

newsletter for nurturing support groups

Issue 49  
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Dear Reader,

Welcome to the 49th issue of **WE**, a newsletter for and about groups of people who get together for the purpose of giving each other personal support.

In this issue we will explore ideas about trance and guided imagery, two techniques for involving the right brain with left brain goals and thoughts. I like what healer Susan Clarke says about the need for whole brain involvement. "When we use left brain research without integrating it with right brain wisdom, we risk getting clear direction in the wrong direction, or we can use added awareness without what to do about it to increase our burden of guilt, shame, despair and hopelessness."

There is a guided imagery exercise on appreciating our ability to nurture ourselves called "Seeing Our Own Shields" from **Growing Up Again: Parenting Ourselves, Parenting Our Children** by Jean Illsley Clarke and Connie Dawson, to be published in February 1989.

Also in this issue, Carol Poole and Lee Ford introduce their work on trance by describing trance work and by offering us three sample trances that we can listen to by recording them ourselves or by having someone read them to us.

- Trance #1 How to Have a Trance
- Trance #2 It's OK to Make Mistakes
- Trance #3 Filling in Five-Year-Old Developmental Gaps

Carol and Lee also describe the trance tapes that they make available through their organization, *Right to Fly*. These tapes offer many opportunities for integration and healing. I like using tapes, such as these, that are straight-forward and understandable. I do not believe in subjecting myself to subliminal messages unless I know exactly what those messages are and have selected them as messages I want to incorporate.

Enjoy!

Jean Illsley Clarke, Editor

## The Uses of Trance

by Brian Lee Ford, Ph.D. and Carol J. Poole, MN

The purpose of trance is to allow you to utilize your minds' full capacity. What we know is that everyday thinking, particularly problem-solving, does not fully access your abilities to think and to know about yourself. This article and the three trance experiences contained in it are designed to teach you to access that type of thinking that we call trance. You can use trance to help yourself relax, to help bring back old memories, to help change attitudes, to create new memories and to help relieve pain and other sensations.

Trance is a normal and safe experience of the mind functioning in a more whole and less linear way. This is to say it's like sitting back on a summer's day watching the boats go by on the lake below, following the ebb and flow of the volleyball game by the shore, and listening distantly to the conversations your friends are having next to you. You know what's going on, yet you are not "following" any particular thing, not thinking about or analyzing what you see and hear. If there is an emergency on the lake, or if a friend says something of particular interest to you, or if an opening comes in the volleyball game, you'll know immediately. Yet you haven't followed the particulars of what is happening, or how exactly you would be aware... you simply would.

*Trance is like  
sitting back on  
a summer's  
day watching  
the boats go by  
on the lake  
below...*

In this manner, while you are in a trance you listen and remain capable of thought with your left hemispheric analytical thinking while you become aware on a more holistic right hemispheric way of both your experience in the present (like of the guided imagery you will be led on), and of your own associations and alterations or additions to it.

As you read these guided images to yourself (consider making yourself a tape) or to others, remember not to read the numbers of the paragraphs. They are there to help

*continued on page 2*



## *The Uses of Trance, continued*

your left hemisphere keep track; neither your nor the trance subject's right hemisphere is even interested! Allow yourself to pause, even longer than might seem "normal," at points where the trance subject is to be picturing or envisioning something. And don't worry about "making sense." That is often a mistake we make, especially in western culture, when we believe that it is important for things always to "make sense" to our analytical thinking.

### **Exercise #1 HOW TO HAVE A TRANCE**

- 1.) Find a comfortable, quiet place to sit or lie down. (Pause.) Close your eyes.
- 2.) Breathe in and breathe out... slowly... deeply. Concentrate on your breathing. (Repeat 6 or 7 times.)
- 3.) Notice where there is tension in your body. Pick one area and tense it up... tighter... tighter... then let it go. (Repeat.) Find another area that is tense... tense it even more... tighter... tighter... then let it go. Feel how good it feels to let go. (Repeat with other areas that feel tense.)
- 4.) Concentrate on your breathing again. Breathe in relaxation... breathe out tension. Breathe slowly and deeply. With every breath let yourself sink deeper into that bed, or that sofa, or that floor. Going down... down... down deep inside. Letting go... letting go... it's safe to relax and let go.
- 5.) Imagine yourself on an escalator going down... counting from 10 to 1... every number going down deeper into relaxation... counting more and more slowly... 10... 9... 8... 7... 6... 5... 4... 3... 2... and 1.
- 6.) Enjoy being in this relaxed space for as long as you want and then start counting up again... 1... 2... 3... 4... 5... coming back... 6... 7... 8... 9... back to the here and the now, 10. Feeling your feet and moving your toes. Feeling your hands moving your fingers. Coming back. Coming back now.

### **Exercise #2 IT'S OKAY TO MAKE MISTAKES**

Allow yourself to DISCOVER what your trance awareness brings to you. Each person's experience will be different, and each time you do this you may have a different experience. You will gain more if you do not attempt to guide or control. Instead, allow and discover. Enjoy!

- In your mind's eye now, see yourself, the morning of the day you will be leading a group and teaching a class you have not taught before. Notice how you are feeling nervous and are worried that you might make a mistake.

- See yourself now, sitting down and writing both a nurturing and a structuring message to yourself... (take as much time as you need). Say that nurturing and structuring message to yourself now... slowly... breathe it

in... feel the comfort it brings. (Pause and allow time for this to be done.)

- Later in the day, see yourself talking to a friend on the phone or in person telling that friend about the class you are going to be teaching tonight. Ask your friend to say those nurturing and structuring messages to you. Take it in... Feel the support and the caring. If you want to hear them again... ask. Feel yourself relax... relax.

- See yourself getting ready for the class now... watch what you do. Pick out some small object to keep in your pocket to remind you of your nurturing and structuring. (Pause.) All ready now... go into the building... see the participants... welcome them. Enjoy the expectation. (Pause.)

- Watch as you teach the class... comfortable and secure in your knowing that you are okay no matter what happens... now see yourself making a mistake of some kind... acknowledge the mistake to yourself and to the class.

- Put your hand in your pocket and touch the object that you chose to remind yourself of your messages. Feel the relaxation that comes with touching it. Feel yourself breathing in and breathing out.

- Give yourself your nurturing and your structuring message out loud. Now see yourself use the mistake as a way to create a short lesson for the class. Notice how attentive people are.

- See yourself complete the class.

- After class watch and listen as two participants come over to you and tell you how much they enjoyed the class. Hear them tell you how much they learned from the way you were able to make a mistake and feel okay about it. Feel your pride as you listen to them.

- See yourself going home now... call your friend... tell your friend what happened... explain how you are feeling... hear your friend praise you for your creativity in using the mistake for a lesson. (Pause.) If you want to, ask your friend to tell you your nurturing or structuring message again. Thank your friend for supporting and reassuring you.

- See yourself going to bed now... you are lying down... relaxing and letting go... relaxing and letting go. Knowing that it is okay for you to make mistakes and that you and others can learn from your mistakes. Sweet dreams....

- Let yourself enjoy the relaxation for as long as you want... then start coming back to this room... 1... 2... 3... 4... 5... coming back... 6... 7... 8... 9... 10. Feel your feet and move your toes... feel your hands and move your fingers... coming back... coming back now.

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### Exercise #3 FILLING IN FIVE-YEAR-OLD DEVELOPMENTAL GAPS

As you allow yourself to experience some new opportunities to know the "child within you" in a new, yet somehow familiar, way, remember to simply follow along with the trance and allow yourself to have whatever new experience you discover. This is NOT intended to be regression work. That is to say, this is not intended to recreate an old scene. If that happens and it is in any way distressing, allow yourself to stop the process and review the old experience with a counselor or friend until this old discomfort is resolved, or at least understood, before continuing. If you discover after the trance that you have resurrected some old feelings, talk to someone about your experience. In most cases people will quite easily create new experiences even if they have suffered some childhood trauma.

Prior to starting the trance, it is important that you pick the parents you will use for the trance, and experience and review the developmental tasks of the five-year-old as well as the jobs for parenting children of that age.

#### Picking Parents

For this experience, picture in your mind a healthy mom and a healthy dad. You may use a healthy version of your original mom and dad; or see yourself as a healthy adult being the parent to your child. Or you may use someone you think is a good parent, such as a friend, or teacher, or counselor, or relative; or you can make up fantasy parents—the parents you would most like to have for your kid. So now... decide who your parents will be for this experience.

#### Five-year-old Developmental Tasks

- to try on new roles
- to learn socially appropriate behavior
- to explore who you are as you
- to find out who other people are
- to explore yourself, your body, and your sex
- to find out the consequences of your behavior
- to begin to decide how and who you will be in the world

#### Parent responsibilities in parenting a five-year-old

- to explore social roles with you
- to set appropriate limits and consequences
- to explain the rules
- to help you get new information
- to teach socially appropriate behavior
- to take care of themselves
- to remain a constant source of love and support and protection in your life

*Now you are ready to begin the trance. Enjoy!*

- Follow directions 1 to 5 in Trance #1.
- See yourself now as a five year old... at home... with the parents that you chose for this experience... healthy parents... parents who know how to take care of you in a warm, healthy and loving way. Connect with them in a way that feels good to your five year old... maybe with a hug... or a touch... or a word.



- See yourself now with your friends in your parents' bedroom... trying on their clothes and modeling for one another. See yourself enjoying yourself as you play. Hear what you and your friends say and do.

- See now... mom coming in... dad too. Watch and listen and feel as they tell you that you can use some of those clothes but not others. Know that it is okay for you to make mistakes and find out the results of your behavior.

- Plan a fashion show for mom and dad and watch their pleasure as you perform for them. (Pause.)

- Later... see yourself asking mom and dad lots of questions... questions about what they do and what other parents do... questions about different roles people have in the world. Hear them as they answer your questions and tell you that they like how you are exploring who you are and are finding out who other people are. Hear them as they tell you that you can try out different roles and different ways of being powerful. Feel the excitement that comes with new learning and with the possibility of new adventures.

- Hear yourself asking your parents questions about men and women... questions about your body... and others' bodies... Hear your mom and dad as they answer your questions clearly and lovingly and tell you how glad they are that you are exploring and asking what you want to know.

- Hear them as they tell you how much they love who you are. Feel what you feel, knowing that you are loved and wanted and supported and respected.

- Continue on in the scene, enjoying being with your healthy parents and/or your friends for as long as you want.

- When you are ready, start counting slowly from 1 to 10. 1... 2... 3... 4... 5... coming back... 6... 7... 8... 9... 10. Feeling your feet and moving your toes... feeling your hands and moving your fingers... coming back to the here and now.

#### ABOUT "THE RIGHT TO FLY" TRANCE TAPES

The *RIGHT TO FLY* is an organization that provides educational and therapeutic workshops and tapes which are designed to aid persons to utilize more fully the



mind's capacity to engage with life and to solve the problems of everyday living. The tapes offer trance experience to enable participants to rise above the limitations of normal analytical thinking.

The method utilized in many of these tapes is called double induction, in which two voices speak at once. The reason for this method is to allow the individual to go into trance more easily and deeply and to assist in the imbedding of positive messages. To utilize these tapes most effectively the listener simply follows the flow of the voices rather than the specific content. Some of the tapes use a guided imagery format. In this style the listener relaxes and just goes along for the ride!

The *RIGHT TO FLY* has produced two series of trance tapes to date.

**Series #1      Dealing with Life**

This series of 13 tapes utilizes trance to solve problems of everyday living. Among the topics are dealing with mistakes, endings, limitations, choices, pain, negative self talk and fear.

**Series #2      Creating a Happy Childhood**

This series of 11 tapes utilizes trance to fill in developmental gaps resulting from childhood trauma (conception through adolescence) by creating new childhood memories and imbedding healthy developmental beliefs.

The brochure for the tapes is included in this issue of *WE*. If you have questions, call Carol Poole at 206/725-7573 or write us at *THE RIGHT TO FLY*, 1121 112th NE, Bellevue, Washington 98004.

**References:**

*Self Hypnotism: The Technique and its use in Daily Living*; Leslie Le Cron, New American Library, 1970.

*Therapeutic Trances*; Stephen Gilligan, Brunner-Mazel, 1987.

## Book Review

### **Park's Quest, Lodestar Books, 1988**

Katherine Patterson's tale is a touching account of eleven-year-old Park's quest. Park, or "Pork," as his mother insists on calling him, follows his overpowering need to know his father. Pork's father, Park, died in Viet Nam and ten years later his widow is still unable to talk about it. As young Park's disappointments pile up, lodging in his throat "like a balled-up fist," the boy borrows survival and perseverance skills from the Knights of the Round Table.

The story is gripping reading for adults as well as young people. It is full of surprises and as I read it, my throat tightened more than once. I recommend it for kids, and I highly recommend it for any adult who is wondering about a child's right or need to know about his heritage.



## Ground Rules for Leading a Guided Imagery Exercise in a Group

The leader establishes protection and permission by the way in which he leads an exercise.

Examine the following opening for a Guided Imagery and note the ways in which it

- offers protection
- offers permission for the participants to be in charge of their own learnings and to do the exercise in the way that works for them.

"I am going to offer you the opportunity to discover more about your \_\_\_\_\_ by leading a guided imagery. Remember your right to pass. If you choose to do this exercise, remember that highly visual people, people who like to learn by using their eyes, usually "see" the images easily, but highly auditory or kinesthetic people sometimes have difficulty seeing the images. Some don't use images at all. If you are one of those people, you can use the exercise by following the directions with your eyes closed and thinking about what you would be hearing or saying or doing if you were in that situation.

Remember that this is a safe place. I will keep my eyes open and watch the room carefully to give you the protection to use this exercise as you please.

You may choose to ignore my voice and follow your own inclinations, or you may choose to pass. If you pass, please remain perfectly quiet so you don't disturb the people who are "imaging."



# Trance, Guided Imagry, Guides

**B**efore you lead or use a trance exercise or lead a guided imagery, think through what those words mean to you. You can invite group participants to explore their own understandings, frame of reference or prejudices about these words. Reaching agreement on what these words mean in this particular context can help participants get maximum benefit from an exercise.

The purpose of this exercise is to compare what the words "trance," "guided imagery," "imaging" and "hypnosis" mean to us.

1.) In groups of three: share what each of these words means to each of you. Write your ideas on newsprint.

2.) Each group of three find another group of three and share your ideas with each other.

3.) Each group of six choose one or two ideas that are important to your six to share with the whole group. Groups take turns sharing.

4.) Leader posts a sample definition for each: guided imagery, imaging and hypnosis.

5.) Someone may read aloud dictionary definitions. For example, the American Heritage Dictionary, 2nd College Edition says:

**Trance:** a state of detachment from one's physical surroundings, as in contemplation or day dreaming.

**Imagine:** to form a mental picture or image of, to think, to conjecture, to employ the imagination.

**Guide:** one who shows the way by leading, directing or advising.

6.) Leader may read the definitions offered by Lee Ford and Carol Poole:

**Trance:** A state of consciousness different from ordinary waking awareness in which the individual "knows" what is happening without "thinking" about it. An individual in trance directs his or her awareness through an overall peaceful viewing of what is happening (i.e. remembering, relaxing, imagining, creating).

**Guided Imagry:** An activity in which an individual relaxes into a light trance and uses the visual and auditory suggestions of the speaker, that is the person doing the guiding, to imagine a series of scenes or events. The individual through his or her own associations is in charge of the specific journey. He or she may choose to follow the guided imagery or may stop at one point in the journey and follow his or her own inclinations, thereby creating a different journey.

**Hypnosis:** An activity in which an individual relaxes into a deep trance either alone or with the help of a therapist. The individual sets a goal for the trance experience (i.e. relaxation, free expression of emotion, remembering, creating) and then is helped to accomplish those goals through the process of relaxation and suggestion.

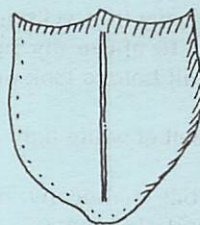
7.) Leader states which words he is using to describe this exercise and exactly what he means by those words. For example: I am using the word *trance* and by that I mean: I am using the word *guided imagery* and by that I mean:.

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## Seeing Our Own Shields

**T**his is a visualization. It is a way to get a picture of your ability to care for yourself and others. I will call this ability a shield. If you are a person who does not see pictures in your head easily, you can try doing the exercise anyway. You can imagine what your picture would look like. Remember that however it looks is okay because it is *your shield today*. Record the following directions onto a cassette tape, reading slowly, and listen to them, or ask someone to read them slowly to you.

Seat yourself comfortably or lie down. Check out the various parts of your body to be sure you are comfortably situated. Keep your body straight, without crossed arms or legs... Close your eyes to shut out the visual distractions... Now be aware of your hearing... Listen to the sounds of the room and make them louder... Now let them go and hear only my voice... Be aware of your body... Feel the pressure of your body resting on the chair or the floor... Feel the air going in and out of your lungs... Now breathe deeply three or four times. ...Become aware that you have something resting lightly at your side... It does not bother you or distract you and it is always ready to be used... This object represents your ability to take care of yourself and other people... Look at it... It may be a cloak or an umbrella or a bubble of white light or something else. Whatever it is,



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it's yours so it is right for you. I will call it your shield. It may be the shape of shields in your picture books and museums... or it may look very different... Pick it up... Feel its weight... Is it light or heavy? Notice the materials of which it is made... Look at its color... Examine its texture... Feel its smoothness or roughness... Tap it with your fingernail... How does it sound?... Smell it... Raise it over your head... Is it large enough to protect you fully from the rain? Can it extend over someone else to protect that person also?... Now hold it in front of you in a position that will ward off the slings and arrows of life... Notice how well it does that... Look for holes or thin spots... There may be a few or there may be many... They may be large or they may be small... Some of the holes may be mended. However your shield is, accept it as it is for you today, it is your shield... Thank your shield for being there for you and for all of the good work it does for you... After you have finished appreciating it, place it gently back at your side and become aware once again of your breathing and the sounds and smells around you. Open your eyes when you are ready. (This is the end of the visualization.)

### Follow-up Activities

- 1.) Write a description of your shield or draw a picture of it or describe it to someone.
- 2.) Tell someone about a quality of your shield that you are happy you have developed.
- 3.) Think of one way your shield could be improved. Find a way to do that.

### The Great Variety of Shields

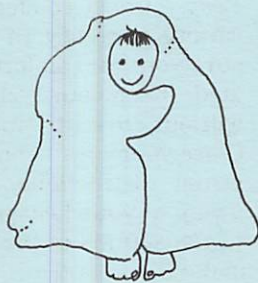
Remembering that your shield is the right one for you, you might like to hear how some other people have described their shields.

White and loose and fluffy at the edges; can wrap all around me.

A heavy iron cylinder from my feet to above my head with a small hole to look out.

A bell of white light.

A big mahogany bed with a wonderful canopy.



Canoe shaped to take me through calm water and the white water.

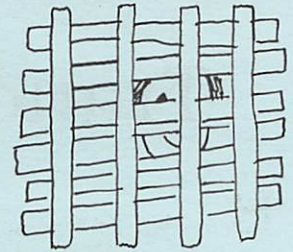
New and shiny with a price tag hanging on one side, the price of my recent therapy.

Thicker over the genitals.

A semi-permeable membrane that lets love in and keeps hate out.

Looks great, but it is made of paper.

Dark and conical and made of lead; it is not crowded inside but there is no room for anyone else.



A wall of flowers with thorns to use if I am in danger.

Cylindrical, enter from one side, protects me all around.

A wooden lattice or sieve that lets too much through.

Honey colored leather, smooth and round with a point in the center. It expands to cover other people.



Whatever your nurturing looks like, honor your ability to care for yourself and others and continue to strengthen it.

### Opening Exercise for Helping People Think About the Importance of Goals

Hand out name tags.

- Ask each person to choose a partner and make a name tag for him.
  - Ask the partner to think about one time that having a clear goal or vision of what he wanted helped him achieve it.
- Introduce your partner and tell the group briefly about your partner's "one time," if he is willing for you to share that information.

### Closing Activity That Offers Everyone a Positive Personal Message

At the end of the meeting, briefly review the activities of the meeting.

- Ask several people to share briefly what they learned about trances and guided imagery.
- Ask for resentments. Listen to resentments, do not defend or explain.
- Ask for appreciations.
- Ask the group to read this affirmation aloud in unison:

"Each of us is important and it is OK for each of us to have a clear vision of how we want our lives, our beliefs, our goals and our interactions to be, and to make those goals come true."



# Maternity and Paternity Leave Information

At the recent Conference of the National Association for the Education of Young Children, I attended a meeting sponsored by OMEP, the U.S. National Committee of the World Organization for Early Childhood Education, and got this information on maternity and paternity leave. Since many of you readers are vitally interested in the welfare of children and of parents, I'm passing it along in the hope that it will be useful to you.

## Maternity and Paternity Leave in Selected Countries

Country	Duration		Amount of Payment
	Prenatal	Postnatal	
Australia	6 weeks	3 weeks	Depends on length of employment; either father or mother can take one year unpaid leave with the right to return to work.
Belgium	6 weeks	8 weeks	100% Mother's salary
Denmark	4 weeks	14 weeks	90% Mother's salary
Fed'l Rep. of Germany	6 weeks	24 weeks	100% Mother's salary
France	6 weeks	10 weeks	90% Mother's salary
Ireland	6 weeks	3 weeks	Fixed payment regardless of salary
Israel		3 months	100% first 3 months; 40 more weeks without pay, but with the right to return to their jobs.
Netherlands	6 weeks	6 weeks	100% Mother's salary
Norway	12 weeks	6 weeks	100% Mother's salary
Sweden		9 months	90% Mother's (or Father's) salary
Switzerland	8 weeks	8 weeks	Fixed payment regardless of salary
United Kingdom	11 weeks	18 weeks	90% salary for 6 weeks; about 50 US \$/wk for next 12 weeks
USSR	53 days	53 days	Full pay for Mother up to 2 years, with diminishing pay for Mother; Father is not allowed in building where child is delivered

## Amount of Monthly Payment as a Children's Allowance

### For Two Children:

#### 10-13% of monthly wage

Belgium  
Federal Republic of Germany  
France  
Netherlands  
United Kingdom

#### 2-5% of average monthly wage

Denmark  
Ireland  
Norway  
Switzerland



### ***Suggested Format for Group Meetings***

Place \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

Person in Charge \_\_\_\_\_

**Program:**

- Opening activity that offers everyone a positive personal message
- Ground rules
- Celebrating wins and sharing problems
- Asking for support
- Practice skills, new learnings, play
- Suggestion Circle
- Plan the next meeting
- Resentments and Appreciations
- Closing activity that offers everyone a positive personal message

### **Facilitator Training Workshops**

**February 6-10, 1989  
Minneapolis, MN**

**July 24-28, 1989  
Seattle, WA**

- A week-long workshop for people who want to...
- Facilitate the ***Self-Esteem: A Family Affair*** parenting model, or
  - Improve group leadership skills for working with growth, education, or support groups.
  - Receive advanced training in the use of Transactional Analysis in educational settings.

**Led by Jean Illsley Clarke**  
Write to **WE** for details.

Edited by Jean Illsley Clarke  
Designed by Marnie Lilja Baehr

**WE**

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- News from other support groups

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