

## TEACHING AIDS FOR TOUCH FOR HEALTH INSTRUCTORS

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1. GIVE "HOUSEKEEPING" INFORMATION BEFORE STARTING THE CLASS. IT CREATES A RELAXED ATMOSPHERE, FULFILLS MASLOW'S BASE NEED.
2. EXPLAIN A BRIEF COURSE OUTLINE TO TELL THEM SHAPE OF THE INFORMATION THEY WILL BE COVERING, & WHAT YOUR GOALS ARE.
3. USE THE "SPIDER" FORM ON A BLACKBOARD OR PAPER FLIPCHART TO SHOW THE MAIN HEADINGS YOU WILL COVER THAT SESSION.
4. GO THROUGH LAYOUT OF THE TFH BOOK IN THE INITIAL STAGES OF THE COURSE, SO THAT THE INFORMATION IN IT "COMES ALIVE".
5. TELL THEM WHAT YOU ARE GOING TO TELL THEM, TELL THEM, THEN TELL 'EM YOU'VE TOLD 'EM!
6. MIS-INFORMATION IS O.K. WE LEARN RONG INFERMATION ALL OUR LIVES...AND SURVIVE! AVOID "CORRECTING MISTAKES".
7. BE VERY GENTLE WITH YOUR STUDENTS. REMEMBER HOW FRAGILE AND NERVOUS YOU WERE AT FIRST. (AND PROBABLY STILL ARE!)
8. IT IS O.K. TO TELL THEM YOU ARE NERVOUS!
9. BEGIN CLASS WITH THE NAME CIRCLE WITH MUSCLES, OR INVENTED OCCUPATIONS TO BREAK THE ICE. IT HELPS EVERYONE START LEVEL.
10. MAKE THE CLASS SITUATION COMFORTABLE FOR YOU WHEN YOU ARE TEACHING. IF YOU ARE NOT AT EASE, NEITHER WILL STUDENTS BE.
11. USE HUMOUR TO SPICE UP YOUR PRESENTATIONS, EVEN LAUGHING WITH YOUR CLASS PARTICIPANTS, BUT NEVER AT THEM.
12. ESPECIALLY BEWARE OF RACIAL, RELIGIOUS, OR POLITICAL JOKES. ONCE YOU LOSE SOMEONE'S GOODWILL IT'S HARD TO GET IT BACK.
13. TELL THE CLASS THERE IS NO SUCH THING AS A "SILLY QUESTION" EVEN WHEN THEY ASK SILLY QUESTIONS, ANSWER THEM PATIENTLY!
14. HAVE MASLOW'S HIERARCHY OF NEEDS IN MIND AS YOU TEACH, THE MORE OF THEM YOU FULFILL, THE MORE LOVE AND SUCCESS RESULTS.
15. AVOID USING THE WORD TRY.
16. NORMAL ATTENTION SPAN WHEN LISTENING IS 20 MINS. MAXIMUM. PARTICIPATION EXTENDS THIS, BUT KEEP SECTIONS SHORT.
17. TEACH CROSS CRAWL EARLY ON IN THE CLASS, USE IT REGULARLY WITH OR WITHOUT MUSIC. CHANGES PACE & HELPS MATERIAL GO IN.
18. AT THE END OF EACH SECTION ASK: ARE THERE ANY QUESTIONS ON WHAT I HAVE COVERED BEFORE I MOVE ON TO NEW MATERIAL?

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19. INTRODUCE TOUCHING INTO CLASSES GENTLY. SHOW HOW A STRONG & WEAK MUSCLE TEST FEELS BY PRESSING HANDS WITH A NEIGHBOUR.
20. HAVE CLASS FORM PAIRS OF LINES FACING EACH OTHER. THEN EACH PERSON TESTS THE PERSON OPPOSITE THEM, THEN ONE LINE MOVES ON.
21. ALL CLASS PARTICIPANTS LIKE TO BE TESTED BY THE INSTRUCTOR, SO THEY KNOW WHAT IT FEELS LIKE TO BE TESTED BY AN EXPERT.(!)
22. USE VOCAL VARIETY AS YOU TEACH, VARY PITCH, RAISE AND LOWER TONE, CHANGE RATE OF DELIVERY, IT IS EASIER TO LISTEN TO.
23. LISTEN CAREFULLY TO QUESTIONS, REPEAT THE ? BACK TO THE ENQUIRER IN YOUR OWN WORDS, UNTIL SURE YOU HAVE IT RIGHT.
24. WHEN YOU HAVE ANSWERED A QUESTION, ASK: HAVE I ANSWERED YOUR QUESTION? IF NOT, HAVE THEM REPEAT THE QUESTION AGAIN.
25. WITH SOME QUESTIONS, YOU MAY HAVE TO CLARIFY SEVERAL TIMES, AND GIVE SEVERAL ANSWERS BEFORE THE PERSON IS SATISFIED.
26. QUESTIONS THAT ARE REALLY STATEMENTS PEOPLE MAKE TO SHOW THEY KNOW SOMETHING, MAY BE RESPONDED TO WITH: "THANK YOU."
27. QUESTIONS WHICH STATE THERE IS ANOTHER WAY OF DOING THINGS IN OTHER MODALITIES, RESPOND: "IN TOUCH FOR HEALTH WE .....
28. QUESTIONS THAT ARE OFF THE SUBJECT, USE: WE DO NOT GO INTO THAT SUBJECT IN THIS CLASS, (OR IN TOUCH FOR HEALTH) OR ....
29. QUESTIONS WHICH ARE DIFFICULT, AND YOU DO NOT KNOW THE ANSWER TO, SAY: "I DON'T KNOW THE ANSWER TO THAT QUESTION!"
30. YOU MAY NOT ALWAYS BE RIGHT, BUT YOU ARE ALWAYS IN CHARGE, YOU MAY NOT KNOW EVERYTHING, BUT YOU ARE THE INSTRUCTOR.
31. CHANGE "BUTS" INTO "ANDS". IT REDUCES NEGATIVITY AND HELPS MAKE ADDITIONAL OR MODIFYING STATEMENTS MORE POSITIVE.
32. USE THE TOOL OF "SELF-TALK" TO AFFIRM AND RE-AFFIRM THAT YOU ARE ABLE TO GENERATE AND TEACH CLASSES IN TOUCH FOR HEALTH.
33. AVOID EMPHASISING THE "MAGICAL" ASPECTS OF TFH. SHOW HOW WHAT WE DO FITS IN WITH STANDARD ANATOMY, DIET, POSTURE ETC.
34. TEACH TFH IN RELATION TO WHAT PEOPLE ALREADY KNOW ABOUT AND UNDERSTAND. USE ANALOGIES OF AUTOS, TV'S OR COMPUTERS.
35. WHEN CONFRONTED WITH DIFFICULTIES WHICH MAKE IT HARD FOR YOU TO TEACH, USE FEEL, WANT, WILLING TO LET THE CLASS HELP.
36. WHEN YOU HAVE TAUGHT FOR SOME TIME, AND THE ENERGY OF THE CLASS DROPS, DIVIDE THEM UP INTO GROUPS AND SET THEM A TASK.

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37. USE THE POWER OF CIRCLES. WHAT DID YOU GET OUT OF TODAY YOU FEEL YOU CAN USE AFTER THE CLASS TO IMPROVE YOUR LIFE?
38. CIRCLES OF: WHAT DID YOU GET OUT OF TODAY, AND WHAT WOULD YOU LIKE MORE OF TOMORROW SO YOU'LL GET WHAT YOU CAME FOR?
39. IT IS SO EASY TO OVERWHELM PEOPLE WITH THE POWER OF THE KNOWLEDGE WE HAVE AND TAKE FOR GRANTED, BEWARE OF OVERWHELM!
40. YOU GAINED YOUR KNOWLEDGE SLOWLY, GIVE IT TO OTHERS AT THE PACE THEY CAN ABSORB IT. KISS: KEEP IT SIMPLE SWEETHEART!
41. BEWARE OF FORCING OPINIONS ON PEOPLE. STUFF WE KNOW WORKS FOR US, OTHER FOLKS NEED TIME TO REALISE IT IS FOR THEM.
42. THE TOOL OF ACTIVE LISTENING WILL HELP US TO HELP OTHERS WHEN THEY NEED HELP AND ARE TROUBLED ABOUT SOMETHING OR OTHER.
43. IF SOME OF THE CLASS IS TALKING WHEN YOU ARE TEACHING, OWN YOUR PROBLEM! I'M FINDING IT HARD TO HEAR, SPEAK, ETC.....
44. IF YOU ARE USING ANY HARDWARE, LIKE TAPE RECORDERS, RECORD PLAYERS, VIDEOS, OTHER TEACHING AIDS, CHECK 1ST THEY WORK!
45. TEACH THE TECHNIQUES IN SHORT ORDER, THEN GET THE CLASS ON THE MOVE! HAVE THEM DO IT! KEEP THE ACCENT ON THE PRACTICAL.
46. PEOPLE LIKE STORIES. SO TELL STORIES. ABOUT PEOPLE. ABOUT EVENTS. ABOUT THINGS. FAIRY STORIES. JUST TELL STORIES!
47. BEWARE THE LAW OF THE DREADED MURPHY. ANYTHING THAT CAN GO WRONG, WILL GO WRONG. SO ANTICIPATE IT, AND AVERT IT!
48. PEOPLE'S LIVES ARE FULL OF "PROBLEMS". TEACH THAT PROBLEMS CAN BE SEEN AS "CHALLENGES", CHALLENGES ARE "OPPORTUNITIES"
49. LOVE YOUR STUDENTS. REALISE THAT ALL HUMANS NEED AT LEAST TWO HUGS TO SURVIVE, FOUR TO LIVE, AND SIX HUGS TO BE HAPPY!
50. IF YOU FEEL PROBLEMS DEVELOPING IN THE CLASS, DON'T HIDE, LET THEM SURFACE SO THAT YOU CAN RELEASE THE HEAD OF STEAM.
51. GIVE THE CLASS THE OPPORTUNITY TO SOLVE THE PROBLEMS. THEY CAN OFTEN DO IT ALL FOR YOU, JUST BRING IT OUT INTO THE OPEN.
52. YOU'LL HAVE LESS PROBLEMS IF YOU ASK IN A CIRCLE TO START WITH: WHAT DO YOU COME HOPING TO GET FROM THIS CLASS?
53. IF YOU GIVE SOMETHING TO THE CLASS TO PASS AROUND AND LOOK AT, YOU MUST ALLOW TIME FOR THEM TO LOOK AT IT THOROUGHLY.
54. ANY CRITICISM SHOULD BE POSITIVE AND UPLIFTING. IF SOME COMES UP THAT ISN'T, OFFER YOUR OWN LOVING POSITIVE COMMENT!

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55. USING TFH ON A BODY IS LIKE TUNING A PIANO. YOU CAN PLAY IT WHEN IT IS OUT OF TUNE, & EVERYONE ENJOYS IT MORE WELL-TUNED.
56. PEOPLE DO NOT LIKE AND RESENT, CHANGE. TOUCH FOR HEALTH CAN BE A THREAT TO SOME PEOPLE WHO DO NOT WANT EVEN GOOD CHANGES.
57. TFH CAN AROUSE GREAT CONFLICTS IN PEOPLE. TFH IS A WAY TO LOVE PEOPLE. NOT EVERYONE FEELS COMFORTABLE WITH LOVING.
58. IF TFH CREATES CONFLICTS IN PEOPLE, AND YOU ARE TFH TO THEM, THEY MAY CRYSTALLIZE THEIR CONFLICTS INTO ANGER TOWARDS YOU.
59. WE WANT TO PROTECT EVERY PART OF OURSELVES FROM CHANGE. TO CHANGE IS TO LET GO, AND BE WILLING TO KILL A PART OF SELF.
60. NEVER ATTEMPT TO "PROVE" ANY PART OF TFH TO ANYONE. HE WHO IS CONVINCED AGAINST HIS WILL - IS OF THE SAME OPINION STILL.
61. AVOID CLOUDING THE ESSENTIAL SIMPLICITY OF TOUCH FOR HEALTH WITH TECHNICALITIES. ITS BEAUTY IS IN ITS SIMPLICITY.
62. WHENEVER WE ASSUME ANYTHING, WE MAKE AN ASS OUT OF U AND ME ITS LIKE JUMPING TO CONCLUSIONS IT ISN'T EVEN GOOD EXERCISE.
63. IF YOU FEEL YOURSELF GETTING ANGRY AT A PERSON IN THE CLASS, FOCUS YOUR FEELINGS ONTO A PRINCIPLE OR AN OBJECT INSTEAD.
64. ENJOY STUDENTS IN YOUR CLASSES WHO KNOW MORE THAN YOU DO. EVERY CLASS IS WONDERFUL LEARNING GROUND FOR THE INSTRUCTOR.
65. WORDS LIKE SHOULD, MUST, OUGHT, DON'T, MAY BE BEST LEFT IN THE DICTIONARY, THEY DO NOT WORK VERY WELL IN TEACHING.
66. IN TOUCH FOR HEALTH, WE ARE WORKING IN HARMONY WITH NATURAL LAWS, SIMPLY ENCOURAGING AND ALIGNING NORMAL ENERGY FLOWS.
67. EVERY CLASS HAS ITS "SPEEDY GONZALES" AND ITS "SLOWCOACH". DO NOT LET THEM THROW YOU. GO AT YOUR PACE, AIMED AT THE MIDDLE.
68. CREATE AN ENVIRONMENT IN THE CLASS WHERE THE GROUP TAKES CARE OF THE SLOW ONES WITH LOTS OF CARING, AND SHARING.
69. BEWARE THE DREADED OVERWHELM THIS WICKED MONSTER LURKS, AND CREEPS UP ON A GROUP SLOWLY AT FIRST, THEN ALL OF A SUDDEN..!
70. THE HARDEST THING TO GIVE A CLASS IT THE CONFIDENCE THAT THEY CAN USE IT AND DO IT. MOST PEOPLE HAVE VERY LOW SELF-ESTEEM.
71. USE PROBLEM SOLVING TECHNIQUES TO DEFUSE FEELINGS IN THE GROUP, BY GETTING UNDER THE CODE, FIND THE REAL FEELINGS.
72. IF SOMEONE REALLY KEEPS ON AND ON, USE: THAT IS MORE INFORMATION THAN I CAN HANDLE RIGHT NOW, I'D LIKE TO MOVE ON.

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73. AVOID RIDICULE, OR TELLING STUDENTS WHAT THEY ARE DOING IS "WRONG", OR ANY FORM OF PUT-DOWN, OR ODIOUS COMPARISONS.
74. OFFER THE GROUP "THINKING TIME". A QUIET MOMENT FROM TIME TO TIME FOR THEM TO SIT QUIETLY AND THINK ABOUT THINGS.
75. PEOPLE CAN AFFECT OTHER PEOPLE'S MUSCLES, WATCH OUT FOR THIS IF SOMEONE YOUR SUBJECT DOESN'T JIBE WITH IS IN THE ROOM.
76. PEOPLE LIKE TO BE ASSOCIATED WITH SUCCESS. SO BE A SUCCESS AND YOUR PUPILS WILL WANT TO GO ALONG WITH YOU.
77. WHEN TALKING TO THE GROUP, USE "WE" AND INCLUDE YOURSELF IN YOUR COMMENTS, IT MULTIPLIES YOUR EFFECTIVENESS.
78. USING TOUCH FOR HEALTH IS NOT A LICENCE TO INVADE OTHER PEOPLES SPACE, WATCH BODY LANGUAGE, PICK WILLING SUBJECTS.
79. WHEN OUTSIDE NOISES DISTRACT, GO WITH IT, ACKNOWLEDGE THE NOISE, LET THE CLASS FOCUS ON IT..THEN GO ON WITH THE CLASS..
80. LET THE CLASS TELL YOU THING YOU DON'T KNOW. IT DOES THINGS FOR THE MORAL OF THE GROUP, LETS THEM CONTRIBUTE, AND YOU GROW!
81. REMEMBER YOU ARE IN A TEACHING ROLE, DO NOT UNDERESTIMATE THE FLACK YOU MAY ATTRACT AS A RESULT... OR BE SURPRISED!
82. BE SENSITIVE TO THE MOOD OF THE GROUP. BEWARE OF SETTING GOALS THAT DO NOT MATCH THE GROUP'S NEEDS. THINK OF THEM!
83. DO NOT ALLOW YOUR CLASS TO THINK THAT MERIDIAN IMBALANCE = PHYSIOLOGICAL MALFUNCTION. IT DOES NOT!
84. WHEN CHECKING ANYONE, AVOID SAYING: "IS THAT BETTER?" INSTEAD, ASK: "IS THERE ANY CHANGE THAT YOU CAN FEEL...?"
85. HYGIENE - PEOPLE WHO USE TFH MUST NOT SMELL! BE REALLY CAREFUL ABOUT PERSONAL HYGIENE, IT REALLY MATTERS.
86. WHEN ANYONE ASKS A QUESTION WHICH AFFECTS THE WHOLE GROUP, PUT IT TO THE GROUP, AND GET EVERYONE'S OPINION IN CIRCLES.
87. WHEN A PAIN GOES, ENCOURAGE THE PERSON TO LET IT GO AND NOT TO LOOK FOR IT, FOR THAT IS A SURE WAY TO BRING IT BACK!
88. CHOICE IS THE GREATEST POWER WE HAVE. LEARN TO EXERCISE IT, NOT ALWAYS EASY, BUT ALWAYS WORTHWHILE.
89. ALLOW COMMUNICATION, TFH IS A LANGUAGE WHICH GIVES US INSIGHT INTO THE COMPUTER WHICH RUNS THE BODY, SPEAK IT!
90. TOUCH FOR HEALTH IS A WAY TO LOVE PEOPLE. USE IT IN LOVE TO INTRODUCE PEOPLE TO THE CONCEPT OF LOVING EACH OTHER DAILY.

THIS IS NOT THE END, ONLY THE BEGINNING, ADD YOUR OWN, SHARE WITH ME!