

## Retrain Your Brain: Nerve Cells That Fire Together, Wire Together

### Rationale

Let's be clear about the brain science on a very basic level. The back of our brain is reactionary. It is the very primitive/emotional part which is very efficient in that it keeps us alive. It runs on autopilot and is instinctive like breathing....it loves routine. However we want to focus on the front of the brain in order to reframe limiting beliefs, the prefrontal cortex. "It is the action center of the brain in that it's a gift if you will in many cases. It's intentional and it's where we execute higher-level tasks like planning, it creates self-control, and making careful choices." (Covey, 2010) As negative thought patterns pop through simply replace them intentionally with positive self-talk and affirmations. After all, the voice that is the most impactful to us in our own! It only takes twenty-one to twenty-eight days to form a habit...so retrain your brain.

In many cases their thought life is the root cause of the self-imposed barriers preventing them from achieving their goals. There is a looming feeling of being stuck without a well laid plan place to catapult them to their desired state. As a result these individuals are operating on auto pilot and not giving forethought to their actions day to day. Retrain Your Brain: Nerve Cells That Wire Together Fire Together, is a course designed to provide possible solutions to break delimiting barriers and roadblocks.

Sponsored by Monica CP Motivates, this course offers individuals key concepts and tools aiding them with rewiring their brain because there is no time like the present to redirect your energies and focus on cultivating, developing and investing in YOU! Participants will list all of the things that are impeding them. Participants will list those beliefs and thought patterns that are negatively impacting them and keeping them stuck. There will be exercises for the participants to help them rewire their brain circuitry, thus aiding them in reframing delimiting beliefs and negative thought patterns.

This face to face course is implemented in less than 150 minutes, with the actual course time set for 2 hours. The additional 30 minutes is allotted for housekeeping items as well as for a question and answer session after the formal class. The anticipated class size is 20 or less for each session to allow for participant interaction.

Each facilitator will be provided with computer based power point slides, a DVD and handouts. Each facilitator is required to attend a train the trainer session in order to be certified to implement the course.

### **Target Population**

The population for this course is primarily adults that fall into various categories with at least a high school education and an interest in self-improvement, change and betterment as it relates debunking delimiting beliefs. Delving deeper into the various categories of the population for this course, also targeted are those individuals who are interested in unlearning certain traits that they've memorized and looking to relearn new states. However they are lacking the tools to aid them in the process. Additionally a segment of this population may be interested in neuroscience and or how the brain functions with respect to raising their vibrational levels from the effects of positive thinking. Also a subcomponent of this same category may have already taken strides towards personal growth and self-improvement, thus looking to further their quest for knowledge.

Another category of the populous will consist of individuals who are experiencing problems stemming from low self-esteem or low self-worth. The entire target population will be self-motivated to attend because the course sponsor, Monica CP Motivates, will market and advertise in those areas where the road to self-improvement is either budding or already prevalent. The specific areas that will be targeted are as follows:

- yoga/pilate classes
- fitness classes of various types
- self-help sections of book stores and libraries
- empowerment sections of book stores and libraries
- psychology sections of book stores and libraries
- holistic or natural food stores
- vitamin shops
- meditation groups
- entrepreneurship sections of books stores and libraries

Although this course largely targets adults with at least a high school education in need of some tools for personal or career development that falls under several of the aforementioned categories, a subset of the overall populous may encounter push back that should be considered from a design aspect. Case in point, an individual that has learned of the course and interest is piqued may share this information with naysayers. Those skeptical friends, family members or co-workers may be very well stuck themselves in various ways and or may want the individual to stay safe and secure in their box and remain stagnant. Worst case scenario the pundits may attempt to dissuade the potential participant from attending the course.

The facilitator will need to be prepared for participants that are definitely interested in the course but have been influenced by pundits and as a result may be less open. Further an actual skeptic may opt to attend the course as well and may counter the course teachings. Hence the facilitator needs to take any and all push back into consideration and provide viable solutions to counter them.

The facilitator also needs to be cognizant of the various socio-economic, career and educational levels of the group because it can range the gamut. The facilitator must be prepared to speak to an audience that transcends all of the above.

### **Course Description**

Retrain Your Brain: Nerve Cells That Fire Together Wire, Together is structured and lasts 2 hours. Instructional methodologies employed include a short presentation, classroom discussions, handouts, and participation in exercises/role-plays.

#### ***Explanation of what was done in the course design that specifically addresses the needs of the targeted adult population with respect to adult learning theory.***

Retrain Your Brain: Nerve Cells That Fire Together, Wire Together was designed that specifically to address the needs of a particular adult populous with respect to their possible learning styles. First and foremost the population for this course is primarily adults that fall into various categories with at least a high school education and an interest in self-improvement, change and betterment as it relates debunking delimiting beliefs. Delving deeper into the various categories of the population for this course, also targeted are those individuals who are interested in unlearning certain traits that they've memorized and looking to relearn new states. However they are lacking the tools to aid them in the process. Additionally a segment of this population may be interested in neuroscience and or how the brain functions with respect to raising their vibrational levels from the effects of positive thinking. Also a subcomponent of this same category may have already taken strides towards personal growth and self-improvement, thus looking to further their quest for knowledge.

As it relates to the possible learning styles of this specialized segment of adult learners, the content, exercises and activities in this course takes this into full consideration. Knowles states in the text via Core Adult Learning Principles that, "Learners need to know the why, what, and how." (Knowles, 2012). The content does just that explaining the *why behind the what*, in terms of explaining brain science at a basic level as well as how we help to create and shape our own reality. Further we have the ability to rewire our brain circuits thereby creating new connections for the good. The content and exercised also explains "how" the aforementioned is achieved.

Interactivity is built in the courseware from an instructional design standpoint utilizing the respective Application Feedback levels -1, 2, and 3. "Application feedback is the point at which designers can give the facilitator and learner the opportunity to begin practicing skills or discussing concepts critical to meeting the learning objectives." (Hodell, 2011). In order to keep the learners fully engaged, there is an increase and build up in the momentum. There are a total of four exercises and activities where accountability and onus on the part of the learner increases exponentially with each level.

When designing the content, exercises and learning activities I ensured that I appealed to visual, auditory or kinesthetic/tactile learners. In all three levels of Application Feedback exercises, the participants will hear the directions audibly, see them visually and directed to both write down and subsequently recite the answers formulated aloud. The aforementioned integration allows for a certain level of interactivity to engage the audience thereby allowing them to apply the learning. Again as previously stated, there is sufficient visual stimulus and illustration to pique the interest and penetrate the needs of the visual learner.

"The concept of learning style is a complicated issue that cannot be defined in simple terms." (Galbraith, 2004). To this end focusing on the integration, thus identifying the three major dimensions of brain function: cognitive, affective (personality) and physiological (perceptual), ties into the actual context of this course. "Cognitive styles relate to information-processing habits representing the learner's typical mode of perceiving, thinking, problem solving and remembering. Affective styles encompass aspects of personality that are related to motivation, emotion and valuing. Although we cannot directly observe affective learning style, we can infer from it the learner's interaction with the environment. Physiological styles include sensory-based perceptual modes of reception that are dependent on the physical environment." (Galbraith, 2004). Hence Retrain Your Brain: Nerve Cells That Fire Together, Wire Together is rich with information that appeals to the various learning and thinking styles. The critical thinking exercises strongly lends to the learner meeting the course objectives through practical application of the content which again integrates the learning styles.

**Terminal Objective**

Given a short presentation, classroom discussions, handouts, and participation in exercises/role-plays, the Retrain Your Brain: Nerve Cells That Fire, Together Wire Together participant should be able to develop a strategy by retraining their brain to reframe delimiting beliefs and lessen negative thought patterns. The recommended class size is 20 or less for each session to allow for participant interaction.

**Enabling Objectives**

1. Given a short presentation, classroom discussions, handouts, and participation in exercises/role-plays, the Retrain Your Brain participant should be able identify how the brain functions on a very basic level.
2. Given a short presentation, classroom discussions, handouts, and participation in exercises/role-plays, the Retrain Your Brain participant should be able to recognize the importance of achieving synchrony between deed, thought, and action.
3. Given a short presentation, classroom discussions, handouts, and participation in exercises/role-plays, the Retrain Your Brain participant should be able to identify a minimum of one limiting belief(s) and negative thought pattern that is impacting them and manifesting in different areas of their lives.
4. Given a short presentation, classroom discussions, handouts, and participation in exercises/role-plays, the Retrain Your Brain participant should be able to formulate a strategy to reframe delimiting beliefs.
5. Given a short presentation, classroom discussions, handouts, and participation in exercises/role-plays, the Retrain Your Brain participant should be able to utilize techniques to rewire brain circuits to create a new state of being.

**Evaluation Strategy**

Supported by a facilitator, this course will utilize a level 2 peer to peer evaluation strategy. Given the instructional methods and factoring in the 2 hour time constraint, it's pertinent to rely on peer interaction to provide the first evaluation and the facilitator will provide secondary evaluative support. Incorporating this method, the participants should be able to meet the course objectives evaluated with this strategy. By course end the evaluation will involve a call to action where the participants are expected to briefly discuss their affirmations to retrain their brains. Additionally by course end they would have mastered the course objectives by identifying their delimiting beliefs and formulating strategies devised to combat and reframe them by transforming their brain wiring. The aforementioned devising of strategies will first take place during the peer to peer interaction exercises.

**Participant Prerequisites**

Participants should have an interest in self-improvement with a desire and quest to propel to the next level in their thought process and consciousness. The course requires the participants to have basic writing skills minimally at a high school level. Additionally the course will be delivered in English.

**Facilitator Prerequisites**

Each facilitator is required to attend a train the trainer session in order to be certified to implement the course. If unable to attend, it is required to serve as an assistant facilitator for a minimum of two course presentations.

**Deliverables**

- design plan
- draft facilitator guide
- draft participant workbook
- draft slides to be used for PowerPoint presentation
- draft participant handouts for exercises
- draft evaluation instruments

**Implementation time:** 150 minutes (30 minute prep and 120 minutes of facilitation)

*Materials:* flip charts, pens, sign-in sheets, evaluation forms, handouts for exercise one and two, name tent cards. All materials for learners should be in lots of at least 10 percent more than the anticipated attendance.

*Equipment:* Laptop computer with presentation software, computer projector and screen, surge protector and extension cord.

*Room arrangement:* Classroom style with tables

**24 hour checklist:**

- *Day before:* Confirm room assignment, confirm equipment list, test laptop and software, check projector, and confirm all materials are ready.
- *One hour before the course starts:* Confirm all room and equipment needs are met, test the equipment, test the laptop and software, check the projector and connect the laptop to projector ensure it links properly.

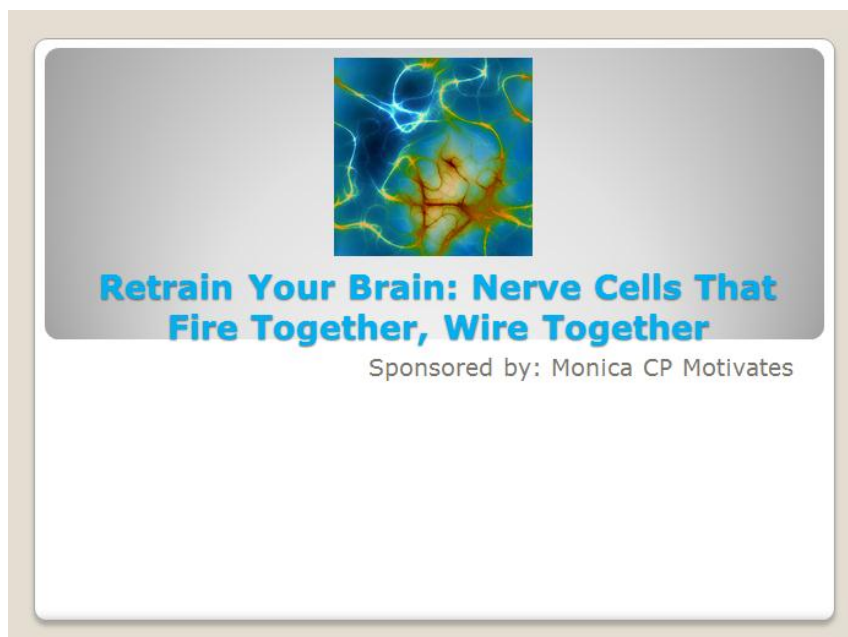


## Introduction and Gaining Attention

2 mins

### Frame 1 "Introduction?"

*In your own words say:*



*Prestart by welcoming the participants: "Good morning/afternoon...please be seated." (pause and wait for them to be seated then introduce yourself).*

Things are created twice...first internally and then manifested externally. Think for a moment are you stuck and mired with negative thought patterns...taking up space in your head and living rent free? Ponder on that for a few seconds... *(pause and allow them to marinate on this question)*

Is it possible that our seemingly unconscious thoughts that run through our mind daily and repeatedly creates a cascade of chemical reactions that produce not only "what" we feel but also "how" we feel? Is it possible to truly reframe our thought life and circumstances buy retraining our brain?

**Direction****1 min****Advance to frame 2 “Workshop Objectives”**

*In your own words say:*

We are going to spend the next 2 hours together today and before you leave you should be able to:

**Workshop Objectives**

- ❖ Identify brain science on a very basic level
- ❖ Recognize the importance of achieving synchrony between deed, thought, and action
- ❖ Identify limiting beliefs impacting you
- ❖ Formulate a strategy to reframe limiting beliefs
- ❖ Utilize techniques to transform and rewire brain circuits to create a new state of being

**Recall****5 mins****Advance to frame 3 “Ponder for a Moment”**

*Read verbatim:* I'll ask you a series of simple questions and you can answer them with mere head nods. *Instruct participants to nod their head up and down for yes or from side to side to indicate no.*



*Ask the participants the following questions:*

- a. **Click for the first image to appear:** “Have you developed a strategy to effectively cope with your negative thought patterns? (Await audience non-verbal responses, i.e., head nods)”
- b. **Click for the second image and third image to appear:** “Are you feeling hopeless and trapped in your present circumstances?” “If so have you taken measures to move forward?”
- c. **Click for the fourth image to appear:** “Are you in need of help and direction because you have no idea how to change your situation?” “ (Await audience non-verbal responses, i.e., head nods)”



*In your own words say:*

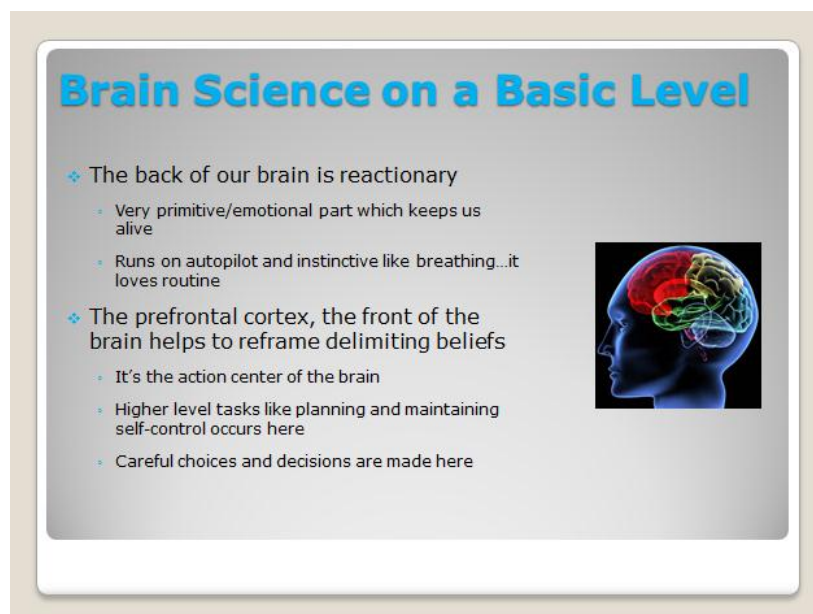
**Click for the fifth image to appear:**

If any of the above questions resonate and you answered yes, I have great news. Today I will discuss suggestions and possible solutions to the above questions by focusing on shattering delimiting beliefs by cultivating and developing your best untapped resource....**"yourself"**. There is no time like the present to retrain your brain, redirect your energies and focus toward cultivating a positive outlook. There will be exercises to help you develop strategies to aid in this process.

**Transition:** Let's first discuss brain science on a very basic level.

**Content****45 mins****Advance to frame 4 “Brain Science on a Very Basic Level”**

*In your own words say:*




Let's be clear about the brain science on a very basic level. The back of our brain is reactionary. It is the very primitive/emotional part which is very efficient in that it keeps us alive. It runs on autopilot and is instinctive like breathing....it loves routine. However we want to focus on the front of the brain in order to reframe limiting beliefs, the prefrontal cortex. "It is the action center of the brain in that it's a gift if you will in many cases. It's intentional and it's where we execute higher-level tasks like planning, it creates self-control, and making careful choices." (Covey, 2010)

**Transition:** Let's delve deeper by discussing the evolution of nerve cells

### Advance to frame 5 “Evolution of Nerve Cells”

## Evolution of Nerve Cells

- ❖ The first nerve cells evolved in creatures very similar to present-day jelly fish
- ❖ Survival of this primitive organism depended on its ability to detect sensory function and motor function to move forward
- ❖ It needed a system that could guide its movements with some degree of coordination and awareness



*In your own words say ...*

The first nerve cells evolved in creatures very similar to present-day jelly fish. Millions of years ago, the survival of this primitive organism depended on its ability to detect sensory function and motor function to move forward. It was vital that the jelly fish develop specialized cells that could initiate movement by tissue contraction. However these movements had to be more than just random actions. It needed a system that could guide its movements with some degree of coordination and awareness, so that it could interact effectively in its environment and to conduct signals to the cells that had become specialized for producing movement. By and large, this is what the nervous system does: it senses the environment, and then responds appropriately via movement and action, and sometimes voluntarily and involuntarily.


In other words, the jelly fish needed a rudimentary consciousness or intelligence and a simple nervous system to facilitate a basic level of awareness. Accordingly, this creature, the jelly fish developed nerve cells and the sensory and motor functions of one of the earliest nervous systems.

**Transition:** Let's look how this applies to humans today.

### Advance to frame 6 “Evolution of Nerve Cells”

## Evolution of Nerve Cells

- ❖ Today, we humans behave and respond to our environment using the same processes that evolved in jellyfish millions of years ago
- ❖ How did nature make the quantum leap from the most primitive nervous systems to the human brain?
- ❖ As neurons wire together in increasingly intricate neurological networks, the communication between neurons multiplies exponentially.



The simple neurological mechanisms that evolved in jellyfish and other primitive organisms were such effective adaptations that they became the norm in evolution. All nerve cells, whether they are from jellyfish, other animals, or human beings, operate under the same basic electrochemical principles for conducting information. Today, we humans behave and respond to our environment using the same processes that evolved in jellyfish millions of years ago. How did nature make the quantum leap from the most primitive nervous systems to the human brain? As neurons wire together in increasingly intricate neurological networks, the communication between neurons multiplies exponentially. “It’s a simple correlation: as communication among neurons escalates, intelligence expands and organisms are able to behave in environments in ever more advanced and adaptive ways. Pretty much, we can learn, remember, invent, create and modify our behavior faster than any other species, due to the size of our expanded brain.” (Dispenza, *Evolve Your Brain*, 2007). Humans are at the top of the hierarchy, due to our enormous number of interconnected nerve cells that give our brain both immense size and unsurpassed complexity.

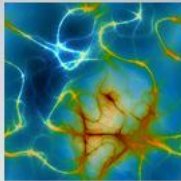
**Transition:** Next let’s discuss neurotransmitters and mood swings.

**Advance to frame 7 “Neurotransmitters and Mood Swings”**

## Neurotransmitters Affect Moods

### Chemical Messengers Make the Connection

- ❖ Neurotransmitters, which are miniscule presynaptic vesicles, store chemical messages
- ❖ They pass along important information to other nerve cells across a tiny synaptic space and to other parts of the body
- ❖ They produce moods that color our experiences.
- ❖ They are the reason that sometimes we do an activity and feel happy, while at other times, when we do the same activity, we may have a different set of emotions
- ❖ The brain chemistry we create on a daily basis, by our own thoughts, determines how we feel

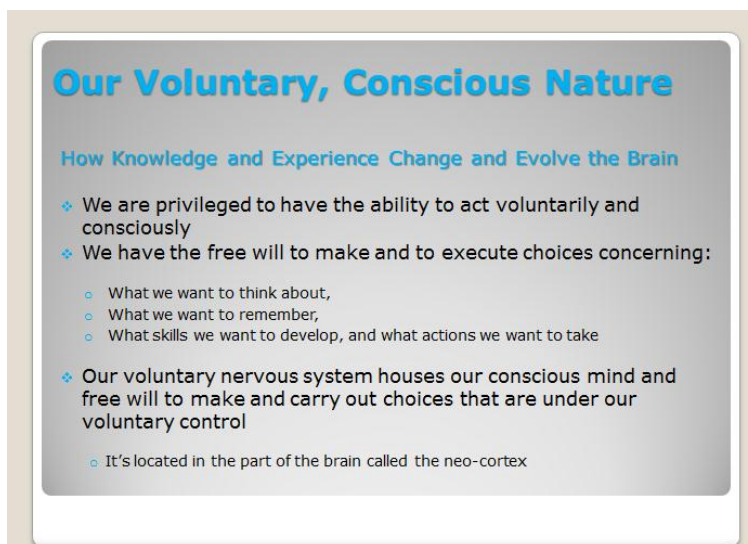


**Chemical Messengers Make the Connection**

Neurotransmitters, which are miniscule presynaptic vesicles, store chemical messages. They pass along important information to other nerve cells across a tiny synaptic space and to other parts of the body. Case in point, neurotransmitters (for example serotonin and dopamine) also produce moods that color our experiences. They are the reason that sometimes we do an activity and feel happy, while at other times, when we do the same activity, we may have a different set of emotions. If like most people, you go through many different moods in the course of a day, from being excited or in a positive frame of mind, to feeling depressed, irritable, or fatigued; you have experienced the effects of neurotransmitters. The brain chemistry we create on a daily basis, by our own thoughts, determines how we feel.



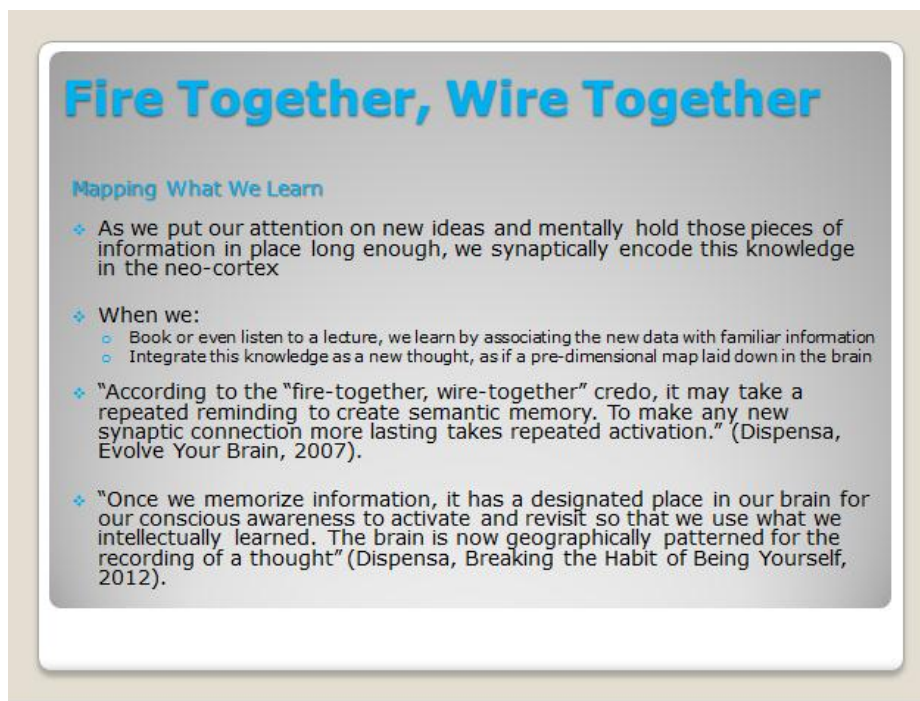
## **Advance to frame 8 “Our Voluntary, Conscious Nature”**



*In your own words say:*

As human beings, we are privileged to have the ability to act voluntarily and consciously. We have the free will to make and to execute choices concerning: what we want to think about, what we want to remember, and what skills we want to develop, and what actions we want to take. We use our brain and nervous system to exercise voluntary control over our decisions – whether to eat, take a walk, or sit down and read a book –and we control our muscles to carry out those choices. Our desires and actions are derived from our free will. For this reason, we can speak of having a voluntary nervous system, which houses our conscious mind and free will to make and carry out choices that are under our voluntary control. The seat of our free will, the voluntary nervous system, is located in the part of the brain called the neo-cortex.

For many years scientists labored under the false conception that the brain was essentially hardwired and completely developed by a certain age. The general consensus was that the development of neuron circuits was hardwired by one's mid-thirties. "We often use the expression is used, I've changed my mind. Until recently, science hasn't supported the contention that this is a literal possibility. Only in the last 30 years or so has research revealed demonstrable proof that the brain continues to grow and change, forming new synaptic connections and severing others. We now know that the brain's plasticity is behind this ability to form new connections." (Dispenza, *Evolve Your Brain*, 2007).

**Advance to frame 9 “Fire Together, Wire Together”**

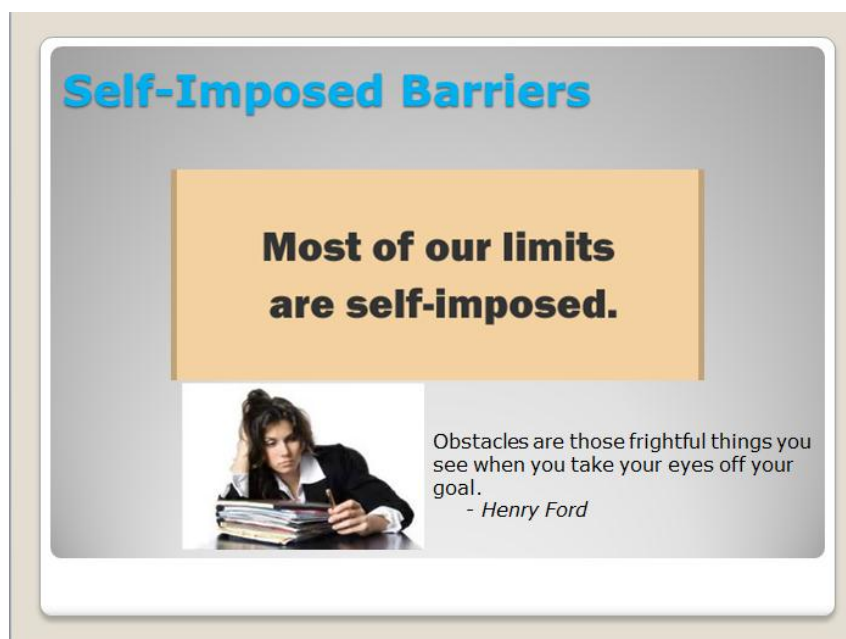
As we put our attention on new ideas and mentally hold those pieces of information in place long enough, we synaptically encode this knowledge in the neo-cortex. The purpose of this action is so that we can apply, analyze and understand new concepts. When we a book or even listen to a lecture, we learn by associating the new data with familiar information. When we integrate this knowledge as a new thought, as if a pre-dimensional map lies down in the brain. The new dendrite connections that form to process and store the knowledge we just learned function as pathways laid down by our conscious awareness, so that we remember that data at a future time. Neural nets that are associated with that information will now turn on in just the right sequence, order, and combination to remind us of that knowledge. To remember is to remind, and it our conscious awareness that will animate those newly formed circuits to produce the same level of mind. Our brain's fundamental plasticity makes all this possible. "According to the "fire-together, wire-together" credo, it may take a repeated reminding to create semantic memory. To make any new synaptic connection more lasting takes repeated activation. Once we memorize information, it has a designated place in our brain for our conscious awareness to activate and revisit so that we use what we intellectually learned. The

brain is now geographically patterned for the recording of a thought.” (Dispenza, *Evolve Your Brain*, 2007).

Imagine that you want to learn to ride a motor or dirt bike. If you have ever ridden a regular bicycle, you have mastered the art of balancing. Hence you already have clusters of neurons that wired together earlier in life. When you start to actually ride a motor bike, those pre-wired clusters that still store your experience with balance to start to fire, and our remember how to balance and what direction to lean as you turn corners etc. Although operating the motorbike will require you to learn ways of changing speed, braking and such...it would be easier to master the motorbike in this instance versus if you never ridden a bicycle. This is because the most important part of the new experience is familiar to you.

**Transition:** A lot of what we discussed thus far focused on how the brain functions with respect to nerve cells on a basic level. This now brings us to self-imposed barriers and undoing the pieces of the puzzle that no longer fit.

### Advance to frame 10 “Self-Imposed Barriers”



**Self-Imposed Barriers**

**Most of our limits  
are self-imposed.**

Obstacles are those frightful things you see when you take your eyes off your goal.  
- Henry Ford

The slide features a woman sitting at a desk, looking stressed and overwhelmed, with her hand on her head, symbolizing the concept of self-imposed barriers.

*In your own words say:*

In many cases the biggest road block is your own self-imposed barriers and obstacles that hinder you. Unfortunately we remain exactly at this point and become inactive, thus failing to execute on our desires! We want to propel forward but we are immobilized and paralyzed by fear....living in a state of paralysis analysis. This is a dichotomous situation that serves no one.

“Obstacles are those frightful things you see when you take your eyes off your goal.”

- Henry Ford

*Read verbatim:*

This quote by Marianne Williamson illustrates the point...

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, Who am I to be brilliant, gorgeous, talented, and fabulous? Actually, who are you *not* to be? Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory that is within us. It is not just in some of us; it is in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others....something to think about. –Marianne Williamson (PAUSE)

Maybe some of you can identify with these dilemmas. Perhaps you want to lose weight but lack the initiative or discipline to start an exercise regimen. Perhaps you're afraid to do public speaking and consequently you're terrified at the notion of giving the toast at your family member's or close friend's wedding. Yours could be an issue of low self-esteem, devaluing or self-loathing behaviors stemming from childhood or some other devastating event that occurred in your life.

**Transition:** Peeling back the onion layer by layer on self-imposed barriers one should strongly consider, “Are you your own worst enemy or are you self-sabotaging?” Let's discuss ways to break those barriers...

**Advance to frame 11 “Renewing Your Mind”**

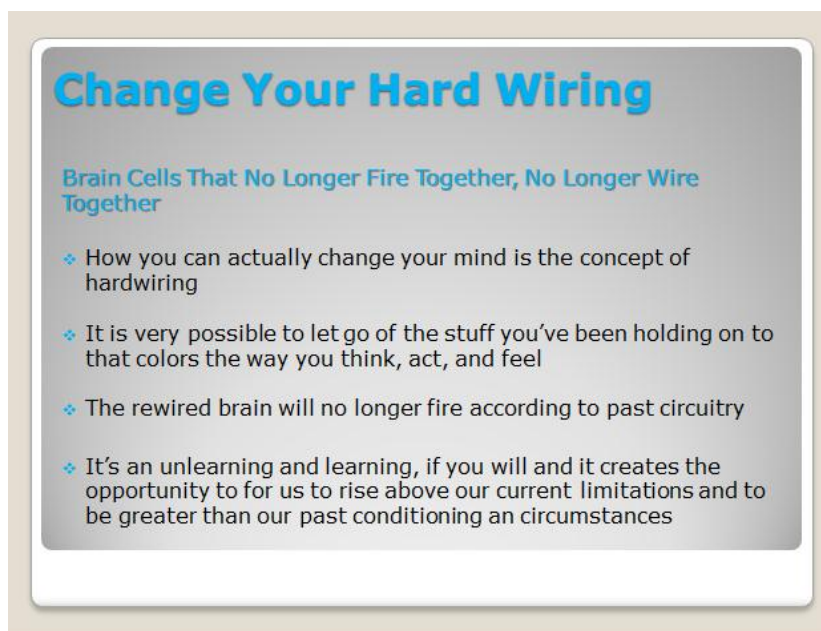
*Insert your own words:*

Your mindset is your best asset. The good news is that delimiting beliefs can be easily remedied by reframing your thoughts and renewing your mind. We are very connected to the beliefs, opinions that we hold. Since we see things through our own filter, sometimes we see things in a negative, limited way. However if we see things in a positive, empowering way, then you feel that you have choices, options, solutions and you will do things that naturally flow from these thoughts. However once again if you see things in a negative, limiting way you will do things that naturally flow from those thoughts. As a result you will feel like you have no options and will very likely adapt a victim mentality.

Since things/thoughts are created twice, they are formed internally and then manifested externally. People are creatures of habit. Whatever you focus on, you will find it. You will even find it when it is not there and readily apparent. Your life takes you where your focus lies; if you want to change your life, then you have to change your focus. As negative thoughts or delimiting beliefs surface simply change your thoughts to something positive. It's just that simple. The goal that we want to achieve is this ...”How do we think and become very intentional and rewire our brains to create great and positive new habits?” One can train their brain and rewire its circuitry.

**Transition:** Let's explore techniques to transform and rewire your brain circuits to create a new state of being.

## Advance to frame 12 “Change Your Hard Wiring”

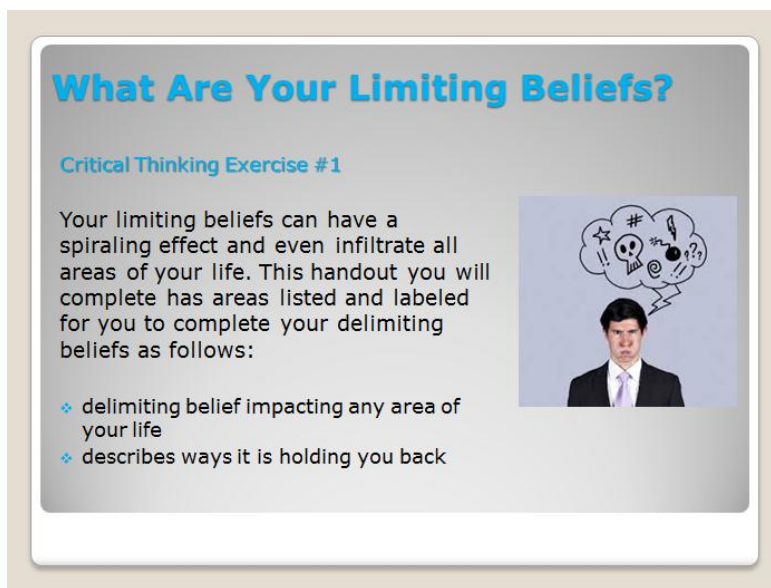


The basis of understanding how you can actually change your mind is the concept of hardwiring. It's how neurons engage in long term...habitual relationships. However you can refocus your conscious thoughts to disconnect or unwire unwanted connections. Hence, it is very possible to let go of the stuff you've been holding on to that colors the way you think, act, and feel. The rewired brain will no longer fire according to past circuitry. "The gift of neuroplasticity, which is the brain's ability to rewire and create new circuits at any age as a result of input from the environment and conscious intentions. You can liken it to neurological, out with the old and in with the new, process neuroscientists call pruning and sprouting." (Dispenza, *Breaking the Habit of Being Yourself*, 2012). It's an unlearning and learning, if you will and it creates the opportunity for us to rise above our current limitations and to be greater than our past conditioning and circumstances.

**Transition:** Let's identify your own personal limiting beliefs.

**Application Feedback-Level 1****25 mins**

Advance to frame 13 “What Are Your Limiting Beliefs?”



*Group discussion on delimiting beliefs – pass out the handouts to the participants for this exercise. The handouts will have areas listed and labeled for them to complete their delimiting beliefs.*

**Instructions:**

*Read verbatim:* Your limiting beliefs can have a spiraling effect and even infiltrate all areas of your life. This handout you will complete has areas listed and labeled for you to complete your delimiting beliefs as follows:

- delimiting belief(s) impacting any area of your life
- how is it holding your back?

Take only 5 minutes to complete and we will debrief.



So what did you think of this exercise? (*Await responses*)

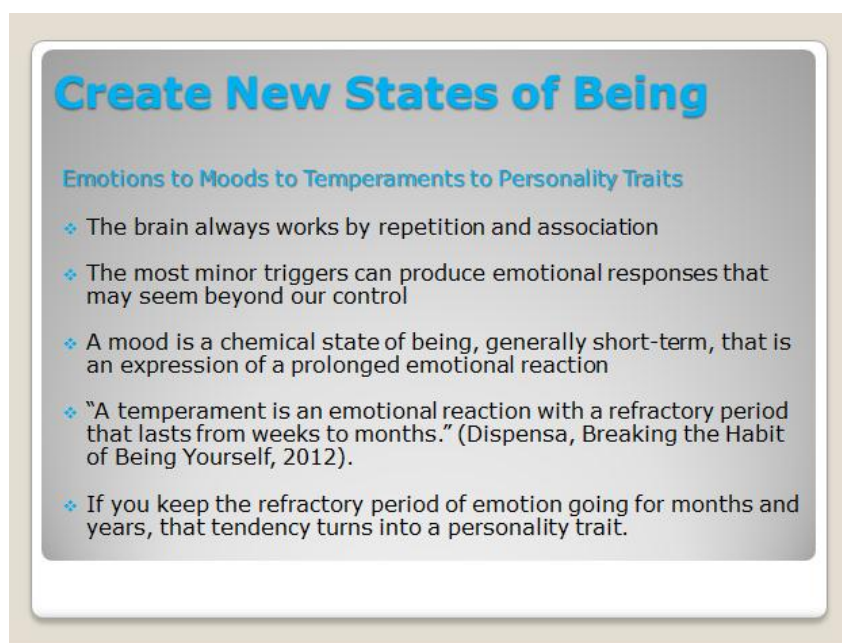
I'd like some volunteers to share your responses... (*Discuss as group for no more than 5 minutes*)



**Note to facilitator:** *Walk around the room to assist the participants as needed and to monitor progress.*

**Transition:** Now that you've identified your delimiting beliefs let's explore how lingering delimiting beliefs can actually turn into full blown personality traits.

**Advance to frame 14 "Create New States of Being"**



Unfortunately for many, the fact that the brain always works by repetition and association, it doesn't take a major trauma to produce the effect of the body becoming the mind. The most minor triggers can produce emotional responses that may seem beyond our control. For instance, you are experiencing negative feelings for whatever reason. It could be as trivial as someone intentionally cut you off on the highway or maybe you had an argument with a friend or family member as you're en route work. You arrive to work with a scowl on your face and you co-worker asks, "What's wrong with you...you seem down?" You reply, "I'm in a bad mood, I'll get over it."

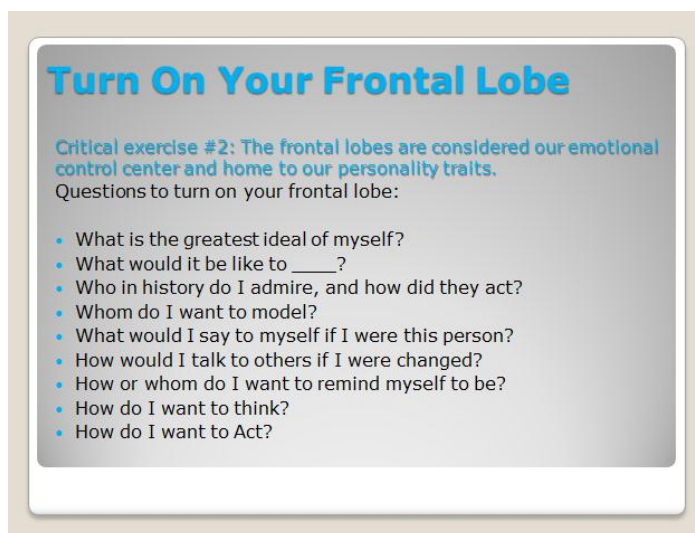
A mood is a chemical state of being, generally short-term, that is an expression of a prolonged emotional reaction. The chemicals of that emotion don't get used up instantly, so their effect lingers for a while. "This is called the refractory period –the time after their initial release and



until the effect diminishes.” (Dispenza, Breaking the Habit of Being Yourself, 2012). However if a recently triggered mood lingers and you remain in funk. You’ll look for things to essentially support your mind set. For instance, you’re in a staff meeting and all you can do is concentrate or the speaker’s nasally voice etc.

At this point when a mood lingers for weeks, then you’re now reflecting a temperament, which is a tendency toward habitual expression of an emotion through certain behaviors. “A temperament is an emotional reaction with a refractory period that lasts from weeks to months.” (Dispenza, Breaking the Habit of Being Yourself, 2012). Eventually, if you keep the refractory period of emotion going for months and years, that tendency turns into a personality trait. At this point others will subscribe you as bitter or resentful or angry or even judgmental.

**Transition:** Now let’s ask ourselves some questions to turn on your frontal lobe in order to bring your new self into existence.

**Advance to frame 15 “Turn On Your Frontal Lobe”**

Your personality consists of how you think, act and feel. The goal is to be in alignment in thought, action and subsequently in deed. To assist you in this endeavor, you'll participate in an exercise designed to turn on your frontal lobe in order to bring your new self into existence. The frontal lobes are considered our emotional control center and home to our personality traits. Additionally higher-level thinking is supported by the frontal lobes. They allow us to reason, make judgments, and make plans for the near and far future, make choices, take action, solve problems and generally control our living environment.

*Group discussion on turning on frontal lobes in order to create a new existence – pass out the handouts including the list of questions for the participants to fill out.*

**Instructions:**

*Read verbatim:* So I have a list of questions to turn on your frontal lobes as follows:

- What is the greatest ideal of myself?
- What would it be like to \_\_\_\_?
- Who in history do I admire, and how did they act?
- Whom do I want to model?
- What would I say to myself if I were this person?
- How would I talk to others if I were changed?
- How or whom do I want to remind myself to be?
- How do I want to think?
- How do I want to Act?

Take only 5 minutes to complete and we will debrief.



So what did you think of this exercise? (*Await responses*)

I'd like some volunteers to share your responses... (*Discuss as group for no more than 5 minutes*)

**Note to facilitator:** *Walk around the room to assist the participants as needed and to monitor progress.*

In your endeavor to create the new you, your job is to reproduce the same level of every day, to think and feel differently than you normally do. The goal is to repeat the same frame of mind at will and make it commonplace. Furthermore, please allow your body to feel that new feeling until you actually are that new person. Said differently, you cannot get up as the same person who sat down to do this exercise.

**Transition:** This is a perfect segue to discuss the power of affirmations and "afformations."

## Application Feedback-Level 2

20 mins

### Advance to frame 16 "Affirmations and Afformations"

## Create a New States of Being

### Affirmations and "Afformations"

- ❖ Affirmations are simply any positive or negative statements that we make, as we go through life. They can be natural, automatic statements or statements made on purpose. They are repeating statements that you'd like to be true.
- ❖ "Afformations" are affirmations with a twist.
  - You can use a goal you've previously written down, or start from scratch with one in your head.
  - Forming a question which assumes that what you want is already true is the key to creating "afformations" that change your life.
  - Your life is a reflection of the subconscious assumptions you make. The point of Afformations is not to find "the answer" but to ask better questions.
  - When you ask better questions, your mind automatically begins to focus on what you have as opposed to what you don't have.
  - This allows you to take new ACTIONS based on your new assumptions about life.

Affirmations are simply any positive or negative statements that we make, as we go through life. They can be natural, automatic statements or statements made on purpose. They are repeating statements that you'd like to be true. "Afformations" are affirmations with a twist. You can use a goal you've previously written down, or start from scratch with one in your head. Forming a question which assumes that what you want is already true is the key to creating "afformations" that change your life. Your life is a reflection of the subconscious assumptions you make. The point of "afformations" is not to find "the answer" but to ask better questions. When you ask better questions, your mind automatically begins to focus on what you have as opposed to what you don't have. This allows you to take new actions based on your new assumptions about life.

**Examples of affirmations:**

I am lovable.

I am worthy.

I honor myself.

I matter.

Life loves me.

**Examples of "afformations":**

Why am I allowed to be, to do, and have all that I want in life?

Why am I so lovable?

Why am I so worthy?

Why do I honor myself?

Why do I matter?

Why is so easy for me to attract abundance?

**Transition:** Now it's time to debunk your limiting beliefs in order to create new pathways thereby raising your level of consciousness. You will be working in pairs for this exercise.

### Advance to frame 17 “Critical Thinking Exercise #3”

## Create a New State of Being

### Critical Thinking Exercise #3: Strategies to reframe delimiting beliefs

As discussed earlier, saying affirmations is an effective way to reframe delimiting beliefs thereby creating new brain circuitry. For this exercise you will formulate a strategy to reframe limiting belief(s).

- ❖ Refer to the delimiting beliefs that you identified during critical exercise #1. State the direct opposite of it, which is a positive affirmation to your partner.
- ❖ Your partner’s job is to listen and provide any feedback for reassurance. Once complete, you and your partner reverse roles.



*Peer to Peer Activity: Reframing delimiting beliefs – pass out the handouts containing a list of affirmations and mantras to the participants for this exercise. The participants will work in pairs and recite the affirmations aloud to one another. Afterwards the participants will recite the affirmations aloud as they look in the respective mirrors provided.*

#### **Instructions:**

*Read verbatim:* As discussed earlier, saying affirmations is an effective way to reframe delimiting beliefs thereby creating new brain circuitry. For this exercise you will formulate a strategy to reframe limiting belief(s).

Refer to the delimiting beliefs that you identified during critical exercise #1. State the direct opposite of it, which is a positive affirmation to your partner. Your partner’s job is to listen and provide any feedback for reassurance. Once complete, you and your partner will switch roles.

I will first demonstrate mirror works. Hold the mirror directly in front of you, staring at your reflection and recite the same positive affirmation (s) to yourself.

*Say verbatim examples:* “I belief in myself.” “I value me.” “I’m thankful for my new job to come.”

You will have **5 minutes** to complete. I will walk around the room and monitor your progress and assist as needed.

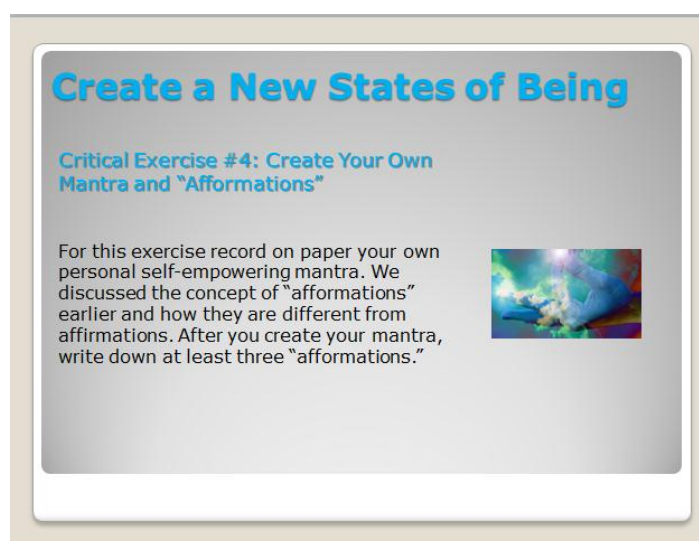
**Note to facilitator:** *Walk around the room to assist the participants as needed and to monitor progress.*

**Transition:** Now it's time to create your own personal self-empowerment mantra and create a minimum of two "affirmations" which is different from "affirmations".

## Application Feedback-Level 3

10 mins

### Advance to frame 18 "Critical Thinking Exercise #4"



*Create your own personal mantra – pass out the handouts to the participants for this exercise in order for them to write down their mantra and "affirmations".*

A personal mantra is a positive phrase or affirmative statement that you say to yourself for the purpose of motivation or encouragement. This embodies the essence of you and has your fingerprint on it!

#### **Instructions:**

*Read verbatim:* For this exercise record on paper your own personal self-empowering mantra. We discussed the concept of "affirmations" earlier and how they are different from affirmations. After you create your mantra, write down at least three "affirmations."

*Say verbatim:* An example of an "affirmation" is "Why am I so lovable?" or "Why is so easy for me to attract abundance?"

Take 10 minutes to complete and I will walk around the class to assist as needed and to monitor progress.

**Note to facilitator:** *Walk around the room to assist the participants as needed and to monitor progress.*

## Evaluation

**10 mins**

*Read verbatim:*

I would like to have one of you to discuss your strategy that you formulated during your reframing exercise or mantra/"affirmation" exercise.

*After you have secured a volunteer, assist the volunteer as needed as they discuss their strategy. Answer any questions the volunteer or other participants ask.*

*In your own words say...*

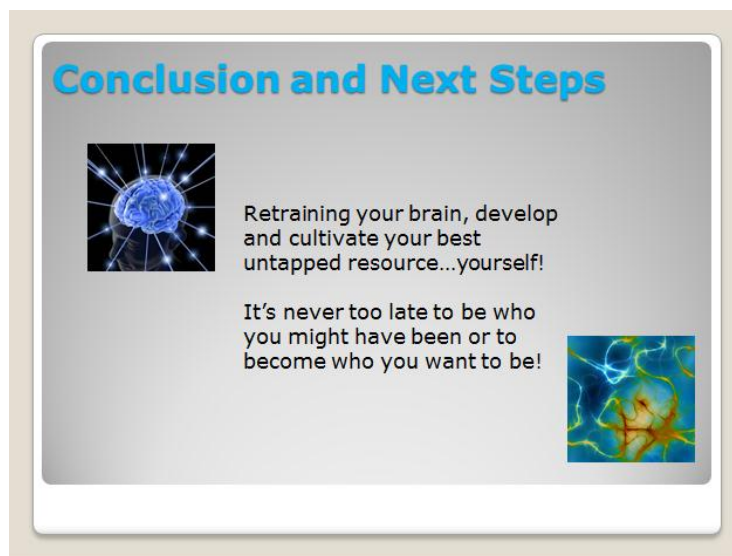
Let's give them a round of applause and thanks for volunteering.

I will stay after class and assist anyone who needs help with their reframing strategy to debunk delimiting beliefs, thus retraining your brain or any other items discussed during today's class.

**Note to facilitator:** *Inform each learner of mastery over the performance objectives.*

*In your own words say:*

Each of you has mastered the course objectives today by: identifying your delimiting beliefs, formulating a strategy to reframe them. With continued practice, this should enable you to effectively rewire your brain.

**Closure****3 mins****Advance to frame 19 "Conclusion"**

In conclusion, don't settle for mediocrity by staying in your comfort zone when deep down you have a burgeoning desire to grow and change your situation.

"A mind stretched beyond its limits will never return to its original dimensions."

- *Oliver Wendell Holmes*

Identifying your delimiting beliefs is the first step to conquering them. As negative thought patterns pop through simply replace them intentionally with positive self-talk and affirmations. After all, the voice that is the most impactful to us in our own! It only takes twenty-one to twenty-eight days to form a habit...so retrain your brain.

**Next Steps**

Continue your affirmations, "afformations" and utilizing techniques to stay in alignment with your thought, actions and deeds. Stay consistent with doing mirror work. Look in the mirror two to three times a day and state, "I love you, I really really love you!" Watch how you soften



and your self-acceptance and esteem enhances over time. This technique is from renowned self-help author and guru on positive thinking, Louise Hay.

As these practices become habitual new brain circuits and connection began to form, thus the credo kicks in nerve cells that fire together, wire together. Also incorporate a meditating into your daily or weekly routine in order to stay balanced. I will provide you with literature on the importance of meditation and how to do it.

It's never too late to be who you might have been. Especially when you value and empower yourself with a clarity of purpose. "Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending."

- *Anonymous*

Remember it's far easier to achieve your goals when you develop and cultivate your best untapped resource....yourself!

**Note to facilitator:** Give the participants a handout that has reference materials to use in the future, i.e., books and websites geared toward self-improvement, information on brain science at a basic level and meditation practices. Additionally disseminate a list of affirmations and "affirmations". Lastly pass out your card and ask them to follow up with you on their progress.

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**Quality rating for design plans:**

	Maximum value (%)	Rating (%)
<b>Rationale</b>		
Mission	5	5
Detail	5	5
Format	3	2
	<b>Subtotal (13%)</b>	<b>12%</b>
<b>Target Population</b>		
Clarity	5	5
Detail	5	5
Challenges	3	2
	<b>Subtotal (13%)</b>	<b>12%</b>
<b>Course Description</b>		
Course Length	5	5
Instructional Methods	5	5
Materials	4	3
	<b>Subtotal (14%)</b>	<b>13%</b>
<b>Objectives</b>		
Number	5	5
Format	5	4
Detail	2	1
	<b>Subtotal (12%)</b>	<b>10%</b>
<b>Evaluation Strategy</b>		
Detail	5	4
Process	5	4
Thoroughness	5	5
	<b>Subtotal (15%)</b>	<b>13%</b>
<b>Participant Prerequisites</b>		
Clarity	5	3
Ranging	3	3
	<b>Subtotal (8%)</b>	<b>6%</b>
<b>Facilitator Prerequisites</b>		
Minimum Standards	5	5
Clarity	5	4
	<b>Subtotal (10%)</b>	<b>9%</b>
<b>Deliverables</b>		
Thoroughness	5	5
Clarity	5	4
Responsibility	5	5
	<b>Subtotal (15%)</b>	<b>14%</b>
<b>Total</b>	<b>100%</b>	<b>89%</b>

## Quality rating for lesson plans:

	Maximum value (%)	Rating (%)
<b>Graining Attention</b>		
Gains Attention	3	3
Brevity	3	3
Relates to Content	3	3
Transition	3	2
	Subtotal (12%)	11%
<b>Direction</b>		
Objectives Present	5	5
Clarity	5	4
Transition	2	2
	Subtotal (12%)	11%
<b>Recall</b>		
Key Prerequisite Content Covered	5	5
Strategies - Over & Under qualified Learners	2	1
Transition	2	1
	Subtotal (9%)	7%
<b>Objectives</b>		
Number	5	5
Format	5	4
Detail	2	1
	Subtotal (12%)	10%
<b>Content</b>		
Lively	5	5
Clarity	4	4
Transition	2	2
	Subtotal (11%)	11%
<b>Application Feedback-Level 1</b>		
50:50 Facilitator –Learner Ration	4	4
Application Feedback-Level 1 Opportunity	4	3
Clarity	2	2
Transition	3	3
	Subtotal (13%)	12%
<b>Application Feedback-Level 2</b>		
30:70 Facilitator –Learner Ration	4	3
Application Feedback-Level 2 Opportunity	4	3
Clarity	2	2
Transition	3	3
Thoroughness	Subtotal (13%)	11%

<b>Application Feedback-Level 3</b>		
<b>10:90 Facilitator –Learner Ration</b>	<b>4</b>	<b>4</b>
<b>Application Feedback-Level 3 Opportunity</b>	<b>4</b>	<b>3</b>
<b>Clarity</b>	<b>2</b>	<b>2</b>
<b>Transition</b>	<b>3</b>	<b>3</b>
<b>Thoroughness</b>	<b>Subtotal (13%)</b>	<b>12%</b>
<b>Evaluation</b>		
<b>Evaluation Present</b>	<b>5</b>	<b>5</b>
<b>Clarity</b>	<b>2</b>	<b>2</b>
<b>Transition</b>	<b>2</b>	<b>2</b>
	<b>Subtotal (9%)</b>	<b>(9%)</b>
<b>Closure</b>		
<b>Recap of Content</b>	<b>4</b>	<b>4</b>
<b>Generalization</b>	<b>2</b>	<b>2</b>
<b>Synthesis</b>	<b>2</b>	<b>2</b>
	<b>Subtotal (8%)</b>	<b>(8%)</b>
<b>Total</b>	<b>100% Maximum</b>	<b>91%</b>