, consult your Faculty Advisor.
9. Do not chew gum.
10. Be aware of your body language. Avoid nervous gestures that may adversely affect your presentation.
11. Maintain eye contact with the judges.
12. Do not read your presentation.
13. Practice your presentation several times until you feel comfortable with its format and content.

Try to anticipate what questions the judging panel might ask and plan the answers you would give.

# TIPS FOR SUCCESSFUL PRESENTATIONS

## Preparation

- Practice your presentation and know your subject well.
- Prepare handouts for your audience that highlights the main points of your presentation.

## Format

- Think “multi-media!” Use a variety of formats, including video images, slides, overheads, computer graphics, 3-D models, and 2-D presentation boards. Plan carefully to make sure you have all of the equipment you need.
- Use materials such as poster board, markers, colored paper, and cardboard to prepare “professional style” presentation boards.

## Standards

- Set high standards for your presentation; check all written work for grammar and spelling errors; create a clear graphic layout; and thoroughly label all products and exhibition board.
- Ask your Mentor to review the materials before your presentation.

## Speech Organization

- Introduction: Introduce your topic and try to capture the audience’s attention.
- Body: List and explain five key points that you want to make:
  - Point 1: How did you become interested in the topic?
  - Point 2: How does the topic relate to your career cluster?
  - Point 3: What did you learn from the research?
  - Point 4: What did you learn from the Experience?
  - Point 5: What did you learn about yourself and how has this information affected your plans for the future?
- Connect the introduction, learning, and possible plans for the future.

*Northwest Ohio Region Tech Prep*

# SENIOR EXPERIENCE CAPSTONE PRESENTATION

## I. Presentation of the Senior Paper and Experience Activity

- A. Describe thesis research paper
- B. Connect content of paper to Experience activity
- C. Explain what you learned about the overall topic and about yourself
- D. Describe whether the Experience affects your future plans and how you can use what you learned from this Experience later on in life.

## II. Professional Development Portfolio

- A. Personal Statement
- B. Best Works: Highlight sections of the portfolio as evidence of both academic and employability skills that support the Personal Statement including but not limited to the following areas:
  - 1. Investigative Planning/Problem Solving
  - 2. Technology Information
  - 3. Teamwork
  - 4. Written Communication
- C. Accomplishments and activities highlights
- D. Post High-School Plan

## III. Time

- A. Formal Presentation of research paper and Experience activity (8-10 minutes)
- B. Question and Answer Session (5 minutes)
- C. Judges Scoring (5 minutes)
- D. An audio/visual aid is required.

## IV. Presentation Performance Evaluation

- A. Audience: Community Members and Teachers
- B. Areas to be evaluated with feedback:
  - 1. Content
  - 2. Organization
  - 3. Delivery and Professionalism
  - 4. Impromptu Skills

# PRESENTATION POISE

## Posture

- Stand up straight, but not stiff.
- Point your feet toward the audience with your weight evenly distributed.
- Don't place your weight on one hip and then shift to the other.

## Movement

- Move to the side or front of the podium to get nearer the audience.
- When no podium is available, stay within 4-8 feet of the front row.
- Don't stay in one spot but don't pace either. An occasional step to either side, or even a half step towards the audience for emphasis, can enhance your presentation.
- Stay close, stay direct, and stay involved with your audience.

## Shoulder Orientation

- Keep your shoulders oriented toward the audience. This becomes critical when using visual aids.
- You will have to angle away from the audience sometimes, but it should not be more than 45 degrees.
- Avoid talking to your visual aid.

## Gestures

- Learn to gesture in front of an audience exactly as you would if you were having an animated conversation with a friend—nothing more, nothing less.
- Using natural gestures will not distract from a presentation; however, doing one of the following certainly will, so avoid:
  1. Keeping your hands in your pocket
  2. Keeping your hands handcuffed behind your back
  3. Keeping your arms crossed or flapping
  4. Wringing your hands nervously

## Eye Contact

- Good eye contact helps establish and build rapport. It involves the audience and reduces the speaker's feeling of isolation.
- The rule of thumb for eye contact is 1-3 seconds per person. Try not to let your eyes dart around the room.
- Try to focus on one person, not long enough to make that individual feel uncomfortable, but long enough to pull him or her into your presentation. Then move on to another person.

## Voice

- Learn to listen to yourself; stay aware not only of what you are saying but also how you are saying it. Videotape your presentation and critique it.
- Monotone: Anxiety usually causes monotone voices. The muscles in the chest and throat tighten up and become less flexible, and airflow is restricted. The voice then loses its natural animation and monotone results. You must relax and release tension. Upper and lower body movement is vital.
- Talking too fast: When we become anxious, the rate of speech usually increases. Articulation is what is important. Breathe and slow down. Listen for the last word of a sentence, and then proceed to your next sentence. Pausing can be very effective in a presentation. This allows important points to sink in. Sometimes the audience needs a period of silence to digest what you are saying.
- Volume: Practice will solve most problems in volume. Have a person who will give you a straight answer listen to your presentation from the back of the room. Ask that person if you can be heard, if you trail off the end of a sentence, if lack of volume makes you sound insecure, or if you are speaking too loudly.

Reference:

Mandel, Steve. *Effective Presentation Skills: A Practical Guide for Better Speaking*. Menlo Park, CA: Crisp Publications, Inc., 1993.

## JUDGES PANEL

Make copies of this recruitment form to distribute at school functions and meetings of community clubs and organizations. Establish a database of information taken from the forms.

### Judges' Information:

Name \_\_\_\_\_

Business/Organization \_\_\_\_\_

Address \_\_\_\_\_ Phone Number(s) \_\_\_\_\_

E-mail \_\_\_\_\_

Please check the career cluster in which you have the most expertise.	
<input type="checkbox"/> Agriculture, Food and Natural Resources	<input type="checkbox"/> Hospitality and Tourism
<input type="checkbox"/> Architecture and Construction	<input type="checkbox"/> Human Services
<input type="checkbox"/> Arts, A/V Tech. and Communications	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Business Management and Administration	<input type="checkbox"/> Law, Public Safety, Corrections and Security
<input type="checkbox"/> Education and Training	<input type="checkbox"/> Manufacturing
<input type="checkbox"/> Finance	<input type="checkbox"/> Marketing
<input type="checkbox"/> Government and Public Administration	<input type="checkbox"/> Science, Technology, Engineering and Mathematics
<input type="checkbox"/> Health Science	<input type="checkbox"/> Transportation, Distribution and Logistics

### Place check marks to indicate which day(s) and time(s) you can appear.

Day	8 a.m. to 10 a.m.	10 a.m. to Noon	1 p.m. to 3 p.m.	3 p.m. to 5 p.m.	5 p.m. to 7 p.m.
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

*SREB*

## GUIDELINES FOR JUDGES

Thank you for volunteering your time as a judge for the Senior Experience Capstone. You have been asked to evaluate the presentation component of this Experience. The student is required to speak on his or her topic for ten to fifteen minutes using presentation notes. Students should not read from their notes. He or she should address the following issues:

- an explanation and defense of the research paper, (this constitutes 75-80% of the presentation)
- the subject of the physical product,
- the connection between the paper and the product,
- the **stretch/risk** for the student, and
- a self-evaluation.

At the end of the speech, each judge should have at least one question about an aspect of the student's project. Final scores include an assessment of the student's ability to field questions as well.

You will use the following form to evaluate the oral presentation part of the Senior Experience Capstone. The checklist includes a point system of evaluation. Listed below are a few suggestions for the judges.

1. Watch your body language--students receive feedback from your facial expressions, level of attention, and posture.
2. You will be asked to introduce yourself.
3. Do not ask questions until the end of the presentation. When asking questions, do not challenge the student's selection of the topic or personal beliefs. Do not argue with the student or ask personal questions.
4. As a judge, you should write comments to the students concerning their strengths and weaknesses.

*Northwest Rankin High School*

## JUDGES PRESENTATION EVALUATION

Name \_\_\_\_\_ Experience \_\_\_\_\_

### CONTENT (35 points)

<b>Introduction</b> – personal introduction; reason for choosing topic; purpose of product/project clearly stated or implied attracts attention	1	2	3	4	5
<b>Body</b> – clearly states main points; accurate, appropriate supporting details	6	7	8	9	10
<b>Organization</b> – logical flow of ideas	1	2	3	4	5
<b>Conclusion</b> – summarizes; reflects personal growth/learning	1	2	3	4	5
<b>Language Usage</b> – transitions; avoids slang; appropriate word choice	1	2	3	4	5
<b>Relation to Learning</b> – relates research to project and product to presentation	1	2	3	4	5

**CONTENT TOTAL** \_\_\_\_\_

### DELIVERY OF SPEECH (15 points)

<b>Non-verbal</b> – eye contact, poise, posture, appropriate/natural gestures			1	2	3
<b>Verbal</b> – volume, rate, clarity of speech			1	2	3
<b>Dress/Appearance/Demeanor</b> – neat, appropriate dress; courteous, punctual and prepared			1	2	3
<b>Audio/Visual Aids</b> – support speech and enhance presentation; limited use of information on note cards	2	3	4	5	6

**DELIVERY TOTAL** \_\_\_\_\_

### QUESTION AND ANSWER SESSION (15 points)

<b>Impromptu Skills</b> – fluent, confident; answers questions easily	1	2	3	4	5
<b>Quality of Responses</b> – evidence of knowledge; responds directly to questions	6	7	8	9	10

**Q & A TOTAL** \_\_\_\_\_

### PRODUCT (35 points)

<b>Well Constructed</b> – visually attractive; shows evidence of time spent in production in written, model, or visual form	16	17	18	19	20
<b>Evidence of Research</b> – product relates to research and to presentation	11	12	13	14	15
<b>IF NO PRODUCT EVIDENT</b> – give 0 if product is missing, or 1-4 for an unclear or poorly defined product. Do not mark any points in the first two criteria above.	0	1	2	3	4

**PRODUCT TOTAL** \_\_\_\_\_

**TOTAL POINTS:** \_\_\_\_\_ (100 possible)

**Comments:**

*Emery (SD) High School*



# SENIOR EXPERIENCE CAPSTONE FINAL GRADE

## POINT DISTRIBUTION

MAXIMUM POINTS	ASSIGNMENTS
50	Conference (Winter)
50	Conference (Spring)
100	Evening display
50	First 20 hours of logs
50	Goals and Plan
50	Judges' copy of Senior paper, letter, and resume
100	Letter of intent OR Declaration of hours
50	Mentor confirmation form
100	Mentor's evaluation of student
100	Parent information letter
250	Portfolio of service project
100	Practice boards
300	Research paper
50	Roles and responsibilities
100	Resume
300	Senior Boards
100	Senior letter
50	Thank you letter
50 Bonus Points	One additional thank you letter
50 Bonus Points	Return of signed FERPA form

The seniors' final grades will be based on these assignments.

The total possible points is 1950.

Passing is 60 percent or 1170 points.

Grade	Percentage	Points
A	= 94-100%	1833-1950
A-	= 90-93%	1755-1832
B+	= 87-89%	1696-1754
B	= 84-86%	1638-1695
B-	= 80-83%	1560-1637

Grade	Percentage	Points
C+	= 77-79%	1501-1559
C	= 74-76%	1443-1500
C-	= 70-73%	1365-1442
D+	= 67-69%	1306-1364
D	= 60-66%	1170-1305

# FREQUENTLY ASKED QUESTIONS

## **What is the Senior Experience Capstone?**

The Senior Experience Capstone is an independent student program in which students directly apply what they have learned in school to Experience that may range from a career interest area to a hobby to something they would like to learn more about. These Experience are intended to be a student-led learning experience with set guidelines and timelines along the way. Students are required to demonstrate their knowledge and expertise through a product/process, a paper, a presentation, and a portfolio. Each student will have a Mentor and a Faculty Advisor for further support.

## **What is the purpose of the Senior Experience Capstone?** The Senior Experience Capstone is intended to:

1. enable students to integrate various skills, perspectives, and bodies of knowledge they have encountered throughout high school.
2. give students an opportunity to direct such skills, knowledge, and perspectives toward practical application and/or original research on issues of their choosing.
3. provide students the opportunity to develop specific skills and areas of expertise.
4. provide students with personal experience of the activities and organizational structures they will encounter in the workplace.
5. provide students with a focused, challenging, and meaningful Senior year.
6. engage students in a major project where they demonstrate their skills in research, writing, speaking, and creating.
7. encourage student independence and initiative.

## **What do first-year Senior Experience Capstone schools commonly experience?**

School districts will experience a combination of excitement, apprehension, resistance, confusion, challenges, but most of all, a great deal of success and a feeling of accomplishment and pride by students. The program is complex and labor intensive. Schools will not experience perfection during the first year –maybe never. It will be a time of learning and building.

## **Can incorporating a Senior Experience Capstone cause resistance?**

Yes. However, careful planning up front will take care of many issues. Use this Framework as your guide. Select and use those items that best meet the needs of your school. Implement your program in stages. Don't take on more than you or your staff can handle. Plan a public relations and information campaign to provide students, parents, and faculty with information on the Senior Experience Capstone. **Many times resistance comes from a lack of knowledge about what is required and what the benefits will be to the students and school.**

## **What are common mistakes schools make when implementing the Senior Experience Capstone?**

One of the most common mistakes is not developing a long-term vision and plan. The commitment and vision need to be supported, revisited, revised if needed, and carried out. Faculty roles need to be determined, grading issues discussed, timelines developed, etc. Use this Framework as your resource in developing the Senior Experience Capstone program for your school.

## **How many hours are involved in the Senior Experience Capstone?**

This semester long Experience will involve approximately 120-150 hours in and outside of the school day. This amounts to approximately ten hours a week. Time spent on the Experience will be documented in a project log.

## **Who is involved in the Senior Experience Capstone process?**

In addition to the student, Senior Experience Capstone will generally have a Faculty Advisor and an Experience Mentor. In addition, classroom instructors will be involved, specifically the English teachers. School districts may elect to have a Senior Experience Capstone Steering Committee, as well as a Senior Experience Capstone Coordinator. A panel of judges will be needed for student presentations.

## STUDENT PERSPECTIVES

**Q. What did you do to manage your time?**

- A. I tried to manage my time by completing assignments early. I also completed other class assignments when they were first assigned so that I could devote more of my time to my Senior Experience Capstone.
- A. I got a big calendar to put on my desk at home. I marked important dates on it.
- A. I had to learn and teach myself new time management skills in order not to get behind. My life quickly went from calm to busy in a matter of days.

**Q. What personal satisfaction did you gain from the Experience?**

- A. Overall, I would say that I feel a sense of pride in the final completion of the Experience, and I know that I can do anything that I put my mind to.
- A. I am impressed with the time and effort I put into this Experience. I have never had a project where a year-long focus was required.
- A. I feel I have grown in my time management skills as well as in my social skills.

**Q. What did the Experience teach you about yourself?**

- A. The Experience taught me that I am capable of completing a large project and that the work is easier if I do not complain and just do it.
- A. It enabled me to realize that I can fit in to the world outside of school and that high school students are not secluded from the rest of the community.
- A. The Experience taught me how to work with a wide range of people with many different personalities and opinions.
- A. I found that I can accomplish projects this huge with patience, determination, and most importantly, time management.

**Q. What would you do differently now that you have finished?**

- A. If I could do anything differently, I would probably spend more time researching and probably a lot more time in preparing for the final presentation.
- A. I would have started on my product earlier and taken advantage of the “dead” time that was available to me instead of procrastinating.
- A. I would have spent more time talking with a variety of people about my subject to fully understand the broad range of perspectives and opinions.

*Northwest Rankin High School*