

**English Online** 

#### ProfessionalSkills

If you have a difficult audience

Theme: Winning Presentations

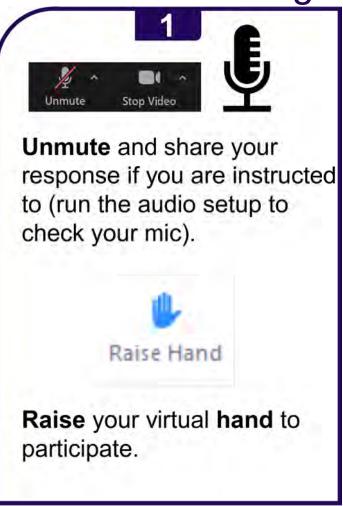


# Before we start, please make sure...

- √ your name on Zoom is clear (use Latin letters)
- √ your camera is on and mic is off (unmute when needed)
- √ you are in a quiet area that helps you focus
- ✓ you have a notebook or a note app ready to notes

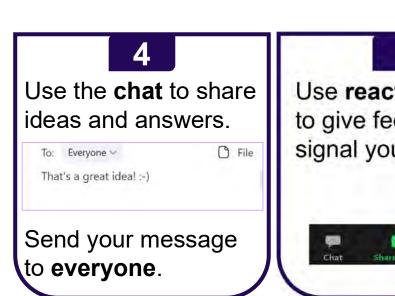


# Virtual learning tools





Follow instructions and use specific **annotation tools** from the dropdown menus.



# How does it work?



You need to complete all three parts to get the most out of your course.

Prepare before class



Live class + After-class speaking session (optional)



Practise after class

# After-class speaking session

Stay back after class for 5 or 10 minutes to talk to your classmates from around the world.

#### This extra speaking practice will help you...

- improve your conversation skills
- practise using language learnt in class
- support and help your fellow students
- practise using English in a natural context
- become a part of a global learning community



# Pre-class activities

# Prepare before class



What makes an audience challenging?



Dealing with challenging audiences

# Your learning journey

As a result of this lesson, you should be better able to...

describe behaviours of challenging audiences and identify possible reasons for these behaviours.

#### You will find out about...

how to manage hostile or disengaged audiences

#### You will practise...

identifying ways of dealing with difficult questions in a presentation

Warmer (optional)
To what extent do you agree/ disagree with this statement?

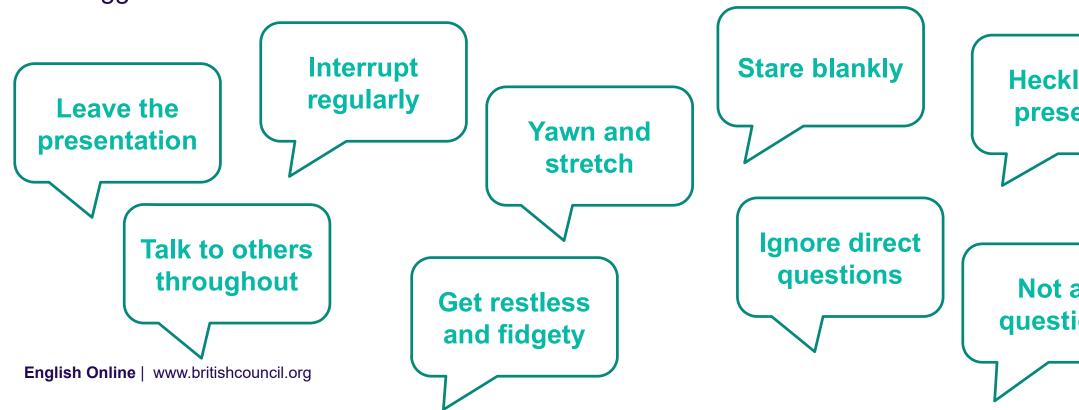
"90% of how well the talk will go is determined before the speaker steps on the platform"

> - Somers White Award-winning public speaker

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### Lead-in

- Before the class you looked at different behaviours that make an audience challenging you remember what these behaviours are?
- 2. What other challenging behaviours have you come across? Which ones are your per triggers?



#### **Skills focus 1:**

Before the class, you looked at solutions for dealing with disengaged audiences. Which solutions could you use to solve the following problems:

- 1. Audience members are staring blankly
- 2. Audience members yawn, stretch and get restless /fidgety
- 3. Audience members don't ask questions and ignore direct questions



#### **Skills focus 2:**

Look at the following strategies for responding to difficult questions. Match the strategy name to the explanation.

- 1. Throw back
- 2. Say you'll get back to them
- 3. Pass to an expert
- 4. Provide a parallel answer
- 5. Block and bridge
- 6. Set the scope

A. Respond using experience or knowledge abou similar situation that you DO have knowledge of.

- B. Identify someone more suited to answer the qu
- C. Write the question and their name down and to you will respond later
- D. Ask the audience before attempting to answer question
- E. Remind the audience of your context if you are continually receiving unsuitable questions
- F. Block the problematic question and link back to presentation

#### **Skills focus 3:**

#### With your group, practise asking and answering difficult questions

- Take it in turns to ask each other a question (either one from below or one of your owr
- When asked a question, choose a response technique from the previous slide and practise it!

Question bank	
oes this new system work with all browsers?	
Vhy are we not being provided with a clear timeframe at this stage?	
What are our customers saying about the updated version?	
Can I ask why it is the HR team that are being expected to move to a different floor and not one of th	ne other departments?
d like full clarification on the reasons behind the decision to close the Northern branch	
Can you highlight the specific changes that have been made to the review process?	
low many more redundancies can we expect before the end of the year?	
Can you tell us more about the longer-term implications?	
low will this affect our overseas operations?	

# Task



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#### Task:

Each person will be given a problem with a presentation.

You are going to ask your partner for advice on what you should do.

Read your problem and make sure you understand it. Think about how you are going to explain the situation to your partner.

At the end of the task, be ready to report back on which piece of advice was the best / most effective!

# Role Cards (1)

A member of your audience believes that the speaker/ organisation lacks credibility, is untrustworthy, and has a negative reputation

A member of your audience feels that the topic is sensitive, irrelevant or conflicts with their values or circumstances

A member of your audience is discouraged or in a negative mood due to personal or professional circumstances

4

The attendance at the presentation is mandatory and not voluntary

5

The presenter says or does something offensive or controversial during the presentation

6

A member of your audience does not understand the presentation

# Role Cards (2)

7

The audience has presentation fatigue (e.g. the presentation is too long or they have heard too many today)

8

The delivery is dull and monotonous and there are limited opportunities to engage

g

The audience seem
distracted by the
environment (e.g. noise,
temperature, layout,
online platform)

The timing of the presentation is not conducive for your audience (e.g. they would normally have a day off or it is early morning/ late evening)

#### **Feedback**

- Who gave the most interesting or creative solution?
- What strategy from today's class are you going to use in your future presentations?

# Your learning journey: assess your progress

#### Now you are better able to....

describe behaviours of challenging audiences and identify possible reasons for these behaviours.

#### You have found out about...

managing hostile or disengaged audiences

#### You have practised...

identifying ways of dealing with difficult questions in a presentation



#### What's next?

#### **Practice after class**



How to handle difficult Q&A moments with confidence:

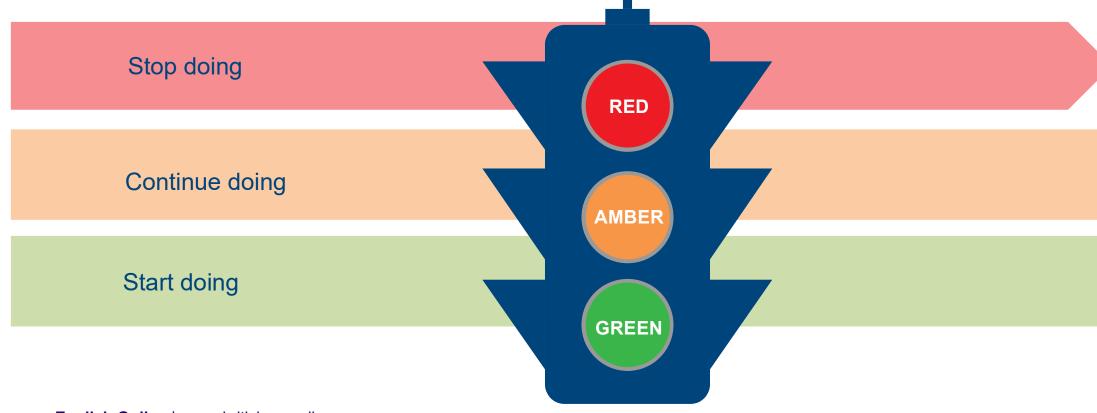
How to handle difficult Q&A moments with confidence and professional science.co.jp)

How to win over a hostile crowd during your presentation:

<u>Presentation training: How to win over a hostile crowd during your presentation training: How to win over a hostile crowd during your presentation training: How to win over a hostile crowd during your presentation training: How to win over a hostile crowd during your presentation training: How to win over a hostile crowd during your presentation training: How to win over a hostile crowd during your presentation training: How to win over a hostile crowd during your presentation training: How to win over a hostile crowd during your presentation training your presentation your presen</u>

# Action planning

Based on your learnings from the lesson today, what are you going to....



### **Materials**

#### Make sure you have

- downloaded the materials shared by the teacher
- saved the Zoom Chat



# After-class speaking session

#### You can talk about any topic that interests you!

Use these questions as a guide, if needed.

- Have you ever had to change a presentation at the last minute? Why?
- Are you good at speaking without a 'plan', or adapting a plan quickly?
- How can you engage the audience with WIIFM (what's in it for me?)
- What are some problems if you have to change a planned presentation?
- Is it possible to predict and practice possible changes?

#### Dos

- Treat everyone with re
- Keep your camera on participate
- Let others share ideas
- ✓ Listen to everyone
- Click 'Leave' if you can back

#### Don'ts

- Don't take pictures or
- Don't share personal of
- Don't let your children onscreen

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For help, contact:

support.englishonline@britishcouncil.org

# What do you think?

Do you like our new Professional Skills themes?
What did you think of the online activities?
What further information do you need?

For more information, write to support.englishonline@britishcouncil.org



#### Teacher's Notes

This slide deck was adapted by Lucy McIndoe

#### **Notes**

Share your thoughts about the lesson with the next teacher