

Getting on at Work

Working with Others



Unit title: Oral presentation skills

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Unit summary

Learning outcomes

By the end of this unit learners will be able to:

- Understand strategies and techniques for oral presentations
- Plan an oral presentation taking into account purpose and audience
- Give an oral presentation taking into account purpose and audience

Workplace context

Situations at work such as team meetings, union meetings and NVQ assessment may require workers to prepare and give a short presentation. Giving a presentation or talk to even a small group is a daunting task for many people. It is a skill that can be practised within the safety of a training environment.



Underpinning skills and knowledge

Activities in this unit will contribute to the development of the following skills:

- Speaking clearly
- Planning a presentation
- Presenting information in a logical sequence

Learners will also be asked to draw upon their own experiences in the workplace.

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Unit summary

Learning activities

1. Strategies and techniques
2. Planning a presentation
3. Reflect on own learning
4. Level 2 Assignment



Resources

- **WWO5.1** Strategies and techniques
- **WWO5.2** Planning a presentation
- **WWO5** Level 2 Assignment
- Learning Log
- Short excerpts from a DVD or video to demonstrate: good and bad body language, good and bad use of supporting aids, good and bad speaking skills, a bad presentation, a good presentation.

Accreditation

Course activities in this unit can provide Level 1 learners with evidence for GoAW Working with Others, Unit 5: Oral presentation skills. Entry Level learners will require support to achieve the unit and there are suggestions for support included in the teacher notes. A Level 2 assignment is included for more confident learners.

Encourage all learners to use the Learning Log to reflect on and record their learning.

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ACTIVITY 1: Strategies and techniques

Aims:

- To understand strategies and techniques for oral presentations.

Activity:

- Have prepared suitable excerpts of good and bad practice when giving oral presentations. (Some good examples can be found on YouTube.)
- Discuss with learners common feelings about giving oral presentations.
 - *How do you feel if you have to say something in public?*
- Show bad body language clip. Ask learners to pick out the bad practice. List on flip chart under title 'Do not...' Show good body language clip. List examples on flip chart under title 'Do...'
- In pairs, ask learners to stand in front of each other as if about to start a presentation and demonstrate good practice body language to each other.
- Repeat above with clips about using supporting aids and speaking skills.
 - *What is the value of using PowerPoint/video/DVD/real objects/OHP/flip charts?*
 - *How should you greet your audience?*
- Finally, show clips of bad and good presentations.
- Ask learners to complete **Resource WWO5.1 Strategies and techniques** using ideas from the flip chart and adding anything that they particularly need to be aware of.

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ACTIVITY 1: Strategies and techniques

Teacher notes

Ensure that the following points are covered during the activity:

- Body language, voice and supporting aids all contribute to a good presentation.
- You should tell the audience what you are going to tell them, tell them, and then tell them again what you have told them. This will ensure that the message gets across clearly.

SfL/Entry Level support

- Learners may need to watch the good practice and bad practice video clips more than once and stop and discuss different points as they arise.
- Give learners some specific things to look out for rather than just look for a general impression.

Suggestions for extension activities

- Ask learners to create a sketch/role play of a bad presentation that demonstrates what has been discussed for peers to watch.

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Literacy, Language and Numeracy

There are opportunities to support and develop the following skills during Activity 1:

Core Curriculum Ref	Descriptor	Functional Skills
SLd/E3.1	Follow and understand the main points of discussions on different topics	Entry Level Speaking and Listening
SLd/E3.2	Make contributions that are relevant to the subject	Entry Level Speaking and Listening
SLd/E3.3	Respect the turn taking rights of others during discussions	Entry Level Speaking and Listening
SLc/E3.3	Express clearly statements of fact and give short explanations, accounts and descriptions	Entry Level Speaking and Listening
SLd/L1.1	Follow and contribute to discussions on a range of straightforward topics	Level 1 Speaking and Listening
SLlr/L1.5	Make contributions relevant to the situation and the subject	Level 1 Speaking and Listening

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ACTIVITY 2: Planning a presentation

Aims:

- To contribute to the planning of a presentation on a familiar subject.
- To give a short presentation.

Activity:

- Decide with learners what the presentation will be about and who it will be for.
- On a flip chart, take learners through the stages in **Resource WWO5.2 Planning a presentation**.
- Demonstrate the use of mind-mapping, spidergrams, lists or sticky notes to begin to organise the presentation.
 - *Who is the presentation for? What difference does it make?*
 - *What is the main purpose of the presentation?*
 - *How long should it be?*
 - *What supporting aids should we use?*
- In pairs, ask learners to plan their own presentation.
- Ask learners to deliver their presentation to the group.

ACTIVITY 2: Planning a presentation

Teacher notes

Ensure that the following points are covered during the activity:

- Planning a presentation is key to a successful outcome.
- Be aware of the purpose of the presentation.
- Be aware of the audience for the presentation.

SfL/Entry Level support

- Learners can work in threes. They should begin by presenting their chosen topic to a partner, with the third person being a 'critical friend' and pointing out the good features of the presentation as well as areas for improvement.

Suggestions for extension activities

- Learners can prepare a PowerPoint presentation to give to the group.

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Literacy, Language and Numeracy

There are opportunities to support and develop the following skills during Activity 2:

Core Curriculum Ref	Descriptor	Functional Skills
SLd/E3.2	Make contributions that are relevant to the subject	Entry Level Speaking and Listening
SLc/E3.1	Speak clearly to be heard and understood using appropriate clarity, speed and phrasing	Entry Level Speaking and Listening
SLc/E3.3	Express clearly statements of fact and give short explanations, accounts and descriptions	Entry Level Speaking and Listening
SLc/L1.1	Speak clearly in a way which suits the situation	Level 1 Speaking and Listening
SLc/L1.4	Present information and ideas in a logical sequence and include detail and develop ideas where appropriate	Level 1 Speaking and Listening

ACTIVITY 3: Reflect on own learning

Aims:

- To reflect on features of a good presentation.
- To reflect on personal areas of improvement for giving a presentation.

Activity:

- Recap main points of session with learners.
- Ask learners to complete the **Learning Log**.

ACTIVITY 3: Reflect on own learning

Teacher notes

Ensure that the following points are covered during the activity:

- Think about context, purpose and audience when planning a presentation.
- Planning a presentation saves time in the long run.
- Practising planning and presenting an oral presentation will lead to improved techniques and confidence.

SfL/Entry Level support

- Learners at this level are only required to identify one main learning outcome. Some learners may need support to complete the **Learning Log**.
- Learners who need further support for reading can be directed towards SfL provision or learndirect activities.

Suggestions for extension activities

- Level 2 learners will be expected to complete an extension assignment independently.

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Resource WWO5.1 Strategies and techniques

Strategies and techniques for a good presentation	
Do not...	Do...
Body language	
<ul style="list-style-type: none">• lean on the desk	<ul style="list-style-type: none">• look at the audience
Voice	
<ul style="list-style-type: none">• mumble	<ul style="list-style-type: none">• speak clearly
Supporting aids	
<ul style="list-style-type: none">• use things that are not relevant to the presentation	<ul style="list-style-type: none">• make sure everything works before you start
General presentation	
<ul style="list-style-type: none">• read your notes word for word	<ul style="list-style-type: none">• breathe normally

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Resource WWO5.2 Planning a presentation

Planning a presentation	
Stage	Notes
1. Decide on the title of the presentation.	
2. Write down the main thing you want your audience to know by the time you have finished.	
3. Make a list of the main points you want to make.	
4. Arrange the main points in the order you want to make them.	
5. Write your presentation out in a rough copy.	
6. Read your rough copy through several times. Make any alterations you want to make.	
7. Decide what supporting aids you will show or demonstrate.	
8. Mark your rough copy with the places that you will show the supporting aids.	
9. Transfer the information from the rough copy onto cards. Use one word, a phrase or a picture to jog your memory about what you are going to say.	
10. Number the cards. Mark on them when you are going to use a supporting aid.	
11. Think about any questions the audience might ask you. Prepare the answers.	
12. Rehearse your presentation in front of a mirror.	
13. Rehearse your presentation to friends or family and ask for feedback. Keep rehearsing until you are confident.	
14. Give your presentation and enjoy it!	

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WWO5 Level 2 Assignment

In this task you are going to prepare for and give a short presentation on a workplace topic of your choice. This will give you the opportunity to put all your oral presentation skills training into practice.

Follow this 'quick guide' to help you prepare your presentation.

Preparing for a presentation

1. Choose

Choose a topic that you think is important to everyone at work. For example:

- an area of Health and Safety
- a particular work policy
- a key area from the Staff Handbook

2. Research

Gather the information you think is most important, bearing in mind the following:

- who it's for
- the purpose of the presentation
- how long you have

3. Plan

Decide how you will present the information. For example, you might use one, several, or all of these strategies:

- giving an explanation using brief reminder/prompt notes
- using a PowerPoint presentation
- using visual aids such as posters
- a short demonstration (such as the correct lifting position)
- audience participation (getting others to demonstrate something)
- a question and answer session to involve the audience

4. Prepare

- Prepare all your materials and check that any equipment you need is available and working.
- Prepare yourself by practising your presentation.

Remember to think about your voice and body language.

5. Present

When you are ready, give your presentation to your chosen audience.

At the end, fill in the evaluation sheet on the next page and discuss it with your trainer.

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WWO5 Level 2 Assignment (*continued*)

Presentation Evaluation Record	
Name of presenter:	Date:
Presenter comment	Trainer comment
Things that went particularly well:	
Anything that was less effective:	
Tick the skills you would like to improve: Research Planning Preparation Presentation	Suggestions for improvement:
Signed:	Signed:

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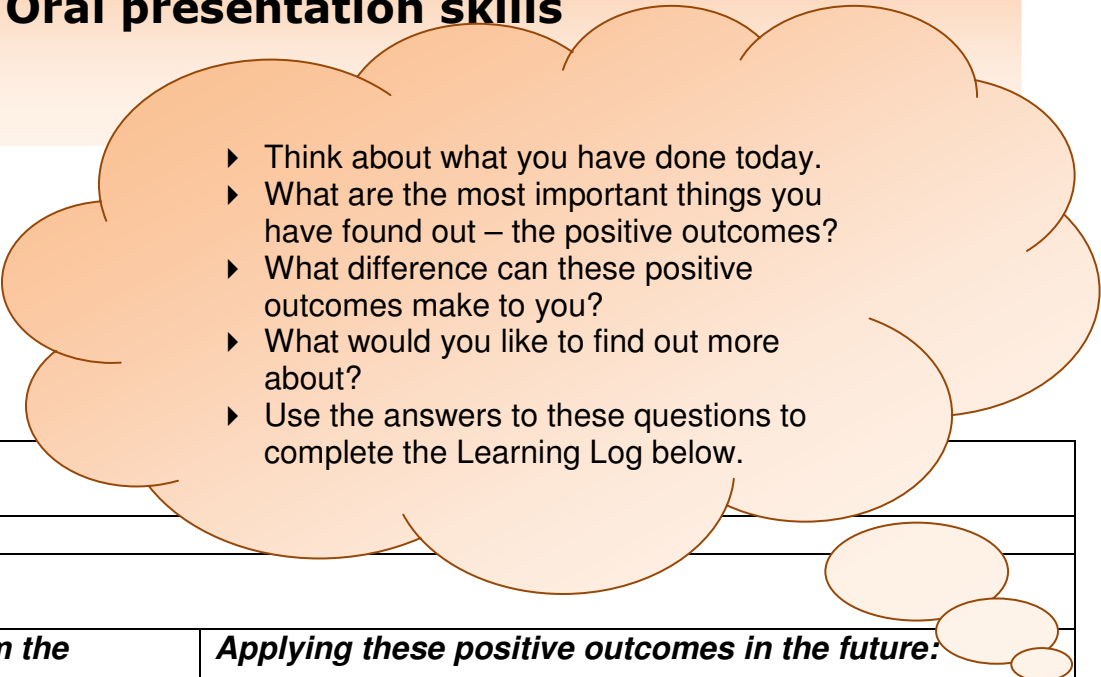
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Literacy, Language and Numeracy

There are opportunities to support and develop the following skills during the Level 2 Assignment:

Core Curriculum Ref	Descriptor	Functional Skills
SLc/L2.1	Speak clearly and confidently in a way which suits the situation	Level 2 Speaking and Listening
SLc/L2.3	Express clearly statements of fact, explanations, instructions, accounts and descriptions using appropriate structure, style and vocabulary	Level 2 Speaking and Listening
SLc/L2.4	Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding	Level 2 Speaking and Listening
Wt/L2.2	Judge how much to write and the level of detail to include	Level 2 Writing

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- ▶ Think about what you have done today.
- ▶ What are the most important things you have found out – the positive outcomes?
- ▶ What difference can these positive outcomes make to you?
- ▶ What would you like to find out more about?
- ▶ Use the answers to these questions to complete the Learning Log below.

Learning Log

Name:	
Date:	
Unit title:	
Positive outcomes from the training:	Applying these positive outcomes in the future:
In the future I would like to find out more about:	
Notes	

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Links to other resources

Embedded Learning
Portal:

<http://rwp.gia.oxi.net/embeddedlearning/search.cfm>