

# Four Tips for Presenting Data

## 1. Clear: Less is more

Choose what is most important

Ask yourself: What's the point? Is there clutter?

If it doesn't help your audience understand, take it off

## 2. Concrete: Seeing is believing

Make it visual

Show, don't tell

Use human scale. Show amounts people understand

## 3. Context: Show comparisons

Relationships help people understand

Differences show meaning

Use comparisons and contrasts

## 4. Care: Make it meaningful

Connect with emotions

Use local data, something familiar, a story

Ask yourself: What does the audience care about?

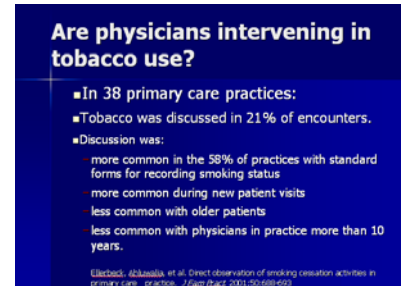
### Before you get started:

1. Who is your audience?
2. What point(s) will be most compelling to them?
3. Do you need data?

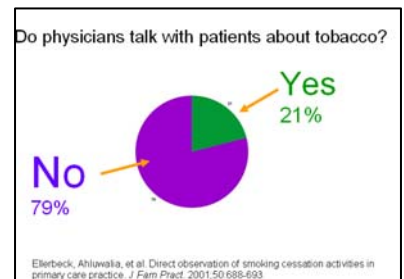
**It's not about** showing a lot of data or making data pretty

**It's about** using data to tell a story that:  
**Grabs Attention, Shows Meaning, Inspires Action**

### Before



### After



### Before

1000 people die  
every day  
from tobacco related  
causes

### After



# Design maps

<http://maps.google.com/>



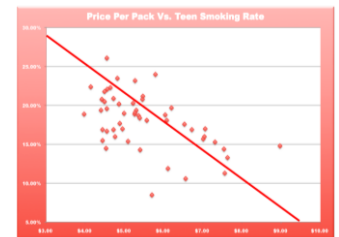
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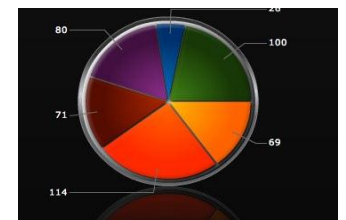
<http://www-958.ibm.com/software/data/cognos/manyeeyes/>



Microsoft office or <http://www-958.ibm.com/software/data/cognos/manyeyes/>



<http://learningstore.uwex.edu/Assets/pdfs/G3658-13.pdf>



## **Communicate to Motivate**

Julie Swanson, MPH

Wisconsin Clearinghouse for Prevention Resources, November 2011

This project is supported by funds from the Division of Nursing (DN), Bureau of Health Professions (BHPr), Health Resources and Services Administration (HRSA), Department of Health and Human Services (DHHS) under DHHS/HRSA D11HP07731, Linking Education and Practice for Excellence in Public Health Nursing. The information or content and conclusion are those of the authors and should not be construed as the official policy or position of, nor should any official endorsement be inferred by the DN, BHPr, HRSA, DHHS or the US Government.  
Project Director, Susan Zahner

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You have important information to communicate and the audiences that you are trying to reach are:

Busy, distracted, and multi tasking.

About 4 years ago I went to a presentation on presentations and in 1 hour, that presenter made me question everything I had ever learned about presenting. I came out of that presentation determined to learn about the science of communication. What I learned made me change almost everything I do when I communicate.

Here are the 3 most important things that I learned:

Let's start with less is more. Because let's think about it in our culture isn't more more? Don't we love more?

We are in WI, home of the all you can eat fish fry. What could be better than that? We love more, but is more better?

Let's look at a retail example. Have you ever been shopping and tried the free samples? A retail store wanted to increase their sales of jam so here is what they did: they took 6 kinds of jam and they put them out, you could come sample as much as you wanted to and then you got a \$1 coupon to go towards a jar of jam. So what do you think happened? Sales went up, by 30%. If you are in retail 30% is something to get excited about. Here is the problem there was actually 24 kinds of jam. Shouldn't they put out all 24? Because then you could try any kind that you wanted to. Isn't more, more? What do you think happened when they put out 24 kinds of jam? Was more better? (Sales only went up 5%). Why when people had more choices did they buy less?

Barry Schwartz calls it the 'Paradox of Choice'. Because we think we like more, we think we want more. We think more is better. Here is what happens when you get

more, if you get too much, we get overwhelmed. Once we get overwhelmed we go to our default, which is to do nothing.

It turns out the same kind of thing happens with learning, with new information. There is actually a carrying capacity, and it is smaller than most of us realize. Richard Nisbett calls it 'Cognitive Load'. When we get too much information, we can't take it in.

Think of it like this; imagine that your working memory is the top of that ice berg. It is really limited. We can only handle so many new ideas. If you think of your ideas or key points as seals. What happens when you get too many seals? If you keep tossing out ideas, some of those seals are going to jump off the ice berg. That is your key information floating out into the ocean. If you give your audience lots and lots of information, you don't have any way of knowing which ideas they let go of. If you have key ideas that are really important, if you give people too much information here is what is going to happen:

They will get overwhelmed. They will do nothing.

Less really is more. We can handle about 3-5 new ideas at a time. Lets take a look at a couple of examples. Think about yourself in this presentation. I could have said, remember that presentation I went to where I learned all that interesting information. I went back and I did a lot of research. I am going to share my 100 top tips, and you pick whatever works for you. I could do that, or I could say I am going to give you my top 3 tips. Which would you rather have?

We were working with the tobacco control program. They wanted to summarize the surgeon general's report which if you have seen the surgeon general's report it's a book. We asked them to pick out the top ideas, the key information. This is what they gave us (full screen of bullet pointed information). How is that working for you? Then we changed what we asked. We said if your audience is only going to remember one thing, what is the one thing you want them to remember.

(Slide reads: 'there is no risk free level of exposure to second hand smoke')

People can't remember it all and remember what happens if you give them too much? When giving a presentation, ask yourself what is the one most important thing.

Here is another example:

We were working with an organization that trains physicians. If you have worked with physicians, you know physicians want research. They want to know that information you are sharing with them is based on research. This is a typical way that you would present a research study. Again, what is the one key thing, what one thing do you want that audience to remember about this research study?

And this is what it was (Slide reads: Do physicians talk to patients about tobacco? pie chart with 79% responding No.)

Less really is more. Our audiences can only handle about 3-5 key ideas. Ask yourself what is the most important points. Once you decide the most important points, then ask yourself how can you make it as easy as possible for your audience to see what you are saying.

Let's talk about show don't tell. Because if you try to tell your audience this is what will happen (Slide reads 'Death by Bullet Point'.) I don't know about you, but this probably one of the number one things people complain about presentations. There is a better way. You can show people.

Max Atkinson does audience research. If he was here, the cameras would be on the audience. He would be looking at where your eyes are, because where your eyes are shows what you are paying attention to. There is one time when a presenter says 2 words, that everyone in the audience looks up. What are the magic 2 words? "for example". We love examples. They are real world proof.

Let me show you an example

When we were creating resources to help people testify at joint finance. We created a lot of resources, but there were 2 that people said were the most useful. Those 2 were an example of a written testimony and a video showing what testimony looked like. Those were the 2 that people were most likely to use. They didn't say 'tell us what to do', they said 'show us'.

We like examples.

Another way to show rather than tell is to use metaphors.

Turns out that metaphors are not just something you learned in English class. What metaphors can do is take an abstract idea and make it concrete. So lets take a look...

We used to think of our brain like a filing cabinet. I could give you as much information as I wanted to as long as I labeled it really well so you could find it again. It turns out that our brain actually works like this (slide of a dendrite with multiple connectors). How you learn is by making connections. If I want you to remember something, the more connections I can make, the better. I want to put as many hooks in there, I want to make them sticky. A better metaphor is, 'the brain is Velcro'

Here is a couple of real world examples:

Remember I was talking about the testimony example and teaching people to testify? The idea of joint testimony was pretty abstract for people who had never done it before. We compared it to something that everybody knows, a sandwich.

Basically what we said is: the top slice of bread is your greeting, the condiments are why you are here, and the meat is 'what is your story' / how does this have an impact on you, and the bottom slice is 'what is your ask' / what do you want legislatures to do. Creating your testimony is like a sandwich.

Another example is from when we were working on our statewide smoke free air law. One coalition up north asking it's youth group to make ash trays in the shape of Wisconsin. These were delivered to legislators with a note that said 'Please don't let Wisconsin become the ash tray of the Midwest'. Metaphors make abstract ideas concrete.

When you are communicating. Less is more. Ask yourself, if my audience only remembers 3 things what do I want them to remember. Show don't tell, examples and metaphors make it easy for you audience to see what you are saying. And probably the most important thing that you can do is touch emotions, because we only take action about things we care about. The single best way to help people care about your issue is to tell a story

Rather than tell you how story works. I'm going to show you. This is a story that changed the way I use story. The first person that I learned about the importance of story was from Andy Goodman. He said the most powerful thing that you can do is to tell a story. He gave an example of that. He was at a workshop teaching physicians, and remember what I said about physicians, physicians like research. He got to the end of the workshop and he really didn't feel like he had made his point. He didn't think the physicians were getting it. One of the physicians in the audience said, 'Can I tell a story?'.

Dr. Patrick O Neal, staff emergency room physician at DeKalb General Hospital in Georgia. In Georgia, they had a problem. People were dying at a higher rate in Georgia than anywhere else in United States. He had data that showed it. People were really dying at a higher rate in Georgia than anywhere else in the United States. So he went to the legislature and he said 'we have a problem. In Georgia trauma death rate was way above the national average.' What do you think the legislature did? Nothing. So what do you think Dr. O'Neal did? He went back and got more research. He came back and said, 'I can show you, this is a problem. People are dying here that shouldn't be dying.' What did the legislature do? Nothing. He came back year after year. Finally when he went to testify before another legislative committee. He decided to take a risk, and try something new. He told them, 'I'm going to tell you why I keep coming back. Why I keep coming back has to do with a 2 year old boy, named Sam. It takes place on Christmas Eve. Its 5:45pm and the stores close at 6pm. Sam's mom has just realized that she didn't pick up Sam's Christmas present. She has 15 minutes to save Christmas. She runs to her husband and she says, 'You have got to go to the store, you have 15 minutes'. He gets into the car, and he backs up. He doesn't think where Sam is at until he feels a bump. He has run over his son. Sam is still alive, they get him into the car. They take him to the emergency room and that is where they meet Dr. O'Neal. Dr. O'Neal and his team

work on Sam for 3 hours and they are not able to save him. This is the part that Dr. O'Neal remembers, because he is the one who had to go tell Sam's parents. This is what his mother did, she took her hands and made fists. She beat on his chest and she said, 'You're wrong. He can't be dead. It's Christmas Eve.'. That's why I come back, because of Sam. I think if we had had an updated trauma system, I think that we would have been able to save Sam. The co-chair of the committee came and up and stood beside Dr. O'Neal and he said, 'You don't have to come back. We get it. It's our job to find funding. In 6 months, they introduced legislation for a new trauma center and the next month after that they introduced legislation for funding. That is the power of touching emotions. People won't take action unless they care. Story are the best way to help people care.

[Andy Goodman story Dr. in Indiana

[http://www.agoodmanonline.com/pdf/free\\_range\\_2007\\_03.pdf](http://www.agoodmanonline.com/pdf/free_range_2007_03.pdf)]

The next time you need to communicate to motivate, these are the 3 things I hope you ask:

- 1) Ask yourself, if my audience only remembers 3 things what do I want them to remember?
- 2) How can I show instead of tell, is there an example and metaphor make it easy for my audience to see what I am saying? Seeing is believing and examples are real world proof. Use metaphors if you have an abstract idea and you need to make it concrete.
- 3) How can I help people care, what story can I tell? Remember Dr. O'Neal. People won't take action unless they care.

This can be for a presentation like this to a group, it can be for a small meeting, it can be one on one. These tips work for any of those situations.

If you only remember one thing about today, here is the 1 thing that I hope you remember:

You do have important content. How you present your content is as important. Spend as much time planning how you will communicate as you do planning what you will communicate. If you want to speak to inspire, you need to communicate to motivate.

Thank you.

# Capture Attention! Inspire Action!

## Use Communication Power Tools

Next time you are giving a presentation or talking to someone you need to persuade, ask yourself...

**"Can I use a communication power tool?"**

**It's not enough to**

Use research  
Have data  
Be right

**You have to help people understand, remember, and care.**

### Story: The next best thing to being there

Personal stories will always be the most convincing. Stories are like "flight simulators for the brain" (Heath).

Research shows stories trump data. If you are using data, "put a face on your numbers" (Fenton).

### Visuals: Seeing is believing

A picture is worth a 1,000 words. Studies show that recognition doubles for pictures compared to text. According to John Medina, "Vision trumps our other senses."

Use pictures instead of bullet points to enhance what you are saying. Props are powerful visuals that don't depend on PowerPoint.



### Metaphors: Make the abstract meaningful

Metaphors organize "how we think, what we feel, how we act" (Lackhoff). Metaphors make things that are abstract concrete. They paint pictures with words and connect with emotions. Remember, "Your brain is like Velcro" (Heath).

### Examples: Show real world proof

Examples can be pictures, stories, case studies...anything that shows real world proof. Examples work for the same reason visuals do, seeing is believing.

### Frames: Shape our understanding

The way issues are framed...helps people decide who is responsible and what the solution is (Wallack). Frames are the words, images, metaphors and examples you choose to describe your issue. Is the glass half empty, or half full?



# Frequently Asked Questions about Stories

## Do I have to get permission to tell someone's story?

The rule of thumb is: Give credit, ask permission. Make sure you acknowledge who's story you are telling. And yes, if you are going to use someone's personal story, especially in a public setting, it is best to get permission. You may want to consider getting a signed release form. This allows you to use a story in multiple ways. It also ensures that the person who told you the story understands how you intend to use it.

## Can I change what someone has said? Or add to it?

Ideally, you will be working with a person to craft their story and you can ask for "creative license." Or don't use quotations marks so you are not giving the impression that you are directly quoting.

## What if one story doesn't capture what I want to share?

Consider creating a composite character. Combine what has happened to several people into one story and say...

*The individual depicted in this story is a composite, their circumstances and outcomes are drawn from real case histories.<sup>1</sup>*

## I ask people for stories but they say they don't remember any? What do I do?

The best story prompt doesn't use the word story at all. Try, "Tell me a time..."<sup>2</sup>

## What if a story isn't very compelling?

Storyteller Lori Silverman says that most stories will require changes or "crafting" to get the "most meaning and communication potential."<sup>2</sup>

## I can't tell stories to \_\_\_\_ (researchers, doctors, health officers). They want data and facts and will not be convinced with out them.

It doesn't have to be either/or...either a story or statistics. The strongest case may include both a compelling story and then data or facts to back it up.<sup>3</sup>

<sup>1</sup>Stories as Best Practice, Andy Goodman. <sup>2</sup>Wake me When the Data are Over, Lori Silverman.

<sup>3</sup>Andy Goodman's Story Telling Class

# Persuasive Presentations

## Four ways to inspire and motivate your audience

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### Don't Read the Slides

- Avoid the “dreaded triple play” – the same text: on the screen, read aloud, and in a handout.
- Audience members can read the slides themselves.

“When I go to most presentations,  
I want to die.  
They're just reading to me...  
Make this an experience I'll  
remember...”

### Show Images

- Use slides to illustrate a point, not as the presenter's notes.
- Use pictures instead of bullet points to create visuals that enhance what you are saying.
- “Say the words, show the pictures.”\*

### Tell Stories

- Support each key point with a story or example.
- Stories help people understand, remember and care about an issue. People only take action on issues they care about.

In a two hour presentation, people  
will remember a two minute story.

### Provide less

- The audience does not want to be overwhelmed by information.
- Research shows that people remember a limited amount of information.
- Choose 3-5 points and illustrate them well.

**With information, less really is more.**

“If everything I have to present is  
about a foot long, in the end they  
will remember about an inch.”



**“Bad presentations waste time.  
Your work is too important and  
your time is too valuable  
to let that continue...  
We can do better.”**

Wisconsin Clearinghouse for Prevention Resources, 2011

Adapted from *Why Bad Presentations Happen to Good Causes* by Andy Goodman & Cause Communications, available for download at  
[www.causecommunications.org/clients-cause.php](http://www.causecommunications.org/clients-cause.php)

## **Power of Story**

Julie Swanson, MPH

Wisconsin Clearinghouse for Prevention Resources, November 2011

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Let me tell you about the first time I used story for work. Picture this: its 2am I sit bolt, upright in bed because I just realized, today is the day I am going to testify at joint finance. The first time I have ever done this, and I didn't have a story in my testimony. And the reason that is such a big deal is because I just spent 3 months telling every body else who was going to speak to joint finance to have a story. And I didn't have a story. So I get up out of bed and I pace around the house, quietly. I ask myself what impact has tobacco had on my life. I was going to joint finance to talk about increasing the tobacco tax. I actually had several stories, but this is the one I choose:

When I was 9 years old, my best friend Ann convinced me to sneak into the woods because she had stolen a cigarette out of her mom's purse. And she dared me to try smoking. I gaged. I've never smoked again. My best friend Ann still smokes. I am here because when I grew up it was left to chance whether kids smoked or not. Now we know tobacco is dangerous, and we know how to prevent kids from smoking. If you increase the price of tobacco, the number of kids who start smoking go down. I am here because I have children and I want to protect them, I want all children in Wisconsin to be protected.

That was the story I shared with the legislators.

I'll tell you 2 things about that experience:

The first is, there was this time when the legislators did what I call 'the knowing nod' and it was when I talked about sneaking. Makes you wonder about their stories doesn't it?

The other thing I remember is, after the testimony people came up to me. People I didn't know came up to me. What you have to know if you haven't been to joint finance is, there were 100s of people there, it was 8 hours of testimony. People came up to me to talk about my story. That is the power of story. That's what I am here to talk about.

There are 3 ways that story is powerful and can help you do your work.

The first is, story helps us understand. Have you ever been to movie and started to cry? Or felt your heart race? That's physiological changes in your body from listening to a story. You are not just listening you are actually experiencing that story. If you want to teach someone something, the best thing that you can do is direct experience. We can't always arrange that, thus story is the next best thing.

Chip and Dan Heath talk about stories as flight simulators for the brain.  
The next thing you need to know about story, is that stories help you remember.

Do you remember the story of the tortoise and the hare? Anybody remember when that story was first told? It is credited to Aesop, who was a Greek slave, which means that story was first told 600-500BC. We still tell that story today. We are hard-wired to remember story. It is the way we have always shared information. So stories are easy to remember.

And the other thing that story can do for you is touch emotions.  
Save the Children international aid organization. So they have to raise money.  
They tested 2 different kinds of charity requests:

1. The first one was data. In case people wanted to know the big picture, how big this problem is, so it talked about 11 million Ethiopians need your assistance, 4 million Angolans are without homes. Please give generously.

2. The other request was about Rokia. This is Rokia. She is 7 years old. She is desperately poor and her family faces starvation. Any money that you give will go to Rokia and her family. Please give generously.

Which do you think inspired people to give more money? Data or Rokia? Not only did people give more to Rokia, they gave twice as much.

Stories touch emotions, emotions influence decisions.

Antonio Damasio is a leading neurologist. He studies brains, and he studied People with the emotion center of their brain got damaged. People actually can't make decisions if they don't have emotion. So emotions are actually critical to being able to make decisions.

Do you remember the story I started with, how I went to joint finance and told a story?

The Tobacco industry has always told stories. But this is the first time that we in public health told stories strategically.

So let me tell you how that story ends....

At the end of each joint finance, and there were 5, they publish a list of priorities.

For the first time, tobacco control made it to that list, that priority list at all 5

hearings. We got media coverage at all 5 hearings. The media loves stories. And the best news is we were successful, we increased the tobacco tax.

Story can help you understand, they are easy to remember and best of all they touch emotions and emotions influence decision.

Here is my question for you, if you remember, when I told my story; I woke up at 2am because I didn't have a story. I had just spent 3 months saying to people 'its really powerful, you should have a story'. Why didn't I have a story?

To help answer that question lets look at another question...

Let's look at 'Do welfare mother's cheat?'

Richard Nisbett wanted to figure out which is more convincing, story or statistics. So here's what he did: He got a group of people and first he told them a story about a welfare mother who cheated and then he showed the data. It was real data. The data was clear. The majority of welfare mothers don't cheat, they are honest, they are doing the best they can. Then he said, 'Describe welfare mothers in general, are they honest or do they cheat?'. What do you think they said? [The response] Welfare mothers cheat. He did the same thing with prison guards. He told a story of a prison guard who is abusive and then he showed the data that clearly showed that they are honest and fair. Then he said 'what do you think, describe them in general'. [The response] Prison guards are abusive.

Story trumped data.

My whole professional career, I have been told the story that if you want to influence people, what they need to data. Because people are rational, and rational people will base their decisions on data. Well here is what we now know, is that people are not rational; in fact we are actually irrational. And we are not only irrational, we are predictably irrational.

One of the things that happen is, once I believe something to be true, I will only pay attention to things that agree with me. You can give me all the data you want, and all the research that you want and if doesn't support what I already believe to be true. I will ignore it. The good news about that is: Story trumps data.

If you can tell me a new story, I might be able to hear your data. But you have to tell a story I care about, and I can believe in.

The latest research on communications, and this goes against years of training for me, to be thinking about emotions and values in communication. Think of it this way: if you do data, you are talking to people up here (at the head); when you get into emotions and values, you are getting to what people believe to be true and what they care about. We need to touch people's emotions so they care about the issue.

Values are down in your gut - you hear people say 'it just felt right', that means they are hearing a story they believe in, it feels right. When they feel it, then they can hear the data.

Stories are the single most powerful communication tools. Because it helps us understand, like flight simulators for our brain; Because it is so easy for us to remember; But the most powerful thing that story does, it to help us care and help us believe. Story gives meaning to data.

There are 2 kinds of stories that everyone should be telling.

1. The first will come as no surprise, we should be telling success stories. We should tell stories of impact. We should tell about what we are doing that is making a difference. When you tell the story remember: you want to help people care, and you want to help people see a new future, believe that new things are possible. That is what success stories can do.
2. The other story that we should be tell is what we call our 'Why you do What you do'. The first time we did this was in tobacco control when - if you are going to work in policy and system work, it is long, hard work and you are going to get discouraged. One of the things you need to be able to do is rally people to the cause. 'Why you do What you do' is the story that you tell when I ask what is it in your life that led you do to this work. That story is what inspires you, and it's the story that can inspire others.

There was a time when I got to this point and I would end with a bullet point that says 'tell story'. Now I know better, and what I want to do is tell you about something that my son taught me.

When Nate was 9 years old, he rushed home from school, he was so excited, because his teacher had told him they would get to go on a field trip to a bowling alley. Now I love field trips, I don't love bowling alleys. I have really bad memories of bowling alleys. I had to go to a bowling alley with my dad. They were smoky, and my hair stank. Nate knew how I felt, and he knew he needed a chaperone, so he had a 2-point plan. Point 1: 'Mom, you work in public health, you should support physical activity. This is a physical activity field trip.' Point 2: ' Mom, you just said that when Madison went smoke-free, we should support local business. It went smoke-free, and what better way to support local business then a trip to your local bowling alley?' Nate won his case, and I signed up to chaperone. So it's the day of the field trip, Nate is thrilled he doesn't have to go to school. And I'm feeling pretty good, because I'm living my values. We get to the bowling alley and imagine our surprise when we open the door and are greeted with cigarette smoke. I take Nate's hand and we go to the desk to find out what's going on. I say to the guy behind the desk 'Don't you know that Madison went smoke-free?'. And this is what is does, 'you're not in the city of Madison. You are in the town of Madison'. My mind is racing... who plans school field trips?; where is the city limit?; Really, there is a difference between the town and the city? It is my son Nate who asked the question that really

mattered: As we walk away Nate turns to me and asks 'Mom, why is it okay for these people to die?'

That is why I do what I do. Because it's not okay, its not okay. Everyone deserves to be healthy. And if we want everyone to be healthy, the best thing that we can do is to create healthy places, for everyone.

Annette Simmons says whoever tells the best story wins. Not the right story, not the most frequently told story, it's the story that has meaning for the greatest number of people. There is no story that has meaning than health. We have the best story, we just have to tell it.

If you want to speak to inspire, tell story. Thank you.

## Powerful Presentations

Shirley Smith, BBA

Wisconsin Clearinghouse for Prevention Resources, November 2011

This project is supported by funds from the Division of Nursing (DN), Bureau of Health Professions (BHPr), Health Resources and Services Administration (HRSA), Department of Health and Human Services (DHHS) under DHHS/HRSA D11HP07731, Linking Education and Practice for Excellence in Public Health Nursing. The information or content and conclusion are those of the authors and should not be construed as the official policy or position of, nor should any official endorsement be inferred by the DN, BHPr, HRSA, DHHS or the US Government. Project Director, Susan Zahner

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Your job is important. So important, in fact, that lives can actually depend on how effectively you convey information and get people to act on it. Today, more than ever before in public health, sometimes your only chance to explain vital information that individuals really need to know, is in front of a group. That's why your presentations need to have **power**.

Maybe you're giving a talk to the Lutheran church card club about risk factors for cardiovascular disease and diabetes, or a talk about STDs at a college campus during freshman orientation. You could be doing a presentation to a neighborhood group or business about the benefits of creating a pedestrian walkway, asking for their support and funding.

Whomever it is you are talking to, you want them to listen, to remember, and be convinced to act.

The key to that is not how true, how urgent, how compelling your information is...but how you present it.

I'm Shirley Smith with the Wisconsin Clearinghouse for Prevention Resources and I have three tips for you today about creating powerful presentations. I'm going to talk about using your most powerful moments wisely (the beginning and the end of your presentation), encouraging audience participation all the way through your presentation, and planning the structure and the flow of your information.

Presentations have an arc: a beginning, a middle, and an end. Your most powerful moments are at the beginning and end. You can keep your audience interested all the way through, but the beginning and ending are where people naturally pay the most attention.

At the beginning, when you start to speak, you've got about a minute to hook the audience. At that moment you've got their complete attention. People settle in their seats and wait curiously to see if there's going to be something they're interested in, or if this will turn out to be a tedious thing to sit through.

Whatever their expectations, you've got a little window of time where they're listening attentively, wondering what's coming their way, and you can get them interested in hearing what you have to say. Make it strong to make the most of it—try doing something unexpected or compelling.



Here are some ideas. First, hold off on introducing yourself—use that first minute for something else. You can identify yourself a little bit farther into your talk. Instead, try one of these: Tell a story that illustrates the very heart of what you want to get across with your presentation. If you're talking to the church card club, maybe you can tell about someone like them who changed his or her diet, became more active, and was able to control a diabetic condition without medication.

Another idea is to ask a question or describe a situation that makes audience members consider their personal relationship to your subject. You could ask the freshmen at the college orientation, "Which is a person your age most likely to be infected with: H1N1 or a sexually transmitted disease?" (The Capital Times, January 6, 2010)

Last, showing a picture that conveys a thousand details and emotions in an instant about your subject makes a big impact. Some subjects lend themselves to this technique, such as talking to beginning teen drivers about using cell phones while driving.

So again, here are some ideas for getting and keeping the attention of your audience in the first minute you're speaking. Delay your introduction for a bit while you talk about one of these: tell a story, give a compelling or surprising fact, ask a question, or show a picture.

At the end of a presentation, people sort of wake up, or tune back in. Whether they've been listening and learning, or are eager to be released, everyone's interested in what happens at the end. So that's your chance to drive home your message, and most importantly, tell people what you want them to do about it.

Here's a three step process to be sure your audience walks away with knowledge and desire to act on it: 1. summarize your main points; 2. Take time for questions; 3. End with a distinct closing message.

To summarize, be clear and concise. We've all heard the advice "Tell 'em what you told'em." If you can't summarize what you want them to know in under five sentences or items on a list, you've made it too complicated to remember.

To summarize, be clear and concise. We've all heard the advice "Tell 'em what you told'em." If you can't summarize what you want them to know in under five sentences or items on a list, you've made it too complicated to remember.

After a concise summary, ask for questions. It's a good idea to plan for questions during your entire presentation, but we'll talk about that in a bit. So don't just finish with your excellent summary, then turn it over to the audience with a big, relieved, exhale of "Any questions?" What if no one has a question? Think of how the energy you've brought into the room just drains away or evaporates! Or maybe it turns negative with a hostile question, or uncertain with a question that causes confusion. You can bring everyone back to exactly where you want if you close after that with a message instead of questions.

Plan your ending question period as carefully as the rest of your presentation. Have some prepared questions that are interesting to answer. Anticipate questions that people may have, and think not only about what you will answer but how. You can reframe a negative comment into a positive direction. For example, if at the end of your presentation on a pedestrian path someone says "But exercise is a personal choice, not the city government's business!" You could say "Yes, it is a choice, but if there's no safe place to exercise, some people do not have that choice."

Ending with “Are there any questions?” means people will leave the room with the impression of whatever random words were spoken after that, instead of a purposeful desire to act on what they last heard from you.

The third step for a successful ending is to plan and rehearse your closing so you can tell it without notes, just like your opening; as I noted, you want to end with a distinct closing message. Some ideas to choose from: again, tell a story; restate your message as eloquently as possible, provide an inspiring vision of the future with words or a picture; tell them what you hope they’ll do.

So to create a powerful presentation, we’ve talked about the beginning and end of it. How about the middle? Well, one thing is the importance of encouraging audience participation all the way through.

When surveyed, audiences say they need participation during a presentation. It helps break up the flow of one-way information. Most people can concentrate for about 10-20 minutes, and then they need a break. The best way to pause and let people refresh and refocus is by stopping periodically to engage them with questions or activities.

Some ways to encourage audience participation are to Ask open-ended questions your audience has experience with; poll the group—and have them answer by raising hands, standing, or voting by ballot; incorporate activities during your presentation like making a list or telling about an experience; have them watch a video and critique it,

The point is to keep checking in with your audience throughout your talk. A good teacher knows how students are responding to a lesson, and you are essentially teaching. Especially if you’re presenting new information, or something difficult, the audience needs to pause to absorb it. Also, another simple way to connect with your audience and encourage give-and-take is to move around; try not to stand behind a podium the entire time.

So to create presentations with power, we’ve talked about the beginning and end and encouraging audience participation throughout. The last thing we’ll talk about today is the structure of your presentation...and how it flows. That’s another important consideration to help your audience follow and retain the information you’re giving them.

You will have facts and instructions to convey. If you did it randomly as they occurred to you, no one would remember or understand what you were trying to say.

So how do you organize your content? You develop a sequence, or structure, that flows logically, making it as easy as possible for the audience to follow you from point to point without having to figure out relationships on their own.

Some examples of structure are modular (a sequence of similar parts or units, where the order’s interchangeable; chronological (clusters along a timeline); physical (meaning to organize according to physical or geographic location); problem-solution or issue-action ( where you describe your group’s recommendation for one of these); and case study (which is a narrative recounting of how you or your organization solved a particular problem.)

For example, if you were asked to talk about proposed maternal-child health care for teenage mothers, you might choose to discuss environmental factors such as available transportation to clinic appointments, location of grocery stores, and support people in their lives.

Or you might use a chronological structure to talk about events and treatment from the time a young woman discovers she's pregnant until she gives birth.

With a physical structure, You could compare various measures of teenage mother maternal-child health in different counties.

For a problem-solution or issue-action approach, you could structure your presentation on what your agency proposes to do about a particular aspect of teenage mother maternal-child health.

Maybe you could use a case study of one family to talk about solving a particular problem.

There are many more ways to structure how you present your information, and they can be combined, but these are a few of the most common.

As you move through the structure of your talk, help your audience keep track of the flow of information coming their way with verbal and visual cues. Verbally refer back regularly to the structure you're following so the audience can keep track of where they've been and where they're going. That reinforces understanding. If you're using PowerPoint or another visual aid, you can do the same thing in various ways.

Use basic layout and typography principles. That way you create a visual organization (but don't put too much on one slide!). Using animation is a great way to control the flow of information on one slide—let the audience see what you're saying as you say it. Then they don't get distracted reading ahead.

Or Take an idea from the web. Show a continuous navigation bar along the side or top of your slides and indicate what's been covered, where you are currently, and what's to come.

So to create the power in powerful presentations, these are my three tips for you today: Use your most powerful moments wisely (the beginning and the end), encourage audience participation throughout your entire talk, and plan the structure and flow of your information.

The Internet has become our primary source for finding information, but nothing takes the place of a person speaking to a group of other people. That is a crucial intersection for change, and it's happening as much as it ever did—maybe more. You can help raise the visibility of public health roles and the issues affecting all of our lives by giving the most effective presentations you can. You have a head start already—just tap deeply into why what you do matters and you will inspire those around you.



Hello. This is Lynn Hrabik with the Wisconsin Clearinghouse for Prevention Resources. Today I am going to share with you some tips to improve your data presentations.

#### Presenting Data

Lynn Hrabik, MPH, RD, CD

Wisconsin Clearinghouse for Prevention Resources, November 2011

This project is supported by funds from the Division of Nursing (DN), Bureau of Health Professions (BHPr), Health Resources and Services Administration (HRSA), Department of Health and Human Services (DHHS) under DHHS/HRSA D11HP07731, Linking Education and Practice for Excellence in Public Health Nursing. The information or content and conclusion are those of the authors and should not be construed as the official policy or position of, nor should any official endorsement be inferred by the DN, BHPr, HRSA, DHHS or the US Government. Project Director, Susan Zahner



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# Stickiness...



stickiness

# Presenting Data

- 1 Clear**
- 2 Concrete**
- 3 Context**
- 4 Care**

We will cover 4 tips about how to present data in this quick tutorial.

1. Being Clear
2. Being Concrete
3. Providing Context, and
4. Incorporating Care

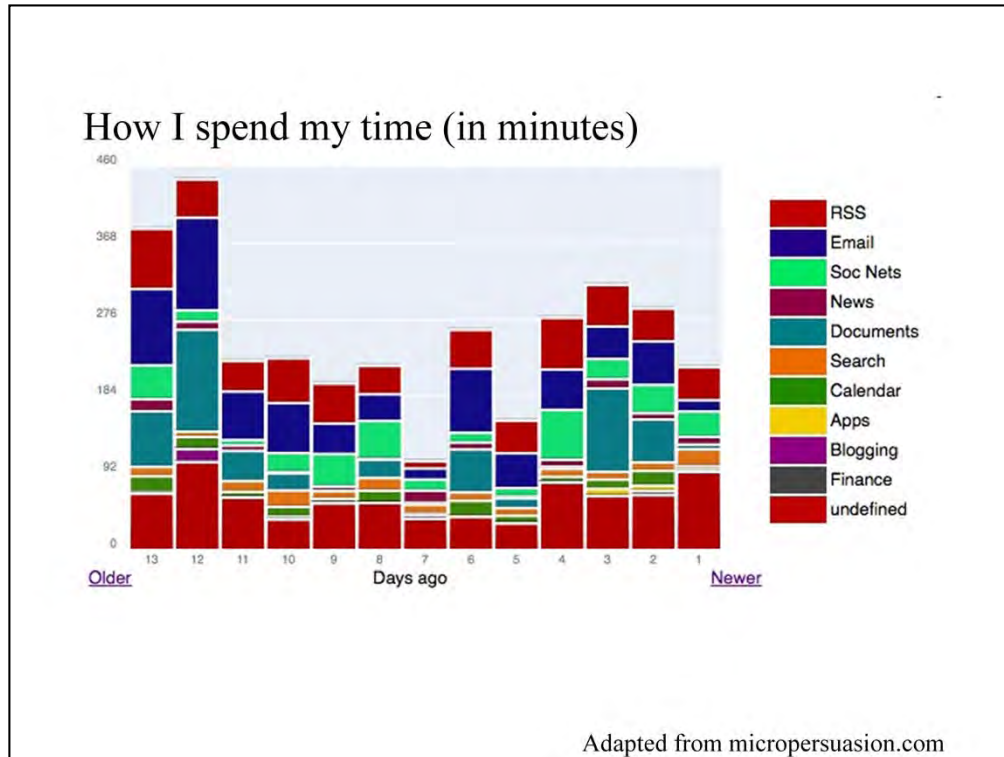


# 1 Clear

Less is more.  
Choose what is important.

First, we will demonstrate how to be CLEAR. The goal is to choose what is most compelling, and focus on that idea.

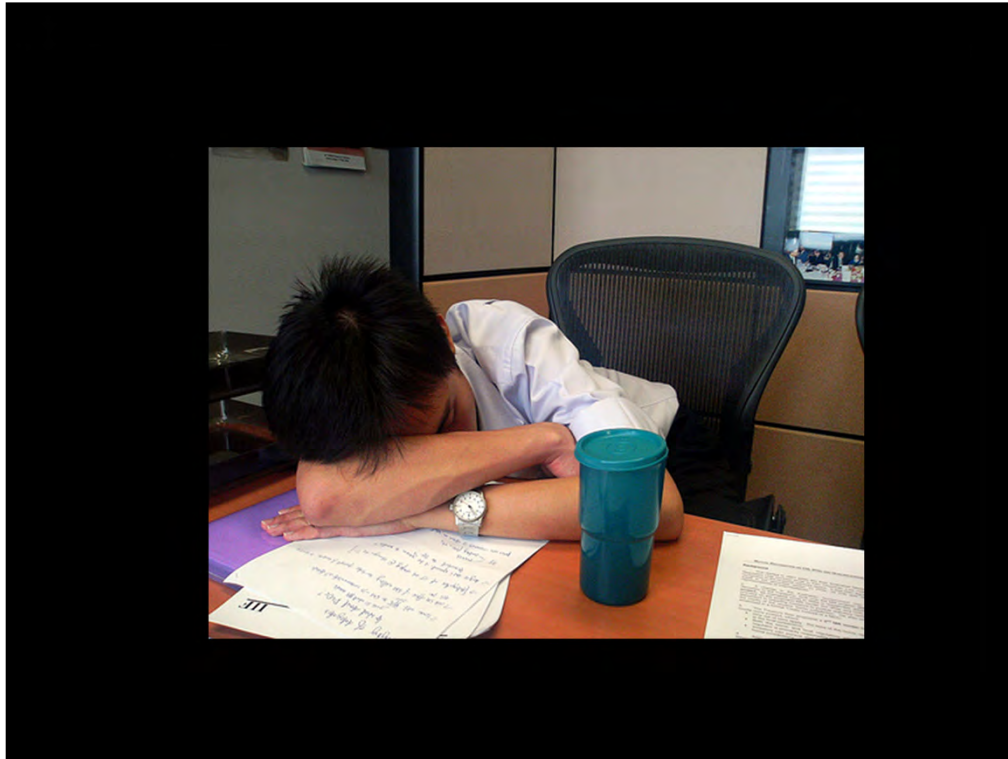




More data is not necessarily helpful. Look at this example and ask yourself. What is the problem with this chart? Can you quickly determine what point the author is trying to make?

There are 2 common reactions when there is data overload.

Source: <http://www.micropersuasion.com/2008/09/recession-proof.html>



Either, we stop paying attention...

Photo source:

<http://www.flickr.com/photos/bewarenerd/238305868/sizes/m/in/photostream/>



Or we decide it's too complicated (or not worth the time) and we choose to do nothing!

State	% of state population with 100% smokefree workplace laws*	% of state population with 100% smokefree restaurant laws**	% of state population with 100% smokefree bar laws	% of state population with 100% smokefree workplace & restaurant & bar laws	% of state population with any 100% smokefree laws
Ohio	100.0%	100.0%	100.0%	100.0%	100.0%
Local Ohio <sup>3</sup>	13.9%	12.7%	12.7%	12.7%	13.9%
Oklahoma	0.0%	0.0%	0.0%	0.0%	0.0%
Oregon	9.6%	5.6%	5.6%	5.6%	9.6%
Pennsylvania	100.0%	12.4%	0.0%	0.0%	100.0%
Rhode Island	100.0%	100.0%	100.0%	100.0%	100.0%
South Carolina	9.2%	12.9%	12.8%	9.1%	12.9%
South Dakota	100.0%	0.0%	0.0%	0.0%	100.0%
Tennessee	0.0%	0.0%	0.0%	0.0%	0.0%
Texas	31.1%	34.9%	21.4%	21.3%	40.9%
Utah	100.0%	100.0%	0.0%	0.0%	100.0%
Vermont	0.0%	100.0%	100.0%	0.0%	100.0%
Local Vermont <sup>3</sup>	0.0%	11.3%	11.3%	0.0%	11.3%
Virginia	0.0%	3.3%	3.3%	0.0%	3.3%
Washington	100.0%	100.0%	100.0%	100.0%	100.0%
Local Washington <sup>3</sup>	0.9%	0.9%	0.9%	0.9%	0.9%
West Virginia	77.8%	54.4%	36.7%	36.7%	81.4%
Wisconsin	4.6%	7.1%	6.7%	2.8%	8.5%
Wyoming	0.0%	22.4%	18.6%	0.0%	22.4%
Percent of total U.S. population	54.0%	62.8%	50.7%	34.8%	69.0%

<sup>3</sup> Percent of state population covered by 100% smokefree laws enacted by local municipalities.

\* Includes both public and private non-hospitality workplaces, including, but not limited to, offices, factories, and retail stores.

\*\* Includes any attached bar in the restaurant.

• Puerto Rico, a U.S. Commonwealth, enacted a 100% smokefree law for all workplaces, restaurants, bars and casinos, which went into effect on March 2, 2007. The law covers 100% of the Commonwealth's population.

Let's look at an example. Before Wisconsin Act 12 was implemented, making workplaces in WI smoke-free, tobacco control coalitions needed to educate local policy makers about the need for smoke free policy in our state. It was easiest to copy an existing graph like this one from the Campaign for Tobacco Free Kids. It had the information we wanted to share, along with additional information just in case they asked us about coverage in other states.

## WI and US Smoke-free Policy Facts, 2009

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% of state population with 100% SF workplace laws

WI = 4.6%

US = 54%

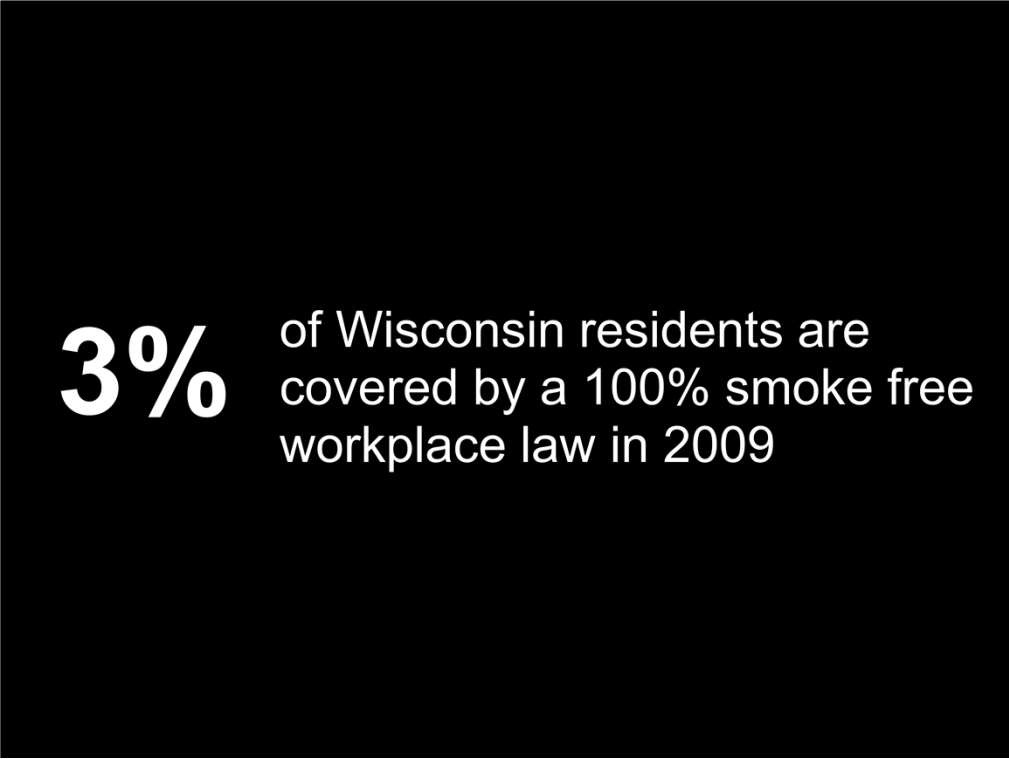
% of state population with 100% SF restaurant and bar laws

WI = 2.8%

US = 34.8%

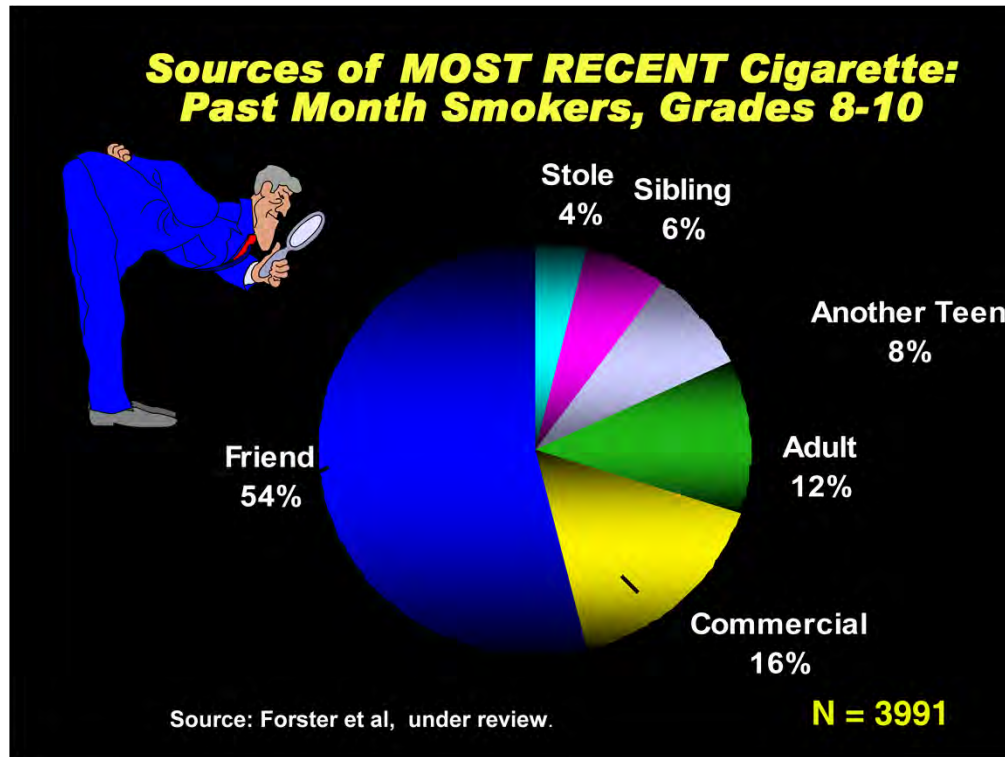
Or, another common choice was to simply take the information out of the graph and list it in bullets on the slide, like this example.

Neither of these tactics appeared to have the impact we were looking for, so we tried a new method.



**3%** of Wisconsin residents are covered by a 100% smoke free workplace law in 2009

In order to be CLEAR, we focused only on the one main point we wanted to drive home. Sure, we had the chart in hand that we could pull out and reference if we needed to, but with this method of being clear, we were ensured that the policymakers heard our intended message. Too few people were protected from secondhand smoke at their workplace by local policies.



Another important aspect about being clear is not putting decorations on your charts. Adding animations, clip art and shading only distracts the audience from the main point you are trying to convey.

Chart source:

Forster JL, Chen CHV, Blaine TM, Perry CL, Toomey T.  
Social Exchange of Cigarettes by Youth. Under Review

Most cigarettes are obtained from other teens, including friends. Adults provide only a small proportion of cigarettes to teens, and a slightly larger proportion come directly from businesses.

Youth Smoking: Can it be Prevented or Reduced?

**Cheryl L Perry PhD, Jean L Forster PhD**

[\[Download Presentation\]](#)

Posted: 15th October 2002

<http://tobaccocontrol.bmj.com/misc/powerpoint.dtl>



Flickr: somerslea

Remember, your charts are not like Christmas trees...don't add decorations to make them look good.





The second tip in presenting data is being CONCRETE. The goal is to make numbers and words seem less abstract. We learn better when information is concrete.

State	% of state population with 100% smokefree workplace laws*	% of state population with 100% smokefree restaurant laws**	% of state population with 100% smokefree bar laws	% of state population with 100% smokefree workplace & restaurant & bar laws	% of state population with any 100% smokefree laws
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Local Ohio <sup>o</sup>	13.9%	12.7%	12.7%	12.7%	13.9%
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Pennsylvania	100.0%	12.4%	0.0%	0.0%	100.0%
Rhode Island	100.0%	100.0%	100.0%	100.0%	100.0%
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South Dakota	100.0%	0.0%	0.0%	0.0%	100.0%
Tennessee	0.0%	0.0%	0.0%	0.0%	0.0%
Texas	31.1%	34.9%	21.4%	21.3%	40.9%
Utah	100.0%	100.0%	0.0%	0.0%	100.0%
Vermont	0.0%	100.0%	100.0%	0.0%	100.0%
Local Vermont <sup>o</sup>	0.0%	11.3%	11.3%	0.0%	11.3%
Virginia	0.0%	3.3%	3.3%	0.0%	3.3%
Washington	100.0%	100.0%	100.0%	100.0%	100.0%
Local Washington <sup>o</sup>	0.9%	0.9%	0.9%	0.9%	0.9%
West Virginia	77.8%	54.4%	36.7%	36.7%	81.4%
Wisconsin	4.6%	7.1%	6.7%	2.8%	8.5%
Wyoming	0.0%	22.4%	18.6%	0.0%	22.4%
Percent of total U.S. population	54.0%	62.8%	50.7%	34.8%	69.0%

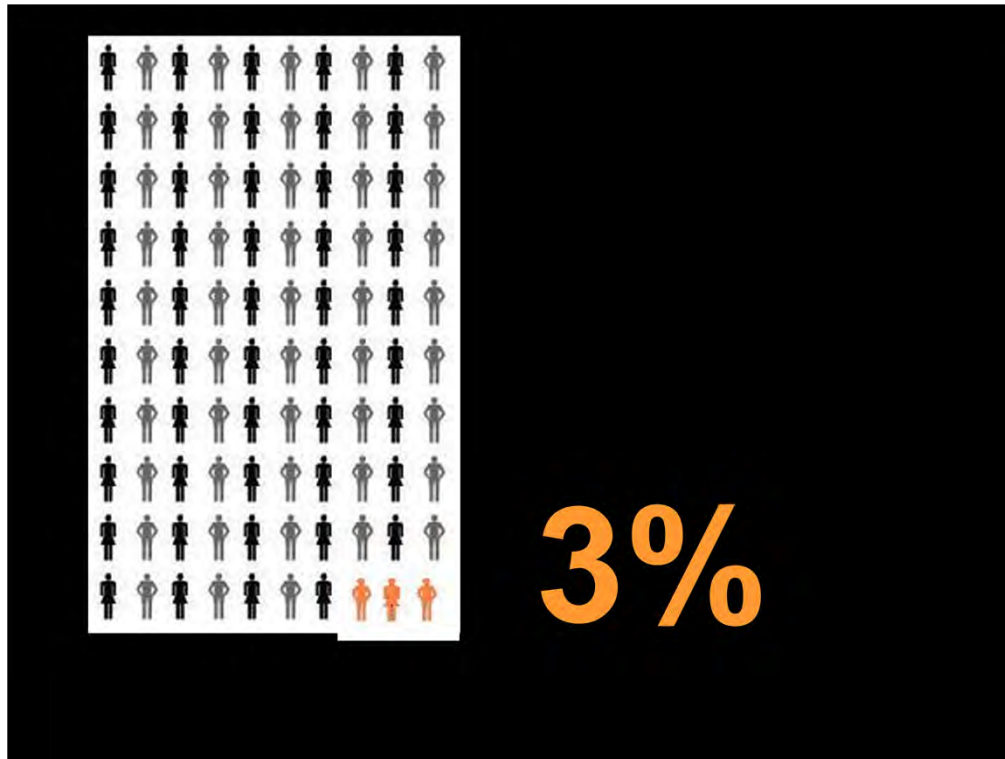
<sup>o</sup> Percent of state population covered by 100% smokefree laws enacted by local municipalities.

\* Includes both public and private non-hospitality workplaces, including, but not limited to, offices, factories, and retail stores.

\*\* Includes any attached bar in the restaurant.

• Puerto Rico, a U.S. Commonwealth, enacted a 100% smokefree law for all workplaces, restaurants, bars and casinos, which went into effect on March 2, 2007. The law covers 100% of the Commonwealth's population.

Numbers are inherently abstract. A graph that includes a lot of numbers is very hard for us to make sense of, especially quickly.



The point is that 3% is almost no one. Most people in WI (all the black) were not covered by SF laws in 2009. Adding the visual that compares the population that is covered by a SF law, with the population that is not covered by a SF law, is a method that makes this data more concrete.

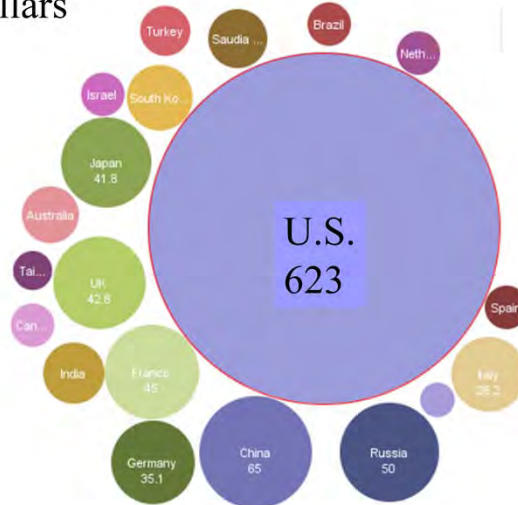
# United States Military Spending

\$623 billion

Money (especially large sums) is also very difficult for us to comprehend.

## Military Spending by Country

in billions of dollars



Created with Many Eyes

Adding visuals can also make sums of money more concrete. This slide showcases a bubble chart, created with Many Eyes...a free online tool, to better illustrate how much countries spend on their military.



Another method for making data more concrete is to show, rather than tell.

Wisconsin was to host the National Smokeless Tobacco Summit in Madison a few years back. Unfortunately, we experienced a significant program cut and were not able to dedicate a lot of funding to the conference. We needed to find sponsors, and quickly. I was sitting in a meeting with a potential donor in the oral health field that had never sponsored any of our events or initiatives in the past. We knew that they wanted to support initiatives that would improve the oral health of children.

**Wisconsin Department of Health Services  
2010 Wisconsin Youth Tobacco Survey (YTS)  
High School Fact Sheet**



The Wisconsin YTS is a comprehensive measure of youth awareness, attitudes, and behaviors related to tobacco use. The purpose of this survey is to monitor trends of these attitudes and behaviors to assist in improving youth programs and initiatives. The 2010 Wisconsin YTS was funded by the Department of Health Services, Tobacco Prevention and Control Program.

The Wisconsin YTS is a school-based survey of students in grades 9-12, conducted every other spring semester of the academic year since the 1999-2000 school year. Fifty schools were randomly selected in 2010 to participate in this survey. Classrooms in the selected schools were also randomly selected. All students in the selected classes were eligible to participate. The overall high school response rate for the 2010 YTS was 86%. A total of 1,758 of the 1,971 sampled students completed the survey.

**Prevalence**

- 52.0% of students have used a tobacco product in their lifetime (9<sup>th</sup> grade=36.1%, 10<sup>th</sup> grade=51.4%, 11<sup>th</sup> grade=54.1%, 12<sup>th</sup>=65.7%)
- 41.6% have smoked cigarettes in their lifetime (Male=40.2%, Female=43.1%)
- 25.6% currently use a tobacco product (Male=28.1%, Female=22.6%)
- 17.7% currently smoke cigarettes (9<sup>th</sup> grade=10.1%, 10<sup>th</sup> grade=18.4%, 11<sup>th</sup> grade=16.2%, 12<sup>th</sup>=25.6%)
- 11.2% currently smoke cigars (Male=15.1%, Female=6.8%)

**Smokeless Tobacco**

- 7.1% currently use smokeless tobacco or chew (Male=11.2%, Female=2.6%)
- 18.5% have used smokeless tobacco (Male=24.9%, Female=11.6%)
- 39.4% current smokeless users live with someone who also uses smokeless tobacco (Male=41.4%, Female=34.3%)

**Second-Hand Smoke Exposure**

**High School Highlights**

- The current smoking rate has decreased 15% from 2008 to 2010.
- The current smoking rate was 33% in 2000 compared to 17.7% in 2010.
- The current use of any tobacco product was 39% in 2000 compared to 25.6% in 2010.

We started presenting the data about the dangers of smokeless tobacco use, tobacco industry marketing expenditures, how many youth use tobacco products, and the high percentage of addicted tobacco users who report starting before the age of 18 years. These are important statistics that we have always used to demonstrate how tobacco affects youth. There was the occasional smile or nod, but you could tell that they just weren't seeing the enormity of the problem or how they could help with the solution until.....

# Show, Don't Tell



<http://wiwins.posterous.com/>

We pulled out samples of the products and images of how they were being placed near candy in Wisconsin retail outlets. When they were able to touch and smell the new products, and see how they were being marketed in their neighborhoods to youth, they got the message and agreed to fund the project.

Being CONCRETE means using images or actual objects to make data seem less abstract.



# Walkability Score

## Cities in Wisconsin

The 47 largest cities in Wisconsin have an average Walk Score of 44. The most walkable cities in Wisconsin are [West Allis](#), [Milwaukee](#), and [La Crosse](#). The least walkable cities are Caledonia, Pleasant Prairie, and Mequon.

[Find apartments and off campus housing near universities in Wisconsin](#)

City ^	Walk Score	Population
Appleton	49	72,445
Ashwaubenon	47	17,047
Beloit	47	36,650
Brookfield	35	38,092
Caledonia	19	24,799
Cudahy	56	18,291
De Pere	41	23,544
Eau Claire	46	65,117
Fitchburg	39	25,072
Fond du Lac	50	42,674
Franklin	29	35,586
Germantown	35	19,756
Green Bay	48	104,002
Greenfield	46	37,345
Howard	28	17,384
Janesville	43	62,962
Kenosha	52	97,812
La Crosse	60	51,107
Madison	55	232,495
Manitowoc	45	33,488

Here is another example of “show, don’t tell”. Many communities are very concerned about the lack of physical activity performed by adults and youth. Walkability scores are calculated to demonstrate how easy and safe it is to walk in your community, which may be one factor limiting physical activity. One method for presenting this data is to include it in a chart, like this one.

It gives us the average walkability score for the state, along with the scores for a variety of large cities within the state. It even gives us the 3 cities with the highest walkability scores. (West Allis, Milwaukee and LaCrosse), along with the least walkable cities of Caledonia, Pleasant Prairie and Mequon.



A better method was conducted in Massachusetts. Rather than just showing the numbers on the chart, Mark Fenton actually took his audience on a walking tour to demonstrate the areas that were the most or least walkable, describe the reasons behind the scores, and give ideas about how to improve the walkability in the community. By showing the audience, rather than simply telling the audience, the concept was more concrete. They understood the information better, they remembered it better, and were more motivated to improve their community's walkability score!



The third tip in presenting data is sharing CONTEXT. The goal is to present relationships between items to help people understand them better.

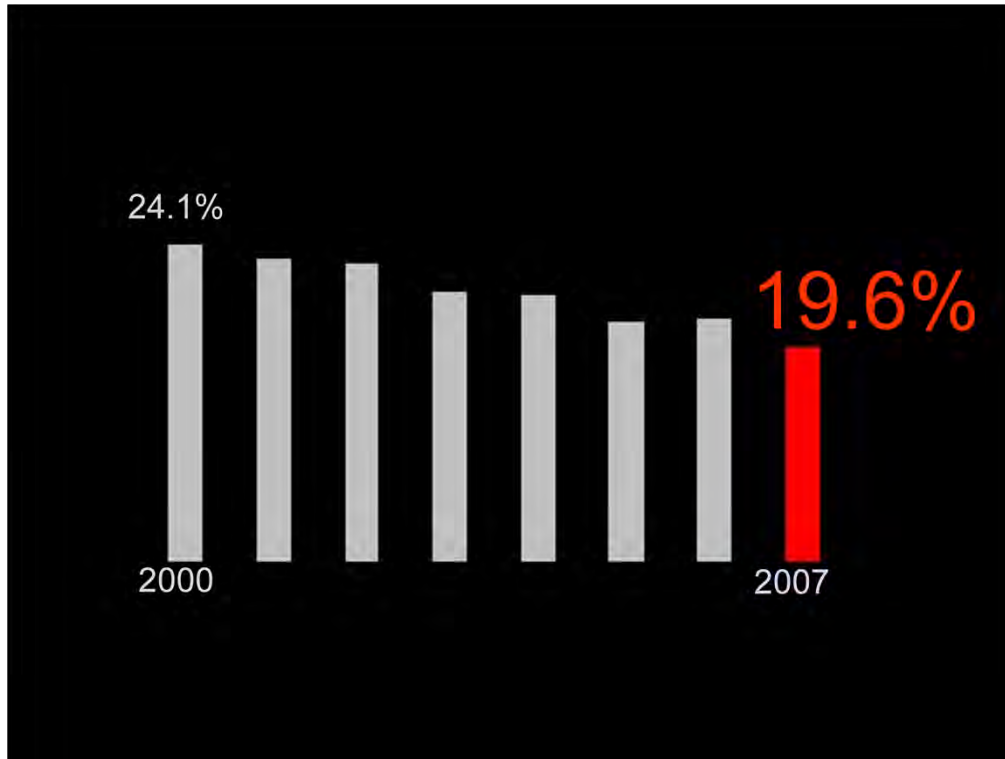


19.6%  
of Wisconsin adults currently smoke

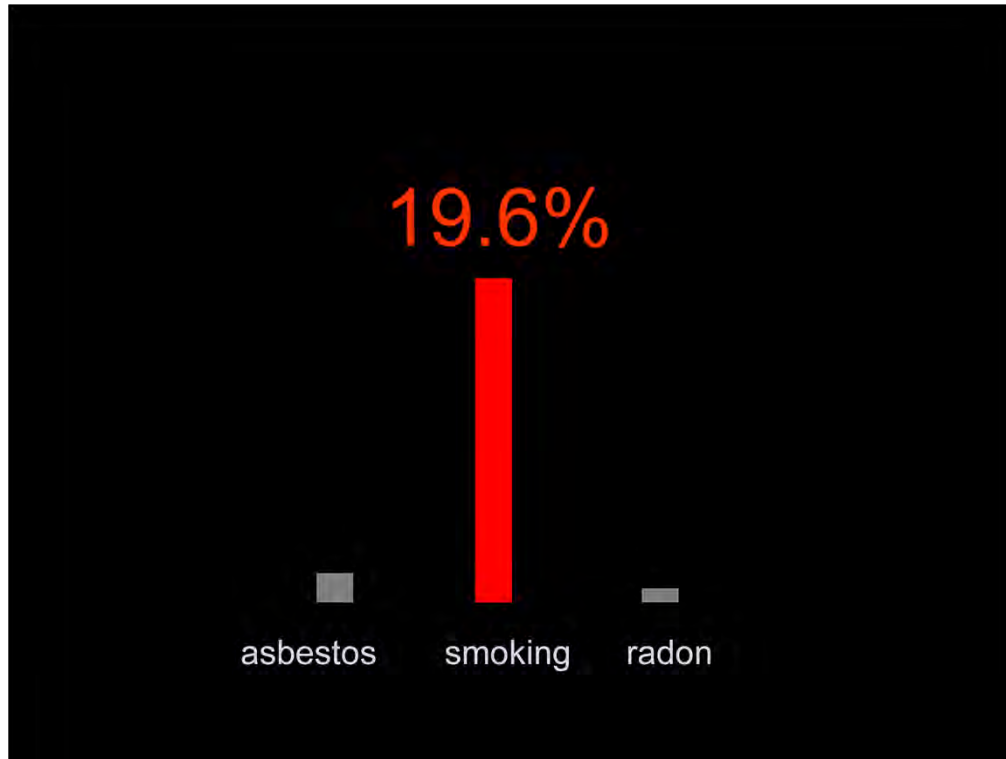
The fact that only 19.6% of adults currently smoke in Wisconsin is an important statistic. However, it often leaves the audience with questions like:

- Compared to what?
- Is this getting better or worse over time?

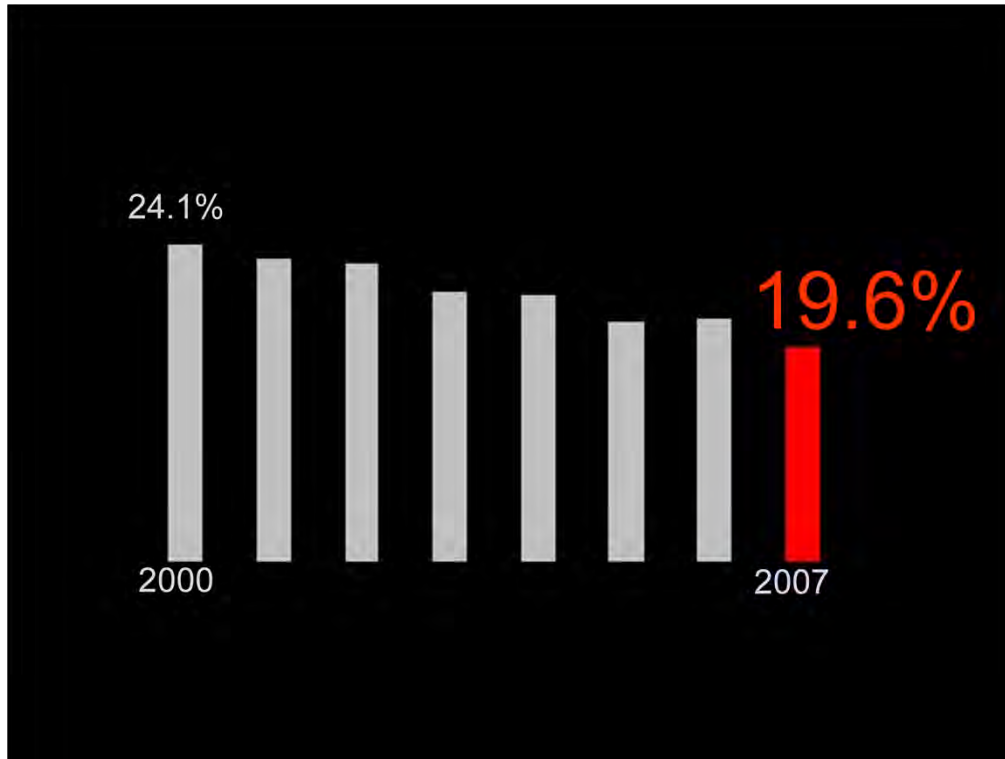
We need to provide the audience with the **CONTEXT** in order for them to fully understand the meaning of the statistic.



This graph provides CONTEXT by comparing where we have been to where we are now. It answers the question of “is it getting better or worse over time?”

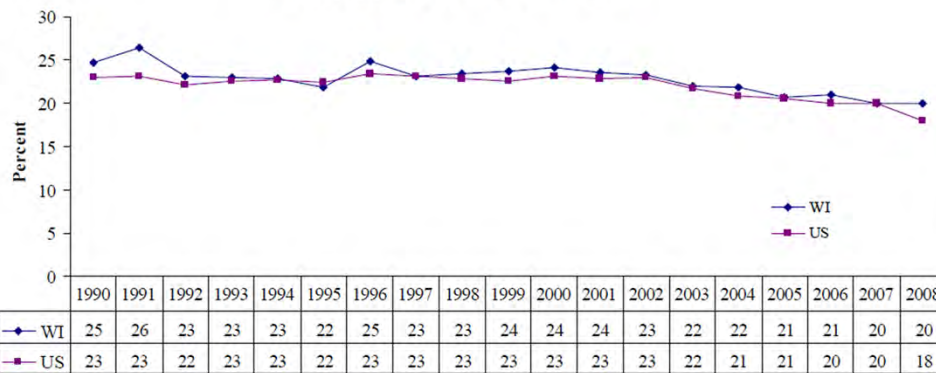


This graph demonstrates another method of providing CONTEXT. It compares the percentage of those who are currently exposed to the leading causes of lung cancer – asbestos, smoking and radon. It answers the question of “Compared to what?”



Before we move on to the next tip in presenting data, we need to further explore CONTEXT. Some of you in the audience noticed that a few of the key elements of graphs and charts in more traditional presentations (such as the descriptive title, data labels, and statistical descriptors) were missing. An important aspect of presenting data is not ignoring this information, but helping the audience uncover it at a pace that helps them understand it.

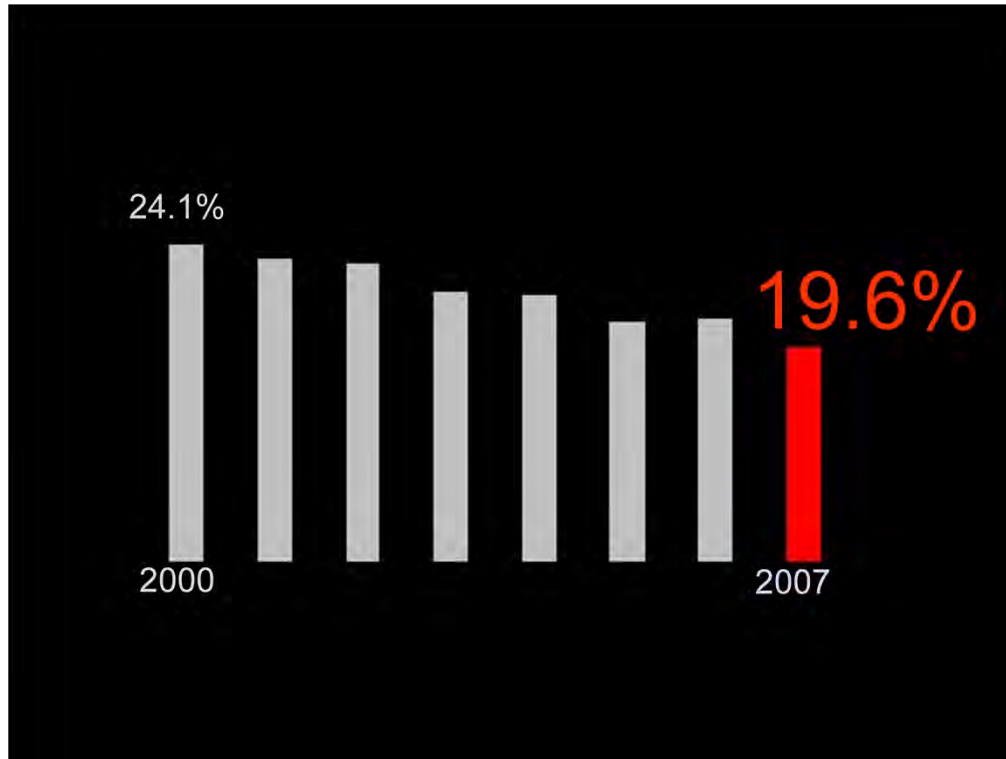
**Figure 3-1. Percentage of Adults Who Smoke by Year:  
Wisconsin vs. U.S., 1990 – 2008**



**Source:** Wisconsin Behavioral Risk Factor Survey, 2008, Department of Health Services, Division of Public Health, Bureau of Health Information and Policy.  
Behavioral Risk Factor Surveillance System, U.S. Centers for Disease Control and Prevention:  
<http://www.cdc.gov/brfss>

The common approach is displaying graphs with either no explanation of the axes, or a quick, obligatory “*Here we see variableX versus variableY*”. When all of the labels, titles and measures are present, we often assume that the audience intuitively gets the key concept of the graph in the 45 seconds we have it up on the screen.

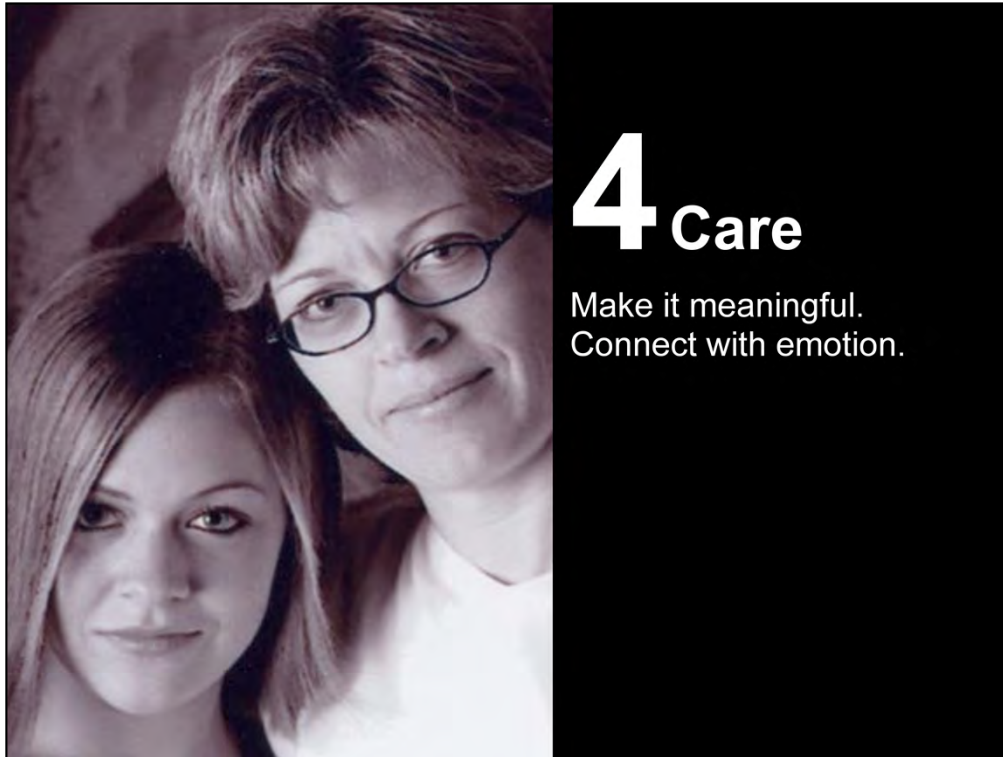




In this approach, we included only a few simple labels close to the data points in order to draw attention quickly to the right spot on the screen. We then verbally deliver the rest by:

- Explaining what quantities are on each of the two axes
- Providing the background story as to why the two quantities were chosen (for example, why start at the year 2000? And why end at the year 2007?)
- Sharing ideas about why the numbers have or have not changed over the past 5-10 years, and
- Sharing a prediction as to what the data will show if we implement best practices.

Because of this careful preparation, the audience will understand the context thoroughly.



The fourth tip in presenting data is incorporating CARE. The goal is to share data in a way that makes it meaningful to them. Research clearly shows that people are more likely to pay attention to data, and take action as a result of the data, if they care about it.



One method for incorporating care is to “Go local”....Get as close to home as possible.

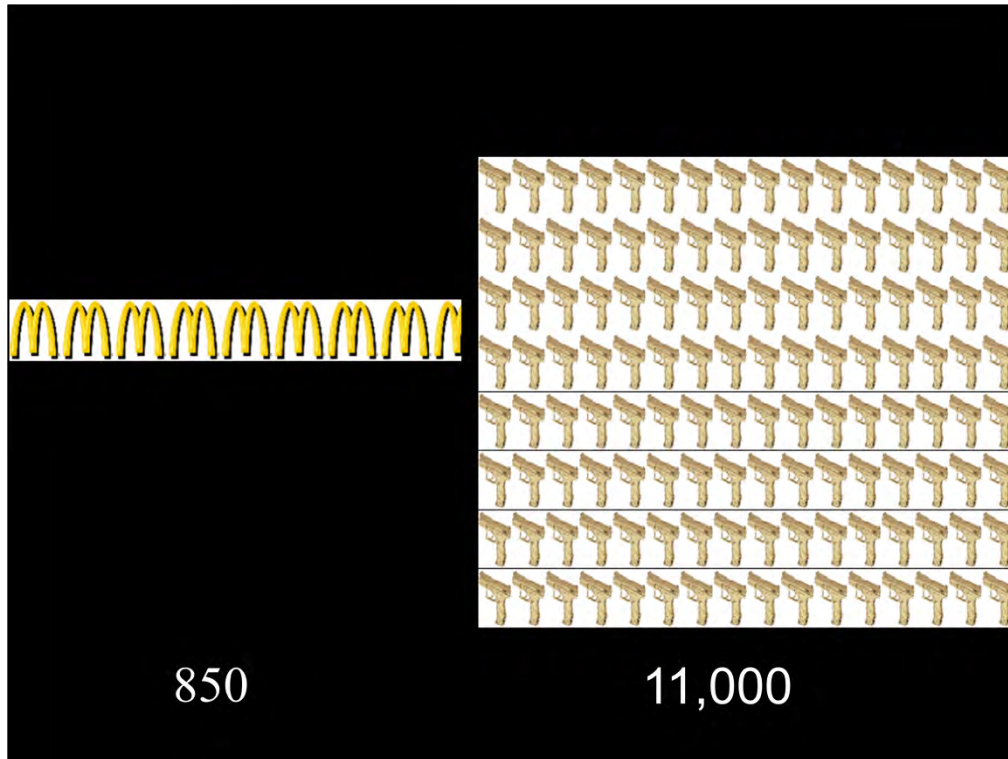
If 8000 people die every day from tobacco related diseases...show which neighboring town or towns would be wiped out



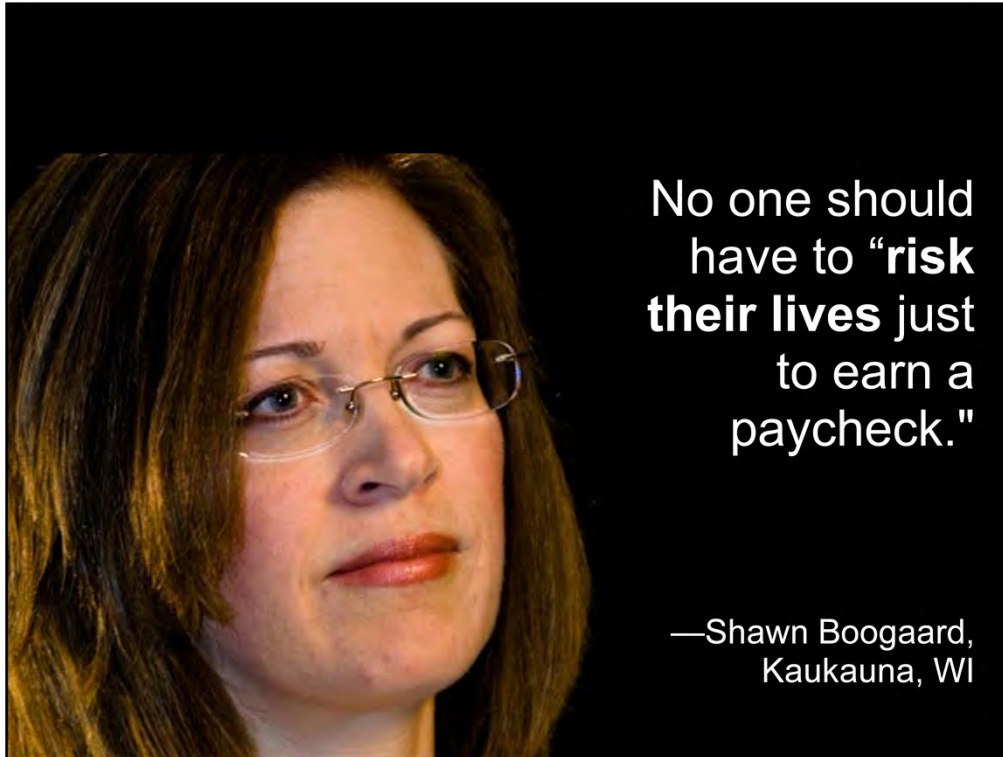
Another method for incorporating care is to compare with things that people are already familiar with.

For example, in the state of CA in 1996, there were more than 11,000 gun dealers  
To put that in perspective...they compared that with the number of McDonalds in the state.

At that time, the perception was that McDonalds were every where.



This is what the visual they used looked like. It was local, familiar, and very effective.



Another method for incorporating CARE is to tell a personal story...about one person...from your community.

This is Shawn. Shawn's grandfather died of lung cancer. Her grandmother, who owned a bar, developed breast cancer, and died at the age of 50. So she's no stranger to secondhand smoke in her family.

But when Shawn's adult daughters told her that they wanted to be bartenders to make some good money in college, she was not thrilled.

"Why are bar workers, and hospitality workers, and waitresses any different from us? They are not second-class citizens. They are workers. They are our daughters. They are our mothers and our aunts. They are people in our lives, and they deserve smoke-free air just like anybody else."

This story was used to complement the data about that health effects on hospitality workers in smoke-filled workplaces when the city of Appleton was working on a SF workplace policy.



# What Do We Care About?



[http://3.bp.blogspot.com/\\_xGIlxc6YhgM/SNlpwm08yki/AAAAAAAAAL4/dund8QSmFH4/s400/IMG\\_6998.JPG](http://3.bp.blogspot.com/_xGIlxc6YhgM/SNlpwm08yki/AAAAAAAAAL4/dund8QSmFH4/s400/IMG_6998.JPG)

When presenting your data, try to determine what your audience really cares about. Some ideas might include Youth, Families, Pets, Vulnerable populations (developmental disabilities, pregnant women, etc.)



# Presenting Data

- 1 Clear
- 2 Concrete
- 3 Context
- 4 Care

In review, we covered 4 tips about how to present data in this quick tutorial.

1. Clear: Sharing only what is needed for your audience to understand the main point, and keeping anything that distracts from the main message off the slide.

2. Concrete: Using visuals, and showing instead of telling

3. Context: Showing comparisons and relationships

4. Care: Engaging emotions

# Speak TO INSPIRE

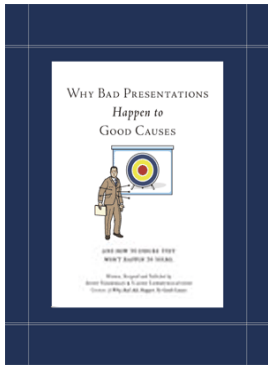
**Wisconsin Clearinghouse  
for Prevention Resources**



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Attribution 3.0 License

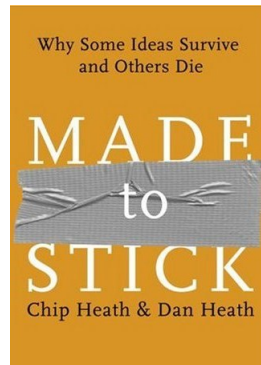
# A few good resources...

## for presenting



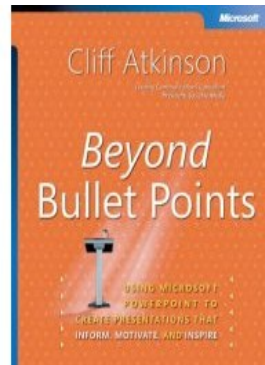
**Why Bad Presentations Happen to Good Causes**

Andy Goodman



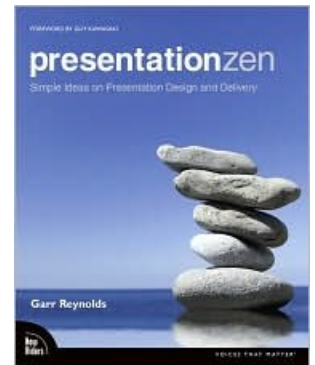
**Made to Stick**

Chip and Dan Heath



**Beyond Bullet Points**

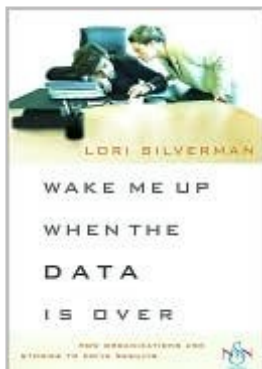
Cliff Atkinson



**Presentation Zen**

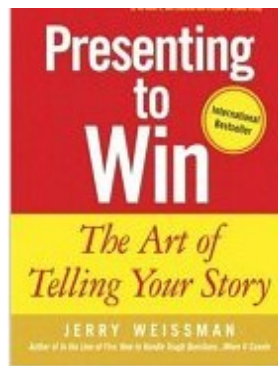
Garr Reynolds

## for using story in presentations



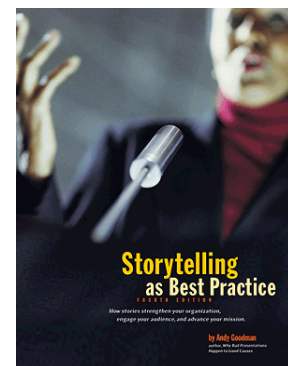
**Wake Me Up When the Data is Over**

Lori Silverman



**Presenting to Win**

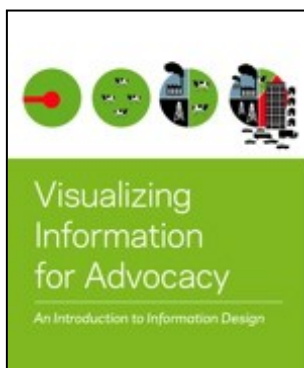
Jerry Weissman



**Storytelling as Best Practice**

Andy Goodman

## for presenting data



**Visualizing Information for Advocacy**

[tacticaltech.org/visualisingadvocacy](http://tacticaltech.org/visualisingadvocacy)

### Blogs:

#### Pictures of Numbers

Check out the makeovers section  
[numberpix.com](http://numberpix.com)

#### Excel Charts

See post titled "14 Misconceptions about Charts and Graphs"  
[excelcharts.com/blog](http://excelcharts.com/blog)

# Speak to Inspire

## Tips for Telling Powerful Stories

### 1. Touch emotions

If you want people to remember what you said or better yet, take action, they have to care. People only take action on issues they care about. Mother Theresa said, "If I look at the mass, I will never act. If I look at the one, I will." Telling a meaningful story about one person is more compelling than a list of statistics. (*Made to Stick, Stories as Best Practice*)

### 2. Make it interesting

Audiences bore easily. Jump into the action of your story in the first sentence. Other strategies to make stories interesting include:

- Tell a story with a hero and a villain.
- Make sure the hero has a challenge or problem to overcome.
- Hold something back...this isn't like writing for a newspaper...don't give away your punch line in the first sentence. Save a surprise for the end. (*Stories as Best Practice*)

### 3. Use real language

Your stories should be short, so the words you choose are important. Use language your audience understands. Include quotes or dialogue between two characters. Let your characters speak for themselves. "The name is Bond, James Bond." (*Stories as Best Practice*)

### 4. Show don't tell

You want to paint pictures with your words but use a paint brush not a roller. It is the specific, "telling" details that will help your audience see what you mean. (*Story Telling - A Leadership Development Tool*)

#### Mike Huckabee's Story

"My own father held down two jobs, barely affording the little rented house I grew up in. My Dad worked hard, lifted heavy things, and got his hands dirty. The only soap we had at my house was Lava. Heck, I was in college before I found out it wasn't supposed to hurt to take a shower." (*Getting Attention*)

### 5. What's the point?

If you are telling the story for a purpose, (and you should be) don't make your audience guess. Clearly state what the point is. "Think about what you want people to do." (*Crafting Powerful Stories*)



Wisconsin Clearinghouse for Prevention Resources, 2011

#### Resources:

Stories as Best Practice, Andy Goodman ■ Crafting Powerful Stories, Lori Silverman  
Getting Attention, Nancy Schwartz' Blog ■ Made To Stick, Dan and Chip Heath  
Story Telling-A Leadership Development Tool, Doug Stevenson

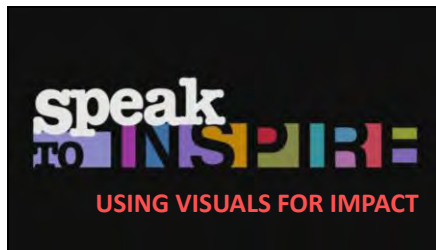
## Using Visuals for Impact

Sarah Apple, BS

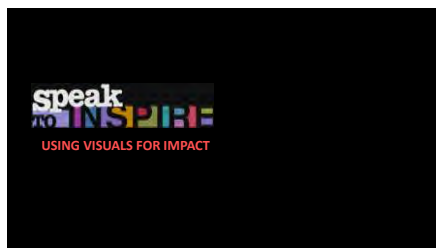
Wisconsin Clearinghouse for Prevention Resources, November 2011

This project is supported by funds from the Division of Nursing (DN), Bureau of Health Professions (BHP), Health Resources and Services Administration (HRSA), Department of Health and Human Services (DHHS) under DHHS/HRSA D11HP07731, Linking Education and Practice for Excellence in Public Health Nursing. The information or content and conclusion are those of the authors and should not be construed as the official policy or position of, nor should any official endorsement be inferred by the DN, BHP, HRSA, DHHS or the US Government. Project Director, Susan Zahner

Slide 1



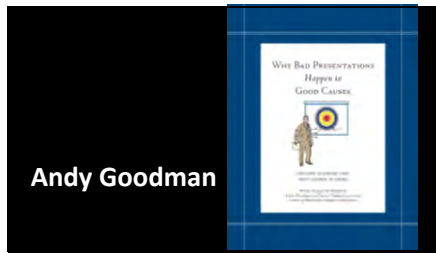
Slide 2



Hi, I'm Sarah

We all know that we have sat through presentations that are less than riveting, so when it's your turn to present how can you ensure that your audience pays attention and understand what you are. Turns out that if you are using PowerPoint, what you put up on the screen can be just as important as what you say.

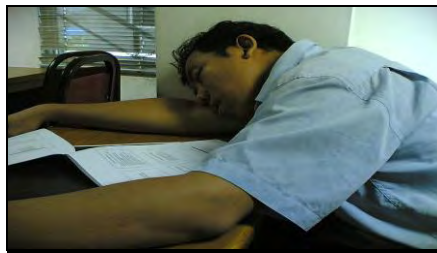
Slide 3



Andy Goodman, the author of *Why Bad Presentations Happen to Good Causes*, surveyed 2,500 public interest professionals...people like us. He asked them why the presentations they see aren't as good as they could be. The overwhelming response was that presenters read the slides.

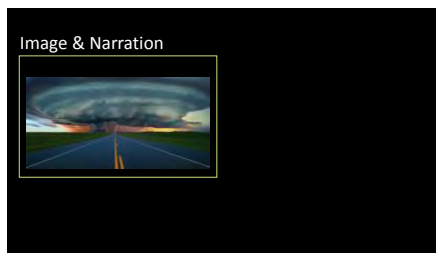
They call it the dreaded triple play – the same text on the slide, read aloud, and in the handout. It often leaves you feeling like this...

Slide 4



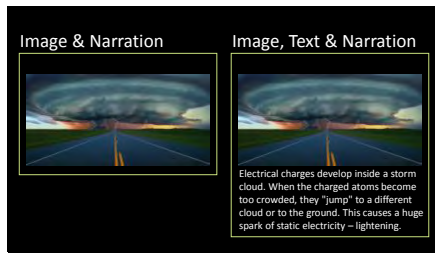
So, we might not love it when presenters read the slides but the big question is, does it help us learn?

Slide 5



Richard Mayer, a psychology professor at University of CA, Santa Barbara has been researching multimedia learning for over a decade. He looks at how people learn, and what helps people learn. Here is one of his experiments. The first group saw what you are seeing now, an image as a narrator read the text. So, they saw the picture and heard the words.

## Slide 6



The second group saw the slide on the right. So, saw the picture, heard the narrator, but also saw the text on the slide.

Which group learned more? The first group, who just saw the image and heard the narrator. But why?

It has to do with collaboration versus competition. Just seeing the image and hearing the narration meant the audio and visual were complementing each other, working together.

The group on the right had a visual overload requiring more attention.

Think of it this way, if I'm reading this out loud and you are reading it silently, who will finish first? You will, and once you are done...what do you start to do? You check to see if I am reading just the text or adding information...you look for differences. You are no longer focused on the content, and if you are no longer interested in the content you are once again

## Slide 7



Not paying attention.

Reading the text on the slide DOES NOT help the audience learn.

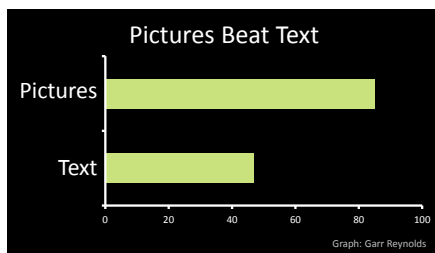
<http://www.flickr.com/photos/markhillary/370268513/>

Slide 8



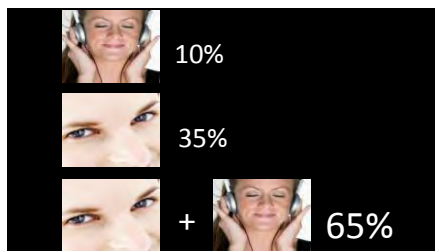
In presentations, we need to take advantage of the two ways people process information – use words for the ears, and the visual space of slides for the eyes.

Slide 9



Let's look at a bit more evidence about why using images in presentations can be really important. Studies show that recognition doubles for a picture compared with text... Have you ever been at a party and recognized someone's face but can't remember their name? We are incredible for recognizing images.

Slide 10



Using images to support our text will increase the likelihood of our audience remembering what we are saying. Here is another example.

If you hear a piece of information, three days later you'll remember 10% of it.

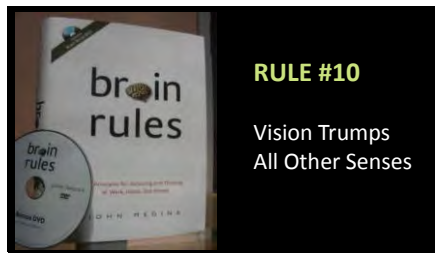
If you see something, the percentage increases to 35%.

Combining those two – seeing and hearing something, we skyrocket to remembering 65% of the information three days later.

Cite: Brain Rules, John Medina,  
<http://brainrules.blogspot.com/>



Slide 11



Let's see what John Medina, a brain researcher has to say.

To study how the brain works they went to expert wine tasters – and if you know anything about wine tasters they have specific languages for red and white wine.

They put red food coloring in white wine and gave it to the tasters. When you are tasting wine you would think that the sense that is most important would be taste - and these are experts, so no matter what color...you would think they their taste buds would tell them that something wasn't right. But it didn't...they used the language of red wine to describe what they were drinking...even though they were drinking white wine. Vision trumps our other senses.

Slide 12



Your slides are prime real estate...

Use this space to add to and enhance what you are saying...images make better use of this space than text

So I can say to you: "Our culture is changing and people are moving less and less, OR

Slide 13



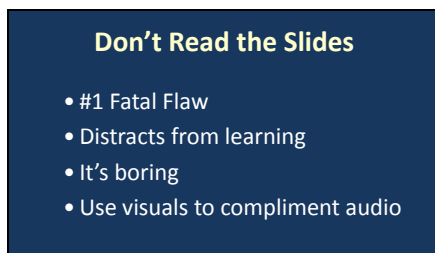
I can reinforce the point with a photo to help people remember the point.

Slide 14



It is easy to say, don't read the slides, but making it happen can sometimes be a bit challenging. There is no one way to create slides, but here are a few examples of slide makeovers.

Slide 15

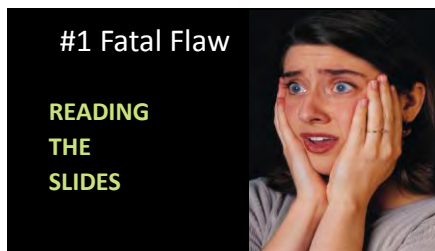


The typical slide....

Most of us have been trained to use power point by using bullet points. We put our outline on the slide and read them with our audience.

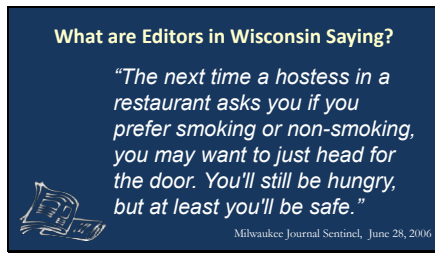
As we saw, to take the text off the slide, can help our audience better process what the presenter is saying.

Slide 16



Show the picture - say the words

Slide 17



This is a typical slide of how you might present a quote...it is fine...no one will run screaming from the room if you show this slide.

But really, the worst thing you could do here is show this slide and then read the quote aloud. That is just distracting.

One thing you can do if you have the text up on the slide – be silent – a hard thing for a presenter sometimes but give people a few seconds to read the quote themselves – then you aren't competing with them.

Here is a different idea.

Slide 18

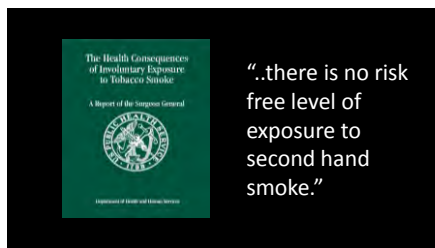


Add a picture and one trick for quotes is to start out with the first few words and then read it aloud.

It is just a different experience for your audience, they are forced to listen to what you're saying.

This can also work great with book covers.

Slide 19



It gives the slide instant credibility, again, the audience can read the main takeaway from the report right on the slide.

Slide 20



Slide 21

**A Good Story**

- Takes you through an **EXPERIENCE** that can touch, move and inspire us to think differently and act differently
  - An experience is more important and more powerful than numbers and facts; it incites others to action and change
  - An experience can push us to do something totally out of the ordinary and totally irrational
    - ♦ Grocery coffee (.10 cents)
    - ♦ Starbucks experience (\$3.20)

Here is another typical slide.

The top is bolded so that implied to me that it was the main point.

Slide 22



Leaving that text on the slide and moving the rest to the notes means that the visual is there to anchor and support what you are saying – not distract from it.

Slide 23

**Why should I treat tobacco dependence?**

- Tobacco causes premature death of almost half a million Americans each year
- 1/3 of all tobacco users in this country will die prematurely from tobacco dependence losing an average of 14 years
- 70% of smokers see a physician each year
- 70% of smokers want to quit

For this next one we are focusing on the first point and what visual can help people understand it.

Slide 24

**Why Treat Tobacco Dependence?**



Half a million Americans die every year

Flickr: watts

Perhaps it is illustrating the sadness, so trying to connect to emotion in the audience.

Slide 25

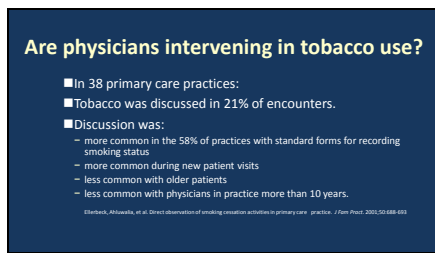
**No Survivors**



Or making the number a more relatable one. If we take that half a million Americans die each year number and turn it into a, every day that means more than 1,000 Americans die from smoking-related diseases, that's the equivalent of three jumbo jet crashes with no survivors every day.

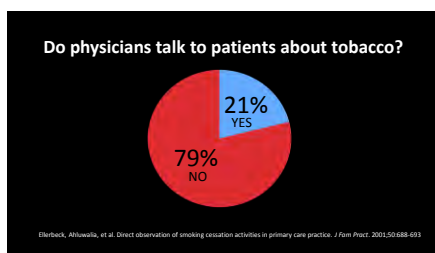
Images make things concrete, easy and faster for us to understand.

Slide 26



Here is a data example – a typical way we present research studies...but what's the point?

Slide 27



Focus your display on the most impactful pieces of information and leave the narrative for the speaker's notes...

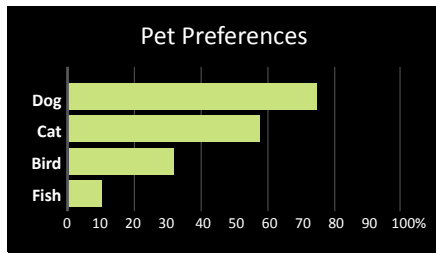
This presentation of data in simple chart form now makes the powerful point that was intended.

Slide 28



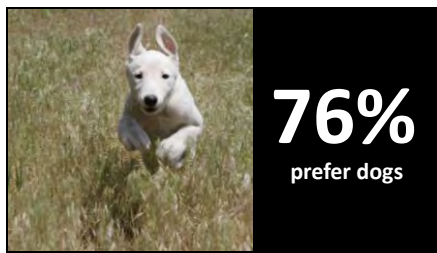
It is really important to pick the right tool for the job and not just slap a picture on the slide because you know you should have a visual. You need to pick the right visual for the job, to help your audience understand and remember your point.

Slide 29



A simple example is this slide – this slide is great if you want to compare the data. But if your point is to show the conclusion of the data – then

Slide 30



This slide is more effective at doing that. So just always keep in mind your point for the slide when thinking about adding a visual.

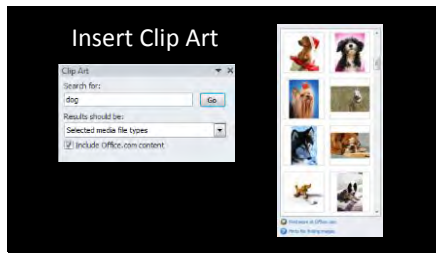
Slide 31



Okay, so I have no doubt totally convinced you not read your slides and instead use the visual real estate that you have to help people remember your key points. But let's be realistic here – it takes more work. Here are my top tips for finding photos. The first and easiest thing to do is to take photos yourself. If you are often presenting on what you do in your job, then if possible show people real photos from your job.

Second is to stay inside Microsoft PowerPoint and use what they have.

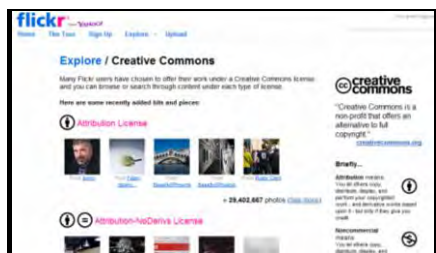
Slide 32



You can actually say insert clip art, type in a keyword, and limit the results it gives you just to photographs. So here, I searched for dog, and got back a long list to choose from.

We usually recommend using real photographs as opposed to drawings because research shows that people are more easily able to relate to them.

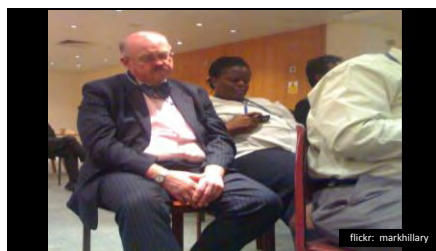
Slide 33



If you can't find what you are looking for in PowerPoint, you can also search the Internet. Just because a picture is online doesn't mean you can automatically use it yourself. But content marked Creative Commons are often free for you to use as long as you give attribution to the person you got it from.

This is an example of Flickr's Creative Commons page, again you just type in a keyword and start sorting through the results.

Slide 34



The picture on this slide was from Flickr and you see the attribution in the corner.

<http://www.flickr.com/photos/markhillary/370268513/>

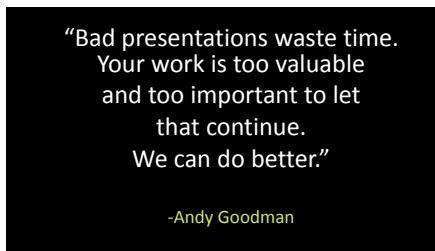


Slide 35



Moving some text off the slides and adding in some images that support what you are saying is a powerful way to help your audience absorb what you're presenting to them. Reading the slides isn't just boring, it actually distracts from learning. Taking the time to plan the right visual for the right audio is worth it.

Slide 36



Slide 37



## Effective Presentations Video Series Materials

Video Title	Document Title
Communicate to Motivate	Communication Power Tools
Powerful Presentations	Persuasive Presentations
Presenting Data	4 Tips for Presenting Data 5 Tools for Presenting Data
The Power of Story	Frequently Asked Questions about Stories Tips for Telling Powerful Stories
Using Visuals for Impact	none
General handout for all videos	Resources for Presentation Toolkit

## Social Media Tools Video Series Materials (Tech it Out)

Video Title	Document Title
Strategic Use of Social Media	Creating Social Media Policy Handout
Why Use Social Media	Three Reasons to Use Social Media Networks
General Handout for all Social Media videos	Tech it out resource links