Workshop Workshop 2

OK everybody, welcome to the second session of workshop. So how today is going to go is that we're first going to have answer any questions you have regarding the first session, session one including the workbook. And then we're going to go into Session 2, which is teaching techniques. And the goal of teaching techniques is to make you aware of all the different ways people learn and how to incorporate it into your programs so that you're maximizing the students that you have there, that they're learning capabilities. Ok. And how does that expectations for your program, right.

And that's going to be broken up into two parts and that's going to be a good talk about teaching. Charles and we're going to talk about expectations. So let's get started. Let's first start off with the last week. If anyone has any questions, please type them in and want to go over the workbook. I said let's start off with. Who has not done the workbook? And then who has questions about it? Ok. All right. So Meg brings up a point.

This program here, workshop is actually a bonus of create that program. So a lot of what we discussed there were being in fact most of what we're discussing here. We're going into more detail there. Ok. So Megan and Stephanie, do you have any questions? And I know Amy and Diana, this is new to you, so. Tell me. Let's start off with. We're going to go right to the back. To create your program checklist. Ok. And honestly, the best part of this program is this checklist, right? So no matter how many programs that you're doing. This checklist can be used over and over again.

So what I actually do was to think about naming your program. So I would love to hear some names. All right what? You expect them to learn in your program and your overall brain dump. Those three were was homework from last week so. Did we do it? And if anyone needs any help there, right, so your brain dump at this point a week later should be a couple of pages. Meg, I'm going to put you on the spot. What's the name of your program? Elevate your media. Ok, see, this is what I like about her name. All right, the names of programs should there could be a cutesy element to it.

But it should be really clear on what it is you're doing. So if I see the name elevate your media, what that is telling me the program is about doing better my social media. Is that summed up correctly, Meg. Ok, I also like the fact that she's using the rewords all right. Try to keep the titles to whatever your program are to a minimum. Short and sweet. Ok, anything after that could be like a tagline for it, but the title of your program should be short and sweet, OK? Ok.

Now, Amy, you make a really good point. You have a lot of material and you have it organized into one program. Yet keep in mind, it doesn't not have to be a single program. It could be one huge program or it could be many little programs and many little programs could be one big program. Does that make sense? So what I would tell you to do for this exercise is this is do little OK. What is something that you want to teach Amy? Alright, I'm going to do one for you because I know that some of the stuff that you teach perfect poodle top knots. Ok. 3 words. Tell you exactly.

What it is that particular program and how to do poodle top knots with the program is not. Ok. Is on say poodle feet. So it's very specific, keep you pro. You don't have to teach everything in one program, all right? You could also, in the private group, put your ideas down on this. All right, let it. Let us help you. Hey, Maria right so, Umm, poodle topknot perfect poodle topknots. 3 words really clear on what it is that you're going to teach.

And then when you're doing your brain dump, it should be just on poodle topknots. All right. And then we'll go further from that at the end of. Session two OK. Who else is here? Diana, do you have? Something that you're looking to teach. Alright, I'm not sure. Ok then let's go on to Maria. Oh yes, sure, you drop down selection, says everyone. Ok. So Maria, what about you? What is the topic? That you would like to teach just one topic. And then just going back to Amy for like a complete poodle broom.

Ok. It might be perfect perfect. Our complete poodle, complete poodle grower. All right, that's dumb, but something that just says the. Show ready poodle grooming or pet ready poodle grooming, but something along the line again, something that is like really clear in what it is that they're teaching. So Amy has transitioning from grooming school to shop grooming. Ok. Ok, scissoring prep, bathing speed, Petronas and competition brimming. Ok, so let's take your first top one. Transitioning from grooming school to shop grooming, OK. Umm, OK, a title might be. Growing school graduate now what? All right. And if anyone is, this is a nice list there. So if anyone has some like good titles there.

So again, you're the exercise for titles. Short, sweet, to the point, exactly what it is that there's no question on what it is that they're going to learn. Ok. All right, so. Let's move on to. Ok, I can start with tips and tricks. Ok, that's really vague tips and tricks for a while. And remember, you don't have to teach all the things, all right? Ok, much better everyday grooming solutions. So now you see how the difference between those two titles is all right.

Tips and tricks. Compared to everyday grooming solutions, I know exactly what I'm going to learn in your class. I know that class is a tips and tricks class. Ok. So let's move on to teaching holding care. And report. All right. Seeing that, I'm not sure what it is that you holding care and report, all right? Vague not telling me. What it is that you're teaching, all right. And yes, a description of the class is going to help. But when people read things, you know, we all have like these tiny, tiny, short attention spans, right? So that when we're going through things, it's why headlines on newspapers are so important, because it's what grabs you to read further.

So if you look at the headline and think of the title of your workshop as the headline, if it doesn't grab someone's attention or it doesn't sound interesting to them, they are not going to read the description on it. Ok. No, no, it's fine and in the group. Bounce some of these ideas. This is the class I want to teach. This is the stuff I'm teaching on. Help me, help me make a title for it, OK? So moving forward in your workbook, all right, there are there's primary learning and then there's secondary learning right so primary learning is like Bay five.

Oh, that's OK Diana, if you can type. That's fine. If not, like I said, the Facebook group is going to be a really good place to bounce ideas off of and to help fine tune everybody's programs. Ok, so there are five primary ways people learn. We don't all learn just one, OK? And most of these, there is a combination of things, right? And there's like a ton of studies that show that the more you incorporate as many of the primary and secondary learnings that you can.

The more likely people are going to remember what it is that you're teaching. Ok, so primary learning 1st way is visual, right? These are people who absorb what they see, all right. They tend to be very meticulous and they value planning, planning and organization. They're very aware of colors, brightness, contrast, anything that has visually appealing features and those features might be in a slide deck, PowerPoint or keynote. They don't particularly care too much for, like, heavy text, right? So they're not. They're not the ones who are going to read a workbook, OK, or a textbook. Ok then anything that is color-coded closed captioning checklist.

Primary closed captioning is not only for people who are visual learners, but those who might be deaf. And we'll get into that a little bit. All right, Amy said. She's a very visual learner. That's why she's going into video and editing, right so. And we will probably two of the biggest learning materials that you will have are going to be workbooks and PowerPoints. And when we get to that part of this program, while I did not create a PowerPoint for this, right, we're going to create a PowerPoint for this.

So you could see the steps in and doing something that is visual OK. Auditory and these are people who do best by listening. Alright, music, video clips, demonstrations. And what you want to be careful is you don't want to be a talking head, right? You need to know your material. So you sit there and call the podium and you have your nose and you know auditory. Learn best by listening. Music, video clips, demonstrations. Don't be a talking head though. Prerecorded workshops. What happens is when you are reading. All right. I mean, you're just reading stuff. Your voice settles into a sort of a cadence, right? Which most people will fall asleep to.

Ok, think of think of that history teacher in high school. Ok. They actually do way better with lectures because they want to listen. Stephanie is an auditory learner. Ok. They tend to be the ones who do contribute to live workshops. So the ones who answer questions, who are here in the chat group, you know participating because listening is their thing, right? And you want to use for people who are auditory repetition. Alright, so going over the same things, repeating it, maybe approaching the same thing from a different perspective great they do great with Q and A, sessions all right.

They love accountability partners and do really well with one-on-one sessions right then there's the verbal learners, right? Verbal needs both a visual and audio. Ok, so encourage them to write in the workforce. People love doing the work and I want to make sure I have workbooks for all my workshops. Because when you are writing, all right, that is a motor skill and you will motor skill which is actually connected to the creative parts of the brain, right? So when you write your.

It actually helps with memory and I will tell you I passed my eleventh grade high school. Because I literally wrote out the whole book, right? So I would take a test. I would just. I knew all the answers because I wrote it. Ok, and that's because she was so boring that I literally fell asleep in class and couldn't pay attention to what was going on right that whole monologue in front of the classroom nearly put just about everyone to sleep. Ok, so by writing you're lighting up parts of the brain that have to do with creativity so that the person who's writing in the workbook is more likely to remember what was taught in that class, OK? I also like to provide transcripts.

Ok. So for there's closed captioning here, which you do have to enable it's technology, right? Which is the 3rd or the fourth section you're going into learning materials. I think it's the next and I will go into the service that I use for closed captioning. And the service that I use for transcripts right umm. Ok. So then we have logical. All right, logical people are very methodical, very linear, and thought this then that, OK, they need a plan to follow, right? If you give them a plan, they're going to be way more successful checklists all right.

I'm going to give you step by step. So if you have logical tendencies, having a checklist helps to get you through what needs to be done right people who are logical tend to be very goal oriented. So by being able to complete something such as on a checklist, they're they feel very successful, all right? However, when you have somebody who is logical and you want them to go through the program, you do have to set time expectations and require homework. Ok.

Since the hands on. All right this is where most people do really well. Kinesthetic learning all right. This is hands on. We're doing something, all right. And doing something can be riding in workbooks. All right. It can be creating something for we have in this Class 1-2-3 pet tech instructors hands on. Teach hands on how to do CPR that whole muscle memory. Ok. It's easier to retain when you do something right, especially if you do it more than once. There's muscle memory that, even if necessarily up here, is not clicking.

It's clicking here. Ok. So what you can do is have students create their own checklists, all right? So anything that you can do that they can do. So now any of you are doing a, let's say you're doing a poodle class. That's why a lot of instructors will have like 2 pricings right? One for bring your dog and you can will work out. You can work on your own dog that's hands on. That's an excellent if I was going to learn how to groom something.

And I would take the option to bring a pet so that I could actually do it. Yeah, along with the instructors. Ok, so having your students be able to do something on their own, right? Then there's the secondary. Ok. Secondary learning. It falls into two categories. Either someone is a social learner, meaning they love to work with other people, OK, they do well in Group settings, especially with accountability partners.

Anything live or in trade shows, they do really well. So it's like, hey, I'm here, let's do something right? They're also the ones that tend to do better in Facebook groups too. They're willing to ask questions and participate right then. There's the intrapersonal, all right. They like to work at their own pace. I'm an I'm an intrapersonal. I like to work at my own pace. I will purchase like live workshops because all I want is the recording. I'm probably not going to have time to watch it live, but let me have the materials, give me the program and I will do it on my own.

And but. For those people, you need to give them a specific amount of time to do something. I need you to do this time of day, OK? It's why? There's limit to access to the recordings right because if not, it'll be two years later, someone will go, hey, I bought this workshop two years ago and I haven't gotten around to it, OK? So that when you putting together your programs and there's going to be recordings available for it, put a time limit on that recording. I know that I paid for something and I have, let's say, three weeks to watch it.

It's going in my To Do List to make sure I scheduled time to watch it because I paid for it. Ok. However, if it's like open-ended and I'll have it forever, it'll be like Oh well, whenever I get to it. Ok, so set time limits for those right and then there's the whole neurodiversity. They have their own set of challenges, OK. All students should be set up for success, all right? And because one person is having difficulty, that's a student.

You failed. All right, set them up for success the best you can. Now, my philosophy is this. Teachers are responsible for teaching. Students are responsible for learning. And if you set it up so that everyone will succeed, it then falls on their responsibility to learn. Does that make sense? Ok, so some people may have trouble with organization if you see. I mean, sometimes it's easier to see. In a live setting, if somebody is having trouble, all right. When I'm at a trade show, I make sure that I'm available while I'm at the trade show. So if you see me at the trade show, stop asking me questions.

That is what I am there for. I'm not on vacation at a trade show. I'm there working, all right? And because I'm there working, you can always stop me and ask me a question, right? And that part is really important to me because I have been had two separate instructors when I was. Brand new groomer. I'm at my very first trade show and sue Zecco and another instructor it's a classes with and I had a question and sue Zecco stop answered the question for me and the other one really made me feel stupid for asking that question. All right, so be like Sue zecco umm. So they need digestible topics, right? So is having trouble with organization.

They need to have topics right. Which is why how I set up the workbooks according to topics, how I set the programs of becoming to topics and you don't want to teach everything. All right? Those are for what? Multiple if you go over to the my website, positive Ed, go over to the mastermind library. There's like 60 pre recorded workshops there, right? But some of them are very similar to each other, right? But there's yet they're different, right? So make sure that however it is you're teaching that you're teaching in steps. Follows a logical order and that you don't throw all the information at them at one time, right? It's going to go whoosh over their head.

And even if you are not neurodiverse, I'm going to tell you throw everything at me. It's going to go woosh over my head. They're going to do. People who have trouble with organization and digesting material do need shorter classes. So try to keep your classes mean. Most trade shows they want an hour class. Ok, that's pretty standard. However, some of them want to and some of them want four, and I'm doing a 6 hour class for Barclay. All right, Terry Dimarino has a 6 hour class for Barclay. When you get into classes that are that long at a live trade show, you need to have breaks in there.

Ok. So the good thing about what Barkley is that this is, this is your time. You have put whatever breaks you want in there, OK? Even if it is, you just make people stand up. Ok. One of the nice things about pet tech is there's a lot of standing in sitting, standing and sitting, all right? And that's to keep the blood flowing, right? So use that model. Sometimes people who are neurodiverse will have trouble with abstract concepts all right, so be clear and to the point and what it is you're teaching. Don't make comparisons to things that they may not get.

Or what might be a joke may not be understood. All right. So clear to the point right and. You don't ever want to have anyone feel stupid for asking a question. And we'll get over and this will get into professionalism, but when someone asks the question, repeat the question back to them so that you understand what it is they're actually asking right. They could also get. Frustrated easily and give up. So figure out what the problem and find a solution for that. Alright, so I know we have a couple of neurodiverse people here if. Anything you want to add to this from your perspective, please do so.

Ok. They could also be sensory overload. Alright, so sometimes too much noise trade shows so loud, all right, there's a lot of energy that's going up it can just really frustrate anyone but somebody who is a sensory overload, that's going to be a really a problem for them right you'll see people walking around with the headsets. So, Meg, do you have a recommendation on a headset? Because I would kind of like to put that in here. Ok, Stephanie, you got a recommendation on a on a head, on a headset.

Something called loops. I'm just going to put that in here. My notes oops. Sometimes students just need. 5 minutes, oK so Nick says that they're earbuds, OK? There, I guess there's a lot of background activity going on at A trade show, she says. Meg says they're earbuds, they don't play music or anything, but they do minimize the din. You could still hear someone talking to you, OK? Eye contact. Not everybody wants eye contact. All right. When I'm at a trade show and there's here on the computer, it's really easy.

I'm looking straight ahead, OK? I don't have to look anywhere because you know what? You're all seeing me looking straight at you. But at a trade show, that's not necessarily the case. So trade shows generally can be right, middle, left. Ok and? Maria wants to know if it's noise cancelling Meg. So you got right, middle and left. And pick a direction to look at. Don't actually have to make eye contact anyone but facing in that direction, face to the right face, to the left face. Similar to a lot, keep in mind. All right, for people who are deaf and hard of hearing, they will tend to sit up front right and they want to see your mouth.

Most will tell you ahead of time in class, hey. I'm deaf. I'm sitting up in the front row. I'm going to be watching your lips now. It is your responsibility again now to make sure people are learning so you have to face that person so they can read your lips. You also cannot call attention to that. All right. So you can't say, hey, I'm really sorry, but I can't look all over the place.

I got to look at her because she's deaf. You cannot say that, all right? You just when you're not speaking, you can make. Different eye contact, but when you're speaking, make sure that they are in your field. A vision, OK. They also tend to be the ones who interrupt your Class A lot. Sorry, Stephanie. Ok yes you know what, if you want to talk about remarkable, we'll talk about I love my remarkable, OK. So anyway, they can go off on tangents when you're teaching, when you're when you're trying to teach a class, all right? So they have their stories right? and.

There, it takes time away from the class, and it could be a very valid story. But it's distracting from your class, right? But that's not necessarily how they're seeing it, right? So how I get around that when I am at a trade show? I have my cell number up on the screen. That's my phone right there. Ok. And I tell people to text the question to me right no one is going to text the story. They're going to text the question.

Ok. Yes, we see it as trying to connect with you. That's exactly it. However, in a class setting, you have one hour to present, including time for questions. It takes time away from the material that you're actually trying to teach. Alright, so here on zoom. Ok, so I have the webinar function set up on this, right? Not the meetings, because it was a meeting. Then you guys could all interrupt me. I don't have to keep muting all of you, but in a webinar function, which costs a little bit more money, you have to type your questions in, all right? It keeps the class moving smoothly and.

It flows freely. Ok, so I have people text me questions, right? And so then I will read the question out loud, ask them is this the question that you know, making sure I understand the question and then I can answer it? And that serves a couple of purposes. One is that you are reading the question. A lot of complaints that instructors get is that they will just answer the question. So somebody on the right side is asking a question, but they didn't hear the question on the left side. You know, person on the right does never microphone right, so they don't know what it is that they're answering.

You also may also get I had one class and it was on cat grooming and there was somebody who. There can be really different. Opinions regarding cat grooming. Alright, so I was teaching and I was teaching. My method was a person that was agreeing with it and she was trying to call out the other type. And I had, even though I agreed with it, I had to put a stop to it because that was disruptive and it was also trashing. Somebody elses the way they teach in. That's wrong, right? Not everybody has to agree with you.

All right. There are multiple ways to do the same thing, right? So working with how you feel comfortable doesn't make with someone else's teaching wrong. I mean, sometimes, yeah, but not necessarily. That also has to be put to a stop. And again, by telling people to text you. And I will start off that, hey, so that I answer all the questions, all right, please text me your question so I can read it out.

And it also gives me the thing that if I see the question and I know I'm going to cover that question in a minute or two. I will just not answer the question and then when I get to it, question is answered and then I will say. Did I answer your question? All right. Ok. All right. So any questions there? right. In the workbook that I have here, right? Janice section. There is. I have included. And it's not something you have to fill out. But it's good to go over. It is the curriculum merit checklist. This is from the Oregon State University into that one. Professors are creating a program that has to meet all of these requirements.

Now, for some of the stuff that we're doing, it's not. It's overkill. Ok, but it gives you an idea of what a college level and is it also before high school level programs are looking for in their material? And now we're going to move on to expectations. Ok. So remember when we first got started today, I said it's a little reliance. Today's going to go like this, right? We're going to go over the first workbook, right.

We answer any questions on that. And then I went into today's call with which to make you aware of the different styles of learning and how to incorporate into your program, OK, and how to set expectations. Ok, So what I've just done with that is that I have set up something in your brain. I am setting up the expectation of what is going to be learned in this class, right. So look at your brain as this great little filing.

Yes, the file cabinets. Ok, so the name of the file cabinet is, the name of the file cabinet is workshop and it has different drawers, right. So the second drawer now because the first draw last week, the second article teaching techniques alright and insight teaching techniques. ok is. Teaching styles. And expectations? Ok. So now the brain knows what it's going to learn and it sets up that's the material that they're looking for. Ok, so and it doesn't matter what supporting material that you have it is just keep in mind that whether you have PowerPoints, workbooks, check doesn't matter.

Always remember, you are the material. You're the material, OK? And everything else is supporting what it is you are teaching. My personal philosophy is that all knowledge is available is for everyone, right? However, the time it takes you to put it together, curate supporting material, that's yours all right. So part of the reason I have heard that some people don't do supporting material is that they're afraid they're material is going to be stolen, right? And yes, I've had some more material taken by some people, which would have been nice if I got an acknowledgement, but I did not. However, that if somebody wants to steal your material, they will figure out how to do it right.

But 99 % of the people who come to you to learn, they want to learn. All right, that 1 %. I don't worry about right. They're going to videotape me. What they can't do is they can't replace me. They can't replicate me. I'm me, OK? You are you. You're going to have your own teaching style and just be true to your teaching style right. So on the other page of your workbook it says what will be accomplished.

Ok. So as I get to each section, there's going to be like that slight little pause and I'm going to start the next thing right so the brain knows that. Ok, well, we learned all this and now we're going on to this. So that's the topic. So if I'm doing a PowerPoint, in fact, you know what, let me just get a PowerPoint up real quick so I can just demonstrate that. Give me one SEC. It's opening it. I just got one I'm working on my desktop. It's thinking. Alright, we will give it a second to think. Well, I'm waiting for that open up.

Diana, this is the remarkable. Ok, and I did buy the case for it because I have literally already dropped this like three times on the floor. Ok, comes with a pen. And I did buy new. I did not buy refurbished, OK. So we could see it sleeping. And what I have on here. I'll roll the checklist that I have for whatever it is I'm doing, all right, so I have my little folders. I have also set this up. You can connect it to I think Dropbox, Google Drive, and OneDrive.

I have it connected to a drive folder, so it's a very specific drive folder that I can move things in and out from here. Ok, so for example, OK. Here we go. Let me just. Hold on a second. Let me finish with this since I started with this, OK? So I have folders here, OK? And I can make it. I have templates. Let me find my templates. Hold on. I just made a coffee, so I have. Where is it? This is so. Ok down here is my template first for summits.

Ok and I just click on that press on that hello. And up on the top I can make a copy. All right, so I make a copy. And I clicked on that, I got changed the name of it because that's going to be the June summit here. And now that I have a checklist. Ok. And make a copy of it. I could just go through all the things I need to go through and order to get a program going. I can get the back end of a summit up in about a day if I have all my information on it. So like all the speakers give me their BIOS and headshots and all that sort of stuff and it really does not take me long because I have a checklist.

Just go through the checklist i lived. I live and die by my checklist. Ok, but let's get the PowerPoint up screen. I think all said and done, Diana, it cost me with extra pencil tips like 500 bucks or better yet actually costs my hundred husband like five hundred bucks because it was on my birthday and Christmas present. Ok, so this is a workshop I am working on for super zoom. Ok, it's called manage your time, right? So a couple real quick on the elements here, manage your time. 3 words to the point. You'll notice here I have that it is copyrighted by virtue of you putting it together.

It is copyrighted. However, putting it there, does that hurt? All right. So it's copyrighted by myself and my business, which is trademarked, OK. As my website up there in my logo. As my contact information, I will go into detail with this when we put together the program. But after that, the third slide is goals. Goals is setting the expectation what it is that they're going to learn.

All right. So my file cabinet is called the manager time, OK? And the goals for that one is getting you back on track by teaching you tips and hacks to manage your time rather than time managing you. That's what you're going to be expected to learn here, OK? And then the next slide, this breaks it down into a little further. This is breaking this down into topics that we are going to cover. What is time, attention span, productive times tracking time, when to delegate and outsource, when and how to schedule task tools and then questions, right. So as I go through this presentation, so after i finish up with.

What is time? And then I'm going to go into. So what is time? All right? And the next title slide to slide down attention span and productivity right so the topics that I mentioned, when we get to the slide, the brain now knows we're switching to learning this. Ok. Does that make sense? That's setting expectations. And what any given student will be expected to learn in your in your class. Ok, cool.

ok so. We're going to go on now to the checklist if you go through at the end of each program, at the end of each second so. What you should have is even if you make up a dummy program, just work through what it is you need to do. Ok, so you should have named your program all right, so now you know what the goal and the expectation and how you set that.

Your overall brain dump. All right. Again, little notebook bathroom my kids were in school. They would have the notebooks where it was like. 5 for a dollar I my kids. I have grandkids in high school, OK? I still have notebooks to see, you know. Ok, what I do like, the remarkable for us now is that it's a whole lot less paper. So what I used to do on the notebooks, I now do on the remarkable.

So any article that I'm writing, any new program that I'm writing, I do that brain dump there. Once you do your brain dump, you're going to take a look at the topics there. And you're going to say. That things belong in groupings, you're going to start to group them, and those are topics. Ok, so i'm going to use amiel's. Perfect poodle tottenhams. Ok, So what might be on your brain dump for that? You might have a list of all these different products that you use, and how do you use those products? Might be tools, OK, it might be something on profile.

So there might be and how to set. So there might be. When you're going through everything that you do to make a poodle top, now you're going to see the things belong together. Alright, and then that's how you set your topics, right? so. Your homework. Ok, is now that you should have gone through the 1st 4 which is named the program. Set the goals and expectations. All right, create that overall brain dump. And organize your brain dump into topics. Ok and from your topics. Once you do that, you can create an outline.

What's logical? Ok, so. Well you have your topics. How should those topics be presented? Right what's the first steps? Do you want to start with Prep and why you're using these products right or why you're using what equipment and going into profile whatever you think follows the most logical order? That's your outline. So by next week. Ok. And please use the group. Use the collective brainpower that is in the group. There's some really great people in there, OK. I mean, Stephanie has a grooming school up and running, so I would really like to give her a round of applause for that.

Ok. So you want to have the name of your program and again, it can be a dummy program, all right. But going through these steps, remember that hands on stuff. Ok. When you start going through the steps right, it's going to become second nature. Yes, I still use a checklist, but I could sit and part of what I use a checklist for is making sure I'm not forgetting something. All right, so I'll start working on it, and then I'll look at the checklist and start checking off what I've done. I'm like, oh, I didn't do that. So let me go and do that, OK? Alright, so the name of the program, you set the goal and expectation.

You're going to do your brain dump, you're going to put them into topics and then you're going to create the outline. That's what we should have going for next week right and. Next week will be professionalism. And see what I just did there? That's called future pacing. All right, so now your brain knows what it is we're going to discuss next week. Any questions before we wrap up today? If you have questions you can also later on you can tag me in the group right I will tell you to tag me.

This recording will be up. Probably within the hour. And we are meeting next Wednesday, same time. And this Pooh bear and Diana, I wish I had, they'd have. They are not. They have not set up like a referral thing yet. I wish they would. But they don't. But I would definitely buy new. I'm not too sure what they're refurbished looks like. New is, I always say new is better, right? It now comes with the cloud cover the cloud for that.

So even if you lose it, you won't lose your material. I had a friend lose hers on an airplane. She forgot it. She never got it back. She lost all of her work on it because she did not, when we first came out did the cloud cover, which is extra and now what? On their website. remarkable.com so she didn't buy the cloud coverage. She lost all her material, all right, but now I believe it's included and for some reason it's not. Do the cloud coverage you will.

Your future self will thank you for that. All right ladies, I will see you next week. Again, tag me if you have questions yeah. See you next week.