

The Lecture Writing Method

International Facilitator's Companion

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imaginal training

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The Theory

Section One: **The Theory**

Lectures, speeches, talks and presentations vary in style and specific intention but have at their foundation more similarities than differences. They all have the goal of informing people, of transferring knowledge. Under this lies the purpose of changing behavior - whether to convince someone to buy a telecom network or to equip a student to pass an exam.

Impact

Any lecture has multiple levels of impact on the audience. The content itself not only has multiple levels because language has multiple meanings, but the lecture also has a message as a whole: who gives it, what they wear, the setting in which it is delivered, etc. Many messages are transmitted at the same time.

The short term impact of a lecture mostly comes from the presenter. The character, style, entertainment value of the presenter all contribute to the immediate impression given by the lecture. The medium term impact, say a few months, is the content. The long term impact of a lecture is the structure of the presentation. It is the model or framework that is being presented and the sequence in which the model is presented that has the most lasting effect.

Lecture Style

The style of the lecturer communicates more to the audience than the content of the lecture. By some estimates the content comprises only some 7% of the total message communicated in a lecture. The style of presentation communicates the rest.

The body language of a speaker probably communicates more than any other factor. Some people estimate that 55% of the impact of a lecture is body language. It includes not only the way a person stands or looks at the audience, but also the way the lecturer dresses. Something of a

presenter's relationship to the material and to the audience is communicated by the clothes he or she wears.

By some estimates tone of voice contributes some 38% of the message of a lecture. Formal language communicates a different relationship to the audience than informal language. Technical language versus 'plain talk' provides a perspective that is an important part of the message of the presentation. For instance, very technical jargon that is above the head of the audience may communicate that the lecturer is knowledgeable, but it may also demonstrate that the information is remote or irrelevant to the audience.

If the presenter does not believe what he or she is saying in the presentation, the audience will also receive that message. One of the reasons for spending time preparing is to align the presenters' subconscious and conscious so that what is communicated is as consistent as possible.

An effective lecturer uses these multiple levels of impact to maximize the effect the lecture has on the audience. The challenge is to bring together into a consistent package the charisma of the teacher, the content of the lecture and the structure of the material being presented. The use of a rational framework, powerful visual and verbal images, and a congruent style of presentation increases the impact of the presentation.

Preparation of a lecture can be seen as taking place in three phases: achieving a clear understanding of what the lecture is to be about, finding appropriate examples and illustrations and reflecting about delivery to the specific target group beforehand. This booklet focuses on the first two of these processes.

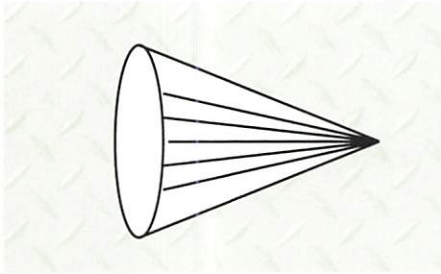


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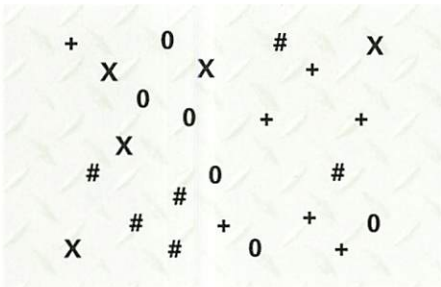
The Process

Section Two: The Process

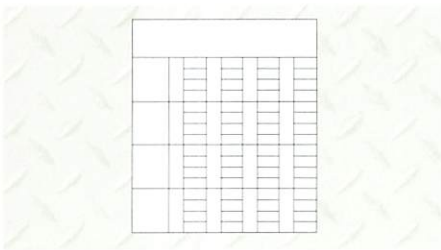
A good presentation is based on a clear and concrete understanding of what is to be said. This focuses the thinking of the presenter.



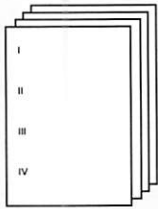
Determining the Focus: The first task of preparing a lecture is to decide what you will be talking about, first in general, and then in specific detail. Defining the limits of the talk is deciding how much detail is required and possible. This is as much deciding what will not be said as what will be said. At this stage of lecture preparation, the audience may be rather vague. Deciding whom you expect to be in the audience is helpful in determining the topic, the level of detail and the relevant aspects of the topic.



Brainstorming: Brainstorming is a skill that allows as much information as possible to be generated in a short period of time. It is recalling experiences, ideas, rationales, stories, examples, anything that helps put content into the lecture. In developing a lecture on a new topic, the use of ideas, models and examples from other sources, such as text books, professional literature, interviews and presentations, provides a way to get beyond the initial lack of basic information. The more sources used, the more potential perspectives are available.

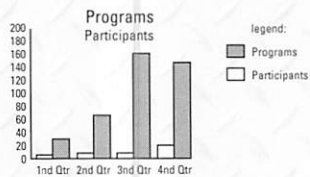


Organizing the 4x4: After listing the material, it is organized into a 4x4x4. That is four main categories, four sub-categories for each category (the 16 level) and four sub-sub-categories for each sub-category (the 64 level). The first step in organizing a 4x4 is to group similar ideas together. Eventually, you create four major points of the lecture. Each of the four points should be of relatively equal importance. Sub-categories are then created for each point, and finally, sub-sub-categories.



Writing the Brief: The process of writing out a brief helps clarify in your own mind what the lecture is about, and thus to communicate more clearly. Start at the sub-sub categories (the 64 level) of the lecture, by writing one summary sentence for each point. When four sub-sub categories of one of the 16 level categories are complete, write the summary sentence for that 16 level. When sentences have been written at the 16 level for one of the 4 level categories, write the summary sentence for that category. When all of the sentences for the 4 major categories are written, write a single holding sentence for the whole lecture.

Key Stories, verbal images, metaphors, ect



Determining Lecture Images: When the 4x4 and the brief are completed, you turn your attention to creating images. There are basically two sorts of images, verbal and visual. First generate as many images as possible. Select the ones that have the greatest clarity and impact. You might have 3 or 4 images per lecture point. Check if the images to be used are acceptable to the audience. Finally, consider how you, the lecturer, become the embodiment of the presentation you are going to give.



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Examples

Lecture Building Lecture 4x4 (A)

Lecture as an Art Form	Levels of Impact	Multiple levels	Brainstorm Ideas	Generate Ideas	Recall Experiences	Ideas	Other's Ideas	Text Books
		Short term = Teacher		High Number		Experiences		Literature
		Medium Term = Content		Little Time		Rationales		Other People
		Long term = Structure		Different Perspectives		Stories		Other Lectures
Rational Order	Models	Relevant	Organize by Similar Groups	Why 4x4?	Dialogue	Brainstorm	Relate to Real World	Own Experience
		Internally Consistent		Similar Groups		4x4		Other Experts
		Simple		Groups (4x4)		Think It Over		Common Wisdom
		Elegant & Beautiful		Sub-categories (4x4x4)		New Ideas		Others

Lecture Building Lecture 4x4 (B)

Write Brief	Clarifies Lecture	Deepen Rationality	Sequence of Writing	64 Level	Bridging Sentences	Intro-duction	Dialogue	Brief
		Complete Ideas		16 Level		Between 4 Levels		4x4
		Express for Participants		4 Level		Between 16 Levels		New Ideas
		Exposes Own Flaws		One Sentence Summary		Ending Statement		Practice
Create Key Images	Verbal	Rational Statements	Visual	Words	Style	Stance	Lecture Ownership	Believe in Lecture
		Examples		Drawings		Tone of Voice		Think it Over
		Stories / Metaphors		Decor		Dress		Test Against Exper.
		Readings		Focus Point		Language		Honor Participants

A Levels of Impact

An effective lecture uses the multiple levels of impact to maximize the effect the lecture has on the audience. It brings together into a consistent package the charisma of the teacher, the content of the lecture and the structure of the material being presented.

- 1 Multiple Levels** Any lecture has multiple levels of impact on the audience. It is not only because language has multiple meanings, but the lecture as a whole: who gives it, what they wear, the setting, etc. all convey many messages at the same time.
- 2 Short Term = Teacher** The short term impact of a lecture mostly comes from the trainer. The character, style, entertainment value of the trainer all contribute to people's immediate impression of the lecture.
- 3 Medium Term = Content** The medium term, say a few months, impact of a presentation is the content.
- 4 Long Term = Structure** The long term impact of a lecture is the structure of the presentation. It is the model that is being presented and the sequence in which the model is presented that has the most lasting effect.

B Clarifying the Topic

A good presentation is based on a clear and concrete understanding of what is to be said. This focuses the thinking of the presenter.

- 1 Determine the Arena** The first task of preparing a lecture is to decide what you will be talking about. What is the broad arena of the presentation?
- 2 Specify the Aspect** Next is to focus on one specific aspect of the topic that you will be talking about. If the talk is an overview of the arena, then you have to beware of the risk of excessive detail.
- 3 Determine the Limits** Determining the limits of the talk is to decide how much detail is required and possible. This is as much deciding what will not be said as what will be said.

- 4 Reflect on Audience** At this stage of lecture preparation, the audience may be rather vague. Deciding who you expect to be in the audience is helpful in determining the topic, the level of detail and the relevant aspects of the topic.

C Brainstorm Ideas

Brainstorming is a skill that allows as much information as possible to be generated in a short period of time. It is recalling experiences, ideas, rationales, stories, examples, anything that helps put content into the lecture.

- 1 Generate Ideas** The purpose of brainstorming is to tap your conscious and subconscious mind for a maximum amount of information about the specific topic of the presentation. This can include ideas, rationales, experiences, examples, stories, etc. Don't worry about their relevance at this point. This is best determined at a later date.
- 2 High Number** One way of improving the brainstorming process is to set a high number of items to brainstorm, say 100 or 150.
- 3 Little Time** At the same time putting time pressure on yourself helps tap the subconscious. You might give yourself 10 minutes to brainstorm 100 items. As brainstorming is a skill that is developed, the more you do it the better you will become.
- 4 Different Perspectives** Another way of brainstorming is to take different perspectives. You might have 10 perspectives and brainstorm 10 items for each perspective. For some people going around the perspectives putting one item at a time in each perspective list is the best way. For others putting 10 items in the first list and then 10 in the next perspective is best. This is also good if some effort is required in order to stand in some of the perspectives. A third way is to put items in perspective lists as they come to mind.

D Other's Ideas

In developing a lecture for a new topic, the use of ideas, models and examples from other sources is important to prepare an excellent lecture.

- 1 **Text Books** Often there are good insights in text books that can be incorporated into a lecture.
- 2 **Literature** Magazines, films, journals and other sources of information can be used in preparation of a lecture.
- 3 **Other People** Getting ideas from other people and colleagues through interviews or direct teamwork is helpful. Lecture 4x4's can be easily and quickly developed as a team assignment.
- 4 **Other Lectures** Other presentations about the topic are also a good source of information, especially for gathering varied perspectives on a new topic.

II Rational Ordering

A Models

A good lecture is a good model and a good model is relevant, internally consistent, simple, elegant and beautiful.

- 1 **Relevant** The first point of a good model is being relevant. It is tested against reality. That is, it helps understand reality and produces good results.
- 2 **Internally Consistent** A good model is internally consistent.
- 3 **Simple** It is simple enough to be used and complex enough to be useful. If a model is too complex people will not or cannot use it. If it is too simple it will not be useful in the real world.
- 4 **Elegant and Beautiful** Finally a good model is elegant and beautiful. It is attractive to use, even compelling.

B Organize by Similar Groups

After listing, the material is organized into a 4x4x4. That is four main categories, four sub-categories for each category and four sub-sub-categories for each sub-category.

- 1 **Why 4x4?** It is not at all necessary to use a 4x4, but the principle of a structured framework is important. A 4x4 forces a person to think consistently. What is important is to use some discipline or framework that enables you to think systematically.

Lecture Writing

- 2 Similar Groupings** The first step in organizing a 4x4 is to group similar ideas together.
- 3 Groups (4x4)** Eventually, you can create four major points of the lecture. They should be relatively equal in importance. Each of these is then divided into four sub-points. They should also be relatively equal in their levels of abstraction.
- 4 Sub-categories (4x4x4)** Finally, each of the sub-categories are divided into four sub-sub-categories.

C Dialogue

In the process of preparing a 4x4, a kind of dialogue begins between the brainstorm and other ideas gathered and the rationality of the 4x4. In this dialogue the depth of the thinking increases.

- 1 Brainstorm** In the process of building the 4x4, new ideas may come to mind and these can be incorporated.
- 2 4x4** As the 4x4 is being worked on, you might see that you need to change the categories. Feel free to do so.
- 3 Think It Over** After the 4x4x4 is complete, setting it aside for a few days while you work on something else is often fruitful.
- 4 New Ideas** In a lecture that is used frequently, new insights and ways of improving it will emerge. These may suggest changes in the 4x4.

D Relate to Real World

- 1 Own Experience** A good lecture is tested against your own experience. Do you really believe it? If not, why say it? What could you say that you would be able to stand behind?
- 2 Other Experts** While what you say does not necessarily agree with other experts, you must know why you disagree. What notion or experience leads them to draw the conclusions they have, and you to draw yours?
- 3 Common Wisdom** Another check is common wisdom, that is what the general public thinks, what the newspaper, the TV or your cleaning lady says, or what people in the field think if it is a technical area.

- 4 **Others** You might also check with non-specialists for understandability, clarity or other values.

III Write Brief

A Clarifies Lecture

The process of writing out a brief helps clarify in your own mind what the lecture is about. This enables you to communicate more clearly when giving the presentation.

- 1 **Deepen Rationality** Writing out the 4x4 in sentence form will deepen the insights and rationality of the lecture.
- 2 **Complete Ideas** This can turn somewhat abstract categories into full thoughts and help force clarity.
- 3 **Express for Participants** If the written out version of the 4x4 is expressed with participants in mind the lecture will more likely have greater impact on the audience.
- 4 **Exposes Own Flaws** Writing out a brief also tends to expose your own flaws in thinking. If you can't write a simple sentence about a point, you can hardly argue it before a group.

B Sequence of Writing

A 4x4 has four levels of sentences, a holding sentence for the whole lecture, one sentence for each of the 4 major points of the lecture, a sentence for each of the 16 sub-points or sub-categories of the lecture and a sentence for each of the 64 sub-sub-categories of the lecture. For some lectures you may find that you need to write more than one sentence for a category.

- 1 **64 Level** The most effective way of writing the brief is to start at the 64 level. Select one of the 64 level categories (usually the first category) and write a sentence explaining what that category is about.
- 2 **16 Level** When the four sentences of the 16 level categories are complete then write the sentence for that 16 level. Then write the next 4 sentences at the 64 level followed by the second one at the 16 level.

- 3 4 Level** When sentences have been written at the 16 level for one of the 4 level categories, write the sentence for that category.
- 4 One Sentence Summary** When all of the sentences for the 4 major categories are written, write a single holding sentence for the whole lecture.

C Bridging Sentences

For complex lectures it might be necessary to write bridging sentences. These are sentences that explain the relationships between categories and introduce and conclude the lecture. In any case you will want to write the first and last sentences of the lecture.

- 1 Between 4 Levels** The purpose of these sentences is to clarify the relationships between the four major points of the lecture.
- 2 Between 16 Levels** These sentences explain the relationship between the sub-categories within a category.
- 3 Introduction** This is the opening sentence of the lecture.
- 4 Ending Statements** This is the concluding sentence of the lecture.

D Dialogue

As in the preparation of the 4x4, a kind of dialogue often begins between the brief, the 4x4 and the generation of ideas.

- 1 Brief** As the brief is written, changes to the structure of the lecture (the 4x4) may suggest themselves. This is a good time to make them.
- 2 4x4** These changes to the 4x4 may also suggest changes in the way the sentences are written.
- 3 New Ideas** Whole new ideas may be created which can be incorporated into the lecture.
- 4 Practice** In giving or practicing the lecture, you may find that the lecture needs additional rethinking. The structure of the lecture may need work, so the 4x4 and the brief would be reworked.



IV Create Key Images

When the 4x4 and brief are completed, you turn your attention to creating images. There are basically three kinds of images; verbal, visual and personal, that is your personal appearance. In the end you are the embodiment of the presentation you give.

A Verbal

Verbal images are the most common and the most misused. Verbal images come in many forms. Some important ones are rational statements, examples, stories, metaphors and readings.

- 1 Rational Statements** The most important verbal images of a lecture are, of course, the clear rational statements of the model being presented. They need to be as concrete and specific as possible and stated in as simple or as technical terms as necessary for the group.
- 2 Examples** Next in importance are the examples used. They need to reinforce understanding of the model and should connect to the experience of the participants.
- 3 Stories and Metaphors** An important dimension of effective lectures is the use of stories and metaphors. Stories give added dimensions to the model and can give participants multiple ways of understanding the content of the lecture. Good metaphors provide participants a rich source of exploring the meaning of the model for themselves.
- 4 Readings** Readings from experts can lend credibility to the lecture and provide additional sources for the participants.

B Visual

Visual images normally have a greater impact than the verbal images. When well done, they contribute to the meaning of the presentation, add depth to it and aid the learning process.

- 1 Words and Phrases** The most common but least effective of visual images are listings of words. If words are to be used they should be few and depicted large, with phrases or single words holding the main

- 2 Drawings** More effective than words are drawings. These can be diagrams of the model being presented. If the model is complex the drawings should start with a simpler overview, more complex additions being made later on.
- 3 Decor** A third kind of visual image is the decor in the room. Most conference and training rooms are decorated to be unintrusive. This in itself is a message and either adds to or takes away from the lecture. Decor can be created by the trainer that contributes indirectly but effectively to the message of the lecture.
- 4 Focus point** Lecture rooms have a focus point, usually the lecture space. A more central focus point implies that much of the learning will take place among the participants.

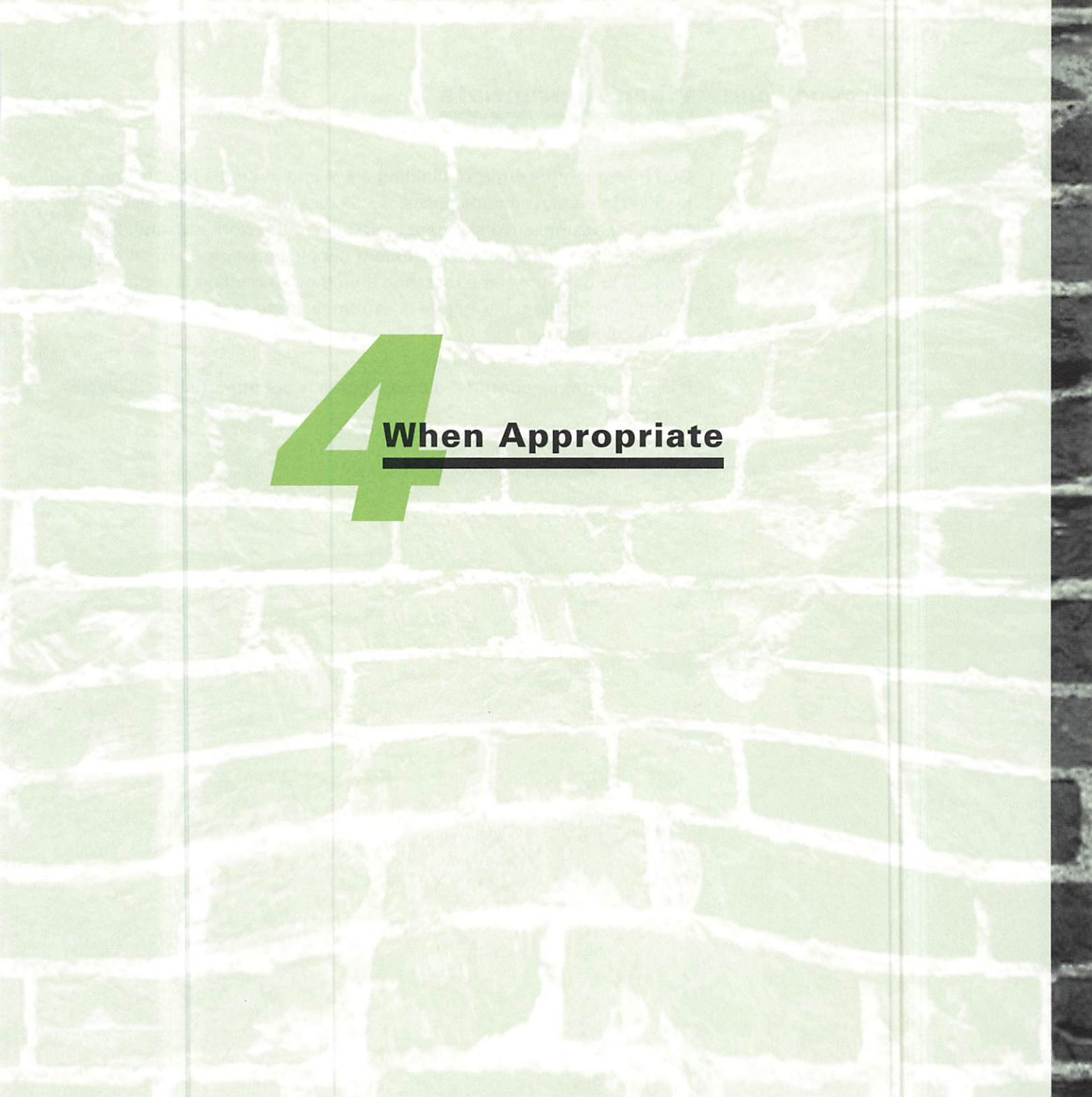
C Lecture Style

The style in which the lecture is delivered communicates more to the audience than the content of the lecture. By some estimates the words of a lecture only communicate some 7% of the total messages given in a lecture. Style of presentation communicates the rest.

- 1 Stance** The stance of the presenter, that is the body language, probably communicates more during a lecture than any other factor. Some people estimate that 55% of the impact of a lecture is body language.
- 2 Tone of Voice** By some estimates tone of voice contributes some 38% of the message of a lecture. This is more than the actual content communicates.
- 3 Dress** The way the lecturer dresses also communicates. The lecturer's relationship to the material and to the audience is communicated by the way he or she dresses.
- 4 Language** The kind of language also communicates. Formal, informal and technical language each communicate different relationships to the audience.

D Lecture Ownership

- 1 Believe in Lecture** If you do not believe what you are saying in a presentation, the audience will receive that message. One of the reasons for doing a 4x4 and brief is to align your subconscious and conscious so for you communicate as much as possible your understanding of the lecture material.
- 2 Think it Over** Just before giving the lecture, it is important to prepare yourself mentally. Think about the audience, the specific audience. Who are they? What do they need to hear from all of the material you could give them? Of the many roles you could play, friend, colleague, professor, etc., which one will be the most effective?
- 3 Honor Yourself** In giving a lecture you are saying who you are, what you believe in and it is important that you show selfrespect - not arrogance or embarrassment.
- 4 Honor Participants** Finally it is the participants who need to be honored by the presentation. They have come to gain from what you have to say and you owe them respect.



4

When Appropriate

Section Four: **When Appropriate**

Going through the effort of building a 4x4 and writing a brief is only justified in certain circumstances. If a lecture will be repeated several times, for example in a standard course, then the work is useful. If the same lecture will be given by different people and if each time it is given it needs to have the same message then the 4x4 method is useful to build a joint presentation. If a lecture is extremely important then the amount of work is justified.

It is not worth the effort if the presentation is not important or is given only once.



5

How to Develop

Section Five: How to Develop

A good presentation is based on a clear and concrete understanding of what needs to be said. This focuses the thinking of the presenter.

Determine the Focus

The first task of preparing a lecture is to decide what you will be talking about. What is the broad arena of the presentation? What is the specific aspect of the topic you will be talking about? If the talk is an overview of the arena then a lot of the details in the arena will not be in the presentation. Determine the limits of the talk by deciding how much detail is required by the topic, how much the audience needs to hear and is possible in the time given. This is as much deciding what will not be said as what will be said. At this stage of lecture preparation for trainers, the audience is rather vague. At the same time, some image of the audience must be decided upon. Do a quick analysis by tentatively answering a few basic questions. You might ask: What is the educational level, age range, the ratio of men and women, experience in topic, reasons for coming to the program (did their boss send them against their will?), expectations from program and their relationship to faculty? Temporary answers to these questions are helpful in determining the specific topic, the level of detail and the relevant aspects of the topic.

Steps:

- 1 Write down as clearly as possible what the topic is.
- 2 Give tentative answers to the audience analysis questions from above.
- 3 Write down as specifically as possible the exact topic and the major points that need to be covered in the lecture.

Brainstorm Ideas

Brainstorming is a skill that allows as much information as possible to be generated in a short period of time. It is recalling experiences, ideas,

rationales, stories, examples - anything that helps put content into the lecture. The purpose of brainstorming is to tap your conscious and subconscious mind for all of the information available about the specific topic of the presentation. This can include ideas, rationales, experiences, examples, stories, etc. Don't worry about their relevance at this point. This is best determined at a later step in the process.

One way of improving the brainstorming process is to set a large number of items to brainstorm, say, 100 or 150. At the same time putting time pressure on yourself helps to tap the subconscious. You might give yourself 10 minutes to brainstorm 100 items. As brainstorming is a skill that is developed, the more you do it the better you will become.

Another way of brainstorming is to take different perspectives. You might have 10 perspectives and brainstorm 10 items for each perspective. For some people going along putting one item in each perspective list followed by a second is the best way. For others putting 10 items in the first list and then 10 in the next perspective is best. This is also good if some effort is required in order to stand in some of the perspectives. A third approach is to put items in perspective lists as they come to mind.

In developing a lecture in a new arena using ideas, models and examples from other sources is important to prepare an excellent lecture. Not only textbooks but also magazines, films, journals, reports and interviews can be used in preparation of a lecture. Lecture 4x4's can be quickly developed by a team of people. Other lectures about the topic are also a good source of information.

Rational Ordering

Essentially a lecture is a model. A good lecture is a good model and a good model is relevant, internally consistent, simple, elegant and beautiful. Why 4x4? It is really a 4x4x4. It is not necessary to use a 4x4,

but it is necessary to use some system that allows you to think systematically and consistently, and the 4x4 is one system that enables you to do so.

After listing the material, organize the 4x4x4. That is four main categories, four sub-categories for each category and 4 sub-sub-categories for each sub-category. The first step in organizing a 4x4 is to group similar ideas together. Eventually, you can create four major points of the lecture. They should be relatively equal in importance. Each of these are then divided into four sub-points. They should also be relatively equal in their level of abstraction. Finally, each of the sub-categories is divided into four sub-sub-categories.

In the process of preparing a 4x4, a kind of dialogue begins between the brainstorm and other ideas gathered and the rationality of the 4x4. In this dialogue the depth of thinking increases. In the process of building the 4x4, new ideas may come to mind and these can be incorporated. As the 4x4 is being worked on, you might want to change the categories. Feel free to do so. After the 4x4x4 is complete, setting it aside for a few days while you work on something else is often fruitful. In a lecture that is used frequently, new insights and ways of improving it will emerge. These may suggest changes in the 4x4.

A good lecture is tested against your own experience. Do you really believe what will be said? If not why say it? While what you say does not necessarily agree with other experts, you must know why you disagree. What ideas or experience lead them to draw the conclusions they have? Another check is common wisdom, that is what the general public thinks or what people in the field think if it is a technical area. You might also check with non-specialists for inclusiveness, clarity and other values.

Write Brief

A brief is a statement of the 4x4 in sentence form. The process of writing out a brief helps clarify in your own mind what the lecture is about. This enables you to communicate more clearly when giving the presentation. The brief will help deepen the insights and the rational structure of the lecture. This can turn somewhat abstract categories in to full thoughts and helps force clarity. If the written out version of the 4x4 is expressed with participants in mind the lecture will more likely have greater impact on the audience. Writing out a brief also tends to expose any flaws in your own thinking.

A 4x4 has four levels of sentences: a holding sentence for the whole lecture, one sentence for each of the 4 major points of the lecture, a sentence for each of the 16 sub-points or sub-categories of the lecture and a sentence for each of the 64 sub-sub-categories of the lecture. For some lectures you may find that you need to write more than one sentence for a category. The most effective way of writing the brief is to start at the 64 level. Select one of the 64 level categories (usually the first category) and write a sentence explaining what that category is about. When the four of one of the 16 level categories are complete, write the sentence for that 16 level. Then write the next 4 sentences at the 64 level followed by the second one at the 16 level. When sentences have been written at the 16 level for one of the 4 level categories, write the sentence for that category. When all of the sentences for the 4 major categories are written, write a single holding sentence for the whole lecture.

For complex lectures it might be necessary to write bridging sentences. These are sentences that explain the relationships between categories and introduce and conclude the lecture. In any case you will want to write the first and last sentences of the lecture. The purpose of these sentences is to clarify the relationships between the four major points of the lecture. These sentences explain the relationship between the sub-categories

within a category. Then the opening sentence of the lecture is written. The concluding sentence or sentences can be written.

As in the preparation of the 4x4, a kind of dialogue often begins between the brief, the 4x4 and the generation of ideas. As the brief is written, changes to the structure of the lecture (the 4x4) may suggest themselves. This is a good time to make them. These changes to the 4x4 may also suggest changes in the way the sentences are written. Whole new ideas may be created which can be incorporated into the lecture. In giving or practicing delivering the lecture, you may find that it needs additional rethinking. The structure of the lecture may need work so the 4x4 and the brief would be reworked.

Create Key Images

When the 4x4 and brief are completed, you turn your attention to creating images. There are basically three kinds of images; verbal, visual and personal, that is your personal appearance. You are the embodiment of the presentation you give.

Verbal images are the most common and the most misused. Verbal images come in many forms. The most important verbal images of a lecture are, of course, the clear rational statements of the model being presented. They need to be as concrete and specific as possible and stated in as simple terms as necessary for the group. Next in importance are the examples used. They need to reinforce understanding of the model and should connect to the experience of the participants. An important dimension of effective lectures is the use of stories and metaphors. Stories give added dimensions to the model and can give participants multiple ways of understanding the content of the lecture. Good metaphors provide participants with a rich source of exploring the meaning of the model for themselves. Reading quotes from experts can lend credibility to the lecture and provide additional sources for the participants.

Visual images normally have a greater impact than verbal images. When well done they contribute to the meaning of the presentation, add depth to it and aid the learning process. The most common but least effective of visual images is a list of words. If words are to be used they should be as memorable as possible, short phrases or single words holding the main points of the lecture or point being made. More effective than words are drawings. These can be diagrams of the model being presented. If the model is complex, the drawings should start with a simpler overview, more complex additions being made later. A third kind of visual image is the decor in the room. Most conference and training rooms are decorated to be unintrusive. This in itself is a message and either adds to or detracts from the lecture. Decor can be created by the trainer that contributes indirectly to his or her message. Lecture rooms have a focus point, usually the space where the lecturer stands. You may decide where you wish the focus point to be. A more central focus point implies that much of the learning will take place between the participants.

The final decision is how much time should be spent on each section of the lecture.



6

Worksheets

Lecture Brainstorm Form
Title_____

[illegible]

Lecture building 4x4
Lecture Title _____

[illegible]

Lecture Brief Form
Lecture Title _____

Lecture Summary	
I	
A	
B	
C	
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II	
A	
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C	
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III	
A	
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C	
D	
IV	
A	
B	
C	
D	

Lecture Illustration Worksheet
Lecture _____

Lecture		Illustrations	Board Image	Time
Introduction On-Stage				
	I			
	II			
	III			
	IV			
Conclusion Off-Stage				



Tips for Developing and Using

Section Seven: Tips for Developing and Using

Preparing the 4x4

If time is available, spending several short periods of time to prepare a lecture is more effective than a few long work sessions. You will find that ideas, examples, and illustrations come into your mind between the short periods of preparation and it is useful to write them down. If there is little time available, at least try to separate preparing the 4x4 and writing the brief by a day and these two from developing illustrations by another day.

Try to have two or more examples for each major point. You will not necessarily use them all, but they will give you confidence and more depth to the presentation. More importantly, this will give you more options by which to respond to the audience.

Lecture Ownership

One method to increase preparation time is to go through the lecture just before going to sleep the night before giving it. The first thing the next morning write down any ideas that have come to you about the lecture.

Just before giving the lecture, it is important to prepare yourself mentally. Think about the audience, the specific audience. Who are they? What do they need to hear from all of the material you could give them? Of the many roles you could play - friend, erudite expert, devil's advocate, professor, etc. - which one will be the most effective?

While giving the lecture

Watch the audience. Look into people's eyes. Look at the whole audience. If the group is large or you find it difficult looking directly at some people, select representatives from each section of the room and look at them. Be sure to select representatives of the whole group and not only those who will support you.

Lecture Writing

Watch reactions to illustrations and ideas. When an idea does not seem to be understood, restate the point in another way or use another example.

In giving a lecture you are saying who you are and what you believe in. It is important that you show selfrespect - not arrogance or selfdepreciation. It is the participants who need to be honored by the presentation, not you the speaker. Forget yourself and keep your focus on the group.

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References

Section Eight: References

Lecture building through ordering your life experience

The process of building a lecture and the process of giving a lecture are very different but related activities. It is the demand to give a lecture that feeds back into the process of building one and giving it feeds back into modification in the lecture construct. The problems in preparing a lecture are quite different from those of giving one.

There are three critical stages in building a lecture, whether it is creating a brand new one or reconstructing an old one. The first is **recalling life experiences**, your life experiences. Your concern is to get out all that you know. It is existential knowing, a memory of the most profound insights you can bring to consciousness, how these insights are experienced and can be communicated.

When you are brainstorming experiences that will be helpful in giving a lecture, you want to get out as many experiences as possible. You don't really care what type they are. It can be an episode from your own life or the structure of the whole lecture. It can be stories, sequences of events, or anything that you can remember. One way to push yourself to recall experiences is to get a big piece of paper with lots of boxes on it. Then you require of yourself to fill in all the boxes with everything you have ever known that relates to the topic of the lecture. If you don't have a big piece of paper, get two or three sheets of paper and fill them all up with helpful things. The ordering is not really important. If you try to get order as you recall, you destroy the process of recall.

I find I can always think of more illustrations. I am constantly coming upon new illustrations in conversations, in reading, and in reflecting on my past. Sometimes experiences from my distant past can be as helpful as more recent events.

Stories from classical literature and mythology that make the same point as the lecture are powerful. Their use connects people's heritage with contemporary life. Stories from a community's life can also be recovered and looked at from new perspectives.

General insights also need to be listed. For example, 'People live out of images', is a general insight about training that takes new meanings as training programs are developed. All of these general insights as well as personal experiences need to be put in the boxes as raw data for the lecture.

The second step is **creating the rational order** out of the data. If you are building a new lecture you have to go to the paper filled with your raw experience and begin to pull out the rational order that is in it. In pulling together data that fills the whole field, you need to find what has consistency so that the 4x4x4 makes sense. If there are four parts, they must be four parts of the whole, the four sub-parts of a part must be *the* four sub-parts of that part and so on down. This is critical, because the only reason you build a 4x4x4 is to put on a drama that grasps hold of the roots of someone's existence.

The third step is **to write a sentence for each box**. Starting at the lowest level of the 4x4x4, the level with 64 boxes and then at the next level up. You end up with $64 + 16 + 4 + 1$ sentences. Each sentence must make rational sense for you. In the process of doing this the 4x4x4 may change which in turn changes the sentences. New insights may emerge in this process and need to be added to the 4x4x4.

The last step in building up material for a lecture is **to work out the key images** in order for them to be powerful. Two types of images can be used, verbal and visual. This whole process is like preparing a paint palette from which you will create a spoken painting.

Verbal images are of many kinds, stories, metaphors, poetry, verbal pictures, etc. and a lecture that is used often over time will develop a level of images so you have a 4x4x4x4. Only a small number will be used in any given lecture but all will be available. The process of creating a forceful verbal image is similar to that of creating the 4x4x4. A great lecture only uses a few key stories for illustrations. For each illustration you take the incident of the illustration and write down everything about the incident you remember - details about the people involved, your emotions, people's reactions, the context - all of the details you remember. You then write out the crux, the essence of the illustration for the point it needs to make in the lecture. You then select the key information from all of the information you recalled about the incident that essence depends on. When you have done that tell the story out loud attempting to find the way it has the greatest impact.

Creating an effective board image also requires some thinking beforehand. I find in the process of creating a 4x4x4 and illustrations some visual images come to mind and I note them down. I then select the one that will make the point of the lecture and draw it in the center of an A4 sheet of paper laying on its side so that it looks like a blackboard. I then play with putting the other images on the sheet until I find the final board I want to leave with a group.

Next comes the question, 'What do you take into the classroom?' If you take your 4x4x4x4 into the classroom with you, its obvious that you are in the wrong, unless you are a carefully wonderful magician able to pull out just exactly what you need from all the rack of paints that you have. For most of us we have to decide what paints to use before we enter the classroom. Very likely you take some kind of notes. I am a tremendously forgetful person and if I have written out a lecture in manuscript form, I have it down and can quickly recall it so to speak. But it is not really a manuscript because you never do it the same way. It is a flexible series of routines that you build each time you give the lecture. Most people

probably don't work from manuscript pieces but go into the room with a little sheet of paper with a freshly established list of what they are going to do this particular time. Some lecturers can lecture from memory alone. They memorize the illustrations and patterns they are going to use, and then they throw their notes away. They give the lecture on the run, in the back of the room, all kinds of weird things. Most of us find it necessary to have some of our poems accompany us into the classroom already written out.

*Adapted from course materials of the Global Academy of the **Institute of Cultural Affairs** by Jon C. Jenkins, of **Imaginal Training**.*



Notes

