



OVERVIEW

This workshop provides participants the strategies for effective public speaking and facilitation. Participants will become equipped with the skills to prepare and present a speech. Finally, they will practice these skills in small groups by giving an impromptu mini speech, after which a short discussion will be facilitated by a member of the group.

LEARNING OUTCOMES

Participants will:

- Review strategies for public speaking and facilitation including ways to structure a speech and deliver it effectively
- Practice delivering an impromptu speech
- Facilitate a discussion and provide appropriate feedback to others

MATERIALS NEEDED

- Laptop/computer
- Projector screen
- "Public Speaking and Facilitation Skills" PowerPoint
- Paper and writing utensils

INSTRUCTIONS:

Public Speaking Overview (15 min.)

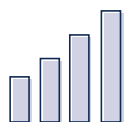
- Preface the workshop by acknowledging that public speaking can be scary but that participants can become comfortable with this skill through practice.
- **(Slide 2)** Review the agenda for the workshop.
- *While going through the slides, be sure to add examples from your own public speaking experience. This is also a good opportunity to share some of your own weaker points that you still need to practice.*
- **(Slide 3)** Review elements of preparation:
 - Start early: Begin preparing for your speech as soon as you know you need to give one.
 - Be on the lookout: You never know when you will encounter something that you can use in your speech, even if it is for a short anecdote.
 - Talk about what you are interested in: You are more likely going to engage your audience if you actually care about what you are talking about.
 - Know the audience: Who are you addressing and why?
 - Organize: The more organized your speech is, the easier it is to remember and the easier it is for your audience to follow you.
- **(Slide 4)** Structure of Speaking
 - Introduction: first and often only attempt to convince the audience that you are worth listening to...get their attention. Consider using:
 - An inspiring quote
 - A personal anecdote
 - A striking visual aid
 - A thought-provoking question
 - Body: contains the main points that you want to make along with the supporting points for them

TIME



60 minutes

SIZE



No minimum, small groups of 4-5

RISK



Low-medium

CAUTIONS



Public speaking required

**INSTRUCTIONS, Continued:**

- Have an organization that makes sense – to you and to the audience.
- Practice your timing so your main points all get enough “air time.”
- Avoid filler information – an audience knows when you are using fluff.
- Be credible. Have your sources well-cited.
- **Conclusion:** the introduction convinces the audience that you are worth listening to; the conclusion, on the other hand, should convince the audience that you are worth remembering. In your conclusion:
 - Review central ideas and leave out smaller details.
 - Be creative! Link intro and conclusion.
 - Synthesize information covered; don’t add new information at the very end.
 - Have a proper closure! Avoid at all costs “...and, um, I guess that’s it.”
 - Can use something like “and in conclusion I would like to say...”
- **(Slide 5) Practicing the Speech**
 - The more you practice, the more natural your speech is going to sound. While you will still need to respond to your audience, practicing helps you feel and look more prepared and more confident.
 - Practice in front of others, in front of a mirror, or even record yourself.
 - The library has presentation rooms where participants can give a presentation and record themselves.
 - Getting feedback helps, especially with things like volume, tone, and filler words. Most people do not know that they are using “um” and “eh” to fill gaps.
 - Friends, roommates, and family members can be audience members for rehearsals.
 - A small handheld digital recorder can allow you to record a speech. While you do not get the visual feedback, you can hear your own voice and word choice.
- **(Slide 6) A Few Days Before the Speech**
 - **Confirm equipment:** If you need a microphone, or a laptop, or a projector, be sure that they will be there. Confirm with the people in charge.
 - **Go see your space:** If you know what your space looks like, you can better visualize yourself giving your speech and plan for ways to work the room.
- **(Slide 7) The Day of the Speech**
 - **Dress for success:** Be comfortable, but be professional. The first thing your audience will judge is your appearance, so score some points before you even open your mouth.
 - **Plan to get there early:** There’s no such thing as too early, but there is definitely such a thing as too late. Use the following mantra: early is on time, on time is late, and late is unacceptable.
- **(Slide 8) Right Before the Speech**
 - **Focus outward:** Think about what you have to say, not the fact that you have to say it.
 - **Visualize your success:** If you see yourself giving a great speech, you are more likely to give a great speech. If you visualize yourself doing badly, you are more likely to do badly.
 - **Relieve tension:** Do some stress management techniques like stretching or deep breathing before you go on.
- **(Slide 9) During the Speech**
 - **Introduce yourself:** If appropriate, prepare a brief biographical introduction for the emcee to read.



INSTRUCTIONS, Continued:

- Be confident: Never tell the audience otherwise.
- Use visual aids: Remember that visual aids are to aid the audience, not the speaker. Don't rely on your aids.
- Speak clearly: Monitor volume, tone, and eliminate fillers like "um."
- Avoid being monotone: Vary your tone of voice and volume to add emphasis.
- Use body movement and gestures appropriately
- Talk to the audience as if they are actual people
- Make eye contact with your audience
- Adapt to your audience: Pay attention to their response and adapt.
- Check in with the audience: Allow for questions and be prepared to answer them.

Overview of Facilitation (15 min.)

- Let participants know that you will be transitioning to the topic of facilitation, which is a skill very much intertwined with public speaking.
- **(Slide 10)** Ask the participants to define facilitator.
 - **(Slide 11)** An individual who helps a team with issues such as communications or problem solving but, typically, does not contribute to the actual content or management of a team's project.
- **(Slide 12)** Have participants brainstorm ways facilitators do the following, then review the slides. Note that it is important for facilitators to be prepared, just as in public speaking.
 - **(Slide 13)** To Start the Discussion and Encourage Participation
 - Ask students for examples of when they've seen others building a sense of community or encouraging participation.
 - Group Roles: Ask volunteers to fill roles—mediator, recorder, etc. to keep people engaged and on task.
 - Getting the Group Involved: When posing questions or discussion points, use a round-robin, ask one at a time, or some other way to engage each member. Allow people to pass if they want. Have people pair up or get into groups to get everyone involved in the discussion.
 - Ask Questions: Try to draw out those who have been silent by asking them their thoughts/opinions. Try not to target specific people for specific responses.
 - Verbal Support: Validate participant's responses by paraphrasing and clarifying what they said. Record responses on a whiteboard or flip chart.
 - Non-Verbal Support: Use eye contact, nodding, smiling, etc. to offer support for participation. Be sure to listen actively when participants are talking. Be patient with silence—sometimes people need the silence to formulate their thoughts.
 - **(Slide 14)** To Handle Conflict that Arises
 - Side Conversations: Ask one of the people talking what their opinion is on the issue. If you are walking around, go to stand behind them.
 - People Are Not Talking: Go around and ask each person for their opinion. Do small group work to get them talking. Appreciate silence.
 - Overly Talkative Individual: Use a divertive comment, such as, "That's an interesting point; let's see what the rest of the group thinks about it." Group work can also help to get others involved. Establish "Step Up, Step Back" as a group norm—people should step up when they are quiet, and step back

**INSTRUCTIONS, Continued:**

- when they are talkative.
- The Complainer: If a person complains about something unchangeable, explain why. For general complaining, refer it back to the group to see what they think.
 - The Clown: Stress to the group that there is a limited amount of time and that you want to stay on task. Go back to the group norms and standards. If necessary, talk one-on-one with that person at a break.
 - The Arguer: Keep your cool—don't let the person get you flustered. Refer the individual's comments/ideas to the rest of the group. Check in with the person individually at a break.
 - **(Slide 15) To Wrap Up**
 - Review what the group has talked about or accomplished in that session.
 - To keep it interactive, ask others to summarize what went well, what didn't, and what can be done better next time.
 - Participants should spend time reflecting on their experience and what they learned.
 - A good wrap-up question is asking participants for take-aways they plan to work on or use in the future.

Storytelling and Discussion Facilitation (25 min.)

- **(Slide 16)** Show the prompts and read the directions. Encourage participants to apply the concepts covered when thinking about and presenting their story. (Give participants 5 minutes or so to complete their stories.)
- **(Slide 17)** When they are finished, have participants present their story in small groups of 4-5.
- **(Slide 18)** Have one student from each group volunteer to facilitate the following discussion, applying the skills they learned in this workshop:
 - What worked well for you? What do you feel that you did well?
 - What did you notice about other's speeches? Share your feedback.
 - What specific skills or tips from this workshop did you or others use?
 - How did it feel to present on such short notice?
 - If you had more time, what might you have done differently?
 - What did you notice about the feedback you were receiving? Giving?

Questions and Wrap-up (5 min.)

- **(Slide 19)** Instruct the participants to try to apply these skills to their everyday lives. Although this can be as simple as speaking out in class, challenge them to utilize their skills a bit more (i.e., telling a story or anecdote to friends).
- Ask if there are any questions or final remarks.