

## Supporting Student Public Speakers

Teachers need to set the stage for the students' presentations. These presentations are events that matter and have taken a fair bit of time and energy to get ready. The content has been researched; the form of the presentation has been worked on—there is the expectation that what the students are about to experience has some excitement. There needs to be a sense of occasion.

- Start on time. Finish on time.
- Look professional. This will send a message to your students that this experience is important.
- Keep the students off the stage before the performance. They are the “surprise” and no one in the audience should see them wandering around before they perform.
- Make sure that the performance space is clean, and the chairs are set out before the audience arrives.
- If you introduce the presentation or the performance, keep it short. The student presentation, not you, is what everyone has come to see.
- Have a program with names, pictures, a summary of the process, and acknowledgments.
- Remember to tell people to turn off their cell phones, pagers, etc.
- If a number of groups are presenting, start with a strong group presentation and end with the most powerful one.
- Have refreshments after the presentation or performance. This is important—everyone needs to feel good and it is a chance for the students to get feedback in a more intimate way.

### ***Tips for Teachers***

When staging student presentations, remember to emphasize that the audience is a part of the presentation by acknowledging them in the program. Here is a list of people to mention in the program:

- The students (all names spelled correctly)
- The principal, vice-principal, and teachers
- Tech help
- Custodial staff
- The parents and community members who have helped
- Sponsors of the event

Acknowledge as many people as you can—people are touched when they see that their efforts have been acknowledged and are hurt when they are not. Keep track through the process of who needs to be mentioned. Have a student be the keeper of these names. Don't forget to acknowledge everyone who helped, and don't leave anyone out.

## Checking for Clarity: The CLEAR Checklist

### CLARITY

- The purpose of the presentation/performance is clear and captures the audience's attention.
- The language is appropriate to the presentation.

### LEARNING

- The presenter is able to convey basic information so that the audience learns something new.
- The presenter has chosen language, examples, and technology that work together to heighten the audience's interest and connection to the topic.
- The presenters have taken some risks and have learned about the process of presenting to an audience.
- The group has worked together effectively.

### EFFECTIVE

- The content is organized logically.
- The transitions are fluid.
- The audience stays focused throughout the entire presentation.
- The choice of language, gestures, and technological aids meld together to make an impact; there is a certain "wow" factor.

### AUTHENTIC

- The presenter has included details, such as stories and anecdotes, to add interest, depth, and authenticity to the presentation.

### RESPONSIVE

- The presenter has matched the content of the presentation with the interests and/or needs of the audience.