

# Appendix A

## The Genius Zone Workbook and Study Guide

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# THE GENIUS ZONE

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## Using this Guide

This guide is organized to align with the chapters in *The Genius Zone*.

The explorations and activities in this guide offer ways of accentuating and deepening your engagement with your genius, and are designed to be done in order as they build upon each other and the activities found within *The Genius Zone*.

While you don't have to complete the entire book prior to engaging with this guide, be sure to have read each chapter and done each of its hands-on activities before you begin the corresponding section in this guide.

### **Discussion Topics**

Discussion topics are offered to support you and your group in initiating and creating a conversation around your experiences with *The Genius Zone*. The length of time in which your group holds a discussion is up to you and your group members, but expected times are listed within this guide.

### **Hands-On Activities**

The hands-on activities included in this guide complement the book's hands-on activities. Have your group bring with them their folders, papers, and writing utensils they used while going through the book as they will be using some of those items in this guide. Your group members may also have insights or ah-ha's they want to write down as they go through the activities.

## Chapter 1: The Essential First Step

### Discussion Topics

- What did you notice in your body as you wrote out your commitment statement for ending your negative thinking and liberating your true creativity?
- What do you want to create?

### Hands-on Activities

Expected time required:

- Activity 1: 25-30 minutes (includes 5-10 min of discussion)
- Activity 2: 5-6 minutes + discussion time of your choosing
- Bonus Activity: 25 minutes

### Activity 1: Heartfelt Committing

#### Supplies

- Everyone will need something to write on and something to write with.

#### Instructions

1. Tell everyone: *Write out your commitment to ending negative thinking and liberating your true creativity. It goes like this: "I, \_\_\_\_\_, commit to ending my negative thinking and liberating my true creativity."*
2. Have your group members get into pairs and bring their commitment statement with them. Once paired, proceed to Step 3.
3. Ask the pairings to decide who is Person A and who is Person B.

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4. Set a timer for 2 minutes.
5. Give instructions for the activity:
  - a. *Person A: Once I say “start,” you will begin saying your commitment statement out loud, noticing what happens with your breath.*
  - b. *Person A: you will repeat your statement emphasizing different words and using a variety of inflections and tones.*
  - c. *Person B: you will observe Person A and, when you notice a change in Person A’s breathing, invite them to return to easy breathing as they continue to say their commitment statement.*
  - d. *After 2 minutes you’ll hear [a bell] and we’ll switch. Please hold your discussion about the exercise until we return to the group.*
6. Tell the group to begin and start your timer.
7. After 2 minutes [ring a bell] and have them switch. Say something like:  
*Now Person B will be saying their statement in various ways while Person A observes Person B’s breathing and invites them to return to easy breathing when they notice Person B’s breathing isn’t easy and flowing.*
8. Start your timer again.

### **Group Discussion**

After both partners have explored invite the group to reassemble for a 5-10 minute discussion about what they noticed. Here are some questions you can try out if the discussion doesn’t start on its own:

- Did anyone notice their breath dropping out or that they were holding their breath?
- When did that happen? Was it during the in breath or out breath?
- What sensations were you feeling? Describe those.

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- What emotions were arising within you?
- Did you feel more aliveness the more you said your statement?

### Activity 2: Embodying Re-commitment

#### Supplies

- Everyone will need something to write on and something to write with.

#### Instructions

Nothing negative has to happen for us to recommit to a commitment or goal. Taking action toward a goal is a form of embodying our commitment. In essence, we become a living re-commitment.

1. Set a timer for 3 minutes.
2. Tell the group:
  - a. In this activity you'll be writing out your commitment to ending negative thinking and liberating your true creativity as a re-commitment. Write it out a number of times.*
  - b. Each time, as you write your re-commitment, notice what arises in your body. Notice what happens with your breathing. What emotions do you feel? Where does this live in your body?*
  - c. As a reminder, here's what you'll be writing: I, \_\_\_\_\_, re-commit to ending my negative thinking and liberating my true creativity.*

3. Tell the group to begin and start your timer.

#### Group Discussion

Once the timer is done, invite the group to discuss what they noticed.

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### Bonus Activity: The Yes Breath

#### **Supplies**

- A computer with audio/speakers and an internet connection.

#### **Instructions**

This breathing technique supports you being fully present and feeling in flow.

1. Have the group watch Gay's breathing video  
(10mins): <https://www.youtube.com/watch?v=Tf9fCWYbOU0>
2. Then spend 5 min practicing the techniques in the video.
3. Take a short break.
4. Practice for another 5mins.

#### **Group Discussion**

Invite the group discuss what they noticed while practicing the Yes Breath.

## Chapter 2: Mastering the Genius Move

### Discussion Topics

- Describe your experience of playing with the Genius Move. What did you learn?
- Describe your experiences of letting go.

### Hands-on Activities

Expected time required:

- Activity Part 1: 15-20 minutes
- Activity Part 2: 15-18 minutes + discussion time of your choosing

Activity Part 1: I have no control over \_\_\_\_\_.

### Supplies

- Their “Perform the Genius Move When I Think About These Things” sheet of paper.
- A red writing utensil (pencil, pen, marker, etc.).

### Instructions

1. Set a timer for 5 minutes.
2. Tell the group to get out their paper and red writing utensil.
3. Tell the group: *Over the next few minutes write as many things as you can think of that you have no control over yet try to control.*
4. Tell the group to begin and start your timer.
5. After time is up, have the group bring their supplies with them and get into pairs.

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6. Set a timer for 5 minutes.
7. Once in pairs, tell the group:
  - a. *Now you are going to alternate between the two of you, each saying out loud items you have no control over yet try to control. You can choose to say the same item over and over, or you can go through your list.*
  - b. *Use this sentence construct for your items: I have no control over \_\_\_\_\_. Here's an example: if one of my items is "If it's a sunny out" I'd say, "I have no control over whether it's sunny out."*
  - c. *While your partner is the one speaking notice if their breathing drops out, and invite easy breathing for them with a statement like "let's breathe easy and say that one again."*
  - d. *Remember to take turns so each of you has a chance to share. You can also give them notice at the halfway point to switch if they haven't.*
8. Tell the group to begin and start your timer.
9. After time is up, have everyone take a short break (1-2 minutes) to move their body (walk around the room at a comfortable pace, shake, wiggle, etc.) before starting Part 2 of this activity.

### Activity Part 2: Letting Go Then Giving Attention to What You Can Control

#### **Supplies**

- Their lists of things they cannot control.

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### Instructions

1. Now, have the same pairs get together again and bring their supplies with them.
2. Tell everyone to look over their “I cannot control” list and to choose the top two or three items that have the most charge for them.
3. Set a timer for 5 minutes.
4. Ask the pairs to select a Person A and a Person B.
5. Give instructions for Person A (consider giving a demonstration):
  - a. *Person A, you will be exploring.*
  - b. *Choose one of your top items from your list of things you cannot control.*
  - c. *First, you will imagine the item in your hand and grasp it firmly.*
  - d. *Then, as you say “I consciously let go of trying to control [your item]” open your hand and let the item go.*
  - e. *You might try this with each hand.*
  - f. *Keep repeating the process with one item until you feel space in your body, a rush of aliveness and flow.*
  - g. *When you do feel a shift in your body, begin to wonder out loud, “Hmmm... I wonder what positive action I can do right away?”*
  - h. *Once you have an action item, make a note of the item and write down your action step.*
  - i. *If you have more time, start this process over with another item you cannot control. And, if a new item comes to mind while doing this exercise, go ahead and use that or write it down for later exploration!*
  - j. *And remember, if at any time your breathing stops, just take note and return to easy, full breathing.*

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6. Give instructions for Person B:
  - a. *Person B, you will be supporting, noticing, and inviting breath.*
  - b. *First, create a supportive space by presencing yourself and finding your own easy breathing. During your partner's entire exploration do your best to demonstrate easy breathing.*
  - c. *Your job here is to be an active listener, fully available to your partner, paying attention to your partner's breathing and body, and generating curiosity in yourself about what's going on for your partner.*
  - d. *When you notice their breath drop out or pause, gently invite them to breathe with something like "remember to breathe" or "I noticed your breath dropped out, can you bring that back in?"*
7. Tell the group to begin and start your timer.
8. When the timer ends invite the group to switch roles and start your timer for 5 minutes again.
9. After both Partner A and B have had a chance to go, invite the group take a minute or two to fully enjoy their experience.

### **Group Discussion**

Have the group reassemble and ask them what they noticed and what worked best for them for letting go.

## Chapter 3: Fear-Based Negative Thinking

### Discussion Topics

- What was your experience like as you were writing “I commit to speaking honestly and listening mindfully”?
- What is your experience of loving your negative thoughts, just as they are, like? How does that feel in your body?

### Hands-on Activities

Expected time required:

- Activity 1: 18-22 minutes + discussion time of your choosing
- Activity 2: 20-22 minutes + discussion time of your choosing
- Bonus Activity: 5-10 minutes + discussion time of your choosing

#### Activity 1: Learning Fear Melters™; Transforming from Being in Fear to Being Here

### Supplies

- A computer with audio/speakers and an internet connection.
- Copies of the enclosed Fear Melters™ handout for your group.

### Instructions

This activity is about supporting you being fully present with your emotions.

1. Watch Katie’s Fear Melters™ video (6 minutes):  
<https://www.youtube.com/watch?v=pGS2byt4kZ8>
2. Then watch Rebecca Folsom’s Fear Melters™ Demonstrations (5 minutes): <https://www.youtube.com/watch?v=vZUnfPLHpg0>

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3. For 1 minute have the group practice going from Freeze to wiggling/shaking.
4. For 1 minute have the group practice going from Flee to sumo stance.
5. For 1 minute have the group practice going from Fight to oozing movements.
6. For 1 minute have the group practice going from Faint to doing love scoops.
7. Now, have the group play with combining the Fear Melters™ for 1-2 minutes. Invite folks from the group who want to create a combo and demonstrate it to the group to do so while the rest of the group tries it on for themselves.

### Activity 2: Completing Incompletions

#### Supplies

- Everyone will need a piece of paper and something to write with.

#### Instructions

1. Set a timer for 5 minutes.
2. First tell the group: *While doing this next activity, anytime you feel scared do some Fear Melters™.*
3. Next, tell everyone: *Make a list of all the things you can think of that are incomplete in your life. It doesn't matter how big or how small the item is, just write it down. Here are some examples:*
  - a. *Conversations with people you've been putting off.*
  - b. *Mail you haven't gone through.*
  - c. *Paying a bill.*

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*d. Calling that friend you love and letting them know you love them.*

4. Tell the group to begin and start the timer.
5. When the timer ends tell everyone: *Now you'll be going through your list and writing next to each incompleteness what action step you are going to take to either gain completion or to begin completing that item.*
6. Tell the group to begin and start the timer for another 5 minutes.
7. When the timer ends, set another timer for 5 minutes and tell everyone to: *write a "by when" for each action step. This is "by when" you will do that action. Set the timer for another 5 minutes.*

### **Group Discussion**

After time's up have the group reassemble and discuss what they noticed.

### **Bonus Activity: Essence Pace**

Supplies

- Your body and space to walk around.

### **Instructions**

This activity is about finding your natural pace, in which you feel in-flow, easy, and abundant.

1. Have the group tune into their breathing and do a minute or so of easy breathing.
2. Then, for about 1-2 minutes invite them to walk around at a pace in which they are still breathing easy.
3. Then, for 1-2 minutes, invite them to—in a friendly way—start speeding up and slowing down, noticing when their breathing changes (speeds up, stops) and when space appears to be opening and closing.

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4. Next, for about 2 minutes, invite them to continue changing their speed until they find a walking speed or speeds at which they are moving about the room with ease, breathing easily, feeling fully present, and noticing that the room feels more spacious to them. That's their essence pace.
5. Have the group come to a rest and discuss what they noticed.

## Chapter 4: How to Woo Your True Creativity

### Discussion Topics

- What did you discover as you explored wondering?
- What were your top three wonder questions?
- What did you discover as you explored cultivating relationships that support your creativity?

### Hands-On Activities

Expected time required:

- Activity 1: 12-15 minutes + discussion time of your choosing
- Activity 2: 12-15 minutes + discussion time of your choosing
- Activity 3: 8-10 minutes + discussion time of your choosing

#### Activity 1: Tuning in to Your Creativity

##### Supplies

- A piece of paper and something to write with.

##### Instructions

1. Tell the group: *In this activity you'll be exploring what it's like to be in your creative flow. Write down your answers to the following questions.*
2. Now, read these questions to the group, allowing about a minute for them to answer each.

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- a. *What does it feel like to be in your creative flow? For some people, they lose track of time or time seems to expand. Others feel spaciousness in their body and a sense of joy and ease.*
  - b. *How does it feel in your body to be in your creative flow?*
  - c. *While you're in your creative flow, how do you experience your energy and aliveness? What is your mental state like?*
  - d. *How do others experience you while you're in your creative flow? What kind of feedback do you receive from being in your creative flow?*
3. Next, invite the group to share and talk about what they discovered. Also invite the group to write down any insights or ideas that arise for them during the discussion.
  4. Next, set a timer for 5 minutes.
  5. Tell the group: *Now you'll be exploring and writing down ways that you get into your creative flow, or ways that support you being in your creative flow. For some people meditation sets the stage for creativity to flow, for others it's moving, and for others it's something else. What are the ways you reliably invite your own flow of creativity?*
  6. Tell the group to begin and start the timer.

### **Group Discussion**

Once the timer is done invite the group to share their discoveries. Invite the group to write down for themselves any insights or ideas that arise for them during the discussion.

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### Activity 2: Taking Responsibility for what's Blocking Creative Flow

#### Supplies

- A piece of paper and something to write with.

#### Instructions

1. Tell the group: *In this activity you'll be exploring what's blocking your creative flow.*
2. Tell the group to get into pairs.
3. Then tell them to choose who will be Person A and Person B.
4. Set a timer for 5 minutes.
5. Tell them:
  - a. *Person B, you will be interviewing Person A and supporting their exploration. If at any time you notice either of you not breathing, invite easy breathing and Fear Melters™.*
  - b. *First you are going to ask Person A to complete this sentence: I would express my creativity fully if \_\_\_\_\_*
  - c. *After they complete it say something like "I hear that you don't have time to spend creating. What's underneath that?"*
  - d. *Keep asking "...and under that?" until your partner lands firmly on what's underneath their stories. When they do, invite them to feel all their feelings, breathing, moving, and loving their full experience including any judgments or stories they might have about what they are experiencing.*
  - e. *If your partner is getting stuck try one of these invitations:*
    - *Tell me more.*
    - *What interests you most about that?*
    - *Then what happened?*

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6. Next tell Person A:

a. *Person A, your job is to breathe, answer the questions, and when you notice yourself feeling scared or stuck to do Fear Melters™ and generate a whole body “hmmmm.”*

7. Tell the group to begin and start the timer.

8. After the timer is done, set another timer and have the partner's switch roles. Read the instructions again if needed.

9. Tell the group to begin and start the timer.

### **Group Discussion**

When the timer is done, invite the group to write down any ah-ha's or insights and to share their discoveries.

## Activity 3: Discovering Actions that Support Your Creative Flow

### **Supplies**

- A piece of paper and something to write with.

### **Instructions**

1. Set a timer for 5 minutes.

2. Tell the group: *In this activity you will be exploring physical, tangible actions you can take that embody you wooing and expressing your true creativity. Like Gay and Katie going to the Met in New York and appreciating art, how and when do you or could you woo your creativity by appreciating and visiting it every chance you get?*

3. Here are some more questions to get you started:

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- a. *Making time for expressing your true creativity. Can you make a date to show up with your creativity each day, even for just 15 minutes? If you're already doing 15 minutes, what amount of time could you increase that to? When we cherish a relationship, we make time each day to connect with the person. What can you do on a daily basis to connect with your creativity?*
  - b. *What are some ways you can appreciate your creativity?*
  - c. *What can you do that supports your creative flow? This could be to dance, move, meditate, brainstorm ideas with a friend, play with a pet, or something else.*
4. Tell the group to write down whatever comes to mind for them.
  5. Tell the group to begin then start the timer.
  6. Tell the group: *Now, take a moment to choose one action you can take and commit to doing it every day for the next week. Once that week is up, see if you can do them for even longer. Once you've integrated that action you add more, but just start with one and see what happens.*

### **Group Discussion**

Invite the group to share about their experiences doing this activity and what they plan to do. Invite anyone who wants to stand up to do so and to say their action step out loud for the group to witness.

## Chapter 5: Three Boxes and a Spiral: A New Way to Organize Your Genius Life

### Discussion Topics:

- What did you choose for your commitment to spending time in your zone of genius?
- What genius markers did you choose to serve as measurables for spending time in your zone of genius?
- What did you choose for your five Deathbed Markers?

### Hands-on Activity

Expected time required:

- Activity: 24-26 minutes + discussion time of your choosing

Activity: Identifying and Getting in Touch with Your Genius

### Supplies

- A piece of paper and something to write with.

### Instructions

1. Set a timer for 10 minutes.
2. Tell the group: *In this activity you'll be exploring your genius. You'll be answering the following questions, writing down your answers (you'll need them in the next part of the activity):*
  - a. *What is my unique ability?*
  - b. *What do I most love to do?*

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- c. *What produces the highest ratio of abundance per time spent?*
- d. *What work do I do that doesn't seem like work?*

3. Tell the group to begin then start the timer.
4. When the timer ends have the group pair up, bringing their answers with them and something to write with so they can take notes.
5. Have each pair decide who will be Person A and who will be Person B.
6. Set a timer for 5 minutes.
7. Tell the group: *Person A will be the first explorer and Person B will be the first co-explorer. Person A will read their answers to the questions we just answered and Person B will support their further exploration by asking these questions:*
  - a. *Do any of these actually belong in the Zone of Excellence or Competence boxes?*
  - b. *What's the common theme weaving through your answers?*
  - c. *Which of these are your actual genius and which of them are ways you express your genius?*
8. Tell the group to begin then start the timer.
9. After the timer is done, set another 5 minute timer, and invite the group to switch roles.
10. Tell the group to begin then start the timer.

### **Group Discussion**

After the timer is done have the group write down any ah-ha's and discuss what they discovered.

## Appendix B

### Your Completions Checklist

To be incomplete about a person or experience means that you still think about the experience and have recurring body sensations related to the experience. There is awesome power in completing the loose ends in our lives.

Examples:

A broken shed door you noticed six months ago but haven't got around to fixing

A project you stopped short of finishing

A loved one you haven't connected with in a while

When you're incomplete about something, it causes specific things to happen in your body and mind:

Guilt

Shame

Denial

Sadness

Anger

Fear

As you go through the following checklist, notice any of the above or other reactions in your body and mind.

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- Do you experience trespasses, instances when you let people intrude upon your boundaries to the point of causing you pain or distress?
- Do you experience withholds, instances when you choose to hide from others what you said, felt, did or thought?
- Do you experience moments of inaction, instances when you choose not to follow your intuition to take an action, missing out on an opportunity to be authentic and complete?
- Do you persist in behavior you find to be unacceptable, such as consuming problematic amounts of caffeine, sugar, television, drugs or alcohol?
- Have you told the people closest to you that you love them within the past week?
- Have you communicated and made amends with everyone you have hurt or seriously upset in your life?
- Do you always tell the truth, no matter what?
- Do you let go of relationships that drag you down?
- Are you fully caught up with email, paperwork and phone calls?
- Do you quickly correct miscommunications and misunderstandings when they occur?
- Do you have significant uncommunicated feelings or issues with people from your past?
- Do you have a best friend or a soul mate?

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- Are your personal and business files, papers and receipts organized so they can be easily located?
- Are you consistently on time?
- Is your car in good condition?
- Is your house neat and clean?
- Do you have adequate time, space and freedom in your life to pursue creative passions?
- Do you have any articles such as clothing in your house or in storage that you would like to be rid of?
- Are you putting up with anything about your home or work environment that you wish you could change?
- Do you pay your bills on time?
- Do you know how much you need to be financially independent and have a plan to get there?
- Have your tax returns been filed and all taxes been paid?
- Do you currently live within your means?
- Do you have any unpaid parking tickets, taxes, alimony or child support?
- Do you have good health insurance?
- Is your will up-to-date?

## **Completions: An Ongoing Process**

No checklist could ever be complete, because completions are an ongoing process in daily life. On a moment by moment basis as we move through life, it's essential that we stay vigilant for incompletions. Use the checklist as a starting point; it will give you several key areas to focus on. As I mentioned earlier, my own list of incompletions ran to twelve pages. At first my list seemed daunting, but my mood lifted as I took care of my incompletions one day at a time. The good news, though, is that almost everything you are incomplete about is complete-able. Many, in fact, can be completed in ten seconds with a communication such as "I just want to let you know how much I appreciate you."