

INTRODUCTION

These trainings focus on how to speak up, how to negotiate, and how to lobby. The end goal is that participants will be better able to advocate for themselves, both individually and as a group.

PUBLIC SPEAKING

OBJECTIVE

Participants will learn tips and strategies for public speaking, and will develop skills to practice. They will also achieve a basic level of understanding and confidence to begin speaking up in public, beginning with participating within the group. At the end of this training, each pilot participant will be expected to:

- Understand the different tips for public speaking (e.g., the use of verbal and non-verbal communication)
- Practice assertiveness within the group during meetings
- Build their confidence to speak out their thoughts between or among people
- Strongly stand firm to speak and lobby

FORMAT

This is a three-hour introductory training to public speaking skills. It is primarily a workshop. The facilitator should ensure that all members of the group participate.

I. Introduction and discussion of the value of having a voice (20 minutes)

All participants will sit in a circle and introduce themselves. The facilitator will introduce the topic of public speaking and ask for situations in which people may want to speak in public, and situations where having a voice could help them to realize their aspirations and overcome barriers. List these on the board or take notes.

The facilitator should ask the participants if these are different for men and women, and list ways men or women may want to speak.

Finally, the facilitator should ask participants to identify the reasons they might not want to speak in those situations and lists them on the board, identifying where these are specific to a certain group. For instance, young people may not want to speak in front of elders, or women in front of men.

II. Discussion of impediments to speaking (10 minutes)

Facilitator will lead a short discussion about barriers to speaking that have been raised, and provides tips for overcoming them. These should be based on ideas the group has generated.

For instance, if “fear” was identified as an impediment, facilitators should discuss the reasons behind the fear and ways to overcome it, like practice and knowing your audience. The facilitator should ask the group about any consequences – both positive and negative – that could arise as a result of speaking in public.

III. Tips for public speaking (20 minutes)

Facilitator will give participants the following tips on public speaking:

1. Many people experience difficulty in speaking up. You are not alone! However, public speaking does not have to be stressful.

Stress is normal, especially when you are trying to participate in a way you have been taught not to. It may feel wrong or bad to speak at first. This can be overcome with practice and confidence.

2. Your opinion is valid and important.

On many occasions, you will be sharing your opinion about a particular issue or problem in your community, in the group, or in your family. Just like everyone else, your opinion is valid because it is based on your experience. You have something important to add. Believe that when you speak.

3. You do not have to speak perfectly or brilliantly.

It is okay to make mistakes, forget points, or be boring when speaking in public. Your audience does not expect you to be perfect. The goal of speaking in public should be to give your audience something of value, such as a key point or a new fact, not attaining perfection.

4. You should try to make just a few key points.

It is most important to make only one to three main points when you speak. This will help your audience to focus on and remember what you have said, and will make your talk more effective. It will also make speaking less stressful if you know the key points you want to make and stick to them.

5. You should identify what your purpose is before you speak.

Remember that your purpose is not to make everyone approve of you. No matter what you do, it is likely that someone will disagree with you or your argument. Your purpose is to give your audience something of value. This can be a new idea, a key point, or even a new way of thinking.

6. You do not have to live up to your picture of an "ideal" public speaker.

It is best to try to fully be yourself whenever you speak in public. Speak in a way that feels natural in the moment, without trying to emulate anyone else.

7. Two key approaches: humility and humor.

Don't be afraid to be humble and share your own shortcomings if you think it will help make your point. This can make you more believable and create intimacy with your audience. If you are scared to talk, it is okay to acknowledge that fear openly.

Similarly, don't be afraid to make a joke. Making the audience laugh can also create intimacy.

8. It's okay if something goes wrong.

Remember that everything that happens can be used to your advantage. If something goes wrong, it is okay to stop and honestly deal with the situation.

9. Remember that the listeners are usually on your side.

Remember that everything that happens can be used to your advantage. If something goes wrong, it is okay to stop and honestly deal with the situation.

If some people are not paying attention, remember that most people are on your side and leave them alone. You do not need to change or control your listeners.

10. Make eye contact.

If it is appropriate within your community, make eye contact with people in the front, on both sides, and in the back. Eye contact makes people feel like you are speaking directly to them and so they will listen better. If you do not feel comfortable making eye contact, that is fine as well. Hold your head high and feel proud of yourself for speaking up.

11. Hold nothing in your hands.

When you speak, try to hold nothing in your hands that does not relate to your subject. It can be distracting to your audience. If you hold a pen or piece of paper, for example, people will focus on the object in your hands rather than on really listening to you.

Group discussion

The facilitator will ask the group if they have any other public speaking tips to share, and will list these.

IV. Practice Activities (2 hours)

Practice is critically important for ensuring the effectiveness of public speaking training. If there is time, each activity should be done with the whole group, but if time is short the group can be split in two. Facilitators should give short, supportive feedback after each participant takes a turn in each activity. Feedback should focus on the stated goals of the activity and tips discussed above.

Practice Activity 1: Introductions

Goal: Audibility, clarity, and increased comfort in speaking

Instructions: Facilitator should lead the group in re-introducing themselves. This time, each participant will stand, speak loudly enough for everyone to hear, and tell the other participants his or her name, where she or he is from, and one fact about her or his life.

Practice Activity 2: Speaking Techniques

Goal: Audibility, eye contact, use of vocal intonations

Instructions: Each participant will now introduce another member of the group to the group. In addition to the general tips that have already been shared, the facilitator should tell the group that successful public speakers also:

- Speak loudly enough for everyone to hear
- Gesture for emphasis
- Use different vocal intonations
- When appropriate, move about the room

Participants should practice these four skills as they introduce another member of the group.

Practice Activity 3: Imaginary Animals

Goal: Eye contact, clear speech, and confidence

Instructions: Each participant should be asked to quickly make up an imaginary animal, answering the following questions:

- What does it look like (size, teeth, fur, scales, nose, claws, color, tail, etc.)?
- What does it eat? What eats it?
- Where does it live? The forest? The ocean?
- Does it make a sound? If so, what does it sound like?
- What survival characteristics does it have (flies, swims, runs, digs, camouflages, fights, etc.)

Each participant will then present a short report on his or her imaginary animal. Facilitator should emphasize that because these animals are not real, participants should feel confident, as they are the experts on this subject. There is no wrong way to do this!

V. Follow Up

The facilitator should refer to this training often throughout the rest of the sessions. Some ways facilitator can do this:

- Asking that the group members introduce each other during the weekly meetings
- Have participants present summaries of what they have learned each week at the end of the sessions
- Have participants prepare “homework” of short speeches on issues, problems, or topics they have learned.

LOBBYING & ADVOCACY

OBJECTIVE

Participants should leave this session with an understanding of the ways creating a clear lobbying and advocacy plan can help with achieving the group's goals. They should understand how to make a plan to persuade people in power to support their positions, and should have a clear goal and the beginnings of a plan developed.

FORMAT

This three-hour session will begin as a presentation by the facilitator. The facilitator will then have the group work through a lobbying/advocacy plan. Participants will leave with the assignment to continue developing this plan.

I. Discussion of the importance of lobbying and advocacy (10 minutes)

Facilitator should explain the definitions of the terms to the group, using the following notes:

“Lobbying” and “advocacy” can have many different meanings. In this context, they are used to mean persuading people in power, such as government officials or mining company representatives, to support our positions.

Lobbying and advocacy are powerful tools of persuasion. When approached correctly, a lobbying or advocacy campaign can be the best way to change the minds of powerful people or groups.

Facilitator should ask the group if they have ever lobbied or advocated for something from someone in a position of power or authority. If there are any examples, have the participant explain how she or he approached achieving her or his goal.

III. Practice Activities (2.5 hours)

Facilitator should have the group begin to plan a campaign.

First, have the group **identify a problem**. Divide into four groups and have them discuss these questions for 15 minutes:

- What do you think are your issues and concerns that need to be addressed with lobbying and advocacy?
- Why is it important that these issues are addressed?

Reconvene and have each group report on what they discussed. Keep track of these on a chart, and further refine them with the group as a whole. As a group, decide on one of these issues to begin the campaign. You can also refer back to the action points identified by the group in the first week for ideas. For example, the group might want laws around land rights to be better enforced, or they might want better safety equipment.

If there is disagreement, you can continue to discuss or you can have a vote. Remind everyone that this is the beginning of a long process, and that they can always tackle the other problems in new phases of the campaign.

Second, discuss how to **understand the problem**. Start a new page, listing just the problem, and have the group discuss the following questions:

- Who does the problem affect?
- Does it affect different people differently? How does it affect men versus women?
- What causes the problem?
- Who is responsible for addressing the problem?
- What are possible solutions to the problem?
- Is any other group working on solving this problem?
- Which powerful people (government, company, local) can have an effect on this problem?

Make a plan for how to find out the answers to what the group does not know. Next, being to plan the campaign. Take the group through the following steps.

CURRICULUM: ASSERTIVENESS TRAINING

- 1. Set the campaign goal.** The goal is the desired change. This is a restatement of the problem as a solution.
- 2. Set campaign objectives.** The objectives are the specific way we meet the goal. They say what will be achieved, with whom, how, and when. They usually specify numbers and timelines. Objectives should be SMART: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound.
- 3. Do a short stakeholder mapping.** Have the group identify anyone or any group that might be involved with the problem. List them, and then define them as allies (helpers), neutral, or opponents. For instance, another NGO working in the area might be a potential ally. It's okay if there are not many of these. If possible, also discuss how much influence these people or groups have.
- 4. Set the target.** The target is the person or people who has the most power to do something about the problem. These will probably be people identified in the stakeholder mapping. Be as specific as possible. It is okay to have multiple targets. If you do, rank them as primary (most important) and secondary. Note that this may be something that requires further research. If the targets or stakeholders are unknown, discuss how to find out the information the group needs.
- 5. Identify advocacy actions.** Help the group think about what steps they can take to influence the targets. They should think broadly, but practically. Once they have brainstormed a list, discuss which actions will be practical for the group to carry out. Some ideas:
 - In-person meetings and dialogues
 - Phone calls
 - Speeches, especially televised or on the radio
 - Trainings or workshops
 - Press releases or interviews with the newspaper
 - Dramas or skits
 - Songs
 - Court cases
 - Online presence: social media, website
 - Mass actions (e.g. strikes, protests)

IV. Conclusion and plan for follow up

The facilitator should recap the group's discussion, emphasizing where they agreed further research was needed.

The group should decide how to follow up on these points, and when to finalize their action plan and begin implementation.

The facilitator should follow up on their plans in later sessions.