

GENERAL  
ADVICE  
ABOUT REIKI  
COURSES AND  
TEACHING

# Advice for new Reiki teachers

It's nerve-wracking preparing for your first Reiki course, isn't it? You're taking a step into the unknown and you are going to be guiding a group of people who are trusting you to do a good job. You probably feel that you don't know enough and that you're not ready yet. I know how that feels.

In this article I thought I would just pass on a few pieces of advice that might be of help to you, to ease some of your anxiety. Here goes...

## **It's OK to teach differently from how you were taught**

I'm sure that the First Degree course you went on was great and gave you everything you needed. But the course may be a bit hazy now, given that you have gone on to take Second Degree and your Master Teacher course.

Maybe you have a sense that you would like to do things a bit differently from the way that your teacher taught you: you are a different person, you have a different personality, you approach things in different ways.

And that's ok: you should not feel that you have to exactly replicate the way that they taught or the content

of their course. You can be yourself and find your own distinctive way, so long as you pass on the essentials, which you can read about in this article: Back to basics: all about Reiki First Degree. So if you think you can explain things better, provide better course materials, or think the course would flow more logically if you did things differently, go right ahead.

## **Teach Reiki, not stuff that has nothing to do with Reiki**

This is a bit of a bug-bear of mine, but I shall say it anyway: make sure that when you teach Reiki, you just teach Reiki, rather than a whole load of New-Age add-ons that have very little or nothing to do with Usui Reiki but have crept into Reiki over the years, and here I am thinking about smudging, crystal healing, chakra balancing, tarot cards, spirit guides and clairvoyance. When you run a Reiki course, I recommend that you teach Reiki, just Reiki.

## **Make sure that you have practised your attunements well**

No matter what lineage you have, you are going to carry out some initiations with your students, whether that be Reiju empowerments or some other variety of attunement ritual. You need to be comfortable in giving these initiations because you don't want to have to keep flicking through your notes half way through the attunements. That would be so unprofessional.

So practise, practise and practise some more!

Attune a teddy bear, attune an empty chair, sit in your lounge on a sofa with your eyes closed and imagine in your mind's eye you giving an attunement, see yourself going through the movements, explain out loud what you are doing (as if you were explaining to someone else how to do it), gesticulate so you get used to the hand movements, walk up and down like a mad person, talking yourself through the stages you have learned, draw little stick-figure diagrams to summarise the stages, rap a little rhyme to remind your mind! Be creative!

Once you have the attunements sorted you will feel a lot more confident.

## **You don't need to have all the answers**

You are probably worrying about what people might ask you on your course and whether you will know the answer to all their questions. You probably think that you don't know enough.

To be honest, so long as you know more than they do then you will be fine, and you know far more than you think. Your students don't really know anything about Reiki and you have been using it for some time now, so you have a wealth of experience to draw upon.

But there's more to say about questions because you do not have to have the answer to every question; I know I don't.

Some questions do not have an answer, or nobody knows, or nobody knows and it doesn't matter anyway.

Don't waffle or try to make up an answer: people can tell if you're bullshitting, and if you're honest with your students then they will take more notice of you when you do have something to say.

## **Remember that Reiki is a practical art**

Remember that Reiki is a practical art and that when you teach Reiki you are passing on what you have learned and noticed during your personal experience of working with the energy. You are not passing on high-blown academic theories that you have to revise and might get wrong: you have personal experience of doing all the things that you will be guiding your students through, so you are on very solid ground.

You have given yourself a lot of self-treatments and if you learned Japanese-style Reiki then you will also have experience of using Hasurei ho most days, and working with the Reiki precepts. You have given Reiki treatments to other people and you have become comfortable with this, learning from your experiences and finding your own comfortable way with the process, making it your own.

You know far, far more about all this stuff than they do, you know far more than you realise, and you have personal experience of doing all the things that you will be guiding your students through... so you can chill, be yourself, and enjoy the day.

And I am sure that you will have a wonderful time on your course.

# Reiki teaching: what are your goals?

When you are starting to teach Reiki courses and are planning what you are going to cover, demonstrate and say, it is very important that you start with a clear idea of what you're aiming for: your goals.

Goals can encompass what information you want your students to have taken on board and understood, what practical exercises you want them to have been through, and feel comfortable with, and what 'Reiki worldview' you want to instil. I will talk more about this last item further down the page.

## Knowledge goals

Most teachers will want their students to have a fairly good idea about:

- What Reiki is
- Where it comes from
- What Reiki can do for them if they work with the energy and the precepts regularly
- What Reiki can do for other people when they receive Reiki treatments

This information can be made available on a web site, so potential students can find out about these areas even before they book on a course. So, for example, the

“About Reiki Healing” page of the Reiki Evolution web site starts with this text:

Reiki is a simple Japanese energy system anyone can learn

- Experience peace of mind and inner calm
- Relieve stress and anxiety
- Bring a sense of balance and wholeness
- Help family and friends
- Explore your spiritual side
- Let go of emotional baggage

Further down the page I include links that people can follow to find out more about a whole range of issues to do with Reiki.

If you have your own web site and would like to be able to refer to these articles, please include a link from your web site to any of these pages. Don't copy and paste the text into your own site, though, because Google won't like that and will penalise your site.

Then the information can be repeated, rewritten or summarised in your course materials (your manual, maybe on an audio CD).

You will see in my article “Reiki teaching: your course materials” that I recommend that you send your course materials out to your students in advance so they can take their time and mull over this information, and re-visit it several times before arriving on your course, and this means that they day of your course can involve you just re-capping the main points, rather than trying to tell

everyone everything, for the first time, on a course where your students are half-zonked-out on the energy and in the worst position to be able to assimilate new information!

## **How to work out what to tell them**

There is a lot of information out there to do with Reiki and it can be difficult sometimes to see the wood for the trees. What do you tell them? What should you start with?

To get some focus, ask yourself this question for each category of information (what Reiki is, where Reiki comes from, What Reiki can do for you etc):

1. If I could only tell my students five things, what would they be?
2. If I had to blurt out the basic info in a 30 second conversation with someone while travelling in a lift, what would I blurt out?

These questions give you an idea of the priorities, the main themes, and then you can expand on these themes and provide additional supporting info and examples. I talk more about this in my article "Reiki teaching: explain, guide and review".

## **Practical goals**

Here is where you decide what practical exercises you want your students to go through on your course, what they need to feel comfortable with, and what they need to understand about what they are doing.



For a First Degree course you might want to focus on:

- Experiencing energy between your hands and around someone else's hands
- Feeling energy around someone else's head and shoulders
- Carrying out Hatsurei ho
- Performing a self-treatment
- Practising scanning
- Giving a full treatment
- Receiving a full treatment

For a Second Degree course you might focus on:

- Experiencing the energy of earth ki
- Experiencing the energy of heavenly ki
- Using these two energies to treat someone
- Sending distant healing so you can start to experience oneness
- Practising working intuitively
- Exploring use power of intent through visualisation

For each of these, decide what you want them to do, precisely, and how you are going to explain and talk people through these exercises? Work out what you need to the student to understand about what they did. What do these exercises mean for them, why are they important, how will they use them in practice and what might they notice when they carry out these exercises in the coming weeks and months?

## More 'global' goals

In a wider sense, my goal is to create independent Reiki practitioners who are comfortable working with the energy, flexible and intuitive in their approach, not attached to dogma, not judgmental of other people's different ways of practising Reiki, and not dependent on me as a teacher to dispense all the answers.

I hope that they should be able to embrace uncertainty, following a Reiki path as a journey of self-development, not believing that what they were taught is the 'one true way' or the 'absolute truth'.

In my blog "My Manifesto for Reiki Tolerance" I spoke about how Reiki is a very flexible and accommodating system and acts as a 'carrier' that accommodates very many different ways of working, some simple, some more complex. I spoke about how some ways of working naturally attract some people, while for others a different way of working feels more 'right' for them.

I hope that my students will not treat the Reiki Evolution approach as 'the one true way' and look down on or disparage other practitioners' methods, even though it is not uncommon for some Reiki people to behave in this way.

I want to promote tolerance and respect and compassion for others and I believe that the way that I and my team of teachers speak about Reiki promotes this.

# Structuring your Reiki course

At Reiki Evolution we have a steady stream of students coming to us to re-take their Reiki courses because they weren't very happy with their original Reiki training, and we hear quite a few horror stories about wholly inadequate Reiki training courses.

The main criticisms fall into three categories:

- Aimless drifting through the day of the course, talking about things unrelated to Reiki
- Emerging from the course without a clear idea of what Reiki is or how to use it
- Hardly any hands-on practice at actually doing Reiki, but a lot of talking

So if a student ends up spending their time on a course sipping herb tea while chatting randomly about what everyone thinks of Reflexology or what the last Natural Healing Exhibition everyone went to was like, as if there was no time pressure at all, drifting through the day not really finding out very much about Reiki and not having much of an opportunity to try doing Reiki, that course is not good enough.

You would be surprised to find out how many courses are actually like that, and you need to make sure that

you do not end up hosting such an unstructured and poor quality course yourself!

## **You need a definite structure**

Effective Reiki courses need to have a definite structure, where the teacher knows in advance what they are going to say, what they are going to demonstrate, what exercises and practices they are going to talk their students through, and what they aim for their students to know and be able to do by the end of the course.

You set a schedule and stick to it because if you spend an hour too much on one particular task or practice then you end up rushing, and skimping, on another area. You need to keep an eye on the time, and stick to your schedule as far as is practical.

Work out what you are going to cover in the morning, and what you are going to cover in the afternoon. Give your students a definite mid-morning break, at a definite time, so you break the morning, and the afternoon for that matter, into two separate sessions, and give your students a definite lunch break; I think lunch should be at least 45 minutes.

Students need a chance to get out of the room, get some fresh air and maybe go for a bit of a walk to clear their heads

In your pre-planned sessions you're there to talk about, demonstrate and supervise people practising Reiki.

In your scheduled breaks you can chat about whatever you like, and remember that you need to have a decent break for lunch, too, to clear your head and get some fresh air and a change of scenery.

## **Reiki Evolution First Degree courses**

As an example, here's a list of the 'main headings' from our Reiki First Degree courses:

- Introduction
- Reiju empowerment #1
- Practice: Experiencing energy
- Reiju empowerment #2
- Practice: Daily energy exercises
- Reiju empowerment #3
- Practice: Self-treatments

### **LUNCH**

- Talk/Demo: Treating other people
- Practice: feeling the energy field
- Practice: scanning
- Practice: give and receive a full treatment

You can see that in our morning session, the students receive their three Reiki initiations, they are introduced to the idea of energy and given the chance to feel energy for the first time, they learn how to carry out some daily energy exercises (Hatsurei ho) and they are guided through a form of self-treatment (in this case, the self-treatment meditation that Usui Sensei taught).

The afternoon session moves on from working on yourself to working on other people, with the teacher giving a talk and brief demonstration of a Reiki treatment, showing hand positions, giving hints and tips, and then students practise working with energy again, this time feeling another student's energy field and trying out 'scanning' for the first time. This leads on to the giving and receiving of a full treatment.

## **Reiki is a practical skill**

You will have noticed that there is a lot of hands-on practice in this schedule. There is a good reason for this: Reiki is a practical skill, and you learn a skill by doing it, not just hearing about it. You can't learn to swim by attending lectures about swimming: you have to get in the water and do it, with advice and guidance from your instructor.

It's not enough to tell them what to do: they need to have had practical experience of actually doing the things they will do when using Reiki for themselves and others.

Our aim is for our students to come out of our First Degree course with a clear idea of what Reiki is, where it comes from, and how they can use it simply to work on themselves and treat other people



They will have experienced energy in different ways, practised a self-treatment, used Hasurei ho and they will have given and received a full Reiki treatment.

These are the essential components of a Reiki First Degree course. You can read more about what Reiki 1 should be about by reading my blog entitled “Back to basics: all about Reiki First Degree”, which you can find reproduced later in this book, when I talk in detail about teaching Reiki First Degree.

# Reiki teaching: explain, guide and review

When you teach someone Reiki, you are teaching a practical skill, an art. Reiki is about things that you do: you meditate, you move energy with visualisation or intention, you move through hand positions as you treat other people, and students need to become comfortable with these practical skills by doing them: initially on their Reiki course and then through repeated practice once they get back home, in the days and weeks after their course.

It occurred to me that when I teach Reiki I go through a particular sequence, with the students sitting in front of me, whenever I teach a particular practice, and you can summarise what I do with these headings:

1. Explain
2. Guide
3. Review

## Explain

You need to explain clearly to your students what it is that they will be doing: what the stages are, how they will do it.

Maybe you need to demonstrate a few points, or a few movements, and have your students copy you a few



times so that they are comfortable with the process, before they do it 'for real'.

Reassure them that they don't need to remember anything at this stage because you will talk them through the process.

Talk about why you do this exercise, what it is said to achieve and what they might notice, reassuring them that everyone is different and that you are not expecting people to experience a particular thing: that there is no 'right' thing that they have to notice.

## **Guide**

Most of the things that we do when we practise Reiki, we do with our eyes closed: meditating, self-treating, performing Hatsurei ho, treating other people, so we need to be guided through these practices for the first time, by a teacher who is paying close attention to us, and who explains what we need to do clearly and carefully, moving everyone through the stages at the same time.

## **Review**

When you have completed an exercise, ask the students what they noticed, what they enjoyed, what they found challenging, how it went for them.

You don't necessarily have to go round eliciting feedback in order, say from right to left, because that might be intimidating for the first person you keep on coming to.

Just allow the person who feels most comfortable giving their feedback to do so first, but also make sure that you ask everyone what they experienced, so everyone has the chance to share.

It is useful for students to understand that there are differences in their experiences when carrying out a particular exercise and that is ok: everyone is different and experiences things in different ways.

And if everyone noticed a particular thing happening, then that's great too!

Feedback is useful because it often raises issues, or questions, that you can use as 'talking points' where you can provide further advice, or practical tips, or talk about perhaps different ways that the exercises can be used (for example, taking Kenyoku out of Hatsu rei ho and using it before treating someone).

And if no-one asks the question that would lead you to give that helpful hint or tip, give them the tips anyway.

## **Explain, Guide, Review, Repeat**

You can cycle through these three stages for each chunk of your course: each practical exercise.

So before you give the first attunement or empowerment, explain what you are doing and why, and what they are going to have to do to participate (for example, "bring your hands into the prayer position when I rest my hand gently on your shoulder"), go through the initiation, let them know when you have

completed the process for everyone, and get feedback about what people noticed.

When you teach Hatsuirei ho, talk about why you do this exercise, the stages they need to go through, the movements that they will need to make (let them practise a few times), guide them through the exercise in real time and then ask for feedback so you can provide useful hints and tips, reassurance, and talk about how the exercise, or parts of the exercise, can be used in different situations.

And so on for self-treatments and treating other people.

On a Second Degree course, for example, you can use the same sequence to introduce meditations on the energies of earth ki and heavenly ki, to deal with distant healing and working intuitively.

# Reiki teaching: tell them, tell them and tell them

In my article “Reiki teaching: explain, guide, review” I ran through a simple sequence that you can follow when teaching practical exercises to your students.

In this article I would like to talk about the information that you pass on, how to help the information to stick in your students’ minds, and how to ensure that new information relates to what has come before, and is put in proper context.

And in doing this, I will be relying on some very basic advice that is given to people who do public speaking. In fact, this is the most basic public speaking advice!

## How to speak in public

When you give a talk to a group of people, you need to:

1. Tell them what you are going to tell them
2. Tell them
3. Tell them what you told them

So you have an introduction where you run over the main themes or areas that you are going to be covering. This starts to give your listeners a ‘map of the territory’,

it provides them with a set of main headings or categories, so when you move on to the next stage ('tell them') you can expand on those themes and headings.

The listener already has some 'hooks' in their memory to add the new information to, so it makes sense, has somewhere to fit, and will be more memorable.

Finally, you tell them what you told them, which means that, after having explored the issues in detail, you conclude by bringing them back to the main themes, points, headings that you started with, leaving them with a final summary of your talk.

They go away with the main themes clear in their minds.

In doing this, your listeners have received the same information three times, by way of the introduction, by you expanding on these themes in the main part of your talk, and by summarising things at the end.

And we know that repeating your exposure to information, particularly when there is some overall structure, where the info relates to a number of clear themes or ideas, and ideally where the information is personally relevant to you or you can imagine how you might use the information in practice, makes that information much more memorable.

So how does this relate to talking to your Reiki students as you progress through their course?

## **How to make your Reiki course content memorable**

Well, you can explain to begin with what is going to be happening during their day, the big items, the main themes or headings.

Tell them what they are going to learning about and practising in the morning, and what they will do in the afternoon. I know they will have seen your course schedule in advance but it's a good idea to remind them on the day.

Then, whether you're giving people a quick talk about 'What Reiki is and where it comes from' or 'What Reiki can do for you and the people around you', or whether you are introducing Hasurei ho or explaining about scanning, you can follow the "tell them, tell them, tell them" sequence: outline the main points, expand on them and then summarise.

Outline, expand, summarise.

Then move on to the next chunk of your day.

## **Recapping after a break**

When you have had a break (your mid-morning break or the lunch break) it is very useful to give them a quick reminder of what they did earlier, summarise the main points very briefly and then move on to the next section, but showing how the next chunk of your day relates to

what has come before: how it follows on, how it builds on what they have already done.

You might use a phrase like:

“before the break what we did was to...”

“we learned that...”

“and you discovered that...”

“now we are going to move on by learning about... and practising...”

If you taught Hatsu rei ho and had a break, and now you are going to go through self-treatments, you might end up saying something like this (off the top of my head):

“So, before the break we went through Hatsu rei ho, a set of daily energy exercises that you can use every day to start to balance your energy system: to clear, cleanse and ground you.

“You started by using Kenyoku – the dry bathing – where you ritually cleared and cleansed your energy system and then you moved on to move the energy to and from your tanden in time with your breathing, finally focusing the energy on your hands.

“It doesn’t take too long to do, is a wonderful exercise to get into the habit of doing, and the audio CD that came in your study pack talks you through all the stages, so you can relax and just follow the instructions.

“Now we’re going to move on to learn how to carry out a self-treatment. There are lots of different ways of doing self-treatments, most of them involving resting your hands on different parts of the body and letting the energy flow.

“Basically you are firing the energy from lots of different directions to give it the best chance to get to where it needs to go.

“But sometimes people can find the hand positions a bit awkward or uncomfortable to hold for any amount of time, so fortunately from original Japanese Reiki comes a self-treatment method actually taught by Mikao Usui, where you imagine that the energy is focusing on different areas of your head, and that’s what we are going to go through.

“By treating the head, you actually end up treating the whole body anyway, and it’s a lovely routine that you can go through whenever you have the opportunity to close your eyes for a few minutes.

“So, this is what we do...”



PS.

## **Please do not do this...**

As an aside I wanted to say that you should never read a book or manual out loud to your students.

- It is unprofessional.
- It's so boring: not everyone reads out loud well.
- They can read it themselves so they don't need you to do it for them.

I have heard of courses where most of what happened was the teacher reading out loud to the student from a manual.

This is disgraceful behaviour!

They are there to learn from \*you\*, not to hear how well you can read out someone else's book.

Never read stuff out to students.

You may as well be a performing parrot.

# Reiki teaching: using learning preferences

People learn in different ways. When we learn we take in information through our senses, so we see things, we hear things, we learn through doing and we mull things over in our mind. The best learning comes when you provide people with training that engages with all these aspects.

Some people tend to prefer one approach over the others, so you might find that one person much prefers to listen, whereas another might really need to see something before they 'get it', while yet others need to do practical things, to move, to really understand and remember what they are being presented with.

In NLP (Neurolinguistic Programming) these preferences are called being visual, or auditory or kinaesthetic. There is another preference, too, when people are referred to as 'audio digital': these people need a strong sense of order or logic before things sink in properly for them.



I am quite a visual person, so I like diagrams, I think in pictures (not everyone does), I use Mind Maps, my written notes are quite visually diverse and sometimes flamboyant.

I need that visual input more than, say, listening to something. And I have a great need for logic and order.

## **“The SatNav episode”**

This was brought home to me several years ago when I was training in NLP and my wife Lorraine and I were going somewhere fairly local that we had not been to before.

We had the SatNav on but hadn't bothered to attach it to the windscreen; Lorraine had it resting in her lap and she looked at it and told me where to go.

Lorraine prefers the auditory sense so it made sense to her to just call out the instructions to me on this fiddly route; she said that I didn't need to see the screen. I thought that I didn't... But I did! I really did!

It was excruciating for me to travel without seeing a map of where I was going.

I had to stop the car in the end and look at the SatNav screen so I could \*see\* where I was. Once I had seen the territory it all made sense and I understood where I needed to go.

I needed to see to understand, whereas Lorraine didn't have that need.

When I give directions to someone I always want to reach for a scrap of paper so I can show someone; they might respond, though, by saying “just tell me!” My mind will be saying, “it’s much better if I can show you.”

But for them it may not be...

## **Don’t assume everyone is just like you**

The problem comes because we tend to assume that the way we learn is the way that everybody learns.

So if you learn by listening, you might run a course where you spend most of your time talking, and there will be students who are desperate to see something demonstrated, or to see a diagram, or to have an overview of what they day will entail, or to see the logical links between things, or to try something out for themselves, to ‘get their hands dirty’.

So by running a course where you show things, you talk about things, you supervise people practising stuff, and you make sure that your day flows logically from one thing to another, you are providing your students with the very best training.

You are touching all bases and making sure that the course meets the learning preferences of all your students.

And by touching all bases, you actually make the learning more meaningful and effective for everyone, because the best learning uses sights, sounds and physicality, no matter what someone’s preference might

be. So a 'visual' learner like me needs images, but I will learn better if I also get to hear and to do.

## **Make your courses touch all bases**

- On a live course it is straightforward to make sure that you are touching all bases: On a First Degree course, for example:
- Talk to them about Reiki and about the exercises they will be carrying out
- Show them what they will be doing when they perform the movements of Hatsurei ho and a Self-treatment
- Have them go through the physical movements with you
- Make sure they have seen you make the movements and practised the physical movements for themselves before they close their eyes for you to guide them with your voice

When dealing with the subject of treating other people, you can talk about the subject and then you can give a visual demonstration of the hand positions, talking to your students when you do that to give hints and tips and useful advice.

They then go through the hand positions themselves, guided by your voice.

## **Teaching materials to use on the day**

You might consider having some display boards set up, with colour photographs demonstrating full treatment hand positions. Your students will take the information in subconsciously during the day.

On my Reiki Master Teacher live courses I used to have display boards set up which showed the stages of giving Western-style attunements.

They can see the visuals as you talk them through the process, then you give them a visual demonstration, then they go through the movements themselves with you or another student talking them through the stages.

I even had some A3 sheets and marker pens so students could draw little diagrams to explain the attunement stages, and I also had students sit down and talk each other through the process.

So I was engaging with all senses: they looked and were watching, they listened and they explained; it is very powerful having someone explain something to another person because you have to have things well-ordered in your mind in order to do that.

They created visuals and they carried out physical movements while receiving spoken instructions.

All in all, a powerful learning combination.

## **Create materials that engage all senses**

At Reiki Evolution we use detailed and comprehensive course manuals containing text, summaries and photographs.

The manuals are well ordered and logical and students get to read about the experiences of many other students that have been through this training.

Along with the printed manual, students for First Degree also receive separate “at a glance” summary sheets with lots of photographs to illustrate the stages of carrying out Hatsurei ho, giving a Self-treatment, and some Full treatment hand positions.

I include some blank ‘cartoon strip’-style squares for them to do little drawings, perhaps just with stick figures, to illustrate the treatment hand positions, to jog their memory.

I also include a set of “20 Reiki questions”, the answers to which they are expected to search for in their course materials, and I include a separate sheet with the answers that they can look at to check their discoveries.

We provide audio CDs with commentary (just like listening to a Reiki training course, but something that you can play again and again) and we also provide guided meditations, talking students through their daily energy exercises, a self-treatment meditation, a distant healing meditation and a Reiki symbol meditation.

You can see why we do that, can't you?

We provide logic and order, we provide written information, summaries and images, we provide short talks you can listen to and we give you the chance to be guided as you put Reiki into practice on yourself and with other people.

Engaging with people's different learning preferences, and ensuring that your live course and your training materials are multimedia, leads to the most powerful and effective learning.



# Reiki teaching: using the right 4MAT

That is not a spelling mistake: I did intend to spell the word 'format' in that way! The "4MAT" system is a way of approaching teaching that was created by Bernice McCarthy and proposes that there are four major learning styles, each of which result in a student asking different questions and displaying different strengths during the learning process.

The 4MAT system is based on Myers-Briggs personality typing, which break people down into different categories, for example Introvert and Extrovert.

I am not going to go into detail here about the different categories (you can read up about those for yourself if you're interested) but beyond Introvert/Extrovert there are three other pairs of categories:

- Sensor/Intuitior
- Thinker/Feeler
- Judger/Perceiver

Myers Briggs uses these labels to create four-letter abbreviations for particular personality types, so someone might be an "INFJ", an Introvert, Intuitior,

Feeler, Judger. Myers Briggs aficionados will know immediately what sort of a person that is!

But let's get back to teaching and Reiki...

## **The four 4MAT categories**

The 4MAT system describes four different types of learners, all of whom require different things in order to best assimilate information. Here are the four types:

### **The Concrete-Random learner**

This learner needs to know **“Why?”** they are learning a particular thing, why they should be involved in a particular activity. What is the point of all this?

### **The Abstract-Sequential learner**

This learner needs to know **“What?”** to learn: exactly what do they need to know? They need to see it in black and white; it shouldn't be vague and wishy-washy. There shouldn't be unanswered questions.

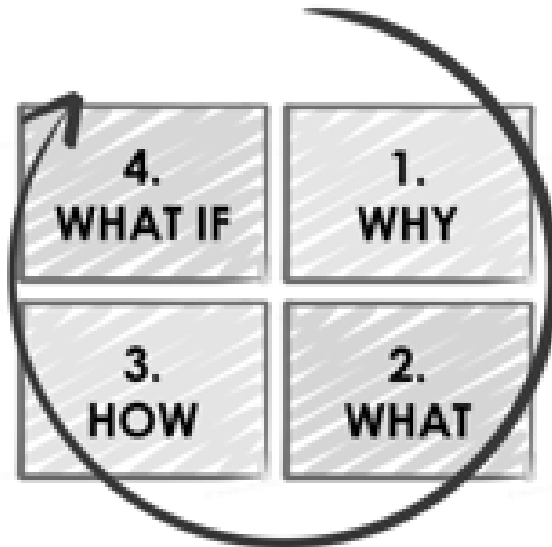
### **The Concrete-Sequential learner**

This learner wants to know **“How?”** to apply the information they are being presented with: what do you actually do with this information in practice?

## The Abstract-Random learner

This learner wants to answer “**What If?**” questions about how they can modify what they have learned to make it work for them.

## Using 4MAT in practice



You can use the four questions – Why?, What?, How? and What If? to guide you when teaching a course or teaching a particular technique or practice.

If you deal with these four different questions, you make the learning accessible to the four major categories of learners, make what you teach memorable and ensure that you leave no-one behind.

These four questions can be cycled through again and again for each section of your course.

Let's think of an example: say, the teaching of Hasurei ho (daily energy exercises used in Japanese-style Reiki). This is how the teaching of it, 4MAT-style, might look like:

## **Teach “Hasurei ho” 4MAT-style**

**Why** do we do Hasurei ho? What is the purpose of it and what are our goals in carrying it out?

You can talk about how Hasurei ho is a series of energy exercises that you carry out daily to clear and cleanse your energy system, ground you, and build up your ability as a channel over time.

**What** do we actually do when we perform Hasurei ho? What are the stages, what precisely will we do in what order? What do we need to know in order to perform Hasurei ho effectively?

You can talk about the individual stages, what you will be doing with your hands, what you will be imagining,

how you tie in visualisation and the movement of energy with your breath.

**How** do we do Hatsurei ho? This would be a good time to talk your students through the process and talk about when to do Hatsurei ho, how often, and what happens if you miss a day.

Finally, how can you modify Hatsurei ho and use it in different contexts? This is the “**What If?**” stage: you might talk about separating out Kenyoku and using it for cleansing/clearing prior to starting a Reiki treatment, or in other situations.

You might also talk about using just Kenyoku and Joshin Kokkyu ho, a shorter sequence which comes closer to what Usui Sensei was teaching to his students in Japan.

That’s not a bad sequence to keep cycling through, is it?

## **Teach “Scanning” 4MAT-style**

Let’s look at another example - “Scanning”, - and how the 4MAT system helps us to teach this practice:

**Why** do we do use Scanning? What is the purpose of it and what are our goals in carrying it out?

You can talk about how scanning is a good way of ‘getting the lie of the land’ before you treat someone,

finding out where the areas are that you're likely to be spending longer treating, that it is a good way of getting into the 'Reiki' state of mind, connecting with the energy, getting the energy flowing nicely before you start the treatment proper, and a way of building up your sensitivity to the energy through regular practice.

**What** do we actually do when we scan?

You can talk about the way that you hover your hands or hand over the body, how you focus your attention on the sensations that you can experience in your fingers and palm, and how you can drift from one area to another, going back and forth to check and double-check to see if you get a repeated 'spike' in sensations over a particular area.

What do we need to know in order to do scanning effectively?

**How** do we do scanning? This would be a good time to demonstrate and to talk your students through the process for real: guiding their movements, asking questions and commenting on what they notice, and making helpful suggestions.

Finally, you can deal with "**What If?**" questions: what if you can't feel anything in your hands, what if it all feels the same, what does it mean if you notice a particular sensation, like heat, or fizzing, or coldness, or a breeze, or pulsing? How else do Reiki people use scanning?

In both these examples, you introduce a topic or exercise by explaining why you would want to go through this exercise, you move on to explain in detail exactly what the exercise is, you describe how the exercise is used or carried out in practice and then finish by exploring different ways in which the exercise can be used, in different contexts and situations, and deal with common questions that people have.

So you can see that the 4MAT system provides you with a way of being comprehensive with your teaching of each chunk of your course, while meeting the learning needs of all your students.

### **Over to you**

Why not look at the different things that you teach on your Reiki courses, and see how well your presentations, descriptions and demonstrations meet these four learning criteria.

How could you alter what you say and do to follow the 4MAT system in these examples?

- Self-treatments
- Head/shoulder treatments
- Distant healing
- Using the Reiki symbols
- Working intuitively