

# Shining Our Light

**Developed by Reverend Jane Beach**

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# Shining Our Light

Dear Facilitator Colleague,

Gratefully, I had the wisdom and grace of Jack Kornfield's *A Lamp in the Darkness: Illuminating the Path Through Difficult Times* as the textbook for this course. It is a step-by-step, easy-to-understand guide to awareness and communion with our soul through our most vulnerable circumstances. The textbook includes a CD of guided meditations, which we do together in class and individually at home.

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 experience 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 *A Lamp in the Darkness*
- “The Earth Is My Witness” meditation CD (in the back of the textbook)
- “The Earth Is My Witness” handout (All handouts are 3-hole punched.)

## Week 1: Choosing Wisdom

### Opening prayer

### Welcome

Say:

- *We all have challenging times in our lives. This class is about making our way through those dark times with courage and dignity, allowing our own Inner Light to guide us.*
- *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. 5-6.
  - Take special care to cover the **Final Project** on p. 5. They may want to tag this page with a colorful Post-It note for reference.

- Make sure to come to agreement about Confidentiality and Respectful Sharing.
- **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 – your Inner Light – 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. Think back to a challenging time in your life and what you learned from it. Fill in the blank. One thing I learned about myself was \_\_\_\_\_.
- 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.*

### **Introduction to the Textbook and the Workbook**

- *We are going to take a look at our textbook and our workbook, so that you will be comfortable with both as you do your Home Study work.*

### **Textbook, *A Lamp in the Darkness*, Chapter 1 “The Wisdom of Our Difficulties”**

- Say: *Everyone has times of struggle; we are not alone, as you will see when you read this chapter. Wisdom lies within our difficulties. This class is about awakening to the guidance of our soul – the lamp in our darkness.*
  - Read p. 4.3 (page 4, paragraph 3) “Awaken the One Who Knows” beginning “The practices included in *A Lamp in the Darkness*...” and ending on p. 5.1 “...embrace its truth and healing wisdom.”

- *We are always at choice. We can choose to turn to “the One Who Knows” or not. The gift lies in saying yes.*

### **Textbook, *A Lamp in the Darkness*, Chapter 2 “The Earth Is My Witness”**

- *As spiritual beings having a human experience, this book – and in particular this chapter – reminds us to honor the human experience.*
  - *On p. 14 we see a story of a math teacher with a particularly rowdy class. One day she decided to try something new. She wrote the names of each child on the board and asked the students to copy them on a sheet of paper. She gave them fifteen minutes to write something they admired about each student. She later returned the comments about each student to them, having a great impact on their lives.*
  - Read p. 15.2 beginning “Being reminded of our dignity...” and ending “... can be held with dignity and awareness.”
    - *Say: After the break we will have an experience of becoming mindful of our Earth experience in a guided meditation.*

### **Workbook Week 1 “Choosing Wisdom”**

- **Title Page** p. 7: *Say: The title page is your introduction to that week’s theme and concepts. If you find a quote that is particularly meaningful to you, you may want to contemplate it as part of your daily spiritual practice. In that way it becomes real for you and grows into part of your everyday life.*
- **“Remembering All the Boys”** p. 8: *Say: This article reminds us that we are all connected, and that connection can return us to acceptance, forgiveness and compassion. We are going to take turns reading this article and then answering the questions at the end.*
  - Ask students to take turns reading one paragraph at a time aloud. If someone does not want to read they simply say, “Pass.”
  - Read the two questions at the end and ask the student’s to answer them. You may want to play a quiet, meditative CD in the background.
  - If someone has a question, they are free to ask it in between paragraphs, so no one’s reading is interrupted.
  - Once the article is read, ask the students to respond to the three questions in bold print at the end of the article. (You may want to play quiet meditative music while they are writing.)
- **“The Mountain Disappears”** p. 10: *If time, read this article as well and ask students to respond to the questions. They can then include their responses in the small group sharing.*

### **Small group sharing (20 minutes)**

- As students finish writing, ask them to quietly step to the back of the room to create groups of three to talk about the two questions, as well as their overall response to the article.
- 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 sit with each group for a short time. I will also let you know when there are five minutes left.*
- *You have 20 minutes. Please keep track of the time and make sure that each person has a chance to share.*
- *Are there any questions?*
- Once the small group time is up dismiss the students for a short break.

## **Break**

### **“The Earth Is My Witness” meditation CD and handout**

- Bring the group back together.
- As an introduction to the meditation, have students read *A Lamp in the Darkness* p. 15. 3, beginning “In the practice of ‘The Earth Is My Witness’...” and ending on p. 16.3 “...your present difficulties as well.”
- Pass out the “The Earth Is My Witness” meditation handout, asking them to set it aside for now, getting ready to settle into the meditation.
- Listen to the meditation CD, “The Earth Is My Witness” (16 minutes)
- Staying in the sacred quiet, students write or draw their responses to the meditation on the handout.
  - This is often when participants use the colored pencils, crayons and felt pens to draw what can’t be put into words.
- Once most people are done say: *Take another two minutes ...* as a cue to begin to finish their thoughts.

## **Whole group sharing**

- Ask volunteers to share one thing that came up for them during the meditation.

## **Review Home Study for Week 2**

- Have students turn to the Home Study assignments for next week, Student Workbook p. 13.
- 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, giving time to answer the workbook questions thoughtfully and completely.

## **Closing Prayer**



# 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 *A Lamp in the Darkness*
- “Shared Compassion” meditation CD
- “Shared Compassion” handout

## Week 2: Choosing Compassion

### Opening prayer

### Introductions / Sharing

- Write on whiteboard:
  1. Name
  2. How have you been gentle with yourself or another this week?
- Everyone answers.

### Textbook, *A Lamp in the Darkness*, Chapter 3 “Shared Compassion”

- Say: *The crux of our healing can be found in compassion.*
  - Have students read aloud p. 23.3 – 24.3 beginning “You may want to heal ...” and ending “... the cracks in the sidewalk.”
  - Ask: *Has anyone had the experience of giving themselves compassion in a difficult time?* Be ready to give an example from personal experience to begin the sharing, if needed.

### Small group sharing (45 minutes, groups of 3-4)

- Ask students to create groups of three – four, depending upon time after the discussion on giving compassion to ourselves. They will discuss their responses to the workbook articles, as well as any other insights that are occurring.
- 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 sit with each group for a short time. I will also let you know when there are five minutes left.*
- *You have 45 minutes. Please keep track of the time and make sure that each person has a chance to share.*
- *Are there any questions?*
- Once the small group time is up dismiss the students for a short break.

## **Break**

### **“Shared Compassion” meditation CD and handout**

- Bring the group back together.
- As an introduction to the meditation, have students read *A Lamp in the Darkness* p. 24. 3, beginning “As you go through your difficulties ...” and ending on p. 25.2 “...It will grow in its season.”
- Pass out the “Shared Compassion” meditation handout, asking them to set it aside for now, getting ready to settle into the meditation.
- Listen to the meditation CD, “Shared Compassion” (16 minutes)
- Staying in the sacred quiet, students write or draw their responses to the meditation on the handout.
  - This is often when participants use the colored pencils, crayons and felt pens to draw what can’t be put into words.
- Once most people are done say: *Take another two minutes ...* as a cue to begin to finish their thoughts.

## **Whole group sharing**

- Ask volunteers to share one thing that came up for them during the meditation.

## **Review Home Study for Week 3**

- Have students turn to the Home Study assignments for next week, Student Workbook p. 24.
- 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, giving time to answer the workbook questions thoughtfully and completely.

## **Closing Prayer**

# 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 *A Lamp in the Darkness*
- “Buddha in Difficulties” meditation CD
- “Buddha in Difficulties” handout

## Week 3: Choosing Awakening

### Opening prayer

### Introductions / Sharing

- Write on whiteboard:
  1. Name
  2. Tell us one of the qualities of the God of your understanding and how that quality shows up in your life. (from Desmond Tutu’s epiphany story)
- Everyone answers.

### Textbook, *A Lamp in the Darkness*, Chapter 4 “Awakening the Buddha of Wisdom in Difficulties”

- Read the quote at the beginning of Chapter 4 on p. 29: *Who is your enemy? Mind is your enemy. Who is your friend? Mind is your friend.* The Buddha
  - Ask: *What does this quote mean to you?* (We choose our perception. What we believe becomes true for us. Thought is creative; what our mind has created, it can undo.)

### Small group sharing (35 minutes, groups of 3)

- Ask students to create groups of three. They will discuss their responses to the workbook articles, as well as any other insights that are occurring.
- 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 sit with each group for a short time. I will also let you know when there are five minutes left.*
- *You have 35 minutes. Please keep track of the time and make sure that each person has a chance to share.*
- *Are there any questions?*
- Once the small group time is up dismiss the students for a short break.

## **Break**

### **“Buddha in Difficulties” meditation CD and handout**

- Bring the group back together.
- As an introduction to the meditation’s use of visualization, have students read *A Lamp in the Darkness* p. 30.4 , beginning “This practice is quite simple ...” and ending on p. 31.2 “... the lamp of wisdom you carry deep within.”
- Pass out the “Buddha in Difficulties” meditation handout, asking them to set it aside for now, getting ready to settle into the meditation.
- Listen to the meditation CD, “Buddha in Difficulties” (8 minutes)
- Staying in the sacred quiet, students write or draw their responses to the meditation on the handout.
  - This is often when participants use the colored pencils, crayons and felt pens to draw what can’t be put into words.
- Once most people are done say: *Take another two minutes ...* as a cue to begin to finish their thoughts.

## **Whole group sharing**

- Ask volunteers to share one thing that came up for them during the meditation.
- If time read *A Lamp in the Darkness* p. 33.3 – 33.4 beginning “It is remarkable how quickly ...” taking time to ask the questions offered in each paragraph. Volunteers answer.

## **Review Home Study for Week 4**

- Have students turn to the Home Study assignments for next week, Student Workbook p. 36.
- 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, giving time to answer the workbook questions thoughtfully and completely.

## **Closing Prayer**

# 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 *A Lamp in the Darkness*
- “The Practice of Forgiveness” meditation CD
- “The Practice of Forgiveness” handout

## Week 4: Choosing Forgiveness

### Opening prayer

### Introductions / Sharing

- Write on whiteboard:
  1. Name (If the class is small and people have learned each other’s names, this part can be omitted. )
  2. What have you learned about yourself in the area of forgiveness? Self-acceptance?
- Everyone answers.

### Textbook, *A Lamp in the Darkness*, Chapter 5 “The Practice of Forgiveness”

- Say: *Jack Kornfield gives us a compassionate invitation to forgive, explaining why it is important, along with the acknowledgement that it is a practice that each of us undertakes over time.*
  - **Humanity** *Open your books to page 36. What are some of the reasons for forgiveness for our human species as a whole? (As long as countries harbor resentment for those who have wronged them, they carry forward the suffering and need for conflict to the next generation).*
  - **Individual** *What are some of the reasons that forgiveness is beneficial for the individual to forgive others and themselves? (It melts the pain in our hearts, releases us from the past, allows us to be fully present in the moment, replaces resentment with peace)*

- **Hesitation to forgive** *Why are we often so hesitant to forgive? (It gives us someone to blame, it becomes a reason why we don't move forward, we want them to apologize, we'd rather be right than happy)*
- **Courage** *It takes courage to move forward in forgiveness. It is important to honor each step in our practice of forgiveness.*

### **Small group sharing (40 minutes, groups of 3)**

- Ask students to create groups of three. They will discuss their responses to the workbook articles, as well as any other insights that are occurring.
- *You have 40 minutes. Please keep track of the time and make sure that each person has a chance to share. I'll come around to sit in on each group and notify all when there are five minutes left.*
- *Are there any questions?*
- Once the small group time is up dismiss the students for a short break.

### **Break**

### **“The Practice of Forgiveness” meditation CD and handout**

- Bring the group back together.
- Pass out the “The Practice of Forgiveness” meditation handout, asking them to set it aside for now, getting ready to settle into the meditation.
- Listen to the meditation CD, “The Practice of Forgiveness” (12 minutes)
- Staying in the sacred quiet, students write or draw their responses to the meditation on the handout.
- Once most people are done say: *Take another two minutes ...* as a cue to begin to finish their thoughts.

### **Whole group sharing**

- Ask volunteers to share one thing that came up for them during the meditation.

### **Review Home Study for Week 5**

- Have students turn to the Home Study assignments for next week, Student Workbook p. 46.
- 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, giving time to answer the workbook questions thoughtfully and completely.

### **Closing Prayer**

# 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 *A Lamp in the Darkness*
- “The Temple of Healing” meditation CD
- “The Temple of Healing” handout
- Sign-up sheets for “Acceptance” Final Thought Paper presentations in Week 7 or 8 (in handout section)

## Week 5: Choosing Healing

### Opening prayer

### Sharing

- Write on whiteboard:
  - Look back at the last 10 years. Share one way you have healed and moved forward.
- Everyone answers.

### Textbook, *A Lamp in the Darkness*, Chapter 6 “The Temple of Healing”

- Have students read p. 43.2 beginning, “To heal we cannot reject our illness ...” and ending “... experiencing fear and grief ourselves.”
- Say: *Think back to the story you just shared of how you healed and moved forward. How did you do it? Did you resist the condition for a while first? What was your process of beginning to heal?* Volunteers share.

### Small group sharing (40 minutes, groups of 3)

- Ask students to create groups of three. They will discuss their responses to the workbook articles, as well as any other insights that are occurring.

- *You have 40 minutes. Please keep track of the time and make sure that each person has a chance to share. I'll come around to sit in on each group and notify all when there are five minutes left.*
- *Are there any questions?*
- Once the small group time is up dismiss the students for a short break.

### **Break**

- During the break ask students to sign up to present their Thought Paper on “Acceptance” during Week 7 or Week 8, trying to keep each week’s presentations as equal in number as possible.

### **“The Temple of Healing” meditation CD and handout**

- Bring the group back together.
- Pass out “The Temple of Healing” meditation handout, asking them to set it aside for now, getting ready to settle into the meditation.
- Listen to the meditation CD, “The Temple of Healing” (12 minutes)
- Staying in the sacred quiet, students write or draw their responses to the meditation on the handout.
- Once most people are done say: *Take another two minutes ...* as a cue to begin to finish their thoughts.

### **Whole group sharing**

- Ask volunteers to share one thing that came up for them during the meditation.

### **Review Home Study for Week 6**

- Have students turn to the Home Study assignments for next week, Student Workbook p. 56.
- 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, giving time to answer the workbook questions thoughtfully and completely.

### **Closing Prayer**



# 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 *A Lamp in the Darkness*
- “Equanimity and Peace” meditation CD
- “Equanimity and Peace” handout
- Sign-up sheets for “Acceptance” Final Thought Paper – presentation in Week 7 or 8

## Week 6: Choosing Peace

### Opening prayer

### Sharing

- Write on whiteboard:
  - What is one thing you believe about yourself today?
  - What is one thing you believe about the God of your understanding?
  - What is one thing you believe about your relationship with the God of your understanding? (from “If You Believe It” article)
- Everyone answers.

### Textbook, *A Lamp in the Darkness*, Chapter 9 “Your Highest Intention”

- Have students read all of page 66, including the quote. The page begins, “When you’re overwhelmed by illness ...” and ends “... will guide the way.”
  - This is a good page for them to mark with one of the colorful sticky notes as a reminder when challenges arise.
- Ask: *Has anyone been able to carry the lamp for yourself or another through a period of darkness?* Volunteers share. Be ready to share your own personal story if necessary to get the discussion started.
  - The shared stories in this discussion become an example of how we are each other’s students and teachers. The vulnerability of the one sharing opens others up to seeing aspects of their own life they may have never noticed (or

valued) before. Therefore, please let this discussion take as much time as needed and adjust the small group sharing time accordingly.

### **Small group sharing** (35 minutes: groups of 3, or 25 minutes: dyads)

- Ask students to create groups of three or 2-member dyads. They will discuss their responses to the workbook articles, as well as any other insights that are occurring.
- *You have 35/25 minutes. Please keep track of the time and make sure that each person has a chance to share. I'll come around to sit in on each group and notify all when there are five minutes left.*
- *Are there any questions?*
- Once the small group time is up dismiss the students for a short break.

### **Break**

- During the break remind students who have not yet signed up to present their Thought Paper on “Acceptance” during Week 7 (next week) or Week 8. Ask them to keep each week’s presentations as equal in number as possible.

### **“Equanimity and Peace” meditation CD and handout**

- Bring the group back together.
- Pass out the “Equanimity and Peace” meditation handout, asking them to set it aside for now, getting ready to settle into the meditation.
- Listen to the meditation CD, “Equanimity and Peace” (13 minutes)
- Staying in the sacred quiet, students write or draw their responses to the meditation on the handout.
- Once most people are done say: *Take another two minutes ...* as a cue to begin to finish their thoughts.

### **Whole group sharing**

- Ask volunteers to share one thing that came up for them during the meditation.

### **Review Home Study for Week 7**

- Have students turn to the Home Study assignments for next week, Student Workbook p. 67.
- Half the class will present their Acceptance Thought Papers next week, after which we will break up into our small groups for sharing on this week’s topics.
- Ask them to allow plenty of time for their Home Study assignments and reading this week, giving time to answer the workbook questions thoughtfully and completely.

### **Closing Prayer**

# 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 *A Lamp in the Darkness*

## Week 7: Choosing Mindfulness

### Opening prayer

### Sharing

- Write on whiteboard:
  - Share one experience of mindful attention you had this week.
- Everyone answers.

### Presentation of Final Thought Papers on “Acceptance”

- Ask those who signed up to present their papers in Week 7: *Who would like to go first?*
  - I have found that the ability to self-select works well!
  - After each presentation ask who would like to go next, until all of this week’s presentations have been completed.
- After affirming comments on the authenticity and insights that have been presented, dismiss the group for a short break.

### Break

### Small group sharing (35 minutes: groups of 3, or 25 minutes: dyads)

- Depending on time, ask the students to create groups of three or 2-member dyads. They will discuss their responses to the textbook reading and workbook articles, as well as any other insights that are occurring.
- *You have 35/25 minutes. Please keep track of the time and make sure that each person has a chance to share. I’ll come around to sit in on each group and notify all when there are five minutes left.*

- *Are there any questions?*

### **Whole group sharing**

- Ask volunteers to share one thing that came up for them in their readings, writings or small group discussion.

### **Review Home Study for Week 8**

- Have students turn to the Home Study assignments for next week, Student Workbook p. 78.
- Those who signed up for Week 8 will present their Thought Papers next week.

### **Closing Prayer**

# 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 *A Lamp in the Darkness*

## Week 8: Choosing Joy

### Opening prayer

### Sharing

- Write on whiteboard:
  - Name one way you experienced joy this week.
- Everyone answers.

### Presentation of Final Thought Papers on “Acceptance”

- Ask those who signed up to present their papers in Week 8: *Who would like to go first?*
  - After each presentation ask who would like to go next, until all of this week’s presentations have been completed.
- After affirming comments on the honesty of the revelations that have been presented, dismiss the group for a short break.

### Break

### Small group sharing (35 minutes: groups of 3, or 25 minutes: dyads)

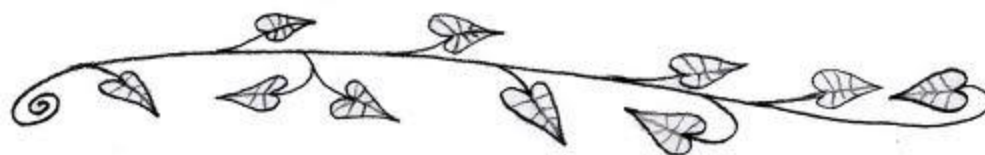
- Depending on time, ask the students to create groups of three or 2-member dyads. They will discuss their responses to the reading and workbook articles, as well as any other insights that are occurring.
- *You have 35/25 minutes. Please keep track of the time and make sure that each person has a chance to share. I’ll come around to sit in on each group and notify all when there are five minutes left.*
- *Are there any questions?*

**Whole group sharing**

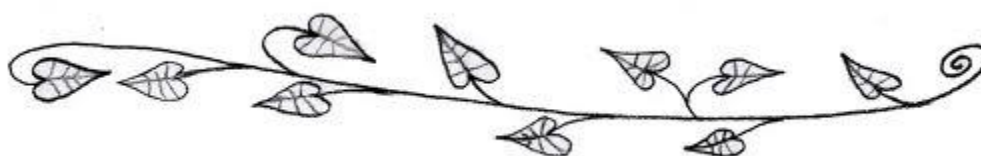
- Ask each person to share a final insight that they have had as a result of this class.
- Everyone answers.

**Closing prayer, then hugs all around!**

The following pages contain the handouts.



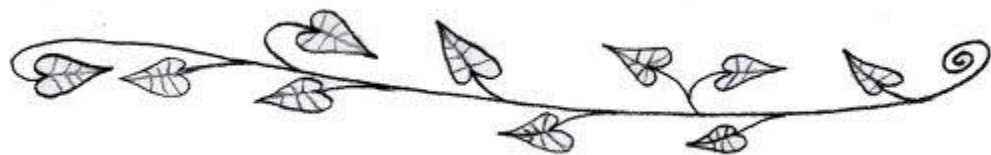
# Notes







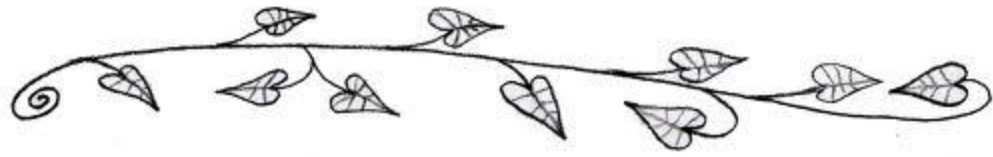
# The Earth Is My Witness





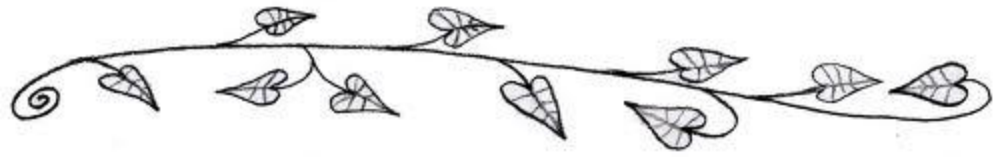
# Shared Compassion





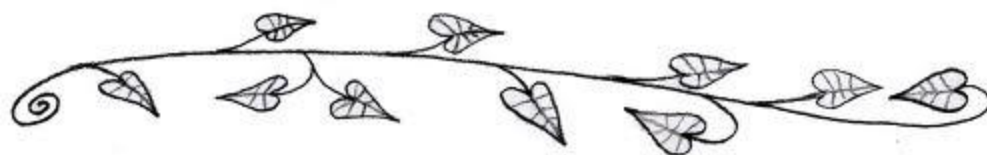
# Buddha in Difficulties



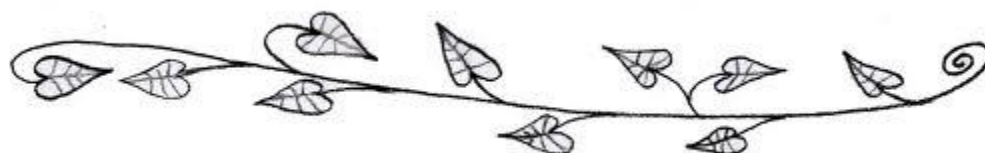


# The Practice of Forgiveness





# Temple of Healing



# *Acceptance Thought Paper*

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## **Week 7**

NAME

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2.

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# *Acceptance Thought Paper*

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## **Week 8**

NAME

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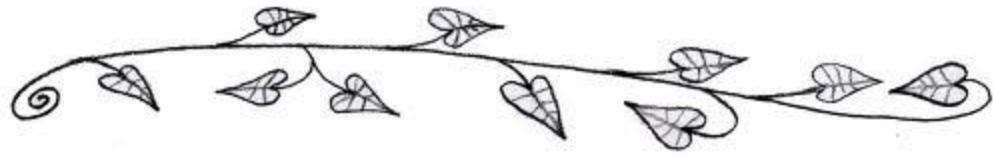
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11.

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12.

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# Equanimity and Peace

