Dedicated to the 2011 and 2012
Certified Trainers and Trailblazers
who first responded to our call to
reach those who have not yet
been reached.

With special thanks to Regena Garrepy, Norberto Perez, Clay Malloy, Andy Dooley,
Hope Koppelman, Gretchen Ehret, Angie Charlebois, Franne Demetrician, and all Certified
Trainers who contributed to the growth of our shared objectives.

Course Objective
To reach those who’ve not yet been reached; of all ages and backgrounds.

Who We Are
We’re a network of teachers, facilitators, coaches, friends, and mentors from every walk of
life trained to provide a spiritual, non-religious program on living deliberately, based on the
book *Infinite Possibilities: The Art of Living Your Dreams*, to those who want to learn and
apply such teachings.

My Commitment
“In the face of adversity, uncertainty, and conflicting sensory information, I hereby pledge
to remain ever mindful of the magical, infinite, loving reality in which I live. A reality that
conspires tirelessly in my favor.

“I further recognize that living within space and time, as a Creation amongst my Creations,
is the ultimate Adventure, because thoughts become things, dreams come true, and all
things remain forever possible.

“As a Being of Light, I hereby resolve to live, love and be happy, at all costs, no matter what,
with reverence and kindness for All. So be it!”

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WELCOME TRAINERS!

Congratulations on becoming a Certified Infinite Possibilities Trainer! We’re thrilled that you’re a part of our community, sharing the message of infinite possibilities with the world as we reach those who have not yet been reached. Now that the conference is over, we want to provide you with some resources, tips, and templates to make your job as easy, fun, and rewarding as possible.

In this Presenter’s Guide you’ll find tools and ideas that will complement the Infinite Possibilities book and workbook. These reference materials are to serve as guides and anchors for the structure of the curriculum, but the magic really gets “turned-up” when you bring your voice, stories, and creativity to the program!

We’ve quantified the message as simply as possible, now, you are the messenger.

Here’s to the difference you’ll make!

Regena Garrepy and the TUT Team

Certified Trainer ____________________________________________

Certified Training Location ________________________________

Certified Training Date ________________________________

Trainer ID # ________________________________
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I. Introduction

A Note from Mike

If someone told you the truth about life, reality, and the powers you possessed, would you recognize it as the truth? If someone offered you the keys to the kingdom of your wildest dreams, would you accept them? It might not be so easy, given our immersion in a society that tells us, reminds us, and insists, that we're limited, aging "creatures," who live lives between luck and fate, in a hard, unforgiving world. But the truth, and this will likely ring bells in your heart of hearts, is that we are INFINITE and POWERFUL, fun loving gladiators of the Universe; Adventurers just being human, with eternity before us and the power of our thoughts to help shape it.

There could be no better time than now, at this crossroads in history, to discover the truth about who you are and all that you can be, which is the purpose behind "Infinite Possibilities: The Art of Living Your Dreams." It's a book and audio program aimed at the "Truths of Being," becoming aware of them, understanding them, and harnessing them. My mission throughout is to remind you of:

- How POWERFUL you are
- How FAR you can reach
- How much you DESERVE

So that you can begin thriving as the giant you are, in a kingdom where you have been given dominion over all things. Blood, sweat, and tears ARE NOT what it takes to see your dreams come true. Imagination, belief, and expectation are what's needed. Then you're drawn into action, circumstances, and "coincidences" that make dream manifestation INEVITABLE. This isn't wishful thinking; it's the way things have always been in time and space. You don't need more education, more connections, or more lucky breaks; you just need to understand the principles and concepts that every prophet and messiah has shared since the beginning of time. Principles that have nothing to do with religion and everything to do with the truth about who you are, why you're here, and the magic at your disposal. There is nothing you can't do, nothing you can't have, and nothing you can't be.

- You do have the power
- You are guided
- The Universe IS conspiring on your behalf

Your dreams are not yours by accident. You have them for a reason, many reasons, not the least of which is to make them come true. Your dreams are what are meant to be. You just have to do your part, and with understanding, you'll find that NOTHING COULD POSSIBLY BE EASIER. That you've
Infinite Possibilities Presenter's Guide

read this far is no accident. PLEASE JOIN ME, Adventurer to Adventurer, so that you too, can
discover how effortless the art of living your dreams was meant to be.

Your great admirer,

Mike Dooley

Our Story

IN THE BEGINNING
By 2008, after the audio release of Infinite Possibilities, my first world tour, and The Secret’s release,
we began looking for ways to seriously begin "giving back." This was when our initiative, to be called
Gifts from the Universe Project was born. Since then we’ve raised over $350,000 for the most
worthy causes we could find.

THE BIRTH OF AN IDEA
In late 2009, while doing a book-release tour for Infinite Possibilities, I was briefly in Portland with
some time off, so I went for a walk downtown. It was dusk and as I approached a corner cafe, I
walked by a homeless woman who was sitting on the sidewalk, head down, reading a book, with her
faithful dog lying beside her. From my limited vantage, she appeared to be in her 60’s, with greasy,
matted hair, a sad sight. Almost a block away, not having broken my stride, I felt compelled to go
back and offer her a 20 dollar bill. She hadn't asked, and if she had, I probably would have declined.
But the old line in my head from Khalil Gibran's The Prophet, about it being better to give unasked,
was haunting me. After a "Hey... hi," to get her to look up, as I held out the money, a shock went
through me upon realizing that, at most, she was 20 years old. Inwardly, silently, horrified, I thought,
"You don't have to live like this... you have choices... there are options... you are infinitely bigger
than these circumstances," while simultaneously realizing she knew none of this. She said thanks,
and I continued silently walking. Thinking to myself, as if stuck on a loop, "If she only knew... If she
only knew...."

"A FISH" OR "FISHING LESSONS"?
But what could I do? Sit with her? Coach her? Teach her all I knew in 15 minutes? I've never been
drawn to helping one person at a time. Too intimate, too scary, just not my style, especially when
doing so would take away from my reaching far greater audiences as I do with my website,
emailings, books, and world tours. Besides, I would be in Seattle in 15 hours, and 24 hours after that,
another city, as I continued my tour for a book ironically about the art of living your dreams. And
then it hit me: *Infinite Possibilities* was my first major nonfiction release, an A-Z book on the nature of reality, life's beauty, our power, and the divine heritage we're all born of... maybe if I gave it to her....

An hour later my publisher arrived at my hotel to take me to the evening's lecture and book signing, and I asked if we could first drive by the cafe. Sure enough the young lady was still there, so I hopped out of the car and approached. "Hi! I was here earlier. I can't help but think that if you only knew your options, you'd be able to make some decisions that could help change your life. I've recently written a book about life and how powerful we are. If I give you a copy, would you have a look at it...?" Instead of the rebuke I half expected to hear, her smile and response were immediate, "Sure! I love to read! Thank you!" And that was the last I saw of her.

**KNOCKING ON DOORS**

By the time I returned to Orlando I had a plan. Now that I had a "real" book, I could follow the same model I had stumbled upon in Portland for reaching out to those who want to learn. I'd begin in my own hometown reaching out to small groups, giving a series of short talks, leaving behind a copy of *Infinite Possibilities* for anyone wanting it. I asked my team to find any organizations in central Florida who:

- Were open to learning a "new" spiritual, non-religious, perspective on the truths of life.
- Had attendees who could, fairly quickly, begin applying such information to their lives.

The logical choices were to begin with teenagers or young adults new to (or who were about to enter) the "working" world—prisoners who'd be released in the immediate future and shelters for battered women. Of course, there's no segment of the population, including school children, senior citizens, and death row inmates, who wouldn't benefit from such a program and who we wouldn't eventually like to reach, but for starters, I wanted to begin with groups who could apply this information fast to make lasting changes in their lives.

**A DREAM COME TRUE**

We got our big break at the Orange County Jail. For over a year, I spent Tuesday mornings speaking for 60-90 minutes to inmates who volunteered to be part of a daily program that offered a variety of instructional tools, workshops, and learning material to help them deal more effectively with life and make better choices upon their release.

My talk was simply one of many talks they received each week, from many different people of different backgrounds. To organize my content for these talks, I made a simple, interactive workbook to further simplify *Infinite Possibilities*.

Some Tuesdays, depending on the turnover and the openness of the crowd, my teachings were challenged, but every Tuesday there was near unanimous deep appreciation, echoed in comments
like, "I loved hearing what you said today..." "Thanks for visiting us..." "I've never heard anything like what you spoke about..." "It's true, my thoughts always have become things, I just need to work on my focus!"

THE NEXT LEVEL
As I tell others about what I've been doing, I'm as surprised as I am happy to learn that there's a huge amount of enthusiasm for reaching those in our society who simply do not understand how awesome life is or how powerful they are. I've found that there are lots of people who'd like to be involved. As a result, here's what we're planning, for starters:

- Live "Train the Trainer" program orientations scheduled throughout the year.
- A website to provide solutions, teaching tools, suggestions, tips and tricks for member facilitators, teachers, and coaches.
- A central hub (Orlando and the website) from which satellite groups can form to support one another and the cause as a whole.
- Creation, replication, and circulation of learning materials that will be provided for free or at cost to our certified trainers for their trainees.
- A scholarship fund enabling all program trainers and attendees to have free workbooks and copies of Infinite Possibilities.

Our first Infinite Possibilities Train the Trainer Conference was in October 2011, our second was in June 2012, and our third was in January 2013. At each Conference we certified over 130 new trainers and we reached a new record in Seattle with almost 200. Enthusiasm is "through the roof" at all events, and soon we'll host training certifications in the UK and Australia.

Our Mission

"If you want happiness for an hour, take a nap. If you want happiness for a day, go fishing. If you want happiness for a year, inherit a fortune. If you want happiness for a lifetime, help somebody."

Chinese Proverb

Mission Statement
We’re a network of teachers, facilitators, coaches, friends, and mentors from every walk of life trained to provide a spiritual, non-religious program on living deliberately, based on the book Infinite Possibilities: The Art of Living Your Dreams, to those who want to learn and apply such teachings.
Spirituality versus Religion

Spirituality
We focus on the term "spirituality" in our work because for most people it promotes views similar to our own, in that we believe in God, divine intelligence, and a benevolent Universe where everyone is ONE with this creator, and thereby loved, forgiven, and accepted eternally.

Religion
While respecting all approaches to spirituality, we have not aligned ourselves with any religion, nor do we permit trainers to incorporate any religious doctrines with our program, to ensure that no person or group is ever excluded from the universal principles we teach; teachings that we believe apply to all people, regardless of their “faith” or lack thereof.

Our Program

Our program was created based on the New York Times Bestseller Infinite Possibilities: The Art of Living Your Dreams, which is now printed in 12 languages. Mike Dooley, creator of TUT (Totally Unique Thoughts) used the content of his book to create a 7-session Infinite Possibilities companion Workbook that is the basis for our Training Program.

What We Believe

TUT believes that everyone's special, that every life is meaningful, and that we're all here to learn that dreams really do come true. We also believe that "thoughts become things" and that imagination is the gift that can bring love, health, abundance, and happiness into our lives.
II. Sharing Infinite Possibilities

You are now a certified trainer! Congratulations! Now let’s get out there and share the message. In the following sections, we will provide you with information on finding a group to present to, preparing yourself to teach, trainer tips for delivering the program and staying connected and creating more opportunities for others.

Finding Your Group to Train

Let’s find those who you, uniquely, can reach.

Use the 5 W’s Quick Start Let’s Do This Worksheet (see next page) to begin identifying who and where you’ll train.

Once you find some possibilities, begin making phone calls and sending emails to the organizers and gatekeepers of the organizations. If you are offering the program to an organization, this may require communicating with and/or presenting to the person who can make the decision on whether or not your program will be useful or suitable for the organization. We often refer to this person (or set of people) as the Gatekeepers—as they hold the key to getting in!

Begin now to generate ideas and lists of potential trainees. You may not feel ready to deliver but the Universe is on your side and you will find opportunities to begin talking about your training and the new material you now have to share.

This guidebook contains sample letters of introduction you can use as a template with gatekeepers.

You may also choose to reach out to your personal network and offer your own workshop. In that case you will need to find a space either for free or for rent.
The What and Why are easy: Life’s truths [read Inf Poss and workbook] and to selflessly serve.

Who might I reach out to?
Where are my interests and strengths?

What have my hardest life lessons been?

What would I like to learn and master?

Where might I begin? Circle all that interest you:
- Friends
- Family
- Mastermind Groups
- Book Clubs
- Home Parties
- Online Groups
- MeetUp.Com
- Homeless Shelters
- Women’s Shelters
- Unity Churches
- Jails/Prisons
- Neighborhood
- Addiction Recovery
- Your [new] Website
- Interest Groups
- At Work
- In/To Schools
- Teen Groups
- Rotary, etc.
- Other

List others [if applicable]:

WHEN might I begin? Give yourself a date to begin by:

HOW might I apply, engage, and connect?
Start small! Be led by your heart! Remember what’s in it for you!

For Mike, the path was as follows...
- Toastmasters, NSA, Rotary, Unity Churches
- Website, emails, blog, Ask Mike, products
- Network, ask for help, attend workshops
- Write book, record talks, sell audios

For YOU, the path MIGHT be...
Presenting the Course and Writing Promotional Material

Whether you are inviting someone to join your course, speaking directly with a gatekeeper about presenting to their organization, delivering a preview class, or writing your brochures, here’s a simple three step formula to adapt.

1. **Identify the GAP**: Find out what isn’t working ideally in the lives of your potential participants. Listen carefully to what they tell you. If you can’t ask, imagine your ideal client and write about what they might be facing. (For example, getting sucked into complaining, feeling stuck or overwhelmed etc.)

2. **Describe the DREAM**: Next, find out what your potential participants desire for themselves. If you are writing a brochure, imagine what would be ideal for them (a renewed sense of hope, feeling connected to their dreams, less conflict or confusion, etc.)

3. **Identify the BRIDGE**: Then show how *Infinite Possibilities* is the bridge that fills the gap to the vision. Talk about or write out concrete outcomes of the course. People need to know *how* and *why* this course will benefit them.

   - Create a compelling but simple and easy to read invitation/flyer
   - Create a joint venture partnership with a yoga studio, wellness center, gym, coffee shop, etc. and have them market the program to their clientele, possibly for a percentage of the sales or as an added feature to complement their offerings.
   - Market on Facebook and social media. Create an event. Use invitations and post on your page and in any groups where you regularly participate. Use private messages to follow up.

When it comes to inviting participants to your class, try these three things:

1. **Be persistent**. People are busy and need several invitations, reminders, and follow ups.
2. **Be personal**. Don’t just rely on an email or a FB event post to get people there or get you in the door. Personal connection and invitations always work best.
3. **Be passionate**. Allow your energy and enthusiasm for this work to come through and be contagious when you speak and write. Remember how it’s made a difference to you and share your story.

**Gatekeeper Success Tips**

**Who are the gatekeepers?**
Gatekeepers are the heads of organizations, companies, or spaces that you would need to get approval from in order to present your workshop. First, identify who the gatekeepers are in the
particular places you would like to approach.

Utilize your connections.
Who do you know who can make an introduction for you? Having an “in” gives you more credibility and can expedite the process. Do you know someone (or know someone who knows someone) who is on the board, who already volunteers, who is neighbors with the gatekeeper? Ask around, use Facebook, email contacts, and mobilize your network. Visualize meeting the right person who can open a door for you.

Be brief.
The Gatekeepers (oftentimes) are busy, stressed, concerned about funding, and most likely staring at a pile of paperwork bigger than their desk. So when you are interacting with them remember to be conscious of their time and treat it as a precious commodity. If your first introduction/contact with the gatekeeper is without a prior introduction or orientation to what you do, do not give them the long personal story, a novel to read, or the entire curriculum. Prepare a brief written summary of some of the specific details, should they want them. Be to the point, compelling, and make a specific request. If your request isn’t specific, they will be less likely to respond or agree because they may not understand what they are being asked or they may not realize they need to respond.

For example: “Would you be open to the possibility of having a 20 minute conversation either by phone or in person about how this program will benefit/serve _________?”

Make it as easy as possible for them to say yes.
Asking a gatekeeper how you can meet a training need of theirs with a part of the IP program may actually save them some work. You may want to do some research in advance to see how you might weave the content into their organization’s mandate. This may require research, or even asking them, “how can I make this easier on you? What do you need from me?” If it is something that adds to their sense of overwhelm then they are less likely to want to proceed. If they agree to a meeting, set the appointment on the spot or ask to speak with the person who sets up appointments.

Be prepared but not overwhelming.
Take some time to get to know about the population you plan to train. Think of how the Infinite Possibilities program will serve them specifically. Know the basics of each segment as well as the overall program. Unless you are asked for the full curriculum, offering just an overview will help them to make a decision. You may choose to use some of the testimonials and group outcomes that you hear and read about through the TUT community. Borrowing success stories may help with your confidence and in demonstrating the effectiveness of the IP program, while you are in the early days of training. As a general rule, don’t leave a conversation without an agreement about the next follow up. Be clear about whether or not you are having a conversation or exchanging emails and when. If at all possible, take on the responsibility of being the one to initiate the communication. Keep it brief unless they are fully engaging with you and asking questions.

Follow up.
If you don’t hear back, don’t assume they didn’t like you or the program. More likely you have fallen to the bottom of their priority list. Call, email, and follow up.
Templates for Email Communication

Introductory Communication Template #1

Dear ___________________,

My name is ___________________ and I’m a Certified Infinite Possibilities Trainer. Our mission is to share a message of hope by delivering a program based on the New York Times bestselling book Infinite Possibilities: The Art of Living Your Dreams by author Mike Dooley, who personally led my training in__________.

I am contacting you because your organization ________________________________________________________________________________________________

(Insert what drew you to this organization and/or state why the organization could benefit from a message of hope. This is also a good space to write a brief statement about any other qualifications or connections you have that would be beneficial)

I am very interested in sharing this program. Would you be open to the possibility of exploring this collaboration further with a 15-20 minute phone conversation or in-person meeting to discuss how this could benefit your organization? My contact info is listed below. I’ve attached a brief overview of the program that can be tailored to suit the needs of the group.

Thank you for your time and consideration.
The following email was written by Trailblazer Kimberly Powers and serves as another model:

Dear ________________,

I have recently become a Certified Trainer of a program based on the book *Infinite Possibilities: The Art of Living Your Dreams* by Mike Dooley. It outlines the universal principles of positive thought that enable every person to thrive instead of simply survive.

The program encourages people to examine beliefs and thoughts that have been limiting them and may be leading them to struggles and negative choices, and helps them to discover ways to redirect those beliefs and thoughts.

While there are spiritual aspects to this training, it is not religious in any way. I think this would be a very empowering program to introduce to young teens, people who find themselves in difficult situations, organizations who wish to have a more positive impact on those they serve and companies who wish to have a better working environment.

As a Certified Trainer, I can deliver this program in a dynamic way at my discretion; it can be customized to be presented in any format from a one-hour introductory session, a single 3.5 hour seminar, or an 8-hour series delivered in several sessions of any length.

My services as a presenter would be offered on a volunteer basis to any needs-based organization. *Infinite Possibilities* books and materials are also available through a scholarship fund providing a no cost powerful program.

I would love to discuss the possibility of delivering this life-enriching program with the many charities and organizations you are associated with.

To find out more information about this program please visit the website at [http://tut.com/humanity/our-story/](http://tut.com/humanity/our-story/) and go to the home page to sign up for Mike Dooley’s *Notes from the Universe* daily emails for daily positive reminders of our *Infinite Possibilities*.

With appreciation and thanks,

Introduction Communication Template #3

*Create your own hybrid letter of introduction, using ideas gained from the above examples!*

*Trainer Note: Other templates can be found in the Additional Materials and Resources section of this Guide!*
Preparing to Deliver the Content

Once you have a group to train, it’s time to start preparing for your sessions! Here are some questions to help guide your preparation and/or to ask your group organizer to be better prepared.

1. How many people will you be training?
2. Did they volunteer to attend?
3. Who is in the group? (men, women, age range, background, commonalities)
4. Where will you be training? What is the space like? How will the room be set up (circle of chairs, desks, tables)?
5. How many sessions will you be teaching? When?
6. How long is each session?
7. Will you be using photocopies of the workbook, your own pages, or the printed Infinite Possibilities Workbook?
8. Is there a budget for materials?
9. What tools are available for you to use? Overhead Projector? Flip Chart? White board?

Preparation and Suggestions for Planning your Delivery

With contributions from Trailblazer Leslie Villelli

Read and review Infinite Possibilities and the Workbook. As you review, make notes on what resonates and speaks most to you. The lesson plans provided later in this guidebook give you the key points for each section and options for presenting. You have latitude and permission to speak on the points that YOU find most important and inspiring. Your enthusiasm and connection to the material will be conveyed when you train based on your favorite parts of the program.

Prepare personal stories that connect to each one of the sessions and think up several examples for each of your main points. These additional materials will make lesson-planning far easier and will provide a flow and casual-ease to your delivery. Many individuals learn best through relating to personal stories.

Complete exercises in the workbook that you will be asking your students to prepare!

Visualize. Use the guidelines for visualization in chapter 1 of the workbook. Then sit down and visualize your upcoming session. See the participants at the end of the class. What are they doing? How do they look? See them smiling! What are they saying? How do you feel? Keep imagining. What do they do when they leave? Imagine them happy and excitedly chatting! What’s different about how they are with the people in their life? Let yourself see specific interactions they are having (for
instance, picture a teenager saying “no” to an offer that wouldn’t serve them, or see them defusing a conflict, or hugging their friends).

“BE” the people coming to your class. Ask yourself these questions and any others you think might be helpful for you to get into their world. By being in their world, your speaking will resonate with them, feel relevant, and therefore inspire them to act.

- How might they be feeling when they show up?
- What are they thinking about this class? What are their hopes, fears?
- What can I tell them about myself that helps them relate to me? What part of my story can I tell so they can relate and know that I’ve “been there,” so to speak?
- Have they ever been told they can change their thinking? Recognize the newness of what you are offering.
- How do I feel about them? “Emotion is pure power” (page 13 of workbook).

Fall in love. Feel your appreciation for them; for what it takes for them to embrace the lessons you are providing; for what they may have had to overcome to be here. They want and hope for happiness for themselves and others just like you do. FEEL their appreciation for you; for giving your time, energy, and resources to offer Infinite Possibilities to people you’ve never met before and may never see again; for what you may have had to overcome to be here. Recognize your own magnificence. When you are moved to tears by who YOU are... consider yourself prepared!

Create a grounding practice. Getting grounded is establishing a connection between yourself and the earth. It’s a way for you to get back into your body, to get focused and centered, to step into your most connected and impacting self. When you are NOT grounded you feel: insecure, disconnected, unfocused, shaky, in your head, less coordinated (bumping into things), anxious, achy, and doubtful. When you ARE grounded you feel: confident, sure, clear, aware of your environment, solid, connected, energy is flowing, synchronistic, stable, supported. The simplest way to get grounded is to focus your attention on your feet touching the ground and your breathing. Visualize energy flowing from the crown of your head down through your feet and into the earth. Imagine roots growing into the ground stabilizing you. You can do this in 30 seconds before you begin your class, get up to speak, or have an important conversation. You may also choose to:

- Put your hand on your heart to connect yourself to your WHY
- Set an intention for the class
- Visualize yourself stepping into your teacher, sage, messenger archetype
- Repeat a positive mantra: I am a messenger of hope

Practice, practice, practice and have fun!
Consider How We Learn

Learning Styles
To keep it simple, remember there are three main ways people learn: Visual (seeing), Auditory (hearing), and Kinesthetic (doing). All of us are capable of learning through all three methods, and each person usually has a primary learning style. To help your impact in training, try to create sessions that will engage at least two out of three of the learning styles. Keeping these elements in mind throughout your planning will help your group internalize more of the material.

Using visualizations, handouts, writing on the board, or visual aids and diagrams can help the visual learners. Try giving kinesthetic learners an experience or a feeling in their bodies by standing up, moving, writing, or acting things out. Discussion, direct teaching, and partner activities will help the auditory learners.

Processing
The other learning framework to consider is called D.I.C.A. This is how our brain processes and internalizes new material. It’s an acronym which stands for Describe, Interpret, Connect, Apply.

- **Describe** - The facts, what happened, the steps, the method, the concept.
- **Interpret** - What does it mean?
- **Connect** - How does this relate to something in my own life… a past experience, something that I’ve seen before? Is this a pattern I’ve seen before?
- **Apply** - How can I make use of this in my own life and put it into action?

Examples of how to use DICA:

When creating your session think about how you can take your group through these stages:

1. Teach the three steps of manifesting change (describe).
2. Tell a personal story of how you did this (interpret + connect).
3. As a group or in partners discuss how this connects to them and their life. Ask how one or all three of these steps worked in the past by them or someone they know (connect + apply).
4. Workbook activity: Write down the first step for their life right now (apply).
Delivering Your Program

It’s now time to take all your knowledge and preparation and go teach! The following section has been prepared to give you some tips and tricks for training all different groups of people.

Maintaining Control of the Room

If you are training, you are leading the group. You create safety by maintaining control and the group needs to trust that you are in charge. Always keep in mind that people want to be seen and heard. Be certain that everyone has read and agreed to the Group Participation Guidelines. Make this a handout and go over it at the beginning of your first session.

As the leader/facilitator you may find it necessary to:

1. **Interrupt.** If someone is going on for too long, or is way off topic, or is breaking an agreement, you can firmly but kindly say, “in the interest of time we need to stop here and move on.” You can also say something like, “I’m very interested in what you have to say, but we do need to move on so perhaps we can talk more about this after class.” You may also need to refer back to the Group Participation Guidelines.
2. **Redirect.** Bring them back to the topic at hand and off the negative thought, story, or comment. You can simply say, “OK, we’ve gotten off topic here. How about we get back to discussing XYZ?”
3. **Prompt.** Encourage someone to talk, ask a new question, and get things moving in a new direction.
4. **Move on.** When appropriate and necessary, look for a pause and simply begin the next topic or section.
5. **Make adjustments.** Sometimes what you planned doesn’t work. The exercise is confusing, the example falls flat. That’s OK. You as the leader can redirect the class by making an adjustment.
6. **Be the example.** Of loving, non-judgmental compassion. Be the example of how to honor someone’s opinion even if you don’t share it. They need to know that, as their trainer, you value and respect them.

Building Rapport

**Tell your story**
Tell a personal story that gives your listeners something to relate to. You may not have had the same kind of experiences they have had, but you can tell them about a time when you felt similarly. Focus your story on that feeling - hopeless, scared, fearful, doubtful, and how you overcame it related to the teachings of *Infinite Possibilities*. Be authentic in your story but be sure the overriding tone is one of hope.
Show them/tell them you care and that you are paying attention:

- Use their names
- Refer back to parts of their stories to make your teaching personal
- Answer questions
- Give direct feedback
- Notice if someone is lost, confused, or drifting (if you see this, reach out or stand near them)

Allow them to use their voice and take an interest in who they are/what they say.

Do an activity/exercise that allows them to participate. Encourage wisdom from others. Ask questions. For example:

- What is something positive that happened this week?
- What is something you really wanted and then received?
- What books have you read that have had a major influence on your thinking?
- What is your dream?

Success Tips for Leading an Exercise

Set up the exercise:

- What: First give them an overview of what you are going to do. For example: We are going to break into partners and do an exercise called muscle testing (see example of the muscle testing exercise later in this book under General Lesson Plans, Session 2).
- Why: Tell them why you are doing the exercise, what’s in it for them? For example: Now we are going to do an exercise that will allow you to experience how different thoughts and beliefs affect your body and the strength of your muscles.
- How: Demonstrate exactly how you want them to do the activity yourself or with volunteers and/or give examples of what kind of response you are looking for.

Lead the exercise:

- Make sure you are grounded and confident. Your energy sets the tone.
- Give very short step-by-step directions. The bigger the group, the slower and simpler the instructions.
- If doing partner activities, have them establish who partner A is and who partner B is.
- Keep time for the group.
- Encourage play and openness.
- Be aware of your surroundings and give instructions that give allowances for safety. For example: Be sure that as you are moving around you do not go near the back corner. There are chords on the floor and I don’t want anyone to trip.
- Give instructions that give allowances for limitation. For example: If you can’t stand or bend or get on the floor than you can do it from your chair like this.
Handling Difficult Situations and Questions

- Deflect hard questions back to the group. Ask them what they think the answer is. Encourage discussion.
- Don’t feel you have to answer everything or know everything. It’s fine to say, “Great question, I wonder about that too.” Or “I really don’t know, what do you think?” Remember, just because you might not know the answer to a question or situation, doesn’t mean you can’t have confidence in the basic nature of reality: TBT!
- Redirect to the future, “I don’t know why that happened, but I know how to look forward and shape your future.”
- Consider avoiding ending with Q & A. Allow for questions before you plan your concluding remarks. End each session on a high note that reinforces the main lessons.
- Address difficult situations with them after class one-on-one, if possible. In the room, you are in charge, bring your wit and wisdom and try not to get caught up in a difficult situation. If you sense that the person’s story is derailing the tone, mood, or point of the class, with compassion say something like: “I sense that there’s a lot here—more than we have time to address right now, so I’d like for us to talk after class.” Sometimes people just need to be heard. It isn’t your job to fix them.
- Never give advice, only educate so that your students can make their own decisions.
- When it comes to spirituality vs. religion: Don’t go where it’s not necessary. Keep it general.
Staying Connected

Facebook Group

If you haven’t already, please visit our Facebook group and request to join. You can find us by searching Facebook for: *Infinite Possibilities - Train the Trainer*. Our Facebook group serves as the best way to stay connected with other trainers and get the latest updates from Mike and the TUT team. Once there, be sure to click on the FILE tab. There you will find uploaded files from other trainers who have created materials for their classes. Please refrain from promoting or selling products or services on this page. The content of our Facebook page is reserved for stories, questions, and shares related directly to IP Trainers and the work.

Creating Connections in the Community

Once you have completed a program in a community organization and wish to move on or take some time off from training, please contact us at trainer@tut.com. We will keep track of any known openings within organizations and spread the word to our Trainer Community. This way we can find another Trainer to fill that spot and continue to service that organization. We will make posts about availabilities on the Facebook group page and in our monthly newsletter.
III. Curriculum and Lesson Plans

Lesson Plan Structure and Format

In this section, you will find a basic structure and template to create your own lesson plans. Please use this as a loose guide and as you become more comfortable you will create sessions that work best for you and your group. Below are defined areas of the structure we used to create the lesson plans in this Presenter’s Guide.

Review and Check-In Questions
In our lesson plans these were used at the beginning of each segment. After a welcome or warm up activity, you might choose to begin with a review of the last session. This should be brief and serves to remind everyone what was covered last so you can build off of what they already know. Following this brief review, we suggest a check-in question to create interaction, group connection, and to lead into the current week’s topic. There are several ways to do this:

- Partners or small groups share
- Whole group discussion/Q&A
- Celebration Share - What do you want to celebrate this week? This question creates a positive vibration as well as teaching participants to start focusing on the positive in the present.

Direct Teach
Direct teach is the portion of the lesson plan where you are giving participants the main content of the session. You are “directly teaching” the key points. Although direct teach implies you speaking, think beyond traditional lecture. You can use PowerPoint, video, visual aids, music, interactive questions and answers to get the main points across. Direct Teach material is best supported by strong examples. Although the lesson plans do contain some examples, use the book and workbook, as well as your own life and knowledge base, to create powerful examples for the main content.

Story Telling
You may have heard the expression that facts fade and stories stick. One of the ways we learn best is through story telling. Tell at least one story to illustrate and help learners interpret and connect to the main points of the session. You can find inspiration within your own life as well as within the Infinite Possibilities book and even from your fellow trainers.

Optional Exercises/Activities
Each session should have at least one exercise or activity to assist the learner in connecting and applying the session’s material to their own life. Exercises and activities make the learning more concrete and applicable to the learner.
Wrap Up
The lesson plans do not contain a wrap up or closing section for each session. We suggest you design one that works for you. You may choose to end each session with a question for everyone to answer or share with a partner. You might ask them: What are you taking away from today’s session? What was your “aha” light-bulb moment today? What are you choosing to focus on this week? During the wrap up, you can assign an activation homework assignment or workbook pages. We call them activation homework because they help to activate the learning.

Closing
You might choose to end with a powerful story or play a piece of music. You might also end by reading a poem, a Note from the Universe, an inspiring quote, or a short passage from Infinite possibilities that relates to or ties together the session.

Trainer Note: Avoid ending with Q & A; save your concluding remarks for afterwards. If you end with Q & A you can accidentally end with a question that takes you off the main point. End on a high note that reinforces the main point.

Format Templates
You can deliver the Infinite Possibilities material in a variety of formats. Some choose to teach in one hour live sessions, in two hour sessions, or even as a full day workshop.

Introductory Session
If you’re doing the full series of sessions and will be meeting with your group 4-8 times, your first session sets the tone for the course. Instead of diving directly into session 1, you may choose to do an introductory session and use some of the material in the introduction workbook. Here’s an idea of what you can create in your first session:

- Overview the series
- Create safety within the group
- Build rapport

Overview the series
Many people want and need to know what the whole program is about in order to “buy into” showing up or being present. It helps participants create a framework for why they would want to participate by understanding the bigger picture. In this section you may choose to:

- Overview the main points of each session
- Share benefits or results from each session
• Tell a brief personal story about the impact this program has had on you
• Share your intention for having fun, sharing, and learning together

Create safety with the group
In order for many people to truly open up their minds to learning and participating, they need to know that it is emotionally safe for them to share. This means that you are aware of the tone of the interaction and that you remain in control of the room. Let people know that they are in a safe and loving environment and that their opinions are respected and valued.

Create a set of agreements
You can create a set of agreements (also called ground rules, expectations, and recommendations) with the group for your time together. Some suggestions are:

• Honoring confidentiality (personal stories stay in the room)
• Being present (no texting or side conversations when others are talking)
• Asking questions without being teased or judged
• Honoring the stories, opinions, and thoughts of others
• Giving feedback in service

Options for creating a set of agreements:

• Talk about it
• Post agreements on paper or board
• Come to a consensus as a group

Explain how each session will work
You can create safety and relieve some anxiety by explaining what is expected for each session. Participants like to know how long sessions will be, information on doing the workbook pages, and the general set up of each session (partner discussion, exercises, etc.)

General Lesson Plans
The following lesson plans were created to give you a starting point for teaching your own IP course. They are a bare structure that will be dressed up by your voice, your stories, and your creativity. You do not need to follow these to the letter but our hope is that it will give you an understanding and framework to get started. These lesson plans are designed to be used with the IP workbook.
Session 1: Thoughts Become Things

Key Points:

1. “Thoughts Become Things” is the starting point for creating any type of change.
2. You don’t have to be positive 24/7 to have a happy, successful life.
3. Practice a creative visualization exercise once a day.

Trainer Note: If you did not do the introductory session and this is your first class, you may choose to incorporate some of the exercises or warm ups from the introduction session here instead of using the check-in questions below.

Review/Check-In:

Possible Partner or Whole Group Check-in Questions:

- What have you noticed about your thoughts since our last session? (Use this question to spotlight awareness of our thoughts as the first step in shifting them.)
- Have you ever heard of the Law of Attraction or The Secret? (This question is to gain a framework for the group’s prior knowledge.)
- What would you like to celebrate? (This is a great question to start any session as it teaches participants to focus on the positive in their lives and brings an uplifting vibe to the beginning of class.)

Direct Teach: Key Point 1 - Thoughts Become Things
Introduce the concept that “Thoughts Become Things.” (What you think about, you bring about.) Your thoughts emit a vibration and are given the power to manifest in your life. “Thoughts Become Things” is literal, it’s always on. It’s the starting point for creating any type of change in your life. What you think about affects your perceptions, which affects your decisions and your actions. No matter what thoughts you are thinking now, you have the power to change your thoughts in order to change your life.

Trainer Prep: Infinite Possibilities Chapter 1, pages 7-11, Workbook page 6

Story Telling:
Tell a story to illustrate how “Thoughts Became Things” and/or how changing your thoughts made a difference.

Optional Exercise: Participant Share
Have participants in a whole group or in partners share about a time when something they were thinking about became a reality.
Optional Exercise: Sunglasses (by Trailblazer Barbara Cole)
At the front of the room set up a blank whiteboard on an easel and call that “reality.” Pass out different pairs and colors of sunglasses. You can even paint some with clear nail polish to blur the view. Then have everyone put on a pair of sunglasses and observe what "reality" looks like. Next, have students trade sunglasses and look again, noticing how reality looks different (color, etc.). Then have them trade again. Each pair of sunglasses represents a different perspective, a filter or a lens that we look through, which is different for every person. Each perspective is different, not right, not wrong, just different. Discuss how reality NEVER changes, only the individual perspective changes. Reality is what it is, and our perspective reflects our individual thoughts and beliefs ABOUT reality.

Direct Teach: Key Point 2 - You don’t have to be positive 24/7
You don’t have to be positive 24/7 to have a happy, successful life. Setbacks, disappointments, and even fear are normal parts of life’s adventure, however, do your best to see the bright side and the good in every situation. Focus on what you do want instead of what you don’t want. Instead of focusing on the thought that you’re always sick, focus on the thought that you’re healthy and vibrant.

Trainer Prep: IP pages 18-20, Workbook pages 8-10

Direct Teach: Key Point 3 - Use a creative visualization exercise
Visualization is pretending in your mind. It helps you focus on your dreams/goals. Try visualizing every day for 5 minutes (before bed, in the shower, brushing your teeth). Use the athletic visualization example from the workbook (explaining how visualization amongst athletes improves performance—the mind doesn’t know the difference between real and imaginary). A creative visualization exercise, practiced once a day, can spark fantastic life changes when followed up with all else in this program (taking action, etc.)


Optional Exercise: Visualization
Have participants think about their future self. Lead them through a quick visualization where they notice what their future self looks like, where they are, who they are with, what they are doing, and how they are feeling.

Optional Activation Homework: Workbook page 12
Session 2: Beliefs

Key Points:

1. Your beliefs hide behind your opinions about life, people, happiness, etc.
2. Your beliefs shape your thoughts, and therefore your life.
3. You can change your beliefs by changing your thoughts, words, and actions.

Review/Check-In:
Review “Thoughts Become Things,” the power of our thoughts and visualization.

Possible Partner or Whole Group Check-in Questions:

- What has shifted for you since the last session? (Use this question to help connect the learning from the last session)
- What was it like to practice visualizing?
- What new thoughts are you choosing to think?
- What would you like to celebrate?

Direct Teach: Key Points 1 and 2. Your beliefs hide behind your opinions about life. Your beliefs shape your thoughts.

Introduce the concept that beliefs are your views and opinions that you’ve chosen to accept as your “truth.” Your beliefs shape your thoughts and your thoughts shape your life experiences. The key to changing your life lies in changing your beliefs. For example: Imagine two people who are applying for the same job. One person believes they aren’t good at interviews and probably won’t get the job while the other person believes they are perfect for the job and will ace their interview. How do you think each one will perform in their interview even if they have similar experiences and skills? How will they prepare, act, dress, and answer questions based on their beliefs?

Trainer Prep: IP Chapter 2: Workbook page 19

Story Telling:
Tell a story or use the examples below to illustrate how our beliefs shape our thoughts and experiences.

What’s Possible? Roger Bannister Story (contributed by Trailblazer Leslie Villelli):
Once upon a time, not so very long ago, people believed that it was not possible for a human being to run a mile in under 4 minutes. People tried but couldn’t. Then, one day, a man named Roger Bannister (who had been told when he was 11 years old that he might never walk again due to an accident) ran a mile in 3 minutes, 57 seconds! What’s really remarkable though is that in the first year following Roger’s example, over 300 other people ran a mile in under 4 minutes! Once we believe something is possible, we can do it.
The Fleas:
Once upon a time, not so very long ago, scientists put fleas in a jar. Fleas are very jumpy. They can jump eight feet high and eight feet forward. When they were first put in the jar, they still jumped like that. Then, scientists put the lid on the jar. The fleas still jumped like before... for a while. But pretty soon, they stopped jumping. Smart fleas? Because they kept hitting their tiny flea heads on the lid. Then, the same scientists took the lid off the jar. The fleas would not jump farther than where the lid used to be because they BELIEVED it was still there. So even though they could have jumped out of the jar, they didn’t, because of what they believed would happen if they jumped higher than the lid.

“What metaphoric LID is preventing you from jumping because you BELIEVE it might still be there?”

Optional Exercise: Opinions and Views
Have participants write down their opinions and views on life, people, success, relationships, money, and happiness on pages 15-17 in workbook. Discuss how these views shape their beliefs and their life experiences. Stress the importance of completing this assignment from a mindset of curiosity and kindness, not judgment.

Direct Teach: Key Point 3 - You can change your beliefs
We choose our beliefs. You can change your unhelpful beliefs by changing your thoughts, words, and actions. Using an example of a new and empowering belief, walk participants through the process of changing beliefs:

- Choose a belief that serves your life.
- Claim beliefs through your thoughts and words.
- Act as if these beliefs are true every day.

Use examples for each one.

Trainer Prep: Workbook pages 23-25, IP Chapter 2

Optional Exercise: Muscle Testing
According to the California Medical Association, when a brain is aligned with reaffirming beliefs you have more power and resources. Use a volunteer to do the muscle test:

- Have the volunteer hold out their arm.
- First push down on their arm and ask them to resist.
- Ask them to claim they are stupid, worthless, and sick, after they do this 3 times, push down on their arm. (Everyone will notice that their strength went away!)
- This time, ask them to claim that they’re awesome, amazing, and adored 3 times, then push down on their arm. (Everyone will see that their strength returned and GREW!)
Notice the difference. Talk about it with your class.

Have your students find a partner and muscle test with one another. The outcome is this: You are stronger *physically and mentally* when you are reaffirming empowering beliefs. *NOTE:* Variations of the questions can be experimented with, some of which might be very funny. Practice this exercise on friends and peers before bringing to your trainees.

**Optional Exercise: The “I Can’t” Funeral**

Have students write down their “I can’t’s” (their limiting labels and beliefs) on a piece of paper. Then have students get up and playfully or dramatically create a processional of putting their limiting beliefs to rest. Be sure to monitor the tone of this exercise. Have each student say “good-bye” and bury their “I can’t’s” by putting into a box.

**Optional Exercise: Point and Turn**

1. Have participants stand and point their finger (index finger) with their arm straight ahead. Then with feet planted, have them turn (twist) their body and point toward the back of the room. Then ask participants to continue turning as far as they can and focus on a spot/place on the wall that their finger is now pointing to and to remember that spot.
2. Ask students to relax now, facing forward, and to visualize and imagine/believe that they are now actually able to turn farther than that spot on the wall they just pointed to.
3. Have participants repeat Step 1 to see if they can move past their limitation and go farther with an empowering thought/belief. Virtually everyone will be able to shatter their previous limit.

*Optional Activation Homework: Workbook pages 25–27 or 28–29.*

**Session 3: Emotions**

**Key Points:**

1. Our emotions are the product of our beliefs and perceptions.
2. Emotions are life’s feedback system.
3. Unpleasant emotions can point to limiting beliefs about certain situations.

**Review/Check-In:**

Review beliefs and the power to choose them.
Possible Partner or Whole Group Check-in Questions:

- What has shifted for you since our last session?
- What was your biggest takeaway from last session?
- What is your empowering belief?
- How did you feel this week? Why?
- What would you like to celebrate?

Direct Teach: Key Points 1-3 - Our Emotions are the product of our beliefs and perceptions. Our emotions are life’s feedback system. Unpleasant emotions can point to limiting beliefs.

Our perceptions of the world lead to our emotions because our emotions are the product of our beliefs and perceptions. This means that what we “feel” isn’t the result of a person or an event, it’s a result of our perception of that person or event. People and circumstances can’t make us feel anything unless we let them. Our emotions are life’s feedback system. What feels good offers confirmation we are on the right path. What feels uncomfortable is an invitation to reconsider and reflect on our thoughts and our actions. Unpleasant emotions can point to limiting beliefs about certain situations. When we don’t like how we feel, we should examine our beliefs and look to see where they could be changed. Limiting beliefs are always the cause of unpleasant emotions.

Trainer Prep: IP  Chapter 3, pages 53-59, Workbook pages 31-34

Example: I’m upset because I feel that my friend doesn’t care about me
I don’t like being upset (it’s unpleasant) so I decide to examine what’s really going on. My friend didn’t return an important phone call. That is the actual factual data. My friend not returning my phone call is not the root of my emotion. It’s my perception about her not calling me back. I perceived that she didn’t call me back because she doesn’t care about me. This can be traced back to my own limiting belief that I’m not important. This perception might lead me to feel sad, angry, or rejected. If I switch to a new perception, I might see the possibility that my friend was just really busy. This is a different perception that will lead to a new and more uplifting emotion.

Story Telling:
Tell a story to illustrate how our perceptions (traced back to our beliefs) create emotions.

Optional Exercise: Challenges
Consider your greatest challenges today that cause you to feel unpleasant emotions. Examine the limited perception behind them and then change your perception to see instead how these challenges will make you better, stronger, happier.

Use Workbook page 36
Optional Exercise: Weekly Emotions
Have students write down some emotions they have felt in the past week. Then have them trace their emotions back to the perception of the cause, and then the limiting belief.

*Use Workbook page 33*

Sunglasses by Trailblazer Barbara Cole in Session 1

Flip Your Thought by Trailblazer Gretchen Ehret

Use Gretchen Ehret’s, Flip Your Thought Sheet (found in the Facebook Group Files Tab) to FLIP from an old thought to a new thought. See the following example.

**EXAMPLE**

<table>
<thead>
<tr>
<th>Old Thought</th>
<th>Positive or Negative</th>
<th>Words used</th>
<th>Feelings</th>
<th>Actions</th>
<th>Belief</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t really want that piece of chocolate cake</td>
<td>Negative</td>
<td>I shouldn’t</td>
<td>I really want it</td>
<td>obsessing over the cake</td>
<td>I have no willpower</td>
<td>I feel guilty</td>
</tr>
<tr>
<td>I’m on a diet</td>
<td>It’s calling my name</td>
<td>pacing</td>
<td>I’m a dieting failure</td>
<td>I’m off my diet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Now I’m craving it</td>
<td>walk over</td>
<td>I eat MORE because I’m already off my diet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stomach rumbles</td>
<td>I smell the cake</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mouth waters</td>
<td>I lick the icing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>anxious, racing thoughts about the cake</td>
<td>I eat the damn cake</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(see next page)*
## The Fix: FLIP THAT THOUGHT

<table>
<thead>
<tr>
<th>What do I want?</th>
<th>New Thought</th>
<th>New Words</th>
<th>New Feelings</th>
<th>New Actions</th>
<th>New Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to win against the cake</td>
<td>I am satisfied</td>
<td>I am satisfied</td>
<td>Empowerment</td>
<td>I walk away from the cake</td>
<td>I am successful</td>
</tr>
<tr>
<td>I want to stay on my diet</td>
<td></td>
<td>I am satiated</td>
<td>Success</td>
<td>I eat something healthy</td>
<td>I stuck to my diet</td>
</tr>
<tr>
<td>I want to eat healthy</td>
<td></td>
<td>I choose other healthy options</td>
<td>I win</td>
<td>Happy dance</td>
<td></td>
</tr>
</tbody>
</table>

### Which Smiley Fits by Laura-Jane Cote

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Really Happy</td>
<td>Happy</td>
<td>Confused</td>
<td>Embarrassed</td>
<td>Angry</td>
<td>Really Mad</td>
<td>Overwhelmed</td>
<td>Unhappy</td>
<td>Depressed</td>
</tr>
</tbody>
</table>

**Instructions:** Look at the smiley faces and select the one that best depicts your current emotion in this area of your life right now. Place the corresponding number in the space provided.

<table>
<thead>
<tr>
<th>Common Life Areas</th>
<th>Which smiley face fits?</th>
<th>Why did you pick this one?</th>
<th>What can you do to change it if you don’t like it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships (family, friends)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finances / money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Session 4: Taking Action

**Key Points:**

1. For creating major life changes, taking action is mandatory.
2. You don’t have to know HOW your dream will come true.
3. By taking action, you are creating possibilities – infinite possibilities!

**Review/Check-In:**
Review Emotions and how they are a feedback system to our beliefs and perceptions.

**Possible Partner or Whole Group Check-in Questions:**

- What has shifted for you since the last session?
- What was your biggest takeaway from the last session?
- What is one dream/goal you’ve been working on/thinking about?
- What would you like to celebrate?

**Direct Teach: Key Point 1-3 - Taking action is mandatory. You don’t have to know HOW your dream will come true. Taking action creates possibilities.**

For creating major life changes, taking action is mandatory. Like a GPS navigation system, once you know your end result, you have put your car in DRIVE.

1. Give the GPS system your destination (end-result).
2. Put your car in gear and physically go - take action!
3. Have patience and understand that the miracles of progress are invisible.
Begin by taking *baby steps* toward your goal! Action steps are your beliefs in motion.

**IP Trainer Prep: IP Chapter 4: especially pages 79-85 Workbook pages 48-49**

You don’t have to know HOW your dream will come true in order to take action, you just need to “show up” every day in every way. Every time you take action, you open more doors, and create more possibilities for the universe to bring you even more than you dreamed of.

*Use WB page 52 to illustrate*

**Optional Exercise: Baby Steps**
Name an important dream of yours, then write down 7 things (baby steps), you can NOW do about it. Be sure to give your own examples.

*Use page 53 in workbook*

**Optional Step:** Have students get into groups to help each other expand their dreams/visions and get support for action steps.

**Additional Resource: Gretchen Ehret’s flow sheet**

**Story Telling:**
Tell a story to illustrate that not knowing *HOW*, but rather *trusting* and *taking action* creates more possibilities.

**Optional Direct Teach: Acting As If**
The way to faster manifestations is to align your thoughts, beliefs, and actions. Instead of waiting for a dream to come true, act as if it already is true. Give your own examples of acting as if:

- Writing a thank you letter for the ___________ you already received.
- Referring to yourself now as the speaker, writer, artist you aspire to be.
- Buying the URL for your future business and beginning the design.

**Trainer Prep: IP Chapter 4, pages 87-101, Workbook pages 54-55**

**Optional Exercise: Dream Amplifier**
Ask for a volunteer and have them describe in detail their goal/dream. Then, in an enthusiastic and dramatic fashion “amplify” their dream by retelling it to the class (with or without another volunteer) as if it has already happened to them. Add fun, exaggerated details!

Separate participants into partners or triads and have them repeat the exercise.
Optional Exercise: Identify and Affirm (by Trailblazer Gretchen Ehret)

<table>
<thead>
<tr>
<th>Identify</th>
<th>Affirm and Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t want __________________</td>
<td>I am __________________</td>
</tr>
<tr>
<td>I want (to be/do/look) ________</td>
<td>My next step is ______________</td>
</tr>
</tbody>
</table>

Have participants fill out this chart. Use the Identify side to create the “I am” statement by changing “I want” to “I am.” Afterwards, have participants fold over the Identity part and only view the Affirm and Act side. You can also download Gretchen’s sheet from the FB group and cut the Affirm and Act section into strips to put in a coffee can, jar, or something easily accessible for when you are having a bad day. Reach in, pull out one, and get a positive affirmation for the day.

<table>
<thead>
<tr>
<th>Identify</th>
<th>Affirm and Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t want to be unhealthy.</td>
<td>I am healthy.</td>
</tr>
<tr>
<td>I want (to be/do/look) be healthy.</td>
<td>My next step is to walk around the block at lunch.</td>
</tr>
</tbody>
</table>

Session 5: Instincts and Hunches, Dreams and Desires

Key Points:

1. Instincts and hunches are from our “higher” spiritual selves.
2. Our dreams and desires are windows into the future.
3. We all have inner senses that guide us.

Review/Check-In:
Review taking action with baby steps, acting as if, and not worrying about the hows.

Possible Partner or Whole Group Check-in Questions:

- What has shifted for you since the last session?
What was your biggest takeaway from the last session?
Have you ever had a “gut” feeling about someone or something?
What baby steps did you take or will you take on your dream?
What would you like to celebrate?

Direct Teach: Key Point 1 - Instincts and hunches are from our higher spiritual selves.
We all have a connection to a “higher self” with inner senses that provide insights, guidance, and information originating from outside our normal awareness. Some call this our instinct, our intuition, our inner wisdom, or our “gut” feelings. These instincts reveal the truth about our life and experiences.

Trainer Prep: Infinite Possibilities Chapter 5: pages 103-111 Workbook page 58-59

Story Telling:
Tell a story from your own life as an example of trusting and following your instincts and hunches.

Optional Exercise: Instincts and Hunches
Either by discussion (whole group or in partners) or in writing (use workbook page 59), have participants answer the questions about following their own instincts and hunches.

Optional Exercise: Visualization
Lead participants in a visualization where they ask their higher self a question about their current life.

Direct Teach: Key Point 2 and 3 - Our dreams and desires are windows into the future. We all have inner senses.
Our dreams and desires are windows into the future of what “could be.” We all have inner senses that help us know the difference between what will serve us now as well as in the future and what only offers us short-term pleasure. By following our deepest desires and dreams, we inevitably help ourselves as well as others. Dreams are selfish only if you believe in scarcity and lack (believing that in order for you to receive, others must go without). Your dreams come from the infinite and only by pursuing them can you give to the world all that you have to give and remain true to your “divinely selfish” desires.

Trainer Prep: Workbook page 60, IP Chapter 5, pages 111-114

Optional Exercise: Who Would Benefit
Have participants write down three dreams in one column and in the other column write down who else would benefit from these dreams coming true. Use workbook page 61.

Optional Exercise: Moving into the Fast Lane
Workbook page 62
Infinite Possibilities Presenter’s Guide

- Be yourself.
- Deal with what’s already on your plate.
- Follow the fun.
- Begin it.

Optional Exercise: High Five
Hand out a template or have participants trace their own hand on a piece of paper. Based on WHO you are and WHERE you are right now, write one FUN thing you’d like to begin doing on each finger, and then choose one of those five things to begin doing immediately and write it on the palm.
Session 6: Faith and the Magical Universe

Key Points:

1. Faith means having confidence in something that you cannot see.
2. Even amongst uncertainties, we can still live deliberately.
3. God/The Universe is alive inside each and every one of us.

Review/Check-In:
Review instincts and hunches, dreams and desires.

Possible Partner or Whole Group Check-in Questions:

- What has shifted for you since the last session?
- What was your biggest takeaway from the last session?
- What fun path did you follow?
- What would you like to celebrate?

Direct Teach: Key Point 1 - Faith
Faith means having confidence in something that you cannot see, like life, God, or The Universe. It signifies the recognition of spirit - that you are not here as some cosmic accident nor are you alone. Although faith requires trust, it does not have to be blind. Look at your past successes and immerse yourself in empowering books, audio recordings, and DVDs. Create a list with the class or pass out a list of recommended learning materials.

Trainer Prep: IP Chapter 6, pages 123-143, Workbook page 64-68

Optional Exercise: Past and Future Dreams
List three dreams that have already come true in your life and then list three dreams that you have for the future. Mix them up and combine all the dreams together into one list. Realize and discuss the fact that if one of your dreams has come true in the past, there is no reason why your new dreams will not come true in the future. Use workbook pages 65-66.

Story Telling:
Tell a story to illustrate trusting the magical universe or being “surprised” by its magic even amidst uncertainty.

Direct Teach: Key Point 2 - Living Deliberately
While there is much to God and The Universe that we can’t figure out, it’s still easy to know at least enough to have confidence and live deliberately. God/The Universe is alive inside each and every
one of us. We are all connected by this higher power, we are all one, we are all loved, and we are all inclined to succeed.

*Trainer Prep: IP Chapter 6: pages 141-149, Workbook page 70*

**Optional Exercise: Vision Boards**
Have participants create vision boards to help them visualize what they want and allow the Universe to configure its magical plan. Use words and pictures drawn and cut from magazines.

**Optional Exercise: Post-It P.A.T.s (Positive Affirmations + Thoughts)**
Have participants write out positive affirmations on sticky notes to post when they need a boost of faith to remember they aren’t alone and they are loved.

*Optional Activation Homework: Workbook pages 69 and 71*

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**Session 7: The Meaning of Life**

**Key Points:**

1. Life is an adventure into learning and happiness.
2. The meaning or purpose of life is simply to live it.
3. Success boils down to vision, belief, and actions.

**Review/Check-In:**
Review faith and the magical universe.

**Possible Partner or Whole Group Check-in Questions:**

- What has shifted for you since the last session?
- What was your biggest takeaway from the last session?
- What’s your greatest life lesson?
- What would you like to celebrate?

**Direct Teach: Key Point 1 and 2 - Life is an adventure into learning and happiness. The purpose of life is simply to live it.**
All of our lives follow a pattern: Desire -> Journey -> Challenges -> Learning -> Happiness -> Repeat!

- Desire for something we don’t presently have.
- A journey begins to pursue what we want.
- Unforeseen challenges arise, which create learning and wisdom.
• We find success, peace, and happiness.
• A new desire emerges and we begin the pattern again.

Life’s lessons are endless and our challenges are gifts. The meaning or purpose of life is simply to live it, so that we can learn, grow, and be happy.

_Trainer Prep: IP Chapters 7 and 12, Workbook pages 74 and 75_

**Story Telling:**
Tell a story to illustrate this process and explain how a challenge in your life led to learning and became your greatest gift. Trainer note: The story should not focus on the challenge. The story should be uplifting and focus on the gift (self-love, patience, strength, compassion, a new direction, career, opportunity, etc.).

**Optional Exercise: Greatest Gift**
Have participants draw, collage, or color a physical representation of their greatest gift.

_Trainer Note: this exercise not only allows for individuals to be creative but also transforms their challenge into a visual representation of something positive._

**Direct Teach: Key point 3 - Success comes from vision, belief, and action**
The reason some people are very successful always boils down to vision, belief, and action... or to put it simply, “thoughts become things,” since vision, belief, and action all derive from our thoughts.

**Optional Exercise: Make a Wish**
Use page 77 in the Workbook to ask participants, “If you could wish for anything, and you knew that your wish would be granted, what would you wish for?”

_Trainer Note: Did anyone wish for things to be exactly as they are, so that they could continue to live in a world where all things are possible and where we have only to think, speak, and move with what we want for it to come to pass?_

**Optional Exercise: Letter to Yourself**
Have students write a letter to themselves as a reminder of their vision, their new beliefs, and the steps they intend to take. Have them fill the letter with their most important takeaways from the program. You can have them take this letter home with them or address the envelope to themselves so that you can send it to them at a later date.

**Graduation Ceremony:**
Pass out Certificates of Completion (found at [http://www.tut.com/Humanity/resources](http://www.tut.com/Humanity/resources)). Complete the ceremony by having students share their biggest takeaways and their next steps of action!
Adapted/Simplified Lesson Plans

After the first Train the Trainer Conference, Clay Malloy and Regena Garrepy developed a set of lesson plans to present to Orange County Schools as a supplement to the Avid program. This set of lesson plans not only serves as an example of adapting the IP program for teenagers, but also serves as an example of teaching this program without any spiritual wording. These plans were geared toward teaching a 45 minute session. After each lesson plan, there is a sample one page handout for each session. This is especially useful when working with teens, or in a situation where the workbook could either be overwhelming or you won’t have the same group every week.

Session 1: Infinite Possibilities, Introduction

Key Points:

1. Everyone can succeed, no matter who, no matter what.
2. Your default setting is to thrive, not just survive.
3. The meaning of life is simply to live it.

Opening/Introduction:
Overview of the next 7 weeks and key curriculum. Have students introduce themselves and answer the question: What’s something you already know a lot about? For example: I know a lot about making great pancakes, the stats of a certain athlete, dancing, etc.

Direct Teach: Agreements Conversation

- Agreements hold the structure of the environment.
- Disappointment and miscommunication often stem from not making clear agreements.
- One of the cornerstones of integrity is keeping your agreements.
- You are as trustworthy as your word.
- There are agreements you make with others and agreements you make with yourself.

Suggested agreements: Discuss these ideas until the entire class agrees. Then read the agreements and have each class member stand for them in agreement. They are standing in agreement with each other, for each other, and for themselves.

- Honor confidentiality.
- Be fully present and punctual (no texting, listening to music, or reading).
- Participate.
- Display mutually respectful conversation and actions (no idea/person stomping).
Optional Exercise: Stand if YOU (5-10 minutes)
This exercise builds community and rapport with your group by showcasing similarities and modeling positive risk taking. Read the statements below aloud and have students stand if it applies to them. Gradually increase the social “risk level” of each question.

Example Questions: Stand if you......

- have a brother
- love music
- play a sport
- like math
- intend to get good grades this year
- have ever laughed so hard you snorted
- have ever been worried about what other people think

Debrief the exercise by asking students how they felt about the exercise. Place emphasis on finding similarities in how we feel even when we appear different.

Direct Teach: Key points 1-3
Your default setting is to thrive. You have infinite possibilities to create the life you want. What do you want? What are your goals?

Story Telling:
Use inspiring case studies or personal stories to exemplify that we can create our destiny and can achieve great success no matter where we are now.

Activation Worksheet:
Write down one goal for the next 6 months, one goal for the next 1-3 years, and one lifelong goal.

Session 2: Thoughts Become Things

Key Points:

1. Thoughts Become Things.
2. You don’t have to be positive 24/7 to lead a happy, successful life.
3. Practice a creative visualization exercise once a day.
Review/Check-In:
Now that we know our default setting is to THRIVE and have our dreams come true, let’s look at where to begin… our thoughts. What does “Thoughts Become Things” mean to you?

Direct Teach: Thoughts Become Things
Everything that appears to be happening in your world is just a reflection of what’s going on inside your head.

Story Telling:
Tell a story that illustrates how one’s mindset and focused thoughts affect reality.

Optional Exercise: Think of a Time (Whole Group or Partner Share)
Think of a time when something you were thinking about became reality… It can be regarding friends, school, relationships, money, etc. After giving the room a brief example and some time to think, allow small groups, partners, or the entire class to share their stories.

_Trainer Note: Accept positive and negative responses here. For example: I knew I was going to fail a test and I did. I saw a girl and knew I had to get to know her and I did. I make friends easily so I have lots of friends. Have some examples like this to seed the discussion. You may have to call on someone – give them a category and have them come up with a thought… what do you think about money? How have you proven that true?_

Writing Exercise:
Ask students to write down what they currently THINK about friends, school, self, relationships, money, and the future. Then debrief: What did you find out? Anything surprise you? Were your thoughts empowering or limiting? Were they loving or fearful?

Direct Teach: You choose what you think!
You pick your thoughts and therefore you CREATE your destiny. What thoughts do you choose to think? What thoughts do you choose to release?

Exercise Worksheet: New thoughts to think
Go over the worksheet CHOOSING new empowering “replacement” thoughts to use in creating their life/destiny.

Optional Exercise: Imagine a Time
Have participants close their eyes and imagine a time that they were angry, miserable, or sad. Ask them to remember the emotions they were experiencing at that time with the memory. Repeat the exercise imagining a time when they were happy, joyful, or excited. Debrief by asking students to close their eyes and repeat the feeling with the negative thought and the positive thought simultaneously. The point is that it is impossible to experience negative and positive thoughts at the same time. It simply can’t be done.
Key Point:
We do choose what we “walk around with” in our heads and our hearts.

Direct Teach: Visualization
Visualization is pretending in your mind. It helps you focus on your dreams/goals. Try visualizing every day for 5 minutes (before bed, in the shower, brushing your teeth). Use the athletic visualization example from the workbook (explaining how visualization amongst athletes improves performance—the mind doesn’t know the difference between real and imaginary). A creative visualization exercise, practiced once a day, can spark fantastic life changes when followed up with all else in this program (taking action, etc.)

Optional Exercise: Visualization
Lead students on a guided visualization. Begin your practice by asking them to focus on three goals/dreams. Be sure to add in the emotion.

Trainer Note: Examples would be school, car, mansion, job, friends, jet, happiness. Make it fun and funny! Help them to FEEL the emotion.

Activation HW: Finish filling out the sheet on new thoughts and practice visualization.

Session 3: Beliefs

Key Points:
1. Your beliefs hide behind your opinions about life, people, happiness, etc.
2. Your beliefs shape your thoughts, and therefore your life.
3. You can change your beliefs by changing your thoughts, words, and actions.

Review/Check-In: Review dreams/goals

Optional Exercise: Labels
Materials - pre-made mailing labels with negative “labels” written on them: Lazy, clumsy, stupid, mean, unorganized.

- Walk around the room and put a label on each student.
- Notice reactions and comments.
- Discuss how easily we label each other and ourselves. Begin to describe how the way we label ourselves LIMITS us and begins to create our reality through the filter of our beliefs.

Story Telling:
Tell a story that illustrates how a label or negative self-talk affected you.

Optional Exercise: Think of a Time (Whole Group or Partner Share)
Think of a time when you were thinking about a particular person or song or car or number, etc. and then you kept seeing it or hearing about it everywhere.

Direct Teach:

1. Discuss the most common limiting beliefs (scarcity, inadequacy, trust).
2. Have students identify their most common limiting beliefs.
3. Fear vs. freedom filter (your perception of the world).
4. You can CHANGE your beliefs! Choose your freedom filter.
5. Bulldoze and liquefy limiting beliefs / observe and dismantle.

Story Telling:
Tell a short story about how you can overcome a limiting belief.

Optional Visualization: Your New Prescription
Get settled, close your eyes, get in touch with your breath, and imagine yourself walking into a room. On the table lies a set of glasses. These are the glasses you see your life with. Every time you put these glasses on you are choosing to limit your sight, your vision, and your power. These glasses distort the way you see the world and that holds you back. Realize how your Fear Filter has controlled your life, kept you scared, and kept you stuck. Decide that you are done, that you are taking back your power, and take the glasses off. Put them down and break them. Smash the lenses with your foot. Throw the pieces away. Turn back to the table and realize there are new glasses, new lenses, and new prescriptions to wear. Your Freedom Filter is waiting and you know in this minute that you have the choice. It’s your turn to decide how you want to see the world. Instead of feeling like you have nothing inspiring to say, realize you have stories that only you can tell. You have stories that will make a difference. Instead of feeling rejected and unworthy of success and love, pick up the glasses that show you are valuable and important. Scan the glasses. Choose the pair that would change your life if you choose to see the world that way. When you know the new prescription, choose your pair of glasses and put them on. Feel your vision and sight become clearer, easier, brighter. Allow yourself to scan your life and see how differently things appear when you look at it from a place of freedom instead of fear. When you are ready, open your eyes with your new glasses and write down your new prescription for viewing life.

Optional Label Exercise:
Now have students STAND up and RIP off their limiting label. Have them throw it away, understanding that it isn’t who they are.

ACTIVATION HW - Come to class with a list of 10 limitations, obstacles, limiting beliefs or “I can’t’s”.
Session 4: Empowering Beliefs

Key Points:
3 steps to installing new beliefs - the best way to control your thoughts is to align them with your beliefs and goals:

1. Choose beliefs that serve your life.
2. Claim these beliefs through your thoughts and words.
3. Act as if these beliefs are true every day.

Review/Check-In:
Last class we discussed the negative labels and beliefs that keep you from reaching your goals as easily and as effectively as possible. Today it’s time to put those “I Can’ts,” labels, and limiting beliefs to rest.

Optional Exercise: “I Can’t” Burial (paper and shoe box are needed)
Have students write down their “I can’ts” and limiting labels on a piece of paper. Have students get up and create a processional by putting their limits to rest. Each student can say “good-bye” and bury their “I cant’s” by putting them into the shoe box.

Trainer Note: Choose students who will participate enthusiastically to lead the processional. Ham up the “eulogy” and ask students if they want to say a few words. Keep the mood light and fun. Wrap up the exercise by anchoring that these beliefs and labels are released and buried and no longer serve you.

Direct Teach: Installing New Beliefs
Now that you have let go of your limiting beliefs you can choose new ones that move you forward! Take students through the 3 steps of installing new beliefs.

Story Telling:
Use a story or case study to inspire students to hold onto their new, empowering beliefs.

Optional Exercise: Muscle Testing

Session 5: Dreams and Goals

Key Points:

1. Our dreams and desires are windows into the future.
2. Create dreams and goals in all areas of your life.
Review/Check-In:
With new, empowering beliefs about how we see the world, we can begin creating our dreams and goals.

Direct Teach: Dreams and Goals
We’re here to have fun and be happy, to thrive and grow. These objectives can only be met by pursuing the unique passions we all individually possess. Too often it’s thought that our desires are frivolous and our dreams selfish, yet our planet is an abundant and opulent paradise and it freely shares its treasures to those who meet it halfway with unlimited thinking, great expectations, and the simplest of actions.

Optional Exercise: Create the Dream
Allow students to spend some time thinking BIG about what goals they want to accomplish. Don’t limit their thinking to just “professional goals.” Encourage goals and dreams in all areas of life.

Optional Exercise: Anchor the Dream
Since we now know that Thoughts Become Things, we need to physically anchor the dream.

- Write it down and post it.
- Create a vision board.
- Find and place similar physical objects in your life.

Show an example of a vision board and explain its benefits and power.

EXTRA CREDIT HW - Make your own vision board

Story Telling:
Tell a story about how writing your dream down, using a vision board, or finding a physical object reminder of it helped you to manifest it into your life.

Activation HW: Come to class next week with a list of 20 goals and dreams.

Session 6: Taking Action

Key Points:

1. Act as if you are already the person who has achieved their dream.
2. For creating major life changes, taking action is mandatory.
3. You don’t have to know HOW your dream will come true.
Review/Check-In:
Now that we are clear on our goals and dreams, it’s time to take action.

Optional Exercise: Dream Amplifier
Ask for a volunteer and have them describe in detail their goal/dream. Then, in an enthusiastic and dramatic fashion “amplify” their dream by retelling it to the class (with or without another volunteer) as if it has already happened to them. Add fun, exaggerated details! Separate students into pairs or triads and have them repeat the exercise.

Trainer Notes: Remind students of their agreement - no dream stomping.

Direct Teach: Key Points
- Act as if and give yourself permission to pretend.
- Don’t focus on the hows – don’t limit the Universe.
- Take persistent and consistent action.
- Start with baby steps - one thing I can do today.

Story Telling:
Tell a personal story or case study about “acting as if”.

Optional Exercise: Who Do I Have to Be?
Decide “right now” to be the person who has already accomplished their goals. Write down 3 words that describe that person (you).

Taking Action Steps:
- What is my goal?
- What is the “how” that I cannot worry about?
- What can I do right now from where I am?

Session 7: Courage

Key Points:
1. Faith means having confidence in something that you cannot see.
2. Be willing to step outside of your comfort zone – that is where all growth is.
3. Even amidst uncertainty, we can still live deliberately.

Review/Check-In:
As we begin fully moving in the direction of our dreams, we can get stuck in doubt and fear.
Direct Teach: Key Points

- Explain how doubt can eclipse the dream and keep us from moving in its direction.
- Getting stuck in the FEAR: False Evidence Appearing Real.
- Explain “Comfort Zone” syndrome.
- Be willing to thrive outside of your comfort zone – that is where all growth is.
- Take positive risks – feel the fear and do it anyways (build the muscle).

Optional Exercise: Possible Outcomes
Have students fill out the worksheet. Outcome: Going for your dream reaps more benefits than staying in your comfort zone.

Story Telling:
Share some case studies of people who took risks and succeeded.

Activation Assignment: What is one step you can take toward your dream that is a stretch outside your comfort zone?

Session 8: IP Program Graduation

Key Points:
Acknowledgement of teachings, growth, and progress. Recap of key points.

Direct Teach:
Take a few minutes to recap the past seven weeks.

Optional Exercise: Letter to Self
Have students write a letter to themselves (to be mailed several months in the future). The letter should be written from their future self who has already achieved their goals.

Optional Exercise: Activation Worksheet
Have students make a list of the top 10 shout-outs, inner and outer progress, growth and accomplishments made over the past weeks/months.

Optional Exercise: Group Share
Have students share their “aha” moments, their own shout outs, and then encourage them to acknowledge each other.

Course Wrap-Up and GRADUATION
Have students share one thing they’re going to do today, this week, or this month to continue to move forward.

Pass out Graduation Certificates!
Worksheets for Adapted Lesson Plans

(Continued on following pages, one page per plan... )
Worksheet 1: Infinite Possibilities, Introduction

We can make our dreams and goals happen when we consistently do our part to:

1. Understand the truth about our thoughts and beliefs.
2. Dream, imagine, visualize.
3. Take action daily moving in the direction of our dreams and goals.

Name one goal you have for the next six months:

Name one goal you have for the next 1-3 years:

Name one goal you have for your life:

My Takeaway for Session 1:

“All your life you are told the things you cannot do. All your life they will say you’re not good enough or strong enough or talented enough. They’ll say you’re the wrong height or the wrong weight or the wrong type to play this or be this or achieve this. They will tell you NO. A thousand times NO until all the NO’s become meaningless. All your life they will tell you no, quite firmly and very quickly. They will tell you No. And you, you will tell them YES.” – inspired by Nike
Worksheet 2: Thoughts Become Things

You Choose What You Think

<table>
<thead>
<tr>
<th></th>
<th>What I think right now</th>
<th>What I choose to think going forward</th>
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<tbody>
<tr>
<td>School</td>
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<td>Friends</td>
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<td>Relationships</td>
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<td>Myself</td>
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<tr>
<td>Success/Money</td>
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<tr>
<td>My Future</td>
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Visualization: What three dreams will I visualize?

1. ____________________________________________________________
2. __________________________________________________________________________________
3. ____________________________________________________________

My Takeaway for Session 2:

“To spark change, it must come from within. It must exist in thought, in spite of the circumstances that presently surround you.” - Mike Dooley
**Worksheet 3: Beliefs**

Identify your negative thoughts and beliefs about your goals:

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<tr>
<th>Thought/ Emotion</th>
<th>Limiting Belief</th>
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<tr>
<td>1. I feel discouraged and I can’t make the grades I want.</td>
<td>I’m not smart enough to do this.</td>
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**Flip the Switch:**

I AM ____________________________

Why is your dream achievable and inevitable?

---

"All limits exist only in thought, and that is where they are overcome." - Alan Cohen
Worksheet 4: Installing New Beliefs

1. **Choose new, empowering beliefs:** Create a list of the beliefs you’d like to possess. They don’t have to be beliefs you now possess, they just have to be beliefs you’d like to possess in the future.

   | Empowering beliefs about life: | Empowering beliefs about friends: |
   | Empowering beliefs about yourself: | Empowering beliefs about other people: |
   | Empowering beliefs about your body: | Empowering beliefs about school: |

2. **Claim these beliefs through your thoughts and words.** After you know what you want to believe, then start thinking and speaking as if you already believed it. Complete the following sentences, and think and repeat these beliefs to yourself often.

   | My life is: | My friends are: |
   | I am: | People are: |
   | My body is: | School is: |

3. **Act as if these beliefs are true every day.** Post them where you can see them. Say them aloud before bed or when you first wake up.

   **My Takeaway for Session 4:**

   "There is only one cause of unhappiness: the false beliefs you have in your head, beliefs so widespread, so commonly held, that it never occurs to you to question them." - Anthony de Mello
Anchor Your Dreams:
Since we know that Thoughts Become Things - We need to physically anchor the dream to get it out of our heads and bring it into physical focus.

- Write it down and post it.
- Make a vision board.
- Find and place similar physical objects in your life.

My Dreams and Goals

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My Takeaway for Session 5:

“Your time is limited, so don’t waste it living someone else’s life. Don’t be trapped by dogma - which is living with the results of other people’s thinking. Don’t let the noise of others’ opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition.” – Steve Jobs
Worksheet 6: Taking Action

Describe the person who has achieved your goals. Choose three words that would describe the qualities of the person who has already achieved your list of goals.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

Persistent and Consistent Action Steps

Goal:

What I don’t have to worry about

Baby steps I can take

My Takeaway for Session 6:

Every day I meet people who have so much to give but have been bullied enough or frightened enough to hold it back. It’s time to stop complying with the system and draw your own map. You have brilliance in you, your contribution is essential, and the art you create is precious. Only you can do it, and you must. – Seth Godin
Worksheet 7: Courage

My Goal:

Potential outcomes if I go for my goal and fail:

Potential outcomes if I don’t even try:

Potential outcomes if I do succeed:

One action step I can take that falls outside my comfort zone:

My Takeaway for Session 7:

Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover. - Mark Twain
Worksheet 8: Graduation

List your accomplishments (inner and outer) over the past several weeks/months:

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One step I can take to move my dream forward today:

__________________________________________________________________________

One step I can take to move my dream forward this week:

__________________________________________________________________________

One step I can take to move my dream forward this month:

__________________________________________________________________________

"The one thing all famous authors, world-class athletes, business tycoons, singers, actors, and celebrated achievers in any field have in common is that they all began their journeys when they were none of these things. Yet still, they began their journeys." - Mike Dooley
IV. Additional Materials and Resources

**Listing of Downloadable Website Materials**

The following resources and materials are available online at: [http://tut.com/Humanity/resources](http://tut.com/Humanity/resources). Exact listing is subject to change as our program evolves and more materials are added, please visit the web page frequently to check for new and updated postings.

1. **Ordering Supplies and Study Materials**: Here you’ll find the link to purchase supplies for your IP classes as well as the scholarship request forms for our training material scholarship program.
2. **Downloadable Infinite Possibilities Workbook**: Available in both Spanish and English.
3. **IP Leader Application Form**: We’re looking for Leaders who are willing to take initiative, bring new ideas to the table, work independently, and take each role into their own hands.
4. **Trailblazer Reporting Form**: Trainers who have delivered the program to a minimum of 6 students over 6 hours will be eligible to become a "Trailblazer".
5. **Presenter’s Guide**: Downloadable versions of this workbook, in PDF format, are available online.
6. **Proposal Letter & Program Summary**: A general introductory letter describing the program, as well as a summary outline of each section of the program and how it will be delivered over an 8 week course. Both the letter and program summary may be edited and personalized by each trainer to fit their individual needs.
7. **IP Trainer Newsletter Archive**: A history of all the Newsletters that have sent to Trainers since our inception.
8. **Infinite Possibilities Logos**: Both *Infinite Possibilities: The Art of Changing Your Life* and Certified Trainer Logos are available for your use on promotional and marketing materials.
9. **Infinite Possibilities LIVE Recording**: Mike explains how *Infinite Possibilities* came to be over a 20 year span. He addresses its most important messages, including how to use your imagination, how to understand your emotions, and where instincts come from. Plus insights on relationships, beliefs, and "what" the Universe really is.
10. **Trailblazers Panel Presentations**: Watch actual videos of our highly anticipated Panel Presentations featuring new Trailblazers who recently became Certified Trainers at a prior conference. Panel members share how they found their audience, crafted their first speeches, and all else they learned from the experience.
11. **Certificate of Completion**: This certificate is for trainers who wish to award their program graduates with a certificate of completion after they have successfully completed the full *Infinite Possibilities* course and workbook.
12. **Trainers on Facebook**: Link to join our Trainer’s Facebook Group. Connect with *Infinite Possibilities* Trainers world-wide to see what others are doing, share ideas, and be a part of the movement to make the world a better place.

13. **Toastmasters**: A link to a great resource for new and veteran speakers alike.

14. **Certification Release**: This is the agreement signed by Certified Trainers that, among other things, clarifies the relationship between trainers, Mike Dooley, and TUT.

15. **Recommended Reading List**: These are the books that have helped define and confirm Mike’s thoughts and beliefs about life. Wonderful and highly recommended reads for both students and teachers alike.

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**Additional Curriculum Resources for Lesson Planning**

These resources were submitted and gathered by Certified Trainers and provide specific content to consider using when creating your IP classes.

**The 3 Key Points to Each Workbook Chapter**

**Preface/Introduction: Infinite Possibilities**

1. Life is magical.
2. We are powerful.
3. Everyone can succeed - no matter whom, no matter what.

**Chapter 1: Thoughts Become Things**

1. “Thoughts Become Things” is the starting point for creating any type of change.
2. You don’t have to be positive 24/7 to have a happy successful life.
3. Practice a creative visualization exercise once a day.

**Chapter 2: Beliefs**

1. Your beliefs hide behind your opinions about life, people, happiness, etc.
2. Your beliefs shape your thoughts, and therefore your life.
3. You can change your beliefs by changing your thoughts, words, and actions.

**Chapter 3: Emotions**

1. Our emotions are the product of our beliefs and perceptions.
2. Emotions are life’s feedback system.
3. Unpleasant emotions can point to limiting beliefs about certain situations.

**Chapter 4: Taking Action**

1. For creating major life changes, taking action is mandatory.
2. You don’t have to know HOW your dream will come true.
3. By taking action, you are creating possibilities – infinite possibilities!

**Chapter 5: Instincts and Hunches, Dreams and Desires**

1. Instincts and hunches come from our “higher” spiritual selves.
2. Our dreams and desires are windows into the future.
3. We all have inner senses that guide us.

**Chapter 6: Faith and the Magical Universe**

1. Faith means having confidence in something that you cannot see.
2. Even amidst uncertainty, we can still live deliberately.
3. God/the Universe is alive inside each and every one of us.

**Chapter 7: The Meaning of Life**

1. Life is an adventure into learning and happiness.
2. The meaning or purpose of life is simply to live it.
3. Success boils down to vision, belief, and actions.

**Session 1: Thoughts Become Things**

**Videos:**

“Thoughts Become Things” YouTube video - Mike Dooley’s original Toastmasters speech. This video is a great introduction to the concept of Thoughts Become Things and to the IP course.

“Jessica’s Daily Affirmations” YouTube video - Little Jessica is having a day where she's feeling really great about her life and it’s contagious to all who watch it.

**Quotes:**

“A human being is part of the whole, called by us ‘universe,’ a part limited in time and space. He experiences himself, his thoughts and feelings, as something separated from the rest—a kind of delusion of consciousness. This delusion is a prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty.” - Albert Einstein

“As a man who has devoted his whole life to the most clear headed science, to the study of matter, I can tell you as a result of my research about atoms this much: There is no matter as such. All matter originates and exists only by virtue of a force which brings the particle of an atom to vibration and holds this most minute solar system of the atom together. We must assume behind this force the existence of a conscious and intelligent mind. This mind is the matrix of all matter.” - Max Planck, Nobel Prize winning physicist

**Notes from the Universe:**
Your Attention Please.... Your Attention Please...

This... is the Universe.

Today I’ll be recording your every thought and emotion, no matter how “good” or “bad,” no matter how generous or stingy, and no matter how helpful or hurtful they may be. And everything I record will be played back for you, as soon as possible, as some type of physical manifestation in time and space.

Thank you. That is all.

The Universe

* * *

It’s not possible! You cannot significantly change your life, for better or for worse, by manipulating the material world. Not by working harder, not by studying longer, not by schmoozing, not by sweating, not by fasting, not by the hair of your chinny-chin-chin. But change, great change, is inescapable when you first begin manipulating the world of your thoughts, which weigh a whole lot less than material things anyway. It’s that simple.

The Universe

* * *

Exercises (can be used for any session):
“Put yourself in the picture” - Submitted by Trailblazer Becky Buckman
This exercise is used as a visualization tool. Use an empty picture frame and hold it up and describe in detail the “snapshot” of you living your dream. Then pass the picture frame around the room giving each person a chance to conjure up a visual picture of themselves living their dream life.

“Opening/Getting Started” - Submitted by Trailblazer Leslie Villedi
I find it extremely beneficial to begin each class with an “exercise” to help bring us into the present, relaxed and ready. Here is an example that works great:

1. Ask everyone to close their eyes if they feel comfortable. If not, that’s OK. Ask them to become aware of their toes. Just notice them. Then ask them to notice the tops of their feet, the bottoms, their ankles, calves, knees, etc. Up to and including the tops of their heads. Give them about five seconds to bring their awareness to each place. Then, ask them to become aware of the room around them and open their eyes.

2. With their eyes open, ask them to notice the sounds they hear in the room. Then ask them to notice any smells they are aware of in the room. Ask them to notice what the
air in the room feels like on their cheeks. Ask them to notice the lighting. Then the table or desk in front of them, etc.

3. Ask them to inhale to the count of 1... 2...3...4... then exhale 1...2...3...4... (Practice this ahead of time so you have your timing match an easy inhale and exhale). Then do it again. Focusing on our breath brings us into the present moment. When you have used this exercise more than once, then at any time later in the class, if you want to regain control of the room or just segue into a new topic, you have already trained them to follow you, and you can repeat this.

4. Invite everyone to inhale and then exhale with the sound of “hummmmmmm” until they can’t exhale any more. Then repeat.

Session 2: Beliefs

Videos:
“Get Service” YouTube video
“No arms, no legs, no worry” YouTube video

Quotes:
“The unseen Universe must be a vibrant ‘place’ that’s bright and cheery, colorful, bountiful, and gloriously alive and aware all on its own, without even considering the countless entities and angels it must harbor. It’s endowed with intelligence, and it’s what you’ve been taught is ‘God,’ yet it exists without any religious trappings, judgments, or rules. Every grain of sand, the trees, the air, the water—everything, including all that is unseen, possesses this intelligence, this awareness; everything is this intelligence and awareness—an awareness that included you and your thoughts.”

“The Universe yearns to see your smile and hear your laughter because you are the Universe personified, and thus you are how it smiles and laughs. Use it, call on it, commune and understand that you’re heard. The Universe is your ally, whether you see this or not.” – Mike Dooley, Infinite Possibilities

Notes from the Universe:

Perhaps the most exciting realization in the world is finally understanding that living the life of your dreams is entirely up to you. It’s also about the scariest. Until you realize that You includes Me.

The Universe

* * *

Grasshopper, you may not always know what your invisible, limiting beliefs are. But you do always know the kinds of empowering beliefs you’d like to possess.
And so, one decision at a time, one day at a time, you can choose to behave accordingly. And thereby effectively kick some wicked, limiting-belief butt. For every decision, crossroad, or act of faith, choose with the mind of the highest within you. Until that’s all there is.

* * *

**Exercises:**

“Alka Seltzer” - Submitted by Trailblazers Franne Demetrican and Bob Demetrican
Using the thin lead of a mechanical pencil, allow students to write their limiting belief on the side of an Alka Seltzer tablet. In a ritual or ceremony, have students release from the power of their limiting beliefs by intentionally dropping their limiting beliefs in a bowl of water and watching them dissolve. (See Creating Rituals for more details.)

**Session 3: Emotions**

**Videos:**

“A Pep Talk from Kid President” YouTube video
“Dumbledore’s Army practices the Patronus Charm” YouTube video
“The Patronus Spell Scene” YouTube video
“Spirit Science 15 - The Power of The Heart” YouTube video
“HeartMath” YouTube video

**Notes from the Universe:**

You know those feelings of euphoria, excitement, and inspiration that send your spirit soaring? Well, they’re just me and all the angels finally rushing through one of the many doors you’ve knocked upon, down the hall and dancing into the light of your searching heart. And those feelings of depression, sadness, and powerlessness that make you feel like you’re carrying the weight of the world on your shoulders? They’re us too - reminding you that there are still a few more doors to try.

* * *

**P.S.** Let’s get this party started.

**P.S.** Emotion summons circumstances. The greater the emotions, the greater the circumstances.
Session 4: Taking Action

Videos:
“Johnny the Baggar” YouTube video
“My Waiter Job” YouTube video

Quotes:
“Don’t ask what the world needs. Ask what makes you come alive, and go do it. Because what the world needs is people who have come alive.” - Howard Thurman

Notes from the Universe:

It’s not the size of your dreams that determines whether or not they come true, but the size of the actions you take that implies their inevitable arrival.

Your Greatest Admirer,
The Universe

* * *

When you finally get that call, meet that person, walk that walk, and live that dream, do you think you’ll even care that there were a few dark and scary moments in a journey that made them all possible?

Trust me, you won’t even remember.

The Universe

* * *

Be there. Go there now and never leave. Imagine that your dreams have already come true. Live your life from that mindset. Predicate your behavior on that reality, not the illusions that now surround you. Filter every thought, question, and answer from there. Let your focus shift and be born again - because dwelling from, not upon, the space you want to inherit is the fastest way to change absolutely everything.

See the difference?

The Universe
Handout: Gretchen Ehret’s Flow Sheet

End Result/Feeling

Dream/Goal Number 1

Thoughts/Mantres

Dream/Goal Number 2

Actions

Dream/Goal Number 3

Thoughts Become Things—Choose the GOOD ones!

Created exclusively for Infinite Possibilities trainees and participants by Gretchen Ehret.
Session 5: Instincts and Hunches, Dreams and Desires

Videos:
“Susan Boyle 1st Audition” YouTube video - This video highlights a surprising talent by an unexpected woman with a dream.
“People are Awesome” YouTube video (set to the song Levitate).
“Gut Instinct” YouTube video by Noah Hammond.

Quotes:
If you knew who walks beside you on this path which you have chosen you could never experience doubt or fear ever again. - A Course in Miracles

Notes from the Universe:

Bees can fly 12 miles without getting lost. Albatrosses 25,000 miles and flying insects without eyes have no trouble whatsoever finding their soul mates.

Imagine what I can do for you when you listen to the voice within.

The Universe

P.S. Voice, not voices.

* * *

It’s not the dazzling voice that makes a singer. Or clever stories that make a writer. And it’s not piles of money that make a tycoon. It’s having a dream and wanting to live it so greatly that one would rather move with it and “fail” than succeed in another realm.

You so have what it takes. At which point, of course, failure becomes impossible, joy becomes the measure of success, and fitting into the jeans you wore back-in-the-day, inevitable.

Hubba, hubba -
The Universe

Exercises:
“Word Association” - Submitted by Trailblazer Becky Buckman
Make a list of varied words such as bliss, vision, abundance, celebration, journey, love and have students record, call out, or just visualize what comes to mind when these words are read.
Session 6: Faith and the Magical Universe

Videos:
“Validation” YouTube video - A fable about free parking and being seen.
“The True Science of Parallel Universes” YouTube video.

Notes from the Universe:

Just a reminder in case you forgot, in case you’ve thought otherwise, or in case you never knew...
There is nothing you can’t have. There is nothing you can’t do. There is nothing you can’t be.

Okay?
The Universe

* * *

Today, you are a magnet... for infinite abundance, divine intelligence, and unlimited love.

Actually, this has always been true.
The Universe

* * *

The trick with spending money lies in knowing with every fiber of your being that it will return.

And so it must.

As if on wings,
The Universe

Exercises:

What is a Vision Board? Submitted by Trailblazer Gloria Savannah-Austin.
A vision board (also called a treasure map or a visual explorer or a creativity collage) is typically a poster board on which you paste or collage images that you’ve torn out from various magazines. It’s simple. The idea behind this is that when you surround yourself with images of who you want to become, what you want to have, where you want to live, or where you want to vacation, your life changes to match those images and those desires. There are several methods you can use for creating your vision board. I’ve written about each one below. You can choose which one works best for you, depending on where you find yourself on this path of creating your life.
Supplies you’ll need for creating a vision board:

- Poster board. A big stack of different magazines (you can get them at libraries, hair salons, dentist offices, the YMCA.) Make sure you find lots of different types. If you limit your options, you’ll lose interest after a while. Make sure you have plenty of Oprah, Real Simple, Natural Home, Yoga Journal, Dwell, Ode, Parenting, Money, Utne, and an assortment of nature magazines, too.

- Glue. Not Elmers (it makes the pages ripple). I like using Yes! Glue or Rubber cement. Glue sticks are my second choice because they don’t last.

Before you begin your vision board:
No matter which method you’re choosing, create a ritual before you begin your board. Sit quietly and set the intent. With lots of kindness and openness, ask yourself what it is you want. Maybe certain images will come to mind. Take a moment to be with that. This process makes it a deeper experience. It gives your ego a chance to step aside, so that you can more clearly create your vision.

Put on soft music. My favorite music for activities like this is something relaxing like New Age or Classical Music.

The five steps of creating a vision board:

**Step 1:** Go through your magazines and tear the images from them. No gluing yet! Just let yourself have fun looking through them and pulling out pictures or words or headlines that strike your fancy. Have fun with it. Make a big pile of images and phrases and words.

**Step 2:** Go through the images and begin to lay your favorites on the board. Eliminate any images that no longer feel right. As you lay the pictures on the board, you’ll get a sense for how the board should be laid out. For instance, you might assign a theme to each corner of the board—health, job, spirituality, relationships, etc. Or you might want to fold the board into a book that tells a story.

**Step 3:** Glue everything onto the board. Add writing if you want. You can paint on it or write words with markers.

**Step 4:** Optional, but powerful - Leave space in the very center of the vision board for a fantastic photo of yourself where you look radiant and happy. Paste yourself in the center of your board.

**Step 5:** Hang your vision board in a place where you will see it often.

Three Types of Vision Boards:

1. The “I Know Exactly What I Want” Vision Board
Create this vision board if:
• You’re very clear about your desires.
• You want to change your environment or surroundings.
• There is a specific thing you want to manifest in your life (i.e. a new home, or starting a business).

How to create this vision board:
With your clear desire in mind, set out looking for the exact pictures which portray your vision. If you want a house by the water, then get out the Dwell magazine and start there. If you want to start your own business, find images that capture that idea for you. If you are working in a group, don’t be afraid to ask for what you need for your board: “If anyone finds a picture of a little girl with red hair who looks happy, give it to me!” Pretty soon, a lively trading session might ensue.

2. The “Opening and Allowing” Vision Board
Create this vision board if:

• You’re not sure exactly what you want.
• You’ve been in a period of depression or grief.
• You have a vision of what you want, but are uncertain about it in some way.
• You know you want change but don’t know how it’s possible.

How to create this vision board:
Go through each magazine. Tear out images that delight you. Don’t ask why. Just keep going through the magazines. If it’s a picture of a teddy bear that makes you smile, then pull it out. If it’s a cottage in a misty countryside, then pull it out. Just have fun and be open to whatever calls to you. Then, as you go through Step 2 above, hold that same openness, but ask yourself what this picture might mean. What is it telling you about you? Does it mean you need to take more naps? Does it mean you want to get a dog, or stop hanging out with a particular person who drains you? Most likely you’ll know the answer. If you don’t, but you still love the image, then put it on your vision board anyway. It will have an answer for you soon enough. Sometimes you will have NO idea what your board is about, but several months later, it may become clearer to you. The Opening and Allowing Vision Board can be a powerful guide for you. I like it better than the first model because sometimes our egos think they know what we want, and lots of times those desires aren’t in alignment with who we really are. This goes deeper than just getting what you want. It can speak to you and teach you a little bit about yourself and your passion.

3. The “Theme” Vision Board
Create this vision board if:

• It’s your birthday or New Year’s Eve or some significant event that starts a new cycle.
• If you are working with one particular area of your life. For instance, Work & Career.
How to create this vision board:
The only difference between this vision board and the others is that this one has clear parameters
and intent. Before you begin the vision board, take a moment to hold the intent and the theme in
mind. When you choose pictures, they will be in alignment with the theme. You can also create the
Theme Vision Board on smaller pages, like a page in your journal.

Some things to remember about vision boards:
- You can use a combination of all three types of vision boards as you create. You might start
  out doing one kind, and then your intuition takes over and shifts into a different mode.
  That’s called creativity. Just roll with it.
- Your vision board might change as you are making it. I was recently talking with a friend who
  said that she had been making a vision board for the new year. The theme was all about
  what she wanted in this year. Then, as she pulled pictures and began to lay them out, the
  theme changed into a simpler one about her everyday life and the moments in each day. It
  surprised and delighted her to experience that evolution. You might find that making a
  vision board inspires new epiphanies.

Make a Vision Journal:
Another option is to use these same principles in a big sketch book. Get a large sketch book and
keep an on-going vision journal. This is especially effective if you’re going through many transitions
in your life.

Session 7: The Meaning of Life

Videos:
“Napoleon Hill” YouTube video - What the mind can Conceive, Believe, and Achieve.
“Cure” YouTube video by Bob Proctor.

Notes from the Universe:
For every fork in the road, there are often two paths from which to choose... the one you “should”
take and the one you want to take. Take the second. Always take the second.

I did.

Man, could life rock any more than it does?
The Universe
* * *
Ever wonder how much patience you should have with someone before you lose your temper? Infinite. But careful, now. That doesn’t mean you have to wait for them, stay with them, or hang around them. Lord, no. It just means that for as long as you choose to keep them in your life, understanding them, not changing them, is everything.

You couldn’t be freer,

* * *

The one thing all famous authors, world class athletes, business tycoons, singers, actors, and celebrated achievers, in any field have in common is that they all began their journeys when they were none of those things.

The Universe

Exercises:

*Future-Self Chat*

Have participants come to class as their future self. Have them talk all about what they learned in their IP class which has helped them live the life of their dreams. Use the Future Self Worksheet to help you.

**Future Self Worksheet**

(for Session 7, or wherever else you choose to use)

Become the person you would like to be in 5 years and answer the questions below “as if”:

I am currently enjoying:

_________________________________________________________________________________

I am now working as:

_________________________________________________________________________________

A dream that came true for me over the last 5 years is:
My social life is different now because:

_________________________________________________________________________________

_________________________________________________________________________________

My whole outlook on: _____________________________________ is different now that:

_________________________________________________________________________________

_________________________________________________________________________________

My friends and family now see me as:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

“Getting to Go” Template to Create Your Sessions,
One Chapter at a Time

(See Next Page)
Presenting Your Material, One Chapter at a Time!

1. Chapter/topic – One Minute Intro: 
   Optional: Includes: A lite opener might be a question, maybe: “Any good news to share?”, or tell a joke. If it's your first meeting, introduce self, for subsequent meetings ask about prior challenge/homework, etc.

2. Ask a relevant/easy question regarding today’s topic:

3. Explain the question/answer in the context of lesson:

4. Tell a story of relevance to today’s lesson:

5. Direct Teach: Key Points to hit, along with insights, pointers, considerations, etc. (See General Lesson Plans in the Presenter’s Guide for Key Points. Use Infinite Possibilities book/workbook for your content and shares.)
   1. 
   2. 
   3. 

   Exercises to reference are on page(s). Be sure to complete exercises yourself, in advance of class!

   Exercise(s) name and page: __________________________

6. Summarize Key Points, above, in a concluding wrap of the hour. If time allows, take questions.

7. Offer challenge, “Activation Homework.” See end of each workbook chapters for actual challenge; also see Adapted Lesson Plans in Presenter’s Guide for more ideas.

   Challenge(s): __________________________

   Nice job! You’re amazing! The world is better because of you! This is going to come back to you a million fold!!!
Inspirational Playlist

*Inspiring Music to share with your class, submitted by Trailblazers, Franne and Bob Demetrician*

Intro and Thoughts Become Things:
"Unwritten" by Natasha Beddingfield
"Bigger Than My Body" by John Mayer

Beliefs and Emotions:
"Belief" by John Mayer
"Shake Yourself Loose" by Vicki Winans

Taking Action and Instincts and Hunches, Dreams and Desires:
"Right Now!" by Van Halen
"I've Gotta Feeling" by The Black Eyed Peas

Faith and The Magical Universe and The Meaning of Life:
"The Lightning Strike" by Snow Patrol
"Something To Believe In" by Parachute

Optional Program Format
*by Tracy Farquhar*

I presented six two-hour live classes. Here is the basic template for how I broke down each session:

- Quick intro and time for questions from last week (5 min)
- Visualization set to music (I use Rodrigo Y Gabriela classical guitar) (5 min)
- Presentation by a character I've created, Ms. Ip (10 min)
- Brief discussion of skit and review of chapter materials with PowerPoint (10-15 min)
- Exercise from workbook, discussion with group (15 min)
- Break (5 - 10 min)
- Continuation of discussion and/or exercise (10-15 min)
- Visualization (5 min)
- Personal story and discussion (10 min)
- Exercise, recommendation for practice and/or sharing (10-15 min)
- Hand out small gift which serves as a reminder of the lesson (5 min)
- Discussion of how the subject fits into the big picture (10 min)
- How will you practice this in the coming week? (5 min)
I always gave a little gift to my students to remind them of what we covered. They were:

**Chapters 1 & 2 - Thoughts and Beliefs**: A tiara (Ms. Ip did a skit where she was crowned Miss Universe, and then crowned everyone Miss Universe) and small paper coffins for their old beliefs.

**Chapter 3 – Emotions**: Mood rings.

**Chapters 5 & 6 - Intuition and Faith**: Rubber message bracelets.

**Chapter 7 - The Meaning of Life**: Post-it notes (for positive affirmations).

**Chapter 5 - Taking Action**: Small notebooks (for planning action steps).

**Final Class - Putting it all together**: We made vision boards and they got their certificates.

I also gave them fortune pens, the workbooks, and a small tote bag to carry everything in. All of these items came from the Oriental Trading Co. and Dollar Store.

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**Additional Resources for Training**

**Story Telling Tips**  
*By Trailblazer Andy Dooley*

At the heart of great presentations are great stories. Stories captivate, engage, make your points, and make you memorable to the audience. Telling stories is your best opportunity to make the audience laugh. Most speakers know this, but still struggle with telling great stories. Effective storytelling is a huge topic that could take hours to teach and years to master. However, to get you started, here is a simple formula that will make sure you are telling stories and not just “summarizing events”:

**State your point** – Don’t be shy, state your point clearly. Tell your audience what you want them to know. What new learning are you trying to instill? How do you want to influence their thinking or behavior?

**Tell a Story that reinforces or proves the point** – Ideally this is a personal story of yours. It’s okay to share someone else’s story, but ideally your story is best. Telling your story is one of the best ways to influence someone’s thinking and behavior. This is also the place to make them laugh and connect with them emotionally.
Give us the application of that story – For training type presentations, explain to the audience how they can apply what you just taught. What action do you want them to take? For a personal speech (toasts, for example) point out how the story reinforces the point you were making. For sales presentations, let the audience know how they can achieve the same results in their business.

Here’s the simplified version of Joseph Campbell’s, “The Hero’s Journey”:

- The call: The hero has a dream, goal, or want and answers the call to adventure, plunging him/her into the story.
- Obstacles: The hero encounters a conflict that gets in the way of the call.
- Resolution: How does the hero deal with the obstacles? He/she can experience success or failure.
- New Wisdom: What was learned from the experience? What is the point of the journey?
- Conflicts: Arguments, stressful times, fights, relationship problems.
- Decisions: Choices, resolutions, difficult, life-changing.
- Discovery: Invention, transformation, and at last result, eureka.

Make a list of the different roles you have played in your life, then list different jobs, hobbies, clubs, nick names, collections, activities. Anything you can think of that you have done or been.

Write down everything, even the insignificant stuff. Have fun!

Look at your list and choose something. Use the three words (Conflicts, Decisions, Discovery) to help you flush out the story.

Ask yourself, what conflicts did I encounter? What decisions did I make? What did I discover? Then use “The Hero’s Journey” to start writing your story. Keep in mind, to make a story really good and funny, be prepared to rewrite it many times. I usually rewrite different sections of my stories at least 20 times, uncovering the humor, rewriting the ending, describing parts with fewer words, etc. HAVE FUN and practice telling your story on your feet, ideally in front of someone who can give feedback.

I highly recommend joining Toastmasters. It’s one of the best places to try out new stories and humor. Plus, you’ll make new friends and improve your leadership skills at the same time. Who knows, you might even become the next world champion of public speaking.
7 Ways to be Funny as a Speaker

By Avish Parashar

Even if you are not a humorist, or especially if you are not a humorist, you can add a little humor to your speeches and you will reap some major rewards. Humor can loosen up the audience, get them to like you, engage them, and actually improve the audiences learning and retention. Many people don’t think they are funny, but by using the following 7 tips you can add humor to any presentation.

1. **Use humor you find funny.** This one seems obvious, but in your quest to add humor you may try to think of lines that your audience will laugh at. While it is important to consider the audience, you must first start with things you think are funny. If you try to tell a joke or tell a story that you don’t think is all that great but you think the audience will like, chances are it will bomb. Find the intersection between what you find funny and what your audience will find funny.

2. **Use the humor you would use “offstage.”** This point builds off of point #1. If you are thinking about telling a story (funny or not), think about whether you would ever tell that story in that way to your friends or family when you are just hanging out. If the answer is yes and you think your audience will like it then go with it. If not, let it go, no matter how much you think the audience may enjoy it.

3. **Watch funny movies and TV.** It’s very hard to be funny if you don’t feel funny. Exercise your funny bone by watching TV shows and movies that make you laugh. Not only will you be in a more playful and fun state, but you will learn a tremendous amount about comedy structure and timing, even if accidentally.

4. **Ask “humor questions.”** The one thing that separates comedians from the rest of the “normal world” is that comedians process the world by constantly asking themselves, “what’s funny about this?” It may be so ingrained that they don’t realize it, but that’s what they do. Good, bad, happy, sad, whatever; their first response to everything is “what’s funny about this?” Start asking that question a lot. Not only will you start finding more humor you can use, but you will also be training yourself to be a more naturally funny person (and yes, that is possible!)

5. **Pause.** You can have the best material in the world, but with bad timing it still won’t get a laugh. Comedic timing is an art that can take years to master. To start, just remember to pause at the moments when you expect the audience to laugh. It doesn’t need to be too long a pause, but allow enough time for the audience to catch up and laugh. What if the audience doesn’t laugh? That leads us to...

6. **Don’t care if you get a laugh.** Perhaps the hardest tip of all. Watching a speaker or comedian not get laughs is uncomfortable. Watching a speaker or comedian be flustered or bothered by not getting laughs is deadly. You are not a comedian, so if you don’t get a laugh, that’s ok. Just keep going as if everything is a-ok. Chances are, if you don’t get flustered the audience won’t even notice. The best way to do this is to tell your jokes in the context of stories. That way if you don’t get a laugh you just keep telling your story.
7. **Commit 100%**. Humor takes commitment. If you are uncertain about a joke and don’t tell it with full belief that the audience will laugh, the joke will fall flat (this is why points 1 & 2 are so important). Some speakers have the self-delusion, “if I act like I don’t think this is a great joke and people don’t laugh, then I won’t look as bad.” That never works. Tell your stories and jokes with 100% confidence, and you are much more likely to succeed.

Use these 7 tips and watch as your speeches and presentations quickly get bigger and bigger laughs!

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**Tips for Public Speaking**  
*By Toastmasters*

Feeling some nervousness before giving a speech is natural and even beneficial, but too much nervousness can be detrimental. Here are some proven tips on how to control your butterflies and give better presentations:

1. **Know your material.** Pick a topic you are interested in. Know more about it than you include in your speech. Use humor, personal stories, and conversational language — that way you won’t easily forget what to say.

2. **Practice. Practice. Practice.** Rehearse out loud with all equipment you plan on using. Revise as necessary. Work to control filler words; Practice, pause, and breathe. Practice with a timer and allow time for the unexpected.

3. **Know the audience.** Greet some of the audience members as they arrive. It’s easier to speak to a group of friends than to strangers.

4. **Know the room.** Arrive early, walk around the speaking area and practice using the microphone and any visual aids.

5. **Relax.** Begin by addressing the audience. It buys you time and calms your nerves. Pause, smile and count to three before saying anything. (“One one-thousand, two one-thousand, three one-thousand. Pause. Begin.) Transform nervous energy into enthusiasm.

6. **Visualize yourself giving your speech.** Imagine yourself speaking, your voice loud, clear, and confident. Visualize the audience clapping — it will boost your confidence.

7. **Realize that people want you to succeed.** Audiences want you to be interesting, stimulating, informative and entertaining. They’re rooting for you.

8. **Don’t apologize for any nervousness or problem.** The audience probably never noticed it.

9. **Concentrate on the message – not the medium.** Focus your attention away from your own anxieties and concentrate on your message and your audience.

10. **Gain experience.** Mainly, your speech should represent you — as an authority and as a person. Experience builds confidence, which is the key to effective speaking. A Toastmasters club can provide the experience you need in a safe and friendly environment.
10 Biggest Public Speaking Mistakes

By Toastmasters

1. **Starting with a whimper.** Don’t start with “Thank you for that kind introduction.” Start with a bang! Give the audience a startling statistic, an interesting quote, a news headline – something powerful that will get their attention immediately.

2. **Attempting to imitate other speakers.** Authenticity is lost when you aren’t yourself.

3. **Failing to “work” the room.** Your audience wants to meet you. If you don’t take time to mingle before the presentation, you lose an opportunity to enhance your credibility with your listeners.

4. **Failing to use relaxation techniques.** Do whatever it takes – listening to music, breathing deeply, shrugging your shoulders – to relieve nervous tension.

5. **Reading a speech word for word.** This will put the audience to sleep. Instead use a “keyword” outline: Look at the keyword to prompt your thoughts. Look into the eyes of the audience, then speak.

6. **Using someone else’s stories.** It’s okay to use brief quotes from other sources, but to connect with the audience, you must illustrate your most profound thoughts from your own life experiences. If you think you don’t have any interesting stories to tell, you are not looking hard enough.

7. **Speaking without passion.** The more passionate you are about your topic, the more likely your audience will act on your suggestions.

8. **Ending a speech with questions and answers.** Instead, tell the audience that you will take questions and then say, “We will move to our closing point.” After the Q and A, tell a story that ties in with your main theme, or summarize your key points. Conclude with a quote or call to action.

9. **Failing to prepare.** Your reputation is at stake every time you face an audience – so rehearse well enough to ensure you’ll leave a good impression!

10. **Failing to recognize that speaking is an acquired skill.** Effective executives learn how to present in the same way they learn to use other tools to operate their businesses.

*Articles from [http://www.toastmasters.org](http://www.toastmasters.org)*

**Creating Rituals**

*By Trailblazer Franne Demetrician*

Joseph Campbell says, “The function of ritual, as I understand it, is to give form to human life, not in a mere surface arrangement, but in depth.”

As interfaith ministers, Bob and I are frequently asked to perform the common rituals we all identify with – weddings, baby blessings, memorials, etc. And the word “ritual” can carry a religious ring to
Infinite Possibilities Presenter’s Guide

it that often makes people cringe. However, in our work as IP trainers, ritual is an amazing and powerful tool we can use to ground and anchor the message and meaning behind our lessons.

In the book, The Art of Ritual, Renee Beck and Sydney Barbara Merick define ritual as “A rite or ceremony, a series of symbolic acts focused toward fulfilling a particular intention.” And Rev. Diane Berke, Founder and Spiritual Director of One Spirit Interfaith Seminary, speaks of ritual in the following way: “The purpose of ritual is to connect—with ourselves; with others; with the world; with higher forces; with the larger rhythms and energies that bring stability and light, meaning and purpose, to our lives— to connect the mundane level of experience with the sacred dimension of existence.” And again from The Art of Ritual, “Ritual is a center around transitions… beginnings, merging, cycles, endings and healings—healings of imbalance… recognition of patterns of thought or actions that interfere with well-being, etc. Ritual helps us expand our consciousness and connect to the great mystery of life.”

In fact, ritual is part of our everyday lives. We perform little rituals all day long. We begin our day with our “morning ritual,” each in our own way. It may be the ritual of your morning coffee, or the way you prepare your oatmeal. It could be the order in which you prepare for your workday—wake up, take a shower, brush your teeth, dry your hair, apply makeup, dress… etc. And somehow these rituals create the space for you to move into your day. They seem comforting, familiar, and grounding and have absolutely nothing to do with religion!

So it is with ritual and IP. As we present our lessons to our students, acting out rituals with them creates a sense of the sacred, carrying the meaning and power of their intentions out to the Universe in a way that allows them to feel the connection to that power in a palpable way.

We have some great examples of rituals here in our presenter’s guide.

Trailblazer Barbara Cole shared her “Sunglasses” ritual. (It’s helpful to begin a ritual with a slight change in energy by asking everyone to take nice deep breath and open their minds and hearts.)

Then:

- We distribute different colored sunglasses, some with the lenses blocked out with paper or nail polish. Each person puts on their pair of glasses and notices how their vision changes. After a few seconds they switch with another person, noticing how their reality looks different again. And on and on. We ground the message here by noticing how our reality and perspective can shift depending on the “lens” through which we look. No judgment here… just observation and the fact that reality NEVER changed, only the perspective. This ritual grounds and anchors the idea that our beliefs and thoughts about reality are what is reflected back to us. This reminds
me of this part in a poem by Rumi: “Sunlight looks a little different on this wall than it does on that wall and a lot different on this other one, but it is still one light.”

Bob and I use the “Alka Seltzer” ritual in our monthly spiritual gathering to set New Year’s intentions. This ritual can be used in place of a burning bowl for many of our lessons. For instance:

- For “Instincts and Hunches, Dreams and Desires” distribute one Alka Seltzer tablet to each participant. (The ones we use are generic and ironically the box says “pain relief” on the front!) Have a glass bowl of water placed on a table in the center of your circle. Lead them into a guided visualization where they encounter their higher self. In their encounter, have them think of a question they would like to ask about their current life. In that moment ask them to open their eyes softly and have them write the question on the alka seltzer tablet. When they are finished writing, have them close their eyes again and lead them to bow to their higher self in gratitude, then guide them back to normal conscious awareness. When they are all back with eyes open, have them simultaneously drop their ‘pain relief’ tablets into the water and watch their questions go out into the Universe, knowing that the answer will come back to them.

Again, this can be used to anchor many of our lessons. All it takes is some thought and creativity. Bob and I add music and visuals to everything we do and all of these elements become additional anchors and sense memories associated with the experience.

I love the “act as if” exercise and it can be so much fun. The letter-writing ritual is activating and really gets the creative juices moving. If you add some extra elements it can be grounded even more in the sense memory.

Using some basil essential oil or fresh basil, have everyone take a little sniff. Basil encourages clarity, success, and prosperity. Or you can buy a blend called “clarity” from Young Living essential oils online, or look in your health food store for a blend with a name that resonates for this or any other ritual. Then use the letter writing exercise in your guide in the “Taking Action” section.

Instruct them to write a thank you letter to the Universe for all they’ve received as if that dream has happened and they are living it. You can either allow them to hold onto the letters, or ask them to address an envelope to themselves, collect the letters, and mail them out at a later time. If you like, you can ask them to sniff the basil oil or blend again to complete the ritual and say... “and so it is.”

In her book, The Joys of Everyday Ritual, Barbara Biziou says, “As you participate in rituals, you will notice that the universe lends its support so that miracles can occur. You will gain new insights into your life, healing will take place, and energy blocks will crumble.”
By using your imagination, finding resources like the books mentioned here or online, and connecting with your IP community to share ideas, it’s possible to create meaningful, fun, and exciting moments that really bring the message home... into the body and the psyche... in powerful and memorable ways. Using images, colors, aromas, poetry, and quotes, little trinkets, writing, coloring, drawing, and any and all sensory aids, these rituals become a key feature in our presentations and become touchstones for the participants as they take the IP principles out into their daily lives.

With love and WOOO HOOOO!!!

*Quote from “Interfaith Ministers’ Training and Reference Manual” Rev. Diane Berke, Spiritual Director, One Spirit Learning Alliance, Ltd.

How to Lead a Guided Visualization

By Trailblazer Andy Dooley

**Feel it:** Be emotionally involved. Speak with passion and enthusiasm, you want them to feel you, not just see images in their mind. Remember this rule of thumb: If you want them to feel something you have to feel it first! The FEELING is most important because how you feel is how you attract!

**Synchronize the group:** Ask the participants to take a deep breath on the count of 3. Count it out for them. 1, 2, 3, inhale. Hold the breath, push it down, hold it. On the count of 3 exhale and moan! WHY moan? Because it creates a vibration and it relaxes them. Do this 2 or 3 times. On the final exhale, tell them to moan with pleasure. This feels good and often gets a giggle. Tell them to continue breathing, inhaling through the nose and exhaling through the mouth, focusing on their breath and feeling the ease and flow of it.

**Start with simple images:** In the beginning I like to give them something simple to visualize.

“Visualize a bright light radiating from your body or visualize your chakaras lighting up or visualize the smiling face of someone you love! See this beautiful light swirling around you! Visualize this light getting brighter and brighter. Now go ahead and put a big smile on your face!” Believe it or not many people won’t smile. Then say, “Go ahead and put a big silly grin on your face, no one is looking.” (This works every time.) Getting them to smile will release endorphins into their body. Later during the visualization invite them to smile again as they are visualizing themselves being wildly successful. After you give them something to visualize, pause for 3 seconds or more so they can see it and feel it!
Visualization key points:

1. Tell them not to worry if they don’t visualize in HDTV. Nobody does.
2. Use music to help stimulate their emotions.
3. Use all three learning modalities: kinesthetic, visual, and auditory by using images to help them feel, see, and hear. **Feel** the joy, feel the confidence, feel yourself connected to Infinite intelligence. **See** yourself celebrating with your friends/clients/co-workers or family. **Hear** the compliments your friends are giving you, hear the voice of that special someone saying, “You’re the best or I love or you rock or I could not have done it without you!”

Visualize the end result:

- Visualize your business or career being successful.
- Visualize your being in a beautiful relationship.
- Visualize your family laughing and loving.
- Visualize the end result of whatever is important to you.
- Use common desired outcomes from the group you are with (staying drug free, graduating, getting a great job).

Wrapping up the visualization: Amp up the positive emotions and get them seeing it, hearing it, and feeling it! Speak with passion and JOY! Sometimes I flood them with quick images that we have already visualized. If I am on the phone with no background music, I count to 3 so they know when to open their eyes! Have fun and practice visualizing on your own. When I started leading guided visualizations I would script them out, now I don’t have too. It does take practice to get good! For FREE guided visualizations go to my YouTube channel AndyDooleyTV or my web site andyrooley.com. Remember, if you can see it you can be it! BUYEAH!
My Steps to Trailblazer
Adapted from Trailblazer Dana Vantuyl’s Presentation

1) Spend time with your Quickstart Let’s Do This Worksheet (maybe even at the airport).
2) Write a letter to yourself from the Infinite Possibilities Team praising your accomplishments as a new Trailblazer.
3) Order 20 IP books and workbooks and pay for them yourself.
4) Pick your training dates and mark them in the calendar within 6 months.
5) Decide what YOU need to accomplish in your first IP course and put your purpose in writing.
6) Work out the timing.
7) Get comfortable with the material.
8) Find out what additional handouts, videos, etc. would be helpful for learning.
9) Figure out how to make the course as meaningful to the participants as possible.
10) Figure out how to answer the question, “What is this course about?”
11) Send an email to all of your friends, acquaintances, neighbors, work buddies, etc. inviting them to your on your first training date.
12) Say in your email that you need help getting your feet wet with a new course you have recently been certified to teach and will be giving the first installment an hour after happy hour begins for those who are interested.
13) Let them know the following information:
   a. Tell them the course dates and times.
   b. Tell them what the course costs or if it is free.
   c. Tell them if they wish to purchase the book it is available at amazon.com or they can purchase a copy from you.
   d. Ask for an RSVP from those who wish to be your first class participants.
14) At your first session tell the story of how you came to be there. Ask them what they hope to get out of the class, going around the room, one by one to get them used to talking right away.
15) Pass out the Participant Feedback Worksheet on the last class. From their feedback I learned many things and I am now able to answer the question, “What is this course about?”
What are the biggest lessons that you will take away from the *Infinite Possibilities* course?

_________________________________________________________________________________
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In 2 or 3 sentences, how would you describe this course to a friend?

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What could we do to improve the next course?

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Infinite Possibilities Presenter’s Guide

My Notes:

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My Notes:
“If you want happiness for an hour, take a nap. If you want happiness for a day, go fishing. If you want happiness for a year, inherit a fortune. If you want happiness for a lifetime, help somebody.”

Chinese Proverb
PRESENTER’S GUIDE