

CATLID- Cultural Ambassadors Target Loneliness through intercultural Dialogue

IO1- Training course

Structure and Guidelines for development

IO1: WHAT IT IS

- IO1 is a training course to enable Migrants / Refugees to become Community Educators.
- This will be based on the 5 topics covered in the project application and the desk research collected by each partner on the topic of loneliness in their country.
- The format will be flexible to allow adaptation to diverse environments and systems.

OUTCOMES / OBJECTIVES

- Raise interest in and making an important contribution to intercultural dialogue and community cohesion.
- Combine different aspects into one training course to provide an innovative way to widen interest in local history and cultural heritage.
- Provide a resource to contribute to reducing loneliness in the local community

CONTENTS TO BE COVERED

Module 4: Presentation Skills to Engage an Audience

Best ways to be presented to engage the audience: provide skills, techniques and tips on how to bring the presentation alive. Participants present in the group for feedback and mutual support, concept of “Knowledge Parties” as methodology to learn from each other - **Orange Hill**

IO1 – PART 1 – Working Template

Length of each module: 8 to 10 pages



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Introduction – Short Description of the module

Module 4: Presentation Skills to Engage an Audience

By this module we would like to teach participants giving inspiring and engaging presentations starting from the self-assessment, through planning and preparation, engaging the audience, handling stress and using visual aids. Some theory and techniques will be presented but the idea is to make it as much interactive as possible offering participants the opportunity to put the skills into practice (also by giving and receiving feedback from the peers). By providing participants with the basic knowledge on presentation techniques we would like to improve their confidence, which will later help them to easier connect with the local communities. By this module we would also like to make the participants familiar with the concept of “knowledge parties”.

Benefits/Competences/Skills/ Learning Objectives of the Module:

The objective is to enhance participants presentation skills so they can:

1. Present with confidence and authenticity (know how to handle stress and use body language)
2. Know how to plan and prepare the presentation in an effective way
3. Know how to improve audience attention
4. Engage audience by using different tools and methods





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<i>Module 4: Presentation skills script and timelines</i>		
Topic		Time: minutes
Intro+ agenda		15
Exercise 1 - pre work		15
Preparation and Planning	Theory	20
	Exercise 2 - Mind map	30
Handling stress		25
Body language theory		30
Building relationship with audience		
	Public speaking tips video	9
	Some theory & tips	30
	Knowledge Parties - ice breakers and energisers - stories and metaphors - improvisation	40
	Exercise 3 - Improvisation	40
Exercise 4 - presenting and feedback from peers		40
	Total length	254 (approx. 4,5 h)





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Theoretical and Contextual Background of topics /Theories discussed in module

I. 3P: Prepare, Practice, Present *[This topic has been already partially covered in Mod3, we may want to refer also to the information provided before]*

“By failing to prepare, you are preparing to fail.” Benjamin Franklin

1. PREPARATION/PLANNING

WHY? key objective and messages; what is the presentation expected to achieve?

WHO? who is my audience?

Tailoring your presentation to the audience is important. The following points might be considered:

- The size of the group
- Age range
- Predominantly male/female
- Is the topic new to them
- Can you use humour and what will be considered appropriate

WHEN AND WHERE? impact of timing and place

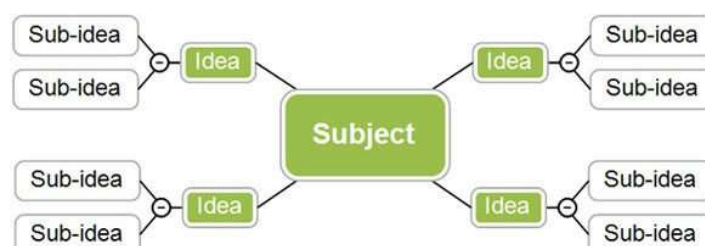
WHAT? brainstorm possible content/sections (intro, middle, close); start with big picture than go to details

HOW? think of visuals, possible questions, body language, event format

Using MIND MAP to organize your thoughts

A Mind Map is a highly effective way of getting information in and out of your brain – it is a creative and logical means of note-taking and note-making that literally “maps out” your ideas.

All Mind Maps have some things in common. They have a natural organizational structure that radiates from the center and use lines, symbols, words, color and images according to simple, brain-friendly concepts. Mind mapping converts a long list of monotonous information into a colorful, memorable and highly organized diagram that works in line with your brain’s natural way of doing things.





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2. PRACTISE – use your mind map as a memory aid
 - a. Watch yourself in the mirror (pay attention to your facial expressions, gestures, body movements, overall impression)
 - b. Record your speech, then listen and watch it and make notes on how you could make it better
 - c. Give your speech to someone you rely on (friend, parents, etc.) and ask for the feedback and questions
3. PRESENT

II. Handling stress

The speech anxiety you feel is a normal reaction. Millions experience it, from pre-speech nerves or "butterflies," to extreme self-consciousness to full-blown panic. Some people rank the fear of public speaking higher than the fear of death! Fear of public speaking can manifest itself in many ways—but a reliable symptom of stage fright is the physical response the speaker experiences. Some of the typical reactions are: galloping heart rate, rapid and shallow breathing, shaky voice, trembling hands, nausea, sweating.

Question to participants: Are you aware of your body reactions towards stress? Can you share your personal experience?

TIPS for controlling stress and anxiety:

1. Accept that being nervous is not a bad thing, it just means you do care about giving a good presentation.
2. Remember that nerves are your friend – they tell you something important is going to happen
3. Take a few deep breaths as it can work wonders for calming nerves. Try relaxation methods.
4. Don't try to be perfect (no one is), be yourself instead and the audience will appreciate that.
5. Remember that you are a subject matter expert here and you know much more about the topic than your audience
6. Remember that you often look more confident than you may feel.
7. Don't worry if you miss out things, the audience will not be aware of that. And believe, they want you to do well.
8. It may not be you – the reactions/distractions of the audience might be caused by something else (tiredness, no fresh air in the room etc.)
9. Visualize your success - Close your eyes and picture yourself delivering your talk with confidence and allow your mind to help turn your picture into a reality
10. If you still feel stressed, don't be afraid to say that – it is human and hiding stress makes it even worse
11. Avoid caffeine and alcohol
12. Recognize and learn how your body reacts to stress





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Question to participants: Are you aware of your body reactions towards stress? Can you share your personal experience?

Additional hints:

if your body reaction is

trampling hands – avoid holding sheets of paper with notes in hand

motor ticks – avoid holding the pen and clicking, move around

sweating – use appropriate cloths

III. First impression and body language

Body language is an essential part of public speaking success. Your non-verbal signals will impact on the way your message is received, how engaged your audience is, and what they think of you as an individual. Even if you've prepared the best speech in the world, if you aren't animated, open or active then your audience won't know what you've said.

Pose of your body

- Stand straight with your shoulders back and feet shoulder width apart.
- Place your hands either side of your body so that you can easily make hand gestures when you need to.
- Face the audience as much as possible. If you're in a large room, tilt your whole body towards different parts of the audience so everyone feels included.

Power pose - our body language governs how we think and feel about ourselves, and thus, how we hold our bodies can have an impact on our minds. In other words, by commanding a powerful stance, we can make ourselves actually feel more powerful.

Eye contact

Making eye contact with your audience builds a connection between you and them and they feel more valued by you. This makes the audience more likely to respect and listen to you because they feel important. It also makes the audience trust you more because people tend to avoid eye contact when they're lying.

- When talking to a large number of people, maintain eye contact with one audience member for 4 or more seconds before moving to another member of the audience for 4 seconds, and so on.
- Make eye contact in a 'Z' formation - look at one person at the back left corner of the room, then the back right, then to the front left, and finally to someone at the front right. Be careful not to just repeat the Z formation with the same audience members each time you do it - you want to connect with as many members of the audience as possible.





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Hand gestures

Gestures amplify your stories and will help you come across as more genuine and believable. They're an essential element of our non-verbal communication in showing others how we feel, and in turn how we make them feel.

- Think of your hand gestures as a storytelling tool; put verbs into action by acting them out with your hands.
- Don't overdo it - gesture sparingly and focus on action words. Make your gestures strong and defined.
- Use symbolic gestures to communicate numbers and position, eg. 2 fingers for the number 2 and a raised hand for stop.
- Use descriptive gestures to communicate movement, eg. shapes, size, length, etc.
- Use emotional gestures to communicate feelings, eg. hands clasped together to show pleading, hands raise either side of your head to show despair.
- When using visual aids, point and turn slightly to look at the relevant data, and the audience will automatically follow your hands and eyes.

Movement

Moving around the stage is a great way of showing your audience you are confident in what you're saying and including everyone in the conversation.

- Don't pace around the stage every 30 seconds - this is distracting to your audience. Wait at least 3 minutes before moving to another area of the stage.
- Time your movement on stage with a change in topic - this is a way of physically marking the transition.
- Move towards the audience when asking questions or making an important point.
- When you're walking to another side of the stage, try to avoid turning your back to any areas of the audience as this disconnects them and can come across as rude.
- Avoid swaying or rocking on the spot - either walk to another area of the stage or don't move your entire body at all.

Facial expressions

People depend on facial expressions to interpret motives and emotions so an audience will respond better to you if you are expressive. This is a bit like acting - you want to emphasize your expressions so that everyone in the audience can interpret meaning from them.

You could film yourself speaking and identify artificial or unfriendly facial expressions you make when telling a story and replace them with more genuine, believable expressions. Try to practice speaking with your face to show happiness, sadness, anger, and surprise. Your face should reflect the emotions within your stories.

Mannerism

Mannerisms are the nervous habits most people have that detract from your message and can make the audience feel uncomfortable. Common habits you have that you might not be aware of are fiddling with





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your hair or suit, putting your hands in your pockets, and excessively using filler words such as 'um,' 'so' and 'like'.

Voice

Volume, tone, monotony, speed etc.

Bibliography:

Your speaking voice

<https://www.toastmasters.org/~media/B7D5C3F93FC3439589BCBF5DBF521132.ashx>

IV. Building a relationship with your audience:

6 Public Speaking Tips To Hook Any Audience

<https://youtu.be/k8GvTgWtR7o>

TIPS:

1. Unusual opening, referring to current affairs, providing surprising facts
2. Predictions, trends, insights, quotes
3. Quizzes, discussions, quizzes, challenges
4. Pictures, photos, graphs
5. Refer to audience members by name
6. Use cultural references
7. Change of media and variety of visual aids (audio, video etc.)
8. Humour and conversation
9. The art of improvisation
10. Anecdotes, stories, metaphors, analogies, ice breakers

Refer to different learning styles:

- **Visual Learning**
The Visual learning style is learning by seeing. You learn visually whenever you gain information from sight.
- **Kinesthetic Learning**
Kinesthetic style is learning by doing. You learn in this manner whenever you capture new information through physical activity.
- **Auditory Learning**
Auditory style is learning by hearing. Learners with strong auditory ability are able to hear and comprehend without missing much.





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DOs and DONTs when using power point slides:

DOs:

- 1) Make your images as clear and simple as possible
- 2) Use color to make an impact
- 3) Keep messages and phrases simple
- 4) Talk to your audience not your slide
- 5) Make sure before the presentation that both the laptop and the projector work
- 6) Blank the screen when you want to speak to your audience
- 7) Have a plan "B" in case the PowerPoint fails

DONTs:

- 1) Have too many slides
- 2) Use complex data
- 3) Have a lot of words in the screen
- 4) Use the slides for the sake of it
- 5) Use a lot of flash techniques
- 6) Panic if the screen goes blank

KNOWLEDGE PARTY

The concept – the event format that focuses on storytelling while sharing knowledge and inspiration.

- Ice-breakers
- Stories
- Interaction
- Informal atmosphere
- Learning from each other
- Fun
- Networking
- Dialogue
- Reducing stereotypes

Explain to the participants the idea and the objectives of knowledge parties within the CATLID project:

1. aimed specifically at local residents (with focus on addressing loneliness) and having as target outcome developing long-term buddying pairs to provide befriending and mutual assistance
2. aimed at business, public sector and NGOs (providing the skills for staff to work with people from diverse cultural backgrounds)





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ICE BREAKERS AND ENERGIZERS

Ice breakers – activities to welcome attendees and warm up the conversation among participants in a meeting

Energizers - quick, fun activities to liven up the group and increase the energy level

Present to the participants 2-3 examples of the icebreakers/energizers

Library of facilitation techniques:

<https://www.sessionlab.com/library/energiser>

<https://www.ndi.org/sites/default/files/Energizers.pdf>

STORIES

Curiosity is a strong human drive and curiosity can be a powerful in terms of focusing people's attention on us and what we are saying. Storytelling is intrinsic and familiar in human nature. The moment I am being told a story, then you have my attention. How compelling the story is will depend on how much I want to know what happens next.

How to tell a great story?

1. Immerse your audience in the story.
2. Tell a personal story.
3. Structure your story (beginning, middle, end – normal, explosion, new normal)
4. Create suspense.
5. Bring characters to life.
6. Show. Don't tell. Use sensory information. Let people feel it.
7. Fill the story with emotions
8. Build up to S.T.A.R. moment (Something They'll Always Remember).
9. End with a positive take-away/impact.

METAPHORS

A direct comparison between two unrelated or indirectly linked things is called a metaphor. Metaphors create vivid images in your reader's head – making it easier to understand and remember your message. They are also a subtle way to influence.

Eg. "Time is money"

Metaphors are great for creating impact and making something memorable. So making use of them is a technique often used in marketing and advertising. But it's just as effective for making impact in your presentations, speeches and even in everyday discussions. With metaphors, you help people get the idea quickly and efficiently.





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IMPROVISATION

Improvisation theatre (often called just improv) is the form of theatre in which most or all what is performed is created spontaneously by the performers, thus unplanned and unscripted. The players come on stage and do not know what is going to happen. Usually they get a theme or suggestion from the audience. The presenter asks for example about a place, a situation, a feeling etc. These suggestions are then a trigger and guide for the emerging scenes. A story develops from the spontaneity and mutual inspiration.

This is quite different from the precisely planned and prepared presentation where you follow the script and know the agenda. Here you have to listen, interact and respond on spot.

Some of the abilities one can develop through improvisation are:

- Confidence and self-acceptance
- Ability to adapt to ever-changing circumstances
- Awareness of one's strengths and areas of opportunities to develop
- Ability to create and sustain rapport
- Ability to communicate non-verbally
- Ability to physically blend in and feel comfortable in any environment
- Narrative ability and how to engage hearts and minds through story
- Ability to take risks and overcome fear of failure and being judged

More about the benefits the art of improvisation can bring here:

<https://www.coverttheatre.com/about-improv>

Some improv's rules that might be useful:

- Say YES. Now, obviously in real life you're not always going to agree with everything everyone says. But the Rule of Agreement reminds you to "respect what your partner has created" and to at least start from an open-minded place. Start with a YES and see where that takes you.
- THERE ARE NO MISTAKES, only opportunities. In improv there are no mistakes, only beautiful happy accidents. And many of the world's greatest discoveries have been by accident.
- Focus on the HERE and NOW
- GIVE and TAKE
- LISTEN, watch and concentrate
- Tell a STORY

Bibliography:

Public speaking tips: <https://youtu.be/k8GvTgWtR7o>

Improvisation: <https://www.coverttheatre.com/about-improv>





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Supporting material for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

Self-assessment on module

Bibliography:

EXERCISE II

MIND MAP

1. Activity description (method) in steps

Participants are asked to prepare the mind maps organizing the ideas to their presentations and show them to the group.

1. Think of your general main theme and write that down in the center of the page.
2. Figure out sub-themes of your main concept and draw branches to them from the center, beginning to look like a spider web
3. Make sure to use very short phrases or even single words
4. Add images to invoke thought or get the message across better
5. Try to think of at least two main points for each sub-theme you created and create branches out to those
6. Use color, highlight key ideas

2. Duration

30 min

3. Materials needed / tips for applying the methods:

Paper, markers (different colors), pens

Supporting material for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources) :

Self-assessment on module:

Bibliography:

<https://www.mindmapping.com/>





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EXERCISE III IMPROVISATION

1. Activity description (method) in steps

Prepare a box with different words written on the small folded pieces of paper. Everyone is asked to draw one piece of paper but it is not allowed to check the written word or show it to the rest of the group.

The trainer also picks one word, read it loud to the group and start telling the story which must contain the picked word. After 1-2 minutes, the trainer indicates the next person who has to reveal the picked word to the group and continue the story including his/her word for another 1-2 minutes. After that the participant picks another person to continue. All participants repeat the same sequence.

2. Duration: 40 min

3. Materials needed / tips for applying the methods

Box, post-its (pieces of paper) with words, timekeeper (ideally sandglass)

Examples of the words to be used:

Mobile phone, marker, horse, school, ring, angel, gasoline, finger, egg, spoon, trousers, plate, grass, squirrel, soap, tram, frog, microwave, rain, independence, pain, nose

Supporting material for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

Self-assessment on module

Bibliography:





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EXERCISE IV

PRESENTING AND FEEDBACK FROM PEERS

1. Activity description (method) in steps

10 min (preparation)

40 min presentation

Each participant is asked to give a short presentation (3 mins) of one element of their culture. The participants present and the peers observe and write down the feedback (overall impressions, what was good, what could have been done differently, body language etc).

2. Duration

10 min (preparation)

40 min presentation

3. Materials needed / tips for applying the methods

Flip chart and markers, paper, sticky notes, pens

Supporting material for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

Self-assessment on module

Bibliography:

