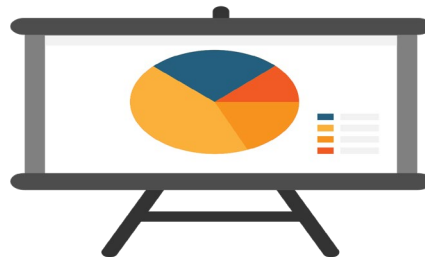


Activity 4: Look Here

Activity aim:	Visual aids can enhance a presentation, but only if they are used appropriately. This activity helps learners to think about what is helpful and what is not.
Time:	15 - 20 minutes
Delivery:	<p>This activity starts as a whole group activity, but it can then be followed up with small-group practice. There are four sections of the talk: 1) audio only; 2) audio + face; 3) audio + face + visuals; and 4) audio + image overload – you may not want to use them all. Below are the delivery steps:</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to listen to someone giving a talk. Start by playing the audio-only section (part 1). It lasts about 3 minutes. 2. At the end of this section, pause the video and check how the learners are doing. Ask them if there is anything that might help them to concentrate better, or to enjoy the talk more. Try to elicit that seeing the person talking would be helpful, or the use of visual aids would be better. 3. Start the video again, showing the second section of the talk (part 2, with the face of the speaker). Again, at the end, check with the learners if they found it easier to follow / concentrate / remember what was said. Is there anything else that they might suggest to help them understand the talk? Try to elicit the use of images / maps etc. 4. Start the video again, showing the third section of the talk (part 3, with the visual aids). At the end, check how the learners felt about that part. Ask them if they can remember any phrases that were used to draw attention to the visual aids. Make a list on the board of phrases used, and any others that could be used (e.g. 'If you look at this map...' 'Here, we can see...'). 5. After this initial demonstration and discussion, learners may like to do their own presentations, either for the whole class or a small group, to practise using the expressions and get feedback on their use of visual aids.



Differentiation:

- Some groups may want to watch the talk again to collect the relevant phrases.
- Learners working at a higher level may like to watch the fourth section of the talk and discuss how visual aids can be unhelpful, too.
- If you are working with learners with a visual impairment, you could discuss whether visual aids help them at all, and how much more detail speakers may need to add to make them useful.