

Preparing a Presentation Plan

Learning Objectives

At the end of this presentation, participants should be able to

- Fill out and effectively use a presentation plan
- Know that a presentation plan is essential to a presentation

Materials Needed

Handout: "Presentation plan"

A Question about Planning

Ask the group, "Has anyone ever put together a plastic model? Have you done it without instruction?"

Make the point that giving a presentation without a plan is like trying to build a model without the instructions.

Ask the group, "How are you going to get information on the subject before you write down your plan?" (From things you already know, from resources like the *Boy Scout Handbook*, other Scouts, experts, etc.)

The Presentation Plan Form

Distribute copies of the "Presentation Plan Form" to each participant. Review the following information with the participants.

The first section of the form is headed "Planning Information." Cover the following points. Ask the group to define some of the headings.

- Presenter: Who is the presenter?
- Subject: What is going to be presented?
- Objectives: The presenal objectives that you want the group to understand. This is basically a note to yourself as to what you are going to teach.
- Materials: What you need to give the presentation.
- Preparation: What you must do beforehand to give an effective presentation.

The second section of the form is headed "Presentation." This contains the actual content of your presentation. Cove the following points. Ask the group to define some of the headings.

- Learning objectives: These are the objectives or goals that the group is to achieve. They are given to the group at the start of a presentation so that they have a simple guide to learning.
- Discovery: This is part of the presentation in which you find

out the level of knowledge of the group you're dealing with. It also lets the group know themselves how much they may already know about the subject being presented. This can be as simple as a question aimed directly at determining the knowledge of the group.

- **Teaching-leading:** This is the section in which you write an outline and detail the information you are planning to teach the group. Do not leave out any important information, but at the same time, don't clutter the form with too many details.
- **Application:** In this section you describe how the participants are to apply the skill. In some cases, you may have the group practice the skill right there; in others, you may just be able to give them an example or two on how and where they may apply the skill.
- **Evaluation:** This is where you check and see how much of what you taught was actually learned. This could be a few questions about the information presented or an actual demonstration by the participants of the skills learned.
- **Summary:** Briefly review the information you have just presented. Provide an overview for the benefit of the group.

Presentation Plan Form

Planning Information

Presenter _____ Subject _____

Objectives: _____

Materials: _____

Preparation: _____

Presentation

Learning Objectives: At the end of this presentation, each participant should be able to

Discovery: _____

Teaching-Learning: _____

Application: _____

Evaluation: _____

Summary: _____

Notes: _____

Remember: teaching is effective only when learning takes place!

Six Basics of Counseling

1. **Listem to him.** Really listen. Don't do anything else. Let him see you listening to him.

2. **Ask yourself, “Do I understand** what he is saying or trying to say?” If you’re not sure, keep listening. If you’re puzzled, look puzzled. He probably will try to make you understand. Listen.
3. **Do not give advice.** This may be (probably is) what he wants -- somebody to make his for him and take the burden off his back. You won’t help him, because what he needs is to make that decision. And maybe you don’t have all the facts required to make that decision. In either case, if you give advice, the problem becomes yours. Giving advice is a bad ego trip.
4. **Summarize**, if you must say something. At a likely point, you might say, “Let’s see, you said that....” Summarize what he’s said in your own words. That way you can see if you do understand, and he can see that maybe what he is saying is not what he means.
5. **Add facts**, if you have facts that you’re sure of and he doesn’t seem to have. Has he checked all his resources? Be sure you’re giving him solid information on which he can base a decision.
6. **Check alternatives.** Is he locked in on only one solution and unwilling to carry it out? Help him consider other ways to handle the problem. Suggest that there might be other ways, without suggesting that any is the way. Encourage him to think of them. This approach may relax him enough that he can change his mind-set and find a solution that satisfies him. He must find it or decide on it himself.

Five Possible Responses or Reactions

1. **Restate his words in your own words.** Ask him if your understanding is correct.
2. **Ask about his feelings in the matter.** Feelings are legitimate and very important. Get him to express them, "I guess that made you feel pretty mad, huh?"
3. **Show you are listening.** Nod sympathetically or smile encouragingly or look appropriately sober or concerned. Keep your eyes on his face; he may shoot a glance at you to see if you are still with him -- and you'd better be.
4. **Ask a question now and then** if he seems to be quieting down before he should. But don't overdo it. Wait for him to speak. Above all, don't cross-examine him or give the impression that you're about to. If you threaten him (or seem to) you may lose him. Be patient.
5. **Encourage him to go on talking.** How long should he talk? Until he has reached a decision, or until you have decided that he can't reach a decision and that you can't help him to. It might be time to pass the problem to more expert help -- it's no longer "first aid." On the other hand, maybe it's not that critical, but he does need more time than you can spare now. Set a time to talk some more. Be sure you're there.

Par 18 Evaluation

The Job

(Yes = 3; Almost = 2; No = 1)

It got done		
It got done on time		
It got done right		
Job Total		

Job + Group

The Group

(All = 3; Most = 2; Few = 1)

Helped
Pleased with effort
Eager for next job
Group Total