

GROW UP! IT

Competences and framework for social system youth workers.



Erasmus+

Self Starting Program

Scenario 2 for 4 hours



POWIATOWE CENTRUM
POMOCY RODZINIE W
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UK - Butterflies LTD



FERI

„A man is born a poet but becomes a speaker”

How to overcome the fear associated with speeches in front of a group?

Self Starting Program – Scenario 2 for 4 hours

1. GENERAL INFORMATION

- Duration of classes
- Recipients of classes
- Number of participants
- Work methods
- Materials needed for the meeting
- The purpose of the workshops

2. INTRODUCTION

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- Ice breaker: Group integration
- Setting group rules
- Garage

3. MERITS

- Introduction to the programme
- Icebreaker
- Mini-lecture
- 8 activities
- 2 work cards
- 2 work cards- information cards

4. END OF THE WORKSHOPS

5. EVALUATION SURVEY

6. CERTIFICATE EXAMPLE

1. General information

Duration of the workshop:

4 hours

Recipients of the workshop:

The recipients of the workshops are youth groups (girls and boys) between the ages of 13 and 18 who are pupils of care and education centres, youth educational centres, foster families and schools. All other people interested in dealing with stress related to public appearances can use the course scenario.

Number of participants:

Workshop group for 12 people of both sexes. You can also carry out a workshop in a smaller group, at least 8 people, depending on the venue.

Suggested methods of work:

- Drama
- Brainstorm
- Active ways to conduct the workshop: work in groups
- Active ways to conduct the workshop: work in pairs
- Individual work
- Relaxation techniques
- Psychoeducation
- Mini lecture

Examples of materials needed for the workshop:

- Work cards,
- Coloured paper
- Staplers according to the number of participants in the group
- Markers
- Crayons
- Felt tip pens
- Scissors
- sticky notes,
- Flipchart,
- A3, A4 cards,
- Adhesive tape
- Pens

- Certificates
- Evaluation

The aim of the workshops- information for the leader

The main goal is to strengthen the competence in the field of self-regulation related to the reduction of stress and lowering the level of anxiety during public appearances among young people. Self-regulation allows individuals to manage emotions, behaviours and body movements when dealing with a difficult situation. This skill develops with age.

The method refers to the process in which the participant engages and takes responsibility for his or her own learning and uses it to achieve the success of self-regulation (recognizing one's own states hindering everyday functioning and using tools to work on self-improvement). It is important to develop methods of effective coping in destructive situations related to public speeches/ appearances and the anxiety associated with it..

The participants are expected to achieve the following results:

- Increased self-confidence
- Strengthening competences in dealing with distress
- Ability to show assertive behaviour,
- Acquiring competence in the recognition and management of emotions and awareness of their impact on the individual and group,
- Ability to use relaxation techniques,
- Acquisition of competences in the field of public appearances
- Exploring the strategy, what to do when you get stage fright
- Acquiring competence in developing relationships with the audience
- Exploring their strengths

2. The course of the workshops

1. Introduction of the leader- Welcome (5min.)

- First name and last Name,
- Education,
- Experience
- Interests

2. Group rules - (10 min.)

- The leader distributes two sticky notes to the participants and asks participants to write on one of them what we do and what we do not do during the workshop to ensure a nice and safe atmosphere. Give the participants approx. 2min

Przykład:

What we do

We are nice to each other
We respect everyone
We ask for breaks

What we do not do

We do not judge others
We do not use over mobile phones
We do not criticise

The leader collects the notes, reads them aloud, asks if everyone agrees to the rules presented. He glues them in a visible place or asks one of the participants to do it. Then he proposes that everyone writes their name on a sticky note and sticks it in a prominent position on their chest.

Questions relating to expectations after the programme. Verification of expectations- (5 min)

The leader distributes one sticky note to each participant and asks them to write out the expectations in relation to the Self-Starting programme. Give participants three minutes. Then collect the notes, read the questions / statements and discuss them.

3. Garage - (5 min.)

The trainer takes out a pre-prepared A4 sheet/ flipchart with the word "GARAGE" and a marker and informs the participants what a garage is: "Garage - during breaks, each of you can anonymously write down a question in the garage about the content and course of the workshop. We will answer them after the break.



3. Merits

1. Introduction to the programme (10 min.)

Information part. The leader talks about the assumptions of the workshop programme by the use of the text below. He welcomes the participants.

The ability of public speaking and expressing oneself is defined as one of the most important competences in the labour market. Self-Starting is a program aimed at young people who have barriers and problems to overcome the fear associated with public appearances: in the classroom, in front of the group, on the forum. Public appearances are often a challenge for young people. Young people meet with various forms of expression, including conducting a presentation, speaking in a discussion or ultimately participating in a recruitment interview. The Self-Starting program focuses on working with young people who have experienced difficulties in managing emotions and self-regulation.

Workshops on public speaking are aimed at supporting young people in building self-esteem, opening up to the outside world, as well as strengthening verbal and non-verbal communication skills. Indirectly, the workshops will also contribute to improving the skills of young people finding themselves in the world of information and the media. The workshop will focus on the skills of self-control, awareness and control of body language and coping with stress and anxiety during public speaking.

The SELF STARTING method helps you to learn self-regulation. The distraction and relaxation techniques used in this method help to recognise the approaching anxiety, overcome stress and reduce the somatic symptoms of stress.

Research shows that stress related to public appearances is a common phenomenon and meets to a greater or lesser extent a significant proportion of people who have to speak to others.

Even the ancient were convinced that public speaking is art. Cicero is considered the role of the speaker and the most prominent thinker in this field. It was he who argued that learning a logical, figurative expression of his arguments and self-presentation required many years of solid work. Nowadays, this skill is no longer the domain of the most outstanding. This also applies to Poland, where rhetoric ceased to exist as a separate discipline of knowledge as early as in the 18th century during the times of the National Education Commission. However, the popularization of business services has caused outstanding speakers to be extremely desirable employees on the market. One must realize that freedom in public speaking is not a congenital feature. However, conscientious and regular exercises can make even the shyest person the perfect speaker. Positive thinking can play a key role here. The attitude - although seemingly trivial - is a key element of success. The public speech should be looked at as an opportunity for development, checking motivational and persuasive skills, and for the exercises - as for mental training and personal development. But how to be well motivated when having a stressful job or a bad day? Well, there are methods that release negative emotions, cleanse the mind and allow you to come to life with a smile. You can build a positive approach yourself.

Just before each difficult task, say to yourself “I will do it!”, “I will succeed!” The next step is learning to breathe. It leads to self-regulation. Few people realise that when giving public speeches you should be able to breathe skillfully. With the help of a good teacher and your own motivation, you will not even notice when you will give entire sentences in this way. The joint exercise will be great for overcoming the fear of public speaking - mastering gestures and facial expressions. With the help of the teacher and in the presence of other participants in the workshops, you will quickly become aware of the uncontrolled movements you perform during speeches. With this knowledge you can become a really good speaker.

2. Icebreaker- introduction of the participants (20 min.)

Ask the participants to start the icebreaker exercise; Let's get to know each other - finish the sentence. Each participant ends the sentence. The round lasts until all participants, including the leaders, talk about themselves in accordance with the model. The leader can prepare a flipchart and write on the card what is below. Text can also be printed on A4 pages and distributed to each participant.

Finish the sentence:

- My name is....
- My best friend is ...
- My class....
- I feel strong in....
- Public speaking...
- Communication...
- Self-regulation...
- Relaxation...
- My favourite colour...

3. Mini lecture Public appearances (20 min.)

The leader thanks the participants for presenting themselves. Begins with the following words: The ability to speak in front of people is defined as one of the most desirable competences (skills) currently. Unfortunately for many people speaking in front of the group and public appearances arouse anxiety and cause stress even if we know the people in the class or group. Fear of Confusion, mocking by peers, or in the worst case, by a teacher, may cause anxiety and induce somatic symptoms of stress. If we do not know how to do something is simply because no one has taught or shown us how to do it.

Dark thoughts: where do they come from?

Dark thoughts - it is worth considering where they come from, in what situations they bring consequences for our health? Do they appear automatically? Can someone us teach us it? Realizing where dark thoughts come from is the first step to change. Dark thoughts often take from the instilled patterns and create our comfort zone. It is easier for us to worry, because it is the only thing that we know. Exiting the comfort zone and building yourself a new comfort zone requires sacrifices, and changes can be painful.

When we realize how devastatingly dark thoughts affect us, we can need support to go through the change as least

painfully as possible. It is important to have a group of people that will support us and where we feel accepted and safe.

Dark thoughts act like pink glasses, or rather black glasses. They tell us how to interpret reality. Something in our head whispers to us: you will not succeed, and what will it be like? Will others laugh at you? And what if you forget the text? And what right! NOTHING! Such automatic thinking is not always covered in reality. Changing your thinking from negative to positive is not easy, but it is certainly possible. You just have to learn it.

On the other hand, creating dark scenarios can play an important role in the change process. They allow you to prepare for a possible dark scenario and change it. It is important to use a pen and paper to make notes of your thoughts. Then read them aloud, for the group, or for yourself. Verbalising your thoughts allows you to take a look at what's going on in our head.

During the activities and workshops, we will look for ways to reduce tension, to get rid of, or at least to reduce the amount of dark thoughts appearing in our head. We will together look for ways to break the spiral of dark thoughts. If our concerns relate to fear of public speaking, we will work together to improve our speaker's skills. Because self-confidence comes from knowledge. If we are well prepared, even a slight stumble will not knock us out of the rhythm. Tormenting thoughts only build only an alibi for a possible failure and not to motivate to take action, we are already one leg in a self-fulfilling prophecy acting on the consequences that we fear.

Activity 1. Interview- work in pairs (25 min.)

The leader divides the participants into pairs and asks participants to interview one another. First, one person in a pair asks any questions to their interviewer. After 3 minutes, the leader informs that roles are exchanged. Participants can record the information collected about themselves. The leader emphasises that such questions can be asked so that the respondent can share previously unknown facts about himself (for example - what is his least favourite food?) How old was he when he learned to ride a bike? What is he afraid of? Etc. After conducting interviews, the participants present their conversation to the whole group, which allows to build confidence in public speaking.

Tip for the leader: If the leader thinks that the group is ready to present their work in the middle of the classroom, he may ask the group for it. Otherwise, the groups present their work sitting or standing in their seats.

Activity 2. Guess how I feel(20 min.)

The leader prepares cards for the participants, on which he prints the tasks to be carried out. The cards can be placed in envelopes. You need to prepare more cards than there are participants. Then the participants draw cards on which they have written tasks. Tasks should be presented without using words, voices, and sounds. Presenters perform tasks only by using non-verbal communication (without words). The task of the group is to guess what a participant wants to say. The leader asks the participants to present the drawn task on the forum of the group. This is important in building self-confidence in public speaking.



Examples of tasks for participants:

- Non verbally say „I am bored“
- Non verbally say „I don't care“
- Non verbally say „I am angry“
- Non verbally say „I am surprised“
- Non verbally say „I am sad“
- Non verbally say „I am panicking“
- Non verbally say „I am afraid of public speaking“
- Non verbally say „I am a superhero“
- Non verbally say „I am confident“
- Non verbally say „I am brave“
- Non verbally say „Stop it“
- Non verbally say „I like you“
- Non verbally say „I don't like you“
- Non verbally say „I am in love“
- Non verbally say „Something smells bad in here“

At the end of the exercise there is a summary - naming the elements of "body language". The leader may also ask participants: "How did you feel?", "What were your difficulties?", Etc.

Activity 3 Talent (15 min.)

The participants of the workshop during brainstorming construct the definition of the term "Talent". The leader records the definition given by the participants on the flipchart. He also reads the definition of the word Talent from the English language dictionary.

In accordance to Cambridge English dictionary talent is a natural ability to be good at something, especially without being taught:

Activity 4 Talent chain (20 min.)

The leader distributes colour sheets to the participants. Participants cut out stripes from coloured paper. The participant takes 3-4 coloured stripes and writes on each a talent he has. Then, in turn, we staple coloured cards with talents into one chain. Participants themselves attach their talents, briefly describing them. The result of the fun is a long chain of talents uniting all participants of the workshops. After finishing the game, the leader summarises the task indicating that everyone has some talent, thanks to which he is a special person.



Work card 1. My strengths

Balance of strengths and weaknesses – summary.

It is suggested to start a balance of strengths and weaknesses from an insight into yourself, that is, from thinking about a few things and writing down your answers:

What are the biggest successes in your life (name 3)

.....

.....

.....

What features of your personality have enabled you to achieve these successes

.....

.....

.....

What motivates you?

.....

.....

.....

What would you like to achieve in life?

.....

.....

.....

And finally, after consciously made balance, think and write:

How do you plan your life?

.....

.....

.....

How will you use your talents?

.....

.....

.....

Activity 5. Practice makes perfect. Task “Presentation contest” (30 min.)

The leader prepares a role for the participant, according to which he will read the text with his own interpretation. The leader can print the cards with the roles and put them in the envelopes. The participants draw the roles. Then, on the sheets, each participant receives the same text and reads it according to the drawn interpretation.

Interpretation:

1. Like a teacher
2. Like a shouting parent
3. Like a doctor
4. Like a child
5. Like a policeman
6. Like a comedian
7. Like an old woman
8. Like an old man
9. Like a journalist
10. Like a chosen person

These are examples of roles; if the group has more people, the leader adds more roles at his own discretion.



Work card 2

Information card

Text example:

When Katie was 11 years old, she went on a school trip. She went to one class with her twin brother. It was a trip to the cinema in another city. Katie and her brother have never been there before. During the session, Katie wanted to go to the toilet. On the way back to the cinema, Katie became interested in slot machines set nearby. She had some coins in her pocket. She decided to play a game of planes, where she fought with the machine. When she finished playing, she returned to the room. The room was empty. Katie went to the cinema office and to the cash register and asked: Excuse me, where is everyone? Katie realised that the class had already left. It turned out that my brother said "Here" 2 times when the teacher was reading our names on the bus. The headteacher had to come for me personally by her own car. The headteacher was crying".

Other participants choose the best presenter. The best presenter gets the prize (the certificate of the best presenter)

Activity 6. Relaxation and self regulation (20 min.)

The leader informs the participants that they will perform a relaxation exercise, which involves loosening all parts of the body by alternating stretching and loosening of individual muscle groups. This allows you to reduce stress hormones. The leader informs us that we can react differently during the exercise. Every reaction is fine. There are no contraindications to perform this task. If somebody falls asleep, it's okay. Exercise can be performed on closed or open eyes.

Leader says:

When everyday problems disturb the peace of mind, when the body resembles a too tight caftan, let's focus our attention on breath. The proposed exercise is a remedy for everyday stress, help in the situation when stage fright is eating us and a way to relax available in every moment. The less tension in the body, the easier and better we operate the voice apparatus.

Sit straight, you can take off your shoes. Put your hands on your knees. Straighten your head. You can close your eyes. Loosen your jaw; do a few circular movements with your mouth, open your mouth and demonstrate yawning a few times, make sounds like a lion's mouth, make a few moves, grimaces, widely open your mouth 5 times.

Sit comfortably, slightly open your mouth.

Let's begin

- Rhythmically breathe in your nose and exhale through your mouth
- Rhythmically breathe in your nose and exhale through your mouth
- Rhythmically breathe in your nose and exhale through your mouth
- Rhythmically breathe in your nose and exhale through your mouth

- Rhythmically breathe in your nose and exhale through your mouth
- Then add counting to your breath in your mind
- Breathe slowly
- Slowly breathe in through the nose. Hold your breath and count slowly up to three in your head.
- Release the air slowly through your mouth.
- Slowly breathe in through the nose. Hold your breath and count slowly up to four in your head.
- Release the air slowly through your mouth.
- Slowly breathe in through the nose. Hold your breath and count slowly up to five in your head.
- Release the air slowly through your mouth.

Then repeat the whole breath procedure five times.

If your head is spinning, and count to 10. The sign of spinning in your head is a normal symptom when relaxation and oxygenation occur in the body.

The leader says: this technique must be learned. It's okay that you cannot concentrate, that you cannot relax. Practice makes perfect. The more you practice, the better it will go. Your body has got used to the tension caused by stress. Now you are trying to rip your body out of the comfort zone. It is natural that the body rebels. But you already know about it, that's why you are smarter.

Dear leader!

Participants may want a copy of this exercise. Therefore, have enough copies ready for distribution to the participants. You can also tell them that they can record it, for example, on a mobile phone and whilst lying or sitting, play it during the day. After regular use of relaxation training, you can see changes in the behaviour. Already after 4 times, body tension drops significantly, and we become calmer.

Work card 3

Information card

You can record this exercise on the recorder. You can listen to it and perform it depending on your needs and capabilities.

- Rhythmically breathe in your nose and exhale through your mouth
- Rhythmically breathe in your nose and exhale through your mouth
- Rhythmically breathe in your nose and exhale through your mouth
- Rhythmically breathe in your nose and exhale through your mouth
- Rhythmically breathe in your nose and exhale through your mouth
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- Slowly breathe in through the nose. Hold your breath and count slowly up to three in your head.
- Release the air slowly through your mouth.
- Slowly breathe in through the nose. Hold your breath and count slowly up to four in your head.

- Release the air slowly through your mouth.
- Slowly breathe in through the nose. Hold your breath and count slowly up to five in your head.
- Release the air slowly through your mouth.

Then repeat the whole breath procedure five times.

Activity 8. Summary of the activity (5 min.)

After the relaxation technique, the leader asks participants about their impressions:

- What did you notice?
- How do you feel?
- What changed?
- Will you be able to apply this technique yourself?

The leader says: this technique must be learned. It's okay that you cannot concentrate, that you cannot relax. Practice makes perfect. The more you practice, the better it will go. Your body has got used to the tension caused by stress. Now you are trying to rip your body out of the comfort zone. It is natural that the body rebels. But you already know about it, that's why you are smarter.

Work card 4.

Look at your experience and give it meaning. Choose three of your strengths that have a special meaning for you, which you can use in public appearances as candidates (politicians, activists etc.). Then do the "so what?" test - answer the question about how it matters to your future plans and self-confidence exercises.

About you	So what?

About you	So what?
I am an average student	I can always pull my grades up in science. When I do better in science, I will have better grades. When I have better grades, I'll get to a better school. When I get to a better school, I'll get a better job. And that's it!
I'm a disabled person	Thanks to this, I know the problems and needs of disabled people, including students from our school, so I can help them. And that's it!
I do not like public appearances	I always feel stress because even though I'm prepared when I need to answer in front of the class I get paralyzed. I now know techniques for coping with stress. I will use them and teach others. And that's it!

4. End of the workshops (20 min.)

The leader asks that the participants to sit in a circle and each answer the question:

- What did you like the most?
- What will you use for yourself?
- What are you coming out with? What is your plan?

After completing the comments of the participants, the leader thanks for the participation in the workshop. After finishing all sentences for the end of the program, the leader asks to complete the evaluation surveys. After taking the surveys, the leader gives the certificates.

Evaluation Survey

How to overcome the fear associated with contact with the group by building self-confidence? Self-Starting Method

Dear participant,

We hope that today's workshops were interesting for you and you could learn many interesting things. We want to receive feedback from you, which is why we would be very grateful for your time and completing the survey below.

The survey is anonymous.

1. Did the workshops provide you with answers to the questions that have appeared in your life?

Strongly agree Agree Disagree Strongly Disagree

2. Did the workshops provide you with useful tips and techniques on how to deal with different situations in your daily life, especially when it comes to strengthening your competences related to public speaking?

Strongly agree Agree Disagree Strongly Disagree

3. Did the workshops give you useful tips that can help you overcome the stage fright of public speaking?

Strongly agree Agree Disagree Strongly Disagree

4. Which part of the workshop did you like the most and why?

.....

5. Would you like to participate in another workshop?

YES NO

6. If you said YES, what topic would you be interested in?

.....

7. Additional comments

.....

Thank you for completing the survey!



Certificate

It is certified that,

(Full name of the participant)

Has taken part in the workshop titled:
“A man is born a poet but becomes a speaker”
How to overcome the fear associated with speeches in front of a group?
GROW IT UP - COMPETENCES AND FRAMEWORK
FOR SOCIAL SYSTEM YOUTH WORKERS
Project nr 2018-1-PL01-KA205-050049

Organisation/school:

Workshop leader:

Date:

Place: