



Erasmus+

GENERAL DESCRIPTION OF THE BLOCK

COMMUNICATION AND PRESENTATION SKILLS

COMMUNICATION AND PRESENTATION SKILLS (1)

DESCRIPTION:

Communication and presentation are crucial for building relationships among members of the Youth Council and building relations with local politicians. The communication block offers several important options to be used and developed by a young person to support high quality work of the Youth Council.

KNOWLEDGE:

- Knows purpose of communication
- Knows rules of efficient communication

SKILLS:

- Knows how to handle a situation that requires practical communication skills
- Knows how to effectively provide feedback

ATTITUDE:

- Is eager to communicate with others

<p>GOALS OF THE BLOCK (What specifically do we want to achieve with the block)</p>	<p>Preparing YC/YP members for effective communication through:</p> <ul style="list-style-type: none"> ● experience of communication in difficult conditions, ● learning about the purpose of communication and the factors that influence it, ● learning about the elements of interpersonal communication, ● learning the rules of efficient listening, ● learning the rules of formal e-mail and telephone communication, ● learning the basic principles of visual presentation.
<p>MATERIAL (that will be necessary to prepare the block)</p>	<p>flipchart + felt-tip pens A4 paper post-it notes, pen, 2 boxes made according to instructions multimedia projector + computer Reference material no. 1. Map of interpersonal communication Reference material no. 2 Structure of the conversation Reference material no. 3 Schulz von Thun's model of communication Reference material no. 4 Rules for writing formal e-mails Reference material no. 5 Rules for conducting formal telephone conversations</p>
<p>LENGTH IN MINUTES (how much time will be necessary for the block)</p>	<p>25 min. + 15 min. + 30 min. + 15 min. + 30 min. + 45 min. + 45 min. + 30 min.= 235 min.</p>
<p>SUMMARY (list of individual activities)</p>	<ul style="list-style-type: none"> ● Sender and receiver ● Map of interpersonal communication ● Receiver and sender ● What does interpersonal communication consist of ● Active listening ● Formal communication by e-mail and telephone ● Conversation with the municipal authorities ● Presentation

Block 1.

~ 25 min	Sender and receiver
Goal	<ul style="list-style-type: none">• experience of communication in difficult conditions,
Materials/preparation	<p>Preparation: The facilitator draws or prints various simple drawings on A4 paper. They can use a variety of colors. The number of pictures is half the number of participants. They put pictures in opaque packages (e.g., folders).</p> <p>Materials:</p> <ul style="list-style-type: none">• A4 sheets with pictures - for half of the participants• A4 paper• folders- for half of the participants• hard pads• pencils/crayons
Activity	<p>I draw what I hear</p> <p>The facilitator divides the participants into pairs. One of the pair will receive a briefcase with a picture, and the other will receive a blank sheet of A4 paper, a hard pad, a pencil or colored pencils.</p> <p>The pair sits opposite each other, so they cannot look at each other's sheets.</p> <p>The participant who has a briefcase with a picture tells their partner what, where (what color) is in the picture he sees, he can also use gestures.</p> <p>The second person in the couple draws what they hear however they understand what the partner is describing or showing with gestures.</p> <p>Participants can talk, ask questions, but cannot see each other's pictures.</p> <p>(the entire activity can be carried out online if we divide participants into separate rooms)</p> <p>When the time assigned by the facilitator is over, participants compare their pictures in pairs.</p>

Block 1.



~ 25 min	Sender and receiver
Summary	<p>The facilitator conducts brainstorming and collects participants' opinions on the following topics:</p> <ul style="list-style-type: none">- what had positive or negative impact on similarity of the drawn picture to the original?- why are there differences in the drawn picture compared to the original? <p>The facilitator summarizes the conclusions, focusing on determining what impacted communication of the information during the drawing activity.</p>

Block 1.



~ 15 min	Map of interpersonal communication
Goal	<ul style="list-style-type: none">• Introduction to communication and its importance
Materials/preparation	<ul style="list-style-type: none">• post-it notes in two colors, pen• flipchart• Map of interpersonal communication – Reference material no 1
Activity	<p>The facilitator gives each participant 3 post-it notes of each color (6 in total). The task participants are asked to:</p> <ul style="list-style-type: none">- write one word on each post-it note of the first color - What does interpersonal communication mean for me?- on notes of second color - What is the importance of interpersonal communication for a member of the Youth Parliament/Youth Council (in case of online education, we can use Google jamboard). <p>After writing one-word ideas, the participants present them and stick them on the prepared flipchart.</p> <p>This is how, an "interpersonal communication map" will be created, which will then be used by the trainer to explain different concepts and purpose of interpersonal communication, its relevance to members of the YP/YC.</p>
Summary	To explain the basic concepts of communication, the facilitator may use Reference material no. 1. Map of communication

Block 2.

~ 30 min	ME - YOU, I speak – I listen
Goal	<ul style="list-style-type: none">• Understanding the mechanisms of interpersonal communication• Understanding the effects of factors that influence interpersonal communication
Materials/preparation	<p>Preparation: a / two boxes of different colors. Stick the words "Speaker" on the top of the first box and "Listener" on the top of the second box.</p> <p>On the side walls of the "Speaker" box, the inscriptions: 1st side: information 2nd side: information about yourself 3rd side: expressing attitude 4th side: challenge/expectation</p> <p>On the side walls of the "Listener" box, the inscriptions: 1st side: information 2nd side: information about yourself 3rd side: expressing attitude 4th side: challenge/expectation</p> <p>Materials:</p> <ul style="list-style-type: none">• 2 boxes,• paper, felt-tip pens• prepared cards with texts in accordance with the description of the activity• pencil/crayons• Reference material no. 3

Block 2.

~ 30 min

ME - YOU, I speak – I listen

Activity

Receiver and sender

The facilitator creates a group of 5 participants.

Each is given a piece of paper with a text prepared for each of them - the Speaker or one of the Listeners.

The task is to read the messages from the card: The Speaker will begin (I am walking), and the rest (Listeners) will read their messages one by one in response to what they have heard from the Speaker - it is important that everyone plays their part well - emphasized the content and the intention of the spoken message with intonation and gestures.

Other 2 participants are given two boxes: the "Speaker" box and the "Listener" box.

Their task is: after each answer of the listener from the group of 5, to put against each other sides of the boxes that mark the spoken and heard communicates.

The rest is to watch and listen.

Task for a group of 5:

At the meeting of the Youth Council, it is to be decided who would go to the meeting with the mayor.

One of the participants (the Speaker) says: "I am going."

The listeners react to this message in turns:

Listener 1 says, "Okay, okay" - now the boxes are set up

Listener 2 says, "Hmm, he's brave!" - boxes are now set up

Listener 3 says, "Does he think he's better than me?" - boxes are now set up

Listener 4 says, "Does he really expect me to accept this?" - now the boxes are set up

After this task, the facilitator will open a moderated discussion with the participants:

What did they talk about? How did the listeners react to the Speaker's message (I am walking)? Why?

Was this conversation beneficial? What?

Then, the facilitator uses the prepared boxes to explain how the 4 channels of information transfer (Speaker - Sender) and its reception (Listener - Recipient) work. – Reference material no. 3 Schulz van Thun's model of communication.

Block 2.



~ 30 min	ME - YOU, I speak – I listen
Summary	<p>The facilitator divides the participants into groups of 4. In each group, they are to create examples of situations that they have experienced or that may arise while working on the Youth Council, when the speakers and listeners send - receive a different angle of the message,</p> <p>After the time set by the facilitator, the participants share their results in the group. They discuss what can be done to avoid such pitfalls and to make communication effective</p>

Block 2.



~ 15 min	What does interpersonal communication consist of
Goal	<ul style="list-style-type: none">• Understanding elements of interpersonal communication
Materials/preparation	Flipchart + felt-tip pen
Activity	<p>The facilitator will brainstorm - ask the participants to say what influenced the communication between the participants in the previous activity.</p> <p>They put down the answers as one key word on a flipchart which is divided into 2 columns</p> <ul style="list-style-type: none">- responses that focus on verbal communication- responses related to non-verbal expression ... <p>The facilitator summarizes how the above factors affect the communication process and defines the basic types of communication.</p>
Summary	<p>3 elements of the received message:</p> <ul style="list-style-type: none">7% - what you say,38% - the way you speak55% - what you look like

Block 3.



~ 30 min	Active listening
Goal	<ul style="list-style-type: none">• Poznanie reguł efektywnego słuchania
Materials/preparation	A4 paper and pen for each participant
Activity	<p>Active listening The facilitator asks the participants to sit down and gives them pens and paper. They inform the participants that their task is to answer questions in a short time. During work, participants are not to talk or ask questions. They just write answers to questions they hear.</p> <p>Questions:</p> <ol style="list-style-type: none">1. Divide forty by half and add fifteen. What number did you get?2. In Scotland, is a man legally obligated to marry his widow's sister?3. What's correct in Slovak? Nine and five is thirteen or nine and five is thirteen?4. How many cubic meters of clay are there in a pit that is six meters long, three meters wide and one meter deep?5. Overseas vessels should be painted with twenty-five coats of paint. Which layer does it start with?6. Which of these animals are best seen in complete darkness: leopard, owl or bat?7. You have two coins in the Czech Republic, total of 30 Koronas. One of these two coins is 10 Koronas. What are the coins?8. How many animals of each kind did Moses take into his ark?9. Which mountain was the highest in the world until Mount Everest was discovered?10. The train departs London to Birmingham at 7:00 am. The road is 100 miles long. The train is going at 100 miles per hour. Also, at 7:00 am the train leaves London for Birmingham, the journey is the same length, the train travels at 50mph. Which train will be closer to London when they meet: the train from Birmingham or the train from London? <p>Once the facilitator is done reading and participants are done answering, correct answers are given. Facilitator asks the participants to mark the answers on their sheets that were correct.</p>

Block 3.



~ 30 min

Active listening

Activity

1. The result is 95 because $40 / 0.5 = 80$, $80 + 15 = 95$
2. No, because he's already dead.
3. $9 + 5 = 14$
4. There is no more clay in the pit
5. From the first layer
6. Nothing. You can't see anything in complete darkness.
7. Twenty Koronas and ten Koronas.
8. Moses took no animal onto the ark. It was Noah.
9. Mount Everest (though not yet discovered)
10. When they meet, they would both be the same distance from London

The facilitator asks the participants how many correct answers they got. They ask why they think so little.

During the discussion after this exercise, the facilitator together with participants, indicate the reasons why not all of them answered correctly (experience shows that on average participants answer 4 out of 10 questions correctly).

Based on these results, the facilitator summarizes everything that affects listening.

Reasons for bad listening

a / physical (hunger, overeating, hearing loss, alcohol, pain, fatigue, chemicals, noise, room acoustics, neon ...)

b / psychological (personal problems, concentration, bias, lack of interest, difficult topic ...)

c / bad habits (attachment, prejudices, gestures, voice melody ...)

Out of 100 words spoken, I do not hear 30-40.

Block 3.



~ 30 min	Active listening
Summary	<p data-bbox="459 298 865 319">How to support active listening in YC/YP</p> <p data-bbox="459 355 1421 377">The facilitator briefly summarizes the principles of active listening (preferably in a presentation):</p> <ul data-bbox="459 413 1151 727" style="list-style-type: none">- Speak and listen in the right proportions.- Maintain proper eye contact- Take notes- Do not complete statements for the speakers.- Don't try to go straight to the summary- React to what you hear- Avoid bias- Ask yourself - e.g., the control question: Did I understand it correctly?- Ask questions about the heart of the matter.- Be silent for a moment before you answer.- Use the method of quickly repeating what you heard

Block 4.



~ 45 min	Formal communication by e-mail and telephone
Goal	<ul style="list-style-type: none">• Learning the rules of formal e-mail and telephone communication,
Materials/preparation	<p>Preparation:</p> <ul style="list-style-type: none">• subjects of e-mails to the mayor on YC/YP matters - one for each group <p>Materials:</p> <ul style="list-style-type: none">• for each group, Reference material no. 4 “Rules for writing formal e-mails”• presentation with the content of the Reference Material No. 5 “Rules for conducting formal telephone conversations”• computer and projector

Block 4.



~ 45 min	Formal communication by e-mail and telephone
Activity	<p>Rules of formal online interpersonal communication (e-mail, telephone)</p> <p>The facilitator divides the participants into groups of 3-4. Each group is given a topic that they are to address the mayor with by e-mail (e.g., arranging a working meeting, comments on the draft Concept of work with youth, proposal for cooperation in creating an action plan, etc.). Groups have 15 minutes to complete the task - writing an e-mail to the mayor.</p> <p>After 15 minutes, the facilitator asks the groups to send each other (clockwise) the texts of the e-mails. After that the Reference material no 4 – Rules for writing formal e-mails is distributed to the groups and each group is asked to proofread the material using the Rules provided. Groups have 10 minutes for this. After that, proofread e-mails are returned to their authors who read the feedback they received from their peers.</p> <p>The facilitator asks if they agree with the comments they received and if writing such an e-mail was difficult. They ask participants' opinion on what are the possible consequences of not following the rules for writing e-mails in the work of YC/YP.</p> <p>The facilitator discusses the rules of conducting formal telephone conversations, showing the presentation - the content of the Reference Material No. 5 "Rules for conducting formal telephone conversations".</p>
Summary	The facilitator emphasizes how important the rules of formal e-mail and telephone communication are and how much damage may be caused by non-compliance with such rules.

Block 4.



~ 45 min	Structured conversation with local government
Goal	<ul style="list-style-type: none">• Learning the rules of conducting a conversation aimed at settling an important matter for YC/YP• Practicing the ability to conduct a structured conversation with decision-makers
Materials/preparation	Preparation: <ul style="list-style-type: none">- round or rectangular table for 5 people- cards-business cards with written functions to be placed in front of the conversation participants
Activity	Roleplay game – Meeting in a local government office: Task: The goal of the representatives of YC/YP is to negotiate the creation of a Youth Club in the city. They all sit down together at the mayor's table and have a meeting. They ask questions, talk about explanations. At the end of the meeting, they sum up what they have agreed for. They have 15 minutes for the meeting. The facilitator warns the participants that this session will be devoted to practicing the skills of members of YC/YP in talking to the decision-makers about youth issues. Facilitator encourages 5 people to volunteer to play assigned roles or organizes the drawing of roles. They ask the others to watch the conversation carefully and write down their comments. The facilitator agrees with the participants on the topic of the conversation - it should be a topic / matter resulting from the real needs of the youth of a given commune / city, e.g., establishing a Youth Club in the city.

Block 4.



~ 45 min	Structured conversation with local government
Activity	<p>The selected 5 participants play the roles of: mayor, 2 councilors and 2 representatives of the youth council. The facilitator presents to all the model structure of such a conversation (Reference material no. 2) - they draw it on a flipchart or display it on the screen - it will be a "cheat sheet" for the participants of the game.</p> <p>Task: The aim of the representatives of MR / PM is to negotiate the creation of a Youth Club in the city. They all sit down together at the mayor's table and have a conversation. They ask questions, talk about explanations. At the end of the meetings, they sum up what they agreed. They have 15 minutes for the interview</p>
Summary	<p>After the end of the role-playing game, the facilitator organizes discussion:</p> <ul style="list-style-type: none">• asks if the representatives of YC/YP, and then representatives of the city local government are satisfied with the result of the conversation what they are happy with and what are not• asks observers what they think could have been done differently to achieve a better result• asks the participants of the role-playing game whether it would be easy to apply these ideas - why yes/no• "disenchant" simulation participants - they no longer fulfill their roles• asks everyone if the conversation went according to the pattern - when yes and when not - what influenced it. <p>The facilitator emphasizes how important it is to prepare for such an interview in advance. Together with the participants, they write down ideas on a flipchart of what can be done in advance in preparation for the interview.</p>

Block 5.



~ 30 min	Presentation
Goal	<ul style="list-style-type: none">• Learning the basic principles of visual presentation
Materials/preparation	flipchart, projector PPT presentation

Block 5.



~ 30 min	Presentation
Activity	<p>Presentation</p> <p>The facilitator says that the members of YC/YP many times have to present something to others, e.g., representatives of municipal authorities - an idea for a place for young people, teenagers - how YC/YP works, etc. Such situations are important, because often achieving the goal depends on how the presentation goes.</p> <p>Therefore, you have to prepare for the presentation in various ways:</p> <ol style="list-style-type: none">1. the content of what you want to present,2. form appropriate to the topic and recipients,3. own appearance and behavior,4. the conditions under which the presentation will take place,5. relations with the audience <p>The facilitator presents important rules and tips - ideally, if with their behavior, aids, methods, they give an example of a good presentation - the practical use of the guidelines they communicate and/or the consequences of making mistakes</p> <p>Re: 1.</p> <ul style="list-style-type: none">• At the beginning of the presentation, introduce yourself and discuss your goals. Let your audience know how your presentation relates to their goals. Discuss fears and doubts you and your listeners may have. Tell them what they can expect from you and how you could contribute to their goals.• Be confident about your own materials, so that the presented format is properly adjusted to the interests and level of knowledge of the audience; so that it is not just an outline of the presentation.

Block 5.



~ 30 min	Presentation
Activity	<p>Re: 2.</p> <ul style="list-style-type: none">• The following rule applies: “It’s better to see once than to hear many times” As much as 55% of the information that a person remembers is perceived visually. - the PP presentation cannot be visually boring (every slide is the same)• During the presentation, walk around the room - the movement will create physical closeness with the audience - if it is possible, because you may be limited, for example, by a microphone• If it is a longer presentation, change the methods of delivery (lecture, discussion, question-answers, film, slides, reading, etc.)• If you have notes in PP presentations, do not read directly from them, because it will confuse you more than help you (we read faster than we naturally speak). The audience doesn't know whether to read with you or listen to you.• When you write on flipcharts, use up to 7 lines of text per page and up to 7 words per line (7x7 rule). Use bright and clear colors, images and text. <p>Re: 3.</p> <ul style="list-style-type: none">• Come to the presentation before the audience arrives; be the last to leave.• Do not speak in a monotone voice. Use declination to emphasize focal points.• Don't put your hands in your pockets, don't lean on the podium.• Dress in something that gives you confidence, but is comfortable and will not surprise you• Speak loud enough and clearly enough for everyone to hear. <p>Re: 4.</p> <ul style="list-style-type: none">• Consider the time of day and time you are giving your presentation. The time of day may affect the recipients, e.g., after lunch, is the the so-called "graveyard shift" because the audience usually feels like napping rather than listening to a presentation.• Check in advance the room where the presentation will take place - is it light/dark, large/small, the presenter has a lot of space/little, etc.

Block 5.

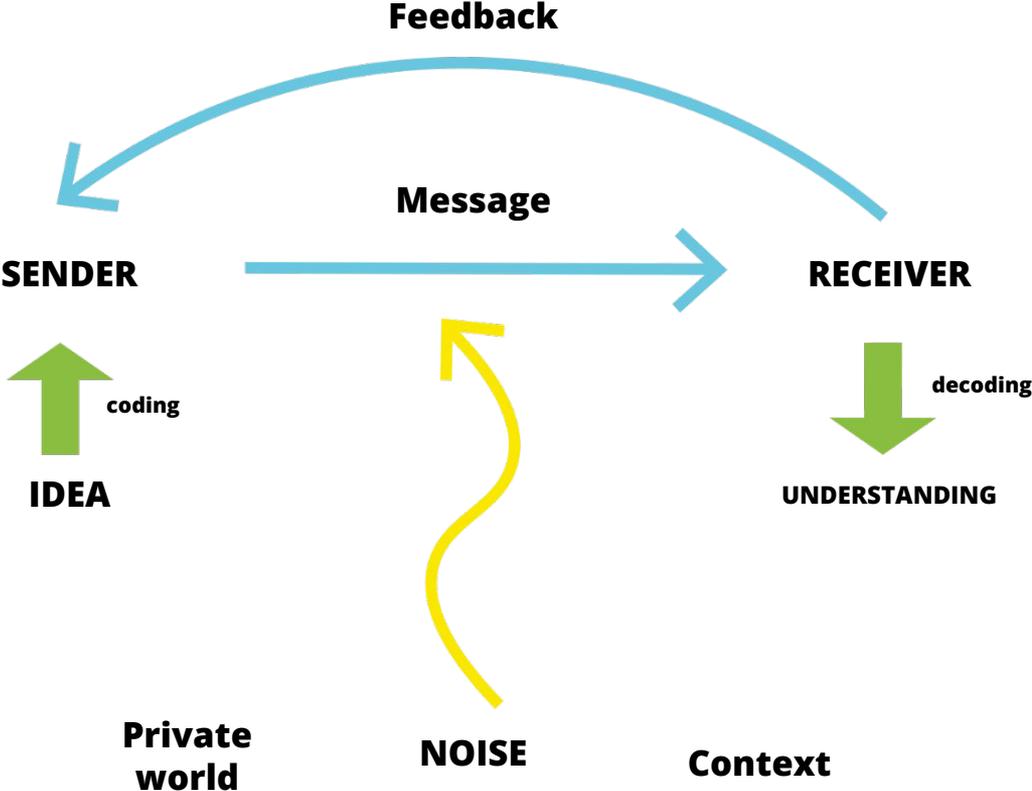


~ 30 min	Presentation
Activity	<p>Re: 5.</p> <ul style="list-style-type: none">• Find out in advance who the audience will be, how big, whether they are people with whom you are in very formal relationships or someone you are close with.• If you see an opportunity, talk to the audience ... NOT with visual aids (questions on slides). Don't stand between the visual aid and the audience.• If possible, address specific participants by name or position.• Listen carefully to comments and opinions• If the person you select from the audience to speak/question goes too deeply into the topic, be prepared to take an alternative approach.• Most practitioners say that if they practice their presentation in their head, the actual performance will take about 25 percent longer. Time also increases when using a flipchart or other visual aids.• Remember - it's better to finish a little earlier than overtime.
Summary	<p>The facilitator distributes post-it notes to the participants and asks them to write down what they are afraid of when they are to present something on behalf of the YC/YP - one item on one note.</p> <p>Then, the facilitator organizes the fears into similar areas on a flipchart and, together with the participants, looks for ways to reduce fears, e.g.:</p> <ul style="list-style-type: none">• it is worth making an important presentation in front of friends first.• it can be agreed that you will conduct important presentations in a pair - then the two should establish and practice the division of roles, etc.

REFERENCE MATERIALS

Reference material no 1.

Map of interpersonal communication



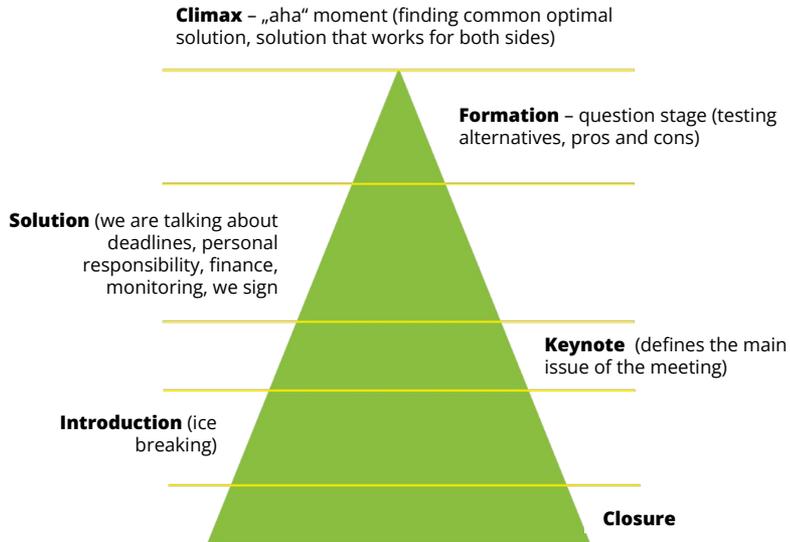
REFERENCE MATERIALS

Reference material no 2

Structure of a meeting

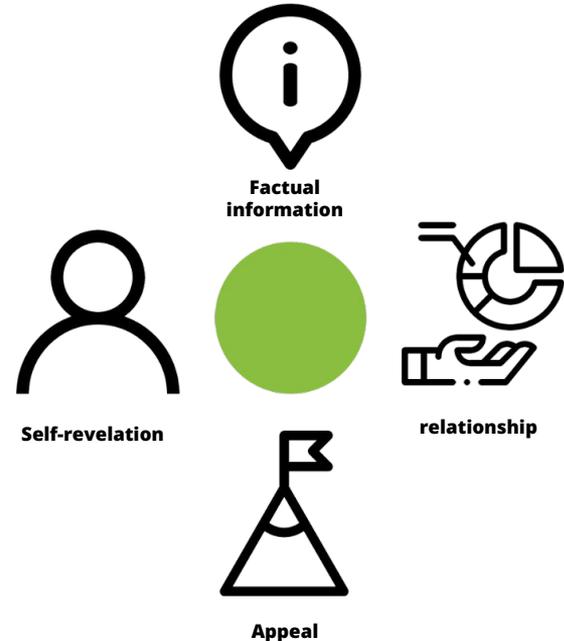
Structure of a meeting with local authorities

„never slam the door behind, because you never know when is the next time you will need to knock on it.“



Reference material no 3

Schulz von Thun's Communication Model

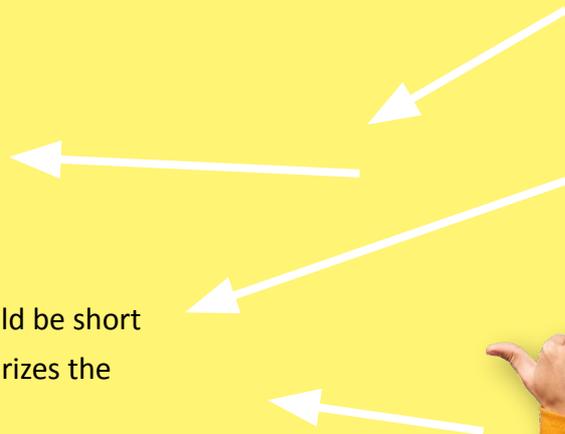


REFERENCE MATERIALS

Reference material no 4

~~Rules for writing formal e-mails~~

1. Don't forget the subject of the e-mail - it should be short and contain keywords or a word that characterizes the whole message.
2. E-mail should start with an introduction/header, followed by a comma, and then we continue the text in lowercase. We leave one blank line between the introduction and the continuation.
3. We express the content of the e-mail briefly and formally.
4. We avoid grammar errors, typos, etc.
5. We write in accordance with the rules of spelling.
6. At the end we put a word of official regards (sincerely).
7. Signature at the end- name and surname of the writer, function in YC/YP.



REFERENCE MATERIALS

Reference material no 5

Rules for conducting formal telephone conversations

1. Prepare some notes before making the phone call - summarize the main points you want to discuss with the other party.
2. In the beginning, always say hello and introduce the organization you are talking on behalf of and yourself.
3. When talking, keep a pen and paper handy so that you can take notes right away if needed. Write down the name of the caller (first and last name and institution) at the very beginning.
4. Concentrate on what the other person is saying and listen carefully. You can express your active listening with such words as e.g., "yes", "I understand".
5. During the conversation, try to speak clearly and understandably, rather slowly, loudly and confidently.
6. At the end of the important phone call, summarize the agreements: "Did I understand correctly if you intend to do this and this?"
7. Finally, thank for someone's time (especially for long phone calls), e.g., "Thank you very much for your time and I look forward to further cooperation. Have a nice day, see you soon! "

