



Tapping Scripts- 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 behavior 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 love and accept myself and 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 lose my temper when they talk over my voice/ I get irritated why 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 behavior, 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 behavior 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 abandon their education.

"Even though I don't think I can deal with the behavior of my students, I love and accept myself and 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' behavior/ I think I am not strong enough to cope with behavior 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...
- 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 can manage groups effectively. **



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

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

statement:
Although I feel tired, I love and accept myself and I choose to activate my energy. 3 times in

every point:

I feel tired, I have low energy, I don't feel motivated...

I still feel...

I choose to let go this tiredness, this blockage, this lethargy, this fatigue...

There are any blocked emotions that are causing this, I let them go/I release them.

I have energy, vitality, motivation...

I choose to feel increasingly more optimistic, vital, vibrant, motivated, energetic/ I can

inspire for my students

I choose to motivate and inspire students to do their best.

He should do EFT once or twice a day until he has achieved the desired energy level.

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Teacher's emotional

→ zenki

• Set up statement:
Even though - i get angry and i love and accept myself and 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 our students when they talk too much

2nd Round: i still get angry when they talk too much.

3rd Round: i choose to let go this anger mine students talk too much.

4th Round: i choose to remain calm with mine students talk too much.

5th Round: i choose to speak to my students talk too much.

6th Round: i choose to feel confident mine students talk too much

opatul - indidii
10-15% - părăsire (Trecina)
(6-10%)

18-24 ani - părăsire (mult în UE)
absenteismul crescut

relația cu părinții
relațiile în comunitate, activitatea ale elevilor - factor
crescerea timpului a școlii

relații pozitive cu părinții; colegii
10% - dev. studenți USA - liceu - părăsire

Spania - 10-15% - UE
Ucraina - factor (ce dă $P > 1$)

Metode - stabilite la nivel UE (repre
ze. unu în țări)

- prevenție, intervenție, compensație
d

curriculum -> accesibile
metodologie

- integrare

(Etwinning)

- implicarea elevilor cu acasă

18th - 19th (Autism, PDA)
Independent the environment
the what the students actually does

Areas problems - function,
impairment - very sensitive, feeds
social status
instrument and culture (vision, hearing,
taste, olfactory sense, angular sense, etc)

Interventions: for resolve problems
collaborating with pupils and parents
problem identification
problem analysis
assessment & planning (Christmas)
behavioural observation

collective of data
self-summation
to identify and quantify
behaviours.
into collective.
violations class cuts, no work
misses, teachers evaluation, 700

11.04.20K

changing identity
EFT changing emotions

be more specific
water for changing aspects
emotions

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Tapping-Scripts- For Students

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

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

Statement:

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

Every point:

"I feel other children are picking on me/are teasing me... 2nd Round: I still feel..."

"I choose to let go this anger/irritation.../I choose to ignore them..."

"I know I can do very well at school because I am very intelligent/There are many things I can do very well at, e.g. sports..."

"I choose to focus on the good aspects of myself/the other children/the school... 6th Round: The more I focus on myself the more friends I will have..."

"I choose to feel happy, joyful, confident..."

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

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

Example, this student thinks she is not able to do well at school. If she continues having this belief, she will be leaving school early.

Statement:

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

Every point:

"I don't believe I can do well at school/I believe I am a failure... 2nd Round: I still believe..."

"I choose to let go this limiting belief/these doubts/these insecurities..."

"I choose to start believing in myself/I choose to believe I can have good memory/I can understand more (the more specific, the better)"

"I can be successful in school If I put my mind to it/I can be successful at this, the more I try (I remember other past achievements)"

"I choose to remain confident and optimistic about myself"

"I choose to feel with a sense of pride/self-trust/self-worth/ I choose to believe in myself"

