

EMOTIONAL FREEDOM TECHNIQUES (EFT)

Module 2 – EFT Advanced Foundational
Day 2 – EFT Advanced Practitioner

2

WORKING WITH PHYSICAL TENSION & INTUITION

CONTENTS

1. Reframing
2. Physical Tension
3. Using your intuition
4. Levels of listening
5. Next steps



REFRAMING

TYPES OF REFRAMES

- Context
- Content
- Outcome
- Perspective
- Time
- Self
- Problem



CONTEXT REFRAMING

- Reframe behaviour/belief by exploring useful contexts.
- Question if the belief serves a positive purpose elsewhere.
- **Example:** “I’m too stubborn, and it causes conflict.”
- **Reframe:** “In situations where I need to stand up for myself, my stubbornness helps me stay strong.”



CONTENT REFRAMING

- Change the meaning of an event.
- Find a positive or alternative interpretation.
- **Example:** “I got rejected from that job; I’m not good enough.”
- **Reframe:** “That job wasn’t the right fit for me, and now I can find one that suits me better.”



OUTCOME REFRAMING

- Shift focus to a new goal or outcome.
- Find alternative solutions for a positive result.
- **Example:** “I failed to meet my sales target, so I’m not successful.”
- **Reframe:** “What can I learn from this experience to improve and reach my target next time?”



PERSPECTIVE REFRAMING

- View the situation from another person's perspective.
- Consider how someone else might interpret it.
- **Example:** "I embarrassed myself during the presentation."
- **Reframe:** "From the audience's perspective, they likely didn't even notice my mistake and were focused on the content."



TIME REFRAMING

- Change perception by considering long-term significance.
- Reframe using a different timeframe.
- **Example:** “This is such a setback in my career.”
- **Reframe:** “In a few months, this might be just a small blip, and I’ll have grown from it.”



SELF-REFRAMING

- Change self-perception.
- Shift from negative to positive view of abilities and qualities.
- **Example:** “I’m not good at handling challenges.”
- **Reframe:** “I’ve overcome difficult challenges before, so I know I can handle this too.”



PROBLEM REFRAMING

- Redefine the problem.
- View from a different angle to find hidden opportunities.
- **Example:** “My workload is overwhelming.”
- **Reframe:** “This workload shows that my team trusts me with important tasks, and I can prioritise to manage it better.”



HOW TO REFRAME

1. Ask yourself what is the benefit of the statement?

- *Is this belief protecting me from something?*

2. Explore in which situation that belief will be helpful.

- *In what context could this belief serve me?*

3. Challenge the belief.

- *Ask: Is this belief absolutely true? What evidence do I have to support or contradict it?*

4. Consider alternative perspectives.

- *What would someone else think about this situation?*

HOW TO REFRAME

5. Ask yourself how you would talk to a friend.

- *Imagine you're giving advice to a friend with the same belief. What would you say to them?*

6. Reframe the belief.

- Create a new statement that feels more empowering or realistic, e.g., *What if there's a better way to view this?*

7. Check how the new belief feels.

- *Does this reframe feel believable? Does it bring more relief, positivity, or hope?*

REFRAMING EXERCISE



REFRAMES EXERCISE

- I can't do anything right.



I CAN'T DO ANYTHING RIGHT

1. Ask yourself what is the benefit of the statement? Is this belief protecting me from something?

- This belief might protect me from feeling disappointed if I try and fail — it lowers expectations so I don't get hurt as much.
- It might also keep me from taking risks or trying new things, so I avoid potential failure.

2. Explore in which situation that belief will be helpful. In what context could this belief serve me?

- It could help me avoid situations where I feel overwhelmed or afraid of making mistakes.
- It might give me a reason to pause and rethink before rushing into something.

3. Challenge the belief. Ask: Is this belief absolutely true? What evidence do I have to support or contradict it?

- Absolutely true? Probably not. I've succeeded at many things before, even if I stumble sometimes.
- I've gotten things right before, even if small or big moments.
- There are examples of learning, improvement, and successes, so it's not "nothing."

I CAN'T DO ANYTHING RIGHT

4. Consider alternative perspectives. What would someone else think about this situation?

- A friend might say: “You’re being too hard on yourself — everyone messes up sometimes.”
- They might remind me of things I did well or how I’ve improved over time.
- They’d probably encourage me to keep trying and be patient.

5. Ask yourself how you would talk to a friend. Imagine you’re giving advice to a friend with the same belief. What would you say to them?

- “Hey, it’s okay to mess up sometimes. It doesn’t mean you’re always wrong.”
- “You’ve done plenty of things right, even if they don’t feel perfect.”
- “Be kind to yourself and remember growth takes time.”

I CAN'T DO ANYTHING RIGHT

6. Reframe the belief. Create a new statement that feels more empowering or realistic.

- “I don’t get everything right all the time, but I learn and improve with each try.”
- “Mistakes are part of how I get better.”
- “I have successes too, even if I notice the failures more.”

7. Check how the new belief feels. Does this reframe feel believable? Does it bring more relief, positivity, or hope?

REFRAMES EXERCISE

- I can't do anything right.
- I'm not good enough.
- People will never accept me.
- I'll always fail.
- I'm always the problem.
- I can't trust anyone.
- I don't deserve to be happy.



REFRAMES EXERCISE

Belief	Reframe
I can't do anything right.	Isn't it amazing that I want to do things right!
I'm not good enough.	What if I'm already good enough as I am right now.
People will never accept me.	Suppose somehow I could accept me versus people accepting me.
I'll always fail.	What if failure is just part of the learning process?
I'm always the problem.	What if I can choose to change my approach?
I can't trust anyone.	Suppose somehow I could learn to trust myself first.
I don't deserve to be happy.	What if I deserve happiness just like anyone else?

REFRAMES EXERCISE

- I'm always making mistakes.
- I can't handle this pressure.
- No one really cares about me.
- I'll never be successful.
- People are always judging me.
- I'm a failure.
- I don't deserve love.
- I always mess things up.
- I'm too scared to try.
- I'm not smart enough.



REFRAMES EXERCISE

Belief	Reframe
I'm always making mistakes.	What if every mistake is an opportunity to grow?
I can't handle this pressure.	What if I'm stronger than I think?
No one really cares about me.	What if I am worthy of love and care?
I'll never be successful.	What if success comes in many different forms?
People are always judging me.	What if I can choose not to be affected by their judgments?
I'm a failure.	What if I am capable of achieving more than I realise?
I don't deserve love.	What if I am deserving of love just as I am?
I always mess things up.	What if I can learn from every experience and get better?
I'm too scared to try.	What if courage grows with every small step I take?
I'm not smart enough.	What if I am intelligent and capable in my own way?

REFRAMES: EXAMPLES

REFRAME: EXAMPLES

This document offers practical examples of reframing, a technique to shift negative perspectives into empowering ones. By providing alternative viewpoints, it helps you transform limiting beliefs and reduce emotional distress, encouraging personal growth and resilience.

A. Simple reframing examples:

Here are some examples of statement and suggested reframes. With reframes it is important that they land for the person whose statement it is.

Statement	Reframe
I can't do anything right.	What if I'm learning and improving every day?
I'm not good enough.	What if I'm exactly where I need to be right now?
People will never accept me.	What if I am accepted just as I am?
I'll always fail.	What if failure is just part of the learning process?
I'm always the problem	What if I can choose to change my approach?
I can't trust anyone.	What if I could learn to trust myself first?
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PHYSICAL TENSION



PHYSICAL TENSION

1. Identify

Identify the location, number and feeling and tap, use flexible endings.

2. Explore

Explore the advanced sub-modalities by asking questions to explore the image, sound or feelings associated with the physical tension.

3. Flexible language

When the SUD's have come down use flexible language.

4. Explore reframe

Explore reframes that fit.



INTUITION

INTUITION

- An ability to understand or know something immediately without conscious reasoning.
- Described as a "**gut feeling**" or instinctive knowing.
- Arises naturally, without effort or logical deduction.
- **Guides decisions** or actions: Feels natural and effortless.
- Works even with little to no evidence or rational explanation.



KEY ASPECTS OF INTUITION

- **Immediate understanding:** Insight without step-by-step reasoning.
 - Often fast and automatic.
- **Subconscious processing:** Draws on past experiences and patterns.
 - Taps into subconscious knowledge.



KEY ASPECTS OF INTUITION

- **Nonverbal:** Manifest as a feeling, hunch, or inner knowing.
 - Beyond words or conscious thought.
- **Beyond logic:** Doesn't always rely on facts or logic.
 - Can conflict with rational thought.



EXAMPLES OF INTUITION

- Strong sense something is wrong before evidence appears.
- Knowing the right choice without fully understanding why.
- Feeling drawn to or wary of a person/situation instinctively.
- While intuition is often associated with emotions or feelings, it is not just a random guess.
- Based on subconscious recognition of past patterns and experience.



USING YOUR INTUITION

- **Deep listening** - allows your inner guidance to surface naturally without analysing it and hear the words beneath the surface.
- **Calibrations skills** - read the implications of the body language, tone of voice, and what they are saying or not saying.



USING YOUR INTUITION

- **Check your intuitive hunches** with your client by asking questions. For example:
 - "A moment ago, you mentioned...can you tell me more about that?"
 - Or pointed questions such as, "What is really going on?"
 - Or questions that enable the client to go deeper such as, "How is your current situation connected to the memory you just mentioned?"

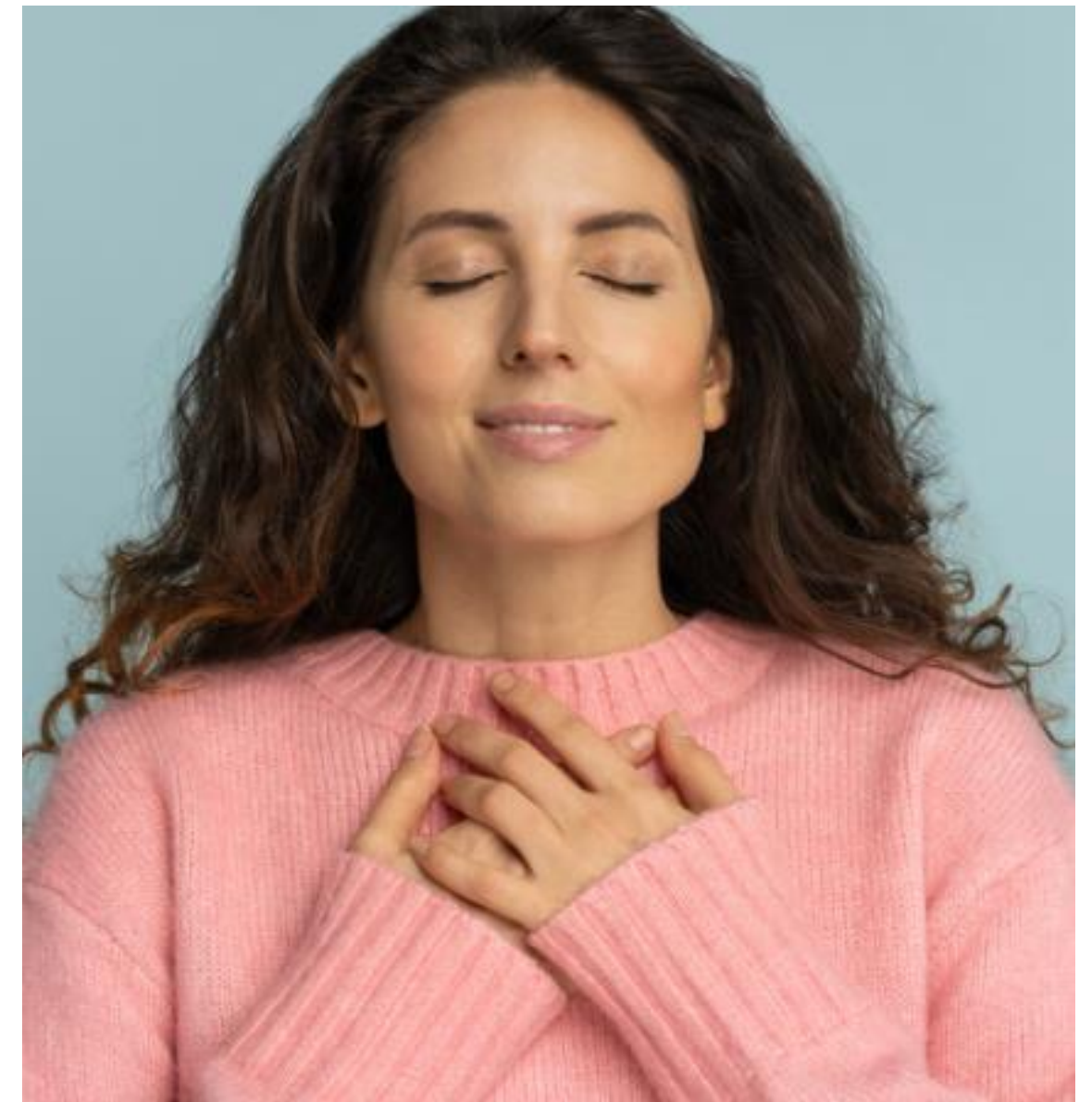


USING YOUR INTUITION

- Play back your intuitive hunches in rapport with the client while creating a space for them to refute or reject them. For example:
 - "What I am noticing is..."
 - "What I am observing is...." or
 - "I am feeling something intuitively...."
- Be in flow with the client by entering their world, yet staying objective and detached.
- You can also get your client to connect with their own intuition and create a space of intuitive receptivity. The act of tapping also activates the intuitive state.

USING YOUR INTUITION

- **Align with the client's flow**, creating mutual resonance.
- Induce intuitive receptivity, helping the client **connect with their inner guidance**.
- Create an empowering space to **test and strengthen** intuition.
- **Trust builds intuition** – the more it's used, the stronger it becomes.
- Develop intuition through silence, meditation, and practice.



GO WITH YOUR GUIDANCE



GO WITH YOUR GUIDANCE STEPS

1. Bring the question you want an answer for into your awareness.
2. Get some quiet time, meditate or tap. (for example, Empty Vessel Meditation).
3. Ask the question again.
4. Notice the answer.
5. If the mind is busy or emotion arises, tap.
6. If no answer arises, let it be and ask again another time.



LISTENING



LISTENING

- An **active process** of receiving, understanding, and responding.
- Goes **beyond hearing** words.
- Requires full attention and message interpretation.
- Essential for effective communication.
- Builds relationships and understanding of others' perspectives.



TYPES OF LISTENING

- **Active listening:** Full concentration, understanding, thoughtful response
 - Feedback, clarifying questions, empathy
- **Passive listening:** Hearing without full engagement
 - Surface-level reception, minimal response
- **Reflective listening:** Reflecting back to confirm understanding
 - Shows empathy, ensures clarity
- **Empathetic listening:** Understanding emotions and point of view
 - Genuine concern and care

COMPONENTS OF LISTENING



Hearing



Understanding



Attention



Response



Retention

HOW TO IMPROVE LISTENING

- Be fully present
- Maintain eye contact
- Avoid interrupting
- Ask clarifying questions
- Show empathy
- Use body language



LEVELS OF LISTENING

- **Level 1** – all about me and not you
- **Level 2** – putting the other down
- **Level 3** – active listening
- **Level 4** – Level 3 plus asking questions to understand more and summarising
- **Level 5** – Level 4 plus deeper questions and intuitive listening while checking understanding



NEXT STEPS

1. **Update:** Your personal development log.
2. **Practice:** Personal Peace with Advanced Physical Tension.
3. **Practice:** Enhancing your intuition.
4. **Browse:** Reframe example, <https://vitalitylivingcollege.info/wp-content/uploads/2024/10/Reframe-Examples-01.10.24.pdf>
5. **Revise:** Limiting Beliefs, <https://portalnew.vitalitylivingcollege.info/web/courses/68b81ad7dc28ab08435ac64c?chapter=68bc00216e280d754cc8e641>

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I don't deserve to be happy.	What if I deserve happiness just like anyone else?

NEXT STEPS

1. **Update:** Your personal development log.
2. **Practice:** Personal Peace with Advanced Physical Tension.
3. **Practice:** Enhancing your intuition.
4. **Browse:** Reframe example, <https://vitalitylivingcollege.info/wp-content/uploads/2024/10/Reframe-Examples-01.10.24.pdf>

CLEARING LIMITING BELIEFS

1. Identify the belief

Identify the presenting limiting belief and the associated emotional intensity.

2. The Truth Scale Rating

Say the belief out loud and ask how true the statement is on a scale of 1 to 10, where 10 is true and 1 is not true at all (VOC).

3. Tap on Belief

Tap on the presenting limiting belief and emotions to bring the VOC down till it feels manageable; or down by at least 1 point.

4. Tap on Events

Identify reinforcing events as well as previous related events by asking, *“When have you felt like this before?”*

5. Root Memory

Get to a root memory. Ask *“When have you felt like this before?”* *“When else?”* *“When was the very first time?”*

6. Initial Incident

Tap with the initial incident and bring the SUD down.

7. Test the Belief

Test the original limiting belief – you will notice a cognitive shift

8. Argument
Tapping

Use argument tapping to clean up any remaining conflict with the belief. For example, *“Yes I am a failure; No I am not a failure.”*

9. Ask what they
choose


Ask the client what do they choose for themselves and tap on *“I am open to the possibility”* & *“I choose.”*

10. Imagine the
Future

Get the client to imagine stepping into the future and notice differences.

SUMMARY

1. Reframing
2. Physical Tension
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4. Levels of listening
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