

*Note to Rock Work Training Program Participants: This is the current version of Stage Two. As we work through this stage, I welcome your feedback if there is a need to make any changes or clarification of instructions. Thank you, Bob*

## **STAGE TWO: “Setting up and Running a Power Process”**

### **Goal of the Facilitator:**

- Assist the attendee in discovering their own strength/voice to make a different choice about the negative messages from their false selves or regressed part (story/wound)
- Create and maintain a safe process for the attendee – physically, emotionally, and mentally
- Direct the staff in setting up a safe and energetic process (effective staging of process, physical safety, appropriate energy, guidance on how to support the attendees)
- Coach the attendee and role players throughout the process
- Communicate Key Themes in the course of the afternoon during Rock Work (see document on Key Themes)

### **Intention for the Attendee:**

- Getting into their body and connecting to inner strength and using their voice
- Making a choice to draw a boundary and say no to the negative messages, thus “making space” for something new – God’s presence, truth about the attendee, a new way of being.
- This is not about “hating” the false self, but rather dismissing the messages of the false self or regressed part.
- **The GOAL for the attendee is to “break through” a barrier or a blockage – presented by the negative messages in order to connect to their True Self – the part of them that is connected to God and is needed in their life.**

### **Note for Women at the Cross:**

- For many women, it is not easy to express anger. We attempt to create safety for a woman to connect to and express her anger in the Power Process earlier in the weekend. However, oftentimes a woman will still have difficulty using her voice and expressing anger due to:
  - Christian culture which does not approve of anger
  - It is not acceptable for women to be angry. If they are they are being a “bitch.”
  - It is more common and acceptable for a woman to connect to sadness.
- Facilitators communicate this dynamic to the women at some point during Rock Work (typically earlier in the afternoon), especially when a woman is struggling to use her voice. Summarizing the above bullet points.

*“How many of you have a hard time expressing anger or using your voice? Anger is not an ‘acceptable emotion’ for women, is it? In this context today we encourage you to give yourself permission and take the risk to use your voice and find your strength and say NO to these destructive messages. This is a safe place for you to take a risk.”*

## At the end of Stage One you will have:

- Identified a clear part (false self or regressed part)
- Identified a positive part and messages (with a role player and color)
- Chosen a process for the attendee during the huddle
- **While the Facilitator is identifying the positive part and getting its messages the staff will be setting up the process, ready for you to begin Stage Two**
  - Giving instructions to the role players and those involved in the process what their responsibility is. (See below)

## STAFF: GIVING INSTRUCTIONS TO THOSE INVOLVED IN THE PROCESS

- **SHOW THEM** (don't just tell them) what is required of them during the process
- Place them in position for the process
- Show them how to "hold the attendee back"
- Show them when to "let go" or "release" the attendee by telling them that someone will tap their shoulder as the signal to release the attendee.
- Tell them that once they have released the attendee to now "cheer" him on to complete the process

### SAFETY IN SETTING UP THE PROCESSES:

**The Senior Facilitator should instruct a co-facilitator and staff to bring up the issue of safety when they are setting up processes. This will take place while the Facilitator is talking with the attendee and the Positive Part at the end of Stage One.**

- WHEN SETTING UP THE FIRST POWER PROCESS OF THE DAY: Tell the attendees that throughout the afternoon there may be some physical exertion.  
*"Would you take responsibility for yourself and let us know if you feel you are not able to participate in a process?"*
- With Each process: CONFIRM WITH ATTENDEES INVOLVED IN THE PROCESS THAT THEY ARE PHYSICALLY ABLE TO BE A PART OF THE PROCESS. Example: When setting up the gauntlet explain what will be happening and ask if everyone is able to participate. Make adjustments as necessary.

## STAGE TWO BEGINS

### Once the process has been set up:

*Example of a process that is set up at the end of Stage One:*

*You have decided to run “the gauntlet” process. All of the staff and attendees making up the gauntlet are in place. The part (the false self or regressed part) is stationed at the end of the gauntlet. At this point it is time to get the negative messages and assign them to “the part” and to those making up the gauntlet.*

### GETTING THE NEGATIVE MESSAGES FROM THE ATTENDEE

These are the negative messages, spoken or unspoken, internalized by a person from childhood and/or life events. Our goal is to get clear, succinct messages which resonate with the attendee. The Negative Messages we are looking for are typically the **OPPOSITE** of the I AM statements.

***We could call them the: “shaming or negative or destructive voice” of mom/dad/distant person/false self.***

You may have already heard some of these messages when the attendee was telling her story.

- Get CLEAR, CONCISE and MEANINGFUL MESSAGES which are as deep as possible. **“There is something wrong with you.” “You’re not valuable.” “I don’t love you.”**
- Examples of unclear or too shallow messages: **“You have to perform for me to love you.”** (Shorten it to: **“You have to perform for love.”**)  
This is not deep enough. Go deeper.  
Ask **“What does that say about you if you have to perform to be loved?”**  
Example: The deeper message could be: **“I’m not good enough.”**  
You can ask the attendee: **“Which of these has the most impact on you when you hear it? “You have to perform for me to love you” or “You’re not good enough?”** Go with the one they choose.

(The Facilitator changes to “you” and assigns to a role player or process participant: **“You are not good enough.”**)

- Note: The correct way to phrase the messages: The “Part” speaking to the attendee: **“You \_\_\_\_\_”.**
- Get THREE messages if it is just one “part” who is saying the messages. Sometimes we might have 2 or 3 “parts” (mom & dad). In this case just get one or two messages each.

**Assign the messages to the role players and/or to those who are involved in the process**

**Run the messages with the role players and then check in with the attended:**

*“What’s coming up for you as you listen to the messages?”*

**Run the Process**

## RUNNING AN EFFECTIVE PROCESS

### Facilitator to the Attendee:

- Give instructions to attendee at the beginning of the process:
  - Explain to the attendee the metaphor present in the process: Example:  
*“You described that it was like you were being “held back” in life. Here is an opportunity to face what is going on inside of you and to make a choice about these messages.”*
  - Clear instructions based on the chosen process about what to do - how to “push through, pull off, push out, etc....”
  - *“Use your voice and your body to \_\_\_\_\_.”*
- Focus your attention on the attendee throughout the process
  - Watch for safety (physical safety for attendee and everyone in the process)
  - Is she using her voice?
  - Is she connecting to the needed energy (accessing power within)?
  - Is she arguing with the lies? (See Key Themes document)
  - If she is struggling to connect to the needed energy or to the process itself see below for ideas on how to help the attendee.

### Facilitator and Staff - to the Role Players and those participating in the process:

- **Safety Concerns:** Remove eyeglasses for all anger processes and any other object that might get pulled on or tangled. (Jewelry/necklaces, ...) Example: Belts during the “tunnel” process need to be removed.
- **Give CLEAR instructions** to role players to repeat lines as given:  
*“Repeat your lines over and over again until I tell you to stop.”*
- **Monitor their energy** and volume and give direction during the process as needed
- **Pay attention to how the process is running:**
  - Are the role players saying their lines?
  - Is the process providing enough “physical resistance” for the attendee to fight through?
  - Is the resistance of the process sufficient for her to have a meaningful fight and WIN? If it is too easy of a “fight” then the process will not be that effective. See below: “When a person breaks free too quickly”
  - Make mid-process adjustments with role players if they need help with energy, voice, etc. (Example: When a role player is smiling when they say their lines. If so, speak in their ear saying “try not to smile.” The delivery should be congruent with the message (for the attendee’s sake).

### Facilitator energy/presence:

- This is an anger process. Be in your sovereign with clear directions and support. You are not angry yourself but accessing a clear strong presence, in order to aid the attendee in accessing their own strength.

**Note:**

- Pay attention to your own energy. Are you too much in your heart or head?
- You are not a football coach while “the cheering the attendee on.” Watch your energy. You are the mature sovereign – encouraging – but focused on helping them through the process.
- Be watchful throughout the ENTIRE process that the attendee is using both body and voice and is not arguing with the lies.

**Throughout the process:**

- Continue to give instructions to the role players and participants when to release or let the attendee go
- **Watch for safety concerns**
- Model extravagant support and encourage attendees to join in

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***THE FOLLOWING INSTRUCTIONS ARE FOCUSING ON COMMON DYNAMICS THAT MIGHT NEED TO BE ADDRESSED DURING A PROCESS***

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**WHEN A PERSON “BREAKS FREE” TOO QUICKLY:**

In order for a power process to be effective the attendee needs to experience a sufficient struggle to break free, enough of an effort to where the energy expended gives him the sensation of having “won” the struggle.

If a person breaks free too soon, this sensation will be missing, and the process will be less meaningful.

- Give clear instructions to those involved in the process as to when to release the attendee
- Facilitator and Staff: Coach everyone in the process to continue to “restrain/hold back” the attendee until they are “tapped” to release
- During the process check in with attendee about their physical safety. “Are you doing okay physically?”

**What to do if a person breaks free too quickly:**

- Set up the process again and discreetly instruct the participants to hold on until you signal them to let go.
  - Reset the process bringing back some or all of the participants to recreate the initial set up: the full gauntlet or pile on, etc.
  - To the attendee: **“Good work. Now, let’s keep going.”** Get everyone to applaud the attendee’s work so far. (We want to honor the work done so far.)
  - Continue the process.
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## WHEN A PERSON IS HAVING DIFFICULTY ADDRESSING A REGRESSED PART:

Sometimes a person has trouble confronting the regressed part – mom or dad especially – because they love their parent and don’t want to get angry with them.

1. Explain: *“This is really not your mom/dad but rather the negative (shaming, destructive...) voice that you took in a long time ago, right?”*

2. This would be a good time to express one of the Key Themes (see below): *“This is not about blaming mom (or dad), but it is about addressing the negative messages that you took in so long ago. This (referring to the regressed part – mom/dad/...) is really not representing \_\_\_\_\_, but is rather the negative voice and messages that you internalized long ago. That is what you are fighting, not your \_\_\_\_\_. Does that make sense? \_\_\_\_\_ (yes or no from attendee). I would like you to imagine your \_\_\_\_\_ (mom/dad/...) is in a safe place and \_\_\_ cannot hear or see anything that is going on here right now. Nothing you say or do is going to hurt \_\_\_\_\_. Okay? \_\_\_\_\_ (attendee response). Now, are you ready to deal with these negative messages knowing that it is not about \_\_\_\_\_? ----*

(Begin the process again, by having them listen to the messages again – then start the process.)

3. Option: IF YOU HAVE ENOUGH STAFF/PARTICIPANTS FOR THIS OPTION - Have the attendee choose someone in the group to be “the mom/dad they love and honor.”

*“We are going to put \_(mom/dad)\_\_\_\_\_ in a safe place and anything that you say or do cannot hurt them. This is the part you love and respect. It is safe.”*

Place the “Good Dad/Mom” off to the side out of site of the attendee. You don’t do anything with them during the process.

Run the process.

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## “SHOW THEM”

Note: This approach can be done in every process or particularly when a person is stuck and having difficulty connecting with the gravity of the messages that their false self or regressed part is having on them or on key people in their life.

When an attendee is **not connecting with the impact of pain/wound that happened to them** or to **how they have impacted others** **SHOW THEM** what it looks like.

**Example: When the attendee had a difficult experience(s) in childhood – with Dad (or anyone) and they aren’t really feeling the impact of it:**

- Pull out the “younger self” and pull out “dad” (the negative voice of dad)
- Ask the attendee: *“What is it that you wanted from dad at this time in your life?”*
- Get the “positive wants” and give them to the “younger self” role player and have him sit on the ground (Examples: *“I want you to love me” “I want you to spend time with me.”*)
- Run the messages: Dad speaking negative messages to “younger self” while the “younger self” expresses what he wants.
- Choose a way to visually show the impact of these negative messages on the “younger self”
  - Have “dad” speak the negative messages and physically “crush” the “younger self” putting weight on his shoulders, OR
  - Come up with a visual that fits the metaphor you were given and show the attendee how the messages impacted him. (Be creative here)
- Check in with the attendee. (See how showing him has impacted him.)
- Now run the original process again. Hopefully, the attendee will have connected more deeply to the impact, and he is now ready to “fight.”

**Example: When the attendee is not connecting with how his false self has impacted herself or her loved ones.**

Let’s say the false self she is working is the “Judge” and she is not connecting to how her Judge is impacting her husband (or whoever takes the brunt of the Judge).

If it is the husband: (or whoever)

- Ask the attendee: *“What is it that you think your husband wants and needs from you?”*
- Pull out the “husband” with his positive “wants.” *“I want you to accept me as I am.” “I want your love.” “I want you to care for me.”*
- Have the “Judge” speak the negative messages to the husband while the husband is expressing his wants.
- Visually/physically show the attendee how this is impacting the husband. (Weigh him down with other attendees, cover him in black cloth shaming him, push him away and create distance....) Choose a symbolic way to show the attendee the impact of the Judge on this person.
- Check in with the attendee: *“What’s coming up for you?”* Attendee response: \_\_\_\_\_
- *“Are you ready to deal with the Judge and its negative messages?”*



If you want to show the attendee how her Judge is impacting her:

- Ask the attendee: *“What is it that you have always needed – your deepest wants in life – from the time you were a little girl?”*
- Pull out someone to be the attendee with these positive wants. Get the wants: *“I want to be accepted.” “I want to be loved.” “I want to be valued.”*
- Have the “Judge” speak the negative messages to the “attendee role player” while the role player is expressing her wants.
- Visually/physically show the attendee how the Judge is impacting herself. (Weigh her down with other attendees, cover her in black cloth shaming her, push her away and create distance....) Choose a symbolic way to show the attendee the impact of the Judge.
- Check in with the attendee: *“What’s coming up for you?”* Attendee responds: \_\_\_\_\_
- *“Are you ready to deal with the Judge and its negative messages?”*

Continue on with the process

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## REVISIT THE COST/IMPACT QUESTIONS DURING THE PROCESS

Do this within a Process PARTICULARLY when the Attendee is struggling to connect or find the inner strength to fight against the messages.

Stop the process and ask: *“What will happen if you continue to believe these messages?” Or “What will happen if you don’t break free? To you? To your spouse/children?”*

Remind them what and who they are fighting for to encourage them to access their own strength to fight the messages.

Continue on with the process

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**BEFORE THE FINAL “BREAKTHROUGH”** (right before they get all the way through the block)

**Intention: To anchor that their work it will require practical steps in the future.**

You can stop them and ask this question:

*“What’s going to be different WHEN you finally “break through/free?”*

The KEY: It must be specific and **attainable and in the near future**. If it is too general guide them to come up with measurable action steps.

Examples: *“I will turn off the TV and play with my kids.” “I will take time this week and talk with my wife and tell her how I feel.”*

Facilitator to Attendee: *“Are you willing to do this?”* \_\_\_\_\_ *“Go ahead and finish this off.”*

### **Finish the process**

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### **ROCK WORK KEY THEMES:**

See Separate Document “Key Themes for Rock Work”

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### **USE OF COLOR AND OBJECTS:**

Adding color and objects to a process helps to anchor the experience for the attendee. Using objects as symbols and visual representations of what the attendee is feeling, carrying, wanting can help the attendee to connect with the process.

(We will be creating videos of examples to help you with ideas.)

## SYNOPSIS OF STAGE TWO: RUNNING A POWER PROCESS

*Once The Process is Setup:* GET THE NEGATIVE MESSAGES from the attendee

*“What are the messages that you took in, spoken or unspoken, from \_\_\_\_\_ (dad, mom,... or what are the messages of the False Self?”*

Assign the messages to those involved in the process. Have them repeat the messages to make sure they have them right.

(Staff is instructing the participants on **SAFETY** and when to “let go.”)

**Beginning the Process: (Pay attention to the SAFETY of the attendee during the process)**

Instructions to Attendee: *“We are going to give you an opportunity to confront the messages. “These are messages that you have taken in and are now a part of you. Are you ready to deal with them? Using your body and your voice address these messages.”*

Instructions to participants: *“Say the lines over and over again until I tell you to stop.”*

**Show Them**

**Key Themes to say to attendee and group:**

Don't argue with lies.

- *Jesus in the Temple - he didn't argue with the money changers. To the attendee: “You are the temple of God, and these messages are like the money changers defiling God's Temple – YOU.” He Sent them away.*
- *Jesus' conversation with Peter when Peter said that Jesus wasn't going to die: Jesus didn't argue with Peter and say “Yes, I am.” He said: “Get behind me Satan.” He sent the lie away.*
- *Paul in II Corinthians “Bring every thought captive to the obedience of Christ.”*
- *God has given you a spirit of power and love, not a spirit of fear. II Timothy 1:7*

**Revisit COST/IMPACT (Do this within a Process PARTICULARLY when the Attendee is struggling to connect or fight)**

*“What will happen if you continue to believe these messages?”*

Or *“What will happen if you don't break free? To you? To your spouse/children?” “What's going to be different WHEN you finally “break through/are free?”*

*“Are you willing to do this?” \_\_\_\_\_ “Then, finish it off.”*

**Move to Stage Three**