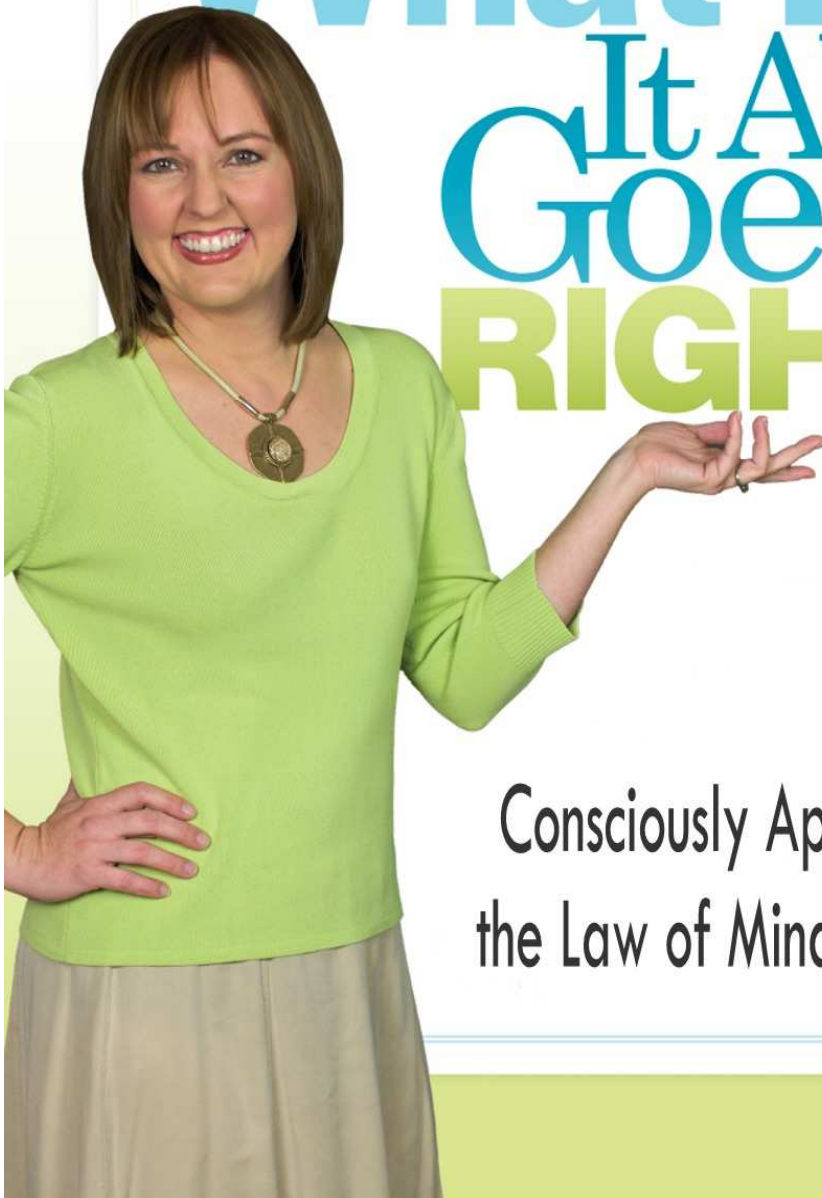


# FACILITATOR'S GUIDE

# What If It All Goes? RIGHT.



Consciously Applying  
the Law of Mind-Action

# FACILITATOR GUIDE

## INTRODUCTION

This facilitator's guide is designed to help you plan and deliver a 10-hour book study as an elective credit for Spiritual Education and Enrichment. It contains a detailed outline of suggested content and learning points, as well as facilitation notes and suggested activities in class and beyond.

The course is designed in ten 60 minute learning modules. Notes on timing for delivery are provided with each lesson.

## COURSE OVERVIEW

The Law of Mind Action is one of the foundational teachings of Unity:

“Unity emphasizes the creative power of thought in our life experience. We refer to this as the Law of Mind Action. When we take personal responsibility to choose life-affirming thoughts, words and actions, we experience a more fulfilling and abundant life.” <http://unity.org/aboutunity>

The “What If It All Goes RIGHT?” text by Mindy Audlin describes this as The Creative Cycle, and helps participants consciously apply five of Unity's Twelve Powers to help them put Unity's principles into action.

Each exercise is designed to help students raise their awareness of their thoughts and feelings, consciously bring these thoughts and feelings into alignment with their Christ nature, and take inspired action toward the fulfillment of their desires.

Many students choose to use this program as a springboard to creating an ongoing “What If UP” Mastermind Group. As you move through the program, you may want to identify potential leaders who can take the momentum of the class and use it as the basis for an ongoing support group at your church or in private homes.

The program concludes with an optional “Inspired Action” challenge. It is suggested that students taking this course for credit participate in this challenge and submit a brief essay at the end of the course detailing their insights and observations about what they have learned.

## NOTES TO THE FACILITATOR:

- **Environment** – The environment you create will be instrumental to your success in facilitating this program. Most lessons are highly interactive, and it is recommended that you choose an environment with chairs that can be moved for small group discussion. It's worth the time to arrive early to make your room feel cozy and inviting.
- **Prayer** – Each lesson begins with a quote or affirmation which can be used to prayerfully begin your time together. You are invited to use these, or allow your own guidance to lead you in opening with prayer. You can also invite a participant to volunteer in leading the opening prayer as a way of encouraging and acknowledging participation.
- **Participation** – Your goal as a facilitator in this program is to encourage participation and lead discussion and activities around each lesson's objectives. It is highly recommended that you **do not call on people** who have not volunteered responses. Be prepared to answer the questions yourself to get a dialogue going. If a question does not resonate with your participants, try re-phrasing it. For additional tips or resources to help you maximize participation, check out our additional group leader resources at <http://www.whatifup.com>.
- **Additional Resources** – Some lessons will provide additional resources and readings which you may use to prepare for your class and/or share with your participants.
- **Activities** – There are activities throughout the coursework that are suggested to demonstrate the principles of each lesson. You are encouraged to use these and add your own as you feel inspired by your group.
- **Timing** – Lessons are scheduled for approximately 50-60 minute segments. Monitor your time so you can facilitate everyone having time to complete activities. Give your group a short break between lessons when time allows.
- **Review** – It's always a great idea to review concepts at the beginning of each gathering. You may want to ask if there are lingering questions from the previous week before officially opening the session with prayer. This is especially helpful if you have people who tend to wander in a few minutes late.

# COURSE SYLLABUS:

## ***WHAT IF IT ALL GOES RIGHT? CONSCIOUSLY APPLYING THE LAW OF MIND ACTION (ELECTIVE)***

**Instructor:** \_\_\_\_\_

**Instructor Contact Information:** \_\_\_\_\_

**Instructor Email Address:** \_\_\_\_\_

**Course Credits Available:** \_\_\_\_\_

**COURSE DESCRIPTION:** An interactive exploration of the creative process emphasizing five of Charles Fillmore's Twelve Powers. Using the "What If Up" mastermind process featured in the book *What If It All Goes RIGHT?*, you will experience the practical application of the spiritual laws of creation, particularly the Law of Mind Action. With equal emphasis on the process and the practice, you will generate ideas that lead to inspired action that enriches your life and creates positive change in your life and in your community.

*Note: This class can serve as the kick-off to a church-sponsored "What If Up Club" which acts as a Congregant Support Mastermind and/or Spiritual Social Action ministry.*

**COURSE PRESENTATION:** Content will be presented through reading material, lecture, small group discussion, group projects, personal journaling and guided meditation.

**OBJECTIVES:** Each student will be able to...

- Identify limiting thoughts and counter-productive use of the Imagination.
- Use strategies from the course to shift their thoughts to create feelings that inspire action.
- Generate positive possibilities for themselves and for others through the activation of Imagination.
- Understand and utilize the power of Wisdom to discern Inspired Actions.
- Develop skills for identifying blocks and challenges as they move through the process and consciously using the tools to reframe problems and create new and empowering possibilities for growth.

### **COURSE MATERIALS:**

**Required books:** *What If It All Goes RIGHT?* By Mindy Audlin

**Optional Materials:** A journal to record your ideas (for private use), *The Twelve Powers of Man* by Charles Fillmore

### **COURSE REQUIREMENTS:**

- Reading
- Attendance and Participation
- Group Project (if taking class for credit)
- Short Paper (any length) sharing learnings, insights, and how the process has impacted your life.

## STUDENT EVALUATION

- Grading  
S (Satisfactory) – A grade of “S” indicates that all class work is complete.  
IN (Incomplete) - A grade of “IN” indicates a student’s class work is incomplete.  
A (Audit) – For individuals on the Spiritual Enrichment track and for those that take a course over for review.  
W (withdrawal) – For individuals that have withdrawn from a class.
- 10 elective course credits are granted on successfully completing the course.

## CLASS SCHEDULE:

**WEEK ONE: Mastering Your Inner Game.** Understand the Law of Mind Action, and the Unity’s third foundational teaching that, “We create our life experiences through our way of thinking.” Discuss the use of Imagination as a tool for bringing our thoughts into alignment with our Christ nature.

**Reading Assignment:** *What If It All Goes RIGHT?* Chapters 1-6, pp.1-46

**Supplemental Reading:** *The Twelve Powers of Man* pp. 71-82 (Imagination)

**WEEK TWO: Awakening to Your Inner Guidance.** Explore the powers of Wisdom and Enthusiasm in the context of the Creative Process. This week’s class focuses on using our thoughts (through Imagination) to direct our feelings, and using our wisdom to discern when we need to adjust our thoughts.

**Reading Assignment:** *What If It All Goes RIGHT?* Chapters 7-9, pp. 47-75

**Supplemental Reading:** *The Twelve Powers of Man* pp. 41-51, 130-141(Wisdom, Zeal)

**WEEK THREE: The Paradox of Love vs. Attachment.** Discuss the relationship between the powers of Love and Renunciation (Non-attachment) and how Love is the fuel behind the Creative Process. This week’s class uses the Imagination to guide you into thoughts that release resistance to life’s challenges or “problems.”

**Reading Assignment:** *What If It All Goes RIGHT?* Chapters 10 & 11, pp.76-98

**Supplemental Reading:** *The Twelve Powers of Man* pp. 52-60,142-160 (Love & Renunciation)

**WEEK FOUR: From Inspiration to Innovation!** This week, students combine all they have learned and apply it in a facilitated “What If Up” Mastermind process. Debrief and discussion points reference the concept of “Inspired Action.” This week provides practical application for the individual’s spiritual growth and creative pursuits.

**Reading Assignment:** *What If It All Goes RIGHT?* Chapters 12-17, pp.99-154

**Homework Assignment:** Group Project

**WEEK FIVE: A Global Convergence.** The final session is an open discussion on the impact of the process and results of the Group Project. It is a celebration of the Law of Mind Action in motion, and an opportunity to acknowledge each other for their support throughout the course. Content focuses on the ability to create “A New Reality” by consciously moving through the Creative Cycle.

**Reading Assignment:** *What If It All Goes RIGHT?* Chapters 18-23, pp.155-194 + **HOMEWORK ASSIGNMENT:** Paper

# WEEK 1: MASTERING YOUR INNER GAME

## CHAPTERS 1-6, WHAT IF IT ALL GOES RIGHT?

### LESSON 1: THE CREATIVE CYCLE

**Objectives** This lesson introduces the course, allows participants and instructor to begin building a learning community, and introduces The Create Cycle that is at the core of The Law of Mind Action.

By the end of this lesson, participants should:

- 1) Feel comfortable and connected with the instructor and other participants.
- 2) Gain a basic understanding of the nature of the course.
- 3) Have a foundational understanding of the Law of Mind Action.
- 4) Understand “The Creative Cycle” and how it expresses the Law of Mind Action.
- 5) Introduce the concept of “What If” as a way of consciously steering thoughts into alignment with your vision of what you want to create.

**Readings** “What If It All Goes RIGHT?” by Mindy Audlin, Chapters 1-5.

**Prayer** “The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.” Marcel Proust

Affirmation: “I open my eyes to see the Truth of who I am.”

**1. Instructor Introduction** Introduce yourself as the instructor. Why are you looking forward to teaching this class? How have you used the Law of Mind Action in your own life?

**1. Participant Introductions** Allow everyone to introduce themselves and get acquainted.

NOTE: If you have a large group, you can choose to have each person simply state their name and one word that describes how they are feeling as they begin the course.

NOTE: With smaller groups, you may ask them to share their names and why they decided to attend this course. What are the THOUGHTS that led them to take the ACTION of attending?

**2. Course Overview** Distribute the class curriculum and give a brief overview of what participants can expect in your time together. Allow time for questions about the course if there are any.

3. Introduce  
The Law of  
Mind Action

Discuss this quote regarding Unity’s core teachings:

“Unity emphasizes the creative power of thought in our life experience. We refer to this as **the Law of Mind Action**. When we take personal responsibility to choose life-affirming thoughts, words and actions, we experience a more fulfilling and abundant life.”

What does it mean to take personal responsibility for our thoughts, words and actions?

In what areas of your life would you like to experience more fulfillment and abundance?

4. Handout –  
The Creative  
Cycle

Distribute Handout of The Creative Cycle (in Resources area at end of this curriculum guide).

Explain the Cycle of Creation and how it demonstrates that Law of Mind Action. Give some current and/or personal examples of how this process works in a real world scenario.

Discuss the handout questions:

- In what ways do you already bring consciousness to this process? (Ex: prayer, meditation, journaling, etc.)
- Write down one area of your life where you would you like to create a change (shift or expansion) in your “reality?”

5. Introduce  
“What If”  
concept

Discuss the question “What If” as a tool for consciously directing your thoughts.

- Give the group a few minutes to brainstorm “What if” statements that relate to the one area of their life that they identified on their handout.
- Encourage a few volunteers to share their “what ifs” and let the group add more!

TAKE A BREAK

## LESSON 2: ACTIVATING THE IMAGINATION

### REQUIRED SUPPLIES: Timer/stopwatch and timing bell or chime

Objectives	<p>This lesson focuses on the activation of the power of Imagination. Participants will experience the thoughts and feelings of a “divinely aligned” imagination.</p> <p>By the end of this lesson, participants should:</p> <ol style="list-style-type: none"><li>1) Understand the relevance of Imagination in the Creative Process.</li><li>2) Gain skills to activate their Imagination as a tool for consciously directing their thoughts.</li><li>3) Use their Imagination to create a vision for the next year of their life.</li><li>4) Give and receive support for others in seeing possibilities for a new and expanded reality.</li></ol>
Readings	<p>“What If It All Goes RIGHT?” by Mindy Audlin, Chapter 6.</p>
1. Quote - Definition	<p>“Imagination – The faculty of mind that images and forms; the power to shape and form thought... Through this faculty the formless takes form.” – <i>The Revealing Word</i>, Charles Fillmore p. 104</p> <p>Discuss:</p> <ul style="list-style-type: none"><li>• What do you think of when you hear the term “Imagination”?</li><li>• Do you consider yourself to be an imaginative or creative person? What does that mean to you?</li></ul>
2. The Creative Cycle Model	<p>Invite students to write the word IMAGINATION on their handouts at the top of the model beside the word “Thought.” Discuss how we can use our Imagination to consciously direct our thoughts to the reality we wish to create.</p>
3. Visioning Exercise - Setup	<p>Put participants into small circles of 5 or 6 people. (Move chairs if you need to... Ideally, place in tight circles with no table in the middle.)</p> <p>Let participants know that you will be guiding them through a meditation, and following the meditation, they will each have exactly one minute to share. (Do not tell them yet what they will talk about, just let them know that it will be one minute for each person in the circle.)</p>
3. Visioning Meditation	<p>Guide participants on a meditation where you visualize stepping into the future. Have them imagine that they have travelled through time,</p>

and it is now exactly one year in the future (give them the current date in the next year). As they breathe and relax, guide them in visualizing all the things that have made that past year “the best year of their life.” Encourage them to consider things like: Their primary relationships. Their health. Their career/finances. All the things they did for fun and recreation. Their friendships. Their sense of faith and purpose... etc.

### 3. Visioning Exercise

From this viewpoint of being one year in the future, ask them to open their eyes. Each person will have exactly one minute to share, from the perspective of their future self, **“why this has been the best year of my life!”**

Model an example share from your own perspective for 1 minute. Identify who will go first from each group (if there is more than one). Then time them as they “Begin!” At the end of 60 seconds, chime your timing bell and encourage the group to give a huge, supportive round of applause to each person who shares. Encourage them to have fun, and set their imaginations FREE!

**NOTE:** The most important piece of this exercise is to have them speak from their future perspective. Instead of “This *will* make it the best year...” encourage them to *IMAGINE that it already happened*. “This *DID* make it the best year...”

**NOTE:** If a participant has difficulty with the full 60 seconds, you can invite the group to play along and ask questions. Each person is the center of focus for the full 60 seconds. (Don’t let them skip ahead to someone else.)

### 4. Debrief

Invite the group to return to this date and time and share what it was like to IMAGINE themselves in their “best-case scenario” for the year.

- What did they notice within themselves?
- How did it feel as they listened to others?
- Was it easy or difficult for them?
- Did it get easier as they went around the circle?
- What surprises or insights came to them through the process?
- How can they use this experience to move forward in their own goals and intentions?

### Homework

Read Chapters 7-9, What If It All Goes RIGHT?

Close

Conclude the gathering with a time of prayer and thanksgiving.  
Acknowledge participants for their courage to think big and contribute to each other.

# WEEK 2: AWAKENING TO YOUR INNER GUIDANCE

## CHAPTERS 7-9, WHAT IF IT ALL GOES RIGHT?

### LESSON 3: AWAKENING TO WISDOM

**REQUIRED SUPPLIES: Small strips of paper – 3-5 per participant  
a hat, bowl or basket**

Objectives	<p>This lesson focuses on bringing awareness to our inner Guidance. Chapters 7-9 focus on the “FEELING” aspect of the Creative Cycle.</p> <p>By the end of this lesson, participants should:</p> <ol style="list-style-type: none"><li>1) Understand the role of FEELINGS in the Creative Cycle.</li><li>2) Use their inner Wisdom to identify when they are in “High Alignment.”</li><li>3) Use Wisdom to assess ideas from exercise on page 66.</li><li>4) Discuss the concept of Enthusiasm as an indicator of alignment.</li></ol>
Readings	“What If It All Goes RIGHT?” by Mindy Audlin, Chapters 7-9.
Prayer	<p>“Oh man! There is no planet, sun or star could hold you, if you but knew what you are.” Ralph Waldo Emerson</p> <p>Affirmation: “I awaken to the Truth of Who I AM. I feel the Wisdom of God within me as my guiding light.”</p>
Introductions	Invite each participant to say their name, and one word that best describes how they are FEELING as they begin Lesson 2.
Review & Shares	Invite participants to ask questions from the previous week’s lesson and share insights and successes they have noticed from the week. Also encourage sharing of insights from the reading assignment.
1. FEELINGS & The Creative Cycle	Discuss the role of FEELINGS in the Creative Cycle. What did you notice in the past week about the relationship between your THOUGHTS and your FEELINGS?
2. EXERCISE: Bringing Consciousness to our FEELINGS	Give each participant 3-5 small strips of paper. Instruct them to write something they would LOVE to do on each strip of paper, then fold it and place it in a hat or bowl at the front of the room. (Examples might include “write a book,” “go to Paris,” “take guitar lessons,” etc.)

After each person has submitted their paper, let them know that you will be drawing ideas from the bowl. As you read each idea, you're your participants to indicate their initial FEELING response to each idea. Use a thumbs down for "No thanks – that's not for me!" – a thumbs up for "Yes! That sounds like fun!" – or a "neutral thumb" (sideways) for no strong reaction either way.

Note that they are responding to the idea as if it was something they were considering doing themselves. How does the idea of each activity resonate within them?

2. Debrief
- What did they notice about their responses?
  - Was it clear?
  - How quickly did they know which ideas were a "yes" and which were a "no"?
  - Point out how each person is unique. We are all called to do different things. How do these feelings guide them in other areas of their life?
  - To what degree do they listen and respond to this guidance?
3. Group Sharing
- Reference the exercise on page 66 of the book. Ask if a volunteer would like to share their list OR share their experience of creating their list of "what ifs". What did they notice when they accessed their Wisdom to discern which ideas resonated most strongly with them?
4. Discussion
- Discuss the role of Wisdom in the exercise on page 66. How did it serve as a feedback mechanism for assessing ideas?
- Discuss the idea of Enthusiasm. In what ways did they notice the presence or the lack of Enthusiasm for their ideas? Discuss Enthusiasm as the result of the alignment of thoughts (ideas) and wisdom (discernment).

TAKE A BREAK

## LESSON 4: A SPIRIT OF ENTHUSIASM

### REQUIRED SUPPLIES: Current issue of Newspaper or recent issues of News Magazines

- Objectives This lesson focuses on practical application of the connection between thoughts and feelings. It illustrates how Imagination, Wisdom, and Enthusiasm can be used to reframe our perception of reality in a way that aligns with the Truth of who we are.
- By the end of this lesson, participants should:
- 1) Use their Imagination and Wisdom to create and discern thoughts that generate feelings of Enthusiasm (Divine Flow).
  - 2) Gain skills for applying “what if” statements to current problems or issues.
1. Review Review the first two elements of the Creative Cycle. Discuss how Imagination and Wisdom work together, creating a feeling of Enthusiasm. To consciously put the Law of Mind Action to work in your life, it is important to align Imagination and Wisdom to generate a feeling of Enthusiasm (or Flow) BEFORE taking action.
1. Q&A Ask students if they have any questions about the process up to this point.
2. EXERCISE Setup Put participants into triads (if numbers are uneven, allow for a group of 4 rather than smaller groups of 2).
- Show them your stack of current newspapers and/or news magazines and give them an overview of the activity:
- Each group will take a newspaper or magazine to use as a way of practicing using these skills as it relates to “reality.” Ask them to choose a story or article about a current issue or problem. Then, as a team, generate a list of “What If Down” questions AND a list of “What If UP” possibilities.
- Give an example before they begin. For example, you may choose to point out a story about bullying. For “What If Downs,” you might write down: What if kids today have lost their sense of compassion? What if kids are no longer safe at school? (Invite them to only do a few of these for the sole purpose of noticing how each idea FEELS... YUCK!)

To contrast, have the group brainstorm some “What If Up” scenarios about the same story. For example: What if stories like this are bringing awareness that inspires people to talk to their children more? What if these bullied students become ambassadors of peace at their schools and in the world? What if kids who bully are given the resources, support, and the LOVE they need to find another way to feel powerful? (Invite them to get creative and make this list as long as they can!)

2. EXERCISE Give groups approximately 5-10 minutes to work on their first story. At the end of this time, ask groups to share their ideas. After each group sharing, conclude with a prayer, based on the “What If Up” possibilities, affirming a positive outcome for all involved.

If you have time, have the groups use the same process and relate it to another unrelated news story.

3. Debrief After your “shares and prayers,” invite your group to discuss their experience:
- What did they notice about the impact of their thoughts?
  - How did those thoughts affect their feelings?
  - Which ideas brought them the most enthusiasm, hope, or positive feelings?
  - How can they transfer these insights into practical application as they move through their week?

Homework Read Chapters 10-11, What If It All Goes RIGHT?

Close Conclude the gathering with a time of prayer and thanksgiving. Acknowledge participants for engaging in the discernment process and stepping into the Divine Flow!

# WEEK 3: THE PARADOX OF LOVE VS. ATTACHMENT

## CHAPTERS 10-11, WHAT IF IT ALL GOES RIGHT?

### LESSON 5: LETTING GO, LETTING GOD

**REQUIRED SUPPLIES: A few note cards & a pen for every participant**

Objectives	<p>This lesson focuses on the concept of “Non-Attachment” as a powerful tool for allowing the Law of Mind Action to work powerfully in your life.</p> <p>By the end of this lesson, participants should:</p> <ol style="list-style-type: none"><li>1) Understand the importance of Non-Attachment and how it relates to the Creative Process.</li><li>2) Use the “What If” question to assist them in letting go of fear, resistance, and blockages.</li></ol>
Readings	“What If It All Goes RIGHT?” by Mindy Audlin, Chapters 10-11.
Prayer	<p>“By letting it go, it all gets done. The world is won by those who let it go. But when you try and try, the world is beyond the winning.”</p> <p>Affirmation: “I let go of my attachment to outcomes and allow the power of LOVE to express as me - here and now.”</p>
Introductions	<p>Invite each participant to say their name, and one word that best describes something they are ready to let go of this evening. For example, they could say, “My name is Mindy, and I am ready to let go of (<u>anger/resentment/judgement/self-doubt, etc.</u>)”</p> <p>It can also be something more tangible such as, “My name is Mindy and I am ready to let go of (<u>smoking/over-eating/complaining, etc.</u>)” Model this for the group before moving around your circle for introductions.</p>
Review & Shares	<p>Invite participants to ask questions from the previous lessons and share insights and successes they have noticed from the week.</p> <p>What insights or questions do they have from Chapter 10?</p>
1. Discussion: My will versus	Discuss the Biblical concept of “my will” versus “Thy will.” What does it mean to you to surrender “my will” and allow “Thy will”?

Thy will

Why do you think this is such a key piece of the Creative Cycle?

2. NON-ATTACHMENT and the Creative Cycle

Review your handout on The Creative Cycle. (Facilitator, you may want to draw this again on a Whiteboard or Flipchart as a visual aid). Non-Attachment appears in the cycle at the point of action.

1. Discussion

- Discuss contrasting experiences: Think of a time when you took action without attachment. What did you notice?
- Think of a time when you were clearly attached to a specific outcome. What did you notice? How did this impact your thoughts, feelings and actions?

2. Exercise

- On small notecards, allow yourself to have a “mind dump” of any thoughts that have brought you anxiety or fear. Maybe it’s a financial stress. Or a health challenge. Maybe you’re worried about a relationship that is important to you. Or a work-related issue.
- Write down the fear, the doubt or the “worst-case scenarios” that you feel you might need to consider. (No need to create any new ones... this is just a chance to honor and release thoughts that have already been poking up in your mind as you take steps toward your vision.) These could be shared with the group, so leave out any specific details that you would not want shared with the group.
- Collect all of the notecards from the group and put them in a hat. Let people from the group draw a card and share the situation or thought as it is written.
- As a group, brainstorm “What If” questions to create positive possibilities that could come regardless of the outcome. For example, you might say, “What if, regardless of what happens with my (health/relationship/finances,etc), I know that I can use the experience to become wiser and stronger than ever before?”

*NOTE: When you finish this exercise, you may choose to have a ceremonial burning or shredding of your notecards to symbolize your willingness to let go of your fears, doubts, and barriers.*

2. Group  
Reflection

- How does making peace with your worst-case scenarios free your imagination as you refocus on your vision of what you want? Did you discover any “What If” possibilities that will be useful to you as you take future inspired actions?

TAKE A BREAK

## LESSON 6: CREATING FROM LOVE

### Required supplies: Pens & “Wheel of Life” handouts

**Objectives** This lesson focuses on using the Imagination and Wisdom faculties to bring forth an experience of LOVE for the present moment and present circumstances.

By the end of this lesson, participants should:

- 1) Understand LOVE as a key component of the Creative Cycle.
- 2) Use “What If” questions to reframe their experience of the NOW whenever they notice the absence of love or the presence of attachment to future outcomes.

**Quote** “But seek first his kingdom and his righteousness, and all these things will be given to you as well.” Matthew 6:33

What does this mean to you? How does it relate to your readings in Chapter 11?

**1. Discussion** Discuss the football analogy from the book, and what it means to love every part of the game that is your life.

**2. EXERCISE** Distribute the handout with the “Wheel of Life.” In each “slice” of the wheel, jot down a few words or comments about how you perceive your current reality in each area.  
**Setup with Handout**

**2. EXERCISE** Instruct your group to notice any areas where your perception is one of lack or discontent. For example, maybe for “Body & Health,” they are unsatisfied with their current weight. Or maybe, for “Physical Environment,” they are unhappy with their current living arrangements.

Guide them to silently go back to each area where you notice perhaps that you do NOT love where you are, and generate as many “What if” statements as they can to help them find peace with where they are.

- For example, if they write the word “overweight”, they could imagine, “What if today becomes the ‘before’ picture that helps me see how much transformation I create on my journey to health? What if my experience of carrying extra weight helps me have more compassion for others who may have a similar issue? What if, because of where I am now, when I achieve my vision, I

have more to give as a mentor for others?"

Give them several minutes to brainstorm as many "what ifs" as they can on their own to bring LOVE to their perception of their present reality.

After a time of reflection, invite them to share with a partner or triad some of the ideas they generated, and allow their small groups to support them in generating new possibilities.

**Group Shares** What do you love the MOST about your current reality? Share your responses from the exercise in the book at the bottom of page 90. If they had not done the exercise in advance, invite them to brainstorm possibilities in the moment.

**Homework** Read Chapters 12-17, What If It All Goes RIGHT?

**Close** Conclude the gathering with a time of prayer and thanksgiving. Acknowledge participants for letting go of attachments and stepping into their full creative power by loving fully the present moment!

# WEEK 4: FROM INSPIRATION TO INNOVATION

## CHAPTERS 12-17, WHAT IF IT ALL GOES RIGHT?

### LESSON 7: WHAT IF UP!

#### REQUIRED SUPPLIES: Stopwatch, Chime (timing bell)

Objectives	<p>This lesson focuses on taking “Inspired Action.”</p> <p>By the end of this lesson, participants should:</p> <p>1) Gain an experience of putting the full Creative Cycle model into practice through participating in a “What If Up” circle.</p>
Readings	<p>“What If It All Goes RIGHT?” by Mindy Audlin, Chapters 12-17.</p>
Prayer	<p>“The vision must be followed by the venture. It is not enough to stare up the steps - we must step up the stairs. ” - Vance Havner</p> <p>Affirmation: “I am an active participant in the creation of my life. I take inspired actions that lead me to my highest good.”</p>
Introductions	<p>Invite each participant to say their name, and one word that describes something they want to manifest in their life. This could be something physical, like a new house or a vacation. Or it could be something like a new job, more money. It could even be for less tangible concepts like more peace, forgiveness, etc. For example, they could say, “My name is Mindy, and I want <u>(to write a book, to learn to cook, to lose weight, etc.)</u>.”</p> <p>Model this for the group before moving around your circle for introductions.</p>
Review & Shares	<p>Invite participants to ask questions from the previous lessons and share insights and successes they have noticed from the week.</p> <p>What insights or questions do they have from Chapters 12-17?</p>
1. Putting it into action with a “What If Up” mastermind circle!	<p>Today is the day! Let participants know they will be experiencing a “What If Up” mastermind circle to focus on a specific goal, intention, or challenge they are holding.</p> <p>Move participants into groups of 5 or 6 (6 is ideal). It is important</p>

that all the groups are the same size for timing purposes. If you must deviate, deviate consistently. (For example, if you're going for groups of 6, but you end up with a couple groups of 5, that's ok. Just don't end up with a stray group of 5 and another group of 7... make sense? This is because each round is timed. If you have one group with 5 and another with 7, then one group is going to have a lot of downtime while the other group finishes the exercise. **AIM FOR 5-6 PEOPLE PER CIRCLE.**

1. Give an overview of the process.

Give your groups an overview of what will happen in their circle:

- Each person will have 2.5 minutes for their turn.
- In that time, they will share their goal, intention, or challenge, and the group will spend the time providing "What If" possibilities to help that person achieve their objectives.
- At the end of the 2.5 minutes, they will hear the timing bell. This marks the end of that person's turn.
- Upon hearing the bell, the group moves into a brief period of silence. This offers the person in the "spotlight" an opportunity to process and receive the ideas, while providing an opportunity for others in the group to send a silent blessing.
- Move around the circle until everyone has had their 2.5 minutes.
- If you have multiple groups with uneven numbers of participants, in the final round, tell groups that have finished to use the 2.5 minutes to discuss their insights about the experience within their small group.

Ask if the group has any clarifying questions about the process.

1. "The Rules"

Explain that the rules are in place to assure the process creates the optimal results. The rules are explained in detail in Chapter 14. Make sure you are very familiar with this chapter before facilitating this process. Review the rules with participants:

1. **Everyone participates.** Everyone gets a turn. This also means that you generate "What if"s for your own turn rather than simply stating what you want and sitting back for the group to generate all the ideas.
2. **Skip your story.** Get to the heart of what you want. Give as much detail as you think people need to be able to help you, but skip the story. Use the time to brainstorm instead.
3. **Be grateful.** Respond to each "what if" with silence or with a "thank you." No commentary!

4. **Toss your “to do” list.** Let participants know they have no obligation to taking action on any of these ideas. There are no accountability partners. No need to follow up. Just listen for the inspiration to act.
5. **No coaching, advising, or fixing.** Tell participants to make sure each suggestion starts with a “what if” to avoid going into “fix it” mode.
6. **Do not call on people.** Let the ideas emerge organically in their own time.
7. **Have fun!** This one is the “Golden Rule” for What If Upping!  
Ask if the group has any clarifying questions about the rules.

1. Demonstrate      Create an imaginary person to serve as an example of how it works: For example, you could say, “Imagine that Joe Smith (not a real person) here is in your group, and Joe has always dreamed of starting his own barber shop. He would say, ‘I’ve always wanted to have my own barber shop but can never find the time or money to make it happen.’ Then you would brainstorm with him... (Elicit a few “what ifs” from people to make sure they get the concept.). Let them know that they would hear the chime at the end of 2.5 minutes and move into a time of gratitude and blessing for Joe. Then around the circle they go.

1. Identify volunteer      Solicit a volunteer who is willing to go first.

1. Facilitate your circle(s)      Let first volunteer know when it is time to begin. Time each participant for 2.5 minutes. Remind participants of the rules when you need to... It is up to YOU as the facilitator to create the space for the process to work to its potential... Have fun!

1. Debrief      After the final round, reconvene as one large circle (if possible) to share insights and experiences:

- What did you notice?
- How did it feel?
- What did you notice change as we moved from round to round?
- Was it easy or difficult? Did it get easier as we went around the circle?
- How do you see the Law of Mind Action leveraged through this process?

- What do you notice as the connection between thoughts, feelings, and the wisdom to take “inspired action”? (Reference to Chapter 15 and the idea that “Being” IS “Doing.”)
- Other insights or comments?

#### TAKE A BREAK

(NOTE: This segment may go a little long. Sometimes the debriefs are very rich, so don't feel like you have to cut it off to get to your break on time. You can shorten the next segment if you need to.

## LESSON 8: REACHING OUT WITH INSPIRED ACTION

**REQUIRED SUPPLIES:** Project Handouts (You can use the one we provide in the Resources Appendix, or create your own to support a cause or drive at your church or in your community.)

**Objectives** This lesson focuses on putting “inspiration” into “action” to create tangible results in the world.

By the end of this lesson, participants should:

- 1) Understand how to use the Law of Mind Action to step out of Unconscious Action and into “Inspired Action”
- 2) Apply the principles to a real world project that serves the local community.
- 3) Create an “inspired action” plan in support of a common goal.

**Quote** “How wonderful it is that nobody need wait a single moment before starting to improve the world.” ~Anne Frank

**1. Discussion** Discuss the concept of “Inspired Action” and use the “what if” question to apply it to different scenarios:

1. Think of the things you “have to” do throughout the week. (Elicit some examples.) How can you use the “what if” question so you can take on your responsibilities with ENTHUSIASM? (Reference pg. 106 – Method #2, “Moving Out of the Victim ‘Hood’”)
2. Think of the things in your life or in the world that you might have a tendency to complain about. How can you apply the “what if” question to transform your complaints into “inspired action”? (Reference pg. 109 – Method #3, “The Alchemy of Complaints”)
3. Inspired action also springs from setting a powerful vision or a specific goal. (You just experienced this from your “What If UP” circle in Lesson 7.) What do you notice about action that is inspired by a strong vision of what you want?

**2. Real World Example** In this lesson, we will practice using the “What If Up” brainstorming process on a real world goal.

- Return participants to their small “What If Up” circles from Lesson 7 (5-6 people per circle.)
- Tell groups that you will be passing around a community challenge. Each group will have 5 minutes to brainstorm

possibilities for manifesting a specific result.

- Pass out handouts (use ours or create your own). Tell groups to brainstorm ideas: If they had one week (or until the next class session) to manifest as many items as they could from the list, what might they do? Ex: What if we ask our neighbors? What if we ask for donations? Etc.
- Give groups about 5 minutes (more if they need it) to brainstorm a list of possible actions using “what if” as a brainstorming tool.

2. Debrief Ask groups to share ideas. How do the ideas feel? Which ones are inspiring? What (if any) “what if down” thoughts start creeping in? How can you use “what if” to turn them around?

3. Homework Tell participants that this project is their homework assignment for next week. Their objective: to see how much they can manifest through “inspired action.” AND to notice their thought processes throughout the week, their feelings about stepping into inspired action, and the relationship between the thoughts, feelings, actions, and end results.

**The rules: They must collect as many items as they can but they may NOT ask for money and they may NOT spend their own money to purchase the items. If people give donations, they can be accepted, just not solicited.**

The purpose here is to create a challenge:

- What can you create without the resource of money and with a relatively short time span to achieve your results?
- What can you create even in the face of “obstacles” and “limitations”??

NOTE: This is an experiment in putting the Law of Mind Action into motion. It is designed to be a laboratory for the power of thought. Remind your group that this is NOT about the manifestation as much as it is about the MENTAL PROCESS that brings forth the manifestation.

3. Planning In your remaining time, allow participants to work together to create an “inspired action” plan for creating the greatest possible result. They may work independently or plan to work together to take action. Encourage group brainstorming to give people ideas for how they want to approach the challenge.

Close

Conclude the gathering with a time of prayer and thanksgiving. Acknowledge participants for the courage to transform fear and limiting thoughts and to move into “inspired action”!

# WEEK 5: A GLOBAL CONVERGENCE

## CHAPTERS 18-23, WHAT IF IT ALL GOES RIGHT?

### LESSON 9: INSPIRED ACTION, PART II!

**Supplies:** Coordinate any logistics necessary to complete your community challenge from Lesson 8. If you use the Project Handouts provided here, you will need to have lunch bags on hand to stuff with food items, as well as ziploc bags for sorting through bulk food items. A few pairs of plastic food handlers gloves are also recommended, along with large grocery sacks so people can take assembled lunch bags in their car and distribute to people in need.

The final session is an open discussion on the impact of the process and results of the Group Project. It is a celebration of the Law of Mind Action in motion, and an opportunity to acknowledge each other for their support throughout the course. Content focuses on the ability to create “A New Reality” by consciously moving through the Creative Cycle.

**ASSIGNMENT:** Paper

Objectives	<p>This lesson focuses on the impact of the shift in mass consciousness as individuals come together to consciously turn their visions into reality.</p> <p>By the end of this lesson, participants should:</p> <ol style="list-style-type: none"><li>1) Celebrate the process in action through their “Inspired Action” homework assignment.</li><li>2) Reflect on real world implications of consciously leveraging The Law of Mind Action to create a world that works for all.</li></ol>
Readings	“What If It All Goes RIGHT?” by Mindy Audlin, Chapters 18-23.
1. Celebrating success /completing the HOMEWORK assignment.	<p>Designate a special area where people can drop off items that were collected as part of the homework assignment. Set these in a common area and begin your session by taking care of logistics to receive the items. For example, if you use the project provided in the appendix, use the first few minutes of class to distribute food items into lunch bags. Divvy the bags among your participants so they can keep them in their car and distribute when they see people on the side of the road in need.</p> <p>When you are finished collecting and assembling items, pull your group together to bless all that you have collected and to</p>

acknowledge the spirit of abundance that drew forth such a rich bounty!

Prayer “The kingdom of God is not coming with things that can be observed; nor will they say, ‘Look, here it is!’ or ‘There it is!’ For, in fact, the kingdom of God is among you.” – Luke 17: 20-21

Affirmation: “I am the light of the world. You are the light of the world. We are the light of the world. For we are ONE in Spirit.”

Introductions Invite each participant to say their name, and one word that describes their experience with the homework assignment. For example, they could say, “My name is Mindy, and my word is (energized, frustrated, impressed, etc.).”

Model this for the group before moving around your circle for introductions.

2. Debrief **THIS IS A SIGNIFICANT DEBRIEF.** Give yourself plenty of time. It may take the entire lesson if people really were aware of their inner processes. Here are some sample questions to get the conversation started:

- What happened?
- How did that compare with the plan you had created?
- What worked best?
- What roadblocks did you meet? How did you handle them?
- What did you notice about your internal state when taking on this challenge? How did that impact your actions and your results?
- What did you learn?
- How can you apply this to other goals or intentions you have set for yourself?

***Facilitator’s Note:** It is EXTREMELY IMPORTANT that you honor every person’s experience as being valuable, even if they did not manifest items to contribute.*

*For example, I once had a participant who chose not to take on the assignment because it “didn’t resonate with her.” She almost didn’t come to class because she was empty handed. (There is usually a LOT of inner judgment based on performance in this activity.) For her, the ah-ha was that she had been trusting her Wisdom, and taking the “inspired action” of*

*sitting out. For this woman, it was a life-changing realization. Remember in your debrief, THE MIRACLES ARE FOUND IN THE PROCESS – NOT THE MANIFESTATION. The manifestation simply gives us the framework to put these concepts into action.*

**TAKE A BREAK**

**(Invite participants to help load up donated items if appropriate during this break.)**

## LESSON 10: BEING THE CHANGE

Objectives	<p>This lesson concludes the course with a focus on the power of mass consciousness and an invitation to create ongoing support networks for people to continue to give and receive “What If Up” support.</p> <p>By the end of this lesson, participants should:</p> <ol style="list-style-type: none"><li>1) Understand the large scale impact they have by continuing to generate thoughts, feelings and actions of love, joy and hope.</li><li>2) Celebrate what they have learned and anticipate tools for continuing to practice an “UP” mindset.</li><li>3) Create “what if” possibilities for the impact their course could have in the community and in the world.</li></ol>
Quote	<p>“I celebrate myself, and sing myself, And what I assume you shall assume, For every atom belonging to me as good belongs to you.” ~Walt Whitman</p>
Review & Shares	<p>Invite participants to ask questions from the previous lessons and share insights and successes they have noticed from the week.</p> <p>What insights or questions do they have from Chapters 18-23?</p>
1. Discussion - Entrainment	<p>Discuss the concept of “<i>entrainment</i>” from Chapter 22. Invite participants to share how their participation in the homework assignment (or similar projects in the past) impacted the people around them. What did they notice?</p>
2. Discussion - Learnings	<p>This final segment of the book focuses on how to continue to apply the principles under any circumstances, even when times seem bleak. Invite the group to share how the course has impacted them throughout the past five weeks:</p> <ul style="list-style-type: none"><li>• What did you learn?</li><li>• How have you applied it in your life?</li><li>• In what ways do you feel like these processes impacted your experience of reality?</li><li>• In what ways do you think these processes impacted the people in your life?</li><li>• What has impacted you most throughout these five weeks together? Who or what has inspired you the most?</li></ul>
2. Discussion –	<ul style="list-style-type: none"><li>• What lingering questions do you have about how to use this</li></ul>

Continued  
Application

ongoingly (beyond this class?)  
Give your group a few minutes to “What If Up” possibilities for how they can carry these principles forward into their lives.

*NOTE: Often, some participants decide to form an ongoing “What If Up” support group. Find out in advance if your church or facility would be conducive for supporting an ongoing meeting. You may want to make a sign-up sheet available for people who would like to stay in touch beyond the course.*

3.  
Acknowledge

Take a few minutes as the instructor to acknowledge the growth you have seen throughout the course. Invite the group to “What If Up” the impact that they may have made by going through these 5 weeks together.

For example, “What if we created a positive shift in our working environment that people can intuitively feel?” “What if our children notice this new way of looking at things and it impacts their mindset as they move through their life? What if it blesses their friends and families as well?”

ASSIGNMENT

For people that would like to take the course for credit, ask them to write a summation of what they learned from the course and from the homework assignment. (Any length.) If you have time, you may want to let people journal about this before you conclude the course.

Close

Conclude the gathering with a time of prayer and thanksgiving. Invite participants to share what they are grateful for before you conclude. Acknowledge them for their participation and for the difference they make on the planet... Amen!

# HANDOUTS

## Contents:

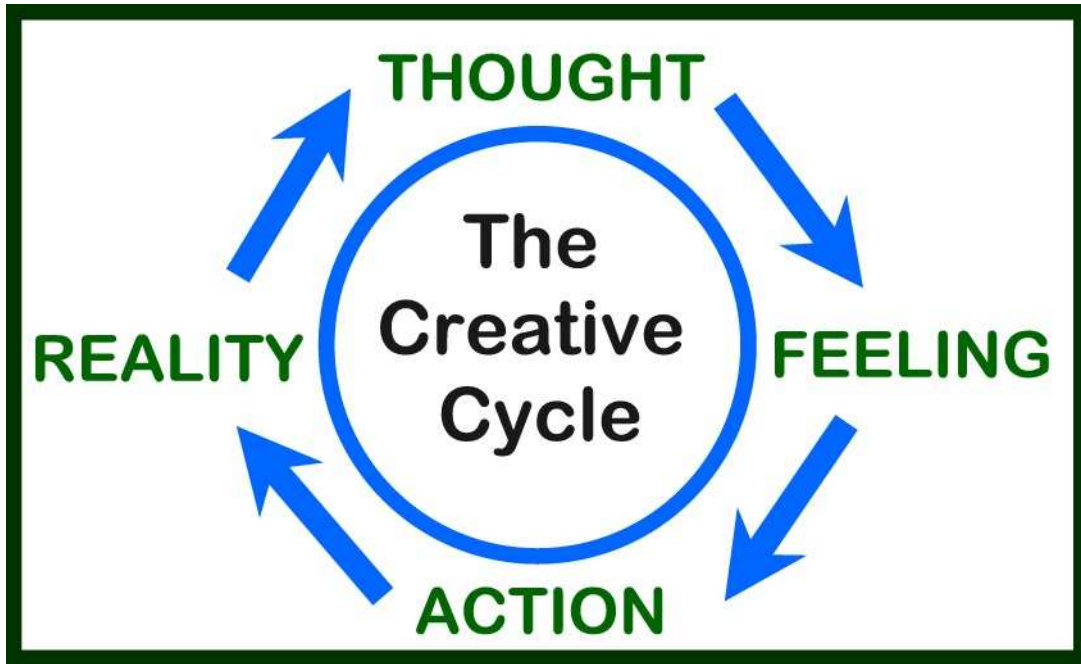
Lesson 1: The Creative Cycle ..... Page 33

Lesson 6: The Wheel of Life..... Page 34

Lesson 8: Inspired Action Challenge..... Page 35

# THE CREATIVE CYCLE

*Unity's Third Tenet: "We create our life experiences through our way of thinking."*



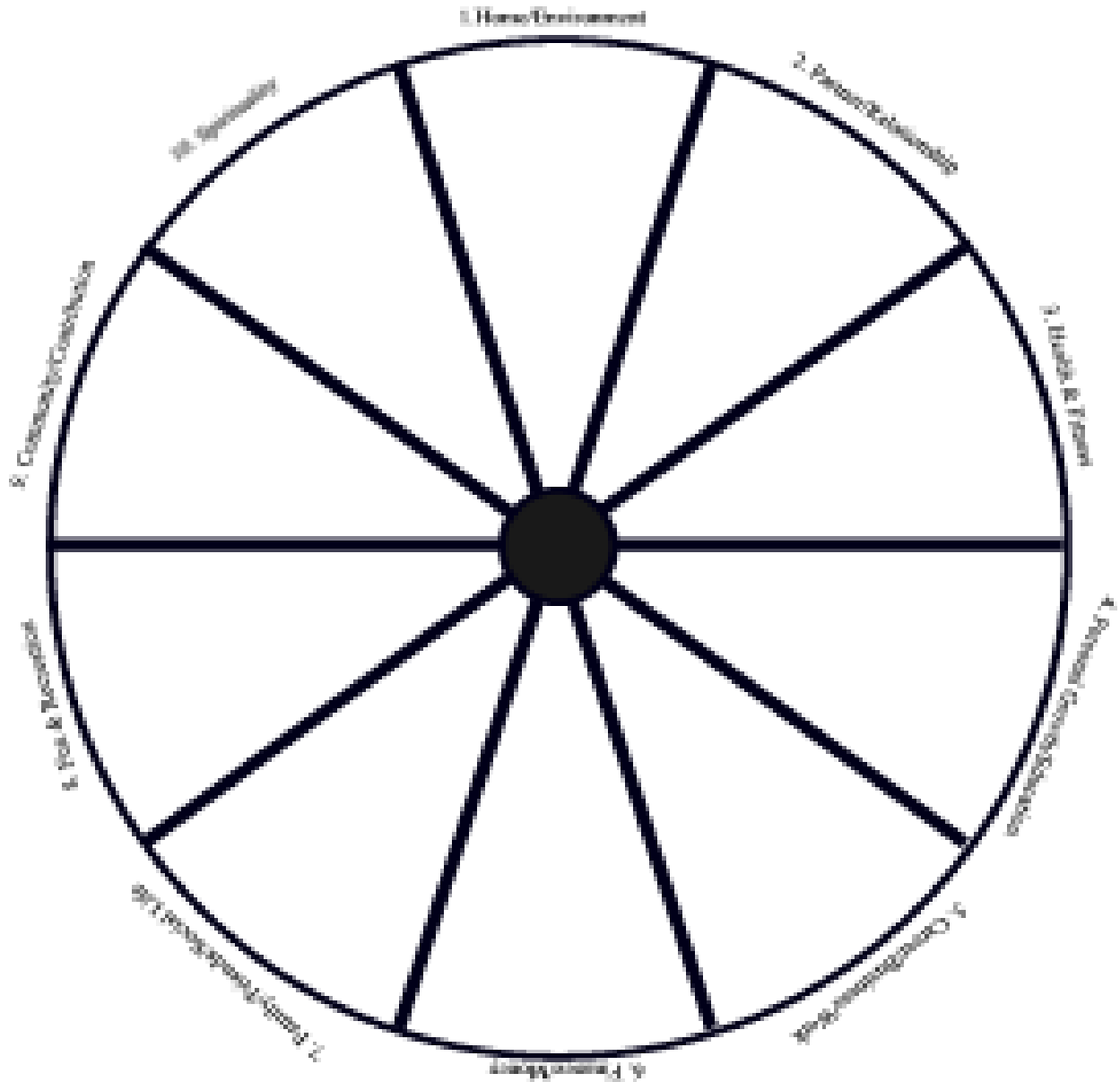
**The Creative Cycle demonstrates how the Law of Mind Action creates reality.**

In what ways do you already bring consciousness to this process?

In what areas of your life would you most like to create a change (shift or expansion) in your "reality?"

# THE WHEEL OF LIFE

Jot down a few words or phrases that describe how you *usually* perceive your current reality in each area of your life:



**NOTES:**



## THE “INSPIRED ACTION” CHALLENGE

*An Inspired Action Scavenger Hunt from The What If Up Club*

*Our “scavenger hunt” items will be distributed into lunch bags that will be given to people in need in our area.*

*Thank you for being part of our miracle!*

### **We are searching for gifts of:**

Pop Tarts  
Peanut Butter/Cheese Crackers  
Trail Mix / Nuts (to put in baggies)  
Raisins  
Juice Boxes  
Gatorade (small)  
Guzzler Water (flavored)  
Bottled Water (small)  
Goldfish (to put in baggies)  
Applesauce  
Chips, Cheetos, Popcorn, Pretzels  
Granola Bars  
Apple/Cherry Pies  
Chicken Vienna Sausages (small Can) (\*\*Flip Top Open)  
Turkey Pepperoni/Beef Jerky

**Items received will be individually bagged and distributed to the homeless in our area. Your kindness will nourish a person in need – inside and out!**

**Thank you for helping!**



[www.whatifup.com](http://www.whatifup.com)