



### Transcript Module 3

## Craft Your Curriculum Anchors

- Joanna: Hello, everybody. Hope you're all doing really, really well today. So happy to be here with you for our third training call for Curriculum Lab. Let's start today by getting grounded. And before we kind of jump into all the heavy pieces, let's just get grounded a little bit and in our bodies.
- Joanna: So I invite you, wherever you are to close your eyes. Or, if you're somewhere where you don't feel comfortable closing your eyes, just go inwards. Feel your seat beneath you or the ground beneath you, and let some of your weight and some of your energy shift downwards. So that you feel supported by the earth beneath you, so that you feel connected.
- Joanna: And then find your breath. Find your breath. Inhaling and exhaling. With each breath in, open up, take in life. And with each exhale, release, let go. Inhaling, filling up. Exhaling, releasing, using the breath to connect deeply to yourself. Using your breath to connect to your body, using your breath to connect to your wisdom.
- Joanna: And as you breathe in this way, put a hand on your heart, connect in with your heart. Connect in with your passion. Connect in with your desire. Connect in with your love. Breathing right through the heart, using the breath to fan the flames of your desire in your heart, of your passion in your heart, of what you really want for yourself and your work and your programming and your curriculum.
- Joanna: And then from this place, I invite you to call before you the wise one that is always inside of you. Call down the wise one in human form. That part of you that knows exactly what is right for you. That part of you that knows what is best, that part of you that has the answers.

- Joanna: And see if you can see this wise one in front of you, just take in the details of your wise one, visually. Notice how this one looks. How this one wears their hair. How this one dresses. Notice how your inner wise one holds themselves. Notice the expression on the face, and really connect. Connect deeply, continuing to breathe. You may even want to take the wise one's hands in yours and connect through the touch, breathing together, looking this one in the eye, this wise, wise part of you.
- Joanna: And as you connect with your wise one, ask this one, what do I need to know about my curriculum? What do I need to know about my curriculum? And just see, it may answer, it may not, it's all good. But just see what wants to come up there. What do I need to know today about my curriculum?
- Joanna: And then continuing to connect deeply with this wise one, with the wisest part inside of you, the one that knows what's best for you, the one that has the answer. Ask the wise one, what can I let go of, in order to be more successful in my curriculum process? In other words, what's in my way that I can just let go of or bypass, so that I can be even more successful in my process, with my curriculum? You may hear an answer see it, sense it, know it inside or nothing, it's all good.
- Joanna: And then finally, if you continue to just connect with this wise one, this wise part of yourself, one must question for now, just ask it, what else do I need to know? What else do I need to know?
- Joanna: Then, take a moment and thank this wise, deep part of yourself for coming forward today and making itself present. And then you can just let it fade into the distance for now, knowing you can come back to it whenever you need. Taking two or three nice deep energizing breaths, coming back to the room, and opening your eyes. And then jotting down anything that came up during that visualization, that feels important to you, as you feel yourself just open and ready to receive all that we're going to be looking at today.
- Joanna: Okay, so I'm really excited about today's call. Today is where we start to get even kind of juicier and into some of the even funner stuff. We're going to start looking specifically at how to deepen each of the methodology steps that you've been creating, and to take each of those steps and create curriculum exercises that promote deep learning and processing and transformation.
- Joanna: So we're going to start getting into exercises that you can... now that you started to create the content, how can we make that content really deliverable and transformational? Now, I'm going to say the same thing.
- Joanna: Today, as I said, last week, and this is really important, some of you have gotten through your methodology steps for these last few weeks. And some of you haven't yet, you're in various stages. Some of you started to, but you're not quite there yet. Some of you haven't even started yet. That's okay, I'm still

happy. So those of you that are outing yourselves on Facebook, because it shows that you're ready, like we're going to get you there, right?

Joanna: So even if you haven't yet laid out all of the methodology steps, you're exactly where you need to be. You're just going to keep on working on them, but I think what's going to happen is, you're going to get even more inspired by what we're going to take a look at today. And it will help you even more with your methodology steps.

Joanna: Another thing I wanted to mention is a number of participants in Curriculum Lab have gotten in touch with me privately, and have already been asking, you've been saying like, oh my gosh, there's only two weeks left, we want more from you. What's next after the Lab? And that's what makes my heart so happy. It always makes me happy when people are receiving value and want to continue working together.

Joanna: On our call next week, I'll take a couple of minutes and share about how we can continue to work together, if you desire. And I'm really excited about that.

Joanna: So before we dive in to starting to look at curriculum exercises, and we're going to be doing that this weekend and next week, there's a lot to look at around all of it. I wanted to take just like two or three minutes to hear some of your celebrations and takeaways so far, over the last couple of weeks. So for those of you that have participated in our Get It Done sessions, you know that the celebrations and takeaway piece are really big and really important. And we know that from last week's class, training call how takeaways and honoring what has been happening is so important.

Joanna: But I'd love to hear from two or three of you that would really love to share and be seen. What are you celebrating? What are you really excited about, in terms of either what's coming through in your curriculum, or what you're learning about yourself from this process? Star two, to raise your hand.

Joanna: Priscilla. Hi.

Priscilla: Hi. I want to celebrate, but it's actually moving. I have a lot of sticky notes now. I'm actually fleshing it out and I think it's perfect that we're talking about exercises today, because a part of me as I have the methodology broken down into the pillars in the weeks, just identifying now, I feel like there's a structure. Like there's a teaching point, there's a check in point or something.

Priscilla: So I think just really feeling through the flow of each week, and a framework of that will be really helpful. And honestly, I want to celebrate that it's getting done and I'm actually excited.

Priscilla: There's that element of, look, my wise woman said, this stuff is fucking amazing. Get over yourself. It's some of that, it's like, look, stop doubting this shit. It works. It's going to keep working. You just need to keep moving forward.

Priscilla: And so I'm sure that there's just that element of just get it on the page, get it done, get over the story. And then through the movement, there will be more progress. I think that's what's up for me now.

Joanna: I love it. I got chills when you were sharing that last part. That feels so right on.

Priscilla: Thank you.

Joanna: Yeah, you're so welcome. I'm so happy to hear it. Good. Good. Good. I'll take a couple more shares. Chrissy? What would you like to celebrate and acknowledge?

Chrissy: Thank you so much, we just got off our one-on-one one call and it's always so powerful and helps me move so much further, so much faster. But I'm like, oh, my God, I get to combine everything that I love. And it's not two separate things. I felt like I had the framework I wanted to work in. But then all these things I wanted to have in it. I didn't want to just shove them together and have too much. And I'm just so excited that it all fits together. But it's not too much.

Chrissy: And my inner wise woman is saying, less stuff and more depth of experience. So I just love that that's what we're talking about today. So thank you.

Joanna: You're so welcome. I know. And I'm so excited with what's happening with your curriculum. It's so cool. Yay. Awesome. So many hands raised. I'll take just a couple more. Who is this? I have a feeling it's Swati, but I'm not sure. 4372.

Swati: Hi, Joanna. Hi, this is Swati.

Joanna: Hi.

Swati: Hi. So what I want to celebrate is that I'm beginning to bring in the creativity into the process. And I can definitely see it opening up more things for me. And one of the big things to celebrate is that I'm having fun doing it, combining the two. And I feel like that is super important for me, because I always thought of them as mutually exclusive. And I've known deep inside that that's not true.

Swati: And as I am doing this work, I'm bringing in the creativity and able to merge the two. It's important for the curriculum, because many of the exercises are meant to be creative. And my wife once said believe in the visionary capacity of your curriculum and faith in its deep value. And I feel like that's happening more and more.

Joanna: Awesome. I'm so happy to hear it. I love it, love that your wife shared that, good.

Swati: Thank you.

Joanna: You're welcome. And just to say, I have a feeling for some of you a lot of wonderfulness came through the wise women. If you want to share on Facebook, also what she said, I'd love to hear it. I'm going to take one more share for right now. Ashley?

Ashley: Hi.

Joanna: Hi.

Ashley: I want to celebrate that I've pushed my perfection to the side and gotten messy. And I'm excited to share my curriculum on Facebook as I have right now, in all of its messiness.

Joanna: Yay.

Ashley: I joined this course thinking I was going to be in way over my head, and I just feel exhilarated and excited. And I feel like this curriculum feels novel and it too, like the other women that have just spoken, combines my talents and interest that I never thought I would be able to combine, adventure and sport and coaching. It feels obvious now. And that just feels really true to who I am. So that's what I'm celebrating today.

Joanna: I love it. That's your thought leadership, it's so exciting. I also got chills as you were just sharing. Yay. So happy to hear it.

Ashley: Thanks.

Joanna: You're welcome. Beautiful. Please share more celebrations and takeaways on Facebook. And also, this is important to share, this in our Get It Done sessions. Even if it's not fully coming together yet, there's still a lot to celebrate. If you've been showing up and present to the process, there's lots, things are moving, and the more that we can acknowledge what's moving, the more things we will continue to move.

Joanna: Okay, so we're going to start moving into ways to deepen, and that's step four in your methodology. We're going to start looking at ways to deepen each of the steps in your methodology, and how to create exercises for greater learning and transformation.

Joanna: What I want to just kind of point out, because I think this is important and it's starting to be on people's minds. I see in like some shares and shares on Facebook is I want you to start thinking about timing your curriculum. So as you start creating exercises, ballpark, try to get a ballpark of how long you think each exercise and share is going to take.

Joanna: So that, for example, if you're preparing eight weeks, 90 minutes a week, you're starting to time it, so you have a sense of like, is this going to fit? Is it too much? Is it too little? What's going on there?

- Joanna: What I want to share about that is I always time everything when I'm creating curriculums. I have 10 minutes for this, 30 minutes for that, whatever it is, it really helps. I always add a little bit of contingency time in, because everything usually takes longer than you think it's going to be.
- Joanna: So I try to add like 10% to 20%. If I think something is going to take 10 minutes, it's probably going to take 12 minutes. So you want to just have some... It's always good to have contingency with time budgets and with money budgets as well.
- Joanna: And then the other piece I just want to say, because I think this happens and I want to normalize it, is that even when you time it and even when you add contingency time, the first time you facilitate it, you may not get to all of it. You may as you're moving through it, have to make decisions on things to cut out. And that's okay. It may not happen. But I just want to normalize that sometimes that does happen and that's all right.
- Joanna: So as long as you're keeping in your mind this idea of the journey and what they need on the journey, you'll be able, if you need to cut something out, you'll be able to say you know what, I had this piece in, but they can still get to the next step of the journey even without this piece. Or, if they really can't, it might be you know what, I'm going to create an extra recording, because they really need this. But anyway, I want you to start timing.
- Joanna: So as we look at creating exercises, we're going to go deeper into finding the details within the details. You've already been doing this, we started this week one of finding the details in the details and connecting the dots. But now we're going to kind of really look at how to do that as you create exercises.
- Joanna: Knowing how to create exercises within your curriculum, that sets your students up or your clients up for greater learning and transformation is obviously very key and very necessary. Your content and your thought leadership can be absolutely amazing and brilliant, but if you haven't set up your delivery, and that's your exercise, that's part of delivery is your exercises. The other part is how you facilitate. But if you haven't set up your delivery, so that your students and audience can tap into the layers of your content, then they'll just have a very surface experience of it.
- Joanna: And deeper learning comes from deeper experience. Now, there's so much that I have to share on this topic. We could literally spend 10 classes just on exercise creation, especially because it dovetails with facilitation skills, as well as coaching skills. You want to be able to use all of those things as you create your exercises. And those are out of the scope of four weeks of Curriculum Lab.
- Joanna: But really the facilitation skills, the coaching skills, along with the curriculum are the trifecta that creates the most transformative experiences. So for Lab, for today's class, and for next week, I've picked some of the most useful kind of exercise creation pathways and foundations. Ones that are powerful and

versatile, so that you can really use your creativity and apply them in really powerful ways to your curriculum.

Joanna: So I've tried to organize today's class and next week's class, the tools, the tips, the principles that I'll be sharing. But I just want to say at the outset, what I'm going to be sharing today and next week, kind of the five organizations, a little bit. So if you're a Virgo type like me, don't let your brain spazz out, because I'm not delivering it in kind of a neat way. I'm going to deliver it as neatly as I can, but it's going to be a little messy.

Joanna: But again, remember what I shared in our first class. We would love for our curriculum to just be linear, right? Like we can just tie them up in a simple not and it's all nice and neat. But the truth is, human experience is not linear, it's cyclical. And powerful curriculums are not linear. We want to think linearly when we create the journey, but then there's going to be cyclical inside of it.

Joanna: So this week, we're going to focus mostly on what I call mental based processing exercises, and we might dip into some of the others. But then next week, we'll go even deeper into a full experiential exercise creation.

Joanna: So what do I mean by mental based processing exercises? Well, particularly when you're leading a group, even if your work is super experiential and magical, or even if your work is energy based or thematic based, it's really helpful to harness learning on the mental level as well. If you don't, it can leave participants feeling confused or misinformed.

Joanna: So mental based processing exercises allow your participants' brains to hook onto new ideas, cognitive awarenesses and solutions. And these types of exercises are what help participants articulate in words what their desires are, what their needs are, what their fears are, what their visions are, what their next steps are.

Joanna: When you're in mental processing mode as a teacher or a facilitator, this is usually when you're either presenting information, so you can think about just traditional teaching, speaking, journaling exercises, brainstorming exercises, mind mapping, strategizing, et cetera. Of course, some of those also kind of spill out into other, not just the mental realms. But whenever you're using words and have cognitive ideas, there's going to be some of the mental based processing there.

Joanna: So let's kind of start breaking this apart a little bit more and get different kind of ideas going. So let's use an example of a step of your methodology to look at different ways to utilize mental based processing exercises. So let's say that you're leading a retreat, and the overarching theme of the retreat is creating better relationships in your life and work. So that's the overarching hero's journey, to learn how to create better relationships in your life and work.



- Joanna: And let's say one of your methodology steps that you're going to be presenting to help participants create better relationships is find your communication style. That's one of the steps. In order to create better relationships, one of the methodology steps is to find your communication style.
- Joanna: Now, you'll see as we go along each methodology step can have more than one exercise that goes with it. There are oftentimes mini steps within each methodology step. Or, it's just maybe one exercise per step and that also depends on how long your curriculum is.
- Joanna: So one of the first most important things that you want to think about with a particular methodology step, and this dovetails into mental processing, is you want to define terms and concepts. You want to define your terms and concepts. So what do I mean by this? It's so important to give definitions of terms and concepts that you're using, as well as to give example when you're teaching, when you're presenting.
- Joanna: This is for clarity, this is so that everybody is on the same page. This is because different people can define things in different ways. So if you're speaking about something specifically, you want to define it. If you're talking about business growth, you want to define what you mean when you say business growth. When you're talking about hormonal health, you want to define what you mean by hormonal health. You're an expert in it, you may know what that term generally means. But somebody new may not know what that means. Or, they may have a different definition of it.
- Joanna: If you're speaking about romantic relationships, you want to define what a romantic relationship is. Or, another strategy is to have each person in the room define it for themselves, right? What does that mean to you? We'll get to that in a minute. But even if you say stress free, right? What does that mean?
- Joanna: So if we go to our example of the methodology step of find your communication style, the very first thing that you may want to do as you present this methodology step is talk about what you mean when you say communication style. What does it mean? What is a communication style?
- Joanna: You may want to define it by explaining why your communication style is important. You may want to talk about what happens when you have a mismatched communication style. You may want to just give some different example of communication styles, right? All of that as almost like the prep or the first step within the step to help people find their communication style.
- Joanna: Once you've defined your term, then from there, there's lots of different ways you can get into the methodology steps. There's lots of different pathways. And what I mean by pathways, there's lots of different ways you can approach that methodology step. There's a lot of different ways that you can create awareness and shifts. And so we're again, for today, we're going to look at some of the mental processing ways that you can do this.



- Joanna: So one way that then you can continue is to create an exercise. And this is pathway number one. So I'm going to give you a couple of different pathways. So mental processing exercise or pathway number one is the positive underpinnings, or more simply, to help people get clear on visioning and what they really want.
- Joanna: So what do I mean by this? So let's still use this example of find your communication style. If you were going to go down this pathway, you may ask the following questions or use them as journaling questions. But these would be some that would fall under positive underpinnings or visioning.
- Joanna: For example, what are your top five values when it comes to communicating with others, right? Maybe part of helping people find their communication style, you're going to ask them what are your top five values when it comes to communicating with others? Why are those your top five values? You might ask, what are the things that are most important to you when it comes to communication? What do you want most when it comes to communicating with others? Why? How do you most want to feel when you communicate with others? How do you want to feel when you communicate with others? Why? Where are the places that you sense you're communicating the best right now?
- Joanna: So again, with this pathway number one, which is finding the communication style by looking, by helping clients find positive underpinnings or helping clients' vision, hopefully you can see all of the questions I just gave us examples here. They're visioning questions, right?
- Joanna: We're helping people get through this step of the methodology to find your communication style, by asking questions that help them vision, that help them see the highest and the best of what they want. Their values, what they want most, how they want to feel, where they're already good at it.
- Joanna: We can look at another example of this pathway number one, this visioning pathway, or this positive underpinning pathway. Let's say you're teaching a course on copywriting. And it just so happens that one of your steps in the copywriting course is similar to one of the steps I just mentioned, which is you want to find your communication style, right? If you're writing copy, you want to know what your communication style is. Different than the relationship one, but it just so happens to be the same methodology step.
- Joanna: So for a visioning pathway, for getting to understanding what your copywriting communication style is through positive underpinnings, you may again ask, what are your top five values when it comes to communicating? And why? You may ask, what do you want most when it comes to communicating through your copy and why? Again, all of this is in service of helping people figure out what their communication style is.
- Joanna: You may say find three examples of entrepreneurs who share your communication style in their copy. And what do you like about their

communication style? Why do you feel like their communication style is similar to yours? So that's pathway number one. Mental pathway number one is helping people move through the methodology step by helping them vision what they want around that topic.

Joanna: Now, I'm going to be sharing a bunch of other pathways, and I just want to say you can mix and match these. You can mix them up however you want.

Joanna: So here's a different kind of pathway that's mental processing. It's still cognitively through the brain, that you can apply to a methodology step to help people, your participants kind of get the content and get that step on the journey. And I call pathway number two understanding your yes, by understanding your no. Understanding your yes, by understanding your no.

Joanna: So what this pathway or this approach to a topic is about helping people learn something or get clear on something by helping them become aware of what they don't want. By helping them become aware of their no.

Joanna: So for example, for this pathway you may ask questions that sound like this. What do you know that you don't want when it comes to communicating with others, right? If we're on the find your communication style. What do you know that you don't want when it comes to communicating with others and why? Why don't you want it?

Joanna: How do you know you don't want to feel when you communicate with others? How don't you want to feel, right? Understanding your yes, by getting clear on your no. What's the least important to you when it comes to communicating? What's the least important to you? What kinds of communication with others in the past have been misaligned for you? Where have things gone wrong, basically, in communication with others, right? Again, getting clear on what you want and what your style is by getting clear on what your no is, what you don't want. Another question that could fall here is what are the places and with what kind of people do you tend to get frustrated when it comes to communicating?

Joanna: Okay, so that's the second kind of approach to one of your methodologies that you can take. Understand your yes, by getting clear on the no. N-O. And I'm going to share, I'm sure there are questions that are coming up, I'm going to share a couple of more pathways, and then I'll open up for questions.

Joanna: A third pathway or a way to approach a topic that's mostly cognitively, mostly through that mental processing level is to help participants understand their beliefs, their limiting beliefs and their fears. So this is another approach that you can take on any topic, almost any kind of methodology topic, is helping them whatever that topic is for that step, to understand their beliefs, their limiting beliefs and their fears.

Joanna: Now, there's so much to say on beliefs and fears. We spend two separate modules, full modules on this in the Sacred Depth Coach Training, one on

befriending fears, how to help clients befriend their fears. And we do a whole other training on helping clients rewire their negative thought patterns. There's so much to say. But I want to give you just light examples here on how you could approach in this way.

Joanna: So if you're going to approach a topic through the lens of beliefs and fears, and again, we're using this example of find your communication style. You might ask for example, what did you learn from your parents or guardians about communicating, positive or negative? What did they model you?

Joanna: That's going to start to help uncover beliefs, which can then help them get clear on, that's led to a communication style that I don't like and I want to get rid of it, I want a different one, right? It's going to help them find their communication style.

Joanna: You can ask questions like, what did you learn from your religion or your community or your teachers about communicating? Again, all in the service of helping, the step of helping the participants uncover what their true aligned communication style is. You're dispelling beliefs that they're working under right now, through this pathway.

Joanna: You might ask a question of, what are you scared of losing or risking? If you were to truly step into an aligned communication style. The scared of losing or risking question can often bring up so much information about beliefs and fears that they're operating under.

Joanna: You might ask the question, what is the belief under the fear? You might ask, what excuses would you need to stop making if you were to step fully into your aligned communication style? Or, what kind of possibilities would open up for you if you would have the courage to step into your aligned communication style?

Joanna: So this whole pathway, the understanding the beliefs, the limiting beliefs, the fears, again, it can help get at any, and use the law of adaptation here for what your different methodology steps are, it can help get at them by really creating awareness around the beliefs and the fears.

Joanna: Here's a nice another pathway. And again, you can mix and match all of us. And again, I'm sticking right now just on the cognitive. We will add later, like visualization and rituals, if you want to add those pieces too. First, we're just kind of on the mental processing here.

Joanna: So another pathway, I like to call it category creation, category creation. So with the example of find your communication style, category creation might look like you as the teacher develop four different communication styles that you teach, right? So there's the curious communication style. I don't know I'm making this up. Like maybe you come up with four different styles, you share what they are.

Joanna: And then participants can choose which style matches them the most. And you can do that through questions and journaling, you can have different words that describe each style. And they can get a worksheet, and they can circle the words, and then just see which of the categories they've circled the most words.

Joanna: You can also move into non-intellectual modes for this one. If it's in person, and you've got four different styles of something, you can divide the room into four quadrants and each quadrant can represent a different communication style. And your participants can walk from each part of the room, into each different communication style, and maybe share truth in that style.

Joanna: Maybe there's a bold communication style, and so they share truth boldly. And maybe there's a loving communication style and they share a truth lovingly, and maybe there's a sense of humor. Whatever it is, and they can kind of go through and find, where's the one that they feel the most comfortable? So that's another pathway, the category creation.

Joanna: And then I'll share one more for mental processing. You want to add actions in. So, for example, with the Find your communication style, can you add an exercise in there where people start to practice, where they test out? This is a little bit, dovetailing it, like I said, this is messy. All dovetailing each other. But maybe they're going to practice, they're going to speak out what their different styles are to get more of a sense.

Joanna: Okay, so let me pause here. I've shared a lot. We still have a lot to look at today. But I shared a lot in a short period of time. Let me see what questions you have, what you're taking. And then I think what we'll do is I'll take one or two examples from you, we will do kind of like workshop it and do some case studies and apply mental pathways to some of your methodology stuff. So we can kind of see this in real-time.

Joanna: So but first, what questions you have for me. Star two. Or, what are you seeing here? Priscilla?

Priscilla: This really speaks to the question that I have now of how much? And I think this will be fleshed out, how much is too much? Because for me, in my first module, I think I'm in my category creation, right? Because I have categories already. Module one is understanding your archetypes and your categories, identifying them.

Priscilla: And there's a part of me that's like, man, if somebody is kind of burned out and overwhelmed, how can this still be targeted without feeling like it's too much or are there other curricula, where there's almost like, do this is the minimum? Here's a little bit more if you're, bonus step or super bonus. I don't know, there are layers of how much do you want to do.

Joanna: Yeah, 100%. You can have, here are the basics. Right? And that's simple. And then you can have like extra credit or bonus, if you want to go farther. 100%.

And I think especially for people experiencing burnout, that's great. Because it's like, excuse me, it's like you have the bare minimum, like you're saying, but then if you have the time, absolutely.

Priscilla: Thanks.

Joanna: Yeah, you're welcome. I think it's a great idea. Who is this? 7060.

Milan: Maybe it's me. Hi Joanna. Can you hear me?

Joanna: Hi, Milan. Hi.

Milan: Every time you give me the last numbers, I have no idea if it's mine. Sorry for that. I have a question about pathway number four, category creation. Because I guide women to become financially savvy and become financially independent. And for me, the concern here is that I don't want them to have labels that they associate themselves with. And I don't know, maybe it's actually not a bad idea. But I'm always very mindful not to say something that people will feel like I labeled them when it comes to money, because it's a very sensitive topic. So could you give a [crosstalk 00:48:26]?

Joanna: Yeah. So if you feel this way about the topic, I would not use that pathway for yourself. I was just giving lots of different ideas, to start brainstorming different ways to approach each methodology step, but by no means should you be applying each of these to every methodology step. And if that's something that doesn't apply to your steps, don't use it.

Milan: But do you think I could use it? Can you come up with some ideas?

Joanna: I mean, the way that I could see it might be valuable is like three different investment archetypes or three different ways savvy women invest. And maybe you have the person that's more risk averse. And you describe her and then maybe you have the person that just loves to take risks and is bold and you describe her, and what she should be thinking about and how she should be approaching things.

Joanna: I don't know either that much about your topic. So I'm pulling a little bit.

Milan: No, you gave me a very good idea, because there are three actually styles of investing. Growth investors, income investors and value investors. So I could just see if they could associate themselves. All right, that sounds good.

Joanna: Beautiful. Nice.

Milan: Okay, thanks.

Joanna: You're welcome. Chrissy?

Chrissy: Hey Joanna, I think this might be a silly question, but I just missed it, so I want to clarify. We're substituting this topic of communication style with our own methodology. We should always address communication style, no matter what are topics is.

Joanna: No, no, no, I was just using that as an example to see the different pathways. You're going to use law of adaptation for whatever your methodology step is.

Chrissy: Okay, that's what I thought. Just wanted to double check. Thank you.

Joanna: I'm glad you clarified that. What other questions do you have? We'll do a case study next, but I just want to hear, or just any other cues that you have so far on this. Start two.

Joanna: All right, I think it will be helpful to do, let's do a case study together. And then we still have a bunch of other things I want to cover today. But who would like to share one of your methodology steps, one of the steps within your step four? And we'll do like a little case study on different kind of cognitive mental pathways or underpinnings there that you want to add in for the exercises.

Joanna: Joanna? Joanna, are you there? This is Joanna Lyman.

Johanna Lyman: Yup. It's Johanna. Sorry, I [crosstalk 00:51:47].

Joanna: Johanna. Sorry.

Johanna Lyman: Actually, interestingly, the module I've been working on is around conscious communication. So I'm going to pick a different one, so people can get a different... So one of the pillars is that, so this is about building brave cultures for your company. And one of them is that they actively embrace failure for greater innovation. Actively embrace failure for greater innovation.

Johanna Lyman: And there's, like four different sections. So the first one is get comfortable with being uncomfortable.

Joanna: Awesome. So should we use that one as a little case study?

Johanna Lyman: Let's do that one.

Joanna: Get comfortable with being uncomfortable. Awesome. So based on what we've looked at together so far, if you were to create an exercise for getting comfortable with being uncomfortable based on some of these mental pathways, what would you start putting together?

Johanna Lyman: I think the one that makes the most... Well, there's two I think that makes the most sense for this one, is the first one, the positive underpinning. And the second is understanding your limiting beliefs. Because one of the three sections

under getting comfortable being uncomfortable is about the stories we tell ourselves and others.

Joanna: Yeah. I love that. I can see how both of those can be applied. So let's even just take it a step back for one second. You might want to define what getting comfortable with being uncomfortable means for people. That's that first thing I was sharing, the definition. You know your material so well and it's so obvious to you what that means. But other people may not know what it means.

Joanna: So before you even go into an exploration with them to help them get comfortable with being uncomfortable, you need to define it for them and share what the benefits of it are. Does that make sense?

Johanna Lyman: It does. Yeah. Because it's really, like you actually never get comfortable with being uncomfortable, but you get used to it.

Joanna: That's right, you know that, but they don't know that yet. So that's one of the things that you want to share about it before you do any exercises, before you ask them to take a look, you may want to share an example of how that's come up for you. Right? Whatever it is, you're going to want to define it as much as possible first.

Johanna Lyman: Yeah. Okay, great. That's super helpful and that's the thing. It's so important that you said that, I think for everybody, because we all know our material so well, and I know I forget all the time that some of the stuff that I teach, people look at me like I have three heads, they've never heard anything like it before.

Joanna: Exactly. That's why I keep on saying slow down, connect the dots. That's where the power is, it really is in that. So then, once you've done that, based on what you're sharing that you'd like for this pathway number one, and pathway number three, I may actually go to pathway three first, here.

Joanna: So again, I'm just kind of like brainstorming with you, and you can think more on it. But it might then be good to start with, what are some beliefs that you have about being in uncomfortable situations? What do you believe is going to happen to you if you're uncomfortable? What do you believe it means about you and your success if you're uncomfortable? What are you scared of when it comes to being uncomfortable? How did your parents model being uncomfortable for you?

Joanna: So I think maybe getting into some of those beliefs first, so that they can start to unpack like, the perspectives that they've even been bringing to this without even realizing and why they've been avoiding being uncomfortable or not flowing through it in a positive way. And then from there, you can apply pathway one, which is like the visioning, like so how do you want to move through discomfort? What perspectives do you want to bring to it? What ideas and beliefs and values do you want to remember?



Johanna Lyman: Yeah.

Joanna: How does all of that land?

Johanna Lyman: Super helpful.

Joanna: Awesome. Awesome. Tell me what you're just learning from this little kind of case study, or taking for yourself? Like not the specifics I just shared, but what are you seeing? And this is, again, I'm doing this case study not just for you, Johanna, I'm doing it for everybody.

Johanna Lyman: Yeah. Yeah. Slow it down, is like absolutely my key takeaway.

Joanna: Yeah. Good. Good. I'm glad to hear it. Awesome.

Johanna Lyman: Thank you.

Joanna: You're welcome. I know there are other hands raised for case studies, I'm going to take one more, Lucia, I'm going to take you. But before I do that, I'm going to lower everybody's hands for a moment and I want to hear some other takeaways from the work I just did with Johanna. One or two more, like what are you seeing and learning through this process? Star two. Or, if you're not and you're totally confused, let me know too. Because I want to be able to work with you on that. Star two, what are you seeing through this process so far?

Joanna: Somebody raise your hand, so I know you guys are with me. Awesome. Chrissy.

Chrissy: Hey, I definitely resonate with slow it down. And also just a quick question, these are the things that we're going to put at the beginning of each module.

Joanna: Or, it could be the full, right? Like you could spend, just what Johanna and I spoke about, that could be 60 minutes right there if you have discussions and processing, adding questions, it depends, it just totally depends on how fast or slow you're moving.

Joanna: Also, next week, we're going to get to heart based processing and body based processing and spirit based processing. So as an example, you may set up to those mental underpinnings in the exercise, but then move into, okay, now we're going to walk across the room with this feeling of being uncomfortable in our bodies. What does that feel like? Now we're going to walk across the room with a loss feeling, with discover... whatever it is, there's so many. Or, ritually, we're going to release the beliefs and you maybe put salt into whatever it is.

Joanna: You can add other pieces on to it. But you're always going to want to at least have some of the mental processing there, again, because people cognitively need to get it in some ways, in addition to the other levels of learning and transformation. Does that answer your question?

Chrissy: Yeah. So as we go through each module, we probably want to include some part of experience and integration.

Joanna: You may, sometimes I have modules that I don't. You'll see as we go through it, some yes. And then some, it might just be this is what it is. Just the mental.

Chrissy: Thank you.

Joanna: You're welcome. Okay, 2361. Who's this?

Kristen: Oh, is that me? That's Kristen.

Joanna: Hi, Kristen.

Kristen: Sorry, this is my first time on a phone call.

Joanna: Yay.

Kristen: I didn't realize those numbers were the end of my phone number. Hello, I mostly just wanted to kind of get on and participate. This is the only like live one that I could attend. So I figured I should just kind of get on and say hi. And you're talking a lot about these different exercises, which I love, and they're really great for me in this process.

Kristen: I think my area of like resistance on them is that I don't feel... I'm a dietician. And there's a lot of emotions that are around food. I'm trained in the science, like I'm trained in more of the nutritional aspect of things and not in the emotions. So a lot of these questions are bringing up emotions.

Kristen: And so that's where I get held up, because am I supposed to like navigate their emotions with them during this kind of more nutritional information kind of thing?

Joanna: I think the answer to that question is, do they need that navigation in order to take action on the nutritional information?

Kristen: Absolutely. I think that's a big part of it, to recognize it.

Joanna: I would agree. So then I think the second question is, do you feel it's important to dip into that in your program? Or, do you want to make sure that they're using an outside resource for the emotional piece as they move through your program?

Kristen: I feel like it would be, they'd get the most out of it by working with someone almost like a counselor. Like I usually always recommend to work with a dietitian and a therapist, because they're more specifically trained. I mean, I have training, don't get me wrong, but it's not what I-

Joanna: Right. So if you're outsourcing it, then you don't necessarily need to deal with it in your curriculum. If you wanted to, you could toe dip a little bit in, but you absolutely don't have to do. I'd say like, if we know that they need that piece, so long as it's outsourced, your good.

Joanna: But the other piece I'll say is, even without getting deep into the emotional pieces, I can see how even just the instruction, like you can make it richer with some of these pathways that I'm talking about. For example, it might be really helpful to help them get clear on like, before the surgery, what were some of the eating patterns that you had, that you know you don't want to bring in post surgery?

Joanna: Before the surgery, what were some of the foods that you ate? I know there are certain foods they can't eat after the surgery, but like what are some foods that you know they just weren't right for you, that you don't want to bring into this? Who are the people that are your support system that you can talk about these new... Is it your partner? Is it certain friends? And then who are the people that you're just not going to talk about this with? Because you know they haven't been supportive in the path, or whatever it is.

Joanna: Or, if you're teaching on, I'm making all of this up, I don't know your expertise. But let's say you're talking about how to create fruit juices or smoothies. Before just giving them the information, use berries or use this or this is how you do it, you might say, okay, some people have trouble with smoothies, because it feels like a lot of work to get it together.

Joanna: Do you keep your blender on your counter? Or, can you blah, blah, blah? Are you someone who likes to prepare things in advance? If you're that kind of person, you can have this chopped and that chopped in your refrigerator. If you're someone who doesn't like to prepare things in advance, blah, blah, blah. Whatever it is.

Joanna: Does that resonate for you, like to just bring in some more of the depth, so that they can sort of see where they're at? Does that makes sense?

Kristen: Yeah, absolutely. Kind of just check in with them and recognize where they may be on their journey. And what fears and whatnot, so it normalizes, like you've been saying in the previous ones, in the previous classes.

Joanna: Exactly. Awesome. Good to hear your voice.

Kristen: Yeah, thanks for talking. It almost felt fake talking. I'm like, oh, she's a real person. I can talk to her.

Joanna: That's great. And Priscilla? Oops, hold on a second. I'm getting my technology... Okay, Priscilla.

Priscilla: Hi. Thank you. So in terms of the delivery of the program, my thought is that it will probably be a virtual eight week program, as we said, with six weeks of training, modules, exercises and two Q&As. But my question is, if I end up delivering this kind of as an ongoing enrollment, where perhaps the teachings are more video or self-guided for a while, and I guess there will be trial and error, I guess how much...

Priscilla: I'm just wondering, like if I were to use that methodology eventually, how much people actually might need hand holding or support. Or, how much they can handle on their own as they navigate through those modules and the exercises.

Joanna: Yeah, so if it's going to be like just a plain old home study-

Priscilla: No, it won't be, ever.

Joanna: Sorry, say that again?

Priscilla: I'm sorry. It won't be ever just completely home study. I believe it will be Q&A, but they'll have to kind of go through most of it, I think, on their own.

Joanna: Yeah. So I think so long as you have the Q&A in there, you can for sure like the journal, for sure all the mental based pathways, 100%. And you can ask deep questions and you can also move into some of the different pathways we'll be talking about next week. The rituals, body based, heart based, all of that. And they intersect with each other too. You don't want to just put them into like kind of neat categories.

Joanna: But absolutely, I think that you can, so long as you have the Q&A there. If you don't have the Q&A there, you can still do like the journaling questions and visualization and that kind of thing. Maybe not some of the like other crazier things that you can do if it's live or in person, that sort of thing.

Joanna: But you'd be surprised. I mean, I have people in all of my programs, I'll just take like the Sacred Depth Coach Training in particular. A lot of people come live to those calls. But I feel I'd say half of the people in the coach training listen to the recordings at their own speed.

Joanna: And we go deep, I go deep into like, because you have to do the inner work on the self-sabotage, on the resistance, like all of the different things. And they get it, they can get it through the recordings. If you're teaching it well, if you're defining, if you're slowing it down, if you're connecting the dots, if you're giving examples, all of those things, they are able to get through it.

Priscilla: Yeah, I love the giving examples part as a reminder, you said it already. But it's just another cement to that, of just giving the examples. Thank you, that works. Thank you very much.

Joanna: Yeah, you're welcome. Let's see what time it is here. Lucia I told you I would use you as a case study, but there's still another piece that I want to get through today. So I'm sorry, I'm going to keep on going, but post in the Facebook group and I promise I will help you. But let's keep on going, because I don't want to just leave you guys with... I know you already have so much to think about, but I want to just stir the pot a little bit more before we end for today.

Joanna: So we've just spent a big portion of our time looking at the mental processing exercises. And by the way, like I said earlier, I just gave you five different perspectives to think about with the mental processing. If we had like, many, many, many weeks, there's so many other ways in on the mental level for those of you that are going to be into the depth, for those of you coming to Sacred Depth. You'll get so many more of those. But I wanted to give you kind of five of the most powerful ones or ones that I think are easily adaptable.

Joanna: But I do want to just start to toe dip right now into the other three levels. And by the way, I'm someone who, those of you that know, have been in my longer programs, you know this, I am a student of the earth, and the earth cycles and the elements. And so I just want to make sure that I mention as we look at these four different levels of learning and transformation, learning and processing, they each correspond to an element.

Joanna: So the mental level of learning and transformation, for those of you that are students of the earth, that's the element of air. Now, as facilitators, we don't only want to focus on the mental level of learning and processing. There are other levels we want to look at.

Joanna: Now, what is the balance between these four levels? Well, it depends on you and it depends on your ideal client and it depends on your content. So for some people, they're going to bring in more of some of the other levels, the mental always has to be in there. But it will maybe just be 25%. But for other people like Kristen, who came on before, who was talking about the nutrition and the bariatric and she doesn't dip that much into the emotional, Kristen, you can still use some of these other levels of learning and processing that we're going to be talking about today and mostly next week.

Joanna: But probably Kristen is going to be like 75% using mental pathways in cognitive. Online, you can use all four. In Curriculum Lab, I tend to stay more in the mental but we go into the four. And when we have our online workshop in September, our two and a half hours in online facilitation, you'll see how I use all four. But like there's some topics like that will lend more to one than another. So you'll just want to find the right balance for you, and your content and your ideal clients. When you're in person, I find being in person, that's the most exciting way to be able to use all of these levels, but you can still do it online too.

Joanna: Okay, so we've looked at the mental learning and processing, I want to quickly now tell you about the others. And then next week, we'll start getting deeper and deeper in. So the next level of learning and processing is the emotional

level. That's the element of fire. When you don't move your audience through the emotional level, they may leave with good information, good mental cognitive information, but they don't feel or have access to their passion, to the passion in their heart to follow through on what they've learned.

Joanna: That's because it's not enough for audiences to simply learn through their intellect. Learning facts or coming mental understandings is a really good foundation, we always want that. But in order to create longer lasting transformation for your clients, you want to take them through something even if it's tiny, tiny, that speaks to the emotional level. So that real healing and learning permeates their feelings in their heart.

Joanna: So I'm going to just give you some quick examples right now and again, next week, we're going to get much deeper into this. But examples of exercises, or little bits of exercises, that touch in to the emotional level of learning and processing is maybe a visualization where people connect in with their hearts. So for example, even back to Kristen and the bariatric surgery, and mostly just giving information on the dietary needs, there may be a moment somewhere in there, where she can help participants. Have them close their eyes, connect into their hearts, and into how much they really want to follow through on all of the suggestions that she's giving them.

Joanna: So it's not just all of this information that comes through, but then they connect into their hearts and they feel into their desire to really making this happen. Any kind of exercises that create a heart connection, that activate love, any kinds of exercises that help participants feel their emotions, and their desires, feel their grief or their anger or joy, any types of exercises that are heart opening experiences, right? So those are all the emotional level of learning and processing.

Joanna: The next level you want to be thinking about is the spiritual level of learning and processing. This is the element of water. Once you've activated the mental and emotional levels of transformation, then the next step is to activate spiritual learning and processing. Through exercises or pieces of exercises that open your participants up to receiving on the spiritual level. Because when you don't move your audiences through the spiritual level, they can't fully receive everything that they've learned. They're not truly moved and motivated to change.

Joanna: Now this is true, whether or not you're a spiritual teacher or a practitioner or coach. When I say spiritual, I don't actually mean like spiritual, although it could be that. So whether or not you're a spiritual teacher, practitioner or coach, the step is essential for learning and shifting and changing patterns and creating results. And that's because this part of the process engages your audience's spirits and souls, or if that's not your languaging, you can look at it this way. You want to have things in there that help connect your participants to something bigger than themselves.

- Joanna: And that can be spirit or soul, but that can also be higher power, that can be inner wisdom, that can be a loved one that has passed, whatever it is. Something that's bigger than they are. When an individual can connect to something that is bigger than she is, something that's bigger than her ego and her mind, that's when she begins to trust in what she's learning, in that mental, what she has uncovered in the mental processing. Once she begins to trust.
- Joanna: That's where higher truths become revealed. And that's where deeper commitment to the goal is born. So, for example, the little visualization that we did at the beginning of today's call, we could say that that's on the spiritual level of learning and processing. I asked you to connect into your wise one, right? That's something that's just bigger than your ego and your mind, to get information, to hear that inner truth, right? And even just from the few of you that shared like what came through with that wise one, you could hear that there's trust in what that one says and that creates motivation.
- Joanna: So some things to just start thinking about for this level of learning and processing for the spiritual, meditations, visualizations, dancing can really activate the spirit level for some people. When they move and when they dance, it connects them to something much bigger than just their ego and their mind.
- Joanna: Singing can do it too, in person... I do singing sometimes, it connects people to each other, to community. It connects them to something higher. Any kind of dialoguing with spirit, with higher wisdom, with higher power, with earth energy. So that visualization that we did in the beginning is an example of a dialogue. But that can be journaled out, you can do that in a partner exercise with someone else if it's in person. Lots of different ways to do it. Any kinds of intuition exercises, or tapping into intuition. Intuition is something that's bigger than we are, it can help create trust.
- Joanna: And then the fourth level of learning and processing, and this one is the element of earth, and this is learning through the body. So learning through the body, that's when participants can take all of the learning from all of the other three levels, and feel it into their bones, they can make a body memory of it.
- Joanna: When we own a new idea, a new belief, a new feeling, a new commitment, a new desire, a new vision in our bodies, when we've really gotten it into our bodies. That's more motivation to move forward with it. So any types of rituals, any types of ritual actions that speaks... I mean, again, this could also speak to the mental and the emotional, but it definitely speaks to the body.
- Joanna: Why do ritual actions speak to the body? These people are literally physically doing them, that they're setting an intention by carving an intention into a candle. For example, or they're releasing a belief by setting a piece of paper that they've wrote the belief on fire and letting it go. Whatever it is, anything any movement exercises. Yes, they can engage the spiritual level, like I said earlier with dancing, but walking, feeling a certain emotion in your body or feeling a



new belief in your body, or speaking from an energy of a new belief, that's going to seal it into the body.

Joanna: Dialoguing or doing visualization with where someone feels something in their body, that can seal it in. Any kind of art making, where you're using physical objects, and you're doing something with your hands, those are exercises that address this level of learning and processing. So, again, you need to use all of these all the time, at all. And for each person, and for each exercise, it's going to be a different balance.

Joanna: So last thing I want to do today, I think we have time for this, I'm going to talk fast, I'm going to go quickly through a case study curriculum and exercises. And I'm going to show you how to apply these different things. So the methodology step that we're going to use here, is make friends with your inner critic.

Joanna: So let's say one of your methodology steps is make friends with your inner critic, or this could just be the full journey on its own, depending on how much time you have. So if you're leading like a five day retreat, make friends with your inner critic, might be like two or three hours of that full five day retreat. If you're doing a workshop, you could just do a whole workshop on make friends with your inner critic, right? So this all depends on time, and all of that. So let's say you're doing the methodology step or the full thing is make friends with your inner critic.

Joanna: So after all of the step one, step two, step three of the bigger, overarching journey that I spoke about last week, when you get to your methodology, the first thing you might do with make friends with your inner critic is define terms and concepts. So for make friends with your inner critic, you're going to share how you define inner critic, what is your inner critic? You're going to give examples maybe of how the inner critic might be showing up in your participant's life.

Joanna: You're going to talk a little bit about what making friends with the inner critic even means and what potential it holds. And you may give some examples of how the inner critic talks or what it says. So that'd be step number one, define the terms and concepts.

Joanna: Then from there, step two might be, how does your inner critic show up for you? And here, we're going to use a mental learning pathway. So the next step you want to help your clients with maybe is to help them get clear on how their inner critic shows up for them.

Joanna: So you may do this through journaling or through discussion or through partner shares. You may ask questions like what does your inner critic say to you? How often does your inner critic show up? When it does show up, for how long does it talk? How do you feel when your inner critic is active?

- Joanna: Now, if you wanted to and you have the time and you wanted to bring in another level of learning and processing at that point in the exercise, after you've asked how do you feel when your inner critic is active, you could bring it to the emotional or physical level, you could have them feel into their bodies what it feels like when the inner critic is there. You could have them scan their bodies and find where in their bodies their inner critic lives. What does it look like? How is it showing up? Right? You could go to those other levels there.
- Joanna: Then, maybe in step three, you're going to go into, where did the inner critic come from? Where did your... that's the next step for them, creating awareness around where their inner critic came from. So maybe in this section, first, you're going to ask mental pathway learnings, from pathway number three that I mentioned. How is your inner critic modeled on your mother or your father? Who is your inner critic modeled on? What are the events or series of events that brought your inner critic into being?
- Joanna: So it helps them kind of understand the origin. And then maybe from there, you have a teaching moment. You tell the group your inner critic doesn't have to rule your life and cause so much havoc. You can actually make friends with it. And then from there, you may move into a heart, spirit, body exercise where they visualize their inner critic. They see it, almost like we did in our visualization in the beginning, except for the wise one, they see the inner critic and they have a dialogue with the inner critic and they learn how to become better friends with it, through the dialoguing of it. They find out what it needs and what it wants and what it's scared of.
- Joanna: Part of what I'm describing is archetype work. We get into all of that in the facilitation training and in the coaching training, but I'm just giving you kind of some things to play with here. Maybe the next step after that, you've started to become friends with it now, this inner critic, which is the whole point, you're making friends with the inner critic. Maybe now you want to take it to the spiritual level.
- Joanna: And maybe a spiritual exercise is, you're going to connect, you're going to have your participants connect with spirit. And they're going to have a corrective conversation with the parent that modeled the inner critic. So in other words, maybe they're going to bring their parent down in the visualization in front of them, the one that had that harsh, critical voice. And you're going to lead them through an exercise where they explain to this parent how they're setting a boundary, how they don't want this parent's voice in their head all the time, and where they literally give the parts of the critic that are toxic, energetically, spiritually they give it back to the parent.
- Joanna: And then from there, you may look into, what are the next steps here, right? What are concrete actions you're going to take in your life, now that we've begun to make friends with the inner critic, what are some things that you can do in your life? I want you to go back to your life and track yourself for 24 hours, write down every time the inner critic shows up and why it shows up. And then

remind it of that belief, that new belief that came through, as we were doing the visual... Whatever it is.

Joanna: So I know I just shared all of that really quickly. But just ways to stir the pot for you guys, and to start thinking about how to take your content and start creating more deeper exercises. We'll have a lot more on our call next week. And I know we're time for today, but before we wrap for today, and I will take questions in a moment, I promise. But before we wrap for today, first of all, I want you to just write down, what's your big takeaway from our call today? What are you taking that feels important for you, that feels exciting for you, that's spurring ideas for you, what are some takeaways? Take a moment and just write them down.

Joanna: I'd love for you to share your takeaways either now when I open up for Q&A or in the Facebook group, it's good for me to be able to track you, and also for you to express it and for people to learn from each other. Now, your homework for this week is to keep on continuing. So if you're still working on your methodology steps, continue to flesh them out.

Joanna: If you've got 80% of your methodology steps done, but now that we're looking at exercises, you're getting really excited and you want to work one of the methodology steps and bring it into exercises, do that. If you've got all your methodology steps done, definitely start working with exercises.

Joanna: Like I said at the beginning of this call, I'm trying to present this in a neat way. But it's cyclical, not linear. The linear thing homework would be to say, okay, now add the mental pathway to each of your steps. But you may not work that way, you may want to start from the visualization or the ritual and work backwards to the mental.

Joanna: So take what you're learning from today's call and the creativity and what's being stirred up, and start to think about exercises, if that's where you're at in your process. But if you're still on your methodology, it's all good. Star two, I'd love to hear takeaways and any questions that you have.

Joanna: Lucia?

Lucia: No, my hand was still raised from before.

Joanna: From before. I'm sorry I didn't get to you. But I'm hoping today sparked ideas. And if you need any help, just let me know.

Lucia: Definitely will post on the Facebook group. Thank you so much. Bye.

Joanna: You're welcome. Dana?

Dana: Hey, Joanna.

Joanna: Hi.

Dana: So when you said to write down takeaways, I wrote, like what popped up for me was, you got this. And the reason why that popped up is because I've fricking been trying to like create curriculum for years now. And I feel like I finally have like, all the pieces. I'm in Sacred Depth now. And a big part of what I want to do is like, create deeper transformation for people. And I feel like I was missing that piece or I just feel like I kept like having missing pieces.

Dana: And now going through all this, it's all really feeling like it's coming together, definitely not in a linear way.

Joanna: Nope. I said it would be messy and I meant it.

Dana: When I try to get stuck in that linear creation process, that's where the resistance comes in. But I'm thinking of things that like you've modeled through Sacred Depth and that has already bubbled up, even though you hadn't taught those exercises yet. S I don't know. It's all coming together and I'm just trusting the process. And basically, that within this container of Curriculum Lab, something will come out that I can just start testing. So that's where I'm at and I feel just really excited where I'm like settling in now with it all.

Joanna: Yeah, I'm so happy to hear it. And you have got it. You really have, Dana. You're so ready. I want you to take the next step and then the next step and the next step. I want you to post in the Facebook group what you have already too.

Dana: Yes, for sure I will.

Joanna: Okay, awesome. I'm so happy to hear it. Yay. You're welcome. Who is this? 0657. Oh, wait, there you go. 0657.

Anne: It's Anne in Delaware.

Joanna: Hi.

Anne: Hey. Just a quick takeaway, it's really reassuring to hear how many of these things I have actually already been doing on and off over the past 20 years. And that it's not a matter of reinventing the wheel, which is what it starts to feel like when I sit down to do the work. But it's really a matter of finding the things I've already been doing and putting them together and giving them a different flow and a different context.

Anne: So that's a good new way for me to think about it.

Joanna: I'm so happy to hear it. And one thing I hear a lot, which I think is right on target from people that are seasoned, that do the work for me, is like, yes, you learn so many new things. But you also learn all the things that you were already doing

that you didn't actually realize you were doing, or you didn't know why you were doing them. Now, that you do, you can make them work even better.

Joanna: And so it sounds like a lot of that is happening for you.

Anne: Yeah, and it starts to drain the overwhelm out of it. It still feels like a big job.

Joanna: It is.

Anne: But it's more like taking existing puzzle pieces and putting them together, than having to make a whole new picture.

Joanna: Yeah. I love it. Good. So happy to hear it.

Anne: Thank you.

Joanna: You're welcome. Wonderful. Well, let me know what you guys need in the Facebook group. Post your takeaways. Let me know how I can help. I hope you enjoyed our call today and I will talk to all of you very soon. Bye.