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Department for  
Digital, Culture  
Media & Sport



COMMUNITY  
FUND



Ormiston Trust  
Improving life chances

# Prepare, Plan and Present your Findings




The #iwill Fund is made possible thanks to a £54 million joint investment from The National Lottery Community Fund and the Department for Digital, Culture, Media and Sport (DCMS) to support young people to access high-quality social action opportunities. Ormiston Trust acts as a match funder and awards grants on behalf of the #iwill Fund.

# Table of Contents



I can statements..... Communication	1
Teaching Communication - Getting the message across - Key Stage 3 and 4	2
Lesson 1 <ul style="list-style-type: none"><li>• Learn about communication, reading, writing, speaking and active listening.</li><li>• Learn about the key feature of a good presentation.</li><li>• Learn how to communicate with a range of different audience</li></ul>	3-4
Lesson 2 - (Assess) <ul style="list-style-type: none"><li>• Learn about the ingredients of a good presentation.</li><li>• Learn about the importance of preparing (including yourself) and practising your presentations before the event</li></ul>	5-8
Lesson 3 - Presenting information <ul style="list-style-type: none"><li>• Learn about presenting information using a number of different mediums.</li><li>• Plan a presentation ensuring the intended message comes through.</li></ul>	9-10
<ul style="list-style-type: none"><li>• Lesson 4 -</li><li>• deliver and speak upfront with greater personal confidence.</li><li>• Develop own bespoke, practical and down-to-search pre-speaking routines.</li></ul>	11
Lesson 5 - <ul style="list-style-type: none"><li>• reflect on your strengths and areas of development</li><li>• Draw up a personal action plan of skills to be practised further.</li></ul>	11
Presentation checklist	12

## I can statements..... Communication

Basic	Intermediate	Advanced
I can plan what i need to share.	I can plan and prepare presentations.	I can produce professional presentations keeping in mind the pitfalls of poorly prepared and presented presentations.
I can take part in a discussion, debate and presentation.	I can prepare for discussions, debates, and presentations	I can present information and recognise that other people will have different opinions and views.
I understand what pre-presentation anxiety is.	I understand what pre-presentation anxiety is. and how i can deal with this prior to speaking.	i have developed my own bespoke, practical and down to search pre-speaking routines.
I can present information to at least two different audience types.	I can present my ideas with great impact and clarity..	When communicating, I can apply the PEEL method.
I can use my voice to make presentation sound better.	I can deliver and speak upfront with personal confidence.	I can deliver and speak upfront with greater personal confidence.
I can seek help when needed.	I understand the importance of body language when presenting.	i have developed my own bespoke, practical and down to search pre-speaking routines.
	I can recognise ,my strengths and areas for development when presenting..	I understand the importance of body language when presenting. and how to use this to create maximum impact.
		I can draw up a personal action plan of skills to be practised further.

## Teaching Communication - Getting the message across - Key Stage 3 and 4

<p>Lesson 1- Understand (Inspire)</p> <ul style="list-style-type: none"> <li>• Learn about the different aspects of communication, reading, writing speaking and active listening.</li> <li>• Learn about the key feature of a good presentation.</li> <li>• Learn how to communicate for a range of different audiences.</li> </ul>	<p>Lesson 1- Understand (Inspire)</p> <ul style="list-style-type: none"> <li>• I understand the different aspects of good communication: reading, writing, speaking and active listening.</li> <li>• I understand the importance of body language when presenting. and how to use this to create maximum impact.</li> <li>• I understand how to speak at a job/college interview with greater clarity.</li> </ul>
<p>Lesson 2 - Produce (Assess)</p> <ul style="list-style-type: none"> <li>• Learn about the ingredients of a good presentation.</li> <li>• Learn about the importance of preparing and practising your presentations before the event.</li> </ul>	<p>Lesson 2 - Produce (Assess)</p> <ul style="list-style-type: none"> <li>• I can produce professional presentations keeping in mind the pitfalls of poorly prepared and presented presentations.</li> </ul>
<p>Lesson 3 - Plan</p> <ul style="list-style-type: none"> <li>• Learn about presenting information using a number of different mediums.</li> <li>• Plan a presentation ensuring the intended message comes through.</li> </ul>	<p>Lesson 3 - Plan</p> <ul style="list-style-type: none"> <li>• I can present information and recognise that other people will have different opinions and views.</li> <li>• When communicating, I can apply the PEEL method.</li> <li>• I can plan a presentation ensuring it is suitable for my audience.</li> </ul>
<p>Lesson 4 - Deliver (Act)</p> <p>Demonstrate the understanding of what makes a good presentation and how to make a presentation.</p>	<p>Lesson 4 - Deliver (Act)</p> <ul style="list-style-type: none"> <li>• I can deliver and speak upfront with greater personal confidence.</li> <li>• I have developed my own bespoke, practical and down-to-search pre-speaking routines.</li> </ul>
<p>Lesson 5 - Reflect</p>	<p>Lesson 5 - Reflect</p> <ul style="list-style-type: none"> <li>• I can reflect on my own strengths and areas of development</li> <li>• I can draw up a personal action plan of skills to be practised further.</li> </ul>

## Lesson 1 - Understand Communication

Lesson Objective: Lesson 1- Understand (Inspire)

- Learn about the different aspects of communication, reading, writing, speaking and active listening.
- Learn about the key feature of a good presentation.
- Learn how to communicate with a range of different audiences.

By the end of the lesson, pupils should be able to reflect on their learning using the following I can statement: Lesson 1 - Understand (Inspire)

- I understand the different aspects of good communication: reading, writing, speaking and active listening.
- I understand the importance of body language when presenting. And how to use this to create maximum impact.
- I clearly understand how to speak at a job/college interview.

### "Why do we communicate?" (10 minutes)

This initial activity encourages the pupils to think about talking. Put a large piece of paper and marker pens into the centre of the table and group the pupils into a team of a maximum of four. Give them a minute on the clock, and then ask them to write down on paper why we talk as much as possible and ask each team to give feedback on their ideas. Write these onto the board and discuss them as they are shared.

Communication involves:

- Sharing ideas and information using a range of methods – verbal and written, online and offline
- Expressing thoughts and feelings – online and offline
- Listening to others
- Speaking in front of others – presenting and public speaking
- Persuading others – constructing and defending an argument
- Negotiating with others
- Working with technology – using it safely, effectively and appropriately

**What is active listening (10mins)** - Pupils to watch a short clip on what active listening is and make a list of do's and don'ts: <https://www.berkeleywellbeing.com/active-listening.html>

<b>Dos:</b>	<b>Don'ts:</b>
Meet your needs before the conversation	Don't interrupt
Reflect back on the content	Don't pass judgment judge
Empathise with the speaker	Don't be distracted
Ask open-ended questions	

Fun 2mins [video with Amy and Sheldon from the Big Bang Theory](#) and their listening skills.

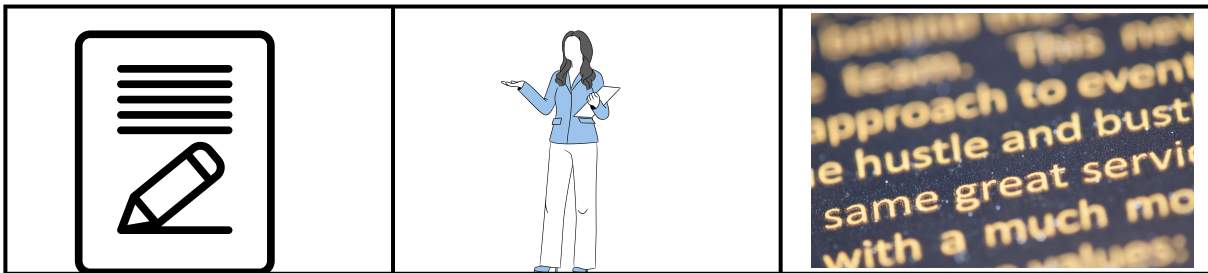
## 30mins - What Makes a Good Presentation

Ask pupils to think about the most memorable presentation that you have seen:

1. What makes it memorable?
2. What skills did the presenter show?
3. Can you comment on their body language?
4. What was in their tone of voice that made it interesting?
5. What were they wearing?
6. What about the pace of their presentation?
7. How did they get the message across?
8. Do they share their own personal experience?

Did you know

In 1967, Albert Mehrabian conducted two psychological studies relating to what people value within communication.



The content of the speech

7%

How the speaker looked

55%

How words are spoken

38%

If pupils cannot think of a presentation/ speech show pupils one of these or choose one of your own:

- [I have a dream by Martin Luther King JR](#)
- [In pursuit of happiness - Will Smith](#)
- [The best speech ever - Steve Jobs](#)
- [National Literacy Trust - Emma Watson](#)

## Lesson 2 - Preparing For a Presentation

Objectives Lesson 2 - Produce (Explore)

- Learn about the ingredients of a good presentation.
- Learn about the importance of preparing (including yourself) and practising your presentations before the event.

By the end of the lesson, pupils should be able to reflect on their learning using the following I can statement. Lesson 2 - Produce (Explore)

- I can produce professional presentations, keeping in mind the pitfalls of poorly prepared and presented presentations.
- I can prepare myself for a presentation.



Stage fright

Butterflies

Sweaty Palms


Dry throat

Blank mind

## Preparing to Present Your Presentation

How do you feel before making a presentation or taking part in a performance?

### Breathing

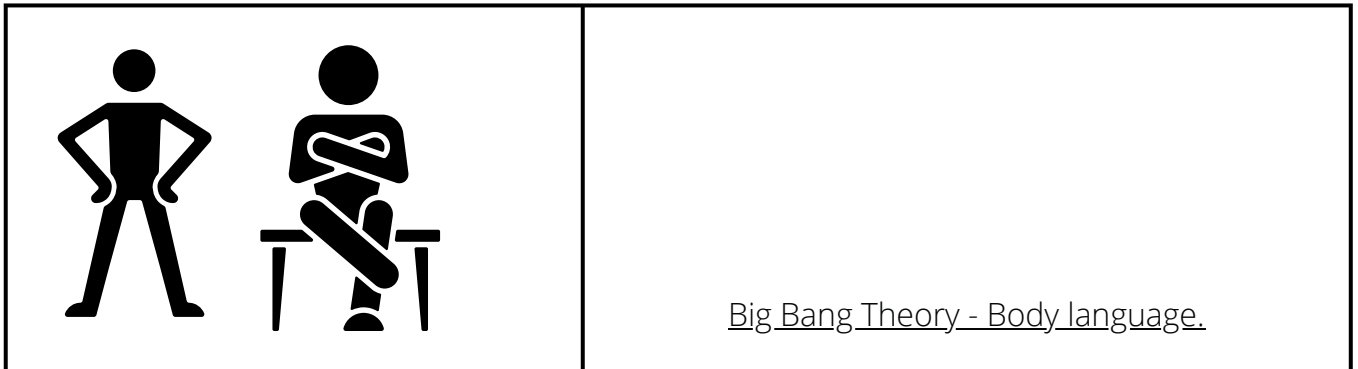
	<p>Just before you start your presentation or performance:</p> <ul style="list-style-type: none"><li>• breathe in,</li><li>• counting up to seven,</li><li>• and breathe out when you reach 11.</li><li>• Do this three or four times.</li></ul> <p>It helps slow the build-up of adrenaline and reduces your heart rate, thereby diminishing feelings of nervousness or anxiety.</p>
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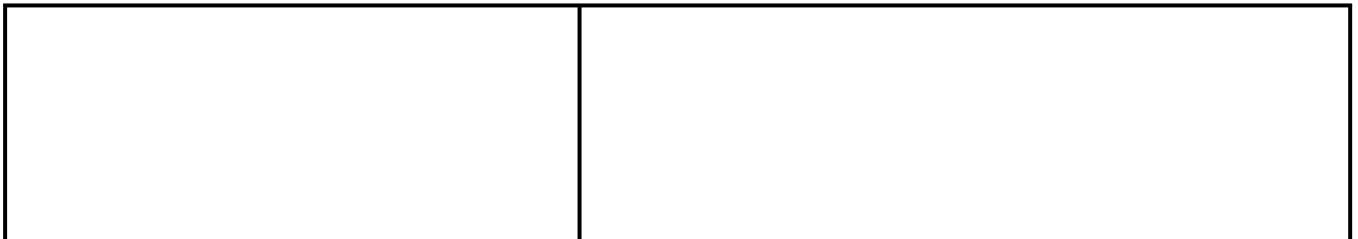
## Eye contact



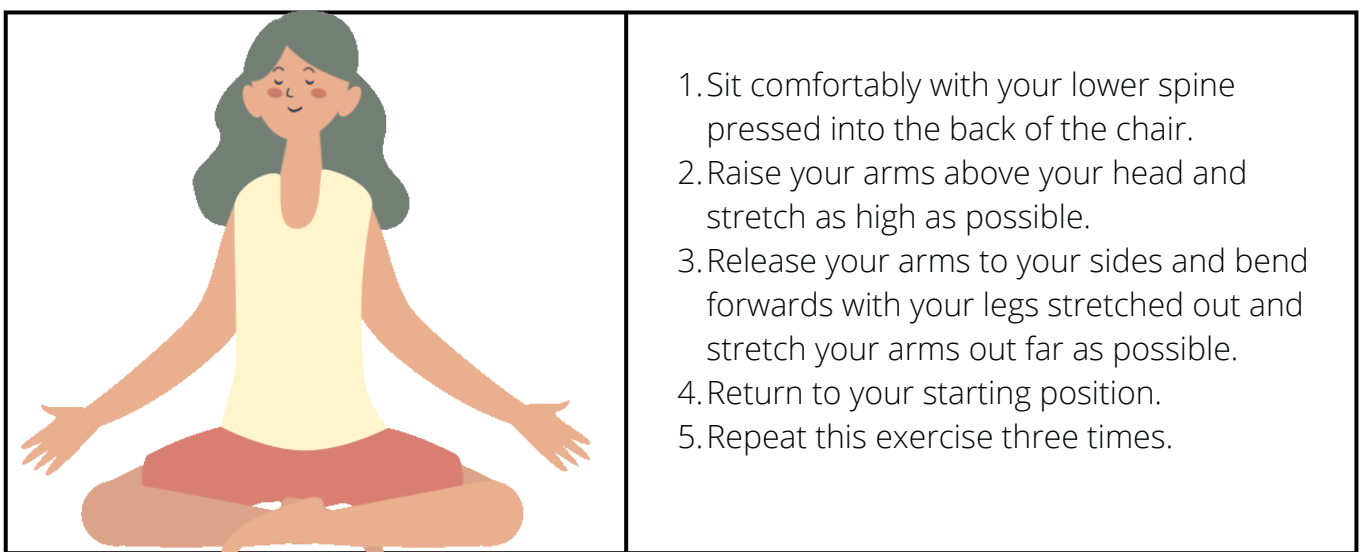
## Body language



## Poise



## Relaxing

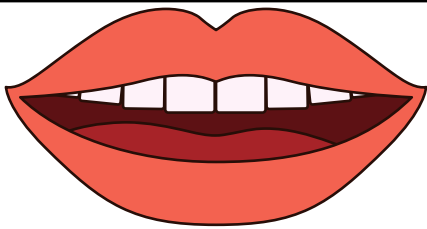


## Breathing to relax

# RELAX

Start by taking a slow deep breath in, through your nose if possible. Try to draw it right down to your stomach. Breathe out slowly through your mouth. Repeat this ten times.

## Train your mouth muscles



Read things aloud and listen to your voice while you do so. Make sure you stretch the muscles of your face and open your mouth wide while you pronounce every word.

## Practice tongue twisters



1. Peter Piper picked a peck of pickled peppers
2. Give papa a cup of proper coffee in a copper coffee cup.
3. The thirty-three thieves thought that they thrilled the throne throughout Thursday
4. How much wood would a woodchuck chuck if a woodchuck could chuck wood?
5. She sells seashells on the seashore...

## Dry throat



1. Drink plenty of water the night before.
2. Sip water regularly for an hour before speaking to stay hydrated. Be sure to go to the washroom before you take the stage.
3. Chew citrus-flavoured gum or a lozenge before speaking, but don't forget to spit it out before going on stage!
4. Have water handy on stage so you can take a sip if necessary. Two important things to remember about water:
  - a. It should be room temperature. Cold water constricts the vocal cords.
  - b. It should be flat, not sparkling

# Presentation Tips & Tricks

## PREPARE, PREPARE, PREPARE!

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- Palm cards
- Props
- Photo slideshow
- Memorise

## STAND UP STRAIGHT AND TALL

---

This makes you look confident, and helps project your voice to improve clarity.

Project your voice to the back of the room.



## SPEAK WITH EXPRESSION

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- Smile when you talk!
- Mix up your tone, pitch and volume.
- Use humour.

## CONSIDER YOUR PACE

---

Not too fast, not too slow!



## USE LOTS OF EYE CONTACT



Imagine yourself being confident!

### Lesson 3 - Plan

- Learn about presenting information using a number of different mediums.
- Plan a presentation ensuring the intended message comes through:

#### Lesson 3 - Plan

- I can prepare information and recognise that others have different opinions and views.
- When communicating, I can apply the PEEL method.
- I can plan a presentation, ensuring it is suitable for my audience.

Before planning your presentation.	So far pupils should have an understanding of what a good presentation looks like and be Inspired by a presentation or a speaker. Before you start think about:  <ol style="list-style-type: none"><li>1. What is your topic? be clear on the question you will be exploring. use the best practice research guide.</li><li>2. Who is your audience?</li><li>3. What resources will you need or be used to present your presentation?</li><li>4. Think about the location of your presentation</li></ol>
Pupils can use the planning guide in the passport to plan out the contents of the presentation. or the plan attached in XXXX document:	
Planning your presentation	<b>Remember</b> <ol style="list-style-type: none"><li>1. One idea per slide, and as few lines of text per slide as possible.</li><li>2. Use easily readable fonts such as Arial and Comic Sans and font sizes that are 20 pt. or greater</li><li>3. When possible, use a bright font on a dark background, e.g. white and yellow are good font colours on a dark blue background.</li><li>4. Use pictures to complement your discussion. Picture slides are a good way to break up your presentation, particularly after presenting a series of text or data slides.</li><li>5. Limit special effects as necessary.</li><li>6. Remember that the slides are there to support your presentation, not to make the presentation for you.</li></ol>
Structuring Your Talk:	<b>PEEL</b> Point - Identify the main point and summarise the main idea. Evidence - Provide facts and evidence to back the main idea. Explain - Use the facts to support the main point. Link - Link back to the main point to re-enforce the point.

Planning your presentation	<ol style="list-style-type: none"> <li>1. Sounds and transition effects can be annoying.</li> <li>2. Use sparingly. Animation effects can be interesting when used in moderation.</li> <li>3. Too much animation is distracting.</li> <li>4. Consider using animated clip art</li> <li>5. Consider using a custom animation</li> <li>6. You can insert video and audio clips into PowerPoint.</li> <li>7. You can also insert hyperlinks.</li> </ol>
Planning your presentation	<ol style="list-style-type: none"> <li>1. Talk at a natural,</li> <li>2. moderate rate of speech</li> <li>3. Project your voice.</li> <li>4. Speak clearly and distinctly.</li> <li>5. Repeat critical information.</li> <li>6. Pause briefly to give your audience time to digest the information on each new slide.</li> <li>7. Don't read the slides aloud.</li> <li>8. Your audience can read them far faster than you can talk.</li> </ol>
Planning your presentation	<ol style="list-style-type: none"> <li>1. Body Language Keep your eyes on the audience</li> <li>2. Use natural gestures.</li> <li>3. Don't turn your back to the audience.</li> <li>4. Don't hide behind the lectern.</li> <li>5. Avoid looking at your notes.</li> <li>6. Only use them as reference points to keep you on track. Talk, don't read</li> </ol>
End of presentation	<p>End your talk with the summary statement or question you have prepared.          What do you want them to do? What do you want them to remember?</p>

### Balloon Activity

:

The weight in the balloon is too heavy for it to rise, and despite removing all extra items, it is simply not working. The only way for the balloon to rise is it to limit the capacity to one person. It is important to choose someone that would be useful should the balloon end up in a remote location. You will each be given a character card relating to a person currently in this hot air balloon. You must argue for your allocated person to remain on the flight.

You must:

1. Justify their importance
2. What they could do for a new civilisation
3. Why they should not leave

## Lesson Objectives 4 - Deliver (Act)

- I can deliver and speak upfront with greater personal confidence.
- I have developed my own bespoke, practical and down-to-search pre-speaking routines.

By the end of the lesson, pupils should be able to reflect on their learning using the following I can statement:

Based on what you have learned so far create "a guide to creating and presenting information" It must include:

- Your bespoke pre-speaking routines.
- Your own do's and don't's when creating a presentation.
- How to present with confidence.

Or pupils can choose a topic of their own.

Pupils to present their presentations - Remind them of the key elements.

REMEMBER TO TRY AND ENJOY THE PROCESS.

## Lesson Objective 5 - Reflect

- I can reflect on my strengths and areas of development
- I can draw up a personal action plan of skills to be practised further.
  
- Strengths – What are my strengths? For example, am I well organized? Do I remember things?
- Weaknesses – What are my weaknesses? For example, am I easily distracted? Do I need more practice with a particular skill?
- Skills – What skills do I have and what am I good at?
- Problems – What problems are there at work/home that may affect me? For example, responsibilities or distractions that may impact study or work.
- Achievements – What have I achieved?
- Happiness – Are there things that I am unhappy with or disappointed about? What makes me happy?
- Solutions – What could I do to improve in these areas?

# Presentation Checklist....

## Before my presentation

I have a clear message			
I know who my target audience is.			
I know how long i have for my presentation			
What resources will I be using			

## Preparing the presentation

Practise a tongue twister		Make sure the slides do not include too many animations,	
Exercise my mouth			
Write a script - what i want to say.		Do not read off the slides or my script.	
Make sure the slides do not have too much text			
Make sure the slides do not include too many images			

## Things I need to remember for my presentation


Practise		Dress smart	
Water		My voice and pace	
My notes		Be aware of how i stand	
My pre-speaking routine.		I must look towards the audience	

I understand statements ..... Communication

<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
I understand what communication is.	I understand the importance of communication.	I understand the importance of communication.
	I understand the different aspects of good communication: reading, writing, speaking and active listening.	I understand the different aspects of good communication: reading, writing, speaking and active listening.
		I understand how to speak at a job/college interview with greater clarity.



I can statements..... Communication

<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
I can plan what i need to share.	I can plan and prepare presentations.	I can produce professional presentations keeping in mind the pitfalls of poorly prepared and presented presentations.
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I can use my voice to make presentation sound better.	I can deliver and speak upfront with personal confidence.	I can deliver and speak upfront with greater personal confidence.
I can seek help when needed.	I understand the importance of body language when presenting.	I understand the importance of body language when presenting. and how to use this to create maximum impact.
	I can recognise ,my strengths and areas for development when presenting..	I can draw up a personal action plan of skills to be practised further.

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