


# Lesson Plan

Lesson Plan			
Group or course	Professional Practice	Date	Monday 29 October
Lesson topic	Presentations	Lesson length	1 hour 45 minutes
Learning Objectives – during this session the learners will: <ul style="list-style-type: none"> <li>Practice presentation techniques</li> </ul>			
Time	Content - Topics	Teaching & Learning Methods	Resources
5	Introduction: purpose of presentation training	<ul style="list-style-type: none"> <li>Many learners expected to present in front of people with no proper speaking training</li> <li>Building confidence and forming brain-mouth connection takes practice</li> <li>Please keep it classroom-appropriate</li> </ul>	
	<b>Level 1</b> <b>Group size:</b> 4-7 <b>Time:</b> 5 min <i>Word Association Football</i>	First person says any word. Each subsequent person says the first word that pops into their head as quickly as possible.	Timer on Google Chairs in circles
	<b>Level 2</b> <b>Group size:</b> 4 or 5 <b>Time:</b> one turn each <i>Two truths and a lie</i>	Each person tells the group two true things about themselves, and one false thing. The group must guess which statement is not true.	Chairs in circles
	<b>Level 3</b> <b>Group size:</b> 4 or 5 <b>Time:</b> 10 min <i>Continuous story</i>	Requires each group to have a 30 second timer. Speaker must stand, everyone else seated. First person speaks for 30 seconds and starts a made-up story. Each subsequent person must continue the same story, standing to talk for 30 seconds. <b>Reflection:</b> Individual to think about what their body language was like while speaking. Open or closed? Still or fidgeting?	Each group needs one phone with timer Time on Google for overall time Charis in circles

Rather than teach body language theory, this is the point at which I demonstrate briefly what open and closed body language is and get learners to be active about recognising body language in themselves and others.



	<p><b>Level 4</b></p> <p><b>Group size:</b> 4 or 5</p> <p><b>Time:</b> 2 min each person, plus 1 min each planning</p> <p><i>Random things</i></p>	<p>Set up chairs so that one person per group has no chair, others organised as a little audience row. Groups can be chosen by using musical chairs: those left standing talk first.</p> <p>Each speaker is assigned two random nouns, and has one minute to plan a 2 minute talk about how those things are related. Talks are delivered standing in front of the mini audience. Once finished, each speaker nominates the next speaker.</p> <p><b>Reflection:</b> What was it like speaking about an unknown subject? <u>Was it hard to fill 2 minutes without much of a plan?</u> Did your body language improve since the previous level?</p>	<p>Chairs in a row each group</p> <p>Random noun generator</p> <p>Learners need paper for planning</p>
	<p><b>Level 5</b></p> <p><b>Group size:</b> 4 or 5</p> <p><b>Time:</b> 2 min each person, plus 5 min collective planning time</p> <p><i>Stick with what you know</i></p> 	<p>This time each person can talk on any topic they have personal knowledge of. Everybody can plan at the same time for up to 5 minutes and should aim to plan to speak for exactly 2 minutes. Audience configuration as for level 4.</p> <p><b>Reflection:</b> Each audience (as a whole) is to <b>give feedback on one thing done well and one thing to change for next time. These should be related to presentation skills (e.g. body language, vocal qualities) and not content.</b></p>	<p>Chairs in same rows</p> <p>Learners need paper for planning</p>
Formative Assessment methods:		Evaluation process to obtain feedback on teaching:	
Notes:			

