FIGHT the FRIGHT 2.0

Facing the fear of Public Speaking in a Foreign language 2.0.

BOOKLET FRAMEWORK FOR EDUCATORS

Developing Public Speaking Skills in a Foreign Language Using Drama Techniques

Co-funded by the European Union

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Executive Summary

Fight the Fright 2.0 builds on the experience of the Fight the Fright project and proposes a creative educational approach that uses drama-based methods and real-life scenarios to empower young adults with key and transferable skills for personal development and employability. Aiming to enhance career prospects and support the active inclusion of young adults at risk of unemployment, the project focuses on upskilling learners in interpersonal communication, self-empowerment, self-esteem, and foreign language competencies through engaging and experiential drama activities and techniques.

The primary objectives of the Fight the Fright 2.0. project are to:

- Develop key and transferable competencies, impacting young adults' private and professional lives – foreign language
- competencies, interpersonal communication, self-empowerment and self-esteem
- Reinforce the introduction of drama techniques in teaching and learning skills and competencies
- Improve learning performance
- Enhance employability and improve career prospects for young adults
- Modernize the education and training offered to adult learners
- Increase competencies of adult educators and staff for engaging young adults in learning
- Increase competencies of adult educators to provide upskilling of young adults in the field of effective communication

The project addresses two main target groups. The first includes **adult education professionals - trainers, educators, and teachers** who will be equipped with innovative teaching tools and methodologies. The second, core target group includes **disadvantaged young adults at risk of unemployment**, particularly those who face socio-economic barriers, low levels of formal education, limited job opportunities, or challenges related to migration, language and cultural integration.

The content developed within this *Booklet* is intended for the first target group—**adult education professionals**—and aims to support their work in helping young adults build essential communication skills using drama-based pedagogical approaches.

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1. Introduction

1.1. Purpose of the booklet

Effective communication is one of the most valuable competencies in both personal and professional life—especially for young adults seeking to enter or remain in the job market. Public speaking, in particular, poses a unique challenge for many learners, especially when conducted in a foreign language. Fear of speaking, low self-confidence, and language anxiety often act as barriers to expression, engagement, and success.

This booklet was created as part of the Fight the Fright 2.0 project, which builds on the legacy of the original Fight the Fright initiative. The project introduces a creative, learner-centered approach that uses drama-based methods and real-life scenarios to help young adults overcome the fear of public speaking while strengthening their communication skills. The booklet specifically supports adult education professionals—trainers, educators, and teachers—by offering structured guidance and ready-to-use tools to foster public speaking skills in a foreign language.

The primary purpose of this booklet is to:

- Equip educators with innovative, practical strategies based on drama pedagogy;
- Offer a structured framework for developing key communication competencies;
- Provide real-life scenarios and exercises designed to build confidence, clarity, and fluency;
- Contribute to the personal and professional development of young adults, particularly those at risk of social exclusion and unemployment.

The booklet is divided into four core thematic areas:

1. **Verbal Communication**
2. **Nonverbal Communication**
3. **Effective and Engaging Speech**
4. **Strategies for Overcoming Fear and Anxiety**

Each section combines brief theoretical insights with **seven new practical exercises or real-life scenarios**, as well as selected materials from the first *Fight the Fright* project. Activities are designed to be adaptable, interactive, and engaging—fostering safe spaces for learners to explore, perform, reflect, and grow.

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Ultimately, this booklet serves as a hands-on resource to support educators in delivering transformative learning experiences that not only improve communication in a foreign language but also empower young adults with the self-confidence and resilience needed to succeed in life and work.

1.2. How to use this booklet

This Booklet is divided into four Modules. Each module includes seven practical exercises or real-life scenarios.

For each topic, there is an introductory lesson lasting approximately 45 minutes, followed by real-life scenarios for experiential learning.

In total, the Booklet offers 24 hours of activities.

Although the modules are thematically interconnected, they do not need to be delivered in a specific order. The practical exercises are also independent of one another — each real-life simulation or task stands on its own and does not depend on the completion of the previous one. In cases where it is recommended to complete one exercise after another, this is clearly indicated in the Booklet.

2. Background

2.1. The importance of public speaking skills

Public speaking is more than just the ability to speak in front of an audience—it's a vital life skill that shapes how individuals express ideas, influence others, and participate in social and professional environments. For young adults preparing to enter the workforce, strong public speaking skills are closely linked to self-confidence, employability, and the ability to adapt to diverse communication contexts.

In today's fast-paced, interconnected world, being able to speak clearly, persuasively, and with purpose—especially in a foreign language—is increasingly essential. Whether attending a job interview, presenting a project, or participating in a group discussion, young adults must be equipped to articulate their thoughts with clarity and confidence. For those facing additional barriers, such as socio-economic disadvantages, low self-esteem, or language anxiety, developing these skills can be transformative.

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Public speaking also enhances critical soft skills, including active listening, empathy, and adaptability. It encourages individuals to think critically, organize their thoughts logically, and respond effectively to different audiences. Importantly, it provides opportunities for personal growth, helping learners discover their voice and gain a sense of empowerment.

2.2. Why drama techniques?

Drama techniques offer a dynamic and experiential approach to learning that goes beyond traditional classroom methods. Rooted in active participation, creativity, and emotional engagement, drama creates a safe space for learners to express themselves, take risks, and experiment with language and communication in a meaningful way.

From a pedagogical perspective, drama aligns with key principles of experiential learning, learner-centered education, and constructivist approaches, all of which have proven effective in adult education. Rather than passively receiving information, learners become active participants in their own development—speaking, moving, improvising, collaborating, and reflecting in real time.

Drama techniques are particularly valuable in the context of public speaking and foreign language learning. They help reduce performance anxiety by encouraging play, spontaneity, and humor. Through role-play, storytelling, and improvisation, learners practice real-life communication scenarios in a low-pressure, supportive environment. They build confidence, enhance their verbal and nonverbal communication, and learn to manage fear through embodiment and repetition.

In addition, drama fosters the development of soft skills—such as teamwork, empathy, adaptability, and emotional intelligence—all of which are highly relevant for employment and social integration. It provides opportunities for personal transformation by allowing learners to explore different roles and perspectives, challenge limiting beliefs, and find their authentic voice.

For young adults facing barriers to employment, drama techniques offer a unique and empowering toolset to unlock their potential, improve their speaking abilities, and strengthen their readiness for both professional and personal challenges.

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2.3. Brief recap of relevant results from the FtF project

The original *Fight the Fright* project developed key resources that informed the design of Fight the Fright 2.0. These outputs introduced drama-based approaches to support the development of public speaking skills in a foreign language and remain available as complementary materials.

Take the Stage

A curriculum for developing public speaking skills using drama techniques. It includes structured learning materials, practical activities, and video-based resources covering core topics such as verbal and nonverbal communication, storytelling, and strategies for managing speaking anxiety. A Take the Stage curriculum for all topic can be found on the project webpage: https://fight-the-fright.eu/local/staticpage/view.php?page=outputs

Set the Scene

A methodological guide for adult educators on how to apply drama techniques in teaching and learning. It supports trainers in delivering engaging, learner-centered activities. A complete guide can be found on the direct link: https://fight-the-fright.eu/ied-files/outputs/IO2_Set-the-Scene_EN.pdf

Come Online

An open-access online platform hosting project materials and learning resources for educators and learners. The Online platform can be accessed at the following link: https://fight-the-fright.eu/

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Module 1: Verbal Communication

Main topics and Duration

As part of *Module 1: Verbal Communication*, participants will learn and develop skills related to: active listening, cohesion and coherence, clarity, persuasiveness, emotional tone, and logical argumentation.

Module 1 comprises lesson plan for introductory module lesson and guidelines and teaching materials for 6 hours (360 minutes) of face-to-face instruction for exercises and real-life scenarios.

Outcomes - module

Knowledge:

- list and describe characteristics of effective verbal communication
- list and describe characteristics of clear verbal communication
- recognize negative aspects and consequences of poor communication
- describe the importance of good listening skills for being a good
- communicator
- describe the importance of emotions in communication
- compare the relation between logical argumentation and emotional tone

Skills:

- apply guidelines for active listening
- adapt spoken production according to audience
- write a persuasive speech on a selected topic
- give valid arguments to defend a particular topic/attitude/opinion
- use a balance of emotional and logical arguments in communication

Attitudes:

- increased awareness of the importance of good verbal communication
- skills for public speaking in personal and professional contexts
- increased tolerance for others' thoughts, opinions, and attitudes
- increased confidence in speaking in front of strangers

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Lesson 1: Welcome to Verbal Communication

Learning Objectives:

- To understand what makes speech clear and effective
- To recognize the importance of structure in public speaking
- To reflect on personal verbal communication habits

Preparation (by trainer):

- Prepare 3–5 simple speaking prompts (e.g. “My favourite place”, “A difficult situation”, “A hobby I enjoy”)
- Prepare slides explaining basic speech structure (Opening – Core Message – Conclusion)
- Prepare flipchart or whiteboard for collecting ideas
- Ensure a safe and supportive learning environment

Duration: 45 minutes

Structure of Lesson 1: Welcome to Verbal Communication

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10’	**Warm-up: “One-Minute Chaos”** – The trainer invites participants to speak for one minute on a randomly assigned topic without preparation. The aim is not performance, but awareness of how we speak. After each speech, the trainer guides a short reflection: • Was the message clear?	Experiential learning	Topic cards

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	• Could we follow the structure? • What made it difficult or easy to understand? The trainer emphasizes that unclear speech is normal at this stage and part of the learning process.		
15'	**Mini Lecture:** What Makes Speech Effective? The trainer introduces key elements of effective verbal communication: • clear structure (Opening – Core – Conclusion) • logical flow of ideas • use of connectors • audience awareness Short real-life examples should be used to demonstrate how structure improves understanding.	Short lecture + discussion	Slides
10'	Small Group Reflection: Participants discuss in small groups: • What makes a speaker easy to understand? • What makes a speaker confusing? Each group identifies 3–5 key characteristics and shares them with the class. .	Group discussion	Flipchart
10'	**Wrap-up:** The trainer summarizes key elements: • clarity • structure • transitions • audience focus	Plenary	Slide summary

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	Participants are asked to name one aspect they want to improve.		

Trainer Tip: Keep theory concise. The focus is awareness and activation.

Lesson 2: Build the Speech

Learning Objectives:

- To structure ideas logically
- To practice introduction–body–conclusion format

Preparation (by trainer):

- Prepare topic cards appropriate to participants' level
- Prepare a simple structure template (Opening – Core – Conclusion)
- Prepare a short model speech as example
- Prepare feedback checklist

Duration: 40 minutes

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Structure of Lesson 2: Build the Speech

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5'	Introduction: The trainer introduces a simple and clear structure for short speeches and demonstrates it with an example. Participants then receive a topic and are asked to prepare a short speech using the structure: • Opening: introduce the topic • Core: present 2–3 key points • Conclusion: summarize or give a final message The focus is on clarity, not perfection. .	Guided instruction	Slides – flipchart or whiteboard
10'	Participants present their speech in pairs. Listeners focus on: • clarity of message • structure • key idea They provide structured feedback using simple guiding phrases: • "I understood…" • "I got confused when…"	Individual work	Topic cards, papers, pens
15'	Pair delivery: Each participant delivers a 2-minute mini-speech using their outline. Partner listens and notes: clarity, structure, key message. Switch roles.	Pair work, experiential learning	Feedback mini-checklist
8'	Peer feedback: Partners give structured feedback: • Was the message clear? • Was there a logical order? • Did the speaker summarize key points?	Peer feedback	Checklist

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2’	Wrap-up: Trainer collects 2–3 insights, reinforces structure and signposting.	Plenary recap	

Trainer Tips:

- Encourage use of connectors (Firstly, In addition, However, In conclusion). Keep feedback concrete: “Your key message was… / I got lost when…”.

Lesson 3: The Connector Challenge

Learning Objectives:

- Improve cohesion in speech
- Activate linking vocabulary

Preparation (by trainer):

- Prepare connector cards or list (e.g. however, therefore, for example)
- Prepare example sentences
- Prepare short reference list of key connectors

Duration: 40 min

Structure of Lesson 3: The Connector Challenge

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5’	Warm-up: The trainer explains how connectors improve coherence and flow in speech and demonstrates their use in a short example.	Demonstration	Slide with connectors

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	Participants first practice forming sentences using connectors. They then integrate connectors into a short spoken task. The focus is on improving flow, not grammatical accuracy. .		
10’	Connector drill: Participants draw 6 connector cards (e.g., however, therefore, for example…). They create 6 sentences on one topic using the connectors.	Individual work	Connector cards, paper
15’	Pair speaking: Participants deliver a 90-second speech including at least 5 connectors. Partner ticks used connectors + notes flow. Switch roles.	Pair work observation	Connector checklist
10’	Debrief: The trainer facilitates reflection: ● Which connectors were easy to use? ● Which were difficult? ● Did connectors improve clarity? Participants choose 2–3 connectors they want to use actively in future tasks. .	Guided discussion	Slide / flipchart / whiteboard
2’	Wrap-up: “Choose 3 connectors you will use next time.”	Reflection	

Trainer Tips:

- Correct gently; focus on flow, not grammar perfection.

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Lesson 4: Logical vs Emotional Argument

Learning Objectives:

- Distinguish between emotional appeal and logical reasoning
- Practice persuasive techniques

Preparation (by trainer):

- Prepare simple discussion topics
- Prepare examples of logical vs emotional argument
- Prepare feedback sheet

Duration: 45 minutes

Structure of Lesson 4: Logical vs Emotional Argument

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5'	Introduction: The trainer explains the difference between: • logical argumentation (facts, structure) • emotional argumentation (personal connection, tone) Participants prepare a short argument and present it twice: • once logically • once emotionally	Mini lecture	Slides, whiteboard
10'	Preparation: Participants choose/receive a light debate topic (e.g., online learning vs classroom). They prepare 3 logical points.	Individual work	Topic cards
15'	Round 1 (Logical): In pairs, participants deliver a 2-minute argument using only logical structure. Partner notes clarity + structure. Switch roles.	Pair work	Feedback sheet

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10’	Round 2 (Emotional): Same topic, now emphasize emotional tone and personal relevance (still respectful). Switch roles.	Pair work, experiential learning	Feedback sheet
5’	Debrief: Participants reflect: • Which approach was more convincing? • When should each approach be used? The trainer highlights that effective communication often combines both.	Group discussion	Slide prompts

Trainer Tips:

- Keep topics “safe”; avoid polarising political themes.

Lesson 5: The Elevator Pitch

Learning Objectives:

- Speak concisely and clearly
- Present oneself confidently

Preparation (by trainer):

- Prepare pitch template
- Prepare example pitch
- Prepare feedback criteria

Duration: 60 minutes

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Structure of Lesson 5: The Elevator Pitch

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
15'	The trainer introduces the concept of an elevator pitch and explains its structure. Participants prepare a short self-presentation focusing on: • who they are • what they can do • what they want The emphasis is on clarity and confidence.	Guided instruction	Slide: pitch structure
10'	Drafting: Participants write 4 blocks: Who I am / What I can do / Evidence / What I want.	Individual work	Pitch template
20'	Participants work in groups of three: • speaker • listener • observer Observers focus on: • clarity • structure • confidence After feedback, participants improve one key sentence and repeat the pitch.	Small group practice	Feedback cards
10'	Upgrade round: Each participant revises ONE sentence to be sharper and repeats pitch.	Iteration	
5'	Wrap-up: Share "best openings" and "best closings".	Plenary sharing	Flipchart / whiteboard

Trainer Tips: Encourage simple language and one clear "ask".

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Lesson 6: Simplify It

Learning Objectives:

- Adapt language to audience
- Practice clarity

Preparation (by trainer):

- Prepare list of concepts
- Prepare role cards (child / professional)
- Prepare reflection questions

Duration: 45 minutes

Structure of Lesson 6: Simplify It

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5'	Introduction: "Clarity = adaptation." Explain audience switching. Participants explain a concept twice: • once to a "child" • once to a "professional" The aim is to adapt language and complexity to the audience.	Mini lecture	Slide / whiteboard
10'	Task setup: Each participant chooses a concept (e.g., AI, recycling, health insurance). Prepares 3 key points.	Individual work	Concept list
15'	Pair delivery: Explain concept to a "child" (partner acts role). Then to a "professional" (partner switches role).		Role cards

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		Role-play, pair work	
10’	Debrief: The trainer asks: ● What changed between the two versions? ● Which version was clearer? ● What made communication more effective?	Guided discussion	Debrief prompts
5’	Wrap-up: Create a personal “clarity rule” (e.g., short sentences, examples).	Reflection	----

Trainer Tips:

- Keep stories short; avoid sensitive disclosures.

Lesson 7: Story Structure

Learning Objectives:

- Apply narrative structure
- Improve engagement

Preparation (by trainer):

- Prepare storytelling structure template
- Prepare example story
- Prepare feedback sheet

Duration: 45 minutes

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Structure of Lesson 7: Story Structure

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5'	Intro: The trainer introduces a simple storytelling structure: • Situation • Challenge • Action • Result Participants prepare and tell a short story using this structure.	Mini lecture	Slide / whiteboard
10'	Preparation: Participants pick a real-life moment (work, interview, conflict, success). Outline in 4 steps.	Individual work	Story template
20'	Storytelling in pairs: Each tells story (2–3 min). Listener notes: structure, clarity, key message. Switch roles. Listeners focus on: • clarity • flow • engagement The trainer highlights how structure improves confidence and impact.	Pair work, observation	Feedback sheet
8'	Debrief: Which part was strongest/weakest? How did structure affect confidence?	Discussion	Prompts
2'	Wrap-up: One sentence takeaway: "What I want the audience to remember."	Reflection	----

Trainer Tips: Keep stories short; avoid sensitive disclosures.

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Lesson 8: The Clear Message Drill

Learning Objectives:

- Remove filler words
- Increase precision

Preparation (by trainer):

- Prepare speaking prompts
- Prepare simple observation sheet
- Prepare timer

Duration: 40 minutes

Structure of Lesson 8: The Clear Message Drill

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5'	Intro: Explain filler words and "message discipline" (one clear point).	Mini lecture	Slide / whiteboard
10'	Round 1: Participants deliver a short spontaneous 1-minute speech. Observers count filler words and identify the main message. Participants then repeat the task focusing on: • reducing filler words • speaking more clearly • using pauses	Pair work, observation	Prompt cards

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10’	Micro-coaching: Speaker identifies top 2 filler words and replaces them with pauses.	Coaching	Quick to sheet
10’	Second round: reduce fillers by 50%. Repeat talk with focus on pauses and one clear message. Observer compares.	Practice, iteration	Timer
5’	Debrief: What improved? How did pauses change perceived confidence? The trainer guides reflection: • What improved? • How did pauses affect clarity? • How does precision influence confidence?	Discussion	Prompts

Trainer Tips:

- Praise reduction, not perfection; silence is a tool.

Trainer Tips for the whole Module 1

- Encourage mistakes – fluency grows through experimentation.
- Focus on clarity over perfection.
- Reinforce structure repeatedly.
- Provide constructive, specific feedback.
- Normalize language anxiety.

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Module 2: Non-verbal Communication

Main topics and Duration

As part of *Module 2: Nonverbal Communication*, participants will learn and develop skills related to: posture, gestures, facial expressions, tone of voice, pace, and pauses.

Module 2 comprises lesson plan for introductory module lesson and guidelines and teaching materials for 6 hours (360 minutes) of face-to-face instruction for exercises and real-life scenarios.

Outcomes - module

Knowledge:

- describe the effects of nonverbal communication on everyday communication
- list and describe elements of nonverbal communication
- describe the importance of gestures, posture, facial expressions, and paraverbal communication during a speech
- recognize that gestures can differ in meaning across cultures

Skills:

- use various elements of nonverbal communication in order to tailor the manner in which a verbal message is delivered to the interlocutor
- use appropriate gestures while speaking
- recognize emotions based on someone's facial expression
- improve intercultural competences

Attitudes:

- greater awareness of the importance of nonverbal communication while giving a speech
- greater awareness of their nonverbal communication
- increased empathy for other people's emotions
- increased tolerance for others' thoughts, opinions, and attitudes
- increased confidence in speaking in front of others

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Lesson 1: Introduction Lesson: Welcome to non-verbal communication!

Learning Objectives:

- To recognize the importance of nonverbal communication in everyday interactions
- To identify different types of nonverbal cues
- To reflect on how body language, facial expressions, and tone of voice influence communication
- To increase self-awareness of one's own nonverbal signals

Preparation (by trainer):

- Prepare a short list of simple nonverbal communication examples (e.g. gestures, facial expressions, posture)
- Prepare a slide or flipchart with key concepts of nonverbal communication (e.g. eye contact, tone of voice, body language)
- Prepare a set of short phrases or emotions for pair activities (e.g. "I'm sorry", "I'm confused", "Come here")
- Ensure there is enough open space in the room for movement-based activities
- Arrange materials for group work (flipchart, markers, or whiteboard)
- Create a safe and supportive learning environment where participants feel comfortable expressing themselves

Duration: 45 min

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Structure of Lesson 1: Introduction to Non-verbal Communication

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10’	**Warm-up activity: Power of body language** The trainer asks participants to stand up, spread across the room, and follow the instructions as fast as they can. Besides giving verbal instructions, the trainer will do the moves alongside the participants. The instructions are: **1. Touch your nose.** **2. Sit down.** **3. Get up.** **4. Jump.** **5. Clap your hands.** **6. Touch your head.** **7. Do a squat.** **8. Stamp your feet.** **9. Turn around.** **10. Touch your mouth.** (While saying this, the trainer touches their NOSE instead.) Afterwards, the trainer asks the following: ● *What were you paying attention to – body language or verbal instructions? Why?* ● *How did you react when the verbal instruction and the gesture differed? Was it confusing for you?* ● *Are you aware of the impact of nonverbal communication on communication in general? Can you give some examples?* ● *Do you know how much of communication is nonverbal? (According to Mehrabian, it is more than 90%.)* The trainer explains that the main focus of this module is on nonverbal communication and its importance in everyday communication and public speeches. The trainer emphasizes that nonverbal communication plays a significant role in everyday communication because it affects the way we interpret someone’s message.	Plenary activity Discussion	

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15’	**Mini Lecture: What Is Nonverbal Communication?** The trainer writes *What is nonverbal communication?* on the whiteboard, and the participants have to name terms they connect with nonverbal communication, with the trainer writing down their answers on the board. Key terms: ● Facial expressions ● Gestures ● Posture and body movement ● Eye contact ● Tone of voice (vocalics) ● Personal space (proxemics) ● Appearance and clothing	Short lecture, guided discussion	Whiteboard/flipchart for note-taking
10’	**Activity: “Say It Without Words” (Pair Work)** Participants work in pairs. One expresses a phrase (e.g., “I’m sorry”, “Come here”, “I’m confused”) using only nonverbal communication. The partner guesses the message. Roles switch. Debrief: • What clues helped you understand the message? • How did it feel to communicate without words?	Pair work	Prepared phrase cards (or slide)
10’	**Group Reflection: Nonverbal Communication in Daily Life** Participants discuss in small groups: • Have you ever misunderstood someone because of body language? • How aware are you of your own nonverbal signals? • How does culture influence nonverbal communication? Groups share key insights with the whole group.	Small group discussion, peer sharing	

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Structure of Lesson 1: Introduction to Non-verbal Communication

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10’	**Warm-up activity: ˝Say It Without Words˝** Participants work in pairs to express phrases using only nonverbal cues (gestures, facial expressions). The trainer prepares a list of simple emotional or everyday phrases (e.g., “I’m sorry,” “I’m proud of you,” “I’m confused,” “Come here”). Participants form pairs. One participant receives a random phrase and must express it using only nonverbal communication (facial expressions, gestures, posture). Their partner tries to guess what the message is. They switch roles after one or two rounds. **Debrief Questions:** Altogether, the trainer asks questions: ● How easy or difficult was it to guess the message? ● What clues helped you understand it? ● How did it feel to communicate without words?	Pair work, experiential learning, observation	List of short emotional phrases printed or displayed (e.g. “I’m sorry”, “I’m excited”)
10’	**Group Reflection: "Silent Messages in Daily Life"** Divide participants into small groups (3–4 people). Give them these discussion prompts: ● Have you ever misunderstood someone because of their body language? ● Are you aware of what your own body language communicates? ● How does culture influence body language? After 5 minutes of discussion, ask for 2–3 volunteers to share key points from their group.	Small group discussion, peer sharing	Reflection questions (on slide or handout), flipchart paper or sticky notes for key points
10’	**Wrap-up & Key** Trainer summarizes the main points covered: ● Most of our communication is nonverbal ● Nonverbal cues can reinforce or contradict spoken words ● Understanding nonverbal communication improves relationships and public speaking	Whole group recap, facilitator summary	Summary slide, optional: printed

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	Ask participants to share one new thing they learned or found surprising. (Optional) Assign a homework task: Observe a public interaction and note down three nonverbal cues and what they might mean.		homework prompt sheet

Lesson 2: Silent in Public

Learning Objectives:

- To explore how meaning can be communicated nonverbally
- To improve the ability to use body language, gestures, and facial expressions
- To develop awareness of how nonverbal messages are perceived by others
- To reflect on the role of nonverbal cues in intercultural communication

Preparation (by trainer):

- Prepare small slips of paper with different scenario prompts (see examples below)
- Prepare an open space where participants can move freely
- Optional: presentation for follow-up discussion on cultural gestures

Duration: 30 min

Structure of Lesson 2: Silent In Public

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5'	**Introduction & Warm-Up** The trainer gathers the group and introduces the theme of the activity: **"Today, we'll explore how we communicate without speaking. In real life, our facial expressions, posture, and gestures often say more than words — especially when we're nervous, unsure, or presenting in front of others. We'll now act out different situations without saying a single word."** For the introduction, the trainer asks questions:	Small group discussion, peer sharing	Discussion question on slides

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	• "Have you ever misunderstood someone just based on their expression?" • "Can we lie with words but tell the truth with our body?" The trainer explains that participants will work in groups and perform silent scenes, using only nonverbal communication.		
2-3'	**Forming Groups & Assigning Scenarios** Divide participants into groups of 3–4. Each group draws one scenario card from a box or hat. They can´t show, say, or comment on the drawn scenario to another group. Example scenario prompts: • You are late to a job interview and want to apologize without words. • You are trying to ask for help in a country where no one understands your language. • Two friends reunite after an awkward argument. • You're telling your friend (secretly) that their behavior is bothering others. • You're trying to cheer someone up who looks sad in a waiting room. Let each group know they will have 5 minutes to prepare their scene and 1–2 minutes to perform it. Triner explains that for group preparation and for presentation participants can´t use words, only nonverbal communication.	Guided instructions	Printed scenario cards
5'	**Group preparation** Each group discusses how to: • Assign roles (Who is who?) • Decide on clear gestures, movements, and facial expressions • Practice how to communicate their message silently Trainer walks around and assists if any group seems stuck — remind them not to use sounds or words, but they can use space, objects, or mime actions.	Group work	Printed scenario cards, prompts found in the room (chair, bag, phone, table, papers…)
10'	**Performances** Each group performs their short scene in front of the others. After each scene, the audience is invited to guess the situation: • "What do you think just happened?" • "What relationships were shown?"	Group presentations, peer sharing	Discussion question on slides, prompts found in the room (chair, bag,

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	• "What emotions did you see?" Encourage applause and supportive feedback.		phone, table, papers…) for presentations
5-7'	**Group Reflection & Debrief** Trainer leads a short-guided discussion using these suggested questions: Discussion questions: • Was it hard to understand what was happening? Why or why not? • Which nonverbal elements helped you the most (facial expression, movement, gesture)? • Did anyone use a gesture that confused you? • Have you ever been misunderstood because of your body language? • Why is it important to be aware of your nonverbal communication in public speaking? • How do you think this applies in intercultural situations? Conclude by explaining: **"Nonverbal communication plays a huge role in how we come across. Whether you're giving a presentation or just meeting someone new, people 'read' your posture, eye contact, and gestures. As public speakers — and as active citizens — we need to be aware of what we say even when we're silent."**	Peer sharing	

Trainer Tips:

- Encourage creativity and humor — but make sure the activity stays respectful and safe for all participants.
- If participants struggle with the silence, remind them that feeling "awkward" is part of the learning experience.
- If time allows, repeat the activity with new scenarios or switch roles.

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Lesson 3: The Silent Presenter

Learning Objectives:

- To explore how body language affects audience perception
- To build awareness of personal posture, eye contact, and gestures
- To reflect on how stress and nervousness are communicated nonverbally
- To recognize and decode subtle nonverbal cues in others

Preparation (by trainer):

- Prepare cue cards with short presentation topics
- Prepare “secret role” slips for observers
- Arrange chairs for “audience” and ensure a clear “stage” area

Duration: 45- 55 minutes

Structure of Lesson 3: The Silent Presenter

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5’	**Introduction** The trainer introduces the concept of nonverbal communication in presentations: **“When we speak in public, the audience doesn’t just listen to what we say – they also observe how we say it. Our hands, eyes, body posture, and even the way we move around the room communicate confidence, nervousness, or authority. Today, we’ll explore how much we ‘say’ without even realizing it.”** Ask participants: ● What body language do you associate with confidence? ● What do you do when you feel nervous during a presentation?	Guided group discussion, peer sharing	

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5'	**Setup & Role Assignment** The trainer selects 4–6 volunteers to be "silent presenters" (others will observe). Each presenter drags out a topic card (a fun or easy-to-speak topic like "Describe your favorite dish", "My favorite hobby," "A dream trip," "Best food in the world", …). The presenter's assignment is to walk to the front of the participants and pretend they are giving a presentation — but without speaking. They must use facial expressions, hand gestures, posture, and eye contact to simulate a confident (or nervous) speaker giving a talk on their topic. While presenters take time to prepare (2 minutes), the trainer distributes "observer roles" to the audience/ other participants (can be distributed by dragging papers or by trainers choice): ● One person focuses on gestures ● One on posture ● One on eye contact ● One on movement ● One on facial expressions	Guided instructions	Printed topic cards for presenters, prompts found in the room, printed observers' role cards: "Pay attention to hand gestures," "Watch eye contact," "Observe facial expressions"…. (or written on a slide and trainer distributes who has which role)
25-30 minutes	**Simulation & Observation** Each "silent presenter" performs their nonverbal speech (1–2 minutes). They can mime pointing to a screen, showing slides, or engaging the audience — but must stay silent. After each presentation, the trainer invites feedback from observers: ● What emotions did you perceive? ● What specific gestures or body language helped convey meaning? ● Did the presenter look nervous? Confident? Why? ● Was there anything unclear or awkward? You can also ask: ● "How did the silence make you feel — as a presenter or as an audience member?" ● "What did you learn from watching others?"	Group presentations, group discussion, peer sharing	Prompts found in a room for presentations, discussion questions on slides

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5 minutes	**Simulation & Observation repetition** The trainer asks one or two presenters to repeat their performance, now intentionally changing their posture or facial expressions to appear more confident or more nervous.	Presentations	Prompts found in a room for presentations
5-10 minutes	**Debrief & Discussion** The trainer leads a final reflection: **"We often think that words are the most important part of a presentation — but nonverbal language shapes how people feel about us, how much they trust us, and whether they stay engaged."** Discussion prompts: ● What was most surprising about this activity? ● How much control do you think we have over our body language? ● What strategies can help us become more aware of our nonverbal communication?	Peer sharing	Discussion questions on slides

Trainer Tips:

- Reassure nervous participants — remind them this is about awareness, not performance.
- Use humor to ease tension and normalize awkwardness.
- You may record participants (with permission) and play back short clips to reinforce learning points.

Lesson 4: Mirror Me – Emotional Reflections

Learning Objectives:

- To develop sensitivity to facial expressions and body language
- To improve empathy and emotional recognition through mirroring
- To raise awareness of how emotions are communicated without words
- To practice active observation and concentration

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Preparation (by trainer):

- Prepare slips of paper with different emotional states (examples below)
- Clear an open space for pairs to face each other with some distance between pairs
- Arrange seating for reflection at the end

Duration: 30 min

Structure of Lesson 4: Mirror Me – Emotional Reflections

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
3-5'	**Warm-up** The trainer leads a quick energizer. Everybody stands up, move away from the chair and tables: "Let's warm up our faces and bodies. Stretch your arms, roll your shoulders, make a silly face, then a happy face, a surprised face, an angry face…" This helps participants loosen up and become more comfortable with expressive movement.	Guided instructions	No materials needed, or list of warm up activities written on presentation slides
2-3'	**Pair Work Instructions** The trainer pairs up participant, and they have to stand facing each other. The trainer explains: "You'll take turns being the *actor* and the *mirror*. The actor will silently act out an emotion using only their face, posture, and movement — without speaking, pointing, or using objects. The mirror must copy them as precisely as possible, like a real-time reflection." Give each actor a slip of paper with an emotion (or whisper it to them). Emotion examples: confusion, excitement, boredom, anger, fear, pride, nervousness, confidence, curiosity. The mirror partner should not know what the emotion is. This activity goes for 2 rounds, after the first round participants switch roles. The emotion cards are redistributed between participants so the same pair does not repeat the same emotion.	Guided instructions	Instructions written on slide, printed cards with written emotions to act

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10-12'	**Simulation Rounds** Each round lasts 1 minute: • Round 1: Partner A = actor, Partner B = mirror • Round 2: Switch roles • Optional: Repeat with more intense or subtle emotions After each round, participants guess which emotion they were mirroring and briefly discuss: • "What helped you recognize the emotion?" • "Was anything confusing or unclear?" • "How did it feel to copy or be copied?" You may also allow a "freeze moment" in each round where everyone stops and looks around the room to observe others' expressions.	Pair work, group discussion	Discussion question written on presentation slide
5-7'	**Debrief & Group Reflection** Bring everyone together and ask: • How does it feel when someone mirrors you? • What did you notice about posture and facial expression that helped convey emotions? • Were some emotions easier to express or copy than others? • Why is it useful to recognize these signals in public speaking or communication? Summarize: **"In communication — especially in leadership or group settings — we are constantly reading emotional signals. Understanding body language helps us build trust, respond appropriately, and engage our audience better."**	Guided discussion	Discussion question written on presentation slide

Trainer Tips:

- Use a calm tone or light background music to help participants focus
- Mix subtle emotions with clear ones (e.g., insecurity vs. joy)
- Encourage nonverbal storytelling through slow movements, not acting or exaggeration
- You can scale this up to group settings by having one actor and multiple mirrors

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Lesson 5: Status Walks – Who's in Charge?

Learning Objectives:

- To explore how status and confidence are communicated through posture, movement, and facial expression
- To become aware of how people perceive and project social roles and hierarchy through nonverbal signals
- To reflect on personal presence and how to consciously adjust it in public speaking or group settings

Preparation (by trainer):

- Prepare open space for walking and interaction
- Prepare role/status cards (optional)

Duration: 40 - 45 min

Structure of Lesson 5: Status Walks – Who's in Charge?

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5'	**Introduction & Warm-up** Trainer introduces the concept: **"Status isn't only about job titles or money. We constantly express status nonverbally — in how we walk, make eye contact, hold our head, or take up space. In public speaking, appearing confident can mean being perceived as more credible, even when the content is the same."** Start with a warm-up: • Ask participants to walk around the room naturally. Then, ask them to walk like they're very tired, late to something important, in charge of the room, or trying to disappear. This activates physical awareness.	Guided introduction	* Select example images to show good and bad posture

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5-7'	**Status Walks – Individual Exploration** The trainer explains 3 status levels: 1- Very low status 2- Neutral 3- Extremely high level Participants continue walking around the room. The trainer calls out status levels: ● "Walk like someone with status level 1 (very low status)" ● Then level 2 (neutral), ● Then level 3 (extremely high status) Ask: ● How did your walk change? ● What changed in your posture? Facial expression? ● Did you avoid or seek eye contact? ● How did it feel to be seen? Repeat once or twice, encouraging exaggeration and variation.	Guided instructions	Status levels written in the presentation slide
20 – 25'	**Pair Work: Silent Interactions** Each participant draws a status card (1 to 10) at random. They must not reveal their number. Status cards example roles from 1 very low status to 10 extremely high status are shown in a table below. Trainer randomly assigns pairs, and each pair performs a silent interaction, such as: ● Meeting at a networking event ● Entering a room and choosing where to sit ● Walking past each other in a hallway ● Competing to take the last seat Without speaking, each pair acts out the interaction using body language only. Their task is to embody the level of status (from 1 to 10) using only their body language: ● Posture ● Movement ● Eye contact ● Speed of walking ● Use of space	Pair work, group discussion	Printed folded cards or written papers with numbers from 1 to 10 and positions (examples in a table below), instructions written on a presentation slide

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	Each participant must behave according to their secret number: - Someone with a high number (e.g., 9 or 10) might: walk confidently, make direct eye contact, take up space, sit down first, expect the other to move aside - Someone with a low number (e.g., 2 or 3) might: avoid eye contact, move nervously, let the other pass first, wait for permission or hesitate. After 30–60 seconds, observers or the trainer guess which partner had the higher status. After the first round, participants switch partners and draw new status card. Discussion questions after each round: - Were the status roles clear? - Did anyone misinterpret the behavior? - How did it feel to be high or low status?		
5-10'	**Group Debrief** Questions for group discussion: ● What specific movements or behaviors made someone appear high or low status? ● Did your perception of someone's role change based on posture or eye contact? ● How is this useful in presentations or professional situations? Trainer concludes: **"Nonverbal communication doesn't just express our emotions — it can also suggest leadership, confidence, and influence. Being aware of this can help you adjust your presence depending on your goals and audience."**	Guided discussion	**Questions written on a presentation slide**

Table X: Status level example roles

Status Level	Suggested Role	How to Embody It (Nonverbally)
1	Nervous intern on their first day	Head down, shoulders hunched, minimal eye contact, hesitant steps

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Status Level	Suggested Role	How to Embody It (Nonverbally)
2	New student who feels out of place	Quiet, cautious movements, avoids interaction, waits for others
3	Unconfident job seeker	Mild eye contact, tentative body language, hands fidgeting
4	Assistant with limited influence	Follows others' lead, small gestures, reserved posture
5	Average team member	Balanced posture, respectful space usage, cooperative but neutral
6	Experienced employee	Slightly assertive, relaxed movements, confident but not dominant
7	Confident group leader	Makes eye contact, directs movement, takes initiative
8	Charismatic speaker at an event	Upright posture, controlled gestures, calm confidence
9	VIP guest or manager	Owns space, gestures naturally, assumes people listen or move aside
10	Celebrity or CEO in full control	Strong presence, expects attention, relaxed and dominant body language

Trainer Tips:

- Emphasize that "high" and "low" status doesn't equal "good" or "bad." All statuses have value depending on context.
- Use this activity to explore power dynamics, interpersonal perception, and presence on stage
- If needed, de-role at the end (e.g., "Shake off the role, walk freely again") to ensure participants feel comfortable

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Lesson 6: The Silent Queue

Learning Objectives:

- To practice interpreting and expressing emotions and intentions without using words
- To explore how physical behavior communicates urgency, status, personality, and emotions
- To raise awareness of the subtle cues we send and receive in everyday social settings
- To improve improvisation, observation, and emotional decoding skills

Preparation (by trainer):

- Designate a “scene space” with a few chairs or a taped-off area for a waiting line
- Prepare small role prompt cards for participants (see below)

Duration: 40-45 minutes

Structure of Lesson 6: The Silent Queue

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5-7’	**Scene Setup & Warm-up** Trainer explains: “This activity takes place in a waiting line — at a doctor’s office, airport, bank, or a concert. You’ll be playing different characters, each with your own mood, intention, and background. You will NOT be allowed to speak. Instead, you will express everything through your body language, movement, posture, and facial expression.” Do a short warm-up before the activity starts: • Shake out tension by standing and just moving freely in the room, stretching, shaking arms and legs • Walk around showing different emotions silently (annoyance, nervousness, excitement, boredom) • Practice facial expressions in pairs	Guided instructions	Warm up instructions on a presentation slide with list of emotions and facial expressions

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2-3'	**Character Assignment** Each participant draws a role card or is assigned a short scenario silently. Examples: • You're late for an important interview • You're hiding from someone you don't want to see • You're extremely nervous about medical results • You're bored and frustrated about the wait • You're a VIP who thinks they deserve to skip the line • You're secretly in love with the person in front of you • You're trying to eavesdrop on the people in front of you • You're trying not to sneeze • You're pretending to be calm but are extremely anxious • You're angry because someone cut in line ahead of you. • You're extremely excited because you just received good news. • You're trying to flirt with someone nearby. The participants are divided into 2 groups, presenters and observers. In the first round presenters prepare for the role according to their cards, and observers remain in the room, and their assignment is to take notes following the discussion questions (examples below). After first round they switch roles.	Guided instructions	Printed scenario cards, discussion question written on a presentation slide
10-15'	**Simulation: Silent Queue Scene** The trainer sets the scene (e.g., "You are all waiting for a delayed bus at the station"). Participants enter the queue one by one and take on their character silently. They interact only nonverbally with others — using facial expressions, eye contact, gestures, posture, distance, and movement (no touching or speaking). Encourage natural, slow-paced improvisation. Let the scene run for 3–5 minutes. Have half the group observe and switch roles after one round. After each round make short discussion with **observers**: 1. Which characters did you recognize easily? What gave them away? 2. Were there any roles that were confusing or unclear? Why do you think that happened? 3. Did anyone's body language surprise you or make you curious? What stood out?	Experiential learning, observation	Printed scenario cards, prompts in the room, discussion question written on a presentation slide

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7-10'	**Debrief & Reflection** Trainer asks participants about their own experience: 1. What role did you have? How did you try to express it without words? 2. Which physical cues or body movements did you focus on to show your emotion or situation? 3. Did you find it easy or difficult to stay in character silently? Why? 4. Did you feel others understood your role? What made you think so? 5. Did you ever feel your body was saying something different than you intended?	Guided discussion	Discussion question written on a presentation slide
7-10'	**Conclusion discussion** 1. What does this activity teach us about how people express themselves nonverbally in real life? 2. Have you ever misinterpreted someone's body language or been misinterpreted yourself? 3. How much do you think we rely on nonverbal communication in everyday situations? 4. Why is it important to be aware of your own body language in public or professional settings? 5. How can this awareness help us become better public speakers or communicators? Trainer wraps up: "This simulation shows how much we communicate without speaking — and how much can be misunderstood if we're not intentional. Being aware of our nonverbal signals helps us be clearer, more confident, and more empathetic in real life."	Guided discussion	Discussion question written on a presentation slide

Trainer Tips:

- Encourage subtle acting — avoid exaggerated mime unless it fits the role
- Observe how small changes (crossed arms, sighs, glances) tell a big story
- Encourage observers to write down body language cues and compare their interpretations
- You can adjust the setting based on participant interests (e.g., job interview queue, immigration office, concert ticket line)

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Lesson 7: The Unspoken Circle

Learning Objectives:

- To recognize and interpret facial expressions and subtle nonverbal cues
- To build empathy and emotional intelligence by reacting to silent emotional messages
- To become more aware of how our face, posture, and energy affect others
- To explore group dynamics and social roles through silent interaction

Preparation (by trainer):

- A large open space for movement and group work
- Printed emotion prompt cards (optional)
- Calm background music (optional)

Duration: 40-45 min

Structure of Lesson 7: The Unspoken Circle

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5'	**Introduction & Warm-up** The trainer introduces the goal: "In daily life, we constantly read and respond to people's facial expressions and energy without consciously thinking about it. Today we'll explore how subtle nonverbal signals influence group interactions — and what happens when we express or hide emotions without words." Warm-up: • Face-stretching and mirror facial expression game in pairs • Brief movement improvisation showing basic emotions (joy, anger, confusion, anxiety)	Guided introduction	Written warm up instructions on presentation slides
2'	**Instructions and Circle Formation**		

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	Trainer explains the activity. All participants form a wide circle. Everyone is facing inward and must remain silent for the whole activity. The trainer selects one participant to start in the middle of the circle. The participant in the middle is handed a card with emotion he/she must silently express.		
15'	**The Unspoken Circle Simulation** **Round 1 – Emotion Walks (5 minutes):** The participant in the center receives an emotion card (e.g., "jealousy," "fear," "confidence," "embarrassment," "fake enthusiasm") and must walk slowly around the inside of the circle, making eye contact with others, expressing only with face, eyes, and posture. The others in the circle must try to guess the emotion based only on these cues — but they do not speak or act, they only observe. After about 1 minute, the participant rejoins the circle, and the trainer asks for guesses and short discussion: ● What did you see? ● What gave it away? ● Were some expressions misinterpreted? Repeat with 3–4 participants and different emotions.	Group work, peer sharing	Printed cards with written emotions, instruction on presentation slide
10-15 '	**Round 2 – Silent Encounters:** Now, the trainer gives two participants different, secret instructions (e.g., "You are suspicious of the other person" vs. "You admire them"). They meet in the center and have a 30–45 second silent interaction using only eye contact, posture, and subtle facial expression. Observers try to interpret the dynamic. After the scene, the trainer facilitates discussion: ● What was the relationship? ● What did you notice? ● Did the emotions clash or align? Repeat with other pairs and prompt combinations: ● "You are hiding something" vs. "You are trying to connect" ● "You are afraid to speak" vs. "You want to dominate" ● "You like this person" vs. "You are unsure of them"	Pair work, experiential learning, peer sharing	Printed cards with written instructions
5-7'	**Debrief & Reflection** Trainer leads a short group reflection: ● Which emotions were easy or hard to express without words?	Guided discussion	Written questions on a

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	• How often do we misread others in real life? • How can awareness of facial expression and presence help in job interviews, teamwork, or public speaking? Wrap up by reminding participants: **"Reading and managing nonverbal signals — especially facial expressions — helps us build trust, adapt to different people, and become more effective communicators."**		presentation slide

Trainer Tips:

- Use emotion cards with less obvious, more complex emotions (envy, awkwardness, admiration, doubt) to challenge participants
- Remind everyone that being subtle is more powerful than being theatrical in this activity
- Encourage calm, respectful observation — this activity can be emotionally rich for some participants

Lesson 8: The Status Walk

Learning Objectives:

- To understand how status, power, and confidence are communicated through posture, space, and pace
- To observe and control how one's body language affects the impression they make
- To increase self-awareness of how nonverbal cues influence group dynamics and authority
- To improve physical expressiveness and subtle performance skills

Preparation (by trainer):

- Open space for participants to move freely
- Prepared status role prompts (cards or verbal instructions)
- Optional props like chairs, scarves, or clipboards to signal roles (e.g., a manager, intern, celebrity, fan)

Duration: 40-50 min

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Structure of Lesson 8: The Status Walk

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
5'	**Warm-up: Neutral Walks** Trainer leads participants through: ● Walking around the space neutrally (no emotions, no character) ● Noticing posture, eye focus, pace, and arm movement ● Practicing shifting from neutral to confident, then to uncertain body language "Now imagine you're walking through a public place where you feel completely confident. Now shift — walk like you're uncomfortable or unsure. How does your pace, posture, or gaze change?" Brief discussion: ● What body changes did you notice? ● How did your presence shift?	Guided instructions	Question on a presentation slide
15-20'	**The Status Walk Simulation** Round 1 – Assigned Status Walks (5–7 minutes): Each participant receives a status level on a scale from 1 (low) to 10 (high). They keep this number secret. Participants walk freely through the space, showing their status without speaking: ● High status = upright posture, calm pace, direct eye contact, expansive gestures ● Low status = hunched shoulders, hesitant steps, avoiding eye contact, small movements As they interact silently (e.g., passing each other, standing near), they try to guess the others' status levels. Debrief: ● What did you base your guesses on? ● Which nonverbal behaviors indicated high or low status? ● How does status change in group settings?		Printed or written cards with status level, Written discussion questions on a presentation slide
15-20'	**Round 2 – Status Freeze Frames (8–10 minutes):** Participants are grouped in 3–4 small teams. Each team receives a short role scenario, such as: ● A business meeting ● A classroom setting ● A group project team ● A party with friends and a VIP guest		

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	• A conflict resolution scene Each group creates a frozen image ("statue" or tableau) of the situation using body language to show: • Who holds the power • Who feels left out • Who wants attention • Who feels confident or insecure The rest of the group observes and analyzes the scene: • Who looks like they're in charge? • Who seems uncomfortable or excluded? • What clues led you to think that? Trainer encourages a short discussion about nonverbal hierarchies and how we interpret social roles instantly.		
5'	**Reflection & Transfer to Real Life** Group discussion prompts: • Where in real life do we feel like we are low or high status? • How can we adjust our body language to project more confidence? • Can we misinterpret someone's body language and make false assumptions? Trainer concludes: "Status is constantly shifting — and we often send signals without realizing it. By becoming more aware of how we move, stand, and use space, we can take control of the messages we send and better understand the people around us."		

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Table X: Status levels

Level	Status Description	How to Express It Nonverbally
1	Completely defeated or ashamed	Drag feet, slouched posture, eyes on the ground, arms crossed or limp
2	Very shy or insecure	Small, quick steps; head down; nervous hand gestures; avoids proximity
3	Anxious but functioning	Stiff body, avoids eye contact, hesitant movement, fidgety hands
4	Polite but unsure	Neutral posture, makes space for others, slight smile, passive movement
5	Comfortable and neutral	Balanced pace, occasional eye contact, relaxed posture, non-dominant
6	Calm and confident	Upright stance, direct but not dominating, moves with purpose
7	Assertive leader	Strong eye contact, leads movement, purposeful gestures, confident walk
8	Authority figure or executive	Takes up space, expects deference, steady pace, scanning gaze
9	Celebrity or admired figure	Owns the room, makes others react, relaxed power, charismatic presence
10	Royalty or untouchable elite	Glides silently, rarely acknowledges others, expects admiration without engagement

Trainer Tips:

- Remind participants that status is not “good or bad” — it's a tool for communication
- Encourage subtle movement — big gestures aren’t necessary to show power
- You can adapt the scenarios to professional, educational, or informal settings

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Module 3: Effective and Engaging Speech

Main topics and Duration

As part of *Module 3: Effective and Engaging Speech*, participants will learn and develop skills related to: analysis of the context (audience, occasion, objectives, one´s own knowledge), speech synthesis (introduction, main body and conclusion) and speech delivery (different methods of delivery, language of delivery).

Module 3 comprises lesson plan for introductory module lesson and guidelines and teaching materials for 6 hours (360 minutes) of face-to-face instruction for exercises and real-life scenarios. These seven drama-based workshops are designed to help learners progressively develop public speaking competence through creativity, self-expression, and reflection. Each lesson builds on the previous one, using scaffolding techniques to move from audience awareness and speech structure to delivery, confidence, and performance. Educators are encouraged to adapt timing and depth to suit their groups, maintaining a balance of movement, voice, writing, and discussion.

Outcomes - module

Knowledge:

- list and describe the main principles of audience analysis
- recognize the main types of speech based on their objectives
- list and describe the main parts of the speech and their characteristics
- improved self-confidence in the ability to craft a clear and impactful speech

Skills:

- improve the awareness of one own bias (critical thinking)
- improve reasoning and research competencies
- use various techniques to prepare a speech outline
- practice writing to improve narrative skills
- craft and delivery of clear and impactful speech
- give valid arguments to evaluate a speech

Attitudes:

- increased awareness of the importance of good preparation for an effective speech
- turn from topic oriented to audience-oriented speech
- increased awareness of importance of “how” to deliver a speech

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Lesson 1: Setting the Stage – Knowing Your Audience

Learning Objectives

- Recognize how audience type and expectations influence message design.
- Adapt tone, examples, and delivery style for different audiences.

Preparation (by trainer)

- Prepare slips of paper with different audience types (e.g., school children, professionals, retirees, activists). Arrange an open space for movement and group tableaux.

Duration: 45 minutes

Structure of Lesson 1: Setting the Stage – Knowing Your Audience

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10'	**Warm-up: Audience Switch** Participants deliver a neutral line ("Good morning everyone") to imagined audiences: children, CEOs, peers, protesters. Group guesses which audience it was.	Role-play, improvisation, group discussion	None required
25'	**Main activity: Audience Portraits** In small groups, create a frozen tableau of an audience type (bored students, curious clients, angry crowd). Others describe the scene and discuss what the speaker should do to connect with them. Each group drafts three adaptation strategies (tone, examples, visuals) for "their" audience and presents to peers.	Drama tableau, group work, presentation	Slips of paper with audience types, flipchart, markers
10'	**Reflection** Discuss: How does understanding the audience shape our message?	Guided reflection, debrief	None required

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Trainer Tips:

- Encourage exaggerated body language in tableauto help participants explore energy and audience reactions.
- Highlight empathy as a skill - understanding how others think and feel strengthens communication.

Lesson 2: The Status Walk

Learning Objectives

- Understand and apply basic structure in storytelling and speeches.
- Practice organizing ideas logically and presenting them clearly.

Preparation (by trainer)

- Prepare two sets of word lists: verbs and nouns (one per group). Print “Handout 1” and “Handout 2” for the word lists.

Duration: 45 minutes

Structure of Lesson 2: The Status Walk

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10’	**Warm-up: Jumbled Stories** The trainer reads short, disordered sentences from a familiar story or speech. Learners collaborate to rearrange them logically. *Debrief:* What made it easy or hard to follow? What clues helped you reconstruct the order?	Story reconstruction, discussion	Prepared short story text
30’	**Main activity: From Words to Stories**	Group brainstorming,	Handout 1 (verbs),

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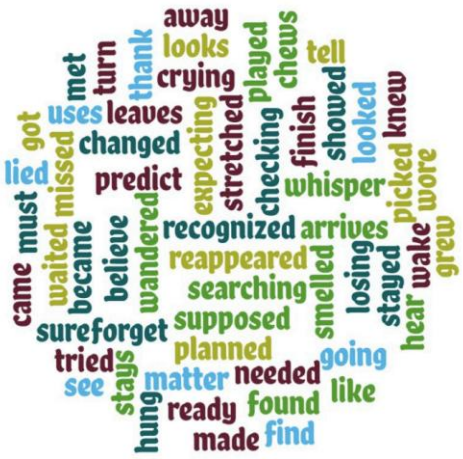
	Each group receives two short lists — one of verbs and one of nouns. They read their lists and discuss possible connections. Groups imagine that these words come from a mysterious unfinished story. They answer and note down: ● What kind of story could these words belong to? (genre, tone, key events) ● Who might have written it? (invent a short author bio — age, background, reason for writing) ● What is the message or main idea? Encourage them to build a mini outline (beginning–middle–end) that gives their "speech-story" internal structure. Then each group acts out their story's structure in a quick "living storyboards": Scene 1 – Beginning (pose/freeze) Scene 2 – Middle/conflict Scene 3 – Resolution The rest of the class guesses what happens in each scene. The stories are revealed in the next activity. In the end, the participants stand or sit facing each other in two lines. Each person has 3 minutes to retell their group's story to their partner, focusing on clarity and logical flow. After 3 minutes, they switch partners and repeat, refining their version each time. *Trainer prompts:* ● What details did you add or remove to make your version clearer? ● Did you keep the same order or change it? Why?	role-play, tableau, peer-to-peer storytelling	Handout 2 (nouns), flipchart, timer
5'	**Reflection** Group discussion: ● *How similar were your stories?* ● *Which one did you like the best?* ● *How similar are your authors?* ● *How did you feel doing this activity?* ● *Has your storytelling changed in any way?* ● *How confident have you felt about telling your story before speed dating? How confident do you feel now?*	Group reflection	None required

Handout 1

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Handout 2



Trainer Tips:

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- During “speed dating,” remind participants to listen actively which this helps improve narrative flow and audience adaptation.

Lesson 3: Building Arguments and Persuasion

Learning Objectives

- Construct persuasive arguments using logic and emotion.
- Defend ideas under pressure while respecting others’ opinions.

Preparation (by trainer)

- Prepare 3–4 suitable debate topics (print or write them on paper). Have sticky notes and markers ready.

Duration: 45 minutes

Structure of Lesson 3: Building Arguments and Persuasion

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10’	**Warm-up: Agree / Disagree Corners** The trainer labels opposite sides of the room *Agree* and *Disagree*. Reads 4–5 statements aloud (e.g., “Social media makes people happier”). Participants move to the side they agree with. Trainer asks: “Why did you choose this side?” / “Can anyone switch sides after hearing another opinion?” Suggested topics (choose 2–3 depending on the group): ● “Technology connects people.” / “Technology isolates people.” ● “We should have a four-day work week.” ● “Public speaking should be taught in every school.” ● “Artificial intelligence helps creativity.” / “AI kills creativity.”	Movement, whole-group debate, active positioning	Printed topic list

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30'	**Main activity: The Great Debate Theatre** Divide into two groups. Each group gets an opposing side of a topic. Groups spend 10 minutes preparing a 3-minute mini-performance (debate sketch) using the following structure: ● Opening statement (30 sec) – one speaker introduces the position. ● Arguments (2 min) – 2–3 team members present evidence or stories (logic + emotion). ● Closing statement (30 sec) – final appeal to the audience. Encourage expressive delivery, movement, and even small props or gestures. Both groups perform for the "audience." After both sides present, the audience votes with sticky notes: one for the argument that was more convincing, and one for more engaging delivery. Trainer prompts: ● *What emotional techniques did you use to engage the audience?* ● *Which arguments were logical, and which appealed to values or empathy?* After the debates, one or two speakers from each team sit in the "hot seat." The audience asks spontaneous questions challenging their stance.Speakers must respond on the spot, defending their ideas while staying respectful and confident. Trainer questions to the group: ● *How did it feel to defend your idea under pressure?* ● *Did you adapt your arguments to the audience's reactions?*	Drama debate, group collaboration, improvisation, hot-seating	Sticky notes, timer, paper, markers
5'	**Reflection** In a circle, discuss: ● What makes a speaker convincing? ● How do logic and emotion work together? ● How can you make your arguments sound less like "fighting" and more like inviting understanding? Each participant writes two stars and one wish on sticky notes for another speaker: ● something that worked well ● another strength ● one suggestion for improvement	Peer feedback, reflection circle	Sticky notes, pens

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Lesson 4: Finding Your Voice as a Writer

Learning Objectives

- Write expressively and authentically, developing personal tone and rhythm.
- Explore how emotion and rhythm make a speech more engaging.

Preparation (by trainer)

- Provide blank paper, pens, and a board. Prepare a list of simple example sentences for the warm-up.

Duration: 60 minutes

Structure of Lesson 4: Finding Your Voice as a Writer

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10'	**Warm-up: One Sentence, Many Voices** The trainer writes a simple sentence on the board (e.g., "We are ready."). Participants take turns reading it in different tones: angry, happy, formal, nervous, sarcastic, or inspirational. Discuss: ● *What changed in your voice or body when the tone changed?* ● *How does tone affect meaning and audience perception?*	Drama improvisation, reflection	Whiteboard, markers
25'	**Main Activity: The Inner Voice Monologue** Participants think of a situation or belief they feel strongly about (e.g., overcoming a challenge, something that frustrates or motivates them). They write a short inner monologue (around 10-12 lines) beginning with *"I wish people understood that…"* or *"If I could tell the world one thing, it would be…"* Encourage emotional honesty, rhythm, and natural voice, not perfect grammar.	Creative writing, role exchange, performance reading	Paper, pens

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	In pairs, participants read their monologues aloud, experimenting with speed, volume, and pauses. Then, they exchange monologues and read *each other's text* aloud, trying to *embody the other person's voice*. *Trainer prompts:* ● *How did it feel to hear someone else read your words?* ● *Did your text sound different when spoken by another person?* ● *What does that tell us about finding a personal voice in writing?*		
15'	**Group Activity: Echo Reading Circle** Participants stand in a circle. One person begins by reading the first line of their monologue. The group echoes it back in unison, matching tone and rhythm. Move to the next participant until everyone has shared one line. Discussion: ● *Which lines felt powerful when spoken aloud?* ● *How can rhythm, repetition, and pacing make writing more memorable?*	Choral reading, voice rhythm work	None required
10'	**Reflection** Whole-group reflection: ● *What makes a speech sound like you?* ● *What happens when you write from emotion, not from "perfect structure"?* ● *How will you apply this when writing your next speech?*	Guided discussion	None required

Lesson 5: Voice, Rhythm, and Energy

Learning Objectives

- Use breath and voice to communicate with clarity and emotion.

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- Control pitch, tone, and rhythm to keep the audience engaged.

Preparation (by trainer)

- Choose short neutral texts or motivational quotes. Arrange a spacious room for movement.

Duration: 60 minutes

Structure of Lesson 5: Voice, Rhythm, and Energy

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10'	**Warm-up: Breath and Projection** Trainer guides a short *body and breath awareness exercise*: inhale deeply, exhale slowly while humming. Participants place one hand on their stomach and one on their chest to feel diaphragm movement. Practice sustained breath with a sound (e.g., "ahhhh"), projecting the voice gently across the room.	Physical-vocal warm-up, mindfulness	None required
25'	**Main Activity: Vocal Rollercoaster** Participants read a short neutral text aloud (e.g., "Today we begin a new journey together"). Trainer draws a rollercoaster line on the board — high points for intensity, low for calmness, curves for rhythm. Participants "ride" their own vocal rollercoaster: they repeat the line varying pitch, volume, and pace following the ups and downs of the imaginary track. Groups select a short passage (poem, quote, or mini speech). Each group performs it using intentional vocal dynamics (whispering, pausing, shouting, slowing down) to enhance meaning. Trainer prompts: ● *How did changes in rhythm and tone affect the message?* ● *Which part of the text felt the most powerful to say?*	Drama performance, vocal experimentation	Whiteboard, markers, short texts
15'	**Group Practice: Pass the Energy** Participants form a circle. One throws an imaginary "energy ball" across the circle while saying a line from their text with a chosen tone (e.g., excitement, sadness). The receiver repeats it back with a new emotional tone. Continue for several rounds.	Improvisation, team play, vocal exercise	None required
10'	**Reflection**	Group reflection	None required

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	In discussion: ● *How does using your full voice change the audience's perception?* ● *What role do pauses and silence play in an engaging speech?* ● *What did you discover about your "vocal personality"?*		

Trainer Tips:

- Remind participants that silence and pauses can be as powerful as words.
- Use humor and playfulness — this is a high-energy session.
- Model different vocal dynamics to demonstrate expressiveness.

Lesson 6: Presence, Confidence, and Connection

Learning Objectives

- Build presence and calm focus when speaking.
- Transform nervousness into positive energy and connect authentically with the audience.

Preparation (by trainer)

- Arrange a quiet space with chairs. Optionally prepare calm instrumental music and a printed quote on confidence for reflection.

Duration: 60 minutes

Structure of Lesson 6: Presence, Confidence, and Connection

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10'	**Warm-up: The Grounding Circle**	Mindfulness, breathing, visualization	Calm background music (optional)

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	Participants stand in a circle, feet flat, eyes closed. Trainer guides short visualization: “Feel your feet anchored to the floor… breathe in through the nose, out through the mouth…” Add light shaking of arms and shoulders to release tension. Each participant says one word describing how they feel right now.		
25’	**Main activity: Presence Practice Scenes** In pairs, one participant speaks freely for one minute about a neutral topic (e.g., “what I had for breakfast”). The listener simply maintains full, silent attention - no nodding, no interrupting. Switch roles. The trainer asks the participants how did it feel to be fully listened to and how did it feel to be the listener? Pairs choose a short excerpt (a quote, proverb, or one sentence from their own speech). Each delivers it three times, each with a different internal focus: ● To impress the audience ● To connect with one trusted friend ● To inspire themselves After each round, partners describe what changed in tone, breathing, or eye contact. Volunteers share their most authentic version with the group. The trainer asks: When did your speech feel the most real to you?	Partner work, performance reflection, empathy-based drama	Short quotes or personal sentences
15’	**Group Activity: Confidence Chair** *Place a chair in the middle of the room and name it the Confidence Chair. One by one, participants sit down, take a deep breath, and say one short, empowering line (e.g., “I have something worth saying.”). After each statement, the group applauds briefly.* Reflection questions: ● *What was happening in your body as you spoke?* ● *What felt natural or forced?*	Affirmation ritual, positive psychology	One chair, open space
10’	**Reflection** ● *What techniques help you stay calm and focused?* ● *How can you reframe nervous energy into enthusiasm?*	Group sharing, discussion	Paper and pens for notes

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	● *How will you use presence to connect with your audience in real life?*		

Trainer Tips:

- Normalize nervousness - it means you care.
- Invite laughter and lightness in the Confidence Chair activity.
- Encourage self-kindness and grounding before every public speech.

Lesson 7: The Speech Jam

Learning Objectives

- Deliver a well-structured, expressive speech confidently.
- Demonstrate ability to connect with an audience and self-assess performance.

Preparation (by trainer)

- Prepare timer, sticky notes for feedback, and certificates (optional). Arrange a space like a small stage or open area for performances.

Duration: 45 minutes

Structure of Lesson 7: The Speech Jam

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS

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10’	**Warm-up: Energy Circle** Participants form a circle and pass an “imaginary energy ball” around, changing its size, speed, and emotional quality (e.g., joy, confidence, calm). End with synchronized breathing and applause to create a positive, supportive mood.	Ensemble warm-up, energy play	None required
30’	**Main activity: Speech Presentations** Each participant presents a 5-minute speech they’ve developed through previous workshops. While one speaks, others act as a supportive audience, taking notes on: ● Structure and clarity ● Voice and rhythm ● Nonverbal communication ● Audience connection After each speech, participants give “Two Stars and One Wish” (two strengths and one suggestion). Trainer provides short final feedback emphasizing progress and authenticity. Trainer prompts: ● *How did it feel to perform?* ● *What strategies helped you feel more in control?* ● *How did feedback help you see your strengths?*	Public speaking, peer evaluation, performance	Timer, sticky notes, pens
5’	**Reflection** ● *What have I learned about myself as a speaker?* ● *How did drama techniques help me grow?* ● *What will I apply in real-life communication?*	Guided reflection, group discussion	None required

Trainer Tips:

- Create a supportive, non-competitive atmosphere - this is a celebration of progress.
- Record short clips (with consent) for later reflection.
- End with applause and recognition for every participan

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Module 4: Strategies for Overcoming Fear and Anxiety

Main topics and duration

As part of Module 4: Strategies for Overcoming Fear and Anxiety, participants will learn to recognise and manage performance anxiety through emotional regulation, breathing and mindfulness techniques, and cognitive restructuring. They will also develop self-confidence and resilience in public speaking by transforming fear into a constructive resource for communication.

Module 4 comprises lesson plan for introductory module lesson and guidelines and teaching materials for 6 hours (360 minutes) of face-to-face instruction for exercises and real-life scenarios.

Outcomes - module

Knowledge:

- recognise and describe the main symptoms of performance anxiety at a physical, emotional and cognitive level;
- understand the role of breathing and body awareness in stress and emotion regulation;
- identify common negative automatic thoughts related to public speaking.

Skills:

- apply breathing, grounding and visualisation techniques to calm body and mind;
- reframe negative internal dialogue into a more realistic and functional one;
- face public speaking situations with greater presence, awareness and confidence.

Attitudes:

- greater self-acceptance;
- a constructive attitude towards mistakes as part of learning;
- openness to vulnerability as a tool for personal and communicative growth.

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Lesson 1: Introductory lesson: Welcome to fear management

Learning Objectives:

- identify physical and emotional signs of anxiety related to public speaking;
- distinguish between functional and dysfunctional fear;
- experience a first calming breathing technique.

Preparation (by trainer):

- The trainer prepares a calm and welcoming environment, with chairs arranged in a circle or semi-circle to foster trust and openness.
- Participants should have enough space to stand and move freely. Soft background music may be used.
- A visual guide for the breathing technique (e.g. box breathing) can be prepared.

Duration: 60 minutes

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Structure of Lesson 1: Introductory lesson: Welcome to fear management

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
20'	**Warm-up: What makes me nervous?** Participants anonymously write down on sticky notes what scares them most about public speaking. The sticky notes are then collected and shared on the board, creating a visual map of the most common fears. This activity promotes the normalisation of anxiety and helps participants feel less alone in their difficulties.	Brainstorming, sharing	Post-it notes, whiteboard
20'	**Mini lesson: What is performance anxiety?** The trainer introduces the concept of performance anxiety, explaining its main symptoms and providing concrete examples. The difference between functional anxiety, which can improve performance, and dysfunctional anxiety, which hinders it, is explored in depth.	Lecture, practical examples	Slides – whiteboard
10'	**Group reflection: Conscious breathing** Introduction and guided practice of the 'box breathing' technique (4-4-4-4). The trainer guides the exercise with a calm voice and slow pace, inviting participants to focus on bodily sensations.	Guided exercise	Relaxing music

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10’	**Reflection questions** How did you feel afterwards? When could you use this technique? Guided discussion on the sensations experienced and the possible practical applications of the technique in everyday life.	Group discussion	None

Tips for the trainer:

- Constantly remind yourself that the goal of the programme is not to eliminate anxiety, but to learn to recognise and manage it in a more conscious and functional way.
- From the outset, create a warm, safe and non-judgmental atmosphere, making it clear that every emotion is legitimate and that there are no “right” or “wrong” answers.
- Encourage active participation, but never force personal exposure: the right to observe and listen is an integral part of the process.
- Pay attention to the language used, avoiding overly technical or medicalised terms and favouring concrete and accessible examples.
- Alternate moments of theoretical explanation with experiential and physical moments to maintain attention and engage different learning styles.

Lesson 2: The speaker's breath

Learning objectives:

- understand the direct link between breathing, emotions and the nervous system;
- consciously use breathing as a tool to calm themselves before a performance;
- perceive changes in their voice and presence after a guided breathing exercise.

Preparation (by the trainer):

- The trainer prepares a quiet and welcoming space, with chairs arranged in a circle or semi-circle.
- It is important that participants have sufficient freedom of movement to be able to stand up and try out grounding exercises.

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- Optionally, relaxing music can be used.
- It is advisable to have a visual aid (slides or posters) that shows in a simple way how conscious breathing works.

Duration: 60 min

Structure of Lesson 2: The speaker's breath

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
20'	**Warm-up: Introduction to the link between breathing and emotions** The trainer introduces the topic by explaining how breathing is closely connected to our emotional state: when we are anxious, our breathing becomes short and shallow, while slow, deep breathing sends signals of calm to the brain. Through open-ended questions, participants are invited to reflect on how they breathe when they are nervous or under pressure.	Guided discussion	Slides
20'	**Practice** Participants practise three cycles of guided deep breathing. Next, a simple standing grounding exercise is introduced, inviting participants to feel the contact of their feet with the floor and the weight of their body. Attention is focused on physical sensations to promote a sense of stability and presence.	Guided individual exercise	None

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10’	**Activity: Name in presence** After three slow, conscious breaths, each participant says their name aloud, trying to maintain a steady, grounded voice. The exercise helps to connect breathing, voice and stage presence in a simple, non-threatening way.	Group work – experiential learning	Free circle
10’	**Reflection questions** How do you feel? What has changed in your voice? The group reflects on any perceived changes in voice, posture, and emotional state.	Sharing	None

Suggestions for the trainer:

- Perform breathing and grounding exercises yourself before or together with participants, acting as a model of calmness and presence.
- Use a slow, clear and reassuring tone of voice when guiding the exercises, as the trainer's voice contributes directly to the emotional regulation of the group.
- Normalise any difficulties in concentrating or discomfort, explaining that it is completely natural to “feel strange” or distracted at first.
- Remember that breathing should not be forced: each participant can adapt the rhythm to their own bodily sensations.
- Do not force anyone to speak during the “Name in presence” activity: even a gesture, a nod of the head or a simple “ok” are valid forms of participation.

Lesson 3: Anxiety diary – Change the narrative

Learning objectives:

- recognise and name the automatic negative thoughts that arise in public speaking situations;
- understand the link between thoughts, emotions and physical reactions related to anxiety;

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- distinguish between dysfunctional thoughts and more realistic and useful thoughts;
- reformulate their internal dialogue in a more constructive way, reducing the impact of anxiety;
- develop greater awareness of their recurring mental patterns.

This lesson focuses specifically on the cognitive dimension of anxiety, helping participants to observe their thoughts without judgement and to intervene in them in an active and conscious way.

Preparation (by the trainer):

- The trainer prepares sheets of paper and pens for all participants, as well as a worksheet or slides with concrete examples of negative automatic thoughts typically associated with public speaking (e.g., “I'll freeze up”, “I'll say something wrong”, “Everyone will notice my anxiety”).
- It is also useful to prepare some stimulus phrases or opening lines (‘What if...’, ‘I'm afraid that...’, ‘When I have to speak, I think that...’) to facilitate personal writing.
- The environment should be quiet and free from distractions to encourage concentration and introspection.

Duration: 60 minutes

Structure of Lesson 3: Anxiety diary – Change the narrative

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS

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10’	**Warm-up: Personal writing** What I think before speaking in public? Participants are invited to write down their thoughts individually before speaking in public. The trainer makes it clear that the text will not be corrected or evaluated and that it is not mandatory to share it. This moment of free writing allows participants to bring to light thoughts that are often automatic and unconscious, creating the first step towards greater awareness.	Individual writing	Sheets of paper and pens
20’	**Introduction** The trainer introduces the concept of automatic thoughts, explaining how they arise quickly and often without us realising it. Their impact on emotions and the body is illustrated, emphasising that not all thoughts are facts, but interpretations. Through concrete and realistic examples, the trainer shows the difference between a limiting thought and a more useful and functional reformulation.	Short lesson on real examples	slides
20’	**Pair work** Participants work in pairs to review one or more thoughts that emerged during the writing phase. In an atmosphere of listening and respect, each person tries to transform a dysfunctional thought into a more realistic, encouraging or neutral sentence. Working in pairs encourages discussion and helps to put one's thoughts into perspective by seeing them from an outside perspective.	Sharing in pairs	Guide sheet

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10'	**Reflection questions** Each participant chooses an empowering phrase, created through rephrasing, to write down on a post-it note or card. This phrase can become a sort of "mental anchor" to use before future public speaking situations. Each participant chooses an empowering phrase to remember and take with them.	Plenary sharing	Post-it

Tips for the trainer:

- Emphasise from the outset that the activity has a personal and sensitive dimension, and that sharing is always optional.
- Avoid psychological interpretations of the content written by participants: the trainer's role is to facilitate, not analyse.
- Offer a personal example of automatic thinking and rephrasing to lower defences and create a climate of trust.
- Encourage realistic and kind language when rewriting thoughts, avoiding both catastrophising and forced optimism.
- Remember that the goal is not to "think positively at all costs", but to develop a more useful and functional internal dialogue.

Lesson 4: Mirror me – Theatre monologue about anxiety

Learning objectives:

At the end of this lesson, participants will be able to:

- recognise performance anxiety as a common and shared experience;
- express emotions related to fear through theatrical and creative language;
- use irony and narrative distance to reduce the emotional weight of anxiety;
- strengthen self-confidence through protected and symbolic exposure.

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This lesson uses theatre as an educational tool, not for performance purposes, but as a safe space for emotional exploration, where anxiety can be observed, recounted and put into perspective.

Preparation (by the trainer):

- The trainer prepares a central space that symbolically resembles a small stage or scene, even simply by moving the chairs to the sides of the room.
- Sheets of paper and pens are provided for individual writing.
- Optionally, a timer or bell can be set up to mark the time, making the experience more structured and reassuring.

Duration: 60 min

Structure of Lesson 4: Mirror me – Theatre monologue about anxiety

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
20'	**Warm-up: Writing** Participants are invited to write a short ironic or creative monologue beginning with the phrase 'My anxiety is...'. The trainer encourages the use of metaphors, exaggerated images or personifications of anxiety, in order to create an emotional distance between the person and their fear. This phase allows participants to express their anxiety in a safe environment and observe it from the outside.	Creative writing	Sheets of paper and pens

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10’	**Introduction** Before the performance, the trainer takes a moment to explain the educational purpose of the activity. The difference between self-deprecation (laughing at one's own anxiety) and self-devaluation (laughing at oneself) is clarified, emphasising that the goal is to normalise fear, not to minimise personal value. Examples of famous people who have spoken openly about their stage fright can be cited to reinforce the idea that fear is not a sign of weakness.	Short lesson on real examples	slides
20’	**Performance** Participants who wish to do so read their monologue aloud, using their voice, rhythm and gestures. The group listens attentively and respectfully, without critical comments, offering support through listening and applause at the end. The performance thus becomes a moment of emotional sharing and collective relief.	Theatrical performance, peer feedback	Open circle
10’	**Reflection questions** How did I feel? How did the audience react? The trainer leads a brief final reflection, inviting participants to share how they felt during and after the reading and how they perceived the audience's reaction.	Group discussion	Slides with questions

Tips for the trainer:

- Clarify that theatre activities are not for artistic or performance purposes, but for educational and expressive purposes.
- Encourage the use of irony as a tool for emotional distancing, while avoiding self-deprecation.

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- Deeply respect those who choose not to perform: writing and listening are already part of the work.
- Reinforce every intervention with positive signals (applause, smiles, thanks), avoiding corrective comments.
- Maintain a light-hearted but respectful atmosphere, intervening if irony risks becoming judgemental.

Lesson 5: Grounding – Walk with courage

Learning objectives:

At the end of this lesson, participants will be able to:

- increase body awareness in the present moment;
- understand how posture and movement affect emotional state;
- experiment with physical strategies to feel more stable and secure;
- improve stage presence through the body.

This lesson works on the principle that the body precedes the mind: by changing the way we move and stand in space, we can directly influence our emotions and anxiety levels.

Preparation (by the trainer):

- The trainer prepares a large space free of obstacles where participants can move around safely.
- Slides or cards with keywords such as “calm”, “agitated” and “centred” may be prepared.
- Neutral music or recorded verbal instructions can be used to accompany the movement.

Duration: 60 min

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Structure of Lesson 5: Grounding – Walk with courage

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
20’	**Warm-up: Writing** The trainer introduces the concept of grounding as the ability to “root” oneself in the body and in the present moment. Through concrete examples, he explains how, in situations of anxiety, the mind tends to project itself into the future, while grounding brings attention back to the here and now. grounding = feeling rooted in your body	Mini lesson, examples	None
30’	**Mindful walking** 'Walk as if you were calm, then agitated, then centred': Participants are invited to walk around the space embodying different emotional states: first calmness, then agitation, and finally centredness. During the exercise, the trainer guides attention to elements such as the rhythm of the step, the contact of the feet with the ground, the position of the shoulders and the gaze. The goal is not to “act”, but to feel how the body changes in each mode.	Guided physical activity	Free space
10’	**Reflection questions** Which walk gives me the most strength? The group reflects on what type of walk conveys greater strength and stability and how these feelings can be evoked before speaking in public.	Group discussion	None

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Trainer Tips:

- Demonstrate the walking exercises physically, as the body is the main learning tool in this lesson.
- Invite participants to observe their bodily sensations without judging or interpreting them.
- Remember that there is no “correct” way to move: every bodily experience is valid.
- If someone appears stuck, simply suggest that they walk “as they feel at that moment”, without forcing themselves.
- Repeat the exercise if necessary: body awareness takes time to emerge.

Lesson 6: The Courage Box

Learning objectives:

- reflect consciously on their personal strategies for managing anxiety;
- recognise that there is no single “right” way to deal with fear, but many possible strategies;
- share emotional and practical resources within the group, strengthening the sense of belonging;
- build collective tools to use before future situations of public exposure.

This lesson has a strong socio-emotional value and aims to transform the group into a supportive community, where anxiety is not experienced as an individual weakness, but as a common experience that can be addressed together.

Preparation (by the trainer):

- The trainer prepares a “Box of Courage”, a symbolic box representing a safe space in which to collect thoughts, advice and strategies.
- Anonymous cards, pens or markers, and a poster board or large sheet of paper for creating the final poster are provided.
- Creative materials (stickers, colours, symbols) can be added to make the activity more engaging and visually meaningful.

Duration: 55 min

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Structure of Lesson 6: The Courage Box

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10’	**Warm-up: Writing** Each participant is invited to anonymously write down a piece of advice, a phrase, a strategy or a small personal ritual that they use (or could use) to deal with anxiety before speaking in public. The trainer emphasises that it is not necessary to write something complex: even a single word or symbolic gesture is sufficient. This phase encourages introspection and values each person's personal resources.	Individual writing	Sticky notes, box
25’	**Activity** The cards are placed in the ‘Courage Box’ and then read aloud, one at a time, by the trainer or volunteers. After each reading, the group can briefly comment, acknowledge the validity of the strategy, or relate it to personal experiences. This moment allows participants to discover that many strategies are shared and that simple solutions can have a strong emotional impact.	Reading and sharing with peers	Box of courage

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15'	**Activity** Based on the messages they have read, the group selects the most significant phrases or ideas and writes them on a collective poster, decorating it creatively. The poster thus becomes a symbolic and concrete object, a visual resource that can be used in subsequent meetings or before a real performance.	Group discussion	Poster board, markers and stickers

Trainer Tips:

- Encourage simple, authentic and personal messages, avoiding overly elaborate or "textbook" phrases.
- Read a few cards first to set the emotional tone of the activity and reassure the group.
- Guarantee and reiterate anonymity so that participants feel free to express themselves without fear of judgement.
- Value each contribution as a resource for the group, even when it seems minimal.
- Use the final poster as a tool for continuity, referring back to it in subsequent lessons.

Lesson 7: Guided Visualisation – My Ideal Speech

Learning objectives:

- use guided visualisation as a technique for managing anxiety;
- create a safe mental space in which to imagine a positive performance;
- strengthen self-confidence through imagination and positive emotions;
- connect bodily sensations, mental images and constructive emotions.

This lesson works on an imaginative and emotional level, offering participants an experience of "anticipated" success, which can positively influence future performance.

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Preparation (by the trainer):

- The trainer prepares a quiet environment with soft or natural lighting, comfortable chairs or mats.
- Relaxing instrumental music may be used.
- Paper, pens and materials for drawing or writing are provided to allow participants to freely express what they have visualised.

Duration: 50 min

Structure of Lesson 7: Guided Visualisation – My Ideal Speech

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
10'	**Warm-up:** Guided visualisation: my future speech going well. The trainer guides participants through a slow and detailed visualisation, inviting them to imagine a future public speaking situation that unfolds positively. The focus is not only on the action, but also on bodily sensations (breathing, posture), emotions felt and the attitude of the audience. The visualisation is deliberately open-ended, allowing each person to adapt it to their own personal experience.	Guided meditation	Dimmed lights and soft music
30'	**Activity** Draw or describe what you saw: after visualising, participants represent what they have imagined through a drawing, keywords or a brief written description. This stage helps to make the imaginative experience more concrete and memorable.	Individual activity	Paper, pens and colours

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10’	**Activity** Optional sharing: those who wish to do so may share what they have seen with the group. Sharing is always voluntary and is accepted without evaluative comments, fostering an atmosphere of respect and listening.	Voluntary sharing among peers	None

Trainer tips:

- Use a slow, calm and steady voice during the visualisation, avoiding sudden changes in tone.
- Invite participants to find a comfortable position, respecting individual preferences (sitting, eyes closed or half-closed).
- After the visualisation, allow at least one minute of silence before suggesting writing or drawing.
- Remember that everyone visualises differently: images, words and bodily sensations are all valid.
- Do not encourage sharing: the value of the activity lies in the internal experience, not in the story.

Lesson 8: The Speech From the Heart

Learning objectives:

- deal with a real public speaking situation in a safe environment;
- speak authentically, reducing anxiety through emotional involvement;
- consciously use the techniques learned in previous modules;
- recognise and value their own progress.

This lesson represents the culmination of the module, in which the skills acquired are put into practice in a concrete and meaningful experience.

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Preparation (by the trainer):

- The trainer prepares paper and pens for writing the speech, an area dedicated to the presentation (symbolic stage or circle) and a timer to manage the time of the speeches.
- The space is organised in such a way as to convey the idea that the audience is an ally and not a judge.

Duration: 55 min

Structure of Lesson 8: The Speech From the Heart

TIME	ACTIVITY DESCRIPTION	TEACHING METHODS	TEACHING MATERIALS
15'	**Warm-up:** Participants write a short personal speech (about one minute long) about something they love or that has positive meaning for them. Choosing an emotionally engaging topic helps reduce anxiety and encourages more authentic expression.	Writing	Sheets of paper and pens
30'	**Activity** Before speaking, each participant is invited to pause, take a deep breath and centre themselves. The speech is then delivered in front of the group, who listen attentively and respectfully. There is no judgement or correction, only presence and listening.	Experiential learning	Listening circle

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10’	**Final debriefing** The trainer leads a final reflection with open-ended questions, such as: • How did you feel before and after speaking? • Which techniques were useful to you? • What did you discover about yourself? This moment allows you to consolidate your learning and give deeper meaning to the experience.	Guided reflection	Slides with questions

Trainer Tips:

- Remember that the goal is not perfect performance, but an authentic and meaningful experience.
- Encourage participants to take the time they need to breathe and centre themselves before speaking.
- Reinforce the idea of the audience as an ally, emphasising the importance of active and respectful listening.
- After each intervention, always thank the speaker, even if only with a gesture or a glance.
- Explicitly acknowledge the progress made during the process, helping participants to recognise it.

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