StarTime STUDIOS

To perform an engaging and informative presentation to camera is a skill. Even if you or your students are confident public speakers, there are certain techniques you need to apply and develop in order to communicate to an audience effectively. And that is your purpose as a presenter: To communicate the information and ideas as clearly and efficiently as possible to your audience.

OUTLINE	DESCRIPTION	TIPS
Outcomes	a) Students develop confidence in practicing 3 techniques vital to delivering a presentation to camera: **1) Eyelines** **2) Framing** **3) What to say** (Shape and structure of speech) (For speaking and listening outcomes see NSW English Syllabus for National Curriculum), EN3-1A, EN2-1A, EN1-1A b) Students achieve general capabilities in ICT, critical and creative thinking, personal and social capability.	See StarTime's Tutorial Video:" Presenting to Camera" https://startime.com.au/2018/03/27/presenting-to-camera/
Method	• In groups of 2-4, take turns at being in front of the camera (delivering a presentation) and behind the camera (recording vision/sound and directing) • Students review their work to practice techniques in: **1. Eyelines** "Eyelines" define where the presenter should be looking. In this case, the lens of the camera. As students become more skilled, they'll be able to look away with intention. In this exercise, you want students to engage with the lens as if they were "talking to their best friend." **2. Framing** Generally speaking, the director should set up the presenter to be in the middle of frame on a close up (CU = Head & Shoulders)	Opportunity to create dynamic groups and choose roles for students that are outside their comfort zone. Point out to students the difference between eyes shifting away from the lens without intention and eyes engaged with the lens. If you don't have a microphone, the closer the iPad or camera is to the Presenter, the better the sound will be.

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	3. What to say The shape and structure of a speech is important for students to organise their information for an audience to digest in a coherent and meaningful way. It will also enable the presenter to improvise on topics more easily. **INTRODUCTION:** Students introduce themselves and the topic/idea they are about to present "Hi, my name is Jane Smith and I'm going to talk about..." **BODY:** Choose 3 things to talk about. That could be as simple as 3 different objects in a room or as complex as 3 perspectives to a political argument. **OUTRO** (Conclusion): This is where the presenter concludes the presentation, perhaps with a summary of the BODY but always a goodbye or call to action eg. "Tune in next week when we show..."	Opportunity to create dynamic groups and choose roles for students that are outside their comfort zone. To build students towards delivering engaging performances, students can try doing a take with NO expression and then do a take when they go OTT with their expression.
Crew Roles	• Director: In charge of directing the camera person and presenter on where the camera should be positioned and check the performance of the presenter ie: eyelines and expression etc • The camera person sets up the framing and makes sure the lighting is good on the presenters face. Can help the presenter by pointing to the lens. • Have someone think about sound. Do they need to say "Quiet on Set" when about to shoot?	See crew roles hand out for descriptions. If in groups of four an alternative is to have two presenters.
Time	Each speech should be no more than one minute long. You could add some gamification by challenging students to deliver a one minute speech without moving their "eyelines" away from the lens.	Have students replay their presentation and assess on a scale of '1-10' how well they achieved the techniques in this exercise - eyelines, framing and what to say.