

INSTITUTIONAL TRAINING

Module 1.6: PUBLIC SPEAKING AND PRESENTATION



ACKNOWLEDGEMENTS

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GENERAL TRAINING TIPS

Preparation:

- Prepare each session in advance and ensure all necessary materials and visual aids are available (use visual aids wherever possible to enhance your training).
- Be aware of local customs – remember to open and close the training day with a prayer and give due recognition to any traditional leaders present.
- Provide translation services where necessary (this will need to be arranged in advance – it may not be appropriate to ask a participant to translate).

General training and presentation guidelines:

- Use good time management to ensure every aspect of your training is completed – but take into account the possible need for translation and be prepared to slow down if necessary to ensure that all participants understand.
- Maintain good eye contact with participants.
- Speak clearly.
- Keep your training language simple and appropriate to your audience.
- Bridge one topic to the next.
- Provide clear instructions for activities and check to see if your instructions are understood.
- Where appropriate, summarise each component of the module.
- Avoid reading from this trainer's manual.

Visual presentation:

- Write clearly and boldly if using flipchart sheets.
- Keep your visual aids clear – avoid blocking participants' view of visual aids.

Involving the participants:

- Encourage questions and participation.
- Ask questions to get participants thinking about the topic and key issues.
- Keep the group focused on the task, but take breaks if participants are tired and losing concentration – be aware of body language.
- Be patient and courteous with all participants.
- Talk to your participants and not to the flipchart.
- Acknowledge the comments and feedback from participants.



NB: Where we wish to indicate that text in this module refers to an activity that training participants are expected to undertake, we have employed this little icon.



ABOUT MODULE 1.6: PUBLIC SPEAKING AND PRESENTATION

OBJECTIVES: People who receive training in MODULE 1.6 will gain knowledge on:	<ol style="list-style-type: none"> 1. Gender balance and giving women and men an equal voice 2. Tips and techniques for speaking and presenting in public 3. Speaking in front of an audience 4. How to prepare for public speaking and presenting
COMPETENCIES: People who receive training in MODULE 1.6 will be able to:	<ol style="list-style-type: none"> 1. Explain why it is important for women to represent themselves 2. Explain how to speak and present in public in an effective manner 3. Show confidence in public speaking
MODULE 1.6 is intended for:	Conservancy Staff, Management Committee members and community representatives, (especially women from all groups)
Duration of MODULE 1.6:	The training for this Module will usually last 2 days

To train this MODULE 1.6 you will need to have (enough for everyone):	Check
Flipchart stand, sheets and different coloured marker pens ("kokies")	<input checked="" type="checkbox"/>
Module 1.6 Handouts #1 – #10	<input type="checkbox"/>
Prepared Flipchart Sheets #1 – #6 (if you prefer to use them)	<input type="checkbox"/>
Paper and pens for participants	<input type="checkbox"/>
At the end of the first day, you must remember to ask participants to bring in any items that will help them with their Topic 4 presentation on the following day	<input type="checkbox"/>

The training of this MODULE 1.6 will generally follow this schedule:

TOPIC 1:	Gender balance and giving women and men an equal voice
TOPIC 2:	Tips and techniques for speaking and presenting in public
TOPIC 3:	Practising speaking in front of an audience
TOPIC 4	How to prepare for public speaking and presenting
SELF-ASSESSMENT:	Assessing participants' understanding of this Module (Handout #10)



KEYWORDS and ACRONYMS for this MODULE

animate	To make something more lively; to bring it to life
body language	The gestures, postures, and facial expressions that show a person's different physical, mental, or emotional states and which therefore help him/her to communicate without speaking
cue card	A piece of paper or card containing a word or two, designed to jog the memory of a presenter
feedback	The return of information (opinions or reactions) about an event or activity
gender	The condition of being male or female (usually used in a social and/or cultural context)
prop	An item used to help elaborate or support a presentation. This word originally comes from the theatre (where it is short for 'property') where it refers to any article, except costumes and scenery, that appears on the stage during a dramatic performance
sex	The classification of an animal (or person) as male or female on the basis of their reproductive organs and functions



INTRODUCTION

1

LIST: The **overall objectives** of the Public Speaking and Presentation training module on a flipchart sheet (you may wish to prepare this in advance as Flipchart Sheet #1). Explain the objectives in detail.

Objectives of this workshop: you will gain knowledge on –

1. Gender balance and giving women and men an equal voice
2. Tips and techniques for speaking and presenting in public
3. Speaking in front of an audience
4. How to prepare for public speaking and presenting

2

LIST: The **competencies** of Module 1.6 by writing them on a flipchart sheet. To save time you may prefer to have Flipchart Sheet #2 prepared in advance.

People who receive training in Module 1.6 will be able to:

1. Explain why it is important for women to represent themselves
2. Explain how to speak and present in public in an effective manner
3. Show confidence in public speaking

NOTE: If participants have had no prior exposure to public speaking and presentation training, you may wish to start the training by explaining why they are important in the conservancy context.

ASK: Why is training in public speaking and presentation important?

3



Ask the participants as a group to consider this question by thinking about any speeches or talks they have listened to, and then ask for volunteers to provide one response while the rest of the participants listen. Write the first few contributions on flipchart sheet under the heading 'Public speaking' and then ask other remaining volunteers to give any new contributions. Add these to what has been written on the flipchart and discuss the contributions together.




- 4 **LIST:** On a flipchart sheet, describe what happens when an audience is presented with someone who has no training or experience in public speaking (you may prefer to prepare this list in advance as Flipchart Sheet #3):

The speaker/presenter might:

- Speak too softly, or shout
- Repeat himself/herself
- Miss out important information
- Get information wrong
- Rush through his/her presentation and speak too fast
- Use language that is hard to understand or inappropriate
- Talk over the top of people who are trying to contribute
- Not allow enough time for his/her speech or presentation
- Be disrespectful to the audience
- Lack manners
- Behave in a way that is distracting
- Not make eye contact

- 5 **EXPLAIN:** Some people seem to be natural public speakers and can make any subject interesting. Other people really know their subject well but because they have not received training in talking in front of people, all the valuable information they wish to share is lost through poor presentation or because they do not understand the needs of their audience.

ASK: Who feels nervous at the thought of speaking in front of an audience?


- 6  Participants should raise a hand if they feel nervous at the thought of public speaking. Quickly count up the show of hands and make a short and appropriate comment about the percentage of people who do not feel comfortable at the thought of speaking in front of an audience.

NOTE: Try not to make any verbal judgements about those who raised a hand – for example, do NOT say: “I see we have a lot of scared women here with us today.” You should say something like: “It’s natural to feel uncomfortable if we have to speak in public and I once would have included myself in the group of people who have raised their hands just now.”

- 7 **EXPLAIN:** At the end of this training I hope that we will all have had a chance to share together some techniques for speaking in public. You will all get an opportunity to practise public speaking and we will do a short and easy exercise designed to give you confidence in preparing to speak or to make a presentation in front of a group of people.



8 **SUMMARISE/LINK:** Some people are more comfortable speaking to an audience than others. Some people have more experience talking in front of other people while some of us will not have had the chance to do this very much. There are some basic tips and skills, which we will cover in the next topic, that we can all learn that will make public speaking less of an ordeal.


 *End this session by asking if any participants, male or female, would like to share informally any experiences they have had with having to undertake public speaking. Or they might wish to mention some examples of good or poor public speaking they have witnessed themselves, either in person at meetings, or on the TV or radio. While they can mention the names of famous people who speak well or who have public-speaking shortcomings, they should refrain from naming people in the community if they wish to give a local example of poor presentation skills!*



TOPIC 1: Gender balance and giving women and men an equal voice

NOTE: *If you are using a translator for this Module, it may be advisable to arrange in advance for him/her to just check the translations of the key words in this topic ('gender' and 'sex') in the local language(s) prior to this training session. It may be necessary to explain in some detail the differences between the two words so that the translator is clear about the two concepts.*

1 **EXPLAIN:** Some of you may have come across the word 'gender'. It's a word that can cause a lot of confusion and people have only started to use it fairly recently – previously we always used the word 'sex' instead. We still use the word 'sex' to talk about whether a person or animal is male or female according to their biology (as well as in other contexts) but we use the word 'gender' when we want to talk more generally about the role of a man or woman in his or her community and the wider world.

2  Ask the group as a whole to come up with a sentence using either the word 'sex' or 'gender'. Ask for contributions and write them up on a flipchart sheet, underlining the relevant word (see below). If a person misuses one of the words, try to gently correct his/her suggestion. Here are some examples you may wish to say aloud or write on the flipchart sheet (time allowing) if participants struggle with this activity:

The sex of one new puppy is male but the other three are female.

We should encourage people to enrol as nurses regardless of gender.

I don't want to know the sex of my baby until it is born.

He seems to have old-fashioned ideas about gender roles.


The goats were separated in the kraal according to sex.


The 2010 candidate list should include both genders.

3 **EXPLAIN:** Most communities are made up of roughly 50% men and 50% women and most countries also have this same balance of men and women in their populations. It used to be the case in nearly all countries that important positions in government and communities were only held by men and there are still countries in the world where this is true. However here in Namibia we now have equal rights for both genders written into the Constitution and women are therefore to have an equal role to men in deciding important matters at all levels.




ASK: What do we mean by 'gender balance'?

4  Facilitate a brainstorming session where participants share what they understand 'gender' balance' to mean. You should try to help them to understand that it is not enough for women to be equally represented in terms of numbers in, for example, a committee, but they should also be empowered to freely contribute on equal terms with men. Note some contributions on a flipchart sheet under the heading 'Gender balance'.

Facilitate a brainstorming session during which you encourage people, and especially older participants, to reflect on examples of how gender balance – or perhaps 'gender imbalance' – has changed in their lifetimes. Note some contributions on a flipchart sheet under the heading 'Gender balance in changing times'. 

ASK: Why might women struggle with making their views heard even today?

5  Ask the group to come up with reasons why women in particular might not get their views across in a public forum. Note the answers on the flipchart under the heading 'Can women have an equal voice today?'. **NB:** In this activity, as in all activities throughout this training, make sure that women participants get a chance to freely express their views.

NOTE: It is very likely that participants will come up with good historical, cultural and social reasons why women might not participate freely in discussions, or feel comfortable speaking in public. You should, however, also make sure to add to the flipchart list practical reasons why women may be under-represented in a public debate, such as having to fetch water, or look after children, rather than attending meetings.

6 **LIST:**


1. On the flipchart, write out all the reasons why women's voices and views may not be fairly represented in a public forum (you may prefer to prepare this list in advance as Flipchart Sheet #4).
2. Leave spaces underneath each bullet point for participants to add their solutions to these issues later.

(Please see following page for flipchart sheet text.)





- They may have grown up thinking they are less important than men.
- They may have been taught that their opinions should be restricted to household matters.
- They may come from a culture where women must show men respect by always doing what men tell them to do.
- They may feel that a lack of education means their views are not valuable.
- They may struggle to balance their domestic responsibilities with attending meetings and public events.
- They may be too tired from working in the home and the fields or with livestock to attend meetings at night.
- They may be scared to ask their menfolk if they can be given time to attend meetings and public events.
- They may be worried about being called demanding, or being accused of raising trivial matters, if they speak in public about their experiences.
- They may not be used to talking with large groups of people, especially ones that may disagree with them, and would therefore prefer to avoid possible conflict.
- They may not consider themselves worthy or important enough to have a role or contribution to make at meetings.

7  Ask the group to suggest ways that these constraints to women's full participation in public debates and meetings could be addressed. Ask for volunteers to come up and write their suggestions underneath the relevant bullet point on the list, or you can write them out yourself at workshops where participants have limited confidence in writing. (**NB:** Some of the solutions will be similar for more than one point.)

NOTE:

- Be aware that during the course of this activity it might emerge that different people, or groups of people, have different or conflicting viewpoints on gender balance, or the need for gender balance.
- Some people, especially women, may be speaking from their own experiences of feeling voiceless, while some other people may feel threatened or challenged by a change to the ways that decisions are made or opinions expressed in public (and this might include women).
- Be respectful of these differing points of view while keeping focused on the positive aspects of creating equal and fair opportunities for male and female contributions to discussions and decision-making.

8 **SUMMARISE:** In this topic we have looked at the concepts of gender and gender balance, and discussed ways in which women may be prevented from taking a full part in public meetings and debates. We have also looked at how women could be encouraged to take a greater role in making their contributions heard. Let's just check that we all feel that we have covered the initial objective for this workshop (*refer to the list of objectives for this workshop*). Does anyone have any questions?



TOPIC 2: Tips and techniques for speaking and presenting in public

1 **EXPLAIN:** We are now going to move on to the part of the training where we look at tips and techniques for speaking and presenting in public. We are going to do this in three steps.


LIST: *The three steps for developing public speaking and presentation skills on the flipchart (or you may wish to prepare this as Flipchart Sheet #5 in advance).*

1. **Tips on talking to an audience (eyes, hands, feet,): general subject matter**
2. **Practising how to talk to an audience (body language and voice): specific topics and/or controversial or difficult topics**
3. **Preparing to make a presentation on a specific subject**

2 **EXPLAIN:**

1. To begin with we are not going to involve ourselves much in the details of **WHAT** topic is being discussed by an individual speaker; we are just going to look at **'do's and don'ts' for talking in front of an audience generally**. The focus on the next session is therefore not what is being said but how it is being said.
2. Later you will all get a chance to put these tips into practice and we are also going to look at **the best way to speak about specific topics** (perhaps related to the conservancy) and difficult issues in a way that does not cause problems for either the audience or the speaker.
3. Lastly, you are all going to have a chance to prepare **a short presentation** on a subject that interests you and then deliver it to us, your audience. PLEASE don't get worried about this aspect of the training – by the time we come to this session you should be feeling a lot more comfortable about talking to us all. You may wish to bring in some material to help you to make your presentation tomorrow. For example, if you are going to talk about a trip you made to Botswana, you may wish to bring in a map to show where you went.

ASK: What do we mean by 'giving feedback'?

3  Ask the group if anyone can come up with a good explanation of what we mean by 'giving feedback'. Note the responses on the flipchart sheet under the heading 'Giving feedback'.


Now ask participants if anyone would like to describe some ways of giving 'negative feedback' or 'positive feedback'. Note replies on the flipchart sheet under the headings 'negative' and 'positive'.



4 **EXPLAIN:** The best way to find out how an audience has responded to our talk or presentation would be to ask members of the audience if our delivery was good or if there were shortcomings. Throughout the next three sessions we are going to be evaluating each other in order to give feedback that everyone can use to improve their skills. The feedback we will be asking for should NOT cause hurt or be offensive but should allow us to help one another improve and build our public speaking skills.


5 **ASK:** Participants to look at Handout #1. Explain that it firstly defines why feedback is important for this particular training, then goes on to provide examples of positive and negative feedback.

EXPLAIN: The components down the left-hand column are all the aspects of general physical presentation skills that we are going to look at next.

 Ask individual participants to read out some of the positive and negative feedback comments on Handout #1. (**NB:** For groups where participants have differing literacy levels, it may be necessary for you to do this instead.) Ask the other participants to think about how they would feel if one of these comments was directed at their presentation. Write appropriate key words (“upset”; “angry”; “encouraged”; “improved”) under the headings ‘negative’ and ‘positive’ on the existing flipchart sheet from Step 3, previously.

SUMMARISE: By thinking about how other people make their presentations we will learn more than if we just focus on our own skills. Through creating positive feedback we will also learn how to encourage people in a productive way.

ASK: What do we mean by ‘eye contact’?

6  Facilitate a brainstorming session during which participants suggest what they understand by the words ‘eye contact’. Note down responses on a flipchart sheet under the heading ‘Eye contact’.

EXPLAIN: When we make **individual eye contact** we try to hold the gaze of the person we are looking at for a moment, so that they know they have our attention. If you don’t make eye contact with people it can appear as if you are not keen to communicate with them. Don’t stare at one person for too long though, as it may make them uneasy!



7



Divide the participants into pairs (if possible, people who don't know each other very well) and issue each pair with Handout #2. Ask one member of the pair to quietly talk to their partner about one food item featured on the Handout for one minute, trying to make eye contact with their partner as they do so. Then the other member of the pair should talk about the other food item for one minute, also trying to make eye contact with their partner while they do so. They should not take this activity too seriously but can have fun talking about the food pictures.

Ask participants for general observations regarding how easy or difficult they found it to maintain or be the object of individual eye contact (there is no need to write these in full on the flipchart sheet, just write key words such as: "embarrassed"; "relaxed" etc., under a new heading, 'Eye contact with one person', on the existing Step 6 flipchart sheet).



SUMMARISE: A speaker should look at a person he/she is addressing and not look at his/her feet, the sky, or into the distance. If you look distracted as you speak, then your audience will feel distracted also, and not engage in what you are saying. This is often one of the most difficult things for women who might belong to a culture where they are not encouraged to make eye contact when speaking.

8

EXPLAIN: When we make **eye contact with each member of an audience** we have to broaden the eye contact skills we have learned in speaking to just one person and use them on a whole group of people. This can be hard because in our private lives we are, of course, used to speaking to one person or a small group of people whom we know well (such as our family) but we may have no experience whatsoever in talking to lots of people who are relative strangers.

9



Divide the participants into groups of 4 people and issue each group with Handout #3. Ask one member of the group to quietly talk about one animal featured on the Handout for one minute, trying to make eye contact with every person in the group as they do so. Then the other members of the group should do the same, each speaking about a different animal and also trying to make eye contact with their group members while they do so. Again, they can have some fun doing this.

Ask participants for general observations regarding how easy or difficult they found it to maintain eye contact with each member of their small group (there is no need to write these in full on the flipchart sheet, just write individual words such as: "attention"; "shy" etc., under a new heading, 'Eye contact with an audience, on the existing Step 6 flipchart sheet).



SUMMARISE: Once you are used to making eye contact with someone you don't know very well, it will gradually become easier to make eye contact with a small group of people, and eventually a larger group.

NOTE: *If there is time you could ask if any participants are brave enough to come and practise their eye contact technique with the whole group of trainees and receive their positive feedback, which you should write on a flipchart sheet. They can continue to use Handout #3. Don't force anyone to do this. On the other hand, as participants work their way through the activities that comprise this training, be aware if certain people always volunteer to talk or give presentations and do your best to gently prompt other people into also participating.*

ASK: Why do we make hand movements when we talk?

10
➔

Facilitate a brainstorming session during which participants suggest why they think it is that some people use lots of hand movements when they talk, and give examples of common use of hand signals. Note down responses on a flipchart sheet under the heading 'Hand movement'.

EXPLAIN: When we make **hand movements** we are often trying to supplement what we are saying by using gestures in an expressive way. Sometimes it is an important part of our job, for example if we are a member of the traffic police and we want to guide traffic in a particular direction or make it stop. When we are talking to an audience, however, we should attempt to restrict our hand movements so that the audience is not distracted.

11
➔

Keep the participants in their groups of 4 people and issue each group with Handout #4. Ask one member of the group to quietly talk about one job featured on the Handout for one minute, trying to limit their hand movements to important points only. Then the other members of the group should do the same, each speaking about a different job and also trying to restrict their hand movements while they do so. Again, they can try to make this activity fun in order to relax and gain confidence.

Ask participants for general observations regarding how easy or difficult they found it to use their hands in an expressive manner as they spoke while also trying not to use them in a way that is distracting (there is no need to write these in full on the flipchart sheet, just write key words such as: "waving"; "rigid" etc. under the heading from Step 10).



SUMMARISE: It is important to distinguish between an expressive use of hand gestures and irritating habitual movements that are distracting to the audience. You should try to place your hands in a natural position before starting to speak and only use them where appropriate.



NOTE: If there is time you could ask if any participants are brave enough to come and practise their hand movement techniques with the whole group of trainees and receive their positive feedback, which you should write on a flipchart sheet. They can continue to use Handout #4. As previously, don't force anyone to do this and if there are no volunteers you can give examples yourself of hand movements that detract from a presentation and also what it looks like when a presenter uses no hand signals at all (which can look as if the speaker is very uncomfortable).

ASK: How should we stand when we talk?

12



Facilitate a brainstorming session during which participants comment generally on how people have positioned their feet and/or moved around during previous presentations in this session. Note down responses on a flipchart sheet under the heading 'Feet movement'.

EXPLAIN: When we **move our feet around** we can often distract our audience. On the other hand, if we are talking to a lot of people and there is no raised stage or platform where we can stand, it might be necessary to move around the room or event space in order to engage our audience.

EXPLAIN: Now we are getting used to speaking to each other in a fun way, we are going to progress to practising talking about subjects that are maybe difficult for us to speak about, or that can raise strong emotions. As members of your group talk about the people in the pictures, be aware of how their voices and body movements might change.

13



Arrange participants in new groups of 4 people (they will need to be able to each stand as they talk so you may need to move furniture around a bit temporarily) and issue each group with Handout #5. Ask one member of the group to quietly talk about one person featured on the Handout for one minute, trying to limit their feet movement. Then the other members of the group should do the same, each speaking about a different person and also trying to restrict their feet movement while they do so.

Ask participants for general observations regarding how easy or difficult they found it to limit their feet movement as they spoke (there is no need to write these in full on the flipchart sheet, just write individual words such as: "jiggling"; "locked in place" etc. under the heading from Step 12, above).



14



Now ask participants for general observations regarding how easy or difficult they found it to talk about slightly more controversial subject matters or to listen to people expressing views they didn't agree with (just write individual words such as: "shy"; "upset" etc. on the flipchart sheet under the new heading 'Talking about things that people disagree about').



SUMMARISE:

1. It is important not to pace (walk up and down) in a nervous manner while you talk. You should place your feet in a comfortable position initially and keep them there. With short presentations such as these, movement is not really necessary but if you are giving a long presentation it may be more comfortable for you to walk a few paces from time to time.
2. When you talk about subjects that people can have different opinions about, it can be hard for the discussion not to turn into an argument or even a full-blown fight. This can particularly be the case when talking about subjects that affect people directly, such as the management of a conservancy. Some people are better at keeping calm and maintaining the peace than others, but these are skills it is important to learn.

NOTE:

- *As previously, if you have time and plenty of willing volunteers (women as well as men) you may wish to ask if a participant would like to stand in front of the training audience to demonstrate correct and/or incorrect placement and movement of feet during a presentation, in order to get positive feedback.*
- *Try to encourage people – especially women – who have not already volunteered to do so.*
- *Also try to encourage someone to talk about a subject that has relevance for the conservancy and/or may prove a bit controversial.*

ASK: What do we mean by 'facial expression'?

15



Facilitate a brainstorming session during which participants comment on how people have showed expressions in their faces during previous presentations in this session. Note down responses on a flipchart sheet under the heading 'Facial expressions'.

EXPLAIN: When we make **facial expressions** we can engage or distract our audience, but if you show no expression at all on your face it can seem as if you have no interest in what you are talking about. It is important to strike the right balance.

EXPLAIN: We don't often really think hard about how our faces look as we speak because our expressions come naturally to us. Nevertheless, how we compose our faces and animate our features can alter the meaning of what we say. Let's see how this works. (**NB:** You may have to explain the word 'animate' here.)



16



Arrange participants in new pairs and issue each pair with Handout #6. Ask one person to quietly talk about one thing featured on the Handout for one minute, using their features and voices to show that they are making a joke. Then the other person should do the same with the other picture. Next, each member of the pair should change their faces and voices and speak about their object over again, but this time in a serious manner as if describing a problem.

Now ask some participants to come up in turn, stand in front of the whole group, and talk about one thing featured on the Handout for one minute, using their features and voices to show that they are making a joke, and then talk about the same thing in a serious manner, as if it were a difficult issue. Discuss together the effect that facial expression can have on the meaning of words.



SUMMARISE: The way that you compose your features as you talk will influence how people understand the meaning of what you say. It is possible to completely change the meaning of what you say by keeping the words the same but altering your facial expression.

NOTE: This is the first time that you have asked specific people to address the whole group. It might be a good idea to select confident people initially but in later activities you should try to ensure that ALL participants are requested to practise their public speaking and presentation skills on the group.

17

SUMMARISE/LINK: During this session we have looked at some tips for effective public speaking and presenting. We have focused specifically on eye contact, our hands, feet and faces. In the next session we are going to combine these skills with new tasks involving the use of our voices and our whole bodies. Let's just check that we all feel that we have covered the second objective for this workshop (refer to the list of objectives for this workshop). Does anyone have any questions?

18

EXPLAIN:

- Tomorrow, you will ALL be expected to give a short presentation (5 minutes) to the whole group, during which you will demonstrate the skills that you have acquired during this training.
- You can talk about anything that interests you and about which you know some important facts and figures, or some other specialized knowledge.
- You may wish to do a little research so that you have lots of information to share; you may wish to bring along an item of particular interest to speak about.

NOTE: Some participants may believe they have nothing of interest to share but it should be possible to reassure them that any hobby or craft that they practice will be of interest if they are enthusiastic about it.



TOPIC 3: Practising speaking in front of an audience

1 **EXPLAIN:** During the last session we looked at some tips for effective public speaking and presenting. We focused specifically on eye contact, our hands, feet and faces. Now we are going to combine these skills with new tasks involving the use of our voices and our whole bodies as we practise speaking in front of the whole group.

ASK: What do we mean by 'body language'?

2 *Facilitate a brainstorming session during which participants explain what they think the expression 'body language' means. Note down responses on a flipchart sheet under the heading 'Body language'. As you should all be more comfortable with each other now, you can encourage participants to act out actual examples of what different body language can look like.*

EXPLAIN: When we use our **body language** we have to focus carefully in order to avoid negative or off-putting gestures that might come naturally to us. With practice it is possible to learn to show confidence in our body language without appearing aggressive or, alternatively, shy.

3 *Arrange participants in two groups and issue each group with Handout #7. Ask one group to think about the first thing featured on the Handout and the other group should focus on the second picture. Then the groups should quietly discuss among themselves what their picture makes them feel and should allocate a separate key topic to do with their picture to each person in the group.*

Ask each group in turn to come to the front of the room. Explain that each person should speak about his/her key topic for one minute, if possible. The group not presenting at this time should make notes on body language during the presentation and then give positive feedback, which you note on the flipchart sheet from Step 2. Repeat for the second group.

NOTE: You have asked participants in this activity to give positive feedback on the body language of the members of the other group. You yourself may wish to add some comments regarding areas for improvement. In this instance avoid identifying individual participants (do NOT say something like: "Hilma, I noticed that your body language seemed to suggest that you were more scared than anyone else") but rather make GENERAL comments such as: "If we are scared when we present in public we have to work extra hard in order to modify our body language so that it expresses confidence that we don't necessarily feel in reality."



SUMMARISE: Our body language can appear to contradict what we say. We may be talking to an audience about how empowered we feel by the creation of our conservancy but our body language can suggest that we feel shy and intimidated. Some of us have to work harder on good body language skills than others.

ASK: What are the different ways that we can use our voices?

4



Facilitate a brainstorming session during which participants think about how their voices can be used in different ways. Note down responses on a flipchart sheet under the heading 'Our voices'. As you should all be more comfortable with each other now, you can encourage participants to act out actual examples of the various ways we can alter our voices.

LIST: Write out the different ways that we can alter the way that we speak on the flipchart and explain them briefly. You may wish to prepare this information as Flipchart Sheet #6 to save time. Leave gaps underneath each sentence.

1. We can change the **EXPRESSION** in our voices.
2. We can change the **VOLUME** of our voices.
3. We can change the way we **PROJECT** our voices.

EXPLAIN: I think we all know what is meant by 'expression' and 'volume', but 'projection' is a little harder to understand. People who are able to project their voices can make themselves heard across a room without shouting or using a microphone, rather like an teacher can whisper and still be heard at the back of the classroom, or a pastor at the back of the church. A good way to achieve projection is to raise your head, and speak clearly and a bit slower than you would normally do in everyday speaking.

5



Arrange participants in three groups and issue each pair with Handout #8. Ask one group to think about the first sentence featured on the Handout, the second group should focus on the second sentence, and the last group should focus on the final sentence.

Ask Group #1 to come to the front of the room and explain that each person should say his/her group's sentence using a different expression in his/her voice. In doing this they should try to convey different meaning. The groups not presenting at this time should make notes on **voice expression** during the presentation and then give positive feedback, which you note on the flipchart sheet from Step 4 (or Flipchart Sheet #6) under the relevant sentence.





Ask Group #2 to come to the front of the room and explain that each person should say his/her group's sentence using a different **volume**. In doing this they should try to show how volume can have different effects on a presentation (if too soft or too loud) and influence meaning, too. The groups not presenting at this time should make notes on voice volume during the presentation and then give positive feedback, which you note on the flipchart sheet from Step 4 (or Flipchart Sheet #6) under the relevant sentence.

Ask Group #3 to come to the front of the room and explain that each person should say his/her group's sentence using different **voice projection**. In doing this they should try to show how projection affects how much spoken information an audience can hear, regardless of volume. The groups not presenting at this time should make notes on voice projection during the presentation and then give positive feedback, which you note on the flipchart sheet from Step 4 (or Flipchart Sheet #6) under the relevant sentence.




NOTE: If participants struggle with this activity, but especially in showing what they understand by 'voice projection' (Group #3), you may wish to demonstrate yourself how different a voice sounds when it is projected well (head lifted up, speaking slowly and clearly), and when there is no voice projection (mumbling and speaking too fast, talking to your shoes).

6 **SUMMARISE:** Our voice is a key component of the way our public presentation is received by an audience – some might say the single most important component. If you lack confidence in using your voice, maybe practise at home with familiar people who will give constructive criticism, until you feel more confident in your skills. Let's just check that we all feel that we have at least started to cover the third objective for this workshop (refer to the list of objectives for this workshop). Does anyone have any questions?




TOPIC 4: How to prepare for public speaking and presenting

- 1 **EXPLAIN:** Now comes the part of the training where we put together all that we have shared together over the past three sessions. Some of you have been happy to demonstrate your growing skills already during various activities, and some of you have worked hard to overcome your nerves!

- 2  Ask participants to just call out the various components you have discussed together when investigating tips for public speaking and presenting to an audience. Then refer participants to Handout #1 where they are all listed (1-9).

- 3 **EXPLAIN:** I hope that some of you have brought in an item that you wish to talk about today. When we use a resource like this we call it a 'prop'. Looking at your prop will inspire you to stay focused on what you wish to say. People who make presentations for a living often use little pieces of paper with key words printed on them to help keep them on track in the same way. We call these 'cue cards' and they also make sure the presenter does not miss out any important information.

- 4  Ask participants to look at Handout #9. Explain that this table is designed to assist them in planning their short presentation today, which should be around 5 minutes long. Participants should first briefly write out the name for their topic in the first row, or maybe draw a picture if this helps them better.

- 5 **EXPLAIN:** Very few people are able to speak in an interesting manner without any kind of preparation. Here are the other presentation steps on Handout #9 that I hope will help you to plan your presentation:
 1. **Introduce:** This is where you explain what you are going to discuss and give some general background information. This can include information on time, place, duration, key people etc. For example: "Today I am going to talk about what happened when I went along to the new clinic for TB testing. This happened in 2007 in Gobabis and covers a 2 year-long time period while I was receiving treatment."
 2. **Explain:** In which you explain why this topic is of interest to you and why you wish to share it with others. For example: "I didn't know anything about TB until I became ill. The whole family was frightened and didn't know what the future would bring. I want to share our experiences so that I can try to reassure others who might find themselves in the same situation."



3. **Discuss:** This is where you mention any important general information, for example how many people in Namibia are known to have TB; how many clinics treat TB; how many people die from untreated TB every year in Namibia and globally.
4. **Go into detail:** Here you discuss the fine detail of the subject that interests you. For example: when you first became ill; how long you were ill before you went to the clinic; what happened when you went along to the clinic; how you were tested for TB etc.
5. **Finishing up:** Where you summarise the subject you have been discussing. For example: "When I heard I had TB I was so scared. I have told you now the story of what happened and I am standing here now cured."
6. **Q&A** (question and answer session): During this step, members of the audience are encouraged to ask the presenter any questions that have arisen during the presentation.

6 *Ask participants to take a few moments to write down in summary form what they want to say in their individual presentations on Handout #9. They should just jot down a few notes to prompt them and jog their memories, not long paragraphs! Point out that after their presentation they can evaluate themselves by using the right-hand column to check if they have covered all the content they wished to include. (NB: For groups that contain participants who may not possess sufficient writing skills to complete this activity, ask them to maybe draw a small picture or sign that will help them to organise their thoughts instead.)*

7 *Ask each person in turn to come to the front of the room and give his/her presentation. They can use Handout #9 to help them if they wish, but they should NOT just look down and read it out loud. Everyone else not presenting at this time should make notes on public speaking skills during the presentation and then give positive feedback, which you note on the flipchart sheet under the name of each speaker. Repeat for all participants.*

NOTE:

- You have asked participants in this activity to give positive feedback on the presentations of their fellow participants. You yourself may wish to add some comments regarding areas for improvement.
- Avoid identifying individual participants but rather make GENERAL comments such as: "When we are unsure of ourselves, we can tend to repeat what we have said, which some of you have done today. I think the more that you practise public speaking the more this will improve."



SELF-ASSESSMENT: Assessing participants' understanding of this Module

Handout #10 comprises a set of questions based on this Module and designed to evaluate the knowledge and skills that participants receiving this training have acquired. It is not intended as a formal test but is meant to help participants assess areas where they have sound knowledge and strong skills, and areas that require further work.

You can either use the questions as the basis of a plenary session with all the participants, or – if more suitable – ask them to write their answers out on some paper that you will provide for the purpose.

Although it will help you personally to modify your training approaches should you be able to discuss their answers with participants, they should not feel compelled to share their responses with you. If they are willing to share their responses, either collectively or individually, then use the information that you gather to assess your own training skills. Also note from participants' responses where these printed training materials might require amendment, for example, if an activity or section of the text is proving problematic.



List of Handouts that you should make available for this Module

MODULE 1.6, HANDOUT #1: Giving positive feedback on public speaking skills

MODULE 1.6, HANDOUT #2: Single person eye contact skills

MODULE 1.6, HANDOUT #3: Individual audience members' eye contact skills

MODULE 1.6, HANDOUT #4: Using our hands in an appropriate manner when speaking

MODULE 1.6, HANDOUT #5: Feet placement and talking about tricky issues

MODULE 1.6, HANDOUT #6: Changing our faces can change our meaning

MODULE 1.6, HANDOUT #7: Being aware of our body language

MODULE 1.6, HANDOUT #8: Using our voices effectively

MODULE 1.6, HANDOUT #9: Preparing for my presentation

MODULE 1.6, HANDOUT #10: *Self-assessment evaluation for participants*

All Handouts are one page only, unless otherwise specified. Please make sure that you make enough copies for each trainee.





NOTES



