



PREPARATION FOR WORK

PREPARING A PRESENTATION >

Session plan



Prince's Trust

**START
SOMETHING**

AT A GLANCE

This is the second session in the Presentation Skills unit. Learners consider what an effective presentation looks like and includes, and they start creating and preparing their own presentation that they will deliver in a later session. They will also explore how to control their nerves. This session was made in partnership with Tesco.



LLN OPPORTUNITIES

- ✓ Discussing and writing key pieces of advice for preparing and delivering presentations
- ✓ Research topics for presentations
- ✓ Create and write a presentation ready for delivery



MATERIALS

- ✓ Preparing a presentation presentation
- ✓ Preparing a presentation worksheet
- ✓ Computers with internet access (optional)



QUALIFICATION OPPORTUNITIES

- ✓ Presentation Skills - LOs:
2. Be able to prepare for a presentation; 3. Be able to deliver a presentation

LEARNING OUTCOMES

- ✓ Identify the features of an effective presentation
- ✓ Understand what to avoid when creating a presentation
- ✓ Know the benefits of preparing before a presentation

ACTIVITIES

ACTIVITY	TIME	PAGE
<u>Introduction</u>	5-10 minutes	<u>03</u>
<u>Effective presentations</u>	15-20 minutes	<u>04</u>
<u>The perks of practising!</u>	15 minutes	<u>05</u>
<u>Prepare your presentation</u>	Dependent	<u>06</u>
<u>Wrap up</u>	5 minutes	<u>07</u>



INTRODUCTION



TIME REQUIRED

5-10 minutes



MATERIALS

- ✓ Internet access (optional)

ACTIVITY STEPS

1. Introduce the session by asking the learners if they can think of a presentation they have seen that was effective. You can prompt them with suggestions, such as assemblies, lessons, YouTube videos, sales pitches on Dragon's Den, etc.
2. Encourage the learners to share what made the presentation(s) effective:
 - Was the presenter charismatic? Clear? Passionate?
 - Were there attractive and/or helpful visuals?
 - Was the topic interesting?

OPTIONAL EXTENSION

If you have access to the internet, you could choose a TED talk (<https://www.youtube.com/user/TEDtalksDirector>) that you think is effective and play it to the group.

Afterwards, have a short discussion about what made the presentation good. What was the presentation's aim? Did it meet it? How?



EFFECTIVE PRESENTATIONS >



TIME REQUIRED

15-20 minutes



MATERIALS

- ✓ Preparing a presentation worksheet
- ✓ Preparing a presentation presentation
- ✓ Whiteboard/flipchart



QUALIFICATION OPPORTUNITIES

- ✓ The features of an effective presentation
- ✓ Examples of things to avoid when creating presentations

ACTIVITY STEPS >

1. Divide the learners into smaller groups and allocate them as either 'Do's' or 'Don't's'. Each group has 2-3 minutes to come up with as many 'Do's' for an effective presentation or 'Don't's' for creating a presentation. They can record this in the relevant section of the worksheet.
2. Ask learners to share their ideas and record their points on the whiteboard/flipchart. Encourage the group to discuss and decide what the key 'do's' and 'don't's' are and why.
3. Share the slides of the presentation that go through the 3 key elements of an effective presentation: simple, real, energetic (existing resources).
4. After the discussion, encourage learners to note down on their worksheet any other 'do's' and 'don'ts' that they think are important. Ensure they include the features of an effective presentation and things to avoid when creating a presentation on their worksheet.

EXTENSION

Level 2/SCQF Level 5 learners need to fill in the optional section of the worksheet, describing the features of an effective presentation they have watched.

They could think about one they have seen in person (potentially ones they discussed in the introduction activity of this session, e.g. a lesson, an assembly, a sales pitch, etc.) or they could find one online (e.g. a TED video).



THE PERKS OF PRACTISING! >



TIME REQUIRED

15 minutes



MATERIALS

- ✓ Preparing a presentation worksheet
- ✓ Preparing a presentation presentation



QUALIFICATION OPPORTUNITIES

- ✓ Examples of the benefits of practising before delivering a presentation

ACTIVITY STEPS >

1. Explain to the learners that one of the most common fears is public speaking. Ask them why they think this might be.
2. Show learners the 'Bag of nerves' and 'Cool as a cucumber' slide of the presentation. Ask learners to discuss and identify how they feel about doing a presentation and therefore, where on the spectrum they think they are. They could put post-its with their names on the spectrum or you could select a few learners to come up, stand next to their chosen part of the spectrum and explain their choice.
3. Encourage learners on either end of the spectrum to explain why they feel that way about giving presentations/public speaking. Ask all learners what they do to try and manage their nerves. Emphasise that nerves can often get the better of us but to remember everyone watching wants the presenter to be themselves and do well!
4. Draw out from the discussion that one thing that can help with nerves is practice! Writing some notes for what to say, practising the timing and speaking it aloud can make you feel prepared and confident.
5. Discuss the other benefits of practising before delivering a presentation. Level 1/SCQF Level 4 and Level 2/SCQF Level 5 learners need to list examples of these benefits on their worksheet.



PREPARING YOUR PRESENTATION >



TIME REQUIRED

Dependent



MATERIALS

- ✓ Preparing a presentation worksheet (optional)
- ✓ Computers with internet access (optional)



QUALIFICATION OPPORTUNITIES

- ✓ Materials needed to deliver/support your presentation

ACTIVITY STEPS >

1. Tell the learners that they now need to start preparing a presentation that they will deliver, either individually or in a group.
2. Give learners time to discuss/think about/research on a computer what topic they would like to do their presentation on. Remind them that presentations that have a passionate or enthusiastic presenter are often effective – so encourage them to think about presenting something they are interested in.
3. Once learners have selected their topic, they need to consider how they want to present it:
 - Do they want to create a supporting presentation using PowerPoint or similar software (e.g. <https://prezi.com> or <https://www.emaze.com>)?
 - Do they want to create supporting handouts or a poster?
 - How long should it be (not too long so that people become disinterested and not so short as not to get the point across)?
 - If working in groups, who should say what (e.g. one person does the introduction and conclusion, one person makes the first main point, etc.)?
4. Give learners sufficient time to reflect on and discuss the questions above as well as prepare their presentations, e.g. writing a script, creating visual aid(s), rehearsing. They could follow the advice on how to structure their presentation that is on the presentation.
5. You may want to let them do a mock presentation to you as a form of rehearsal, it is also an opportunity for you to give some initial feedback they can work on before presenting to a larger group.

EXTENSION

Level 1/SCQF Level 4 and Level 2/SCQF Level 5 learners need to write down the materials they need to deliver/support their presentation on their worksheet.

Level 1/SCQF Level 4 only need to list materials and Level 2/SCQF Level 5 learners need to state the materials they will be using and explain how they will support the presentation.



WRAP UP >



TIME REQUIRED

5 minutes

ACTIVITY STEPS >

1. Conclude the session by telling the learners how they can prepare for their presentation before they deliver it.
2. Lead a short discussion about what key pieces of advice/information the learners plan to incorporate into their own presentations, e.g. practising before delivery or having useful/attractive visual aids.



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