

RECODE FACILITATOR PROGRAM

MASTERCLASS TRANSCRIPT CALL#6

How to Structure Your Presentation

OPENING

'It appears as though the power of a presentation comes first from the presenter and second from the content but there's a third factor that is as influential to it's potency'

and What distinguishes that factor is that it's by far the easiest to learn and by the end of this training you'll have it down pat.

The sequence of information that people receive determines how they make meaning of it. If you knew everything that happened in a murder mystery up front it would lose all it's power. The sequence of how it's unveiled determines how you feel about it. In fact, HOW the story is revealed (the structure) has more to do with your enjoyment of the mystery than what the story actually is once all the pieces are on the table.

Today's training is focused on teaching you how to structure your events so that the sequence of experiences and information people are receiving from you is as powerful, entertaining, and transformational is possible.

Whether you are doing a 1 hr presentation or a multi-day event we recommend that you follow this basic structure for each 1-2 hr block of time:

and this is the recommended flow whether you are teaching RECODE or any other content as it maximizes impact and engagement with the audience through multiple modalities (listening, speaking, writing, dialoging, and direct participation through exercises).

So let's take a look at our 5 part structure for each 1-2 HR SECTION you are planning to facilitate.

- PART 1: Opening (5 min)
- PART 2: Lecture (30 Minutes)
- PART 3: Exercise (15 - 45 Minutes)
- PART 4: Debrief (10 - 30 Minutes)
- PART 5: Break or Closing (5 - 15 Minutes)

These 5 parts make up 1 section, and that 1 section should cover only 1 major topic.

If you are doing a multi-day event you can break up your days into multiple sections each covering a different clear story having it's own lecture, exercise, debrief, and closing.

PREPARING

As you consider what content to develop it's important to deliberately shape your content around giving your audience (1) a particular experience, (2) transforming a particular mindset, and (3) taking a new action.

When Bryan and I begin to put together our events we always begin first by considering the answers to these 4 statements....

1. The audience's current experience on this topic is...
 - o Here we look at the prevailing feelings, mindsets, and experiences are most common for people on this topic. We also consider what state most people will be in as they enter the room? Will they be hopeful? Skeptical? Curious? Bored?
2. The new experience I want my audience to have on this topic is...
 - o *Here we look at what kind of sequence of emotions or narrative arc to we want everyone to experience over the course of the presentation? We ask ourselves what do they most need right now?*
3. The new mindset or belief I want them to have is...
4. The new actions I my audience to take are....

As an example - when we sat down to create the first "RECODE LIVE" event, we asked ourselves these same questions, and here's how we answered them for ourselves to get prepared to give a great live event:

1. **The audience's current experience:** Their perception of their life experiences are a fraction of what's actually available, and the key to unlocking your evolution with new frameworks and abilities lies in expanding the dimensionality of what you are perceiving. For example, the definition of success in our Western culture tends to be fairly uni-dimensional and self centered....with a focus on our "individual achievement which is defined by having comparatively more than those around us - more money, more notoriety, more stuff, more friends, more safety, more security, more free time, more sex, more love. That limited definition is the beginnign middle and end of what people are focused on and what they are using their life to achieve. There is little understanding of other possible definitions of success and another evolutionary context for one's life nor.
2. **The new experience we want them to have is...**to feel expanded - like their capacity to think, to care, to consider, and to act are sparked and increased by contact with the thinking frameworks and models of the RECODE program. We want them to have the experience that a new doorway was opened that they might or might not have known was there and a sense of excitement in being a more conscious participant in their own evolution.

3. **The new mindset or belief we want people to have:** is a believe in the value for themselves and the planet at large if they consciously and deliberately work on evolving both who they are and what they focus their attention on through their projects and their work such that they are playing a more collective global game. We want them to have the mindset that they have blindspots and would vastly benefit from having the help of teachers and trainers like us to help them along this path.

4. **The actions we want them to take...**are Firstly, we wanted them to register in the RECODE program to be a deliberate participant in their own evolution. We also wanted them to declare the vision they have for making the largest difference they can and commit to becoming the version of themselves that is capable of turning that vision into reality.

So now let's dive in, in more detail to how to structure each of these parts.

EACH SECTION HAS 5 PARTS

PART 1: OPENING

In your Opening you'll begin with an opener and share your mission. This is your why. Why you are doing this work.

1. COUNTERINTUITIVE OPENER...Examples:
'Almost everything you've been taught about sales is untrue and in the next hour sales will start to become one of your favorite things'
'Every one of you is only living up to a shadow of your potential not because you aren't willful, creative, or hard working, but because as you are about to learn your potential is unimaginably greater than you previously thought'

WHY TALK ABOUT THE MISSION?

- To contextualize the learning so that it feels important to them
- To lend a sense of belonging to something greater than themselves
- To give credibility to you as the speaker as you share why uniquely you are in front of the room sharing on this topic
- To inject a sense of energy and passion into the space before you begin

During your first 5 – 10 minutes begin with connecting your audience to your greater mission, the purpose behind your work. If your background and credentials aren't all that impressive yet, don't worry. It's actually more important that you are open. vulnerable and relatable. Tell the story of why you are doing this work and have it come from an authentic place. If you are helping people to transform an aspect of their lives that you have already transformed, now is the time to share you're story of that process and how and why you are in a place to share with them now.

By the way We have an exact script of what you can use if you are a RECODE FACILITATOR in our instructor's manual.

The next part of your prep work should be writing down the set of clear stories you plan to cover in your event. We recommend 1 major clear story per section and that you explore that clear story with a lecture, an interactive exercise, a debrief, and a closing.

PART 2: LECTURE

In your lecture, you'll be sharing the clear story for the specific topic of that event. During your lecture we recommend you make sure of at least 1-2 of the transformational elements we taught you in the earlier training on how to develop transformational content....using things like diagrams, narrative tags, personal anecdotes, rhetorical situations, (hero and dunce stories).

Here are some additional structures we recommend covering during your lecture....

1. **NAILING THE FIELD**....Is about Getting audience feedback to re-affirm the 'You think' of your clear story. Asking a staging question 'How many people have [X] experience? What's that like for you? 'What's a time when you felt like this?
2. **CREDIBILITY & BENEFIT**: (why should they listen) Build your credibility and the benefit of the 'Then you'll get..' Example: Tell a story of you getting that benefit or someone else getting that benefit or students/clients of yours getting that benefit. Tell 1 - 3 stories that make it clear that people are getting the then you'll get and the you are an expert in helping people to do that.
3. **IT'S NOT YOUR FAULT**: Why it's normal for people not to have it. What are the barriers or obstacles that have likely prevented you from already having it. Here's an example of NOT YOUR FAULT: "Most people don't have any money saved up at the end of the year - but that's not because they don't work hard and intend to save up. Its because we haven't learned as a culture how to make ourselves happy - and we've been taught by the media that *spending money* is the only sure way to do it
4. **MINDSET SHIFT**: State the but really...associate them into an experience where they can feel the but really as true. Walk them through how from that perspective the barriers or obstacles are reduced or removed. You can use hypothetical experiences, stories that illustrate this point, or diagrams, etc.
5. **AUDIENCE PARTICIPATION**: Who can see that this mindset shift would reduce or remove those barriers? Then when they raise their hand ask them 'What's that like for you?' Who isn't yet ready to believe the 'But really...'? Ask them 'what's your experience?' Whatever they say...'great I think you'll find that may shift after we do this next exercise'
6. **HOW TO**: This is the 'If you just....' of your clear story that takes them in easy to follow steps through the process of taking the new action you want them to take. Retell in more detail some of the story from the beginning of the benefit highlighting the

specific steps they took. If you imagine a maze from a bird's eye view you can see all the corners and all the exits and when you really fully understand something that's how it occurs for you. But the participants have the rat's eye view of the maze because they don't fully understand it. In order to help the participants navigate the maze you have to give them instructions that would make sense to someone inside the maze who can only see the walls immediately around them.

SECTION 3: EXERCISE

Here you'll engage your audience in either Q&A/dialoging, partnered or small group exercises, writing and reflection exercises, closed eye processes, working with someone on stage, or engaging the room in games

Explicitly make the connection between the if you just... that you want them to do out in the world and the steps of the exercise. EXAMPLE: If you are having them look in the mirror and state their organismic rights. Then in explaining the exercise you should mention that this will help their relationship to those rights in their daily life. Make it explicit that the exercise relates to "real life".

SECTION 4: DEBRIEF

you'll be engaging your participants in reflecting on the insights they gained or lessons learned from the exercise and lecture.

Series of staging questions:

1. What was that like for you?
2. Who noticed the 'but really' being true for them?
3. Who found this easy?
4. Who found this difficult?
5. Who had an 'aha' or something they want to make sure to take away that they'd like to share?

[do 1 example of an interaction with a participant using these debrief questions]

Also NOTE: there's an entire training on how to do great debriefs coming up in this Facilitator Training

SECTION 5: CLOSING

you'll recap the experience you are wanting them to walk away with and any specific bite-sized actions you are wanting them to take outside the room. This is also your opportunity to inspire them to take the next call to action which could be coming the the next event, signing up for a program or your additional services.

1. Reiterate the clear story but future pacing it for them. A story that has them having the but really and doing the if you just.

QUOTE:

“The storyteller looks into the eyes of the audience and together they compose the tale. The storyteller begins to see and re-create, through voice and gesture, a series of mental images; the audience, from the first moment of listening, squints, stares, smiles, leans forward or falls asleep, letting the teller know whether to slow down, speed up, elaborate, or just finish. Each listener, as well as each teller, actually composes a unique set of story images derived from meanings associated with words, gestures, and sounds. The experience can be profound, exercising the thinking and touching emotions of both teller and listener.”

- The National Council of Teachers of English