



SEE SPD-110

Self-

Awareness

Syllabus

SPD-110 Self-Awareness

Course Overview

Course Instructor

Name

Office Hours

Telephone

E-Mail

Response Time Policy

Course Description

Self-awareness is necessary for optimal balance and functioning in life. To be self-aware is to realize the dimensions of self and the states of those dimensions. Human beings are more than physical body; they also have spiritual and soul (psyche) dimensions which are equally if not more important than the body. Students will explore the dimensions of self by studying various systems and techniques for self-awareness. They will become more conscious of: their attitudes, beliefs and ways of being; symptoms of stress and imbalance; healthy responses to stress and imbalance; and how to integrate spiritual principles to maintain balance and honor all facets of their being.

Course Learning Objectives

Upon completion of this course, learners will be able to:

- Identify and articulate current belief systems regarding key areas of life such as but not limited to health, finances, and relationship.
- Express personal values and integrity.
- Articulate and engage in areas of emotional literacy
- Increase effective communication skills to enhance relationships.
- Evaluate and personal stressors and formulate mediation strategies.
- Recognize obstacles to self-esteem and self-love and develop strategies for increasing consciousness in these areas.
- Develop awareness of cultural background and conditioning and how it impacts our worldview.

Required Text/Readings

- Butterworth, Eric. 1982. *In the Flow of Life*. Unity Village Publisher, Unity Books.
- Hendricks, Gay. 2000. *Conscious Living: Finding Joy in the Real World*. San Francisco: Harper San Francisco.

Recommended Text/Readings

- Hay, Louise 1984. *You Can Heal Your Life*. Santa Monica: Hay House.

Class Sessions Dates and Times

- *Insert class session days and times here, if desired.*

Academic Performance: Progress Evaluation

- **S: Satisfactory** = 75 - 100%
- **NC: No Credit** = 0 - 74%

Other possibilities:

- **AU: Audit** – student is not seeking credentialing (no assignments required).
- **I: Incomplete** – waiting for completion of one or more assignments. Given by approval of the Instructor due to urgent and unusual circumstance in the life of the participant

Graded Assignments

It is important to complete your assignments on or before the due dates.

NOTE: If you experience an emergency and are unable to complete your assignments on time, Contact your instructor.

Assignments:	Possible Points
Journals (8 @ 10 pts)	80
Written Assignments (5 @ 10 pts)	50
Discussion Forums (2 @ 10 pts)	20
Collaborate Sessions (8 @ 25 pts)	200
Total Points	350

Modules Outline

Module 1: “Setting the Context”

“It is the Lord God within us that we are to be devoted to – to love, unify ourselves with, be obedient to. Our own spiritual self must have our attention and love and care and consideration. If we are neglecting our own spiritual development, our own health, we are not keeping this first and greatest commandment.” – Myrtle Fillmore

Module Theme:

This week’s activities are intended to assist you in reflecting on yourself in order to promote a greater understanding of your thoughts, feelings and behaviors, as well as to invite an experience of self-awareness.

There is a difference between knowing something and experiencing something. In this module, we will look at what self-awareness is and how we can begin to increase our awareness of our self through experience. You are asked to come to this class from the consciousness of a beginner’s mind – open and receptive to surprises in what you learn about yourself.

Module Learning Objectives

By the end of this module learners will be able to:

- Articulate a personal definition of self-awareness
- Recognize 3 areas of self-appreciation
- Identify three unique spiritual gifts

Module 1: Learning Assignments	Due Dates
Reading(s) <ul style="list-style-type: none">• Pages 1 – 27 <i>In the Flow of Life</i> (Eric Butterworth)• Pages 1 – 45 <i>Conscious Living: Finding Joy in the World</i> (Gay Hendricks)	<i>Instructor – insert due date</i>
Handout(s) <ul style="list-style-type: none">• Handout 1: Self-Awareness Scale• Handout 2: Ten Questions	<i>Instructor – insert due date</i>
DIRECTIONS: Step 1: Complete the Self-Awareness Scale [Handout 1]. Step 2: Answer the Reflection Questions below. Step 3: Be prepared to discuss during the Module 2 Collaborate session.	

Module 1: Learning Assignments	Due Dates
<p>REFLECTION QUESTIONS:</p> <ol style="list-style-type: none"> 1. What is the starting point for spiritual realization? 2. What is Eric Butterworth’s definition of God? 3. Eric Butterworth identifies two prevailing attitudes of life. What are those two attitudes? 4. What does Eric Butterworth mean when he states life if lived from within - out? 5. What is Truth according to Eric Butterworth? 6. What is the only way to attract the love you want according to Gay Hendricks? 7. Gay Hendricks states that questions generate powerful energy from which we can live our life. What are three powerful questions you would like as a foundation for your current life? 8. Gay Hendricks states that we are doing one thing wrong that is the root of all our problems. What is that one thing and how do we do it? 9. What are some characteristics of conscious living? 10. What is the central choice of conscious living? 	<p><i>Instructor – insert due date</i></p>

Module 1: Graded Assignments	Due Dates
<p>Class Session</p> <ul style="list-style-type: none"> • Attend and participate 	<p><i>Instructor – insert date, time & place</i></p>
<p>Journal Assignment #1</p> <p>What are three key concepts from these two readings that caught your attention?</p> <ul style="list-style-type: none"> • How might you apply these concepts as you move forward with your life? 	<p><i>Instructor – insert due date</i></p>

Module 2: “Self-Discovery”

“It is your mission to express all that you can imagine God to be. Let this be your standard of achievement; never lower it, nor allow yourself to be belittled by the cry of sacrilege. You can attain to everything you can imagine. If you can imagine that it is possible to God, it is also possible to you.”

– Charles Fillmore (Talks on Truth)

Module Learning Objectives

By the end of this module learners will be able to:

- Articulate three areas of appreciation for yourself
- Reflect upon your openness to discovery
- Discern some of your beliefs about specific areas of your life

Module 2: Learning Assignments	Due Dates
<p>Reading(s)</p> <ul style="list-style-type: none"> • Pages 29 – 46 <i>In the Flow of Life</i> (Eric Butterworth) • Pages 46 – 55 <i>Conscious Living: Finding Joy in the Real World</i> (Gay Hendricks) 	<i>Instructor – insert due date</i>
<p>Handout(s)</p> <ul style="list-style-type: none"> • Handout 3: The Openness-to-Discovery Scale • Handout 4: Getting to Know Me 	<i>Instructor – insert due date</i>
<p>Affirmation Practice</p> <ul style="list-style-type: none"> • Write an affirmation that expresses your wholeness. • Spend 10 minutes per day focusing on that affirmation. • Notice what begins to change in your life. 	<i>Instructor – insert due date</i>
<p>Self-Awareness Discovery Activity</p> <ul style="list-style-type: none"> • Review the “Openness-to-Discovery Scale” (Handout 3: The Openness-to-Discover Scale) • Choose your three favorites from below the line. • Choose your three favorites from above the line. • Be prepared to discuss your choices in the October 23rd Collaborate session. 	<i>Instructor – insert due date</i>

Module 2: Graded Assignments	Due Dates
<p>Class Session</p> <ul style="list-style-type: none"> Attend and participate class session 	<p><i>Instructor – insert date, time & place</i></p>
<p>Journal Assignment</p> <ul style="list-style-type: none"> Journal your answers to the following questions: <ul style="list-style-type: none"> What are some concepts from these two readings that caught your attention? How might you apply these concepts as you move forward in your life? How are you expressing more of your Divine identity now than you were a week ago? 	<p><i>Instructor – insert due date</i></p>
<p>Written Assignment</p> <ul style="list-style-type: none"> Take some time to reflect on your belief systems. Notice if they have changed over time. Answer the prompts (Handout 4: Getting to Know Me) 	<p><i>Instructor – insert due date</i></p>
<p>Discussion Forum</p> <p>This week is about exploring our beliefs, focusing on our wholeness, and grounding ourselves in Spirit (or whatever your favorite name for God is currently). This week we are beginning to explore what it takes to know that we are consistently in the flow of Life whether we recognize it or not. Yet, when we turn our awareness to this flow, to consciously recognizing who and what we are (created in the image and likeness of God) and we begin to live in this state of consciousness our lives change, expand, and we increase in joy.</p> <p>Self-awareness is our ability to turn our attention inward to explore our inner worlds. When we are able to do this from a consciousness of curiosity we can learn vast amounts about ourselves. Most of us have learned to look at ourselves from a perspective of blame and/or criticism. If this is our automatic perspective, the process will not be much fun. However, when we can look at ourselves from a consciousness of curiosity we can have fun with the exploration. Choose for a moment to look at yourself in the way a new friend would see you. Drop the patterned and familiar filters and see yourself anew. Let’s try this on for a moment. Identify three things you appreciate about yourself:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Now, get curious. When did these appreciations show up in your life? Who,</p>	

Module 2: Graded Assignments	Due Dates
if anyone, did you learn these things from? How often do you focus on self-appreciation? Give yourself permission daily to appreciate yourself in your meditations or in some other aspect of your life. Share your reflections in this week's forum.	

Module 3: “Embracing Our Truth?”

“When we use the word Truth, we mean that which is true of God, and true of God’s children. This spiritual Truth is that you are God’s own beloved child and that God is ever giving you His own wisdom, love, power, life and substance.” – Myrtle Fillmore (How to Let God Help You)

Module Theme

This week we will be looking at constructs that get in the way of our own awareness that we are in the flow of life. These include but are not limited to our beliefs in our deservability, shame, thinking we are less than someone else or that we are not good enough. Most adults feel that they are somehow fundamentally flawed. This cannot be Truth since we are created in the image and likeness of God. What is True is that we have within us all the capacities of God. The question is “How much of our Divinity are we expressing every day? It is important to remember that we are spiritual beings having a human experience here on planet earth and must learn how to allow our divinity to shine forth from our hearts. Most of our longings are truly a yearning to realize our oneness with God that we have forgotten and are in the process of remembering. When we learn to experience our human self and our human feelings as simply energy that we do not need to be attached to, rather to simply feel all the way through, our lives become easier.

Module Learning Objectives

By the end of this module learners will be able to:

- Identify factors that lead to conscious living
- Reflect on releasing shame and guilt
- Embracing our deservability and wholeness in life

Module 3: Learning Assignments	Due Dates
Reading(s) <ul style="list-style-type: none"> • Pages 47 – 62 <i>In the Flow of Life</i> (Eric Butterworth) • Pages 56 - 85 <i>Conscious Living: Finding Joy in the Real World</i> (Gay Hendricks) 	<i>Instructor – insert due date</i>

Module 3: Learning Assignments	Due Dates
<p>Video(s)</p> <ul style="list-style-type: none"> • Watch the following YouTube video at least one time this week as a form of guided meditation: <ul style="list-style-type: none"> ○ 30-Minute Healing Toxic Shame Meditation: Healing the Mind of the Wounded Adult Child – Lisa Romano: https://youtu.be/WGZEGXm4D5E • Notice what came up for you during the meditation. Reflect on it in your journal or with a trusted friend. 	
<p>Handout(s)</p> <ul style="list-style-type: none"> • Handout 5: Deservability Treatment • Handout 6: Befriending your Feelings • Handout 7: 5 Required Lessons of Conscious Living 	
<p>Affirmation Practice</p> <ul style="list-style-type: none"> • Utilize Louise Hay’s Deservability Treatment (Handout 5) one time per day. 	
<p>Self-Awareness Discovery Exercise</p> <ul style="list-style-type: none"> • Review “Befriending Your Feelings” (Handout 6) • This activity can be done alone or with a friend. • Complete activity <p>Be prepared to discuss your choices in our next session.</p>	<p>Before the next session.</p>

Module 3: Graded Assignments	Due Dates
<p>Class Session</p> <ul style="list-style-type: none"> • Attend and participate 	<p><i>Instructor – insert due date, time and place</i></p>
<p>Reflection Activity & Written Assignment</p> <ul style="list-style-type: none"> • Gay Hendricks identifies 5 required lessons of conscious living. • Review each of these and reflect on how they show up in your life. • Identify what is easy for you and which ones are more difficult (Reference: Handout 7). 	<p><i>Instructor – insert due date</i></p>
<p>Weekly Journal</p> <ul style="list-style-type: none"> • Journal about changes you see in yourself over the past three weeks. • Read the Deservability Treatment aloud at least one time per day 	

Module 3: Graded Assignments	Due Dates
<p>(Reference: Handout 5). Share your experience in your journal.</p> <ul style="list-style-type: none"> • Watch the “Healing the Mind of the Wounded Adult Child” YouTube video. Reflect on it in your journal and with a trusted friend. NOTE: There is no need to post in your journal, simply share with instructor that you have completed the reflection. 	<p><i>Instructor – insert due date</i></p>
<p>Preparation Steps for Next Week’s Class Session:</p> <ul style="list-style-type: none"> • Be ready to discuss the handouts and your journal entries with your classmates. • Take the following steps to invite conscious living: <ul style="list-style-type: none"> ○ Ask yourself, ‘What in me is causing me to encounter resistance?’ ○ Ask yourself, ‘What is the purpose of my life?’ (See questions on page 74 <i>Conscious Living: Finding Joy in the Real World</i>) ○ Review the section in “Conscious Living” (pgs. 78 and 79). Make a list of things you are attempting to control that are in the category of “things I cannot control”. For each one, bring your energy back into the realm of what you can control about each item. Identify one action step to move forward with what you can control and decide when you are going to complete that step. ○ Spend time this week noticing if you are focused on resistance or acceptance of what is in front of you. This will give you a baseline of how you live your life. Next, continue to notice when you are in resistance then ask yourself “Am I willing to accept this? If yes, make the shift into pure acceptance and see what occurs. 	<p><i>Instructor – insert due date of next class session</i></p>

Module 4: “Lighting Our Path from Within”

“The mind of the spirit will guide you in perfect ways, even in the minute detail of your life, if you will let it do so.” – Charles Fillmore (Prosperity)

Module Theme

This week we are taking a look at our inner guidance, as well as what choices we are making around facing what we are feeling and experiencing.

Module Learning Objectives

By the end of this module learners will be able to:

- Identify where we place our attention.
- Recognize our choice to live in the present moment.
- Discovering our essence and learning how to shift.

Module 4: Learning Assignments	Due Dates
Reading(s) <ul style="list-style-type: none"> • Pages 63 – 80 <i>In the Flow of Life</i> (Eric Butterworth) • Pages 86 - 118 <i>Conscious Living: Finding Joy in the Real World</i> (Gay Hendricks) 	<i>Instructor – insert due date</i>
Handout(s) <ul style="list-style-type: none"> • Handout 8: The Essential Interview 	
Affirmation Practice <ul style="list-style-type: none"> • Speak the following affirmation aloud 10 times or more each day: <i>“I am in the flow of Light.”</i> 	

Module 4: Graded Assignments	Due Dates
Class Session <ul style="list-style-type: none"> • Attend and participate • We will be doing the F*A*C*T* exercise identified on pages 88 – 94 in <i>Conscious Living: Finding Joy in the Real World</i>. Please review these pages and identify an item, issue or potentiality to play with during our time together. 	<i>Instructor – insert due date, time and place</i>
Weekly Journal <ul style="list-style-type: none"> • “Be still and know...I am in the flow” (pg. 68, <i>In the Flow of Life</i>). 	<i>Instructor – insert due date</i>

Module 4: Graded Assignments	Due Dates
<ul style="list-style-type: none"> • Choose a specific time each day this week and spend time in the flow of life. This may be in meditation, in some form of movement, in creative expression. Let the choice choose you and be open to what shows up for you. • Allow yourself to be in the flow of Infinite Mind. • Write your experiences in your journal. 	
<p>Written Assignment</p> <ul style="list-style-type: none"> • Essential Interview: Find a friend you trust and ask him/her to interview your Essence using the questions found within Handout 8: The Essential Interview. 	<p><i>Instructor – insert due date</i></p>

Module 5: “Oneness in Divine Love”

“Remember this: whatever you have done, whatever you contemplate, you are learning lessons, growing, and going forward to a day of light, joy, and freedom. The solution of your every problem lies with you and the Father ... the Mind of God, active in your consciousness, is your present help.”
 – Myrtle Fillmore

Module Theme

This week we are exploring who we are at our very core. In Unity, we believe we are born into original virtue. We are created in the image and likeness of God; therefore, within us is all the capacities of God should we choose to express those abilities. Who we are at our very core is divine. We are spiritual beings having a human experience and in our humanness sometimes we fail to see our beauty, our courage, and our wholeness. When this occurs, we often experience difficulty in loving ourselves. Yet, since God is Love, we are also Love; thus, learning to remember the Love that we are is a necessary part of self-awareness.

Module Learning Objectives

By the end of this module learners will be able to:

- Identify when you are in or out of the flow of life.
- Notice when you are moving into blame or criticism of yourself or others.
- Explore factors in self-esteem.

Module 5: Learning Assignments	Due Dates
Reading(s) <ul style="list-style-type: none"> • Pages 81 – 98 <i>In the Flow of Life</i> (Eric Butterworth) • Pages 119 - 145 <i>Conscious Living: Finding Joy in the Real World</i> (Gay Hendricks) 	<i>Instructor – insert due date</i>
Handout(s) <ul style="list-style-type: none"> • Handout 9: Inner Well Scale 	
Affirmation Practice <i>“I am the flow of the infinite creative process everywhere I go. I am the place where Love shows up.”</i>	

Module 5: Graded Assignments	Due Dates
Class Session <ul style="list-style-type: none"> • Attend and participate 	<i>Instructor – insert date, time & place</i>

Module 5: Graded Assignments	Due Dates
<p>Weekly Journal</p> <ul style="list-style-type: none"> • Eric Butterworth teaches that incidents are external; however, our reaction to the incident is internal. Our reactions are our responsibility. It appears to be human nature to blame, to get revenge, to desire to hurt another if we have felt hurt, or to punish someone we feel has been out of line. These desires show us the state of our own consciousness. • As you move through this week, notice what consciousness is “out forming” around you. Make a list. For the experiences you would like to be different, create an affirmation, meditate on what inside you is resistant to the now moment, identify what feelings are unexpressed or do F*A*C*T. Ask yourself “What can I learn from this?” See if you can do this exercise from a consciousness of Love for yourself. • Practice appreciation for each time you notice you are out of the flow this week. Thank the event, person, or experience for reflecting to you where you are in consciousness in that moment. If it is a person, get willing to be bold and thank them out loud. Journal about your experiences. 	<p><i>Instructor – insert due date</i></p>
<p>Written Assignment</p> <ul style="list-style-type: none"> • Complete the Inner Well-Being Scale (Handout 9: Inner Well Scale) • Name 3 things you learned about yourself. 	<p><i>Instructor – insert due date</i></p>
<p>Preparation for our next Class Session Bring your discoveries from the Inner Well Being Scale and other activities we have explored this week to share with your classmates at our next class session.</p>	<p><i>Instructor – insert due date of next class session</i></p>

Module 6: “Giving & Receiving”

“Give in love – give when you cannot see any possibility of return. Give your real substance, the substance of the heart, with every possible token, whether it be money or what not. That is, through the power of your Word bless and spiritually multiply everything that you give.”

– Charles Fillmore in Giving and Receiving (Unity Tract)

Module Theme or Focus

We often think of the concepts of giving and receiving to be about money. It is. Yet, giving and receiving are about so much more. The law of circulation states that what we sow, we reap. Another way to state this is: what we put into the world returns to us. Think for a few moments about what has been showing up in your life in terms of people and events. Are you able to reflect on the events and see where you may have given out some of what has returned to you? I like to look at what comes to me in terms of how many times something has returned. For example, if I am driving and someone honks at me in anger I can look back in my memory and see if I have been angry at someone or impatient in some way. What a great reminder to be more mindful of my attitudes towards others but I may not reflect in a deeper manner. However, if I encounter someone acting in an angry manner three times in my presence or toward me, I choose to look within and see if I have any unexpressed or unresolved anger in me. It is possible that I am magnetizing that energy in my life due to something I have not given expression to that has returned to me. Another way people will block giving can be through the use of deflection or even an outright statement of no. Has someone offered to buy you coffee or dinner and you said “no” because you have difficulty receiving? When we do this, we block our flow. Do you ever deflect compliments? Someone tells you they like your garment and you say: “This old thing?” Yet another way to stop the flow of giving and receiving is to be unable to ask for help. This shows up in many ways such as stopping to ask for directions, insisting on completing a project by yourself when others have offered their assistance, or believing it is a sign of weakness to ask for help. Take a deep breath for a moment and reflect on giving and receiving. Which one is easier for you?

Often our difficulty in giving and receiving is impacted by our self-esteem and the four basic factors that impact our self-esteem. When we begin to discover and explore how these factors impact our lives, we can step beyond the fear and live from a greater flow of creativity.

Module Learning Objectives

By the end of this module learners will be able to:

- Identify our patterns of giving and receiving.
- Recognizing our motivations for giving.
- Discovering the limiting fears that impact self-esteem.

Module 6: Learning Assignments	Due Dates
Reading(s) <ul style="list-style-type: none"> Pages 99 – 115 <i>In the Flow of Life</i> (Eric Butterworth) Pages 146 - 175 <i>Conscious Living: Finding Joy in the Real World</i> (Gay Hendricks) 	<i>Instructor – insert due date</i>
Affirmation Practice: <ul style="list-style-type: none"> “I give and I receive with ease.” 	
Reflection Prompts Exercise Complete the Reflection Prompts Exercise (Handout 11)	<i>Instructor – insert due date</i>
Reflection Exercise Complete the Reflection Question Exercise (Handout 12)	<i>Instructor – insert due date</i>
Handout(s) <ul style="list-style-type: none"> Handout 10: Befriending Fear Handout 11: Reflection Prompts Exercise Handout 12: Reflection Question Exercise 	
Preparation for our next Class Session Come prepared to discuss the reflection prompts and questions as well as the handouts and readings at our next class session.	<i>Instructor – insert date, time & place</i>

Module 6: Graded Assignments	Due Dates
Class Session <ul style="list-style-type: none"> Attend and participate 	<i>Instructor – insert date, time & place</i>
Written Assignment Reflect on and answer these questions: <ul style="list-style-type: none"> What are you most afraid of? And what is under that fear? And what is under THAT fear? How do you know you're afraid? What else besides fear might be going on? How are you keeping the fear going? How can you turn the volume up and down on the energy of fear? What pace (i.e. fast, slow, erratic, etc.) creates fear in you? What pace bring you into head/heart Harmony? 	<i>Instructor – insert due date</i>

Module 6: Graded Assignments	Due Dates
<p>Weekly Journal</p> <p>Notice your inner-centered giving and your outer-centered giving this week and journal about it. Remember that giving is a broad category that goes far beyond money. Are you giving from a place of wholeness with yourself or from a feeling of lack? Why or why not?</p>	

Module 7: “Living Love”

“Love is a divine attribute; it is an idea in the one Mind. God is love and love is God, or a quality in Being. The difference between divine love and human love is that divine love is broad and unlimited, a universal and harmonizing power.”

- Charles Fillmore in Metaphysical Bible Dictionary.

Module Theme

The master teacher Jesus taught and lived Love. He invited us to Love God first, Love our neighbors as ourselves, and Love our enemies. This is a tall order for some of us. It may seem easy to Love until we get triggered emotionally and what emerges within us feels unlike love. It feels more like anger, sadness, or fear. However, when we get committed to living Love our lives change. Will we still experience anger, sadness, and fear? Yes. However, when we are committed to living Love we will quickly ask our self a pivotal question: “*What would Love do?*” When we are committed to living Love, we answer the question and live from the consciousness of Love. It is important here to remind ourselves to include our self in the decision to live in Love. We teach others how to treat us and if we are not Loving ourselves we cannot expect others to act in Loving ways toward us for we are not modeling what we are desiring. When we learn to Love our self, we will not allow others to treat us with less than Loving actions. We may need to release individuals from our lives that are less than Loving toward us; or find a way to Love them from a distance; however, when we do this, we will find our commitment to Love brings greater Love into our lives.

Module Learning Objectives

By the end of this module learners will be able to:

- Identifying our commitments to Love.
- Recognize we get what we are committed to and identify what we truly want in our lives.
- Articulating our absolute yes and no qualities in relationship.

Module 7: Learning Assignments	Due Dates
Reading(s) <ul style="list-style-type: none">• Pages 117 – 133 <i>In the Flow of Life</i> (Eric Butterworth)• Pages 176 - 207 <i>Conscious Living: Finding Joy in the Real World</i> (Gay Hendricks)	<i>Instructor – insert due date</i>
Handout(s) Handout 13: Exploring Living Love	
Affirmation Practice <ul style="list-style-type: none">• I enjoy conscious, loving relationships everywhere I go.	

Module 7: Learning Assignments	Due Dates
Exploring Living Love Exercise <ul style="list-style-type: none"> • Complete Handout 13: Exploring Living Love 	<i>Instructor – insert due date</i>

Module 7: Graded Assignments	Due Dates
Collaborate Session <ul style="list-style-type: none"> • Attend and participate 	<i>Instructor – insert date, time & place</i>
Weekly Journal <ul style="list-style-type: none"> • After completing the Exploring Living Love Exercise, journal your self- discoveries. 	<i>Instructor – insert due date</i>
Discussion Forum Assignment <ul style="list-style-type: none"> • After completing the Exploring Living Love Exercise and journaling, consider sharing any self-discoveries you feel comfortable sharing with your course mates. 	
Preparation for our next Class Session Be prepared to share what you are comfortable sharing in the collaboration session regarding relationships and what you have discovered about yourself this week. Also, be prepared to share how you are living your life differently than you were when we began this time together.	

Module 8: “Thriving in Life”

“Let no one think that he/she can retire from living. Do not shirk the responsibilities of life. You have made them and you can unmake them. A way of escape has been provided for every one of us. That way is to overcome mistakes by incorporating into mind and heart the attributes of the Christ Mind.”

- Charles Fillmore

Module Theme

We are all uniquely beloved expressions of God. We all have a variety of gifts that when we are expressing them in life we feel a degree of confidence and competence in our lives. Our expression assists us in feeling effective in life and leads us to creating a life lived full out. Our purpose for living on this earth plane is to express as much of our divine nature as we can in any moment. To live full out in every aspect of our lives, to look at the obstacles and identify ways to move around and through them to feel fulfilled, to experience and express Love and to be all that we were created to be.

One experience that arises when we are not living full out is that we experience stress. When we block our own creativity, we experience stress. When we choose complaining, or blaming, we experience stress. Stress is considered to create 80 to 95 % of all diseases in our bodies. When we are engaging in the processes we have been talking about over the past 7 weeks, we can find ways to commit to less drama in our lives, we can examine our belief system, and we can practice spiritual principles that invite our own inner guidance and allow us to live in a state of peace and harmony.

Module Learning Objectives

By the end of this module learners will be able to:

- Identify our belief about aging.
- Engage in practices that reduce stress.
- Discover how the body produces stress.

Module 8: Learning Assignments	Due Dates
Reading(s) <ul style="list-style-type: none">• Pages 135 - 152 <i>In the Flow of Life</i> (Eric Butterworth)	<i>Instructor – insert due date</i>
Handout <ul style="list-style-type: none">○ Handout 14: Thriving in Life Activities	
Video(s) <ul style="list-style-type: none">• Watch the following video by Bruce Lipton as he explains the influence of stress on the body. This video assists us in understanding the relationship of Love and fear and how the body reacts to stress:	<i>Instructor – insert due date</i>

Module 8: Learning Assignments	Due Dates
<ul style="list-style-type: none"> ○ Bruce Lipton: Explains the Influence of Stress on the Body: <ul style="list-style-type: none"> ▪ https://youtu.be/RBvIPxZmW_s ● Watch the following two videos. Choose one to practice one time per day in order to minimize stress in the body: <ul style="list-style-type: none"> ○ Dr. Gay Hendricks: <i>The Yes Breath</i> used for stress management: <ul style="list-style-type: none"> ▪ https://www.hendricks.com/body-free-resources/the-yes-breath/ ○ Louise Hay’s Morning Mediation: <ul style="list-style-type: none"> ▪ https://youtu.be/4jNV1FV- Os 	
<p>Stress Relief Activity Utilize one of the videos to reduce stress each day this week</p>	
<p>Affirmation I am a beloved expression of God creating a vibrant and fulfilling life.</p>	

Module 8: Graded Assignments	Due Dates
<p>Class Session</p> <ul style="list-style-type: none"> ● Attend and participate 	<p><i>Instructor – insert date, time & place</i></p>
<p>Journal Exercise</p> <ul style="list-style-type: none"> ● Identify areas of your life that assist you in feeling vibrant and alive. What inspires you to get up in the morning and create the most vibrant life possible? If you recognize that you do not have activities that motivate you, make a list of things you wish to do in life...a bucket list of sorts. Journal on what stops you from living full out and what action steps are you willing to make in order to live vibrantly beginning today. 	<p><i>Instructor – insert due date</i></p>

Self-Awareness Module One – Instructor Guide

Module One Quote:

"It is the Lord God within us that we are to be devoted to--to love, unify ourselves with, be obedient to. Our own spiritual self must have our attention and love and care and consideration. If we are neglecting our own spiritual development, our own health, we are not keeping this first and greatest commandment." (Myrtle Fillmore)

Module Theme: Setting the Context Of Self-Awareness

This week's activities are intended to assist the students to reflect on their lives in order to promote a greater understanding of their thoughts, feelings and behaviors, as well as to invite an experience of reflection and self-awareness.

There is a difference between knowing something and experiencing something. Week one focuses on developing an understanding of self-awareness and how we can begin to increase our awareness of our self through experience. I invite you ask the students to come to this class from the consciousness of a beginner's mind, open and receptive to surprises in what they can learn about themselves.

Module Learning Objectives:

Articulate a definition of self-awareness
Recognize areas of appreciation
Identify three unique spiritual gifts

Required Readings:

"In The Flow of Life" Eric Butterworth. Pages: 1-27.

"Conscious Living: Finding The Joy in the Real World" Gay Hendricks Pages: 1-45

Class Discussion:

Have the students identify key concepts from the two readings that caught their attention. Invite them to consider how they might apply the concepts as they move forward in living their lives.

Questions for Class Discussion:

1. What is the starting point for spiritual realization?
2. What is Eric Butterworth's definition of God?
3. Eric Butterworth identifies two prevailing attitudes of life. What are those two attitudes?
4. What does Eric Butterworth mean when he states life is lived from within -out?
5. What is Truth according to Eric Butterworth?
6. What is the only way to attract the love you want according to Gay Hendricks?
7. Gay Hendricks states that questions generate powerful energy from which we can live our life. What are three powerful questions you would like as a foundation for your current life?
8. Gay Hendricks states that we are doing one thing wrong that is the root of all our problems. What is that one thing and how do we do it?
9. What are some characteristics of conscious living?
10. What is the central choice of conscious living?

Small Group Process:

Have the students complete the "Self Awareness Scale" and discuss their discoveries about themselves in a small group. What do they appreciate about their answers? What surprised them? What delighted them? What feelings are the most difficult to fully embrace? How might they use this tool to set goals for themselves? Are they able to identify their current learning edge from their responses to the prompts? Invite them to share briefly in the larger group.

Handout 1 – Module 1 Self-Awareness Scale

Self-Awareness is our inner knowledge of our thoughts, feelings, motivations, and experiences. It is an ability to recognize our current experiences in the moments we are experiencing them. We often think of this as authentic expression. Use the scale below to answer the questions to reflect on your level of awareness.

Level of Skill

0 10

Not at all Average High

_____ I can place non-judgmental attention on all my body sensations, emotions and thoughts.

_____ I can release my inner critical thoughts and judgments easily.

_____ I can recognize and identify feelings as they emerge in me.

_____ I allow myself to feel my emotions fully until they are complete.

_____ I know which body sensations are connected with the emotions of anger, sadness, fear, sexuality and joy and where these emotions are located in my body.

_____ I experience an inner ease most of the time and know how to access ease when I experience an upset.

_____ I can bring my awareness to and connect with my own feelings and body sensations while being with other people.

_____ I relax and breathe easily when other people have strong feelings around me.

_____ My friends would describe me as being in touch with what I think and feel.

_____ I create plenty of time for myself to engage in prayer, meditation and self-care.

_____ I explore the meaning of my inner experiences with curiosity and wonder.

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Self-Awareness Module Two – Instructor Guide

Module Quote:

“It is your mission to express all that you can imagine God to be. Let this be your standard of achievement; never lower it, nor allow yourself to be belittled by the cry of sacrilege. You can attain to everything you can imagine. If you can imagine that it is possible to God, it is also possible to you.”

~Charles Fillmore (Talks on Truth)

Module Theme: Self Discovery

This week the theme explores our beliefs, invites us to place our attention on our wholeness, and learn to ground ourselves in Spirit (or whatever your favorite name for God is currently). This week we are beginning to identify what it takes to know that we are consistently in the flow of Life. When we turn our awareness to the flow and consciously affirm who and what we are (created in the image and likeness of God), we begin to live in this state of consciousness and our lives change: we expand in consciousness and increase in joy.

Module Learning Objectives:

Articulate three areas of appreciation for yourself
Reflect upon your openness to discovery
Discern some of your beliefs about specific areas of your life

Required Readings:

“In The Flow Of Life.” Eric Butterworth: Pgs.29 - 46.

“Conscious Living: Finding Joy In The Real World.” Gay Hendricks: Pgs. 46 – 55

Class Discussion:

Have the students identify key concepts from the two readings that caught their attention. Invite them to consider how they might apply the concepts as they move forward in living their lives.

Small Group Process:

Self-awareness is our ability to turn our attention inward to explore our inner worlds. When we are able to do this from a consciousness of curiosity we can learn vast amounts about ourselves. Most of us have learned to look at ourselves from a perspective of blame and/or criticism. If this is our automatic perspective, the process will not be much fun. However, when we can look at ourselves from a consciousness of curiosity we can have fun with the exploration. Choose for a moment to look at yourself in the way a new friend would see you. Drop the patterned and familiar filters and see yourself anew.

Let's try this on for a moment. Identify three things you appreciate about yourself:

- 1.
- 2.
- 3.

Now, get curious. When did these appreciations show up in your life? Who, if anyone, did you learn these things from? How often do you focus on self-appreciation? Give yourself permission daily to appreciate yourself in your meditations or in some other aspect of your life. Briefly share some of your discoveries in the larger group.

Written assignment and Group Discussion: Identifying Beliefs

The writer of Proverbs 23:7 state what we think about in our hearts, we are. Notice here the connection between our hearts and our minds. The two work in concert with each other. Our thinking and feelings states shape our lives. Often we develop our belief systems prior to our having the cognitive ability to exam them and to consciously make a choice to keep a belief or to release it. Yet, these beliefs shape our very lives every day. Let's take some time to look at our beliefs and see our current thinking. If you notice a belief that is no longer serving you, rewrite the belief to one that fits your current experience and thinking.

Take some time to reflect on your belief systems. Notice if they have changed over time. Answer the following prompts.

Something I believe about money is:

- 1.
- 2.
- 3.

Something I believe about relationship is:

- 1.
- 2.
- 3.

Something I believe about sickness is:

- 1.
- 2.
- 3.

Something I believe about health is:

- 1.
- 2.
- 3.

Something I believe about anger is:

- 1.
- 2.
- 3.

Something I believe about joy is:

- 1.
- 2.
- 3.

Something I believe about commitment is:

- 1.
- 2.
- 3.

Something I believe about God is:

- 1.
- 2.
- 3.

Something I believe about me is:

- 1.
- 2.
- 3.

Write your own: Something I believe about _____ is:

- 1.
- 2.
- 3.

Video to use with identifying beliefs:

After you give consideration to your beliefs, watch this video of Bruce Lipton showing how the brain processes information, creates our perception of the world, then how our perception impacts us in our environment.

https://www.youtube.com/watch?v=gsm_qhb_mgl

Affirmation work:

Write an affirmation that expresses your wholeness. Spend 10 minutes per day focusing on that affirmation. Notice what begins to change in your life. I invite you to put your discoveries in a journal or to note them in some way.

Small Group Activity

Let's explore our Openness to Discovery:

Review the *Openness to Discovery Scale* handout on (see separate page). Choose your three favorites from below the line and three favorites from above the line activities. Be prepared to discuss them in your small groups then share briefly in the larger group. Here is an example; for many years, until I learned some new skills, I was extremely good at pulling a -8 and blaming others for things that were really mine.

Over time, understanding my own spiritual path and learning to live from within-out I have begun to spend much more of my time and behaviors on above the line activities such as +3 openly wondering about an experience or +9 and expressing genuine enthusiasm for activities and areas of my life. What I am identifying as "the line" is the area that says "Key transition moves: Choosing wondering over defending." Wonder is our willingness to look at an event from a variety of perspectives, to bring our genuine curiosity to something and to commit to learning in every moment.

Self-Awareness – Module 2 - Handout

The Openness-to-Discovery Scale

Created by Kathryn Hendricks, Ph.D. & Gay Hendricks, Ph.D.

Willingness to learn from each moment — as opposed to defending ourselves by stonewalling, explaining, justifying, withdrawing, blaming — is much more important than factors like IQ, family background, race or degrees. The great advantage of openness-to-learning is that you're in charge of it at all times: it's always within your control to shift out of defensiveness into genuine curiosity. Another great advantage: it can't be faked. You can feel instantly whether you're genuinely wondering — or clinging to a defense. This scale was designed to help you make more graceful shifts out of defensiveness.

High Openness-to-Discovery

- +10 Implementing (planning actions, requesting support for follow-up).
- +9 Feeling and showing genuine enthusiasm about the possibilities.
- +8 Taking full responsibility for the issue and the results that were created.
- +7 Thinking out loud, making new associations about an issue.
- +6 Requesting information and examples about an issue.
- +5 Listening generously (able to paraphrase other person's statements without interjecting your point of view)
- +4 Expressing appreciation for the messenger and the message, regardless of delivery
- +3 Openly wondering about the issue.
- +2 Expressing genuine curiosity about the issue.
- +1 Demonstrating open posture and body language.



.....

Key transition moves:

Choosing WONDERING over DEFENDING & Committing to LEARN

.....

Low Openness-to-Discovery

- 1 Showing polite interest outwardly while inwardly clinging to your point of view or rehearsing your rebuttal
- 2 Explaining how the person has misperceived the situation.
- 3 Interpreting what the person is saying as an attack.
- 4 Justifying why you're the way you are, or why you acted the way you did.
- 5 Going silent, getting edgy or snappy.
- 6 Finding fault with the way the message is delivered.
- 7 Righteous indignation: demanding evidence in a hostile manner.
- 8 Blaming something or someone else.
- 9 Attacking or threatening the messenger, verbally or otherwise.
- 10 Creating an uproar or leaving abruptly.



Self-Awareness Module Three – Instructor Guide

Module Quote:

When we use the word Truth, we mean that which is true of God, and true of God's children. This spiritual Truth is that you are God's own beloved child and that God is ever giving you His own wisdom, love, power, life and substance.

Myrtle Fillmore in *How To Let God Help You*.

Module Theme: Embracing Our Truth

This week we will be looking at constructs that get in the way of our own awareness that we are in the flow of life. These include but are not limited to our beliefs in our deservability, shame, thinking we are less than someone else or that we are not good enough.

Most adults feel that they are somehow fundamentally flawed. This cannot be Truth since we are created in the image and likeness of God. What is True is that we have within us all the capacities of God. The question is "How much of our Divinity are we expressing every day? It is important to remember that we are spiritual beings having a human experience here on planet earth and must learn how to allow our divinity to shine forth from our hearts.

Most of our longings are truly a yearning to realize our oneness with God that we have forgotten and are in the process of remembering. When we learn to experience our human self and our human feelings as simply energy that we do not need to be attached to, rather to simply feel all the way through, our lives become easier.

Module Learning Objectives:

Identify factors that lead to conscious living
Reflect on releasing shame and guilt
Embracing our deservability and wholeness in life

Required Readings:

"In The Flow of Life" Eric Butterworth. Pages: 47 – 62.

"Conscious Living: Finding The Joy in the Real World" Gay Hendricks Pages: 56 – 85.

Class Discussion:

Have the students identify key concepts from the two readings that caught their attention. Invite them to consider how they might apply the concepts as they move forward in living their lives.

Questions and Reflections to invite conscious living:

1. What in me is causing me to encounter resistance?
2. What is the purpose of my life? (See questions on page 74 of Hendricks book)
3. Review the section in “Conscious Living” (pgs. 78 and 79). Make a list of things you are attempting to control that are in the category of “things I cannot control.” For each one, bring your energy back into the realm of what you can control about each item. Identify one action step to move forward with what you can control and decide when you are going to complete that step.
4. Spend time this week noticing if you are focused on resistance or acceptance of what is in front of you. This will give you a baseline of how you live your life. Next, continue to notice when you are in resistance then ask yourself, “Am I willing to accept this?” If yes, make the shift into pure acceptance and see what occurs.

Activities:

Small Group Discussion:

Gay Hendricks identifies 5 required lessons of conscious living. Review each of these and reflect on how they show up in your life. What is easy for you and which ones are more difficult. Share with your group and be prepared to discuss in the larger group.

1. Feel all your feelings deeply.
2. Seek your true self.
3. Let go of the uncontrollable.
4. We are all made of the same thing.
5. Life is fullest when we’re most true to ourselves.

Video Activity #1:

Watch the following You Tube video at least one time this week as a form of guided meditation:

Healing The Mind of the Wounded Adult Child

Lisa Romano

<https://www.youtube.com/watch?v=WGZEGXm4D5E>

Notice what came up for you during the meditation. Reflect on it in your journal or with a trusted friend.

Video Activity #2:

Are You Willing to Feel Your Feelings

This video (see link below) is produced by the Conscious Leadership Group that assists others to understand how to know what they are feeling.

Many people do not know what they are feeling since often we are not taught to identify and authentically express our feelings. Watch the following video and think about an issue or difficult situation in your life. Follow the steps the video outlines to identify the feeling you are experiencing. (See *Are You Willing to Feel Your Feelings?* worksheet) Did you surprise yourself and recognize you were feeling something different than you thought? Was your current thinking congruent with what you found you were feeling?

<https://www.youtube.com/watch?v=VDEY8jgkdxk&t=134s>

Affirming Our Deservability:

Journal about changes you are seeing in yourself over the past three weeks. If we are learning new material and not applying it in our lives we are basically entertaining our selves. It is important to move from head knowledge to heart experience. When we begin applying new material we are in a learning curve. It is important to give yourself at least a year of new activities before you begin to judge or grade yourself around these processes.

In our affirmation section this week is a “treatment” by author Louise Hay that has had an impact on millions of people. Read this treatment aloud (we know that when we speak words aloud they have increased power) at least one time per day. Share your experiences in your journal.

Affirm: Louise Hay's Deservability Treatment one time per day. I invite you to put it where you will see it and speak it aloud at least one time each day. (Give *Deservability Treatment* handout to students.)

Deservability Treatment

Louise Hay

I am deserving. I deserve all good. Not some, not a little bit, but all good. I now move past all negative, restricting thoughts. I release and let go of the limitations of my parents. I love them, and I go beyond them. I am not their negative opinions, nor their limiting beliefs. I am not bound by any of the fears or prejudices of the current society I live in. I no longer identify with limitation of any kind.

In my mind, I have total freedom. I now move into a new space of consciousness, where I am willing to see myself differently. I am willing to create new thoughts about myself and about my life. My new thinking becomes new experiences.

I now know and affirm that I am at one with the Prospering Power of the Universe. As such, I now prosper in a number of ways. The totality of possibilities lies before me. I deserve life, a good life. I deserve love, an abundance of love. I deserve good health. I deserve to live comfortably and to prosper. I deserve joy and happiness. I deserve freedom to be all that I can be. I deserve more than that. I deserve all good.

The Universe is more than willing to manifest my new beliefs. And I accept this abundant life with joy, pleasure, and gratitude. For I am deserving. I accept it; I know it to be true.

From: Love Yourself, Heal Your Life Workbook. Louise Hay. (1990) Santa Monica, Ca: Hay House.

Befriending Feelings Exercise: (See *Befriending Feelings* handout)

Are You Willing To Feel Your Feelings

The Conscious Leadership Group
Worksheet

How to release an emotion:

1. Make a commitment to feel your feelings.
2. When a feeling comes **name it**.

Five core feelings:

1. Anger
 2. Sadness
 3. Fear
 4. Sexual Feelings or creativity
 5. Joy
3. **Locate the feeling** in your body. Use the question: Where is this feeling in my body?
 4. **Describe the sensations**. Examples: buzzing, popping, twisting, pulling, heating etc.
 5. **Welcome the sensation** and take a few breaths to allow it to be until it releases from the body.
 6. **Match the sensation** with sound or movement.
 7. **Question the emotion** with the following question: What are you here to show me? What do I need to face?

Based on a video by The Conscious Leadership Group: WWW.Conscious.is
<https://www.youtube.com/watch?v=VDEY8jgkdxk&t=134s>

Affirm: Louise Hay's Deservability Treatment one time per day. I invite you to put it where you will see it and speak it aloud at least one time each day.

Deservability Treatment

Louise Hay

I am deserving. I deserve all good. Not some, not a little bit, but all good. I now move past all negative, restricting thoughts. I release and let go of the limitations of my parents. I love them, and I go beyond them. I am not their negative opinions, nor their limiting beliefs. I am not bound by any of the fears or prejudices of the current society I live in. I no longer identify with limitation of any kind.

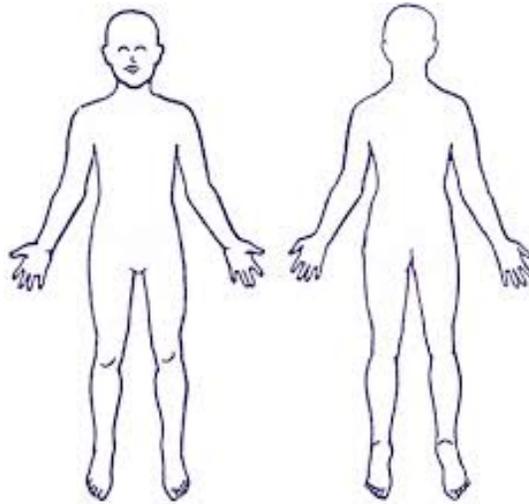
In my mind, I have total freedom. I now move into a new space of consciousness, where I am willing to see myself differently. I am willing to create new thoughts about myself and about my life. My new thinking becomes new experiences.

I now know and affirm that I am at one with the Prospering Power of the Universe. As such, I now prosper in a number of ways. The totality of possibilities lies before me. I deserve life, a good life. I deserve love, an abundance of love. I deserve good health. I deserve to live comfortably and to prosper. I deserve joy and happiness. I deserve freedom to be all that I can be. I deserve more than that. I deserve all good.

The Universe is more than willing to manifest my new beliefs. And I accept this abundant life with joy, pleasure, and gratitude. For I am deserving. I accept it; I know it to be true.

From: Love Yourself, Heal Your Life Workbook. Louise Hay. (1990) Santa Monica, Ca: Hay House.

2. Now take a moment to focus your awareness on your specific body sensations.



Refer to the body map and the checklist to help clarify your current experience. Check the sensations that feel closest to your body sensations.

Checklist:

Back of the neck, across shoulders, jaw:

- | | | |
|----------------------------------|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Tight | <input type="checkbox"/> Dense | <input type="checkbox"/> Steely |
| <input type="checkbox"/> Twisted | <input type="checkbox"/> Hot | <input type="checkbox"/> Compressed |
| <input type="checkbox"/> Pulling | <input type="checkbox"/> Cord-like | <input type="checkbox"/> Poking |
| <input type="checkbox"/> Bunched | <input type="checkbox"/> Clenched | <input type="checkbox"/> Poking |

Across high chest and upper throat:

- | | | |
|------------------------------------|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Heavy | <input type="checkbox"/> Constricted | <input type="checkbox"/> Pulling Down |
| <input type="checkbox"/> Closed in | <input type="checkbox"/> Congested | <input type="checkbox"/> Lumpy |
| <input type="checkbox"/> Pressing | <input type="checkbox"/> Achy | <input type="checkbox"/> Searing |

Around the navel area:

- | | | |
|---------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Racy, queasy | <input type="checkbox"/> Fluttering | <input type="checkbox"/> Butterflies |
| <input type="checkbox"/> Nauseous | <input type="checkbox"/> Held In | <input type="checkbox"/> Buzzy |

3. See if you have placed more checks in the across the “shoulders/neck” area, “upper chest” area, or “navel” area. If you chose the **shoulders/neck area**, fill in the following sentence with your phrase:

“I feel angry about _____.”

- If you chose the **upper chest area**, fill in the following sentence with your phrase:

“I feel sad about _____.”

- If you chose the **navel area**, fill in the following sentence with your phrase:

“I feel scared about _____.”

4. Say your complete sentence out loud three-to-four times emphasizing different words each time. (Note: if you are exploring this activity with a partner, exchange saying your sentences out loud. If you are doing this activity solo, say your sentence out loud to practice whole-body learning.)
5. Say your complete sentence out loud several times trying on different voice pitches and tones, as if you could become different instruments in an orchestra.
6. Say your complete sentence out loud several times breathing toward that feeling zone of the body and making gentle movement in the feeling zone, your shoulders upper chest or stomach.
7. Take a moment to love yourself for feeling the way you do. Say to yourself or out loud: “Today is _____ and I feel _____.” Think of someone or something you love without question or condition and give yourself that same love for feeling the emotion you feel.

Remember, letting yourself feel creates more flow and ease in you and in your relationships. Feeling any feeling opens the faucet to them all.

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Self-Awareness Module Four – Instructor Guide

Module Quote:

The mind of the spirit will guide you in perfect ways, even in the minute detail of your life, if you will let it do so. (Charles Fillmore in Prosperity)

Module Four Theme: Lighting Our Path From Within.

This week we are taking a look at our inner guidance, as well as what choices we are making around facing what we are feeling and experiencing.

In Unity we are learning to engage in Mindful co-creation with God is through our times of prayer and meditation. It is often in our time of meditation that we receive our inner guidance, the still small voice that leads us forward in life. This is based on the statement of the Psalms 46:10: “Be still and know that I am God...” We are coming to understand and live in greater alignment with Divine Mind and as we do so our lives are unfolding in divine order.

Module Learning Objectives:

- Identify where we place our attention.
- Recognize our choice to live in the present moment.
- Discovering our essence and learning how to shift.

Required Readings:

“In The Flow Of Life” Eric Butterworth. Pages: 63 – 80.

“Conscious Living: Finding the Joy in the Real World” Gay Hendricks Pages: 86 – 118.

Group Discussion:

Have the students identify key concepts from the two readings that caught their attention. Invite them to consider how they might apply the concepts as they move forward in living their lives.

Activities:

Group Activity: Finding Our Essence Pace

Take about ten minutes to do this exercise.

Have the students move around the room at first beginning with a casual pace for about 45 seconds to a minute. Then invite them to change something about their pace. They might walk faster or slower. They might change directions and walk sideways or backwards.

Let them know the goal is to find the pacing that feels comfortable to them in their body. Have them notice at what pace do they feel as if they are flowing through the group and able to look at and be present with others as they walk. This is their essence pace. Each person may find their essence pace is different from another persons pace since we are all unique expressions of God. Give them permission be as they are in their Divine worth.

Group Activity: F.A.C.T

Lead the students in the F*A*C*T* exercise identified on pages 88 – 94 of *Conscious Living*. Have each student identify any issue or problem they are experiencing at this time in their lives. When the students are ready have they stand up to complete this experience.

Ask the students to think about their issue or problem and to out loud (everybody will be talking at once) answer the following questions. Between each question have the students turn and face the opposite direction prior to returning to where they were initially facing to answer another question.

F: What am I not facing about this issue?

(Ask this question about three times having the students turn and face another direction and then turn back between questions)

A: What is the hardest thing for me to face about this situation?

(Ask this question about three times having the students turn and face another direction and then turn back between questions)

C: What do I really want?

(Ask this question about three times having the students turn and face another direction and then turn back between questions)

T: What would be the easiest most pleasurable action step I can take right now to move toward creating what I want? (Invite the students to move around the room as they come up with this action step)

Have the students write down their action step and when they plan to complete it.

Group Activity: Meditation

Play the Jason and DeMarco song: “Be the Light” as the beginning of a time of meditation. Spend ten minutes meditating on seeing one’s self as radiant Light.
<https://www.youtube.com/watch?v=zTeIC55D-MY>

Paired Activity: The Essence Interview

(use The Essence Interview Handout for students)

Find a partner. Choose who is going to be the facilitator and who is going to be the explorer. Know that at the end of the interview you will switch roles so everyone has a chance to both interview and be interviewed.

The Essence Interview

Take a moment to presence yourself. Open to the clear space at the center of you, who you are at your core i.e. your divinity. Let your interviewer know when you are ready to begin.

Questions:

What would you like to be called? (Facilitator: address your partner’s essence with this name before each question.) For example: If I want to be called “Love,” my interviewer would say “Love” before asking each question.

_____ What’s your favorite sense? Say more...

_____ What’s your experience of moving at ease and feeling in the flow?

_____ What most nourishes you?

_____ What colors/textures support you in feeling alive?

_____ What movements delight you?

_____ After a period of expansion, how do you like to integrate/rest?

_____ What is the ideal flow of a day?

_____ Where do you most like to be?

_____ What qualities of people/places do you like being around?

_____What would you like to add to or clear from your environment (including people)?

_____What are your favorite action verbs?

_____How do you most like to play?

_____ When do you feel most at One with God?

Take a moment to talk to your partner or journal some things that you can do to support experiencing your essence more often. What can you do? and by when? Create measurable action steps based on this interview.

Small Group Activity #1:

Have the students break into small groups and re-read the first new paragraph on pg. 77 of *In The Flow Of Life*. Then have them make a list of events or decision they have made in their lives that they thought were wrong at the time. Looking at each decision now from a different perspective, what good came out of your choice? What was there for you to discover about yourself? What have you learned about yourself and placing your trust in God? Be willing to share in the larger group.

Small Group Activity #2:

Have the students break into small groups and find bible verses about being Light. Read them as affirmations in the larger group.

Homework:

Action:

Place yourself on a “negativity diet” (Conscious Living, Pg. 110) during this next week. Make a commitment to speak only positively about yourself and others. Notice the sensations that show up in your body when you feel the urge to blame yourself or another person. What did you notice about yourself over the course of the week? What feelings emerged for you as you engaged in this process?

Journal:

“Be still and know.....I am in the flow” (pg. 68, *In The Flow Of Life*). Choose a specific time each day this week and spend time in the flow of life. This may be in meditation, in some form of movement, in creative expression. Let the choice

choose you and be open to what shows up for you. Allow yourself to be in the flow of Infinite Mind. Write your experiences in your journal.

Affirm:

Speak this affirmation aloud 10 times or more each day.

“ I am in the flow of Light.”

Take note of the sensations in your body. Notice what occurs during the week as you affirm the Truth that you are Light. Be sure and jot down some of your discoveries to share in class.

The Essence Interview

Take a moment to presence yourself. Open to the clear space at the center of you, who you are at your core i.e. your divinity. Let your interviewer know when you are ready.

Questions:

What would you like to be called? (Address your partner's essence with this name before each question.) For example: If I want to be called "Love," my interviewer would say "Love" before asking each question.

_____ What's your favorite sense? Say more...

_____ What's your experience of moving at your (essence pace)?

_____ What most nourishes you?

_____ What colors/textures support you?

_____ What movements delight you?

_____ After a period of expansion, how do you like to integrate/rest?

_____ What is the ideal flow of a day?

_____ Where do you most like to be?

_____ What qualities of people/places do you like being around?

_____ What would you like to add to or clear from your environment (including people)?

_____ What are your favorite action verbs?

_____ How do you most like to play?

Take a moment to journal some things that you can do to support experiencing your essence more often. What can you do? And by when? Create measureable action steps based on this interview.

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Self-Awareness Module Five – Instructor Guide

Module Quote:

"Remember this: whatever you have done, whatever you contemplate, you are learning lessons, growing, and going forward to a day of light, joy, and freedom. The solution of your every problem lies with you and the Father ... The Mind of God, active in your consciousness, is your present help." (Myrtle Fillmore)

Module Five Theme: Oneness In Divine Love

This week we are exploring who we are at our very core.

In Unity we believe we are born into original virtue. We are created in the image and likeness of God; therefore, within us is all the capacities of God should we choose to express those abilities. Who we are at our very core is divine. We are spiritual beings having a human experience and in our humanness sometimes we fail to see our beauty, our courage, and our wholeness. When this occurs, we often experience difficulty in loving ourselves. Yet, since God is Love, we are also Love; thus learning to remember the Love that we are is a necessary part of self-awareness.

Module Learning Objectives:

- Identify when you are in or out of the flow of life.
- Notice when you are moving into blame or criticism of yourself or others.
- Explore factors in self-esteem.

Required Readings:

"In The Flow Of Life" Eric Butterworth. Pages: 81 – 98.

"Conscious Living: Finding the Joy in the Real World" Gay Hendricks Pages: 119 – 145.

Group Discussion:

Have the students identify key concepts from the two readings that caught their attention. Invite them to consider how they might apply the concepts as they move forward in living their lives.

This is a good point to talk about application. How are they applying this material in their lives?

Activities:

Video Activity:

Watch one of the following videos and have a group discussion of the concepts. These will be congruent with the material in the Hendricks book.

Are You Taking 100% Responsibility?

<https://www.youtube.com/watch?v=m3JNfEZAM-w>

Living a Life of Integrity

<https://www.youtube.com/watch?v=m3JNfEZAM-w>

Gay and Katie Hendricks on “How to Share A Feeling”

<https://www.youtube.com/watch?v=dfgU83oPPdQ>

Small Group Activities:

Small Group Activity #1: Seeing What We Have Created

This can be a small group activity or a homework assignment. If you do it as a small group activity have the students list some areas of their life they would like to explore such as finances, relationship, health etc. Have them break into small groups and explore the following:

Eric Butterworth teaches that incidents are external; however our reaction to the incident is internal. Our reactions are our responsibility. It appears to be human nature to blame, to get revenge, to desire to hurt another if we have felt hurt, or to punish someone we feel has been out of line. These desires show us the state of our own consciousness. Gay Hendricks teaches that if we want to know what our unconscious intentions are we can ask the following question: “What do I complain about repetitively?”

As you move through this week, notice what consciousness is “outforming” around you. Make a list. For the experiences you would like to be different create an affirmation, meditate on what inside you is resistant to the now moment, identify what feelings are unexpressed or do F*A*C*T (from last week). Ask yourself “What can I learn from this?” See if you can do this exercise from a consciousness of Love for yourself. If you find yourself engaged in self blame or criticism allow yourself to go into wonder and ask: “How might I have come to have an unconscious intention such as _____”

Small Group Activity #2: Exploring My Inner Well Being (See Handout)

Have the students break into small groups and complete the “Inner Well Being Scale” then discuss their findings with each other. Have them ask questions such as “What did I learn about myself?” What can I do to increase my score on # _____?”

Small Group Activity #3: Exploring Who I Am Right Now:

Have the students break into small groups and discuss the questions on page 125. Then shift to page 131 and look at the four specific actions of integrity. Have them explore the following questions:

1. Feelings:

Am I willing to know what I am feeling and express those feelings? Do I welcome all my feelings? Am I able to share what I am authentically feeling? When do I hold back or not share what I am feeling? When I do this, what am I afraid of experiencing? Do I perceive my feelings as spiritual?

2. Telling the truth:

Am I willing to say what I am thinking and feeling? Am I willing to reveal to others my experience? What do I not want to know or hear? What scares me about saying what is true for me? What are some ways I seek the approval of others? Does this ever stop me from doing what I want to do or saying what I feel?

3. Agreements:

Do I keep my agreements? Under what circumstances do I sometimes break my agreements? Do I know how to make clear agreements? Am I able to comfortably renegotiate my agreements?

4. Responsibility:

How often and under what circumstances do I blame others? How often and under what circumstances do I blame myself? In what areas do I feel at the effect of others?

Journal:

Practice appreciation for each time you notice you are out of the flow this week. Thank the event, person, or experience for reflecting to you where you are in consciousness in that moment. If it is a person, get willing to be bold and thank them out loud. Journal about your experiences.

Affirm:

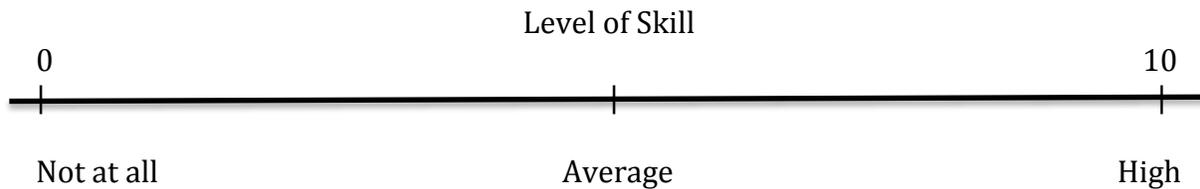
Spend some time every day affirming the following:

I am the flow of the infinite creative process everywhere I go. I am the place where Love shows up.

Have the students take note of what they noticed in themselves as they spoke this affirmation aloud through out the week. Be sure and note their discoveries to bring to class next week.

Another way you can do this affirmation is to have the students pair up and repeat the affirmation to each other back and forth while looking in each other's eyes. Let this process go on for at least three minutes. You may find some uncomfortable laughing or stalling going on...if you can allow that begin to notice how the energy shifts in the room as the students share back and forth.

Inner Well-Being



- ___ I experience ease and flow in my mind and body most of the time.
- ___ It's easy for me to come up with creative solutions for problems and projects.
- ___ Other people describe me as flexible and open-minded.
- ___ Paradoxes, contradictions and opposites of all kinds fascinate and enliven me.
- ___ I feel excited to live in the realm of possibilities and the unknown.
- ___ I feel connected to my breathing even when working hard.
- ___ I am able to focus my attention on what is before me.
- ___ My friends and family say I communicate effectively with them.
- ___ I flourish with change.
- ___ I trust my body experience and my intuition.
- ___ I appreciate the flow of aliveness in my body moment to moment.
- ___ I create time for self-care that I enjoy on a regular basis.
- ___ I feel relaxed and open with I am with diverse types of people.
- ___ I recognize God as my source in all areas of my life.

Self-Awareness Module Six – Instructor Guide

Module Quote:

“Give in love — give when you cannot see any possibility of return. Give your real substance, the substance of the heart, with every possible token, whether it be money or what not. That is, through the power of your Word bless and spiritually multiply everything that you give.” Charles Fillmore in Giving and Receiving (Unity Tract)

Module Six Theme: Giving and Receiving

We often think of the concepts of giving and receiving to be about money. It is. Yet, giving and receiving are about so much more.

The law of circulation states that what we sow, we reap. Another way to state this is: what we put into the world returns to us. Think for a few moments about what has been showing up in your life in terms of people and events. Are you able to reflect on the events and see where you may have given out some of what has returned to you?

I like to look at what comes to me in terms of how many times something has returned. For example, if I am driving and someone honks at me in anger, I can look back in my memory and see if I have been angry at someone or impatient in some way. What a great reminder to be more mindful of my attitudes towards others but I may not reflect in a deeper manner. However, if I encounter someone acting in an angry manner three times in my presence or toward me, I choose to look within and see if I have any unexpressed or unresolved anger in me.

It is possible that I am magnetizing that energy in my life due to something I have not given expression to that has returned to me. Another way people will block giving can be through the use of deflection or even an outright statement of no. Has someone offered to buy you coffee or dinner and you said “no” because you have difficulty receiving? When we do this, we block our flow. Do you ever deflect compliments? Someone tells you they like your garment and you say: “This old thing?”

Yet another way to stop the flow of giving and receiving is to be unable to ask for help. This shows up in many ways such as stopping to ask for directions, insisting on completing a project by yourself when others have offered their assistance, or believing it is a sign of weakness to ask for help. Take a deep breath for a moment and reflect on giving and receiving. Which one is easier for you?

Often our difficulty in giving and receiving is impacted by our self-esteem and the four basic factors that impact our self-esteem. When we begin to discover and explore how these factors impact our lives, we can step beyond the fear and live from a greater flow of creativity.

Module Learning Objectives:

- Identify our patterns of giving and receiving.
- Recognizing our motivations for giving.
- Discovering the limiting fears that impact self-esteem.

Required Readings:

“In The Flow Of Life” Eric Butterworth. Pages: 99 – 115.

“Conscious Living: Finding The Joy in the Real World” Gay Hendricks Pages: 146 – 175.

Group Discussion:

Have the students identify key concepts from the two readings that caught their attention. Invite them to consider how they might apply the concepts as they move forward in living their lives.

Reflection Questions:

These can be done in small groups or as homework or both if you break it up.

Reflect on Eric Butterworth’s concept of giving on page 100. He states: “True giving is not something you do to or for someone but it is your consent to let the flow of God flow through you to that someone.” What does this mean to you?

Notice the consciousness from which you are giving each time you give money to anything this week. When you buy a cup of coffee for yourself or another, when you buy groceries, put gas in your car, pay a bill or tithe. What thoughts pop into your head as you engage in giving? What feelings emerge as you give?

How much money would you be able to receive from a friend without feeling uncomfortable? What are some thoughts you have when friends buy you presents when it is not your birthday or take you to dinner unexpectedly? Do you ever have difficulty receiving? Or, do you feel you must quickly reciprocate?

What money personas have you noticed in yourself? What giving personas have you noticed in yourself? What receiving personas have you noticed in yourself? Let yourself have some fun with this exploration.

How do you receive compliments or appreciation? Under what circumstances do you appreciate others?

Activities:

Group Activities:

Activity #1:

Use a beach ball or other small ball. Have the students stand in a circle and toss the ball to each other using the following phrase:

Affirm: I give and I receive with ease. I appreciate _____ for _____.
Name

Activity #2: Angel Wash

Have the students line up with two lines facing each other. Instruct the students to share affirmations with each person who comes down the middle one by one. Invite the person on the end of the line to step into the middle and walk down to the other end slowly while being open to receiving the affirmations others are offering to them. Do this until everyone has had the experience of walking through the line.

Small Group Activities:

Activity #1: Befriending Fear Exercise

Have the students explore the following questions in a small group then share together in a large group. (see handout)

Befriending Fear

What are you most afraid of?

And what is under that fear?

How do you know you're afraid?

What else besides fear might be going on?

How are you keeping the fear going?

How can you turn the volume up and down on the energy of fear?

What pace i.e. fast, slow, erratic, etc. creates fear in you?

What pace brings you into head/heart Harmony?

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Activity #2: Fear Melters

I have found that after talking in a focused manner about fear it is helpful to do something that will assist in dissolving fear. (See the Fear Melters handout.) Also see the following videos:

Fear Melters Animation:

<https://www.youtube.com/watch?v=pGS2byt4kZ8>

Rebecca Folsom doing the fear melters.

<https://www.youtube.com/watch?v=pGS2byt4kZ8>

Fear Melters Dance:

This is a video segment of Kathlyn Hendricks leading the fear melters activities as a dance.

<https://www.youtube.com/watch?v=pzNrv44lvkg>

Homework:

Notice your inner-centered giving and your outer-centered giving this week and journal about it. Remember that giving is a broad category that goes far beyond money. Are you giving from a place of wholeness within yourself or from a feeling of lack?

Reflection Prompts Handout

Module Six

Answer the following prompts. Be sure to say them out loud each time before you write your response.

Something I believe about money is:

- 1.
- 2.
- 3.

When someone gives me a gift I notice I have these thoughts....

- 1.
- 2.
- 3.

When I give to others, I feel....

- 1.
- 2.
- 3.

When someone gives me a gift and I do not have one for him or her, I experience?

- 1.
- 2.
- 3.

I feel obligated to someone when.....

- 1.
- 2.
- 3.

Befriending Fear Handout

What are you most afraid of?

And what is under that fear?

And what is under that fear?

How do you know you're afraid?

What else besides fear might be going on?

How are you keeping the fear going?

How can you turn the volume up and down on the energy of fear?

What pace i.e. fast, slow, erratic, etc. creates fear in you?

What pace brings you into head/heart Harmony?

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FEAR AND FEAR MELTERS (DRAFT)

Conflict is run by fear. The fear is in response to a perceived or actual threat. There are four ways that fear shows itself: fight, flight, freeze, or faint. Most people do those in combination or rapid succession. We cannot be talked out of fear. Fear is a physiological response and can only be melted with breath, movement and love. There are specific **movements** that can be applied as an antidote to each type of fear.

TYPE OF FEAR	FEAR MELTER
<p>FIGHT: a person's arms get tight, hands may form into fists; chin comes up and out; weight is forward. This type of fear may feel and look like anger.</p>	<p>OOZE: let yourself spread out into time; begin to move slowly as if you are thick syrup oozing off a spoon. Move your shoulders, and hips and even your jaw.</p> 
<p>FLIGHT (FLEE): part or all of you leaves the vicinity; the first movement may be one shoulder coming back, or a person's weight moving backwards; this can be accompanied by feet beginning to move and a nervous laugh. A person may flee the situation mentally without even moving. People may use consumption of drugs, alcohol, or food to flee. Eyes glazing over may be a mental flee.</p>	<p>SUMO: widen your stance, ground your feet firmly into the floor, bend your knees, and put your hands on your knees as if you are a sumo wrestler. Be a mountain; feel your weight, push down with your feet.</p> 
<p>FREEZE: a person's body becomes tight and stiff, may be accompanied by a nervous smile. A startle response is a freeze move.</p>	<p>WIGGLE: begin to wiggle your fingers and toes, eventually wiggle your hips and shoulders</p> 
<p>FAINT: thinking becomes foggy, confused, person feels drained, sleepy; may even faint or fall asleep. Jaw hangs open. Often people feel or act "stupid". Imagine energy is draining out of the soles of the feet, there's no anchor, "feel adrift".</p>	<p>REACH AND GATHER: begin to reach out into the air in front of you as if you are gathering energy and bring hands towards you, touch yourself.</p> 

Add **breath** to any of the above moves by focusing on lengthening your exhalation.

Add **love** to any of the above moves by thinking of something you know you love. Let yourself feel love and then surround yourself with that love.

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Self-Awareness Module Seven – Instructor Guide

Module Quote:

“Love is a divine attribute; it is an idea in the one Mind. God is love and love is God, or a quality in Being. The difference between divine love and human love is that divine love is broad and unlimited, a universal and harmonizing power.” Charles Fillmore in Metaphysical Bible Dictionary.

Module Seven Theme: Living Love

The master teacher Jesus taught and lived Love. He invited us to Love God first, Love our neighbors as ourselves, and Love our enemies.

This is a tall order for some of us. It may seem easy to Love until we get triggered emotionally and what emerges within us feels unlike love. It feels more like anger, sadness, or fear. However, when we get committed to living Love our lives change. Will we still experience anger, sadness, and fear? Yes. However, when we are committed to living Love we will quickly ask our self a pivotal question: “What would Love do?” When we are committed to living Love, we answer the question and live from the consciousness of Love.

It is important here to remind ourselves to include our self in the decision to live in Love. We teach others how to treat us and if we are not be Loving toward ourselves, we cannot expect others to act in Loving ways toward us for we are not modeling what we are desiring. When we learn to Love our self we will not allow others to treat us with less than Loving actions. We may need to release individuals from our lives that are less than Loving toward us; or find a way to Love them from a distance; however, when we do this, we will find our commitment to Love brings greater Love into our lives.

Module Learning Objectives:

- Identifying our commitments to Love
- Recognize we get what we are committed to and identify what we truly want in our lives.
- Articulating our absolute yes and no qualities in relationship.

Required Readings:

"In The Flow Of Life" Eric Butterworth. Pages: 117 – 133.

"Conscious Living: Finding The Joy in the Real World" Gay Hendricks Pages: 176 – 207.

Group Discussion

Have the students identify key concepts from the two readings that caught their attention. Invite them to consider how they might apply the concepts as they move forward in living their lives.

Talk together as a group about the difference between the emotion of love and the frequency of Love.

Have the students identify ways they engage in loving behaviors with themselves, friends and family. Also, this is a good time to talk about self-care and ways the students engage in nourishing themselves as a form of loving themselves.

Activities:

Small Group Activity:

Complete handout for Week Seven: ***Exploring Living Love***. Have the students discuss the process and to share their commitments by standing up and declaring the commitment. The other students in their group can reflect the commitment back to the individual.

Video:

The following video shows Katie Hendricks teaching the skill of giving and receiving attention. Have the students watch the video and follow along.

Giving and Receiving Attention:

<https://www.youtube.com/watch?v=R9prgQdUATY>

After the video, have the students pair up and practice giving and receiving attention with each other for a few minutes. Have them change partners a couple of times. Then, come back together for a group discussion.

Journal:

After completing the Exploring Living Love handout, journal your self-discoveries and share what you feel comfortable sharing in the group.

Homework:

Spend some time each day over the next week speaking the following affirmation daily.

I enjoy conscious, loving relationships everywhere I go.

Begin to notice opportunities to engage in loving relationships. It might be your politeness at the grocery store to someone who is taking a long time. It might be saying a kind word to someone. It might be smiling to a stranger or letting someone go first in traffic. Then, observe how love comes back to you in its many forms. Love is all around us and when we are available to Love we will see it everywhere. Keep some notes for yourself so that you may share with the group.

Exploring Living Love Handout Module Seven

Read Chapter Seven in *Conscious Living* before completing this worksheet. Then, re-read it as you are completing this worksheet. This worksheet is taken from chapter seven. While some of the focus is on primary relationships, this concept and these exercises work for all relationships.

Make a commitment to creating new types of relationships in your life. Be willing to engage in relationships that radiate Love. Write your commitments here. Then say them out loud. I'll give you some examples:

1. I commit to luxuriating in Loving relationships every day.
2. I commit to savoring conscious Loving relationships in all area of my life.

Identify verbs from the verb list that you resonate with in your body. Use those verbs to energize your commitments.

I, _____, acknowledge that I always get what I'm committed to getting.

Relationship Status:

Remember, we know we are committed because it is our status.

If you are single, fill in the following sentence:

Right now, I, _____, am committed to being single.

If you are divorced, fill in the following sentence:

Right now I, _____, am committed to being divorced.

If you are unhappy in a relationship right now, fill in the blank:

Right now, I, _____, am committed to being in a unhappy relationship.

Next Step:

Standing where you are, do an imaginary soul flip into a new commitment, and fill in the blank:

I, _____, make a conscious new commitment to enjoying a conscious, loving relationship with a conscious loving _____.
(man or woman)

Right now, commit to one of the two options below. Fill in the blank:

I, _____, commit to living my life in expanding waves of love and consciousness.

Or

I, _____, commit to perpetuating the painful drama I've been engaged in for much of my life.

Based on the concepts of Levelers, Blamers, Placaters, Super-reasonables and distractors, count up your romantic relationships in the same way Gay Hendricks shared on page 191. List them out as he did on page 192. What can you learn about your self from this list?

Now, identify your three absolute Yeses and three absolute Nos in relationship:

First absolute yes:

The most important thing I require and want to celebrate in a relationship is:

Second absolute yes:

The second most important thing I require and want to celebrate in a relationship is:

Third absolute yes:

The third most important thing I require and want to celebrate in a relationship is:

First absolute no:

The most important thing I vow never to invite into my life again is:

Second absolute no:

The second most important thing I vow never to invite into my life is:

Third absolute no:

The third most important thing I vow never to invite into my life is:

Now, affirm what you most want as you articulate your yeses and nos.

Exploring Love of Self:

Take a moment, take a breath and identify as many things as possible that are hard for you to love about yourself right now. After you have made your list, go through and love each of those things in yourself.

Rule One: Be Real

What is one thing you have difficulty speaking about authentically with others?

What's another?

What's something that you haven't told the truth about in your life? Something that would restore integrity to your life if you came clean about it?

Rule Two: Be Appreciative

I appreciate:

One of the biggest appreciations I have about life on earth is:

I deeply appreciate myself for the way I:

(Thinking of someone you're intimate with) I deeply appreciate _____ for the way he/she:

Rule Three: Listen Without Interrupting People

Breathe while you are listening to people. Give breathing space to their speaking. Notice what happens.

Rule Four: Impeccable Agreements

One example of my impeccability—doing what I said I was going to do:

One example of less than impeccability—not doing what I said I was going to do, or doing something I said I wouldn't do—is:

Verb List

accept	easing	invite	respond
accelerate	electrify	join	rev up
act	embody	know	reveal
alchemifying	embrace	leap	reverberate
align	emerge	learn	ripple
allow	emerge	listen	sample
approach	empower	live	savor
appreciate	energize	loosen	sensualize
attend	engage	loop	scintillate
attract	enjoy	love	shake
awaken	enrich	luxuriate	shape
bask	evolve	magnetize	share
befriend	exhale	magnify	shift
blaze	expand	manifest	shine
blend	experience	master	soar
blissifying	explore	match	soften
blossom	express	melt	source
breathe	face	meet	space / spacifying
bridge	facilitate	mold	sparkle
bring	favor	molt	stepping
broadcast	feel	move	streamline
catalyze	find	mulch	strengthen
catapult	flourish	notice	stretch
celebrate	flow	nourish	support
change	focus	nurture	synthesize
cherish	follow	occupy	swirl
choose	gather	open	thrive
claim	generate	osmose	timing
clear	giggle	own	transform
co-create	ground	participate	translate
collaborate	grow	pausing	unify
commit	harmonize	play	unwind
communicate	honor	presence	value
complete	ignite	produce	vibrate
connect	illuminate	radiate	wait
conjure	imagine	reach	want
contact	impassion	receive	weave
contextualize	include	re-commit	welcome
contribute	indulge	refresh	wiggle
create	influence	rejoice	wonder
cultivate	infuse	relax	
dance	initiate	release	
deepen	innovate	relish	
delight	integrate	renew	
develop	inspire	resolve	
discover	invent	resonate	

Self-Awareness Module Eight – Instructor Guide

Module Quote:

Let no one think that he/she can retire from living. Do not shirk the responsibilities of life. You have made them and you can unmake them. A way of escape has been provided for every one of us. That way is to overcome mistakes by incorporating into mind and heart the attributes of the Christ Mind. Charles Fillmore

Week Eight Theme: Thriving In Life

We are all uniquely beloved expressions of God. We all have a variety of gifts that when we are expressing them in life we feel a degree of confidence and competence in our lives. Our expression assists us in feeling effective in life and leads us to creating a life lived full out. Our purpose for living on this earth plane is to express as much of our divine nature as we can in any moment. To live full out in every aspect of our lives, to look at the obstacles and identify ways to move around and through them to feel fulfilled, to experience and express Love and to be all that we were created to be.

One experience that arises when we are not living full out is that we experience stress. When we block our own creativity, we experience stress. When we choose complaining, or blaming, we experience stress. Stress is considered to create 80 - 95 % of all diseases in our bodies. When we are engaging in the processes we have been talking about over the past 7 weeks, we can find ways to commit to less drama in our lives, we can examine our belief system, and we can practice spiritual principles that invite our own inner guidance and allow us to live in a state of peace and harmony.

Weekly Learning Objectives:

- Identify our beliefs about aging.
- Engage in practices that reduce stress.
- Discover how the body produces stress.

Required Readings:

"In The Flow of Life" Eric Butterworth. Pages: 135 – 152.

"Conscious Living: Finding the Joy in the Real World" Gay Hendricks Pages: 247 – 275.

Group Discussion:

Have the students identify key concepts from the two readings that caught their attention. Invite them to consider how they might apply the concepts as they move forward in living their lives.

Activities:

Activity 1: Wheel of Life Exercise (See handout)

This exercise provides the students and opportunity to explore 8 areas of their life and to determine how to apply this material as they move forward by identifying goals and action steps.

Activity 2: Videos

Watch the following video by Bruce Lipton as he explains the influence of stress on the body. This video assists us in understanding the relationship of Love and fear and how the body reacts to stress. This video is 18 minutes; however is informative and can trigger some excellent discussion.

Bruce Lipton: **Explains The Influence Of Stress On The Body.**

https://www.youtube.com/watch?v=RBvIPxZmW_s

Dr. Gay Hendricks: **The Yes Breath.** This is a breathing technique taught by Gay Hendricks. This video is one where the student can follow along and learn an effective stress management technique. This video is a little over 3 minutes long.

<https://www.hendricks.com/body-free-resources/the-yes-breath/>

Activity 3:

On page 139, of *In the Flow of Life*, Eric Butterworth states, “Contrary to the common human belief, we do not begin to slow down because we are becoming old. We are becoming old because we are slowing down.”

What are some of the common beliefs you hold around aging? List some people you know who are in an age bracket that you would call old (this may be different for each of us) that continue to live vibrating lives. What is it about their life that lends itself to their ability to thrive? Reflect on your own life, what allows you to continue to thrive? Are there any similarities?

Many corporations have identified the age of 65 as mandatory retirement; however, the de facto founder of IBM, Thomas Watson Sr, ran the company until just prior to his death at age 81. Henry Ford was part of the Ford Company until at 82 he turned the running of the company over to his grandson. Louise Hay began her publishing house at age 60 and continued to be an integral factor in the running of the company until her death at age 90. The author of one of our books, Gay Hendricks, recently turned 70. He has written over thirty books, and approximately five years ago shifted from writing self-help books to mystery novels. The first in a series was called *The First Rule of Ten* and was published in 2012. Our chronological age does not have to limit us in any way.

Identify what public figures 50 or above who inspire you? What is it about them that is inspiring?

Small Group Discussion:

- Identify stressors in your current life. What activities assist you in releasing and reducing stress?
- What types of meditation do you like to engage in for stress relief?

Journal or Small Group Discussion:

Identify areas of your life that assist you in feeling vibrant and alive. What inspires you to get up in the morning and create the most vibrant life possible? If you recognize that you do not have activities that motivate you, make a list of things you wish to do in life...a bucket list of sorts. Journal on what stops you from living full out and what action steps you are willing to make in order to live vibrantly beginning today.

Affirm: I am a beloved expression of God creating a vibrant and fulfilling life.

Meditation Video:

The following video is a great way to begin a meditation practice.
Louise Hay's Morning Meditation:

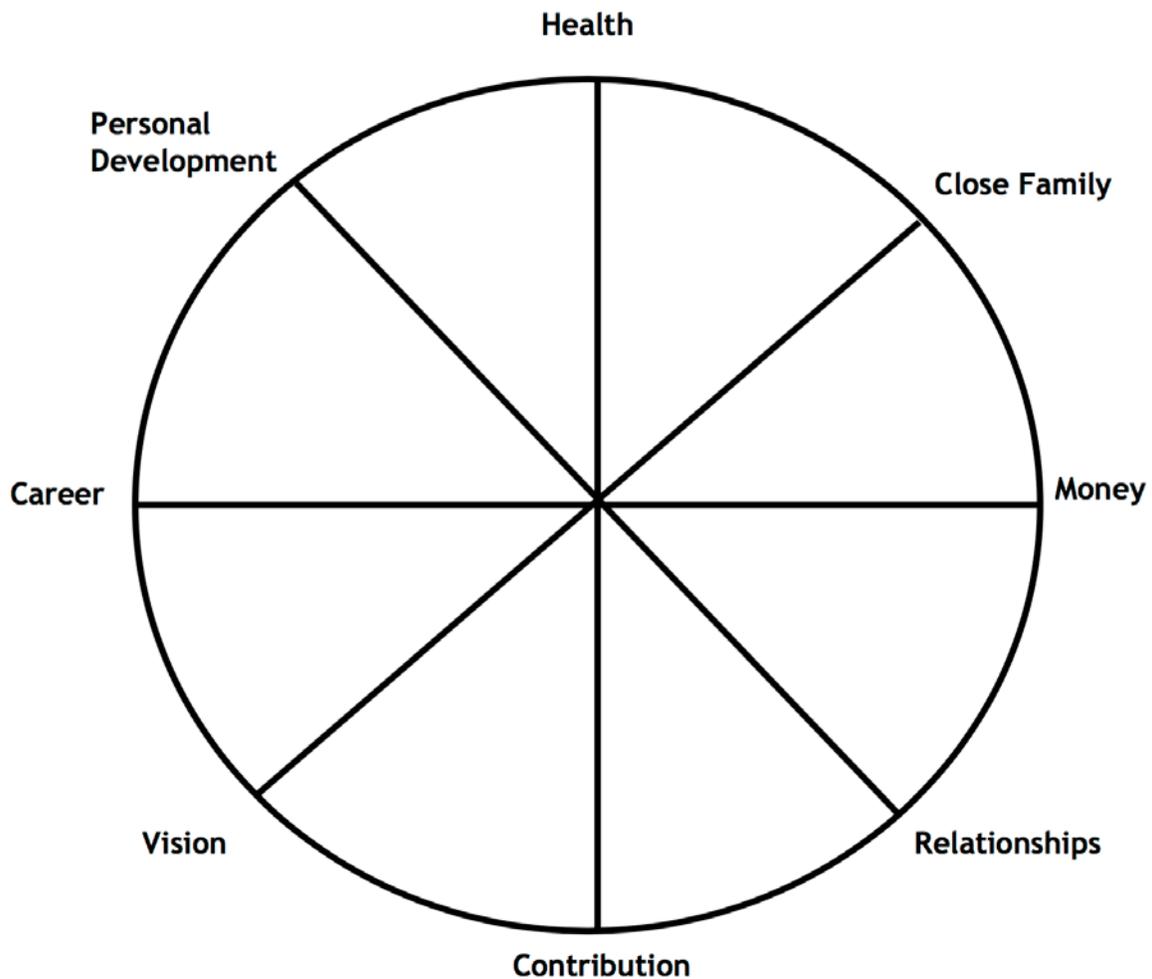
<https://www.youtube.com/watch?v=4jNV1FV-Os>

Self-Awareness - Final Project

Wheel of Life

Directions:

Look at the categories on the wheel, give them consideration as to where you are in each of these categories, and then draw a line to show how you perceive yourself. When you have completed a line for each area, connect those lines. This will give you a "pie chart" of where you are in each area. If you do not resonate with a category, please feel free to create your own category.



Now, for each area you would like to see **expand**, identify where you would like to be in 1 month, 3 months or 6 months, your choice. Use a different color to indicate the shift you would like to make. Then create at least one action step for each area to move you forward. Be sure to include a “by when” to complete the action step.

Have fun with this process. Let your imagination flow freely and see if you can create a vision that requires expanding your current version of yourself.

Action Steps:

By When

1.

2.

3.

4.

5.

Create an affirmation for each area and repeat it aloud every day.

Example: In the area of “close relationships” I would like to create a family trip that includes my brothers and my nieces.

- My first action step might be to draft an email soliciting information about when they are available and where they would like to meet.
- The next action step would be designed based on the outcome of the first action step.
- My affirmation could be “I savor a fantastic family get together with my brothers and nieces next summer.”