

Interactive Connection in Context of Non-God Positive Memory

(Practice Exercise to Follow Video Training Segment #1)

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A. Examples of non-God positive memories: For this exercise, the recipient will start with a positive memory that does not (initially) include perception of God's presence. The examples below can be helpful in finding a non-God positive memory.

- Holding one of your children as a newborn baby
- Some other particularly beautiful experience with one of your children
- A favorite family Christmas memory
- Playing with a favorite pet
- An especially positive time with friends
- Some beautiful nature experience (visit National Parks to collect these!)
- Thoroughly enjoying your favorite meal/dish/food.

B. Multiple memories to build momentum. Appreciation momentum builds as one works with several positive memories in succession. If the recipient gets stuck in particularly intense negative emotions when working with traumatic memories later in this training series, it will be very valuable to have several memories available because this will provide an especially strong positive memory and appreciation safety net. Therefore, it is important for the recipient to use new memories each time they do the positive-memory-appreciation step in the next several exercises, so that they develop an adequate collection of positive memories.

C. Take notes for safety net coaching: Later in the seminar, if the recipient gets really stuck in a bad place when they are working with trauma, you will need to provide detailed, extended safety-net coaching – you will need to help them get back to their positive memories by reminding them of the specific details of their positive memories and then encouraging them to recall and describe these details again. So both the facilitator and observer should take brief notes on the pages provided for collecting positive memories (the recipient should also make brief notes after the exercise). Come up with a one or two-word label for each memory, and then also note down a few words to help you remember details you would use as reminders/prompts for implementing the safety net.

D. Confidentiality: The other people in your practice group will share poignant, personal, sensitive, vulnerable details in the context of these exercises. It is very important that you not share any of the details from others' sessions without their permission. If recipients share poignant, beautiful material that you would like to be able to share with others, *please ask their permission*.

E. Practice groups should stay the same (if at all possible): When we get to the final two exercises, if the recipient gets stuck in intense negative emotions and needs rigorous coaching to help them get back to their positive memories and appreciation, it is very helpful for the other members of their exercise group to know the details of several of their positive memories (from being with them in the previous exercises where they described these details). So it is actually fairly important for the groups to stay the same throughout the series of training exercises, if at all possible.

F. Practical considerations for breaking into practice groups:

- The ideal number for practice groups is three. (A group of three provides a facilitator, a recipient, and an observer/intercessor/assistant, and it will protect against pair bonding while still small enough to be efficient with respect to time.)
- It's okay to work in groups of two if you are not at risk for inappropriate pair bonding (for example, you are here with your spouse, or your grandmother, or a sibling, or some other arrangement with no risk of inappropriate pair bonding). When they are appropriate, groups of two are especially efficient with respect to time.

Facilitator instructions (~12 min for each recipient):

1) Positive memory and appreciation:

- **Help the recipient find a non-God positive memory:** If the recipient is having trouble finding a positive memory, ask questions from the list of non-God positive memory examples (above) to help them.
- **Coach the recipient to connect with the positive memory:** The best way to connect with a positive memory is to describe the memory in as much detail as possible as one imagines being back inside of the original experience. So coach the recipient to do this. **Sample coaching:** “Now I would like you to close your eyes, imagine yourself being back inside of the original experience, and describe the memory in as much detail as possible. For example:

What did you see? Hear? Smell? Taste? Feel on your skin?
What thoughts and emotions were you having at the time?
What thoughts and emotions come as you think about it now?
How does your body feel?”

After this initial coaching, allow the recipient to describe the memory as it flows naturally. Then, when they are finished with their initial description, remind them of any pieces they missed (one at a time, with time to fill in each of the missed pieces).

- **Coach the recipient to especially appreciate the best parts:** After they have described the memory in detail, coach them to focus on, describe again briefly, and savor the aspects of the experience that they appreciated the most.
Sample coaching: “Now I want you to focus on, describe again briefly, and savor the aspects of the experience that you appreciated the most.”

2) Interactive connection invitation and request:

- ***Non-God positive memory:** The recipient has their eyes closed, they’re imagining themselves inside the memory, they’ve just briefly described the best parts again, and they’re savoring them. Now coach them to invite Jesus into the positive memory. **Sample coaching:** “Okay, now I want you to pray something like, ‘Jesus, I know, in faith, that you were with me when I was’ (*name memory – e.g., “enjoying that pizza”*) ‘I welcome You to be with me now, in this memory. Help me to perceive Your living, interactive presence.’”

Then coach the recipient to observe and describe whatever comes into their awareness. **Sample coaching:** “As you are able, describe everything that comes into your awareness, regardless of whether it feels important, makes sense, or is neatly packaged.” Describe, *in detail*, any perceptions that may even possibly be manifestations of Jesus’ presence, and/or interactions with Jesus.”

If there is extra time: After the recipient describes their perception of Jesus’ presence and any spontaneous interactions, coach them to focus on Jesus and ask how Jesus feels about being with them. And then coach them to observe and describe whatever comes into their awareness. **Sample coaching:** “Okay, now I would like you to focus on Jesus and ask him, ‘Lord, how do you feel about being with me?’ and then describe everything that comes into your awareness, regardless of whether it feels important, makes sense, or is neatly packaged.”

If there is still more time: Coach the recipient to just spend some time enjoying being with Jesus, and to observe and describe whatever comes into their awareness. **Sample coaching:** “Okay, now I would like you to just enjoy being with Jesus. And as you are able (without interfering with enjoying being with Jesus), describe everything that comes into your awareness, regardless of whether it feels important, makes sense, or is neatly packaged.”

3) Troubleshooting: If the recipient does not perceive the Lord’s interactive presence, coach them to ask the Lord for guidance regarding blockages. **Sample coaching:** “In faith we know that Jesus is in the memory with you, even though you can’t perceive him. So I would like you to ask the Lord, ‘What’s in the way of my being able to perceive your presence, Lord?’ and then notice and describe whatever comes into your awareness, regardless of whether it feels important, makes sense, or is neatly packaged.”

After the recipient describes whatever comes into their awareness, coach them to ask for guidance regarding the next step. **Sample coaching:** “Now ask the Lord, ‘How can I cooperate with your plan to resolve the blockage?’ and then notice and describe whatever comes into your awareness.”

Collection of positive memories:

Throughout the conference, record here a one or two word label, and then a very brief description for each of the first group member's positive memories:

Positive memory 1:

Positive memory 2:

Positive memory 3:

Positive memory 4:

Positive memory 5:

Positive memory 6:

Collection of positive memories (Group member #2):

Throughout the conference, record here a one or two word label, and then a very brief description for each of the second group member's positive memories:

Positive memory 1:

Positive memory 2:

Positive memory 3:

Positive memory 4:

Positive memory 5:

Positive memory 6:

Collection of positive memories (Group member #3):

Throughout the conference, record here a one or two word label, and then a very brief description for each of the third group member's positive memories:

Positive memory 1:

Positive memory 2:

Positive memory 3:

Positive memory 4:

Positive memory 5:

Positive memory 6: