

## Effective in politics - a program of training in public speaking

### Introduction

Women have a special problem with public appearances. For fear of ridiculing, making a mistake or an unfavorable reaction of the audience, they often refrain from saying what they think, presenting their own proposals, opinions and views. Many women (regardless of the actual high competences!) seem to think they are not good enough, do not have adequate knowledge and qualifications. This is because they lack self-assurance and self-confidence, as well as simply experience. Such attitudes are strengthened and reproduced in socialization for gender roles, placing women in the private and home sphere (in contrast to the public sphere, which in our culture is attributed to men).

This can be changed by practicing performing on the public forum, improving presentation skills, discussing, answering questions. The banal truth that the more we practice, the better we become in a given field, it seems to "avoid" the issue of public speaking. And as the experience of practitioners in the field shows, the fear of occurrence usually results from the lack or insufficient preparation. The ability to relax before performing, the ability to feel in perfect intellectual shape and well-being are largely the result of good preparation.

Woodrow Wilson (28th President of the United States), asked how much time does he prepare the speech answered: "If I speak for 10 minutes, I need a week, if 15 minutes - three days, 30 minutes - two days, if I have to talk an hour, I can start just now".

It is impossible to avoid diving the speech for a candidate or politician - regardless of whether they speak to a high school class, or talking to one journalist, the candidate or politician is always on the "stage". Therefore, your main tasks as a trainer during this training are as follows:

1. Provide participants with knowledge on how to prepare well for the presentation
2. Create a safe and friendly space in which the participants will be able to practice presentation skills, answer questions and deal with domination techniques.

Limit the theory to the necessary minimum, spending a lot of time on the exercises. At the same time, remember that most of the proposed activities require social exposure. This involves stress, fear of judgment, and ridicule. They can cause unpleasant memories of the past. Your task is to support the participants in overcoming these barriers. Use the principle of voluntary participation in exercises, and at the same time try to build an atmosphere from the beginning of the training that will allow participants to participate in any activity.

**Important note - this scenario is not a textbook of the art of public speaking, argumentation and dealing with manipulation. As a leading person, you should have the appropriate theoretical background and experience of conducting training and workshops on self-presentation and public speaking, in order to provide participants with knowledge and information adequate at every stage of the training.** The scenario includes tips on knowledge to present during the training, to



develop by you and suggestions for exercises that you can modify or change, depending on the needs of the group with which you work.

The scenario is addressed to women who already have social and political experience behind them (as councilors, MPs, local government officials, NGO activists).

**Training goals:**

1. Building knowledge about the principles of effective public speaking
2. Development of skills related to public performance through feedback on personal style in public speeches
3. Development of the ability to answer questions during meetings and presentations
4. Developing skills to deal with manipulation

**Key words:**

- Election auto-presentation
- Non-verbal communication
- Structure of the presentation
- Difficult questions
- Domination techniques

**Training time** : 2 days x 6 clock hours (plus time for breaks). The scenario assumes the participation of 12 people in training (this number of people is included in the specific duration of individual modules).

**Required materials:**

- Flip chart
- Camera
- Screen
- Projector



## Module 0 - Introduction

### The module's course:

1. Presentation of the persons leading and participating
2. Presentation of the training goals
3. Gathering the needs of participants
4. Presentation of the training framework program
5. Working out the principles of cooperation

Time: 1 hour

### Presentation of the trainer and participants

- Welcome training's participants
- Presentation of trainers and subject of training, organizer, source of financing, etc.
- Presentation of the participants - briefly: name and surname, how do you want to be addressed (Note: the place for a longer presentation will be in module I)
- Integration exercise – if needed - choose the one you like the most, and possibly which is linked to the subject of training

### Presentation of the training goals

- Present the training goals existing in a written form (flipchart poster or on the slide of a multimedia presentation)
- Discuss the goals
- Spend time on participants' questions regarding goals, topic of training, etc.

### Gathering the needs of the training participants

- Identifying the needs of the participants - choose the form they prefer (in pairs, individual, anonymously, on the cards, etc.)
- Collect the needs of the participants on the forum, summarize them, and then indicate which needs and to what extent they can be implemented during this training, so that the participants can be sure what they can expect

### Presentation of the training framework program

- Discuss the program: next modules, work methods, organizational issues - number and length of breaks, working hours. Select and describe what the variant of the training program will be
- Emphasize that it is very important to stay until the end of the training
- If it is adequate, provide information on who and what is responsible (substantive, organizational, logistic matters, etc.)

### Working out the principles of cooperation



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- Explain briefly the structure of the method of introducing the rules (whether you will gather the rules from the participants, or introduce them yourself, or do it together)
- According to the structure proposed to the participants, gather the rules of cooperation (referring to the organization of training, communication, methods of addressing, order) - after presenting one, ask the group for permission to enter it for the duration of training, continue with the other policy proposals
- Save the rules adopted by the group on the flipchart poster
- Make sure that the rules set forth in the set of rules include, for example, kindness, the right to errors and experimentation, feedback, not evaluation, voluntary participation in exercises, responsibility for your own learning, etc.

### Module I – Electoral self-presentation

#### The module's course:

1. Creation of your image
2. Election business card - structure
3. Non-verbal communication in speeches

**Time: 2.5 hours**

#### Creation of your image

The purpose of this activity is to learn about the role of credibility in public speaking.

Invite the participant to submit. Provide instructions: Introduce yourself in such a way that we remember you, who you are, what institution you represent, what are you doing. After the round, ask the participants what they remembered from their friends' statements - in the course of the poster, what kind of information was this information (do not save the facts, only categories, for example simple, pictorial language, contact with the whole group, not too much data, smile etc.) . In addition, you can ask the group and mark with two colors, what of the things written on the poster refers to the presentation (that is, how we say), and what content (that is what we say).

Summarize the experience: presenting yourself is the first opportunity to build an image - your own and the institution / organization / party that I represent, an opportunity to interest others and what I do, an opportunity to be remembered, which is very important in the case of running for election. Reciting facts straight from the CV does not positively affect the efficiency of acquiring new information. The credibility of their sources has a strong influence on the acquisition of new information (the fundamental thesis of McLuhan says that the medium of communication is itself a message). To win the election, the candidate must convince the majority of voters and electorates to go to the polls and vote for it - and not achieve it without being credible. People vote for candidates / candidates whom they trust. Building reliability is a process that has two dimensions: competence (which consists of talents, knowledge and



experience) and intentions (which include attitude to the subject, liking, fairness). Discuss each dimension. During the discussion, consider the following issues: the competence dimension will be implemented through a conscious selection of information about yourself (content); the intentional dimension will be implemented mainly through non-verbal communication (presentation method). Emphasize that at the level of communication in self-presentation, it is crucial to ensure consistency of the presentation (as I say) and content (what I say). When these two elements are consistent, the person is perceived as trustworthy, i.e. one who knows the topic and wants to listen to it. Announce that in the following parts of the training we will deal with these two dimensions of credibility: we will start with issues related to the way of presentation, that is non-verbal communication, and then we will go to the content of the speech.

End this part a coaching presentation - present to the participants the structure of the business card and discuss it, taking into account the indications given in the table. The aim of the presentation is to provide knowledge about the preparation of the business card - ie how to present yourself during the presentation / electoral speeches, which will allow you to build the image of a credible person.

Election card	
1. Welcome and introduce yourself	Always give first name first, then last name
2. Tell us about your experience	One, two sentences about what you do, how long, what functions you have, what positions do you take. IMPORTANT! select only those elements of your experience that will be electorally effective (meaning also interesting) for your target group.
3. Share the vision of change you want to make as a politician or social activist.	A few sentences about the benefits of this for your voters, which may be useful for them. Emphasize what distinguishes you from other candidates. Remember that in the election auto-presentation what counts as important is: significant facts and figures as well as personal stories.
4. The most important thing for me as a politician is ...	One sentence, which can be a reference to your campaign's slogan.

(Election card structure is based on the training notebook "Appreciate the library. How to effectively conduct advocacy "developed by the Idea of Change [www.ideazmiany.pl](http://www.ideazmiany.pl) as part of the Library Development Program: Borowska, M., Branka, M., Wcisło, J. (2012). *Appreciate the library. How to conduct advocacy effectively*, Warsaw: Information Society Development Foundation).



## Non-verbal communication in speeches

The aim of this part of the training is to familiarize the participants with the social and space exposition and practice the presentation skills. Your task is to carry out exercises for non-verbal communication: posture, eye contact, voice, gesticulation, facial expressions. You can change the order of the nonverbal communication elements discussed here, to the one you prefer. Remember to support the participants in participating in the exercises. Create space for making mistakes, for humor, give examples showing that even the greatest speakers / speakers make and make blunders, if you are ready, share your experience in this area.

Begin by reminding you what non-verbal communication is and what functions it performs during the lectures. Collect participants' answers on the forum and save on the poster, complementing those elements that have not appeared. Ask the participant what they would like to communicate to their audience using "body language". It is important that such things as cohesion, competence, good attitude towards the audience appear here - if necessary, add them from yourself. Underline why non-verbal communication is important - adequate and consistent with the content of the statement will support the emotional message of the performance and contact with the audience.

Attitude. Ask participants to get up and stand up just as it is comfortable for them. Ask them to check what they want to do with their hands. Then, show what the initial attitude of the body looks like, thanks to which we will feel confident, strong, full of energy and show the audience's respect (feet at the width of the hips, hands along the body, freely, head straight). You can try other standing items together and check what effect they make (leg back, feet together, feet wide, etc.). Then invite the participants to go out one by one and stay in the starting position for 5 seconds, then return to their places, all the time keeping in touch with other people. Collect the participants' comments and reflections on the forum. Summarize with additional information about the functions and rules of the body position in the speeches, adequately to the needs of the group.

Eye contact. Since this element of non-verbal communication is particularly important during the speeches, discuss its functions in detail (eg establishing relationships, focusing attention, showing a good attitude) and main principles. Then carry out your preferred exercise for eye contact. Collect the participants' comments and reflections on the forum. Summarize with additional information about the principles of maintaining eye contact (eg time, room size, number of people in the auditorium, distance from the audience, speaking from behind the table, etc.). Please, point out that the more patterned contact, the greater the chance of being credible to the public.

Voice. Discuss the functions and main principles of voice: strength, tempo, intonation, modulation (eg rhythm variation, loudness, intonation, accentuation, use of short breaks, etc.). Present examples illustrating this area of non-verbal communication. Invite the participant to the exercise (preferred by himself). Summarize with additional information about the voice in the speeches, adequately to the needs.



**Gesticulation.** Discuss functions (eg, unloading voltage, focusing attention, amplifying the message) and the main rules regarding gestures. This is an area of non-verbal communication that involves the immortal question of "what to do with your hands", so spend more time discussing it. Ask the participant about the meaning and meaning of gestures. Present examples of gestures used in speeches (emblems, illustrators - describing, highlighting, pointing, encouraging). Invite the participant to the exercise (preferred by himself). Collect the participants' comments and reflections on the forum. Summarize with additional information about the voice in the speeches, adequately to the needs of the group.

**Mimicry.** Discuss the functions and main principles of mimicry (eg adequate to the content, consistent with the message, shows commitment, emotions, attitude).

Summarize the entire section devoted to non-verbal communication. First, ask for the participant's statement. Ask them what they want to remember after this part of the training. In summary, say that non-verbal communication is not art for art, it does not consist in reading the meaning of gestures, nor on their mechanical application (just using the famous "pyramid" Leszek Balcerowicz will not make us professionals!). Body language can help verbal communication, but it cannot replace it. Everything that we communicate with the attitude of the body, gestures, voice, mimicry etc. is to serve what we want to convey and build our credibility, as a trustworthy activist, activist, politician, candidate in the election, a local government official - competent and well-disposed towards people.

Note 1: If there is a need and time allows, you can also discuss the most important rules regarding the appearance (eg hairstyle, makeup, clothing, shoes) during the speeches.

Note 2: If necessary and allow for this time, present and discuss popular myths about non-verbal communication (eg no matter what is said, but how to say, etc.).

Note 3: Use visual aids: fragments of speeches, speeches by politicians and politicians, presentations (for example from <https://www.ted.com>), photos of speakers and speakers, illustrating gestures. Quote advices of experts.

## Module II - Preparation and structure

### The module's course:

1. Preparation for instance - what you have to know before you start
2. Structure of the presentation - principles
3. Electoral presentation - preparation of the presentation and feedback session

**Time: 4 hours**



### Preparing for the performance - what you need to know before you start: trainer's presentation

The aim of the presentation is to provide participants with knowledge about the elements that will help them better prepare for the occurrence and anticipate those situations which may prove difficult in advance.

Present and discuss in detail the questions that should be asked before the speech:

- As who? What is the full role for the audience? Who and what do I represent during the speech?
- To whom? What kind of audience will I meet? Who are the people I'm talking to? (gender, age, material situation, place of residence, education, etc.)? For what purpose did the audience gather? What is her attitude towards me, to the subject, to the matter with which I come? What, therefore, does he have expectations, needs, what does he want to hear?

Indicate that the question about the audience is crucial in preparing the presentation. Based on the analysis of the auditorium, the candidate will be able to set a goal (question 3) and the content of the speech (question 4).

- For what? What is the purpose of my speech? Why am I speaking and what I want to achieve?
- What do you want to convey? What will I say? What content will reach my goal and reach my listeners and listeners?
- How much time? How much will I have time to speak?
- When and where? Under what circumstances and conditions will I perform? What kind of form should my speech take?

### Structure of the presentation - principles

The aim of this part is to familiarize the participants with constructing the content of the speech, which will facilitate the ordering of the content and its transmission. It is worth realizing to the participants that after a single presentation, people remember only a few things for a short time, and the attention they listen to is variable. The famous journalist and publisher Joseph Pulitzer directed the following to the speakers: "Always when you say something, speak briefly, and listen to it, speak clearly, and they will understand it, say it vividly, and keep it in mind."

You can start with your favorite exercise illustrating the mechanism of memorizing or conducting a short discussion on the forum about what facilitates memorizing. Write down ideas on the poster. To enhance awareness of the benefits of preparing a clear and logical structure in an instance, you can additionally draw and discuss a curve of attention.

Then present one of the most popular structures of expression, which consists of introduction, development and ending. It is a well-known 3P technique: "tell me what you will say" (introduction), "say it" (develop), "tell what you said" (ending). It is also a good example of how an easy-to-remember



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message looks like - it is short and contains three repetitions! Give the participants key guidelines for each element of the structure along with illustrative examples: introduction (focus attention, introduce yourself, build contact, show goal - refer to listeners' goals, present a plan, indicate a place for questions etc.), expand (choose how to organize information, select only relevant information, plan examples, metaphors, analogies, figuratively etc.), finish (summarize main threads, repeat / strengthen your main message, say what you expect, finish with a clear conclusion).

Because the beginning and ending of the speech are particularly important, invite the participant to create a list of sentences on the forum, which should not start and end speeches, for example: *I do not want to bother you, I am asking you for understanding: I cannot speak, I am counting on your patience (start), I have hope it was not so bad, I tried not to bore you very much, I am glad that you listened to my speech with such patience (ending) etc.* Write down the wording on the poster, and then cross out the whole clearly and firmly or throw the poster in the trash, saying goodbye in this way symbolically with weakening formulations that show uncertainty and indecision to the audience.

Discussing the development, present several ways of organizing information that favors the readability of the presentation structure and make it easier to remember what is important (eg from general to detail, detail to cause, effect etc.), or only one that you think will be the most useful for participants of the training. Provide the most important tips on how to be the language of the message: simple, understandable, pictorial (metaphors, metaphors, numerals), without jargon, adequate to listeners and listeners, showing benefits, short sentences, particulars instead of generics, etc.

*(Preparation for presentation and structure based on training materials for candidates entitled "Effective in the campaign: Training materials", developed by Idea of Change, [www.ideazmiany.pl](http://www.ideazmiany.pl))*

### **Electoral presentation - preparation of the presentation and feedback session**

The aim of this part is to develop the skills of preparing an electoral speech in a way that facilitates the transfer of content, encourages memorizing and focusing attention. The scenario proposes a specific structure, based on a triad of introduction - development - ending, so that the participants during the training focus mainly on preparing the content and practicing presentation skills, rather than on building a plan of expression from scratch.

*(Presentation of proposed electoral scenario developed based on the structure of the BPPA textbook "Appreciate the library. How to effectively conduct advocacy" and notepad training under the same title, developed by Idea Changes [www.ideazmiany.pl](http://www.ideazmiany.pl) Development Program Libraries: M. Borowska M Branka, J. Wcisło, Appreciate the library How to effectively lead advocacy, Information Society Development Foundation, Warsaw 2012, pp. 140 and 142.)*



Present to the participants the structure of the election presentation and discuss it in accordance with the following table:

Electoral presentation		
1.Introduction	Welcome the audience and introduce yourself.	It's a place for your electoral card.
	Show goals of speech and benefits for audience.	Why voters should listen to you? What will they learn? What are the benefits of listening to your presentation?
2.Developing	Present information on what and how you want to act as a politician and what kind of support you ask for.	This is a place for a few short and pictorial sentences that are to be persuaded to support your candidacy.  You can refer to the slogan of your campaign here.
	Describe what problem you will deal with as a councilor (or the position you run for).	This is a moment to tell what voters' needs you want to address in your political activities (or adequately: social one). What needs do you want to satisfy? What numbers and facts prove that the problem exists?
	Suggest solutions to this problem.	This is a moment to tell how you intend to respond to these needs, or what plan you have. What can solve the problem? Who will benefit from it? What will the results be? What benefits will the inhabitants (voters) benefit from, the local community? What numbers or particular predictions may indicate this?
3. Closing	Call for support in the elections.	Say what you expect from the audience, what the people to whom you talk can do for you – eg. vote for you or persuade others to vote.
	Finish positively and clearly.	This is a moment to dot the 'i's with a sentence that will bring the attention of listeners at the end.

		Thank you, say goodbye.
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Give the participants additional tips: remind that the message is to be short (they must limit the amount of information, choose the most important from the perspective of their listeners and listeners), refer to the reality of listeners and listeners. Encourage the use of examples - they will be remembered when participants illustrate them with stories and anecdotes or significant numbers (there cannot be too many of them, they must choose the most important, best illustrating the problem and plan).

Introduce the next stages of work to the participants. The task will be to prepare a 3-minute presentation according to the proposed structure, then each participant will be able to give their presentation on the forum, followed by feedback in terms of clarity of the message and structure (from the participants and from the leading person). Presentations will be recorded, and then, one by one shown and discussed on a forum. Remind participants that they act as candidates in elections, and the purpose of their occurrence is to convince voters that she is worth voting for. They are to address a speech to a selected group of their real voters.

Invite the participant to individual work. Give 30 minutes to prepare the presentation. During this time, support participants - answer questions, give tips. After about 20 minutes, invite the participant to work in pairs - to practice their presentations and introduce any corrections resulting from feedback from a friend from the pair. After completing the individual work, determine the order of appearances - enter numbers from 1 to 12 on the poster (or as many as there are participants) and ask them to enter their names by numbers.

Make an introduction to feedback. Discuss briefly what feedback is, what are the rules for giving it and how it will be given during the exercise. Give examples of what is and what is not feedback. To make it easier for participants to provide feedback, you can prepare a poster or observation cards with a list of areas and basic criteria relating to the structure you are using: structure (light / unclear), language (friendly / too formal, easy listening / obstructing, pictorial / few imaging).

Recording the presentation of the electoral speeches: Invite participants to deliver their presentation by determined order. After 3 minutes, show in force by means of pre-arranged mark the time is up which indicates the end of speech. Go to the recording of the next presentation.

A feedback session: Before you present the presentation, ask who is addressed to which audience. After each occurrence of the first person presenting ask about emotions and about what it sees its strengths. Then ask other participants to prepare feedback in pairs. Open the session of feed-back in the forum. Participants perform according to the scheme:

- I would give you a voice because you said ... you did ...
- One thing that did not convince me was ...



Summarize each electoral presentation with feedback from yourself, focusing on the presentation structure and the language. Encourage the participant to note down the most important feedback they received after their performance (strengths of presentation and what was most often recommended for change).

Depending on the needs of the group, you can additionally invite participants to create a list of wordings that weaken the message and credibility that are often used by women (eg *I am not a specialist in topic X, but ...*, *If I am chosen ...*, *It seems to me that there is a problem ...*). Develop alternative formulations with the group.

End the feedback session with a short relaxation exercise (breathing, exercise), or an energizer to relax and release the tension. After that, invite the participants to the round - ask them to answer the question, for example: what was the most pleasant to hear, what they want to remember after this exercise, what are their reflections, how they feel.

Summarize the whole module - briefly discuss the most important things that are worth remembering eg: the role and importance of a good structure, the need to adapt the message to listeners and listeners (what they need, why listen, what information will be most important to them, etc.), to the subject and the purpose of the event, keeping in touch with the audience etc. Remind the rules regarding the language of the presentation. Focus on these issues, which gave the participants the greatest difficulties during the speeches. Emphasize at the end that good preparation is necessary to select only so much and so much information that will make the message understandable and memorable to the public.

### Module III - Participation in the debate - answering questions and dealing with manipulation

#### The module's course:

1. Answering questions
2. Dealing with manipulation - domination techniques

**Time: 4 hours**

#### Answering questions

The candidate's goal during the performance is to involve the students and listeners as much as possible. Engaging for them will be the opportunity to ask questions during meetings and speeches. Many speakers and speakers are afraid of questions - they are afraid that they will be "put against the wall" and that they will not be able to give an answer. The purpose of this module is to practice answering skills.

For entering the module, conduct a discussion about the role of questions in the speeches. Ask a question: What benefits - for the speaker and the audience - result from the possibility of asking them? Please note that it is both questions from the audience and questions asked to the audience by the speaker. Write responses to the poster (eg show if the audience understood what you said, build a contact between the speaker and listeners and listeners, show that you are confident and able to deal with



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unexpected questions, encourage listeners and listeners to be active, help explain possible misunderstandings, make the audience remember more easily, what you said, etc.).

Summarize the discussion with a coach presentation - present and discuss the possible stages of answering questions during the speech (listen, give yourself time, repeat, answer) and practical tips such as: plan and point the audience to the time for questions; answer questions from all over the room, not just from one part of it; during the response, keep eye contact with the entire room, not only with the person who asked the question; try not to enter into a one-on-one conversation - make sure that one questioner / one questioner does not dominate the whole discussion; answer as short and simple as possible; do not "darken", not "water hopper" - if you do not know the answer to the question, admit it and say when and how you provide the answer to the questioner; do not respond aggression to aggression (neutralize, keep calm, react assertively) etc. tell that in the next steps you will focus on the questions that give the participants the most difficulties.

Present to the participants what will happen in the next steps (work in pairs, simulation of the meeting) and what is the purpose of the exercise (consolidation of knowledge about the principles of answering questions and practicing the ability to answer questions that make it difficult).

Divide the participants into pairs. Ask them to remind themselves of situations from their experience in pairs - what questions have made them particularly difficult? Emphasize that it is about real situations, not about fantasies. Ask them to take into account both the questions they answered and those that did not respond, or they found their answer unsatisfactory. Ask for the results of the work in pairs on the forum. Write down the questions on the poster, according to wider categories. Name the types of questions, if they appear (eg aggressive, suggestive, apparent, provocative etc.).

Ask each couple to choose a few questions (adjust the number of questions to the size of the group and the time you have), which the answers will want to practice. Make sure that different questions are selected so that the whole group can analyze and practice many answers. The participants in the pairs prepare their proposals for response / intervention, and then present the results of the work on the forum (first describe the situation in which the question was asked, then the developed response / intervention). During the forum presentation, comment and discuss the interventions proposed by the participants. Interventions that participants consider to be effective, write on the poster.

Conduct exercise - simulation of the electoral meeting. Suggest the participants: a candidate asking questions and observers - participants of the meeting (the candidate and the questioner are the couple in which the participants worked together just now). The candidate's task will be to go to the center (he can stand or sit) and say a part of the speech (which will give the material to ask questions - it may be a fragment of the election presentation from the previous exercise, or a different statement, adequate to the question). The task of the questioner will be to ask the question / questions (from the place "from the audience"), and the candidates answer them in a previously prepared and discussed way on the forum. Emphasize once again the purpose of the simulation: to speak out the answers to these questions, which are particularly difficult for the participants. Recall the principle "the body remembers", according to which our body remembers repeated activities. During the simulation, subsequent pairs will be able to ask



questions and respond and respond to them. To streamline the role change during simulation, determine who will be in what role and order of changes. Support participants during simulation - encourage interventions / responses and watch roles / people change. At the end of the simulation, suggest your preferred role ritual. Support participants during simulation - encourage interventions / responses and watch roles / people change. At the end of the simulation, suggest your preferred role ritual. Support participants during simulation - encourage interventions / responses and watch roles / people change. At the end of the simulation, suggest your preferred role ritual.

Summary - ask the participant about emotions and impressions from the exercise - which was easy, what is difficult, what are the reflections. Listen to people who were in the role of questioners, in the role of a candidate and observers (audience). Complete the experience with reflection on two key issues in preparation for answering questions:

- (1) provide (do it already at the stage of preparing the presentation - when analyzing the audience and planning the structure, list all the questions that can be posed, prepare and practice the answers),
- (2) be well prepared (you personally and your speech).

Note: Additionally, you can prepare material for participants with techniques to answer difficult questions with examples of their use.

### Dealing with manipulation - domination techniques

The aim of this part is to provide knowledge on domination techniques used by dominating groups on vulnerable groups, marginalized groups and the development of coping skills. In our current, patriarchal political culture, women in public life are a minority group - ie they have a lower social status, limited access to power and resources, are more often exposed to discrimination and violence. And although domination techniques are used by both women and men, it is women in politics, as a minority group, who are more likely to experience sexism in the form of domination techniques - especially where they are considered "out of place" (ie wherever important decisions). Women's gender stereotypes and socialization for gender roles also act against women. This results in treating politicians in a patronizing way - regardless of the fact that they appear in a public role. It is important that the participants become aware that the manipulative behaviors that will be discussed during the training are not a lack of culture, but a kind of violence. It is particularly important, therefore, that they know how to react effectively to them.

Present to the participants what will happen in the next steps and what the purpose of the exercise is (gaining knowledge on how to respond to domination / manipulation techniques and how to react to them).

Write on the poster and discuss the most common techniques of domination: ridiculing, depreciating, infantilizing, taking the meaning, belittling, neglecting, condescending, underestimating and insulting, tokenism, sexist comments, jokes, comments. Ask if the participants recognize them in their own



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professional / social / political experience. Emphasize that identifying and naming these behaviors is one way of dealing with manipulation. They made participants feel that they did not apply them to other people.

Conduct an exercise that identifies domination techniques and ways to respond to them. Divide the participants into smaller groups. Ask them (1) to recall real situations in their professional / public life when they felt manipulative, (2) talk about them, (3) and then describe in the exercise card (in words, key words only). Give cards with instructions. Ask for fulfillment.

Describe one situation in which someone has acted in a manipulative way with you, and you have reacted	Name and mark the technique of domination applied to you in that situation	What helped you? Thanks to what you were able to react? What was your strength, resource in that situation?
	<input type="checkbox"/> ridicule <input type="checkbox"/> depreciating <input type="checkbox"/> infantilization <input type="checkbox"/> taking the meaning away <input type="checkbox"/> downsizing <input type="checkbox"/> skipping <input type="checkbox"/> patronizing treatment <input type="checkbox"/> underestimation and insults <input type="checkbox"/> tokenism <input type="checkbox"/> sexist comments, jokes, comments	
Describe one situation in which someone has acted in a manipulative way with you, and you have not reacted	Name and mark the technique of domination applied to you in that situation	What were your needs in that situation?
	<input type="checkbox"/> ridicule <input type="checkbox"/> depreciating <input type="checkbox"/> infantilization	



	<input type="checkbox"/> taking the meaning away <input type="checkbox"/> downsizing <input type="checkbox"/> skipping <input type="checkbox"/> patronizing treatment <input type="checkbox"/> underestimation and insults <input type="checkbox"/> tokenism <input type="checkbox"/> sexist comments, jokes, comments	
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Discuss first the situations in which the participants decided to intervene. Ask them what made them decide to react, what resources did they use? Write answers on the poster regarding what helps in the response situation. If necessary, help the participants to name the type of domination technique that took place in a given situation (recognizing and naming is also a way to deal with manipulation). Then ask to choose and share the forum with situations in which the participants did not intervene and would like to analyze and try to face them during the training. Determine which situations will continue to be discussed and then acted as scenes.

Note: Due to the time available, select 3-4 situations (eg one per group). Pay attention to the degree of their difficulty - the more difficult examples, the greater the need to listen to the emotions after reading them and before starting work on preparing the reaction. Too high level of emotions can hinder work in a small group, and thus learning.

Trainer's presentation - present tools and techniques that will help in responding to domination. These can be: message ME, feedback - FUKO model, communication interventions on micro -inequalities, assertive opposition, bringing generalization to a unitary view, setting a limit. Emphasize in the presentation that it is necessary to distinguish the above communication tools from the commentary of the incisive type, which, incidentally, often seems to be the easiest and most effective. Reactions such as "sharp reposts" or jokes, in many cases go beyond the framework of non-silent language and attitude of dialogue - they are confrontational, sometimes aggressive and usually possible for very self-confident people. An important aspect of reacting to domination techniques (apart from stopping them) is strengthening anti-violent values, promoting dialogue and mutual respect - why not using the same means that create a mini-situation in retaliation. At the end of this part, summarize the tools and techniques of dealing with manipulation from the perspective of personal readiness. Reacting is a challenge, especially for people who are important to us and / or for whom we are in a relationship of dependence (formal or informal). Mark that techniques and tools of varying degrees of difficulty are available to choose - by intervening, participants can choose those that take into account the context of the situation and their personal capabilities - readiness, courage and competence.



Note: When preparing the presentation, use the section on *Counteracting discrimination* by D. Cieślukowska from the textbook *Anti-discrimination education. Training manual*, edited by M. Branka and D. Cieślukowska, Willa Decjusza Association, Kraków 2010,

[https://rownosc.info/media/uploads/edukacja\\_antydyskr.pdf](https://rownosc.info/media/uploads/edukacja_antydyskr.pdf)

Preparation for reaction - participants return to work in small groups. They prepare proposals for intervention in the situation they have chosen previously, using the tools and techniques presented and discussed in the coaching presentation. While working in groups, answer questions and consult doubts.

Discussion - present how the structure of the discussion will look: in turn each group will change its situation and proposals for reaction / intervention, during this time other participants listen and do not comment on solutions. Then ask groups to tell their situation in turn (naming the technique of domination that took place) and present ideas for intervention. Comment on the developed reactions, what tools and techniques have appeared. If necessary, give feedback, especially when the proposed solutions are confrontational. Ask for difficulties, answer the participants' questions. Write well-developed reactions to the poster.

Preparing scenes, playing and discussing - invite groups to prepare a scene in which they will use the previously prepared and discussed way of reaction. Give time to correct the message - intervention (based on previous discussion). Make sure that the person who brought the situation was not directly involved in the role play or not she was in the same role as in the real situation. Emphasize that the purpose of the scenes is to practice and check the situation in which I physically say the intervening message, in response to the fact that someone is dealing with me in a manipulative manner. The training creates a safe space to try out the language, how to speak, and to experience emotions and physical reactions to spoken sentences. Recall the principle "the body remembers" (according to which our body remembers repeated activities). Tell me how the procedure of acting of the scenes will proceed: scenes (set order), discussion (directly after each scene or collectively at the end - choose the way you prefer), which we discuss.

Ask groups to play the scenes. Discuss them according to the previously announced procedure: after each scenario, ask people who play for emotions and suggest a ritual of getting out of the role (the one you like), which was easy, which made it difficult to reflect after reacting. Take care that in the discussion take into account the perspective of all participants - the speaker, the listener, the observers. Finish by asking about emotions and impressions from the whole exercise. Summarize the scenes, referring again to the most important topics from the coaching presentation and to the list of methods of reaction to domination techniques developed by the participants. You can end your entire experience with reflection and poster on the benefits of responding to manipulation and domination.

Summarize the whole module - briefly discuss the most important things that are worth remembering about the role of questions in public speaking and dealing with manipulation.

(Exercise developed on the basis of the article: M. Branka *Responding to discrimination - coaching challenges* [in:] *(Nie) it's worth to differ? Problems and methodological challenges of anti-discrimination*



*education Notes from the coaching work*, edited by M. Branka, D. Cieślukowska, J. Latkowska, Antidiscrimination Education Society, Warsaw 2013)

## Module IV - Summary and evaluation of training

### The module's course:

1. Summary and reminder of the most important content
2. Feedback on the training

### Time: 30 minutes

Remind the main messages / threads to remember from the various stages of the training - you can present yourself a coach presentation on the subject or make a summary with the involvement of the participants

Invite the participant to the ending round - choose your preferred "theme" round (eg: with what reflection do you end the training, one thing that I change after this training, three most important things, etc.)

Evaluation of the meeting - choose the method of evaluation you prefer (eg pluses / deltas, questionnaire, suitcase and basket etc.)

### Recommended bibliography:

Natalia de Barbaro, *Get to the floor. A radical guide to the election campaign*, Znak Publishing House, Kraków 2005

Marek Tokarz, *Argumentation, manipulation, persuasion. Appearances from the theory of communication*, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2006

Anna Titkow, Joanna Regulska (ed.), *Women also know how !*, Informal group "Women too", Warsaw 2004, [https://www.kongreskobiet.pl/Content/uploaded/files/podr%C4%99cznik-kobiety-te % C5% BC-can% C4% 85 pdf-2.pdf](https://www.kongreskobiet.pl/Content/uploaded/files/podr%C4%99cznik-kobiety-te%20-%20BC-can%C4%85.pdf-2.pdf)

Magdalena Grabowska, *Weather and why it may be easier for women to engage in politics at the local level?* [https://www.kongreskobiet.pl/pl-PL/news/show/gender\\_w\\_samorzadzie](https://www.kongreskobiet.pl/pl-PL/news/show/gender_w_samorzadzie)

Barbara Imiolczyk, Joanna Reyman, *Women for self-government - Samorząd dla kobiet . Guide for women taking part in local government elections*, Women's Congress Association, Foundation for Local Democracy Development, Fundacja im. Stefana Batorego, Warsaw 2010, [https://www.kongreskobiet.pl/Content/uploaded/files/kobiety-dla-samorz%C4%85du---samorz%C4%85d-dla-kobiet\\_pdf-1.pdf](https://www.kongreskobiet.pl/Content/uploaded/files/kobiety-dla-samorz%C4%85du---samorz%C4%85d-dla-kobiet_pdf-1.pdf)

