

Session Plan

Successful Presentations Session Plan.



SESSION OVERVIEW

<p>Expected Progress:</p> <p>Young people know about what makes a presentation successful</p>	<p>Description:</p> <p>In this session, young people discuss different types of presentations and learn what a good presentation looks like. They discuss the importance of presentation skills and understand what a good presentation can accomplish.</p>		
<p>Resources required:</p> <ul style="list-style-type: none"> Topic and Challenge Cards Computers with access to internet 3 Key Elements of a Successful Presentation PowerPoint 	<div style="display: flex; align-items: center;"> <div style="background-color: #e91e63; color: white; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 5px;">LLN</div> <p>LLN Opportunities:</p> <ul style="list-style-type: none"> Present on given topics Listen to presentations for information Understand what makes a successful presentation identifying language, body language, tone and volume </div>	<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 5px;">STEM</div> <p>STEM Opportunities:</p> <ul style="list-style-type: none"> Using the internet to find presentation services Exploring presentation tips and tricks online Working in teams </div>	<p>Qualifications Opportunities:</p> <p>Presentation Skills</p> <p>SCQF Presentation Skills</p>

Introduction and Icebreaker.

DESCRIPTION OF ACTIVITY	RESOURCE	SUGGESTED LEARNING OUTCOMES AND ASSESSEMENT CRITERIA
<p>Start with an open discussion about the young people’s experience of presentations – have they ever had to prepare one for a subject at school? Did they do it on their own or in a group? Did they like it or hate it? What was easier/more fun: preparing the presentation or delivering it? Different groups will have had different experiences, but it is likely that many of the young people may have found presentations in the past to be nerve-racking, stressful or boring. Do they think they will ever have to make presentations in the future? They may have to at college/sixth form, university or at work, in lots of different jobs.</p>		<p>Entry Level 3/Scotland Level 3</p> <p>Assessment Criteria: give an example of when a presentation might be used</p> <p>Level 1/Scotland Level 4</p> <p>Assessment Criteria: give examples of different situations when presentations might be used</p> <p>Level 2/Scotland Level 5</p> <p>Assessment Criteria: describe different situations when presentations might be used</p> <p>Assessment Criteria: explain the reasons for using presentations</p> <p>Assessment Criteria: describe the features of an effective presentation</p>

Why Presentations are Used.

DESCRIPTION OF ACTIVITY	RESOURCE	SUGGESTED LEARNING OUTCOMES AND ASSESSEMENT CRITERIA
<p> The young people are going to play a game to demonstrate when you might want to make a presentation. Place the Topic Cards and Challenge Cards on a table in two piles. Each young person has a turn to pick up one of each and try to 'present' their topic, inhibited by the challenge card. For example, a topic might be 'we should (or should not) have school uniforms' and a challenge could be 'do not use any words that start with the letter S' or 'mumble' or 'share your idea via Chinese whispers.' The rest of the young people in the group have 60 seconds (or however long you think they need) to try and figure out what the presenter is on about! Keep track of how many they get right as a group.</p> <p>Note: all young people have different levels of confidence when</p>	<p>Topic and Challenge Cards</p>	<p>Understand the different types of presentations</p> <p>Describe the benefits of using presentations</p> <p>Give examples of when presentations should be used</p>

it comes to public speaking. Ask for volunteers and do not oblige everyone to participate, though the whole group should be encouraged to give it a try. If a young person is quite shy or the group is not very comfortable yet, they could pick their challenge card first instead of selecting one at random.

After all the young people who want to play have had a turn, bring everyone back together for a discussion. **Firstly:** What kind of things were they meant to present on? Some of the topics were presenting an argument, some were informative and some were sharing experiences. These are some of the different contexts in which you could use a presentation of which you will go into next.

Secondly: Why did they find it difficult to understand each other? Some of the topics were quite complicated or involved arguing a point – was it good enough to act these out? What would

have made it easier to understand?
After playing the game, what do they think are some benefits of just doing a presentation? The group should conclude that sometimes, when you have a message to share, a presentation is the best way to do it because it is clear, engaging and explanatory.

Explain to the young people that when creating a presentation there are many forms that they could take and they should think about these and which one feels like the most appropriate when they come to create and present on a topic.

Explain that typical presentations are:

- 1 - advocacy and persuasion (Vote for student elections, society)
- 2 - Training (On a piece of gym equipment)
- 3 - Teaching and learning (A cookery lesson)
- 4 - Informing (New uniform)



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guidelines)

Split the students into 4 groups. Give each group 1 of the above topics but don't let the other groups hear or know what topic they have been given and ask them to pull together a quick presentation on the above topics – thinking about the different needs -i.e advocacy, training, informing etc. they can have up to 15 mins. They will need to present back up to 5 mins of content.

NOTE: not all young people need to present back they can elect 1 or more or all (depending on size of group and confidence levels)

At the end of each presentation ask the remaining young people to guess which type of presentation it was and why they thought this. If they didn't get it right – what did they see that made them think this, what would they have expected to see of that type of presentation.

NOTE: this will help them to

understand the different types of presentation they may have to present during their school year, careers and therefore be more conscious in their decision making as to which presentation style it is and what they need to do/ demonstrate.

Presentations when prepared, planned, structured and delivered well are not only a great way of communicating by also get to show qualities that people don't always get to see in your day to day interactions. They help you to have a voice and be heard, they help you gain respect and appreciation but also they build on the person you are today with every presentation being a learning experience that should be fine-tuned time on time again.

Good and Bad Presentations.

DESCRIPTION OF ACTIVITY	RESOURCE	SUGGESTED LEARNING OUTCOMES AND ASSESSEMENT CRITERIA
<p>Tell the young people that they have probably all experienced a presentation that didn't work for them – a lesson that wasn't very engaging, an advert on TV that was boring, annoying or unclear, or the presentations they just gave!</p> <p>But what makes a good presentation?</p> <p> If you have access to the internet, you could watch some videos online, like Ted Talks. What tactics do they use?</p> <p> Some things to bring out might be: good eye contact, positive body language, enthusiasm for the subject, lots of good examples, appropriate tone of voice, repeating key points to emphasise them, reviewing at the end of the presentation, useful and relevant</p>	<p>Computers with access to internet (optional)</p> <p>Video camera (optional)</p>	<p>Entry Level 3 and Level 1/Scotland Level 3 and Level 4</p> <p>Assessment Criteria: Identify the features of a good/effective presentation</p> <p>Level 1/Scotland Level 4</p> <p>Assessment Criteria: Give examples of things to avoid when making presentations</p> <p>Level 2/Scotland Level 5</p> <p>Assessment Criteria: state examples of things to avoid when making presentations</p>

<p>visual aids.</p> <p>Divide the group into two smaller teams – the Dos and Don'ts. Ask them to think about the features of an effective presentation and things to avoid in presentations, respectively. Give them a certain amount of time (about ten minutes depending on the group) to make a list. If they feel up to it, they can present their list to the rest of the group together or nominate someone to do it. If you record this, you could use it as evidence.</p> <p>Make the point of saying what they have come up with is really great however other things to consider are the ability to keep it simple, real and energetic.</p> <p>You can use the 3 Key Elements of a Successful Presentation PowerPoint to support this.</p> <ul style="list-style-type: none">• Simple: How to craft a clear message	<p>3 Key Elements of a Successful Presentation PowerPoint</p>	
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- **Real:** How to make it compelling with facts, stats, stories, and examples.
- **Energetic:** How to add energy and make your message memorable.

Share the 3 tips for keeping it simple and then the long statements and ask them to come up with how they could make the sentence simpler – they can shout it out of note it doe the share.

Share the 3 tips for keeping it real, making the point that when we are able to share something personal it forms better connections with those that you are presenting will and elevated engagement levels.

Share the bag of nerves and cool as a cucumber slide – ask the group to stand up and move to one side of the room if they are a bag of nerves when presenting and the others to stand at the other side if cool as a cucumber.

Ask the bag of nerves group why they



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are like this – and get the opposite group to give solutions or things that have worked for them. Then get the cool as cucumber to share why they are over there and why they don't get the nerves. Make the point that nerves can get the better of us and stop us being who we are and therefore not who the audience is expecting. We need to maintain our personality and energy levels to keep the connection with your audience.

Share the 3 tips for keeping it energetic

Support Resource.

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<p>What resources can the young people think of to help them deliver a presentation?</p> <p> If they have access to computers, have them spend a bit of time looking for images or graphics online or playing around with Power Point and point them in the direction of online presentation tools like Prezi or EMaze. They could practice using these tools to create a mock presentation on the topic they were originally given in the Challenges activity.</p> <p>They could also look for powerpoint masterclasses online if they have access to computers, along with how to facilitate a presentation over teams.</p>	<p>Computers with access to internet</p>	<p>List resources which can be used to support presentation delivery</p>

Review.

DESCRIPTION OF ACTIVITY	RESOURCE	SUGGESTED LEARNING OUTCOMES AND ASSESSEMENT CRITERIA
If they have not yet had a chance to do so, young people should have some time to use what they've learned to fill in the Successful Presentations worksheet		