

# Getting Your Message Across

CiD workshop  
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With  
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CiD



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# WORKSHEET 1

## Who

*Building Bridges with your audience*

### A. Who are you?

Identify your strengths and areas of development

Your current characteristics and skills for public presentations (strengths)	Skills and characteristics to further develop, adapt or let go of in future (areas of development)

Your needs and expectations (messages) of yourself as a presenter:

Which areas of development do you not want to change?

Which ones are you willing and ready to change?

Which areas would you like to work on today?

## **B. Who are your Audience?**

- Number
- Ages
- Gender
- Ethnicity
- Religion
- Educational level
- Income level
- Occupations
- Other significant background factors
- Prior knowledge of topic area
- Established group or
- People known to each other
- Group norms/culture
- Audience warm-up (who or what is on before you?)

Needs and/or expectations of audience?

## **Specific Audience Profile**

## WORKSHEET 2

### Why

*"Building the Right Bridge"*

Why is your audience here?

What is your aim/purpose?

Where/how do the above two match?

If not, how can you give them what they want/need and achieve your purpose too?

Ethical Issues:

## WORKSHEET 3

### What

*"What do you want to travel across the Bridge"*

Do you have any specific objectives within your aim that you want to achieve?

#### **Knowledge:**

What do I want my audience to know?

#### **Thoughts and Feelings:**

What do I want my audience to think and feel?

#### **Action:**

What do I want my audience to do as a result of my presentation?

#### **Attitudes and Values:**

What do I want to influence or change here?

1. Brainstorm ideas you might like to cover
2. Group them under headings or use some other method to order them
3. Look at the content listed and consider the following:
  - Does it fit the purpose?
  - Does it fit with the audience?
  - Does it match with who I am as a presenter?
  - How does it fit with the methods I could use?
  - Is it realistic in the time available?
4. What sort of structure would be best to use for this content?  
(see handout *Possible Presentation Structures*)
5. How am going to start off my presentation?  
(see handout *Openings and Closings* for options)
6. How am going to end my presentation?  
(see handout *Openings and Closings* for options)

**Examples:**

Examples I could use to illustrate different content areas that relate to this audience

## WORKSHEET 4

### How

*"Keeping the Bridge open and Traffic flowing"*

What methods could you use to achieve your objectives?

What have you tried in the past?

What have you seen others do that you'd like to have a go at?

What are your strengths?

Areas to work on for your presentation?

## **Context Matters**

Who is introducing you and what will they say?

Will there be a question time?

## **Logistics**

(space, layout, seating...)

## **Your Needs**

Audio/Visual Aids

*(use aids that you are comfortable with and suit your audience)*

Other Resources:

What's available at venue?

Things to take:

## WORKSHEET 5

*"Packing up the car and getting the Map out"*

### **Presentation Plan**

#### **Objectives**

Content:

Process:

### **Presentation Content**

### **Order**

### **Structure**

**Editing**

**Opening and Closing**

**Method**

**Resources**

## **What an Audience Likes**

- Simple language – don't use words that are strange to you or jargon.
- Simple phrases and short sentences.  
Frequent pauses and rests.  
The audience likes to absorb one idea at a time.
- A knowledgeable presenter.
- A presenter who sticks to their time – keep faith with your audience.
- Sincerity – don't bluff!
- Be yourself – your audience will spot a phoney a mile away.
- Enthusiasm.  
Let yourself go – no presenter was ever criticized for being enthusiastic!

## **An Audience Dislikes**

- Too long getting started into the subject
- Too much information for the time assigned
- Too many points/material for the time available or too much detail
- A voice that's hard to listen to – husky or harsh, monotonous, too low/indistinct, hesitant delivery

Most audience are time conscious – try to use fewer words and present more ideas.

**Adapted from "The Borden Formula" – Richard Borden**

# Possible Presentation structures

*Kim Chamberlain – Successful Speaking Services*

## **Past, Present, Future**

What the situation used to be like, how it is now, where you see it in the future.

## **Local, National, International**

Either literally, i.e. the local situation, the NZ situation then the world-wide situation. Or looking at the 'smaller' environment, widening it out, then widening it out further.

## **Goals, Obstacles, Solutions**

Outline what you want to achieve, explain the difficulties, propose a solution or solutions

## **Problem, Solution, Course of action**

Outline the problem, present a solution, and an ensuing course of action

## **Advantages, Disadvantages / Pros and Cons**

Discuss both sides of the issue – you don't necessarily have to state which side you are taking

## *BRA: Belief Reason Advice (Your stand on an issue)*

If called on to state your view, state it at the beginning. This gives people confidence that you know where you stand.

Then give your supporting reasons to back up your beliefs.

You can finish here, or go on to give your advice.

## **Personal experience / Development of an idea**

Recount your own experience of, or thoughts on, the situation – you can end up taking a stance, or can end up leaving others to form their own opinion.

## **Anecdote**

Tell a story to illustrate the point you are making.

## *How – why – when – where – what – who – which*

Use these questions to stimulate your response. How did this happen? Why are we concerned? What can we do about it? Where should we begin? When can we start? Who should we involve? Which direction should we take?

FOR MORE DETAILS ON SUCCESSFUL SPEAKING'S SERVICES

Go to **[www.successfulspeaking.co.nz](http://www.successfulspeaking.co.nz)**

Or contact

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*Mail* PO Box 51209, Wellington, New Zealand

# Opening and Closing a Speech

## Openings

Make them Bold, catchy and exciting – catch your audiences attention.

- Begin with a question]
- Start with an outrageous statement
- Be humourous – quick and snappy
- Use an object – things to liven up the presentation
- Open with a striking quotation – which leads into the conclusion and repeat at the end
- Begin with a specific example
- Start with silence
- Talk about a topic of vital interest to the audience
- Start with specific shocking facts

## Closings

Finish on time, clearly and positively

- Summarise the main points and tie things together
- Link your speech back to the beginning
- Appeal for action from the audience
- Pay the audience a compliment
- Raise a laugh
- Give a quotation – learn it by heart so that it flows easily
- Build a climax slowly and deliberately

Always stop before the audience wants you to.

## Some Presentation Methods

- lecture/talk
- handouts
- worksheets
- video
- audiotape
- displays
- demonstration
- guided question and answer
- skeleton notes
- panel discussion
- debate
- interactive multi-media
- audio-visual methods – OHP, mind maps, diagrams, datashow, flipcharts
- practical, hands-on
- role-play
- scenarios, stories, anecdotes
- music, movement, drama
- discussion groups
- simulation games
- case studies

# Presentation Pointers

## Voice

*Audible* – do you mumble – or talk to the floor or ceiling?

*Projection* – can the person at the back hear you?

*Clarity* – do you make sense, finish your words and sentences fully?

*Speed* – do you leave yourself and the audience time to breathe ?

*Expression* – do you use an interesting and dynamic voice range ?

*Microphone?* – practice, practice, practice

## Physical Presentation

*Relaxed and Confident* – prepared and focused and ready?

*Eye contact with audience* – see them as supportive friends?

*Gestures* – do what comes naturally

*Planted* – two feet on the ground?

*Distractions* – how to minimise them for yourself and audience

*Smile* and connect with the audience (not ceiling or floor)

*Posture* – how to appear confident and fully support yourself

*Notes* – accessible, easily read, clear, unobtrusive,

*Breathe* instead of saying “um”

## Subject Matter

*Language* suited to audience

Clear *knowledge* of subject

*Examples* and *illustrations* that fit audience

*Organisation* and structure clear

*Smooth* and *logical* flow of points

*Clear opening* that introduces your presentation and grabs audience

*Ending or summing up* crisp and clear – no dwindling off

*Sincere* approach to subject

# 11 Tips for Using Flip Charts More Effectively

While everyone seems to be interested in creating high-tech computer generated presentations, the flip chart still continues to be an effective presentation medium.

The best visuals can still be the simplest. The purpose of using visual aids is to enhance your presentation, not upstage it.

They are especially useful for small groups or 35 people or less, the flip chart is the perfect size.

There are several advantages of using a flip chart. Here are just a few:

- **Flip charts do not need electricity** – You don't need to worry if the bulb will burn out or worry that you forgot the extension cord.
- **Flip charts are economical** – They do not require you to use any special films or printers to produce them.
- **Colour can be added very easily** – An inexpensive box of flip chart markers allows you all the creativity you want.
- **Flip charts allow spontaneity** – Any last minute changes can be easily made.

Although the software available today does allow everyone the ability to create colourful slides and overheads, we often find that the visuals become the presentation and not the speaker. As a speaker, your visual aids should not be the presentation. You are!

## 11 Tips to help you use flip charts effectively

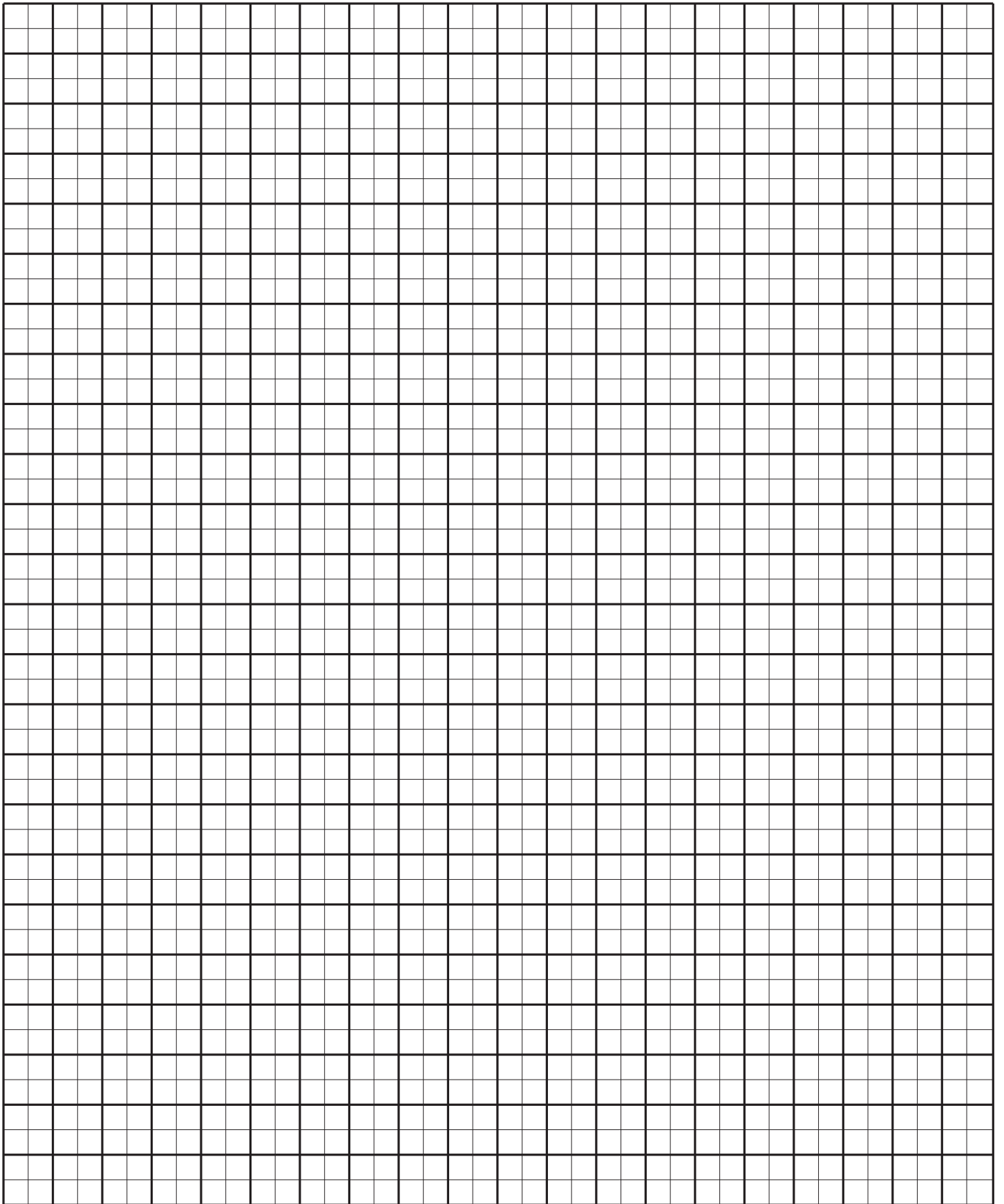
1. The best flip chart stands have clamps at the top and will hold most type of flip chart pads. Most allow you to hang your flip charts while some stands will only allow you to prop them up.
2. Make sure the flip charts you use will fit the flip chart stand you will be using. Some have different spaced holes at the top.
3. Flip chart pads are usually sold in packages of two and come either plain or come with grid lines on them. Using the pad with grid lines makes your job easier for drawing straight lines and keeps your text aligned.
4. When preparing your charts, it is best to first design your charts on paper first before drawing them on the actual flip chart pad.

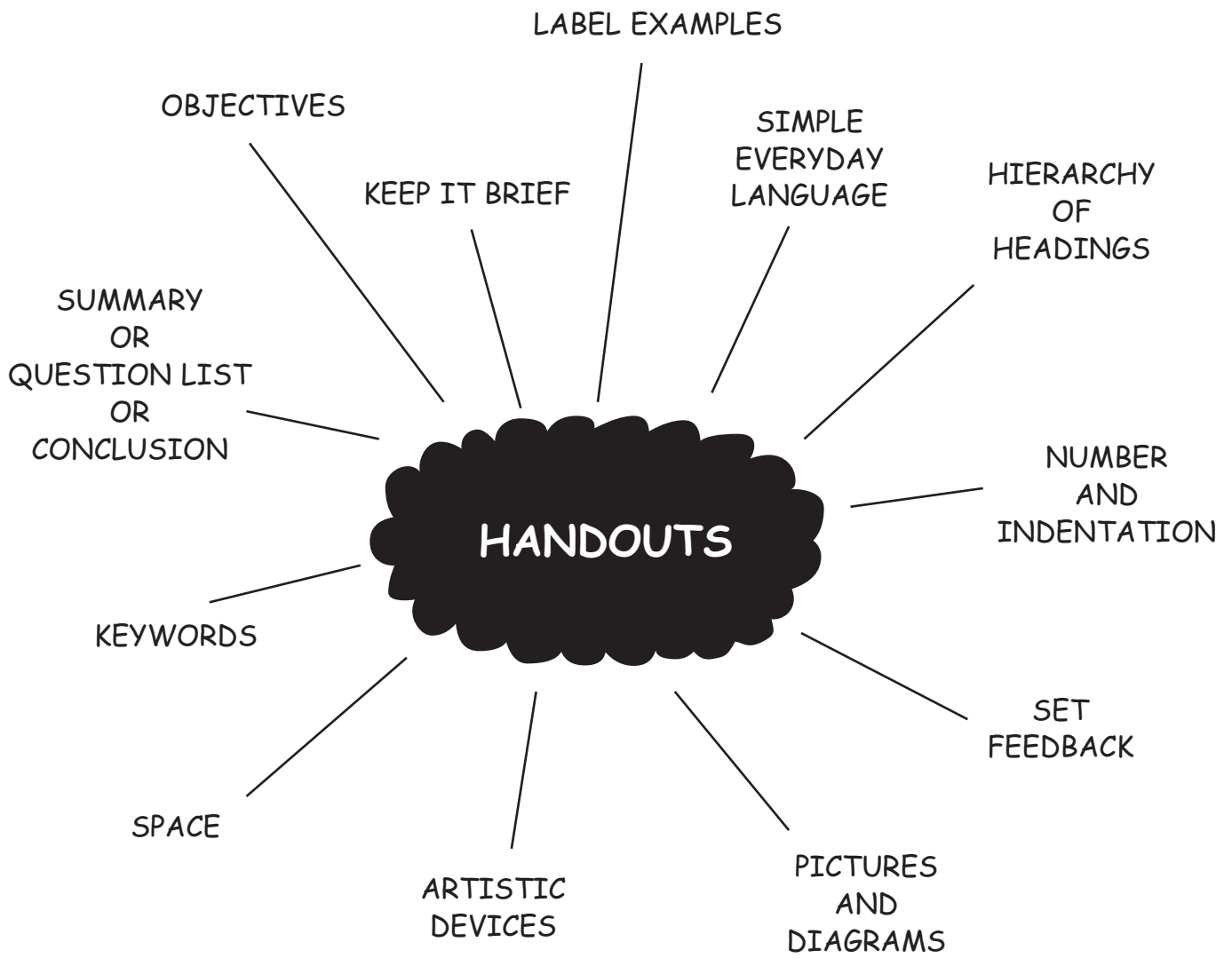
5. Lightly write your text in pencil first before using the actual flip chart markers. This will allow you to make any adjustments with text spacing and any figures you will be drawing. Don't use all block letters (UPPER CASE). Using upper and lower case letters makes it easier to read. Use the 7 x 7 rule. Have no more than 7 words on each line and no more than 7 lines to a sheet. Using a 6 x 6 rule is even better.
6. Use flip chart markers and not regular magic markers. Flip chart markers will not "bleed" through the paper. Also, they do not have as strong a smell as regular markers.
7. Avoid using the colours yellow, pink, or orange. These are extremely difficult for the audience to see. Don't make your audience have to strain their eyes to see your points. Avoid using too many colours. Using one dark colour and one accent colour works best.
8. You can write "lightly in pencil" any notes next to key points you need. The audience won't be able to see them. You may also write what is on the next sheet. Knowing this will allow you to properly introduce your next sheet.
9. If you make any mistakes you can use "white out" to correct any small errors. For larger areas, cover the mistake with a double layer of flip chart paper and correct the error.
10. Have a blank sheet of paper between each of your text sheets. This will prevent the written material from other sheets to "peek" through.
11. Properly store and transport your flip charts in a case or the cardboard box that some come in. This will protect your flip charts and keep them fresh and ready to use each time. If you take great care of your flip charts you can use them many times and they will still look as good as new.

Making "prepared" flip charts can take a considerable amount of time. Make sure you start preparing your charts early enough so you can review them and make any changes or corrections before hand.

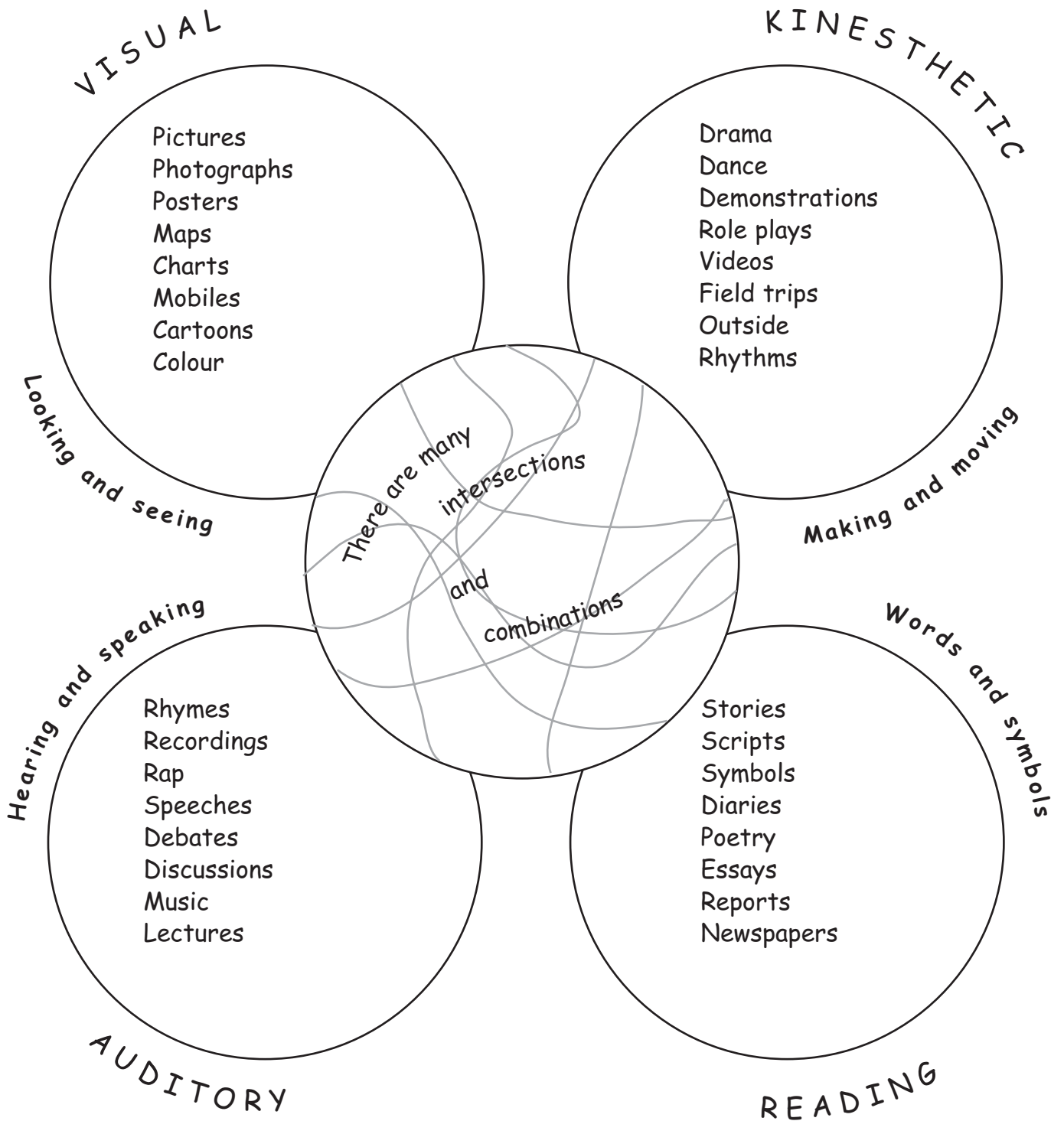
# Making Overhead Transparencies (OHTs)

- Use 4/5 words per line
- Use 5/6 lines per page
- Use large type 14pt or above
- Print horizontally
- If you use colour – use a maximum of three or four
- If you use diagrams and charts make them simple and clear. Put as much as is necessary and as little as possible on the transparency. Photocopying from books is rarely successful although it can be done professionally.
- You can use overlays to build up a picture – four or five is the maximum – otherwise brightness suffers
- You can use masking strips to expose information gradually.
- If you use a cardboard frame around the OHT it makes handling easier and you can write notes on the frame to aid your memory
- Use light pressure when using your pen to avoid “blobs”. A pen with a fine point is probably best.





## ACTIVITY ALTERNATIVES



## APPEALING TO THE RANGE OF LEARNING STYLES

# V A K DOMINANCE TEST

*Do this test quickly, choosing the first answer that comes to mind, or the one that occurs most often.*

1. When relaxing I prefer to:  
(a) read or watch television  
(b) listen to radio or music  
(c) play sport
2. When trying to remember people I tend to:  
(a) remember names but forget faces  
(b) remember what I did with them  
(c) remember faces but forget names
3. When I am concentrating I get most distracted by:  
(a) people or things moving around  
(b) untidiness  
(c) noise
4. I learned most about traffic rules from:  
(a) the road code book  
(b) what the driving instructor said  
(c) the driving experience
5. I solve problems most easily by:  
(a) talking through possible solutions  
(b) hands on experiences  
(c) writing or drawing out possible solutions
6. If I had to wait ,in hour for a bus I would most, likely-  
(a) fidget, walk around  
M watch people or the scenery  
(c) talk to myself or talk to others
7. To show sympathy I would most likely:  
(a) write a card to the person  
(b) telephone the person  
(c) visit the person
8. I try to spell a new or difficult word by:  
(a) sounding it out  
(b) writing it to see how it feels  
(c) writing it to see how it looks
9. Of the arts I prefer to go to:  
(a) theatre – plays, opera and dance  
(b) art exhibitions  
(c) music concerts
10. When I get very angry I tend to:  
(a) go quiet and fume silently  
(b) shout and yell  
(c) storm off, bang things
11. In class I prefer:  
(a) lectures and discussions  
(b) experiments and activities  
(c) diagrams and pictures
12. In a video shop I am more likely choose to from:  
(a) action, adventure  
(b) drama  
(C) music
13. To know what sort of mood someone is in I tend to:  
(a) look at their face  
(b) listen to their voice  
(c) notice their gestures
14. I prefer the humour of:  
(a) comedians who talk  
(b) slapstick action  
(C) comics and cartoons
15. At a party I tend to spend most time:  
(a) circulating round or dancing  
(b) watching what is happening  
(c) talking and listening to others
16. I prefer something explained by:  
(a) diagrams, pictures, maps and graphs  
(b) talk, lecture  
(c) demonstration
17. In class I like it best when we are:  
(a) listening to the teacher talking  
(b) moving round, doing things  
(c) writing or doing worksheets
18. I learn skills best in sport when the coach:  
(a) demonstrates the skill  
(b) explains the skill using the whiteboard  
(c) talks about the skill
19. In the evening, at camp or on a trip, I would prefer to:  
(a) play cards  
(b) tell jokes and listen to them  
(c) play hacky sack (kick a ball around)
20. I would prefer my partner, or closest friend to like:  
(a) the same music as me  
(b) the same sports or activities its me  
(c) the same movies or TV shows

Answers on back page

# PERSONAL LEARNING STYLE

Communication, sensory systems and learning are closely related. We receive information through our five senses and this is processed by the brain. We express ourselves through speech, writing, gesture and movement. Our personal learning style depends on the way we use our brains and our bodies in receiving and expressing information. Three main forms of communication and learning are visual, auditory and kinaesthetic. We all use the three forms to some extent but, for each individual, one is often dominant and used more automatically. Similarly, people tend to be left or right brain dominant. When we identify our own natural preference for visual, auditory, kinaesthetic, and right and left brain usage, we can capitalise on the strongest and develop the others more fully. Ideal teaching programmes utilise all senses and the whole brain.

**Visual communicators** or learners tend to see things in their minds and to use images. They prefer to learn from reading, note-taking and diagrams. Typical expressions use 'see' words: "I see that" and "That looks right". When spelling they try to 'see' the word. They enjoy reading, appreciate drama and art, and are good at reading facial expressions and body language. They write lists and thank you letters. Indicators of predominant use of the visual mode are upward eye movements, rapid speech and shallow breathing.

**Auditory communicators** or learners tend to listen and talk. They prefer to learn from lectures, talks and audio-tapes. Typical expressions use 'hear' words: "It sounds right" and "Listen to this". When spelling they try to 'sound out' words phonetically. They enjoy using the telephone, listening to music and radio and talking. They give verbal instructions, rehearse aloud and learn by talking to themselves. Indicators of predominant use of the auditory mode are sideways eye movements, speech that is clear and even, and mid-chest breathing.

**Kinaesthetic communicators** and learners tend to use movement and action. They prefer to learn by writing, acting out, pacing and gesture. Typical expressions use 'touch' words: "I feel that is the case" and "I get it". When spelling they try to write the word mentally to see if it feels right. They enjoy dancing, sport, and working things out while on the move. They fidget, gesture a lot and give messages through touch. Indicators of kinaesthetic dominance are downward eye movements, very full breathing, slow speech and deep voices.

Making use of all three sensory or learning styles is essential in expanding the capacity to learn. The more senses that are used during learning the better the memory storage, although some material is naturally better suited to a particular learning mode. Practising and strengthening all three learning modes develops greater flexibility and productivity in learning and performance. Mindmaps, prepared by the movement of pens (kinaesthetic) while speaking the words (auditory) and looking at the patterns and colours (visual) are a great way to utilise the three styles. Students who modify their study habits to include movement and sound as well as reading, report a dramatic increase in their recall of information. Once people identify that they are primarily auditory they can talk to themselves, using rhythm or tunes to chant or sing their prepared summaries or mindmaps. They should record revision material on tape, with background slow-beat music. Kinaesthetic learners experience a great improvement in their memory when they move about, walk, stamp, clap, jump, throw things, conduct, and be active in rhythmic ways as they learn.

# Learning Styles Answer Grid - VAK

Number	1	2	3	4	5	6	7	8	9	10
a	V	A	K	V	A	K	V	A	K	V
b	A	K	V	A	K	V	A	K	V	A
c	K	V	A	K	V	A	K	V	A	K

Number	11	12	13	14	15	16	17	18	19	20
a	A	K	V	A	K	V	A	K	V	A
b	K	V	A	K	V	A	K	V	A	K
c	V	A	K	V	A	K	V	A	K	V

Totals
V
A
K

# Peer Review Sheet

Presenter's Name \_\_\_\_\_

Specific Areas for Feedback

Positive and Realistic Ideas for Change

Positive Feedback

Supporter's Name \_\_\_\_\_

# Self Assessment Sheet

Presenters Name \_\_\_\_\_

Specific Areas for Feedback

Positive and Realistic Ideas for Change

Positive Feedback

What I Could do Differently Next Time



