

Top tips to help you deliver *Ambassador* activity

There are lots of activities you could be asked to deliver as an *Ambassador*. These tips will help you plan and deliver different activities. Click on the headings below to read our top tips.

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- Support a work placement

Here are some tips you should consider when delivering any activity.

Know your audience

Prepare your talk to fit the audience and be careful of using complicated terminology, you don't want to confuse people. Think about:

- How much do they already know about or have experience of the subject?
- From their perspective, what are they likely to find interesting and exciting?
- How much diversity is there in the audience? Can you provide something of value for both the well-informed and those less so?
- Are you giving information or facilitating discussion?

If you're reaching people making immediate career/job choices, you could focus your talk on the routes into social care, such as Apprenticeships, job fairs and local vacancies, and the skills and experience they might need.

If you're talking to young people who aren't sure what they want to do, you could focus your talk more on the different job roles available in social care.

Examples of things you could aim to get across in your talk or discussion

- Working in social care is both challenging and fun.
- The difference you can make to people's lives.
- Overcoming anxieties and achieving things which make you feel proud.
- Social care is not a dead end job.
- Each day is different and rewarding.
- What the care environment is like.
- Employers invest in the skills for the people who work in care.
- That young people, older people and men can have rewarding social care roles.

Read 'Top tips for communicating with your audience', which includes tips for delivering activities to young people and unemployed people.

Share your personal story to help them to better understand what social care is about and how it works

Engage the group by using your personal experiences working in care or asking them for examples of their own relevant experience.

Having too much paperwork may detract from the informality of your engagement, however, it may be useful to bring your talk to life with an image or object. You could use a visual aid, such as, a photo of your workplace or you enjoying a day out with the person you support (with their permission of course).

Deal with your nerves

If you normally get nervous or slightly anxious, here are some tips.

- Before you begin your talk, take a moment to get comfortable with the audience, remember you believe in the cause and that this is your passion, and pretend that you are talking to your friends.
- Know that everyone makes mistakes, and if you make one, no one will know unless you tell them or show it on your face.
- Don't drink too much caffeine before giving your talk, it tends to give people the shakes and nerves will make this worse.

Preparation prevents panic, knowing your material well will really boost your confidence.

Delivering a formal presentation

Good presentation skills are within everyone's reach. For most people, presenting can be a daunting experience however presentations are an effective way to communicate to large numbers of people at the same time and we will increasingly be expected to do them.

Here are some tips to help you deliver a good presentation as an ambassador.

1. Preparation is key

Think about the following questions when you start to prepare your presentation.

- What is the purpose of the presentation?
- The subject
- The audience
- The place
- The time
- How long?

2. Organise and structure your presentation well

Think about the key points you would like to make and use this as a starting point.

We recommend:

- Introduction – tell the audience who you are, what you will be talking about and the structure of your presentation
- Icebreaker activity
- Main content – tell the audience the key messages. If you do any activities, make sure you link them back to these messages
- End – summarise the key points and tell them where they can find more information

As a guide:

- 3 key points are sufficient for a 10-15 minute presentation.
- 6 key points are sufficient for a 30 minute presentation.
- 8 key points are sufficient for a 45 minute presentation.

For any additional information you can't fit in, use another medium such as handouts and links to websites.

3. Make your content interesting

Think about how you can make your key points interesting. This could be talking about why you chose to work in social care, how you applied for the role or a previous experience. Use metaphors and analogies to bring things to life and give the audience something to relate to. 'Think about how you would feel if you couldn't get dressed by yourself', for example, conveys far more than just literal meaning.

You could choose to use a video, or do an activity as part of your presentation.

Have a conversation with your audience. They may not actually say anything, but make them feel consulted, questioned, challenged, argued with; then they will stay awake and attentive.

4. Write good presentation notes

Try to limit the amount of text on your presentation slides, but make sure you have good presentation notes.

Split them into bullet points so they are easy to read, and use index cards for your main points so you can still maintain eye contact with your audience.

5. Use visual aids

Use visuals in your presentation graphics, pictures, cartoons, bar charts etc have instant impact and you can then use words to elaborate. Slides with lots of text are of limited value.

6. Check your surroundings before you present

Arrive early and check that the technology works; make sure you know how to use the equipment and skip between slides or play any videos. Also check the room is set out correctly; think about any moves you have to make e.g. getting up from your chair to the podium, and any activities you are doing.

7. Deal with questions

Think about what questions the audience might ask and plan your answers. If you don't know the answer, write the question down and say you'll get back to them.

You could use a computer with the internet to look up any questions.

You could also ask the audience to answer questions if there is something they might know. For example, 'I remember earlier Mrs X mentioned she had looked after her Mum with dementia, Mrs X would you be happy to tell us a bit more about the challenges you faced'.

8. Present yourself as well as your powerpoint

Use your body language to convey confidence; this will make your audience feel comfortable.

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Delivering an interactive activity including icebreakers and quizzes

As an *Ambassador*, you may choose to run activities. Here are some tips to help you run an activity or ice breaker.

1. Link your activity to the key points of your session

Choose an activity/ice breaker which illustrates the points you will be covering in the session.

Make sure you link the activity back to your key point. For example you could say 'this activity highlights some of the skills needed to work in social care. If you have these skills, a career in social care might be for you.'

2. Make sure your activity is relevant

Choose an activity that is relevant for the age range and experience level of the people you will be working with. Read 'Top tips for communicating with your audience' to help with this.

For example don't use an activity that focuses on people's experiences of caring for someone, with year 9 students. In a similar way, activities using props might not be suitable for an older audience.

3. Make sure you allow enough time for the activity

Activities often take longer than you think – if in doubt use a shorter activity rather than a longer one.

Test the activity out with a group beforehand and be strict with your timings. Make sure you tell participants how long they have for the activity, and prepare any props or resources beforehand to reduce delays. Think about the most important elements of the task and ask participants to concentrate on these.

4. Think about the abilities and disabilities of your audience

Be mindful of individual abilities and disabilities, you may have to adapt a session to make it fully accessible (for example – ask people to put their hands up/down rather than stand up/down if there are people with mobility issues).

5. Encourage participants

Some people might need a bit of encouragement to get involved – particularly at the start, but if they really don't want to get involved just allow them to watch/take part at their own level.

You may need to give groups examples of what you would like them to do, or do a demonstration at the beginning.

6. Time your activity right

Activities can be a great way to pick up the energy in a room. Use them immediately after lunch to get people woken up and engaged after the break.

7. Make sure activities are inclusive

Be careful of activities that single out individuals or groups – these can be extremely powerful ways of illustrating points, but can make the individual/group feel very isolated and vulnerable. Check with a teacher/group leader to see if there is anyone who might be at particular risk of this.

Instead of asking people to put themselves into groups, you could allocate groups for them or ask the group leader to do this.

8. Think about how you want the room to be set out

Try and organise an activity that requires minimum movement from the audience. You may need to rearrange the desks before your activity starts.

9. Pre-empt any problems

Try to predict the kinds of things that might go wrong, for example which bits might the participants struggle to understand or if equipment doesn't work. You could pre-empt these problems by giving tips at the beginning of the activity. Or be prepared to adapt the activity.

How to use quizzes

Quizzes can be a great way to warm a group up, check the understanding of the audience at the start of the session and consolidate learning at the end.

Different types of quizzes

Quizzes can be presented in a range of ways – from a simple set of questions on a sheet of paper to fully replicating a TV quiz show. Your choice of quiz will depend on the age of the audience, time and the resources available.

Team quizzes

- You can also encourage the audience to complete the quiz in teams. This may help to avoid exam concerns and increase the energy of the group.
- Another way to up the energy is to get people to call out the answers – just be aware you may need to intervene if one person dominating the answers and stopping others from contributing.

Individual quizzes

- A simple paper quiz for individuals can help to calm and refocus the group after a particularly energetic activity.

Questions throughout the session

- Single questions scattered through a presentation or event can help to maintain the attention and energy of the audience.

Activity based quizzes

- Activity based quizzes may help to energise the group. For example, adding multiple choice answer to the corner of the room will help to encourage people to get involved and move to different corners for each questions.

Using technology

- Some settings will have a range of technology you can use to make the quiz more interactive. Things like interactive voting buttons can help to make quizzes fun.

Offer small prizes always goes down well, particularly if they've worked as a team – even adults will enjoy a bag chocolates to share on the table.

Delivering quizzes

- Some people can be very worried about taking part in quizzes as they think of them as exams. You should explain at the start of the quiz that it's just for fun.
- If you think there are people in the room who are still concerned about it being an exam, avoid getting them to swap answer sheets for marking or similar – just ask everyone to mark their own sheet.

Delivering an informal talk or discussion

1. Structure your talk

Decide on a number of key points you want to get across in the allotted time - one point every five minutes is a reasonable rule of thumb.

Here are a few examples of some key points you might want to talk about.

- An overview of your journey from school including aspirations, apprehensions, and achievements.
- An example of how you have done something in your career in care that you really enjoyed.
- An interesting story such as how you have supported somebody to go on holiday, live independently to the age of 100 or to get back on their feet after an accident.
- An example of an interesting day on the job for you.
- How your company recruits and develops its staff.
- A the range of roles supporting someone to live independently and how you work together.

Check your audience is following your talk, give yourself checkpoints to ask if there are any questions.

2. Use body language to engage with the audience

While you are giving your talk be aware of where your body is.

Do - Use your arms, facial expressions, and hand gestures to help you emphasize parts of your talk or better connect with the audience.

Don't - put your hands in your pockets or behind you— this will disconnect you from the audience and make you seem uncomfortable. Let your arms be comfortable by your side and ready to gesture and convey.

Eye contact is key. Remember to look up from your notes and be conversational with your audience. Instead of writing your talk down in full on a piece of paper, use index cards instead to remind you of the major points.

3. Involve the audience in a discussion by asking questions

If you are holding a discussion it is helpful to plan to use a range of questions, for example;

- Do you have any questions about what I have just talked about?
- Have you ever cared for somebody?
- What sort of person would you like to care for you?
- Do you know what you would like to do as a job in the future?
- What picture comes into your head when you think about social care?

- Can you think of any news stories you have heard lately about social care? (be prepared to counter them)

Don't assume that discussions lead themselves – plan it!

- What will you do if nobody says anything?
- Use your own experience in good and bad discussions as a guide. What tends to silence people?
- What kinds of questions are intimidating, or unanswerable?
- What kinds invite good discussion?

4. Ensure everyone can hear your discussion

If you answer questions, rephrase them before you answer so that everyone can hear. For example say 'Ben has just asked where I can find more information about careers'.

5. Use 'you' instead of 'I'

This will make your audience feel more engaged.

6. Make sure people know where to go next

When you have sparked people's interest, if they don't know where to go next this person may not pursue a career in care any further. Ensure individuals have contact details in case they want more information post event.

- A list of local agencies or job sites; many jobs are only listed online.
- Cut-outs on a display board from newspapers, websites or the apprenticeship site with vacancies and respective contact details.
- Tell people to think about approaching organisations directly, such as, care homes in their neighbourhood, be proactive!
- The National Apprenticeship website.
- A list of local colleges, universities and private training providers.
- Our Think Care Careers resource and apprenticeship materials.
- Whilst you need to present information in a non-biased way, you could also highlight organisations in your area that you know are recruiting, if it is relevant to the enquirer.

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Running an information stand

As an *Ambassador* you may be asked to run an information stand at an event. Here are some tips to help you get the most out of it.

1. Visit the venue and plan your stand

Try and pick the best spot for your stand. A table near the door, walkway or speaking space will mean you're the first to engage with people.

Also think about:

- Is there space for a banner or backdrop?
- How big is the table?
- Will there be enough seats for you and other ambassadors to sit down?
- Will refreshments be available?
- Is there room to store spare leaflets?
- Is there a plug socket?

2. Make your stand interesting and interactive

Use a backdrop or banners to add colour and images to your stand. Your service coordinator can request banners and a table cloth for your service from Skills for Care using the resource request form on the Resources Bank.

You may also want to use a laptop or touch screen to show people videos or websites. [A Question of Care](#) or [Think Care Careers](#) might be useful.

If appropriate, use activities or props to make your stand more interesting. You could use impairment glasses or disability suits to get people to think about what it's like to have a disability. There are also lots of activity ideas on the Resources Bank. Remember to bring the right equipment; blue tack, pins, tape and scissors.

3. Organise your journey to the venue and book a courier

If you're taking lots of leaflets and props, it may be easier to book a courier to transport these to the event, especially if you will be taking public transport.

It is often easier to arrange a courier to deliver your items the day before the event, so you can set the stand up before the start.

Remember to include scissors, tape and arrange a return courier for any leftover items. Include a name individual at the site and a contact number.

4. Dress accordingly

You want to be approachable to your audience so consider what is appropriate to wear. If you are engaging with students you may wish to dress in casual wear. If you are talking to professionals, smart clothes may be more appropriate. Make sure you wear a name badge so people can identify you.

5. Use leaflets to give more information – but don't rely on them

Focus on understanding your audience and giving people information verbally. People take more in if you actually engage with them. Use leaflets as a follow up for people who are actually interested in what you have to say.

6. Think about what to say to people

People might come to your stand not knowing what they want to ask. Think of some key things you could ask and talk about. For example:

- Do you have any idea what you would like to do when you leave school/college?
- Have you ever cared for or supported somebody in the past such as family or friends?
- Have you thought about care as a career?
- What are you studying at the moment?
- Are you working, training or supporting family at the moment?
- Did you know that there are x number of social care jobs advertised locally this week?
- Did you know that there are x number of social care apprenticeship vacancies in the area?

Ask people about their interests, skills and experience and try and link this to a career in social care.

7. Talk about your own career journey

Talking about your career journey may help people relate to you and bring the sector to life. Think about;

- What is your current role?
- Did you change your career in later life?
- Were you apprehensive about learning at first?
- Did you progress from a front line role?
- Why do you like working in care?

8. Make sure you know more about the sector than just your role and organisation

People might ask you a range of questions about working in social care and whilst you aren't expected to know everything, a broader knowledge of the social care sector might be useful.

You can brush up about your knowledge of Apprenticeships www.skillsforcare.org.uk/Apprenticeships

There is lots of information about the different job roles in social care on Think Care Careers www.skillsforcare.org.uk/thinkcarecareers

You might also want to read about social care qualifications www.skillsforcare.org.uk/qualifications

9. Always give the audience somewhere to go next

When you have sparked someone's interest in social care, make sure they know where to go next to pursue this interest. It may be helpful to:

- Have a list of local agencies or job sites; many jobs are only listed online.
- Use cut-outs on a display board from newspapers, websites or the apprenticeship site with vacancies and respective contact details.
- Tell people to think about approaching organisations directly, such as, care homes in their neighbourhood, be proactive!
- Show people the National Apprenticeship website.
- Have a list of local colleges, universities and private training providers.
- Request leaflets from Skills for Care to find out more about careers. There is a resource request form on the Resources Bank.
- Whilst you need to present information in a non-biased way, you could also highlight organisations in your area that you know are recruiting.

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Supporting a work placement

We are currently working on content for this section. Keep an eye out in the bulletin for updates.