Unit 17

Presentation Skills

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| Overview  The purpose of this unit is to assess participants’ readiness to speak publically to community groups, individuals and CABs about HIV vaccine research and related topics by allowing each trainee to give a presentation and receive feedback from the rest of the attendees and trainer. This unit builds off of content that is discussed in other parts of this training manual.  Objectives  By the end of the unit trainees will be able to:   * Assess their own readiness to work as a community educator * Give and receive constructive feedback to fellow trainees   Materials   * Peer Evaluation Form.doc (photocopy 2 per trainee) * Presentation Evaluation Form for Trainers.doc – 1 per trainee * Explanation of the grading scale.doc – 1 per trainee   Approximate time  6 hours, 45 minutes |

# Warm-up/Introduction (1 hour)

## Procedure

**Step 1:** Let trainees know they will have about 1 hour to develop a presentation on any of the material covered in this training manual. Allow 5-10 minutes for trainees to choose their topic.

**Step 2**: Before trainees begin to prepare their presentations have them select who their target audience would be (for example, a CAB, a church group, tertiary students, a sports club, etc.). The presenter should tailor his/her presentation to the considerations of this particular audience and may want to look through his/her notes from Unit 03 (if it was covered) to refresh him/herself with various audience considerations.

The rest of the attendees will pretend to be this chosen audience and should be encouraged to role-play asking difficult questions to the presenter.

**Step 3:** Walk around between the groups and look at their presentations plans and be sure that they are logical. Clarify any remaining questions.

# Presentation of Information (5 hours)

## Trainer notes

During this section, trainees will give their presentations. Stop for breaks as necessary. Everyone must present, so schedule the available time according to the number of trainees. Allow time approximately 15 minutes for each presentation and no more than 10 minutes for questions after each presentation. Allow 5 minutes between presentations for peer evaluation forms to be completed and for the next presenter to set up. For 10 trainees, the total time to finish all presentations would be 5 hours. Keep track of each presenter’s time to assure that the timing guidelines are respected.

## Preparation

* Peer Evaluation Form.doc
* Presentation Evaluation Form for Trainers.doc

Youwill be taking notes during the trainees’ presentations using the Presentation Evaluation Form for Trainers.doc. Write down any incorrect statements made by presenters, put a mark next to the strengths and weaknesses that exist, and use the blank spaces to make any other comments or observations.

## Procedure

**Step 1:** Begin the presentations. Select an individual to go first by having everyone put their names on a small piece of paper. Put the names into a container and randomly select the order in which the trainees will present. Write a numbered list of the names in the order chosen up on a flipchart sheet and tape it to the wall.



Presenters:

1. Kagisho
2. Bongani
3. Nandi
4. Sarah

Etc…

**Step 2:** Tell the trainees that they will be responsible for evaluating 2 of their peers’ presentations. Distribute 2 *Peer* *Evaluation Forms* to each trainee. Trainees will evaluate the two people who will be presenting directly after them. So for instance, presenter number 1 will evaluate presenters 2 and 3. Presenter 2 will evaluate presenters 3 and 4. The last presenter in this scenario, number 10, will evaluate presenters 1 and 2.

Have the trainees write in the names of the people they will be evaluating on their 2 *Peer Evaluation* *Forms*.

**Step 3:** Explain to the trainees that they will be doing a very general evaluation of their peers using a grading scale of 1 to 5, with 1 being ‘poor’ and 4 being ‘excellent.’ Have a trainee read the 7 areas of the presentation that will be evaluated from the *Peer Evaluation Form.*

**Step 4:** Remind the trainees that when they are not presenting they will be role-playing the target audience that the presenter has chosen. Have each presenter remind the group of the audience he/she is speaking to, and the topic of the presentation. The peer evaluators should write these 2 items on their evaluation form. Be prepared for audience behavior. For example, if the audience is high school students, some audience members may intentionally make noise or throw things. Be sure, however, that audience behavior is not so distracting that it makes the presentation impossible.

**Step 5:** Begin presentations having presenter introduce his/her targeted audience. Follow each presentation with a 5- 10 minute question and answer period between the presenter and the audience.

**Step 6:** Give the next presenter 5 minutes to set up, allowing the peer reviewers to finish filling in their evaluation forms and for you to finish completing the *Presentation Evaluation Form for Trainers.* Ask the peer reviewers to provide an average score for the presentation and note that in the bottom right corner of their evaluation form. This is also something that you as the trainer can do between presentations.

**Step 7:** Collect the peer evaluation forms after each presentation, making sure the name of the presenter is clearly written on the top of the form, and that the form is filled out completely.

**Step 8:** Place the completed peer evaluation forms together with your evaluation. You will distribute all 3 evaluations (2 peer, 1 trainer) to the trainee during the next part of this unit.

**Step 9:** Repeat with all trainees until all presentations are made. Once all of the groups have finished presenting, applaud their efforts. Congratulate them on the progress that they have made. Acknowledge that you have asked a lot of them and that they have responded with hard work.

# Individual work (15 minutes)

## Preparation

Make sure there is an “average score” assigned by each peer-reviewer. If this has not been completed, you should do this step on your own. Once you have an average score from the 2 peer-review forms, take those and create a new average which should be written in on your *Presentation Evaluation Form for Trainers* form.

* Explanation of the grading scale.doc

## Procedure

**Step 1:** Distribute compiled evaluations to each trainee along with the Explanation of the grading scale.doc. Allow 10 minutes for trainees to read through their evaluations.

# Wrap-up Activities (30 minutes)

## Trainer notes

This final activity is for trainees to debrief the presentations overall and collectively create a list of presentation tips.

## Preparation

* Flipchart paper/pens

## Procedure



Presentation tips

**Step 1:** Ask the group to think back to their own presentation, the presentations they saw and the evaluations they just read.

**Step 2:** Write ***Presentation Tips*** on a fresh sheet of paper. Go around the group and ask each person to say 1 thing they would do differently if they were going to give their presentation again. Write their answers on the flip chart. This will become the list of presentation tips.

**Step 2:** Remind the trainees that everyone came into the training at a different level of knowledge and experience, and that these evaluations are not meant to compare one educator’s performance against another’s. Instead, the trainer should emphasize that he/she wants to continue to help empower the educators as they improve their skills. The trainee evaluation should serve as a guide to help each individual know what to emphasize in the coming months in order to improve their own knowledge and skills.

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