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together correctly, and actually do it, your early attempts will make you proud.

That's where this book can help you, get you on the right track to good-quality speeches and presentations. So, let's find out what goes into it, and learn how to put it all together. The doing will be up to you, and the feedback will come from your classmates and your teachers, your listeners.

WHAT IS A SPEECH?

It helps to know that any lecture, speech or presentation, anytime and any circumstances, consists of three main elements: the speaker, the message, and the audience:

SPEAKER + MESSAGE + AUDIENCE = SPEECH

THE SPEAKER. You, as the speaker, make the main contribution to the success of the event, of course. As the speaker, you have a number of responsibilities.

1) Respect the audience. You're expected to do your best when the assignment to give a speech is given. That means you are to prepare your speech thoroughly and practice diligently so that you perform at your best.

2) Consider the effect of your speech. Know how your audience will react to your message. As the speaker you should be concerned with the consequences of your speech. Giving false or misleading information just to make your speech

Step 3. Your main points need support.

Support for your main points provides proof or clarification, makes your presentation interesting, memorable, and convincing. It can also give your audience a reason to accept what you have to say. This support shows up as sub-points. Sub-points explain or justify their main point. You provide the proof with facts, statistics, definitions, logic, or testimonies; you clarify with examples, visual aids, and illustrations; you make it interesting with visual aids, narratives, descriptions. And any of these, of course, can make it memorable, and the combination makes it convincing. Under your main points, there on your first draft of the Body of your speech, jot down *WHAT you want to say about that point*. These are sub-points. Or your sub-points might tell your listeners *WHY you think as you do*. Under each main point list as many "whats" and "whys" as you can. The less credibility you have on the topic, and the less credibility you have with the particular audience, the more support or proof you'll need.

Support comes in four basic forms: facts, testimony, examples, and stories. And each has its specific task.

- Facts which are well-known and verifiable can establish the validity of your assertion.
- Testimony, from experts supporting your point, or from laymen with name-recognition who agree with you, adds credibility.

Preparing effective visual aids requires care.

In addition to the pointers above for the specific media, there are a number of general things to keep in mind as you prepare your visual aids, including visibility, simplicity, balance, and consistency.

Visible. Obviously, your visual aids must be easy for the audience to see. They must be large enough to be identified from the back of the room, with print large enough to be read from the back of the room. The general rule is that letters on a flip chart should be 1-1½" for every 15' from the chart, for an overhead transparency 30pt. or ¼" letters is the standard. Use readable colors, and place your easel or screen so that everyone can see it without straining. Practice has proven that the most readable colors are black on white or yellow.

Simple. Visual aids should also be simple; simplicity is a key word when referring to visual aids. Avoid fancy lettering; a plain font such as Arial or Times Roman is the most readable, using upper and lower case, with no hyphens. Use no more than three type sizes. Avoid too many details in drawings, using as few lines and words as possible while still making your point clear. Your media should be easy to handle smoothly; avoid anything that might come across as clumsy. For

Lowers speaker anxiety. Finally, perhaps most importantly for many people, with an audience that obviously enjoys the presentation, the speaker experiences lower anxiety; when you hear the laughter, you know the audience is on your side and you'll gain confidence in your ability to please the audience. You'll actually enjoy giving speeches.

How to Begin

The first step as you begin to inject humor into your speeches is to observe and examine your own sense of humor. Notice what you do or what you say that causes others to groan, smile, or laugh in your everyday life. Recall incidents you've experienced that are funny or times that you or someone else has said, "Some day we'll look back on this and laugh." Take note of the everyday things that make you laugh, such as the cat that falls from a branch while crouching to pounce on a bird, a baby's antics, or a particular comic strip or cartoon that you've read.

Take a moment, right now, to jot down five things you've seen or done that you or someone else thought were funny. Begin a collection of stories, jokes, cartoons that you find amusing, things you'll want to enjoy another time. I keep a binder filled with these kinds of things, to use in presentations or just to peruse occasionally for my

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Develop Skillful Delivery Techniques

There are virtually an unlimited number of delivery skills to assemble when you step up to make a successful presentation. You need to deal with anxiety and make a good impression, while you strive to use effective delivery techniques. First, let's look at some of the realities of public speaking, general information which every speaker should know. Let's call them realities of public speaking. Then we'll go on to how you can make a good impression, and finally you'll learn several proven delivery techniques.

Realities of Public Speaking

1. Nervousness is okay. Relax, and realize that public speaking anxiety is common. Most people experience nervousness when they give a speech or a presentation regardless of what size the audience is; that's normal. Studies show that approximately 80% of the general public feels excessive stage fright. It helps to know, though,

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Learn to Handle a Difficult Audience

There are two kinds of disruptions that might befall you during a speech, external and internal.

External disruptions. These might be caused by a noise outside or someone entering the room by mistake after your speech has begun. Sometimes handling either of these can be easy; just pause until it's over, if it seems to be brief. If it continues longer, have someone try to get it stopped. If you don't have an extra person to do that, call a break while you try to get it stopped.

During a day-long seminar a while back we had progressed well into the morning sessions when suddenly it sounded like a jackhammer was on the roof, so loud we could hardly hear the speaker. The seminar leader sent someone out to get it stopped, with no luck. She called for a break while she looked into the problem. It turned out they were re-tarring the roof of the building and the noise would continue all day long. Although it was disruptive, our group was changed to a different