



ROCK WORK TRAINING MANUAL

TABLE OF CONTENTS

Foundations of Facilitating Rock Work

- Qualities of a Mature Facilitator
- Core Principles of Rock Work
- Focus of Rock Work
- Rock Work is Divided into Three Stages
- Set Up for MATC/WATC Rock Work Groups on the weekend
- STAFF: Three Levels of Rock Work Involvement
- Rock Work Process Synopsis (Power and Connection options)

STAGES ONE, TWO AND THREE

REGARDING PERSONAL PRONOUNS USED IN THIS MANUAL:

You will notice that we are using pronouns for both men and women throughout the document. Sometimes you will see he/him. Other times you will see she/her. This is intentional. It avoids having to say (he/she; him/her) in each scenario. Sometimes it will be in the masculine and sometimes it will be in the feminine.

FOUNDATIONS OF FACILITATING ROCK WORK

QUALITIES OF A MATURE FACILITATOR:

An important note for anyone desiring to be proficient in facilitation: Learning is a process and perfection is not required or possible.

Personal Qualities:

- A lifestyle of growing in awareness of one's reality and taking responsibility for how one shows up in the world.
- A commitment to "letting go" of wounds and false selves and receiving Grace
- A regular practice of being filled with The Source – God's presence
- Does his/her own personal growth work
 - "You can't take someone where you haven't gone yourself"
 - Examples:
 - If you still carry wounds against the opposite gender, it will be difficult for you to help others to heal in this same area
 - If you judge/hate yourself or parts of yourself, you will not see clearly how someone else does the same and you won't be able to discern how to lead them out of shame
- Being "present" to self and God, and consequently to others. To be "present" is to be aware of who you are and to not be hiding consciously or unconsciously from parts of yourself.
- Aware and accepting of one's true, broken, and false self without judgment
- To lead others into reality we must be living in reality – growing in awareness and committed to laying down our illusions born out of our broken/false selves
 - This does not mean being "perfect," but rather being "present" and having a lifestyle of consent to God's presence in one's life – which is transformative
 - "The price of admission to the presence of God is presence to oneself." David Benner
 - Being present to yourself and to God enables you to be present to others, which means you can discern more clearly what a person might be dealing with in their life.
- Maintaining a centered presence while facilitating/leading
- Anchored in truth and grace
- Knowing that you have what you need, and you are supported by the team. You are not alone in this.

CORE PRINCIPLES OF ROCK WORK

- Telling the Story and Being Witnessed
- Confronting the block within
- Making space for Truth – for God, by "Letting Go - Surrendering"
- Receiving Support
- Owning the Truth and being Celebrated

FOCUS OF ROCK WORK FOR THE ATTENDEE

- Getting clarity about the False Self, Broken Self and True Self
- Moving from the False Self and Broken/Wounded Self toward the True Self
- Anchoring the process in biblical principles

ROCK WORK IS DIVIDED INTO THREE STAGES

Stage One: *“Hearing the Story and Finding the Part” – Focus is on The Broken/Wounded Self*

Stage Two: *“Setting up and Running the Process” - Facing the Wound and Emptying out the Messages of The False Self*

Stage Three: *“Connection and Affirmation” - The True Self emerges – The New Creation in Christ*

CONFIGURATION OF EACH ROCK WORK GROUP (For both MATC and WATC)

- Set up one Horseshoe. Attendees are in the “top” part of the horseshoe and staff is on the “ends.” On average there will be 5 attendees and 5-7 staff.
- Facilitator stands in the opening and brings the Attendee to the open end of the horseshoe. The advantages of this approach are that everyone can see and hear the attendee.
- Each process will begin with the entire “horseshoe” STANDING. Once an attendee has stepped forward to be processed, the staff and attendees will sit down during Stage One.
- After “the Huddle” everyone STANDS until the end of the process. Move the chairs back and out of the way at this time. After the process is complete everyone moves the chairs back into a horseshoe for the next process.
- **NOTE: When there is a lot of noise in the room or when an attendee speaks in a quiet voice it will be necessary to pull the people in the horseshoe closer to the attendee (whether sitting or standing). This is critical so that everyone can be a part of the process. If they can’t hear then they can’t support the attendee and likewise they will not benefit from the process themselves.**

THREE LEVELS OF ROCK INVOLVEMENT FOR STAFF

Based on the number of staffings, Rock Work experience and a staff person’s desire to be involved in facilitating Rock Work we have Three Levels of Rock Work Involvement

Level One: Typically, for 1-3 time staffers and for those who desire a limited role

- Being a Scribe
- Taking Attendee to Sovereign Chair
- Backing up Role Players with “messages”
- Helping with materials, setting up processes and being a part of processes
- Maintaining the appropriate energy (presence, encouraging attendee)
 - Note: There are “training” videos for Level One on the Website which cover most of the above bullet points. The video is 14 minutes long. Please look at this video before the weekend.

Level Two: Typically, for those who are participating in the Rock Work Facilitation Program. This level has a good grasp of the principles of Rock Work and how to set up processes. Initiating and setting up each process involves:

- Becoming familiar with all of the processes and how to set them up
- Giving directions to staff and attendees on how to be involved in the process
- Being conscious and proactive regarding the SAFETY for all
- Encouraging the appropriate energy from staff and attendees
- Moving toward becoming a Certified Facilitator through the participating in the Facilitation Program
- Facilitating processes with the assistance of the Certified Facilitator

Level Three: Certified Senior staff person who is going through or has completed the Rock Work Facilitation Program.

- Begins the 1st process and backs up an Assistant Facilitator (if there is one)
- Responsible for overseeing all aspects of the processes
- Has studied and practiced leading Rock Work and is comfortable leading all the processes in an effective manner to the benefit of the Attendee
- Mentors an Assistant Facilitator (if there is one), but always with the goal to give the Attendee a quality experience. (This means stepping in and taking over a process from an assistant as needed for the sake of the Attendee.)

STAGE ONE

“Hearing the Story and Finding the Part”

The Focus is on The Broken Self (Wounded Self) and the False Self

GOAL for the Attendee

The Goal is to live more fully out of one’s True Self and to experience more freedom from past wounds and/or False ways of protecting the broken/wounded self. Rock Work is an opportunity to step more fully into the new creation in Christ.

GOAL for the Facilitator

Identify the main part that the attendee wants to work on and hear the story. What happened? What’s the block?

For the 1st Attendee: Facilitator steps up from a centered presence. Stand facing the horseshoe of attendees and staff. Have EVERYONE STAND UP.

MATC/WATC: *“This afternoon we are going to give each of you an opportunity to focus on one issue that you would like support for in your personal growth. We will be looking at the “rocks” in your bags. It will look different for each person depending on what you would like to address. Our staff is here to support you and you will have opportunity to support each other. Let’s pray. “Father, we ask that you guide us now and strengthen each one here to risk meeting you in an area important to them. We trust in you and your presence among us today.”*

MATC: *“Some of you are very clear about what you would like to work on based on your journaling and your experience so far this weekend. 1st Man who is ready come forward .”* (Staff claps) (And “Next Man?” from here on out.)

Then, everyone but Facilitator and Attendee SITS DOWN.

WATC: *“Some of you are very clear about what you would like to work on based on your journaling time and what you have experienced so far this weekend. Who would like to go first?”* (Staff claps) (And “Who would like to go next?” from here on out.)

Then, everyone but Facilitator and Attendee SITS DOWN.

Physical Question: *“Do you have any physical limitations that we need to be aware of?”* (Pay attention to their response) *If at any time anything comes up will you let us know?”*

(Design the process in Stage Two with any limitations in mind. SAFETY IS ALWAYS FIRST.) (Have the scribe make note of any physical limitations to remind you when it comes to choosing the process in the huddle.)

KEY QUESTIONS

“Based on what you have experienced so far this weekend and through your journaling – What have you identified in your life story that is blocking you from being who you are in Christ? It may be a wound or hurt or a false self.”

Listen, with presence, to their story. Do not interrupt if they are crying or pausing because of emotion. If they begin to cry and then shut it down affirm them and encourage them to go into it.

NOTE: IF THEY START BY DESCRIBING A FALSE SELF WAIT TO PULL OUT THE FALSE SELF AS “THE PART” UNTIL YOU ASK THE FOLLOWING QUESTIONS. (We are wanting to determine if there is a “deeper issue” behind the False Self - a regressed part – mom, dad, etc.)

ASK:

- *“Tell us what happened.”*
- *“When was the first time that happened?”*
- *“Tell us more about what that was like?”*

IF IT IS CLEAR THAT THERE IS A REGRESSED PART “BEHIND” THE FALSE SELF THEN SHIFT TO PULLING OUT THE REGRESSED PART.

Brief note about “parts.” Please refer to more detailed documents and videos for more instruction on identifying the “part.”

- What is the “Part?” It is going to be a “regressed part” of themselves – Mom, Dad, any person in the distant past OR it is going to be a False Self.
- The “regressed part” is what we are talking about when we ask them to address a “wound.” If you have identified that mom or dad or whoever from the distant past is the “part” the Attendee wants to work on **YOU HAVE THE PART. You don’t need to find a False Self.**
- Examples of “the part:”
 - A wound from mom, dad, sibling, or someone from the distant past which results in “a state of being” such as living under shame, guilt, fear, or pain because of “what happened.” **The “Part” IS mom, dad, etc. This is more core than the False Self.**
 - A false self they identify which expresses “a way of being” that defends/protects/provides for the “broken self.” (The Part is Superman/woman, The Bitter One, The Judge, The Passive One...) If a person does not identify a “wound/story” from the past, then we ask them to identify a core False Self – how they “do” life.

IT IS AT THIS POINT IN STAGE ONE WHERE THE FACILITATOR “TYPICALLY” IDENTIFIES THAT THIS IS GOING TO BE A POWER OR CONNECTION PROCESS

POWER PROCESS: Continue with the following instructions.

CONNECTION PROCESS: It could be a Connection Process if the story fits issues like grief, shame, guilt, trust. If this is the case, go to the Connection Processes for instructions.

For example: If a person is describing the death of a loved one and they are indicating that this is unfinished business you might ask them if they would like to deal with this loss. If they say yes, you can move directly to the Huddle to prepare the staff to set up for the Graveside.

THE DECISION MAY ALSO BE MADE IN THE HUDDLE TIME DESCRIBED BELOW.

Being Flexible: This is not hard and fast. You may discover during the following questions that it is a Connection Process instead of a Power Process. Shift, as necessary.

PULL OUT THE PART:

Note: If an attendee presents several blocks/issues and you as the facilitator believe you have identified the main one, it is sometimes good to ask the attendee before setting up the process if that is what they would like to work on.

- *“You have identified a few things that are significant to you in your story. Which one would you like to work on the most?”*
- Or *“It seems that _____ (Example: your history with parent) is still a significant issue for you. Would you like to work on that?”*

THE GOAL IS TO ALWAYS FOLLOW THE ATTENDEE. DO NOT LEAD HIM WHERE HE DOESN'T WANT TO GO OR WHERE HE HAS ALREADY DONE WORK. (They may feel that they have already addressed the issue and do not need to do further work.)

NOTE: If you are having a hard time identifying the “Part/Wound” then Huddle with the team to get clarity and return to the attendee with any clarifying questions.

ONCE YOU HAVE IDENTIFIED THAT THE PART IS A REGRESSED PART OR A FALSE SELF THEN PULL THAT PART OUT AND HAVE THE ATTENDEE ADDRESS THE IDENTIFIED PART FROM NOW ON.

(It's fine to repeat these questions even if you have already asked them now that they are talking to the part.)

- **If it is a regressed part:** *“Tell _____ what happened?” “Tell _____ what it was like for you.”*
- **If it is a False Self:** *“Tell _____ (name the False Self) what happened that you created it. Tell it what it is like to live with it in your life.”*

“What are the messages, spoken or unspoken, that you got from your _____ (the regressed part)?”

OR

“What are the messages that your False Self says to you – about you?”

(You will come back to these messages **in more detail** in Stage Two.)

“Tell _____ what he/she/it has cost you.”

“Tell _____ what the impact has been on your life, your family's life (spouse, children).”

Listen! Be present to the attendee and REMEMBER WHAT THEY SAY. You will need to say back to the attendee a summary of what they just shared when you ask the metaphor question. This takes practice to remember while listening.

METAPHOR QUESTION

When they have finished answering the above questions:

“What’s it like on the inside to _____?” (Say back as much as you can remember what they said in response to the questions above)

(DON’T just say “What’s it like on the inside?” **AVOID saying**, “What does it feel like on the inside?”)

- Listen for a metaphor: *“It’s heavy. I’m stuck. I’m pulled in different directions. I’m weighed down.”*
- The Metaphor gives you direction about what process to choose for the attendee.

If they do not give you a clear metaphor then **ask them a “leading question”** based on what you sense they are experiencing: *“Is it like you are stuck (held back, feel crushed in life, pulled in different directions...)?* (You are thinking of potential processes that would fit their story.)

PRAYER

Simple and brief prayer for God to meet the attendee. (Don’t go into detail about what the attendee shared.)

GAZE

Have an attendee who is NOT an actual Role Player hold the attendee’s gaze while you huddle. Keep at least one to two staff people in the room with everyone.

Ask all the attendees to stay in an attitude of prayer for _____ (the attendee). In silence.

For the 1st Attendee on the carpet: *“Some of the staff are going to take a few minutes aside. During this time, please maintain silence in an attitude of prayer and support for _____.”*

HUDDLE

Three Things That Need to Happen Now

- Decide the Process and instruct Staff on Set Up (See Instruction Sheet for each process)
- Prepare to pull out a Positive Part (This is a part of the attendee that will encourage them.)
- Prepare to pull out a loved one to fight for if needed (This is not always the case)

When to Choose an Anger/Power Process:

- When the attendee has already expressed anger about a wound
- When the attendee needs to get rid of negative messages

When to Choose a Connection Process: When the attendee is -

- Carrying a lot of sadness or grief

- Carrying a lot of guilt/shame
- Carrying the weight of Christ to serve and carry the burdens of others and the world
- Death or loss of a loved one
- Lack of Trust
- Stuck in their relationship with God (anger, frustration, can't hear from him...)
- Need to grieve a lost part of self (divorce, body changing, age related)
- Fear of connection with others
- Illness of a loved one, ongoing pain of a loved one (relating to the need to entrust God with this loved one)
- When the person does not want to do an anger process (sometimes they will tell you this when you check in with them)
- When the person is not connecting to anger, but more so to sadness and grief

RETURN to the Attendee

Check In with the attendee: *"How are you doing? What's coming up for you right now?"*

FOR POWER PROCESSES:

Facilitator: Pull out the Positive Part and get positive messages. (See BELOW)

Staff: Once the Facilitator has asked the Attendee to pull out a "positive part" do the following:

- Set up the process: This needs to be done with the attendee not observing how it is set up.
- Follow instructions on how to set up the process (See "Instruction Sheets")
 - Staff gets the materials ready
 - Staff Instructs all participants. BEFORE the process begins the staff instructs role players and participants on how to carry out the process
 - SAFETY (Remove glasses, belts (as necessary), only involve attendees who are physically capable of being in the process.)
 - SHOW them how it is set up (don't tell, SHOW)
 - Instruct about when to "let the attendee" through/free
 - Examples:
 - "Let him through/free when we tap you on the shoulder" (for most processes)
 - Any staff that is not part of the process should model support (Clapping, verbal encouragement)
 - Place any "Positive Part" in the appropriate place – typically set them "behind" the process, but still where the attendee can see them.

Pull out the Positive Part of the Attendee

Facilitator: Identify the Positive Part that the attendee will connect with during or at the end of the process.

Ask the Attendee: *“As you deal with this block _____ and overcome it in this moment, how will you be different? How will you show up in life as a result?”*

Have the attendee NAME this part of himself. *“What would you call him/her?”* (Ex. The Loving One)

Explain to the attendee: *“This part is the part of you who has what he needs. It is the part that you long to be, and who you are in Christ. It’s your True Self.”*

Examples: the confident one, the secure one, free, etc.

[Nuance for Senior Facilitators: If you sense that he really needs to connect with God rather than a part of himself, ask the attendee:

“Where is God in all of this? Would you like to connect to Him?”

“Who would you like to pick to be _____? Someone who holds the heart of _____?”

For those in training, this possibility will become clearer with more experience.]

MOVE THE ATTENDEE OFF TO THE SIDE OUT OF VIEW OF STAFF WHILE THE STAFF SETS UP THE PROCESS.

Facilitator Asks the Attendee:

- *“What would (the positive part) _____ be saying to you to help you get through this block? They could be the words/truth that you have always wanted and needed to hear.”*
- *If it had a color, what color would it be?* (Drape the role player in this color.)

Note: These are always **POSITIVE** messages. Examples: “You are strong. You can do this. I love you.”

Tell the Attendee: *“This part is already in you. It is really your truest self in Christ.”*

Note: Some people may still have a difficult time coming up with the positive messages. Another question to help them could be: *“These are the messages that every little boy/girl longs to hear. It’s what you have longed to hear since you were a child.”*

Get the Positive Messages BEFORE you BEGIN the process.

Note: Adding this element to the process makes the process more meaningful and helps the attendee to complete their work by connecting to the true self, to God or to loved ones.

OTHER ROLE PLAYERS IN A PROCESS:

Pulling out Family Members, Loved Ones, or Younger Self and getting their “Wants” Why pull out Family Members? This is who they are “fighting for” and it motivates them to deal with the negative situations/messages in their lives.

You do not always have to do this. Do this especially when the attendee doesn’t seem to have the strength to fight for himself OR if he is not connecting with his strength to “break through.”

Whenever you would like to pull out a family member or loved one you will be looking to get clear, concise WANTS directed toward the Attendee who is being processed.

Examples: “I want you to love me, I want more time with you. I want to feel safe.”

THEY ARE ALWAYS POSITIVE LONGINGS and non-judgmental.

Note about Pulling out Family Members:

Due the fact that we have limited number of staff and attendees within a Rock Work Group you may not have enough people to run the process AND to have more than ONE family representative. Ideally, we want to be able to pull out both spouse and child(ren), but this may not be possible. If there are enough people to represent children – pull out one person to be ALL the children, identifying the one representative of all the children. Name them all.

TRANSITIONING TO THE PROCESS IN STAGE TWO - The Facilitator needs to get the Attendee ready for the process by making a link between what the Attendee shared in Stage One with the Process in Stage Two

Facilitator says a Transitional Sentence:

(Don’t describe the process to them at this point. Simply make a connection between what they have shared so far and the nature of the work they will be doing.)

Example: *“You shared that you are feeling _____ (crushed, blocked, stuck, powerless....) by _____ (The Part: mom, dad, the judge, the controller, you having to be superman...).*

We are going to give you an opportunity to look at this and to make a choice about it what you are experiencing. Is that okay?”

You can also add if you like: *“It’s as if we are going to take the story and its impact and show it to you.”*

STAGE TWO: FOR A CONNECTION PROCESS - See specific instructions for each Connection Process in the “Rock Work Manual: Power and Connection Processes” document

STAGE TWO: FOR 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 (from their 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 through effective staging of the process, physical safety, appropriate energy, and guidance on how to support the attendees
- Coach the attendee and role players throughout the process
- Communicate Key Themes throughout the course of the afternoon during Rock Work (see document on Key Themes)

Intention for the Attendee:

- Getting into their body, connecting to their 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. It is dismissing the messages of the false self or regressed part.
- **The GOAL for the attendee is to “break through” a barrier or a block – represented by the negative messages - to connect to their True Self – the part of them that is connected to God, and which need to experience.**

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 can 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 difficult time expressing anger or using your voice? Anger is not an ‘acceptable emotion’ for women, is it? As we journey together 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)

FACILITATOR – MENTOR THE STAFF BEFORE ROCK WORK BEGINS:

INSTRUCTIONS TO GIVE TO THOSE ATTENDEES INVOLVED IN A PROCESS -

- **SHOW THEM** (don't just tell them) what is required of them during the process
- Place yourself in the position (to model) then 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 address 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:

"Throughout the afternoon there may be processes involving 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 replacing attendees with staff.

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 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, through their personality, and 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 positive I AM statements.

We could call them the: “shaming, or negative, or destructive voice” of mom/dad/distant person or of the 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 POWER 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.”
 - Give 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.
- **Facilitator: 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 a power process. Be in your sovereign with clear directions and support. You are not “angry” yourself but accessing a clear strong presence, 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

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

WHEN A PERSON “BREAKS FREE” TOO QUICKLY:

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, the sense of a “win” 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 the attendee
- 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 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.

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. It feels like betrayal and conflicting.

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 _____ (the regressed part – mom/dad/...) is really representing the negative messages that you internalized long ago and not your actual _____ (the regressed part – mom, dad, etc.).

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.

“SHOW THEM”

Intention: To help the attendee to connect more fully with her story and its impact on her and others. Typically, it is done before beginning the process.

This is NOT the process. It is simply a symbolic way to help the attendee to connect before beginning the process or within the process.

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.

Here are a couple of examples to illustrate how to use “Show Them:”

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.”*)
- Get the negative voices of “dad” (a couple of key messages) such as: *“I don’t love you. I don’t value you. You’re not important.”*
- 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. (Observe 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 her false self has impacted 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."*
- Ask the attendee to speak her judgments that she has about her husband.
Important: This could be ACTUAL things she says or THE MESSAGE that she is sending to him through her actions with him.
- 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. (Have the Judge weigh him down (using 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. (Have the Judge 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 the process

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?”

“What will happen if you don’t break free? To you? To your spouse/children (key people)?”

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

Continue with the process

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

Intention: To anchor the reality that 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.

Practical, attainable 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

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, and wanting can help the attendee to connect with the process.

STAGE THREE “Connection and Affirmation” - “Embracing The True Self”

GOAL: This part of the process is focused on anchoring the positive work within the attendee. After having “fought through” or “let go” of his block we now assist the attendee in connecting to his true self and possibly to others and to God, depending on his story.

This a time to let the experience sink in. Don’t rush this.

- **Check in with the attendee:**

“What’s going on for you now?”

“What are you aware of after having “fought through _____?”

- **Make connection with any part of himself that was “pulled out” and had positive messages.**

Example: “The Confident One” who was saying “You can do this. You are strong. You have what it takes.” Have this part speak to the attendee in a way that encourages the attendee to receive these words of encouragement.

- After the attendee has heard the “positive part” speak the messages a couple of times check in again with the attendee:

- *“How does that sound to you? What are you taking in?”*

Ask: *“Would you be willing to own this part of you by taking the cloth of _____ (The confident one) and put that around your shoulders. You are making the choice to step into this part of you.”*

- Attendee takes the cloth (not you or the role player) and puts it around their shoulders. (Pause.)

Make a connection with any family member who was “pulled out” with “Wants.” Have the family member(s) speak their wants to the attendee. Give the attendee the chance to hear these wants and then to respond to the family member however the attendee decides to do this.

AFFIRMATIONS: Three “I Am” Statements

Once you have finished with all the above – with an encouraging voice –

*“Based on _____ (repeat back to them what they did in the process), **what are three things that are true about you beginning with “I Am....”**”*

Example: *“Based on having fought through the lies about you and having connected to your confident one, what are three things that are true about you, I Am_____?”*

Oftentimes, people will not give I Am statements but rather “doing” or “-----”. You need to get them to saying: *“I Am _____.”*

Examples: *“I have strength.” “I follow God.” “I love God.”*

To get to an I Am statement ask:

“If you have strength, you are _____?”

“If you follow God, you are _____?”

OPTIONS FOR SAYING AFFIRMATION STATEMENTS

Use different ways of celebrating the I Am statements. Add a different element with each attendee if possible.

- **FACE SOMEONE** in the group and repeat your I Am statements (with 3 different people)
Everyone responds, *“Yes, you are.”*
 - Discreetly bring out the MIRROR and stand behind him while he is saying his I Am statements to the three people, position it behind him, and tell him:
“Now turn around and tell the most important person.”
 - Applause at the end
- Have them **STAND ON A SECURE TABLE** and encourage them to speak out boldly their I Am statements. The group responds with *“Yes, you are!”*
 - Do the above, particularly for someone who has just found their voice, their confidence, or for someone who has not been celebrated much in his life. Instruct the group (discreetly) to begin shouting and clapping throughout the “I Am” statements until you signal them to stop. Have this go on for a while (15 seconds or more).
- Put the attendee up **ON THE SHOULDERS** of two strong men (MATC only) and have him say the “I Am” statements with everyone else applauding and responding – *“Yes, you are!”*

For the Connection Processes:

- Any time the attendee is **laying back in the chest of a role player** place the mirror at an angle so that he can see himself being held and have him say the “I Am” statements. (Examples: Tunnel Process, Any “holding process) (Confirm that the mirror is angled in a way that the attendee can see himself.)
- **Trust Fall** – Place the mirror above the Attendee while she is being held
- **Being Carried** (on the tarp) – Place the mirror above the Attendee
- Note: When it is a gentle connection process, the *“Yes, You are”* responses may be more calming instead of a louder response.
- Be Creative! Don’t rush this.

De-role:

De-role all KEY role players.

- Example: Instruct the role player to say, *“I am not _____ (your mother, bitter one – whatever the part, positive or negative) – I am your brother Sam.”*
- Do not de-role the generic negative messages given by group members. Examples: the voices in the gauntlet, pile on, or any other process.
- APPLAUD!

You do not need to De-Role people who are saying the negative messages. **Only De-Role** when a person has played a role with a name (mom, dad, false self, positive part, false self....).

Sovereign Chair:

Level One Staffer assigned to this role. Before Rock Work begins the facilitator needs to go over instructions. Emphasize to the staff to not rush this, but to sit with the attendee for at least 4-5 minutes before re-joining the group.

WHAT TO DO WHEN A PERSON SAYS THAT THEY DO NOT WANT TO DO ROCK WORK OR DO NOT HAVE ANYTHING TO WORK ON:

Oftentimes this will be the last person to step forward. It is our intention to honor a person where they are at, but at the same time we don't want to sell them short by not pursuing the possibility of doing a process for them.

When a person says that they do not want to do Rock Work respond by saying:

"You do not have to do it if you don't want to."

(This creates safety. Give them space and time to work through what they are experiencing.)

"May I ask you some questions?"

"What's coming up for you right now?"

Common responses:

"I don't relate to this." "I don't have anything to work on." "I don't feel comfortable (yelling, etc.). I don't have anything to work on. I'm doing well.;" "I don't have any issues." "I'm doing great with God."

As a facilitator we want to listen and respect what they are saying with the hope that we can guide them to an opportunity to do some personal work.

The following are a few ideas about how to navigate a person's reluctance to participate:

When a person doesn't feel comfortable with the processes: (For example: The expression of anger is a block for some people. Or they don't relate to everyone's stories.)

"It doesn't have to look like anything we have done before. May I ask you a question? Throughout the weekend what has come up for you that you see is an area of growth for you?"

Attendee Answer: _____ (Be listening for something which indicates an opportunity to identify a block and to let go of something.)

"Would you be willing to take a look at that?" From this point, go back to Stage One to discern if there is a false self, or a block of negative messages. Follow their lead and determine a process that would fit their situation. Consider a connection process which would guide them through letting go/surrender and receiving from God. Conversation with God is frequently a helpful process.

When a person says: “I don’t have anything to work on.”

“Thank you. I’m curious what false selves have you identified on this weekend?”

Attendee Answer: (whatever false self)

“How does this false self show up in your life, in your relationships?”

Attendee Answer: _____

“We would really like to support you today. Would you be interested/willing in working on that (the false self)?”

If yes, start from the beginning of Stage One.

When a person says, “I just want to grow closer to God.” (Or something like that.)

“Thank you. We would like to bless that. I’m curious what are the ways that hinder you from drawing closer to God?”

Attendee answer: _____ (See if you can relate it to a false self or some block in their lives and then ask if they would be willing to work on that. Start at Stage One.)

In the end, if a person says they don’t want to do any work, ask them if they would be willing for the group to “give them a blessing.”

(See options for “Giving a Blessing” in the “Rock Work Manual: Power and Connection Processes” document.)