

UNIT FIVE

Planning, writing and presenting – Parents and children

In this unit you will address the following:

Unit Standard 12462

- Know who you are communicating with and why when you are speaking
- Use different ways to find meaning and structure in oral communication
- Show an understanding of different kinds of language use when speaking
- Use and respond to feelings, emotions and cultural and social ways of speaking
- Use and understand different acceptable customs and organization of speech

Unit Standard 119631

- Point out different ways of learning and know when to use them

Unit Standard 119636

- Write things which show that you know who are writing for and why you are writing
- Use grammar (the way words are used in sentences) to arrange or structure what you write.
- Use accepted practice for structuring what you write
- Plan your writing, do a practice, check it and correct it.



1. Giving a presentation

There may be times when you need to discuss with parents some of the things that you do in your ECD site. Perhaps there are things that the parents do not agree with or understand. For example, in unit 4 you debated using mother tongue with young children

Another way to present ideas to parents is to give a presentation.

A presentation is different from a debate. Usually one person gives a presentation about a topic to an audience. A presentation can be a lecture (spoken lesson) or it can include activities for the audience to do. You can end a presentation with questions from the audience which could turn into an informal debate.

People use presentations mostly to give information to the audience. Sometimes the presenter hopes to persuade the audience about something. Sometimes it is just to give the audience some new ideas. Sometimes it is just news about what has happened or what is being planned.

A presentation is a type of spoken text. It is like a spoken essay. Often, presenters prepare a printed handout for people to take away. So the same contents can be given as

- a spoken text, or
- a written text.

In this section you will plan and prepare a presentation for parents. You want to persuade parents that they should play with their children to help with their learning and development.

Finding information

A good place to start is to think about, and write down, what you already know about why it is important for parents to play with their children. But parents will not believe you if you just say “You should do this” or “you should do that”. You need to find some facts or evidence that will convince them. They won’t just take your word for it. Even experts and professors have to produce evidence to back up what they say.



Time needed
50 minutes

Activity 1: Finding information

Work alone

Discuss and write down your ideas about this question:

1. Why do you think it is a good idea for parents to play with their children at home?

Start building up your ideas on a mind map. If you don’t like mind maps, start building up your ideas in point form under headings and sub-headings.

2. Now look briefly at the following paragraph¹¹. Decide whether it contains information that will help you with your answer to the first question.

There is no doubt that children learn through play, just as they learn, consciously and unconsciously, from all forms of experience. In examining the nature of this learning it is important to remember, however, that for the young pre-school child there is no real distinction between play and what an adult might think of as work. Helping mother or father in the garden or in the home is a form of play to him because, like playing with toys, it is engaged in for non-serious ends. The two and three year old will enjoy making cakes with mother or father in the kitchen not because this will provide something nice to eat for tea, but because the business of mixing in the flour and adding the milk and the other ingredients is enjoyable in itself...

Make brief notes of the information that will help to persuade parents that they should play with and spend quality time with their children at home. Jot

down these notes either on your mind map or under appropriate headings and sub-heading. You do not have to use full sentences.

You have already done reading for detail in Unit 1. Remember it is important to understand things properly before you can explain them to other people. If you find that there are difficult words remember to highlight them and then ask someone, or look them up in a dictionary. You can write them in your Manual too, in the right hand margin.

Writing a handout

There are many reasons why it is a good idea to write down your presentation. One good reason is so that you can hand it out to your audience after your presentation. You can write out your full presentation in the form of an essay. It needs to have full sentences and correct grammar and punctuation so that people can read it easily.



Time needed
90 minutes

Activity 2: Writing the presentation

Work alone

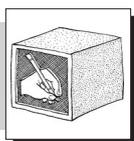
Now you are going to use the information you got from your reading to write out your presentation. Remember your topic is 'Why is it important for parents to play with their children at home?'

1. Your written presentation must be 2-3 pages long.
2. Think about the following questions when you plan your writing:
 - a. Why are you writing this presentation?
 - b. Who is your target audience?
 - c. What is the main message of your presentation?
 - d. Is there another message that you want to give?
 - e. What kind of language do you need to use?
 - f. How will you use your information to persuade the target audience?
3. Discuss your plan with another person. Ask them for feedback. Include any new ideas they give in your plan.
4. Now write your presentation out in a rough draft.
5. Edit what you have written and make any changes that you think will improve your writing.
6. Then write out your final version neatly.

Copy your notes, plan, rough draft and final version for your portfolio.

What have you learned?

Remember, this is a written handout. So you will not start it by writing "Ladies and Gentlemen...". You will not end it by saying "Thank you. Are there any questions?" The handout should be suitable for publishing in a magazine. So it



should have a title, your name, the date and where it was presented.

Giving a live presentation

You will use what you have written down to give your live presentation. Remember we said that the same presentation can be in spoken form and written form. When you give a live presentation you are speaking to your audience directly. So you need to think about how you will say what you have written down. In Unit 1 you discussed the importance of clear speech and body language. Think about what else will make a spoken presentation good.

What makes a good presentation?

- An interesting topic
- Correct information
- Explanations where necessary
- Suitable length (not too long)
- Language that is at the right level for the audience
- A clear introduction, middle and conclusion
- A lively and friendly tone
- A clear voice that everyone can hear and understand
- A good pace (not too fast, not too slow)
- Appropriate body language
- Eye contact with the audience

You can see that some of the items in the list above are about what makes your written presentation good. Other items are about what makes your spoken presentation good. There are some challenges here. Let's see what those are.



Time needed
40 minutes

Activity 3: Giving a live presentation

Work alone

What you need:

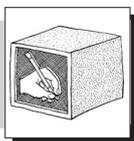
- cue cards

1. Write down all the key points from your written presentation onto cue cards. Write only the key points in point form, in large writing.
2. Practice your presentation to yourself or to a friend to make sure that you have not left anything out.
3. Discuss how the cue cards can help you to give a good spoken presentation.

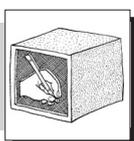


What have you learned?

You will only fit a few points on each card. These points do not need to be in full sentences. They are only reminders to you of what to say. A good presentation is not just a live reading of a written presentation. The cue cards will also allow you to look up at the audience, because you are not reading. When you use cue cards



Time needed
40 minutes



you are able to watch the body language of the audience. You know why this is important from the work you did in Unit 1.

Don't forget to put your cue cards (or copies of them) into your portfolio.

Activity 4: **Making your presentation more interesting**

Work with a partner

1. Think back to Unit 4 and Mrs Ntuli at the FMSL workshop. Why did Mrs Ntuli find that workshop useful and interesting? What did the teacher presenting the workshop do?
2. Think back to the debate on additive bilingualism. Did you only talk about facts or did you give an opinion?
3. Discuss how you can make your spoken presentation more interesting using some of these ideas.
4. Make a list of other resources you might need to do this.

What have you learned?

The main purpose of your handout and presentation was to persuade parents to work with their children at home. You need to think about your audience and make the presentation interesting to suit your audience.

Mrs Ntuli was interested that the teacher at the FMSL workshop showed parents how to work with their children using the Maths, Science and Literacy activities. Sometimes a demonstration can get an audience excited and enthusiastic. There may be a good time during the presentation to use pictures.

During the presentation you will be giving some facts but you will also give your own opinion about why it is important for parents to play with their children. You can even give examples of work you have done with children. These kinds of things do not need to be in the written handout. They are things you might add to make the spoken presentation more interesting.

Once your audience interested it is possible that they will want to ask you questions at the end of the presentation. It might be a good idea to think about some of the questions they might ask and prepare rough answers to them. These also do not need to be in the written presentation.

If you have decided to do a demonstration, for example, you will need to arrange to have the toys, and even a child, available during the presentation. Plan all your resources well in advance.

You can put pictures, questions etc in your portfolio too.



Time needed
90 minutes

Trainer's Note:

You will have to plan the time for this role play carefully. You want to give everyone a chance to practice a presentation but there may not be time to see a whole presentation. Remember the focus of this unit is to ensure that everyone can do a good oral presentation. This does not have to include the entire demonstration of the activity in the role play.

The final presentation

Before you give your presentation you need to be sure that you know what you are going to say and are feeling confident. It is always good to practice your presentation beforehand. You can do this with a friend or a colleague.

Activity 5: Giving an oral presentation

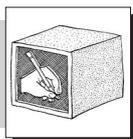
Work in small groups

Now that you have planned your presentation you are going to do a role play (act out an imaginary situation). In this role play you are going to give an oral presentation to your class or study group about why it is important to work with their children at home. Look at this checklist for a good presentation:

What makes a good presentation?	Well done	Can do better	Not well done
• An interesting topic			
• Correct information			
• Explanations where necessary			
• Suitable length (not too long)			
• Language that is at the right level for the audience			
• A clear introduction, middle and conclusion			
• A lively and friendly tone			
• A clear voice that everyone can hear and understand			
• A good pace (not too fast, not too slow)			
• Appropriate body language			
• Eye contact with the audience			

1. Read through your presentation again to yourself, using the cue cards. Pay attention to things on the checklist for a good presentation.
2. Give your presentation to a small group of colleagues or parents. You can do this in class or outside of class.
3. Use the checklist for a good presentation to evaluate yourself.
4. Ask a colleague or a parent to evaluate you using the same checklist.

Add a copy of these evaluations to your portfolio.





What have you learned?

Once you can do good presentations like this, parents will be very keen to attend your meetings.



Linking your learning with your ECD work

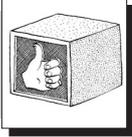
- Giving a presentation can be a very simple thing such as telling news, or telling a story. Children can show their pictures or constructions to other children, and talk about them. Little things, such as saying hello in the morning and saying goodbye in the afternoon can make a big difference to the children's language and to their confidence.
- What kind of things do you think children present to each other?
- What do you think children can learn from giving presentations?
- How can you help children to feel confident?
- How can you help children who cannot speak clearly?
- Why is it useful for children to learn to talk to a group?



Journal Reflection

Spend time thinking about what you have learned. Write down all your thoughts, ideas and questions about your learning in your journal. Use these questions to guide you:

- a. What did you learn about presentations?
- b. Write down one or two questions that you still have about presentations.
- c. How will you use what you learned about presentations in your everyday life and work?
- d. Will you change your way of working with children because of what you have learned about presentations? What will you change?



Self-assessment Checklist

Reflect on the Outcomes that were set for this unit. Use one of these icons to record how well you can do these things now. Think about what you know, what you can do and how you can use what you have learned.



Well



Quite Well



Not Well

Know who I am communicating with and why when I am speaking	
Use different ways to find meaning and structure in oral communication	
Show an understanding of different kinds of language use when speaking	
Use and respond to feelings, emotions and cultural and social ways of speaking	
Use and understand different acceptable customs and organization of speech	
Point out different ways of learning and know when to use them	
Write things which show that I know who I am writing for and why I am writing	
Use grammar (the way words are used in sentences) to arrange or structure what I write.	
Use accepted practice for structuring what I write	
Plan my writing, do a practice, check it and correct it.	