

I think, I feel, I decide... and I speak!

Public speaking training scenario

Introduction

Dale Carnegie, an American consultant and business trainer, said: “When asked what they fear the most, people usually answer 'death'. Public speaking comes in close second”. You can thus safely assume that the majority of the workshop participants, despite having experience in public sphere, associate public speaking with stress, paralyzing stage fright and other "disasters", like trembling legs, lump in the throat, hot flashes and forgetting all they want to say – possibly all of these at once!

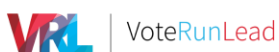
Women find public speaking particularly hard. Due to the fear of making a fool of themselves, making a mistake or getting a negative reaction, they often refrain from saying what they think and presenting their proposals, opinions and views. Many women (despite actually being very competent!) feel they are not good enough, they have insufficient knowledge and qualifications. It happens because they like confidence and experience. Such approaches are reinforced and reproduced by socialization to gender roles, that puts women in the private, domestic sphere (as opposed to the public sphere, which in our culture is attributed to men).

This can be changed by giving public speeches, perfecting the skills of presenting and discussing. The simple truth that the more we practice, the better we get in a given field, seems to omit the matter of public speaking. And, as the practitioners' experience shows, the fear of public speaking is usually caused by the lack of preparation or an insufficient one. It is said that the skill of relaxing before a speech, the ability to feel in perfect mental shape and general "feeling good" are all caused mostly by being well prepared.

Woodrow Wilson (the 28th President of the US), when asked how long it took him to prepare for a speech, said: “If I am to speak ten minutes, I need a week for preparation; if fifteen minutes, three days; if half an hour, two days; if an hour, I am ready now.”

The fundamental assumption of this training can be summarized as: (1) being prepared increases confidence, (2) public speaking can be learned. Avoiding public speaking is impossible for a politician, so your main tasks as trainer during this workshop are the following:

1. Provide the participants with the knowledge how to prepare for a public speech,
2. Create a safe and friendly space in which the participants can practice the skill of presentation.



It is a good idea to recommend your favorite works on self-presentation, image building, public speaking, planning the election campaign, etc. to the participants, but during the training, limit the theory to the necessary minimum, devoting most of the time to exercises.

Important notice – the present scenario is not a public speaking handbook. As the trainer, you should have the proper theoretical knowledge and experience in giving public speaking trainings in order to provide the participants with the adequate information during every stage of the training. The scenario contains guidelines on the theory to be presented during the training after being developed by you and suggested activities which you may modify or change depending the needs of the group you are working with.

Remember – although some of the activities seem easy (and will be easy for some participants), they require social exposition. It is connected to stress, fear of judgement, of being ridiculous. They may cause unpleasant memories to resurface. Your task is to support the participants in overcoming these obstacles. Use the rule of free participation in activities, and at the same time try to create an atmosphere that will enable the participants to take part in every activity.

Training goals:

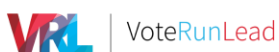
1. Learning about the rules of successful public speaking
2. Reflecting on personal resources and experiences that are important for the election campaign
3. Developing the skills connected with public speaking through feedback
4. Reflecting on strengthening beliefs in public speaking

Keywords:

- Image building
- Non-verbal communication
- Campaign presentation
- Speech structure
- Stage fright

Time of training 2 days x 6 hours (plus the time required for breaks). The scenario is for 12 participants (such number of people is assumed to plan the duration of the modules).

Module 0 - Introduction



Module course:

1. Introductions from the trainers and the participants
2. Presenting the training goals
3. Collecting the participants' needs
4. Presenting the general plan of the training
5. Working out the rules for cooperation

Time: 1 hour**Introductions from the trainers and the participants**

- Welcoming the participants
- Presenting the trainers, the training subject, organizer, funding source etc.
- Presenting the participants – choose a preferred form of presentation
- Integration activity – chose the one you like and that introduces the training subject

Presenting the training goals

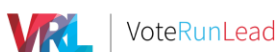
- Present the training goals in written form (flipchart poster or a multimedia presentation slide)
- Discuss the goals
- Dedicate time to participants' questions about the goals, the subject etc.

Collecting the participants' needs

- Finding out the needs of the participants – choose your preferred form (in pairs, individually, anonymously, on paper etc.)
- Gather the needs of the participants in front of the group, summarize them and indicate which needs can be fulfilled during the training and to what extend so that the participants know what to expect.

Presenting the general plan of the training

- Discuss the program: the modules, the methods of work, the technical details – number and length of breaks, workshop hours
- Stress the importance of stating until the end of the training
- If it applies, inform the participants who is responsible for what (content issues, organization, logistics etc.)



Working out the rules for cooperation

- Briefly explain the structure of introducing the rules (whether you will ask the participants about them, introduce them by yourself or you will do it together)
- According to the structure proposed, collect the rules of cooperation (regarding the organization, communication, ways of addressing each other, order) – after presenting each one, ask the participants if they agree to introducing the rule and continue this way with all the rules
- Write the accepted rules down on a flipchart
- Make sure to include rules that are important for the training subject matter, like kindness, the right to make mistakes and experiment, feedback not judgement, voluntary participation in exercises, responsibility for my own learning, etc.

Module I – Election Self-presentation

Module course:

1. Image building
2. Non-verbal communication in public speaking
3. Election biography – a tool for Image building
4. Campaign presentation – preparation and feedback session

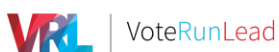
Time: 6 hours

Image building

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

Divide the participants into small groups. Ask them to remember the best public presentation that they have seen live or in the media. Ask them to discuss in groups what they liked about the behavior of the person giving the speech, what provoked their trust and liking, what was their general impression of the person. Lead a brief whole-group discussion, ask about the particular characteristics of good speakers. Write the answers on a flipchart. You can also ask the group and use two different colors for the elements that refer to the way of speaking and the content of the speech. Stress the fact that the main goal of every public presentation is to build credibility, because people only listen to us when they trust and believe us.

Summarize with a presentation on credibility. Building credibility is a two-dimensional process: one is competence (talents, knowledge, experience) and the other one is intentions (niceness, honesty,



approach). Discuss every dimension in detail. In the discussion, include the following matters: the competences dimension will be carried out by conscious selection of information about yourself (content); the intentional dimension will be implemented mainly through non-verbal communication (presentation method). The presentation method reinforces (or weakens) the content of the speech (and vice versa).

To finish this stage, return to the poster. Emphasize that at the level of communication in self-presentation, it is crucial to ensure consistency of the presentation (how I speak) and content (what I say). When these two elements are consistent, the person is perceived as credible, i.e. one that has knowledge and is good to listen to. To win the election the candidate must convince the majority of the voters to go and vote for her – and this cannot be done without being credible. People vote for the candidates they trust. 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 manner of presentation, that is non-verbal communication, and then we will go to the content of the speech.

Non-verbal communication in public speaking

The goal of this part of the training is to familiarize the participants with social exposure and space, and to practice presentation skills. Your goal is to lead activities in non-verbal communication: posture, eye contact, voice, gestures, mimics. You can switch the order of elements being discussed to suit your personal preference. Remember to support the participants in taking part in the activities. Create space for making mistakes, for humor, give examples showing that even the greatest speakers make mistakes; if you are ready, share your experience in the field.

Start from reminding the participants what non-verbal communication is and what is its function during public speaking. Gather the participants' answers and write them on a poster, adding the elements that are missing. Ask the participants what they would like to communicate with their "body language". It is important to elicit answers like: cohesion, competence, good attitude towards the audience - if necessary, add them yourself. Emphasize the importance of non-verbal communication: if it is adequate and coherent with the content of the speech, it will reinforce the emotional message and the contact with the audience.

Posture. Ask the participants to stand up and stand in a way they find comfortable. Ask them to see what they wish to do with their hands. Then, show them the basic posture that gives the impression of confidence, strength, energy and respect towards the audience (feet set apart at the width of the hips, hands loose, head straight). You can test different positions together and see the impression they



make (one foot back, feet together, feet wide apart etc.). Then, ask the participants to come to the middle of the room, assume the basic position and then return to their seats, while maintaining contact with the other participants all the time. Ask the participants about their comments and thoughts. Summarize with additional information about the function and the rules of body posture in presentations, adequately to the group's needs.

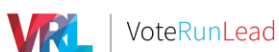
Eye contact. As this element of non-verbal communication is particularly important during speeches, discuss in detail its function (e.g. creating a relation, concentrating, showing positive attitude) and the main rules. Next, invite the participants to your favorite eye contact activity. Ask the participants about their comments and thoughts. Summarize them with additional information on maintaining eye contact (e.g. time, venue size, number of people in the audience, distance from the audience, speaking from behind a tablet etc.). Stress the fact that the more eye contact, the higher the chance of seeming credible.

Voice. Discuss the functions and the main rules regarding the voice: strength, speed, intonation, modulation (e.g. changes of rhythm, volume, intonation, accentuation, short pauses etc.). Present examples that illustrate this field of non-verbal communication. Invite the participants to your favorite activity. Summarize it with adequate additional information on voice in public speaking, as necessary.

Gestures. Discuss the functions (e.g. deescalating tension, focusing attention, strengthening the message) and the main rules regarding gestures. It is the area of non-verbal communication linked to the eternal question "what should I do with my hands", so dedicate sufficient time to discuss it. Ask the participants about the meaning and sense of gestures. Present examples of gestures used in public speaking (emblems, illustrators – describing, emphasizing, pointing, encouraging). Invite the participants to your favorite activity. Ask the participants about their comments and thoughts. Summarize it with adequate additional information on gestures in public speaking, as necessary.

Mimics. Discuss the main functions of mimics and its rules (e.g. adequate to the content, coherent with the message, show engagement, emotions, attitude).

Summarize the part dedicated to non-verbal communication. First, ask the participants to comment. Ask them what they want to remember from this part of the training. In summary, say that non-verbal communication is not just art for its own sake, it does not consist of reading the meaning of gestures, nor on their mechanical application (just using Leszek Balcerowicz's famous "pyramid" will not make us professionals!). Body language can help verbal communication, but it will not replace it. Everything



we communicate with our posture, gestures, voice, mimics etc. has to serve our message and building our credibility as an activist, politician, candidate in elections, local government official – who is competent and positive towards people.

Note 1: If a need arises and time permits, you can also discuss the most important rules regarding looks (e.g. hairstyle, make-up, clothes, shoes) during public speeches.

Note 2: If a need arises and time permits, present and discuss some popular myths regarding non-verbal communication (e.g. it is not important what you say, but how you say it etc.).

Note 3: Use visuals: fragments of speeches of politicians, presentations (e.g. from the website <https://www.ted.com>), pictures of speakers that illustrate gestures. Quote expert advice.

Election biography

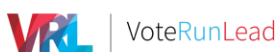
Election biography is a self-presentation tool that helps create an image of a credible person. The goal of the activity is to learn to choose the elements from one's own biography that prove the person is worth voting for. The participants will use the effects of their work in a later part of the training, during making the campaign presentation.

An election biography:

- makes it easier for the audience to get to know the candidate – it should show “a real person”, instead of being a profession resume or a whole life story
- is tailored for the audience
- emphasizes the main message of the candidate's electoral campaign
- is specific – shows activities, achievements, successes, facts
- is a coherent story that appeals to the imagination of the recipients

Note: More about the biography in: Natalia de Barbaro, *Dojść do głosu. Radykalny przewodnik po kampanii wyborczej*, Wydawnictwo Znak, Kraków 2005

Invite the participants to do some individual work. Give them instructions for the “Election biography” activity (3 steps that can be written on a piece of paper or a poster). Since women usually have less experience generally recognized as “political”, and the participants of the training may have little local / political experience, underline in the instructions that all experience, including non-political experiences, will count here. It is however important for the participants to choose only those elements of their experience that they wish to present in their election campaign to the given group.



Election biography - instruction

Step 1. Think about your strengths, the positive things you can say about yourself – about the things that can be said for certain. Look for them in different fields: it could be education, career experience, social activity, political activity, the functions you performed, and also your private life, relations with others etc.

Step 2. Write 10 of your strengths / positive things about you on a piece of paper. In a moment, you will read them out loud to the group.

Ask the participants to read what they have written. Before continuing, ask them how they felt while reading out the list of their strengths.

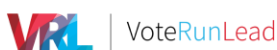
Step 3. Now look at your experience and give it a meaning for the election. Choose two strengths which are especially important for you as a candidate (politician, activist, etc.). Later, do the “so what?” test - think about how that matters to your voters.

About you	So what?

You can support the participants with an example of how to do it, e.g.:

About you	So what?
<p><i>For five years I have been the leader of ABC, the local organization for persons with disabilities, their families and friends.</i></p>	<p><i>I know the problems and needs of the disabled inhabitants of our locality and their families.</i></p> <p><i>Thanks to my organization, over 150 children have spent their holidays by the seaside, supervised by specialized caretakers.</i></p> <p><i>I manage an organization with a team of 30 employees and volunteers on a daily basis.</i></p>

Invite the participants to share one strength and its explanation with the group. Discuss every answer. Make sure that every strength is accompanied by a fact: either a result (fact, figure, example), or an episode (a unique anecdote, a story that makes the candidate stand out and be remembered). Ask



questions that can help find those facts in the participants' biographies, e.g.: When did you hear a lot of praise for a task you performed? Do you have a story that was told about you for a long time? When did the quality you want to show in the campaign manifest itself strongly? What are the results of you having this strength? When were you particularly proud of something you did?

While summarizing the activity, speak again about what builds credibility. Emphasize that facts are important in the election self-presentation: significant facts and figures as well as stories about people.

(The activity was based on the training materials for candidates „Skuteczna w kampanii. Materiały szkoleniowe”, created by Idea Zmiany, www.ideazmiany.pl)

Campaign presentation – preparation and feedback session

After the activities and discussing non-verbal communication and an analysis of the participants' biographies, move on to the content of a speech. The aim of this part is to develop the ability to prepare a campaign presentation, that is, how to present oneself during a presentation / electoral speech that will allow one to build the image of a credible person.

Invite the participants to the activity. Say that the task of each of them will be to prepare a campaign presentation (according to the proposed structure) and present herself as a candidate in the election, and the purpose of the speech is to convince the audience that she is worth voting for.

Start by introducing feedback. Briefly explain what feedback is, what are the rules of giving it and how it during the activity. Give examples of what is and what isn't feedback. To make it easier for the participants to provide feedback, you can prepare a poster or observation sheets with the criteria, e.g. body posture - relaxed / tense, nervous; eye contact – marked, even / weak, chaotic; gestures – coherent, adequate / inadequate; language – audience-friendly / too formal etc.

Present the structure to the participants and explain it, including the hints from the table. Ask the participants to return to their election biographies, to the two strengths they have chosen and to decide which one they are going to talk about while presenting themselves.

Campaign card	
1. Welcome and introduce yourself	Always give your name first and your surname second
2. Describe your experience	Return to the table from the previous activity, to the explanations that make your experience meaningful. <u>Say</u>



	<u>one or two sentences</u> about what you do, for how long, what are your positions and functions. NOTE! choose <u>only</u> the elements of your experience that are relevant for your target group.
3. Describe the change you want to introduce as politician / socio-political activist	While speaking about your vision of change, concentrate on the benefits for your voters, on what can be useful for them. Stress whatever makes you different from the other candidates. Remember that facts are important in the election self-presentation: significant facts, figures and stories about people.
4. The most important thing for me as a politician is...	One sentence, may allude to your campaign slogan.

(Presentation structure based on the training notebook “Docenić bibliotekę. Jak skutecznie prowadzić rzecznictwo” created by Idea Zmiany www.ideazmiany.pl as part of the Library Development Program: Borowska, M., Branka, M., Wcisło, J. (2012). *Docenić bibliotekę. Jak skutecznie prowadzić rzecznictwo*, Warszawa: Fundacja Rozwoju Społeczeństwa Informacyjnego).

Invite the participants to work individually and prepare their own campaign presentations. Set a time limit for every presentation – 1.5 minute. Say that after this time you will give a signal meaning that the time is up. Say that every participant will speak to the persons present at the workshop – the other participants and the trainer are their potential voters. Give them 10-15 minutes to prepare – the presentation is a few sentences on a topic the participants know very well (they are supposed to speak about themselves!).

After they finish the individual work, set an order of presentations – write numbers from 1 to 12 on a poster (or as many as there are participants) and ask them to write their names next to numbers. Explain what the next steps will look like: individual speech (1.5 '), after each one – a moment to prepare feedback, and then a feedback session on the forum: first from the participants, and then a summary from the trainer.

Propose a feedback scheme, e.g.:

- Your credibility was reinforced by...



- Your credibility was weakened by...

In the trainer summary, focus on the information whether and how did the presentation build credibility in the scope of competence and intentions.

When all presentations are finished, offer a short relaxing activity (breathing, moving). After the break, invite the participants to a round – ask them to say what was the most pleasant thing to hear. Encourage them to write it down – emotions caused by the speech make it easier to remember the “bad” things, the recommended changes than the things that were cool, convincing, liked.

Note 1: After every individual presentation, and before the feedback, ask the performer how she felt.

Note 2: Be mindful of the rules of giving feedback. If necessary, remind the participants about the key elements during the session: the feedback should be directed to the person (and not about the person), we speak of facts, of behaviors, we describe instead of judging, the strengths go first, then the elements that need changing, reinforcing, correcting.

Summarize the whole module – remind the participants about the most important things that are worth remembering in the context of election self-presentation: (1) the effectiveness of the presentation largely depends on building the impression of credibility, (2) to achieve this, one should show competence and professionalism (through content) while showing a good attitude towards the audience (by making friendly contact with the audience), (3) the effectiveness of the message is strengthened by significant facts and figures as well as stories about people, (4) non-verbal communication should be consistent with what we say, it is in our interest to make good use of our energy: stand straight and confident, maintain eye contact with the audience, emphasize the content with gestures and adequate voice modulation, (5) election biography is not supposed to convince "everyone" - it is to be credible for the people we turn to, whom we ask for a vote, (6) a presentation should always be adapted to the "here and now": to the audience, to the theme and purpose of the event, to the program of a given event, to a problem or social moment.

Module II – Election presentation recipe

Module course:

1. Stage fright
2. Preparing for a presentation - what do I need to know before I begin
3. Presentation structure – rules



4. Election presentation – preparation and feedback session

Time: 4.5 hours

Stage fright

The aim of this module is to look at what provokes fear of public speaking and makes it more difficult. The participants have already had a chance to stand before an audience and listen to feedback while giving the election presentation, which is why we are now going to focus on stage fright.

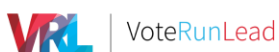
Invite the participants to individual work – ask them to write down their first thoughts (convictions, fears, associations) regarding public speaking, the ones that appear automatically. What do you think about yourself? What are you afraid of? What can happen?

Ask the participants to present the thoughts they wish to share to the group. Ask about impressions and thoughts. Talk about the limiting role of thoughts and beliefs, about their influence on public speaking.

Then, discuss the mechanism of the vicious circle (a self-fulfilling prophecy) that illustrates how negative thoughts and beliefs about presentations work, how they can change our behavior. Draw a scheme on a flipchart: thoughts and beliefs about public speaking ⇒ attitude and emotions ⇒ physical and mental reactions ⇒ presentation. While discussing the mechanism, use the examples mentioned by the participants. Say how to break this vicious circle of fear of speaking: the self-fulfilling prophecy mechanism can be our ally, because just as the negative thoughts weaken our resources and affect (negatively) the quality of our speech, so positive thoughts and beliefs influence (positively) our ability to communicate with others.

Invite the participants to work in pairs. Their task will be to choose and change the most limiting thoughts/beliefs to positive and constructive alternatives. Give examples like: *What I have to say is important and necessary. I will do everything to prepare well. I can get across to people and influence them. Whatever happens, I will be fine.*

Invite the participants to present the alternative thoughts to the group – and write them down on a poster so that the whole group can see them. Encourage the participants to write down or take pictures of this set of supportive beliefs and to repeat it before speaking in public. Stage fright in stressful situations weakens the memory, so it is important to keep thinking positively.



summarize the work. It is a good idea to emphasize the fact that some stage fright is good and necessary – it gives us focus and energy. The goal is not to get rid of it completely, but to control it. You can share some hints as to what to do before, during and after the speech to control the stage fright.

Note: if time permits, suggest a few breathing activities that help control physical reactions, ease the tension, relax, calm down.

Preparing for a presentation - what do I need to know before I begin: trainer's presentation

The goal of the presentation is providing the participants with knowledge about the elements that will help them prepare better to a speech and foresee potentially difficult situations. Present and discuss the questions that should be asked before a speech.

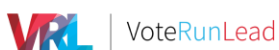
- As who? What is my role for the audience? Who and what do I represent during the speech?
- To whom? What audience will I meet? Who are the people I am talking to? (gender, age, financial status, place of residence, education etc.)? Why have they gathered? What is their attitude towards me, towards the subject I come with? What are their expectations, needs, what do they want to hear?

Stress the fact that the questions about the audience are of key importance in preparing a speech. Based on the audience analysis, every candidate will be able to set the goal (question 3) and the content of the speech (question 4).

- What for? What is the goal of my speech? Why do I speak out and what do I want to achieve?
- What is your message? What will I speak of? What content will carry out the goal and reach my listeners?
- How much time? How much time will I have for the speech?
- When and where? In what circumstances and conditions will I perform? What should be the form of my speech then?

Presentation structure – rules

The aim of this part is to familiarize the participants with creating the content of the speech so that it makes it easy for them to order the content and present it. It is worthwhile to remind the participants that after a one-time presentation, the audience only remember a few things for a short time, and their attention level is variable. The famous journalist and publisher Joseph Pulitzer directed the



following words to speakers: "Always, when you say something, speak briefly, and they will listen, speak clearly, and they will understand, say it vividly, and they will keep it in their memory."

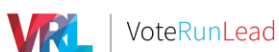
You may start with your favorite activity that illustrates the remembering mechanism or lead a brief discussion about what helps remember things. Write the ideas down on a flipchart. To strengthen the awareness of the benefits of having a clear and logical structure of a speech, you can also draw and discuss the attention curve.

Then, present one of the most popular presentation structures, made up of an introduction, development and conclusion. It is a well-known technique of 3S: "say what you will say" (introduction), "say it" (development), "say what you have said" (conclusion). It is also a good example of what an easy-to-remember message looks like: it is brief 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 the goal – refer to listeners' goals, present a plan, indicate a space for questions etc.), expand (choose how to organize information, select only relevant information, plan examples, metaphors, analogies, etc.), finish (summarize main threads, repeat / strengthen your main message, say what you expect, finish with a clear conclusion).

Since the beginning and the conclusion of a speech are particularly important, invite the participants to create a list of sentences that should not start and end a speech, e.g.: *I do not want to bore you, I ask for your understanding, I am not a good speaker, I hope for your patience* (beginning), *I hope it hasn't been too bad, I tried not to bore you too much, I am happy you were so patient listening to me* (conclusions), etc. Write those expressions on a poster, then cross them out strongly and clearly or throw the poster into a trash can, to symbolically say goodbye to weakening statements that show the audience our insecurity.

While discussing the development, present several ways to order information which support the clarity of structure and make remembering important parts easier (e.g. from general to detail, from detail to general, case-effect etc.), or just one that you believe will be the most effective for the participants. Provide the most important tips on what the language of the message should be like: simple, understandable, pictorial (metaphors, numerals), without jargon, adequate to listeners, showing benefits, short sentences, particulars instead of generics, etc.

(Preparing a presentation and structure based on training materials for candidates „Skuteczna w kampanii. Materiały szkoleniowe”, created by Idea Zmiany, www.ideazmiany.pl)



Election presentation – preparation and feedback session

The goal of this part is to develop an election speech in a way that facilitates sending a message, helps to remember and concentrate. The scenario proposes a specific structure, based on a triad of introduction - development - conclusion, 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.

(election presentation proposed in the scenario is based on the BPR structure from the handbook “Docenić bibliotekę. Jak skutecznie prowadzić rzecznictwo” and a training notebook under the same title, prepared by Idea Zmiany www.ideazmiany.pl as a part of Library Development Program: M. Borowska, M. Branka, J. Wcisło, *Docenić bibliotekę. Jak skutecznie prowadzić rzecznictwo*, Fundacja Rozwoju Społeczeństwa Informacyjnego, Warszawa 2012, p. 140 and 142.)

Present the election speech structure to the participants and discuss it according to the table below:

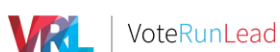
Election presentation		
Introduction	Welcome the audience and introduce yourself	This is the space for your presentation
	Show the goals of the speech and the benefits for the listeners	Why should the voters listen to you? What will they gain? What benefits come from listening to your presentation?
Development	Present the information on what and how you want to do when elected and what support you need.	This is a place for a few short and pictorial sentences that are to persuade to support your candidacy. You can refer to your election slogan here.
	Present a problem you want to deal with.	This is a place to tell which residents' needs you want to address in your political activities (or, adequately: social, local government). What needs do you want to fulfill? What facts and figures prove that the problem exists?
	Offer a solution of the problem.	This is the place to talk about how you want to respond to these needs, what

		<p>your plan is. What can solve the problem? Who and how will benefit? What will be the result? What will the voters, the local community gain? What numbers/prognosis may support it?</p>
Conclusion	Ask for support in the elections	Say what you expect from the audience, what they can do – e.g. vote for you, ask others to vote for you.
	End on a positive and strong note.	This is the place to conclude – with a sentence that calls the listener attention. Say thank you and farewell.

Give the participants some extra hints, remind them that the message must be short (they must limit the information, choose the ones that are the most important from the listeners’ point of view), and it has to refer to the listeners’ reality. Encourage them to use examples – they will be remembered, if the participants use a story or anecdote or meaningful numbers (not too many, the most important ones should be chosen, and ones that best illustrate the problem and the plan).

Present the stages of work to the participants. Their task will be to prepare a three minute presentation according to the above presented structure, then each participant will have a chance to present her work, after which feedback on the quality and clarity of the message and structure will be given. Remind the participants that they are in a role of election candidates, and the goal of their speeches is to convince people to vote for them. This time, they do not address their speech to the persons present in the room, but to a group of their actual voters.

Invite the participants to do some individual work. Give them 30 minutes to prepare the speech. Support them during that time: answer their question, give advice. After about 20 minutes invite them to work in pairs – to practice their presentations and introduce possible changes due to the feedback from the colleague. After finishing the individual work set the order of presentation – just like you did with election presentation.



Recall the rules of feedback. To make the work easier, prepare a poster or observation cards with a list of areas and basic criteria related to the practiced presentation: structure (clear / unclear), language (friendly / too formal, facilitating listening / obstructing listening, pictorial / low imagery).

Before each presentation ask to whom it is being addressed, to what kind of audience. After 3 minutes give a sign that you agreed to with the participants, showing them that the time has run out. After every presentation ask the presenter about her emotions. Ask the remaining participants to prepare feedback for the speaker in pairs. Then, open a group session. The participants start, according to the pattern:

- I would vote for you, because you said..., you did...
- The one thing that did not convince me was...

Summarize every presentation with your own feedback, concentrating on the structure and the language. Encourage the participants to write down the most important feedback they have received (strengths of the presentation and what was recommended for change most often). Depending of the group needs, you can also invite the participants to create a list of phrases that weaken the message and credibility, and which are often used by women (like *I am not an expert at X, but..., If I am elected..., I think there is a problem with...*). Work on alternative phrases.

Summarize the whole module - briefly discuss the most important things to remember, for example: the role and importance of positive thoughts about speech, the role and importance of good structure, the need to adapt the message to listeners (what they need, why should they listen, what information will be the most important etc.), to the subject and purpose of the event, keeping in touch with the audience, etc. Recall the rules of presentation language. Focus on the issues that were the most difficult for the participants. To finish, emphasize that good preparation is necessary to select enough information to make the message clear and possible to remember by the audience.

End with a brief relaxing activity (breathing, movement) or an energizer to relax and let go some tension. After the break, invite the participants to a round – ask them to say what was the most pleasant thing to hear, what they want to remember from the activity, what are their thoughts, how they feel.

Module III – summary and evaluation of the training

Module course:



1. Summary and revision of the most important points
2. Feedback about the training.

Time: 30 minutes

Remind the participants about the main messages to remember from the different parts of the training – you may give a trainer presentation on the subject or summarize with the help of the participants.

Invite the participants to an ending round – choose a preferred topic of the round (e.g. what though do you finish the training with; one thing you will change after the training; three most important things etc.)

Evaluation of the meeting – choose your preferred way of evaluation (e.g. pluses and deltas, questionnaire, suitcase and trash can etc.)

Recommended reading:

Natalia de Barbaro, *Dojść do głosu. Radykalny przewodnik po kampanii wyborczej*, Wydawnictwo Znak, Kraków 2005

Anna Titkow, Joanna Regulska (red.), *Kobiety też potrafią!*, Nieformalna grupa „Kobiety też”, Warszawa 2004, https://www.kongreskobiet.pl/Content/uploaded/files/podr%C4%99cznik-kobiety-te%C5%BC-potrafi%C4%85_pdf-2.pdf, access from 17.04.2018

Magdalena Grabowska, *Czy i dlaczego kobietom może być łatwiej zaangażować się w politykę na poziomie lokalnym?*, https://www.kongreskobiet.pl/pl-PL/news/show/gender_w_samorzadzie, access from 17.04.2018

Barbara Imiołczyk, Joanna Reyman, *Kobiety dla samorządu - Samorząd dla kobiet. Poradnik dla kobiet startujących w wyborach samorządowych*, Stowarzyszenie Kongres Kobiet, Fundacja Rozwoju Demokracji Lokalnej, Fundacja im. Stefana Batorego, Warszawa 2010, https://www.kongreskobiet.pl/Content/uploaded/files/kobiety-dla-samorz%C4%85du---samorz%C4%85d-dla-kobiet_pdf-1.pdf, access from 17.04.2018

