

Intended for Grades: 4-12 **Estimated Time:** 30-50 min.

Lesson Title: THINKING VS. FEELING

Lesson Purpose: Students will:

- * Discover how to reach within for their truth
- * Learn a strategy that will help individuals discern what is *pono* (right choice)

Materials & Preparation:

- * Healthy snacks: apple, grapes, orange, water
- * Unhealthy snacks: candy, chips, soda

Background Information:

This lesson helps students learn how to discern what their own bodies say about something they focus upon. There are many different ways to do muscle testing, with various purposes for this activity. This lesson focuses on increasing student awareness of how their “inner guidance system” can help them make *pono* (right) choices, especially connected to what they ingest each day.

The following description of muscle testing is from a website created to instruct about kinesiology:

“The information being accessed through muscle testing is what is stored in the programs or belief systems of our subconscious mind. It is accessing our thinking and what each individual sees as true for them and the rules we live by. It is information that all together forms each individuals self and world perspective, though much is also collective information and inherited from ancestors and our cultural history.

<http://www.healing-with-eft.com/muscle-testing.html>

A variety of educators and leaders empower people by teaching that “thoughts become things” (Mike Dooley), and about the connections between thoughts, words, actions, habits, character, and destiny (the Dalai Lama). Thought Field Therapy is another practice that uses muscle testing. Teachers are encouraged to practice this activity and do further research if interested.

Steps:

1. Set lesson purpose by sharing that participants will experience an activity that demonstrates the power of thought and the power of our intuition or *na‘au* (gut).
2. Ask students: “How many believe that our thoughts can create our reality”?
Count – Yes and No responses; Ask those responding NO why they think this way.
Ask those responding YES to share their ideas on how thoughts create reality.
3. After a brief discussion, ask students to pair up:
 - * Instruct one person to think about something that makes them happy. The observer then looks at body language, facial expression, and body stance. (Have observer remember or record observations.)
 - * Switch roles with the person now thinking a negative thought... The new observer records or remembers body language, facial expressions, and stance.
 - * With the whole group, discuss observations and what participants noticed and learned about how thoughts influence our motions and emotions.

4. Ask the group another prompt:

“Is it possible for the mind to be thinking more than one thought at a time?”

 - * Invite students to try to:
 - Smile while having a negative thought
 - Frown when having a positive thought
 - * Discuss the outcome and why people cannot do this. (NOTE: Your brain can't think two things at the same time. If students argue this point, share that the reality is we have many thoughts that go on in our minds, but they can't happen simultaneously.)
5. Explain that In Hawaiian thought, the *na'au* (gut) is the home of your intuition, which is very powerful. Hawaiians use their *na'au* to guide them to make wise decisions, discern the truth, and solve issues or problems. Tell students they are going to test if their *na'au* is smarter than their thoughts.
6. Ask students: *“Who thinks they are really strong?”* Invite a volunteer to help demonstrate muscle testing:
 - * Discuss and demonstrate the procedure on how to do muscle testing, described below. First try with a negative thought, and then with a positive thought.
 - * Introduce a bottle of water; have the volunteer hold the water at their belly button and then do a muscle test. (Arm is usually strong and can resist well.)
 - * Next, ask the volunteer to think and say out loud, *“This water is not good for me”* to see if the mind can trick the *na'au*. Discuss what happens.
7. Have pairs try muscle testing on each other, using food items that are both good and bad for a person. Encourage them to try holding water and saying a negative about it, and then trying to hold soda saying how good it is for you. Students can continue to test the *na'au* and its response to conflicting thoughts using fruit, a candy, or potato chips.
8. After students have muscle tested one another, discuss what they learned from their *na'au*. It will hopefully be apparent that the *na'au* instinctively knows what is healthy and appropriate for our body. Emphasize that the main point of this lesson is that your gut instincts may be more truthful than your thinking.
9. The late Kumu John Kaimikaua taught that when you can align your thoughts with your *na'au*, you are truly powerful (from “Mau a Mau” video). A guiding value often promoted in Hawaiian cultural education is *Na'auao*, which means “enlightened, wise, intelligent” (Pukui pg. 257). An example statement for “thinking”: *I think I am a trustworthy person.* Example for “feeling”: *I feel am a trustworthy person.*
Think + Feel = I know I am a trustworthy person!”
10. Conduct a debriefing discussion using the provided reflection questions if desired:

Reflection Questions:

- * *What was something useful/important that you learned by doing this activity?*
- * *How might muscle testing help you now as well as in the future?*

Resources:

www.TUT.com (TUT = Totally Unique Thoughts) by Mike Dooley
<http://www.tftcenter.com/> Thought Field Therapy

HOW TO DO MUSCLE TESTING

Adapted from: <http://www.healing-with-eft.com/muscle-testing.html>

- **Before Doing Muscle Testing:** *Testers need to understand:*
 - * Do not overpower a person or start before your partner is ready.
 - * Gauge the relative amount of force to use before testing every individual.
 - * Calibrate or judge each individual's relative arm strength to better recognize a strong or weak response.
 - * Only exert enough force to overcome arm's resistance; stop pushing when arm buckles. (*Note: Little force is needed when a partner tests "weak" on something.*)

- **How To Muscle Test Someone:**
 1. Get a partner; stand facing each other.
 2. Partner raises one straight arm, directly in front or to the side, at shoulder height.
Note: Raised arm needs to be injury free and able to resist a downward force.
 3. Tester places one hand or two fingers above wrist on outstretched arm; partner becomes ready to resist.
 4. Tester says "resist" and pushes down on arm; practice a few times to understand partner's relative arm strength.
 5. If partner's arm is extremely strong, they can angle it down (not horizontal) for more leverage.
 6. To muscle test a child or someone with a very weak arm, use one finger & lower to their level.

- **Testing Different Items:**
 7. Select item you want to test; have your partner hold item near chest if possible.
 8. Once partner holds and focuses on the item, say "resist"; then push down on extended arm. *Strong arm = positive response; weak arm = negative response.*
 9. Many things can be tested: food, a picture, emotion, place, movie, song, thought, etc. Weak response means the body is reacting negatively to item being tested; object or thought is being rejected.