

# **The Heart & Soul**



## **Of Teaching**

**FIVE KEYS FOR  
GETTING THRU TO OTHERS IN  
LEARNING ENVIRONMENTS**

**Drs. Phillip Mountrose and Jane Mountrose**



## NOTES TO OUR READERS

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If you have associates who are interested in this book, please refer them to Awakenings website at [www.gettingthru.org/](http://www.gettingthru.org/) to purchase their own copies.

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## OVERVIEW

Why do you want to teach? If you are like most people, the idea probably produces a combination of excitement about sharing information and trepidation about exposing yourself to public scrutiny. Often, the thought of public speaking brings up a whole range of fears related to being in front of a lot of people, not knowing enough, the possibility of saying something foolish, and more.

As many of our readers already know, we teach topics related to holistic healing and spiritual development, so this is the orientation we bring to this e-book. Nevertheless, the guidelines presented here apply to any subject.

Teaching brings us great joy and helps class participants to make transformational changes. When we started teaching holistic subjects, Phillip already had two decades of experience as an instructor in special education and the public school system. Teaching holistic topics became a natural expansion.

As we both started to teach, we discovered many hidden benefits. While organizing information for our classes, we found our understanding deepening. And as we watched participants expand and grow, we learned more about the evolutionary journey we all share.

## THE DESIRE TO TEACH

You may be considering expanding into this arena for the first time. It's worth noting that teaching is as much a natural part of human development as is learning. The desire to teach springs organically from the evolutionary journey, as we feel guided to share the gifts of learning that we have received. Teaching can occur in many ways as we interact with our families, friends, and associates, as well as in formal settings. Teaching provides rewards for all involved in the experience.

We are all teachers and we are all students. As teachers, we have the unique opportunity to help those who seek our guidance to recognize their strengths and realize their full potential.

This e-book is designed for teaching a full range of classes, from an informal introduction to a full-year in-depth course. The heart and soul of teaching is tailored to the particular kind of teaching and learning environment. As you assimilate this material, you will know the best way to teach whether it is in a traditional classroom, a presentation to a group, a

speech at a conference, a sermon in a church, an in-service to your staff, a weekend seminar, or an ongoing course.

## **GETTING STARTED**

First and foremost, it makes sense to teach what you love, what interests and inspires you. Exploring subjects that you find exciting and joyful enriches you and those who study with you. Your passion comes alive when you explore the depths of subjects with like-minded people who want to benefit from your expertise and offer their own resources into the mix.

In the process, you get to know your participants in practical as well as mystical ways. You discover their strengths and weaknesses, along with uncovering ways to ignite their enthusiasm for learning and bringing out the best in them. It's a privilege and honor to spend your time with such people, who value learning and have shared interests.

We all know that teaching is more than just explaining information and testing for comprehension. With the right approach, it is both creative and transformational. As a teacher, you are the strategic and artistic creator of an experience, just as producers and directors create plays and movies. The unique chemistry that emerges in your class can include a special magic that transcends logic and adds to everyone's appreciation of the subject.

In this e-book, *The Heart and Soul of Teaching*, you will learn the essential ingredients to create this magic and bring out the best in you and your participants. By putting this information into practice, your classes and presentations will be well-received and enjoyable for all involved. You will also be able to use the information in this e-book in many other situations outside the classroom, in the classroom of life.

Here are the five keys to creating wonderful learning environments:

1. Accepting yourself and being yourself
2. Personalizing your approach
3. Being organized yet flexible
4. Building excitement through interaction
5. Creating memorable openings and closings

As we progress, you will notice that some of the five keys inevitably overlap. At times we will return to particular points to add to your understanding.

# 1 ACCEPTING YOURSELF AND BEING YOURSELF

## 2 Personalizing Your Approach

## 3 Being Organized Yet Flexible

## 4 Building Excitement Through Interaction

## 5 Creating Memorable Openings and Closings

For many, the biggest hurdle to overcome as an instructor is the fear of getting up in front of a group of people. The good news is that you always have available the most important key to success: you being yourself.

As you learn to accept yourself and appreciate the things you have learned in your journey through life, your natural abilities and unique approach emerge. You will, of course, draw on many resources: books, other teachers, and classes. Regardless, you don't have to try to teach like anyone else. Just as every participant in your class is unique, you are also a unique teacher-- this is what you want to bring to the experience. Then, as you teach, your unique style will naturally blossom.

If this sounds difficult, start by thinking about your ability to love yourself just as you are. Accepting yourself even if you forget something or make a mistake is as important as helping your students to learn to accept themselves when they forget something you are teaching or make a mistake with it. In fact, how you treat yourself and how you treat your students are directly connected. Similarly, if you are defensive of your position on a subject, which indicates self-doubt, you are likely to attract conflicts with those you teach.

This subject reminds us of a story a friend and former student of ours told us. Beth took the three levels of Reiki, a wonderful and loving form of hands-on healing, from us. We teach our classes that our way is not the only way and encourage them to explore other approaches, as they develop their unique gifts and approaches.

After Beth completed our course, she decided to take a one-day Reiki class from another instructor to get a different perspective. When she arrived at the class and told the instructor that she had taken Reiki before and wanted to see a different approach, the instructor immediately became defensive. This Reiki instructor could not understand why anyone would want to learn from two people and treated Beth like a spy the entire day, fearing that she had an evil intent.



Beth was shocked that the instructor would be judgmental and suspicious, not wanting to share information with her. The teacher made her feel like she was doing something wrong.

But she came away from that class with an important lesson that she has carried into her own teaching. She said, “I learned how important it is for a teacher to rise above feelings of inadequacy by remaining objective, accepting, open, and grounded. Creating a safe learning environment is a priority.”

This other Reiki teacher was projecting her own fears onto her class. Such behavior is particularly ironic with Reiki, since its healing is based on the use of universal life force energy, which is equally available to us all.

When we are comfortable about ourselves and our abilities, we are not afraid of what others may think. After all, as teachers, we can assume that there will be people who will not easily relate to our approach. We have to allow this to be the case, too, without judgment. To create an open learning environment, participants must feel free to reach into new areas without the fear of being judged. In order to create this freedom, we first have to create it within ourselves.



## TAKING CARE OF YOURSELF

Teaching involves being in the moment and connecting with the participants. To be your best and to be of service to those you seek to assist, you need to take good care of yourself. If you are teaching subjects related to holistic healing and personal growth, you are also serving as an example. While none of us is perfect, you want to be your personal best to best help others. As a foundation, this involves taking care of yourself and dealing with any personal issues that affect your teaching.

On a physical level, this means that you want to have plenty of rest, a proper diet, and exercise, so your body emanates vibrancy. If you are hungry or sleepy, your presentation will suffer.

On the emotional, mental, and spiritual levels, techniques like Emotional Freedom Techniques (EFT) and Spiritual Kinesiology (SK) can help with overcoming problems like fear, stress, defensiveness, apprehension and self judgment. For those who are not familiar with these powerful tools, our *Getting Thru to Your Emotions with EFT* and *Getting Thru to Your Soul* books and materials are valuable resources (see Appendix C, Resources).

Clearing blockages is important, because these tensions will continue to surface until you deal with them. After eliminating certain issues, you may also find others that need your attention. Focus particularly on any issues related to loving yourself, since these will affect your ability to open to your uniqueness.

Recognizing and releasing inner conflicts is part of everyone's journey to wholeness. As a bonus, resolving your inner conflicts will not only make you a better teacher, it will create profound personal growth.



## DEVELOPING YOUR UNIQUE STYLE

Your unique teaching style will emerge as you begin to teach. It develops through acquiring skills and experience that bring out the best in you. With awareness, you can accelerate the process.

In our e-book *The Heart and Soul of Being Therapeutic*, we describe ten soulful qualities that are essential to good counseling. These qualities apply equally here, to becoming a good teacher or presenter. They include presence, warmth, genuineness, respect, immediacy, concreteness, self-disclosure, confrontation, and self-actualization. All of them contribute to the creation of an open environment that facilitates learning.

This Therapeutic Relationships e-book also identifies forms of “toxic relating,” which are unhealthy patterns that teachers, as well as counselors, need to avoid. These inappropriate approaches include being a pleaser, trying to save or rescue students, acting like a preacher, and coming off like a judge laying down the rules of law. For more information, see our Being Therapeutic e-book, which we recommend for helping you to develop your unique style (see the Resource section).

As with counseling, the first quality, maintaining a state of soulful presence, is a primary goal for teaching. This is a loving, resourceful state that is free of judgment. Here, you are grounded and prepared for whatever may arise in the moment. You are also unbiased, so you can be supportive of people with different abilities and approaches.

You may have a way of achieving this presence. If not, or if you wish an alternative, we share the technique we use in our Getting Thru to Your Soul Newsletter archives at [www.gettingthru.org/sn0599.htm](http://www.gettingthru.org/sn0599.htm).

To be effective, it's essential to recognize qualities that relate to communicating with groups of people. So let's examine six ways of developing your teaching style:

1. Unleashing the power of your voice
2. Being aware of your communication style
3. Being able to not taking anything personally
4. Handling criticism
5. Learning from mistakes
6. Using humor

As you explore these methods of developing your teaching style, evaluate but don't condemn yourself. Remember, teaching is a continually evolving process, which is what makes it so interesting and fulfilling.



## UNLEASHING THE POWER OF YOUR VOICE

A speaker's primary tool is the voice, yet most of us don't like to hear ourselves talk. To be





comfortable teaching, you will want to be comfortable with the sound of your voice. Better yet, learning to use your voice effectively as a communication tool will enhance your ability to communicate to groups of people.

## Voice Awareness

In his wonderful book, *The Sound of the Soul: Discovering the Power of Your Voice*, author Arthur Samuel Joseph presents ways to develop your voice as an expression of your true nature.

One of the exercises he suggests is The Jaw Release. It involves releasing your mandibular joint (TMJ), a complex joint which can cause teeth grinding and jaw clenching. Stress tightens this facial joint and restricts your voice.

The Jaw Release exercise involves forming a V with your hand by spreading your thumb away from your fingers and placing it on both sides of your face. Your thumb is on one side of the jaw, your fingers on the other side. Then let your hand ease your jaw open, resulting in your mouth being oval, not overly open. In other words, let your hand gently pull down your jaw, while keeping the jaw relaxed. Avoid using your jaw muscles to push your jaw against your hand.

Here are a few of Joseph's other suggestions:

- Release the tongue, jaw, neck and shoulders (as a warm-up, you can bend over like a Raggedy-Ann doll).
- Take your time when you speak.
- Pull your lower abdominal muscles up through your sound.
- Pay attention to your voice.
- Allow yourself to feel and enjoy your voice.

Another common voice exercise done in acting classes is to practice saying vowels. Repeat 5-10 times the following sounds: ah, ay, aw, oh, oo, uh, e, eh, u.

## Posture Awareness

Besides body and voice exercises, a key to your full voice comes from your posture. To optimize your posture, the Alexander Technique offers some helpful suggestions. The principles were discovered by the nineteenth century Australian actor Frederick Matthias Alexander.

Alexander noticed that his voice became hoarse whenever he performed on stage. To discover the source of the problem, he practiced in front of some mirrors. He noticed that his stage stance and delivery hollowed his back, raised his chest, stiffened his neck, and



retracted his head. Over ten years, he found ways to avoid this strain by improved posture and relaxation.

Here are three of the central principles that Alexander found:

1. Let the neck be free.
2. Let the head go forward and up.
3. Allow the back to lengthen and widen.

Remembering these principles can do wonders for your voice, relaxation, and communication ability. For more information, see the *Alexander Technique* by Mike Russell or other books on the subject, or research an Alexander Technique practitioner.

We will further examine the qualities and use of the voice as we continue to explore the development of your teaching style.

## Breath Awareness

Ancient spiritual texts have emphasized that breath is life. Of course, without breathing, you are dead.

When we become stressed, our breathing becomes shallow and quick. We take air only part way down to the lungs, blocking off deeper breathing into the diaphragm. Our voice becomes constricted when we are nervous, as if the tone and words get squelched in the throat. We sound forced and harsh. Our body is tense.

An easy antidote to this fear-based pattern is to deliberately breathe through the nose deep into your gut. You will notice your midsection expand when you breathe deeply. You not only oxygenate your body, you release tension by breathing deeply.

Try a few nice deep breaths now. You might want to put a note for when you are teaching to “breathe.” We discuss the power of breath more in our *Getting Thru to Your Soul* book.



## BEING AWARE OF YOUR COMMUNICATION STYLE

When Phillip first started teaching elementary school in the inner city, he found his teaching approach inconsistent and ineffective. At times, he would try to be commanding and authoritative. He would raise his voice and act threatening in order to have the children follow him. Then at other times, he would become very informal and let students do whatever they wanted.

The children became confused, reflecting Phillip’s uncertainty, and the results were disappointing. Over time, through much trial and error, research and experimentation, he realized what did work. Eventually Phillip wrote down much of what he learned in his *Getting Thru to Kids* books.



In general, teaching styles can be divided into three categories: authoritarian, permissive and authoritative. Authoritarian and permissive are two extremes, with the first being excessively masculine and the second being excessively feminine. The authoritarian approach makes the teacher a unilateral authority, who tends to dictate information and maintains a very strict class environment. On the other hand, a permissive teacher is very lax about conveying information. He or she indiscriminately gives students time to input and even manage the environment.

Another way of describing this continuum is that authoritarian teachers have very rigid boundaries, whereas permissive teachers have very loose boundaries. Sometimes teachers vacillate between the two extremes, as in Phillip's case.

Let's take a closer look at the third choice. The dictionary defines "authoritative" as "having due authority; having the sanction of authority." An authoritative approach synthesizes the authoritarian and permissive styles, balancing the two and taking the best from each. Establishing good boundaries, an authoritative teacher creates a flexible, dynamic learning environment. The authoritative leader excels at communicating and facilitating. Free from a set way of doing things, such teachers continue to find ways to interact appropriately with students. Such an approach aims to bring out the best in both the teacher and the learners.

Every teacher can find his or her unique authority to teach. Having your own authoritative approach involves incorporating several elements. Remember that it takes time and experience to develop your communication style. Here are some areas for self-evaluation:

- **Warmth:** Does my voice convey warmth?
- **Voice projection:** Do I project my voice enough? Do I speak too softly, or too loudly? Keep in mind that smaller classes are more low-key and conversational than those with a large group where you might use a microphone. Also, different occasions call for different voice levels.

Remember that your posture affects your voice. An upright posture looking eye level at your audience promotes an upbeat and powerful style. Looking down and staring at your notes lowers your tone and deflates your energy level.

- **Pace:** Am I too hyper, or too slow and monotone? Remember to intentionally pause at times, which builds interest. Note a tendency to ramble. Am I fearful that if I pause people will become disinterested? Also note if you nervously add fillers like "you know" or "uh" throughout your presentation.
- **Sweetness:** Is my voice too sweet and sugary? This is a symptom of a pleaser personality, which can be addressed by clearing personal issues.
- **Conviction:** Do I try to convince my students? Instead of trying to convince, you should have conviction, without being needy and insisting students agree with you.
- **Passion:** Am I enthusiastic about what I teach? Good teachers are passionate about



their subjects. Your passion motivates your students as they sense your excitement about the material.

- **Jargon:** Do I use jargon and technical language intentionally, and explain it when I do?
- **Conciseness:** Do I over-explain? Keep your responses concise and to the point. Check in with students to see if they understand. You can note their body language (are they becoming restless and looking bored?). You can also ask them, “Is that clear now?” to see if more information is needed.
- **Feedback:** Do I check in with students enough or too much?

The Authoritative Teaching Checklist in Figure 1.1 can help you to evaluate areas for improvement. An audio or video recording can also help you to refine your style. You might want to record your classes and evaluate your voice and style. Note that there may be times where you struggle. Look closely at the circumstances that create this tension. These areas are worth exploring; some clearing work may be needed here, too.



## NOT TAKING ANYTHING PERSONALLY

One of the most common fears is that something will go wrong, which it inevitably does. If you assume that something is bound to go wrong sooner or later and realize that you will get through it, you will be prepared to develop a strategy for addressing it. So what will you do?

This brings back memories for Jane of the first hypnotherapy class we taught in Sacramento years ago. In her very first demonstration, she told the class that one of the easiest ways to take a person into hypnosis is by recalling a pleasant, relaxing experience.

Then Jane selected a class member to demonstrate the technique and went through the process. Unfortunately, rather than relaxing, the man became anxious and resistant. Thinking that she couldn't do even the easiest demonstration, Jane considered herself a failure. As she prepared to admit defeat and withdraw, Phillip said “I'm glad this happened,” and made a lesson out of it by explaining what Jane had encountered.

Here are three common pitfalls and suggestions for taking the pressure off yourself:

1. **Dealing with a teaching segment that doesn't work** (as with Jane's example): If something you teach doesn't work, just go on. Realize that the best laid plans can fall flat. There are many possible causes: you or a participant may encounter an unresolved issue; the timing may be off; the class may need more preparation; or the class lacks the energy at the end of a long day to work with the lesson.

When something fails, you may be able to turn it into a lesson. If this is not possible, just acknowledge that it's time to go on. Perhaps you can rework the material and teach it at another time.

**FIGURE 1.1****Authoritative Teaching Checklist**

Rate yourself (in general or after a particular class) on a scale of 1-10 (from little authority to optimal authority). After a period of time, return to this checklist and note your progress.

Does my voice and body language convey warmth? 1 2 3 4 5 6 7 8 9 10

Notes:

Do I project my voice enough? 1 2 3 4 5 6 7 8 9 10

Notes:

Do I have the right pacing for my lesson? 1 2 3 4 5 6 7 8 9 10

Notes:

How much conviction do I have? 1 2 3 4 5 6 7 8 9 10

Notes:

How passionate am I about what I am teaching? 1 2 3 4 5 6 7 8 9 10

Notes:

Do I use the appropriate amount of jargon and explain it well? 1 2 3 4 5 6 7 8 9 10

Notes:

Am I concise? 1 2 3 4 5 6 7 8 9 10

Notes:

Do I ask for the right amount of feedback? 1 2 3 4 5 6 7 8 9 10

Notes:



For your edification, it can also be worth assessing what went wrong afterwards. For example, experience taught us that we need to be aware of the material we teach on the second afternoon of our hypnotherapy weekends. Generally, the class has done a lot of personal clearing by then and they may not be able to do more. It may be a better time to shift to a lighter focus.

2. **Not knowing something:** Don't be afraid to say you don't know something. No one knows everything. Your students realize that you're not omniscient, and there's no need to try to convey that you are. This is an opportunity to show your class that you are a genuine person, just like them. This attitude will also help you to create independent-thinking students, not those who become co-dependent on you as the expert and ultimate source of truth.

If a student asks about something that would be valuable for the class to know, you can also research the answer between sessions. Then come back with a response. A question that stumps you can also be a great opportunity to empower other participants. Ask if anyone knows an answer to the question.

3. **Giving the wrong information:** Even when you have researched your subject and have much expertise, there may be times when you will misstate or give out wrong information. If you do give the class information and later find that it was in some way incorrect or incomplete, just say so. This openness creates an environment of honest sharing. It avoids you getting trapped in trying to be perfect.

In each of these cases, the theme is openness and genuineness. Return to loving yourself. Just being yourself when something goes wrong provides an opportunity for something new and unexpected to emerge. From a spiritual perspective, looking at synchronicity, it can help to know that everything is happening perfectly. When surprises or lessons come up, just have the goal to stay present and learn from the experiences. These can be some of the most magical times.



## HANDLING CRITICISM

In general, you can take comfort in the fact that your audience wants you to succeed. Even though they are rooting for you, there are times when you will be criticized. Being in the spotlight and leading a class attracts positive as well as occasional negative feedback.

Receiving criticism provides an opportunity to test your ability to love yourself and simply be yourself in the present moment. Even blunt comments can help you be a better teacher, bringing to light areas that need adjustment.

Earlier in life, Jane, like many people, interpreted criticism as a personal attack. Her response was to either fight or flee, which happened because she lacked self-confidence. She didn't love herself and didn't know how to take criticism. If this over-sensitivity applies to you, the first thing is to work on loving yourself and accepting that you make mistakes.



Then, when the criticism comes, try not to take it personally and avoid reacting quickly. This deliberate approach gives you time to examine the situation and potentially to learn from the comments.

Here are two ways that you can use criticism to improve your teaching skills. They will also help you learn more about yourself.

- 1. Using criticism as positive feedback:** In handling criticism, try to understand what is being said. You might want to paraphrase the comment for a couple of reasons: so it's clear to you and so the person knows that he is being heard. "Dan, what I hear you saying is: my lecture was too long and it was hard for you to stay awake."

In many cases, there is no need to respond at all. A good general response is to thank the other person and leave it at that for now. After all, there might be something you can learn from the criticism, even if it's given in harsh terms. Reflect on it at a later time to see if it has any lessons to teach you.

- 2. Rising above negative attacks:** As mentioned, it's wise to reflect on criticism while not taking it personally. Occasionally someone might be upset by something you said and react negatively to you. When you feel attacked by a participant in a class or presentation, take some deep breaths and remember Johanne Goethe's words, "Far worse hath my heart endured." At those times just continue to focus outwardly, not inwardly. Avoid being reactive.

If you allow criticism to be voiced without being defensive, it usually neutralizes any negativity in the student. By staying neutral, you won't fuel a debate and escalate the situation. If a person is coming from a fearful place, remember that you are not responsible for his or her behavior. You may simply have triggered an unresolved issue in the other individual.

We can recall a time when we were giving a short presentation on our holistic approach to weight loss. We told the group that they could find the perfect thin person within them as a part of the approach. After the presentation, a large woman came up to us who was outraged. She said that she was livid with anger, which was believable. She was literally shaking. The woman told us that she knew that she didn't have a thin person inside of her, that she would always be overweight, and that our approach was completely wrong.

Looking back at the situation, several things came to mind. First, we could have taken a more sensitive approach to speaking about weight. We believed then as we do now that the most important thing is to love oneself regardless of one's weight, and we didn't apparently convey that well in our presentation.

If the comment had come up during the presentation, we could have mentioned that principle of self-love and it may have diffused the large woman's anger. Also, we could see that she had issues related to loving herself that she needed to resolve. Her attack was not so much about us as it was about her inability to



confront herself. This realization made it clear to us that it was not personal.

Sometimes there is a way to work with the conflict that benefits the group. By remaining calm, you won't be thrown off by an individual's negative attack. Remember that, as with the large woman, many times people are not set off by what you said, but rather by some internal conflict they are experiencing that causes them to express themselves aggressively. Their charged words may be an inappropriate way of dealing with stress in their lives.

Also, if a participant doesn't agree with you, simply allow him or her to disagree. You are not trying to convince people you are right. You are simply trying to help them to come to their own understanding with an open mind.

A note when you are the one offering criticism: you want to offer it as positive, constructive feedback, not as an attack. It is thus best given in a spirit of kindness, with the goal of uplifting the other person. In your role, you continually teach by what you say and do, including how to offer criticism.

## Other Disruptions

Let's look at other disrupting situations.

- 1. Needing extra help:** Sometimes a person in the class needs extra help. The person could be under additional personal stress, uncomfortable with the material, less knowledgeable than others, or just extra curious. You may need to do a balancing act. If you have time, you can speak with the person during a break or after class.

Or you might refer the person to getting help from others in the class. If you know a particular student who would be a good resource for this person, try to suggest they get together, if it's okay with the more knowledgeable one to assist the other.

Otherwise, you might have to realize you can't meet this person's needs and encourage the person the best you can. Consider, too, whether to suggest that your class might not be right for the person at this time.

- 2. Participants not getting along:** If two students have a falling out, you might need to set up clear boundaries. Ask them each to respect the other, even if there is disagreement. If there is time to work with one or both of them personally, that is also an option. If things seem extreme, consider whether it might help for one to drop out at this time, and return later if you give the class again.
- 3. Fear of failure:** Be sensitive that some participants will feel imperfect and unable to succeed in your class. You can address this issue, and say something like, "You might have some concerns on whether you will do well in this class. Well I know by the fact that you are here that you're interested and motivated, which shows you already have a lot of what it takes to succeed. Remember, go at your own pace, and you have many resources, including me, other students, and all that you've





experienced before that got you to this point. It will work out, perhaps better than you imagined. Expect success.”

If appropriate, you can do a group visualization conveying unity and success. Acknowledge everyone’s fears and know that there are many ways to succeed. Emphasize that your class is a safe, positive learning environment.

You can also speak with them privately on any of their concerns. Find ways to bolster their confidence. Whenever you see them succeeding, offer a genuine compliment. “Sarah, that question shows me you are really paying attention, and are learning this material.”



## LEARNING FROM MISTAKES

By noticing teaching segments that didn’t work and using criticism as positive feedback, you should have plenty of opportunities to improve your approach. Watch for times when things are not going smoothly. Try to understand what you can change to improve your communication. If a number of people are falling asleep or looking confused, you may need to find a way to change your approach.

Here is a typical order of how we teach a class:

1. Describe an area of teaching, like dealing with stress or losing weight.
2. Describe a technique for addressing it.
3. Demonstrate the technique.
4. Have the class practice the technique.

If the students start to practice and none of them seem to know what to do, we can assume that we have not done our job well. We have not been clear enough about instructing them what to do.

Maybe they need a handout. Maybe we should have reviewed the steps in the process before they started practicing. It’s important to take a close look at the flow of each presentation and learn from our mistakes when things have not gone well.



## USING HUMOR

Laughter is a great tonic as well as a teacher. We all enjoy a good laugh, and it can reveal profound insights. We humans tend to take ourselves too seriously. Classes where humor is used are fun. With humor, the time passes more quickly, students relax, and they are more receptive to learning.

Laughter is also healthy: it releases endorphins (positive chemicals), deepens breathing, and oxygenates the blood. It builds the immune system while lowering stress hormones.



Being joyful is an integral part of our holistic teaching, so humor is an essential element with many benefits. Humor makes things flow. Your attendees will perceive that you are approachable, and they will want to be around you. Humor enhances creativity. It can also relieve tension, and change a negative perception into a positive one.

Fortunately, you don't have to be a comedian to be humorous. If you happen to know a funny joke that is appropriate, it can enhance your lesson. Often what is more powerful is to tell a personal story that has humorous elements. You can also be in the moment and comment on naturally occurring events. For instance, if a fire engine races by you might say, "I don't mean to alarm you, but perhaps that's a sign how urgent it is for you to learn this information." If a motorcycle revs up outside, you can say, "We're really getting revved up now." If you spill your glass of water, you can say, "I guess I was getting carried away there." Self-effacing humor can help open up students to you and relieve tension.

When being humorous, avoid doing it at someone else's expense. Demeaning and sarcastic humor is never appropriate; it disrespects others and sets a bad example for your class.



## SUMMARY OF ACCEPTING AND BEING YOURSELF

As your teaching style develops, you become a loving, authoritative teacher. You can flexibly draw on your authority without becoming overly aggressive or passive. Avoiding the pitfalls of being too authoritarian or too permissive, you know how to use your voice assertively. You're aware of how to pace your lessons. You incorporate the right amount of feedback. You convey your passion and conviction, yet also manage to not take things personally.

Being flexible and not expecting things to go perfectly, you learn how to roll with the punches. You don't pretend to know everything, admitting your errors and correcting them. You can change tracks when the lesson flounders. You also know how to handle criticism and use humor to elevate your teaching.

We have presented many ideas in this chapter and this will continue. If much of this material is new to you, keep in mind that you need not confuse yourself with trying to remember to do 50 different things.

What's more important is to accept and love yourself and simply be present to your class. As part of developing your teaching style, you may want to return to this material. Over time, you will hone in on different ideas that will help you to refine your approach.

## Affirmations for Accepting and Being Yourself

We will end each section with some affirmations that you can use. Affirmations keep you focused and oriented toward success. Repeating uplifting statements helps create a positive future. Using the affirmations in this work will help you to teach effective classes, and adds synergistically to your potential. Synergy means the whole exceeds the sum of the parts.

Affirmations are like magnets drawing to you what you want. They can attract to you what



your imagination can conceive and then some. Saying affirmations regularly trains you to expect success. They may also reveal fears and areas where you need confidence bolstering. In those cases refer to our books and materials on holistic healing, listed in Appendix C.

You can say these affirmations in your meditation, or while exercising or walking, or post them in some prominent place, like your refrigerator or computer.

- I am an authoritative teacher who enjoys communicating with my students.
- I love myself unconditionally and convey that love to all around me.
- I have passion and conviction about what I teach.
- I get the right amount of feedback from my classes.
- I can handle it when things go wrong and use it as a learning experience.
- My class is fun and filled with humor.
- I can handle criticism and use it to become a better teacher.
- There continuously are funny moments and humorous opportunities in my class.
- Create your own:

Once you feel grounded in being yourself as a teacher, you are ready to transmit your unique approach to the participants in your classes and presentations. Personalizing your approach is the next key.

- 1 Accepting Yourself and Being Yourself
- 2 **PERSONALIZING YOUR APPROACH**
- 3 Being Organized Yet Flexible
- 4 Building Excitement Through Interaction
- 5 Creating Memorable Openings and Closings

Teachers can learn some valuable lessons from successful marketers. Marketers start by defining their audience. They find a niche, a targeted and focused group of people who are interested in what they offer. Identifying their niche is an important step in relating well to those who are in it. As marketers come to know their audience, they can more easily address the specific interests of this group.

In effect, good marketers learn how to meet the needs of their customers. They increase their sales and success by narrowing their focus to a particular niche.

Let's translate good marketing into good teaching. Before a class begins, think about your niche, those who will attend your class. You presumably want to teach because the subject is exciting to you. And, most likely, you have a wealth of information that you could present. The way you transmit it will determine your results. To succeed, it's best to personalize your approach to fit your class.

Consider a description of your audience. If you did a profile on them, what would you notice in terms of their ages, sex, experience, needs, and interests? What precisely do you think they want to receive from your teaching? Are they seeking inspiration, entertainment, confidence, specific information, hands-on tools for making changes in their lives, a combination, or something else entirely?

After teaching classes on holistic and spiritual topics for about eight years, Phillip had the opportunity to deliver the church sermon at several Unity Churches. In the process, he recognized that the audience in a church setting wanted something different from the audience at a professional conference, or one of our classes, which generally focus on learning hands-on tools. A sermon seeks to inspire and build self-esteem. Most attendees are not interested in learning healing techniques or complex processes. Understanding their audience helped Phillip learn to personalize his approach in different venues.

So to personalize your approach, you can brainstorm ahead of time on what your group may



want to receive. You can also collect relevant information from questions on class enrollment forms and statements of their goals during the class opening. This subject is covered more in Key #5, “Creating Memorable Openings and Closings.”

Like a good marketer, you want to make it clear to your attendees that you have the knowledge, resources, and approach they are seeking. If your class is precisely targeted to its attendees, the participants will continuously feel that their individual needs will be met.

Participants should definitely sense the benefits of taking your class, including having a passionate teacher, whose knowledge extends to many related areas. They will be in a class that is designed with them in mind. When you personalize your approach, the participants will recognize that you are truly there for them. Your care and concern for your students creates a wonderful learning environment, which brings out the best in everyone. Or to use marketing terms, you meet the needs of those in your niche.

So how can you get to know your niche? Let’s examine two main ingredients:

1. Customizing your class
2. Defining your approach



## CUSTOMIZING YOUR CLASS

Some teachers fall into this trap: once they set their material and approach, they teach the class the same way every time. This standard, generic approach dampens everyone’s enthusiasm. It also misses out on a tremendous opportunity. As discussed, each class is unique, with its own dynamics and particular interests and needs. Tapping into your individual attendees adds more resources for teaching and learning.

To customize your class, use the following:

- Your Class Profile from Figure 2.1 and knowledge of the students in the class
- An outline and pre-class preparation, including notes and research material. We will explore this more in the next key on being organized.
- Any current national or local events, or things that are topical to your class, such as one of your students coming into class wearing a cast on her leg.
- Students’ introductory statements and stated goals
- Your intuition that can tap into “reading” the class and how to proceed

With these resources, you will be better able to let things flow. You can use your prepared materials while still allowing room for spontaneity. Customizing your approach meets your student’s individual needs on a deeper level. As you get to know each other more, you can also freely joke with your attendees. When people are having fun, the time flies by and those attending are more open to learning.



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**FIGURE 2.1**  
**Class Profile**

Length of class or presentation:

Number of students in class:

Age range of students:

Percentage of men and women in class:

Interests/background of attendees:

Needs/ goals of attendees:

Notes:

---



## DEFINING YOUR APPROACH

Now that you've determined what your attendees hope to receive from your presentation, there are other things to consider. Your approach to your audience will also depend on these two factors: the length of the class and the size of the group. We have done a variety of classes: short one-hour introductions with hundreds of attendees; afternoon, full-day, and weekend seminars; and full courses with around ten to fifteen attendees lasting from two to fourteen full weekends. Obviously we tailor our approach to the specific situation, but our priorities remain the same.

One of the main priorities is to learn the names of your attendees, when time and group size allow. As they introduce themselves, write down their names in a way that you can remember them. For instance, you can write their names in the order that they are seated.

At every opportunity, remember to call attendees by name. People light up when you know their names. Be excited about getting to know them. Listen intently when they tell you about themselves. Maintain eye contact, and don't interrupt (unless they need clarification or start to ramble). By your tone of voice, the look on your face, and the words you use, attendees should sense your supportive presence. In turn, they will feel glad to have taken your class.

If your participants state their goals for the class, jot this information down too. Then you can gear your teaching toward those goals. "John, this section will help you to learn how to work with the difficult clients you said that you wanted to deal with more effectively." After the class, you will receive comments like "You really helped me reach my goals."

If your class is too large to get to know everyone personally, be creative and do the best you can. Introduce yourself to a few people in the audience before starting. Learn their names and why they came to your class. If possible, include them in your talk. "Before the class started, I had an opportunity to talk with Betty who is seated over there. She wanted to know more about this particular area which I am now going to address..."

Also, when students ask a question or volunteer for a demonstration, find out their names and use it when interacting with them.

When you begin the presentation to a large audience, you can ask questions that they can respond to by raising their hands, like "How many of you are already familiar with EFT?" "How many plan to use these techniques mostly for personal use?" and "How many would like to use these techniques professionally?" Such questions get them involved and let them know that you are interested in their perspectives.

Even unrelated questions that show that you are interested in them help to break the ice. Asking "How many of you are from this area?" followed by "How many flew to this seminar?" and maybe even "Is anyone here from outside of the country?" gets them involved and helps them to start relating to each other too.

You may also find opportunities as the presentation progresses to ask more such questions.



Questions and answers also provide opportunities for attendees to interact.

In our impersonal world, how many people take a genuine interest in you? How many really listen to you? How many recognize that you have unique gifts to share and an important purpose to fulfill. How many want to help you to realize your full potential? You can be that person who makes a difference in many lives.

Before closing this subsection on defining your approach, we need to make another important point: don't expect to bat a 1000 percent with your attendees. We once had a person we will call Skip who drove more than three hours to attend a weekend EFT seminar we were offering. Then he left within the first two hours. It turned out that he believed that hypnosis is evil, so when Phillip did the first guided soul centering process, Skip became spooked. As Phillip discussed Skip's reaction with him, he realized that Skip was fixed in his thinking and could not be open to the teaching. Fortunately, Skip withdrew and it was positive for the class that he left. Exposure to such limited thinking can put a damper on the energy of the group.

We have also had some interesting experiences doing presentations for groups of people who were not particularly interested in the kind of subjects we teach, which stretched the beliefs of some people. Even the best teachers will have those who don't relate well to them or their material. There is no need to take it personally. The goal is to open participants' minds, minimize dissatisfaction, neutralize negativity, and go on. While there may be some dissenters, they need not dominate the group. Most of your efforts should be directed to those who are responding well to your class.



## SUMMARY

Getting to know your students is one of the most enjoyable aspects of teaching. Also, the more you know your students, the more you will know how best to teach them. Each class is unique and so is each student. By customizing and personalizing your classes, your students will be much more attentive and open to learning.

### Affirmations for Personalizing Your Approach:

- I easily learn my students' names and call my attendees by name.
- I customize my classes to suit my individual participants.
- I'm well prepared and spontaneous in my classes.
- I use positive humor to joke with my attendees.
- My classes are fun and my attendees are great!
- Create your own:

With your general approach in mind, you are now ready to get organized.



- 1 Accepting Yourself and Being Yourself
- 2 Personalizing Your Approach
- 3 **BEING ORGANIZED YET FLEXIBLE**
- 4 Building Excitement Through Interaction
- 5 Creating Memorable Openings and Closings

To be organized, you need to prepare for your class. Good things come to those who are prepared. Getting ready entails collecting the materials you currently have on your subject and researching.

Then it's time to organize everything into an outline for the class. If you're going to demonstrate techniques, you can practice how you are going to do them. Careful preparation will give you a good working knowledge of your material.

Bringing your ideas into a clear presentation format is grounding. It will also contribute to the positive flow of your class.

You also need to add flexibility to your organization, because each time you teach a given class, it will be different. As each student is unique, each class is also unique, depending on the natures of the participants. Some may be more intellectual, wanting data and rational explanations. Others may be more kinesthetic, wanting to get a feel for the material. Still others may have an emotional approach, wanting to hear stories about your experiences. The mix of people makes each group unique, so you need to have an organization with enough flexibility to modify it as you proceed.

We all know the frustration of attending a class where the instructor is not well prepared. Even with years of experience in a number of areas related to holistic healing, we prepare for each of our classes. For classes that we have taught before, we may just review our outlines the day before, to have the material fresh in our minds. We may also have new information we want to present, which could involve additional research and reorganization. We also may want to refine our approach based on our experience with the last class.

### **INCLUDING DIFFERENT LEARNING STYLES**

Before going into specifics on getting organized, we want to share some information about learning. Thinking of schooling too often brings to mind a boring lecture, with people dozing



off as the instructor speaks endlessly. This is not what anyone wants and, fortunately, it doesn't have to be like that. Learning can come in many formats and teaching can be a creative experience of sharing that keeps everyone involved and excited about the material.

In our e-book on therapeutic relationships, *The Heart and Soul of Being Therapeutic*, we discuss modalities, which is an NLP (Neuro Linguistic Programming) term for the five senses. We all have five external senses that correspond with five inner senses. These modalities—visual (sight), auditory (sound), kinesthetic (touch), olfactory (smell), and gustatory (taste)—vary in development from individual to individual.

Also, each person naturally has one or more of the senses that are more developed than the others. In NLP, this is known as a person's lead modality. In our culture, about 65% lead visually, 10% lead auditorily, and 25% lead kinesthetically. The other senses of smell and taste are less dominant.

People with different lead modalities learn differently. Auditory people learn through hearing and much of traditional lecture-style education is directed to them. The "talking" approach quickly explains why people doze off in long lectures with little variety, as most people are not primarily auditory. Visuals learn through seeing, as with the phrase "seeing is believing." Kinesthetics learn by feeling and experiencing, "getting a good grasp of the material."

Keeping different learners involved requires including a variety of learning structures. Giving variety stimulates interest for everyone. It adds different layers of experience by providing different formats, as is appropriate to the length of the presentation and the subject. The next key, "Building excitement through Interaction," includes more on the modalities.

Here are some ways to incorporate different learning styles into presentations, with some examples drawn from our holistic classes:

- **Lectures:** Lectures have their place, since most classes require background information. They can vary in length, though we generally try not to have lecture segments go for much more than an hour, at the most. Longer lectures often include questions and answers, which is a good way to encourage participation and keep attendees involved. Asking questions of the audience can help here too.
- **Brainstorming/Mind Mapping:** This technique, which we describe later in this chapter, generates ideas without analysis. Here are a few examples of mind map themes: a good therapist, childhood development stages, the unconscious.
- **Creating Outlines and Charts:** Using a marker board or flip chart to jot down important points or to draw simple visual aids adds variety to a presentation and particularly helps visual people.
- **Using Handouts:** Handouts provide a way for participants to organize information in their minds. Handouts prevent confusion about different aspects of a topic of discussion, show the steps to follow with a technique, and further clarification.



- **Group Meditations/Visualizations:** Aids in relaxation, which promotes learning and opens the inner senses during guided visualization for deep, experiential learning. Such an approach taps into the unconscious mind, with its vast reservoir of knowledge and resources.
- **Case Studies:** Give examples of how you dealt with real-life situations. Recount what happened and what you learned from it.
- **Demonstrations:** Performed by an instructor to show participants how a task is done. Since we teach techniques for holistic healing, we do many demonstrations, and attendees generally find them fascinating. Realize that the demonstration you give is just one example and be sure that participants don't feel they have to be just like you. Any "failures" in your demonstration can just be incorporated as part of the learning experience.
- **Tasks:** Steps are outlined and then experienced by participants.
- **Discussion:** Free exchange between the class and the instructor. Allow time for participants to get involved and express themselves. Being included in the discussion empowers the participants, which is an important goal in our classes. At the same time, it is important to watch for people dominating the discussion or getting off track. You are responsible for assuring that the whole group receives the optimal benefit from the experience.
- **Practice:** We often have our participants practicing techniques with a partner or a small group. When time allows, this is invaluable for helping learners to integrate the material. Allow ample time to practice and discuss their experiences if possible.

Also when time allows, we provide suggestions based on our observations of their practice sessions to help participants hone their skills. This feedback needs to be done with sensitivity, mindful of the skill level of the attendees. We strive to be clear that our feedback is intended to be constructive. Sometimes we share with individuals. Other times, we provide comments to the whole group about things we have seen, without naming names. Pointing out common errors can help everyone.

If you are reluctant to provide feedback, keep in mind that attendees come to you wanting to learn. They deserve and in most cases want the benefit of your expertise to help them to learn quickly. Just stay in that loving state of presence that shows you honor each person.

- **Processing:** Talk about what you have experienced, which integrates and deepens the learning.
- **Metaphors:** These link, clarify, and organize the training. Metaphors bring an emotional element to your teaching, as they engage the right brain and the unconscious mind. For a weekend on Holistic Hypnotherapy, for example, we sometimes use the theme of "Flow," connecting with the higher dimensions.



- **Role Plays:** For example, after learning a healing technique, role play a couple discussing a conflict in their relationship. Have one student speak to her boyfriend. Another student or the teacher plays the boyfriend. Then you can reverse roles, with the student playing her boyfriend and the other person playing the girlfriend.
- **Homework:** Follow up by reading, practicing, researching, interviewing or experiencing what was taught.
- **And more:** You may create other ways to enhance learning, like having participants make collages, write, journal, and so on.



## OUR APPROACH

The length of the class will determine how much variety you can have, along with how much time you have for each segment. For our one- or two-day energy healing classes, we might use all or most of the above approaches. In general, we would incorporate the following components:

- Introduce ourselves and share our background related to the subject of the class.
- If the group is small enough and time allows, have the participants introduce themselves and briefly share what they want to learn from the class. If the group is too large and/or if time is limited, ask questions that they can reply to by raising their hands, as mentioned earlier. “How many of you would like to learn more about building a practice?”
- Provide functional information, if necessary, such as break and lunch times, bathroom locations, etc.
- Give an overview of the entire class and what participants will learn. This is particularly important with longer seminars, so participants know what to expect for a day or weekend. An overview provides a framework, orienting the attendees and giving them a sense of what will be covered.
- Provide an overview of each subject or process.
- For each subject or process, provide more background information as needed, and demonstrate the process. If time allows, have participants practice
- As time allows, have students discuss their experiences and ask questions
- Offer other related information. For instance, if we are teaching Spiritual Kinesiology, we might also discuss ways to conduct an interview, build rapport, and close a session.
- As time allows, address relevant issues that students bring up.
- For longer classes, have optional material available to add if there is extra time, like



going over a list of facts and fallacies about energy therapies, or doing a short balancing technique.

- At the end of the class, briefly review what was covered and have some final comments. We will discuss closings more in Key #5, “Creating memorable Beginnings and Endings.”



## PUTTING YOUR PLAN TOGETHER

Remember that you started your class by gathering data about your students as you personalized your approach. Knowing your students’ backgrounds should give you a general understanding of their needs, desires, and interests.

Also, keep in mind that there is important material to include that your students may not even be aware of yet. Putting your plan together creatively can turn a group of strangers, a place, and a period of time into a memorable and magical learning experience.

Let’s examine five essential components to consider as you put your plan together:

1. Developing your outline
2. Deciding how to build your case (how you want to present your material)
3. Organizing handouts
4. Scheduling around lunch and breaks, when applicable
5. Being prepared without overdoing it

### 1. Developing Your Outline

You’ve gathered your disparate materials and possible learning structures into an outline. A good way to start is by mind mapping. Mind mapping shows the relationship of your subject and the various points you want to cover. It’s a kind of brainstorming, where you include all the possible points, categories, and subcategories that relate to your topic.

Figure 3.1 illustrates the mind map we made for this section of the e-book. This approach engages the right brain to lay out the basic points. Then the left brain can put the ideas into a logical order and flow. Mind maps also help you to transition from one point to the next.

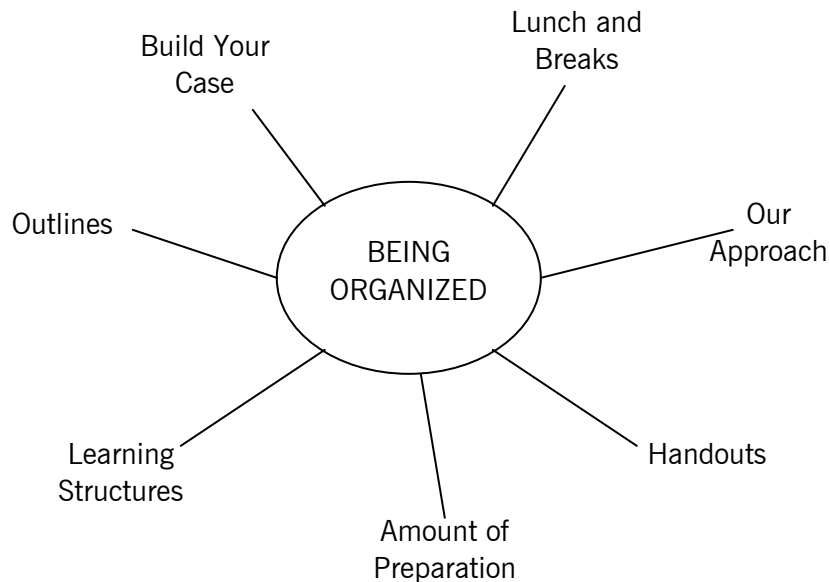
Such preparation will give an overview of the content. It will help you to prioritize the material. In addition to using mind mapping for the preparation, we often use it as a teaching tool, as we will discuss in Key # 4, “Building Excitement Through Interaction.”

As mentioned earlier, your outline keeps you grounded in the material as you teach. We prepare outlines for all of our presentations, whether they are an hour long, an afternoon, or a whole weekend. Figure 3.2 outlines the format we use and Figure 3.3 provides some suggestions for creating the outline.



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**FIGURE 3.1**  
**Sample Mind Map**



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With each heading of the outline, we generally include notes on the major items we plan to cover, along with time allotments. We may also have a more detailed set of notes on different topics for new classes, along with handouts and other reference materials. The outline for a short class may all fit on one page; a weekend seminar may take three to five pages, along with extra notes.

As you prepare your outline, keep these points in mind:

- Assess the particular needs of the class relative to their abilities, background, and experience. As a note, when you have a class with a wide range of abilities and experience levels, it is generally recommended to aim the material moderately high. This way, the more experienced people will be stimulated, while the less experienced people will take in as much as they can and feel inspired to learn more. We have found that aiming your teaching at the slowest learners creates general boredom and dissatisfaction.
- Know the order and sequence of topics
- Evaluate the amount of time you want to devote to each part of the presentation.



---

**FIGURE 3.2****Outline Format**

Here is a format for an outline. We generally accompany each part with a time allotment to help us to stay on track.

**?? min. 1. Intros and sharing** (or with a repeat group, may have Q&A and sharing)

- Share with group to create rapport - let them know you are human, have been through the same things, are approachable, etc.
- Get people involved right away, share their expertise, let them know their input is important

**?? min. 2. Overview of the Day**

- Include outframing with a new group or with potentially controversial material
- Start using nested loops (described later in this chapter) to extend interest beyond day, preparing group for future material

**?? min. 3. Main Event**

- Depending on the length and complexity of the class, this part could be broken up into a series of categories (3,4,5,etc.), each with notes covering main points
- The early part of the class is a good time to present information. The group has just been driving, etc., so they are ready to sit, listen and share ideas for awhile. Then you can start to add variety to maintain interest, present processes, etc.
- Include all representational systems by varying the experience - describe, demonstrate, use a board and hand outs for visuals, feel, experience, share, etc.
- Remember to allow for the paces of the different representational systems: visuals are faster, auditories medium, kinesthetics slower
- Focus on the depth of the experience as much as the amount of material covered
- Sharing after doing processes, where applicable deepens the experience, also broadens and validates experience by hearing from others

**?? min. 4. Conclusion**

- Can add more nested loops to prepare group for next class and other classes of interest, etc., where applicable
  - Completion - have final sharing - can be final comments, how each person felt about the day, final group process, something new each person learned, etc.
-



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**FIGURE 3.3****Notes for Creating an Outline****1. General Considerations**

- Class Experience: What do you want it to be like?
- Outcome: Have a clear understanding of your goals; what will participants take away from the class?
- Remember that participants come with different levels of understanding and leave with different levels of understanding.

**2. General goals as the class begins**

- Unify the group.
- Open the participants to learn.
- Stop the momentums they come in with - thoughts about other things, etc.
- Find out where they are coming from and what they hope to receive.

**3. Disarm Fears and negativity**

- Outframing is generally important.

**4. Raise the energy in the group to a higher level**

- Create an enlightening, exciting environment, as is appropriate for the class subject.

**5. End on a high note.** We discuss this more with Key #5.

Once you have set the stage with the elements listed above, teaching the material goes much more smoothly and participants enjoy themselves.

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We find it reassuring to know where we are in time relative to the entire presentation, since it is easy to get drawn into the material and fall behind.

- Find ways to add variety. Balance the amount of time to be spent on different learning structures like lecture, demonstration, discussion, practice and so on.
- Keep in mind of how talkative your class is. The more talkative they are, the more discussion will be generated (if you allow it). Larger-sized classes, by virtue of the number of people, will generally have many people asking questions and adding discussion. In contrast, some small classes can have few people asking questions, depending on the participants. So when you plan your outline, consider that there will be more time if there are fewer questions and discussions and less time if there are more questions and much discussion. Of course, you are in charge of keeping the class on track and limiting questions and discussions, if necessary.

Also, have additional subjects for when there is extra time. Extra time might be 10 minutes before lunch, or if you cover material more quickly than anticipated.

These additional activities are called “sponges,” since they absorb remaining time. One sponge, for example, might be to have students summarize what has been covered so far.

## 2. Building Your Case

In Key #4, “Building Excitement Through Interaction,” we’ll discuss how your students are an essential resource for your classes. Nonetheless, they generally do not value or understand the material as much as you do.

Part of your job is to build a case for your position on your topic, without becoming like an evangelical preacher or a pushy sales person. You want to present your case in a fair-minded, assertive way, that helps your students open up to the material.

Because you realize the importance of your topic, your enthusiasm also will be contagious. After all, who wants to learn from a person who seems to be bored by the experience?

Here are some ways to build your case:

- **Create open minds.** Your first priority is to help participants to open their minds to new ideas. In our own healing classes, as teachers of unusual subjects and techniques, we are accustomed to having people express doubts about our work. This is fine with us; we’ve found that it helps to let them know that we ourselves have had to stretch our beliefs to embrace the speed and power of the techniques we teach. We address this more in Key #4, “Building Excitement Through Interaction” where we discuss outframing.
- **Put things in context.** You want to continually put your information in a context so the participants will understand it. For example: “One reason to learn how to



develop rapport is that it will help you build trust with your clients. Also, you will know how to relate better to your friends and family.”

- **Connect your material.** Another way to build your case is by creating “nested loops.” This NLP (Neurolinguistic Programming) term refers to connecting one piece of information with something your students will learn later in the class or in future classes. For example: “Learning how to create rapport will also come into play tomorrow, when you will learn how to conduct a full interview.” Letting your attendees know that what they learn now will be followed up later in your class builds interest in the subject matter. You also add depth by showing how different areas connect with one another.
- **Give examples from your experience.** Stories about your experience with the subject matter can help your participants to understand the practical application of the material they are learning. For us to say “The Seven Levels of Healing can be amazingly powerful” sounds fine, but describing how it helped a client to heal a chronic sore throat completely in 15 minutes creates much more interest.
- **Review.** Repeating subjects and key pieces of information is integral to learning. As with connecting your material, reviewing can be particularly helpful with a series of classes. Students deepen their understanding when information is reviewed or put in another context.

For instance, in our classes, we might teach one technique for soul-centering, and then later add another way to contact the soul. In our hypnotherapy classes, we return to subjects like past lives, inner child, and subpersonalities several times in the course. In effect, we cover the same subject in a different way. As we revisit subjects, we try to continually tie things together, so students gain more tools, relativity, perspectives, and confidence.

If you are already teaching, you may want to try this exercise. See what you can tie together (a nested loop) in a class you are currently giving. In other words, find a way to connect something you will teach that will be later followed up in your class.

### 3. Organizing Hand Outs

If you are giving a free one-hour lecture, you may just have one handout. Or you might not have any informational handouts, except for your brochure or a description of your upcoming classes. For longer classes or seminars, handouts become an important aid to your teaching. Attendees will expect handouts. They will use them as a follow up for integrating the information.

Be intentional with the number of handouts you create. Weigh the advantages of whether they help or hinder your teaching. If you have all of your information with handouts, your attendees may miss some valuable opportunities. Sometimes, you may want them to take notes instead. Note taking can help engage participants and help them to integrate the



learning. Also, if attendees think they might miss something, they will want to pay attention.

At other times, handouts can help them to organize complex information in their minds. Then you can say that they don't need to take notes since the information is in their handouts. Free of having to take notes, participants can pay more attention to you. Then they eliminate having to write things down.

Be aware that as your attendees receive the handouts, their attention will immediately be drawn to reading the material, which may distract them from what you are saying. You can say, "You can read the handouts later. For now, let me go over what's in them." Or you can pause and give them a few minutes to review the handouts before proceeding further.

Have a uniform look for all your handouts, with the same fonts and styling if possible. Not only will your handouts then be easier to read, your presentation shows that you are professional. Being organized with well-presented handouts adds to your credibility. Also include your contact information with each handout.

#### 4. Scheduling Around Lunch and Breaks

There is a reason why in many countries people take naps or siestas after lunch. It's a natural break time. The body wants to digest its food and relax after its previous efforts.

In our western workaholic culture, we ignore these natural tendencies, but our bodies do not. So if your class is held after lunch, recognize that your students may not be as motivated or attentive during that sleepy time period. When you plan your lessons, try to do an activity after lunch that is particularly stimulating or interactive. You might do some form of energizing physical activity, like stretches. Or have your students go on a peaceful/imaginative guided visualization. A long lecture following lunch may produce a lot of yawning and head nodding.

Similarly, time your breaks when it seems most appropriate. Considerations include how much time has elapsed since your last break and the nature of the material studied. For example, if there was a poignant demonstration where the volunteer overcame some intense emotions, you might want to give everyone a breather to integrate the experience, even if it is ahead of schedule.

Another approach is to ask attendees if they want a break now or in another 15 minutes after the next segment. Participants appreciate being included in the decision-making.

#### 5. Being Prepared

If this is the first time you are teaching a particular subject, more preparation is needed than if you have done it before. Here is another important area to take into account: depending on your personality, you will know whether you tend to over-prepare or under-prepare.

One woman we helped tended to procrastinate preparing for her classes until the last



minute. Phillip did an EFT (Emotional Freedom Techniques) process with Mary. She discovered that her anxiety stemmed from feeling unsupported by her parents as a child.

Preparing for a class reminded her of how she felt neglected and criticized as a child. Whenever Mary tried to prepare, she experienced feelings of being devalued. Not surprisingly, she avoided preparing. After doing one of our healing Getting Thru Techniques with her, Mary transformed her fears into love and support for herself, so she could subsequently prepare for her classes.

On the other extreme, a person can spend too much time worrying about whether he or she is prepared enough. This energy drain can divert one from actually taking constructive steps to prepare for the class. It could also result in putting too much energy into preparation, causing one to not be able to see the forest for the trees, that is, to get lost in the details and miss the essence of what one wants to teach.

Remember when you are preparing, sometimes you need to take a break to complete your plans. The mind can only handle so much.

Herbert Benson explores the nature of how we learn in his book *The Breakout Principle*. After the mind concentrates on a subject for a certain period, it needs to relax and forget about the focus so new ideas can bubble up from the unconscious. Hence the idea “sleep on it and the answer will come.” Also going for a walk, doing recreation, or socializing will give ideas time to ferment and put together the final parts of your lesson plans.

As the breakout principal shows, if you come back to your lesson after a break, new insights and interest occurs, which can lead to peak performance.

To allow time for the breakout principle, we also prepare for new classes well in advance. Then we will have time to make adjustments as fresh insights and ideas come to us. Giving ample time for preparation is an important part of the creative process.



## TELECLASSES

Teleclasses, offered by phone, are becoming more and more popular. They offer special opportunities to connect with people in different areas of the world. They also require a special approach, so we have added a whole section about giving teleclasses in Appendix B.



## SUMMARY OF BEING ORGANIZED YET FLEXIBLE

Being organized takes time and focus. As you gain experience, it will be natural to develop good outlines and handouts that reinforce your teaching. You will also continue to improve what you have already designed.

You will become very attentive to students' energy cycles, knowing when the energy dips occur after lunch and before breaks and after intense training periods. You will also become more skilled at building a case for your subject. Your continuing commitment to teaching



and clearing your own fears will help you know the right amount of preparation that is needed. Sometimes the best laid plans go awry and you need to turn to Plan B or Sponge Activities. Perhaps you will spontaneously explore the teachable moments that emerge when new directions or unusual circumstances occur.

When you present your material, value the quality of the experience above the quantity. In other words, be aware of what the class needs the most. Circumstances might call on you to adjust your lesson plan. The mood of the group, their ability to grasp the information, and the amount of detail that they want to receive all influence your presentation.

So how can you be both organized and flexible? Simply put, balance the needs of the group with your lesson plan. You want to provide structure, while being flexible enough to respond to the individual needs of your class. Plan to have enough material to fill the time slot, with additional “sponge” material available, and enough time to deal with situations that arise.

### Affirmations for Being Organized yet Flexible:

- I know just how much to prepare for my class and find the resources I need to have a great class.
- I naturally help my students deepen their understanding and put my material into the right context for them.
- I perfectly balance my lesson plans with the needs of my class.
- I am both flexible and organized.
- Create your own:

You now have many tools needed to excel in teaching: accepting yourself, personalizing your approach and being organized. To make things really exciting for your class and truly meaningful, you need to be interactive with your audience, which is our next key.

- 1 Accepting Yourself and Being Yourself
- 2 Personalizing Your Approach
- 3 Being Organized Yet Flexible
- 4 **BUILDING EXCITEMENT THROUGH INTERACTION**
- 5 Creating Memorable Openings and Closings

Getting to know your audience is a basic component of personalizing your approach, which we discussed in Key #2. To develop a relationship with your class, you want to find ways to interact with them. Not only is it a way to get closer with your students, being interactive is key to the overall effectiveness of your teaching.

Engaging your students personalizes their experience. It optimizes learning. As teachers of holistic healing and spiritual development, we also know that bringing out the wisdom of the attendees empowers them. It helps them to imagine themselves moving into teaching and healing roles that are similar to ours.

In some cases, you might be lecturing and think that it is difficult to find ways to interact. You may view the class as a one-way experience, with you being the active provider of knowledge and the audience being the passive receivers. Or maybe you are presenting to a large group and find it difficult to relate to audience members as unique individuals.

If you are creative about it, you can find ways to be interactive in any presentation. Ideally, teaching is a two-way street, where everyone has a chance to teach and learn. As we'll discuss, many things come into play: your focus, your language, your approach to asking and answering questions, and your awareness of the participants' unique learning styles. Besides, most classes are not strict lectures, so they easily allow for interaction.

Let's examine the following six ways to interact with your participants:

1. Outframing
2. Asking your class questions
3. Incorporating student responses
4. Being aware of your focus
5. Using different modalities
6. Honoring each individual learner



## OUTFRAMING

We discussed creating open minds in the last Key of “Being Organized Yet Flexible.” Since this little-known approach is a real gem, we will explain outframing further here. It can work magic.

Sometimes you sense that your subject might be controversial or challenge your students’ beliefs. In such cases, outframing can be one of your best friends. It is an NLP term that refers to dealing with objections before they come up. It prefaces your topic in a way that opens up students to listen to what you have to say.

It’s extremely helpful to outframe before you go into depth with your material, so students will be freer to interact with you. Handling objections ahead of time also eliminates resistance to your material and opens minds.

For instance, we teach in our spiritual counseling course EFT and the SK Reframing and Anchoring (R&A) techniques. They are both so unusual and so fast and effective that it can be difficult for people to believe that they could possibly work. To deal with this common objection, we might start our presentation by describing how strange and unbelievable they were to us at first. Actually, after we first tried the R&A Technique, it took several years for us to consider fully that it could be as fast and effective as it appears to be. It is fine with us if others feel skeptical. In fact, we expect it.

Describing our own objections turns perceived distance between doubting attendees and ourselves into common ground. It also removes any undue seriousness about the subject, which helps everyone to open to the learning experience. After all, EFT does look pretty strange and R&A almost looks like a sleight of hand.

In our Holistic Healing Course, where we teach past life regression, there are generally people in each class who don’t believe in past lives. The fact is it doesn’t matter to us if they believe in them or not, so we tell this to our participants before we start to discuss the subject. We even encourage participants to share their sometimes-opposing views.

Rather than seeing past lives as facts, which we generally cannot verify anyhow, the experience of a past life regression could just as easily be viewed as a metaphor. The therapeutic value of the technique is the same either way. Interestingly, participants often feel differently after the class.

Outframing lets attendees know that they are not required to believe or follow anything we say. At the outset, we tell the group that we don’t expect them to believe us, and that belief is not required to receive benefit from this class. This up-front approach relieves anxiety and potential negativity. This message also lets participants know that we expect them to relate to the material and, if they wish, use the techniques in their own unique ways.

All we ask is that they keep an open mind to what is being said. They are free to evaluate it after they have received all the information and seen for themselves. This outframe empowers them to follow their own paths rather than to imitate ours. And, regardless of the



size of the group, it makes the learning experience personal for each attendee.

An outframe at the beginning of a class could go something like this: “I know some of this material may sound different from what you might have been told about the subject. You don’t need to believe anything I say, just keep an open mind, and you can evaluate it later after you have more information and experience. Is that fair enough?” Outframing can help ensure that you start out on the right foot.



## ASKING YOUR CLASS QUESTIONS

It is a good habit to ask your students lots of questions. It engages their minds and elicits their participation.

Here is a powerful way to create questions. If you have a point you want to make, instead of making a statement, ask a question. If we want to make the point that people have heightened awareness during hypnosis and will not act contrary to their values, we can pose the following question: “What happens when you are in trance? Are you in control? Would you do anything against your values?”

Asking questions engages your participants and makes your presentation flow. It helps participants apply the material to their specific needs and real-life situations. Questions evoke a stimulating interchange, and give a context for the material you are presenting. Such interchanges heighten interest and add depth to your classes.

Another benefit of asking such questions is that you see how much your audience knows. If they already have some familiarity with the subject, it’s positive for them when you incorporate their responses, rather than giving them all of the answers. This exchange validates the knowledge of the attendees and shows that you value their input. They may even have new information to add to the subject, which also reinforces the idea that we are all teachers and we are all students. On the other hand, if they have little knowledge in the subject area, then they are even more motivated to learn.

So asking questions not only increases your interactions. It allows you to find out how much participants know and empower them as they learn. As students respond to your questions, you can draw upon their knowledge as a resource during the class.

When it is your turn to offer information, you can refer to their responses to teach in a more personal, practical way, rather than using a generic approach. You will also find opportunities to refer back to their comments. We discuss this practice more below.

A note on time management: always remember that you are responsible for staying on course. It’s up to you to see that the time is used wisely. Sometimes it is necessary to politely cut off attendees who are going off course in a discussion or dominating the group.

Exercise: To follow up on this important skill of questioning, review a current lesson plan you have and note specific areas where you can insert questions. Then write out the particular questions you will ask your students.





## INCORPORATING STUDENT RESPONSES

Imagine you are creating a painting that is intended for a particular group. You have a sketch for the work and want to share it with your special audience so they can offer their input. You gather the group together and let them ask questions about the proposed work. You invite them to make suggestions on how to best communicate your theme. Based on your interaction with this audience you want to reach, your vision becomes more defined. It can be tailored to those who will see your work.

Similarly, in a classroom many attendee comments and questions can become a part of your lesson. It's a good habit to weave in comments that your students have made throughout the class. For example, you might say, "As Louise mentioned earlier, co-dependence can be an important factor when working with relationships."

With the organization and research from the last key as a background, your teaching will be further elevated by incorporating your students' responses into the lesson. Your students will appreciate being included in the learning experience.

Incorporating student responses shows a respect and humility on your part. Moreover, it enriches what you are teaching and tailors your class to those who are attending. It transforms the traditional view of teaching into more of a process of mutual sharing.

Ways to incorporate student responses include:

- Mind mapping
- Allowing ample time for questions, sharing, and discussion
- Being a good listener
- Giving demonstrations
- Offering encouragement
- Using inclusive language

### Mind Mapping

We discussed mind mapping with the last key, as part of preparing for your class. During the actual class, mind mapping can also be used as a powerful tool for engaging participants. It offers many benefits, such as opening up learning about a subject by enlisting attendees' input in creating the mind map. Mind mapping will show you how much the students know about the subject. In addition, it allows you to include their insights.

We use mind mapping regularly. Here are just a few examples: We ask, "What do you know about hypnosis?" We then draw a circle around the word "hypnosis" and write the responses of the students in circles around the central theme. Or we ask, "What do you think of when I say 'inner child'?" We then proceed to mind map "inner child."



We also can add some our own points to the mind map, as well as clarifying or elaborating on the students' responses.

### Allowing Ample Time for Questions, Sharing, and Discussion

After lecturing for a while, giving a demonstration, or having students in a break-out/practice session, we want to help the class integrate what they have learned. So then it's a good time to ask, "Are there any questions or comments? We'd also appreciate it if anyone would like to share their experience [after a small group break-out or practice session]?"

The maxim that there is no such thing as a dumb question should be communicated, verbally and/or nonverbally, by how you respond to questions. You want to respect students for their input, questions, and experiences. Remember one student's question may indicate that many others have a similar question and want to know the answer. Student questions show areas of interest, as well as issues that need further communication or follow-up.

When students engage in discussion on a topic, they provide the resources of their unique experiences and insights. If there was an experiential segment, such as students practicing a technique with a partner, they can come back and share with the class what they experienced. This kind of debriefing can be quite informative and inspirational to everyone.

Here are a couple of additional notes. When someone asks a question in a larger class, it's good to repeat the question so everyone can hear it. Also, if the class is being recorded, the microphone can pick up the question for those who will later listen to the recording.

The second note concerns allowing for students' participation: remember to budget your time. To determine the time remaining, refer to your outline and the clock. Sometimes such interesting participation arises that you might want to adjust your schedule to allow for the spontaneous discussion.

At other times, you can tell students that we will cover this issue later, or that there is just not enough time to pursue it. If there are ways to follow up, such as courses, books, or websites, you can mention those. Also ask the students if they know ways to follow up themselves, again increasing your interactions.

In some cases an attendee asks a question that is beyond the scope of the discussion, but is worthy of a response. Then you might suggest that you would be willing to discuss it with him or her during the next break or after class.

### Being a Good Listener

As students share their experiences and insights, be a good listener. If you model good listening yourself, you help your participants become better listeners to you and each other.

One time Phillip was talking to a small group of parents and educators about communicating with children. The group was all adults, except for one ten-year old girl who



had accompanied her mother. Throughout the talk, the youngster just read her book, seemingly not paying attention to what was said.

When Phillip came to the subject of listening, he said, "I'm sure most of you know about good listening." Then the girl looked up from her book, turned to her mother and said, "You don't listen." Phillip resisted trying to intervene and let the interaction unfold. The mother responded, "I listen to you!" The girl retorted, "But you never say anything."

In other words, although she may have actually heard her daughter, the mother didn't mirror back to her daughter. She didn't acknowledge what the girl said. Or this mother forgot to use body language like nodding and "uh-huh's" to confirm that she heard the young girl's message.

Good listening includes:

- Paraphrasing what the person is saying. "So what you are saying is..."
- Clarifying if needed. "Are you saying that....?"
- Validating the person's response. "That's a good point Barbara."
- Empathizing. "It sounds like that was a scary experience for you."
- Letting the student speak. When a person speaks, listen to his entire question or statement without interrupting. The exception would be if the person rambles and you need to redirect him for the sake of the entire class.
- Implementing ways to remember the above listening skills. For example, you can put a note before you, perhaps in your outline, with the key words: "Paraphrase, clarify, validate, empathize, let students speak".

When Phillip incorporated these listening skills into his classes, he noticed his relationships with students markedly improve. It gave a big boost to his confidence and teaching ability.

## Doing Demonstrations

Depending on your subject, you can give a demonstration. We demonstrate our healing techniques in front of the entire class and then the students practice in pairs or small groups. Classes usually pay great attention to demonstrations. In our classes, we use techniques like Holistic Hypnotherapy, Spiritual Kinesiology, and EFT (Emotional Freedom Techniques), which are generally fascinating to watch and often transformational healing experiences occur.

A demonstration format can take a more theoretical form, such as a role play. For example, sometimes Phillip teaches adults a process on how to communicate with children. If there are no children in the audience, he has one of the adults role play the response of a child he or she knows.



At other times, as mentioned above, the demonstration is less of a rehearsal and more of an actual transformative technique. In our holistic healing classes, we demonstrate subjects like how to muscle test, how to lead a client into hypnosis, and how to clear a variety of blockages. You might need to be creative to find a way to demonstrate what you are teaching. To help discover a good demonstration that would illustrate your subject, do some mind-mapping or brainstorming.

Demonstrations are usually exciting and spontaneous. They heighten audience attention. Sometimes they can be quite humorous, profound, or both.

Here is one variation on giving a demonstration that enhances group participation. If your audience already knows some parts of what you are demonstrating, you can involve them more directly in your demo.

As you show the steps of a process with a volunteer, pause and ask your students, “What should I do next here?” In other words, let your audience be co-leaders in your demonstration. As they offer suggestions, just be sure they are addressed to you and not the volunteer, or the process can get confusing.

In some more open-ended processes, the audience could use their previous learning to explore possibilities for the next step in the demonstration. By asking the audience to help you with the demonstration, the interaction and attention intensifies.

Most demonstrations are highly successful. In the rare event that a demo doesn’t seem to go well, consider it a learning experience. With healing techniques, it also shows what we all know: they don’t always work smoothly all of the time. In such cases, you might follow up by telling the class what you would do next if there was time in a follow-up session.

Both you and your students can discover valuable insights by the way the demonstration went, regardless of how “successful” it turned out. Your students will see how you handle challenges, like the ones they will have to face. Remember the goal is not to be perfect, but to be the best you can.

Also, be sensitive to the volunteer in the demo. If a technique was not successful, you can offer suggestions for following up. And to the extent that it is practical don’t leave off in an awkward place for the individual. As a minimum, be sure the subject is emotionally stable and grounded. In several rare cases, we have followed up personally with individuals who needed more assistance to stabilize or asked someone in the class to help.

### Offering Encouragement

When teaching adults, it’s natural for participants to compare themselves to you, the teacher. If you are new to teaching, you may also be surprised to find that some participants are afraid of you, just as they were afraid of their childhood teachers.

If you give the impression that you are all-knowing or that your way is the only way, students will feel intimidated and discouraged. Also, it’s not possible to be all-knowing and



thinking that you need to be is an unnecessary burden. To lighten everyone's load, avoid being too formal or "lecturing." Participants deserve to feel respected and treated like equals to you, which they are. Stimulate their thinking, don't try to control it.

Genuinely compliment students on the points they make. "Dale that was a good point; I'm glad you brought it up." "Cindy, I can tell that you're really improving by the way you handled yourself in that practice session." Validate their uniqueness and point out enhancements they make to your approach. We learn a lot from our classes in this way, and at times the students teach us lessons.

To interact with more students, ask the class for ways to help out a student or to answer his question. "Can anyone offer a suggestion for John?"

Another way to encourage others is by referring back to someone's comment. "As Maria said earlier, we all can..." This encouragement validates Maria. It also shows the class that you appreciate their input.

It is difficult to provide too much encouragement, particularly in this society, where feedback is generally negative. We always aim to provide many more positive comments than negative comments. Even when something is done incorrectly, it is possible to offer constructive feedback in an encouraging way. Above all, let attendees know that you are on their side.

Think of what you expect when you are learning something new. You probably want encouragement, so you can build confidence. At the same time, you most likely hope for the instructor's constructive feedback to help you to hone your skills. We view offering this feedback as our responsibility and strive to do it in a way that honors our students.

Focusing on the behavior rather than the person is important. For example, if a person is learning a new process and leaves out a critical step, we discuss what is needed. We avoid saying something confrontational like "you did that wrong." A comment for a person learning EFT might be: "Be sure to include the affirmation before you start the tapping technique." And, whenever possible, offset the constructive feedback with positive input. Your comment might be: "Your voice delivery is wonderful. Just be sure to include the affirmation before you start the tapping sequence."

As mentioned earlier, sometimes it is possible to restate instructions to the entire group when you observe an error, without mentioning any names. This can help everyone. Your positive, loving approach will show that you believe in them and support them.

It's also worth noting again that it is important to be unbiased and support everyone equally. We all naturally gravitate to some people more than others. But in our roles as teachers, we need to strive to encourage everyone.

It can be interesting to observe people with approaches that are very different from our own. We often find that we learn something new from them. We have also found that with experience and awareness of different learning styles, relating to different types of people



becomes much more natural. It opens us to new possibilities for ourselves.

## Using Inclusive Language

As you teach, be intentional when using words like “you” and “we” and “I.” Addressing the class as “you” sometimes creates a subtle rift between the teacher and the attendees. Saying, “You need to clear your issues,” can imply that you believe yourself to be above clearing issues. It might also convey that you look down on the students who have so many “issues.” It might be better to say, “We all have had trouble with things like that at times.” Or “I know that has been a challenge for me as well.”

Sometimes it can even be valuable to share your experiences with problems you are discussing. When teaching classes on weight loss, Jane often recounts her own failures and ultimate successes in this area. When teaching about grieving, she shares some of her experiences of loss. Sharing these experiences, when done appropriately, is a way to let others know that they are not alone.

We all have difficult experiences and frailties. The key is to recognize when it is appropriate to share and when it is not. Just be sure that you are sharing your experiences for the benefit of the class and not indulging yourself. Hearing a speaker talk ceaselessly about him- or herself can become boring and indicate a lack of self-awareness. We all need to keep ourselves and our self-importance in perspective.

And remember, classes are not true confessions. You do not need to feel that you are required to share anything that you consider personal, embarrassing, or unsuitable for your role, just as you would not expect it of class members. We all deserve to maintain our privacy and dignity.

Of course, there are times when use of the word “you” can be direct and appropriate. Just be mindful of your material and the participants in your class. Saying something like “you have unique and special gifts to share” is one positive example.

As noted earlier, using student’s responses in your teaching also provides a sense of inclusion. “As Bob shared with us earlier, it’s important to...”

Inclusive language allows for subtle distinctions and individual differences. It offers scale and relativity, examining how things are rarely black and white, good and bad. So be wary of using absolutes like “always,” “never,” and “nobody.” Similarly, using words like “should,” “must,” and “need to” can be dogmatic and judgmental. Fear-based, moralizing words create separation from those you are trying to reach. Although it’s good to be passionate about what you teach, avoid trying to convince and save others.

As one of our students, who is now a teacher, reported: “I love the tremendous amount of knowledge that my students have to share with me. Their information blends in with what I have to offer them. Through the techniques of inclusion, the classes become personally tailored to each individual. They become empowered as well.”



## BEING AWARE OF YOUR FOCUS

We humans can only focus on so many things at once. So when you teach, it's important to be aware of what to focus on. To help you prioritize where to place your attention while teaching, here are some tips.

- **Focus on the top 40% of your class** and try to include everyone. As mentioned earlier, if you concentrate on the slowest learners or those least knowledgeable, the rest of the class will be pulled down and get bored and frustrated.
- **Maintain eye contact with those who are very interested** in your topic, especially in large groups. You can read students' body language to see if they are attentive and inspired, as opposed to lethargic and distraught. Keep in mind, though, that you might be misreading the negative signs. Even if a student's body language seems negative—such as slumped over or yawning—the person still might be getting a lot out of your class. But for your own state of mind, and to increase interaction, connect with the upbeat, excited student. Also avoid focusing on only one or two students. If you only look to one part of your audience, others can feel excluded. Keep connecting with different members of the audience who look responsive.
- **Note your physical position relative to your audience.** If appropriate, you might want to move around so you can connect with different people in the audience. Your movements can help maintain their interest. Just don't overdo it by aimlessly moving too much.

If a person asks a question seated on one side of the room, you might automatically move closer to that person. What's better is to move away from the questioner, so your body is not in close proximity to the questioner who is on one side of the room. By creating more space between a questioner coming from one side of the room, or in the front row, you include the whole audience. In other words, let your positioning and body language open up to the entire class. Avoid interfacing with just one person or a small section of your audience.

- **Avoid trying to please everyone.** Being a pleaser means you try to be everything to everyone. Pleasers don't like to say "no," and end up saying "yes" too often. Without being aware of it, you can spend a lot of time trying to answer every question and resolve each student's problems. If you try to please everyone, you will satisfy no one. You'll waste teaching time, and not be able to cover your whole lesson plan. People pleasing is an impossible task and leads to much frustration and repressed anger.
- **Create an optimal learning environment.** People-pleasing is prompted by a fear that others won't like you and that you'll be rejected. An antidote to pleasing others comes from developing your unique teaching style, as discussed earlier. Ideally, you want everyone to learn at an optimal rate.

Translating this ideal into practice means that you strike a balance between



accommodating your individual students and challenging them. It also means striking another balance. On the one hand, you want to be open to new questions and explorations that arise in the moment. On the other hand, you need to stay on track and finishing what you started.

- **Don't allow anyone to dominate the discussion.** Sometimes students become too long-winded or argumentative. In such cases, you need to deal directly and sensitively with the situation. Here are a few interventions: "Sorry to interrupt Barbara, but I want to address your concern." Or "We only have so much time to cover the material, so we will have to move on." "Let's give someone else a chance to speak." Also if time, you can privately talk with the student outside of class time.



## USING DIFFERENT MODALITIES

The philosopher Soren Kierkegaard described teaching this way: "Instruction begins when you, the teacher, learn from the learner, put yourself in his place so you may understand ...what he learns and the way he understands it."

To interact successfully with the learning styles of all your students, your teaching will benefit from including the different modalities, which we discussed briefly in Key #2. It's also helpful to understand your own lead modality, so you can be aware of your orientation and biases.

Traditional teaching favors an auditory approach, relying on the spoken word to communicate. Most people, however, are not auditory and will struggle with this approach. So in addition to speaking, it's important to have students experience material both visually and kinesthetically (body sensing), and, when possible, to even incorporate smell and taste.

Here are some ways to use the different modalities.

For visual learning use:

- mind maps
- diagrams and charts
- handouts
- computers
- flip charts
- overhead projectors
- slides
- videos/dvd's. When watching videos, periodically pause the video and discuss it. Studies have shown that learning increases when students interact with the visual material, in contrast with running the program uninterrupted without discussion.





For kinesthetic learning use:

- role plays
- dramas
- movement exercises
- painting
- sculpting
- crafts

For auditory learning, in addition to the traditional lecture approach, you can:

- encourage group participation so other voices will be heard
- read from other sources to enhance your material

A few more key points:

- If you do guided visualizations, employ all the senses. Allow participants to see it, hear it, and sense it.
- Writing offers many ways to learn; it can be a kinesthetic process that employs all the senses.
- Keep in mind that each modality operates at a different pace, so you have to allow for different speeds of processing from different learners. Visuals are faster, auditories are medium, and kinesthetics are slower.
- Be intentional with the words you use to evoke all the senses. Perhaps a student doesn't "see" the answer. But she can "hear" it, or get a "sense" of it. The more you help your students access learning with different senses the deeper the learning, and the more they will feel free to interact with you.

We address modalities more in our e-book *The Heart and Soul of Being Therapeutic*.



## HONORING EACH PARTICIPANT

Teaching is a wonderful way to serve others. It is a timeless, sacred tradition through which knowledge and wisdom have been passed on through the ages. Part of that tradition includes honoring each learner.

Let your students know that they are unique and are adding to their wealth of experience and knowledge, much of which may be unrealized.

As you acknowledge the value of your participants, they gain confidence and open up more. In turn, they access the wealth of their own power and wisdom. As you help learners



become self-reliant, it brings out the best in them. It inspires others and elevates the experience for all involved.



## **SUMMARY OF BUILDING EXCITEMENT THROUGH INTERACTION**

There are many ways to be interactive. As you continue to master the art of teaching, you will become better at outframing, asking the right questions, incorporating students' responses, and knowing how to focus on your classes. All these interactive approaches will naturally lead you to honor the many unique participants you have the opportunity to teach.

### **Affirmations for Building Excitement through Interaction**

- I ask my students the right questions.
- I continually interact with my wonderful students, and bring out the best in them and myself.
- I place my attention on the right students at the right time.
- I listen to my students and encourage them to be their best.
- I honor each person in my class.
- Create your own:

It's time to put a framework around all that we have covered in the *Heart and Soul of Teaching*. Let's discuss beginnings and endings, the final key to your success.

- 1 Accepting Yourself and Being Yourself
- 2 Personalizing Your Approach
- 3 Being Organized Yet Flexible
- 4 Building Excitement Through Interaction
- 5 **CREATING MEMORABLE OPENINGS AND CLOSINGS**

Your class can be divided into an opening, middle section, and closing. Another common way of saying this is tell students what they will learn from the class, teach it, then remind them what they have learned.

Most of the time is spent in the middle part, exploring your material from many perspectives, which we have already discussed. Though openings and closings may be relatively short, they are like the frosting on the cake. They can make the experience special and memorable.

## **OPENING**

We all know the power of first impressions. Getting off to a bad start or, preferably to a good start, sets the tone for everything that follows. If your students don't know you, they might feel uncomfortable. You want to put them at ease and build rapport from the outset.

Here are some tips for getting off to that good start:

- **Prepare your environment:** If you are going into a speaking situation that is pre-arranged, as in a conference, you may have little control of your environment. When you do, here are some things to be aware of:

**Room Arrangement:** The location of the speaker and the audience is important. Rows of chairs create a traditional environment where there is some distance and distinction between the speaker and the audience. A circle of chairs creates more of a sense of connectedness and equality that stimulates interaction. Even if you have to have more than one row, a circular format is more inviting.

**Room Temperature:** Be sure that you can keep the area comfortable. Sitting in a hot or stuffy room is challenging for attendees, and may put some to sleep. If needed, adjust the thermostat, turn on the air conditioner or fan.



**Music:** Playing appropriate music as attendees come in can add to the ambience you want to create.

**External Considerations:** For the comfort of attendees, be aware of things that could create problems during the class, like bright sun coming in at different times of the day or times when heavy traffic can be heard.

**Practical Details:** Be aware of logistics like access to restrooms, where attendees can take breaks, dining areas nearby, and so on.

To see the scene from the perspective of your attendees, you might want to try out a few of their seats before they arrive.

- **Welcome each person warmly.** If there are too many people to greet them individually, speak to as many as you can. Or greet them warmly as you speak from the podium. You can shake their hands with a smile on your face and say, “Hi, I’m [your name]. Where are you from?” or “How did you hear about this class?” Also, remember to budget your time with each person, bearing in mind when the class is scheduled to start.
- **Smile often.** People like being around those who smile. It reduces stress in both you and your students when you smile. Smiling also enhances your speaking voice. You do want to have a good time and express that to your audience.
- **Start on time.** Depending on the circumstances, you might begin a few minutes late. But honor those who came on time by starting punctually. This sets a good precedent for your participants. It lets them know that you value their time and the wealth of material you are presenting. It also makes them want to arrive on time if there are future classes, so they don’t miss anything. By starting when you said you would, you add to your credibility and show that you are reliable.

Sometimes a person will enter late to your class and then ask questions on material you have already covered. You can then neutrally say something like, “I’m sorry you missed that part, since I covered it already. [If you choose you can add], you can speak with me after the class [or] perhaps you can ask someone else here to catch you up on what you missed.”

- **Have class introductions.** If the class is small enough and you have time, the students can share their names and what they want to receive from the class. Introductions break the ice, and allow everyone to speak and participate from the outset. It also tells you of important areas that they want to learn, which you can refer back to as you teach. As much as possible, remember to tailor your class to those who are there (see Key #2, “Personalize Your Approach”). Given your time frame, you probably want to tell your attendees to keep their introductions brief.
- **Introduce yourself.** Give your credentials/title/occupation, teaching experience, experience with the subject, relevant personal information, and tell why the subject is important to you. You can relate your introduction to your students’ background



as well. “Joanne, I’ve worked with special education students, too.” It’s fine to make self-effacing humor, but don’t put yourself down and disrespect yourself. Those attending are curious about your background, but don’t become long-winded when speaking about yourself.

Note: When others introduce you, have your introduction written out for them, with pronunciations for any hard-to-say words, such as your name if it’s debatable how to pronounce it. If possible, suggest that your host rehearses reading the introduction, to familiarize him- or herself with the words. It will also help the person introducing you to be better able to periodically look up from the introduction sheet, making eye contact with the audience.

- **Use powerful openers.** Here are several examples:

Ask students the biggest problem they are having related to your subject matter. Such as “What’s the hardest part about establishing rapport with people?” Or “What’s the biggest concern you have about this class today?”

Tell a relevant story. “It’s interesting, as I was getting ready to teach today, here’s what occurred...” Or “Just the other day, something happened that made a big impact on me...”

Begin with a question and answer format. “Let’s start with some questions you have about this subject.”

Start with an evocative question. “Who has ever had this happen:...” “Have you ever wondered how...”

- **Give an overview of the class.** Tell students what they can expect to learn. Make your introductory outline exciting. “By the end of today, you’ll know these five things about...” Or, “If you have ever wondered how to communicate better, this class should tremendously build on the skills and abilities you already have. We’ll be covering ...”
- **Outframe.** As mentioned earlier, outframing means dealing with objections beforehand. Outframing eases tension and disarms possible defenses or limiting beliefs of your students. By telling them upfront that they don’t have to believe or follow everything you teach, they can be more open to hearing the material. It assures learners that they will be able to integrate the information at their own rate. Outframing follows the notion that prevention is better than cure, that is, it’s easier to avoid conflict than deal with it after it arises.



## CLOSING

Just as you want to begin on an upbeat and intentional note, so too should your finish be strong. Closing gives you finality; it highlights all that has gone before. An intentional closing is a way to value the class. It puts the learning experience in context.



Here are some pointers:

- **Remember to end on time.** Just as it respects your class by starting on time, it's good to end when you said you would. As you draw to a close, you can cue your group by saying something like "The last thing we're going to do is..."; or "I want to end by..." Unless there are special circumstances, going on beyond the scheduled time is generally inappropriate, indicating that you do not value your participants' time and commitments. A class that runs way over time may create a lasting negative memory.

If you find that you have to run over to complete the class, one approach is to let the group know and acknowledge that some may need to leave before you finish. Then, by giving them a choice, they can freely decide whether they want to stay.

- **Review highlights.** Have your students describe the highlight of the class for them. You can also ask them how they plan to apply what they've learned. As one person cites what they liked about the class, other attendees can integrate what they have learned. Also as students share highlights, everyone is reminded about how it was a good class. People then leave both excited and informed.
- **Summarize.** Recap what was covered in the class. You can have your participants help with the summary.
- **Follow up.** Suggest ways they can follow up on what they have learned. This can include homework assignments, a plan of action, or research on certain areas.

The end of the class is also a good time to selectively tell what else you have to offer. If it's appropriate to your teaching, pass out your brochure and business cards, if you hadn't done so at the start of the class. Mention any materials you have for sale and follow-up classes that you will be offering. Briefly tell them how your materials relate to what they learned and how it can extend their knowledge. Avoid a sales pitch or coming on too strong, however. Your credibility will already be established by teaching your class, so it's natural that attendees will take an interest in what else you have to offer. Tell them you will be available after class if they are interested in purchasing materials or have any further questions.

- **Get feedback.** Consider asking for feedback either orally or pass out a form. If you pass out a form, give them time to complete it, so you get it back. Your feedback form can have questions on it like "What did you like about this class?" "Would you recommend this class to others? Why or why not?" "Are there any suggestions you have for when we offer the class again?" Having them write something out is better than rating you numerically, as it provides specific, personal feedback.

If you want to just orally assess the group, ask by a show of hands who thought the pacing of the class was just right, too slow, too fast. Ask for anything you could improve. Ask for any suggestions, or things they particularly liked. End the group feedback on a positive note.



- **Express gratitude.** On a voluntary basis, have students express gratitude statements about the class. Start with yourself. You can say something like “I was glad to have the opportunity to teach this subject to you. You’ve been a wonderful group. I particularly appreciated...” You can have a few people share, or everyone depending on the class.
- **End with warmth.** Just as you began, your final comments to the class should be warm and positive.



## CEREMONIES AND RITUALS

According to the dictionary, a ceremony is a “formal religious or sacred observance.” A ritual is a kind of rite that is used in “religious or other solemn use.” Both ceremony and ritual can play a powerful part in your teaching. Ceremonies are formal ways to celebrate and honor one another. These procedures bring a special meaning to your class.

Some of what we have already discussed in this e-booklet could be considered classroom rituals. These particularly apply to openings and closings. Rituals include introducing each other and ending with words of gratitude or highlights in learning.

Dr. Andrew Weil notes that rituals are “activities that invite us to step outside of ‘ordinary time.’” They “deepen relationships, allow us to express important values, and offer a sense of continuity and security.”

In the bigger picture, honoring life's transitions with ceremonies and rituals can bring deeper meaning to the events in our lives. With children and young adults, it can help to find a way to establish themselves as adults. This is particularly true because our society fails to recognize the truth of who we are. The importance of life transitions are often lost. Our way of recognizing adulthood is that we can legally drink alcohol, buy cigarettes, and vote.

The intentional addition of elements of ceremonies and rituals into the learning arena can add to beginnings and endings, as well as other parts of a presentation. Appendix A describes different elements that may be included. Something as simple as lighting a candle at the beginning of a presentation or ringing a Tibetan bell can create the sense that something special is happening.

There may even be times when entire ceremonies are appropriate. We have a ceremony to mark the completion of our 200-hour Holistic Healing Program. Also, we sometimes do guided visualization processes that are ceremonial toward the beginning or ending of a weekend seminar. Ceremonies are another area for creativity and imagination.



## SUMMARY OF CREATING POWERFUL OPENINGS AND CLOSINGS

Openings create your students' first impression; closings create their final impression. Those are among the most lasting memories they can have of your class, so you want to make them powerful and intentional. Openings have to do with getting acquainted with your



students and knowing why they came to your class. Endings wrap things up, reviewing what has been taught, and appreciating the experience. Openings and closings are a kind of ritual and ceremony in themselves. But you can certainly extend these ceremonial procedures to other areas in order to deepen the experience.

### Affirmations for Creating Powerful Openings and Closings

You can say these affirmations in your meditation, or while exercising or walking, or post them in some prominent place, like your refrigerator or computer.

- I create powerful openings and closings for my class.
- I am grateful for all my students and classes
- I create ceremonies and rituals to honor my students
- I create powerful openings and closings to my class.
- Create your own:



## GETTING STARTED

If you are new to teaching, or teaching a new subject, how do you get started? There are many options, and we will cover some of them. You may have your own ideas to add to this list. In general, it's best to start small and test out your material on a receptive audience.

Here are some options:

- **Wade in gradually.** Organizing shorter classes is easier. They also give you a chance to adjust energetically to the role. Some new instructors find teaching longer classes exhausting at first.
- **You can have a few like-minded people you know get together** and hear what you have to say. Keep in mind, though, that friends and family can be a challenging group, since they may not relate to you in your new role as teacher. They may also be uninterested in the material you want to teach.
- **To test out your material, you can hold a free class** in your community at a place like a bookstore or library.
- **Teach your material as part of another person's class.** In effect, you would be a guest instructor, offering a mini-class within the other teacher's overall course.
- **Offer to co-teach your material with another instructor.** Having the resource and voice of another teacher can enhance the success of your lesson. If you are both





getting started, you can also provide valuable support and feedback.

- **Record your presentation.** Using a video or audio recorder can give you direct feedback on your presentation. Ask yourself these questions when you review yourself: If you didn't know who was speaking, would you find the presentation interesting? How is your voice quality? Do you say "you know" and "uh," which are distracting fillers? (Review Key #1, "Accepting and Being Yourself" for other critical factors). What seems to work, and what needs refining or reworking? You can also give the recording to a trusted person who can evaluate constructively.

Remember that trying out new material is an experiment. Your initial classes are based on trial and error since you have little experience to gauge how things will go. Appreciate the feedback you get as it will be invaluable input for improving your approach. By finding small and receptive audiences, you can make necessary adjustments and build your confidence. Then it's natural to venture out to bigger arenas.



## LIFE IS ABOUT LEARNING

We are all learning who we are. Teaching can accelerate this process. You don't have to be a "natural-born" teacher to instruct. In truth, teaching is part of living. It is also integrally involved with learning. For example, parents teach their children and managers teach their employees.

Remember that everyone you meet is a potential teacher for you, just as you are a potential teacher for them. It's a matter of being open to the possibilities, as you plan for them and as they arise in the moment.

How many classes will you attend the rest of this lifetime? In every one you may have some teaching role, even if you are not leading the class. And what about the classes you attend in "night school," that is when you dream. It's hard to measure the teaching and learning that is going on at that unconscious and superconscious level, although we know it exists and has impact on us.

Our whole life is a learning environment. As author H. White said learning "is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting."

What we learn, we teach. So we are continually in the process of learning and teaching, in countless ways.

Review the five keys of this e-book:

1. Accept and be yourself
2. Personalize your approach
3. Be organized yet flexible



4. Build excitement through interaction
5. Create memorable beginnings and endings

Know that mastering these five areas is an ongoing process that will be a part of your journey as a teacher. And the better you teach, the more you will learn.



## FINAL THOUGHTS

Our best wishes are with you as you embark into the teaching arena or onto your next step as a teacher. Remember above all to maintain a loving presence. Everything else emanates from there.

As your class proceeds, students will change and be affected by their experiences. They will believe more and more in your class, the content, and you. Over time, they apply the ideas they learned, and, of course, you want to let them share how they've changed.

So applying the five keys to effective teaching— accepting and being yourself, personalizing your approach, organization, being interactive, and creating memorable openings and closings— will build momentum in your teaching.

To be sure, there will be setbacks and intervals. In other words, not every student will be totally satisfied, nor will every lesson run smoothly. And there are natural times for breaks and recovering time after digesting lunch. But overall, your classes will be an ascending octave, reflecting a spiral of growth.

As students become more knowledgeable and confident, you can include them even more in your teaching. In other words, your resources exponentially grow as your students become more engaged and excited. With your guidance, their experience will help them believe in themselves, which leads to fulfilling and transcending their goals.

## **APPENDIX A: CEREMONIES AND RITUALS**

Creating a ceremony for your class can add to deeper meaning to many events. Here is an overview of areas that lend themselves to ceremonies and rituals:

- **Major life transitions** including birth, puberty, adulthood, mid-life transition, retirement, and death
- **Holidays** like New Years, Easter, Halloween, Thanksgiving and Christmas
- **Important personal occasions** like birthdays, weddings, graduations, and anniversaries
- **Breakthroughs** like making a decision to go on a diet, quit smoking or any major change in life
- **Significant times of the year** like the spring and summer solstices, and the spring and fall equinoxes, and so on.
- **Changes in family life**, as children become older, making note of new levels of independence and responsibility
- **Classes and group gatherings**, which are rituals in themselves, as repeated patterns are performed for learning.
- **Manifesting your desires** like creating more incomes or having successful classes
- **Forgiveness** regarding people who treated you poorly or for those you treated unkindly.
- **Peace for the departed** to facilitate transitions and to smoothly go through the grieving process.
- **Health and disease** to protect your physical well-being and eliminate disease.

## **ORGANIZING THE CEREMONY**

A ceremony can be anything from a simple group process to an elaborate graduation with hundreds of people. The common goal for any ceremony is to bring awareness to how the



event relates to the journey to wholeness. Here are steps that need to be followed to create and carry out a ceremony:

1. **Intention:** First determine the goal of the ceremony and the elements to include. Intention is all-important as it determines the quality and effectiveness of your ceremony. Your intention creates a container to hold the ceremonial elements, securing and strengthening their impact.
2. **Planning:** Now you can decide how the goal and the elements can be expressed in the ceremony. This includes determining where it is to occur and the sequence of events. You can incorporate archetypal symbols and metaphors to enhance its significance and develop a special guided process to use. You also need to determine the people who are to be included. Some people time ceremonies to correspond with lunar phases, for example new moons relate to beginnings. You can also include the four elements: earth (soil or sand), air (a fan blowing or waving a hand fan), fire (candle) and water.
3. **Preparation:** This involves taking care of physical preparation of the space for the ritual and items to include in it. Sending invitations and receiving responses may also be a part of the preparations. Be sure there are enough seats for everyone, usually arranged in a circle to signify unity and harmony.
4. **Manifestation:** This is the ceremony itself. When you get to this stage, your greatest tool is your presence, to bring an awareness of who you truly are and who the others truly are to the event. Elements to consider:
  - A strong beginning provides a powerful first impression that sets the tone and impetus for all that follows.
  - A strong ending creates a lasting impression for attendees to take with them.
  - Sensory input: A special place (like an altar or a special chair for a person to be honored), special items (like incense, candles, or flowers), and special sounds (like a Tibetan bell, chimes, or music) all enhance the experience. Incorporating these kinds of archetypal symbols can set the tone.
  - Possible Elements to Consider:
    - Honoring the individual(s) involved
    - Honoring other people who have been significant
    - Bringing awareness to the deeper meaning(s) of the event
    - Allowing the participants to express their feelings about the event
    - Asking for support from angels, guides and masters, as is appropriate for the occasion



Focusing on the transition, what is being left behind and what is ahead

Making note that life will be different from now on

5. **Incorporation:** This stage involves any follow-up that may be appropriate to the ceremony. There is a period of integration and the possibility of adding a review after a period of time to strengthen further awareness of the ceremony's significance. This follow-up may be particularly applicable to events involving family and close friends.

A good resource for ceremonies and rituals is the *Urban Shaman* by Serge Kahili King.

## **APPENDIX B: TELECLASSES**

Teleclasses are taught by telephone. They offer the advantage of giving and attending a class from the comfort of your own home or office. You receive a number (a bridge line) to call at the appointed time for the class, which usually lasts one or two hours.

Teleclasses are basically auditory experiences. They tend to be informal and interactive, as opposed to a lecture or formal format. Since your students have no visuals, how you use your voice is particularly important. Review “Accepting and Being Yourself,” (Key #1) for suggestions on your delivery. Of course, you can’t “see” how your students are responding to you, so you want to engage them as much as possible (review “Build Excitement through Interaction,” Key #4).

You also can activate different modalities by having them visualize and do kinesthetic exercises on themselves whenever possible. For example, “Visualize yourself succeeding with your next client”; or “I want you to tap on these pressure points as I describe where they are. Let me know if you are unclear about which areas I am referring to.”

Between 3 to 150 people can attend the teleclass. People find that a maximum of 30-50 people seems quite manageable. Any more and sound problems can result and less sharing may occur.

## **TELECLASS ETIQUETTE AND POINTERS**

The teleclass format has its own guidelines so the learning environment can be successful. Here are things to keep in mind:

- Call on time. The bridge line is reserved for a particular time and everyone is supposed to call at that exact time. If you call early, no one will be there. If you call late a beep occurs on the line, which lets everyone know a new person has entered.
- Introduce yourself and, if practical, have students briefly introduce themselves as they enter the class. Also have students identify themselves each time they speak.
- Disable your call waiting (\*70) before calling in.
- For students, have them press on the mute button when not speaking, otherwise additional sounds are picked up by everyone.



- Land-based phones are better than cellular and cordless ones or Internet services, which may create interference on the line.
- Consider having notes available for your students, which can be delivered by email or located on a special website page. You can also follow-up after the class with related material or promotions.
- For free teleclasses, realize that 10-30% of registrants will leave in the first half of your class. (When they leave, you will hear a momentary click.)
- Consider ways for your students to spend more time with you: offer other teleclasses, home-study courses, books, audios, consultations, newsletters and ezines, and your website.

Teleclasses can put you in touch with people all over the country and the world, that is, anyone who can call your bridge line to take your class. Teleclasses also sharpen your auditory skills and create another profound way to teach.

Teleclass.com is a good place to learn more and schedule your own teleclasses.

## **APPENDIX C: RESOURCES**

### **OUR METHODS**

The methods we use and present in our books and materials have been developed and refined over many years to streamline processing with the ultimate goal of helping clients to come to deeper understanding of the nature of reality, to understand their true purpose, fully realize their potential, and to live a life filled with joy, love and genuine freedom. This section describes the methods and materials.

#### **The Healing Techniques**

Our preferred methods for helping clients to clear imbalances are EFT (Emotional Freedom Techniques) and SK (Spiritual Kinesiology) and GTT (Getting Thru Techniques), EFT and the SK Reframing and Anchoring Process (R&A). They are simple, fast, and amazingly effective, often removing problems in just a few minutes. If they are not working, this generally means that there is something in the deeper recesses of the mind that the individual needs to understand. The GTT techniques, which are based on Holistic Hypnotherapy, allow you to go deeper, to the root of the problem, and to enlist the soul as a primary resource for transformation and healing.

EFT is based on tapping on key meridian points on the upper body. SK is based on a reframing and anchoring approach. In this case, you “anchor” the awareness of your soul or inner wisdom into your body to help understand and heal the issue. In the process, you “reframe” your understanding of the problem and remove the blockage.

People sometimes ask us which technique, EFT or SK, they should use. Both are phenomenally effective. There is no formula we use to choose which one to use. We can provide some guidelines, though, remembering that each client is unique. Furthermore, what works at one time, might not be best at another.

- Use your intuition to continually guide you on which process to use.
- Muscle test to see which process to use.
- People who process well probably would enjoy and benefit from using SK. If they have difficulty accessing issues and resources, EFT would be a better approach.





- Another possibility is to use EFT as a lead-in to Spiritual Kinesiology and soul-centering. After doing a certain amount of clearing with EFT, do a soul-centering process and use Spiritual Kinesiology for further clearing and guidance.
- Get a sense of where the client is coming from. It helps to know which spiritual activation he or she is dealing with, along with the lessons each of the activations bring. This helps you to tune into what the client is experiencing and create a deeper sense of rapport. (See the Soul Book and Intuition Program for more information on the activations.)
- Ask the client which process he or she wishes to use.

## Knowing the Overleaves

Another area that is well worth incorporating into your practice is the personality characteristics or overleaves. The soul chooses a role, goal, mode, attitude, body type and center of gravity for each lifetime. These form “overleaves,” as the Michael Teachings coined it, to the nature of the soul and its journey.

Additionally, we adopt specific defenses that can be released as we grow and embrace our true purpose. Identifying these weaknesses for both yourself and your client can be invaluable for removing defenses. It also frees a person from re-creating these limitations.

The seven fear patterns— self-deprecation, arrogance, greed, self-destruction, martyr, impatience, and stubbornness —are bad habits that produce negative emotions and limited thinking. Once clients are aware of their particular weaknesses, it's easier to overcome them and to create positive mental conditioning.

By knowing your overleaves as well as your client's, you can be a more informed and insightful practitioner. The particulars on each of these areas are discussed in detail in the True Purpose Program, which is also a part of our Spiritual Counselor Certification Program.

## Intuitive Techniques

Developing intuition is a key skill for both the practitioner and client. As a person develops on the spiritual path, intuition becomes more accessible and important. Though it is foreign to most of our society, intuition is an integral part of the spiritual journey and central to connecting to the higher levels of reality.

Opening to intuition, like studying any field, requires time and effort. Regardless of how intuitive you are by nature, it helps to study psychic development. We all have innate intuitive abilities that can be developed by developing our skills. We have an entire work on this subject that includes CDs and a workbook, entitled *Intuitive Techniques for Getting Thru to Your Soul*, which is also a part of our Spiritual Counselor Certification Program.



## MORE E-BOOKS FROM HOLISTIC COMMUNICATIONS

As the publishing branch of Awakenings, Holistic Communications produces books and materials by Phillip and Jane Mountrose. ~~Parts~~ <sup>Parts</sup> of materials directly from Holistic Communications supports Awakenings' mission of helping people realize their true purpose.

### The Heart and Soul of Being Therapeutic

#### ***The Heart and Soul Being Therapeutic: Seven Keys for Getting Thru to Clients in Healing Environments***

E-Book by Phillip and Jane Mountrose

Here are the keys to becoming a great healing practitioner. This concise guide for therapists, counselors, hypnotherapists, energy workers, nurses, and anyone in the helping professions is based on extensive research combined with decades of experience working directly with clients and teaching holistic healing classes. Learn how to help others by developing ten soulful traits, while avoiding specific forms of toxic relating. Find out proven ways to help your clients set and meet their goals. Receive dozens of tips and tools for fostering therapeutic relationships and overcoming the sometimes hidden obstacles you encounter. A unique resource that you will refer to time and again.



## OTHER PUBLICATIONS FROM HOLISTIC COMMUNICATIONS

### Getting Thru to Your Emotions

#### ***Getting Thru to Your Emotions with EFT: Tap into Your Hidden Potential with the Emotional Freedom Techniques***

Book by Phillip and Jane Mountrose

Find out about the self-healing techniques that many consider a modern miracle. The Emotional Freedom Techniques (EFT) and the Getting Thru Techniques (GTT) described in this book have helped people to overcome all kinds of negative emotions, stop cravings and addictive habits, heal relationships, and much more. Even better; these profound transformations often occur in just a few minutes. In addition to detailed descriptions of the techniques, this book includes chapters to help you to address specific issues, including insomnia, pain, addictive habits, improving performance and physical activity, weight loss, and eliminating stress.

#### ***Getting Thru to Your Emotions with EFT***

Two DVDs with Phillip and Jane Mountrose

These two professionally produced DVDs show the processes described in the book through real examples, demonstrations, and commentary. Seeing the techniques in action will help with your timing, precision, and presentation.

- **DVD One** presents the EFT (Emotional Freedom Techniques) processes.
- **DVD Two** presents the GTT (Getting Thru Techniques) processes, which help you



to directly address deep, core issues.

### ***Getting Thru to Your Emotions with EFT***

Two CDs with Phillip and Jane Mountrose

This two-CD set provides guided versions of the GTT processes presented in the book, with background music. The CDs allow you to sit or lie back and relax, while you are guided through each of the processes. Great for self-healing!

## **Getting Thru to Your Soul**

### ***Getting Thru to Your Soul: The Four Keys to Living Your Divine Purpose***

Book by Phillip Mountrose and Jane Mountrose

At last, here is a book that brings this lofty subject down to earth. It provides the four keys to your spiritual evolution and introduces powerful healing tools focusing on Spiritual Kinesiology to help you to clear issues that stand between you and the fulfillment of your true divine purpose. *Getting Thru to Your Soul* is a follow-up to *Getting Thru to Your Emotions with EFT* and includes effective ways to use both EFT and Spiritual Kinesiology to help with your spiritual development.

### ***Getting Thru to Your Soul***

DVDs with Phillip and Jane Mountrose

These three professionally-produced DVDs present the processes described in the book through real examples, demonstrations, and commentary. Seeing the techniques in action will help with your timing, precision, and presentation.

- **DVD One** presents an overview of Spiritual Kinesiology and the Basic Techniques.
- **DVD Two** focuses on using SK and other Getting Thru Techniques (GTT) with Inner Child issues and relationships, along with advanced techniques.
- **DVD Three** presents SK and GTT techniques with archetypes and subpersonalities.

### ***Getting Thru to Your Soul***

Two CDs with Phillip and Jane Mountrose

This two-CD set provides guided versions of the GTT processes presented in the book, with background music. The audios allow you to sit or lie back and relax, while you are guided through each of the processes. Great for self-healing!

## **Intuitive Techniques**

### ***Intuitive Techniques for Getting Thru to Your Soul:***

A Spiritual Development Program

4 CDs with Phillip and Jane Mountrose, with a 120-page manual

Also available as a workbook, which includes scripts of the material on the audios along with the material in the manual.

This companion to the book *Getting Thru to Your Soul* will help you open to your intuition as



an integral part of your spiritual journey. The four CDs and accompanying manual present a whole toolbox of techniques that allow you to understand yourself and others in a more profound way. This program helps you to access your intuitive powers, then provides specific techniques for determining where you are on the spiritual path, the unique gifts you have to share, the blockages you need to release to progress further, how to intuit information about relationships and much more.

## Awaken to Your True Purpose

### ***Awaken to Your True Purpose: More Pieces to the Puzzle of Getting Thru to Your Soul***

Five CDs and Study Guide, narrated by Phillip Mountrose

This information-packed program includes the work of Gurdjieff and the Michael Teachings, which is invaluable for understanding one's essential nature. The program also shows you how to enlist your resources and take action to live your true purpose in every area of your life. It details your personality traits (overleaves) that your soul chose, including your role, goal, attitude, body type, center of gravity, as well as your chief weakness. Also detailed are 10 obstacles and opportunities for living your true purpose, including mechanical thinking, buffers, emotional charges, identification, and the Law of Octaves.

## The Holistic Approach to Eating

### ***The Holistic Approach to Eating: Lose Extra Weight and Keep It Off for Life***

Booklet by Jane Mountrose

This 82-page booklet reveals the keys to feeling good about yourself, releasing excess weight, and keeping it off for life, in a carefully designed do-it-yourself plan. It provides a step-by-step program to put you in touch with your body's innate intelligence, which can then assist you to get on track and stay on track with an easy-to-follow approach to reaching your ideal body and maintaining it for life.

## Getting Thru to Kids

### ***Getting Thru to Kids: The Five Steps to Problem Solving with Children Ages 6 to 18***

Book by Phillip Mountrose

In an easy-to-read format, learn the 5 steps to communicating with kids. Empower yourself and kids with more trust, honesty, and improved relationships and school attitude. A Best Book Award by Sacramento Publishers Association and a Parent Council Selection.

"A wonderful little book that offers a simple and effective method to create peace and harmony in the home and high self-esteem in your children."

--Jack Canfield, co-author of *Chicken Soup for the Soul*

***Tips and Tools for Getting Thru Kids: 25 Great Ways to Communicate with Children and Teenagers***

Book by Phillip Mountrose

Learn 25 easy-to-grasp, innovative character-building tools for you and your children. Discover the 3 keys to listening. Improve discipline. Complete childhood developmental stages. Express feelings appropriately. Gain trust and more...

"Phillip Mountrose has again written a book that will significantly help and uplift parents, educators, and counselors. His common-sense approach offers a wealth of exceptional material that can be put to immediate use. A great resource!"

-- Ric Teagarden, Superintendent of Schools and Radio Host

**Holistic Healing*****Holistic Healing Training Manual***

Manual by Phillip and Jane Mountrose

This is the manual used in the Mountroses' Holistic Healing Certification Course, which is becoming a model that other healers are implementing in the development of their holistic practices and training programs. Along with the Mountroses' unique contributions to the healing field, the manual covers hypnotherapy, energy techniques, NLP and more. If you are interested in developing a program in your area based on this approach, support materials including course outlines are also available, on request.

**FREE "SOUL NEWS" EMAIL NEWSLETTER**

People interested in living a soul-based life will enjoy receiving this free monthly newsletter. The "Soul News" includes practical, leading-edge holistic healing information to help you develop your life purpose and your spiritual well being.

Specific tips and techniques for soul development are shared. The types of subjects covered in this newsletter include:

- Moving through the stages of the spiritual journey
- Experiencing healing on the physical, emotional, mental and spiritual levels
- Enhancing and enriching your life through your soul's development



- Moving towards manifesting your soul's true purpose in all aspects of your life
- Helping in the transformation that all of humanity is experiencing as we move into a new way of being

To subscribe or review Soul News archives articles, go to [www.gettingthru.org](http://www.gettingthru.org).

You can purchase materials from Awakenings using the order form at the end of this book or by placing a secure internet order at the [gettingthru.org](http://gettingthru.org) website. Your purchase directly supports Awakenings in its mission of helping people fulfill their true purpose.

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## ABOUT THE AUTHORS

Phillip and Jane Mountrose have studied and developed self-help, personal growth, and spiritual growth techniques for over twenty-five years. Together, they operate the Awakenings Institute for Holistic Studies, which is part of the Association for the Integration of the Whole Person, a non-profit religious organization located in California.

**DR. PHILLIP MOUNTROSE** is an author, Holistic Hypnotherapist, NLP (Neurolinguistic Programming) Practitioner, Spiritual Life Coach and Counselor, Reiki Master, and Intuitive Counselor serving others as a Minister of Holistic Healing with AIWP, the Association for the Integration of the Whole Person.

In addition to his diverse training in different aspects of holistic healing and spirituality, Phillip has a Masters in Education from University of Massachusetts, a Special Education Certification from Sacramento State College, and a Masters in Fine Arts from UCLA. He is a veteran educator and innovative instructional video creator who has taught children of all ages for over twenty years. His hands-on books *Getting Thru To Kids* and *Tips and Tools for Getting Thru to Kids* were developed from his many years experience in teaching regular and special education. The books also incorporate his explorations into NLP and Cognitive Therapy. Phillip's wide range of experience has made him a popular radio and TV guest.

Phillip now teaches a certification course in Holistic Hypnotherapy. He also teaches personal and spiritual growth classes, and works with people individually to help them achieve their goals. Phillip enjoys helping to identify and release their blockages, so they can experience more joy, love and freedom in their lives. He also draws on his teaching experience to help children and families.

**DR. JANE MOUNTROSE** is a holistic teacher, Holistic Hypnotherapist, Spiritual Life coach and Counselor, Reiki Master, and Intuitive Counselor, serving others as a Minister of Holistic Healing with AIWP, the Association for the Integration of the Whole Person. In addition to her diversified experience helping people to realize their highest potential, Jane has a Bachelor's Degree from Rhode Island School of Design in Art and more than 25 years of experience as an artist and an architect. She remains actively involved in the arts. Based on her own weight problems, she also wrote the book *The Holistic Approach to Eating*, which presents a program for reaching your ideal weight and maintaining it for life.

Jane's consultations and teaching methods include the use of EFT, intuitive reading, hypnotherapy, kinesiology, and energetic healing. This unique combination of techniques



helps her clients and students to understand what is holding them back from reaching their full potential and to clear the blockages that are in their way.

You can find more information about the authors at <http://www.gettingthru.org/hpj.htm>.



## **CERTIFICATION COURSES**

Awakenings is pleased to offer an Independent Home Study Program for those who want to develop skills in Spiritual Healing and Counseling. This Spiritual Counseling Certification Program includes four courses, or modules, for certification in the following areas:

- EFT (Emotional Freedom Techniques) Practitioner
- SK (Spiritual Kinesiology) Practitioner
- Intuitive Techniques Practitioner
- Soul Purpose Advisor

Any of the modules may be taken individually or as part of the overall program. Each module qualifies as 36 hours of independent study toward the 150-hour Spiritual Counselor Certification.

### **The Life Learning Experience**

Awakenings regards education as a lifelong experience of growth and expansion that benefits both the learner and those with whom he or she interacts personally and professionally. Independent study programs provide an opportunity for certification candidates to participate actively in the life learning experience as a way to fulfill their full potential on their chosen path of self-development. From this perspective, any learning opportunity has the goal of enhancing one's life and of offering the skills one develops to others. This spirit of lifelong learning and growth is the essence of this program. Candidates are encouraged to set learning goals for themselves and to achieve them through the courses they choose to take.

Along with studying the materials, emphasis is placed on practicing the techniques in each course. Practice is one of the main keys to your success. It helps you to build confidence, refine your approach and timing, and understand what your client is experiencing under a variety of circumstances.

### **Benefits of Certification**

The underlying benefit of these courses is the opportunity for focused study as a part of your life learning process to help you to fulfill your purpose and to likewise help others to fulfill theirs. Certification provides confirmation of your experience, which is beneficial for those seeking your services. Successful completion of any of the four certification courses also provides the following:





- A Certificate of Completion, suitable for display.
- An opportunity to be listed as a certified practitioner on Awakening's "gettingthru.org" website.
- Hours of credit toward the Spiritual Counselor Certification and/or the Ministerial Program.

You can find more information on these courses on the internet at [www.gettingthru.org/acertify.htm](http://www.gettingthru.org/acertify.htm). Please contact Phillip or Jane Mountrose at the number provided at the end of this appendix if you have questions or to receive a certification package if you do not have internet access.



## **THE AWAKENINGS MINISTERIAL PROGRAM**

Drs. Phillip and Jane Mountrose are Ministers of Holistic Healing and have been ordained by AIWP (The Association for the Integration of the Whole Person). For those who are likewise interested in becoming ordained ministers, hours spent on any of the courses, seminars, and independent study courses offered by Awakenings may be applied to the 500-hour Ministerial Program. These hours may be combined with other experience that qualifies for ordainment or serve as a foundation on which to build additional hours of independent study to become ordained.

You can find more information about the ministerial program on the Awakenings website at [www.gettingthru.org/aminist.htm](http://www.gettingthru.org/aminist.htm).



## **DEGREE PROGRAMS THROUGH UIL**

Awakenings Institute is associated with UIL, the University for Integrative Learning of AIWP, a unique alternative university that is on the leading edge of higher education. Through UIL, you can receive a BA, MA, or PhD degree in Spiritual Counseling, a related field like hypnotherapy or energetic healing, or another field of interest. And you will be personally guided through every phase of the program by Phillip or Jane Mountrose.

### **How Long Are the Programs and What is the Investment?**

UIL generally enrolls learners for one academic year (two semesters) for bachelor's and master's degrees, and two academic years (four semesters) for doctoral degrees. The exact length of your program is determined as a part of the enrollment process. Degree programs are approximately \$4000 for one academic year. This affordable cost is due to UIL being a non-profit religious organization.

### **What are the Benefits of a Degree from UIL?**

Though UIL is not accredited like traditional universities, its degrees receive the same legal



recognition. At the same time, it is not subject to some of the limitations place on accredited universities, you have almost unlimited freedom and choices in relation to what you want to learn and how you want to learn it. This makes it a good avenue for those in alternative fields that are not currently represented in traditional universities. At the same time, it is worth noting that traditional schools may be more appropriate for those who are seeking licensing that requires an accredited degree or where specific technical training is needed.

You can use credits from traditional colleges and universities as part of your degree program. As mentioned earlier, you can also receive credit for the valuable things you have learned throughout your life outside of a traditional classroom. You have individual guidance throughout your program that is designed to bring out your unique approach to learning and integrate your educational experience into the larger context of your purpose in life.

There are no grades, which can impose an artificial standard and sometimes a negative influence on the learning process. UIL learners are nurtured and guided to achieve their personal best and a level of excellence that is representative of the desired degree.

Find more information about UIL at [www.gettingthru.org/iuil.htm](http://www.gettingthru.org/iuil.htm).



## **CLASSES & CERTIFICATION PROGRAMS**

Phillip and Jane Mountrose teach classes and seminars in Holistic Hypnotherapy, EFT, Spiritual Kinesiology, the Getting Thru Techniques, and spiritual development. They also offer a comprehensive Coaching & Healing Telecourse Certification Program. This is a powerful, enlightening way to integrate the body, emotions, mind, and spirit for self-healing, for building a holistic practice serving others, or as an addition to your current practice.

Find more information about classes at [www.gettingthru.org/aevents.htm](http://www.gettingthru.org/aevents.htm).



## **PERSONAL CONSULTATIONS**

Drs. Phillip and Jane Mountrose offer in person or phone personal consultations to help people to connect more deeply with their evolutionary journey and true purpose.

Many people think that reaching out to others for assistance is a sign of weakness. This is far from the truth. Along with developing a relationship with our true divine selves, we can all benefit from the loving input of others as we progress on the spiritual journey. Phillip and Jane focus on making a life filled with joy, love, and freedom a reality for those who come into contact with them.

Find out more about the consultations at [www.gettingthru.org/aconsult.htm](http://www.gettingthru.org/aconsult.htm).



## **MORE INFORMATION**

More information about Awakenings and all of its offerings is available on the website.



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For more information about personal consultations, speaking engagements, courses, and seminars contact:

Phillip and Jane Mountrose  
P.O. Box 279, Arroyo Grande, CA 93420  
[www.gettingthru.org](http://www.gettingthru.org)  
E-mail: [joy@gettingthru.org](mailto:joy@gettingthru.org)  
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