**Theme three: Health and Welfare**

**Topic 1: Oral presentation skills**

**Preparing and delivering individual and group presentations drawn from different fields and from current issues such as HIV/AIDS, Gender; development, environment, etc**.…).

**Activity 1.** Open this link and listen to the talk about environment to prepare the report presentation

Link : <https://youtu.be/6VSFpMcjbP4>

**Activity 2: Read the passage below and answer the questions that follow:**

Healthcare costs all over the world are rising due the rise in modern diseases which are a product of unhealthy lifestyles. These lifestyles include poor diet, smoking and lack of exercise. While many people do not need to use medical services, there are others who constantly need medication due to their unhealthy daily lives. In my view people who are responsible for their own illness should have to contribute towards the cost of their medical treatment.

First of all, it is important to highlight the fact that ignorance is not an excuse. Information about health and fitness is widely available so everyone should know that smoking and eating fast food are not only bad for our health, but can cause serious diseases. Furthermore, there is a wide range of help services which people can consult for advice on improving their health from doctors to sports trainers and dieticians. People who continue to live unhealthy lifestyles despite advice from doctors or medical professional should not receive free or reduced cost medical services.

Secondly, it is clear that certain types of treatment are very expensive and some diseases can be prevented by adopting a healthy lifestyle. If people who are obese require treatment, they are taking money away from another patient, whose operation or treatment may be costly, but necessary. Therefore it could be a good solution to make people pay some money towards the cost of their treatment. If their health improved, this payment could be reduced.

In conclusion, making people contribute towards the cost of medical treatment for self-inflicted diseases could help reduce this type of disease and make more money available for other people.

**Questions**:

1. What are the possible causes of the increase of health care costs in the world?
2. Do you think people have good lifestyles? If yes/no explain why and tell those activities that people do which are bad for their heath?
3. Why should people be responsible for their wellbeing?
4. From the passage point of view, do you agree that prevention is better than cure? With reference to the passage, write a short composition of 2 paragraphs, explaining your statement.

PRESENTATION

### The importance of presentation in the communication process

The ability to communicate is the most important goal that communicative language teaching aims to reach. It is to be able to operate effectively in the real world (Hedge, 2000). Students need a lot of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions. With globalization graduates need to be proficient in oral communication skills in order to function effectively in the professional setting (Živković & Stojković, 2011). Generally, effective oral communication is essential for success and promotion in business (Murphy and Hildebrand, 1997).

For successful oral communication, students need a thorough in-depth instruction and practice. The best practice is to give oral presentations. Oral presentation skills are essential for employability and true academic study as they lead students to enter into debate and sustained reasoning (Morley, 2006). They enable students to participate fully in their learning, demonstrate their ability to communicate, and help them develop competencies in an area of their future working places. They demonstrate one of the most successful ways to get the student’s attention, encourage curiosity, and create challenges (Hutchinson and Waters, 1987).

The study of presentation techniques is a chance for students to gain insight into knowledge and skills that make a good lecturer, which often turns to become their vocation. The mastery of the subject topic and the good will to interact with others will allow them to actually enjoy sharing their knowledge in a constructive way both for their audience and themselves with structured planning and organization. Teaching principles of oral presentations at university level is an especially relevant curriculum segment and is done with the ultimate purpose of better communicating professional knowledge to other professionals and to non specialists (Živković & Stojković, 2013).

Every professional is involved in some aspects of communication which usually involve gathering, analyzing, and distributing scientific and/or technical information efficiently and accurately for specific audiences.

Teaching students to design effective presentations implies developing their insightful and well-trained thinking strategies that can produce clarity in communication without oversimplifying scientific or vocational issues.

The results are substantive, which means improving the quality of presentation actually improves the quality of thought, and vice versa. Students can gain knowledge not only from the research they and other students perform, but also by observing the other presenters' strengths and weaknesses to develop better communication and presentation skills” (Girard & Trapp, 2011). According to Girard & Trapp (2011) the potential benefits of students’ oral presentations include: greater class interaction and participation, increased interest in learning, new perspectives not covered otherwise, improvement in communication and presentation skills.

Oral presentations represent an opportunity for developing real-world communications as well as leadership skills (King, 2002). Among the many advantages of designing oral presentations for students are (King, 2002): bridging the gap between language study and language use; using the four language skills in a naturally integrated way; helping students to collect, inquire, organize and construct information; enhancing team work; helping students become active and autonomous learners. Students are involved in their own learning process as active participants; they are engaged in real-world experience, and they build creative and critical thinking and problem-solving skills as important characteristics for success in the 21st century. The final goal is to help students maximize their potential, both personally and professionally.

### Purpose of a presentation

According to Morley (2006), oral presentations have the same three basic purposes that written documents have: to inform, to persuade, and to build goodwill.

1. **Informative presentations**

These presentations inform or teach the audience. Trainings in an organization are primarily informative. Secondary purposes may be to persuade new employees to follow organizational procedures, rather than doing something their own way, and to help them appreciate the organizational culture.

1. **Persuasive presentations**

These presentations motivate the audience to act or to believe. Giving information and evidence is an important means of persuasion. In addition, the speaker must build goodwill by appearing to be credible and sympathetic to the audience’s needs. The goal in many presentations is a favorable vote or decision. For example, speakers making business presentations may try to persuade the audience to approve their proposals, to adopt their ideas, or to buy their products. Sometimes the goal is to change behavior or attitude or to reinforce existing attitudes. For example, a speaker at a meeting of factory workers may stress the importance of following safety procedures. A speaker at a church meeting may talk about the problem of homeless in the community and try to build support for community shelters for the homeless.

1. **Goodwill presentations**

These entertain and validate the audience. In the after-dinner speech, the audience wants to be entertained. Presentations at sales meetings may be designed to stroke the audience’s egos and to validate their commitment to organizational goals.

Make your purpose as specific as possible.

**Weak:** The purpose of my presentation is to discuss saving for retirement.

**Better:** The purpose of my presentation is to persuade my audience to put their funds in stocks and bonds, not in money market accounts.

**OR:** The purpose of my presentation is to explain how to calculate how much money someone needs to save in order to maintain a specific lifestyle after retirement.

Factors to consider in the preparation of a presentation

Anyone can give a speech, but not everyone can give an effective speech. To give an effective speech there are 6 factors you should consider:

1. **Be Prepared** - Being prepared is by far the most important element. How many times do you practice your speech? As a general rule, you should spend about 30 hours of preparation and rehearsal time for every hour you will be speaking. Use a tape recorder or videotape yourself. This will help you to get an accurate picture of how you speak.
2. **Give of Yourself** - Use personal examples and stories in your speech whenever possible. Make sure your stories help to emphasize or support your point. The stories must match your message. Use examples from your personal and professional life to make your point.
3. **Stay Relaxed** - To stay relaxed you should be prepared. Also, focus on your message and not the audience. Use gestures, including walking patterns. Practice the opening of your speech and plan exactly how you will say it. The audience will judge you in the first 30 seconds they see you.
4. **Use Natural Humor** - Don't try to be a standup comedian. Use natural humor by poking fun at yourself and something you said or did. Be sure NOT to make fun of anyone in the audience. People will laugh with you when you poke fun at yourself but don't overdo it.

<https://youtu.be/DRiV4KZBoIY(Click> on this link to get the example of how to create a sense of humor)

1. **Plan Your Body & Hand Positions** - During the practice of your speech look for occasions where you can use a gesture. Establish three positions where you will stand and practice not only how to move to them but where in your speech you move. Pick three positions, one on center stage, one to your right, and one to your left. Do not hide behind the lectern. When you do move maintain eye contact with the audience.
2. **Pay attention to all details** - Make sure you have the right location (school, hotel, room & time). Make sure you know how to get to where you are speaking. Ask how large an audience you will be speaking to. Make sure you bring all your visual aids and plenty of handouts. Arrive early so you can check out where you will be speaking and make any last minute adjustments.

Preparing a presentation

The material of your presentation should be concise, to the point and tell an interesting story. In addition to the obvious things like content and visual aids, the following are just as important as the audience will be subconsciously taking them in:

1. **Your voice** - *how* you say it is as important as *what* you say
2. **Body language** - your body movements express what your attitudes and thoughts *really* are.
3. **Appearance** - first impressions influence the audience's attitudes to you. Dress appropriately for the occasion.
4. **Preparation**

Prepare the structure of the talk carefully and logically, just as you would for a written report. What are:

* the objectives of the talk?
* the main points you want to make?

Make a list of these two things as your starting point.

Write out the presentation in rough, just like a first draft of a written report. Review the draft. You will find things that are irrelevant or superfluous - delete them. Check whether the story is consistent and flows smoothly. If there are things you cannot easily express, possibly because of doubt about your understanding, it is better to leave them unsaid.

**Never** read from a script. It is also unwise to have the talk written out in detail as a prompt sheet - the chances are you will not locate the thing you want to say amongst all the other text. You should know most of what you want to say - if you don't then you should not be giving the talk! So prepare ***cue cards*** which have key words and phrases (and possibly sketches) on them. Postcards are ideal for this. **Don't forget to number the cards** in case you drop them.

Remember to mark on your cards the visual aids that go with them so that the right OHP or slide is shown at the right time

Rehearse your presentation - to yourself at first and then in front of some colleagues. The initial rehearsal should consider how the words and the sequence of visual aids go together and how you will use them effectively.

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|  | **Making the presentation**  Greet the audience (for example, 'Good morning, ladies and gentlemen'), and tell them who you are. Good presentations then follow this formula:  tell the audience what you are going to tell them,  then tell them at the end tell them what you have told them.  Keep to the time allowed. If you can, keep it short. It's better to under-run than over-run. As a rule of thumb, allow 2 minutes for each *general* overhead transparency or PowerPoint slide you use, but longer for any that you want to use for developing specific points.  35mm slides are generally used more sparingly and stay on the screen longer. However, the audience will get bored with something on the screen for more than 5 minutes, especially if you are not actively talking about it. So switch the display off, or replace the slide with some form of 'wallpaper' such as a company logo.  Stick to the plan for the presentation, don't be tempted to digress - you will eat up time and could end up in a dead-end with no escape!  Unless explicitly told not to, leave time for discussion - 5 minutes is sufficient to allow clarification of points. The session chairman may extend this if the questioning becomes interesting.  At the end of your presentation ask if there are any questions - avoid being terse when you do this as the audience may find it intimidating*.* If questions are slow in coming, you can start things off by asking a question to the audience - so have one prepared.  **f. Delivery**  While delivering an oral presentation, the following tips should be considered:  - Speak clearly. Don't shout or whisper - judge the acoustics of the room.  - Don't rush, or talk deliberately slowly. Be natural - although not conversational.  - Deliberately pause at key points - this has the effect of emphasizing the importance of a particular point you are making.  - Avoid jokes - always disastrous unless you are a natural expert  - To make the presentation interesting, change your delivery, avoid monotony, eg: speed, pitch of voice.  - Use your hands to emphasize points but don't indulge in too much hand waving. People can, over time, develop irritating habits. Ask colleagues occasionally what they think of your style.  - Look at the audience as much as possible, but don't fix on an individual - it can be intimidating. ------ Pitch your presentation towards the back of the audience, especially in larger rooms.  - Don't face the display screen behind you and talk to it. Other annoying habits include standing in a position where you obscure the screen. In fact, positively check for anyone in the audience who may be disadvantaged and try to accommodate them.  -Avoid moving about too much. Pacing up and down can unnerve the audience, although some animation is desirable.  -Keep an eye on the **audience's** body language. Know when to stop and also when to cut out a piece of the presentation. <https://youtu.be/ZK3jSXYBNak>(4 essential body language tips from a world champion public speaker/Presenter) **g. Visual Aids**  Visual aids significantly improve the interest of a presentation. However, they must be relevant to what you want to say. A careless design or use of a slide can simply get in the way of the presentation. What you use depends on the type of talk you are giving.  **ACTIVITY:**  **Choose one topic from the given topics and make a presentation on it**  1. People who cause their own illnesses through unhealthy lifestyles and poor diets should have to pay more for health care. To what extent do you agree or disagree with this opinion?  2. People who smoke should not have the right to free medical care from the state.  3. Pregnant women should stop studying until their children are two.  4. People who have sex with other partners rather than theirs should be sent to prison. |

Coping with nervous tension

Actually, most people tend to be anxious about doing anything important in public. Actors are nervous before a play; politicians are nervous before a campaign speech; athletes are nervous before a big game. Much the same thing happens in speechmaking. Surveys show that 76 percent of experienced speakers have stage fright before taking the floor. In other words, it is perfectly normal to be nervous at the start of the speech. The question is: how can you control your nervousness? Here are some tips for dealing with nervousness.

1. **Think positively**

Visualize yourself giving a strong, effective speech. Confidence is mostly the well-known power of positive thinking. If you think you can do it, you usually can do it.

1. **Be at your best physically and mentally**

It is not a good idea to stay up late the night before your speech. A good night’s sleep will serve you better.

1. **Concentrate on communicating with your audience rather than on worrying about your nervousness.**

If you get caught up in your speech, your audience will too.

1. **Take a couple of deep breaths before you start to speak.** It really does help to get a healthy dose of oxygen into your system.
2. **Work especially hard on your introduction**

The butterflies in your stomach will be most active at the start of a speech. A good introduction will help calm them down and build your confidence for the rest of your speech.

1. **Make eye contact with members of your audience.** Remember they are individual people, not a blur of faces. And they are your friends.
2. **Use visual aids**

Visual aids like objects, photographs, drawings, graphs, charts, videotapes create interest, draw attention away from you, and make you feel less self-conscious.

**Note**

Over the years thousands of students have developed speechmaking abilities. As your confidence grows, you will be better able to stand before other people and tell them what you think and feel and know – and to make them think and feel and know the same things. And as you become more confident, you will likely become more confident in other areas of your life as well.

### Non-verbal aspects determining the success of a speech

Nonverbal communication is usually understood as the process of [communication](http://en.wikipedia.org/wiki/Communication) through sending and receiving wordless (mostly [visual](http://en.wikipedia.org/wiki/Visual)) cues between people. Messages can be communicated through [gestures](http://en.wikipedia.org/wiki/Gesture) and touch, by [body language](http://en.wikipedia.org/wiki/Body_language) or posture, by [facial expression](http://en.wikipedia.org/wiki/Facial_expression) and [eye contact](http://en.wikipedia.org/wiki/Eye_contact). Speech contains nonverbal elements known as [paralanguage](http://en.wikipedia.org/wiki/Paralanguage), including [voice quality](http://en.wikipedia.org/wiki/Voice_quality), rate, pitch, [volume](http://en.wikipedia.org/wiki/Volume), and speaking style, as well [prosodic](http://en.wikipedia.org/wiki/Prosodic) features such as [rhythm](http://en.wikipedia.org/wiki/Rhythm), [intonation](http://en.wikipedia.org/wiki/Intonation_%28linguistics%29), and [stress](http://en.wikipedia.org/wiki/Stress_%28linguistics%29).

Likewise, written texts have nonverbal elements such as handwriting style, spatial arrangement of words, or the physical layout of a page. However, much of the study of nonverbal communication has focused on face-to-face interaction, where it can be classified into three principal areas: [environmental](http://en.wikipedia.org/wiki/Social_environment) conditions where communication takes place, physical characteristics of the communicators, and behaviors of communicators during interaction.

**Functions of nonverbal communication**

Argyle (1970) put forward the hypothesis that whereas spoken language is normally used for communicating information about events external to the speakers, non-verbal codes are used to establish and maintain interpersonal relationships. It is considered more polite or nicer to communicate attitudes towards others non-verbally rather than verbally, for instance in order to avoid embarrassing situations.

Argyle (1988) concluded there are five primary functions of nonverbal bodily behavior in human communication:

* Expressing interpersonal attitudes
* Accompanying speech in managing the cues of interaction between speakers and listeners
* Self-presentation of one’s personality
* Rituals (greetings)
* Expressing emotions

In regards to expressing interpersonal attitudes, humans communicate interpersonal closeness through a series of nonverbal actions known as immediacy behaviors. Examples of immediacy behaviors are smiling, touching, open body positions, and eye contact. Cultures that display these immediacy behaviors are considered high-contact cultures.

**Interaction of verbal and nonverbal communication**

When communicating, nonverbal messages can interact with verbal messages in six ways: repeating, conflicting, complementing, substituting, regulating and accenting/moderating. Conflicting Verbal and nonverbal messages within the same interaction can sometimes send opposing or conflicting messages. A person verbally expressing a statement of truth while simultaneously fidgeting or avoiding eye contact may convey a mixed message to the receiver in the interaction. Conflicting messages may occur for a variety of reasons often stemming from feelings of uncertainty, ambivalence, or frustration. When mixed messages occur, nonverbal communication becomes the primary tool people use to attain additional information to clarify the situation; great attention is placed on bodily movements and positioning when people perceive mixed messages during interactions

**Complementing**

Accurate interpretation of messages is made easier when nonverbal and verbal communication complements each other. Nonverbal cues can be used to elaborate on verbal messages to reinforce the information sent when trying to achieve communicative goals; messages have been shown to be remembered better when nonverbal signals affirm the verbal exchange.

**Substituting**

Nonverbal behavior is sometimes used as the sole channel for communication of a message. People learn to identify facial expressions, body movements, and body positioning as corresponding with specific feelings and intentions. Nonverbal signals can be used without [verbal communication](http://en.wikipedia.org/wiki/Verbal_communication)to convey messages; when nonverbal behavior does not effectively communicate a message; verbal methods are used to enhance understanding.

Debates

ACTIVITY: OPEN AND OBSERVE THIS DEBATE MODEL TO PREPARE YOUR DEBATE : <https://youtu.be/2Iizm3IQXV8>

<https://youtu.be/a7U99KApOls> (HOW TO DEBATE)

<https://youtu.be/kezvnxqs3sw>( THE DEBATE STRUCTURE)

<https://youtu.be/6CNI1kwJTcQ>( REBUTTALS )

<https://youtu.be/-VVFwNo_29I> ( HOW TO DEBATE)

<https://youtu.be/q7K6afyyopk> (HOW TO DISAGREE IN DEBATE)