

HEALING JOURNEY 6 PSYCHOLOGY 2026
SEPT 2026 – JAN. 2027: MONDAYS 10AM – 12PM VIA ZOOM

“PAY ATTENTION BE ASTONISHED TALK ABOUT IT”
TSO Conductor, Rob Kapalow

CLASS	DATE	TOPIC	PAGE
1	Sept. 14	<u>Self-reflection & Beliefs</u>	2
DG	Sept. 21	Discussion Group with Natalie and Marianne	
2	Sept. 28	<u>Beliefs, Listening and Questions</u>	5
DG	Oct. 5	Discussion Group with Natalie and Marianne	
3	Oct. 19	<u>A Word About Control</u>	18
DG	Oct. 26	Discussion Group with Natalie and Marianne	
4	Nov. 2	<u>Tools</u>	25
DG	Nov. 9	Discussion Group with Natalie and Marianne	
5	Nov. 16	<u>Purpose, Passion and Joy in Living</u>	32
DG	Nov. 23	Discussion Group with Natalie and Marianne	
6	Nov. 30	<u>Blockages</u>	38
DG	Dec. 7	Discussion Group with Natalie and Marianne	
7	Dec. 14	<u>Blockages continued</u>	41
8	Jan. 11	<u>Sub-Personalities</u>	43
DG	Jan. 18	Discussion Group with Natalie and Marianne	
9	Jan. 25	<u>Sub-Personalities continued</u>	48
		Glossary	52
		Self-Care Assessment	55
		Self-Care Chart	57
		Hugs	58

Monday, October 19 – Thanksgiving – No Class

To go directly to one of the class topics:

Place your cursor over the name of the topic you want to access
Press and hold the control (Ctrl) key
Click the left mouse button

CLASS 1 - SEPTEMBER 14, 2026
INTRODUCTION, SELF-REFLECTION & BELIEFS

*You can't go back and change the beginning,
but you can start where you are and change the ending.*

(C.S. Lewis)

INTRODUCTION

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, 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.

IN-CLASS SELF-REFLECTION ACTIVITY – ZIP IT AND WRITE

- You'll have 5 minutes to write a response to the questions below.
- Your small group will share and discuss everyone's ideas and writings.

QUESTIONS

My name is?

My favourite animal is?

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, emotions and body
- 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 and do well
- Allows you to recognize what works and what doesn't
- Enables you to think deeply about your reactions or responses
- Supports you to change Reactions to Responses
- Develops a habit of knowing yourself better, which leads to more caring, compassion and respect for yourself and others
- 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
- Allows you to listen to others more carefully
- Helps you to be more assertive and confident
- Better able to make decisions/choices
- Can be empowering

WHAT IS SELF-SPACE?

It is the space: physical, emotional, behavioural and cognitive that we give ourselves
It can be a 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 which emotions you want to keep and which you don't
It can be a cognitive space where you go into your mind to explore
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.

HOW DO WE START TO SELF-REFLECT?

- Create or find your self-space
- Schedule some alone reflection time
- Just observe
- Do not judge
- Identify some important questions but don't answer them yet
- Name your feelings – use the feeling chart in Class 2
- Name your images
- Know the difference between Understanding and Intervention (diagnosis and treatment)
- Begin to find some answers
- Use journaling, drawing, conversation, body scan, etc. to give you clues
- Engage in counseling, brain storming, etc.

WHAT ARE BELIEFS?

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

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.
- Thoughts give rise to a mental image, which in turn prompts an emotional reaction.
- Physiologically, we know thoughts, images and experiences change our chemistry which affects the body: Cortisol as an example, which reaches high levels when we are stressed and causes damage to the body.

CLASS 2 – SEPTEMBER 28, 2026
BELIEFS, LISTENING AND QUESTIONS

We make our world significant by the depth
of our questions. (Carl Sagan)

SUMMARY

Last class we discussed self-reflection and self-space, paying attention to how important this is in our lives. This leads to the idea that once we engage in self-reflection and space, we will discover our beliefs, how to listen to them (and others), and how to use questions to learn more.

IN-CLASS SELF-REFLECTION ACTIVITY – ZIP IT AND WRITE

- You'll have 5 mins to write a response to the questions below
- Your small group will share and discuss everyone's ideas and writings.

QUESTIONS

- What is one belief you've held that is true?
- What is one belief you've held that is not true?

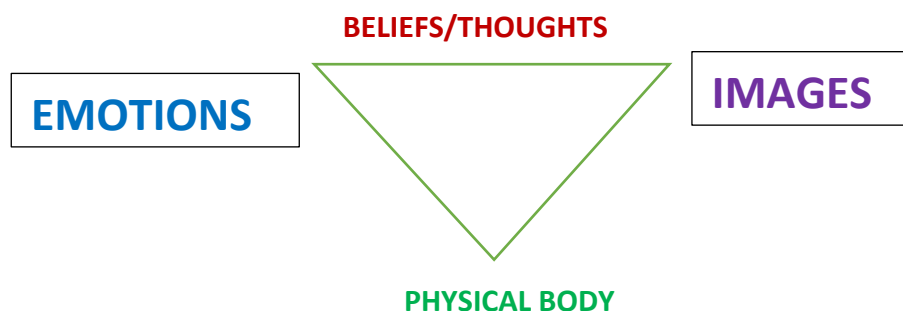
WHY CHANGE OUR THOUGHTS AND BELIEFS?

- To reduce stress by shifting our emotions and help healing.
- Identify when the emotion is based on something irrational, so we can make choices to change it and alleviate the disturbing emotion.
- Alleviate the belief that we are somehow unworthy or inadequate.
- 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.

BELIEFS AND HEALING

- Do you think our beliefs can affect our healing? Why? How?
- **The Ego Triangle** is a representation of thoughts and images producing emotions 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, and then we don't really know how things will go.
- 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.
- This process impacts our bodies.

- If you observe your mind while thinking about yourself, you will find that the same kind of mix 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.
- An example is an individual with a "poor" self-image who 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 improve 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.

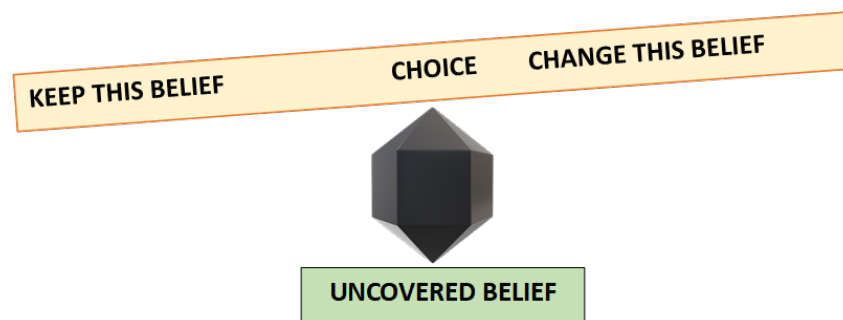


CHANGING OUR BELIEFS – INTERVENTION (TREATMENT)

- 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 right now."
- 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 or the cards you are dealt.
- You can, however, control the narrative you tell yourself.
- Rejecting harmful self-criticism: the central aim of many conventional systems of counselling is to examine the beliefs we hold about 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".

CHANGING A BELIEF CHART - STEPS

Identify current Belief
I'm not good at conversation; I'm just not smart enough.
How Does This Impact Me?
- This keeps me from meeting new people. - This keeps me from further learning and trying new things. - This keeps me lonely and feeling sad.
New Belief
- I can become better at conversations if I work at it. - I am able to learn new things.
Plan
- 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 your walk, etc. - We also might use journaling, creating a positive belief jar, or talking to others who can seriously support us.



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 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

- This is a list of emotion words that might help us find more clarity when describing how we feel.
- 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 different things to different people.
- When you’re stuck, take a moment and read through this word list until you find the one/s that resonate/s 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			

YOU CAN'T FIX WHAT YOU DON'T KNOW

UNDERSTANDING Diagnosis	INTERVENTION Treatment
- Understanding is to let the emotions, beliefs, images arise - We become aware of what they 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	- We note that we have a choice to make now that we understand - Do we wish to keep or change what we believe, feel 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



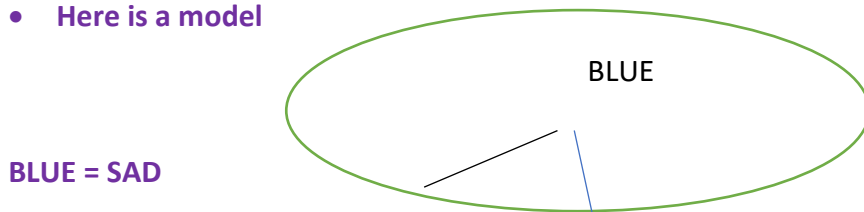
EFFECTIVE COMMUNICATION - LISTENING AND QUESTIONS

CONCEPT	DESCRIPTION
Not just hearing sounds	Listen to words, tone, pace
Focusing on the speaker	Eye contact, lean slightly forward
Not forming an answer in your head while they are speaking	Really listen before creating your response
Being interested in the other	Really listen before dismissing the other
Caring about the other	Ask yourself if you really care about this conversation
Not making assumption about what they are going to say	Don't judge a book, etc.! If you do make assumptions, check them out by asking
"I" questions/statement	Own it! "I wonder if that was fun for you?"
Avoid "Leading" questions	"Don't you think you should..."
Be gentle in your language	Think how to say something without the anger or spite. Consider your tone. It means everything
Say what you mean and mean what you say	Again, Own it!

EXTRA ACTIVITIES YOU CAN DO ON YOUR OWN

- 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



1. USING VERBAL AFFIRMATIONS

- If you find that you tell yourself negative things, make a list of them
- Examine this list 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, e.g., “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 come up with another symbol for how you would like to see yourself now: e.g., a lighthouse, a big tree... Explore the implications of these 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 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 my 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, or 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?

10. SELF REFLECTION ACTIVITY – CHANGING BELIEFS

HOW TO USE THE ‘CHANGE YOUR BELIEF’ CHART

1. EVENT
Identify one event that created an emotion that you’d like to shift, and describe the event.
2. EMOTION
What emotion or feeling does this event evoke for you?
Be clear that you identify a feeling and not a thought or action. Be specific.

3. THOUGHT

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.

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 shift your perception of the thought – this means learning to accept what cannot be changed.

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.

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?”

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 What might you do: Leave the program? Hide from everyone? Never try again?	I am stupid Everyone else passed except me I can't do this – why do I even try?	Ask yourself: Am I really stupid? <i>NO</i> Did everyone pass except me? I don't know, but maybe it doesn't matter Can I do this? Of course, I can – I'm capable	I am capable and smart and need to ask myself why I failed. Possible reasons: I didn't study I partied too much I was feeling sick I didn't understand material	Book a time to talk with professor. Using an agenda, organize for study time. Journal about how I feel regarding my intelligence and capabilities. Relaxation: Meditation Deep breathing Journaling Counselling

				and didn't ask the professor	
--	--	--	--	------------------------------	--

THOUGHT CHANGE WORKSHEET - THIS IS THE REAL THING – YOURS

EVENT	EMOTION/ ACTION	THOUGHT BEHIND THE EMOTION	RATIONAL OR IRRATIONAL	CHANGE THOUGHT	PLAN FOR CHANGE

SOURCES

Psychology: How We Form Beliefs A. C. Grayling, Published: 22 June 2011.
<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 3 – OCTOBER 19, 2026
A WORD ABOUT CONTROL

*It is not the strongest nor the most intelligent of the species that survive;
it is those who are most adaptable to change. (Charles Darwin)*

SUMMARY

Last class we discussed beliefs, listening and questions. These are important concepts for learning more about control in our lives. We looked at how our beliefs encourage us to push for control even when we can't control the circumstances. With awareness of our beliefs, we can better understand when we can control and when we can't. This means letting some things go, letting some things be, and jumping in where we can and want.

SELF-REFLECTIVE ACTIVITY SCENARIO – DISCUSS IN SMALL GROUP

<https://www.quora.com/What-does-the-word-control-mean-and-what-is-an-example-of-something-that-can-be-controlled>

A senior couple, Renee and Clarice stayed with their daughter, Janice, for a month. Renee had suffered a stroke and couldn't take care of herself, so they went to Janice's place, who respectfully kept them with her.

Janice took very good care of her parents: she gave them food and medicines on time, took them to the doctor, even hired an attendant, but the couple returned to their home just after a month, even though Renee wasn't back to her normal self.

A close relative asked them why they moved out of Janice's house so soon, despite receiving so much care and affection. She replied, 'We have a habit of waking up at 8 am every day, but our Janice woke us up at 7 am every day, which is her tea time, and gave us tea so early. Some days I felt unwell and didn't want to take a bath, but my daughter forced me to take a bath because she felt that taking baths cures us. I can't sleep without watching TV for a few hours at night, but our daughter pushed us to go to sleep by 10, and switched off the television, which gave me insomnia, as I couldn't just sleep. Living with these restrictions made us feel like being in prison; that's why we have come back to our dear house and will live the way we want to.'

Though Janice thought that she took good care of her parents, and anyone else who watched her taking care of her parents also thought the same, in reality, the 'care' she offered was transformed into an irritating and controlling behaviour because she enforced her beliefs and way of living on her parents repeatedly, making them uncomfortable and stressed.

There is a very thin margin between caring and controlling. Respect other people's originality and way of living and then make sure they are happy and well.



WHAT IS CONTROL?

- To exercise restraining or directing influence over, to regulate.
- To have power over, to rule
- Control is often a form of protection. If we can control events in our lives then we can be safe and protected.
- The more we feel threatened, the more we use control to counteract that threat.
- The threat can be literal or perceived.
- To have control is to have the power to run something in an orderly way.
- A skillful teacher maintains control over students who might otherwise waste time or be disruptive.
- .

DO WE NEED CONTROL: WHY OR WHY NOT?

ADVANTAGES OF CONTROL	DISADVANTAGES OF CONTROL
Helps to identify problems or errors and take corrective action.	Can become ego driven where one imposes their beliefs because they believe they are right and the others are wrong.
Provides a form of standards to ensure goals are met.	Control can easily become about power and insistence about what one wants.
To help achieve what one wants in life.	When lack of self-control leads to impulsiveness and/or aggression.
To improve or ensure healthy interactions in relationships.	When control closes us off to other ideas and perceptions.
To be assertive instead of aggressive or passive.	When control closes us off to ourselves.
To make the world a 'better' place	When control hurts and damages others.

WHAT CAUSES LACK OF SELF CONTROL?

- There are many factors that can contribute to lack of self-control.
- Mental health issues that result in impulsivity, inability to hear other's wants/needs and/or feeling overwhelmed.
- ADD/ADHD - sensory processing issues, difficulty focusing.
- Lack of social skills (for many reasons).
- Impulsive control disorders (behavioural disorders, especially in children).
- Age, maturity, culture, upbringing, life experiences.
- Trauma experiences without support or intervention.
- Not having had role models.

WHAT IS THE PERSONALITY OF A CONTROLLING PERSON?

- Controlling people often insist everyone do things their way, even when it comes to small issues that are a matter of personal choice.
- Your partner might insist you change clothes if you're wearing something they don't like.
- They may refuse to back down even after you make it clear you disagree with them.
- This can result in relationships breaking up, one partner becoming abusive/aggressive or one partner becoming passive.
- Common experiences
 - Want more attention
 - Discarded; feeling like a victim
 - Want protection
 - Low self-esteem so they try to raise it
 - Don't realize they are controlling

THERE ARE FOUR TYPES OF NON SELF CONTROL.

1. Impulse Control

- Inability to resist doing something that can damage others or oneself.
- They may know they should not do something but cannot at that moment resist.

2. Emotional Control

- Inability to manage emotions especially those that can be overwhelming.
- Typical coping methods don't work
- People feel 'out of control emotionally' which often results in fear, anxiety, guilt, complex grief.

3. Movement Control

- Focuses more on behaviour.
- Inability to control one's behaviour which can result in aggression or violence, doing something inappropriate or hurtful, or not doing something appropriate.
- This can be seen in body movement, facial expression, tone of voice or words chosen.
- All people have moments when they act impulsively or get overly emotional. But for some people, it's a frequent problem. They may struggle with one or all types of self-control.

4. Social Control

- Systemic means of control include the threats of sanctions or enforced sanctions manipulated by the state to encourage social control.
- The death penalty and imprisonment are forms of social control that a government can utilize to maintain the rule of law.
- Committing someone to a mental health/psychiatric for their or others' protection.

WHAT DOES CONTROL MEAN IN LIFE?

- Controlling behavior in relationships are behaviors exhibited by an individual who seeks to gain and maintain control over another person.
- Abusers may utilize tactics such as intimidation or coercion, and may seek personal gain, personal gratification, and the enjoyment of exercising power and control.
- Some abusers may not realize their behaviours are controlling or even violent.
- Taking control of your life is more than just a phrase — it's a commitment to yourself.
- When you decide to take control, you're choosing to shape your story, ensuring it's not just something happening to you.
- While we can't always control what happens to us in our life, we can always control our reactions to it.

WHAT ARE SOME **TOOLS** REGARDING CONTROL?

RE-FRAMING

Is the ability to consider and assess a situation and find something positive about it. We can do this, without dismissing or minimizing the negative or hurtful parts of that situation.

DEEP BREATHING

There are many forms of deep breathing. Just use your search engine to discover some.

WORST CASE SCENARIO

Some people find they can identify their worst fears and create a plan, which alleviates the worry and anxiety.

THE FOUR QUESTIONS (BYRON KATIE)

Byron Katie is an American writer, presenter and teacher.

Through her writings and videos, she presents her **Four Questions** that enabled her to change her life.

Question 1:	Is it true right now?
Question 2:	Can you absolutely know it's true right now?
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 or harsh thoughts that judge and trample ourselves and others.

THREE TYPES OF BUSINESS (BYRON KATIE)

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.

PERSONA CREATION

Ability to imagine what you would like to look and be like despite the worry.

We can put that persona on as we would a piece of clothing. It helps because it begins to feel 'real' after a while

DELAYING GRATIFICATION

- The ability to delay gratification, or to wait to get what you want, is an important part of self-control.
- People are often able to control their behavior by delaying the gratification of their urges.
- For instance, someone who wants to attend an expensive concert might avoid spending their money on weekend shopping trips. They want to have fun, but they know that by waiting and saving their money, they can afford the exhilarating concert instead of the everyday mall trip.
- Delaying gratification involves putting off short-term desires in favor of long-term rewards. Researchers have found that the ability to delay gratification is important not only for attaining goals but also for well-being and overall success in life.

AVOID TEMPTATION

- This is an effective way of making the most of your available self-control. Avoiding temptation ensures that you do not "use up" your available self-control before it is really needed.
- Whether it's the desire to eat, drink, spend, or indulge in some other undesired behaviour, one way to avoid temptation is to find a healthy distraction.
- Go for a walk, call a friend, throw in a load of laundry, or do whatever it takes to get your mind off whatever is tempting you at the moment.

PLAN AHEAD

- Consider possible situations that might break your resolve. If you are faced with temptation, what actions will you take to avoid giving in? Research has found that planning ahead can improve willpower even in situations where people have experienced the effects of ego depletion.
- For example, if you are trying to reduce your sugar intake and you have a hard time controlling late afternoon hunger pangs, eat a well-balanced lunch packed with plenty of fiber, protein, and whole grains that will keep you full longer.

FOCUS ON ONE GOAL AT A TIME

- Setting a lot of goals at once (such as making a list of several New Year's resolutions) is usually an ineffective approach. Depleting your willpower in one area can reduce self-control in other areas. It is best to choose one specific goal and focus your energy on it.
- Once you turn the behaviours needed to reach a goal into habits, you will not need to devote as much effort toward maintaining them. You can then use your resources to work on other matters.

MEDITATE

- Meditation is a great way to strengthen your self-control muscle.
- If you're new to meditation, mindfulness meditation is a great place to start learning how to be more self-aware so you can better resist temptations.
- This technique can also help you learn to slow your thoughts, which can help you control the gut impulses that can get in the way of your goals.

SOURCES

- <https://www.verywellmind.com/psychology-of-self-control-4177125#:~:text=There%20are%20many%20factors%20that,problems%2C%20and%20impu,lse%20control%20disorders.>
- By Kendra Cherry, MSEd
Kendra Cherry, MS, is a psychosocial rehabilitation specialist, psychology educator, and author of the "Everything Psychology Book."

CLASS 4 – NOVEMBER 2, 2026

TOOLS



Most people have everything they need. The measure of success is how we cope with disappointment. Be creative. Be useful. Be generous. Be practical. Anything mentionable is manageable. (Mr. Rogers)

SUMMARY

Part of understanding control is how we use tools to let something be and/or to change, or alter something we want. Tools help us control emotions, beliefs, behaviour and even our physiology.

SELF-REFLECTIVE ACTIVITY

What is your favourite tool and why?

WHAT ARE TOOLS?

- They are an external or internal activity that engages us to help deal with a challenge or difficulty.
- They can be an internal process such as thinking, questioning, meditation, can involve others and be an activity.

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, and 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 others 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 to yourself what you are seeing and hearing. 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

BASICS

- Sleep approximately 8 hours per night plus as required
- Nap or a warm bath
- Healthy food choices
- Sometimes just crying

WALKING

- 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

PHYSICAL ATTENTION

- Massage therapy
- Progressive muscle relaxation
- Physio-therapy exercises
- Stretches for sore joints
- Scanning the body as a way to understand how you are feeling

WATCHING

- Watching birds, squirrels and other visitors to your 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

BREATHING

- Paying attention to breathing to calm myself
- Breathing techniques (deep inhaling breath for 4 secs, hold for 2 secs, and exhale for 6 seconds)
- Paying attention to breathing to calm myself
- Shutting all electronics off and listening to the silence, the peace, the serenity

MOVEMENT

- 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

ATTITUDE/BELIEFS

- Amazement as you 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 am 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 or reading, the practice is easy.
- AA meetings, especially steps 1-3; AA sponsored 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, e.g., “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, try writing a few things in the morning and end of day

RELATIONSHIPS/CONNECTION

- Playing and being with your grandkids or younger people
- Being with your pet
- Tending to plants
- Conversation with family and friends who are supportive, compassionate and caring

JOURNALING ALTERNATIVE

- Another good way of journaling is to find a poem or a song, or a quotation or book
- Pick a line that resonates with you and journal about it.

CREATIVITY

Self-expression through the creation of art can have meaningful effects on the health of people living with cancer. Research on art therapies involving painting, drawing, music, dancing and many other creative media has found evidence of a broad range of health-related benefits, such as improvements in anxiety, fatigue, pain and quality of life.

(Boehm et al. 2014 Boseman et. al. 2021. LePenna & Tariman, 2020)

EXTRA ACTIVITIES TO DO ON YOUR OWN

TOOLS – HELPFUL AND UNHELPFUL

- Consider the tools you find helpful and unhelpful. Make a list within the chart below.
- Identify if you want to keep or change each tool and why.
- Identify what a new plan might be.

TOOLS	KEEP OR CHANGE AND WHY	NEW PLAN?

SOURCES

- POSITIVE PSYCHOLOGY JOURNAL. [Leslie Riopel, MSc.](#) 16, 12-11-2020
- <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/>
- A Complete Guide to Goal Setting <https://youtu.be/XpKvs-apvOs>

A SMALL PIECE ABOUT GOALS TO READ ON YOUR OWN

WHAT ARE GOALS?	• 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?	• Gives me Focus • Guides my actions • Helps me reach an outcome • Gives me direction and structure • Gives me 'next steps' • Gives me purpose • Helps me prioritize my life • Exciting and motivating
SMART	• Specific • Measurable • Attainable • Realistic • Timely
GOALS MUST BE CONCRETE AND NOT VAGUE	• 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
BRAINSTORM WITH OTHERS OR YOURSELF	• 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 • Choose your first option
HOW DO WE TRANSLATE THE ANSWER INTO A GOAL? This is an example of a conversation with myself	Q. What will be different about my life if I have more energy. So now my goal becomes: A. I will have more energy this week Q. What does more energy mean? A. It means I will be less tired and feel better in my body Q. What does it mean to feel better? A. It means I will be able to accomplish more tasks and things I love to do Q. What are some examples? A.: I would go to the gym three times per week I would do one household chore per day These are two separate goals and need to be treated separately

Now I need to develop the tasks that will enable me to meet my goals	• Find new coping strategies • Develop a Tool Box • Use good internal and 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 positives when you can, but don't deny the difficulties either • Trust yourself
BEING ASSERTIVE MEANS	• 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	• 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 get in the way and you are finished



CLASS 5 — NOVEMBER 16, 2026 —
PURPOSE, PASSION, AND JOY IN LIVING

The glory of creation is in its infinite diversity and the ways our differences combine to create meaning and beauty. (Mr. Spock)

SUMMARY

We talked about tools and goals in our previous class. Now we'll discuss purpose, passion and joy in living. The relationship between these two is using tool/goals to find and use our purpose in living. Those tools can help us explore, monitor, and be aware of the things and experiences that fill us with joy.

IN-CLASS SELF-REFLECTION ACTIVITY – ZIP IT AND WRITE

You will have 5 minutes to write a response to ONE of the questions below.

Your small group will share ideas and experiences.

Questions:

1. What brings you joy?
2. What brings you passion?
3. What gets you up in the morning?



WHAT DOES HAVING A PURPOSE IN LIVING MEAN?

It means to have a reason to live that is a part of ourselves
The reason for which we exist
It can be related to others; be connected to others – but it has to be an integral part of us!
The reason we live
It means being passionate
New opportunities
It means this is the first day, not the last
It means having fluidity in your life
Re-affirms the present you
Unites the whole self
It is different than not wanting to die.

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.

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.

FINDING A COMPELLING AUTHENTIC PURPOSE IN LIFE.

- Without a compelling joy, passion or 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 nurturing activities that feel meaningful.
- Thus, defining meaning or purpose in our lives may be a factor in combating serious disease.
- We have outer purposes and inner purposes. (See Eckhart Tolle.)
- 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?
- It is important when looking at inner purpose to remember that it isn’t determined by behaviours such as “fixing’ or “serving others”.
- It is what serving others brings you as an inner purpose.

THE FOUR FACTORS

- Can I be open today?
- Can I live purposefully today?
- Can I have impact today?
- Can I find joy in my life today and seek joy in the openness?

POSSIBLE PURPOSES-PASSIONS-JOY IN LIVING

Finding gratitude	Taking care of myself
Finding enjoyment	Taking care of others
Giving my compassion	Being curious
Giving my empathy	Finding humour in life
Listening to music	Having fun and playfulness
Engaging in photography	Being kind
Loving that I woke up this morning	Allowing for vulnerability
Walking in the sunshine or the rain	Being hopeful
Connection to myself and others	Re-framing as a tool

Have no judgement – only assessment	Learning and teaching
Experiencing the journey in all its parts	Learning to be more accepting
Knowing our purpose in living changes over time	Being present and finding joy right now
Knowing our PIL can be big or small – doesn't matter as long as it resonates with you	

THE DIFFERENCE BETWEEN JUDGEMENT AND ASSESSMENT

ASSESSMENT	JUDGEMENT
▪ Self-reflective approach ▪ Asking questions to gain a better understanding ▪ Observations, monitoring, being aware ▪ Get data or information ▪ Analysis and process ▪ Deciding if what you're assessing is okay for you or not	▪ Opinion ▪ Subjective ▪ Value laden ▪ Right vs. wrong ▪ Morally based ▪ Self-righteous ▪ Correctness ▪ Assumptions

OUTER PURPOSE – EXTERNAL

Focus on outside world

- This is action-related activities and achievements that we believe to be worthwhile in the conventional world
- It is more immediately accessible and concrete
- More easily explored

FOR EXAMPLE:

- Serving or helping others in a variety of ways such as teaching, outreach, community work, animal rescues, etc.
- The question then becomes, what does serving give me that is my inner purpose?

INNER PURPOSE – INTERNAL

Focus on internal world

This is our getting in touch with the higher or inner self and is essential.

- Allowing ourselves to let in awareness of **WHO** we are. (not our behaviour)
- Learning about our inner purpose is promoted by many major spiritual traditions and is approached through time-honoured methods like meditation, self-reflection, prayer, deep breathing, etc.
- Inner purpose is more difficult to explore, as it is not concrete

FOR EXAMPLE,

- Teaching gives me the inner purpose of loving to learn and connect
- Helping a friend gives me the inner purpose of feeling connected and belonging

CREATE A PURPOSE STATEMENT

CONCEPTS	MODEL
Keep it simple Can be general or specific	We believe our purpose statement is to love, celebrate our spirits and to support each other
Make it timeless	We accomplish this by: Living simply Loving unconditionally Valuing the creative spirit Being open and communicative Having compassion for ourselves and others

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, or 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 is 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 That 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			

SOURCES

- <https://www.youtube.com/hashtag/sadhguru>
- <https://www.health.harvard.edu/staying-healthy/finding-purpose-in-life>
- Harvard Health Publishing – Harvard Medical school
- Finding purpose in life Published: February, 2018

CLASS 6 – NOVEMBER 30, 2026
BLOCKAGES

Never be a prisoner of your past, it was just a lesson not a life sentence.

SUMMARY

We reviewed purpose-passion-joy in living, and now we want to explore blockages – what gets in our way, as a method of protecting our PPJ. If we give into blockages too much, we won't find PPJ. If we don't use blockages at all, we will lose PPJ while taking care of everyone else. How to find the balance.

SELF-REFLECTIVE ACTIVITY SCENARIO

Read and discuss in class small groups

Jack just received a cancer diagnosis last week. He is feeling terrified, panicky and his attention to detail right now is gone. He's anxious about treatment and prognosis. At times, his anxiety changes into panic and he can barely function.

He is married with two young children and works as a physiotherapist. He has not told his spouse of his diagnosis yet.

His oncologist suggests speaking with a therapist, close friend or hospital psychiatrist. Jack is uncomfortable and resistant to doing this. He grew up in a household where you didn't complain and you managed your own problems. He has carried this belief into his adult life.

QUESTIONS

1. What are Jack's blockages?
2. What might be behind his blockage?
3. How might he change his blockage?



WHAT DO WE MEAN BY BLOCKAGES?

- We mean beliefs, images, emotions and behaviours that get in the way of our being who we want to be.
- This can result in defending ourselves against doing something that can be beneficial.
- These blockages are often created at an early age by the discouraging words/behaviours of those who take care of us. These blockages easily follow us into adulthood.
- These blockages can also 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 blockages for the same reasons we hold onto beliefs – comfort, familiarity, deeply imbedded, fear of exploration and change.
- It is helpful to identify, explore and unlock the blockages and open us up to what we are capable of.

WHY SHOULD WE WORK TO UNLOCK OUR BLOCKAGES?

NOT UNLOCKING BLOCKAGES CAUSES US TO:	UNLOCKING BLOCKAGES HELP US TO:
Hold us back in so many ways.	Be present.
Lock in place irrational and untrue beliefs about us.	Celebrate ourselves Pursue what is important to us.
Get in the way of enjoying and celebrating who we are.	Recognize the fluidity in our lives – that is, we change over time.
Get in the way of exploring new ideas and avenues of experiences.	Has helped us survive when we were young but are not needed anymore.
Lock us into unhealthy and painful relationships, jobs, housing, etc.	Consider that not all blocks are negative; some can be positive.
Cloud our being able to know our purpose in life.	
Lure our bodies into stress/crisis cycles, pain, and potentially illness and injuries.	
Get in the way of our healing or protect us to heal ***	

HOW DO WE ENGAGE IN THIS PROCESS?

- Steps to knowing our blockages chart.
 - Identify an event which was difficult or painful for you. Write it down in the chart below.
 - What were your beliefs about yourself.
 - Think about how your beliefs locked you into a place of being blocked.
 - Consider the thought behind the block – ask yourself if it is rational or irrational? Is it really true, or something you were told?
 - Ask yourself, what could be an alternative positive thought.

EVENT	BELIEFS	BLOCKAGE	RATIONAL/IRRATIONAL	ALTERNATIVE
FOR EXAMPLE,	I am stupid	I avoided aiming for more	IRRATIONAL	Shift the belief to: I am capable of going to school

Mom and my teachers told me I wasn't smart enough and wasn't applying myself	I am not smart I can't do important things I need to be perfect	interesting jobs or education I try to be perfect which stresses me out and yet I fail all the time	Look at evidence of your own capabilities Talk to others	for something I am really interested in
--	---	--	---	---

- We must **OWN THE BLOCK**. 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: talking, writing, sitting quietly and observing your thoughts and emotions, using drawing, music, movement and of course meditation.

THREE COLUMN DISCOVERY

This is a three-column chart that can help us define the following:

FOR EXAMPLE,

NEVER A PROBLEM What is never a problem. Never an issue or worry.	QUESTIONABLE What is questionable and dependent on the situation	DEAL BREAKER What is a deal breaker that is too far beyond your boundary.
My spouse's shirt colour	What my spouse spends money on	My spouse being abusive

ARE THERE POSITIVE BLOCKAGES?

- Learning to say "No".
- Keeping space between yourself and a 'toxic' relationship.
- Saying yes to yourself might mean saying no to someone or something else.
- Choosing to "Step Aside".
- What else?

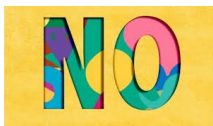
CLASS 7 — DECEMBER 14, 2026
BLOCKAGES CONTINUED

The key to framing your feelings is letting those waves of emotion break over you but not carry you away.

SELF-REFLECTIVE ACTIVITY

WHAT'S WRONG WITH THIS SCENARIO? HOW CAN SHE RESPOND DIFFERENTLY?

"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."



SAYING NO IS A WHOLE SENTENCE

WHY WE DON'T SAY 'NO'

- It's rarely easy and it's not always popular, but it is necessary for our well being
- 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 believe:
 - 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 something, we often feel worn out, exhausted, resentful and ask, "What was I thinking?"
- When we say Yes to something are we also saying No to something else?
- Do we have infinite energy? NO!
- 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 SAYING 'NO' HELPS US

- Replenishes our energy
- 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.



THE DELICATE ART OF SAYING NO WITH STEM SENTENCES

- A stem sentence is a pre-determined sentence that you can rely on to say 'No' with.
- They are said gently, without apology and as an "I" statement
- It's one of your tools so you don't have to figure it out in the moment.
- EXAMPLES:
 - "I'm sorry I can't help this time"
 - "I'd love to help but I'm just too busy"
 - "I'm not feeling well and need to get better first"

SOURCES

- **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 8 – JANUARY 11, 2027
SUB-PERSONALITIES (Sub-Selves)

Life isn't about finding yourself; it is about creating yourself.

SUMMARY

After looking at boundaries, what they are, how things get in our way and how to use blockages when they serve us and how to shift them when they don't, we can breathe more freely and let all of the parts of us emerge. We can open up within ourselves, become aware of the various parts of us, keep some, shift some and feel more balanced.

SELF REFLECTION SCENARIO ACTIVITY – Read and discuss in class small groups

Jordan lives next door to an elderly neighbour, Edith, with whom he has become friends. He will pick up groceries for her, shovel her front steps and occasionally drive her to a medical appointment.

Today, Jordan woke up with a respiratory flu, complete with fever, aches, sore throat, coughing, etc. He was supposed to drive Edith to see her oncologist at a nearby hospital. She will be ready to go in two hours. Jordan is beside himself with confusion about what he should do.

QUESTIONS

1. Should he cancel driving her or bite the bullet and drive her anyway?
2. Why?
3. What other options might be possible?
4. What two sub-personalities are in conflict here?



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 one; the excited to learn one; the fixer who has to make sure the world is safe, the judger who says you are an idiot, and many more.
- Some work together well and others often have 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.
- Sub-personalities are fluid and change over time.
- Sub-personalities are neither good nor bad, but likely have some traits of both.
- For example,
 - The fixer in us can be positive in our joy in helping others.
 - The fixer in us can be negative when the fixing hurts us or is not needed.

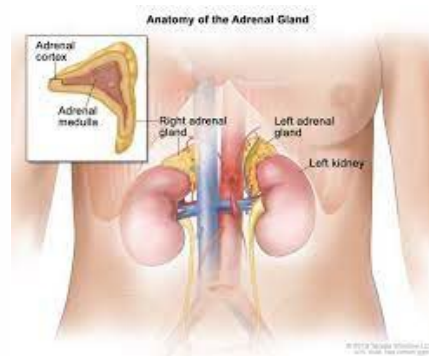
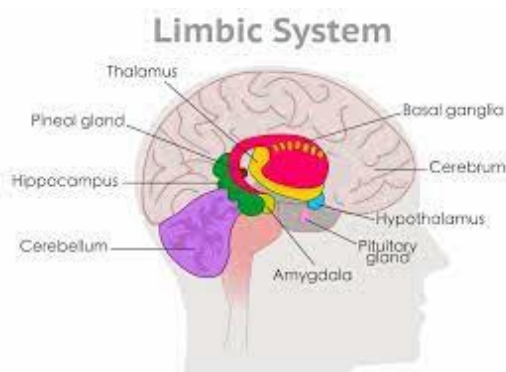
A WORD ABOUT PERSONALITY

1. Core Personality.

- Is what we are born with. Innate.
- Usually based on genetics.
- Some of us are naturally fast-paced people; others are more laid back, etc.
- Some are more controlling and others less so.

2. 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 adrenal 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 and a perceived one.



- Some of us are born with more active Amygdalas, which can create more anxiety, or make us respond with anxiety more quickly.
- Our personality is then affected by our physiology and genetics, and we see this in newborns: how one newbie is calmer while another is more fretful.

3. Experiences.

- A highly anxious person will perceive events from that perspective, so when difficult things arise they are seen from that lens.
- The thing about experiences is that we don't always know how they will affect us.
- 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."

4. **Supports.**

- Do we have good trusted supports in our lives?
- Will we use the supports or do we see them as a weakness?
- This is usually learned within the family and culture.

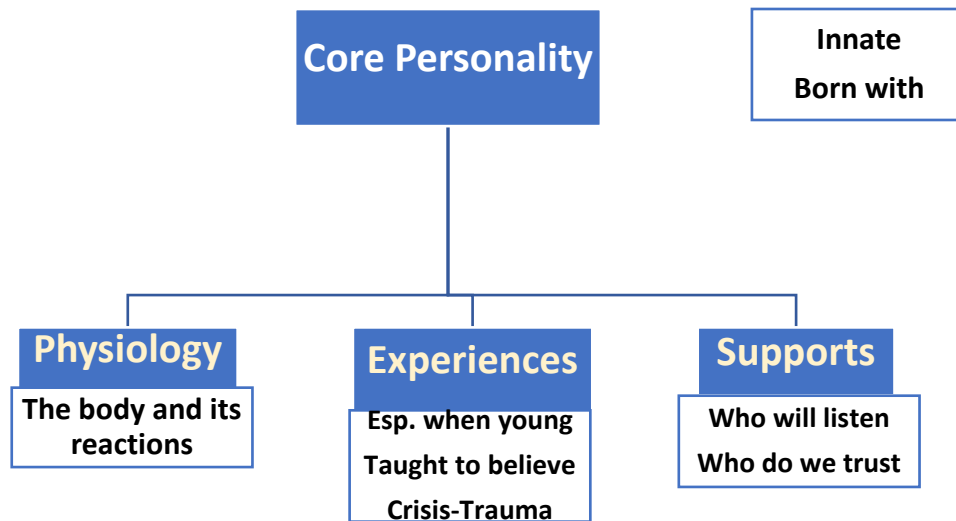
5. **Sub-Personalities**

- The different parts of us.
- 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 all the above.

A COMPARISON

A more sensitive child might feel more hurt when a parent ignores them than a child who is less sensitive.

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Hannah was born with great sensitivity. ▪ Her parents love her, but when her father gets angry, he tends to ignore her, and not respond to her. ▪ Hannah feels invisible, lost and very hurt as well as unworthy | <ul style="list-style-type: none"> ▪ 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. |
|--|--|



CASE SCENARIO - 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 startled responses, 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 quickly without warning him of the change, thus not giving him time to adjust.
- 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 expectations. He became quieter, more anxious and while tried to be the 'good' child, never felt as if he succeeded.

SUPPORTS

- Caleb was unable to talk about his anxiety as he entered school, and 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.

- People thought him withdrawn and ‘not a lot of fun’. He was lonely, especially as he had no siblings or friends.
- He also felt he was unable to trust anyone since he believed he would only let them down and they would dislike him.

SUB-PERSONALITIES

- From all the above, some of Caleb’s most ***powerful*** SPs 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

CALEB’S MANIFESTATIONS

Emotional	Cognitive	Physiology	Behaviour
Anxious – panicky	Unworthy	Stomach hurts	Quiet
Sad	Failure	Fight-Flight responses	Non-conversational
Fearful	Stupid		Immersed in solitary work
Lonely	Incapable		Passive
			Introvert

CLASS 9 – JANUARY 25, 2027
SUB-PERSONALITIES CONTINUED

Pay attention. Be astonished. Talk about it.
(TSO Conductor, Rob Kapalow)

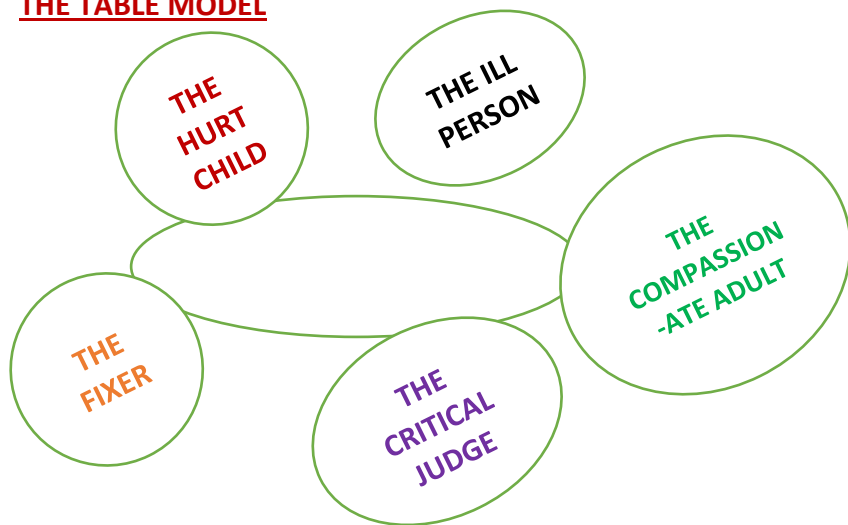
SELF REFLECTIONS ACTIVITY

- The purpose of this activity is to identify four of your sub-personalities.
- Show them in an image. This can be done in various ways. Here are a few ideas:
 - Sit them around a table
 - Make them the flowers in a vase
 - Create a tree and they become the branches
 - Name them with real names
 - Name them with colours
 - Name them as animals.

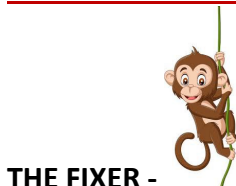
QUESTIONS

Pick one S-P and discuss in class small group the advantages and disadvantages of this S-P.

THE TABLE MODEL



THE ANIMAL MODEL



KNOWING YOUR SUB-PERSONALITIES IN FOUR STEPS

1. <u>RECOGNITION</u> • Use the above models to identify your S-P • Write them down • Picture them as separate bodies
2. <u>ACCEPTANCE</u> • Look at your S-Ps without JUDGMENT • This is not about shunning any S-Ps • Think about their origins • How did they help you survive as a child? • Welcome them ALL
3. <u>COORDINATION</u> • Think about when a S-P is dominant or recessive • Think about what triggers the S-P • Be less reactive by giving yourself a pause button • Remember a time when things were positive for you • Call forward the S-P that will support you
4. <u>INTEGRATION</u> • You can choose how you respond with what S-P you want • You can ask the S-P that is pushing forward to take a back seat for now • You can tell the recessive S-P that you want it to come forward • You own them, they are you

SOME EXTRA THOUGHTS TO CONSIDER

1. SWAMI RADHA

- Every pretense conceals a lie
- The power of choice is always ours
- Work at letting go of your possessiveness
- Allow yourself time to understand
- No event can fail to teach you if you want to learn
- You can only learn in proportion to your desire to know
- Don't compare yourself to others. You have a right to your own plan.
- Happiness is never built on the despair of another
- Be yourself – put away assumptions about what you should be. They are a waste of time.

2. Dr. Bronnie Ware (palliative care physician) – Top Five Regrets

- I wish I'd had the courage to live a life true to myself and not the life others expected.
- I wish I didn't work so hard. Too many relationships got lost.
- I wish I had the vulnerability and courage to express my feelings.
- I wish I had stayed in touch with friends.
- I wish I'd let myself be happier – this is a choice.

3. EKHART TOLLE – Transforming Suffering into Peace

- See the past and accept it for what it was
- The past cannot be undone
- Accepting and adapting diminishes suffering and unhappiness
- Accept your inside
- Do not resist the pain – embrace it
- Face it. Feel it. Don't think. Don't judge.
- Find the other side of the pain – what isn't in pain
- Learn something about yourself from this experience

4. THICH NHAT HANH – Peace is Every Step

- Transform anger into understanding – this is a process
- Being angry at feeling anger leaves you with two angers
- Acknowledge and accept your feelings
 - Step 1 – Recognize your feelings as they arise
 - Step 2 – Be one with the feeling without judgement
 - Step 3 – Calm the feeling with tools – deep breathing, etc.
 - Step 4 – Let the feeling be
 - Step 5 – Understand and hug

5. THICH NHAT HANH – The River of Feelings

- Three types of feelings:
 - Pleasant
 - Unpleasant
 - Neutral
- Fit your feeling into one of the three
- Observe it
- Identify it
- Name it
- Use breathing to connect to the feeling
- Don't cling to or dismiss the feeling
- Just let it be

6. **DR. DAVID VISCOTT, PSYCHIATRIST – Self-Acceptance**

- When you accept yourself without judgment you can:
- Not be overly sensitive to rejection
- Not lose faith in yourself every time you face an old wound
- Seek your best, regardless of others
- Seek being present and celebrate yourself now
- Not feel so lonely and sad. Enjoy being with yourself.
- Enjoy the truth being your friend
- Have no need to hide

HJ6P/CHJP SAYINGS

1. “Thanks for your concern; I’m good.”
2. Think of today as the first day of your life, not your last.
3. Do not set the bar too low as that is too easy, nor too high as that is self-sabotage.
4. You can’t fix what you don’t know.
5. “No” is a whole sentence.
6. Watch your body to tell you how you feel.
7. Ditch the judgment, welcome the assessment.
8. We complain about the first column and could be grateful for the second column

COMPLAINT	GRATEFUL FOR
Early morning wakeups	Children to love
House to clean	Safe place to live
Laundry	Clothing to wear
Dishes to wash	Food to eat
Grocery shopping	\$ to help us get our needs met
Lots of noise	People in our lives
Toilets to clean	Indoor plumbing
Sore and tired in bed	“I’m still alive!”

HEALING JOURNEY 6 PSYCHOLOGY GLOSSARY

WORD	DEFINITION / DESCRIPTION	EXAMPLE
Aggressive	▪ 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	Ongoing shouting 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	▪ Characterized by bold or confident statements and behaviour ▪ 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	▪ 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	▪ 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	▪ 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	▪ To be preferred ▪ To pick one thing over another	<i>I like both options so I have to think about how to make a choice.</i>
Goal	▪ 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	▪ 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	▪ The act of interfering with the outcome or course especially of a condition or process (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	▪ 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	▪ 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	▪ 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, external purpose plays a part too. For example, earning enough money to feed my family.</i>
Passive	▪ Governed by outside impressions or influences ▪ Yielding, but 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	▪ Having reason or understanding ▪ Relating to, based on, or showing reason	<i>I know that despite my fear, flying is the safest way to travel. That is being rational.</i>

	Relating to, based on, or guided by reason, principle, fairness, logic, a legitimate state of interest, or a consideration of fact	
Reaction	- Physical, emotional, cognitive or behavioural response to or activity aroused by a stimulus - Heightened activity and overreaction - 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 reaction included yelling and telling him he was a horrible person. I just didn't think.</i>
Response	- 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	- Taking the time to think about, meditate on, evaluate, and give serious thought to your behaviours, thoughts, attitudes, motivations, and desires - The ability to witness and evaluate our own cognitive, emotional, and behavioural processes - Self-observation - Reflective awareness	<i>I want to try to find a quiet space 3 times a week to journal and learn more about myself.</i> 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 judgment and write it down.
Sub-personalities	- Awareness on a temporary basis of the various parts of oneself - Subpersonalities are habits or patterns of behaviour that we have followed since childhood	<i>I noticed that my fixer tries to dominate even when I feel sick and need to lie on the couch.</i> For example: inner child, very responsible one, rebel, organizer, the controller, adventurer, saboteur, or the worker
Tools	- 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	<i>One of my favourite tools to use when I'm worried is to do some deep breathing. It helps reduced my worry.</i>

	▪ Something that helps to gain an end	
--	---------------------------------------	--

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

<u>PHYSICAL</u> Safe housing Medical care Healthy available food Exercise Sexuality Good sleep Time off Massage, acupuncture, chiro Nature walking ME time 	<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 	<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 
<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 	<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 	<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 

