

LANSING'S concepts about touching as a teacher and self trust

Teacher's job: to make and keep the container safe and attractive enough that the student can accept viscerally, unconsciously, what they don't know yet.

It's "about me" until at any given moment you find the other person is more interesting. Professionally, at any moment when the other person is not more interesting - stop, go to neutral and first feel (don't abandon them) until your hands do something interesting and you reengage.

Your hands and field are always working in the presence model of reality. You keep your mind busy five seconds in the past commenting on what just happened. This way your mind gets to be right, and perform its real purpose which is to correlate, and gives you a stream of data stored for when you need

Disconnect your needs so they do not interfere with your service.

2 cues that the lesson became about the stool: 1) You feel exhausted after the lesson.
2) You are evaluating yourself.

If the student is suddenly more vulnerable than s/he meant to be, ask yourself is this an opportunity or is this a threat and respond accordingly.

If you allow the Table to underestimate you initially, and then you take them into a new or risky territory, you have made them wrong.

Charisma: You show up/ you are very present and you are interested in them.

Ask yourself how does this person assemble his or her model of reality?

Ask table experiences the stools interest without judgment, the table's willingness increases, becomes less interested in maintaining habitual patterns, and becomes more open to insights.

Degree of permission you have is the maximum permissible Table will have. If what you do is either **congruent or spontaneous**, Table will do what they need.

When you communicate, "I don't know but I'm interested and curious," you are showing the person it's ok that at this moment his/her model is insufficient to solve an issue, you are communicating, "it's ok that you don't know."