

## **Early Educational Influence**

*(Originally developed as relational units by Vann Joines, 2013; adapted by Adrienne Lee, 2017; adapted by Giles Barrow, 2018)*

1. What verbal messages did your teachers give you about education and yourself as a learner?

1. What are the new messages you want to have about education and yourself as an educator?

2. What reason did the teachers give for their messages? What information for why you should do it?

2. What information do you now have about why it is important to do this?

3. What was the psychological message?

3. What is the associated psychological message that underlies your new message about education and yourself as an educator?

4. What evidence did you see as a student about why you should do this? Or not do it?

4. What evidence do you have today that all this is true?

5. What was your fantasy about what would happen if you didn't do it?

5. If you do this, what is your fantasy about what will happen as a result?

6. What did you feel emotionally when you had that fantasy? Underneath that feeling, what did you feel?

6. What emotion will you feel when you are doing this?

7. What did you decide to do to as a result of this to take care of yourself?

7. What new decision will you make about how to bring this about?