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| **Learning and Development Qualification** | **Presenting with Pizzazz** |
| **Session 2: Planning** **a presentation** | Adults interested in presentations eg public speaking, presentations at AGMs etc |
| **Proposed length of session** | 90 to 120 minutes |

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| **Training Objectives** |
| After the session, participants will be able to:   * Define the aims and objectives for their presentation * Use a range of strategies to construct their presentation * Plan a presentation that flows logically * Use various delivery techniques and methods * Cater for various learning styles |
| **Equipment**   * A variety of useful training resources: Paper, card, scissors, blue tac, white board, pens, string etc depending on participants' needs. * PowerPoint slides of different aspects of power: * lightening * electricity * blowing up dynamite * power walking * weightlifting   **Handouts**   * Adult learning principles WAGGGS Method * Blank session outline * Objective Action Verbs |

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| **Time** | **Activities** | **Trainers’ Notes** | **Resources** | |
| 10 mins | **2.1**  **What makes a powerful presentation**  **?**  **What gives a presentation pizzazz?** | * What is a powerful presentation? Discuss what makes it powerful (or gives it “pizzazz”). * Impact * Relevant message * Learnt something * Done well so you receive the message and are not overpowered by other things. * You have been inspired * Makes you take action (change behaviour) * Adult Learning Principles used in presentation style (respectfulness) * Follow the principles of the WAGGGS Method | | PowerPoint slides of different aspects of power:   * lightening * electricity * blowing up dynamite * power walking * weightlifting   **Hand Outs**  Adult learning principles  WAGGGS Method |
| 30 mins  Aims are about the purpose of the training, the overall direction and content. Objectives are the outcomes for the participants e.g. ‘At the end of this session the participant will be able to…’.  *L&D Qual Passport* | **2.2**  **Aims and Objectives** | * Before the training participants were sent a list of topics for their presentation – Ask them to have that topic in their mind now. * What is your **aim**? What do you want to achieve? Why are you giving this presentation? What is the purpose of the session?   The aim is a broad statement - for example:   * How to build a campfire * The Story of the 4 World Centres * An AGM with pizzazz * Write your Aim now * Once you have your aim you need to work out how you are going to achieve that aim. That is called an **objective or learning outcome** – what you want the participants to be able to do after the training. * Ask participants to close their eyes and picture themselves giving a presentation * Who is your audience / participants? * Why are they there? * What is the message you want to give? What do you want the audience/participants to go away with, eg "At the end of my presentation, the participants will have a basic idea of what Guiding offers and be wowed.” (this is the **objective**)   Note that the objectives can be knowledge and skills, but is often attitudes and behaviours, eg what actions they want them to take afterwards.   * Brainstorm active verbs that could be used as objectives: * Describe * read * assemble * list * explain * discuss * play.   Each verb needs to be **observable**, ie you can hear someone read something or see them draw a diagram. You can't observe someone *understand*, *analyse* or *visualise*.   * In pairs, write session **aims** (The purpose of the session is…) and **objectives** "At the end of this presentation participants will..." for their imagined session. * Share with the group. | **Hand out**  Blank session plan outline  **Handout**  2.3 Objective action verbs | |
| 10 mins | **2.3**  **Structuring your session** | * Develop outlines and details of the presentation * Ask the participants: With your participants and your aim in mind,   Where will you start your message? (Start with the *must knows*.)  What steps will lead the participants to the objective?  2. start – participant’s beginning knowledge  3. learning activity 1  4. learning activity 2  5. learning activity 3  6. Inspiring finish   1. Objective – message to go away with and act on  * Include an opportunity for those participating in their session to evaluate | White board & pens | |
| 10 mins | **2.4**  **Making your presentation powerful (or giving it “pizzazz”)** | * Ask them to share ideas about how can participants can make their presentations powerful: * Relevance * Can participants see the purpose? * Good presentation skills * Confident message - don't sound apologetic. You are the experts. * Cater to Adult learning styles and multiple intelligences * Participants valued and respected * Active engagement * Activities * Inspiring |  | |
| 20 mins | **2.5**  **Enhancing the delivery of the message** | * Look at the training methods already used today * Lecture (welcome, introduction, WHS) * Experience (room set-up) * Ice Breaker * Discussion / Buzz Group (room layout) * Handouts * Powerpoint * Imagination * Brainstorm * What other training methods are there? Give handout and a few minutes to ask questions about various methods. * Remind participants of: * GG/GS methods * not a classroom or the workplace, and methods used need to be appropriate. * Props / visual aids - Poor or Powerful * Can you read the screen? – size, colour * Does the picture make an impact? – quality of picture, message in the picture | **2.2 Training Methods**  **(**about presentation methods and their purpose)  PowerPoint slides showing examples of good visual aids (not just for ppt slides) | |
| 30 mins | **2.6**  **Task** | * Participants have 30 mins to prepare a 10 min presentation on whatever topic they like. They will each present their 10 mins and give feedback.   **Trainer note:** In this session it is not possible for participants to make polished visual aids for their session. However the learning gained should enable them to put together visual aids in the future using good techniques.   * Start with the aim, then objectives * Decide on activities to meet the objectives, building on the participants foundation knowledge * Check for GG/GS methods, adult learning principles, variety of methods especially experiential * Learning atmosphere * Room layout * Resources including visual aids * Practice presenting – timing, nervous habits, person at back hear and see? | **2.7**  **10 bad habits of presenters**  **Blank session plan**  A variety of useful training resources: Paper, card, scissors, blue tac, white board, pens, string etc depending on participants' needs. | |