**Titre de l'atelier:** Strategies for Presenting Effective and Engaging Workshops

**Ressources de l'atelier:**

* PowerPoint Presentation, index cards, extra pens
* Handouts: Evaluation Form, Qualities of Effective Workshops and Presenters
* Handout: Identifying Skills in a Job Description, RIASEC descriptions, Enjoyable Activities
* Handout: Teaching Methods/Tools and Techniques, Brainstorming Activity
* Handout: Workshop Presentation Practice
* Video camera with tripod, computer for PowerPoint and access to Linkedin, flipchart/markers/eraser

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| ***OBJECTIFS D’APPRENTISSAGE:*** At the end of this workshop, participants will:* Understand the components of effective workshops and qualities of effective presenters/group leaders
* Gain strategies for designing and delivering effective workshops
* Understand different learning styles and be able to apply different teaching techniques
* Understand techniques for facilitating and managing groups
* Gain practice in delivering a workshop

***Durée approximative de l'atelier: Day 1:*** *6 Hour 0 minutes* ***Day 2:***  |
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|  **Plan d'apprentissage de l'atelier** |
| ***Type d'activité*** | ***Durée*** | ***Description de l'activité et notes*** | ***Ressources*** |
| Lecture/ Introduction | 15 mins | **DAY 1****Welcome and introductions****Explain**: Presenting career workshops is one of the main responsibilities of a career advisor. In your work, you will be presenting workshops on a number of topics, i.e. writing CVs, interviewing skills, job search strategies, etc. Presenting workshops is a skill: the more you do it, the better you get at it. **PPT 2: Review Learning Objectives****Explain:** As you present this workshop, ask participants to observe how you present. You are modeling how to do a workshop. **Ask them** to give you cultural feedback. **Ask them** if information is relevant in Morocco and if the activities would work there. | **PPT 2** |
| DiscussionActivity/DiscussionLecture/ Discussion | 15 mins15 mins30 minsShort break | **WORKSHOP PRESENTATION****PPT 3 Ask**: What are your **greatest fears/concerns** about presenting workshops? **Call on** people to hear their answers. **Explain** that their fears/concerns are normal and that you will try to address them (if you can) in the workshop.**Ask:** What do you think is the **#1 fear** of most people? The correct answer is **public speaking**!**Explain**: Asking people about their fears/concerns at the beginning of a workshop helps the presenter know what the participants need. It also allows the participants to know that their needs will be addressed.**EXERCISE: Explain instructions**: **Qualities of Effective Workshops and Presenters** (**Pass out handout**)Give them a couple of minutes to write down their thoughts. Then discuss what they wrote in large group format.**PPT 4: Components of Effective Workshops** **Explain** the various components of effective workshops. (Read PowerPoint)**Emphasize** that a workshop should be practical and engaging!**Ask** them if there's anything else they would like to add to the list.**PP 5: Components of Effective Presenters** **Explain** the various qualities of effective presenters. (Read PowerPoint)**Ask** them if there's anything else they would like to add to the list.**Explain** the various ways that you need to use verbal, listening, writing, and non-verbal skills**PP 6: Learning Styles****Explain** that when presenters design and present workshops, they need to take into consideration that people learn in different ways. There's no right or wrong way, or best way. **Explain** the different styles of learning.**Ask:** What is your preferred learning style(s)? **Emphasize:** When you present, it's important to use a variety of teaching methods and activities to address the different learning styles.**Ask:** Any questions? | **PPT 3-6****PPT 3**Handout: **Qualities of Effective Workshops and Presenters****PPT 4** **PPT 5****PPT 6** |
| Lecture/ DiscussionLecture/DiscussionLecture/ActivitiesDiscussionLecture/DiscussionPair ActivityLectureIndividual ActivityLecture/DemonstrationDiscussion/ActivityDiscussion/ActivityDiscussion/Activity | 15 mins15 mins45 mins**Break for lunch**5 mins15 mins30 mins5 mins15 minsShort break30 mins15 mins15 mins15 minsShort break | **METHODS OF INSTRUCTION****PPT 7:** Methods of Instruction: **Brief Presentation or Mini-Lecture****Explain:** Presenters use various methods of instruction.**Pass out Handout:** **Teaching Methods/Tools and Techniques****Explain** first method: **short presentation**. This method is **visual/auditory**.**Ask**: How common is this method in Morocco? Do they have any questions about this method?**PP 8:** Methods of Instruction: **Organizing Participants: Large Group Discussion****Explain:** There are different ways to organize workshop participants. The first way is to have a large group discussion, which is auditory and experiential. **Explain** advantages and disadvantages of this method.**Explain** that in a large group discussion, the presenter often asks a question to the whole group to generate discussion.**Explain** that you've been using this technique with them in this workshop.**PP 9: Methods of Instructions: Organizing Participants: Large Group Activity****Explain:** When you have a large group, there are many different activities a presenter can do that are experiential. Here are 4 activities that you can use with students in career workshops:* **EXERCISE: Explain and demonstrate: Values Line (**useful for helping students clarify values)
* **EXERCISE: Explain and demonstrate: Career Interest Game** (useful for helping students explore interests) **Hand out**: **RIASEC descriptions**
* **EXERCISE: Explain and demonstrate: Speed Networking** (useful for helping students practice their Elevator Pitch)
* **EXERCISE: Explain and demonstrate: Demonstrations** (useful for helping students learn non-verbal skills such as handshakes, interview posture)

**Ask : Do you have any questions about this morning’s material ?****PP 10: Methods of Instructions: Organizing Participants: Small group discussion/activities****Explain:** Another way to organize participants is in **small groups to discuss a topic or do an activity**.* A small group is usually 2-3 or 3-4 people
* Groups can be formed for **experiential, auditory and/or visual** activities.
* Explain **benefits** listed on PowerPoint slide.

**Explain:** A small group activity that you can use with students is called **Brainstorming,** a technique for generating ideas. Tell them you will review and demonstrate this technique later in the workshop.**Ask them** if they can think of any other career topics for small groups to discuss, or an activity for a small group.**PP 11: Methods of Instructions: Organizing Participants: Pairs****Explain:** Another way to organize participants is in **pairs** for discussion and activities. * Pairs can do experiential, auditory and/or visual activities.
* Explain benefits.
* Give an example (i.e. sharing skills and accomplishments can be done in pairs as well as practicing elevator pitches).

**EXERCISE: Explain** and **hand out** an activity for pairs**: Enjoyable Activities**This activity can be used with a student to help them identify their skills.**Ask:** How did that go? **PP 12: Methods of Instruction: Organizing Participants: Individual Exercise/Reading****Explain:** Asking participants to do an individual activity, such as reading or an exercise, is another way method of instruction. The activity can be **visual or experiential**.**Explain** benefits and give some examples.**EXERCISE: Explain Activity: Identifying Skills in Job Description (pass out Handout)**. This is a good activity to do in a job search or CV workshop with students.**PP 13: Methods of Instruction: Roleplay****Explain**: Use of **Roleplay** and talk about **mock interviews**.**Ask**: Has anyone ever done a mock interview? **Explain:** Mock interviews are extremely useful for practicing interview questions. They can be done with 2-3 people (one applicant, one employer, and one observer)**PP 14: Methods of Instruction: Websites****Explain:** Benefits of using **websites**. Good for visual learners. **EXERCISE: Demonstrate:** Using the website **LinkedIn** for networking, researching companies, joining groups, etc.**PP 15: Methods of Instruction: YouTube Videos, DVDs****Explain**: Use of **YouTube videos, DVD's**. Good for visual and auditory learners.There are numerous videos on interviewing, elevator pitches, using LinkedIn, etc. Any topic you want can be found on YouTube.**Ask:** How many of you have learned from a YouTube video? **PP 16: Methods of Instruction: Brainstorming****Explain: Brainstorming** is a fun **Experiential** activity that is useful for generating ideas. It can be done in pairs, small or large groups.**EXERCISE: Brainstorming (pass out handout)**This exercise can be used with in student advising sesssions to generate career ideas.**PP 17: Methods of Instruction: Demonstrations****Explain: Demonstration** is another **Experiential** activity. It is useful for demonstrating non-verbal behavior, such as handshakes, posture, etc.**EXERCISE:** **Demonstrate** correct interview posture**PP 18: Methods of Instruction: True/False Questions****Explain**: **True/False questions (auditory, experiential)** are a fun way to test participants' knowledge on a topic.**ASK**: **True or False?** The purpose of a CV is to get you a job? (The answer is false: the purpose of a CV is to get you an interview). This also is a good way to introduce a topic and talk about it by discussing the correct or incorrect answer.**EXERCISE: Ask them to** pick a career topic (i.e. CVs) and get into a small group to **design some True/False questions.**  | **PPT 7-18****PPT 7**Handout: **Teaching Methods/Tools and Techniques****PPT 8****PPT 9**Handout: **RIASEC descriptions****PPT 10****PPT 11**Handout: **Enjoyable Activities****PPT 12**Handout: **Identifying Skills in Job Description****PPT 13****PPT 14****PPT 15****PPT 16**Handout**: Brainstorming Activity****PPT 17****PPT 18** |
| Discussion/Activity | 30 mins | **GROUP FACILITATION****PP 19: Tools and Techniques****Explain** the use of Helping Skills and how to use these in delivering workshops. **Explain** the importance of monitoring group dynamics and walking around the room to observe and listen to participants to make sure they are doing what you asked. **PP 20: Explain: Common Challenges****Explain** that presenters sometimes have participants that present problems for the group. * **Monopolizers** try to monopolize the conversation and make it hard for other people to get a chance to speak.
* There are also people who ask **too many questions**. In this case, **ask** the participant to save their questions for the end of the workshop and **explain** that some of their questions might get answered during the workshop.

**Discuss** some of the other challenges and **ask** how they would handle them.**Emphasize** the importance of arriving at your workshop **early** to make sure your technology works and that the room is set up correctly. | **PPT 19-20****PPT 19****PPT 20** |
| Lecture/Discussion | 10 mins | **PP 21: Evaluation Form****Explain:** Benefits of evaluation forms.  | **PPT 21**Handout**:****Evaluation Form** |
| ConclusionLecture/Discussion | 20 mins | **CONCLUSION OF DAY 1****PP 22: Final Tips*** **Emphasize** the importance or reviewing your notes in advance and practicing.
* **Remind** them of the importance of engaging with participants and making the workshop interactive.
* **Tell them** that the next day, they will be practicing presenting a workshop.

**Ask:** Any questions?(Ask Fatima if she wants you to discuss information on logistics and designing workshops.) | **PPT 22** |
| DiscussionActivity | 15 mins45 minutes per participantTotal time depends on number of participants | **(DAY 2)****WORKSHOP PRESENTATION PRACTICE****Review** what you did in Day 1.**Ask** them if they have any questions.**Explain** Day 2:* Participants will practice their workshop presentation skills.
* They will choose a 15-minute segment of a career workshop and present it to the group.
* The presentation must include at least one activity.
* The presentation will be videotaped. After the presentation, the group will watch the video and offer feedback.

Time: 15 minutes for the presentation, 15 minutes to watch the video, 15 minutes for feedback.Total: 45 minutes per participantThere will be time for: Questions and answers |  |