

What Is True for *Me* About Relationships?

A Personal Workbook

Developed by Reverend Jane Beach

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Dear Facilitator Colleague,

This course has been created as a way for each student to explore what *they* believe about relationships and is part of a four-part series entitled “What is True for *Me*.” Your job as facilitator is to create a safe space to look at what each student believes and discuss their beliefs from a place of honesty. Your ability to authentically share your own insights and beliefs will help create a place of safety, and please be sure to remind them, “This is what I believe is true for *me*. What you believe is true for *you* is also exactly right!”

I have made the teaching agendas as easy to follow as possible, even for very beginning facilitators. 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.

I had fun creating color handouts for this course series. Because color copies are generally more expensive, you can choose the black and white handouts or those in color. You will find the handouts at the back of this facilitator guide.

I believe that when a facilitator is comfortable, participants will also be comfortable. It’s good for everyone!

I welcome any suggestions for improvement, and if you have any questions please don’t hesitate to ask.

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 the door entrance and available each week for general note-taking
- Candles, flowers, colorful Post-it notes for marking special pages in the textbook or workbook, colored pencils and crayons because sometimes words cannot convey the experience (make sure colored pencils are sharpened)
- Meditative CD, CD player
- Chime to call students back from small groups
- “Getting Back to Heaven” handout (3 hole punched)

Note: All handouts are 3-hole punched. Black and white handouts and color handouts (your choice) are available at the back of this facilitator guide.

Week 1: What is True for *Me* About Myself?

Opening Prayer

Welcome

- **Say:**
 - *What you believe about yourself guides your thoughts and your actions. This, in turn, creates your life experiences, including all your relationships. The intention of this course is to ask “What is true for me? What do I think, feel, understand, and believe about myself, my God and all other relationships?” This course is our opportunity to take an honest look at all our relationships, beginning with the most important of all – our relationship with ourselves.*
 - *The class honors what comes up for us in the sacred space of this circle of spiritually like-minded adventurers, all moving through the process together, honoring our own and each other’s journeys.*
 - *Before we begin, I want to cover some class logistics – it’s important that everyone feels comfortable in the process.*

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 teaching assistant 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. 7-8.
 - Take special care to cover the **Final Project** on p. 7. They may want to tag this page with a colorful Post-It note for reference.
- **Take care of yourselves**
 - Take restroom breaks as needed, stand if you need to, etc.
 - You will have a short break about half-way through the class time.
- **My Intention**
 - **Say:** *It is my intention to create an open and safe atmosphere for you so that you can relax into letting your own answers bubble up to the surface of your consciousness. The process will be different for everyone, and every process – and insight – 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.
 - (Note: Classes are community-building, and making sure everyone knows each other's name 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.)
 - (Note: Name tags are good!)
 2. Share one gift you bring to the world (compassion, wisdom, etc.). How / When do you see this quality in yourself?
- **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 Personal Workbook

- **Workbook:**
 - **Say:**
 - *The best way to approach each week is to read the entire workbook content for that week, and then go back to re-read each article and answer the questions. As you answer the questions for one article, the answers to questions on other*

articles are liable to surface. Feel free to move back and forth in whatever way works for you.

- *We are going to move through Week 1 of our personal workbook so that you will be comfortable with it as you continue your work at home. You will want to spend time each day considering the questions, adding insights as they surface.*
- **Articles:**
 - **Say:**
 - *At the end of each article, you will answer the corresponding questions and complete any exercises. 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 Week 1 to make sure you understand the process and to give you a chance to ask questions.*
- **Title Page:**
 - **Say:**
 - *At the beginning of each week, you'll find a title page giving you a short description of the concepts that will be considered that week, as well as several pertinent quotes.*
 - *If you find a quote that is particularly meaningful to you, you may want to copy it onto a Post-It note and post in on your bathroom mirror, in your car, on your bedside table, or anywhere else where it can act as a reminder for you. You may also want spend a bit of time writing about what it means in your life.*

What is True for *Me* About Myself?

- **Say:** *This week we will look at the workbook one section at a time instead of reading the whole thing and then going back to answer the questions. This will keep us together as a group and allow time for questions.*
- Turn to the **title page** on Workbook p. 9. Have the students read “This Week” and each of the quotes. Ask for questions.
- Turn to the next page and read the “**What is True for *Me* About My Relationship with Myself?**” questions.
 - **Say:**
 - *This is your baseline ... where you are today, in this moment. Let's take a few minutes to write whatever comes up for you. Remember, there are no right or wrong answers! Just write.*
 - *If questions come up, that's good; write them down! The fact that they arise is not coincidental. You can bet they will be answered, or will be in the process of being answered, by the time this course is finished.*
 - *Let this writing time be an invitation to get out of your head and into the flow of listening to your own inner guidance ... your spiritual essence.*
 - Give students about 10-15 minutes to write. You might want to play a quiet CD during this time. Toward the end of the time **Say:** *Take about two more minutes to finish your thoughts. You will complete this at home.*

- Point out that each week will begin with a page like this one, giving them the opportunity to consider their thoughts as they enter into contemplation on that particular subject.
- Turn to the next page, finding the article “**Be For Yourself,**” by Rick Hanson.
 - Ask the students to read this article aloud. Generally I go around the circle and ask each student to read one paragraph, and then the next person reads the following one. If they choose not to read they just say, “Pass.”
 - Once the article is read, point out the bolded questions at the end. This is their clue that these are the questions to be answered.
 - Go over the questions together, asking if there are questions. Then give them 10-15 minutes to begin writing their answers to the questions, again playing soft music.
 - Once again, **Say:** *Take about two more minutes to finish your thoughts. You will complete this at home.*
- Now let’s turn to “**Change Your Story, Change Your Life**” by Barnet Bain.
 - **Say:** *There is a lot to consider in this article! Use this time to begin, knowing you will take time to finish it at home.*
 - Give them five to seven minutes to write, again playing soft music.

Small group sharing (30 minutes)

- Ask the students to meet up with two others to form a group of three to share their thoughts and insights thus far.
- Let them know that each student has 10 minutes to share and ask them to be mindful of the time.
- If time is short, have them meet in dyads (two students become partners) for 20 minutes.
- Remind them that what is said in the small group remains confidential to those in the small group.
- **Say:** *I will come around to remind you when there are three minutes left, so you can finish up.*

Break (10 minutes)

“Getting Back to Heaven” handout (meditative CD)

- Pass out the handout and go over the questions. Ask students to take a few moments to complete the handout.

Small group sharing (20 minutes – if there is time)

- After about half the students have finished writing, ask them to quietly move to the back of the room to meet up with two other students to form a group of three to share their experiences and thoughts.

- If time is short, you can do dyads (two students become partners) for 10 minutes of sharing.

Whole Group Sharing

- Ask each person to share one insight from this time together.

Review Workbook Study for Week 2

- Have students turn to the Workbook Study assignments for next week, workbook p. 26.
- Guide them through their Workbook Study assignments, answering questions as necessary.
- Encourage them to read all the material first, and then go back, re-read and answer the questions. This offers a full picture of the concepts.

Closing Prayer

- To close out the class, ask a volunteer to read “Divine Companion” by Julia Cameron on workbook p. 25.

Week 2 Teaching Agenda

Pre-Class Checklist

- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts (3-hole punched) on table at door entrance
- Candles, flowers, colorful Post-it notes, colored pencils and crayons (make sure colored pencils are sharpened)
- Meditative CD, CD player
- Chime to call students back from small groups
- “My Truth” handout (3-hole punched)

Week 2: What is True for *Me* about Spirit?

- Write on whiteboard:
 1. Tell us your name.
 2. What is one thing you *know* is true about your God?
- Everyone answers.

What is True for *Me* about Spirit?

- Turn to the “**What is True for *Me* About Spirit?**” questions on workbook p. 28.
 - **Say:**
 - *Once again, this is your baseline ... your thoughts and feelings about where you are today, in this moment. You began your writings during the week.*
 - *Let’s take a few minutes now to write any additional thoughts or questions. Remember, there is no right or wrong! Just get into the flow and write.*
 - Give students about five minutes to write. (meditative CD)
 - If extra paper is needed, students can use the “Notes” paper.
 - Toward the end of the time **Say:** *Take about two more minutes to finish your thoughts.*
 - **Sharing:** Ask each person to share one thought, awareness or question.
 - **Discussion:** As people are sharing, notice patterns. These can become a topic of discussion.
 - **Ask:** *What have you learned about yourself this week, as you contemplated your relationship with Spirit?* Volunteers answer.

Small group sharing (45 minutes – there is a lot to share!)

- Ask the students to meet up with two others to form a group of three to share their responses to this week’s articles and exercises.
- **Say:** *Try to get in a group with people you did not meet with last week.*
- 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.

- Let them know you the teaching assistant or you will notify them when there are about five minutes left so the group can finish up.
- Once the time is up dismiss the students for a short break.

Break (10 minutes)

“My Truth” handout (meditative CD)

- Pass out the handout and go over it. Ask students to take a few moments to complete the handout.

Small group sharing (15 minutes – if there is time)

- After about half the students have finished writing, ask them to quietly move to the back of the room to meet up with two other students to form a group of three to share their experiences and thoughts.
- If time is short, you can do dyads (two students become partners) for 10 minutes of sharing.

Whole Group Sharing

- Ask each person to share one insight from this handout.
- If time needs to be adjusted, ask for two or three volunteers.

Review Workbook Study for Week 3

- Have students turn to the Workbook Study assignments for next week, workbook p. 43.
- Guide them through their Workbook Study assignments, answering questions as necessary.
- Once again, encourage them to read all the material first, and then go back, re-read and answer the questions. This offers a full picture of the concepts. This is a good practice for each week’s readings.

Closing Prayer

- To close out the class, ask a volunteer to read “Are You Looking for Me?” by Kabir on workbook p. 42.

Week 3 Teaching Agenda

Pre-Class Checklist

- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts (3-hole punched) on table at door entrance
- Candles, flowers, colorful Post-it notes, colored pencils and crayons (make sure colored pencils are sharpened)
- Meditative CD, CD player
- Chime to call students back from small groups
- “Choosing Love, Choosing Healing” handout (3-hole punched)

Week 3: What is True for *Me* about My Family Relationships?

- Write on whiteboard:
 1. Tell us your name.
 2. Share one thing you appreciate about your family (or one member of your family)
- Everyone answers.

What is True for *Me* about My Family Relationships?

- Turn to the “**What is True for *Me* About My Relationships with My Family**” questions on workbook p. 46.
 - **Say:**
 - *Once again, this is your baseline ... your thoughts and feelings about where you are today, in this moment. You began your writings during the week.*
 - *Let’s take a few minutes now to write any additional thoughts or questions. Remember, there is no right or wrong! Just get into the flow and write.*
 - Give students about five minutes to write. (meditative CD)
 - If extra paper is needed, students can use the “Notes” paper.
 - Toward the end of the time **Say:** *Take about two more minutes to finish your thoughts.*
 - **Sharing:** Ask each person to share one thought, awareness or question.
 - **Discussion:** As people are sharing, notice patterns. These can become a topic of discussion.
 - **Ask:** *What have your family relationships taught you about yourself?* Volunteers answer.

Small group sharing (45 minutes – there is a lot to share!)

- Ask the students to meet up with two others to form a group of three to share their responses to this week’s articles and exercises.

- **Say:** *Try to get in a group with people you did not meet with last week.*
- 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.
- Let them know that the teaching assistant or you will notify them when there are about five minutes left so the group can finish up.
- Once the time is up dismiss the students for a short break.

Break (10 minutes)

“Choosing Love, Choosing Healing” handout (meditative CD)

- Pass out the handout and go over it. Ask students to take a few moments to complete the handout.

Small group sharing (15 minutes – if there is time)

- After about half the students have finished writing, ask them to quietly move to the back of the room to meet up with two other students to form a group of three to share their experiences and thoughts.
- If time is short, you can do dyads (two students become partners) for 10 minutes of sharing.

Whole Group Sharing

- Ask each person to share one insight from this handout.
- If time needs to be adjusted, ask for two or three volunteers.

Review Workbook Study for Week 4

- Have students turn to the Workbook Study assignments for next week, workbook p. 66.
- Guide them through their Workbook Study assignments, answering questions as necessary.

Closing Prayer

- To close out the class, ask a volunteer to read “I Soften My Heart to Love’s Touch” by Julia Cameron on workbook p. 65.

Week 4 Teaching Agenda

Pre-Class Checklist

- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts (3-hole punched) on table at door entrance
- Candles, flowers, colorful Post-it notes, colored pencils and crayons (make sure colored pencils are sharpened)
- Meditative CD, CD player
- Chime to call students back from small groups
- “It Begins with Me” handout (3-hole punched)

Week 4: What is True for *Me* about My Relationships with Others?

- Write on whiteboard:
 1. Tell us your name. If the group has learned names, this part can be omitted.
 2. Share one thing you have learned from someone else?
- Everyone answers.

What is True for *Me* about My Relationships with Others?

- Turn to the “**What is True for *Me* My Relationships with Others**” questions on workbook p. 68.
 - **Say:**
 - *Once again, this is your baseline ... your thoughts and feelings about where you are today, in this moment. You began your writings during the week.*
 - *Let’s take a few minutes now to write any additional thoughts or questions. Remember, there is no right or wrong! Just get into the flow and write.*
 - Give students about five minutes to write. (meditative CD)
 - If extra paper is needed, students can use the “Notes” paper.
 - Toward the end of the time **Say:** *Take about two more minutes to finish your thoughts.*
 - **Sharing:** Ask each person to share one thought, awareness or question.
 - **Discussion:** As people are sharing, notice patterns. These can become a topic of discussion.
 - **Ask:** *What have your relationships with others taught you about yourself?*
Volunteers answer.

Small group sharing (45 minutes)

- Ask the students to meet up with two others to form a group of three to share their responses to this week’s articles and exercises.

- **Say:** *Try to get in a group with people you did not meet with last week.*
- Let them know that the teaching assistant or you will notify them when there are about five minutes left so the group can finish up.
- Once the time is up dismiss the students for a short break.

Break (10 minutes)

“It Begins with Me” handout (meditative CD)

- Pass out the handout and go over it. Ask students to take a few moments to complete the handout.

Small group sharing (15 minutes – if there is time)

- After about half the students have finished writing, ask them to quietly move to the back of the room to meet up with two other students to form a group of three to share their experiences and thoughts.
- If time is short, you can do dyads (two students become partners) for 10 minutes of sharing.

Whole Group Sharing

- Ask each person to share one insight from this handout.
- If time needs to be adjusted, ask for two or three volunteers.

Review Workbook Study for Week 5

- Have students turn to the Workbook Study assignments for next week, workbook p. 87.
- Guide them through their Workbook Study assignments, answering questions as necessary.

Closing Prayer

- To close out the class, ask a volunteer to read “The Goal is One” by Rumi on workbook p. 86.

Week 5 Teaching Agenda

Pre-Class Checklist

- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts (3-hole punched) on table at door entrance
- Candles, flowers, colorful Post-it notes, colored pencils and crayons (make sure colored pencils are sharpened)
- Meditative CD, CD player
- Chime to call students back from small groups
- “Gratitude and Change” handout (3-hole punched)

Week 5: Accepting Change

- Write on whiteboard:
 1. Share one thing you have learned about how you deal with change.
- Everyone answers.

What is True for *Me* about Accepting Change?

- Turn to the “**What is True for *Me* about Accepting Change**” questions on workbook p. 90.
 - **Say:**
 - *Once again, this is your baseline ... your thoughts and feelings about where you are today, in this moment. You began your writings during the week.*
 - *Let’s take a few minutes now to write any additional thoughts or questions. Remember, there is no right or wrong! Just get into the flow and write.*
 - Give students about five minutes to write. (meditative CD)
 - If extra paper is needed, students can use the “Notes” paper.
 - Toward the end of the time **Say:** *Take about two more minutes to finish your thoughts.*
 - **Sharing:** Ask each person to share one thought, awareness or question.
 - **Discussion:** As people are sharing, notice patterns. These can become a topic of discussion.
 - **Ask:** *What have you learned about how change has affected your life and how you choose to show up in the world?* Volunteers answer.

Small group sharing (45 minutes)

- Ask the students to meet up with two others to form a group of three to share their responses to this week’s articles and exercises.
- **Say:** *Try to get in a group with people you did not meet with last week.*

- 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.
- Let them know that the teaching assistant or you will notify them when there are about five minutes left so the group can finish up.
- Once the time is up dismiss the students for a short break.

Break (10 minutes)

“Gratitude and Change” handout (meditative CD)

- Pass out the handout and go over it. Ask students to take a few moments to complete the handout.

Small group sharing (15 minutes – if there is time)

- After about half the students have finished writing, ask them to quietly move to the back of the room to meet up with two other students to form a group of three to share their experiences and thoughts.
- If time is short, you can do dyads (two students become partners) for 10 minutes of sharing.

Whole Group Sharing

- Ask each person to share one insight from this handout.
- If time needs to be adjusted, ask for two or three volunteers.

Review Workbook Study for Week 6

- Have students turn to the Workbook Study assignments for next week, workbook p. 114.
- Guide them through their Workbook Study assignments, answering questions as necessary.

Closing Prayer

- To close out the class, ask a volunteer to read “Embracing Change” by Julia Cameron on workbook p. 113.

Week 6 Teaching Agenda

Pre-Class Checklist

- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts (3-hole punched) on table at door entrance
- Candles, flowers, colorful Post-it notes, colored pencils and crayons (make sure colored pencils are sharpened)
- Meditation CD, CD player
- Chime to call students back from small groups
- “New Beginnings ” handout (3-hole punched)

Week 6: Endings and New Beginnings

- Write on whiteboard:
 1. Share one thing you have learned about how you deal with change.
- Everyone answers.

What is True for *Me* about Endings and New Beginnings?

- Turn to the “**What is True for *Me* about Endings and New Beginnings**” questions on workbook p. 116.
 - **Say:**
 - *Once again, this is your baseline ... your thoughts and feelings about where you are today, in this moment. You began your writings during the week.*
 - *Let’s take a few minutes now to write any additional thoughts or questions. Remember, there is no right or wrong! Just get into the flow and write.*
 - Give students about five minutes to write. (meditative CD)
 - If extra paper is needed, students can use the “Notes” paper.
 - Toward the end of the time **Say:** *Take about two more minutes to finish your thoughts.*
 - **Sharing:** Ask each person to share one thought, awareness or question.
 - **Discussion:** As people are sharing, notice patterns. These can become a topic of discussion.
 - **Ask:** *What endings have been the catalysts for new beginnings for you?* Volunteers answer.

Small group sharing (45 minutes)

- Ask the students to meet up with two others to form a group of three to share their responses to this week’s articles and exercises.
- 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.

- Let them know that the teaching assistant or you will notify them when there are about five minutes left so the group can finish up.
- Once the time is up dismiss the students for a short break.

Break (10 minutes)

“New Beginnings” handout (meditative CD)

- Pass out the handout and go over it. Ask students to take a few moments to complete the handout.

Small group sharing (15 minutes – if there is time)

- After about half the students have finished writing, ask them to quietly move to the back of the room to meet up with two other students to form a group of three to share their experiences and thoughts.
- If time is short, you can do dyads (two students become partners) for 10 minutes of sharing.

Whole Group Sharing

- Ask each person to share one insight from this handout.
- If time needs to be adjusted, ask for two or three volunteers.

Review Workbook Study for Week 7

- Have students turn to the Workbook Study assignments for next week, workbook p. 135.
- Guide them through their Workbook Study assignments, answering questions as necessary.

Closing Prayer

- To close out the class, ask a volunteer to read “Misery and Joy” by the Rumi on workbook p. 134.

Week 7 Teaching Agenda

Pre-Class Checklist

- Whiteboard, markers
- Name tags, markers
- Extra pens and “Notes” handouts (3-hole punched) on table at door entrance
- Candles, flowers, colorful Post-it notes, colored pencils and crayons (make sure colored pencils are sharpened)
- Meditative CD, CD player
- Chime to call students back from small groups
- “Forgiveness Is ” handout (3-hole punched)

Week 7: Forgiveness

- Write on whiteboard:
 1. What is the hardest thing about forgiving?
 2. What is the best thing about forgiving?
- Everyone answers.

What is True for *Me* about Forgiveness?

- Turn to the “**What is True for *Me* about Forgiveness**” questions on workbook p. 138.
 - **Say:**
 - *Once again, this is your baseline ... your thoughts and feelings about where you are today, in this moment. You began your writings during the week.*
 - *Let’s take a few minutes now to write any additional thoughts or questions. Remember, there is no right or wrong! Just get into the flow and write.*
 - Give students about five minutes to write. (meditative CD)
 - If extra paper is needed, students can use the “Notes” paper.
 - Toward the end of the time **Say:** *Take about two more minutes to finish your thoughts.*
 - **Sharing:** Ask each person to share one thought, awareness or question.
 - **Discussion:** As people are sharing, notice patterns. These can become a topic of discussion.
 - **Ask:** *The process of forgiveness tells us a lot about ourselves. What have you learned about yourself?* Volunteers answer.

Small group sharing (45 minutes)

- Ask the students to meet up with two others to form a group of three to share their responses to this week’s articles and exercise.

- Let them know that the teaching assistant or you will notify them when there are about five minutes left so the group can finish up.
- Once the time is up dismiss the students for a short break.

Break (10 minutes)

“Forgiveness Is” handout (meditative CD)

- Pass out the handout and go over it. Ask students to take a few moments to complete the handout.

Small group sharing (15 minutes – if there is time)

- After about half the students have finished writing, ask them to quietly move to the back of the room to meet up with two other students to form a group of three to share their experiences and thoughts.
- If time is short, you can do dyads (two students become partners) for 10 minutes of sharing.

Whole Group Sharing

- Ask each person to share one insight from this handout.
- If time needs to be adjusted, ask for two or three volunteers.

Review Workbook Study for Week 8

- Have students turn to the Workbook Study assignments for next week, workbook p. 164.
- Guide them through their Workbook Study assignments, answering questions as necessary.

Closing Prayer

- To close out the class, ask a volunteer to read, “I Open Myself” by the Alan Cohen on workbook p. 163.

Week 8 Teaching Agenda

Pre-Class Checklist

- Whiteboard, markers
- Chime to call students back from break

Week 8: What Is True for Me About My Place in the World?

- Write on whiteboard:
 1. What is one thing you believe? (Taken from workbook assignment “This I Believe.”)
- Everyone answers.

Presentation of Thought Papers

- Go over the thought paper instructions below for clarity.

THOUGHT PAPER: What is True for Me About Relationships?

Your final project is an oral presentation of a thought paper entitled, “What Is True for Me About Relationships?” After thoughtfully exploring your opinions and insights throughout the course of this class, this is your opportunity to pull it all together. You may want to focus on one of the questions below as a springboard for your thoughts.

- What have I learned about myself and my relationship to myself?
- What have I learned about my relationships with others?
- What have I learned about my relationship with the God of my understanding?
- What is my purpose for being in the world today? What gifts do I bring?

Your Thought Paper will last 5 minutes and will be presented tonight. You can read your paper or talk about it. Optional: You may also include drawings, photos, poems or any other visual representation of your experience of what is true about you.

- **Say:** *Who wants to go first?* Letting students self-select when to present their thought paper is comfortable and inviting.

Break – Enjoy the light desserts, if the class decided to bring them.

Continue the presentation of thought papers.

Whole group

- If time, **Ask:** *What is one thing you are grateful for in this moment?*
- If time, everyone answers, or ask for two or three volunteers.

Closing Prayer

- To close out the class, ask a volunteer to read, “I Voice the Universe in an Original Way” by Julia Cameron on workbook p. 177.
- Hugs all around!

The following pages contain the handouts.

Choose either the regular handout or the handout with color.

Getting Back to Heaven

So, how do you get back to heaven? To begin with, just notice the thoughts that take you away from it. You don't have to believe everything your thoughts tell you. Just become familiar with the particular thoughts you use to deprive yourself of happiness. It may seem strange at first to get to know yourself in this way, but becoming familiar with your stressful thoughts will show you the way home to everything you need.

- Byron Katie

What thoughts take me away from heaven?

What thoughts turn me toward heaven?

What next step can I take to turn toward heaven more often in my life?

My Truth

Your truth is that you are a creation of God. Your truth can't change; it's permanent. When you can see your permanent truth clearly you'll be able to deal with any temporary condition effectively...You did not go through everything you've gone through just to end up in the same place you were when you started.

- Steve Maraboli

In what ways have I grown?

Where is my relationship to the God of my understanding in all of it?

Choosing Love, Choosing Healing

To love yourself is to heal yourself. Those who are healed become the instruments of healing.

- A Course in Miracles

In what ways have I chosen to love and heal myself today?

How have I become an instrument of healing for others?

It Begins with Me

The only reason we don't open our hearts and minds to other people is that they trigger confusion in us that we don't feel brave enough or sane enough to deal with. To the degree that we look clearly and compassionately at ourselves, we feel confident and fearless about looking into someone else's eyes.

- Pema Chodron

When I've opened my heart to myself – honoring my fears, confusion or doubts – how has it helped me be open to others?

Gratitude and Change

As we are broken open by our experience, we begin to be grateful for what is, and if we live long enough, gratitude becomes a way of life.

- Mark Nepo

Thinking back on each of my relationships, to whom am I grateful today? Why?

New Beginnings

Every ending is a new beginning. Through the grace of God, we can always start again.

- Marianne Williamson

What new beginnings have I allowed in my relationships with others?

What new beginnings have I allowed in my relationship with myself?

Forgiveness Is ...

It isn't the things that are happening to us that cause us to suffer; it's what we say to ourselves about the things that are happening.

- Pema Chodron

Here is what I say to myself about forgiveness today:

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Getting Back to Heaven

So, how do you get back to heaven? To begin with, just notice the thoughts that take you away from it. You don't have to believe everything your thoughts tell you. Just become familiar with the particular thoughts you use to deprive yourself of happiness. It may seem strange at first to get to know yourself in this way, but becoming familiar with your stressful thoughts will show you the way home to everything you need.

- Byron Katie

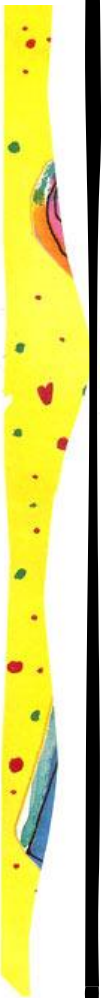
What thoughts take me away from heaven?

What thoughts turn me toward heaven?

What next step can I take to turn toward heaven more often in my life?

Self ♥ Love

True self-love Amplifies Love of All kinds
and Goes into the world to add more Love



My Truth



Your truth is that you are a creation of God. Your truth can't change; it's permanent. When you can see your permanent truth clearly you'll be able to deal with any temporary condition effectively ... You did not go through everything you've gone through just to end up in the same place you were when you started.

- Steve Maraboli

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