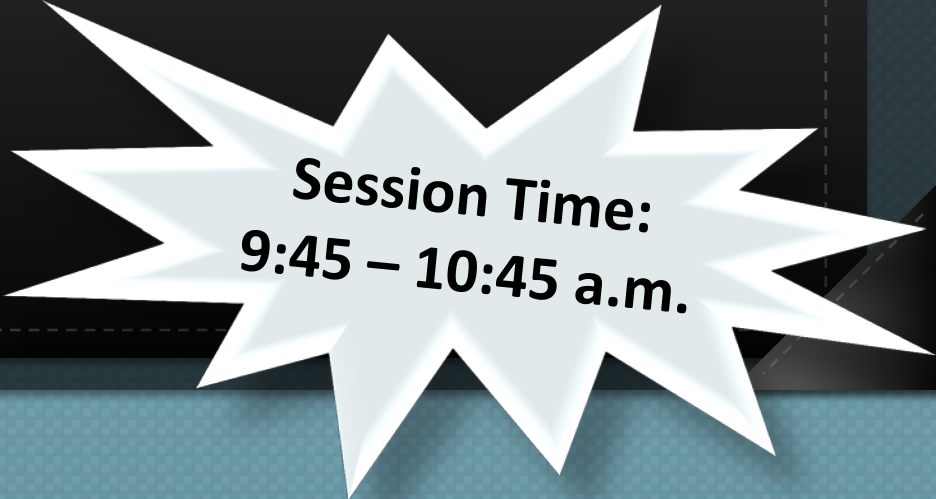




**Give Your Best Presentation  
Performance...  
EVERY TIME!**

Megan Taylor  
National Weather Service Training Center

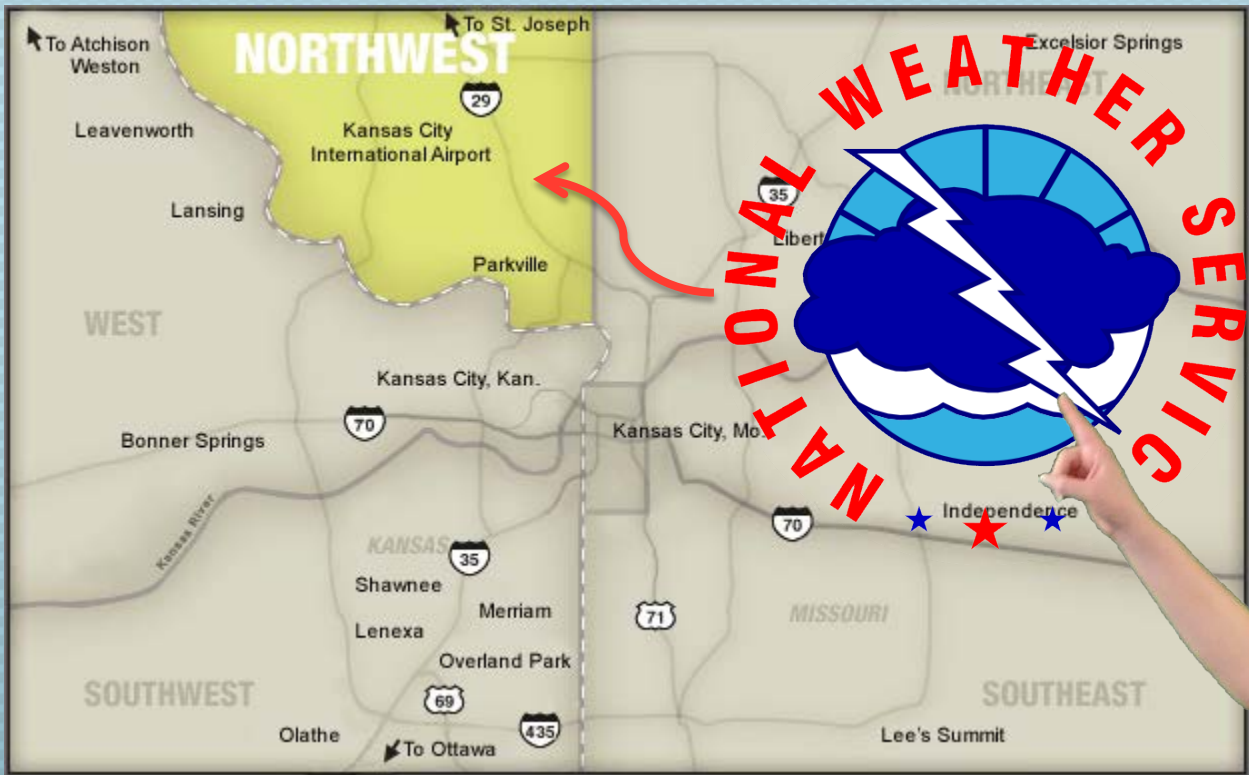


**Session Time:  
9:45 – 10:45 a.m.**



Let me tell  
ya about  
me...

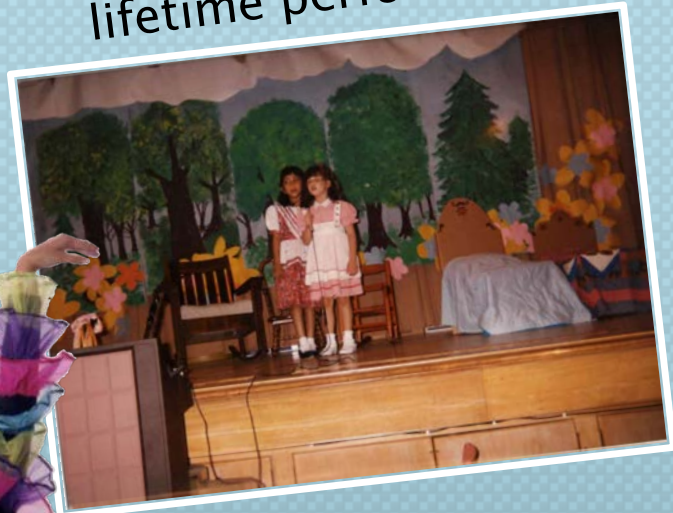




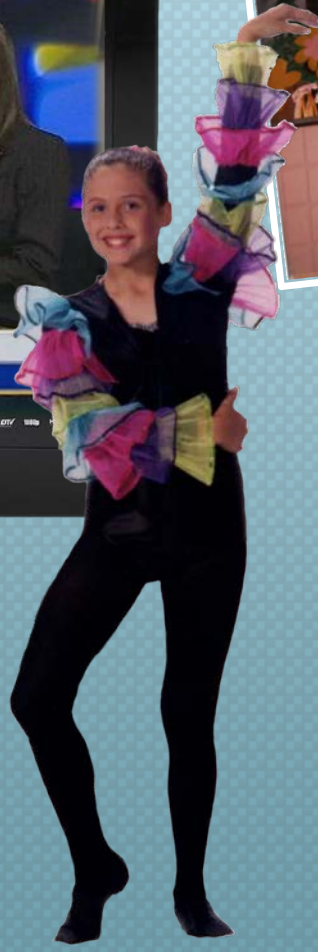
# About Me



lifetime performer



3 years a TV meteorologist



# About Me



# About Me



Bachelor's  
NWMSU  
(Geo/Broadcasting)





# About Me



Master's  
Mississippi St.  
(Geo/Meteorology)



Bachelor's  
NWMSU  
(Geo/Broadcasting)



# About Me



Adjunct Instructor  
Liberty Univ.



Research Associate  
Univ. of Oklahoma  
NWSTC



Master's  
Mississippi St.  
(Geo/Meteorology)



Bachelor's  
NWMSU  
(Geo/Broadcasting)





# Purpose

**What?**

To improve instructor performance skills...





# Purpose

**What?**

To improve instructor performance skills...

**When?**

...in online and in person settings...



# Purpose

**What?**

To improve instructor performance skills...

**When?**

...in online and in person settings...

**Why?**

...in order to make positive impacts to the learning experience.



The Voice



The Body



The Look



Practice

**The Rundown...**

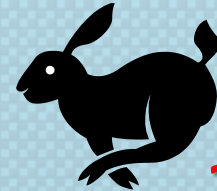


# The Voice

Check, Check, 1, 2, 3...



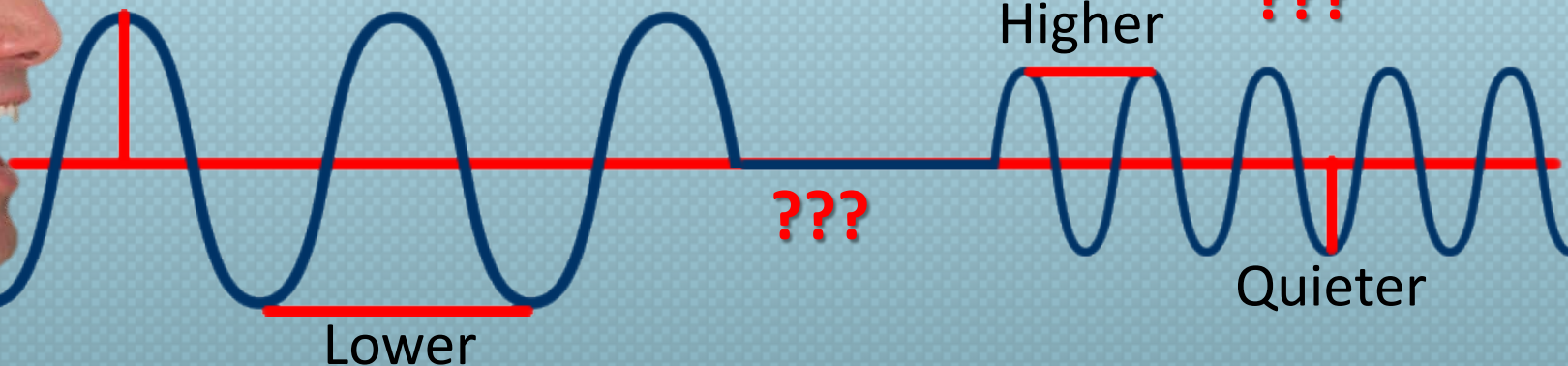
# Your voice includes...



???



Louder ???

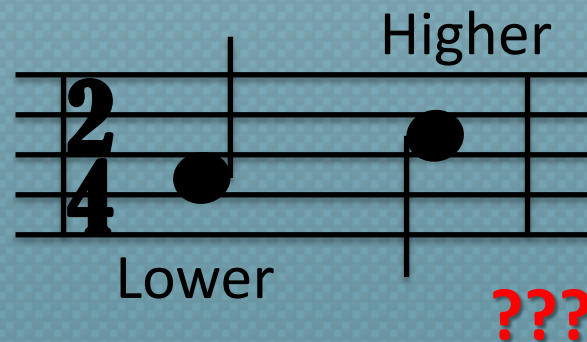


Lower

Higher ???

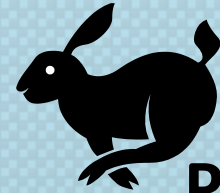
???

Quieter





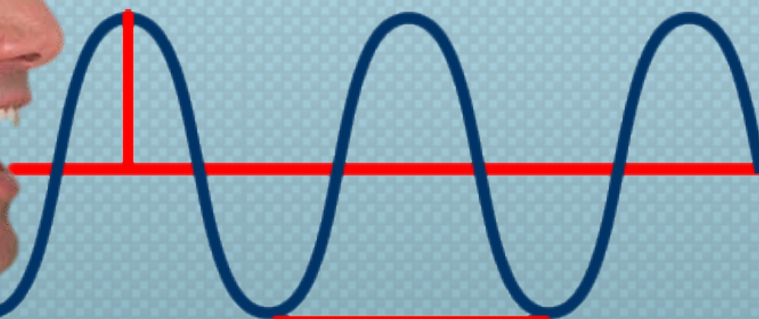
# Your voice includes...



**PACE**



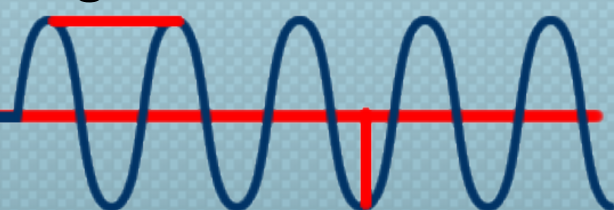
Louder **Volume**



Lower

Higher

**Tone**

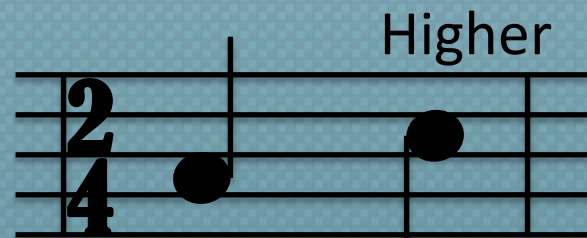


Quieter

**PAUSE**



**BREATHE**



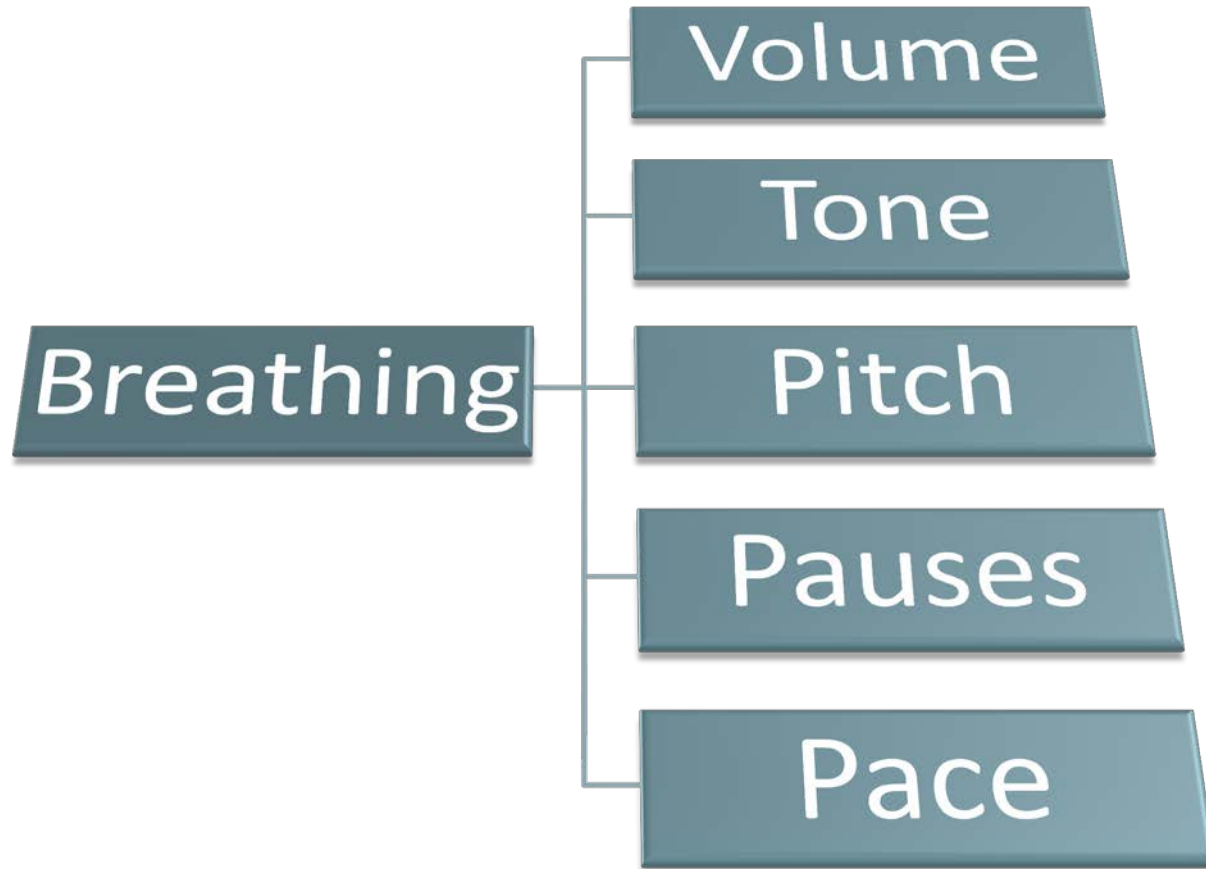
Lower

Higher

**PITCH**

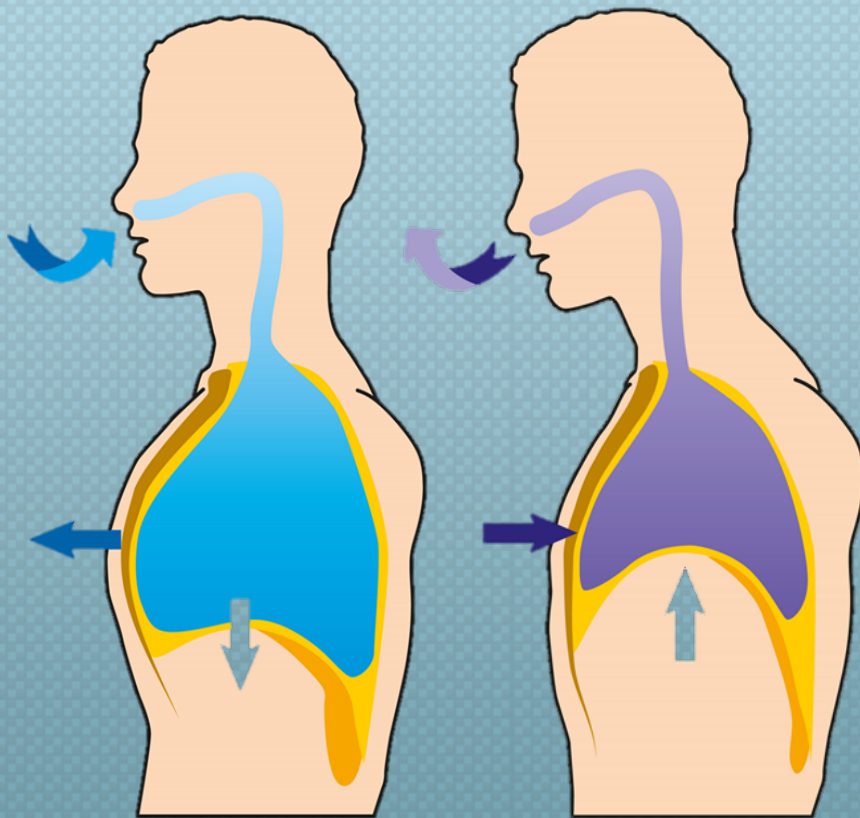


# Breathing





# Breathing



Inhale

Exhale

Proper breathing:

1. Inhale through your nose.
2. Expand your diaphragm.
3. Exhale through your mouth.





# Tone



## To change your tone:

- Emphasize words
- Vary speed
- Use pauses
- Include facial expressions
- Use multiple speakers
- Use different speakers



# Tone

**Let's Eat  
Grandma**

## To change your tone:

- Emphasize words
- Vary speed
- Use pauses
- Include facial expressions
- Use multiple speakers
- Use different speakers



# Tone

The boy ran across the street. He came to a quick stop. There, he saw a huge monster glaring at him.



# Pitch

**High Pitch**



**More natural  
for women.**

**Low Pitch**



**More natural  
for men.**



# Pitch

Ma- ry had a lit- tle lamb,

lit- tle lamb, lit- tle lamb.

Ma- ry had a lit- tle lamb, its

fleece was white as snow.

# Volume



**Too Loud**



**Too Soft**



**Middle  
Volume**



Pleasant sounds are at a middle volume with peaks into higher levels.



# Pace



From "Scrubs"  
(c) NBC



# Pauses



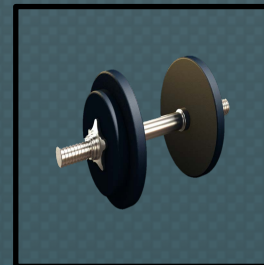
Gives learner a chance to absorb information

Demonstrates confidence



Breaks up a rapid pace

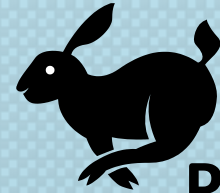
Adds power or emphasis to a phrase or section of content







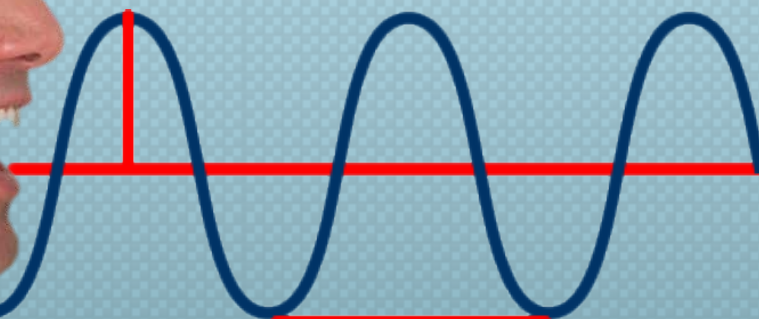
# Your voice includes...



**PACE**



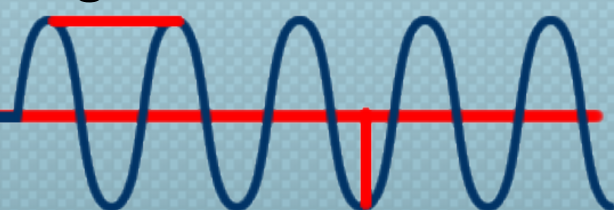
Louder **Volume**



**PAUSE**

Higher

**Tone**

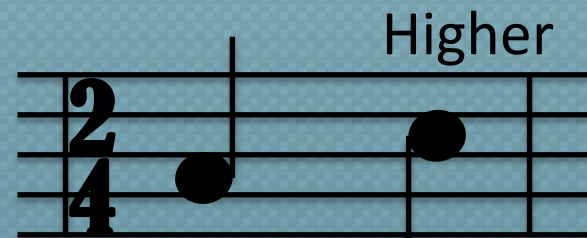


Quieter

Lower



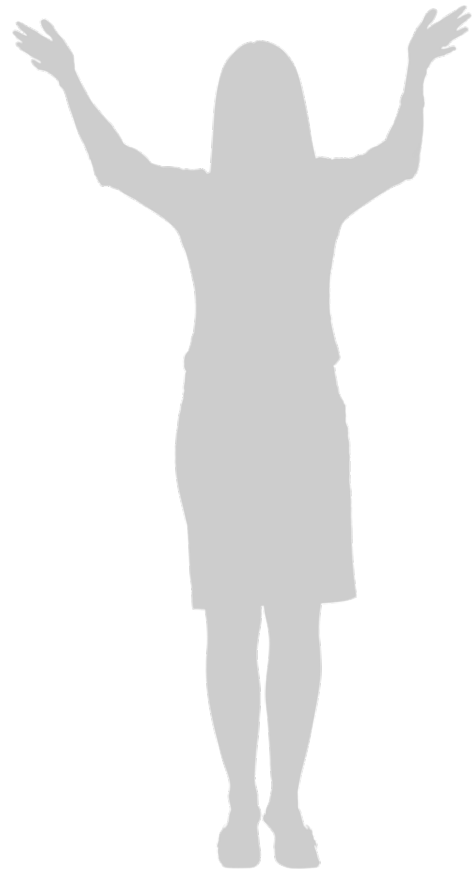
**BREATHE**



Higher

Lower

**PITCH**



# The Body

Failing by Flailing...

## Bottom Line

- Are you sending out the right message?
- How does your body perform?



# Space

We move closer or farther away depending on our feelings towards something.





# Power



Make ourselves  
larger or smaller  
to reflect how  
powerful we feel.

# Response

Big actions mean big negative/positive response.  
Little to no action, means less influence or response.



# Body Language

**Note:**

Non-verbals – Be aware when you present and perform...



**Face**



**Arms**



**Legs**



# Facial Expressions



**Eyebrows**

emotion, expression

**Eyes**

confidence, respect,  
intimacy, emotion

**Mouth**

vocal tool, emotion,  
confidence



# Facial Expressions



# Facial Expressions





**Partner Activity:**  
**What facial animation do you  
employ?**

**Introduce yourself to your  
neighbors...**



**Glued  
Arms**



**Crossed  
Arms**



**Pocket  
Hands**



**Face  
Touch**

**Arms/Hands**

# Arms/Hands



## Hand/Arms Dos:

- ✓ Use hands to point
- ✓ Gesture naturally
- ✓ Let arms fall organically
- ✓ Illustrate with motion
- ✓ Use “do not” poses in short intervals

# Legs/Feet

## Do

- Stand strong
- Feet shoulder width apart
- Walk to engage



## Do not

- ❌ Sway or rock
- ❌ Constantly distribute weight
- ❌ Kick imaginary rocks
- ❌ Frequently bend at the knees
- ❌ Pace quickly



# Professional Etiquette

can take you to the next level.

# The Next Level

## Dress

...professionally or in character when playing a role.

## Design

...performance materials with polished grammar, colors, and images.







# Dressing the Part

- Dress a level above your students for lectures.





# Dressing the Part

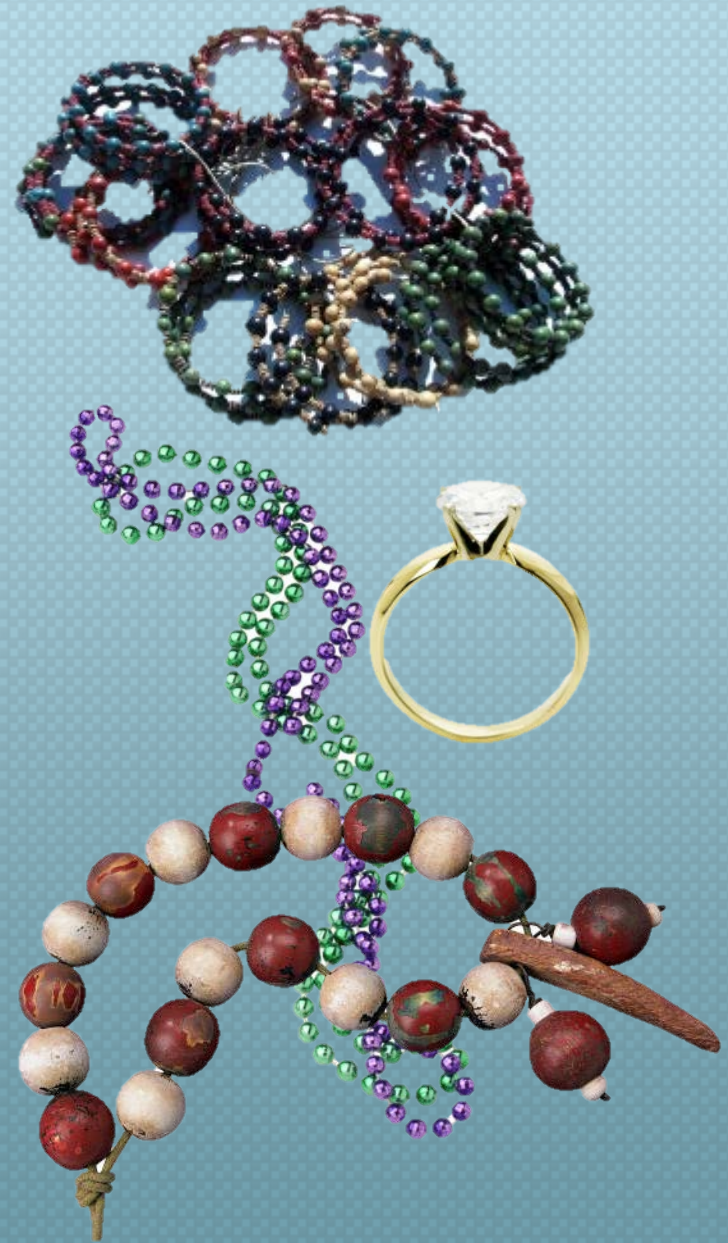
- Dress a level above your students for lectures.
- Leave some things to the imagination...





# Dressing the Part

- Dress a level above your students for lectures.
- Leave some things to the imagination...
- Jewelry should have limits.





# Dressing the Part

- Dress a level above your students for lectures.
- Leave some things to the imagination...
- Jewelry should have limits.
- Dress your age.





# Dressing the Part

- Dress a level above your students for lectures.
- Leave some things to the imagination...
- Jewelry should have limits
- Dress your age
- If playing a role for a video, dress as that role.





# Design

- Proofread, proofread, peer review
- Coordinate colors/layout
- Develop a style
- Brand multiple presentations/seminars/courses





# Practice, Practice, Practice

How else do you get to Carnegie Hall?

# Practice Makes Perfect

Record Yourself



Watch YouTube



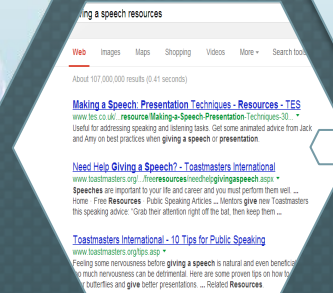
Peer Review



Warm-Ups



Search for Resources



Toastmasters







# Resource Sheet

Vocal Exercises  
and  
Warm-ups

Body  
Performance  
Tips

Performance  
References

Good Examples  
of...



# Questions??

