

# HANDOUTS

The following pages contain **NLP** and **TFT** techniques which will benefit your pupils, or indeed yourself if you have a forthcoming **Part 3** or **Check Test**.

The techniques are self-explanatory and your pupils can use them either during their lesson, if you think it will benefit them, for example visualising performing a manoeuvre with confidence; or at home between lessons, for example eliminating negative emotions that have affected them during the lesson, such as panic at a hill start, or frustration if they can't get something right, in preparation for the following lesson.

Obviously not every pupil will require every technique, therefore your knowledge and skills as an instructor can help them to pinpoint the areas that would benefit from specific techniques. Ultimately only your pupil knows the emotions that they are experiencing, however as an experienced ADI, you've no doubt encountered many times the issues that pupils face.

No two pupils are alike, so failing the driving test for one pupil may result in a feeling of upset, sense of failure, followed by embarrassment and guilt at having let themselves down, whereas another pupil will have a totally different reaction of anger directed at themselves (or the examiner!), followed by frustration and impatience as they have to take the test again. The range of techniques is very broad and will deal with any psychological issues that your pupils face.

## IMPORTANT – PLEASE NOTE

This manual or workshop **DOES NOT** qualify you as a Thought Field Therapist, or NLP Practitioner. The techniques can be used for any situation, so the sequence for eliminating frustration because a manoeuvre is not going smoothly, is exactly the same as eliminating frustration for anything else. If your pupil chooses to use the techniques outside of the learning to drive context, that is their choice. However, please do not offer advice outside your role as an ADI. It's fully acceptable to guide the pupil towards the technique to visualise peak performance for their driving test, or suggest they use the sequence for eliminating negative emotions, however, at any point that it gets any 'deeper' than this psychologically, ie discussing personal issues, please advise the pupil that you are not qualified (or indeed insured) to offer advice as a therapist.

**If you feel that your pupil (or yourself) would benefit from a session with a qualified therapist, please visit [www.Lofaway2Pass.com](http://www.Lofaway2Pass.com), for more information.**

# GUIDE TO PREFERRED LEARNING STYLES

**SIGHT - VISUAL**  
**SOUND - AUDITORY**  
**TOUCH - KINAESTHETIC**  
**TASTE - GUSTATORY**  
**SMELL – OLFACTORY**

Above is a list of all the senses and their associated 'learning styles'. Your manual covers these in greater detail; the following is your 'at a glance' reminder of the most common. The other two senses are, of course, taste and smell. Some people are 'olfactory' or 'gustatory', but these are few and far between.

## **Visual learners**

Organised, neat and tidy, observant, quieter, appearance orientated, more deliberate, good speller, memorises by pictures, less distracted by noise, has trouble remembering verbal instructions.

## **Preferred learning style**

Needs an overall view and purpose and a vision for details. They will be cautious until they can 'picture' in their 'mind's eye' what they are meant to be doing.

## **Auditory learners**

Talks to themselves, easily distracted, moves lips/says words when reading, can repeat back easily, maths and writing more difficult, spoken language is easy, speaks in rhythmic pattern, likes music, can mimic tone, pitch and timbre, learns by listening, memorises by steps, procedure and sequence.

## **Preferred learning style**

Likes both internal and external dialogue, ie explained to them, then they remember internally and verbalise back again. When looking at alternatives, verbalises first.

## **Kinaesthetic learners**

Respond to physical rewards, touches people and stands close, physically orientated, moves a lot, larger physical reaction, early large muscle development, learns by 'doing', points when reading, gestures a lot, responds physically.

## **Preferred learning style**

Learns through manipulating and actually 'doing'.

# LEARNING STYLES QUESTIONNAIRE

Did you know that you will learn to drive more easily if you're taught in a way that is tailored to your preferred learning style? Everyone learns in different ways; you may find that you learn easily if something is explained to you, or you may prefer a demonstration, or for some people, they learn faster if they see something drawn or written down. Whatever your preferred style, if you are taught in your preferred style, then you are going to learn the new task much more easily and quickly, not to mention retain the information more easily and for longer.

By completing the following questionnaire you will discover your preferred style. I can then adapt your driving lesson to your preferred style, and you will not only learn more easily, but remember more from each lesson, resulting in much less repetition during your lessons.

**Read each sentence, and think about how it applies to you. Write down the number that best describes your reaction to the sentence. The highest score indicates your preferred style, or combination of styles.**

## VISUAL

**1. Almost never, 2. Rarely, 3. Sometimes, 4. Often, 5. Almost always**

1. I can remember something better if I write it down.
2. I am able to picture things in my head.
3. I take lots of notes on what I read and hear.
4. It helps me to LOOK at a person speaking. It keeps me focused.
5. It's hard for me to understand what a person is saying if there is background noise.
6. It's easier for me to get work done in a quiet place.
7. It's easy for me to understand maps, charts and graphs.
8. When I am concentrating on reading or writing, the radio bothers me.
9. When I am taking a test, I can 'see' the textbook page and the correct answers to it.
10. I cannot remember a joke long enough to tell it later.
11. When I am trying to remember something new, for example a telephone number, it helps me to form a picture of it on my head.
12. When I get a great idea, I must write it down or I'll forget it.

**TOTAL SCORE .....**

## AUDITORY

1. Almost never, 2. Rarely, 3. Sometimes, 4. Often, 5. Almost always

1. When reading I listen to the words in my head or I read aloud.
2. I need to discuss things to understand them better.
3. I prefer it if someone tells me how to do something rather than having to read the directions myself.
4. I prefer hearing a lecture or tape rather than reading a textbook.
5. I can easily follow a speaker even though my head is down on the desk, or I'm staring out of the window.
6. I remember what people say better than what they look like.
7. I remember things better if I study aloud with someone.
8. It's hard for me to picture things in my head.
9. I find it helpful to talk myself through school/work assignments.
10. When learning something new, I prefer to listen to information on it.
11. I like to complete one task before starting another.
12. I would prefer to record a report on audio rather than to write it.

**TOTAL SCORE.....**

## KINAESTHETIC

1. Almost never, 2. Rarely, 3. Sometimes, 4. Often, 5. Almost always

1. I don't like to read or listen to directions: I'd rather just start doing.
2. I can study better when music is playing.
3. I need frequent breaks whilst studying.
4. I think better when I have the freedom to move around. Studying at a desk is not for me.
5. What I can't think of a specific word, I use my hands a lot and call something a 'what-chama-call-it', or a 'thing-a-ma-jig'.
6. When beginning an article or a book, I prefer to take a peek at the ending.
7. I take notes, but never go back and read them.
8. My notebook and desk may look messy, but I know where things are.
9. I use my fingers to count and I move my lips when I read.
10. I dislike proof reading anything I write.
11. I day-dream at school/work.
12. At school/work, I'd rather create a project than write a report.

**TOTAL SCORE .....**

**PREFERRED LEARNING STYLE: VISUAL / AUDITORY / KINAESTHETIC  
MIXTURE OF .....**

## PUPIL HANDOUT 1

# THOUGHT FIELD THERAPY

TFT is extremely effective and you will find that the issues that you want to resolve will be easily achieved using TFT. There are different acupressure points on your body, and tapping each of these has a different effect. Therefore, it's important to get the best results that you tap the correct points in the correct order. Rather like cooking, you have to have the basic ingredients and use them in the correct order otherwise the result is not very good!

You will be asked to tap several of the following places on your body, and in differing orders. These sequences have been formulated over many years and have been found to be the most effective; therefore, it's important that you follow them accurately. When asked to do so, you tap each point about five times with two fingers.

You may find that you experience different emotions at different times. The best way to use TFT is to eliminate old emotions, and put in place the new beneficial emotion that you want to experience. Eg. Eliminate anger/intimidation from previous failed test, replace with motivation, and peak performance etc. Use the NLP exercises to help with this.

**Eyebrow:** At the beginning of the eyebrow, just above the bridge of nose.

**Under eye:** About 2cm below the bottom of the eyeball, at the bottom centre of the bony part, high on the cheek.

**Collarbone:** About 2cm down and to the left or right of where you would knot a tie.

**Under arm:** About 10cm directly below the armpit on the ribs.

**Tiny finger:** Inside tip of the tiny finger, adjacent to the nail, and on the side closest to the thumb.

**Middle finger:** Inside tip of the middle finger, adjacent to the nail, and on the side closest to the thumb.

**Index finger:** Inside tip of the index finger, adjacent to the nail, and on the side closest to the thumb.

**Under nose:** Under your nose, above the top lip.

**Outside of hand:** Outside edge of the hand, about midway between the wrist and the base of the little finger, the part of the hand that you would use for a karate chop.

**Gamut spot:** On the back of the hand about 2cm below the raised knuckles of the ring finger and little finger when making a fist.

## PUPIL HANDOUT 2

Now you are familiar with the tapping points, below are the sequences that you need to use for each issue. Remember, some of the actions that you are asked to perform may seem a little odd, but it's important that you follow them accurately, as they have been discovered after many years of clinical research and each are relevant. It's no good using the basic tapping sequence for fear when you want to eliminate frustration, and vice versa.

### **Eliminating past trauma or upset:**

*Eyebrow, Under Eye, Under Arm, Collarbone*

### **Anxiety, nerves, stress, or issues such as hill starts, manoeuvres etc:**

*Under Eye, Under Arm, Collarbone*

### **Visualisation for Peak Performance:**

*Under Arm, Collarbone*

### **Intimidation, such as feeling intimidated by the examiner:**

*Eyebrow, Under Eye, Under Nose, Collarbone, Tiny finger*

### **Guilt, such as feeling that you have let people down if you have failed:**

*Index finger, Collarbone*

### **Anger:**

*Tiny Finger, Collarbone*

### **Frustration:**

*Outside of eye, tiny finger, middle finger*

### **Embarrassment:**

*Under Nose*

### **Enhancement of Motivation:**

*Under Eye, Collarbone, Under Eye*

### **Increasing your self-esteem:**

*Eyebrow, Under Eye, Under Arm, Collarbone, Under Nose, Chin, Collarbone, Middle Finger*

## PUPIL HANDOUT 3

### YOUR PERSONAL TREATMENT SEQUENCE

You may find that you have to read through the process a few times before it sinks in, and it doesn't matter if you read it whilst doing the exercise: you don't have to memorise it. However, you will find that after a few times of using these techniques they will become quite natural to you. Please don't be tempted to skip any of it; remember that doing these exercises will help you to overcome negative emotions and help you to become a safe driver

**1.** Tap the side of one hand, under your nose, and then side of other hand. (This will ensure that you are not in Psychological Reversal). Think of the issue/emotion that you want to work on and feel as much discomfort as you can. In your mind, rate your discomfort on a scale of 1 to 10 with a score of 10 being the highest degree of discomfort. When you feel that your anxiety (or the problem you are working on) is at a peak, begin Step 2.

**2.** Use the tapping relevant sequence recommended for the issue you are working on. Using two finger tips, tap solidly about five times on each of the treatment points.

**3.** Keep your head still, and tap the 'gamut spot' whilst doing the following:

Close your eyes

Open your eyes

Look down and to the right, eyes back to centre

Look down and to the left, eyes back to centre

Roll your eyes in a circle one way and then in the opposite direction

Hum a few notes of any tune

Count to five

Hum a few notes of any tune

Repeat step 2 (the tapping sequence for the issue you're working on)

**4.** You may find that the emotion has already been eliminated, or greatly reduced. Keep repeating steps 2 and 3 until you feel that the emotion is eliminated or at a manageable level.

**5.** Floor to ceiling Eye Roll. Start tapping the gamut spot. Hold your head facing forward and still. Now, without moving your head, use your eyes to look down toward the floor and then, gradually, to the count of 6 or 7, vertically raise your eyes until looking at the ceiling, all the while tapping the gamut spot.

## PUPIL HANDOUT 4

### STAYING OUT OF 'PSYCHOLOGICAL REVERSAL' (PR)

Psychological Reversal (PR) is an extremely important factor in Thought Field Therapy. It can block the effects of an otherwise successful therapy and can cause people to become self-defeating and negativistic. Self-sabotage is the result. When you are psychologically reversed, your actions and feelings can run contrary to what you want to do and how you want to feel.

It is essential to keep yourself out of Psychological Reversal. The correction for PR is simple. Tap the side of your hand where you would perform a karate chop 10 or so times, then tap under your nose, then tap the side of the other hand.

Many people who are dyslexic are psychologically reversed and if you are, I would suggest that you perform the correction several times a day in order to help you with psychological reversal.

If you get your lefts and rights muddled up, this is usually a classic sign of PR. It is very easy to correct; just perform the correction as described above and you should find you can easily remember your left from your right. Let's face it, this is very important when learning to drive and also when trying to follow directions.

### SPECIFIC REVERSAL

It is possible to be reversed in one specific area or thought. Even though you want to be a confident driver, psychologically you may be sabotaging your efforts. Out of all the TFT exercises, this is the easiest, and the most important. If you don't do this exercise, you may talk yourself out of trying the other exercises and sabotage your efforts to become a good safe driver. By completing this exercise, you will ensure that you stay focused and positive.

It's very simple. Choose a phrase that sums up how you want to feel. It could be 'I want to drive with confidence', 'I want to master the manoeuvres easily', 'I want to remember easily', or whatever is relevant to you. This may change as you progress through your lessons. Every day, tap the side of your hand (either hand) and say:

**"I want to.....followed by your personal statement**

**"I want to completely.....followed by your personal statement**

**"I will..... followed by your personal statement**

**"I will completely.....followed by your personal statement**



## PUPIL HANDOUT 5

# YOUR PERSONAL SUCCESS TRIGGER

This effective technique enables you to use skills that you already have and transfer them to learning to drive easily and passing your driving test with confidence.

Close your eyes and remember a time when you felt wonderfully happy, excited and motivated about learning something, and you learned it easily, brilliantly and with confidence. It doesn't matter what the 'something' was – it could be knitting, bricklaying, riding a bike, nuclear physics or history. The important thing is that learning and achieving this skill/subject was rewarding and made you feel happy and successful.

See what you saw, feel what you felt, hear what you heard. Look at the picture of this memory in your mind, step into the memory and re-live it as if you were there now. Recall the satisfaction and curiosity you felt when you were going through this learning process successfully – each step taking you nearer to achieving your goal.

1. Make the image into a movie, and make it as bright and bold as you can. Remember any sounds, smells and feelings associated with your memory. Let the strong feelings you had flow through you and intensify them as much as you can.
2. When the feelings are as wonderful as you can possibly recall them, press together your thumb and your middle finger to 'anchor' this feeling. Trigger this 'anchor' several times when you are feeling most happy and motivated in your memory.

Now – before a driving lesson or test take some time in a quiet place to:

3. Visualise your happy, motivated, successful, confident self and step in to it.
4. Power up your positive memories by using your 'anchor'.
5. Any time you feel your confidence slip – use the anchor again – you will find that you immediately feel relaxed, happy and ready to succeed!

## PUPIL HANDOUT 6

### ELIMINATE SELF-DOUBT AND INCREASE SELF-ESTEEM

You can use this powerful technique to improve confidence in any area – this example relates to driving.

- 1.** Visualise yourself when you're lacking in confidence and doubting your ability such as worried you may stall on a hill start, not very confident about a manoeuvre, or not able to pass your driving test. Make this image large and bright and colourful and as realistic as possible. Now 'anchor' this by squeezing together your thumb and middle finger on one hand. Then release this trigger.
- 2.** Now, imagine what you would look, feel and sound like if you had achieved your goal in passing your driving test, performing the hill start or manoeuvre with ease etc. Make this image as believable as possible. Make it big, bright, colourful and a 'movie' image if possible. While you are looking at this image add a voice to it which tells you how important this is to you and how much you want it. Now anchor this feeling by squeezing the thumb and middle finger together on YOUR OTHER HAND. Then release this trigger.
- 3.** Then, trigger each anchor in turn, swapping between the self-doubting you and the confident you, each time anchoring the feeling with the thumb and middle finger of the appropriate hand. Do this process quickly at least five times in a row. Each time you do it open your eyes for a second.
- 4.** Finally, trigger both anchors at once. You will find that you can no longer get the self-doubt feeling back as this has been cancelled out by the new confident you.

## PUPIL HANDOUT 7

# 'MODELLING' YOUR BEHAVIOUR

If you watch a task being performed correctly, it is much easier to learn to do it yourself. This exercise is designed to enable you to visualise yourself driving as well as an experienced driver. You need to pick as your role model someone whom you not only admire but someone who is a competent driver. You may wish to watch your parents, partner or friend, or better still, ask your driving instructor for a demonstration. Your driving instructor is the best person to model yourself on for correct technique.

For this exercise to be most effective, you not only need to copy the physical actions, but also to think how your role model would think. For example, if you are watching your instructor performing a left turn, the physical aspects that you will notice is that they check their appropriate mirrors, signal, position the car to the left, choose the appropriate gear, and make the turn. In addition, you need to be aware of your instructor's thought processes involved in making the turn. The more realistic you make the visualisation, the more effective and beneficial the exercise.

- 1.** Imagine your chosen role model performing the action that you want to perfect. Make sure that you remember in detail everything that they do. Run through the memory several times until you can remember it perfectly.
- 2.** Imagine yourself as your role model; sit in the driving seat in the same relaxed posture that they have. See what they would see, and feel the same sense of confidence that they would have.
- 3.** Repeatedly run through this memory in your mind, imagining yourself performing the action in exactly the same way as your role model. Keep visualising until you can picture yourself performing the action with the same confidence and ability as your role model.
- 4.** Repeat this exercise as many times as you want, and for as many scenarios as you want, until you can picture yourself performing with as much confidence and competence as your instructor, or chosen role model.