

Secrets to **Living Stronger** *& Living Longer*

How to lead effective “Live Long Live Strong” (LLS) seminars

Introduction

The Live Long Live Strong material is designed as an instructional manual for those desiring to lead people to better physical, emotional, mental and spiritual health. This material is not meant to be shown to the general public. It is meant to be used as study material for those who desire to personally present the material to others. The reasoning behind this being that people in this culture respond best to authenticity, not to pre-fab programs in a box. It is hoped that those utilizing this material will be personally impacted through viewing it, and that they discover ways in which they enhance it through the sharing of their own personal testimonies, etc., while using it in their outreach to others.

Basic overview

The LLS material consists of two presentations: a.) The science presentation and b.) The Scriptural discussion section. Let's briefly look at each of them.

a. The science presentations

1. It is assumed that the LLS material is being delivered to an audience who has already heard a number of science

presentations. Perhaps they have attended a Complete Health Improvement Program (CHIP), Eight Weeks to Wellness, Reversing Diabetes, NEWSTART or Creation Health seminar, which all have robust scientific presentations. Or may they have attended a Depression and Anxiety Recovery program, which specifically recommends a study of the book of Daniel.

2. Because those attending have been involved in more in-depth seminars, scientifically speaking, the science material covered in the LLS series has been made quite simple by design. As a result it does not necessarily need to be delivered by a person with a science background.

3. If the LLS seminar is being conducted as a stand alone seminar, it may be wise to enhance and broaden the science being presented. If this is done however, it will be important to use the general contours of the science presented in LLS, as it has been directed by the scientific concepts found in each chapter of the book of Daniel.

Here are the general talking points within the science presentations, along with areas that could be expanded.

Daniel chapter 1 could include a more robust discussion of the science as it relates to:

- a. Nutrition
- b. Water
- c. Exercise
- d. Choice (the will)

Daniel chapter 2 could include a more robust discussion of the science as it relates to:

- a. The importance of connection between parents and children
- b. The importance of connection between husband and wives
- c. The importance of connection with God - as it relates to physical, emotional and mental health
- d. The science of improved health as it relates to prayer

Daniel chapter 3 could include a more robust discussion of science, as it relates to stress and anxiety:

- a. Music therapy
- b. Social support groups
- c. Exercise and stress management
- d. CBT and stress management

Daniel chapter 4 could include a more robust discussion of science as it relates to the management of negative automatic thoughts:

- a. A introduction to CBT
- b. A review of the 10 most common cognitive distortions
- c. Practice in disputing and uprooting crippling thoughts

Daniel chapter 5 could include a more robust discussion of science as it relates to the management of addictions:

- a. Smoking
- b. ETOH and drug abuse
- c. Food addictions

Daniel chapter 6 could include a more robust discussion of the science of adherence to natural and moral law, as it relates to health.

b. The scriptural discussion group:

It is very important to facilitate these groups in a way that encourages interactive dialogue. This is best done through leading these discussions with well thought out questions (suggested discussion starters are found in the LLLS syllabus).

When one is asking questions, it is important that the following rules are followed:

a. Have one person read the text(s) you will be discussing, then give the person reading that text first chance at answering the question that you pose. Make it clear to the whole group that the person reading the text will have first chance at answering questions, by repeating this instruction several times. Explain that the goal is robust interaction that includes everyone, not just those who are quick to speak.

b. Don't be afraid of silence. When you ask a question, resist the temptation to answer it yourself. If you must, reframe the question or open it up for discussion by others, but DO NOT answer your own questions. If you begin to answer your own questions, the group dynamics will evaporate as people will sense that your questions are not genuine. Ask follow up questions to stimulate even more discussion.

c. Ask questions that refer to concepts in the text. For instance: In this verse, what did you feel the most important word was and why? When people start to give answers that are not

based on concepts in the text, gently redirect them to the text for their answers.

d. Have the discussion documented in a way that can help those discussing see that what they say is important. We have found that the use of a small white board at each table helps with this dynamic. We suggest that there be a team of two facilitators per table. One facilitator will ask the questions that will lead the discussion, while another will document the discussion on the white board. You will see, in the instructional DVD showing the Scripture discussions, how I use the white board in this manner.

e. Another beautiful thing about having the discussion documented on the white board, is that the leader of the entire LLLS seminar can see exactly where each discussion group is, simply by looking at the various white boards in the room. Additionally, we often find that those involved in the discussion like to take pictures of the whiteboard when the group is over, as they know it will remind them of the high points of the discussion when they leave.

f. The way things are organized on the white board is important. It should be simple, but not simplistic, with the problem being stated on the left side of the board (as you look at the board), while the solution is on the right side of the board. The process of moving from the problem to the solution is placed in the middle of the board.

g. At the end of the discussion time, the leader should review the scriptural discussion on a large white board in the front of the room. We have included models of this review on the DVDs under “animated scripts.” This gives the leaders the opportunity to review the salient points of the chapter, just in case some

groups may have not completed their discussions, or have been led astray. It also give the leader an opportunity to pitch the next chapter to the group.

Overview of the basic flow of a Live Long Live Strong Seminar

6:30 pm (5) Welcome, introductions
announcements

6:35 pm (25) Science lecture

7:00 pm (15) Cooking demo / or Q & A

7:15 pm (10) Singing / exercise

7:25 pm (30) Small group dialogue (see
discussion manuals for
questions etc.)

7:55 pm (5) Wrap up (white board review)

8:00 pm Closing prayer / dismissal

Room set up

a. A registration / resource table near the entrance

b. Round tables that can seat 6-8 people around them

c. A large white board in the front

d. A demonstration table - for the cooking demonstrations

e. A screen - upon which to project the science keynote slides

f. Audio - some of the science lectures include clips that require sound. Additionally, the

animations that summarize each of the scriptural small group studies, require sound.

Promoting the seminar

a. Word of mouth invitation is often the best promotion of any seminar.

b. A flyer that gives the overview of the seminar is also effective.

c. If you can marquee a professional as a part of your seminar, it may enhance attendance.

d. Adding lab work, which is explained by a competent clinician, also can draw people to your seminar.

e. Testimonies from those who have benefited from past programs can encourage people to attend.

f. The cost of the seminar. You can choose to run the seminar in any way you see fit, but years of experience have taught us that the less you charge, the less seriously people will take your seminar. After you figure out your costs, it is wise to cover these costs with the fee / donation you set. Generally we think that each session is well worth at least \$15. But again, you need to set your own fee, based on local dynamics.