

INFINITE POSSIBILITIES

THE ART OF CHANGING YOUR LIFE

TRAINER'S GUIDE



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*Dedicated to the 2011 and 2012 certified trainers and trailblazers
who first responded to our call to reach those who have not yet been reached.*

Mission Statement

We are a network of teachers, facilitators, coaches, friends, and mentors from every walk of life trained to provide a spiritual, non-religious program on living deliberately to those who want to learn and apply such teachings.

Spirituality & Religion

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

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

The Material

This program is based on Mike Dooley’s *New York Times* bestselling book, *Infinite Possibilities: The Art of Living Your Dreams*, which has been published in 15 languages. Mike, creator of TUT (The Universe Talks), used the content of his book to create a 7-session *Infinite Possibilities* companion workbook that is the basis for our training program.

Our Work

Certified trainers are encouraged and taught how to reach those in our society who have not yet been reached with the truth of their own innate ability to shape their lives and live their dreams through understanding and working with their thoughts, words, attitudes, beliefs, and actions. Trainers are free to use their training and accreditation in their own businesses, such as coaching, facilitating, teaching, authoring, or professional speaking.

Our Beliefs

We believe that everyone is special, every life is meaningful, and we’re all here to learn that dreams really do come true. We also believe that “thoughts become things” and imagination is the gift that can bring love, health, abundance, and happiness into our lives.

Corporate Stewardship

Infinite Possibilities Train the Trainer is a division of TUT’s Adventurers Club (TUT Enterprises, Inc.) that hosts conferences to train and certify *Infinite Possibilities* Trainers.

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A Note from Mike Dooley

WELCOME TRAINERS

Congratulations! You're about to become a Certified *Infinite Possibilities* Trainer! Soon, you'll begin "reaching those who have not yet been reached" with the truths of life's beauty and their power, accelerating your own personal growth and powerfully impacting the world.

It seems like yesterday I was at the same crossroads. I was scared. Who was *I* to teach? Would those I reached out to, whether family, friends or future audiences, listen? Most of the world still has no idea of the order, perfection, and meaning that exists in the universe. Nor do they realize how powerful they are, how much they're needed, and the happiness that awaits them. This is what lit me up over two decades ago—having the extraordinary opportunity to be the bearer of such great news! Little did I know, I'd be helping myself as much, even more, than those I reached.

I quickly found that the more I shared these "new" ideas with others, *the better my own life became*. "We teach best what we most need to learn," said author Richard Bach, and, in the teaching, *we become our own best students*.

Adding to the equation, we're now living through the greatest spiritual awakening in recorded history. The turmoil and chaos of the past few years—arising from the pandemic, recognizing our culture's immense societal inequalities, and the hyperpolitical divisiveness—has caused us all to do some soul searching. It's created the opportunity for people everywhere to reconsider their assumptions, get back to basics, and adjust their priorities. Because of this, our vision is improving; darkness is giving way to light, naivety is waking up to truth, and fear is yielding to love.

We still have a long way to go, but the world is hungry for the very ideas you've already begun *living*. Ideas that offer a soothing balm to the soul and that excite with empowerment. You're about to find truth in the quote from *Field of Dreams*, "Build it, and they will come." As an *Infinite Possibilities* Trainer, this translates to: *Teach, and your audience will assemble*.

You and your life experiences are greatly needed. Working together, we can help usher in a golden era on earth. The *Infinite Possibilities* material will uniquely prepare you with non-agenda-driven lessons that celebrate life, empower all, and exclude no one. Our message is one of responsibility and power; we teach that by beginning with oneself, embracing the truths of our existence, and applying them, *all things are possible*—wealth, health, love, and whatever else your heart desires. We also teach, and you will find, that success and happiness are our default settings. We are born to thrive, and once we finally get out of our own way, the floodgates of *all good things* open to shower us in abundance.

To even be reading these words, you've already come a long way. Now, you're part of our family, and we're here to help. A family made possible through choice and a shared vision to serve *as we live our own lives to the fullest*. The path before you may at times scare you, but the hard part is behind you. I can tell you, having gone down it myself and having helped over 2,000 new trainers do the same, it's profoundly rewarding.

Congratulations and welcome home!

A handwritten signature in black ink that reads "Mike Dooley". The signature is fluid and cursive, with a large, sweeping loop at the end of the last name.

Our Story

By 2008, after the audio release of *Infinite Possibilities*, my first world tour, and *The Secret*, TUT began looking for our unique, personalized way to begin “giving back” to our community and the world at large. We’d already rallied our friends and fans over the years to join us in donating to the most worthy causes we could find, but we wanted to do more.

The Birth of an Idea

In late 2009, while on a book-release tour for *Infinite Possibilities*, I went for a walk in downtown Portland. It was dusk. As I approached a corner cafe, I walked by a homeless woman who was sitting cross-legged on the sidewalk, head down, reading a book, with her faithful dog lying beside her. From my limited vantage, she appeared to be in her 60’s, with greasy, matted hair. It was a sad sight.

Almost a block away, not having broken my stride, I felt compelled to go back and offer her a \$20 bill. She hadn’t asked, and if she had I probably would have declined. But the line from Khalil Gibran’s *The Prophet* about it being better to give unasked was haunting me. After a “Hey... hi,” she looked up. As I held out the money, a shock went through me. She was only 20 years old.

Inwardly, silently, horrified, I thought, “You don’t have to live like this! You have choices. There are options. You are infinitely bigger than your circumstances!” while simultaneously realizing she knew none of this. She cheerfully thanked me for the bill, and I continued walking silently, thinking to myself, as if stuck on a loop, “If she only knew... If she only knew....”

A Fish or Fishing Lessons?

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

An hour later, my publisher arrived at my hotel to take me to the evening’s lecture and book signing. I asked if we could first drive by the cafe. Sure enough, the young lady was still there, so I hopped out of the car and approached her.

“Hi! Remember me? I’m in town to promote a book I wrote about life’s beauty and our extraordinary power to live deliberately and create consciously. Would you like a copy?” I asked her.

Instead of the rebuke I half expected to hear, her smile and response were immediate, “Sure! I love to read! Thank you!” And that was the last I saw of her.

Knocking on Doors

By the time I returned home to Orlando, I had a plan. Now that I had a “real” book, I could follow the same model I had stumbled upon in Portland for reaching out to those who want to learn. I’d begin in

my own hometown, reaching out to small groups, giving a series of short talks, leaving behind a copy of *Infinite Possibilities* for anyone wanting it. I asked my team to find organizations in central Florida who:

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

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

A Dream Come True

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

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

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

The Next Level

As I told friends and fans what I was doing, I was as surprised as happy to learn that there was a huge amount of enthusiasm for reaching those in our society who simply do not understand how awesome life is or how powerful they are.

Based on my talks in the jail, I created a replicable 6-hour program around a simplified workbook to make the presentation as digestible and unthreatening as possible. Once a year, we now host a training program for future trainers to learn how to share these concepts directly with others who have not yet been reached, for free or for a fee, with a license to use my *Infinite Possibilities* content and curriculum. Additionally, we now have a community website and specialized Facebook pages to provide solutions, teaching tools, suggestions, tips, and tricks for member facilitators, teachers, and coaches.

As of 2021, we have over 2,000 certified trainers who reside in 42 countries worldwide.



Part 1:

Get Ready to Train

Now that the conference is over, we want to provide you with everything you need to get started to make your new adventure as easy, fun, and rewarding as possible.

All you need is to take the first step, and along the way you'll grow, learn, and expand your training and understanding of the material. You have everything you need to reach those who have not yet been reached.

You will begin to feel more confident in sharing *Infinite Possibilities* when you become clear and connected to your *why* for teaching and sharing. You have a unique story, natural gifts, and life experiences that are universally designed to inspire and uplift others. You have a message to share!

Knowing your *why* and getting clear on your message isn't about being perfect. You don't have to have your life fully together to begin sharing life's truths and possibilities with others. Sharing our own struggles makes us relatable teachers.

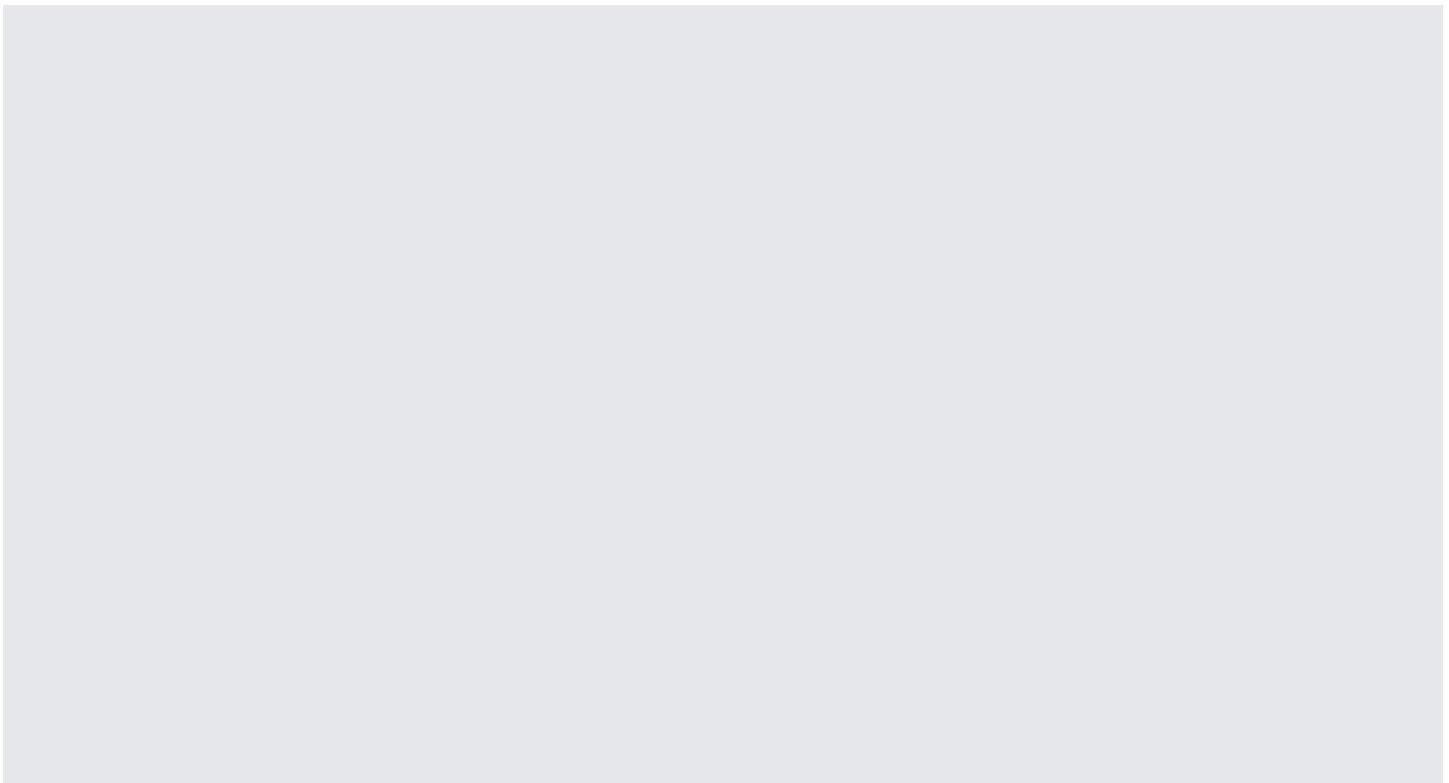
What is your *why* story? What led you to become a trainer, and why do you want to share this message?

Not only will your *why* story create alignment and authenticity in your teaching, but it will also be your personal lighthouse to move you through the fog of fear, doubt, and overwhelm. Your *why* will guide you back to your heart.

Finding Your Why Story and Message

Take some time to explore the questions below. You might choose to meditate, journal, mind map, or talk through some of these questions with a friend before writing them out below.

What drew you to attend the *Infinite Possibilities* Trainer Training?



Why do you want to teach *Infinite Possibilities* to others? How will you benefit?

What special skills, knowledge, or expertise do you have? What do people come to you for? (*Natural remedies, social media strategy, tax advice, working with kids, traveling around Europe, organization, speech writing, makeup application.*)

What are your special gifts, strengths, and talents? *(Deep listening, solving problems, seeing potential, arranging details, making others laugh or feel comfortable, refining processes, inspiring others, seeing or working with energy, coming up with ideas, empathizing, being adaptable.)*

What are the experiences that have shaped you? Your background, jobs, achievements, struggles?
What have you overcome? Your hardest life lesson?

If you could give your younger self advice, what would you say? (This will help guide your message to those who have not yet been reached.)

What has been your biggest transformation in life? What inner and outer transformation would you like to see in others? In the world?

Take some time to read over what you've written above and begin to write your WHY story (what led you to want to teach IP) and your message (what you most want people to know, do, or be). This may change and get refined over time. Start with a draft and leave perfection at the door. Create a why story and message that feels simple, authentic, and lights you up.

My why story and message draft:

Future Teaching Possibilities

The next section of questions is designed to get you thinking outside the box of how you could incorporate teaching *Infinite Possibilities* to different groups and audiences. If you already know who you want to teach, you can use this section to help you dream bigger and explore new possibilities.

What are your interests and passions? What do you love to do or feel curious about? List as many as you can, even if you think it's unrelated to IP. (*Gardening, basketball, comedy writing, finances, relationships, metaphysics, marketing, leadership, long-distance running, energy work, etc.*)

Who do you know? What groups do you belong to and what connections do you have? (*My friend owns a wellness center, I belong to a retired teachers group, my father was a firefighter, my sister works in publishing, I volunteer at a non-profit, I host a new mom playgroup.*)

Read over everything you wrote above and allow for some connections to be made to help you see different ways of finding unique audiences and sharing the message of *Infinite Possibilities*. Even if you aren't sure it's something you want to do, or can do, list out any ideas to get your mind thinking outside the box.

Examples:

- *You are in the mortgage industry and know many realtors. You could do an IP class with them focused on house sales.*
- *You struggled as a single mom after a divorce. You could incorporate IP into a social support group for single moms or teach parenting classes with an IP focus.*
- *A store you love to shop at has a large back room that could host a workshop. The shop owner would advertise the event and offer discounts for shopping after.*
- *Your sister works at a non-profit, and you could teach an IP class for their leadership team to help them envision and manifest their vision.*
- *Your father was in the military, and you could teach veterans; or as a military child who moved around, you struggled with belonging, and could teach military children or families the message of IP.*
- *You have a corporate background and would like to teach IP to burned-out middle managers.*
- *Addiction affected your life, and you want to teach Infinite Possibilities to those in recovery.*
- *You spent years teaching dance and would love to work with creative teens.*

What are your possibilities?

Using the Principles of *Infinite Possibilities* to Become a Trailblazer

Trailblazer Designation

Becoming a trailblazer means that you've chosen to take the *Infinite Possibilities* curriculum and deliver it to 6 people over at least 6 hours using the Quick Start Lessons, the *I Believe in Me!* Program, or creating your own lesson plans using and teaching the key points of the workbook. This can be done as a group class of at least 6 or individually to 6 people having spent 6 hours with each. Once completed, [you'll submit your form here](#). We can't wait to announce your new designation in our monthly newsletter and Facebook Group.

However slow this process may seem in the beginning, remember two things:

1. Your why.
2. What we teach: The Universe is on your side, and as long as you keep focused and continue taking baby steps, you will be drawn to new opportunities that allow you to share the message of *Infinite Possibilities*.

If becoming a trailblazer is of interest right now, you can use the very principles of *Infinite Possibilities* to help your thoughts, beliefs, and actions align to achieving your trailblazer designation.

Whether or not becoming a trailblazer speaks to you right now doesn't affect your standing as a certified trainer. All are encouraged to engage with and enjoy our community of like-minded thinkers and friends. Simply practicing the principles of *Infinite Possibilities* will improve your life and impact others. That ripple affects more than we can imagine.

Thoughts Become Things

Life is magical. You are powerful. You can succeed no matter what. You have everything you need.

Visualize daily, seeing yourself becoming a trailblazer.

Imagine the ideal details of confidently inviting people who say yes to your class. Visualize yourself welcoming your students to your first session. Imagine how it will feel in your body. See yourself teaching, your students engaged, and the connections being made. Be sure to include seeing yourself completing the class and how it will feel. See the students excitedly raving about the changes they're experiencing. Imagine submitting your trailblazer form.

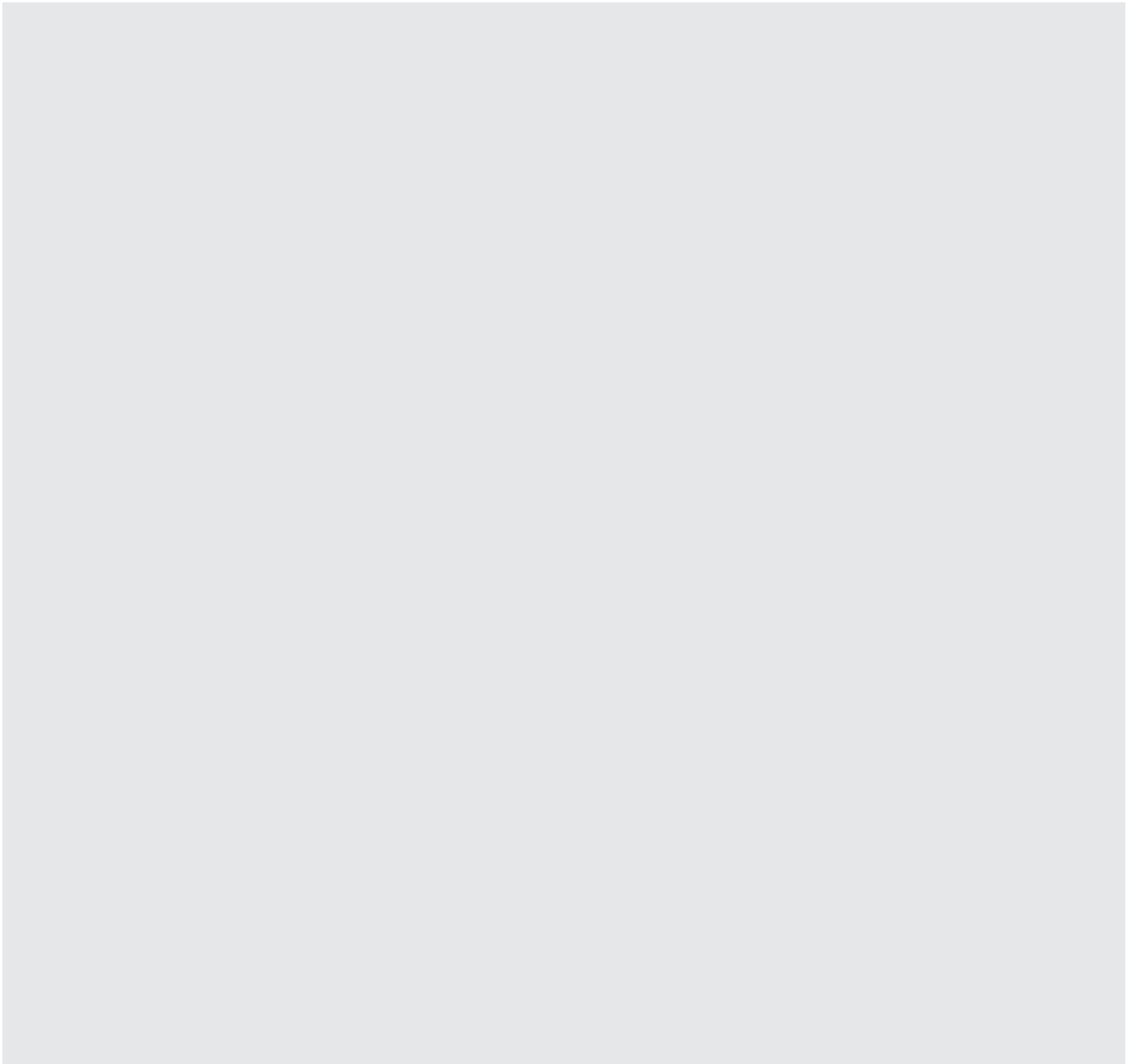
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Write out your visualization with details specific to you, using words like "I am" or "I see myself."



Beliefs

Your beliefs shape your thoughts, and therefore your life.

What thoughts do you have about yourself as a trainer and becoming a trainer? Do any limiting thoughts arise? If so, don't fret. At one point or another, we all have limiting thoughts, beliefs, and fears around being enough, getting it right, being successful, and putting ourselves out there. We can acknowledge what is happening and use our knowledge of life's truths to negate and reverse our limiting beliefs into empowering ones.

List 3-5 empowering beliefs you can hold to support your vision of becoming a trailblazer.

Why is your goal of becoming a Trailblazer believable, achievable, and inevitable?

Emotions

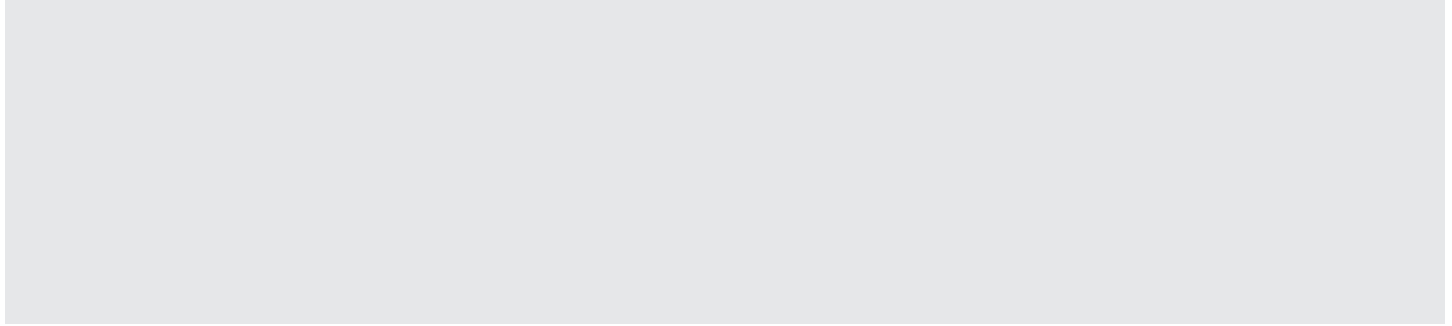
We've learned that our beliefs cause our emotions. If we begin feeling unpleasant emotions about becoming a trailblazer, we know we have limiting beliefs that aren't aligned with our spiritual truths. First, we can uncover a more aligned truth and empowering belief. Then, we can imagine that this detour is also an opportunity for us to grow and expand. We can choose a new way of being, try something different, or overcome a pattern of limitation from the past.

On your path to trailblazer, use the chart below to transform any unpleasant emotions into opportunities for growth. Two examples are listed below.

Unpleasant Emotion	Possible Limiting Beliefs	Possible Truth or Empowered Beliefs	Possible Opportunities for Growth
<i>Frustration</i>	<i>This isn't working. No one is signing up for my class.</i>	<i>All is well. It's working perfectly. Aligned people will show up.</i>	<i>Align my energy to attract people. Try something new. Trust the process.</i>
<i>Fear and insecurity</i>	<i>I get too nervous speaking, and I'm going to mess up.</i>	<i>I am a messenger, and I can share from my heart.</i>	<i>Ask for support. Practice. Gain more confidence.</i>

Now that you've worked with unpleasant emotions, it's important to amplify your positive emotions. What might you feel in the process of becoming a trailblazer? (Joy, excitement, fulfillment, gratitude, happiness, inspiration, connection, contentment. What else?)

What currently amplifies those feelings now? (*Playing music, learning something new, talking to a friend, being in nature, reading, working on a creative project, singing in the shower, cooking, gardening, listening to a podcast.*)



When you're visualizing, make time to tune into these emotions.

Taking Action

Taking baby steps and acting as if you already are a trailblazer will put you into the world, so that life's magic can reach you with coincidences, happy accidents, and serendipities.

Acting as If

In the space below, write a future social media post (or email announcement) about the experience of becoming a trailblazer. Be sure to write it as if it's already happened.

Baby Steps

In the next section, we'll begin planning our first class. Here are some other baby steps you can take in the meantime:

- Read or re-read Mike Dooley's *New York Times* bestselling book, *Infinite Possibilities*. Use a highlighter and take notes.
- Take yourself through the student workbook.
- Reach out to your inner-circle group.
- Connect with our community of Ippies in our [Facebook Group](#).
- Begin collecting stories, videos, quotes, songs, and ideas for your classes.
- Watch the chapter demo videos or the community calls.
- Share and talk about IP concepts with friends and family.

Instincts and Hunches

During your training, you heard stories from others about how they got started and what they did to become trailblazers. In this Trainer's Guide, we give you foundational resources to help you get started. And, no one knows better than *you* what feels like alignment for you. Follow your instincts and let the Universe guide you. If something doesn't resonate and you have a hunch on how to do it differently, or better, follow it! Take the "shoulds" out of how to do this "right."

This is *your* class and *your* path. You choose *your* way to turn and *your* steps to take!

Dreams and Desires

Becoming a trailblazer is a desire that, once followed, will lead to your growth and evolution. Moving forward with your dreams leads you toward learning new skills, stretching your limits, and expanding who you imagine yourself to be. When our dreams and desires promise happiness, fun, and fulfillment, they will also benefit others.

Write down all the ways achieving this desire will benefit your growth and benefit others.

How this dream benefits your growth	How this dream benefits others

What other dreams do you have for yourself after you become a trailblazer?

Dreams you have	How this dream benefits your growth
1.	
2.	
3.	

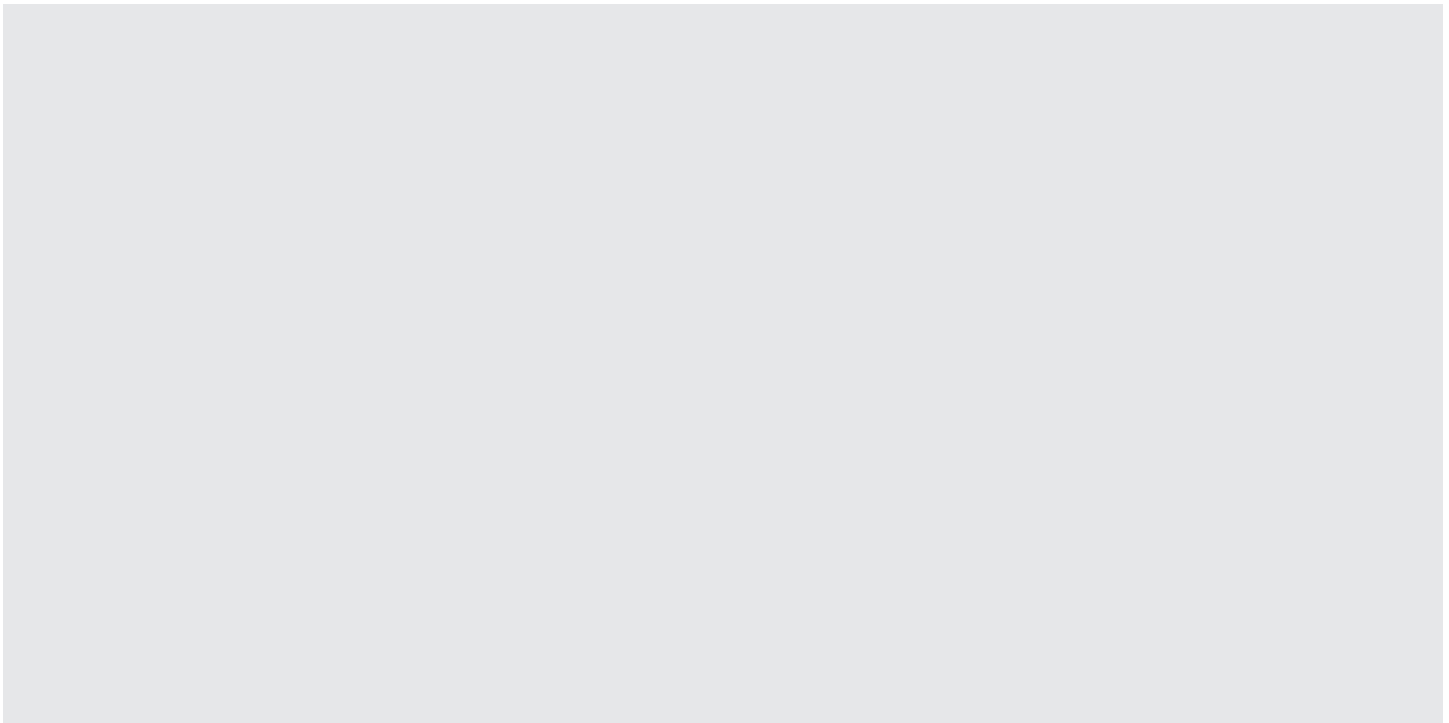
Faith and the Magical Universe

As you continue to visualize, embrace your empowering beliefs and take baby steps toward becoming a trailblazer. You are doing your part. Have faith that the magical universe will be working on your behalf.

Ask the magical universe for support on your journey to find clarity or resources or problem solve. Write a letter requesting help or make a magical universe to-do list.

Magical universe to-do list examples:

- *Help me bring in 6 aligned students*
- *Find a way for Zoom to work effortlessly in my first virtual class*
- *Support me to create space in my calendar to practice*
- *Bring me resources and opportunities to get better at storytelling*





Part 2:

Becoming a Trailblazer

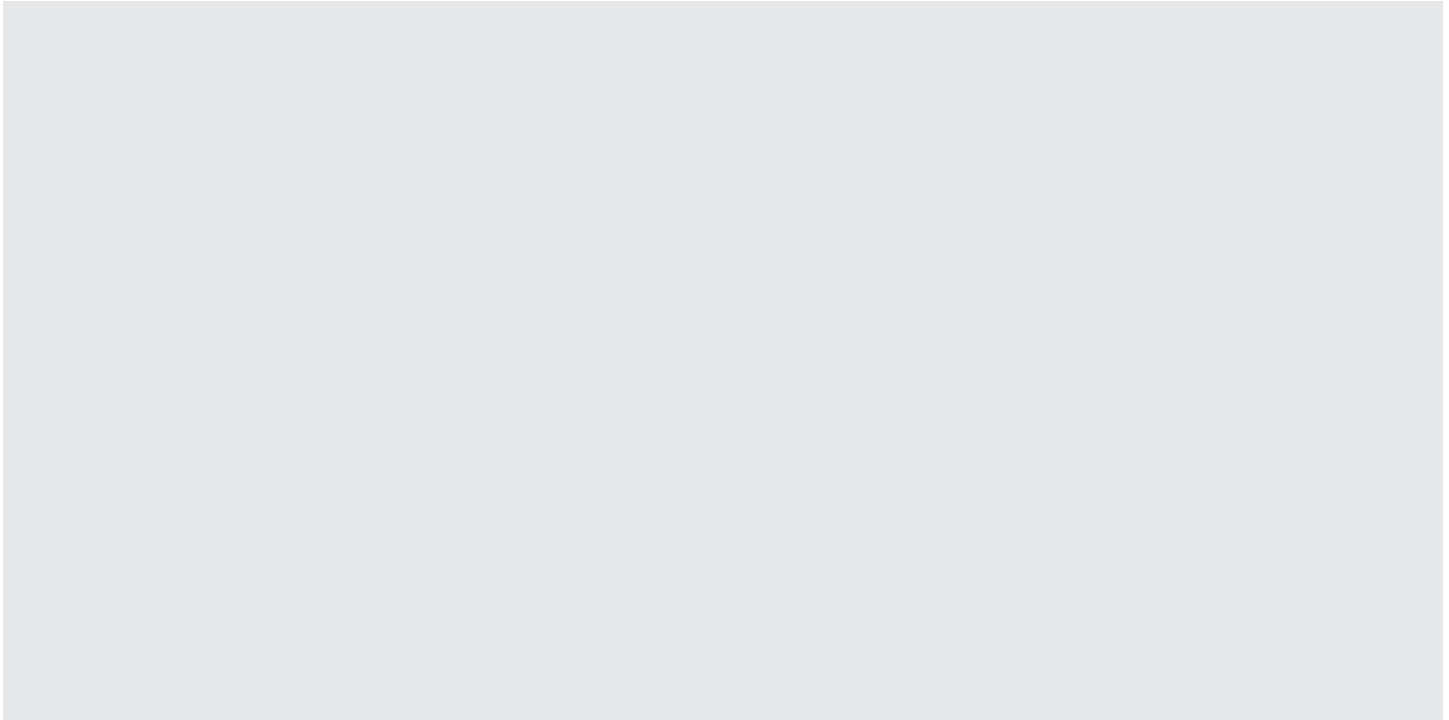
Once you've decided to share the message of *Infinite Possibilities* with others, your next step is to create your action plan.

The next part of this Trainer's Guide will walk you through the decisions you'll need to make in order to get started. Remember that this is *your* plan. Choose what works best for *you* regarding your lifestyle, schedule, and comfort level. There are no wrong steps. If you stay open and focused on your end result, you'll continue to learn along the way.

Your Intention

Before you start planning logistics, take a moment to set your intention for your first class. Setting an intention gives you a direction to move toward and helps you reset if you veer off course. An intention is focused energy directed at an outcome or quality of being. When setting your intention, think about an outcome you want to create and/or how you want to show up as a trainer. You could set an intention to stay connected to your heart and create an empowering, safe environment for people to grow. It can also be helpful to set an intention that overcomes any self-sabotaging patterns or habits that you don't want to repeat. For example, if you tend to get stuck in perfectionism, you might set an intention to take risks and have fun. If you tend to get easily overwhelmed and shut down, you might set an intention to take baby steps and ask for support. Use your intention as a daily visualization while you're creating your class.

My trainer intention:



Where Will It Be?

Decide if you'll teach your class virtually or in-person.

An in-person class could simply be held in your living room or at your office. You could also reserve space at the common room in your condo building, a yoga studio, a wellness center, a church, or a bookshop that hosts workshops.

You could host a virtual class with any of the current platforms that offer video conferencing, including Zoom.

What Format?

Next, decide what format you'll use to teach your class. To become a trailblazer, you will teach at least 6 people for 6 hours. Some trainers chose to have more time and more classes to go deeper and create community. Some trainers choose to teach it all at once. You could spend 40-minutes on each of the 7 chapters or two hours on each chapter. You have many options. Below are some of the common formats used by trainers.

- One 8-hour workshop with a lunch break
- Two half-day workshops with three to four hours of content
- Three 2-hour classes each week (*Quick Start Lesson Plans* option)
- Four 90-minute classes
- Six to eight 40 to 60-minute classes

Every option has benefits. We chose to create the *Quick Start Lesson Plans* based on the most popular format among our trainers. Start with what feels the most comfortable for you to do and offer. After your first class, you can experiment with other formats.

Will you teach to a group or 1:1?

When Will It Be?

Once the format is decided, you can choose the dates and times of your class. Remember, there is no perfect format that will work for everyone. While there may be some preferences among the majority, ultimately, you will need to choose before getting commitments to the class. Be sure the scheduling of the class works ideally for you. When deciding on your classes, consult the calendar to schedule holidays and events.

Who Will Be There?

Who will you invite? Many of our trainers teach their first class by inviting their closest friends and family. You might also teach a class for your co-workers, your book club, your Unity Church, or the people in your Crossfit class. You might invite your friends on Facebook or open it up so people can bring their friends.

Invite people with an open mind and heart. Often new trainers will pre-judge family and friends by thinking they won't be interested. We encourage you to invite them and allow people to decide for themselves if they are interested in your class. Getting invited feels better than finding out you weren't invited. Above all, you can't possibly know how this message and class could impact someone's life.

It's a good rule of thumb to invite at least double the number of people you want in your class. If you want 10 people in your class, invite at least 20. Interested people may have a conflict, and people who are signed up may not make it at the last minute. Don't take this as any kind of personal rejection. It's true across the board for all events.

Invitation and Follow Up

In today's world, we are inundated with information daily. Due to the demands on our time, it's often necessary to invite people more than once, and follow up. As much as possible, make your invitation personal and allow your heart and enthusiasm to shine through. Sending one email invitation is often not enough to get someone to commit to your class. They often need a few reminders to make a decision, and once they decide to come, they still need a reminder or two to show up. This doesn't make you pushy. It makes you helpful. You may need to send an email and make some phone calls, texts, or direct messages to invite or remind. If you haven't heard from someone, don't be afraid to check in with them so they can make a decision. If you're posting on social media to announce and invite people to your class, be sure to post multiple times, because not everyone will see your original post. You can also use the copy examples below to craft an email invitation.

Copy Examples for Social Media

Here are some ideas for social media posts:

- Share how you first learned about the *Infinite Possibilities* material and the impact it had on your life.
- Share a manifestation that came after you learned the *Infinite Possibilities* material.
- Share how your life has changed since learning the *Infinite Possibilities* material.
- Share your WHY for teaching this material to others.
- Share what you thought when you FIRST learned about the *Infinite Possibilities* material, and what made you BELIEVE and start taking action.
- Share testimonials from your students.

Sample post copy: Remember, your audience will respond to your authenticity the most. These posts below are just a starting point for you to customize in *your own voice* and to *your own story*. There is no better marketing tool than YOU. If this material has helped you and excites you, then share some of that with your future audiences.

- Are you ready to discover the infinite possibilities surrounding you? During my upcoming class, we'll explore the power that you have locked inside of you, breakthrough what's holding you

back, and share the steps that you can take to start living the life of your dreams! *Learn more here: [link] or DM me for details.*

- We ALL need reminders and tools to step outside the monotony of the day-to-day to dream bigger, have more fun, and bask in the magic of life. But there are naysayers, inner critical voices, and social influences that tell us to be practical, be better, be logical, be careful, and not expect too much. I'm sending an invitation to the inbox of your heart and soul to engage in changing your thoughts in order to embrace your own infinite possibilities. I'm hosting a three part class to teach you how, and I would love you to be there! *Learn more here: [link] or DM me for details.*
- You're not here to survive, you're here to THRIVE! The power to know and live the difference starts with the thoughts you're thinking right now. Join me and a group of like-minded new friends as we explore the infinite possibilities that surround you. It's time to unlock your TRUE POWER as a conscious creator and deliberate manifestor! *Learn more here: [link] or DM me for details.*
- Are you ready to unlock your potential as a conscious creator and deliberate manifestor? Join me and *[insert your audience type, i.e. like-minded new friends from around the world on Zoom]* for my upcoming *Infinite Possibilities* course! We'll dive into the law of attraction, look at why your manifestations only sometimes come to pass, and learn what steps to take next to start living the life of your dreams.

What: *Infinite Possibilities: The Art of Changing Your Life*

Who: [Audience Type, i.e. Creative Professionals, Hardworking Moms, LGBTQ+ Youth, etc]

Where: [Location & Date Info]

Price: [Event Pricing Details]

Sign up here: [link]

My Trailblazer Plan

My first class will be:

The format I'll use:

The time and dates of my class:

A list of people I'm inviting:

How I'll Invite them and follow up:



Part 3:

Creating Your Class

Content

Now it's time to put together the structure and content for your *Infinite Possibilities* class. To give you a place to start, we've created 3 *Quick Start Lessons* to help you achieve trailblazer. You can use these lesson plans, the *I Believe in Me!* lesson plans, or create your own using the workbook.

At a minimum, your objective throughout the program you offer should be to convey the key points in each chapter. These concepts are the heart of what we aim to convey to our students and classes. Please note, however, it is appropriate for certain situations and audiences to shift the wording for Chapters 5 and 6 to remove spiritual language and references.

Three Key Points of Each Workbook Chapter

Preface/Introduction: *Infinite Possibilities*

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

Chapter 1: Thoughts Become Things

- "Thoughts Become Things" is the starting point for creating any type of change.
- You don't have to be positive 24/7 to have a happy, successful life.
- Practice a creative visualization exercise once a day.

Chapter 2: Beliefs

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

Chapter 3: Emotions

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

Chapter 4: Taking Action

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

Chapter 5: Instincts and Hunches, Dreams and Desires

- Instincts and hunches come from our "higher" spiritual selves.
- Our dreams and desires are windows into the future.
- We all have inner senses that guide us.

Chapter 6: Faith and the Magical Universe

- Faith means having confidence in something that you cannot see.

- Even amidst uncertainty, we can still live deliberately.
- God/the Universe is alive inside each and every one of us.

Chapter 7: The Meaning of Life

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

Lesson Planning

Here we share some basic information for creating your own lesson plans. Use this to guide you, and as you become more comfortable, you will create sessions that work best for you and your group.

Components of a Lesson Plan

Trailblazer Rebecca Psigoda created the 1/2 Rule of lesson planning. You spend 1/3 of each session presenting, 1/3 discussing, and 1/3 applying the information.

Presentation/Illustration of New Information

You engage in teaching the key points and sharing new information. You can also use visual aids, PowerPoints, strong examples, videos, stories, activities, and exercises to illustrate the information.

Discussion of Information

Create clarity and understanding about the new information and material through a discussion with the group on their thoughts and feelings about the 3 key points and the video/exercise/activity/story. Support students to see the benefits of this new information and the point of the session.

Application of Information

This actively assists students in connecting the dots between the material and how to apply these concepts and benefits to their own life through the exercises in the workbook or other activities.

Then, in teaching the key points of each session, you can create a lesson plan that enables each participant to walk away knowing the answers to the following questions:

- What's the point? (Presenting Information)
- Why does this matter? (Discussing Information)
- How does this help me move forward toward my dreams and goals? (Application of Information)

Keep the 1/3 rule and these three questions in mind as you prepare your own lesson plans.

Ideas for Opening Your Session

The opening of each class sets the tone and engages the energy of the participants. Choose and adapt which ideas fit your style and personality.

Your first session with a group:

- Start with a welcome. This could include gratitude and acknowledging the time, effort, and

courage to do something new and show up.

- State your intention for having fun, sharing, and learning together.
- Introduce Mike Dooley and *Infinite Possibilities*.
- Paint a picture of what changes and improvements are possible for students by incorporating the *Infinite Possibilities* perspective into their lives.
- Tell your why story and how this work has impacted you.
- Give an overview of the main points and outcomes for the class. Explain how the rest of the class and sessions will work, so participants know what to expect. (This creates more comfort and reduces anxiety.)
- Set expectations, group agreements, or make requests of the group. This could be about honoring confidentiality and other people's stories, truths, and opinions without judgment, creating a safe and respectful learning environment, and being present.
- Make introductions. Ask participants to share a 30-second introduction. This might include their name, what they like to do, and one thing they hope to learn or take away from the class.

Subsequent session openings:

- Begin with a related lesson or high-vibe song.
- Start by reading a quote or *Note from the Universe*.
- Ask participants to share a celebration or story on how they applied info from the last session. Some trainers like to share "This Stuff Works" stories. This teaches participants to start focusing on the positive shifts, no matter how small.
- A brief review of what has already been taught.
- A check-in question or thought-provoking question for the group to share in partners, small groups, or whole group discussion.

Storytelling

You may have heard the expression that facts fade and stories stick. One of the ways we learn best is through storytelling. Tell at least one story to illustrate and help learners interpret and connect to the session's main points. You can find inspiration within your own life, the *Infinite Possibilities* Workbook, and even from your fellow trainers, students, and clients. You can use Andy Dooley's story creator worksheet as a resource.

Types of stories to gather:

A story when...

- Your thoughts became a thing.
- Your belief helped you achieve something or held you back.
- Your perceptions of limited beliefs created emotions.
- You took baby steps to accomplish a big dream.
- You acted as if.
- You trusted (or didn't trust) your intuition.
- You acted in faith.

Session Wrap Up Ideas

We suggest positioning your Q&A before your session closes, not at the end. A question or group discussion can take the group off-topic. After Q&A, use the following ideas to wrap up your session on a

high note that reinforces the main point and ties the session together.

- Assign any workbook pages, reading, or homework experiments based on that session's key points to activate the learning.
- Closing share questions:
"What are you taking away from today's session? What was your 'aha' light-bulb moment today? What are you choosing to focus on this week?"
- Share a quote or *Note from the Universe*.
- Share an upbeat video or song.



Part 4:

Quick Start Lessons

The following lesson plans provide you with a foundational 3-session 2-hour class to earn your trailblazer status. Use this as a place to start. As you go through these lessons, you'll begin to realize how much you already know. You have a unique message, point of view, energy, and experiences. You'll develop your own way of explaining key points. You'll add in your own stories, ideas, quotes, activities, and videos. Your class will become yours. This gives you a customizable structure to begin creating your classes.

You can use the additional resources at the end of each session in three ways:

- Enhance your understanding of the material.
- Share it during your lesson.
- Send it as supplemental material to participants between classes.

Session 1: Introduction, Chapters 1-2

Welcome

This is part 1 of 3 sessions of *Infinite Possibilities: The Art of Changing Your Life*. Thank you for giving yourself this time to learn something new, meet new people, and do something good for yourself and your life. Whatever drew you to this class, you are in the right place, and I'm honored to be your guide!

Introduce Mike Dooley and *Infinite Possibilities*

Mike Dooley is a *New York Times* bestselling author, metaphysical teacher, and creator of *Notes from the Universe*, which are sent to 1 million people worldwide. He's written many acclaimed books, including *Infinite Possibilities*, the bestselling book this program is based upon.

In 2011, Mike began training trainers (like me), so that this life-changing positive message could reach as many people as possible.

Watch Intro Video from Mike: <https://youtu.be/ZgV4qBpQ3ng>

Your (Why) Story

Introduce yourself to your participants. Tell them why you became a trainer, how this work has impacted your life, and/or how you awoke to these principles of *IP*.

What We Are Here to Do

Deliberately create the life you want. A life with more joy, fun, peace, fulfillment, happiness – and less worry, fear, and stress.

Learn to create purposeful, meaningful change, and take responsibility for your future.

Realize that your thoughts, words, and actions can create change and make your dreams come true. You don't need more education, connections, lucky breaks, or to be "better" or "good enough." You need belief, expectation, and imagination.

Remember that life is magical. You are powerful. You can succeed in creating change.

How We Will Do It

We'll meet for three classes, covering 2-3 chapters per class, with some activation "homework" in between. Each class will be about two hours.

We'll create an encouraging and supportive environment that invites everyone to feel comfortable participating, sharing, and asking questions.

Let's all decide to be present and respectful, be open and brave, honor confidentiality and other people's stories, experiences, and opinions. Make space for differences.

Introductions

We're all here because we want to experience more love, joy, and abundance. Let's take a few minutes to meet fellow participants. We'll each take 30-seconds to introduce ourselves. Tell us your name, one thing about you, one thing you love to do, and one area of your life you'd like to create change (it could be your health, career, finances, relationships, home, head — any area where you desire change).

Note: Introduce yourself as an example and keep each sentence very short to model it for the group to keep time. If you have more than 12 people in your class, you may want to make the intro shorter or divide the group into two or more groups.

Chapter 1: Key Point #1 - Thoughts Become Things

We've all identified an area of our lives where we want to create change. The starting point for creating that change begins with our thoughts. Your thoughts are the vibrational and energetic origin for everything that will become tangible in your life. If you think chaotic thoughts, the world will reflect its chaos. If you think calm and loving thoughts, your life will reflect more peace and love.

Your thoughts affect your attitudes, decisions, words, and actions. What's most important to remember is that no matter what thoughts you've had in the past or what thoughts you are thinking now, you have the power to change them. You get to choose what you think and, therefore, how your life will unfold.

Thoughts become things. What you think about, you bring about. Where your focus goes, your energy flows. You don't have to learn how to make your thoughts become things — it happens automatically, and you can use it deliberately to create more of what you want instead of what you don't want.

Storytelling

Tell one or two stories about how your thoughts became things.

(Optional) Activity: Workbook Exercise: Page 8

Give students 2-3 minutes to complete some or all of page 8 in the workbook (to start noticing their thoughts in certain areas of their life). You can have them skip the section on school if not applicable or apply it to this class. Time permitting, you can ask for short shares on what they noticed. Reassure them that negative thoughts are normal.

Key Point #2 - You don't have to be positive 24/7 to have a happy, successful life.

We all have negative thoughts every day, so don't worry about having them. Worry gives them power. Setbacks, disappointments, and fear are normal parts of life's adventure. You don't have to be positive all the time to have and create a happy, successful life. Your positive thoughts are much more powerful than your negative ones. Start by paying attention to the energy of your current thoughts. If you notice negative thoughts, stop and give yourself new thoughts to think. Focus on what you do want, or the best scenario, instead of what you don't have or what isn't

going right. Instead of thinking: "I'm afraid of getting sick," I think: "My body is healthy and vital." *(Give at least one other personal example here of a worry or negative thought, and model how to flip it. You can also model this on an index card. Write the worry thought on one side and then flip it to the other side with the positive thought).*

Workbook Activity: Page 10

Have participants take any negative thoughts they find themselves thinking about each area of life and flip it by writing a positive and empowering thought. It's okay if they don't fully believe it yet. This gets easier with practice. If time permits, allow one or two shares.

Three Dreams/Goals

As we talk about living more deliberately and creating change in our lives throughout this class, we will practice each of the concepts with three dreams/goals that you identify. What three dreams or goals do you have for your life? These can be short or long-term goals. *(Add personal example pictures on the PowerPoint slide. You can have participants write down these three dreams on page 25 of the workbook).*

(Optional) Activity: Lemon Visualization

Have students close their eyes. Then take them through seeing, touching, smelling, and tasting a lemon in their minds by visualizing seeing a lemon, picking it up, cutting its skin, and putting a slice in their mouth. This will be an experience of how powerful visualization can be. You can play this video for inspiration: <https://www.youtube.com/watch?v=9cFsrzevk4c>

Key Point #3 - Practice a creative visualization exercise once a day.

Creative visualization is pretending in your mind. It's a mental rehearsal of your future. It's a fun way to work on your dreams daily. Many elite athletes practice visualization as a way to improve their training and performance. Research has proven that with mental rehearsal, minds and bodies become trained to perform the skill imagined. One study found that basketball players who visualized themselves making free throws improved their shooting by nearly as much as those who actually practiced shooting them! You can begin moving toward your three dreams by visualizing your success daily.

Visualize for 2-10 minutes every day. Get into the details, using all of your senses. Feel the emotions you're seeking. Emotions are pure power and they supercharge your ability to manifest them into reality. Put yourself into the visualization. See your dream reached and how it will feel. Don't worry about how it happens. Tie your visualization practice to a daily habit you already have. For example, brushing your teeth, drinking your coffee, getting in or out of bed, in the shower, or when you first sit down at your desk.

Visualization Practice

Lead your class through a 2-3 minute visualization of one of their dreams come true. Have them visualize what they see, how they look, what they are doing, who they are with, and how they feel.

(Optional) Video

Watch Jessica's daily affirmations. Her energy is contagious. <http://www.youtube.com/watch?v=H0ifIQNwXBE>

Chapter 2: Beliefs

Key Point #1 and #2 - Your beliefs hide your opinions about life, people, happiness, etc. Your beliefs shape your thoughts, and therefore your life.

In a minute, I'm going to give you a word, and I want you to write down everything that comes to mind when you think about the word. Write whatever comes up. Capture the thoughts you think. Ready? What are the thoughts you think about your body? *(Feel free to change the word body to love, money, being successful, etc.)*

Now, as you look over your thoughts about your body. What do you first notice about your thoughts? Do you have more positive thoughts or negative thoughts?

Now that we know thoughts become things, the question is, where do our thoughts come from? They come from our beliefs. When you think you're giving an opinion, or sharing a truth or observation about life, this is coming from a belief underneath it. Your beliefs hide behind your opinions about life, people, happiness, etc. Your beliefs shape your thoughts and, therefore, your life.

What you wrote about your body is connected to your beliefs about your body. If you believe that your body has to look a certain way to be good, sexy, desirable, healthy, capable, or for you to be worthy, this will be reflected by your thoughts when you look into the mirror. If you believe that your body has blessed you or betrayed you, that will affect your thoughts.

Our beliefs often get instilled when we are kids or from what we inherit from our culture, religion, or families. Our beliefs can be helpful or harmful, empowering or limiting. Our life experiences are formed by our thoughts, which come from our beliefs. Although beliefs are sometimes invisible or hard to detect, you can discover your beliefs by paying attention to your thoughts, listening to yourself talk, and observing your own behavior.

Beliefs → Thoughts → Words/Decisions/Actions → Things (Life Experiences)

When you have a lot of negative thoughts, you have limiting beliefs. Your beliefs shape your thoughts, and therefore your life. How you see and respond to the world is filtered by your beliefs. Imagine two people who are applying for the same job. One person believes they aren't good at interviews and probably won't get the job, while the other believes they are perfect for the job and will ace their interview.

How do you think each one will perform in their interview, even if they have similar experiences and skills? How will they prepare, act, dress, and answer questions based on their beliefs?

Give examples to your participants. If you believe you are capable and competent, you will think of success and take actions based on that belief. If you believe there's not enough time in the day, you will think of being overwhelmed and behind.

What you say to yourself matters. Our thoughts create our life experiences.

Storytelling

Tell a story about how a belief affected your thoughts and, therefore, your life.

Additional Stories:

The Fleas

Once upon a time, not so very long ago, scientists put fleas in a jar. Fleas are very jumpy. They can jump eight feet high and eight feet forward. Scientists put the lid on the jar, and, eventually, the fleas stopped jumping. Then, the scientists took the lid off the jar. The fleas would not jump farther than where the lid used to be, because they BELIEVED it was still there. So even though they could have jumped out of the jar, they didn't because of what they believed would happen if they jumped higher than the lid. As humans, we do this. What metaphoric lid have you put on your dreams that keep you from jumping because you BELIEVE it's there?

What's Possible? Roger Bannister Story

Once upon a time, not so very long ago, people believed that it was impossible for a human being to run a mile in under 4 minutes. People tried but couldn't. Then, one day, a man named Roger Bannister (who had been told when he was 11 years old that he might never walk again due to an accident) ran a mile in 3 minutes, 57 seconds! In the first year following Roger's example, over 300 other people ran a mile in under 4 minutes! Once we BELIEVE something is possible, we can do it. Optional video to show: <https://www.youtube.com/watch?v=w9PUafcJLvU>

Key Point #3 - You can change your beliefs by changing your thoughts, words, and actions.

Install new, empowering beliefs:

- Choose a belief that serves your life.
- Claim beliefs through your thoughts and words.
- Act as if these beliefs are true every day. Actions suppress invisible, limiting beliefs while installing empowering ones.

Observe and dismantle beliefs you don't like:

- Notice when you frequently say things that uncover limiting beliefs. Then, change your behavior/thoughts/words to match what you want to believe. For example, instead of groaning when you get an unexpected bill, say to yourself, "I can handle this. Money is coming to me."
- Tell yourself why your dreams and desires are achievable and inevitable.

Workbook Activity: Page 26-27

Remember the three dreams/goals you chose? What negative thoughts/beliefs come up when you think about achieving them? You don't have to keep those thoughts/beliefs. *Have participants work through these two pages, and offer to help anyone who is getting stuck. As time permits, take some shares from the group.*

Review Chapters 1-2

Thoughts Become Things

Your thoughts are the starting point for any type of change.

You Don't Have to Be Positive 24/7

Flip your thoughts and focus on what you want.

Visualize Every Day

Get into the details and add in emotions.

Your Beliefs Shape Your Thoughts and Therefore Your Life

Choose beliefs that serve your dreams.

You Can Change Your Beliefs by Changing Your Thoughts, Words, and Actions

Discover/notice beliefs that are limiting and install new beliefs.

Act as if they are true.

Shares:

Ask students for their takeaways from the session.

(Optional) Activation Homework

1. Practice visualizing your dreams daily
2. Flip your thoughts
3. Remind yourself of new, empowering beliefs
4. Read through Chapters 1& 2 of the workbook

Note from the Universe

The presumption at all times and under all circumstances should always be that you are good enough, worthy enough, and lovable enough. And that you are exactly the right kind of person in the right place, at the right time. Otherwise, you wouldn't have been instilled with such dreams in the first place.

The Universe

(Optional) Video

Bob Ross Remix: Happy Little Clouds: <https://www.youtube.com/watch?v=YLO7tCdBvRA>

Additional Resources for Session 1

Videos

Validation (16:24): <https://www.youtube.com/watch?v=Cbk980jV7Ao>

The Monkey Business Illusion (1:42): https://www.youtube.com/watch?v=IGQmdoK_ZfY

Best Day of My Life, from *The Secret* (2:35): <http://www.youtube.com/watch?v=phLORLKL8bc>

Thoughts Become Things, Toastmaster Speech by Mike Dooley (7:35):
<https://www.youtube.com/watch?v=8x4sVR67wCk>

The Hidden Messages in Water: <https://www.youtube.com/watch?v=nWn4QF6dCwM>

Gratitude Experiment in Water: <https://www.youtube.com/watch?v=SDNhH8deZPg>

Exercises

Sunglasses

At the front of the room, set up a blank whiteboard on an easel and call that “reality.” Pass out different colored pairs of sunglasses. You can get these at a dollar store. You can even paint some with clear nail polish to blur the view. Then have everyone put on a pair of sunglasses and observe what “reality” looks like. Next, have students trade sunglasses and look again, noticing how reality looks different (color, etc.). Then have them trade again. Each pair of sunglasses represents a different perspective, a filter, or a lens that we look through, which is different for every person. Each perspective is different, not right, not wrong, just different.

Discuss how reality doesn’t change; only the individual perspective changes. Our perspective reflects our individual thoughts and beliefs *about* reality.

Point and Turn

Have participants stand and point their finger (index finger) with their arm straight ahead. Then with feet planted, have them turn (twist) their body, and point toward the back of the room. Then ask participants to continue turning as far as they can and focus on a spot/place on the wall that their finger is now pointing to and remember that spot.

Ask students to relax now, facing forward, and visualize/imagine/believe they are able to turn further than that spot on the wall they had pointed to.

Have participants repeat Step 1 to see if they can move past their limitations and go further with an empowering thought/belief. Virtually everyone will be able to shatter their limit.

Muscle Testing

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

- Help the volunteer get into a positive emotional state.
- Have them hold out their arm.
- First, push down on their arm and ask them to resist. Notice they are strong. Do this a couple of times.
- Next, ask them to claim a limiting belief. For example, “I’m not good enough.” After they do this 3 times, push down on their arm. (Everyone will notice that their strength went away!)
- This time, ask them to claim that they’re awesome, amazing, and adored 3 times. Then

push down on their arm. (Everyone will see that their strength returned and increased!)

- Notice the difference. Talk about it with your class.
Have your students find a partner and muscle test with one another. The outcome is this: You are stronger physically and mentally when you are reaffirming empowering beliefs.

Releasing Limiting Beliefs Ritual Idea

Using the thin lead of a mechanical pencil, have participants write their limiting belief on an Alka Seltzer tablet or dissolving paper. A ritual ceremony allows students to step up and release the power of their limiting beliefs by dropping their tablet or paper in a bowl of water and watching it dissolve.

Session 2: Chapters 3-5

Opening Review

Welcome back! In our first class, we discussed how our thoughts become things. They are the foundation for creating our life experiences. We all have the power to create with our thoughts. One of the easiest ways to create what we want is through creative visualization.

Our thoughts are based on our beliefs that become our perceptions, opinions, and observations of the world. Some of our beliefs are empowering, and some are limiting. Our thoughts become things based upon our beliefs. To create change in our lives to reach our goals, we can change our beliefs through our thoughts, words, and actions. We also looked at installing empowering beliefs and thoughts to support our three dreams/goals.

Shares

Share a celebration and/or way you applied this information since the last class.

(Optional) Video

Inside Out — Meet Your Emotions: <https://www.youtube.com/watch?v=puXSw8yrVnI>

Workbook Activity: Page 31

Today we are going to talk about emotions. Before we begin, I want you to think about some of the emotions you have felt over the past week and the possible reasons. For example... *(Give some examples from your own life that include some pleasant and unpleasant emotions. I felt satisfied and happy that my rose bushes are blooming, I felt angry at my son for not doing his homework.)*

Chapter 3: Emotions

Key Point #1 - Emotions are the product of our beliefs and perceptions.

We tend to think that people, events, and circumstances cause our emotions. *(Use your examples: My son makes me angry, my roses make me happy.)* This puts our happiness in the hands of outside people, events, and circumstances.

So, where do our emotions come from? It's not our circumstances or other people that cause us to feel happy or angry. It's what we *believe and perceive* about our circumstances or other people that creates our emotions. Our beliefs create perceptions about the world. Those perceptions create emotions. Emotions are our reactions based upon our beliefs. This is why two people can experience the same situation or see the same movie, and feel completely different about it. The situation or the movie is the same. It's our *beliefs and perceptions* that are different.

Workbook Activity: Page 32-33

Have participants look over the examples on page 32 and fill out at least one example on page 33. Ask for any shares and/or help anyone who might be stuck. Use your own example from the first exercise to illustrate. For example: I feel angry at my son for not doing his homework. My perception: He isn't living up to his potential and he's being disrespectful. My belief is that good grades are needed to succeed. Can you see the errors in my perception that are causing my emotions?

Ask participants: For any unpleasant emotions you feel, is there another way to look at the situation in order to change your emotions?

Key Point #2 - Our emotions are life's feedback system.

Emotions aren't good or bad. They help us understand the vibration of our thoughts. They are the "hack" to thoughts becoming things. When we pay attention to how we feel, our emotions give us feedback about our life, offering either encouragement or caution. What feels good offers confirmation we are on the right path. What doesn't feel good is an invitation to reflect on what we are thinking and saying.

Key Point #3 - Unpleasant emotions can point to limiting beliefs.

Your emotions are directly related to your underlying beliefs. Unpleasant emotions often point to limiting beliefs. *For example: I'm upset because I called my friend and my friend didn't get back to me. My friend's lack of response is not the cause of my emotion. I'm upset because my perception is that she didn't call me back because our friendship isn't a priority. This can be traced back to my own limiting belief that I'm not important. This perception might lead me to feel sad, angry, or rejected. If I switch to a new perception, I might see the possibility that my friend was just really busy. I can choose the perspective that my friend and I will talk soon. I can choose the belief that I am important. This is a different perception that will lead to a new and more uplifting emotion.*

When we feel an unpleasant emotion, we can find the limiting belief and then flip that into an empowering belief.

(Optional) Examine page 37 for examples.

If the underlying limiting belief is hard to detect, we can shift our emotional reactions by shifting our perspective. Even our most difficult life challenges can also bring hidden gifts.

Storytelling

Tell a story of the hidden gift inside one of life's challenges.

Changing Perceptions

When faced with a challenge that is bringing up emotional reactions, you could ask yourself:

- What am I feeling?
- What is underneath my emotion?
- How can I look at this differently?
- What is the opportunity for growth or triumph right now?
- What can I do to reach for a better-feeling thought or raise my energy?

Workbook Exercise: Page 36

If time permits, take some shares.

The Power of Emotions

Emotions are the “secret hack” to manifesting what we desire. The best way to start making a change in your life is to be happy now. When you feel good, you think good thoughts and you feel motivated to take action.

(Optional) Discussion

What are things you can do to shift your emotions to feel better?

- Practice mindfulness and meditation
- Practice gratitude
- Look for hidden gifts
- Play upbeat music, dance, sing
- Move the emotion through your body - go for a walk, run, bike ride

(Optional) Video

Acting as you want to feel: <https://www.youtube.com/watch?v=yzjhlfxbWvE>

Quote

“The one thing we can do to make the biggest difference in our lives is to simply be happy now.” - Mike Dooley

Your Three Dreams/Goals

How will it feel to achieve your dreams/goals?

Can you start feeling that now?

When you get off-track, ask yourself, where am I out of alignment with my empowering beliefs?
How can I choose a new perspective?

Chapter 4: Taking Action

Question: If “Thoughts Become Things,” is it necessary to take action?

Key Points

Taking action is mandatory for creating major life changes. You can't just “think” about what you

want. You have to physically move in the direction of your dreams.

Taking action is what creates possibilities, synchronicities, and coincidences. The more you do and try, the more the Universe/life's magic can help you.

You don't have to know how your dream will come true. Often, people don't take action on their dreams because they get stuck on how to make it happen. You just have to get started by moving forward. Use Mike's GPS example (page 48 & 49 in the workbook). There are so many ways a dream can come true. Focusing on the HOW of one way is limiting. It doesn't allow for something better than you can imagine. When we insist on one "how," we shut the door on all the others.

You only need to take baby steps. Small actions can have big results. For every baby step you take, you are declaring to yourself and the world, "I can do this. I will do this. I am doing this."

(Optional) Video

Domino Chain Reaction (2:33): <https://www.youtube.com/watch?v=y97rBdSYbkg>

Storytelling

Tell a story about a time when you took baby steps or acted as if.

Quote

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

Act as If

One of the fun ways to take action on a dream is to act as if it's already come true or is already on its way. You could write a thank you letter for something that you want to receive. You could buy the URL of the business you haven't started yet. *(Give participants lots of examples of ways you could do this. Use examples for your own dreams/goals. You can also use the example on workbook page 54.)*

Your Three Dreams/Goals:

Have participants refer to their 3 goals and dreams. Write down at least three baby steps they can take to move toward it and/or act as if.

Option: Have participants do this in pairs or small groups to help brainstorm. If time permits, ask each participant to share one dream and one baby step.

(Optional) Activity - Vibration Activation

Ask for a volunteer and have them describe in detail their goal/dream. Then, enthusiastically and dramatically "amplify" their dream by retelling it to the class (with or without another volunteer) as if it has already happened to them. Add fun, exaggerated details designed to amplify the

emotion and help participants see their dream with bigger possibilities than they imagined for themselves. Separate participants into partners or triads and have them repeat the exercise.

Chapter 5: Instincts and Hunches

Question Check-In

Ask participants to either raise their hand or stand if any of the following apply:

Have you ever had a gut feeling about someone or something?

Thought of someone, and then they called, texted, or emailed?

Knew what someone was going to tell you before they did?

Followed your heart instead of your head?

Had a dream or a strong premonition that later happened?

Key Point #1 - Instincts and hunches come from our higher spiritual selves.

We all have a connection to a “higher self” with inner senses that provide insights, guidance, and information originating from outside our normal awareness. Some call this our instinct, intuition, inner wisdom, or “gut” feeling. These instincts reveal the truth about our life and experiences.

Storytelling

Tell a story about a time you followed your intuition.

(Optional) Activities

Have participants take a few moments to get centered and still. Have them formulate a question they currently have in their life.

Allow students to pull a card from a deck like a *Note from the Universe* Card or a Louise Hay *Power Thought* Card, and use their “higher self” to interpret the message to provide guidance or insight to their question.

Or, ask students to write an answer from their “higher self” on paper or workbook page 59 at the bottom.

Note from the Universe

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

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

The Universe

P.S. Voice, not voices.

Key Points #2 and #3 - Our dreams and desires are windows into the future. We all have inner senses.

Our dreams and desires are windows into the future of what “could be.” We all have inner senses that help us know the difference between what will serve us now and in the future versus what only offers us short-term pleasure. By following our deepest desires and dreams, we inevitably help ourselves as well as others. Your dreams come from the infinite, and only by pursuing them can you give to the world all that you have to give and remain true to your “divinely selfish” desires.

Your Three Dreams/Goals

Have participants use their three dreams/goals to fill out page 60 in the workbook.

Moving into the Fast Lane of Life

You may not always know what's next or what you should be doing with your life. This is normal. In these cases, try this:

1. Be yourself.
2. Practice feeling and expressing gratitude for what you appreciate in your life (to be your best self and feel good now).
3. Follow the fun and fulfillment.
4. Begin. Take baby steps. Try things out.

Closing Shares

Ask students for their takeaways from the session.

At the end, you can reiterate or clarify any key points from the chapters.

(Optional) Activation Homework

1. Keep visualizing your dreams and flipping your thoughts.
2. Pay attention to your feelings to understand their source. Shift the unpleasant ones.
3. Begin taking baby steps and acting as if.
4. Practice listening and trusting your intuition.
5. Read through chapters 3-5 of the workbook.

(Optional) Video

Will Ferrel's USC Speech (Throwing Darts at the Dartboard):

<https://www.youtube.com/watch?v=BSNkesV8UZc>

Additional Resources for Session 2

Videos

How to Move Forward from Where You Are Right Now with Mike Dooley:

<https://www.youtube.com/watch?v=0OjqENG0Qdk>

A Pep Talk from Kid President:

<https://www.youtube.com/watch?v=l-gQLqv9f4o>

The Feeling Creates the Healing with Dr. Joe Dispenza:

<https://www.youtube.com/watch?v=7sxmK8A-Kco>

68 Seconds Vibration Activation with Andy Dooley:

https://www.youtube.com/watch?v=Uuy3dWf_3KE

How to Manifest What You Want with Jim Carrey:

<https://www.youtube.com/watch?v=V-8J2ogTDA4>

Quote

"If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with success unexpected in common hours." - Henry David Thoreau

Autobiography in Five Short Chapters by Porche Nelson

Chapter 1

I walk down the street.

There is a deep hole in the sidewalk. I fall in.

I am lost.

I am helpless.

It isn't my fault.

It takes forever to find the way out.

Chapter 2

I walk down the same street.

There is a deep hole in the sidewalk.

I pretend I don't see it.

I fall in again.

I can't believe I'm in the same place, but it isn't my fault. It still takes a long time to get out.

Chapter 3

I walk down the same street.

There is a deep hole in the sidewalk. I see it is there.

I still fall in; it's a habit.

Yet, my eyes are open.

I know where I am.

It is my fault.

I get out immediately.

Chapter 4

I walk down the same street.

There is a deep hole in the sidewalk. I walk around it.

Chapter 5

I walk down another street.

Session 3: Chapters 6-7

Opening Review

Welcome back! In the second class, we learned that our emotions give us feedback on how we are seeing and experiencing the world. They trace back to our beliefs, perceptions, and thoughts. When we choose better feeling thoughts, we begin to experience a change in our lives.

Next, we learned about the importance of taking action, moving in the direction of our dreams with baby steps, and acting as if our dreams had already come true.

We discussed that everyone has inner senses they can use for guidance. Following our deepest dreams and desires benefits all.

Shares

Share a celebration! Share something good that happened this week or a way you've practiced what we're learning. Maybe you flipped a thought or shifted a perception, took a baby step, acted as if, practiced gratitude, listened to your intuition, or followed the fun.

Chapter 6: Faith and the Magical Universe

Key Point #1 - Faith means having confidence in something that you cannot see.

Every single day, things happen around us and for us that we can't explain or know how it happens. Yet we trust it. We trust that a small device in our hands can connect us to anyone in the world. We trust that when we go to sleep, the sun will rise the next day. There is more happening for us than our senses can detect, or our minds can know. Living would be impossible without some basic trust in life.

How can we trust in something we can't define, see, or understand? Faith. Just because we can't see or feel our thoughts, doesn't mean they aren't real. Just because we can't see or understand our creativity, doesn't mean it's not real. Faith is how we explain what is felt in our intuition and our hearts but may not make logical sense to our minds. Faith in something bigger than ourselves that helps us through rough times, gives us a sense of meaning, and reminds us we aren't alone.

You can have faith based on experience and understanding. You've been doing it your whole life.

Experience: Look for evidence in your own life. How have things already worked out for you? If it happened before, it can happen again.

Understanding: Continue to learn about life's truths and live deliberately to increase your understanding. Steep yourself in books, podcasts, and practices that continue to strengthen your understanding of how life works.

Workbook: Page 70

In the past two classes, we've been working on three dreams/goals. What other dreams or goals have you achieved? Use page 70 to write down three past successes and three current dreams/goals, but write all of them in the *past tense* as if they've *already* happened.

Take a moment to feel and express gratitude for dreams that have already happened and dreams that are now coming true. Remind your students that feelings of gratitude supercharge their dreams. Then have them share their dreams in the past tense, reminding them that they've been successful before and can do it again.

Quotes

"Faith is taking the first step even when you don't see the whole staircase." - Martin Luther King, Jr.

"You cannot connect the dots looking forward; you can only connect them looking backward. So you have to trust that the dots will somehow connect in your future. You have to trust in something – your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life." – Steve Jobs

Storytelling

Tell a story about when you had faith in the unknown or the magical universe supported you.

(Optional) Group Questions/Discussion

What does faith mean to you? How do you live in faith? Have you ever experienced life's magic?

Key Point #2 - Even amidst uncertainty, we can still live deliberately.

You will have challenges in life and things will be uncertain. Even if you don't fully understand life's magic, the universe, or a higher power, you can still live deliberately. You can still focus on your thoughts, beliefs, words, emotions, and actions.

- Visualize your dreams daily
- Choose your thoughts wisely
- Make decisions from empowering beliefs
- Allow emotions to give you feedback on your perceptions
- Have fun and feel good
- Take action with baby steps toward the life you want
- Follow your intuition
- Have faith and keep going

(Optional) Key Point #3 - God/The Universe is alive inside each and every one of us.

The universe is a metaphor for your greater self. It doesn't exist outside of you. Your power comes from your ability to choose your thoughts and live deliberately. The Universe is working on your behalf. Allow for magic and possibility. Expect miracles and see the Universe/God in everyone.

Chapter 7: The Meaning of Life

- Success boils down to vision, belief, and actions.

Key Point #1 - Life is an adventure into learning and happiness.

Our lives follow a pattern that begins with a desire for something we don't have. This sparks a

journey into pursuing what we want. Unforeseen challenges arise, which create learning and wisdom. Through this journey, we find success, peace, and happiness. And then a new desire will emerge, and we begin the pattern again.

The adventure is about the journey through life. It's how we grow and change, live our dreams, connect with others, experience joy and love, and become more of who we are.

We are here to thrive, not just survive. We learn along our journey and gain wisdom. The journey doesn't end, and neither do the lessons.

Workbook: Page 75

Have students fill out the top of the page with their three current life lessons. If time permits, ask for shares from participants.

This adventure of life is only possible if there are some occasional challenges. These challenges can turn into gifts that are part of the path to our dreams.

Storytelling

Tell a story about how challenges in your life led to learning and wisdom that eventually led to a dream/goal.

Key Point #2 - The meaning or purpose of life is simply to live it.

At the end of every adventure comes learning and wisdom. This cycle continues to repeat.
Adventure → Learning

This takes the pressure off having to know your unique purpose. Your purpose is to live life's adventure and enjoy the journey—no more autopilot. No more doing what doesn't make you happy. Do what you love. The possibilities are infinite.

Ask students to consider how they could be living more. What do they love to do that they aren't doing?

(Optional) Videos

Everybody Dies, but Not Everybody Lives Poem by Prince Ea:
<https://www.youtube.com/watch?v=ja-n5qUNRi8&t=94s>

Finding Your Meaning of Life:
<https://www.youtube.com/watch?v=XCXMXuUDaic>

Key Point #3 - Success boils down to vision, belief, and action.

The reason why some people are very successful boils down to vision, belief, and action... or, to put it simply, "Thoughts Become Things." You create success by choosing thoughts, beliefs, and actions that support your success.

Note from the Universe

It's not the dazzling voice that makes a singer. Or clever stories that make a writer. And it's not

piles of money that make a tycoon. It's having a dream and wanting to live it so greatly that one would rather move with it and "fail" than succeed in another realm. You so have what it takes.

Hubba, Hubba -
The Universe

P.S. At which point, of course, failure becomes impossible, joy becomes the measure of success, and fitting into the jeans you wore back-in-the-day, inevitable.

(Optional) Exercises

Choose one of the following activities to close your class:

Vision Boards

Give time for students to work on a vision board or present one to the group if previously assigned. The vision board is a collage of pictures, quotes, and affirmations that help you visualize and hold empowering thoughts about your dreams. Participants can cut pictures out of magazines and brochures, or they can look online for pictures and either print them to make a collage or make a digital collage using Canva, Picmonkey, or Pinterest. The vision board could be created to represent a future dream life, or it could be focused on one particular dream, or one area of life (such as money, career, health, relationships, etc.).

Write a Letter to Yourself

Have participants write a supportive and encouraging letter to themselves. Recommend they include the following:

- Your three dreams/goals
- Your new beliefs and thoughts to support your goals
- How you want to feel
- Steps you intend to take
- Your most important takeaways from this class
- Some affirmations and encouragement

Future-Self Reunion

Give participants some time to prepare an "acting as if" presentation of their future self. Have them imagine it's 5 years in the future and you are having a reunion. Everyone gets two minutes to share what they've been doing for the past few years. Participants will talk in the present tense and complete the following statements as if it's 5 years from now.

- I am currently living...
- I spend my days...
- Dreams that have come true...
- I am now working on...
- My outlook on life is different because...

Graduation Ceremony

Give each participant a Certificate of Completion. A template is available for download on the Trainer Resources page at www.tut.com. As each participant “graduates” from the course, have them share three takeaways or action steps they will be taking toward their dreams.

Additional Resources for Session 3

Videos

What is Spirituality Really?:

https://www.youtube.com/watch?v=0_BYZv4YJKM

Bucket List Clip on God:

<https://www.youtube.com/watch?v=ipXBy1ZAbh4>

What Do You Desire with Alan Watts:

<https://www.youtube.com/watch?v=JCUFs2qJ1bs>

What's the Meaning of Life with Anthony Hopkins:

https://www.youtube.com/watch?v=kuR5OhK5B_U

Famous People Talk about the Law of Attraction:

<https://www.youtube.com/watch?v=AjpyuOSifAA>

Note from the Universe

Just a reminder in case you forgot, in case you've thought otherwise, or in case you never knew...

There is nothing you can't have.

There is nothing you can't do.

There is nothing you can't be.

The Universe



Part 5:

Additional Resources

Group Facilitation Tips

1. Normalize all experiences. People tend to worry about being the only one who feels a certain way. Allow people permission to have different experiences by giving examples. (i.e. Some of you might be feeling fired up and excited, and some of you might be feeling anxious. Both are normal.)
2. Hold the perspective that everyone is whole, resourceful, and resilient. No one in your group needs fixing or saving. With that said, if you sense a participant is attending class seeking help beyond the scope of the context of IP, you can refer them to a professional. If you're working with people regularly, you can compile a list of mental health professionals and resources to use if needed.
3. Teach your group how to respond to sharing. For example, you might ask people to be active listeners and give reflections instead of advice, unless specifically asked for. Share your own thoughts and use examples to spark discussion and give participants a framework for answering.
4. You are the facilitator and leader of the group. You may need to wrap someone up, interrupt, or call on people to keep the energy moving and make sure a variety of people get to share.
5. Trust your intuition on the energy of the group. If the group is getting tired or overwhelmed, take a break or get people up and moving around. Don't be afraid to do something different from your lesson plan if you have a hunch it would be better.
6. If a participant tells a very difficult or traumatic story – be empathetic and supportive. Thank them for their share. Comment on their courage and bravery. If needed, you could wrap up that share by asking the participant a question to change the story. For example, "What hidden gift did you receive? How did you transform? What could be a powerful part two to this story? What is possible for you?"

Success Tips for Leading an Exercise or Activity

Set up the exercise:

What: First, give them an overview of what you are going to do. For example: We are going to break into partners and do an exercise called muscle testing.

Why: Tell them why you are doing the exercise; what's in it for them? For example: Now we will do an exercise that will allow you to experience how different thoughts and beliefs affect your body and the strength of your muscles.

How: Demonstrate exactly how you want them to do the activity, either yourself or with volunteers, and/or give examples of what kind of response you are looking for.

Lead the exercise:

Make sure you are grounded and confident. Your energy sets the tone.

Give short step-by-step directions—the bigger the group, the simpler the instructions.

If doing partner activities, have them establish who partner A is and who partner B is before

starting.

Keep time for the group.

Encourage play and openness.

If teaching in person, be aware of your surroundings and share instructions that give allowances for safety. For example: Be sure that you do not go near the back corner as you are moving around. There are electrical cords on the floor, and I don't want anyone to trip. Share instructions that give allowances for any physical or emotional limitations. For example: If you can't stand or bend or get on the floor, then you can do it from your chair like this... If this doesn't work for you, ask yourself this question...

Tips for Handling Difficult Situations and Questions

There may be times when you encounter difficult situations or are asked difficult questions. It's OK. If this happens, don't worry. Here are several things you can do:

1. You don't have to know the answer. It's fine to say, "Great question. I wonder about that too." Or "I really don't know, what do you think?" You can also ask if the other participants have any thoughts and open it up to discussion. Remember, just because you might not know the answer to a question or situation doesn't mean you can't have confidence in the basic nature of reality: We create with our thoughts, beliefs, decisions, and actions.
2. Redirect to the future, "I don't know why that happened, but I know how to start creating change right now."
3. Avoid ending with Q&A. Allow for questions before you plan your concluding remarks. End each session on a high note that reinforces the main lessons.
4. You can address difficult situations after class. With compassion, say something like: "I sense that there's an opportunity to go deeper here—it's more than we have time to address right now, let's talk after class."
5. You are here to educate and guide. Allow participants to make their own decisions.
6. Sometimes people will have reactions to other people in the group or the content. Listen and honor their feelings. Try not to take people's reactions personally.
7. When it comes to spirituality vs. religion: Don't go where it's not necessary. Keep it general.

Many difficult questions do not fall within the scope of the program of IP. You are trained in this program which offers tools for creating change and living a happier, more deliberate life. It's okay to say you aren't trained in giving guidance for that particular question.

Creating a Safe and Inclusive Space

Contribution by Jeni Wahlig, Ph.D., LMFT, and IP Trailblazer

This section will bring attention and awareness to how you can create and facilitate a more safe and inclusive space in your *Infinite Possibilities* training and/or business. As a queer, white, gender-fluid, able-bodied, polyamorous person partnered in a mixed-race, transgender, blended family with black-presenting children, I can speak to the positive impact of just a few small considerations. While this document certainly does not cover all considerations, I hope that it will inspire baby steps from all of us to reach and affect the lives of even more who have not yet been reached.

Overall considerations:

Know that if you are part of the dominant culture (White/European, straight, able-bodied, cis-gendered), you hold positions of privilege that others in your group may not. While the laws of the Universe apply equally to everyone, know that members of your group who hold identities within historically oppressed locations may have different experiences or reactions to the IP material.

Overall recommendations:

- Be sensitive to reactions to the material if they show up. Some of IP's material may be hard to wrestle with at first for those who have experienced traumas and oppression. It's okay not to know all of the answers, and it's better to name that than to try to find the answers.
- Consider offering groups that target a particular audience so that the group members share something in common. For example: You might run an IP group for LGBTQ+ folx, or one for parents, or another for Black Womxn.
- Find ways to add diverse representation in your marketing and presentations. Consider images and video clips that feature non-white people, LGBTQ+ relationships, genderqueer appearing people, and both body size and body ability diversity.
- Use examples that center the experiences of people from diverse identity locations.

Gender

Considerations:

- Not everyone identifies along the gender binary (i.e., man-woman). Some may identify as transgender, non-binary (or enby), genderqueer, gender fluid, or genderless!
- There is an ever-growing variety in the way people use pronouns. Some may prefer they/them, others may use new pronouns, such as Zie or Hir, and still, others may not use any pronouns at all (in which case you'd just always refer to them by their name).

Recommendations:

- When making introductions, ask everyone for their name AND pronouns. If you're making name-tags or online presentations, consider asking everyone to add their pronouns next to their names.
- Never make assumptions about whether someone identifies as a man or woman. Even if you know how they identify now, understand that they may have been assigned a different sex at birth, so don't assume that their present gender represents their whole life experience within that gender.
- Use gender-neutral language, for example: "Folx" or "Y'all" rather than "Ladies and gentleman" or "Guys."

- Try not to make statements that generalize experiences around the gender binary. (women/men, husband/wife, daughter/son, etc.)
- Try not to use language that privileges one gender, such as “manpower,” “waitress,” “man-hours,” “policeman,” or “mankind.”
- Try to find a location for your presentation that has gender-neutral or single-stall restrooms.

Sexuality

Considerations:

- There are huge variations in the ways that people experience sexual identity and engage in relationships.
- Even if someone has a partner of the opposite gender, you still cannot assume that they identify as “straight” or that their partner is their only partner! (I, for example, have a wife AND a life partner who is a man).

Recommendations:

- Don't make assumptions about the genders of a group member's partner. For example: Don't ask about their “husband” or “girlfriend.”)
- Use language like “partner” rather than “husband” or “wife.”
- Consider using plural language when referring to relationships (partner or partners), as some people may have more than one.

Race/Culture

Considerations:

If you are a member of the dominant culture (White/European), understand that there are ways that you think and speak that may not be shared by folx from other racial or cultural backgrounds. Sometimes, those differences can result in harm to another person, despite your best intentions—something that is called a microaggression. It is difficult to know or anticipate what those may be.

Recommendations:

- Aside from continuing to do our own work to grow as allies and accomplices to those in historically oppressed groups, the best thing that we can do is to believe another person if they let us know that harm was done, thank them for letting us know, offer some kind of acknowledgment and repair for the injury, and allow it to help us grow and become better people in this world.
- Strongly consider the *Overall Recommendations* as listed above. Many of these will be particularly important for creating greater safety for non-dominant/historically oppressed racial and cultural groups.

Ability and Access

Considerations:

Ability and access considerations go beyond body limitations, such as wheelchair accessibility or a sign-

language interpreter. They also include learning abilities, neurodiversity, food needs, body size needs, financial difficulties, and mental health.

Recommendations:

- Ask if anyone in your group has any access needs so that you can help make space for them or attend to them.
- Consider ensuring that your group space is accessible (wheelchair accessible, big enough chairs, enough spacing between tables, accessible by public transportation).
- Ensure that the font on your slides and handouts is big enough for all to see.
- Consider offering vegan or vegetarian options, if you are offering food.
- When introducing group rules/expectations, give explicit permission for people to take care of themselves however they need to.
- Consider offering scholarships or reduced rate spots.
- Make sure you include regular breaks.
- Consider not forcing or requiring engagement from those who are not comfortable (while also encouraging everyone to stretch themselves a bit outside of their comfort zone). It may be difficult/uncomfortable for some people to touch, talk, or even make eye-contact.
- Get consent before touching anyone. (Can I give you a hug?)
- Identify what your accessibility accommodations are in your advertising and on your website, so people know ahead of time.

Learning Style

Considerations:

The best way to learn involves engagement with materials rather than the simple dissemination of information from you to them. Furthermore, not everyone learns the same way. Know that some people may need to move around, doodle, or take notes, while others may need to sit quietly and close their eyes to take in all they are hearing. Accommodating several different learning styles can go a long way toward helping all group members get as much from your IP presentations as possible.

Recommendations:

- Allow plenty of time and space for group members to practice activities, share stories or reactions, and ask questions.
- Consider allowing some time to reflect or journal before opening up for questions or responses; this will invite the more introverted and/or slower processors to connect dots and engage.
- Incorporate different forms of teaching such as videos, stories, activities, practice opportunities, lectures, visualizations, physical movement, and homework between sessions.
- Trust that your group members are doing what they need to do to get the most from your presentation.

How to Lead a Guided Visualization

Contribution by Andy Dooley

Feel It

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

Synchronize the group:

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

Start with simple images:

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

Visualization tips:

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

Visualize the end result:

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

Wrapping up the visualization:

Amp-up the positive emotions and get them seeing it, hearing it, and feeling it! Speak with passion and JOY! Sometimes I flood them with quick images that we have already visualized. If I am on the microphone with no background music, I count to 3, so they know when to open their eyes! Have fun and practice visualizing on your own.

Story Creator Cheatsheet

Contribution by Andy Dooley

Read this carefully! It will help you craft your story to get your message across and position you as a leader. Answer the questions below:

1. Set the scene: Where and when does your story take place?

Examples:

It was the summer of 2012, and I had just got married. Life was good. My career was going great, and I was living in San Diego.

I had been lying in bed for the past 29 days. My dreams flushed down the toilet. I was lonely and feeling depressed.

I was traveling through Australia with my partner when I received a phone call that would change my life!

It was March 25th, 2019! I had just quit my corporate job of 15 years. I was ready to start pursuing my dreams.

2. Introduce yourself: Who were you when the story happened?

Describe yourself in one sentence using three adjectives or a metaphor that gives your audience a picture of you.

Examples:

I was an ego-driven, type A personality, with a heart of gold.

I was 32 years old, married with kids, and had a bad attitude.

I was a workaholic, avoiding my dream of being an artist, and hated my job.

I was like a circle in a square trying to be what everyone else wanted me to be.

3. Challenge: What challenge or problem must you solve?

Examples:

I want to quit my job and start selling my artwork, but I'm afraid of failure. And the story I tell myself is: I'm not good enough. Who's going to buy my art? I can't make a living selling art. I'm not good with numbers or marketing.

I don't know what to do. I have so many dreams and desires. I want to do it all! I'm stuck in a job I hate. My marriage is falling apart. My kids don't listen to me. I know I create my own reality, but I don't know what to do.

Describe how difficult or painful this challenge is for you. How long have you been dealing with it? How bad has it gotten? Use a metaphor if possible. I was like an old car that badly needed an oil change and repairs, but I was too busy to stop.

4. Your why: Why is solving this problem important to you? What is motivating you to overcome this challenge?

Examples:

I want to be a role model for my kids. I want to be successful and happy, so I can prove to myself I am good enough.

I want to make a difference in the world and solve this problem for myself and others.

I want to show people that “thoughts become things,” and dreams do come true.

5. Begin the journey: The journey is the task, objective, or activity to be accomplished.

After you’ve established your why, what were the steps you took to start your journey? The journey is what you are attempting to do before something goes wrong or you encounter an obstacle.

Examples:

Going on vacation; running in a road race; meeting a friend for lunch; negotiating a contract; planning a big event; working on a new business or product.

6. Encounter the obstacle: What obstacles stand in your way of achieving your goal/ dream?

Think of both internal and external obstacles that you can share in your story.

Internal obstacles are your limiting beliefs, doubts, and fears.

External obstacles can be other people and circumstances outside of yourself that are getting in the way—family, job, co-workers, kids, bills, health challenges, bad habits, etc.

Examples:

I was optimistic about pursuing my dreams, but I was my own worst enemy, plagued with doubt and fear.

My biggest fear was the fear of failure. I also had a very negative partner who thought my ideas were stupid.

I am the world’s worst procrastinator, and I have a fear of success. I keep sabotaging myself. Nothing works for me.

7. Overcome the obstacle: How do you finally solve the challenge?

Two ways the story can teach:

- You overcame the obstacle correctly, thereby teaching the correct behavior.
- You overcame the obstacle incorrectly – made mistakes. You can show people through your thoughts and behavior what you don’t want them to do. Then, use the story as a springboard to discuss the correct or desired behavior.

Examples:

I read a book/saw a video/went to a workshop, applied the new information, and it worked! I started telling myself a new story and took action, no longer letting my doubts and fears hold me back.

I failed many times, so I hired a coach, and that experience shifted everything for me. I found what I had been looking for and started taking the right actions at the right time.

8. Outcome: What is the main point/lesson you want your audience to take away from your story?

Have only *one* precise point. Too many points water down the impact of the main point.

Examples:

Here's what I learned. Thoughts become things, and if I keep enjoying the journey, it's going to work out even better than I imagined!

Here's what I learned. If I show up consistently and act as if, I will become the hero of my story.

Here's what I learned. By doing what I love in the service of others, the Universe has my back, and everything is always working out for me.

Here's what I learned. If I believe in my dreams, hold the vision, and take action, the Universe will take care of everything else.

Sample Participant Feedback and Testimonial Request Questions

1. Why did you sign up for this class?
2. What did you receive from the class? What were your takeaways?
3. Why would you recommend this class to others?
4. What would make this class better?
5. Can I use your answers for a testimonial?



TUT's Adventurers Club Oath

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

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

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



INFINITE POSSIBILITIES

THE ART OF CHANGING YOUR LIFE

TRAINER'S GUIDE

