**Verbal Communication 2**

**Learning Objectives/aims**

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| **1.** | **Understand that the way they communicate is important** |
| **2.** | **Understand what makes good powerpoint slides** |

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

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| **Time** | **Learning Activities** |
| 5 mins  5 mins  15 mins  2 mins  10 mins  10 mins  10 mins  5 mins | Introductions and reminder of what was discussed in the last session. Get students to put their hands up to give some good and bad skills of presentations.  In pairs students sit back to back and take one minute to explain what they did at the weekend. After first minute swap over so both students have a go. Feedback, was it weird not having eye contact and not able to see facial expressions?  Clear communication is key in presentations. Students to work in pairs. One member of the pair secretly draws a picture. Then the pairs face back to back and the person with the picture has to explain to the other person how to draw the picture. After one go swap over.  Review how it went, was it easy? What were some of the problems?  Explain when presenting that it is important to think about what you say and how you say it.  In groups students think of things you should/shouldn’t do when designing powerpoint slides. Write them down in a table.  Feedback and write on the board the good/bad things  Show the worst powerpoint ever and get students to comment on each slide  Review what we have learnt. Tell students to remember everything from last two sessions as they work on the projects. Explain that they will be doing a powerpoint presentation at the end of each of the projects. |

**Learning Resources**

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| * **Worlds worst powerpoint presentation slides** |

**Links to PLTS, SEAL, Numeracy, Literacy, ICT**

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| PLTS-Independent Enquirers, Creative Thinkers, Reflective Learners, Team Workers, Self Managers, Effective Participants  SEAL-self-awareness, motivation, managing feelings, empathy, social skills  Numeracy/Literacy  ICT |

**Assessment for Learning Opportunities** *(please tick to indicate where in you lesson AFL will take place)*

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| AFL Activity | Starter | Main | Plenaries |
| Sharing learning objectives | \* | \* | \* |
| Extended questions | \* | \* | \* |
| Modelling good practice |  |  |  |
| Show/display good work |  |  |  |
| Peer assessment |  | \* |  |
| Self-assessment |  | \* | \* |
| Feedback to aid pupil | \* | \* | \* |
| Other |  |  |  |

**Support Staff Involvement** *(note students they will work with and what you want them to do in supporting learning and assessment)*

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| Support Staff  2x Students ambassadors | Outline support role  Students are to act as facilitators of the group activities. |

**H&S Risk assessments if applicable (specify** *risks and link to risk assessment)*

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| No specific risk – See ‘Risk Assessment – School Visit’ |