

5
8

CONSIDERATIONS WHEN USING ONLINE SURVEY TOOLS

There are many ways to build surveys, collect and compile survey data, and run reports using online tools. When choosing between various online options or deciding between a physical survey and a digital one, think creatively about the tech tools your youth researchers and the people they're trying to reach already use or have access to. Other determining factors may include how and where you expect people to fill out the survey, the specific features offered by different tools, and whether an online site is free to use or requires a paid account. Some online survey tools allow users to use basic features and collect a limited number of responses with free accounts but require a paid subscription to access more advanced features and conduct surveys on a larger scale. One beneficial feature of many online survey tools is their ability to

help researchers take a closer and more critical look at their data. Many tools allow you to filter data based on demographics and response. For example, if you would like to compare how Latinos responded to your survey compared to African Americans, you can filter the data to look at responses by race and ethnic group. You could also review the data based on gender or a specific response. This can help you analyze your data more closely to come up with more specific and concrete findings and recommendations.

07

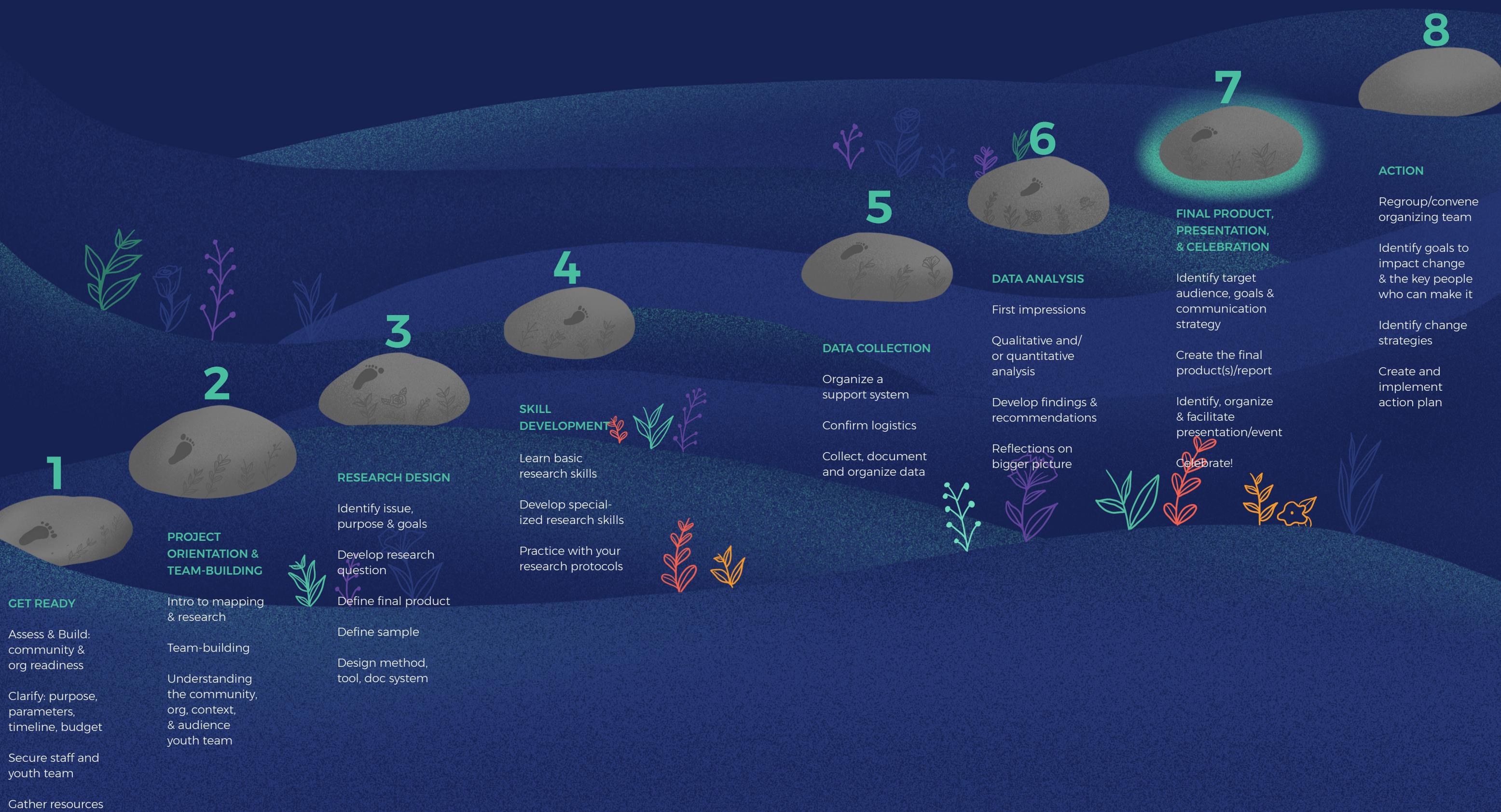


Stepping Stone 7:

Final Reporting & Presentations

*Module 7 in the CFCL's Youth-Led
Participatory Action Research Series*

Stepping Stones

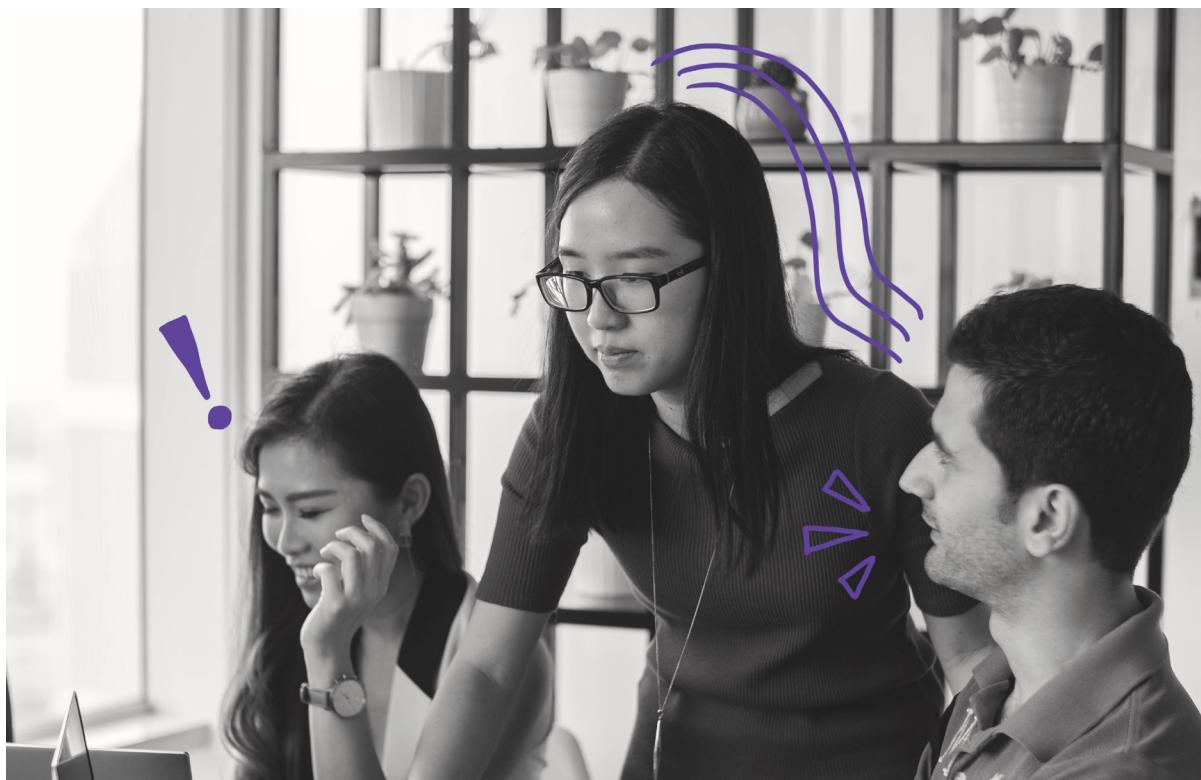


7.0 OVERVIEW

Stepping Stone 7: Final Reporting & Presentations

Stepping Stone 7 focuses on putting it all together. Youth researchers take all of their information, analysis and next steps and compile them into a cohesive report. With the support of adult facilitators, youth design their report from cover to conclusion, writing in their language and using graphics they create or choose. Following up on their report, researchers prepare public presentations to distribute their work and discuss findings.

This is a time to connect with key stakeholders and decision-makers, from politicians to principals to other youth in the community. It is also critical to connect with various media outlets in order to publicize the team's work. Finally, it is important to celebrate the work that has been completed by youth researchers and supported by adult allies and project partners. Plan a dinner, awards ceremony, appreciation or some other kind of ritual to mark the work of your research team.



Goals for Adult Allies

- » Facilitate team's work on final report.
- » Provide feedback on researchers' writings.
- » Conduct trainings on public speaking and presentations.
- » Connect youth researchers to key stakeholders and decision-makers.
- » Support team by providing community and media outreach.
- » Develop celebration for project end.

Goals for Youth

- » Participate in presentation trainings.
- » Create, design, write and peer review final report.
- » Conduct outreach for public presentation.
- » Participate in celebration for project end.

Stepping Stone Tips

By this stepping stone, teams have worked long and hard but they are almost done with their research phase. Encourage researchers by celebrating the work they have accomplished. During this phase of writing and public speaking, be aware of youth's fears, limitations, and challenges. Be prepared to build skills that do not yet exist, like reading and writing. Practice, practice, practice public speaking skills, including presenting data and answering questions.

Time: 4–6 sessions.



7.1 SAMPLE AGENDA

YIF_CNN Pilot Program: Training #4

The Final Call

Facilitator Agenda

September 14th, 10:00 am - 4:00 pm

Goals

- » To understand final stages of youth-led research process.
- » To build skills to facilitate youth presentations and planning.
- » To bring closure to our process with youth.

Agenda

Time

Welcome & Overview

10:00 - 10:05

- » Welcome everyone back.
- » Go over goals and agenda for this training

Check-in/Teambuilder

10:05 - 10:15

- » When I Was Minted: Pass out one coin to each person. Ask them to look at the year their coin was produced.
- » In addition to telling us how you're doing, tell us one thing about what life was like for you in that year—what was going on in your life or the world around you, what were you wearing, what did you look like, what were you doing, etc.?

Site Share: Updates, Challenges, and What Makes Us Smile

10:15 - 11:15

- » Get into pairs. Choose Person A and Person B.
- » Person A will tell Person B 3 things:
 1. An update - where is your project at?
 2. 3 big challenges
 3. 3 things that make you smile and/or give you chills
- » Person B will record Person A's thoughts on a flip chart (provided).
- » Person B will also record what questions they think Person A has based on their update.
- » Person B should check out their analysis (their questions) with Person A, make any adjustments and give those questions to the Trainer.
- » Person A and B should switch roles.
- » Large Group Debrief: Spenta will go through and answer all the questions that came up.
- » Site leads go around the room and tell us one thing that's made you smile.

Agenda

Time

Final Product Packet/Final Product Overview

11:15 - 11:45

- » You've all seen it, now what questions do you have?
- » How you get from the final product packet to the product.
- » Layout, writing, and production

Focus on YOU: Focus Group with Site Leads/Lunch

11:45 - 12:45

- » Grab lunch.
- » Cadelba will run a focus group with site leads to get their perspectives on the year.

Break

12:45 - 1:00

Curtain Call: Presentation Prep & Planning

1:00 - 2:30

- » VIDEO: Watch SOMA youth present their project.
- » Split into 2 groups. Give each group a final report. Have each group:
 1. Plan a presentation of the report's findings (use chart provided)
 2. Practice planned presentation
 3. Conduct presentation
- » After each group presents, the audience should ask questions (some more difficult than others). ***Make sure participants know what to do if they can't answer a question.
- » Large group discussion: brainstorm potential presentation styles, formats, etc.
- » Q & A

Post-project Self-Assessment

2:30 - 2:45

- » Site Leads will fill out and compare to pre-project self-assessment.

Questions, Comments, Concerns

2:45 - 3:00

Closing

3:00 - 3:45

- » Celebration with cake and certificates
- » Wrap-up activity

Check-Out

3:45 - 4:00

7.2 FINAL PRODUCT OUTLINE

Proposed Structure

This is an overview of the sections that you may want to include in your final product. We also recommend that you include any pictures or art from your project or that help explain your findings.

While the content is important, it is also important that the final product represent the findings, work and personality of the researchers. As with the rest of this project, we recommend that the youth take the lead on writing the final product (except for the statement from the facilitator) and that the adults be consulted on layout and editing only.

Table of Contents - This will help people navigate through the document and find the information they are most interested in quickly. This is also a good way for the group to make sure that they have completed all of the pieces of the final product.

Description of Organization - Description of the organization, school or community that hosted this project. You may want to include the organization's mission and projects. You may also want to include a description of the specific program this research project was completed in.

Facilitator Statement - Statement from facilitator or executive staff member about why the organization/community/school decided to initiate this research project, who was involved in the project, who helped support it, and what is the future vision for youth-led research.

Biographies - Each youth researcher should make a short bio outlining what they want people reading this report to know about them. They may want to include a description of who they are, why they were involved in this project, what they learned, what is unique about them, or anything else. We recommend, if possible, that you also include pictures of the researchers.

Executive Summary - A 1-2 paragraph overview of the project highlighting the key points including the purpose of the project, the research questions trying to be answered, the key findings, the key recommendations, and why it was important that youth led the process.

Methodology - Description of the process of this project. What happened? How did you select the topic? How did you develop the tools? How did you collect the data (when, where, who, how many)? How did you analyze the data and come up with the recommendations? Describe this project as though you are talking to someone who does not know anything about your process.

Data Analysis - Description of key findings, supporting data and recommendations uncovered through this project. Include graphs, maps, tables, pictures and any other supporting figures.

Limitations - Description of the limits of your data, weakness of your process, or areas that you would have liked to examine more closely. This is an opportunity for honest reflection on your process and a place to identify where you could have done things differently.

Summary - Statement detailing conclusions and recommendations, thoughts on process, ideas on next steps. May include additional areas of research, project changes, etc.

Thank You & Acknowledgment - A place for you to say thank you to anyone who may have supported you in this process (provided you with feedback, supported you in data collection, etc.).

Appendix - Include copies of survey or other research tool, raw data tables, etc.

Logos - Include logos of project sponsors (i.e. organizations, funders, etc.).

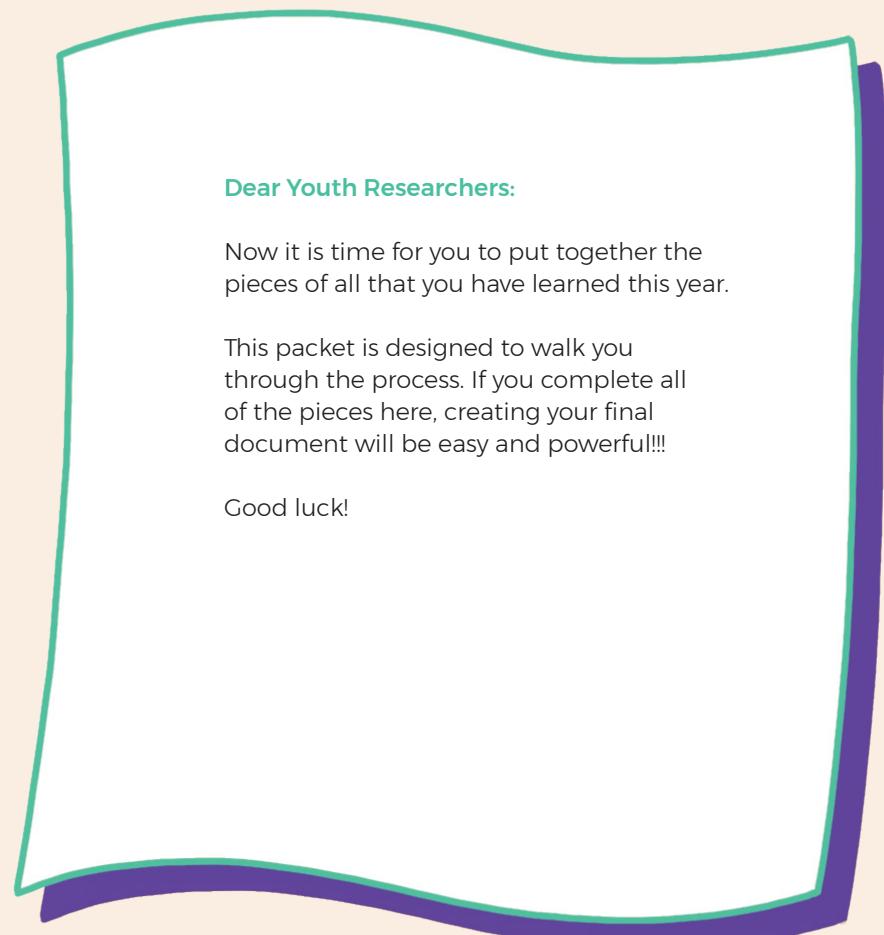
7.3 TELL IT LIKE IT IS:

Final Product Packet

Putting together the pieces...Thinking about the final product

* Note to Facilitators: Use the Final Product Outline to guide the process of filling out this packet. Provide a copy to each youth researcher and go through the packet together. Have youth identify parts they want to write, individually or in teams.

Set up a writing schedule, including draft deadlines, review/feedback timelines, and revision/final deadlines. Have youth also sign up to compile the entire report, work on the graphics within the report, design the cover, etc.



Dear Youth Researchers:

Now it is time for you to put together the pieces of all that you have learned this year.

This packet is designed to walk you through the process. If you complete all of the pieces here, creating your final document will be easy and powerful!!!

Good luck!

Biography



Who are you? What do you want the people reading this report to know about you? Think about including what grade you are in, what is important to you, why you participated in this project and anything else that you want people to know.

Description of Your School or Organization



What is the mission of your organization (or the group that supports your team)?

What is your team name? What is the purpose of your team?

What other programs and services does your school or organization offer?

Describe Your School or Organization...

Introduction to the Project



Our research question was...

The major questions that we wanted to answer were...

Now that we have this information, we hope to...

We chose to look at this issue because...

It was important that we did this research rather than adults because...

Methodology



This is the part of the document that will describe HOW you did your research. You will be describing the steps you took in this research process.

How was this group of youth researchers picked to work on this project? How many researchers did you have? How often did you meet?

What information did you collect that helped you look at the issues you were interested in (e.g. publicly-available data, maps, personal stories, etc.)?

How did you decide on your research question?

Why did you choose [surveys, focus groups, interviews, photovoice, or observations] as your primary data collection tool?

How did you select your sample? Why did you choose the participants you did?

How did you decide where you were going to distribute your survey [or conduct your focus groups, interviews, observations, photovoice]? Where did you collect your data?

How many surveys did you collect?

How many [focus groups or interviews] did you conduct?

How many [photos did you take or observations did you make]?

Once you collected the data, what did you do with it?

How did you identify your key findings and come up with your recommendations?

Data Analysis



In this section you will be describing your findings and recommendations. This section will include charts, graphs, maps and tables. You will need to use the data to decide what charts, graphs and maps you want to create, as well as what data you want to present.

Presenting your findings: What did you learn after looking at the data? What data supports each finding? Outline your key findings and show the data that supports them.

1. Finding:

Supporting Data:

Supporting Data:

Supporting Data:

2. Finding:

Supporting Data:

Supporting Data:

Supporting Data:

3. Finding:

Supporting Data:

Supporting Data:

Supporting Data:

4. Finding:

Supporting Data:

Supporting Data:

Supporting Data:

5. Finding:

Supporting Data:

Supporting Data:

Supporting Data:

Select 4 (or more) pieces of data that you want to create a chart, map or graph for.

Decide what type of chart, map or graph you want to create (pie chart, bar chart, line graph, static map, interactive online map, etc.). We will create these on the computer.

Data for Chart/ Map/ Graph #1:

Data for Chart/ Map/ Graph #2:

Data for Chart/ Map/ Graph #3:

Data for Chart/ Map/ Graph #4:

Limitations and Lessons Learned



What could we have done better that would have given us better data? What are things that we wished we had asked?

A)

B)

C)

D)

E)

What were some important things we learned about research during this project?

A)

B)

C)

D)

E)

Summary

Proposed Structure



Based on our data and findings we make the following recommendations:

1.

2.

3.

4.

5.

6.

Some next steps that we see as a result of this project are (including recommendations for future research):

1.

2.

3.

The most valuable part of this project was:

- _____
- _____
- _____

Thank You and Acknowledgements

The people and organizations who supported us in this process and who we want to thank are:

- _____
- _____
- _____
- _____
- _____

7.4 PowerPoint Final Product

Proposed Outline

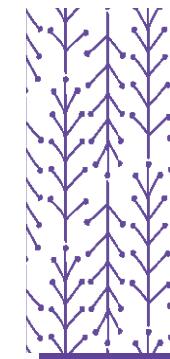
Here is a proposed outline for your PowerPoint presentation. Remember to:

- » Keep it short and sweet! You don't want to crowd each page too much, so paraphrase where necessary. You can say more details when you present.
- » Make it beautiful! Put in relevant pictures, images, maps and charts to keep it exciting and engaging, and use related colors throughout the PowerPoint.

- Cover Page** - This should be a colorful page with one main symbolic image/photo or a collage of images that represent the issues you are talking about, along with the name of your presentation, the name of your group, and the year of your project.
- Research Limitations / Lessons Learned** - Description of the limits of your data, weakness of your process, or areas that you would have liked to examine more closely. This is an opportunity for honest reflection and to identify where you could have done things differently.
- Description of Team, Project & Organization** - A brief description of your team, and the organization, school or community that hosted this project. You may want to include the organization's mission and a short description of the specific program this research project was completed in. You may want to put your team photo here.
- Concluding Summary** - Statement detailing overall conclusions, thoughts on the process, and ideas on next steps for further research.
- Upcoming Action Steps** - You can list some possible action steps that your team will take to follow-up on the findings and recommendations and change your community.
- Project Description** - This should list why you chose your issue to focus on, what your research question was for the project, and any important background information.
- Biographies** - Each youth researcher should make a short bio outlining what they want people to know about them. They may want to include a description of who they are, why they were involved in this project, what they learned, or what is unique about them. Also include individual pictures of the team members if possible.
- Methodology** - Description of the process of this project. What steps did your team take? How did you collect the data (when, where, who, how many)? Which tools did you choose, and what are some sample questions?
- Findings** - Description of key findings and supporting data uncovered with your research tools. Include graphs, tables, maps, pictures and any other supporting figures.
- Thank You & Acknowledgment** - A place for you to say thank you to anyone who supported you in this process (provided you with feedback, supported you in data collection, etc.).
- Logos** - Include logos of project sponsors (i.e. organizations, funders, etc.).
- Vision & Recommendations** - Description of group vision and recommendations to decision-makers. Include any relevant pictures here to keep it exciting!

7.5 ACTIVITY

Styling Your Report (Final Product)



Objectives

- » To learn the steps to style your final report.
- » To identify and develop a consistent style for your report.

Time Needed

20 – 30 minutes

Materials

- » Style Guide (see attached)
- » Markers/pens
- » Paper
- » Completed Final Product Packet

Introduction

You have been working long and hard on your research... drum roll please... NOW you are ready to put it all together into a report, book, magazine, or some other written document! To do this, you will be working on the computer to create the layout and design.

You want your final product to look good and be easy to read. You can all work on styling your report or you can choose one to two youth researchers to take the lead. Either way, you want to make sure everyone has a creative say in the process, while developing a similar, consistent style to hold all the parts together.

Instructions

See Style Guide*. With your team, go over:

- » What a style guide is.
- » Example layouts.
- » Create your style guide. If necessary:
 - BRAINSTORM first, then using your decision-making process, decide and highlight which styles you'll use.
 - Make sketches on paper.
 - Get needed computer training.
- » Layout your report.

*STYLE GUIDES are basic guidelines for how you want your report to look. They are the common style that "holds your report together", from section to section, page to page. Style Guides spell out things like which fonts the team will use and what size they should be for the title, and the rest of the text. If everyone on the team follows the style guide, you will have a report that looks like a book, rather than a bunch of random pages put together.

7.5 ACTIVITY

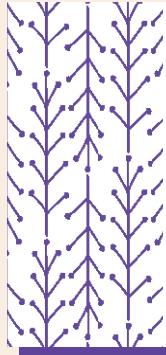
Styling Your Report (Final Product) (cont.)

STYLE GUIDE BRAINSTORM									
GUIDE	BRAINSTORM								
<p>FONT STYLE: This is an important decision. Choose one font that is easy to read for the text body. Things to think about:</p> <ul style="list-style-type: none"> • Is it easy to read? • Does it look good on the page? • Does it match the style of our project? • Save fancy fonts for the title, quotes, etc. 									
<p>FONT SIZE: Decide font size for:</p> <ul style="list-style-type: none"> • Text body (11 – 12 pt font is generally a good size) • Main title, subtitles • Captions • Credits 									
<p>TITLE: What do you want to call your project? Things to think about:</p> <ul style="list-style-type: none"> • What captures what this project was about? • What is catchy and will get people's attention? • What font will you use? Here's where you can use fancy fonts or fonts that really capture the style of your work. 									
<p>GRAPHICS: Make your work look good by including:</p> <table border="0"> <tr> <td>• Photos</td> <td>• Borders</td> </tr> <tr> <td>• Drawings</td> <td>• Colors</td> </tr> <tr> <td>• Clip art</td> <td>• Background</td> </tr> <tr> <td>• Other artwork</td> <td>• Be creative!</td> </tr> </table> <p>Where will these things go? What do you want graphics of?</p>	• Photos	• Borders	• Drawings	• Colors	• Clip art	• Background	• Other artwork	• Be creative!	
• Photos	• Borders								
• Drawings	• Colors								
• Clip art	• Background								
• Other artwork	• Be creative!								
<p>COVER PAGE: This is the first thing people notice when they see your report. How will you draw them in and make them want to read it? Include:</p> <ul style="list-style-type: none"> • Graphics • A catchy title • Quotes 									
<p>OTHER THINGS TO THINK ABOUT:</p> <ul style="list-style-type: none"> • Margins • Page numbers • Columns 									

STYLE GUIDE FINAL	
MAIN BODY	FONT STYLE: FONT SIZE:
TITLES	WHAT? FONT STYLE: FONT SIZE:
MARGINS	TOP: LEFT: BOTTOM: RIGHT:
BORDERS	
GRAPHICS	PHOTOS: WHERE? SYMBOLS: WHERE? ARTWORK: WHERE? MAPS: WHERE? GRAPHS & TABLES: WHERE?
PAGE NUMBERS	Where on the page? Font style and size?
BACKGROUND	
COLORS	TEXT COLORS: BACKGROUND COLORS:
COLUMNS	HOW MANY IF ANY?
OTHER	WHAT ELSE DO WE NEED TO NOTE?

7.6 ACTIVITY

Planning Your Presentations



Objectives	Time Needed	Materials
<ul style="list-style-type: none"> » To identify preferred presentation format and style. » To develop a strategy for presentation(s). 	30 – 45 minutes	<ul style="list-style-type: none"> » Planning Your Presentation chart (see attached) » Presentation Content Questions chart (see attached) » Pens » Copy of the group's Final Product (draft form is fine)

Introduction

A presentation of your work, especially findings and recommendations, is a critical part of your project because it creates an opportunity for dialogue between researchers, stakeholders, and decision-makers. Presentations are also important because they can be the catalyst for change.

In this activity, you will use the work you've done so far to think through the parts you want in your presentation, including written, visual, and verbal elements.

Instructions

In order for researchers to plan the audience, purpose, content, and format of their presentation, see **Planning Your Presentation** chart and **Presentation Content Questions** chart.



PRESENTATION PLAN	
PROCESS	PLAN
AUDIENCE: Who are the key stakeholders, decision-makers, peers, allies and supporters that you want to connect with?	Who is the audience? Why present to them? Should you do different presentations for different people? How many and why?
GOALS: What do you hope to accomplish by doing this presentation?	What are your goals for each presentation?
FORMAT/STYLE: How will you get your audience's attention and keep them interested in what you have to say? Ideas include: <ul style="list-style-type: none"> » Skits » Games » PowerPoint » Poetry/creative writing » Photographs, video » Q & A 	How do you want to run your presentations? Think creatively!
OUTLINE: What's the flow of the presentation? Who's doing what? Things to think about: <ul style="list-style-type: none"> » Who will handle tech problems? » Do you want a donation box? » Prep notecards, materials, decorations, etc. 	Order of presentation: What roles are necessary for the presentation to happen? Who will conduct the following?: Audience Outreach: Media Outreach: Food: Other: What roles are necessary for a smooth presentation? Greeters: Documenters (videographers, photographers, etc.): Tech Roles: Presenters: Media Reps: Other Roles:
SCHEDULE: What are upcoming dates to know about? Practices, presentations, etc.?	Practice Schedule (include dates and times): Presentations (include dates and times):

Presentation Content Questions Chart

PRESENTATION CONTENT QUESTIONS	
QUESTIONS	REFLECTIONS
Who Are You? (Biography) » Who is your group? » Who are the individuals in your group?	
What is this project? (Introduction to the Project) » What is the project? What are you doing? » Why are you doing the project? What are the goals?	
How Did You Do Your Research? (Methodology) How did you: » Recruit and train your team? » Plan your project? » Do your research (and who did you talk to)? » Analyze your data? » Put together your final report/product?	
What were your findings? (Data Analysis) » What were the key findings that you learned through your research? » What data supports these findings? » Was there anything surprising?	
What are your recommendations? (Recommendations) » What recommendations do you have for decisionmakers based on your findings? » Who can do something to make sure these things happen?	
What are your next steps? (Next Steps and Lessons Learned) » What will your team do after this presentation? » What are other people in the community/organization planning to do with your research? (Or what do you hope they'll do?) » What lessons did you learn throughout this process?	
Who do you want to acknowledge? (Thank Yous & Acknowledgments) • Who supported you throughout this process? • How was this project funded? • Who made it possible for you to do this work?	

7. THE BIG DAY

Presentation Checklist

THE BIG DAY: BEFORE, DURING, AND AFTER CHECKLIST		
BEFORE	WHEN	WHO
<input type="checkbox"/> THINGS NEEDED FOR THE SPACE » Decorations » Props and equipment » Chairs » Tables » Signage » Other _____		
<input type="checkbox"/> TECHNICAL SUPPORT (+ BACK-UP PLAN) » AV equipment borrowed » Back-up plan » Other _____		
<input type="checkbox"/> REFRESHMENTS » Getting food and drinks » Other _____		
<input type="checkbox"/> MATERIALS » Copies of final reports » Copies of programs/information packets » Press release » Press kits » Sign-in sheet » Donation box » Other _____		
DURING		

THE BIG DAY

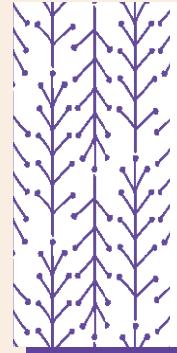
Presentation Checklist

THE BIG DAY: BEFORE, DURING, AND AFTER CHECKLIST		
DURING		
WHAT	WHEN	WHO
<p>Give yourselves at least 2 hours of prep time before the presentation...</p> <ul style="list-style-type: none"> <input type="checkbox"/> SET UP <ul style="list-style-type: none"> » Decorations » Props and equipment » Chairs » Tables » Signage » Other _____ 		
<ul style="list-style-type: none"> <input type="checkbox"/> CHECK IN <ul style="list-style-type: none"> » How is everyone feeling? » Do you know your roles? » Pep talk! » Practice, if needed 		
<ul style="list-style-type: none"> <input type="checkbox"/> TECHNICAL SUPPORT (+BACK-UP PLAN) <ul style="list-style-type: none"> » Set up AV equipment » Test AV equipment 		
<ul style="list-style-type: none"> <input type="checkbox"/> GREET AUDIENCE <ul style="list-style-type: none"> » Hand everyone a program » Ask them to sign-in » Hand out media kit » Hand out final report 		
<ul style="list-style-type: none"> <input type="checkbox"/> RUN PRESENTATION <ul style="list-style-type: none"> » Run your presentation » Q & A » Let audience know how they might use your research and/or get involved in next steps » Thank your audience, each other, and key supporters. » Other _____ 		

THE BIG DAY: BEFORE, DURING, AND AFTER CHECKLIST		
AFTER		
WHAT	WHEN	WHO
<ul style="list-style-type: none"> <input type="checkbox"/> CLEAN UP 		
<ul style="list-style-type: none"> <input type="checkbox"/> SET NEXT TEAM MEETING DATE 		
<ul style="list-style-type: none"> <input type="checkbox"/> FOLLOW-UP MEETING <ul style="list-style-type: none"> » Debrief the event » Identify ways to follow-up with audience members 		
<ul style="list-style-type: none"> <input type="checkbox"/> GENERAL <ul style="list-style-type: none"> Follow-up with... » Next steps » Key stakeholders » Questions that came out of the presentation » Evaluation of overall experience » Celebration!!! » Other _____ 		

7.8 ACTIVITY

Public Speaking: Whose Line Is It?



Introduction

This team builder is a fun way to become comfortable with speaking in front of groups and practice public speaking skills. Before you begin the activity, ask students to list qualities of a good public speaker and record their answers on a flip chart.



Objectives

- » To practice public speaking skills.

Time Needed

Minimum time needed is 20 minutes (but varies based on group size)

Materials

- » Scratch Paper
- » Hat, bowl, or other container to collect scratch paper
- » Pens
- » Markers
- » Flip chart paper

Instructions

- Provide each youth with a piece of scratch paper.
- » Give them two minutes to write down an interesting topic. Collect the scratch paper in a hat, bowl or other container.
 - » Explain that each student will volunteer to select a piece of paper and will have one minute to talk about anything they want in front of the group based on the topic written on the scratch paper.
 - » In that one minute they should grab their audience's attention and they must speak for the whole minute.
 - » After each speaker completes their one minute, ask the group to tell them what they did well in their talk. Only ask for positive feedback and refer back to the list of positive qualities you generated if necessary.

Debrief

- » Was it hard or easy to get up in front of your team and think about something to speak about?
- » What did you learn about good public speaking skills?
- » Do you feel more comfortable speaking in front of groups? Or are you still as scared?
- » Would more practice help you to feel more confident about your public speaking abilities?

7.9 PUBLIC SPEAKING TIPS

Now that you're in front of a crowd...

Be prepared.

Know the order of your presentation and know why you are there to present and what you are presenting.

Introduce your topic clearly.

A good method is:

- Tell people what you're going to talk about.
- Talk about it.
- Tell people what you told them.

Make eye contact with people you are speaking to.

You can vary your eye contact by looking at different individuals (no longer than 3 seconds per person) and by scanning the room. If you don't like making direct eye contact you can also look around the general vicinity of people's foreheads.

Show your confidence with body language.

If you are standing, put your feet apart. Move purposefully and keep hands steady. Don't fidget or twist your legs.

Feel at home in your body.

Do stretches beforehand to connect with your body and breath. Put your head up, let your arms swing if you move, and put your shoulders back.

Speak loudly.

Ask people in the audience if they can hear you. Speak louder than you think you need to.

Pause.

Speak slower than you think you need to. Stop to breathe.

Practice!

Talk to yourself in the shower, car or wherever you can rehearse.

Have accessible notes.

Don't be afraid to check notes, but put them in a place where you can easily refer to them.

Use humor where appropriate.

Just be aware of who your audience is.

Speak from the heart.

Let your passion come through.

Take questions and answers when you're finished with your sentence.

Don't interrupt yourself. Acknowledge questions by nodding at the person or making eye contact.

Believe in yourself and have confidence that what you have to share is important and people are excited to hear you!



7.10

SAMPLE CERTIFICATE

