**Unit 3 Student Instructions**

**Map Your Hazards!   
Combining Natural Hazards with Societal Issues**

**Unit 3: Translating the Message**

**Learning Goal 3:** Students will identify potential stakeholders and assess the importance of communication and interaction among these groups to make recommendations on how to define and develop prepared communities.

**Necessary Materials:** Access to computers with PowerPoint; completed assignments from Unit 1 and Unit 2.

**In your groups, you will synthesize and evaluate data sets from Units 1 and 2 for a particular stakeholder and generate recommendations for preparedness, resource allocation and city planning to promote building a more prepared community.**

Your entire presentation will be geared toward your stakeholder (chosen with guidance from your instructor). Your audience may include invited guests that are professionals in the field of natural hazard mitigation and representatives of your stakeholder, as well as classmates. Generally, people are not receptive to suggestions for improvement if presented in a rude or sassy manner – ***Any recommendations should be made in a professional manner.***

Presentation must include:

* Risk map
* Assigned hypothesis (from group packet) and conclusions with supporting graphs
* Group hypothesis and conclusions with supporting graphs
* Suggestions for additional useful data
* Citations for hazard maps and any other resources
* *Professional* and *reasonable* suggestions for future natural hazard mitigation strategies

Presentations should be:

* 5–7 minutes long
* Emailed to the instructor the day prior to the presentation
* Exceptional according to the rubric

**Presentations & Public Speaking**

***Guidelines adapted from a presentation on presentations by Jean-Luc Doumont. This presentation is available online if you are interested in seeing the entire lecture:*** http://www.youtube.com/watch?v=meBXuTIPJQk

A presentation can have a much greater impact than a written document — not only because you have more channels of communication, but also because you have better control of the audience’s attention. You only have their attention for a limited time, so your oral presentation must be limited to conveying key messages in a convincing manner.

**Design the presentation** in three parts: first an opening, then a body, and finally a conclusion.

**The opening** states the motivation and the main message you want the audience to remember and be convinced of at the end.

* **Attention-getter**. A way to get the audience’s attention and start forcefully. An unexpected, yet relevant lead-in may be appropriate, depending on the situation.
* **Need**. A difference between what we *have* and *want*, including necessary context.
* **Task**. What I was asked to do or decided to do to address the need (including *who I am* or *why me*).
* **Main message**. The one message I want you to remember (usually the main conclusion. Equivalent to thesis statement in a paper).
* **Object**. An idea of the presentation’s purpose or contents (usually a preview of the body).

**The body** supports the main message in a structured way.

* **Contents**. That which supports the main message, structured in main points and sub-points, organized in a logical flow.
* **Structure**. That which reveals the structure, such as summaries and transitions between points.

**The closing** interprets the outcome and calls for action.

* **Review.** A synthetic view of the body (usually what resulted from carrying out the task).
* **Conclusion.** An interpretation of the results, in view of the need; recommendations or perspectives. Reiterates the take-home message.
* **Close.** A way to end the presentation forcefully (often a call for action or a tie to the attention-getter).

**Create the visuals**, making sure that each visual conveys one message, in a redundant, stand-alone, and visual way. You must be able to deliver your presentation without your visuals. Conversely, your visuals must “tell the story” explicitly on their own – yet with as few words as possible. An effective visual gets the message across (conveying the *so what*) in just a few seconds.

**Design the visuals**

* State your message as a short sentence in the title, conveying the *so what*, not merely the *what.*
* Illustrate your message as visually as possible, limiting text to whatever keywords made the visual stand alone.
* Question the relevance of anything you plan to include, using graphical features to communicate, not to decorate.

**Construct the visuals**

* Organize the visuals in a graphically consistent storyboard. Use horizontal layout. Use special effects sparingly.
* Limit yourself to one (familiar) font at a few sizes.
* Set text left-aligned and optimize line breaks manually on the basis of both meaning and visual balance.
* Use colors with care, testing them for visibility. Draw lines thick enough and fill areas (do not merely outline them).

**Deliver the presentation** using verbal, vocal, and visual components in real time, as a form of effective redundancy.

The eyes look at the audience (everyone, all the time).

The hand (on the screen side) points directly at the screen (if the room is small).

Shoulders, hips, and feet are facing the audience.

* Verbal. Memorize your outline, not your wording. Polish your fluency, striving to eradicate filler words (ums, uhs, you knows, likes, OKs, etc.).
* Vocal. Adjust the mean value of your vocal tone, speed, and volume to the setting. Around this mean value, modulate according to meaning, complexity and importance.
* Visual. The head establishes presence and shows emotions. The hands make large, slow and deliberate, varied gestures. The rest of the body assumes a stable, neutral stance and should not be noticed.

**Answer the questions**: as a rule, be *honest* and *helpful*. Dare to say things the way they are (for example, that the question is irrelevant or that you do not know the answer), but strive to help, not offend, the questioner (for example, propose to provide an answer later or ask if anyone in the audience has an answer).

When taking in questions, be sure to:

* Listen to the whole question
* If not everyone heard it, repeat the question; if not everyone understood it, rephrase the questions
* Pause before answering, think first
* Keep answers short and to the point

To answer simple questions:

* State your **point** (which could be as short as *yes* or *no*)
* Support your point with the **reason** for it
* Provide an **example** or possibly a further **explanation**
* Restate your **point**, to provide a sense of closure

When under attack, remain calm and professional:

* Quiet the atmosphere by pausing before answering
* Acknowledge the questioner’s *concern* (emotional level)
* Disagree with the questioner’s *opinion* (intellectual level)

**Tips** for presenters:

* Without intending to, at the beginning of your presentation your voice may start off quietly, or lower-pitched than usual, making it difficult for the audience to hear you. Make a conscious effort to speak clearly, slowly, and loudly, especially in the first few minutes.
* While having lots of text on your slides is distracting and counterproductive, do not be afraid to include cues for yourself on your slides to help your presentation run smoothly. For example, write out a key phrase to get you started on the first slide in case you blank and do not know how to begin, or write out a particularly difficult term if it helps you avoid becoming tongue-tied.