Presentation Workshop: Structure, voice, body and visuals

NBE3U, Unit 4: Living Words, Lesson 12. 75 minutes. Teacher lesson plan.

Lesson at a glance

We have spent a unit listening. Now it is our turn to speak, and to speak about other people's traditions with care. A strong presentation is clear in structure, accurate in its words, alive in its voice and supported, not crowded, by its visuals.

What students do: Students build their presentation structure, practise vocal strategies (tone, pace, pitch, volume) and non-verbal cues with sensitivity to audience and cultural differences, design simple, respectful audio-visual aids, and rehearse with peer feedback.

Curriculum expectations

Code	Students will…
B3.3	orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience
B3.5	identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them effectively and with sensitivity to audience needs and cultural differences
B3.6	identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them effectively and with sensitivity to audience needs and cultural differences to help convey their meaning
B3.7	use a variety of audio-visual aids effectively to support and enhance oral presentations on subject matter related to First Nations, Métis, and Inuit cultures, and to engage their intended audience

From The Ontario Curriculum, Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019), English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation (NBE3U). A = First Nations, Métis, and Inuit Perspectives and Text Forms in Canada, B = Oral Communication, C = Reading and Literature Studies, D = Writing, E = Media Studies.

Learning goals and success criteria

Learning goals	Success criteria
• We are learning to structure a clear, coherent presentation. • We are learning to use voice, body and visuals effectively and respectfully.	• I can organize my presentation with a clear structure. • I can use tone, pace, pitch and volume on purpose. • I can use non-verbal cues with sensitivity to cultural differences. • I can design simple, respectful visuals that support my words.

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Materials and preparation

- **Slides:** Presentation Workshop deck.
- **Handouts:** Presentation Planner (page 1), Rehearsal Feedback (page 2).
- **Students:** Research notes and sources.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–8	**Hook**	Good and bad presentations.	Discuss.	
8–25	**Structure**	Plan.	Plan.	Structure clear.
25–40	**Voice and body**	Practise.	Practise.	Vocal and non-verbal strategies.
40–52	**Visuals**	Design.	Design.	Visuals respectful.
52–75	**Rehearse**	Peer feedback.	Rehearse.	

Differentiation

- **Support:** A planner with sentence frames for each section.
- **ELL:** Speaking notes allowed; rehearsal with a partner first.
- **Challenge:** Add a short, permissioned audio clip with a citation to a podcast.

Assessment

Type	Tool	Purpose
Assessment as learning	Rehearsal Feedback	Structure (B3.3), vocal strategies (B3.5), non-verbal cues (B3.6) and audio-visual aids (B3.7)

Presentations: key points

- **Structure:** Hook and inquiry question; what it is; how it carries meaning; disruption and continuation; why it matters now; sources and thanks.
- **Voice:** Slow down for key ideas; pause before important points; vary pitch; match volume to the room.
- **Body:** Open posture; purposeful gestures; eye contact adjusted to the audience and setting.
- **Visuals:** One idea per slide; few words; credited images from Indigenous-led sources; no sacred objects or stereotypes.
- **Respect:** Name the Nation; describe rather than retell; credit sources aloud.

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Teacher notes

- Images and audio: use only images from Indigenous-led sources or with clear permission and credit; avoid sacred objects, ceremonies, regalia worn in ceremony, and stock images that stereotype. Audio clips must be short, public and cited, and must not include teachings shared privately.
- Non-verbal cues differ across cultures: for example, sustained eye contact can be respectful in one setting and uncomfortable in another. Encourage students to know their audience rather than follow a single rule.
- Podcast option: students may record their own voices only; no recording of guests or classmates without permission.
- Students learn about ceremonies, protocols and oral traditions; they do not imitate or perform them, and they do not retell community stories. Leave sacred knowledge to the people who hold it.
- We strongly recommend reviewing this unit with your board's Indigenous education lead and, where possible, inviting a First Nations, Métis or Inuit Elder, Knowledge Keeper or guest speaker following your board's protocols (including offerings and honoraria). Local Nations' own sources come first.

Coming up

Lesson 13, Presentations and Reflection.

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