

School Day Initiation

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(Dagmar Thürnagel and Michaela Kaiser came up with the idea for this initiation 4 January 2017 in Bali.)
(Revised: 27. February 2017 by Clinton Callahan)

(NOTE: Possibility Management is open code thoughtware. The copyleft notice affirms that this material cannot be copyrighted. The use limit is to assure that if an unqualified person tries to deliver this initiation and runs into problems, they alone are responsible. This is a powerful initiatory process that tends to catalyze expansion in personal consciousness. It needs to be delivered within a specifically held context by a person with a specific skill level, quality of consciousness, and intention.)

FORMAT:

This is a whole day, whole group process with 10 parts done in 5 sessions in various formats. It can be done during the 5 full sessions of one training day, or one-part-at-a-time spread out over several days during a PLab. It is recommended to do the entire *SCHOOL DAY INITIATION* healing and transformation process during one training so that participants are sure to get all the parts. These 5 sessions of the *SCHOOL DAY INITIATION* are loud and long. *SCHOOL DAY INITIATION* is one of the *50 ESSENTIAL INITIATIONS* in the 10 Possibility Labs that someone does before they are given their Possibility Manager Certificate. If you are delivering P Labs you need to be delivering all 50 of these Essential Initiations to your people. If you have somehow not participated in any of these initiations yourself please get into another Trainer's P Lab to experience them. Further information about these initiations can be found at the Possibility Management Wikia page: http://possibility-management.wikia.com/wiki/PLab_Core_Initiations

PURPOSE:

SCHOOL DAY is an authentic adulthood healing and initiatory process to bring people into radical responsibility and to recover their capabilities after what happened to them at school.

SETUP:

The setup will change for each PART. In general:

- ⊖ There should be a sound system that can play a certain music CD (suggested Melissa Etheridge: *Precious Pain*) over and over. The volume control needs to be in the Trainer's hand. Play the music during the loud emoting times.
- ⊖ For each session, participants should choose partners they are willing to go through a significant process with.
- ⊖ Each pair should have lots of tissues, a red towel, and a puke bucket.
- ⊖ The room should be low light for feeling stuff and bright light for writing stuff. The trainer may need extra light in order to read the script.
- ⊖ Ideally there should be 2 to 4 assisting Trainers (depending on the size of the group) to help participants during this process, bring them tissues or buckets or red cloths, and to ongoingly make and vanish large Black Holes to suck out the excess emotional energy of the space. The Black Holes are crucial to this initiation's effectiveness.

TRAINER NOTES:

The script below is written so that you can simply read it out loud (with simultaneous translation if necessary). The words need to land in all 4 corners of the room and in each person's 5 bodies, not just in people's mind, otherwise participants cannot come back to life. You may feel like you are shouting into the space. This is how it feels. When you shout it gives encouragement that they can shout. Speak loudly slowly and with full determination to open up these painful spaces for people's healing and transformation. Read with your own authority. Create each meaning in the moment. Change whatever you want to better meet people's needs and make use of opportunities that arise. Like all write-ups, this is a draft. Please forward your improvements to Nicola Nagel so all can benefit.

SESSION 1 (parts 1 & 2)

PART 1 OF 10 PARTS: SCHOOL IN GENERAL

SET UP:

ARRANGE THE CHAIRS IN ROWS ALL FACING TOWARDS THE FRONT WHERE THE TEACHER STANDS. BE SURE THAT THERE ARE TISSUES, BUCKETS, AND RED TOWELS AROUND.

NOTE: PART 1 has a long INTRODUCTION and then a wild general outburst of emotions to warm frozen hearts, bring back bodily-memories, and stir up emotions for the processes that come next. Do not be surprised about how loud, deep, and long PART 1 goes.

INTRODUCTION TO SCHOOL DAY INITIATION:

- ⊖ Is there anyone here who was unschooled? Freeschooled? Homeschooled?
- ⊖ Is there anyone here who went to an alternative school? Waldorf? Montessori?

NOTE: Here you can take a couple short stories from participants. **Do not enter a discussion space.** If someone was unschooled I would invite them to notice their pain about what school did to their friends, colleagues, and so many people they meet. Unschoolers have pain from society at large trying to force them to go to school and exclude them because they are strange because they did not go to school, so they could do the process about society in general and not only school.

- ⊖ Each of us has different memories from our years at school.
- ⊖ It does not matter if your memories are positive, or negative, or if you have almost no memories of school at all.
- ⊖ What matters is the design and intention of school as an INSTITUTION used in modern culture.
- ⊖ School intends to shape who you are.
- ⊖ School believes it knows better what is good for you than you do.
- ⊖ School intends to cut you off from your personal resources, your center, your intuition, your imagination, your feelings, your voice, your vision, your will to choose declare and ask.
- ⊖ School intends to cut you off from the Earth and all the nature Beings.
- ⊖ School intends to cut you off from each other.
- ⊖ School intends to cut you off from your Pearl and you Archetypal Lineage.
- ⊖ School intends to force you to obey external authority, to crush your free spirit and make you conform to the school system or die.
- ⊖ This initiation allows you to become aware of the effects that these intentions have had on you for so long.
- ⊖ This initiation helps you to get your inner and out resources back, and to start over in life again with a new beginning.
- ⊖ This initiation will take all day. It is divided up into 10 PARTS and we will do 2 PARTS in each of today's 5 SESSIONs, but it is all one initiation.
- ⊖ In each PART we will face a new level of what happened to you in school.
- ⊖ Some of you may not at first feel touched.
- ⊖ Some of you have successfully repressed your feelings and your life energy all this time.
- ⊖ But pretty soon your memories might start to come back.
- ⊖ You might get memory flashes, pictures of scenes, echoes of what you first longed for and hoped for in life as a child on Earth before you went to school.

- ⊖ Hang onto these flashes. Use them as a doorway to experience and express your thoughts and feelings that you repressed for all these years.
- ⊖ Every flash of memory you have is the tip of an iceberg.
- ⊖ If you keep blocking the repressed emotions they can make you sick, or numb.
- ⊖ If you keep your own experiences hidden from yourself you *may force the same torturous and insane experiences on your own children!*
- ⊖ Hang on to each flash until I am finished speaking so that you and the others can hear the rest of what I say.
- ⊖ And then when I say “GO!” let your feelings and memories get all the way big and express them full out.
- ⊖ It is safe to be loud in here. This is a protected healing and training space.
- ⊖ There are 2 rules in this initiation: Do not hurt yourself. Do not hurt anyone else.
- ⊖ Do you agree to these 2 rules?
- ⊖ Does anybody not agree to these rules? [deal with issues that come up before going on]
- ⊖ Nobody can do this work for you.
- ⊖ But we CAN do this work together.
- ⊖ Please take a deep breath.
- ⊖ Please check to make sure you are centered.
- ⊖ Use your Clicker to make your grounding cord.
- ⊖ At the count of 3 please tell me the color of your grounding cord.
- ⊖ 1... 2... 3... _____!
- ⊖ Use your clicker to make your personal bubble of space.
- ⊖ Use your clicker to make the golden cube of clarified work space we all work in.
- ⊖ Please take another deep breath.
- ⊖ If you keep your school memories and feelings unconscious then you might do unconscious harm to yourself and other people who you love.
- ⊖ You are not only doing this work for yourself. You are doing this work for your children, and their children, and so on for many generations.
- ⊖ If you take responsibility now the system changes and in this way you change the future.
- ⊖ So please make a great effort in this initiation. Go all the way through this.
- ⊖ Express to the maximum. Do it the best you can.
- ⊖ This is an authentic adulthood healing and initiatory process.
- ⊖ It is long! And painful! And difficult! It is not for children!
- ⊖ This is about growing up. This is about taking radical responsibility for what they did to you in school.
- ⊖ Do everything you can to go full out. It may feel like you are going crazy. Keep going.
- ⊖ It may feel like the darkness and pain is so big you will never come out of it.
- ⊖ Keep going.
- ⊖ You may feel numb and go into your head to have no feelings about anything that happened. Keep going.
- ⊖ It may feel like you will never be able to forgive others for what they did to you.
- ⊖ Now is the time to uncork your huge volcano! Now is the time to erupt!
- ⊖ Let it get all the way big!
- ⊖ GO!

NOTE: This part can go as long as 45 minutes. Do not try to bring them to a stop too early. Do not worry that there won't be enough juice for the rest of the initiation. This stuff is huge. Take a 10 minute silent break while you clean up and set up for the next PART

PART 2 OF 10 PARTS: THE SCHOOL SYSTEM

SETUP:

CHAIRS PUT AWAY TO THE SIDE, PEOPLE LINED UP IN GROUPS OF 5 IN STANDING RAGE HOLDS ALL FACING IN THE SAME DIRECTION (1 Client, 2 Shoulder Holders, 1 Target Person representing the School System, 1 Guide for the Target Person.) Each person will get a chance to try the standing rage. These are 3-5 minute sessions and there are no new decisions to be made now. This is about training the whole physical body to experience and deliver full standing rage. Participation is optional. There will be some who are not ready to do this. They can help hold people. Make sure the Target People spin around 360 degrees after each rage session to step out of the role they are playing.

INTRODUCTION: (NOTE: Use parts of this intro for each new person who steps into the rage hold position to remind them of who they are talking to and why.)

- ⊗ That person standing over there represents the school system.
- ⊗ The purpose of the school system is to squeeze each child into a standardized mold.
- ⊗ To fit us into a set of ideas, beliefs, attitudes, and behaviors much smaller than we truly are.
- ⊗ School ignores 4 of your 5 bodies and assumes that it knows what is best for you.
- ⊗ School focuses on your intellect and leaves your heart, your energetic body, and your ecstatic body hungry, empty, and alone.
- ⊗ School assumes your instinct and longings are wrong.
- ⊗ Some people think school is a way to get a good job, to be socialized, to create security.
- ⊗ This is an insane superstition.
- ⊗ School provides no security when it diminishes you to fit you into a society that is overpopulating the planet...
- ⊗ burning forests...
- ⊗ poisoning the oceans...
- ⊗ killing off 200 species of plants and animals each day...
- ⊗ destroying ecosystems...
- ⊗ not meeting most people's basic needs...
- ⊗ causing global warming and the 6th mass extinction of life on Earth.
- ⊗ It is time to get real.
- ⊗ These horrors are unimaginable. It is time to imagine them.
- ⊗ School is designed to take away your uniqueness and your power to take actions...
- ⊗ to cut off your imagination...
- ⊗ to kill your curiosity...
- ⊗ to squeeze away your original thinking...
- ⊗ to cut you off from nature and the animals and plants and the Earth...
- ⊗ to cut you off from your friends...
- ⊗ to numb you and frighten you so much that you sit in chairs in rows year after year...

- ⊗ doing what others want you to do to prepare you to be a worker in a corporation.
 - ⊗ Let the rage and terror be as big as big it is.
 - ⊗ Let the hopelessness and the fear for your life come back.
Make the feelings conscious.
- GO!SESSION 2 (parts 3 & 4)

PART 3 OF 10 PARTS: YOUR PARENTS

SETUP: CHAIRS IN PAIRS BACKS TO EACH OTHER WITH CLOTHS, BUCKETS, AND TISSUES.

- ⊗ Please close your eyes.
- ⊗ Take a deep breath.
- ⊗ Make sure you have your center.
- ⊗ Please make your grounding cord, your bubble, and the golden frame of our work space.
- ⊗ Take another deep breath.
- ⊗ Start remembering your family time during your school years.
- ⊗ Who was in charge of your family? Your parents? I don't think so.
- ⊗ Your parents decided to be slaves of a system.
- ⊗ They chose to act as if they were powerless.
- ⊗ Your parents did not protect you from the government or from the school system.
- ⊗ Your parents let the school system invade and take over your family life.
- ⊗ Your parents let the school decide your daily schedule, day after day, year after year.
- ⊗ Your parents gave you away to the government and the school system every school day.
- ⊗ Who determined your vacation days? Who decided when vacation was?
- ⊗ Your parents let school come between you and their love.
- ⊗ Your parents let school divide you from your brothers and sisters.
- ⊗ Your parents sacrificed you to the system.
- ⊗ You had to learn to do whatever it took to survive.
- ⊗ How could you even have real friends if you could not be yourself?
- ⊗ How could you learn to be honest if you had to lie to yourself?
- ⊗ Your parents decided to be the police of the school system and punish you if you did not attend school.
- ⊗ Their highest priority was that you "do your homework!"
- ⊗ Your parents enforced the school system on you even if they did not love the school system.
- ⊗ This made your parents weak and inauthentic.
- ⊗ You lost your childhood and your family life to school.
- ⊗ You can never get this time back.
- ⊗ It is time to admit your heart was broken by school.
- ⊗ GO!

Note: Remember, there are 4 feelings. Do not try to force anger all the time. People have gigantic broken hearts and sadness from losing their childhood to school, and deep terrified scars. Encourage people to express their sadness and fears also.

AFTERWARDS, TAKE A 10 MINUTE SILENT BREAK TO CLEAN UP AND SET UP FOR THE NEXT PART.

PART 4 OF 10 PARTS: THE TEACHERS

PART 4A SET UP: CHAIRS IN PAIR FACING EACH OTHER WITH SPACE BETWEEN

- ⊖ Perhaps in all the years of school, if you were lucky, you had 1 good teacher who cared about you.
- ⊖ How could they force children to fit into a dying system?
- ⊖ Did they love their work?
- ⊖ Did they really care about you?
- ⊖ Or did they just like the long summer vacations?
- ⊖ Some teachers are sadists. They hit students with sticks, rulers, or belts. Did this happen to you?
- ⊖ Some teachers sexually abuse their students. Did this happen to you?
- ⊖ Some teachers are psychopaths, doing psychological torture. Did this happen to you?
- ⊖ It is time to stop keeping secrets about what happened to you.
- ⊖ It is time to talk back to the teachers...
- ⊖ ...to make boundaries...
- ⊖ ...to say what you wanted and what they did that was wrong...
- ⊖ ...to say how you feel about it.
- ⊖ Call them by name. Say, *"Hey Mr. Smith! Hey Miss Robinson! Now you listen to me!"*
- ⊖ Talk to those teachers! Use all your feelings: the anger, the fear, the sadness!
- ⊖ GO!

After about 20 minutes of this bring them gently to a stop and shift into the new setup for PART 4B.

PART 4B SETUP: ARRANGE FOR ONE OR TWO RAGE STICK AND OR STANDING RAGE GROUPS SO PARTICIPANTS CAN TAKE THEIR CENTER AND/OR THEIR BALLS BACK FROM THEIR TEACHERS AND THE SCHOOL SYSTEM.

TRAINER NOTE: Not everyone needs to do this part and not everyone will be ready to do this part. Rage Stick is not for expressing rage. Expressing rage is done with a Rage Cloth or a Floor Rage Hold or a Standing Rage Hold. The Rage Stick is for using the rage that is already available to express for making boundaries. Also remember, the rage is not expressed to get rid of the rage. That would be catharsis, using the *Old Thoughtmap of Feelings*, thinking that the rage is bad and trying to get rid of it, and when the rage is gotten rid of then it is gone and the person feels better. This is horseshit. Possibility Management uses the *New Thoughtmap of Feelings* which claims that feelings are not a design error from God. During authentic adulthood initiatory processes adolescents learn to make conscious use of the energy and information of anger (and the other feelings and emotions) by *cathexis* (holding the energy in and using it consciously instead of throwing it away and wasting it). The feelings are a tremendous and necessary resource for delivering the Archetypal Lineage as a service in the world.

SESSION 3 (parts 5 & 6)

PART 5 OF 10 PARTS: GANGS GROUPS CLUBS

SETUP: CHAIRS IN PAIRS SITTING FACE TO FACE THROUGHOUT THE ROOM. THIS IS A TALKING FEELING PART. FIRST ONE PERSON SPEAKS WHILE THE OTHER LISTENS FOR 15 – 20 MINUTES EACH.

- ⊖ Every social environment eventually swirls into groups, clubs, and gangs.
- ⊖ Some groups are for the system, the science club, the chess club, sororities and fraternities.
- ⊖ Some groups are about competitive sports with sports heroes and their fans.
- ⊖ Some groups are against the system, the smokers, the drinkers and drug takers, the ones who don't care about school and skip class.
- ⊖ Some groups are gangs, fighting for territory against kids from other cultures, other classes.
- ⊖ Did you belong? Did you qualify? Are you in? Are you good enough to be a real person? Or were you in no group at all? Left out? Not good enough?
- ⊖ Are you a teacher's pet, using the teacher to protect you?
- ⊖ Or are you invisible?
- ⊖ It is all about status. What is your status?
- ⊖ And what is your strategy for survival?
- ⊖ There is so much comparison, so much trying to be cool enough to be accepted instead of being yourself. There is so much suffering...
- ⊖ There are many more losers than winners...
- ⊖ Each group excludes many more than it includes.
- ⊖ To be excluded is to be "dissed," dismissed, disrespected, disregarded, disapproved, disengaged...
- ⊖ Your life is not worth mentioning in the year book? Nobody takes photos of you?
- ⊖ Nobody even knows your name...
- ⊖ If you were popular or pretty enough to be in a group you left your real friends behind. You had to have fake friends. This is painful.
- ⊖ If you were not popular enough you were rejected, ignored, abandoned, left to die.
- ⊖ This is painful.
- ⊖ Did you get lost in the jungle about groups in school?
- ⊖ Say how it was, what happened to you? Let the feelings come back.
- ⊖ How many times did you cry yourself to sleep at night with hidden sorrows?
- ⊖ Tell the person sitting across from you now what you could not tell anyone back then.
- ⊖ All they will do is listen to you and be with you.
- ⊖ No judgments. No criticisms. Only listening.
- ⊖ One person in each pair please put your hand up. You will speak first.
- ⊖ Other person please put your hand up. Please use your Clicker to make a listening bubble.
- ⊖ You have 15 to 20 minutes then we switch roles.
- ⊖ How was it for you? How did you survive?
- ⊖ Please remember the moment in time when you cut off your connection to your own soul and to real life to obey your parents and go to school.
- ⊖ Please say, "*I feel sad because...*" and keep going. Take the risk.
- ⊖ Please BEGIN.

PART 6 OF 10 PARTS: FEAR AND BLACK-OUT

SETUP: IN GROUPS OF 5 OR 6 IN CHAIRS SPREAD OUT AROUND THE ROOM. THIS IS A FEAR PROCESS. HAVE PLENTY OF TISSUES AROUND, AND BUCKETS.

INTRODUCTION:

- ⊗ Will one person in each group please stand up in the middle of your circle.
- ⊗ Thank you...
- ⊗ One of the biggest fears in class is that the teacher might call on you.
- ⊗ You never know when it might happen.
- ⊗ It is always a test.
- ⊗ And if you are called on, you could be wrong. You might fail the test.
- ⊗ You might not know the right answer.
- ⊗ The teacher's answer is the only right answer and you might not know it.
- ⊗ You might make a mistake.
- ⊗ Then EVERYONE will see how lame you are.
- ⊗ Everyone will see how embarrassed you are.
- ⊗ Everyone will see how stupid you are and laugh at you... again...
- ⊗ Because this is school, and this is how the teacher keeps control.
- ⊗ By fear. By threat.
- ⊗ To test if you are wrong or right. To see if you get it or not.
- ⊗ And if you don't get it, then you are a failure.
- ⊗ Your parents are a failure.
- ⊗ Your life is a failure.
- ⊗ And this is the test.
- ⊗ The teacher could call your name in any instant.
- ⊗ And you just black-out. You freeze up. You can't move. You can't breathe.
- ⊗ Maybe this has happened to you.
- ⊗ Maybe it didn't happen to you but it could have. You never know.
- ⊗ This is a chance to freeze up and black-out on purpose.
- ⊗ One at a time you will get 3 minutes or so to stand in the middle of your circle and completely freeze up, stop breathing, get totally afraid, and black-out.
- ⊗ We will catch you if you fall over.
- ⊗ Everyone else in the circle: They are going to black-out, freak-out, freeze-up...
- ⊗ We don't know what they will do.
- ⊗ Please remember the Two Rules: *Don't hurt yourself. Don't hurt anybody else.*
- ⊗ If they collapse, please catch them and bring them gently to the floor. Just be there for them.
- ⊗ If you black-out and collapse, don't worry. Remember, you are doing this on purpose. This is what you were afraid of the whole time. You can just do it now.
- ⊗ Black-out. Freak-out. Scream. Faint. Drop over. We will catch you.
- ⊗ You will come back in a few minutes. Anyway, almost everybody did before...
- ⊗ If you stand there and can't let your freak-out black-out fear get huge... no big deal. You just need to practice letting your numbness bar down more about fear.
- ⊗ This can be really fun. Some people even want to black-out again after they come back the first time.
- ⊗ Some people black-out easier if you call their name like a teacher. Some people need total silence. Ask them which they prefer.
- ⊗ Please begin.

NOTE: This will blow people away, that they can black themselves out and come back.

SESSION 4 (parts 7 & 8)

PART 7 OF 10 PARTS: NONLINEAR FREE INTELLIGENCE

SETUP: START OUT IN BIG CIRCLE WITH CHAIRS FACING INWARDS.

- School is focused on the laggards, trying to get them to catch up and at least pass the class. But what about the geniuses? What about your real potential?
- School ignores the students who get it first or already have it because they figured out how to tap directly into the already present field of all knowledge.
- Instead of being supported in your individual quest you are manipulated to try to be average, to try to fit in, to cut off from the source, to NOT rock the boat, to be a 'good student' – which means to NOT ASK the teacher questions THAT THEY CANNOT ANSWER, to not be a problem.
- You are supposed to join the show and pretend that the school system is valuable and really worth all the time you spend there.
- In school, the real questions are hardly ever asked.
- In this part you get to:
 1. Re-open to your original innocent wisdom.
 2. Reconnect to the questions that drive your curiosity and passion for life.
 3. Let your 5 bodies come back to life – back to YOUR life.

ASK PEOPLE TO CHANGE SET UP TO STAGE FORMATION.

- ⊖ We need 3 people on the stage please. Thank you.

SHORT INTRO WITH PEOPLE ALREADY STANDING ON THE STAGE.

- ⊖ This healing process is to receive praise for making mistakes, for not knowing, and for looking stupid.
- ⊖ It is the opposite of school, where making mistakes is the biggest crime, and not knowing is the biggest sin.
- ⊖ If it is not okay for you to not know, then you must always know, and what is already known comes from the past. This means your skills for inventing are stepped on in school.
- ⊖ If you are not allowed make mistakes then you cannot learn new things or explore new territory because
- ⊖ If it is not permitted to look stupid then you can only present possibilities that everybody else already sees. Any new idea at first looks stupid or crazy.
- ⊖ You 3 on the stage. Your job is to make mistakes, not know, and look stupid, in all 5 bodies: intellectual, emotional, physical, energetic, and ecstatic/archetypal.
- ⊖ Audience can ask questions. People on stage please create an endless stream of seriously 'wrong' 'stupid' and nonlinear answers...
- ⊖ This is different from joking around. Audience: please try to not laugh. Instead, try to get it that you are going up there next and you will have the same challenge: to make mistakes, not know, and look really, really stupid in all 5 bodies.
- ⊖ You have about 3 minutes. PLEASE BEGIN

AFTER 3 MINUTES:

- ⊖ Please come to a stop.
- ⊖ We clap, for a short time, making eye contact with each person on stage.
- ⊖ People in the audience please one-at-a-time deliver fast, clear, appreciation for exactly how stupid, wrong, and unknowledgeable they were individually. You on the stage stay silent and let it in that we see you and accept you as a Being.
- ⊖ Next 3 on stage please!

PART 8 OF 10 PARTS: COMING BACK INTO COMMUNITY

INTRODUCTION:

- ⊖ One of the main devastations of school is that it divided us up according to age.
- ⊖ Having a friend even one year older or younger than you was almost impossible.
- ⊖ The older children were taught to ridicule, tease, and insult the younger children.
- ⊖ Each class was taught to find its own identity and compete against other classes of the past. Even against brothers and sisters.
- ⊖ If you ever had a chance to visit with relatively unstained indigenous cultures you would see that children's culture goes around the village as a gang dedicated to learning things as fast as possible.
- ⊖ All ages are together.
- ⊖ As soon as the oldest ones learn something they confirm their knowledge by teaching the next younger ones, who then immediately turn around and help the next younger ones to learn it.
- ⊖ The very youngest are carrying the babies around, already learning to be parents.
- ⊖ The children are a roving learning organism, voraciously and efficiently learning everything there is to be learned.
- ⊖ This is how it was before school was invented 150 years ago. This is what we expected from our village.
- ⊖ Were there 1 or 2 people from your school years who you got to bond with as true buddies who stuck by your side through good times and bad times?
- ⊖ If you had 1 or 2 buddies please say their names out loud now _____.
- ⊖ When was the last time you talked with them and told them how much they meant to you?
- ⊖ Probably they did not get to do such an initiatory healing process as this.
- ⊖ Probably they still have secret pains from school that you could now listen to.
- ⊖

INSTRUCTIONS

- ⊖ Please move the chairs into random groups.
- ⊖ Please place yourself randomly around the room, half in small groups, half as singles.

WAIT FOR THEM TO GET SET UP

- ⊖ You are now back in school. This is a recess.
- ⊖ Nothing is happening – and – really a lot is happening!
- ⊖ This is an experiment to do three things opposite.
 1. Instead of seeking exclusive friends, claiming power positions, fighting for status, and excluding people who do not fit into your group, **DO THE OPPOSITE:** Connect heart-to-heart vulnerably. Look for others who have been excluded from community and lovingly invite them into your group to connect personally with them.
 2. Instead of staying isolated, being an outcast, secretly arrogant and superior, judging others, **DO THE OPPOSITE:** connect in, find their needs and find your caring.
 3. Instead of hiding out in one group or clique so that you have a known identity and feel safe and comfortable, **DO THE OPPOSITE:** Get up and excuse yourself from one circle, don't know who you are, have millions of identities, and go melt into the community connection of each of the other groups. Have sincere, open, loving conversations with people your Box would block you from ever talking to.
- ⊖ You have about an hour for this experiment.
- ⊖ PLEASE BEGIN.

AFTERWARDS: Sit in a big circle, one community. Ask people to share what they noticed.

SESSION 5 (evening session: parts 9 & 10)

PART 9 OF 10 PARTS: YOUR FUTURE AND YOUR POTENTIAL

PART 9A: BEING A CHILD TALKING TO YOUR ADULT SELF

SETUP: SIT FACING EACH OTHER IN CHAIRS SPREAD OUT IN THE ROOM WITH THE USUAL BUCKETS, RED TOWELS, AND BOXES OF TISSUES (45 minutes!)

- ⊗ Everybody please take a deep breath.
- ⊗ Please close your eyes.
- ⊗ Please check to make sure you have your center.
- ⊗ Please use your clicker to make your grounding cord.
- ⊗ At the count of 3, please tell me what color it is.
- ⊗ 1... 2... 3... _____!
- ⊗ Please use your clicker to make your personal bubble of space.
- ⊗ Please use your clicker to make the golden cube of inspired work space for all of us.
- ⊗ Please get closer and take the other person's hands across from you.
- ⊗ You are yourself as a child, sent off alone to school for all those years.
- ⊗ You are reaching forward through time and holding the hands of your adult self who is sitting across from you.
- ⊗ Please tell your grown-up self what most frightened you...
- ⊗ ...what happened to you in school that most people don't know about...
- ⊗ ...what you missed...
- ⊗ ...how it feels to be you...
- ⊗ ...how you went numb...
- ⊗ ...the strategy you figured out to survive...
- ⊗ Tell them everythng.
- ⊗ PLEASE BEGIN

LET THEM TALK

- ⊗ PLEASE COME TO A STOP. (PAUSE FOR THEM TO STOP)
- ⊗ Now please tell your grown-up self WHY you really stayed alive all those years in school.
- ⊗ What made you keep going?
- ⊗ What DREAM or VISION were you holding on to deep inside that kept you going?
- ⊗ PLEASE BEGIN.

LET THEM TALK

- ⊗ PLEASE COME TO A STOP. (PAUSE FOR THEM TO STOP)
- ⊗ Please get out your pen and paper and write down *exactly what you just said* about your dream or your vision, the things that kept you going through school. Don't think about it now. Just write it down as boldly and clearly as you can. Exactly what you were saying.
- ⊗ PLEASE BEGIN

LET THEM WRITE

PART 9B: BEING AN ADULT TALKING TO YOUR CHILD SELF

PLEASE CLOSE YOUR EYES AGAIN. PLEASE HOLD THE HANDS OF THE PERSON ACROSS FROM YOU. PLEASE STAND UP. ROTATE AROUND TO CHANGE PLACES. (45 minutes!)

- ⊖ As you sit down you become yourself as an adult.
- ⊖ You are reaching back through time and you are holding the hands of yourself as a child in school.
- ⊖ First tell yourself that you made it. That you are still alive.

⊖

PAUSE WHILE THEY SAY IT

- ⊖ Now tell your child part how glad you are that they did whatever they had to do to survive.

⊖

PAUSE WHILE THEY SAY IT

- ⊖ Because you survived you get a chance to start all over again as an adult.
- ⊖ You get to make new decisions about your life and your future. (PAUSE)
- ⊖ Tell the child your new decisions about your own self-worth and value. (PAUSE)
- ⊖ Tell the child your new decisions about your brain and your intelligence. (PAUSE)
- ⊖ Tell the child your new decisions about your physical body. (PAUSE)
- ⊖ Tell the child your new decisions about your heart and emotional body. (PAUSE)
- ⊖ Tell the child your new decisions about your energetic and ecstatic bodies. (PAUSE)
- ⊖ Tell the child about your true potentials and gifts. (PAUSE)
- ⊖ Tell the child about your original mission; what you really came here to do. (PAUSE)
- ⊖ Take a deep breath. (PAUSE)
- ⊖ Tell the child that you are an adult now and that you have an adult life, and that you are going to take care of things, that they don't have to any more.

LET THEM SPEAK

- ⊖ Now slowly stand up together. Reach out your arms and hold that child who was in school so long, and bring them close until the child melts into your chest to become you. (PAUSE)
- ⊖ All of their pain, all of their fears, all of their experiences are now integrated into you as a treasure.
- ⊖ These were your experiences at school.
- ⊖ The pain and old decisions have become conscious.
- ⊖ What happened is no longer a secret.
- ⊖ You see and feel it all now.
- ⊖ And you survived it all.
- ⊖ Now as an adult you use and transform this pain and memories into wisdom.
- ⊖ You feel gratitude and amazement about it all, that you survived, and that you have a whole new future to step into.
- ⊖ Hold their hands again.
- ⊖ Slowly sit down.
- ⊖ As you sit down the person sitting across from you becomes themselves as adults.
- ⊖ Slowly open your eyes for a moment to see them. Then close your eyes again.
- ⊖ With your eyes closed, tell your partner your new vision for yourself, for what you are doing here, for what you are going to do for yourself and your life.
- ⊖ Now pick up your pen and paper and write these things down.
- ⊖ Write down as much as you can about your new decisions, your new futures.
- ⊖ Just keep writing, thinking, feeling, breathing, being, writing.

PART 10 OF 10 PARTS: YOUR OWN CHILDREN

SETUP: PEN AND PAPER FOR WRITING (15 minutes!)

- ⊖ After all this that you have remembered, all this that you have felt, all that you have shared with others, given where you are in your life now, all this that you have experienced so far in this *SCHOOL DAY INITIATION*, there is a question for you to answer now.
- ⊖ Nobody can answer this question but you.
- ⊖ And nobody can assure that your answer is true or not but you.
- ⊖ As soon as I ask you the question I want you to start writing down your answers.
- ⊖ Ready?
- ⊖ The question is this: **WHAT WILL YOU NOW DO WITH YOUR OWN CHILDREN?**
- ⊖ If your children are before school age, what will you do for them?
- ⊖ If you already put your children in school, what will you do for them now?
- ⊖ If your children are through school, what will you do for them?
- ⊖ If you do not have children, what will you do for the children in your neighborhood, the children of your relatives and friends?
- ⊖ PLEASE START WRITING. FEEL AND WRITE. JUST KEEP WRITING.

NEW SETUP: SET UP THE STAGE FOR DRAGON SPEAKING (25 minutes or so...)

- ⊖ The stage is now open for any one of you to come up and do *Dragon Speaking*.
- ⊖ Dragon Speaking is about letting your heart and soul and ecstatic archetypal bodies speak before you think. It is about showing up big, for real, here, for you!
- ⊖ Dragon Speaking is about action, commitment, transformation! It is spirit on fire!
- ⊖ If you come up here please use Dragon Speaking to say whatever needs to be said about what you saw today, what you learned today, what you felt today, what changed today, and what you will do to create a new future, for yourself, for children, for the world.
- ⊖ The stage is now open.
- ⊖ Please begin.

Note: Limit people to about 5 minutes so of Dragon Speaking. Simply give others a chance to speak. **Do not end with clapping.** Ask people to hold their appreciation energy in themselves instead of clapping it away. It sometimes works better if two or three people are on the stage Dragon Speaking at the same time.

COMPLETION AND WRAP UP

SUGGESTION: MAKE THE FOLLOWING ANNOUNCEMENTS THEN ARRANGE HOLDINGS FOR EVERYONE – 15 minutes per person then rotate.

- ⊖ The *SCHOOL DAY INITIATION* is huge.
- ⊖ Please be sure to write down 2 or 3 emotionally-charged issues that you uncovered during this initiation that you could do deeper work on the next time you get to sit in a Possibility Chair, in this Lab or in other Labs.
- ⊖ The impact of the *SCHOOL DAY INITIATION* can, and is intended, to last the remainder of your life.
- ⊖ There is nothing to do right now that could possibly wrap this all up with a pretty bow on it and say, “*There, there, now... this is finished.*”
- ⊖ It is not finished.
- ⊖ That would be a lie.
- ⊖ There are surely more layers and dimensions to having been in school.

- ☺ How could it be finished if children are still being forced day-after-day for so many years in many parts of the world to submit themselves to the institution of public school?
- ☺ How could it be finished if new ways are not implemented to call forth the unique potentials of each individual person to help create a bright future for humanity and the Earth?
- ☺ How could it be finished unless we walk out of this room into next culture, into archaarchy, where ongoing authentic adulthood initiatory process is held and honored as a central value in the culture?
- ☺ You may experience aftershocks from this initiation for months or years to come.
- ☺ There could be depth-charges of old emotions that suddenly come from incidents that you did not remember yet.
- ☺ There could be memories of lost potentials, wonderful things that could have happened but did not happen... that perhaps could still happen now.
- ☺ There is so much still to do, and so much more freed-up energy now for doing it.
- ☺ At your next *Small Talk Café* I invite you to share your vision about any projects you would like to start to create new changes for the world.
- ☺ Thank you for hanging in here to today and giving it everything you have. It was super!
- ☺ Please have one more glass of water.
- ☺ Get some sleep tonight.
- ☺ We have more work to do tomorrow.
- ☺ Good night!