LESSON PLAN: 9

SESSION TITLE: PREPARING AND PRESENTING ILLUSTRATED TALKS

SESSION LENGTH: 12 Hours (includes 5x15 min. for breaks)
   ORIG. PREPARED BY: J. Wagoner
   REVISED BY: K. Cook (1/92)

OBJECTIVES: At the end of this session, participants will be able to:

1. Explain the proper techniques for preparing an illustrated talk;
2. List the equipment needed to for one and two-projector programs;
3. Plan an acceptable illustrated talk;
4. Present an acceptable illustrated talk.

TRAINING AIDS: 35mm projectors (8-12) with lenses, spare bulbs, cotton gloves; Lapse Dissolve (4-5); screen; light tables; Flip chart stand & pads, example slides, letterboard; Richard Harris album, "Slides" (PNRO); cassette player or phonograph.

HANDOUTS (attached): "Slide Presentation Bibliography"
"Slide Presentation Checklist"
"Slide Presentation Tips"
"Critique of Slide Presentation/Talk"
         "How to Kill Your Illustrated Program"

Content	Method	Time
I. Introduction:		(30 Min. total)
"THE TRICK SIMMERS DOWN TO THE TELLING OF A GOOD STORY WITH A BEGINNING, MIDDLE, AND END." Woody Williams Retired NPS Photographer		
A. Instructor opens by conducting a 5 minute "bad example" program. Mistakes can be subtle or blatant (constantly turning to face screen; dirty slides...)	Presentation	5 Min.
NOTE: Instructor must make sure that participants understand that this is the <u>wrong</u> way to do a slide program!		
B. Critique of example program by participants. Discussion sheet #6 (attached) provides guidelines for both the instructor in presenting the example program and for directing the discussion.	Participative Lecture	5 Min.
C. Define slide talk: A talk which is illustrated by slides.	Participative Lecture	5 Min.

Content	Method	Time
D. Why: slide talks can entertain, inform, convey mood, provide repetition. They have visual impact and can bring the park resources to visitors that may not be able to see them in the field.	Lecture	5 Min.
E. Reinforce that all elements of the interpretive talk are present in the slide talk. And, very important, the talk had better stand alone in case of a/v failure.	Participative Lecture	10 Min.
1. Selecting the topic. 2. Developing a theme and objectives. 3. Conducting program research. 4. Organizing the information. 6. Developing the introduction, body, and conclusion of the talk. 7. Selecting interpretive techniques.		
II. The Process.		1:15 total
A. The Ten Points "Planning and Producing Slide Shows - An Overview" handout; first 5 points reiterate I.D. from outline above. Emphasize the importance of daydreaming and visualizing the program as part of the process.	Participative Lecture Handout	5 Min.
B. The Script -Develop a simple script first; the time for slide selection is after the "talk" portion of the program is completed.	Participative Lecture	10 Min.
C. Illustration Ideas - Before you go to the slide file... Developing ideas for illustrations can save you a lot of time at the slide file later on. Beginning interpreters tend to pull 10,000 slides from the file first, but a little planning can help you stay focused on what is truly important to illustrate so that only needed slides are gathered. 1. Using your script, jot down possible illustrations for each idea you want to present. 2. Formats for planning illustrations: -Storyboard - laying out note cards with idea/illustration in sequential order (draw an example on flip chart). -Jotting picture ideas in script margins.	Participative Lecture Flipchart	15 Min.

Content	Method	Time

3.Determine the approx. number of slides needed:
      Determine how long you will be talking about
      each major point; divide by 15 seconds (15
      seconds is the maximum time a slide should be
      left on the screen) to get the number of slides
      needed. The total number of slides needed will
      be the sum of those for each point. (Do an
      example of the math on the flip chart)
	Participative
	Lecture
		Cont'd

D.Selecting Slides - Remember that the slides are helping
      you tell the story; they are not the story itself.
       They should enhance your message rather than
      eclipse it.
	Participative
	Lecture
	Demonstration
	Discussion
		30 Min.

Possible teaching tool: "Slides" by Richard Harris.
      This record album includes a short (5-minute)
      section on a vacation slide show that can be used
      to emphasize the subordinate role of the slides in
      an illustrated talk. Harris breaks some of our
      tenets of speaking with slides ("And this is a ...;
      and here...."; it seems initially disjointed and
      lacking transitions), but his narration is so
      provocative that the importance of the talk is
      underscored. It can be used alone, but is better
      if illustrated with representative slides. Mather
      Training Center may provide copies of the album on
      cassette tape.		

1.Select for Quality		

-Slides should be clean, mounts not bent or frayed.
      (show examples of clean/dirty, bent....describe
      dust removal with Staticmaster or bulb brush;
      possibility of remounting bent slides)		

-Images should be in sharp focus, large enough for last
      row viewers to easily identify. Color should be
      bright and contrast good. Look for good
      composition. (Project examples of good and poor
      image quality)		

2.Selecting for Variety		
-Make sure you don't show all vista slides; alternate close-ups with further away shots. -Vary the contrast of slides shown.		

Content	Method	Time
3.Selecting For Sequencing and Effect	Participative Lecture Demonstration Discussion	Cont'd

3.Selecting For Sequencing and Effect

 -Create a sense of moving in on or away from the
        subject: far view..mid-range view..close-
        up...super close-up and vice versa.
   -Use from black-and-white or cyanotypes to infer age.
   -Move from B/W to color or reverse to catch attention.

4.Title and Text Slides - There may be a need or desire
      to have title slides at the beginning of a program
      or text slides in the body.

-What makes a good title slide? (show examples of good
      and bad using either actual slides or a letter
      board to depict letter spacing, contrast...)

   -Bold and easy to read
   -Good contrast between letters and background

-Text slides or figures/tables

   -See above
   -Not too much text or information (show examples)

-Making text slides:

   -Professional slide imaging services
   -Taking slides of laser printed text or graphics (copy
        stand work); use of different filters on your
        camera and a special processing technique will
        give various text/background color combinations.

5.Other Special Effects

   -Prick a pinhole in a black slide to create a dark
        stage with a spotlight; you can step into the
        light to read a dramatic quote...

   6.Introductory slides - The beginning of your
        illustrated program is critical. Use your
        slides to help you make a strong introduction.

   -Black slides
   -Title slides: is your title catchy?
   -Sequences: (tell the group you will show them
        examples later in the session)

Content	Method	Time

7.Ending slides - Use your slides to tie up your program.
        Don't let it fade away.
 	
    -Sequences
   -Dramatic image
   -Night sky (transition back to "real" resource)
	Participative
	Lecture
	Demonstration
	Discussion
		Con't.

BREAK		15 Min.
E.Putting the program together	Demonstration Participative Lecture	15 Min.

-use a large light table for program layout
-space slides so that inserting others will be easy
-place black slides at beginning and end (explain
      purpose: avoiding the "blinding white light")
-once you have the order you want, make a list in case
      you dump your slide tray accidentally...
-place slides in tray(s) correctly (upside down,
      emulsion-side toward screen). Explanation: hold
      the slide up to an overhead or window light source;
      on one side of the slide there is a thin border
      around the image - this side goes toward the bulb.
       The other side will be less shiny and you should
      see faint outlines of the image in the emulsion -
      this side goes toward the screen. Good idea: mark
      the upper right corner of the slide as it sits in
      the carousel so you can easily reassemble the
      program in case you dump your tray...
-two projector program slide set-up: alternate the tray
      you put your slides in. Put every other slide in
      one tray from the light table, then put the
      remaining slides in the second tray.		

III.EQUIPMENT		50 Min total
A.Equipment - will vary, depending on 1 or 2- projector/lapse dissolve set-up, use of music...	Demonstrate	10 Min.
1.Single projector set-up: slide projector, lens, 1 slide tray		

2.2-projector/lapse dissolve slide program: 2
      projectors, 2 lenses, lapse dissolve unit, 2 slide
      trays.		

B.Set-up	Demonstrate	10 Min.

Demonstrate projector set-up, connecting all cords,
      showing proper way to insert lenses to avoid
      stripping focus mechanism. For 2-projector set-up,
      explain function of lapse dissolve, settings, and
      proper connections   to projectors. Show methods
      for slide alignment and leveling.		

Content	Method	Time
C.Maintenance and Trouble-shooting	Demonstration Participative Lecture Groups	30 Min.
-Demonstrate cleaning lenses, slide gates...		
-Demonstrate basics of bulb replacement, jammed slides/trays, projectors out of sync...		
BREAK		15 Min.
IV.Conducting Techniques.	Participative Lecture Discussion	1 Hour
A.Discuss and demonstrate conducting techniques (reference handouts). Touch on special considerations for illustrated campfire programs. Reinforce the idea that good non-illustrated talk principles apply to slide talks also. Partic.		
-Audience set-up: arrange your program space or conform to it. -Equipment set-up and dry-run -Timing: 35-40 minutes, max! -Face audience, good posture, strong voice... -Don't look back to see what each slide is, you should know (practice, practice, practice) -Let the slide speak for itself; avoid "This is a slide of...", "and here...". You can still call attention to details in the slide ("Look <u>closely</u> at...") to pull the audience into the scene. -Don't use a pointer unless you need to refer to something in you slide very specifically that the audience may not see without your help.		
B.The Wrap-up - Relate the "How to Kill an Illustrated Program" handout	Discussion Handout	
V.Participant Presentations	Participative Lecture Individual Instruction Programs	See note next page
A. Explain logistics for participant talks:		
-Each will prepare and present a 20-minute talk for their particular viewing group. -A 5-minute critique by their peer audience will follow their program. -One particularly good program will be shown to the entire class.		

Content	Method	Time
B.Allow time for preparation and practice; make sure all have evaluation form (attached)	Student Programs	See note below

Note: <u>Time estimates</u>
Prep and practice: 3-5 hours
Presentation: 20 min/each
Evaluation: 10 min/each
If 3 groups of 8 presenting for one another, 4-5 hours
    needed total

C.Presentations

BREAKS		As Needed
VI.Wrap-up for session	Group Discussion Participative Lecture	30 Min.

A.Reinforcement of basic points

-Reference bibliography handout

OPTIONS:Best individual program given for entire class.

Demonstration of good lapse dissolve sequences; an
    inspirational "program" to illustrate the power of
    well-selected slides. Possible sequences:

-Those suggesting mood or movement
-Sunset/rise
-Animal slides in sequence, ex. sidewinder moving over
    sand dune
-Slides of the same person at different ages

SLIDE   PRESENTATION BIBLIOGRAPHY

Eastman Kodak Co, <u>Planning and Producing Slide Programs</u>
Rochester, NY; 1975

Grater, Russell K., <u>The Interpreter's Handbook</u>
   Southwest Parks and Monuments Assoc.; 1976

Kemp, Jerrold, <u>Planning and Producing Audiovisual Materials</u>
   Harper and Row, NY; 1980

Lewis, William J., <u>Interpreting for Park Visitors</u>
   Publishing Center for Cultural Resources, Acorn Press; 1980

National Park Service, "Talks", U.S. Department of Interior

National Park Service, <u>Training Methods</u>
   Employee Development Division; 1991 Edition

Regnier, Kathleen H., Gross and Zimmerman, eds, <u>Presentation Skills For Interpreters</u>;
University of Wisconsin - Stevens Point; 1991 Edition

Sharpe, Grant W., <u>Interpreting the Environment</u>
   John Wiley and Sons, NY; 1976

U.S. Forest Service, <u>Instructor Training Course Handbook</u>
   Northeast Area, State and Private Forestry
   Forest Service - U.S. Dept. of Agriculture
   6816 Market St., Upper Darby, PA 19082
   Chapter 6B.

U.S Forest Service, "Talk Tips"
   U.S. Department of Agriculture

HANDOUT #2 - SKILLS I   **ILLUSTRATED PROGRAMS**

SLIDE PRESENTATION   CHECKLIST

1. PREPARATION

_____Have you clearly written the objectives of your presentation?

_____Have you analyzed your audience? (size, ages, experience, education, special interests)

_____Have you researched your supporting information for accuracy and anticipated questions?

_____Have you carefully selected slides that are relevant and have good composition and quality?

_____Have you practiced your presentation and checked for slide sequence and timing as well as for smooth delivery?

_____Did you give the program an interesting but understandable title?

_____Does your program need additional materials to be shown or handed out?

_____Have you checked to see if all needed equipment is available and in good condition?

_____Have you made all necessary travel arrangements?

2. BEFORE THE PROGRAM

_____Have you checked out the meeting room/area? (keys, lighting, P.A. system, noise, ventilation, outlets, etc.)

_____Did you set up all your equipment? (Pre-focus, and center image, set up extension cords, screen, music, etc.)

_____Did you consider appointing and instructing someone to help you with the lights, projector and/or doors (for late arrivals)

3. PRESENTATION

_____Did you make all necessary announcements?

_____Did your introduction include a welcome, arouse interest and set the stage for the presentation?

_____Did you work in the name of your organization?

_____Did you have a smooth transition between sections, ideas and slides in the program?
_____Did you face the audience, but not block the screen?

_____Did you avoid distracting body movements?

_____Did you avoid making direct references to the slides?

_____Did you stick to your theme and not over do your content?

_____Did you finish with a strong, definite conclusion?

AUDIENCE RAPPORT AND INTEREST

_____Did you talk with enthusiasm?

_____Did you maintain eye contact with the audience?

_____Did you speak in a friendly, conversational tone?

_____Did you relate to the audience's interests and experiences?

_____Did you use questions, examples, stories or comparisons?

_____Did you use quotation, testimony or narration?

LANGUAGE

_____Did you avoid using speech mannerisms like fillers (uh, and) and unrelated or repeated phrases (o-k, so, you know)

_____Did you use appropriate language for your audience and explain technical terms when used?

_____Did you adapt your volume to the audience so all could hear?

_____Did you pronounce words correctly and distinctly?

_____Did you vary your tone as well as your pace to add emphasis and interest to your talk?

QUESTIONS AND ANSWER SESSION

_____Did you repeat the questions before answering?

_____Did you limit the session so it didn't go on and on?

FEEDBACK

_____Were you aware of audience reactions and feedback?

_____Did you start and finish on time?

_____Did you have someone (co-worker, friend) give you a candid critique?

ILLUSTRATED PROGRAM   TIPS

1.A 30 minute program takes at least 40 hours of preparation.

2.Program should ALWAYS be based on an easily identifiable theme.

3.Always outline your program before you do anything else.
   A.The outline must have:
      1.A clear, concise statement of purpose.
      2.A solid introduction stating the theme, as well as what you intend to tell the
audience.
      3.I smoothly flowing body telling the audience what you want them to know.
      4.A powerful conclusion telling the audience why you bothered to tell them.
4.Except in those cases where the intent is to project the finest of 35mm slides, only
select the mediocre, yet presentable slides for projection -- the audience will be more
attentive to you than enamored by the best of the show.
5.Select your slides only after the outline has been completed -- prevents the slides
from becoming a crutch and allows your talk to stand alone in case of equipment
failure.
6.ALWAYS have a black slide to begin on and one upon which to end. (Newer projectors
do this by themselves.) NEVER end a program with a brilliant white screen.
7.Never place yourself between the screen and any members of the audience.
8.Never look away from the audience -- if you must see your slides, use a mirror
strapped to the back of your hand or just hold in your hand. Know your program so well
that you have no need to see the slides.
9.If you must use a mic, use the lavaliere type which hangs around the neck. Hand held
and stand types are too distractive.
10.Never pace back and forth.
11.Never leave a slide on the screen longer than 15 seconds. (Except in the case of a
map or graph or something which must be explained in detail.)
12.Be absolutely sure that the subject of the slide is large and clear enough to be
recognizable by persons at the farthest reaches of the audience.
13.Never project a poor slide or one which is not mounted properly.
14.Always check the mounts on your slides to assure they will pop in and out of the
projector smoothly.
15.The slide should always drop into the projector with the emulsion (dull) side away
from the light source and upside down.

HOW TO KILL AN ILLUSTRATED TALK

1.Avoid preparation and planning like the plague -- it's too confining. Let your program motto be, "Play it all by ear."

2.Arrive exactly at program time, or preferably, a little late. If you must get there beforehand, stay aloof from arriving campers: pretend to check your equipment, look busy, hide in the booth, anything to avoid friendly contact.

3.For the musical prelude, dig up the park's scratchiest, worn out records or tapes and play them at top volume. Select pre-program material for extremes in taste - rock and roll or an avante-guard 12-tone heavy will do nicely.

4.Gauge your fire building for maximum smoke during the slide show. An extra heap of green wood just before you're on stage helps.

5.Open your program with a swinging statement such as, "Does anyone have any questions while we're waiting for it to get dark enough to show slides?"

6.If you lead singing, pick little known songs that run on and on. Convey somehow that you really don't enjoy song leading, but that it was scheduled and you had no choice. (If you're a supervisor, insist that everyone on your staff be a song leader -- like it or not.)

7.Think "lecture," not talk. Let it be a catalog of facts, and don't omit a single detail. Never relate what you say to the personal experience of your audience; at all costs avoid an ecological approach.

8.Don't hesitate to show dark slides when light conditions for projecting are marginal. Use of dirty, out of focus, and otherwise poor quality slides also will help further your image as a campfire killer.

9.Ignore potential trouble spots. Never plan ahead for emergencies. No matter what happens as the evening progresses, stick to an established, rigid program format.

10.Decide from the outset that you're not cut out for leading campfires.

11.Pace back and forth and back and forth during your presentation.

12.Always say, "This is a slide of a ..., and this is a picture of ... and here we have..."

13.Show only the best of the show photographs so that the audience oohs's and aah's throughout the program and they won't hear what you have to say.

HANDOUT #5 - Skills I

CRITIQUE OF SLIDE   PRESENTATION/TALK

Type of Talk_____Duration of Talk _____

    GRADE SCALE: 0   1   2   3   4
                              (WEAK) (FAIR) (GOOD) (V. GOOD) (OUTST.)

The ProgramPoints   Comments

1.   Location of speaker on stage?   ____   _____

2.   Introduction? ____   _____

3.   Subject well organized? ____   _____

4.   Have a central theme? ____   _____

5.   Tell a story? ____   _____

6.   Accurate? ____   _____

7.   Proper level for listener? ____   _____

8.   Right duration? ____   _____

9.   Conclusion? ____   _____

10. Did it interpret the subject? ____   _____

The Delivery

1.   Volume? ____   _____

2.   Rate of speaking? ____   _____

3.   English? ____   _____

4.   Pronunciation? ____   _____

5.   Enunciation? ____   _____

6.   Voice modulation ____   _____

7.   Use of conversational tone? ____   _____

8.   Use of the dramatic? ____   _____

9.   Mannerisms? ____   _____

10. Gestures? ____   _____

Speaker's Attitudes

1.   Enthusiastic? ____   _____

2.   Confident? ____   _____

3.   Courteous? ____   _____

4.   Friendly? ____   _____

5.   Relaxed? ____   _____

Overall Impression of the Talk
  by the Evaluator   ____   _____

         TOTAL POINTS SCORED ____

         Point Values: 0-15 - Weak
                 16-36 - Fair
                 37-64 - Good
                 65-85 - Very Good
                 86-100 - Outstanding

EVALUATION OF VISUAL MATERIALS

1.   Color quality?   ____   _____

2.   Composition? ____   _____

3.   Positioning on the screen? ____   _____

4.   Quality of slides? ____   _____

5.   Quantity of slides? ____   _____

6.   Slides used effectively? ____   _____

TOTAL POINTS SCORED BY GROUP   ____

OVERALL RATING BY GROUP ____

GENERAL COMMENTS: