

## Session Plan

# Delivering and Evaluating a Presentation.



## SESSION OVERVIEW

<p><b>Expected Progress:</b></p> <ul style="list-style-type: none"> <li>• Young people able to deliver a presentation to an audience</li> </ul>	<p><b>Description:</b></p> <p>In this session, young people deliver the presentation they have prepared to an audience.</p>		
<p><b>Resources required:</b></p> <ul style="list-style-type: none"> <li>• Audio visual equipment if necessary</li> <li>• Computer with Internet connection</li> <li>• Top Tips for Delivering Your Presentation PowerPoint</li> <li>• Delivering a Presentation Handout</li> </ul>	<p> <b>LLN Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Use language concisely when presenting to get points across quickly and effectively</li> <li>• Present using knowledge of successful presentations</li> <li>• Respond to presentations asking thoughtful questions</li> </ul>	<p> <b>STEM Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Using the internet to find and disseminate information</li> <li>• Communicating topics concisely</li> <li>• Teamwork</li> <li>• Presenting</li> </ul>	<p><b>Qualifications Opportunities:</b></p> <p>Presentation Skills          Interpersonal &amp; Self Management Skills          SCQF Presentation Skills          SCQF Interpersonal &amp; Self Management Skills</p>

	<ul style="list-style-type: none"><li>• Identify aspects of a successful presentation in their peers' and their own presentations</li></ul>		
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# Introduction and Icebreaker.

DESCRIPTION OF ACTIVITY	RESOURCE	SUGGESTED LEARNING OUTCOMES AND ASSESSEMENT CRITERIA
<p> Have group shout out topics that they are quite knowledgeable or passionate about, and record on a flip chart.</p> <p>Once each person has identified a topic, have them put together a 10-15 slide PowerPoint presentation on their topic.</p> <p>However, the trick is that they can <b>only use pictures</b> to convey what they want to get across.</p> <p> Convey that they will only have 20 seconds per slide to speak. This will require being economic and concise with words.</p>	<p><b>PowerPoint</b></p> <p><b>Computer with internet</b></p> <p><b>Flip chart and pens</b></p>	<p><b>Create a PowerPoint presentation using pictures and concise language to get their point across.</b></p>

Give some time so that everyone can Google around and find images to use.

**Once PowerPoints are ready, assist everyone to set up a slideshow for their presentation, set at only 20 secs per slide.**

[Select all the slides, then on the Animations tab, choose Advance Slide Automatically After 00:20]

Each person presents, sticking within their 20 second per slide time allotment.



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# Public Speaking.

DESCRIPTION OF ACTIVITY	RESOURCE	SUGGESTED LEARNING OUTCOMES AND ASSESSMENT CRITERIA
<p>Tell students that everyone has different levels of confidence and different styles which are unique to them when it comes to presenting. What's important is that you allow your energy and personality to come through whilst clearly presenting your work/ thoughts.</p> <p>Explore a few things that can get in the way when presenting. You can use Top Tips for Delivering Your Presentation PowerPoint to support this</p> <p><b>The first being nerves;</b></p> <p>Nerves can show up in many ways – the tone of our voice, our voice projection, fidgety hands, sweaty hands, loss of thought on what you are about to present, feeling sick, needing the loo etc.</p>	<p>Top Tips for Delivering Your Presentation PowerPoint</p>	<p><b>Understand different levels of confidence and strategies to overcome nerves.</b></p>

Thinking about your own nerves – what do you think you can do to control your nerves – young people can call them out – you may want to prob on some. Or get them to do it in pairs and then share back

**Some examples:**

- Taking some deep breathes
- Having a drink of water
- Putting it into perspective – what's the worst that can happen
- Getting some fresh air
- Going for a walk
- Positive association – think about a time previously and how that went, the feedback you received etc.
- Visualisation – Picture the presentation going really well in your head, imagine how that will feel and what it would be like – self-fulfilling prophecy (its therefore much more likely to



## Poor body language

It's easy to hunch over, fidget, cross our arms, put our heads down to face the floor, lower our shoulders, move about on the spot. The key things to think about here when it comes to body language is; **posture, gestures and breath.**

Explore these areas:

- **Posture** – How do you walk into the room? How do you stand at the front? Do you smile and hold your head up? Is there eye contact with the people in the room?
- **Gestures** – What do you do with your hands? Jazz hands? Do you stand upright or rock? Do you click a pen? Try to eliminate nervous gestures and stand with your feet firmly planted and shoulders back.



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 **ACHIEVE**

**TESCO**  


- **Breathe!** – Why is it important to breathe? What do you notice if someone is running out of breath?

**But Remember to smile and make eye contact with the audience.**

Finally, cover off the impact of the ‘power of pause’. Pausing adds emphasis to what you have just said or are about to say:

- It provides a natural opportunity to take a well-needed deep breath.
- It gives your audience a chance to think about/digest what you’ve said.
- It also signals to the audience that you’ve finished a section or topic and are going to move onto a new point.



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- Pausing can be a powerful way to add credibility or impact to what you are saying, what feels like a massive silence to you is often just a comfortable pause to the audience.

Steven Aitchison said, ‘...there is nothing stronger than the power of silence.’

Can they think of a presenter who uses pauses to good effect? i.e. Barak Obama – ask students to share suggestions.

Remember, practice will make it easier. But it’s normal to worry about public speaking (Glossophobia). Remind them that every person will have different levels of confidence when it comes to public speaking. Not everyone will feel comfortable delivering their presentation to an audience – but there are actions you can take to boost your confidence.

Encourage all the young people to take part. They should try to push themselves but any young person who is not happy to present is not obligated to do so.

**Perhaps they may feel more comfortable presenting to a smaller group or just the assessor.**



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# Discussion.

DESCRIPTION OF ACTIVITY	RESOURCE	SUGGESTED LEARNING OUTCOMES AND ASSESSEMENT CRITERIA
<p>Explain that presentations usually end with ‘welcomed’ questions (you open up the audience to take questions from them). However not all questions can always be answered, so let just take a look at how we can effectively answer them. You can use the ‘Answering Questions’ section of the Top Tips for Delivering Your Presentation PowerPoint to support this.</p> <p><b>Here are some principles to use for answering difficult questions:</b></p> <ul style="list-style-type: none"> <li>• Make eye contact and smile</li> <li>• Step forward, don’t shrink back</li> <li>• When we are presented with a question that we are not sure of, our instinct is to step back. Our brains say I may need to run away – the ‘flight’ or ‘fight’ response.</li> </ul>	<p>Top Tips for Delivering Your Presentation PowerPoint</p>	<p><b>Present using their knowledge of a successful presentation and respond to presentations asking thoughtful questions.</b></p>

- When we're feeling confident, we step forward into the situation, we don't retreat. When you step forward your brain tells you that you're fine, you're in control.
- Respond in a reassuring way
- 'I am delighted you've asked me that' or 'that is a good question'
- Keep your answer simple and well-structured e.g. "there are three things you need to know about..."
- Check that you have answered the question. "Is that okay?"

**The key to answering questions is to remember you have 3 choices.**

**1. You know the answer, so you give it**

- a. Stick to the facts, address the question, give a simple answer

**2. You know something about the subject so offer your opinion**

- a. Explain that your answer may be your opinion rather than fact

**3. You don't know the answer but you either know someone that does or where to find it, so let them know you'll get back to them.**

- a. Try to avoid blaming; remember you know your stuff and it's okay to not have all the answers

If enough of the young people are prepared to present, you can dedicate a whole session (or more) to giving presentations. It is important to provide this guidance first and to let them know they don't have to do it if they don't feel comfortable.



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Remind the young people of the rules you set at the beginning of the club and that these still apply, so they should listen to each other's presentations and treat each other with respect. Decide as a group how you will congratulate each other – will you cheer, clap or snap, and will this happen after each presentation or at the very end of the session?



The audience should try to think of some questions to ask the person presenting. Decide as a group whether questions will be taken during the presentation or at the end and decide on how the young people will let each other know that they will accept questions. For example, they will not answer questions unless they say so explicitly at the end of their speech. Remember, it doesn't matter if the presenter can't answer the questions, they could look it up later.

# Presentations.

DESCRIPTION OF ACTIVITY	RESOURCE	SUGGESTED LEARNING OUTCOMES AND ASSESSEMENT CRITERIA
<p> Each young person has time to deliver his/her presentation. The adviser should take photographs as evidence that they did their presentations and that they used appropriate body language and responded to questions if applicable. Alternatively, you could ask the audience to write peer observations, commenting on body language, the content etc.</p> <p><b>Alternative</b> – you could put them into pairs and ask them to film each other using the audio-visual equipment. The idea here is that one presents and then one gives feedback as they watch the presentation back.</p>	<p>Audio Visual equipment if necessary</p>	<p><b>All Levels</b></p> <ul style="list-style-type: none"> <li>• Assessment Criteria: Give a presentation</li> </ul> <p><b>Level 2/Scotland Level 5</b></p> <ul style="list-style-type: none"> <li>• Assessment Criteria: <u>respond to questions from the audience</u></li> </ul> <p>Demonstrate positive body language</p>

Please note that we recommend you ensure that any use of audio-visual equipment is managed in accordance with your safeguarding standards and that young people are not encouraged to use their mobile phones for this activity in order to prevent the possibility of any content being shared on social media.

Having seen themselves and heard the feedback they may want to do their presentation again – with a debriefing after as before. Students can repeat as many times they like within the time, swapping each time around.

This is a powerful way of seeing what their body language, tone and confidence is like rather than just based on observations that they do or don't agree with.



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# Evaluating Presentations.

DESCRIPTION OF ACTIVITY	RESOURCE	SUGGESTED LEARNING OUTCOMES AND ASSESSEMENT CRITERIA
<p> Give young people some time to finish their Delivering a Presentation handouts by evaluating their own presentation or one of the presentations they saw, if they did not deliver one.</p> <p>Young people who want to improve their presentation skills could complete an action plan and try to deliver another presentation later in the programme.</p>	<p>Delivering a Presentation Handout</p>	<p><b>Entry Level 3/Scotland Level 3</b></p> <ul style="list-style-type: none"> <li>• Assessment Criteria: <u>identify</u> what went well</li> <li>• Assessment Criteria: <u>identify</u> what you would change next time</li> </ul> <p><b>Level 1/Scotland Level 4</b></p> <ul style="list-style-type: none"> <li>• Assessment Criteria: Identify what aspects of the presentation went well</li> <li>• Assessment Criteria: Identify what aspects of your presentation could have been improved</li> </ul> <p><b>Level 2/Scotland Level 5</b></p> <ul style="list-style-type: none"> <li>• Assessment Criteria: <u>evaluate</u> the presentation considering what went well and making suggestions for what could have been improved</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Assessment Criteria: <u>explain</u> what skills you have developed by giving a presentation</li></ul> |
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