

Creating a presentation



Planning

What do you want to achieve from your presentation?

To inform, persuade, explain or entertain?

Keep this foremost in your mind as you plan.

Who are your audience?

Make it relevant to them.

Choose the right tone, language and level of knowledge.

Establish your key message.

Every presentation should have one key message which everything else in the presentation links to. This key message should be your starting point when you present your material.

Plan the structure of your presentation logically and clearly.

- Introduce the presentation – grab the audience’s attention and establish your credibility!
- State the objective of the presentation – preview where you are going
- Make the first point
- Move from one point to another
- Review what has been covered so far
- Summarise the main points
- Conclude the presentation

IPR for each point you make!

(Introduce, Present, and Review)

In the next section, we are going to consider...

We have now considered ... and the reasons why...

In the next section, I would like to move on to look at...

In other words

- a) tell them what you're going to tell them
- b) then tell them
- c) then tell them what you've told them!

Make it engaging! Use Power Point, pictures, hand-outs or graphs.

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Be confident and as relaxed as you can; planning well will help you to feel confident. If you get nervous, take deep breaths before you begin speaking to calm yourself, and have a glass of water handy! Having a drink refreshes a dry mouth and gives you a few seconds to have a break.

Nervousness can cause you to speak too quickly; try to speak calmly and slowly as this will also help you to appear, and feel, calm.



Be aware of body language. Stand in an open position in a relaxed posture. Try not to fidget too much.

Make eye contact with members of your audience one at a time. Try to give your presentation to the whole room and not just part of it.

Use appropriate humour, visuals and Power Points to make your presentation exciting and interesting.

Don't try to cover too much in your presentation or the audience will switch off.

Don't

- read your presentation material; although, you can use short notes as a prompt.

Do

- practise your presentation in front of friends or a mirror,
- remember to thank your audience and take questions if there is time.

Helpful hints

- If you know that you keep losing eye-contact, put a hidden reminder in your slides or notes to remind yourself of eye contact.
- Look at all parts of the audience, not at just one part of the room or a single person. Divide the room into segments and force yourself to look at each segment.
- Practice your talk until you no longer need to look at your notes. Use them only when necessary, not out of nervousness.
- Remember that if you turn your head to read from the screen, you completely lose eye-contact with your listeners.

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Adult Literacy

Covers several aspects of the Level 2 adult literacy curriculum including:

SLc/L2.3 Express clearly statements of fact, explanations, instructions, accounts and descriptions using appropriate structure, style and vocabulary

SLc/L2.4 Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding

SLd/L2.4 Support opinions and arguments with evidence

SLd/L2.5 Use strategies intended to reassure, e.g. body language and appropriate phraseology

For further links find this resource on www.skillsworkshop.org

Functional English the main skills are highlighted below but exact coverage will depend on the learner group and how this resource is used.

Adapting this resource - for embedding the Level 2 Functional English criteria in vocational areas ask learners to create presentations directly related to their work area.

Skill Standards	Coverage and range statements
Functional English Speaking, listening and communication	The coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts; however, relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.
Level 2 Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.	Consider complex information and give a relevant, cogent response in appropriate language
	Present information and ideas clearly and persuasively to others
	Adapt contributions to suit audience, purpose and situation
	Make significant contributions to discussions, taking a range of roles and helping to move discussion forward

References: Ofqual (2009), Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2. <http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

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