



The Curriculum Lab

~ with Joanna Lindenbaum ~

Create signature coursework, exercises, and content that allow your programs, products and events (online or off!) to be as powerful as working with you!

Module 2

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Welcome, welcome everyone it's a moment to get settled.

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Great,

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it's so good to see you all. I know that. For those of us that live in the US, this is a busy we can some traveling might be starting even now. So I am just so glad and grateful for those of you that are able to be here live, for those of you that are catching the recording, hello, as well. And, as always any questions that come up, as you listen to recordings, please reach out.

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So we

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are going to be looking at some really important pieces today we're gonna be looking at the larger journey that your hero is taking beyond your methodology steps. So we're going to be taking a look at the journey, how to set their journey up before you get to your methodology. And then after now we're gonna go step by step through all of that. Now, that being said, a couple things that are just really important to share. Most of you aren't done flushing out your steps for your framework. And not is exactly right. Some of you have fleshed out your steps, which is awesome. But if you haven't, that's awesome, too. I want to remind you that this is a process and it's not a linear process. It's a cyclical process. The reason why I give us a number of weeks in curriculum lab is because really for most of you in one way or another, you're going to be working on your steps throughout the six weeks of this program. In later training calls and training, call three and four, we'll get into how to flesh out each of those steps even more how to add exercises to them different ways of presenting, you know, it will have a lot of fun with that. But for many of you, you're going to be working on the steps and refining them our whole time together. Now, those of you that have been through sacred depths, you know what I'm

about to say very well, it'll be a good reminder. And for those of you that haven't been through sacred depths, I really want you to hear what I'm going to say next, because it's really important in our culture, say in our patriarchal culture, we are generally taught both explicitly and subtly that there is only one rhythm that is a good and desirable rhythm. And that is there a rhythm that gets things done right away that like Sprint's through things and understands it and it becomes clear right away and we make progress and we make progress, we make progress and we make progress and then like and it's all it's done. Right? And we see that also unfortunately in a lot of marketing and the coaching industry and and it just gets reinforced it reinforced in all the different ways. But that is not always how real life human beings work, and move and process and make progress. We each have our own natural rhythm and at different moments in our lives. We have different natural rhythms. So for example, some people's natural rhythm are sprinters, you get an assignment or you have a goal, and then you're off and you're taking action and you're taking action in your team. Taking action, and you're making a lot of progress. For those of you that are sprinters, there are obviously a lot of pros to that natural rhythm you get to like, just start making seeing the progress right away. But if you're a sprinter, I really want to invite you. The thing with sprinting, and to be able to sprint effectively is to know when to pause, right, because it's like there's so much energy is expended. But then if you keep on blowing past that, and you don't take a longer pause, you will eventually burn out. Right? For other people, their natural rhythm, and I'm a little bit of this one that I'm going to mention next is the marathoner. I like to call it. So the marathoner does not take as much quick action right away. As the Sprinter does. The marathoner takes just a little bit of action every day, and every week, you know, it's like slow and steady wins the race. marathoners are usually making continual progress, but in the beginning, it doesn't look as quick because it's not a big burst. One rhythm isn't better than the other, they all have their pros and cons. marathoners. Usually for them, they like they conserve their energy, right? We still need breaks marathoners, but it's about like really maintaining the energy over long periods of time. There other people another natural rhythm that I've really seen a lot out there is what I call a tipping point, or tipping pointers get frustrated with themselves. But again, they're no better or no worse than any of the others and they can make a lot of progress. Tipping pointers do not take action right away. Tipping pointers marinate for a while at first. They just kinda like they may not even be putting it to paper, right? They are just like letting the ideas now irony and cook and sort of like, like a slow kind of just moving inside of them. And then after a period of marinating, there's a tipping point. And then that tipping point, or I usually I've either usually takes action like a sprinter or a marathoner. If that's where you're at, we're two weeks into the program two weeks is totally unacceptable time to marinate, I would want to encourage you to start kind of taking some action, but some of us just need that. Another now you know, I can name so many different I'll just name one more. Another kind of natural rhythm is what I call the deep thinker. It's kind of like a combination of the marathoner and the tipping point are, these are people who, and you might be one of these people who, like you really need to think a lot. And kind of let embody, let things embody and let things really settle deeply before each action that you take. Again, one is no better than another. Just harness your strengths, leverage what your natural rhythm, it's whatever your natural rhythm is. I am here and invol is here. And the container of curriculum lab is here to help you continue to move forward. And I just want to remind you again, of all of the different support that's here for you. So first of all, we've been kind of a quiet

group. Every group is different. This has been a really quiet group for curriculum lab, in the Facebook group. Usually people are like posting, can you take a look at this document? What about these ideas, and we've had a little bit of that. I love it. I love it. When you all post when you ask questions. When you brainstorm, I will look at and read every single post. And I will give you feedback and answer your questions. So please remember you can in the body of the post, you can submit what you've been working on. You can link to a Google doc I'll probably need permission to access it right so put it that anyone can access it. Share with us the link. Let us know what you need. So, a couple of you are on Facebook. If that's the case, just reach out to to the info line, a couple of you have already done that I will take a look at your work that way. Come to our get it done sessions in Val has been leading some amazing, get it done sessions, use those containers to just to get some work done to get questions answered. Ask me questions on these calls, we will hopefully have about 20 minutes or so at the end of our call today. For any questions that you have. Ask in the Facebook group in between sessions if things come up. Again, if you're not on Facebook, just ask the info line. It's info at apply death Institute applied Dev institute.com. What else can I tell you? Oh, and we were putting the recordings of the Get It Done sessions in the member center. You don't have to listen to them. It's totally optional. For some of you. It doesn't make any sense to listen to them. But if you want to listen to them and have your own, get it done session or listen to the questions that have been asked. I did a pop up q&a Last week, we posted that too. You'll learn a lot and it will help you move forward to listen to some of the q&a. All right, let me pause there any questions on anything that I just mentioned? Not specifics on your curriculum we'll look at if you have questions on that. We'll get it later on the call today, but just how you can submit how you can receive as much support as possible here. Selena is asking where is the homework posted in the member center? Good question. So for each recording, and involved, can you look up and just I don't remember what the heading under, it's at but for every week, we have the recording of the training call and then the homework assignments or resource sheet links right underneath that. Are we able to go live in the Facebook group to ask questions or share our process? That's a great question. I personally prefer if you type it out, it's easier for me to kind of receive and process and then give you exactly what you're asking for if you type it out. I'm like a visual person, especially if you're asking you know you want me to like understand what's happening in your curriculum. But that being said, if it's easiest for you to ask the question and go live absolutely do that. My one request is think about what you're gonna say a little bit before you say it. So it's like 10 minutes i and like you get get to the point.

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Any other questions? Okay.

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All right. One other piece I want to just look at before we jump into the more formal training today is I want to invite each of you no matter where you are in your process. First of all, I want to invite each of you to name for yourselves a celebration since we started

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it might be

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an outer celebration, you got all your steps done. You had some this aha or that Aha about your program or your book or you got really clear on something. It might be an inner celebration of you feel like you're in creative flow. You feel like you're kind of like expanding to new ideas. Right so what is one celebration that you really want to acknowledge for yourself since we began

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Ray is celebrating that you reached out for support by posting in the group and that busted through resistance just by reaching out I was so glad I was so happy to see that you posted in the group right? It made me so happy. Michelle fell down and picked herself right back up. Yes, we are all gonna fall down at some point. I'm still We're glad you're naming that right. And then we get to we get to decide how we react to that. And what we do next really nicely done. Kelly, when I said when I found myself stuck, I mapped out four different private client journeys and saw how much I was missing, and then was able to see more of the path for my program. Beautiful, right. And this speaks to what you shared in our first training call. I've been sharing also in the Facebook group, just like the curriculums that we create for our participants, the heroes that are going to go in our programs is cyclical, not linear. The process of creating curriculum is cyclical, not linear. Right? So what you think your starting and ending points are week one of this program, those might change as we move through the process. That's great. I mean, if it doesn't change, that's great, too. Right? But if it does, yay, right, it's part of your process. It's cyclical. Good. Tina, celebrating that you've been in creative flow all day. I love it. Leah, celebrating that you have a rough This isn't rough. That's all a good draft of your framework. Yay. Makita is realizing that your hero is at an earlier starting point than you these are all great. I'm gonna read through all of these later.

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Bye, but good.

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All right, here's one more question what is the like? Excuse my language? What is this shitty thing that you're saying to yourself? In this process? Let's name it right. I'm never gonna get it done. This is too hard. Why aren't I moving any quicker I wish I bla bla bla bla bla, right? Like what? Just like, what is this shittiest thing that your inner critic is trying

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to tell you.

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Selena saying who are you to think you have something to share and all caps for inner critic isn't whisper Acas are aiming right. Please, nothing I have to share is original. Amy says I should have figured it out. Already. have it all figured out already. Yeah. I'm not gonna finish this. I'm not far

along enough. Who's gonna show up for the course. Who do you think you are? I'm not going to get it done. Yep. Yeah. Yeah. Yeah. Okay,

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so first.

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The first reason why I asked this is it's important to name it and see it right instead of just having it every day roll around inside of us, cause it being in the blind spot causing harm, right. And we all have it right. I have it too. It is normal. It is just part of normal human nature. Whatever your shitty thing is. First thing I want to invite you in right now like in real time right now to have some compassion for yourself. Remember, that you are a human being you are not a robot. Remember that. For human beings, things are messy. They are not always me. And just really have compassion for yourself and your process and who you are and what you do know and what you are bringing to the table

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and then next piece. If it feels comfortable, close your eyes for a moment. If not keep your eyes open and go inward. And I want to invite you to connect in I'm going to call it your higher wisdom. You can call it spirit, your inner wisdom, your intuition nature God, Goddess, whatever works for you. I want to invite you to connect in with a higher wisdom with the wisdom Um that you trust without wisdom that holds a higher truth really start to just bring some of that feeling if it's not already have that higher wisdom into your body feel it palpably.

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And I want

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to invite you to ask it to speak through you you're gonna write from its voice and ask it the question what do I need to know about this shitty thing? And then just start writing from the higher wisdoms voice What is it want you to know about this shitty thing that you've been telling yourself? What's the higher truth

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care I'll give you a minute or two

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what's the higher truth about that shitty thing that you've been saying to yourself? What is your higher wisdom want you to know

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that you maybe are forgetting? Take one more moment with that when

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you are working on your curriculum, or really anything in your business or in your life, and you are stuck and getting frustrated and upset with yourself, and all the voices in your head are going, trying harder, or thinking harder is not going to get you over the hump to being unstuck. Believe me I know I've tried it many many times. But what does have the possibility of helping you in those moments is breaking pattern coming into your body connecting with the higher truth feeling it and then moving forward from a regulated like

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Lisa's

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highest wisdom is saying she wants me to know if I make time and space to listen that she will be there. I love that Selena is asking me to say that again. I will. And then we're going to move on. When you are working on your curriculum or anything else in your business in life and you are stuck or not moving forward and starting to get frustrated and all the voices in your head are telling you all the shitty things, thinking harder, pushing through it. You know like trying harder, parading yourself like all of the things that we tried to do to just get it done. Those almost always do not work. What has more of the potential to work is to break pattern. Take a little bit of space it doesn't have to take a lot of time connecting with your body connected with a higher wisdom. Here the truth that we forget when we are frustrated and beating up on ourselves for the higher truth and then move forward from that place and with that

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energy okay all right. So

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Let's talk about what happens before your steps and your methodology and what happens after your steps and your methodology. So as a reminder, again, your steps your pillars, you know, what we've been working on the last two weeks is a journey within the longer journey of your curriculum. And we don't want to jump straight into step one of your thought leadership, or your methodology. You need first to prep. And this is true also in a book, in a preview, workshop, etc. You need first to prep your hero for the journey, before you start moving into your steps or your methodology. It's kind of like to extend that metaphor of the road trip and the vehicle, it's like you need first to gas up the vehicle to get snacks for the road trip, you know all of that before you start

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going.

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And there are a couple of very specific things that you want to make sure you do at the beginning of your curriculum, to prepare your audience, your students, your participants, for your staffs for your methodology. So let's look at what those pieces are. Very first thing almost always, that you want to do in a curriculum

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in a book, too, is help

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your hero, help your participant. Remember why they're taking this journey with you. Help your participant remember why they're taking this journey with you. Human beings in order to be motivated, and stay motivated, and be willing to commit their time, their energy, their focus, you know, all of it, they need a lie, they need a deeper reason why they need to feel also inspired as part of that why, like inspired to take the journey. Now you might be saying, well, they bought the program. So of course, they know their why, like they already have the motivation. And I did it in all of my marketing, right, or sales conversation or whatever it is. That is true. When your Student Participant put the money down for the program, they were connected to their why and to their inspiration. But guess what, they've probably forgotten it from the time they've put their money down to the time they get to your first class, or they by the time they get to your retreat, or even by the time they open up the first page of your book. I always say when we mark it, we have to mark it three times, we have to mark it in order to motivate someone to buy, right to invest to register. Then once they've registered, we have to quote unquote, market remind them of their why so that they show up for the first class. And then even when they get to the first class where you have to mark it again, we have to market the program again. So that they engage so that they are really excited so that they're inspired so that they're motivated so that they're like oh yeah, this is why I'm here and this is why I want to stay here and and this is what I'm doing. Okay, so what is this step look like in your curriculum. So this first step on helping your participant remember why they're taking the journey. You want to kind of share a couple of things to start. Not necessarily in this order that I'm going to name it. And by the way, you'll all have a resource sheet in your member center that has each of these things as well. So some things that I like to set to start with here and a speak from a really inspiring place about is number one, why as the leader, as the teacher, why am I here? Why am I investing my time? And my precious energy? To show up here to teach this class? Why is this important for me? Right, that's because that's very inspiring for participants to hear. So for example, in sacred depths, I speak to this by sharing about how my purpose and my mission is about raising the bar of the coaching industries and the transformational industries. And I share that nothing inspires me more than practitioners who are extraordinary at their craft. And I share that my passion is training practitioners to be trauma informed, and to work somatically. And to really co create results with their clients, right. So I share all of that from this inspiring place, that already starts to carry everybody in the room. Another thing that you want to share about in this section of inspiration, and helping your people remember why they're taking this journey, is you want to speak about the endpoint of the journey, right, which we've been talking about over the last few weeks. What is the vision? What are the possible results here? What is it that each person in the room can achieve? Again? Yes, they've signed up because they want it but we want to speak to that vision,

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again, in the beginning,

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right, so it sacred depths is the this part I speak about things like, you know, we're here together on this journey, so that every person here can have incredible transformational skills, you know, stronger, more effective skills than 99% of others in the industry. I speak about how by the time we're done with this journey, everybody is going to have tools to use for any client situation that comes up even the toughest of blocks, and resistances, I speak to how every person in the room is going to personally evolve and become more of who they are. And more of a leader through that journey. Right? I'm inspiring that way, by peeking into the vision. I may also sometimes with that, speak to why the people in the room would want to achieve the vision and progress and evolve from the point where they're currently act. And usually that involves talking about where they're starting on the journey, not in a shameful way at all right. But in a way of this, if this is where you're at. Think about what can happen when you're over here, right? So if you're having trouble supporting clients through blocks, and you're getting frustrated, and your clients are getting frustrated, right, well, how will things be different when we get here? Another thing that I really always include, in this beginning, reminding the participant why they're on the journey is I name who is in the room. And I don't mean I named each person's actual name. But I speak about inspiring qualities about the collective of who has signed up, who has registered for my people, it's usually their whip smart. They're full of integrity and ethics. They're committed to going deep. They're some of the best already some of the best practitioners out there, their soulful, right, et cetera, et cetera. So why do I tell people who they are? In the beginning? For a couple of reasons, number one, because it reminds them of who they are right and do this that they have what it takes to go on this journey and get to the end point. The Other thing that this piece does is it starts to cook, create a community, right? We're all different. But we're like minded in certain ways, we're already connected in certain ways. We want to foster community, in our programs, different programs to different extents. But that helps so much with then, you know, with vulnerability with honoring each person's shares, you know, et cetera, et cetera. After I share about who collectively is in the room, I tell them why they're the perfect kind of person to be on this journey. Well, why this specific journey that we're taking like is meant for them and how they're going to be able to leverage it the best how it's a perfect fit for that. One of the ways that I like to look at this

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is that

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for every program that I lead, it is almost as if I am the leader of a movement or a revolution. And this beginning inspiration is me activating and rousing the community to build investment in this shared cause that we are investing in together over the course of the program. Right, we're like in it together, and I'm activating that. Yeah, thanks, Sandra for answering Selena's question to give an example of the wire the perfect type of person. And so I'll say to everyone, go back and listen to the first 20 minutes of our first training call, I did each of those things. But I'll give like one of the things I mentioned about curriculum, lab people and why you're all the type of perfect type of person to be going on this particular curriculum lab journey, because you

are all deep, because you are all committed to your clients. Really, you're co creating results through your programs, you want to take the time, right that we take in curriculum lab to really go deep you want to learn these transformation techniques that I'm going to be teaching you to put into your curriculum and not keep it surface that's why it's perfect for you.

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Share I'm gonna share a couple other pieces about this. And then I'll I'll pause for thoughts and questions on this. This is getting a little bit more into facilitation pieces. But in this program, I you know, kind of dip into a little facilitation pieces. This whole first section that I just mentioned this inspiration, all of the pieces to hit they go deeper. Why really reminding your hero of the deeper why? That inspiration doesn't need to be created only by your words, only by what you say conversationally. You can build also inspiration through different types of facilitation avenues through music in the beginning, right and inspiring song that you play, through drumming through evoking an archetype and speaking you know from that archetype, you know, one that's like, kind of like thematic with the program. Some of you last week we're at the sacred depths alumni retreat. I hit all of the inspiration Pete pieces through my words, but I also if you remember, I started the retreat off by singing a song right and inspiring song that spoke to the deeper why that started to get us activated. That's also a container building piece, as well. Here's the other thing. I want to make sure that I mentioned somewhere in the beginning, before you get to your methodology. Not only do you want to tell people or why they're there. At some point, you want to ask them a question, so that they can write down for themselves.

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why they're there.

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So we did this in our first training call here. I told you all of the whys, but then I said, why I asked you straight up. Why are you here? What's in it for you? Why did you sign up? What is your intention for our time together? Right, so we're underscoring we're embodying deeper, we're allowing each person to identify their why to be clear on it. I also like to ask the intentions question which I asked all of you what are your inner and outer intentions, because then it's an opportunity to set intentions to make a sacred promise to oneself, about how they're going to show up. Intentions can be so powerful.

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Let's see, what else did I want to say about that sets? Your why section. Again, this whole first piece that we're talking about, it can also be this a little more on the facilitation piece, but I'm going to mention it, it can also be a great opportunity for community building. So for example, initial community building when people are still a little tentative, and they're not ready to like share their whole lives and their hearts and souls and all of that to toe dip in. Right. So for example, I might ask certain questions during the why thing. Like I might say, raise your hand if you're here. Because you really want to go deeper in creating your curriculum, right? Or say yes, in the chat, right. And it's a way to get people to start participating. To start building community,

we're seeing each other, raise your hand, if you believe like I do, that people move forward, not just through intellect, but through Cymatics through feeling. So we're starting to build community get light interaction happening that way as well. You can do partner shares also. So a lot of times after I asked those journaling questions, you know, why are you here? What do you want to receive? What are your intentions, depending on the space, like we don't have time for breakout rooms and curriculum lab, we'll talk more about Breakout Rooms later in the program. But if I have the time and space, then after everybody gets clear on all their things, I'm going to put you into breakout rooms and have you each have a chance to share in groups of two or three or four, what your intentions are, why you're here. You know, what's feeling really alive and resonant for you as a way of going deeper like so to speak then all of that to embody it more and as a way of building community.

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Okay, one more piece on this. I know I'm talking a lot and then we'll pause for some questions and thoughts.

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This step that I'm talking about the remaining helping your clients remember why they're taking the journey. Not only do you want this in longer form at the beginning of your curriculum, but you want this in shorter form at the very beginning of each of your methodology steps. You want this in short form in the beginning of each of your methodology steps. Okay, so what does that mean? Well, let me give you an example. I did it

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just a few minutes ago.

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So at the beginning of today's call, I didn't jump right into these are the things you need before your methodology steps. I reminded you of the why I said if you jump right into your methodology steps, your people aren't going to be prepared. Your hero isn't going to be ready. You know, I gave a good reason why you should pay attention to what we're looking at

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today. All right.

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I'm gonna pause there. What is this sparking for you What's feeling important? In all of this for you so far in this step up Have reminding people of the why. Who wants to share? Or what questions do you have?

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Tracy, as I'm hearing you talk about this, what it reminds me is that to move from the client just thinking about their why, but really feeling it embodying it. Because I feel like once we start to

feel and embody something, there's a trust that we build that bypasses what the conscious mind can think of.

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Yes, yeah. I'm so glad you're bringing that in. Absolutely. It's not just the knowing the why it's the embodying the why, and that carries us. Good. Gloria, I'm going to your question is going to be answered by the time we're done with our call today, there's still other pieces that we want to consider whether they're live or not, and we'll get there I promise. Simone is asking in the chat, can you talk to when it's a short program versus a long program, ie a 90 minute class? Yeah, Simona, you got it exactly. It's just an abbreviated version. So if I'm teaching, like a one time, standalone, 90 minute class, for all of the pieces that I'm sharing on today's call, I will spend 10 to 12 minutes and then go into my methodology. Don't skimp don't try to do it in three minutes, you won't set a strong enough container, you won't prepare your people enough. It is worthwhile, even if you only have 90 minutes to spend 10 to 12 on it. Keep saying this is what I already do. And my participants share frequently how connected they feel during my workshops. Yes, yes. So now you know the why good. All right. Anything else that anyone wants to share? What this is sparking for you? What's feeling exciting, what you're seeing? Or what questions you have Tina? Joanna, is there a way that you could suggest to? I find that the big Y is interconnected with core values as well? And is, is there like a more simplified way, rather than going through a big into a big chorus values exercise to kind of integrate that into the bigger why? So they they can stay connected to it easier? Yeah, I love that you're bringing this n speed when you speak about the collective who you know, your ideal clients values and the some of the shared value, right? And I did it here like, ethics, integrity, depth, right. So you just need those pieces.

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Rose

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This is really helping me to ground my program, which, you know, I'm one of the, I don't know, deep thinkers, I think it takes me a while but it's okay. But, and so, it's I'm working with something around creative reawakening or by finding your spark and, and some of the the steps, they intentionally need to be kind of light and playful, because, you know, we get so heavy and dark, especially in these times. And so being light and playful and curious. I've been struggling with is it deep enough? Because I have to go deep, it's just who I am. And so what this does for me, is it grounds my whole thinking in this deeper my in my deeper why, and the deeper why for them and how I can frame it from that place, which says, which then makes the lighter, more fun stuff makes sense. So I'm, it's like that's really falling into place for me. Thank you.

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Yeah, you're so welcome. It's such a I love so much of what you're saying for so many reasons for so I'm so glad that it's falling into place. Second of all, yeah, like in order for things to be powerful and deep, like they don't have to always be heavy, right? And you know this because

you've also done Shadow Work with me right? Like that. It can be light. What is important, this is important for everyone is how you contextualize it is, is pre framing. And contextualize thing, right? So for example, when I teach shadow at the beginning of the shadow retreat, I say to people, there are moments where this is gonna be like heavy, are gonna be moments where this is heavy, and we're gonna be whatever it is, and then I say, and then they're going to be other moments where we are laughing so hard that we have to pee. In our pants, and that is deep work to write. So I'm contextualize it. And then it's all good. Right? We can go from there.

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Very good. Thank you so much. Yeah. Thanks, Celina.

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I thank you, for all of us really resonating with the just connecting to that. I know some of us in the chat have been saying just connecting to that. Everything we're doing as part of a movement that just really resonated and landed. My question is part of my program may actually go through an employer to their leadership team. And I was just thinking about adjustments for that, in terms of, you know, we talked about the the three points of marketing and why and so it's a different layup for them, you know, so I didn't know if you had any, any spaces to look at that different enrollment stage.

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So for when they're actually registering.

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Yeah, so it's, it's, it's a program that they would be, say, required, but expected to attend. So it's not that they're voluntarily registering in the same way,

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I'm going to, I'll share one or two things now. And then, if you want more when we have q&a at the end, because there's a little like off course, but I'll share a little bit now. And then we can talk more later. So my recommendation would be to find out if the organization is willing to send, you know, once they however, they're registering, folks, if they're willing to send an email or two, from you, like specifically from you and your voice to that, enrollees. And then Selena, I don't love making videos. So I'm suggesting this, like, you might like it or not, you can write it out. But what I would really highly recommend is that you make a short video, because they don't know you yet. They don't trust you yet, right. And so you want to start as soon as they're enrolled, to get them to even show up and like do the thing. You want them to start connecting with you. Right and building some like trust and liking you. So I would make a short video and speak to why you are so you know, you can review those things in the first session too. But I would speak to some of these things in that short video.

52:22

Yeah, good question. Helen. There, yeah. So two things. That was great, because I think I talk about the why. But just listening to what you said, I thought, well, I don't nearly enough,

actually explicitly state it in all these those different ways. So I'm holding that because I work with food and body issues. And they're always thinking just about dieting, changing their, what they eat. But I like I realized I need to hammer that home so much at the beginning. So just that. And the last thing you said about stating about being kind of a leader or like a thought leader in this, it always felt a little bit like a funny way to say that. You know, like, here I am a thought leader. But how you set it in that was like a lot more. I was like, Oh, that feels like a really comfortable way that makes sense about I'm just totally passionate and driven by this stuff. Like I really think there needs to be an evolution in the whole. So yeah, thanks.

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Still pieces dropping in for you. Oh, so

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yeah. So great. Thank you, Michael in.

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Yeah, I was curious about the

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amount of time like I'm putting together a program that's about 10 weeks, and it's 90 minute. Week 10 to 12 minutes every week.

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I should be so

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no. So I would spend the first class for something that length on the first class, I'd spend the first 30 ish minutes you could even stand with the verse 40 Honestly, how long did you say it was

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the whole program

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about 10 weeks, you want to set a strong because this is about container setting. And it'll be with everything that I'm sharing today, not just this inspiration piece because there's still more pieces to do in the beginning. For a program that long, you want to spend a good 3045 minutes setting the container have a soft, let them get into it, let them meet each other, have them introduce each other as part of it either, like really set the stage so you have that solid container. And then for each class. I mean, you know because you you're been through sacred depths, I stopped the five 710 minutes the beginning of each 90 minute class on the Like, why are we why are we doing this? Right? Like why? Like, why do we even need to learn about myth of perfection? Why do we even need to like, support our clients through SAP self sabotage? So somewhere, you know, three 510 minutes depending on the thing. Thank you. Okay. Good. All right, I'm gonna take Dr. Femi gay and then Ofra. And then we're gonna keep on going, because I

still have quite a bit I want to share with you all today. Dr. Finney K. Thank you. Hi. Real quick. Um, so I posted it in the chat. But, um, so I'm thinking like, I'm hearing you. And what I'm thinking is my program will have the course piece and then we'll have the live sessions with me for the group program dynamic of it. In that it will be sort of covered about 26 weeks. So I'm thinking, the first module first lesson, can that whole lesson be about the why can we just focus on the why and looking at their past and kind of pulling this stuff up? separately. So for longer programs like that, 100%, what I usually like to say is, if you're gonna spend the whole first session doing that, give them also just want just one like MIDI piece of content for them to hold on to, it doesn't have to be 30 minutes worth even. But somewhere in there, give them like some salt, one piece of like, meaty content. Okay. And then my other second question, sorry, with record because the course will be recorded, is 10 to 15 minutes, a good amount of time for a lesson because I know the attention span of people is not always there. So is that about a good time to focus on one recording? If it's recorded, that's perfect amount of time? Yeah. With an actionable if possible. actionable, definitely. Okay. Thank you. Yeah. Good. Francesca, just because I'm seeing your note, and I don't want anyone to worry. Yes. The handout. If it's not there in the member center already, it will be there very soon. It'll go up with today's class recording. Ofra.

57:26

Hi, join. I think I also have a timing question. But I'm aware that it's coming from a place of resistance, because I just feel like, you know, this is really encroaching on the time that I need in a weekend retreat that feels very short, to actually practice embodiment. Right. And so my question is, is like, you know, in the way that other people have asked it, within the context of a weekend retreat, you know, we're meeting Saturday, Friday evening, all day, Saturday, we have Sunday morning, early afternoon. How much of that time? Do you dedicate to this? So that I can free myself up to like, get into the body? Yeah.

58:10

Yeah. I'm so glad that you're naming your resistance. That's great. So I'm going to tell you two things first, and answer the time thing but then offer something for a whole like weekend retreat, I would take at least a good 1520 minutes for this is okay. So I was gonna say is I think of that, maybe even longer. 30 ish, 40. But I think this will help you do it in your way make even this an embodiment experience. Love them. Um, this may not be exactly over. So don't laugh when I'm like, but you'll, you'll know where I'm going with this. Have them create a movement that symbolizes their intentions, but bring an embodiment exercise it like into the pieces don't wait to start the embodiment. Start it from the get go and even just in your beginning, setting the container. Like I said, like sometimes I sing, sometimes I do some kind of ritual. Sometimes I have people write in intention with crayons or like paints on their body you start with just start with like jumping to create something, a beautiful felt experience for them to start setting the container. And then just make sure you hit these pieces as you go. Is that helpful to think about? Yeah, I think it

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frees me up a little bit because, yeah, it's easier to weave it in than to kind of start cutting space out for

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it. Brett, think of it as interwoven with your style and with embodiment. And with everything you do.

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Great. Thank you. Great question.

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Okay, let's keep on going. Ah, the other thing I just wanted to mention, and this goes a little bit along with what I was sharing with Oprah, you know, again, we're not getting into too many facilitation techniques, here in curriculum lab. But I, but I do want to say, taking a few minutes at the beginning of the container to support people to get grounded. You can do this sitting or standing, connecting into their heart, noticing their breath, whatever it is, again, because all of this in the beginning is setting the container. And supporting people to feel grounded, helps them feel more present and helping them feel more present is there they will be more available for your methodology steps when you get to it.

1:01:10

Okay,

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so after you help your client, remember why they're taking this journey.

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There's another piece.

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You want to help your client locate where they're starting on the journey. Help your help your client locate where they're starting on the journey. This is an important step. Because it will help your participants understand that they have a journey to travel on. Now you've done some of that in the beginning. But you want to do it again, in this deeper way. By supporting a client to know where they're starting, it helps them see like, oh, there's this gap, or there's space between where I am right now. And where I want to be. And so I am invested in this journey, because I see that I am over here. But I want to be over here. And it's actually a transformation technique to support clients to create awareness on where they're at, like, we want to do this in our coach one on one coaching to all the time, like where are we not just where do we want to be? But where are we at because the more we understand where we at, then the more we can understand the inner and outer pieces that we need in order to move forward. I know this is so obvious, by the way. But sometimes as teachers, we can forget the our participants, our clients can't change something that they're not aware of. So the more that we can support them to

locate where they are the much better in a position they are to shift it to change it to move towards

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evolution.

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So what is this step look like? Practically? I'm gonna give you a couple of different examples. So and by the way, well, I'll leave that. So. So for example,

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I'm

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at the beginning of sacred daps. When I get to this point, I asked people a couple of different questions. First question I asked them are what are the skills and brilliant pieces and talents that you already have right now, right here that you're bringing into this journey of becoming a much more transformational practitioner, right? What are what is it that you already have, again, that helps them locate right where they are what they already have. It also does something else, which is an important transformational piece, it gives them confidence because they see their resources they see they're already starting with so much, right? Which we need in order to have the inspiration and the motivation to move forward from strength to strength. Then I asked another question, I asked a question like, where are things not working so well? In your quiet client where where are you not feeling so great? Or if you're a completely new practitioner, what are some few Here's that you have right now about that what's been holding you back? Right? Again, these questions help them locate where they are, you know, what are some of the skills that have been harder for you, or things that you haven't known how to do helps them locate where they are. I'll give another example. Because sometimes we want to do this in a mini way in the beginning of sessions also. So one of the classes one of the modules and sacred deaths is, it's a skill of learning how to be in the mystery, and how to support clients to be in the mystery. Because there are moments for clarity, right. And then there are moments where it doesn't matter how hard we try, we just don't know. And we have to support our clients to be more comfortable with the not knowing or with the loss or the letting go, whatever it is, anyway, what I do at the beginning of that class to help client the people in sacred depths, locate where they are in this journey of being in the mystery is I asked them on a scale of one to 10. How comfortable are you with being in the mystery? I asked them on a scale of one to 10. I say please be honest with yourself, How comfortable are you with letting things go? What are the ways that you're good at this? Where do you have difficulty with that? Right? I'm helping them locate where they are. Give you another couple of examples of the sometimes when I teach shadow, we do a whole section on jealousy and comparison. Because when competition is put into shadow, it can show up as jealousy. Anyway, this is a topic that people are like, Oh, I don't know, or like who wants to look at their own jealousy issues. And so I have to like, share the why with them on this for sure. And then help them see that they really could use some help with this right like so help them locate where they are on their journey. And the way I do it

there is I give a handout with a checklist of all the different ways that jealousy might be coming up for them in their work in their business and their families with their friends, just like a whole page, I'm like, check this off. If you if you feel this or you've done this, right, it helps them locate or you felt this right. It helps them locate where they are on their journey.

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This doesn't have to be a big thing. This part, it really can also just be a couple of just one or two questions, right. If you're working with something health wise, what are the things about your health that you want to change? Right? Why do you want to change that we are getting the why in that way from the step before? Can the location be a short assessment? Absolutely. Right. 100%. All right. Let me pause here. What's feeling important? What's clicking for you on this piece? Or what questions do you have?

1:08:36

Justine?

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What just came up for me was that people might be in different places starting off on the journey, but then there might be like, common threads, right? Like there might be similarities. So how important is it to pull in those similarities? Right? Like if people did individual assessments, then what is our job to like, create the a common starting place? Yeah, it's such a good question. So we'll use curriculum lab as an example because I've done this a bit. So you know, people start curriculum labs, some people are like, have had a program for 20 years, and they know their thought leadership, and they have lots of steps already that they've been working with that have been working really well. And then other people start curriculum lab, and they they've never done a program and they don't know what any of their steps are beforehand. So there are a couple of things I do here to kind of make this work for everybody. Number one, I give pre homework to try to start to catch people up right so the pre homework I give having people already start to think where's your hero starting where where are they ending? So I'm like kind of trying to shorten that learning not learning curve. I don't mean, you know what I mean, I'm trying to catch people up are starting to a little bit there.

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Number two,

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when in when I speak to this, in the beginning of the program, and as I've spoken to it throughout, and I've done this, I've modeled this many times, I've said, some of you are here. Some of you are here. It's all normal. It's okay, if you're here. And these are the reasons why. And this is what you do if you're here, and it's okay, if you're here. And these are that right. Now, if there was like an important lesson that everybody needed. In order to start, I would either make sure I shared that lesson beforehand, or I would get more specific and who the ideal client was so that everybody was in the same place.

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That makes sense.

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Yeah, it does. And

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but is it important, do you think to identify, you know, because like, we're in this process of creating our curriculum, like we're trying to identify where our people are starting right. And so is it important to raise that at the beginning with their group and saying, you know, like us naming for them, where they might be like, you may be burned out, you may be feeling isolated. Right? They may, right. Yes. All the things. I always whenever I ask questions about how is this showing up for you? Or where are you right now? I'll give, I mean, you can't be exhaustive, but I'll give a lot of examples so that people can start to find themselves in it. For sure. Thank you. Yeah. Good question. Juniper out. Yep, your question was answered, good. Anything else on locating where they are in the journey?

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Now all right, let's keep on going. One more piece.

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Now that you don't want to skip, before you get to your methodology, your steps. bring awareness to and honor,

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resistance.

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We've already started to look at this a little bit, we're gonna go a bit deeper right now. So we want we we need to address resistance. I very rarely say like extreme things. But I'm gonna say something pretty extreme and dramatic right now, I believe this is a make or break piece,

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I really do. Don't skip next.

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Resistance is part of human nature. And it is part of the growth process. And if somebody is in your program, they are in the midst of a growth process. Now, for some people, resistance is a big and stronger. And then for some people, it's not as big of a deal. They have less resistance, or almost none. But in general, you can bet that if you're teaching a group of people on on a topic that is important to them, with an end point that they really want. A good percentage of the people in the room are going to be scared, even though they really want the end result, even though they want to go through the process. They are going to be scared. Maybe even without realizing it. They might be scared because they have certain beliefs in the way or scared

because whenever you grow, it means that you need to change the way that you're doing something right you kind of have to do it in a different way. And that might be scary or uncomfortable. They might be scared because achieving this goal might mean shifting the way they're showing up in some of their relationships or how they use their time or changing their relationship with themselves are challenging beliefs of I'm not good enough for that it's not going to work for you or whatever it is. Resistance is a symptom or expression of fear. So when we have a fear especially if it's a big one or One that we're not like really kind of paying attention to, it shows up as being resistant. So what does resistance look like in our programs in group programs, it can show up in a lot of different ways. But I'll name a couple right now. People not taking the work seriously or not doing the work, or the homework. It can show up as people over booking and then not showing up for the classes if they meant to. It can show up by getting flaky on the assignments. It can show up, you know, Booth people who are whip smart but just like all of a sudden they're confused about what they do next. Resistance can show up as people judging you, right? So take a note for yourself, have you judged me yet? Right. And by the way, it's normal if you have but is there a fear right is that because it's easier to judge me to pass a judgement or be like a what she's saying is too easy or doesn't make sense or know that right? Versus like being with the discomfort of moving forward on it. Sometimes resistance can show up as feeling victimized woe is me, I just like I'm helpless and that right like people that just feel like they can't move forward or being needy or, you know, anyone have have numerous weights. The resistance is an easy way to get distracted from the work at hand, which is probably the thing that is scaring them in one way or another. It is easier to focus on how I'm never going to be good enough to XYZ whatever it is in the program, then to actually stretch and be uncomfortable and work towards. It is easier to overbook and then not show up for class and say I can't do it because they didn't get the information than it is to be in the discomfort of getting the information being in the process and then taking the hard actions towards

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it. So

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my recommendation is to address resistance in one way or another at least once throughout your curriculum, at least in the beginning. And the truth is, really, it's gonna be more than one, particularly if your work is stretching your participants. I've already addressed resistance like 15 times in a curriculum lab in various different ways. This is an important piece to share, because there's no magic pills. I'm going to teach you in a few minutes how to address it in the beginning of your curriculum, and it

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will help a lot. But that

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being said, even when you address resistance in the beginning of your curriculum, head on and even when you like, mention it throughout the curriculum, there's still some people where the resistance is still going to come up strong for them. And again, that's because it's human nature,

to be in fear and resistance is an expression of fear. This is why it's so important to have really strong coaching skills, along with all of your curriculum creation skills. In sacred depths. In the sacred depths coach training, we spend a lot of time learning how to support clients to work with fear to work with resistance, one on one to work with self sabotage, because these things are going to come up with all the information and expertise that all of us have to share. In our classes, that information is only as good as our ability to support our clients or students to use that information. Period. End of story

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So what I have really seen over the years is, if you can get ahead of some of the resistance, basically, if you can

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name it before,

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people have an opportunity to go into resistance, it will help a lot. It will also really help your participants be so much more open to receiving the solutions, you're gonna give them the step by step methodology. There is a saying that I don't know where it's from, but it's one of my most favorite sayings, ever that I always applied to curriculum. A pound of reframing. Sorry, an ounce of pre framing is worth a pound of reframing. I'm gonna say that again. And then I'll share what it means. An ounce of pre framing is worth a pound of reframing. What that means in this sense of what we're talking about here is if you take just a little bit of time, to address some of the resistances that are going to come up in the beginning to contextualize it to normalize it, so that people don't go into shame. Because when it comes up, it will save you so much time and energy to have to go back and reframe it. So, I'm sorry, I just got distracted by the chat. Julie, I think I'm going to answer your question in the next couple of minutes. If not ask it again. So I can get more into the details of it. But I think it'll get answered. Okay, so how do you address resistance? Pre emptive. Lee, how do you pre frame resistance in a curriculum in a program?

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Truly,

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you just, you speak to it, you just call it out. And to me, I do it in three steps that I want to offer to you.

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Name it, normalize it, give a solution around it,

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name it, normalize it, give a solution around it. So the naming is literally just to name like this might come up. Right, and you can say because of fear, or whatever it is. So these are some of the things that might come up for you normalize it, let people know that it is very normal for

this to come up that there's nothing wrong with them that it doesn't mean they're not going to achieve the results that they want the end point of the program, that it means nothing other than they are human being. Because it helps me go into shame and beating ourselves up and oh my god, I can't move, right. So normalize it, and then offer a way around it offer what they can do, how they can work with it. So for example, let's say you're teaching about visibility strategies for business. Right, a lot of resistance can come up when people start to take visibility strategies in their business. So the name it normalize it give it a solution might sound like this. Oftentimes, when you start to take actions to create more visibility, even though you really want your business to be more visible, a lot of fear can come up, you may not even realize at first that you're scared, it might come up as just simply not taking any of the visibility actions. Or it might come up as feeling like the strategies that we're looking at are just stupid. Or maybe your resistance is going to come up but you get really busy and you don't have time to take the visibility strategies or maybe your resistance is even going to come up you're gonna get angry at me and frustrated at me because I'm not helping you enough. I want you to know that all of this is within the realm of normal. All it means is that your fear is showing up. That's all, it doesn't mean you're not going to succeed and creating visibility for your business. It doesn't mean anything other than you are a normal human being that is having some fear come up. The key is, if this happens, number one, be aware of it. Right? Call yourself out on it. And then you can even talk to yourself about the fear, right? You can say, if you what is it that I'm actually scared up in this moment? And then ask me a question, reach out, get support, so that we can move you forward? Did you see how in that I named it, I normalized it and I gave, I gave a couple of solutions there.

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So if again, if you go back to our recording from our first training call, I did all of that. There's some more modeling language there for you as well. So you want to address resistance in the beginning. And I also I think I did this with all of you in our first session, after I did all that I think I asked you, so what is your, you know, like, favorite way of of resistance, like for you? Is it going to be not doing the homework or for you is it going to be showing up late for class or right. And so I had you already just start to like, name it for yourself so that you can be aware so that we can create even more awareness there. And I gave you some instructions on being aware of it, et cetera, et cetera. Now, like I said, you definitely want to address resistance once in the beginning, like we just spoke about. But I really recommend, depending on how stretchy your material is only say stretchy as it was, like really stretching your ideal client, you may want to address it in different moments throughout, as well. So again, I've already done this in a bunch of different ways in curriculum. In fact, we did some of it, at the beginning of this call, when I asked you what's the shittiest thing that you're saying, right. And then we did a little bit of work on that. I've addressed the resistance when I've spoken to, you know, if at this point, you don't have all of your steps, and you're starting to think that you're falling behind or you're not in the right place. It's actually not true. Right. So I have actually tossed it in there

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a lot.

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I always make sure in any program, hold on, I want to turn on a light because it's getting a little dark in here. In any program, I when I know we're about to do something, particularly at GE, for the people that I'm teaching or facilitating. I'll speak to resistance as well. So a couple of examples of this in person, some of you are going to be in person with me into the death. I just telling you now. All right, I'll just model this now we do a little bit of singing together. And I know that some people love to sing. I know that some people hate to sing, especially in front of people. And so I named that. And then I say raise your hand if you're just really pissed at me right now. Because we're about to sing together. Right? And it's light hearted, and it's fun. It's not so heavy resistance, right? But I'm speaking to the resistance, I'm naming it, I'm normalizing it, and then I'll give away around it right? I'll say, first of all, obviously, you don't have to if you really don't want to. But if you're willing, you're gonna have to sing so loud or just laugh at yourself as you do, right? Like I'm just naming, normalizing giving solutions around it. Um, again, back to the jealousy and comparison that can bring up a lot of resistance, especially when something's in shadow, right? So when I work, when I teach practitioners about shadow, it's like, whoa, so many resistances because those are the things that we're ashamed of that we want to pretend we don't have that like, right. And so I'm just constantly like naming you know, sometimes I'm naming and normalizing by saying I have jealousy sometimes, by the way, hey, this is let me tell you the story of what happened when I was jealous, right? I'm naming I'm normalizing you ways around it

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the more masterful you are in your one on one, coaching and transformational skills, the more masterful you will be at addressing resistance throughout your program preemptively and also as it comes up. So let me ask you all, just for now, what are one or two of the most likely resistances that your ideal client for your curriculum would have? What are one or two of the most likely resistances that might come up for your ideal client? Jennifer's saying not showing up. Body sore tension, illness, fear of tech, you're not getting it or not getting it right away, not showing up. I already know that that's a biggie, I always speak to the No at all right? Especially if your people are wise and do know a lot that can be a point of resistance. So I always say yes, you know a lot and open your ears. There's more here. I've tried so many things spacing out not doing the techniques are taking time to do the self work, right, we want to speak. So whatever it is that you're naming, I want you to speak to this to your people, right. So for example, Kelly is saying, for her people not doing the techniques are taking time to do the self work. So Kelly, I want you to spend at least a good five minutes speaking to how normal it is to not take the time to do the self work. And you can even tell a story of when you haven't done it and how it's hard for you. And then from there, I want you to share with them again, why it's important specifically to do the self work where it's going to get them and a couple of tips to get themselves to get them to do it.

1:32:19

Okay.

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Somewhere in this step of the journey, or just in the beginning, before you get to your methodology. I recommend this helps with resistance. But this is just important in general, I recommend taking a couple of minutes to speak to how to best use the program.

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And I did it

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in our first week here. I did it. I did pieces of it again today. I some reminders at the beginning. Right now if it's a 90 minute class, it's just going to be one or two things like how to make the most of this class, take notes, or stay fully present, right? Or make sure you ask questions. If you have questions. In the end, if it's a longer program, or it has different components. This is the opportunity to speak to each of the different components in the program. Now this hooks into program design. A lot of course creators out there just hodgepodge add components to their program, like we're gonna have a Facebook group, or I'm gonna do extra supplemental videos, or we're going to have get it done sessions or we're going to do this or that or the other thing. If you cannot explain to your people, why they need that component, and how to use that component in order to achieve the results that they're looking for, then that is not a component that belongs in your program. That way, you don't have anything extra. And you really have all of the pieces right. So you want to be asking what is my hero need the most in order to be successful on this journey and reach the end point? Do they need q&a time? How much q&a time do they need? Do they need the curriculum lab for a lot of people to get it done sessions so important? Do they need a practice partner? Do they need an accountability partner? Do some of the sessions need to be longer? One of the things we in the last few years we've added to sacred deaths. As we have small group cohort discussions, so people can go deeper with everything we learn in each class and have a group of three, four or five people to discuss with questions that we give for each session, right? Like, that is a component that is so valuable for some people in order to become more masterful at the skills and the techniques. So you want to think about what are the component pieces that are that my hero needs to be most successful. And then you want to lay them each out in the beginning and explain why each is important and how to use it. Alright, let me pause on this. Any thoughts or questions on resistance? how to best use the program?

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Sandra sing? Can you provide some more examples on how to get the most out of the program? Absolutely. So first of all, I will right now but also standard, go back if you listen, like 15 minutes in from our first session 1520 to 20 minutes. And from our first training call, I go through all of the components and curriculum labs, right. So for example, one of the things I said in that call is we have get it done sessions, get it done sessions are great for you. If you know that having a container with accountability for 90 minutes in order to get chunks done piece by piece, while also having someone to ask questions with in real time, as you're doing the work. If you know that that's important to you, I want you to see if you can make time to come to those, get it done sessions show up, you know, and ask questions for them. Another thing that I said in the beginning, and I've been seeing throughout, I've been encouraging questions, we have a lot of

q&a time built into each of the training calls and curriculum lab. Plus I try to have time afterwards. Plus, there's the Facebook group to ask questions. When you ask questions, it will help you move forward. Please know that the support is there for you. And I encourage you to use. Sandra, let me know if that answers your question. And then in the meantime, Gloria,

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I thank you so much for all of us. I've been filtering the resistance conversation today through an experience that I had in my past circle, which as you know, is also my first bringing people through a journey in a group. And one of the I guess the question that I'm I'm here with that you might have spoken to, but maybe it could be useful to hear a little bit more about from you is like, Where does our role and responsibility end and there's begins around resistance. Particularly because it's such a beautiful experience for me, I had a client who was a one on one client with me and she moved into the group. And part of the work that was very alive for her one on one that I was aware of, though I didn't pre frame and going back I'm like, I wish I wish I did because I think that that could have absolutely supported her was her fear around, not belonging. So a group experience was like, like her that was an edge for her. You talked about the edgy things, her just being there in a group was the edge. And it turns out that she fell off like just about midway. And I did my little check ins and I gave her love. And I didn't hear from her and Joanna today. So it's like six weeks after the end of the program. She sends me an email. And she tells me like, I felt like I didn't fit in and I didn't know how to approach it. And looking back. I feel like maybe I could have sent you a message and said, Can we work on this together? I don't really know what happened there. And then lovingly, she's like, and I would like to work one on one. Can we talk about that too. So I feel like this, this like step of like naming it, normalizing it and then offering like, please get in touch might be the answer when you talk when I'm asking you about the responsibility that we have. But if there's anything more that comes up for you, as you hear me talk about, like the group dynamics, I'd love to hear that.

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Yeah, I'm glad you're bringing it forward. So first of all, yes. 100% reframing it. And what I want to say sometimes we don't know the range of our ideal clients resistances until we lead a bunch of times and have the experience right like You just may not have known beforehand that belonging is going to be a thing. But now you do. And that's one of the things you can speak to. I often times and especially like, if it's retreats, and we're doing real work, you know, that is one of the things I'll speak to like, because I'll say like, I never feel like I belong, or I'm the first like, looking at the door, like, how can I run out of here, and I don't fit in with everyone else, right? And I just like, I name, I name, all the things I speak to the sister wound and the comparison, right? So now, you know that this is one of those things that it's probably if it's showed up, it's probably you're gonna name it, and just the pre qualifying the naming, the normalizing with love and then sharing what to do, like, what's the solution around it? I think we'll do a lot.

1:40:55

Now, let's say that,

1:40:59

it turns out that this belonging piece is like a huge thing. For a good amount of your people. You could have a teaching on it, where it's one of the steps in your program as well, and how it relates not just to like the program, but them getting their results, because if it's showing up in the program, it's also holding them back from getting results. It could be one of the methodology steps then that you really go deeper into as well and have people look at and NIEM and then work through some of those fear. Is that some sparking some good things for you?

1:41:46

Yes, yes, I hear in that like, doing more. Like sometimes it's just thinking creatively about how you can, like more deeply infuse it maybe as you go along. Because sometimes the beginning like those first 15 minutes is not going to be enough, because I did do that, like I did share. Like if in the past, you haven't used your voice because of this, this and this, please consider differently here, please, like, you know, we're talking about break spaces, all of this stuff.

1:42:12

So yeah, so you could do a methodology piece that's either on one common thing, that is the biggie, let's say it's belonging, or you could do a step, that's just, let's befriend your fears, right? And that's maybe one of the first or second methodology steps in the program. So you have like time and space, and that can be the first class too, right? Like, and then you go deeper with it. But make it then not just about the program, but how those same things also relate to the bigger results and point of why they're there. That makes sense. Yeah. Okay. Thank you. That's helped. Yeah, great question, juniper.

1:43:02

This is also helpful. I, one of the big pieces of resistance that I know comes up in my groups, and I'm guessing maybe another pupils, comes from the fact that I'm teaching just online. And you know, the online expectations are a whole new thing, your different world for people. But specifically, it shows up as not wanting to participate fully, or share in breakout rooms or small groups, like, I feel like a lot of people, they want to absorb the info, but a lot of the work and that I do that a lot of people do here, it's so personal and private, that then taking that next step to sharing in a group is a lot for people. I just, if you have advice around that,

1:43:48

yeah, I'm so glad you're bringing it up. And so first, I just want to like, name and normalize, that that still happens in my group, sometimes to any because of where we're at as a society and Sousou fatigue, and then just like how we've been trained to like, show up on Zoom, there are things that we can do about it. And then there's always gonna be some out liars. And there's just like, there's just so much, right, like, none of us are gods. So we can prequalify and like, do certain things, but it has been my experience that there's always going to be and sometimes it's because of what you're saying because they're not yet ready to share. And that is like the thing that we can do the most about, actually is to create that supportive container where people are willing to be vulnerable. But what I find more is that people have like three things going on because they're at home in their homes and they're they're not in the right so it's like their

whatever is going on for them or it's like so much easier to like quick schedule this thing over that thing. So I'll be here for half the time but not all the time or Whatever it is, and by the way, I have done this to myself. So if anybody's hearing this, you're like, oh shit, I did this, I'm not like spread spreading any shame. Like, I think this is how we live our lives right now. So, so there's some of it that we just can't, right. But that being said, this vulnerability piece we can really work on, some of it has to do with what we're talking about today. And then some of it is some facilitation pieces. And I'll name a couple of things. I have a longer program where we kind of like go deep into all the facilitation pieces of it, but I'll just toss some things now. So first of all, speaking, right, like we're talking about speaking to that resistance, not just in the beginning, but before you go into a breakout room to say, Now I know this is the point in the workshop, where you're gonna like wanna run out the door and pretend like you are never here to step up. Right and, and just say, like, I get that right, and then explain why the breakout room is important, and speak to what is in it for them. If they participate, everybody is always tuned in to the What's In It For Me channel, I always say that, the more we can explain to someone, what's in it for them. If they do the thing, in it, that will be very helpful. That being said, you don't want a deep breakout room with deep shares to be the first time that people are speaking and sharing in the group, because that is scary. You want to think about what are you setting up in the beginning for people to all ready be sharing right? So I mentioned a couple things before, like, raise your hand, share some things in the chat. Let me hear some voice shares, have your first breakout room be a like a little easier, not so vulnerable, just to get people talking. And maybe in that first one, think about, again, this is a facilitation piece, but what are the instructions that you're getting for sharing is it just that you're each person is going to share for two minutes, or each person is going to share for two minutes. And then when they're done. Each of the two people I like to call them witnesses like each of the two sacred witnesses. share briefly one thing that really inspired you from what that person said, right? So now we're starting to open up, we're starting to create some more safety, for vulnerability. And then we can get into more of the deep dive breakout. It's so helpful.

1:48:06

That's super helpful. Yeah, I think I've been like I've had elements of all of that. But again, it's like the motto is slow it down. You just need to slow it down and give it a little bit more space, a little bit more attention. But those examples are really helpful. Thank you.

1:48:22

Yes, slow it down. Less is always more like always, always, always. I just want everyone to know a logistics piece. I did have a couple other things I was going to share today about the end of the journey. But I think we're in q&a. And I think that our last 10 or so minutes are better spent in q&a. So I'm going to make you all a short I only have 10 minutes left of content. So I'll just make you all a short supplemental recording with it. But I want to prioritize questions. So any questions from today or any other questions that you have had or anything that you need support on when it comes to curriculum? Now is the now's the moment. So who else? What other questions do you have? What can I help with?

1:49:17

Don't be shy. Tracy So this is a question that may be a little bit more personal to the work I do versus something general. But when I was thinking about resistance, and how you share not only are we sharing it in the beginning, but we're really talking about it nor naming it normalizing it and then create an example. So for instance, the first tier of my work is called deeply rooted remembrance and the first aspect is purifying the body right so that we're spending time not just nurturing our body of work but our body So what I thought was because there's three different components like nurturing our nature, I thought about through each of those three key aspects of this first pillar to just revisit resistance, but create it and cultivate it in a way that is specific for that particular pillar, like talk about why we have resistance when we are shifting and transforming our body or why we have resistance, when we start to really hone in on nurturing our nature, how we are naturally designed to be in this world. And I just wanted to get your reflection or feedback on that, because I, I want to make sure there's the the duality of talking about the resistance, but also painting the picture of what it is that they want in the end. So not shoving resistance down their throat. However, I know that in these three areas, the mind is super crafty. And it will tell us a story that we believe.

1:51:02

Absolutely, yeah, so what you described so beautifully is like a combo of the remember reminding them of their why. And also speaking to the resistance and doing it so it's not shoving it down their throat, but just like this is really what they need to know, in order to move into it. So I love that. I love that idea. Yeah, good. I'm gonna take the rest of the hands in a moment, I realized I didn't give homework in case people have to. And I'll go a couple of minutes past five Eastern, I'll get called up that hands up. But homework, first and foremost, continue working on your staffs and flushing that out. And even if you want to start if you're there only if you're there, what are the steps within the steps, you want to kind of look at that a little bit too, right. So today, I had three steps within this step of prepare your people before you get to your journey, right, and we went to the steps within the steps. If you want to start adding what we looked at today, to your curriculum, that's another great thing to start doing this week. I want to also just remind you in the worksheet for week one I gave you like, kind of a journey to create your steps. So the first is like the brain dump, right? And most of you I think at this point have done the brain dump. But if you haven't all good first just do the brain dump on like, what are the you know, what are the steps? Where are they starting? Where the beginning? How do we just let it all just like vomit it all out, you know, good idea, bad idea. Just get it all on the paper. From there, start to look at all the steps, see if some can be clustered together, start to refine, start to order it. And then after that, give it a few days look at it again with fresh eyes.

1:53:22

All right, Kristen. I

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I feel kind of nervous. Yeah, this isn't probably definitely resistance coming up. Um, so I'm a singing teacher. And I'm doing some expression coaching, although I haven't had a lot of facilitation training. And also, I've facilitated women's circles for about five years and why what I feel like I really want to create in this program is like, a course delving into divine feminine

archetypes. And the thing is, I don't have a lot of knowledge base on those particular things. But I feel really drawn to that, like that feels exciting to me at a soul level. And like it's connected with my purpose. So I guess my question is I have an idea who my ideal client is and kind of the journey I want to take them on of like self empowerment and spiritual growth within this, this container. But it would be like a short class like probably six to eight weeks tops. And I'm like I don't know what the steps would be. I mean, I know what my thought leadership is with voice and expression. And I guess I could find some archetypes and like lean into how those different archetypes could be expressed in different ways. But I'm curious what other ideas you might have or any resources that I could go to to get more information so I can feel a little more settled. Then like what I'm doing?

1:55:02

Yeah, yeah, absolutely. I'm so glad you're asking about this. So first of all, I want to remind you that you have a lot of experience and expertise with self expression. And what I'm hearing is that the heart of this new program is about self expression. It really is. It's just maybe with some different lenses, but that this is about self expression. Am I getting that right? Yeah,

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and like a way to connect with the divine? And yeah, it is like a self expression of the different archetypal energies, I guess,

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as a way, what's the end point for your for your people, um,

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I want them to come away, feeling more connected with themselves, more connected with the different gifts and powers that they have within them that resonate with the archetypal energies, feeling more confident in how they're expressing themselves? And how they're like going through the world? Yeah, those are some of the results I want.

1:56:11

Okay, great. Good. By the way, you're doing great. I know, you said you are nervous, I'm so glad that you're asking. So and you have a lot there. So tell me how this lands, I want to invite you to lead by I think that the program will be more powerful, and you will be more in your confidence and in all of your thought leadership, if you lead with your expertise on expression, and then based on the the steps that you know, that they need to get to, to that endpoint feel more connected to themselves to feel more connected to their voices to express their voices, like you said, lay those out. And then based on those steps, see, where can I lean into some archetypal example of the divine feminine. So instead of leading with the divine feminine, I want to invite you to work it in there, but have a self expression and connection to self. Probably connection to self is one of the steps to self expression right? I see that you have those leader pillars have those be your steps. And then from there, Kristin, once you've laid out those maybe five or six what you know, whatever it is. And then don't think like I need a goddess in every single class, say like, which are the ones that it would really make sense. That's the first question right?

Maybe it's all of them. Maybe it's three? Who knows? And then from there, you said you've led women's circles before? So then the next place I'd go is how has the Divine Feminine you all you have experience in the divine feminine, right? How has some of the Divine Feminine come up there? Has it been through a specific goddess? Has it been like through an aspect, right, because it doesn't have to be split, right, and then start with what you know. And then if there are one or two places to fill in, like, Oh, I really wish I had a goddess for self love. My recommendation is for you to take some time with that. So and I can help and give you some directions to go in when you like named the specifics. But I would not only do research, don't only get the into intellectual knowledge of it. Take yourself through the experience of connecting to that archetype like over some time, maybe, you know, give yourself a month, whatever and really learn some more of the nuances for you. And then you'll feel so much more confident putting it into your curriculum. How does that feel?

1:59:11

Yeah, that feels good. I have in my mind already a handful of the divine feminine archetypes that would work really well with voice and self expression. Some of the goddesses that embody those archetypes and I have also had the thought like I might want to go take myself through this course.

1:59:31

I always whenever I'm doing something new, I take myself through it first and give myself kind of like that time in the space to really be with it. I would the first places on the divine feminine that I would draw from would be you have experience like you have that experience with women's circles. Lean on that draw from their first. Okay.

1:59:56

Yeah, that was mostly celebrating the Wheel of the Year and doing a cup I've circled courses.

2:00:02

That's great. There's so much richness just though in the Wheel of the Year, right, so it might be a goddess, but it might be a season it might be right. So go with like, what you feel really good. And like, well, I know this, you know, because I have a feeling you know, a lot more than you're giving yourself credit for. So I want you to lead with that expertise. That's how you'll feel the best to put it out in the world and really, like show up fully, for Okay. Great.

2:00:28

I'll share more in the Facebook group when I come up with some things. Thank you.

2:00:31

Thank you. So I want to name that it's five Eastern, and of course, people have been going as they need to go, I'm happy to take Natalie Kelly and Dewey's questions. So I'm just gonna go in that order, Natalie. Hey,

2:00:48

um, so kind of kind of segwaying off of the last one, like, what do I lead with in terms of the actual module? So you're aware of my complicated situation that I can't control how long my container will be? And so one of the things that, like I've been wondering is, so I have I have already have six, six pillars. I haven't flushed them out, but I know what they are. But the first pillar to me might seem to the participants may be I don't know, but let's say us, we're boring. And then the other pillars that are more exciting. So my question is, do I start with a more exciting color to lure them into my container, even though that's not really the foundational pillar? Or do I really start with my foundation of pillar like, what do I do?

2:01:39

Yeah, I love this question so much. Hold it for one moment aside thing, because this is something I teach in curriculum lab, and I forgot to do so into the questions. Everybody, before you leave, just make sure you write down the biggest thing you're taking away from our call today. Well, we'll talk about why that's important. But what are you taking away from our time together today? Okay, so I love this question, Natalie. And the answer is both and, and so what I mean by it is like, yes, for sure. We never want to start with anything. That's not foundational. Like, if your people need information or content before they can get to that more sexy, exciting thing, then you need to put the foundational piece in first, like, I'm going to just say like that as a rule. So you want to think about that, like the the kind of sexier, more exciting thing that you want to start with? Can you actually start with that? Or do they need something beforehand, right? If they need something beforehand, I want you and everybody to remember this, we can make anything exciting, we can be exciting. It is all in how we teach it and present it and nuance it, right. So for those of you that have been through sacred depths, you know, that one of the modules is looking at systems, right like systems in your coaching and welcome packets, and recall questionnaires and contracts. And like all of that stuff, and it sounds so boring, but we make it so exciting and sacred apps. Why? Because I don't just teach about the outer pieces of it. I'm like, people, this is about you and your boundaries. And we are going to take the lens into this by looking at what your boundaries are and where your boundaries are weak, and where your boundaries are strong and how much over responsibility you're taking for others and right like all the things that we do this like juicy inner work. And then we're there I have everyone, I can just tell them like this is what you do in the welcome packet. And this is what you do in the contract and whatever. Because they're like, oh my god, this is like so exciting. And this is about myself growth and right and then and we use it as a jumping off point to talk about our clients boundaries and how to help them with it. And so you can make anything exciting. It's just what's the nuance and the depths and how are you contextualize using it.

2:04:16

Very good. I got you. Thank you. Awesome.

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Good, good. Kelly. Hey, okay,

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so my question, this has been really great. Um, my questions are kind of logistical. And that is that as I'm kind of mapping out my stuff, and I've got the, you know, vomited all over the page than many ideas and I'm breaking it down kind of based on our conversation from the q&a call. But I'm, I'm wondering when you write out the steps, and kind of what is contained in that, because if I think about curriculum, like in my mind, it's the whole write up, but then I get a little overwhelmed when I think about that. So I've kind of been outlining it. is like the teachings story. They want to connect the techniques that I want to teach. And then and then I just added in like the resistance pieces. But I'm wondering if there's a way just to kind of keep it manageable in this moment. And, and then kind of curious how you build that out. And then? Well, that's one question. The other question is, how to bring in teachings from other people. Because I feel like I'm like, sometimes I've held back from teaching things, because I want to be sure that I'm not, you know, taking from someone else's body of work. And yet there are pieces that are so common across many things that I've learned and pieces that I want to integrate. So I'm wondering about, like, how, like, at what point do you credit people? Or is it okay to build that into a recording or a curriculum and what have you? I just, I just get a little stuck there sometimes. And I think that leaves me in the place of teaching technique, so that I'm not like plagiarizing.

2:05:56

Yeah, such great questions. Okay, so the first one, two things to say. So first, I think of it as like a trickle down process. So we start with like, the top of the umbrella and first, like, what are the big pillars are the big stuff? Let's get them in some order, it might change because this is a cyclical process. But to start with, like, what is the general order? And then the next step underneath that is, what are the steps for each pillar. So same process. Now that can be really overwhelming, if it's a long program to do all at once. So when I'm doing it, I will do just like one at a time, like I will, I will start a program knowing that I have the first two or three sessions set. And then I just continue week by week after that. So okay, so I'm gonna, what are the first step one? What are the steps within this, that I'm gonna get clear on those. And then I'm going to add the other pieces. So like the story that you're talking about, that might be the inspiration, right, the why that's, that's a piece of it. I'm going to add the resistance in, we're going to start thinking about exercises. We'll talk about that a lot over the next couple of weeks. And then again, I'll make sure I have the first two or three for the program. If it's a standard. If it's a retreat, I'll I'll get it all set beforehand, obviously. But so is that helpful to think of it that way? Yeah. Yeah,

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it is, I guess I'm, I'm like so OCD in this way. Um, that it's helpful for it. Because I know that you talked about being a Virgo and having all of your questions and prompts written out and all the things. So part of me is like, so what does it look like on the paper?

2:08:02

Do I know? I can tell you how mine looks like but you need to do it your way. Yeah. So I, I like to have my main point. So what are the steps within the steps? And then what are some nuances but not exhaustive? And then if I know there's certain journaling session sections or

visualizations or whatever, ritual, you know, I'll I'll have those there. I think you're not going to know what your way is Kelly, until you're just like, You know what, I'm going to spend an hour on session number one, and then write out the things and then you'll see what works for you.

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Yeah, I know, in the past that I have, what I've done is I just written so much out, I think for fear of like missing, messing up or missing something. And it's just exhausting. Like, I don't like doing it the way that I've done it. So that's yeah, so that's where that's coming from. And this is helpful just to think of getting some of the pieces down and being like, I like to be able to see the whole picture on the page, which I have not done it that way previously.

2:09:14

What I want to just really invite you to do because you know your I know you know your stuff, Kelly, I know you well enough, just get it down. Get it down. Don't doesn't have to be super perfect. Just get it down, shape it. And this is for you and for everyone. First time you teach something it is always beta. You will always change it after the first time you teach it based on the questions that come up based on the responses that people have, what they get what they don't get where the conversations go. Have it just be good enough. That's all I need. Thank you. Yeah, good. Second question. I'll share briefly right now and then I can always answer I love that you're asking that question. shinning, like, for people that are in integrity and ethics are important to us, you know, it is so important. And so. And you're right, like, there are so many things at this point, that's just shared knowledge and things coming from different places, if there's something specific, so I do it in two levels, I named my teachers at the beginning. And I honor them. And it can be like actual teachers are things that I've read that I know, have influenced me and made their ways in in those general ways. So I make I have that on my website to a whole page of my lineage. And then I name my teachers, you know, in the beginning, if it makes sense to do that. I don't do it in curriculum lab, because this was all just from me, right? And then if there are specific things that I know are from a particular place, right before I do it, now, I'm not going to take someone's whole protocol, for example, right. But like, as an example, I've been talking about normalizing for a long time, but I recently and why it's so important, and but I haven't used the exact words that I recently heard Brene, brown, say, which are brilliant, which is that normalizing is the opposite of pathologizing. Right? And so when I share that, I'm like, I heard that from as many as much as I can remember knowing she'll forgive me if it's like I say it 90 times, but not 100. Right. So so that's kind of how I play.

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That's great. Thank you so much.

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Yeah, you're welcome. Do we,

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Aloha, my name is pronounced de we say

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we, I was gonna say I have a feeling I'm not saying your name the right way. So thanks for telling me before I have a chance. Thank you.

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Yeah, thank you so much. This has been wonderful. So I am already in the fire of my program starting tomorrow, and it's a 12 month mastermind. And so tomorrow's the opening ceremony. And I was just gonna go deep right away and have us go into like a funerary, right for what we are releasing and dying to. And so the course is about stepping into more of our thought leadership and being part of like, basically, where we're going to be at the end of the year is in a whole new place with our thought leadership, I'm going to put on a summit and feature everyone and their voices. And we're gonna have like all new lead magnets. So there's some marketing involved. But I really want to get to this piece about dying to the aspects of self that are no longer a fit. And so I'm curious. And I love everything you said, I'm going to apply it tomorrow to kind of set the stage rather than just going into the funeral right away. But I wanted to see like, how do I address this piece of like, what we're dying to? And what if that's the resistance that like, shows up again? Like, how do I normalize that, because it's one thing to like, do a ritual and die to the parts of ourselves that, you know, we're releasing, but there may be ways that it comes up again. So I'm just curious about this piece, if you have any suggestions?

2:13:23

Yeah, absolutely. I love it. And by the way, you can do just even before I answer, because when like, you can do those parts in the beginning that you're adding all in ceremonial form, it doesn't have to be like, this is the casual part of the conversation. And now, right, like you set the stage and your container and ceremony and whatever you're going to do, and then you just like weave those pieces in. And then So to your question about this, again, pre qualify, right, so let them either know, before the right, the funerary right, or afterwards. I mean, one thing that I speak about in releasing when I do release work with people, and this is like a similar to release work is I often say like, sometimes when we do a release ceremony, poof, it's gone. It's done all of it. And then other times when we do a release ceremony, we've released the next cycle of it. And then after that, we need to release the next cycle of it. And then after that, we need to release the next half. So we're deeper in this process of letting go right now, right? So whatever your words are for that, you can just normalize that and say like, so this may come up, when we get to writing your lead magnet or this might come up again, when you're about to like do your first big blah, blah, blah. And that's okay, like we're gonna keep on coming back to working through this and working through this and working through this over the year. Does that answer the question? Yeah,

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thank you. I just wanted to like, not let them think that it's never gonna be. And also for my own, you know, sake of my own process to you, thank you.

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You're welcome. I'm gonna be sending you so much love. I'm so excited for you and all the people in the program. Thank you Aloha. Ajay, to answer your question, I don't have specific instructions on this is how to beta test we can if you want to come on, we can definitely talk about it some more. I will tell you that like the way that i beta test is I just do it. I just like I offer, I take myself through it first, as I said, every now and again if it if John, were

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someone in my house, even my kids, I'll take them.

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I'm usually on one way or another working a client through it also. But then I just I do it, right. Like if I've done all of those things, and because I'm because I'm leaning on all of my experience, what I know, you have the same thing like human nature, and all the people I've coached and all the things and my own process. I teach it, and then I'm like, Oh, they're asking more questions about that I need to go deeper into that, or, Oh, they were having resistance about that. I need to add a section about that. Or, you know, whatever it is. But anyway, he told me if that helps, or what else you

2:16:32

need? Yeah, my, my thoughts around it, what you were just saying was like, oh, there have been questions around this, I should add it to next week to go back and address it.

2:16:47

But when you said to Kelly about, it's going to change, it's going to grow, it's going to evolve the first time you give it, you're going to learn things.

2:17:00

I know I've like some of my sessions I give once a year. And if I'm like really in it and working on the next thing. I'm by have fears that I won't remember by the time I get around to it, you know, so I'm thinking of like a post evaluation process for myself. Yeah. So there's, there's like the post session coaching. Evaluation. Yeah,

2:17:34

I love that. I don't have questions off the top of my head. But I mean, well, I guess I do. I mean, what worked really well, what didn't work? So well. I mean, the same that you get and sacred apps for post coaching session about, they want to ask or do differently. So I think asking those questions are good. And then I'll just share some things that helped me. So if I realized that I've had a big miss on something in that cycle of the program, I'll bring it into the next one, we'll go I didn't mention this, I see that we have to go deeper into this right. So I will address it right away. And but I won't let too much time passed by between taking that and reworking it back into like if it needs to be in that week one. And you know, even though I'm addressing it now, and we could yes cycle, like I will just, if I don't add it in right then in there, it is lost in the ethers never to come back until it happens again. You know, like until I see again, we've done it because

people are confused, like, or whatever it is. So that's what I'm thinking. So I just even if I don't have the time, I just pushed myself to take the 20 minutes or whatever it is, and as soon as I can

2:18:51

add it in. Thank you. That's, that's helpful. Thank you.

2:18:56

And then I do at the end of a program and I do this, at no matter how many times like I'll do this again, at the end of this cycle of curriculum lab. I will do like, Okay, how did this go? What were the places that were really smooth, also because people change and evolve over time.

Especially after the three years that we've had collectively like I find some things that used to be easier or harder now for people and vice versa. So I will always after a program just do like what was really smooth, what felt missing? What do I feel like they need more of next time or, you know, where can I be more clear and kind of think through that as well

2:19:37

on that line? To do evaluations from clients from students?

2:19:45

Never, ever, ever. Not I mean, I am always tracking people of course I care so much about results in the experience that people are having and I'm tracking and like, you know, Caitlin and Fowler reaching out to people and calling and seeing how it's going, and I'm always asking,

2:20:06

but

2:20:08

to give when you ask people for their opinion on something, let me tell you, you will get a lot of opinions, most of which are not helpful. Do you don't I'm saying? Yes, absolutely not. I just for me, I track and get feedback in many different ways, but not let me send you a questionnaire at the end to hear what you want me to change. Or, you know, I'm like, a focus group every now and again, with people a couple people that I know like, this is an ideal client. They're not prone to like opinionate. But they've really like stayed present in June. I mean, I might do a live conversations focus group every now and again, but I will never, ever, ever, I don't care if anybody tells me it's wrong. I will never send out feedback.

2:21:05

I think not doing it is as brave as doing it. Awesome, thank you. You're welcome. All right.

2:21:20

I gotta say we're complete. We've marathon two and a half hours. If you need anything between now and when we connect next. Remember, I am here let me know I want to help and support I'll be out for a few days for Thanksgiving, but I'm in an out let me know. Sending you all lots of love and just well wishes for your creative, your creative process. Stay in it.

2:21:46

Have a great rest of your day.