

It Can Happen In A Flash With A Splash

LIQUID AND STEAM BURN LIKE FIRE

Suggested Guidelines for Public Education

Know your audience and the purpose of your presentation.

Learn all you can about your audience and what is expected of you. Is your presentation mainly educational, or is part of an effort to stimulate group or community action on some on scald prevention?

Find out from your host about any recent events related to scald burns that may have affected your audience, before or after your invitation to speak. This will help you learn what information will be of most interest and value for this audience.

Become familiar with the topic.

Review the Powerpoint presentation and other materials on the website www.flashspalsh.org which contains background information on scald prevention.

Since these sources are not meant to be comprehensive, think about what you can add from your own experience or that of your organization.

Plan your opening remarks carefully. At the beginning of your talk, show your audience that you understand who they are and why they are present. Get them interested in the topic, through a personal story. Let them know you are interested in their questions and stories. Let them know you are there to give solutions to problems, not just describe them.

Consider bringing copies of the “Keep Your Family Safe Checklist” handout to supplement your talk or the fact booklet located in the toolkit section of the web site www.flashsplash.org.

If appropriate, help the group plan for community action. If the group wants to capture comments for future use, suggest that your host identify a recorder of the discussion following any PowerPoint presentation.

If the purpose is to brainstorm, be sure that paper and markers are provided so all can be recorded. If the objective of discussion is to determine if the group wants to take specific actions, identify individuals who are interested in playing a leadership role and the type of activities the group might undertake.

An example might be a community-wide program to prevent scald injuries to young children, or older adults. You could use a simple pre- and post-questionnaire to start the discussion process, using such questions as:

- Do you think we have a problem with scalds in our community?
- Do you know anyone who has been burned or killed as a result of scalding?
- Is your home safe with respect to scalds?
- What can you do make your home (neighborhood, community) safer?

Effective PowerPoint Presentations

Do not read slide narratives word for word. Each slide in each program includes a narrative, which could be read aloud as printed. However, your presentation will be more effective if you are familiar enough with the topic to maintain eye contact with the audience. This is especially important in the first few minutes of your presentation. You the presenter should be the show, not the slides. They should only supplement your presentation. Be sure to allow time to practice, if possible, with someone else as an audience. This will help you hear how it sounds.

Fit the presentation to the time allotted. The temptation in using PowerPoint is to provide too much information. Much will depend on how much you involve your audience, and how much information from your own experience you want to add. Consider this balance in planning your presentation. You may decide to reduce the slide numbers, especially if you add some of your own.

Vary your pronouns between “we”, “you” and “they”. The texts of the PowerPoint slides and their accompanying narratives are written in a consistent style, which assumes the audience is uninformed about the topic.

Using “we” at times will help the audience identify with the speaker as potential victims of injury, and using “they” will bring you and the audience closer together as educators and protectors of others who are more at risk than you are.

Use “bridge” questions and statements to provide transition from one slide to the next. The Instructor’s Guide for most slides ends with a “bridge”, entered in bold face on the text. The bridge leads directly to the next slide, either as a question or as an introductory statement. Used effectively, the “bridge” is a valuable tool to keep the attention of the audience. With the appropriate size and type of group, you can use it to create a dialogue that keeps the audience directly involved in your presentation.

When you reach a “bridge” question, you can either:

1. Stop and wait for the audience to answer, if you really want a response.
2. Treat any given question as a “rhetorical question”, (one that’s not meant to be answered) and move on quickly to your own answer.
3. Change a bridge question into an introduction to the next slide. This will be necessary when your audience is too large, your time is limited, or the question feels awkward.

Bridge questions can also be adapted and expanded for use as a “before and after” quiz to test knowledge improvement in your audience. This works well when a program is presented as a school class or as part of an organization’s in-service training program. If you have added or subtracted slides from your presentation, remember to adapt your “bridges” accordingly.