

## Tutor Pack: Functional Skills English S, L & C.

Formal Presentation with familiar context - Dragons' Den Pitch



<b>Lesson</b>	<b>Create a presentation with a familiar context</b>
<b>Aim</b>	Plan and prepare a presentation, and interact with the audience.
<b>Learning objectives</b>	Plan, prepare and give a well-organised presentation, tailored to your audience. Listen carefully and respond to questions from your audience.
<b>Activities</b>	Discuss how to make a presentation more interesting and add to the ideas suggested Ask students to work individually and plan a presentation using the table within the activity as a starting point. Encourage the students to use the table 'checklist', as well as the ideas shared with the partner and class earlier, to help with their own ideas. Set out ideas in a flowchart, adding notes to go with the materials. Direct students to look at words and phrases in the box provided and discuss/practise these with a partner. Finalise a first draft of the presentation looking at key messages and supporting points. With a partner, think about and discuss how to use visual aids to support the presentation. Direct students to discuss the possible disadvantages of using visual aids in presentations. Ask students to practise presentation with a partner.

### Resources required:

\*Functional Skills English – Speaking and Listening Workbooks

\*PowerPoint Presentation – Dragons' Den

\*Colour handout of inventions

Flip Chart Paper (possible planning and mind mapping)

Coloured Pens

Internet access for PPT-Youtube clips of pitches

Pens

Camera (to record learners participating in activities)

\* All available on [www.skillsworkshop.org](http://www.skillsworkshop.org)

### Lesson starter:

First, share the skills standard with the students, drawing out the importance of presentations in real-life contexts. Then, ask students to form pairs and think about a few main points on "What makes an effective presentation?"

### Scenario:

You have a fabulous new invention and can apply for Dragons' Den using an application form, or by filling out and submitting the online form.

As part of the application, you have to write a persuasive letter to the BBC explaining what your invention is and why you should be given a chance to pitch your inventions to the Dragons!

#### Congratulations:

*After carefully consideration, it gives me great pleasure to inform you that your application to appear on Dragons' Den has been accepted.*

*You will now need to create a professional presentation suitable for the Den.*

*Good Luck*

- Go through the characteristics of persuasive techniques used in advertising, both verbal and non-verbal, visual and auditory.
- Ask learners to record their findings on the worksheets provided. (See separate workbook).
- Discuss what different TV programs which involve 'pitching' or selling'. Someone usually brings up the Apprentice, Big Brother, Dragons' Den. Discuss how they are successful.
- Show learners the Clips of poor and good 'pitches' - discuss. (Links in student workbook).
- Ask learners to research an invention and introduce them to the scenario.
- Ask students to complete a 3-10 minutes presentation pitch.
- Learners then complete their Reflective Accounts and record progress. (See workbook).

### Dragons' Den- Create a pitch for a new invention

#### Rationale:

The topic of using persuasive techniques to appeal to a particular audience; was specifically chosen to suit my particular learning group but can be adapted to suit your students. All my students are in the army. They had been relocated from across the Britain and the Commonwealth, with an eclectic and diverse range of values and experiences. All needed to be able to present themselves in a positive way when applying for jobs and attending interviews, and when re-entering civilian society.

Functional Skills gives the learner the skills and understanding to thrive in modern civilian society and all the pressures and rewards that it can bring. Thus it was important for these learners to be able to understand the persuasive techniques used to promote a business, idea or indeed themselves to a particular focus group or interview board. It was also equally important that they can recognise and transfer their current skills from military to civilian life.

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### Activity: Pitch a new invention to a panel of 'Dragons'

#### Formal presentation.

- Based on your previous research into the characteristics of persuasive texts and your research into Dragons' Den, create a presentation for your new invention.

#### Presentation Scenario:

After careful consideration, it gives me great pleasure to inform you that, your application to appear on Dragons' Den has been accepted.

You will now need to create a professional presentation suitable for the Den.

#### Previous scenario (not covered in detail in this resource but can be used as a Level 2 writing exercise).

You have a fabulous new invention and can apply for Dragons' Den using an application form, or by filling out and submitting the online form.

As part of the application, you have to write a persuasive letter to the BBC explaining what your invention is and why you should be given a chance to pitch your inventions to the Dragons!

The candidate should be informed that they might also like to:

- introduce the topic
- present information and ideas
- give their own point of view
- make conclusions/recommendations.

### Timing of assessments

- It is suggested that **5-10** minutes be allowed for the discussion in assessment activity 1 informal discussion. (This activity is not covered here but we had an equality and diversity discussion about Paradise Island).  
In order that the criteria can be demonstrated by any one individual, within a group situation, the timing of the discussion will vary according to the size of the group.
- It is suggested that **3-10** minutes be allowed for the presentation in Activity 2 Formal Discussion. The combined total for **both** activities **must not** exceed **30** minutes.
- Preparation time for discussions may occur outside of teaching time.

### Definitions

- **Familiar topic:** topics that will be recognisable to the candidate and of which they will have prior knowledge. (Dragons' Den Pitch – Persuasive presentation)
- **Unfamiliar topic:** topics requiring use by the candidate of new information, ideas or opinions. (For example, we had an Equality and diversity discussion re. Paradise Island)
- **Group:** In this context a group is defined as three or more people.

### Functional Skills L1-L2 English

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

✓ indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>

**Level 1 Reading** (SS): Read and understand a range of straightforward texts

#### Coverage and range statements

- a) Identify the main points and ideas and how they are presented in a variety of texts
- b) Read and understand texts in detail
- c) Utilise information contained in texts
- d) Identify suitable responses to texts

**Level 1 Writing** (SS): Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

- a) Write clearly and coherently, including an appropriate level of detail
- b) Present information in a logical sequence
- c) Use language, format and structure suitable for purpose and audience
- d) Use correct grammar, including correct and consistent use of tense
- e) Ensure written work includes generally accurate punctuation / spelling & that meaning is clear

**Level 1 Speaking, Listening and Communication** (SS): Take full part in formal and informal discussions and exchanges that include unfamiliar subjects

- a) Make relevant and extended contributions to discussions, allowing for and responding to others' input
- b) Prepare for and contribute to the formal discussion of ideas and opinions
- c) Make different kinds of contributions to discussions
- f) Present information/points of view clearly and in appropriate language

**Level 2 Reading** (SS): Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions

- a) Select and use different types of texts to obtain and utilise relevant information
- b) Read and summarise, succinctly, information/ideas from different sources
- c) Identify the purposes of texts and comment on how meaning is conveyed
- d) Detect point of view, implicit meaning and/or bias
- e) Analyse texts in relation to audience needs and consider suitable responses

**Level 2 Writing** (SS): Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

- a) Present information on complex subjects clearly and concisely
- b) Present information/ideas concisely, logically, and persuasively
- c) Use a range of writing styles for different purposes
- d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively
- e) Punctuate written text using commas, apostrophes and inverted commas accurately
- f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning

**Level 2 Speaking, Listening and Communication** (SS): Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations

- a) Consider complex information and give a relevant, cogent response in appropriate language
- b) Present information and ideas clearly and persuasively to others
- c) Adapt contributions to suit audience, purpose and situation
- d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward

\* This resource also covers many adult literacy curriculum <http://www.excellencegateway.org.uk/content/etf1286> elements.

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## Functional Skills English Level 2 – sample Speaking, listening and communication assessment record sheet\*

Formal  Informal  Unfamiliar  Familiar

Familiar topic of discussion Create a presentation. Select a new invention and pitch it to the 'Dragons' in a persuasive manner.

A tick in the box indicates that the assessor has confirmed that the candidate has adequately demonstrated the criterion.

Candidate name:

Centre name:

Confirm that the candidate:	Tick box	Write down some an example to show that the candidate has demonstrated each skill.
Considered complex information and gave a relevant cogent response in appropriate language	<input type="checkbox"/>	
Presented information and ideas clearly to others	<input type="checkbox"/>	
Presented information and ideas persuasively (e.g. use of supporting statements, evidence, etc.)	<input type="checkbox"/>	
Adapted contributions to suit audience, purpose and situation	<input type="checkbox"/>	
Made significant contributions to discussions, <b>helping to move discussion forward</b>	<input type="checkbox"/>	
<b>Took on a range of roles</b>	<input type="checkbox"/>	
<b>Candidate has demonstrated competence</b>	<b>Overall comments:</b>	
<b>Candidate has not yet demonstrated competence</b>	<b>Overall comments:</b>	
<b>Assessor name</b>	<b>Signature</b>	<b>Date marked</b>
<b>Internal verifier (if sampled)</b>	<b>Signature</b>	<b>Date marked</b>
<b>External verifier (if sampled)</b>	<b>Signature</b>	<b>Date marked</b>

\*Style of assessment sheet will vary with each awarding body.