

# LESSON FIVE

## Planning our presentation



### Key question

What does the plan of our presentation look like?

### Lesson summary

Students will have made a plan for their presentation.

### Resources

- ◆ Student coursebook pages 22–32
- ◆ Lesson 5 PPT
- ◆ Presentation video
- ◆ Pritt Stick/glue (for content cards).

### Lesson preparation

- ◆ Watch: Lesson 5 – Teacher briefing video.

Time (mins)	Page	PPT slide	Activity	Challenge
3	22	2	<b>Presentation guidelines</b> ◆ Read through the guidelines for the presentations.	
3	23	3	<b>Judges' criteria</b> ◆ Show students the criteria that the judges will be using (on page 23). To give the class the best chance of winning, students should keep the criteria in mind while they are working on their presentations.	
15	24–25, 29	4	<b>Play presentation video – content</b> ◆ This video explains judges' criteria for both the presentation and social action. ◆ This explains the importance of choosing the right content for the presentation. <i>Pause video for students to complete the content activity.</i> ◆ In their groups, students look through the content cards on page 29 to make sure they know the answers to all of the questions.	Students in their groups should look at the 'challenge yourself' questions on page 29 and decide how they can address these in their presentation.
15	24–29	5	<b>Play presentation video – creativity</b> ◆ This gives ideas of creative elements that students could use to make their presentation stand out. <i>Pause video for students to start planning their presentation.</i> ◆ Students will tear out the content cards on page 29. They should think about where in their presentation they will answer each question, and how. ◆ Students will decide who will be in charge of each part of the plan and add their name to the plan. They'll note down ideas for each part as a group.	



Time (mins)	Page	PPT slide	Activity	Challenge
12	26-28	5	<b>My presentation planning</b> <ul style="list-style-type: none"> <li>◆ Students have pages 26-27 available to write any notes they may have on the sections they are delivering.</li> <li>◆ On page 28, students have space to draft what they'll write on their notecards. This is so the tear out notecards on pages 31-32 are used for the final draft only, which will keep them neat.</li> </ul>	
2	N/A	6	<b>Reflection</b> <ul style="list-style-type: none"> <li>◆ Students to discuss in pairs a RAG rating for their project planning, leadership and teamwork skills.</li> </ul>	

**Safeguarding:** Safeguarding: Students in your class may want to add creative elements to their presentations. In some cases, this might be a roleplay or a short film.

Creative representations of challenging social issues should be dealt with sensitively. To avoid students inadvertently creating inappropriate content, you should review any films, roleplays or other creative representations, and support students to ensure they are suitable before they are presented in class, at the Presentation Skills Workshop and your First Give Final.

It may also be suitable to advise students to deliver a "trigger warning" if their presentation deals with potentially sensitive or distressing issues.