

Public speaking skills

for Global Women Leaders

Session #1

My voice as a tool for change

2025





Public Speaking for Global Women Leaders

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1. Introduction

This *Public Speaking Skills for Women Leaders* course seeks to strengthen participants' voices, narratives, and stage presence so that they can project themselves with authenticity and impact on global stages.

In a global context where decisions and narratives are constructed in international forums, it is essential that women leaders are able to take the stage with a firm, clear, and authentic voice. According to the World Economic Forum's *Global Gender Gap Report 2023*, women's representation in political and economic leadership positions and decision-making forums still does not exceed 30%, highlighting the urgent need to strengthen their communication skills in order to achieve effective advocacy (World Economic Forum, 2023).

This course responds to that need: to equip FORUS women leaders with *public speaking* tools that enable them to convey powerful messages in their chosen language, thereby strategically influencing diverse audiences, positioning their causes, and strengthening their leadership in the global arena.

The learning methodology integrates Universal Design for Learning (UDL), which ensures accessibility to different learning styles (visual, auditory, kinesthetic, and reflective); the 70-20-10 model, which combines practice (70%), collaborative learning and mentoring (20%), and theoretical concepts (10%); and an autonomous and experiential learning approach based on dynamics, role-play, peer feedback, and independent work.

In this way, not only are public speaking techniques taught, but the confidence, authenticity, and influence necessary for each leader to amplify her voice in international spaces are also developed.

Facilitator preparation (virtual mode)

- Review all videos and resources to be shared in advance, verifying that the links work and that the audio and subtitles are enabled.
- Begin the session by asking participants **to turn on their cameras** (as far as possible) to promote closeness and trust.
- Always maintain a **warm and motivating tone**, calling participants by name and validating their contributions to reinforce psychological safety.
- Be attentive to **nonverbal cues on camera** (expressions, gestures, postures) and adjust the pace if fatigue or distraction is perceived.
- Include short active breaks (breathing, stretching, changing posture) to maintain energy levels.



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- Remember that silence can be uncomfortable in a virtual setting: ask direct questions, invite participants to raise their virtual hands, use the chat function, and conduct quick polls to maintain interaction.
- Prepare a **stable technical space**: good lighting, camera centered at eye level, microphone tested, and slides ready to share on screen.
- Adopt the **attitude of a companion rather than an "instructor"**: your role is to facilitate a space of trust where each participant feels free to speak and make mistakes.

Learning objectives for session #1

Session 1 aims to help participants recognize the power of their voice as a tool for leadership and transformation, identify beliefs and emotions that condition their expression, and begin to build an authentic communicative purpose that serves as the basis for their development in global public speaking.

Specific objectives:

- Recognize the power of one's own voice as a vehicle for transformative leadership.
- Identify beliefs, fears, and strengths for authentic expression.
- Practice initial techniques for stage confidence and communicative purpose.

Letter to the facilitator:

Dear facilitator:

Thank you for taking on this powerful process. What you have in your hands is not simply a sequence of activities or a teaching guide. It is a tool to ignite voices that transform. This course was designed with the conviction that **when a woman leader speaks from her truth, the world is never the same again.**

You are about to accompany women who lead causes, territories, communities, and networks in different parts of the world. Some already speak with strength, others are finding their voice. Your job is **to create a space of trust, care, and courage**, where everyone can recognize their expressive power, let go of fears, practice freely, and, above all, dare.

The focus of this course is **practical, experiential, and transformative.** Here we do



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not seek technical perfection, but authenticity. That is why we work with methods such as **Universal Design for Learning (UDL)**, the **70-20-10** model, and **collective mentoring** to activate different ways of learning, connecting, and expressing oneself.

Each module is structured to develop skills progressively:

- In the first, discover your own voice as an instrument of change.
- In the second, you learn to narrate with intention and purpose.
- In the third, you project that voice with stage presence on global stages.

You have a clear but flexible guide. Feel free to enrich it with your own resources, as long as you maintain the spirit and pedagogical objectives. The most important thing is that you get each woman **to experiment with her voice, move, listen, see, and feel stronger**. Confidence is not taught: it is practiced.

And in the end, when each of them speaks up, remember that you will be part of something bigger: **a global network of women leaders who not only speak for themselves, but also raise their voices for many others.**

Thank you for being part of this process.

"Authenticity is the new sexy."

— Joanna Prieto



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1.1. Minute by minute session 1

The following script provides general instructions to facilitate the session, allowing the instructor freedom in teaching and pedagogy.

Welcome, introduction, and objectives

Slides	Activity/Action of the facilitator	Strategy/Meth odology
<p>Slide 1 B</p> 	<p>Welcome to session 1</p>	
<p>Slide 2</p> 	<p>Greeting: <i>"Welcome to the session: My voice as a tool for change. Today we will begin a journey to discover the power of our voice as a tool for leadership and transformation."</i></p> <p>-You can use the introduction to this course as a descriptive reference and the general objective found in this document.</p>	<p>Initial plenary session, creating an atmosphere of trust.</p>
<p>Slide 3 Module objectives</p> 	<p>Read the module and session objectives on the screen.</p>	

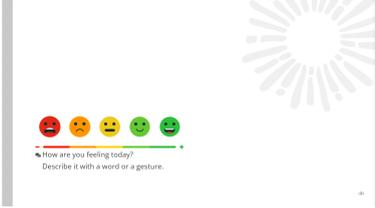


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Slides	Activity/Action of the facilitator	Strategy/Meth odology
<p>Slide 4: Session objective.</p> 	<p>Reinforce: what we are looking for is: 1) Recognizing the power of the voice; 2) Identifying beliefs and strengths; 3) Authentic and purposeful expression.</p>	

Connect with the activity

Slides	Activity/Action by the facilitator	Strategy/Met hodology
<p>Slide 5: Icebreaker</p> 	<p>One word and one gesture</p> <p>Facilitator says: <i>"I invite you to share in one word how you feel today and/or a gesture that represents it. You can share it with the group and explain why."</i> Model first: e.g., "Curious" + hand on heart because I will meet new people in this course.</p> <p>Reinforce: <i>"This exercise connects us and reminds us that each voice has collective power."</i> This activity will be done at the beginning of each session to gauge the group's emotions.</p>	<p>Quick integration group dynamic.</p>



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Slides	Activity/Action by the facilitator	Strategy/Met hodology
<p>Slide 6: Introductory phrase</p> <div data-bbox="213 607 584 815" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>"Your voice is your superpower. Use it to create, to inspire, to transform."</p>  </div>	<p>Share an introductory phrase to inspire the session</p> <p>Read the inspirational phrase for the session. You can ask participants what inspires them or what expectations the phrase generates in relation to the course.</p>	<p>Quick group integration exercise.</p>

Transformative Leadership block.

Slides	Activity/Action by the facilitator	Strategy/Met hodology
<p>Slide 7: Exploration – Transformational Leadership</p> <div data-bbox="209 1384 584 1592" style="border: 1px solid black; padding: 10px;"> <p>Public speaking in terms of Transformational Leadership</p> <p><small>Key elements:</small></p> <p><small>It's not about "saying it well or nicely" but about <i>mobilizing and inspiring action</i>.</small></p> <p>CREDIBILITY + EMOTION + CLARITY</p> <p><small>© Transformational leadership: elevated influence, inspirational motivation, intellectual stimulation, and individualized consideration.</small></p>  </div>	<p>Reference definition: Transformational leadership is a person's ability to inspire, motivate, and bring about meaningful change in others and in their community, not only by achieving goals, but also by conveying a shared vision and setting an authentic example.</p> <p>Facilitator says: <i>"Let's think about what public speaking means to you from the perspective of transformational leadership. What distinguishes the voice of a leader?"</i></p> <p>Recap some of the key words mentioned (e.g., authenticity, moving to action, clarity). Acknowledge the contribution. Reinforce: "It's not just about technique, but about social impact and transformation." Proceed to explain Slide 7. (Definition + elements)</p>	<p>Explain definition and elements</p>



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Slides	Activity/Action by the facilitator	Strategy/Met hodology
<p>Slide 8: Leadership</p> 	<p>Show an example of a female leader who represents transformational leadership turned into a leading voice.</p> <p>On the next slide, show the example of Malala Yousafzai (Pakistan, 2014 Nobel Peace Prize winner). At just 15 years old, after surviving an assassination attempt for defending girls' right to education, Malala turned her experience into a global message. Today, she is one of the most influential young voices in the world, reminding us that even a single voice can transform the international agenda in favor of millions of girls.</p> <p>The facilitator asks the following questions for reflection: <i>"What makes Malala's voice inspire so many people? What elements of her leadership can we recognize as transformative?"</i> Invite participants to share their role model and why they consider her a leader and transformative voice.</p>	<p>Present the example and invite participants to give a role model of their choice. Guided conversation in plenary.</p>
<p>Slide 9: My leading voice</p>	<p>Invite participants to recognize their strengths as a leading voice for their cause or community.</p> <p>The facilitator then invites participants to do an introspection exercise by writing in</p>	<p>Personal notebook</p>



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Slides	Activity/Action by the facilitator	Strategy/Met hodology
<p>Recognizing my leadership voice</p> 	<p>their journals following the instructions on Slide 9. Individual exercise, optional sharing. 3-minute exercise.</p> <p>Mention that feeling fear is normal and acknowledging it is the best thing to do in order to work on limiting beliefs. To do this, participants will work on tools that will help them build a confident and strong voice.</p>	

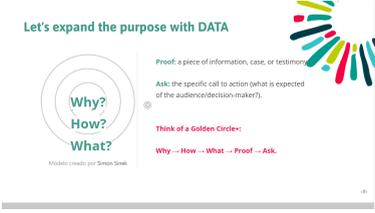
Communicative purpose block

Slides	Facilitator activity/action	Strategy/Met hodology
<p>Slide 10: Motivational phrase</p> 	<p>Slide 10: Sharing phrase Facilitator says: <i>"I would like us to think about this phrase: authenticity gives voice to your purpose. We may have great ideas and causes, but if we don't express them authentically, it's hard to inspire others. Authenticity is what allows our voice to connect with others and mobilize them."</i> Authenticity is what makes a purpose audible, visible, and credible to others. A person may be clear about what they want to achieve, but only when they speak from the truth of who they are does their message connect. In other words, authenticity is the bridge between purpose and transformative action.</p>	<p>Inspirational reflection</p>



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Slides	Facilitator activity/action	Strategy/Met hodology
<p>Slide 11: The 'Golden Circle'</p> 	<p>Definition: The 'Golden Circle' explains that a powerful message starts with WHY (purpose), continues with HOW (values and approach), and ends with WHAT (concrete actions).</p> <p>The facilitator explains the definition and mentions the elements that make up the technique. E.g.: <i>"Simon Sinek's Golden Circle helps us connect with our communicative purpose. We start with the Why: Why am I speaking? We continue with the How: How do I do it? And we close with the What: What am I doing/leading?"</i></p>	<p>Definitions and elements of the golden circle.</p>
<p>Slide 12 The 'Golden Circle'</p> 	<p>Expand the circle with two key elements on Slide 13. Explain how it is relevant to include supporting data, figures, or facts in your <i>Why</i>, and in the case of more commercial speeches, include a Call to Action (CTA).</p>	
<p>Slide 13 The 'Golden Circle'</p> 	<p>Example: Why = climate justice; How = community advocacy; What = network of women defenders. Give 3 minutes to complete the circle in the journal. Ask: 'Who wants to share just the Why?'</p>	



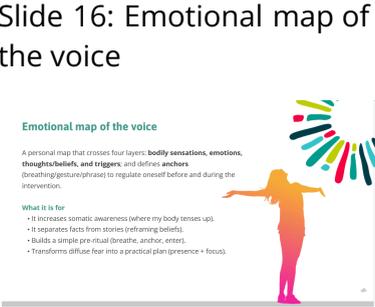
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Slides	Facilitator activity/action	Strategy/Met hodology
<p>Slide 14</p> 	<p>Give an example of how to apply the complete Golden Circle. Clarify any questions participants may have and invite them to spend 5 minutes thinking about and writing down their Golden Circle as a communication goal in their journals, following the 5-point technique.</p>	<p>Mini visual explanation + individual work.</p>

Note: Calculate the time if necessary, share one or two individual exercises with the whole group, and invite participants to work independently to finish building it.

Voice Emotional Map block

Slides	Facilitator's activity/action	Strategy/Met hodology
<p>Slide 15: Connecting phrase</p> 	<p>Mention the connecting phrase, emphasizing how words have the power to generate change but also require us to mobilize emotions.</p>	<p>Connecting phrase</p>
<p>Slide 16: Emotional map of the voice</p> 	<p>The <i>Emotional Map of the Voice</i> is a self-awareness tool that allows us to identify the emotions, beliefs, and experiences that have influenced how we use our voice. Often, barriers to public speaking do not stem from technique, but from past experiences ("I was told I speak</p>	<p>Explanation of the Emotional Map tool</p>



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Slides	Facilitator's activity/action	Strategy/Met hodology
	<p>too loudly," "my opinion doesn't matter") that condition our expression. Recognizing these elements helps to release fears and rescue strengths that give us confidence when speaking.</p> <p><i>The facilitator says:</i> "Our voice holds stories. Sometimes we carry phrases or experiences that limit us, and other times we have messages and memories that strengthen us. Today we are going to identify both sides."</p>	
<p>Slide 17: Emotional Map of the Voice</p> 	<p>Reinforce the technique to prepare for the individual practical exercise.</p>	
<p>Slide 18: Practical exercise</p> 	<p>Instructions:</p> <p>1. Draw a silhouette in your journals</p> <ul style="list-style-type: none"> - Ask each participant to draw a simple silhouette in their logbook. <p>2. Performing the exercise</p> <ul style="list-style-type: none"> - Left side of the silhouette: write phrases, beliefs, or emotions that limit your voice. Example: "My hands shake," "I was 	<p>Individual work with sheet/silhouette + optional reflection in pairs.</p>



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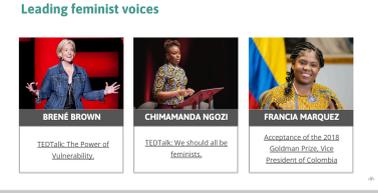
Slides	Facilitator's activity/action	Strategy/Met hodology
	<p>once told that I didn't know how to express myself."</p> <ul style="list-style-type: none">- Right side: write messages, memories, or qualities that strengthen your voice. Example: "When I talk about what I'm passionate about, I inspire other people," "My voice conveys calm." <p>3. Closing with anchoring</p> <ul style="list-style-type: none">- <i>The facilitator says:</i> "Choose a gesture or a breath that will be your anchor: a body signal to remind you that your voice is also supported by confidence and not just by fears." <p>4. Optional sharing</p> <ul style="list-style-type: none">- Give 2–3 minutes for participants to share a finding in pairs (only if they feel comfortable).- Reinforce confidentiality and respect: no one is obligated to share. <p>Allow a few minutes for the exercise. Optional sharing in pairs.</p>	



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References block

Devices	Activity/Action by the facilitator	Strategy/Met hodology
<p>Slide 19: Gallery of role models</p> 	<p>Definition: A role model is someone who inspires others through their communication style and impact.</p> <p>The facilitator says: <i>"Let's watch some video clips of role models on screen, such as Brené Brown's TED talk on vulnerability or Chimamanda Ngozi Adichie's talk 'We Should All Be Feminists,' to observe their clarity and use of metaphors, for example."</i> Notice how they connect with the audience through honesty and emotions or, in the case of Francia Marquez, the dignity and strength of her message.</p> <p>Play 2 minutes of the video if there is time, otherwise leave it as independent work at home. Reflect: "What technique and what emotion did you identify?"</p>	<p>Video viewing/reference + reflection.</p>

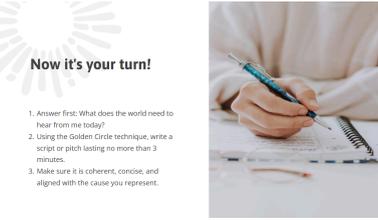
Peer practice block

Slides	Facilitator activity/action	Strategy/Met hodology
<p>Slide 20: Connecting phrase for closing</p>	<p>The facilitator announces that to close, we will work on a practical part in class and another at home. Connect the closing with the phrase to prepare us to close. <i>Your</i></p>	<p>Connecting reflection</p>



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Slides	Facilitator activity/action	Strategy/Met hodology
 <p style="text-align: center;">"Your voice can inspire, motivate, and transform the world."</p>	<p><i>voice can inspire, motivate, and transform the world if you put it into action.</i></p>	
<p>Slide 21: Your turn to practice—3 minutes of truth</p>  <p>Now it's your turn!</p> <ol style="list-style-type: none"> 1. Answer first: What does the world need to hear from me today? 2. Using the Golden Circle technique, write a script or pitch lasting no more than 3 minutes. 3. Make sure it is coherent, concise, and aligned with the cause you represent. 	<p>The facilitator says: <i>"Now you will have a space to express a brief message in pairs, answering: What does the world need to hear from my voice today? Think about the answer from your Why. You will have up to 90 seconds each."</i> Select 1 volunteer pair. Give group feedback: 1 compliment + 1 suggestion.</p>	<p>Role-play in pairs in plenary session with group feedback.</p>
<p>Slide 22: Exercise to complete at home.</p>  <p>Let's put it into practice!</p> <ol style="list-style-type: none"> 1. Record a 3-minute audio clip with your voice and/or video at home. If you choose video, record vertically, with front lighting, and look at the camera. 2. Share the material with the group for their repository and subsequent evaluation. 3. Reflect in your journal: How did I feel when I thought about my voice? What beliefs do I need to let go of? How did the tools from class help me? What should I reinforce? 	<p><i>"As homework, record a 3-minute audio/video clip with your Why, upload it to the shared folder before the next module,"</i> the slide instructs. Indicate where to upload the completed material.</p> <p>Note: A digital repository must be created in advance so that people can upload this material (e.g., Google Forms).</p>	<p>Practical assignment and individual reflection</p>



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Closing block

Slides	Facilitator's activity/action	Strategy/Met hodology
<p>Slide 23 Final emotion calibration and learning check</p> 	<p><i>"As we have seen, our voice is a tool for global transformation. Every word can move, inspire, and generate change, and we must be aware of everything that being a leading and transformative voice entails. Don't forget to practice. If you have any questions, you can write to me at xxxxx. To finish, I would like to hear or read in the chat what you are taking away from today."</i></p> <p>As time allows, open the microphone or chat to several people to check their emotions and/or feelings about what they have learned today.</p>	<p>Learning log and plenary session</p>
<p>Slide 24</p> 	<p>Acknowledgments</p>	<p>Closing</p>