

Its a well known and very well attested fact that one of the greatest fears people face—far greater for many than marriage, having a baby and even death—is public speaking. Here’s where the palms get sweaty, the nerves jump and the shoulders tighten. But what a sense of accomplishment when you’ve come through it, and presented, plainly and clearly the tremendous truths you’ve toiled so diligently to harvest. The presentation is your opportunity to share your information with your students. Of-course, that is part of the fear—will what you present be accurate? Will they understand it? Will you make a difference? This much you can be sure of: you’ll never know unless you try!

2 Timothy 2:2-3

And the things that you have heard from me among many witnesses, commit these to faithful men who will be able to teach others also. 3You therefore must endure hardship as a good soldier of Jesus Christ.

3 Steps to Teaching

Gathering our Material

Observation

Interpretation

Application

} Correlation

Organizing our Material

Presenting our Material

Review

What is Biblical Teaching? (p. iv)

- 1) Facilitate learning
- 2) By taking our students from the known to the unknown
- 3) With good doctrine

How do we Teach? (p. viii ff.)

To organize, explain and illustrate our material (content, subject, message) to our audience using our abilities (personality, experience, character)

There are 3 basic stages in this process: I. Gathering, II. Organizing and III. Presenting.

I. The GATHERING STAGE... (pp. 4-91)

is composed of 3 phases: A) Observation, B) Interpretation and C) Application.

A. In OBSERVING we... (pp. 4-46)

Learn to read thoughtfully, repeatedly, Patiently, Interrogatively, Purposefully, Imaginatively, Acquisitively and Telescopically.

We also note Laws of Structure, Prepositions, Verbs, If Clauses and Participles.

We have several aids in this process, namely our 3 different types of charts.

We note things that are emphasized, repeated, related, alike and unlike, and things that are true to life.

B. In INTERPRETATION we... (pp. 47-82)

We consider Hermeneutical Laws: (Law of... Grammatical Construction, Context, Scope and Design, Circumstance and Custom, Analogy of Faith, Progressive Revelation, First Mention, "Obscure" Passages, Single Interpretation, Induction, Cross Reference, Hebrew Poetry, Prophecy, Parables.

We do in-depth word studies which is to look at the context of each use of a given word.

We interpret in light of Figures of Speech.

We learn to Ask Questions and Find Problems (p. 62).

We use the tools available to us (p. 68) in our endeavor to...
Collect, Categorize, and Catalog our passages into Concrete Concepts.

This involves the making of "trees" or outlines which follow our special "tree rules" of good organization.

C. In APPLICATION we... (pp. 83-91)

Avoid Hazards (p. 84).

Follow the nine steps to proper application (p. 84ff).

II. The ORGANIZATION Stage ... (pp. 92-110)

We remember that “an effective lesson is one which says what people need to hear in a way they want to hear it.”

We analyze generally (p. 94) and specifically (pp. 95-96) what people need.

We work towards a purpose (p. 96)

We remember the H.E.I.R. Model (97) as we organize around our Psychological model (p. 97)

I. Ho-Hum. II. Why should I listen. III. The Big Idea.

IV. Are you through, what should I do?

Trying to answer the 3 Functional Questions

1). What do you mean? 2) Is it true? 3) So What?

III. Now, the PRESENTATION Stage ... (pp. 111ff)

Ah, the fear of public speaking! Why it goes back several thousands of years. But if you think you have a Biblical precedent for not speaking, simply because “Moses was afraid to speak too,” then you’d better look at God’s response to him.

Despite all the accumulated fear gathered by all the public speakers throughout the ages, I have yet to hear of one person who actually died from the fright of it!

If there’s one single thing that may be the most helpful, its to remember...

“LESS SCARED WHEN PREPARED”

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**YOU'LL HAVE TO FORGIVE MOSES
MR. PHARAOH AS HE IS A LITTLE
HESITANT TO TALK TO YOU ...
FOR THE RECORD, HE IS MIMING
“LET MY PEOPLE GO”**

The Goal of Presentations

Most of the fear and anxiety people have in giving presentations is, well, to put it bluntly, selfish. That's not as strong an accusation as it sounds, and it's certainly natural to be nervous, even fearful. But, when you think about the fears we have in public speaking, it's mainly all about how I'm going to look, sound, be received and accepted by my audience. Again, that's not all bad. Fear is one of many God-given human emotions, which when used appropriately, can be helpful. It's good to have a fear of heights, because falling from them can hurt you. It's good to have a fear of animals, because they can bite you. And it's even good to have a fear of public speaking, because the average speaker may just bore their audience to death.

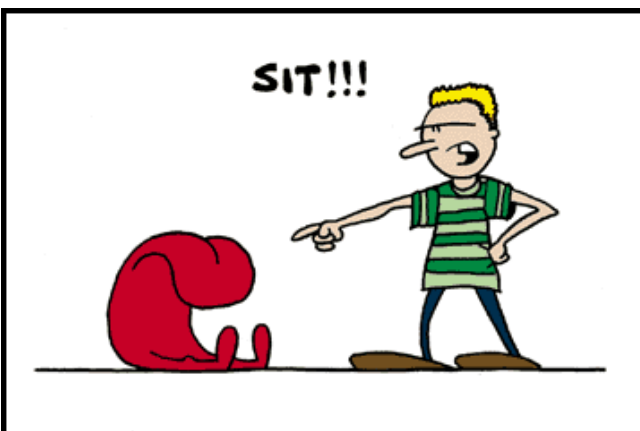
Fear, however, should not be the driving force of the believer. In fact, fear should not be the driving force of any aspect of the believer's life. If the fear of heights keeps you off an airplane that will transport you to where God wants you, then this is a fear out of control. Likewise, if fear of the dark is stronger than your faith in God, then you've got some trusting to learn. Furthermore, if your fear of what people think of you keeps you from saying what you should be saying, then your fear is driving your life.

You are saying to yourself, "yeah, but you don't know how much anxiety this creates in me...it seems like you actually enjoy public speaking...what do you know?!"

To which I respond in two ways. First, I do presently know that fear and anxiety. The only difference is that for me to speak to 100 people is a breeze, whereas to speak to 1 (about some difficult subject), now that's super anxiety for me. I mean, we're talking near panic attack. Now, I've come a long way from when I first really experienced this at the age of 14 or so and I asked a girl to "go" with me. You wouldn't believe how many times I dialed the first six digits of her phone, had pretend conversations with her and then beat myself over the head for not dialing that seventh digit before I actually did it (and I think I must have finally dialed that last digit by mistake). To this day I have to sometimes rehearse a conversation several times before I'll have it when it involves the potential for personal rejection or criticism. There are times when I know it's what I must do, but I literally feel like I could faint for doing it... yet I (often, though regrettably not always) forge on, because I know it would be wrong for me to avoid it. This is just what most people experience when they think about public speaking.

This brings me to my second point. The reason I know that my fears of speaking to individuals

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ISN'T IT IRONIC THAT WE USUALLY HAVE TROUBLE KEEPING OUR TONGUE FROM WORKING ON ITS OWN... BUT WHEN IT COMES TO PUBLIC SPEAKING, IT JUST WANTS TO PLAY DEAD, AND WE CAN'T GET IT TO ROLL OVER, LET ALONE SPEAK.

are the same, at-least in intensity, as your fears of public speaking is that I too used to have the same fear you do. It used to mortify me to think of speaking in public. Why the very first public speaking I ever did was such a blunder, because I was so nervous that I forgot to zip my pants and got up in front of a class of blundering idiots, (translated 6th graders) with my fly down. The nice thing is that there was no need, what so ever, for any kind of a “Ho-Hum.”

The problem is...we don't have the right focus. Its on us, and not on the end product. Its on us, and not on obedience, or glorifying God, or doing what's needed. Again, its selfish. When I face a personal confrontation the only way I can muster up the courage to do what I need to do, is to focus on why and for Whom I need to do it.

Remember Moses in the wilderness? In response to God's appointment for him to speak to Pharaoh, he says, “but God, I have never been eloquent, neither recently, nor in times past, nor since though has hast spoken to thy servant, for I am slow of speech and slow of tongue” (Ex. 4:10 — ironically, one of the most eloquent ways I've ever heard of someone saying, “Gee God I can't talk”).

How does the Lord reply? “OK, Moses, you're right...so you're off the hook!”

No, He says, “who has made man's mouth, or who makes him dumb or deaf or seeing or blind? Is it not I, the Lord? Now then go, and I, even I, will be with your mouth and teach you what you are to say” (Ex. 4:11-12).

Of-course, Moses pleads yet again, and God finally says, “OK Moses, you 'win'...I'll give you Aaron” — who was a cause of great sorrow for the people and Moses...all avoidable had Moses just done what God was telling him to do and even giving him the directive of what to focus on while doing it — Him instead of Moses.

When you are called to teach, keep your focus on Him...He made you, all of you, including your mouth and your tongue. Not only should that give us confidence, knowing that God is in control, but it should also remind us that He is the purpose of our teaching. Its not about you!

Now, all that said, do take heart, for even Paul, the candidate for least-likely-to-shy-away-from-speaking, asked his readers to pray for him for the boldness to speak (Eph. 6:20). Yes, even Paul struggled, but in that same verse is the recognition of for whom he speaks—for Paul says he is an “ambassador in chains.”

When you speak If you'll remember that you are an ambassador, representing your King, and bear those things in mind each time you start to hesitate...you'll be so busy being an ambassador, you won't have time to be nervous.

Presentation Factors

When presenting Biblical information, there are many factors to consider, broadly grouped into two classes: internal and external factors. External factors relate to your audience and environment, whereas internal factors relate to you and your body of material. You generally have more control over the internal factors than the external, but for both you need to do your part to help facilitate learning.

External Factors

Especially important to consider are demographics, audience size, room elements and length of presentation. Again, you generally have more *control* over the internal factors than you do these, but that's not to say that you can't be knowledgeable regarding the external factors and well prepared to *adapt* to them. Your greatest weapons here are preparation, planning, and punctuality (did you catch the 3 P's Matt, that was just for you).

Plan your presentation to be appropriate to your age group. Prepare the seating arrangements for the type of talk you'll be giving. Arrive early and know what elements are/are not present in the room you'll be using.

Demographics

Who makes up your audience, and especially how old are they?

Again, if you didn't know this when you began preparing your presentation, then it's just about too late to do anything about it at this point. So, the thing to do now is to focus on reaching them where they are.

Remember, teaching only takes place by taking people, no matter what age they are, from the known to the unknown. Try to gauge your audience as you speak and if you sense they are not following you, then go back to your last point and explain it again until you know they are.

How do you know they're getting it?

It's impossible to always know, but I'll give you a trick. You *don't* have to learn any mind-reading tricks to know if they're with you...well, more accurately, you don't have to learn any other-person mind-reading tricks. You actually just need to listen to yourself. Usually, you'll know when they're not with you.

We're trained, at a very early age, to detect uninterest. In fact your parents taught you all about that without ever once saying, "OK Eric, here's how you can tell if someone's not paying attention to you." They taught you by not paying attention to you, and you knew they weren't paying attention, when at the age of 12 you asked them for the keys to the car and their credit card and they answered, "yah, in just a minute" or "I don't know ask your mom" while staring off into space, or whatever frontier of difficulty they were presently trying to conquer.

It's called body language.

From early on you learned how to read body language. In fact, "they" say that over 80%

of our communication is in the non-verbal form. Simply put, you read your audience's attentiveness in their body language. Now, I could tell you 10+ different specific ways to detect uninterest (which will often be caused by someone not following you). But I really don't need to do that because you already know, and here's the trick to know that you already know: while speaking make a mental note of how you all of a sudden start to say things like, "does that make sense" and "you know what I mean?" When I start doing that, I already know the answer — "no." Eventually, you'll start feeling less confident yourself, and eventually start to get distracted by asking yourself, "are they getting this?"

Now, sometimes, people really are paying attention, and really are getting it...so here's a few things you can, and should do to confirm this.

- 1) In older audiences, look for nods when you make a positive point. If you get nods when nods are appropriate, they're at-least good at knowing when to nod.
- 2) At the beginning of your talk find your friendliest audience member and your least attentive. They're both easy to spot, and with any decent sized audience, you're very likely to have both extremes present.

Your friendliest audience member is the one that seems to hang on your every word, makes good eye contact, nods appropriately and leans forward in his or her chair. This may be your spouse, but if you can, try to find an alternate. Your least attentive...well, there the one that is, err, least attentive. You don't need any help spotting them.

Now, why spot these audience members? Two reasons. First, they are your they're-getting-it-gauge. If you can tell that your best listener is not getting it, then you've got to go back to your point. If you're worst listener is attentive, then you know they've got it! If your worst listener is not attentive, then you've got to try to gauge the rest of the audience.

Second, when you're feeling anxious about a point, or its reception, your best-friend-listener can bolster your confidence by their attentiveness.

- 3) Ask them if they're getting it, and then ask someone to repeat back your last point in their own words to confirm this. This is an especially useful tactic with the younger crowd, because adults may not appreciate being put on the spot like that.
- 4) Give your talk some interactivity (especially for younger groups). If you ask them who was swallowed by the big whale and they all say, "Jesus" then you know you've got to go back and review.
- 5) Don't be afraid to repeat a point 5 times. Its better to have 75% of your audience fully understand 1 point, than to have 25% of your audience kinda get 3 points, and the leave the remainder totally lost.

Audience Size

The size of your audience, to a great extent, dictates the formality and audience interaction/participation of your presentation. The smaller the crowd, the more interaction you should utilize, and visa versa. Also, the smaller the crowd the more personal you can and should be. Don't scrap your outline, just because only 2 people show up, however, do sit down at the table with them, instead of behind a podium, and do talk in softer, less "preachy" tones—in other words, more conversational.

Room Size and Seating

Whenever possible, choose and arrange your room appropriate to the size of your audience. Its very distracting, and tends to isolate your audience to have seating for 100 with only 10 in attendance. On the other hand, 100 people crammed into a room for 50 is less than ideal as well. Its better to have a few extra seats setup then too few, but try to get the number as close as you can, and have some extras in reserve. If you have no way to anticipate the need, then rope off the back sections until they're needed—its like pulling teeth to ask people to move, once they're settled.

Arrange your seating according to what you want to accomplish. Wide and flat is better than deep and narrow. If you are comfortable getting up close and personal, then arrange your room with that in mind. Its always best to NOT have a table between you and your audience, unless they need to write something. In fact, anything between you and your audience tends to inhibit reception — so get out from behind that lectern if you can. Wherever possible, have your audience pointed toward you, but able to see each other as well.

Room Elements

This includes visual equipment (white boards, black boards, maps, easels, etc...) and devices (overhead projectors, laser pointers, etc...), audio equipment (mainly sound systems, but also tape/video cassette players, etc...), heating and air conditioning, your platform, desks/tables, acoustics and anything else you have in the room that could add to or detract from your presentation.

Do what you can to make your audience comfortable. Know how your equipment works, ahead of time. Know where the temperature controls are.

Using visual aids

Most people are visual learners, so using visual aids helps with retention. According to numerous studies, the average person retains...

10% of what he reads.	20% of what he hears	30% of what he sees
50% of what he hears & sees	70% of what he says	90% of what he says & does

Further, a good visual aid gets the point across in 3 to 5 seconds, where words take 3 to 5 minutes.

Use visual aids whenever you want to:

- ☺ Increase retention
- ☺ Explain new concepts
- ☺ Summarize concepts
- ☺ Show lists of items
- ☺ Show separate but related passages
- ☺ Point out repeated items in a passage(s)
- ☺ Highlight an important point in a passage
- ☺ Get the audience to look at something other than you

Common Visual Aids

Besides the overhead projector, the following devices are very effective tools: Flip Charts, Handouts, Propts and Video Tapes and Film.

The rules of visual aids:

- ☺ Keep it simple.
- ☺ For main points, avoid exceeding 5 lines per page and 5 words per line — summarize!
- ☺ Use 2 - 3 Fonts max per page.
- ☺ Use color and boldface sparingly. Use underlines VERY sparingly.
- ☺ Use 2 different styles of type (serif and sanserif) for type and headings, respectively.
- ☺ Use indentations.
- ☺ Use bulleted lists and sentence fragments (like this one).
- ☺ Use consistency in style.
- ☺ Use pictures instead of sentence fragments where practical and possible.
- ☺ Children's coloring books are a good source for pictures and drawings.

Rules specific to overhead transparencies:

- ☺ Keep your fonts larger than 18pt and 20-22pt is best.
- ☺ Use a pointer.
- ☺ Don't hold your pointer still...it will vibrate and make you look nervous. Instead, move it in circles or lay it on your sheet.
- ☺ Don't leave the light on any longer than necessary, lest your audience zone out on you.
- ☺ Check for typos! They're magnified on the overhead.
- ☺ Have extra blanks on hand to explain a concept on the fly.
- ☺ Where possible, put the screen to the right or left of the stage...center stage is for you.
- ☺ Always number your overheads. You'll know why the first time you drop them.
- ☺ Draw on the overhead to highlight something while using, if appropriate.

Rules specific to whiteboards and flip-charts:

- ☺ Where possible, only use the top 3/4 otherwise those in the back of the room will miss out.
- ☺ Flip charts are nice because they can be prepared ahead of time.
- ☺ Use colors. Darker ones are easier to see.
- ☺ Plan what you're going to write ahead of time.
- ☺ Make sure everyone can see your device.
- ☺ When taking dictation from the audience, try to use their exact words, where appropriate...it makes them feel "special"
- ☺ Always have plenty of extra markers, or each color and size.
- ☺ Always consider the distance your board is from the audience.
- ☺ Avoid facing away from your audience as much as you can.

Length of Presentation

The average attention span of an adult is 5-7 minutes. So, keep your presentation below that and you're OK. That's alright if you have basically nothing to say. So what you do is try to keep each point below 7 minutes, and if it exceeds that, go back and review where you are even on this point.

External Distractions

With most distractions you'll want to acknowledge them and ask your audience to work especially hard at paying attention despite them. Very few external distractions can you fix on the spot. Those that can be fixed quickly, do so. For the remainder, just acknowledge the problem and go on.

For example, lets say the room is getting hot. Ask your audience if they are too are hot (or if its just you) and if so, ask someone to adjust the A/C, if possible. Now, if the A/C is broken, then you need to say, "Sorry folks, I know its hot. The A/C is broken, I apologize. Try your best to focus on what I'm saying, and we'll get out of here as soon as possible."

Acknowledging the problem helps your audience focus because part of their distraction will be to wonder if you know about the problem. Think back on the last time you thought one of the overhead boys had the wrong transparency on the overhead for Clyde. If you're like me, you probably focused more on wondering if he knew, than what he was saying. Once he realizes its the wrong overhead, or once you realize it was actually the right one, you can immediately begin to focus again.

Internal Factors

You and your material are the focus here. Below you'll find a few tips related to what you can do to prepare and actually present your material.

There's at-least one thing I learned from my speech professor while in school, "Less scared when prepared." How do you best prepare for your presentation? Follow the seven steps outlined below.

7 Preparation Steps before your Big Presentation

- 1) Create a purpose outline, and then mentally rehearse it.
- 2) Summarize your presentation onto 3x5 cards or use 4-ups.
- 3) Audio or video tape practice sessions.
Make a note of your gestures and tone of voice.
- 4) Practice in front of someone else.
- 5) Rehearse with the equipment you'll be using (overhead, sound equipment, etc...)
- 6) Know the room you'll be using.
Walk through it physically and mentally before your presentation.
- 7) Sit where the audience sits.
Know what they'll be seeing and how it will look to them.

The Purpose Outline

Have a clear objective and know your purpose. Remember the purpose statement? Remind yourself what your purpose is, and think about that repeatedly as you practice your material.

Although you've got your material outline already done, lets go back and make a new outline based on this one. This is a purpose outline, and it helps you track where and when you are getting off-course. Make a chart similar to the following:

Segment	What	Why
Ho-Hum	Story about golfing	Get attention, relates to big idea
Why...	Probing Questions	Help 'em realize this is for them
Big Idea	Jesus is Jehovah	Its the point
Point 1	Jesus claimed to be	Shows his claim
Illustration	bla bla	Helps explain significance of...

Now, you make this chart, or outline, *after* you've put all your material together. Keep it very simple and broad. The point is to use it to look at your material, and say, "yes, this particular item helps / does not help me accomplish my goal." If its not helpful, or doesn't relate to the point above it, rearrange it or remove it.

Now, once your "Purpose Outline" includes everything you're actually going to present, use it to practice. Mentally rehearse this outline several times, until you can repeat it without looking at it. That may seem a difficult task at first, but its not really as hard as you think...you're just thinking through all that stuff you spent all that time working on.

Summarize onto 3x5 Cards

Write down 3 to 7 key phrases on each card, organized in the order of your presentation. These are to remind you of what you want to say at each point of your presentation, work as a place to record ideas, transitions, and other material that's going to help you accomplish your stated purpose. You'll be amazed at how helpful just writing these cards can be, let alone using them.

Now, practice your presentation, using your cards. Keep rehearsing and after a few shots, you'll begin to form a mental picture of these cards. When you go to present, you may not even need your cards, but if you do, they're small enough that they won't get in the way of your presentation.

OR, Use 4-Ups

If you've got a bunch of passages to cover, let your printouts of these be your notes. In Windows 98 and above (and with some printer drivers with Windows 95...and I'm not sure about the "Other" computer) you can print your pages 2-up or 4-up. This means it makes a miniature of each page 1/2 or 1/4 the size of a piece of paper, and prints 2 or 4 of these on each page.

This is ideal when you've got overheads...you just print a copy of your overheads at 2-up, or 4-up (if you can read the small print) and now you've got your overheads in a hand-held size. And since you kept your type at 20-22 point, even at 4-up, its still 6-point, and at 2-up its 10 point. If you absolutely need to, you can write some notes in the margin (using a colored pen works best), but avoid writing too much. Use your overheads as your outline and know your material well enough (by practicing repeated times) so that you don't need any other notes. Each passage of your presentation should jar your memory to the points you need to make.

To print 2-up or 4-up, click on the "properties" button in the print dialog box, and then click 2-up or 4-up. OR, in MS Word 2000, you can select the Zoom option of the print dialog box, and change the number of pages per piece of paper there.

Practice in front of someone, and/or a video camera

Its funny how sometimes you've got this thing all figured out, you know exactly how its going to sound, and you're sure it will be understood by all. Then, when you actually get up in front of your audience, for some reason it doesn't make sense any more. There's just nothing like practicing in front of a live audience.

"To improve as a speaker, you must speak, and the greatest improvement comes when you speak under criticism" that, from my speech professor, is very true, and very helpful to remember. But, this requires some criticism. We don't like criticism, but its none-the-less needful.

One of your greatest critics is yourself. Using the video equipment you can really see some glaring problems that others may not be comfortable pointing out, or even consciously notice—things like repeated "ums" and odd, sporadic movements of the hands, etc...

Regarding criticisms.

*Here's a tip to help your fellow teachers. The next time someone speaks, **don't** tell them they did a good job. Instead, tell them **how** they did a good job. Don't get what I'm about to say wrong — while I do like the confirmation of someone making a point to say, "good job" or "that was great" or, as they usually do with me, "man that was the best teaching I've ever heard" (uh, hum) — its not nearly as helpful to me as when someone says, "you really helped me understand bla bla", or "that was very clear", or "that was very colorful" or "that was...". So, the next time you complement someone, tell them not that it was good, but tell them something you specifically liked.*

Whether you can see yourself practice, or not, it is your goal to maintain the 7-Cs of good communication: Clear, Concise, Concrete, Correct, Cohesive, Colorful and Conversational.

Rehearsing with the Equipment

Just do it. You'll avoid numerous frustrations over having a video all ready to present...that you can't because of the VCR...or an overhead you want to write one...but discover your pens are all dried out. Invariably, your device will fail you at the very beginning of your presentation, thus setting your mood and frustration level.

Evaluations *We'll use the below to evaluate your presentation.*

CONTENT: Outline and BIG IDEA of the Presentation		
Presentation Date: _____ Presented by: _____		
Ho-Hum: _____		
Why Should I Listen: _____		
Big Idea: _____		
Main Points		
1) _____		
Functional Answer:	<input type="checkbox"/> Is it True?	<input type="checkbox"/> So What? <input type="checkbox"/> What do you mean?
2) _____		
Functional Answer:	<input type="checkbox"/> Is it True?	<input type="checkbox"/> So What? <input type="checkbox"/> What do you mean?
3) _____		
Functional Answer:	<input type="checkbox"/> Is it True?	<input type="checkbox"/> So What? <input type="checkbox"/> What do you mean?
4) _____		
Functional Answer:	<input type="checkbox"/> Is it True?	<input type="checkbox"/> So What? <input type="checkbox"/> What do you mean?
Are you through...: _____		

Mark each concept according to the following values. Leave non-applicable items unmarked.

1=almost never 2=rarely 3=sometimes 4=often 5=almost always

CLARITY: Method Used to Explain or Clarify Concepts and Principles

- Gives several examples of each concept 1 2 3 4 5
- Uses concrete everyday examples to explain concepts and principles 1 2 3 4 5
- Defines new or unfamiliar terms 1 2 3 4 5
- Repeats difficult ideas several times 1 2 3 4 5
- Stresses most important points by pausing, speaking slowly, raising voice, and so on 1 2 3 4 5
- Uses graphs, diagrams, lists, etc... to facilitate explanation 1 2 3 4 5
- Points out practical applications of concepts 1 2 3 4 5
- Answers students' questions thoroughly 1 2 3 4 5
- Writes key terms on whiteboard or overhead screen 1 2 3 4 5

ENTHUSIASM: Non-verbal Behavior to Gain Student Attention/Interest

- Speaks in a dramatic or expressive way 1 2 3 4 5
- Moves about while lecturing 1 2 3 4 5
- Effectively gestures with hands or arms 1 2 3 4 5
- Exhibits facial gestures or expressions 1 2 3 4 5
- Maintains eye contact with students 1 2 3 4 5

1=almost never

2=rarely

3=sometimes

4=often

5=almost always

ENTHUSIASM (con't)

- Walks up aisles beside students 12345
- Gestures with head or body 12345
- Tells jokes or humorous anecdotes 12345
- Teaches informally rather than verbatim from prepared notes 12345
- Smiles or laughs while teaching 12345
- Avoids distracting mannerisms 12345

INTERACTION: Techniques Used to Foster Students Participation

- Encourages students' questions and comments during lectures 12345
- Allows students to make errors 12345
- Praises students for good ideas 12345
- Asks questions of individual students 12345
- Asks questions of class as a whole 12345
- Presents challenging, thought-provoking ideas 12345
- Uses a variety of media and activities in class 12345
- Asks rhetorical questions 12345

ORGANIZATION: Ways of Organizing or Structuring Subject Matter

- Uses headings and subheadings to organize lectures 12345
- Puts outline of lecture on whiteboard or overhead screen 12345
- Clearly indicates transition from one topic to the next 12345
- Gives preliminary overview of lecture at beginning of class 12345
- Begins class with a review of topics covered last time 12345
- Periodically summarizes points previously made 12345

PACING: Rate of Information Presentation and Efficient Use of Time

- Covers obvious points quickly 12345
- Stays with major theme of lecture 12345
- Covers planned material in class sessions 12345
- Asks if students understand before proceeding to next topic 12345
- Sticks to the point in answering students' questions 12345

SPEECH: Characteristics of Voice Relevant to Classroom Teaching

- Avoids stuttering, mumbling, and slurring of words 12345
- Speaks at appropriate volume 12345
- Speaks clearly 12345
- Speaks at appropriate pace 12345
- Avoids "um" or "ah" 12345
- Varies voice pitch (avoids speaking in monotone) 12345

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Presentation