



**Trainer Guide for the
Connection Practice
Core Course**

April 30, 2022

Dear Connection Practice Trainer,

I am thrilled that you will be teaching the Core Course, which has two names: “Inner Wellness for Success” or “From Conflict to Connection”! I’m sure this Trainer Guide, which was initiated and drafted by Paula Schiff, will be a huge support in that undertaking. Ellen Anderson, Director of Education, and I edited this Guide and I expect it to be the “Bible” of Connection Practice teaching for years to come.

Let’s continue to do all we can to create a more connected world!

Oceans of gratitude,

A handwritten signature in black ink that reads "Rita Marie Johnson". The signature is written in a cursive, flowing style.

Rita Marie Johnson

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Core Course Overview

- **Welcome** (create connection and emotional safety)
- **Science of the Connection Practice** (satisfy an intellectual need for “proof”)
- **Demonstration of the Connection Practice on a Conflict with Another Person** (provide the whole picture of what they are learning today)
- **Definition of the Connection Practice** (share the primary benefit of the Connection Practice, which is resolving challenges in life)
- **Why Do We Need the Connection Practice?** (clarify the Connection Practice is a way to access solutions to problems)
- **The Problem** (explain that the amygdala makes “sloppy” matches and often overreacts to them, causing unnecessary stress)
- **The Hope** (show neuroplasticity makes it possible to create new neural pathways)
- **First Step in Creating New Neural Pathways** (share the value of creating a pause between stimulus and response)
- **The Solution** (reveal how the Connection Practice makes the most of the pause by combining empathy and insight)
- **Learn the Steps of the Connection Practice (The Solution)** (teach it step-by-step)
 - Heart-Brain Coherence is the Fast Track to Insight
 - ✓ Coherence
 - ✓ Biological Oscillators
 - ✓ Quick Coherence
 - ✓ Inner Balance or emWave
 - ✓ Positive Impact of Coherence
 - ✓ Heart-Brain Insight
 - Identifying Feelings and Needs is the Fast Track to Empathy
 - ✓ Feelings and Needs
 - ✓ What Empathy is Not
 - ✓ Judgmental Thoughts Misnamed as Feelings
- **Connection Practice Demonstration of a Conflict with Another Person** (show how empathy and insight come together to resolve a conflict)
- **Experiential Activity 1: Feelings and Needs on a Conflict with Another Person** (let your participants experience it!)
- **Insight on the same Conflict** (learn how to experience and lead “insight”)
- **Experiential Activity 3: Inner Issue with a Partner** (let your participants support and lead their partner through the whole Connection Practice)
- **The Connection Practice Summary** (put it all together)
- **What’s Next?** (stay connected with your participants after the Core Course)

- **Celebrating Met Needs** (end with a positive feeling)

Pre-Course Checklist for the Core Course

____ Figure out a registration process that includes an agreement for protection of RFI intellectual property that participants must sign: *I understand that this webinar and manual are copyrighted by Rasur Foundation International. These materials are for my personal use only. I agree not to share any recordings and digital or hard copies of them with other people.*

____ Decide whether you will include a Connection Circle a week after the course as a “bonus” If so, put the date of the Circle in your promotion materials.

____ Post your Core Course at www.connectionpractice.org under Coach/Trainer Resources.

____ If you decide to use facilitators for experiential activities, send them the Facilitator Questions (available on page 8 of this Guide and in the Trainer Resources) and provide an orientation session.

____ Provide materials to participants (see: <https://connectionpractice.org/protected-content/all-trainer-access/connection-practice-intensive-materials/#myaccount> for ordering).

- Manual (hardcopy or electronic copy)
- Connection Practice Boards
- Inner Balance (optional)
- Connection Practice Workbook (optional)
- Completely Connected book by Rita Marie (optional)

____ Send e-mail guidance to participants about preparing for the Core Course (prior and during).

____ Online courses (Prior to the course); ask participants to:

- Download and print the manual if sent electronically.
- Print off Zoom and Breakout Room instructions.

____ All courses (Prior to the course) - Ask participants to:

- Remove any e-mail filters that could interfere with communications from you about the Core Course.
- View the videos on the Connection Practice Boards Information and Resource page.
<https://connectionpractice.org/the-connection-practice-board-packages/connection-practice-boards-information-and-resource-page/#>
- Fill out the Conflict list on page 30 in the Manual.
 1. Activity 1 – Conflict with another person
 2. Activity 3 – Inner issue

- Practice with Inner Balance, sensor and phone or emWave and sensor.

____ All courses (During the course) - Ask participants to:

- Have Connection Practice Boards and Manual handy.
- Have Inner Balance, sensor and phones, or emWave, sensor and computer, handy.
- Have what is needed to be comfortable, such as paper, pen, drinks, snacks.
- Plan for breaks (tell them your plan; usually a 5-minute break in the morning, 30-minute lunch break, 5-minute break in the afternoon).

____ Select slides and tailor them as needed:

- Public-Business slide set (6-9 hours, including lunch and a Connection Circle)
- Education-Parent slide set (6-9 hours, including lunch and a Connection Circle)
- Optional slide set (use as desired)
- Depending on the number of people in your course, decide whether you will have everyone in the main room or use breakout rooms for the “Name, Passion and Strength” activity. Then either leave the breakout room instruction slide as #3 or move it to after the Experiential Activity 1: Feelings and Needs slide (see note on page 60 of this Trainer Guide).
- Check the closing slides to be sure they reflect your “next steps” with the participants. Alter them as needed.
- Use the Excel spreadsheet (available in Trainer Resources) for a short outline and to check your readiness and timing for every step.

____ Recordings of the “Inner Wellness for Success” Core Courses that Rita Marie has presented are available. They are posted in <https://connectionpractice.org/protected-content/all-trainer-access/connection-practice-intensive-materials/#myaccount>.

____ Prepare Personal Stories

- **Story 1:** A conflict you have had with another person that has been positively resolved using the Connection Practice
It will be used in the introductory demonstration. Have the trigger already written on your Board and the main needs already determined and ready to place on the Board.
- **Story 2:** Heart-Brain Insight story with an inspiring, positive outcome
It will be shared when you teach Heart-Brain Insight.
- **Story 3:** Heart-Brain Insight story with a modest, positive outcome
It will be shared when you teach Heart-Brain Insight.

- **Story 4:** An entertaining example of what “Empathy is Not” like Rita Marie shares about *Little House on the Prairie*
It will be shared when you teach “What Empathy is Not.”
- **Story 5:** A conflict you have had with another person that has been positively resolved using the Connection Practice. (Shared in two parts)
It will be used to demonstrate Experiential Activity #1. Use the break to reset your Board from the first demonstration. Write the new trigger on your Board. Have the main needs already determined and ready to place on the Board.

_____Materials for the day of the Core Course

- Connection Practice Boards set up at your side so they are easy to reach and manipulate
- PowerPoint slides up and ready to screen share on Zoom (or another videoconferencing app) or project on a screen for in-person courses
- Your speaking notes in whatever form works for you (see Excel spreadsheet in Trainer Resources for support)
- Two skewers or pencils of noticeably different lengths to demonstrate the “Biological Oscillator” slide
- Inner Balance with sensor on a charged-up phone ready to demonstrate or emWave with sensor up and ready to screen share

During and After the Core Course

Breakout Rooms - Slide 3 gives instructions for using breakout rooms; however, if everyone is already familiar with this process and/or received instructions in advance, skip this slide.

Breakouts with facilitators - It goes smoothly when the Trainer sets a time for everyone to be back, but allows facilitators to text if they need more time. Then the Trainer can decide when to send the banner to tell everyone to come back in one minute.

Breakout instructions - It works better to tell participants that they have 15 minutes each to do the activity in the breakouts. However, it may take longer than that for everyone to finish, so we have given the breakouts 40 minutes in the times noted in the script.

During the first breakout - The Trainer will need to prepare for the second demonstration by putting the magnets back in place and writing the new trigger at the top of the Board.

At any moment when the energy seems to sag, you can ask everyone to follow you:

- Arms out straight as if holding a food tray and say, "1".
- Arms out straight and moving upwards and say, "2".
- Arms outstretched up and say, "Let's stay connected!"

Jot down any exceptional examples shared during the course and ask if you can use them if you make them anonymous. These stories are the best way to enhance your teaching.

Options for ending the course: You can offer a Connection Circle or one-to-one coaching as a follow up to the Core Course and include it in the price. If you do that, get the date set before the Core is concluded.

Evaluation: If you ask for an evaluation, decide whether you will do this at the conclusion of the Course Course, the conclusion of any follow-up activities, or both.

Additional Training: Please let participants know that the Core Course is the first step toward certification on the Connection Practice Training Track. To answer any questions about the Training Track, please see the Program Diagrams on pages 13-14. If you or your participants have further questions, please write info@connectionpractice.org.

Last Slide/s: You will need to tailor your closing slide/s depending on how you choose to end your course and keep your participants engaged.

Positive Ending: After logistics are complete, ask participants what needs were met during the course. This is hugely important - it makes it clear that the course had an impact. This activity brings your course to an end with a positive feeling, and everyone leaves on a happy note.

Requirement: Please send all participants a certificate of completion with your digital or actual signature on it. Send names and emails of your participants to info@connectionpractice.org.

Heart-Brain Insight Script

Now I'm going to share the steps of receiving a Heart-Brain Insight.

First, I will lead you into Quick Coherence, which you have already learned: heart focus, heart breathing and heart feeling of appreciation.

What will you use for the focus of your appreciation? (Pause for a response)

Ok, good. So, I will lead you into Quick Coherence

After the third step, heart feeling of appreciation, I won't say anything more.

When you feel you are coherent, silently ask yourself, "What do I need to know?" Listen quietly inside, embrace whatever comes.

Then open your eyes, so I know you are complete.

Remember, please open your eyes when your insight comes. If you have your eyes closed for more than 4 minutes, I will ask you to open them.

Now I will lead you into a Heart-Brain Insight.

I invite you to bring your hand to your heart and close your eyes if you are comfortable with that.

Now bring your attention down to your heart, dropping all your energy down; heart focus.

(Pause as you do it with your client)

And now, breathe deeply and rhythmically as if breathing through your heart; heart breathing.

(Pause as you do it with your client)

Now, feeling appreciation for whatever is easy for you, like a big smile in the heart; heart feeling of appreciation.

Facilitator Questions

Experiential Activity #1: Feelings and Needs on a Conflict with Another Person

Say: Who would like to go first?

Say: OK, Person A (name) _____, please tell your partner your issue.

(Person A shares their issue.)

Say: Now Person A zeros in on the trigger moment when the negative feelings began and turns it into a statement that begins with the word “When.” Person B can help if needed.

Say: Now Person A moves the feelings magnets onto the Board.

(Person A moves feelings magnets.)

Say: Person B, do you see any important feelings that Person A might have missed?

Say: Person A, are you complete with the feelings?

OK, now Person B will begin guessing your needs; you can provide feedback and move the magnets into place.

(Person B guesses Person A’s needs.)

Say: Now Person A, do you have any additional needs to add?

(Person A adds any other needs.)

Say: Person A, are you complete? If so, Person B can ask you to identify your main need.

(Person B asks Person A for main need and Person A moves it into place.)

Say: Now Person A is going to guess the feelings of the other person and Person B can help.

(Person A and Person B work together to guess feelings.)

Say: Now both of you can guess that other person’s needs.

(Person A and Person B work together to guess needs.)

Say: Person A, are you complete?

Say: Now Person A, please guess the main need of the other person.

(Person A moves the main need of the other person into place.)

Say: Be sure to remember your main need and the other person’s main need for when we get back to the main room. Now switch roles, and we will do it again.

Experiential Activity #3: Inner Issues in Partners

Say: Who would like to go first?

Say: OK, Person A (name) _____ please tell your partner your issue.

(Person A shares issue.)

Say: Now Person A zeros in on the trigger moment when the negative feelings began and turns it into a statement that begins with the word “When.” Person B can help if needed.

Say: Now Person A moves the feelings magnets onto the Board.

(Person A moves feeling magnets.)

Say: Person B, do you see any feelings that Person A might have missed?

Say: Person A, are you complete with the feelings?

OK, now Person B will begin guessing your needs; you can provide feedback and move the magnets into place.

(Person B guesses Person A’s needs.)

Say: Now Person A, do you have any additional needs to add?

(Person A adds any other needs.)

Say: Person A, are you complete? If so, Person B can ask you to identify your main need.

(Person B asks Person A for main need and Person A moves it into place.)

Say: Now Person B will lead Person A into coherence. You can use the simple words on your Board and also in Step 4 on page 27. Person B, remember not to say anything after the third step, and Person A will open their eyes after an insight comes.

(Person B leads Person A into coherence. Person A listens for an insight and opens their eyes when one comes.)

Say: Person B, you can ask Person A to share their insight, but please don’t analyze it. Then you can ask Person A how they will act on it.

(Person A shares insight; Person B asks how they will act on it.)

Say: Now please switch roles.



ZOOM & Breakout Room Guidelines

ZOOM Room Guidelines

The Connection Practice Team is providing these simple guidelines for use of Zoom video-teleconferencing. Please review these tips well before your Zoom class is scheduled to take place.

Exploring Zoom Functionality

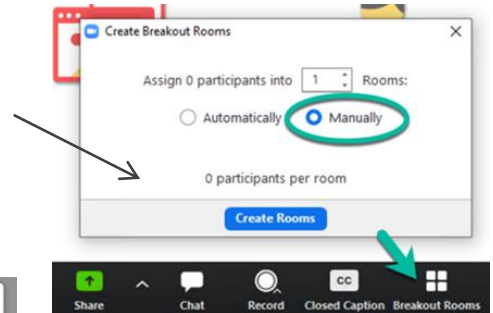
- Check that you have complete Zoom functionality before your first Zoom coaching or training session
- Go to the following link and click on <<Join a test meeting>> under “Getting Started – User Guide”
<https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-PC-and-Mac>
- If you say something, and the audio microphone in the lower left registers your voice, your microphone is working properly; then click on the microphone icon to explore the mute and unmute function
- If your video image shows up and you can wave at yourself, your camera is working properly; then click on the camera icon to explore the start and stop video function
- If one or both are not working, there are tutorials and a <<Help>> button on the same Zoom screen
- Explore the Chat function; type something into the chat box in the lower right of your screen; it should show up in the main chat box when you tap the <<Enter>> key on your keyboard
- Links to several tutorials are also available at the same Zoom screen if you want or need additional guidance

Note:

It is important that everyone involved has a very strong Internet connection, preferably hard-wired rather than wireless to avoid issues of time-consuming buffering and dropped connections. If a hard-wired line is not possible, then make sure to be as close to the modem/router (the device that provides your internet access) as possible for optimal wireless speeds.

Breakout Room Guidelines

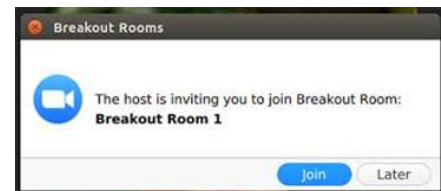
- Press on breakout rooms at the bottom. Press “automatically” for large groups, “manually” for small groups where you want to assign people.



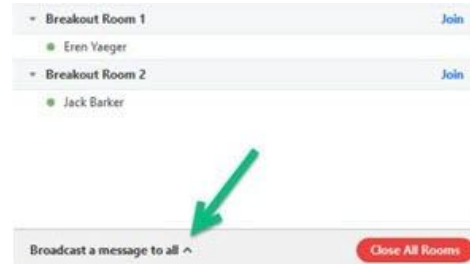
- Assign the participants to rooms.



- You must open all rooms and tell everyone to go to their rooms. They will see the option to “Join” the room they have been assigned to; they must press “Join.” The participants may have to press on breakout rooms at the bottom.



- Explain to pay attention to the banner notice to know when to come back. You will put a message in “broadcast” that goes into each room and tells everyone to come back.

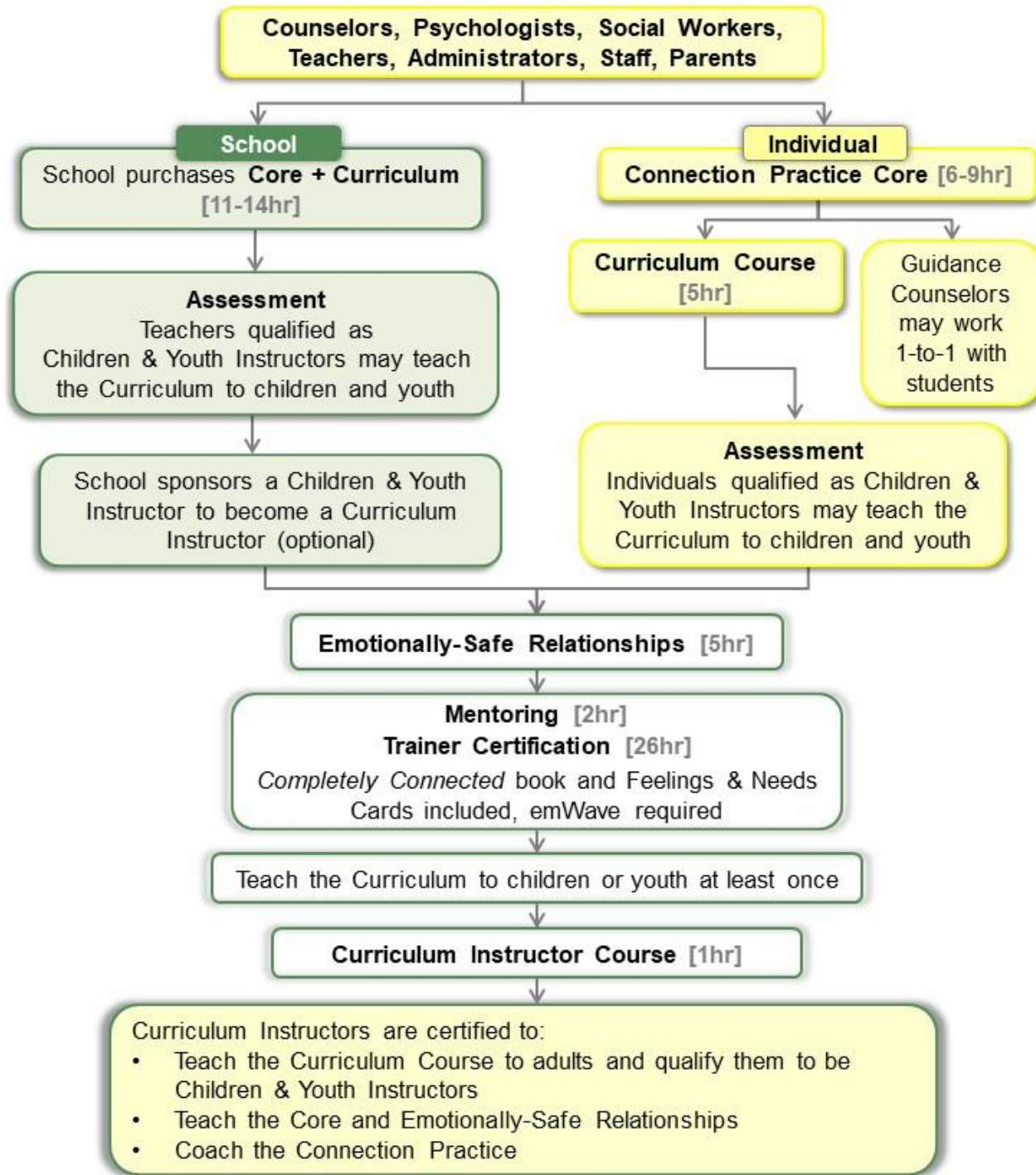


- When you “close” the rooms, a banner notice is sent, and the participants have 60 seconds before the room closes. They may be presented with a choice to “go back to main room” or “leave meeting”. Explain it is important that they choose “main room” because it is hard to get back if they leave the whole meeting.

- If anyone has questions during the breakout time, they must return to the main room to ask you. This works better than you visiting each breakout room.

Program Diagrams

Offering the Connection Practice to Children & Youth



For further information,
write info@connectionpractice.org



www.connectionpractice.org

Developing Your Connection Practice Skill

Counselors, Coaches, Educators, Parents, Social Workers, Psychologists, Healthcare Professionals, Community Leaders, Non-Profit & Business Leaders, Entrepreneurs, Ministers, Massage Therapists, Graduate Students in Human Services

Connection Practice Core [6-9hr]
Inner Wellness for Success
or
From Conflict to Connection

Emotionally-Safe Relationships [5hr]

Mentoring [2hr]
Mentor recommends Candidate for Certification Course
or for additional learning

Coach Certification Course [13hr]
(includes *Completely Connected* book)
Inner Balance Lightning Sensor or emWave required

Trainer Certification Course [13hr]
(includes Feelings and Needs Cards) emWave required

Coaches are certified to coach sessions.
Trainers are certified to teach the Core and Emotionally-Safe Relationships.

Advanced Connection Practice Courses and Certification
 ■ The Connection Path ■ Connection Mediation

For further information,
write info@connectionpractice.org



www.connectionpractice.org



Script



As participants arrive, remind them to have their Manuals and Boards handy.



Helpful hint: Have the trigger for your demonstration (Slide 5) already written on your Board before you start.



The time clock indicator below assumes you have started instruction. Timing is built in for a couple minutes after the start time.



8min/8min



empathy + insight = connection

Inner Wellness for Success

Welcome your participants

Ask empathy questions appropriate for your audience

Script (Slide 1):

- Note: This slide is for an “Inner Wellness for Success” course. You may be using “From Conflict to Connection” as your title and will want to switch to that slide.
- Welcome.
- I’m so glad you’ve chosen to participate today.
- How many of you feel frustrated when conflict eats up time and resources at work?
- How many want to learn to prevent conflict or resolve it more efficiently?
- I appreciate your willingness to learn a new way to approach inner turmoil and conflict with others.
- Today you will learn how to approach those challenges through connection with yourself and others.

Transition: Let’s start getting connected with an activity we call “Name, Passion, Strength.”

Trainer Notes



Be prepared to share your name, passion and strength and to demonstrate it for the participants.



If you have 6 or fewer participants, you can stay in the main room; for more people, use breakout rooms [advance to explain breakout rooms on the next slide].



If you stay in the main room, listen carefully to the passions and strengths shared; reinforce what these folks are bringing to the table, and share throughout the training how the Connection Practice can serve their passions and strengths (as appropriate).



11min/19min



Connecting Activity: Name, Passion and Strength

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Start establishing coherence and connection with the “Name, Passion and Strength” activity

Script (Slide 2):

- I invite each of you to share your name, passion and a strength (say this if you are staying in the main room, and if you are using breakout rooms at this point, add, “in breakout rooms in a few minutes.”).
- Here’s how we’ll do it:
 - My name is:
 - I’m passionate about:
 - And my strength is:

Transition:

(If you are using breakout rooms for this activity, ask about participant familiarity with them.)

Please raise your hand if you are familiar with breakout rooms.

(If someone isn’t familiar with them, show the next slide.)

(If you aren’t going to use breakout rooms at this time, skip this slide. However, you may need to use it for Activity 1 if participants aren’t familiar with breakout rooms. In that case, move it to after the Experiential Activity 1: Feelings and Needs slide.)

Trainer Notes



If you use breakouts for the “Name, Passion, and Strength” activity, plan on 5 minutes for two people (2 minutes sharing for each person plus a minute for transitioning to and from the breakout rooms). Add additional time if there are more than 2 people going to the breakout.

If you do not plan to use breakouts for this activity, you can move this slide to after the Experiential Activity 1: Feelings and Needs slide.



1min/20min

Breakout Instructions

When the trainer puts you in a breakout room, a box appears, click “join breakout room.”

If it doesn’t come up, select breakout rooms at the bottom of the screen, select “join breakout room.”

Pay attention to the banner that comes up at the top when the trainer broadcasts time to come back.

Please choose “return to the main room” because “leave meeting” will take you out of the webinar.

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What are breakout rooms

How to join one

What to expect

Script (Slide 3):

- I am going to send each of you to a breakout room.
- (Read slide)
- Your breakout will have [x number of people], and you will have roughly [x amount of time each] to share.

Transition: (Move to the next slide before you bring people back from the breakout rooms.)

Trainer Notes



Consider whether there are additional housekeeping items specific to this group or to the time of day you are delivering the course and adjust the slide accordingly.



2min/22min

Getting Started

- ▶ Your Manual is rich with additional information we won't have time to cover today. Please take advantage of it later.
- ▶ The goal today is for you to learn this self-empowering skill so you can apply it in your personal and professional life
- ▶ Ask questions at any time by raising your hand
- ▶ Breaks: 5 minutes morning, 11:30-12 for lunch, 5 minutes afternoon. If you need another bio break, please feel free to request it.
- ▶ Suggested Agreements:
 - ▶ Turn off cell phones
 - ▶ Keep confidentiality
 - ▶ If you want to process something regarding another person in the course, get their permission first
 - ▶ Return promptly from breaks
 - ▶ Online: Pin "Speaker View"

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*We are here to learn a self-empowering skill for daily living
What to expect in terms of logistics, breaks, etc.
Agreements for success*

Script (Slide 4):

- Now let's get started (Read and discuss the slide).
- As we move through the course today, I may invite you to read a slide out loud for all of us.
- Any questions?

Transition: (Click to next slide and read it.)

Trainer Notes



Be prepared to share your story – Story 1: Conflict with another person that has been positively resolved. Have the trigger written on the Board and the main needs of both people handy.



15min/37min

Connection Practice Demonstration

Help guess feelings and needs in this interactive demonstration of a real-life example with a business associate.

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Demo: Connection Practice with participant involvement

Script (Slide 5):

- Note: You may need to alter this slide to reflect the topic of your demonstration story.
- I am going to share a story about a time when I used the Connection Practice.
- As I share the story, I'm going to invite you to guess the feeling and needs.
- *(Demonstrate the process step-by-step:*
 - *Show the trigger on the Connection Practice Board.*
 - *Invite participants to guess YOUR feelings and needs.*
 - *Place your magnets on the Board as the feelings and needs are identified and repeat each one out loud.*
 - *You identify YOUR main need.*
 - *Do the same for the feelings and needs of the other person, then you identify the main need you guess the other person had.*
 - *Model Heart-Brain Insight.*
 - *Share the insight you received.*
 - *And the action taken and the outcome.)*

Transition: Let's talk about the science behind each step that I just demonstrated.

Trainer Notes



Page 3



5min/42min

Science Behind the Connection Practice®

Research studies explain why the key elements of the Connection Practice are efficient and powerful in building social-emotional intelligence (page 3)

1. Naming feelings reduces the reaction of the amygdala in the brain.
2. Naming our own needs and guessing another person's needs gives us perspective and is called cognitive empathy.
3. Heart-brain coherence reduces irrational reactions and brings about positive affect, which increases access to insights

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*Naming feelings reduces the negative charge on an issue
 Naming needs gives us perspective called cognitive empathy
 Heart-brain coherence quickly reduces the negative charge on an issue and leads to a "good mood," which increases access to our best thinking*

Script (Slide 6):

- Would someone be willing to read this slide? (Participant reads it.)
- When we are triggered, naming our feelings reduces the fight/flight/freeze reaction of the amygdala in the brain.
- In the Connection Practice, we learn to identify our own needs and to guess the needs of people we are in conflict with, which gives us perspective. This is called cognitive empathy.
- Affective empathy, by contrast, is the ability to share the feelings of another person, such as seeing someone crying and feeling like crying ourselves.
- Cognitive empathy is something that we can learn with practice.
- Heart-brain coherence is a very efficient way to reduce the reactions of the amygdala. It also gives us access to our best thinking, our insights.

Transition: So now, let's define the Connection Practice.

Trainer Notes

Definition of the Connection Practice®

A skill that unites empathy and insight to meet challenges in life (page 4)

Empathy is attained through a conscious connection to feelings and needs.

Insight is accessed through heart-brain coherence.

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empathy + insight = connection (with self and others)

Script (Slide 7):

- Would someone be willing to read this slide? (Participant reads it.)
- Naming our own feelings and needs is self-empathy.
- By respectfully guessing the feelings and needs of another person, we are giving them empathy.
- When we use the language of feelings and needs, we avoid judging ourselves and others and are empathic instead.
- I understand that you may not be familiar with the term heart-brain coherence mentioned here.
- For now, all you need to know is that coherence helps us quickly access insights.
- The Connection Practice is a skill that unites empathy and insight to navigate life's challenges with greater ease and success.

Transition: So...



1min/43min

Trainer Notes



[intentionally left blank]

Script (Slide 8):

- (Read the slide.)

Transition: (Advance to the next slide.)



1min/44min

Trainer Notes

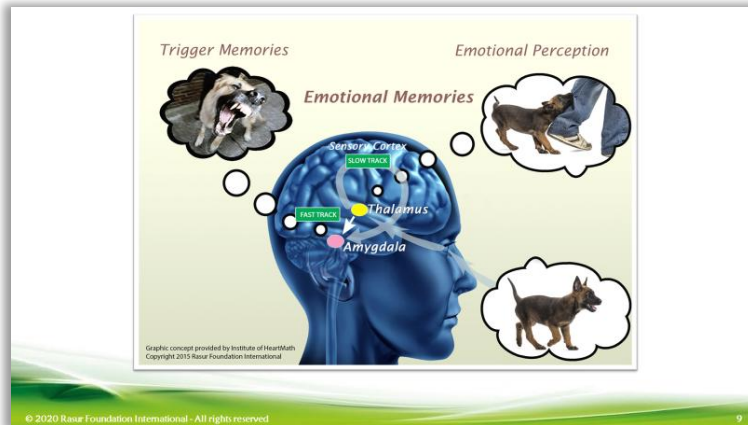


Page 5

Use your fingers over your face to demonstrate being held hostage; remove your fingers to show that when we learn to manage our reactions, we are "free."



5min/49min



When a stimulus is similar to an experience of the past, it may trigger a spontaneous response without the benefit of thinking it through

Script (Slide 9):

- Here is an illustration of a woman's brain who had a dog bite in her childhood [point to top left]. As an adult, when she sees a puppy on the street [point to bottom right], that input goes to the thalamus [point], the central distribution system for information in the brain. Now, if she took time to think it through on the "slow track," [point] she would realize this dog is not going to hurt her.
- Our amygdala [point] is like an eavesdropper, monitoring all sensory stimuli. It looks for matches to memories, including good memories like the smell of grandma's apple pie and useful memories like knowing not to touch a hot stove.
- However, in this example, the amygdala matched the dog bite memory. This triggered an irrational reaction. She reacts as if the puppy is going to bite her. This is what we call a "sloppy match" because the dog of her past is not the puppy of the present.
- This pathway between the thalamus and the amygdala is called the "fast-track."
- When the amygdala is triggered by a painful memory match, it activates the fight/ flight/ freeze response because it thinks the same thing is going to happen again [point to top right].
- We often over-react because we are basing our response on past information rather than on our present experience. This is what keeps us trapped in negative emotional patterns that can lead to health challenges, conflict and even violence.
- We are being held hostage by the amygdala (give an example from your life; use your fingers as described in the box on the left).
- With the Connection Practice, you learn to manage your emotional reactions to stimuli and respond appropriately in the present.

Transition: This reprogramming is possible due to the neuroplasticity of the brain.

Trainer Notes

Neuroplasticity

noun - the ability of the brain to form and reorganize synaptic connections, especially in response to learning, or experience or following injury:

Neuroplasticity offers real hope to everyone from stroke victims to dyslexics.

 Dictionary

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*Research confirms the ability of the brain to form and reorganize synaptic connections
This means we can think and act anew*

Script (Slide 10):

- Would someone be willing to read this slide? (Participant reads it.)
- Neuroplasticity of the brain offers hope because it means we can change neural pathways that don't serve us.

Transition: Let me illustrate further.



3min/52min
(includes the following
slides 10-13 = total of 2 min)

Trainer Notes



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11

A well-worn path....

Script (Slide 11):

- Imagine that the road on the left represents a painful experience from your past.
- You have vivid memories of it, and you have talked a lot about it.
- So, you have a well-worn neural pathway that is developing into a rut.

Transition: But it doesn't have to stay that way.

Trainer Notes



*That path fades when it is less traveled
A new path can form*

Script (Slide 12):

- We can begin to forge new paths if we know how.
- Rather than being held hostage to the past, we can learn to recognize our triggers, name our feelings and needs and access our best thinking.
- Then we create a new neural pathway based on the present rather than being held hostage by the past. (Repeat the use of your fingers as on slide 9 and then remove them to “see” in the present)

Transition: Over time, the neural pathway that no longer serves us, fades away.

Trainer Notes



New pathway is forged

Script (Slide 13):

- And we get to the point where the new path becomes our primary response.
- So, to answer our original question about why we need the Connection Practice, it's because we need to extinguish irrational reactions of the amygdala and create new neural pathways

Transition:.. But before we move on, let's look at one more fact about the amygdala that helps us understand the need to create new neural pathways.

Trainer Notes

Answering the Amygdala's Questions

The amygdala is participating in full brain waves of energy that occur twelve to one hundred times a second, essentially asking the questions, "Am I safe? Do I matter? Am I safe? Do I matter?"

When a stimulus in the present triggers a memory of those needs not being met, it causes irrational reactions that don't serve us.

But we can change that by creating new neural pathways in the brain.

What is the first step in creating a new neural pathway?

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14

We can overcome the reactions of the amygdala and create new neural pathways

Script (Slide 14):

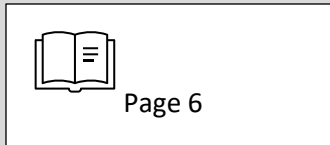
- Would someone be willing to read this slide? (Participant reads it.)
- So, if we don't want to be held hostage by the constant, fearful questions of the amygdala, we must know how to efficiently create new neural pathways. The Connection Practice can help us do that.

Transition: But what is the first step toward that freedom?



1min/53min

Trainer Notes



We Need a Pause Between Stimulus and Response
(fill in blanks on page 5)

Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.
~attributed to Viktor Frankl

Connection™
Using the Connection Practice in the pause gets our irrational reactions out of the way and provides access to our best intelligence.

Stimulus Response

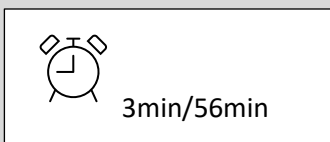
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The creation of new neural pathways is achieved by getting to a pause and maximizing its benefit

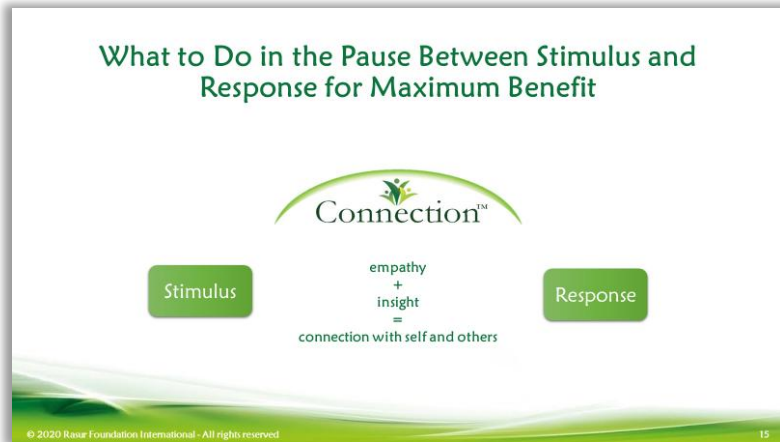
Script (Slide 15):

- The first step is to create a pause between the stimulus and the response. You can fill in those words on page 5.
- Is someone willing to read the Viktor Frankl quote? (Participant reads it.)
- The woman who was triggered by the memory of the dog bite could learn to pause, create a new neural pathway and free herself from that fear.
- Using the Connection Practice in the pause gets our irrational reactions out of the way and provides access to our best intelligence.

Transition: So, what does the Connection Practice actually help us do in the pause?



Trainer Notes



Knowing how to access empathy and insight during the pause provides connection with oneself and with others

Script (Slide 16):

- (Read the slide.) I'm sure you have heard of strategies for getting to the pause like counting to 10 or just walking away.
- However, counting doesn't access our best intelligence, and walking away can mean suppressing our feelings, which ultimately doesn't work and can actually make us physically sick.
- The Connection Practice not only gets us to the pause, but it also maximizes its benefit.
- When we are triggered and having negative emotions, we become disconnected from ourselves and others, and we often act without thinking.
- Activating our empathy and insight brings us back into connection with oneself and others so we can make life-enriching choices.

Transition: Now let's dive into learning how to activate empathy and insight for ourselves.



1min/57min

Trainer Notes



Page 7



The HeartMath Institute founded by Doc Childre, has been conducting scientific research since 1991 and has developed reliable, scientifically-based tools for using the power of the heart.

See www.heartmath.org and page 32 of the Manual for more references.



2min/59min

empathy + insight = connection

Heart-brain coherence is the fast track to insight.

HeartMath® Institute
expanding heart connections

www.heartmath.org

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17

*“Every life has its challenge. Every heart has an answer.”
~ HeartMath Institute*

Script (Slide 17):

- “empathy + insight = connection” is the essence of the Connection Practice.
- We are going to start with insight.
- Insight is the second aspect of the Connection Practice, but we are teaching it first so you can quickly learn how to process an issue.
- To get to insight, we use heart-brain coherence because it is very efficient.
- The HeartMath Institute is our primary source for research on coherence and is like a parent of the Connection Practice.
- HeartMath has fully supported the Connection Practice from its inception.

Transition: Now let’s take a moment to do the first step in an experiential activity.

Trainer Notes



Page 8



Section (b) will be completed later.



4min/63min

Challenge and Solution

Write down a challenge and your solution (a) on page 8.

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Participants write about a challenge and their best solution

Script (Slide 18):

- Please turn to page 8 and write down some challenge in your life.
- This can be a personal challenge or a challenge with another person.
- Then write anything you think is your best solution to the challenge.
- When you are complete, please look up so I know.
- Anyone not complete?
- Let's set this aside for now.

Transition: Now we are going to learn about Heart-Brain Coherence.

Trainer Notes



Page 9



1min/64min

Coherence

An optimal state in which the heart, mind and emotions are aligned and in sync.

Physiologically, the immune, hormonal and nervous systems function in a state of energetic coordination.

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Coherence – the heart, mind and emotions are in sync

Script (Slide 19):

- Would someone be willing to read this definition? (Participant reads it.)
- The boat on the left shows everyone rowing in alignment.

Transition: Coherence is when a similar state of alignment is attained in the body.

Trainer Notes

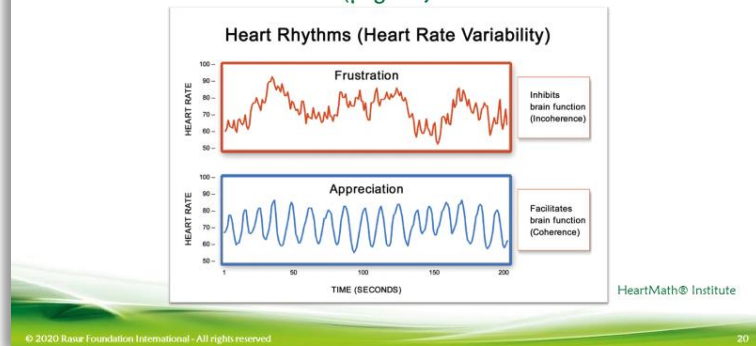


Page 10



5min/69min

How Coherence Impacts the Heart (page 10)



Coherence leads to mental and emotional self-regulation and provides access to our best thinking

Script (Slide 20):

- Heart coherence leads to mental and emotional self-regulation. Practicing heart coherence leads to a restructuring of our neural pathways.
- The graph of heart rhythms shows what is called Heart Rate Variability or HRV.
- This is not the same as the pulse.
- HRV measures the speeding up and slowing down *between* heart beats.
- (Point to the red graph) When someone is frustrated or having other negative feelings, the brain function is inhibited.
- This is a scientific term called incoherence.
- [Point to the blue graph] When we experience a positive feeling, such as appreciation, it brings the heart into coherence.
- And the coherent heart pulls the brain into coherence.
- Then we can function at our best.
- The easiest way to get to this state is through “feeling” appreciation.
- Appreciation is something that makes your heart sing.

Transition: (Click to the next slide.)

Trainer Notes



HeartMath has proven that coherence:

- *Adds energy to your system*
- *Is directly related to:*
 - *Faster reaction times*
 - *Better coordination*
 - *Improved mental abilities, and*
- *Affects your health and well-being overall.*

When you are coherent, you save energy, and you have greater control of your reactions, especially in difficult situations.



1min/70min

Do you know the saying,
“Change your thinking, change your life”?

You will find it's actually more efficient to
“Change your feeling, change your life.”

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20

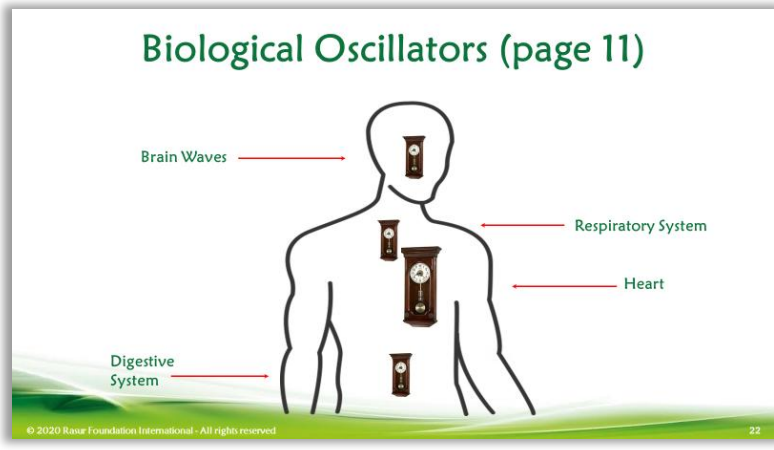
Change your feeling first, then your thoughts will follow, and your life will change.

Script (Slide 21):

- How many of you have heard the saying, “Change your thinking, change your life?”
- As a result of learning about the heart as the strongest oscillator in the body, I know it's easier and more efficient for me to change my feeling first, then my thoughts will change and then my life will change.

Transition: You may be asking what evidence I have of that besides my own experience. It has to do with a principle of physics called entrainment. So, let me explain.

Trainer Notes



The heart is the strongest oscillator in the body and has the power to pull the brain into coherence

Script (Slide 22):

- Our body is a system of moving parts or what we call “biological oscillators.”
- Our brain waves, lungs, heartbeat and digestive system are all in constant, regular movement.
- Now, imagine the room behind me is empty, and I bring in all different sizes of old-fashioned clocks with pendulums that are oscillating.
- When these clocks first come into the room, the pendulums will be moving different ways (show wooden skewers or pencils of two different lengths not moving together).
- But eventually, the smaller ones will entrain to the biggest one (show skewers or pencils moving together).
- This is a principal of physics called entrainment.
- The same thing happens in our bodies.
- The heart is the strongest oscillator, so the other oscillators will entrain to it.
- That’s why it makes sense to use a positive feeling to get a coherent heart
- Then the heart pulls the brain waves into sync.

Transition: That is why it is easier and more efficient to change your feeling, which changes your thoughts and then your life changes.

In other words ...



6min/76min

Trainer Notes

Heart-Brain Teamwork

We help the heart by generating a positive feeling, then the heart helps us by pulling the brain into coherence.



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22

Script (Slide 23):

- (Read the slide.)
- It's not that the heart is more important than the brain, it's a matter of putting the heart first and the brain politely follows.

Transition: Another way to look at this ...

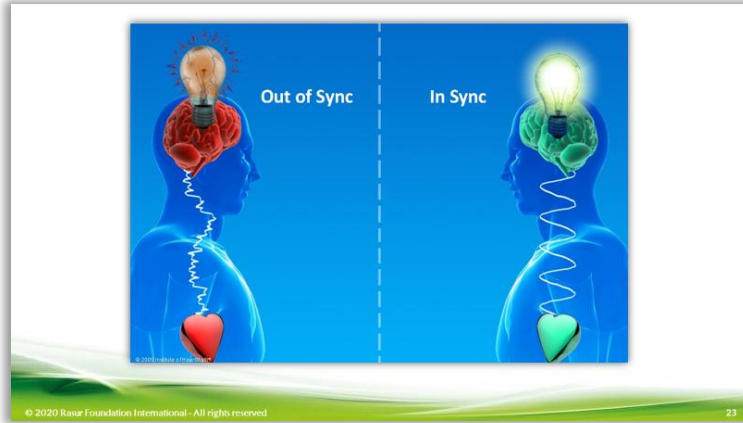


1min/77min

Trainer Notes



Let participants know there is more information on pages 12-13 that they can read later.



A coherent heart pulls the brain waves into sync so we can think at our very best

Script (Slide 24):

- When we use a positive feeling to create a coherent heart -- like the one on the right -- that message is sent to the brain, and we think at our best.
- When we experience a negative feeling -- like on the left -- the result is foggy thinking.
- When we have positive *feelings*, the heart and brain become entrained, which helps every oscillator in the body function at its best.

Transition: Now let's consider your positive feelings and which ones are the most powerful for taking you into coherence.



1 min/78min

Trainer Notes



Page 13



2min/80min

What Connects YOU with YOUR Heart?

↻ “activating” a positive feeling



Write down three things you appreciate on page 13.
Choose two to use for practice.

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Generating feelings of appreciation

Script (Slide 25):

- Let's turn to page 13 in your manual.
- I invite you to write down three things that are easy for you to appreciate.
- These need to be things that bring a big smile to your face, things that are completely positive like a beloved pet, a happy moment in your life or an awe-inspiring moment in nature.
- For example, (share what you use for coherence).
- It's best not to use anything that causes you to have both positive and negative feelings.
- Once you have written down the things you appreciate, choose two.
- Please look up when you are complete, so I know you are done.

Transition: Now let's learn the technique that helps us consistently achieve coherence.

Trainer Notes

*Demonstrate
Heart Focus,
Heart Breathing
and Heart
Feeling of
Appreciation.*

Quick Coherence® Technique

1. Heart Focus
2. Heart Breathing
3. Heart Feeling of Appreciation

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25

Quick Coherence practice

Script (Slide 26):

- The Quick Coherence steps are on your Board.
- I invite you to say the steps quietly to yourself three times so you become familiar with them – please follow me:
 - Heart focus (hand on the heart)
 - Heart breathing (move the hand slightly out away from and back towards the heart)
 - Heart feeling of appreciation (sweep hand from on the heart to out away from the heart)

Transition: It's time for a quick break. If you have Inner Balance, please turn your phone on during the break and plug in your sensor so you are ready for the next activity.

The time is _____ so please be back by _____ .



10min/90min

Trainer Notes



Be sure to replenish yourself too!

Prepare your Board for your next demonstration by writing the trigger on the Board and reminding yourself of the main needs.

Check the Chat to see if there are any questions to answer.



5min/95min

Break

If you have Inner Balance, please turn your phone on during the break and plug in your sensor.

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Breaks refresh us!

Script (Slide 27):


- See you in 5 minutes!

Transition:

(Leave the slide visible with reminders.)

Trainer Notes

emWave® or Inner Balance™ Demonstration and Practice
(using 2 things you appreciate).
Then decide which one worked best.



You can order these products at www.connectionpractice.org

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*How to use Inner Balance to measure and check coherence**Script (Slide 28):*

- Welcome Back! We are going to practice getting coherent using two of the things that you chose to appreciate.
- So please choose the one that you think will be easiest for you.
- If you have Inner Balance, please remove your earring if you have one on.
- This software measures heart rate variability or HRV. If you are in high coherence, it will turn green, medium coherence is blue, and low coherence is red. (Show the phone app.)
- Turn on your Inner Balance to get started. Then select the arrow to start the program (show where it is on your phone). The software will take a few minutes to calibrate. Once calibrated, it will begin to read your HRV.
- (Show your coherence on your phone.) That's how it works!
- Now we will all go into coherence using the things you've chosen to appreciate.
- (Lead the 3 steps of Quick Coherence: name each step and feel the energy move in yourself before you move to the next step. Invite them to open their eyes after several minutes.)
- How was that for you? Did you feel a shift into a more peaceful, happy state? Now let's try the second one (repeat the process).
- How was it for you this time? Could you tell a difference between the two things that you appreciated? Would you be willing to share your experience and what you appreciated?
- You can order Inner Balance or the emWave at www.connectionpractice.org. We charge the same price as HeartMath, but the commission we get is like a donation to our nonprofit.

Transition: Now let's take a look at how coherence can impact organizations.



16min/111min

Trainer Notes



Page 16



On page 17 of the manual is a discussion about the electromagnetic field radiated by the heart. Our nervous systems detect these fields and are affected by them.

Coherence is more contagious than the common cold. When you practice coherence together, you help each other achieve coherence.

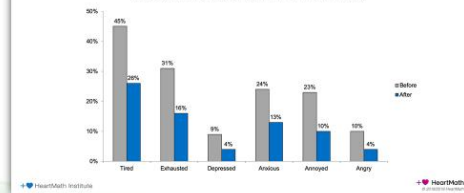


2min/113min

Impact of Coherence on Performance within Organizations (page 16)

Improvements in Mental & Emotional Wellbeing

Percentage of individuals who responded: often – always
(Before and six weeks after HeartMath Training, N=11,903)



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29

Coherence leads to improved performance in organizations

Script (Slide 29):

- When you get coherent, you function at your best.
- This HeartMath graph shows a study of the mental and emotional wellbeing of 11,903 healthcare professionals from various companies.
- You can see the results in gray – many of them were tired, and anxious. Some were depressed.
- The employees were trained in coherence, then they practiced it for 6 weeks. After that, they took the survey again.
- You can see how the negative feelings were reduced.
- You can imagine how the organization benefitted from this shift.

Transition: Now let's learn how coherence helps us access our best thinking, our insights.

Trainer Notes

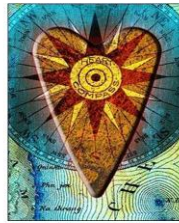


Page 18



2min/115min

Heart-Brain Insight Steps



- Do the Quick Coherence® Technique.
- Ask yourself: “What do I need to know?”
- Listen for the answer.
- Write it down.
- Act on the answer as soon as possible.

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29

Heart-Brain Insight is a technique to quickly access your best thinking

Share an important insight you have had

Script (Slide 30):

- Here are the steps to accessing an insight (read the slide).
- When it comes to accessing an insight, you don't have to get a revelation; sometimes just an internal shift is enough. Insights tend to come quickly. They are usually short and always positive.
- If the tone is critical, then it's not an insight, it's the voice in your head of your critical parent.
- For many people, listening for an insight is like getting quiet when you want to hear someone who is soft-spoken. Everything in you becomes still and focused on listening.
- There's a whole spectrum of possibilities when it comes to insights. Sometimes people access words and sometimes images.
- You might not get an answer now, or it might come along later. You might have a shift from negative feelings into a more positive feeling state. But no matter what you experience, you can be sure that when you become coherent, you'll be thinking better than before.
- Also, the more you practice accessing insights and acting on them, the better you will get at trusting the process.

Transition: I'm going to share an insight that I've had so you can get a bigger picture of the possibilities.

Trainer Notes



Share a story
that is appropriate for
your audience.



8min/123min

Examples of Heart-Brain Insights



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30

What is an insight
Share an example

Script (Slide 31):

- A few years ago, I was struggling and needed an insight (share your best personal insight story):
 - The problem you were struggling with
 - The point at which you decided to seek an insight
 - Model the steps of doing Quick Coherence, asking “What do I need to know?” and listening inside
 - Share the insight that came
 - Share the action you took and the positive outcome)
- Not all insights are this transformative; sometimes, I don’t get an insight, I just feel calmer
- (Review all the steps again since repetition is important for learning).
 - Do the “Quick Coherence Technique”
 - Ask, “What do I need to know?”
 - Listen for an answer
 - Write it down
 - Act on your insight
- Any questions?

Transition: Now it’s your turn to seek an insight. I’m going to lead you through the steps of a Heart-Brain Insight.

Trainer Notes



Lead everyone through a Heart-Brain Insight.

Give all the instructions at the beginning. Say that you will not say anything after leading the 3rd step. Explain that when the participant has become coherent, they should quietly ask themselves, “What do I need to know?”

Use only the Quick Coherence steps on the Board; do not add any additional words because the participants need to learn the basics.

Pause after each step.

Do not say anything after the 3rd step.



8min/131min

Challenge and Solution

Write down your solution after the Heart-Brain Insight (b) on page 8.

Which answer was better?

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Practice Heart-Brain Insight with a real issue

Script (Slide 32):

- Now go back to the challenge you wrote down on page 8.
- I am going to lead you into a Heart Brain Insight to see if you can access a better answer than the one you wrote down there.
- I will lead you into Quick Coherence, but I won't say anything after the third step where you move into appreciation. I will be silent because I don't want my voice to interfere with your inner listening.
- When you feel that you are coherent, you ask yourself, “What do I need to know about this challenge?” and quietly listen inside. Remember to keep your focus down in your heart, not trying to figure it out in your head.
- When an answer comes, please open your eyes, write it down on page 8 and look forward so that I know you are complete.
- If nothing comes, don't worry, I'll ask you to open your eyes if it goes on too long. Any questions?
- Great – let's do it. (Lead participants and do it yourself -- feel the shift of energy at each step.)
 - Heart Focus (pause)
 - Heart Breathing (pause)
 - Heart Feeling of Appreciation (don't speak further)
- (When all eyes are open, begin speaking again.)
- How many had some shift toward better thinking about your challenge? If you did not get anything, remember, that's okay; there is no “demand” on getting an insight.
- We don't discuss or analyze insights; we just savor and celebrate them.
- Is anyone willing to share your experience?

Transition: Accessing insights is the foundation of creativity and has led to key discoveries throughout human history.

Trainer Notes



Page 19

[next 4 slides]

Have the courage to follow your heart and intuition.
They somehow know what you truly want to become.
Everything else is secondary.
_____?



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32

Following your heart; insight/intuition is not new

Script (Slide 33):

- (Have a participant read the slide.)
- Guess who said this?

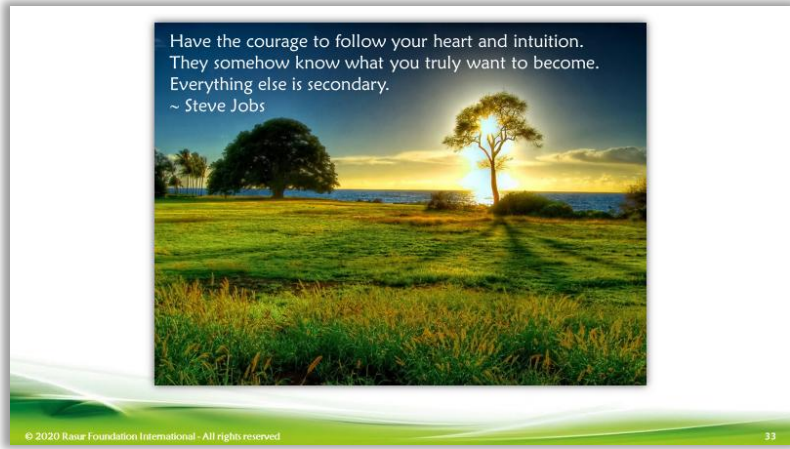
Transition: (Advance to next slide]



2min/133min

(includes the following 33-36 slides = total of 2 min)

Trainer Notes



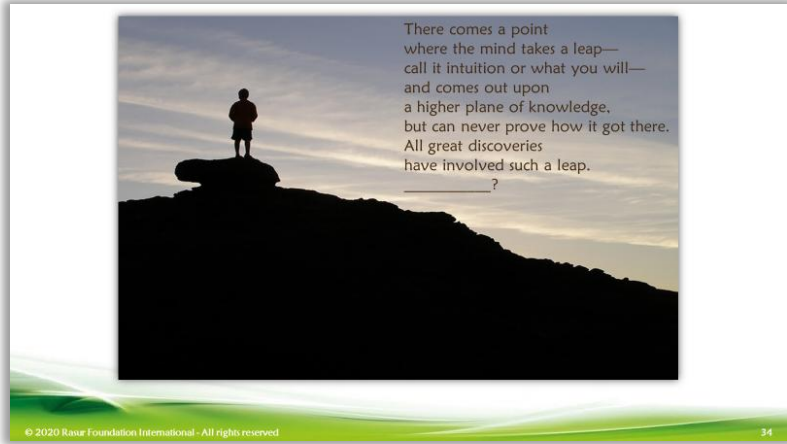
Many well-known leaders have known how to follow their intuition

Script (Slide 34):

- It was Steve Jobs, a very intuitive man!
- You can write that in on page 19 if you like.

Transition: Let's look at another famous quote.

Trainer Notes



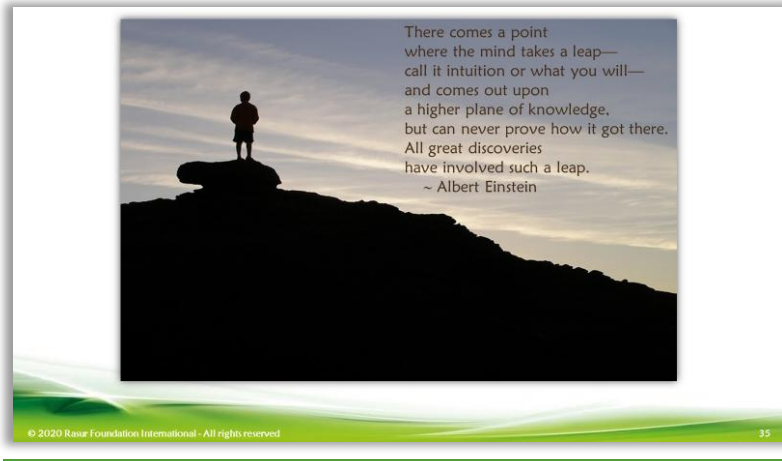
Reaching that higher plane of knowledge

Script (Slide 35):

- (Have a participant read the slide.)
- Guess who said this?

Transition: You might be surprised.

Trainer Notes



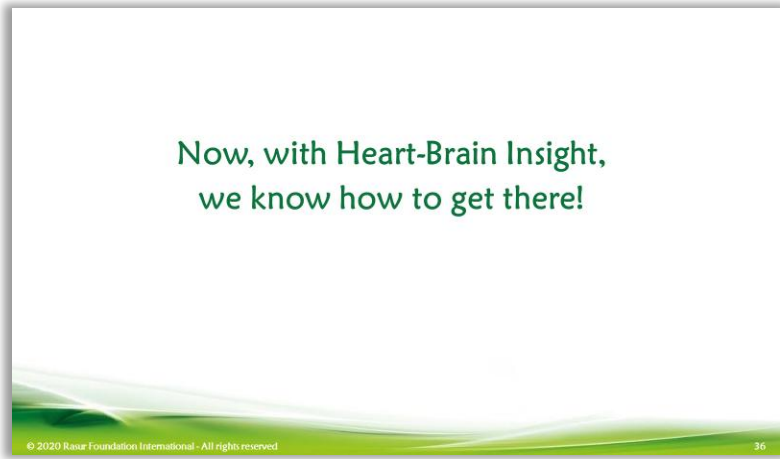
Great discoveries come as the result of an intuitive leap

Script (Slide 36):

- It was Albert Einstein, which you can also write in on page 19 if you like.
- Notice that it says "... comes out upon a higher plane of knowledge but can never prove how it got there."

Transition: But (advance slide) ...

Trainer Notes



The science behind Heart-Brain Insights has given us the knowledge we need to get there more consistently.

Script (Slide 37):

- In truth, with the science behind Heart-Brain insight, we now have a more reliable path.
- It's like tuning your radio to get a clear frequency.

Transition: Now let's turn to the other part of the Connection equation - empathy.



1min/134min

Trainer Notes



People can learn more about nonviolent communication at:

- www.CNVC.org
- See page 32 of the Manual for more references.



2min/136min

empathy + insight = connection

Identifying feelings and needs is the fast track to empathy.

The Center for
Nonviolent
Communication®

www.cnvc.org

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The Connection Practice is rooted in long-standing, globally recognized bodies of research and teachings

Script (Slide 38):

- The empathy aspect of the Connection Practice comes from Dr Marshall Rosenberg's Nonviolent Communication, which is known as NVC.
- NVC is seen as the other parent of the Connection Practice.
- Rita Marie Johnson combined the essence of NVC and the essence of HeartMath to discover the synergy between empathy and insight that resulted in her creating the Connection Practice.
- She received the full support of the founders of these two methods, which is why she refers to them as the parents of the Connection Practice.
- Although the NVC model has four steps, we only use the feelings and needs steps in the basic Connection Practice.
- Just as coherence is the fast track to insight, the language of feelings and needs is the fast track to empathy.

Transition: Let's talk about what we mean by feelings and needs.

Trainer Notes



Remember that processing “celebrations” when our needs are met and our feelings are positive is also important.

Identifying when our needs are met and generating feelings like appreciation and joy helps build our resilience for times when our needs aren’t met.



4min/140min

Feelings and Needs

- ▶ Positive feelings are signals of a perception of met needs.
- ▶ Negative feelings are signals of a perception of unmet needs.

We can sink into misery if we identify too strongly with our negative feelings.

This is why we name our feelings and then move on to naming our needs.

Together they help liberate us
from the negative charge and move us into self-empathy.

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Naming our feelings and needs liberates us

Script (Slide 39):

- We have both positive and negative feelings throughout the day.
- Our positive feelings are signals of a perception of needs that have been met, like when we feel grateful that we received support.
- Negative feelings are signals of a perception of unmet needs.
- We refer to “negative feelings,” but we don’t judge them as “bad.”
- After all, why would we condemn a “signal” when it is telling us something we need to know?
- Remember the picture of the woman’s brain we discussed earlier? When she saw the puppy on the sidewalk, what unmet need did she have? (Participants guess a need for “safety”) However, if I saw that puppy, I would have met needs of love and connection.
- That is why we say that met and unmet needs are based on *perceptions*, which vary from person to person.
- If we identify too strongly with negative feelings, we may sink into misery and get stuck there. That’s why we name our feelings and immediately move on to naming our needs.
- When we name a negative feeling, the charge on the issue is reduced. It’s as if the amygdala is shouting at us that we have an unmet need. When we name it, the amygdala says, “Thank you, I’ve been heard.” It stops shouting. This is the first step in giving ourselves empathy.
- And the moment that we name an unmet need, we tend to get curious about how to meet it rather than upset that it’s not met.
- Once we become conscious of the unmet need, we can become choiceful in how to meet it.
- Naming our positive feelings and met needs is important, too, because this helps us fully experience our celebrations and builds our resilience.

Transition: Here is a way to build your feelings and needs vocabulary.

Trainer Notes



Feelings List – page 22

Needs List – page 23



1min/141min

Feelings and Needs Lists on Pages 22-23

Use these lists to supplement the words on your
Connection Practice Boards.

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Build you empathy skills by using the Feeling and Needs lists

Script (Slide 40):

The Feeling and Needs lists found on pages 22 and 23 of your Manual can be used to supplement the words on your Board.

Transition: When we are learning to give ourselves and others empathy, it's helpful to understand that we often use language that isn't empathy.

Trainer Notes



Page 24 (There are more examples than what is here on the slide)



Share a story to give an example of what empathy is not.



7min/148min

What Empathy Is **NOT** on page 24

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Empathy is NOT all that we may have thought it is

Script (Slide 41):

- Many responses we may have thought were empathetic are not really empathy.
- Let's turn to page 24. I'm going to read down this list of "what empathy is not." (Read through the list.)
- One time, after reading this list, a participant said, "Hey, I've got nothing left!" Many of us might feel the same way because these are habitual responses we learned from birth.
- Can you think of a time you were hurt and someone wanted to give you **advice**? Perhaps you felt irritated because what you really needed was empathy.
- **Explaining** is another common response. Let's imagine that you missed a deadline, and you need to talk to your boss about it. If your boss is stressed and worried, she might not be ready to hear your explanation. It is more likely you will be heard if you respectfully guess her feelings and needs first.
- In general, people are more open to hearing us if we connect heart-to-heart with empathy for their perspective first.
- However, you don't have to respond to everything with empathy. There are times when other responses are appropriate.
- At the same time, there may be times when you respond habitually and wish you had given empathy instead. You can often go back and have a "do over."
- And remember, learning to give empathy takes practice. Be patient with yourself, and give yourself lots of empathy around the need for self-acceptance.

Transition: Let's turn to page 25.

Trainer Notes



Page 25

Judgmental Thoughts Misnamed as Feelings

Page 25

Often these words are used as if they are feelings, but they are judgments.

Avoid using these words to describe feelings.

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“Judgmental” thoughts aren’t feelings

Script (Slide 42):

- Here on page 25, we have a list of judgmental thoughts that are often misnamed as feelings.
- For example, I may say “I feel betrayed.” But “betrayed” isn’t actually a feeling. It’s a thought about what someone has done to me.
- What feeling might I have if I thought I had been betrayed?
- (Let participants guess.)
- Yes, those could be true feelings underneath the thought, “I have been betrayed.”
- So, we want to avoid using these judgmental thoughts about ourselves and others.
- And, if we find ourselves using them, all we need to do is ask, “What is the feeling under that thought?”

Transition: Now it’s time for a lunch (or dinner) break. The time is _____ so please be back by _____ .



2min/150min

Trainer Notes



*Look at you –
bringing this beautiful
work to the world.*



*Take a couple of deep
breaths.*

*Be sure to get more water,
etc. to take care of
yourself.*

*Check the Chat in case
anything is there.*



30min/180min



[Intentionally left blank]

Script (Slide 43):

[intentionally left blank]

- See you in 30 minutes.

Trainer Notes



Page 27



18min/198min

Connection Practice Demonstration Conflict with Another Person

Turn to page 27, *The Connection Practice with a Partner* exercise, and let's go over the instructions through Step 3.

Then one of you will be my partner and will work with me on a conflict with another person. We will work through Step 3 using the Boards.

Please note how we do each step so you can do it with a partner in the next activity.

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An opportunity to experience the power of the Connection Practice in navigating a conflict with another

Script (Slide 44):

- We are going to practice on a conflict with another person. I hope you have each written down a conflict on page 30 of your Manual.
- Please turn to page 27 and let's go over the instructions for this activity. (Read instructions aloud.)
- Now I'm going to demonstrate it with _____. (If you have a Connection Practice facilitator working with you, have them be Partner B below. If not, choose a participant.)
- Please follow along on page 27 so you will know what to do when you do the activity.
- (Demonstrate the conflict you have prepared using the Boards. Share it briefly. Know your main need and the main need of the other person in advance. You play Partner A. Make sure you emphasize:
 - Partner B helps Partner A get the issue into a "when" statement of the moment negative feelings began.
 - Partner A writes the trigger at the top of the Board.
 - Partner A selects their own feelings.
 - Partner B guesses their partner's needs.
 - Partner A adds additional needs and selects their main need.
 - They work together on guessing the feelings and needs of the person that Partner A is in conflict with.
 - Partner A chooses the main need of the other person.

Transition: Now let's prepare to go to the breakout rooms

Trainer Notes



Page 27
(Do Steps 1-3)



42min/240min

Experiential Activity 1: Feelings and Needs

- ▶ The person sharing a conflict is the only one who will move magnets on their Boards. The partner can use the Boards to make guesses of feelings and needs, but doesn't move the magnets.
- ▶ The person sharing a conflict writes the "trigger" moment, beginning with the word "When," on the Board. Then the two of you work through the self-empathy and empathy steps. Remember the main needs, as you will use them for an insight when you come back.
- ▶ Then switch so the other person can share a conflict and repeat the steps.
- ▶ Each of you will have 15 minutes. Please manage the time fairly.
- ▶ If you become confused about the steps of the activity, refer to page 27, steps 1-3.

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Experience receiving empathy and supporting a partner with empathy

Script (Slide 45):

- Let's summarize the activity. (Read the slide.)
- (If you haven't used breakout rooms yet, and you have people who aren't familiar with them, you can insert Slide #3 here and review the procedures.)
- Ok, now I'll put you into the breakout rooms.

Transition: (They have returned from the breakout rooms)
How did it go in this activity? Did you have any "ahas?" (They share)

Trainer Notes



Reference Page 27;
Steps 4, 5, and 6



10min/250min

Insight Step

I will share the insight and outcome from my conflict.

Remember your main need and the main need of the person you are in conflict with. I will lead you into Heart-Brain Insight. Notice how I lead this step so you can lead your partner into an insight in the next activity.

What was your insight? What action step would you take?

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Experiencing Heart-Brain Insight

Script (Slide 46):

- Remember the conflict I shared and the main needs? They were _____ and _____.
- When I had that conflict and had identified those needs, I went through the insight steps to get a Heart-Brain Insight.
- Heart focus, heart breathing, heart feeling of appreciation, asking myself, “What do I need to know?” and listening inside.
- The insight that came was _____.
- I acted on that by _____ and the outcome was _____.
- Okay, now I will lead you into an insight.
- You have identified the main needs – just leave those in the background; don’t try to analyze them.
- Remember, I won’t say anything after the 3rd step. When you feel coherent, ask yourself, “What do I need to know?” and listen inside. When an insight comes, open your eyes so I will know you’re complete.
- (Lead) Heart Focus, Heart Breathing, Heart Feeling of Appreciation.
- (Provide time for them to get an insight, and watch for when everyone has their eyes open. If they take longer than about 3 minutes, invite them to open their eyes.)
- Is anyone willing to share how that experience was for you or share your insight?
- How many of you were able to access better thinking about your conflict?
- How many struggled to tell whether you got an insight or if it felt just like thinking as usual? Remember, with coherence, any thinking is going to be better than it was earlier.

Transition: Now we’ll take a quick break. Please reset your Boards during this break. The time is _____. Please be back by _____

Trainer Notes

 *Stay hydrated!*
Check the Chat.

Break

Please reset your Boards during this break.


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[intentionally left blank]

Script (Slide 47):

[intentionally left blank]

- See you in 5 minutes.

 5min/255min

Trainer Notes



Reaffirm the empathy and insights you have heard from your participants. Acknowledge them to support them in having their need “to be heard” met!



54min/309min

Experiential Activity 3: Inner Issue – Work with a Partner

You and your partner will each share an inner issue and do “Connection Practice with a Partner” on page 27. Do steps 1, 2, 4, 5 and 6. The person sharing the issue uses their Boards.

To lead your partner into Heart-Brain Insight, read the Quick Coherence steps on your Board. Please don’t add words. Pause after each step and remain quiet after step 3. Please don’t discuss the insight – let your partner savor it.

Then switch roles. You will have 30 minutes for this activity. Remember to watch for the banner to come back after 60 seconds.

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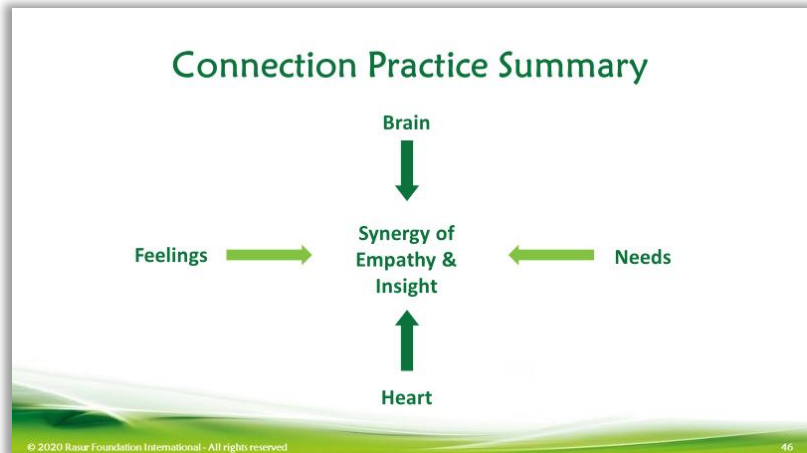
Empathy and insight practice with an inner issue

Script (Slide 48):

- Now we will work on the other conflict that you wrote down on page 30, which was an inner issue.
- You will have 15 minutes each to work through the issue.
- You will follow Steps 1, 2, 4, 5 & 6 on page 27 of your Manual. You won’t need Step 3.
- This time you will lead your partner into Heart-Brain Insight. Please use the simple steps written on your Board. Pause after each step and then don’t say anything further.
- Remember, if your partner shares an insight, please just savor it, don’t analyze it or give advice.
- You will be notified when it’s time to come back.
- (When they come back, do a debrief.)
- How many of you had a shift into better thinking about your inner issue?
- If you didn’t, remember that an insight might come later.
- Is anyone willing to share your insight or just share about the experience?
- This is the power of the Connection Practice!
- Congratulations, you now have the tools to practice empathy and insight daily creating a deeper connection with yourself and with others!
- In this way, you will continually rediscover the resourceful, creative, whole person that you are.

Transition: Now let’s look at a quick way to summarize the Connection Practice.

Trainer Notes

*Bringing it all together!**Script (Slide 49):*

- Whenever I explain the Connection Practice, I use this image to get it across quickly. I might be on an airplane or telling someone about it on Zoom, and -- in a flash -- they can see how it works.
- The horizontal axis shows that the language of feelings and needs is the fast track to empathy.
- The vertical axis shows that coherence between the heart and the brain is the fast track to insight.
- When we know exactly how to access these two great strengths, there is a synergy between them that helps us meet any challenge in life.
- That is exactly what you are doing with the Boards. You are experiencing the synergy of empathy and insight.



4min/313min

Trainer Notes



*Invite
participants to learn
more at:
ConnectionPractice.org*

If you follow your Core Course with a Connection Circle, provide the details on this slide. If you don't offer a Connection Circle, remove the first bullet and adjust the second one to address the certificate.

If you want to provide other learning options, you can add them here.



14min/327min

What's Next?

- ▶ Connection Circle (experience a simple and profound way to practice empathy and insight in a group)
- ▶ Certificates (we will send your certificate by e-mail after the Connection Circle)
- ▶ Additional Learning Options (see www.connectionpractice.org or write to staff at info@connectionpractice.org)

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Feedback helps us grow!

Script (Slide 50):

- (Read the slide, adjusted as needed.)
- (Present any learning options you want to emphasize.)
- Last questions, or anything you want to share?

Trainer Notes



Sharing needs met during this course, which is about bringing greater connection to the world!

Script (Slide 51):

- What needs have been met for you during this course?
- Thank you for joining us today!



3min/330min

Comparison of Teaching Options

	Demonstration Story (with Boards)	Coaching on a Conflict with Another Person (with Boards)	Coaching on a Conflict with Another Person (without Boards)	Feelings and Needs Cards	Connection Circle
Trigger (when feelings are first noticed)	Trainer has trigger moment already written on the Board starting with “When ...”	Help identify the trigger moment and express as “When ...” on the Board	Trainer asks client to briefly describe the issue and zeros in on the trigger moment	Trainer asks client to briefly describe the issue and helps identify the trigger moment	Each participant (Speaker) briefly shares whatever is up for them
Self-Empathy	Feelings: Trainer asks participants to guess the main character’s feelings, and the Trainer places them on the Board; Trainer only adds feelings if there is an obvious blind spot	Feelings: Trainer asks client to identify their feelings, name them, and put them in place on the Board; Trainer only guesses feelings if there is an obvious blind spot Note: In Partner work, the Speaker identifies their feelings (as above)	Feelings & Needs: Trainer guesses feelings and needs in a conversational manner (Are you feeling ... because you need ...?) Client responds to guesses and may add additional feelings and needs Trainer summarizes needs	Feelings: Trainer asks client to identify their feelings, name them, and move the cards to the center of the table; Trainer only guesses feelings if there is an obvious blind spot	Feelings & Needs: Another participant (Listener) guesses feelings and needs in a conversational manner (Are you feeling ... because you need ...?) Speaker responds to guesses and may add additional feelings and needs Listener summarizes needs
	Needs: Participants guess the main character’s needs and the Trainer places them on the Board; the Trainer only adds an additional need if the main need wasn’t guessed	Needs: Trainer guesses needs and client gives feedback; the selected needs are placed on the Board; the client can add any additional needs		Needs: Trainer and other participants take turns guessing around 7-9 needs; the client does not indicate whether the guess is accurate but may say “Thank you.” The person guessing moves the cards to the center of the table	

		Note: In Partner work, the Listener guesses needs (as above)		The client adds additional needs to the center of the table	
	Main Need: The Trainer identifies	Main Need: The client chooses	Main Need: The client chooses	Main Need: The client chooses the three most significant needs and then the main need	Main Need: The Speaker chooses
				Empathy Statement: The Trainer summarizes: "It sounds like when (this happened), you felt (name one feeling), because you needed (name three needs ending with the main need). Is that right?"	
Empathy for the Other Person	Feelings: Trainer asks participants to guess the other character's feelings, and the Trainer places them on the Board; Trainer only adds feelings if there is an obvious blind spot	Feelings: Client takes the lead in guessing the feelings of the other person, naming them, and putting them in place on the Board; Trainer helps guess feelings especially if there is an obvious blind spot Note: In Partner work, the Speaker and Listener work together to guess the feelings	Feelings & Needs: Trainer guesses feelings and needs in a conversational manner (Do you think the other person feels ... because they need ...?) Client responds to guesses and may add additional feelings and needs Trainer summarizes the needs that have been guessed	Feelings: Trainer asks client to guess the feelings of the other person and move the cards to the center of the table; Trainer only guesses feelings if there is an obvious blind spot	Not applicable
	Needs: Participants guess the other character's needs and the Trainer places them on the Board; the	Needs: Client takes the lead in guessing the needs of the other person, naming them, and putting them in		Needs: Trainer asks client to guess the needs of the other person and move the cards to the center of the table; Trainer	

	Trainer only adds an additional need if the main need wasn't guessed	place on the Board; Trainer helps guess needs especially if there is an obvious blind spot Note: In Partner work, the Speaker and Listener work together to guess the needs		only guesses needs if there is an obvious blind spot	
	Main Need: The Trainer identifies and puts the two main needs side by side on the Board.	Main Need: The Speaker chooses; the Trainer asks them to put the two main needs side by side on the Board.	Main Need: The client chooses; the Trainer names the two main needs before leading Heart-Brain Insight	Main Need: The client chooses; the Trainer puts the two main needs side by side on the table	After each participant has identified their main need, the Trainer asks them each to recall that main need before leading everyone into Heart-Brain Insight
Heart-Brain Insight	Trainer demonstrates the steps and shares the insight	Trainer leads the steps; the client shares their insight	Trainer leads the steps; the client shares their insight	Not applicable	Trainer leads the steps; the Trainer and the participants share their insights and savor them
Action Plan	Trainer shares how the insight guided their action and its outcome	Trainer invites client to share how the insight will inform their action	Trainer invites client to share how the insight will inform their action	Not applicable	Not applicable
Comments			Note: This coaching can be done in partners instead of Trainer/Client	Remember to have participants make eye contact when guessing	