

# Speak Project Toolkit

Speaking skill performance enhancement  
in entrepreneurial customs for social workers





KA204 – Strategic Partnerships for Adult Education  
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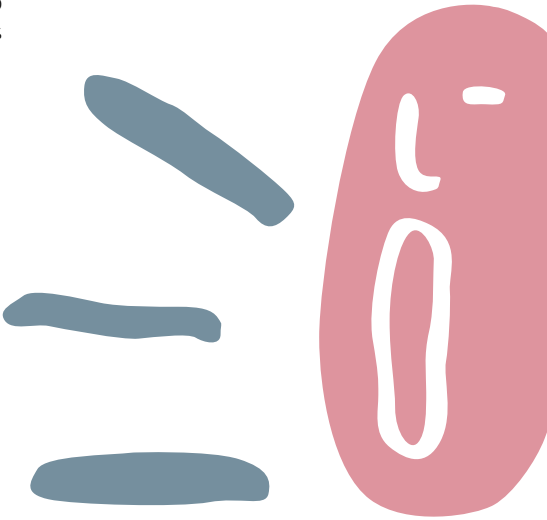


### The purpose of the toolkit

As stated, public speaking is known as an act of speaking face to face to a live audience. Nonetheless, due to the evolution of speaking publicly, it is viewed as any form of speaking between an audience and the speaker. The purpose of the SPEAK toolkit is to enable educators, students, adults, trainers, migrants and individuals with entrepreneurial mindset to acquire the necessary skills and knowledge on public speaking and ways to equip themselves. The toolkit constitutes several components of public speaking abilities one can adopt in their day-to-day lives.

### The target audience of the toolkit

Since a target audience is referred to as a group of consumers within a predefined target market that has been identified as the best recipients for a particular marketing message. In this project, SPEAK tends to focus on adults, educators, migrants and individuals with entrepreneurial perspectives who seek to develop their speaking abilities and connect with experts in the business environment.



Partnership



**FALL**

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# Introduction

**SPEAK Project**, a co-funded by the Erasmus+ programme of the European Union, aimed at exploring the potential of public speaking and entrepreneurial skills to attain high ranking results, conceivable for adults in the process of personal and professional development through advanced communication, with a focus on public speaking ability. The project had five European partners from Austria, Sweden, Turkey, and Italy. The Project's main objectives are to promote the innovative educational format of speaking skills, co-creation, and peer interaction. Also, it reduces the social exclusion and discrimination of marginalized groups by piloting a design for educational offers targeted at social organizations and businesses to develop their capacities in speaking publicly.

## Theoretical Knowledge about Public Speaking and its Application in Entrepreneurial Fields

Daily, from how we talk to our work, communication plays a vital role in our lives. Vigano (2003) notes that the term “communication,” used worldwide, at the beginning of its dissemination, took the meaning from the Latin root “communis” which signifies that communication was an act of sharing. In the West, the art of oratory was born in the B.C in Greece (Magna). The role of rhetoric, therefore, stood opposite to the authoritative use of power using speech.

## From Oratory to Public Speaking

The ancient orators like Plato, Homer, society were able to induce changes through their passion and words (Neil, 2010). Currently, the oratory has different connotations related to all the evolution that occurred through history; but the objective that a correct knowledge of the art of public speaking has remained the same. Anytime people think about public speaking, the first thing that comes to mind is the clapping before entering, a vast crowd, etc. Nonetheless, speaking in public does not only constitute these features. Speaking in front of friends, family, acquaintances, or strangers is all forms of public speaking. Some events have profoundly modified our lifestyle, consumption habits, and even how we interpret reality; hence, the reason why public speaking is emphasized not only for its relevance in business (entrepreneurship) but also for its impacts on society and the world. As Griffin (2012) argued, the connection that produces the art can generate a sharing of information, thoughts, ideas, and suggestions to create a community where we can recognize ourselves as members of something. Thus, “why is public speaking so vital in life? Typically, this happens when people do not know how to express their point of view on issues. Once people engage in this aspect, something changes in people's attitudes and

their way of reasoning. By doing that, people can control their everyday circumstances, be aware of approaching life, business opportunities, and transform. As people, we become aware that our communication can be one of the best weapons to take with us in both the present and future.

Practicing and learning how to become competent and confident in public speaking can be a creative and fun moment. The fundamental part is that participating in a Public Speaking class can be a thrilling, motivational and insightful experience that can contribute to developing character and communication ability.

Could you imagine the business world without the opportunity to follow a public speaking course? These will make people not confident in their communication and everyday activities. Public Speaking in the educational system does not want to seem something only related to business. However, somebody can apply it in all walks of life. Students' and young people's public speaking skills are not connected only to their future professional terms, but it is more relevant: individual growth.

## Background Information on the Educational needs and Socio-economic Exclusion Issues

Public speaking skills should not be a need dedicated to professionals only. Public speaking is the ultimate way to make people stand for their rights and increase awareness of their conditions. Regarding immigrants, this should be an opportunity to gather people, reduce racism, xenophobia, and biases, improve their needs, and make their voice count in society. Indeed, public narratives on refugees and other migrants have become more negative in the last decade. For instance, some media focus on migrants' perceived propensity to commit crimes and terrorist acts rather than their impact on the labor market (Public narratives and attitudes towards refugees and other migrants: Sweden country profile). It is time to give migrants tools to be an active part of their rights' defense.

To get skills in public speaking, migrants should first learn the language, Swedish, or at least English. Some educational programs already exist at a European level to help assess migrants' skills and qualifications. The European Commission has offered over 100,000 refugees and newly arrived migrants access to Online Linguistic Support (Europa. E.U.). The initiative aims to help individuals integrate into their host society by providing the opportunity to learn the local language. Even though it is much more appreciated to speak the local language, speaking English in Sweden is not nonsense. In 2017 Sweden ranked 2nd out of 80 countries in the E.F. English Proficiency Index (People in Sweden speak

excellent English, 2018) (EF EPI), which measures the language proficiency of non-native speaking countries. Therefore, Sweden is the perfect place to learn English and then to improve its speaking skills. In January 2017, the government (Utbildningsdepartementet, 2017) announced a significant and long-term investment aiming to support the capacity of municipalities and free school owners to provide newly arrived students with an education of high quality. The document does not provide a high level of details. However, it appears from the record that investment in language learning, study counselors, and teachers' didactical skills are the most relevant areas. The program stretches from 2017 to 2025, with a total budget of 2,138 million SEK. The Swedish National Agency for Education (SNAE) is responsible for allocating the resources. It should be necessary to make public speaking an ordinary skill to teach to migrants. As soon as migrants improve their English, they can be heard, understood, and convey ideas and emotions.

In 2019, OECD highlighted what could be changed by the Swedish government to improve migrants' inclusion in Sweden's schools (How to improve migrants' inclusion in Sweden's schools? 2019). According to this organization, the Swedish government should revise the procedures to recruit teachers from migrant backgrounds. Future teachers should be offered financial support during the necessary Preparation to become a teacher to motivate them. They should also be recruited from diverse backgrounds, offering them a student-teacher relationship more adapted to their needs. This new student-teacher relationship could be the opportunity to improve public speaking skills in a climate of Confidence. The OECD's report also underlines the importance of promoting individualized learning plans in the early stages of the integration process. It should be a part of a whole continuing process, including students' families as part of the language learning process. At the same time, it promotes pluralism in schools, enhancing migrants' language diversity and ensuring that the migrant students do not lose contact with their mother tongues. Finally, the OECD's report insists on the necessity of “managing diversity across educational communities in times of more diverse immigrant flows.” It includes the need to make changes in the curriculum and to provide training in diversity management. This measure could allow school leaders and teachers to handle increasingly diverse schools, allowing them to give students, families, and teachers the support they need.

Swedish Law already gives some importance to immigrants' words, mainly about children's immigration. According to the Migration Agency, “all children have the right to have their say. Their reasons for seeking asylum as a child are examined individually and may have other reasons for seeking asylum than the parents” (Migrationsverket, 2021). If individuality is recognized, then it is of paramount importance to develop people's voice and public speaking skills, as each individual must be heard and then be able to convey their message. Someone can give tips to people willing to teach migrants how to talk about immigration or to migrants themselves who are eager to talk about their conditions. For instance, building empathy is probably the first step to connect people. To do so, expressing its feelings through speech is the most appropriate way (Goodman, 2019). Also, people should feel comfortable discussing the topic of immigration. A UK think-tank (British Future) dealing with immigration and integration already tried to gather people on this topic in 2016, with the

help of the Home Affairs Select Committee. The purpose was to hold a National Conversation on Immigration, holding citizens panels in 60 towns and cities across the U.K., inspired by efforts at public engagement in Canada, to discuss the topics (apolitical, 2019). It shows that there are still many projects to carry out to gather people. Discussing, thinking outside the box, and bringing new ideas should be the goals to reach speaking skills.





# Chapter 1

## Competences and Methodologies for the target groups

Some great speakers are natural communicators who can break all the rules and still give a perfect public speech. To offer powerful remarks, everyone can acquire a few qualities of exceptional speakers. Powerful speaking is an acquired skill that necessitates mastering several practiced abilities until they become second nature. Public speaking might be daunting, but you must find a method to express yourself if you want to advance in your job. Public speaking allows you to communicate your thoughts with a broad audience, distinguish yourself from the corporate crowd, and gain recognition in your industry. Unfortunately, if your public speaking skills aren't up to par, no one will pay attention to your presentation long enough to understand what you're saying.

### Self- Confidence & Calmness

A confident speaker is more accurate, competent, credible, intelligent, informed, likable, and believable than a less secure, hesitant speaker. Typically, Confidence is essential when giving a public speech. It's only natural to be nervous while providing a public address. "There are only two kinds of speakers in the world," Mark Twain once said. "The Nervous" and "The Liars." There are two solutions for anxiety when giving a public speech;

**Excitement** – If you're passionate about your subject, your enthusiasm will shine through any nerves you may have throughout your presentation. People who describe their worry as excitement, according to studies, are more comfortable speaking.

**Authenticity** – Be true to yourself. If you need to stray from your carefully prepared presentation, go ahead! You don't want to remember your speech, even though you should practice it as much as possible. If you don't say anything quite perfectly, memorizing a vocabulary can cause you to stumble over a piece.

### Knowledge

Influential speakers are experts in their fields. They are much more knowledgeable than a single word can indicate. They can adapt knowledgeably in a pinch using the most relevant facts as this can be the key to exuding ultimate confidence and an authoritative presence that reassures an audience. Deliver the points in a logical and orderly manner. Tell them what you're going to say, and then say it. Remind them of what you said earlier. Allow plenty of opportunities for your audience to assimilate your message.

### Enthusiasm & Passion

Demonstrate your enthusiasm for the event and your topic. Passion is contagious. The best speakers persuade people by the power of their convictions, but they do so with a light, self-deprecating sense of humor. A funny beginning statement relaxes the audience, and a relaxed audience is more likely to believe the content they hear. You must be passionate about your subject to communicate with others through speech honestly. Your words will be useless if you don't speak with enthusiasm. If you want to impact your audience with your presentation positively, you must show sincerity in your emotion when interacting with them. There's no need to try to 'practice' sincerity by speaking with a loud voice and swinging your arms around. Think about how you feel about your topic and the people with whom you're saying it.

### Engagement & Fluency in speech

A speech is similar to a discussion in that it requires you to communicate your message to another person. It makes no difference if you're talking to one person or a thousand in this regard. The problematic aspect is that we are all bombarded with a lot of information in a short amount of time, and it can be challenging for a speaker to cut through the clutter and demonstrate that what you're saying is essential.

While you're speaking, people are probably reading emails, surfing the web, investigating who you are, or taking notes on your speech on their phones, tablets, or computers. It's your responsibility to get people to put down their phones and pay attention to what you're saying. You can't force them to put down their phones, but you can get them to do so by creating an environment that thrills and engages the audience.

**The following are the finest techniques to engage with your audience:**

- Tell small stories.
- Keep in mind who you're trying to reach.
- Be aware of the energy in the room and be willing to laugh at yourself.
- Make an effort to improve your nonverbal body language.

### Organisation & Self-motivation

You don't have to pretend to be someone else; all you have to do is be yourself. Your audience may perceive your speech as insincere or calculated if you don't act like yourself in front of the group, no matter how much you believe in your message or how well you've rehearsed. It's unlikely that a political candidate will win an election if they don't seem genuine. Sales will not increase if a company's social marketing plan appears inauthentic. If you create a page on a dating service but write something that isn't genuine, the people who read it will likely notice and never contact you. It's the same with speaking.

**Do not memorize** – You should not remember your speech in absolutes to 'be yourself in a presentation. Practice your address as much as possible, but be open to changing the language if necessary. It makes things simple to switch during the presentation if things don't go as planned. Memorization might create an impediment between you and your listeners.

**Using a natural voice** – Tones that look artificial or too flawless have the potential to break any connection you've created with your audience. It would help if you aimed to speak in a conversational tone in general. It's okay if you say a few "ahhs" and "umms," don't worry about it.

In conclusion, having a message that you believe in and that the audience can relate to is the most excellent method to inspire public speech. The connection you have with your audience goes a long way in creating a bond. To become a great public speaker, you'll need a lot of practice and experience, but by copying the characteristics of excellent public speakers, you may become more inspiring and impactful.

### How to develop disadvantaged groups' public speaking skills

It is of utmost relevance for people to pay attention to the up-graduation of public speaking skills when communicating with family members, friends, neighbors, and community members in educational, professional, and private settings (Dr. Kapur, 2020). The areas in which public speaking skills are practiced are personal, professional, and general. These three areas are an integral part of the lives of individuals. They need to socialize and communicate with others. Communication may take place with one or two individuals. However, it is not difficult for individuals to convey their ideas and perspectives, but communicating with the audience and speaking in public may enable individuals to feel apprehensive.

### Entrepreneurs

According to Forbes (2012), beyond fear, many people do not get the value of being willing and able to communicate effectively with team members, investors, customers, and many other support people one-on-one and one-to-many. However, not all have to be on the professional speaker circuit to succeed. According to Dr. Yager book on reasons why an entrepreneur needs to overcome fear and anxiety and master the art of speaking in public:

- You have the opportunity to appear before experts.
- You need funding and have to address a group of investors.
- As the company grows, there is a need for customer seminars
- Key speaker at employee update and rewards meeting.

Speaking in public is one of the critical business skills that can make every individual and company, whether you are a startup or an entrepreneur. The other four are new product development, writing, time management, and sales.

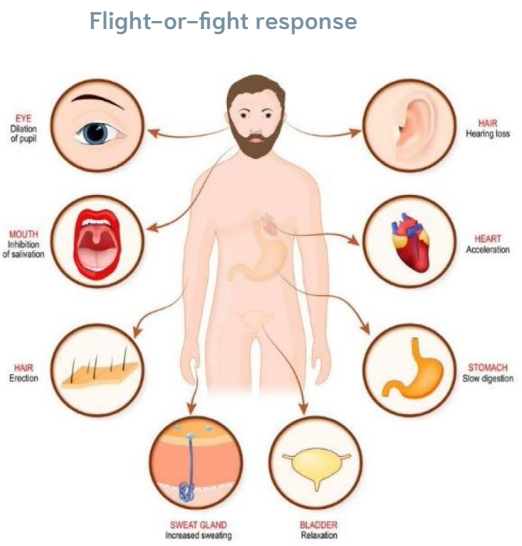


# Chapter 2

## How to overcome public speaking fear

### General Introduction

The fear of public speaking is caused by several factors such as neurological, social, or experiential. However, the primary factor is closely related to the natural stress mechanism, more commonly known as the 'fight or flight response.



This impulse derives from a primitive need to protect oneself from a physical, or pseudo-physical, threat. At a neuro-cerebral level, we experience public speaking as an attack, a threat to our person.

We physiologically register an audience as a threat, and consequently, the physical response many people have. But, at the same time, speaking resembles how their body would react to physical signs of danger: shortness of breath, facial flushing, trembling, or paralysis.

For this same reason, when one feels uncomfortable with a group of people, one may wish to leave, so one responds to the threat by fleeing.

Fear of public speaking can also be linked to the subjective characteristics of the individual and is therefore no longer related to ancestral behavior that all human beings share. The fear of public speaking is related to an individual's perception of the seriousness or importance of an argument one is discussing. Also, negative experiences in the past, such as a stutter or physical disabilities, generate complexes in the individual. Another genetic factor is a phobia, an anxious, mostly unmotivated, and therefore pathological fear, such as an instinctive and invincible aversion to something.

Phobias are associated with Individual subjects. Glossophobia', the actual fear of public speaking, also has symptomatology. Symptoms generally include uncontrollable shaking, sweating, and an elevated heart rate. Essentially the difference between glossophobia and the general fear of public speaking is the extent of these symptoms. However, it is traced to a single cause: feeling under pressure or uncomfortable speaking in front of an audience.

The ability to overcome the fear of public speaking, the thoughts, and strategies to be put in place must consider how deep-rooted this fear is in the individual. In the most severe cases, when referring to real pathological phobia, the best treatment regime becomes cognitive-behavioral therapy, which provides a series of techniques and strategies to modify distorted cognitions and overcome situations that create the aversion.

Cognitive work aims to develop the ability to stay focused on the present moment without constantly checking what is happening

around you without asking questions. It achieves this concentration by removing oneself from the context that makes one vulnerable work a natural anxiolytic and improves performance exponentially. On the other hand, behavioral work uses gradual exposure to the situation that creates the phobia, both in an imaginary context and in real life; by applying the cognitive techniques acquired, the feared conditions must be broken down into simpler units gradually tackled.

### Example of daily programme description

You can try to resolve public speaking anxiety yourself, when it is not a deep-rooted phobia, with some valuable techniques for dealing with it, which we could summarise as follows:

- Preparation
- Breathing
- Tone of voice and posture
- Visualisation
- 

### Preparation

Oftenly, Preparation is underestimated. Practice also means that you need to know where you will be speaking, the audience, and the timing. However, it is essential to prepare your speech, its structure, and its content. Strategically, it is advisable to start with the topic you know best and address an order comprising an opening, middle and closing part. The speech must be logically presented and straightforward. Simplicity makes you feel more confident and allows the audience to follow easily. You then have to repeat your speech a couple of times, mentally or, better still, out loud, with the help of a friend who is willing to listen. The important thing is that you should never, ever learn the speech 'by heart' word for word, avoid being artificial, and avoid getting stuck at the first lapse of memory. If allowed, it is more beneficial to have a piece of paper with notes, a list of phrases or keywords in the speech.

60'	Preparation Exercise
	<p><b>Aim/purpose:</b> Prepare for your own speech</p> <p><b>Time Frame:</b> 60 mins</p> <p><b>Action, activities:</b> writing/drawing, speaking aloud</p> <p><b>How (kind of methods):</b> written, verbal, individual or in pairs</p> <p><b>To keep in mind:</b> do not learn your speech by heart</p> <p><b>Suggested exercises:</b> (minimum 2 max. 5)</p> <ul style="list-style-type: none"> <li>- spend 10 min creating a map/chart/list with the key words and main contents of our speech</li> <li>- 50 min repeat your speech out loud (better if in front of a mirror or with a friend). It is also useful to register.</li> </ul> <p><b>Further resources:</b> (theories, internet links with materials, books, etc)</p> <p>Calderone G., Superare la fobia sociale. Come si fa e perché occorre andare per gradi. Psicologo-parma-reggioemilia.com, <a href="http://www.psicologo-parma-reggioemilia.com/superare_ansia_fobia_sociale.html">http://www.psicologo-parma-reggioemilia.com/superare_ansia_fobia_sociale.html</a></p>

“The value we place on ourselves should never depend on a single performance; making mistakes does not necessarily lead to negative judgements and even if it does, there is always a way to tolerate them: anxiety is an emotion and therefore, always has a margin of controllability and above all, it is normal experience that everyone has when put to the test.”

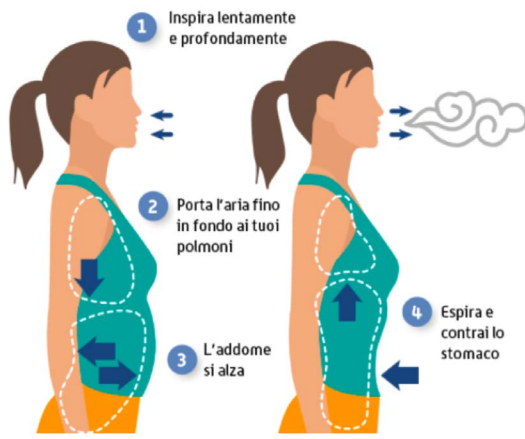
Breathing

When speaking in front of an audience, you breathe heavily or you hold your breath. A good breathing exercise is useful before facing the audience. There are several breathing exercises that allow you to visualise and focus on your breathing. These exercises help to relax the diaphragm and regain control of emotions, reducing anxiety and stress levels.

15'

Breathing exercise

**Aim/purpose:** Relax  
**Timeframe:** 15 mins (every day)  
**Action, activities:** breathing  
**How (kind of methods):** silence, individual.  
**To keep in mind:** every time your mind gets distracted you need to refocus on breathing. It is important to take a comfortable position (sitting or lying down) and keep your back straight.  
**Suggested exercises:** (minimum 2 max. 5)  
– inhale through the nose for 4 seconds, hold the air for 4 seconds, exhale through the mouth for 4 seconds. Continue the exercise for 15 minutes.



**Further resources:** (theories, internet links with materials, books, etc)

- Satyanada Paramahansa, Asana Pranayama Mudra Bandha, Ediz. Illustrata,
- Calderone G., Superare la fobia sociale. Come si fa e perché occorre andare per gradi. Psicologo-parma-reggioemilia.com, [http://www.psicologo-parmareggioemilia.com/superare\\_ansia\\_fobia\\_sociale.html](http://www.psicologo-parmareggioemilia.com/superare_ansia_fobia_sociale.html)

Tone of voice and posture

It is essential to know that when speaking to an audience, non-verbal language, i.e., body language, counts for 55%, para verbal language, tone of voice, pauses, etc., counts for 38%, and oral language for only 7%.

When one is speaking publicly, a small part of what is perceived is given by the meaning of words. Therefore, knowing how to manage these elements becomes fundamental because communication effectiveness depends mainly on HOW one communicates versus WHAT one speaks, without changing one's personality and truthfulness, but rather by working to remove and control the obstacles that would make us unnatural.

Depending on the purpose of the speech, you have to manage and modulate the tone of voice; not only that, you have to work the pauses to emphasize a particular concept.

It is essential to use and control facial expressions, hand movements, and posture in body language. For this purpose, it is helpful to repeat one's speech in front of a mirror or by recording oneself and listening again.

Knowing and exploring the potential of one's voice and body also means gaining more self-confidence and, consequently, more awareness in one's interpersonal relationships.

30'

Tone of voice and posture Exercise

**Aim/purpose:** Acquire stage presence  
**Time Frame:** 30 mins  
**Action, activities:** speaking out loud  
**How (kind of methods):** individual  
**To keep in mind:** don't learn your speech by heart  
**Suggested exercises:** (minimum 2 max. 5)  
– repeat your speech out loud, recording yourself. Then repeat it again, correcting posture and gestures.  
**Further resources:** (theories, internet links with materials, books, etc)

- Carnegie D., Come parlare in pubblico e convincere gli altri. Bompiani,2017.
- Faraoni S., Public speaking : l'arte di attirare l'attenzione. Hoepli, 2019
- Mehrabian A., Nonverbal communication. AldineTransaction, 2007



(Scenes from the film “The Iron Lady”, which tells the story of the life of former British Prime Minister Margaret Thatcher, played by Meryl Streep, who received her third Oscar for her performance. In these scenes Mrs Thatcher, after running for the leadership of the party, undergoes a drastic change of image and takes public speaking lessons, undergoes breathing exercises, tone of voice modulation and gestures).

Visualisation

Finally, a beneficial strategy to overcome the fear of public speaking is visualization. You are visualizing the speech in the moment and act of being delivered in front of the audience. It allows us to manage negativity, not to focus exclusively on the possibility of negative results. You may interrupt yourself, stutter, speak too quickly or lower the volume of your voice. You have to accept imperfection but prepare your mind for success. Successful speech delivery allows the audience to applaud and savor all the pleasant sensations even before we experience them.

15'	<p><b>Visualisation Exercise</b></p> <p><b>Aim/purpose:</b> Display performance <b>Timeframe:</b> 15 mins <b>Action, activities:</b> imagining <b>How (kind of methods):</b> non verbal, individual <b>To keep in mind:</b> every time we think of something negative, think of something that could go wrong. We have to force ourselves to think of something positive—an opposing thinking technique: replacing negative thoughts with positive ones. <b>Suggested exercises:</b> (minimum 2 max. 5) – for 15 minutes, visualize the performance, focusing on the details: how you present yourself, the place where you are going to give your speech, the audience, imagine yourself at the moment when you give your address: your tone of voice is neither too high nor too low, your posture and gestures are in line with what is said. Imagine when the speeches end well, the audience applauds.</p> <p><b>Further resources:</b> (theories, internet links with materials, books, etc)</p> <ul style="list-style-type: none"><li>• Calderone G., Superare la fobia sociale. Come si fa e perché occorre andare per gradi. Psicologo-parma-reggioemilia.com, <a href="http://www.psicologo-parma-reggioemilia.com/super-are-ansia-fobia-sociale.html">http://www.psicologo-parma-reggioemilia.com/super-are-ansia-fobia-sociale.html</a></li><li>• Sansavini C., L'arte del public speaking. AlphaTest, 2011</li><li>• Google Digital Training, Parlare in pubblico.</li></ul>
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The new millennium has seen a considerable increase in the number of training solutions offered in videos, which provides real-life examples of behavior to emulate, and online courses. It is precisely due to the recognition and standardization of strategies to overcome the fear of public speaking.

Public speaking is not just a skill for politicians, theatre actors, or T.V. presenters, and it is now a key asset in every working context. Public speaking is one of the most sought-after skills in the professional world. Considering the increasing number of events organized in every sector: festivals, conferences, lectures or seminars, public speaking becomes more and more important in every field, also in everyday life.



Types of Trainings

There are different types of training that we can use outside the traditional school system such as self-learning at home, individual coaching, the workshop model and the webinar. These are training methods that adults can consider to develop specific skills, including public speaking skills. These types of training can be used to learn, practice and improve.

Home Self-Study

Self Study is an emerging form of learning that has emerged due to the availability of learning resources online. Self-studying enables the learner to learn what he or she wants, when he or she wants, and how he or she wants. The learner drives the learning process and this tends to be more effective than instructional learning. Self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning. The individual can aim to learn a little bit about everything, or they can work hard toward mastering a single subject. Self-studying is a learning method where people direct their own studying outside the classroom/area and without direct supervision. Since people are able to take control of what (and how) they are learning, self-study can be a very valuable way for many people to learn.

Benefits of Self Studying

- Learn more effectively.
- Can take control over their learning
- Discover more about the topics they're studying.
- It can boost people's self-esteem.
- Learn at their own pace.
- Encourages curiosity
- I can do it at any time.
- Get better at doing it.

Disadvantages of Self Studying

- Self-discipline can reduce
- It is reducing brainstorming
- No face-to-face interaction.
- Lack of flexibility.
- Lack of input from trainers.
- Slow evolution.
- Lack of transformational power.
- No peripheral benefits.
- Don't use teamwork benefits.

One to One Coaching

One- to-one coaching helps people create change in themselves. Usually, this means improving a skill or capability to achieve a personal objective. It's about two people working together to reach an agreed performance outcome. The coach aims to acquire a deep understanding of what is required from the coaching interaction to facilitate. The two people need to achieve the desired results but do not forget there is likely to be hard work, challenge, and tough decisions along the way – for both parties.

The features of the one-to-one coaching relationship include:

- A highly confidential exchange of dialogue.
- An environment to deal with issues of support.
- A professional development needs.
- An interpersonal development needs.



Benefits of One to One Coaching

- Access to a safe, independent advisor and sounding board.
- Personal and professional development.
- Identifies areas for improvement and helps people develop these.
- It gives people the road map and tools to achieve ongoing success.
- It helps people address the issues driven by the current needs of organizations.
- It is a more effective use of time than other alternative options.

Disadvantages of One to One Coaching

- There is a potential for exhaustion, as they can unnaturally be in constant interaction with the teacher.
- It can be challenging to compare the process with other people to see development.
- There can be a lack of individual study time.
- The lesson format can become monotonous if a teacher/lecturer lacks the Confidence to experiment with a change of pace and type of activity

Minimize Lecture, Maximize Learning: The Workshop Model

A workshop is an assembled group of ten to twenty-five persons who share a common interest or problem. They meet together to improve their skill in a subject through intensive study, research, practice, and discussion.

The workshop method increases the learner’s motivation as it allows the learners to prepare and select objectives. Offering an opportunity to the participant to play an active role makes teaching more effective.

The workshops organized seek to develop the psychomotor aspects of the learners in the area of Education. Participants expected to do some practical work to produce instructional teaching and testing material.

The procedure of Workshop Method

- Step 1 Define the Goals
- Step 2 Decide the Target Group
- Step 3 Select the Right Location
- Step 4 Prepare an Agenda
- Step 5 Develop a Follow-up Plan

Advantages of Workshop

- Users are usually very motivated
- Have flexibility over length and frequency of sessions
- It is used effectively for developing understanding and proficiency for the approaches and practices in Education
- It creates the feeling of cooperation and group work or Teamwork
- It provides the situation to study vocational problems.
- It introduces new practices and innovations in Education

Disadvantages of Workshop

- Users attending may have a broad range of skills (computer and language)
- It may be challenging to find a suitable area/ room. It demands special facilities or materials.
- It May be hard to fit everything that you want to cover into a single workshop
- The workshop is not suitable for large groups.
- It requires a lot of time for participants and staff.

Webinar

A webinar is an online meeting or presentation held via the Internet in real-time. To put it simply, it is an online event, which connects individuals with viewers across the world. The main feature of live webinars is interactivity, or the ability to discuss, send and receive information in real-time.

Features of the webinar

- Sharing video and presentation
- Chat
- Whiteboard
- Polls and surveys
- Desktop sharing
- Recording

Webinar’s Advantages

- Educators can reach a wider audience of students, as they will not have to spend time and money traveling. Participants can just tune into the training from anywhere.
- Avoid costs related to venue rental, food, and other expenses, which will allow the educator to charge less for the event and, thus, have more attendees.
- Webinars make holding conferences and meetings possible at any time and place. Anyone can participate in a webinar without leaving work or just staying at home, on a business trip, or vacation.
- No more headache concerning venue rental, coffee breaks, and transfers – holding a conference is as easy as several mouse clicks!


Webinar’s Disadvantages

- Limited Interaction
- Technical Difficulties
- Lack of Teamwork
- Lack of Body Language
- Lack of Environmental Control

Example of daily programme description  
Day 1

When	What
Session 1 30'	<div>Ice breaker</div> <p><b>Aim/purpose:</b> To make participants get to know each other. <b>How (kind of methods):</b> plenary. <b>To keep in mind:</b> all names must be said!</p> <p><b>Exercise:</b> Names exercise. People say their name in a circle, then anyone is asked to say a name and switch positions with that person.</p> <p><b>Further resources:</b> <a href="https://www.salto-youth.net/tools/toolbox/tool/name-exercises.1041/">https://www.salto-youth.net/tools/toolbox/tool/name-exercises.1041/</a></p>
Session 2 30'	<div>Participants' expectations</div> <p><b>How (kind of methods):</b> plenary, self-reflection.</p> <p><b>Description:</b> The facilitator guides a discussion about current public skills of participants and what they expect from the workshop.</p> <p>After some information has been shared, people start to reflect on their limits about their public speaking skills. What scares them, what they think they need to improve. They write them in some post-its, which are kept secret and which will be used for discussion.</p>

Session 3 45'	The Theory: Some public Speaking tips
	<p><b>Aim/purpose:</b> Participants learn the theory behind public speaking  <b>How (kind of methods):</b> small groups.</p> <p><b>Exercise:</b>            Make a pitch on a chosen topic, and then show through a presentation, what you did and how (techniques of pitch, theory, etc.)            Discussion guided by the facilitator</p> <p><b>Further resources:</b>  <a href="https://www.salto-youth.net/tools/toolbox/tool/presentation-excellence-basics-devil-s-dozen.1643/">https://www.salto-youth.net/tools/toolbox/tool/presentation-excellence-basics-devil-s-dozen.1643/</a></p>
	The SPEAK toolbox
15'	Break
Session 4 30'	Team building activity: Shared stories
	<p><b>Aim/purpose:</b> This exercise helps build rapport between people through active sharing and allows people to be exposed to many people in the group. After hearing stories from many people, participants are asked to identify patterns in story structures.</p> <p><b>How (kind of methods):</b> Storytelling</p> <p><b>Exercise:</b>            Ask participants to take a couple of minutes to write the outline of a story they want to share. Ask them to stand and pair off with someone from another part of the room. Participants should listen enthusiastically to their partner's story and then narrate their own. Participants then find new partners and repeat the procedure.            After exchanging stories with half a dozen other participants, form groups and ask participants in their groups to find common elements in storytelling from all the people they heard, for example, what made it a positive experience</p>
Session 5 150'	The Theory in practice: Public Speaking exercise
	<p><b>Aim/purpose:</b> Participants apply the theory of public speaking.  <b>How (kind of methods):</b> small groups.  <b>To keep in mind:</b> All participants must help each other develop their part. The work must be done in group, so that the parts will be agreed and split afterwards.</p> <p><b>Exercise:</b>            In groups of 4 people or similar, participants will have to choose a product, a brand, a project, which already exists and prepare a pitch for the audience. All of them will need to play a part in the pitching process            5-8 min pitch            During the pitch one group will have to prepare questions, another will have to prepare constructive feedback            Participants get feedback from both the trainers and another group.</p>



# Chapter 4

## The Role of Educators

Which role do educators play in the supporting co-creation dynamics within a group?

The importance of educators for individual learning is well known. Most of us had one or the other teacher that shaped the course of our lives. Educators shape the way we think, how we learn, and how we interact with one another. Not all educators are the same and may take different roles in our learning journey.

### The knowledge disseminator

As we know from school, educators transfer knowledge. They play a significant role in educating people. They have acquired the relevant Theory, know their facts, and now pass these on to us. These educators provide us with background knowledge and help us understand the world as it is.

### The learner

Taking on the role as a lead learner means to show the "how-to" of learning and learning with the student and asking them questions, challenges every individual to think for themselves, and shows us that there is more to learn. It is arguably one of the most relevant roles of an educator. Once an individual knows how to learn, nothing seems to be in the way of greatness.

### The process oriented

A role of an educator may be to help the students understand that the process is more important than the final. Learning is measured in grades relative to other students' performance. The standardized tests do not give an accurate measurement of progress. However, progress may feel like a step backward, sometimes even a failure. Educators may help the students feel comfortable around the topic of progress.

### The Safe Space provider

The role of an educator may be to ensure that the learning environment is safe. Students must feel comfortable expressing themselves, sharing their ideas, and exploring all possibilities. In a more pronounced sense, the safe space provider may help to ensure that the learning environment is physically safe, meaning no sharp objects and so on.

### The Problem Solver

Educators as problem-solvers are crucial for learning. When stuck with a problem, it is often helpful to have someone. That helps the students get unstuck with their current issues and allows for the further flourishing of the learning process.

### The Resource Provider

The provision of resources is, of course, essential for learning. Information is abundant in the World Wide Web, and the role of the educators may be to recognize which materials are of value and may stimulate learning. Not all resources may help the student in the same manner. Thus, it is up to the educator to filter and recognize what resources are relevant.

### The Tech Guy

Assisting with new technology is now, amid the corona Pandemic, more critical than ever. The ability to deal with new technology is crucial for professional development and access to work opportunities. The role of educators may be to help students engage with emerging technologies and enable them to gain new skills.

### The Network Builder

The role of educators may be to build networks with students and among students. Connections are critical to professional development and career aspirations but also for the learning process. Sharing here is the crucial ingredient. We are sharing ideas, values, experiences, and knowledge, thus becoming a learning community.

### The Feedback Facilitator

Educators' role is to give feedback. Feedback is the way to grow. Personal reflection enables students to improve. Students also need to learn how to react and deal with feedback. It is not always easy, but truly valuable to know how to respond and grow from it.

Examples of daily programme description

Day 1

When	What
Session 1 30'	<div>The knowledge disseminator</div> <p><b>Aim/purpose:</b> roles in our learning journey of a “knowledge disseminator” <b>Timeframe:</b> 30 <b>Approach and attitude:</b></p> <ol style="list-style-type: none"><li>Theoretical definition of the knowledge disseminator as educator (text)</li><li>Creation of a role playing game</li><li>Movie research</li></ol> <p><b>Action, activities:</b></p> <ul style="list-style-type: none"><li>role playing game</li><li>reflection</li><li>watching short movie’s on youtube to “The knowledge disseminator”</li></ul> <p><b>How (kind of methods):</b> small group <b>Further resources:</b> (theories, internet links with materials, books, etc) ► <a href="https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/">https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/</a> ► <a href="https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/">https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/</a> ► <a href="https://www.youtube.com/results?search_query=knowledge+dissemination">https://www.youtube.com/results?search_query=knowledge+dissemination</a></p>
Session 2 30'	<div>The Learner</div> <p><b>Aim/purpose:</b> roles in our learning journey of “The Learner” <b>Timeframe:</b> 30 <b>Approach and attitude:</b></p> <ol style="list-style-type: none"><li>Theoretical definition of “The learner” as educator (text)</li><li>Creation of a role playing game</li></ol> <p><b>Action, activities:</b></p> <ul style="list-style-type: none"><li>Role playing game</li><li>reflection</li></ul> <p><b>How (kind of methods):</b> plenum <b>Further resources:</b> (theories, internet links with materials, books, etc) ► <a href="https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/">https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/</a> ► <a href="https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/">https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/</a></p>
Session 3 30'	<div>The process oriented</div> <p><b>Aim/purpose:</b> roles in our learning journey of “The process oriented” <b>Timeframe:</b> 30 <b>Approach and attitude:</b></p> <ol style="list-style-type: none"><li>Theoretical definition of “the process oriented” as educator (text)</li><li>Creation of a role playing game</li><li>Creation of charts and figures</li></ol> <p><b>Action, activities:</b></p> <ul style="list-style-type: none"><li>role playing game</li><li>charts, figures</li><li>reflection</li></ul> <p><b>How (kind of methods):</b> small groups, plenum <b>Further resources:</b> (theories, internet links with materials, books, etc) ► <a href="https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/">https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/</a> ► <a href="https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/">https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/</a></p>

Session 4 30'	<div>The Safe Space provider</div> <p><b>Aim/purpose:</b> roles in our learning journey of “The Safe Space provider” <b>Timeframe:</b> 30 <b>Approach and attitude:</b></p> <ol style="list-style-type: none"><li>Theoretical definition of “The Safe Space provider” as educator (text)</li><li>Creation of a role playing game</li><li>Creation of charts and figures</li></ol> <p><b>Action, activities:</b></p> <ul style="list-style-type: none"><li>role playing game</li><li>charts, figures</li><li>reflection</li></ul> <p><b>How (kind of methods):</b> small groups, plenum <b>Further resources:</b> (theories, internet links with materials, books, etc) ► <a href="https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/">https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/</a> ► <a href="https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/">https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/</a></p>
Session 5 30'	<div>The Problem Solver</div> <p><b>Aim/purpose:</b> roles in our learning journey of “The Problem Solver” <b>Timeframe:</b> 30 <b>Approach and attitude:</b></p> <ol style="list-style-type: none"><li>Theoretical definition of “The Problem Solver” as educator (text)</li><li>Creation of a role playing game</li><li>Movie research</li></ol> <p><b>Action, activities:</b></p> <ul style="list-style-type: none"><li>role playing game</li><li>reflection</li><li>watching short movie’s on youtube of “The Problem Solver” as educator</li></ul> <p><b>How (kind of methods):</b> small groups, plenum <b>Further resources:</b> (theories, internet links with materials, books, etc) ► <a href="https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/">https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/</a> ► <a href="https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/">https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/</a> ► <a href="https://www.youtube.com/watch?v=IhHhwbWEGXQ">https://www.youtube.com/watch?v=IhHhwbWEGXQ</a></p>
Session 6 30'	<div>The Resource Provider</div> <p><b>Aim/purpose:</b> roles in our learning journey of “The Resource Provider” <b>Timeframe:</b> 30 <b>Approach and attitude:</b></p> <ol style="list-style-type: none"><li>Theoretical definition of “The Problem Solver” as educator (text)</li><li>Creation of a role playing game</li><li>Movie research</li></ol> <p><b>Action, activities:</b></p> <ul style="list-style-type: none"><li>role playing game</li><li>reflection</li><li>watching short movie’s on youtube to of “The Resource Provider” as educator</li></ul> <p><b>How (kind of methods):</b> small groups, plenum <b>Further resources:</b> (theories, internet links with materials, books, etc) ► <a href="https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/">https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/</a> ► <a href="https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/">https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/</a> ► <a href="https://www.youtube.com/watch?v=w83S-0m8Mz4">https://www.youtube.com/watch?v=w83S-0m8Mz4</a></p>

<p>Session 7</p> <p>30'</p>	<p>The Tech Guy</p> <p><b>Aim/purpose:</b> roles in our learning journey of “The Tech Guy”</p> <p><b>Timeframe:</b> 30</p> <p><b>Approach and attitude:</b></p> <ol style="list-style-type: none"> <li>1. Theoretical definition of “The Tech Guy” as educator (text)</li> <li>2. Creation of a role playing game</li> <li>3. Activity</li> </ol> <p><b>Action, activities:</b></p> <ul style="list-style-type: none"> <li>• role playing game</li> <li>• reflection</li> <li>• Activity action (with the use of technical devices)</li> </ul> <p><b>How (kind of methods):</b> small groups, plenum</p> <p><b>Further resources:</b> (theories, internet links with materials, books, etc)</p> <p>► <a href="https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/">https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/</a></p> <p>► <a href="https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/">https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/</a></p>
<p>Session 8</p> <p>30'</p>	<p>The Network Builder</p> <p><b>Aim/purpose:</b> roles in our learning journey of “The Network Builder”</p> <p><b>Timeframe:</b> 30</p> <p><b>Approach and attitude:</b></p> <ol style="list-style-type: none"> <li>1. Theoretical definition of “The Network Builder” as educator (text)</li> <li>2. Activity – building a network within the classroom/seminar</li> </ol> <p><b>Action, activities:</b></p> <ul style="list-style-type: none"> <li>• role playing game</li> <li>• reflection</li> <li>• taking pictures, drawing flip charts</li> </ul> <p><b>How (kind of methods):</b> small groups, plenum</p> <p><b>Further resources:</b> (theories, internet links with materials, books, etc)</p> <p>► <a href="https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/">https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/</a></p> <p>► <a href="https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/">https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/</a></p> <p>► <a href="https://www.google.com/search?client=firefox-b-d&amp;q=educator+as++Network+Builder">https://www.google.com/search?client=firefox-b-d&amp;q=educator+as++Network+Builder</a></p>
<p>Session 9</p> <p>30'</p>	<p>The Feedback Facilitator</p> <p><b>Aim/purpose:</b> roles in our learning journey of “The Feedback Facilitator”</p> <p><b>Timeframe:</b> 30</p> <p><b>Approach and attitude:</b></p> <ol style="list-style-type: none"> <li>1. Theoretical definition of “The Feedback Facilitator” as educator (text)</li> <li>2. Activity –feedback with the classroom/seminar</li> </ol> <p><b>Action, activities:</b></p> <ul style="list-style-type: none"> <li>• role playing game</li> <li>• reflection</li> <li>• taking pictures, drawing flip charts</li> </ul> <p><b>How (kind of methods):</b> small groups, plenum</p> <p><b>Further resources:</b> (theories, internet links with materials, books, etc)</p> <p>► <a href="https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/">https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/</a></p> <p>► <a href="https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/">https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/</a></p> <p>► <a href="https://helpfulprofessor.com/feedback-from-parents/">https://helpfulprofessor.com/feedback-from-parents/</a></p>



# Chapter 5

Development of autonomous tools of education in public speaking skill development

After working on the substance of the public speech, it is essential to assimilate all the means to make your address impactful/punchy and catch your audience’s attention. Indeed, the form is as important as the substance. It concerns the tone of voice, as well as gestures and interactions. There are “Do’s and Don’ts” that any public speaker should be knowledgeable about. Practicing public gestures makes people feel more confident and offers tools to behave like a lecturer. The module created helps prepare people on how a public presentation works practically. It offers physical exercises explaining how to speak, moving hands, and standing in front of a large public. Besides, learners use training tools to support the presentation, such as using PowerPoint. At the end of the module, learners can expect to have all the knowledge necessary to drive a public speech from the first word to the last word.

## How to use or implement elements of public speaking skills?

### Tone of Voice

It is how the direction of the voice goes from the mouth when pronouncing. There are two main kinds. They are Diffuse and Direct. Naturally, most humans use only one of these two when speaking (only Diffuse or only Direct).

**Diffuse:** the voice starts spreading out in various directions after it goes from the mouth. It has an easy-listening sound. It can be used in all situations, including informative, persuasive and inspired.  
How to use: while pronouncing, try making the voice out along with breath from your mouth.

**Direct:** the voice goes directly to the audience. It has the power to catch the audience’s attention. It is typically used to keep the audience focused on the conversation, not being distracted.  
How to use: while belting the voice out, making the breath from your mouth out at least as possible.

### Gestures

It is important to think in advance about the hand gestures before public speaking. Hands must always be visible. Also, pay attention to what you are doing with them.

**DO NOT** use your hands like you would usually (wringing them, stuffing them in your pocket, playing with your hair, clasping them in front of you etc). You have to use our hands in a manner that conveys confidence. Hands are not only useful to convey practical information. It can (and it should) also be used to convey emotion.

**DO NOT** tell an emotional story and expect your audience to feel what you feel if you allow your hands to remain stoically at your side.  
When you are talking about important subjects and stating your opinion, you should be extremely careful which side of your hand you are showing to your audience. DO position your hands in a way to be in accordance with your words. To convey the idea that you are open to debate on a topic, people should see the palms of your



<h2>Interaction</h2> <p>Public speaking is not just a one-way communication of ideas from speaker to audience; an effective public speaker is one who engages and interacts with his or her audience. Asking questions of your audience, referencing, and calling out members of the audience when appropriate, and even just acknowledging and thanking them for their time are all effective ways of verbally interacting with your audience.</p>	<h2>Message</h2> <p>Before you stand and speak to any audience, make sure your message is well-defined. Your message – to be precise – is your overall aim, objective, and purpose: the delivery model, audience feedback, and the information transfer.</p> <p>The repeated mistakes focus on content rather than action. Of course, content is essential, but what do you want the audience to do about it? How do you want them to feel? What action would you like them to take? You may also have other intentions for your speech as well: the message behind the message. Perhaps you have a singular goal, point, or emotion you want your audience to feel and understand. Every word you use to craft your speech then works to achieve that particular goal, moment, or feeling.</p>
<h2>Powerpoint</h2> <p>The first common mistake is to put too many words in a slide. Your PowerPoint is not a Word document. If there are too many words, the public will focus on the slide more than on you. Therefore, sentences should be shortened as much as possible.</p> <p>Also, it is better not to overload a slide with colors or pictures. Your presentation is not an advertisement or does not have any marketing purpose. The Powerpoint should be a support to your speech, not the focal point of the whole presentation.</p> <p>Besides, it is necessary to study the meaning of colors, to be able to choose colors that are in accordance with the feelings/emotions that you are willing to convey to your audience. Clashing colors are to be avoided if you want to be professional.</p>	<h2>Jokes</h2> <p>Jokes might be seen as the best way to introduce a speech. Nevertheless, this would also show to your audience that your whole speech is prepared. It is the case, but your audience does not need to remember this. Your speech needs to be fluid and natural.</p> <p>Also, not everybody feels comfortable with the fact of making jokes because it is a direct way of communication. Also, it might not be your personality to make jokes. There is no obligation to make jokes, instead, you could rather be funny, which is something different and easier to put into practice.</p>
<h2>Projection</h2> <p>Projection uses the correct voice modulation and projection techniques to deliver your message with an impact. For example, you want to deliberately get your voice up and down at certain times for your message to make sense.</p> <p>Get excited about what you want to say. Your audience needs to feel that you are passionate about what you want to speak. You will be seen as a believable speaker if you trust your own words. Afterward, many exercises can help you improve your projection, using the chest, the larynx, etc. For instance, bending from the waist down as you sing or speak will help you feel a loosening vibration, which will, in turn, give you that feeling of vocal release. In essence, as a speaker and singer, you want to bounce your voice out of your mouth, not yell and force it out. It is achieved by having a lower and stable larynx and using vowels that shape a particular way that encourages resonance.</p>	<h2>Eye contact</h2> <p>Eye contact is the first and most natural way to connect with an audience. However, it can be stressful to look people directly in the eyes. You feel judged on any move or any word you pronounce, and the look of alterity can be heavy. But looking others in the eyes can be turned into another approach: your audience needs support to understand your speech. Looking at them is a means to catch their attention and to make them feel important.</p>

## Examples of daily programme description

Day 1

When	What
<b>Session 1</b> 120'	<b>How to improve your vocal tone</b> <p><b>Aim/purpose:</b> learn how to work on your vocal tone to create a sound that projects confidence, authority, presence, and influence. <b>Time Frame:</b> 60 mins <b>Approach and attitude:</b> believe your voice deserves to be heard. <b>Action, activities:</b> vocal exercises. <b>How:</b> verbal and non-verbal. <b>To keep in mind:</b> stay relaxed when you do breathing exercises, or you will have difficulties practicing. <b>Suggested exercises:</b></p> <ul style="list-style-type: none"><li>• Breath from your diaphragm, take a deep breath into your belly, not your chest.</li><li>• Open your mouth, if you want to project and be recognized, you need to open your mouth. It sounds simple, but many people do not practice this.</li><li>• Ground yourself – squeeze your muscles or sit on your hands.</li><li>• Go up the stairs and down the stairs – read a poem or piece of prose. Start low, and then go high with your voice, then go low again.</li><li>• Play with resonance. High resonance is more rounded (think a British accent), which makes us sound warmer, comforting, and approachable.</li></ul>
<b>Session 2</b> 120'	<b>How to gesture naturally</b> <p><b>Aim/purpose:</b> learn the importance of body language to convey ideas. <b>Time Frame:</b> 60 mins <b>Approach and attitude:</b> gesture is important, but do not overthink it! <b>Action, activities:</b> physical activities. <b>How:</b> verbal and non-verbal methods, small groups exercises. <b>To keep in mind:</b> gestures do not have to be limited to your hands. <b>Suggested exercises:</b></p> <ul style="list-style-type: none"><li>• Talk to one person at a time.</li><li>• Move your feet.</li><li>• Vary your gesture.</li></ul>
<b>Session 3</b> 120'	<b>How to engage an audience</b> <p><b>Aim/purpose:</b> make your audience be an active part of your speech. <b>Time Frame:</b> 60 mins <b>Approach and attitude:</b> there are various ways in which the audience is able to provide feedback, you can find yours! <b>Action, activities:</b> physical activities. <b>How (kind of methods):</b> verbal, non-verbal and plenary session. <b>To keep in mind:</b> remember that all body language and nonverbal communication can influence the interaction with your audience. <b>Suggested exercises:</b></p> <ul style="list-style-type: none"><li>• Ask more questions (rhetorical questions, or responses).</li><li>• Ask your audience to do something special.</li><li>• Give your listeners something to react to.</li><li>• Acknowledge contributions.</li><li>• Use including framing.</li></ul>

How to improve your eye contact

**Aim/purpose:** maintaining a balanced level of eye contact will help you to build trust with those you are speaking to.  
**Time Frame:** 60 mins  
**Approach and attitude:** practice, practice, practice!  
**Action, activities:** physical activities.  
**How (kind of methods):** non-verbal methods. Small group activities.  
**To keep in mind:** just because eye contact does not come naturally to many of us, does not mean it should be neglected!  
**Suggested exercises:**

- Prepare 20 impromptu speech topics, folded, and placed in an envelope. Then choose a topic, look up at someone in front of you and speak about it for 2-3 minutes.
- Learn useful tips (to look slightly above the crowd/to choose a focal point near the eyes).
- Rotate your gaze from person to person in small groups.

How to practice the projection of your voice

**Aim/purpose:** developing vocal richness and finding your natural tone to speak well.  
**Time Frame:** 60 mins  
**Approach and attitude:** voice projection will give you confidence and will help you shine with your personality.  
**Action, activities:** breath activities.  
**How (kind of methods):** Verbal and non-verbal methods. Small groups activities.  
**To keep in mind:** it is not about yelling!  
**Suggested exercises:**

- Warm up your voice before you get on stage (chest resonance), to middle and then head (head voice resonance).
- Have a steady breath flow. You can feel this by using a straw, blowing and using your vocal cords simultaneously.
- Keep your larynx (voice box) stable and not raised. When you swallow your larynx raises and then goes back down, which we want to avoid when you are either singing or speaking.
- Do not force your voice, instead create resonance. Release your sound by creating space in your throat and by learning to feel and create vibrations that are resonating. The diaphragm will then naturally release air to your vocal cords as you sing and speak.

**Further resources:** (theories, internet links with materials, books, etc)  
►How To Work On Projecting Your Voice The Right Way As An Actor – Practical Instructions – 2 Be An Actor  
►5 easy voice projection tricks for public speaking to try now ([thecoachinginstitute.com.au](https://www.thecoachinginstitute.com.au))




# Chapter 6

Good practices of public speaking enhancement  
and entrepreneurial approach

Country	Sweden
Title of Best Practise	PST (Public Speaking Training)
Organization name	Mimerse AB
Author	Arbetsformedlingen/ Mimerse AB
Main Methodologies	Mimerse AB uses VR (Virtual Reality) applications to train individuals and entrepreneurs to either re-integrate or integrate into the labour market to boost their entrepreneurial and public speaking skills.
Give a summary/description of the best practise. (maximum 100 words)	Public speaking is used among others in the Public Employment Services and Businesses as the scalable and quality-assured training and coaching tool for the Swedish Services' future partners.
Aim/s of the best practise:	The project aims to develop an VR-app where users are given the opportunities to train entrepreneurs, educators, individuals, and organizations.
Impact on beneficiaries	The greatest benefit is supporting large vulnerable groups to faster and more effectively using a scalable VR training tool, taking their mentality into account and enabling a shorter and individualized process to return to society and the labour market.
Methods	Planning and start-up meeting Creation of a requirements specification for the application Creation of a project plan two progress reports and final report Test sessions together with the Swedish Public Employment Service to collect valuable feedback from the intended target group. Meetings every other week together with the Swedish Public Employment Service to ensure the quality of the application and ensure that it meets the needs of the Swedish Public Employment Service.
Further reading/Direct Links to Best Practise. (website, books, journals, articles)	► <a href="https://www.vinnova.se/en/p/interview--and-fear-of-public-speaking-training-in-virtual-reality/">https://www.vinnova.se/en/p/interview--and-fear-of-public-speaking-training-in-virtual-reality/</a>

Please also add high quality photos showing the best practise – copyright free.



Country	Sweden
Title of Best Practise	Workshop/Training – Motivate
Organization name	IFALL- Integration for Alla
Main Methodologies	Online live training
Give a summary/description of the best practise. (maximum 100 words)	The workshop is designed for everyone, especially adults and entrepreneurs to seek to improve/upgrade their public speaking presentation and the tools needed to integrate smoothly into the Swedish communities.
Aim/s of the best practise:	It aims to better the public speaking skills of the target groups by practical exercises supported with relevant theories.
Impact on beneficiaries	At the end of the workshop, everyone will receive a certificate of training. This certificate and learning process will equip the individual to master courage and speak public without hindrance (fear, anxiety, and low self-esteem).
Methods	Since active inclusion is the hallmark of IFALL, it positively impacts society, adult educators, and migrants. The mode of delivery used to be in person, but due to Covid restrictions, all training is online. All activities are conducted virtually with full participation—books, journals, and experiences in public speaking are discussed during the training.
Further reading/Direct Links to Best Practise. (website, books, journals, articles)	► <a href="https://ifall.se/">https://ifall.se/</a>
Please also add high quality photos showing the best practise – copyright free.	

Country	Italy
Title of Best Practise	Public Speaking Training Course
Organization name	WMR Academy
Author	WMRA, Web Marketing & Research Academy, is the spin-off academy of Studio Cappello (a Digital Marketing Agency).
Main Methodologies	The training course uses exercises and personalized simulations in front of the camera.
Give a summary/description of the best practise. (maximum 100 words)	WMRA has developed a practical and engaging course in 3 days (from 9.00 to 18.00), full of exercises and personalized simulations in front of the camera, to acquire skills and competences useful for enhancing one's communication skills. The course teaches you to dominate emotionality in situations where you need to speak in public, through the learning of professional techniques, such as the management of non-verbal language and the control of emotions, which allow everyone to communicate naturally and effectively.
Aim/s of the best practise:	The course aims to develop the skills to think, prepare, organize and successfully present a speech, a public presentation, and communication intervention. The main elements of analysis and exhibition synthesis of projects with important commercial backgrounds are understood.
Impact on beneficiaries	<p>After the course, participants are able to:</p> <ul style="list-style-type: none"> <li>• Start, develop and end a speech effectively;</li> <li>• Control emotionality through the acquisition of techniques to manage stress;</li> <li>• Know how to arouse the right interest to obtain and maintain a high degree of attention;</li> <li>• Adapt the intervention to the audience, to effectively reach the target;</li> <li>• Acquire skills in using the voice to highlight the message;</li> <li>• Use body language to strengthen communication;</li> <li>• Raise awareness of one's speaking skills;</li> <li>• Convey your own message clearly and effectively.</li> </ul> <p>The course is so good that the WMRA is chosen by about very important and famous 60 National Companies such as Zucchetti, Ikea, Riello, Saeco, Boscolo, Wind, Yamaha, Google, San Paolo, Axa, Velux, Lidl, Nexi, Adecco, etc. On the official website are published many positive feedbacks obtained by training course' participants.</p>
Methods	The course is held by specialists with high expertise and aimed at all professionals and companies that have set themselves the goal of improving their business model.
Further reading/Direct Links to Best Practise. (website, books, journals, articles)	► <a href="https://www.wmra.it/corso/corso-public-speaking/">https://www.wmra.it/corso/corso-public-speaking/</a>

Please also add high quality photos showing the best practise – copyright free.

This is the photo of the official web site of the WMRA



Country	Italy
Title of Best Practise	TEDx Livorno
Organization name	Associazione culturale Livorno 2020
Author	Luca Leonardini
Main Methodologies	TEDx leverages the natural genius, generosity and creativity of the participants to stimulate their innovative and entrepreneurial skills.
Give a summary/description of the best practise. (maximum 100 words)	<p>TEDxLivorno is an event organized by a group of Livorno in love with their city to stimulate the best innovative and entrepreneurial skills and develop a winning mentality that contaminates the community by creating long-term value.</p> <p>TEDxLivorno is the catalyst of positive Labronic energies that share the propensity for cultural and technological change and above all it is the meeting place between public and private protagonists, between people, groups, companies with different sensitivities and skills interested in “spreading ideas of useful” to the community.</p>
Aim/s of the best practise:	<p>TEDx Business events promote:</p> <p><b>1) Leadership of thought</b> The TED style encourages bold thinking and asks employees to share dynamic ideas outside of daily work. TEDx Business offers employees the opportunity to freely express their ideas and life stories.</p> <p><b>2) Culture of innovation</b> By organizing as a team, the participants learn to build meaningful narratives around their ideas and improve presentation skills.</p> <p><b>3) Commitment and involvement of employees</b> TEDx events engage employees and ideas at every level, while strengthening collaboration between departments</p>
Impact on beneficiaries	At the TEDx Livorno event held in 2019 at the Goldoni Theater there were 100 people (tickets sold out in just five days) and 90 people on the waiting list. Starting from “almost zero” participants of the first event organized in October 2018, in October 2019, instead, 300 participants were reached.
Methods	<p>In the constantly evolving TEDX Livorno group, the value comes from the plurality and diversity of people united in the passion for the ideas and values they spread.</p> <p>A determining factor that has created the community of loyal TEDxers is that the Livorno2020 association does everything to ensure that everyone feels part of something great, feels the protagonist of change, the hero of its history, making them experience a different emotion each time</p> <p>In addition to the TEDx events, Livorno 2020 organizes conferences and debates on topical issues addressed from an unusual, innovative, out-of-the-ordinary perspective. It has also created a format of interviews with “innovative Leghorns” to tell entrepreneurial success stories of the territory in order to inspire as many Leghorns as possible to consider creating value in the area without necessarily having to emigrate.</p>
Further reading/Direct Links to Best Practise. (website, books, journals, articles)	► <a href="https://medium.com/livorno2020/10-buone-pratiche-per-una-comunicazione-efficace-451a0140cdad">https://medium.com/livorno2020/10-buone-pratiche-per-una-comunicazione-efficace-451a0140cdad</a>




Please also add high quality photos showing the best practise – copyright free.


This is the photo of the official website of the TEDx Livorno




Country	Italy
Title of Best Practise	In Youth Workers' shoes – Fears and feelings in Youth Work
Organization name	Associazione Agrado
Main Methodologies	The Training course is based on 'Youth workers' fears and feelings (fear of communication, fear of public speaking, etc...).
Give a summary/description of the best practise. (maximum 100 words)	<p>Youth workers bring a great part of their identity and values in their work. It's a work based on relationships (individual and group ones), values and feelings, and in a second step on methods, knowledge and theories, and for this reason has a complexity inside.</p> <p>Easily understandable how easy events of burn-out between Youth Workers, especially in the beginners.</p> <p>So, it's fundamental for them to be aware of their fears and feelings, to use these for their benefit and for Youth groups' benefit.</p> <p>The idea is to carry out this project for recognizing and sharing these fears and providing tools and methods to fight these (fear of communication, fear of public speaking, fear of conflict, fear of judgement,...) through empowerment of the specific competences.</p>
Aim/s of the best practise:	<ul style="list-style-type: none"><li>• Provide youth workers a space of reflection on their role, experiences, values and fears;</li><li>• Empower their competences in different areas of Youth Work (communication, conflict management, problem solving...) to face the main fears and overcome these.</li><li>• Support participants in putting in practice the gained learnings, designing and performing small workshops as final task;</li><li>• Strengthen participants and organizations competences and capability in youth work and international dimension and cooperation.</li><li>• Facilitate the creation of partnership for further projects among the organisations (through the positive exchange among the organisations);</li><li>• Enhance Non-Formal education methods and recognition of NFE learning.</li><li>• Creation of outcomes (a daily Blog and a website) to spread in order to contribute to Youth Workers empowerment.</li></ul>
Impact on beneficiaries	<p>The Project aimed to have both medium-term and long-term results. That is the partnerships that will arise new projects in collaboration).</p> <p><b>Participants:</b> improvements in their professional and personal competences and in the quality of their work in favour of young people, in particular they:</p> <ul style="list-style-type: none"><li>• Gained knowledge, methods and tools to face the daily difficulties in Youth work and reinforced the awareness of their role and being able to recognize and express properly needs and feelings in the different environment of work and with different groups;</li><li>• Improved their competences in group facilitation for a new self-confidence and for bringing quality issues in all the phases of their work with young people or in favour of them;</li><li>• Increased motivation and satisfaction in their daily work;</li><li>• Strengthened international cooperation and empowerment through exchange of good practices.</li></ul> <p><b>Partner organisations:</b> Improved internal quality level in projection, a more qualified and motivated staff- Increased capacity to operate at international level- Creation of long-lasting trustful partnerships between organisations.</p> <p>Other NGOs and Youth workers benefited from the outputs for improving their work in favour of youth (especially those disadvantaged).</p>
Methods	Non formal methods as Presentations, Teamwork, Video, Coaching, Role-play, World Cafè, Project design, experiential activities, Blog creation, assessment and evaluation tools.

Further reading/Direct Links to Best Practise. (website, books, journals, articles)	► <a href="https://www.salto-youth.net/tools/european-training-calendar/training/in-youth-workers-shoes-fears-and-feelings-in-youth-work.7935/?fbclid=IwAR2e_ntq_mU3zn-w9gwqQxVxKV4agaQzvaqWjlcQSR2_TiKWCpuE-BJhEmk4">https://www.salto-youth.net/tools/european-training-calendar/training/in-youth-workers-shoes-fears-and-feelings-in-youth-work.7935/?fbclid=IwAR2e_ntq_mU3zn-w9gwqQxVxKV4agaQzvaqWjlcQSR2_TiKWCpuE-BJhEmk4</a>
Please also add high quality photos showing the best practise – copyright free.	 A promotional image for a training course. It features a close-up of a brown leather shoe sole with a tread pattern, set against a dark, textured background. The text 'TRAINING COURSE' is at the top in white, 'IN YOUTH WORKERS' SHOES' is in large yellow letters in the center, and a pink banner at the bottom contains the date '02-10/07/2018'.

Country	Italy
Title of Best Practise	Soft skills for adult education (public speaking, conflict and meeting management, teamworking)
Organization name	YouNet
Main Methodologies	The methodology is a mix of theoretical lectures, practical exercises, multimedia contributes, discussions, tool presentations and simulations
Give a summary/description of the best practise. (maximum 100 words)	<p>The course is composed of four modules:</p> <ol style="list-style-type: none"><li>1) Teamwork and leadership styles</li><li>2) Conflict management</li><li>3) Public speaking and presentation skills</li><li>4) Meeting management.</li></ol> <p>Each day, the tour will be different. It will allow the participant to experience the Italian cultural context, strengthen the group dynamics, and exchange ideas and experiences with the other participants. Each morning, an interactive wrap-up session enables the participants to fix better and assimilate the concepts covered the previous day. At the end of each day, there is a brief evaluation to improve the learning program and adapt it to participants' needs. On the last day of the course, there is a comprehensive evaluation to wrap up the system and gather feedback for the follow-up and plans. Networking and cooperation among participants will be supported and stimulated at each stage. The class-based course is completed with the support of the E-learning portal. It helps to keep attendance in Italy.</p>
Aim/s of the best practise:	<p>The general aim of this course is to increase the quality of lifelong learning by enabling persons working (or planning to work) in the field of adult learning (people above 18 or school-droppers of any age), to improve their soft skills together with other participants and trainers throughout all Europe gaining as well a broader understanding of adult learning in Europe and exchanging best practices and experiences.</p> <p>This structured intense course aims to enable participants to improve their soft skills such as teamworking, working in a multicultural environment, crisis and conflicts management, public speaking and communication, meeting management. Those skills are crucial in today's world and make a difference in the quality of work and in the employability perspectives of the people working or planning to work in the field of education. All the participants will be awarded a certificate.</p>
Impact on beneficiaries	<p>Thanks to this course the participants will:</p> <ul style="list-style-type: none"><li>• Acquire knowledge and tools about team working, conflict management, meeting management, public speaking and communication through specific theoretical learning sessions;</li><li>• Improve their practical soft skills through group exercises and tools' simulations;</li><li>• Cooperate and learn in international context improving their capacity to communicate in English and teamwork in a multicultural environment;</li><li>• Improve their Curriculum Vitae competences and their employability perspectives;</li><li>• Exchange best practices and share experiences with participants and staff coming throughout Europe;</li><li>• Make contacts with individuals and organizations working in the field of adult education in Europe through everyday cooperation and networking and team-building activities;</li><li>• Visit and network with Italian institutions.</li></ul>

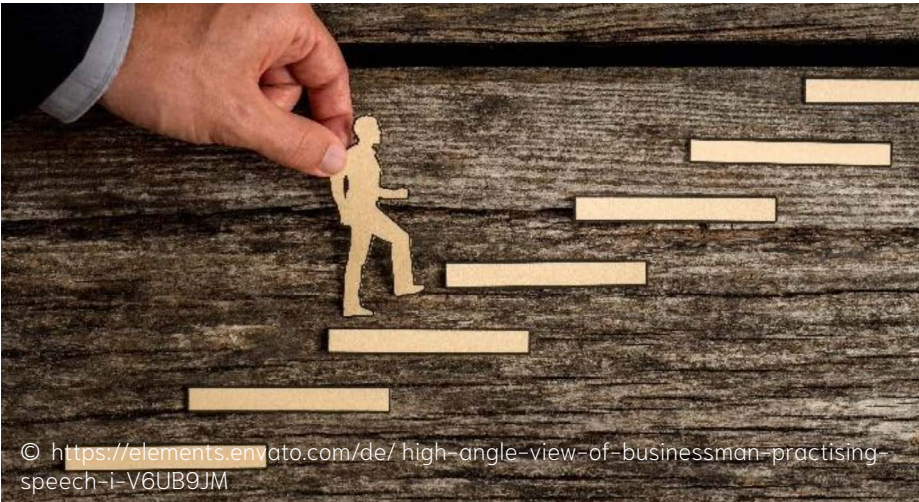
	<p>The target group of the training refers to people that are or will be involved in adult education in any role (teachers, trainers, career officers, inspectors, management staff, administrative staff...).</p> <p>Participants will be invited and kept updated about follow-up reunions and future learning opportunities organized by YouNet or YouNet's partners or any other of the trainees through the alumni community. Through the Portal, participants will also be informed about funding opportunities among the essential Programmes in Mobility, Learning, Education, Training, Culture, and Research.</p>
Methods	The methodology mixes theoretical lectures, practical exercises, multimedia contributions, discussions, tool presentations, and simulations. Networking and cooperation among participants will be supported and stimulated at each stage. The class-based course is completed with the support of the E-learning portal.
Further reading/Direct Links to Best Practise. (website, books, journals, articles)	► <a href="https://www.salto-youth.net/tools/european-training-calendar/training/soft-skills-for-adult-education-public-speaking-conflict-and-meeting-management-team-working.3726/">https://www.salto-youth.net/tools/european-training-calendar/training/soft-skills-for-adult-education-public-speaking-conflict-and-meeting-management-team-working.3726/</a>
Please also add high quality photos showing the best practise – copyright free.	

Country	<b>Austria</b>
Title of Best Practise	Improve your Public Speaking Skills
Organization name	VondiConsulting Unternehmensberatung
Author	Mag. Thomas Vondrak, CEO VondiConsulting, Josef-Thomanstr. 10,58, 6020 Innsbruck, Austria
Main Methodologies	90min interactive lecture with the speaker coach
Give a summary/description of the best practise. (maximum 100 words)	This training to improve your public speaking skills is your springboard to being a great speaker (feedback of several participants). What is the magic sauce behind the perfect talk, what's the recipe of delivering a talk the world enjoys to watch and listen to?
Aim/s of the best practise:	<p>Developing your public speaking skills e.g.</p> <ul style="list-style-type: none"> <li>• Voice Control</li> <li>• Body Language</li> <li>• Delivery</li> <li>• Audience Relations</li> </ul>
Impact on beneficiaries	Developing your public speaking skills can increase your confidence and help you overcome speech-related anxiety you may have.
Methods	<p>What is the magic sauce behind the perfect talk, what's the recipe of delivering a talk the world enjoys to watch and listen to?</p> <p>Enjoy a 90min interactive lecture with the speaker coach Niki Ernst (Austrian start-ups: Promoting innovation and entrepreneurship in Austria through a vibrant community and large-scale change initiatives).</p>
Further reading/Direct Links to Best Practise. (website, books, journals, articles)	► <a href="https://austrianstartups.com/event/improve-public-speaking-skills/">https://austrianstartups.com/event/improve-public-speaking-skills/</a>
Please also add high quality photos showing the best practise – copyright free.	 <p>© <a href="https://elements.envato.com/de/-/businessman-climbing-the-steps-to-success-HZUQUEE">https://elements.envato.com/de/-/businessman-climbing-the-steps-to-success-HZUQUEE</a></p>

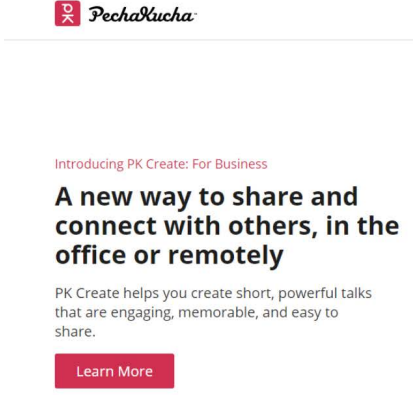



Country	Austria	
Title of Best Practise	Effective Communication Training Tyrol	
Organization name	VondiConsulting Unternehmensberatung	
Author	Mag. Thomas Vondrak, CEO VondiConsulting, Josef-Thomanstr. 10,58, 6020 Innsbruck, Austria	
Main Methodologies	Online Instruction (zoom) Classroom (max 5 participants – COVID rules) Online Self-paced (individual coaching)	
Give a summary/description of the best practise. (maximum 100 words)	Effective Communication Training Tyrol: Target group: start-ups, NGO's, SME During this Communication training course, candidates will acquire a comprehensive understanding of the impact of communication on others, and how to improve personal communication skills to a level where information can be conveyed efficiently and effectively.	
Aim/s of the best practise:	<ul style="list-style-type: none"> <li>• Learn how to identify and adjust your communication style.</li> <li>• Gain an understanding of how to become a skilled communicator.</li> <li>• Learn what Communication techniques are and how to use them.</li> </ul>	
Impact on beneficiaries	Effective Communication Training Outline	
	What is a Skilled Communicator?	Individual Evaluation
	Communication Barriers	Case Study: New Neighbours
	Asking the Good Questions	Applying the Answers
	How do you rate your Listening ability?	Active Listening Skills
	What do our bodies say?	Gestures
	Emotions	A Personal Action Plan
	Quick Quiz	
Methods	<p><b>a) Online Instructor</b> Our easy to use virtual platform allows you to sit the course from home with a live instructor. You will follow the same schedule as the classroom course, and will be able to interact with the trainer and other delegates</p> <p><b>b) Classroom</b> This is our most popular style of learning. We run courses at one of our training venues (Innsbruck, Kitzbühel) providing the important 'human touch' which may be missed in other learning styles.</p> <p><b>c) Tailored learning experience for start-ups and NGO's</b> Our courses can be adapted to meet your individual project or business requirements regardless of scope.</p>	
Further reading/Direct Links to Best Practise. (website, books, journals, articles)	► <a href="http://www.managesolutions.at">http://www.managesolutions.at</a>	

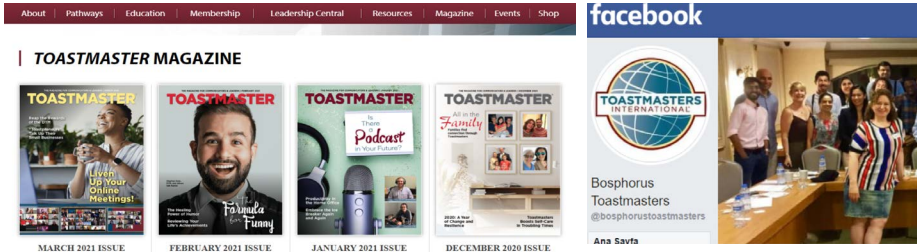
Please also add high quality photos showing the best practise – copyright free.





Country	Turkey
Title of Best Practise	Pecha Kucha
Organization name	Klein Dytham architecture
Author	Astrid Klein and Mark Dytham
Main Methodologies	Pecha Kucha presentations were born out of the need to minimize and enliven regular 20-minute presentations in the field of architecture and design. Since the slides in a Pecha Kucha are automatic, the presenter must be well-organized in order to capture the message of each slide in the allotted time.
Give a summary/description of the best practise. (maximum 100 words)	PechaKucha (Japanese for “chit chat”) is the fastest-growing storytelling site in the world, with millions of users. PechaKucha is what “Show and Tell” has always aspired to be. There are 20 slides in all. Each slide gets 20 seconds of commentary. That is everything there is to it. Simple but efficient. Creating genuine links. PechaKucha is an excellent instrument for sharing interests and imparting wisdom. In less than 7 minutes, global innovators use the PechaKucha platform to create strong, visually compelling stories that move audiences.
Aim/s of the best practise:	<ul style="list-style-type: none"><li>• PK Create lets you create entertaining, memorable, and easy-to-share short, powerful talks.</li><li>• PK Create will assist you in being a more effective storyteller. It will help you stay on track and increase viewer interaction and retention.</li><li>• PechaKucha is a teaching method used by teachers. For presentations, students use PK. PK is used by researchers to explicitly describe academic findings. It also aids in employee engagement and the creation of your company’s culture.</li></ul>
Impact on beneficiaries	Thousands of published research papers at CORE – the world’s largest collection of open-access research – reference PechaKucha’s positive impact on learning, speaking and communication.
Methods	Pecha Kuchas use more visuals, such as photographs, pictures, or graphics, than standard 20-minute PowerPoint presentations, which have a higher text-to-image ratio. Owing to time constraints, text is typically not used, or is sometimes avoided completely. There is also no reading from the slides permitted, so the presenter has to be more engaged in their presentation and engaging to their audience.
Further reading/Direct Links to Best Practise. (website, books, journals, articles)	<a href="https://www.pechakucha.com">►https://www.pechakucha.com</a> <a href="https://www.redalyc.org/jatsRepo/1692/169253769001/html/index.html">►https://www.redalyc.org/jatsRepo/1692/169253769001/html/index.html</a>
Please also add high quality photos showing the best practise – copyright free.	<div><div></div><div></div></div> <p>Photo is a screenshot of the main website.</p>

Country	Turkey
Title of Best Practise	Storytelling with using cards or dices
Organization name	Faal Derneği
Main Methodologies	Good public speaking necessitates the use of stories. It offers additional information and mental visuals that bring otherwise boring, distant, or complex topics to life for the audience. Speakers may tell personal stories that relate to the audience's perceptions, thought processes, or beliefs by using stories. Furthermore, including stories in both interpersonal contact and public speaking aids the audience's memory of your comments or voice. Sometimes it may be even difficult to remember your own stories, or with the stress you may confuse the order. Therefore, Dixit cards or story dice will help the speakers connect, recall, or make up the stories easily in this practice.
Give a summary/description of the best practise. (maximum 100 words)	In this practice, the speaker will learn how to use stories before and during the speaking. Every person has a lot of stories or experiences to share. Stories and life experiences will connect the speaker to the audience; they will feel more relaxed and carry on their speech comfortably. Before speaking, the speaker will think about the experiences and stories they have had. We will make it easier for the speaker to help with the 'River of life' activity. In this activity, the speaker will see ups and downs and turning points in their life. They may connect them to the topic of discussion. After that, they will be practicing with Dixit cards and story dice to create a story, or he/they can connect their accounts to the cards or pictures. That will make them deliver their speech efficiently and effectively. They will be comfortable, and the audience or learners or colleagues will feel engaged and interested.
Aim/s of the best practise:	<p>Not only do stories allow you to offer more effective and unforgettable experiences to the audience, but they also make it easier for the speaker to deliver them. People are all born storytellers, and when people say stories, they smile, display passion, and exude genuineness.</p> <ul style="list-style-type: none"><li>• Authenticity is not only entertaining and convincing, but it also makes the speakers feel more at ease and secure when they are up there just being themselves.</li><li>• Fear of making a mistake or failing to say something is a common source of stage fright. It doesn't take much memorization or practice to tell a story, particularly a personal one; the speaker already knows it and has probably told it dozens of times. Even if the speakers don't have a story to tell, they will be using the cards or story dice to create a story. That will be insurance for the speakers, and they will not be worried.</li><li>• The speaker is most likely to be anxious or stressed at the start of the talk, but it is also the moment they must hook the audience. Humans conversationally tell stories: we smile, use good body language, make eye contact—everything that helps listeners trust us. If the speaker begins the presentation in this manner, they eliminate the possibility of anxiety or presentation nervousness taking hold of them. Instead, their audience begins to offer positive feedback right away; when the speaker notices them smiling, reacting, looking engaged, and leaning forward in their seats as they listen to the story, the speaker's Confidence will eventually grow.</li></ul>
Impact on beneficiaries	<a href="https://www.psychologicalscience.org/observer/storytelling-in-teaching">►https://www.psychologicalscience.org/observer/storytelling-in-teaching</a> <a href="https://defyventures.org">►https://defyventures.org</a>
Methods	<ul style="list-style-type: none"><li>➔ Using your personal stories.</li><li>➔ Using Dixit Cards</li><li>➔ Using Story Dice</li><li>➔ Using River of Life activity.</li></ul>
Further reading/Direct Links to Best Practise. (website, books, journals, articles)	<a href="https://www.fastcompany.com/40517079/want-to-be-a-more-confident-speaker-tell-a-story">►https://www.fastcompany.com/40517079/want-to-be-a-more-confident-speaker-tell-a-story</a> <a href="https://buckleyschool.com/magazine/articles/public-speaking-storytelling-stories-to-teach/">►https://buckleyschool.com/magazine/articles/public-speaking-storytelling-stories-to-teach/</a> <a href="https://www.speakingsavvy.com.au/storytelling-basics/">►https://www.speakingsavvy.com.au/storytelling-basics/</a>

Country	Turkey
Title of Best Practise	Istanbul and Bosphorous Toastmasters
Organization name	Toastmasters International
Author	Ralph C. Smedley
Main Methodologies	It is a worldwide network of clubs that teaches public speaking and leadership skills.
Give a summary/description of the best practise. (maximum 100 words)	<p>In a regular meeting, the Toastmaster of the Evening, or meeting host, selects a theme to set the tone for the evening. Then four people each give a four- to ten-minute presentation on a subject of their choosing (allocated time depends on how many speeches you have given in the club). Members and visitors take a 15-minute break after listening to the prepared speeches to drink tea or coffee and get to know one another. We will all benefit from being able to improvise on the fly. Members and visitors will practice their improvisation skills in the “dreaded” (but still entertaining) “Table Topics” segment.</p> <p>► <a href="https://youtu.be/383gehepo8M">https://youtu.be/383gehepo8M</a></p>
Aim/s of the best practise:	<ul style="list-style-type: none"> <li>• Enhance your public speaking abilities.</li> <li>• Develop your leadership abilities.</li> <li>• Make the most of your abilities.</li> <li>• Enjoy unrestricted personal growth.</li> <li>• Work on networking in a small, friendly environment.</li> <li>• In a group environment, practice writing speeches and giving presentations.</li> <li>• Get a leg up on the competition at work.</li> <li>• Develop self-assurance and self-awareness</li> </ul>
Impact on beneficiaries	<p>Headquartered in Englewood, Colo., the organization’s membership exceeds 364,000 in more than 16,200 clubs in 145 countries. Since 1924, Toastmasters International has helped people from diverse backgrounds become more confident speakers, communicators, and leaders.</p> <p>► <a href="https://yabangee.com/toastmasters-public-speaking/">https://yabangee.com/toastmasters-public-speaking/</a></p>
Methods	<ul style="list-style-type: none"> <li>• Having Meeting Roles (Toastmaster of the day, Ah-counter, Grammarian, Timer, Evaluator, Table topics master, General evaluator.)</li> <li>• Table Topics</li> <li>• Give speeches</li> </ul>
Further reading/Direct Links to Best Practise. (website, books, journals, articles)	<a href="https://www.toastmasters.org">https://www.toastmasters.org</a>
Please also add high quality photos showing the best practise – copyright free.	

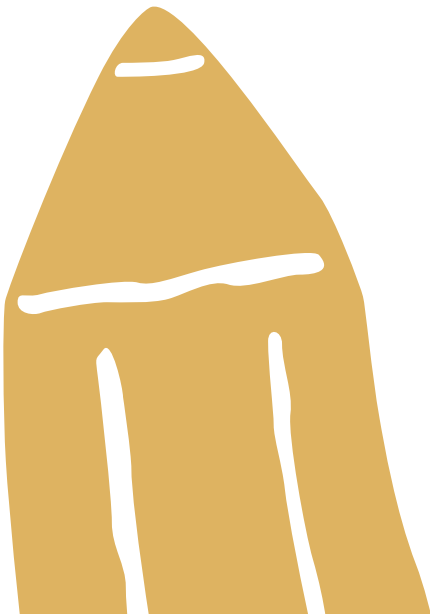
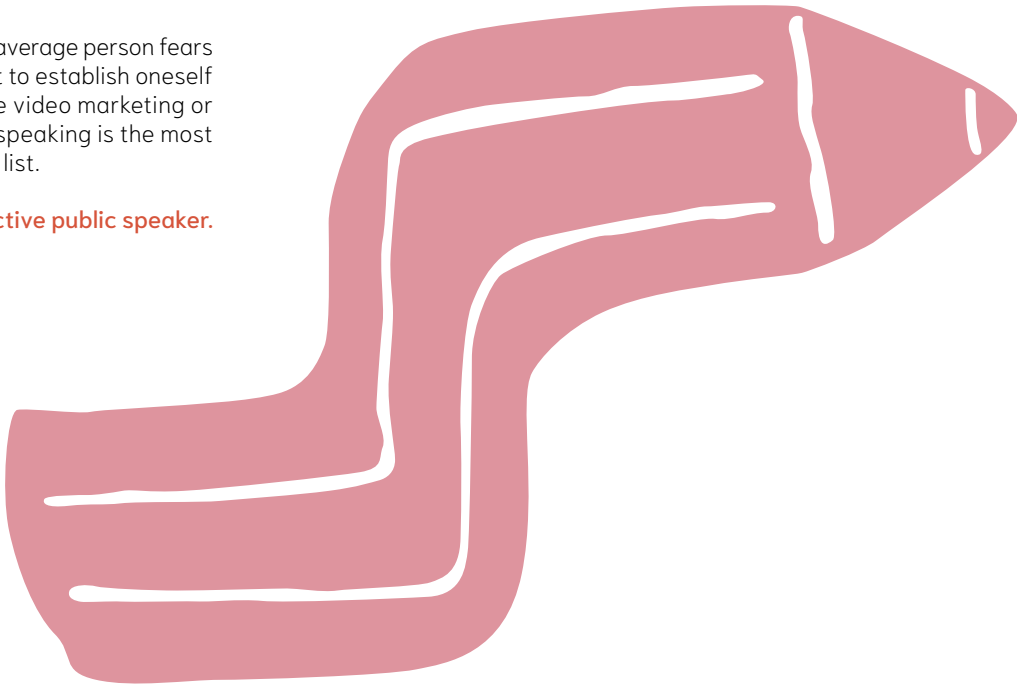


# Tips for public speakers and public speaking trainers practice makes perfect!

## Tips for public speakers and public speaking trainers practice makes perfect!

Brain Tracy, a personal development expert notes that the average person fears speaking publicly more than they fear dying. It is relevant to establish oneself whether as the go-to industry expert through high-value video marketing or presenting ideas as a keynote speaker at events, public speaking is the most valuable strategy for quickly building a brand and client list.

Here are some tactics to help one become a highly effective public speaker.



### Master your public speaking anxiety

Generally speaking, having a steady flow of positive enthusiasm can go a long way. However, it would help if you managed your stress to control all negative emotions into positive energy. Stress in public speaking is inevitable and must be replaced with relaxation, which can be learned quickly.

### Follow your bliss

The most high-powered strategy for connecting with audiences during public speaking is by sharing stories and insights that are passionate. This strategy genuinely inspires you and the audience which creates a positive atmosphere for everyone.

### Gift of real value

Every public speaker must aim at creating real value and as this will benefit their audience. It starts by giving away the most high-value tips, insights, and free strategies in speaking publicly. As a speaker, if you speak as though you are presenting your highest value tips and strategies to a room full of your highest paying clients and customers, that's what they're likely to become as a result.

### Practice with people you are comfortable with

If one is not a good public speaker yet, they should not inundate themselves through trial in front of a huge audience. One can start off by practicing with a small group of people who you feel genuinely comfortable with. Sometimes it is advisable to practice with solid experienced public speakers. Also, learning with positive emotional support can boost one's speaking skills.

### Never start with an apology

One of the biggest and most common public speaking mistakes people make is to begin their presentation by apologizing for a self-perceived weakness. Typically, people think that admitting their nervousness is a good way of connecting with their audience through honesty. Unfortunately, this creates failure from the get-go. It is okay to feel nervous in those first few seconds of a presentation since there is nothing like learning with a positive mindset and emotional support from loved ones.

### Do not use Filler words

Steven D. Cohen, a public speaking expert notes that powerful public speakers work hard to eliminate words such as "um," "you know," "uh," "er," and "like" from their vocabulary. So that their listeners can focus on their message. If a person assumes it is normal to use these words, they are mistaken. When a person can identify the use of filler words while speaking, it makes their presentation look and sound great.

### Good Posture is Critical

To become a top and admirable public speaker, one needs to maintain excellent posture while speaking. However, non-rigid posture conveys power, expertise and exudes a natural aura of self-esteem and well-being. It goes a long way to achieve an excellent presentation.

### Make Eye Contact

Making eye contact with your audience is critical to public speaking success in diverse ways. It keeps the speaker focused on the presentation's key points. Secondly, eye contact keeps the audience focused as well. It builds a natural conversation flow between every speaker and their audience to reinforce your social exchange because it's a natural trigger or cue for active listening. It takes 3 seconds to focus on a critical audience throughout one-on-one conversations.

# Conclusion

Public Speaking is one of the critical skills to master if one wants to succeed as an entrepreneur, trainer or educator, due to opportunities that will arise to address employees, social workers, and investors .

In our current technological era, well-spoken communicators can evoke an aura of leadership and expertise. It can motivate and inspire. However, public speaking skills have not improved overnight. Like anything, it takes training, practice, learning, and adapting to become efficient and effective. So, it is better to seek out public speaking opportunities standing trial. As an educator, trainer, entrepreneur, and adult, speaking in front of people is inevitable. Implementing the tips can assist in overcoming every fear and focus on what's most important, building up one's brand and business.

Meanwhile, do not aim for perfection. Audiences relate to imperfection as it makes the speaker more relatable. It is always good to remember that the mere act of conquering your fear of public speaking is a huge victory, so it is always to be yourself, embrace fear, become more resilient, and go out and make things happen.





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- <https://gradepowerlearning.com/what-is-self-study/>
- <https://www.coaching-focus.com/about-you/guide-one-to-one-coaching/>
- <http://www.vkmareshwari.com/WP/?p=385#:~:text=The%20workshop%20method%20focuses%20on,motivated%20to%20participate%20and%20learn.>
- <https://honestproscons.com/pros-and-cons-of-webinars/>

- <https://myownconference.com/blog/en/what-is-a-webinar/>

Further Reading : (theories, internet links with materials, books, etc)

- 11 Ways To Improve Your Vocal Tone ([thecmethod.com](http://thecmethod.com))
- Improve Your Vocal Tone Today – Bing video
- <https://qahtanispeaks.com/>
- <https://www.drwaynedyer.com>
- <https://www.stevendcohen.net/>
- How to Engage an Audience in a Presentation – YouTube
- Effective communication– How to convey a message effectively. Infographic ([flipwit.com](http://flipwit.com))
- <https://www.fastcompany.com/3029074/5-tips-for-powerful-audience-participation>
- How To Work On Projecting Your Voice The Right Way As An Actor – Practical Instructions – 2 Be An Actor
- 5 easy voice projection tricks for public speaking to try now ([thecoachinginstitute.com.au](http://thecoachinginstitute.com.au))

