



INSPIRED
COMMUNITY GROUP CIC

**MOTIVATOR
PROGRAMME**

Programme funded,
designed and endorsed
and delivered by:





WELCOME

Welcome to your Inspired Motivator training programme,
and thank you for investing in young people's future.

We are proud to have you as a Motivator working with
our beneficiary groups to stimulate minds about future
careers. Today, you start your joinery with us to fire up the
career choices of the next generation.

The programme is expertly designed, and I hope you
have a fantastic time learning new skills and meeting
like-minded people.

We look forward to seeing the fantastic work you do
as a Motivator, and on behalf of the young
people, you will be inspiring.

Thank you.

Sam



Sam Coulstock FIH Founder and CEO
Inspired Community Group CIC
www.inspiredgroup.org.uk



LEARNING CONTRACT

I agree to

Participate in workshop activities enthusiastically

Listen actively and ask questions

Stay focused on the topics

Respect others' views and opinions

Support and challenge each other

Share your experiences freely

Be open to and offer helpful feedback

Keep confidences and assume others will too

Try new ideas readily

Be punctual and plan your diary to attend all sessions

Turn off your mobile phones

Signed: _____

Date: _____

PRE-PROGRAMME WORK

Matching

- Inspired will put you in touch with your local careers hub. Careers Hubs work with schools in a local area on careers activities and help coordinate the schools.
- What type of activities would you like to do?
 - Presentations
 - Work shops
 - Work placement taster days
 - Work Experience
 - Other
- Have a think about the activities and bring your ideas to day one of the training.

Your story

- You will be asked to tell us your story from secondary school until now.
- Prepare in advance what you will tell us.
- You will have 10 minutes to tell us your story.
- You will not require any power point presentation, we just want you to talk and tell us your story.
- Practice!
- Be creative! Props are welcome!

Photograph

- Find a photograph of you at secondary school.
- Scan it and send to Jo Meredith Hrpartner@jomeredith.org at least 5 days prior to day one of your Motivatorsprogramme.
- This picture will be shared with the other delegates.
- They will be asked to guess who the picture is of.

Powerful Presentations

- We would like you to watch [this video clip](#) of the Army presenting to some students.
- Whilst watching the clip we would like you to comment on the questions on the next page.

The Army

What was your impression of the presenter?

What was their key message?

How did they engage with the students?

What was their story?

How did they present themselves?

How did they relate to the students?

Plus, anything else you particularly liked that you might like to adopt in your presentation.



Mobile Phones/Tablets

One of the most powerful ways of you receiving feedback on how you present is to record yourself and watch the clip back! Some of us will love this idea and some of us will hate it!! Trust us, it is a powerful way to learn and improve.

The recordings will be on your personal device and you will not be asked to share them with anyone else.

Please bring your mobile phone/tablet with you and a charger. If you have a tripod stand for your phone/tablet then please bring this with you; no problem if not we will have some spares available.

Props for Activities

Please bring with you to the workshop any props that you might like to make use of as part of your presentation to the students. These could be visual aids, documents, activities, props etc.

Should these items be too onerous, please bring photos so that you can share your thoughts and ideas at the workshop.

INTRODUCTIONS

'Your Story' Activity

Listen carefully to your fellow Motivator's stories and make notes on the following;

Motivator's Name:

What stood out from the other person's story?

What made this stand out?

What do you believe is important to them from their story

Motivator's Name:

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What made this stand out?

What do you believe is important to them from their story

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What stood out from the other person's story?

What made this stand out?

What do you believe is important to them from their story

FEEDBACK

- How do you feel about giving feedback?
- How do you feel about receiving feedback?
- Your top tips for giving and receiving feedback.

Johari Window Activity

Work in pairs to complete a Johari Window based on your presentation.

	Known to self	Not known to self
Known to others	<p>1. Open</p> <p>What we know about ourselves</p>	<p>2. Blind Spot</p> <p>What is apparent to others but not obvious or admitted by ourselves</p>
Not known to others	<p>3. Hidden</p> <p>What we know about ourselves but do not choose to reveal to others</p>	<p>4. Unknown</p> <p>What is not apparent to others and is not by ourselves</p>

Marking Sheet

An inspirational intervention

Did the presenter		No 0	Part 1	Yes 2
1	Introduce themselves	0	1	2
	What did you notice the presenter do to support your observation?			
2	Explain 'what' they will be talking about?	0	1	2
	What did you notice the presenter do to support your observation?			
3	Explain 'why' this is important for the students?	0	1	2
	What did you notice the presenter do to support your observation?			
4	Explain 'how' the session will go? What the students might be doing?	0	1	2
	What did you notice the presenter do to support your observation?			
5	Show positive energy?	0	1	2
	What did you notice the presenter do to support your observation?			
6	Have good body language, eye contact that felt engaging?	0	1	2
	What did you notice the presenter do to support your observation?			
7	Speak at the right pace, so all information can be digested, understood whilst maintaining positive energy?	0	1	2
	What did you notice the presenter do to support your observation?			
8	Speak clearly, using positive language?	0	1	2
	What did you notice the presenter do to support your observation?			
9	Seem confident?	0	1	2
	What did you notice the presenter do to support your observation?			
10	Seem relatable for the students? Would a 12-year-old enjoy this presentation?	0	1	2
	What did you notice the presenter do to support your observation?			
11	Engage with the students during the presentation using at least one of the following?			
11a	Include visual activities? So the students could picture the message?	0	1	2
	What did you notice?			
11b	Include auditory activities? Where the students needed to listen and had an opportunity to speak?	0	1	2
	What did you notice the presenter do to support your observation?			
11c	Include kinaesthetic activities? Where the students could get a feel for the message? Where given a chance to have a go to understand the message?	0	1	2
	What did you notice the presenter do to support your observation?			
11d	Include a process to assist the auditory digital people know the process to follow to make use of the message?	0	1	2
	What did you notice the presenter do to support your observation?			
12	Present in a logical order?	0	1	2
	What did you notice the presenter do to support your observation?			
13	Use storytelling to engage the students?	0	1	2
	What did you notice the presenter do to support your observation?			
14	Summarise the presentation?	0	1	2
	What did you notice the presenter do to support your observation?			
15	Compliment their brand?	0	1	2
	What did you notice the presenter do to support your observation?			
16	Reach their required outcome?	0	1	2
	What did you notice the presenter do to support your observation?			
Overall Score				



STAKEHOLDERS

What are the expectations of Motivators from:

The students?

The parents?

The schools?

Industry?

Inspired?

You?



CODE OF CONDUCT

What do you need to consider when you are on a School premises and when you are interacting with the students or parents?

Do's	Don'ts

POWERFUL PRESENTATION

Watch the video clip and comment on: Emmanuel

What was your impression of the presenter?

What was their key message?

How did they engage with the students?

What was their story?

How did they present themselves?

How did they relate to the students?

Plus, anything else you particularly liked that you might like to adopt.

Your message

Consider the following:

What made you decide to become a Motivator?

Why is this important to you?

How will you approach this? What do you intend to do?

What if this goes well, what will the benefits be for you?

What if this doesn't go so well, what will the consequences be for you?



PREFERRED THINKING STYLES

Please complete the following questions:

For each of the following statements, please place a number next to every phrase. Use the following system to indicate your preferences:

4 = Closest to describing you

3 = Next best description

2 = Next best

1 = Least descriptive of you

1. I make an important decision based on:

	Gut level feelings
	Which way sounds the best
	What looks best to me
	Precise review and study of the issues

2. During an argument, I am mostly likely to be influenced by:

	The other person's tone of voice
	Whether or not I can see the other person's point of view
	The logic of the other person's argument
	Whether or not I am in touch with the other person's true feelings

3. I most easily communicate what is going on around me by:

	The way I dress and look
	The feelings I share
	The words I choose
	My tone of voice

4. It is easiest for me to:

	Find the ideal volume and tuning on a stereo systems
	Select the most intellectually relevant point in an interesting subject
	Select the most comfortable furniture
	Select rich, attractive colour combinations

5. Which of the following best describes you:

	I am very attuned to the sounds of my surroundings
	I am very adept at making sense of new facts and data
	I am very sensitive to the way articles of clothing feel on my body
	I have a strong response to colours and to the way a room looks

Q1	Q2	Q3	Q4	Q5
K	A	V	A	A
A	V	K	Ad	Ad
V	Ad	Ad	K	K
Ad	K	A	V	V

Question	V	A	K	Ad
1				
2				
3				
4				
5				
Totals				

Step One: Copy your answers in sequence from the previous pages to here:

Step Two: Add the numbers associated with each letter. There are 5 entries for each letter.

Step Three: The comparison of the total scores in each column will give the relative preference for each of the 4 major representational systems.

Representational Systems Test reproduced from Tad James, Advanced Neuro Dynamics 1987-2004

Which one are you?

Visual - People who are visual think in pictures, in some form of image. They like to represent ideas, memory and imagination as mental images, e.g. a picture of faces at a recent presentation or a meeting with colleagues.

Visual people often stand or sit straight with head/eyes up. They have trouble remembering verbal instructions as their minds wander. Appearance are often important and they like to see how things 'look'. They are likely to be well groomed and orderly themselves.

Auditory Digital – This group is devoid of senses. They like to see if things 'make sense' and are 'logical'. This person may also spend time talking to themselves. They often show characteristics of the other 3 types.

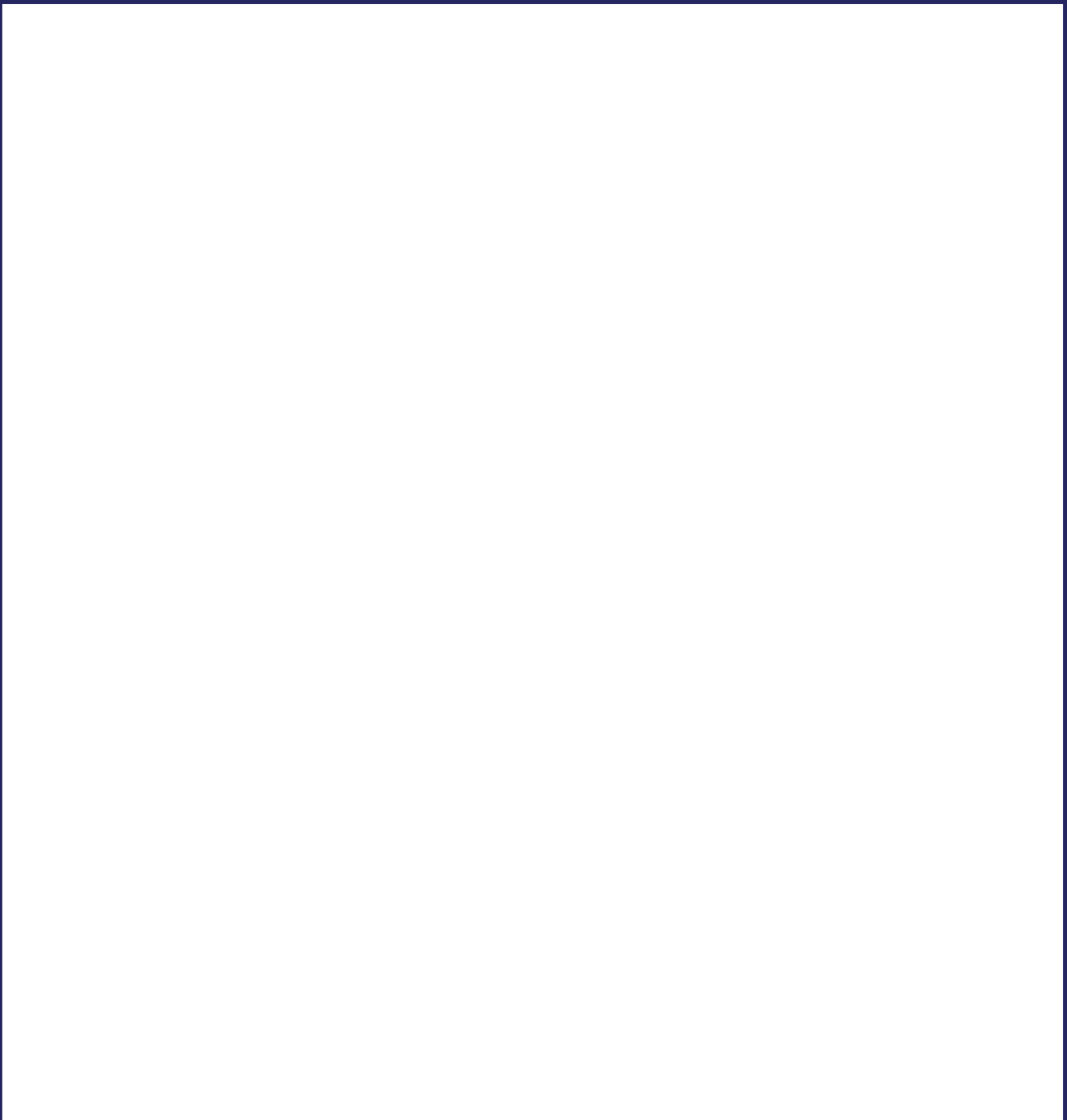
Auditory – This group like to think in sounds. These sounds might be voices, music, anything that helps you think in an auditory way. E.g. the sounds of voices in an office meeting. They typically talk to themselves and can be easily distracted by noise. They like to learn by listening and enjoy talking on the phone and like music. Their eyes may often move sideways. They like to be 'told' how they are doing and will listen to what you have to say.

Feelings (Kinesthetic) – people who are kinesthetic like to represent thoughts as feelings, which might be internal emotion, or the thought of a physical touch. Taste and smell can be included in this category of feelings. They learn by doing or walking through something. They are interested if things 'feel right' and they are likely to stand closer to people than the visual person.

Visual (V)	Kinesthetic (K)	Auditory (A)	Auditory Digital (AD)
See	Feel	Sound	Plan
Focus	Grasp	Hear	Chart
Clear	Slip through	Listen	Know
Bright	Catch on	Tell	Conceive
Picture	Concrete	Say	Perceive
Foggy	Greet a handle	Click	Understand
Look	Solid	Bang	Think
View	Impact	Sound	Process
Reveal	Touch	Rings a bell	Motivate
Show	Make contact	Question	Experience
Crystal clear	Tap into	Be all ears	Decide
Hazy	Turn around	Resonate	Change

HOW TO OWN A ROOM

Watch the Amy Cuddy Ted X Clip and comment on your key takeaways



Example Questions you may be asked?

What motivated you to be a business person?

What is the best thing about your job?

What is it like working at your Company?

What's your story and what's your schedule? (what do you do?)

What do you do as in your role?

What is it like doing your job?

What do you hate about your job?

How long have you worked for your company?

How did you get to where you are today?

How much do you earn?

What is a tip for having a successful business?

How are you successful?

What did you always want to do job-wise / what was your dream job as a child?

How did you get your job?

How much time and effort does running a business need? / How long did it take you to become at your level?

How did you make it! - Being successful?

What influenced you?

How old are you?

Are you rich?

What hours do you work?

What are the benefits?

What car do you drive?

What's your boss like?

What's your aspiration?

Do you consider yourself to be the best?

When did you start your career?

When you were younger did you ever think you would be where you are now?

Notes on how to respond



ACTIVITY

Take some time to draft an outline of your 15-minute presentation for the students. Please consider how you will make this engaging for the students, whether this be an activity or get them to interact with you.

Bring with you any props or materials that will help you to bring any interaction or activity alive, so this can be shared with everyone in the next session. Be prepared to talk through with the group, how this interaction will come alive.

Consider if the activity would be suitable for an assembly, classroom, small groups, one to one or Careers Fairs. Also, if this would work face to face and, or virtually.

At the beginning of the next module, we will share each other's activities ideas, then have the opportunity to prepare the presentation fully.

INSPIRING ACTIVITIES

Your career intervention is to be fun and engaging for the students. This will make it more likely they will remember your message, feel inspired and use it, now during their studies and in their future career.

We shall explore possible activities that are inspiring face to face and virtual. Activities that would be suitable for assembly, classroom, small groups, one to one meetings and careers fayres.

This will give you a selection of ideas that you can build on as you become more confident when getting involved with your allocated school.

The starting point is to ensure you are clear about your message to the students and what you want them to do as a result of your career intervention.

Remember Emanuel, his message was all about 'Time', what he wanted the students to do is arrive early for all appointments and make good use of their time.

An example:

Jo's message:

'Do the right thing for everyone.'

When the students leave this career intervention, they will **'Think about what is right for them, other people and the bigger picture.'**

Activity:

This activity would work for:

- Assembly
- Classroom
- Small Groups
- One to one's
- Career fayres

Deliverable:

- Face to face
- Virtual
- Career fayres

The activity could be adapted by placing the scenarios on cards and asking the students to place the cards on a yes or no pile, then explain **How is this good for Jo? Other people? The bigger picture?**

The aim of the activity is to get the students thinking about doing the right thing.

Jo will tell her story of becoming a HR specialist explaining it's important to do the right thing for herself, each person, the team and The Ritz. During her story, she will share some examples of what is the right thing to do for her, other people, the bigger picture.

Now Jo realises that she had this approach before she became the HR Director at The Ritz. Jo tells the story, giving examples to get the students involved along the way, here are some examples:

At school Jo didn't know what to do when she left. She enjoyed her part-time job working in a pub and was offered a job as a chef, so she decided to go to college and study in hospitality management, was this the right thing to do?

Student options:

- Yes
- No

Face to face:

Student could have cards, green=yes, red=no, or simply hands up for yes, and hands up for no or stand up. Ask the students who said yes, what is their reason for it.

How is this good for Jo? Other people?
The bigger picture?

Virtual:

Polling. Ask for students who responded with Yes/No and their thoughts behind their selection.

How is this good for Jo? Other people?
The bigger picture?

Jo then explains how this worked or didn't work for her. I.e. what she gained from the decision she made.

Jo continues her story of becoming a chef and burning the scones.

She was then asked to help with recruitment of chefs, she was excited to have a go and do something completely different. She said yes, was this the right thing to do?

- Yes
- No

Face to face:

Student could have cards, green=yes, red=no, or simply hands up for yes, and hands up for no or stand up. Ask the students who said yes, what is their reason for it.

How is this good for Jo? Other people?
The bigger picture??

Virtual:

Polling. Ask for students who responded with Yes/No and their thoughts behind their selection.

How is this good for Jo? Other people?
The bigger picture?



Activity:

Now prepare one or two inspirational activities for you to use.

What

What is your message?

Be clear about the message you want the students to leave with.

Is the message relevant and helpful for the students now and for their future?

Consider, when the students leave this career intervention they will:

What is the activity:

Why

Why will this activity assist with your message?

How

- How will you do it?
- See the next few pages for planning.
- Consider will this work for:
 - Assembly?
 - Classroom?
 - Small Groups?
 - One to one's?
 - Careers fayre?
 - Face to face?
 - Virtual?

If so, this is fabulous.

If not, how might you adapt your activity or what other activities would you carry out to address the areas you may not have considered?

What materials, props or technology will you require:

Some tools that might help:

- Kahoot for quizzes, polls, placing things in the right order
- Zoom, breakout rooms, chat, polls
- Props, such as Lego, voting cards, images

Remember the need to consider the

- visual,
 - audio,
 - kinaesthetic and
 - auditory digital
- needs of the students.

How will you know whether your intervention was effective or not?

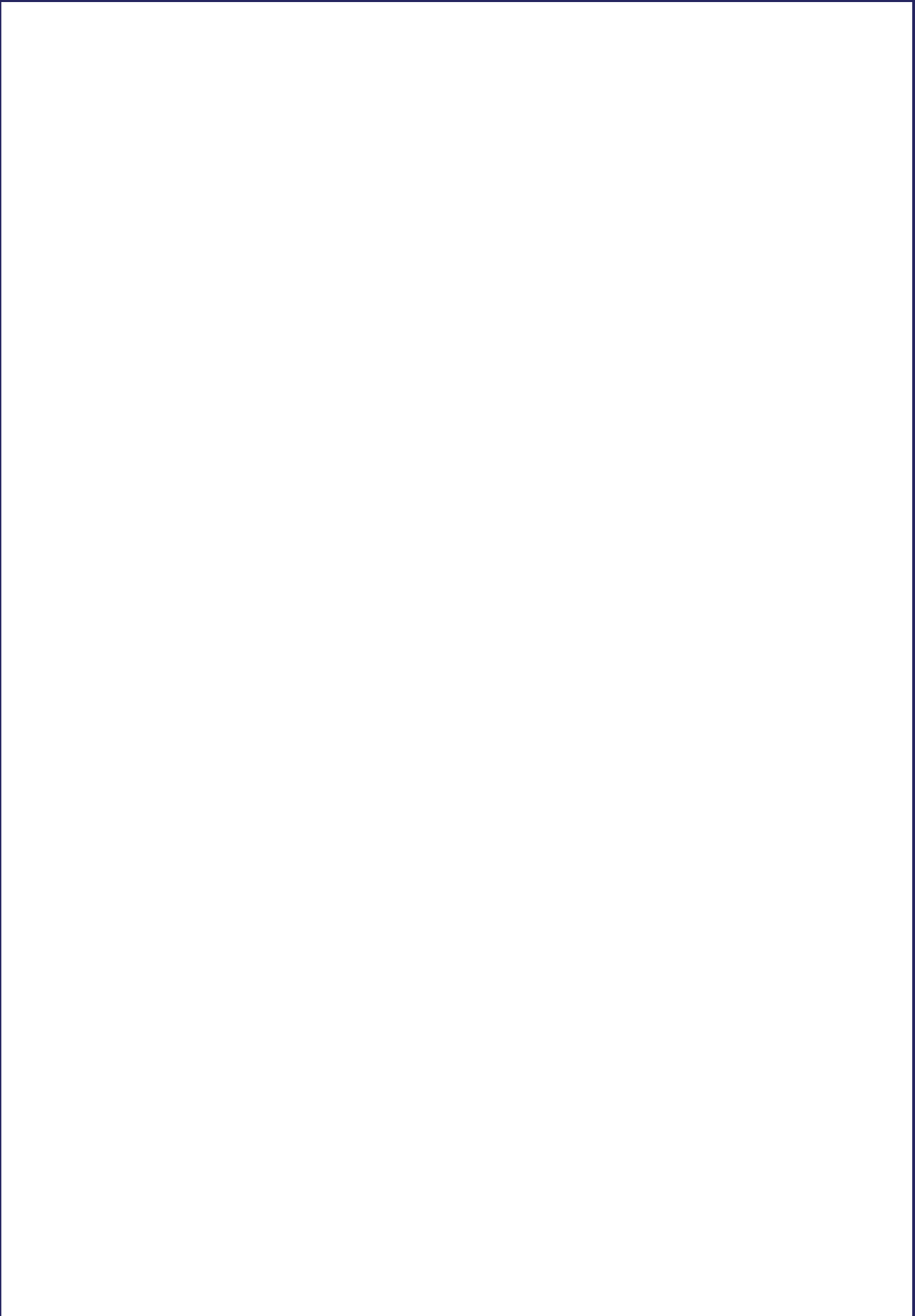
CREATE YOUR INSPIRATIONAL PRESENTATION

Bring all you have learned together to plan and create your motivational presentation/message.

Here's a summary of the keys points to be included:

- Be clear about the message you want the students to leave with. What will they do with this message now in the future?
- Your introduction
- The structure, the beginning, middle and end
- The what, the why, the how, the what ifs
- What you will say and how you will say it
- How you will look and feel
- The visual, auditory, kinaesthetic and auditory digital needs of the students
- The activities and how they will work
- How will you handle tricky questions or students?
- What materials, props or technology do you require?

Plan and create your motivational presentation/message:





This is what an motivating presentation/message would include:

This 'Checklist' will be used to give you feedback when you present. You will use to give feedback to others too.

Did the presenter		No 0	Part 1	Yes 2
1	Introduce themselves	0	1	2
	What did you notice the presenter do to support your observation?			
2	Explain 'what' they will be talking about?	0	1	2
	What did you notice the presenter do to support your observation?			
3	Explain 'why' this is important for the students?	0	1	2
	What did you notice the presenter do to support your observation?			
4	Explain 'how' the session will go? What the students might be doing?	0	1	2
	What did you notice the presenter do to support your observation?			
5	Show positive energy?	0	1	2
	What did you notice the presenter do to support your observation?			
6	Have good body language, eye contact that felt engaging?	0	1	2
	What did you notice the presenter do to support your observation?			
7	Speak at the right pace, so all information can be digested, understood whilst maintaining positive energy?	0	1	2
	What did you notice the presenter do to support your observation?			
8	Speak clearly, using positive language?	0	1	2
	What did you notice the presenter do to support your observation?			
9	Seem confident?	0	1	2
	What did you notice the presenter do to support your observation?			
10	Seem relatable for the students? Would a 12-year-old enjoy this presentation?	0	1	2
	What did you notice the presenter do to support your observation?			
11	Engage with the students during the presentation using at least one of the following?			
11a	Include visual activities? So the students could picture the message?	0	1	2
	What did you notice?			
11b	Include auditory activities? Where the students needed to listen and had an opportunity to speak?	0	1	2
	What did you notice the presenter do to support your observation?			
11c	Include kinaesthetic activities? Where the students could get a feel for the message? Where given a chance to have a go to understand the message?	0	1	2
	What did you notice the presenter do to support your observation?			
11d	Include a process to assist the auditory digital people know the process to follow to make use of the message?	0	1	2
	What did you notice the presenter do to support your observation?			
12	Present in a logical order?	0	1	2
	What did you notice the presenter do to support your observation?			
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	What did you notice the presenter do to support your observation?			
14	Summarise the presentation?	0	1	2
	What did you notice the presenter do to support your observation?			
15	Compliment their brand?	0	1	2
	What did you notice the presenter do to support your observation?			
16	Reach their required outcome?	0	1	2
	What did you notice the presenter do to support your observation?			
Overall Score				

ACTIVITY

Take time to practice your presentation, perhaps stand in front of a mirror and present to yourself. If you have the opportunity to have a go presenting to any family or friends, go for it.

The more you run through the presentation from beginning to end the better you will become.

Be prepared to present your 15-minute presentation to the rest of the group, using all materials and props you need, where possible. The rest of the group will be asked to assess you against the checklist and give you feedback, as you will do the same for them. This is with the aim to become even better than you are already.

Remember all the handy and tips you have received from the workshop so far.

LETS DO IT

Your turn to present...

It's now time for you to present to your colleagues. This is a great opportunity to have a go in a safe environment and to gain some useful feedback to build on your success.

After your presentation you will be asked:

- What you believe you did well?
- What is the one thing you might like to improve for next time?

Your colleagues will be asked to share what they believe went well. They will have completed 'An Inspirational Intervention' checklist with examples of what they noticed; this will be given to you so you can assess this after the workshop.

Your presentation will be recorded so you can complete a full self-assessment about what you did well and what you'd like to do to become even better. This can be done after the workshop.

Your turn to give feedback

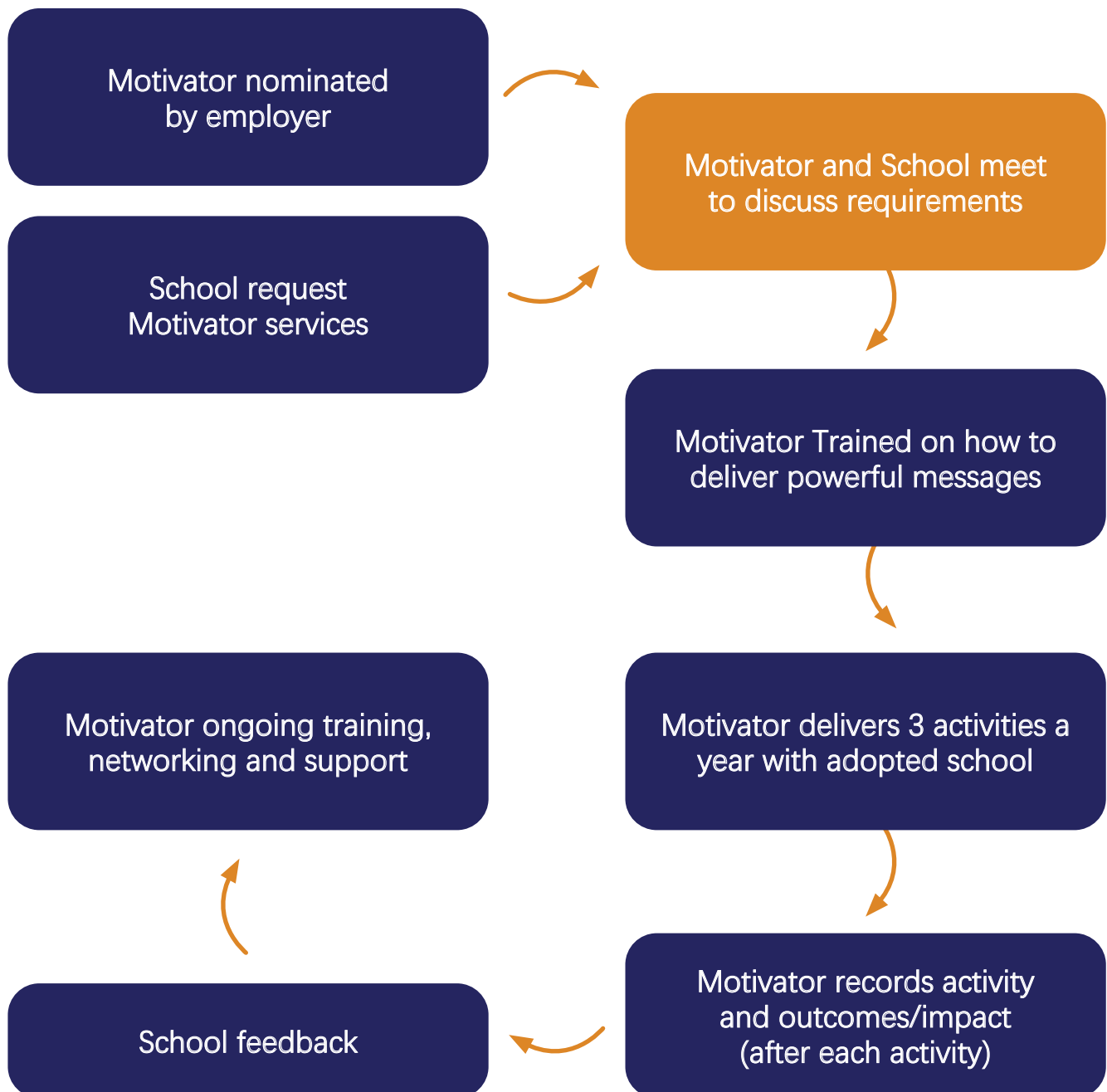
Each motivator will present, you will be asked to give feedback to them.

Use 'An Inspirational Intervention' checklist as shown on page 11, please capture as much useful information for your colleague to learn from their presentation, as they will do for you. Please capture examples where possible of your perception, so your colleague motivator gains your perspective of the presentation so they can learn from your feedback.

When they have presented you will be asked:

- What you believe they did well?

MAKING CONNECTIONS WITH YOUR SCHOOL



Discussion:

- After having made contact with your school what information do you have?
- What has been agreed?
- What are your next steps?
- What else do you need to move forward?

Before the workshop ideally you will have already been introduced to the school that you will be working with.

If you have not been in contact with the school here are the steps to follow:

Inspire to give you the Career Teacher's name at your partnered school.

My contact is:

Their contact details are:



DO NOT
BLOCK DOOR
KEEP AREA
CLEAR AT ALL
TIMES
THANK YOU!

1. Call them and make the appropriate arrangements to meet them either face to face or virtually.
 2. During the initial meeting gain an understanding of the school's career plans.
 3. Agree the three types of interventions they find useful, what ideas do they have.
 4. Depending if you have attended the workshop before or after this meeting will depend on how you will respond. You might want to continue the conversation with some suggestions of what interventions you'd be happy to deliver with the school
 5. A week or two (no more than 14 days later) return to the career's teacher with your thoughts. Outline the three interventions that you believe would work for the school and for you, the school and your organisation.
 6. Gain the career teacher's feedback. It is important to gain their agreement and be willing to make any alterations if they do not believe this would work for the students within the school. Have a clear understanding of what needs to change. Remember the objective is to ensure the presentation inspires the students. The career teacher's objective is to set you up for success, with their knowledge of the student's needs and behaviours. As Inspire Motivator's we welcome feedback and establish ways to make any improvements.
 7. Once you have agreed the interventions, plan the dates and times to carry them out. One intervention per term:
 - a. September to mid-December
 - b. January to Easter
 - c. Easter to mid-July
3. Carry out the activities.
 4. Make contact with the careers teacher after each intervention to establish how the session went, gain their feedback and use this in preparation for future interventions.
 5. Feedback back to Inspire, share the following information:
 - a. The date of the intervention?
 - b. The timings of the intervention?
 - c. What you did?
 - d. What was your message?
 - e. How many students were present?
 - f. What was the age of the students?
 - g. What went well?
 - h. What might you do differently next time?
 - i. What was your NPS score?
 6. Carry out an end of year summary with your Careers Teacher to prepare for the next year.
 7. Share with Inspire the outcome of your discussion.

**Overall have fun,
enjoy inspiring and
motivating the students,
our future workforce**



YOUR MOTIVATOR NEXT STEPS

It is important that you are feeling confident and driven to make a difference within the schools you are partnered with.

This confidence is important for:

- You, the individual motivators and,
- the team at Inspired.

The aim is to ensure that all schools will have some great outcomes, positively inspiring their students when making life and career choices.

Your suitability will be assessed against your presentation carried out during the workshop. Should you not pass the required standard additional support and guidance will be offered you. You will be invited to make the appropriate alterations to your presentation based on the feedback you have received. You will then be invited to present again to meet the required standards.

When you have passed and met the required standards you will be presented with a certificate and Motivators pin.

You will be invited to join the LinkedIn Motivator Forum to share:

- what went well
- what you have learned
- what do you intend to do differently to build on what you have learned?
- And learn from each other and build the Motivators community

Here you will be able to share your experiences with other Motivators. You have the opportunity to learn from each other's experiences, so all Motivators grow, develop and continue to build on the great interventions that are being delivered.

Code of Conduct

- What to wear
- Social media – follow school policy
- Safeguarding – never left on own on school premises – read Inspire Policy which will be sent to you to read and sign.
- GDPR – exchange of personal details – all goes through school.
- Timekeeping
- Language

FEEDBACK

Exceptional Pass – 35-38

Pass – 30 -34

Fail – Under 30

Did the presenter		No 0	Part 1	Yes 2
1	Introduce themselves	0	1	2
	What did you notice the presenter do to support your observation?			
2	Explain 'what' they will be talking about?	0	1	2
	What did you notice the presenter do to support your observation?			
3	Explain 'why' this is important for the students?	0	1	2
	What did you notice the presenter do to support your observation?			
4	Explain 'how' the session will go? What the students might be doing?	0	1	2
	What did you notice the presenter do to support your observation?			
5	Show positive energy?	0	1	2
	What did you notice the presenter do to support your observation?			
6	Have good body language, eye contact that felt engaging?	0	1	2
	What did you notice the presenter do to support your observation?			
7	Speak at the right pace, so all information can be digested, understood whilst maintaining positive energy?	0	1	2
	What did you notice the presenter do to support your observation?			
8	Speak clearly, using positive language?	0	1	2
	What did you notice the presenter do to support your observation?			
9	Seem confident?	0	1	2
	What did you notice the presenter do to support your observation?			
10	Seem relatable for the students? Would a 12-year-old enjoy this presentation?	0	1	2
	What did you notice the presenter do to support your observation?			
11	Engage with the students during the presentation using at least one of the following?			
11a	Include visual activities? So the students could picture the message?	0	1	2
	What did you notice?			
11b	Include auditory activities? Where the students needed to listen and had an opportunity to speak?	0	1	2
	What did you notice the presenter do to support your observation?			
11c	Include kinaesthetic activities? Where the students could get a feel for the message? Where given a chance to have a go to understand the message?	0	1	2
	What did you notice the presenter do to support your observation?			
11d	Include a process to assist the auditory digital people know the process to follow to make use of the message?	0	1	2
	What did you notice the presenter do to support your observation?			
12	Present in a logical order?	0	1	2
	What did you notice the presenter do to support your observation?			
13	Use storytelling to engage the students?	0	1	2
	What did you notice the presenter do to support your observation?			
14	Summarise the presentation?	0	1	2
	What did you notice the presenter do to support your observation?			
15	Compliment their brand?	0	1	2
	What did you notice the presenter do to support your observation?			
16	Reach their required outcome?	0	1	2
	What did you notice the presenter do to support your observation?			
Overall Score				

Did the presenter		No 0	Part 1	Yes 2
1	Introduce themselves	0	1	2
	What did you notice the presenter do to support your observation?			
2	Explain 'what' they will be talking about?	0	1	2
	What did you notice the presenter do to support your observation?			
3	Explain 'why' this is important for the students?	0	1	2
	What did you notice the presenter do to support your observation?			
4	Explain 'how' the session will go? What the students might be doing?	0	1	2
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INSPIRED

COMMUNITY GROUP CIC