



Safely, safely

Overview of the learning unit

Although the four activities in this unit build on each other, some can also be undertaken independently of the others. The first activity probes students' knowledge of who is most likely to be involved in crashes and why and then asks students to check their understanding through research. Building on this, students organise a talk about a road safety issue, listen to the talk and note important information and then orally present information they collected in the first activity.

To build students' knowledge and skills it is desirable for students to do all four activities. However, some activities can be undertaken individually (Activities 1 and 2). Other activities are closely linked and should be undertaken consecutively (eg. Activities 1 and 4; Activities 2, 3 and/or 4).

Purpose

Road safety:

The purpose of this unit is for students to become aware of who is likely to be involved in casualty crashes and the major factors that contribute to casualty crashes.

VCAL:

The purpose of this unit is to develop research, organisational and planning skills, knowledge, practical skills, problem solving and interpersonal skills and listening and oral presentation skills. The activities focus on:

- developing research skills
- improving subject specific knowledge
- learning skills applicable to planning, organising and running an event
- developing teamwork skills
- extracting meaning from written texts related to a specific research question
- extracting meaning from an oral presentation
- communicating ideas
- presenting information orally.

Teacher information

Young people often gain their information and ideas from peers. While many young people are well informed, it is not unusual for them to have beliefs that are not founded on fact. It is important that students develop skills that allow them to check facts and ideas.

It is equally as important for students to develop skills to organise events and to recognise the consequences of failing to undertake the jobs related to the event.

In a world where so much information is presented orally, it is also important that young people are able to listen for meaning to extract relevant information and are able to present information, ideas and opinions in an interesting manner.

It is assumed that this unit would be undertaken in conjunction with other units related to road safety, for example, *What do you think?* and *Crash stats*.



Note: It is recommended that the teacher brief the invited speaker (Activity 3: Listen up!) on the skills/learning objectives of the activity, the context for road safety and VCAL.

Resource requirements

Unit material

'Young drivers at risk' from *Crash 'n' Burn*

Handout 1: Useful websites

Handout 2: Speaking about road safety

Handout 2: Some tips about taking notes

Handout 4: Techniques speakers use

Handout 5: A bit about speeches

Worksheet 1: Techniques speakers use

Internet sites

- See Handout 1: Useful websites
- The TAC 'Make a film. Make a difference' films/footage is accessible from www.tac.vic.gov.au (click on 'road safety' then 'campaigns', then 'Make a film. Make a difference').
- The RACV Transmission program's winning Community Service Announcements can be accessed at www.racv.com.au. Resource kits relating to this program can be obtained from the RACV.

People

Speakers from:

- Metropolitan Fire Brigade (MFB) – www.mfb.vic.gov.au/ (click on Community Education - this has a fire safety focus).
- Metropolitan Ambulance Service (MAS) - www.mas.vic.gov.au (click on 'First Aid and Community Info') or call 9843 3307
- Community Road Safety Councils (RoadSafe) - www.vicroads.vic.gov.au (go to the Victorian Community Road Safety Partnership Program, then Registered groups)
- Fit2Drive (f2d) program - a program for Year 11 students that concentrates on personal safety and responsibility giving them strategies to make them safer on the road. It encourages and empowers young people as road users to look after themselves and their friends. See www.f2d.com.au for more information and to organise a f2d workshop.

Places

Classroom, hall or other venue (depending on numbers).

Facilities & equipment

Any equipment required by the guest speaker and student speakers.



Alignment of the unit to VCAL

VCAL units

Personal Development Skills Unit 1

Reading and Writing

Oral Communication

VCAL levels

Activities in this unit are predominantly focused at **Intermediate** and **Senior** levels. The major difference is that students working at Senior level should work more independently and show leadership skills in organising and undertaking the required tasks. With appropriate support some activities could be used with students working at the Foundation level.

Learning outcomes

Activity	Units and learning outcomes
1. Fact or fiction?	<p>Reading and Writing Skills Intermediate: 7. Reading for Knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text</p> <p>Reading and Writing Skills Senior: 7. Reading for Knowledge: Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory, expository or informative text</p>
2. Who, what, when? Organising a talk	<p>Personal Development Skills Intermediate Unit 1: 1. Plan and organise a complex project or activity</p> <p>Personal Development Skills Senior Unit 1: 1. Plan and organise to completion a complex project in an autonomous manner (elements 1.2, 1.3 and 1.4 are likely to be covered. The activity would need to be extended or undertaken as part of a broader project to cover all the elements)</p>
3. Listen up	<p>Oral Communication Skills Intermediate: 2. Oracy for knowledge: Use and respond to spoken language in informative tasks (elements (b), (c) and (d))</p> <p>Oral Communication Skills Senior: 2. Oracy for knowledge: Use and respond to spoken language in sustained informative presentations in different contexts (elements (b) and (c))</p>
4. Present it!	<p>Oral Communication Skills Intermediate: 2. Oracy for knowledge: Use and respond to spoken language in informative tasks (element (a) only)</p> <p>Oral Communication Skills Senior: 2. Oracy for knowledge: Use and respond to spoken language in sustained informative presentations in different contexts (element (a) only)</p>

Please note: The activities **support** the learning outcomes listed but may not cover all the assessment criteria/elements. Please check the relevant Curriculum Planning Guide to ensure all assessment criteria/elements are covered. For assessment purposes, in the Personal Development Skills, Reading and Writing and Work



Related Skills Units, all the elements of a learning outcome must be covered in the one assessment task. Where an activity doesn't cover all the elements, the activity can be used to build the student's portfolio of evidence.

Assessment

The activities in this unit have been designed as learning activities. However, documentation can be used to build a portfolio of evidence to be used for the assessment of relevant learning outcomes. Evidence may include:

- teacher checklist and observation
- research notes
- student documentation of planning and organising of the seminar
- advertising material
- invitation to the speaker
- invitation to the possible audience
- photos or video of the talk
- student's notes from the guest speaker
- Worksheet 1 completed
- student's speech notes
- student's MS PowerPoint® presentation or similar, if used.

Sample assessment record sheet

See next page.



Sample assessment record sheet: Intermediate

Unit name: **Safely, safely**

VCAL Level: **Intermediate**

Student name:

Form/Group:

Unit Outline: Knowledge about who is likely to become involved in casualty crashes and the major factors that contribute to casualty crashes is crucial for young people who are learning to drive or hoping to do so in the near future. The purpose of this unit is to develop a range of skills - research, organisational and planning skills, knowledge, practical skills, problem solving and interpersonal skills and listening and oral presentation skills – using the topic of road safety.

The activities focus on:

- developing research skills
- improving subject specific knowledge
- learning skills applicable to planning, organising and running an event
- developing teamwork skills
- extracting meaning from written texts related to a specific research question
- extracting meaning from an oral presentation
- communicating ideas
- presenting information orally.

Learning outcomes and performance:

Activity	Learning Outcomes	Performance	Evidence/comments
1. Fact or fiction?	Reading and Writing Skills Intermediate: 7. Reading for Knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text		



2. Who, what, when? Organising a talk	Personal Development Skills Intermediate Unit 1: 1. Plan and organise a complex project or activity		
3. Listen up!	Oral Communication Skills Intermediate: 2. Oracy for knowledge: Use and respond to spoken language in informative tasks (elements (b), (c) and (d))		
4. Present it!	Oral Communication Skills Intermediate: 2. Oracy for knowledge: Use and respond to spoken language in informative tasks (element (a) only)		

Unit performance codes: Y = Yet to do; NYC = Not yet completed; CS = Completed satisfactorily

Teacher's signature:

Date:

Evidence of successful completion of the unit could include:

- teacher checklist and observation
- research notes
- student documentation of planning and organising of the seminar
- advertising material
- invitation to the speaker
- invitation to the possible audience
- photos or video of the talk
- student's notes from the guest speaker
- Worksheet 1 completed
- student's speech notes
- student's MS PowerPoint® presentation or similar, if used.



Sample assessment record sheet: Senior

Unit name: **Safely, safely**

VCAL Level: **Senior**

Student name:

Form/Group:

Unit Outline: Knowledge about who is likely to become involved in casualty crashes and the major factors that contribute to casualty crashes is crucial for young people who are learning to drive or hoping to do so in the near future. The purpose of this unit is to develop a range of skills - research, organisational and planning skills, knowledge, practical skills, problem solving and interpersonal skills and listening and oral presentation skills – using the topic of road safety.

The activities focus on:

- developing research skills
- improving subject specific knowledge
- learning skills applicable to planning, organising and running an event
- developing teamwork skills
- extracting meaning from written texts related to a specific research question
- extracting meaning from an oral presentation
- communicating ideas
- presenting information orally.

Learning outcomes and performance:

Activity	Learning Outcomes	Performance	Evidence/comments
1. Fact or fiction?	Reading and Writing Skills Senior: 7. Reading for Knowledge: Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory, expository or informative text		



2. Who, what, when? Organising a talk	Personal Development Skills Senior Unit 1: 1. Plan and organise to completion a complex project in an autonomous manner (elements 1.2, 1.3 and 1.4 are likely to be covered. The activity would need to be extended or undertaken as part of a broader project to cover all the elements)		
3. Listen up!	Oral Communication Skills Senior: 2. Oracy for knowledge: Use and respond to spoken language in sustained informative presentations in different contexts (elements (b) and (c))		
4. Present it!	Oral Communication Skills Senior: 2. Oracy for knowledge: Use and respond to spoken language in sustained informative presentations in different contexts (element (a) only)		

Unit performance codes: Y = Yet to do; NYC = Not yet completed; CS = Completed satisfactorily

Teacher's signature:

Date:

Evidence of successful completion of the unit could include:

- teacher checklist and observation
- research notes
- student documentation of planning and organising of the seminar
- advertising material
- invitation to the speaker
- invitation to the possible audience
- photos or video of the talk
- student's notes from the guest speaker
- Worksheet 1 completed
- student's speech notes
- student's MS PowerPoint® presentation, if used.



Activity 1: Fact or fiction?

In this activity students research who is more likely to have a casualty crash and what factors are likely to contribute to a casualty crash. Students may work individually or in small groups.

Although students are likely to have heard that young people are involved in more casualty crashes than any other age group, this activity allows them to voice their beliefs, to check the validity of them and to investigate why some groups of people are more likely to be involved in casualty crashes.

What to do

To introduce the topic, discuss with students:

- which groups of people they think are more likely to be involved in casualty crashes
- and
- the reasons for this.

Note students' ideas on the whiteboard.

Who has more casualty crashes?	Why?

Ask students to undertake research to check if these ideas are correct. *Handout 1: Useful websites* lists a number of websites that students may find useful in their research. They should collect enough information to discuss their findings in class and to give a presentation (Activity 4).

If students are unfamiliar with undertaking research to check facts, ideas and beliefs, it may be necessary for the teacher to model how to undertake the research. This could include web based searches and library searches. Other sources of information could also be considered, eg. individuals and organisations. The best means of contacting individuals/organisations to check information could also be discussed.

Even if students are familiar with undertaking research, a discussion about possible sources of information should be undertaken before students begin their research. If students work in small groups, they should first decide on the role of each group member, i.e. will each member be responsible for researching different information or investigating a different source of information?

Students working at Senior level should work more independently and show leadership skills in class discussion and in undertaking research. Students working at Senior level would also be expected to check a greater number of sources of information.



Student role and responsibilities in relation to the activities

Contribute to class discussions.

Identify possible sources of information.

Undertake research on a specific topic.

Work with others, if appropriate.

Level of teacher support

Facilitate of discussion.

Provide encouragement.

Model research behaviour, if appropriate.

Advise on how to research and identify sources of information, as required.

Key questions

Who is more likely to be involved in a casualty crash?

Why are they more likely to be involved in a casualty crash?

What is the benefit of research?

How can facts, ideas and beliefs be checked?

How can sources of information be identified?

Extension activities

Students should be introduced to the concept that facts can appear to be contradictory. An example of contradictory data should be provided and students given the opportunity to explore why it appears to be contradictory, how interests and values are portrayed and how, and if, the 'truth' can be identified.

Ask students to survey others about their beliefs about who is involved in more casualty crashes and why. The results could be incorporated into their oral report (see Activity 4).

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist
- research notes.



Activity 2: Who, what, when? Organising a talk

In this activity students organise a speaker to talk about a road safety issue. This activity is closely linked to Activity 3 in which students listen to the talk and Activity 4 where students give presentations.

What to do

Discuss with students:

- possible topics related to road safety that they could organise a speaker for
- the possible audience eg. the group or class, all VCAL students, all Year 11 and 12 students, all Year 10 students, the whole school, Certificate of General Education Adult (CGEA) classes, community groups.

Provide students with a list of the organisations that could be contacted to provide a speaker (see *Handout 2: Speaking about road safety*). If it is decided to use a speaker from other than these organisations, avoid someone who is likely to dramatise a casualty or fatality crash as this may have the opposite effect to that desired or expected eg. "He did X and survived so I can do it to."

In organising the talk, students will need to consider the range of tasks that need to be undertaken. The students should brainstorm and make a list of these. The tasks may include:

- who will be approached to give the talk
- the venue to be used
- the date and time the talk will be given
- if permission to have the talk needs to be gained, and, if so, who from
- who could be invited to listen to the talk
- if the talk should be advertised and, if so, how
- what, if anything, needs to be done to prepare the venue
- what equipment, if any, is required by the speaker
- if the speaker needs to be introduced and, if so, who by
- if the speaker needs to be thanked and, if so, who by.

Once these or similar items have been discussed and decisions made, students should form teams and draw up a list of the tasks each team will undertake.

Following the talk, students should evaluate their organisation of the event against agreed criteria which will need to be drawn up beforehand. They should gain feedback from others to enable a full evaluation. Their evaluation should take into account the factors, both positive and negative, that impacted on them as individuals and the group in completing the tasks and working effectively together.

Student role and responsibilities in relation to the activities

Contribute to class and small group discussion.

Undertake agreed tasks.

Seek teacher assistance when other avenues of assistance exhausted.

Attend talk.



Level of teacher support

Initiate and take part in discussion.

Provide encouragement.

Provide assistance if requested, suggesting strategies to use rather than providing the solution.

Attend the talk.

Key questions

What are the benefits of good organising skills?

How should the allocation of tasks be undertaken to maximise involvement of all group members?

Who should be invited to the talk?

What are the dangers or benefits of using a survivor of a casualty crash as a speaker?

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist of discussions
- list of tasks to be undertaken and allocated tasks
- advertising material
- the invitation to the speaker
- the invitation to the possible audience
- photos or video of the talk.

Students working at Senior level should work relatively independently in organising the talk. The activity could also be used at Foundation level but at this level students would require considerable support and guidance.



Activity 3: Listen up!

In this activity students listen to a talk about a road safety issue. During the talk they should focus not only on the content but on the structure of the talk and the techniques the speaker uses to gain and keep their attention. The information presented in the talk can be used in Activity 4.

What to do

Before the talk, discuss with students the:

- possible purposes of talks
- how the audience can affect what is said and how it is said.

The purpose of a talk may be to:

- provide information
- persuade the listeners
- entertain the listeners.

Or, it may be a mixture of all of these.

Depending on the **purpose** the speaker may use a range of different public speaking strategies or techniques and include different information.

The speaker also needs to consider the **audience**. For example:

- the age of the listeners
- what they already know about the topic
- the gender mix
- the likely opinions and attitudes of the listeners
- how interested they are likely to be in the topic.

This will influence the:

- amount and type of information provided by the speaker
- the language used
- the tone used (formal or informal)
- the techniques used by the speaker.

During the talk, students should:

- note the main ideas and supporting information
- identify techniques the speaker uses to present information and ideas and to engage the audience.

Students may find *Handout 3: Some tips about taking notes* and *Handout 4: Techniques speakers use* useful and it would be helpful to discuss these before the talk is given.

Students may also find it helpful to use *Worksheet 1: Techniques speakers use* while they are listening to the speaker or immediately after they have listened to the talk.



Student role and responsibilities in relation to the activities

Contribute to class and small group discussion.

Listen to the talk and take notes.

Level of teacher support

Initiate and take part in discussion.

Provide encouragement.

Listen to the talk.

Key questions

How does the purpose of a talk influence what the speaker says and how they say it?

What techniques can speakers use to influence their audience and to make a talk more interesting?

Extension activities

Students should watch three or four of the TAC's *Make a film, make a difference* videos. These have been made by young people. Students should identify the purpose of each, take notes of the main messages and evaluate the film in relation to the identified purpose. These films are available on the TAC website www.tacsafety.com.au (go to campaigns).

Alternatively, students can view a range of winning Community Service Announcements for television, developed as part of the RACV *Transmission* program. The Community Service Announcements are available on www.racv.com.au.

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- student's notes from the talk
- Worksheet 1 completed.



Activity 4: Present it!

In this activity students prepare and give an oral presentation using the research gathered in Activity 1 and the information presented in Activity 3.

What to do

Discuss with students the:

- difference between oral and written reports
- different purposes of oral presentations and oral reports
- who the audience of an oral report is likely to be.

Students who have completed *Activity 3: Listen up!* will have discussed how the audience and purpose of a talk, impact on the speaker and what is said. For students who have not completed Activity 3, discuss with students the:

- possible purposes of talks
- the impact of the audience on what is said and how it is said.

The purpose of a talk may be for one or more of the following:

- to provide information
- to persuade the listeners
- to entertain the listeners.

The purpose of the talk may influence how the speaker presents (speaking techniques) and the information presented.

The speaker will also need to consider the audience. For example:

- how old the listeners are
- what they already know about the topic
- the gender mix
- the likely opinions and attitudes of the listeners
- how interested the listeners are likely to be in the topic.

This will influence the:

- amount and type of information provided by the speaker
- the language used
- the tone used (formal or informal)
- the techniques used by the speaker including graphics and/or film clips used.

Before students begin to prepare their talk, discuss with students:

- the structure of a talk. *Handout 5: A bit about speeches* can provide a basis for this discussion about the structure. *Handout 7* also contains ideas to keep the audience interested and some tips to overcome nerves
- the techniques that speakers can use. Students who have not undertaken Activity 3 should be referred to *Handout 4: Techniques speakers use*.

Students should prepare a talk using the information gathered in Activity 1.



They should give their presentations, ensuring that they take account of the audience and the purpose of the talk, using appropriate language and tone. Students should be prepared to answer questions in relation to the talk. Intermediate level students should use at least two techniques in their presentation and students working at the Senior level should give a longer presentation and use a range of techniques.

Student role and responsibilities in relation to the activities

Contribute to class discussions.

Ask for assistance when required.

Prepare and present an oral report.

Level of teacher support

Facilitate discussion about oral presentations.

Provide encouragement.

Provide assistance when requested.

Key questions

What is the purpose of oral reports?

Who is likely to listen to oral reports and talks?

What techniques are the most effective? And, who for?

Can oral presentations influence the listener?

Extension activities

Students should develop criteria to evaluate their presentations and those of their peers.

Students use presentation software to give a presentation to another group of students.

Students give a presentation to Year 10 students.

Students write a report using the information collected for their oral presentation.

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist
- speech notes
- presentations that use software such as MS PowerPoint® .



Handout 1: Useful websites: road safety, driving and crash statistics

Victorian sites

- Road Safety Education Victoria:
www.roadsafetyeducation.vic.gov.au
- VicRoads: www.vicroads.vic.gov.au
- RACV: www.racv.com.au
- TAC: www.tacsafety.com.au
- TAC Drive Smart website: www.drivesmart.vic.gov.au
- Victoria Police: www.police.vic.gov.au



National sites

- **How safe is your car?:** www.howsafeisyourcar.com.au
- **Monash University's Accident Research Centre (MUARC):**
www.monash.edu.au/muarc
- **Vehicle Road Test Report Directory.** A directory of vehicle road test reports conducted by Australia's motoring clubs: www.aaa.asn.au/roadtests
- **Youthsafe** - Road fatalities and injuries in young people: www.youthsafe.org

Sites from other states

- Australian Capital Territory Territory and Municipal Services
www.tams.act.gov.au
- Centre for Accident Research and Road Safety Queensland:
www.carrsq.qut.edu.au
- New South Wales Transport Roads and Maritime Services:
www.rms.nsw.gov.au
- NT Department of Planning and Infrastructure
www.nt.gov.au
- Queensland Transport
www.transport.qld.gov.au
- Tasmanian Department of Infrastructure, Energy and Resources:
www.dier.tas.gov.au



- Transport South Australia:
www.transport.sa.gov.au
- Office of Road safety, Western Australia:
www.officeofroadsafety.wa.gov.au

International sites

- Land Transport New Zealand:
www.landtransport.govt.nz
- World Health Organisation:
www.who.int/violence_injury_prevention/road_traffic/en



Handout 2: Speaking about road safety

The following organisations may be able to provide speakers to talk about road safety issues to groups.

- Registered Local Community Road Safety Groups – www.vicroads.vic.gov.au (go to Victorian Community Road Safety Partnership Program, then Registered Groups)
- Fit2Drive (f2d) - www.f2d.com.au. F2d is a program for Year 11 students that concentrates on personal safety and responsibility giving them strategies to make them safer on the road. It encourages and empowers young people as road users to look after themselves and their friends.
- Metropolitan Fire Brigade (MFB) - mfb.vic.gov.au (click on Community Education – although this site has a fire safety focus, this department also responds to road safety issues).
- Metropolitan Ambulance Service (MAS) - www.mas.vic.gov.au (click on 'First Aid and Community Info') or call 9840 3307 or email information@mas.vic.gov.au





Handout 3: Some tips about taking notes

When you're listening to a talk it's hard to get down all the points and information. You need to listen for the main points and abbreviate commonly used words.

Identifying important information

Some speakers will start their talk by telling you what they will talk about. You can then listen for that information as they speak.

- Listen for phrases like:
 - *The most important thing to remember is ...*
 - *Most importantly ...*
 - *The key point is ...*
 - *You need to remember ...*
 - *There are two points to take into account. First ...*
- At the end of the talk the speaker will often summarise the most important points
- Many presenters will have a MS PowerPoint® presentation or similar. Important points are likely to be on the screens.



Abbreviations

Some common abbreviations:

eg.	for example
&	and
NB	important
=	equals
>	bigger than
<	less than
etc	etcetera (and so on)
∴	therefore
info	information
btw	between
ad	advertisement
IT	information technology or computers
tech	technology
w'shop	workshop
3 rd	third
learn ^g	learning
run ^g	running



Make a list of your own abbreviations here

And after the talk - Check your notes

- Straight after the talk read your notes and see if they make sense. When you take notes they will usually be very messy because you are trying to write down information quickly. You may need to rewrite your notes so you can understand them later.
- Add any extra information that you can remember.



Handout 4: Techniques speakers use

- Using a MS PowerPoint® presentation (or similar) to emphasise important information.
- Using language that makes the listener feel part of a group.
Eg. *Us 'Aussies' love sport.*

- Using language that makes the audience feel the same way as the speaker.
E.g. *We* all want to be independent.

- Telling a joke or showing a cartoon/graphic that is related to the topic and gains and/or maintains the interest of the audience.

- Telling a story or anecdote that is related to the topic and gains and/or maintains the interest of the audience.

- Including information and statistics that support the speaker's purpose.

- Leaving out information and statistics that don't support the speaker's purpose.

- Presenting opinions as if they were facts.

- Using words that appeal to the emotions of the listeners.

E.g. instead of saying "The cattle were killed" saying "The cattle were *brutally slaughtered*" which has more impact and appeals to the listeners' emotions.

- Quoting experts to make the speaker's argument sound more impressive.

- Using analogies. An analogy is a comparison in which different items are compared point by point, usually with the idea of explaining something unknown by something known. Analogies are offered to provide insights, and can be very instructive.

E.g. School is like a prison.

- Generalising.

E.g. All young people desperately want to get their driver's licence.





Handout 5: A bit about speeches

Structure

All talks have a beginning, a middle and an end.

The beginning

The beginning, the introduction, will include at least one of the following:

- Information about the purpose of the talk
- Information about what will be included in the talk.

The introduction will also try and gain the listener's attention. This might be done by:

- telling a story or anecdote related to the topic
- telling a joke (but only a good one or you will lose the audience)
- asking a question
- stating a very startling fact or statistic
- using a meaningful and/or startling quotation
- using graphics and/or film clips.

The middle

The middle is where the important information, ideas and facts are presented.

The information should be presented in a logical order and no more than five or six main points should be included. In shorter presentations only two or three main points should be included.

Use a range of techniques to keep the audience interested, eg. anecdotes or examples to illustrate your points. These may be told by the speaker or by using film clips.

The end

This should include at least one of the following:

- a summing up of the main points
- recommendations for the future.



Keeping the audience interested

- Use a range of techniques (see *Handout 4: Techniques speakers use*).
- Try to be animated and don't stand still all the time. On the other hand, don't wave your hands around all the time or dance around.
- Emphasise important points, not every point.
- Only use graphics and film clips that support your main points.
- Stand in front of a mirror and watch yourself give a talk. Do you have any annoying mannerisms that will drive your audience crazy?
- Tape yourself. Do you sound dull or do you emphasise unimportant points?
- Don't read your presentation.
- Time yourself to make sure your presentation fits within the time allocation.

Tips for dealing with nerves

- Take a deep breath at the beginning of the talk.
- Have a glass of water and if you begin to feel nervous, have a drink.
- Speak slowly. When you are nervous it is very easy to speak quickly.
- Find a point at the back of the group to look at.
- Stand on two feet and don't shuffle from one foot to the other. Shuffling from one foot to the other tends to show that you are nervous and you may as well try and fool the audience that you are cool and calm.

*Remember, nearly everyone gets nervous when they give a talk,
even people who do it regularly.*



Worksheet 1: Techniques speakers use

Use the checklist to mark the techniques the speaker used. You may like to add some others. You might also like to comment on how or when the speaker used the technique.

Technique	Yes	No	Comment
The speaker used a MS PowerPoint® presentation or similar.			
The speaker used film clips.			
The speaker used language that made the listener feel part of a group.			
The speaker used language that made the audience feel the same way as the speaker.			
The speaker told a joke or used a cartoon related to the topic.			
The speaker told a story or anecdote related to the topic.			
The speaker included facts and statistics.			
The speaker left out relevant facts and statistics.			
The speaker presented opinions as if they were facts.			
The speaker used words to appeal to the emotions of the listeners.			
The speaker quoted experts.			
The speaker used analogies.			
The speaker used generalisations.			



Notes: