



Lesson Plan 22

Repetitive Strain Injuries B¹: Presentation on Repetitive Strain Injuries (RSI)

CLB Level(s): 5-6

CLB Skill(s): Speaking, Listening, Reading

Essential Skill(s): Oral Communication, Document Use

Objective(s)	Audience
<ul style="list-style-type: none"> ■ Learners will deliver a short presentation about the risks of RSI in a job familiar to them ■ Learners will practice pronunciation, articulation, and other strategies used for presenting clearly 	<ul style="list-style-type: none"> ■ Learners practicing presentation skills
Grammar/Language Focus	Time Required
<ul style="list-style-type: none"> ■ Optional review of modals and gerunds 	Depends on time allotted for research, practicing and presenting. Can be spread out over several lessons.
Vocabulary	Materials
<ul style="list-style-type: none"> ■ Visual aids, pronunciation, articulation, intonation, emphasis, feedback, volume ■ Optional review of lesson plan Repetitive Strain Injuries A 	<ul style="list-style-type: none"> ■ Appendix 1.1, 2.1, 3.1

Workplace Culture

In Canada, presentations follow an expected format that includes an introduction, body and conclusion. Graphics are a welcome enhancement.

¹ This lesson should be preceded by the lesson Repetitive Strain Injuries A: Building Background Knowledge



Learning Activities

Activity 1: Collecting Information about Repetitive Strain Injuries (RSI)

1. Tell learners they will make a short presentation about how RSI might occur in a specific activity for the job of their choice. *For example, a receptionist (job) types (activity) often. It is the activity of typing that may cause carpal tunnel syndrome (RSI).*
2. Review the guidelines for the presentation² (Appendix 1.1)
3. Have learners begin collecting research on the internet. Consider identifying some valuable websites in advance in order to accommodate learners who are less adept in researching information online.

*Note – You can decide how much time to allot for this and whether or not it can be finished at home.
4. Have students print and organize their research. Encourage the use of factual and anecdotal information. This activity is meant to emphasize clear expression of ideas not research skills.

Activity 2: Preparing a Presentation about RSI

1. Have learners prepare their presentation, making sure they refer to the guidelines.

*Note – You can decide how much time to allot for this. Some learners may be comfortable using presentation software, such as Power Point and have access to this at home or in the classroom. Others may prefer to do a presentation without using any technology. Be sure to find out from learners if you'll need any special equipment for presentation day.
2. Distribute and review Appendix 2.1 on presentation techniques and tips. Explain the techniques through example where possible.
3. In pairs, have learners practice their presentations applying the techniques reviewed in class.

Activity 3: Presenting RSI

1. Distribute and review the evaluation form (Appendix 3.1). Each learner will need one evaluation form for each presenter. Ask learners to keep their evaluation forms for Activity 4.

*Note – The evaluation form is meant to help the audience follow the presentation by having them take notes. It can also provide them with questions to ask at the end if they have missed something during the presentation.
2. Have learners present individually.



Learning Activities

Activity 4: Feedback on Presentations

1. Have learners get together in small groups and give each other feedback using their evaluation forms as a guide.

Additional and/or Extended Learning Activities

- Invite a guest speaker to talk about prevention of RSI.

Reflective Evaluation

Learners can effectively communicate information about RSI using the presentation guidelines and techniques introduced in class.

Debriefing/Wrap-up

- Discuss when one might need to “present” information about RSI? (For example, explaining a situation and symptoms to your supervisor or to the Workers’ Compensation Board)
- Discuss how presentations skills can help learners in a variety of aspects of their work, for example, understanding the value of being able to speak slowly and at an appropriate volume or articulating clearly.

² Guidelines (and Techniques and Tips-see Activity 2) can be tailored to accommodate the requirements of any group. This lesson provides suggested guidelines for convenience.



Skill Descriptors	
Canadian Language Benchmarks Skill(s)	Essential Skill(s)
<p>Speaking</p> <p>Performance Indicators (Information: Presentations)</p> <ul style="list-style-type: none"> ■ Presents information in a coherent connected discourse. (CLB 5-6) ■ Uses introduction, development and conclusion. (CLB 5-6) <p>Performance Conditions</p> <ul style="list-style-type: none"> ■ Length of presentation is 3 to 5 minutes. (CLB 5) ■ Presentation is informal or semi-formal. Audience is a small familiar group. (CLB 5) 	<p>Document Use</p> <p>Complexity of the Document</p> <ul style="list-style-type: none"> ■ Document is very simple. Brief text combined with uncomplicated structure. (ES 1) <p>Complexity of Finding Information: Information Search</p> <ul style="list-style-type: none"> ■ Locating one or more pieces of information using one or two search criteria (e.g., using menu headings to find vegetarian choices). (ES 2)
<p>Listening</p> <p>Performance Indicators (Information)</p> <ul style="list-style-type: none"> ■ Gets main ideas, supporting details, statements and examples as required. (CLB 6) 	<p>Oral communication</p> <p>Information</p> <ul style="list-style-type: none"> ■ Information content is moderately complex and detailed, deals mostly with facts but may also deal with emotion and opinions. (ES 2) <p>Context</p> <ul style="list-style-type: none"> ■ Established rules and conventions, mostly familiar situation and setting. (ES 2) ■ Selects from a moderate range of formats and styles to present information. (ES 2) ■ Gives a short talk or directions to a small group. (ES 2)
<p>Reading</p> <p>What the person can do (Instructions)</p> <ul style="list-style-type: none"> ■ Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred. (CLB 6) <p>(Informational texts)</p> <ul style="list-style-type: none"> ■ Access and locate three or four pieces of information in on-line electronic reference sources (e.g., World Wide Web, library databases), if available, or from print reference sources. (CLB 7*) <p>* The CLB 7 descriptor is included because the learner may demonstrate this depending on the extent of their research.</p>	

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Presentation Guidelines

- 5 minute maximum
- Include the following information:
 - Name and description of the job
 - Name and description of the specific activity
 - Name the RSI (if possible)
 - List the body parts that are affected
 - List the symptoms
 - Discuss prevention and treatment (if possible)
- Include a clear introduction, development and conclusion
 - Introduction: Get the audience's attention and interest.
How? Raise questions or make intriguing statements
 - Development: Present the information in a way that is easy to understand
How? Use pictures, drawings or tables to help explain your ideas
 - Conclusion: Summarize your presentation and have a clear and definite ending
How? Answer questions you may have raised in your introduction
- Use small cards to help guide you but try not to read them
 - Tips for using cards:
 - Use large and clear letters
 - Use keywords, not sentences
 - Number your cards

*Check with your teacher if you want to use any special equipment

Presentation Techniques and Tips

Techniques:

- Speak slowly
- Speak with appropriate volume
- Articulate clearly
- Use intonation and emphasis to guide the audience and communicate your opinion
- Keep your head up
- Make eye contact with the audience

Tips:

- Practice
- Time yourself while practicing
- Record yourself while practicing
- Practice in front of someone and have them give you feedback
- Smile

Evaluator's Name: _____
 Presenter's Name: _____

Evaluation Form

Complete this form while watching your classmates. Be sure to ask questions to the presenter at the end if you have missed an answer!

Content:

Name and brief description of the job:

Name and brief description of the specific activity:

Name the RSI (if available):

List the body parts that are affected:

List the symptoms:

Presentation:

Check the box you think best describes the presenter.

	YES	Needs practice
Spoke slowly and at an appropriate volume		
Articulated clearly		
Used intonation and emphasis		
Made eye contact with the audience		