

### **When SPEAKING know and target your audience**

When you are writing or preparing a speech, determine your audience. Those who are younger will want to know what the benefits are; those who are older will want to know the features of whatever you are telling them about.

Pinpoint those to whom the activity or program is aimed: e.g. "calling all parents," and tell them why they should respond.

Ask yourself:

- What do I want them to know?
- What do I want them to do?
- Is this what they expect, want and need to hear. In other words, "What's in it for them?"

### **Develop an outline and then determine the content**

As yourself:

- What are the three or four most important things I want to say? Don't feel you have to tell everything you know about the subject.
- Or imagine you are being interviewed on television and have only 30 seconds to give your speech. This can give you a basic outline to work with.
- Keep it simple and short. Remember that it takes longer to give a speech than to read it.
- The introduction needs to get attention and can make a memorable point related to your objective. The conclusion captures, in a memorable way, the most important message you seek to convey.
- Personal stories, quotes and illustrations work well. Use humour with care. Involving the audience can be helpful.

**For more tips on speaking** see "When YOU are the speaker" available from the LWML—Canada Resource Centre.

**WRITING** is a learned skill and requires constant practice. **Good writers write, rewrite, and rewrite again.**

### **Keep your focus**

- Choose a theme and remember your theme. Writing to the theme is all important!
- Know your reason for writing. Bear in mind how you want your readers to know, feel, or act as a result of your writing.
- Look and listen with the eyes of ears of your audience as you write.

**Make clarity a priority.**

- Use active rather than passive verbs. Action builds interest.
- Use concrete words instead of abstracts; positive statements rather than negative.
- Eliminate the padding. For example, "She replied carefully in order to help people understand." would be shorter and clearer as "She replied carefully to help people understand." Check out your use of the word "that." It's amazing how often we use it when it isn't needed.

**Help people respond**

When giving out material to build awareness, always have a response device. Ask people to do something in response whether it is to pray, to mail something in, to tell someone something, etc.

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