



# Aladdin

## ALPHASHOWS Post-Show Activities

This guide contains classroom activities for use AFTER the Alpha show of 'Aladdin'. For ease-of-use and duplication, it might be easier to download these documents from the website

<http://www.alphashows.com.au/curriculum>

**[ Photocopy / print / email this document  
and give to all teachers AFTER the show ]**

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## ABOUT THE POST SHOW ACTIVITIES

### Post-show ideas

Read this guide for ideas for discussions and activities that are great for the afternoon or next day or so after an Alpha show.

### Advanced Topics

Some of the topics covered here may not be suitable for discussion, especially with younger year levels, but we wish to include some of the more advanced ideas, even if just for your own information, about the thinking and creativity that has gone into this show; and certainly we would welcome hearing about how discussion went with your children about any of these advanced topics!

We apologise that this pack is so long, we know your time is valuable. We just wanted to provide as much information as possible, to cover the possibility that you may wish to do a lot of post show work with your students. There is even more information available on our website, link below.

## POST-SHOW ACTIVITIES

### ➔ Autographs and talking with the actors

**Learning Area:** Theatre / Performing Arts / Values Education

**Outcome:** To give an experience that is beyond expectations to children; to allow them to meet and be inspired by the role models of the actor behind the character

#### **Information:**

Immediately post-show, children are encouraged to talk with the actors and some may even wish to get autographs. If many children want autographs or personal messages, we will provide one A4 sheet that can be photocopied for any student that wants one, and the six actors will sign it as the various characters they played. It will also have our contact details on it for anyone who would like to contact their favourite character.

Encourage your children to talk to the actors about who they are, how they came to work in a job that is their dream job and find their true purpose in life.

### ➔ Drawing

**Learning Area:** Art

**Outcome:** To let children express their creativity at a time when they will be highly inspired by the visual stimulus they will have had

#### **Information:**

Children might like to spend some time drawing their favourite character from the show (subtle hint: we always love to receive pictures and messages from children! We usually add these to the website too!) and writing about their favourite character, scene etc

## ➔ Write to Alpha!

**Learning Area:** Literacy / Values Education / Art

**Outcome:** To give children a chance to express themselves in their creative writing.

### **Information:**

There is nothing we love more than to receive letters, pictures and feedback from our number one clients – the children! The actors are:

#### **Aladdin 2008**

Aladdin – David Short

Jasmine – Chantel Bui Viet

Genie/Merchant Dice – Mark Kenny

Abu – Hayley Fielding

Ashkar / Sultan Vinegar – Ashley Weidner

Jafar – Ben Jackson

You may also like to use the Values based Worksheets which helps structure the writing responses as well as reinforce some of the values of the show.

### **Activity**

Encourage them to write to individual characters, or to the actors themselves. A great letter structure is:

- ◆ Greeting
- ◆ My favourite part / the funniest part was
- ◆ What I learned
- ◆ Questions

A great way to send through mail is on the website

<http://www.alphashows.com.au>

Click on the "KIDS!" Button and the on the "Write to the Characters" bit.

If you want to send through pictures and letters in the old fashioned way ;- ) send to:

#### **ALPHASHOWS**

1565 Westernport Highway

Langwarrin Vic 3910

Any queries call 03 5978 5789

We do try to reply to any messages as soon as we can!

### **Activity #2**

As mentioned, we have a KIDS section on our site. This is where children can find word games, memory games and colour-ins all relating to Alpha shows, as well as where to write to the characters/actors. Also explore other sections and do some research on the company, the other shows, look at the pictures and listen to the music! Encourage discussions with other children on the forum (<http://www.alphashows.com.au/forum>).

Our main website address is: <http://www.alphashows.com.au>.

## ➔ **Discussions about the show**

### **Learning Area:**

Literacy / Theatre / Performing Arts / Values Education

**Outcome:** One of the most important parts of Alpha Shows is that there are subtle themes running throughout the show. If you take notice, you'll notice lines, songs and sequences scattered everywhere in the show, that you can use to create values-based learnings. If children are particularly excited straight after the show, use this time to discuss, draw and play. It is one of the most valuable things you can do when you have the children in a 'peak state for learning' after our show.

### **Information:**

All learning and significant memories happen through emotion. The idea is to use the peak emotional state created by the show to create learnings and memories that will last a lifetime. It's best to not try and 'quieten' or 'dull' the emotional state – use it instead. You can even start to use some of the parts of the show or question time (eg. Clever questions, 1,2,3 You Rock etc) to create 'anchors' (ie. reminders or links) to those emotional states so you can utilise them whenever you need to.

## **Activity – see over page**

## **Activity: Discussion points**

### **Alpha's version of the story**

You might like to revisit some of the discussions before the show, talk about what their expectations were of the story and what we changed or did better or added in for fun.

### **Fairytales & this show's style**

How was this like a traditional fairy tale? How was it different? This show is really just a children's theatre show, and whilst we do still keep (for traditions sake now more than anything) a few pantomime gags, our newer shows are really no longer pantomimes at all. We now no longer include discussion about pantomime in this section.

### **Manifesting your dreams**

Aladdin's main theme was about how to create your life the way you want it to be. Here are some points for discussion:

- Is the process of creation just about getting things you want for you?
- Would you be more likely to get stuff you want if the purpose behind getting those things was to make the world better for you or your family, or the larger community in some way?
- What did the Genie represent in the show? How can you use the "Genie of the Universe" to create your life how you want it?
- Discuss the theme of "Who you need to become in order to attract your dreams". The message of the show really was about this, that you cannot get 'stuff' unless you become more, and grow as a person. The purpose of life in this context really is to experience life through growth which then allows you to become more and therefore 'deserve' more that the universe will gladly provide you with.
- Discussion around scarcity and abundance. Most people have a scarcity mentality that there isn't enough to go around, whereas the truth is that once you clear out these old silly beliefs the "Genie of the universe" is actually able to provide absolute abundance to anyone who can master the skill of manifestation.
- Discuss the definition of 'manifesting' or 'manifestation'. It is simply about turning the invisible into the visible. Without getting to advance and into quantum mechanics etc, the universe works in this way – in a way that might otherwise be described as magic. Manifestation is the process of controlling thoughts and emotions that allow you to turn 'potentiality' into 'reality' – the invisible into the visible. Children should be able to master this idea very quickly as they realise that it is just a matter of playfulness and fun – everything children enjoy – in order to attract what you want.
- Introduce the concept of the "Law of Attraction". You can then lead into the activities later in the guide about the law, and the treasure mapping activity.

### **TRUTH**

What jeopardised Aladdin's future in the show was his fear around telling the truth, revealing where he had come from (the streets) and that Jasmine might not like him for him. It even risked the friendships he had with Abu and Genie.

- Discuss the power of telling the truth, even when it appears hard or you might 'get in trouble'. Truth actually has a power that is all encompassing, it even affects our bodies. If you use a simple applied kinesiology muscle test and say something untrue, the body immediately responds and goes weak. For truth, the muscle will test 'strong'. In this way, we can even see how falsehood even causes disease in the body – through the exposure to what is called 'weak attractor patterns' – those patterns that are aligned with lies or things that don't support life. For more information on this, the book to reference is "*Power vs Force*" by David Hawkins. This is a simple technique available to any truth-seeker, to immediately calibrate the level of truth of anything using muscle testing. Whilst this topic may be too advanced for discussion in class, it will give you a background in the concept and decades of research (Hawkins is a MD with a PhD) which you may be able to use for new ideas in the classroom.

### **SEE 'ADVANCED TOPICS' BELOW FOR MORE DISCUSSION TOPICS**

## ➔ The Theatre Experience

**Learning Area:** Theatre / Music / Performing Arts / Technology

**Outcome:** To increase awareness of the art form of theatre; to encourage a love for theatre, art and culture; to encourage participation and increased skill levels in your own performing arts events

**Information:** Alpha brought a live theatre event right into your school. And if you had a blackout and a stage, the effect was virtually identical to taking a trip to a Melbourne theatre. It had lights, sound, effects and a quality story that was entertaining, memorable and life changing.

### **Activity: The Theatre Experience**

Explore the theatre experience – ask questions about how we created all the elements of theatre. These activities and points for discussion are also great if you want tips on how to create characters on stage or even for emotional mastery in all areas of life. For example:

- ◆ the way the characters were portrayed / playing more than 1 character
  - You might like to guess which actors played more than one character!
- ◆ the costumes
- ◆ makeup
- ◆ choreography
- ◆ sound and lighting
- ◆ scenery and the way the set worked / scenes were changed
- ◆ the experience of being an actor:
  - Managing feelings of embarrassment on stage. This is a common issue for children performers. Our answer to it is always “Who do you have to focus on to feel embarrassed?” The answer is, of course, yourself. So we use the example of the actors on stage and say we’re focussing on the audience’s enjoyment, not ourselves, so we don’t get embarrassed. This is a great lesson for life too. Focus on other people and contributing to others and your life will be better and you won’t get so ‘internal’ and embarrassed all the time
  - Learning lines, the importance of doing this BEFORE rehearsals
  - Having fun and playing FULL OUT. The best parts in the show were created from us being silly, being over the top and having a lot of fun in rehearsals
  - Making the decision to “BE AN ACTOR/PERFORMER”. If you have children who would like to do this as a career one day, or even just want to be in the school production, this is the NUMBER ONE thing they must do first. Make the choice, and declare to everyone “I AM AN ACTOR”. That way all the necessary teachers, lessons, opportunities etc will come into your life to create this identity for you. Make sure they understand that they don’t need to know “how” to do it, just make the choice and everything will eventually fall into place if you focus on who you have decided to be, and keep having fun and feeling good.
- ◆ the process of developing and portraying a character on stage:
  - Specifically, state management. All emotions are created by your ‘state’, your emotional state. State is controlled by ONLY 3 things:
    - PHYSIOLOGY. ie your physicality, your internal biology etc
    - FOCUS. What you’re focussing on (and what you decide things mean)
    - LANGUAGE. The words you use to describe things and communicate with.
  - You can use these 3 things to create any emotional state on stage that you want.

- Incidentally, this is also how you can teach children to manage their emotional states at ANY TIME in their life. If you're feeling bad about something, first thing to do is change your physiology. Drink water. Move around. Put your shoulders back and head high. The other 2 have a similar effect, although physiology is the most powerful, especially with children.
- If they also change their focus, and what things mean to them, that will also change how they feel in any moment. Same with language – what you label things with in our language creates your reality.

## **More Activities about the Theatre Experience:**

Theatre and pantomime are different to 'real life'. Break up into groups and do your own version of the story – act out the whole show in 3 minutes!

First, brainstorm some techniques to include to make your performance very panto!

- ◆ Repetitions (usually groups of three). We don't usually speak like this in real life.
- ◆ Clichés and stereotypes.
  - We use these to quickly communicate the type of character, situation or problem
- ◆ Comedic traditions
  - Like our 'He's behind you' 'Boo!' asking the audience questions or other traditions we use in almost all our shows.
- ◆ 'Asides'
  - ie. talking to the audience without the other characters hearing
  - some of our shows have two scenes going simultaneously on either side of the stage
- ◆ Stage conventions
  - Like the fact we all talk to each other whilst facing the front
  - Stage Right (SR) and Stage Left (SL)
  - Add singing and sound effects (you can make all kinds of sounds with your mouth!)
- ◆ Gestures
  - These are always BIG! This is different to real life and part of playing a character on the stage
- ◆ Suspension of disbelief
  - You can't get emotionally involved and excited without this occurring
  - Discuss the importance of this with ALL theatre, movies and stories
- ◆ 'Cheating'
  - The way we might enter on stage when a character we're not supposed to see is just leaving – to avoid gaps in the show
  - Maybe we are pretending to be able to see something when we really can't
- ◆ Time distortions
  - To keep the show moving and maintain a good pace, we distort time. So even though 80 to 90 minutes passed it could represent days or weeks, and sometimes even years

We have found many students are just generally much more excited about theatre in general after seeing one of our shows - you can encourage more participation in the arts as well as going to see more live theatre outside of school.

## ➔ **Fairytale Village**

### **Learning Area:**

Science & Technology / Art / Literacy

**Outcome:** To use their science and art skills to create a model of a village and to explore the consequences of mixing up characters and stories.

**Materials:** Boxes, egg cartons paper, pipe cleaners, glue, scissors, wooden pegs etc

**Information:** Expand on what children have seen in the Alpha sets by creating their own fairytale environment. Many children actually see more than is actually represented on the stage and they should be encouraged to explore this part of their imagination. For example, a young boy once told us that he loved the birds flying over the set...we were quite surprised as there were no birds! To him, however, they were real.

### **Activity:**

*Fairytale Village.* Encourage children to create and set up a Fairytale Village made out of boxes and cartons etc. Each child can choose a fairytale character and make the house, castle etc that belongs to that person or animal. Make the 3 little pigs houses of straw, sticks and bricks, make Rapunzel's tower, Cinderella's cottage, Sleeping Beauty's palace, grandmother's house, a big giant's house – as many as you can think of!

Make all these structures into a village by adding roads and trees. Then create little characters to live in the village out of wooden pegs.

Children can act out fairytales and try putting fairytale characters in different situations and settings:

- ◆ what if the City Mouse and the Country Mouse dropped in on the Three Little Pigs?
- ◆ What if the Steadfast Tin Soldier tried saving Rapunzel from her tower in the Village of Round and Square Houses?

Encourage children to investigate different combinations of their favourite fairytale characters

## ➔ **Re-enacting Alpha's story**

### **Learning Area:**

Theatre / Music / Performing Arts / Values Education

**Outcome:** To have fun re-enacting parts of the show; increase performance skills; to be a springboard for discussion about the values and content of the show.

### **Information:**

Children should be reasonably excited by the show and certainly have favourite parts, their funniest character etc. You can use this excitement to anchor in peak states and emotions that can bring even the most unconfident and shy child out of their shell.

**Activity:**

Have the children re-enact their favourite part of the show.

Finish each performance with questions on what was great about it and also the lessons learned / what ultimately happened to the characters etc.

Example: If the children re-enact a portion where the Villain is being nasty or a character is being silly and making crude jokes, bring it back to something relevant or an important reason why that part was in the show.

## ➔ The Adaptation

**Learning Area:**

Literacy / Theatre / Values Education

**Outcome:** To gain an understanding of how classic literary stories are adapted and made into a modern musical rock concert show.

**Information:**

Alpha makes classic stories with serious themes fun and entertaining by adding in slapstick and other comedy elements. The importance of laughter for a Primary School aged audience is part of the key to how we adapt these stories.

The method:

- ◆ Ben, who writes the scripts, takes a story which we think would appeal to audiences
- ◆ He writes a script, using a formulaic structure, (ie. happy ending, villains/sidekicks, love story, some sort of growth as characters, other comedy sequences)
- ◆ He also finds songs that would be appropriate for the story but also well known or recent hits that would entertain and be able to be 'sung along' with.
- ◆ The script should be about 80 pages with 7-11 songs in total
- ◆ Ensure the script has all the elements loved by our audiences:
  - Behind you gag
  - Ohh yes you are / Ohh no you're not gags
  - Lots of questions and answers – audience interaction
  - Somewhere where the audience can do more sophisticated interaction and assistance to the characters
  - Something where we pick on adults as children enjoy this
  - Poo jokes and other low level humour for Primary aged children
  - More sophisticated humour for Year 5 and 6's
  - More sophisticated humour for adults (and possibly older children)
  - Cultural references / local references
  - A love story
  - A part where the audience cheers for a good guy
  - Booing the villain
  - One or two touching moments

- Any boring bits or slow songs add comedy to, to ensure engagement of all audience
- Sword fight or some sort of climatic confrontation
- Heightened tension about  $\frac{3}{4}$  of the way through
- The song "Reach" at the end
- A Happy ending
- The Villain gets what they deserve (children respond positively to justice)
- Ensure there is major growth for the 'heroes' or the characters children will relate to
- Ensure there are subtle 'how to live life in a great way' hints and strategies
- Ensure there is some sort of Values Education that fits in with various school philosophies and various religions (ie. You can Do it Program etc)

## **Activity:**

Discuss the differences in our show, the Disney movie (if you want to mention this, depending on whether your children have seen it), and the fairytales.

Why did Alpha (and Disney) have to make changes? What was the same? How did the Alpha and Disney versions differ? Critically analyse each and discuss what was great about each. Did Alpha do a good job in adapting the myths into a story that can be used for mythology studies as well as values education/theatre etc?

Younger children: ask them to write down "What was the funniest part?", "Who was the funniest character?". Or if they've seen more than 1 Alpha show, see if they can spot the similarities.

For older children, it's about how we are actually 'allowed' to take a story that everyone knows, find modern elements we can add in, like songs and humour, and then add in valuable messages for the 21<sup>st</sup> century to give a theatre experience that isn't just about entertainment, or isn't just about telling a story, or isn't just about ramming values education down children's throats.

You can get your students to take a story they know, perhaps a fairytale or a classic book or story, and turn that into a show like this, that is funny and engages young audiences, with cool modern songs etc. How would they have done it differently? Would they have adapted this Alpha Show in a different way? Would they have chosen different songs? Why did we choose such a variety of songs?

Focus on the magical element, of being taken into 'another world' for 90 minutes. What else can do this for us? Songs, books, movies, ballet, live theatre, dance – even just our own imagination. All **expressions of the soul**. Encourage children to immerse themselves in all these other artforms, as they can be just as rewarding in their own special ways.

***How does a performance like this prompt us to start to dream again, to imagine what is possible, to live to our full potential?***

## ➔ Law of Attraction

**Learning Area:** Values Education

**Outcome:** To bring children back in line with their natural intuitive nature and to help all involved to create their life how they want it and to be a role model to everyone else

### **Information:**

Each one of us possesses all the tools to have all that we desire in our lives through intentionally applying the Law of Attraction (LOA). So can you imagine what it would be like to be a child of the Law of Attraction; to apply the Law of Attraction intentionally from childhood? Think of how wonderful life would be, and life's bumps would seem less potent.

Children naturally live the LOA until they begin to communicate and are told by others what is right and wrong for them. So how do you teach a child to understand and apply the Law of Attraction without encouraging and creating a little monster with no manners? Just because you are teaching them to apply the LOA doesn't mean you let them get away with everything because you think you might be encroaching upon their world.

Children are like the intuitive mind. That is where they live until we show them the logical mind. We continually teach them about the logical mind and what we perceive is right or wrong, and parents teach their children what to be afraid of and what dangers there are through their own life perceptions. Children get this passed on to them, just like it was passed on to you.

But how wonderful would it be to teach our children how to use their intuitive minds as well as the logical mind while putting more emphasis on the intuitive? Let's teach our children how to create without fear so when they grow up that is all they know. They could become the great creators of their lives and have all they desire: love, gratitude, joy, health, financial abundance, relationships, career, just like they would want it. And just like you want it for them.

Every one of us carries baggage of some sort and even if we aren't responsible for it, our children will most likely inherit the same baggage. But if they are equipped with the tools to teach them how to release their baggage early on, they will avoid dragging a baggage cart through life. Let's teach our children the Law of Attraction now so they can have a Law of Attraction lifetime of intentional creation.

Children learn by example. The best thing you can do for your child is to show how to live life joyously and be grateful for their lives. By observing how you live through the Law of Attraction, your child will begin to create perceptions of life. Make sure you are applying the Law of Attraction intentionally so they will perceive' how life works. Then when they become adults, they will apply the LOA effortlessly.

You will have shown them how to live life gratefully, effortlessly, and with love through the Law of Attraction.

## TEACHING THE LAW OF ATTRACTION

Below is the basic content of what to teach children, aimed at their level.

In a nutshell, the Law of Attraction means that you attract everything into your life, either good or bad. Nothing or nobody outside of you (including your parents!), created your circumstances. You and you alone are 100% responsible for your life. If you love your life, you can congratulate yourself for what you have created. If your life is not ideal, you can take ownership of that as well!

This viewpoint gives you power because it puts you in a position to change the things you don't like. You are in the driver's seat. While children may like to blame external factors for their circumstances (my parents, my friends, my teachers, the weather, my parents again!), intuitively they know they create their own reality.

The way we attract things into our lives is through our thoughts and feelings. Simply put, if we think good thoughts, good feelings will follow which lead to good actions and positive results. Positive results lead to more good thoughts and the cycle continues. Conversely, if we think 'bad' thoughts, we feel bad and when we feel bad typically nothing works the way we desire. Bad thoughts tend to snowball and lead children down paths that cause us major concerns as parents and teachers. If you believe that you become what you think about, then you can easily see how the way our kids think creates their perceived reality. Happy, well-adjusted, loving children have learned (either consciously or subconsciously) to maintain patterns of positive thoughts. Unhappy, depressed, fear-based children with low self-esteem who are greatly susceptible to peer pressure will typically run consistent patterns of negative thinking.

If you take one thought from this book to heart and apply it to your life, please consider this one:

### ***Make feeling good your highest goal in life.***

If you are absolutely committed to feeling good, your energy (your vibration) will elevate and the energy of everyone around you (including your children) will go up. The idea here is NOT to tell your kids "Hey, turn off that video game for a minute and let's sit around and think positive!" Instead just BE it. BE a person who thinks positive thoughts and feels good. Your children will be impacted positively by you through osmosis. You know your kids don't want to be told what to do. So instead just live it yourself and they will follow your lead. Whether you know it or not, your children (like all people) are silently begging to be led.

### **Top 5 Ways to RAISE a Kid's Vibration**

1. Smile
2. Be in the NOW
3. Only say what you want
4. Take things slower (and bask in the child's exploratory inquisitiveness)
5. Say "okay" just a little more often

## Be Aware: 3 Big Ways we lower a Kid's Vibration [and some solutions!]

Be of good cheer - everyone falls into these traps - until we (1) educate ourselves, and (2) exercise different muscles (see below for the better muscles)

1. **HAVE TO** - Saying "have to" turns me off, why wouldn't it turn off a child? Do things because we want to or choose to, not because we "have to" - sounds like someone else has ripped our choices from us, has jailed us, and made us do something we hate. Now, sometimes, when I "want to" go to work, I'm not necessarily in a high energy vibration with it, but I am choosing to go to work, and I am choosing to increase my energy about it. So, do the same for your children - replace the "we HAVE TO go to school, take a bath, hurry hurry hurry up!" with language that is more about choices and creating the ultimate life.
2. **NOT & DON'T** - Our unconscious minds fail to register the word "not" (also it's conjunction "don't" as in "do not"), so if you say to a child, "Don't splash the water" guess what that child's brain just heard? "Splash the water" Why? Because that's what 99% of the sentence is about (except for the word "not"). And, there is no way that that little word is ever going to be able to overcome 99% of the sentence. [Plus, our brain just fails to register it!] So, get rid of "not" and "don't" from your vocabulary! TODAY! Start saying things like, "Keep the water in the tub." "Use your manners, please." "Walking only in the store." Mentally note how many times you would have said "don't" today - amazing isn't it? Law of Attraction seems so obvious to us as adults about our own lives, and especially when we focus on money, but it's amazing how insidious that our negative energies are! The result of having an addition to "don't" and "not"? We continually state - usually vehemently and passionately - what we do not want. It is poison to the Law of Attraction. We actually have very little practice at stating affirmatively, confidently and calmly what we DO want.
3. **AFTER WE, THEN WE** - Adults are soooo often telling kids what we are going to do later. As in, driving to the store, "After we get the groceries at the store, we're going to stop and pick up Dad." Know what this does? Forces the kid who WAS happy and joyful in the NOW in the backseat of the car just daydreaming - forces the kid into the future. Know why? Just because WE failed to have control over our own monkey brain. It is one of our jobs as parents & teachers to keep track of things, but we need to practice calming our monkey brain to be IN THE NOW (after we have organized things). We can allow our children the freedom from the junk that is cluttering our monkey brains. The other reason we force kids into the future (and leave the JOY OF THE NOW) is for some mild form of promised happiness (as in, "time for bed, and won't tomorrow be exciting because the Easter Bunny is coming"). We usually do that to coax the child away from any possible "negative" feelings about bedtime. Just let the child be with his/her NOW feelings. And let the Easter Bunny feelings arrive tomorrow - when tomorrow becomes THE NOW.

### ACTIVITY: VIBES

Teaching the Law of Attraction to non-adults we need to talk to children at their level, make it fun and get them to participate.

When teaching adults, we would use words like manifestation, vibrations, synchronicity, serendipity, and coincidence. So what words can we use that children would relate too? A great way to get children to understand the concept is through the word **vibes**.

# VIBES!

What does that word mean and what were some examples of it? Get your class to write down examples of what they think vibes are. These were some examples we have heard:

- a. *When my mum doesn't have her coffee, she gets negative vibes.*
- b. *When my parents fight in the house, I can feel negative vibes.*
- c. *When I see a bully at school, I feel negative vibes.*
- d. *Being in a scary building that's dark gives me negative vibes.*

Children clearly know exactly what negative vibes are and they agree having a negative vibe is not a great way to attract friends or nice people.

Next, draw a picture of a light switch on the blackboard, showing the on and off positions. "On" meant you are negative, and "off" meant you aren't. After having the students agree it is better to be positive than negative, ask if they want to learn how to turn off a negative vibe. They should all agree.

Ask them to write these three words in their notebooks; don't, not, and no, and asked for examples for when these words were used in their lives. You can bet they will have quite a list! Here are some examples:

- a. *Don't be late.*
- b. *Don't get your clothes dirty.*
- c. *Don't beat up your brother.*
- d. *Don't talk with your mouth full.*
- e. *Don't spill your milk.*
- f. *Don't cry.*
- g. *Don't play ball in the house.*
- h. *Don't eat or drink at the computer.*

Next, tell them you are going to reveal a "secret". They will love knowing you are going to give them a secret. Use the strategy to give them a secret so they will treat it as something special and really want to remember it. Tell them it was a secret that even their parents might not know. And, with this secret, they could help change negative vibrations to positive ones.

## **SECRET TO SWITCHING OFF NEGATIVE VIBES**

The secret to switching their vibes is when you hear yourself say or think don't, not, and no, simply say, *"So, what do I want?"* And, of course, they eagerly wrote down the answer to the secret.

They should get this concept easily and quickly and be excited about it! So again remind them they have a secret, and to be gentle telling others about it. This way the next time their parents said don't, not, and no, the kids could say, "So what do you want?"

*For example:* When the school day ended, a certain teacher made one last comment to his departing class as he's been doing every Friday -- "DON'T FORGET YOUR HOMEWORK". The kids had a lot of fun with this. They quickly asked the teacher, "So what do you want?" And, of course, he said, "Remember your homework!"

## THE 5 STEPS OF ATTRACTION

### 1) Feel Good

Again, make feeling good your highest priority. Just know that if you feel good, good things will occur and if you feel bad, bad things will occur. Discuss with your kids ways they can learn to feel good naturally. The best way is by living in a space of gratitude.

### 2) Decide what you want

Have your kids create an intention. It can be anything in the world that they want – making a sports team, getting an 'A' on a test, getting a specific job, becoming a more confident person, etc.

Remember this is their intention, not yours! To start with, suggest they pick something small to manifest. For example, they can choose to manifest a purple butterfly or \$10. Pick something small and just test out these steps.

### 3) Keep doing what you do

Step 3 is to just stay in action. If you want to make the team, keep practicing. If you want an 'A' on the exam, keep studying. If you want to see a purple butterfly or find \$10, keep your eyes open and keep looking. The fun part here is that if you do the first 2 steps (feel good and decide what you want), being in action will be exciting.



### 4) Be in a receiving mode

This means to simply allow what you want to come to you. You are truly a magnet who automatically pulls things towards you. When you think about what you want, the universe immediately starts lining things up so you can have it. Your main job is to not get in the way! Every day just write down, speak or think about what you want. Then just believe that it will come. If you expect to get it, you will!

### 5) What you want occurs

If you do the first 4 steps, step 5 just happens naturally.

That's the whole process. Again, try it with something small first and then you can play with bigger intentions. By the way, the universe doesn't distinguish between small goals and big goals. Typically your kids won't either. If you can manifest one 'A' you can manifest a report card full of them. If you can attract one butterfly, you can attract an entire garden full of butterflies. If you can decide to be happy for just one hour, you can create a lifetime of happiness, joy and prosperity.

## ➔ Treasure Mapping

**Learning Area:** Values Education

**Outcome:** To teach a valuable manifestation tool that will allow children to get what they want in life. To have fun!

**Materials:** Poster board for everyone, glue sticks, pictures/magazines, scissors, coloured markers.  
**MUSIC:** Theme from Powder – used in our show for the closed eye manifestation process.

### **Information:**

A treasure map is a powerful and fun way to really help 'collapse' the universe and it's multiple 'positionalities' into one – ie. The intention you set, and the dreams and goals YOU want. The law of attraction is really just this, getting more of what you want and less of what you don't want.

### **Activity:**

The activity is split into THREE lessons done on 3 separate days, as well as a daily ritual of gratitude.

#### Lesson 1

Have the children make a list of what they want, for themselves, as well as their family, school, class or community. For example, you might want a new bike, or to have the school win a interschool competition, or become the class with the highest grades in the school, or get a new family home that is bigger etc etc. Don't worry about what is realistic or not, just list everything everyone in the class wants. Have them write down individual goals and then make a class list on the board.

#### Lesson 2

Today, you are going to use the materials above to create a treasure map for the wants that were listed in the last lesson

#### *Law of Attraction Treasure Map:*

- Put a picture of yourself, or your family, or class, in the middle of the poster. It doesn't have to be expensive or fancy, just one that everyone in the family is included in.
- Draw or cut out pictures in magazines of the things you want and glue them to the poster board. Or find pictures on the internet and print them out. Draw stuff as well, words, etc.
- Be creative and have fun!
- Hang the treasure map either in the classroom OR let them take it home to hang at home. It must be displayed somewhere!



Now that you know what it is you want, it's time to think about how to get it. Are you going to work on several goals at once? Are you going to pinpoint one at a time to accomplish? Are you going to break into teams and work on reaching the goals that way? Give everyone until next lesson to think of his or her suggestions.

### Lesson 3

This third lesson will be to list the suggestions you've been thinking about since the last lesson, and come up with a good action plan. Encourage everyone to brainstorm and then make decisions on the most workable solutions.

Remember to include the PURPOSE behind why you want these things, so this might be a good time to add this in.

Remember to make lots of small steps for each goal.

### Daily Ritual

Start every day by having every student mention two or three things they are grateful for, whether it relates directly towards their goals or not. Being grateful helps to raise good energy and keeping the energy positive is very important to attracting more positive energy towards you.

*To amplify the affect of this, play inspiring music (as listed above) and have the children close their eyes and feel how good it is to have those things now, to be that amazing person now, etc etc. Feel all the amazing feelings, just as we did during the closed eye during the show. Feel grateful for everything you already have in your life.*

After everyone has shared their gratitude list, talk about what tasks were completed towards a goal, and what is next on the list.

Remember as you reach one goal, to put a gold star or some other significant symbol over it on your goals poster. You might even want to make a new poster every so often as you reach most of the goals on one, so you can add new goals. You can also have a separate scrapbook for each of the larger goals, with the steps broken down to help you and your children see how the little steps are adding up towards the big picture. The ideas are endless. Be creative, have fun, and enjoy attracting the things you and your class truly wants!

## ➔ **Vibes, feelings and the Tarzan Tap**

**Learning Area:** Values Education

**Outcome:** To deepen the understanding of vibrations and feelings, as well as teach a special technique for managing emotions.

**Information:**

Adapted from the website: <http://www.absolute1.net/law-of-attraction-for-children-tarzan-tap-part4.html>

This is a simple and effective technique to give yourself a boost whenever you have to do something demanding. For instance before a match or test.

It is called the **Tarzan-tap**. It is an extraordinary way to relax and make feelings like anger, sadness, fear and many others, disappear.

This tapping technique belongs to the family of energetic techniques, also called Energy Psychology.

The kids who learned these techniques have overcome many challenges. They had allergies for horses, for the sun, injuries, travelling sickness, shyness, fear of television programs and ads, stress of exams and tests, homesickness, loneliness, physical pain, nightmares, sadness about a relative or pet. It also helped many children who were afraid to fail in some way. Sometimes children felt excluded. They were told that they could not join in a game or were not invited to parties. Even stuttering dissolved with this treatment.

With the tapping you treat your negative emotions. The Tarzan-tap also gives you an energy boost.

As above, we've already talked about "Vibes". Well, it is short for "vibration". Everybody is like a radio station, sending out waves of feelings. And at the same time we are all receivers, we receive the vibes others are sending. Everybody is constantly feeling and therefore sending vibrations. We have many descriptions for vibrations. They are all feeling words, like joy, fear, anger, contentment.

Your feeling or your mood is very important. To achieve anything in life, you have to be in a state of power. The fastest way to feel powerful is to feel good!

Your feelings can feel good or they can feel bad. We have given the feelings many names, but there are really only two. The negative emotions feel bad and the positive feel good.

When you are afraid or have any negative emotion, you achieve less. For instance if you have to make a test and have fearful thoughts like "what if I suddenly forget everything I have learned" or "I haven't studied hard enough" or "I can't do this, I am no good at it".

Thoughts like that are like a bee in your nose during your test, they keep buzzing and distracting you. Who can do their test well with a bee in their nose?

### **POWER OF PHYSIOLOGY**

It is easy to feel the effect a feeling has on you. If it is possible, stand up, raise your arms and say loudly "yippee". Or "whoohoo!". Then lower your arms and say "no". Can you feel the difference?

Now if you are in the “yippee” state, how would you play the match? And if you are in the “no” state?

With the Tarzan-tap you begin to feel more and more like “yippee”.

While you tap you say something like:

“I am powerful”. “I like myself.” “I love to feel good. I feel good about me.”

The positive statements are called affirmations. When you are saying something negative, you are also saying an affirmation. That is a negative affirmation. Like “I can't do this”. The Universal Intelligence hears everything you say. It's like an echo. And when you say “I can't do this”, the Universe says “you can't do this”. You are always right!

***“Whether you think you can,  
or you think you can't--you're right.”***  
— Henry Ford

### **ACTIVITY**

*Have your children say positive affirmations. Perhaps add in music. Ensure physiology is engaged and powerful, strong, certain.*

As you begin to say “I can do this” and at first your deeper self is surprised, because it is used to hear from you “I can't”. It thinks; “wait, maybe this kid is confused.” You repeat it and maybe with a little more conviction. Now your deeper self becomes interested. There may be a real change going on. It checks your vibes, to see if they have really changed. And as soon as that is the case, it goes to work to bring you things that are more in keeping with your vibration. That is how the Law of Attraction works.

There are many energy points on your body. When we work with children we often call them relax points or giggle-points. Because when we tap on people they often feel strange energies that they never felt before. This makes them laugh or they have unusual physical reactions. Sometimes they begin to yawn a lot and they're not even sleepy. Or they begin to burp. It is all energy.

I mean, we are energy beings. You see, everything is made of molecules. And what are molecules made of? Atoms, right. And atoms are energy!

### **The Tarzan-tap goes like this:**

1. Make two fists and tap softly with your knuckles on your collarbones. You can also tap with your three middle fingers. To enhance the effect, you could tap with your hands crossed over one another. In that case, tap with your middle fingers.
2. Then tap on the center of your breast like Tarzan.
3. Finally, tap on the points with two fists under your breast. A technical term for them is K-27.

Do all your tapping very softly. Do it like you would do it on a very fragile glass.

If your situation doesn't allow you to use both hands at the same time, tap with one hand and use your fingers.

To boost the effect you can hook the middle finger of one hand in your navel and rest the fingers of your other hand on the collarbone points. Keeping your fingers hooked into your navel, pull softly upward for two or three deep breaths.

If you find it difficult to focus, try this before a mirror.

You could first try it out on your doll or teddy or cuddly toy. That could be a lot of fun.

Tapping the points in the classroom is also very useful. In that case it is better to just massage the points. We touch ourselves all the time, so this will not be noticed. When the teacher is writing on the blackboard and you read it, your eyes go up. You then look back to your desk and by that time the information has become totally muddled. Or your mind blank.

Moving the eyes up and down is a technique that is used to help people let go of stress from traumatic memories. In the classroom it can keep you from absorbing new information.

By doing the Tarzan-tap, however, your energy will hold strong even as your eyes are moving up and down.

This technique is also helpful with learning disabilities like dyslexia and in any situation where your eyes are rapidly shifting from one spot to another, such as tennis.

Grownups use this technique often when they are drowsy, for instance while they're driving late at night.

Now that you've had a chance to try this technique, don't you think it could have helped some of the people auditioning for Australian Idol?!

## ➔ **Gratitude**

Gratitude is one of the highest conscious emotions you can feel and therefore essential to attracting love and abundance into your life. It's impossible to feel bad when you are feeling grateful. Feeling grateful raises your vibration and this allows you to attract more positive things into your life.

It's often hard to get kids to be grateful. They take most things for granted. We have taught them to say "thank you," but that's not the same thing as being grateful. As parents, we always want them to appreciate what they have and what we do for them, but we all know this is a hard concept for kids to grasp.

Talking about gratitude in the context of the Law of Attraction might actually help. Kids usually want something. You can explain that in order to get whatever it is that they want, they need to be grateful for what they already have. Aha! Now there's something in it for them.

Gratitude can also make you feel better. If you're feeling down, thinking about all the good things in your life will make you feel better. Instead of thinking about what you don't have, feeling grateful for what you do have will make you feel better.

### **EXERCISES FOR GRATITUDE:**

1. When you wake up in the morning, before you even get out of bed, think about what you're grateful for. It automatically raises your vibration, and makes you look forward to the day!
2. Make a list of things you're grateful for before you even start your day. Encourage your children to list the things they are grateful for every day. In class, create a "gratitude journal" for them to use daily.
3. Play a "gratitude game" in class. Go around the room and have each child name something he or she is grateful for.

## **We Are All Superheroes!**

Think about it. Scientists say that we are currently using only 10% of our brains. Who knows what we are all truly capable of?

By teaching your students about the Law of Attraction, you are empowering them to attract and realize the lives of their dreams.

Don't put limits on what your children can achieve. Give them the power of a Superhero! Let them know that the power is inside of them. It may take some time and training, but as they learn to harness the power that is already inside, there is no limit to what they can do!



➔ **Old Way vs. New Way Game**

Most of us were taught the “old way” of thinking that we now know is contrary to what most of us want to achieve in life.

Play a Game in class where you list the ‘old way’ beliefs or sayings, and then come up with the ‘new way’. Here are some samples and their respective ‘new ways’ for you to start with.

<b>OLD WAY</b>	<b>NEW WAY</b>
You can’t have it all.	You can have it all.
Expect the worst, hope for the best.	Expect the best and receive it.
Life is hard.	Life is full of abundance.
Sticks and stones can break my bones, but words will never harm me.	I think we all agree that words can do serious, irreparable harm.
When I see it, I’ll believe it.	When I believe it, I’ll see it.
When I get what I want, I’ll be happy.	When I’m happy, I’ll get what I want.
No pain, no gain.	Feel good first.
Money doesn’t grow on trees.	Money is everywhere. The universe is abundant.
Your work equals your income.	Your income will correspond to the contribution you make to others

Think of the messages you were given as a child. How can you turn them around for your children?

Be very conscious of the language you use. Subtle differences in the way you say things to your children can make a huge impact on their success.

Instead of **“try your best”** say **“you can do it!”**. Eliminate the word “try.” You either do something or you don’t.

Instead of **“good luck”** say **“you’re gonna do great!”**

Instead of **“play your best”** say **“you’re an awesome player!”**

## ➔ Role Models & Performers

**Learning Area:** Values Education

**Outcome:** To be great examples to children and provide an understanding of what were great attributes of the actors that visited and how we can model that into our own lives.

**Information:**

During Question Time or after the show, the children will have had a chance to talk to the real person behind each character they played. The actors are people who are doing something that they love.

The message is really about how important it is to find something that you love to do and how you can do that to provide value to others and the world.

Finding your purpose in life isn't some magical hard to find unknown that nobody ever gets to, it's simply doing something you love that contributes to yourself and others. As long as whatever you're doing 'right now' (not what you hope to do in the future) is something that does this, then you're living your purpose.

**Activity:**

Find ways to reinforce the example set by the actors.

Ask questions about the actors themselves (not their characters):

- ◆ How did they stand? How did they hold themselves physically?
- ◆ How did they talk?
- ◆ Were they selfish people or were they very giving people?
- ◆ Did they look like they were having fun?
- ◆ Were they all about themselves (ie. ego driven people)?
- ◆ Do actors in Hollywood etc usually seem a bit ego driven? Were these actors?
  - It takes a special person to be passionate enough to do what our actors do. They don't get fame or fortune from touring to schools, but simply the joy of being with and performing for children and seeing the excitement and love in their eyes after the show.
- ◆ Did you see anything they ate? Was it healthy or unhealthy?
- ◆ Were they drinking lots of water? How important is water to being your best in life?
- ◆ Even when they were doing the 'hard' parts of the job like carrying stuff out to the van, did they still have fun and stay happy and not complain?
- ◆ Do you think you could be like that too?
- ◆ Do you think, even when you have to do something hard or something you don't really want to do, do you think it would make it easier and better if you focussed on how you could have fun whilst doing it? Is this what the actors were focussed on?
- ◆ Do you think the actors were doing their dream job? Living to their full potential?

Find ways to not just use the made-up stories on stage but the real life stories of the actors to reinforce the values of the show, such as living to your full potential, keeping the dream alive etc.

## ➔ Real vs Fake

### **Learning Area:**

Literacy / Theatre / Values Education

**Outcome:** To help students understand what was real and what was fake in the show (they are usually obsessed with this); to create an understanding of what is possible in 'theatre'; to encourage truthfulness as a power beyond anything else.

### **Information:**

Children are obsessed with knowing what is real and what is fake. Most questions will revolve around this theme. We believe that it is our nature as humans to be always seeking the truth and children are more in tune with that than most adults. We endeavour to make as much of the show as possible 'real' because children value 'realness' (ie. Truth) very highly.

The second activity is to encourage truthfulness and more 'obsession' with truth (which is a great obsession!). It can be a lot of fun and can also be valuable for learnings around 'peer pressure'. Use the examples of the show and how they valued what we did that was 'real' as an anchor for how important and valued 'truth' is.

### **Activity: What was Real and what was Fake in the show?**

So discuss with your students what is real and what isn't. Here's what is real:

- Yes, they were all really singing (not miming)
- The swords are real
- They really did kiss
- The costumes are real (they were designed & made by our costume designer, Jodie)

What isn't real, or is made-up, pretend etc.

- They aren't really married (they're acting!)
- The sets are pictures (this is how theatre works, plus a 'real' set isn't possible in a touring show)
- The Villain isn't really mean, he or she is acting. The purpose of acting mean on stage is to give the children a great example of what happens when you're a bully/mean/not nice etc...

### **Activity #2 (continued on next page...)**

### **Activity: An exercise in truth and peer pressure**

Take half of your students out of the room. The selection can either be random or you may wish to choose the 'leaders'. Show them an object that has a defining characteristic (ie. Something red, or short etc). Tell them that when we go back in the room, under all circumstances they are to insist that the object is the opposite of what it 'really' is, ie. it's blue, or long.

Rejoin the rest of the class. To avoid the other half of the class feeling 'left out', you may want to have distracted them with another activity first. Now get everyone standing in the middle of the room. Ask (when you say go) for everyone who thinks the object is one way to move to one side of the room, and ask for everyone who thinks the object is the opposite way to move to the other side of the room. You may want to delay saying 'go' so that they talk just for a brief moment to each other about where they're heading. When you say go, observe where people go.

The dilemma for a child (who wasn't in on the preframe) will be to either tell the truth, to succumb to peer pressure, or to be completely confused and stay in the middle of the room! Watch who shows leadership qualities and tells the truth, and notice who will lie in order to remain in rapport with their friends.

Discuss what just happened. Who was willing to lie? Why? Find ways to reinforce the importance of leadership and telling the truth even if it means losing connection with someone that they care for. People become their peer group, and it is vital to an empowering life that people find a peer group that drives them to be 'more', not less. People will do more to stay connected to those they call their friends rather than tell the truth or strive for growth in their lives. The root cause of this is fear (fear of loss of connection with someone) and we can only do our best to condition in children from a young age truth and love as the antidote to fear.

To link back to the show, the children have the same dilemma when they are asked a question by the villain, when they know telling the truth will help the villain. Find out who told the truth even though they didn't like the villain, and who was willing to lie to try to stop him. In the end, did lying help stop the villain? Truth has a power to it and the importance of it should be reinforced as much as possible, even if it seems like it's the 'wrong' thing to do, always choose truth. Truth triumphs over all.

## ➔ Music and Singing

### Learning Area:

Theatre / Music

**Outcome:** To engage children with regards to the music in the show and create further understanding, appreciation and participation in music and music theatre.

### Information:

Alpha shows would NOT be the same without the music we use. Music is an anchor to an emotional state, and can sometimes get the point across quicker than dialogue. Additionally, dancing and movement was used to entertain and structure plot developments. Music and singing is great for character development, we can hear a character's internal dialogue. We try to use the modern songs and pop music in a music theatre style – ie. so it's relevant to the story. Sometimes we also just have comedy songs or music that children are guaranteed to enjoy to engage them right from the start.

### Activity

Discuss how singing and music was used in the show to move the story along and develop characters. Then move into a look at how music is used in various styles of theatre and how it creates mood.

### Activity: Song analysis

Have a look at the lyrics of the songs we have selected in the show. Whilst they have all been written by others, we use them where they fit, and often the lyrics are quite relevant, and in some cases, we change the lyrics to fit the moment.

We again apologise that we CANNOT supply a CD of the songs due to copyright. We only license the works to be performed live.

Here is a list of the songs in the show\*:

***"Stronger"**, Kanye West;*

***"Wanna be startin something"**, Akon;*

***"Family Guy"**, from the TV show;*

***"Jimmy's Rap" (performed as "Genie's Rap")**, from the musical Dreamgirls;*

***"Can't stop the beat"**, from the musical Hairspray;*

***"Let me Entertain You"**, Robbie Williams;*

***"Soar"**, Christina Aguilera;*

***"Breaking Free"**, from the musical High School Musical;*

***"Love Today"**, Mika;*

*"Reach", S Club 7*

**BE CAREFUL PLAYING THE ORIGINALS AS SOME LYRICS IN THE ORIGINALS HAVE INAPPROPRIATE LANGUAGE FOR SOME STUDENTS / SCHOOLS (Especially Stronger)**

You can, however, listen to all the songs on our website: <http://www.alphashows.com.au>. The music player is on the front page of the website only. We update this as soon as we can, so any new show of the year might not have the songs on there yet.

Download some of the songs and listen to them again and analyse how we have changed some of the lyrics to fit the show. Compare our versions to the originals.

**How can we use the lessons found in the songs and other areas of the show to condition new skills, ideals, archetypes and empowering concepts with your children?**

You could even have songs playing from the show when you want to create a certain mood in your classroom. Other songs we use that seem to create a strong anchor:

*"Rock This Party", Bob Sinclair;*

*"Mighty Wings", Cheap Trick; from the movie Top Gun;*

*"Twilight Zone", Jock Jams;*

*"I like to move it", Jock Jams;*

*"Who let the dogs out", Baha Men;*

*"Hey Baby", DJ Otzi;*

\*the songs performed is subject to change at any time – we're always updating and changing things.

## ADVANCED TOPICS

### Learning Area:

Literacy / Values Education

**Outcome:** To create an advanced understanding for teachers and adults as well as older children who wish to tackle more sophisticated thought and discussion about the show; to participate in advanced activities that have been taken from the world's best in personal development technologies and customised to Alpha Shows, and the children and adults who have experienced an Alpha Show.

### Information:

Alpha Shows aren't just silly stories. They have a huge amount of background work and thought gone into the messages and values we want to spread. This section basically will take you through the various advanced topics. It does not have specific activities for each topic, just the information for you to use as you see fit. You may feel overwhelmed with the bulk of information contained here. This section isn't streamlined for a quick 'use this one in class' kind of thing. It's more a 'sit down and absorb for an hour' type of thing, so if you don't have an hour, you probably should skip this section. We think it is interesting reading, however!

### ➔ Themes in all Alpha Shows

All Alpha shows contain hidden meanings and subtle themes. They also usually have a focus on the importance of femininity and the power of it and the importance of reintegrating it into our lives. Also a focus is the value of "being who you really are", positive role models, inner beauty, bullying and its consequences, and many other themes. See if you can find themes and symbols and discuss these in class.

### ➔ Manifestation

In addition to the comments above and the various activities, we thought we'd just expand a little on this topic. It is a complicated topic, with obvious correlations with movies like 'The Secret', or probably more profoundly, the Teachings of Abraham by Esther Hicks. We encourage you to delve into this topic as it can be quite enlightening.

The only thing I'd really add to what has already been said in this guide is the importance of reiterating that the message of the show was that Aladdin, in the end, *did not need the Genie* in order to create his destiny. It is kind of brushed over in the show, Genie only saying it once, that Aladdin can create his destiny on his own, wish on his own. This is the message we want to have children own.

On top of that, is also always the message we like to drive home – you only get to wish and get your destiny if you grow, and become who you really are. So that concept of WHO YOU NEED TO BECOME in order to create your ultimate destiny is paramount.

***“Success is not something you chase or pursue. Success is something you attract by the person you become.”***

– Jim Rohn

So instead of focussing on children getting good grades and getting into university and getting a good job and perhaps a 'title', instead, why not help start them off in life with the ability to create happiness and fulfilment? Of ways of creating themselves in the highest possible vision of Who They Really Are? What can we do to help our kids become more than just another rodent in the "Rat Race?" Here are a few starting points:

- 1. TALK and DISCUSS** with your school children and determine what they might like their lives to look like in a few years. Don't worry about what occupation they might pursue. Just see if they can develop a vision of a successful lifeSTYLE.
- 2. WORK BACKWARD.** Talk with them about some of the things they will need to achieve in order to fulfil that vision. For some it may be a traditional college education. For others, it may be a different path altogether.
- 3. BUILD THE PERSON, NOT JUST THE RESUME.** Many parents put a huge amount of pressure on their kids to perform their best in school. While good grades never hurt anyone, there are so many things our kids can do to become happy, forward thinking prosperous individuals NOW. Help them to cultivate a hobby or some other passion. Help them to start their own part-time business or charitable cause.
- 4. LIVE BY YOUR WORDS.** It's not enough to preach prosperity and success. SHOW them success by being a role model of it. It doesn't matter your position in your company. Role model the kind of behaviour you want them to take on for themselves. Encourage the parents of your children to do the same thing. Teach them these principles.

## ➔ The Matrix

A very subtle reference to the Matrix is made when Aladdin is first knocked down by Jafar in the sword fight. He suddenly gets back up, stronger than before, such as what happens to Neo at the end of Matrix 1. This is the moment Aladdin has a major shift in consciousness, when he realises he can create without the Genie. A raise in consciousness is the ultimate goal and is the ideal way to create fulfilment and your dreams. If you would like more information on ways to raise consciousness in your children, please speak to us at your show, as this topic is beyond the scope of this guide, even these advanced topics.

## ➔ Truth

Most children are conditioned to be liars. They have been reinforced to tell lies because when they tell the truth, especially when asked if they did something 'bad' or undesirable, they get in trouble. For a child, this is thought to be that telling the truth = pain. So therefore the conditioning starts very young to lie. This is all very fine if you had the belief that to get forward in life you must lie, but the sad fact is that liars never really win. Falsehoods are of a very low 'energy' – similar to the discussion of 'negative vibes' earlier in this guide. The low energy actually weakens the body. But the good part about learning this is that we can therefore USE the body to test truth. The body is connected to what is generally termed 'consciousness', that universal 'database' of all that has ever occurred, and that we can access through the body. The same source of our 'gut' feelings or instincts, consciousness can be the doorway to ultimate truth.

Aladdin had a problem telling the truth from fear. This is similar to many children who fear telling the truth. Obviously there is the activity above of telling the truth and peer pressure etc. Whatever way you can use to condition truth telling is great – but obviously just 'telling' kids to tell the truth is boring and they won't emotionally connect to the idea. All decisions happen based in the moment on the state of the person, and this state is affected by our beliefs and values and rules. If a belief exists that "Telling the truth equals pain" then lies will be the norm for that person. Shaking that belief and the references for that belief are important. You could use the techniques introduced in Alpha's "Beauty and the Beast" and download the support documents for that show and run the belief busting exercise. However, children really need to just feel it and see it to 'get it'.

We have felt that muscle testing, whilst taking a bit of practice to master, and realising it's a bit of an art as well, is a great way to introduce this concept to children, and then also has further positive ramifications in being a powerful way to calibrate truth/positive energy of anything/any topic etc.

## MUSCLE TESTING PROCEDURE

Muscle-testing is a very simple way of discovering our bodies' instant reactions to truth and subtle energies. It's our own consciousness talking to ourselves. (Our selves/plural - we are multidimensional beings!) Our bodies are the tools we may have been looking for 'out there', hoping a scientist will one day devise something that can show us the subtle energies we can feel and experience but not explain. We already have one! Our own body - an incredibly sensitive instrument to detect subtle energies and express our consciousness.

In his book *Power vs Force*, Dr Hawkins explains that he discovered the human body responds to the draining or charging effects of truthful or untruthful statements, and used that to test consciousness itself. He found that we react physically to everything, instantly, by either going weak or strong. (I highly recommend you read this book!) A weakening response can happen hundreds of times during any average television programme, without us consciously registering the fact! But though we may not be aware of it, our bodies are, and react instantly to the reduction in Power (Life Force) - Politicians, beware! I look forward to the time there are muscle-testers visible during party political conferences and broadcasts...

Anyway, the method for muscle-testing is very simple. You need a willing partner. Ask them to hold their arm out at a right-angle to the body (the weakest one, so left arm if they're right-handed.) Then ask them to "resist" while you push down firmly but gently. It should not fatigue the muscle at all. This is their 'neutral' or base-line level of strength. You need something against which to measure the effects of true or false statements etc. Then, you can start to test whatever it is you're interested in. I would suggest that you first test the true/false response to statements.

Ask your partner to say something that is blatantly not true, and test the response. Before you push down say RESIST, every time. (I went very weak when I was tested for the statement 'I was born on Mars!') Then ask them to say something that is true, (e.g. I was born on Earth) and compare the two responses. (This might be a good way to find out if people were really abducted by aliens!



The body cannot lie.) That gives you your basic true/false, or yes/no responses. (Some things make us go stronger/weaker, so it's not totally black and white.). You can say the statement or they can, it makes no difference. If you are testing a series of questions, it actually helps you to say them on your own and have the person kind of 'tune out' and just resist when you say "RESIST".

To test thoughts - ask your partner to think of someone/thing they love - then try an angry or hateful thought - you may both be surprised how much stronger and weaker they go in response! ('Power vs Force' has a complete Map of Consciousness, and grades attitudes, emotions and world-views on a scale of 1 - 1000. Anything above 200 strengthens us.)

So the basic principle on which muscle-testing works is that we are conscious of everything that's meaningful to us, and that everything has a measurable effect on our Power, or Life Force. It either increases it, or decreases it, and we respond by physically going strong or weak. Truth has a strengthening effect, and untruth/lies have a weakening effect. Simple! It confirms that everything we say, think or do has either a beneficial or detrimental effect on us. A valuable lesson in the necessity for being consciously in control of our thoughts and emotions - otherwise, we're losing our Power!) That's why it's important to have the one being tested make a statement, such as 'This food (that they're holding) is good for me to eat'. (If you don't have any to hold, they would say the name of the food while thinking about the last time they ate some.) That way, you're testing for the level of truth of that statement, and it's very clear whether what you're testing is beneficial or detrimental to that person.

For example, I have tried getting someone to simply hold different foods, to test for allergy etc, but we found she could override the weakening effect of the diet drink she was holding by thinking 'Strong'! By getting the tester to make the statement "This (name of drink/food) is good for me to drink/eat" you make sure they can't cheat! (Artificial sweetener is extremely detrimental to most bodies, by the way. Sorry, but it's true!) What's interesting about that, though, is that our thoughts are stronger than physical substances - so perhaps if we remember to bless our food and drink, or think 'Strong' while eating/drinking, we can change the effects on our bodies of even the worst things! I'm not recommending that approach, though. Not yet, anyway!

However, the bottom line is that ANYTHING CAN BE TESTED. But the important thing is that the INTENTION behind the test must be integrous, it must calibrate highly itself. You cannot use this technique for personal gain. For instance, we tried to use it to see if we could discover where to 'dig' in the competition on the internet called "Prize Rush". Before you test you should ask permission, "It is ok for us to ask this". We got a no response so therefore it wasn't ok. Results would therefore be skewed, as the reason for inquiry is not integrous. However, if your only intention is to seek truth, then you can test anything.

Try this with students, and see if they can get it working. It's really fun to play with, a good physical exercise and something that will give them a real experiential connection to truth on a real fundamental, physical level.

**For more information on muscle testing, try:**

<http://johreiki.net/ARTICLES/muscle-testing.php>

## ➔ The 'Closed Eye Process' for MANIFESTATION

In Aladdin, there is an advanced guided closed eye process that the Genie takes Aladdin through, as well as anybody in the audience who wishes to have the experience also.

It is basically Alpha's version of how to manifest. Done in our own style and in a fun way, we also allow the audience to have a chance to manifest something they want, or something they want to become. It's fun, and part of the show, so children can choose to just enjoy it as a fun part of the show or actually try it out and pick up a new skill. Remember, to get what you want, you need to do this daily.

### ***What you focus on, you get***

We've already covered a lot about this topic, so we won't go into any more details here, other than to provide you with a **copy of the process** we do in the show, in case it is useful to you for your own needs. The language is quite specific

*GENIE*

*Alright, well the most important thing, the secret to getting whatever you want, is that you have to feel GOOOOOD! If you don't feel goooooood about it you won't get it! HA! Isn't that great!*

*ALADDIN*

*Yeah, that's pretty cool!*

*GENIE*

*[ELICITATION]*

*See, watch this. Let's all imagine something we really really wish for. All the boys and girls, you can do this too. Are you ready to wish for something special you really really want? What's something you want, think about that right now. Or maybe you want to wish to feel happier, or more clever, or you want to learn something new that you've always wanted to do. Have you all got something in mind, boys and girls? Alright, well everyone, close your eyes.*

*Cue Wishing Music - Theme from Powder*

*GENIE (CONT'D)*

*[CLOSE EYES]*

*Grown ups too, everyone close your eyes. Now imagine whatever it is you want right now, imagine and picture it in your mind, and see it right now in front of you, with your eyes closed. Or see yourself with that new skill or new feeling. See how cool you look now that you feel the way you wanna feel and you have whatever it is your want.*

*[STAND UP]*

*In fact, let's stand the way you'd be standing if you already had what you want! Everyone standing up! Stand tall! Stand how you'd stand if you not only had whatever it is you want, but stand the way you'd stand if you were the coolest person in the world! Stand the way you'd stand if everything you wanted in your life came easily, you could make your destiny happen just by having fun and feeling good! Stand tall!*

*[STATE INDUCTION]*

*Now, breathe the way you'd breathe. See what you'd see, hear what you'd hear and feel what you'd be feeling if you already had whatever it is your want! Feel really really goood. Really good, happy and fun, right now, and how great it is to have it. Can you feel it boys and girls? If you can then SAY YES! Say yes! Say yes! How about you Al?*

**ALADDIN**

*Yeah I've got it Genie!*

**GENIE**

*[IDENTITY]*

*Now, before you sit down, there's one more thing you need to do to get whatever it is you want in life. Because not everyone in this world always gets everything they want, but that's because they didn't do this important bit. To get what you want, think about the type of person you need to be in order to get those things. Think about the type of person you want to become in order to achieve the things you want to achieve, to live the life you want. What type of person would you be? Happy? Kind? Loving? Someone who looks after their friends? Someone who helps others? Who do you need to be in order to get what you want out of life?*

*[SHARES]*

*What about you, who you do you need to be? Cool! What about you? Alright, well say after me, "I am [X = whatever they said]". Say it again! Everyone! I AM X.... I AM X.... Say It again, louder, go! Say it as though you are X now! I AM X! Say it as though you were certain that who you really are is X, every part of you is X. I AM X. I AM X. Awesome, you guys rock. Boys and girls, do you think that if every day you felt this good and focussed on who you need to become in order to get the things you want most, you'd be able to have the life of your dreams? If you do then say yes! Say yes! Say yes! And let's celebrate, imagine how great your life would be when you get everything your heart desires! Let's celebrate your life and make a lot of noise! Ready? 1,2,3 GO! Come on, louder! Let's hear you, COME ON!!! Jumping up and down!! COME ON! And WHOA....YES! And grab a seat, back on your bottoms, sitting back down.*

*So you may not get what you wish for straight away, unless you have your own genie of the lamp like Al here.... But if you do this every day and only feel good about it and don't feel sad that you don't have it, then eventually you will get whatever it is you wish for! That's pretty cool isn't it boys and girls!*

*Mmmh I'm giving away my trade secrets here aren't I! But I know, that when you're feelin' good, you can't help but attract your destiny! You may not get every little toy you think you want, but you sure are gonna feel pretty darn good, and it'll be a lot easier livin the dream, living ya purpose, when ya feel as good as this! Like me!*

*And you also can't have any anger or hatred towards others or yourself inside you when you make a wish. If you do, the wish might backfire, especially if you're being too greedy.*

## ➔ **Going beyond the 'script'**

Obviously, this show is a fun show for children. However, a great deal of thought has been put into every little detail. See if you can find ways to delve deeper into the heart of this fairytale. **This isn't an event to be at your school only for when your grade 1's are studying fairytales!** Look deeper and see how stories like this, and other Alpha shows - as well as all the other impactful aspects of Alpha shows (like the lights, sound, music etc) - make this something beyond just another retelling of an old fairytale.

How can we use this show? – a show where children are guaranteed to be excited afterwards, and left in a peak state that is passionate and perfect for reinforcing and conditioning positive ideas. Don't waste this opportunity! What lessons, skills, and subconscious patterns can we instil right now in the children you care about? That could change their life forever?

*For more discussion topics, see the Discussions section earlier in this guide*

***What other positive values could be reinforced? We look forward to hearing how this discussion goes!***