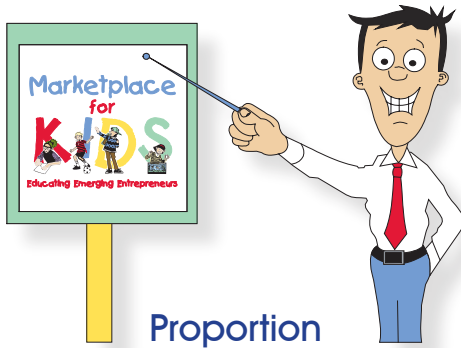


Visual Aids

Visual aids, like words, are a means of expression. The audience is more likely to accept what you say when it is accompanied by an attractive and simple picture/graphic or sample. Retention and recall of your message is also greatly extended. Beware of the pitfalls of "over kill." Simplicity is still the best when looking for an attractive visual aid.



Proportion

Graphics or slides should be bold, big and easy to read from a distance, and simple with 3-5 bullets only.

Balance/Contrast/Order

Balance is not having everything equal on the left and right side of a paper, but balance creates the interest that makes the eye start in one place and go to the other. Strive for dynamic balance – think of three heavy people close to the center of a seesaw balanced by a thin person on the tip of the other end.

Contrast directs interest, such as a dark picture on a light page.

Order is a goal. Every element should lead the eye progressively to the next visual in a logical step.

Color

Select the appropriate dominant color first for your presentation and then decide on a harmonious color scheme. Good combinations include black on yellow, black on white, blue on white, white on blue or white on green.

Poor choices include red on green, yellow on white, or black on deep purple. As a rule the greater contrast between the two colors, light to dark, the better the legibility will be.

REMEMBER!

*Smile, be friendly, and have some fun.
You are the expert.
The kids will listen and learn.*

Summary

- A. Use colorful signs, posters and displays (for kids).
- B. Use props if you feel this will help participants (kids) to better understand your class.
- C. Call **Marketplace for Kids** at 701-663-0150 or 888-384-8410 if you need equipment for your class.
- D. If you are participating in a panel, please communicate with the other members of your panel.
- E. Leave time for a few questions and answers (be sure to repeat the question so the whole group can hear the question and your response).
- F. Practical advice and how-to tips are always welcome and appreciated (use kids language).
- G. Handouts are always appreciated.
Be sure to include the **Marketplace for Kids** class title in addition to your name, organization, mailing address and phone number on each handout.
- H. If you will be available after class for additional individual questions or discussion, please tell the class where and when you can be reached (i.e., in your booth, in the hallway).

I. HAVE FUN!

*Thank you for giving freely of your time.
The Marketplace for Kids
participants appreciate you!*

A Special Thank You to the
Following Leadership Team Members
that Developed this Tool:

*Glenda Fauske, Bottineau
Colleen Rodakowski, Dickinson
Sharon Kickertz-Gerbig, Dickinson
Doris Griffin, Devils Lake
Donna Bernhardt, Grand Forks*

TO GET INVOLVED OR FOR MORE INFORMATION, PLEASE CONTACT:



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A large, colorful graphic with a yellow top half and a light blue bottom half, framed by a green border. At the top, it says 'Presentation Tips' in green, 'Marketplace' in blue, 'for' in red, and 'KIDS' in large, colorful letters (K is red, I is blue, D is yellow, S is green). Below 'KIDS' are four small cartoon illustrations of children. Underneath that is 'Educating Emerging Entrepreneurs' in red. At the bottom of the graphic, it says 'Your Audience...KIDS!' in green. Below the graphic is the website 'www.MarketplaceForKids.org' in blue. Further down, there is text about the organization being a 501(c)(3) nonprofit and funded in part by the US Department of Education. At the bottom of the graphic is a photograph of a group of children sitting at desks in a classroom, looking towards the camera.

www.MarketplaceForKids.org

Marketplace for Kids is a 501(c)3, Nonprofit Organization and Equal Opportunity Provider and Employer.

The Marketplace for Kids program is funded, in part, through a grant from the US Department of Education Fund for the Improvement of Education.

Age Appropriateness

■ Consider the age group that is the target of **Marketplace for Kids**, so you may apply/select age appropriate teaching techniques and materials. Don't use work acronyms and technical jargon. Pretend you are talking to your child or grandchild.

■ Students in grades 3-middle school are avid for information and enjoy gaining skills. They learn best when the appeal of the content is real for their age, when the skill has some value, and when the style of learning is action.

◆ Physical

- Major Physical Changes During These Years
 - Between Tantrums of Earlier Years and the Dramatic Changes of Adolescence... a Fairly Steady Time

◆ Social/Emotional

- Moving Towards Independence
- Developing Their Own Likes and Dislikes
- Clubs or Peer Groups Become Important
 - Have a Strong Sense of Fairness

◆ Academic/Intellectual

- Developing Skills in Abstract and Creative Thinking
- Enjoy Examples, Models and Simulations
 - Ask Good Questions with Thought
- Are Able to Organize Data and Information
 - Understand Things Change Over Time
 - Recognize There Are Conflicts Because of Different Views
- Like to Compare, Speculate, Predict Things
 - Are Developing Personal Responsibility

Presentation Preparation

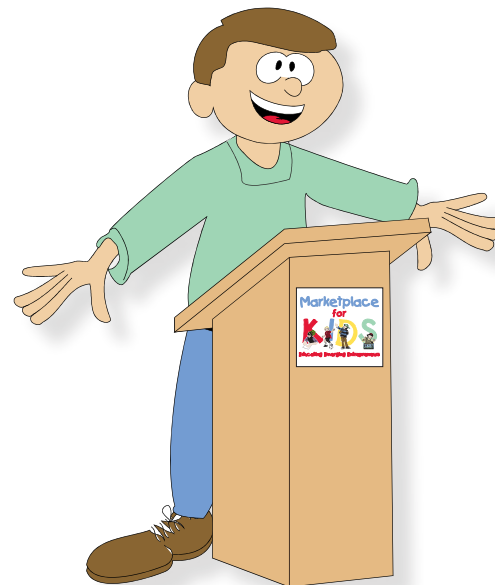
- Ask yourself: What do I expect the students to get out of my presentation?
- Think about how you can engage the students? What "action(s)" could they do?
 - Give your presentation with a sense of excitement and importance.
- State a goal of what the students should learn from your presentation at the beginning.



- Use a variety of sensory materials – pictures, maps, graphs, handouts and hands-on items.
- Relate a personal experience.
- Allow time for student questions.
- Think about any safety concerns at the site or with your materials.
- The teacher/chaperones are in charge of discipline – you are a guest speaker.

Delivery

There are two aspects of delivery: voice – that which people hear, and physical behavior – that which people see. It's best to refer to quotes from time to time rather than read verbatim.



Voice

Rate or Time –
A Variety is Needed

Pitch –
Raise or Lower
Sometimes
for Emphasis

Force or Loudness –
Be Loud Enough
to be Heard,
But Don't Shout

Articulation –
Speak Clearly,
Don't Mumble

Body

● Stand Erect and Comfortable,
Not Slumped or Stiff or Sloppy

● Some Movement and Proper Gestures Help Explain

● Visual Aids Wake up a Sleepy Audience,
But Know the Difference Between
Meaningful Gestures and a Case of the
Fidgets (**Shuffling Feet, Rattling Papers**)

A Step Forward – A Point is More Important

A Step Backward –
Gives Students a Chance to Relax
and Think About the Last Idea

● Look at and Talk to Your Audience,
Your Eyes Can Attract Your Listeners,
Your Face Should be Pleasant and
Happy, **Not Scowling or Frowning**