

Resources for Higher Levels (CLB 5-8): Presentation Skills

NORMALIZE FEAR OF PUBLIC SPEAKING & EXPLAIN BENEFIT OF IMPROVING SKILL LEVEL

[Video/Song: I Hate Public Speaking](#)

[Benefits of Improving Your Presentation Skills](#)

APPEAL TO DIFFERENT LEARNING STYLES

[University of Toronto, UTSC Learning Style Inventory](#)

GIVE TIPS FOR GOOD PRESENTATIONS

[Video: 5 things every presenter needs to know about people](#)

[How Good Are My Presentation Skills?](#)

EXPLAIN KEY PRESENTATION COMPONENTS

[Interactive Online: Persuasion Map](#)

[Three Main Parts of a Presentation](#)

GIVE TIPS FOR USING POWERPOINT

[Slideshow: You Suck at PowerPoint](#)

[Video: How to Give an Awesome Presentation](#)

LESSON PLANS & IDEAS

[Presentation Lesson Plan: How to Give a Good Presentation](#)

[20+ Tips and Resources to Help Learners with their Presentation Skills](#)

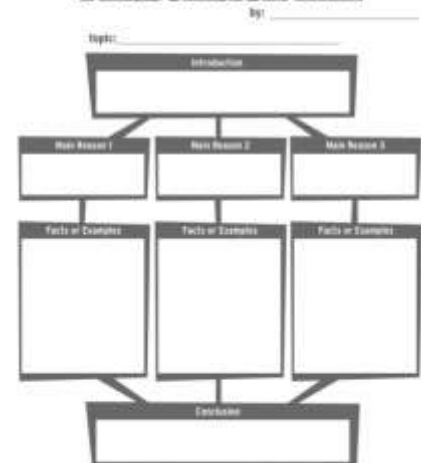
[LINC 6 Managing Information / Presentations Curriculum](#)

Savage Chickens

by Doug Savage



PERSUASION MAP



Resources for Higher Levels (CLB 5-8): Presentation Skills

You want your students to have fun and succeed at making level-appropriate presentations.

Step 1: Know your learners

- Make sure the topics are relevant to the students.
- Provide enough support and scaffolding for those who need it.
- Provide enough challenge and autonomy for those who need it.

Step 2: Know the CLBs

<http://bookshelf.language.ca/>

At CLB 5 (ELSA 4)

- Give presentations about sequences of events; incidents in the past, present or future; or to describe scenes, pictures or daily routines. [Presentations are up to **about 5 minutes long; topics are familiar and concrete.**]
 - Presents information using connected discourse.
 - Uses an introduction, some development, and a conclusion.
 - Uses connective words and phrases.
 - Sequences events in a comprehensible order.
 - Provides **adequate** descriptions.
 - Shows **some awareness** of appropriate eye contact and body language.

At CLB 8 (ELSA 7)

- Give presentations to describe and explain structures, systems or processes **based on research**. [Presentations are up to about **20 minutes long; topics are familiar, concrete, or abstract.**]
 - Presents information using connected discourse.
 - Expresses main ideas and supports them with details.
 - Provides an introduction, development and conclusion.
 - Narrates coherently so that agents, actions, circumstance, process and sequence are clear.
 - Shows developing awareness of style and formality.
 - Provides accurate and somewhat detailed descriptions, explanations or accounts.
 - Shows awareness of appropriate eye contact, body language, volume and rate.

Step 3: Provide meaningful feedback (assessment)

<http://www.elsanet.org/site/resources/elsa-assessment>