I Speak

تكلم حتى أراك

Speak

↗
you deserve to be heard

BASED ON
US & UK TRAININGS

PUBLIC SPEAKING BASED YOUTH
EMPOWERMENT PROGRAM

presents

CONSTANTINE BOOT-CAMP
PORTFOLIO

Spring 2018

3 DAYS TRAINING
AND WORKSHOPS

EMPOWERING
YOUTH
TO SPEAK UP

▼ **Event manual**

Powered by:

Contents

Preface

"A small group of thoughtful
people can change the world.
Indeed it is the only thing
that ever has."
Margaret Mead

The story behind I Speak started with a girl – a 20 year old English student who attended my public speaking activity. She thought that she had no say in her life, and she was changing her major because she was told to do so. She was very shy and quiet that I never heard her speak in front of my whole class. Therefore, she talked to me privately. I remember her speaking up for the first time after a few sessions, saying that she told her father what she wanted to do and she is going to do it . From that time on, this girl was never silenced again because she found her voice; she even went on to have her own activity about entertainment. Though I think public speaking really helped change and shape this girl's life, I really I think I created a monster.

I am doing this because I want to create more monsters. I mean empowered and outspoken youth. I want to provide youth with public speaking skills which would both educate and empower them to take a stand in their own lives – both personally and professionally – and give a voice to the marginalized and silenced individuals.

By working with all the youth programs I could reach, I found that while the program creators know the value of public speaking in building confidence and competence in empowered individuals and leaders, somehow it always ends up being neglected. For all of this and more I believe it is time to attempt to positively influence the community around me.

I believe that Arab youth, which should be EVERY COUNTRY'S asset, is disengaged, marginalized, and unheard. It's not just my problem or my country's problem; over 50% of today's youth has previously shared similar concerns. This is why I am so passionate about this project. I want to change the world as we see it and being one entitled millennial I thought I was going to do so easily , but after my training in both the UK and US, I learned that changing the world can start from me, that I should be the change I want to see in the world. I got to know that real change takes time, needs hard work, and starts really small. I realized that the small event at my home town is the big change I want.

One aspect of my project is to create a public speaking training course for college students in Constantine joining youth empowerment programs. Having this vital skill as secondary or as a second to last position is what keeps the motivated and aspiring youth form reaching their full potential, or as I describe it 'reaching their inner monsters.'

With my project implemented, I see a future of civically engaged and empowered youth. I see more outspoken college students achieving their goals and taking the ropes of their lives in their own hands. I see more girls and boys choosing the future they want. With my project implemented, I see more youth taking Constantine by storm

It is said that one drop can start an ocean. Yet I believe with your help advice, support, and my drive, we can make it rain.

Thank you
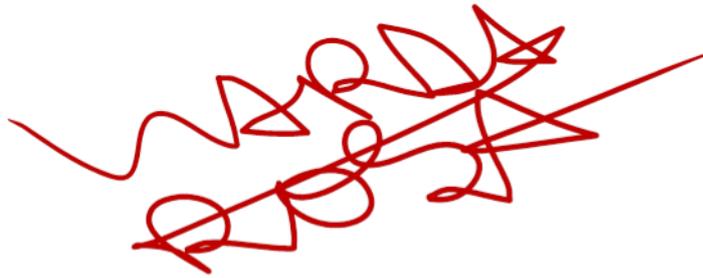
Ouarda Benlakhlef

Program Management Basis

Rational for Program

- Highlight to the students the importance of behavioral skills in their career.

- Share with the students the best-in-class methods of learning to achieve holistic accelerated career opportunities.

- Offer a platform for students for knowledge sharing with the industry and help them get industry ready.

- Share learning resources in three core areas of public speaking debating and soft skills in general.

- Enrich the knowledge of youth empowerment with role play, case study, scenarios, and experiences to enhance courseware delivery effectiveness

- Share our IP and, thus, develop a large pool of Students across the city to promote and advocate public speaking and Soft Skills course in the same style and depth.

- Familiarize the youth of Constantine with the concept of the program and evolve well defined public speaking program rollout plan.

Measuring Improvement

The program also provides an instrument for evaluation of improvements in soft skills before and after the training. We will seek all forms of feedback and comments regarding the workshops and their effectiveness.

- **What are Soft Skills?**

  "Soft skills" or "behavioral skills" are those that are crucial to an employee's ability to work *smarter*. A survey of employers has revealed a list of specific "soft skills" that they believe as essential for employees. The skills most frequently mentioned for fresh entrant engineers are English communication, knowing how to learn; competence in reading, writing, effective listening and oral communication skills; grammar and vocabulary; adaptability through creative thinking and problem solving; personal management with strong self-esteem and initiative; interpersonal skills; the ability to work in teams, Knowledge of industry.

- **What can I Speak offer to the students?**

  Each event that is held by I Speak can offer soft skills training based on UK and USA training by professional in their own trained faculty or.

- **Is the I Speak program fee affordable?**

  Yes. We try to negotiate special rates with our sponsors to make it attractive and affordable for all students.

- **How long will the I Speak training program be?**

  The duration would vary from 3 – 4 days depending on the number of participants. The launching event, though, would be only 1 day just to introduce and simulate what our events and boot camps would look like.

- **Is this training available for all students?**

  Yes. Any Connected student from any stream can attend this program.

SWOT Analysis: public speaking and youth empowerment program Algeria

S TRENGTHS
- The need and importance of the skill.
- The high interest and demand of the youth.
- Capable of Working with most NGOs in the region.
- Working with people from different ages and backgrounds
- Working fine with limited resources.
- Being the first to focus on the skill

W EAKNESSES
- The legislative limitations.
- Inaccessible education facilities.
- Limited number of NGOs.
- The low number of capable local trainers.
- The lack of awareness among the older generation
- The low rate of civically engaged youth

O PPORTUNITIES
- Working with the America, corner Constantine and the connections I have with the students and director.
- Being part of numerous youth across the city.
- Adjudicator and awarded debater at the young Arab voices debating program.
- The ability to get in touch with future teachers in the region

T HREATS
- Abstraction by the government.
- Attracting unwanted attention
- Failing under the pressure of the challenging circumstances
- Losing the true purpose of the program.
- Creating speakers who won't listen.
- Taking a long time to earn the trust of the community

Positive

Negative

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PUBLIC SPEAKING

Increased inequity between young and old people

Underpowered youth

A youth struggling to find a purpose

Limited job opportunities

Failing education system

Passivism

Disengaged youth

self-conscious generation

University students are introverted and civically disengaged despite exacting youth programs in Constantine Algeria
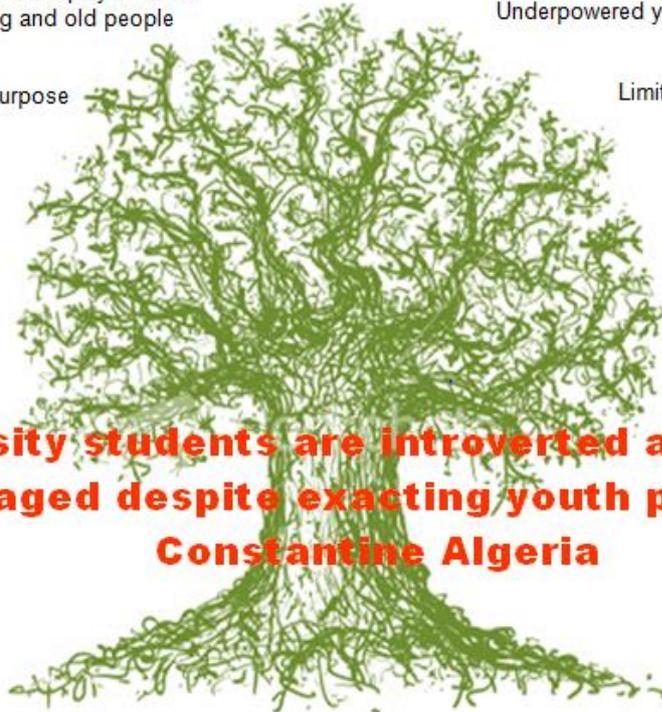
Ignorance Of the importance of the skill

Passive teaching methods

The lack of adult/ youth dialog

Problem and asset tree

Equity between the old and new generation

Empowered youth

Goal oriented students

Better job opportunities

Civic engaged and aware youth

Outspoken and articulate

Better teachers and teachir methods

UNIVERSITY STUDENTS IN YOUTH PROGRAMS ARE OUTSPOKEN AND ENGAGED IN THE DEVELOPMENT OF CONSTANTINE ALGERIA
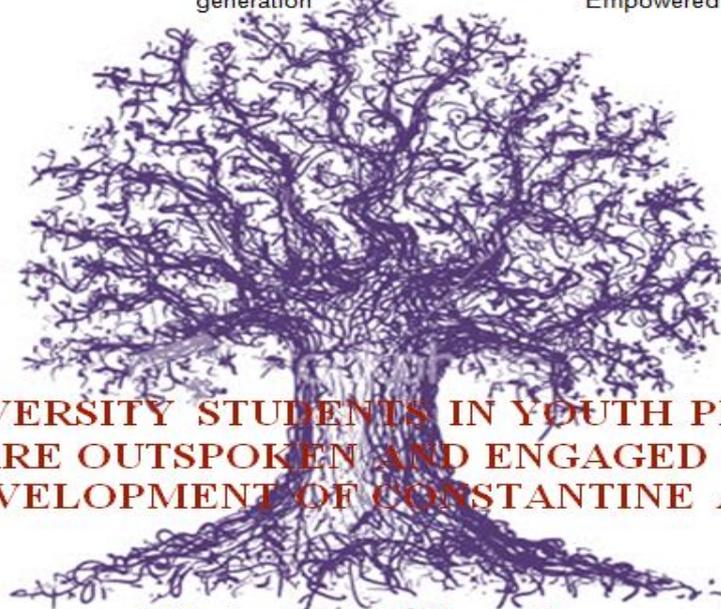
Training for teachers in public speaking and communicative skills

Round tables with parents and students about the importance of speaking up

Introduction sessions to the importance of public speaking

Civic engagement awareness days

Critical thinking and debating workshops

Confidence building camps for
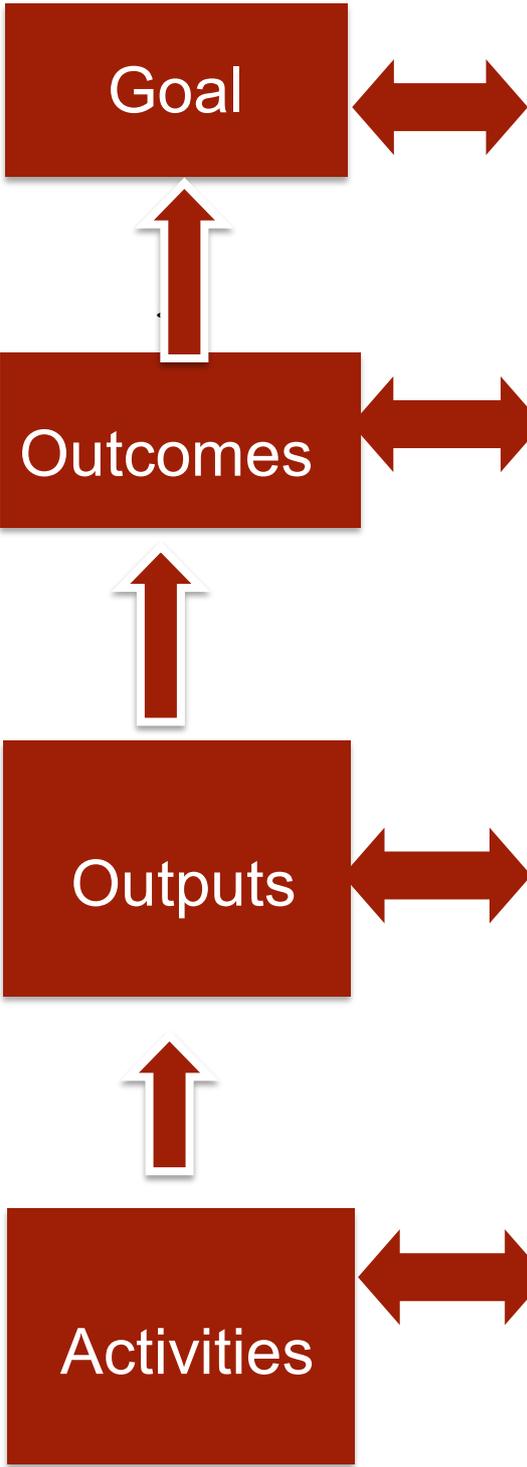
Goal	**Young people in Constantine are empowered and engaged in the civic development of Algeria.**
Outcomes	**Outspoken, civically engaged and socially active students at the University of Algeria.**
Outputs	❖ Workshops on youth empowerment and public speaking for university students. ❖ Classes on the art of dialog and communication. ❖ Elevator pitch workshops for newly graduated students. ❖ Civic engagement promoting sessions ❖ Introduction sessions to the importance of public speaking
Activities	❖ Set up a public speaking workshop description with a time frame of execution. ❖ Start a social media camping promoting the project.

Result Level	Descriptions	Indicators	Assumptions:
Goal	Young people in Constantine are empowered and engaged in the civic development of Algeria		The children's parents are encouraged Children are motivated to attend Tangible effect so that both the parents and the children feel trust.
Outcomes	The students of the university of Constantine are outspoken and socially active when it comes to university clubs, activism, and the student body.	Students get to see the impact of being engaged and out spoken on both their social and professional life.	Young students standing up for their beliefs and dreams. Students demanding to be part of the decision making in the university. Active and promising university clubs.
Outputs	❖ Workshops on youth empowerment and public speaking for university students. ❖ Classes on the art of dialog and communication. ❖ Elevator pitch workshops for newly graduated students. ❖ Civic engagement promoting sessions ❖ Seminars on the importance of civic engagement. ❖ Open days on university policy.	Students develop the skill of speaking their mind and become more confidant in both social and professional settings	Students do better at their assignments and presentations. Students are more engaged in classes and tend to participate more. Students helping with the community and trying to make a change in their surroundings.

Activities			
	❖ Conduct an online survey to gather the needs and interests of *Constantinain* youth regarding youth empowerment and public speaking. ❖ Set up a public speaking workshop description with a time frame of execution. ❖ Creating a booklet of the offer of my project 'I Speak' and make it custom to the different youth programs I want to reach out to. ❖ Start a social media camping promoting the project. ❖ Conduct open day introductory sessions explaining the concept of my project. ❖ Call for participants through all media outlets possible	Students and youth programs showing interest in the project. Number of participants willing to take part of the project. Students investing their free time to learn a new skill.	Create a trust worthy and well trained staff. Create an interesting and sufficient workshop that works for different needs. Create a brand for the project and promote across the city.

Introduction

Because real change takes time, needs hard work, and starts really small, the I Speak launching will be a one day event.

The morning will be dedicated to introducing this inspiring program to the public. It includes the main speech about the message and the program and two other keynote speakers who will explain the new idea I Speak is bringing.

The evening will be a simulation of an I Speak slandered workshop just to give the attendees an Idea of what they would expect in a later on I Speak boot camp.

Pre-event Planning

schedule/structure:

a 3 day event during the spring of 2018 . Starting at 9am the first day , we will hold 4 sessions. one introductory session in the first day , and 2 sessions during the remaining 2 days which will be devoted to soft skills workshops and training, ending with a closing session .

Optimal number of attendees:

50 attendees and 100 workshop participants

Length of each session:

Around 3 hours each with a lunch break in between

Event facility:

Big room with round tables and chairs for about 150 people, 10 in every table
Official colors are dark red, black, white, and silver.

Supplies:

- A stage with a podium
    - Speakers and 4 microphone
    - A projector (data show)
    - 10 pull-up Banners
    - 1 big entrance banner
    - 1 I Speak big sign
    - 200 Program schedule fliers
    - 200 pens, pins, and strikers papers.
    - 12 flipcharts
    - 200 colored markers
    - 200 papers from each size (A2, A3, A4)
    - Envelops , badges , stickers , post it notes, colors …
    - T-shirts for team leaders, staff members and selected participants.
- Offices supplies (tape, stapler, post it notes , papers, and a big white board)

- Food and drinks :

    - 2 coffee breaks per day   .
    - On table refreshments
    - 1 Lunch per day for all participants.
    - 1 dinner per day for out of town participants .

ADVERTISING

- Lead time for advertising:
  2 moth before the event

- Direct invitations:
  For important guests

- Other advertising ideas:
  Posters, fliers, web posts, and Facebook events

REGISTRATION for participants:

  Online: by Google form for all workshop participants

SHEDUALE

⚐Day one :
- ▼ Setting and Icebreaker.
- ▼. Morning panel debate "the importance of public speaking ".
- ▼ Lunch break.
- ▼ Letter to self-workshop.
- ▼ Team choosing and building.

⚐Day two :
- ▼ Team building workshop and discussion "car & driver ".
- ▼ Lunch break.
- ▼ Afternoon workshop "Natural Born Leaders".

⚐Day three :
- ▼ Public speaking techniques workshop.
- ▼ Lunch break.
- ▼ Closing workshop "action planning log frame".
- ▼ Closing ceremony.

All activities are structured as follows:

This is the basic purpose of the activity – plain and simple – and is intended to be a brief description for the instructor.

Time: A suggested time frame is offered for planning purposes. Of course, as activities are altered or modified for various reasons, times may invariably change.

Materials: A list of suggested materials for the activity is provided. The goal of the basic activity is to keep materials to a minimum.

Directions: Directions, including sample scripts, are offered for convenience. You are encouraged to adapt or modify these activities to better resonate with your particular audience, as these activities offer an opportunity to tackle some difficult issues and conversations.

Conclusion: The conclusion is a guide to engage participants in a thoughtful conversation. The goal of this dialogue is to encourage independent ideas and reasoning.

Journaling Activity: Journaling questions are offered as a way to incorporate personal reflection using an individualized means of expression. Participants should be encouraged to choose a form of journaling that feels right for them, while also being supported to "test the waters" with a technique that might stretch a traditional comfort zone. The following alternatives to "traditional" journaling (writing) are offered as suggestions:

Icebreakers, introductions & tone setting ▼

Adding icebreakers, introduction and tone setting exercises to a workshop helps to

▼ Create a positive group atmosphere.

▼ Relax participants

▼ Break down social barriers

▼ Energise & motivate

▼ Encourage participants to think outside the box

▼ Enable participants to get to know one another

ACTIVITY **1**   **GROUND RULES** (TONESETTING)

TIME: 30 MINUTES

Objectives:

To **give** the audience a chance to get down and get themselves seated

To **inform** public of the program's schedule.

To **set a tone** of openness and respect for the rest of the event.

We will need:

- ☐ One big room with chairs and tables
- ☐ A projector (data show) for Program objectives and message

Preparation:

Arrange seats in a circle around each table.

Place the schedule where all participants can see it.

Activity overview:

After a short introduction, we share the project's schedule with participants, and explain that to be productive they need to agree to some ground rules for the time they will work together. Both participants and facilitator can suggest rules. There must be group consensus on each rule before it is added to the list of rules.

ACTIVITY **2**

TIME: 2 HOURS

SPEAKING   (Morning panel debate "the importance of public speaking ")

Objectives:

To **inform** public the public about I Speak and the aim behind its creation

To **explain** how the I Speak's coming events and workshops will proceed

We will need:

☐ One big room with chairs and tables
☐ A projector (data show) for Program objectives and message

Preparation:

Arrange seats in a circle around each table

Make sure everyone is seated and awaiting

Activity overview:

We will introduce the idea behind I Speak and the aim for its creation. We will showcase the steps behind the creation of I Speak. Later on, will stress the importance of a project like I Speak and why we wanted it to start from Constantine exactly. At last, we will tell the audience about the bright future we are going to create for the project and ask for all the help and support we can get. The end will be to send them off to a quick coffee break. After that, 2 keynote speakers will join and we will open a panel.

☞ Letter to self

ACTIVITY 3

☞ Team selection and team building
(team work)

Objective:
To get to know one's self and also one's team .

You will need:

☐ One facilitateur and 10 other coordinateurs

☐ At least one blank sheet of paper and envelope per participant *(It is useful to have some extras)

☐ Pens or pencils for all participants

☐ Paper and markers, post it notes and a big white board

Preparation:

Arrange 10 seats around each table , place paper where it will be seen by everyone in the circle

Make sure each participant grab a paper and an envelope choose a place to sit and start writing his or her letter

Make sure each participant chooses a name tag randomly and places his letter in the right box according to the color of the name tags

Activity overview:

Participants are asked to think of their present past and future and what they expect from this journey then choose a team and get to know them by Discussing and exploring what makes an effective team .

End of day 1 The start of DAY 2 ▼

ACTIVITY 4 CAR AND DRIVER

(LEADERSHIP) **TIME: TIME:3 HOURS MINUTES**

Objectives:

To explore the **emotional implications** of leading and following

You will need:

☐ One facilitator and 10 other coordinators

☐ An enclosed space for participants to walk around

☐ Seats in a circle

☐ Flip chart, paper, and markers

Preparation:

To make the exercise more challenging you can scatter obstacles like chairs and tables throughout the space.

Arrange seats in a circle

Activity overview:

Participants are paired off and assigned the role of a car or a driver. The car must keep her eyes closed and follow the instructions of the driver who stays behind her giving instructions silently with a set of touch signals. It is the driver's responsibility to protect the car from collisions. Group discussions after the game explore the emotional implications of leading and blindly following.

Instructions:

1.   Randomly divide group into pairs, and ask them to stand with their partner.

a   For more challenging exercise, put people who do not know each other well together.

2.   Assign one person from each pair to be the car. The other will be the driver.

3.   Explain that the role of the car is to keep their eyes closed and follow the driver's instructions.

4.   Explain that the role of the driver is to keep their eyes opened and protect the car from collisions.

5.   Tell participants that talking is not allowed, and drivers will communicate to cars with the following touch signals:

a.   Touch on the middle of the back means walk

b.   Subsequent touches on the middle of the back mean walk faster

c.   Touch on right shoulder means turn right

d.   Touch on left shoulder means turn left

e.   Touch on the head means stop

6.   Make sure everyone understands their roles, and the signals, then start the exercise.

7.   After one or two minutes stop the exercise and have each pair switch roles. Cars become drivers and vice versa.

8.   Stop the second round after one or two minutes and have the group return to their seats.

9.   Lead a discussion on the activity using the notes provided.

ACTIVITY **5** Natural Born Leaders
(**LEADERSHIP** work)

Objective:
To explore the **qualities of** each leadership style and how each help with **PUBLIC SPEAKING SKILS**,

You will need:

☐ One facilitateur and 10 other coordinateurs

☐ Pens or pencils for all participants

☐ Paper and markers, post it notes and a big white board

Make sure each participant is taking part of the workshop and following instructions

Activity overview:

The four quadrants represent key aspects needed in leadership and functional groups. Leaders come from all quadrants. Preferred style is less important than maturity of that style and the ability to move around the quadrants as needed. A goal of developing yourself as a leader is to be aware of your comfortable quadrants and less comfortable quadrants. This can help you know your strengths and work on your weaker areas, listen to other ways of doing things, try new things and seek appropriate help. People need to lead with a style that fits them, fits the situation and fits the group. If groups are missing people in some of the quads or have everyone bunched in one or two, have the group discuss what the implication of this might be.

This exercise often acts as a segue for subsequent discussion about such topics as gender and leadership styles; how your role and situation can dictate your style; what styles society (and NOLS) views as good leadership; whether it is possible to be a good leader if you reside mainly in one quadrant; what happens to leadership styles under stress, etc.

COOL CUCUMBER

ANALYST &
ARCHITECT   **DRIVER**

WATER   WIND

RELATIONSHIP   **SPONTANEOUS MOTIVATOR**

RED HOT TAMALE
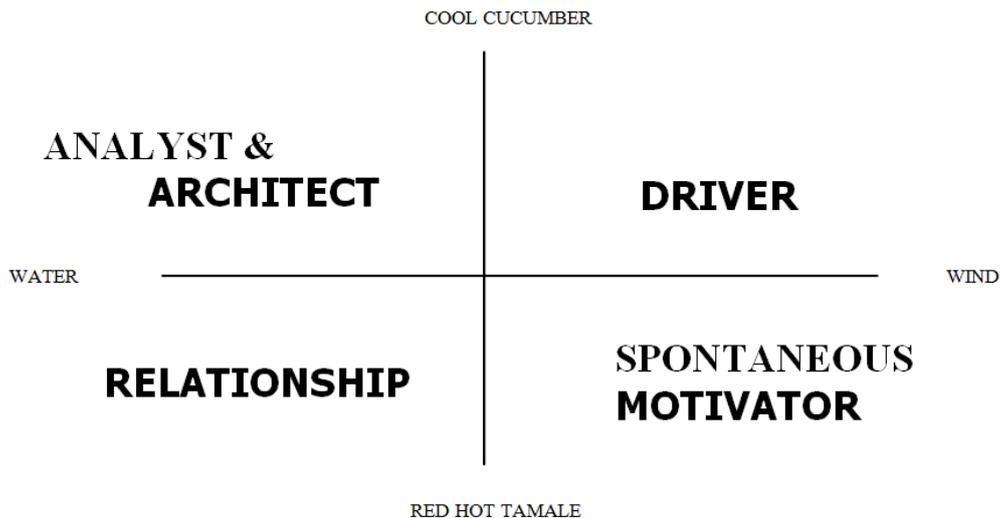
End of day 2 The start of DAY 3 ▼

ACTIVITY **7** ☞ **Public speaking techniques**
☞ (communicative style)

Objective:
To explore the **qualities of** good and bad **PUBLIC SPEAKING SKILS**,

You will need:

☐ One facilitateur and 10 other coordinateurs

☐ Pens or pencils for all participants

☐ Markers, post it notes and a big white board

Make sure each participant is taking part of the workshop and following instructions

Activity overview:
The following are important elements of verbal/oral communication.

Your Voice

• Pitch – highness or lowness
• Volume – loudness or softness
• Tone – emphasis and inflection
• Rate – speed
• Enunciation – distinction and correctness

Your Words

• Pronunciation – pronounce words correctly
• Grammar – usage and correctness matters
• Vocabulary – watch for over-use of words
• The "In" Words – Stay away from the popular phrases
• Slang and Swearing – Avoid at all cost

The Standard Stages in Conversation

• Introductions
• Warm-up or small talk
• Core conversation
• Wrap-up summary of decisions
• Exit with small talk

Diversity

• Use person-first language (a person who is blind)
• Avoid phrases and slang that target a culture or group
• Choose your jokes cearfully

ACTIVITY 8

Action plan logical framework (goal setting)

Objectives:

To explore the **implications of smart goals** in leading a successful life .

You will need:

☐ One facilitator and 10 other coordinators

☐ Papers , pens , colors …

☐ 10 Seats around a table

☐ Projected Presentation and explanation

Activity overview:

III. SMaRT GoaLS (group exercise)

☐ **S**pecific (specific about what you are trying to accomplish)

☐ **M**easurable (measurable benchmark to identify   accomplishment)

☐ **a**chievable (what's feasible/achievable actions to help you meet your measurable)

☐ **R**elevant (why this goal is personally important to you)

☐ **T**ime-Framed (deadline to accomplish this goal)

Give your clients 5 minutes to complete the SMART goal exercise, have them share their goal with
the class and allow the class to give them feedback on whether their goal was smart or not.
Hand-out: SMART Sheet Exercise

IV. Goal Setting Discussion Questions

Break your clients into groups and assign them one or two questions to discuss and answer. After the
groups have had the opportunity to discuss the assigned question(s) have a spokesperson from each
group share their answers with the class.
Hand-out: Goal Setting Discussion Questions

V. Goal Chart/ Timeline

Assign the goal chart and timeline for homework to be turned into to their case manager in the first
scheduled one on one. On both of these hand-outs there is a place where the client can indicate
what they need from case management to help them be successful in accomplishing their goals.
Encourage your clients to be thorough when completing these assignments, incomplete work will not
be accepted.
Hand-outs: Goal Chart and planner, Goal Timeline

VI. Goal Setting Pledge

Wrap-up this workshop by giving your clients 10 minutes to complete the goal setting pledge handout.
 Direct your clients to identify a goal that is specific to the completion of this program.

Boot camp closing,
Fruit picking
&
closing ceremony

▼

AREA CLOSED