



Presentation Delivery

INSTRUCTOR / EDUCATOR PROGRAM - Unit 8

Applies to: Instructor / Educator

Suggested time: 3.5 hours (theory and delivery practice)

How to use this plan: The lines under "Say" are scripted word for word so every class hears the same information - read them aloud. *Italic in brackets is what you do.* The jade "Teaching move" names the method; the "Students" line is their involvement.

Learning Objectives

By the end of this lesson, students will be able to:

- Structure an engaging presentation.
- Use voice and body language to hold attention.
- Use visual aids effectively.
- Deliver with confidence and manage nervousness.

Materials and Equipment

- SGS chapter slide deck, projector, and whiteboard
- Presentation-skills handout and a delivery rubric
- Student-educator workbook

Key Terms

presentation, structure, opening hook, voice projection, pacing, body language, visual aids, confidence, nervousness.

Lesson Sequence

1. Opening Hook - 10 min

Teaching move: Delivery decides whether they listen.

SAY (read aloud):

You can have brilliant content and still lose the room if your delivery is flat. Delivery - your voice, your energy, your structure - decides whether students stay with you or drift off. The good news: delivery is a learnable skill, not a born gift. Today we build it. Notice I opened with a hook just now - that is lesson one.

- **Students:** name a speaker who held their attention, and what they did.

2. Structure - Hook, Body, Close - 20 min

Teaching move: A clear shape.

SAY (read aloud):

Every strong presentation has a shape. Open with a hook that grabs attention and states why this matters. Deliver the body in clear, organized chunks - not everything at once. And close with a recap and a memorable takeaway. Tell them what you will cover, cover it, then remind them what you covered. Structure carries the audience with you.



- **Students:** name the three parts of a presentation's structure.

3. Voice and Body Language - 25 min

Teaching move: Hold attention physically.

SAY (read aloud):

Your voice and body do half the work. Project so the back row hears you, vary your pace and tone to stay interesting, and pause for emphasis - silence is powerful. Stand tall, make eye contact around the room, use purposeful gestures, and move with intention. A confident, energized presence keeps people engaged even through dry content.

- **Students:** practice projecting and pausing on one sentence.

4. Visual Aids and Confidence - 25 min

Teaching move: Support, do not crutch.

SAY (read aloud):

Visual aids support you; they are not your script. Keep slides simple - images over walls of text - and never read them word for word. As for nerves: everyone has them, and preparation is the cure. You rehearse out loud, you know your opening cold, and you remember the students want you to succeed. Confidence is built by practice, not by waiting to feel ready.

- **Students:** name one rule for a good slide.

5. Delivery Practice, Check, and Recap - 40 min

Teaching move: Deliver and recall.

SAY (read aloud):

Deliver a short segment to the class and get feedback on the rubric. Quick check: should you read your slides word for word? *[Pause.]* No. What is the cure for nerves? *[Pause.]* Preparation and rehearsal. To recap: structure with a hook, body, and close; use your voice and body; keep visuals simple; and build confidence through practice.

- **Students:** deliver a short presentation segment and receive feedback.

Assessment

- Performance: a short presentation graded on the SGS delivery rubric (structure, voice/body, visuals, confidence).
- Written: quiz on presentation delivery.
- Verbal: peer feedback on delivery.

Assignment

Read Presentation Delivery and complete the workbook. Prepare and rehearse a five-minute lesson segment.

Instructor Notes and Safety

Have every student-educator deliver a segment.

Reinforce: preparation cures nerves.