

## Lesson plan

<b>Unit</b>	<b>2. Enhancing Life Competencies and Entrepreneurial Competencies</b>
<b>Lesson</b>	<b>4. Presentation skills</b>
<b>Recommended language level</b>	<b>A2 - B2</b>

<b>Outcomes</b>
<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> <li>● name characteristics of a good presentation</li> <li>● use various techniques for effective presentations</li> <li>● use different techniques to build confidence, speak publicly and communicate better</li> </ul>
<b>Resources</b>
<ul style="list-style-type: none"> <li>● Slideshow</li> <li>● Whiteboard</li> <li>● Handout (Questionnaire, Slide 8)</li> <li>● Video “The Sisters of Bali” <a href="https://www.ted.com/talks/melati_and_isabel_wijzen_our_campaign_to_ban_plastic_bags_in_bali">https://www.ted.com/talks/melati_and_isabel_wijzen_our_campaign_to_ban_plastic_bags_in_bali</a></li> </ul>
<b>Frameworks connections</b>
<p><b>Cambridge Life Competencies Framework:</b> creative thinking, critical thinking, communication, collaboration, learning to learn, social responsibility</p> <p><b>Cambridge Employability Skills Framework:</b> collaboration and teamwork, communication, critical thinking and problem-solving, leadership and initiative, self-management and resilience, creativity and innovation</p> <p><b>SPIRE Framework:</b> setup, perform, inspire, review, empower</p>

<b>Duration</b>	60 minutes (expandable to 90 minutes)	
<b>Overview</b>	Stage	Timing
	Introduction and session objectives	5 min
	Lead-in	5 min
	The Sisters of Bali - Task 1	10 min
	The Sisters of Bali - Task 2	10 min
	The Sisters of Bali - Task 3	10 min
	Activity 2	15 min
	Reflection	5 min

<b>Procedure</b>			
Stage	Aim	Duration	Procedure
1. Let's get ready: What are we doing today?  Slide 2	To introduce the theme; to get students interested by doing a warm-up activity.	5 min	The teacher shows the objectives, explains what the lesson will be about and tells the students that they will come back to these questions at the end of the lesson in order to reflect.  Warm-up: Breathing exercises
2. Lead-in  Slide 3	To raise curiosity about the theme by asking questions.	5 min	Lead-in: The teacher asks the following questions (Slide 2). - Have you ever presented in public before? If yes, how did you feel? - Do you remember any particularly effective presenters/presentations? - What are the characteristics of a good presenter/presentation?

<p>3.The Sisters of Bali - Task 1</p> <p>Slides 4, 5, 6, 7</p>	<p>To watch a video and list positive characteristics of a presentation.</p>	<p>10 min</p>	<p>Play the video "The Sisters of Bali" for the students to watch it. The video lasts for 11 minutes but they need to watch the first 3 minutes. While watching the video, the students will have to focus on some areas of the presentation only (Slide 5). Remind the students that they have to answer the questions focusing on the positive aspects of the sisters' performance.</p>
<p>4.The Sisters of Bali - Task 2</p> <p>Slides 8, 9, 10</p>	<p>To watch a video and complete the questionnaire about the presentation, listing the positive and negative sides.</p>	<p>10 min</p>	<p>The teacher plays the video and asks the students to tick yes, no or don't know - this is students' opinion about the presentation (Slide 8, handout Questionnaire). This questionnaire can be used for any video you decide to show. Then, the students compare their answers with a person sitting next to them but they need to add evidence for their answer. Finally, share ideas and have a group discussion about the good and the bad sides of the presentation.</p>
<p>5.The Sisters of Bali - Task 3</p> <p>Slides 11, 12</p>	<p>To highlight the words that give an impact to the presentation; to practise reading a presentation / presenting.</p>	<p>10 min</p>	<p>After the students have watched the video, give them the tapescript and ask them to highlight the words which give an impact to the presentation, the pauses, any body movement that they can give impact to the presentation. Then, ask your students to read aloud. Remind them that it takes 1 minute and a half to read 200 words. Ask them to record themselves so that you can come back to those recordings after doing</p>



			several presentations so that they could see their improvement.
6. Activity 2 Slides 13, 14, 15, 16	To discuss and enlist the characteristics of an effective presentation.	15 min	The teacher asks a question: What makes a presentation effective? Elicit answers then show Slide 14.  Apart from confidence, there are certain techniques to be used to have an effective presentation - Slide 15. Discuss them with the students.  Finally, use the transcript from the video and all the techniques mentioned and practise presenting in pairs or groups.
7. Reflection Let's check - What did I learn today? Slide 17	To revisit lesson objectives and consolidate learning (CLS - Knowledge)	5 min	Teachers can ask questions to see whether the aims have been achieved but more importantly to point out the techniques students could use to build confidence and deliver an effective presentation.

<b>Additional considerations</b>
<p><b>Anticipated Problems and Solutions</b></p> <p>Low engagement in discussion/reflection: Some students may be reluctant to speak out and present in front of the others.</p> <p>Solution: Teachers could assign some time after the lesson for shy students to present alone.</p> <p>Uneven participation in discussions: More confident students may dominate.</p> <p>Solution: Use pair-work rather than group work.</p>

### **Differentiation Strategies**

Mixed ability in language use: Encourage students to note ideas in L1 first if needed, then share in English with support. Provide key vocabulary lists (video tapescript).

Varied confidence levels: Allow options for contributing - verbally or in writing.

Learning preferences: Use a mix of input modes - video and/or tapescript - to cater to visual, auditory, and kinaesthetic learners.

Choice: In the reflection stage, students can choose between oral and written (Exit ticket) answers.

### **Teacher Reflections or Notes**