The Lightworkers Healing Method® is a system of Angelically guided multi-dimensional energy healing and a powerful spiritual growth vehicle with the exceptional goal of aligning us with our own soul’s life purpose.

The Lightworkers Healing Method is an all-volunteer community on a mission to help all beings live their Soul Plans, creating lives of JOY in a world that works.
MENTAL FRAMEWORK

Just as it was when you first began learning the Lightworkers Healing Method, there is a lot of new material here. Expect it will take a lot of repetition to learn this very important step in your own journey of living your soul’s plan. Please read this over and over again. Please refresh yourself before every class. This is how we do our best.

We’re All Volunteers Here – Join Us in Accepting Responsibility! Be a Leader!

We all work together to create these events. If you become aware of something that needs to be handled, please step up and take care of it; claim a leadership role. Be leaders. Stepping into authentic leadership roles in the spiritual arena can be an unmatched accelerator of spiritual growth. Supporting students is how we ourselves learn the most, both conceptually and energetically. The worst mistake we can make is to allow fear of making mistakes to paralyze us. Go for it!

Conceptually: “If you want to learn something, teach it.” See for yourself that the alignment is objective, measurable, and verifiable. Take a risk. Share the assessment with the student. This will prepare you to begin to learn to notice your own alignment, as occurs in the Search for Truth classes.

Energetically: The more willing we are to serve, the more the HD Beings work through us. Therefore, when we help others learn the vertical alignment, we ourselves are helped the most. Our own energy bodies are strengthened and straightened to be acceptable to the HD Beings.

Our role: Trigger the Awakening. Now is the time. Lead others to move forward into the new vertical alignment together, rather than staying stuck in the old horizontal alignment together. When WE intend to “Go Vertical,” it helps the students do the same. Being a good example is what matters most. Speaking the truth to students, helping them shatter their dearly cherished illusions that they already have their channels UP, matters almost as much. Therefore learning to assess alignment for REAL is crucial.
Most importantly, this is how we prove to ourselves it’s really real, and shatter our own dearly cherished illusions of where our channels actually are, moment to moment.

**Do This for REAL, Not for Pretend**
Dive in! Do your best, and let go of the idea that you won’t make mistakes! They are going to happen, for sure. Count on it! Whoop-de-do! *The worst mistake we can make is to try to look good in front of students, rather than doing our actual best.* In every moment we are either accumulating Grace, or riding on it. Keep your Grace Tank full by continuing to stretch yourself! The fastest way to accumulate a lot of Grace is to take selfless, courageous actions on behalf of the Greater Good. The best thing we can do for the students is to model being honest about our own mistakes, and to clean up our messes right away. The HD Beings don’t care about mistakes! The only thing that matters is that we clean up our messes, as soon as possible. We can model Letting Go of Faking It, in order to become vessels for HD Beings, for real.

The Guides model what is actually true love; we take our cues from them in all aspects. *True love is supporting students and each other to move forward in life, and to live their/our soul plans.* Helping people feel better about staying stuck and living small lives is enabling. The Guides call “enabling” a perversion of what love actually is. They define “perversion” as, “something beautiful turned obscene.”

*Our commitment is that every student “gets it,” for REAL. We do not support people in faking it. We support them in actually learning this healing art.*
Not everyone appreciates this attitude; some people want us to go away and leave them in their fantasy. However, *our commitment to the Guides, Angels, and Lightbeings is that we will give 100% effort for students to “get it,” not to fake it.* Otherwise we are also faking it. Right? Therefore, we assess each student’s alignment objectively, and then help them know what to focus on first. What is their biggest growth area? Is it the Merge? Is it getting their channels UP? Is it more UREE, more Light at their backs? Speak up. Tell them. Now is the time. We answer to the GUIDES, not to the students.
IMPORTANT: Support the Students Who Have Crises, So They Feel Safe

These are intense classes, and from time to time we have students who have an extreme reaction, usually in the practices but sometimes even in the seated discussion times. I will address this if I am able, but I must also keep the class moving forward for everyone else. I cannot stop the class to attend to one person. Therefore, if a student has an abreaction (an intense experience that scares the student, caused by an intense energy shift) a TAT must stay with him/her until s/he is stable and feeling good again. There isn’t anything else you can be doing that matters more, than to help that frightened student. First and most importantly, let the student know this is GOOD not bad, you will help her, and you won’t leave her. Let her know she can count on you.

What to do? First, BE calm; have your alignment on for REAL not for pretend. In a gentle, soothing, tone of voice, assure the student you are going to help him through it, and that this is GOOD not bad. Take him to an out-of-the-way massage table, have him lie down on it, and ask permission to merge. Gently and soothingly, do an OP with the student, channels UP to his Guides. Establish Sacred Space. Pulse the Vortex; get the Living Waters flowing; stabilize with UREE. When in doubt, run screens to clear and soothe the energy body. Usually there has simply been an extreme release that now needs to be soothed and smoothed. Take that as the working theory, but of course channels UP, ask the Guides how to do even more to help, while you continue to run the screens and soothe the energy body.

Do not leave the student unattended until she actually feels fine again. Don’t be fooled; sometimes they say they are fine but they aren’t. Evaluate her statements for truth, as we learn to do in our Search for Truth classes. Perhaps walk the student to the restroom, and stand outside in the hall to give her space while also still being there for her. Stay with the student until she is either able to rejoin the class, or goes to take a nap, or the like. This is the most important thing you can be doing right now – kindly and lovingly helping this person to process the intense energy shift that just occurred for her.
WHAT TO DO DURING SEATED LEARNING SEGMENTS OF CLASS

Physical Actions

Sit in the group, not in the back or on the sides of the room. Be part of the class. Set an example for REAL not for pretend, of being there to learn. We are all students of this art; me too. I’m there to learn. I learn a lot in each class, even after all these years. Join me in setting the example of being there with the intent to learn MORE; to grow MORE.

Have the intention for simultaneous personal healing, growth, and learning. By helping the students, we ourselves are helped the most! Never put your own issues “on hold” for the weekend. Paradoxically, also don’t focus on yourself. Both of those attitudes shut down Divine flow; both set a bad example. Instead, merge with the group-as-a-whole as I do. As I do, hold an intention to have a breakthrough on your own issues, using the power of your actions to help the students. It’s exactly like facilitating a session, and now the session is the class. Hold the space for the class, keep your Upward-Rising Earth Energy strong, keep your channels UP, have your own breakthrough!

Share with channels-UP alignment, in ways that clarify or emphasize the topic being addressed. Say what needs to be said, exactly as in a session. If you notice I’ve forgotten something or if something isn’t clear, please speak up! Ask for clarification! If you don’t say it, who will?

Remember the four tests of speaking: is it true? Is it helpful? Is it for me to say? Is now the time to say it? As a bonus for yourself, add the fifth test: are my intuitive channels drawn straight UP, or am I picking up confused thinking from the group? However, even if you are picking up their confused thinking, ask the question. I WANT you to point out the confusion to me. I WANT you to shine the light on it. Please. If you don’t say it, who will?
Energetic Actions

Begin with the End in Mind. Personal Energetic Goal: straight, tall, strong, clear, durable Pillar of Light firmly founded in Truth below, firmly connected to Source above, with UREE flowing and channels UP – for ourselves and for all beings. Be a space in which only Divine Will is present: not our will but not anyone else’s will either. Just Divine Will. Strong, stable Lighthouse look. Totally vertical focus (although we clear ourselves horizontally as well). A tube for Source to blow through.

Continually improve your own energy alignment, exactly as you see me doing at the front of the room. Repeatedly balance your pillar of light back to front, left to right, top to bottom. Is your energy flowing well, both vertically and horizontally? Repeatedly improve the flow of Upward-Rising Earth Energy (UREE); repeatedly draw your intuitive channels straight UP. That’s the only way to be appropriate vessels for the Guides and Angels, rather than from all the other potential sources of “messages.” We are not here to channel Helpful Dead People or Astral Healers; we are not here to pick up “messages” from the students’ energy bodies. We are here in service to the Guides, Angels, and Lightbeings. We are their vessels.

Energetic Goal for the Space: clear strong VERTICAL space for learning, growth, and healing. Surrounded by a very deep, tall, powered-up Vortex, including a strong flow of Living Waters. Make our space a Divine Lighthouse for the group. The energy of the room needs repeated assistance. This is part of the role: tend the space. Power up the Vortex and anchor it deeper and deeper into Truth below; pulse the Living Waters; run Screens; ask the Lightbeings to make it right. At every break, walk the Vortex with the intention to power it up. Invite students to join you in doing this. It feels GREAT.
WHAT TO DO DURING PRACTICE SEGMENTS OF THE CLASS

Alignment First and Foremost

In learning to become a vessel for Higher-Dimension (HD) Beings to be able to facilitate Angelically Guided Multi-Dimensional Energy Healing, nothing matters more than the Energy Alignment. Energy Alignment is crucial. The Personal Characteristics are equally as important as the Alignment, but other than being mentioned in Level Four, they are beyond the scope of the earlier classes. The Personal Characteristics are the focus of the Advanced Classes such as the Search For Truth class. In the weekend workshops of the Core Curriculum and Higher Level Classes, we focus on supporting our students in beginning to think about starting to do what is necessary to get the alignment headed in the right direction enough to keep the Grace flowing so that HD Beings will use them as vessels to create miracles. (Precisely channeled wording.)

Begin with the End in Mind. The “Big Three” of alignment are the Merge, the Channels, and the Upward-Rising Earth Energy (UREE). To begin to have enough clarity to facilitate a session other than on Grace alone, a student must be able to:

1. Sustain a Merge of at least 80%, at whatever level of which the facilitator is capable. 80% refers to both the depth of the merge, and to its coverage. At least 80% of the pillars must be merged, significantly longer than just the physical bodies. Depth refers to the quality of the merge, be it at the level of the skeleton, the molecules, the atoms, or something else.

2. Raise a critical mass of the Intuitive Channels to hit straight up, or 90 degrees over the horizontal, quickly recognize when their channels flop down again, and repeatedly raise the channels over and over again.

3. Sustain an adequate, consistent flow of UREE, appropriately balanced throughout the Pillar, so the facilitator can keep raising the channels UP and keep the merge strong. S/he must be a strong fully supported Pillar of Light.

Not one of our hundreds of students has ever walked in the door with anything remotely resembling this energy configuration. If they are actively pursuing certification and are coachable, it takes most students about six months to begin to achieve the working
zone. You can let go of the idea that you’ll perceive the real alignment in the classes. It isn't there. What you’ll perceive happening is a lot of GRACE, because people are brand-new.

**As a TA, always work in “Session Mode,”** with your own channels UP and offering yourself as a vessel in service to the Guides, Angels, Lightbeings, and Teachers. You can use whatever perceptive skills you have to observe what’s happening in the energy bodies of the facilitators. A combination works best. For example, with your own channels UP and the intention to be a vessel for the Teachers, use your powerful energy hands to feel the angle of the intuitive channels, feel the depth and reach of the merge, and feel the amount and balance of the UREE. You can then verify it by asking to be shown the percentage of the merge in numbers (or some other way), the angle of the channels in numbers (or some other way), and the UREE.

Asking questions of the Guides (with your own alignment strong of course) is another way of determining the state of affairs, such as, ”Is the merge more or less than 10%? Is the merge more or less than 5%?” and, “Are the channels below the horizontal, or above the horizontal? Are the channels up more or less than 30 degrees?” (See graph.)

*Channels-up Alignment*
Finally, when in doubt about a particular facilitator’s alignment, consult with another TA. As in the Search for Truth class, two TA’s should be able to come to consensus as to what is true.

**The most important part of teaching the Lightworkers Healing Method is to support our students in developing this energy alignment.** This assessment and communication about the energy alignment should begin right away, with the very first practice session in a Level One class. It is important to state this positively and lovingly, frame it as “normal and natural,” and to help them move over the line into alignment that’s good enough to get the energy to flow. Until they feel the energy “blow their skirt up” for themselves, they have no idea what they’re aiming for.

**What to do as the Practice Period Progresses**

As the practice segment begins, help students get matched, get to tables, and get going. Often they will delay because they are afraid. Don’t enable them here; lovingly but firmly help them get going. Help them formulate effective intentions that link a real-life symptom with the Soul Plan. “Heal the root causes of *(the symptom)* in such a way as to align with the Soul Plan.” Alternately, “Align *(the subject)* with her soul plan in such a way as to heal the root causes of *(the symptom)*.

When everyone is paired up, has a well-formulated intention, and settling into the Opening Process, there are usually a few minutes to walk the Vortex to power it up, and to increase the flow of Living Waters into the space. Take this time to bring yourself into optimal alignment as you walk the Vortex. Groom your energy body as you see me doing for my energy body during classes. As you continue to walk the Vortex and your own energy body settles into alignment, shift the focus to the classroom as a whole; have the intention to bring it into optimal alignment as well. All groups have their own energy body; as a part of the class, we have the responsibility to tend the energy body and space of the group. Straighten up and clear our space and our group-pillar; draw our channels UP, open up the base of our group-pillar to a nice big volcano of UREE.
As students begin to move out of the OP and into the “ask” part of the session, start with the facilitator who's out of the OP first. Go stand next to the facilitator with your back to the table, so you don’t get distracted by the subject. Ignore the subject. Our focus is the facilitator’s alignment. Begin to assess the alignment as discussed above. What percentage is the merge? How far down does the merge go? What angle are the intuitive channels? How is the UREE?

Now speak it out, exactly as in a session. Speak the truth, encouragingly. Prefacing with, “you’re doing fine, this is natural and normal (at this stage of the game, for someone with a background in other healing modalities, etc.),” prompt the facilitator through the most pressing issue. Help them over their hurdle. It’s either the merge, the channels, or a deficiency of UREE.

If the most pressing issue is the merge, it can help to suggest they merge the side that has the least merge. It can help to suggest they merge the skeleton: shoulders, spines, leg bones, feet, and then the Earth Pillar below the feet. It can help to remind them there isn’t anything sexual about this, that this is a full Pillar overlay.

If the most pressing issue is the channels as is commonly the case with a person out of other healing modalities, show them how to use their hands to lift their channels UP off the body of the subject. Help them feel the weight of their channels. It’s tangible. If they can feel a chi ball, they can feel their channels. Show them how to encourage the channels to look up; remind them channels have consciousness too, and that channels actually want to know what’s true and are simply confused about how to go about it.

If the most pressing issue is the UREE, typically there is no energy whatsoever at their back. “Support yourself; you don’t need to pay a price to do this. Draw up more light at your back.”
Sometimes the facilitator’s energy body is so clogged that nothing is clear except that things aren’t going well. If that’s the case, exactly as in a healing session, use screens to clear their energy body, channels UP to their Guides, and as the fog lifts, you will get clarity about the most pressing issue for their alignment.

Other considerations for the Practice Periods

Our job is to keep the facilitators moving forward in the practice exercise for REAL not for pretend, and to help them have breakthroughs with the alignment. When you observe someone in trouble, step up. Don’t let the student fail; don’t let her fake it. Our commitment is that everyone get it, even this person. Speak up about what is most pressing: the merge, the channels, or the UREE. Pick something. Usually all three are a mess 😊. NO WORRIES how else will they get there?

The students are learning something entirely new. It’s NORMAL that they have no merge, their channels are flat on the ground, and there is almost no UREE flowing. However, the point is that we must tell them they don’t have it, so they will begin to start to think about doing what is necessary to get the alignment headed in the right direction enough to keep the Grace flowing so that HD Beings will use them as vessels to create miracles. Students often need to hear these things from many people before they are willing to change. Take your turn at bat 😊.

Moving from Table to Table

If you have been with one facilitator for a long time, ask the Teachers: “Is it time for me to leave?” Some students get real performance anxiety. Sometimes the best thing we can do for him/her is LEAVE. However, this is a tempting cop-out. Have you truly done your best? Is there anything more you could do to help this amazing soul have the breakthrough that might change his entire life?

As the practice period continues, go from table to table in a counter-clockwise fashion. Help all the facilitators. If you need to re-group, take a turn or two around the room, walking the Vortex. Refresh your energy alignment, and then go to the next table.
At the End of the Practice
As the students begin the Closing Process (CP), OUR time begins. Take this time to call in the simultaneous blessings for you. As a TAT you have been offering yourself as a vessel to help others learn this amazing art. Now is the time to call in the blessings. Find another Teaching Team member; do it together. It’s amazing what can occur for us in those three minutes, while the practice is winding up.

As students begin to sit up and get off the tables, be alert to how they are reacting. If they are looking anything other than amazingly great, investigate. This question is not designed to dig up new work. We are all eternal beings and we are never done. Instead, this question is designed to reveal if the subject’s energy body has been left in a sensitive state because of the practice. *It happens.*

If the answer indicates an issue is present, ask for permission and help the subject process out, as we do after the demonstrations. When in doubt, run a few screens with the intention to complete the practice for the subject. If the facilitator is still there during this time, say to the facilitator, “Let me show you something else.” The tone is one of *bonus learning,* rather than one of correcting an error. Then follow the Guides’ instructions just as you would in a healing session, with the sole intention of correcting errors and drawing the subject into an optimal state for the end of the practice period.

Trouble-Shooting the Practice Periods

**Easy Signals of a Student in Trouble:** 1. The facilitator is giving a reading or conducting talk therapy. You don’t even need to wonder; there is no alignment present at all. Begin there. Help them through it. 2. The facilitator is using an earlier technique (example: screens, cords, spears) rather than the goals of the practice. As in the “reading” situations, it’s caused by a lack of energy alignment and fear.

**Fear is always a part of these failure-patterns;** the student is afraid he can’t do it for real and has therefore quit doing his best. He are now trying to just get through the class without embarrassing himself too much. “Faking it.” Compassion and encouragement are appropriate. Remember how you felt when you were first learning.
“We string and unstring our instrument because we are afraid of our song” – Rabindranath Tagore. “You would not be in this room if you couldn’t do this” almost always works. Draw the student over his self-imposed barriers, with love.

If the student is not responding to you, call in reinforcements. Don’t just give up. Our commitment is that every student have his/her breakthrough. Our commitment is for 100% success; that everyone gets it. Enlist another teaching team member; maybe there will be an opening when the student hears the same thing from another person.

What to Do when We Ourselves Make a Mistake?
If you believe you gave bad verbal advice, verify it with another teaching team member. Maybe what you said was fine; maybe not. Let’s investigate. If you confirm it was a goof, clean up the situation right away. “I said this, but what I should have said is that.” This sets a great example for the student. We don’t have to be perfect, but we do have to do our best, and clean up our messes right away.

Phenomenon of Guides seeking the most clear channel: if we move our focus to the subject to figure out what is happening with him, the subject’s Guides might actually shift their broadcasting channel from the student-facilitator to you. Your putting your focus on the subject can actually steal the wind from the student-facilitator’s sails. When we keep the focus on the student-facilitator’s energy alignment, the subject drops off our radar screen.

When you realize you focused on the subject, first put your focus back on the facilitator. Stand with your back to the table. Undo your error; use your hands to push the clear channel back to the facilitator. Reset your energy body, re-establish your energy cross. Draw your intuitive channels straight up and reconnect to the HD Beings. Ask them to help you be the best TA you can be. Ask for your errors and omissions to be corrected. Offer yourself as a vessel in service.
WHAT TO DO DURING L2/L3 “HOW DO I KNOW YOU, PAST LIFE-FUTURE LIFE”

In the “How do I Know you in a Past/Future Life” games, it’s important that BOTH students be “getting it.” Sometimes one student is on a roll, and the other is silently feeling very much like a failure. Lovingly and encouragingly, engage the silent student. Ask her, “are you there?” If not, gently and lovingly help her connect into what’s going on. Put your focus on her. As always, begin with the alignment. Help the pair of students through a quick refresh of the alignment. Then use the orienting questions (are you inside or outside, day or night, are just the two of you there or are you with others, hot or cold climate, arid or humid, roughly what century, Earth or elsewhere, etc.) to help the stuck student connect into the life the other student has already unearthed.

Remember that there can be many lives shared. Sometimes the silent student can’t connect into that one life (lots of reasons why), but can connect to another. If so, explore the one the silent student can connect to, and usually the more capable student can get there too. If both the students are stuck, look for lives all three of you shared (you and the two students), and be the one to get it going. Don’t worry. For sure those threesome lives will be there. For sure. It never fails.

WHAT TO DO WITH AN ODD NUMBER OF STUDENTS IN THE PRACTICE PAIRING

There are three ways to handle the challenge of having an odd number of students in the class for practice segments. Every class is unique and every situation is unique, so the determination of what is the best option has to be made on that day, before each practice. Let me know the situation is there, and ask me for help in making the selection.

Option 1 – TA acts as a Student. If there are more TA’s than are necessary to support the practice, one of them can pair with a student. This is the easiest option as long as we have adequate coverage. The number of TA’s necessary to support the practice varies with their experience level. The less experienced the TA team, the higher the TA-to-Student ratio must be.
Option 2 – OJT for Advanced Students. If there is only one TA in the room, the choice of how to handle the odd number of students is easy; this is your only option. If there are students in the class who are approaching the line of becoming a TA, this can be the time to help them begin to learn to assess alignment. On the Job Training (OJT) is the most effective kind of training, and here’s a great opportunity. The most advanced student is offered the opportunity to participate in the practice from the other side of the fence. Typically they jump at the chance. However, there is a risk to the student at being given this opportunity too soon. S/he can check the box off as complete too early, and can experience a serious setback as a result.

When in doubt, attempt to use another option rather than risk injuring a good student in this way. However, if there is only one TA in the room, this is your only option. Go with it, and don’t sweat it. Source has your back. You aren’t being set up for a failure. There isn’t another option. Breathe. It will be fine. Ask me for help in selecting the right student for each practice. We can minimize the damage by rotating the students; selecting one student for one practice, and another student for another practice.

If this is the best option, the student should be given a quick explanation of focusing on the Merge, Channels, and UREE. If you have a copy of this training manual with you and you know this is the way you’re going to handle the situation, give it to the student first thing in the morning so s/he has a chance to read through it. When the practice begins, have this TA-To-Be apprentice with the most experienced TA, and go around the room with him/her, practicing observing alignment.

Option 3 – Team Healing. If there are at least two TA’s but the TA-to-Student ratio is too thin to use Option 1, and the good up-and-coming students have too high a risk of being hurt to use Option 2, we have one final option: forming a three-way practice table in order to teach the advanced skill of Team Healing. That means three students will work together, and one TA will focus almost solely on them. The other TA’s will support the rest of the class in the normal way.
For the Team Healing table, select the three most advanced students in the room. They also have the potential of being hurt with this designation of being “advanced,” but it’s a lower risk than in Option 2 since there are three of them at a time rather than just one person being singled out. Ideally we rotate over the course of the weekend, with different students involved in the three-way table from practice to practice, to bring down the risk factor for ego-confusion even further.

How does this work? One person is the subject, just as normal. The other two students become a healing team. They must first merge together, together doing an OP for just the two of them together, with the intention of forming a Healing Team. It can help if they stand side-by-side with their arms around each other, to remind themselves they have become ONE healer. Once that preliminary OP/Merge is completed, they can begin with the practice, as if they are now ONE healer.

The TA who is supervising this Team Healing table has the fun and exciting challenge of watching two levels of merge: the first merge of the healing team, and the second merge with the subject. The students’ channels must be UP regardless; UREE must flow regardless. It’s the merge that is different.

Team Healing is a glorious way to heal, and an amazing blessing when it’s done well. This is a beautiful way to create a win-win-win outcome with the challenge of an odd number of students. Because it has the most potential to be awesome and amazing, it is also the most challenging to supervise. It’s important to recognize that other students in the room can find this Team Healing table to be intrusive or bothersome to their own process. Therefore, pick the most out-of-the-way table for this healing, and be sure the healing team is facing the wall rather than facing the center of the room. Do your best to create a buffer-zone of privacy for the Team Healing table.

**LEADING MOVEMENT**

The purpose of movement is to help people process what would otherwise be an overwhelming amount of energy downloads and new information. Movement clears and
strengthens the energy field and the mind. Having a variety of movement styles and leaders is ideal. We have had yoga, Latin dance, other dance styles, chi gung, fun gym-warmup-style movements, children’s dances such as the Chicken Dance, isometric power-stretches, power-laughing, and more.

If you are willing to lead some kind of movement, please speak up. You don’t have to be certified in a style of movement, just willing. Feel free to do the same thing for your segment on Sunday as you did on Saturday, or to do something very similar. People like to feel like they can learn something, and repetition makes it easier for them to learn. We also do our best to keep the movement varied over time so people don’t get bored. Find the balance with it.

The goal is three minutes of fun movement. Get people up and moving, in their bodies not in their heads. No watching the energy, no mental focus at all - just wiggle and have fun. Keeping the movement instructions primarily about the legs and feet helps people get back in the body even better, supported by UREE. It helps them clear the mind, and be ready to learn more.

Be aware some people have physical limitations, and some wear skirts.

Choosing the music is part of putting together the movement segment. We have a list of music that has already been screened. The songs are being accumulated in Dropbox so you can listen to what’s there and pick something you’d like to use. Please coordinate music usage with other movement leaders. Claim your songs for the weekend 😊. Please feel free to suggest new music, but everything must be approved before use. Some lyrics are surprisingly inappropriate 😁. The guidelines are hopeful, change-the-world, inspiring, uplifting, and joyful songs without "Ooo baby I need your love" messages.

All joyful music without English lyrics is automatically approved. Steel drums are great; Caribbean music is great. Any World Beat music is fine because the lyrics are in other
languages. We have a nice stack of World Beat CD’s that are being added to the repertoire, so there’s a lot to choose from. Music must be submitted to both Lynn (for approval) and Rik (for uploading into our system so the webinar students can hear it).

**Final movement thoughts:** Movement skills are important if you have an interest in being on the traveling teaching team. The last movement of the weekend is always to “What a Wonderful World” by Louis Armstrong.

**WEBINAR SUPPORT**

**Being the Link to the Class** – Someone in the Main Event room must be the advocate for the webinar students. Keep them engaged, ask if they understand the topics, be sure they are acknowledged and that their questions are answered, let them know what is happening for breaks and movement. You are their link to the class. The main points are to never leave them unattended, and to keep them engaged with the class.

**Supporting the Webinar Students in Practices** – This is very similar to distance healing sessions. It’s easy when we know who is facilitating, but not knowing that adds a spicy element of fun challenge to the game. We can also help support the hybrid classes in this way if they are thinly supported on site. It’s crucial to ensure the same high standards are maintained no matter where the students are located in space-time.

**Computer Aspects** – There is a long separate technical procedures document for the webinar, if you are willing to learn. Webinar skills are important if you have an interest in being on the traveling teaching team.

**ROOM LOGISTICS AND FRONT DESK SUPPORT**

There are many details that go into keeping these days moving forward smoothly. A sign-up list will be available at the start of each weekend; the current version is included as an appendix to this document. It pasted in funny and is resisting my attempts to bring it into alignment. I do appreciate the metaphor 😊 and meanwhile I’m working on
resolving that, but at least you can get the idea. Teamwork makes the dream work. We are all volunteers; jump in! We will walk you through it so you know what to do.

**Front Desk** – there is a long separate procedures document for this, if you are willing to learn. This is a big part of the Room Logistics effort. The Main Events standards for the Front Desk are significantly higher than the Hybrid standards, but don’t let that scare you! We all goof! Lighten up 😊!

**WHAT TO DO DURING LUNCHES**

Students need a break from my energy at lunchtime. They need to be able to relax a little, to decompress. However, they also need help forming community. Your role is to be a leader in this community, so your participation during lunch is essential. It bridges the gap.

Everyone already feels somewhat bonded with me; they must also feel bonded to you. Multiple bonds hold many times stronger than a single bond; chemistry 101, basic physics 101, psychology 101. Remember that true love is helping people to move forward and to BE who their souls want them to be, to live the lives they came here to live. Enabling people to stay stuck is not truly loving; it is enabling. When they get upset with me, there must be other bonds to hold them in the community, or they will let go and sink back down. **The students will all get upset with me at some point or another, and so will you, because my role is to pull everyone past where they think their limits are, into what they are truly capable of. I hope you will be able to remember this when it’s your time.**

On Saturday morning as the students are arriving, invite them to eat lunch with you. Then at lunchtime, encourage people to sit together and eat together to build a sense of community. If you see anyone sitting alone, invite him/her to join you and others. Invite twosomes to join into larger groups. Spread yourselves around so that everyone has the opportunity to sit with someone from the teaching team.
Some lunchtimes will include demonstrations of how to raise the vibrations of our food before we eat it. Please accept the responsibility of doing this for the group of students you are eating with, so it can be repeated multiple times as people settle in and begin to eat.

Some lunchtimes include mini-sessions to help students with significant breakthroughs. L1 Saturday: sensing subtle energy. L2 Sunday: connecting to past lives. L3 Sunday: connecting to future lives. This helps the students get over the “I can't” hurdles. This is part of the TA role, and is very helpful to the students who are struggling. Please join me back in the classroom in 30 minutes, prepared to do 10-minute mini-sessions. What we do in these mini-sessions is to ask to be shown the blockage that his holding him/her back, and remove it. The goal is a 10-minute mini-session. Do not repeat the practice exercise with them; they just did that for 45 minutes. That isn't what they need. Get out the energy block. Almost always it’s a past life issue.

AFTER CLASS, INCLUDING ‘WHAT DID I LEARN?’

Please help take down the room and pack everything up. Don’t rush this; don’t just throw things into boxes willy-nilly. Be mindful. Stay focused; keep the energy beautiful, clear, and sparkly. This is part of our service to the Guides, Angels, and Lightbeings. They are still watching us. As always 😊.

Self-evaluation after each class – Each of us must reflect for ourselves about the weekend, asking, “What did I learn,” as in a case study. I learn a tremendous amount by doing this for myself. Share those realizations with me. There is power in speaking it out.
CLOSING THOUGHTS

Please don’t feel pressured to take anything on if you don’t want to. However, if you do commit to something, please keep your word – both for the sake of the group and for your own sake. Integrity matters a lot more than we think it does. Take responsibility for understanding what the assignment is, and making it happen.

I LOVE YOU, and WE CAN DO THIS. Faking it never works. Doing our REAL BEST engages Grace, triggering Divine Miracles in our presence and in our lives!

If God Invited You to a Party
Hafiz of Shiraz

If God invited you to a party and said,
“Everyone in the ballroom tonight will be my special guest,”
How would you then treat them when you arrived?

Indeed, indeed!

And Hafiz knows that there is no one in this world who is not standing upon
His jeweled dance floor.
REQUEST FOR TRANSMISSION FOR HOME USE

Please open the channels wide to our own Guides and Angels and to the Ultimate Source of Life and Love

Open the channels wide to the Ultimate Teachers of the Lightworkers Healing Method

Please realign our intuitive channels, as much as we allow, to point straight up

Clear any blockages or resistance that might limit our ability to receive your gifts

Draw each of us into full, optimal alignment with you: the Teachers, Guides, Angels, Lightbeings, and Source

Please prepare our energy bodies to receive your gifts and guidance

Help us to support the students in their own process of becoming healers
Help us to keep our focus on the student-facilitators
Help us to become better healers ourselves, through the process of helping others become healers
Help us to become the best channels that we can be for you, the true Teachers
Help us to continually find the balance of what is for us to do, what is for the real Lightworkers Teachers to do, and what is for the student-facilitator to do
Please pull our energy bodies into perfect optimal alignment to be strong, effective, healthy teaching vessels
Please give each of us that which is in accordance with the Divine Plan
Please give each of us whatever healing we are open to receive right now
Please give us all other gifts and assistance that are in our highest and best good
Give each of us that which matters most in this work
Give each of us whatever we need to be a Lightworker in our own right way
Please give each of us that which pulls us forward on our Divine Path, the optimal and personal future for us
Please help us optimally integrate and anchor the gifts, awareness and healings
Thank you, thank you, thank you
Responsibilities during Lightworkers class:

<table>
<thead>
<tr>
<th>Who?</th>
<th>What?</th>
</tr>
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<tbody>
<tr>
<td>Interface with hotel. Are bathrooms clean? Do we need more water or coffee? Lunch related questions. Get bill.</td>
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<tr>
<td>Reception Desk - balance due and sales</td>
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<td>Room comfort: thermostat, music on breaks, room clean and organized</td>
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<td>Lunchtime one on one mini-sessions to open to PL or FL</td>
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<td>Timekeeper during practice segments</td>
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<td>Group photo</td>
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<td>Candy dishes refilled/ tune candy</td>
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<td>Movement breaks</td>
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<td>Sign up students for the next classes at the end of the day on Sunday</td>
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<tr>
<td>Name tags on everyone in class, all day, both days</td>
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<tr>
<td>Laundry</td>
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<td>Plants, flowers, room décor</td>
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<td>Run the Webinar</td>
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<td>Video the demonstrations</td>
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<td>Set up the audio/ wireless mic</td>
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<td>Record audio</td>
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<td>Meditation Sign</td>
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<td>Distribute and collect evaluations on Sunday, end of class</td>
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