

## ***An Introduction to Public Speaking***

Public speaking is one of the most feared things for many people – in fact, some public surveys show fear of public speaking as higher than fear of death. It boggles my mind that people are more afraid of ten minutes in front of a group of people than they are of the great unknown! But, then I'm a little weird in that I actually enjoy public speaking and being in front of an audience. It probably has to do with my love of theater and performance that makes me not afraid of being in front of an audience. Despite my lack of fear about public speaking situations, I have never been able to conquer the nerves and anxiety that come with almost any speech situation that I've been faced with. Communication instructors aren't here to make you excellent public speakers. Instructors try to take you from where you are and give you some skills to become a better public speaker – and hopefully eliminate some of the anxiety you may have about public speaking. It is my personal philosophy that anybody can give a speech if they know some basic techniques so let's get started on the components of a speech which will make you a successful public speaker.

### **Four Types of Speech Delivery**

There are four types of speeches that most speakers utilize in delivering a speech.

1. Extemporaneous speeches are speeches that are carefully prepared and practiced by the speaker before the actual speaking time. A speaker will utilize notes or an outline as a guide while they are delivering the speech. The notes or outline will usually include any quotes and sources the speaker wants to cite in the presentation, as well as the order the information in the speech should be delivered in. The speech is delivered as if the speaker is having a conversation with the audience. Since the speaker is not reading the entire speech, the extemporaneous speaker uses the notes as a guide only – a sort of memory trigger – and the speaker will also be able to respond to the audience since her head isn't trapped by reading every word on a paper. This is the type of public speaking you should strive to use in Fundamentals of Oral Communication for your informative and persuasive speeches as this is most practical type of public speaking – the type you are most likely use in a real life situation when you might be asked to give a formal presentation.

It used to be a pretty standard technique of putting your notes or outline on notecards – those 3" by 5" recipe cards. The idea was that the palm of your hand can hold 3 by 5 inch cards and they won't be distracting to an audience – in fact, if you hold them just right, an audience almost can't see what is in your hand. Since the cards are relatively small, you would need several note cards for a ten minute speech (probably around five at least). I tend to have a Murphy's Law sort of experience is I speak off of note cards – they can be in the right order when I'm at my seat but by the time I get to the podium to speak one will be in the wrong order or worse yet, it will be gone entirely – zapped into the ozone! With the advent of computers, I find it is easier for me to use a single sheet of computer paper with an outline or list of notes to speak off of. I recommend that students use what they are comfortable with to speak off of. So, for this course, use either note cards or a single sheet of computer paper for your presentations.

2. Impromptu speeches are speeches that are delivered without notes or a plan, and without any formal preparation – they are very spontaneously delivered. This is one of the most nerve wracking situations for most students to find themselves in because there isn't a plan or agenda to follow – they just have to get up and speak without any “thinking” time. They are afraid of not knowing what to say when they get up in front of the audience so they might make a fool of themselves. If this type of speaking situation makes you nervous, you are not alone! The reality is that this is the type of public speaking you are the MOST prepared for. Your daily life is filled with impromptu experiences and conversations. Every phone conversation, exchange between you and a loved one, and discussion amongst friends is impromptu by its very nature – even if we “practice” our conversations, they are still impromptu in their delivery. So, while most students are nervous about impromptu speeches, they are the type they are the most prepared for from their daily experience.
3. Manuscript speeches are speeches that are delivered with a script of the exact words to be used. If they have to give a speech, most students prefer to have every single word in front of them so they can basically “read” the speech to the audience. While this is very reassuring for a speaker and they feel like they won't “forget” anything if they have every word in front of them, manuscript speaking is one of the worst traps to fall into for a speaker. The speaker who utilizes a complete manuscript will often spend more time looking at the script than at the audience. By doing this, the speaker is unable to react to the audience or respond to the audience members questions. Therefore, the manuscript becomes a trap for the speaker.
4. Memorized speeches are speeches that are committed to memory. The speaker completely memorizes the text of a speech and then delivers the speech from memory without reliance on notes or an outline. This is a very fearful speaking situation for most people because they fear they will forget what they had planned on saying when they get in front of the group – and, they might make a fool of themselves in front of the audience if they forget what to say. This type of speaking is not very common to daily living unless you are in a profession like acting. Most of us memorize very little in our daily lives – we don't even have to remember telephone numbers since we have cellular phones! I don't require memorized speeches for Fundamentals of Oral Communication because I think they lead to bad experiences for some students and they are not something most people have to do in the course of their daily living. Unfortunately, public speaking tends to get a bad rap because some junior high and high school teachers require students to memorize speeches which can lead to some bad experiences in front of an audience for a student.

### **Vocal Aspects of Speech Delivery**

There are six aspects of vocal delivery a speaker utilizes that influence an audience's interpretation of the speaker's message.

1. Pitch is the highness or lowness of a speaker's voice. It is the natural upward and downward movement that happens when we speak – the melody. Pitch is a learned activity. When you

were born, you didn't have pitch but you learned it from the significant people in your life. When your mom or dad talked "baby talk" to you – all that "ga, ga, goo, goo" stuff – they spoke using a variety of pitches. Your parent used quiet soft tones to bring about a soothing, calm response from you or happy, lively tones to bring about a smile or coo from you. As a baby you learned to mimic the melodies you heard from your parents. This is why family members often sound alike in their speech tones and patterns – children mimic those that they are around the most. For instance, if you heard my mom, and then myself on the phone, we sound exactly alike! If you were born without the ability to hear, you couldn't learn pitch which is why a deaf person who has learned to speak tends to sound monotone – they can't mimic because they can't hear. When it comes to public speaking, don't try to fight your natural pitch by sounding more "professional" or more "in charge." Let your natural melody flow as you deliver a presentation.

2. Rate is how fast or slow you speak when delivering a speech. A common problem of nervous public speakers is speaking too quickly or feeling like you are rushing through a speech which can lead to a cotton mouth feeling. To counter act rushing the presentation, have a bottle of water on hand and take a drink when you feel like you are rushing – this should slow you down. Likewise, concentrating too much on slowing down can cause you to drag your presentation. Try to speak at a natural rate when you are delivering your presentation.
3. Pauses are intended silences during a speech. In conversation, we naturally pause at the end of sentences and at the end of a thought. We should keep up the same pausing pattern in our public speaking that we use in our natural conversation. We can also use pauses to control an audience that might not be paying attention to the presentation. By taking a little bit longer pause than normal, an audience member will notice the silence and usually stop chatting, whispering, or being disrespectful.
4. Volume is the relative loudness of your voice as you deliver a presentation. It shouldn't come as much of a surprise that you need to match your volume to the size of the room you are speaking in. You should also pay attention to your audience – audience members are great about telling you when they can't hear. They will tend to lean forward or look around confused if you are too quiet. They may even make verbal comments like "What did she say?" or "Can you hear him?" When you see or hear this happening in your audience, speak louder.
5. Enunciation is the pronunciation and articulation of words in your speech. Each word is composed of syllables which are the little parts of each word that combine together to make a particular sound. The word "sugar" is composed of two syllables – "Shu" and "gar." When we don't pronounce each syllable in a word, we sound mush-mouthed and don't sound clear to an audience. As you give a presentation, concentrate on speaking very clearly and using your entire mouth to form each word. Most of us in our daily conversation are pretty sloppy in our talk – we rarely use our entire mouth to converse. In public speaking it is essential to use your entire mouth, speaking extremely clearly while making sure you say each syllable.

6. Fluency is the smoothness of your vocal delivery. Fluency is the flow of your words in the delivery of your speech. You should strive for a smooth delivery in your presentation but if your tongue gets tripped up, don't panic. Everyone gets tripped up at one point or another – even professional actors. That's why there are out-takes on movies! We all stumble over unfamiliar or new words or even old words we've said a thousand times. The trick is to not make a big deal out of the flub when it happens. Just maintain your professional tone and keep going. The biggest way to prevent stumbling over your words is to practice, practice, practice your presentation so your words are as natural sounding to you as possible.

### **Bodily Aspects of Speech Delivery**

There are four aspects of a speaker's body which impact an audience's interpretation of the speaker's message.

1. Gestures are movements of the speaker's head, arms, and hands. When you watch a great public speaker, you will notice that their entire body is into the presentation. They use their entire body to deliver the message – their arms gesture, their fingers point or accent important words, and their head even nods when they are talking about something important. Most people think of a podium as wonderful piece of furniture to have on hand when they give a presentation – usually, because it gives the speaker someplace to hide behind! A podium is designed for one thing and one thing only – to hold your notes. It is not meant to support your weight, to be leaned on, or to death grip with your hands. If you hang onto a podium or death grip it out of fear, you will not be able to gesture and you will simply be a talking head. Most of us gesture naturally in our daily conversation. Many of us are accused of talking with our hands. In fact, if you are asked to sit on your hands and have a conversation with someone, you will probably compensate for the lack of arm/hand gestures by nodding your head or shrugging your shoulders more than normal! If you have a podium to speak at, set your notes on the podium and take one step back from it so you can't hang onto it. This will help you to gesture naturally and you won't hang onto the podium. If you hold your notes in your hand, avoid gesturing with the notes because your audience will logically follow the notes if you wave them around.
2. Facial expressions are movements of the eyes, mouth, chin, etc. The best piece of advice about facial expressions is to make them match your subject. If your speaking about a serious subject, use a serious facial expression but if you are speaking about something funny, go ahead and smile or even laugh. You can ruin a serious presentation by laughing during it and you can ruin a light hearted speech by never cracking a smile.

This is a good time to mention humor. Most of us love a good joke but few of us are genuinely funny by nature – just think about how few really great comedians there are in the world. You can certainly use humor in a presentation but if you are not naturally a funny person, don't go there because the audience will know if you are faking it. Likewise, if you are going to use humor, the humor should match the subject you are talking about. In other words, if you are going to use "Why did the chicken cross the road?" you better be speaking about chickens, roads, or what's on the other side of the road for the rest

of the speech. The worst thing you can do is to deliver a joke at the beginning of a speech which doesn't match the content of your speech because it sets the audience up with an expectation about your presentation which you can't then fulfill. It is never a good idea to deceive an audience because you ruin the trust between a speaker and the audience.

3. Eye contact is sustained, meaningful contact with the eyes of audience members. This is the top reason most people hate public speaking – the thought of people looking at you and all the eyes on you is probably the most difficult part of public speaking. There are a whole lot of ways that people will tell you to get around the eye contact issue. Some of the most common myths about eye contact include:
  - Look only at the back wall in the room, never at the people in the audience. The trouble with this approach is that you completely ignore the audience which makes audience members feel unconnected to the speaker.
  - Pick three spots and only look at those three spots in the room. The trouble with this approach is that this takes a whole lot of work – you have to remember where your three spots are and where to look next. The audience will feel like you are watching a tennis match instead of looking like at them.
  - Look only at the audience member's foreheads – not at their eyes. Have you ever tried to focus on someone's forehead? Unless there is some sort of strange growth on a forehead, we don't focus on this area of a person's head – we look in them in the eye.
  - Look only at the audience member's chest – not at their eyes. Okay, in today's world, focusing on a woman's chest could get you slapped or thrown in jail so this one is just ridiculous.
  - And, my personal favorites...think of your audience in their underwear or imagine your audience naked. The idea behind these is that by imagining them in these states, you should realize that everyone is the same. My perspective is that if you are imagining a room full of people naked or in their underwear, what is your speech about? Wouldn't it be more productive of you to focus on your presentation instead of what the audience is or isn't wearing?
  - So, if you can't use any of these to survive the eye contact portion of public speaking, how do you survive it? I think the best way to survive eye contact is to understand audience members because they are who you should be making eye contact with.

First, audiences are made up of unique individuals – they are not a homogeneous body where everybody is the same. If you understand who is in your audience, public speaking is not nearly as intimidating. Luckily, there are some common types of people who are usually present in every audience. If I were going to speak to 25 people, there are a variety of personalities that would be in the room. Research shows that there will be at least three to five of the 25 who will be clock watchers – meaning they will look at their watch the entire time I am giving the speech. When I give the speech, my ego will react negatively with a clock watcher because I will say to myself “Am I speaking too long?” The reality is the clock watcher is just that, a clock watcher. They may be worried about where they have to be next and not even focused on how long I've been talking. Along with clock watchers, I'm also going to

see several people doodling. Doodlers are great but as a speaker, I may find them distracting with my ego questioning “What are they writing? Is it about me?” Research shows doodlers pay better attention than non-doodlers in an audience. They are just adept at multi-tasking so it’s not that they are writing cartoon images of me as the speaker. Along with doodlers will be some people who are sleeping. My ego will question whether I am so boring that I am putting people to sleep but the reality may be that those people may not feel well or they had a late night the night before because they work two jobs. This has nothing to do with me or my speech but my ego makes me question it. There will also be a group of people who will just not care about what I am saying. It really has nothing to do with me – it may be that they are distracted or worried about something that happened at home. Unfortunately, my ego works against me when I look out at the audience and I see all of these people not paying 100% attention to me – I get more nervous. So what should I do? Well, I should look for the friendly eyed people in my audience to start my presentation with. They will be there along with the doodlers and clock watchers, sleepers and those that don’t care. If I start with the friendly eyes, I can then work out to others in the audiences. If I can look around the room and label the audience members as I go, it empowers me as the speaker and keeps my ego in check. When I feel my ego starting to question my audience, I can go back to the friendly eyes for reassurance that I am doing okay. By looking audience members directly in the eye as much as possible, I validate the audience – they feel connected to me as a speaker and I show them how I value their presence. So, sustained and meaningful eye contact is essential for successful public speaking.

4. Movement is where the speaker’s entire body moves. If you can avoid it, don’t let yourself be trapped behind a podium or in one area. When you watch a really great speaker, you’ll see that they are almost never trapped behind something. They move around the room as they talk and that may mean they are down the aisle or all across the front of the room. The biggest place you can see this happen is by attending a newly constructed church. Most new churches are constructed to allow for personal interaction between a minister and the congregation which is different than most old churches where the minister or priest is isolated in a pulpit that is probably higher than everyone else in the room (giving the minister/priest the appearance of being closer to God than the congregation).

### **Writing Your Outline: The Informative Organizational Patterns**

There are three major components to any presentation: the introduction, the body, and the conclusion. The natural inclination would be to start writing a presentation with the introduction since this section comes first. However, I recommend that you start writing the body first because the body will determine what goes into the introduction and conclusion.

#### ***The Body***

The body is the heart of the speech – it takes the longest to get through. In an eight minute speech, the body is between six and seven minutes long. It is composed of three sections: main points, sub-points, and evidence. The body of an informative speech on the legislative process might look like this:

Body:

- I. Drafting the bill
  - A. Sub-point
  - B. Sub-point
    1. Evidence
    2. Evidence
- II. Committee hearings
  - A. Sub-point
    1. Evidence
  - B. Sub-point
  - C. Sub-point
- III. Floor debate on the bill
  - A. Sub-point
  - B. Sub-point
  - C. Sub-point

Main points are the major ideas you want to discuss about your subject. In the sample above it would include Drafting the bill, Committee hearings, and Floor debate on the bill.

When it comes to choosing a subject, never chose to talk about something you have no passion for. Always choose to speak about something you have experience or expertise with because it makes your presentation much more interesting to the audience – you will transfer your passion about the subject matter to them!

I recommend that you stick with three major main points or aspects of your subject to talk about. The human brain naturally chunks memory into sequences of threes so three main points will be easier for you to remember (think about the sequence in your telephone number – this is why your phone number is in sequences of three and then a four). Main points are composed of a combination of sub-points and evidence.

Sub-points are your ideas or personal knowledge about the main point you are discussing. This could be a description of your experience or expertise on the subject. In the sample above, the personal expertise of the speaker could be something they have seen on a trip – on a tour of our nation’s capital to see floor debate in action.

Evidence is the information that you quote or summarize from another source about the main point. This means that you will need to research your subject thoroughly to obtain quality information to quote or summarize in your presentation. Since the speaker in the example above is not a legislator, they would need to research the process and cite the research findings in the presentation.

### **Where to Research**

Because you are going to have to research your speech topic to learn more about it, it is important for you to use research from quality sources. For most students, the natural inclination is to use the internet

to research their topic. Unfortunately, the internet is full of a lot of garbage so finding quality information from reliable sources is a challenge. For example, if you were going to research the history of Barbie and you put Barbie into a Google search, you will connect to about 60% pornography, 30% on where to buy Barbie dolls, and 10% on the actual subject you're researching. It is time consuming to wade through the amount of garbage on the world wide web.

There is also a huge quality disparity among websites. If I was researching cancer as a topic and only using a Google search, there would be quality difference between *Johnny's Homepage on How I Got Cancer In My Big Toe* and the *American Cancer Society*. Because anybody can make a webpage, the quality of the research in general web searches is questionable in many cases.

In order to find quality research from reputable sources it is important that you learn how to search for research using library databases like Ebsco and ELibrary. These are enormous databases housing thousands of magazine and journal articles, entire texts of books, maps, radio and television transcripts, and a variety of other quality sources. The difference between using a research database and a Google search is that the electronic database will filter out all the garbage and it will give you access to areas of the www that you won't have as a common web surfer. Electronic databases require a very expensive annual fee to access them – a fee that is included in your IHCC student computer fee so you won't have to pay anything to access these as long as you're an IHCC student. These are the same databases that students at large research institutions like the University of Iowa and Iowa State University have access to. If you are planning on transferring to a four-year institution, it is very important for you to master researching subjects using the electronic databases rather than Google searches.

To access the IHCC library's electronic databases from home, you will need the access codes. FYI – the access codes change each semester so you need to use the most current which are always found on your IHCC My Hills page. The access codes are found on your IHCC My Hills page so click on the house icon on the left of your screen, print the library access codes, and then proceed to the IHCC Homepage ([www.indianhills.edu](http://www.indianhills.edu)) to access the library. When you click on the library link, there will be some options to utilize including the card catalogue and the library databases. When you click on the library database link, you will have several databases to choose from. Read the description of the databases and pick one that matches the type of subject you are searching for. You will be prompted to enter your access code if you are searching from your home computer. If you are using an IHCC computer on campus or at an outlying site, you will not need the access code.

Once you have connected to the library database through your access code, you will need to enter your subject into a search box. The database will provide you with full text articles, PDF files, pictures, graphs, etc. Since each database works a little bit differently than the others, you'll have to play around with them to decide which you like using the best and which generates the most results for your subject.

### **Evidence: Supporting Materials**

So, what should you look for in your research? Evidence! Evidence is composed of supporting materials which are information that support the main ideas of your presentation. They substantiate your

argument or clarify your position in a persuasive speech and add credibility to an informative or persuasive speech. Supporting materials you should look for include:

- Survey results
- Testimonials from eye-witnesses
- Official statements from experts
- Analogies and comparisons
- Explanations of phenomenon
- Definitions of terminology
- Visual Aids

Don't just look for the same type of evidence in your research – a variety of supporting materials will make your presentation more interesting for the audience! And, you won't look like you shopped at the same store for your entire argument!

### Oral Footnotes

Everything outside of your personal experience needs to be cited in your presentation and on your speech outline as evidence. An oral footnote is like a footnote or an in-text citation in a research paper. It provides information to the audience about where you got your information and using oral footnotes makes you credible in the eyes of your audience so it is really important that you use them.

An oral footnote always includes WHO said the information, WHERE you got the information from, and sometimes WHEN it was said. Some examples of oral footnotes are:

- John Smith reported (could also say "said") that the moon is big and bright in the New York Times on January 1, 2006
- The moon is big and bright according to (could also say "as stated by") John Smith, author of Our Big Moon in the New York Times on January 1, 2006
- According to John Smith, author of Our Big Moon, the moon is big and bright.
- As found in Our Big Moon by John Smith, the moon is big and bright.

By using a variety of the examples above, your speech will be interesting for the audience to hear and it won't always sound like your oral footnotes are the same. Variety is a key to public speaking!

### Organizing the Body

There are several ways to organize the main points of a presentation. You may choose any of these options or combine the options for a unique presentation. It is a good idea to choose an organizational pattern that makes sense for your speech topic.

Chronological Organization: This would be where the main points of the body are placed in order according to a time line or sequence. This is a good choice for a speech that might be over a person's life, a famous event, or even a "how to" speech. Our sample speech body on the legislative process is in chronological order.

Body:

- I. Drafting the bill
  - A. sub point
  - B. sub point
    1. evidence
    2. evidence
- II. Committee hearings
  - A. sub point
    1. evidence
  - B. sub point
  - C. sub point
- III. Floor debate on the bill
  - A. sub point
  - B. sub point
  - C. sub point

Spatial Organization: This is where the main points of the body are placed in the order you might see them on a map or in relationship to one another. This is good choice for a speech that might heavily involve using a map or diagram as a visual aid. For instance, I might chose this if my main points were showing where each of the concentration camps in WWII were located or if I wanted to show the path that blood travels through the body. A sample body for a spatially organized speech on weather patterns in the United States might look like:

Body:

- I. Weather on the west coast
- II. Weather on the east coast
- III. Weather in the south
- IV. Weather in the north
- V. Weather in the mid-west

Topical Organization: This is the most popular and flexible organizational pattern for speaking as it is organized around specific topics. You can choose any combination of main points and put them in any order you desire. A sample body for a topically organized speech on the Vietnam Conflict may look like:

Body:

- I. Economic climate during conflict
- II. Social climate during conflict
- III. Political climate during conflict

To show how flexible this outline type is, another speaker on the same subject, the Vietnam Conflict, may choose to organize the body in this way:

Body:

- I. Soldiers and the draft
- II. Hippies and protests
- III. Government and politics

Causal Informative: This is basically a cause and effect presentation except that you have to be careful not to turn this into a persuasive speech. It is really easy to slip into telling the audience what to do, rather than just informing them about your subject so you should exercise caution when using this organizational pattern. It can be really effective if done properly! A sample body for a causal informative speech on the effects of the sun on you might look like:

Body:

- I. Effects of the sun on the skin
- II. Effects of the sun on the hair
- III. Effects of the sun on the eyes

### ***The Introduction***

Once you have the body of your presentation laid out in a logical fashion, you should work on the introduction. The introduction should have five components. It should look like this:

Introduction:

- I. Gain attention: This is perhaps one of the most important parts of any presentation because it is what the audience hears first and it can set the tone for your entire presentation. Some ways you can gain attention include:
  - Quote: "I have a dream" is a famous quote by Martin Luther King Jr.
  - Question: "How many of you have traveled to Walt Disney World?"
  - Fact/Statistic: "9 out of 10 dentists recommend using Crest toothpaste."
  - Anecdote/Story: "Once upon a time..."
  - Conversation: "Last week my mom and I had an interesting conversation about her experience with gun control."
  - Event: "In 1968 there was an conflict that caused a great amount of social unrest in our nation – the Vietnam conflict."
  - Definition: "Love is a feeling of extreme caring between two people."
  - Visual Aid: "Look at this great picture that I have – it is of my grandmother in 1940 standing in front of her father's Ford."
- II. State topic: Tell the audience what your topic is.
  - I will be talking about how a bill becomes a law.

- III. State purpose: Tell your audience what your purpose for speaking is. A purpose statement starts with the word “to” and looks like this:
  - My purpose is to inform you about the legislative process.
  - My purpose is to tell you about...
  - My purpose is to share some information about...
- IV. State expectations: Tell your audience what you expect them to learn.
  - By the time I am done you will know how a bill comes a law.
- V. Preview: Tell your audience the main points of your presentation – make sure they are in the same order you put them in the body.
  - I will be covering drafting the bill, committee hearings, and floor debate on the bill.

An introduction to the sample speech on the legislative process might look/sound like this:

- I. Attention getter: How many of you have ever wondered how a bill becomes a law?
- II. State topic: I am going to talk with you about the legislative process.
- III. State purpose: My purpose is to share some information about this process with you so you have a clearer understanding of how our government works.
- IV. State expectations: By the time I am done you will know how the legislative process happens.
- V. Preview: I will be covering drafting the bill, committee hearings, and floor debate on the bill.

### ***The Conclusion***

The conclusion is the shortest part of most informative speeches. There are only two components in the conclusion.

Conclusion:

- I. Summary/Review of main points: Review with the audience the main points of your presentation – make sure they are in the same order you put them in the body of the speech.
- II. Sense of completeness/Clincher statement: This is the last statement of your presentation so it should be memorable and bring the entire presentation together. Look back at the different options for attention getters in the introduction. You may use any of the attention getting option as the clincher statement in your presentation.

A conclusion to our speech on the legislative process might look like this:

Conclusion

- I. Summary/Review of main points: Today I talked with you about drafting the bill, committee hearings, and floor debate on the bill.
- II. Sense of completion/Clincher statement: So now that you know how a bill becomes a law, you will understand why Senator Charles Grassley said “It takes a lot of negotiation and time for a bill to actually become a law.”

## Transitions

Transitions are how you move the audience from one idea to another with you as you deliver the presentation. You should tell the audience what you are finishing talking about and what you are moving into next. You will also need to direct the attention of the audience toward the visual aid when you are going to show it.

There are five places that transitions should happen:

1. Between the introduction and the body: “By the time I am done you will know about drafting the bill, committee hearings, and floor debate on the bill. Let’s start with drafting the bill.”
2. Between the first main point and the second main point in the body: “Now that I am finished talking about drafting the bill, lets learn about committee hearings.”
3. Between the second main point and the third main point in the body: “After a bill leaves committee hearings, it moves to floor debate.”
4. Between the third main point and the conclusion: “and that’s what can happen during floor debate. In review, I talked about drafting the bill, committee hearings, and floor debate.”
5. Before the visual aid: Look at this graph which shows the number of bills introduced to the legislature between 2000 and 2006.

## Visual Aids

A visual aid is something that you use to accent your presentation. It is not meant to take away from what you are saying or so the audience won’t look at you. Almost anything can be used as a visual aid: chalkboard, white board, poster, flip chart, flannel board, graph, pie chart, cutaway, handout, model, overhead projection, movie, slides, t-shirt or clothing representing your subject matter, or computerized presentation (MS PowerPoint).

Rules for using a visual aid:

1. Do not talk to the visual aid – even when you are showing the visual aid, keep your eyes focused on your audience.
2. Use your arm closest to the visual aid to point to items on the visual aid or a pointer.
3. Display the visual aid only when you are going to use it – otherwise, keep it hidden from the audience.
4. Make visual aid large enough for audience to see what it is.
5. Leave visual aid in front of audience long enough for them to comprehend the visual aid.