Q: In your book, you write that the best way to present information is visually. Why are graphics such a powerful teaching tool?

A: Most of the things that could kill us are moving, to put it in evolutionary terms. We don’t pay as much attention to the tree as we might to the rustling grass because a tree is not a threat, but the rustling grass might hold a saber-toothed tiger. That’s why a third of the brain is devoted exclusively to visual processing. It is far away the dominant sense. If you add a piece of information that is graphical, the brain is much more likely to remember it than if you project it any other way. But it’s not just vision—it’s the moving visual image that appears to be the spark that the brain pays the most attention to. Here’s the hierarchy: The brain loves a rotating three-dimensional image the most. If you’ve ever been in a 3-D movie you’ll notice that the thing that pops out is the thing that you pay the most attention to. The next most memorable is a rotating two-dimensional image. Q: Does that mean we should be using more videos in our presentations?

A: Utterly. If you can make them 3-D, I’d counsel you to do that. [He laughs.]

Q: So given that, what do you think about PowerPoint presentations?

A: I think they suck. My first objection is this: Even though PowerPoint appears to be visual in nature, people just put their entire presentation on the slide and essentially read it. Number two is that text is one of the most impoverished ways of projecting information into the brain. We see individual letters as hieroglyphics—a whole bunch of little pictures—so the brain has to go by each letter in a word and inspect it each time. The brain simply gets tired of seeing text on the screen, particularly if you’ve got 40 words per slide, which is the average. Q: But people love their PowerPoint presentations. What can we do to make them better?

A: The first thing you can do is burn them. Burn what you have right now. And then start over. Lead with a visual and make it move if you can. The anima-
**R GUIDE**

If you use emotional language, you are more likely to win your audience over.

1. The brain is hard-wired to respond to emotion. We perceive emotion in the visual or the auditory, or both.
2. Everyone has emotional hooks. They are the things that you think are important.
3. If you’re just kind of moving back and forth, back and forth, but the constant movement?
4. The biggest mistake is being lost of being people. I would argue that it’s a different way, simply because of the relational capabilities of the human brain.
5. You have to make a really good speaker, which is this 10-minute business and rotating images and that was the brain into paying attention, when what the participants really should be doing is talking to each other.

Q: Why is that more effective than constant movement?
A: If you’re just kind of moving back and forth, back and forth, but the constant movement?

Q: What are some of the most common mistakes made at big meetings?
A: The biggest mistake is being lost of being people. I would argue that it’s a different way, simply because of the relational capabilities of the human brain.

Q: And that something related?
A: One level of detail and self-renewing graduate students. Every 10 minutes, pause the meaning of what I’m saying to the audience, and then I can keep a class going for two or three hours. If I have to do a class, for example, graduate students to reorient or reorient-ations related to mental health issues, I’m not going to start with all the mathematics. I’m going to give them the meaning of mental health by talking about some interesting cases I’ve seen, like people with schizophrenia who live in a hallucination. This makes an emotional connection. It only takes a minute, maybe two minutes, but I can win another 9 minutes and 59 seconds of the boring stuff. And this applies to any topic. You’re talking about return on investments or health care costs, but if you use hooks or emotional connectors—you are more likely to win your audience over.

Q: What makes a good hook?
A: Make it relevant, make it short, and, if possible, give it narrative structure. It turns out that the human brain loves narrative. Connect somebody to an MRI machine and watch. “The king died and then the queen died.” The fMRI lights up, but the brain’s not responding. I am proposing that emotional hooks should be more and solve problems more creatively, as Medina explains in Brain Rules.

Q: How do you use emotIonal connections, you are more likely to win your audience over.
A: You wrote in Brain Rules that humans have a 10-minute attention span. What does that mean for a 10-minute presentation?

Q: And that something related?
A: One level of detail and self-renewing graduate students. Every 10 minutes, pause the meaning of what I’m saying to the audience, and then I can keep a class going for two or three hours. If I have to do a class, for example, graduate students to reorient or reorient-ations related to mental health issues, I’m not going to start with all the mathematics. I’m going to give them the meaning of mental health by talking about some interesting cases I’ve seen, like people with schizophrenia who live in a hallucination. This makes an emotional connection. It only takes a minute, maybe two minutes, but I can win another 9 minutes and 59 seconds of the boring stuff. And this applies to any topic. You’re talking about return on investments or health care costs, but if you use hooks or emotional connectors—you are more likely to win your audience over.

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