

PUBLIC SPEAKING

Whom am I talking to?

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CONTENT

- Introduction
- Who is your audience?
- Learning Styles (Model by Fleming)
- Easy to read –Methodology
- Open Questions



EXERCISE

- What is your personal public speaking situation? When do you speak in public? Or when do you intend to speak in public?
- Please write down your answers! 😊



WHO IS YOUR AUDIENCE?





"As we start a new school year, Mr. Smith,
I just want you to know that I'm an Abstract-
Sequential learner and trust that
you'll conduct yourself accordingly!"


Browning



FLEMINGS VAK-MODEL

VISUAL
SEE IT 

AUDITORY
HEAR IT 

KINESTHETIC
DO IT 

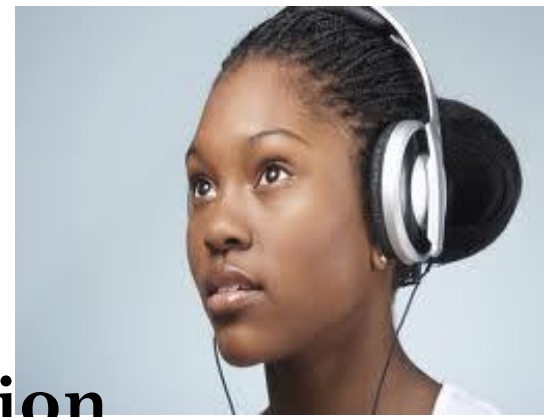


VISUAL LEARNERS

- See
- difficulty focusing while listening
- need to see the **speakers's body language** and facial expression
- tend to **prefer sitting at the front** of the room
- **think in pictures** and learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flip charts, use of interactive whiteboards and handouts.



AUDITORY LEARNERS



- **Hear**
- **noises may become a distraction** resulting in a need for a relatively quiet place.
- learn best through **verbal lessons**, discussions, talking things through and listening
- interpret underlying meanings of speech through listening to the **tone of voice**
- Written information have little meaning
- **benefit from reading text aloud** and using a tape recorder



KINESTHETIC LEARNERS



- **Touch**
- “hands-on” experience
- **Sitting still may be difficult**, but writing things down makes it easier
- actively exploring the **physical** world around
- may become distracted by their **need for activity** and exploration
- prefer frequent study breaks
- Work in a **standing position**
- Listen to music while they study



What's Your Learning Style?



- **No one** person uses one style of learning exclusively, but they do have preferred learning styles. It is therefore important to attempt to cater to **all learning styles** during lessons/speeches etc to reach your audience.
- Online VAK self assesment test
<http://www.vark-learn.com>
- Overview on most common other learning theories
<http://www2.le.ac.uk/departments/gradschool/training/eresources/teaching/theories>



EASY TO READ METHODOLOGY

- What is Easy to read?
- A language that gives people with learning difficulties/disabilities the chance to understand complex contents and documents



WHO NEEDS EASY TO READ?

- People with reading difficulties
- People with learning disabilities
- Children but it's not a „Baby-language“
- Migrants who do not know the language well
- ...



INVOLVE AND ASK FOR HELP

- Talking with people with learning difficulties
- When you make easy information it is important to talk to people with learning disabilities.
- They can help make sure you use the right words and pictures



HOW TO WRITE IN EASY TO READ?

- **Short sentences** (15-20 words)
- In written documents- use **big letters**
- A writing **clear** and easy-to-read means
 - not too close,
 - not too light,
 - no serif fonts,
 - no italic,
 - and no special design.



HOW TO WRITE IN EASY TO READ?

- **Never use serif fonts.**
- These fonts are harder to read because the shape of the letters is not as clear.

Here is an example

serif font

d

sans-serif font

d



EASY TO READ GUIDELINES

- If you have difficult words or ideas you should **say what they mean.**
- You should do this **in the next sentence.**
- You can use a **different colour.** It should be a dark colour.

- Here is an example:

Discrimination – This means treating someone worse than other people for some reason.



EASY TO READ GUIDELINES

- Use **easy to understand words** that people will know well.
- Use the **same word** to describe the same thing throughout your document.



EASY TO READ GUIDELINES

- It is good to have a **words list** at the back of the book/handout etc
- It is often good to use **full words** instead of letters. For example you say „Disability Rights Commission“ and not DRC. If you use letters explain them immediately.



EASY TO READ GUIDELINES

- **Percentages** (63%) and big numbers (1,758,625) are hard to understand.

Try **not to use percentages** and **big numbers**.

Instead, use words like “few” and “many” to explain what you mean.

- Speak to people **directly**.
Use words like “you” to do this.



EASY TO READ GUIDELINES

- Use **positive sentences** rather than negative ones where possible.

For example, say

“You should stay until the end of the meeting”

rather than

“You should not leave before the end of the meeting”



EASY TO READ GUIDELINES

- Use **active language** rather than passive language where possible.

For example, say

“The doctor will send you a letter”

not

“you will be sent a letter”.



EASY TO READ GUIDELINES

- **Do not use** difficult ideas such as **metaphors**.

A metaphor is a sentence

that does not actually mean what it says.

An example of a metaphor is “it is raining cats and dogs”.

- **Do not use** words from **other languages**

unless they are very well known

like the French word “voila” in the English language.



HOW TO WRITE IN EASY TO READ?

- Keep the **punctuation simple**.

For example, do not write

- Yesterday, I bought a green/yellow bike (a new one!)for my son – whose name is Michael.

Instead, write

- My son's name is Michael.

Yesterday, I bought a new bike for him.

The new bike is green and yellow.



EASY TO READ GUIDELINES

- **Using pictures**
- The right picture should always be near the right words. It should be:



Beside the words, like this one.
This is the picture of a telephone.

Or you can put a big picture **above** the words **or below**.



EASY TO READ GUIDELINES

- You can also use **photographs**.
- This is a photograph of a door.



- The photographs and pictures should be **easy to understand**. They should show one idea.



EASY TO READ GUIDELINES

- This is a clear photograph of a man reading a book.



- This picture is not as clear because there are too many things in the photograph to look at.



EASY TO READ GUIDELINES



EASY TO READ GUIDELINES

This is
easy to read

This is not
easy to read



EASY TO READ GUIDELINES

- Underlining can make the text harder for some people with intellectual disabilities to read.
Use underlining with caution.



OTHER IMPORTANT TOOLS

TAPES AND CD'S



- There should be a tape or CD with the book.
- The tape or CD must speak the words in the book slowly.
- It must say when you need to turn the page.
- It is good to have some music to have time to turn the page



EVENTS

- There should always be Easy to read information at events for disabled people.
- It should be on paper and also on tape or CD
- Booking forms should also be in easy to read
Booking forms – You use booking forms to say you want to go to an event



WEBSITES

- Websites should have information in Easy to read
- People should be able to listen to the words on the pages
- It must be easy to find the page you want
- There should be pictures that show what words mean.



HOW TO WRITE IN EASY TO READ?

- Further Links
- [Checklist to see if your material is easy to read](http://www.inclusion-europe.org)
<http://www.inclusion-europe.org>
- Example for an Easy-to-read-Website
<http://www.easy-read-online.co.uk>
- Example of meeting rules
<http://www.wearepeople2.net/default.aspx?page=18539>



OPEN QUESTIONS?



THANK YOU FOR YOUR ATTENTION! 😊

