

Public speaking skills

for Global Women Leaders

Session #2

The Art of Intentional Storytelling

2025





Public Speaking for Global Women Leaders

Session #1: My voice as a tool for change

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.

The power of a well-told story transcends cultural and linguistic boundaries. Narratives are the oldest and most effective way to convey learning, mobilize emotions, and generate collective action. In this session, participants will discover how to transform their experiences and causes into clear, inspiring, and memorable stories that can resonate on international stages. The focus will be on storytelling applied to female leadership, incorporating universal techniques such as metaphor, narrative structure, and adapting the message to different global audiences.

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 aware of **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.
- Remember that silence can be uncomfortable in a virtual setting: ask direct questions, invite participants to raise their virtual hands, use the chat function,



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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 #2

Session 2 develops the ability to structure and communicate stories with purpose, using narrative techniques that allow participants to connect with diverse audiences, generate empathy, and mobilize action in international forums.

Specific objectives:

- Understand why stories are powerful tools for leadership and advocacy.
- Learn and apply narrative structures (Hero's Journey, ABT, and 3A).
- Explore the use of metaphors as a resource for emotional connection and clarity.
- Practice constructing a personal mini-story linked to the cause they lead.
- Adapt the narrative to different audiences and international contexts.
- Develop listening and feedback skills through pair exercises.



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1.1. Minute-by-minute session 2

The following script provides general instructions for facilitating the session, allowing the session leader freedom in teaching and pedagogy.

Welcome, introduction, and objectives

Slides	Activity/Action of the facilitator	Strategy/Met hodology
Slide 1 	Welcome to session 2	
Slide 2 	Welcome to session 2: <i>The art of intentional storytelling. Today we are going to explore how stories, when told with purpose, can be the most powerful tool for inspiring and mobilizing others.</i>	Guided explanation with brief participation.
Slide 3 Presentation of learning objectives 	Connect with Session 1: <i>"We have already discovered the power of our voice; now we will learn how to shape it through narratives that resonate on the global stage."</i> Ask about the homework assignment from session 1, answer questions, share one or two experiences with the video.	
Slide 4 	The facilitator reads: the objectives on the screen and explains with examples: "Today we will learn why stories are powerful leadership tools." "We will apply narrative structures such as the Hero's Journey, ABT, and 3A, explore the use of	

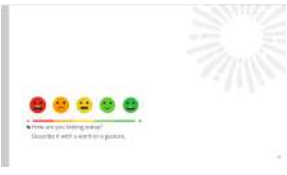


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Slides	Activity/Action of the facilitator	Strategy/Met hodology
	<i>metaphors to connect with the audience, and learn how to adapt our stories to diverse audiences."</i> "And each of you will construct a mini-story connected to your cause." Ask the group: <i>"What do you hope to learn today about storytelling?"</i> (take 2–3 contributions)	

Connecting with the activity

Slides	Facilitator activity/action	Strategy/Met hodology
Slide 5 - Icebreaker – One word + expectation session 	The facilitator says: <i>"I invite you to share in one word how you are feeling 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. 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.	Quick integration group dynamic
Slide 6 - Share an introductory phrase to inspire the session 	<i>The facilitator</i> reads: the inspirational phrase for the session. Participants can be asked what inspires them or what expectations the phrase generates in relation to the course. Pause briefly and ask: "Have you ever felt that a personal story had a greater impact on you than a piece of information?"	

Slides	Facilitator's activity/action	Strategy/Met hodology
Slide 7 - Stories with data move us  Why do stories move us more than data? Story = a narrative that combines facts and emotions to convey meaning. Narrative = a common thread that organizes and connects different stories around a purpose. Storytelling = the art and technique of telling stories in a way that connects with the audience and mobilizes them to action. Increased connection = access of identity. The brain remembers stories, not facts of lives. Storytelling is a common thread that connects different stories around a purpose. Example: Difference between "narrating poverty data" and "telling the story of a mother struggling to feed her family."	"Stories are data with soul. Behind every statistic, there is a face, a life, and an experience. Our goal is to transform our causes into stories that touch hearts and remain in memory." <i>Definitions for the facilitator:</i> ● Story: a narrative that combines facts and emotions to convey meaning. ● Narrative: a common thread that organizes and connects different stories around a purpose. ● Storytelling: the art and technique of telling stories in a way that connects with the audience and mobilizes them to action. <i>The facilitator says:</i> "When we talk about stories, we are not talking about fiction: we are talking about real experiences that, when told with intention, can move people to action. Narrative is the thread that gives coherence, and storytelling is the technique that allows that story to connect with the listener." Example: Difference between "narrating poverty data" and "telling the story of a mother struggling to feed her family."	Explain definition and elements Personal log of notes



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Model block:

Model: Heroine's journey

Slides	Activity/Action of the facilitator	Strategy/Met hodology
Slide 8 Narrative structure: The heroine's journey 	1. Definition (to explain): "<i>The Heroine's Journey</i> is a way of telling stories that allows us to connect with any audience because it reflects the central elements of all human experience: a character, a conflict, a transformation, and a conclusion." 2. Facilitator says: "In every great story, we need four basic elements: ○ Character: the protagonist of the story, someone we can identify with. ○ Conflict: the challenge or difficulty she faces, which keeps the audience's attention. ○ Transformation: the change they undergo as a result of that experience, which makes them stronger or more aware. ○ Closure: the ending that leaves a lesson or a call to action." 2. Example (Malala Yousafzai): ○ Character: a young woman who wanted to study. ○ Conflict: the ban on education for girls and an attempt on her life. ○ Transformation: she survived and decided to raise her voice on behalf of millions of girls.	Explain the Hero's Journey model and apply it with a specific example.



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Slides	Activity/Action of the facilitator	Strategy/Met hodology
	○ Closing: She became a Nobel Peace Prize laureate and a global leader in education. 3. <i>The facilitator says:</i> "This story not only tells us what Malala experienced, but how her personal transformation became a global cause." 4. Interactive closing: Facilitator says: "Now think: what personal story could you tell using these four elements? Write a draft in your journal with your character, conflict, transformation, and conclusion." → Allow 3 minutes for individual writing. → Optional: ask for 1 volunteer to share their outline. 📌 Tip for the facilitator: Emphasize that the goal is not to create a "great drama," but rather to find moments of challenge and learning in one's own experience that can inspire others.	



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Model: ABT

Slides	Facilitator's activity/action	Strategy/Met hodology
Slide 9: Narrative structure: ABT 	1. Definition (to explain): "The ABT (And-But-Therefore) model is a simple and very powerful structure for organizing a brief message. It works because it holds attention and leads to action." ○ AND: establishes the context and initial connection. ○ BUT: introduces the challenge or conflict. ○ THEREFORE: propose the solution or call to action. 2. The facilitator says: "When we tell a story or present a message, we need a common thread. ABT helps us provide logic and narrative tension in just a few sentences." 3. Example (adapted to social causes): ○ AND: "Women lead communities and care for the environment." ○ BUT: "But they don't have access to fair financing to sustain their projects." ○ THEREFORE: "That's why we created a microcredit fund to empower their leadership." 4. <i>The facilitator says:</i> "Notice how this simple structure gives us context, generates interest,	Explain the ABT model and guide a practical example. Visual explanation + demonstration + guided exercise



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Slides	Facilitator's activity/action	Strategy/Met hodology
	and ends with a clear proposal." 5. Short exercise: ○ Ask participants to think about their personal cause. ○ Give them 3 minutes to write a mini-ABT speech (3 sentences: And – But – Therefore). ○ Ask: "Who would like to share their ABT with the group?" (2–3 volunteers).  Tip for the facilitator: Remember that ABT works very well in short time frames (panels, interviews, 1–2 minute speeches) because it gets straight to the point and makes the call to action clear.	

3A Model (Anchor–Argument–Action)

Slides	Facilitator activity/action	Strategy/Met hodology
Slide 10: Model 3A 	1. Definition (to explain): "The 3A model (Anchor-Argument-Action) is a practical tool for constructing a short, impactful message. ○ Anchor: connect with the audience from the outset, using a brief story, a fact, or an image that grabs their attention.	Explain the 3A model and show how to apply it in short messages.



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Slides	Facilitator activity/action	Strategy/Met hodology
	○ Argument: present the central idea, explaining why it is important. ○ Action: close with a clear call to action or reflection." 2. The facilitator says: "The 3A is very useful when we have little time and need to leave a memorable message. It forces us to be clear: hook, give the main idea, and move to action." 3. Example (adapted to a social cause): ○ Anchor: "Every day, an indigenous language disappears from the world." ○ Argument: "This means that we also lose a unique vision of humanity and nature." Action: "That's why we need to support language revitalization programs to protect our cultural diversity." 4. <i>The facilitator says:</i> "Did you notice how in three sentences we can capture attention, convey a powerful argument, and leave a clear call to action?" 5. Short exercise: ○ Ask participants to choose a fact or image from their cause to use as <i>an Anchor</i>.	



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Slides	Facilitator activity/action	Strategy/Met hodology
	- Give them 4 minutes to construct their 3A in 3 sentences. - Invite 2 volunteers to share their mini-speech.  Tip for the facilitator: The 3A model works very well in international forums where there are interpreters or simultaneous translation, as the short and clear structure facilitates multicultural understanding.	

Table of models and metaphor block

Slides	Facilitator activity/action	Strategy/Met hodology
Slide 11 Comparative table of models 	1. Definition (to explain): "There are different narrative models that we can use depending on the time, audience, and objective of our speech. This table shows three of them: - Hero's journey: ideal for telling longer, inspirational stories involving transformation. - ABT (And-But-Therefore): perfect for short speeches with clear logic and tension. 3A (Anchor-Argument-Action): practical for short, direct, and	Present the comparative table of storytelling models and guide reflection on their uses.



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Slides	Facilitator activity/action	Strategy/Met hodology
	memorable messages." 2. The facilitator says: "No model is better than another: each has a specific use. The important thing is to know when to use each one." 3. Comparative example (using the same cause): ○ Heroine: A rural leader tells how she overcame obstacles to bring drinking water to her community. ○ ABT: "Families need clean water, AND the resource is available, BUT there is a lack of infrastructure, THEREFORE we are asking for support to build wells." ○ 3A: "Every day, girls walk 5 km for water (Anchor). This prevents them from studying (Argument). Let's build community wells together (Action)." 4. Short activity (2 min): ○ Ask participants to think about their cause and ask themselves: "Which of these three models would be most useful in my next speech?" Invite 2–3 volunteers to share.  Tip for the facilitator: Emphasize that it is not necessary to memorize all the models in detail; the essential thing is to have narrative flexibility to adapt the message to the time and audience.	



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Slides	Facilitator activity/action	Strategy/Met hodology
Slide 12 Table of uses of metaphor. 	<i>Definition for the facilitator:</i> A metaphor is a device that explains a complex idea by connecting it to something concrete and familiar, generating mental and emotional images. <i>The facilitator says:</i> "Metaphors make a complex idea clear and memorable. They are shortcuts that go straight to the heart and mind." Examples to use: • Climate change → "The planet is like a house: if the roof leaks and we don't repair it, it will flood." • Education → "Education is the key that opens closed doors." Ask the group: "What metaphors do you remember hearing in speeches or campaigns?"	Explain what a metaphor is and why it is useful in storytelling.
Slide 13 Connecting phrase to conclude the block 	Connect the sentence as a conclusion and invite some collective reflection.	Brief input + practical examples.



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Adapting the story to different audiences block

Slides	Activity/Action by the facilitator	Strategy/Met hodology
Slide 14 Adapting to different audiences 	"Adapting the story means adjusting the language, examples, and depth of the message according to the audience. The same story can be told in many ways depending on the context." The facilitator says: "Imagine you have two minutes to tell the same story: once at a United Nations forum and once at a meeting with your local community. The heart of the story does not change, but the way you tell it does." Comparative example: ○ UN: "In my country, 40% of rural girls drop out of school due to lack of water. We need international cooperation to invest in basic infrastructure that guarantees their right to education." ○ Local community: "Our daughters walk for hours to fetch water and arrive at school tired. If we join forces to build a well, we can give them more time to study." Mini exercise (4–5 min):	Explain the importance of adapting your speech to your audience and lead a quick exercise. Explanation + contrasting examples + mini practice in plenary.



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Slides	Activity/Action by the facilitator	Strategy/Met hodology
	○ Ask participants to choose a story related to their cause. ○ Ask them to write two versions of 2–3 sentences: one aimed at an international forum and the other at their local community. ○ Give them 2 minutes to write and ask 2–3 volunteers to share.  Tip for the facilitator: Remember that in global settings, clarity and facts are valued, while in community spaces, emotion and closeness carry more weight.	



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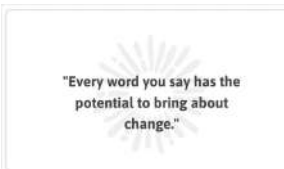
Practice block

Slides	Facilitator activity/action	Strategy/Met hodology
Slide 15 My mini-story  Guided exercise: My mini-story Choose a personal experience related to your cause. Create a story for a younger audience. Write a paragraph in present or past tense. Include your character, conflict, and conclusion. Optional: Research a person or event. Read the paragraph aloud to the class. Slides: Individual work 15 min + sharing in class 5 min. Total time: 20 min.	Guide participants in constructing a personal mini-story, integrate reflection into the journal, and analyze examples of global references. 1. Introduction to the exercise: The facilitator says: "The time has come to put what we have learned into practice. Each of you will construct a personal mini-story using the narrative models we saw (Heroine, ABT, or 3A). The idea is for it to be short, clear, and purposeful." 2. Step-by-step instructions: - Give participants 5 minutes to write a draft of their mini-story in their journal. Remind them that it can be about a personal experience, a challenge they overcame, or a key moment that connects them to their cause. - Reinforce: "Don't worry about perfection; the important thing is to start shaping your narrative voice." 3. Volunteer sharing (10 min): - Invite 3–4 participants to read their mini-story.	Guided class practice



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	Guidelines for group feedback: each participant who listens should give 1 compliment + 1 suggestion.	
Slide 16 Learning journal 	4. Learning journal (5 min): The facilitator says: "Write in your journal: What did I discover about my storytelling style? What did I find easy? What do I want to continue improving?" Note: A digital repository must be created in advance so that people can upload this material (e.g., Google Forms).	Personal reflection
Slide 17 Connecting phrase - conclusion 	Read the connecting phrase and comment	
Slide 18 Storytelling in action 	- Show excerpts from speeches by Malala, Greta Thunberg, and Chimamanda Ngozi Adichie. <i>Facilitator says:</i> "Notice how each of them adapts their story, uses pauses and metaphors, and conveys emotion." - Ask: "What elements do you recognize in these stories that you could apply to your own?" 5. Close the block (2 min): Summarize: "Today we took the first step toward narrating our causes with intention. The important thing is to practice and dare to share."	Cases and examples of storytelling in action



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	 Tip for the facilitator: Validate each contribution, ensure that the atmosphere remains one of trust, and reinforce that every story has value, even if it is still in draft form.	

Closing block

Slides	Facilitator activity/action	Strategy/Met hodology
Slide 19 	Reflective closing of the session, integration of learning, and assignment of practical tasks. The facilitator says: <i>"Stories change the world because they change hearts. Each of you has a unique story that deserves to be told. Thank you for daring to continue this journey." Don't forget to practice. To finish, I would like to hear or read in the chat what you are taking away from today.</i> As time allows, open the microphone or chat to several people to check their emotions and/or feelings about what they have learned today.	
Slide 20 	Acknowledgments	