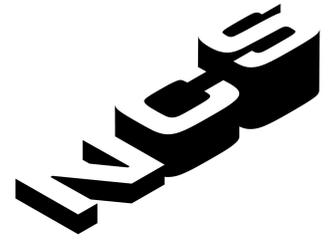


Pitching & Presenting

Teacher Guidance



Who is this lesson for?

This activity is designed primarily for KS4 and KS5 students, however with minor adaptations it could be used with younger students as well.

Objectives

1. To understand why presentation skills are important.
2. To understand the characteristics of effective public speaking.
3. To identify a social action project that young people feel passionate about.
4. To write a pitch for influencing others.

Outcome: 1 minute pitch written to address social action concern.

Lesson Structure

This lesson has been designed to be delivered either as a one-hour session, or as four 15-minute activities (for use in form time, etc.)

Teachers are welcome to make any reasonable changes to the content in order for it to meet their students' needs.

Please note that a version of the 'Finding your passion' activity also appears in the 'Democratic Engagement' module, although with different outcomes.

Possible Next Steps

Extension Activities: Students present their pitches to others and evaluate their performance; enact the social action idea they had

Links to useful organisations: [Skillsbuilder](#) (further resources on Speaking)

For more information about NCS and the opportunities we offer young people please visit us at wearencs.com

| Slide | Timings | Content Guidance |
|-------|-------------|---|
| 1 | Title Slide | Pitching and Presenting |
| 2 | Contents | Including necessary resources |
| 3 | Activity 1 | Why do communication skills matter? |
| 4 | 15 minutes | Introduction to the concept of 'Communication Skills' and their importance. |
| 5 | | Students are tasked with identifying potential scenarios where communication skills will be useful in their futures. |
| 6 | | 3 possible situations - interviews, presentations, meetings. Teachers can elaborate here on their own experiences of good and poor communication in the above settings. |
| 7 | | Introduction of another possible scenario - the 'pitch'. Students have likely seen pitches in various TV shows, e.g. The Apprentice, Dragon's Den, X-Factor, etc. |
| 8 | | Clip 1 (from YouTube) |
| 9 | | 'What went wells' and 'Even better ifs' - opportunity for students to discuss and debate the feedback given |
| 10 | | Clip 2 (from YouTube) - may be stopped at 1:40. |
| 11 | | 'What went wells' and 'Even better ifs' - opportunity for students to discuss and debate the feedback given |
| 12 | Activity 2 | What makes a good speech? |
| 13 | 15 minutes | Introduction to the idea of 'speaking' skills from Skillsbuilder (link above) |
| 14 | | Introduction to the characteristics of effective speaking |
| 15 | | Students tasked with creating a table (example given) for assessing the characteristics of effective speaking. |
| 16 | | Clip 1 (from YouTube) - may be stopped at 1:00. |
| 17 | | One opinion of the clip - opportunity for students to discuss and debate the feedback given |
| 18 | | Clip 2 (from YouTube) - may be stopped at 1:00. |
| 19 | | One opinion of the clip - opportunity for students to discuss and debate the feedback given |

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|----|--|---|
| 20 | Activity 3 | Finding your passion |
| 21 | 15 minutes | Introduction to the key aspects of 'social action' |
| 22 | | Three examples of young people who have made a difference to their local communities. Further examples of social action in specific topic areas can be found here . |
| 23 | | Students are tasked with coming up with their own social action project (with examples given) - this could be done individually, in pairs, or in groups. |
| 24 | | Students are tasked with developing their idea into a full proposal for social action. |
| 25 | Activity 4 | Making your pitch |
| 26 | 15 minutes | Example is given of a possible social action project. |
| 27 | | Instructions on how to convert a proposal into a pitch, |
| 28 | | Example of a pitch script for a social action project. |
| 29 | | Students are tasked with writing their own scripts for a pitch. |
| 30 | | Reminder of what to include in a pitch, students are then tasked with delivering their pitch. |
| 31 | | Introduction to how to evaluate your pitch performance. Depending on time, students can reflect on their own performance or on those that they have witnessed. |
| 32 | Link to wearencs.com | |