

Loyalty to Your Soul

Developed by Reverend Jane Beach

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Loyalty to Your Soul

Dear Facilitator Colleague,

I am grateful to Ron and Mary Hulnick for bringing the arena of Spiritual Psychology into language and understanding that is so well-suited for New Thought curriculum. Their textbook, *Loyalty to Your Soul: The Heart of Spiritual Psychology*, lends itself beautifully to the spiritual unfoldment we all seek.

I have made the teaching agendas as easy to follow as possible, so that every facilitator can be successful. As in my other classes, you will see an italicized section preceded by “Say:” or “Ask:” This is your signal that the following material can be read. Hopefully it will help you lead the discussion, if you would like.

Page references include a decimal number that refers to the position of the paragraph on the page, for example p. 35.2 means page 35, second paragraph. I did my best to give you possible answers (in parentheses) to questions you might ask, as well as page numbers from the readings which support your discussion points. Handouts are at the end of the teaching agendas.

Please use the facilitator guides as *guides* – they are not set in stone. Pick and choose what works best for you, and let the experience be fluid. The sharing of your personal experiences with the class is invaluable; your honesty and vulnerability make it safe for others to do the same.

If you have any questions, comments or suggestions please don't hesitate to contact me.

With gratitude and love,

Jane

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Week 1 Teaching Agenda

Pre-Class Checklist

- Registration forms, payment guidelines
- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts (3-hole punched) on table at door entrance – available each week for general note-taking
- Candles, flowers, colorful Post-it notes for marking special pages in textbook or workbook, colored pencils and crayons – sometimes words cannot convey the experience (make sure colored pencils are sharpened)
- Meditation CD, CD player
- Chime to call students back from small groups
- Facilitator copy of *Loyalty to Your Soul*
- “Week 1 Stem Sentences” handout

Week 1: Light-Bearers

Opening prayer

Welcome

Say:

- *In this class we will explore Spiritual Psychology and how it relates to our personal journey of awakening. What is it? Why would I want to investigate it?*
 - *Our textbook authors are Ronald and Mary Hulnick, who are founding faculty and co-directors at the University of Santa Monica (USM); Ron is the President and Mary is the Chief Academic Officer. They offer a two-year Master’s degree program called Spiritual Psychology, which they define as “the study and practice of the art and science of human evolution in consciousness.”*
 - *Our textbook says that spiritual psychology is “a way of life that makes spiritual awakening the cornerstone of one’s purpose.”*
 - *The authors looked up the word psyche in the dictionary, and found the definition: “breath, principle of life, soul.” But when they looked up psychology it said “the science of mind and behavior.” They thought, “But what about psyche?” That led them to the spiritually focused approach to psychology that they offer at Santa Monica, bringing the psyche back to psychology.*
 - *In the Foreword, Neale Donald Walsch says, “For centuries we have been using a psychological model based solely on the perspectives and perceptions of the mind. Here,*

at last, is a revolutionary departure from this thinking, which proposes that there are other perspectives and other perceptions that can be equally powerful in forming our reality and in mending humanity.”

- *Our intention here is to use the wisdom of the principles of Spiritual Psychology in our everyday lives to answer such questions as: Who am I? What is my purpose? How can I make a more meaningful contribution to my world? It is a fresh look at how we can access the divine guidance within us, deepening our personal relationship with Spirit.*
- *Before we begin, I want to cover some class logistics – it’s important that everyone feels comfortable.*

Class Logistics

- **Introduce teaching assistant**
 - On whiteboard or flip chart, write down the teaching assistant’s phone number and email address.
 - Explain the teaching assistant’s function in keeping all records of attendance, makeup work and other requirements.
 - The TA is also available to help with class work and homework questions. Feel free to call her/him/them for prayer.
- **Go over Student Agreements** – Workbook pp. 4-6.
 - Take special care to cover the **Final Project** on p. 4. They may want to tag this page with a colorful Post-It note for reference.
- **Take care of yourself**
 - Take restroom breaks as needed, stand if you need to, etc.
 - We will have a short break about half-way through the class time.
- **Journal**
 - Say: *You will want to keep a notebook or journal for this class, as new thoughts are going to come up for you. You can also use the “Notes” handouts for general note-taking during class.*
- **My Intention**
 - Say: *It is my intention to create an open and safe atmosphere for you so that you may consciously explore your relationship with your soul, with your world and with yourself. The journey of awakening to our Truth will be different for everyone, and every pathway is perfect. In this class you will be met with acceptance, support, and unconditional love. It is a judgment-free zone.*
- **Are there any questions or comments?**

Introductions / Sharing

- Write on whiteboard:
 1. Tell us your name.

- Classes are community-building, and making sure everyone knows each other's names is imperative. If the class is small, students may only need to say their names for the first couple of weeks. If it is large, this practice may be continued each week.
 - Name tags are good!
2. What do you hope to take away from this class?
- Say: *The opening whiteboard questions are intended for everyone to answer. It is always okay to pass instead of sharing, but do say your name so we can get to know you.*

A Look at the Logistics of the Textbook

- **Loyalty to Your Soul Introduction**
 - **Intention** Have students take turns reading aloud p. xxix.2 (page xxix, second paragraph) through the end of the page to get an idea of the intention of the textbook. If a student doesn't wish to read he/she can just say, "Pass," and the next student will read.
 - **Stem Sentences** Read pp. xxx-xxxI, "Effective Ways of Using This Book." Point out that Home Study assignments will include completion of the stem sentences for that chapter.
 - **Ask:** *Why do you think the book is called Loyalty to Your Soul? What does that mean to you?*

Loyalty to Your Soul Chapter 1 "Light-Bearers Everywhere"

- Say: *You will read Chapters 1 and 2 in Loyalty to Your Soul for next week, "Light-Bearers Everywhere" and "Waking Up."*
 - *At the end of each chapter, you will complete the stem sentences at home. The results will become the basis of discussion in class the following week.*
 - *We are going to use this time to get a jump-start on your home study for this week to ensure that you understand the process and to give you a chance to ask questions.*
- *Let's take a look at the first chapter, "Light-Bearers Everywhere."*
 - **Religion vs. spirituality** Take turns reading p. 7.5 (page 7, 5th paragraph) through p. 8.2 (page 8, second paragraph) beginning with, "She replied, 'Unfortunately,'" and ending with "... since it happens to be true."
 - **Ask:** *What were you taught about God as a child? Did it come in the form of religion or something else? Everyone answers.*

- **Personal belief in God** Take turns reading the first two pages of “Light-Bearers Everywhere” on pp. 1-2.1, ending with “...the nature of Spirit and spiritual reality.”
 - Ask: *When you were growing up, what did you believe about God? It may have been very different than what you were taught about God.* Each person answers.
 - Ask: *What is one thing you believe about God now?* Everyone answers.
 - *And on that beautiful note, let’s take a short break!*

Break

“Week 1 Stem Sentences” handout (meditative CD)

- Bring the group back together.
- Have students read *Loyalty to Your Soul* page 12, beginning with the first principle and ending with the stem sentences.
 - They will have a better understanding of why Carl Jung and Desi the rat were light-bearers for Ronald Hulnick after they have read the chapter.
- Pass out the “Stem Sentences” handout and go over the two stem sentences. Point out that I added, “How did each assist in your spiritual awakening?” to the first sentence.
- Invite them to write their answers on the handout, which will be the beginning of their Home Study for this week.

Small group sharing (30 minutes)

- As students finish writing, ask them to quietly step to the back of the room to create groups of three to talk about their responses to the two stem sentences. Sharing with others is likely to bring about more revelations!
- Remind them that everything that is said in the small group is confidential. Also, to please refrain from giving suggestions or trying to “fix” anyone.
- Say: *I will come around to let you know when there are five minutes left.*

Whole group sharing

- Ask each student to share one thing that came up for them from the stem sentences for Week 1. Remind students they can only share their own thoughts and not thoughts that came up from others in the group.

Review Home Study for Week 2

- Have students turn to the Home Study assignments for next week, Student Workbook p. 14.
- Guide them through their Home Study assignments, answering questions as necessary.

- Ask them to allow plenty of time for their Home Study assignments and reading this week; it is the only time they will cover two chapters instead of one.

Benediction

Week 2 Teaching Agenda

Pre-class Checklist:

- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts
- Candles, flowers, colorful Post-it notes, colored pencils and crayons
- Meditation CD, CD player
- Chime to call students back from small groups
- Facilitator copy of *Loyalty to Your Soul*
- “The Blessings of Awakening” handout

Week 2: Waking Up

Opening prayer

Introductions / Sharing

- Write on whiteboard:
 1. Tell us your name
 2. Share one way you noticed God as Love this week. (a kind gesture, a synchronistic moment, your favorite song on the radio, feeling the sun on your face)
- Everyone answers.

“The Challenges of Awakening” discussion

- Have students read *Loyalty to Your Soul* p. 23.1 beginning, “Just as people spend ...”
 - **Cognitive Dissonance** Facilitator reads the first paragraph beginning, “When you spend ...”
 - Say: *Once you know what you know, you can't un-know it. Who has experienced cognitive dissonance? Will you tell us about it?* Volunteers share. It's a good idea to be ready with an example of your own experience to get the discussion started, if needed.
 - **Surrendering the Illusion of Control**
 - Read the following sentence from the middle of paragraph 2: “Control is based on the ego's search for comfort, safety, and security; and its effort to hold everything in place.”

- Ask: *Why is control an illusion?* (We can't control anything outside of ourselves, no matter how hard we try.)
- *Even though we know it's an illusion, why is it so hard to surrender controlling people and events outside of us?*
- **Freedom from Identification with Roles and Personal History**
 - Read p. 25.2 beginning, "As you grow ..."
 - Ask: *Have any of you realized that you are more than the roles you play? You are more than your job, your position in your family, and your history. How does it feel?* Volunteers share.
- **Continuing to Participate**
 - Say: *Sometimes transformation is so huge we don't know what to do with it in our everyday lives, and yet here we are. The difference is that we see and participate in our world "from a different place inside." (p.25.7)* Volunteers share.
- **Inadequacy of Words**
 - Read p. 26.2 beginning, "Complicating the situation ..."
 - Say: *Finding common ground for conversations with others can be a challenge. We see the world differently than we did before, and they may wonder what's up with us.* Volunteers share.
 - *Being in groups such as this gives us a place to express what we feel the best we can – often there aren't words for it!*
- **Speed and Noise**
 - Read p. 27.4 beginning, "For the awakening person ..."
 - Say: *It's not always easy to find the quiet we seek. Noise and electronic devices that keep us attached to the busy-ness of life are everywhere. How can we find a balance?* Volunteers share.
- **Holy Man's Disease**
 - Read p. 28.3, end of paragraph, beginning, "Essentially the hallmark ..." through p. 28.4.
 - Say: *Knowing about God is one thing. Having a direct experience of God is quite another.* Volunteers share.
- **Spiritual Bypass**
 - Read p. 28.5 beginning, "Like holy man's disease ..."
 - Say: *Our feelings are part of our human experience. All of them have value.* Volunteers share.
- Read p. 30-31.1. "Meeting the Challenges Effectively." Ask: *Which qualities are the most meaningful to you?*
- *Remember, awakening is a personal experience, unique to everyone. Wherever you are in the process is perfect!*

Questions, comments before we break into small group discussion?

Small group discussion (40 minutes)

- Ask students to get into groups of three to discuss the stem sentences on p. 12 and 40 and the exercises on *Seeing the Loving Essence* and *Heart-Centered Listening*. (See Soul-Centered Practices on pp. 36-39).
- Say: *Try to get into a group of people you do not know well.*
- *Remember that everything said in your small group is confidential.*
- *Also remember that there is no “fixing;” please don’t offer well-meant suggestions.*
- *You have 40 minutes; kindly make sure that those who speak up easily make time for those who tend to be quiet to talk. If you are one who tends to stay quiet, use this time to stretch a bit out of your comfort zone and let your voice be heard.*
- *I will let you know when there are 5 minutes left. Are there any questions?*

Break

“The Blessings of Awakening” handout (meditative CD)

- Bring the group back together.
- Pass out the “Blessings of Awakening” handout and go over it.
- Say: *We talked about the challenges of awakening and what we can do about them. Now we are going to invite appreciation for the blessings of awakening.*
- Ask the students to take a moment to become still, listen for divine guidance, and then write their answers on the handout.

Dyads (20 minutes – if time)

- As people finish ask them to move to the back of the room with their handout to meet with one other person for discussion.
- Say: *I will signal you when there are 5 minutes left.*

Whole group discussion

- Have each person share one insight that came up for themselves in the writing or in the partner discussion. If time is short, ask for 2-3 volunteers.

Reflections on the reading

- Say: *Are there any other comments or questions about your reading, either in the workbook or the textbook?*

Review Home Study for Week 3

- As you share the Home Study for next week, have students turn to the last page of the week’s Student Workbook on p. 22.
- Guide them through their Home Study, answering questions they might have.

Benediction

Week 3 Teaching Agenda

Pre-class Checklist:

- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts
- Candles, flowers, colorful Post-it notes, colored pencils and crayons
- Meditation CD, CD player
- Chime to call students back from small groups
- Facilitator copy of *Loyalty to Your Soul*
- “All of Life is For Learning” handout

Week 3: Life is For Learning

Opening prayer

Introductions / Sharing

- Write on whiteboard:
 - Tell us your name
 - From the things Robert Fulghum learned in kindergarten, which one most resonates with you? Why? (from workbook home study)
- Everyone answers.

“Life’s Learning Line” discussion

- Have students turn to *Loyalty to Your Soul* p. 42 and ask if there are any questions or comments about the **Goal Line: Success in the Material World**.
 - Point out that it is external – it happens “out there” and is usually observable by others – new job, relationship, more money, improved health.
 - Ask: *Consider the four points on p. 43 – any questions or comments?*
- Have students read *Loyalty* p. 43.4 – p. 44 (whole page) **Life’s Learning Line**
 - Ask: *What is the difference between the Goal Line and the Learning Line?* (Spiritual evolution happens within, often not observable to others, has nothing to do with achieving worldly goals)
- Have students read *Loyalty* p. 45.1- 45.3 beginning, “Principle #5 ...” and ending “... more for them to learn here.”

- Ask: *What is your personal opinion of what is being said here? Do you agree or disagree?* (I disagree because I believe our souls are the spark of God within us; they are already perfect and therefore have nothing to learn. They are simply here to experience. They are here to assist us in remembering our spiritual truth. It is we, the humans, who are learning.)
- Students are free to express their beliefs; all beliefs are accepted as perfect for them – there is no right or wrong.

- Have students read *Loyalty* p. 46.4 – p. 47.2 plus the first two sentences of the second paragraph beginning “In fact ...” and ending “... a magnificent learning environment for spiritual evolution.” **Spiritual Curriculum Everywhere**
 - Ask: *Are you able to think of the Earth as being perfect, just the way it is, a magnificent learning environment for spiritual evolution? Why or why not?* Volunteers answer.
 - *Can you think of a challenging situation that you moved through differently than you would have in the past?* Volunteers answer.

Questions, comments before we break into small group discussion?

Small group discussion (40 minutes)

- Ask students to get into groups of three to discuss this week’s stem sentences. If time, share more experiences where you have moved through challenging situations with more love and compassion than you would have in the past.
- Say: *Again, try to get into a group of people you do not know well.*
- *Remember that everything said in your small group is confidential.*
- *Also remember that there is no “fixing;” please don’t offer well-meant suggestions.*
- *You have 40 minutes; kindly make sure that those who speak up easily make time for those who tend to be quiet to talk. If you are one who tends to stay quiet, use this time to stretch a bit out of your comfort zone and let your voice be heard.*
- *I will let you know when there are 5 minutes left. Are there any questions?*

Break

Whole group sharing

“All of Life is For Learning” handout (meditative CD)

- Bring the group back together and ask if there are any questions or comments before we begin our contemplative handout.
- Pass out the “All of Life is For Learning” handout and go over it.
- Ask if there are questions and then invite students to write their answers on the handout.

Dyads (15-20 minutes – depending upon time)

- As people finish ask them to move to the back of the room with their handout to meet with one other person for discussion.
- Say: *I will signal you when there are 5 minutes left*

Whole group discussion

- Have each person share one insight that came up for them. If time is short, ask for 2-3 volunteers.

Reflections on the reading

- Say: *Are there any other comments or questions about your reading, either in the workbook or the textbook?*

Review Home Study for Week 4

- As you share the Home Study for next week, have students turn to the last page of the week's Student Workbook on p. 32.
- Guide them through their Home Study, answering questions they might have.
- Call attention to the reminder about their final thought paper.

Benediction

Week 4 Teaching Agenda

Pre-class Checklist:

- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts
- Candles, flowers, colorful Post-it notes, colored pencils and crayons
- Meditation CD, CD player
- Chime to call students back from small groups
- Facilitator copy of *Loyalty to Your Soul*

Week 4: Consciousness in a Nutshell

Opening prayer

Introductions / Sharing

- Write on whiteboard:
 - Tell us your name (At this point if people have learned each other’s names, introductions can be omitted.)
 - If you could describe yourself with only one word, what would it be? Why?
- Everyone answers.

“Consciousness in a Nutshell” discussion

- Say: *This week’s reading is a powerful reminder to stay mindful of what triggers us ... what disturbs our peace. We will spend our time before the break discussing the concepts in this chapter. It is important that we have a solid understanding of them at this point.*
- Have students turn to *Loyalty to Your Soul* p. 62 and ask if there are any questions or comments about the **ego**.
 - Say: *Take a look at the second paragraph beginning, “Humans don’t have egos ...”* Have someone read that paragraph. Ask if there are any questions about why egos are needed in our everyday human activities.
 - Say: *Let’s read the third and fourth paragraphs beginning, “The challenge of the ego ...” and ending “... in the process of awakening.”* Have someone read that paragraph. Ask if there are comments or questions about why the ego challenges our spiritual awakening.
 - *Did you find any other areas of significance about the ego in this week’s reading?*

- Have students turn to *Loyalty to Your Soul* p. 65 and ask for questions or comments about the **mind** – “**The Mental Realm.**”
 - **The mind figures things out.** If not brought up by a student, point out p. 66.4-66.5 beginning, “The mind is largely ...” and ending, “... seen by others as destructive.” *These explain why our mind is important in our physical world.*
 - **The mind stores memories.** If not brought up by a student, read p. 67.3 beginning, “Everything a person experiences ...” and ending, “... or child abuse.”
 - **The mind is like a computer.** Read p. 68.1 beginning, “For the purposes ...” and ending, “... a certain way.” *This is what we need to remember as we move forward.*

- Have students turn to *Loyalty to Your Soul* p. 69 and ask for questions or comments about **emotions** – “**The Emotional Realm.**”
 - **What is emotion?** If not brought up by a student, read p. 69.6 beginning, “But what exactly ...” and ending, “... in its memory” on p. 70. *It is clear that emotions are powerful drivers of our beliefs!*

- Have students turn to *Loyalty to Your Soul* p. 72 and ask for questions or comments about “**A Pragmatic Model,**” *which gives us a visual for what we have discussed thus far.*
 - Invite students to point out specific sentences or ideas that helped them understand these three realms.

- Have students turn to *Loyalty to Your Soul* p. 74 “**The Authentic Self.**” Read p. 74.4 – 76.3 beginning, “Beneath/encompassing ...” and ending “... *Seeing Through Soul-Centered Eyes.*”
 - Ask: *What does it feel like to dip into the arena of your Authentic Self, Seeing Through Soul-Centered Eyes? It is often hard to explain with words – who will give it a try by sharing a personal experience?* Be ready with a personal experience. Encourage as many as possible to share an experience.
 - Read p.76.4 – 77.1 beginning, “And herein lies ...” and ending “... process might look like ...” This is a wonderful explanation of conventional psychology vs. spiritual psychology!

- Have students turn to *Loyalty to Your Soul* p. 77 “**Consciousness in Motion.**” Here is a “weight loss” example of consciousness in motion.
 - Included is what happens when we push ourselves out of our comfort zone (see p. 78.2).
 - Also included is why we gained that weight in the first place (see p. 79.1) There is also a great quote in 79.2, “When you stop drinking, you have to deal with this marvelous personality that started you drinking in the first place.”
 - Ask: *Why is it important to do your inner work?* (If not, you will gravitate back to where you started. p. 80)
 - *Any questions about Maggie’s Story on p. 81?*

- *This chapter gave us a strong new perspective. Are there any other questions or comments before we take a break?*

Break

Small group discussion (40 minutes)

- Ask students to get into groups of three to discuss this week's stem sentences.
- *You have 40 minutes; I will let you know when there are 5 minutes left.*
- *Are there any questions?*

Whole group sharing

- Have each person share one insight that came up. If time is short, ask for 2-3 volunteers.

Reflections on the reading

- *Say: Are there any other comments or questions about your reading, either in the workbook or the textbook?*

Review Home Study for Week 5

- As you share the Home Study for next week, have students turn to the last page of the week's Student Workbook on p. 41.
- Guide them through their Home Study, answering questions they might have.

Benediction

Week 5 Teaching Agenda

Pre-class Checklist:

- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts
- Candles, flowers, colorful Post-it notes, colored pencils and crayons
- Meditation CD, CD player
- Chime to call students back from small groups
- Facilitator copy of *Loyalty to Your Soul*
- “Visioning for My Life” handout

Week 5: I Am Upset Because ...

Opening prayer

Sharing

- Write on whiteboard:
 - What is one thing that you are grateful for about *yourself* right now?
- Everyone answers.

“I Am Upset Because ...” discussion

- Say: *You have spent a lot of time this week looking at the things that disturb you, seeking to understand their relevance in your life.*
- Have students read *Loyalty to Your Soul* p. 94.4 beginning “One of the hallmarks ...” and ending “... reclaim your power.” Ask if there are any questions or comments about Principles 10, 11, and 12 – all parts of the **Reconstruction Zone**.
- Also take a look at Principles 13 on p. 102 and 14 on p. 104, asking what they mean to the students.
 - Principle 14 is followed by the italicized sentence: *There are no exceptions to this principle and no avoiding it.* Ask: *What does that mean for your life?* (We have to take complete responsibility for our perceptions, and our happiness or unhappiness).

Are there questions, comments on any other aspects of the reading before we break into small group discussion?

Small group discussion (45 minutes)

- Ask students to get into groups of three to discuss this week's stem sentences, as well as the exercises in Facilitating Responsibility. There is a lot to discuss!
- Say: *There may be a temptation to offer solutions as people share. Remember that there is no "fixing;" please don't offer well-meant suggestions.*
- *You have 45 minutes. I will let you know when there are 5 minutes left. Are there any questions?*

Break

Whole group sharing

- Everyone shares one thing they learned about themselves from their stem sentence practice, their "facilitating responsibility" exercises or their interaction with their small group.

"Visioning" handout (meditative CD)

- This is a perfect opportunity for us to open to a greater Divine Idea for our life through the process of Visioning.
- Pass out the "Visioning for My Life" handout and go over it. Make sure the containers of colored pens, crayons and markers are available.
 - Say: *You may see pictures, see words, hear something, smell something, have a feeling of peace, etc.*
 - *Just notice, write or draw it, then let it go and be receptive to what comes next.*
 - *It is okay not to "get" anything – the process is making yourself available to God's intention/idea.*
 - *I will give you time to write notes as we go along, or you can wait until the end.*
 - *Are there any questions before we begin?*
- Open up the visioning process with a short prayer of gratitude for the process of awakening to God's Divine Idea for our lives.
- Read the first question, wait 60 seconds and read it again. Then wait at least 3-4 minutes, giving the students time to "catch" an idea or impression, write it down or draw it, and become quiet to "catch" another idea or impression for the same question.
- Repeat this process for each of the four questions.
- When complete, say: *I am going to repeat each of the four questions again rather quickly. If something new comes to you as I repeat the question, jot it down.* Repeat each question, pausing 1-2 minutes after each question.
- Close out the Visioning process with a short prayer of thanksgiving.

Whole group discussion

- Have each person share what came up for them for one of the visioning questions. If time is short, ask for 2-3 volunteers.

- Encourage them to continue to vision at home, making it a regular part of their spiritual practice. You may want to make extra copies of the handouts to send home with them, or email a soft copy to those who want it.

Review Home Study for Week 6

- As you share the Home Study for next week, have students turn to the last page of the week's Student Workbook on p. 50.
- Guide them through their Home Study, answering questions they might have.
- Call attention to the reminder about their final thought paper.

Benediction

Week 6 Teaching Agenda

Pre-class Checklist:

- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts
- Candles, flowers, colorful Post-it notes, colored pencils and crayons
- Meditation CD, CD player
- Chime to call students back from small groups
- Facilitator copy of *Loyalty to Your Soul*
- “What Kind of God?” handout

Week 6: Meet the Stackers

Opening prayer

Sharing

Before sharing begins read *Loyalty to Your Soul* pp. 125.6-126.1 beginning, “The key idea ...” and ending ... ‘He chose wisely.’” Say: *This week you journaled about a time that you chose wisely.*

- Write on whiteboard:
 - Tell us about one time that you “chose wisely.”
- Everyone answers.

“Meet the Stackers” discussion

- Say: *We have all had Stacker experiences in our lives! What/Who are “the Stackers?”*
 - See *Loyalty to Your Soul* p. 118.4-118.6 beginning “Consider the possibility ...” and ending “... your Soul’s curriculum.”
- *The concept of time is an important aspect of our “stacker” experiences. The chapter begins with a discussion of time, and how our thoughts about past events play themselves out in “stacker” experiences in the future.*
 - Have students read *Loyalty to Your Soul* p. 117.2 – 118.4 beginning “Seeing into the realm ...” and ending “... let’s simply call them *the Stackers.*”
 - Say: *The Stackers are our allies on life’s Learning Line, if we choose to see them that way. If we resist them, we resist the experiences that can move us forward. Sometimes, however, it’s difficult to embrace the circumstances brought to us by the Stackers!*
 - Point out the author’s flat tire story beginning on p. 119. Everyone can relate to that one!

- Point out Iyanla Vanzant’s story in the workbook, “Commentary on Awareness.” It took her years to realize she had manifested an experience of her anger and fear, resulting in being charged with a crime she didn’t commit.
- Ask: *Who has a “stacker” story they are willing to tell us about? Remember, they may or may not be negative – it’s any situation in which you had a greater awareness of where you have work and what you need to do.*
 - Be ready to share one of your own to get the discussion started.
 - As volunteers finish sharing their story, ask: *What did you learn? What awareness did you come away with?*

Are there questions, comments on any other aspects of the reading before we break into small group discussion?

Small group discussion (40 minutes)

- Ask students to get into groups of three to discuss this week’s stem sentences.
- *You have 40 minutes. I will let you know when there are 5 minutes left. Are there any questions?*

Break

“What Kind of God?” handout (meditative CD)

- Read *Loyalty to Your Soul* p. 124.7 – 125.2 beginning “Tests are not necessarily tribulations...” and ending “... more will be coming.” *Every moment is an opportunity to know ourselves at a deeper level.*
- Say: *When we have a personal relationship with the God of our understanding, it is easier to trust that the current situation is **for** us and never against us.*
- Pass out the “What Kind of God?” handout and read the poem by the Indian poet and mystic, Kabir (c.1440-1518).
 - Ask students to read it again to themselves quietly, as well as the question that follows, and then sit silently for a few moments – feeling the presence of their own divine wisdom – before writing their response.

Dyads (10-15 minutes – depending upon time)

- As people finish ask them to move to the back of the room with their handout to meet with one other person for discussion.
- Say: *I will signal you when there are 5 minutes left*

Whole group

- Have each person complete the sentence “I know I am adored because _____.”

Review Home Study for Week 7

- As you share the Home Study for next week, have students turn to the last page of the week's Student Workbook on p. 58.
- Guide them through their Home Study, answering questions they might have.

Benediction

Week 7 Teaching Agenda

Pre-class Checklist:

- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts
- Candles, flowers, colorful Post-it notes, colored pencils and crayons
- Meditation CD, CD player
- Chime to call students back from small groups
- Facilitator copy of *Loyalty to Your Soul*
- **Index card** for each student
- **CD** of “Holding On To Nothing” by Steven Walters or “The Face of God” by Karen Drucker, or any other song that affirms the beauty of who we are.

Week 7: Changing Your Mind

Opening prayer

Sharing

- Write on whiteboard:
 - What is one thing you absolutely believe to be true?
- Everyone answers.

“It’s Okay to Change Your Mind” discussion

- Say: *It’s easy to say that it’s okay to change your mind, but when your belief is one you have held as true for most or all of your life, it is a process to let it go. What passages of our chapter, “It’s Okay to Change Your Mind” were significant for you personally? Please tell us the page number you are looking at so we can all look at it together.* Volunteers share.
- Point out the story of the young Asian woman who did not stand up and share in front of the class because of cultural differences on p. 136. Ask: *Who can relate to this story?* Volunteers share.

Are there questions, comments on any other aspects of the reading, either in the textbook or the workbook, before we break into small group discussion?

Small group discussion (45 minutes)

- Ask students to get into groups of three to discuss this week’s stem sentences, as well as the “Soul-Centered Practice” of the 4-step process of “Transforming Limiting Beliefs” on pp. 138-141.

- *You have 45 minutes. I will let you know when there are 5 minutes left. Are there any questions?*

Break

Whole group sharing

- Have each person share one insight that came up in their stem sentences, “Transforming Limiting Beliefs” process, or in their small group sharing. If time is short, ask for 2-3 volunteers.

Experiential “Attentive Listening”

- On the whiteboard write the following:
 - What is calling you?
 - What fills your heart?
 - What are you longing for?
- Students will write those same questions on their index card.
- Students partner with one other person, taking their index card and journal with them. Set the journal aside for now.
- Partners face each other. Partner A decides which of the 3 questions they want to work with.
- When you ring the chime, Partner B asks the question chosen by Partner A. Without responding to what their partner says, Partner B keeps asking the same question for 5 minutes.
- Ring the chime to signal the end of that session.
- At this time Partner B decides which question they want to work with, and the process is reversed.
- When the 5 minutes is up, ring the chime and ask both partners to close their eyes as you play a song for them. Then play a song such as “Holding On To Nothing” by Steven Walters or “The Face of God” by Karen Drucker, anything that affirms the beauty of who they are.
- Have them open their eyes, journal about the experience for a few minutes, then give each other a hug and return to the group.

Whole group

- Say: *Again we ask, “What is one thing you absolutely know is true?” Your answer can be the same or different than the one you opened class with. Everyone answers.*

Review Home Study for Week 8

- As you share the Home Study for next week, have students turn to the last page of the week's Student Workbook on p. 67.
- Guide them through their Home Study, answering questions they might have.
- Once again call attention to preparation of their final thought paper, to be presented in Week 10.

Benediction

Week 8 Teaching Agenda

Pre-class Checklist:

- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts
- Candles, flowers, colorful Post-it notes, colored pencils and crayons
- Meditation CD, CD player
- Chime to call students back from small groups
- Facilitator copy of *Loyalty to Your Soul*
- “Acceptance & Appreciation” handout

Week 8: Ego’s Backpack

Opening prayer

Sharing

- Write on whiteboard:
 - What do I say “yes” to in my life? What do I say “no” to?
- Everyone answers.

“The Ego’s Backpack: The Root of Emotional Suffering” discussion

- Say: *We have all carried around rocks of unresolved issues in our lives, which is anything that disturbs our peace.* Put the following three questions on the whiteboard and ask volunteers to answer them. Be ready to begin with a personal experience if needed.
 - *Is there anything that routinely disturbs your peace today?* (Freeway driving, difficult work conditions, health or financial issues)
 - *What do you think is the root of that disturbance?* (judgment, holding on to old familial beliefs, anger, fear)
 - *If you let go of that rock, what would change?* (attitude of acceptance lets us look through the eyes of our Authentic Self, easing every present moment)
- *Take a look at workbook pp. 70-71 “Don’t Throw Darts.”* Give students a moment or two to review the article.
 - Ask: *In what way is throwing second darts like picking up rocks?* (Both cause needless suffering.)
 - *Have any of you had occasion in the past to throw darts? What was the result?* Volunteers share. Be ready to share a personal experience.

- *How does having a personal relationship with the God of your understanding help to put down the rocks and let go of the darts? Volunteers share.*

Are there questions, comments on any other aspects of the reading before we break into small group discussion?

Small group discussion (35 minutes)

- Ask students to get into groups of three to discuss this week's stem sentences as well as *Loyalty to Your Soul* p. 163 **Principle 19:** *Your primary goal is not to change the school; your primary goal is to graduate.* What does this mean to you? How does it apply to your life personally?
- *You have 35 minutes. I will let you know when there are 5 minutes left. Are there any questions?*

Break

Whole group

- **Principle 19:** *Your primary goal is not to change the school; your primary goal is to graduate.*
Ask: *Name one way you are moving toward graduation.*
- Everyone answers

“Acceptance & Appreciation” handout (meditative CD)

- Pass out the “Acceptance & Appreciation” handout, read it and ask if there are any questions.
 - Students are to come up with even the tiniest things to celebrate (Get impatient sitting at stop lights less often, more willing to take out the trash or less irritated at TV commercials, choose to floss most days or spend less time on the Internet.)
- They are to appreciate everything, including the ability to put their feet on the floor every morning and having a toothbrush and toothpaste to brush their teeth.

Dyads (10-15 minutes – depending upon time)

- As people finish ask them to move to the back of the room with their handout to meet with one other person for discussion.
- Say: *I will signal you when there are 5 minutes left*

Whole group

- Have each person complete the sentence “One thing I appreciate today is ____.”

Review Home Study for Week 9

- As you share the Home Study for next week, have students turn to the last page of the week's Student Workbook on p.75.
- Guide them through their Home Study, answering questions they might have.
- If they have not yet started their final thought paper, now is a great time to begin!

Benediction

Week 9 Teaching Agenda

Pre-class Checklist:

- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts
- Candles, flowers, colorful Post-it notes, colored pencils and crayons
- Meditation CD, CD player
- Chime to call students back from small groups
- Facilitator copy of *Loyalty to Your Soul*
- “Forgiveness Meditation” handout
- “Forgiveness Meditation” script (follows Week 9 Teaching Agenda)

Week 9: Self-Forgiveness

Opening prayer

Sharing

- Write on whiteboard:
 - What is one way you experience the presence of Love? (in nature, synchronistic occurrences, feeling peaceful)
- Everyone answers.

“Self-Forgiveness” discussion

- **Ego:** Have students read *Loyalty to Your Soul* p. 171.3-172.1 beginning “So now that you have a sense ...” and ending “... into the fullness of the rose.”
 - Ask: *Why is it important to understand how the ego serves a spiritual purpose?* (so that we can more fully understand ourselves and become the watcher of our ego instead of getting caught up in it)
 - *Why is it important to understand the role of judgment of others?* (see *Loyalty* p. 172.2: “Beliefs resulting in judgment merely encourage, support, and maintain the illusion of victimhood and the emotional suffering that follows.”)
 - Read *Loyalty* p. 172.4 “We must be willing ... to give people the dignity of their process – to give them the space to learn through their own experiences.” Ask: *How difficult is it to honor another’s process when you have judgment about it?* Volunteers answer. Be ready to share a personal experience if necessary.

- **Forgiveness:** Have students read “Forgiving ... Without Being Right or Wrong” *Loyalty to Your Soul* pp. 173.4-174.2 beginning “If we had to encapsulate...” and ending “... not a Loving action?”
 - This section introduces **Principle #20:** *Healing is the application of Loving to the places inside that hurt.*
 - **Ego-Centered Forgiveness:** Pages 174 and 175 give a solid explanation for how ego can creep into forgiveness. Give ample time for discussion of how this happens. It may be wise to have the students take turns reading until these two pages are covered.
 - **Soul-Centered Forgiveness:** Read “Soul-Centered Self-Forgiveness” *Loyalty to Your Soul* p. 176.2 beginning “When seeing through the Soul-Centered eyes...” Ask: *What is the difference between ego-centered forgiveness and soul-centered forgiveness?* (ego comes from judgment, soul comes from Love) Ask for questions. The class answers each other’s questions, creating what may be a lively discussion; it’s easier said than done!
 - **Stackers:** Read *Loyalty to Your Soul* p. 177.4 – 178.1 beginning “And it’s the job of the Stackers ...” and ending “... himself to inhabit.” This is a good reminder that life reflects back to us what we believe.
 - *This brings us back to the process of Compassionate Self-Forgiveness that you practiced this week. You will have an opportunity to discuss it in your small groups.*

Are there questions, comments on any other aspects of the reading before we break into small group discussion?

Small group discussion (40 minutes)

- Ask students to get into groups of three to discuss this week’s stem sentences as well as this week’s practice of the “Compassionate Self-Forgiveness” process.
- *You have 40 minutes. I will let you know when there are 5 minutes left. Are there any questions?*

Break

“Forgiveness Meditation” handout (meditative CD)

- Pass out the “Forgiveness Meditation” handout. Explain that the forgiveness meditation was written by Stephen Levine, who is a poet, author and teacher best known for his work on death and dying.

Dyads (10-15 minutes – depending upon time)

- As people finish ask them to move to the back of the room with their handout to meet with one other person for discussion.
- Say: *I will signal you when there are 5 minutes left*

Whole group (if time)

- Ask volunteers to share anything significant that came up for them as a result of the meditation.

Review Home Study for Week 10

- As you share the Home Study for next week, have students turn to the last page of the week's Student Workbook on p. 84.
- Guide them through their Home Study, answering questions they might have.
- Final thought papers will be presented next week.
- Invite them to bring light snacks for the break, if they so choose.

Benediction

Forgiveness Meditation

by Stephen Levine

Bring into your heart the image of someone for whom you feel much resentment. Take a moment to feel that person right there in the center of your chest.

And in your heart, say to that person, "For anything you may have done that caused me pain, anything you did either intentionally or unintentionally, through your thoughts, words, or actions, I forgive you."

Slowly allow that person to settle into your heart. No force, just opening to them at your own pace. Say to them, "I forgive you." Gently, gently open to them. If it hurts, let it hurt. Begin to relax the iron grip of your resentment, to let go of that incredible anger. Say to them "I forgive you." And allow them to be forgiven.

Now bring into your heart the image of someone you wish to ask for forgiveness. Say to them, "For anything I may have done that caused you pain, my thoughts, my actions, my words, I ask for your forgiveness. For all those words that were said out of forgetfulness or fear or confusion, I ask your forgiveness."

Don't allow any resentment you may hold for yourself to block your reception of that forgiveness. Let your heart soften to it. Allow yourself to be forgiven. Open to the possibility of forgiveness. Holding them in your heart, say to them, "For whatever I may have done that caused you pain, I ask your forgiveness."

Now bring an image of yourself into your heart, floating at the center of your chest. Bring yourself into your heart, and using your own first name, say to yourself, "For all that you have done in forgetfulness and fear and confusion, for all the words and thoughts and actions that may have caused pain to anyone, I forgive you."

Open to the possibility of self-forgiveness. Let go of all the bitterness, the hardness, the judgment of yourself.

Make room in your heart for yourself. Say "I forgive you" to you.

When you are ready, bring your attention back to the room and write or draw your thoughts about your experience of forgiveness.

Week 10 Teaching Agenda

Pre-class Checklist:

- Whiteboard, markers
- Name tags, markers
- Candles, flowers
- Facilitator copy of *Loyalty to Your Soul*

Week 10: The Big Picture

Opening prayer

Presentation of Final Thought Papers

- I have found it best to let students self-select the timing of their thought paper. Say: *Who would like to go first?* Followed by: *Who would like to be next?*

Break Includes light desserts, if this option was decided upon by the class.

Continuation of Presentation of Final Thought Papers

Sharing (if time)

- Final thoughts about each student's personal journey/awakening during this course.

Benediction

The following pages contain the handouts.

Week 1 Stem Sentences

Light-bearers in my life include ... How did each assist in your spiritual awakening?

If I'm a Soul having a human experience, then ...

The Blessings of Awakening

How do these blessings show up in your life?

Clarity: “As you learn to see past the illusions, you realize that there is much more meaning and purpose to life than you were previously aware of.”

Acceptance: “You become aware that less and less disturbs your peace.”

Joy and good humor: “You realize that joy is not dependent upon external events, but is rather an inner state always present and available.”

Compassion: “Regardless of whether you choose to respond outwardly [to suffering], you can respond inwardly with an open heart and without judgment.”

Love: The nature of God is Love.

All of Life is for Learning

*There comes a holy and transparent time
when every touch of beauty
opens the heart to tears.*

- Rumi

When we are a wiser and more loving person tomorrow because of what we have learned today, we feel the touch of beauty in everything, and our heart has been opened.

What events in your life have opened your heart?

What Kind of God?

*What kind of God would He be
if He did not hear the bangles ring
on an ant's wrist
as they move the earth in their sweet dance?*

*And what kind of God would He be
if a leaf's prayer was not as precious to creation
as the prayer His own son sang
from the glorious depth of this soul – for us.*

*And what kind of God would He be
if the vote of millions in this world could sway Him
to change the divine law of love
that speaks so clearly with compassion's elegant tongue,
saying, eternally saying:
All are forgiven – moreover, dears,
no one has ever been guilty.*

*What kind of God would He be
if He did not count the blinks of your eyes
and is in absolute awe of their movement?*

What a God – what a God we have.

- Kabir

You are loved and accepted, exactly as you are, by a God that adores you. How does the Presence show up in your life today?

Acceptance & Appreciation

Principle #18: A life filled with Acceptance is a life devoid of unnecessary emotional suffering. It's a life filled with Love.

REMINDER~ Principle #5: Spiritual evolution (growth) is a process, not an event.

I am growing! Where do I see my growth?

What do I appreciate about my life today?

Forgiveness Meditation

