



## Learning to Learn Lesson Plan: Improving presentation skills

**Age group:** Adult learners

**Life Competency:** Learning to Learn

**Language focus:** Functional language for presentations

***Aim:** This task gets learners to work on improving their presentation skills through reflection. This task supports reflective learning, focuses on learner-generated content, develops metacognitive strategies, and develops language and speaking skills. A large focus of this task is self-evaluation.*

---

### **Pre-task:**

Learners will need to be working on a presentation. You can aim to have them present for 15 minutes each. To make this relevant to work or study, it would be good to let them choose a topic on which they are likely to speak in their everyday professional or academic lives.

### **Step 1:**

To begin, focus on the language aim of the task, which can be on functional language for presentations e.g., language for introducing your presentation; outlining what you are going to say; making the first point; closing, etc.

### **Step 2:**

Ask learners to choose at least three of the expressions from the exercise to include in their presentations. Give them a few moments to decide how they will integrate them.

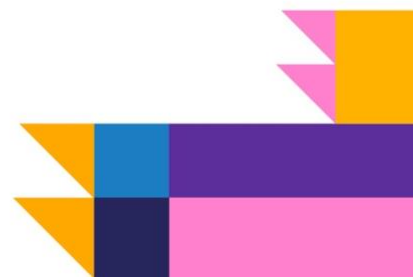
### **Step 3:**

Each learner delivers their presentation in small groups (this can be done in breakout rooms). The goal here is to practise using the new language learned and to gain experience of presenting online.

### **Step 4:**

Reflection is a key part of this exercise. After having presented, learners take time to identify what went well and what did not. This can be challenging, so a reflection checklist can help. You could ask them to think about the following:

1. Did I have a main argument?
2. How good were my introduction and conclusion?
3. Did I have enough quality information?
4. Did my presentation consider multiple perspectives?
5. Was the delivery appropriately formal?
6. Could I effectively answer questions?





7. Did I use presentational language well? Could this have been better?

**Step 5:**

The learners use their answers to these questions to make a personal development plan. If the learners have a portfolio space on a virtual learning environment, it would be good to post this there. Otherwise, this could be posted on a forum with others responding to it. As learners do further presentations, they can revisit their personal development plan.

---

For support whilst teaching this lesson, refer to either the [Adult Learners](#) or [Learning to Learn](#) booklet, from the [Cambridge Life Competencies Framework](#).