



Teach For All
A Global Network



GOTEACH

WORKSHOP – PRESENTATION SKILLS

FACILITATOR NOTES



Table of Contents

About this Workshop	1
Objectives	1
Target Audience and volunteers	1
Session Descriptions and Timing	1
Facilitator Information and Preparation	4
Workshop Requirements.....	4
About these Facilitator Notes.....	5
WORKSHOP INTRODUCTION	6
Session 1: LOGISTICS INDUSTRY IN A NUTSHELL	10
Session 2: DPDHL AS AN EXAMPLE	19
Session 3: YOUR LOGISTICS CHALLENGE	27
Session 4: WRAP UP	29

About this Workshop

Objectives

By the end of this Workshop, the participants will be able to:

- List the key principles for designing and delivering an effective presentation
- Explain how to collect and structure relevant information for designing a presentation
- Explain how to use body language effectively when presenting
- Design and deliver a 5-minute presentation on a topic of your choice

Target Audience and volunteers

This workshop is part of the **Employability Skills** section from the GoTeach curriculum.

The target audience for this module are young people from vulnerable communities who are transitioning from school to the world of work. They will learn about designing and delivering a successful presentation. They will also practice presentations on various occasions during the workshop hence practicing public speaking.

The suggested maximum number of participants is 6 to 8 as the current timing and interaction has been defined for this number of participants. A limited number of participants enables for individual presentations and feedback sessions. To support the students the suggestion is to have one volunteer for each 2 participants. Volunteers can help with the preparation for the presentations, answer questions and support the students on an individual level if needed.

A larger group of participants is not recommended.

Session Descriptions and Timing

Please note that facilitators are encouraged to use the materials to implement the interventions at their discretion. Modifications to the delivery of the sessions can be made as long as the learning objectives are met - please do take into consideration the timing of the workshop, the age group of their participants, and the interest of the young people attending the module.

Total estimated Workshop run time: **5 hours and 10 minutes**

Workshop Introduction	30 minutes
Workshop introduction (topic, agenda, objectives and ground rules)	5 minutes
Facilitator introduction	3 minutes
Student introduction and individual learning goals	12 minutes
Interest raiser: why presentation skills are important	7 minutes

Session 1: Design your Presentation	85 minutes
Teaser / opener	2 minutes
introducing the ABC structure	3 minutes
ABC structure in detail	15 minutes
Building your story: brainstorming / mind-mapping	5 minutes
Activity: building your story	32 minutes
Preparing for presentation design	5 minutes
Any questions	5 minutes
Recap quiz	5 minutes
Comfort break	15 minutes

Session 2: Deliver your Presentation	80 minutes
Preparing for presentation delivery	5 minutes
Why do people stop listening	5 minutes
How we communicate	3 minutes
Activity: body language	17 minutes
Activity de-brief	6 minutes
Dealing with stage fright	10 minutes
Any questions	5 minutes
Recap quiz	5 minutes
Film (summary)	5 minutes
Comfort Break	15 minutes

Session 3: From Theory to Practice: it's your turn	85 minutes
Brief activity	2 minutes
Preparation: design individual presentations	30 minutes
Run the presentations	50 minutes
Any questions	5 minutes

Session 4: Wrap up	30 minutes
---------------------------	-------------------

Review objectives and summary	4 minutes
Drawing activity: key takeaways	16 minutes
About the session: something sweet, something sour	5 minutes
Closure	2 minutes

NOTE: remove or add topics according to the need for a specific section.

Facilitator Information and Preparation

Workshop Requirements

In order to run this Workshop, the following items should be considered / pre-arranged:

- **Room:**
 - Set up the room appropriately. Usually, a traditionally classroom setting is used but please consider a different set-up that enables for and encourages openness and interaction. Setting up the chairs in a circle would be an example of such an approach.
 - (Preferably) two flip chart stands with flip chart paper.

- **IT hardware and software:**
 - Have all the relevant hard- and software available and ensure (test well in advance) if everything works. Think of the following hardware: power chords, beamer, laptop, speaker-set, projection screen, relevant connector cables. Think of the following software: PowerPoint for slides, any other software required to run the training.
 - Internet is required for running the YouTube movie in slide 56). Therefore, check if internet is available. If yes, test this well in advance. If not available, consider skipping the YouTube film.
 - Beamer
 - Speaker set (compatible with laptop)

- **Training materials**

Have the following materials available in soft copy and/or hardcopy:

 - Facilitator notes (printed)
 - Slide deck
 - Student handout / workbook
 - Blue and green answer cards (one set per student)
 - List of Participants (LoP)
 - Pens (or markers) for the students
 - Flip charts and markers

TIP: if printed materials, ensure to have sufficient copies available and carry a few spare copies of the student handout in case there are more participants than expected.

NOTE: provide the student handout only at the moment when the final activity (from theory to practice) is run.

▪ **Prior to running the Workshop:**

- Update slide five with the key facilitator / volunteers' details in bullet points. Also add an image of the facilitator / volunteer and some images to support the story. The slide template allows for this.

NOTE: see the related facilitator note for suggested introduction items.

- Prepare a Flip Chart: draw a large thermometer or gauge on a flip chart for the student introduction activity. Here the students can rate their current confidence level. Keep this Flip Chart for reference at the end of the workshop.

- If more than 6 participants, ensure that more time is scheduled for the student introduction activity and the final activity.

NOTE: it is not recommended to have more than 6 participants for this workshop

- Check if the film runs properly (both sound and vision).






▪ **Post Workshop activities:**

There are no post Workshop activities to be performed or considered.





About these Facilitator Notes



The notes are designed to assist facilitators in guiding participants through the Workshop. It is important that facilitators study this document prior to starting training in order to make sure the structure, process and activities are clearly understood.




The text in these notes is marked up in a number of colors and each has a different meaning – so always print the Facilitator Notes in color.

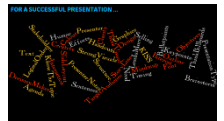
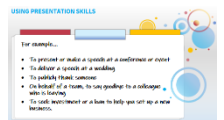

	Red	Interactive question for you to ask to enhance participation
	Blue	Expected answer from the participants to an interactive question
	Green	Activity
	Orange	Indicates a slide that needs to be displayed
	Black	Facilitator note or 'Tell' section (background information of things to be mentioned, explained or told)

WORKSHOP INTRODUCTION


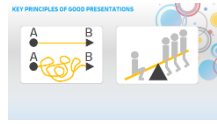
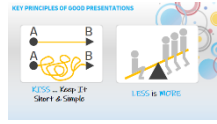

Action	Slide #	Content	Slide
SLIDE	1	Welcome slide	
FACILITATOR NOTE		<p>Make sure that the welcome slide displays before the students enter the training room.</p> <p>Once all the students have joined in the classroom, welcome everybody to the Presentation Skills workshop.</p>	
SLIDE	2	Learning objectives	
FACILITATOR NOTE		Take the students through the Learning Objectives and briefly explain what they will learn today.	
SLIDE	3	Today's learning journey	
FACILITATOR NOTE		<p>Explain the structure of the workshop and tell that the duration of the workshop is around 5 hours and 10 minutes.</p> <ul style="list-style-type: none"> • Session introduction which includes an introduction activity. • The first content session covers how to design a presentation in terms of structure and how to get to the content and build the storyline. It also deals with the preparation required when designing a presentation. • The next session focuses on presentation delivery. It looks into the specific preparation needed for presentation delivery, why people stop listening and the power of body language. • After this it is the students' turn: they have to design and deliver a 5-minute presentation. • Finally, the wrap up with a final activity on the key takeaways and of course the students' opinion on this workshop. 	
TELL		<p>The aim of this workshop is to make you more knowledgeable on what it takes to design and deliver a successful presentation. The aim is also that you practice public speaking.</p> <p>Being able to successfully deliver presentations adds value not only to your career but also to your private life as it builds confidence and enhances your communication skills.</p>	
SLIDE	4	Ground rules	
FACILITATOR NOTE		<p>Take the students through the ground rules for this workshop:</p> <ul style="list-style-type: none"> • If there are mobile phones, please switch them off or switch them to silent mode (do not use these during the workshop). 	


Action	Slide #	Content	Slide
		<ul style="list-style-type: none"> • Listen to each other and respect other people's opinions. Be curious and open minded. • Work together. • Make notes. You can use your workbook for this. • Ask questions at any time. Stupid questions do not exist, only interesting ones! • Finally ... enjoy the workshop. 	
SLIDE	5	Facilitator / trainer introduction	
FACILITATOR NOTE		<p>NOTE: Slide 5 needs to be prepared / updated prior to the workshop.</p> <ul style="list-style-type: none"> • Add facilitator image • Enter the facilitator name • Add bullet points that summarize the facilitator introduction (the items the facilitator wants to present) • Add three images that support the facilitator introduction 	
FACILITATOR NOTE		<p>The following items could be considered for the facilitator introduction:</p> <ul style="list-style-type: none"> • Facilitator name • Hobbies / time spend off working hours (to add some lightness to the introduction) • Number of years in DPDHL • A few key career specifics • Experience with presentations and anything the facilitator finds or found challenging in the area of presentations <p>NOTE: avoid exceeding three minutes for the facilitator introduction. Keep it short and crisp.</p> <p>NOTE: consider the background of the students and make sure that the facilitator introduction is done in an easy and understandable way (avoid abbreviations and specific jargon).</p>	
SLIDE	6	Activity – introducing yourselves – present yourselves	
FACILITATOR NOTE		Introduce the students' introduction which is done with an activity.	
TELL		Now it is your turn to introduce yourselves briefly. We will do this with a quick activity.	
FACILITATOR NOTE		<p>This activity is based on a maximum of 6 participants. If there are more than 6 participants, please schedule appropriate time for this. However, it is not recommended to have more than 6 participants for this workshop.</p>	
ACTIVITY TIMING		<p>Briefing: 2 mins</p> <p>Reflection and note taking: 2 mins</p> <p>Individual presentations: 1 minute per student (6 minutes in total)</p>	




Action	Slide #	Content	Slide
		<p>Extra time: 2 minutes (if overrun)</p> <p>Debrief (introducing themselves using the three questions): 12 mins</p> <p>NOTE: above timing is based on 6 participants!</p>	
ACTIVITY ASSETS		<p>Blank paper and pens</p> <p>Pre-prepared Flip Chart with a gauge or thermometer drawn on it.</p>	
SLIDE	7	Introducing yourselves	
ACTIVITY BRIEFING		<p>For this activity you need to introduce yourself individually. The following items would be required:</p> <ul style="list-style-type: none"> Your name Why are you here? What would you like to learn today? Something about yourself How confident would you rate yourself in terms of public speaking and what defines that rating? <p>Please reflect first on how you will present these items and what to present (your learning objectives and your personal items). You will have two minutes for that.</p> <p>Then you will present yourself in one single minute. When it comes to your confidence level, you also need to write your initials on the gauge (or thermometer) indicating your confidence level.</p>	
ACTIVITY		<p>Handout paper and pens to the students and allow two minutes for reflection.</p> <p>Run the activity and don't forget to point out the Flip Chart to the students.</p> <p>NOTE: facilitator to write down the students' learning aspirations for reference at the end of the workshop.</p> <p>NOTE: keep the Flip Chart for reference at the end of the workshop.</p>	
SLIDE	8	A quick question ...	
ASK		<p>Have you ever presented in front of an audience? If yes, how did it feel? How do you think it went?</p>	
SLIDE	9	Another quick question ...	
ASK		<p>Have you ever seen someone presenting? If yes, what made it so good ... or maybe ... not so good?</p>	




Action	Slide #	Content	Slide
		NOTE: contingency question (in case none or just one of the students' ever presented in public): In your view, what would make a presentation great ... and what could destroy your presentation?	
FACILITATOR NOTE		Facilitator to collect the good and bad on a Flip Chart in two columns. Then debrief the answers on the Flip Chart.	
TELL		It takes quite a bit to design and deliver a successful presentation. Let's have a look at the next slide.	
SLIDE	10	For a successful presentation ...	
ASK		On which occasions could you use presentation skills?	
SLIDE	11	Using presentation skills	
ANSWER		It can be used for many purposes. <ul style="list-style-type: none"> To present or make a speech at a conference or event To deliver a speech at a wedding To publicly thank someone On behalf of a team, to say goodbye to a colleague who is leaving To seek investment or a loan to help you set up a new business. 	
ASK		Why would good presentations skills be important for you?	
SLIDE	12	The importance of presentation skills	
ANSWER		By presenting well and communicating effectively, you can: <ul style="list-style-type: none"> Develop a competitive advantage during a job/internship search Gain the respect of your peers Express your ideas, views and needs better Build your morale Increase your self-confidence Help building your career 	
TELL		This means that presentation skills and public speaking are important employability skills. That is why it is important, not only for you but for everybody, to develop these skills. Perfect. Let's have a look at the first content session: Designing your Presentations.	



Session 1: DESIGNING YOUR PRESENTATION


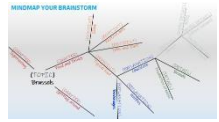

Action	Slide #	Content	Slide
SLIDE	13	Designing your presentation	
FACILITATOR NOTE		<p>Introduce the first content session of the Workshop: 'designing your presentation'.</p> <p>This session contains an explanation on how to structure a presentation (ABC structure) and how to storyline a presentation using brainstorming and mind-mapping. The session is topped with a recap quiz.</p>	
SLIDE	14	Key principles of good presentations	
ASK		These are the two principles for good presentations. What do you see in this slide?	
ANSWER		<p>Expected answers could include:</p> <ul style="list-style-type: none"> • A straight line versus a detour • Don't take the long way • A see/saw • You have to go straight towards your goal • One person seems to be heavier than three 	
SLIDE	14	CLICK: Key principles of good presentations	
TELL		<p>Excellent. What you see is the KISS principle or Keep it Short and Simple and linked to that, less is more.</p> <p>Some people think that more is best, but that is not true. People are easily overwhelmed and often it is best to stick to the core messages and avoid too many details in your presentation.</p> <p>Especially when considering the aspect of time as well. If you only have five minutes time, then you speak faster ... but that does not increase the listeners comprehension... on the contrary.</p> <p>So, keep it short and simple and avoid too much information. Let's have a look at the structure for a good presentation to start with.</p>	
SLIDE	15	A good structure ... as simple as ABC	
FACILITATOR NOTE		Animated slide. Click to display the short explanation for A, B and C gradually and explain as per the tell section below.	
TELL		The ABC structure helps to structure your presentation professionally. Each part of the structure contains specific information.	



Action	Slide #	Content	Slide
		<p>ABC stands for Attention, Body, Conclusion.</p> <p>Click</p> <p>The Attention phase is all about introducing your presentation and to raise relevant interest for the topic. With that you aim to ignite a spark to draw the audience into the presentation ... and keep them in your presentation.</p> <p>Click</p> <p>The Body phase is all about delivering the actual content. You explain the key messages clearly, short and to the point applying the KISS principle.</p> <p>Click</p> <p>Finally, the Conclusion phase where you aim to make a professional and memorable ending. In the end, you want the audience to remember what you presented.</p>	
SLIDE	16	Attention: WINOUT	
FACILITATOR NOTE		Animated slide. Click and explain as per the tell section below.	
TELL		<p>The Attention phase contains six elements that should always be in your introduction. Not in this specific order but they should be in there.</p> <p>Click</p> <p>These elements are What, Interest, Need, Objectives, Outline and Timing.</p> <p>Click</p> <p>‘What’ is the topic of your presentation. Simple as that. If you use PowerPoint slides, this would be on the first slide.</p> <p>Click</p> <p>‘Interest’ is something you do to fire up the audience. To raise their interest and switch them on. I will come back to this later.</p> <p>Click</p> <p>The ‘Need’ should be in there to make the audience understand why being in the presentation is beneficial to them.</p> <p>Click</p> <p>‘Objectives’ address the aim of the presentation. What will the audience get to know.</p> <p>Click</p> <p>The ‘Outline’ is the agenda. How will the presentation run. What are the topics and key points that will be covered.</p> <p>Click</p>	




Action	Slide #	Content	Slide
		<p>Finally, the 'Timing' that indicates how long the presentation is. Keep in mind that if we have five minutes, we can not expect the audience to sit around for 15 minutes.</p> <p>Let me give a brief example for this workshop. An example that contains all the elements. See if you recognize all these elements.</p>	
TELL		<p>EXAMPLE (read up):</p> <p>Welcome everybody. The topic of today's five-hour workshop is Presentation Skills. Since you will be delivering presentations in the future, it is important for you to learn some of the key specifics.</p> <p>We will first cover how to design presentations and then we will look into how to deliver a presentation. Therefore, by the end of this session you will be able to design and deliver your own presentations.</p> <p>Tell me, what is the worst presentation you ever witnessed? No names please!</p>	
TELL		<p>I hope you recognized all the elements. They were in there.</p> <p>The last thing I said was the interest raiser. Speaking of which ...</p>	
SLIDE	17	Raising interest	
ASK		What can you do to raise interest for your topic?	
TELL		Await answers from the students, and only then show the answer in the slide.	
SLIDE	17	CLICK: Raising interest	
TELL		<p>You can raise interest in different ways. You can ask questions, use nice images, tell a story or anecdote. Use statements or quotes, statistics and graphs.</p> <p>Be careful with humor. Although it is the spice in life, we all have a different sense of humor, and it is easy to offend people.</p> <p>Whatever you do to raise interest, ensure it is linked to the topic of your presentation.</p>	
SLIDE	18	Body: how to get there	
ASK		How would you collect the content that you would like to add into your presentation?	

Action	Slide #	Content	Slide
ANSWER		<p>Expected answers could include:</p> <ul style="list-style-type: none"> • I will search the internet • Ask other people to help me • Read up on the topic • Find an existing presentation 	
TELL		<p>OK. That is all good. It can help you to collect information on the topic. But in first instance you are searching for and collecting information.</p> <p>Let's have a quick look.</p>	
SLIDE	18	CLICK: Body: how to get there	
TELL		<p>To collect content, you can brainstorm the topic first. Ask for help if you want but jot down everything you know about the topic.</p> <p>Then you will mind-map the content that you brainstormed.</p> <p>Then you leave out the unimportant bits. The section that may not be of interest to the audience or that are simply too much detail. Keep in mind ... less is more!</p> <p>Then you divide the content into bite-size chunks as you do not want to overwhelm the audience and to avoid confusing the audience, you structure it all in a logical order.</p> <p>I will give you an example of this in a minute.</p>	
SLIDE	19	Conclusion: SOS	
ASK		What are the things you would do at the end of your presentation, during the conclusion?	
ANSWER		<p>Expected answers could include:</p> <ul style="list-style-type: none"> • Summarize • Questions and answers • Thank everybody • Repeat the key points 	
SLIDE	19	CLICK: Conclusion: SOS	
FACILITATOR NOTE		Animated slide. Click and explain as per the tell section below.	
TELL		Good stuff.	

Action	Slide #	Content	Slide
		<p>The Conclusion phase consists of three elements all of which aim to create a memorable ending. The Conclusion is captured in another acronym: SOS which stands for ...</p> <p>Click</p> <p>Summary, Offer positive expectation and Say thank you, Stay available and Stop.</p> <p>Click</p> <p>Offering positive expectation is all about leaving the audience with a positive feeling. For example: "I hope we can all agree that this presentation will help you to further understand how to design and deliver successful presentations".</p> <p>Click</p> <p>Finally you leave your contact details in case of further questions, you say thank you (no matter what) and then you stop.</p>	
ASK		When should you ask for the very last time: 'are there any questions'?	
FACILITATOR NOTE		<p>This you will do after the Body phase and before the Conclusion phase.</p> <p>So NOT during the Conclusion as you may end up in an extended Q&A session which will then destroy your memorable ending.</p>	
SLIDE	20	A quick question ...	
ASK		To research your topic you should start with a brainstorm and a mind-map. What is that all about?	
ANSWER		<p>Brainstorming is writing down everything you would know or find out about the topic without any discrimination. Just collect all relevant points.</p> <p>Mind-mapping is structuring this information into chapters, key-points and details.</p>	
TELL		Let's have a look at an example.	
SLIDE	21	Brainstorm a capital city	
TELL		Let's say you have to design a presentation about a capital city. I took Brussels in Belgium for this example. You will write down everything you know and find about Brussels and you may come up with the following list of items ...	





Action	Slide #	Content	Slide
SLIDE	21	CLICK: Brainstorm a capital city	
TELL		A long unstructured list of interesting items that could be part of your presentation. The next step is to turn this into a mind-map.	
SLIDE	22	Mind-map your brainstorm	
FACILITATOR NOTE		Animated slide. Click and explain as per the tell section below.	
TELL		<p>First, you write down the topic of your brainstorm. Brussels for this example.</p> <p>Click</p> <p>Then, from the brainstorm, you may have noticed a number of things that you could group together in chapters. Food and drinks, sightseeing for example.</p> <p>Click</p> <p>Now, for each of these chapters you can decide on which key-points could be covered, again, analyzing that from your brainstorm.</p> <p>Click</p> <p>Next, for each of the key-points, you add topics for which you would like to add an explanation.</p> <p>Click</p> <p>Then, for each key-point, you may add details and even branch out in more details.</p> <p>Click</p> <p>Finally, you apply the less is more principle in which you leave out the unimportant bits. In this example you leave out the entire part on flavors as you may feel that this would be least interesting for your target audience.</p> <p>Now you can start building your story as the structure is now fully available.</p>	
SLIDE	23	Activity – your story	
TELL		Let's practice this with an activity.	
ACTIVITY TIMING		<p>Briefing: 2 mins</p> <p>Define a topic for brainstorm and mind-map: 2 mins</p> <p>Brainstorm: 5 minutes</p> <p>Create a mind-map: 10 minutes</p>	

Action	Slide #	Content	Slide
		Decide on the unimportant bits: 3 minutes Debrief: 3 minutes per group (total: 6 minutes)	
ACTIVITY ASSETS		Blank paper and pens	
SLIDE	24	Activity – your story	
ACTIVITY BRIEFING		In groups of three, you have to brainstorm and mind-map a topic of your choice. First you need to decide on a topic, then brainstorm it in 5 minutes. I will next give you 10 minutes to create a mind-map and another 3 minutes to decide which parts should be left out. Create your mind-map on a Flip Chart. I will tell you when you need to move on to each of the next sections.	
ACTIVITY		Handout paper and pens to the students and start the activity as per the timing described above. Run the activity and don't forget to point out the Flip Charts usage for the mind-mapping part. NOTE: watch the clock as you need to tell the participants at due time to move to the next stage.	
ACTIVITY DEBRIEF		Each group to present their mind-map and explain the rationale: why did they do what they did. Three minutes for each group. Use the following questions for further debriefing: <ul style="list-style-type: none"> What did you find especially challenging? What would you do different next time? How helpful did you find this activity for exploring a topic? 	
TELL		Excellent work everyone. A challenging activity but I hope this was a useful one as this approach will help you in structuring future presentations. Let's have a look at a statement.	
SLIDE	25	Preparing for a presentation	
ASK		How do you feel about this statement? Is that true or false and ... why do you think so?	
FACILITATOR NOTE		Await answers from the participants and have brief discussion. NOTE: in essence this is a true statement.	




Action	Slide #	Content	Slide
TELL		This is a true statement. Whether you prepare for sending a rocket into space or for cooking a great meal or when preparing for a presentation, excellent preparation will make the difference between failure and success.	
SLIDE	26	A quick question ...	
ASK		What preparation would be required to design the content of a presentation?	
FACILITATOR NOTE		Await answers from the participants prior to showing the next slide.	
SLIDE	27	Preparing for presentation design	
TELL		Basically it is what we have discussed so far: you choose your topic, brainstorm and mind-map and leave out the unimportant bits. So you basically adapt or tailor the content to your audience. Then you carefully consider which materials and methods to use: Flip Charts, PowerPoint slides, any tangible things you would like to display. And then, the most important one ... set aside time for your preparation as without sufficient time, you should not even start. Creating a successful presentation requires time.	
SLIDE	28	Any questions at this stage?	
ASK		OK. That's quite a bit of information. Are there any questions at this stage?	
FACILITATOR NOTE		Allow for some reflection time and answer any incoming questions relevant to the topic.	
SLIDE	29	Recap quiz	
TELL		Great. If there are no (further) questions, then it's time for a quick recap quiz to see if everything is clear and understood. Each of you will be give a blue and a green card. If you think the blue answer is correct, raise the blue card. If you think the green card is correct, raise the green card. Let's have a go at it.	




Action	Slide #	Content	Slide
FACILITATOR NOTE		<p>Running the quiz:</p> <ol style="list-style-type: none"> 1. Handout a blue and a green card to each student. 2. Display the slide and read the question aloud. 3. Click to run the timer (10 seconds) during which the students make their choice (blue or green). 4. Then click to indicate the correct answer and explain briefly as per the slide. <p>Keep it light, fun and fast-moving.</p>	
SLIDE	30	Question 1	<p>QUESTION 1</p> <p>What would be good reasons for developing your presentation skills?</p> <ul style="list-style-type: none"> • You can get ideas, notes and... make better • You can get ideas, notes and... make better • You can get ideas, notes and... make better • You can get ideas, notes and... make better
TELL		Answer GREEN is correct.	
SLIDE	31	Question 2	<p>QUESTION 2</p> <p>What are the two key examples for designing presentation?</p> <ul style="list-style-type: none"> • Make it short and simple (KISS) • Make it short and simple (KISS) • Make it short and simple (KISS) • Make it short and simple (KISS)
TELL		Answer GREEN is correct	
SLIDE	32	Question 3	<p>QUESTION 3</p> <p>What does the abbreviation ABC stand for?</p> <ul style="list-style-type: none"> • Awareness • Brief • Concise • Attention • Brief • Concise
TELL		Answer BLUE is correct	
SLIDE	33	Question 4	<p>QUESTION 4</p> <p>Why is it important to structure and rehearse when designing content for a presentation?</p> <ul style="list-style-type: none"> • It is a good way to... that content for a presentation and... the content is a logical flow. • It is a good way to... that content for a presentation and... the content is a logical flow. • It is a good way to... that content for a presentation and... the content is a logical flow. • It is a good way to... that content for a presentation and... the content is a logical flow.
TELL		Answer GREEN is correct	
TELL		<p>Thank you all. It seems all is clear.</p> <p>That concludes the session on designing your presentation. Time to move forward and to have a look at how to deliver a successful presentation.</p>	
SLIDE	34	Comfort break	<p>COMFORT BREAK</p> <p>Let's take a short break for 15 minutes and then we get on with it.</p>
TELL		But first, let's take a well-deserved 15-minute comfort break. Don't go too far away as we need to resume in exactly 15 minutes.	




Session 2: DELIVERING YOUR PRESENTATION




Action	Slide #	Content	Slide
SLIDE	35	Delivering your presentation	
FACILITATOR NOTE		Introduce the next session of the Workshop: 'Delivering your presentation' This session focuses on preparing for presentation delivery, the power of body-language hence communicating effectively to achieve a successful presentation. A fun and playful activity on body-language is part of this session as well as recap quiz.	
SLIDE	36	Preparing for a presentation	
TELL		We have seen this slide before in relation to preparing for presentation design. For presentation delivery the same principle applies. Having a presentation prepared is one thing. However, preparing for the actual delivery of the presentation is another thing yet equally important as preparing for a properly designed presentation.	
SLIDE	37	A quick question ...	
ASK		What specific preparation would be required for delivering your face-to-face presentation.	
FACILITATOR NOTE		Await answers from the participants prior to showing the next slide.	
SLIDE	38	Preparing for presentation delivery	
TELL		First off all there is your content development. The actual design of your presentation as we discussed in the previous session. Then you need to ensure a date, time and location have been set and agreed. You also need to know the audience as you may want to tailor your presentation to their specific information needs. Next, on shorter term, review the content you developed. Especially when you created the presentation a while ago. Is everything still up to date or does it require updating? Then you practice, practice, practice ... and did I mention practice? The day before your presentation, you get a good night's sleep.	
ASK		Practicing makes sense I guess, but a good night's sleep. Why would that be important?	

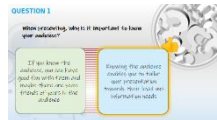

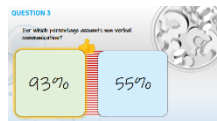



Action	Slide #	Content	Slide
ANSWER		Being well rested enables you to focus better. If you are more focused you will be better able to manage your anxiety and stay calm. It also enables you to respond better to questions.	
TELL		Then, if you have the opportunity, be in the presentation room on time to check the available equipment. Does everything work the way you want it to work? Finally, visualize the first few minutes of your presentation and then relax and enjoy.	
ASK		Why would you want to visualize the first few minutes of your presentation right before you start?	
ANSWER		That's another trick for relaxing. If you visualize the first minutes and how that would go, it will put you at ease as you know what you want to say and do and that may increase your self-confidence.	
TELL		Let's say you are in the audience, and you are witnessing a presentation ...	
SLIDE	39	Another quick question ...	A slide titled "ANOTHER QUICK QUESTION..." featuring a photo of a woman and a list of questions: "What are the things that could make your switch off?", "When do you stop listening and dreaming away?", "What are the things that could make your switch off?", "When do you stop listening and dreaming away?"
ASK		What are the things that could make your switch off? When do you stop listening and dreaming away?	
FACILITATOR NOTE		Await answers from the participants prior to showing the next slide.	
SLIDE	40	Switching off	A slide titled "SWITCHING OFF" with a list of reasons: "Too long", "Too short", "Too boring", "Too fast", "Too slow", "Too much", "Too little", "Too early", "Too late", "Too often", "Too rarely", "Too much", "Too little", "Too early", "Too late", "Too often", "Too rarely".
TELL		There are many reasons why we switch off. These are a few very popular ones. We experience things as boring or you are not interested. Maybe it is too long, too much, too fast, too slow, etcetera.	
ASK		So, the audience switches off for any or more of these reasons. Who is responsible of keeping the audience switched on?	
ANSWER		That's always the presenter. The presenter needs to ensure that the audience is switched on from the start, raising interest and remains switched on during the presentation. In the end, a switched off audience will not remember anything you said and did.	
ASK		Looking at the items in this slide, what could you do as a presenter to ensure the audience remains switched on and does not stop listening?	
FACILITATOR NOTE		Await answers from the participants prior to showing the next slide.	

Action	Slide #	Content	Slide
		NOTE: actively probe for answers and input by drawing it back to the students (“what would want instead of a boring presentation?” or “What could you do if you sense that your audience is not interested?”)	
TELL		Good suggestions coming in. Let’s have a look and see if you are right.	
SLIDE	41	Switching off	
FACILITATOR NOTE		Briefly explain as per the slide. NOTE: focus on the label ‘Mind your body language’.	
TELL		Mind your body language it says with the ‘wrong communication’ label. Let’s talk a little bit about communication.	
SLIDE	42	How we communicate	
ASK		We communicate by means of words, so verbally, but also non-verbally by means of our tone (the music we make) and our body language (our dance). Which of these would be most impactful and for which percentage?	
FACILITATOR NOTE		Await answers from the participants prior to showing the next slide. NOTE: Probe for a few suggestions from the students.	
SLIDE	42	CLICK: How we communicate	
FACILITATOR NOTE		Animated slide. Click as per the narrative below.	
TELL		<p>Click</p> <p>The impact of our spoken words, so whatever we express verbally only has a 7% impact.</p> <p>Click</p> <p>Our music however has an impact of 38%. This means that is far more important how we say things than what we actually say.</p> <p>Click</p> <p>Finally. our body language accounts for 55% of the impact we make. So, how we behave while communicating is most important.</p> <p>Click</p> <p>This adds up to 93% impact for non-verbal communication versus only 7% impact for the words we speak.</p>	

Action	Slide #	Content	Slide
SLIDE	43	Activity – body language	
TELL		Let's do an activity on ... body language of course.	
ACTIVITY TIMING		Briefing: 2 mins Define do's and don'ts: 7 mins Non verbal presentations: 3 minutes per group (2x3 minutes = 6 minutes total). NOTE: above timing is based on 6 participants working in 2 groups!	
ACTIVITY ASSETS		Blank paper and pens	
SLIDE	44	Activity – body language	
ACTIVITY BRIEFING		For this activity you will be split in two groups in which you have to define the do's and don'ts of body language when presenting. Group one will focus on movement and face (eyes / mouth). Group two to focus on posture, hands and arms. You have 7 minutes for defining the do's and don'ts. Then, you need to present your findings to the rest of the group. But there is a trick: you are not allowed to speak a word. This means that you have to 'tell' us non-verbally, using body language only! The rest of the group then has to guess what you mean and you will confirm correctness ... non-verbally again. You have three minutes for your presentations. All good? Then let's engage. You have 7 minutes.	
ACTIVITY		Handout paper and pens to the students, form two groups and allow seven minutes for discussion and note taking.	
ACTIVITY DEBRIEF		Each group to present (using body language only). The other group to guess what is meant. As a further debrief, show the next four slides and explain the do's and don'ts as per these slides. Refer back to the students non-verbal presentations as there are for sure overlaps and similarities.	
SLIDE	45	Posture	
FACILITATOR NOTE		Briefly go through the points as per the slide, referring to the students' presentations where relevant.	




Action	Slide #	Content	Slide
SLIDE	46	Hands and arms	
FACILITATOR NOTE		Briefly go through the points as per the slide, referring to the students' presentations where relevant.	
SLIDE	47	Movement	
FACILITATOR NOTE		Briefly go through the points as per the slide, referring to the students' presentations where relevant.	
SLIDE	48	Face (eyes/mouth)	
FACILITATOR NOTE		Briefly go through the points as per the slide, referring to the students' presentations where relevant.	
FACILITATOR NOTE		Engage in a brief discussion with the students on anxiety and stage fright and how to deal with it.	
ASK		If you have already presented in front of an audience, how did that feel?	
FACILITATOR NOTE		Await answers from the participants prior to asking the next question. NOTE: students may already mention 'anxiety' as a feeling they experienced.	
ASK		Sometimes we may feel anxiety or discomfort when speaking in public. What could be the reasons for this?	
ANSWER		Answers may include: <ul style="list-style-type: none"> • Fear of failure • Afraid of any reactions • Not knowing answers to questions • Fear of the unknown in general • Feeling intimidated by the audience 	
FACILITATOR NOTE		Await answers from the participants prior to showing the next slide.	
ASK		What could you do to limit these feelings of anxiety or discomfort?	
FACILITATOR NOTE		Await answers from the participants prior to showing the next slide.	
TELL		It may be easy to say but, in all honesty, it is best to stay calm and relaxed. Anxiousness can be perceived as lack of confidence. The audience may sense it. If you are calm and relaxed it will bring success much closer as	


Action	Slide #	Content	Slide
		you are better focused and better able to deal with questions and present your content professionally.	
SLIDE	49	Dealing with anxiety	
FACILITATOR NOTE		Animated slide. Show the bullets as per the narrative below.	
TELL		<ul style="list-style-type: none"> First of all, know your content and the topic. You don't have to be able to answer every single question from the group but the vast majority yes. Therefore, prepare yourself and practice, practice, practice. Also keep in mind that stress is a normal thing. Some stress can even be helpful as a bit of anxiety, let's call it positive stress, helps you to be on the edge and to perform at your best. Let the stress not disable you or make you freeze. Control your breathing and with that control your voice. Pronounce every word in full. This will automatically slow you down and you sound far calmer and more relaxed. If something goes wrong ... take your time. Look at your notes, get back to where you left off and move on proudly. Before the presentation ... visualize the first few minutes ... relax and enjoy your minutes of fame to the fullest. 	
SLIDE	50	Any questions at this stage?	
ASK		<p>That was again quite a bit of information.</p> <p>Are there any questions at this stage?</p>	
FACILITATOR NOTE		Allow for some reflection time and answer any incoming questions relevant to the topic.	
SLIDE	51	Recap quiz	
TELL		<p>Great. If there are no (further) questions, then it's time for another quick recap quiz to see if everything is clear and understood.</p> <p>Use the blue and a green card you have been provided with earlier today. If you think the blue answer is correct, raise the blue card. If you think the green card is correct, raise the green card.</p> <p>There we go.</p>	
FACILITATOR NOTE		<p>Running the quiz:</p> <ol style="list-style-type: none"> Handout a blue and a green card to each student. 	

Action	Slide #	Content	Slide
		<ol style="list-style-type: none"> Display the slide and read the question aloud. Click to run the timer (10 seconds) during which the students make their choice (blue or green). Then click to indicate the correct answer and explain briefly as per the slide. <p>Keep it light, fun and fast-moving.</p>	
SLIDE	52	Question 1	
TELL		Answer BLUE is correct.	
SLIDE	53	Question 2	
TELL		Answer GREEN is correct.	
SLIDE	54	Question 3	
TELL		Answer GREEN is correct.	
SLIDE	55	Question 4	
TELL		Answer BLUE is correct.	
SLIDE	56	Film – delivery your presentation: summary	
TELL		Let's summarize what we have dealt with so far with a short film.	
TELL		<p>Ensure the light is dimmed, all students are seated and focused and start the film.</p> <p>NOTE: the film is approx. 5 minutes and runs on YouTube. There is command in the slide that can be clicked to start the film.</p> <p>For contingency, this is the link to the film: https://www.youtube.com/watch?app=desktop&v=tShavGuo0_E </p>	
SLIDE	57	Comfort break	
TELL		I hope that film summarized correctly what we have covered so far.	




Action	Slide #	Content	Slide
		Before we go into the final activity in which you have to put into practice what you learned today, let's take another 15-minute comfort break. Again, don't go too far away as we need to resume in exactly 15 minutes.	




Session 3: FROM THEORY TO PRACTICE

Action	Slide #	Content	Slide
SLIDE	58	From theory to practice	
FACILITATOR NOTE		Introduce the next session of the Workshop: 'from theory to practice'. This session final solely focuses on pulling all the learning together. This is where the students prepare and deliver a 5-minute presentation on the topic of their choice. Individual feedback is part of the activity.	
SLIDE	59	Activity – your presentations	
FACILITATOR NOTE		Introduce the final activity.	
ACTIVITY TIMING		Briefing: 2 mins Students to choose their topic: 2 minutes Prepare for a 5-minute presentation: 30 minutes Presentations with feedback: 5 minutes to present, 3 minutes feedback (6 x 8 minutes = 48 minutes) NOTE: above timing is based on 6 participants working individually!	
ACTIVITY ASSETS		Student workbook and pens Flip Charts (to be used by the students if they want to)	
SLIDE	60	Activity – your presentations	
ACTIVITY BRIEFING		<p>You will now engage in creating and delivering your own presentations. This is an individual activity which includes feedback from the facilitator.</p> <p>You have 2 minutes to choose your topic. This can be your hobby, family, dream holidays, the one thing you are most interested in, activities you do with friends, etcetera).</p> <p>Anything is fine as long as you design and deliver according to what we discussed today. You will receive the workbook for your reference as all the relevant information presented today is in there.</p> <p>Then you will need to design your 5-minute presentation for which you will have 30 minutes preparation time. You can use Flip Charts if you want to create visuals for your presentation. That is up to you. After preparation time, it is presentation time where you are allowed to use a cheat sheet of course.</p> <p>You will find the assignment on pages 23 to 29 of your workbook. Here you will also find space for note taking.</p> <p>Is everything clear or are there any questions about this?</p>	

Action	Slide #	Content	Slide
ACTIVITY		<p>Handout the workbook to all students. And allow 2 minutes for selecting their topic. Then allow another 30 minutes for preparation.</p> <p>NOTE TO VOLUNTEERS: the volunteers need to actively guide the students in their efforts and support them with questions and applying the guidelines for proper presentation design (brainstorm, mind-map, apply the structure, etcetera).</p>	
ACTIVITY DEBRIEF		<p>After 30 minutes preparation time, stop the students and define a running order (who will go first, second, ...). Ask which student would like to volunteer to go first. If no one wants to go first, it is up to the facilitator to define the running order.</p> <p>SUGGESTION: for that, perhaps use post-its with a number on each post-it. Fold the post-its, mingle them and ask the students to draw a post-it. This would be the most democratic way of defining the running order.</p> <p>Next run the presentations:</p> <ul style="list-style-type: none"> • Five minutes (hard stop after five minutes) • Check if the design and delivery principles have been applied (ABC, timing OK, body language, etcetera). • Three minutes feedback <p>NOTES ON FEEDBACK:</p> <ul style="list-style-type: none"> • First ask the presenter how it went in her/his opinion. What was good and what could be improved. • Then provide feedback: <ul style="list-style-type: none"> ○ Positives first ○ Then a few key items for the 'shopping bag' (constructive feedback) • We want to motivate the students so therefore focus on positives is key. Be careful with constructive feedback and underpin carefully with examples. 	
SLIDE	61	Any questions at this stage?	
TELL		Thank you all for doing this. What an experience with great presentations. Excellent work!	
ASK		Are there any final questions?	
FACILITATOR NOTE		Allow for some reflection time and answer any incoming questions relevant to the topic.	

Session 4: WRAP UP

Action	Slide #	Content	Slide
SLIDE	62	Wrap up	
FACILITATOR NOTE		<p>Introduce the last session of the Workshop: 'Wrap Up'</p> <p>This session contains a summary a final activity to gauge how the students experienced the workshop.</p>	
SLIDE	63	Learning objectives	
FACILITATOR NOTE		<p>Take the students through the learning objectives (review) and summarize as below.</p> <p>Also refer to the notes taken on the students' individual goals as collected at the beginning of the session to check if these have been achieved (did the students learn what they wanted to learn).</p>	
TELL		<p>Today we covered quite a lot. We started with the key principles for designing and delivering an effective presentation: keep it short and simple and less is more.</p> <p>Then we had a close look into the structure of a presentation, the ABC structure. Attention, Body, Conclusion, where we also look into collecting and structuring the actual content of your presentation. Here we discussed brainstorming, mind-mapping and then, leaving out the unimportant bits.</p> <p>For the topic of presentation delivery, we had a look at the relevance of communication, linking this into body-language with a fun activity. We also looked at dealing with anxiety and shared some tips and tricks.</p> <p>Finally you all engaged in creating and delivery your own presentations ... successfully! Many thanks for that.</p> <p>Time for the last activity of the day.</p>	
SLIDE	64	Activity – create an artwork: your key takeaways	
FACILITATOR NOTE		Introduce the final activity for this workshop where you would like to find about what the students will take away from today's workshop.	
ACTIVITY TIMING		<p>Briefing: 2 minutes</p> <p>Create a drawing: 5 minutes</p> <p>Debrief: 6 minutes (1 minute per student)</p> <p>NOTE: the timing for this activity is based on 6 students.</p>	
ACTIVITY ASSETS		Pencils and workbook.	

Action	Slide #	Content	Slide
		Flip Chart created during the introduction (confidence level gauge / thermometer).	
SLIDE	65	Your key takeaway	
ACTIVITY BRIEFING		<p>As a final activity, I would like to refer to page 30 in your handout.</p> <p>I would like you take minutes to create a drawing that reflects:</p> <ul style="list-style-type: none"> • Your key takeaways from today's session • Your current confidence level for speaking in public. Has anything changed since the start of the session? • If your confidence level has changed, what caused this change? NOTE: please indicate on the Flip Chart. • Then present your drawing and explain to the group in one minute. <p>Please note that on page 31 of your workbook you can also write down your key takeaways and on page 32 there is space for any reflections you may have on today's workshop.</p> <p>If everything is clear, then let's get creative and make some artwork.</p>	
ACTIVITY		Run the activity.	
ACTIVITY		<p>Stop the students after five minutes and commence debrief where each student shows their picture and explains in one minute.</p> <p>NOTE: don't forget to ask each student to indicate their current confidence level on the Flip Chart.</p>	
TELL		Thank you all for engaging in this final activity. Great to see all the things that you take away from this workshop and of course ... great to see the wonderful artwork.	
SLIDE	66	Something sweet ... something sour ...	
ASK		<p>As a final question I would like to get your feedback on today's session, Presentation Skills.</p> <p>Imagine that now you have to replicate this workshop for your friends. What would you change, what would you keep?</p>	
TELL		<p>Thank you for your honest feedback. Feedback is important for our development and that is the same for training. Only by means of your feedback, we can improve the training materials.</p> <p>That leaves me with the final slide.</p>	
SLIDE	67	Thank you	

Action	Slide #	Content	Slide
FACILITATOR NOTE		Thank the participants for their time and attention and express the hope that they learned what they expected to learn. Close the Workshop.	

