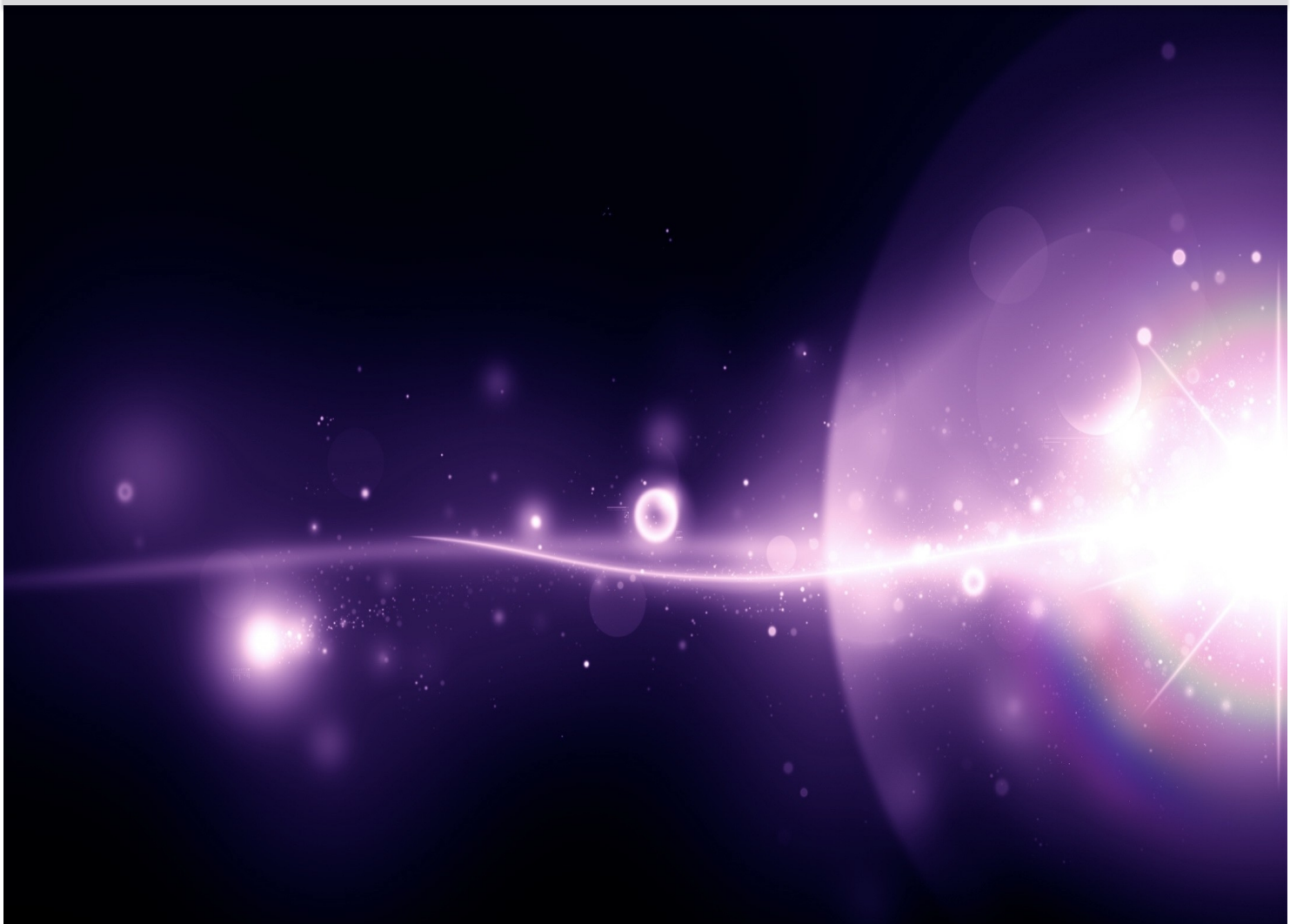


RECODE

INSTRUCTOR'S MANUAL



RECODE YOUR THOUGHTS

WEEK FOUR- RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOME)

“The battle you are going through is not fueled by the words or actions of others; it is fueled by the mind that gives it importance.”

- **Shannon L. Adler**

RECODE INSTRUCTOR'S MANUAL

WEEK FOUR – RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOMES)

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SPECIAL NOTE REGARDING ATTRIBUTION:

If you are using your own material and are wanting to use some of the recode distinctions in your presentations make sure you properly attribute it. This is a courtesy nearly all professionals take great care to give to each other in this industry. Not only is it in integrity but it usually makes your presentations feel even more credible as your audience realizes you have studied and know other experts in the business.

RECODE INSTRUCTOR'S MANUAL

WEEK FOUR – RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOMES)

HOW TO USE THIS MANUAL

The RECODE Instructor's Manual will be given to you throughout the training, it will break down (into discrete facilitation steps) each of the Recode Distinctions from Modules 1 & 2 along with explanations of how to lead the discussions, exercises, and debriefs.

Each of the [RECODE INITIATOR](#) Lessons will contain the following elements to facilitate change in a group setting:

- 1) A structure and set and outlines you can use for your live or online events
- 2) The content you can use to deliver the RECODE distinctions broken down into bite-sized 1-2hr lessons.
- 3) Additional transformational elements to enhance the impact of the material including: diagrams, narrative tags, partnered and solo exercises, reflection questions, journaling exercises, and debriefs.

Use this manual as a step by step guide to help you create a RECODE event either as a stand alone event or as an ancillary part of the [RECODE INITIATOR](#) or [RECODE ACTIVATOR](#) program that your participants can be a part of. You can read the lesson word-for-word and/or add to it using your own stories, examples, and language.

STRUCTURE OF A GROUP PRESENTATION

Each of the Recode lessons have been broken down into a bite sized 1 – 2 hr presentation each one roughly following the outline below:

PART 1: Opening (5 minutes)

PART 2: Lecture (30 minutes)

PART 3: Exercise (40 Minutes)

PART 4: Debrief (30 Minutes)

PART 5: Closing or Break (15 Minutes)

This is the recommended flow which is designed to maximize impact and engagement with the audience through multiple modalities (listening, speaking, writing, dialoging, and direct participation through exercises).

RECODE INSTRUCTOR'S MANUAL

WEEK FOUR – RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOMES)

VIDEO

1

PART 1: OPENING (15 min)

You may want to begin each presentation re-presenting your mission - why you are here and why for you this topic is personally important to you and to them. Here are three questions to have answers to for each presentation that you may want to open your talk with:

What is the experience I want them to have?

What is the new belief or mindset I want them to leave with?

What are the new actions I want them to take?

RECODE YOUR THOUGHTS

On your journey toward evolving your self and others you must begin at the foundation. You must begin with recoding your thoughts. Many spiritual teachers define enlightenment as utterly free attention allowing you to be in complete relationship to what is. For most of us our attention is arrested, captured and bound to the negative thought patterns that are taking up 80-95% of our thoughts each day. This bound attention causes us to be out of relationship with reality and therefore unable to create traction in our life towards what we all most want.

We want to teach you how to bring all of you to bare to the challenges and experiences at hand, and having an experience of utterly free attention where you are able to place your attention exactly where you want, when you want it is one of THE most important steps towards recoding and thus evolving your self and ultimately those around you.

In the recode curricula we teach you all 7 steps towards installing new thinking frameworks and unlocking hidden abilities to help you play a more global game.

STEP 1:
Recode Your
Thoughts

STEP 2:
Recode Your
Reality

STEP 3:
Recode Your
Identity

Inner Identity Level Work:
= Foundational
Personal Development

STEP 4:
Recode Your
Mission

STEP 5:
Recode Your
Leadership

STEP 6:
Recode Your
Influence

STEP 7:
Recode The
Planet!

Outer Impact Work:
=Global Game
Creation

RECODE INSTRUCTOR'S MANUAL

WEEK FOUR – RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOMES)

PART 2: LECTURE (30 min)

LESSON 3 – CLEAR STORIES

CLEAR STORY#1 - Thoughts are "i suck" "you suck" or "life sucks"

- **You think...**the most relevant aspect of your negative thoughts is the content or the subject of your thought.
- **But really...**the category of thought is what will lead you to letting it go and realizing the pattern. It turns out all negative thoughts fall into one of 3 categories and each category has it's own effective approach of letting the thought go regardless of it's specific content.
- **If you just...**identify your thoughts as either I suck, You suck or Life Sucks and use the corresponding pattern disrupters we'll share with you
- **Then you'll...**reclaim your mind and thoughts to free your attention.

CLEAR STORY #2 – Circle Of Concern

- **You think...**clear story here
- **But really...**clear story here
- **If you just...**clear story here
- **Then you'll...**clear story here

RECODE INSTRUCTOR'S MANUAL

WEEK FOUR – RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOMES)

PART 2: LECTURE (30 min)

RECODE "Life Sucks" THOUGHT PATTERNS

CIRCLES OF INFLUENCE, CIRCLE OF CONCERN

In the popular business book, THE SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE, Stephen Covey illustrates that everything you are concerned about at any time, regardless of your relationship to it is contained in your "Circle Of Concern"

I just want you to consider that there's a circle, we're going to call it the circle of concern, and in this circle is everything that concerns you at all. So if it's out here (see diagram), it means you're not concerned with it one bit.

If it's in here (see diagram), it means you're concerned with it to some degree. Certain things you're quite concerned with, like whether you're alive, how healthy you are, where you parked, how much money you have, who won the basketball game.

What are some of the other things you're concerned with? Being on time. Whether or not my brother hangs up on me. Iranian elections. Training my doggies.

Anything in there is something you're concerned with. There is a subset of these items, which you have influence over. That we're going to call your circle of influence.

The subset of those things that you are concerned about that you also have some influence over is your "Circle Of Influence"

This is anything you have influence over, right? So Penguins beating Detroit? Not unless you're at the game and can throw something at the players. Or you happen to be a player. Training your doggies, can you influence that? Yes.

Ask your audience 'What else, what's in here? '

PART 2: LECTURE (30 min)

CIRCLES OF INFLUENCE, CIRCLE OF CONCERN

One thing that you notice is that things, activities, can actually be in either place. It's arguable whether the quality of your relationships is here or there, is it not? Sometimes it's to me this outer edge, what you have influence over but it's close to you not, and what you don't have influence over but it's close to you do, this line is a bit fuzzy. But there's some things definitely you have influence over, and some things definitely you don't, that's clear.

When you spend your time or your energy or your words focusing on what's out there, what you're concerned with but have no influence over, what does that feel like? ***[Ask your audience to call out what it feels like: Exhausting, out of control (because it's outside the circle of control, Spinning your wheels, It is victim land, you want people to give you a break]*** And after you get about that many, you summarize, "in other words it feels bad". Ok?

Now what's it feel like in here, you care about something and you have influence over it? What's it feel like to spend your time there? ***[Ask your audience to call out what it feels like; Empowered, satisfying, energetic.]***

If you have influence over it, whether it's happening or not, it's generally a feeling of empowerment. If you're in a space of what you can do about it, you're generally feeling good. If you're in a space of what you can not do about it, what's outside your influence, you're generally feeling grumpy.

In fact, and this is the second distinction of this change pattern, your feelings actually act as a dashboard, they act as indicators of where you are. If you're wondering if you're accountable for something, you can just go "am I more like this or more like that"? If you're more happy-face about it, then it's within your circle of influence, you're actually doing what you can do about it, and if you're more grumpy-faced about it, then you're thinking about or spending energy on things you care about but don't cast yourself as having influence over.

RECODE INSTRUCTOR'S MANUAL

WEEK FOUR – RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOMES)

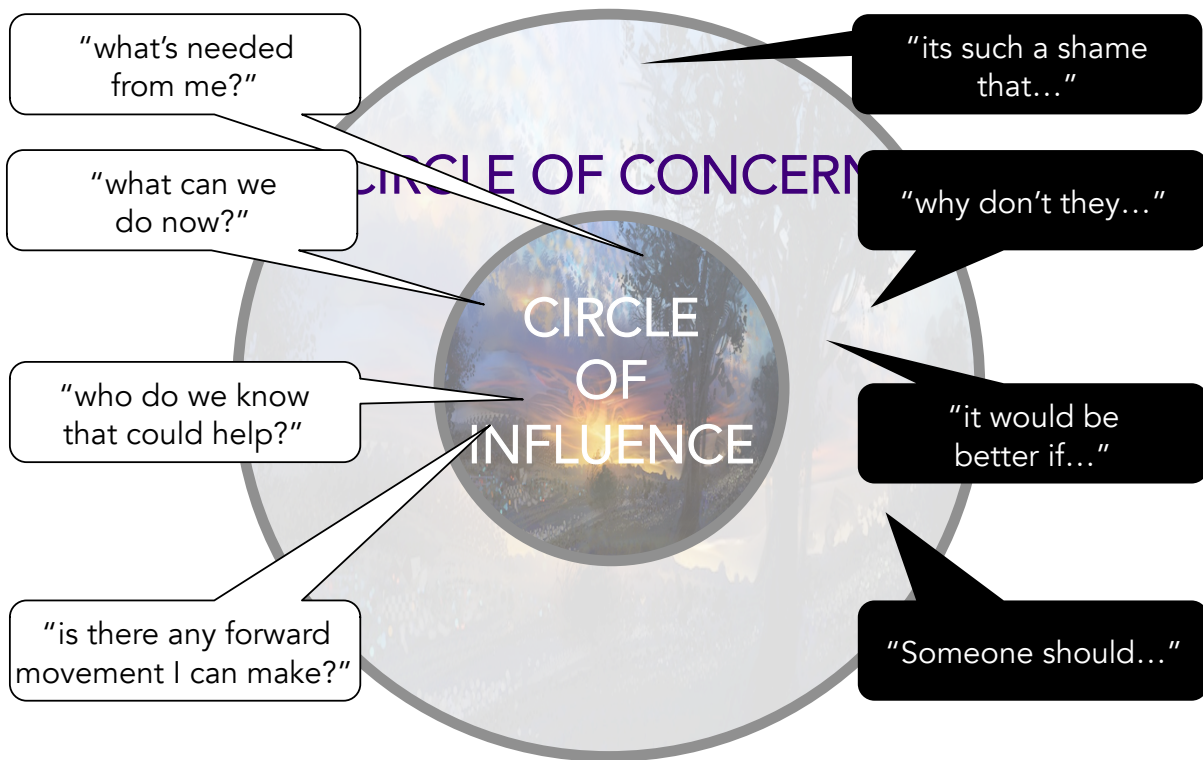
PART 2: LECTURE (30 min)

CIRCLES OF INFLUENCE, CIRCLE OF CONCERN

Everything you are concerned about at any time, regardless of your relationship to it is contained in your "Circle Of Concern" Thought patterns in your "Circle Of Concern" are essentially wasted energy, and work to diminish your ability to influence over time.

The subset of those things that you are concerned about that you also have some influence over is your "Circle Of Influence"

Thought patterns in your "Circle Of Influence" are constructive and creative, and work to increase your ability to influence over time.



RECODE INSTRUCTOR'S MANUAL

WEEK FOUR – RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOMES)

PART 2: LECTURE (30 min)

CIRCLE OF INFLUENCE, CIRCLE OF CONCERN

An example of being in your circle of concern is gossiping, which is doing something which has zero influence, by definition, over what you're talking about. Complaining of any kind is an example. Storming around the house slamming kitchen cabinets is an example.

The last interesting distinction about this one, if you boil down influence, one way of looking at influence is that it is your compulsion to help a person who wants help. Someone with very little influence comes up to you and asks for help, you're not going to help them. Someone with a great amount of influence comes and asks for help, you will. It's actually one way you can measure influence. It's the people around them, their compulsion to help out, to jump on board, to join the cause.

If you can **imagine someone where every interaction you have with them, they're gossiping and complaining**, you're talking about and convincing them and convincing you of all the ways they don't have any influence over their situation, that what they're concerned about is something they can not change, i.e. they're not taking accountability, **if that's your experience of them, then what's your reaction?** Hey, I can't do this, can't do this, hey can you help me out? What's your reaction, in general, to that person? No, not interested. Everyone kind of feel that?

Imagine another person, where every conversation you have with them is about what they can do, what they are doing about it, look we've got a huge problem and we can't solve the whole thing but one little thing I can do is this, so I'm doing that. Who is always engaged, they're energetic, they're kind of satisfied, they're always engaged in what they can do about it, and then they come to you, look, I've only got a minute, because I'm constantly engaged in what I can do about the things I care about, and I need a hand. Are you interested in helping them? Absolutely.

As you spend more time in circle of influence, it expands. And the amount of influence you have, grows. The amount of things you have influence over, grows. The more you locate here, the more of here there is to locate in.

RECODE INSTRUCTOR'S MANUAL

WEEK FOUR – RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOMES)

PART 2: LECTURE (30 min)

CIRCLE OF INFLUENCE, CIRCLE OF CONCERN

I know if I feel I can't do anything about it, that it's hard for me to just change my attitude to "I can do something". Someone telling me I need to change my attitude usually produces a lot of resistance. But, with this model, I can say 'What's something, some little thing, that I can do?' I'll do that. Then some other small thing I can do...Then another. Ok, I can't do anything more, I'm going to drop it and spend my time doing something I can do. Then pretty quickly my attitude changes, to being more positive, and then I can address the problem with a better attitude. Because it's where you are that drives the attitude, not the attitude that drives where you are.

As long as you're getting what you want, you can keep complaining and that's fine, but if you want to get more of what you want, then start to think of the things you CAN do that DO influence that, get engaged there, spend time there, and the complaining will just go away.

RECODE INSTRUCTOR'S MANUAL

WEEK FOUR – RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOMES)

PART 2: LECTURE (30 min)

CIRCLE OF INFLUENCE - BOB GELDOLF STORY

Anyone know who Bob Geldof is? Bob Geldof was a singer in a band called the Boontown Rats. There he was, in England with his band, and he was having trouble getting any gigs. He was going to the pubs and what not and asking hey can my band play, and they basically said no you suck. Even musicians who are great get that feedback all the time. He had that difficulty, and as he was struggling as a musician in his band, he was watching television one night and he saw an ad with Lady Di making a plea for the hungry kids in Africa, end hunger, and to contribute I think 25 cents a day, it was one of those.

He felt moved, and something about that ad touched him, so he picked up the phone and he did something about it, he contributed his 25 cents. And as he was on the phone contributing his 25 cents, that felt good. He felt like he was actually doing something about what he cared about in that moment, which was hunger and specifically the hungry kids in Africa.

But then he hung up the phone and pretty soon he began to feel bad about the kids in Africa, he saw the thing again and they're obviously still hungry, and he was feeling the ridiculousness of his 25 cents. And how little that was actually helping, and it turned out that his concern for this was much greater than the 25 cents could influence. And that gave him an idea, which he went down to one of the pubs that had said he couldn't play, and he suggested they do a little fund raiser, where he would play, with his band, and they'd charge a cover charge, they'd have kind of a gimmick to have people come which was they'd donate the money for hunger, and that would get people to come who wouldn't ordinarily come because they didn't know him. And then, the pub owner bought it, the pub owner said ok we'll do it.

Bob said to the pub owner that he should maybe donate a portion of the bar for the night, and the pub owner said no way, but you can donate any portion of your half of the gate that you want. So Bob said he was going to do 100% of his half of the gate, and they had the event, and it turns out that it was packed. They did really well.

RECODE INSTRUCTOR'S MANUAL

WEEK FOUR – RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOMES)

PART 2: LECTURE (30 min)

BOB GELDOLF STORY (Continued)

The pub owner made so much money on the bar that he ended up donating some of the money from the bar in fact, because it was way more than he was expecting, and that night 2:00 in the morning, they're kicking people out in the street, maybe it was 4:00, it was England after all, and the pub owner said to Bob when are we going to do this again? And Bob started feeling good, like several hundred quid going to the hungry people, so they agreed they'd do it again the next month.

They got a couple of musical acts together, and they did it the next month, and the pub was packed. And pretty soon they needed to have a bigger venue, because the pub couldn't fit the people any more, and some of the more well known local English bands started to want to be a part of it. And they got a bigger venue, and a bigger venue, and several years later it turned into Live Aid, and Bob had Bruce Springsteen, Elton John calling him asking if it was ok if they played Live Aid, and I don't remember the number of millions that, what was it, 12?

From Wikipedia: Live Aid was a multi-venue rock music concert held on July 13, 1985. The event was organized by [Bob Geldof](#) and [Midge Ure](#) to raise funds for famine relief in [Ethiopia](#). Billed as the 'global jukebox', the event was held simultaneously in [Wembley Stadium, London](#) (attended by 82,000 people) and [JFK Stadium, Philadelphia](#) (attended by about 99,000 people). On the same day, concerts inspired by the initiative happened in other countries, such as [Australia](#) and [Germany](#). It was one of the largest-scale satellite link-ups and television broadcasts of all time: an estimated 400 million viewers, across 60 countries, watched the live broadcast.

As a charity fundraiser, the concert far exceeded its goals: on a television program in 2001, one of the organizers stated that while initially it had been hoped that Live Aid would raise £1 million with the help of Wembley tickets costing £25.00 each, the final figure was £150 million (approx. \$283.6 million).

From Wikipedia: Nearly seven hours into the concert in London, Bob Geldof enquired how much money had been raised; he was told £1.2 million.

RECODE INSTRUCTOR'S MANUAL

WEEK FOUR – RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOMES)

PART 2: LECTURE (30 min)

BOB GELDOLF STORY (Continued)

He is said to have been sorely disappointed by the amount and marched to the BBC commentary position. Pumped up further by a performance by Queen that he later called 'absolutely amazing', Geldof gave an infamous interview in which he used the 'f-word.' The BBC presenter [David Hepworth](#), conducting the interview, had attempted to provide a list of addresses to which potential donations should be sent; Geldof interrupted him in mid-flow and shouted: "Fuck the address, let's get the numbers!" (not as is widely remembered "Give us your fucking money"). [Private Eye](#) made great capital out of these outbursts, emphasizing Geldof's accent which meant the profanities were heard as "fock" and "focking". After the outburst, giving increased to £300 per second.

So I think they ended up donating about \$12 million to the cause, to the children. So when I hear that story, I imagine Bob hanging up from that first initial phone call where he donated 25 cents, and like me calling him and saying, hey Bob, you don't know me, but I challenge you to donate \$12 million to the cause you just donated 25 cents to. What do you think his reaction would be?

Exactly. Click. You must be crazy. He didn't have \$12 million, none of his friends had \$12 million, I mean it was ridiculous. It was only a short number of years later that he did it. And he did it by only focusing at every turn on what he could do. And having his influence expand every time. And he just didn't stop, whenever he was engaged, He's onstage, there's the event, the donations are not coming in at the pace he wants. What can he do about it? Well he can grab the microphone, stop the show and yell at you. So that's what he did. Whatever he could do, he did. And he didn't sort of spend time complaining, whining, bellyaching, gossiping, wondering why it wasn't happening for him. He got engaged in what he could do, what he could do increased his circle of influence, until his circle of influence was unimaginably large, compared to where he started.

RECODE INSTRUCTOR'S MANUAL

WEEK FOUR – RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOMES)

PART 3: EXERCISE (40 min)

Pass out the INFLUENCE THE INFLUENCERS handout. Pick 1 person from the room who has a persistent negative 'Life sucks!' thought pattern they want help recoding and do the exercise below.

IDENTIFY AND INFLUENCE THE INFLUENCERS

Here we'll notice what's inside your Circle of Concern and attempt to move it into your Circle of Influence where you'll have the ability to shape it.

- 1) Who are the key players / influencers in this situation?
- 2) What actions or decisions can you make that might influence the influencers—including yourself?
- 3) What CAN you do about it (if anything)?
- 4) What might you lose that you value if you were to just let it go? (This is an important value to you)
- 5) What can you do to ensure that this value is protected either now or in the future?
- 6) Write the following 10 times: My frustration / disappointment that (insert situation) indicates that I should (insert future action from #5) in the future.

RECODE INSTRUCTOR'S MANUAL

WEEK FOUR – RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOMES)

PART 4: DEBRIEF (30 min)

THE CIRCLE OF INFLUENCE DEBRIEF

After your participants have completed the exercise, ask them the following debrief questions to get them going in a dialogue with you:

- 1) Who found new actions they could take to influence the situation that they hadn't thought of before?
- 2) Who noticed the difference in tone or feeling when considering the situation from your circle of influence vs. circle of concern?
- 3) What were some of the important values that were preventing you from "just letting it go"? What are new ways that you could protect or express those values from a place of influence?

NOTE: Sometimes the felt experience of influence doesn't come immediately from this exercise, but builds over time. If you don't sense that the participants are feeling more influential, you can ask these questions to presence the benefits and value of the exercise:

- 1) Can you imagine what the experience of others in the situation would be of you while you are in your circle of concern? How about if you start to take these new actions and spend more time in your circle of influence? Which version of you are they more likely to want to help? Which version of you is more likely influence them to change their own behavior?
- 2) What would it be like if you were to continually work this process in the areas where you'd like to have more influence? Can you see how your influence would continue to expand, leaving less reason for you to be in your circle of concern in the first place?

RECODE INSTRUCTOR'S MANUAL

WEEK FOUR – RECODING 'LIFE SUCKS!' THOUGHTS (OUTCOMES)

PART 5: CLOSING (15 min)

This part of your presentation is where you summarize the key take aways from the day and the actions you are wanting them to take to integrate this material into their lives.

KEY TAKE AWAYS

- Any time you have a "Life Sucks!" thought, move things from your Circle of Concern (everything you are concerned about) toward your Circle of Influence (the subset of those things that you have some influence over)
- Notice the experiences in your life can be in either place. When you spend your time, energy, and words focusing on what's in your Circle of Concern you tend to feel powerless, out of control, victimized....bad. When you spend time in your Circle of Influence you tend to feel empowered, energized, and accountable...good. The key to re-patterning Life Sucks! Thoughts is to deliberately move things into your Circle of Influence.
- Your feelings actually act as a dashboard, they act as indicators of where you are. As you spend more time in circle of influence, it expands. And **the amount of influence you have, grows.**

NEW ACTIONS YOU WANT THEM TO TAKE

- Take at least one situation this week where you are having a 'Life Sucks!' thought pattern and feeling like there's nothing you can do about it and do the IDENTIFY THE INFLUENCERS exercise.

CALL TO ACTION

Finally, closing should inspire them to continue to work with you taking the next CALL TO ACTION, which could be:

- a) Coming to the next live event, webinar, or gathering or
- b) Participating in a paid program, online program, or your 1:on:1 services.

Use the Platform Selling worksheet found in our BONUS SALES COURSE for a script that will walk you through the process of selling from the stage.