



CODE Journey

Guidance for facilitators



The
Experience
School

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A. Introduction.

This book provides guidance to facilitators of CODE Journey.

The overall premise is that *the best medicine is being yourself*. When you are yourself, no medicine is needed. When you are not yourself, tension arises, which can escalate to stress, which further escalates to disease and disorder. You experience these signals of not being yourself as symptoms of mental disorder or physical discomfort, pain and disease.

Stress is the source of dysfunction in the mind-body-spirit complex. For more on this, please read *CODE Journey - The travel guide for being yourself*.

To release the tension, you need to find the sources of stress and joy and bring them back in harmony with your true self, using your story mind leading to the key insight. The key insight changes everything. It is the spirit pill that heals the pain.

The facilitator awakens the story mind in the 'student' (patient, client, etc). It is said that patients tell their doctor the problem and the solution in the first 5 minutes of a conversation. The story inside the student wants to be told. The answer is within the student. It just needs to be heard and seen.

B. CODE Journey.

In short, CODE stands for *the key insight that changes everything*. It is the AHA-moment. With this key insight, you begin to make choices that align with who you want to be. What follows is a Colorful Original Daring Experience: the experience of what it means to be your true self. Then you have changed your story.

CODE Journey is a form of narrative medicine - to learn about yourself through the stories you see, tell and believe in. Through your story mind you become aware of the story you find yourself in and the key insights about cause and effect, the roles and characters you and others play and how it all unfolds. It works on the premise that you have all the answers inside of you and express these answers in the form of stories.

CODE Journey teaches you how to access your story mind to become aware of the stories you are living in and gain key insights. CODE journey then teaches you how to integrate these insights into your everyday life with the aim to be yourself: the person you are meant to be.

The 7 Steps to being yourself:

1. Contemplate you
2. Sources of tension
3. Key insight
4. Sources of joy
5. Experience you
6. Keep course
7. Story brain

In the following pages we will provide guidance on how to facilitate the discovery process of a student throughout these steps.

C. Integration.

CODE Journey is intended to be an integral part of any type of therapy or treatment.

Many roads lead to Rome. Each student finds their own doorways that help access the information required. In this way, the key insight that changes everything can come through many channels. It is the facilitator's job to help find those channels suitable to the student.

The integration of CODE with other forms of medicine, from massage therapy, to acupuncture, to bioresonance, to psychotherapy, to mainstream health care is through storytelling. While performing these treatments and therapies, facilitators of CODE understand the role the story of the student plays in the healing

and recovery process. The facilitator understands that ultimately all symptoms are signals of the higher and subconscious self to bring the student back to being his/her true self.

The CODE facilitator also knows that the answer is within the student, and therefore the healing can ultimately only be done by the student. The CODE facilitator is not aiming to diagnose, advise and prescribe. Instead, the facilitator relaxes, prompts, listens and reflects.

This is an all-in approach. There is no limit to what this medicine can cure. All creation is in the mind, including all diseases and thus also all healings.

D. Practice what you preach.

There is no substitute for experience. The best teachers teach from experience. You shouldn't teach what you have not experienced yourself.

Therefore, be yourself. Learn what it means to be yourself and how you get there. Experience the process. Experience your story mind. And then go deeper. Continue to be a student of *you*. It makes you a believable, compassionate and relatable teacher. Learn together with your students. Let your students be teachers too. This encourages the student to be autonomous and empowered: a self-healer. It is exactly this trust and confidence in self that facilitates the healing.

1. Contemplate you.

One of the most powerful interventions is to direct your attention away from what you *don't* want and toward what you *do* want instead.

We can dwell on the symptoms and what's not working in life. We can also invest our energy in what we want instead.

In this step you help the student know what he or she wants in life. What would you want instead of what you are currently experiencing? Shift the attention from the unwanted experience to a want.

- Unwanted: I experience that I am depressed
- Wanted: I want that I am loved

Further help the student feel and connect with more wants. What gives joy? What feels good? Make a joylist.

A strong form to describe the wants is: I am …:

- I am beautiful
- I am strong
- I am peaceful
- …

Why? It is the clearest tone to define the self-image of the personality the student identifies with, believes in and chooses (wants) to be. Think of words as notes on the strings of a guitar. When you play the note, other strings resonate. When you hit the right tone, the student will strongly resonate with it.

You could think of 'being yourself' as a set of / *want's*. To realize these wants, you need to become them. Therefore, put the wants in the form of I am. It's the first step to realization of the wanted self.

When the student is having a hard time remembering what he or she loves, enjoys and is passionate about - what feels good - find ways to refresh the memory.

This can be done through the channel of feelings. For instance, ask the student to close his/her eyes. Ask to go back to a moment in time that felt great. When the moment is found, ask to describe it in detail: what's happening, who's there, where is it, what's the time: describe the scene. What about this experience did you like so

much? What does this tell you about what you want in life?

If the student can not remember a positive moment in life, find ways to relax the student deeper and keep going back further in time.

If this still doesn't work, go to step 2. Sources of tension are the flip side of sources of joy.

2. Sources of tension.

Let the student remember the moments and experiences that didn't feel good. Let him/her explore how it felt, where he/she felt it and describe the feeling in more detail (it could even have a shape and color). Then ask the student to describe the scene of the moment that felt that way. What is happening, where is it, who is here? Why is it making you feel that way? Help the student tell the story with open neutral investigative questions.

Neutrality in the approach of the facilitator is essential. Any move to take over the interpretation of the situation brings the student out of his/her own flow. Don't give the student anything to think about. Instead, keep asking to describe what the student remembers. Keep

asking to look further, deeper, forward and backward.

Inversely, when the student did find his/her sources of joy in step 1, you can use this as the door to information about sources of stress.

It is something like this. The student tells the story about something not going well in life. You help the student find what he/she wants instead. The student shifts his attention from the unwanted experience with a wanted experience. The student then explores what is needed to have the wanted experience. Often, if there are related unwanted experiences - sources of stress - those will come up as obstacles to the wanted experience. The unwanted experience is in the way of the wanted experience. Then, continue to explore and investigate the unwanted experience

to uncover the key insight that changes the perspective on the unwanted experience and releases the tension. Once a new perspective on the unwanted experience has emerged, it is no longer an obstacle.

3. Key Insight.

Once the student remembers the relevant experience related to the unwanted or wanted experience - you can use either as entry point - you investigate the experience until the AHA moment appears.

Help the student walk around the scene of the experience, look at it from different points of view. Ask the student to place himself/herself in the shoes of other players in the scene. Ask what might change his/her feeling about the situation. Ask what he/she learned from it, how it is still affecting his/her life today, et cetera. Investigate it factually. Let the student find the meaning.

To unravel the experience, ask neutral questions. You need to be curious. You don't know, the student knows. You want to hear the story.

These 7 steps below are based on the archetypal structure of our experiences and our evolution of self. Think of it has how our experiences are formed and unfold.

1. **I want:** first you want something, there is a desire. This creates the spark for movement. You can think of this as you being the magician.
2. **I make:** our subconscious or conscious self creates. You can think of this as the magician's hat.
3. **I receive:** out comes the rabbit. Scenes seem to appear in our lives out of

nowhere. It is continuous. There is always something happening.

4. **I experience:** Do you like the rabbit that came out of your magician's hat? We give meaning to every moment and situation presented to us.
5. **I learn:** from your experience you learn. Do you want to repeat this? Avoid it? Be afraid of it? Love it? You come to conclusions such as: if this...then that happens.
6. **I transform:** Learning something doesn't mean you do something with it. To transform, you need to choose to become what you have learned.
7. **I am:** And so you stay your old self or become a new self. And the cycle repeats.

To uncover the root of the tension ask questions to discover where in the experience unfolding process and new perspective would lead to a new choice to transform the experience. Is it the *want* that is in conflict? Is it how the student experiences what appears in his life? Is it that the student already knows but doesn't take the step to do anything with it?

1. **I want:** is there a conflict with what you want or between wants? Do you know what you really want, or want instead of what you are experiencing?
2. **I make:** Who is the maker of this experience? Do you see your own role?
3. **I receive:** Can you see the plain event behind the experience, without your

filters? Can you see it for what it is as the moment comes and goes?

4. **I experience:** What experience do you make of the event? What color and interpretation are you adding based on what you have learned from previous experiences?
5. **I learn:** What are you learning from this experience? What is there to learn?
6. **I transform:** Do you embrace the new learning or stick with the old story?
7. **I am:** Is how you are, feel, do, love, speak, see and understand in line with who you want to be?

4. Sources of joy.

Once related sources of tension are released, bring the student back to the sources of joy. Freed from the tension and obstacles, the student can now explore these sources of joy in a new way.

Help the student anchor this new found joy. Dip into that potential experience. Imagine it. How does it feel? What is happening? Who is there? Where is it? How did you get there? The student is taking a peek into the future, exploring what is needed to realize the wanted experience and what it's like to experience it.

5. Experience you.

At the end, it needs to be experienced to be realized. Experiencing being yourself is realizing your wants. And from experiences we learn, transform and become. And the cycle continues.

When students experience a want or the pursuit of a want, all kinds of things can happen. There can be resistance from inside and outside. There can be positive and negative feedback. There can be new insights. This is the process of becoming you. It requires continuous exploration.

6. Keep course.

While facing internal and external feedback on the new self, the challenge is to stay on the new storyline.

We use the feedback triangle to help students integrate the new self in everyday life.

The feedback triangle related three perspectives on self: I want - I am - I experience.

I experience is how you experience the events occurring in your present life. *I want* is what you would like those experiences to be. *I am* is what you need to be to have the experiences you want.

The feedback triangle can be used for intervention in any given moment.

Say you are experiencing something that doesn't feel good. Take a step back and become the observer. Become aware of the experience and what is happening in it. See who you are in the experience. Ask who you want to be instead. State who you want to be in the *I am* form (I am strong, I am patient, I am confident). See if that switches you to another storyline.

Teach your student to use the feedback triangle. Explain what it is and then help prepare the student. The preparation is knowing the signals that tell what storyline you are on and a list of I am ready to be applied.

The signals are the feelings and emotions in the experience. Train the student to look for those signals and then to 'step out' of the experience by taking the self-observer role.

7. Story brain.

The story brain makes conscious what is unconscious in the form of a story. The facilitator's job is to activate the story mind of the student.

How to facilitate a story mind activation.

Conversation

People love being heard and seen and tell their story. Let them. This is exactly how the story mind is activated. The more time and space it gets, the more it will reveal itself. Listen. Prompt. Wait.

Structured conversation

There are various exercises to give structure to the conversation to help focus on a certain experience.

For instance the conversation about what it means to be yourself. Do you remember what it is like to be yourself? If you were free to be yourself, what would you do? What do you run into?

The conversation about who makes your experiences? If your life is like a movie: do you like your movie? What scenes are there? What role do you play? Who is the director? Who else is in it? What's happening?

The conversation about pain. What is pain? What is it telling you? Who makes the pain? Why? What

is the relation between your body and mind? Is there pain in your mind?

There are endless doors to open the story. Pick a subject or opening scene that gets the conversation going. Be an investigator. Enjoy it too. Be creative in ways to unlock that door. Your student wants to tell the story. Being seen and heard already brings him/her halfway way there.

Inner travel

A potentially deeper experience happens when the student turns internally inward. For this, a deep state of relaxation is required. The facilitator 'induces' this state using an induction. An induction is a script the facilitator uses to guide the student by voice. Once a student is in deep relaxation, you open the scene for the story to start. You then focus on keeping track of the

story (take notes!) and keep it flowing. You keep it flowing with prompts and bridges. Ask open questions out of a state of curiosity and wonder. Direct your questions to having the student describe what he/she sees, feels, hears - even smells and tastes. Don't analyze, don't advice, don't direct. Follow. Listen. Prompt. Wait. The story is inside the student, not inside of you. You often don't know the story, and if you do, the power is in the experience of the story by the student. That is what transforms and empowers.

The stories told during inner travel can be magical. It can include symbolism, visuals and physical responses. Sometimes deep emotions are experienced and unleashed.

Integration

Always help the student complete the cycle ending with the exploration of the wanted experience. You want to end on a positive note.