

SPEAKING TO PERSUADE

Lesson 3



THE IMPORTANCE OF PERSUASION

- Persuasion is the process of creating, reinforcing, or changing people's beliefs or actions.
- The ability to speak persuasively will benefit you in every part of your life, from personal relations to community activities to career aspirations.
- Understanding the principles of persuasion is also vital to being an informed citizen and consumer. Politicians and advertisers, salespeople and interest groups, fund-raisers and community activists—all vie for your attention, votes, money, time, and support.
- Because persuasive speakers must communicate information clearly and concisely, you will need all the skills you used in speaking to inform. But you will also need new skills that take you from giving information to affecting your listeners' attitudes, beliefs, or actions.



ETHICS AND PERSUASION

- Make sure your goals are ethically sound and that you can defend them if they are questioned or challenged.
- Study the topic thoroughly so you won't mislead your audience through shoddy research or muddled thinking.
- Learn about all sides of an issue, seek out competing viewpoints, and get your facts right.
- You also need to be honest in what you say.
- be on guard against quoting out of context, portraying a few details as the whole story, and misrepresenting the sources of facts and figures.
- Take care to present statistics, testimony, and other kinds of evidence fairly and accurately.
- Keep in mind as well the power of language and use it responsibly.
- stay away from name-calling and other forms of abusive language.



THE PSYCHOLOGY OF PERSUASION

- Persuasion is a psychological process. It occurs in a situation where two or more points of view exist.
- Of all the kinds of public speaking, persuasion is the most complex and the most challenging.
- It is much easier, for example, to explain the history of capital punishment than to persuade an audience either that capital punishment should be abolished or that it should be reinstated in every state.
- This does not mean persuasion is impossible. It does mean you should have a realistic sense of what you can accomplish. You can't expect a steak lover to turn vegetarian as a result of one speech.



THE TARGET AUDIENCE

- Like most audiences, yours will probably contain some listeners who are hostile to your position, some who favor it, some who are undecided, and some who just don't care.
- You would like to make your speech equally appealing to everyone, but this is rarely possible. Most often you will have a particular part of the whole audience that you want to reach with your speech. That part is called the **target audience**.



PERSUASIVE SPEECHES ON QUESTIONS OF FACT

- Who was the first African American to sit on the U.S. Supreme Court? How far is it from New York to Baghdad? These questions of fact can be answered absolutely. The answers are either right or wrong.
- For example, consider the assassination of John F. Kennedy. After more than four decades, there is still much debate about what really happened in Dallas on November 22, 1963. Did Lee Harvey Oswald act alone, or was he part of a conspiracy? How many shots were fired at President Kennedy and from what locations? If there was a conspiracy, who was involved in it?



ORGANIZING SPEECHES ON QUESTIONS OF FACT

- Persuasive speeches on questions of fact are usually organized topically.
- **Specific Purpose:** To persuade my audience that William Shakespeare did not write the plays attributed to him.
- **Central Idea:** There is considerable evidence that the plays attributed to William Shakespeare were actually written by Francis Bacon or Edward de Vere.
- **Main Points:** I. Biographical and textual evidence suggest that William Shakespeare did not write the plays attributed to him.
- II. Historical evidence indicates that Shakespeare's plays were probably written by either Sir Francis Bacon or Edward de Vere, 17th Earl of Oxford.



PERSUASIVE SPEECHES ON QUESTIONS OF VALUE

- What is the best movie of all time? Is cloning morally justifiable? What are the ethical responsibilities of journalists?
- questions of value are not simply matters of personal opinion or whim, you must *justify* your claim.



ORGANIZING SPEECHES ON QUESTIONS OF VALUE

- **Specific Purpose:** To persuade my audience that bicycle riding is the ideal form of land transportation.
- **Central Idea:** Bicycle riding is the ideal form of land transportation because it is faster than walking or running, does not exploit animals or people, is nonpolluting, and promotes the health of the rider.
- **Main Points:**
 - I. An ideal form of land transportation should meet four major standards.
 - A. It should be faster than running or walking.
 - B. It should not exploit animals or people.
 - C. It should be nonpolluting.
 - D. It should be beneficial for the person who uses it.
 - II. Bicycle riding meets all these standards for an ideal form of land transportation.
 - A. Bicycle riding is faster than walking or running.
 - B. Bicycle riding does not exploit the labor of animals or of other people.
 - C. Bicycle riding is not a source of air, land, water, or noise pollution.
 - D. Bicycle riding is extremely beneficial for the health of the rider.



PERSUASIVE SPEECHES ON QUESTIONS OF POLICY

- Questions of policy arise daily in almost everything we do.
- At home we debate what to do during spring vacation, whether to buy a new television, which movie to see on the weekend.
- At work we discuss whether to go on strike, what strategy to use in selling a product, how to improve communication between management and employees.
- As citizens we ponder whether to vote for or against a political candidate, what to do about airport security, how to maintain economic growth and protect the environment.
- Questions of policy inevitably involve questions of fact.
- They may also involve questions of value.
- But questions of policy always go beyond questions of fact or value to decide whether something should or should not be done.



SPEECHES TO GAIN PASSIVE AGREEMENT

- To persuade my audience that the age for full driving privileges should be raised to 18.
- you will try to get your audience to agree with you that a certain policy is desirable, but you will not necessarily encourage the audience to do anything to enact the policy



SPEECHES TO GAIN IMMEDIATE ACTION

- To persuade my audience to vote in the next student election.
- You want to motivate them to action—to sign a petition for abolishing the electoral college, to campaign for lower tuition, to purchase organic foods, to contribute to a fund drive, and so forth.
- you should make your recommendations as specific as possible. Don't just urge listeners to "do something



ANALYZING QUESTIONS OF POLICY

- The first basic issue is to show a **need**:

Is there a need for more student parking on campus?

- The second basic issue of policy speeches is **plan**.

What can we do to get more student parking on campus?

- The third basic issue of policy speeches is **practicality**

Once you have presented a plan, you must show that it will work. Will it solve the problem? Or will it create new and more serious problems?

Building a multilevel parking garage on campus would provide more student parking, but the cost would require a sharp increase in tuition.



PROBLEM-SOLUTION ORDER

- In the first main point you demonstrate the need for a new policy by showing the extent and seriousness of the problem.
- In the second main point you explain your plan for solving the problem and show its practicality:



EXAMPLE

- **Specific Purpose:** To persuade my audience that the use of antibacterial chemicals in household products is creating health and environmental problems.
- **Central Idea:** The use of antibacterial chemicals in household products is a serious problem that requires action by government and consumers alike.
- **Main Points:**
 - I. The use of antibacterial chemicals in household products is a serious problem.
 - A. Rather than making us more healthy, antibacterial chemicals in household products are contributing to long-term health problems.
 - B. The antibacterial chemicals in household products are also creating environmental problems because they eventually end up in the U.S. water supply.
 - II. Solving these problems requires a combination of government and consumer action.
 - A. The Food and Drug Administration should institute regulations controlling the use of antibacterial chemicals in household products.
 - B. Consumers should avoid purchasing household products that contain antibacterial chemicals.



PROBLEM-CAUSE-SOLUTION ORDER

- This produces a speech with three main points—the first identifying a problem, the second analyzing the causes of the problem, and the third presenting a solution to the problem. For example:
- **Specific Purpose:** To persuade my audience that the age for full motor-vehicle driving privileges should be raised to 18.
- **Central Idea:** The number of accidents and deaths involving teenage drivers is a serious problem that can be controlled by raising the age for full driving privileges to 18.
- **Main Points:**
 - I. The number of accidents and deaths involving teenage drivers is a serious national problem.
 - A. Each year more than 8,000 people are killed in accidents involving teenage drivers.
 - B. The risks of being involved in a fatal accident are highest for 16- and 17-year-old drivers.
 - II. There are four main causes of the problem.
 - A. Younger drivers haven't had enough experience to develop their driving skills.
 - B. Younger drivers are more prone to risk-taking and dangerous driving behaviors.
 - C. Younger drivers are more likely to have accidents when driving after dark.
 - D. Younger drivers are easily distracted by the presence of other teenagers in the car.
 - III. We can help solve these problems by raising the age for full driving privileges.
 - A. Although 16- and 17-year-olds should have limited driving privileges, they should not receive an unrestricted license until age 18.
 - B. This will allow younger drivers time to gain maturity and experience before receiving unlimited driving privileges.



COMPARATIVE ADVANTAGES ORDER

- When your audience already agrees that a problem exists, you can devote your speech to comparing the advantages and disadvantages of competing solutions.
- Specific Purpose: To persuade my audience that automakers should put greater emphasis on developing hydrogen fuel-cell cars than gas-electric cars.
- Central Idea: Unlike gas-electric cars, hydrogen cars run entirely without gasoline and do not emit air-polluting exhaust.
- Main Points: I. Unlike hybrid cars, hydrogen cars run entirely without gasoline.
- II. Unlike hybrid cars, hydrogen cars do not emit any air- polluting exhaust.



MONROE'S MOTIVATED SEQUENCE

- Developed in the 1930s by Alan Monroe, a professor of speech at Purdue University, the motivated sequence is tailor-made for policy speeches that seek immediate action. The sequence has five steps that follow the psychology of persuasion:
- **1. Attention.** First you gain the attention of your audience by using one or more of the methods: relating to the audience, showing the importance of the topic, making a startling statement, arousing curiosity or suspense, posing a question, telling a dramatic story, or using visual aids.
- **2. Need.** Next, you make the audience feel a need for change. You show there is a serious problem with the existing situation. It is important to state the need clearly and to illustrate it with strong supporting materials. By the end of this step, listeners should be so concerned about the problem that they are psychologically primed to hear your solution.
- **3. Satisfaction.** Having aroused a sense of need, you satisfy it by providing a solution to the problem. You present your plan and show how it will work. Be sure to offer enough details about the plan to give listeners a clear understanding of it.
- **4. Visualization.** Having given your plan, you intensify desire for it by visualizing its benefits. The key to this step is using vivid imagery to show your listeners how they will profit from your policy. Make them see how much better conditions will be once your plan is adopted.
- **5. Action.** Once the audience is convinced your policy is beneficial, you are ready to call for action. Say exactly what you want the audience to do—and how to do it. Then conclude with a final stirring appeal that reinforces their commitment to act.



EXAMPLE

- **Attention:** Have you ever had cockroaches running through the cupboards in your apartment? Have you sweltered in the heat because the air conditioning didn't work? Or shivered in the cold because the furnace was broken? Or waited months for the security deposit you never got back even though you left your apartment as clean as when you moved in?
- **Need:** Throughout this city students and other tenants are being victimized by unresponsive and unethical landlords. Just last year more than 200 complaints were filed with the city housing department, but no action has been taken against the landlords.
- **Satisfaction:** These problems could be solved by passing a strong tenants' rights bill that defines the rights of tenants, specifies the obligations of landlords, and imposes strict penalties for violators.
- **Visualization:** Such bills have worked in a number of college communities across the nation. If one were passed here, you would no longer have to worry about substandard sanitary or safety conditions in your apartment. Your landlord could not violate the terms of your lease or steal your security deposit.
- **Action:** A tenants' rights bill has been proposed to the city council. You can help get it passed by signing the petition I will pass around after my speech. I also urge you to help by circulating petitions among your friends and by turning out to support the bill when it is debated in the city council next week. If we all work together, we can get this bill through the council.



PUTTING THE BRAKES ON TEENAGE DRIVING

COMMENTARY

The speaker begins with a vivid, richly detailed story that gains attention and draws the audience into the speech.

As the speaker completes her opening story, she reveals that one of the students injured in the accident was her nephew. This personal involvement helps establish her credibility and goodwill, both of which are vital when one is speaking on a controversial subject.

SPEECH

On a chilly November night two years ago, a Ford Explorer was charging down a California highway. The 16-year-old driver and three of his friends were returning from a concert in Los Angeles. These young people were good students, gifted athletes, talented artists and musicians. And none were drunk or impaired by drugs.

They were, however, driving too fast, and the driver lost control of the car. The car went into a ditch and hit a tree. The driver and one passenger were killed. The other two passengers escaped with severe injuries. One of these passengers was my nephew. Today he is finishing high school in a wheelchair, a wheelchair he will occupy for the rest of his life.



The speaker strengthens her credibility and reveals the central idea of her speech.

Unfortunately, tragic auto accidents involving teenage drivers are much too common in all parts of the United States. After researching the subject for my speech, I have come to the same conclusion as the experts—that the best way to prevent such accidents is to raise the age for full driving privileges to 18 or older.

The speaker uses her audience-analysis survey both to acknowledge her classmates' opposition to raising the driving age and to stress their recognition that there are reasons to consider instituting such a policy. After asking them to listen with an open mind, she previews the main points she will discuss in the body of the speech.

I know from my audience-analysis questionnaire that most of you oppose such a plan. But I also know from my questionnaires that most of you recognize that 16- and 17- year-old drivers are less skilled and less responsible than older drivers. So I ask you to listen with an open mind while we discuss some of the problems associated with teenage driving, the major causes of the problems, and a plan that will go a long way toward solving the problems.



This speech is organized in problem- cause-solution order. Here the speaker starts the body by identifying the problem – the large number of accidents, deaths, and injuries involving teenage drivers. She supports her claim with statistics from the National Highway Traffic Safety Administration. As you can see from the video of the speech in the online Media Library for this chapter, she uses PowerPoint to present her statistics and to heighten their impact as she moves from figure to figure.

No matter how one looks at the evidence, it all leads to one fact: There are too many motor vehicle accidents, deaths, and injuries involving teenage drivers. According to the National Highway Traffic Safety Administration, while teenagers make up 7 percent of the nation's licensed drivers, they represent 14 percent of all motor vehicle fatalities. The NHTSA reports that last year 3,657 drivers aged 16 to 20 were killed in automobile accidents. In addition to killing the drivers, these same accidents took the lives of 2,384 teenage passengers. But these accidents didn't affect teenagers alone. They also took the lives of 2,625 people aged 21 or older. So the total number of people killed last year in automobile accidents involving teenage drivers was 8,666—almost exactly the number of full-time students at this campus.

As in the previous paragraph, the statistics here come from credible, clearly identified sources. Although most listeners did not favor the speaker's position at the start of her speech, the strength of her evidence eventually led some to concede that her position needed to be taken seriously.

Evidence also shows that the younger the driver, the greater the risk. According to the Insurance Institute for Highway Safety, 16-year-olds have "the highest percentage of crashes involving speeding, the highest percentage of single vehicle crashes, and the highest percentage of crashes involving driver error." Moreover, as *USA Today* reports, 16-year-olds are three times more likely to be involved in fatal crashes than are older drivers.



A transition moves the speaker into her second main point, in which she explores four major causes of the problem. Notice how she uses a signpost to introduce each cause.

The evidence in this paragraph connects the tendency of younger drivers to take dangerous risks with the state of brain development among 16-year-olds. In addition to coming from respected sources, the evidence provides a scientific foundation for what the speaker's audience knew from their own experience about the propensity for risk-taking among teenagers.

Now that we've seen the extent of the problem, we can explore its causes. One of the causes is inexperience. New drivers just haven't had enough time on the road to develop their driving skills. But inexperience is far from the only cause of the problem. After all, there will always be inexperienced drivers—even if the driving age is raised to 21 or even to 25.

A second cause is revealed by brain research. Findings from the National Institute of Mental Health show that the brain of an average 16-year-old has not developed to the point where he or she is able to effectively judge the risk of a given situation. Dr. Jay Giedd, who led the research team that conducted the study, states: "When a smart, talented, and very mature teen does something that a parent might call 'stupid,' it's this underdeveloped part of the brain that has most likely failed." Steven Lowenstein, a medical professor at the University of Colorado, has just finished a five-year study comparing the traffic records of 16-year-old drivers to drivers aged 25 to 49. His conclusion? "Deliberate risk-taking and dangerous and aggressive driving behaviors predominated" among the 16-year-olds.



Now the speaker discusses the third cause of the problem – night driving. Knowing that night driving is more dangerous for all age groups, she takes care to note that it is particularly perilous for teenagers because of their risk-taking and their inexperience behind the wheel.

This paragraph is especially effective. If you watch the speech in the online Media Library for this chapter, you can see how the speaker uses her voice, gestures, and facial expressions to enhance the impact of her ideas and to establish a strong bond with the audience

A third cause of motor vehicle fatalities among teenage drivers is night driving. According to *The Washington Post*, when 16-year-olds get behind the wheel of a car after dark, the likelihood of having an accident increases several times over. Of course, nighttime driving is less safe for everyone, but it becomes particularly dangerous when combined with a young driver's inexperience and reduced ability to gauge risk.

Finally, there is the presence of teenage passengers in the car. We all know what it's like to drive with our friends—the stereo is up loud, cell phones are ringing, everybody's laughing and having a good time. The problem is that all these factors create distractions, distractions that too often result in accidents, injury, and death. Allan Williams, chief scientist at the Insurance Institute for Highway Safety, reports that one teenage passenger doubles the risk of a fatal crash. With two or more passengers, the risk is five times greater. Remember my nephew's accident I mentioned at the start of my speech? There were three passengers in the car.



A transition signals that the speaker is moving into her third main point. As in her second main point, she uses a signpost to introduce each of the subpoints.

So the extent of the problem is clear. So, too, are its causes. What steps can we take to help bring about a solution? First, we need a national policy that no one can receive a learner's permit until age 16, and no one can receive full driving privileges until age 18. This will allow 16-year-olds time to gain driving experience before having an unrestricted license and to reach a stage of brain development where they are better able to handle the risk and responsibility of driving.

As this section of the speech proceeds, notice how the speaker's plan addresses all four causes of the problem discussed in main point two – inexperience, brain development, night driving, and the number of teenage passengers in a car.

Second, we need to restrict nighttime driving so as to keep younger drivers off the road when conditions are riskiest. Some states have tried to address this problem by banning teenagers from driving after midnight or 1 A.M., but as the Insurance Institute for Highway Safety reports, these laws don't go far enough. According to the Institute, we need a 9:00 P.M. or 10:00 P.M. limit until drivers reach the age of 18.



Because the speaker is not an authority on highway safety, she uses expert testimony to prove that her plan will reduce teenage driving fatalities. Notice how much less effective the speech would be if the speaker had merely stated the steps of her plan with-out providing evidence of its effectiveness.

Here the speaker deals with the objection that her plan would be harsh and inconvenient. The quotation from a father who lost his teenage son in a car accident puts the harshness issue in perspective and forces listeners to think about the trade-off between saving lives and instituting tougher driving-age requirements.

Third, we need to restrict the number of teenage passengers in cars driven by younger drivers. In fact, says Kevin Quinlan from the National Transportation Safety Board, "passenger restriction is the first and foremost measure you can take" to reduce teenage driving fatalities. According to Quinlan, the optimal policy would be to bar drivers age 17 or younger from having any passengers in the car unless the riders are adults or family members. Drivers from the age of 17 to 18 should not be allowed to carry more than one teenage passenger.

Now I know all of this might sound harsh and perhaps inconvenient, but the evidence is clear that it would save a significant number of lives. "If you want to discuss harsh," said one father whose 17-year-old son died in an accident three years ago, "I can talk to you about harsh. It's being awakened at 2:30 in the morning by the State Patrol telling you that your son has just been killed."



The conclusion builds on the emotional appeal generated by the quotation at the end of the previous paragraph. The final sentence, in which the speaker notes that her nephew would gladly accept the inconvenience caused by her policy for the chance to walk again, is compelling and ends the speech on a powerful note.

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REVIEW QUESTIONS

- 1. What is the difference between an informative speech and a persuasive speech? Why is speaking to persuade more challenging than speaking to inform?
- 2. What does it mean to say that audiences engage in a mental dialogue with the speaker as they listen to a speech? What implications does this mental give- and-take hold for effective persuasive speaking?
- 3. What is the target audience for a persuasive speech?
- 4. What are questions of fact? How does a persuasive speech on a question of fact differ from an informative speech? Give an example of a specific purpose statement for a persuasive speech on a question of fact.
- 5. What are questions of value? Give an example of a specific purpose statement for a persuasive speech on a question of value.
- 6. What are questions of policy? Give an example of a specific purpose statement for a persuasive speech on a question of policy.
- 7. Explain the difference between passive agreement and immediate action as goals for persuasive speeches on questions of policy.
- 8. What are the three basic issues you must deal with when discussing a question of policy? What will determine the amount of attention you give to each of these issues in any particular speech?
- 9. What four methods of organization are used most often in persuasive speeches on questions of policy?
- 10. What are the five steps of Monroe's motivated sequence? Why is the motivated sequence especially useful in speeches that seek immediate action from listeners?



HOMework ASSIGNMENT

- 1. Select a television commercial that is organized according to Monroe's motivated sequence. Prepare a brief analysis in which you (a) identify the target audience for the commercial and (b) describe each step in the motivated sequence as it appears in the commercial.
- 2. Analyze "The Ultimate Gift,". Because this speech is organized in Monroe's motivated sequence, pay special attention to how the speaker develops each step in the sequence—attention, need, satisfaction, visualization, action. Identify where each step of the sequence occurs in the speech and explain how the persuasive appeal of the speech builds from step to step. In addition to reading this speech, you can watch the video in the online Media Library at **connectlucas.com**.



THE ULTIMATE GIFT

- As the Red Cross states, "Blood is like a parachute. If it's not there when you need it, chances are you'll never need it again." Although Americans take it for granted that they will be able to get a transfusion whenever they need one, blood donations have dipped so low in recent years that a serious nationwide shortage could result. "When you need surgery, when you need cancer treatment, when a woman gives birth—we all assume the blood will be there," says Dr. Arthur Caplan of the University of Pennsylvania. "You can't make that assumption any more."
- The following speech, given by a student at the University of Wisconsin, urges the audience to become regular blood donors. Like many speeches that seek immediate action, this one follows Monroe's motivated sequence. As you read it, study how the speaker develops each step in the motivated sequence. How does she gain the attention of her listeners? Does she present a convincing case that there is a need for blood donors? Is her plan explained in sufficient detail? How does she visualize the benefits of her plan? Does her call for action have strong persuasive appeal?
- 1 Are you at least 17 years old? Do you weigh more than 110 pounds? Do you consider yourself fairly healthy?
- 2 If you answered yes to all of these questions, you should be donating blood every two months. In my survey of the class, I found that only 50 percent of you have ever donated blood and that only 1 out of 13 of you donate on a regular basis. The lack of participation of eligible donors is a serious problem that requires immediate action. Through extensive research and two years of faithfully donating blood, I have come to realize the magnitude of this problem and just how easy the solution can be.



- 3 Today I would like to show why blood donors are in such desperate need and encourage you to take action to combat this need. Let's first take a look at the overwhelming need for blood donors.
- 4 The lack of participation of eligible blood donors poses a threat to the lives of many Americans. According to the American Red Cross Web pages, where I obtained an enormous amount of information, in the United States alone someone undergoes a blood transfusion once every three seconds, which amounts to 3,000 gallons of blood every hour, day and night. People who benefit from donations range from cancer patients to organ transplant patients to surgical patients; even premature infants and trauma victims benefit from donations. The need for blood never takes a vacation and neither should donors.
- 5 Let me tell you about Brooke, a three-year-old girl with long, curly blond hair and bright blue eyes. Brooke is a victim of cancer and had major surgery to remove a large tumor in her abdomen. She has spent approximately half of her life in the hospital receiving chemotherapy and other treatments for infections that resulted from a decrease in her white blood cell count after each session.
- 6 According to Texas Children's Hospital, Brooke's treatment will require blood products with a replacement value of 508 units of blood, of which only 250 units have been replaced. She still needs more than 250 units of blood to continue her treatment. If she doesn't receive this blood, she will not live to attend kindergarten, to go to the prom in high school, or to get married— luxuries we all too often take for granted.



- 7 Cases like Brooke's are becoming all too common these days, with only 1 in 20 eligible Americans donating blood and the donor rate dropping steadily at 2 percent annually. These facts are particularly distressing considering that nearly half of us here will receive blood sometime in our lives.
- 8 You can now see the magnitude of the problem with the lack of blood donations. Fortunately, it is a problem that can be easily solved. Each and every one of you can be part of the solution. All you have to do to save priceless lives is go to the nearest Red Cross and donate your blood.
- 9 For those of you who have never donated blood before, the process is so simple and easy. First, you fill out a donor information form that asks you questions about your sexual history and health. You will then receive a mini-physical. They will take a drop of blood from your finger to measure the percent of red cells in your blood. Then they will take your blood pressure, as well as your temperature and pulse. So not only are you saving lives by donating blood, you are also checking on your own.
- 10 After your physical, you will be asked from which arm you prefer to donate. Then you will be asked to lie on a donor chair. A staff member will clean your arm and insert a sterile, nonreusable needle, so there is no way to contract AIDS from donating blood. After a pint of your blood has been taken, which usually takes about 10 minutes, you will be asked to rest for 10 to 15 minutes while you enjoy juice and cookies. The process is over, and in eight weeks you can donate again.



- 11. Many of you may be scared at the thought of the anticipated pain and needles. I admit I was terrified the first time I gave blood, but then I realized I was scared over nothing. The extent of the pain as they insert the needle is equivalent to someone scratching your arm for a brief second, and while the needle is in your arm, you don't feel a thing. And as I stated before, it is impossible to contract AIDS from donating blood.
- 12. Now that you know how easy and safe the solution is to the lack of blood donations, let's take a look at just how much difference your donations can make. Every unit of blood you donate can help save up to three lives. You see, the blood you donate is divided three ways—into red blood cells, white blood cells, and platelets. Each of these are stored separately and used for different types of treatment. Red blood cells are used to treat anemia. White blood cells are used to fight infections, while platelets are important to control bleeding and are used in patients with leukemia and other forms of cancer.
- 13. The joy you get from helping three people can be increased many times over. You see, you can donate blood six times in a year. Those six donations could help as many as 18 people. Just think, if you donated for 10 years, you could help save the lives of nearly 180 people. Who knows—one of those lives could be that of a friend, a family member, or even your own, since you can now donate in advance of your own surgery.



- 14. Now that you know what a difference just one donation can make, I want to encourage you to take action. I urge you to take a stand and become a regular blood donor. Forty-five minutes out of your day is a small price to pay for the lifetime of satisfaction you receive by knowing you may have saved a life. If you have never donated blood before, pull deep inside yourself to find some courage and become a proud wearer of the "I am a first time blood donor" sticker. If you have donated before, think back to the feeling of pride you received from making your donation.
- 15. Finally, I ask all of you to think of a loved one you hold so dear to your heart. Imagine they need a blood transfusion and there is a shortage of
- donations that day so they can't receive the treatment they so desperately need—just like Brooke, the three-year-old girl I talked about earlier. Go to the nearest Red Cross in Madison, which is on Sheboygan Avenue, or attend the next blood drive here on campus. These drives are held in various parts of campus, including the dorms. In fact, the next drive will be held in the Ogg Residence Hall in two weeks.
- 16 Please take this opportunity to save lives and make yourself feel like a million bucks. Give the ultimate gift—the gift of life. Donate blood!

