RAISE YOUR VOICE IO1

KA220-ADU – Cooperation partnerships in adult education
**Project N. 2021-1-DE02-KA220-ADU-000033634**

Introduction

Our Project

"Raise Your Voice" is a strategic partnership supporting innovation inthe field of adult education aimed at exploring the potential of publicspeaking in response to the changing world in which majority of therelationships and business agreements are done virtually. It is to helpyoung adults in the process of personal and professional developmentthrough enhancement of advanced communication and entrepreneurialskills with specific focus on public speaking abilities.

No matter the era that we live in, the ability to speak effectively will be always more importantto over the lack of physical contact and its communicativeness.

Therefore, the project aims touse an innovative methodology regarding the transition of non-formal skills in the adulteducation field of advanced communication and entrepreneurial expertise. The methodologywill be established on the foundation of the Non-Formal Education and competence-basedapproach to the development and consolidation of freshly accomplished skills. The projectcomplements the focus on public speaking skill with additional attention to entrepreneurial andcommunicative impairment.

Through the implementation of the project, the partners intend to reach the following **objectives:**
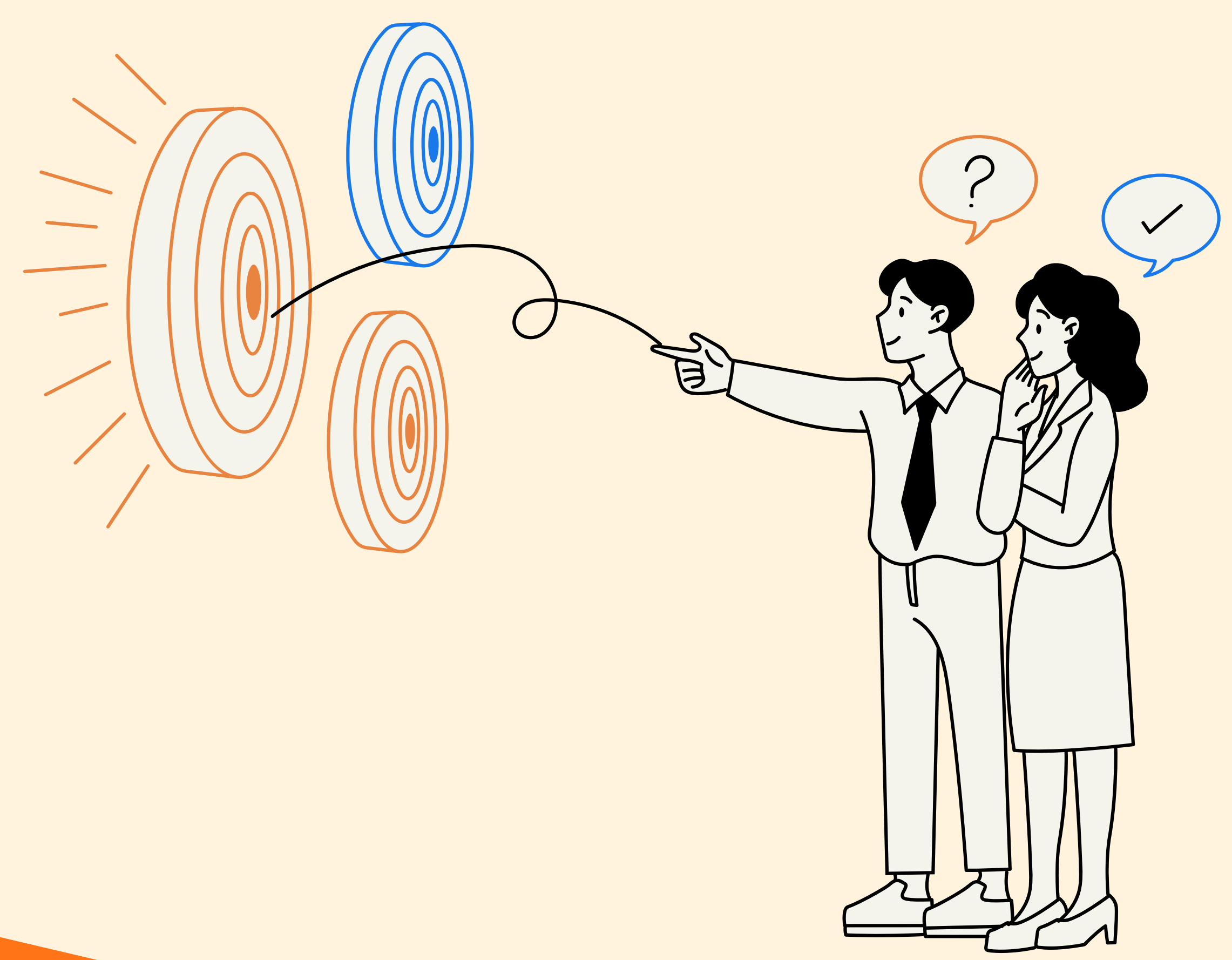
- Enhance advanced communication andentrepreneurial skills to young adult NEETs,with a specific focus on public speaking ability;

- Develop young adult educators' skills and spread among them new tools andmethodologies to develop young adults' public skills and make them become morecompetitive;

- Develop young adults work quality and the programmes offered to young learners.

Toolkit Description

"In a world where communication is vital, expressing oneself effectively has become a crucial skill in all areas of life. Whether you're presenting an idea to a group of colleagues, pitching a proposal to a potential investor, or simply trying to make your voice heard in a crowded room, the power of your voice is paramount.

That's why we're excited to introduce the "Raise Your Voice to Speak Up Toolkit," a comprehensive resource designed to enhance your specific speaking skills, increase their applicability in an entrepreneurial approach, and boost overall communicative efficiency.

This toolkit results from a collective effort to create a tool that empowers individuals to communicate confidently and clearly. It will be available digitally as an open-access resource on the project's web platform and each partner organization's website.

With its user-friendly design and concrete content, the "Raise Your Voice to Speak Up Toolkit" is the perfect resource for anyone looking to improve their

public speaking abilities or enhance their communication skills.

So why wait? Start exploring the "Raise Your Voice to Speak Up Toolkit" today and unleash the power of your voice!
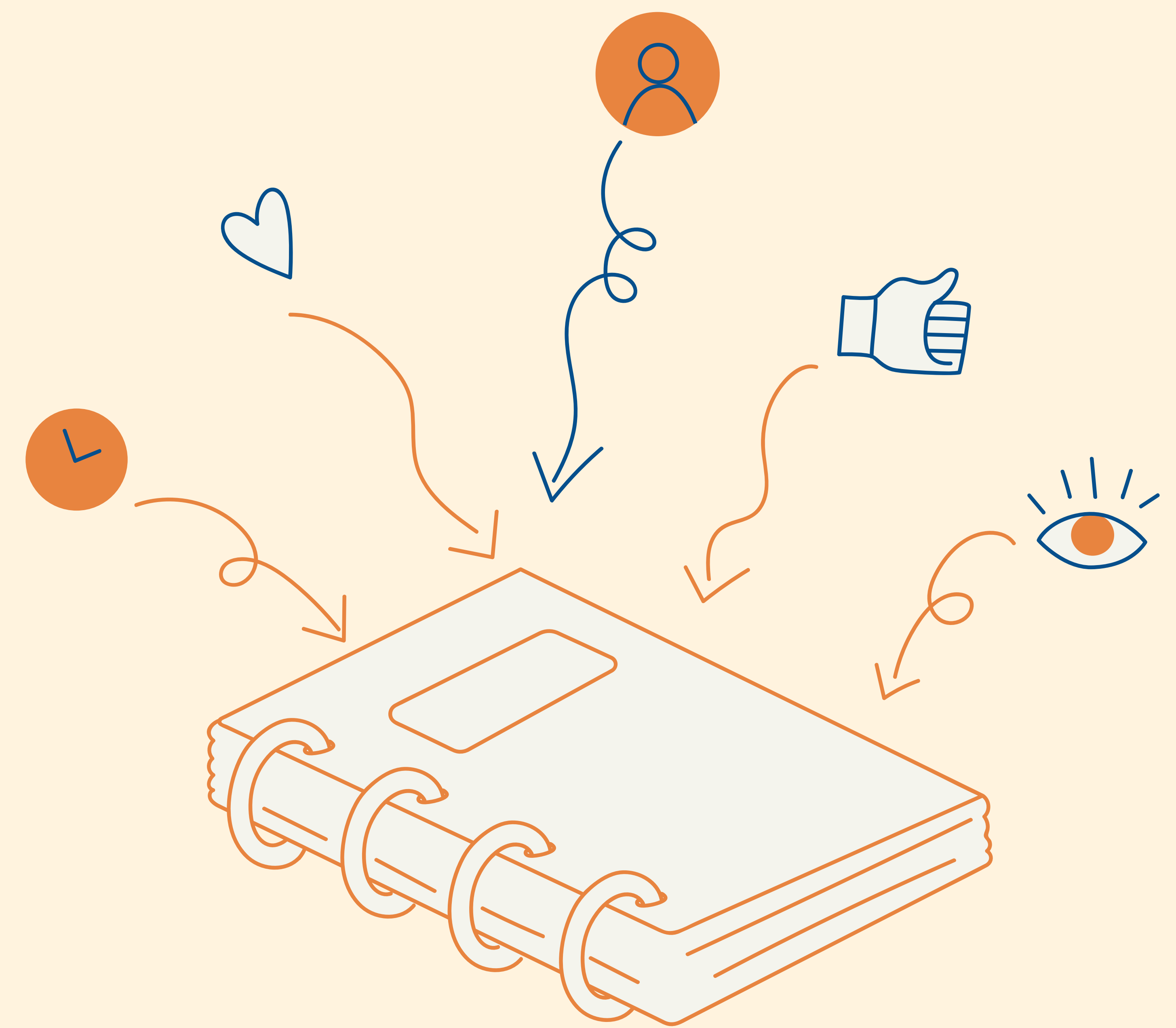
Consortium

JUGEND, BİLOUNG UNO KULTUR EV (JuBuK)–Germany

JuBuK is non-governmental, non-profit organization which was founded in 2008. Since that time JuBuK organized a lot of national and international projects on the topics of bridge bulding active citizenship, entrepreneurship, inclusion, interreligious dialogue, gender, migrant issues, intercultural dialogue, capacity building, change making.

The target group of the organization are young people with migrant background and minorities, migrant NGOs and initiatives on the national level. On the international level they have cooperated with like-minded NGOs, youth workers, activists, trainers, change makers.

Their mission is bringing positive change to the community and especially youth; tolerant, open-minded society, inclusion of vulnerable groups, social activism, gender equality, development of skills and competences of young people and youth workers, development of entrepreneurial education,

recognition of non-formal learning, interfaith dialogue, intercultural cooperation and solidarity.

Main activities include seminars and training courses for youth workers and leaders, school stuff; youth exchanges, educational trips and local events, educational and development projects with the African countries. More on: www.jubuk.org

MINE VAGANTI NGO – Italy

Mine Vaganti NGO is a non-profit organisation established in Sardinia in 2009, whose services encompass Education and Training, Project Design and Development, Thematic Research, International Mobility, and Consultancy – in Youth, Adults, Education and Sport sectors. They have 3 offices in Sassari, Olbia and Tempio Pausania impacting the North of Sardinia and reaching out with its operational branches to many other regions in Italy, around Europe and beyond. The members of MVNGO operate in dedicated teams to create, develop and implement international projects in research, innovation or exchange of good practices sometime reaching the target via seminars and/ or training courses.

Among the MVNGO working-teams, there are trainers/facilitators (Salto accredited) that enjoy a vast experience and willing to be involved for the implementation of proposed projects. The organization is composed of 10 full-time staff members, 15 co-workers employed on a temporary basis under different mobility programmes, and a pool of 70 externals contracted on a yearly I or project basis. MISSION MVNGO promotes intercultural dialogue, social entrepreneurship, social inclusion through Sport, Formal and Non-Formal Education including disadvantaged targets as migrants and people with disabilities. SERVICES Training, Project Design and implementation, Thematic and Desk Research, International Mobility, and Consultancy are the core services of MVNGO at local, regional and European level for public and private bodies.

MVNGO is part of 3 international networks such as YEE, ISCA and MV International. MV International (MVI), "the Network of Mine Vaganti NGO", is a network of 37 European NGOs, 8 associate organizations from Africa, Latin America and Asia, that promotes participatory planning between NGOs.

FRAMEWORK associazione culturale – Italy

FRAMEWORK is an Italian not-for profit association founded in July 2020 with the mission to organize activities aimed at empowering and equipping citizens to be active promoter in the creation of inclusive and sustainable communities. Founders, the key management team as well as the associates are specialists in different fields encompassing from innovative teaching techniques, elearning methodologies, course development, project management, basic and transversal skills development and assessment, economics and sustainability practices, safety and risks assessment and management, quality assurance, quality control in educational processes. Among the actual associates we can mentions youth workers, teachers, lecturers, coaches, counsellors, entrepreneurs, trainers with an idea to develop.

The association was born to offer a solid FRAMEWORK to allow associates in achieving their potential by turning their ideas in concrete plans and projects. Each community (and person) has knowledge, skills, and expertise that can be valuable for others. The associationo ffer them new opportunities for personal and professional growth, thus allowing them to be active contributors in tackling their socio-economic disadvantages. They encourage its members, its target groups, partners and stakeholders to as facilitators in reinforcing people's assets – their gifts, ideas, decisions and existing resources – versus simply their needs. The association promote learning possibilities delivered during workshops, courses, projects, exchanges, transnational mobility but also online learning, virtual exchanges to offer young, adults and elderly the same possibility to develop a solid entrepreneurial mind-set and wider transversal skills that are the key for allowing people to find a solution to their needs. More on: www.aframework.it
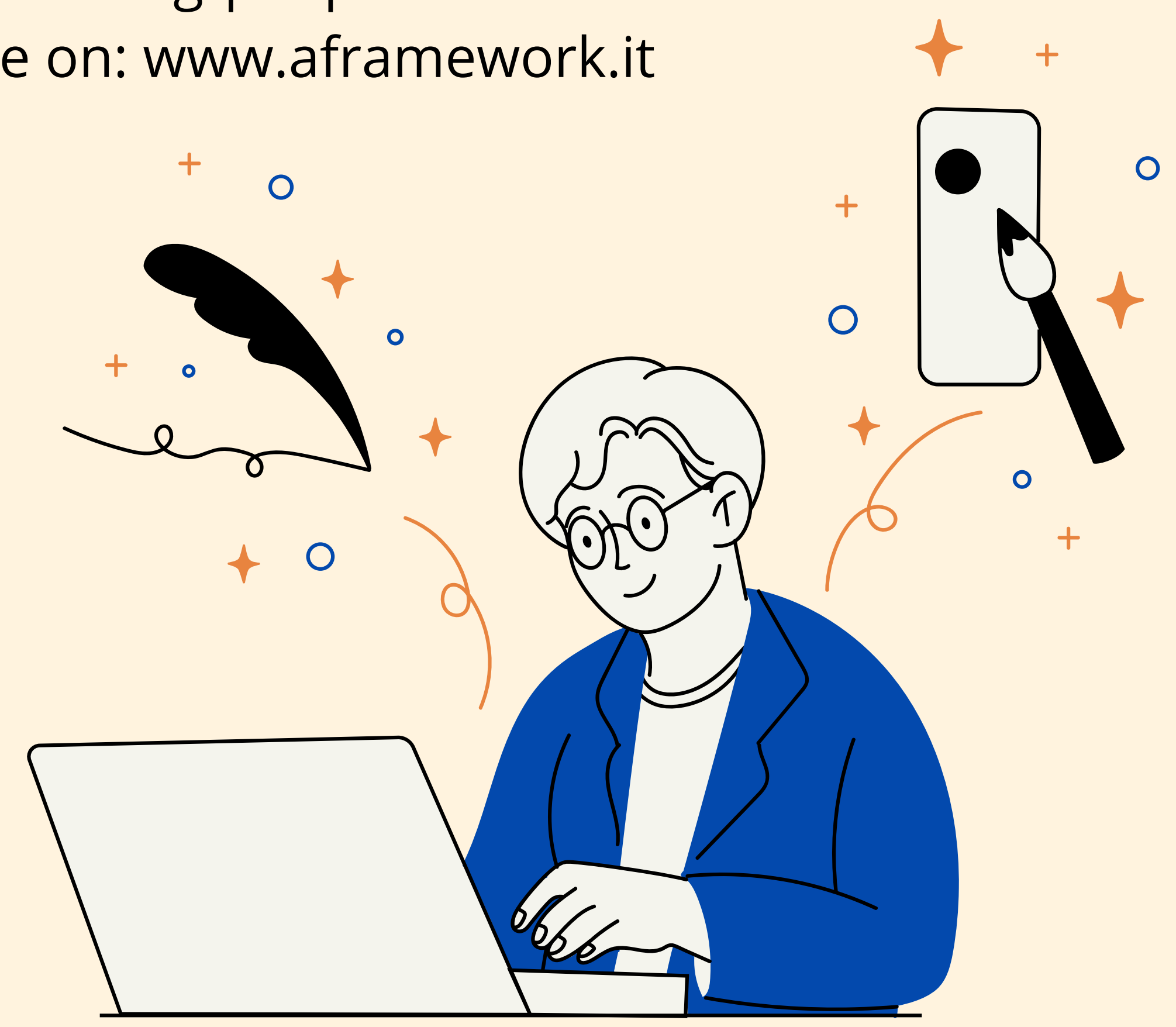
Digility Research Oy – Finland

Digility is a start-up social enterprise focusing on topics of digitalization, equality and agile use of innovative tools and creative activities.

We specialize on developing IT-tools and systems, conducting trainings, research and consulting activities, media production and blended learning. Production of innovative and successful learning content is close to our hearts. Digility considers it very important to:

- Develop and promote understanding of benefits of digital tools among wider population. Ability to be a true digital native helps people to take advantage of various opportunities in today's society.

DIGILITY
Research

- Develop new digital tools. Digitalization can help us to conduct learning and our daily activities in more effective ways than until now. New digital tools help to use our time more efficiently and help to achieve better results in our business and daily lives.

- Understand innovative trends. Innovation and creativity are driving our societies further. It is very important to embrace these trends and to find ways how to innovate successfully.

- Embrace entrepreneurial opportunities. Taking business risks can be challenging for many, but at the same time it is potentially also very rewarding. Business is taking economy of Finland further and adequate support to people taking entrepreneurial risks helps them to succeed with their business endeavours.

Our team is focused on creating teaching and audiovisual materials, IT-solutions and tools for effective and resultative teaching activities. We also have long-term experience in project management and dissemination activities. Digility hopes to be at the forefront of innovative technologies and to contribute to Finnish society and interaction between different vulnerable groups in the society.

MB "Efekto grupe" – Lithuania

Efektas Group is an international organisation with headquarters in Lithuania, here we focus on education & training, personal-professional development and impactful initiatives. Since 2016 we have built extensive expertise in entrepreneurship, personal & professional development, EU values, (eco) sustainability, inclusion, person's healthy and active lifestyle. Our strength is diversity in nationalities, backgrounds, ages and expertise in our team. Vision: Efektas Group aims to educate local and international individuals and organizations using Coaching, Non-Formal education, neuroscience based creative and innovative instruments in order to improve people's lives in most positive ways.

Efektas Group philosophy is based on belief that everything can be done with the right attitude and collaborative approach. The organization operates through: Opening Erasmus+ mobility opportunities as accessible as possible for youth, youth workers and educators and young groups with fewer opportunities; The promotion and development of non-formal and innovative learning instruments

for personal and professional growth; Fostering social entrepreneurship, healthy lifestyle, sustainable development, inclusion and acceptance of diversity and other cultures and traditions; Creating innovative learning tools and exchange of good practices.

They work with: Youth aged 18-30 years old, from diverse backgrounds, interested in personal and professional development, having entrepreneurial mindsets, tolerant towards other people, eager to learn and share their experience with others. Adults aged 30+ years old, teachers, trainers' leaders, business mentors and active people eager to share their knowledge. Organisations: network is built around NGOs, businesses, educational and other institutions/organisations in Lithuania & abroad. More on: www.efektasgroup.com
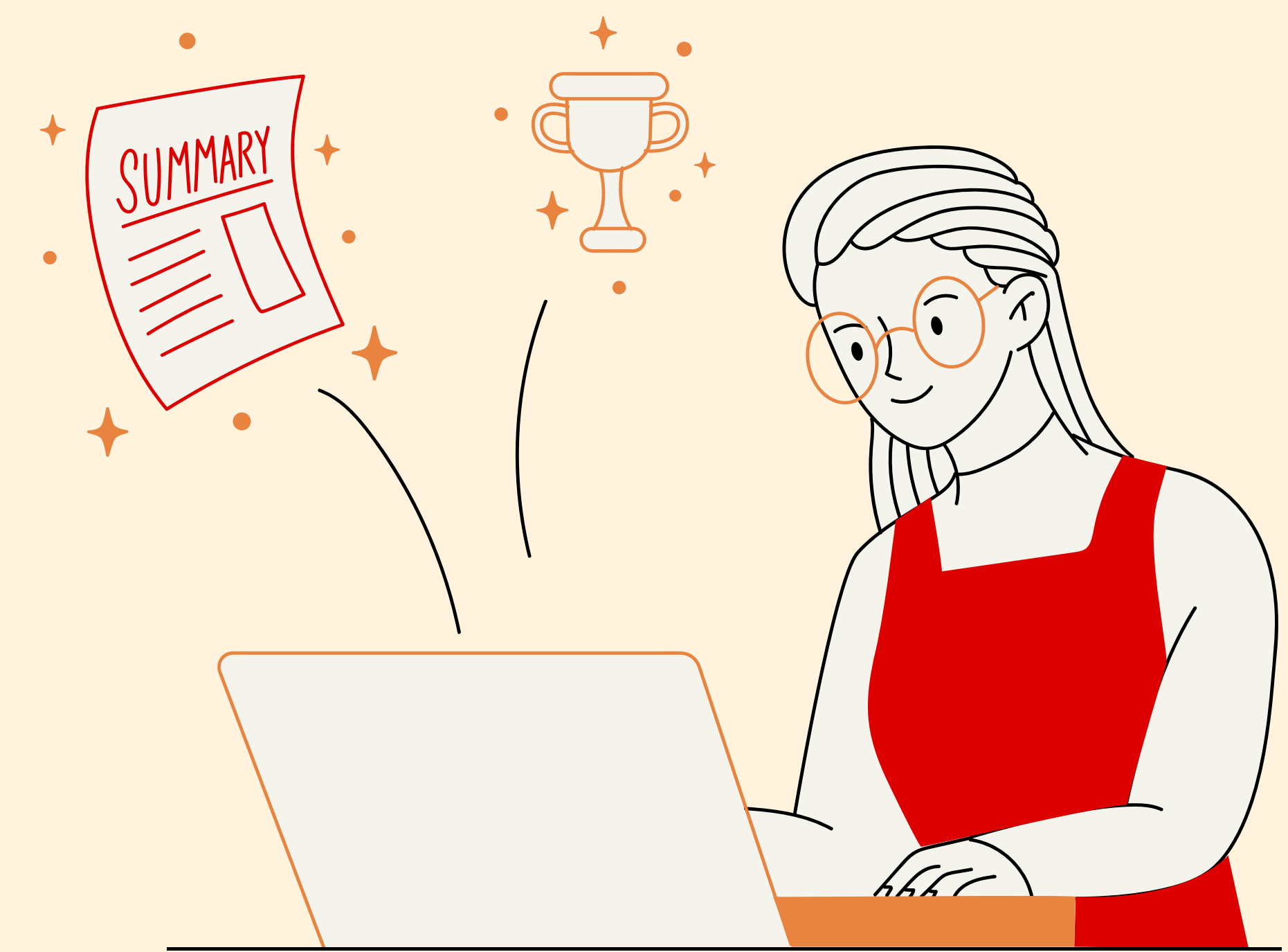
MODULE 1

Intoduction

Rhetoric is the art of persuasion and is one of the three ancient arts of discourse. It aims to learn certain techniques and tools in order to inform, persuade, motivate or convince the targeted audience.

Aristotle defines rhetoric as "the faculty of observing in any given case the available means of persuasion". While Plato says "Rhetoric is the art of ruling the minds of men".

Both pointing to the understanding, developing and applying of arguments to specific situations provided by rhetoric.

Aristoteles defined three approaches to persuasive an audience: the ethos, pathos and logos: Ethos points on the credibility of the speaker who should have the three characteristics of having wisdom, virtue and goodwill to be trustworthy speaker. Pathos means emotion, pointing out that persuasion cannot take place without emotion and even scientifically proven that people are moved by the emotional aspect of an argument more than they think. And logos referring to the logic and structure of the presented arguments. In classical Rome five phase of developing a persuasive speech were codified which include the invention, arrangement, style, memory and delivery.

Public speaking is a required business skill one of the five key business skills that can "make or break" a company. Public speaking skills are needed for entrepreneur's especially when representing the company, giving interviews ion TV, searching and negotiating with funding partners, leading meetings in the company and lastly to communicate the clear vision and steps to the coworkers in order to make the company grow.

So public speaking skills are required in many areas in the entrepreneurial field but how can they make you a better entrepreneur?

First of all, acquiring these skills you will lose your fear in speaking in public and increase your self-esteem and confidence in talking to people. By learning to get the attention of a big group a one-on-one conversation e.g with investor, clients or partners will be an easy matter.

Secondly, public speaking skills can help you to perfect your proposal presentation by applying your knowledge to the presentation and reducing the information to the part that is mostly relevant and will catch the audience attention (Storytelling is a tool of public speaking and is useful for presentation). Facts tell, but stories sell, for instance, TedTalks mostly contain stories that will lead to the actual message.

Thirdly, public speaking can improve your skills in motivating your employees which is crucial to the success of any business. Lastly, public speaking can be a lot of fun in the process of learning new skills but also and mostly in applying these skills to your own work and environment.

Public Speaking is more than you think, when thinking of public speaking many people define it as limited to jobs, Ted talks or speeches of fitness coaches and entrepreneurs.

But it is much more than this. Communication is used in everybody's everyday life when speaking to friends, family, teachers, chefs even children.

Becoming aware of one's communication skills and paying attention to one's own expression is the first step to become a good speaker and to be able to clearly communicate own needs.

When improving public speaking skills not only the chosen words and rhetorical instruments will be improved. The appearance, body language and entire charisma can be enhanced.

Therefore, becoming aware of ones own public speaking skills and expression can become a good tool and even weapon for the individual progress.

Workshop – Public Speaking and Entrepreneurship

Objectives
- Teach youngsters and adults about the basics of public speaking and its importance for entrepreneurship

Materials
- PPT presentation (projector, laptop)/oral presentation, index cards, smartphone

Target Group
- Youngsters and adults

Timeframe
- The total duration of the workshop it's 70 minutes, divided as follows: 10 min. introduction, 50 min. implementation, 10 min. debriefing

Delivery Content(s)
- Speech from a famous successful entrepreneur; PPT presentation; public speaking exercise, discussion

Methodology
- Non-Formal Education (NFE), oral presentation/ PPT presentation, discussion

Participants Nr.
- From 5 to 15 people

Co-funded by the European Union

Procedure

- **Introduction and theoretical part:**

The lecturer starts by asking the audience "What is Public Speaking?" and "What do you think the connection between Public Speaking and Enterpreneurship is?" then gives the audience a brief introduction of the topic by:

1. Explaining what public speaking is (its goals, different types of public speaking etc.);
2. Explaining what entrepreneurship is;
3. Talking about the role of public speaking in the field of entrepreneurship.

The lecturer proceeds to play a video of a speech of a famous entrepreneur (first resource). The audience should observe the public speaking skills of the entrepreneur (body language, vocabulary etc.) as a preparation for the upcoming task.

*The lecturer can use the resources from the resources section or use their own.

- **Implementation:**

The lecturer divides the audience into groups (depending on the number of participants) and gives them a task:

1. The groups should do an internet research about the elements and principles of public speaking;
2. Every group should choose an index card. The lecturer should already have written topics/questions (from the entrepreneurship field) on the cards in advance.

Some ideas for the topics/questions for the index cards are:
-How to be innovative in business?
-What makes a good entrepreneur?
-Regular job vs. Entrepreneurism
-Are people born with entrepreneurship, or is there a way to learn it?
-How to think like an entrepreneur?

3. Each group should prepare a 3 minute speech (for instance, in form of notes) on the given topic/question including and later showing in practice the elements and principles they learnt about.
4. At the end, a volunteer from each group should present their speech in the front of the whole group.

- **Diebrifing:**

Discuss the results of the group work: what each group learnt from the researches they did, how they implemented that in their speeches, what was the hardest part about holding a speech, and why/how important public speaking is for entrepreneurs.

Tips for Trainers
- Set clear goals
- Be ready to step in
- Take photos
- Facilitate, don't control
- Activate and engage
- Keep track of time
- Listen to discussions
- Ask for feedback

Resources
- First resource - click here
- Second resource - click here
- Third resource - click here
- Fourth resource - click here
- Fifth resource - click here
- Sixth resource - click here
- Seventh resource - click here
- Eighth resource - click here

MODULE 2

Intoduction

Public Speaking is not only a skill to acquire for speakers or entrepreneurs but also for students, teachers, immigrants and an improving skill for everybody's life and personal development. Not only can it support in the communication with friends and family but is a profound skill to stand up for the rights of oneself and to clearly communicate own needs and successfully claim them.

Especially adults who are usually not part of institutional education in any form benefit from public speaking skills not only in their professional lives in order to increase their communication skills and reach a higher proficiency but also in their personal in order to lower stress from social exclusion.

The skills to communicate well can support how people talk about certain groups. Adults nowadays may have different ways on how to talk about certain issues like migration, sexuality, health etc. Communication skills can shape the way people talk about these topics and therefore can set a different mindset and a change in the positive direction. Learning to be an effective, ethical public speaker is

one of the most empowering, rewarding educational goals you can set for yourself. Even the best ideas are worthless and receive no credit if they cannot be shared effectively with others. Acquiring skills for effective oral public communication has been central to becoming an educated person from ancient times to the present.

As Clark observes in the Epilog to his Rhetoric in Graeco-Roman Education, "Unless the student is led to organize and synthesize the learning he acquires by exercises in making and doing, speaking and writing, the learning is not truly his own. This art, which teaches the student how to acquire learning, to organize it, and to present it persuasively.

Public speaking skills should be part of every education, but most leave the educational system without having gained even the basics. The social fears that causes adults to avoid public speaking is many time stronger in students. This crippling fear causes students resist efforts to integrate speaking to their peers as part of the curriculum. Educators have a hard time creating an environment that permits students to develop this critical skill.

Workshop – Entrepreneurship among the Underrepresented

Objectives
- To teach youngsters and adults about the importance of increasing the implementation of entrepreneurial and public speaking among the unemployed and excluded groups

Materials
- Smartphones, flipchart and marker, paper, pens

Target Group
- Youngsters and adults

Timeframe
- The total duration of the workshop it's 70 minutes, divided as follows: 10 min. introduction, 50 min. implementation, 10 min. debriefing

Delivery Content(s)
- Theoretical content: theoretical presentation done orally by the trainer or expert guest;
- Practical content: group work-research, workshop, discussion

Methodology
- Non-Formal Education (NFE), oral presentation

Participants Nr.
- From 5 to 15 people

Procedure

- **Introduction and theoretical part:**

The lecturer starts giving the audience a brief introduction of the topic by:

1. Clarifying the interconnection between entrepreneurship, social exclusion and unemployment;

2. Talking about the main barriers to entrepreneurship in underrepresented groups;

3. Explaining how an increased implementation of public and entrepreneurial skills could help the unemployed and excluded groups.

*The lecturer can use the resources from the resources section or use their own.

- **Implementation:**

The lecturer divides the audience into groups (depending on the number of participants) and gives them the following task:

1. Entrepreneurs are creative problem solvers. Therefore, the participants should try to think like entrepreneurs and each group should do an online research and find 3-5 innovative ideas, answering the question "How could the implementation of entrepreneurial and public speaking skills among underrepresented groups get increased?";

2. Each group will have some time to present their ideas to the others. The lecturer writes down the ideas in form of key points on the flipchart;

3. The lecturer divides the audience into national groups;

4. Every group should think about how present all of this problem in their homeland are, and should come up with some solutions (for example, by using the ideas from the previous group work).

- **Debriefing:**

Discuss the results of the group work: what each group learnt from the researches they did, what they now think about the presence of this problem and its significance and what each of them, as individuals, could do to contribute to solving of it.

Tips for Trainers

- Set clear goals
- Be ready to step in
- Take photos
- Facilitate, don't control
- Activate and engage
- Keep track of time
- Listen to discussions
- Ask for feedback

Resources

- First resource - click here
- Second resource - click here
- Third resource - click here
- Fourth resource - click here
- Fifth resource - click here

MODULE 3

Soft skills, transversal skills, and competencies related to Public Speaking; Public speaking is a skill required in almost all areas of life, for instance, to promote ideas or support proposals and to convince others of your position. Regardless of the context or situation, it is therefore essential to develop an effective public speaking methods to communicate effectively and persuasively with others.

Public speaking skills are soft skills that showcase how well you can speak and engage your listeners. Influential public speakers have the power to persuade, inform and educate others. It helps you transfer opinions, motivate others and become a natural leader.

Mastery of this skill can help you advance your career, increase confidence, improve leadership skills, develop vocabulary and ensure personal development. Two workshops are planned to be conducted under this module, in order to improve soft skills, transverial skills and competencies related to Public Speaking.

The workshops are basically split into two phases: a theoretical part, dedicated to the learning of required skills and strategies, and a practical part, aimed at the application of the notions acquired.

The expected results of the workshops are: having a good understanding of the skills needed to become a good speechmaker in entrepreneurial area, learn the techniques to improve the skills and competencies on public speaking, to enhance specific speaking skills, to commute and increase these skills' applicability inside of an entrepreneurial approach, to boost the communicative efficiency, to help young adults in the process of personal and professional development.

This module and workshops plans to develop the target group's communicative skills, providing them with the tools and the techniques suited to their needs.

Workshop – Skills for Public Speaking

Objectives
- Start planning the implementation of public speaking skills
- Develop a peer network to develop and discuss public speaking ideas, questions, and difficulties

Materials
- Participant list, Power Point presentation, discussion, group work, flipchart & marker

Target Group
- Young adults, educators, etc.

Timeframe
- The total duration of the workshop it's 120 minutes, divided as follows: 10 min. introduction, 20 min. networking, 45 min. skills workshop, 35 min. implementation and development (with speeches by the participants), 10 min. debriefing

Delivery Content(s)
- Presentation on public speaking skills, including soft skills, transversal skills, and competencies
- Sharing examples of best speeches to reflect the public speaking skills

Methodology
- Key public speaking skills and competencies with the support of external materials

Participants Nr.
- Maximum number of 12 participants

Procedure

- **Introduction and theoretical part:**

1. Welcome and Warm Up: Team building and initial introduction;
2. Introduction: Brief presentation of public speaking skills and competencies.
*Use the annexed PPT presentation.

- **Implementation:**

1. Networking: Exchanging experiences and skills related to public speaking using speed dating method;
2. Teaching: Trainer presentation and brainstorming on principles for facial expression, vocal tone, body language, voice control, stress management, clear articulation, etc.;
3. Implementation: Improvisation of speeches based on preset parameters, identifying positive aspects to retain and areas for improvement.

- **Debriefing:**

Evaluation and Debriefing: Reflection on the workshop, feedback and discussion on the implementation of skills and competencies learned, and future plans for improvement.

Tips for Trainers

- The trainer will start with a small presentation to inform participants about what will be covered and provide necessary information for efficient work;
- The workshop will proceed step by step, with the trainer describing how the group will work together as a team;
- Depending on the experiences and needs of different stakeholder groups, the workshop may take longer;
- If participants have little experience or there is a great need for discussion, more time should be allocated for specific aspects of the workshop.

Resources

- First resource - click here
- Second resource - click here
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- Fourth resource - click here

Workshop – Advanced Communication & Entrprenurial Skills on Public Speaking

Objectives

- Understand the importance of advanced communication and entrepreneurial skills in becoming a successful speechmaker
- Develop a plan for implementing advanced communication and entrepreneurial skills
- Establish a peer network to share ideas, questions, and problems related to advanced communication and entrepreneurial skills

Materials

- Participant list, Power Point presentation, hand-out, discussion and group work, flipchart & markers

Target Group

- Young adults, educators, etc.

Timeframe

- The total duration of the workshop it's 120 minutes (it is up to the trainer to add a break if he considers it necessary), divided as follows: 10 min. introduction, 20 min. networking, 45 min. skills workshop, 75 min. implementation and development (with speeches by participants, each participant will have two speech which will take 3-5 min. long), 30 min. debriefing

Delivery Content(s)

- Power Point presentation on advanced communication & entrepreneurial skills (anexed)
- Provide video examples of each skill presented to improve the understanding and assimilation
- Provide practical content, including two pitch-deck presentations from each participant. One will be based on their own ideas, while the other will use prepared ideas by the trainer as a guide.

Methodology

- Trainer will showcase advanced communication and entrepreneurial skills using the materials presented (presentations and videos)

Participants Nr.

- Maximum number of 12 participants

Procedure

- **Introduction and theoretical part:**

1. Welcome and Warm Up: Team building and initial introduction;
2. Introduction: The trainer will deliver a comprehensive presentation that delves into the advanced communication and entrepreneurial skills required for effective speech-making. The presentation will highlight the fundamental principles and techniques necessary to develop and refine such skills, and will be accompanied by relevant examples and case studies to help illustrate their practical application in real-world situations.
*Use the annexed PPT presentation.

- **Implementation:**

1. Networking and Practice: participants exchange experiences and make speeches;
2. Teaching: the trainer presents principles and facilitates brainstorming;
3. Implementation: participants make a second speech and apply the principles learned. synthesis application, the participants remake their initial speech using the learned principles.

- **Debriefing:**

Evaluation and debriefing: reflection on the workshop, feedback and discussion on the implementation of skills and competencies learned, and future plans for improvement.

Tips for Trainers
- The trainer will start with a small presentation to inform participants about what will be covered and provide necessary information for efficient work;
- The workshop will proceed step by step, with the trainer describing how the group will work together as a team;
- Depending on the experiences and needs of different stakeholder groups, the workshop may take longer;
- If participants have little experience or there is a great need for discussion, more time should be allocated for specific aspects of the workshop.

Resources
- First resource - click here
- Second resource - click here
- Third resource - click here

MODULE 4

"It is not the strongest of the species that survives, not the most intelligent that survives. It is the one that is the most adaptable to change." As Charles Darwin pointed out, adapting the changes around you is a key to success in your both personal and business life. In order to increase young adults public speaking skills, new tools and methodologies should be developed in line with the technological improvements. The skills to be improved are important not only in the delivery of speeches and public talks, but also in professional presentations, training events, and motivational speaking.

Though technological developments bring new challenges as well as opportunities, there are a handful of primary concepts that can guide public speakers to success in the 21st century. Creating innovative ideas in the development of young adults' public speaking skills is the main purpose of this module. To do this, two workshops will be conducted.
Workshop: Developments in the area of Public Speaking and New methodologies;
Workshop: Innovative Ideas to Turn Young Adults into a Good Public Speaker.

The Developments in Public Speaking and New Methodologies workshop is the first workshop the team participates in. That is why one of the aims of this workshop is networking and getting to know the other team members as well as building up motivation. A further aim is to acquaint participants with the new developments in the area of public speaking and help them to reflect those developments to their own personal and business life. With the second workshop, the needs will be discussed to reach a new methodology for adapting the young adults to present conditions. We suggest having two workshops each of them approximately 3 hours – but of course, it is up to you whether you would like to have a shorter or longer workshops for your program.

In a technological and innovative structuring, the young adult educators should be equipped with new tools and methodologies to instruct effectively young adults on public speaking. With the help of these workshops in a learning environment, participants will have opportunity to enhance their knowledge about new tools and methodologies.

Workshop - Developments in Public Speaking & New Methodologies

Objectives
- Learn online speaking techniques and skills to be adopted to the digital world

Materials
- Participant list, Power Point presentation, video viewing, hand-out, discussion and group work, flipchart & marker

Target Group
- Young adults; educators, etc.

Timeframe
- The total duration of the workshop it's 120 minutes (it is up to the trainer to add a break if he considers it necessary), divided as follows: 10 min. introduction, 10 min. networking, 20 min. delivering the information, 60 min. implementation and development (with speeches by participants), 20 min. evaluation and debriefing

Delivery Content(s)
- Power Power Point presentation
- Videos to support the ideas

Methodology
- Trainer will present the recent developments and introduce new methodologies with the support of presentation and videos from best

Participants Nr.
- Maximum number of 12 participants

Procedure

- **Introduction and theoretical part:**

1. Welcome and Warm Up: Ice breaking and team building activities
   - Adjective name game - Think of a positive adjective to describe yourself with the same sound as the first letter of your name, eg. 'I am marvellous Melis!', 'I am easygoing Enrico.

2. Introduction: the trainer will introduce the traditional and new methodologies with the recent developments on public speaking by presenting:
   - the traditional methodologies on public speaking;
   - the recent developments in this area.

Then emphasise the importance of online public speaking skills and techniques with real-world experiences.

3. Networking and brainstorming: the participants will be divided into discussion groups to explore and share ideas about methods and ways to improve young adults' Public Speaking skills

Trainer asks the following questions to participants:
   - In which way you are comfortable with sharing your ideas and making speeches in public?
   - Do you think there are enough educational opportunities for young adults to improve their speaking skills?
   - What do you think about the roles of families on their child's encourage and confidence, what can be done to have better results for their children?

One representative from each group will share the ideas of respective group members and discuss further all together.

4. Teaching: the trainer presents the five areas of instruction for public speakers:
- invention (creating the materials of the speech);
- arrangement (creating the order of the ideas in the speech);
- style (creating the expression of the ideas of the speech);
- delivery (embodying and speaking the ideas of the speech);
- memory (strategies for recalling the ideas of the speech during delivery).
   - The trainer presents recent developments and new methodologies on public speaking:
- meaning of Public Speaking in 21th Century;
- challenges and advantages brought by technological improvements;
- adaptation to new concepts and addaptations on public speaking.

- **Implementation:**

Trainer request from to participants to divide in small groups to discuss and produce strategies on creating a speech content to be delivered online with the potential customers for marketing purposes of your company. One representative from each team will present their results to others. According to strategies made by each group, one of team member from each group make a 3-5 min speech. After all speeches made by the representative, trainer will share his ideas about the speeches and request opinions of all participants about other group's speech.

- **Debriefing:**

1. Plenary – trainer summarizes and gives feedback
   - Trainer summarize the recent developments in Public Speaking;
   - New methodologies of the Public public;
   - Asks opinions of participants related to the issues discovered.

Trainer asks following questions to participants:
- which methodologies do fit your personal traits?
- could you please share your take home messages from this workshop and effects on your future public speaking activities?

Tips for Trainers

In the beginning the trainer will make a small presentation on what they are about to do or information needed for the participants so they can work efficiently. Then step by step should be described how are they going to work as a team. If the trainer use a PPT, it should be provided.

The workshop can take longer depending on the experiences and needs of different stakeholder groups. Consider allocating more time for specific aspects of the workshop if participants have little experience or there is a great need for discussion.

Resources
   - First resource - click here
   - Second resource - click here
   - Third resource - click here
   - Fourth resource - click here
   - Fifth resource - click here
   - Sixth resource - click here

Workshop - Innovative Ideas to Turn Young Adults Into Good Public Speakers

Objectives
- To offer new tools for young adults in digital and personal development (using collaborative learning and networking) in order to increase their chances and possibility for employment and social inclusion

Materials
- Participant list, Power Point presentation, video viewing, hand-out, discussion and group work, flipchart & marker

Target Group
- Young adults; educators, etc.

Delivery Content(s)
- Power Point presentation;
- Sharing videos from successful entrepreneurs as a good example of public speaking;
- Introducing the new tool platforms to participants

Methodology
- The trainer will introduce new tools and methods for modern public speaking practices, and the participants will contribute by being proactive

Participants Nr.
- Maximum number of 12 participants

Timeframe
- The total duration of the workshop it's 140 minutes (it is up to the trainer to add a break if he considers it necessary), divided as follows: 25 min. introduction, 30 min. teaching the techniques for successful speech, 60 min. implementation (group activities), 25 min. evaluation and debriefing

Procedure

- **Introduction and theoretical part:**

1. Introduction: the trainer will introduce the Speech Repository, that is an e-learning tool developed by the Directorate-General for Interpretation of EU, which provides audio-visual training material for conference interpreting students and trainers.

Trainer will explain how to use the platform and how to search a speech in accordance with your preferences and interests.

2. Teaching: the trainer presents the following criteria to define target audiences:

- what is their demographic (age, gender, social class, income, geographic location)?
- what knowledge/ opinion/ behaviours that they have relating to this that you want to change?
- what are their attitudes to your policy (positive, negative, etc)?
- who are their influencers (peers, opinion leaders - where they get their information from)?

- The trainer presents the impact analysis:

Impact analysis is important in order to improve your skills for future engagements.

It is generally measured a few months after the speech/communication, to assess whether the effect has carried beyond the initial point of contact. Accomplishing this requires having an overview of the users of the network and a capacity to reach out to them with surveys.

- **Implementation:**

The interactive method adopted will involve the participants in a variety of exercises:

1. Participants will be divided into small groups (3 members/group) and each group will have a laptop/tablet to use the platform above mentioned. After exploring the platform, each group will choose a speech from Speech Repository and this speech will be watched by all participants. After watching, the group will share their ideas about the speech and explain why they choose it. One member from each group will make a speech with similar content as in the video that they presented.

2. The trainer will give each group one of the mobile applications, which serve for helping people (especially for young adults) to improve their public speaking skills: VirtualSpeech - VR Courses; Ummo; Speeko - Public Speaking Coach; Voice Analyst.

The participants will analyse the app recived and will have to present it to the whole group after the time it's up. Contributions of such mobile applications to improving public speaking skills will be discussed all together.

- **Debriefing:**

Plenary – Trainer summarizes and gives feedback:

- The trainer summarize the innovative ideas for new public speaking tools and techniques to become a successful speaker;
- The trainer asks the opinions of participants related to the apps;
- The trainer asks following questions to participants:
- Which speaking tool was the most suitable for you and why?
- What kind of attributes should be developed in order to increase the effectiveness of such platforms?
- What are the basic knowledge that you have acquired from this workshop for your future public speaking activities?

Tips for Trainers

In the beginning the trainer will make a small presentation on what they are about to do or information needed for the participants so they can work efficiently. Then step by step should be described how are they going to work as a team.

The workshop can take longer depending on the experiences and needs of different stakeholder groups. Consider allocating more time for specific aspects of the workshop if participants have little experience or there is a great need for discussion.

Resources

- First resource - click here
- Second resource - click here
- Third resource - click here
- Fourth resource - click here
- Fifth resource - click here
- Sixth resource - click here

MODULE 5

Intoduction

Public speaking is an essential skill that can greatly benefit entrepreneurs in their pursuit of success. Whether it's pitching a product to potential investors or delivering a keynote speech at a conference, the ability to communicate effectively can make or break a business venture. However, public speaking can also be a daunting task for many people, causing anxiety and nervousness.

To overcome these challenges, there are a number of good practices that can enhance public speaking skills and promote an entrepreneurial approach. These practices include developing a clear and concise message, practicing delivery techniques, engaging with the audience, and using visual aids effectively. Additionally, taking an entrepreneurial approach to public speaking involves understanding the audience's needs and tailoring the message accordingly, as well as being adaptable and confident in the face of unexpected challenges.

Incorporating non-formal activities into public speaking training can also be an effective way to enhance skills and build confidence. These activities can include role-playing exercises, impromptu speaking challenges, and group feedback sessions. By creating a supportive and collaborative learning environment, participants can develop their public speaking skills while also building valuable connections and learning from each other's experiences.

Overall, public speaking is a critical skill for entrepreneurs, and good practices and non-formal activities can help enhance those skills and promote an entrepreneurial approach. With the right training and practice, anyone can become a confident and effective public speaker, and ultimately achieve greater success in their business endeavors.

Workshop – The Journey of Discovering

Objectives
- Boost the entrepreneurial spirit of the group
- Gain knowledge of entrepreneurship, including social entrepreneurship, employee rights, equality, etc.
- Share good practices

Materials
- Participant list, Power Point presentation, video viewing, hand-out, flipchart, pens & marker

Target Group
- NEET's

Timeframe
- The total duration of the workshop it's 60/90 minutes, divided as follows: 15 min. introduction, 30/60 min. implementation (group activities), 15 min. evaluation and debriefing

Delivery Content(s)
- Creating additional content that can be delivered or used to support the session is optional. If the trainer finds it useful, he can create a presentation, use videos or find other ways to support the session

Methodology
- Role play activities, open access digital resources, cooperative learning, peer to peer education

Participants Nr.
- Maximum number of 15 participants

Procedure

- **Introduction and theoretical part:**

The trainer will make a small presentation on what they are about to do and give necessary information for participants' best interaction.

- **Implementation:**

Topic 1 - the discovery of neuroscience: structure, objectives, tools;
Topic 2 - public speaking acknowledgment: verbal, management of fear, not verbal, effects on the audience, the signals conveyed, body language, facial mimic, cultural and social significance, paralinguistics.

The participants will have as a task while working in groups to:
- Analyze problems/inefficiencies (mentioned in topic 2) which are caused by a lack of public speaking skills for labor market;
- Present ways to overcome public speaking fear and improve public speaking skills, being also able to use the information from topic 1.

- **Debriefing:**

During the debriefing session after a non-formal activity, it is important to reflect on the experience, discuss the outcomes, and identify ways to apply the learning in real-life situations. The debriefing process will be facilitated by the trainer at the end of the activity.

Tips for Trainers

It is important to remember that during the piloting the participants took part in the lesson with simulations and personal performances.

For this reason, the trainer is prepared to:
1. Analyze problems / inefficiencies caused by the lack of ability to speak in public or companies;
2. Show how to overcome fear of public speaking and improve public speaking skills for project participants and stakeholders.

The trainer needs to remember that the participants may have fear of public speaking so he/she can make sure participants acquire new skills and feel more confident when speaking in front of an audience, with colleagues and / or superiors.

Resources
- First resource - click here
- Second resource - click here

Workshop – The Art of Interoception

Objectives

- Significantly increase the knowledge in entrepreneurship, as well as increase social entrepreneurship, employees' rights, equality, and awareness to enhance the participants' leadership potential

Materials

- Participant list, Power Point presentation, video viewing, hand-out, flipchart, pens & marker

Target Group

- NEET's

Timeframe

- The total duration of the workshop it's 60/90 minutes, divided as follows: 15 min. introduction, 30/60 min. implementation (group activities), 15 min. evaluation and debriefing

Delivery Content(s)

- Creating additional content that can be delivered or used to support the session is optional. If the trainer finds it useful, he can create a presentation, use videos or find other ways to support the session

Methodology

- Role play activities, open access digital resources, cooperative learning, peer to peer education

Participants Nr.

- Maximum number of 15 participants

Procedure

- **Introduction and theoretical part:**

The trainer will make a small presentation on what they are about to do and give necessary information for participants' best interaction.

- **Implementation:**

1. Public Speaking Practice for entrepreneurial purpose:
- Learn to spell words
- Check for breathing and pauses
- Practice with assertiveness
- Practice 'elevator pitch'
2. Self Evaluation of improvement and specific request
(Question Time) this part of the workshop is designed according to participants' needs.

- **Debriefing:**

During the debriefing session after a non-formal activity, it is important to reflect on the experience, discuss the outcomes, and identify ways to apply the learning in real-life situations. The debriefing process will be facilitated by the trainer at the end of the activity.

Tips for Trainers

It is important to remember that during the piloting the participants took part in the lesson with simulations and personal performances.

For this reason, the trainer is prepared to:
1. Analyze problems / inefficiencies caused by the lack of ability to speak in public or companies;
2. Show how to overcome fear of public speaking and improve public speaking skills for project participants and stakeholders.

The trainer needs to remember that the participants may have fear of public speaking so he/she can make sure participants acquire new skills and feel more confident when speaking in front of an audience, with colleagues and / or superiors.

Resources
- First resource - click here
- Second resource - click here

MODULE 6

Intoduction

The process of learning is not limited to the acquisition of knowledge and skills, but also involves the development of social and emotional competencies. Educators play a crucial role in fostering a positive and inclusive learning environment that supports co-creation dynamics within a group. Co-creation refers to the collaborative process of creating new knowledge or ideas by bringing together diverse perspectives and experiences. This approach recognizes that individuals bring unique strengths and perspectives to the learning process, and that collective creativity can lead to innovative solutions and deeper understanding.

In this context, educators need to create opportunities for co-creation, facilitate meaningful dialogue and collaboration, and provide support to learners as they navigate group dynamics. Co-creation requires a safe and supportive learning environment that encourages active participation, risk-taking, and constructive feedback. Educators can foster this environment by modeling effective communication, encouraging respectful dialogue, and providing opportunities for learners to reflect on their experiences and perspectives.

In addition, educators can support co-creation by incorporating non-formal activities into their teaching practice. These activities can help learners develop the skills and competencies needed for effective collaboration, such as active listening, empathy, and problem-solving. Non-formal activities can also be used to build trust and strengthen relationships within a group, which is essential for successful co-creation.

Overall, the role of educators in supporting co-creation dynamics within a group is critical to the development of 21st century competencies and the creation of innovative solutions to complex problems. The following non-formal activities are designed to support co-creation and can be incorporated into a variety of educational settings.

Workshop – Co-Creation

Objectives
- Understand the concept of co-creation and how it works
- Learn different approaches in co-creation and how they help individuals to develop their skills

Materials
- Paper sheets or/and napkins, pens, pencils, laptop, projector

Target Group
- Youth and Adults

Timeframe
- The total duration of the workshop it's 70 minutes, divided as follows: 15 mins introduction, 40 mins implementation, 15 mins debriefing

Delivery Content(s)
- Theoretical content - Power Point presentation or reading material
- Practical content – the activities presented in this workshop

Methodology
- Non-Formal Education (NFE), practical with theoretical content

Participants Nr.
- From 5 to 25 participants

Procedure

- **Introduction and theoretical part:**

1. The lecturer starts with brief introduction of the topic for the audience to understand the basics. The lecturer can also start by asking questions such as:
- What is Co-Creation?
- How does it help?
- Or something similar of their choice on the topic.

2. After, introduce the topic by presenting the video and some information to the audience on co-creation and different approaches. The lecturer can use the resources from the resources section or use their own. Here is little information on what co-creation can help do.

A co-creation process can enable to:
- find a connection between groups that would normally not collaborate;
- raise awareness and sensitivity towards important issues with certain groups/individuals;
- create a safe space for sharing;
- create a common understanding;
- enable the creation of more layered and nuanced exhibitions and events;
- build relationships between groups/individuals that exist well beyond the scope of a project;
- empower minority perspectives.

- **Implementation:**

1. Come up with a bunch of open-ended problems. These could be related to your everyday life, imaginary product, an environmental problem, etc.
2. Divide all players into teams of 2 to 4 players. Ideally, these would be people who've never met or worked together.
3. Give each team a folded napkin and a pen.
4. Ask the teams to draw a solution to the problem as a flow chart/sketch/graph.
5. Evaluate all solutions and pick the best one, but most importantly ask the teams to explain their process of how they came up with the solution.

- **Debriefing:**

Discuss the processes or tactics the teams used to co-create the solution for the problems rather than the solution itself explaining how the process of co-creating is important and valuable even when different people come together.

Tips for Trainers
- Support, don't ideate;
- Be ready to step in;
- Take pictures;
- Listen to discussions;
- Keep track of time;
- Have dedicated time for presentations;
- Avoiding groupthink;
- Manage Different Personality Types;
- **Use** the annexed PPT **presentation** or use your own.

Resources
- First resource - click here
- Second resource - click here
- Third resource - click here
- Fourth resouce - click here
- Fifth resource - click here
- Sixth resource - click here
- Seventh resource - click here

Objectives
- To understand the role of education in co-creation
- To understand the co-creation and group dynamics

Materials
- Paper sheets, pens, pencils, laptop, projector, white board

Target Group
- Youth and adults

Timeframe
- The total duration of the workshop it's 70 minutes, divided as follows: 15 mins introduction, 40 mins implementation, 15 mins debriefing

Delivery Content(s)
- Theoretical content - Power Point presentation or reading material
- Practical content – the activities presented in this workshop

Methodology
- Non-Formal Education (NFE), practical with theoretical content

Participants Nr.
- From 5 to 25 participants

Procedure

- **Introduction and theoretical part:**

The lecturer starts by showing the video from the "first resource", then proceeds to ask the group what they think about it, relating to the previous session.

The lecturer can use the resources in the resource section to build a PowerPoint on the topic to discuss it further, helping the audience to know more on education, co-creation and group dynamics. You can discuss difference between good teaching and teaching with co-creation. How co-creation is built on relationships between the individuals in group, involves enhanced inclusion, and encourages positive relationship building.

- **Implementation:**

1. Divide all players into teams of 2 to 4 players. Ideally, these would be people who've never met or worked together.
2. Provide the groups with paper and pens, and encourage the groups to draw or create a collage/ map of their life story showing if there are any common interlinks between them (same school, neighbourhood, same interests, etc., they can then share the collage/map with the rest of the groups and explain.

- **Debriefing:**

Discuss about the different collages/maps co- created, the group dynamics as a result and the relationships formed.

Tips for Trainers
- Support, don't ideate
- Be ready to step in
- Take pictures
- Listen to discussions
- Keep track of time
- Have dedicated time for presentations
- Avoiding groupthink
- Manage Different Personality Types
- **Use** the annexed PPT **presentation** or use your own.

Resources
- First resource - click here
- Second resource - click here
- Third resource - click here
- Fourth resouce - click here
- Fifth resource - click here
- Sixth resource - click here
- Seventh resource - click here
- Eighth resource - click here
- Nineth resource - click here

MODULE 7

Intoduction

Public speaking is an essential skill for personal and professional success in today's society.
However, developing this skill can be a challenging and daunting task for many individuals. To address this issue, the development of autonomous tools of education in public speaking skill development has become an innovative approach to learning. These tools leverage the latest technology to create interactive and engaging experiences that help learners build their public speaking skills in a self-directed manner.

Autonomous tools of education in public speaking skill development typically include elements of innovation such as virtual reality, artificial intelligence, and gamification. These elements are designed to create a dynamic and immersive learning environment that simulates real-life situations and provides learners with instant feedback on their performance. For example, a virtual reality simulation can provide learners with a realistic experience of speaking in front of a large audience, while an artificial intelligence-based system can analyze their speech patterns and provide personalized feedback on areas for improvement.

In addition, non-formal activities can be incorporated into these autonomous tools of education to enhance the learning experience. These activities can include group discussions, peer feedback, and reflective exercises that encourage learners to apply their skills in a real-world context. By combining autonomous tools of education with non-formal activities, learners can develop their public speaking skills in a flexible and personalized manner that meets their individual needs and learning styles.

Overall, the development of autonomous tools of education in public speaking skill development represents a significant innovation in the field of education. These tools provide learners with a unique opportunity to develop their skills in a self-directed and engaging manner, while also incorporating elements of innovation that make learning more exciting and effective. The following non-formal activities are designed to support the development of public speaking skills using autonomous tools of education, and can be adapted to a variety of educational settings.

Workshop – Simulation

Objectives
- Learn the art of good communication, assertiveness, and time management
- Stimulate creativity, leadership, and master the art of public speaking, using tools empowering Public Speaking abilities

Materials
- Flipchart, pens, pencils, A4 papers, laptop, recorder, Power Point presentation, projector

Target Group
- Youth workers

Timeframe
- The total duration of the workshop it's 60/90 minutes, divided as follows: 15 min. introduction, 30/60 min. implementation, 15 min. evaluation and debriefing.

Delivery Content(s)
- Creating additional content that can be delivered or used to support the session is optional. If the trainer finds it useful, he can create a presentation, use videos or find other ways to support the session.

Methodology
- Role play activities, open access digital resource, cooperative learning, peer to peer education.

Participants Nr.
- Maximum number of 15 participants.

Procedure

- **Introduction and theoretical part:**

The trainer will make a small presentation on what they are about to do and provide all the necessary tools and information for the participants' best interaction.

- **Implementation:**

Topic 1: present the discovery of neuroscience: structure, objectives, tools.
Topic 2: public speaking acknowledgement:
- Verbal
- Management of fear
- Not verbal
- Evaluation driver

The next step it's the Role Game and simulation of Public Speaking situation. The participants will focus on the communication aspects: non verbal communication, effects, the signals conveyed, body language, facial mimic, cultural and social significance, paralinguistics.

- **Debriefing:**

During the debriefing session after a non-formal activity, it is important to reflect on the experience, discuss the outcomes, and identify ways to apply the learning in real-life situations. The debriefing process will be facilitated by the trainer at the end of the activity.

Tips for Trainers

It is important to remember that during the piloting participants took part in the lesson with simulations and personal performances.

For this reason, the trainer is prepared to:
1. Analyze problems / inefficiencies caused by the lack of ability to speak in public in companies;
2. Show how to overcome fear of public speaking and improve public speaking skills for project participants and stakeholders;

Trainer needs to remember that participants may have fear of public speaking so he/she can make sure participants acquire new skills and feel more confident when speaking in front of an audience, with colleagues and / or superiors.

Resources
- First resource - click here

Workshop – Your turn now!

Objectives
- Learn the art of good communication, assertiveness, and time management
- Developed creativity, and leadership, master the art of public speaking, and asset tools empowering public speaking

Materials
- Flipchart, pens, pencils, A4 papers, laptop, recorder, Power Point presentation, projector

Target Group
- Youth workers

Timeframe
- The total duration of the workshop it's 60/90 minutes, divided as follows: 15 min. introduction, 30/60 min. implementation, 15 min. evaluation and debriefing

Delivery Content(s)
- Creating additional content that can be delivered or used to support the session is optional. If the trainer finds it useful, he can create a presentation, use videos or find other ways to support the session

Methodology
- Role play activities, open access digital resource, cooperative learning, peer to peer education

Participants Nr.
- Maximum number of 15 participants

Procedure

- **Introduction and theoretical part:**

The trainer will make a small presentation on what they are about to do and give necessary information for participants' best interaction.

- **Implementation:**

Step 1: tips to the trainer
- catching attention (effective introduction);
- voice variations;
- to develop interpersonal skills;
- freedom and expression;
- improvisation session.

Step 2: working groups
- divide the participants into smaller groups and ask them to develop their personal workshops including: description, structure, tools and objectives of their workshops on public speaking empowerment;

- **Debriefing:**

During the debriefing session after a non-formal activity, it is important to reflect on the experience, discuss the outcomes, and identify ways to apply the learning in real-life situations. The debriefing process will be facilitated by the trainer at the end of the activity.

Tips for Trainers

It is important to remember that during the piloting participants took part in the lesson with simulations and personal performances.

For this reason, the trainer is prepared to:
1. Analyze problems / inefficiencies caused by the lack of ability to speak in public in companies;
2. Show how to overcome fear of public speaking and improve public speaking skills for project participants and stakeholders;

Trainer needs to remember that participants may have fear of public speaking so he/she can make sure participants acquire new skills and feel more confident when speaking in front of an audience, with colleagues and / or superiors.

Resources
- First resource - click here

MODULE 8

Intoduction

Effective communication is essential for success in both personal and professional settings. Enhancing specific speaking skills is one way to improve communication abilities, and can lead to better relationships, increased confidence, and greater success in various areas of life. Specific speaking skills refer to the ability to convey ideas and messages clearly and effectively, using appropriate tone, body language, and language style.

Non-formal activities are a valuable tool in enhancing specific speaking skills, as they provide learners with opportunities to practice and improve their communication abilities in a safe and supportive environment. These activities can include group discussions, role-playing exercises, and feedback sessions that encourage learners to apply specific speaking skills in a practical and interactive way.

One of the key benefits of non-formal activities is that they allow learners to receive constructive feedback from peers and facilitators. This feedback can help learners identify areas for improvement, as well as strengths to build upon. By incorporating feedback into their practice, can refine their speaking skills and become confident and effective communicators.

In addition, non-formal activities can also provide learners with opportunities to develop other valuable skills, such as active listening, empathy, and critical thinking. By engaging in these activities, learners can gain a deeper understanding of different perspectives and improve their ability to communicate with a diverse range of individuals.

Overall, enhancing specific speaking skills through non-formal activities is a valuable tool for improving the communication abilities and achieving personal and professional success.
The following non-formal activities are designed to support the development of specific speaking skills and can be adapted to a variety of educational settings.

Workshop – Enhance specific speaking skills

Objectives

- Understand what kind of methods are available to use to develop public speaking skills
- Practice exercises to develop public speaking skills through storytelling

Materials

- Story cubes for exercise; if the story cubes are not avaialble you can draw/prin pictures on paper

Target Group

- Young adults, youth workers, social workers, etc.

Timeframe

- The total duration of the workshop it's 75 minutes, divided as follows: 15 min. introduction, 45 min. implementation, 15 min. evaluation and debriefing

Delivery Content(s)

- Optionally, the trainer may create additional content, such as a presentation or videos, or use other methods to further support for the session if deemed necessary

Methodology

Vocal presentation, Non-Formal Education (NFE), storytelling

Participants Nr.

- From 5 to 12 participants in each group

Procedure

- **Introduction and theoretical part:**

The facilitator will present introductory and theoretical info about essential public speaking skills. Here are the topics that facilitators need to explain to the participants:

1. Warm-up questions.
- How important is having good speaking skills in your daily life?
- How does developing speaking skills contribute to personal/professional development?
- Do you know some techniques that develop speaking skills?
2. Public speaking skills are important in daily life, career advancement, teaching, politics, and activism (explaining).
3. How to improve your speaking skills by using specific methodologies?
4. How storytelling improves speaking skills?

- **Implementation:**

How it works:

By using story cubes (examples: Rory's story cubes) or by producing similar materials learners can develop speaking skills by producing new stories in written or oral form.

To make prepared or unprepared speeches to improve or reinforce the speaking skills of the learners. At the time, each learner can be asked to give a cube and draw a story from the pictures on it.

Implementation:

The story cubes exercise offers a very simple but effective method. As well as backgammon dice, each face of these cubes has drawings. Cubes contain pictures that show icons, adventure moments, daily life events, etc. A drawing on each face reflects an emotion or an action. Normally a set of story cubes contains 9 cubes to create a story. Learners should take the 9 cubes in their hands shake and throw them like dice on a plain surface, floor, or table. Then learner randomly gives an order by putting all the cubes in a line. Then split the cubes into 3 groups.
- 3 cubes for the introduction of the story
- 3 cubes for the development of the story
- 3 cubes for the conclusion of the story

However, it depends on the facilitator using how many cubes for the exercise if he/she decides to use hand-made cubes.

- Implementation Methods:

1. "Roll and Play" (Take the 9 cubes, shake them. Focus on a picture and advance your story by starting with "once upon a time…" and building connections between pictures.)
2. "Creating Superhero Stories" (Using cubes to imagine a hero and a villain opposite him. Be sure to name them and construct a story about their past that brought them to the present. Then, "once upon a time…"
3. "Rory's Story Cubes Mix Edition" (Choose three cubes from each cube box and make a new set of 9 cubes and "once"…)

Story cubes could be bought or made by hand. Facilitators or learners can make similar ones themselves or make cards if making cubes is difficult. Pre-cut cubes can also be illustrated with simple lines.

- **Debriefing:**

In this part, learners will be asked about the takeaways from the session. Suggested questions for the facilitators for the debriefing part.
- To what extent, storytelling can help you to develop your speaking skills?
- How do you feel when you create a story by using cubes?
- What are the most interesting takeaways from the workshop?
After facilitators and learners have a discussion and debriefing, the workshop will be finalized.

Tips for Trainers
- Prepare training materials before the training day
- Before starting the session consider implementing one icebreaker
- Start the session by assesing the level of the participants, the method it's up the the trainer
- Create an environment for trust and encourage creativity (safe space)
- Be open for questions and manage the sessions interactively

Resources
- First resource - click here
- Second resource - click here
- Third resource - click here

MODULE 9

Intoduction

Entrepreneurship requires a combination of skills and qualities, including creativity, innovation, critical thinking, problem-solving, and effective communication. However, simply possessing these skills is not enough; it is also essential to apply them in practical situations to create successful ventures. Commuting and increasing these skills' applicability inside an entrepreneurial approach is therefore an important aspect of entrepreneurship education.

Non-formal activities can be a powerful tool in enhancing the applicability of specific skills within an entrepreneurial approach. These activities can include group brainstorming sessions, case studies, and role-playing exercises that provide learners with opportunities to apply their skills in a practical and interactive way.

By engaging in non-formal activities, learners can develop a deeper understanding of how specific skills can be applied in an entrepreneurial context. For example, a role-playing exercise can help learners practice their communication and problem-solving skills in a simulated entrepreneurial scenario, while a case study can provide learners with insights into real-world entrepreneurial challenges and solutions.

In addition, non-formal activities can also help learners develop other valuable skills, such as teamwork, leadership, and adaptability, which are essential for success in an entrepreneurial environment. By engaging in these activities, learners can develop a well-rounded set of skills that will enable them to succeed as entrepreneurs.

Overall, commuting and increasing the applicability of specific skills inside an entrepreneurial approach is a crucial aspect of entrepreneurship education. The following non-formal activities are designed to support the development of these skills and can be adapted to a variety of educational settings. By engaging in these activities, the participants can enhance their skills and become overall more effective entrepreneurs.

Workshop – Speaking Skills and Entrepreneurship

Objectives

- Speaking skills and entrepreneurship
- Why it matters to have good speaking skills for entrepreneurs
- What communications skills should the entrepreneur master

Materials

- Flipchart, pens, pencils, A4 paper sheets, pens, pencils, laptop, projector

Target Group

- Youth and adults

Timeframe

- The total duration of the workshop it's 70 minutes, divided as follows: 20 min. introduction, 40 min. implementation, 10 min. evaluation and debriefing

Delivery Content(s)

- It is optional to produce additional content that can be used or delivered to support the session. If the trainer decides it will be helpful, he can make a presentation, use videos, or come up with other ways to support the lesson

Methodology

- Theoretical content combined with Non-Formal Education (NFE) in the implementation phase

Participants Nr.

- From 5 to 25 participants

Procedure

- **Introduction and theoretical part:**
- The lecturer starts with recap from previous module "To enhance specific speaking skills" with highlighting the speaking skills.
- The lecturer talks about communication skills for entrepreneurs asking participants for their personal view.
- The lecturer allows discussion from the participants and gets their views.

- **Implementation:**
1. Expanding on that, the lecturer talks about, why the communications skills are important for entrepreneurs, followed by the different ways of communications that are helpful for the entrepreneurs and otherwise.
2. The lecturer explains the different skills and how they are connected with being an entrepreneur.
3. Show video the video from "first resource".
4. Discuss about how the presenter presents. Talk about what you learned from the video about presenting, apart from the its content.
(See "second resource" in resources for helpful articles to create presentation. Add anything you feel relevant to expand the topic).

- **Debriefing:**
Discuss the challenges of speaking on entrepreneurial ideas and public speaking. Discuss any questions or concerns of the participants.

Tips for Trainers
- Prepare material in advance
- Be friendly and encourage participants to be comfortable and participate.
- Take pictures
- Listen to discussions
- Keep track of time
- Manage Different Personality Types
- Have Fun
- **Use** the annexed PPT **presentation** or use your own

Resources
- First resource - click here
- Second resource - click here

Workshop – Entrepreneurial Communication

Objectives
- Develop communication skills for entrepreneurship

Delivery Content(s)
- Practical Content – Activities

Materials
- Flipchart, pens, pencils, A4 paper sheets, pens, pencils, laptop, projector

Methodology
- Theoretical content combined with Non-Formal Education (NFE) in the implementation phase

Target Group
- Youth and adults

Participants Nr.
- From 15 to 25 participants

Timeframe
- The total duration of the workshop it's 75 minutes, divided as follows: 10 min. introduction, 50 min. implementation, 10 min. evaluation and debriefing

Procedure

- **Introduction and theoretical part:**

- Note: The lecturer is encouraged to prepare the scenario in advance for the first activity. The lecturer can also prepare pointers for participants in the form of PowerPoint using the links in the resources or any other type of information or methodology they feel relevant.

Start with recap from previous session about entrepreneurial communication skills. Move on to Activity 1, explaining the scenario to participants.

- **Implementation:**

- Activity 1 (25 mins):

1. Scenario: All the participants have participated in entrepreneurial networking event. Being entrepreneurs, they want to expand, learn about their competition and learn about new ideas. Encourage them to have entrepreneurial mindset and use the skills highlighted in previous session.
2. Allow the participants to go around, and network for 15 mins.
3. Discuss what they learned and thought.

- Activity 2 (25 mins):

1. Make teams of 2-3 participants depending on the number of participants.
2. Ask the teams to select an entrepreneurial activity of their choice and prepare a short pitch to pitch that idea to everyone. The pitching should involve all team members.
3. Ask the teams to pitch the idea to everyone.
Note: Make sure that all the members participate in the pitching and specify the time for pitching based on the number of groups. Encourage participants who are shy or lack confidence. Be aware of the time.

- **Debriefing:**

Discuss the challenges of speaking on entrepreneurial ideas and public speaking. Discuss any questions or concerns of the participants.

Tips for Trainers
- Prepare material in advance
- Be friendly and encourage participants to be comfortable and participate.
- Take pictures
- Listen to discussions
- Keep track of time
- Manage Different Personality Types
- Have Fun
- **Use** the annexed PPT **presentation** or use your own

Resources
- First resource - click here
- Second resource - click here
- Third resource - click here

MODULE 10
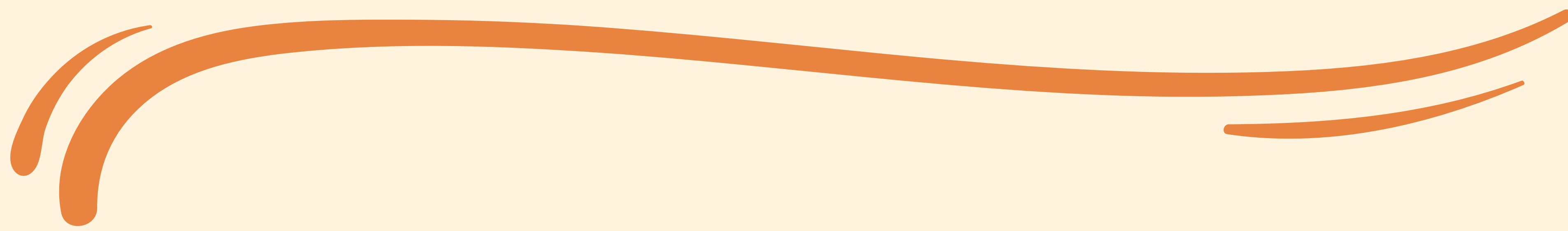
Intoduction

Effective communication is crucial in personal and professional settings. Boosting communicative efficiency is a valuable skill that can lead to better relationships, increased confidence, and greater success in various areas of life. Communicative efficiency refers to the ability to convey ideas and messages clearly, concisely, and effectively, using appropriate tone, body language, and language style.

Non-formal activities can be a powerful tool in boosting communicative efficiency. These activities can include group discussions, debates, public speaking exercises, and role-playing exercises that provide learners with opportunities to practice and improve their communication abilities in a safe and supportive environment.

One of the key benefits of non-formal activities is that they allow learners to receive constructive feedback from peers and facilitators. This feedback can help learners identify areas for improvement, as well as strengths to build upon. By incorporating feedback into their practice, learners can refine their communicative efficiency and become more confident and effective communicators.

In addition, non-formal activities can also provide learners with opportunities to develop other valuable skills, such as active listening, empathy, and critical thinking. By engaging in these activities, learners can gain a deeper understanding of different perspectives and improve their ability to communicate with a diverse range of individuals.

Overall, boosting communicative efficiency through non-formal activities is a valuable tool for improving communication abilities and achieving personal and professional success. The following non-formal activities are designed to support the development of communicative efficiency and can be adapted to a variety of educational settings. By engaging in these activities, learners can enhance their skills and become more effective communicators.

Objectives
- Understand what methods to use to develop communication skills, practice exercises to develop the communication skills through role-playing, and communication skills development

Materials
- For this activity the trainer will need to print 40 random pictures to use for role-playing exercise

Target Group
- Young adults, youth workers, social workers, etc.

Timeframe
- The total duration of the workshop it's 75 minutes, divided as follows: 15 min. introduction, 45 min. implementation, 15 min. evaluation and debriefing

Delivery Content(s)
- Optionally, the trainer may create additional content, such as a presentation or videos, or use other methods to further support for the session if deemed necessary

Methodology
- Non-Formal Education (NFE), role playing, verbal presentation, body language, and debriefing

Participants Nr.
- From 5 to 12 participants in each group

Procedure

- **Introduction and theoretical part:**

The facilitator will present introductory and theoretical info about communication skills. Here are the topics that facilitators need to explain to the learners.

1. Warm-up questions.
- How important is having good communication skills in your daily life?
- How does developing communication skills contribute to your personal/professional development?
- Do you know some techniques that develop communication skills?
2. Importance of communication skills in daily life, career advancement, teaching, politics, and activism
3. Three elements of communication: words, voice tone & body language.
4. How to improve your communication skills by using specific methodologies.
5. How role-playing improves communication skills.

- **Implementation:**

- How it works

Start by talking about the 3 elements of communication: words, tone of voice and body language, and continue by asking the question: 'What do you think about the importance of body language in communication?'

- Implementation

For this exercise, you can use photos that reflect certain emotions with facial expressions and body language, which you can find in magazines or the internet. Show the photos to learners in order to make them pick one of them without saying to each other. After everybody chose the picture, each learner will act as the image by using only "I feel....." sentences. Learners should not be used the words that the picture has. Learners have to explain the picture that he/she picked by describing feelings. After that other participants try to guess the selected picture.

- **Debriefing:**

In this part, learners will be asked about the takeaways from the session. Suggested questions for the facilitators for the debriefing part.

- To what extent, roleplaying can help you to develop your communication skills?
- How do you feel when you play the action on the image?
- What are the most interesting takeaways from the workshop?
After, the facilitator and the learners will have a debrifing discussion.

Tips for Trainers
- Prepare training materials before
- Before starting the session consider implementing one icebreaker
- Start the session by assesing the level of the participants, the method it's up the the trainer
- Create an environment for trust and encourage creativity (safe space)
- Be open for questions and manage the sessions interactively

Resources
- First resource - click here
- Second resource - click here
- Third resource - click here
- Fourth resouce - click here
- Fifth resource - click here
- Sixth resource - click here

Conclusion

# Expected Achievements

In conclusion, this digital E-Book has served as a comprehensive resource, providing valuable orientation and methodological guidance for operators engaged in the implementation of entrepreneurial-oriented public speaking. Through its ten modules, this E-Book has equipped operators with the necessary tools and insights to foster the development of essential skills among the youth, enabling them to confidently communicate their ideas, influence others, and thrive in the entrepreneurial landscape.

By implementing the non-formal activities and exercises outlined in this E-Book, operators might witnessed remarkable achievements in the participants. One notable accomplishment could be the significant improvement in their public speaking abilities. Through practical exercises and insightful tips, young adults will gain the confidence to articulate their thoughts, engage audiences, and deliver impactful presentations. These newfound skills will empower them to stand out in the entrepreneurial world, effectively conveying their ideas and securing support for their ventures.
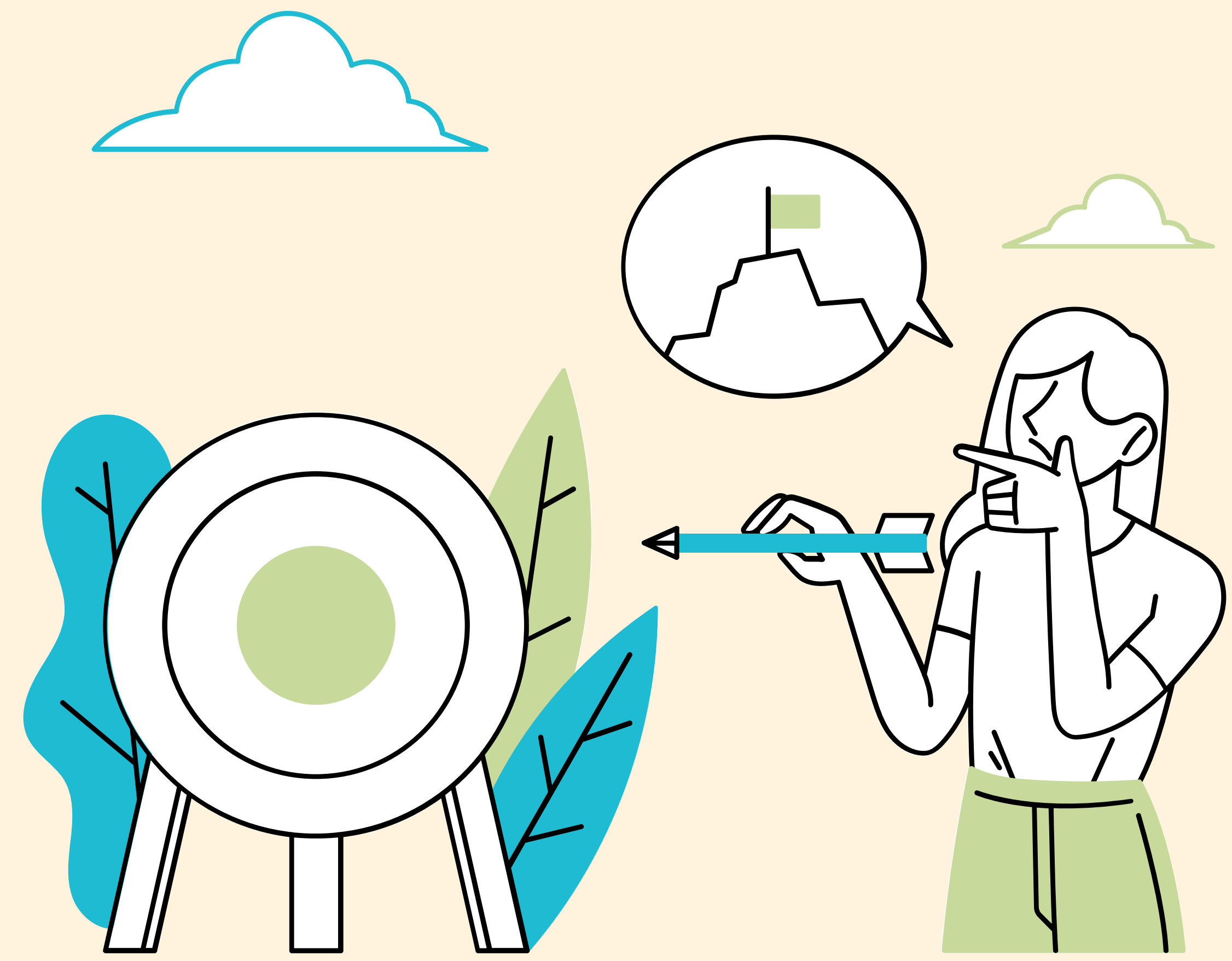
Furthermore, the E-Book will successfully cultivate an entrepreneurial mindset among the participants by incorporating activities that promote creativity, innovation, and critical thinking boosting the young adults' approach to problem-solving and opportunity identification. The E-Book's emphasis on entrepreneurial thinking and we expect to enable the participants to develop an adaptive and proactive mindset, essential for success in today's rapidly changing business landscape.
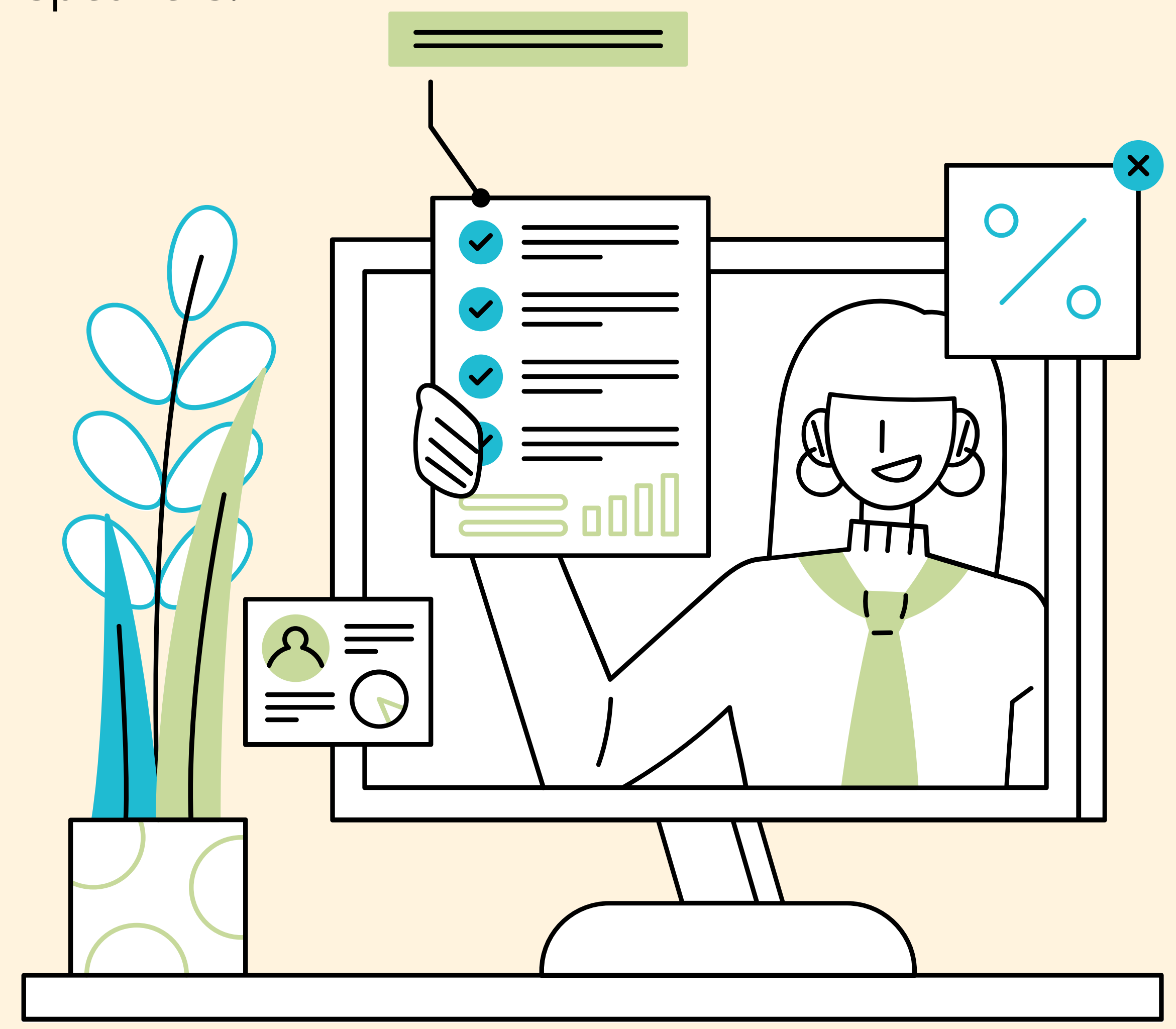
Expected Achievements

Another key achievement of implementing the non-formal activities is the enhancement of teamwork and collaboration skills among young adults. The E-Book's modules dedicated to group exercises and collaborative projects have fostered an environment of cooperation, encouraging participants to leverage each other's strengths and work together towards shared goals. This emphasis on teamwork will improve the participant's ability to collaborate effectively and nurture their leadership potential as they learn to navigate group dynamics and motivate others towards success.

Lastly, we expect the E-Book to facilitate personal growth and self-awareness among the young adults involved. Through reflection exercises and self-assessment tools, the participants will gain insights into their strengths, weaknesses, and areas for improvement. This self-awareness will enable them to set realistic goals, develop strategies for personal growth, and maximise their potential as future entrepreneurs and public speakers.

In conclusion, the implementation of the non-formal activities and exercises from this E-Book has positive outcomes for both operators and young adult participants.

The E-Book's comprehensive approach to entrepreneurial-oriented public speaking will equip operators with the necessary guidance to deliver impactful positive changes, while empowering young adults with the skills, mindset, and confidence to excel in the entrepreneurial world. By embracing the principles and practices outlined in this E-Book, operators can continue to make a profound impact on the lives of young adults, shaping them into successful entrepreneurs and influential public speakers.

DISCLAIMER