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Presenting Technical Information with Stories

Technical information is not hard because people are not smart enough to understand it. It is hard because it often arrives as a pile of facts with no order, no reason to care, and no picture of what happens in real life. A list of settings, numbers, and terms can be completely accurate and still leave a listener with nothing they can use. They nod, they take notes, and an hour later they cannot explain what was said or what they should do differently. That is not a failure of the listener. It is a failure of the presentation.

A story fixes that problem, not by making the work less serious, but by giving the facts a shape people can hold. A story has a person, a problem, a choice, and a result. When you place a technical fact inside that shape, the listener can follow it, remember it, and explain it to someone else. A nurse explaining a new charting system, a technician showing a crew why a lockout step matters, a support worker helping a customer understand a password reset — all of them are doing the same job: turning something abstract into something a real person lived through, step by step.

This set teaches you how to present technical information with stories in a way that stays honest. You will not learn to exaggerate, to invent results, or to hide hard parts behind a good tale. You will learn to find the real human problem behind a technical topic, build a simple story spine you can reuse, translate jargon without losing accuracy, choose one strong example instead of ten weak ones, and close with a clear change the listener can make. These are workplace skills. Supervisors notice them, trainers rely on them, and teams work better when the person explaining the system can also explain why it matters to the people using it.

What You Will Learn

- How to find the human problem behind a technical fact, so your presentation starts with a reason to listen.
- How to build a simple story spine — person, problem, choice, result — that you can use for almost any technical topic.
- How to translate jargon and abbreviations into plain language without changing what the words actually mean.
- How to choose and shape one concrete worked example with real details, numbers, and timing.
- How to handle numbers, charts, and warnings inside a story without losing the listener or hiding a risk.
- How to end a presentation with what changes, what stays the same, and the exact next step.
- How to check a story for honesty — no invented outcomes, no missing limits, and no promises you cannot keep.

Lesson 1 — Find the Human Problem Behind the Technical Fact

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Every technical topic exists because someone, somewhere, had a problem. A database was built because paper files got lost. A safety sensor was added because a worker was hurt when a machine started without warning. A new sign-in step was added because accounts were being taken over. If you start your presentation with the system itself — its name, its version, its features — your listeners have to do the hard work of figuring out why they should care. Most will not. If you start with the problem the system was built to solve, you have given them a reason in the first thirty seconds, and every fact after that has a place to land.

Finding the human problem means asking a different set of questions before you prepare a single slide. Instead of asking, "What does this tool do?" ask, "Who was struggling, with what, and what did that struggle cost them?" Cost does not have to mean money. It can mean time spent re-entering the same information three times. It can mean embarrassment in front of a customer. It can mean a night shift worker making a tired mistake at 3 a.m. because the old process had twelve steps where four would do. It can mean fear — a new employee afraid to ask a question because everyone else seems to already understand. When you name the cost in plain words, your listeners recognise their own work in your story, and recognition is what holds attention far better than volume or speed.

There is a second benefit. Starting with the problem protects you from teaching features nobody needs. Technical systems collect features the way drawers collect cables. If you prepare from the problem outward, you naturally spend your time on the parts of the system that solve that problem, and you can honestly set the rest aside with a sentence: "There are other tools in this system for other jobs. Today we are covering the one that fixes the morning report problem." Listeners trust a presenter who does not try to cover everything. They can tell the difference between someone teaching what matters and someone reading a manual out loud.

Be careful to keep the problem real and specific. "People were frustrated" is too vague to help anyone. "The front desk team re-typed the same customer address into three systems every morning, and one typo in any of them meant a delivery went to the wrong street" is specific. It has a team, a task, a repetition, and a consequence. You do not need private information or anyone's real name from your own workplace to do this well. You can describe the role, the task, and the difficulty without exposing a person. The detail that matters is the work, not the identity.

Finally, remember that the human problem is not a warm-up act before the real content. It is the frame for the whole presentation. Return to it. When you reach the third feature or the fifth step, connect it back: "This is the step that removes the second re-typing." That thread is what turns a list of facts into a line a listener can follow from start to finish, even when the material is new and the morning is busy.

The Steps

1. Write your technical topic at the top of a page in one plain sentence, with no abbreviations.
2. Ask who does this work every day. Name the role, the shift or setting, and the moment in their day when this topic touches them.
3. Ask what was hard before, or what goes wrong when this is done poorly. Write the difficulty as a concrete event, not a feeling.

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4. Name the cost of that difficulty: time lost, errors made, customers affected, safety risk, or rework created.

5. Check that your problem statement names no private information and blames no individual. Blame the process, never the person.

6. Turn the problem into your opening two or three sentences. Read them aloud and cut any word a new employee would not understand.

7. As you build the rest of the presentation, write the problem at the top of each section and check that every fact you include helps solve it.

A Worked Example

Priya works in the training team at a regional distribution centre. She has been asked to teach the morning crew a new scanning process for returned goods. Her first draft opened with the scanner model number, the software version, and a diagram of the menu screens. When she tested it on a colleague, his eyes glazed over by the second slide. She started again from the problem. The real story was this: returns arrived in mixed boxes, crew members scanned each item into one system, then walked to a desk terminal to type the same codes into a second system. On a busy Monday, that walk happened hundreds of times, queues built up at the single terminal, and items were set down "just for a minute" and then missed entirely. By the end of the week, the stock count was wrong and no one could say where the gap began. Priya opened her revised session with that Monday. She described the queue, the set-down items, and the Friday count that did not match. Then she said, "The new process removes the walk and the second typing. One scan now does both jobs. Here is how." The crew listened, because she had described their Monday back to them. The technical steps that followed — the same steps from her first draft — now had a purpose the whole room already understood.

Common Mistakes

- **Opening with the tool instead of the problem.** A model number or a feature list gives listeners nothing to hold on to. Open with the difficulty the tool exists to fix.
- **Describing the problem in vague feelings.** "It was inefficient" teaches nothing. Name the task, the repetition, and the consequence.
- **Blaming a person for a process problem.** Stories that shame a worker lose the room and are usually unfair. The process failed; show how.
- **Choosing a problem your topic does not actually solve.** If your opening promises relief your steps never deliver, listeners learn not to trust you.

Lesson 2 — Build a Simple Story Spine You Can Reuse

Once you have the problem, you need a structure that carries it. Professional writers use many structures, but for workplace teaching you need only one, and you need it so well practised that you can use it under pressure, with five minutes to prepare, in front of a tired room. That structure is a spine with four parts: a person, a problem, a choice, and a result. A person in a role the listener recognises. A problem that interrupts that person's work. A choice — the action

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taken, which is where your technical steps live. And a result — what changed, including what did not change and what it cost. Four parts. If any one of them is missing, the story sags. Without a person, it is abstract. Without a problem, it is a tour. Without a choice, nothing happens. Without an honest result, it is advertising.

The spine works because it matches how people naturally explain events to each other. Think of how a good colleague tells you about a fault on the shop floor: "Aisha on nights found the pump reading wrong, the manual figure and the screen figure did not match, so she stopped the line and used the check we were taught, and it turned out the sensor was fouled — we lost twenty minutes, but we did not ship bad product." Person, problem, choice, result, in four breaths. Your presentation is that same telling, slowed down and supported with the detail a learner needs to repeat the choice themselves.

Building on a spine also makes your preparation faster, not slower. Instead of collecting facts in the order the manual presents them, you sort them into the spine. Background about the person and the setting goes first, and only as much as the listener needs. The problem gets a clear, early statement. The choice is where you slow down: this is the teaching heart of the session, where steps are numbered, demonstrated, and explained. The result is where you report outcomes plainly — time saved, errors caught, and also the limits: what the new way does not fix, what still takes effort, what still needs a supervisor's decision. A spine does not limit you to one story per presentation. A longer session can be a chain of small spines, one per section, each with its own person and problem, all serving the larger topic.

Two habits keep a spine strong. First, keep the person consistent. If you begin with a night-shift technician, do not drift halfway into a manager's viewpoint without signalling the change, or listeners lose track of whose hands are doing the work. Second, keep the timeline honest and in order. Do not reveal the result before the choice, and do not rearrange events to sound clever. Technical listeners — mechanics, nurses, operators, support staff — have sharp instincts for a story that has been polished past the truth, because they know how the work actually feels. A plain spine, told in order, earns more trust than a dramatic one.

You can also use the spine to plan what to leave out. Every presentation has more available material than time. Ask of each fact: does it help the listener understand the person, feel the weight of the problem, perform the choice, or judge the result? If it does none of those, it belongs in a handout, an appendix, or a later session — not in the spoken line of the story.

The Steps

1. Write the four spine words down the side of your page: Person, Problem, Choice, Result.
2. Under Person, write the role, the setting, and one true detail about their work — never a real private detail about a real colleague.
3. Under Problem, write the interruption or difficulty in one or two sentences, using the work from Lesson 1.
4. Under Choice, list the actions taken in the order they were taken. This list becomes the technical core of your presentation.

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5. Under Result, write what changed, what did not change, and what the change cost in time, effort, or money. Include at least one limit.

6. Read the four parts aloud in order. If the story does not make sense spoken, it will not make sense on slides. Fix the gaps on paper first.

7. Sort every other fact you planned to include under one of the four parts. Set aside anything that fits nowhere.

A Worked Example

Marcus is a support technician who must teach shop staff a new way to log equipment faults. He builds his spine on paper before touching any slides. Person: a Saturday retail assistant, alone on the floor with a queue forming. Problem: the till freezes, and the old fault log is a paper book kept in a back office she cannot leave customers to reach, so faults go unlogged and engineers arrive without knowing what to bring. Choice: she uses the new logging tool on the till itself — three taps to pick the equipment, a short list to describe the fault, a photo taken with the till camera, and a reference number shown on screen that she reads to the customer if they need to return. Result: the fault is logged in under a minute without leaving the floor, the engineer sees the photo before travelling, and most Saturday faults now get a first visit with the right part. The limit, which Marcus states plainly: the tool does not fix the till, the freeze still needs an engineer, and if the whole network is down the paper book still comes out. His session follows the spine exactly, and the staff questions at the end are all about the choice steps — which tells him the story did its job, because the choice is what they must be able to do on Saturday.

Common Mistakes

- **Skipping the result, or making it all success.** A result with no limit and no cost sounds like a sales pitch. Report what did not change as plainly as what did.
- **Changing the person mid-story.** Drifting viewpoints confuse listeners about who is acting. Keep one person, or clearly signal a handover.
- **Putting the result before the choice.** Revealing the ending early removes the reason to listen to the steps, which are the part listeners most need.
- **Collecting facts first and forcing a spine later.** The spine is a preparation tool. Build it first, then gather only the facts that serve it.

Lesson 3 — Translate Jargon Without Losing the Truth

Every trade has its own shorthand. Jargon — the specialist words, abbreviations, and phrases of a field — exists for a good reason: it lets experts speak precisely and quickly to each other. The problem is not jargon itself. The problem is using it, unexplained, in front of people who have not yet learned it, and then mistaking their silence for understanding. In a technical presentation, every unexplained term is a small door closing in a listener's mind. Two or three closed doors and they stop trying to follow, even though they may keep nodding out of politeness or embarrassment.

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Translation does not mean dumbing down. It means giving the listener two things at once: the real term, because they will meet it on screens, forms, and labels, and a plain explanation of what it means in practice, at the moment they first meet it. Say the term, explain it in ordinary words, and where you can, attach it to the story they are already following. "The system uses two-step sign-in. That means after your password, you also enter a short code sent to your phone — so a stolen password on its own is not enough to get in. It is the extra step that stopped the account takeovers we talked about at the start." The term is learned, the meaning is clear, and the purpose is connected to the problem. That is translation done properly.

Watch especially for three traps. The first is abbreviations. Spell them out the first time, every time, even if you are sure most of the room knows them — the one person who does not is often the newest, and the least likely to ask. The second trap is words that have an everyday meaning and a different technical one: "ticket," "environment," "cloud," "patch," "token." When a word does double duty, say so, or listeners will picture the everyday meaning and build a wrong understanding on top of it. The third trap is numbers without scale. A figure means little until the listener knows whether it is big or small, fast or slow, better or worse than before. Give numbers a comparison they can feel: "about the length of a school bus," "roughly one in every twenty orders," "down from two days to twenty minutes."

A story is your best translation tool, because a story shows a term in action instead of defining it in the abstract. Do not just define a backup; show the morning the backup was needed, what was restored, and how long it took. Do not just define a threshold; show the alarm sounding at the moment the reading crossed it, and what the operator did next. When a listener has watched a term do its job inside a story, the definition tends to stay with them, because it is attached to an event rather than floating alone on a glossary slide.

Finally, test your translation on someone outside the topic if you can — a colleague from another team, a friend, a family member with patience. Where they stumble is where your audience will stumble. Their confusion is a gift during preparation and an embarrassment during delivery, so collect it early. And when a listener asks what a word means mid-session, treat the question as help, not interruption. Answer it plainly, thank them, and note it for next time, because if one person asked, several others were wondering.

The Steps

1. Go through your draft and circle every specialist word, abbreviation, and number. Be strict — if a new starter might not know it, circle it.
2. For each abbreviation, write out the full form for first use, with the short form in brackets after it.
3. For each specialist word, write a one-sentence plain explanation that says what it does in practice, not just what it is called.
4. For each number, add a comparison, a scale, or a before-and-after so the listener can judge whether it is large, small, fast, or slow.
5. Check for double-duty words that mean one thing in daily life and another in your field, and flag each one out loud in your delivery.

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6. Where possible, move the explanation inside the story: show the term working at the moment the person in the story needs it.

7. Test the draft on one person outside your field and note every place they stumble. Revise those places first.

A Worked Example

Elena trains care-home staff on a new electronic medication record. Her first draft was full of the system's own language: "The MAR flags an omission and raises a PRN variance alert." A test listener, a kitchen assistant who had volunteered to help her practise, understood none of it. Elena rebuilt that section inside a story. "MAR is the medication administration record — the chart that shows what medicine each resident should get, and when. Imagine it is 8 a.m. and Mrs. Okafor's chart — in our story she is a made-up resident — shows a tablet due. The nurse gives it and taps the chart. If a dose is missed, the chart flags an omission, which simply means it marks the missed dose in red so it cannot be quietly forgotten. A PRN medicine is one given only when needed, like a painkiller. A variance alert is the system's way of saying, 'This pattern looks different from usual — a person should look at this.' So the sentence really means: if a when-needed medicine is being given much more or less often than usual, the system asks a senior nurse to check why." Same facts, same real terms, but now each term arrives with its meaning and its moment in the story. In the real session, the staff repeated the terms back correctly — because they had seen each one do its job.

Common Mistakes

- **Defining a term with more jargon.** An explanation that needs its own explanation helps no one. Use ordinary words for the definition.
- **Removing the real terms entirely.** Listeners still have to face the actual words on screens and forms. Teach the real term and its meaning together.
- **Giving numbers with no scale.** "It processes 400 records" means nothing alone. Add the comparison that lets a listener judge it.
- **Treating questions about words as interruptions.** A question about a term is a listener trying to stay with you. Welcome it and learn from it.

Lesson 4 — Use One Concrete Example, With Real Details

When presenters sense a room is not following, the instinct is often to add more examples. It rarely works. Five quick examples blur into each other, and the listener remembers none of them. One example, told slowly with concrete detail, does the opposite: it gives the listener a single clear picture they can carry away and reuse. In technical teaching, the worked example is not decoration. It is often the moment the learning actually happens, because it shows the steps joined together in the order and the mess of real work — the interruptions, the checks, the small decisions that a clean step list leaves out.

Concrete means specific in the ways that matter. Name the role and the setting. Give the time of day and the time things took. Give the numbers that were actually on the screen or the form.

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Show what the person checked before acting, what they saw that told them they were right or wrong, and what they did when something did not match. Those details are not colour for its own sake. Each one is a handhold for the listener: the time teaches them how long the task should take, the check teaches them how to know they are on track, and the mismatch teaches them what to do on the bad day, not just the good one. An example without a single difficulty in it teaches a fantasy version of the job that falls apart on first contact with reality.

Choosing the right example matters as much as telling it well. Pick an ordinary case, not the most dramatic one you know. The dramatic case — the worst failure, the biggest save — is memorable but misleading, because listeners quietly conclude that the process is for emergencies, not for Tuesday. Pick the case that happens every week. Also pick a case you can tell honestly from beginning to end. If you do not know how a step was actually done, do not invent a plausible version. Use a different example, or say plainly, "I do not know how that part was handled, so I will show you the part I can stand behind." That honesty, in a technical room, builds more confidence than a smooth invention ever will, because your listeners do this work and can smell a gap being papered over.

There is also an ethics to examples drawn from real work. Do not use a real person's mistake as your teaching story without their clear agreement, and never use a customer's, patient's, or client's private details. Change names, remove identifying details, combine small details where that does not distort the lesson, and where you have built a teaching example rather than recounting a real event, say so: "This is a made-up example built from the kind of calls we get every week." Listeners do not need real identities to learn. They need real-shaped problems. Protecting the people in your stories is part of presenting like a professional.

Pace the example slowly. The most common delivery fault is rushing the worked example because the presenter knows it well. What is familiar to you is new to them. Pause after each step. Show the screen, the form, or the figures at each stage rather than only at the end. Ask the room, at one or two points, "What would you expect to see next?" That small question turns passive listening into quiet practice, and their answers tell you whether the example is landing before you reach its end.

The Steps

1. Choose one ordinary, weekly case that shows your topic doing its normal job — not the rarest or worst case you know.
2. List the facts of the case in order: setting, person and role, what they saw, what they checked, what they did, how long it took, and how it ended.
3. Include at least one check the person made and at least one small difficulty or mismatch, with what they did about it.
4. Remove or change any real names and private details. If the example is built for teaching, plan to say so out loud.
5. Check every step against your knowledge. If you cannot stand behind a step, replace the example or mark that step honestly as unknown.

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6. Prepare to show the figures, screen, or form at each stage of the example, not only the final result.

7. In delivery, slow down. Pause after each step, and ask once or twice what listeners expect to happen next.

A Worked Example

Tom teaches warehouse staff how a new stock-location system works. Instead of touring the menus, he teaches one ordinary pick from start to finish. "It is 10:20 on a Wednesday. Samira, a picker in her second month, gets a task on her handheld: twelve units of a kitchen item, needed for a lorry leaving at noon. The screen gives her aisle 7, bay 3, shelf 2. She walks there — and the shelf holds only four units, with a different item behind them. Here is the check that matters: she does not just take the four and move on. She scans the shelf label, not the product. The handheld tells her the shelf was restocked wrongly that morning, and shows her the overflow location, aisle 9, where the other eight units are. She scans each unit as she picks, the count on her screen drops twelve, eight, four, zero, and the task closes itself. Total time, including the mistake she found: six minutes. The old way — paper list, no live count — this problem surfaced at the loading bay at five to twelve, with the lorry waiting." Every technical point Tom needed — scanning the location label, live counts, overflow locations, automatic task closure — was taught inside six minutes of one person's ordinary morning, including the thing going wrong. Staff later told him the shelf-label check was the part they remembered on the floor, because they had watched it save Samira's pick in the story before they ever needed it themselves.

Common Mistakes

- **Using the most dramatic case you know.** Rare emergencies teach the wrong lesson about when a process applies. Teach the ordinary week.
- **Telling an example with no difficulty in it.** A perfect run teaches a fantasy. Include a check and a mismatch, and what was done about them.
- **Inventing details you do not actually know.** A smooth, invented step will be found out by people who do the work. Use a case you can stand behind, or say what you do not know.
- **Rushing the example because you know it well.** Your familiarity is the trap. Slow down, show each stage, and pause between steps.

Lesson 5 — End With What Changes, and Check Your Story Is Honest

A presentation does not end when the facts run out. It ends when the listener knows what is different now, what they must do, and when. Many technical presentations fail in their final two minutes: the presenter trails off with "so, yeah, that's the new system," or piles on a last-minute summary that repeats everything at high speed. Listeners leave unsure whether anything is actually expected of them. A story-led presentation has a natural advantage here, because the story already contains a result. Your closing job is to turn that result into clear changes: what changes, what stays the same, what the listener does next, and what help exists when they get

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stuck.

Be specific about what stays the same. Change makes people anxious, and technical change makes experienced staff quietly fear that their hard-won knowledge is being thrown away. Naming what does not change — "Your judgement about which calls to escalate is exactly the same. Only the logging screen has moved" — respects their experience and lowers resistance more honestly than any pep talk. Then name what does change, in the order listeners will meet it: from Monday, this screen; this step is gone; this new check replaces the old one. Finally, give the next step as one action with a time attached, not a vague encouragement: "Before Friday, log one real fault using the new tool, even a small one, so your first use is not during a Saturday rush."

The second half of this lesson is the honesty check, and it is not optional. Stories are powerful, which means a careless story can mislead more effectively than a dull list ever could. Before you present, go through your story with four questions. Did I invent any outcome, figure, or quotation? If a number came from one good week, say it was one good week, not the new normal. Did I leave out a limit that changes the meaning — a cost, a group the change does not help, a situation where the old way is still needed? Did I use anyone's real difficulty or mistake in a way they would mind if they were sitting in the room? And am I promising anything — about jobs, safety, savings, or results — that I do not actually control? If any answer is uncomfortable, fix the story, not the question. A smaller, true story teaches better than a grand one, because listeners build their work on what you tell them, and they will find the cracks at the worst possible moment if you leave any.

Close by inviting the questions your story raised, and answer them at the same standard of honesty. "I don't know, and I will find out by Thursday" is a complete and professional answer. So is "That is outside what this change covers." A presenter who ends honestly — clear about the change, clear about the limits, clear about what they do not know — is the presenter a team will trust with the next change, and the one after that. That trust, built one truthful presentation at a time, is the real long-term skill underneath everything in this set.

The Steps

1. Write your closing in three parts before you present: what changes, what stays the same, and the listener's next step.
2. State what stays the same first if your audience is experienced — name the knowledge and judgement the change still relies on.
3. State what changes in the order listeners will meet it in their real work, with the date or moment each change starts.
4. Give one next step as a single action with a deadline, small enough to do before the new way is truly needed.
5. Say where help lives: who to ask, where the guide is, and what to do when the new way fails.

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6. Run the honesty check: no invented outcomes or figures, no hidden limits or costs, no one's private story used without agreement, no promises you do not control.

7. Prepare honest answers for the questions you expect, including at least one "I don't know, and here is when I will find out."

A Worked Example

Grace closes a session for clinic reception staff on a new appointment-reminder system. She does not end with the feature list. She ends like this: "What stays the same: you still decide who needs a phone call instead of a text — older patients, anyone you know struggles with messages, your judgement rules, exactly as now. What changes, from Monday: the system sends the first text reminder automatically two days before each appointment, so the morning reminder calls list will be much shorter; the list will show only the people who have not confirmed. What has not been fixed, and I want to be plain about it: if a patient's number is wrong in our records, the text still goes nowhere, so the number check at booking matters more, not less. Your next step: this week, when you book any appointment, check the mobile number out loud with the patient — that one habit is what makes Monday work. If the system shows something you do not understand, the one-page guide is at each desk and I am on the rota Thursday and Friday for questions." Notice what Grace did: respected experience, dated the change, admitted the limit, gave one habit as the next step, and named the help. Her manager later said the number-checking habit was visible in bookings within days — because the closing told staff exactly what to do, and told them the truth about why.

Common Mistakes

- **Trailing off or re-summarising everything at speed.** Listeners need changes, not a replay. Close with what changes, what stays the same, and one next step.
- **Hiding a limit to keep the ending upbeat.** An admitted limit builds trust; a discovered one destroys it. Say what the change does not fix.
- **Ending with a vague encouragement.** "Let's all get on board" assigns nothing. Give one small action with a time attached.
- **Promising results you do not control.** Do not promise savings, safety, or outcomes that depend on others. Report what happened; describe what is expected; label the difference.

Try It

This practice takes about forty minutes and needs only paper or a blank document. Choose a technical topic you know well — a tool, a process, a safety step, a system you use at work or at home. It should be a topic you could imagine teaching to a new starter next week.

First, apply Lesson 1. Write the topic in one plain sentence at the top of the page. Under it, write the human problem: the role that does this work, the moment it touches their day, the difficulty, and the cost of that difficulty in time, errors, or stress. Keep going until the problem is a concrete event, not a feeling. If your sentence could apply to any workplace in the world, it is not specific enough yet.

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Second, build the spine from Lesson 2 on the same page: Person, Problem, Choice, Result. Keep the person in one role throughout. List the choice steps in the order they really happen. In the result, write one thing that improved and one limit that remains. If you cannot name a limit, you do not know the topic as well as you thought — go and find one before you present to anyone.

Third, do the translation pass from Lesson 3. Circle every abbreviation and specialist word in your notes. Write each one out in full with a one-sentence plain explanation. Find every number and add a comparison or a before-and-after. Then find your worked example using Lesson 4: one ordinary case, with a check and a small difficulty included, all private details removed. Write it out in full, the way you would tell it, and time yourself reading it aloud. If it takes under two minutes, it is probably too thin — add the checks, the timings, and what the person saw at each stage.

Fourth, write your closing using Lesson 5: what stays the same, what changes and from when, one next step with a deadline, and where help lives. Then run the honesty check on the whole page. Cross out anything you invented, anything you cannot stand behind, and any promise you do not control. What remains is a presentation you can give with a clear conscience.

Finally, if you can, tell it to one real person — a colleague, a friend, anyone patient — in under ten minutes. Ask them three questions afterwards: What was the problem? What are the steps? What does this not fix? Their answers are your true result. Where they are vague, your story is vague, no matter how it felt from the inside. Revise those places, and you have done the real work of this set: not memorising a method, but turning one piece of technical knowledge into something another person can carry away and use.

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