<table>
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<th>1</th>
<th><img src="image1.png" alt="Image" /></th>
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<tr>
<td>2</td>
<td><img src="image2.png" alt="Image" /></td>
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<tr>
<td>Glossary &amp; Resources links are in the top right corner of slides.</td>
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<td>3</td>
<td><img src="image3.png" alt="Image" /></td>
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**HFHA Biosecurity Learning Module 5 Screenshots - Public Speaking for Biosecurity Advocates I: Creating a Persuasive Presentation**

Screenshots of all module layers. Each screen is numbered in the order it appears in the module.
Meet Charley
Charley was born and raised in an agricultural community and is serious about a career in agriculture. Her father manages the local feed store and her mother owns an accounting business. She has spent a lot of time on her uncle’s pig farm where she’s learning about all aspects of the business, including delivery and care of pigs.
Charley’s been taking pigs to 4-H shows since she was in 3rd grade and has always taken steps to keep her animals safe and healthy.
To help educate others about the importance of biosecurity, Charley’s preparing a persuasive presentation about trailer sanitation when transporting pigs to shows. As you go through Charley’s presentation, you will prepare a presentation of your own.

Biosecurity 
Public Speaking for Biosecurity Advocates I: Creating a Persuasive Presentation

Components of an Effective Presentation
To create a successful presentation, you need to address three elements:
- Content
- Structure
  - Introduction
  - Body
  - Conclusion
- Delivery
We will work on the first two elements as you create your presentation along with Charley.

Presentation Worksheet
Let’s get started: Click on the button below to download the worksheet, “Steps for Preparing Your Presentation.” Save the worksheet to a place that you can access in the future such as your Documents folder. Open the file in Microsoft Word (or upload to Google Docs) to edit. Save when you are done.

You and Charley will be using this to organize your thoughts, facts, and ideas. You get from your research, and ultimately create your presentation. You’ll be filling in the information as you go through this module. In the next slides, you’ll see how Charley uses the worksheet step-by-step to help her organize her thoughts. You should complete yours as we go along.
As a biosecurity advocate, your goal is to persuade people to adopt biosecurity strategies. When picking a topic for your presentation, choose something you have a strong opinion about. It’s important to keep your topic focused and manageable. A topic that is too broad is difficult for your audience to understand and remember the points you made.

Explore Your Topic

Roll over each of the pictures below to see the list of strategies for each of the categories of sources of disease transmission risk.

For the presentation you’re going to create, choose one strategy you strongly support to be your topic. This will be the message you will try to persuade your audience to adopt through your presentation.

**Animal to Animal**
1. Have a closed herd; grow your replacements; do not take livestock to shows.
2. If you buy animals, purchase healthy, test-negative animals from low-risk farms.
3. Quarantine new additions or returns.
4. Isolate and treat sick animals.
5. Vaccinate against diseases of concern effectively (provide vaccines correctly).
6. Prevent contact with neighboring animals or their discharges through water, air, or direct hand-to-hand contact.
7. Remove and dispose of placenta and aborted fetuses promptly and properly to protect animal and human health.
8. Cull animals that do not respond to treatment or that are asymptomatic disease carriers.
9. Use artificial insemination for breeding whenever possible; do not share breeding males between farms.
Biosecurity

Explore Your Topic

People on the Farm

1. Use personal protective equipment (PPE) (clean gloves, boots, coveralls).
2. Clean and disinfect, i.e., wash hands and footwear, shower in/out. Provide facilities for cleaning and disinfection (C&D).
3. Restrict visitors; keep a log of visitors.
4. Prevent employee ownership of same livestock species as those care for.
5. Care for animals in the following order: healthy, quarantined, sick, washing hands and changing PPE between.

Contaminated Feed/Water

1. Manage manure and dirty bedding effectively.
2. Have an effective on-farm composting system for manure and mortalities.
3. Protect feed and water from contamination.
4. Control flies, birds, wildlife, and other species.

Equipment, Vehicles, & Facilities

1. Clean and disinfect (vehicles, equipment, facilities).
2. Post effective signage (parking, no entry, etc.) Control traffic and traffic flow on farm.
3. Establish and maintain traffic flow; control access to the farm and animal areas.
4. Do not share equipment with others.
5. Have separate equipment for feed and manure.
6. Ensure good air quality through effective barn ventilation systems.
7. Avoid dirt and wood-based facilities.
Choose Your Topic

Charley chooses cleaning and disinfecting vehicles before transporting pigs from the category "Equipment, Vehicles, and Facilities."

Open up your worksheet and write down the strategy you want to talk about.

Step 1: Identify the purpose of your speech

Every presenter has a reason or purpose for their speech. The type of purpose will influence the content and the way it is presented. There are two most common purposes:

- Inform
- Persuade
- Entertain

Charley begins filling out her speech organizer. In step 1, she knows she wants to persuade her audience.

Now it's your turn. Open your worksheet and write down what your purpose is. As a biosecurity advocate, your purpose, like Charley's, is to persuade your audience and call them to action.

Step 2: Consider Your Audience

Knowing your audience's background, interests, attitudes, goals, and concerns regarding your topic helps you tailor your presentation to persuade them to care about your message. You want to speak to what they know and care about.

Charley's Audience: Charley is going to speak to her 4-H club members. She knows:
- They care about animals
- They may not know a lot about diseases and biosecurity
- They want to keep their animals healthy
Step 2: Consider Your Audience

What do you know about your audience?

Now that you’ve seen what Charley wrote about her audience, go back to your worksheet and write down what you know about yours.

If you don’t know your audience well, you may need to find out more about them by posing questions to the type of people you will be speaking to. Ask them what they know about your topic, their opinions, and what experiences they have had that may affect how they feel about the topic.

Step 3: Gather Resources

You will most likely need to do some research to find facts to support your arguments and find dissenting viewpoints so you can address them.

Researching your topic will make you more informed than when you started.

However, you should always consider the source of your information. If a classmate told you there was no school the next day because of weather, you might not believe it. But if the principal made an announcement, you would not question it because the principal is an authoritative, reliable source.

Similarly, if you read in a tabloid magazine that there is life on Mars, you probably wouldn’t believe it. But if a NASA scientist publishes an article in a scientific journal saying they found evidence of life on Mars, you probably would.

CRAAP Test

We recommend using the “CRAAP” test to evaluate the reliability of your sources of information.

CRAAP is the acronym for the five criteria used to evaluate information sources:

- Currency
- Relevance
- Authority
- Accuracy
- Purpose
Biosecurity Learning Modules

Healthyagriculture.org

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Step 3: Gather Resources

CRAAP Test
We recommend using the "CRAAP" test to evaluate the reliability of your sources of information. CRAAP is an acronym for the five criteria used to evaluate information sources:

- **Currency**: How up-to-date is the information?
- **Relevance**: How well does the information fit your needs?
- **Authority**: How trustworthy and believable is the source?
- **Accuracy**: How reliable, truthful, and correct is the content?
- **Purpose**: Why was the resource created?

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Step 3: Gather Resources

A rubric is a scoring guide used to evaluate the quality of something. The CRAAP rubric is a resource to help you evaluate information sources.

Although this worksheet was designed for evaluating websites, you can use the concepts to evaluate other resources such as books, magazines, television and radio programs, and people.

Find at least three sources for your presentation and use the CRAAP test to evaluate if they are reliable sources.

Download the CRAAP rubric from the resources listed above. Use it to evaluate the reliability of your three sources.
Step 3: Gather Resources

Charley found four credible resources for her presentation:

1. Biosecurity Risk Assessment: Farm Visitors and Exhibitions; Penn State Extension
2. Dr. Smith, County Extension Agent
3. Follow Biosecurity Rules When Showing Pigs, National Hog Farmer
4. Charley’s retired neighbor that raised pigs 30 years ago

It’s time to get down to work. Using your most credible sources, grab some paper and take notes of relevant information, cases, and examples supporting your viewpoint. Also note opposing viewpoints and reasons your viewpoint is valid. These notes will be the basis for your speech.

Step 4: Write Topic Sentence

Next, you should decide on the main message you want to tell your audience.

Use one concise sentence to clearly and simply state the key purpose of your presentation. This helps you stay focused on your message as you prepare your presentation.

This is what Charley wrote for her topic sentence:

Livestock owners must address trailer sanitation to reduce risk of disease transmission.
Biosecurity Learning Modules

Healthyagriculture.org
Step 6: Add Supporting Ideas

You can strengthen your case by using both logical and emotional examples in your presentation.

**Logical Examples**

- Use facts and sound reasons to convince an audience.
- Statistics, concrete examples, and reasoning are used to make a point.

**Emotional Examples**

- Stories and case studies help your audience relate to you because emotional examples appeal to your listeners’ feelings.

### Logical Examples

- Preventing illness and death reduces losses and increases profits.
- It is terrible to know you could have prevented livestock illness and death if you went to the effort.

### Emotional Examples

- Preventing illness and death reduces losses and increases profits.
- It is certain to know you could have prevented livestock illness and death if you went to the effort.

Add the best ones to your presentation preparation worksheet.

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Step 7: Write Your Presentation

You’ve organized your thoughts, ideas, facts, and examples. Now it’s time to write your presentation. Put your ideas into a logical sequence.

Here are some tips:
- Use short words and sentences.
- Use repetition to make your point.
- Ask questions to engage your audience.
Step 7: Write Your Presentation

Most presenters include too much information, which dilutes the main message and overwhelms the audience. Don’t be afraid to be concise!

You may need to delete up to half of the words in your first draft. This will make your message stronger and clearer.

Write your presentation in your presentation preparation worksheet.

After you’ve written it, read it out loud and see if it makes sense. Make any changes you think will improve the presentation.

Read it to other people to make sure they understand your message. Listen and apply their feedback.

Chances are, if your audience isn’t getting your message, it’s because you’re not communicating it effectively. Make any changes you think are needed.

Step 8: Prepare Visual Aids

More often than not, visual aids improve a presentation.

The main goals of visual aids are to:
- Help the audience understand what you’re saying
- Reinforce the points of your speech in unique and interesting ways

Visual aids work because people remember better when they both hear and see.

Step 8: Prepare Visual Aids

Charley’s visual aids include a poster she made.

This is what Charley’s worksheet looks like for the visual aid she plans to use.

PREPARE VISUAL AIDS
Photos: • Dead pigs (PED) • Pig loading onto trailer • Diagram of clean/dirty areas • Trailer with dividers • C&D a trailer
Biosecurity Learning Modules

Step 8: Prepare Visual Aids
Charts, graphs, slides, videos, photographs, models, props, and handouts are examples of visual aids.

Hidden Costs of Disease
Reduce Disease Transmission
Proper Cleaning Techniques

Step 9: Write Your Opening
Your opening statement is where you make your first, and lasting, impression. You need to grab your audience’s attention, so make your introduction memorable.

Saying “Hi, I’m Jane Smith and today I’m going to talk about biosecurity” is dull and boring and won’t engage your audience.

Consider starting with a story, something funny, or something surprising or controversial. Just make sure it relates to your topic and sets the audience up to want to listen to what you have to say.
Biosecurity Learning Modules
Healthyfarms HealthyAgriculture.org

Step 9: Write Your Opening

Check out Charley's opening statement as an example. Write your opening statement in your presentation preparation worksheet.

Charley's Opening

1. Identify Your Purpose
2. Consider Your Audience
3. Gather Resources
4. Write Topic Sentence
5. Create an Outline
6. Add Supporting Ideas
7. Write Your Presentation
8. Prepare Visual Aids
9. Write Your Opening
10. Write Your Conclusion

Presentation Topic: Importance of cleaning and disinfecting vehicles before transporting pigs.

1. Why is the purpose of your speech? To persuade.
2. Who is your audience? Animal owners.
3. Gather your resources. Supplies: soap, gloves, sprayer, bucket, disinfectant.
4. What is your task sentence? Disinfecting is crucial to preventing the spread of diseases.
5. Create your outline.
6. Add supporting ideas from your research. Use disinfectants that are effective against common farm bacteria.
7. Write your presentation.
8. Prepare your visual aids. Sprayer, bucket, soap, gloves.
9. Write your opening paragraph.
10. Write your strong conclusion.

Download Charley's Presentation from Presentation Lab.

Step 10: Write Your Conclusion

Your conclusion also needs to be memorable. Build up to it by reviewing your main points.

Because this is a persuasive presentation, you should end with a challenge that lets the audience know what you want them to do with the information they've learned.

Give them a way to make a difference.

Presentation Topic: Importance of cleaning and disinfecting vehicles before transporting pigs.

1. Why is the purpose of your speech? To persuade.
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7. Write your presentation.
8. Prepare your visual aids. Sprayer, bucket, soap, gloves.
9. Write your opening paragraph.
10. Write your strong conclusion.

Download Charley's Presentation from Presentation Lab.

Step 10: Write a Strong Conclusion

Read Charley's closing statement, then write one for your presentation.

Add this to your presentation preparation worksheet.

Charley's Closing Statement

Importance of preventing outside diseases from infecting your animals and you’re motivated to use biosecurity methods when you transport them.

To follow the biosecurity strategies I presented here today to reduce the chance of having diseases wherever this little piggy goes.

Presentation Topic: Importance of cleaning and disinfecting vehicles before transporting pigs.

1. Why is the purpose of your speech? To persuade.
2. Who is your audience? Animal owners.
3. Gather your resources. Supplies: soap, gloves, sprayer, bucket, disinfectant.
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Download Charley's Presentation from Presentation Lab.
Biosecurity Learning Module

Summary

What are the five criteria used to evaluate resources? Drag the correct answers to the diagram and then select the submit button.

Correct

That’s right! You’re ready for the next question.

Continue
The CRAAP Test (to judge the value of information, resources, sources, web sites)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Evaluation Questions</th>
<th>Score</th>
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</table>
| **Currency:** timeliness of information in resource | • When was the information written and last updated?  
• Are links functional?  
• Is it current enough for your topic? | 0 | 1 | 2 | 3 |
| | There is no indication of when the source was created or revised. No functional links. | | | | |
| | The source was created over three years ago; no mention of revision or update. Few functional links. | | | | |
| | The source was created or updated within the last three years. A few nonfunctional links. | | | | |
| | The source was created or updated less than two years ago and resources and links are referenced are current. | | | | |
| **Relevance:** how well the information fits your needs | • Does the information relate to your topic or answer your question?  
• Who is the source’s intended audience?  
• Is the information at an appropriate level for your needs?  
• Have you looked at a variety of sources and decided this one best suits your needs? | 0 | 1 | 2 | 3 |
| | The source is not suited to your purpose, audience, and level. | | | | |
| | The source is poorly suited to your purpose, audience, and level. | | | | |
| | The source is somewhat suited to your purpose, audience, and level. | | | | |
| | The source is well-suited to your purpose, audience, and level. | | | | |
| **Authority of source:** how trustworthy and believable the source is | • Where does the information come from?  
• Who is the author/publisher/source/sponsor and do they have a good reputation?  
• What interest do the author/organization have in the subject?  
• What are the author’s credentials, organizational affiliations, and contact information?  
• Is the author an expert and qualified to write on the topic?  
• Does the URL (.com, .edu, .gov, .org, .net) reveal anything about the author or source?  
• For web sites: is the site hosted by an individual? What other sites link to this site? | 0 | 1 | 2 | 3 |
| | No mention of author’s credentials or affiliations, or affiliated with untrustworthy organization. URL contains .com or .net. | | | | |
| | The author is named but no credentials are given or affiliated with questionable organization. URL contains .com or .net. | | | | |
| | The author is named but credentials are incomplete or weak. URL may include .com, .net, or .org. | | | | |
| | Strong credentials are given and indicate the author is an expert. URL contains .edu, .gov, or .org. | | | | |
| **Accuracy:** reliability, truthfulness, and correctness of the content | • Where did the author get the information?  
• Is it supported by evidence?  
• Does the author include references for data or quotes?  
• Has the information been reviewed or refereed by experts?  
• Does the language or tone seem unbiased and free of emotion?  
• Are there factual, spelling, grammar or typographical errors?  
• Does the information agree with other sources?  
ten factual or grammatical errors indicate the author is not an expert and/or lacks attention to detail. The source is an individual's web site hosted by an Internet service provider or a .com site. There is no mention of nor links to references or other sources of information. | Many factual or grammatical errors indicate the author is not an expert and/or lacks attention to detail. The source is a K12, .com, .org, unknown, or a student folder on an .edu site. There is a general statement about the source of the information, but no specific links or lists of references. There are some factual and grammatical errors. | The source is a known government department, organization, or agency site or publication. There are links or lists of references. There are few if any factual or grammatical errors. | The source is a professional association, museum, or university site or publication. There are links or lists of references. Information in the source agrees with other sources. There are no factual or grammatical errors. |
| **Purpose:** reason the resource was created | • Why was it written--to inform, teach, sell, advise, advocate, sway opinion, entertain, or persuade?  
• Do the authors/sponsors make their intentions clear?  
• Is the information fact, opinion, or propaganda?  
• Does the point of view appear objective and impartial?  
• Are there political, ideological, cultural, religious, institutional or personal biases?  
- The source’s purpose is to share results of scholarly research by using factual information. It is balanced and without bias or advertising. | The source’s purpose is personal or only advertising to sell something. | The source’s purpose is to sell, persuade, or present biased information. The source may contain some factual information but the main purpose is to promote something. | The source offers some factual information, but it is not balanced, contains some bias, and/or includes advertising. |
<table>
<thead>
<tr>
<th>Total score and interpretation</th>
<th>Total score: ______</th>
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<tbody>
<tr>
<td>12-15 points = excellent source of information</td>
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<tr>
<td>8-11 points = good source of information, but confirm with other sources</td>
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<tr>
<td>4-7 points = useful for ideas or informal projects but do not use as a reference for research or academic project</td>
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<tr>
<td>0-3 points = unreliable source; do not use</td>
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<thead>
<tr>
<th>Helpful hints</th>
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<tbody>
<tr>
<td>Google authors to learn more about them.</td>
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<tr>
<td>Search who owns a web site using a “who is” search engine such as: <a href="http://whois.domaintools.com">http://whois.domaintools.com</a>.</td>
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<tr>
<td>Use Google command “link:mchs.net” to see what other sites link to the site in question.</td>
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<tr>
<td>Individual’s web sites may include %, -, “users,” “AOL,” or “yahoo” in their URL.</td>
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**Presentation Worksheet**

**Presentation Topic:**

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<tbody>
<tr>
<td><strong>1.</strong> What’s the purpose of your speech?</td>
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<td><strong>2.</strong> Who is your audience?</td>
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<tr>
<td><strong>3.</strong> Gather your resources.</td>
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<td><strong>4.</strong> What is your topic sentence?</td>
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<td><strong>5.</strong> Create your outline.</td>
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<tr>
<td><strong>6.</strong> Add supporting ideas from your research.</td>
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</tr>
<tr>
<td><strong>7.</strong> Write your presentation.</td>
<td>Use the page below to create your presentation.</td>
</tr>
<tr>
<td><strong>8.</strong> Prepare your visual aids.</td>
<td></td>
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<tr>
<td><strong>9.</strong> Write your opening paragraph.</td>
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<tr>
<td><strong>10.</strong> Write a strong conclusion.</td>
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</table>
Persuasive Presentation

Title:
Directions: Use the space below to write your persuasive presentation.