

## UNICEF & Penal Reform International 2006: Juvenile Justice Training Manual

### Training Tips-Excerpts

On this page you will find practical advice and tips to improve your delivery of your materials with your interaction with the group. :

#### **WHY IS YOUR DELIVERY STYLE SO IMPORTANT?**

*"Three things matter in a speech; who says it, how he says it, and what he says - and of the three, the last matters least"*

And here are some statistics to convince you how important this is;

The listeners understand and judgement comes from:

- \* 7 % from words
- \* 38% paralinguistic (the way something is said, i.e. accent, tone, inflection)
- \* 55% facial expressions

So what a speaker looks like while delivering a message affects the listener the most.

One of the best ways to improve is to get feedback from a trusted colleague. Before each session you facilitate give a copy to one or two colleagues and ask them identify the things you should continue doing and the things you should improve upon.

UNICEF also has a Toastmasters Club, where you can develop your public and interpersonal communications skills. It meets on the 2nd and 4th Tuesday of the month, from 1.00pm to 2.00pm in Room 676, on the 6th Floor of UNICEF House. Email Noni McDevitt at Noni3491@aol.com or Regina Pawlik at pawlik@un.org. To learn more about Toastmasters International worldwide, visit [www.toastmasters.org](http://www.toastmasters.org)

#### **FOUR E'S MODEL TO DELIVERY**

**Ease** stance, gestures, choice of words, eye contact

**Empathy** tone, choice of words, anecdotes, facial expression, inclusive

**Energy** pace, voice projection, pitch, variation, eye contact

**Expertise** demonstrating real knowledge

#### **And Rehearse! Rehearse! Rehearse!**

**Without practice you are dooming yourself to a mediocre speech.**

Not only do you need to practice your speech, you also need to practice it out loud, standing up, and in front of an audience if possible, your family, or the mirror. Simply going over the speech in your head doesn't give you an idea of what it is like to actually say the words.

It is also important to learn how to listen to your own voice. It is very hard to determine if you need to slow down, speak louder, or avoid saying "um" or "ah" if you never say your speech aloud. Try taping yourself delivering the speech and listen to your speed.

In addition, you need to practice how you are going to stand and what your arms are doing while you are speaking. Always make sure that you eliminate any excess body movement that might distract the audience.

If you are going to use visual aids – rehearse with them, for timing and familiarity. A good pace for matching visuals with your narration is one visual for every two minutes of talk.

#### **14. TIPS FOR EFFECTIVE DELIVERY**

1. Don't keep your eyes on your notes
2. Never read anything except quotation (even then can get a member of audience to read if small group)
3. If you're not nervous there's something wrong
4. Exaggerate body movements and verbal emphases
5. Perform (don't act); perform from 'founir' to supply and 'per' for
6. Pause often - silence is much longer for you than for the audience
7. Use humour, a laugh is worth a thousand frowns
8. Be enthusiastic: if you're not why should they be!
9. KISS, keep it short, simple (& sweet)!
10. Use the Lighthouse eye contact technique: sweep the audience with your eyes staying 2 -3 seconds on each person
11. Speak loudly enough so that people in the back can hear you. If people are too far away, ask them to move closer before you start.
12. Vary the speed of your talk, vary the level of your voice, use gestures and tone and volume of voice to emphasize key points.
13. At the conclusion, summarize your main points and tell the audience what action they should take (or at least what you expect them to have learned, or want them to believe).

## **ORGANISING GROUP WORK:**

How you decide to explore the discussion question will depend on the size of your group, the time you have, and the objectives of your session. There are many advantages to breaking into smaller groups even if for a short period of time; such as breaking the monotony of the session, allowing the more timid participants to contribute, giving participants time to think and digest (good for reflective learners), building relationships (good for difficult or personal issues) etc. If you have sufficient time you can ask the groups to go and work in a quiet area such as a break-out room, if you are pressed for time you can simply ask them to talk it over quietly with the person next to them for 5 or so minutes (useful to make presentations more participatory and break up the monotony of long plenaries).

If you break into group to do a piece of work there are different ways to present the results other than the standard oral feedback from one group member to the plenary;

Joining one or more groups - Have one group feedback to another group and ask only for commonalities and differences between the groups' discussions to be brought to plenary.

Getting perspective from outside the group- After the groups have had sufficient time to develop some conclusions, swop a few team members in each group and have them present their groups findings to the new group and elicit feedback. They can then add the ideas and comments of the new group and return to their old group with fresh ideas and perspectives on their work.

Gallery tour - where you ask each group to put their output on the walls and ask participants to view their work.

Walking boards or Touring Groups - give each group a different question and ask them to present their contributions visually on a flip chart or pin board. After a period of time you ask the groups to rotate to the next flip chart and add their contributions in a different colour (pen, VIPP card, or post-it note) to the previous group's work. Keep rotating the groups until everyone has had a chance to work on each question.

Vernissage - Each team again visits the work of the previous group and is given three possible ways to comment in writing.

- © Writing/sticking a heart shape to show agreement with any point
- Writing/sticking a cross to show disagreement with a point
- ? Writing a question mark to indicate we don't understand.

The trainer then only need debrief on the points of disagreement 'X' and for clarity ' ?'

Remember it's important to tell the group how they are expected to present their work before they start.

## FORMULATING YOUR QUESTION

The ability to set good process questions is vitally important in achieving results from the group. If you don't ask the right question you won't achieve your objectives and risk confusing the group. You need to spend time developing and checking that you formulate your question so as to get the right types of responses.

§ Try and keep it as simple as possible,

§ Avoid multiple questions

§ Test it out on a colleague or family member – do they have the same understanding of what you are looking for. Is it open to interpretations?

Try it answering it yourself and ask yourself is it too ambiguous, can you give different responses?

## ACTIVE LISTENING

One of the key skills of a good facilitator is active listening, you need to be able to suspend your own judgement and be curious about the input of each participant. As the facilitator you need to encourage respect for each participant's input by demonstrating how you turn down your own inner dialogue and fully listen. To effectively do this in a group situation you must SHOW that you are actively listening by asking reflective questions or reformulating what you think you've heard. Some techniques for this include:

**Attending:** These are verbal and nonverbal signals that acknowledge the person, their point of view and encourage them to talk. They include:

*lean slightly forward* with your upper body. This encourages the other person to talk it demonstrates your interest in what they are saying  
*Maintain eye contact*, this indicates that you are paying attention  
*Speak in a warm, natural voice*: do not let your voice trail off and avoid sudden outbursts; both of these actions will discourage the speaker from continuing

*Use encouragers*: Provide signals to the other person to continue talking such as "yes" "I see" "really" "mmhmm" and "I understand". Nodding your head and also repetition of key words is useful. Also phrases like "interesting" or "tell me more" are encouraging.

**Paraphrasing/Repeating:** Summarizing and/or relating in your words the thought expressed by the other. The primary focus is on obtaining a clear accurate picture or idea of the other's situation rather than an evaluation or judgement.

Paraphrasing will result in demonstrating to the other that you are paying attention and trying to understand what they said. It can help clarify problems for both you and the other. It can also evoke further elaboration. Some call this "mirroring".

Some common stems to begin paraphrasing are:

"So what you are saying is..."

"It sounds like..."

"If I hear/understand what you are saying..."

"It seems like..."

"In other words..."

"I gather that..."

Some common ends to paraphrasing are:

"Is that right..."

"Is that close..."

"Did I understand you correctly..."

"Is that what you meant..."

**Clarifying Questions or Statements:** These aim at getting a clearer sense of the other's point of view and increase the listener's understanding of the issue. This results in clarifying what was said and increases understanding.

Examples of how to start include

"Do you mean...?"

"Could you explain...?"

"Tell me more about...."

And

"Could you give me an example?"

"I am not clear about what you mean: could you say it another way?"

**Drawing Out:** Encouraging participants to take the next step in clarifying or refining ideas.

"Can you say more..."

"Can you give us an example"

**Encouraging:** Providing opportunities for OTHER PARTICIPANTS to contribute

"Are there other ideas we need to add.."

"Let us see if there are other points of view..."

**Mirroring:** Repeating the exact words of the participants (best used during brainstorming and building trust, especially at the start of a session)

Repeat the participant's phrase or words verbatim, take care that you repeat acceptingly

**Stacking:** to help people take turns when a few participants want to speak

"Joanne you are first, Emma you are second..."

**Tracking:** Keeping track of various lines of thoughts

"Let me step back. It seems to me that there are three different issues going on they are 1...2...3.. is that right ?

**Summarizing:** There seem to be some key ideas expressed here

If I understand you, you feel this way about the situation

I think we agree on the decision - what we are saying is that we intend to..

In talking about his issue, we have come up with three main points

**Intentional Silence:** Giving the participant a short pause to gather thoughts. Pause for 5 seconds, stay relaxed but focus on the speaker.

**Listen for Common Ground:** Validates disagreements and focuses on the areas of agreement or consensus

I will summarize" it seems to me that ..."

## **GIVING CONSTRUCTIVE FEEDBACK**

Feedback is one of the most effective ways of learning more about ourselves. It has been said that **the last thing we learn about ourselves is the effect we have on others.**

Constructive feedback increases self awareness, offers options and encourages self development so it can be important to learn to give and receive it. Constructive feedback can contain both positive and negative feedback and it is therefore important to learn to give feedback skillfully. Destructive feedback is that which is given in an unskilled way and which leaves the recipient feeling bad. The other disadvantage to this type of feedback is that the recipient is likely to reject what has been said.

### **Skilled Feedback:**

#### **Before:**

##### **1. Be clear about what you want to say in advance, practice if necessary**

State the purpose of what you are about to say. If you are not absolutely clear about what it is you're going to say it is easy to forget the main message or deliver a confused message. Giving feedback is often as difficult as receiving it.

It is important to explain the purpose of what you are about to say so the recipient understands that you are not simply making gratuitous comments. This will also enable them to understand that feedback is a two way process and that they have a right to respond.

##### **2. Encourage self assessment**

It can be very helpful if you can encourage an individual, through using gentle probing questions to identify a pattern of behaviour for themselves rather than by telling them. This can cut down your hard work and also means the individual is more likely to commit to change as they feel they have ownership of the problem.

#### **During:**

##### **3. Use the positive/negative sandwich**

Most people need encouragement, to be told when they are doing something well. When offering feedback it can really help the receiver to hear first what you like about them or what they have done well.

Our culture tends to emphasize the negative. The focus is likely to be on weaknesses more often than strengths. In a rush to criticize we may overlook the things we like. If the positive registers first, negatives are more likely to be listened to and acted up.

It is useful to apply the sandwich throughout giving feedback, prefacing each negative with a positive and ending on a positive note so the recipient does not feel totally disillusioned.

#### **4. Be specific**

Avoid general comments which are not very useful when it comes to development. Statements such as "Could do better" or "Reasonably good" may be pleasant or dreadful to hear, but they do not give enough detail to be useful sources of learning. Pinpoint exact what the person did which led you to use the label.

#### **5. Be descriptive rather than evaluative**

Give the person specific examples of what you saw or heard and the effect it had on you, rather than merely saying something was 'good or bad', etc.

#### **6. Select priority areas**

Don't save it all up and give the person one huge bumper bundle, especially if there is considerable negative feedback to be given. This is not only likely to alienate the recipient entirely, but also may mean they will never again value any feedback you give them.

#### **7. Offer alternatives**

If you do offer negative feedback then do not simply criticise, suggest what the person could have done differently. Turn the negative into a positive suggestion.

#### **8. Own the feedback**

It can be easy to say to the other person "You are," suggesting that you are offering a universally agreed opinion about that person. It is important that we take responsibility for the feedback that we offer. Beginning the feedback with "I think" or "In my opinion" is a way of avoiding the impression that we are telling the person a "universally agreed judgement" about themselves.

#### **Finally:**

#### **9. Leave the recipient with a choice**

Gain commitment to change where agreement is reached. Feedback which demands change or is imposed heavily on the other person may invite resistance, and is not consistent with the belief that each of us are personally responsible for choosing what we do. It does not involve telling somebody how they must be to suit us. Skilled feedback offers people information about themselves in a way which leaves them with a choice about whether to act on it or not.

It can help to examine the consequences of any decision to change and identify appropriate ways forward for the individual. Gaining commitment by encouraging the individual to repeat back to you any planned change can help to reinforce commitment to that change.

#### **10. Recap on good points**

End on a cheerful note by reminding the recipient that it's not all bad!

## **Receiving Feedback:**

If you are on the receiving end of feedback you can help yourself by:

### **1. Listening to the feedback rather than immediately reacting or arguing with it**

Feedback may be uncomfortable to hear, but we may be poorer without it. People may think things without telling us and then we may be at a disadvantage. Remember that people do have their opinion about you and will have their perceptions of your behaviour, and it can help to be aware of those. However do remember that you are also entitled to your opinion and you may choose to ignore it as being of little significance, irrelevant or referring to behaviour which you wish to maintain.

### **2. Be clear about what is being said.**

Avoid jumping to conclusions or becoming immediately defensive. If you do people may cut down their feedback or you may not be able to use it fully. Make sure you understand the feedback before you respond to it. A useful technique can be to paraphrase or repeat the criticism to check that you have understood it.

### **3. Check it out with others rather than relying on only one source.**

If we rely on one source then we may imagine that the individual's opinion is shared by everybody. In fact, if we check with others we may find that others experience us differently and we will have a more balanced view of ourselves which can keep the feedback in proportion.

### **4. Ask for feedback you want but don't get.**

Feedback can be so important that we may have to ask for it if it does not occur naturally. Sometimes we do get feedback but it is restricted to one aspect of our behaviour and we may have to request feedback we would find useful but do not get.

### **5. Decide what you will do as a result of the feedback.**

When we receive it we can assess its value, the consequences of ignoring or using it, and finally decide what we will do as a result of it. If we do not take decisions on the basis of it then it is wasted.

In the final analysis it is always your choice whether to accept or reject the feedback.

Finally thank the person for giving the feedback. We might benefit from it, it may not have been easy for the person to give, and it is a valuable practice to reinforce in any organization or relationship.

## **Remember:**

Failure to give negative feedback can result in:

- a) No change in the person's behaviour because they have never heard that it is causing difficulties
- b) An enormous confrontation in the future as things build up until we blow up
- c) Problems in our continuing relationship with the person which naturally develop

when we are aware of something and they are not, or when we are trying to keep something from them

Remember: feedback should be non-judgmental, clear information to another person about how their behaviour affects you. Giving feedback is not an end in itself, but the beginning of a new agreement between two people.

**Remember:**

There are four types of criticism: justified criticism, unjustified criticism, crumple buttons and put downs.

When dealing with justified criticism:

**don't:** Deny criticism

- Get defensive
- Counter criticize

**do:** Listen

- Respond -by asking for more direct specific information

When dealing with unjustified criticism:

**don't:** Take the bait

- Deny the criticism
- Get angry
- Counter criticize

**do:** Listen

- Respond to what is said -not what is implied

**Crumple buttons:** These are criticisms usually based on truth which are so painful that we crumple inside. On the surface you may act angrily but inside you are feeling dreadful. The way to deal with these is to identify your crumple buttons and 'de-sensitize' them by repeating them to yourself.

**Put downs:** These criticisms are not really criticisms at all. They are not designed to be helpful, only to hurt and humiliate you. Put downers are usually insecure and they boost themselves by putting others down. Often they operate in groups, looking for a victim, someone who they can repeatedly put down in order to get laughs from the audience. Put downs may be disguised as jokes or even as compliments.

When dealing with a put down:

1. Recognize the put down.
2. Expose the sender using negative enquiry:  
"What exactly are you trying to say?"  
"Was that designed to be helpful?"

Keep your voice calm and assertive and try not to let anxiety show in your body language. Most importantly don't become the put downer's victim.

## **STAGES IN GROUP DEVELOPMENT**

Groups of whatever type do not come into existence fully formed. It is possible to identify the stages of development and performance that a group will undergo during its 'life'. Groups may not go through all the stages, or may not progress sequentially through the stages, or may not progress at all.

Barry Tuckman (1965) *B. W. Tuckman "Development Sequence In Small Groups": Psychological Bulletin. Vol. 63, 1965*  
defined four clear stages of group growth:

**forming** -at this stage, the set of individuals has not yet become a group. Individuals are tentatively identifying the purpose of the group, its composition and terms of reference. Consideration is given to the hierarchical structure of the group, patterns of leadership, individual roles and responsibilities, and codes of conduct.

There may be anxiety and tension, as members attempt to make an impression, test each other and establish personal identity in the group. Relationships with the trainers may also be questioned, as people try to identify the task and the level of help that can be expected from the trainers. Trainers should be available to quickly clarify task instructions and parameters.

**storming** -members of the group will begin to put forward their views more openly. Members bargain with each other as they try to assess what is wanted, individually and as a group, from the process. Conflict emerges between sub-groups and opinions can polarise. Disagreements will be expressed and challenges offered on the nature of the task and arrangements made in the earlier stage of development. The authority and competence of the leadership will be questioned and individuals will react against efforts of the leader or the group to control them. The value and feasibility of the task will be questioned.

This is a conflict stage in the group's life and can be uncomfortable for the members, and for the trainer. This conflict can be positive, as, if resolved; there will be discussions on reforming arrangements for the task and agreement on more meaningful structures and procedures. The trainer should try to avoid involvement at this stage, but should be sensitive to serious conflict developing and ready to take remedial action.

**norming** -the group begins to harmonize and to develop ways of working towards the objectives. Guidelines, standards and working rules will be established. A framework is created in which each group member can relate to others. Former resistance starts to be overcome and conflict resolved. Mutual support grows in the group and members begin to focus on co-operating to achieve the task.

At this stage, the trainer should not be involved at all, as she/he may disrupt the sense of co-operation. The trainer can give encouragement and support if needed, but should only intervene if the group is not moving to this stage of mutual support and exchange.

**performing** -when the group has progressed successfully through the previous three stages, it will have created structure and cohesiveness to work effectively as a team. The group begins to get on with the task and roles are functional and flexible. Individuals feel safe to express their opinion in the trust that the group will find acceptable compromises if necessary. As progress is experienced, energy will grow and constructive work on the task will surge ahead.

## **Stages in Group Development 2:**

The trainer is almost superfluous at this stage, but needs to monitor time keeping and ensure that the group is not becoming too involved in the process, rather than achievement, of the task.

Two other stages have been identified for a group's life:

**dorming** -this is when the group has either become complacent and comfortable with structures and roles, and the task is no longer of importance, or when the group has not progressed through a stage and has become frustrated with the task. Trainers should intervene if this stage develops, and either remind the group of the task or abandon the task altogether if the group does not respond.

**mourning** -this stage is experienced when a group that has developed a high level of cohesiveness is disbanded. Members feel a sense of loss and may need time to grieve the demise of their group. As a trainer, it is important to plan for a session at the end of the course that will allow group members to say "Goodbye".

## **MANAGING DIFFICULT QUESTIONS**

In answering questions you first need to understand what is being asked or what the person's concern is before you are able effectively to respond.

For example, a person may ask a simple question such as, "When can you implement this?" You might rush to respond by saying, "Tomorrow, no problem." Meanwhile, next-day implementation would not be a cost-effective option, and you know that you will have to pull strings to make it happen. But this information may not even be what the person is trying to uncover. The person may have asked the question only to find what the implementation timeframe would be.

The Managing Difficult Questions Model is a reliable process to help you effectively handle a person's questions. It has five steps: encouraging, questioning, confirming, providing, and checking.

### **Step One: Encouraging**

Encouraging is the most important and difficult step because it runs counter to what most people do when they feel they are being "attacked:" they defend themselves.

Encouraging does not necessarily mean agreeing, but rather using responses such as "tell me more," or "I hear you," or "I understand." You must put yourselves in the

person's position. Whether one-on-one with a person, or in front of a group, encourage the individual to elaborate on his or her concern. Focus your eye contact and body posture on the person.

The key points to remember during the encouraging step are:

- When in doubt, ask the person to elaborate
- Although encouraging is the first step, it is a skill the presenter must use throughout the process of handling questions.

### **Step Two: Questioning**

After encouraging the person to express his or herself, ask questions to clarify the issue. Sometimes, the real issue is different from what the person first expressed. Then, listen to what the person is saying. Do not show signs that you are already formulating a response; watch your body language.

The key points to remember during the questioning step are:

- You should not immediately *assume* that you understand the issue. Only after you are sure you have heard the real issue should you move on to the next step.
- Do not belabour the questioning phase or appear to cross-examine the person.
- Continue to encourage the person throughout the questioning phase to keep him or her involved.

### **Step Three: Confirming**

Once the individual has started to talk about the issue and you think you understand it, check your understanding of the problem with the individual who brought it up before responding.

You must know what the person is thinking – and demonstrate that you understand – before you go on. The rule of thumb is simple: Be sure you understand the question before you provide a resolution.

Specifically, you should:

- Summarise what you heard
- Check your understanding with the person.

### **Step Four: Providing**

Having uncovered the nature of the person's question, you are now ready to respond.

You should answer the question as specifically as possible. Difficult questions and their appropriate responses usually fall into one of four general categories, which are listed below.

- A *misconception* – you should clarify and explain
- An instance of *scepticism* – you should prove that your message is valid through examples, references, demonstrations, and other solid evidence
- A *real drawback* – you should show how the advantages outweigh the disadvantages
- A *real complaint* – you should show your responsiveness with a plan to address the complaint

### **Step Five: Checking**

Check with the individual who originally raised the issue to ensure that you have provided an adequate response and handled the question. If not, start the process again by encouraging the person and by asking questions to draw out the real issue.

Be sure that the issue has been thoroughly resolved:

- Ask the person directly if he or she is satisfied with the resolution
- If not, repeat the five-step process

It is very important to pay attention to your eye contact during the process. If you are in front of a large group or an audience and one individual raises a difficult question, focus your eyes on that individual and listen actively to him or her. Encourage, listen to, focus on, and confirm with that individual, but then provide an answer back to the group as a whole, not just to the individual with the question.

Include everyone in the response by directing 25 percent of your eye contact to the individual and 75 percent to the rest of the group. When you do the final check, move your eye contact back to the individual who originally raised the question.

This is not a lock-step process in which a great deal of time must be spent on each step; the key is to encourage the person to clearly explain the issue before you respond.

### **Final Note**

Remember there is no such thing as a difficult participant there are only participants or team members who are difficult for certain facilitators. Whenever you find you are faced with someone who appears to challenge you first step is to STOP, BREATHE and think to yourself "why does this person find me, the others, or the information difficult?"

Often we over react to challenges and react to our own feelings rather than think of the challenger. A technique to overcome this is to get up in your imaginary helicopter and look down at yourself asking, "how can I best channel this extra energy so that we can all meet our objectives?"

You will be amazed at how small and insignificant your challengers look from the helicopter.

## **USING AUDIO VISUALS**

Remember **MURPHY'S LAW**: if something can go wrong it will. So the only way to beat Murphy is to prepare, prepare, prepare!

Using visual aids can make you or break you in delivering a lecture. If well used, visual aids can help provide punch and focus to your presentation. They also serve to reinforce your verbal message and to facilitate understanding and retention. If poorly used they can be a huge distraction, and serve you no purpose at all. Once a visual aid has made its point it should be removed, otherwise it becomes a distraction. Here are some tips:

Make sure that the technology you choose is appropriate to your audience, and be selective in your choice of tool. Powerpoint is extremely popular but if you are one presenter among many you may make more of an impression if you vary your method. Flipcharts and VIPP can be just as effective in delivering a presentation. You may be tempted to impress your audience with technology but consider: Flipcharts and VIPP boards have the advantage that you can leave them up and you can refer back and reinforce messages that you have already stated, that you can build up a story with a visual gallery of your presentation, you can add or involve the audience in adding.

### **GOLDEN RULE OF VISUALS**

**Make sure that everyone in the audience can see them – less is best!**

1. Check for 'blind spots' in the room prior to starting.
2. Always stand to the side of your visual aids never in-front.
3. If you need to point to something on the slide, use a laser pointer, or a pencil on the overhead transparency and move away to the side again. Do not go up to the screen to point, use your finger or stay next to the OHP as you're sure to obstruct the view.
4. If using several different tools throughout the day (VIPP boards, OHP, flip chat..), manage the space so that your audience can see the tool you are talking to at anyone time. Check with them to make sure that all can see before you start.

**Never take anything for granted.**

5. Before preparing a visual aid make sure that the equipment needed will be available to you on the day.
6. Make sure that you yourself know how to use the medium you are proposing for your visual aid (Power Point especially).
7. Arrive early and test the equipment and rehearse in the room you are going to give your presentation in, if possible.
8. Always come prepared. If planning on a Power Point presentation – come with it copied onto a set of overheads as well in case the Projector isn't working. Ensure you have a spare bulb for the overhead projector if planning to use transparencies. markers and paper for flip chart etc.

Vary your visual aides, as rule of thumb you should change the learning environment every 10 minutes to avoid auto shut off so change; the pace, voice pitch, volume or your medium of presentation etc

## HOW DO I CREATE A POWER POINT PRESENTATION?

Rather than give you the details here, why not go straight to the horse's mouth? Click on this Microsoft Website geared to teachers to learn how to make a PowerPoint presentation. This site provides you with all the steps needed to create great slides!  
<http://microsoft.com/education/curric/ppt97/start.htm>

### A FEW DO'S AND DON'TS

We won't repeat what the Microsoft site says, but want to add just a few reminders:

#### DO's

1. Use a title slide to introduce your topic
2. Use pictures, symbols, drawings, diagrams, graphs and charts
3. Keep written words at a minimum. As a rule of thumb, have no more than six words, six lines per slide and no more than 6 slides in a row without a break.
4. Convey a single concept using simple and uncluttered visuals.
5. Use key words only to help participants to better remember each point.
6. Using the branding format.

#### DON' TS

1. Do not overcrowd the screen with too many images, words etc.
2. Do not use only the uppercase letters in your slides.
3. Do not choose colours that do not contrast well.

### USING FLIP CHARTS

Flip charts are a participatory method for presenting information. They allow you to add participant contributions and there is no reason why they shouldn't be as neat as the other methods. The following tips are from the Facilitator's Guide to participatory decision-making by Sam Kaner, 2000.

#### REMEMBER

Attractive, title, bullets, numbers, dark colours (2)

Big and bold, thick markers, legible

Capital Keywords, no sentences

#### 1. USE OF COLOUR

· **Alternative colours** : People read faster, retain more, and have a longer concentration span when the text is written in two or three colours, so alternate colours frequently. But remember: it's not necessary to follow a pattern in your alternation. The goal is simply to break up the monotony.

· **Use earth tones for text:** The earth tones, also called the "soft colours," are blue, brown, purple and green. They are easier on the eyes.

- **Use hot colours for highlighting:** The “hot colours” are orange, red, yellow, and pink. They are harder on the eyes and should be reserved for borders, shading, underlining, and for special symbols like arrows or stars. Note also that yellow is very difficult to see at a distance.

- **Avoid black:** Reserve black for numbering pages. It’s too heavy and dense for much else.

- **Beware of colour coding:** Beginners often try to organize their work by colour coding – one colour for heading, a second colour for key points, a third for sub points, etc. This usually turns into a mixed-up mess. A group’s thinking process is generative and dynamic – its categories keep shifting as people build on each other’s ideas. *“Rough-draft thinking” is not the time for colour coding.* By contrast, colour coding is very effective with documents like agendas that are created before the meeting begins, or whenever the content of the document is known in advance.

- **Use the chart writer’s grip to hold 4 markers at once:** The Chart writer’s grip involves sticking a marker between each finger on the hand you don’t write with. Keep the tops off and point the ink-tips outward. This way you are ready for action with any colour!

## 2. SYMBOLS

- **Bullets:** Bullets make items stand apart from one another. Use them often – especially when listing ideas.

- **Stars:** A star indicates that something is especially noteworthy.

- **Borders:** Borders have a pleasant visual impact. They can be used to frame a whole page, or to highlight certain blocks of text, or a title. Pink or orange borders work beautifully.

- **Circles:** Circles can do many things, such as:
  - v lasso one idea and connect it with another;
  - v draw attention to a decision that has been made;
  - v highlight the most important issue on the page;
  - v separate and categorize information on the page;
  - v break up the visual monotony of a page full of text.

- **Arrows :** An arrow is a very powerful symbol. For example, you can use arrows to demonstrate that:

- v Idea A and Idea B are a vicious cycle;
- v Idea 1 comes first, Idea 2 comes second;
- v Ideas X, Y and Z all belong to Topic Q.

- Arrows create automatic connections. Make sure the connections are actually being suggested by group members. If the group thinks you are connecting ideas for them, you will lose your neutrality. They may resent you or feel manipulated.

- **Overall symbols:** Many ideas can be expressed with simple drawings.

### 3. LAYOUT: SPACING

- **Letter size:** One inch is a good height for letters. If the group is very large, some people will be sitting far away and you may have to write larger.
- **Margins:** Margins should be at least two inches on all four sides of the page. Having empty space near each line of text encourages members to edit, or add to their previous ideas. This space is also useful for tallying votes – as, for example, when group members prioritize a long list of ideas.
- **Between lines:** Leave at least one inch between lines of text.
- **Indenting:** Indenting is nice looking and easy to read – especially when each indented line starts with a bullet.
- **Underlining:** Leave three inches below underlined words.
- **White space:** White space is your friend. An open, spacious page looks inviting and gives the group a breezy feeling about its work. Crowded pages look hectic and heavy. Use as much paper as you need to give the group an expansive canvas upon which to paint their thinking.
- **Don't crowd the bottom of the page:** Make sure the size and spacing of your writing is the same at the bottom of the page as it is at the top.
  - Start a new page before you really need to, because a group will lower their output at the end of a page. Participants often behave as if the task is finished once the page is full. If you start a new page, it is amazing how frequently people catch a second wind and start generating new material.

### 4. FLIPCHART WRITING IN ACTION

- **Sentences are easy to read:** "Send note to caterer" is much easier to understand than "note to caterer" because it includes a noun and a verb. Here's the guideline: *will this be understandable is a week?*
  - **Don't be shy-write "WE" and "I":** Some beginners feel awkward using these pronouns. For example, instead of writing "We want a meeting," a beginner might write "They want a meeting" or "You want a meeting." Remember: It's the group's record – write with their voice.
- Verbs and nouns are high priority:** Example: If you hear "I hope we remember to write a warm thank you note to that great caterer," get the key verbs and nouns first – "Remember: send note to caterer."
- **Adjectives and adverbs are low priority:** It's fine to write the adjectives and adverbs – like "warm" and "great" in the example above – but only if you have the time.
  - **Use only standard abbreviations:** Do not invent abbreviations in order to write faster. For example, do not write "defnt" for "definite," or "expl" for "explain." Here are the guidelines: *will this be understandable to someone who is not at this meeting?*

- **Title every page:** Every page needs a title, even if it says “[title of previous page] continued.”

- **Encourage proofreading:** Invite people to read over your work. Accept corrections gladly – even it messes up your beautiful chart.

## **5.AFTER THE SESSION/MEETING**

- **Check page numbers:** Make sure all pages are ordered and numbered understandably.

- **Check titles:** Add titles if you didn’t have a chance during the meeting.

- **Roll up the pages together, and label them:** Flipcharts are often brought back to the next meeting. It is difficult to hang pages that have fold-creases in them. It’s also difficult to read them. Therefore, when you’re taking charts off the wall, roll rather than fold.

Label the outside of the rolled-up paper with three items of information:

- v Name of the meeting

- v Date of the meeting

- v Topics

- **Secure the pages with two rubber bands**

- **Give the charts to whomever will use them next**

- Hand the charts to the appropriate person, rather than putting them down. Similarly, don’t carry the charts away unless you have been assigned that responsibility.

- **Conduct yourself professionally:** Each of the previous steps is an excellent opportunity to demonstrate thoroughness and efficiency. Group members will notice it. They may not acknowledge it verbally, but they will recognize that they are working with a professional.

## **HANDOUTS**

§ Let people know that you brought them to hand out prior to starting and give them an idea of their content so that they can take notes accordingly if needed.

§ By preference don’t give them out until the end or they will not need to listen to you.

§ Giving a handout during the presentation can help to emphasise a specific point, but usually distracts the flow of a presentation and is best used sparingly if at all.

§ Handouts should not be used as the subject of your presentation. Don’t give them out as a tool for the audience to follow what you are saying. Reports are best given out a few days prior to the presentation so that the audience can come prepared. A table can be reproduced on an Overhead or slide and this allows you ensure that audience attention is simultaneously focused on the point you are illustrating.

## **MANAGING NERVES**

### **How do I calm my nerves?**

You'll always be a little nervous when facilitating and stage fright is a good thing – it acts as a stimulant giving you a burst of energy which helps you give a good performance. The thing about nerves is that they need to be controlled so that they don't control you. Two techniques that can help are;

§ Breathing and voice exercises.

§ Relaxation exercises.

### **Other tips for nerves are these:**

§ Always rehearse and practice beforehand.

§ Experience helps to reduce stage fright.

§ Deep breathing.

§ Set realistic goals – you know you won't be able to captivate everyone all the time no matter how good you are – someone will always be sleeping, writing a letter... aim for the majority – 90% or even 75% - as a realistic measure of success.

§ Give yourself credit – the reason you were invited to facilitate is because the person who asked you thinks you have something to offer.

§ Don't expect to know everything – often people get nervous worrying about the questions they may get and fear not being able to answer them. No one can be expected to know everything about any one topic. So if you don't know the answer say so and then offer to find out, only make sure that you later do find out and get back to the individual concerned.

§ Visualise success – many actors, dancers and sports figures 'rehearse' in their minds and visualise success. This often helps them achieve success!

§ Control your self-critical inner voice – you're inner voice may tell you all kind of things and undermine your confidence, especially if you've had a poor experience before. Just because it happened once, doesn't mean it will happen again or that you weren't made for public speaking. You can always do better and only through practice will you become perfect!

§ Before speaking, take a very deep breath. Then exhale very slowly, making a strong "f" sound.

### **My mouth always gets dry before speaking!**

Roll a small piece of paper into a ball and stick it between your gum and cheek at the back of your mouth. Practice a little bit with the ball of paper in your mouth until you are familiar with the feel of it in your mouth.

### **I have such a soft voice – I find it hard to project.**

§ Practice in a large room with someone at the back to give you feedback.

§ Aim your voice to the back of the room.

§ Practice calling out phrases to increasing distances. Support the call from the diaphragm. Visualize the vibration of the sound of your voice surrounding or penetrating your audience.

§ Exercise your tongue by stretching it out. This relieves vocal tension and creates flexibility. Stretch for articulation by placing a cork length wise between your top and bottom teeth and read aloud, over enunciating. This helps you to improve diction and clarity.

### **Tired or Strained voice?**

Massage your vocal chords with an easy hum, making an 'M' or "V: sound. Keep it

light and concentrate on the easy vibration on your lips.

**Breathing Exercises:**

You have to learn how to support your breath. You use the breath to support your speaking, so that you don't end up gasping for breath in the middle of phrases, as you hear frequently on television and radio.

Improper breathing can get in the way of what you are trying to say. When you learn to control your breath, you breathe only where a phrase ends naturally. It also gives lovely support so you have a full, resonant voice.

Often, if you tell people to take deep breaths, they heave their chests and raise their shoulders. That is totally useless.

Think of the diaphragm as a balloon. Lie down on the floor and put a book on your diaphragm. When you blow air into a balloon, it expands. When the air is blown out, the diaphragm then slowly moves in, or collapses. Make sure it is the diaphragm and stomach that are moving, not the chest and shoulders.

Try this one: Start by inhaling, making sure the diaphragm and the stomach are moving up. Then count out loud to five as you exhale. The next time you practice, increase that count to 10. Every time after that, add two more counts until you can comfortably count to 25. This enables you to say a long phrase or a long sentence without gasping for breath.

**Relaxation Exercises:**

If you cannot go off to somewhere private before your speech – if you are stuck right there in front of everyone – then you can do this relaxation exercise while sitting behind a desk.

It works by creating artificial physical tension in your body. Tense up your muscles, starting at the tips of your toes. Bring it all the way up to the legs, into the buttocks, into the stomach, and through the hands. Tense and then release the body five or six times. It gets the adrenaline going and helps you lose that clammy feeling in your hands. It energizes at the same time.

If you can go to another place – you can tense all the way up, right through to your face. Then fall over, relaxed, into a rag doll position. Do that several times. Couple it with breathing and voice exercises and you are ready to go.

**Smile!**

A relaxed smile adds warmth to your voice. It's infectious.