

An Effective Format for Introductory Touch for Health Classes

By John Varun Maguire

This is a format for teaching an Introductory Touch for Health (TFH) class based on the educational (self-responsibility) model. The sessions are designed for a weekend format, though it can easily be adapted to evening sessions. It organizes the presentation of the material so that one session builds on the previous one. All references to page numbers are from the TFH Book.

This format is meant as a guide and within the structure there is lots of room for you to put in your own creative expression. Be alive, enthusiastic and focused on your purpose of having the individuals in your class get the information while having fun. Remember that some people learn best by seeing demonstrations, pictures and written descriptions (visual). Others get the information best through analogies, stories and explanations (auditory). Still others don't know what you are talking about until they stand up and actually do the technique in order to get a feel for it (kinesthetic). Vary your presentation so that you include all three modalities.

Remember to stay on purpose and teach from your commitment to make a difference in the lives of your students. Frequently ask your students how they are going to apply what they are learning. This helps to insure that they will get the most out of the course by integrating their knowledge and skills into their lifestyle.

One way of doing this is to cover a technique and have them share with a partner for about thirty seconds on when, with whom and in what situations they will apply what they've just learned. Another way is to have them share this with the group so that everyone can look at the creative ways others are going to do TFH and get ideas from that. If you have time you can start with the first

approach and then finish with the second so people can brainstorm with their partner and then share the best of what they thought of with the group. Important to be aware of the climate of the class, so remember to include circles and energy breaks.

Keep in mind the following:

- Being in relationship with the students
- the purpose of each topic
- the result to be produced
- the distinctions of the self-responsibility model
- skills acquisition.

Morning Session Day 1

Logistics - Breaks, bathrooms, beginning and ending, food, where to call if going to be late, agreements you ask that they keep to get the most out of the class, and special instructions about the location (parking, etc.)

Introduce yourself and talk about your TFH background in a way that excites the students with possibilities for how they can use it.

The purpose of the workshop - To give them knowledge, skills, and a structure of support so that they can be in charge of their own health and well-being using the system of TFH in their daily lives and sharing it with others in a way that makes a difference.

Student introductions - one option:

Have the students get together with a partner and share three things -

1. their name (can be a muscle name that you gave them on a name tag as they entered the class)

2. one thing that they like about themselves

3. one thing they want to accomplish out of being in this class.

Give them time cues - 30 sec. per person, 1 min. per couple, then say find a new partner.

After they complete with their partner they find a new partner until everyone has shared, or if the group is too large, end after ten minutes.

Option 2: If there is already a warm feeling to the group and most people know each other, do a circle - Name, a recent win, what you want to get out of the course.

Demonstrate getting yourself balanced -

Explain that what they are about to see you do is what they will know how to do for themselves by the end of the course. Have them observe your posture and gait before and after the 14 muscle balance. Have each participant check and, if necessary, balance a muscle. Use neuro-lymphatics, neurovasculars and meridians.

Introduction to TFH

Using stories and anecdotes, talk about information from the TFH Book pages 6 and 7:

- Not a panacea or attempt to replace doctors, drugs, or surgery when needed.
- Can lower the cost of health care, and prevent needless surgery and medication through giving safe, simple, easy-to-use techniques.
- These methods help prevent pain and malfunction from developing, as well as correct the reason for pain, which is a signal of malfunction, and allow the life force to flow uninterrupted throughout the body.
- We can listen and feel for what is happening in our bodies and correct minor problems before they develop into serious illnesses.
- Man is a structural, chemical, and psychological/spiritual being and there

needs to be a balance within all three. These methods work with all three aspects.

- TFH stimulates the body's power to rebuild its organs, tissues and glands.
- Concentrate on health and how to maintain it, rather than on illness and how to cure it.

Background

Explain information on pages 10 and 11:

- Innate intelligence that runs the body is connected to the universal intelligence that runs the world, so each person is plugged into the universal intelligence through the nervous system.
- The body can take care of itself because there is no interference between the intelligences and the body.
- Dr. Goodheart concluded that it wasn't really muscle spasm causing the trouble, but that switched off muscles on one side of the body can cause normal muscles opposing to become or seem tight. Opposing muscle theory - fig. 1 page 10. Draw this on your flip chart as well.
- Applied Kinesiology, the science of muscle activation, uses muscle testing techniques to determine where the body is imbalanced and if the technique used for balancing is effective (the information sandwich).
- Some of the muscles are related to a specific organ system because they share a lymph vessel or an acupuncture meridian. Think of the body as a whole. Draw muscle - meridian - organ connection on flip chart. Show the energy switches under the triangle of the three that can remove interference to the energy flow and switch on the muscle. We are helping the body's intelligences to communicate with each other.
- Our society views symptoms as unwanted problems, yet a more powerful way of viewing them is as signs of imbalance and energy blockage. In TFH we are developing optimal well-being rather than getting rid of symptoms.
- We can look at aspects of our health as a triangle: We are a structural,

chemical, and psychological/spiritual being. The primary structure and the natural chemistry work together to influence the psychological, and vice versa - give examples. In TFH we are looking at the whole person.

• **History** (optional and can also be covered later in the course when you have a sense that it would be most appropriate) Dr. Thie met Dr. Goodheart in 1965. After helping start the International College of Applied Kinesiology, Dr. Thie felt that there should be a book and organization for lay people, since so many of the techniques could be easily learned and applied by them. In 1973 the 1st edition of TFH Book was published. Now the book has been translated into 15 languages and has been taught in 50 countries. Several courses have also been developed that are tremendously effective for athletes, people with learning difficulties, and people who want to better manage their stress. The advanced techniques are taught in the Facilitator Program offered by the TFH Foundation. Mention other courses (Educational Kinesiology, etc.) that you offer.

What is a meridian

Explain information on page 17 and show page 18 and 19

Meridians - loops around body 3 times, 6 on front, 6 on back, 1 center front, 1 on center back.

There is a meridian/ muscle relationship so we are going to learn to test one muscle for each meridian in this course.

Break

Meridian Massage - general location, not specific

Muscle checking

Push Hands Exercise: Participants facing each other - PUSHSHSHSH - feel even, gradual pressure as if you were pushing on glass representing a locked muscle. Then let the right hand move a little bit forward, the left a little back representing the feel of a switched off response.

Handout *Quality Muscle Checking* and go over each point

Demo Supraspinatus w/ Participants - explain that you are putting the muscle in its shortest, most contracted position and pushing in the direction where it is most relaxed and stretched out. We are not doing a strength test, we are looking for quality response.

For each muscle cover the following:

- muscle name - an easy way to remember it.
- the muscle location - see it in the book, show it on your body, have them feel it on themselves as they contract it and extend it.
- the direction of the test
- the function (what activities you would use it for) and an indication of when it might be switched off (from the functions and indications section).
- how to find the energy switches (NL, NV, meridian)

Briefly cover three ways that we are going to use today to switch on a muscle - firm massage, light touch, light stroking. Refer them to pg 22, 24, and 26 as you explain. Use the analogy of baking: Neurolymphatics is like cleaning up the kitchen; neurovasculars are like getting the ingredients out; and running the meridians is like turning on the oven.

Another option is to cover neurolymphatics for the supraspinatus and teres major, neurovasculars for PMC, and meridian trace for latissimus dorsi. Be sure that they understand that they have a choice for each muscle of using any or all three of the techniques.

Have them do the techniques on the first few muscles they check even if they test switched on so they can experience doing the techniques and feel the effects. Sometimes they will notice a muscle feels much more solid after a technique that tested switched on in the first test.

Partners now get their supraspinatus muscle checked while touching the muscle to feel the motion. Mark results on page 21 checklist.

Make corrections if needed using any or all of the techniques.

Switching On - clearing

Check for water - the value and importance of drinking water. Demo, then have them check, drink and recheck.

Check for switching - neurological confusion. Demo, then have them check and correct. Explain that the K-27 points are like the switchboard of the meridian system and activating them helps clear confusion in the circuits.

Check for over energy - in the central meridian. Demo the test, everybody tests; then demo and have everyone do the Cook's Hook-ups as you do it.

Ask for questions after each section.

Teres Major Demo, have them check with a partner and switch on if off. Mark results - pg. 21.

Review the session especially how to do the techniques.

Hand out the action plan checklist and have them fill it out if an evening session; otherwise, wait until the end of the weekend.

Closing circle - What did you get out of the morning that was new information or reinforced something you already knew?

Afternoon Session Day 1

Switching On

Have everyone check for water, switching, over energy.

Cross-crawl - demonstrate simple cross-crawl and then everyone does with music.

Review Neurolymphatic massage points -page 22.

Demo Pectoralis Major Clavicular.

Demo Latissimus Dorsi.

Have them check and balance those two muscles - both partners check and balance their PMC first before going on to the lats.

Demo Subscapularis.

Demo Quadriceps.

They check and balance both with a new partner.

Review neurovascular holding points - page 25.

Demo Peroneus.

Demo Psoas.

They check and balance both with a new partner.

Break

Cross-crawl - or other energizers. Muscle dance ones covered so far.

Demo Gluteus Medius.

Demo Teres Minor.

They check and balance both with a new partner.

Demo Anterior Deltoid.

Demo Pectoralis Major Sternal.

They check and balance both with a new partner.

Emotional Stress Release - Demo ESR for overwhelm page 119 and handout page 7-3 from FP manual. Have participants do it with a partner for the course material or if not needed for a situation they experience as stressful. Brainstorm possible uses.

Overview of the session - bottom line everything listing it on the flip chart and answer questions. Encourage them to share what they learned with someone before they come back to the next session.

Closing circle - What is one thing you found valuable that you are going to use?

Morning Session Day 2

Switching On

Check for water, switching (K-27's), over energy (Cooks Hook-ups)

Circle - a win or something they're excited about - can be from sharing TFH.

Questions from the last session.

Mention the next *Mastery Session* and encourage them to come and bring a friend.

Recap 12 muscles learned, show the direction of the test, feel muscle w/other hand, do a muscle dance.

Check and balance supraspinatus and teres major.

Acupressure Holding Points - page 26 1st set opens gates to balance energy 2nd closes gates to maintain balance.

Demo Anterior Serratus.

They check and balance with a new partner using A. H. P.

Origin/Insertion - mention both the jiggling the muscle ends to wake it up and the hard, heavy pressure against the attachments to reestablish the contacts - from the 2nd and 3rd paragraph on page 27.

Demo Fascia Lata.

They check and balance with a new partner using origin/insertion.

Do a method to remember the neuro-lymphatics - song and any other memory cues.

Break

Energizer - cross-crawl and muscle dance. Simon says on muscles and or review neurolymphatic song or any other memory cues.

Review the 5 ways to balance: Lymphatics, vasculars, meridian tracing, acupressure holding points and origin/insertion (sports).

Give a method to remember the neuro-vasculars, looking at which ones share the same spots, such as the anterior fontanel is the antie Su spot: the two "anterior" muscles - anterior deltoid and serratus - and the two muscles that begin with "su" - supraspinatus and subscapularis.

14 Muscle fix-as-you go balance - give them the hand out on this and go over it. Demo getting yourself balanced. Emphasize the self-responsibility model.

Get partners - ask people who are fairly confident with the information to raise their hands so that those who are newer to the information can pair up with them if appropriate.

Have both get each muscle checked and balanced before going on to the next, so you can observe if there is a couple who is slowing down and may need some assistance.

Partners share afterward - what worked, and what could make it better.

Get sharing from the group and answer questions.

Closing circle - What did you get out of the morning that was new information or reinforced something you already knew?

Afternoon Session Day 2

Switching On

Check for water, switching (brain buttons), over energy (Cooks Hook-ups)

Energizer - Cross-crawl, Meridian massage, or muscle dance.

Questions

Food Testing - cover points from page 116.

Biogenic - food switches on an off muscle.

Biostatic - food that doesn't change the response of a muscle.

Biocidic - food switches off an on muscle.

Ask for good muscles to use to check for Biocidics: Lats, PMC, fascia lata, quads.

Demo - then they check various muscles, finding some switched on and one or more switched off to test with a partner and discover at least one food in each category.

Partners share afterward - when and with whom will you use it.

Get sharing from the group and answer questions.

Surrogate Testing - Demo and practice

Break

Energizer - cross-crawl and muscle dance. "Simon says" on muscles and/or review neurolymphatic song, vascular points or any other memory cues.

Questions

Posture - Pg 126 Indicates out of balance. Highlight the 14 muscles.

Demo balancing and observing for postural changes checking individual muscles, then have them practice with a partner noticing the difference after balancing each muscle.

Review ESR

Have participants do it with a partner for a future event. Discuss applications and where to use it.

Overview of the course - Brainstorm - What ways can we now use TFH - bottom line everything listing on the flip chart.

Action plan checklist - Set up regular practice sessions - *Mastery Sessions*.

Promote your classes - Educational Kinesiology 1 & 2, the *Facilitator Program*, Membership in the TFHF.

Fill out and turn in Evaluation Form.

Closing circle - What has opened up for you out of taking this course?

Quality Muscle Testing

1. If you feel any pain while your partner is testing your muscles, immediately let the muscle go.
2. Have an unbiased attitude and desire to get accurate results in finding your muscles that are not functioning at 100%.
3. Demonstrate and explain the direction you want your partner to push:
 - A. Be precise in the starting position and direction.
 - B. If needed, show your partner where to stabilize you with their other hand, making sure your balance is good.
4. Get your muscle tested
 - A. Keep your body relaxed, contracting only the muscle your testing.
 - B. Tell your partner to push and avoid holding your breath or tensing -- you will get the best results if both you and your partner breathe during the tests. If you notice yourself holding your breath you can say "push-sh-sh-sh" as pressure is applied.
 - C. Have them gradually and smoothly increase their pressure using the flat of the palm or fingers, avoiding gripping or squeezing.
 - D. Feel for a lock as your partner pushes for 2 seconds with about the same force as you could exert with two of your fingers.
 - E. Be sure not to compensate by bringing other muscles into the test (bending the elbow, shifting your weight or straining).
 - F. Note if you are easily able to hold the position (a lock, strong or 100% response) or if there is any movement or difficulty holding the position (an inhibited, weak or less than 100% response).
5. If in doubt, re-check:
 - A. Notice if one side feels not as firm as your other side.
 - B. Scratch or pinch the skin and immediately re-test. By putting this extra stimulus to the nervous system, if the muscle is not at 100% it will show more clearly.

Fix-As-You-Go Procedure

1. Ask your partner to check your muscles. Have them push on each muscle slowly and evenly, feeling for a lock (see "Artful Muscle Testing")
2. Clearings (this step is optional, yet done for best results)
 - Check for switching
 - A. Check a switched on muscle three times, alternating hands each time.
 - B. If the muscle switches off in one of the checks, rub the Brain Buttons for 20 seconds (the K 27's while holding the navel).
 - C. Re-check to see if the correction was made.
 - Check for the need for water
 - A. Tug lightly on your hair and check a muscle to see if it switches off.
 - B. If it does, repeat the check after you drink a glass of water to see that the muscle stays on.
 - Check for over energy
 - A. Run the central meridian up and check an indicator muscle. It should switch on.
 - B. Run the central meridian down and re-check the indicator muscle. It should switch off.
 - C. If either of these does not happen, do Cook's Hook Ups.
 - D. Step 1 - As you cross the left ankle over the right knee, hold it with the right hand while holding the bottom of your left foot with the left hand.
 - E. Step 2 - Resting your hands in your lap, touch the finger tips of each hand together as you touch the tongue to the roof of your mouth.
3. Fix-as-you-go.
 - A. Check each pair of the 14 muscles and with your partner's assistance perform any of the following techniques if any of the muscles are switched off.
 - Firm rubbing on the body (neuro-lymphatic technique)
 - Light touch to the head (neuro-vascular technique)
 - Gentle stroking (meridian trace)
 - B. Re-check the muscle and if it hasn't switched on, do another balancing technique. If it has switched on you may want to challenge the muscle by re-checking it while you hold the spot you just rubbed, touched or stroked. If the muscle switches off, apply another one of the balancing techniques. Once the muscle stays on, go to the next pair.
 - C. Additional techniques you can use
 - Nutrition
 - Acupressure holding points
 - Origin/ insertion and golgi tendon/spindle cell

Emotional Stress Release & Creative Visualization Technique

WHEN TO USE IT:

- When under mental or emotional stress or anxiety
- To alleviate fears and phobias
- To create a mental blueprint for peak performance
- Before a race or performance
- With physical or emotional trauma

HOW TO DO IT:

1. Check your Pectoralis Major Clavicular (PMC) muscle and if it is not at 100% do the appropriate activation techniques. Re-test and if it is strong proceed to step #2.
2. While you are thinking about the situation that you are finding stressful, have your partner re-test your PMC. If it tests weak it indicates that ESR would be helpful.
3. Have your partner lightly touch the neuro-vascular points on the frontal eminences and slightly tug up on the skin. You may do this yourself and if you do not have a partner you can bypass steps #1 and #2.
4. While your points are being held, relax, breathe deeply and review the situation either mentally or verbally, paying attention to what you saw, heard, felt and thought. Simply notice what is present rather than react to it.
5. For an event that is upcoming, visualize yourself doing the event optimally, telling yourself how great you are doing. Recreate the physical sensations you have experienced when you've had great success and felt powerful and confident. Focus on what you see, hear, feel and say to yourself.
6. When you have completed this process, re-test the muscle to see if it is now strong. If it is not, then repeat steps 3 - 5 in silence. Then re-test. Repeat again if necessary. If it is, it indicates that thinking about the situation is no longer interfering with your energy flow and causing neurological disorganization. The creative visualization has created a mental blueprint for you to perform at your peak.

TOUCH FOR HEALTH ACTION PLAN CHECKLIST

Goals for the Week of: _____

1. _____
2. _____
3. _____

Balancing Activities

On Rising	M	T	W	Th	F	Sa	Su
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mid-day	M	T	W	Th	F	Sa	Su
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evening	M	T	W	Th	F	Sa	Su
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On Retiring	M	T	W	Th	F	Sa	Su
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dietary Awareness	M	T	W	Th	F	Sa	Su
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOUCH FOR HEALTH INTRO EVALUATION FORM

NAME _____ PHONE (H) () _____

ADDRESS _____ PHONE (W) () _____

CITY _____ STATE _____ ZIP _____ AGE _____

LOCATION _____ INSTRUCTOR _____ DATE _____

Three words to describe your experience of the course are:

General impressions of this course: (circle on the scale)

Very Dissatisfied 1 2 3 4 5 6 7 8 9 10 Very Satisfied

How much impact did this course have on you?

No impact at all 1 2 3 4 5 6 7 8 9 10 Very great impact

Overall, this course:

Did not meet my expectations 1 2 3 4 5 6 7 8 9 10 Surpassed my expectations

Please give us your comments on each of the following including suggestions for improvement:
(use the back of the sheet if necessary)

1. Instructor and teaching methods 2. Classroom environment 3. What about the course did you find most valuable?
4. What did you find to be the least valuable? 5. What were the most practical and relevant things you learned?
6. How and when will you use what you learned (be specific)? 7. Additional comments and suggestions

YES, I AM INTERESTED IN INFORMATION ABOUT THE FOLLOWING:

- | | |
|--|------------------------------------|
| 1. _____ Educational Kinesiology | 4. _____ The Instructor Training |
| 2. _____ Maximum Athletic Performance System | 5. _____ Mastery Sessions |
| 3. _____ The Facilitator Program | 6. _____ TFH Foundation Membership |