



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 3

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Welcome everyone

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notes together Hi, it's great to see everybody. So glad you're here. Julie's munching on leftovers. That's great. Always take good care of yourself and your body and your needs. I hope that you're all doing really well. I'm excited about our call today, we are going to be today we're going to start dipping into exercise creating exercises in your curriculum. So kind of to review what we've done so far, you know, we started off on our journey, if you will, kind of starting to lay out your thought leadership, your methodology steps, each of the steps that you're going to take your hero's on. Some of you have finished with that some of you are still in process with that there's no right or wrong place to be with it. It's a circular, cyclical process. Like I said, even if you're kind of done laying out your steps and the order of your steps, you might still change, which is all part of normal and natural. So we started there. And then in our last training session, we looked at well what comes before and then I added that supplemental recording. Hopefully many of you have had a chance to listen already. And what comes after our thought leaders step. Our thought leadership steps are solutions to our clients, our participants problems, our methodology, what are the pieces that come before so that we can prepare folks for the methodology and then what are the pieces that come after, so that they can integrate and seal it all in? Today, we're going back to the staffs are gonna integrate everything we learned last week, also into each of the steps and get deeper into how to now take these steps and make them three dimensional create exercises where people will really be able to learn from them. How do we get to the details within the details. Even if you're not completely done laying out and ordering your methodology staffs.

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That's okay.

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What we look at in our call today will help continue to inform all of that.

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So

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that's where we're going today, just so you know, to be on the lookout for it. Tomorrow, we're going to drop in the member center, a bonus recording on how to use journaling and journaling sequences in your curriculum. How do you create journaling exercises and journaling sequences that really support people to learn? It's a great bonus recording, and you can listen to it in your own time. Looking to see there's a get it done call. Yes. There's also a get it done session with invol. This week. It's this Wednesday, the 30th from three to 430. Eastern, it's a great opportunity to be in a held container and get the next pieces of your curriculum done wherever you're at and then get feedback and coaching and consulting from involved in real time as you

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work on your curriculum. The other thing

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I wanted to make sure I mentioned today because some of you have started asking You may have seen that last week I opened the doors to the next cycle of the sacred depths transformational practitioner training. Some of you have been asking about it. And I promise you next week, I'll carve out a little bit of time on our training call to share more about it. For those of you that are interested, as a member of curriculum lab, you get an extra special savings on the already early early bird rate. So I'll share about all of that next week. Of course, if you have specific questions you can get in touch before then.

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All right. So

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let me ask you this before we dive in. And you may have had time to work on your curriculum this last week, or you may have had holidays or travel and not so much time, and that's okay. Either way, what is it that you want to celebrate about your curriculum right now and your curriculum creation process? Even if you're not, where, you know, caught up with the homework are exactly where you want to be? What do you want to celebrate in our outer

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and please share in the chat

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Tracy celebrating that you've walked through the journey of the framework. And it's rooted in your thought and love that you're embodying it. Kim has been in resistance and finally spent some time on it this morning. Yay, it feels good to work on it. You may have been in resistance Kim, or I can't remember if we spoke about this last week or not. You might just be a tipping

point or well, and you know from Sacred depths, you might just be a tipping point or right like some of us to get things done. We're like off and sprinting. Some of us are slow and steady marathoners. For others. It's like we need to marinate in it and marinate in it and kind of let it sit and think about it in the shower. And then we hit a tipping point and we can start working on it. For Michael in the bigger arc is becoming more clear and you're feeling more confident enter in it. Great. Lauren is celebrating the spark that this new path is giving you I'm so exciting. Deborah is continuing to develop the outline for your book. Yes. Francesca feels like she's initiating herself into her own course through the reflecting and actioning of the content and practices beautiful. I always I'm so glad you're speaking to that. I always feel that way when I create a new course and so I'm so glad you're sharing Karis. Actually your live Yes, Lisa is actually doing it Makita seeing a bigger vision of what your impact in the world could look like. Yeah, I will. I'm not gonna read all of these out loud. But these are great. Good one more question as we step in. What's the one thing that you are learning about yourself through this curriculum creation process? What's the one thing that you're learning about yourself? Kathy is learning that she's not as blocked as she thinks just lacking structure. Kelsey gave herself permission to make this a soft beta. Yes. Meeting yourself where you're at making it doable? Yes. Makita is learning that her tendency to get ahead of herself is showing up and learning to slow it down. Huge lesson. Yes.

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Jenny, seeing that

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she really enjoys teaching and learning. Yeah. Kelly's seeing that you really know your work and that you love that. Yeah. Leigha say is seeing that you're wise and that your perspective matters. Yeah, it's truly, and I bet you this is true for a good reminder for everyone and Julius saying I have a lot of expertise. And I need to continuously be checking myself that I'm actually doing the things I'm most genius at, and not getting edited and what I used to do or teach. Gonna, I'm going to read all of these later.

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Okay.

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For some of you last piece, before we get to exercises, for some of you, you might be at the point where it's a good idea to start thinking about the timing of your curriculum. So what I mean by that is, now again, I am kind of detailed Virgo, and this is not going to work for everybody the way I do it. So know yourself and know what works for you adapt what I'm about to say to however it can work for you. And I find it helpful to have a to understand how long each piece of each class is going to take. So, for example, on this section on my outline, start thinking about timing in your curriculum, I put four minutes aside for it is a quick note, right, but I like to time. So I know, I think this exercise is going to take about 20 minutes, I have 90 minutes for the class, right? And I'm starting to time each of the pieces out. It will help with not going over time. Although sometimes you'll still go over time as I did last week. And if that happens,

you have choices. So one choice is to do what I did, which is just I'm going to make a an extra recording, right, and just get the infer if there is important piece or information, you can do it that way. Or you can add an extra class or you don't want to do this a lot. But every now and again, every now and again, that's okay, if it's important pieces that you know, you've promised. And it's important for your hero to get those pieces to get to their deadline. But here's another choice to also think about the pieces that you didn't get to, can your hero still get to the end result? Without those pieces? Can your hero still get there even if you just kind of leave them on the outline of the page? And you just did it get there, right? Because sometimes that's true, as well. When I'm typing things out, I try to give contingency time. So if I think something is going to take 10 minutes, I'll give it 12 minutes just to have some added and padded space in there. Let me pause here any questions on timing? Francesca's asking if I have a sample template of what I use to map out each map module with time limits? It's such a great question Francesca, I don't every class is different based on the pieces that I'm covering in each class. So it's I don't have like a templated This is how I always do it. But next week, we're gonna go through and kind of break down a curriculum and you'll see I have timings on those. And I'll kind of look at that a bit more. Kim, do you like flag certain things that like, Oh, if I'm running out of time, I can just drop these things? Absolutely. So I have certain things that I flag that are like it would be great and just like cherry on top if we get to it, but if we don't, no biggie. And then there was something else I wanted to say when you ask that question. Oh, here and then but here's the other thing is that? Less so with B Are classes like this, but more so with smaller like 30. And under, I'm only using about 60% of my time when I'm creating an outline. In other words, I know that 40% of the time is going to be used in discussion or breakout rooms or sharing. It's not all in me just presenting or asking a question here and there, the smaller the group, the more Converse conversation time, the more breakout time, the more processing time, I'm gonna make sure to account for. Great, thank you. Yeah, any other questions on timing right now? involve

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this, I'm curious if you have any suggestions, if we're bad at estimating timing. And so part of that is, you know, like, practice and experience. And if you're doing something for the first time, do you have any suggestions for how to figure out if what you have? Because otherwise, it can feel totally arbitrary? Yeah, time yourself. I've done that before. Pretending to actually go through the whole thing.

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Yeah, and see that no, you don't. Again, this is not for everyone, every like if that if I just said that. And people were like, Oh, my God, that's so much work, I would just get never, then don't do it. But if you're like it really, I need for it all to fit in, I will feel better and more secure. If I know, put the timer on your cell phone on and time yourself and see how long each piece takes. Okay. All right. So let's start to look at ways to start to sort I'm looking for to kind of take each one of the steps in your methodology, and really round them out and add exercises and add pieces and add flourishes that will help your people really learn. And the first thing around this that I want to look at, well, first, let me say this, you can have the most brilliant thought leadership in the world, you can have the most brilliant steps and content. But delivery is what

makes so much of the difference how it gets delivered, the exercises that it gets delivered in the way that you're rolling out

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the material.

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There's so much that we can look at on this topic, I've picked out some of the most we could spend like, I don't know, half a year on this. But I picked out some of the most important things for this week. And next week to look at in addition to the bonus recordings that you're going to be getting. As I lay out the material today, it's a little eye because of my kind of Virgo. I like for things to be really organized. As I lay out the material today, some of it's organized and some of it kind of defies organization. It's kind of like cyclical what I'm going to be sharing today, so we're gonna kind of be going in and out of things. Want to speak to that before we as we go in. Okay, so some of you, I want to spend a couple of minutes talking about the four levels of learning and processing specifically as it relates to group work. Some of you have heard me talk about the four levels of learning and processing in different places you may have heard me share about some of this before. It's so important. It's good to review and we're going to look at it specifically through the lens of group work right now. So when you're leading groups, and when you're putting your curriculum together, you want to make sure in one way or another that you're activating what I call the four levels of learning and processing. I'm going to go through each of the four levels. But as we go in, I'll share that some programs are going to rely more heavily on one of the levels, some programs are going to rely more heavily on another one of the levels, we're not looking for equal on each of these four, we're always creating, you know, based on what the needs are. So the first level of learning and processing that you want your program and your content to activate is the mental or the cognitive level of learning and processing. So this is about understanding things on the cognitive level. Right? If we don't activate the mental cognitive level, then oftentimes participants will leave feeling confused, or misinformed, or maybe they haven't made the connections that they could have made or seen cognitively the threads that they could have seen. Mental level learning and processing is about cognitively understanding a new concept about having a new idea, inspired idea or although that can also hit some of the other levels. They're not all in a vacuum. It can be a new awareness of a belief or a fear or desire. It could be cognitively making a connection between a fear that you have in the present and an experience that you had in the past. It could be cognitively, cognitively understanding how two things relate to each other, etc. Mental based processing exercises or portions of exercises because exercises can combine different levels of learning and processing. Allow your participants spirals to look at new ideas, new solutions, new cognitive awarenesses. These types of exercises are what help your participants articulate in words, articulate in words, what their desires are, what their needs are, what their fears are, what their next steps are.

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Examples of mental level learning and processing are number one, presenting information like I am right now, right? Think about traditional teaching or speaking. It can look like journaling

exercises. Asking journaling questions and having participants write answers. Journaling can also touch some of the other levels we're going to be looking at as well. But it definitely helps articulate in words, things. Any types of brainstorming exercises where you're using the group to ask for ideas, to review information, asking for different contributions from the group. mental level learning and processing, any kind of mind mapping exercises that you do mental alert level learning and processing, any types of strategizing exercises that you do, may touch on a couple of levels, but we'll definitely touch on the mental level of learning and processing. We're gonna go through all four levels, and then we'll kind of take a little bit of a deeper look and I'll open up for thoughts and questions. Next Level is what we can call the emotional or heart level of learning and processing. We don't want to only activate the cognitive. If we only activate the cognitive but not the emotional level, then people might leave with good information. But they don't feel that they have access to the passion in their hearts to follow through on the good content and information. that they've learned. That's because it's not enough for human beings to learn really through the intellect only. Intellect, cognitive, very important. But we sometimes want to also then take it to that emotional level, so that participants can feel in their heart. When we feel something, there is more motivation to then do something, and follow up. So in a group setting, examples of emotion, emotional level of learning and processing, or heart level, could be any kind of visualization that activates the heart, where you ask the heart what it wants you to know, or you connect in with the heart, any type of exercise that activates loves?

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I find that sometimes helping participants understand their deep why for wanting to do something, why, why that comes from the heart level. Any type of exercise that supports participants to feel their emotions, to feel their desires to feel their grief, or their anger, or their joy. any types of heart opening exercises all of those touch on the emotional level of learning and processing. And don't underestimate the power of simple questions that can activate the heart level as well. Right? So as an example, you know, let's say you are looking at some content. And where people have had some burdens that have stood in their way of achieving their goal. Simply asking folks, you know, how has that burden felt? What has the cost of that burden been? What has it been like to carry this fear of not being loved? Right? Whatever it is, for all these decades, how has that felt? Simple, but that starts to activate the emotional level of learning and processing. And then, of course, you can get really fancy with it and have you know, anger ceremonies or grief rituals or exercises that activate joy, or activate love connection, etc. But even just that creating the awareness of feeling like what does that feel like? Or you just articulated a new vision for yourself? What's the emotion that you feel? When you think about that new, right, whatever the new vision is, that hooks into the body level as well, but it's also activating the emotion. All right, we don't want to stop. At the heart level or the emotion level, we also sometimes want to activate what I call the spirit level of learning and processing. Now, whether or not your religious person or a spiritual even like a spiritual person doesn't matter, or whether or not your clients or your participants are, we still want to at times activate the spirit level. It is an essential part of learning, of moving forward of creating results. That's because, well, let me explain first what I mean by spirit level. So spirit level, is supporting your participants to connect to the wisdom of something bigger than their egos, supporting your participants to connect to the wisdom of something bigger than their egos. So know your

audience know Your heroes. For some people, that's going to be God. For some people, that's going to be intuition. For some people, that's going to be higher power. For some people, that's going to be nature, energy. For some people, that's going to be the ancestors. It can be many things so long as it is a wisdom that is bigger than their egos. Now, why is it important to activate this level of learning, and processing, that's because when an individual can connect to something that is bigger than their ego, or their mind or even their emotion, that's when deeper trust starts to settle in. That's when higher truths are revealed. And trust is created in those truths. And then deeper commitment to goals happens. So you can activate spirit level in so many different ways. You can do a meditation or visualization where someone connects to God or to their higher power, or to earth energy, any type of archetypal, if you work with the archetypes, any type of archetypal energy is something bigger than the ego and the mind. Any kind of dialogue also with spirit, or higher wisdom or higher power or earth energy, intuition exercises, any kind of exercises where you activate up clients of participants intuition, movement and dancing, that can also be the somatic level, which we're getting to next. But think about why so many religious traditions have movement in prayer, have dance, there's something that activates a connection to something higher when we move when we dance, or when we sing also. Again, exercises that activate the spirit level can be more complex. Or you can just kind of drop it a simple question into your content that can activate it like if there were a higher truth about blah, blah, blah, right, whatever content you're looking at, what would that be. So it doesn't always have to be complicated. And then finally, we also want to activate the physical or the somatic or body level of learning and processing. So that people can have a new feeling maybe in their body. A lot of times when I'll do archetypal work will activate the spirit level will dialogue with archetypes and then whatever the energy that that archetype is bringing to the participants, a lead participants to seal that new energy, that new feeling in their bodies make a body memory of it, feel it in their minds. Any type of a ritual actions activate the physical or the body level of learning and processing. Because we're doing it with our bodies. We're taking these ritual actions, we're lighting fires were right, what whatever it is that we're doing. art making activates the physical level of learning and processing, knowing something new in your body or understanding something new through your body.

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Here's another just simple example. Let's say you're leading an exercise and people are coming up with a new belief they have an old belief that wasn't working for them. And then they identify cognitively, the new Billy have them get into a body stance that represents the new beliefs really feel that new belief not just think the new belief in their body, but feel it in their bowl, make a body memory of it.

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And any type of practice like in sacred depths, we do a lot of partner practice of new skills. We have practice sessions. As we have practicums part of that by by practicing, we're getting it into our bodies, we're working the new skills into our bodies that can activate the body level of learning and processing. Anytime someone comes up with a new commitment, or a new belief, or you know, whatever it is, what action can they then take right taking an action in the the between this week and the next class, like our get it done sessions activates the physical level of

learning and processing, we get to then practice what we've learned, start to make new body memories of it so that we have easier access to it. As I said earlier, every program is going to have its right balance of these four. So you know, curriculum lab, it definitely leans more towards the cognitive level. I have sprinkles of each of the other pieces, but we're mostly in the cognitive, but then other programs, there's going to be a different balance. Alright, let me pause there. And let me ask you a couple of questions. So first of all, what's really striking you about these four levels of learning and processing even if you've heard them before? What's feeling important to you today? About this? Or exciting to you today about this? Venus seeing that you could go so much deeper good. That's part of why I'm sharing all this. I'm so glad you're seeing that. Yes. Lea loves the idea of tying the lesson. Back to the ancestral or archetypal is Yeah, is the importance of being intentional with these four levels. Yeah. Good. Yep. Jenny's going exactly to where what I was going to ask everybody next is since you're mentioning it, Jenny, I'm going to ask it for everyone. Which of the four levels are you most comfortable with? As a teacher or a facilitator or a curriculum creator? Which of the four levels are you most comfortable with? So Jenny is noticing how comfortable you are with a cognitive and emotional but less so with the spiritual despite being very spiritual Yep, sky is saying that they overlap good and then which do you feel least comfortable with? Or which of these four even if you didn't kind of realize it until today, which of these four are you kind of avoiding in your teaching or even with your cell spiritual body somatic? Yeah. Emotional least comfortable with cognitive heart? Yeah. So for the one

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that you feel

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least comfortable with. Why? What are some beliefs that you're holding either about that level of learning and processing or about yourself? That are having people hold back or avoid it or not feel comfortable with it? Why? What beliefs do you have around it? Yeah, I'm seeing from Kelly and Elijah. Trouble with the body piece because of noticing how maybe uncomfortable or restricted you are yourself with the body piece. And that's it. I'm so glad that's coming through because it's an important point. Those of you that have been in sacred deaths, I've pounded this into you, you know that energy follows energy, energy follows energy. So if we are not comfortable in our bodies, it becomes harder to lead others through an exercise that is somatic and being in their bodies. Now, to be clear, no myth of perfection ever, ever, ever, ever, ever. We don't have to, like be perfectly comfortable in our bodies. But we want to be in process with it, right? We want to be working on it, and ourselves just so long as we're in process with it that already changes the energy and how we show up

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with. Alright, let's pause here.

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I'd love to hear a couple of voice to voice shares. What's feeling important so far? What are you seeing? Maria? Hey, yeah,

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this is important to me, because this is really where I'm stuck is right here. I love teaching. I teach about herbs I teach about midwifery I teach, right. And now I'm in transformational spaces. Where before I was a midwife that birth was a transformation, I didn't have to do anything for her to have a baby, right? She just had the baby. And I held space for that. But now I'm in these transformational circles. And so most of my curriculum time, is you know, creating the container helping people feel comfortable letting them share, then do the embodiment practice which Qigong is all body spirit heart, that that part's super easy. And then there's time for them to process afterwards. So that they feel really, you know, they're really involved in their experience, but I don't really have much time to talk about the elements and the archetypes and in the colors, and the vibrations beyond being in the practice, right. And so for them to really unlock and know what's going on. It's like, my sessions need to be three hours, or I need to create a bunch of extra little videos, but people want to just have a 20 minute, we're a 20 minute little thing really fast. And so that's my challenge is I'm dealing with ancient wisdom that you slow way down.

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Yeah, yeah, I hear you. I mean, I want like all of the curriculum lab classes to be four hours, or you can do somatic exercises. I hear you and then there's also this like, well, what are people gonna, you know, like, what is it I think there's always this balancing act of what can I ask people to show up for and still get them where they need to go, right. So and I just want to say it sounds like you're doing that they're getting where they need to go. But that being said, you have options, like you do have traces you already mentioned, some of them, I'll review, I'll reflect those back and then add some others. You could do a supplemental video, every now and again, where you teach on a particular thing. And they get more of that cognitive like concept information. You could every now and again, create an easy handout on a bite sized chunk size piece. For folks. You could you might not like this, but I'm just tossing different ideas. You could cut the Chi Gong part a little shorter every now and again, and create a little space for more like teaching presentation. If that feels important. Sometimes you could add an element, another element to your program as well. So, you know, as an example, in sacred depths in our training sessions, I'm presenting we're doing journaling, we're doing visualization and we're doing coaching also, but I know for not for everybody in the program, but for a number of folks in the program. And we know this this is scientifically and neurologically proven. Having more time to discuss what you're learning, helps you integrate it more so So we have extra sessions that happen where people have small breakout groups where like the whole session, I give them questions that are kind of like reviewing what we've looked at where people can share their opinions or go deeper into pieces or discuss case studies, because we know when people talk and discuss their learning that way, as well, right. So you can get as creative as you want, always balancing like, well, what is too much information or what is too much, they're not gonna take it in or attain it or listen to that video. But drop some things here and there, or add whole other components to the program. And when people sign up for it, it's like, they know, this is you know, maybe you add a component to the program, where each week has a supplemental, I would do it in short, like 15 minutes and under recording.

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I appreciate that what's happened, I appreciate everything you said, it really makes sense, what's happening is I was planning on this being a full year to follow all the seasons. And then I didn't get the enrollment. So now I broke it up into sections. So five seasons. And so now I have five sections, which means a bunch of new people each time, and my original thought was we would all go together. And we would have a circus Sister Circle in the beginning of each season. So there'll be multiple, all those things would be baked in.

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But we'll see what that

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pivoting and responding to my people. I know there's other hands up, and I was about to go into another place. So I'm gonna say thank you and let everybody else ask

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questions. Francesca?

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You there, Francesca? Can you hear me? Now? I

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can. Yeah. Apologies. So my question relates to the spirit level. And I suppose as a First Nations woman, my spiritual connection is quite deep. And, you know, I embody that in a lot of what I do, will everything I do. And in addition, as an intersectional, feminist, I want the course content to be relevant and applicable to everybody. And I also want it to be an inclusive space. So I don't want people to feel excluded as a result of coming from different religious beliefs or spiritual practices, and so on. And so the challenge that I'm having is, you know, I, because I want to make this open to a broad variety of women. How do I both maintain my authenticity in my own belief system and what feels right for me, but simultaneously, you know, call in the four directions and call in the elements and do all the things that feel right for me, but also enable people to participate in the way that feels most appropriate for their level of spiritual depth and connection and possible religious practices? If that makes sense. I'm not quite sure how to articulate it. Yes, it's such a great one, like such an important question. And it makes so much sense. I'm so glad you're asking it. So remember, back to last week, when I said, an ounce of pre framing is worth a pound of pre framing. This is about pre framing, right, and I'm just a big fan of like, anything that I'm thinking in my head, I'm gonna share with the group that I'm teaching, and tell me how this lands for you. But I think it would be so beautiful and so valuable for the program, but also just for each person in your group. Personally, at the beginning of the program, you shared this exactly what you shared here, you know, this is where I'm coming from. And these beliefs are so important to me and this is why and also I know this, this isn't going to resonate for everyone and I want this to be inclusive for everyone. And so this is what I want you to know when I call in the directions and you may just want to share with them what

the purposes so they understand a little bit like what's happening and then you can give them options. You can say you know if you're just loving what I'm sharing and it's all you know, you're resonating great. If you're not sure and you're curious you know you come bring yourself just as fully present as feels right for you. If it now I don't know if what I'm about to say next Francesca is a no no with your belief. So just told me that you could invite them to adapt. You know, if the four directions don't feel comfortable for you, you can think of it whatever your spiritual beliefs are. Or if it's It's just really a no go, you can opt in or you can just sit for that and not not participate, right. But I would just be, I would just pre qualify all of it and just share with love and give them options. How does that feel? Yeah, that feels great. And I suppose, just from my perspective, so I'm from South America. And you know, the four directions is pretty pan cultural. So it's, it is very different depending on your, you know, whether it's a mob, a tribe, or clan, whatever it looks like. So it can be adapted and adopted, according to you know, what feels right for the individual. But, you know, cultural appropriation is also a sensitive topic. And people approach that from a different place. So I can only speak to what my belief system is, and try to make it safe for everyone in the space. So there's, there is a question for me around. For example, some of the pre framing might be around this is an intersectional, feminist class. And this is what it means like we take responsibility for our privilege, but also for the barriers we try to be as inclusive and, you know, not to be able to store not to be colorist or not to be all of those things. And be really upfront about that from the beginning. So if that approach doesn't resonate for people than this, then I'm not going to be the right teacher for them. If that makes sense. That's a boundary for me, that's not a negotiable. Absolutely. And so for sure, I would have that I love all that you just shared for sure, I would have that at the beginning. And you may want to also, like if you have a sales page for your program, you may want to have that in the q&a, like in your if you have like a questions and answers section, you might want to speak to that as well, because you don't want to start pre qualifying people once they're in pre qualifying and the marketing. You know that that's a boundary piece. Yeah. Yeah. Integrate it in a couple. And then not only just in the beginning of the program, but every now and again, as a reminder, as well, you know, yeah, you could even if you wanted to, and this is not, I don't think you have to bow just tossing like, you could even make it into an exercise for people to like, share what you have to share around it. And then ask some deeper journaling questions around what you know, their thoughts or beliefs or fears, or whatever it is that might be relevant to that, as well. Thank you super helpful, I really appreciate it.

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So welcome. Ofra.

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Hi, Joanna. Yeah, I really appreciate it a Maria's question, as well. I mean, medical Qigong is a big part of my work. But I think I just want to name a resistance for myself, which is really around the emotional level. And, you know, I know that like, as soon as you ask, Well, where does this come from, I grew up in a household with an immense amount of very toxic emotional manipulation. And my way to really learn how to survive that has been this journey of dropping down very deep into the body, we live in a culture that really knows how to trigger emotion, and use that for gain, you know, and I have a lot of resistance. In fact, I'm asking people to any,

any context, which asks people to really show up fully in their body and express themselves as they feel in any moment is going to be packed with emotion. I have a lot of questions about how much to kind of, like, encourage that versus just say, it belongs here. You know, I have fears of the emotional terrorists in the room, you know, that like, will sometimes explode and take over the space. And maybe I'll be too triggered to really know how to deal with that. Well, in the moment, I think the work of really going deeply into the body is deeply, deeply sensitive and emotional, and just run up, you know, with a lot of resistances, you know, and it's like, oh, the emotional piece, I almost want to be like, hands off, you know, let people have their emotions. Yeah, absolutely. So your question for so I'm so glad you're bringing it forward. It's so important. And I think your question is butting up against some facilitation pieces, like, how do we as facilitators, you know, if things come up in the room, what do we do? And then I think your question is also butting up against some skill pieces. How do we do this skillfully and ethically, and with integrity and part of that skillful and ethics and with integrity means how do we mind our own energetics so that we can and be clean and grounded. And our nervous systems can be in a grounded place as we move through it. And that's when curriculum lab can't cover. Because that's like the sacred depths, 10 months or you know, facilitation, so I can't go into all of the, and this and that. And the other thing, what I can say for now is a couple of things. Number one, always, always, always, as you know, and I know, you know this, only do things that you feel settled in where you feel like you're, you know, regulated in it, where it feels right and the right amount for you. That's number one, if you notice that you're doing something, and it's coming from a manipulation place, and you're someone that checks yourself, right, like, check that and come back to your own inner work on it. But we always want our energetics to be really clean with those pieces. And don't get into big, emotional, you know, rituals, if you don't have the time and the space, or you feel like you don't have the bandwidth. Always be honest and prequalify and explain to people like the purpose and what and, you know, like, be transparent as possible. So, I mean, there's so much to say, and then the actual pieces of the techniques, but does that I don't even know if you're asking a question. You may have just been sharing your existence, but tell me how that lands for you for now. Yeah, I think it's, it's a reminder that, you know, there's many, many ways to cut a cake. So yeah, yeah, absolutely. I'm glad you're bringing that forward.

56:55

Thanks. Thank you. Marla. Hi, um,

57:02

I, I have a question. I'm not sure. It really matters. What so my question is really about the physical or somatic level of processing, when you mentioned certain things. Um, I mean, to me, these all kind of meld together. I mean, it's almost like you can't have one without the other. But like, when you say, in the, in the physical or somatic, so artmaking, for instance, to me, I would I think of artmaking as, like, spiritual, it's a spiritual connection. So, but this gave me the idea of, so for me, my, my, my program is about people dealing with some kind of torment or bully or, and so the idea that I got actually in this class was like, well, maybe draw a picture of your torment or find a picture in a magazine or something if you're not. But is that a physical? I mean, how is that physical and the, and also the other thing about like, practicing new skills, so

if you're going into a buddy session, where you're talking to somebody, I guess I don't see how that's physical either is, Am I missing something?

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Yeah. So I mean, yeah, that you're missing.

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Okay, so a lot of things. That's okay.

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So first, absolutely. artmaking. Like I said, they're not all in vacuums, each activate different pieces. So let's take a vision board, for example, right? art making is a vision board. So your group might, you might, on a cognitive level, lead them like, what is your vision about this, that or the other thing? Right? Great to think about that cognitively. But then you might say, Okay, now let's do a vision board to take the vision deeper, right? And look through a magazine and cut out any things that like speak to you, that represent your vision, right, whatever you're working on. So now a couple things are happening. We are activating the heart level, because we're looking at pictures and the desire is being activated. We might be activating the spirit level, we're having like images come in, right like this, and that. And then this act, the literally the literal act of our bodies of taking the time to cut out the piece of paper, and then paste it. Not only does that allow us to slow down the integration of the vision, but we're feeling it in our bodies, right? And then we might want to even take it a step further than that to activate all four levels. Then maybe we have the vision boards, right? And then we want to activate maybe the cognitive again, because all of this is cyclical. And we might say what are your favorite look at your vision board now? What are your favorite parts? And why? Right? And so now we're integrating, and we're activating learning even more deeply. And then we might say, Okay, now look at your vision board, what? What is the feeling of it? How does this vision feel to you? Can you feel that feeling in your body? Where in your body? Do you feel the energy of this vision that you just created? On the board? Can you make a body in memory of that feeling? Right? So yes, we're, it's not just in a vacuum, the one but I want everyone to start thinking like, how can we layer things, so that we're continuing the cyclical process of learning, we're integrating, and we're activating some different levels. Here to the last part of your question of how is practicing body level simply by doing something in our bodies, like practicing a new skill? We're practicing our body is practicing it. So we're making a body memory like, for example, in sacred depths, when I ask, I teach the befriend your fear process. And then I ask practitioners to practice that process on each other. They're starting to make a body memory of what is this? What is it like to practice this new skill? But if that doesn't make sense,

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you know that you know what occurs to me? Because like, first of all, I want to say like, even if the you're just moving your mouth. But what occurs to me, as you say, that is it's almost like pulling it all together.

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Yeah, that's right. That's right, and feeling it in your body. So let's say you're working, this is more one on one than a group, but I think it will help you and help everybody, let's say you're working on. Actually, this is an example, as we get into some other pieces in this class, I've been thinking of it because it's in my curriculum, let's say you're working with people on a situ, like they're they, they're having a boundary issue, let's say with a friend. Maybe your group is about boundaries, or I don't know, whatever it is, and then everybody is identifying a situation. One exercise that activates the body level and some other levels is okay, let's have a mock conversation with that person you're trying to set a boundary with? I don't know, I'm just making this up right now. Right? Feeling your body? You How do you want to feel as you have that conversation? Feel that feeling in your body? Now? What do you want to say, right? So that body level is starting to open up new pathways of of owning it in your body, so that you have it for yourself?

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So that needs to be somehow intentional or guided? Because I think it's very easy to have a conversation. That's exactly okay. So

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think about your facilitation. Got it. Thank you. Thank you. I love these questions. I feel like each everybody's questions kind of helped us get into some deeper details on things.

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So let's keep on going.

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Okay. Changing gears a little bit, we're going to come back into the four levels, for sure. But for a moment, I want to talk about a piece that is important to think about integrating into your steps and your methodology. And it's a it's a cognitive level piece that I want you to think about. And that is to define your terms and concepts that you're using. So, this is for clarity, say so that everybody in the room is on the same page if you want everybody in the room to be on the same page about it or for each person to create their own definition. So, whenever you are introducing it can be when every you introduce a new staff, or even just whenever you are working with a concept. Define it clarify it. If you're talking about business growth, what is business growth mean? If you're talking about Hormonal Health, what does Hormonal Health mean? If you're talking about amazing sex What does that mean? If one of your steps in your methodology is let's say, find your communication style, let's say your your course, is about creating better relationships in your life and work. And then one of the steps is first find what your unique communication style is to find what do you mean by communication style? Why is finding your communication style important? Talk about what the impact of your communication style is on life. And we're share with people what happens when they have a mismatched when communication style when they're not acting in their communication style. Maybe give some examples of different communication styles. Take the couple of minutes to define your term.

1:06:13

That makes sense. Tracy? So in thinking about defining and clarifying, I'm thinking about like the there's three aspects. And then there are three steps within those three aspects. So from like a marketing standpoint, are you talking about that like in copy? Is it something you're just voicing it? You know, like, how are we how are we communicating that?

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The good question, it's a little bit outside of the curriculum question, because it's a marketing question. So first, they like in curriculum in the curriculum, for sure you want to define it? For marketing, I'll say this now. And then Tracy, if you have more questions, I'm happy at the end of our call, you know, we can we can look specifically at your pieces. And don't, one of the best things I ever learned about marketing, the many things is, when you're marketing, pretend like the people that are receiving your marketing are six years old. And speak simply, you know, if you're gonna use any terms that somebody might not understand, at least in short form, explain it a little bit, or else the the marketing copy isn't going to do what you want it to do.

1:07:45

So let me just reframe the question. So in thinking about the curriculum, is this more like an inner, an inner thing that you're doing for you on your path? I thought, I'm sharing my curriculum, right, which I'm just calling my framework with my client. So if I'm sharing the curriculum, am I also sharing with them in defining like, why or just talking about each aspect of it as part of the curriculum conversation? Or am I not doing that with the client?

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With the group itself or beforehand, I think I'm,

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well, I'm, well, first of all, I'm working one on one, this is a one on one program. So in creating the curriculum, and then talking about defining and clarifying the aspects of it. am I sharing the aspects and defining each part of the curriculum? Through copy? Am I just sharing it through? ISON?

1:08:54

Yes, I know, I understand your question. Sorry, I didn't get it at first, as you move through each step, if that step has a definition that needs to be defined, like communication style, or whatever, verbally define it as you move through the curriculum. And again, in some situations, the teacher is going to define it for the person or for the group, so that everybody is on the same page. Other times, it's going to be more impactful or more appropriate for each person in the room to define it for themselves. So for example, one of the modules and sacred depths is how do we support our clients to deeper self love to love themselves more deeply, I don't define self love in that class. But at the beginning of that class before I teach any techniques for more radical self love and self acceptance, I asked each person in the class to define self love for themselves, and then we have a short discussion about it. Thanks. Yeah, good question. Sorry, I

didn't understand it. Leah's saying, for her handing out a glossary as part of the pre program info would be a good idea. I love that. Yeah, for some courses, that makes a lot of sense.

1:10:46

Okay, good.

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Let's keep on going. So what I want to share next is this is not what we're going to look at next isn't exhaustive. There's lots of different entry points into content or steps of your content.

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But I want to

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explore a couple of powerful entryways or pathways into content that you can build exercise exercises into. This will hopefully make more this will make more sense as we go through. And you can mix and match each of these pathways and entry ways that I'm going to be sharing but I think it will help spark and stimulate ideas of how to approach your exercises and your content steps. So here's pathway or entry way number one, one way you can think about a step in your methodology. I call it the, the what you really want entryway, the what you really already, we could call it the what you really desire entryway, I also call it the positive underpinning entryway. So what this pathway or entryway is all about is creating an exercise for that step to help your participants have an aligned vision for that step. And it'll make sense, I'm going to give you an example. And I think it will make sense through this example. So let's continue using this example of find your communication style as a step. So again, let's say the bigger program is about creating better relationships in your life and work. And one of the steps of creating better relationships is no know what your communication style is. So in this pathway of what you really desire, you're going to help your participants find their communication style by helping them vision, what they really want, by way of communication, helping them vision, what they really want or what they desire. So you might ask some questions like, what are your top five values when it comes to communicating with others? Understand as a side note, we learned this in sacred depths. We want values to always be part of a client's vision, a vision that's based on values is going to help with guardrails for it keep it aligned right so what are your top five values when it comes with communicate comes to communicating with others? And then you might want to ask why why are did you pick these for each of these five? Again, that why question helps activate some of the emotional level, right? What's the connection to these values? Or you might want to ask them, What are the things that are most important to you when it comes to communication? What do you want most when it comes to communicating with others?

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And again, why?

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For this entry way of understanding their finding their communication style through positive underpinnings, you might ask, how do you want to feel when it comes to communicating with others, right, activating that heart level? What do you want to feel when you're communicating with other or in this entryway If you could also ask right now, where are the places that you are communicating best? How are you communicating in those relationships that you're communicating best? What are your strengths when it comes to communication and those relationships? Right, so you're helping to create awareness, they're through awareness, creating awareness of strengths and resources so that they can find

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their communication style.

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That was all mostly cognitive, there was some heart there, right, and, but you can add some of the other levels to help people find their communication style through the desire through the positive underpinnings. For example, if you have a practice of working with archetypes, and you know how to facilitate that kind of work with clients, you could you can do an exercise here, where the people in the room connect in with their inner master communicator, and have a dialogue with that master communicator about their values about how they want to communicate about what they need to know. You could lead them through a heart opening exercise where they connect with their hearts, and get clear on what's most important to them, when they communicate, how they love to communicate, what feels right for them. You could add a piece in with the somatic level and have them step in to their inner master communicator and have them walk around the room as their master communicator and feel what that feels like in their bodies and see what this one believes. And see what energy this one has. Let me pause there. So well, I'm not going to pause there. I'm going to keep on going because I think there'll be some other questions once I give some other entry points. But let me ask you what's feeling important around this what's kind of clicking around what I just described as one possible entry way and to content. Now that going deeper is going to be fun. What else what's sparking for you? Anyone else?

1:18:16

Jennifer's saying more investment on the part of my heroes to their journey. Yes. We don't just like want to hit it. Anything that we're doing, like we don't wanna just hit it once. We want to ask different questions or get at it in different ways, the more investment also we're slowing it down, which always makes the journey more potent, and then they're integrating on different levels. Okay. Here's another entry point that might be helpful for one or more of the steps in your methodology.

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I call this one

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understanding your Yes, by understanding your no understanding your yaps by understanding your note or listing, I'm confused on entry way. So what I mean by that, again is different ways of thinking of each of your methodology steps Marla of how to deepen them and kind of like make them to see her and activate more learning on it. So understanding your yes by understanding your note, so if we use the same example that we've been looking at, find your communication style. In this pathway, or entryway, you'd be helping your participants find their communication style by helping them articulate how they don't see I want to communicate. Right? So in the first way, the entryway was how do I want to? This way is how don't I want to? Right? So if you approach it this way, you might ask questions like, What do you know you don't want when it comes to communicating with others? Right? Understanding your Yes, by understanding your know, what do you? What do you know you don't? And why? Why don't you want each of those things? How do you know you don't want to feel when you communicate with others? What kinds of communication with others in the past have been misaligned for you? And why? What are the places in with which people you tend to get frustrated when it comes to communicating? What's not working for you? Right? These are all just different examples of different questions you could ask to get them to understand what their communication style is by first understanding what it is in. And then again, if you want to add the different levels of learning and processing to this, you could maybe have participants draw what it feels like when they're not communicating effectively. And then they could analyze the drawing, you could bring the cognitive back end mode is that part of that right and have them kind of look at the different pieces. And then maybe from there, once they like really get what they don't want, then you could bring in Okay, now draw what it would feel like if you were communicating effectively. And then look at the different pieces of the drawing from there. In your group, you could do partner shares on the drawing where people could explain their drawing to their partner. And why they did this piece or that piece and partners could reflect on it. You can mix it up. So again, none of the this is you can mix and match any of these but I'm sharing all of this to kind of like stir the cauldron spark different ideas for you for each of your steps. Have you not exactly entryway to their learning and transformation?

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Kimberly's asking, would you decide which entryway to use based on your group itself? Kimberly, can you come on? I want to make sure I understand that question. So I can answer you. Effectively.

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Yes, hi. I'm just thinking of I think a bit kind of the what you're talking about as a way Wall versus toward wall. So like putting them in their desire or putting them in what they want versus putting them in what they don't want. And I'm just wondering how you might decide which one to pick? Would you pick that based on? Like, maybe I'm noticing that my group is more in what they don't want versus what the in their want? Or I'm just wondering what you might base base your choice on your entry?

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It's such a great question. There's not one factor, I think so one is the group. One is timing. Because if you're gonna go into like what I don't want, you still need some time for what I do want that understanding what I don't want just kind of helps then activate more of like, oh, you still want to explore the what I do want. So some of it is going to be timing. I always even if I only have a little bit of time, I'll always ask one don't want question or try to just as a counterpoint. Um, some of it is going to be like if you've gone through the material yourself, which I highly recommend what was more powerful for you? So I think it it. There's a lot of different some intuition. I think there's just a lot of different factors.

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Okay. Yeah, I thought so. I just yeah, thank you. Yeah, you're welcome.

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With the entryways be better utilized in live format verses and of course, either way, you can use them whether it's live, or of course, any of these things. Okay, here's another kind of pathway. Let's see Leah's saying if I'm understanding you correctly, there might be three entryways into my course people who want to start up their game. People who want awareness of costume issues. Yep, those, those can be different entryways, Leah, and then I would want to see the different steps in your methodology. You if you want to share them in the Facebook group, please do and some of these. And again, these not, like I said, this isn't exhaustive with these entryways. I'm just because we could go on for years, I'm just kind of sparking different ideas for each of you. Here's another pathway, or entryway that might help you think about how to deepen a methodology staff. Understanding your belief, or limiting belief, or fear. So, for this entryway back to find your communication style, you can also help participants find their communication style, through first helping them understand what their fears, or their negative or unhelpful beliefs are, as a pathway to finding the communication style. So for example, having questions like, what did you learn from your parents or your guardians about communicating? What did parents or guardians model for you, or teachers model for you? When it comes to communicating? What did you learn from your religion or your community or your culture, about communication? And what's allowed in communication? Or what's not allowed in communication? Or what it has to be or what it can't be? Right, so those kinds of questions are helping them see the beliefs that are probably standing in their way of actually finding a communication style that's really aligned for them. You could ask a question like, What are you scared of losing? Or what would be at risk for you, if you were to truly uncover and step into your aligned communication style? I always like to ask the what's at risk question when it comes to fear, right? What would be at risk for you if you were to start communicating exactly the way that you want to.

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And then, if you have certain skills, transformation skills, you can go into deeper exercises, with that, that activate different levels and learning. So for example, for my sacred depths, folks in the room, you could do a group somatic, befriend your fear exercise with this, or you could do a somatic rewiring unhelpful belief exercise with this. You could do have people in the room create a wheel of self sabotage on the communication piece, or you could work with a

resistance archetype. Um, you know, and there are other skills too, right? So all of you in the room, you know, like what's in your toolbox then go deeper with that. So again, this kind of pathway is like, let's clear some of the fears some of the unhelpful beliefs, so that the road is open to step into that communication style that is unique or aligned for each person.

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Simona

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this can be either so this can be setting the stage, this can be for the step itself, right? Find your communication style. It might be you look at the limiting beliefs, and then from there, you help them get clear on what the communication style is, or vice versa. Maybe they name it and then you ask them What fears come up are any of the different pieces I'm talking about? I mean, it's just like mix and match and so many different ways. Alright. I'm going to share one, maybe two more. Here's a different kind of pathway or entryway that might be helpful for some of your particular steps. We can call it category creation or finding your category.

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So

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again, for this example of find your communication style, you can teach and present on four main different communication styles, right? So you can actually like say, there's this communication style and this and this and this. You can name them you know, whatever it is, and then have some deeper dive questions about them. How have you used ask the group? How have you used each How did each one go? What is your fear about using this style? Which one do you feel most called to? Et cetera? Gaya Yeah, this entryway or pathway is category creation or finding your category. You could have a worksheet where you have different adjectives for communication styles, just like 3040 50 different adjectives, and have people circle the ones that feel most aligned for them for their style. You could if you're in person, you could divide the room into four sections and name each section in the room, a different communication style and do different exercises in nature Cymatics, you'll walk through each how does this one feel in your body? Do you know and kind of move people through that way and then have other questions? Barbara, when you say does this concept have to be your own? Do you mean? Like, can you use categories that other people have written about? Just let me I want to make sure I understand sometimes in chat, I don't totally understand the question. Yeah,

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I'm thinking about, like, Gretchen Rubin has four tendencies. So can you you know, so nuts about accountability. So can you Is it okay to like insert that into? I,

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I am going to say without being a legal expert, that it's going to be different for each one? That's such a tricky question. Because some people have like licensing programs where you have to pay to use their material and you might want to do some research. Based on it. I can't say definitively, definitively. I will say like, I think it's okay to mention and name where you got it from Gretchen Rubin speaks of this, this, this and this. To go deeper into an exercise with it, I think might be specific to each piece.

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Yeah, specific to each person's right. You said whatever it

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is. Yeah. And if if you can't find out I would what I would just challenge you to say is like, whatever topic you're teaching on Barbara, I know you also have a lot of expertise. And I know that you can create your own as well. Thank you.

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Okay, one more entryway, maybe for some of your methodology steps. It's about you know, we can just call it I'm calling it like taking action exercises. And again, you can mix or match. But for find your communication style, maybe taking action exercise is like I was sharing earlier, you get into partners and you practice having a tough conversation with a particular person and see how it feels and what works and what doesn't. Or maybe you ask some strategizing questions, right? You have people pick a situation where they want to communicate more effectively, and then get more clear on how they would what kind of communication style they want to bring to that particular conversation, and why to help them find their communication style through a particular situation. They might take action on. Okay, again, this is not exhaustive. This is just kind of five different things to spark the imagination and to, you know, start thinking about getting into the details within the details of each of your methodology steps and how you can support your people to really get into them. I'd love to hear what's feeling important. What are you seeing? on what's exciting? You? What are you maybe getting excited about? And Dr. For Nika? Yeah, a case study could absolutely be for sure. So I'd love to hear a couple of shares. Avena saying No more playing it safe. I love that. Yeah, that's good. What's sparking for you? What are you seeing? What are some possibilities that you're seeing?

1:36:04

Natalie. So I at

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first, I was confused about what you were doing here, Joanna. But I got into the rhythm of it. And it's, I love it, because it's it is parking lots of ideas. I'm like, Oh, so that's how I can use the questionnaire in a in a workshop format. Like I have questionnaires and things that I've developed over time. And so some of the things like when you said about the category thing, like, oh, I have a whole list of attributes, I can use it on the live in the live workshop. You didn't say I wasn't thinking of that before. So I'm seeing how what you're sparking what you're seeing here is sparking ideas for how to integrate stuff I already have that I wouldn't have thought of

putting into the into this these modules of my programming this in a live way. So that's what's happening for me like seeing seeing what I have statically and seeing how I can bring it into a live format.

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I'm so excited. Yeah, it's like bringing it alive. I'm so happy to hear that that's happening. Yeah. And always when I describe the first pathway or entryway it's like what is she doing? Like we have to get through some good doctor for Nikkei saying I haven't been too far off. So it's making me feel more confident definitely learning a lot my vision it's expanding Chinese saying it feels good to see how I've intuitively been doing a lot of things in an aligned and powerful way and you're excited to bring it more conscious consciousness and intentionality to it good. Who else Makita saying ideas are getting sparked? on where to put various things you're doing one on one into a group program? Good. I'm so glad. Okay.

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So

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I'm gonna open up

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for q&a, just on anything that you need q&a on in a moment. But before I do, oh, gosh, I'm so sorry. I see that this is my eight year old ringing the doorbell student come in through the sideways Hold on one quick moment. I'll call her up.

1:38:44

Sorry about that wasn't my eight year old it was actually the eight year old across the street. Okay, so before we open up for q&a, a couple of pieces. So first, I want to give you some homework. And the homework is really to now start to go into your steps, even if they're not fully formed. Like I said, I've been saying all along, this is a cyclical process. So even if you don't know all of your steps yet, this will help inform some more help you rearrange. Take what we've looked at today with the four levels of learning and processing with different entry ways with slowing things down, getting into the details of things, defining concepts, you take all of it and start for one or two of your steps to really round it out. What are the exercise? What are the things that you want to share about it, not just the presentation, but what exercises? Do you want to add in what kinds of questions do you want to ask what kind of experiences do you want to create ate for that step, or maybe look at two steps this week that will really kind of make it this like full bodied step with optimal learning for your people. So that's your homework. You've got a get it done session, if you want to come to that on Wednesday at three. Of course, as always, any questions that you have asked for support post in the Facebook group, I've been very excitedly and happily looking at each of the documents that you've been sharing in the Facebook group and giving feedback and thoughts and ideas. And I'm just I love it. I love to do that and to help in any way that I can't. What are you taking for yourself? From our call today? Before we go into q&a time? What are you taking? Right? Remember integration and

takeaways are important? What are you taking for yourself? What's one of the biggest takeaways? Kelly says this is helping me see how I can slow things down and do a little less by giving more space for participants to process and integrate. Less is almost always more. When it comes to curriculum. We've said that first week, and I'm so glad you're bringing it up again, Kelly and seeing it again. Less is almost always more. Go deeper in your curriculum versus wider in your curriculum.

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Go deeper,

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get to the layers versus wider getting to so many different ideas. All right. What questions do you have on anything from today? Or anything on your curriculum? This is just time for just like ask, asked me anything you need?

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Dr. Feeny Kay. I jumped ahead and raise my

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that's awesome. I'm glad you starting. You're starting us off.

1:43:00

Then I was like, Should I lower it. And then now I was like, Oh, my God. I'm so I'm a Virgo as well. So I am sitting here, like, each. So there's seven modules. The first module has like intro information, just background on the program and things of that sort. But once I get into the modules, breaking down each module to have four to five lessons. And my thinking is in each lesson, I'm including an activity that focuses on each level. I don't know if that's too much. But yeah, that's my thinking. And then we are live sessions doing the same thing. And so that could look like me starting the live session with like a short prayer for them to tap into that higher being than us doing some breath work to get us centered. And then I'm posing that question, and then we are closing with some type of ritual.

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So long as it doesn't drive you nuts to try to hit all four with four separate things each time.

1:44:12

It's awesome. Okay,

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it might drive you nuts. I don't think so. Because I learned so if it's No, I can tell you how you're thinking about it, you might just flow through it. And that's great. But, but I would be remiss if I didn't say you don't have to hit all four all the time. That's just really important to save for you and for everyone. And also remember, certain exercises or activities can activate more than one

level at a time. So it doesn't. We love to put things in boxes where it goes but it doesn't always have to be in the box right there can be crossover there for sure.

1:44:55

Okay, thank you because I was like, each one has to be found Thank you.

1:45:01

I'm so glad for yourself and for everyone that you're asking that question. It doesn't doesn't have to be that. I want for everyone to be thinking about it as you're like, I want I want you to know about this as you're putting your curriculum together, but don't get like so exacting of Did I check that? And I check that and was it all for and exactly this way? You know, let let it be organic to? Marla?

1:45:38

Hi, again, so I, my question is actually, sort of, like Maria's about. So again, I'm working with with difficult people a difficult difficult situation. And I really want to have a shorter program. But I'm thinking about beginning point endpoints like what's, what the what they get out of, I guess that's the best way print, the beginning point is clear. I'm in a situation with a bully or, you know, horrible controlling person. The five ultimate endpoint is to a, have that person not not be triggered by that person, either they'll leave or you're, they're really not going to bother you so much and be used that situation to heal whatever previous because that's really how to get rid of the trigger. Right. So, but that's not going to happen in eight weeks, you know, six 812 weeks. So there, I need to have some kind. I mean, I believe I need right, because I don't I don't, I don't think people are going to sign up for it. And I wouldn't know what length to make it anyway, is it? Is it a year? Like how long would it take? But I need some shorter period? Because I want to have some kind of intro. And then there could be a follow on but I don't know where to draw that line?

1:47:03

Yeah, it's such a great question. I love that you're thinking about this. And I agree, I think having an intro. Where are you? I think this, what I'm about to say is not the truth with a capital T, this is just from me listening where I think you're going with it. So tell me if I'm getting this right. I think that, let's say in an eight week period, or a 10 week period, you can probably get your hero to the place of understanding the beliefs situation differently, feeling more empowered. That situation, whether the person leaves or doesn't leave, or there's new boundaries, or whatever, but feeling more empowered in the situation, being much more clear on what their actions are, and what their limits are, and what their boundaries are. And maybe being willing to uphold those boundaries and limits. And then the piece about and then like using that as a way to like heal the other things, what I'd say is, maybe you tell me what's reasonable is that the end point is to make some headway there. But we're not like going to completely heal that in 10 weeks. But we can say that you'll understand your limits, you'll understand your boundaries, you're going to have much more empowering ways of understanding the situation and what you might do in the situation and how to respond versus react. Right?

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Does that see if that's a good enough employee? Because it's, it's not too vague, or, I guess I can work massage at some, but

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I mean, I feel like what I just said was pretty specific point. But write them out and see how it feels. And you can always share it in the Facebook group, you know, if it wants to evolve a little bit, and we'll take a look. But, um, yeah, I think that that, you know, because I'm assuming for your people, they're in a situation where it's just like, there's so uncomfortable, and they're so disempowered, and they're so frustrated and they don't know what to do. You can't promise them that they're going to be out of the situation, right? Because who knows what the situation is and the complexities and the threads, but you can promise for them to see it differently for them to learn some strategies and tactics to respond to it differently to understand their limits and their boundaries and it differently. Right, thank

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you. So that's really, really helpful. Thank you.

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Okay, good. Who else What other questions do you have and nothing is off limits? Or where are you feeling star? What are you scared of? Want to brainstorm Kelly.

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So this question is somewhat related to what Marlowe is saying, but what what I have been thinking about is I have tended to go really wide. And I love going deep. And sometimes I just do that by adding more in or more space or just giving extra but it's it's not the most efficient way to go deep. And I would love to kind of build in a deeper and layering into the work. And what I've been thinking about is in starting or doing sort of an intro eight to 10 week program. Well, so So coming back, if I let's just say I'm I'm getting people set up with their self care rituals, and helping leaders and changemakers be really primed to be able to go back into their work with a level of like commitment and purpose and passion and all the things. I want to give them enough that they feel like they're going back in with that and enough knowledge and enough understanding. But obviously, there's going to be more to do in a 10 week period. So is it that way, I keep seeing it as almost like a spiral, like, we go and we touch on a number of different things, we go deep into like some pieces of them. But then if you want to go deeper, we kind of revisit this I started mapping or I mapped out well made to tell me program is it I think still is probably a little too full. But then because I'm not satisfied seeing only that I mapped out like the next year long. And all the pieces that I want to put in there. And I was thinking it would be helpful to go back around like the spiral for the of the first part, I don't know if it make any sense. But to go back and sort of repeat it go deeper as we go around again. And then we get to integrate the next layers of work and go like another layer of deep. Does that make sense?

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Are you talking about the shorter program or the longer program?

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Well, I'm this is like kind of meat because I had to put the other stuff in to be able to understand my shorter program. Because I want to see like, what is it that I'm doing that I can like get them to the next thing for but also, I want to make sure that what I'm doing in that initial, the shorter program is giving them enough that they're going to want to go deeper, and it's going to feel satisfying enough. So I'm just trying to balance those out. And I don't even know if there's a concrete answer for that. But these it's kind of what's been happening in my brains the first time I'm speaking it. So I don't know how much that makes sense. But

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I think I understand we can we can get to the concrete pieces in a moment. But before we do I'm really what I'm wondering, is what is, uh, what's the faulty belief that you're bringing?

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No, you're gonna give me one of these questions. What was the

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unhelpful belief here?

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That is just not enough to do the basics. That's what I am hearing, right?

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It's just not enough to do the

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basics. Well, there's that and then and then the second piece is, what in the heck have you been doing all this other stuff for if you're only going to give them a little like, morsel instead of a whole meal, like that's what keeps kind of happening in my brain.

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We're gonna get to the belief in a second. But Saul versus Emile, you know, this, Kelly, because you've been through sacred deaths. What I'm giving in curriculum lab is so much and it is a mirror morsel of what I give in sacred Sprite or any and that's what a shorter program is. It is powerful and beautiful, with a lot and it is a morsel. That's all it can be. Yeah. So back to this. It's not enough. It's not enough to just give the basics and is it okay, it might not be so tell me if I just infer into it. I'm not enough. It's just, it's enough.

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Are you saying that my belief is I'm not enough? Yeah,

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maybe not. Exactly. I'm not enough. But it feels like it's not that it's not enough to give just the basics. It feels like that's narrow. It feels like there's more not enoughness coming into the picture. I guess I'm wondering about that.

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Yeah, I definitely think there's there's a piece of that or actually I feel like I can bring enough but it's more about the giving enough. Like if I'm showing up I have I can only give a little bit. I have to give like so much. I won't say everything because I pulled back from everything. I'm like, yeah, yeah. Yeah, and it's mixed in a little bit of like, not feeling like I can do enough, a little bit of rescuer energy, like you need all this, for it to be like for you to be okay and us to be okay, and to save the world. And a little bit of so much excitement about, oh, my gosh, I can give you these things. And there's so much that can change your world. Like it's both of those things. Yes,

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yeah. And so I really I want to honor it. And I know that energy, I know both of those things. I have so much to give, and I want to give so much. And then sometimes that which is beautiful. And we want to write like we want to give so much. Yes. And then where is it crossing over into this program needs to rescue you. And if it, I need to make sure I need to make sure I am the rescuer here. So how do you know for yourself when you've veered from this beautiful place of like I want to give so much

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into

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I need to give so much or L

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you're asking me? I feel like this is part. This is like the longer deferred program join us. How do I know I there's the feeling that moves from like excitement to agitation in my body when I'm designing it. I was like mapping everything out on the mind map. And the feeling of well that I can plug this in and plug that in plug this in. And like nine you should do that. And then when I go to research more, and I've got to do more, like more things that I already know. And that place of like, it'll never be done because yes,

1:56:59

yes. Okay, good. Yeah. Can we go a little bit further here? And I just want to name a no, we're almost at five and, and Maria. And Jennifer, if you want to hang on, I'm happy to get your questions to. So we know what this agitation is. And I heard but the other thing is like a feeling of excitement. Right? Is it okay to close your eyes for a moment? Does that feel okay? What does that excitement feel like this excitement of like, there's a lot that I want to give, I don't want to over give or rescue. But for this intro program, I wanted to be really good. And I want to how does that feel in your body that excitement.

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It's like my heart is bursting with light. I'm like beaming like, I'm beaming inside, and I'm smiling and

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not in your face. I see it on your face. And you're doing really well. Stick with that being into that feeling that bursting with excitement. And from this place, ask that beaming feeling.

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What is the right amount

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for this intro program? And just see we don't we're not right, just see what it wants to say. And that excited place? What is the aligned amount

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for this intro program? She's saying like 60% of that.

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Ah, yeah, I just got chills when you said that. That's right, good. Keep on with it. Keep on connecting into that one to that excitement, that part of you that knows how to give but is it rescuing and see if there's anything at all. So that that part of you wants you to know about the intro program and what you're including and how you're going about it

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she's like, there's a lot I want you to know. And a piece of it is remembering that they don't have access to this. And so we want to get we don't want to, like make them feel like they've been changed. Like we want to give them something that feels like right size. And so it's like a healthy meal. I've been using a lot of meal metaphor. And there's also the place of trusting that you know, what needs to be in there. Like as opposed to just stuffing all of it in wondering if they're all the right like because you're offering a so much that there has to be the right stuff in there. But actually like leaning into the place of trust you to be able to find anything's

2:00:02

Where do you know that place of trust inside of you? Kelly, where can you feel that in your body?

2:00:07

That one looks like, like a really solid rod of light between my heart and my belly. Beautiful. What does that feel like that proud of? Like? It's much calmer than the excited one.

2:00:28

Yes, yeah. So that's even from that place, right? Make a body memory of that trust. Let the excited one be there too. Right, Nick a body memory of the trust with the excited one. And when you're ready, you can open your eyes.

2:00:56

You're welcome.

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So what are you taking from this?

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To direct way, action and creation from that body memory place? Yeah. Yes,

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I think that's what is going to guide you to the aligned places where you're not giving them like things to binge on that don't get to extend the metaphor in a gross way that they're just gonna poop out without process. Right. But those right bites that their systems can actually take and use for energy, and inspiration and forward movement, the right way. So please remember that number one, remember the 60% piece to Yes. And my invitation to you as as you continue to work on your curriculum. Just take a minute to connect back into the energy of the rod with excitement there, and then move forward from that place. Let

2:02:01

that guide you. Thank you so much.

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You're welcome.

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Thank you, Jennifer. Okay, so

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as I've been putting together my curriculum, and I love all the ideas that are popping for exercises, but I find myself kind of moving the spiral a little bit back to who my hero actually is. And you gave a really amazing example, I think it was in the one of the preview calls for this class about somebody who shifted from, I teach self care to I teach self care for women who you know, with children with special needs. So my question is, are we going to go more in depth? And I'm a little bit this isn't my own marketing class, I know that. But is, is that something we're going to go deeper with, in later sessions? Or is that something just to kind of keep massaging as I as I know who my hero is?

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Meaning when you say go deeper, like into the getting more clear on the detail, getting

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very specific, because I have a lot, I mean, I know I have a pretty good idea of who my hero is, internally, but I don't necessarily give a very specific external description. So somebody who is just who is is tired of going after what they want, and working really hard and just tired of working hard and understanding spiritual law, and it's not working. Right. So those are the descriptors I have, but I'm wondering if I can get more specific with it.

2:03:38

So first, I just want to like acknowledge that those are great descriptors. I'm gonna give you some questions that can help you get a little more specific, but I think you've caught a lot there. You're not vague, those are clear. And then here are some things that might help. What are a couple maybe named three, four or five beliefs that this person has because of their experiences? What are some of the fears that this person has because of their experiences? What are the resources and the strengths that this person has even despite their experience of love that one? Yeah. So I would add those in and then to the tail end, I'd add those questions. And then as well, what are they going to believe when they're done? What new research sources or how will they better be able to use their previously existing resources? And then I think you're going to be there. Beautiful. Okay. Okay. Thank you. You're welcome. All right, everyone, sending you lots of love and creative wishes and remember I am here if there's anything you need just let me know Have a good rest of your day