An abstract graphic on the right side of the page, featuring a series of overlapping, curved bands in shades of blue, green, and purple, resembling a stylized wave or a rainbow. The bands are thick and have a slightly textured, brush-stroke-like appearance.

HEALING JOURNEY PROGRAM

LEVEL 6: PSYCHOLOGY

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HEALING JOURNEY 6 **PSYCHOLOGY 2024**

Mondays 10am – 12noon via zoom

“The glory of creation is in its infinite diversity and the ways our differences combine to create meaning and beauty.” Mr. Spock, STAR TREK The Original Series

Class #	Date	Topic
1	Jan. 15	Introduction. Self-Reflection and Self-Space
2	Jan. 22	Beliefs
3	Jan. 29	Beliefs continued
4	Feb. 5	Tools
5	Feb. 12	Goals
-----	Feb. 19	Family Day – NO CLASS
6	Feb.26	Purpose in Living
7	Mar. 4	Byron Katie – An Intro
8	Mar. 11	Blockages
9	Mar. 18	Blockages continued
10	Mar. 25	Sub-Personalities
11	Apr. 8	Sub-Personalities continued

CLASS TIME FRAME

TIME	ACTIVITY
10:05-10:10 5 mins	Meet & Greet, Divine Light
10:10-10:55 45 mins	Class discussion
10:55-11:00 5 mins	Break
11:00-11:45 45 mins	Small groups
11:45 – 11:55 10 mins	Debrief in main session
11:55-12:00 5 mins	Polyvagal breathing

SOME THOUGHTS

1. This is a process – it does not happen overnight.
2. It takes practice and commitment.
3. It is most important to respect our meetings as a 'safe space' which means confidentiality. If it doesn't feel safe then members won't share.
4. The workbook is divided into: Introduction, Schedule, Self-Reflection Activity, Topic reading material, Extra activities, and Further reading/watching.
5. The class will be divided into meet & greet, Divine Light Mantra, topic presentation/discussion, quick break, small groups, debrief and deep breathing.
6. Our time is limited so please allow time for others to ask a question or share a brief thought.
7. Self-Reflection Activity is not mandatory but strongly encouraged as it provides the practice and process through which we learn and internalize.
8. Our small groups are randomly organized and facilitated by a leader to help keep the group on track and focused.
9. If people would like to share small group emails just let your small group leader know.
10. If anyone would like to connect with someone else in our class, please let me know and I will facilitate that.

CLASS 1 –JANUARY 15
INTRODUCTION, SELF-REFLECTION AND SELF SPACE

SELF-REFLECTION ACTIVITY - ZIP IT AND WRITE

- In this activity, you will be given a question to write about in your small group.
- You'll have 10 mins to write and then your small group will share and discuss everyone's ideas and writings.
- Recordings are more than acceptable if writing isn't an option or comfortable.

QUESTION

- What am I specifically hoping to learn from this HJ6P class and how might I use what I learn?

WHAT IS SELF-REFLECTION?

- Meditation or serious thought about one's character, actions, and motives
- Awareness of what goes on in your mind and your emotions
- Self-reflection is like looking into a mirror and describing what you see



WHY IS SELF-REFLECTION IMPORTANT?

- Encourages a level of self-awareness and consciousness
- Enables you to identify areas for improvement
- Highlights areas where you are strong
- Allows you to recognize what works and what doesn't
- Enables you to think deeply about your reactions
- Supports you to change Reactions to Responses
- Develops a habit of knowing yourself better, which leads to more caring, compassion and respect for yourself
- Enables you to think about what you do well
- It gives you a structured method for also considering what is positive about your life
- Affords better relationship with yourself
- Affords better relationship with others
- Better able to make decisions/choices
- Can be empowering

WHAT DOES SELF-REFLECTION LOOK LIKE?

Being more comfortable in your own skin	Supports you in becoming more confident
Allows you to listen to others, and be assertive	Being better able to not only make a decision but to know it's the right one for you

HOW DO WE START TO SELF-REFLECT?

Schedule self-reflection time	Take a walk
Start small and be patient	Out loud self-conversation
Deep breathing	Counseling – Therapy
Read and learn	Sit quietly with no interruptions
Identify some important questions but don't answer them yet	Know the difference between Understanding and Intervention (diagnosis and treatment)
Select a reflection process that resonates with you	Meditate and/or self-space
Identify a support network you trust and ask for help	Journaling, drawing, movement, conversation, self-talk
Name your feelings – use the feeling chart in Class 2	Scan your body – where is it tense. Where does it hurt? What is it telling you?
Identifying specific questions which you can generate and/or find on numerous websites	Consider: The Five Agreements, Brene Brown, Byron Katie and many others on YouTube.

Reflect on a past event → find the underlying belief in how you dealt with it → write down the belief → ask yourself if this belief is rationale →

ask yourself if you want to keep this belief → if yes, relax → if no, write down options to change it – brainstorm

STEPS IN SELF-REFLECTION AND WATCHING THE 'MIND'

1. Find or create a quiet space
2. Let thoughts come forward in your quiet space – Just Observe
3. Do not judge or dismiss
4. Can use journaling, drawing, conversation, self-conversation (possibly in a mirror)
5. Write down what emerges
6. Now, consider steps in changing a belief

A LINEAR VIEW

1. Emotion – What am I feeling? Name the emotion?
2. Physical– What am I feeling in my body? Where does it hurt, or feel tense, or ache?
3. Images – What pictures, words am I seeing?
4. Behaviour – What actions does the above cause: crying, being too busy, self-medication, etc?
5. UNDER-LYING BELIEF – what am I TELLING myself? Am I believing things from the past or what might happen in the future? What belief can I have in the present?

SELF-SPACE - WHAT IS SELF-SPACE?

It is the space: physical, emotional, behavioural and cognitive that we give ourselves	It can be literal space – a room, corner of a room, woods, beach, porch, etc.
It can be emotional – learning to accept how you feel; then question how you feel to make decisions about what emotions you want to keep and what you don't	It can be behavioural – learning to say “No” to others kindly. Learning that you are worth the space and it is a way to be compassionate with yourself.
It can be a cognitive space where you go into your mind to explore	

WHY IS IT IMPORTANT?

In order to understand ourselves, to self-reflect	To provide space for issues, ideas, messages to arise within ourselves	To provide a foundation upon which to make decisions
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WHY DO WE BLOCK IT?

Lack of awareness	Feeling guilty Feeling unworthy of self-care
Inability to say “No”.	Early socialization that we are ‘supposed’ to take care of others before ourselves

HOW CAN WE CREATE IT?

Look at the various ways of creating self-space	Consider how you can make it a priority	Consider how you might embed it in your schedule
Create a plan to do so	Monitor how it goes: are you engaged in it and is it working?	

CLASS 2 –JANUARY 22 – BELIEFS AND SELF SPACE

SELF-REFLECTION ACTIVITY – SELF-SPACE

- **Make a list of 2 self-space ideas.**
- **What do they look like? Where would they be?**
- **Pick one you haven't used yet, but would like to.**
- **Describe it in detail**
- **Create a plan to incorporate this new 'self-space' into your life. Be specific**
- **Discuss with your group**

SELF-SPACE IDEAS	DESCRIBE IN DETAIL	AFFIRM COMMITMENT	PLAN TO USE	
1.				
2.				

WHAT ARE BELIEFS?

- An acceptance that a statement/thought is true or that something exists
- Trust, faith, or confidence in someone or something
- Something believed
- An opinion or conviction
- Confidence in the truth or existence of something not immediately susceptible to rigorous proof

HOW DO OUR THOUGHTS/BELIEFS AFFECT US?

- We have noted in earlier HJ levels, that emotions are regularly preceded by a thought or image – even if they flash very rapidly across our screen of consciousness.
- It can take some practice to detect this.
- Thoughts give rise to a mental image, which in turn prompt an emotional reaction. This is a common pattern.
- Physiologically, we know thoughts, images and experiences change our chemistry which affects the body: Cortisol as an example, which reaches high levels when stressed and causes damage to the body.

WHY CHANGE OUR THOUGHTS AND BELIEFS?

- We want to change our thoughts to be better able to shift our emotions, to put less stress on ourselves and to help us heal. It is very difficult to shift an emotion by itself.
- This does not mean we do not identify and acknowledge our feelings – they are important and teach us about ourselves.
- However, when the emotion is based on something irrational, we can make choices to change it and alleviate the disturbing emotion.

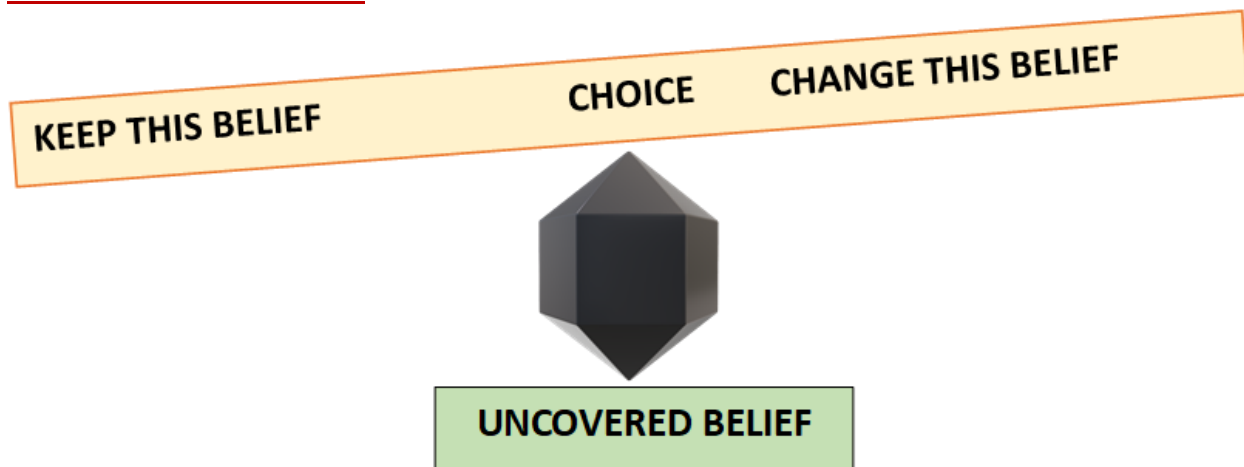
- It becomes less obvious when we consider our beliefs about ourselves, beliefs that we often take as undeniable truths.
- For example, many people believe they are somehow unworthy or inadequate.
- Often, they never admit this, even to themselves, but it will affect everything they do.
- For example, this may prevent someone from undertaking challenges that they are perfectly capable of meeting, and from growing by doing so.
- For example, if I believe others will hurt or humiliate me, then this will obviously colour all my interactions with people. It may keep me isolated and will affect my social life, work life and life purpose.
- A further example: “I am entitled to a long, healthy life”. Clearly, such a belief will increase the suffering if confronted by a sudden illness.
- It takes honest examination of our thoughts to unearth such buried ideas.
- Our beliefs are not obvious to us because they are ingrained, often life-long, familiar and we take them as undeniable. As facts. We ignore inner, or intuitive knowing in favour of what we think we are taught to see outside of ourselves.

UNDERSTANDING (diagnosis) VS. INTERVENTION (treatment)

You can't fix what you don't know or understand

UNDERSTANDING	INTERVENTION
<ul style="list-style-type: none"> ▪ Understanding is to let the emotions, beliefs, images arise. ▪ We become aware of what those are. ▪ We do this without judgment or dismissiveness ▪ We write, converse, draw etc. what we are seeing ▪ We think about how our understanding has impacted our lives 	<ul style="list-style-type: none"> ▪ We note that we have a choice to make now that we understand ▪ Do we wish to keep or change what we believe, feeling or imagine? ▪ Once we decide then we can consider what we want to change it to. ▪ Once we decide that, then we can plan how to make the change. ▪ We can create a goal, tasks and begin.

CHANGING A BELIEF



EXTRA ACTIVITIES YOU CAN ON YOUR OWN

1. USING VERBAL AFFIRMATIONS

- If you find that you tell yourself negative things, make a list of them
- Examine this list of and develop positive things to counter them
- These should be brief, of course positive, and relatively realistic
- As an example, if a core self-statement has been: "I'm just not good enough", you might replace it with: "I am totally worthy, secure and loved by the Divine"
- Such brief statements can be repeated many hundreds of times during the day
- You will need to find what resonates within you, rather than just accepting suggestions from others. A table with negatives on one side and positive substitutes on the other might be helpful

2. AFFIRMATIONS ABOUT SELF

- While looking in a mirror gaze at yourself for a few minutes, while verbally repeating the qualities you would like to have or experience.
- For the first day or two you could do some "diagnosis", asking yourself "what do I think about this person", and making some notes.
- Then in following days, while looking at your image, repeat affirmations of your worth, value, lovable-ness, and the fact that you are determined to take charge of your life and health to the greatest extent possible, i.e., "this is my life and I create it".

3. MAKING A LIST OF YOUR SUCCESSES.

- List all the accomplishments or events in which you can take some pride. Include "small" things like learning to type, or use the internet, or drive a car.
- Think what your life would have been like without these accomplishments. Let the list be long.
- Then go back over it and choose the most important of these. For each, write down the beliefs that went into the "creation" of that reality for yourself.
- Think how your imagination helped to achieve that goal, and the emotions that supported it.
- As Seth suggests: "concentrate on your abilities, not your liabilities"!

4. USING MENTAL IMAGERY

- Return to the images of yourself and your life. The aim now is to identify any negative images and change what you don't like about them. This should be done, not by simple reasoning about preferred alternatives, but by meditating deeply about this and allowing new images, with their accompanying emotions, to emerge. You will probably need to try this several times.
- Then, as you go about your day, vividly imagine that the conditions you want are being gradually realized. If you are sick, try to imagine yourself well, moving about happily – try to be that person. Now you are bound to come up with conflicting impressions here – what you want will likely not seem to be the case.
- But you can modify the self-talk – for example: “I do feel unwell but am determined to do all I can to help my body heal”, “I am gradually improving”, or some similar phrasing that you find acceptable. Critics say this is being “unrealistic”, but if reality is something, we create then it makes sense.
- A helpful idea can be to find a symbol of yourself as you are, or have been, in your most unhappy times, then “erase” it, and construct another for how you would like to see yourself now: e.g. a lighthouse, a big tree. Explore the implications of your symbol(s) of yourself.

5. INVESTIGATING HOW MY SELF-CONCEPT WAS FORMED.

- Obviously, we have no fixed opinion about ourselves at the time of birth, and for many months thereafter. Gradually, however, through interactions with parents, siblings, and others, we begin to form an impression from what they say and do to us. To take an extreme example, if we are subject, as children, to bullying and abuse, it will be natural to conclude that we don't deserve to be respected. By contrast, if we are treated with kindness and consideration for our needs and wishes, and in such a way that we know what behaviours are permitted and what are not, we will feel much more secure and comfortable, a feeling that will translate into a sense of self-worth
- Think of instances from your childhood where you were subject to:
- What you considered to be unfair, unwanted, distressing treatment from important others, family or teachers or peers
- Treatment that made you feel “good”, worthwhile, valued.
- Write about these experiences – note form will do: try to “re-live” them in your imagination. Notice which ideas and feelings about yourself that were conceived at those early times have persisted into your adult life

6. THE FORMATION OF SELF-CONCEPT BY IMAGINING WHAT OTHERS THINK OF US.

- Our self-concept is constantly evolving, and changing, mainly as a result of our ongoing interactions with other people, although as we get older it tends to stabilize. As adults, however, we usually remain very sensitive to what we imagine others think of us. In fact, our conclusions about how others see us is often a projection of our own ideas about ourselves.
- For example, if someone snubs us, our immediate reaction may be anger, but underneath that lies a fear that they don't think us worthy of their attention. Such a conclusion is only likely if we secretly harbour the belief that we are really not worthy of others' notice. If this seems improbable to you, imagine that you are totally secure about yourself, that everyone admires you, then see if you would care about a snub.
- If we pose directly the question: “what do I think of myself?” we may end up with a vague, “street level” answer, such as “I'm basically a good person”, which doesn't tell us much.
- Instead, we can learn more by investigating how we believe others view us; with this indirect approach, we may uncover our projections, as shown by our reactions to their observable behaviours.
- Part (a). Investigating at the conscious “thinking” (cognitive) level
 - Use specific instances: visualize/remember certain situations that stand out, because they were vivid, or emotionally laden, or because they occurred often. Explore, write notes.
 - Pick one or two cases where the behaviours of colleagues or friends seemed to indicate some strong feeling towards you and your work
 - What interpretations did you put on these behaviours? What other interpretations are possible? Do you think others really cared what you were up to?
 - What did you think about them? This may provide some clues as to what you imagine they thought of you.

- Can you see now how your beliefs about their opinions are mainly your own projections of your ideas about yourself?
- Generalizing from these examples: can you see that many of our other reactions to other people such as our expectations, resentments, frustrations, and so on ultimately depend on our beliefs, and in particular on our beliefs about ourselves: what we believe we are “worthy” of, and what we are entitled to? (If this is all new to you, don’t be concerned if it’s not entirely clear at first – just keep working away at it over the coming weeks and you will come to understand it).
- Part (b). Investigating at a “deeper” (more unconscious) level.
- We can usually dig out more of our hidden thoughts and emotions by doing this self-investigative work in a relaxed “alpha” state - perhaps going to a familiar “room” or place where you can visualize more easily. Try the following after getting yourself very relaxed, and/or “going down” to your healing room or place:
 - Allow memories of interactions with colleagues, family or friends to rise to the surface of the mind.
 - In this state, observe rather than thinking; the point is to bypass the usual patterns of thought, in order to learn something new. Now “watch” how the actions of the people you are thinking about gave hints of what they were thinking.
 - Look more widely for other instances.
 - Pay particular attention to how your interpretation of your colleagues’ or friends’ actions and words made you feel.
- **Integration**
 - During daily activities, we can watch for “how other people make us feel!” and quickly learn that this is a misnomer – what we are experiencing is our projections coming back at us, so to speak. This daily mental awareness work is usually done by thinking briefly about what has happened, and trying to understand what our thoughts are. When we have the time to sit and relax deeply, to an “alpha” level, we can explore more deeply, picking instances we want to investigate more fully.
 - Put together the results of your explorations of both kinds. What is your view now of how you were seen by other people, and how does it compare with what you may always have assumed? What would be a more balanced view? How might you change your attitude towards colleagues, family or friends?

7. DIGGING DEEPER – Using the Chart Below

- Consider a possible course of action that would be a major change, but might help you in your healing. It might be a change which you are ambivalent about making.
- For Example
 - Giving up work
 - Stopping some activity at home to make time for other things that seem important now, like healing studies and practices
 - Some travel that you have wanted to do for a long time
 - No longer seeing some old acquaintance who no longer seems compatible
 - Spending time at a healing centre or retreat
- **Now ask yourself.**
 - “What do I fear might happen if I made this change?”
 - And if what you fear happens, what might be the further consequences.
 - And so on.
 - Fill in the chart below by writing in what the consequences might be if you do what you fear and what might be your reactions to them.

CONSEQUENCES	REACTION
If I express anger, or other strong emotions what do I fear might happen if I do?	

If I refuse to do what X expects of me in certain situations, what do I perceive will happen?	
If I don't look attractive to certain others?	
If I get sick and can't look after myself?	
If I can't look after my family?	
If I "waste" time watching TV or reading the newspaper?	

8. MY INADEQUACIES – Use the Chart Below

- Complete the following sentence
- I am not much good at _____
- Identify numerous answers to this statement.
- (e.g., physical feats, writing, public speaking, getting along with others, making conversation with strangers, meditating, remembering names, arriving on time at meetings, confrontations.... the list must be your own.
- Now ask yourself, for each item: "What consequences do I fear from this "deficiency" in me?
- If I fear that others won't like or respect me because of this "inadequacy" of mine, what consequences might that have?
- See if you can come up with a kind of core idea, usually a fear, about yourself (although it is possible that confident individuals will find a strong image of personal competence at the root of their mental processes).

I'm not much good at ____	What are the consequences of this item?	What will happen if others don't like me because of this item?	What are your core beliefs around this item?	What do I want this to change to?	What is my plan for change?

9. SPECIFIC IDEAS ABOUT YOURSELF TO EXAMINE

Try not to give knee-jerk answers like "of course I'm in control, smart, attractive...." and instead "dig deeper", overcoming the fear of acknowledging unpleasant conceptions of yourself – without doing so, you can't change them. Then tell yourself: "these are ideas about reality, not reality itself".

1. Do you see yourself as "smart"?
2. Have you lived up to your potential?
3. Do you believe it is OK to express your emotions freely?
4. Are there areas in your life about which you feel guilty or ashamed?
5. Do you, deep down, regard yourself as superior/inferior to others?
6. Do you have any sense that you "deserved" illness?
7. Do you feel you can control events around you, or that you are basically helpless before them?
8. Do you have a right to recreation, free time?
9. Do you feel you have a right to do what you want to do in life?
10. Are you creative? In what areas?
11. Do you feel attractive to others?
12. Do you feel the "the Universe"/God/some Higher Power cares what happens to you?

CLASS 3 – JANUARY 29 - BELIEFS CONTINUED

SELF REFLECTION ACTIVITY – CHANGING BELIEF’S					
HOW TO USE THE ‘CHANGE YOUR BELIEF’ CHART					
<p>1. EVENT Identify one event that created an emotion that you’d like to shift and describe the event</p> <p>2. EMOTION What emotion or feeling does this event evoke for you? Be clear that you identifying a feeling and not a thought or action. Be specific.</p> <p>3. THOUGHT Now what thought or belief came before the feeling. What created this feeling? Again, be clear that what you identify is a thought and not an emotion or action.</p> <p>4. RATIONAL OR IRRATIONAL Now that you have the thought/belief ask yourself if it is rational? Another way to put it is to ask yourself if this thought or belief is TRUE? If it is not true then you might change the thought/belief into something that is rational or true If it is true, then what you may need to do is to shift your perception of the thought – this means learning to accept what cannot be changed.</p> <p>5. CHANGING IT You want to “re-frame” your irrational thought/belief into something more realistic. You want to re-word, use different language to change your thought into something that is reasonably true.</p> <p>6. PLAN This is the hardest part. Now you have to create a plan or set of steps to actually make this change of thought/belief happen Ask yourself, “How am I going to change this thought/belief. What will I actually do to make it different?”</p>					

CHANGE YOUR BELIEF CHART - THIS ONE IS AN *EXAMPLE* ONLY

EVENT	EMOTION	THOUGHT BEHIND THE EMOTION	IS IT RATIONAL OR IRRATIONAL	CHANGE IT TO	PLAN FOR CHANGE
You fail an exam in a course that is important for your career	How might you feel? Angry Embarrassed Humiliated	I am stupid Everyone else passed except me	Ask yourself: Am I really stupid? NO Did everyone pass except	I am capable and smart and need to ask myself why I failed. Possible reasons:	Book a time to talk with professor Using an agenda, organize for study time

	What might you do? Leave the program Hide from everyone Never try again	I can't do this – why do I even try?	me? I don't know, but maybe it doesn't matter Can I do this? Of course, I can – I'm capable	I didn't study I partied too much I was feeling sick I didn't understand material and didn't ask the professor	Journal about how I feel regarding my intelligence and capabilities. Relaxed: Meditation Deep breathing Journaling Counselling
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THOUGHT CHANGE WORKSHEET - THIS IS THE REAL THING – YOURS

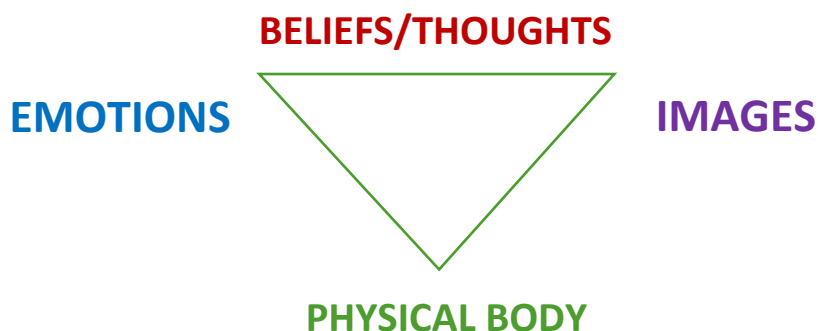
EVENT	EMOTION/ ACTION	THOUGHT BEHIND THE EMOTION	RATIONAL OR IRRATIONAL	CHANGE THOUGHT	PLAN FOR CHANGE
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MONITORING OUR THOUGHTS/BELIEFS?

- How can we become aware of our thoughts?
- What tools can we use?
- What tools have you used and have they worked?
- Some tools might be:
 - Meditation – seeing what images and/or thoughts arise
 - Journaling
 - Deep breathing
 - Quiet moments, alone
 - Certain movements: Yoga, Tai Chi, Chi Gong, etc.
 - Others _____

BELIEFS AND HEALING

- Do you think our beliefs can affect our healing?
- Why and how?
- **The Ego Triangle** is a representation of thoughts and images producing emotions that affecting the body.



- Healing is composed of many components: biological, medical, beliefs and spirituality
- Sometimes one of those components is stronger than the others and may be one we can't control.
- We can't always know, and in fact, we often don't really know.
- But, if our minds can change how we see ourselves, how we see the world and how we can accept what we can't control – then that creates a stronger condition of calm and peace.
- No matter what our biological or medical abilities might be, we can at least affect our lives with beliefs and spirituality.
- This process impacts our bodies. Think about a time when you were startled and how viscerally your body reacted – we call this: The *Fight, Flight, Freeze or Submit* state that we respond with no matter how real or false or no matter how present or in the past the stimuli is. Can you think of an example?
- If you observe your mind while thinking about yourself you will find that the same kind of triad of thought, images and emotion is activated. The body will automatically respond; it can't help doing so, even if the response is slight and unnoticed. Therefore, we can draw direct lines between thought, imagery, emotion and physiological impact.
- An example is an individual with a “poor” self-image may be anxious or depressed, have a hunched posture, be prey to various ailments, and unable to pursue behaviours that are in his or her best interest.
- Becoming familiar with the Ego Triangle is essential both to improving our own self-esteem and to further progress in mind-body healing. Once we know this pattern, we will see that it is not so far-fetched to imagine that a “disease” symptom is very like a “self-concept”, a representation of mental ideas in the body's tissues.

CHANGING OUR BELIEFS

- This is the really **big** question – this is our ‘intervention.
- Once you are more aware, and you know what you'd like to shift you can begin to change your beliefs.
- We can take an irrational or disturbing belief and ask ourselves “Is this true right now?” Usually we can say “No. This isn't true.”
- For example: let's go to a frightening doctors' appointment. Our primary belief might be “Oh, s/he is going to tell me I'm terminal and there's nothing more to do and then the worst will happen.”
- What emotions might be created – fear, panic, depression, deep sorrow, etc.
- Ok, now ask yourself, “Is this true right now?” The answer is “No, it's not true right now.”
- You don't know what the doctor will say or suggest.
- Also, you can't control the situation; the cards you are dealt.
- You can however, control the way you respond and the narrative you tell yourself.

Consider this chart that can help identify your current belief, identify whether it's rational or irrational, create a new belief and a plan to attain it.

Current Belief	Rational or Irrational?	New Belief	Plan
I'm not good at conversation ; I'm just not smart enough.	This keeps me from meeting new people. This keeps me from further learning and trying new things. This keeps me lonely and feeling sad	I am good at conversation. I am able to learn new things	Try writing a conversation on paper. Now try it with someone you know. Practice it, role play it. Now try it with someone you are only acquainted with or don't know. Monitor what happens. Consider and write down one thing you'd like to learn about. Identify ways to learn: reading, internet, groups, friends, clubs, etc. Book a time in your agenda to do this. Write down on a piece of paper, "I am smart". Post it around your home: fridge, mirrors, walk you walk, etc.

We also might use journaling, creating a positive belief jar, or talking to others who can seriously support us.

- Having uncovered at least some of our beliefs about ourselves, we now want to construct a much more positive and uplifting narrative or internal monologue that reflects a healthier, more healing way to think.
- Rejecting harmful self-criticism: the central aim of many conventional systems of counselling is to examine the beliefs we hold of ourselves, and drop any unwarranted or distorted views. Therapy with a professional may clarify issues that you find you can't uncover or change while working alone.
- Using verbal affirmations: The constant affirmation of "positive" ideas about oneself. In ordinary life, we may have found that things we particularly desire and expect sometimes do come about. "You get what you concentrate on", otherwise expressed as "beliefs create reality".

SOME POSITIVE THOUGHTS/BELIEFS WE CAN 'TRY' ON

Listening to myself is the greatest gift	Value myself
I know the mind can change our physical self in some ways	Cancer is only one part of me – I am many more things
Appreciate the moment	See beyond previous pain
Focus on the love in my relationships	Identify my 'narrative'
Re-frame my 'narrative'	Realize my power of choice
Respect myself	Let go of what I can't control
Let go of judgments	Connect to a higher source
Focus on the love in a situation	Prayer
Acknowledge difficulties	Counseling
Set goals	Promote inner calm/tranquility
Determine what makes you excited to live	I get what I concentrate on
Identify your coping strategies/tools	Create new coping strategies/tools
The KNOWING "signal" tends to be weak and obscured by the loud noise of the ego's chatter.	Trust in self-healing

I.D.E.A.

In order to make changes in ourselves; how we think, feel and in body health, *We Must:*

I	INTENSELY DESIRE THE CHANGE	This is the "fuel" that propels physiological changes in the body.
D	BE DILIGENT IN YOUR PRACTICE	Affirmations should be repeated regularly and as often and as intently as possible
E	EXPECT THAT THE CHANGE WILL HAPPEN	Though note that this is a process and takes time.
A	AVOID FOCUSING ON THE NEGATIVE	A common and understandable habit of people struggling with serious disease/trauma is to focus on the problem itself and how much they do not want it.

EMOTION WORDS

- The table below is a list of words that might help us find more clarity when describing how we feel or what we're thinking
- For example: when we say "I feel good today", it is wonderful but vague. What "good" means to you is an important question because "good" often means many different things to different people.
- When you're stuck take a moment and read through the word list until you find the one/s that resonates and match your thoughts or feelings.

EMOTION WORDS

Comfortable	Considerate	Clever	Uneasy
Cheerful	Challenged	Close	Wonderful
Cross	Cowardly	Cold	Woeful
Courageous	Delighted	Devoted	Calm
Dynamic	Daring	Drawn to	Unpleasant
Doubtful	Discouraged	Dissatisfied	Unhappy
Despicable	Disgusting	Disillusioned	Warm
Despair	Disinterested	Dominated	Worried
Dull	Deprived	Distressed	Thankful
Desolate	Desperate	Dismayed	Upset
Easy	Eased	Ecstatic	Vulnerable
Earnest	Engrossed	Eager	Wary
Enraged	Empty	Energetic	Wronged
Excited	Free	Festive	Skeptical
Fortunate	Fascinated	Fuming	Tormented
Fearful	Free	Forced	Tense
Great	Gleeful	Glad	Sulky
Grieved	Hopeful	Hostile	Tortured
Humiliated	Heartbroken	Hesitant	Terrible
Impulsive	Interested	Inquisitive	Resentful
Intent	Intrigued	Inflamed	Surprised
Injured	Incensed	Inferior	Sympathy
Insulting	Incapable	Important	Stupefied
Insensitive	Insulted	Indecisive	Reserved
Jubilant	Kind	Keen	Satisfied
Lovely	Monstrous	Moody	Serene
Nice	Nebulous	Open	Sore
Orderly	Pleasant	Pleased	Rebellious
Patient	Quiet	Reliable	Relaxed
Secure	Loved	Shy	Infuriated
Repugnant	Needy	Restless	Irritated
Reassured	Opaque	Sympathetic	Indignant
Receptive	Popular	Spirited	Joyous
Weary	Touched	Certain	Determined
Threatened	Rejected	Comforted	Disappointed
Uncertain	Sensitive	Shaky	Fatigued
Unsure	Sunny	Tearful	Guilty
Enthusiastic	Encouraged	Scared	Hateful
Embarrassed	Elated	Terrified	Hardy
Frisky	Thrilled	Tragic	Inspired
Frustrated	Unique	Tender	Crushed

Detestable	Unbelieving	Understanding	Diminished
Distrustful	Victimized	Useless	Worked up
Dejected			

EXTRA ACTIVITIES YOU CAN DO ON YOUR OWN

1. EMOTION COLOUR WHEEL

- This activity may seem childish when reading about it, but it is VERY powerful.
- Take a piece of paper and draw a large circle.
- At the side of the circle write down 6 emotions that you experience.
- Now choose a different colour for each emotion.
- Now, colour within the circle the amount of space that you experience this emotion. It can be linear or any shape but should represent you.
- For example: I am often sad; I chose blue as my sad colour; I filled in 1/3 of the circle with blue
- The purpose of this exercise is to give you a visual representation of what you feel, especially when you are unclear about how you feel about yourself and your life.
- Here is a model

BLUE = SAD

FURTHER READING/WATCHING

Psychology: How We Form Beliefs A. C. Grayling, <u>Published: 22 June 2011.</u> https://www.nature.com/articles/474446a
Greater Good Magazine: Science Based Insights for A Meaningful Life. What You Think About Your Emotions Matters Our underlying beliefs about emotions—whether or not we’re aware of them—can affect our happiness in life. https://greatergood.berkeley.edu/article/item/what_you_think_about_your_emotions_matters
Transforming Your Relationship with Anxiety, with Tara Brach [talk] https://youtu.be/u1MaZLaJSH8
Thoughts, feelings and behaviours https://youtu.be/bq9yWrKcB5Y
Thoughts 101 (1): How Thoughts Create Emotions https://youtu.be/Nu7F_36z-Qc

CLASS 4 – FEBRUARY 5 – GOALS
“A GOAL WITHOUT A PLAN IS JUST A WISH”

SELF-REFLECTION ACTIVITY - SHUT UP AND WRITE

- In this activity, you will be given a question to write about in your small group.
- You'll have 10 mins to write and then your small group will share and discuss everyone's ideas and writings.
- Recordings are more than acceptable if writing isn't an option or comfortable.

GOALS

WHAT ARE GOALS?	<ul style="list-style-type: none"> • Goals are the outcomes I desire • Goals are something I want • Goals are the results I want to achieve • Goals are something that will get me something else I want
WHY DO WE NEED GOALS?	<ul style="list-style-type: none"> • Give me Focus • Guide my actions • Help me reach an outcome • Give me direction and structure • Give me 'next steps' • Give me purpose • Help me prioritize my life • Exciting and motivating
SMART	<ul style="list-style-type: none"> • Specific • Measurable • Attainable • Realistic • Timely
GOALS MUST BE CONCRETE AND NOT VAGUE	<ul style="list-style-type: none"> • This means being very specific around time frame, dates, amounts, and what exactly it is you want to do or have as an outcome. • How to describe how your life would be different if you reached your goal • What would need to be different if your problem were to be solved
BRAIN STORM WITH OTHERS OR YOURSELF	<ul style="list-style-type: none"> • Discuss all possible options no matter how crazy. • Eliminate the ones that are not possible • Consider the consequences of those that are possible. • What consequences can you live with? • Eliminate those you can't live with

	<ul style="list-style-type: none"> Choose your first option
HOW DO WE TRANSLATE THE ANSWER INTO A GOAL? This is an example of a conversation with myself	<p>Q. What will be different about my life if I have more energy.</p> <p>So now my goal becomes:</p> <p>A. I will have more energy this week</p> <p>Q. What does more energy mean?</p> <p>A. It means I will be less tired and feel better in my body</p> <p>Q. What does it mean to feel better?</p> <p>A. It means I will be able to accomplish more tasks and things I love to do.</p> <p>Q. What are some examples?</p> <p>A.:</p> <p>I would go to the gym 3 times per week</p> <p>I would do one household chore per day</p> <p>These are two separate goals and need to be treated separately</p>
Now I need to develop the tasks that will enable me to meet my goals	<ul style="list-style-type: none"> Find new coping strategies Develop a Tool Box Use good internal & outside supports Take care of self: exercise, eat well, avoid substances (including smoking), find your passions, laugh when you can, talk-write-draw when you can RE-FRAME - turn difficulties into positive when you can, but, don't deny the difficulties either Trust yourself
BEING ASSERTIVE MEANS	<ul style="list-style-type: none"> Advocating for yourself Getting help from others when needed Developing more and stronger coping strategies / TOOL BOX Not being passive or aggressive
WHEN TO LET GO OF A GOAL	<ul style="list-style-type: none"> The pursuit itself becomes a total drag It was someone else's dream It's taking way too long to get there and you've ignored the stop signs along the way You're done fighting Budget, time, health gets in the way and you are finished

FURTHER READING/WATCHING

POSITIVE PSYCHOLOGY JOURNAL. [Leslie Riopel, MSc, 16, 12-11-2020](https://positivepsychology.com/benefits-goal-setting/)

<https://positivepsychology.com/benefits-goal-setting/>

POSITIVE PSYCHOLOGY JOURNAL.

47 Goal Setting Exercises, Tools, & Games (Incl. PDF Worksheets) [Elaine Mead, BSc., 11, 12-11-20](https://positivepsychology.com/goal-setting-exercises/)

<https://positivepsychology.com/goal-setting-exercises/>

A Complete Guide to Goal Setting <https://youtu.be/XpKvs-apvOs>

CLASS 5 – FEBRUARY 12 – TOOLS

SELF-REFLECTION ACTIVITY – TOOLS		
TOOLS – HELPFUL AND UNHELPFUL		
<ul style="list-style-type: none"> Consider the tools you find helpful and unhelpful. Make a list within the chart below. Identify if you want to keep or change this tool and why. Identify what a new plan might be. 		
TOOLS	KEEP OR CHANGE AND WHY	NEW PLAN?

WHAT ARE TOOLS?

- They are an external or internal activity that engages us.
- It is meant to help us deal or cope with a challenge or difficulty.
- They can be an activity.
- They can be about internal processes such as thinking, questioning.
- They can involve another person or people.

WHY ARE THEY IMPORTANT – HOW DO THEY HELP US?

- They help us:
 - Find answers to a difficult issue.
 - Rethink or reframe a difficult issue.
 - Help us reduce stress or anxiety.
 - Help us take time away from the difficult issue.

SOME KEY COMPONENTS ABOUT TOOLS

- Need more than one or two.
- Must resonate with you as an individual.
- Owe your own tools.
- Must be reasonable, safe, do-able.
- Must not involve self-damage.

HOW DO WE FIND WHAT OUR OWN TOOLS ARE?

- Think back to what has helped us before or didn't.
- Think about what helps us now or doesn't.
- Think about what do we enjoy doing.
- Brainstorm.
- Conversation with those we trust?
- Ask other what they do?
- Counseling or therapy.

STEM SENTENCES

Are basic statements or sentences you can keep in mind when someone is offering advice, is aggressive or otherwise behaving in an unwelcome way.

Situation	Stem Sentence
You are asked to do something and you want to say no.	"I'd love to help out but I can't this time."
Someone offers a pushy opinion that you do not want to engage with.	"Thank you for your concern, but I'm good." "I'm good, but thanks for sharing."
Someone says something that you find offensive or hurtful	Realize that it is you who chooses to feel hurt – own it. Take a step back, and describe what you are seeing and hearing to yourself. This gives you some emotional distance. "I hear you and need time to think about it." "My experience is different than what you are saying so I see it differently." Then you decide if you want to pursue it or not
Someone says something that is damaging and you begin to believe it is true	Remember, just because someone says something does NOT MAKE IT TRUE. Listen and then assess what you are hearing. Ditch the judgment about you and them. Either take time to consider and resume the discussion OR Decide it's not worth it. Default to your own assessment of yourself.
Someone yells at you for being late	. I will explain why I was later than you expected - if you want to hear it!
Someone asks you to take/pay for their shopping (for example)	No thank you. I can't today.
Someone yells or demonstrates abusive behaviour	I don't see this the same way you do. I need time to consider it before I can discuss it.

A HJ6-PSYCHOLOGY GENERATED LIST OF TOOLS

<u>BASICS</u> <ul style="list-style-type: none"> • Sleep approximately 8 hours per night plus as required • Nap or a warm bath • Healthy food choices • Sometimes just crying
<u>WALKING</u> <ul style="list-style-type: none"> • Walking in the park, nature • Going on a walk on my own or with friends or family. • Gardening, cutting the grass • Listening to sounds of a brook or stream or waterfall
<u>PHYSICAL ATTENTION</u> <ul style="list-style-type: none"> • Massage Therapy • Progressive muscle relaxation • Physio-therapy exercises • Stretches for sore joints • Scanning the body as a way to understand how you are feeling
<u>WATCHING</u> <ul style="list-style-type: none"> • Watching birds, squirrels and other visitors to our garden. • Bird feeding and watching birds in summer • Watching children play • Watching the ice crystals of a jet stream as the plane flies overhead through a bright blue sky • Watching the path of a leaf as it falls from a tree and how it settles
<u>BREATHING</u> <ul style="list-style-type: none"> • Paying attention to breathing to calm myself • Breathing techniques (deep inhaling breath for 4 secs, hold for 2 secs, and exhale for 6seconds) • Paying attention to breathing to calm myself • Shutting all electronics off and listening to the silence, the peace, the serenity
<u>EXERCISING</u> <ul style="list-style-type: none"> • Biking, hiking, walking every morning, snowshoeing) • Weight bearing exercise • Breath and walking tempo (e.g., "I am lovable, and capable"; "I am happy, radiantly healthy" • Yoga, Qui Gong, Tai Chi
<u>ATTITUDE/BELIEFS</u> <ul style="list-style-type: none"> • Amazement as they discover something new

- Learning to set boundaries
- Focusing on the present
- Focusing on the process and not the outcome
- Reframing finding the more positive side
- Being open to learning and growing and changing (and learning to recognize positive change)
- Recognizing what I appreciate and thankful for

PLANNING-ORGANIZING

- Planning and organizing about my future
- Organizing the house (i feel so disorganized!)
- Having a morning routine, including setting an intention for the day
- Tying up loose ends e.g. My last will and testament.....things I have control over

GAMES

- Sudoku
- Crosswords, scrabble, boggle
- Puzzles
- Other word-number games

CREATIVITY-DISTRACTIONS

- Affirmations. My 28 positive sentences.
- Distraction with a movie or tv show allows me to escape reality for a while
- My husband reading a book to me
- Singing, dancing
- Knitting, crocheting, etc.
- Art projects
- Sewing projects
- Listening to tapestry on CBC on Sunday afternoons, one of my favourite programs!
- Photography/ taking photos on our walks

CLASSES/GROUPS/COUNSELING

- Attending healing journey classes
- Wellspring courses
- Using the Ego Triangle chart
- To be in love with my study and learning. If i am in love with what I am learning, reading, the practice is easy.
- AA meetings, especially steps 1-3
AA sponsor get togethers

ACTIVITIES

- Grateful box creation
- Meditation in its many forms, Mantra chanting
- Divine light mantra

- Guided meditation - Inner healer, Visualization, Mindfulness
- Being in silence
- Relaxation
- Listen to the calm app.
- Awareness of my breath
- Deep breathing
- Repeating a mantra - "This too shall pass"
- Journaling – what am I telling myself?
- Reading previous writings; finding themes or patterns
- Writing it down (ask yourself "what's going on here?")
- How do I prefer to feel today?)
- Keeping a gratitude journal, best is writing a few things in the morning and end of day

RELATIONSHIPS/CONNECTION

- Playing and being with our grandkids or younger people
- Being with my sweet puppy
- Tending to plants
- Conversation with family and friends who are supportive, compassionate and caring

FURTHER READING/WATCHING

CANCER COUNCIL, Victoria -
<https://www.cancervic.org.au/living-with-cancer/emotions/your-coping-toolbox.html>

CLASS 6 – FEBRUARY 26 – PURPOSE IN LIVING

SELF REFLECTION ACTIVITY - ZIP IT AND WRITE - PURPOSE IN LIVING

In this activity, you will be given a question to write about while in your small group. You'll have 10 mins to write and then your small group will share and discuss everyone's ideas and writings. Recordings are more than acceptable if writing isn't an option or comfortable.

QUESTION

What gets you up in the morning that is inspiring for you? Describe.

What Does Having a Purpose in Living Mean?

It means to have a reason to live that is not 'outside' of ourselves.	It can be related to others; be connected to others – but it has to be an integral part of us!	It means being passionate
It can be related to others; be connected to others – but it has to be an integral part of us!	It is different than not wanting to die. It means this is the first day, not the last	It means having fluidity in your life

Difference Between Not Wanting to Die – And – Wanting to Live.

Wanting to live promotes self-authenticity, awareness, self-compassion and excitement and passion.	Not wanting to die is about death itself. Maybe the unknown, the feared.
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Do We Have a Purpose in Life and How Do We Know?

We know we have a purpose in living when we get up in the morning and feel a 'tug' to do something.	It doesn't have to be a 'big' thing, or event, but it has to have meaning for us.
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Finding A Compelling Authentic Purpose in Life.

- Without a compelling purpose in life, what's the point?
- Does my life have a purpose or meaning? It may be a question that we try to brush off, yet many of us believe that our lives are meaningless!
- This matters, because we are much happier and more satisfied, when pursuing activities that feel meaningful.
- Thus, defining meaning or purpose in our lives may be a factor in combating serious disease. There is an obvious connection between purposeful living and self-concept and we appreciate ourselves more when we feel engaged in meaningful activity.
- We have outer purposes and inner purposes.
- We can create purpose in our lives by listening to what inspires us or resonates with us.
- What have we done before that felt wonderful?
- What is realistic to do now?

OUTER PURPOSE – EXTERNAL Focus on outside work	INNER PURPOSE – INTERNAL Focus on internal world
<ul style="list-style-type: none"> • This is what we believe to be worthwhile in the conventional world that is action-related activities and looks at achievements. 	<ul style="list-style-type: none"> • This is our getting in touch with the higher or inner self and is essential.
<ul style="list-style-type: none"> • It is more immediately accessible. 	<ul style="list-style-type: none"> • Allowing ourselves to let in awareness of who we are.
<ul style="list-style-type: none"> • It can be explored more easily 	<ul style="list-style-type: none"> • This latter aim is promoted by all major spiritual traditions and is approached through time honoured methods like meditation, prayer, deep breathing, etc.
<ul style="list-style-type: none"> • A list should be generated in the most relaxed and spontaneous way possible, without any initial censoring or rejection of ideas on the grounds of feasibility; considerations of practicality can be brought in later. 	<ul style="list-style-type: none"> • Inner purpose is not as easily explored

EXTRA ACTIVITIES YOU CAN DO ON YOUR OWN

1. MOTIVATIONS TO LIVE

- Consider the questions in the chart below.
- Look deeply to find your responses.

QUESTIONS	RESPONSES
What are my motivations to heal and live?	
What makes me want to get up in the morning?	
How can I generate enthusiasm for living	

2. FINDING OUT WHAT “TURNS ME ON AND OFF”

- Using the chart below, list activities that stimulate you, and make you feel satisfied with yourself and your life. - Even “small” things, like listening to music, chatting with friends.
- List activities that drag you down, are depressing or boring.
- Examine what proportion of your time is spent in activities in these two broad categories.
- Find beliefs that have stopped you, in the past, from spending more of your time doing what you think are important and satisfying.

Activities That Stimulate Me	Activities That Drag Me Down	Proportion of Time Spent	Why?

3. FINDING OUT HOW I WOULD MOST LIKE TO SPEND MY TIME.

- Get yourself very relaxed (light trance and proceed to your inner “room” or other place from which you do imagery exercises.
- Now imagine, without allowing any censoring or doubt, that in the forthcoming days you will be doing whatever you enjoy most. We are trying to access activities that you feel will be satisfying in the long term, as part of an ongoing direction in life, not brief orgies of any kind, and probably not travel, holidays or other experiences that are usually transient.
- What is the mental state you most desire as a continuing experience? Imagine that there are absolutely no obstacles to your achieving this kind of life, financial, social, career-related, or others.
- The important element here is to simply “play” with the process, relax and let images and ideas emerge, no matter how outlandish they seem to be at first. Make notes or drawings. You can later begin to use your ordinary reasoning faculties to devise ways to move your life in the direction that your deeper self has indicated would be “right” for you.

4. How Would You Spend Your Time If You Were Certain, It Was Very Limited?

- Like all of these exercises, this is another way in which you can direct your own investigation of what matters most to you. Imagine that you have only a certain specific time to live, after which you will expire, without suffering, and immediately. (For the purposes of the exercise you can vary this time interval – I’d suggest, for a first attempt, 1 year).
- Investigate (perhaps while in a state of deep relaxation as a preliminary) how you would spend this time.

- Write about it. Does this suggest how you might spend your current days? How much does uncertainty about the time “left” to you (and this is true for us all) affect what use you make of it now?

5. THE MIRACLE QUESTION

- Imagine that you wake up in the morning and your world is perfect within the realm of reality. What would your world look like in detail: physically, emotionally, cognitively, behaviourally and spiritually?
- Be specific and do this without input from others
- Fill in the chart; then consider doing the chart a second time as if it were 5 years from now.

LIFE AREA	PERFECT SCENARIO	IS THIS POSSIBLE?	GOALS AND PLANS
Intimate partner			
Family of origin			
Family of procreation			
Family of choice			
Friendships			
Occupation			
Hobbies/passions			
Home/Housing			
Finances			
Physical health			
Mental health			
Spiritual health			
Cognitive health			

FURTHER READING/WATCHING

[Harvard Health Publishing – Harvard Medical school](#)

Finding purpose in life **Published: February, 2018**

<https://www.health.harvard.edu/staying-healthy/finding-purpose-in-life>

Your life has a purpose <https://youtu.be/hwMel3zQBAC>

#SadhguruOnLife #Sadhguru What is the Purpose of Life? – Sadhguru <https://youtu.be/vQ7ZvPghdy8>

CLASS 7 – MARCH 4 – BYRON KATIE-AN INTRODUCTION.

SELF REFLECTION ACTIVITY

- Take her 4 questions and describe a time when you were able or unable to apply this to your life situation.
 - How does this apply to my life?
 - Does it work or not work?

QUESTIONS	APPLICATION TO MY LIFE?	WORK OR NOT WORK?
1. Is this true?		
2. Is this really true?		
3. How does believing this make me feel?		
4. How would I feel if I did not believe this?		

- Take her 3 forms of Business/Control and describe a time when you were able or unable to apply this to your life situation.
 - How does this apply to my life?
 - Does it work or not work?

3 FORMS OF BUSINESS/CONTROL	APPLICATION TO MY LIFE?	WORK OR NOT WORK?
My business or control		
Others' business or control		
Divine's business or control		

AN INTRODUCTION

- Byron Katie is an American writer, presenter and teacher.
- She experienced severe depression only to awaken one day questioning the thoughts she had always believed.
- When she came to understand that these thoughts were not true her depression fell away and she began to live her life fully.
- Through her writings and video's, she presents her **Four Questions** that enabled her to change her life.

Question 1:	Is it true?
Question 2:	Can you absolutely know it's true?
Question 3:	How do you react—what happens—when you believe that thought?
Question 4:	Who would you be without the thought?

- When we ask ourselves these questions, we are empowered to really learn what we know and what we don't.
- When we don't know, we often build in a narrative that directs our life in certain ways
- When we question ourselves, we will often find that the narratives aren't true and therefore we can change them.
- These questions help us to change our narrative to a more authentic one that we can create ourselves.
- This is especially important for negative – harsh thoughts that judge and trample ourselves and others
- Remember that judgment is different than assessment

My business/control	My career choice; loving whom I love; what I eat; how I feel about myself; etc.
Others' business/control	What colour my neighbour paints their house; how a sibling treats their spouses; what food prices are going to be; etc.
The Divine's business/control	Snowstorms; earthquakes; etc.

CLASS 8 – MARCH 11 - BLOCKAGES

SELF-REFLECTION ACTIVITY – MY BLOCKAGES

- What has gotten in our way and how can we live the way we want now?
- Be prepared to share with your small group
- Pick one previous time frame of say 5-year span and recall how you felt at that stage. What blockages did you experience then.
- Now think about how you feel now and what blockages do you experience now.

AGE TIME FRAME IN YEARS	BLOCKAGES – negative What got in our way?	BLOCKAGES - positive What protected us?
Previous time span of your choice		
Current time		

What Do We Mean by Blockages?

- We mean beliefs, images, emotions and behaviors that get in the way of our being who we want to be.
- It can also mean what we defend ourselves against which sometimes can be beneficial
- These blocks can be created in our earliest ages by discouraging words/behaviors of those who take care of us. These blocks easily follow us into adulthood.
- These blocks can be created at any time by our perception of life events.
- For example:
 - We are laid off from a job and we interpret this to mean we are useless, or people are hurtful and mean.
 - We are diagnosed with an illness and interpret this to mean we did something to deserve being ill; we are being punished.
- We hold onto these blocks for the same reasons we hold onto beliefs – comfort, familiarity, deeply imbedded, fear of exploration and change.
- It is a process to identify, explore and unlock the blocks and open us up to what we are capable of.
- This again has to be based on IDEA – we make a commitment to ourselves.

Why Should We Work to Unlock Our Blocks?

- The very simple answer is because they hold us back in so many ways.
- They lock in place irrational and untrue beliefs about us.
- They get in the way of enjoying and celebrating who we are.
- They help us to be present
- They get in the way of exploring new ideas and avenue of experiences.

- They lock us into unhealthy, and painful relationships, jobs, housing, etc.
- They cloud our being able to know our purpose in life
- They lock our bodies into stress/crisis cycles, pain, and potentially illness and injuries.
- They get in the way of our healing or protect us to heal
- Some blocks have helped us survive when we were young
- Not all blocks are negative, some can be positive
- Blocks can be fluid, changing over time in type and intensity

How Do We Engage in This Process?

- This process requires dedicating time to examining our thoughts and what we tell ourselves.
- For example
 - Identify an event, which was difficult or painful for you. Write it down.
 - What were your beliefs about yourself/others in this event? Write it down
 - Think about how your beliefs locked you into a place of being blocked. Write it down
 - Consider the thought behind the block – ask yourself if it is rational or irrational? Is it really true or something you were told? Write it down
 - Ask yourself, what could be an alternative positive thought. Write it down.

EVENT	BELIEFS	BLOCKAGE	ARE THEY RATIONAL OR IRRATIONAL	ALTERNATIVE

- Most importantly, we must **OWN THE BLOCK**. Regardless of how it might have developed and how it grew over time, no matter where or how it originated, it is now yours.
- Only **you** can unlock it.
- Don't ignore the emotions that can come with this exploration: use them to better understand your beliefs and blocks.
- There are all kinds of ways to engage in this process from talking, writing, sitting quietly and observing your thoughts and emotions, using drawing, music, movement and of course meditation.

CLASS 9 – MARCH 18 - BLOCKAGES CONTINUED

SELF-REFLECTION ACTIVITY – HEALING & BLOCKAGES

Healing Strategies

Fill in The Following Chart and Think About Your Responses.

HEALING STRATEGY	YES OR NO USING 1(NEVER) TO 5 (ALWAYS)	DO I WANT TO CHANGE THIS OR KEEP IT THE SAME AND WHY?
Do I have a desire and expectation to be healed?		
Do I engage in self-healing activities?		
Do I spend time watching, examining and changing my thoughts?		
Do I Find ways to lose my judgments?		
Do I work at quieting my mind: relaxation, meditation, imagery		
Do I work at finding and changing the blocks that get in my way		



SAYING NO IS A WHOLE SENTENCE

WHAT'S WRONG WITH THIS SCENARIO?

"I work part-time and volunteer at my child's school when I can. A parent asked me to take on a weekly job that would suck up my one free day. Instead of saying no, I've ignored her emails. I hide when I see her at school."

THE DELICATE ART OF SAYING NO and STEM SENTENCES

WHAT'S AT STAKE?

- It's rarely easy and it's not always popular, but it is necessary for our sanity
- There is much to be said for saying yes
- We want to help others, make the world a better place
- But too often we agree without thinking because it feels wrong to say no
- We're hurting others when we say no

- We're unworthy when we don't help others
- We should be ashamed when we say no
- When we come to the time where we agreed to do we often feel worn, exhausted, resentful.
- "What was I thinking?"
- When we say yes to something are we also saying no to something else?
- Do we have infinite energy?

SAYING NO AND OUR SELF IMAGE

- At stake is our own self-image
- Who am I if I don't always help?
- What am I telling myself if I don't always help?
- Am I being selfish by saying no, instead of SELF – ISH and taking care of myself?

HOW TO SAY NO AND HOW IT HELPS US

- Replenishes our batteries
- Helps us have more self-compassion
- Helps us become and stay healthier
- Alleviates burnout
- Block time on our calendars for "ME" time.
- See it as helping yourself help others when it's really needed.
- Put boundaries in place such as:
 - I only do one big thing a day
 - I only give help twice a week
- Challenge your belief that you're only worthy if you say yes to others

FURTHER READING/WATCHING

Making Room for Peace. Identifying the Blocks in Your Life. June, 2018 http://www.makingroomforpeace.com/thejournal/identifying-the-blocks-in-your-life
Live Purposefully Now. https://livepurposefullynow.com/6-powerful-practices-overcome-challenges-remove-abundance-blocks/

CLASS 10 – MARCH 25 - SUB-PERSONALITIES

SELF REFLECTION ACTIVITY – PERSONALITY TRAITS

LISTING OUR PERSONALITY TRAITS.

- Below is a list of some personality traits.
- There's no "good" or "bad", just truth. It is important to be honest.
- For example, under "*emotional expressiveness*" one person might write: "constantly driven by emotional reaction to events", whereas another person might write "tend to suppress my emotions and rarely display them".
- The aim is to come up with a number of personality characteristics that describe who you are.
- Use the scale below to indicate from 0 to 10, how much of each Personality Trait you see in yourself.

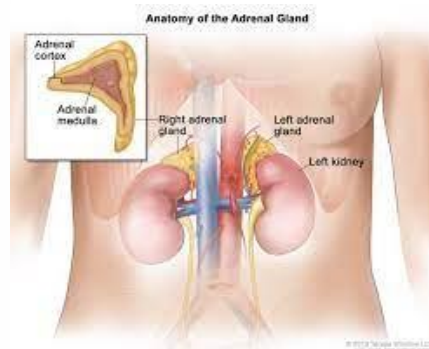
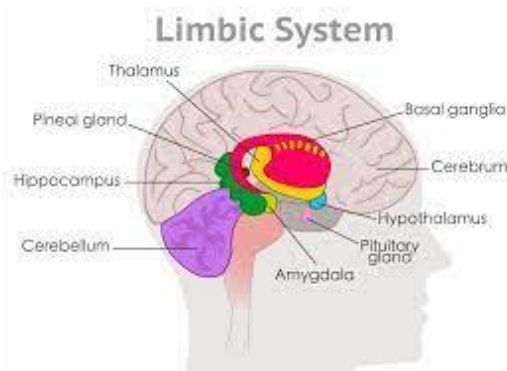
List of Personality Traits Chart (add your own as well)

PERSONALITY TRAIT	DESCRIPTION OF THIS TRAIT FOR YOURSELF	AMOUNT OF TRAIT YOU EXPERIENCE 0 – not at all 10 - always	DO YOU WANT TO KEEP OR CHANGE THIS TRAIT AND HOW?
Career focused		1 2 3 4 5 6 7 8 9 10	
Explorer		1 2 3 4 5 6 7 8 9 10	
Benevolence		1 2 3 4 5 6 7 8 9 10	
Warmth		1 2 3 4 5 6 7 8 9 10	
Loving feelings		1 2 3 4 5 6 7 8 9 10	
Reactive		1 2 3 4 5 6 7 8 9 10	
Expressive		1 2 3 4 5 6 7 8 9 10	
Learning Needs		1 2 3 4 5 6 7 8 9 10	
Persistent		1 2 3 4 5 6 7 8 9 10	
Impatient		1 2 3 4 5 6 7 8 9 10	
Introvert		1 2 3 4 5 6 7 8 9 10	
Extrovert		1 2 3 4 5 6 7 8 9 10	
Interactive		1 2 3 4 5 6 7 8 9 10	
Self-Assertive		1 2 3 4 5 6 7 8 9 10	
Adventurous		1 2 3 4 5 6 7 8 9 10	
Self-Absorbed		1 2 3 4 5 6 7 8 9 10	
Intellectual		1 2 3 4 5 6 7 8 9 10	
Self-protective		1 2 3 4 5 6 7 8 9 10	
Sensual		1 2 3 4 5 6 7 8 9 10	

Fixer		1 2 3 4 5 6 7 8 9 10	
Calm		1 2 3 4 5 6 7 8 9 10	
Organized		1 2 3 4 5 6 7 8 9 10	
Intuitive		1 2 3 4 5 6 7 8 9 10	
Unworthy		1 2 3 4 5 6 7 8 9 10	
Spiritual		1 2 3 4 5 6 7 8 9 10	
Creative		1 2 3 4 5 6 7 8 9 10	
Abused		1 2 3 4 5 6 7 8 9 10	
Abusive		1 2 3 4 5 6 7 8 9 10	
Frightened Child		1 2 3 4 5 6 7 8 9 10	
Rational		1 2 3 4 5 6 7 8 9 10	
Conservative		1 2 3 4 5 6 7 8 9 10	
Anxious - worrying		1 2 3 4 5 6 7 8 9 10	
Helper		1 2 3 4 5 6 7 8 9 10	
Parental		1 2 3 4 5 6 7 8 9 10	
ADD YOUR OWN		1 2 3 4 5 6 7 8 9 10	

A Word About Personality, Traits, Anxiety, etc.

1. **Personalities** are what we are born with. Innate. Usually based on genetics. Some of us are naturally fast paced people; others are more laid back, etc.
2. Then there is **physiology**. The **Amygdala** sits in the brain and is the anxiety centre. When we are fearful, it is triggered to send out chemicals that in turn trigger our adrenal glands. The A. glands send out adrenaline which charges the body to get ready for Fight, Flight, Freeze or Submit. There are clear physiological changes that happen in the body to get ready for this. Initially the body doesn't distinguish between a real threat or a perceived one.

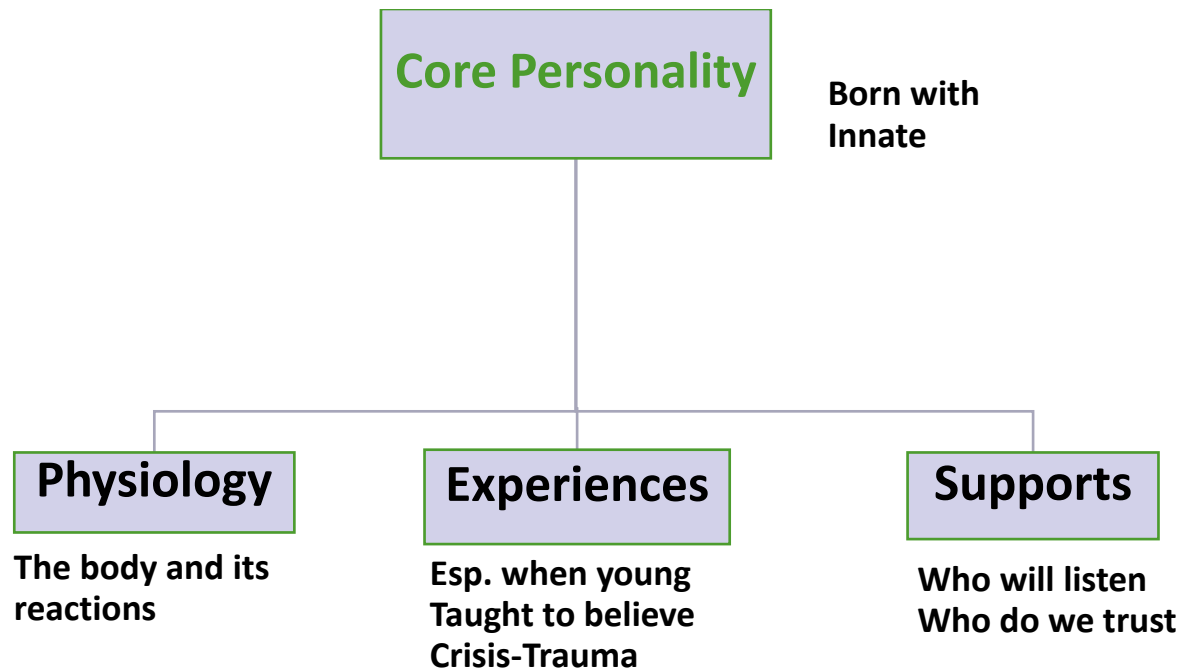


3. Some of us are born with more active Amygdala's which can create more anxiety or we respond with anxiety more quickly.

4. Our personality is then affected by our physiology, and genetics and we see this in newborns; that is how one newbie is calmer while another is more fretful.
5. Next come **experiences**. A highly anxious person will perceive events from that perspective so when difficult things arise it is seen from that lens. The thing about experiences is that we don't always know how it will affect someone. A new crisis or trauma will raise previous experiences but one person might say, "Been there, done that, I'm okay." Or "OMG, I can't take it anymore."
6. Next comes what kind of **supports** one has (good, trusted ones) as well as what coping skills they have learned. Also, the number of coping skills is important as the more we have the better off we are. And, critically is will the person use the supports or do they see it as a weakness – this is usually learned within the family and culture.
7. So, we come with **personality traits** – more controlling, easier going, curiosity, physical abilities, which is tempered by experiences.
8. **Sub-Personalities** are the different parts of us that fit into a category. For example: the hurt child, the critical adult, the fixer, the controller, etc. Most of our S-P's have value – some more than others. They are also fluid in that some have helped us survive childhood but are no longer needed. Some change naturally over time. These are a result of our personalities and experiences.
9. A more sensitive child might feel more hurt when a parent ignores them than a child who is less sensitive.
10. One last example:

Hannah was born with great sensitivity. Her parents love her, but when her father gets angry, he tends to ignore her, and not react to her. Hannah feels invisible, lost and very hurt.

Ruby was born with an easy-going personality and is less sensitive than Hannah. When dad is angry, he ignores Ruby, and while she doesn't like it, and is somewhat hurt, she goes about her play and doesn't worry as much as Hannah.



FOR EXAMPLE – CALEB

CORE PERSONALITY

- Caleb was a sensitive newborn; cried often, didn't sleep well and seemed anxious.
- As he matured, he showed his sensitivity in reaction to textured fabrics, being alone in his crib, being with strangers, waking up often during the night and having a somewhat anxious look on his face.

PHYSIOLOGY

- Caleb was born with a slightly over-active amygdala, and a sensitive nervous system that was easily triggered.
- This was evident by his extended startle response, his difficulty transitioning to a new situation and his need to be held and soothed.

EXPERIENCES

- Caleb's parents, while well meaning, were often critical of his sensitivity. This was evident by their telling him to not be a baby as he reached 3+ years.
- They also ignored his challenges by throwing him into new situations without regard for his anxiety.
- While he was slower to shift, they tended to move more quickly and instead of focusing on his needs, focused on their own.

- In this regard Caleb began to feel like he was a 'bad' child since he couldn't meet their expectation the way they wanted. He became quieter, more anxious and while tried to be the 'good' child never felt as if he succeeded.

SUPPORTS

- Caleb was unable as he entered school to talk about his anxiety, but tended to try to hide it. He became very quiet and tried to be obedient in his efforts to be the 'good' child. His self-esteem was low and he had no idea how to change that.
- He had few friends who thought him withdrawn and 'not a lot of fun'. He was lonely, especially as he had no siblings.
- He also felt he was unable to trust anyone since he believed he would only let them down.

SUB-PERSONALITIES

- From all the above, some of Caleb's most **powerful** SP's might look like this:
 - The hurt child
 - The unworthy child and adult
 - The critical parent and adult
 - The lonely child and adult
 - The risk avoidance child and adult

PERSONALITY TRAITS OR CHARACTERISTICS - BEHAVIOURS

- Quiet
- Non-conversation
- Immersed in solitary work
- Feels like a failure
- Passive
- Introvert
- Self-protective
- Feels unworthy
- Non-conversational
- Anxious – panicky
- Self-absorbed

What Are Sub-Personalities?

- Sub-personalities might be described as all the different parts of us that make up our whole.
- There might, for example be the wounded child; the excited to learn child; the fixer that has to make sure the world is fine, the judge who says you are an idiot, and many more.
- We each have many, many of these parts that interact, might work easily together or be in conflict.
- For example, one of your sub-personalities might be the fixer, and another one the ill person. You can see how these might conflict – how to take care of things/people, while needing to be taken care of as well.
- We experience our sub-personalities through thought, emotion, physiologically and behaviourally
- We usually acquire these sub-personalities as young children with narratives that others tell us.
- Keep in mind that sub-personalities are fluid and change over time.
- Also keep in mind that sub-personalities are neither good nor bad, but likely have some of both.

Why Do I Need to Know My Sub-Personalities?

- The simplest answer is because they are a part of your whole being.
- They are YOU! They comprise who you are
- We need to know who we are in order to live fully.
- Perhaps you want to change one of these sub-personalities from say the hurt child, to the adult who no longer needs to feel this hurt – but can celebrate.
- Or, the strong adult sub-personalities can provide comfort for the hurt child sub-personalities.
- This is not a directive to ignore the painful or hurt sub-personalities – in fact, it is just the opposite. **You must acknowledge them and respect them.**

How Can I Get to Know My Sub-Personalities?

- Like many things we've discussed, you have to want to – use IDEA as your foundation
- You will find some sub-personalities that you like and others you don't.
- By using some of the activities below, as well as discussion, reading, journaling and meditation, your sub-personalities will emerge. Get to know them.
- Imagine a large round dinner table with your sub-personalities, sitting facing each other.
- Ask yourself the following questions:
 - Who is present?
 - What are their names?
 - How do they each feel about being there?
 - What is their narrative, their story?
 - How do they support each other?
 - Where do they conflict?
 - What does each sub-personality need?
 - What narrative might you want to change to shift your sub-personalities?

EXTRA ACTIVITIES YOU CAN DO ON YOUR OWN

1. SUB-PERSONALITIES

Contacting Our Sub-Personalities Through A Magical Door

- Our aim is to increase our awareness of these sub-personalities so that we can interact with them.
- We want to become aware of their needs, their wants, their special qualities, and their behaviour patterns. Of course, these are our own wants, needs, qualities and behaviour, which may be locked into the inner psychological configurations, we call sub-personalities.
- The goal of the work is to “release the energy” which is caught in them and to integrate it into the whole personality, so that the overall life energy can flow more smoothly and harmoniously.
- The true observer within us, our “centre,” does not criticize. It is objective and wise, and understands that the needs of our sub-personalities are valid and legitimate.
- Sit comfortably and relax. After closing your eyes, take a few deep breaths.
- Imagine a big wooden door in front of you. Make it as real as you can – note the texture and the color, and any details such as the hinges, handle or knob. On the door there is a sign that says SUB-PERSONALITIES. Imagine that they all live behind the door.
- Now, open the door and let some of your main sub-personalities come out. Just observe them. Don’t get involved. Be aware of them. You can do one at a time or a few at a time.
- Gradually focus on some of the most important or interesting ones. Of these, choose the one, which seems most central, or which interests you most.
- Approach the sub-personality and begin to relate to it. Talk to it and listen to what it says to you. See what you have to say to each other.
- Ask it what it wants. Then ask it why. These are different questions and they are very important. Make a mental note of the answers.
- Now let yourself become the sub-personalities. Identify with it and experience what it’s like to be it. As this sub-personality, how do you feel? What is the world like to you? Ask this sub-personality: “What do I want? What would I like to do? What do I need?”
- After summoning one or more sub-personalities, see it/them in front of you. Ask yourself: “What would my life be like if that sub-personality fully had its own way, if I were the sub-personality all the time?”
- Take another look at the sub-personality, examine carefully what you like and what you dislike about it.
- See yourself outside in the sunshine with the sub-personality. Imagine that it is a beautiful, sparkling day and that the sun is shining brightly. Now imagine that a special warm beam of sunlight slowly radiates from the sun towards you, and envelops you and the sub-personality in light and warmth. The energy of the sun will make something happen. What will happen?
- Is the sub-personality different in any way now? If it is still there, turn toward it, and again begin to relate to it. See if you can improve things, if you can arrive at some better relationship with it. Take all the time you need to do this.
- Now write about what happened. What did you like and dislike about the sub-p? What does it need? Were you able to reach an understanding with it? You may find it helpful to make a drawing of the sub-personality.
- These exercises can be repeated as needed, focusing on the same sub-personality or on different ones. Be sure to spend plenty of time in the write-up afterwards.

CLASS 11 – APRIL 8 - SUB-PERSONALITIES CONT.

SELF REFLECTIONS ACTIVITY – THE ROUND TABLE

SUB-PERSONALITIES OF THE ROUND TABLE

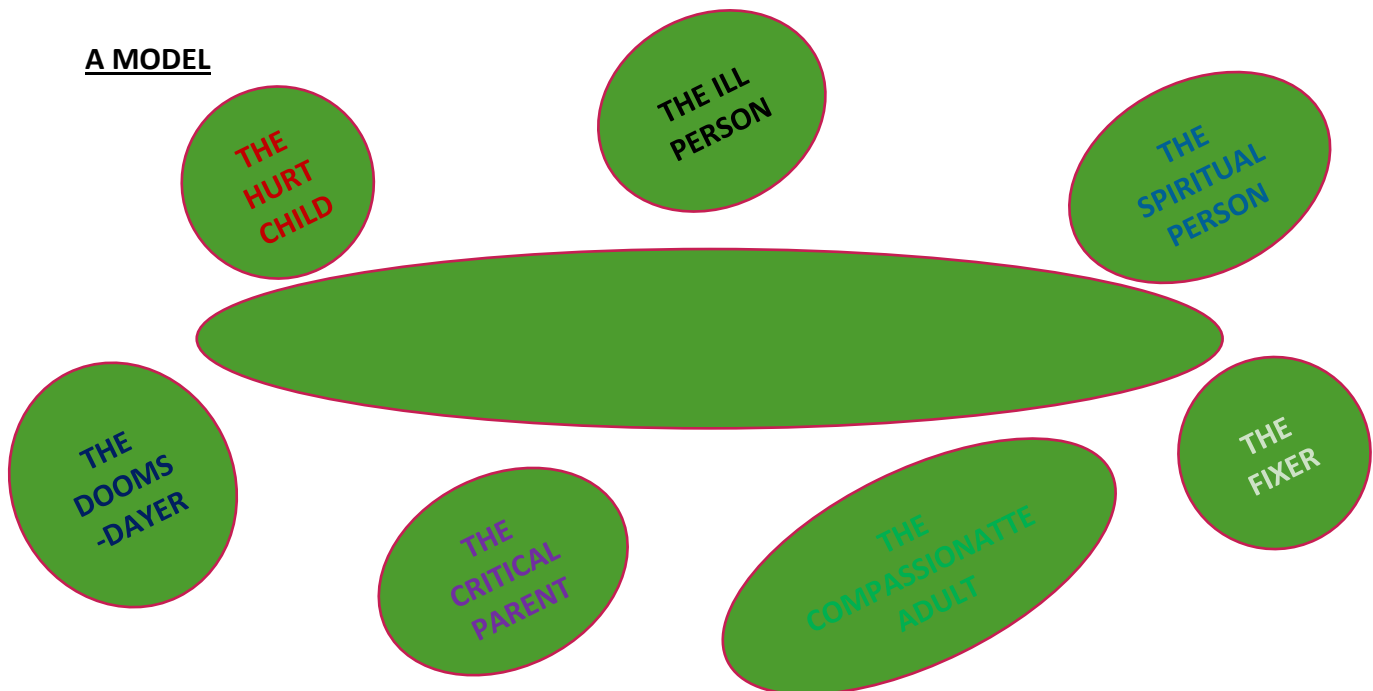
PART 1

- Take a moment to re-read the workbook material on Sub-Personalities, as well as the summary and notes you have taken.
- Take another moment to sit quietly whether in your car, your home or the woods – wherever you can.
- Let all the parts of you emerge without judgment or guilt

PART 2

- Using any drawing materials, create a large round table
- With little icons, identify as many sub-personality parts of yourself as you can, labeling them around the table.
- Icons can be shapes, colours, animals, etc.
- Identify two of them that might be in conflict. For example: The fearful child and the judgmental adult who might be in conflict when you are fearful of a medical appointment.
- Create a conversation between them where they try to find some meeting point.
- Look for points of conflict, compassion, judgment, etc.
- Consider how the conversation might be different if they didn't have to be in conflict.
- Be prepared to show your table and discuss with your small group in our next class.

A MODEL



How to Identify Your Own Sub-Personalities?

- Becoming aware of your own sub-personalities as we know is important. It is the only way you can keep, shift, or let go of any you choose to.
- Take a moment to sit back and relax. You can use meditation or relaxation process and let your sub-personalities emerge.
- Another method to consider is journaling which also includes re-reading them to find out more about yourself and increase your awareness.
- Drawing/painting/sculpting is yet another way to explore your sub-personalities.

How to Use Your Own Sub-Personalities?

- Now comes the most important part:
- We must become aware of our sub-personalities and welcome them. Even the ones we're not fond of. They all need compassion and understanding.
- Realize that most of our sub-personalities have both positive and negative qualities. Most of them are useful sometimes, and create blockages at other times.
- For example: The sub-personality *The Fixer* is often helpful in supporting others and in finding resources and providing comfort. However, often Fixers do not know how to say "No, I really can't do that now." So, we box ourselves into a corner believing that if we say "No" we are harming others, and not taking into account our own needs.

FURTHER READING/WATCHING

CITIZEN OF EARTH

<https://www.themichaelteaching.com/about-stephen/applied-michael/sub-personalities-the-many-parts-of-ourselves/>

HUFFPOST – Sub-Personalities: Who's Calling the Shots?

https://www.huffpost.com/entry/sub-personalities-whos-ca_b_447845?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLnNhLw&guce_referrer_sig=AQAAJNsZVnMywIK5KyDDdYUGTclSbe7FgiytdfmLJNoIVbS_e8HjdgtZ4Ojc2EC2vzRRmstQ58dg4z9rSPL1bGnwMGgUfcpO-xG1wtY362NxYrUroy4pbtF94tfVOxM0nj2xA-K_EVoVJABB_jEldlc9EkxXqM-GvJDiwFBcxKczzcf

The Critical Inner Voice - Whiteboard Animation

<https://youtu.be/uWc4pZhnpOw>

HEALING JOURNEY 6 PSYCHOLOGY GLOSSERY

WORD	DEFINITION / DESCRIPTION	EXAMPLE
Aggressive	<ul style="list-style-type: none"> ▪ Marked by combative readiness ▪ Strong or emphatic in effect or intent ▪ Implies domination in disregard of others' rights or in determination of one's ends 	Shouting ongoingly Threatening someone <i>"If you don't do what I want you'll be in serious trouble."</i> Pushing to the front of the line
Assertive	<ul style="list-style-type: none"> ▪ Characterized by bold or confident statements and behavior ▪ Being open in expressing wishes, thoughts and feelings and encouraging others to do likewise. ... ▪ Listening to the views of others and responding appropriately, whether in agreement with those views or not. ▪ Accepting responsibilities and being able to delegate to others. 	Being respectful Being authentic <i>"I'd really like it if you did what I want, but I recognize it's your choice."</i>
Belief	<ul style="list-style-type: none"> ▪ A state or habit of mind in which trust or confidence is placed in some person, thing or idea ▪ Something that is accepted, considered to be true, or held as an opinion. Something believed ▪ Conviction of the truth of some statement or the reality of some being or phenomenon whether based on evidence or not 	<i>"I believe in sharing how I feel as it helps me cope better with the world."</i> <i>"I believe in the divine even though there is no factual proof."</i>
Blockages	<ul style="list-style-type: none"> ▪ An act or instance of obstructing ▪ internal resistance to understanding or communicated an idea. ▪ Resistance to learning new material, or to adopting a new mode of response because of existing habitual ways of thinking, perceiving, and acting. 	Not taking your dream job because you are afraid of failing <i>"I can't take this class because what if I can't learn the material"</i>
Boundaries	<ul style="list-style-type: none"> ▪ Something that indicates or fixes a limit or extent ▪ Something that points out or shows a limit or end ▪ A dividing line 	<i>"I can't help my friend with her broken car because I have the flu."</i>
Choice	<ul style="list-style-type: none"> ▪ To be preferred ▪ To pick one thing or another 	<i>"I like both options so I have to think about how to make a choice."</i>

Goal	<ul style="list-style-type: none"> ▪ The end toward which effort is directed ▪ What one intends to accomplish or attain ▪ A clearer formulation. Greater deliberateness 	<i>"I want to lose weight so my goal must match my desired outcome."</i>
Internal Inner purpose	<ul style="list-style-type: none"> ▪ Existing or situated within the limits or surface of something 	<i>"I am interested in learning more about my purpose in life. I don't want it to be about money, but about what has inner meaning to me."</i>
Intervention	<ul style="list-style-type: none"> ▪ The act of interfering with the outcome or course especially of a condition or process (as to prevent harm or improve functioning) 	<i>"I'm having trouble figuring out how to manage this problem. I think I need someone to intervene with me."</i>
Irrational	<ul style="list-style-type: none"> ▪ Lacking usual or normal mental clarity or coherence ▪ Not endowed with reason or understanding ▪ Not governed by or according to reason 	<i>"I know it's irrational to be afraid of flying, but I feel it anyway."</i>
Monitoring	<ul style="list-style-type: none"> ▪ To watch, keep track of, or check usually for a special purpose ▪ Noticing, watching, seeing, assessing. 	<i>"I am monitoring what I eat to attain my goal of losing weight."</i>
External Outer purpose	<ul style="list-style-type: none"> ▪ Capable of being perceived outwardly ▪ Having merely the outward appearance of something ▪ Superficial ▪ Not intrinsic or essential ▪ Arising or acting from outside ▪ Having an outside origin 	<i>"While inner purpose is most important, eternal purpose plays a part too. That might be earning enough money to feed my family."</i>
Passive	<ul style="list-style-type: none"> ▪ Governed by outside impressions or influences ▪ Yielding not by active choice ▪ Tending not to take an active or dominant part ▪ Existing or occurring without being active, open, or direct 	<i>"When my spouse began yelling at me, I just backed down and didn't say what I wanted to."</i>
Rational	<ul style="list-style-type: none"> ▪ Having reason or understanding ▪ Relating to, based on, or showing reason ▪ Relating to, based on, or guided by reason, principle, fairness, logic, a 	<i>"I know that despite my fear, flying is the safest way to travel. That is being rational."</i>

	legitimate state interest, or a consideration of fact	
Reaction	<ul style="list-style-type: none"> Physical, emotional, cognitive or behavioural response to or activity aroused by a stimulus Heightened activity and overaction A quick or spontaneous reaction to a person or thing that serves as a stimulus. 	<i>"When he said something, I didn't like, my immediate behaviour included yelling and telling him he was a horrible person. I just didn't think."</i>
Response	<ul style="list-style-type: none"> Something spoken, written, or done in return. A physical, emotional, cognitive or behavioural reaction of a living thing to a stimulus 	<i>"When he said something, I didn't like, I took a moment to notice what I was seeing. I decided to say I needed to think about it and we'd talk later."</i>
Self-reflection	<ul style="list-style-type: none"> Taking the time to think about, meditate on, evaluate, and give serious thought to your behaviors, thoughts, attitudes, motivations, and desires The ability to witness and evaluate our own cognitive, emotional, and behavioural processes. Self-observation Reflective awareness 	<p>"I want to try to find a quiet space 3 times a week to journal and learn more about myself."</p> <p>To determine your values, think about what emotions your family galvanizes in you – love, connection, pride or support, for example. Then, ask yourself the same question again, "what's important to me in my life?" Let the answer come to you without judgement and write it down.</p>
Sub-personalities	<ul style="list-style-type: none"> Awareness on a temporary basis the various parts of oneself. Subpersonalities are habits or patterns of behaviour that we have followed since childhood 	<p>"I noticed that my fixer tries to dominate even when I feel sick and need to lie on the couch."</p> <p>For example: inner child, very responsible one, rebel, organizer, the controller, adventurer, saboteur, or the worker.</p>
Tools	<ul style="list-style-type: none"> Something used in performing an operation or necessary in the practice of a vocation or profession A means to an end Applying to anything necessary to perform a task Something used in doing one's job Something that helps to gain an end 	<i>"One of my favourite tools to use when I'm worried is to do some deep breathing. It helps reduced my worry."</i>

SELF-CARE ASSESSMENT

Rate the following according to how well you think you are doing

3 = I do this well (e.g., frequently)	2 = I do this OK (e.g., occasionally)
1 = I rarely do this	0 = I never do this

PHYSICAL SELF-CARE	SCORE
Eat regularly	
Get regular preventative medical care	
Eat healthily	
Exercise	
Wear clothes I like	
Take vacations	
Get massages	
Get medical care when needed	
Take time off when sick	
Take time to be sexual - with myself, with a partner if comfortable	
Get enough sleep	
Dance, swim, walk, run, play sports, sing, or another activity	

PSYCHOLOGICAL SELF - CARE	SCORE
Make time for self-reflection	
Notice my inner experience	
Listen to my thoughts, beliefs, attitudes, feelings	
Read literature that is unrelated to work	
Have my own personal counseling	
Write in a journal	
Attend to minimizing stress in my life	
Do something at which I am not expert or in charge	
Engage my intelligence in a new area, such as, go to an art show, sports event, theatre	
Be curious	
Say no to extra responsibilities sometimes	

EMOTIONAL SELF-CARE	SCORE
Spend time with others whose company I enjoy	
Stay in contact with important people in my life	
Give myself affirmations, praise myself	
Love myself	
Re-read favorite books, re-view favorite movies	
Identify comforting activities, objects, people, places and seek them out	
Allow myself to cry	
Find things that make me laugh	
Express my outrage in social action, letters, donations, marches, protests	

SPIRITUAL SELF-CARE	SCORE
Make time for reflection	
Spend time in nature	
Find a spiritual connection or community	
Be open to inspiration	
Be open to not knowing	
Cherish my optimism and hope	
Be aware of non-material aspects of life	
Try at times not to be in charge or the expert	
Pray or something similar	
Identify what is meaningful to me and notice its place in my life	
Meditate	
Have experiences of awe	
Contribute to causes in which I believe	
Read inspirational literature or listen to inspirational talks, music	

RELATIONSHIP SELF-CARE	SCORE
Schedule regular dates with my partner or spouse	
Schedule regular activities with my children	
Make time to see friends	
Spend time with my companion animals	
Stay in contact with faraway friends	
Make time to reply to personal emails and letters	
Allow others to do things for me/ Ask for help when I need it	
Enlarge my social circle	
Share a fear, hope, or secret with someone I trust	

WORKPLACE OR PROFESSIONAL SELF-CARE	SCORE
Make quiet time to complete tasks	
Take a break during the workday (e.g., lunch)	
Take time to chat with co-workers	
Identify projects or tasks that are exciting and rewarding	
Set limits with clients and colleagues	
Balance my work so that no one day is "too much"	
Negotiate for my needs (benefits, pay raise)	
Have a peer support group	

Consider the areas where you scored low.

Determine if you need to increase your attention to that area, or if it's okay to let it go.

If attention is needed, consider a plan in how to up your score.

SELF – CARE CHART

<p><u>PHYSICAL</u> Safe housing Medical care Healthy available food Exercise Sexuality Good sleep Time off Massage, acupuncture, chiro Nature walking ME time</p> 	<p><u>EMOTIONAL</u> Affirmations Self-love Self-compassion Laughter Crying Social justice Saying how you feel Give yourself a gift Hug yourself Talk positively to yourself Don't judge, instead critique</p> 	<p><u>SPIRITUAL</u> Self-reflection Go into nature Spiritual community Meditate Deep breathe Be inspired Yoga, Tai Chi or Chi Gong Play Pray Volunteer Foster self-forgiveness</p> 
<p><u>PSYCHOLOGICAL</u> Self-reflection Self-awareness Sensory engagement Aromatherapy Creative arts: visual, movement, auditory, etc. Gardening Read a self-help book Join a support group Go for counseling Ask for help Find your positives</p> 	<p><u>PERSONAL</u> Learn who you are Determine what you want in life Determine goals Create a plan Make a vision board Foster friendships Get out of debt Relax Write, draw, sew, knit, dance, sing, etc. Spend family time Learn something new</p> 	<p><u>PROFESSIONAL</u> Take time for lunch and a break Set boundaries Leave work at work Don't work during your time off Ask colleagues for support Take a mental health day Learn to say "NO" Plan your next job or career Take a related class Take your vacation time Take your sick days</p> 

