

**IMAGO RELATIONSHIPS INTERNATIONAL**  
**EDUCATOR TRAINING**  
**TRAINEES MATERIALS CHECKLIST (T1)**

<b>MATERIALS</b>	<b>Yes/ No</b>	<b>Questions or Notes</b>
Educator Training Manual		
“Imago Connects” Leader’s Guide		
IRI FOLDER of MATERIALS		
IRI MEMBERSHIP DIRECTORY		
“Imago Connects” Participant Guide		
“Imago Connects” Power Point cd		
“Imago Connects” DVD		
“Start Right, Stay Connected” Leader’s Guide		
“Start Right, Stay Connected” Participant Guide		
“Start Right, Stay Connected”		
“From Conflict to Connection” Leader’s Guide		
“From Conflict to Connection” Participant Guide		
“From Conflict to Connection” DVD		
“Couplehood as a Spiritual Path” Leader Guides		
“Couplehood as a Spiritual Path” Participant Guides		
“Couplehood” Media		

# IMAGO RESOURCES - Websites & Recommended Books



## Websites

Imago Relationships International	<a href="#">Imago Relationships International Home</a>
IRI "Think Tank"	<a href="#">IRI "Think Tank"</a>
IRI International Page	<a href="#">Imago Around the World</a>
IRI Shop (including books & dvds)	<a href="#">Imago Shop (Training &amp; other Materials)</a>
Imago World (for Imago Professionals)	<a href="#">Imago World for Professionals</a>
<i>*(includes "Dashboard" for personal record of Imago training)</i>	
Continue2Connect	<a href="#">Resources for Couples</a>
Harville Hendrix	<a href="#">Harville Hendrix's Own Page</a>
Helen Hunt	<a href="#">Helen LaKelly Hunt's Own Page</a>

## Recommended Books

*(Easily found in bookstores or on-line)*

**by Hendrix & Hunt** "Getting the Love You Want," "GTLYW Workbook,"  
"Receiving Love: Transform Your Relationship by Letting Yourself Be Loved,"  
"Keeping the Love You Find," & "The Couples Companion: 25 Meditations"

**General great reading:** "Life of the Beloved" by Henri Nouwen, "The Awakened Heart" by Gerald May, "Stumbling Into Happiness, by Dan Gilbert, "Blink" by Malcolm Gladwell, "50 Psychology Classics" by Tom Butler-Bowdin, "Stages of Relational Development" by Joyce Buckner, "The Originis of Attachment Theory" and others by John Bowlby, and Adult Education Books (referenced on T7 Adult Learning Insert)

**Meditations & Centering:** "The Promise of a New Day: A Book of Daily Meditations" (Hazleden Series), "Listening to Your Life: Daily Meditations," by Frederick Buechner, "To Bless the Space Between Us" by John O'Donohue

# IRI Educator Program 4-Day Schedule & Syllabus Overview

Trainees Insert 3

**Day 1: 8:30am-5:30pm**

**Calendar Date:**

**FOCUS:** What is an Imago Educator?

**DEVELOPMENTAL GOAL:** Trainees begin to form identity as Educators within the IRI Community

1. Introductions, Logistics, Materials, Dyad and Group Work
2. Imago Theory, “Imago Connects” Seminar, Dialogue Structure (“Appreciations”)
3. Personal and Group Work on being an Educator

**Homework: Review all Seminar materials, including media items**

**Day 2: 8:30am-6:30pm**

**Calendar Date:**

**FOCUS:** Connecting Educator Skills & IMAGO Material

**DEVELOPMENTAL GOAL:** Identity and competence as Educators, attachment to IRI Seminars

1. Dyads, Group Work, Technology Fears & Solutions
2. “Start Right,” “Couplehood,” and “Through Conflict” Seminars
3. Teaching Adults, Leading & Presentation Skills

**Homework: Day 3 Seminar Presentation Assignment**

**Day 3: 8:30am-5:30pm (Time Dependent) Calendar Date:**

**FOCUS:** Presenting from the 4 Imago Seminars

**DEVELOPMENTAL GOAL:** Immersion in and competence around Seminar Presentations

1. Dyads, Group Work, Self-Evaluation
2. Learning to facilitate the “Appreciation Dialogue” (time flexible)
3. Presenting Seminar Sections, giving and receiving Feedback

**Homework: Vision Statement**

**Day 4: 8:30am-5:30pm**

**Calendar Date:**

**FOCUS:** Vision, Being and IRI Educator, Next Steps

**DEVELOPMENTAL GOAL:** The trainees will have a sense of confidence and clarity as they envision their next steps of being an Imago Educator

1. Dyads, Group Work, Teaching the “Appreciation Dialogue” (flexible, see above)
2. Role within IRI, Policies & Guidelines, Best Practices
3. Marketing, Professional Development, Personal Vision

## IMAGO EDUCATOR TRAINING:

### Suggestions for High-Energy, Low-Energy, and other “Break” Activities (T4)

**Remember** – base the activity on timing, content, and energy level of the group. Feel free to ask for volunteers to lead activities – have them check in with you first. Examples below are just a few, please research and improvise! Keep them safe for all members.

#### High-Energy: Kinesthetic, Active

**Designed for invigoration, fun, group bonding, relief after a lot of information. Similar to “New Games” activities.**

- 1) **“Knot”** – Have participants stand in a circle, all hands in. Everyone grabs a hand from two different people. Once the Knot is made, group needs to problem solve to unknot themselves and return to original circle.
- 2) **“Shoulder Massage”** circle – Turn to the left, turn to the right – give and receive moderate should massage. Participants encouraged to talk and laugh.
- 3) **“Miss Muffin”** – Start with one person asking neighbor if they “know where Miss Muffin is,” continue around the circle. *All done as if everyone has no teeth.* Like the game Telephone, see where things end up.
- 4) **“Animal Groups”** - Split group into 3s and give each group (secretly) an animal (monkey, cow, pig, etc.) and then tell them to locate one each of the other animals using only the sound. Once those groups have been found, they can form a group again, with different people, identifying them by making sounds.

#### Low-Energy: Intrapersonal, Visual-Spatial Designed for reflection, de-stress, focus, gentle movement.

1. Move into a different space than classroom, make a standing circle, lead participants in **breathing and gentle stretching**;
2. **Yoga** – make sure poses are safe and doable for all;
3. **Tai Chi** – keep movement and motions simple;
4. **Visualization exercise** – keep it simple and safe;
5. **Coloring** – Believe it or not, simple patterns with crayons to fill in can be very relaxing!

# **IMAGO EDUCATOR TRAINING (T5)**

## ***Imago Relationship Theory – An Outline***

**Compiled by Sophie Slade, Ph.D.**

**IRI Faculty, Advanced Clinician, Clinical Instructor**

### **❖ Some Premises of Imago Theory:**

- ❖ All things in nature have an impulse towards healing and wholeness.
- ❖ We were wounded in relationship; it is through relationship that we must heal.
- ❖ The unconscious purpose of adult intimate relationships is to finish childhood so we can reach our fullest potential.

### **❖ Childhood**

- ❖ Most of us come into the world with our full potential relatively intact and with genetic predispositions.
- ❖ During childhood in our relationships we experience pleasure and pain.
- ❖ Pain results when we do not get some of our basic needs adequately met.
- ❖ Our primitive survival drive equates pain with the threat of death.
- ❖ We learn to adapt to get more of the pleasure and less of the pain.
- ❖ These adaptations help us to survive and they limit our full potential.
- ❖ We get messages about how we can and cannot be and behave to be accepted by our social group.
- ❖ To get this acceptance we give up some of our capacity to function fully in areas of thinking, feeling, acting, sensing.
- ❖ We emerge from childhood with some basic needs insufficiently fulfilled, with our adaptive styles firmly established, with some areas of our functioning repressed or undeveloped, and with an internalized image (the Imago) of the people who have been most important to us in our experiences of love and pain.

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## Adulthood - Unconscious Relating

- ❖ We are attracted to people who match our Imago and evoke in us similar feelings to those we had in childhood.
- ❖ We are attracted to people who function fully in the areas where we have shut down our functioning to be accepted.
- ❖ If we get into relationship with them we initially we are blind to the negative traits or find them attractive.
- ❖ The “Romantic Stage” gives us a taste of the fullest potential of the self, the other and of relationship. Paradoxically we are in relationship with the reality of the partner’s most loved and loving self, and also with the illusion of who they are, based on our own idealized Imago which we project onto them like a movie onto a screen.
- ❖ The “Romantic Stage” does not last. We habituate to the neuro-chemicals producing the feelings of romantic love.
- ❖ The “Power Struggle” follows when we are both trying to get our unfulfilled needs from childhood met by a person who cannot meet them because of their own survival adaptations, which resemble the worst traits of our caregivers. These trigger in us the rage or fear with which we reacted when our primitive survival drives were threatened in childhood. More and more we project our negative Imago onto the screen of the other.
- ❖ The survival adaptations of one partner cause pain to the other, who defends him/herself and the defence causes pain to the partner, who defends ..., thus establishing a vicious cycle of defence and re-wounding.
- ❖ In addition, when we see in the other the capacities we repressed, they trigger anxiety and we try to repress them.
- ❖ To get out of the pain of the “Power Struggle” many of us end the relationship or turn to other people and activities (e.g. lovers, children, work, addictions) to try to get our unfulfilled needs met.
- ❖ The conflict of the “Power Struggle” is growth trying to happen. This stage is meant to be and is not meant to last.

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## ❖ **Adulthood - Conscious Relating**

- ❖ We become conscious of our own unfulfilled needs from childhood and our unconscious relationship agenda.
- ❖ We become conscious of our own disowned and denied areas of functioning.
- ❖ We become conscious of our own survival adaptations and how these trigger pain in our partners.
- ❖ We develop and implement a Personal Growth Plan to re-integrate lost capacities to think, feel, do, sense and be.
- ❖ We learn and use skills to relate in ways that are consistent with our intentions rather than our primitive survival directives. We exercise greater choice.
- ❖ We let go of old relationship hurts and old reactive ways of being in relationship.
- ❖ We learn to be safe and healing partners.
- ❖ We learn to empathically understand and accept others, while inviting them to grow into their fullest potential.
- ❖ We grow back into our full potential to meet our partners' unfulfilled needs.
- ❖ We work through our resistance to receiving the love we want.

# **EDUCATOR TRAINING PROGRAM:**

## **Technology Tips (T6)**

***THE BOTTOM-LINE : Technology is wonderful until it's not. Your use of technology and comfort with it – and your ability to troubleshoot – will give you and your audience confidence in your presentation.***

- ❖ ***Contact and visit the location where you are presenting well in-advance to find out what their technology capabilities are and what they will provide and what you are expected to provide;***
- ❖ ***Never let them see you sweat – technology is an important addition to the Seminar but should not become a “false savior,” so prepare, know how to trouble-shoot, but be flexible and willing to find a Plan B.***

<b>TV &amp; DVD PLAYER</b>	<ol style="list-style-type: none"><li>1. Make sure the TV is large and accessible enough for the # of participants the Seminar will have;</li><li>2. Be clear about which TV channel needs to be set for using the DVD Player, then set the TV to that AUX/VIDEO situation, making sure that the DVD and TV are working properly together;</li><li>3. Do not have the TV turn on to a TV channel – you never know what might be showing;</li><li>4. Volume – no one likes loud white noise or technology squeals.</li></ol>
<b>REMOTES</b>	<ol style="list-style-type: none"><li>1. Remotes are more important than you might think, especially in the age of multiple-remotes. Make sure you know which one is for what piece of equipment;</li><li>2. If you want to use a Remote for the PPT, make sure you have that set-up to work with your computer properly;</li></ol>
<b>LAPTOPS</b> <i>(If you are using a computer at the Presentation space, make sure you know what capabilities are and ensure your media can be accessed).</i>	<ol style="list-style-type: none"><li>1. Having your own laptop is great, especially because you will know how to use it and access information quickly. Make sure it is labeled and secured;</li><li>2. Have all of the media items you need clearly titled and organized in a folder that you know how to access; make a back-up on a disc;</li><li>3. If you are going to run DVD clips from the laptop, have that prepared.</li></ol>
<b>PROJECTOR &amp; SCREEN</b>	It is important that you have a mechanism to show the Seminar media materials in a large format, most likely a projector and screen. Projectors can be a good purchase, especially as a business expense, and prices have become reasonable. Make sure it is compatible with your laptop.

# IMAGO EDUCATOR TRAINING: ADULT LEARNING DETAILS and FURTHER INFORMATION (T7)

- (1) Malcolm Knowles, (2) Howard Gardner, (3) The Ageless Learner, (4) Myers & Briggs Type Indicator, (5) Paulo Friere, (6) Medscape, (7) About Secondary Education.

## **(1) MALCOLM KNOWLES – Father of Adult Education**

Malcolm Knowles, whose research in the 1970's and 1980's began the study of adult education as its' own category, is known as the "father" of teaching adults.

**THESIS:** Educators must recognize that Adults learn differently than children do and therefore teachers of adults need to use different **Approaches** and **Practices** to be an effective teacher of Adults.

Unlike the standard ways children are taught - which involves learning dependent on an adult - recent theory, research, and practice focused on adult learning reveal their need for collaboration, motivation, and recognition of life experience among other aspects.

Knowles asserted that adults learn by being "guided" by educators. He termed this *andragogy* (Greek for "man-leading") as opposed to *pedagogy* ("child-leading").

### **Knowles' theory can be stated with five assumptions of adult learning:**

1. **Self-concept:** *As a person matures his self concept moves from one of being a dependent personality toward one of being a self-directed human being*
2. **Experience:** *As a person matures he accumulates a growing reservoir of experience that becomes an increasing resource for learning.*
3. **Readiness to learn.** *As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.*
4. **Orientation to learning.** *As a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centredness.*
5. **Motivation to learn:** *As a person matures the motivation to learn is internal* (Knowles 1984:12)

1. [Knowles' Educational Theories](#) *The Modern Practice of Adult Education: Andragogy Versus Pedagogy* (1970)
2. *Andragogy in action* (1984)
3. [Further Information on Knowles](#)

## **2. Howard Gardner - Multiple Intelligence**

Gardner, a Professor at Harvard School of Education, published his first work on Multiple Intelligences ("Frames of Mind: The Theory of Multiple Intelligences) in 1983 and continues researching, writing, and expanding on his ideas to this day. He posited that classic definitions of "intelligence" were narrow, limiting, and discounted much of how adults are in the world.

- ❖ Gardner, Howard. (1983) "Frames of Mind: The Theory of Multiple Intelligences." New York: [Basic Books](#).
- ❖ Gardner, Howard. (1993) "Multiple Intelligences: The Theory In Practice." New York: [Basic Books](#).
- ❖ Gardner, Howard. (1999) "Intelligence Reframed: Multiple Intelligences for the 21st Century." New York: [Basic Books](#).

### **Gardner's 8 Identified Intelligences**

*(Bodily-kinesthetic, Interpersonal, Verbal-Linguistic, Logical-Mathematical, Naturalistic, Intrapersonal, Visual-Spatial, Musical)*

#### **Bodily-kinesthetic**

This area has to do with bodily movement and psychology. In theory, people who have Bodily-kinesthetic intelligence should learn better by involving muscular movement, i.e. getting up and moving around into the learning experience, and are generally good at physical activities such as sports or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than reading or hearing about it. Those with strong bodily-kinesthetic intelligence seem to use what might be termed [muscle memory](#) - they remember things through their body such as verbal memory or images.

#### **Interpersonal**

This area has to do with interaction with others. In theory, people who have a high interpersonal intelligence tend to be [extroverts](#), characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate.

#### **Verbal-linguistic**

This area has to do with words, spoken or written. People with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, and discussion and debate. They are also frequently skilled at explaining, teaching and oration or persuasive speaking. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall, and an ability to understand and manipulate syntax and structure.

## **Logical-mathematical**

This area has to do with logic, abstractions, reasoning, and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities, a more accurate definition places emphasis on traditional mathematical ability and more reasoning capabilities, abstract patterns of recognition, scientific thinking and investigation, and the ability to perform complex calculations. It correlates strongly with traditional concepts of "intelligence" or IQ.

## **Naturalistic**

This area has to do with nature, nurturing and relating information to one's natural surroundings. This type of intelligence was not part of Gardner's original theory of Multiple Intelligences, but was added to the theory in 1997. Those with it are said to have greater sensitivity to nature and their place within it, the ability to nurture and grow things, and greater ease in caring for, taming and interacting with animals. They may also be able to discern changes in weather or similar fluctuations in their natural surroundings. Recognizing and classifying things are at the core of a naturalist. They must connect a new experience with prior knowledge to truly learn something new. "Naturalists" learn best when the subject involves collecting and analyzing, or is closely related to something prominent in nature; they also don't enjoy learning unfamiliar or seemingly useless subjects with little or no connections to nature. It is advised that naturalistic learners would learn more through being outside or in a kinesthetic way.

## **Intrapersonal**

This area has to do with introspective self-reflective capacities. Those who are strongest in this intelligence are typically introverts and prefer to work alone. They are usually highly self-aware and capable of understanding their own emotions, goals and motivations. They often have an affinity for thought-based pursuits such as philosophy. They learn best when allowed to concentrate on the subject by themselves. There is often a high level of perfectionism associated with this intelligence.

## **Visual-spatial**

This area has to do with vision and spatial judgment. People with strong visual-spatial intelligence are typically very good at visualizing and mentally manipulating objects. Those with strong spatial intelligence are often proficient at solving puzzles. They have a strong visual memory and are often artistically inclined. Those with visual-spatial intelligence also generally have a very good sense of direction and may also have very good hand-eye coordination, although this is normally seen as a characteristic of the bodily-kinesthetic intelligence. There appears to be a high correlation between spatial and mathematical abilities, which seems to indicate that these two intelligences are not independent. Since solving a mathematical problem involves manipulating symbols and numbers, spatial intelligence is involved.

(Eight Intelligences continued below)

## **Musical**

This area has to do with rhythm, music, and hearing. Those who have a high level of musical-

rhythmic intelligence display greater sensitivity to sounds, rhythms, tones and music. They normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture. In addition, they will often use songs or rhythms to learn and memorize information, and may work best with music playing in the background.

### **Other Intelligences – Spiritual, Existential, Moral**

Other intelligences have been suggested or explored by Gardner and his colleagues, including spiritual, existential and moral intelligence. Gardner excluded spiritual intelligence due to what he perceived as the inability to codify criteria comparable to the other "intelligences". Existential intelligence (the capacity to raise and reflect on philosophical questions about life, death, and ultimate realities) meets most of the criteria with the exception of identifiable areas of the brain that specialize for this faculty. Moral capacities were excluded because they are normative rather than descriptive.

*Information summarized on [www.wikipedia.com/HaroldGardner](http://www.wikipedia.com/HaroldGardner) but best accessed in his books listed above.*

### **3. The Ageless Learner Developed by Marcia Conner**

Go to Home Page and then assessments on direction, engagement, observation, and collaboration styles.

**Learning Styles Assessment** This easy to use inventory can help you assess your own approach to learning and how you take in information.

**Motivation Styles Assessment** This straightforward assessment can help you determine what drives you to action and what's the reason behind why you want to learn.

**Direction Style Assessment** This short checklist can help you identify if you prefer to learn from the big-picture or in a more detailed way.

**Engagement Style Assessment** This simple quiz can help you determine how you prefer to engage with others when you learn.

#### 4. The Myers-Briggs Type Indicator (MBTI)

Basic knowledge of the theory of MBTI, types, and use of assessment in work-place or other settings where adults work together can be helpful when working with a group – notice overlaps with Imago theory about turtles/hailstorms and different growth areas (thinking, acting, feeling, sensing).

“The purpose of the Myers-Briggs Type Indicator® (MBTI) personality inventory is to make the theory of psychological types described by C. G. Jung understandable and useful in people’s lives. The essence of the theory is that much seemingly random variation in the behavior is actually quite orderly and consistent, being due to basic differences in the ways individuals prefer to use their perception and judgment.” **Myers & Briggs Foundation home page**

[Myers & Briggs Foundation – Particular to Learning](#) \* most relevant page

#### 4. Paulo Friere – “Pedagogy of the Oppressed”



“Freire's most well known work is *Pedagogy of the Oppressed* (1970). Throughout this and subsequent books, he argues for system of education that emphasizes learning as an act of culture and freedom. He is most well known for concepts such as "Banking" Education, in which passive learners have pre-selected knowledge deposited in their minds; "Conscientization", a process by which the learner advances towards critical consciousness.” [Miami University](#)

Though seen as quite radical/Marxist, Friere’s educational theories do remind us that the work we are doing, teaching Relationship Education through the Imago theory and dialogue structure, is actually **quite** counter-cultural. Participants are asked to “undo” previous ways of communicating, make behavior changes based on understanding another, and actively participate in grasping concepts.

## 5. Training Medical Students to work with Adult Patients

“Although each patient may require a unique learning style, adults learn best when teaching strategies combine visual, auditory, and kinesthetic approaches. Assessing the patient's best style of learning will make a difference in the methods and materials most appropriate for the teaching session. Ultimately, adults learn best by doing. Active participation, which can take many different forms, is the cornerstone for both the style of learning and the principles of adult education. Active learning results in longer-term recall, synthesis, and problem-solving skills than learning with verbal instruction only. In our day-to-day approach to educating patients, health care providers must redirect and focus their energies on assessing individual learning styles, motivation, relative past experiences, level of engagement, and willingness to apply the learning. A collaborative effort between teacher and learner will maximize success and benefit everyone involved in the activity.”

**6. Learning Styles & Education of Older Students:** Students, in fact all individuals, are most effective when they are taught in their personal learning style. In fact, there are three major types of learners: visual, auditory, and tactile/kinesthetic. While most individuals without disabilities can learn using any one of these styles, most people have one for which they show a stronger affinity.

### **A Look at the Three Learning Styles**

**Visual Learners** - Visual learners are those who generally think in terms of pictures. They often prefer to see things written down in a handout, text or on the overhead. They find maps, graphs, charts, and other visual learning tools to be extremely effective. They remember things best by seeing something written.

**Auditory Learners** - Auditory learners are those who generally learn best by listening. They typically like to learn through lectures, discussions, and reading aloud. They remember best through hearing or saying items aloud.

**Kinesthetic Learners**- Kinesthetic, also called tactile, learners are those who learn best through touching, feeling, and experiencing that which they are trying to learn. They remember best by writing or physically manipulating the information.

How to Effectively Use Learning Styles in Class: In the best of all possible worlds, you would incorporate all three learning styles into each of your lessons. However, this is just not possible in the real world of teaching. In truth, it is often not hard to include both auditory and visual learning styles in your lessons. For example, you can have instructions written on the board and say them out loud. However, it is not always as easy to include the tactile/kinesthetic learning style into your lessons. If your class warrants it, you could include simulations, role-playing, debates, or the use of manipulatives.

## IMAGO EDUCATOR TRAINING:

# UNDERSTANDING A GROUP &

## KNOWING YOUR AUDIENCE (T8)

### Before Seminar:

- ❖ **Who are you marketing to? Are flyers and information being posted or sent in relevant ways?**
- ❖ **Where is the Seminar being given? Does that provoke feelings or reactions in you?**
- ❖ **Who is your contact at the place where you are presenting?**
- ❖ **Do you know the neighborhood or institution?**
- ❖ **Have you chosen the right Seminar re: “Couplehood” – Jewish, Christian, Interfaith?**

### Check your own Awareness:

- ❖ **Recognize any biases or stereotypes you may have absorbed;**
- ❖ **Treat each student as an individual, and respect each student for who he or she is;**
- ❖ **Make sure to reach out to all participants equally, without overdoing “special” attention;**
- ❖ **Do your best to be sensitive to terminology;**
- ❖ **Get a sense of how students feel about the cultural climate in the room. Breaks are a good time to assess.**

[Diversity and Complexity in the Classroom](#) By Barbara Gross Davis, University of California, Berkeley.

From Tools for Teaching, copyright by Jossey-Bass

### Guidelines for Teaching Couples:

- ❖ **Don’t assume any relationship before it’s explained – name tags and class lists will help. For example, don’t assume two people of different races aren’t married, or that two men aren’t there with their wives!**
- ❖ **Some of the Seminars will have more obvious participants (“Start Right”) but don’t forget that some couples may be thinking about separating, and others about getting engaged – try not to assume or judge couples’ relationships;**
- ❖ **Use inclusive language (his and her, partner) and notice if something you say seems to strike a nerve;**
- ❖ **Be aware and equally attentive to all participants, noticing who is asking questions, volunteering for role plays;**
- ❖ **Encourage questions – remember, mirroring helps with the ones you might be surprised by, especially around diversity;**
- ❖ **You are not a therapist and do not have the experience to “save a couple” – be aware of what different cultures may think of therapy or counseling and explain Imago theory and Educator status clearly.**

# IMAGO EDUCATOR TRAINING

## Day 2: Presenting to a Group (T9)

### Presenting

successfully to a group involves being prepared, confident, aware, flexible, and patient with self and others.

Your Physical Self

- Good body posture
- Lots of eye contact
- Intentional presence
- Appropriate clothing

### In reference to Imago seminars, presenting to a group means that:

- \*Your enthusiasm and excitement about the Seminar is infectious and brings more couples into the Imago community;
- \*Your preparation, knowledge, and attention creates a positive feeling in the room; and,
- \*Your awareness of the audience helps guide you in how the material will be presented.

Ensure th  
present th  
way you f

Familiarity with Leader Manual,  
Participants' materials;  
Technology, Presentation space

Ensure that the Seminar  
audience is getting what th  
came for

Be genuine.  
Be authentic.  
Be professional.  
Be inspiring.



# IMAGO EDUCATOR TRAINING

## Day 2: Speaking & Communicating (T10)

2  
pages

**Public speaking** is the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners.



### WHAT IS PUBLIC SPEAKING?

“Make sure you have finished speaking before your audience has finished listening.”

— *Dorothy Sarnoff*



### In reference to Imago seminars, public speaking is used to:

- \*accurately transmit the ideas and goals of Imago relationship education;
- \*motivate the audience to invest attention and energy to the material presented; and
- \*create connection by involving the audience in dialogue, using mirroring, and summarizing material in a group forum.

Emphasis on  
**COMMUNICATION**

The **process** of interchanging ideas, sharing thoughts and opinions, and committing to reaching a shared goal of understanding together.

*Body  
Language*

**WORDS**

*Tone of  
voice*

## Public Speaking Tips to Remember! (T10 continued)

- ❖ Set a positive tone - use positive language, avoid sarcasm, assume the best of the audience (and yourself!)
- ❖ Be aware of your own voice (literally) - loud enough? too loud? too fast? drop words at the end of sentences?
- ❖ Make good eye contact at all times, be aware of body language, how do you use your hands?
- ❖ For each section of a Seminar - what directions or points are the most important? What can you do in terms of speaking that will reinforce those points?
- ❖ Public Speaking is not just for content, but also needed for starting sessions, transitions, feedback, closure, reminders - what is the tone you take during those times? How can you be aware of your own emotions (such as anxiety or excitement) and incorporate them appropriately into how you sound?
- ❖ Don't assume the audience always knows what you mean by an acronym (IRI)?? or inside joke "Is there More?"
- ❖ Use terms like "Seminar" or "Relationship Education" consistently and accurately when that's what you mean - be aware that mixing up terms like these with "therapy" or "counseling" can be confusing
- ❖ Be honest about your own experiences, when appropriate (esp. if asked), but be careful not to overstep boundaries or monopolize time

# IMAGO EDUCATOR TRAINING

## ( T11) HOMEWORK for DAY 4: Creating a Vision for Yourself

### **MY BIG PICTURE WISH:**

- ❖ I know that Imago wants to “change the world one relationship” at a time and I think I can add to that by...
- ❖ What would a job description I wrote for myself look like?...
- ❖ If I could do **anything** I wanted to with my Educator Certification I would want to ...

### **MY VISION ---- As an Imago Educator**

### **WITHIN A YEAR :**

- ❖ I will be able to say that being an Imago Educator is...
- ❖ I will have connected with Imago colleagues by...
- ❖ Knowing how to present a Seminar will be...
- ❖ Working on my “growth curve” will mean that...

### **THREE NEXT STEPS:**

**1.DOABLE -**

**2.POSSIBLE -**

**3. STRETCH -**

**What might keep me from achieving my vision?**

**Who will help me get to my next steps and goals?**

**How can I work with IRI?**

**Why AM I doing this? What do I need to keep in mind?**