**Verbal Communication 1**

**Learning Objectives/aims**

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| **1.** | **Understand what makes a good/bad presentation** |
| **2.** | **Understand how the audience can change a presentation** |

**Main Learning Activities** *(starter, main learning activities, plenaries with timings)*

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| **Time** | **Learning Activities**  |
| 5 min~~s~~5 mins1 min10 mins5 mins5mins5 mins2 mins5 mins1 min | Introduction. Explain there will be 2 sessions over the next 2 weeks where students will develop presentation skills which they will use throughout the projects.Ask the students what presentations they have done and how they feel they went. Draw out what went well/badly and how they might improveExplain that the next activity will look at good and bad presentation skills. Ask students to work in pairs or small groups to come up with a list of good presentation skills and bad presentation skills. They should write the lists on pieces of paperFeedback all the good and bad skills and write on the board Play the video of a bad presentation. (<https://www.youtube.com/watch?v=ATfY8dvbuFg>) Ask the students to write down all the mistakes the person makes. Stop the video before the mistakes are listed. Ask the groups how many mistakes there were. Pick the group with the highest number and get them to read them out – write them on the board. See if any other groups have any other additions. (there are 17 listed on the video)Play the final part of the video to see if they were correct.One of the things not mentioned in the video is the audience. Ask the students if they think they would/should present differently to different groups of people? They might be a little more colloquial presenting to their peers, but more formal when presenting to parents/teachers. Discuss why this might be. Explain that next time we will be looking at how to communicate a message clearly using the correct language and powerpoint  |

**Learning Resources**

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| * **Paper**
* **Pens**
* **bad presentation video**
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