

LOQUY PREMIUM BONUS

PRESENTER SCRIPTS THAT CONVERT

Fill-in-the-blank intros and outros for a presenter-led course – the welcome, the hooks, the closes, and the review ask.

Four moments decide whether your course **gets finished.**

Your lessons are already good – Loquy built them with you. What loses students is never the teaching. It's the **seams between lessons**: the first nine seconds, the opener, the close, and the goodbye. Script those four, ad-lib the rest.

1 • THE WELCOME

Nine seconds to make a stranger trust you. Get it right and every lesson after starts warmer.

2 • THE LESSON OPENER

The tab-switch happens in the first 20 seconds of a lesson. A hook keeps the tab in front.

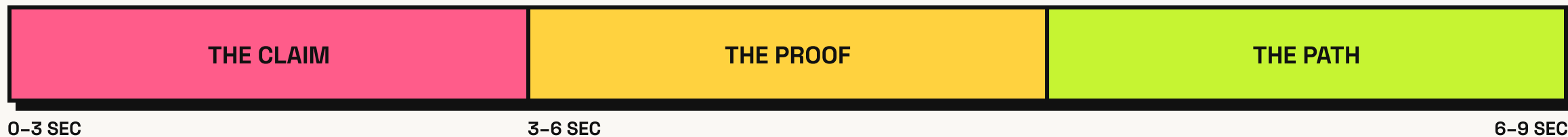
3 • THE LESSON CLOSE

"See you next time" ends momentum. A bridge close pushes them straight into the next lesson.

4 • THE FINAL OUTRO

The last two minutes earn the review, the testimonial, and the referral – if you ask right.

The **9-second** trust formula



"You're in the right place."

Name who this is for and what they came to do. A student's first question is not "who are you" – it's "is this for me."

One line of credibility.

Your name plus one proof you've done the thing you teach. One line. Bios kill trust by trying too hard.

What happens next.

Point them at lesson one right now. Momentum in the first minute predicts whether they ever reach module two.

Why nine seconds: that's roughly 25 spoken words – about how long a new student gives you before deciding to keep watching, skim, or leave. Spend them on the student, not on yourself.

Two welcomes – pick your voice

VARIANT A • THE MENTOR

"Welcome to [course name] – if you want to [core outcome], you're in exactly the right place. I'm [your name], and I've [one-line proof]. Over the next [number] lessons, we're going to get you there step by step – starting right now, in lesson one."

VARIANT B • THE PATTERN-BREAK

"Most people who want to [core outcome] never get past [the thing that stops them]. By pressing play, you just did. I'm [your name] – I've [one-line proof] – and in lesson one we're skipping the theory and going straight to [first quick win]. Let's go."

Choosing: Variant A suits a nervous audience that needs reassurance – health, money worries, career change. Variant B suits an impatient audience that's seen ten courses like yours. Record both, watch them back, keep the one that sounds like you on a good day.

Never open with **"in the last lesson..."**

Recaps are where attention goes to die. Every lesson opener has one job: give them a reason to stay for the **next 20 seconds**. Three hooks do that – rotate them so no two consecutive lessons open the same way.

HOOK 1 • CURIOSITY

"By the end of this lesson you'll know why **[surprising claim about your topic]** – and it's probably not what you think. Most **[your kind of student]** assume **[the common assumption]**. Here's what's actually going on."

When to use it: concept lessons – the ones where you overturn how they think about **[your topic]**. The gap between what they believe and what you're about to show them IS the hook. Open the gap, then spend the lesson closing it.

The mistake hook and the outcome hook

HOOK 2 • THE MISTAKE

"Before you [task this lesson covers] – stop. There's a mistake almost everyone makes with [this lesson's topic], and it's the reason most people end up with [the bad result]. In the next few minutes I'll show you how to skip it completely."

Use for: technique lessons, anything with steps that can go wrong. Fear of wasted effort is a stronger stay-signal than promised gain.

HOOK 3 • THE OUTCOME

"In the next [lesson length] minutes you're going to [specific thing they'll do] – and when we're done, you'll have [the finished artifact] in front of you, ready to use. Open [tool or material they need] and let's build it together."

Use for: hands-on lessons. Naming the artifact turns a viewer into a participant before the intro is over.

ROTATION RULE: CURIOSITY → MISTAKE → OUTCOME → REPEAT

THE PRESENTER'S LAW

**Students don't quit courses.
They quit moments.
Script the moments.**

Mid-lesson lines that wake people up

Attention dips every 3–4 minutes, no matter how good the lesson is. Drop one of these at each dip – they work because they change what the student is **doing**, not just what they're hearing.

THE FLAG

"If you only remember one thing from this lesson, make it this next part."

THE PAUSE

"Pause the video and try this right now with your own **[topic/project]** – I'll be here when you're back."

THE WARNING

"This next step is where most people go wrong – so slow down with me for a second."

THE CHECK

"Quick check – could you explain **[concept just covered]** to a friend in one sentence? If not, rewind 30 seconds. It matters for what's next."

THE WRITE-DOWN

"Write this down exactly as I say it: **[the one-line rule]**."

Dosage: one line per dip, two or three per lesson. Use the same line twice in one lesson and it stops working – rotate, like the hooks.

Two closes that pull them into the next lesson

CLOSE 1 • THE OPEN LOOP

"So now you can [what they just learned] – but here's the catch. On its own, it still leaves you with [the problem it doesn't solve]. Fixing that is exactly what the next lesson does, and it's the part most people never figure out on their own. See you there – it's a short one."

CLOSE 2 • THE MOMENTUM

"Quick recap – you now know [point 1], [point 2], and [point 3]. That officially puts you ahead of most people who ever try [your topic]. Don't lose the streak: the next lesson is where you [next lesson's payoff]. Keep going – I'll meet you there."

The one rule of closes: the last sentence of every lesson names the *next* lesson's payoff – never "thanks for watching." A thank-you is a door closing. A payoff is a door opening. Alternate the two closes so the rhythm never gets predictable.

Ask for the review **without the cringe**

SAY THIS • THE FULL OUTRO

"That's the course. You started this as someone who **[where they began]** – and you now know how to **[core outcome]** . Two things before you go. First: today, go **[one concrete next action]** – don't let this sit. Second, a favor. If this course helped you, leave a review where you found it and tell the next student two things: where you started, and where you are now. That's it – those two sentences are how someone exactly like you decides to begin. And if something didn't land, don't put that in a review nobody answers – send it to me at **[your email]** and I'll make the course better. Thank you for spending your time with me. Now go **[imperative tied to outcome]** ."

Why it isn't cringe

You're not begging for stars – you're giving them a two-sentence template that helps the next student. Service, not self-interest.

Ask once, ask last

One ask, at the finish line, right after you've reminded them how far they came. Never mid-course, never twice.

Delivery notes: **sound like a person**

1

Pace: brisk lines, big pauses

Speak slightly faster than feels polite – energy reads as competence on camera. Then stop completely for a full second after every question or "write this down." The pause does the emphasis, not your volume.

2

First person, always

Say "I'll show you," never "this course will cover" or "we here at...". A course narrated by an institution gets skimmed. A course taught by a person gets finished.

3

"You," singular

Talk to one student, not an audience: "you," never "you guys," "everyone," or "those of you who." Every viewer watches alone – script for an audience of one.

4

Read it twice, then bullet it

Read each script aloud twice, then record from three bullet words, not the full text. The template gives you the structure – your own phrasing gives it a pulse. Word-for-word reading is the one delivery mistake no script survives.

FILL IN ONCE • PASTE EVERYWHERE

Your **personalization worksheet**

Every blank in this deck comes from this one list. Fill it in once and every script in the system is ready to record.

[course name] · [your name] —

[one-line proof] you've done this — _____

[core outcome] of the whole course — _____

[the thing that stops them] — _____

[first quick win] in lesson one — _____

[your email] for private feedback — _____

Then, per lesson (60 seconds each): its **[surprising claim]** or **[common mistake]** or **[finished artifact]** – whichever hook it gets – plus its **[next lesson's payoff]** for the close. Loquy's lesson summaries hand you these answers; keep the list in your recording notes.

DO THIS NOW

Your course is written. Now give it your voice.

Open Loquy → open your course → pull the answers for your worksheet from the lesson summaries → record the 9-second welcome first. One take, mentor or pattern-break. The rest of the scripts are waiting.

OPEN LOQUY → SCRIPT YOUR COURSE