

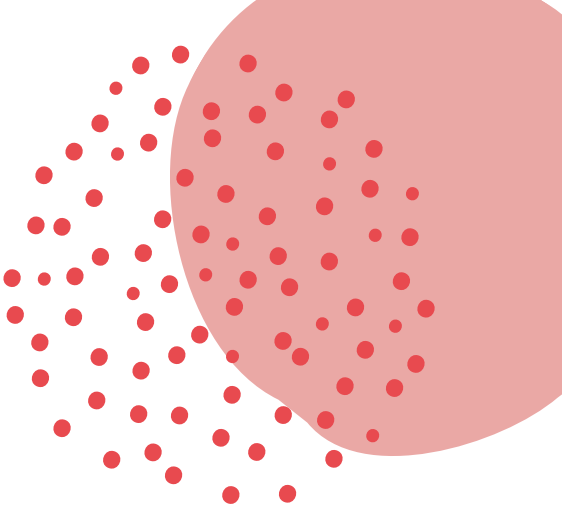


SPEAK

GUIDE TO SPEAK

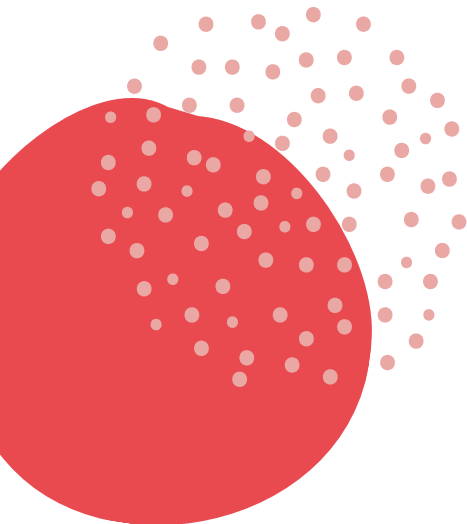
**Speaking skill Performance Enhancement in
entrepreneurial customs for social workers**

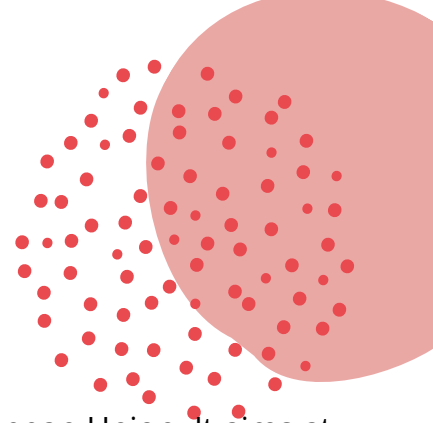
**KA204 - Strategic Partnerships for Adult Education
Project N. 2020-1-SE01-KA204-077885**



Tables of Contents

Introduction.....3
Public Speaking Skills and Entrepreneurship.....4
Guidelines for Educators.....11
Training Format.....13
Activities.....14
Checklist.....23
Joint Staff Training Event Report.....25
References.....43





INTRODUCTION

SPEAK Project

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

➡ <https://youtu.be/2wuAtsOrLLo>

Guide to SPEAK

This output called "Guide to SPEAK" is a reference educational resource in the field of adults' entrepreneurial empowerment through Public Speaking. The Guide contains guidelines, advice and methodologies for using Public Speaking as an instrument for the direct and indirect target groups involved in learning and empowering contexts. More specifically, this guide can be considered a complementary tool to the curriculum created. It is a reference manual for educators and general adults, giving an outline of the lessons learnt, expected results, learning outcomes and examples of educational contexts to which the Training course Format can be applied. The Guide will be produced in physical form as a guidebook and in digital form as an E-book.

➡ <https://youtu.be/19UlUf1bB6M>



1- PUBLIC SPEAKING SKILLS AND ENTREPRENEURSHIP

How to train Public Speaking Skills for Entrepreneurs?

When it comes to the field of entrepreneurship, one of the most complex challenges has to do with how one can help his/her business grow and how to be more effective in order to catch the attention of investors and potential customers. In this regard, the most important tip entrepreneurs should seriously take into account regards training their speaking and communication skills in order to be not only charismatic communicators but especially effective and capable to reach their audience by breaking emotional barriers.

➡ https://youtu.be/HV87dQ_UHYc

What has public speaking to do with entrepreneurial skills?

As an educator, you must be aware of your role in this mission. For this reason, you need to understand the relationship between public speaking skills and the world of entrepreneurship, in order to direct your performance towards achieving your goals, first understanding the purpose. Then, why should entrepreneurs be interested in improving their ability to express themselves in public?

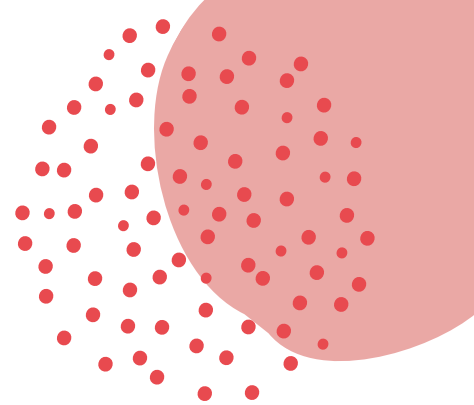
What must be said is that public speaking can really help entrepreneurs to become confident in their ability not only to express themselves in front of greater audiences but also to support them in handling one-on-one discussions.

In this regard, it is demonstrated that customers often prefer entrepreneurs who develop relationships of trust with them. Also, a client feels appreciated and important when the entrepreneur takes the time to talk, listen and remember his story. On this, networks are the right means for improving entrepreneurs public speaking skills, helping them in their success not only as businessmen but also as people with charisma.

➡ <https://youtu.be/n50N9MYPwqo>

<https://youtu.be/eY01SEasSG0>





1) Be more engaging and charismatic: public speaking can really help to develop confidence in the ability to handle one-on-one discussions. As we mentioned before, this skill shows its value especially when it comes to the relationship with customers because they are surely more likely to appreciate someone who inspires them with trust, empathy and enthusiasm.

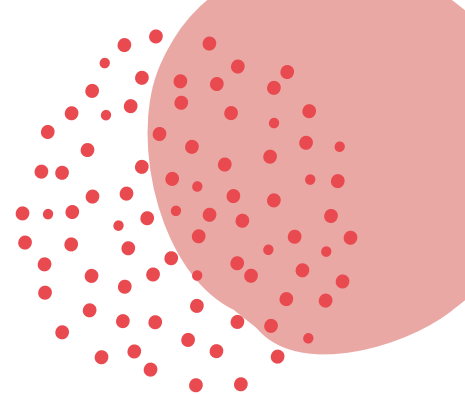
➡ <https://youtu.be/ONcNTVUGnvs>

2) Improving self-esteem and the quality of performances: improving speaking abilities is definitely a way to practice confronting others and getting used to their judgement. The more we learn to control the image we want of ourselves, through practice and exercise, the more we will understand how to handle the moments of stress and anxiety associated with performing and the fear of not being accepted. In the business world, this translates into greater awareness and boldness, energy and initiative.

3) Discover how to express yourself more clearly by going straight to the target: one of the merits of public speaking is that it helps you to carefully choose the words you use in order to achieve the objective you set for yourself when you decided to start that speech. For an entrepreneur, learning to manage his way of communicating in this sense allows him to be more concise and effective, to communicate his idea to his interlocutors without being misunderstood and above all hitting the mark.

➡ https://youtu.be/z5JPlf5E_pE





How to support entrepreneurs in climbing the speaking skills ladder?

Whenever we have found entrepreneurs willing to get involved in a pathway to develop their skills, what we have to do is to support them in all the necessary steps to be taken in order to climb the speaking skills ladder. What you, as an educator and trainer must teach to your target group is all about the necessary skills to develop and the tips for improving the existing ones. Generally speaking, you will learn how to:

- 1) Train the entrepreneurs about the power of effective words;
- 2) Support them in the search for optimal business rhetoric;
- 3) Invite them to use personal anecdotes and own stories to better approach the audience;
- 4) Helping them in gaining awareness and familiarity with public speaking;
- 5) Provide them with tips and strategies in order to understand how to deal with performance anxiety and fear of speaking in front of a public.

For this reason, the support of a training figure is really helpful when it comes to improving speaking skills, both from a networking perspective and a business improvement perspective.



Be their advice dealer

As a trainer, your role is to provide your audience with fundamental information to help them develop and enhance their public speaking skills. When it comes to adults, this process of imparting knowledge is not so smooth, but on the other hand, it is positively challenging because it allows us to deal with highly motivated individuals who are strongly interested in the topic you are talking about.

Your role, therefore, will not simply be that of providing the participants with static notions, but above all to give them advice, allow them to discuss and support them in putting into practice what they are learning as a group.

➡ https://youtu.be/S_eQI-P6CcM



Some of the advice could be:

- Get to Know Your Audience.
- Interview experts in their files.
- Introduce themselves at network events.
- Create podcasts for making their imagination jazzing up.
- Relax Your Body Language.
- Make talking practice with people.
- Use your hands and your gestures while speaking in public.
- Practice Voice and Breath Control.

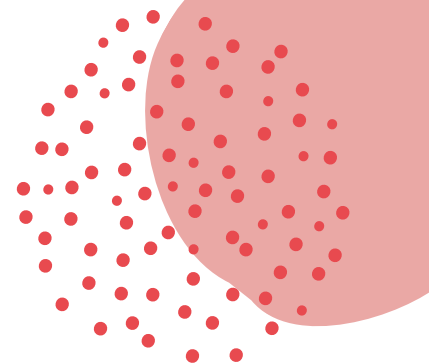
Videos as a learning support

Nowadays, using video for learning purposes has become a great opportunity to foster the learning experience of students. If until some time ago a teacher might have occasionally wheeled out a television and an old VHS, with the growth of digital technology, videos and visual technologies, in general, have become great educational chances, either as support to the formal teaching experience, but also as a mean to push their autonomous process of learning. Videos in this sense represent an actual resource for both teachers and students who are willing to learn.

Resources such as videos can enhance the learning experience. There are, however, some risks that educators need to be aware of. Students, indeed, need to be active learners: watching, in this sense, should never simply be passive. For this reason, the educator must pay great attention to the selection of the material the training will require. What we can say is that videos are not a substitute for effective pedagogy and, for this reason, getting the most out of digital resources requires balance and integration with other teaching methods.

Precisely, in order to ensure that the moment of interaction with the videos does not prove passive, but rather attentive, useful and fruitful, the educator must make a selection of the material to be produced and, if possible, may rework it to make it catchier for his or her students. It is important that the quality of what is being watched is good, and the graphics appealing; only in this way can the student really be interested and involved in this form of education.





Some tips for handling video education

Knowing how to manage video from an educational point of view also means knowing how to handle the moment of interaction with the digital material. During these moments, the educator must know how to interact with the video and its audience, so as to make the educational experience as effective as possible. Here are some suggestions:

1. Think about the objectives: you must be clear about the objectives of your educational intervention. Ask yourself questions such as: What do I want to convey through this video? How can it help me to achieve my educational objective? These reflections are also, and above all, fundamental to the process of selecting the material

2. Pay attention to rhythm: it is essential to pay attention to both the pace of the lesson and the rhythm of the video itself. You may decide to pause the video, invite students to dwell on specific points, rewind to an earlier moment to emphasize content, etc.

3. Interact and encourage reflection: interaction is crucial. make sure that what they are watching is engaging them and that it is clear to them. Take advantage of pauses, invite them to reflect, show them details, and ask them questions.

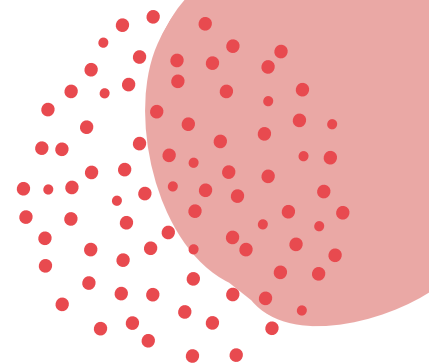
4. Use video to introduce new topics: a video presentation can be a great way to introduce new topics because it can offer an easy synoptic view of a subject that will immediately engage young learners. For this reason, you can use this opportunity to make the experience more immersive and convincing.

What you will find

The videos you will find attached to this educational module were made by the project partners. We have tried to create eye-catching graphics, by using a particular and consistent style. Also, to make the learning experience as inclusive as possible we have tried to use clear images and subtitles and to accompany the videos with an audio part.

You will be introduced to the different roles educators have in this educational experience: we will give you tips and suggestions from both the methodology and the behavioural part, introduce you to innovative educational tools for stimulating your class, improving the all-round experience and also make the educational experience effective and influential even after the lessons are over.





How can video making contribute to public speaking skills?

Acquiring skills in the field of video making can be one way to improve public speaking skills. In fact, becoming familiar with video production can help to improve speaking skills in two specific ways. So let's see how acquiring skills in video making can be a helpful methodology when it comes to improving communication with others.

Using videos as mirrors

The first way in which video making can help a person who is uncomfortable with public speaking or who is new to this type of practice is by using video to record their performance for later evaluation. In this way, it is possible to get a picture of themselves and understand what exactly they are conveying to the audience who are watching and listening. By observing their movements and understanding their strengths and weaknesses, one can understand how to correct or emphasize those characteristics that make their way of speaking unique.

Not only can this method be effective when it comes to giving speeches in front of an audience, but it can also improve interactions with others. It helps us to understand the image of ourselves we are giving to others and to understand if there are any ambiguous aspects or expressions that we consider fallacious and that we want to correct to make our public presence as close as possible to what we want to communicate about ourselves.

Videos as an empathic and more inclusive means of communication

Improving skills in video making can be useful if we are making a real presentation in front of an audience. In order to corroborate our ideas and to give a more emphatic - and close to our imagination - representation of what we want to communicate, video can be a powerful resource to accompany our speech and make it fully effective.

In some respects, the use of video can also be defined as a mode. When combined with our discourse, it is more inclusive since it is capable of conveying a more universal language than merely spoken discourse. The use of images and subtitles or short sentences, in addition to including a wider audience, can help us empathize with what we want to convey and thus make our communication more direct and explicit for those who are listening to us.

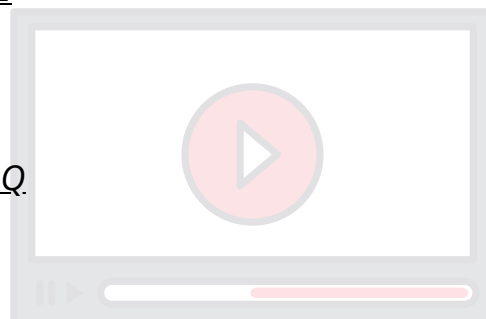
Moreover, constructing a video presentation to accompany our speech can be a useful way of putting ourselves in the shoes of the listener and receiving our message, helping us to identify with the listener who needs to be stimulated and to fully understand what we want to communicate to him. In this sense, video making can be an excellent tool to stimulate us to improve our way of communicating to make it as effective and comprehensible as possible to the target audience.



<https://youtu.be/uedcxg0UyJE>



<https://youtu.be/UwB2Mtpc9sQ>



2- GUIDELINES FOR EDUCATORS

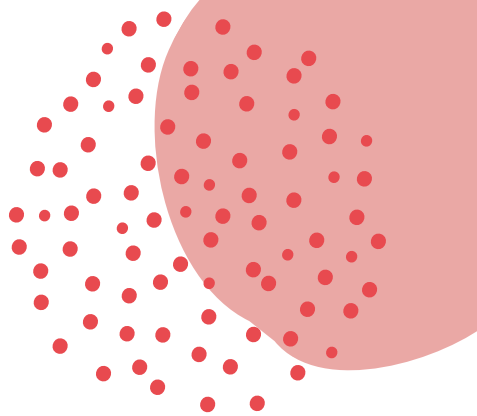
Why use a Non-Formal Education workshop?

Non-formal education activities tend to focus on self-development which allows people to really express themselves and build their confidence and their soft skills.

Non-Formal Education will allow an educator to bring together a group of people with a similar profile (e.g. by age group, entrepreneurial experience, etc.) and to offer educational activities well adapted to this type of profile. By offering exercises that require active and interactive behaviour on the part of the participants, they will be able to develop specific skills while benefiting from the advantages of group work while maintaining concentration and motivation. Group exercises are particularly useful for developing public speaking skills as participants can benefit from feedback from other participants who can act as an audience. Each participant will be able to take into account the comments of the others and practice speaking in front of a small group through the exercises proposed by the educator. As an example, storytelling is a methodology that can engage the audience and help people's public speaking skills. Storytelling activity as a Non-Formal Education workshop is a combination of group discussions and individual exercises and it allows the participants to practice their public speaking skills. It can be useful to propose activities that will help the participants to use storytelling in a variety of workplace situations, including presentations, team meetings, pitches, or work-related negotiations.

Non-Formal Education workshops can have an impact on people's public speaking skills in different ways. At the most intimate, individual level, non-formal education workshops will help to develop one's public speaking skills. Telling a story in front of other participants will help them gain confidence. At the level of the workshop group, it creates a connection and collective reflection within the group. Other participants can analyze the story, and the speech of others and share their feedback.





How to prepare a Non-Formal Education workshop?

1. List the learning outcomes that you would like the participants to gain during the workshop and prepare the sessions accordingly (e.g self-confidence, tone of voice, bringing emotions).
2. Define the methods you would like to use for each session. Keep in mind the importance to balance theoretical and practical methods and have your sessions interactive.

Verbal Methods:

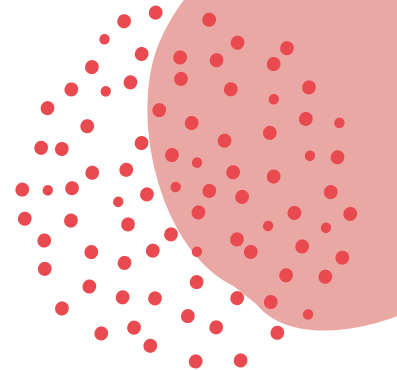
Oral presentation method, method of lecturing and teaching, writing method, method of conversation, case display method, method of discussion, and problem-solving method.

Practical Methods:

The practical working method, method of independent learning, learning in an online environment.

3. Define the timeframe of each session keeping in mind that each session should include an introductory phase where the aim and objectives of the session are explained and where participants can ask questions, the activity itself and a debriefing phase with the participants to speak about what they have learnt from the session.
4. List the appropriate material that will be needed for each session;
5. Give a detailed description of the activity and how it will be implemented.



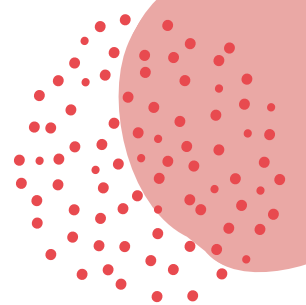


TRAINING FORMAT

This section will give you some suggestions of workshop that could be used with adult learners to improve their public speaking skills.

Name Game	
Learning Outcomes	To assess how well participants are familiar with cinema techniques and getting to know each other.
Duration	30 mins
Materials and Preparation	None
Session Description	Each person says their name and then an object, adjective, or a verb that starts with the same letter as their name; they must also do an action. After each person has gone around repeating all the characters, activities, and words, then they must come together in smaller groups using these actions and words to do a small skit.

➡ <https://youtu.be/XvazLI3Uhbs>



ACTIVITIES

Sweet Stories

Duration

30-45 minutes

Aim

- Build rapport between people through active sharing
- Allows people to be exposed to many people in the group.

**Session
Description**

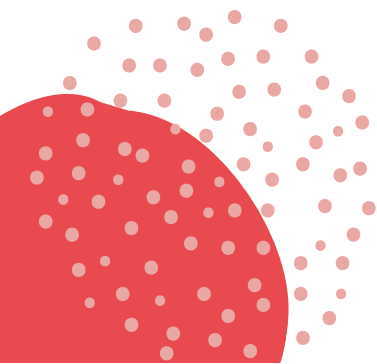
- Ask participants to take a couple of minutes to write the outline of a story they want to share.
- Ask them to stand and pair off with someone from another part of the room. Participants should listen enthusiastically to their partner's story and then narrate their own.
- Participants then find new partners and repeat the procedure.
- After exchanging stories with half a dozen other participants, form groups and ask participants in their groups to find common elements in storytelling from all the people they heard, for example, what made it a positive experience

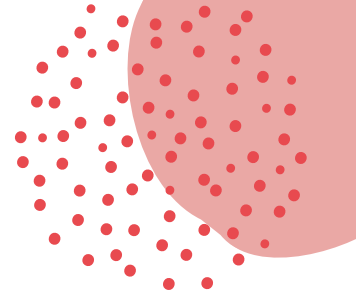
**Materials and
Preparation**

- Paper
- Pencil

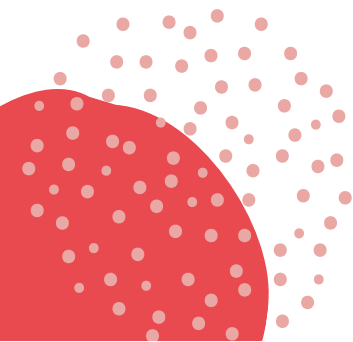
Methods

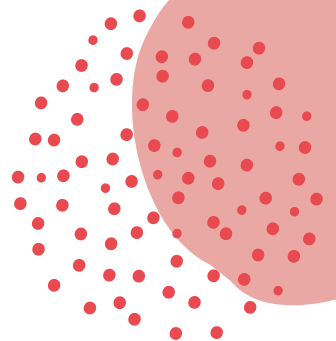
Storytelling





Role Playing Game	
Duration	30-45 minutes
Aim	Roles of a “knowledge disseminator”
Session Description	<ol style="list-style-type: none">1.Theoretical definition of the knowledge disseminator as educator (text)2.Creation of a role playing game3.Movie research <p>Action, activities:</p> <ul style="list-style-type: none">• role playing game• reflection• watching short movie´s on youtube to “The knowledge disseminator”• https://resilienteducator.com/classroom-resources/5-roles-for-a-teacher-leader/• https://www.ldatschool.ca/learning-modules/fostering-advocacy/building-self-advocacy-skills/the-role-of-the-educator/ <p>https://www.youtube.com/results?search_query=knowledge+dissemination</p>
Materials and Preparation	Paper Pencil (theories, internet links with materials, books, etc)
Methods	Small groups





How to improve your vocal tone

Duration

60-120 minutes

Aim

Learn how to work on your vocal tone to create a sound that projects confidence, authority, presence, and influence.

Session Description

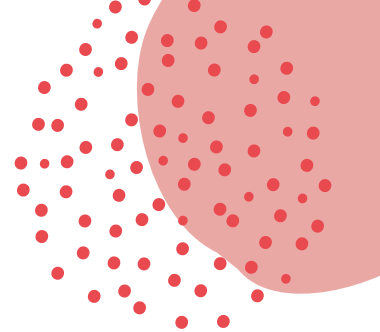
- Participants have to breathe from their diaphragm, take a deep breath into their belly but not their chest.
- Participants have to open the mouth, in order to project and be recognized. It sounds simple, but many people do not practice this.
- The participants will ground themselves – squeeze their muscles or sit on their hands.
- One at a time, participants will be asked to practice a physical exercise (e.g. go up and down the stairs) while reading a poem or piece of prose. They must start low, and then go high with their voice, then go low again.
- Participants must play with resonance. High resonance is more rounded (think a British accent), which makes us sound warmer, comforting, and approachable.

Materials and Preparation

Paper
Pencil

Methods

Public Speaking



How to engage an audience

Duration

120 minutes

Aim

Make your audience be an active part of your speech.

Session Description

Suggested exercises:

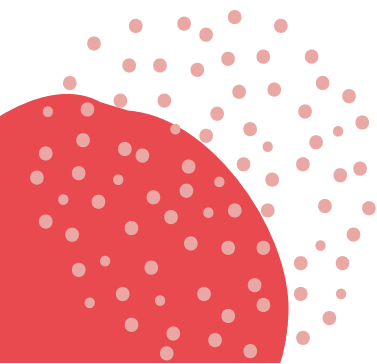
- Ask more questions (rhetorical questions, or responses).
- Ask your audience to do something special.
- Give your listeners something to react to.
- Acknowledge contributions.
- Use including framing

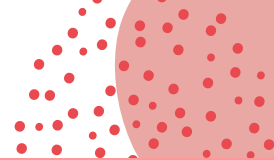
Materials and Preparation

Paper
Pencil

Methods

Verbal, non-verbal and plenary session.





Tell a Story

Duration

45-60 minutes

Aim

This exercise allows delegates to practice speaking in public or front of a group without the pressure associated with public speaking. The pace of the exercise is very fast; hence, delegates do not have enough time to get scared or nervous about speaking in public. Instead, the exercise encourages them to focus entirely on the task, which is an impromptu presentation based on a random number of concepts.

Session Description

The Activity

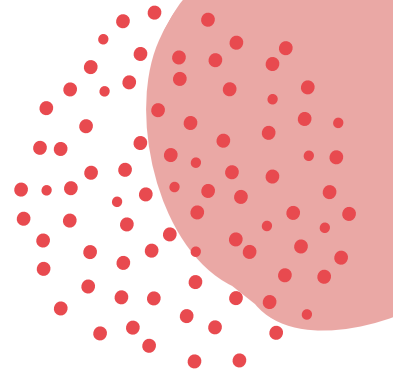
1. Each member of each small group gets three small cards.
 2. On the cards ask participants to write on the 3 cards and fold each one in half
 - a. Card 1 - Person
 - b. Card 2 - Place
 - c. Card 3 - Thing
 3. One person in the group collect the cards, put them in a bag, basket, or box and shake them around.
 4. One person begins the story by randomly drawing a piece of paper and using the word in the first sentence of the story.
 5. Pass the papers around the circle, with each person drawing a paper and adding to the story, with only ten seconds to do so.
 6. Keep going as long as the papers last. The stories usually turn out very strange and funny.
- What did you think of the stories? What did you think of your own impromptu performance? Did you feel nervous for talking in public or were you more concerned with coming up with a story? Did you perform much better than you expected given that you had to make a story on the spot from a random bunch of concepts? How well do you think other performed? Whose performance was your favourite and what did you learn from it?

Materials and Preparation

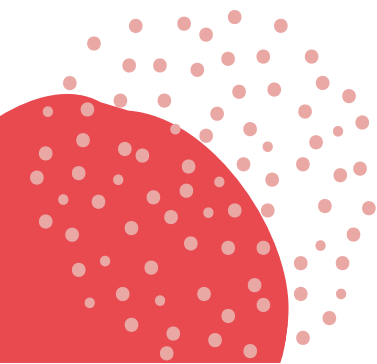
- A stack of cards. On each card write a word or a phrase. The choice of these words will dictate the type of results you will get. Select the words based on your specific training needs. You will need about 30 cards.
- Several printed pictures. As with the cards, the choice will influence the results you get. You will need about 30 pictures.
- Two dice.

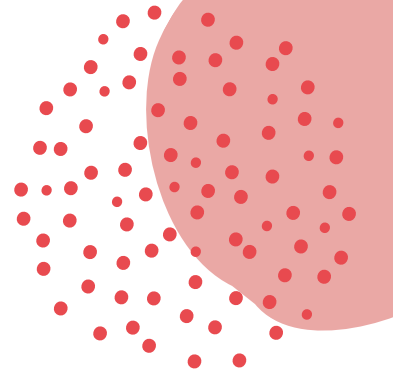
Methods

Small groups



Public Speaking exercise	
Duration	150 minutes
Aim	Participants apply the theory of public speaking.
Session Description	<p>Remember: All participants must help each other develop their part. The work must be done in groups so that the parts will be agreed and split afterwards.</p> <p>Exercise:</p> <ul style="list-style-type: none">• In groups of 4 people or similar, participants will have to choose a product, a brand, a project which already exists and prepare a pitch for the audience. All of them will need to play a part in the pitching process• 5-8 min pitch• While the pitch one group will have to prepare questions, and another will have to prepare constructive feedback• Participants get feedback from both the trainers and another group.
Materials and Preparation	Paper Pencil
Methods	Small groups





Spice Up Your Speech

Duration

45-60 minutes

Aim

- To target emotions when telling a speech.
- To gain experience telling stories.
- To use language, vocal changes, and body language to elicit emotion.

Session Description

Experts suggest that emotions are the condiments of speech. Participants will tell a true story and try to elicit one of the emotions from the list to “spice up” their speech. They can elicit emotion by their story choice, language choice, vocal changes, and body language.

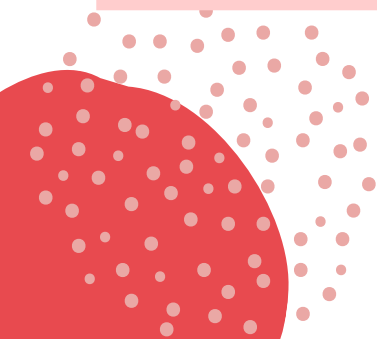
1. Write or project the emotions on the board: passion, vulnerability, awe, regret, excitement, fear, and power.
2. Give participants five minutes to prepare a story that uses that emotion.
3. Have participants sit in small groups and tell their stories. Have the audience guess the emotion.
4. Have the audience coach the storyteller on how they could do it better.
5. At another session, have the participant stand up and tell the story to the whole class.

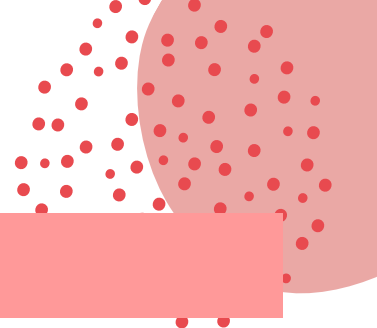
Materials and Preparation

Pencil
Paper

Methods

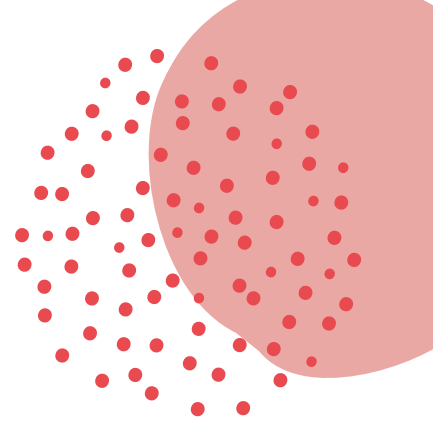
Small groups





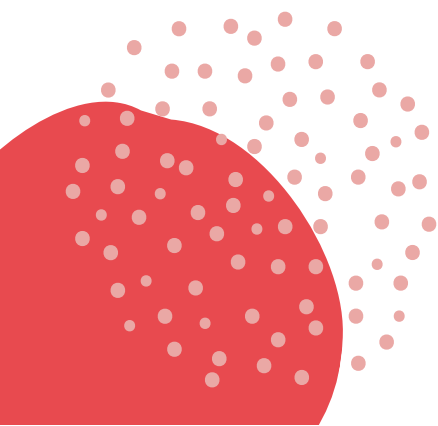
Tell a Photo Story

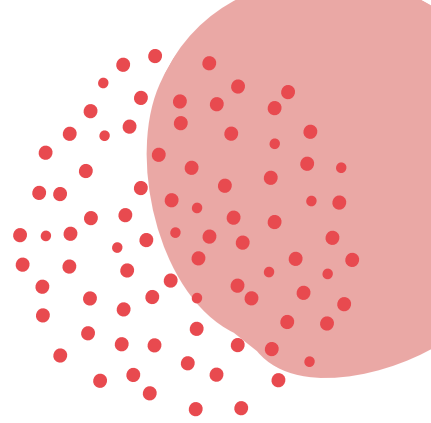
Duration	60 minutes
Aim	<p>Tell a photo story workshop can have an impact on people's public speaking skills in different ways. At the most intimate, individual level, tell a story workshop will help people's public speaking skills. You will tell a story in front of many participants that is the way you can gain confidence. This can be deeply empowering. At the level of the workshop group, it creates a connection and collective reflection within the group. It is also a discussion group. Other participants can analyze the conversation and share their feedback. Also, they can improve their public speaking skills while they are discussing. When they talked about photo stories, issues of identity, the image of poverty, commonalities and differences, the environment, shared experience can be linked in a powerful collective act of mutual witness.</p>
Session Description	<ol style="list-style-type: none">1. List the learning outcomes that you would like the participants to gain during the Tell a Photo Story workshop and prepare the sessions accordingly.2. Define the methods you would like to use for each session.3. Find famous and important photos that have background stories.4. Prepare some important essential topics and questions for talking about the photo stories:<ul style="list-style-type: none">• What do you see in the image?• What story do you think this photo tell about?• What type of photo is this?5. Give a detailed description of the activity and how it will be implemented.
Materials and Preparation	<p>Pencil Paper famous and important photos that have background stories</p>
Methods	Small groups



Template to fill for each session of the workshop

SESSION "TITLE"	
Learning outcomes	
Typology	
Timeframe	
Methods	
Delivery Content(s)	
Materials	
Procedure	





Checklist

Venue

- Tables and chairs for all participants
- Internet
- Quiet space to record voice over
- Space to do energizers
- Space to sit in a circle
- Relaxing area
- Private space (no other people walking in and out)

Safety

- Venue
- Participants
- Outside risks

Materials

Make a materials list and provide all needed materials (depending on the session's activities e.g. flipcharts, A4 papers, post-it, patafix, markers, pens, extender, laptop, projector, HDMI cable, speaker etc.)

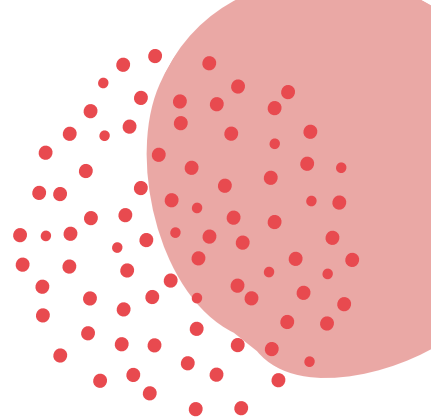
Technical equipment

Make a technical equipment list and provide all needed technical equipment.

Sending out

- Info pack (what are you going to do, how to find the venue, where are they going to have lunch, what do they need to bring etc.)
- Schedule: timetable with the activities
- Tutorials
- Process chart
- Consent forms
- Evaluation forms
- Signature List
- Participant List



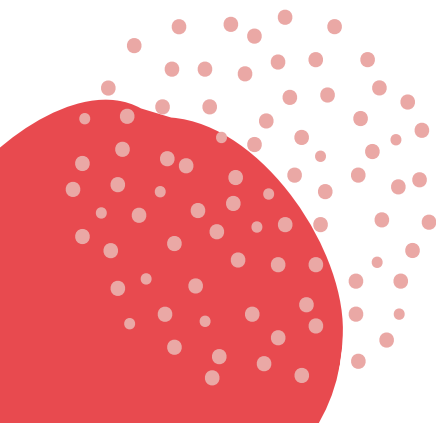


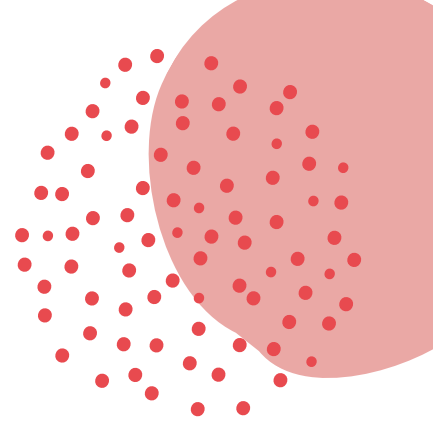
Preparing the venue

- **Water/Tea/Coffee/Snacks/Fruit**
- **Air out and find a comfortable temperature for still work**
- **Light enough**
- **Set the tables and chairs**
- **Looks welcoming**
- **Signs to lead the way to the space/to tell others in the house that you have a workshop**
- **Check that everything works before the participants arrive (projector (and where you want to project to), internet (do you need a password?), speakers)**
- **Name tags.**

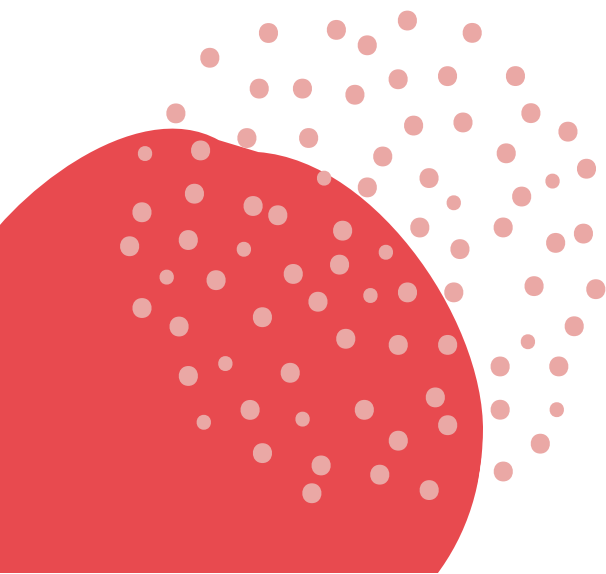
Tips

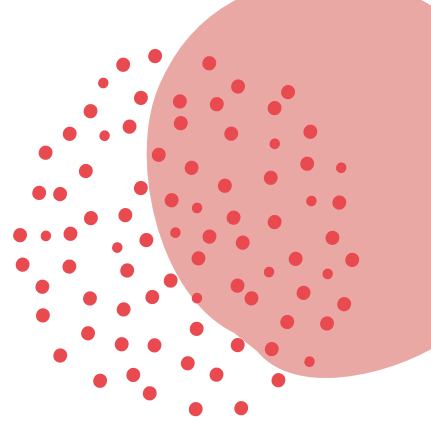
- **Strand 1: Establishing the group dynamic and goals is an essential framework for the beginning of every workshop.**
- **Strand 2: Basic introduction to non-formal education and public speaking skills.**
- **Strand 3: Strengthening and personalizing the message will develop the personal relationship between each participant and their work and speaking and discussion will develop the individual voice and message of each participant.**





Joint Staff Training Event Report



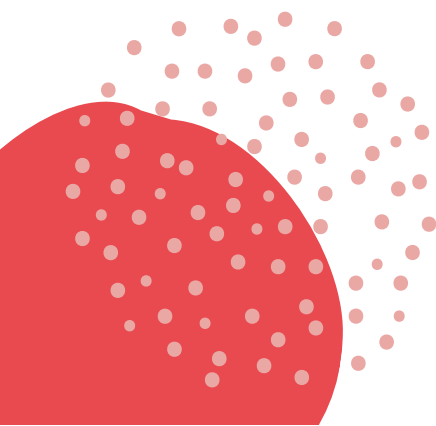


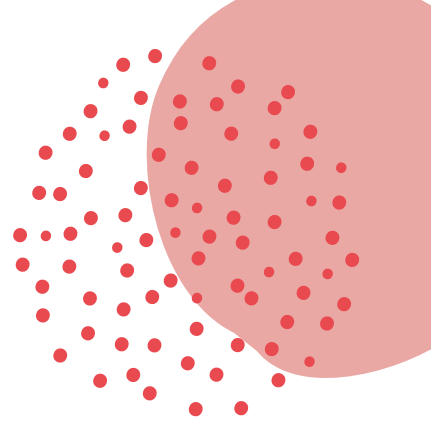
Topic

With the aims outlined in the “Guide to SPEAK Activity Plan”, the Joint Staff Training Event (JSTE) took place in Innsbruck, Austria between 6-9 May 2012. The Guide will contain guidelines, advice and methodologies for using Public Speaking as an instrument for the direct and indirect target groups involved in learning and empowering contexts. To create a guide partners come together and carried out the following educational activities during the JSTE. During the Joint Staff Training Event, participants learned methodologies of Public Speaking that they can use during their everyday work, methodologies for Public Speaking training applied in the entrepreneurial field and NFE methodologies in general which can be used with low-skilled and low-qualified adults.

This report aims to:

- Outline the activities implemented and methodologies used during the Training;
- Document the feedback and evaluation from the participants to the Training;
- Gather the materials produced during the Training (what participants have worked on).





Partners and Participants

In the project agreement, it's decided the JSTE will be held with the participation of 2 members from each partner. In this regard,

- One project manager and one technician from İFALL, Sweden
- One project manager and one technician from Mine Vaganti NGO, Italy
- One technician from YES, Italy
- One project manager and one project coordinator from Vondi Consulting, Austria
- One project manager and one technician from Faal Derneği, Turkey
- attended the Training. One participant from YES, Italy was not able to attend; testing Covid-19 positive and was in quarantine in Italy.

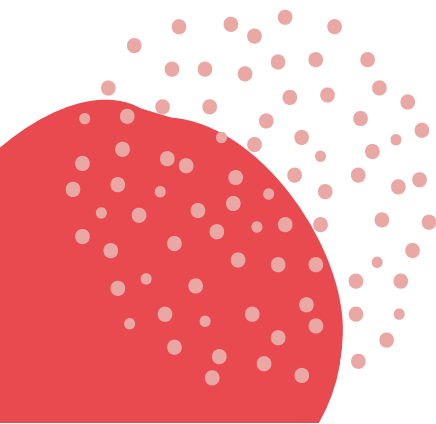
Training is completed with the attendance of 9 participants.

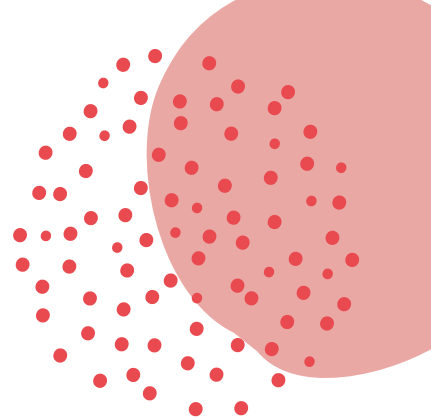
Reaching out to Partners & Participants

The rough schedule of the training is created by the partners and host having regard to the responsibilities shared by all partners. And the final form of the schedule is created together during the TPM realised in Ankara prior to the JSTE. An info pack is supplied to the partners beforehand along with the schedule of the training. The host also gathered information about dietary requirements and further requests from the participants.

Place

The host organisation arranged a meeting room in a historic café called Café Katzung, in the heart of Innsbruck, within close proximity of Goldenes Dachl – Golden Roof which has significant historic and touristic importance.





Activity Report

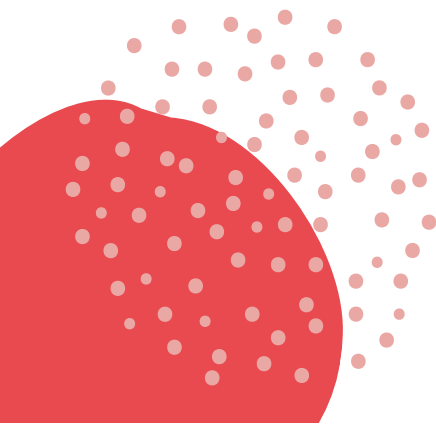
With the arrival of the partners' representatives to the site, the program started on time and proceeded in accordance with the agenda.

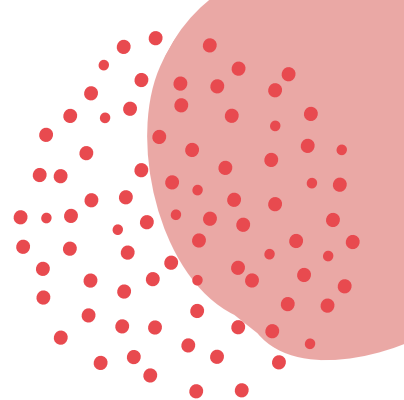
First order of business, partners filled out the registration form and signed it while the host institution gave a welcome speech and walked through the agenda, explaining the activities and plan swiftly. After that, a short video about Innsbruck and the attractions there was watched by the participants with the video provided by the host.

At that point, participants found a chance to get to know each other and get closer through the ice-breaking activities prepared by each partner institution beforehand. Those activities are listed and detailed below.

Ice-Breaking Activities

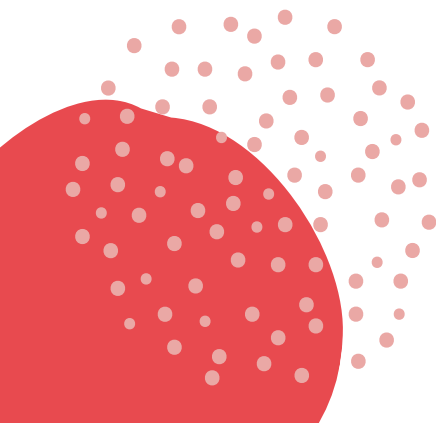
Half of the below-mentioned activities are realised on the first morning of the training intending to create a relationship and sense of team spirit among the participants. The other half of the activities were applied throughout the Training, mostly between sessions to create more energy in the room and focus the group back on when energy levels dropped.

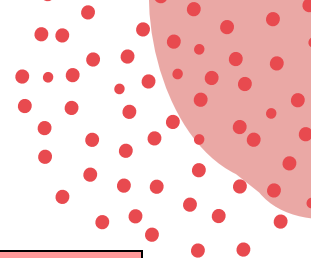




ACTIVITY PLAN (Ice-breaking Activities)	
Facilitator:	MVNGO
Activity Name:	Sweet Stories
Duration:	10 to 20 minutes
Participants:	5 to 12 people
Materials :	A bag of candy (Skittles, M&M's)
Objectives:	To get participants to learn about each other and build trust
Description:	<ul style="list-style-type: none"> •Every team member takes a candy. •Participants share a story based on the colour of the candy they have. <p>Candy colour ideas:</p> <ul style="list-style-type: none"> •Blue - A boss/teacher you respected and why •Green - A reason why you are proud to represent your sending organisation •Organe - An embarrassing moment at work/school •Red - Your biggest success at work/school •Yellow - The funniest moment at work/school •Purple - A time at work/school where you have failed, and what you learnt from it

ACTIVITY PLAN (Ice-breaking Activities)	
Facilitator:	MVNGO
Activity Name:	Rather Than
Duration:	3 to 8 minutes
Participants:	5 to 12 people
Materials :	None
Objectives:	To be used as an introductory activity to get participants to understand each other's preferences
Description:	<p>Get everyone sat in a way so that they can all see each other - we recommend sitting in a circle.</p> <p>Start by telling everyone else one thing that you like to do (e.g., run 10km). The person to your left then restates what you said and then says something that they would rather do (e.g., run 10km, eat a whole tub of ice cream). The next team member then restates what was said, and adds on what they would rather do (e.g., run 10km, eat a whole tub of ice cream, do a skydive). The game continues until every person has said the whole list and added on what they would rather do.</p>

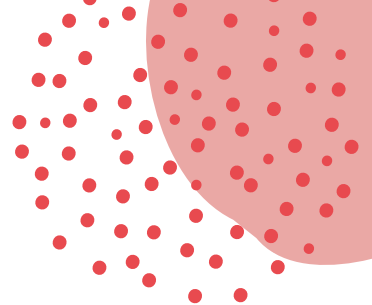




ACTIVITY PLAN (Ice-breaking Activities)	
Facilitator:	iFALL
Activity Name:	Two Truths and A Lie
Duration:	20 - 30minutes
Participants:	5 - 10
Materials :	None
Objectives:	a. To get to know one another b. Observation skills c. To recognize body language and tone
Description:	Each participant writes down two facts and one lie about themselves, and then they go around to other participants to see if they can figure out which is a lie and which are truths.

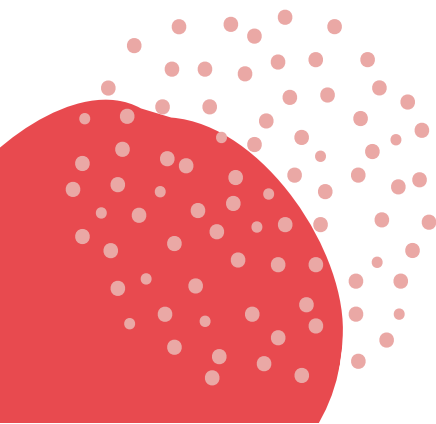


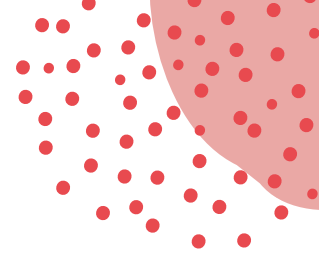
ACTIVITY PLAN (Ice-breaking Activities)	
Facilitator:	iFALL
Activity Name:	Name Game
Duration:	15- 20minutes
Participants:	10-15
Materials :	None
Objectives:	To assess how well participants are familiar with cinema techniques and getting to know each other.
Description:	Each person says their name and then an object, adjective, or a verb that starts with the same letter as their name; they must also do an action. After each person has gone around repeating all the characters, activities, and words, then they must come together in smaller groups using these actions and words to do a small skit.



ACTIVITY PLAN (Ice-breaking Activities)	
Facilitator	YES
Activity Name:	Message in Line
Duration:	5-10 minutes
Participants:	3-20 (or more)
Materials :	Space
Objectives:	Dissemination and interpretation of the message through the interlocutors.
Description:	<p>People line up and all look in the same direction.</p> <p>The first person (who has the other person's back in front of him) knocks on the shoulder of the person in front of him, this turns around and observes the message (visual only: made up of body movements) that the first person gives him.</p> <p>The second person received the message in turn knocks the person in front of her and relates the same message received from the first person.</p> <p>The third person will do the same and so will the fourth person ... down to the last person.</p> <p>In the end, the first message from the first person will appear and the message arrived at the last person.</p>

ACTIVITY PLAN (Ice-breaking Activities)	
Facilitator	YES
Activity Name:	Moving Around
Duration:	5 - 10 minutes
Participants:	2 - 20 (or more)
Materials :	Space
Objectives:	<p>a) getting to know each other</p> <p>b) people and the world are constantly moving</p>
Description:	<p>People arrange themselves in a space (room or outdoors).</p> <p>This virtual space is the map of the world.</p> <p>People begin to settle in the nation where they were born.</p> <p>Then various questions will follow which will make people move to different places/countries and people will be asked what place they are in.</p> <p>Requests:</p> <ul style="list-style-type: none"> - Where were you born? - Where did you study (university)? - Where do you work? - Where did you go on vacation last time / where were you 1 month ago? - Where will you be in a month? - Where would you live?

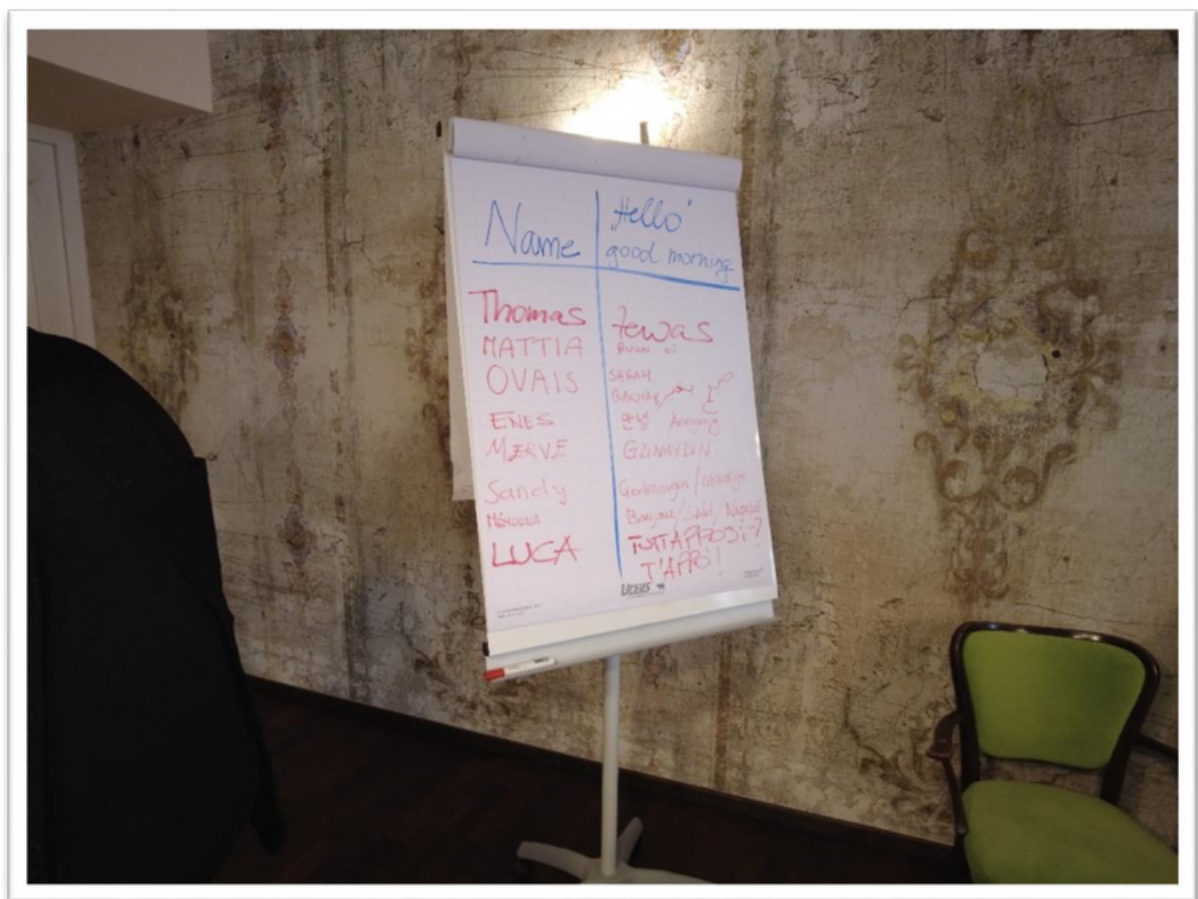


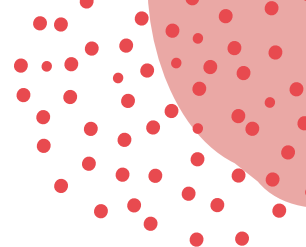


ACTIVITY PLAN (Ice-breaking Activities)	
Facilitator	Vondi Consulting
Activity Name:	Diversonopoly
Duration:	20-30 Mins or more
Participants:	6-10 or more
Materials :	Diversonopoly Board Game
Objectives:	Development of intercultural awareness and Ice-breaking by getting to know each other on a cultural level.
Description:	<p>The game concerns six different categories of questions and cue cards:</p> <ul style="list-style-type: none"> • Free time activities (yellow) • Everyday life (blue) • Traditions (green) • Communication (orange) • Philosophy (purple) • Education/work (grey) <p>There are about 600 playing cards, approximately 100 cards per category, which involve intercultural situations and prompt questions, to which the players should answer in teams and by declaring what a person representing their Source Culture would do.</p> <p>There are one or two dices, and students throw them and move around on the playing board accordingly. They have to “win” at least a card from every category (colour) involved and answer the questions the cards ask.</p>

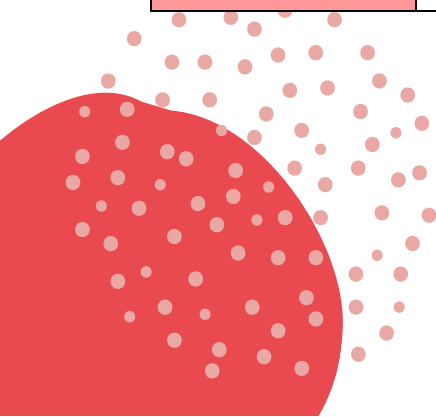


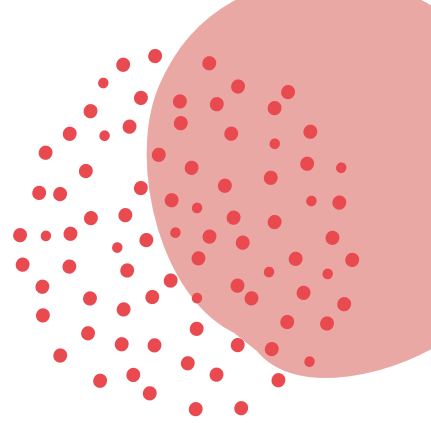
ACTIVITY PLAN (Ice-breaking Activities)	
Facilitator	Vondi Consulting
Activity Name:	Diversonopoly
Duration:	10 Mins
Participants:	5 or more
Materials :	Whiteboard or Flipchart
Objectives:	Development of intercultural awareness and Ice-breaking by getting to know each other on a cultural level.
Description:	<p>The game is pretty simple. There are two columns on the table for players to fill in.</p> <p>Every player goes up to stand and writes their name on the table to the first column. After that, every player writes a word in the second column. This word is pre-determined by the players before anyone writes it and everyone translates it to their language and writes it. This word can be a basic hello or a colour name.</p>



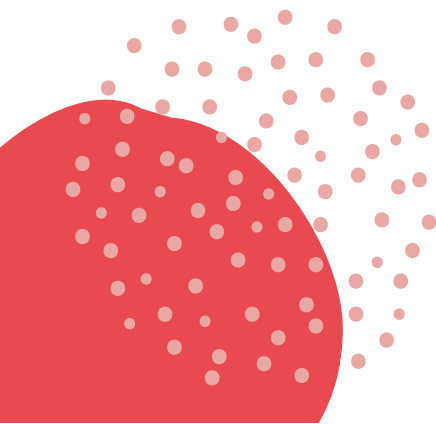


ACTIVITY PLAN (Ice-breaking Activities)	
Facilitator	Faal Derneği
Activity Name:	Rock-Paper-Scissors
Duration:	15-30 mins
Participants:	10-20 people
Materials :	Maybe music
Objectives:	To improve teamwork skills To improve creative drama skills To connect this method to filmmaking.
Description:	<p>This method is a drama method based on the well-known rock-paper-scissors game. First, while everyone is standing and mixed, participants are asked to play rock-paper-scissors with each other in a random way. After a few minutes, when almost everyone has played with each other and they feel warmed up to the game, the next stage starts.</p> <p>At this stage, people are asked to play with each other randomly, but this time the loser goes behind the winner and the loser is now on the winners' team as a supporter in the next games. In this way, the person who wins the game in the same way as another winner and their team go behind the winner and support the winner as well. So at the end of this stage, there can only be one winner. When this stage is completed, it is now going to the last stage where the drama will begin.</p> <p>Here again, people are told to start with the game of rock-paper-scissors. But this time, everyone changes roles according to their own score. All players are fish at the beginning of the game. They meet and play with each other by doing the fish dance. Then, the winners go to the next level and they are now monkeys. Players who go to the monkey level continue the rock-paper-scissors game by playing with the monkeys and competing with other players of the same level who only meet with monkeys. When they compete, the winner gets to the cat level, which is the higher level, while the loser falls back to the fish status, which is the lower level. This is how the game progresses and moves forward. Animal figures in the stages may change depending on the trainer's and participants' decisions. The number of levels can be increased according to the total number of participants. After a while, when the game is in progress, the trainer suddenly stops the players. Everyone is asked to side with others at their level. There must be at least a few people at each level, although not in equal numbers. Depending on the inequality of the numbers, the trainer can continue and adapt the game. When the trainer finally decides to stop and split up the groups, everyone now forms a group with players who are at the same level. Now it's time for the drama part, which is the last stage of the game. In this section, the groups will prepare a drama or dance choreography about the animal (or inanimate material name according to the instructor's decision) that represents their level. Individuals are given a certain amount of time to plan and prepare. All groups present their performances.</p>





ACTIVITY PLAN (Ice-breaking Activities)	
Facilitator	Faal Derneği
Activity Name:	Improvised Objects
Duration:	15-30 mins
Participants:	5-10 people
Materials :	At least 5 different objects For example; notebook, cover, ribbon, plate, microphone *May vary according to facilitator and resources.
Objectives:	To think creatively To have a group dynamic
Description:	<p>The group is divided into two. Then, one of the objects chosen by the facilitator is placed on a table right there for both groups to see clearly. The groups have to take turns thinking about this object in a different way and explaining it by showing it instantly with a short drama. (For example, the object is a notebook, and people can think of it as a laptop and animate it.) Uses the same object in sequence with the group, but in different ways. There is no need to have a queue within the group. The group acts together, so whoever comes up with an idea first can show it when it's their turn. The person who comes up with the idea can be alone or can get support from the team they belong to about drama. The same object cannot be used more than once with the same idea. For this reason, groups should watch each other carefully and not repeat the same things. The queue should go very fast. Groups are not allowed to think for a long time. It is expected that different uses will be made for an object for a long time. When the groups are no longer able to produce something new, the trainer changes the object and moves on to the next. In this way, thinking about 5 objects in dozens of different ways and presenting them in the form of drama will be both fun and give a start in being a group. It will also trigger people to think creatively.</p>



Training Sessions

After warming up and getting to know each other with some ice-breaking games, the first part of the training is presented by the Swedish team, focusing on the basics of Film-making. The training was realised using NFE methods in a workshop atmosphere. Training included details about creating a story, the pre-production phase, planning shots, and creating a storyboard; then the production phase, basic shooting technics and camera movements. Afterwards, the facilitator urged participants to use what they learned and helped everybody to take some shots using their personal smartphones.

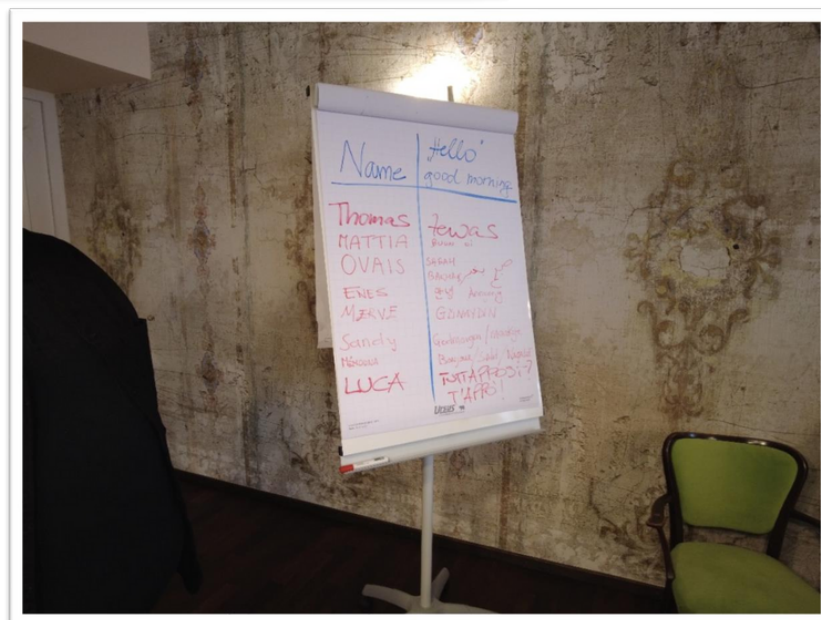


At the next training, the Swedish team talked about creating interviews while showing how to utilise technical equipment such as cameras, microphones and tripods on the site. The training also has bullet points about being in front of the camera and giving speeches alongside that technical information.



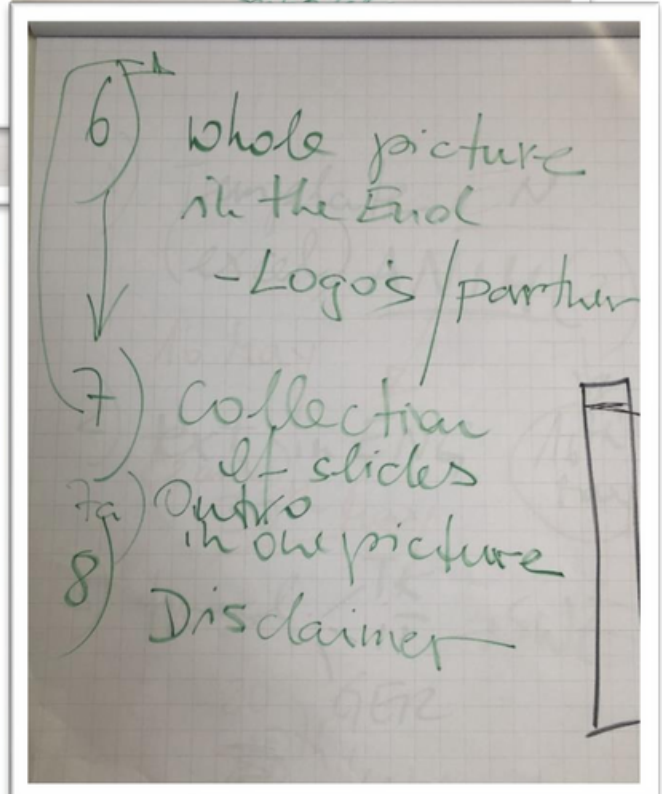
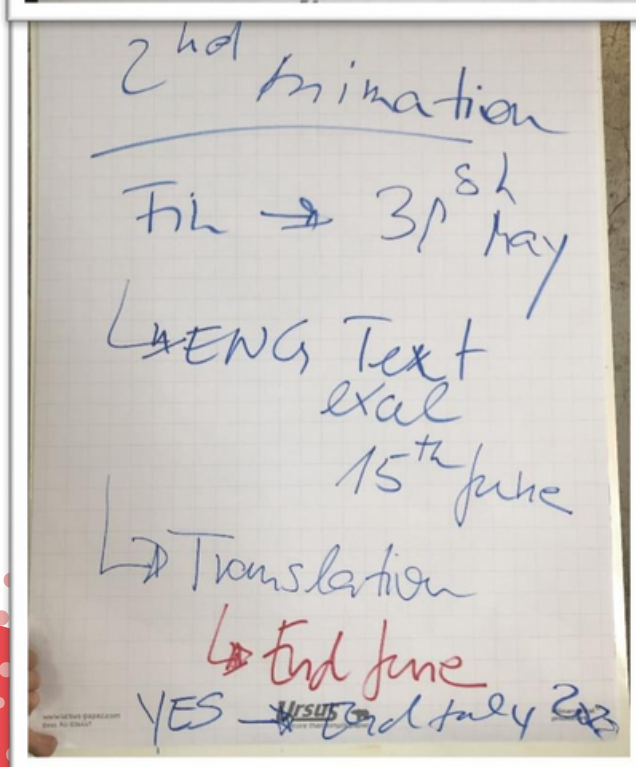
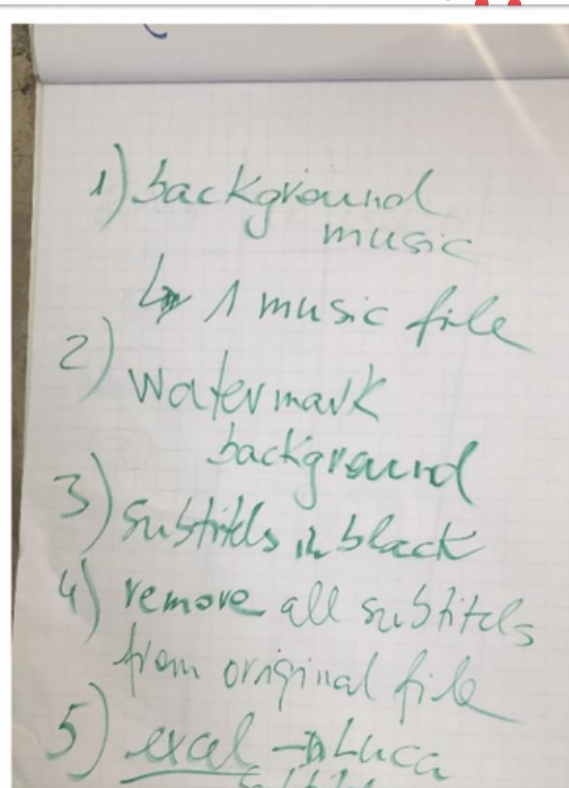
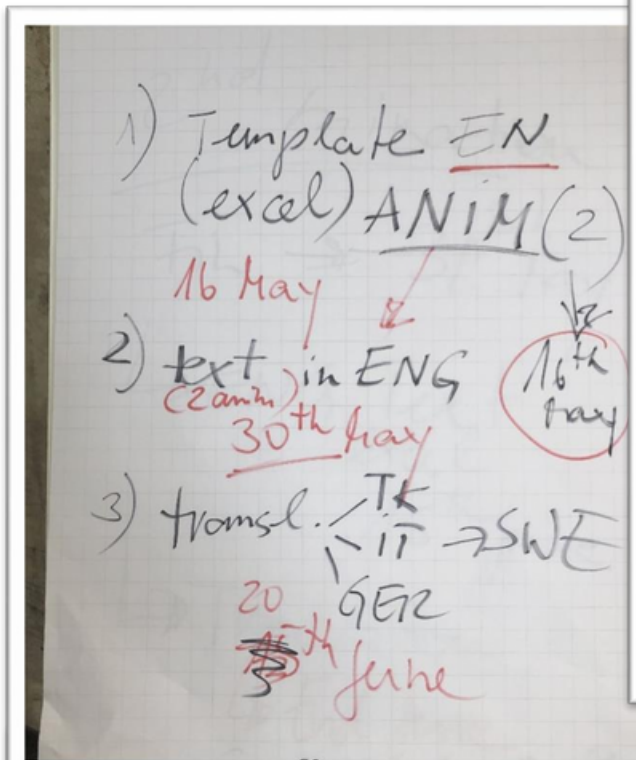


This is followed by training about using a digital tool, named VideoScribe, to create animated videos in order to complete the objectives of IO 2 of the project.



During the film-making training, participants divided into two groups and created a story for a little skit about Erasmus+, using the training they just had about writing a story and creating a story board. After the training session ended, everybody went outside to apply the training they had on camera usage and shoot the skit they wrote together, in the square in front of the Golden Roof, also catching the interest of locals and engaging with them, helping the publicity of SPEAK Project and Erasmus+.

With the finishing of the last training, participants outlined some standards to produce required films in a similar manner. This is followed by creation of the timetable to produce the three required videos at IO 2 of the project.



Finally, participants used non-formal methods to evaluate the training. Feedback are read out and evaluated on the spot and added to the meeting minutes.



During the training days, the team hanged out together, had lunches and dinners together, and spend the evenings together visiting various corners of Innsbruck and having fun.





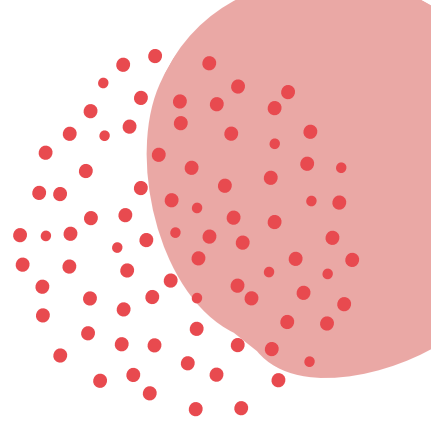
After the certificate ceremony and photo shoot, the participant departed from Innsbruck. The JSTE reached its objectives and ended with no obstruction or problem.

Products

The following skit is written, shot and edited and produced as a part of the training and application of learning outcomes during the JSTE.

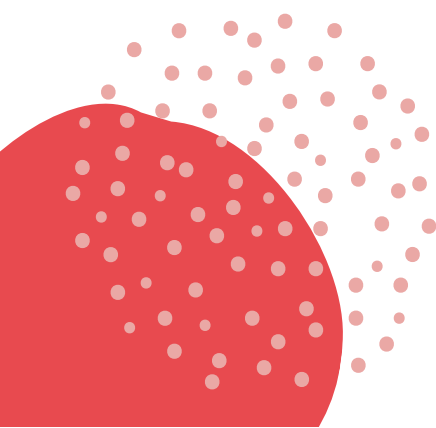
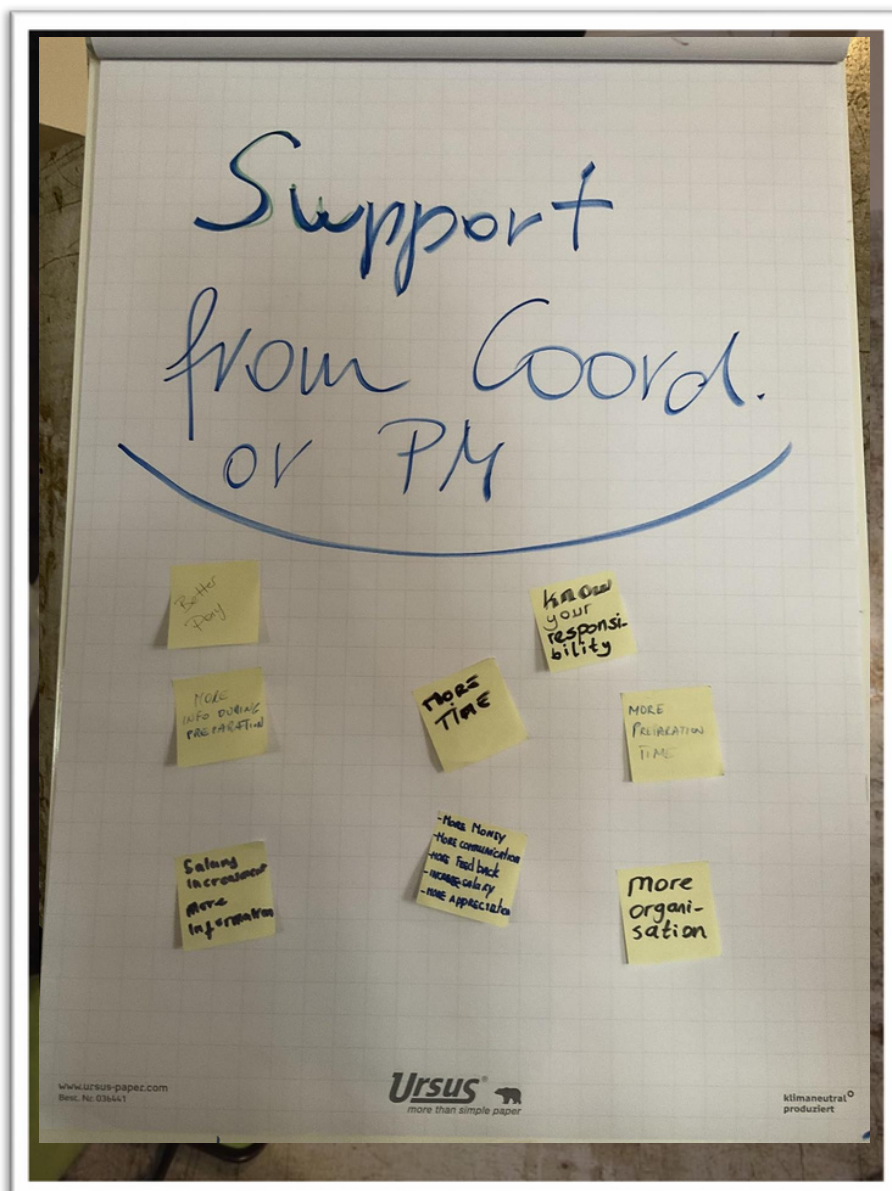
You can access the mentioned video by scanning the QR Code.

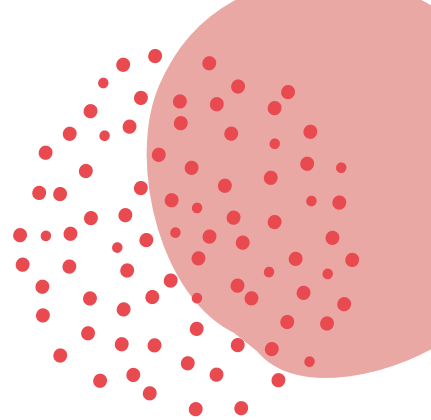




Evaluation and Feedbacks

Evaluations are realised using non-formal methods and results are documented.
Participant feedbacks are recorded as follows;



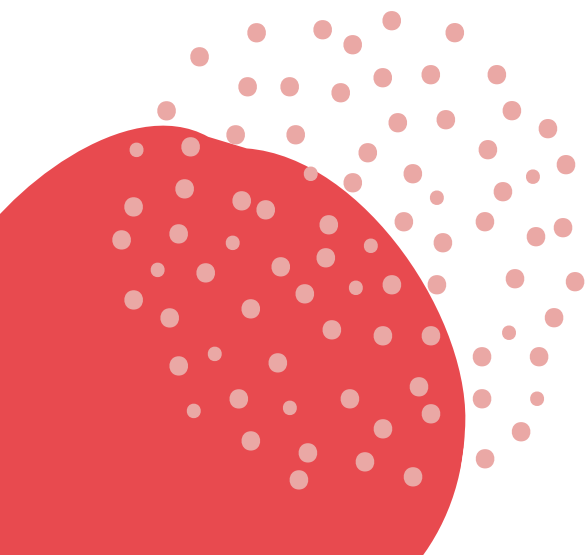


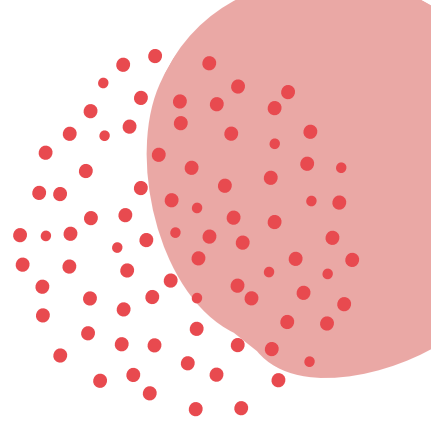
Annexes

The following annexes are the resources and products used/created during the training and gathered in a google drive folder linked below.

- Game - Diversonopoly EN
- Training - Subtitles.ppsx
- Training - How to Film an Interview.ppsx
- Training – Filmmaking.ppsx
- Training - Editing.ppsx
- Training - Animated Videos.ppsx
- Erasmus+ Skit.mp4

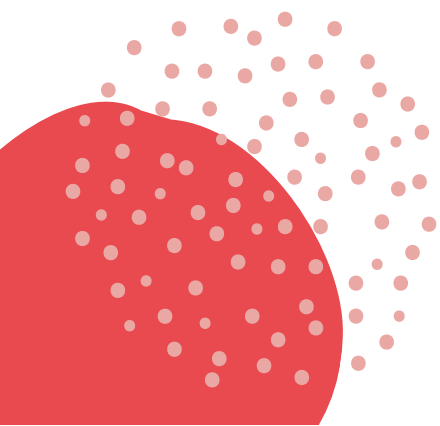
<https://drive.google.com/drive/folders/1R9U8miEMCCliNU5reuMafWhdpOKDFjRQ>





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- <https://ethos3.com/3-public-speaking-skills-every-entrepreneur-needs-to-know/>
- <https://space4speaking.com/public-speaking-is-the-most-important-skill-for-entrepreneurs/>
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SPEAK

Speaking skill Performance Enhancement in entrepreneurial customs for social workers

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