

Flushing High School



**Senior Project
Exit Presentation Packet**

2010-2011

Overview / 2010-2011

Objective

The purpose of the Senior Exit Project is to help students achieve focus and a plan for education and work after high school. Through various career-oriented assignments over the years, you have explored your aptitudes and interests in an effort to help you explore potential careers and to develop an Educational Development Plan (EDP).

This year, you will update and finalize your EDP, including short and long term goals, assessment results, post-secondary plans, academic and extra-curricular activities, and work and volunteer experiences. Based on the EDP and any additional necessary research, you will prepare and give a 10 to 15 minute presentation that answers the following questions regarding your education and career prospects: Who am I? Where am I going? and How will I get there?

Project Plan

Students in Senior Seminar will complete this project as part of their course work. Presentations will be given in January and May 2011. You can expect to present to a panel of judges. The panels will include teachers, administrators, counselors, school board members and/or members of the professional community of Genesee County.

Project Evaluation

Grading rubrics are provided in this packet for the Educational Development Plan (EDP) and the Presentation. These rubrics are useful during preparation to check your own progress.

The EDPs will be graded separate from the Presentation.

The Presentations will be judged by a panel of at least 3 members. The judges' scores will be averaged to determine each student's Presentation grade. Each student will also submit a printout of their EDP to their Presentation panel for their review.

Instructional Note: Students will need a copy of their transcript for their ACT assessment results and their Education Plan. Students need to request the transcript from their counselor in advance of updating the EDP.

Presentation Assignment

You will prepare a **10 to 15 minute oral presentation** in which you answer the following questions regarding your educational and career future:

- **Who am I?**
- **Where am I going?**
- **How will I get there?**

You will use **information from your Educational Development Plan** as well as your **personal experience** to explain what kind of person, student and/or employee you are, what your personal and career goals are, and what steps you intend to follow to achieve those goals.

Your presentation must be accompanied by a **visual aide** in the form of a PowerPoint presentation. You must **supplement your oral presentation**, not be a substitute for it. In other words, your visual aide should supply the highlights while your speech provides the specific details.

Following this assignment sheet are **Presentation Content Guidelines, Visual Aide Tips, Oral Presentation Tips and a Presentation Grading Rubric**. The rubric can tell you the criteria on which the judges will score your presentation. It is important to note that the content of the speech, the professionalism of your appearance, the techniques of verbal delivery and your time will be evaluated.

Your presentation will be delivered and evaluated in **January or May 2011**. The judges will be adequately informed and trained to evaluate you fairly and accurately on the criteria established in the Grading Rubric.

You can **expect to be asked questions by your judges and/or audience members** in the event that your presentation either lacks explanation of its topics or arouses curiosity in your listeners. Your ability to answer those questions in an informed manner while maintaining your professionalism and composure may affect your judges' assessment of your verbal skills. The timing of your presentation will be stopped after the conclusion, whether or not the panel of judges asks questions; you should not rely on judges' questions to meet time requirements.

Finally, you are expected to **dress professionally** for this presentation. Guidelines for professional dress are provided in the Oral Presentation Tips handout.

Oral Presentation Content Guidelines

- **Introduction**

- Greet the audience and introduce yourself.
- Begin with an attention getting device—something that will spark the curiosity of your judges, making them want to pay close attention to the rest of your presentation. This must relate and connect to your presentation. Some possibilities include a quote with an explanation, questions that interest or provoke thought, and props that relate to the presentation.
- Preview the content of your presentation. This will establish expectations for your judges that you can satisfy as you go along.

- **Who Am I?**

- Tell what kind of person, student and/or employee you are. More specifically, explain how your characteristics and experiences qualify you for future success in the world of work. Some topics to consider:
 - What are your primary character traits? Provide examples of situations in your life where those traits were evident.
 - What are your strengths and weaknesses as a student? How have you used your strengths to your advantage? How have you tried to overcome your weaknesses?
 - What extracurricular activities have you been involved in (both in and out of school)? What interests you about those activities? How have you benefited from your involvement in those activities?
 - Describe and comment on any volunteer or employment experiences you have had. Be sure to include reflections on the contribution these experiences have made to your growth as a person, student and/or employee.
 - What have you accomplished personally and/or academically that you are proud of?
 - What motivates you or what is important to you as a person, student and/or employee?
- Identify your preferred career pathway(s) and specific career(s) of interest.
- Justify your chosen pathway(s) and career(s) based on your research into those careers and analysis of your personal and academic characteristics.

- **Where Am I Going?**

- SMART Criteria (S=Specific, M=Measurable, A=Action-Oriented, R=Realistic, T=Timely)
- Identify your personal goals.
 - Short term SMART goal(s)—what you expect to accomplish in your personal life this school or calendar year.

- Long term SMART goal(s)—what you expect to have accomplished in your personal life post high school graduation.
- Identify your career goals.
 - Short term SMART goal(s)—what you expect to accomplish this school or calendar year regarding your future education, training and/or employment in your chosen career pathway(s)
 - Long term SMART goal(s)—what you expect to have accomplished post high school graduation regarding your education, training and/or employment in your chosen career pathway(s)
- Refer to “Finalizing Your EDP” for a definition and examples of SMART goals, and draw from your Education Development Plan for your goals.
- **How Will I Get There?**
 - What have you done in the past to prepare you for pursuit of your personal and career goals?
 - Consider classes you have taken, activities you have been involved in, career planning and preparation experiences, etc.
 - Describe the experiences and reflect on the value of those experiences. How have they contributed to your growth as a person, student and/or employee?
 - What are you doing presently that is contributing to your growth as a person, student and/or employee?
 - What specific plans do you have for achieving your personal and career goals?
 - Describe the sequence of steps required to achieve of your goals, based on what you have learned about the career(s)/field(s). Coordinate these steps with time frames to provide yourself with deadlines.
 - Include the education and/or training necessary to secure employment and be successful in your chosen pathway(s) and/or career(s).
- **Conclusion**
 - Provide your audience with a concluding thought that will leave them feeling that you satisfied the expectations established in your introduction.
 - Reflect on your personal and educational preparation for the future.
 - How prepared are you to begin pursuit of your goals?
 - What experiences have been most valuable to you?
 - What would you change or do differently, if you could?
 - End with an interesting final comment that wraps up the content of your presentation. Some possibilities include revisiting your attention getting device, recapping or summarizing the presentation, and reflecting on the knowledge gained through this process.
 - Invite questions from the judges and other audience members.
 - After answering any questions about your presentation, thank the judges and other audience members for their time.

Visual Aide Tips

You are required to create a PowerPoint presentation.

How you decide to represent visually the content of your presentation is up to you. However, it is important to remember that **your visual aide should be a supplement to your presentation**. It should not supply all the details of your presentation; it should summarize or even symbolize the content you provide verbally. Remember to follow the 7 X 7 rule; no more than 7 words in a line and no more than 7 lines on a slide. The only exception to this could be your goals which could be in paragraph form if you prefer.

You must bring your visual aide to your presentation.

- Please bring your PowerPoint with you on a CD-R or flash drive; a laptop computer will be available for showcasing it.
- If you require any additional electronic equipment to display your visual aide (besides a laptop), you need to make arrangements with Mrs. Lord in a reasonable amount of time in advance of your presentation so that arrangements can be made.

The assessment criteria for your visual aide are included in the **Presentation Grading Rubric**.

Oral Presentation Tips

- **Prepare.**
 - **Put key ideas on note cards**, create an outline to follow, or print a handout from your PowerPoint presentation to guide you during your presentation.
 - **Know your material** well enough not to need to read from your notes.
 - **Practice presenting** at home; time yourself; video or audio record yourself and play it back to analyze your performance.
 - **Use the assignment sheet and grading rubric** carefully to guide you in getting ready for your big moment.

- **Dress professionally.**
 - **Boys:** dress slacks and collared shirts; ties or full suits are highly recommended.
 - **Girls:** dress slacks or skirts and blouses, business suits, or dresses.
 - **Flip flops or casual/athletic shoes are NOT to be worn.**

- **Control your body language and voice.**
 - **Stand tall** and be proud of what you have accomplished.
 - **Maintain calmness** and a relaxed posture.
 - **Make eye contact** regularly with different members of your audience; treat this as a friendly conversation.
 - **Use hand gestures for emphasis** when appropriate, but be careful not to be distracting with your body movements.
 - **Speak loudly enough** for everyone in the room to hear.
 - **Vary your pitch and speed** to add variety and interest; speak naturally, not in a monotone or too quickly.
 - **Articulate words clearly**; practice difficult words ahead of time to avoid awkward hesitations during your presentation.

- **Prepare for stage fright, if you expect it.**
 - That sweaty, shaky-hands, floppy-stomach, trembling-knee feeling is a natural reaction to stress; the body creates adrenaline in response to fear, but remember that there is no physical danger here.
 - Try any or all of these methods:
 - **Prepare and practice in advance**—it builds confidence.
 - **Breathe deeply**—it relaxes the body.
 - **Move around before your presentation**—it helps burn the energy generated by stress.
 - **Stay focused on your goal**—remember that a clear, concise presentation is the key to success.
 - **Refer to your notes**—it will help you stay on track through the length of your presentation.