

Mini Course Sample of Wonderful Touch for Health Brain and Body Balancing Techniques

by Geraldine L. Rhoades

The 1988 and 1989 Touch for Health International Annual Meetings were phenomenally healing and empowering for me. Touch for Health branched out with wonderful new courses that we could learn and share as Touch for Health Instructors. I learned *M.A.P.S.*, designed and taught by John Varun Maguire, *Self-Help for Stress and Pain*, by Elizabeth and Hap Barhydt, *Stress Without Distress*, by Bruce Dewe, M.D. and Joan Dewe, and *Business Breaks*, by Tom Margrave. I left the 1989 Touch for Health conference ready and wanting to share all that I learned.

In fact, I came home feeling just like I do in a delectable store in Colorado Springs called "The Chocolate Factory." With all the wonderful course options I had just received, which one will I choose to teach? Limits are rarely welcomed by me. As in "The Chocolate Factory" I am happiest purchasing samples of many chocolate choices rather than a box of one selection; hence I decided to teach a mini-course sample of some of the wonderful brain and body balancing choices now being offered in the courses I was so blessed to have just learned.

I teach the balancing techniques which I personally use the most from the *Touch for Health Book*, *MAPS*, *Stress Without Distress*, and *Self-Help for Stress and Pain*. I teach this course in 3 1/2 hours using accelerated learning techniques. These techniques have been shown by test measurements to speed up learning as much as 300% with a 90% retention (ref. 4, pg.5) I learned many of these techniques from Dr. Frank Clement at the Boulder Center of Accelerated Learning (BCAL) in exchange for teaching Dr. Clement Touch for Health.

For example, during class I play classical baroque music with a rhythm of 50 to 60 beats per minute to help relax us and keep us comfortably moving right along. I teach by "doing" for with direct purposeful experience, student retention is measured to

be far greater than retention by just listening or seeing. I use visual colored flip charts and usually explain the technique in depth and it's importance **after** the experience of doing the technique rather than before. Also, every hour on the hour we have a five minute class break (even if it's in the middle of an exercise). Music is changed to an upbeat jazz rhythm, and for the first 20 to 30 seconds we stretch and cross crawl. After the break we resume baroque music and have a five minute review of the past hour. This review technique is another proven one for accelerated learning retention. (ref. 4)

I love teaching the sample course. It may vary at times with wants and needs of the class. The outline of what I usually cover is as follows:

A. INTRODUCTION

1. I introduce myself first, covering my background, and then the books and authors. Then I briefly summarize what we'll learn.
2. We'll take some full deep breaths and massage our ears.
3. Everyone introduces themselves and states what they desire to receive from the class, if they choose to.

B. EMOTIONAL STRESS RELEASE (thinking of any stressor)

1. I demonstrate with a volunteer, muscle testing before and after.
2. Option of paring or doing this exercise alone.

C. MUSCLE TESTING AND BALANCING

1. Hydration.
2. Central Meridian energy flow using *Touch for Health Book*.

3. Governing Meridian energy flow using *Touch for Health Book*.
- D. BRAIN ENERGY BALANCE
Self-Help for Stress and Pain.
 1. Basic Balance exercise, pg 19.
 2. Cross Crawl exercise, pg 21.
 3. Infinity-sign exercise, pg 22.
 4. Meta Integration exercise, pg 26.
- E. GAITS & SKULL STRETCHING
Touch for Health Book & MAPS.
- F. MUSCLE ENERGY BALANCE
Reactive and frozen muscles,
Self-Help for Stress & Pain,
pgs 27-30.
- G. STRESS RELEASE
Stress Without Destress,
pgs 12-21.
- H. CLOSE
 1. A relaxing guided meditation on releasing and letting go of negative thoughts and accepting Love (which I cannot describe in words).

2. Each person shares what they experienced in the workshop, if they so choose.
3. I distribute evaluation sheets on the class and schedules for additional classes and then invite everyone to buy the books.

The SAMPLE COURSE WORKS. Touch for Health Instructors have fun! Use my outline or design your own outline of what you want to share. Keep it simple. You will fill your classes, and you will generate Touch for Health 1 Classes too.

References

1. Barhydt, Elizabeth and Barhydt, Hamilton, *Self-Help for Stress and Pain*, Loving Life, 1989
2. Dewe, Bruce, and Dewe, Joan, *Stress without Distress*, Touch for Health, 1989
3. Maguire, John Varun, *Maximum Athletic Performance*, Touch for Health, 1988
4. Shuster, Don, and Clement, Frank, *Accelerated Learning: the Promise*, BCAL Workbook, 1988
5. Thie, John F., *Touch for Health Handbook*, T.H.Enterprises, 3rd edition, 1987