

Case Presentation Description

English for Social Educators II

Objectives

To be able to present some advice to social educators about instigating change and persuasion.

Submission type

Students are to present their advice either recorded before or in the fifth session live class.

Grade

Out of 100.

20% of the overall course grade.

(see assessment criteria below)

Instructions

The outcome or presentation will be advice to a fellow social educator about one of the people in your case story (persuading that case story person to change their behaviour OR persuading an authority to safeguard a child or adult).

Here's a suggested step-by-step:

1) Think about your case story and either:

A) choose the one person who would have the most influence on improving the situation (if that person changed their behaviour) and decide upon one behaviour change that you think is the most important or influential change, OR

B) choose the person/people at risk in your case and describe how they are at risk along with how to persuade the authority of the safeguarding required.

2) Read, listen and do the activities from the materials about **safeguarding, changing behaviour and persuasive language** and write notes for your presentation.

3) What organisations might help for your case? These can be Czech websites, but explain their purpose and how it would help your people (in spoken English).

4) Study **creating a good presentation** with signposts and linking words from the materials.

5) Create your presentation with:

1. an introduction (introducing the topic and listing what you are going to talk about),
2. a body (with all the meat) and

3. a conclusion (summarising the important parts and wrapping up/final thoughts).

If you create a PPT or slideshow, there should be keywords and pictures only (no sentences, certainly no paragraphs). For each slide, think about the phrase "less is more" (e.g. Can you use 3 slides instead of 1 slide that is too busy?). The rest of the "words" are spoken by you, but remember there should NOT be reading to us, **speak to us from shorter notes or a mind map**.

The listener/audience are fellow social educators.

For example: Imagine you might be handing over your case to another social educator or you might be presenting this case at a social educators' conference. You can make up the reason for your presentation.

The **introduction** should include:

- A short introduction to your case (just the most important parts, keeping it very short as there's a lot to talk about)
- A listing of the things you will talk about
- The main point of making/doing the whole presentation (With this presentation, I hope to inform/educate/discuss/hear your thoughts about/give alternatives to/...) You can make up the purpose of your presentation as you like or imagine it.

The **body** should include:

- The one person and one behaviour change that would have the most impact (justify why you think this).
 - What you think is the best approach to changing the behaviour of this person (justify why)
- OR the safeguarding needed for one or more of the people.
 - What are the risks?
 - How could you or who could ensure safety (and roughly how)?
- What you think would be the best way to persuade the person to change or an organisation/authority to offer safeguarding
- Which organisations could help and in what way would they help?

The **conclusion** and final recommendation should include:

- A summary of the most important parts of your recommended approach (for this case)
- A summary of why you think this is the best approach
- Any final word to leave the audience with (what do you want them to remember most?)

5) Practise your presentation (WITHOUT READING IT). You are allowed to have notes such as keywords and signposts (but no sentences so that you don't read it).

Your presentation should be talking TO US as in eye contact with us or looking at the camera (only sometimes checking your notes or the slide).

6) Present during the fifth session (or record your face and the screen if absent)

NOTE: If you know you can't come to the fifth session, you will need to record your presentation and add the video into this assignment. Have a look at the fourth session page for ideas on recording your presentation.

Assessment Criteria

<p>Clear Argument With Personal Opinions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clear ability to develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. <input type="checkbox"/> Clear ability to make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.
<p>Clear And Detailed Presentation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clear ability to give clear, detailed descriptions and presentations, expanding and supporting ideas with subsidiary points and relevant examples.
<p>Fluency And Intelligibility</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Has a clear, natural, pronunciation and intonation. <input type="checkbox"/> Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.
<p>Range And Accuracy (Vocabulary and Grammar at B2 Level)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. <input type="checkbox"/> Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation. <input type="checkbox"/> Vocabulary accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. <input type="checkbox"/> Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.