

# **THE SENIOR BOARDS**

## **OVERVIEW**

The Senior Boards is designed to be the culmination of your academic experience at Montesano Junior-Senior High School. It is a genuine opportunity for you to merge your various interests, passions, and curiosities with your academic life at school and your future career goals.

This presentation will be an 5 to 8 minute speech before a panel of staff and community members followed by a 3 to 5 minute question and answer period. In this presentation, you will;

- \* briefly describe your schooling experiences
- \* describe your job shadow experience, including it's affect on your "post high school plan"
- \* answer questions about your Senior Project and your future academic, occupational, and life goals

The presentation is your opportunity to show that you have mastered skills required for a Washington State high school diploma, as well as demonstrated your readiness for life after high school. It is also the community's opportunity to celebrate and honor your high school accomplishments.

## Components of the Presentation (Senior Boards)

The presentation has six major components, which are:

1. The Introduction
2. The Body
3. The Delivery
4. The Conclusion
5. The Visual Aid
6. The Question and Answer Period



### The Introduction

The introduction is the most important part of any speech. Listeners often base their opinions on their first impression, and this is your chance to set the tone for the entire speech. The introduction should also provide a clear purpose and overview of the direction your speech will take.

### The Body

Contained in the body is the detailed development of the information presented in the introduction. The information should:

- \* Be organized as presented in the introduction
- \* Be supported by specific information
- \* Emphasize the components of the Senior Project, and show how your experience has been influenced by your classwork
- \* Show that genuine learning has taken place, and show how you will apply your learning after high school

Your presentation at Senior Boards is an opportunity for you to tell the story of your growth over time, throughout the course of your high school career and during completion of your Senior Project. In telling this story, make sure you talk about your job shadow experience, describe your process, discuss your reflection and explain how your experience relates to prior learning and your future goals. How you do that, and how much time you will devote to each, will depend on your individual Senior Project. Some of the topics you might choose to address are:

- \* How did you arrive at your choice of job shadowing experience?
- \* What is your reaction to the experience?
- \* What were the highs and lows of the process?
- \* What have you learned from completing the Senior Project?



As you prepare your Senior Boards presentation, you should consider the needs of your audience as you decide what to include in the body and how to convey that information. What will help an outsider understand the highlights of your work and learning? You should work to include visual aids such as pictures, a short video, a PowerPoint presentation, etc. If you created a product such as a website or a documentary, consider showing part of it to the panel, keeping time restraints in mind at all times.

## **The Delivery**

The delivery contains verbal and non-verbal cues.

Verbal cues include use of voice in the following ways:

- \* Rate/speed – not too fast/not too slow
- \* Volume – can be easily heard in the back of the room
- \* Pronunciation – words are expressed clearly and correctly
- \* Engagement– your delivery communicates enthusiasm, passion, and purpose in a way that engages the audience

Non-verbal cues include:

- \* Poise and professionalism
- \* Appropriate dress and appearance
- \* Eye contact
- \* Incorporation of a visual aid

## **The Conclusion**

Conclusions are usually brief and account for only five percent of the total speech. However, you should put considerable effort into the conclusion because it makes the final impression. Be brief, but poignant. Remind your audience of how your learning has impacted you as an individual, and point toward your future as a productive citizen in the adult world. Be positive and present yourself in the best manner possible.

## **The Visual Aid**

Each presentation must incorporate a visual aid. When used well, visual aids can be an excellent means of reinforcing and clarifying your ideas.

If, however, the visual aid is used incorrectly, it can detract from rather than improve your speech. Consider the following guidelines for using visual aids:

- \* It must be large enough to be seen by everyone in the audience
- \* It should be interesting
- \* It must be neat and attractive
- \* It should be creative
- \* It must not be overly complex
- \* It must clarify and reinforce what you are trying to get across
- \* It cannot be your Project: M.E. portfolio
  
- \* **If a digital presentation is the visual aid, it must be made and shown using our “G Suite”.**
- \* **The student need and/or use of a computer and projector must be reserved with Mrs. Pocklington two weeks before the senior boards.**

#### The Question and Answer Period

At the conclusion of your presentation, you will answer relevant questions on demand from the Senior Board panel. The question and answer period offers you the opportunity to:

- \* Think on your feet and explain your work in more detail
- \* Show how familiar you are with your Senior Project topic
- \* Provide further evidence of your skill development and preparation for life after high school

When the question and answer period begins, keep in mind the following:

- \* Be concise and complete in your responses
- \* Be impartial in recognizing listeners' questions
- \* Don't be afraid to ask for a question to be restated or answer, "I don't know," when appropriate