**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** |
| Discussion  Activity/  Discussion  Lecture/ Discussion | 15 mins  15 mins  30 mins  Short 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/ Discussion  Lecture/  Discussion  Lecture/  Activities  Discussion  Lecture/  Discussion  Pair Activity  Lecture  Individual Activity  Lecture/  Demonstration  Discussion/  Activity  Discussion/  Activity  Discussion/  Activity | 15 mins  15 mins  45 mins  **Break for lunch**  5 mins  15 mins  30 mins  5 mins  15 mins  Short break  30 mins  15 mins  15 mins  15 mins  Short 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** |
| Conclusion  Lecture/  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** |
| Discussion  Activity | 15 mins  45 minutes per participant  Total 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 participant  There will be time for:  Questions and answers |  |