Set the Scene

A Guide for Adult Education Professionals on Using Drama Techniques in Teaching and Learning

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Introduction

Purpose

Set the Scene: A Guide for Adult Education Professionals on Using Drama Techniques in Teaching and Learning is one of the three intellectual outputs within the Fight the Fright project. Its main purpose is to provide adult community educators knowledge enabling them to teach public speaking skills by using drama techniques and improve the communication and presentation skills of learners from the working-age population (15 - 64 years old).

Theatre has been an essential part of virtually every culture since ancient times. Nowadays, the role of drama in adult education is an increasingly popular topic that is being researched by many researchers, as evidenced by the numerous scientific articles on the subject. Drama in education has numerous benefits, such as self-discovery, increased self-confidence and the development of creativity, and working on creativity and memory positively affects the human brain, including delaying brain ageing. The diversity of theatre techniques makes them possible to implement in almost any group of learners.

The Guide is developed to support the implementation of the project's intellectual output in all participating countries - Croatia, Poland, Spain, Portugal and Greece.

Structure of the Guide

The Guide provides 9 hours of workshops. Each workshop is based on 1 module that includes 3 lessons (30 minutes per lesson).

Module 1	provides knowledge and develops skills regarding verbal communication and covers such topics as active listening, precise speaking and persuasion.
Module 2	lets learners understand the importance of non-verbal communication and use it in everyday life. It covers such topics as gestures, mimics, and voice tone.
Module 3	is aimed at developing storytelling techniques. Includes topics related to auto-presentation, creating an interesting story, creativeness, and evoking interest in the audience.
Module 4	presents the main aspects of speech preparation, covering topics of structure of the speech, audience analysis and speech delivery methods.
Module 5	covers the topic of emotional self-regulation, attentive observation of mind and breathing, stage fright and recognizing emotional states.
Module 6	discusses topics related to netiquette, online connection problems, online communication barriers, communication skills and factors increasing fear of public speaking.

Module 1 | Verbal Communication

AIM	**To present the basics and golden rules of verbal communication to educators and provide them with practical tasks developing their skills of communication**		
Lesson 1	After completing this unit, the adult and community educators will be able to…		
Listen, Then Speak	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	List the most important aspects of active listening	Understand the importance of active listening and to share the knowledge in non-formal and informal education	Apply the skills in everyday life and during training with learners
Lesson 2	After completing this unit, the adult and community educators will be able to…		
Keep it Simple and Clear	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	Increase their awareness of the importance of diaphragmatic breathing	Train diaphragmatic breathing on themselves and to train others	Share the skills with other people and give confident speeches
Lesson 3	After completing this unit, the adult and community educators will be able to…		
Convince Me if You Can!	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	Decide how to speak depending on the public	Modulate their tone and choose the words appropriately to the public	Increase their persuasion and interest in their speeches

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Module 1

Lesson 1	LISTEN, THEN SPEAK
Participants	Adult educators
Duration	30 minutes
THEORETICAL BACKGROUND	

Verbal communication, i.e., spoken and written language, is the main source of relationships with people from all over the world. What we say and how we say it can also arouse emotions, which is why it is so important to convey the principles of proper communication and to pay attention to the reactions of interlocutors or listeners. In order to understand how others can perceive us, we should also practise listening to ourselves and take on the role of the other party. This is not only about simply understanding what someone had to communicate but also about responding to it. However, listening does not always equate to understanding what someone is saying. It is also possible that someone, despite the fact that they were listening, has not remembered anything because they have drifted away with their thoughts (passive listening). Listening does not always mean understanding, but active listening does. Active listening plays one of the most essential roles in interpersonal communication, not only in terms of conveying content or building relationships but also influencing the speaker's reactions and behaviour. Therefore, it can be said that the speaker and the listener respond to each other. It should be noted at this point that, according to the communication principles, communication does not occur if the speaker does not receive feedback. In the case of public speeches and mass communication, such direct contact between the two parties is made much more difficult or, in some cases, delayed, which is precisely what distinguishes public speeches from private conversations.

In addition to providing the most important information on what verbal communication and active listening are, the trainer should also present the relevant principles for active listening. After analysing more sources, the following can be considered common for them: maintaining eye contact; paraphrasing; asking questions; encouraging the speaker (e.g. by nodding or facial expressions).

The obstacles to effective listening and the mistakes made are equally relevant to point out. Most often, these relate to personal culture, but the crucial is not to get into words and not to interrupt unless the speaker themself have allowed it. Some people during public speaking indicate at the very beginning that it is okay for them to interrupt or to ask questions, while others ask for calmness and to save the questions for the end. In this case, taking notes will be a good practice.

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Free room	Webcam Internet access	Game cards
PROPOSED ACTIVITY		

Forbidden words

This simple taboo-based game requires multiple cards. Already made cards can be used, or they can be made by the trainer depending on the individual needs of learners or the topic of workshops. On a card should be one keyword (for example, *chocolate*) and five forbidden words that can be synonymous with the keyword or make it too easy to guess (for example, *bar* or *cocoa*). Forbidden words can be used by the presenter when they will be said by guessers.

Applying this activity trainer can choose if learners should work as individuals or in groups. The trainer ought to be the moderator of the activity by providing cards, checking if the time has not passed yet and supporting groups or individuals. A card should be sent to the learner who will be presenting it.

One learner should describe to others what the keyword is but cannot use taboo words. Depending on the chosen option, everyone can guess the keyword or individuals can guess. The one (or the group) who will guess the keyword will be describing the keyword from another card – the group can choose the representative. The one who guessed should keep the card. Each learner should get at least one card. So as to set the level of difficulty of the game, the trainer can decide if and what learners can show with their bodies. The time to guess the keyword should be limited.

Such activity will let the learners not just train the speech but also speak precisely, adapt to

situations and develop their skill of active listening following the golden rules (listen, then speak). Creative thinking will also be developed. Repeating this game will result in understanding how different people can interpret how we speak.

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Module 1

Lesson 2	KEEP IT SIMPLE AND CLEAR
Participants	Adult educators
Duration	30 minutes
THEORETICAL BACKGROUND	

Despite current knowledge in the fields of anatomy and speech therapy, listening to some people, it is still challenging to get over the fact that the human speech apparatus can produce such sounds, whether we are talking about artists or people imitating animals or machines noises. Voice hygiene and the right way of speaking can make the speaker look and sound more professional, which can make him or her feel better about performing in public, and it is also good for their health.

Working on speaking properly and voice hygiene have become popular topics due to the frequent vocal disorders of people in particular professions. According to research, teachers are the most commonly affected. In addition to the prevention of diseases themselves, correct breathing can also be used as one of the relaxation techniques. In addition, the work of the diaphragm also influences proper blood circulation and the function of the organs located in the abdominal cavity.

When discussing work on the voice, it is essential to note that one must not strain when exercising and that the exercises must be repeated regularly in order to achieve a lasting effect. Reducing, or preferably eliminating, stimulants and adequate hydration of the body, and therefore hydration of

the speech organs, are also crucial in working on the voice.

When practising speaking and diaphragmatic breathing with learners, it is important to remember that diaphragmatic breathing is abdominal breathing and that the pressure of the exhaled air and the falling ribs affect the work of the diaphragm. Also, ensure that the shoulders move as little as possible and work the abdomen instead.

Before practising with learners, the trainer should ensure that no learner has any health contraindications or breathing problems. The exercise should be stopped if any of the learners feel unwell.

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Free room	Webcam Internet access	-
PROPOSED ACTIVITY		

Diaphragmatic breathing and speaking

This activity can be started by getting to know one's own body, so each learner should place their hand on their diaphragm. If anyone has difficulty with this, they should be instructed that the hand should be in the middle of the chest and then the hand should be moved down to under the ribs.

So prepared learners can try diaphragmatic breathing. The trainer should remain in the instructor role, provide support at all times, and ensure that the exercise is performed correctly. Learners with the hand on the diaphragm should keep the abdomen and shoulders still and move only the chest while breathing out. When exhaling, the diaphragm should be tightened. Learners can also look at each other or themselves during this time and observe the work of the stomach and chest.

If it is not a problem for learners or they know each other well, a similar exercise can be done in pairs (a variant for the stationary course). One of the people in the pair should stand in place (A), the other person (B) just behind A, in such a way as to be able to embrace A. B can close their eyes and try to feel how A breaths with their diaphragm. After the exercise, roles are swapped.
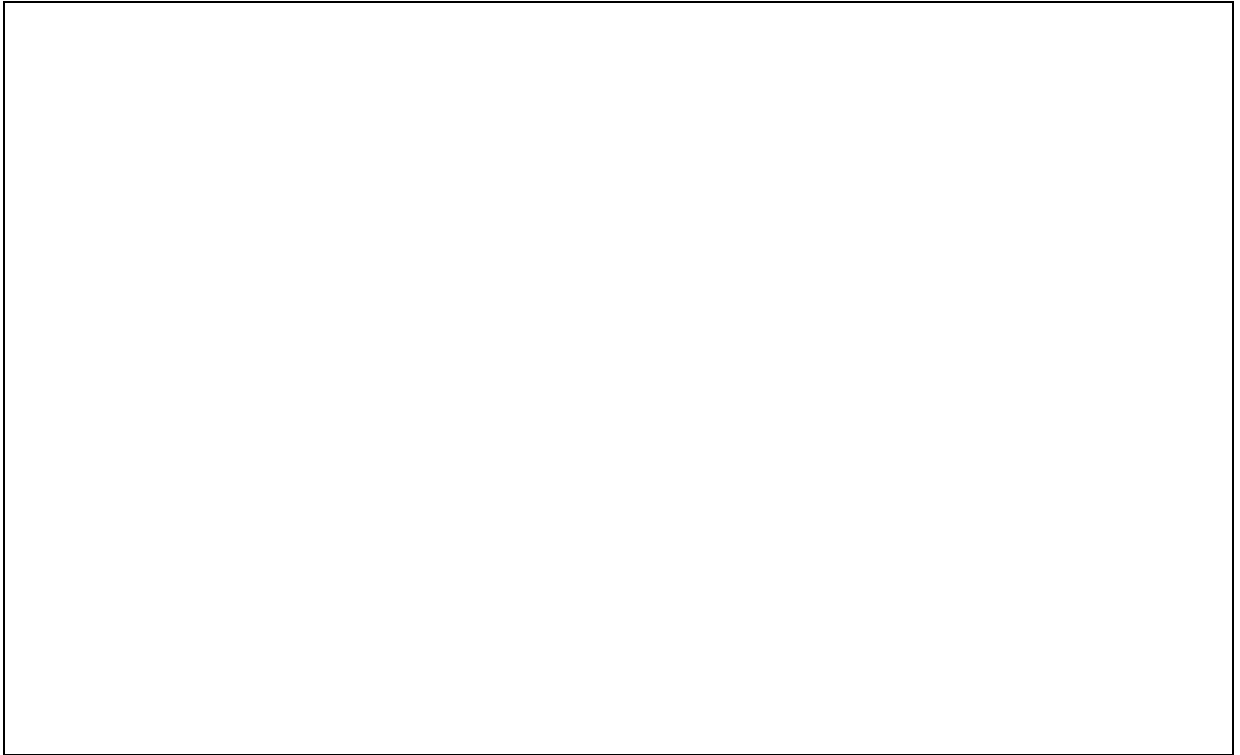
In the last phase, all learners stand at the end of the room. One of the learners should go to the opposite side. This one person has the task of using diaphragmatic speaking to recount their day so that those standing on the opposite side can repeat what they have heard. In the case of an online course, the speaker can stand at the end of the room they are in, and the rest of the learners stay at the computers. After completing the task successfully, the speaker returns to the group, and another person takes their place. If the group has not heard, the same person repeats the exercise. The first person to do this can be the trainer, to embolden the group and encourage them to work. Each learner should be on the other side once.

After completing these exercises, learners should be able to work on diaphragmatic breathing independently, and an increased speaking volume should be observed shortly after the exercise itself.

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Lesson 3	CONVINCE ME IF YOU CAN
Participants	Adult educators
Duration	30 minutes

THEORETICAL BACKGROUND

Persuasion can be used not only to achieve one's own goals but also to convey knowledge to others (scientific articles) or to evoke emotions (theatre), as well as many others. This skill is not easy to master, but a few tricks will help us be more convincing and which we can consciously work on even while preparing our speech. They just need to be put into words nicely or spoken in a particular way.

What must be remembered is that many of the processes that take place in our brain happen entirely subconsciously. This is what you can use to become more convincing. The fact is that the human brain has a problem with denial and finds it easier to process what refers to something familiar, such as people, objects, emotions, actions or colours. By denying something or forbidding something, we induce the brain to think of the forbidden thing first, and it is this forbidding that makes it think of the thing. For some people, the word 'no' also acts as a stimulus, and they want to act against it (commitment).

For this reason, it is important to consider what effect we want to achieve. These things happen unconsciously. The word 'but' has a similar effect, making the words spoken previously start to lose their validity for the listener. What we say should also be understandable to others, so the language we use should be adapted to the level of the audience. It is also important that we believe in what we are saying. Otherwise, we lose credibility.

It is important to note that using single phrases is insufficient to speak convincingly. What we talk about should also affect the audience's emotions in some way, i.e. we appeal directly to them. If we choose to ask questions, we should also ask indirect, direct, open, and closed questions. It is worth remembering that a speech is considered successful when the audience has managed to recognise the speaker's intentions. It is also much easier for those who are already well-known or who, for example, work for companies with a good reputation, as people are more likely to believe someone they know relatively well. However, if someone speaks too well, they may lose credibility as a person who HAS to know what they have to say.

Despite the many valuable tips we can find in the scientific literature or what we can hear from specialists - there is no universal key, and people are different, so it is necessary to develop your

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Free room	Internet access Speeches of chosen people webcam	Computers, laptops, tablets or mobile phones Pens and paper
PROPOSED ACTIVITY		

Speak like famous personalities

Before starting the exercise, the trainer should prepare links to speeches by famous people. These could be, for example, Donald Trump, Martin Luther King Jr. and other people everyone should know or at least be familiar with - historical figures are preferred. The number of selected famous figures should correspond to the number of learners. If the trainer prefers learners to work in groups, the number of personalities chosen should correspond to the number of groups. Throughout the exercise, the trainer is the moderator.

After providing learners with the necessary information on persuasion and emotion in public speaking, move on to the exercise and distribute the speeches among learners. Depending on the preferences, it can be done randomly or let the learners choose for themselves. Then the trainer should choose a topic - they can prepare topics in advance or rely on learners' creativity. The topic can be anything from demanding the reinstatement of remote lessons through selling cookies, the proceeds of which will be donated to a doggie cure, to trying to persuade a partner/parent/roommate to adopt a pet. The exercise is a self-examination of how emotion and persuasion work in speeches.

Depending on the chosen work mode, learners will work individually, or space should be created for them to work in groups (rooms). Each learner should listen to an assigned speech and then, on the
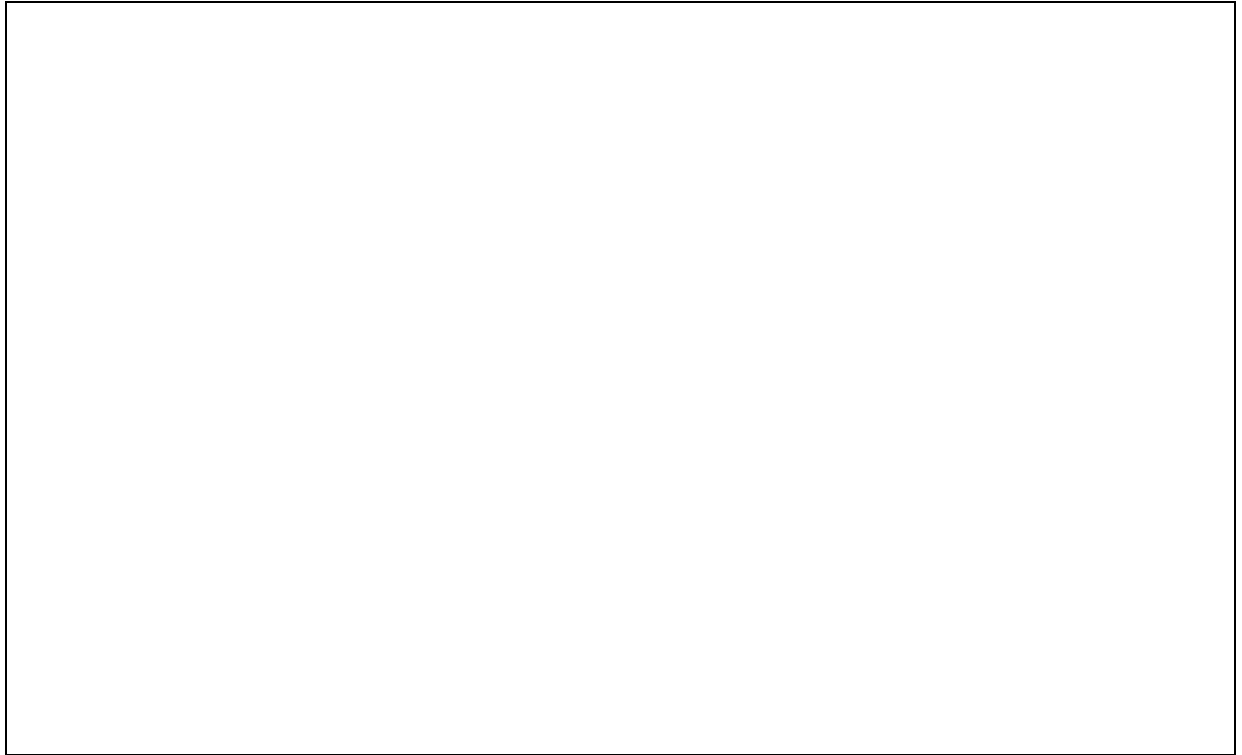
basis of that speech (on how the person speaks), write their own speech on a previously chosen topic. Learners should be given a few minutes to prepare a short speech. When the time is up, individuals or group representatives present their speeches to the forum. At the end, everyone should say which speech was the most convincing.

This exercise will allow us to practise the knowledge gained so far and see how the way we speak affects the reception of what exactly we want to convey.

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Module 2 | Nonverbal Communication

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Module 2

AIM	To increase the awareness of the power of nonverbal communication in public speaking and teach how to use it		
Lesson 1	After completing this unit, the adult and community educators will be able to…		
It's a Nice Gesture	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	Understand the importance of nonverbal communication in general communication	Use the acquired knowledge in everyday life	Provide the knowledge to learners and help them develop it
Lesson 2	After completing this unit, the adult and community educators will be able to…		
Eyes Talk	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	Increase their attention on facial expressions	Better recognise the real feelings of others	Consciously pay more attention to the facial expressions of others and pass on this knowledge
Lesson 3	After completing this unit, the adult and community educators will be able to…		
Watch Your Tone, Mister!	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	List how the tone of voice influences the understanding of words	Consciously modulate the tone of voice	Gradually apply the knowledge gathered up to now and share it

Lesson 1	IT'S A NICE GESTURE
Participants	Adult educators
Duration	30 minutes
THEORETICAL BACKGROUND	

For many years, the so-called Mehrabian myth has been spreading. According to this myth, spoken words are only 7 per cent of the message, tone of voice - 38 per cent and body language - 55 per cent, with the implication that non-verbal communication accounted for as much as 93 per cent of the total message. Nowadays, this myth is slowly being debunked, and those publishing information that clarifies this myth point out that it is impossible to say with certainty how much of a message is non-verbal communication because people are too different from each other, and different factors influence the message itself so that it could be 100%, 50% or 10%. Such myths need to be clarified, but it cannot be denied that non-verbal communication is an important part of communication. We can see this when the body contradicts what the person is saying. Facial expressions and gestures complement the spoken message.

The most frequently discussed topic when it comes to gestures is our poses. Poses can make us feel and look more confident when we speak in public. Moreover, not only poses but also how we stand, place our hands, and generally, our gestures make people perceive us in a certain way. This behaviour can often be seen in the example of politicians speaking. By gesturing, we can influence the creation of our image.

Depending on the situation, gesturing can express a range of things - from how we really feel, to ridicule someone, to insult someone, to point out someone's growth, to draw attention to an object or a person. Gestures, therefore, can be used to embellish a story, to convey additional information without talking about it, and in this way, reduce the stickiness of a speech so as to draw attention to oneself.

After the trainer has introduced learners to the theoretical part, learners could see how much can be said to another person without saying anything.

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Free room	Internet access webcam	-
PROPOSED ACTIVITY		

Listen to me!

This task is very simple both for the trainer and the learners and is aimed to present to the learners how using non-verbal communication, we can encourage or discourage others to speak in public. This activity also teaches respect to the speakers and shows what problems everyone could face when public speaking.

In the first instance, the trainer should ask learners to get into pairs. They can also choose the pairs themselves by using different grouping methods. Once the pairs have been chosen, the trainer has to create a room in which there will be one person from each pair. These people have to think about what they would like to share with their pair - it could be a recommendation of a book or series, as well as telling about a hobby or trying to learn a skill. The trainer should also encourage them to gesticulate when speaking. Those who remain in the room with the trainer should be given a different task. This group is supposed to listen attentively, enthusiastically and with interest to their partners, but they must not speak up from the moment the partner starts talking. After this brief instruction, the trainer should create rooms for each pair and let them spend 5 minutes together.

When the time for the task has passed, the learners should again return to the two rooms. The people who were listening should be instructed that this time they are to speak. This time the people who spoke before are to remain silent, as were their partners before, but they are to ignore their interlocutors. They can do this by, for example, looking away, leaving the camera, playing a game on their phone, or any other action with which they are to show their partners that they are not listening to them. Now the trainer should put the pairs together in the rooms and let them spend 5 minutes there again.

Throughout the task, the trainer should move between different rooms to check how the learners are doing.

After 5 minutes, everyone should meet in the main room to evaluate the task. The trainer asks the learners, who were the first to speak, to say how they felt at that moment. When they have finished, the same should be done by the learners who were ignored during their speech. Finally, ask the group how they felt when they were listening carefully to others and when they were ignored.

The trainer should remember that when learners have finished speaking, the objectives of the task should be presented to them.

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Module 2

Lesson 2	EYES TALK
Participants	Adult educators
Duration	30 minutes

THEORETICAL BACKGROUND

It is not without reason that it is said that the eyes are the mirror of the soul. Sometimes it is enough to look into a person's eyes to know if they are lying/if they are afraid of something/if they are happy. There is also a well-known saying, "love at first sight". A lot in our lives comes down to the eyes, and when speaking to people, we can take advantage of this. Nevertheless, firstly, we have to get the proper knowledge, because this is another example of how much information our brain communicates entirely subconsciously to us.

Not only the eyes but the whole face, the facial expressions show what is going on inside a person, which is why it is essential to work on oneself. When passing on knowledge, learners should be reminded that what we read from people's faces does not always have to agree with what the person is feeling. This is particularly important if they come into contact with people from different cultural areas, as expressions and facial expressions can differ depending on where a person comes from, and learners need to bear this in mind. Facial expressions can also be influenced by other factors, such as illnesses or personal situations, but also the person's character. While the speaker does not completely influence the facial expressions of the audience, they can influence how they are perceived by the audience.

Learners should be given guidance on what to do and what not to do when speaking in public. When speaking in public, it is important to show that they know what they are talking about, thus showing their confidence. The biggest mistake we can make is to wander with our eyes and lower them down. Such action indicates shyness, uncertainty and confusion. Before working out how to speak to people, they could try speaking to one person in the audience (e.g. someone you know) or looking at selected points. They should also make sure not to bite or lick their lips. Care should also be taken to keep the mouth closed. A gaping mouth may suggest nervousness. Another challenging task will be to control one's own eyelids, as people blink much faster when nervous.

During the practical part, learners should be able to experience how many emotions people can express with their eyes and realise how important facial expressions are.

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Free room	Photos Internet access List of emotions webcam	Photos List of emotions webcam
PROPOSED ACTIVITY		

Can these eyes lie?

This activity is designed to make learners realise how important the eyes are in communication - not just whether someone nan ace is looking, but also their expression. After learning the theory, they will be able to see for themselves how much the eyes say and how much can be conveyed by facial expression alone.

For this task, the trainer should prepare pictures of people in two versions beforehand. The first version should be a close-up of the person's eyes only, and the next version should show the whole face. The photos should include people of different genders and ages (the more significant the variety of people in the photos, the better). For this task, it is crucial that each person in the photo expresses an emotion. The trainer should first show a close-up of the eyes themselves and ask learners to guess that person's emotion. When the suggestions stop, show the learners the whole picture and ask what made them guess the emotion. Carry out the exercise in this way with the rest of the photos.

After discussing the pictures, the trainer should present the learners with the next part of the task. The learners will have to portray an emotion using only facial expressions, and the others will have to guess what the emotion is. For this part, the trainer should prepare a list of emotions in advance, which will be chosen randomly. The drawn emotion should be sent in a private message to the person who is to perform. This learner presents, and the others guess. When someone guesses, the same should be repeated with the next learners.

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Module 2

Lesson 3	Watch Your Tone, Mister!
Participants	Adult educators
Duration	30 minutes

THEORETICAL BACKGROUND

Through art, including drama, we can communicate our emotions. And what else besides art emanates so many emotions and is both a transmitter and a valoriser of that emotion? Drama techniques have a great potential to help learners develop public speaking skills and fight the fright. Drama not only develops us but also creates a bond between the actor and the audience. The speaker themself, from the moment they enter the stage, become the actor who has to fulfil certain expectations and leave something in the audience after their performance. In addition, practising Theatre Techniques also helps to boost self-confidence.

In theatre as well as in everyday life, one can see how important a role is played by the tone with which people address each other. It turns out that it is not only the tone but also the volume and speed that affect perception.

In the case where we speak to people too quietly, we may be misunderstood. When we speak too loudly, recipients can feel attacked. When we speak too fast, listeners may become confused and focus on the attempt to understand what we have to communicate rather than real deep understanding. Conversely, when we speak too slowly, we may offend listeners because it will imply that we assume that they would otherwise not be able to understand what we are saying to them.

Moreover, the pitch of the voice also influences our perception. People who speak in a very high-pitched voice suggest their superiority and/or insecurity, whereas a low-pitched voice suggests a lack of knowledge and shows that they do not have much experience in what they are doing, which is why it is so important to take care of the correct intonation. It is also worth noting that there are studies that show that, regardless of what we say, people are almost 100 per cent effective in indicating what emotion was driving the speaker. The emotions hidden in the sentences came from people who were not actors, so the more work you put into practising your voice tone, the less likely it is that your true emotions will be discovered and the more your confidence will increase.

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Free room	Internet access List of emotions List of short sentences webcam	Lists Computer

PROPOSED ACTIVITY

Excuse me!

By practising this activity, learners will have the opportunity to see for themselves how much the way we say specific sentences influences how others perceive them, a form of playing with one's own voice. For this activity, the trainer should prepare in advance a list of several emotions (about 10), e.g. anger, sadness, shame, joy and others that will not be as simple as disappointment. Another thing for the coach to prepare is a few short sentences (suggested 3-5), e.g. I want cheesecake, give me the salt.

The trainer should display a list of emotions on the screen and ask one of the learners to read one of these sentences with the first emotion on the list. Then, when asked by the trainer, the others should say in which situation they would hear it. The next learner is to say the same sentence but with emotion number two, and the others again say in which situation they could hear it. In this way, the trainer ought to go through all the emotions.

The next part is based on accentuating different words in sentences. The trainer should ask one of the learners to read one of the sentences emphasising the first word, then the next, then the next and so on until the end of the sentence. Learners should now be encouraged to say how they perceived the same sentence, emphasising a different word. Repeat the same exercise with the remaining sentences prepared by the trainer.

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Module 3 | Storytelling Techniques

AIM	**To present the basics and golden rules of verbal communication to educators and provide them with practical tasks developing their skill of communication**
Lesson 1	After completing this unit, the adult and community educators will be able to…

Tell Me about Yourself	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	Avoid mistakes in auto-presentations	Present themself in an interesting and original way	Use acquired knowledge and skills while auto-presenting and teach how to feel better doing it

Lesson 2	After completing this unit, the adult and community educators will be able to…

Get that WOW Effect	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	List the key factors of an interesting story	Work on their own storytelling and create good stories	Impress and inspire the listeners with the prepared speech

Lesson 3	After completing this unit, the adult and community educators will be able to…

Sell Me the Story	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	Conciously use the golden rules of talking to people and being convincing	Apply storytelling skills in real life	Increase their self-confidence, impress the listeners

Module 3

Lesson 1	TELL ME ABOUT YOURSELF
Participants	Adult educators
Duration	30 minutes

THEORETICAL BACKGROUND

The most important thing is "to sell yourself well". But how? Moreover, how to talk about yourself? In fact, why talk about yourself? These are the questions learners should get answers to in taking this lesson.

First and foremost, it is essential to know that by talking about ourselves, we can inspire confidence in the audience and thus also their interest. People are much more likely to trust someone they know or someone who is honest with them. Such a person arouses sympathy, and when someone arouses sympathy, they are much more likely to be listened to.

It is also important to show yourself as a specialist in your field, as a person who knows what he or she is talking about, has a passion, wants to develop it and share it with others, and additionally feels confident and comfortable in what he or she does. Nevertheless, do not lie about it because trust, interest and authority are much easier to lose than to build.

When talking about something, we should tell the truth and not attribute to ourselves knowledge or skills we do not have. We should also not boast or compare ourselves with others; when we want to say something about ourselves, we should do it so that others can judge us for themselves. The best way to do this is to tell a story about an event (see Lesson 3 for details on storytelling). Exaggerated modesty is also not recommended when talking about facts, we should not deny ourselves merits, achievements or skills, and when we find that one of our listeners knows the subject and is willing to talk, we should acknowledge them.

It is also important to mention to the audience that they should not speak solely about themselves unless asked to do so, and when they are asked to do so, they should apply the recommendations mentioned above.

So what should they say when they talk about themselves? Above all, not to speak ill of themselves, but not to deny their failures. It is best to show that the speaker is also human and knows what they are doing when talking about themselves.

We show that we know our job and that we are human too. The key is to remain natural, not elevate ourselves above others, and simply be kind.

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Free room	Internet access webcam	Pens and paper colouring pencils (optional)
PROPOSED ACTIVITY		

Autobiographical Game

To let the learners get used to storytelling and fight the fright autobiographical game of Duccio Demetrio seems to be the most suitable for the purpose of this lesson.

Of the 30 exercises proposed in the source text, the exercise described in this section is a combination of two of them, adapted to the needs and possibilities of the online course. Depending on time constraints and learners' wishes, the trainer may offer a graphic summary of both exercises.

The exercise is designed to help learners talk about themselves, familiarise them with it and show them how to do it freely. The first part of the exercise is based on learners' past and requires dynamic writing, while the second part refers to who they are now - at this stage, the trainer should determine the time learners have to complete the task (expected to be about 10 minutes). The final, optional part is an exercise that can be treated as a form of summary by compiling the previous tasks. It is worth introducing this element because of its great self-presentation potential and the exercise of paraphrasing. Moreover, having completed the previous tasks, learners should feel more at ease at this stage.

To begin, the trainer should ask learners to think of an event from their life and leave them with this thought for about 30 seconds. Then tell learners that their task is to describe the event they have thought about. Ideally, they should write all about it, uninterrupted, to write through their head. The trainer should give them up to ten minutes. After this time, each learner read what they had written and explain why these situations were their choices.

For the next task, learners should also be given time to complete it. Learners should now describe themselves - disadvantages, advantages, interests, work, what they do in their free time, etc. They should be instructed to include their attitude towards themselves in this. After the previous exercise, most of them will probably be prepared that what they write will have to be read in the forum, but what they write is only for them. This, however, is something learners should be told after the exercise. They have thus carried out an auto-evaluation.

The final step is to draw the path of your life. The trainer should allow the learners complete freedom of action - it can be a river, a path, a motorway, etc. The path is supposed to depict their life, on it they are to draw the most important events. A simple sketch with symbols and a route is sufficient. Five minutes is sufficient for the drawing. After the time is up, the trainer should ask the learners to show the drawing and describe this road to others.

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Lesson 2	GET THAT WOW EFFECT
Participants	Adult educators
Duration	30 minutes
THEORETICAL BACKGROUND	

Storytelling, which is the main topic of this module, is actually the colourful, vivid communication of a particular story. Well-run storytelling can be a powerful tool for both organisations and individuals. With the help of storytelling, a wide variety of content can be communicated in an interesting and creative way, both traditionally and virtually (digital storytelling). Storytelling's most significant advantage is that it can be used to engage and connect with the audience. It is often used in advertising campaigns, but this is not the only environment where it can be encountered, and you can create a real WOW effect with it.

When introducing learners to storytelling, they should be introduced to its structure, i.e. how to tell a story in the right way. The most important thing to tell learners is that every well-told story should contain the following elements:

beginning → problem → unsuccessful attempt, or attempts, to solve that problem → solution to the problem → conclusion.

Another way to tell the story is to use the following scheme:

departure → initiation → return.

The other important aspect that needs to be mentioned is that a story can be told in three ways:

1) as a narrator; 2) using characters; 3) using media.

It is also worth mentioning that the story does not have to be told directly - by telling a story, we can also answer questions - to be understood and that certain elements increase the story's interest. Searching for more sources, we are able to identify a few common points of good storytelling: a defined point of view; emotionality - appeals to people's thoughts and feelings; narrative style adapted to the audience; mentions failures; refers to real experiences.

Storytelling is a form that will make you stand out from the crowd and make you memorable. For this reason, it is worth using it to build a good reputation.

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Free room	Internet access webcam	Attached film
PROPOSED ACTIVITY		

I know it!

This task will require more engagement from learners. The task can be carried out in two ways: 1) using cultural texts, but the most popular ones that everyone will recognise; 2) learners can try to invent their own story (recommended version).

At the beginning, the trainer should present the task's objectives, i.e. to try to create and present a story on their own, which will have the structure of a good story, i.e. will preserve the principles of storytelling and interest the audience. The time learners will have to prepare the story should be specified beforehand, and the way of working should be chosen. Learners can present a well-known story using verbal and non-verbal communication and let others guess what the story is, or they can create their own story and let the other learners explain what the story is about. In order to explain to learners what such a story might look like in a professional version, the trainer can show learners the attached advertising spot for Allegro, a Polish online e-commerce platform.

[English for beginners| What are you looking for at Christmas?](#)

The story's whole structure can be observed in the above advertisement. The trainer can divide learners into groups of up to 4 people, e.g. by randomly assigning them to separate rooms, letting them decide for themselves, or using a grouping method of their own choice. From this point on, learners work in groups, with the trainer moving between rooms and providing assistance if necessary.

When the time has passed, one of the groups presents the result of their work to the forum and the other learners try to guess the story or explain what the story was meant to convey. Once the task is completed, the other groups do the same. The trainer acts as a moderator.

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Module 3

Lesson 3	SELL ME THE STORY
Participants	Adult educators
Duration	30 minutes

THEORETICAL BACKGROUND

People can speak beautifully, use beautiful words, articulate perfectly, know rhetoric, and persuasion, master facial expressions and gestures to perfection, and look confident. Nevertheless, can this replace everything we want to say? Not necessarily. How we speak is also important.

An excellent example of how a story can be sold is Simon Sinek's "Golden Circle". One story told in several ways can be received differently, so it is worth considering what effect you want to achieve. The Golden Circle model asks the story to focus on three questions: what? how? and why? (we want to say something)

As you can see from the image above, each of these questions leads us to dig deeper into the statement's meaning. This model proposes starting the story from the middle, the why, not what we want to say. We are talking about stating our purpose and what we believe in. Such a procedure makes us much more convincing to others because we open up to them. Once again, this is influenced by the structure and functioning of the human brain, which gives speakers a lot of room to work on their abilities.

This model can be an inspiration for further work as it is used by the leaders.

Recommended video:

How great leaders inspire action | Simon Sinek

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Free room	Internet access webcam	Attached films
PROPOSED ACTIVITY		

You can do it!

Now that you have passed on the theory to learners, it is time for practice. You can start the task by presenting learners with the following clip from the film The Wolf of Wall Street.

<div align="center">

[The Wolf of Wall Street - Sell me this pen](#)

</div>

After showing the clip, the trainer should encourage learners to discuss. They should try to point out as many mistakes as possible that the people in the video have made when it comes to the art of persuasion. When the discussion is over, the following clip should be included.

<div align="center">

[Sell me this pen - Wolf Of Wallstreet](#)

</div>

The trainer should ask learners one question for the video they watched: What did the man who managed to 'sell' the pen do? The key point is that he created the problem himself and then sold a solution to it.

Now the learners' task will be to write a short speech on any subject - it could be an advertisement for a product, an attempt to discourage someone from doing something, a history lecture, etc. The written speech will be presented to the forum. The learners will have to present their written speeches to the forum. The trainer should point out that they should use all the techniques they have learned so far to do this. The time learners will have to prepare should be set.

After each presentation, the trainer should encourage other learners to point out which learned techniques appeared in that speech and which were missing, although they could have been used.

The task provides a summary of the knowledge gathered so far, and learners can also check their progress.

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Module 4 | Effective and Engaging Speech

AIM	**To presents the main aspects of speech preparation covering topics of structure of the speech, audience analysis, and speech delivery methods.**		
Lesson 1	After completing this unit, the adult and community educators will be able to		
Let's get prepared	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	Outline basic aspects of audience analysis	Identify five phases of speech preparation	Provide knowledge to learners
Lesson 2	After completing this unit, the adult and community educators will be able to…		
Let's go down to speech writing	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	Understand the risks and threats that may occur during speech planning	Write and present a structured speech	Support learners in developing skills necessary to write a speech

Lesson 3	After completing this unit, the adult and community educators will be able to…		
Here you are!	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	Understand the importance of speech delivery	Identify four methods of speech delivery	Motivate learners to recognize and apply speech delivery methods

Module 4

Lesson 1	LET'S GET PREPARED
Participants	Adult and community educators
Duration	30 minutes

THEORETICAL BACKGROUND

Speech preparation can be brought down to five points:
1. Thinking – determining the purpose (why do you want to prepare the speech), what is the core message, what is the thesis, and who the audience is;
2. Investigating – gathering information, research, determining the thesis in its final form
3. Composing – identifying main points, preparing the introduction (convince the audience that the topic is important to them) and conclusion, preparing visual aids, writing down the speech
4. Rehearse – learning the content, adding gestures, staging, vocal emphasis, and looking for a feedback
5. Revise – applying corrections and dev final speech

As is shown above, preparing a speech involves many steps, requiring specific skills. But one of the most important, yet very difficult steps is **audience analysis** – the process of gathering information about the audience members. The most important element of a speech is the audience. The topic of the speech may be interesting to the presenter, but if it does not meet the needs of the audience, and does not correspond to their values, beliefs, expectations, and opinions may lead to a complete lack of the audience's interest in the speech.

According to Saylor Academy audience analysis may focus on three aspects:
- Audience demographics – age, gender, ethnicity, education, religion, economic status, ground membership
- Audience psychographics – values, beliefs, attitudes, behaviors, biases
- Situational audience analysis – related to the specific situation.
    - Audience-related – audience's purpose (why are they here), size (how many people came to listen), interest level
    - Environment-related – what does the physical environment look like, auditorium size, how does the "stage" look (is there a podium or microphone), and is it possible to use visual aids.

It is worth mentioning that audience demographics and psychographics are heavily related to many different kinds of biases and oversimplifications. The educator should be aware that the evaluation is made based on prior subjective experience. The basic type of biases and oversimplifications is stereotype – overgeneralized and oversimplified view of a particular social group, distinguished based on an easily observable characteristic (gender, race, nationality, social class, occupation). The educator should be aware of the stereotypes that exist in the culture from which they come and in which they function. Being aware of what stereotypes are used reduces the frequency with which stereotypes are used during the analysis process.

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Training room	Cards with controversial speech topics.	Cards with topics, at least as many as there are learners.
PROPOSED ACTIVITIES		

Socratic method

Preparation: trainer prepares small cards containing controversial topics, e.g

- outlawing meat consumption;

- banning gasoline cars;

- banning all religions;

- the Earth is flat

The topics should not be visible to the learners (fold the cards or put them in an opaque bag)

1. The trainer divides the learners into pairs, in which one person will be the speaker and the other the interviewer.

2. The speaker draws a card with a controversial topic.

3. The speaker takes a position opposite to his own (i.e., if in real life he is a vegetarian - for the purposes of the scene he believes that everyone should eat meat), and begins to present the topic without preparation, improvising.

4. The interviewer's job is to quiz the speaker by asking uncomfortable questions, e.g. why, what's wrong/good about it

The topic of the speech mustn't coincide with the speaker's beliefs, and the speaker has no

opportunity to prepare for the task.

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Module 4

Lesson 2	LET'S GO DOWN TO SPEECH WRITING
Participants	Adult and community educators
Duration	30 minutes
THEORETICAL BACKGROUND	

Speech writing is a process of using proper grammar and expressions to convey the message to the recipient. For a speech to be understandable, its content must be clear, coherent, and organized. It should consist of three parts:
- The introduction
- The body
- The conclusion

Learners can think about speech writing as a process similar to writing an essay. Speaker needs to understand the speech's purpose and plan the content of the speech taking into account audience analysis and time limit or required length.

The introduction: In this part, the presenter introduces the audience to what they want to tell them about. First, the presenter has to get the audience's attention – it could be achieved by presenting a catchy quote, telling a story or anecdote (or a joke, if the presenter feels comfortable), asking a question, present statistics. Then it is time to introduce the topic and explain why it is important and what the audience will learn. The important point of the introduction is to establish the presenter's credibility (if the presenter is believable – has the knowledge and experience) by convincing the audience that the one presenting is engaging and trustworthy.

The body: The human mind is capable to keep seven plus/minus two elements in short-term memory (STM) (STM holds small pieces of information for a short period of time – under a minute, and then may transfer information to long-term memory or forgot it). Therefore it is crucial to limit the

speech's main points to 2-3 (maximum of 5 for longer speeches) – If the person giving the speech has more points, the audience will not remember them. Main points should be provided with supporting details containing facts, statements, and examples. The first main point of the body should be the strongest one, as the human mind, during converting the data to long-term memory, yields to primacy effect (primacy bias) –a tendency to recall information that was presented first better than the information presented last.

The conclusion: Summarizes the speech's main points, recalling the thesis/topic. Besides primacy bias mentioned in the body part, the human mind tends to fall into the recency effect – the tendency to recall information presented later better than primary information. It is worth remembering that the introduction may be remembered better than the introduction and the body of the speech. It might be helpful to refer to the areas addressed in the introduction. Summary statements should lead to reflection, a change in attitude, or a desire to learn a lesson from the speech. Therefore it is worth introducing to call for action at the end of the speech.

Even though the structure of the speech may resemble the structure of an essay, it is worth remembering that speech is a narrative form aimed at telling an engaging story. Individual sections should be comprehensive but concise. Presented dynamically and clearly.

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Training room	-	Flipchart, markers

PROPOSED ACTIVITIES

Outline the basic principles of a speech structure and identify risks and potential mistakes that may occur during speech planning

Speech writing is a process of using proper grammar and expressions to convey the message to the recipient. For a speech to be understandable, its content must be clear, coherent, and organized. It should consist of three parts:

− The introduction;

− The body;

− The conclusion.

1. Trainer divides learners into groups of three. Each group gets a flipchart and markers

2. Learners write down speech structure sections and their elements according to the theory presented in the "theoretical background" section.

3. In the next step, learners in groups should reflect on risks and mistakes that may occur during the planning of particular parts of each speech's section and then write them down.

4. When all groups have completed their conclusions, a group discussion should be held to

summarize the exercise and reflect together on how to avoid particular mistakes and risks and what to pay special attention to when teaching the course learners how to prepare an engaging, orderly and coherent speech.

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Module 4

Lesson 3	HERE YOU ARE!
Participants	Adult and community educators
Duration	30 minutes

THEORETICAL BACKGROUND

Speech delivery is one of the final elements in the preparation of public communication, which may make it seem less significant, but there is no denying that it is just as important as previous steps. The earlier stages of the communication process are more widely commented on and seem to be more labour-intensive (after all, the speech content has already passed the stage of planning, research, and polishing), speech delivery has been somewhat marginalized - after all, your speech is technically perfect, what could be difficult about delivering it in front of an audience?

Even though speech delivery might seem like simply talking (and reading), it contains another important aspect – connecting with the audience (eye contact, vocal emphasis, meaningful pauses). Reading strips the speech of nonverbal interpretation

The way the content is presented is just as important as the message itself. Even the most inspiring speech read from a piece of paper will not win over an audience. However, it is worth knowing that there are a few exceptions to this rule, and there are situations in which reading out the message is even advisable:

- The message concerns extremely important, complex technical issues;
- When the whole world is listening, and the circumstances are related to international protocols and etiquette;
- The speech is presented on behalf of someone else.

In other cases, the speech should be delivered, not read from a sheet.

Speech delivery is inseparable from topics of verbal communication (*Module 1 | Verbal Communication*

) and non-verbal communication (*Module 2 | Nonverbal Communication*

). You can either bore the audience if you downplay it, or confuse them if you overdramatize the presentation with your learners. Speech delivery is about achieving a balance between verbal and non-verbal communication.

Other important aspects are methods of speech delivery.

- **Impromptu** – short and the most spontaneous of delivery methods, usually occurs in a "say a few words about yourself" situation. There is little (or no) time for preparation and organizing the thoughts, so bear in mind that there is a high risk of anxiety arousal. The speech should consist of 3 elements:
  - o Introduction (getting the audience's attention, topic introduction, the introduction of the speaker);
  - o Body (two - three main points about the topic);
  - o Conclusion (summary, call to action, final thought).
- **Extemporaneous** – prepared in advance, rehearsed speech, using brief notes. Cursory notes allow the speaker to follow the speech plan while not losing touch with the audience (which happens when reading whole manuscripts). It allows the speaker to be more flexible and respond to the audience's feedback, i.e. when you pay attention to the audience's

expression, you may notice if the topic you talk about requires further explanation).

- **Manuscript** – reading written message word-for-word. All of the presenter's attention is focused on the text in front of him (alternatively, it is sometimes shifted to visual aids). As it was already mentioned – sometimes this method is useful, therefore is worth remembering that it is usually uninteresting to the audience.
- **Memorized** - recitation of a written message from memory. The Presenter has no notes, so it is easier to maintain eye contact with the audience and move freely across the stage. Potential dangers of this method are a high risk of monotonous presentation (without vocal cues) or the too fast pace of speaking; the presenter may go blank or change the style of delivery if forget the text.

The speech delivery method depends on context, audience, and purpose.

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Training room	List of topics	List of topics

PROPOSED ACTIVITIES

Explain to me...

Preparation: trainer prepares cards with impromptu topics and target groups, e.g.:

- Explain to kindergartners what inflation is;
- Explain to PhD program learners why they should wash their hands after coming home.

1. Trainer divides learners into groups of three.

2. Each group draws a card and does not show it to the other groups. Learners have to remember the topic of the speech and target group.

3. Each group has 3 minutes to prepare a speech about the drawn topic.

4. One learner from each group presents the speech/impromptu adapting the content to the characteristics of the drawn target group.

5. The learners from the other groups try to determine what was the topic of the speech and the target group. They also reflect on whether the speech would be suitable for the drawn target group – Why would it be suitable? Why would it not be appropriate?

6. When all groups have presented their prepared speeches, the trainer sums up the game by emphasizing the importance of matching the content to the audience.

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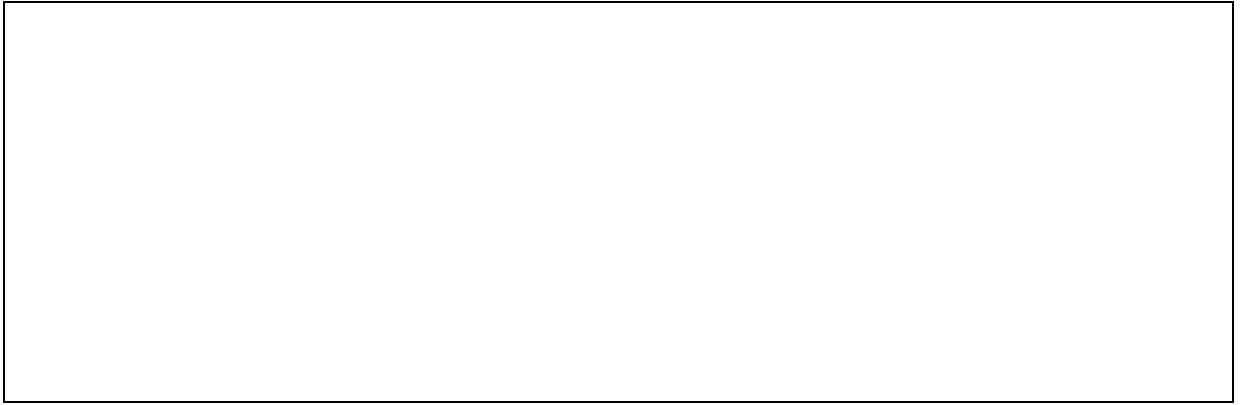
Module 5 | Strategies for Overcoming Fear and Anxiety

AIM	**To presents the topic of breathing control, relaxation techniques, techniques for overcoming stage panic and to introduce topics related to emotional intelligence**		
Lesson 1	After completing this unit, the adult and community educators will be able to		
	KNOWLEDGE	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
Observe your mind and breathe	Use the knowledge about stress effect on a body to overcome the side effects of stress	Control thoughts during a stressful situations and redirect them to use them to own's advantage	Provide the knowledge to learners and help them overcoming stress
Lesson 2	After completing this unit, the adult and community educators will be able to…		
	KNOWLEDGE	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
Do not panic, feel and relax	Understand the mechanisms for overcoming stage panic	Recognize stage fright symptoms	Support learners in overcoming stage fright
Lesson 3	After completing this unit, the adult and community educators will be able to…		
	KNOWLEDGE	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
Overcome dualism and transcend emotions	Name indicators of emotional diversity and individual differences in expressing emotions	Recognize own's emotional states and the emotional states of others.	Apply the knowledge related to emotional intelligence in an educator's job

Lesson 1	OBSERVE YOUR MIND AND BREATHE
Participants	Adult and community educators
Duration	30 minutes

THEORETICAL BACKGROUND

We can manage our emotions, we don't have to give in to them. By correctly recognizing and naming the emotions that arise in our bodies, we are able to control their effects and use them to our advantage. What should we know about emotions to control them and not let them control us?

Emotional self-regulation

Emotional self-regulation is a competence related to the ability to control our emotions, thoughts and behaviors on the way to achieving the desired state (which can be defined as long-term goals or particular norms or standards. This competence allows us to manage difficult, disruptive emotions and control them, even if they are sudden. And this is a very important skill for public speaking. In stressful situations, stress can get in our way when we don't know how to use it to our advantage.

Research shows that the effects that stress has on our bodies and minds are decided more by our beliefs about stress, not the stress itself. When we see stress as our ally, we can take advantage of it.

Observing the mind

Clearing the mind is difficult, and not thinking about anything seems almost impossible - has anyone ever asked you not to think about a big, pink elephant? Or have you ever found it difficult to change your thoughts on a certain subject? It is just as difficult for your learners. Our minds trick us. It was proven by Jeremy Jamieson et al., who proved that our ability to manage stress reactions depends on our beliefs about the stress in said situation. If we describe the feeling accompanying the adrenaline rush during stress as "fear", "anxiety", or "pressure", – it is more likely that we will fail and not cope with stress. On the other hand, if we describe the feeling as "motivational" and "mobilizing", it is more likely that we will take action. If we interpret this stress as a support for the body in action, we can realize that adrenaline prepares our body for the best performance ever - it makes our lungs increase their capacity, the heart beats faster, so the brain is well oxygenated, we think more efficiently, and our voice is louder.

Controlling breath

It is important to properly read and interpret the signals coming from the body to know what will be more beneficial - to calm down or to take advantage of arousal. Tension (stress) can help us give our best speech, but getting our thoughts in order is much easier when we calm our bodies. Controlling our breathing is especially helpful in this regard. Thanks to deep breathing in and out, we are able to oxygenate the body, which is a very important strategy for managing our energy. Study shows that when you need to calm down, you should take even breaths (inhale and exhale should be the same length). On the other hand, when you need a boost of energy, do a long inhale, and a short exhale.
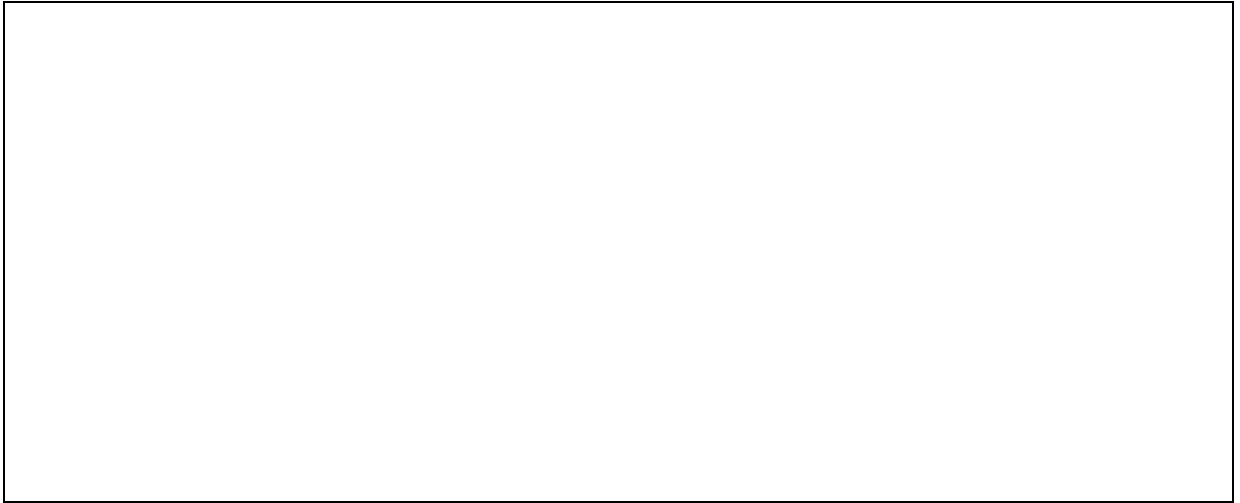
PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Training room	-	Paper, pen

PROPOSED ACTIVITIES

Think about how stress can affect you and others

To help your learners better understand their stress response (and as a result help them better control their mind and body), you first need to reflect on what the effects of stress are and how to recognize them.

How can we recognize the symptoms? Consider what the symptoms of tension look like in the context of:

– Body – what are physiological symptoms of stress (how does the body look like – posture, muscles, what happens to the person's face, breath etc.);

– Mind - what are psychological symptoms of stress (how does the mind work, how the moo is affected, what happens with the thoughts, what emotions occur in that situation, etc.)

– Behaviour – how do the people deal with the stress (gestures, behaviors aimed to relieve tension)

Try to organize the symptoms in terms of "supporting to take action" and "discouraging to take action"?

Finally, answer the following questions:

– Do you see any more opportunities to use stress symptoms, especially physiological ones, to support action?

– When does a state of tension help, and when does it hinder action?

As educators, we are responsible for supporting our learners in dealing with difficult emotions. By showing them the potential benefits of tension, we can encourage them to better diagnose when they should use tension to their advantage and when they should lower it.

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Module 5

Lesson 2	DO NOT PANIC, FEEL AND RELAX
Participants	Adult and community educators
Duration	30 minutes
THEORETICAL BACKGROUND	

Stage fright is a feeling of stress and anxiety related to the situation of public performance or talking to a large group of people. Studies have shown that approximately 73% of the population.

There are three categories of stage fright symptoms:

- Physiological: sweating, redness, nausea, chills, stomach ache, altered heart rate, heavy breathing
- Cognitive: fear (of failure, of being ridiculed), mental confusion
- Behavioural: stuttering, trembling, frequent or long pauses

To overcome stage panic, you can recommend your learners to:

- Practice: practicing the content you are about to present significantly lowers stage anxiety. Practice the speech to the moment it seems like overpracticing.
- Think positive: panic and anxiety usually bring disruptive thoughts. It is recommended to try flip negative thoughts into positive thinking.
- Breath deeply: deep, even breathing helps the body relax and calm down, which is key to calming down your body - it lowers blood pressure and decreases heart rate.
- Move your body: stress causes tension in the human body, triggering a fight or flight response – standing still contributes to building the tension.

As was mentioned in *Lesson 1* we can control our emotions in the process of emotional self-regulation. In overcoming stage fear and panic, it is crucial to learn how to control one's breath. Breathing techniques impact energy flow in our bodies – deep breathing in and out through the diaphragm, at a slow pace, taking even breaths will calm the body down. Long inhales through the nose, and short exhales through the mouth will energize the body and increase blood pressure.

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Training room	-	Roll mats or blankets)one per learner, pillow (two per learner), chairs (one per learner)
PROPOSED ACTIVITIES		

Know your body – just breathe!

1. Learners lie down on their roll mats/blankets.

2. The instructor conducts breathing exercises:
   - 4-7-8 Breathing:
     - o Instructor makes sure that learners are ready to start the exercise: they lie down (or sit) comfortably, the tongue is resting against the roof of the mouth;
     - o Instructor provides narration:
       1. *First, empty your lungs. Part your lips while exhaling. Make a whooshing sound, while exhaling through your mouth.*
       2. *Close your lips, and breathe in quietly through your nose for 4 seconds.* (Instructor counts to four).
       3. *Then hold your breath for 7 seconds.* (Instructor counts to seven).
       4. *Breath out through your mouth for 8 seconds, making a whooshing sound* (Instructor counts to seven).
       The Instructor repeats the cycle four times.

   - **Deep Breathing**

     - o Instructor makes sure that learners are ready to start the exercise: they lie down comfortably, with one pillow under their knees and a second pillow under their neck. If they do not feel comfortable to lay down, they can sit on a chair with a supported back, shoulders and neck.
     - o Instructor provides narration:
       1. *Breath in through your nose. Fill your belly with air.*
       2. *Breath out through your nose.*
       3. *Place one hand on your belly. Place the other hand on your chest.*
       4. *As you breathe in, feel your belly rise. As you breathe out, feel your belly lower. The hand on your belly should move more than the one that's on your chest.*
       5. *Take three more full, deep breaths. Breathe fully into your belly as it rises and falls with your breath.*
     - o Instructor finishes the exercise.

This exercise allows learners to practice breathing – to benefit from breathing exercises in stressful situations, first, they have to be practiced regularly. The practice should be frequently repeated.

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Module 5

Lesson 3	OVERCOME DUALISM AND TRANSCEND EMOTIONS
Participants	Adult and community educators
Duration	30 minutes
THEORETICAL BACKGROUND	

Emotions are the body's physiological response to threats providing protection opportunities coming from the environment. In addition to survival of the species, protection from threats emotions let us know whether something serves us (is pleasant) or threatens us and should be avoided (is unpleasant). Besides the survival aspect, emotions enable us to live in society. Some emotions are fairly universal across the world. Psychologists call them "basic emotions." Scientists disagree on how many basic emotions there are – some prove that there are 6: anger, surprise, disgust, enjoyment, fear, and sadness. Others lean on 5 basic emotions (anger, disgust, enjoyment, fear, and sadness). The expression of basic emotions is similar in most cultures around the world - that's what makes them basic. They are cross-culturally understood. But there are much more emotions than basic ones. The study shows that emotions are much more nuanced – e.g. under the "anger" umbrella, you can find many different shades of that emotion, from less intensive irritation to very intensive fury. Understanding these emotions is culturally conditioned and requires learning.

Transcending emotions

Emotions are the information by which we know how the environment (external and internal) affects us. Thanks to emotions, we know if we are safe and if nothing threatens us. Suppressing emotions makes us deprive ourselves of one sense through which we perceive reality. We tend to avoid unpleasant emotions (e.g., anger, embarrassment, sadness) and strive to feel as many pleasant emotions as possible (e.g., joy, delight, curiosity). However, only the experience of the full range of emotions (emotional diversity), provides us with mental resilience and enables emotional self-regulation. To better transcend emotions, you need to know them better: learn their meaning and how to recognize them in your own body. Transcending emotions should not be confused with suppressing them. An important part of dealing with emotions is cognitive processing of them, i.e. analyzing them – thinking about causes, symptoms, effects and planning how to prevent them from occurring in a strong form in the future. This process in itself is very helpful in transcending emotions. A preventive measure for escalating emotions is to try to calm yourself - by using breathing techniques, meditating, physical activity, mindfulness training. Breathing techniques are the most effective method in containing anger - both its mild form and its most intense form (rage/fury).

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Training room	Cards with emotion names	A4 paper sheets, coloring pencils/markers
PROPOSED ACTIVITIES		

What do you feel?

Preparation: The trainer prepares cards with emotions names – pleasant and unpleasant, basic and complex emotions.

1. Each learner receives one sheet of paper and a box of colouring pencils/markers.
2. Learners draw a human silhouette, empty inside.
3. Learners draw cards with the emotion and play this emotion with the whole body, exaggerating the characteristic features of the emotion in question (e.g., when they draw anger, they begin to pant loudly, clench their jaw tightly, and five - to the point of an exaggeration).
4. Learners discuss when a particular emotion most often appears, what it can mean, and how it manifests in the body.
5. Learners then mark on a silhouette drawing where in their body a particular emotion resides - for example, anger is felt most in the stomach or head, and fear is most manifested in the chest
6. After everyone presents and discusses the drawn emotion, learners compare their drawings
7. The trainer summarizes the exercise by referring to the differences in the markets, stressing that although we all feel similar emotions, they do not look the same in everyone.

The exercise is aimed at inducing reflection on the presence of emotions in the body, highlighting the differences in feeling emotions - we may feel similar emotions in similar situations, and we experience many similar emotions during our lives, but we cannot transfer our own experiences to those around us. Everyone's emotions may manifest themselves in slightly different ways, and instead of interpreting them on our own, we should start a dialogue and ask.

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Module 6 | Strategies for Overcoming Fear and Anxiety

AIM	**To introduce online communication barriers, common concerns related to public speaking, netiquette principles, coherence of verbal and nonverbal communication.**
Lesson 1	After completing this unit, the adult and community educators will be able to

	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
You are on mute, are you there?	List communication barriers and factors that increase fear of public speaking	Recognize communication barriers in learners	Use acquired knowledge and skills to help learners recognize their barriers in public speaking

Lesson 2	After completing this unit, the adult and community educators will be able to…

	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Netiquette	Outline principles of netiquette	Understands the importance of netiquette in online adult learning	Help set boundaries in online learning

Lesson 3	After completing this unit, the adult and community educators will be able to…

	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Communication skills	Lists components of communication skills	Understands the risk and potential causes of miscommunication	Use acquired knowledge to eliminate potential communication mistakes

Module 6

Lesson 1	YOU ARE ON MUTE, ARE YOU THERE?
Participants	Adult and community educators
Duration	30 minutes

THEORETICAL BACKGROUND

According to Data Reportal, 5 billion people (63% of the world's total population) use the Internet daily, and 2.5 quintillion bytes of data are created every day. Digital media affect each of us and are an indispensable part of our daily lives. Therefore, it is worth knowing how to use them and how to navigate them. Especially that Internet communication involves a large variety of problems and barriers.

First is "online connection problems" - Speaking in public, especially in a foreign language, can bring a great deal of anxiety to a learner. The learner may use connection problems as "excuses". It is crucial to show understanding and comprehension. Try to create a safe space to express thoughts and encourage other learners to show sympathy to the learner who has "connection problems". Bear in mind that such behaviour is not motivated by malice or reluctance to participate in activities during the workshop. It is possible that it is a part of an avoidance coping mechanism – in some situations, people tend to change their behaviour to avoid confrontation with a difficult situation. It is usually related to anxiety. What are the most common concerns increasing fear of public speaking? According to Luca Lamperillo, it is fear of:

– Making mistakes;
– Being misunderstood;
– Misunderstanding others;
– Not knowing what to say;
– Not fitting in with native speakers;
– Appearing stupid or unskilled with the language.

When you help your adult learners how to identify what are they really afraid of and what are the causes of that fear, you will enable them to plan actions that will support them in eliminating the problem. Another important factor, related to communication problems is communication barriers. As an educator, you should be aware that adult learners may face many different barriers. Lauren Girardin distinguishes 7 categories of online communication barriers:

– Physical barriers: time, place (e.g. using a different online communicator than your interlocutor), medium (e.g. device malfunction);
– Emotional/psychological barriers: beliefs, attitudes, and values that may be interpreted based on vocal or visual cues;
– Identity barriers: gender, racial, ethnicity, age, disability, sexual orientation, or other personal, social, or cultural identities;
– Semantic barriers: slang, jargon, and emojis may be as difficult to understand as different dialects. Fast-changing trends and hashtags can be overwhelming for some Internet users. Fast-changing trends and hashtags can be overwhelming for some Internet users. In communication, sender and receiver have to communicate in the same language;
– Accessibility barriers: photos, graphics, videos, documents, and emojis may not be accessible to all users. As an educator, you need to recognize the needs of your learners and adjust materials accessibility;
– Attention barriers – people may miss out on some of the information e.g. due to information overload, when their cognitive system is too fatigued to process new data;
– Credibility barriers – information that is fake (news, videos, pictures).

All of the above factors can discourage learners from participating in online classes.

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Training room		Paper, pen
	A list of online communication barriers from the Theoretical Background part placed above	
PROPOSED ACTIVITIES		

Lower fear of public speaking in your learners

Write down seven categories of online communication barriers:

- Physical barriers;

- Emotional barriers;

- Identity barriers;

- Semantic barriers;

- Accessibility barriers;

- Attention barriers;

- Credibility barriers.

Consider what each barrier consists of and how you can prevent them in your classes, and try to answer the following questions:

- Which barriers do you encounter most often?

- Which barriers can you control?

- Which barriers are not up to you?

- Which barriers bothered you the most when you were in your learners' shoes?

Addressing communication barriers can help lower public speaking anxiety in your learners.

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[4] Wise, J. (2022). *How many people use the Internet daily in 2022?* https://earthweb.com/how-many-people-use-the-internet-daily/

Lesson 2	NETIQUETTE
Participants	Adult and community educators
Duration	30 minutes
THEORETICAL BACKGROUND	

Netiquette (network + etiquette) is a set of rules regarding respectful and appropriate communication on the Internet. There is no single consistent definition of netiquette or uniform set of rules. Netiquette is not codified or systemically enforced, and those who do not follow it are not legally punished. However, people who violate the rules of netiquette may experience several unpleasant consequences, such as reporting the abuse to the service administrator, which may involve termination of access to the service.

Learners need to recognize that an online classroom is also a classroom, the digital meeting is also a meeting, and a similar set of rules should be applied. It is worth emphasizing and constantly reminding your learners - on the other side of the electronic device we use for communication is a living human being.

Why do educators need netiquette?

- To conduct lessons/workshops/activities smoothly;
- To give a good example to learners;
- A clear set of rules increases the sense of security;

Therefore there are no universal netiquette guidelines. It is forth to recognize 10 principles of netiquette, proposed by Virginia Shea:

1. Remember the Human (behind the digital device is a human);
2. Be ethical (follow the law and ethical rules, a.o. do not download copyright materials, do not use ad blocking plug-ins- be the online citizen as you are a real-life citizen);
3. Know where you are (rules differ from site to site – university discussion differs from a conversation with friends, and the same applies to digital communication);
4. Respect other people's time and data limits (do not waste other people's time);
5. Make yourself look good online (do not share embarrassing, illegal, or inappropriate content);
6. Share expert knowledge (share your experience and fact-checked knowledge);
7. Keep disagreement healthy (tame your emotions);
8. Respect other people's privacy (do not share someone's private content with other people);
9. Do not abuse your power;

10. Be forgiving of other people's mistakes

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Training room	List of 10 principles of netiquette	Computer/tablet

PROPOSED ACTIVITIES

Make your own rules

Preparation: Trainer prepares sheet of paper with listed 10 principles of netiquette mentioned in the Theoretical Background section (without description, just titles)

1. Each educator receives a sheet with 10 principles of netiquette.

2. Learners consider individually what indicators they would write into each principle, answering the questions:

   – What is important to me in this principle?

   – What is missing?

   – What would I like to change?

   – What principles are particularly important in an educator's work?

   – What principles should be included/added in the context of conducting classes using drama techniques?

3. When the learners have finished doing the task individually, the trainer starts brainstorming. Learners share their thoughts on each principle.

The goal of the exercise is to create a body of netiquette rules that educators could use in their daily work with their learners. Rules created using individual work and brainstorming will address the specific needs of this group and will be more easily internalized and implemented than rules that are imposed from the top down.

USEFUL LINKS

[1] Nuñes, L. K. (2020). *10 rules of etiquette for teaching English online.* https://bridge.edu/tefl/blog/rules-of-etiquette-teaching-english-online/

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Module 6

Lesson 3	COMMUNICATION SKILLS
Participants	Adult and community educators
Duration	30 minutes

THEORETICAL BACKGROUND

Communication skills are the ability to use the language appropriate for the recipient and the circumstances in which communication takes place. According to Collins Dictionary, it is the ability to convey information and ideas effectively. Paulston defines communication skills as knowledge of the social rules using the language. Communication is an essential and inseparable part of life in society.

Survey results published in 2016 by Guy Berger show that communication what the most demanded soft skill among employers (soft skills are traits, competencies and social skills that determine how you behave and integrate with other people). To effectively develop communication competence in learners, it is necessary to be aware of components of communication, which are:

- Sending a message
- Receiving the message
- Communication barriers

The theory regarding verbal (Module 1) and nonverbal (Module 2) communication were already discussed before, but there are still many aspects of communication that are inaccessible to our consciousness without proper knowledge. Interpersonal communication is complex and nuanced. It rarely takes place directly. In 1981 Friedmann Schultz von Thun presented a four-sided model to show how many unconscious, subjective filters we impose on messages when sending and receiving communications. According to von Thun communication takes place on four levels:

- **The factual level**: what the sender wants to inform the receiver about (facts, information, data);
- **The self-revealing level**: what the sender wants to reveal about themselves to the receiver (information about the sender – conscious or unconscious);
- **The relationship level**: what the sender thinks about the receiver and how they get along. Depends on the sender's body language, expression, intonation etc.;
- **The appeal/plea level**: what the sender what the receiver to think.

That means that we operate with four mouths to communicate the message (factual, self-revealing, relationship and appeal) and with four ears while receiving the message (also factual, self-revealing, relationship and appeal). This leaves a lot of room for miscommunication.

PRACTICALITIES		
What space setup is required?	**What needs to be prepared beforehand?**	**What materials are required?**
Training room, desk	Cards with messages and emotions	Mirrors

PROPOSED ACTIVITIES		

Is your verbal and non-verbal communication coherent?

Preparation: The trainer prepares cards with topics propositions (at least two for each learner) and separate cards with emotions, e.g.:

Topic	Emotion
Picnic	Joy
Storm	Frustration
Meeting friend after a long time	Sadness

1. Each learner receives a mirror and places it in front of themselves.
2. Learners draw the topic.
3. Next learners prepare a short speech around the topic and make a speech while looking at themselves in the mirror. They carefully observe their facial expressions and assess whether they are consistent with the story being told.
4. In the next step, learners draw an Emotion card and need to present the same speech. They have to present the same story expressing in non-verbal communication the emotion they just drew. They look at themselves in the mirror again while giving a speech.
5. Learners reflect:
- What changes have occurred in their facial expressions
- Was the facial expression believable?
- Was it easy to express a message inconsistent with emotion?

The exercise is designed to demonstrate the essence of consistency in verbal and nonverbal communication. When there is no consistency between the two, the message is unreliable and difficult to receive.

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