



Dear participants,

First of all we would like to thank you for choosing Cervantes Training to improve your career. On the very first day of the course, as an ice-breaking activity, you will have to introduce yourselves very briefly together with your institutions and focus on these questions:

1. Type of institution you work in
2. Your role within your institution
3. Needs and expectations from the course you are going to attend

Then we will give an overview on the different European policies working on early school leaving and will be creating a Workshop on: Institutional programmes in terms of early school leaving

From there on, the trainer will link the idea of early school leaving and EFT as a way to prevent from drop outs. Emotional Freedom Techniques, or EFT (often known as Tapping or EFT Tapping), is a universal healing tool that can provide impressive results for physical, emotional, and performance issues. EFT operates on the premise that no matter what part of your life needs improvement, there are unresolved emotional issues in the way. Even for physical issues, chronic pain, or diagnosed conditions, it is common knowledge that any kind of emotional stress can impede the natural healing potential of the human body.

In many cases, EFT can be applied directly to physical symptoms for relief without exploring any emotional contributors. However, for the most powerful, longest lasting results with EFT, we do expect to identify and target related emotional issues. The EFT premise also includes the understanding that the more unresolved emotional issues you can clear, the more peace and emotional freedom you will have in your life. The Personal Peace Procedure is the tool you need to get there ... limiting beliefs can vanish, personal performance can soar, relationships can thrive, and vibrant physical health can be yours. If we're being realistic, everyone on this planet has at least a few emotional issues holding them back from pure, limitless happiness, and the course will apply this technique to the problem of early school leaving.

With that in mind, EFT can be an ongoing process that we use to clear out the old traumas, and welcome any new challenges with a healthy, productive attitude. The core EFT instruction in this



Course will start with the basic tapping process and take you all the way to the link all these ideas to early school leaving. Please read course material before the course so that it can be more productive.

What is EFT?

EFT is a self-healing and peak performance tool that brings relief from emotional and physical problems by using key phrases while tapping on the body's acupuncture meridians. EFT is based on the ancient knowledge of the body's energy system and has been proven successful in thousands of clinical cases. This system of tapping can be used for just about every emotional, health and performance issue you can name.

Tens of thousands of people worldwide are now using EFT for:

- Addictive Cravings: food, alcohol, cigarettes, drugs, etc.
- Children's Issues: bed wetting, nightmares, nail biting, etc.
- Pain Management & Physical Healing
- Painful Memories - Trauma
- Grief, Guilt, Loss and Love Pain
- Allergies & Breathing Difficulties
- Performance Enhancing: Sports, Sales, etc.
- Learning Disorders: including Dyslexia, ADHD, etc.
- Fears and Phobias; including fear of flying, heights, dogs, etc.
- Insomnia, Anxiety, Anger
- Procrastination & indecisiveness
- Chronic Health Issues & Serious Diseases
- And much more...

EFT is very effective at enhancing:

- Concentration & Relaxation
- Confidence & Self-Esteem
- Peak Performance: sales, academic, sports, artistic, public speaking
- Relationship

The beauty of EFT is that anyone can learn how to apply it on themselves.

- EFT often works where nothing else will.
- It is usually rapid, long lasting and gentle.
- EFT doesn't use drugs.
- It is easily learned by young and old alike.



EFT is self empowering – you can do it for yourself.

How can teachers prevent early school leaving through EFT(Emotional Freedom Techniques)?

IMPORTANT: According to national and school policies, teachers might be required to ask for permission or at least notify the work they are doing to the students' families and/or the appropriate authorities.

1. Teachers can do **EFT on themselves** to overcome negative emotions due to behaviour problems in the classroom: anger, stress, frustration, lack of motivation, helplessness, sadness, impotence.... As well as on physical problems. This will have a direct impact on students attitude towards learning and school attendance.

2. They can do **EFT with the whole classroom** to reduce levels of stress, fear about exams, aggressive behaviour, lack of co-operation with their peers... It is advisable to do it at the beginning of the school day and before exams.

3. They can do **EFT individually to open-minded students** who show enough maturity and understanding to practice energy psychology. Ideally these students would act as peer coaches or role models to other students. This work would need to be done outside the classroom and without physically touching the students: the teacher would do EFT on him/herself and the student would copy it. They could help them resolve any emotional or physical problems the students might have, as well as getting rid of limiting beliefs towards their school performance.

Note: Students do not need to believe in order for energy psychology to have a strong effect on them.

4. They can do **distance EFT** on the students. This will can enormously help those students who are not willing or able to do EFT on themselves.

5. Teacher can **notify the parents** or educators of these children so they can be supportive of this work and they could even practice it themselves with the students.

6. They could also involve **other professionals** who might be working with those children (support teachers, school counselors, psychologists, social workers...) for a more effective multidisciplinary approach.

7. Teachers could also make use of any other **energy psychology techniques and therapies** that could help in the classroom.

Here you have some links on how EFT works:

EFT

<https://www.youtube.com/watch?v=hgS8GKY3tcY>

Tutorial

<https://www.youtube.com/watch?v=TRq8o1MEUtU>

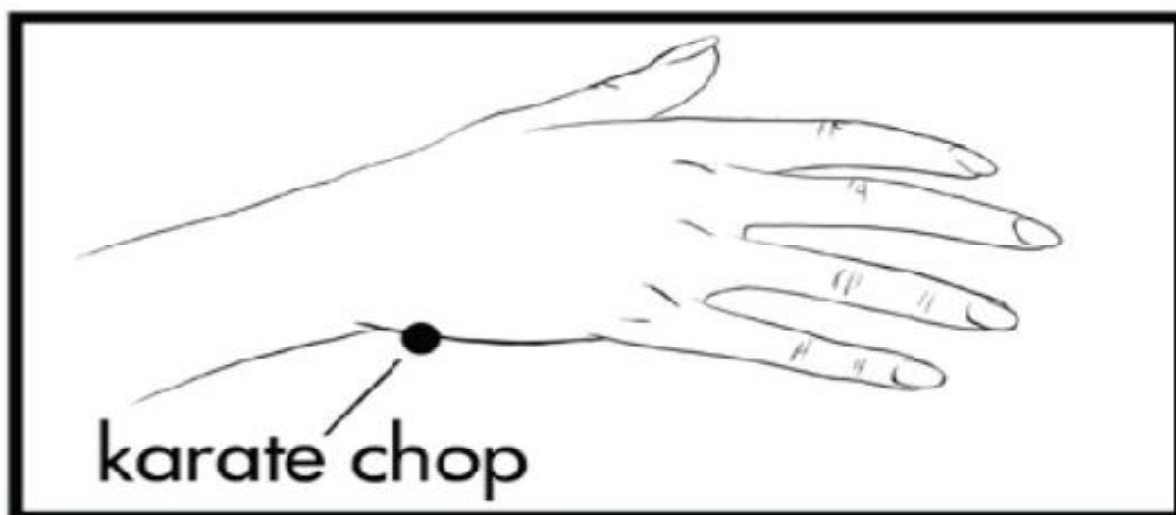
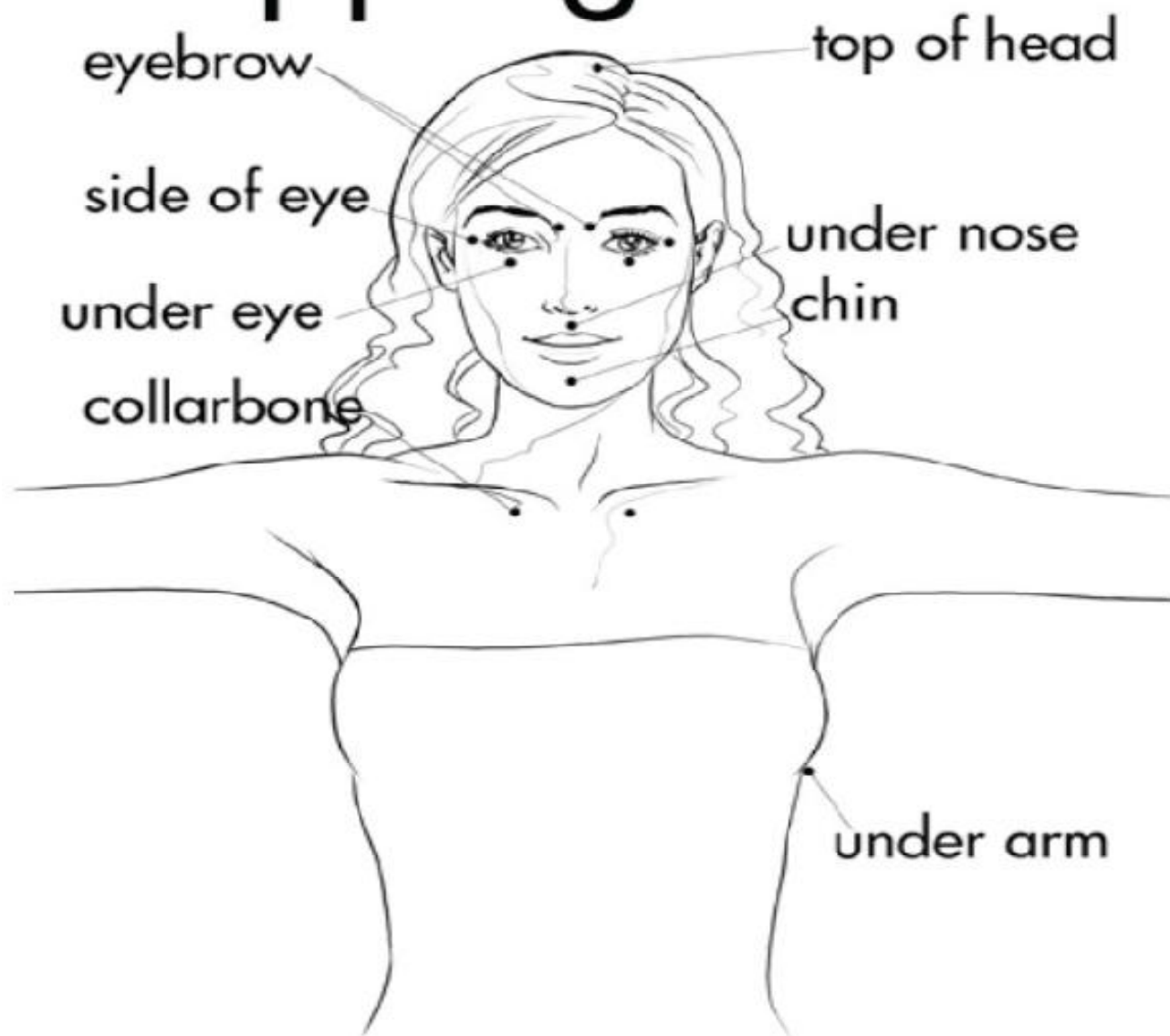
Tapping

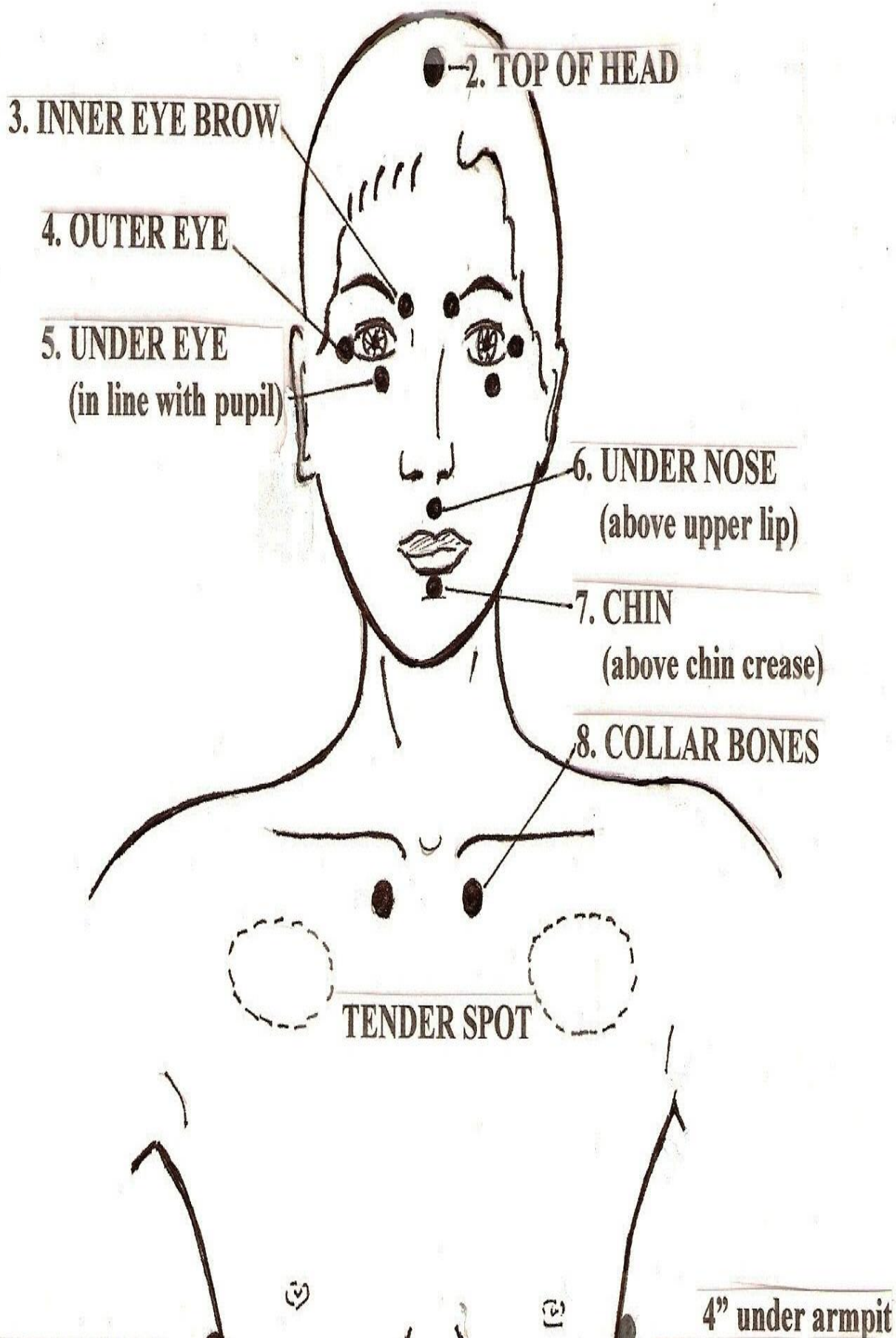


https://www.youtube.com/watch?v=nYI0hWW_qoU



Tapping Points







How to Apply EFT

1. DEFINE THE ISSUE

Identify a specific emotional, mental or physical issue. Focus on and name the emotion, thoughts, or physical sensation you are experiencing. It is best to be very specific, but if you really cannot name the specific feeling, just call it "this emotion," or "this pain".

For example:

"I feel enraged, and like my head is going to explode, when I think of _____(insert upsetting memory)_____."

"I feel a throbbing pain in my lower back on the left side"

"I feel anxiety in my stomach when I think of my upcoming presentation at work"

80% of people achieve either noticeable improvement or complete alleviation of the issue after applying EFT.

Are you ready to try something different?
You don't need months or years of therapy to resolve issues. With EFT, it's possible for specific issues to be dissolved in minutes – forever!



2. RATE THE PROBLEM

Rate the INTENSITY of the issue on a scale from 0 to 10, with 10 being the most intense and zero being no intensity at all. You will use this rating to judge how you are progressing.

The SUDS - Subjective Units Of Experience

10 = Feels unbearably bad, beside yourself, out of control as in a nervous breakdown, overwhelmed, at the end of your rope. You may feel so upset that you don't want to talk because you can't imagine how anyone could possibly understand your agitation.

9 = Feeling desperate. What most people call a 10 is actually a 9. Feeling extremely freaked out to the point that it almost feels unbearable and you are getting scared of what you might do. Feeling very, very bad, losing control of your emotions.

8 = Freaking out. The beginning of alienation.

7 = Starting to freak out, on the edge of some definitely bad feelings. You can maintain control with difficulty.

6 = Feeling bad to the point that you begin to think something ought to be done about the way you feel.

5 = Moderately upset, uncomfortable. Unpleasant feelings are still manageable with some effort.

4 = Somewhat upset to the point that you cannot easily ignore an unpleasant thought. You can handle it OK but don't feel good.

3 = Mildly upset. Worried, bothered to the point that you notice it.

2 = A little bit upset, but not noticeable unless you took care to pay attention to your feelings and then realize, "yes" there is something bothering me.

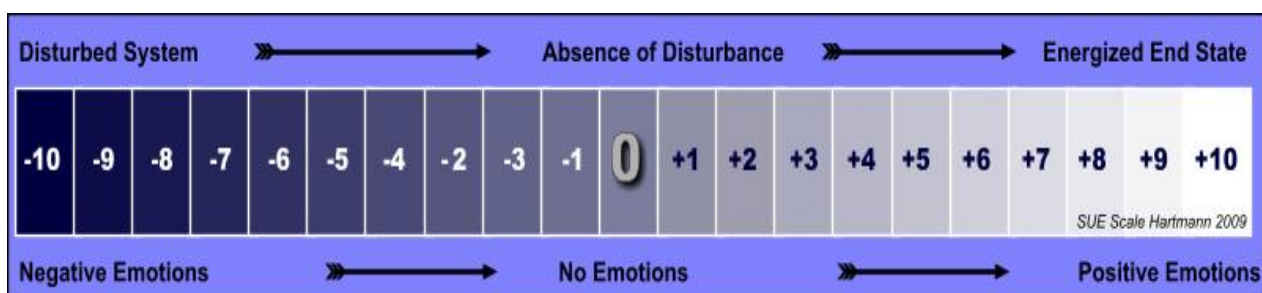
1 = No acute distress and feeling basically good. If you took special effort you might feel something unpleasant but not much.

0 = Peace, serenity, total relief. No more anxiety of any kind about any particular issue.

A **Subjective Units of Distress Scale (SUDS** - also called a **Subjective Units of Disturbance Scale**) is a scale of 0 to 10 for measuring the subjective intensity of disturbance or distress currently experienced by an individual. The individual self assesses where they are on the scale. The SUDS may be used as a benchmark for a professional or observer to evaluate the progress of treatment. In desensitization-based therapies, such as those listed below, the patients' regular self assessments enable them to guide the clinician repeatedly as part of the therapeutic dialog.

The SUD-level was developed by Joseph Wolpe in 1969.

It has been used in cognitive-behavioral treatments for anxiety disorders and for research purposes



3. CREATE YOUR TAPPING PHRASE – *The Set-up Statement*

"Even though I _____ (state the problem) _____, I still deeply and completely accept myself"

The **Set-Up Statement** consists of identifying what is bothering you (stating the problem) and then affirming self-acceptance. Many people find it difficult to say "I completely accept myself". It's alright to say it even if you don't believe it. It is also helpful to say the acceptance statement with emphasis; it's not necessary to, but some people even shout it or jump up and down while saying it, and that can be fun!

Example of "stating the issue":

"Even though I have this anger at _____ when I think of _____,..."

"Even though my knee aches when I go for walks..."

EFT is highly effective at resolving negative issues ("problems") and this is what we will be focusing on in these first instructions.

EFT is also used for personal growth, peak performance, and creating a life you love, by affirming positive statements.

Examples of acceptance statements: (you can be creative and make up your own)

...I still deeply and completely accept myself"

...I still honor and respect myself"

...I choose to forgive myself."

4. APPLY COMPLETE ROUND OF EFT

O.K., here's how you do it.

While continually tapping on the "karate chop" KC point on the side of the hand, say the **Set-Up Statement** 3x:

"Even though _____ (state the problem) _____, I still deeply and completely accept myself"

Then while tapping each point starting at the top of the head and going down the body (TH, EB, SE, UE, UN, CH, CB, UA), say a reminder phrase which consists of "the problem". (see tapping chart for points)

For example, a phrase reminding you of the issue could be:

"this guilt about _____"

"this anger at _____"

"this allergic reaction"

or simply "this sadness"



EFT™ (Emotional Freedom Techniques) SHORTCUT TAPPING PROCEDURE

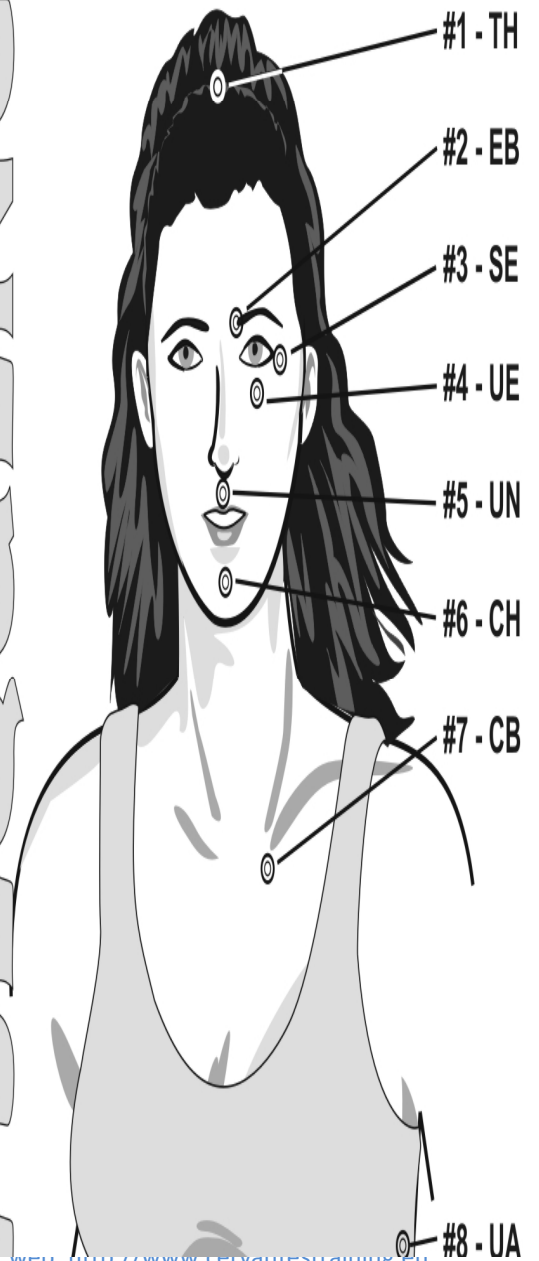
THE SETUP

- 1) Focus on a SPECIFIC Issue, and rate the intensity on a 0-10 scale.
- 2) Repeat Three Times:
“Even though I have this problem, I deeply & completely accept myself.”
- 3) While continuously tapping the “Karate Chop” point.



SEQUENCE

- 4) Tap about 5X on each point while repeating “This Problem.”





5. RE-EVALUATE

Once a full round of EFT is complete, take a deep breath and focus on the emotion or physical issue you were addressing. Rate the intensity of the ORIGINAL issue on the 0 to 10 scale. Then compare this number with the original rating you gave it before you began EFT.

You will either feel COMPLETE relief, PARTIAL relief, or NO relief.

When there is PARTIAL RELIEF in the level of intensity continue with another round or two of EFT.

Once your SUDS intensity rating on this issues is below 4 then the REMAINDER of the problem needs to be addressed with another round or two of EFT. In the subsequent rounds, it is important to adjust the *Setup Statement* and the *Reminder Phrase* to address the rest of the emotion or feeling.

This time, during the *Set-Up Statement* use wording similar to, "*Even though I **still** have **some** _____(state the issue)____, I deeply and completely accept myself*".

For the reminder phrase say: "*This **remaining** _____(issue)____*" while tapping the points going from the top of the head down.

Tips for Effectiveness

The Basic Recipe of EFT is a powerful tool, about 80% effective. An even higher success rate is possible when you have some advanced skills and experience using EFT.

Be Persistent - Don't give up! - Make tapping a habit

Be More Specific - Choose specific incidents, memories, or specific body sensations to tap on.

Say the set-up with emphasis, stand, shout, get involved.

Do as many rounds of EFT as necessary until the intensity of your issue is a zero.

If you experience NO RELIEF after a few rounds of tapping then follow some of the tips below.

EFT on a Page

1. Where in your body do you feel the emotional issue most strongly?

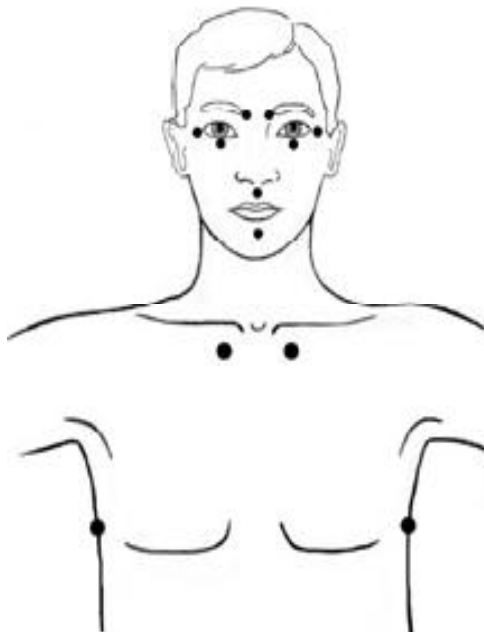
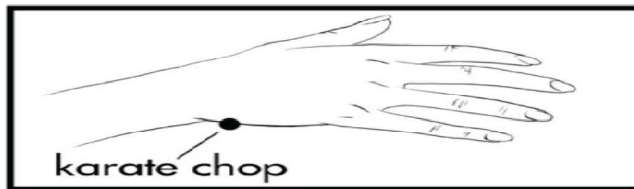
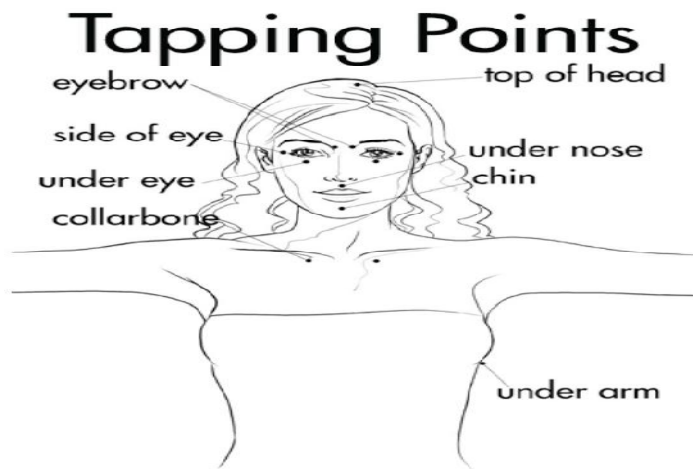
2. Determine the distress level in that place in your body on a scale of 0 to 10, where 10 is maximum intensity and 0 is no intensity:

10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0

3. The Setup: Repeat this statement three times, while continuously tapping the Karate Chop point on the side of the hand (large dot on hand diagram below):

"Even though I have _____ (name the problem), I deeply and completely accept myself."

4. The Tapping Sequence: Tap about 7 times on each of the energy points in these 2 diagrams, while repeating a brief phrase that reminds you of the problem.



5. Determine your distress level again on a scale of 0 to 10 again. **If it's still high, say:**
"Even though I have some remaining _____ (problem), I deeply and completely accept myself."
6. Repeat from Step 1 till your distress level is as close to 0

EFT Hub Resource Tapping Chart



Getting Started

1. Assess the S.U.D.s (subjective units of distress or how much discomfort are you experiencing on a scale of 0-10).
2. Tap on the side of the hand point (located between the base of your pinky finger and the start of the wrist) using all 4 fingers of your dominant hand while repeating the following set up affirmation 3 times:
 “Even though I have/am _____, I deeply and completely love and accept myself.”
3. Tap on the points illustrated 3 to 7 times, hard enough to feel it but not hurting yourself, starting at the top of the head down the body and finishing by patting the wrist point with the palm or fingers of the opposite hand, while repeating a reminder phrase aloud such as “this _____”.
4. Take a look at your S.U.D.s again.
5. Repeat as necessary, look out for shifting aspects and continue until the discomfort has cleared.



How to Create Personal EFT Tapping Statements

Here's how to find personal & powerful tapping statements:

1. Get a big notebook to write in. Now, spend some time exploring your thoughts and feelings about ____ (your issue) ____ . Write down all your thoughts freely. Give yourself permission to exaggerate and be overly dramatic with your statements. They do not need to be "true" statements, they are just your thoughts & feelings freely expressed. "Tell your story". **Use the "Questions for Journaling" to help prompt your writing (see below).**

Now, read your journal writings over. Do any of the statements stand out as significant? Do any of the sentences have more feeling attached to them? Highlight those meaningful sentences and use them as tapping statements when you apply the EFT recipe.

"Even though ____ (insert statement from journal) ____, I still deeply and completely love and accept myself".

Questions and Prompts to Help You Journal

You can use the questions below to help you discover key thoughts & feelings that might be contributing to the issue. Some of the questions may be applicable to your issue and some may not. You will find powerful statements to use for tapping by journaling and exploring these questions. Be as specific as possible and add details such as accompanying sights, sounds, tastes, smells, words spoken or heard.

Questions for Journaling:

What is bothering you? What is the problem?

Where do you feel it in your body? Describe how it feels.

Do you remember the first time you felt it?

Do you remember a specific event around this _____?

When did this issue begin? How old were you?

What was happening in your life (or the lives of people close to you) just prior to this issue beginning?



Does this issue remind you of another time, situation, or person from your past?

If there were an emotional reason for this issue, what do you think it might be?

What is your theory on why you have this issue?

What have others (doctors, books, parents, TV, etc.) told you about this issue?

Does anyone else in your family have this issue?

Are there certain times or situations when this issue is worse?

Is there a place in your body that you are storing this issue? A place in your body where you feel discomfort? What does it feel like?

Are there any physical health issues that are manifesting along with this issue?

Would it be alright or acceptable to be over this issue?

What kind of person would you be if you let go of this issue?

What does this issue excuse you from having to be or do?

How would you know if this issue was resolved? Describe what it would be like if you no longer had this problem. What would you do? How would you feel?

What kind of person does it make you that you have this issue?

If you could wave a magic wand and have your life be any way you want it to be...What do you want? How do you want to feel? What do you want to do? What do you want to have happen?

List the things that are HOLDING YOU BACK from living a happy life.

If my issue could talk it would tell me that _____.

This issue represents the conflict I have about _____.

What are the advantages of keeping this problem?

I am afraid that if I _____ then _____ will happen.

If only I _____ then _____.

I could be/do _____ if only _____.

I can't let go of this _____ because _____.



If I could wave a magic wand and have my life be exactly how I want it, what would my life look like?

What would my ideal life feel like? What would I be doing?

How do I really want to feel? How do I want to be?

How do I want other's to respond to me?

What do I want to have in my life?

What do I really want to do in my life? What do I want to accomplish?



What do I want to be known for?

Who do I want to be friends with?

How do I want to spend my time?

How do I want others to speak and feel about me?

What would I like to be good at?

What do I want to give? What are my gifts?

If money was not an issue what would I want to do, be, and have?

If I could design my ideal career, what would it be?

What is my personal definition of success?

What makes me happy and what do I want more of in my life?

What would I no longer be doing if my life were perfect in every respect?

Now, When you write out the answers, write the statements starting with:

I am... I feel... I know... I can... I will... I have... I've decided...

etc.

Examples of Positive Statements:

- *"I am feeling the love that is all around me and I am having fun with my new friends"*
- *"I am excited to be fulfilling my life purpose by teaching _____ to _____"*
- *"I know exactly what I want"*
- *"I have something important to say and I'm going to say it."*
- *"I'm enjoying having a beautiful and healthy body"*



Step 2.

First thing in the morning and throughout the day (not recommended at night – too energizing!) repeat your positive statements out loud (the louder the better) while tapping on the EFT Tapping points. Start at the top of your head and repeat the positive statements as you are tapping the points down the body. You do not need to believe the affirmations... just say them as if you do!

What's Stopping You from Tapping Now?

Occasionally, I get an email from someone who downloaded this eGuide and says that they still don't know what to say while tapping.

Usually what this really means is:

"I don't really enjoy doing this type of thing on my own. I would rather follow the lead of a practitioner during a live session"

"I don't trust the process. I don't feel confident enough to do it on my own"

"I didn't know it would take so much focus and effort on my part"

Not everyone is comfortable doing it on their own, and there's nothing wrong with getting help. If you can afford to see an EFT Practitioner, it is the preferred way!

There are EFT Practitioners all over the world. And if you can't find a practitioner in your area, pick one from anywhere in the world (most do phone sessions).

Creating your own tapping statements and then doing EFT on your own does take some work! You have to spend time with yourself and be willing to write down your thoughts, no matter how silly...how crappy...how unpleasant...how shameful ... how embarrassing...how worthless...how whiney...how frustrating ...whatever they may be!

You decide if you are more comfortable being a do-it-yourselfer or if you would rather work with a practitioner.

Your positive tapping statements should be pleasant to you and feel good when you say them.

Find the words that have meaning to you.



SAMPLE EFT EXERCISE FOR TEACHERS AND STUDENTS.

This **sample EFT exercise** will lead you through a typical **EFT treatment round**. It includes **the following steps**:

- (1) CHOOSE A TARGET**
- (2) RATE THE INTENSITY ON THE 0-10 POINT SCALE**
- (3) REPEAT THE SETUP STATEMENT (3 times)**
- (4) PERFORM THE NEGATIVE TAPPING ROUND**
- (5) PERFORM THE POSITIVE TAPPING ROUND**

EFT TAPPING FOR TEACHERS

How to resolve a teacher's emotional problem through EFT Tapping to reduce early school leaving:

In this example, this teacher loses his temper and shouts at his students, because he is stressed about the behaviour of some of his students. Some other well behaved students feel unfairly treated and do not like to go to school. If this situation does not improve, some of these students might drop out of school.

Set up statement:

"Even though I get angry and I shout at my students, I choose to feel calm and confident". 3 times in karate chop point.

Tapping in every point:

1st Round: I get angry with some of my students/I loose my temper when they talk over my voice/I get irritated whey they don't do what I tell them to do...

2nd Round: I still get angry...

3rd Round: I choose to let go this anger/irritation/impatience...

4th Round: I choose to remain calm when they talk during the lesson/ I choose to remain confident when they don't follow instructions...

5th Round: I choose to speak to my students about the consequences of their behaviour, in a firm and assertive manner.

6th Round: I choose to feel increasingly confident/I choose to see myself as a good leader for my students...



** This teacher should do EFT once a day and also just before teaching a challenging group until he feels he has improved his attitude towards students. **

How to resolve a teacher's limiting belief through EFT Tapping to reduce early school leaving:

In this example, this teacher thinks she is not able to cope with the behaviour of her students. If she is not able to control the class and deliver the lesson, some students might not see the point of going to school and might want to leave abandon their education.

"Even though I don't think I can deal with the behaviour of my students, I choose to be in myself". 3 times in karate chop point.

Tapping in every point:

1st Round: I don't think I can control my students' behaviour/ I think I am not strong enough to cope with the behaviour problems of my classroom...

2nd Round: I still don't see myself able to...

3rd Round: I choose to let go this limiting belief/these doubts...

4th Round: I choose to start seeing myself as a strong, confident teacher...

5th Round: If there are any past experiences that are creating this belief, I choose to release them now

6th Round: I choose to feel more and more secure in the classroom/I choose to fill myself with confidence/strength/assertiveness...

** This teacher should do EFT once a day and also just before teaching a challenging group until she feels he can manage groups effectively. **

How to resolve a teacher's physical problem through EFT Tapping to reduce early school leaving:

In this example, this teacher feels physically tired and does not feel able to inspire and motivate his students, because of his lack of energy. If students do not feel motivated to do well in school, it is much more likely for them to leave their education early.



Set up statement:

"Even though I feel tired, I choose to activate my energy". 3 times in karate chop point.

Tapping in every point:

1st Round: I feel feel tired, I have low energy, I don't feel motivated...

2nd Round: I still feel...

3rd Round: I choose to let go this tiredness, this blockage, this lethagy, this fatigue...

4th Round: If there are any blocked emotions that are causing this, I let them go/I release them...

5th Round: I fill myself with energy, vitality, motivation...

6th Round: I choose to feel increasingly more optimistic, vital, vibrant, motivated, energetic/ I choose to be a good role model for my students

7th Round: I choose to motivate and inspire students to do their best.

** This teacher should do EFT once or twice a day until he has achieved the desired energy levels. *

EFT TAPPING FOR STUDENTS

How to resolve a student's emotional problem through EFT Tapping to reduce early school leaving:

In this example, this student feels other children are picking on him. He does not feel comfortable in the classroom and does not want to participate in any activities. If the does not resolve this problem, he could be a potential school leaver.

Set up statement:

"Even though I feel other children are picking on me, I like myself". 3 times in karate chop point.

Tapping in every point:

1st Round: I feel other children are picking on me/are teasing me...

2nd Round: I still feel...

3rd Round: I choose to let go this anger/irritation.../I choose to ignore them...

4th Round: I know I can do very well at school because I am very intelligent/There are many things I can do very well: drawing, sports...

5th Round: I choose to focus on the good aspects of myself/the other children/the school...

6th Round: The more I love myself the more friends I will have



7th Round: I choose to feel happy, joyful, confident...

** The teacher should do EFT with the student and teach him the technique so he can do it every day before going to school until he feels happy in the classroom **

How to resolve a student's limiting belief through EFT Tapping to reduce early school leaving:

In this example, this student thinks she is not able to do well at school. If she continues having this belief, she might end up leaving school early.

Set up statement:

"Even though I don't believe I can do well at school and get good grades, I choose to start believing in myself". 3 times in karate chop point.

Tapping in every point:

1st Round: I don't believe I can do well at school/I believe I am a failure...

2nd Round: I still believe...

3rd Round: I choose to let go this limiting belief/these doubts/these insecurities...

4th Round: I choose to start believing in myself/I choose to believe I can have good memory/I can understand math problems... (the more specific, the better)

5th Round: I know I can be successful in school If I put my mind to it/I can be successful at this, the same as I was at... (here she can remember other past achievements)

6th Round: I choose to remain confident and optimistic about myself

7th Round: I fill myself with a sense of pride/self-trust/self-worth/ I choose to believe in myself...

** The teacher should do EFT with the student and teach her the technique so she can do it every day before going to school until she feels confident she can do well at school **

How to resolve a student's physical problem through EFT Tapping to reduce early school leaving:



In this example, this student has frequent migraines. He cannot focus in lessons and his school attendance is poor. If he is not able to resolve this problem he might leave school early.

Set up statement:

"Even though I have this migraine I choose to heal myself". 3 times in karate chop point.

Tapping in every point:

1st Round: I have this migraine/this pain..

2nd Round: I still have...

3rd Round: I choose to let go any pain/pressure/tension from my head...

4th Round: I release any emotions that might be trapped in my head

5th Round: I choose to feel calm/relaxed/pain free...

6th Round: I choose to fill my head with inner peace/relaxation/light...

7th Round: I am increasingly healthier/ My body and my mind are in complete harmony and I choose to feel healthy.

** The teacher should do EFT with the student and teach him the technique so he can do it every time he starts feeling the discomfort until the problem has disappeared **

Note: This technique should not replace any medical or psychological treatments that might be required for either teacher or students. This is just a tool that can be used together with other methods or on its own.

EFT TAPPING FOR NEGATIVE EMOTIONS

1- Identify **the emotion** to be released, its different **aspects**, the client's **goals** and any possible **physical sensations** associated (tension in the stomach, chest tightness, choking sensation ...).

2- Rate the emotional intensity on a scale from 0 to 10

3- Set up statement:

"Even though I have this _____, I deeply and completely accept myself".

For example: 'Even though I have this anxiety, I deeply and completely accept myself. "

This phrase is said 3 times while tapping on the karate chop point.

4- Tapping every point, going progressively from the state in which you're to the state where you want to be. A round means to tap all points with that phrase. For example:



1st Round: 'This anxiety' or 'I am anxious'

2nd Round: 'This remaining anxiety' or 'Still a bit anxious'

3rd Round: 'I choose to release this anxiety (from my body / from my mind)'

4th Round: 'I feel increasingly relaxed'

5th Round: 'I choose to release any remaining anxiety (from my mind/ my body ...'

6th Round: 'I am filled with inner peace'

7th Round: 'I choose to feel deeply relaxed' ...

These last sentences should use positive wording and present tense.

If there is any physical discomfort, tap a few rounds to release it, using the same structure of phrases.

For other emotions, just replace the word "Anxiety" by the emotion you want to release.

The number of rounds will depend on how you are feeling.

5- Rate the intensity again. The goal is to reach 0 or the lowest possible number.

Deep breathings can be added at the beginning and at the end.

It is advisable to do these exercises at least once or twice a day and also every time you need it throughout the day.

When doing any type of energy psychology work it is always important to be hydrated. It is recommended to drink water before any tapping session.

If you are in public, you can discreetly massage the karate point or the collarbone point for a long time while you imagine the other points and think of the phrases (like an emergency kit).

**ADDITIONAL RESOURCES:****ARTICLES**

http://www.eftuniverse.com/index.php?option=com_content&view=article&id=8889

<http://www.eftlifecoach.com/teachers.htm>

<http://www.thetappingsolution.com/science-and-research/>

1. VIDEOS

EFT for teachers:

<https://www.youtube.com/playlist?list=PL9CTvnrgVcaDrNgHxnpBwAoF-vmSvwIYH>

EFT for teachers and students:

<http://tappingsolutionfoundation.org/tapping-teachers-students/>

EFT for students - Learn EFT Tapping Points

<https://www.youtube.com/watch?v=S1efrIBI9BY>

Tapping for students -

<https://www.youtube.com/watch?v=XtD7yv3JZ1M>

Tapping for students - Anger -

https://www.youtube.com/watch?v=8Nxb_awW6sg

Tapping for students - Fear -

<https://www.youtube.com/watch?v=wiJ5J406zAI>

EFT for a child that has anxiety about a science test :

<https://www.youtube.com/watch?v=wnisvEYuaEM&list=PLFOT0YLpP0EsTPTQQ3HGTOYAqUB2qqhCy>

Doing Great in School

<https://www.youtube.com/watch?v=sWapwxc3pb0>

EFT for Easy Learning, Preparing for Exams.

https://www.youtube.com/watch?v=LzJ1U_ZS9hw

How to deal with exam stress using EFT - Tapping

<https://www.youtube.com/watch?v=qvIvbFM45-8>

EFT with Kids - 1st grade teacher talks about using EFT with students

<https://www.youtube.com/watch?v=WHnhOEEa2BQ>

EFT in the classroom (in groups):

<https://www.youtube.com/watch?v=WHnhOEEa2BQ>

EFT for adolescents (in groups):

<https://www.youtube.com/watch?v=VeaQpjdNzw>

<https://www.youtube.com/watch?v=3JLugqjn3o8>

Being Bullied

<https://www.youtube.com/watch?v=98WkdOppkJE>

Tapping For Teachers: Self Management and Dealing With "Difficult" Children

<https://www.youtube.com/watch?v=cYnG0-yFtcY&index=15&list=PL9CTvnrgVcaDrNgHxnpBwAoF-vmSvwIYH>

I Am Smart and Capable, An EFT Session with Positive Affirmations and Test-Taking Strategies



<https://www.youtube.com/watch?v=uqc1Vhf9YLI&list=PL9CTvnrgVcaDrNgHxnpBwAoF-vmSvwIYH&index=18>

Calling All Angels, A Guided EFT Meditation for Teachers,

<https://www.youtube.com/watch?v=gkF-Fl4RVX0&index=16&list=PL9CTvnrgVcaDrNgHxnpBwAoF-vmSvwIYH>

Hurt People Hurt, Part 1 of a 2 Part Tapping Series on Bullying, by Joseph Anthony

<https://www.youtube.com/watch?v=kemvh8k2SSc>

Tired on Being Bullied? Try This. Part 2 of An EFT Tapping Video on Bullying,

<https://www.youtube.com/watch?v=KuAIto6WlQ>

No More Cyber Bullying On Tap with EFT Energy Psychology

https://www.youtube.com/watch?v=galx7Z7_12o

Let Go Negative Emotions On Tap with EFT Energy Psychology

<https://www.youtube.com/watch?v=TuCrBoyXOmE>

USEFUL LINKS TO DISCUSS ON EFT

http://www.theguardian.com/teacher-network/teacher-blog/2014/jun/03/mindfulness-class-students-education?CMP=share_btn_fb

http://www.thesundaytimes.co.uk/sto/news/uk_news/Education/article1531282.ece