



Invincible Messages:

Crafting a message that can last



ACTIVITY BOOK

This workbook is designed to support your continued learning following the Invincible Messages training course. The goal is to help you to:

- deepen your understanding of key concepts,
- practice applying them in meaningful ways.

Each section builds on what you've already learned, offering exercises, reflections, and real-world scenarios to strengthen your skills in presenting data clearly and engagingly.

Work at your own pace, but ideally complete within 4-weeks of the training itself. You can work on your own, but it can be even better to form a learning circle (cohort) and complete the activities together. Learning is often richer when shared.

If you have any questions (or feedback), contact Richard on:
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To access other key materials from the course, go to:
[Making Presentations](#) | [Course Materials](#) | [Invincible Messages](#)

INTENT = 4 Directions



You want to be clear in how you want your audience to listen and to respond.

Set the strategic direction of your presentation – set a presentation intent: knowledge, change, belonging, or actions.

ACTIVITY 1. Setting an intent for your main messages

1.1 Observe others present – is their intent clear?

As you sit in the audience for the next five presentations, consider what you believe the intent of their presentation was.

Ask them afterwards what their intent was. Is this the impact that it had on you?

If they were clear on their intent, consider what they did (said, showed, etc.) that helped you feel clear on the intent of their presentation.

1.2 Define five intents.

For your next five presentations: set the intent direction for the presentation (or for a longer presentation the intent direction for each major section).

Let the intent direction influence how you craft the messages you then develop.



Consider how you will share this intent with your audience.

MESSAGE = Backward H.A.T.

Your messaging is more than just a final idea that you leave them with. Have clarity on what you are there to do, how you will go about it, and passing on an idea that will help them to care.

Task



What you are there to do

Your action during the presentation
– what you are doing.

Ask



What you need them to do

What you are asking of the audience as the outcome of your presentation.

Headline



Why they should care

The most interesting thing that you are telling them, briefly stated.

ACTIVITY 2. Describing your Task, Ask, and Headline

2.1 Practice forming a Backward H.A.T.

For the next five presentations that you develop, write out the Task, Ask, and Headline. Use this to guide the way you frame key messages in the presentation.

2.2 Practice sharing your Backward H.A.T. to your audience.

Try out different ways to share your Task, Ask, and Headline with your audience. Talk to people in the audience afterwards to understand whether their reaction to being told upfront the task, ask, and headline.

UNFORGETTABLE = S.T.O.R.E.D.

There will be parts of your content that you want your audience most to remember. However, the brain has evolved to forget as much information as it can, and only store what is most important.

ACTIVITY 3. Practice each part of S.T.O.R.E.D.

Choose a presentation to practice on.

Choose a real presentation of yours. It might be one you delivered recently or one coming up in the near future.

Write out in 5-15 words the message (idea, insight, etc.) that you most want them to remember.

3.1 Practice making it SIMPLE

Connect your message directly to an idea they understand well (e.g. metaphor, case study, etc.). Layer your message: summary (1 paragraph); core message (5-15 words); mantra (2-5 words)

3.2 Practice making it TRUSTED

Highlight the credibility of the sources of your information.
Include a credible data point or chart.
Connect to the real life personal experience of the audience.

3.3 Practice making it O.M.G.

Perhaps: Add a surprising fact. Come at the message from an unusual angle. Bring in a surprising voice (e.g. quote, client video, etc.). Explore what works.

3.4 Practice making it REPEATED

How could you...?

- Repeat the form: say it, have it on a every slide, put it in a handbook, etc.
- Create a repeating drumbeat (e.g. closing each section with your message).
- Form your message to have an internal rhyme (e.g. "an apple a day keeps the doctor away")

3.5 Practice making it EMOTIVE

Intensify the emotive language into your message; e.g. "You will like..." might become "You will love..."

Connect your message to an intensely emotive life moment that your audience will recognise.
Add a (relevant) emotive picture.

3.6 Practice making it DRAWABLE

Choose a primary visual that connects to your message. This can summarise the whole idea or simply connect to a single part of it.

Reform your message into more visual language. E.g. "Launch by September 1st" could become "On shelf in your local store by September 1st".

Note: it is unrealistic to expect every memorable message to tick all six of the S.T.O.R.E.D. boxes.

That activities above is to help you practice each. In reality, for any message that you want to make unforgettable, you are likely to focus on 1-3 boxes within the S.T.O.R.E.D. model.

ACTIVITY 4. Buddy-up to work your message

4.1 Ask a colleague to help you S.T.O.R.E.D.

For your next five presentations, grab a friend as you develop your most important messages. Work with them to improve each message using the S.T.O.R.E.D. model as your guide.

4.2 Offer to be the message buddy for a colleague

Offer to help others develop their main messages. Each time use the S.T.O.R.E.D. model. This will help you explore more ways to use the ideas here. And it will help a friend develop a better presentation.

This is the end of the activity sheet