Presentation Power

See how communication modes work together in a presentation.

7.C.3.A "Use medial and visual literacy skills to select, organize, and create multimodal content that articulates and enhances the purpose of the presentation using two or more communication modes to make meaning (e.g., still or moving images…"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each visual, spoken, written, or gesture-based communication mode Lena uses. In the margin, label each one V, S, W, or G to show how it helps her purpose.

A Presentation That Changes Habits

1. For a school presentation about reducing cafeteria waste, Lena began with a 20-second video of students sorting lunch leftovers. The video showed a full trash can and a nearly empty compost bin. While it played, Lena said, "Most of this food waste could become soil." The moving images caught attention, and her spoken sentence named the main problem. She did not add background music because it might distract viewers from the sounds of trays and scraping food.

2. Next, Lena displayed a simple bar graph comparing one day's trash, recycling, and compost weights. She pointed to the tallest bar as she explained that trash weighed 48 pounds. Her gesture directed the audience to evidence instead of making them search the screen. A short caption under the graph read, "One lunch day, 48 pounds of trash." Lena used few words on the slide so listeners could study the graph while hearing her explanation. The written caption also helped viewers remember the number.

3. To end, Lena showed a still photo of a student carrying a reusable lunch container beside a poster that said, "Pack it again." She asked the audience to choose one waste-reducing action for the next week and write it on a small card. The photo made the action look possible, the written message gave a clear direction, and her spoken question invited a response. Lena placed the photo and poster together because both supported her purpose, which was to move students from noticing waste to changing one habit.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the opening video and Lena's spoken sentence work together to introduce her topic?

2. Why did Lena choose not to add background music to the opening video?

3. Which communication mode helps the audience find evidence in the bar graph, and how does it help?

4. Why did Lena place the still photo and the poster together at the end?

3 YOUR TURN

Your own words

Create a plan for one presentation slide that encourages students to save water. Include a description of one visual, a 10- to 15-word spoken line, a 4- to 7-word written caption, and one gesture, then explain in two sentences how these modes support your purpose. Then create the actual visual and caption together on extra paper; a simple drawing can replace a photo. Show the finished piece to a partner and explain how the image and words support saving water. Record what the partner understood; improve any unclear part. Teacher support is welcome.

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PART 1 · READ AND MARK

Circle each visual, spoken, written, or gesture-based communication mode Lena uses. In the margin, label each one V, S, W, or G to show how it helps her purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the opening video and Lena's spoken sentence work together to introduce her topic?	**The video catches attention by showing waste, and the spoken sentence explains that the food waste could become soil.**
2	Why did Lena choose not to add background music to the opening video?	**She thought music might distract viewers from the sounds of trays and scraping food.**
3	Which communication mode helps the audience find evidence in the bar graph, and how does it help?	**Lena's gesture, pointing to the tallest bar, directs the audience to the evidence.**
4	Why did Lena place the still photo and the poster together at the end?	**Both support her purpose of moving students from noticing waste to changing one habit. The photo shows a possible action, and the poster gives a clear direction.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Visual: A photo of a student turning off a running faucet while brushing teeth. Spoken line: "Turning off the tap while brushing saves clean water every day." Caption: "Turn It Off, Save Water." Gesture: Point to the faucet handle. The photo and gesture show the exact action students can take. The spoken line explains the benefit, while the caption gives a memorable command.

Accept choices that use at least two communication modes purposefully and explain how the modes work together. Check that the spoken line has 10 to 15 words, the caption has 4 to 7 words, and the explanation has exactly two sentences. Also inspect the completed visual with its written caption, not just its description. Check that both modes work together for the stated purpose and that the learner used the piece with a partner. For the sample, a drawn faucet being turned off plus the five-word caption is sufficient; no photo, software or all-mode performance is required.