

The Five Elements to Success in Sharing Touch for Health

By Arlene Green

Almost every TFH student that I have known has been amazed and excited about TFH. They leave class enthusiastic and ready to share it with the world around them. Then along the way, something happens and some students fail to maintain that passion and follow through. If TFH is to grow to become a household word, we need to create the conditions to translate that enthusiasm from the classroom out into the world.

To share some of my thoughts and insights on the subject of how to be successful in sharing TFH, I will draw on the wisdom of the Five Elements energy flow and some of my own experience over the past 30 years of being both a student and teacher of TFH. The Five Elements Model is at the core of the Chinese system of Acupuncture and Traditional Chinese Medicine, and also a part of the Touch for Health system. This model was implicit in the Chinese view of the world and the inter-dynamics of man's relationship with his environment. Dr. Thie integrated these concepts into the Five Elements balancing model in TFH and later introduced some of the 'metaphors' of the Five Elements into his work. Inherent in the Five Elements is an association with various qualities and aspects such as a season, emotions, etc. The following ideas draw upon the spirit of this model and offer some creative applications in the context of teaching TFH. I encourage you to use it as a means of exploring your ability to be an effective teacher or sharer of TFH. Let's start with Wood.

WOOD - The season of wood is springtime and it begets the season of renewal and wonder in the early beginning of new growth. A seed is planted and begins to bloom. It's like springtime when first taking TFH. A new awakening and awareness is born of these truly amazing skills available to us at our fingertips. As we learn and gather new knowledge it feels like a seed taking root and starting its growth. It needs to be nurtured with the knowledge and practice of these skills until it begins to bloom.

TFH is a specialized system of healing that is unique to many of the energy healing modalities

in that it tends to be more systematic than most. The disadvantage is people have to have a base of knowledge to perform TFH, as it is not just an intuitive sensing of the energy or tapping a short sequence of points to balance the energy. The huge advantage of this in depth process is that it provides more detailed information and personalizes the process for each individual's needs. An added bonus is that goal setting can address a wide variety of issues for people on all levels and in all time frames. Goal setting is also extremely specific in energetic assessment and clearing, and results tend to be longer lasting. Once students master the basic 14 muscle balance process, they can apply it in an unlimited amount of situations. The key is that the student needs to gain that knowledge first and have confidence in using it. As a teacher, I have seen that the students who take more classes and closer together in the early stages of learning tend to be the ones who gain the greatest confidence and use it in the long run.

In addition to the need for knowledge, once one is awakened to the amazing potential for TFH in healing and performance enhancement, students usually have some vision of being able to use this for the benefit of others. Making a commitment to go home and use it after class is critical to gaining confidence.

What knowledge do you still feel you need in order to do or share TFH with others? How do we take that knowledge and our vision and bring it into fruition and share it most effectively with others?

FIRE - Once you have taken a TFH class, gained a level of confidence in using it, and want to share your JOY and enthusiasm for the work, one of the most important elements is keeping the FIRE burning. Immersing yourself in both the skill and experiencing the wonders of the work on a regular basis can keep that fire burning. Some people find that taking classes not only helps build confidence, but also keeps their enthusiasm alive. Another important way to feed that joy is when you balance someone and it makes a positive difference in their life. That supports your desire to help others and it also will encourage you to want to do it again.

So what is your fire about? Once you find it, own it, be it, live it, express it, and share it.

What special groups do you want to have an impact on?

Another aspect of that joy and enthusiasm is maintaining that sense of heartfelt Gratitude for having access to such a wonderful gift of knowledge. I was so appreciative of knowing how to help my baby as a new mom, that I imagined that every mother would want to know about TFH as a way to help their children. How do we share this information and enthusiasm for TFH to families as Dr. Thie envisioned when he created it back in the 1970s?

Loving the work, believing in the work, and holding that space of LOVE for your students or clients as you offer the work, is paramount to being effective and successful.

Bringing not just the knowledge of the process, but also the loving intention of helping others into the work can be as healing as the work itself. When speaking, keeping an authentic heartfelt connection with the audience or person you are talking to is essential.

What is your intention, your 'burning' desire, your PASSION, for sharing TFH?

EARTH – Getting down to earth with our intentions and enthusiasm means first getting our feet on the ground. Having enthusiasm about the work is a start but then you need to transform or manifest that *desire* into GOALS and an ACTION PLAN as to how you will get out and be successful in sharing your knowledge. Create specific, powerful goals that will allow your enthusiasm to continue. Write your goals and your action plan down on paper, including time deadlines for them.

Napoleon Hill in his famous Think and Grow Rich book said: "Desire is only a thought, an impulse. It is abstract and of no value, until it has been transformed into its physical counterpart." Let's look at some specifics.

On an individual basis, *how do you approach friends, colleagues, acquaintances and even skeptical family members?* Sharing benefits about the work, rather than just its features, is usually the best way to start. People want to know what the work will offer them personally. Will it help their sore shoulder or tight neck muscles? Can it relieve their stress? The aspect of goal balancing greatly expands the application of the work to a

multitude of areas and people will want to know what they can gain from it.

Know your audience- what are their special needs and what aspects of the balancing work would apply best for them? Speak to those special needs. Be sincere and caring (EMPATHY) and give examples of how those techniques have been applied in other situations to help people. You can teach a lot through personal examples or testimonials.

If you are a teacher, when looking at giving a lecture, teaching a class, or wanting to be using this in a practice are you trying to reach everyone or targeting a special group of people? Have a marketing plan. If teaching or giving a presentation, decide on the date well in advance. Set up the location and when possible do a physical check of the facility or ask lots of questions beforehand to make sure it is a comfortable space that will meet your needs. Is the location easy to find and in a safe location? If giving a talk at someone's house be sure to ask things like do they have pets? Some people are allergic or uncomfortable with animals so best to check that out in advance. What kind of chairs? How big is the space? Are there any distracting noises nearby? Can the room temperature be adjusted? You want your participants to be comfortable when they are there so it is your responsibility to make sure the site meets your, and your participants' needs.

If speaking to a specific audience, then tailor your talk for their needs and interests. If not, what kinds of general points would most people be interested in? Do several demos when giving a talk. Involve the group in audience participation by teaching some switching on skills, auriculars and other simple techniques. Do before and after assessments so they can notice a difference.

If giving a class, what kind of communication will you have with your students before the class? Calling each one, emailing a list of what to bring, class times, lunch plan, directions, etc. in advance will help your students see that you are organized and meet their need for feeling comfortable about what to expect. What kind of outline works best for you when teaching? Having an outline of each technique, when and for how many minutes? Or a breakdown of the techniques for each morning/afternoon and then go with the flow? Do you work best from a rough outline, note cards, reading or winging it? These are the kinds of

specific details that are involved in creating an action plan for success.

Remember if you love what you're doing, doing it will not seem like work but merely a means to an end. Draw your sustenance from your mother – Fire- your passion and desire to share this with others will help keep you on track even if the details of planning may not be the kind of thing that you get excited about.

METAL - Now that you have the knowledge, enthusiasm, goals and action plan to share TFH, next you will execute the plan by calling on your **STRENGTHS**. *What are the skills and attitudes that you have that can help you to be successful?* Start where you feel comfortable. Maybe you feel insecure about explaining the theoretical, but you have a lot of enthusiasm for the results and being able to help people. Begin there. Sheldon Deal once said, "If you catch on fire, people will come from miles to see you burn." Your enthusiasm will be contagious, and sincerity can open doors, where just knowledge may not. So use your strengths when conveying your desire to teach or practice. I often tell students that one's presence is far more effective than at times technical excellence.

Even what may seem like a quality that is a negative can be turned into a positive or strength (how yin/yang). For instance, my parents said that I could be stubborn when I wanted something. I've learned to turn that quality into perseverance, which I attribute as being one of the most important qualities that has helped to sustain me in this little known field over the years. Just because TFH was (is) something new and different than the norm, has never discouraged me from sharing it with others. Nor have I ever worried about what others may think. My determinism coupled with my love for the work, helps keep me focused on my end goal. Once I decide to do something, be it teaching, organizing a class or a conference, etc. I follow through until it is complete.

Other qualities that might be important for successful accomplishment of one's goals could be organizational skills, communication skills, self-confidence, and commitment as well as follow through.

What are the skills that you are lacking? Would taking a class to learn them, practice at toastmasters, partnering with someone who has expertise in them, or just paying someone to perform

them, help assist you in being more successful with your plans?

What are the attitudes that you wish to have more of? Do you know which ones would help you to achieve your goals? Do you take time to reflect on them, or balance for them? Do you take time to give thanks (gratitude) for the knowledge and skills that you do have? Do you acknowledge yourself for your strengths of character and skills that you do have?

One of the qualities that we all have that can be used to help us accomplish our goals is the god given gift of imagination. When we can take our passion combined with our goals and action plan and imagine them happening, they are more likely to manifest. That skill of imagination coupled with techniques like ESR or goal balancing can be used to increase our chances of being successful.

WATER - Sailing downstream or going with the flow - Once you have your vision – enthusiasm-game plan and have drawn on your strengths and resources – then it is time to put your boat into the water and let it sail. Sometimes you find it goes downstream easily and other times it may run into obstructions and you may have to re-navigate to get it back on track.

What are your challenges to getting out and successfully promoting or teaching TFH?

On a one-on-one level, we may get excited about sharing our knowledge and skills with others but they may not hold that same openness and enthusiasm. I remember one of my students, who was the director of the Red Cross, really wanted her supervisor to be open to this work but she was highly skeptical of it instead. It wasn't until a hurricane hit and they found themselves in a shelter together for few days, that when a severe backache got the better of the supervisor, she grudgingly agreed to let my student balance her. Much to her amazement the balancing work relieved her pain and she had a very different opinion of the work after that. My student wisely waited until a strategically opportune time to offer her skills to her coworker. Nothing is more convincing than first hand experience, especially when people are skeptical.

With teaching, one of the biggest roadblocks to 'being out there' may be FEAR. Most people find public speaking creates ANXIETY for them. They say the number one fear is not death but public speaking. Why is that? I would guess that

most people fear that others will judge them. But if you come from your passion and speak your heart and have some plan about what you would like to say, knowing that what you will tell them can be of great benefit to people, that may be the inspiration to help you forge ahead and try it out. Also remember that you probably know more than they know.

Focus your attention when speaking on them, not yourself, and how excited they will be once they have learned about the potential for this work. A balance can be most helpful too. But if you just know that your strength is best at one on one then start there. Some teachers like to start with small groups of people they already know. I started by co-teaching with a friend and that way I did not feel that I had all the responsibility to steer the ship by myself, but that someone else was there to back me up. After the first time co-teaching then it was easier for me to take the steering wheel and be on my own. So know what works best for you and go for it.

Another challenge to getting out and doing the work, either with clients or teaching, is often that students feel like they have to know it all. TFH is a program that teaches 'how to use the book' so it is meant to be used. I remember at a TFH conference where I was speaking about the importance of confidence and how that can be a key element in being successful, I made the comment that it was more important the type of 'presence' that one had when seeing clients than the fact that you may look up points in the book during the balance. The same is true for teaching. Two women came up to me afterwards and thanked me for saying that, as they had chosen not to do the work because their husbands had most of the reflex points memorized and they didn't. I assured them that what will matter more to clients and students is their caring attitude, than the fact that they might look up a few points. That seemed to be the roadblock to them practicing and with this new insight they left with a renewed enthusiasm for doing the work.

Some people find that promoting the work is easy but promoting themselves is not. One has to remember that in some ways it's a package deal. People take classes sometimes more that they've heard great things about an instructor than just the content looks interesting. So look again at what strengths you bring to the work and feel good about promoting yourself in ways that isn't ego based but truth based.

One of the biggest challenges of our time is conveying to people the important value of this work during financially difficult times. People are not spending as freely as they had just a few years ago and class enrollment and clients have dropped for many people. That stumbling block can be turned around to be used as an asset in showing people the positive benefit of preventative health care. One of my students was a mom with seven children. She came and took my one day intro class with one of her children, then signed up for the full TFH 1 – 4 with both her 21 year old daughter and her 16 year old son. Her children both excelled at the work and later they all went on and took the PKP training. Last year I emailed the mom and asked her how much she had saved the past year since completing the training. Her first response was probably about \$2000. A few days later I received an email from her saying she was 'shocked to discover that she had saved \$4380 in medical costs' over the last year since learning TFH and using it within her family. So when reaching lay people emphasize the benefit of savings that will be gained from being able to handle so many different health and well being issues when they can balance themselves and their loved ones. There's no price one can put on the value of being able to help one's loved ones when they are ill or in pain. How can a parent deny the ability of being able to help one's child by having skills at one's fingertips?

For teachers, a good target group, are the health professionals that need continuing education classes. Licensed health professionals can be found many times online or for a nominal fee through the Massage or Nursing boards. Be flexible both with scheduling and with making creative financing plans for students.

Sailing your TFH boat in the rapids of life requires the skill of flexibility and resourcefulness at times to navigate the occasional stumbling blocks (or beaver dams) that sometimes show up.

So now that you have some perspective on some of the key elements involved in manifesting your vision and passion to share TFH, which element and its related aspects do you find to be the most challenging to you? Muscle test for which is the priority aspect. Create a positive goal statement around that issue. Then find a balancing activity (choose or muscle test for priority) that will address the stress around that issue. Remember to do some

pre and post assessments so that you know that there has been a shift. Do this both with the balance as well as after a specified time frame (say two months later) to see how well you have been able to achieve your goals.

Notes:

Arlene Green is one of the three TFH Faculty members in the U.S. She has been teaching TFH since 1981 and has taught more classes/people in the U.S. than anyone else. Her passion is to teach TFH to both lay people and health professionals and to motivate people and instructors to share it as well.

Arlene Green
U.S. Kinesiology Training Institute
7121 New Light Trail
Chapel Hill, NC 27516
www.USKinesiology.com